



KISI-KISI SOAL KETERAMPILAN MENYIMAK

Satuan Pendidikan : SMAN 1 Amlapura
 Mata Pelajaran : Bahasa Inggris
 Kurikulum Acuan : Kurikulum Merdeka
 Jumlah soal : 15
 Nama penulis soal : Ni Made Sri Martiningsih, S.Pd

No.	Tujuan Pembelajaran	Bahan Kls/ Semester	Konten/Materi	Indikator Soal	Level Kognitif	Bentuk Soal	No. Soal
1	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk Analytical Exposition secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	XI / 2	Analytical Exposition	Diberikan teks Analytical Exposition lisan, siswa dapat menyimpulkan informasi umum yang ada dalam teks.	C4	Uraian	1,12, 14
2	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk Analytical Exposition secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal			Diberikan teks Analytical Exposition lisan, siswa dapat menyimpulkan ide pokok yang ada dalam teks.	C5	Uraian	11,15
3	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk Analytical Exposition secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat	XI / 2	Analytical Exposition	Diberikan teks Analytical Exposition lisan, siswa dapat menyimpulkan informasi rinci yang ada dalam teks	C4	Uraian	2,3

	kelancaran dan ketepatan yang optimal.						
4	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk Analytical Exposition secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	XI / 2	Analytical Exposition	Diberikan teks Analytical Exposition lisan, siswa dapat menyusun kalimat berdasarkan informasi yang ada dalam teks.	C5	Uraian	4
5	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	XI / 2	Descriptive	Diberikan teks Descriptive lisan dan siswa dapat menyimpulkan informasi umum teks lisan tersebut	C4	Uraian	5,6,7,9
6	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	XI / 2	Descriptive	Diberikan teks Descriptive lisan dan siswa dapat menganalisa informasi umum teks lisan tersebut	C4	Uraian	8
7	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan	XI / 2	Descriptive	Diberikan teks Descriptive lisan dan siswa dapat mengevaluasi informasi umum teks lisan tersebut	C5	Uraian	10

	ketepatan yang optimal.						
8	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk Analytical Exposition secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	XI / 2	Analytical Exposition	Diberikan teks Analytical Exposition lisan, siswa dapat menyimpulkan yang ada dalam teks dengan kalimat sendiri.	C4	Uraian	12
9	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	XI / 2	Analytical Exposition	Diberikan teks Analytical Exposition lisan, siswa dapat menemukan persamaan makna kata yang ada dalam teks.	C4	Uraian	13



KARTU SOAL NO. 1

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMAN 1 Amlapura

Tujuan Pembelajaran Materi	: Menyimpulkan informasi umum dari sebuah teks Analytical Exposition
Materi	: Teks Analytical Exposition text
Indikator Soal	: Diberikan teks Exposition lisan, siswa dapat menyimpulkan informasi umum yang ada dalam teks.
Level Kognitif	: C4

Soal

SCAN QR CODE FOR LISTENING



1. What can we conclude after listening to the monolog?

Answer: a. The importance of reading activities in our life
b. Reading is an important activity in our life

KARTU SOAL NO. 2

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMAN 1 Amlapura

Tujuan Pembelajaran Materi	: Menyimpulkan informasi rinci dari sebuah teks Analytical Exposition
Materi	: Teks Analytical Exposition text
Indikator Soal	: Diberikan teks Analytical Exposition lisan, siswa dapat menyimpulkan informasi rinci yang ada dalam teks.
Level Kognitif	: C4

Soal:



2. What kinds of information can we get by reading based on the speaker's say?

Answer: by reading we can get a lot of information about many things in the world such as science, technology, sports, arts, and culture

KARTU SOAL NO. 3

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMAN 1 Amlapura

Tujuan Pembelajaran	:	Menyimpulkan informasi rinci dari sebuah teks Analytical Exposition
Materi	:	Teks Analytical Exposition text
Indikator Soal	:	Diberikan teks Analytical Exposition lisan, siswa dapat menyimpulkan informasi rinci yang ada dalam teks.
Level Kognitif	:	C4

Soal:



3. Mention some kinds of feelings that we get from reading! Explain your answer!
Answer: relax, happy



KARTU SOAL NO.4

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMAN 1 Amlapura

Tujuan Pembelajaran Materi	: Menyusun informasi rinci dari sebuah teks Analytical Exposition
Materi	: Teks Analytical Exposition text
Indikator Soal	: Diberikan teks Exposition lisan, siswa dapat menyusun kalimat yang mengandung informasi rinci yang ada dalam teks.
Level Kognitif	: C5

Soal:



4. How many arguments do the speakers say? Explain your answer!

Answer: Four

1. by reading we can get a lot of information about many things in the world such as science, technology, sports, arts, and culture
2. by reading we can get a lot of news and knowledge about something happening in any part of the world which we can see directly
3. reading can give us pleasure
4. reading can also take us to another part of the world

SCRIPT UNTUK SOAL NO 1 SAMPAI DENGAN NO 4

The importance of reading

I personally think that reading is an important activity in our life. Why do I say so? Firstly, by reading we can get a lot of information about many things in the world such as science, technology, sports, arts, and culture. Secondly, by reading we can get a lot of news and knowledge about something happening in any part of the world which we can see directly. Thirdly, reading can give us pleasure. When we are tired, we can read books, newspaper or magazines on the entertainment column such as short stories, comedies or quizzes to make us relax. Fourthly, reading can also take us to other part of the world. By reading a book about Irian Jaya we may feel that we're really sitting in the jungles, not at home or in our rooms. Based on the facts above, it is obvious that everyone needs to read books, newspapers, magazines or other to get knowledge, news, information and also entertainment. In other words we can say reading is truly important in our life.

KARTU SOAL NO.5

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMAN 1 Amlapura

Tujuan Pembelajaran	: Menyimpulkan informasi umum dari sebuah teks Descriptive lisan
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive lisan, siswa dapat menyimpulkan informasi umum yang ada dalam teks.
Level Kognitif	: C4

Soal:

Scan QR Code for Listening



5. Write three points of information that you get from the monolog!

Answer:
Scripts

Bananas can easily be found in tropical regions of the world. Bananas need plenty of rain and sunshine for most of the year. This makes bananas grow well and bear fruit all year around. A banana tree grows from a small root to three meters high. One of the suckers will grow to its full size and bear the fruit. The fruit grows downwards in large bunches. A fully grown bunch can weigh up to 35 kilos.

KARTU SOAL NO.6

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMAN 1 Amlapura

Tujuan Pembelajaran	:	Menyimpulkan informasi rinci dari sebuah teks Descriptive
Materi	:	Teks Descriptive
Indikator Soal	:	Diberikan teks Descriptive lisan, siswa dapat menyimpulkan informasi rinci yang ada dalam teks.
Level Kognitif	:	C4

Soal:

Scan QR Code for Listening



...ain your answer?

Answer: plenty of rain and sunshine. Because banana tree grows from a small root to three meters high. One of the suckers will grow to its full size and bear the fruit. The fruit grows downwards in large bunches.

Script:

Bananas can easily be found in tropical regions of the world. Bananas need plenty of rain and sunshine for most of the year. This makes bananas grow well and bear fruit all year around. A banana tree grows from a small root to three meters high. One of the suckers will grow to its full size and bear the fruit. The fruit grows downwards in large bunches. A fully grown bunch can weigh up to 35 kilos.

**TES PRESTASI BELAJAR BAHASA INGGRIS
SEBELUM UJI COBA**

Satuan Pendidikan : SMA Negeri 1 Amlapura
Mata Pelajaran : Bahasa Inggris
Kurikulum Acuan : Kurikulum Merdeka
Jumlah Soal : 40 Pilihan Ganda
Alokasi Waktu : -
Penyusun : Ni Made Sri Martiningsih, S.Pd

NO	Tujuan Pembelajaran	Materi	Kelas/ Semester	Indikator Soal	Level Kognitif	Bentuk Soal	No Soal
1	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	Descriptive Text	XI/2	Disajikan teks Descriptive, siswa dapat menganalisa informasi umum yang ada dalam teks.	Level 3 (C4)	Pilihan Ganda	15, 7
2	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	Descriptive text	XI/2	Diberikan teks Descriptive, siswa dapat menyimpulkan fungsi sosial teks	Level 3 (C4)	Pilihan Ganda	4

3	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	Present tense on descriptive text	XI/2	Diberikan beberapa kalimat present tense, siswa dapat menganalisa kalimat yang bukan dengan pola present tense yang ada dalam teks.	Level 3 (C4)	Pilihan Ganda	3
4	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	Descriptive text	XI/2	Diberikan teks Descriptive, siswa dapat menyimpulkan informasi rinci yang ada dalam teks.	Level 3 (C4)	Pilihan Ganda	1,2,5,6,9,11,12,13,14
5	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	Descriptive text	XI/2	Diberikan teks Descriptive, siswa dapat menyimpulkan informasi umum yang ada dalam teks.	Level 3 (C4)	Pilihan Ganda	18, 19

6	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.		XI/2	Diberikan teks Descriptive, siswa dapat menganalisa makna kata yang ada dalam teks.	Level 3 (C4)	Pilihan Ganda	8
7	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	Descriptive text	XI/2	Disajikan teks Descriptive, siswa dapat menganalisa informasi tersurat yang ada dalam teks.	Level 3 (C4)	Pilihan Ganda	17,16, 10, 20,21
8	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk eksposisi(exposition) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	Analytical Exposition	XI/2	Diberikan teks Analytical Exposition, siswa dapat menganalisa informasi rinci yang ada dalam teks	Level 3 (C4)	Pilihan Ganda	23, 26, 28,32, 35, 36,37,
9	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk Exposition secara	Analytical Exposition	XI/2	Diberikan teks Analytical Exposition, siswa dapat menyimpulkan informasi umum yang ada dalam teks.	Level 3 (C4)	Pilihan Ganda	34, 28,24

	kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.						
10	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk Exposition secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.		XI/1	Diberikan teks Analytical Exposition, siswa dapat menyimpulkan informasi tersurat yang ada dalam teks.	Level 3 (C4)	Pilihan Ganda	21, 20
11	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk Exposition secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.		XI/1	Diberikan teks Analytical Exposition, siswa dapat menyimpulkan ide pokok yang ada dalam teks.	Level 3 (C4)	Pilihan anda	31,30, 29, 27,25
12	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk Exposition secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	Analytical Exposition	XI/2	Diberikan teks Analytical Exposition, siswa dapat menyimpulkan informasi rinci yang ada dalam teks.	C4	Pilihan anda	33, 40

13	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk Exposition secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	Analytical Exposition	XI/2	Diberikan teks Analytical Exposition, siswa dapat menganalisa makna kata yang ada dalam teks.	Level 3 (C4)	Pilihan Ganda	22
14	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk Exposition secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	Analytical Exposition	XI/2	Diberikan teks Analytical Exposition, siswa dapat menyimpulkan fungsi sosial infografis yang ada dalam teks.	Level 3 (C4)	Pilihan Ganda	39



KARTU SOAL NO. 1

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menyimpulkan informasi rinci dari sebuah teks Descriptive
Indikator Soal	: Teks Descriptive : Diberikan teks Descriptive, siswa dapat menyimpulkan informasi rinci yang ada dalam teks.
Level Kognitif	: C4

Soal:

TEKS 1

BROMO MOUNTAIN

Bromo is one of the mountains in Java that is known around the world. As one of the special tourist places in Java. Bromo Mountain is not only rich in its natural beauty but also in harmony with the local people around it.

In Bromo, the visitors can enjoy both the beauty of beauty nature and the culture in that area because Bromo is not simply a mountain but also an important place for ritual ceremonies of Hindu.

Located around 2.5 hours from Malang, Bromo is one of the active volcanoes which it part of the Bromo Tengger Semeru National Park. The beauty of Bromo can be seen clearly from the top of *Pananjakan* Mountain which is close to Bromo which has a higher level (2,770 meters). Bromo itself is only 2,392 meters.

Even to Bromo is not a high volcano, the history of the eruption was so dramatic. The sands around it, which people call the sea of the sands (*Segara Wedi*), the proof that is mountain had killed the life in its surroundings.

The name of Bromo is taken from the name of the God of Hindu, Brahma. The people of Tengger have a myth about that mountain that makes it have a mystical nuance. But it is more than a myth because people still believe that by holding the Kasada Festival every year. They express their gratitude to God in a symbolic way by throwing vegetables, cattle, and also money as an offering in the Bromo's crates.

(adapted from: <https://www.indonesia.travel/gb/en/destinations/java/bromo-tengger-semeru-national-park/mount-bromo>)

1. Based on the text, which statement is not true?
 - a. Bromo is one of the special and beautiful tourism objects in Java
 - b. Bromo is one of the highest and most active volcanoes in Java
 - c. We can see the beauty of Bromo from the top of Pananjakan Mountain
 - d. The word of Bromo is taken from the name of the God of Hindu
 - e. The Kasada Festival is held annually by the people of Tengger

Kunci : B

Pembahasan: Paragraf 3 (.....Even to Bromo is not a high volcano, the history of the eruption was so dramatic)

KARTU SOAL NO. 2

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menyimpulkan informasi rinci dari sebuah teks Descriptive
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menyimpulkan informasi rinci dalam teks.
Level Kognitif	: C4

Soal:

TEKS 1

BROMO MOUNTAIN

Bromo is one of the mountains in Java that is known around the world. As one of the special tourist places in Java, Bromo Mountain is not only rich in its natural beauty but also in harmony with the local people around it.

In Bromo, visitors can enjoy both the beauty of beauty nature and the culture in that area because Bromo is not simply a mountain but also an important place for ritual ceremonies of Hindu. Located around 2.5 hours from Malang, Bromo is one of the active volcanoes that is part of the Bromo Tengger Semeru National Park. The beauty of Bromo can be seen clearly from the top of *Pananjakan* Mountain which is close to Bromo which has a higher level (2,770 meters). Bromo itself is only 2,392 meters.

Even though Bromo is not a high volcano, the history of the eruption was so dramatic. The sands around it, which people call the sea of the sands (*Segara Wedi*), the proof that is mountain had killed the life in its surroundings.

The name of Bromo is taken from the name of the God of Hindu, Brahma. People of Tengger have a myth about that mountain that makes it have mystical nuance. But it is more than a myth because people still believe that by holding the Kasada Festival every year. They express their gratitude to God in a symbolic way by throwing vegetables, cattle, and also money as an offering in the Bromo's crates. (adapted from: <https://www.indonesia.travel/gb/en/destinations/java/bromo-tengger-semeru-national-park/mount-bromo>)

2. What is the purpose of an annual festival held by the people of Tengger?
 - a. To show gratitude to the people in Bromo Mountain
 - b. To honor people who became the victims of volcano eruption
 - c. To remember the national heroes who were killed during the war
 - d. To take care of horses in Bromo Mountain
 - e. To express their gratitude to God in symbolic

Kunci: E

Pembahasan : Paragraf 4.... They express their gratitude to God in a symbolic way by throwing vegetables, cattle, and also money as an offering in the Bromo's crates.

KARTU SOAL NO. 3

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menganalisa kalimat <i>simple present</i> dalam teks Descriptive
Indikator Soal	: Diberikan beberapa kalimat <i>present tense</i> , siswa dapat menganalisa kalimat yang bukan dengan pola <i>present tense</i> yang ada dalam teks.
Level Kognitif	: C4

Soal:

TEKS 1

BROMO MOUNTAIN

Bromo is one of the mountains in Java that is known around the world. As one of the special tourism places in Java, Bromo Mountain is not only rich in its natural beauty but also in harmony with the local people around it.

In Bromo, visitors can enjoy both the beauty of beauty nature and the culture in that area because Bromo is not simply a mountain but also an important place for ritual ceremonies of Hindu. Located around 2.5 hours from Malang, Bromo is one of the active volcanoes that is part of the Bromo Tengger Semeru National Park. The beauty of Bromo can be seen clearly from the top of *Pananjakan* Mountain which is close to Bromo which has a higher level (2,770 meters). Bromo itself is only 2,392 meters.

Even though Bromo is not a high volcano, the history of the eruption was so dramatic. The sands around it, which people call the sea of the sands (*Segara Wedi*), the proof that is mountain had killed the life in its surroundings.

The name of Bromo is taken from the name of the God of Hindu, Brahma. People of *Tengger* have a myth about that mountain that makes it have mystical nuance. But it is more than a myth because people still believe that by holding the Kasada Festival every year. They express their gratitude to God in a symbolic way by throwing vegetables, cattle, and also money as an offering in the Bromo's crates. (adapted from: <https://www.indonesia.travel/gb/en/destinations/java/bromo-tengger-semeru-national-park/mount-bromo>)

3. Based on the text, which of the following is not present-tense?
- Bromo is one of the active volcanoes in Java
 - Bromo is not simply a mountain but also an important place for ritual ceremonies of Hindus.
 - People of Tengger have a myth about that mountain that makes it have mystical nuance
 - They express their gratitude to God in a symbolic way by throwing vegetables, cattle, and also money as an offering in the Bromo's crates
 - The history of the Bromo eruption was so dramatic

Kunci: E

Pembahasan: E, bukan kalimat present tense tapi past tense

KARTU SOAL NO. 4

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menyimpulkan fungsi sosial dari sebuah teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menyimpulkan fungsi sosial teks Descriptive.
Level Kognitif	: C4

Soal:

TEKS 2

Petruk Cave is one of the leading tourist attractions in *Kebumen*, Central Java. The cave is located in the *Dukuh Mandayana Candirenggo Village*, Ayah District, *Kebumen* regency. In the *Petruk* cave, there is no lighting that illuminates the cave. It is still a very natural cave so the *petruk* cave is very dark to be entered.

Petruk Cave is named because the length of the cave is as long as the *Petruk's* nose. The name *Petruk* comes from a stone or stalagmite in the cave which has a shape like *Petruk's* nose, the name of the *Ponokawan* character from Java, *Ki Semar's* tall son, but has a very sharp nose.

The cave consists of three floors, the first is a basic cave, *Hindu* caves, and *Petruk* cave. The base cave is a short cave that is just 100 meters away. The cave is used tourist attraction. A *Hindu* cave is part of the cave that is usually used to put offerings to the ancestor. Inside *Petruk* cave there are so many stalactites and stalagmites which are awesome. If you want to explore this cave you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you see the beach or waterfall located near the end of the cave.

(Source: <https://ambizeducation.com/why-did-petruk-cave-named-as-one-of-character-in-punokawan-puppet/>)

4. What is the main purpose of writing the text?
- To introduce the location of *Petruk Cave*
 - To inform readers about tourism in *Kebumen*
 - To explain the reader about floors in *Petruk Cave*
 - To describe *Petruk Cave* as one of the leading tourist attractions in *Kebumen*, Central Java
 - To entertain the reader about floors in *Petruk Cave*

Kunci : D

Pembahasan: Fungsi sosial teks descriptive adalah untuk mendeskripsikan sebuah benda, tempat atau orang.

KARTU SOAL NO. 5

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menganalisa informasi rinci dari sebuah teks Descriptive
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menganalisa informasi rinci yang ada dalam teks.
Level Kognitif	: C4

Soal:

TEKS 2

Petruk Cave is one of the leading tourist attractions in *Kebumen*, Central Java. The cave is located in the *Dukuh Mandayana Candirenggo* Village, Ayah District, *Kebumen* Regency. In the *Petruk* cave, there is no lighting that illuminates the cave. It is still a very natural cave so the *petruk* cave is very dark to be entered.

Petruk Cave is named because the length of the cave is as long as the *Petruk's* nose. The name *Petruk* comes from a stone or stalagmite in the cave which has a shape like *Petruk's* nose, the name of the *Punokawan* character from Java, *Ki Semar's* tall son, but has a very sharp nose.

The cave consists of three floors, the first is a basic cave, *Hindu* caves, and *Petruk* cave. The base cave is a short cave that is just 100 meters away. The cave is used tourist attraction. A *Hindu* cave is part of the cave that is usually used to put offerings to the ancestor. Inside *Petruk* cave there are so many stalactites and stalagmites which are awesome. If you want to explore this cave you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you see the beach or waterfall located near the end of the cave.

(Source: <https://ambizeducation.com/why-did-petruk-cave-named-as-one-of-character-in-punokawan-puppet/>)

5. Why was *Petruk Cave* named one of the characters in the *Punokawan* puppet?
- Because the *Petruk* is the first explorer of the cave
 - Because *Petruk* is buried in the cave
 - Because the cave's length is as long as *Petruk's* nose
 - Because the cave belongs to *Petruk*
 - Because the cave's depth is as deep as *Petruk's* hair

Kunci : C

Pembahasan: There is information in the line 4... *Petruk* cave's named *Petruk* cave because the length of cave is as long as *petruk's* nose...

KARTU SOAL NO. 6

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menganalisa informasi rinci dari sebuah teks Descriptive
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menganalisa informasi rinci yang ada dalam teks.
Level Kognitif	: C4

Soal:

TEKS 2

Petruk Cave is one of the leading tourist attractions in *Kebumen*, Central Java. The cave is located in the *Dukuh Mandayana Candirenggo Village*, Ayah District, *Kebumen* regency. In the *Petruk* cave, there is no lighting that illuminates the cave. It is still a very natural cave so the *petruk* cave is very dark to be entered.

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The cave consists of three floors, the first is a basic cave, *Hindu* caves, and *Petruk* cave. The base cave is a short cave that is just 100 meters away. The cave is used tourist attraction. A *Hindu* cave is part of the cave that is usually used to put offerings to the ancestor. Inside *Petruk* cave there are so many stalactites and stalagmites which are awesome. If you want to explore this cave you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you see the beach or waterfall located near the end of the cave.

(Source: <https://ambizeducation.com/why-did-petruk-cave-named-as-one-of-character-in-punokawan-puppet/>)

6. From the text, it can be inferred that *Petruk Cave* is known for ...
- Visiting a beautiful park
 - Seeing the beach
 - Leading the tourists
 - Exploring an amazing cave
 - Sunbathing at the beach

Kunci : D

Pembahasan : Ada di paragraph 3.If you want to explore this cave you must be led by guides who are ready to take you through the cave...

KARTU SOAL NO. 7

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menganalisa informasi umum dari sebuah teks Descriptive
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menganalisa informasi umum yang ada dalam teks.
Level Kognitif	: C4

Soal: TEKS 3

Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has long smooth beautiful hair. By glimpsing, she looks like a Korean.

Talking about her personality, Isyana is a kind of introverted girl. She seems very quiet. But she is friendly enough to people. Talking about her passion for music, Isyana likes jazz, R&B, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap Dalam Jiwa".

7. From the text above we can conclude that ...
- Isyana is an extrovert girl
 - She is a well-known and accomplished singer
 - She dislikes jazz and RnB
 - She can't play musical instruments
 - She is an unpopular artist

Kunci : B

Pembahasan: Paragraf 1... She is a very famous singer from Indonesia. She is pretty and very talented.

KARTU SOAL NO. 8

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menganalisa makna kata dari sebuah teks Descriptive
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menganalisa persamaan kata yang ada dalam teks.
Level Kognitif	: C4

Soal:

TEKS 3

Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

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Talking about her personality, Isyana is a kind of introverted girl. She seems very quiet. But she is friendly enough to people.

Talking about her passion for music. Isyana likes jazz, R&B, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is famous because of a very romantic song entitled "Keep Being You" and "Tetap Dalam Jiwa."

8. "Isyana is pretty and very talented." Which statement below refers to the underlined word ...
- She is slim, only 50 kg, and 165 tall.
 - She can play piano, saxophone, and violin.
 - She is a very famous singer from Indonesia
 - She seems very quiet.
 - She is friendly

Kunci: B

Pembahasan: talented singer...paragraph 4... She also can play piano, saxophone, and violin.

KARTU SOAL NO. 9

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menyimpulkan informasi rinci dari sebuah teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menyimpulkan informasi rinci yang ada dalam teks.
Level Kognitif	: C4

Soal:

TEKS 4

Tanjung Puting National Park

Tanjung Puting National Park is an internationally famous eco-tourism destination, which is located in the southwest of the Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animals in the world: orangutans.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event allows them to see orangutans up close.

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason for visiting the park. Orangutans, which means the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

(Adapted from: <https://orangutan.org/rainforest/tanjung-puting-national-park/>)

9. We can conclude that paragraph one is...
- Giving information about Central Kalimantan
 - Describing orangutans in the park of Tanjung Putting Park
 - Describing the reason people visit Tanjung Puting Park
 - Explaining the situation of orangutans
 - Describing the location of Tanjung Puting National Park

Kunci: E

Pembahasan: Informasi pada kalimat 1 ... which is located in the southwest of Central Kalimantan peninsula.

KARTU SOAL NO. 10

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menganalisa informasi tersirat dari sebuah teks Descriptive
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menganalisa informasi tersirat yang ada dalam teks.
Level Kognitif	: C4

Soal:

TEKS 4

Tanjung Puting National Park

Tanjung Puting National Park is an internationally famous eco-tourism destination, which is located in the southwest of the Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animals in the world: orangutans.

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Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which means the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

(Adapted from: <https://orangutan.org/rainforest/tanjung-puting-national-park/>)

10. What does the author mean by saying that Tanjung Puting National Park is a real jungle?
- Because we can find many varieties of interesting animals
 - Because It is located in Kalimantan Peninsula
 - Because many visitors come to this place because of its amazing nature
 - Because in Tanjung Puting National Park people can only find orangutans
 - Because this park has amazing nature

Kunci: D

Pembahasan:this is a jungle! It is a real jungle, which is home to the most interesting animals in the world: orangutans. (baris 5)

KARTU SOAL NO. 11

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 1
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menyimpulkan informasi rinci dari sebuah teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menyimpulkan informasi rinci yang ada dalam teks..
Level Kognitif	: C4

Soal: TEKS 4

Tanjung Puting National Park

Tanjung Puting National Park is an internationally famous eco-tourism destination, which is located in the southwest of the Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animals in the world: orangutans.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event allows them to see orangutans up close.

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

(Adapted from: <https://orangutan.org/rainforest/tanjung-puting-national-park/>)

11. Why do the orangutans need to be rehabilitated?
- because it can give the opportunity the visitor to see orangutans up close
 - because they need to be preserved
 - because they are not used to living in the jungle
 - because they are the subject of research
 - because they need to be seen by the visitors

Kunci: A

Pembahasan: Pada kalimat terakhir.. as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close...

KARTU SOAL NO. 12

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 1
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menyimpulkan informasi rinci dari sebuah teks Descriptive
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menyimpulkan informasi rinci yang ada dalam teks..
Level Kognitif	: C4

Soal:

TEKS 4

Tanjung Puting National Park

Tanjung Puting National Park is an internationally famous eco-tourism destination, which is located in the southwest of the Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animals in the world: orangutans.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event allows them to see orangutans up close

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

(Adapted from: <https://orangutan.org/rainforest/tanjung-puting-national-park/>)

12. What does "arboreal animal" mean?
- the animal that spends its life mostly in trees
 - the animal that travels from branch to branch
 - the animal that has long arms
 - the animal that can swing or climb on trees.
 - the animal that likes travelling

Kunci : A

Pembahasan:... Most of their lives are spent in trees..

KARTU SOAL NO. 13

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menyimpulkan informasi tersurat dari sebuah teks Descriptive
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menyimpulkan informasi tersurat yang ada dalam teks.
Level Kognitif	: C4

Soal:
TEKS 5

Natural Bridge National Park is a luscious tropical rainforest. It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascade is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbecues, shelter sheds, water, and fireplaces; however, overnight camping is not permitted.

(Adapted from: <https://ambizeducation.com/natural-bridge-national-park-is-luscious-tropical-rainforest/>)

13. From the text, it can be inferred that Natural Bridge National Park is known for ...
- Traveling in the rainforest
 - Exploring rainforest and picnic
 - Photo spot in the fantastic bridge
 - Visiting a beautiful camping area
 - Passing amazing roadway

Kunci: B

Pembahasan: We can read from the text...Natural Bridge National Park is a luscious tropical rainforest.... Picnic areas offer toilets, barbecues, shelter sheds, water, and fireplaces; however, overnight camping is not permitted.

KARTU SOAL NO. 14

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menyimpulkan informasi tersurat dari sebuah teks Descriptive
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menyimpulkan informasi tersurat yang ada dalam teks.
Level Kognitif	: C4

Soal: TEKS 5

Natural Bridge National Park is a luscious tropical rainforest. It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascade is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbecues, shelter sheds, water, and fireplaces; however, overnight camping is not permitted.

(Adapted from: <https://ambizeducation.com/natural-bridge-national-park-is-luscious-tropical-rainforest/>)

14. From the text, it can be inferred that paragraph one of the text is...
- Explaining how to go to Natural Bridge National Park
 - Exploring rainforest and picnic
 - Identifying Natural Bridge National Park
 - Visiting a beautiful camping area
 - Passing amazing roadway

Kunci: C

Pembahasan: paragraph one of the descriptive text is an identification

KARTU SOAL NO. 15

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menganalisa informasi umum dari sebuah teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menganalisa informasi umum yang ada dalam teks.
Level Kognitif	: C4

Soal: TEKS 6

Angkor Wat faced a Hindu temple and a man of Buddhist temple in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early 12th 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, the frame of the Devis in Hindu mythology within the mouth, and has an outer wall that is 3 to 7 km long. It has three rectangular galleries which race about the neck. At the center of the temple stands Queen Cap of Tower.

The Angkor Wat complex is located in the northern province of Siem Reap. Its overall square is approximately 400 square kilometers; on it, numerous temples, basins, reservoirs, canals, and communication routes are located. Angkor Wat had been a center of the Khmer Kingdom; with its impressive monuments, urban plans, and complicated system of canals, the site is an exemplar of Khmer architecture, closely linked to the geographical context, and possessing strong symbolic significance.

Angkor Wat is so vast that it is difficult to grasp its entire architectural plan if you are walking around the monument's territory. From a distance, Angkor Wat looks like a colossal mass of stone, but if you get closer, you will see numerous elevated towers, chambers, and courtyards, all of them located on different levels, and connected with stairways and covered galleries. (Adapted from: https://id.wikipedia.org/wiki/Angkor_wat)

15. Based on the text, which of the following statements indicates the description of Angkor Wat's history?
- Angkor Wat was built by the Khmer King, Suryawarman II in the early 12th century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem Gallery complex
 - Angkor Wat looks like a colossal mass of stone Khmer Empire.
 - The Angkor Wat complex is located in the northern province of Siem Reap
 - Angkor Wat has three rectangular galleries which race about the neck and at the center of the temple stands Queen Cap of Tower.
 - Angkor Wat square is approximately 400 square kilometers

Kunci : A

Pembahasan: Paragraph one memdeskripsikan Sejarah Angkor Wat

KARTU SOAL NO. 16

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 1
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menganalisa informasi rinci dari sebuah teks Descriptive
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menganalisa informasi rinci yang ada dalam teks.
Level Kognitif	: C4

Soal:

TEKS 6

Angkor Wat faced a Hindu temple and a man of Buddhist temple in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early 12th 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, the frame of the Devis in Hindu mythology within the mouth, and has an outer wall that is 3 to 7 km long. It has three rectangular galleries which race about the neck. At the center of the temple stands Queen Cap of Tower.

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Angkor Wat is so vast that it is difficult to grasp its entire architectural plan if you are walking around the monument's territory. From a distance, Angkor Wat looks like a colossal mass of stone, but if you get closer, you will see numerous elevated towers, chambers, and courtyards, all of them located on different levels, and connected with stairways and covered galleries. (Adapted from: https://id.wikipedia.org/wiki/Angkor_wat)

16. Based on the text, which of the following statements is true?
- Angkor Wat is not designed to represent Khmer Meru, the frame of the Devis in Hindu mythology Gallery Complex
 - In the Angkor Wat visitors will see numerous elevated towers, chambers, and courtyards, all of them located on different levels, and connected with stairways and covered galleries.
 - Khmer Empire built Angkor Wat as a palace of the Khmer Kingdom
 - The Angkor Wat is the highest religious monument in the world
 - The Angkor Wat complex is located in the southern province of Siem Reap.

Kunci : B

Pembahasan: paragraph 3 menjelaskan yang pengunjung bisa dinikmati di Angkot Wat.

KARTU SOAL NO. 17

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 1
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menganalisa informasi tersurat dari sebuah teks Descriptive
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menganalisa informasi tersurat yang ada dalam teks.
Level Kognitif	: C4

Soal: TEKS 7

The name of Raja Ampat (Raja means king, and *empat* means four) comes from local mythology that tells of a woman who finds seven eggs. Four of the seven hatch and become kings who occupy four of Raja Ampat's biggest islands whilst the other three become a ghost, a woman, and a stone.

History shows that Raja Ampat was once a part of the Sultanate of Tidore, an influential kingdom from Maluku. Yet, after the Dutch invaded Maluku, it was claimed by the Netherlands.

The first recorded sighting and landing by Europeans of the Ampat Islands was by the Portuguese navigator Jorge de Menezes and his crew in 1526, en route from Biak, the Bird's Head Peninsula, and Waigeo, to Halmahera .

The English explorer William Dampier gave his name to Dampier Strait, which separates Batanta island from Waigeo island. To the east, there is a strait that separates Batanta from Salawati. In 1759 Captain William Wilson sailing in the East Indiaman Pitt navigated these waters and named a strait the 'Pitt strait', after his vessel; this was probably the channel between Batanta and Salawati.

(Adapted from: <https://indonesiakaya.com/pustaka-indonesia/raja-ampat-surga-petualangan-dunia-di-ujung-papua/>)

17. Why is the place called "Raja Ampat"?
- Because the king is four
 - Because there is four islands
 - Because four of the seven eggs hatch and become kings
 - Because it claimed by the Netherland
 - Because the Ampat Islands was by the Portuguese navigator

Kunci : C

Pembahasan: Paragraf 1... **Four of the seven hatch and become kings who occupy four of Raja Ampat's biggest islands whilst the other three become a ghost, a woman, and a stone.**

KARTU SOAL NO. 18

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menyimpulkan informasi tersirat dari sebuah teks Descriptive
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menyimpulkan informasi tersirat yang ada dalam teks.
Level Kognitif	: C4

Soal: TEKS 7

The name of Raja Ampat (Raja means king, and empat means four) comes from local mythology that tells of a woman who finds seven eggs. Four of the seven hatch and become kings who occupy four of Raja Ampat's biggest islands whilst the other three become a ghost, a woman, and a stone.

History shows that Raja Ampat was once a part of the Sultanate of Tidore, an influential kingdom from Maluku. Yet, after the Dutch invaded Maluku, it was claimed by the Netherlands.

The first recorded sighting and landing by Europeans of the Ampat Islands was by the Portuguese navigator Jorge de Menezes and his crew in 1526, en route from Biak, the Bird's Head Peninsula, and Waigeo, to Halmahera .

The English explorer William Dampier gave his name to Dampier Strait, which separates Batanta island from Waigeo island. To the east, there is a strait that separates Batanta from Salawati. In 1759 Captain William Wilson sailing in the East Indiaman Pitt navigated these waters and named a strait the 'Pitt strait', after his vessel; this was probably the channel between Batanta and Salawati.

(Adapted from: <https://indonesiakaya.com/pustaka-indonesia/raja-ampat-surga-petualangan-dunia-di-ujung-papua/>)

18. Based on the text, which of the following statements is incorrect?
- The story of Raja Ampat tells of a woman who finds seven eggs
 - Raja Ampat was claimed by the Netherlands after the Dutch invaded Maluku
 - Raja Ampat wasn't once a part of the Sultanate of Tidore
 - The Raja Ampat comes from Local mythology
 - History shows that Raja Ampat was once a part of the Sultanate of Tidore

Kunci : C

Pembahasan: Paragraf 2... History shows that Raja Ampat was once a part of the Sultanate of Tidore...

KARTU SOAL NO. 19

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi	: Menyimpulkan informasi umum dari sebuah teks Descriptive
Materi	: Teks Descriptive
Indikator Soal	: Diberikan teks Descriptive, siswa dapat menyimpulkan informasi umum yang ada dalam teks.
Level Kognitif	: C4

Soal:

Lawang Sewu is one of the famous historical buildings in Indonesia. It is named Lawang Sewu which means a thousand doors. Besides its thousand doors, it is also well known for its fascinating stained-glass windows representing Dutch Symbolism. The stained-glass windows are similar to those of the places like The Hague and Rotterdam and also the Royal family. The building has numerous long winding corridors that open out to the offices on one side of the office and the other end of the building on the other hand. It is a famous landmark in the region of Semarang and a pride for Java.

(Adapted from: <https://heritage.kai.id/page/lawang-sewu>)

19. We can infer that Lawang Sewu is known as.....

- A heritage building in Semarang
- The biggest door in island
- A stained-glass palace
- A famous window
- A magical glass door and window

Kunci: A

Pembahasan: Paragraf 1... Lawang Sewu is one of the famous historical buildings in Indonesia.



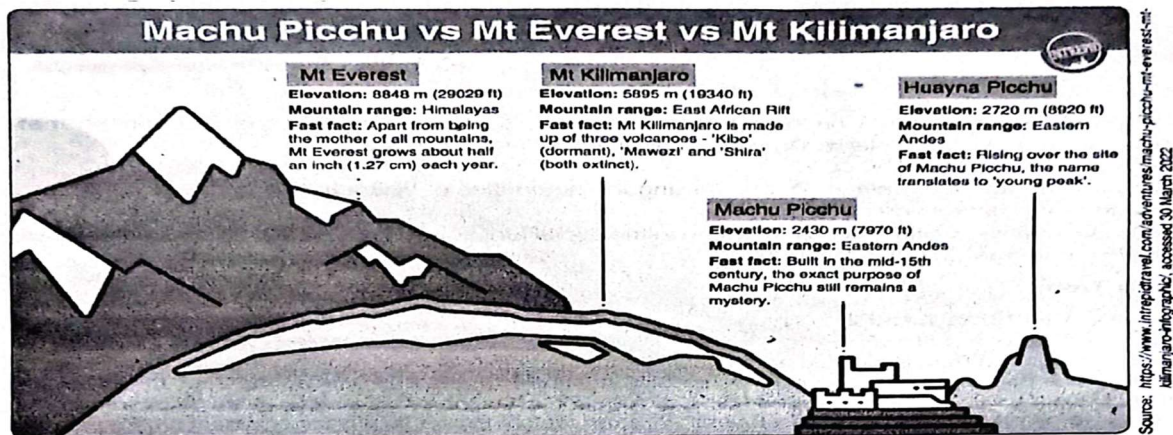
KARTU SOAL NO. 20

Mata Pelajaran : Bahasa Inggris SMA
Kelas/Semester : XI/ Semester 2
Kurikulum : Kurikulum Merdeka
Nama Penulis Soal : Ni Made Sri Martiningsih, S.Pd
Satuan Kerja : SMA Negeri 1 Amlapura

Tujuan Pembelajaran Materi : Menganalisa informasi tersurat dari sebuah teks Descriptive
Indikator Soal : Teks Descriptive
: Diberikan teks Descriptive, siswa dapat menganalisa informs tersurat dalam teks.
Level Kognitif : C4

Soal:

This Infographic is for questions 20 and 21



20. What is the author's purpose in making the infographic above?
- To describe Mount Everest.
 - To promote mountains in Asia.
 - To compare the height of the world's best-known peaks.
 - To introduce new tourist attractions.
 - To persuade the readers to visit the mountains.

Kunci: C

Pembahasan: we can read from the title of the infographic



Analisis Uji Validitas Isi Instrumen

1. Tes Prestasi Belajar

Rekapitulasi Penilaian Pakar

No Butir	Pakar 1	Pakar 2	Kesimpulan
1	R	R	D
2	R	R	D
3	R	R	D
4	R	R	D
5	R	R	D
6	R	R	D
7	R	R	D
8	R	R	D
9	R	R	D
10	R	R	D
11	R	R	D
12	R	R	D
13	R	R	D
14	R	R	D
15	R	R	D
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17	R	R	D
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32	R	R	D
33	R	R	D
34	R	R	D
35	R	R	D
36	R	R	D
37	R	R	D
38	R	R	D
39	R	R	D
40	R	R	D

Jumlah:

A : 0

B : 0

C : 0

D : 40

Matriks Tabulasi Validitas Isi

Judges II	Judges I	Kurang Relevan	Sangat Relevan
Kurang Relevan		0	0
Sangat Relevan		0	40

Perhitungan Validitas Isi

$$vc = \frac{D}{A + B + C + D}$$

$$vc = \frac{40}{0 + 0 + 0 + 40}$$

$$vc = \frac{40}{40} = 1$$

Tes hasil belajar memiliki koefisien validitas isi sama dengan 1,00 dengan kategori sangat tinggi.

2. Tes Keterampilan Menyimak

Rekapitulasi Penilaian Pakar

No Butir	Pakar 1	Pakar 2	Kesimpulan
1	R	R	D
2	R	R	D
3	R	R	D
4	R	R	D
5	R	R	D
6	R	R	D
7	R	R	D
8	R	R	D
9	R	R	D
10	R	R	D
11	R	R	D
12	R	R	D
13	R	R	D
14	R	R	D
15	R	R	D

Jumlah:

A : 0

B : 0

C : 0

D : 15

Matriks Tabulasi Validitas Isi

Judges I Judges II	Kurang Relevan	Sangat Relevan
Kurang Relevan	0	0
Sangat Relevan	0	15

Perhitungan Validitas Isi

$$vc = \frac{D}{A + B + C + D}$$

$$vc = \frac{15}{0 + 0 + 0 + 15}$$

$$vc = \frac{15}{15} = 1$$

Tes keterampilan menyimak memiliki koefisien validitas isi sama dengan 1,00 dengan kategori sangat tinggi.



**REKAPITULASI PENILAIAN JUDGES
KISI-KISI DAN SOAL MENYIMAK**

No. Butir Soal	Penilaian		Keterangan
	Relevan	Tidak Relevan	
1	√		
2	√		Frase 'on the speaker's say?' ganti dengan what the speaker says
3	√		Kata mention masuk C1 sebaiknya gunakan kata C4, seperti: find out, discover
4	√		
5	√		
6	√		
7	√		Hilangkan kata 'of'
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		Perhatikan ada kata yg ejaannya masih salah, hrsnya movement
14	√		
15	√		
Jumlah	15		

Singaraja, 19 Januari 2024
Judge,



Prof. Dr. Ni Made Ratminingsih, M.A.



**REKAPITULASI PENILAIAN JUDGES
KISI-KISI DAN SOAL MENYIMAK**

No. Butir Soal	Penilaian		Keterangan
	Relevan	Tidak Relevan	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
Jumlah			

Singaraja, 23 Januari 2024
Judge,


Made Hery Santosa, Ph.D.

**REKAPITULASI PENILAIAN JUDGES
KISI-KISI DAN SOAL PRESTASI BELAJAR**

No. Butir Soal	Penilaian		Keterangan
	Relevan	Tidak Relevan	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
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28	✓		
29	✓		
30	✓		
31	✓		
32	✓		
33	✓		
34	✓		
35	✓		
36	✓		
37	✓		
38	✓		
39	✓		
40	✓		
Jumlah			

Singaraja, 23 Januari 2024
Judge,


Made Hery Santosa, Ph.D.

Note:

Secara umum, mohon perhatikan keseimbangan jumlah teks, teks terkait, dan dimensi yang ditanyakan pada setiap item dan bobotnya. Ejaan bisa diperhatikan dan arena mengadaptasi, teks bisa disesuaikan kebutuhan dan kondisi di konteks penelitian, dengan merujuk dan informasikan adaptasinya.



**REKAPITULASI PENILAIAN JUDGES
KISI-KISI DAN SOAL PRESTASI BELAJAR**

No. Butir Soal	Penilaian		Keterangan
	Relevan	Tidak Relevan	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		Perhatikan spelling kata called. Pada instrument '1' 3 bh
18	√		
19	√		
20	√		
21	√		
22	√		
23	√		Ganti kata identify dengan analyze, lebih cocok dengan level kognitif C4
24	√		
25	√		
26	√		
27	√		
28	√		
29	√		
30	√		Mungkin judul text perlu dihilangkan, shg tidak kelihatan jawabannya.
31	√		
32	√		
33	√		
34	√		
35	√		
36	√		

37	√		
38	√		
39	√		
40	√		
Jumlah	40		

Singaraja, 19 Januari 2024
Judge,



Prof. Dr. Ni Made Ratminingsih, M.A.

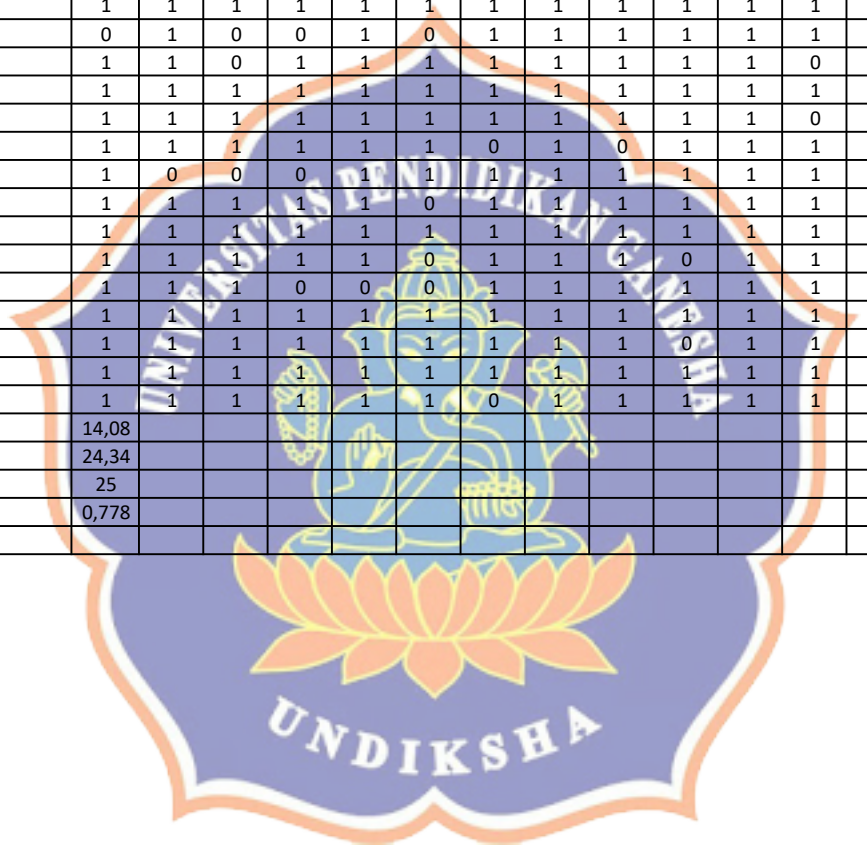




Responden	No Soal													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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116	1	1	1	0	1	1	1	1	1	1	0	1	1	1
117	1	1	1	0	0	1	1	1	0	1	1	1	0	0
118	1	1	1	1	1	1	0	1	1	1	1	1	0	1
119	0	1	1	0	1	1	1	0	0	0	0	0	1	1
120	1	0	1	0	1	0	1	1	1	1	1	1	1	1

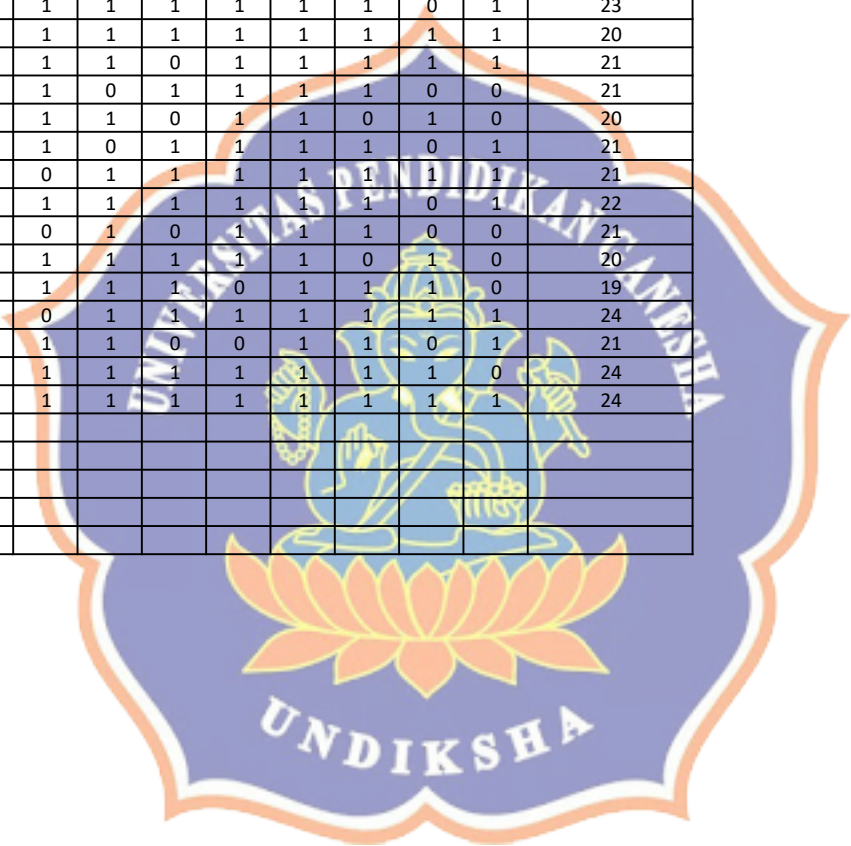
121	1	1	0	1	0	1	1	1	1	0	1	1	1	0
122	1	1	1	0	1	1	0	1	1	1	0	0	1	0
123	0	1	1	1	1	1	0	1	0	1	1	0	1	1
124	1	1	1	0	0	0	1	1	1	0	0	1	1	0
125	1	1	1	1	1	1	1	1	1	1	1	1	0	1
126	1	0	1	1	1	1	1	1	1	1	1	1	1	0
127	0	0	1	1	0	1	1	1	1	1	1	1	1	1
128	0	0	1	1	1	1	1	1	1	1	1	1	1	1
129	1	1	1	1	1	1	1	1	1	0	1	0	1	0
130	1	1	1	0	0	1	1	0	1	1	0	1	1	0
131	1	1	0	1	1	1	1	1	1	0	0	1	1	1
132	0	0	1	1	1	0	1	1	1	0	1	0	1	1
133	1	1	1	1	1	1	1	1	0	1	0	1	1	1
134	0	1	1	1	1	1	1	1	1	1	1	1	1	1
135	1	1	1	1	1	1	1	1	1	1	1	1	1	1
136	1	1	1	0	1	1	1	1	0	1	1	0	0	1
137	1	0	1	0	1	1	0	1	1	0	1	1	1	1
138	1	1	1	1	1	1	1	1	1	1	1	1	1	1
139	0	1	0	0	1	0	1	1	1	1	1	1	0	1
140	1	1	0	1	1	1	1	1	1	1	1	0	0	1
141	1	1	1	1	1	1	1	1	1	1	1	1	1	1
142	1	1	1	1	1	1	1	1	1	1	1	0	1	1
143	1	1	1	1	1	1	0	1	0	1	1	1	1	1
144	1	0	0	0	1	1	1	1	1	1	1	1	1	1
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147	1	1	1	1	1	0	1	1	1	0	1	1	0	1
148	1	1	1	0	0	0	1	1	1	1	1	1	0	1
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150	1	1	1	1	1	1	1	1	1	0	1	1	1	1
151	1	1	1	1	1	1	1	1	1	1	1	1	1	1
152	1	1	1	1	1	1	0	1	1	1	1	1	1	1
M	14,08													
var total	24,34													
k	25													
r	0,778													
Keterangan														



No Soal											Jumlah
15	16	17	18	19	20	21	22	23	24	25	
0	0	1	0	0	0	0	0	0	0	0	3
1	0	1	0	0	0	0	0	0	0	0	6
1	0	1	0	0	0	0	0	0	0	0	7
0	0	0	0	0	0	0	0	1	0	0	6
0	0	0	0	0	0	0	0	1	0	0	6
0	0	0	0	0	0	0	0	1	0	0	6
0	0	0	0	0	0	0	0	1	0	0	5
1	0	0	0	0	0	0	0	0	0	0	7
1	0	0	0	0	0	0	0	0	0	0	5
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1	0	1	0	0	0	0	0	0	0	0	7
1	0	1	0	0	0	0	0	0	0	0	5
0	0	1	0	0	0	0	0	0	0	0	7
1	0	1	0	1	0	0	0	0	0	1	8
1	0	1	0	0	0	0	0	0	0	0	9
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1	0	1	0	0	0	0	0	0	0	0	9
0	0	1	0	0	0	0	0	0	0	0	8
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1	0	1	0	0	0	0	0	0	0	0	8
1	0	1	0	0	0	0	0	0	0	0	9
0	0	1	0	0	0	0	0	0	0	0	8
1	1	0	1	1	0	1	0	1	0	0	10
1	1	0	0	0	0	0	0	0	0	0	9
1	1	0	0	0	0	0	0	0	0	0	8
1	1	0	0	0	0	0	0	0	0	0	10
1	1	0	0	0	0	0	0	0	0	0	9
1	0	0	0	1	0	0	0	1	0	0	7
0	0	0	0	1	1	0	1	1	1	0	10
0	1	1	1	0	0	1	0	0	0	0	7
1	1	0	0	0	0	0	0	0	0	0	9
1	1	0	0	0	0	0	0	0	0	0	10
1	1	0	0	0	0	0	0	0	0	0	9
0	0	1	1	1	0	0	1	0	0	0	10
1	1	0	0	0	0	0	0	0	0	0	11
1	1	0	0	0	0	0	0	0	0	0	11
1	1	0	0	0	0	0	0	0	0	0	11
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1	1	0	0	0	0	0	0	0	0	0	11
0	0	0	0	0	0	1	1	1	1	0	9
0	1	0	1	0	1	0	1	1	0	0	8
0	0	1	1	0	1	1	1	0	1	0	13
0	0	1	0	1	1	1	1	0	0	0	13
1	1	0	0	0	0	0	0	1	0	0	9
1	0	1	1	0	0	0	0	1	0	0	12
1	0	0	0	1	0	1	1	0	0	0	11
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1	1	1	1	1	0	0	0	1	0	0	12
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1	0	1	1	1	1	0	1	0	1	1	14

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1	1	0	1	1	1	1	1	0	0	0	14
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1	0	1	1	1	0	1	1	0	0	0	15
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0	0	0	0	0	1	0	1	1	1	0	15
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1	1	1	1	1	0	0	1	0	1	1	15
0	0	1	1	0	1	1	0	1	0	1	15
1	1	0	1	0	1	1	0	1	0	0	17
1	1	1	1	1	0	0	1	1	0	1	16
0	1	1	1	1	0	1	0	1	1	1	17
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1	0	0	1	1	1	0	1	1	1	0	19
0	0	1	1	1	1	0	1	0	1	0	16
1	1	1	1	1	0	1	1	1	1	0	18
1	0	1	1	1	0	1	0	1	1	0	18
1	0	1	1	1	0	0	1	1	0	1	18
1	0	0	0	1	0	1	1	0	0	0	12
0	1	0	1	1	0	1	0	0	1	0	18
1	1	0	0	1	0	1	1	1	1	1	20
1	0	1	1	0	0	1	0	1	0	0	14
0	1	0	1	0	0	0	1	1	0	0	17
1	0	1	1	0	1	0	1	1	0	0	17
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1	1	1	1	1	1	0	1	1	0	1	18
1	0	1	0	1	0	1	1	0	0	1	15
1	1	0	1	1	1	0	0	0	1	0	17
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1	0	1	0	0	0	0	1	1	1	1	19
1	0	0	1	1	1	1	1	0	0	1	14
1	0	0	0	1	1	1	1	1	0	0	16
1	1	0	0	1	0	0	1	1	1	1	18
0	1	1	0	1	1	1	1	1	1	1	19
1	0	0	0	1	1	0	1	1	1	1	19
1	0	1	0	1	1	1	0	1	1	1	17
0	0	1	0	1	0	1	0	1	1	0	17
0	1	1	1	1	0	1	1	1	0	0	15
1	1	1	1	1	0	0	0	1	1	1	19

1	1	1	1	1	1	1	1	1	1	0	20
1	1	1	1	0	1	1	1	0	0	1	17
1	0	0	1	1	1	1	1	0	1	1	18
1	1	1	1	1	1	1	0	1	1	1	18
0	0	1	1	1	0	0	1	1	1	0	19
1	0	1	0	1	1	1	0	1	1	0	19
1	1	1	1	1	0	1	1	1	0	0	19
1	1	1	1	1	1	0	1	0	1	1	21
1	0	0	1	1	1	1	1	0	1	1	19
1	1	1	1	1	1	1	1	1	0	0	18
0	0	0	1	1	0	1	1	0	1	1	17
1	1	1	1	1	1	1	1	1	0	0	18
1	0	1	0	1	1	1	1	1	1	0	20
1	1	1	0	1	1	0	1	1	1	1	22
1	0	1	1	1	0	1	1	1	1	0	22
1	0	0	1	0	1	1	1	1	0	0	16
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0	1	1	1	1	1	1	1	1	0	1	23
1	1	1	1	1	1	1	1	1	1	1	20
1	1	1	1	1	0	1	1	1	1	1	21
1	0	1	1	0	1	1	1	1	0	0	21
1	1	0	1	1	0	1	1	0	1	0	20
1	1	1	1	0	1	1	1	1	0	1	21
1	1	1	0	1	1	1	1	1	1	1	21
1	1	0	1	1	1	1	1	1	0	1	22
1	1	1	0	1	0	1	1	1	0	0	21
1	1	1	1	1	1	1	1	0	1	0	20
1	1	1	1	1	1	0	1	1	1	0	19
1	1	1	0	1	1	1	1	1	1	1	24
1	1	1	1	1	0	0	1	1	0	1	21
1	1	1	1	1	1	1	1	1	1	0	24
1	1	1	1	1	1	1	1	1	1	1	24



32	0	1	1	0	1	0	0	0	0	0	1	1	1	1	1	0	1	0	0	0
37	0	1	1	1	1	1	1	0	0	0	0	0	1	1	0	0	1	0	0	0
30	1	1	1	1	1	1	1	0	0	0	0	0	1	1	0	0	0	0	1	0
35	1	1	1	1	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0
38	1	0	1	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	1	0
42	1	0	1	1	1	1	0	0	1	0	0	1	1	1	1	0	0	0	1	0
44	0	0	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	0
45	0	1	0	0	1	0	1	0	1	1	1	1	0	0	0	0	1	0	0	0
36	1	0	1	1	1	1	1	0	0	0	1	1	1	1	0	0	0	0	1	0
KA	32	34	25	36	30	29	36	33	34	32	22	16	22	40	28	32	26	30	35	30
KB	23	22	29	24	37	20	25	9	18	24	18	12	31	29	20	3	19	9	25	0
Na	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Nb	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
DP	0,22	0,293	-0,1	0,293	-0,17	0,22	0,268	0,585	0,39	0,195	0,098	0,098	-0,22	0,268	0,195	0,707	0,171	0,512	0,244	0,732
Keterangan	Sedang	Sedang	Buruk	Sedang	Buruk	Sedang	Sedang	Baik	Sedang	Buruk	Buruk	Buruk	Buruk	Sedang	Buruk	Baik	Buruk	Baik	Sedang	Sangat Baik
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Keterangan : KA : kelompok atas = 27% dari responden
KB : kelompok bawah = 27% dari responden

- Buruk 15
- Sedang 11
- Baik 12
- Sangat baik 2



1	1	0	0	1	1	0	0	0	0	1	1	0	0	0	1	1	1	0	0	18
1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	18
1	0	1	1	1	1	1	1	0	0	0	1	0	0	0	1	0	0	0	0	19
1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	1	0	1	0	0	19
1	1	0	1	0	0	0	1	1	1	1	1	0	0	1	0	0	1	0	0	19
1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	1	0	0	0	0	19
0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	1	1	1	0	19
0	0	1	1	0	0	1	1	0	1	0	1	1	0	1	1	1	1	0	0	19
1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	20
33	31	17	30	33	36	26	24	32	31	35	28	30	30	35	30	33	25	24	20	
32	9	14	24	10	24	12	20	18	5	6	22	2	3	4	23	9	18	2	1	
41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	
41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	
0,024	0,537	0,073	0,146	0,561	0,293	0,341	0,098	0,341	0,634	0,707	0,146	0,683	0,659	0,756	0,171	0,585	0,171	0,537	0,463	
Buruk	Baik	Buruk	Buruk	Baik	Sedang	Sedang	Buruk	Sedang	Baik	Baik	Buruk	Baik	Baik	Sangat Baik	Buruk	Baik	Buruk	Baik	Baik	
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	





LAMPIRAN 4
HASIL UJI VALIDITAS BUTIR TES
KETERAMPILAN MENYIMAK

RELIABILITAS TES KETERAMPILAN MENYIMAK

RESPONDEN	BUTIR									
	1	2	3	4	5	6	7	8	9	10
1	4	4	1	2	2	0	1	0	4	4
2	4	4	1	2	2	0	1	2	4	4
3	4	3	3	4	3	2	1	2	4	4
4	4	3	3	4	2	0	2	2	4	2
5	4	2	3	4	3	2	3	3	4	4
6	2	2	0	2	0	4	1	0	2	2
7	4	3	4	2	4	0	1	3	4	3
8	4	3	3	4	3	2	4	2	4	3
9	4	3	0	2	2	3	1	0	4	3
10	4	3	2	3	3	2	1	2	4	4
11	4	4	2	4	3	0	3	3	4	4
12	2	2	1	2	1	3	1	2	2	2
13	2	2	1	2	2	0	3	2	2	2
14	2	3	1	2	1	2	1	2	2	3
15	2	3	3	2	3	0	1	2	2	3
16	1	3	2	1	1	2	1	2	1	3
17	2	2	1	2	1	2	1	0	2	2
18	0	2	1	0	1	3	1	0	0	2
19	2	2	4	2	2	0	4	3	2	2
20	1	3	1	1	1	1	4	0	1	3
21	2	2	1	2	1	3	1	0	2	2
22	4	2	4	4	4	2	4	2	4	3
23	2	3	0	2	2	3	0	0	2	0
24	2	3	0	2	0	3	1	0	2	0
25	0	2	1	0	0	3	1	0	0	2
26	2	3	1	2	2	3	1	3	2	3
27	4	2	2	4	2	1	2	1	4	2
28	2	3	2	2	2	3	1	1	2	3
29	4	2	3	4	4	3	4	1	4	4
30	1	4	2	1	2	0	2	0	1	2
31	4	3	3	4	3	2	4	2	4	3
32	4	3	0	2	2	3	1	0	4	3
33	4	3	2	3	3	2	1	2	4	4
34	4	4	2	4	3	0	3	3	4	4
35	2	2	1	2	1	3	1	2	2	2
36	2	2	1	2	2	0	3	2	2	2
37	2	3	1	2	1	2	1	2	2	3
38	2	3	3	2	3	0	1	2	2	3
39	1	3	2	1	1	2	1	2	1	3
40	4	1	3	4	3	2	4	2	4	3
41	4	3	0	2	2	3	1	0	4	3
42	4	3	2	3	3	2	1	2	4	4
43	4	4	2	4	3	0	3	3	4	4
44	2	2	1	2	1	3	1	2	2	2
45	2	2	1	2	2	0	3	2	2	2
46	2	3	1	2	1	2	1	2	2	3

47	2	3	3	2	3	2	1	2	2	3
48	1	3	2	1	1	2	1	2	1	3
49	2	2	1	2	1	2	1	0	2	2
50	0	2	1	0	1	2	1	0	0	2
51	2	2	4	2	2	0	4	3	2	2
52	4	3	3	4	3	0	4	2	4	3
53	4	3	0	2	2	3	1	0	4	3
54	4	2	2	3	3	2	1	2	4	4
55	4	4	2	4	3	0	3	3	4	4
56	2	2	1	2	1	3	1	2	2	2
57	2	2	1	2	2	0	3	2	2	2
58	2	3	1	2	1	2	1	2	2	3
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99	4	2	3	4	4	2	2	2	4	3
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109	2	4	4	2	3	2	2	2	2	4
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127	4	4	2	4	4	2	4	2	4	4
128	4	4	2	4	2	2	2	2	4	4
129	4	4	4	4	3	3	0	3	4	4
130	2	4	4	2	3	2	2	2	2	4
131	2	1	2	2	3	0	2	0	2	1
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137	4	3	3	4	4	0	4	0	4	3
138	1	1	3	1	0	2	3	1	1	1
139	3	4	3	3	3	0	2	0	3	4
140	4	4	3	4	3	0	0	0	4	4
141	4	4	3	4	4	0	0	0	4	4
142	4	4	2	4	4	0	2	0	4	4
143	4	4	3	4	3	0	0	0	4	4
144	2	4	1	2	2	0	1	0	4	2
145	4	4	1	2	2	0	1	2	4	4
146	4	4	3	4	3	0	1	2	4	4

147	4	2	3	4	2	0	2	2	4	2
148	4	2	4	4	3	2	1	3	4	3
149	2	2	0	2	0	2	1	0	2	2
150	4	3	3	2	4	3	1	3	4	3
151	4	3	3	4	3	2	1	2	4	3
152	1	3	0	2	2	0	4	0	4	3
Jumlah soal	10									
Varians Butir	1,617	0,848	1,225	1,412	1,457	1,547	1,701	1,346	1,53	1,065
Jumlah varians butir	13,75									
Varians skor total	47,85									
Indeks Reliabilitas	0,792									
Kualifikasi	Tinggi									

Keterangan

0,00 - 0,19 : Sangat Rendah 0,60 - 0,79 : Tinggi
0,20 - 0,39 : Rendah 0,80 - 1,00 : Sangat Tinggi
0,40 - 0,59 : Sedang



TOTAL
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24
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**DAYA BEDA DAN TINGKAT KESUKARAN
TES KETERAMPILAN MENYIMAK**

No Responden	No Soal							
	1	2	3	4	5	6	7	8
34	4	4	2	1	2	4	3	0
54	4	2	2	2	2	3	3	2
67	4	2	2	2	2	3	3	2
68	4	4	2	1	2	4	3	0
134	4	4	3	3	4	4	4	0
10	4	3	2	2	2	3	3	2
33	4	3	2	2	2	3	3	2
55	4	4	2	2	2	4	3	0
95	4	2	3	2	2	4	4	0
128	4	4	2	2	2	4	2	2
130	2	4	4	1	4	2	3	2
146	4	4	4	1	2	4	3	2
151	4	3	3	2	1	4	3	2
3	4	3	3	2	1	4	3	2
31	4	3	3	2	1	4	3	0
40	4	4	3	1	2	4	3	2
42	4	3	4	2	3	3	3	2
52	4	3	3	2	1	4	3	2
90	4	4	2	2	2	3	3	2
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107	4	4	2	3	2	4	2	2
124	4	4	4	2	1	4	4	2
43	4	4	2	4	2	4	3	0
108	4	4	4	2	2	4	3	3
88	4	3	3	2	1	4	3	2
127	4	4	4	1	2	4	4	2
8	4	3	3	2	2	4	3	2
65	4	3	3	2	2	4	3	2
79	4	2	4	4	1	4	4	2
91	4	4	2	4	4	4	3	0
99	4	4	3	2	4	4	4	2
106	4	4	2	3	1	4	4	2
150	4	3	3	2	1	2	4	3
22	4	4	4	2	2	4	4	2
129	4	4	4	2	2	4	3	3
86	4	2	3	1	1	4	4	3
148	4	2	4	4	2	4	3	2
101	4	4	2	3	2	4	4	2
29	4	2	3	4	4	4	4	3
122	4	3	2	1	3	4	4	4
97	4	3	2	3	3	4	4	4
Σ	162	137	118	87	84	154	136	75
IKB	0,662	0,631	0,518	0,470	0,479	0,671	0,546	0,402

Ket	M	M	SD	SD	SD	M	SD	SD
IDB	0,652	0,409	0,402	0,122	0,067	0,537	0,567	0,110
Ket	T	SD	SD	SR	SR	SD	SD	SR
	1	2	3	4	5	6	7	8
62	0	2	1	1	0	0	1	0
75	0	2	1	1	0	0	1	0
50	0	2	1	1	0	0	1	0
81	2	0	0	1	3	2	0	0
25	0	2	1	4	1	0	0	3
82	0	2	1	4	1	0	0	3
30	1	2	2	2	2	1	2	0
149	2	2	0	4	2	2	0	0
23	2	0	0	1	2	2	2	3
24	2	0	0	1	3	2	0	3
49	2	0	1	1	0	2	1	0
80	2	3	0	1	2	2	2	3
87	1	2	2	2	3	1	2	0
115	1	1	3	4	2	4	0	0
136	1	1	3	4	2	4	0	0
18	0	2	1	1	3	0	1	3
20	1	3	1	2	2	1	1	1
64	1	0	1	2	2	1	1	1
74	2	2	1	1	0	2	1	3
77	1	3	1	2	2	1	1	1
110	2	1	2	1	2	2	3	0
131	2	1	2	1	2	2	3	0
144	2	2	1	1	2	2	2	0
152	1	3	0	1	1	2	2	0
78	2	2	1	1	2	2	1	3
111	2	1	2	1	1	2	0	3
132	2	1	2	1	3	2	0	0
17	2	2	1	1	0	2	1	3
21	2	2	1	1	3	2	1	3
61	2	0	1	1	3	2	1	0
94	1	2	1	1	2	3	2	1
98	1	2	1	1	2	3	2	1
16	1	3	2	1	2	1	1	2
39	1	3	2	1	2	1	1	2
60	1	3	2	1	2	1	1	2
73	1	3	2	1	2	1	1	2
112	2	1	3	1	2	2	0	3
138	1	1	3	4	2	1	0	4
6	2	2	0	4	2	2	0	4
13	2	2	1	1	2	2	2	0
36	2	2	1	1	2	2	2	0
Σ	55	70	52	67	73	66	43	57

9	10	11	12	13	14	15	Jumlah
3	0	3	3	4	0	4	37
2	2	1	2	4	2	4	37
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3	0	3	3	4	0	4	40
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2	2	4	2	4	2	3	42
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3	3	1	3	4	3	3	42
2	2	4	2	4	2	3	45
3	3	4	3	4	0	4	47
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3	2	1	3	4	3	3	44
4	0	4	4	4	4	3	48
3	3	4	1	4	3	4	50
4	4	4	4	4	4	3	52
4	4	4	4	4	4	3	54
97	70	111	93	162	64	148	
0,338	0,378	0,488	0,329	0,707	0,357	0,677	

SK	SK	SD	SK	M	SK	M	
0,506	0,098	0,378	0,476	0,561	0,067	0,451	
SD	SR	R	SD	SD	SR	SD	
9	10	11	12	13	14	15	
0	0	1	0	0	4	2	12
0	0	1	0	0	4	2	12
0	2	1	0	0	4	2	14
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0	3	1	0	2	0	0	17
0	2	1	0	2	4	2	18
0	3	0	0	2	0	0	20
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0	3	1	0	0	4	2	21
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2	2	1	2	1	0	3	24
2	2	1	2	1	0	3	24
2	2	1	2	1	0	3	24
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0	4	1	0	2	0	2	25
2	0	3	2	2	2	2	25
2	0	0	2	2	2	2	22
14	54	49	15	70	53	74	



TES BAHASA INGGRIS MENYIMAK

This is for question no 1 to 3

SCAN QR
CODE FOR
LISTENING



1. What can we conclude after listening to the monolog?
2. What kinds of information can we get by reading based on the speaker's say?
3. Mention some kinds of feelings that we get from reading! Explain your answer!

This is for question no 4

Scan QR Code
for Listening



4. What makes bananas grow and bear fruit all year round? Explain your answer!

This is for questions no 5 to 6

Scan QR Code
for Listening



5. Write down three of information that you get from the monolog!
6. Can you describe what Charlotte looks like

This is for questions no 7 to 10

Scan QR Code
for Listening



7. What is the topic that is mainly discussed by the speaker?
8. Can you explain how does the Coronavirus disease spread?
9. People's mobilization happens faster in most areas of the world. What is the synonym of the underlined word? Write a sentence by using that word!
10. What is a global pandemic? Write down it in your own words!

SOAL POST_TES BAHASA INGGRIS

CHOOSE A, B,C, D or E!

* Menunjukkan pertanyaan yang wajib diisi

1. NAME: *

2. CLASS: *



3. **TEXT 1 is for questions no 1 to 2**

* 1 poin

Bromo is one of the mountains in Java that is known around the world. As one of the special tourist places in Java. Bromo Mountain is not only rich in its natural beauty but also in harmony with the local people around it. In Bromo, the visitors can enjoy both the beauty of beauty nature and the culture in that area because Bromo is not simply a mountain but also an important place for ritual ceremonies of Hindu.

Located around 2.5 hours from Malang, Bromo is one of the active volcanoes which it part of the Bromo Tengger Semeru National Park. The beauty of Bromo can be seen clearly from the top of Pananjakan Mountain which is close to Bromo which has a higher level (2,770 meters). Bromo itself is only 2,392 meters.

Even to Bromo is not a high volcano, the history of the eruption was so dramatic. The sands around it, which people call the sea of the sands (Segara Wedi), the proof that is mountain had killed the life in its surroundings.

The name of Bromo is taken from the name of the God of Hindu, Brahma. The people of Tengger have a myth about that mountain that makes it have a mystical nuance. But it is more than a myth because people still believe that by holding the Kasada Festival every year. They express their gratitude to God in a symbolic way by throwing vegetables, cattle, and also money as an offering in the Bromo's crates.

1. Based on the text, which statement is not true?

Tandai satu oval saja.

- a. Bromo is one of the special and beautiful tourism objects in Java
- b. Bromo is one of the highest and most active volcanoes in Java
- c. We can see the beauty of Bromo from the top of Pananjakan Mountain
- d. The word of Bromo is taken from the name of the God of Hindu
- e. The Kasada Festival is held annually by the people of Tengger

4. 2. What is the purpose of an annual festival held by the people of Tengger? * 1 poin

Tandai satu oval saja.

- a. To show gratitude to the people in Bromo Mountain
- b. To honor people who became the victims of volcano eruption
- c. To remember the national heroes who were killed during the war
- d. To take care of horses in Bromo Mountain
- e. To express their gratitude to God in symbolic

5. **TEXT 2 is for questions no 3 to 4** * 1 poin

Petruk Cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the Dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave, there is no lighting that illuminates the cave. It is still a very natural cave so the petruk cave is very dark to be entered.

Petruk Cave is named because the length of the cave is as long as the Petruk's nose. The name Petruk comes from a stone or stalagmite in the cave which has a shape like Petruk's nose, the name of the Ponokawan character from Java, Ki Semar's tall son, but has a very sharp nose.

The cave consists of three floors, the first is a basic cave, Hindu caves, and Petruk cave. The base cave is a short cave that is just 100 meters away. The cave is used tourist attraction. A Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are awesome. If you want to explore this cave you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you see the beach or waterfall located near the end of the cave.

3. What is the main purpose of writing the text?

Tandai satu oval saja.

- a. To introduce the location of Petruk Cave
- b. To inform readers about tourism in Kebumen
- c. To explain the reader about floors in Petruk Cave
- d. To describe Petruk Cave as one of the leading tourist attractions in Kebumen, Central Java
- e. To entertain the reader about floors in Petruk Cave

6. 4. From the text, it can be inferred that Petruk Cave is known for ... *

1 poin

Tandai satu oval saja.

- a. Visiting a beautiful park
- b. Seeing the beach
- c. Leading the tourists
- d. Exploring an amazing cave
- e. Sunbathing at the beach

7. **TEXT 3 is for questions no 5**

* 1 poin

Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has long smooth beautiful hair. By glimpsing, she looks like a Korean.

Talking about her personality, Isyana is a kind of introverted girl. She seems very quiet. But she is friendly enough to people. Talking about her passion for music, Isyana likes jazz, R&B, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap Dalam Jiwa".

5. From the text above we can conclude that ...

Tandai satu oval saja.

- a. Isyana is an extrovert girl
- b. She is a well-known and accomplished singer
- c. She dislikes jazz and RnB
- d. She can't play musical instruments
- e. She is an unpopular artist

8. **TEXT 3 is for questions no 6**

* 1 poin

Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has long smooth beautiful hair. By glimpsing, she looks like a Korean.

Talking about her personality, Isyana is a kind of introverted girl. She seems very quiet. But she is friendly enough to people. Talking about her passion for music, Isyana likes jazz, R&B, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap Dalam Jiwa".

6. From the text above we can conclude that ... "Isyana is pretty and very talented." Which statement below refers to the underlined word ...

Tandai satu oval saja.

- a. She is slim, only 50 kg, and 165 tall.
- b. She can play piano, saxophone, and violin.
- c. She is a very famous singer from Indonesia
- d. She seems very quiet.
- e. She is friendly



9. **TEXT 4 is for question 7**

* 1 poin

Tanjung Puting National Park

Tanjung Puting National Park is an internationally famous eco-tourism destination, which is located in the southwest of the Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animals in the world: orangutans.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event allows them to see orangutans up close

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason for visiting the park. Orangutans, which means the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

7. We can conclude that paragraph one is...

Tandai satu oval saja.

- a. Giving information about Central Kalimantan
- b. Describing orangutans in the park of Tanjung Puting Park
- c. Describing the reason people visit Tanjung Puting Park
- d. Explaining the situation of orangutans
- e. Describing the location of Tanjung Puting National Park

10. TEXT 5 is for question no 8

* 1 poin

Natural Bridge National Park is a luscious tropical rainforest. It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascade is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbecues, shelter sheds, water, and fireplaces; however, overnight camping is not permitted.

8. From the text, it can be inferred that paragraph one of the text is...

Tandai satu oval saja.

- a. Explaining how to go to Natural Bridge National Park
- b. Exploring rainforest and picnic
- c. Identifying Natural Bridge National Park
- d. Visiting a beautiful camping area
- e. Passing amazing roadway



11. TEXT 6 is for question no 9

* 1 poin

Angkor Wat faced a Hindu temple and a man of Buddhist temple in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman

II in the early 12th 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, the frame of the Devis in Hindu mythology within the mouth, and has an outer wall that is 3 to 7 km long. It has three rectangular galleries which race about the neck. At the center of the temple stands Queen Cap of Tower.

The Angkor Wat complex is located in the northern province of Siem Reap. Its overall square is approximately 400 square kilometers; on it, numerous temples, basins, reservoirs, canals, and communication routes are located. Angkor Wat had been a center of the Khmer Kingdom; with its impressive monuments, urban plans, and complicated system of canals, the site is an exemplar of Khmer architecture, closely linked to the geographical context, and possessing strong symbolic significance.

Angkor Wat is so vast that it is difficult to grasp its entire architectural plan if you are walking around the monument's territory. From a distance, Angkor Wat looks like a colossal mass of stone, but if you get closer, you will see numerous elevated towers, chambers, and courtyards, all of them located on different levels, and connected with stairways and covered

9. Based on the text, which of the following statements is true?

Tandai satu oval saja.

- a. Angkor Wat is not designed to represent Khmer Meru, the frame of the Devis in Hindu mythology Gallery Complex
- b. In the Angkor Wat visitors will see numerous elevated towers, chambers, and courtyards, all of them located on different levels, and connected with stairways and covered galleries.
- c. Khmer Empire built Angkor Wat as a palace of the Khmer Kingdom
- d. The Angkor Wat is the highest religious monument in the world
- e. The Angkor Wat complex is located in the southern province of Siem Reap.

12. TEXT 7

* 1 poin

The name of Raja Ampat (Raja means king, and empat means four) comes from local mythology that tells of a woman who finds seven eggs. Four of the seven hatch and become kings who occupy four of Raja Ampat's biggest islands whilst the other three become a ghost, a woman, and a stone.

History shows that Raja Ampat was once a part of the Sultanate of Tidore, an influential kingdom from Maluku. Yet, after the Dutch invaded Maluku, it was claimed by the Netherlands.

The first recorded sighting and landing by Europeans of the Ampat Islands was by the Portuguese navigator Jorge de Menezes and his crew in 1526, en route from Biak, the Bird's Head Peninsula, and Waigeo, to Halmahera .

The English explorer William Dampier gave his name to Dampier Strait, which separates Batanta island from Waigeo island. To the east, there is a strait that separates Batanta from Salawati. In 1759 Captain William Wilson sailing in the East Indiaman Pitt navigated these waters and named a strait the 'Pitt strait', after his vessel; this was probably the channel between Batanta and Salawati.

10. Based on the text, which of the following statements is incorrect?

Tandai satu oval saja.

- a. The story of Raja Ampat tells of a woman who finds seven eggs
- b. Raja Ampat was claimed by the Netherlands after the Dutch invaded Maluku
- c. Raja Ampat wasn't once a part of the Sultanate of Tidore
- d. The Raja Ampat comes from Local mythology
- e. History shows that Raja Ampat was once a part of the Sultanate of Tidore



13. **TEXT 8**

* 1 poin

Lawang Sewu is one of the famous historical buildings in Indonesia. It is named Lawang Sewu which means a thousand doors. Besides its thousand doors, it is also well known for its fascinating stained-glass windows representing Dutch Symbolism. The stained-glass windows are similar to those of the places like The Hague and Rotterdam and also the Royal family.

The building has numerous long winding corridors that open out to the offices on one side of the office and the other end of the building on the other hand. It is a famous landmark in the region of Semarang and a pride for Java.

11. We can infer that Lawang Sewu is known as.....

Tandai satu oval saja.

- a. A heritage building in Semarang
- b. The biggest door in island
- c. A stained-glass palace
- d. A famous window
- e. A magical glass door and window

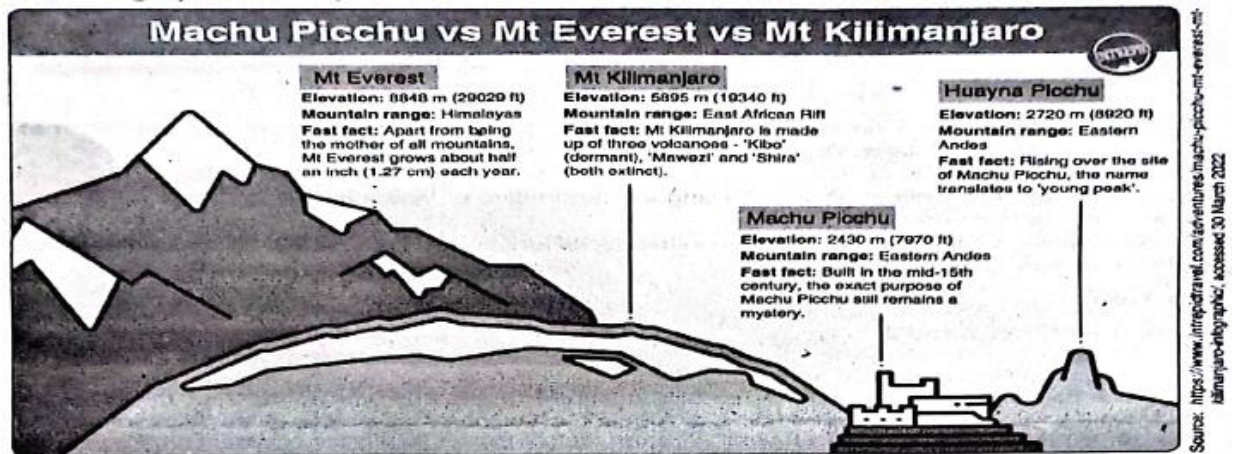


14. THIS INFOGRAPHIC

*

1 poin

12. What is the author's purpose in making the infographic below?



Tandai satu oval saja.

- a. To describe Mount Everest.
- b. To promote mountains in Asia.
- c. To compare the height of the world's best-known peaks.
- d. To introduce new tourist attractions.
- e. To persuade the readers to visit the mountains.

15. 13. This magnificent national park has a wealth of flora and fauna. *

1 poin

The synonym of the underlined word is?

Tandai satu oval saja.

- a. Masterpiece
- b. Amazing
- c. Beautiful
- d. very good
- e. famous

16. TEXT 10

* 1 poin

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil, and coffee. The impact of climate change is noticeable throughout Asia Pacific either during hot days or too much rain accompanied by wind and thunderstorms. This has started to affect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been a lot of failed crops (Reuters, 2007)

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as citizen of the world, we have to take every possible action to help overcome this issue. it is not for us but for all the future generations to follow.

14. The main ideas of the paragraph one is

Tandai satu oval saja.

- a. Human activities are the cause of the change in Earth's atmosphere
- b. The industrialization that polluted the waters and air
- c. Human are polluting the waters
- d. the greenhouse gases that contribute to global warming
- e. people started the pollution

17. 15. Which is not true based on paragraph three? *

1 poin

Tandai satu oval saja.

- a. Deforestation is one of the causes of global warming
- b. Climate change has impact on the economy
- c. The impact of climate change is not clearly seen in Asia Pacific
- d. Indonesia experienced massive deforestation
- e. There are not forests in Indonesia

18. 16. From the fourth paragraph, we can infer that *

1 poin

Tandai satu oval saja.

- a. There are benefits brought by shifting weather patterns
- b. The weather can be predicted with special tool
- c. Shifting weather patterns bring disadvantages for farmers
- d. Failed crops are normal in shifting weather patterns
- e. Unpredictable crop made the farmer fail



19. **TEXT 11**

* 1 poin

According to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil, and coffee. The impact of climate change is noticeable throughout Asia Pacific either during hot days or too much rain accompanied by wind and thunderstorms. This has started to affect the economy as well.

17. The main idea of the paragraph is

Tandai satu oval saja.

- a. The forest that has been changed into a palm field
- b. The impact of climate change in Asia Pacific
- c. The evidence of deforestation has changed the atmosphere of the Earth
- d. The economy quality because of climate change
- e. During hot days or too much rain accompanied by wind and thunderstorms



20. **TEXT 12**

* 1 poin

I think that reading is an important activity in our life. Why do I say so? Firstly, by reading we can get a lot of information about many things in the world such as science, technology, sports, arts, and culture. Secondly, by reading we can get a lot of news and knowledge about something happening in any part of the world which we can see directly. Thirdly, reading can give us pleasure. When we are tired, we can read books, newspapers, or magazines on the entertainment column such as short stories, comedies, or quizzes to make us relax. Fourthly, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel that we're sitting in the jungles, not at home or in our rooms. Based on the facts above, it is obvious that everyone needs to read books, newspapers, magazines or others to get knowledge, news, information and also entertainment. In other words we can say reading is truly important in our life.

18. Based on the text, we can infer...

Tandai satu oval saja.

- a. Reading is an important activity in our life
- b. By reading a lot we can know information
- c. By reading we can share knowledge
- d. By reading we can feel happy
- e. By reading we know other world



21. 19. Which one is TRUE according to the paragraph? *

1 poin

Tandai satu oval saja.

- a. Reading makes us unpleasure
- b. Reading makes us unhappy
- c. Reading is the unessential activity in our days
- d. Reading brings us to other worlds
- e. Reading is a boring time

22. TEXT 13

* 1 poin

We all know that exercise is important in our daily lives, but we may not know why or what exercise can do for us. Here are some benefits of exercise.

Exercise increases energy levels. Exercise improves both the strength and the efficiency of your cardiovascular system to get oxygen and nutrients to your muscles. When your cardiovascular system works better everything seems easier and you have more energy for the fun stuff in life.

Exercise improves muscle strength. Staying active keeps muscles strong and joints, tendons and ligaments flexible, allowing you to move more easily and avoid injury. Strong muscles and ligaments reduce your risk of joint and lower back pain by keeping joints in proper alignment. They also improve coordination and balance.

Exercise can help you to maintain a healthy weight. The more you exercise, the more calories you burn. In addition, the more muscle you develop, the higher your metabolic rate becomes, so you burn more calories even when you're not exercising. The result? You may lose weight and look better physically which will boost your self-esteem.

20. Which is NOT TRUE based on the text?

Tandai satu oval saja.

- a. Energy level improves if we do exercise
- b. Lower back pain is caused by staying active
- c. Things will be easier if the cardiovascular system is functioning well
- d. If we want to avoid injury, we need to make tendons flexible
- e. Exercise improves both the strength and the efficiency of your cardiovascular system



23. 21. From the text, we can conclude that .. *

1 poin

Tandai satu oval saja.

- a. If we exercise regularly, we will have problem with metabolic rate
- b. If we want to be healthy as well as look good physically, we should exercise regularly
- c. We should maintain healthy body by burning calories
- d. Exercise is important because it burns our weight
- e. The more you exercise, less calories you burn

24. TEXT 14

* 1 poin

Vegetarians

There are many reasons why people become vegetarians, including personal health, the environment, and the economy.

A vegetarian is a person who does not eat meat, poultry, and fish. Vegetarians mostly eat fruit, vegetables, legumes, grains, seeds, and nuts. Vegetarians also consume eggs and dairy products, but they avoid meat products, such as beef, chicken stocks, and gelatin.

According to research, vegetarians have a lower risk of heart disease, high cholesterol, diabetes, obesity, and high blood pressure. This may happen due to a healthy vegetarian diet, which has low fat but high fiber.

However, a vegetarian diet can be high in fat if it includes excessive amounts of fatty snacks, fried food, whole dairy products, and eggs.

At the same time, a vegetarian diet can be simple and easy to prepare. Therefore, a vegetarian diet must be well-planned to prevent and treat certain diseases.

22. From the text, we can infer that vegetarians avoid...

Tandai satu oval saja.

- a. fried food, junk food, beef, meat
- b. Fruits, grains
- c. Seeds and nuts
- d. Vegetables, legumes
- e. Eggs and dairy products



25. 23. According to the text, which of the following statements is true? *

1 poin

Tandai satu oval saja.

- a. Being a vegetarian help keep your body strong.
- b. Vegetarians may not eat fatty snacks.
- c. Eggs do not contain any fat or fiber.
- d. Vegetarians do not consume gelatin
- e. Vegetarians diet unwell-planned

26. THIS INFOGRAPHIC

*

1 poin

24. We can conclude that the purpose of the infographic above is ...



Tandai satu oval saja.

- a. describe a sunny day
- b. persuade the readers that sunlight has health benefits
- c. persuade the readers to be careful with sunlight
- d. explain how sunlight works for our health
- e. inform the readers about sunlight and its functions



27. 25. Based on the infographic, which of the following statements are true? *

1 poin

Tandai satu oval saja.

- a. It is good to be outside less than 15 minutes.
- b. Excessive sun exposure may damage our skin.
- c. We should get modest sunlight exposure.
- d. Sunlight cannot help us produce vitamin D.
- e. Sunlight can help us get energy.



LAMPIRAN 6
RENCANA PELAKSANAAN
PEMBELAJARAN DISCOVERY
LEARNING BERBANTUAN
LIVEWORKSHEET

MODUL AJAR BAHASA INGGRIS

MATERI POKOK: ANALYTICAL EXPOSITION TEXT

INFORMASI UMUM	
Identitas Modul	
Nama Penyusun	: Ni Made Sri Martiningsih, S.Pd
Instansi	: SMA Negeri 1 Amlapura
Tahun disusun	: 2024
Jenjang sekolah	: SMA
Fase	: F
Elemen	: Menyimak dan Membaca
Alokasi Waktu	: 4 x 45 menit
A. Kompetensi Awal	a) Definition of Analytical Exposition text b) Social function of Analytical Exposition text c) Generic structure of Analytical Exposition text d) Language feature of Analytical Exposition text
B. Profil Pelajar Pancasila	a. Gotong Royong: bekerjasama mencari informasi lebih tentang materi yang diberikan (<i>Analytical Exposition text</i>) b. Mandiri : melakukan proses brainstorming pada kegiatan awal pembelajaran c. Kreatif : Menyampaikan kembali teks <i>Analytical Exposition</i> sederhana dengan menggunakan kalimat sendiri
C. Sarana dan Prasarana	Media : Laptop, HP, LCD dan speaker Sumber Belajar : Lembar kerja peserta didik (LKPD), buku bacaan dan you tube.
D. Model Pembelajaran	Discovery Learning Fase 1: Stimulation Fase 2: Problem Statement (LKPD Liveworksheet) Fase 3: Data Collection Fase 4: Data Processing Fase 5: Verification Fase 6: Generalization

E. Capaian Pembelajaran

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, **deskripsi**, prosedur, **eksposisi**, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini.

F. Tujuan Pembelajaran

1. Peserta didik mampu mendengarkan dan merespon teks analytical exposition.
2. Peserta didik mampu mendapatkan informasi umum tentang social function, generic structure dan language features analytical exposition.
3. Peserta didik mampu menemukan informasi umum dari teks analytical exposition yang didengarkan dan dibaca
4. Peserta didik mampu menemukan informasi rinci yang tersurat dan tersirat dalam sebuah teks analytical exposition yang didengarkan dan dibaca

G. Pemahaman Bermakna

1. Peserta didik mampu untuk menyampaikan kembali secara rinci teks Analytical Exposition yang didengar sehingga akan dapat dipahami secara detail.
2. Peserta didik mampu untuk menyampaikan teks Analytical Exposition secara rinci dan konkret.

H. Pertanyaan Pemantik



1. Apa yang kamu ketahui tentang “Pentingnya Hidup Bersih”?
2. Apa saja pendapatmu tentang manfaat belajar hidup bersih?


I. Kegiatan Pembelajaran

Langkah-langkah Kegiatan Pembelajaran Pertemuan 1	
Pendahuluan (5 menit)	<ol style="list-style-type: none">1. Guru memberi salam dan mengajak berdoa sebelum pembelajaran di mulai.2. Guru mengecek kehadiran peserta didik.3. Guru memberi apersepsi tentang materi yang akan dipelajari4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan5. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini.6. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.

<p>Kegiatan Inti (70')</p>	<p>Stimulation (stimulasi/pemberian rangsangan)</p> <ol style="list-style-type: none"> 1. Peserta didik mengamati beberapa foto yang ditayangkan oleh guru <ul style="list-style-type: none"> A.  B.  2. Peserta didik menyampaikan hasil pengamatan tentang foto berdasarkan pengetahuan awal yang mereka miliki. 3. Guru dan peserta didik yang lain memberikan tanggapan 4. Peserta didik diberikan kesempatan menonton video <ul style="list-style-type: none">  https://www.youtube.com/watch?v=mSADUWSqNqU 5. Guru memberikan pertanyaan pematik. <ul style="list-style-type: none"> • What is the video about? • Mention three points that you get from the video!
	<p>Problem statement (pernyataan/ identifikasi masalah)</p> <ol style="list-style-type: none"> 1. Guru meminta peserta didik untuk membentuk kelompok 5 orang dalam 1 kelompok. 2. Guru memberikan link LKPD online (<i>Liveworksheet</i>) (https://www.liveworksheets.com/c?a=s&t=9Jw6fS4VE7&sr=n&l=x8&i=stdctou&r=25&f=dzdtuddx&ms=uz&cd=p4-ule-9--3lm6pznkzjx58ngnzxnmxg&mw=hs) 3. Guru meminta peserta didik untuk mendiskusikan LKPD online bersama kelompoknya masing-masing 4. Peserta didik mengidentifikasi: pertanyaan-pertanyaan yang diberikan guru terkait dengan Analytical Exposition
	<p>Data collection (pengumpulan data).</p> <ol style="list-style-type: none"> 1. Peserta didik menuliskan hasil pengamatan tentang pertanyaan pertanyaan yang diberikan.

	2. Peserta didik diberikan membaca berbagai sumber tentang teks Analytical Exposition
	Verification (pembuktian) Peserta didik melakukan pencermatan jawaban yang telah dibuat.
	Generalization (menarik kesimpulan/generalisasi) 1. Peserta didik menyimpulkan jawaban atas pertanyaan pertanyaan yang diberikan. 2. Peserta didik mempresentasikan di depan kelas dan dikonfirmasi oleh guru.
Penutup (15 menit)	1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. 2. Guru memberikan refleksi pembelajaran dengan memberikan <i>quizizz</i> 3. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 4. Guru dan peserta didik berdoa bersama.

Langkah-langkah Kegiatan Pembelajaran Pertemuan 2	
Pendahuluan (5 menit)	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajak berdoa sebelum pembelajaran di mulai. 2. Guru mengecek kehadiran peserta didik. 3. Guru memberi apersepsi tentang materi yang akan dipelajari 4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 5. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 6. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.
Kegiatan Inti (70')	<p>Stimulation (stimulasi/pemberian rangsangan)</p> <ol style="list-style-type: none"> 1. Peserta didik mengamati beberapa foto yang ditayangkan oleh guru <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> A.  </div> <div style="display: flex; align-items: center;"> B.  </div> </div>

	<p>2. Peserta didik menyampaikan hasil pengamatan tentang foto berdasarkan pengetahuan awal yang mereka miliki.</p> <p>3. Guru dan peserta didik yang lain memberikan tanggapan</p> <p>4. Peserta didik diberikan kesempatan menonton video</p>  <p>5. Guru memberikan pertanyaan pematik.</p> <ul style="list-style-type: none"> • What is the video about? • Mention three points that you get from the video!
	<p>Problem statement (pernyataan/ identifikasi masalah)</p> <ol style="list-style-type: none"> 1. Guru meminta peserta didik untuk membentuk kelompok 5 orang dalam 1 kelompok. 2. Guru memberikan link LKPD <i>online (Liveworksheet)</i> 3. (https://www.liveworksheets.com/c?a=s&t=9Jw6fS4VE7&sr=n&l=x8&i=stdctou&r=25&f=dzdtuddx&ms=uz&cd=p4-u1e-9--3lm6pznkzjx58ngnzxnmxg&mw=hs) 4. Guru meminta peserta didik untuk mendiskusikan LKPD online bersama kelompoknya masing-masing 5. Peserta didik mengidentifikasi: pertanyaan-pertanyaan yang diberikan guru terkait dengan teks Analytical Exposition
	<p>Data collection (pengumpulan data).</p> <ol style="list-style-type: none"> 1. Peserta didik menuliskan hasil pengamatan tentang pertanyaan pertanyaan yang diberikan. 2. Peserta didik diberikan membaca berbagai sumber tentang teks Analytical Exposition
	<p>Verification (pembuktian)</p> <p>Peserta didik melakukan pencermatan jawaban yang telah dibuat.</p>
	<p>Generalization (menarik kesimpulan/generalisasi)</p> <ol style="list-style-type: none"> 1. Peserta didik menyimpulkan jawaban atas pertanyaan pertanyaan yang diberikan dan guru memberikan penguatan
Penutup (15 menit)	<ol style="list-style-type: none"> 1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. 2. Guru memberikan refleksi pembelajaran dengan memberikan <i>quizizz</i> 3. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 4. Guru dan peserta didik berdoa bersama.

J. Asesmen Diagnostik

Asesmen Non Kognitif	<ol style="list-style-type: none">1. Apa yang sedang kamu rasakan saat ini?2. Bagaimana perasaanmu saat belajar sendiri dirumah?3. Hal apa yang paling menyenangkan bagi diri anda?4. Apa yang kamu inginkan dalam pelajaran hari ini?
Asesmen Kognitif	<ol style="list-style-type: none">1. Please read the Analytical Exposition text!2. What is the social function of the text?3. What are the advantages of studying Analytical Exposition text?
Asesmen Formatif	<ol style="list-style-type: none">1. Kuis2. Unjuk kerja3. Penilaian harian
Asesmen Sumatif	<ol style="list-style-type: none">1. Penilaian Akhir semester2. Penilaian Akhir tahun

K. Pengayaan dan Remedial

- a. Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.
- b. Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.

L. Lampiran

Penilaian

- a) Penilaian sikap
- b) Penilaian keterampilan menyimak
- c) Penilaian Pengetahuan

M. Bahan Bacaan Guru dan peserta Didik

- a) Buku Paket Bahasa Inggris Kelas XI
- b) Bahan Ajar Power point
- c) Buku LKS Kreatif Bahasa Inggris XI
- d) Lembar Kerja Peserta Didik (LKPD/*Liveworksheet*)
- e) Dictionary

N. Glosarium

Analytical exposition text adalah jenis teks yang bertujuan untuk menjelaskan pendapat atau argumen tentang suatu hal dengan cara yang logis. Teks ini berfokus pada analisis dan penjelasan yang mendalam tentang topik yang dibahas, serta memberikan pendapat penulis tentang topik tersebut.

Thesis adalah bagian dari teks berisi pendapat penulis yang jelas mengenai topik, dan menjadi dasar argumen yang akan disampaikan dalam teks.

Arguments adalah bagian teks penulis juga memberikan argumen-argumen pendukung berdasarkan fakta atau data yang logis.

O. Daftar Pustaka

- a) Grace, Eaudia 2019 .Pathway to English .Jakarta : PT Gravindo Pratama.
- b) Lande, Shyla 2017 .Forwad English for Senior High School .Jakarta Penerbit Erlangga.
- c) Frank, Marcella, 2013 Modern English Jakarta Stamford Heile.
- d) Widiati, dkk. 2014. Buku Guru Bahasa Inggris SMA. Kementrian Pendidikan dan Kebudayaan

Karangasem, Juli 2023

Guru Mapel Bahasa Inggris

Kepala SMA Negeri 1 Amlapura



Drs. I Ketut Marta Ariana, M.Pd.H
Pembina Utama Muda
NIP. 19651220 199601 1 001

Ni Made Sri Martiningsih, S.Pd
NIP.19790303 200312 2 012



Lampiran

1. Lembar observasi sikap pada *Group Discussion*

Sikap yang menjadi fokus penilaian adalah tanggung jawab, responsif, dan pro-aktif

Jurnal Penilaian Sikap:

No	Hari dan tanggal	Nama Peserta Didik	Kelas	Kejadian/prilaku	Kategori		Tindak lanjut
					+	-	
1.							
2.							
3.							
4.							
5.							

2. Penilaian Kompetensi Keterampilan Menyimak

a. Kisi-kisi Penilaian Harian

(IPK)	Materi	Indikator Soal	Bentuk Soal
Peserta didik dapat memahami informasi umum, struktur serta fungsi social teks lisan analytical exposition yang disimak dengan tepat.	analytical exposition text	Disajikan <i>teks descriptive</i> lisan dan peserta didik mendengarkan, dan menemukan informasi umum dan rinci, struktur dan fungsi sosial teks yang disimak	Lisan Tertulis

b. Pedoman Penskoran

No	Soal	Aspek	Skor
1.	What is the video about?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
2.	How does the Corona virus	Jawaban sangat lengkap	20

	diseases spread?	Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
3.	What are the information people can get from the monolog? Explain your answer!	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
4.	What is global pandemic?	Jawaban sangat tepat dan benar	20
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5
5	What is the social fuction of the text?	Jawaban sangat tepat dan benar	20
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5

c. Pedoman Penilaian :

Penghitungan nilai akhir dalam skala 0 – 100 adalah sebagai berikut :

Skor yang diperoleh

Nilai Akhir = ----- x skor ideal (100)

Skor Maksimum (100)

Lembar Kerja Peserta Didik ANALYTICAL EXPOSITION



SMA NEGERI 1 AMLAPURA
2024



NAMA ANGGOTA KELOMPOK



WRITE SOME WORDS RELATED TO THE PICTURE BELOW!



THINK AND DISCUSS !



VIRUSES

Task: Complete each of the questions by searching and discussing with your group. Make sure to keep a list of your references in the space provided.

Question 1:

What is a virus and how does it allow the virus to infect cells?

ANSWER 1:

Question 2:

How do viruses infect a cell?

ANSWER 2:

TASK A

Listen to the audio below then answer the questions!

TASK B

Answer the following questions based on the audio above!

1. What is the topic mainly discussed by the speaker?

ANSWER:

2. How does the Corona virus diseases spread?

ANSWER:

TASK C

Please choose YES if the statement is available in the audio and choose NO if the statement is NOT available in the audio!

1. Global pandemic now is part of life's aspect.

2. People are very aware of the virus impact.

3. Applying lockdown is one of the way to reducing the travelling.

4. Not all the people live in a place where the information spread faster.

5. People's movement happen slower so that the virus spread faster

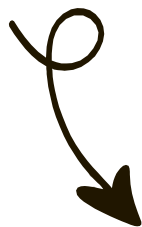


TASK D

Please read the explanation below!

Analytical Exposition

- **Analytical Exposition:** A type of text that presents arguments and opinions supported by evidence and reasoning.
- **Structure:** Introduction, Thesis Statement, Arguments, Counterarguments, Conclusion.
- **Language Features:** Present tense, logical connectors, facts and opinions, evaluative language.
- **Purpose:** To persuade the audience and present a balanced view on a controversial topic.

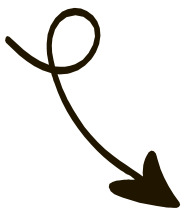


Purpose of Analytical Exposition

Analytical exposition is a type of writing that aims to persuade the audience and present a balanced view. It uses evidence and reasoning to support arguments and opinions. This form of writing is commonly found in opinion articles, essays, and debates.

Structure of Analytical Exposition

- **Introduction:** Present the issue and thesis statement
- **Arguments:** Provide supporting evidence and reasoning
- **Counterarguments:** Address opposing viewpoints
- **Conclusion:** Summarize main points and restate thesis



Using Evidence in Analytical Exposition

- **Evidence** plays a crucial role in making arguments more convincing.
- It helps convey ideas clearly and persuasively.
- Supporting claims with facts and statistics adds credibility.
- Evidence unlocks the power of *analytical exposition*.

TASK E

What is your opinion about ANALYTICAL EXPOSITION TEXT ? **MATCH THE RIGHT AND THE LEFT!**

**ANALYTICAL
EXPOSITION**

**it introduces topic and
indicates the writer's
opinion/position**

THESIS

**a text presents some
arguments/opinion
about an issue**

ARGUMENTS

**it consists of a points
and elaboration
sequences**

REITERATION

**First...second...third..
lastly...**

**TEMPORAL
CONJUNCTIONS**

**From the fact
above...
In conclusion...
Therefore...**

TASK F

LET'S READ IT and ANSWER THE QUESTIONS BELOW!

I personally think that reading is a very important activity in our life. Why do I say so?

Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, and technology. Sports, arts, culture, etc written in either books, magazines, newspapers, etc.

Secondly, by reading we can get a lot of news and information about something happening in any part of the world which can we see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspapers or magazines on the entertainment column such as comedy, short story, quiz, etc. to make us relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and entertainment. Or in summary, we can say reading is truly important in our life.

1. Why is reading very important in our life? Because.....

- A. By reading, we can get a lot of friends, relatives, experience, etc.**
- B. By reading, we can get little knowledge but a lot of entertainment.**
- C. By reading, we are always relaxed.**
- D. By reading, we are always happy.**
- E. By reading we can get a lot of knowledge, news, information and entertainment**

2. If we want to get knowledge, what should we do?

- A. buy a lot of books**
- B. borrow a lot of books**
- C. look for newspaper and magazine**
- D. sell and buy many expensive books**
- E. Read a lot of books and other printed materials.**

TASK F

LET'S READ IT!

I think that reading is a very important activity in our life. Why do I say so?

Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, and technology. Sports, arts, culture, etc written in either books, magazines, newspapers, etc.

Secondly, by reading we can get a lot of news and information about something happening in any part of the world which can we see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspapers or magazines on the entertainment column such as comedy, short story, quiz, etc. to make us relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and entertainment. Or in summary, we can say reading is truly important in our life.

3. What does the text tell us about?

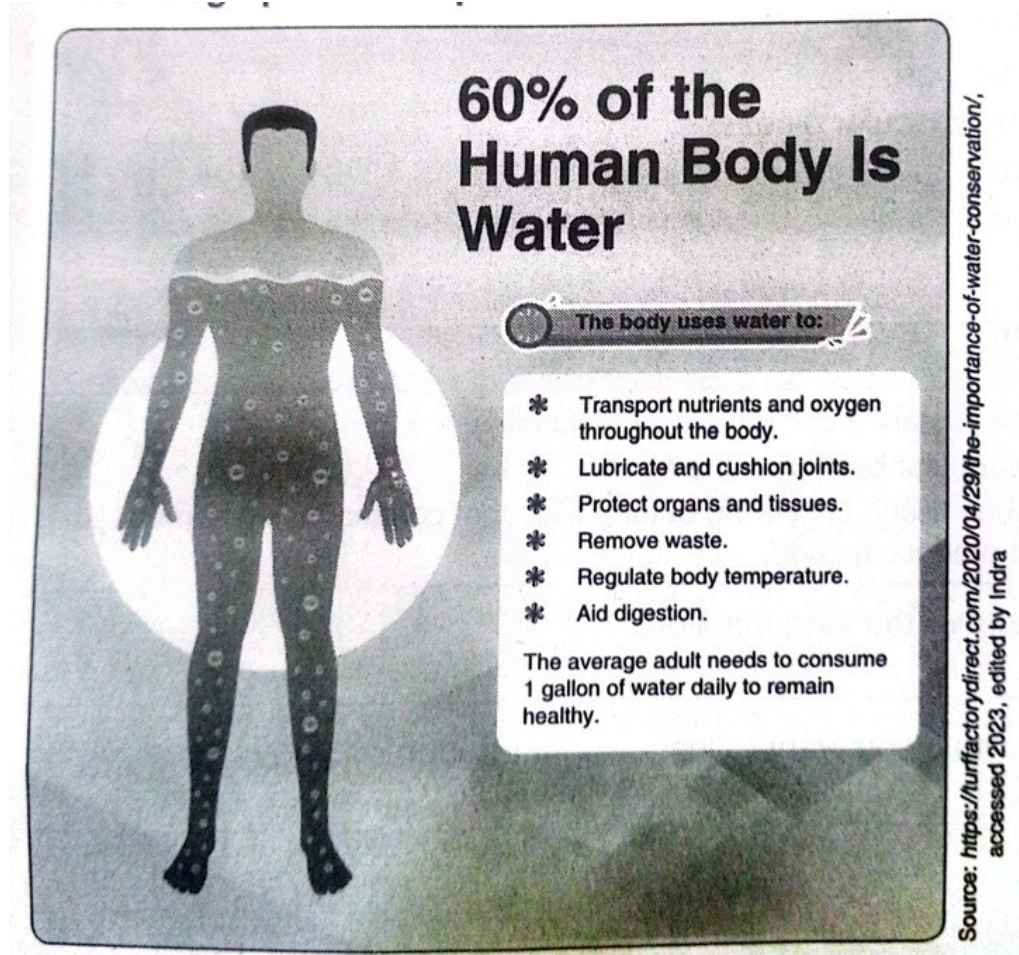
- A. The description of reading**
- B. The function of reading**
- C. The importance of reading**
- D. The disadvantages of reading**
- E. The purpose of reading**

4. What is the social function of the text?

- A. To tell a story**
- B. To describe the reader**
- C. To entertain the reader**
- D. To give information**
- E. To persuade the reader**

TASK F

READ THIS INFOGRAPHIC!



5. This purpose of the infographic above is to...

- A. describe how to conserve water
- B. explain the use of water
- C. persuade the readers to save water
- D. describe the effects of consuming water
- E. inform about the use of water for our body

good luck



LAMPIRAN 7
RENCANA PELAKSANAAN
PEMBELAJARAN DISCOVERY
LEARNING

MODUL AJAR BAHASA INGGRIS

MATERI POKOK: ANALYTICAL EXPOSITION TEXT

INFORMASI UMUM	
Identitas Modul	
Nama Penyusun	: Ni Made Sri Martiningsih, S.Pd
Instansi	: SMA Negeri 1 Amlapura
Tahun disusun	: 2024
Jenjang sekolah	: SMA
Fase	: F
Elemen	: Menyimak dan Membaca
Alokasi Waktu	: 4 x 45 menit
A. Kompetensi Awal	<ul style="list-style-type: none"> a) Definition of Analytical Exposition text b) Social function of Analytical Exposition text c) Generic structure of Analytical Exposition text d) Language feature of Analytical Exposition text
B. Profil Pelajar Pancasila	<ul style="list-style-type: none"> a. Gotong Royong: bekerjasama mencari informasi lebih tentang materi yang diberikan (<i>Analytical Exposition text</i>) b. Mandiri : melakukan proses brainstorming pada kegiatan awal pembelajaran c. Kreatif : Menyampaikan kembali teks <i>Analytical Exposition</i> sederhana dengan menggunakan kalimat sendiri
C. Sarana dan Prasarana	Media : Laptop, HP, LCD dan speaker Sumber Belajar : Lembar kerja peserta didik (LKPD), buku bacaan dan you tube.
D. Model Pembelajaran	Discovery Learning Fase 1: Stimulation Fase 2: Problem Statement (LKPD) Fase 3: Data Collection Fase 4: Data Processing Fase 5: Verification Fase 6: Generalization

E. Capaian Pembelajaran

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, **deskripsi**, prosedur, **eksposisi**, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini.

F. Tujuan Pembelajaran

1. Peserta didik mampu mendengarkan dan merespon teks analytical exposition.
2. Peserta didik mampu mendapatkan informasi umum tentang social function, generic structure dan language features analytical exposition.
3. Peserta didik mampu menemukan informasi umum dari teks analytical exposition yang didengarkan dan dibaca
4. Peserta didik mampu menemukan informasi rinci yang tersurat dan tersirat dalam sebuah teks analytical exposition yang didengarkan dan dibaca

G. Pemahaman Bermakna

1. Peserta didik mampu untuk menyampaikan kembali secara rinci teks Analytical Exposition yang didengar sehingga akan dapat dipahami secara detail.
2. Peserta didik mampu untuk menyampaikan teks Analytical Exposition secara rinci dan konkret.

H. Pertanyaan Pemantik



1. Apa yang kamu ketahui tentang “Pentingnya Hidup Bersih”?
2. Apa saja pendapatmu tentang manfaat belajar hidup bersih?


I. Kegiatan Pembelajaran

Langkah-langkah Kegiatan Pembelajaran	
Pertemuan 1	
Pendahuluan (5 menit)	<ol style="list-style-type: none">1. Guru memberi salam dan mengajak berdoa sebelum pembelajaran di mulai.2. Guru mengecek kehadiran peserta didik.3. Guru memberi apersepsi tentang materi yang akan dipelajari4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan5. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini.6. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.

<p>Kegiatan Inti (70')</p>	<p>Stimulation (stimulasi/pemberian rangsangan)</p> <ol style="list-style-type: none"> 1. Peserta didik mengamati beberapa foto yang ditayangkan oleh guru <ul style="list-style-type: none"> A.  B.  2. Peserta didik menyampaikan hasil pengamatan tentang foto berdasarkan pengetahuan awal yang mereka miliki. 3. Guru dan peserta didik yang lain memberikan tanggapan 4. Peserta didik diberikan kesempatan menonton video <div data-bbox="639 1010 786 1157" data-label="Image"> </div> <p>https://www.youtube.com/watch?v=mSADUWSqNqU</p> 5. Guru memberikan pertanyaan pemantik. <ul style="list-style-type: none"> • What is the video about? • Mention three points that you get from the video!
	<p>Problem statement (pernyataan/ identifikasi masalah)</p> <ol style="list-style-type: none"> 1. Guru meminta peserta didik untuk membentuk kelompok 5 orang dalam 1 kelompok. 2. Guru memberikan link LKPD <i>online</i> (<i>Liveworksheet</i>) (https://www.liveworksheets.com/c?a=s&t=9Jw6fS4VE7&sr=n&l=x8&i=stdctou&r=25&f=dzdtudx&ms=uz&cd=p4-u1e-9--3lm6pznkzjx58ngnznmxg&mw=hs) 3. Guru meminta peserta didik untuk mendiskusikan LKPD online bersama kelompoknya masing-masing 4. Peserta didik mengidentifikasi: pertanyaan-pertanyaan yang diberikan guru terkait dengan Analytical Exposition
	<p>Data collection (pengumpulan data).</p> <ol style="list-style-type: none"> 1. Peserta didik menuliskan hasil pengamatan tentang pertanyaan pertanyaan yang diberikan.

	2. Peserta didik diberikan membaca berbagai sumber tentang teks Analytical Exposition
	Verification (pembuktian) Peserta didik melakukan pencermatan jawaban yang telah dibuat.
	Generalization (menarik kesimpulan/generalisasi) 1. Peserta didik menyimpulkan jawaban atas pertanyaan pertanyaan yang diberikan. 2. Peserta didik mempresentasikan di depan kelas dan dikonfirmasi oleh guru.
Penutup (15 menit)	1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. 2. Guru memberikan refleksi pembelajaran dengan memberikan <i>quizizz</i> 3. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 4. Guru dan peserta didik berdoa bersama.

Langkah-langkah Kegiatan Pembelajaran Pertemuan 2	
Pendahuluan (5 menit)	1. Guru memberi salam dan mengajak berdoa sebelum pembelajaran di mulai. 2. Guru mengecek kehadiran peserta didik. 3. Guru memberi apersepsi tentang materi yang akan dipelajari 4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 5. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 6. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.
Kegiatan Inti (70')	Stimulation (stimulasi/pemberian rangsangan) 1. Peserta didik mengamati beberapa foto yang ditayangkan oleh guru <div style="text-align: center;">  <p>A.</p> </div> <div style="text-align: center;">  <p>B.</p> </div>

	<p>2. Peserta didik menyampaikan hasil pengamatan tentang foto berdasarkan pengetahuan awal yang mereka miliki.</p> <p>3. Guru dan peserta didik yang lain memberikan tanggapan</p> <p>4. Peserta didik diberikan kesempatan menonton video</p>  <p>5. Guru memberikan pertanyaan pematik.</p> <ul style="list-style-type: none"> • What is the video about? • Mention three points that you get from the video!
	<p>Problem statement (pernyataan/ identifikasi masalah)</p> <p>1. Guru meminta peserta didik untuk membentuk kelompok 5 orang dalam 1 kelompok.</p> <p>2. Guru memberikan link LKPD <i>online</i> (<i>Liveworksheet</i>)</p> <p>3. (https://www.liveworksheets.com/c?a=s&t=9Jw6fS4VE7&sr=n&l=x8&i=stdctou&r=25&f=dzdtuddx&ms=uz&cd=p4-ule-9--3lm6pznkzjx58ngnzxnmxg&mw=hs)</p> <p>4. Guru meminta peserta didik untuk mendiskusikan LKPD online bersama kelompoknya masing-masing</p> <p>5. Peserta didik mengidentifikasi: pertanyaan-pertanyaan yang diberikan guru terkait dengan teks Analytical Exposition</p>
	<p>Data collection (pengumpulan data).</p> <p>1. Peserta didik menuliskan hasil pengamatan tentang pertanyaan pertanyaan yang diberikan.</p> <p>2. Peserta didik diberikan membaca berbagai sumber tentang teks Analytical Exposition</p>
	<p>Verification (pembuktian)</p> <p>Peserta didik melakukan pencermatan jawaban yang telah dibuat.</p>
	<p>Generalization (menarik kesimpulan/generalisasi)</p> <p>1. Peserta didik menyimpulkan jawaban atas pertanyaan pertanyaan yang diberikan dan guru memberikan penguatan</p>
Penutup (15 menit)	<p>1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan.</p> <p>2. Guru memberikan refleksi pembelajaran dengan memberikan <i>quizizz</i></p> <p>3. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.</p> <p>4. Guru dan peserta didik berdoa bersama.</p>

J. Asesmen Diagnostik

Asesmen Non Kognitif	<ol style="list-style-type: none">1. Apa yang sedang kamu rasakan saat ini?2. Bagaimana perasaanmu saat belajar sendiri dirumah?3. Hal apa yang paling menyenangkan bagi diri anda?4. Apa yang kamu inginkan dalam pelajaran hari ini?
Asesmen Kognitif	<ol style="list-style-type: none">1. Please read the Analytical Exposition text!2. What is the social function of the text?3. What are the advantages of studying Analytical Exposition text?
Asesmen Formatif	<ol style="list-style-type: none">1. Kuis2. Unjuk kerja3. Penilaian harian
Asesmen Sumatif	<ol style="list-style-type: none">1. Penilaian Akhir semester2. Penilaian Akhir tahun

K. Pengayaan dan Remedial

- a. Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.
- b. Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.

L. Lampiran

Penilaian

- a) Penilaian sikap
- b) Penilaian keterampilan menyimak
- c) Penilaian Pengetahuan

M. Bahan Bacaan Guru dan peserta Didik

- a) Buku Paket Bahasa Inggris Kelas XI
- b) Bahan Ajar Power point
- c) Buku LKS Kreatif Bahasa Inggris XI
- d) Lembar Kerja Peserta Didik (LKPD/*Liveworksheet*)
- e) Dictionary

N. Glosarium

Analytical exposition text adalah jenis teks yang bertujuan untuk menjelaskan pendapat atau argumen tentang suatu hal dengan cara yang logis. Teks ini berfokus pada analisis dan penjelasan yang mendalam tentang topik yang dibahas, serta memberikan pendapat penulis tentang topik tersebut.

Thesis adalah bagian dari teks berisi pendapat penulis yang jelas mengenai topik, dan menjadi dasar argumen yang akan disampaikan dalam teks.

Arguments adalah bagian teks penulis juga memberikan argumen-argumen pendukung berdasarkan fakta atau data yang logis.

O. Daftar Pustaka

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- c) Frank, Marcella, 2013 Modern English Jakarta Stamford Heile.
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Karangasem, Januari 2024

Guru Mapel Bahasa Inggris



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Pembina Utama Muda
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Ni Made Sri Martiningsih, S.Pd
NIP.19790303 200312 2 012



Lampiran

1. Lembar observasi sikap pada *Group Discussion*

Sikap yang menjadi fokus penilaian adalah tanggung jawab, responsif, dan pro-aktif

Jurnal Penilaian Sikap:

No	Hari dan tanggal	Nama Peserta Didik	Kelas	Kejadian/prilaku	Kategori		Tindak lanjut
					+	-	
1.							
2.							
3.							
4.							
5.							

2. Penilaian Kompetensi Keterampilan Menyimak

a. Kisi-kisi Penilaian Harian

(IPK)	Materi	Indikator Soal	Bentuk Soal
Peserta didik dapat memahami informasi umum, struktur serta fungsi social teks lisan analytical exposition yang disimak dengan tepat.	analytical exposition text	Disajikan <i>teks descriptive</i> lisan dan peserta didik mendengarkan, dan menemukan informasi umum dan rinci, struktur dan fungsi sosial teks yang disimak	Lisan Tertulis

b. Pedoman Penskoran

No	Soal	Aspek	Skor
1.	What is the video about?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
2.	How does the Corona virus	Jawaban sangat lengkap	20

	diseases spread?	Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
3.	What are the information people can get from the monolog? Explain your answer!	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
4.	What is global pandemic?	Jawaban sangat tepat dan benar	20
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5
5	What is the social fuction of the text?	Jawaban sangat tepat dan benar	20
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5

c. Pedoman Penilaian :

Penghitungan nilai akhir dalam skala 0 – 100 adalah sebagai berikut :

Skor yang diperoleh

$$\text{Nilai Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor Maksimum (100)}} \times \text{skor ideal (100)}$$

Lembar Kerja Peserta Didik
ANALYTICAL EXPOSITION



SMA NEGERI 1 AMLAPURA
2024



NAMA ANGGOTA KELOMPOK



WRITE SOME WORDS RELATED TO THE PICTURE BELOW!



THINK AND DISCUSS !



VIRUSES

Task: Complete each of the questions by searching and discussing with your group. Make sure to keep a list of your references in the space provided.

Question 1:

What is a virus and how does it allow the virus to infect cells?

ANSWER 1:

Question 2:

How do viruses infect a cell?

ANSWER 2:

TASK A

Listen to the audio below then answer the questions!



TASK B

Answer the following questions based on the audio above!

1. What is the topic mainly discussed by the speaker?

ANSWER:

2. How does the Corona virus diseases spread?

ANSWER:

TASK C

Please choose YES if the statement is available in the audio and choose NO if the statement is NOT available in the audio!

1. Global pandemic now is part of life's aspect.

2. People are very aware of the virus impact.

3. Applying lockdown is one of the way to reducing the travelling.

4. Not all the people live in a place where the information spread faster.

5. People's movement happen slower so that the virus spread faster



TASK D

Please read the explanation below!

Analytical Exposition

- **Analytical Exposition:** A type of text that presents arguments and opinions supported by evidence and reasoning.
- **Structure:** Introduction, Thesis Statement, Arguments, Counterarguments, Conclusion.
- **Language Features:** Present tense, logical connectors, facts and opinions, evaluative language.
- **Purpose:** To persuade the audience and present a balanced view on a controversial topic.



Purpose of Analytical Exposition

Analytical exposition is a type of writing that aims to persuade the audience and present a balanced view. It uses evidence and reasoning to support arguments and opinions. This form of writing is commonly found in opinion articles, essays, and debates.



Structure of Analytical Exposition

- **Introduction:** Present the issue and thesis statement
- **Arguments:** Provide supporting evidence and reasoning
- **Counterarguments:** Address opposing viewpoints
- **Conclusion:** Summarize main points and restate thesis



Using Evidence in Analytical Exposition

- **Evidence** plays a crucial role in making arguments more convincing.
- It helps convey ideas clearly and persuasively.
- Supporting claims with facts and statistics adds credibility.
- Evidence unlocks the power of *analytical exposition*.

TASK E

What is your opinion about ANALYTICAL EXPOSITION TEXT ? **MATCH THE RIGHT AND THE LEFT!**

**ANALYTICAL
EXPOSITION**

**it introduces topic and
indicates the writer's
opinion/position**

THESIS

**a text presents some
arguments/opinion
about an issue**

ARGUMENTS

**it consists of a points
and elaboration
sequences**

REITERATION

**First...second...third..
lastly...**

**TEMPORAL
CONJUNCTIONS**

**From the fact
above...
In conclusion...
Therefore...**

MODUL AJAR BAHASA INGGRIS
MATERI POKOK: DESCRIPTIVE TEXT

INFORMASI UMUM	
Identitas Modul	
Nama Penyusun	: Ni Made Sri Martiningsih, S.Pd
Instansi	: SMA Negeri 1 Amlapura
Tahun disusun	: 2024
Jenjang sekolah	: SMA
Fase	: F
Elemen	: Menyimak dan Membaca
Alokasi Waktu	: 4 x 45 menit
A. Kompetensi Awal	<ul style="list-style-type: none"> a) Definition of descriptive text b) Social function of descriptive text c) Generic structure of descriptive text d) Language feature of descriptive text
B. Profil Pelajar Pancasila	<ul style="list-style-type: none"> a) Gotong Royong: bekerjasama mencari informasi lebih tentang materi yang diberikan (<i>Descriptive text</i>) b) Mandiri : melakukan proses brainstorming pada kegiatan awal pembelajaran c) Kreatif : Menceritakan kembali teks <i>Descriptive</i> sederhana dengan menggunakan kalimat sendiri
C. Sarana dan Prasarana	Media : Laptop, HP, LCD dan speaker Sumber Belajar : Lembar kerja peserta didik (LKPD), buku bacaan dan you tube.
D. Model Pembelajaran	Discovery Learning Fase 1: Stimulation Fase 2: Problem Statement Fase 3: Data Collection Fase 4: Data Processing Fase 5: Verification Fase 6: Generalization

E. Capaian Pembelajaran

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, **deskripsi**, prosedur, **eksposisi**, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini.

F. Tujuan Pembelajaran

1. Peserta didik mampu mendengarkan dan merespon teks deskripsi.
2. Peserta didik mampu mendapatkan informasi tentang *social function, generic structure* dan *language features*.
3. Peserta didik mampu menemukan informasi umum dari teks deskripsi yang didengarkan dan dibaca
4. Peserta didik mampu menemukan informasi rinci yang tersurat dan tersirat dalam sebuah teks deskripsi yang didengarkan dan dibaca

G. Pemahaman Bermakna



1. Peserta didik mampu untuk menyampaikan kembali secara rinci teks deskripsi yang didengar sehingga akan dapat dipahami secara detail.
2. Peserta didik mampu untuk menyampaikan teks deskripsi secara rinci dan konkret.

H. Pertanyaan Pemantik


1. Apa yang kamu ketahui tentang teks deskripsi?
2. Apa saja yang bisa di jelaskan dengan teks deskripsi?
3. Apakah kalian pernah mendeskripsikan sebuah tempat dengan jelas?

I. Kegiatan Pembelajaran

Langkah-langkah Kegiatan Pembelajaran	
Pertemuan 1	
Pendahuluan (5 menit)	<ol style="list-style-type: none">1. Guru memberi salam dan mengajak berdoa sebelum pembelajaran di mulai.2. Guru mengecek kehadiran peserta didik.3. Guru memberi apersepsi tentang materi yang akan dipelajari4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan5. Guru menyampaikan tujuan dan cakupan materi yang akan dicapai pada pembelajaran hari ini.6. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.

<p>Kegiatan Inti (30 menit)</p>	<p>Stimulation (stimulasi/pemberian rangsangan)</p> <ol style="list-style-type: none"> Guru menayangkan beberapa gambar tempat dan memberikan beberapa pertanyaan pemantik <ul style="list-style-type: none"> A.  B.  Peserta didik diberikan kesempatan menonton video (https://www.youtube.com/watch?v=MX53ZXgCEas) Guru memberikan pertanyaan pemantik. <ul style="list-style-type: none"> • What is the video about? • Mention three points that you get from the video! • The height of Mount Agung is meters above sea level. • How is the condition on the summit of Mount Agung? • When did the most recent eruption of Mount Agung occur? • Why do visitors from all over the world come to Mount Agung? • Why is Mount Agung considered a sacred site by the local Balinese people?
	<p>Problem statement (pernyataan/ identifikasi masalah)</p> <ol style="list-style-type: none"> Guru meminta peserta didik untuk membentuk kelompok 5 orang dalam 1 kelompok. Guru memberikan LKPD berupa potongan-potongan teks <i>descriptive</i> Guru meminta peserta didik untuk membaca secara mandiri potongan-potongan teks tersebut di dalam kelompoknya Peserta didik menjawab pertanyaan-pertanyaan yang diberikan guru terkait dengan teks tersebut.
	<p>Data collection (pengumpulan data).</p> <ol style="list-style-type: none"> Peserta didik menuliskan hasil pengamatan tentang pertanyaan-pertanyaan yang diberikan. Peserta didik diberikan membaca berbagai sumber tentang teks

	<i>descriptive</i>
	Verification (pembuktian) Peserta didik melakukan pencermatan jawaban yang telah dibuat.
	Generalization (menarik kesimpulan/generalisasi) 1. Peserta didik menyimpulkan jawaban atas pertanyaan pertanyaan yang diberikan. 2. Peserta didik mempresentasikan di depan kelas dan dikonfirmasi oleh guru.
Penutup (15 menit)	1. Guru meminta peserta didik untuk membuat deskripsi seseorang yang dikagumi yang disampaikan pada pembelajaran selanjutnya 2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 3. Guru dan peserta didik berdoa bersama.
Langkah-langkah Kegiatan Pembelajaran Pertemuan 2	
Pendahuluan (5 menit)	1. Guru memberi salam dan mengajak berdoa sebelum pembelajaran di mulai. 2. Guru mengecek kehadiran peserta didik. 3. Guru memberi apersepsi tentang materi yang akan dipelajari 4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 5. Guru menyampaikan tujuan dan cakupan materi yang akan dicapai pada pembelajaran hari ini. 6. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.
Kegiatan Inti (30 menit)	Stimulation (stimulasi/pemberian rangsangan) 1. Guru menayangkan beberapa gambar tempat dan memberikan beberapa pertanyaan pemantik a. Do you know that girl? b. Who is she? c. What is her profession?  2. Peserta didik menyampaikan hasil pengamatan tentang foto berdasarkan pengetahuan awal yang mereka miliki. 3. Guru dan peserta didik yang lain memberikan tanggapan

	<p>Problem statement (pernyataan/ identifikasi masalah)</p> <ol style="list-style-type: none"> 1. Guru meminta peserta didik untuk mempresentasikan deskripsi seseorang yang telah dibuat di rumah 2. Guru memberikan kesempatan siswa untuk mempresentasikan secara undi dengan “Spin Wheel” 3. Guru meminta peserta didik membuat pertanyaan terkait dengan teks yang telah dipresentasikan temannya
	<p>Data collection (pengumpulan data).</p> <ol style="list-style-type: none"> 3. Peserta didik menuliskan hasil pengamatan tentang pertanyaan pertanyaan yang diberikan.
	<p>Verification (pembuktian)</p> <p>Peserta didik bersama-sama melakukan pencermatan jawaban yang telah dibuat.</p>
	<p>Generalization (menarik kesimpulan/generalisasi)</p> <ol style="list-style-type: none"> 1. Peserta didik menyimpulkan jawaban atas pertanyaan pertanyaan yang diberikan. 2. Peserta didik yang lain memberikan tanggapan dan dikonfirmasi oleh guru.
Penutup (15 menit)	<ol style="list-style-type: none"> 1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. 2. Guru memberikan refleksi dengan kuis menyimak untuk menguatkan pemahaman peserta didik secara mandiri dengan mendengarkan <i>teks descriptive</i>.  <ol style="list-style-type: none"> 3. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 4. Guru dan peserta didik berdoa bersama.

J. Asesmen Diagnostik

Asesmen Non Kognitif	<ol style="list-style-type: none"> 1. Apa yang sedang kamu rasakan saat ini? 2. Bagaimana perasaanmu saat belajar sendiri dirumah? 3. Hal apa yang paling menyenangkan bagi diri anda? 4. Apa yang kamu inginkan dalam pelajaran hari ini?
Asesmen Kognitif	<ol style="list-style-type: none"> 1. Please read the descriptive text? 2. What is the social function of the text? 3. What are the advantages of studying descriptive text?
Asesmen Formatif	<ol style="list-style-type: none"> 1. Kuis 2. Unjuk kerja 3. Penilaian harian

Asesmen Sumatif	<ol style="list-style-type: none"> 1. Penilaian Akhir semester 2. Penilaian Akhir tahun
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K. Pengayaan dan Remedial

1. Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.
2. Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.

L. Lampiran

1. Penilaian
 - a) Penilaian sikap
 - b) Penilaian keterampilan menyimak
 - c) Lembar Kerja Peserta Didik

M. Bahan Bacaan Guru dan peserta Didik

- a) Buku Paket Bahasa Inggris X
- b) Buku Lembar Kerja Peserta Didik
- c) Dictionary

N. Glosarium

Descriptive suatu teks yang menjelaskan atau mendeskripsikan orang orang, binatang atau suatu benda baik bentuknya, sifat-sifatnya, jumlahnya dan lain.

O. Daftar Pustaka

- Grace,Eaudia 2019 .Pathway to English .Jakarta : PT Gravindo Pratama.
- Lande,Shyla 2017 .Forwad English for Senior High School .Jakarta Penerbit Erlangga.
- Frank,Marcella,2013 Modern English Jakarta Stamford Heile.
- Widiati, dkk.2014. Buku Guru Bahasa Inggris SMA. Kementrian Pendidikan dan Kebudayaan

Karangasem, Januari 2024

Guru Mapel Bahasa Inggris



Drs. I Ketut Marta Ariana, M.Pd.H

Pembina Utama Muda

NIP. 19651220 199601 1001

Ni Made Sri Martiningsih, S.Pd

NIP.19790303 200312 2 012

Lampiran

1. Lembar observasi sikap pada *Group Discussion*

Sikap yang menjadi fokus penilaian adalah tanggung jawab, responsif, dan pro-aktif

Jurnal Penilaian Sikap:

No	Hari dan tanggal	Nama Peserta Didik	Kelas	Kejadian/prilaku	Kategori		Tindak lanjut
					+	-	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

2. Penilaian Kompetensi Keterampilan Menyimak

a. Kisi-kisi Penilaian Harian

(IPK)	Materi	Indikator Soal	Bentuk Soal
Peserta didik dapat memahami informasi umum, struktur serta fungsi social teks lisan descriptive yang disimak dengan tepat.	Descriptive text	Disajikan <i>teks descriptive</i> lisan dan peserta didik mendengarkan, dan menemukan informasi umum dan rinci, struktur dan fungsi sosial teks yang disimak	Lisan Tertulis

b. Pedoman Penskoran

No	Soal	Aspek	Skor
1.	What is the text about?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
2.	Where does Maria work?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
3.	How does Maria look like?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
4.	Why does Maria have a lot of friends?	Jawaban sangat tepat dan benar	20
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5
5	What is the social fuction of the text?	Jawaban sangat tepat dan benar	20
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5

c. Pedoman Penilaian :

Penghitungan nilai akhir dalam skala 0 – 100 adalah sebagai berikut :

Skor yang diperoleh

$$\text{Nilai Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor Maksimum (100)}} \times \text{skor ideal (100)}$$

3. Penilaian Kompetensi Pengetahuan

a. Kisi-kisi Penilaian Harian

(IPK)	Materi	Indikator Soal	Bentuk Soal
Peserta didik dapat memahami informasi umum, struktur serta fungsi social teks tertulis descriptive yang dibaca dengan tepat.	Descriptive text	Disajikan <i>teks descriptive tertulis</i> dan peserta didik memahami dan menemukan informasi umum dan rinci, struktur dan fungsi sosial teks yang dibaca	Tertulis

Teks Descriptive

Losari Beach is a **beautiful** beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest caf in Asia because many cafes stand along the beach, but now the cafes are located in a **special** place so it does not spread along the coast. The **charm** of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction for people coming to Losari Beach.

Every evening hundreds of people come to witness the panorama of **red** as the sun disappears into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is **perfect**. Because of its location in a bay, the water of Losari is as often **quiet** as usual as pool water.

Losari is the waterfront of Makassar. The length of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach, there is a park called the Pelataran Bahari (Marine Park), with a semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and run around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turn reddish in the line of the horizon. The reflected light also creates a sheen on the surface of seawater.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a three-star hotel. The hotel offers panoramic beauty of the sea with luxury service treat all of the hotels located in Jalan Penghibur.

QUESTIONS:

1. What is the main idea of each paragraph?

Jawaban:

Paragraph 1: -----

Paragraph 2: -----

Paragraph 3: -----

Paragraph 4: -----

Paragraph 5: -----

2. How many hotels does the writer mention?

Jawaban: Few Hotels

3. Where is Losari Beach located?

Jawaban: Located only about 3 km from the center of Makassar (Karebosi Park).

4. Mention some facilities that we can find in Losari Beach!

jawaban

5. Write down five adjectives that you find in the text!

Jawaban:

b. Pedoman Penskoran

No	Soal	Aspek	Skor
1.	What is the main idea of each paragraph?	Jawaban sangat lengkap	25
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
2.	How many hotels does the writer mention?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10

		Jawaban tidak lengkap	5
3.	Where is Losari Beach located?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
4.	Write down five adjectives that you find in the text!	Jawaban sangat tepat dan benar	25
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5
5	Based on the text, match the sentences with the structures!	Jawaban sangat tepat dan benar	20
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5

c. Pedoman Penilaian :

Penghitungan nilai akhir dalam skala 0 – 100 adalah sebagai berikut :

$$\text{Nilai Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor Maksimum (100)}} \times \text{skor ideal (100)}$$



MODUL AJAR BAHASA INGGRIS

MATERI POKOK: ANALYTICAL EXPOSITION TEXT

INFORMASI UMUM	
Identitas Modul	
Nama Penyusun	: Ni Made Sri Martiningsih, S.Pd
Instansi	: SMA Negeri 1 Amlapura
Tahun disusun	: 2024
Jenjang sekolah	: SMA
Fase	:F
Elemen	: Menyimak dan Membaca
Alokasi Waktu	: 4 x 45 menit
A. Kompetensi Awal	<ul style="list-style-type: none"> a) <i>Definition of analytical exposition text</i> b) <i>Social function of analytical exposition text</i> c) <i>Generic structure of analytical exposition text</i> d) <i>Language feature of analytical exposition text</i>
B. Profil Pelajar Pancasila	<ul style="list-style-type: none"> a) Gotong Royong: bekerjasama mencari informasi lebih tentang materi yang diberikan (<i>analytical exposition text</i>) b) Mandiri : melakukan proses brainstorming pada kegiatan awal pembelajaran c) Kreatif : Menyampaikan kembali teks <i>analytical exposition</i> sederhana dengan menggunakan kalimat sendiri
C. Sarana dan Prasarana	Media : Laptop, HP, LCD dan speaker Sumber Belajar : Lembar kerja peserta didik (LKPD), buku bacaan dan you tube.
D. Model Pembelajaran	Direct Instruction

E. Capaian Pembelajaran

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, **eksposisi**, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik

menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini.

F. Tujuan Pembelajaran

1. Peserta didik mampu mendengarkan dan merespon teks *analytical exposition*.
2. Peserta didik mampu mendapatkan informasi tentang *social function, generic structure* dan *language features*.
3. Peserta didik mampu menemukan informasi umum dari teks *analytical exposition* yang didengarkan dan dibaca
4. Peserta didik mampu menemukan informasi rinci yang tersurat dan tersirat dalam sebuah teks *analytical exposition* yang didengarkan dan dibaca

G. Pemahaman Bermakna




1. Peserta didik mampu untuk menyampaikan kembali secara rinci teks *analytical exposition* yang didengar sehingga akan dapat dipahami secara detail.
2. Peserta didik mampu untuk menyampaikan teks *analytical exposition* secara rinci dan konkret.

H. Pertanyaan Pemantik

1. Apa yang kamu ketahui tentang gambar di LKS (gambar mencuci tangan)?
2. Apa saja yang bisa di jelaskan dengan gambar di LKS?

I. Kegiatan Pembelajaran

Langkah-langkah Kegiatan Pembelajaran Pertemuan 1	
Pendahuluan (5 menit)	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajak berdoa sebelum pembelajaran di mulai. 2. Guru mengecek kehadiran peserta didik. 3. Guru memberi apersepsi tentang materi yang akan dipelajari 4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 5. Guru menyampaikan tujuan dan materi yang akan dicapai pada pembelajaran hari ini. 6. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.

<p>Kegiatan Inti (30 menit)</p>	<ol style="list-style-type: none"> 1. Guru menayangkan beberapa gambar dan memberikan pertanyaan pemantik <ol style="list-style-type: none"> A.  B.  <ol style="list-style-type: none"> a. What are they doing? b. Do you like the activity that they do? 2. Guru meminta peserta didik bersama-sama menyimak audio tentang “The Importance of Reading” <div style="text-align: center;">  </div> 3. Guru meminta peserta didik menjawab pertanyaan berikut: <ol style="list-style-type: none"> a) What is the video about? b) Mention three points about the monolog that you listen to! 4. Guru meminta peserta didik mendiskusikan dengan teman sebangku jawaban dari pertanyaan yang diberikan 5. Guru dan peserta didik secara bersama-sama membahas pertanyaan tentang video. 6. Guru memberikan penjelasan tentang teks Analytical Exposition 7. Guru meminta peserta didik membaca ringkasan materi yang ada di buku paket dan buku LKS pada halaman 6 sampai dengan 8 8. Guru meminta peserta didik membaca teks yang berjudul “The Benefit of Trees” yang ada pada LKS halaman 9 secara bergilir. 9. Guru meminta peserta didik mengerjakan latihan soal pada buku LKS secara berpasangan dengan teman sebangku. 10. Guru dan peserta didik membahas bersama-sama latihan soal di buku LKS
<p>Penutup</p>	<ol style="list-style-type: none"> 1. Guru menyimpulkan hasil diskusi tentang teks analytical exposition

(10 menit)	<ol style="list-style-type: none"> 2. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. 3. Guru memberikan kuis tentang topik yang dibahas 4. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 5. Guru dan peserta didik berdoa bersama.
Langkah-langkah Kegiatan Pembelajaran Pertemuan 2	
Pendahuluan (5 menit)	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajak berdoa sebelum pembelajaran di mulai. 2. Guru mengecek kehadiran peserta didik. 3. Guru memberi apersepsi tentang materi yang akan dipelajari 4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 5. Guru menyampaikan tujuan dan materi yang akan dicapai pada pembelajaran hari ini. 6. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.
Kegiatan Inti (30 menit)	<ol style="list-style-type: none"> 1. Guru menayangkan beberapa video percakapan dan memberikan pertanyaan pemantik https://youtu.be/7hVLQ_y0mc?si=mNuGj0e2LNdOKSH3 https://youtu.be/6qZ2J76Nhwg?feature=shared <ol style="list-style-type: none"> a. What is the dialogue talking about? b. Do you like the activity that they do? c. Do you find the statement of arguments in the dialogue? 2. Guru meminta peserta didik menjawab pertanyaan berikut: <ol style="list-style-type: none"> a. What is the video about? b. Mention three points about the monolog that you listen to! 3. Guru meminta peserta didik mendiskusikan dengan teman sebangku jawaban dari pertanyaan yang diberikan 4. Guru dan peserta didik secara bersama-sama membahas pertanyaan tentang video. 5. Guru meminta peserta didik menyiapkan kertas untuk tes formatif tentang analytical exposition.
Penutup (10 menit)	<ol style="list-style-type: none"> 1. Guru dan peserta didik memeriksa dan membahas bersama tes formatif yang telah dikerjakan peserta didik. 2. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. 3. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 4. Guru dan peserta didik berdoa bersama.

J. Asesmen Diagnostik

Asesmen Non Kognitif	<ol style="list-style-type: none">1. Apa yang sedang kamu rasakan saat ini?2. Bagaimana perasaanmu saat belajar sendiri dirumah?3. Hal apa yang paling menyenangkan bagi diri anda?4. Apa yang kamu inginkan dalam pelajaran hari ini?
Asesmen Kognitif	<ol style="list-style-type: none">1. Please read the analytical exposition text?2. What is the social function of the text?3. What are the advantages of studying analytical exposition text?
Asesmen Formatif	<ol style="list-style-type: none">1. Kuis2. Unjuk kerja3. Penilaian harian
Asesmen Sumatif	<ol style="list-style-type: none">1. Penilaian Akhir semester2. Penilaian Akhir tahun

K. Pengayaan dan Remedial

- a. Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.
- b. Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.

L. Lampiran

1. Penilaian
 - a. Penilaian sikap
 - b. Penilaian keterampilan
 - c. Penilaian pengetahuan
2. Lembar Kerja Peserta Didik

M. Bahan Bacaan Guru dan peserta Didik

- Buku Paket Bahasa Inggris XI
- LKS Bahasa Inggris kelas XI

N. Glosarium

Analytical exposition text adalah jenis teks yang bertujuan untuk menjelaskan pendapat atau argumen tentang suatu hal dengan cara yang logis. Teks ini berfokus pada analisis dan penjelasan yang mendalam tentang topik yang dibahas, serta memberikan pendapat penulis tentang topik tersebut.

Thesis adalah bagian dari teks berisi pendapat penulis yang jelas mengenai topik, dan menjadi dasar argumen yang akan disampaikan dalam teks.

Arguments adalah bagian teks penulis juga memberikan argumen-argumen pendukung berdasarkan fakta atau data yang logis.

O. Daftar Pustaka

- a) Grace, Eaudia 2019 .Pathway to English .Jakarta : PT Gravindo Pratama.
- b) Lande, Shyla 2017 .Forwad English for Senior High School .Jakarta Penerbit Erlangga.
- c) Frank, Marcella, 2013 Modern English Jakarta Stamford Heile.
- d) Widiati, dkk. 2014. Buku Guru Bahasa Inggris SMA. Kementerian Pendidikan dan Kebudayaan

Karangasem, Januari 2024

Guru Mapel Bahasa Inggris

Kepala SMA Negeri 1 Amlapura



Drs. I Ketut Marta Ariana, M.Pd.H

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**Lampiran
Pertemuan 1 dan 2**

1. Lembar observasi sikap

Sikap yang menjadi fokus penilaian adalah tanggung jawab, responsif, dan pro-aktif

Jurnal Penilaian Sikap:

No	Hari dan tanggal	Nama Peserta Didik	Kelas	Kejadian/prilaku	Kategori		Tindak lanjut
					+	-	
1.							
2.							
3.							
4.							
5.							

**2. Penilaian Kompetensi Keterampilan Menyimak
Pertemuan 1 dan 2**

a. Kisi-kisi Penilaian Harian

(IPK)	Materi	Indikator Soal	Bentuk Soal
Peserta didik dapat memahami informasi umum, struktur serta fungsi social teks lisan analytical exposition yang disimak dengan tepat.	Analytical Exposition text	Disajikan <i>teks analytical exposition lisan</i> dan peserta didik mendengarkan, dan menemukan informasi umum dan rinci, struktur dan fungsi sosial teks yang disimak	Lisan Tertulis

b. Pedoman Penskoran

No	Soal	Aspek	Skor
1.	What is the text about?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
2.	What does the speaker think about reading?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
3.	What are the information people can get from reading? Mention the scope of fields!	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
4.	How reading can give the reader pleasure?	Jawaban sangat tepat dan benar	20
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5
5	What is the social fuction of the text?	Jawaban sangat tepat dan benar	20
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5

c. Pedoman Penilaian :

Penghitungan nilai akhir dalam skala 0 – 100 adalah sebagai berikut :

$$\text{Nilai Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor Maksimum (100)}} \times \text{skor ideal (100)}$$

3. Penilaian Kompetensi Pengetahuan

a. Kisi-kisi Penilaian Harian

(IPK)	Materi	Indikator Soal	Bentuk Soal
Peserta didik dapat memahami informasi umum, struktur serta fungsi social teks tertulis Analytical Exposition yang dibaca dengan tepat.	Analytical exposition text	Disajikan <i>teks analytical exposition tertulis</i> dan peserta didik memahami dan menemukan informasi umum dan rinci, struktur dan fungsi sosial teks yang dibaca	Tertulis

b. Instrumen Penilaian Pengetahuan

Pertemuan 1

Soal Uraian

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Tahun Pelajaran : 2022/2023
Materi : Analytical exposition Text
Petunjuk :

1. Work in pairs!
2. How is the structure of Analytical Exposition
3. Read the following text carefully!

The Benefits of Trees

Trees play a critical role for people and the planet. They provide numerous benefits to our health and environment. People plant trees to provide shade and beautify our landscapes. There are other numerous benefits of trees in urban cities.

First, trees mitigate climate change. Trees are effective in storing carbon as they grow. They absorb CO₂ from the atmosphere and store it as carbon in the biomass (trunk, branches, leaves, and roots) and in the soil. Trees are a powerful tool in reducing urban heating in several ways. One of the simplest ways is by providing shade. Shaded areas can be up to 20–45 degrees cooler than areas that lack shade.

Second, trees are an important component of green infrastructure. It refers to the network of natural and semi-natural features that provide ecosystem services such as air and water purification, flood control, and climate regulation. Trees also can help reduce stormwater runoff by absorbing rainwater through their roots and reducing erosion. One study revealed that increasing tree canopy by 10% could reduce stormwater runoff by 9.5%.

Third, trees provide habitat for wildlife and improve biodiversity in urban areas. They can form a critical part of a "green chain", acting as bridges for insects and animals between habitats. Many species of wildlife depend on trees for habitat. They provide food, protection, and homes for many birds and mammals.

Fourth, trees can play a role in accelerating recovery from illness. Studies have shown that patients who have access to green spaces with trees have shorter hospital stays and require less pain medication than those who do not. Exposure to nature has also been linked to reduced stress levels and improved health outcomes, which can aid in the recovery process.

In conclusion, trees are useful for well-beings and environment. They reduce urban heating, provide ecosystem, provide food and protection for wildlife, and help people's health recovery. There are still many other benefits of trees.

Adapted from: <https://www.naringey.gov.uk/environment-and-waste/nature-and-conservation/trees/benefits-trees>, accessed 18 August 2023

4. Match the meaning with the words in the box below!

- a. _____ take in or soak up
- b. _____ a return to a normal state of health, mind, or strength
- c. _____ shelter from direct rays of light
- d. _____ have as a prominent attribute or aspect
- e. _____ the removal of contaminants from something
- f. _____ the main stem of a tree apart from branches or roots
- g. _____ scenery of an area or land
- h. _____ the part of a plant that grows underground, gets water from the ground, and holds the plant in place
- i. _____ the draining away of water from the surface of an area or land, a building, or structure, etc.
- j. _____ increasing in speed or rate of occurrence

• shade	• trunk
• landscape	• feature
• absorb	• purification
• root	• runoff

• accelerating	• recovery
----------------	------------

5. Based on the text, answer the following questions!
- What is the purpose of the text?
 - What is the writer's position about trees?
 - What are the environmental benefits of trees?
 - Do you agree that trees have an important role in urban cities? Explain your answer!
 - What does the reiteration tell about?

Pedoman Penskoran

Pedoman Penilaian :

Penghitungan nilai akhir dalam skala 0 – 15 adalah sebagai berikut :

$$\begin{aligned}
 & \text{Skor yang diperoleh} \\
 \text{Nilai Akhir} &= \frac{\text{-----}}{\text{Skor Maksimum (15)}} \times \text{skor ideal (10)}
 \end{aligned}$$



Pertemuan 2

Soal Pilihan Ganda

- Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Tahun Pelajaran : 2022/2023
Materi : Analytical exposition Text
Petunjuk : Answer the following questions correctly based on the text!

TEXT 1

The importance of fruits and vegetables is no secret, but there may be more advantages to a fruit-and-veggie-filled diet than you realize. Fruits and vegetables are significant parts of a healthy diet, so when you add fruits and veggies to your daily menu, you'll reap the benefits of healthy food and good nutrition. Eating fruits and vegetables supports your overall health in a variety of ways, and adopting a healthier diet can also lead to an improved lifestyle and boosted satisfaction. Here's a closer look at the many benefits of fruits and vegetables.

First, fruits and vegetables contain nutrients. They are a crucial part of a healthy diet because they give us necessary nutrients that we can't always produce ourselves, like fiber. They also provide beneficial vitamins and minerals. Some of the most nutritious fruits are apples, blueberries, mangos, and pineapples. However, certain fruits offer different kinds of nutrients. This means that you can cater your fruit choices to your specific dietary needs. In general, however, it's best to have a wide variety so you can get the most nutrition.

Second, fruits and vegetables are good for your eyes. Studies have also shown a correlation between fruit and vegetable consumption and vision health. Introducing more fruits and vegetables to your diet may help prevent two common aging-related eye diseases—cataracts and macular degeneration. This prevention is especially helped by lutein and zeaxanthin, which are found in green vegetables like spinach and kale.

Third, eating fruits and vegetables can also help you maintain a healthy blood pressure. One study found that "a diet rich in fruits, vegetables, and low-fat dairy foods and with reduced saturated and total fat can substantially lower blood pressure". In the study, subjects eating more fruit and vegetables than the control diet showed improvements on par with taking blood pressure medications.

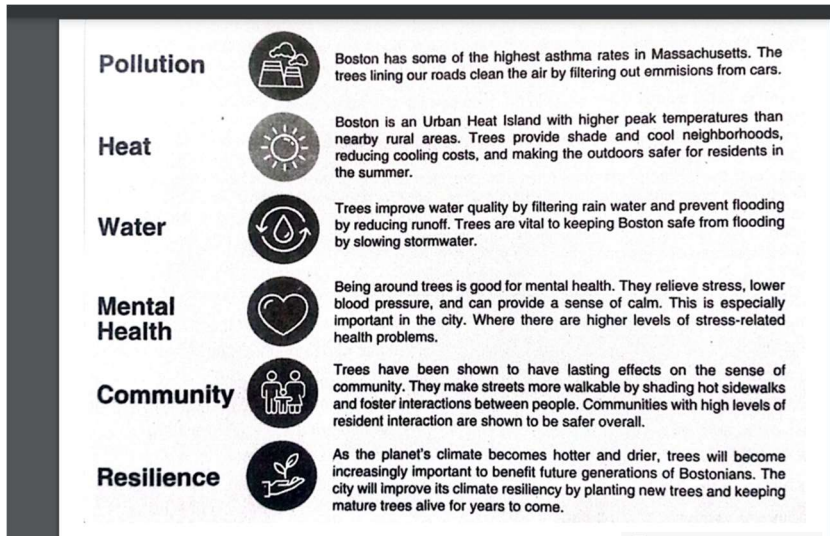
Finally, consuming fruits and vegetables lower your disease risk. People whose diets feature more fruits and vegetables also experience decreased risk for certain diseases. These kinds of diets have been shown to lower the risk of cardiovascular disease and diabetes, as well as help prevent certain kinds of cancer.

Adapted from: Savannah Evans, "The Benefits of Eating Fruits and Vegetables", <https://www.slofoodbank.org/benefits-eating-fruits-vegetables/>, accessed 23 August 2023

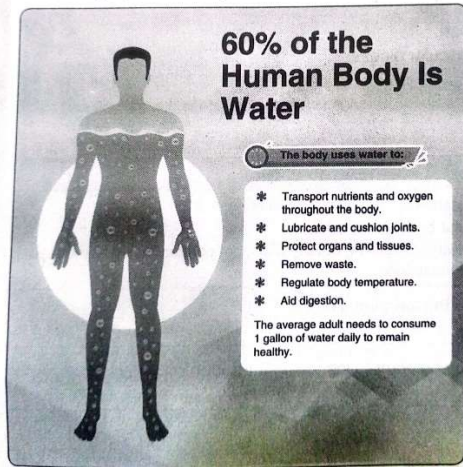
1. What is the topic of the second paragraph?
 - A. The importance of vegetable
 - B. Fruits and vegetables contain nutrients
 - C. Fruits and vegetables are good for our eyes
 - D. Fruits and vegetables are crucial for our diet
 - E. Consuming fruits and vegetables lowers our blood pressure
2. What can you infer about the text above?
 - A. There are many benefits that we get from consuming fruits and vegetable
 - B. Some people don't agree about the opinion of consuming fruits
 - C. There is no correlation between fruits and vegetables consumption and vision health
 - D. Fruits provide many vitamins and minerals
 - E. Eating fruits and vegetables cannot help us in keeping our health

ANS: B

ANS: A



3. What is the topic of the infographic?
- The importance of trees in Boston
 - The condition of Boston
 - The benefits of being Bostonians
 - How the city fights against pollution
 - Why maintaining an environment in Boston is beneficial
- ANS: A
6. From the infographic which statements are correct? (More than one answer)
- Trees lining the roads filter out emissions from the cars
 - Boston is safe from flooding
 - Trees provide shade and cool neighborhoods
 - Being around trees can provide a sense of calm
 - Communities without trees create a safer environment.
- ANS: A, C, and D
7. “The city will improve its climate resiliency by planting new trees and keeping mature trees alive for years to come.”
- The synonym of the underlined word is...
- Weakness
 - Vulnerability
 - Unresistant
 - Solid
 - Perseverance
- ANS:E



8. The purpose of the infographic above is to...

- A. describe how to conserve water
- B. explain the use of water
- C. persuade the readers to save water
- D. describe the effect of consuming water
- E. inform about the use of water for our body

ANS: E

9. From the infographic, which statement are correct? (More than one answer)

- A. Most of the human body is made up of water
- B. Dehydration can lead to digestive problems
- C. Water can increase waste such as urine and feces
- D. Water can lower body temperatures
- E. We need water to transport oxygen throughout the body

ANS:A and E

Pedoman Penskoran

Pedoman Penilaian :

Penghitungan nilai akhir dalam skala 0 – 10 adalah sebagai berikut :

$$\text{Nilai Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor Maksimum (10)}} \times \text{skor ideal (10)}$$

LKPD – Analytical Text 1

Listen to the audio below, then answer the questions based on the audio!



Please answer the following question by choosing TRUE or FALSE.

1. Reading is essential activity in our life.

2. Reading makes people feel more knowledgeable.

3. By reading, someone will be more entertained.

4. Reading provides limited information for someone.

5. News and magazine have some information that are happening in the world.

Match the statement by drawing line with the organization of information said by the speaker!

• Reading brings the reader to the other part of the world.

First

• Science, technology, sport, arts, and culture information are acquired by reading.

Second

• Reading is truly important in our life.

Third

• A lot of news and knowledge are provided in reading activity.

Fourth

• Reading gives people entertainment.

Fifth

MODUL AJAR BAHASA INGGRIS
MATERI POKOK: DESCRIPTIVE TEXT

INFORMASI UMUM	
Identitas Modul	
Nama Penyusun	: Ni Made Sri Martiningsih, S.Pd
Instansi	: SMA Negeri 1 Amlapura
Tahun disusun	: 2024
Jenjang sekolah	: SMA
Fase	:F
Elemen	: Menyimak dan Membaca
Alokasi Waktu	: 4 x 45 menit
A. Kompetensi Awal	<ul style="list-style-type: none"> a) Definition of descriptive text b) Social function of descriptive text c) Generic structure of descriptive text d) Language feature of descriptive text
B. Profil Pelajar Pancasila	<ul style="list-style-type: none"> a) Gotong Royong: bekerjasama mencari informasi lebih tentang materi yang diberikan (Descriptive text) b) Mandiri : melakukan proses brainstorming pada kegiatan awal pembelajaran c) Kreatif : Menceritakan kembali teks Descriptive text sederhana dengan menggunakan kalimat sendiri
C. Sarana dan Prasarana	Media : Laptop, HP, LCD dan speaker Sumber Belajar : Lembar kerja peserta didik (LKPD), buku bacaan dan you tube.
D. Model Pembelajaran	Direct Instruction

E. Capaian Pembelajaran

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik

menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini.

F. Tujuan Pembelajaran

1. Peserta didik mampu mendengarkan dan merespon teks deskripsi.
2. Peserta didik mampu mendapatkan informasi tentang social function, generic structure dan language features.
3. Peserta didik mampu menemukan informasi umum dari teks deskripsi yang didengarkan
4. Peserta didik mampu menemukan informasi rinci yang tersurat dan tersirat dalam sebuah teks deskripsi yang didengarkan

G. Pemahaman Bermakna

1. Peserta didik mampu untuk menyampaikan kembali secara rinci teks deskripsi yang didengar sehingga akan dapat dipahami secara detail.
2. Peserta didik mampu untuk menyampaikan teks deskripsi secara rinci dan konkret.

H. Pertanyaan Pemantik

1. Apa yang kamu ketahui tentang teks deskripsi?
2. Apa saja yang bisa di jelaskan dengan teks deskripsi?
3. Apakah kalian pernah mendeskripsikan sebuah tempat dengan jelas?

I. Kegiatan Pembelajaran

Langkah-langkah Kegiatan Pembelajaran Pertemuan 1	
Pendahuluan (5 menit)	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajak berdoa sebelum pembelajaran di mulai. 2. Guru mengecek kehadiran peserta didik. 3. Guru memberi apersepsi tentang materi yang akan dipelajari 4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 5. Guru menyampaikan tujuan dan materi yang akan dicapai pada pembelajaran hari ini. 6. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.

Kegiatan Inti (30 menit)	<ol style="list-style-type: none"> 1. Guru meminta peserta didik bersama-sama menyimak video tentang “Mount Agung” (https://www.youtube.com/watch?v=MX53ZXgCEas) 2. Guru meminta peserta didik menjawab pertanyaan berikut: <ol style="list-style-type: none"> a) What is the video about? b) The height of Mount Agung is meters above sea level. c) How is the condition on the summit of Mount Agung? d) When did the most recent eruption of Mount Agung occur? e) Why do visitors from all over the world come to Mount Agung? f) Why is Mount Agung considered as a sacred site by the local Balinese people? 3. Guru meminta peserta didik mendiskusikan dengan teman sebangku jawaban dari pertanyaan yang diberikan 4. Guru dan peserta didik secara bersama-sama membahas pertanyaan tentang video. 5. Guru memberikan penjelasan tentang teks deskripsi 6. Guru meminta peserta didik membaca ringkasan materi yang ada di buku paket dan buku LKS 7. Guru meminta peserta didik mengerjakan latihan soal pada buku LKS secara mandiri 8. Guru dan peserta didik membahas bersama-sama latihan soal di buku LKS
Penutup (10 menit)	<ol style="list-style-type: none"> 1. Guru menyimpulkan hasil diskusi tentang teks deskripsi 2. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. 3. Guru memberikan kuis tentang topik yang dibahas 4. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 5. Guru dan peserta didik berdoa bersama.

Langkah-langkah Kegiatan Pembelajaran Pertemuan 2	
Pendahuluan (5 menit)	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajak berdoa sebelum pembelajaran di mulai. 2. Guru mengecek kehadiran peserta didik. 3. Guru memberi apersepsi tentang materi yang akan dipelajari 4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 5. Guru menyampaikan tujuan dan materi yang akan dicapai

	<p>pada pembelajaran hari ini.</p> <p>6. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.</p>
Kegiatan Inti (30 menit)	<ol style="list-style-type: none"> 1. Guru dan peserta didik bersama-sama mereview yang telah dipelajari sebelumnya tentang teks deskripsi 2. Guru memberikan Latihan Menyimak secara berkelompok untuk didiskusikan. 3. Guru meminta peserta didik mendiskusikan dengan teman sebangku jawaban dari pertanyaan yang diberikan 4. Guru dan peserta didik secara bersama-sama membahas pertanyaan tentang video. 5. Guru meminta peserta didik mengerjakan latihan soal pada buku LKS secara mandiri 6. Guru dan peserta didik membahas bersama-sama latihan soal di buku LKS 7. Guru memberikan tes formatif tentang teks deskripsi
Penutup (10 menit)	<ol style="list-style-type: none"> 1. Guru menyimpulkan hasil diskusi tentang teks deskripsi 2. Guru memfasilitasi peserta didik untuk merefleksi pembelajaran yang telah dilaksanakan. 3. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 4. Guru dan peserta didik berdoa bersama.

J. Asesmen Diagnostik

Asesmen Non Kognitif	<ol style="list-style-type: none"> 1. Apa yang sedang kamu rasakan saat ini? 2. Bagaimana perasaanmu saat belajar sendiri dirumah? 3. Hal apa yang paling menyenangkan bagi diri anda? 4. Apa yang kamu inginkan dalam pelajaran hari ini?
Asesmen Kognitif	<ol style="list-style-type: none"> 1. Please read the descriptive text? 2. What is the social function of the text? 3. What are the advantages of studying descriptive text?
Asesmen Formatif	<ol style="list-style-type: none"> 1. Kuis 2. Unjuk kerja 3. Penilaian harian
Asesmen Sumatif	<ol style="list-style-type: none"> 1. Penilaian Akhir semester 2. Penilaian Akhir tahun

K. Pengayaan dan Remedial

- a. Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.
- b. Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.

L. Lampiran

1. Penilaian
 - a. Penilaian sikap
 - b. Penilaian keterampilan
 - c. Penilaian pengetahuan
2. Lembar Kerja Peserta Didik

M. Bahan Bacaan Guru dan peserta Didik

- Buku Paket Bahasa Inggris X
- LKS Bahasa Inggris kelas X

N. Glosarium

Descriptive suatu teks yang menjelaskan atau mendeskripsikan orang orang, binatang atau suatu benda baik bentuknya, sifat-sifatnya, jumlahnya dan lain.

O. Daftar Pustaka

- a) Grace, Eaudia 2019 .Pathway to English .Jakarta : PT Gravindo Pratama.
- b) Lande, Shyla 2017 .Forwad English for Senior High School .Jakarta Penerbit Erlangga.
- c) Frank, Marcella, 2013 Modern English Jakarta Stamford Heile.
- d) Widiati, dkk. 2014. Buku Guru Bahasa Inggris SMA. Kementerian Pendidikan dan Kebudayaan

Karangasem, Januari 2024

Guru Mapel Bahasa Inggris

Kepala SMA Negeri 1 Amlapura



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Ni Made Sri Martiningsih, S.Pd

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Lampiran

1. Lembar observasi sikap

Sikap yang menjadi fokus penilaian adalah tanggung jawab, responsif, dan pro-aktif

Jurnal Penilaian Sikap:

No	Hari dan tanggal	Nama Peserta Didik	Kelas	Kejadian/prilaku	Kategori		Tindak lanjut
					+	-	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

2. Penilaian Kompetensi Keterampilan Menyimak

a. Kisi-kisi Penilaian Harian (LKPD 1)

(IPK)	Materi	Indikator Soal	Bentuk Soal
Peserta didik dapat memahami informasi umum, struktur serta fungsi social teks lisan descriptive yang disimak dengan tepat.	Descriptive text	Disajikan <i>teks descriptive lisan</i> dan peserta didik mendengarkan, dan menemukan informasi umum dan rinci, struktur dan fungsi sosial teks yang disimak	Lisan Tertulis

b. Pedoman Penskoran

No	Soal	Aspek	Skor
1.	What is the text about?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
2.	Where does Maria work?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
3.	How does Maria look like?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
4.	What is the closets meaning of the word “exercise”?	Jawaban sangat tepat dan benar	20
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5
5	Why does Maria have a lot of friends?	Jawaban sangat tepat dan benar	20
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5

c. Pedoman Penilaian :

Penghitungan nilai akhir dalam skala 0 – 100 adalah sebagai berikut :

$$\text{Nilai Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor Maksimum (100)}} \times \text{skor ideal (100)}$$

3. Penilaian Kompetensi Pengetahuan

a. Kisi-kisi Penilaian Harian

(IPK)	Materi	Indikator Soal	Bentuk Soal
Peserta didik dapat memahami informasi umum, struktur serta fungsi social teks tertulis descriptive yang dibaca dengan tepat.	Descriptive text	Disajikan <i>teks descriptive tertulis</i> dan peserta didik memahami dan menemukan informasi umum dan rinci, struktur dan fungsi sosial teks yang dibaca	Tertulis

b. Instrumen Penilaian Pengetahuan

Soal Pilihan Ganda (Tes Formatif)

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Tahun Pelajaran : 2022/2023
Materi : Descriptive Text
Petunjuk : Answer the following questions correctly!

My Favourite Teacher

Everyone has a favorite teacher we feel a special connection. In primary school, my favorite teacher was Ms. Nuraini. I was not such a good pupil, but just looking at Ms. Nuraini made me feel that I was going to learn.

Ms. Nuraini is 45 years old and rather short about 1.50 meters. Since I'm short too, I always feel a bit nervous with a tall teacher who towers menacingly over me. It was reassuring to be around Ms. Nuraini. Also, I always enjoy the fragrance of the herbs that she grew in our classroom.

On the top of her round head, Ms. Nuraini always wore a colorful headscarf with an intriguing design. This, plus her warm smile, brightened the lessons in her classroom. However, the best part of her face was her kind eyes that said to her students, "I care deeply about you."

Ms. Nuraini usually wore a bright long-sleeve blouse that went well with her coffee-color skin. She did not wear much jewelry, just a simple Casio watch on her left hand and a ruby red ring on the ring finger of her right hand. The other ‘decoration’ on her hand came from types of ink from whiteboard markers and other sources.

On most days, Ms. Nuraini wore loose-fitting pants. Finally, on her feet, she often had brown closed-toe shoes with just a slightly raised heel that made a peculiar ‘clip-clop’ sound as she walked. These low-heeled shoes made it easy for Ms. Nuraini to walk briskly around the classroom to help us when we were doing group activities.

I can still feel her friendly touch on my shoulder as she stood listening carefully to our group or explaining something that none of us could figure.

Questions:

1. What is the participant of the text about?
2. What makes the writer to feel special to Ms. Nuraini?
3. What is paragraph three describing?
4. Write down five adjectives that you find in the text!
5. Based on the text, match the sentences with the structures!

Sentences	Structures
A. In primary school, my favorite teacher was Ms. Nuraini.	1. Identification
B. Ms. Nuraini always wore a colorful headscarf with an intriguing design.	2. Description
C. I can still feel her friendly touch on my shoulder	3. Conclusion

c. Pedoman Penskoran

No	Soal	Aspek	Skor
1.	What is the participant of the text about?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
2.	What does make the writer to feel a special to Ms. Nuraini?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
3.	What is paragraph three describing?	Jawaban sangat lengkap	20
		Jawaban lengkap	15
		Jawaban kurang lengkap	10
		Jawaban tidak lengkap	5
4.	Write down five adjectives that you find in the text!	Jawaban sangat tepat dan benar	20
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5
5	Based on the text, match the sentences with the structures!	Jawaban sangat tepat dan benar	20
		Jawaban tepat dan benar	15
		Jawaban kurang tepat	10
		Jawaban tidak tepat	5

d. Pedoman Penilaian :

Penghitungan nilai akhir dalam skala 0 – 100 adalah sebagai berikut :

$$\text{Nilai Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor Maksimum (100)}} \times \text{skor ideal (100)}$$

LKPD - Describing People 1

Name :

Class :

Please scan the barcode below and listen to an audio about Maria. After you listened to the audio, answer the following questions correctly!



Questions:

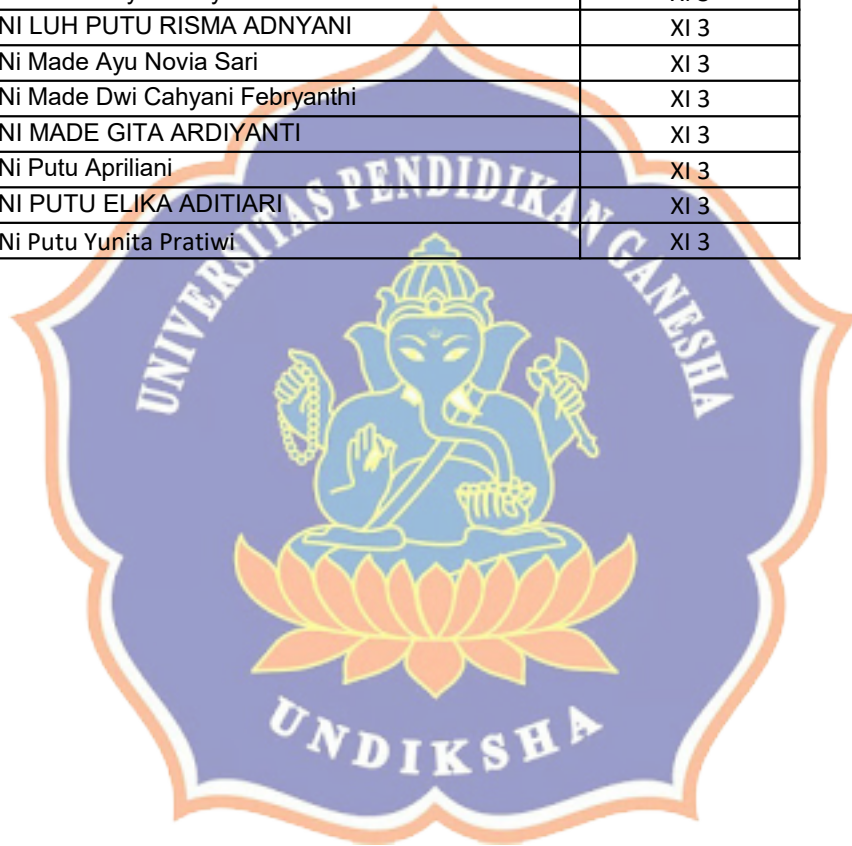
1. How old is Maria?
2. Where does she work?
3. How does Maria look like?
4. What is the closest meaning of the word "exercise" ?
5. Why does Maria have a lot of friends?

**DAFTAR NAMA SISWA
SAMPel PENELITIAN**

NO	NAMA	KELAS
1	I Gede Aldi Ari Sema	XI 1
2	I Gusti Ayu Wulan Prabandari	XI 1
3	I Gusti Bagus Harischandra Deva	XI 1
4	I Gusti Ngurah Bayu Samudra	XI 1
5	I Kadek Dendra Rama Diputra	XI 1
6	I Kadek Dwi Pranata	XI 1
7	I Kadek Esa Widiarsana	XI 1
8	I Made Para Mahendra Aryawan	XI 1
9	I Made Surya Kayowanan	XI 1
10	I Nyoman Januarta	XI 1
11	I Putu Esen Widya Putra	XI 1
12	I Wayan Yoga Pratama	XI 1
13	Ida Bagus Gede Dharma Santosa	XI 1
14	Juan Cliff Marthin Aplugi	XI 1
15	Kadek Amelia Sastrayani	XI 1
16	Kadek Zacky Putrasena	XI 1
17	Ni Kadek Celsi Aldirta	XI 1
18	Ni Kadek Diah Lestari	XI 1
19	NI KADEK ERLIN MARTINA	XI 1
20	Ni Kadek Meylia Dwi Kumala	XI 1
21	Ni Kadek Winda Purnama Putri	XI 1
22	NI KOMANG MESSY ESTIANI	XI 1
23	Ni Komang Novitri	XI 1
24	Ni Komang Purnama Wulandari	XI 1
25	NI KOMANG TRI CAHYA DEWI	XI 1
26	Ni Luh Indriyani Maheswari	XI 1
27	Ni Luh Meitha Sugiantari	XI 1
28	Ni Made Diah Pradnyaswari	XI 1
29	Ni Made Purnami	XI 1
30	Ni Nengah Aprillia	XI 1
31	NI NYOMAN ANGGITA ANANTARI	XI 1
32	Ni Nyoman Sasi Sundari Devi	XI 1
33	Ni Putu Ayu Septiani	XI 1
34	Ni Putu Bunga Calysta Trianika	XI 1
35	Ni Putu Chaeyza Is Waray	XI 1
36	NI PUTU NAOMIRA SRISTITI	XI 1
37	Ni Putu Wila Gayatri	XI 1
38	NI WAYAN DEWI WULANDARI	XI 1
39	Ni Wayan Udari	XI 1
40	I Gede Aldhi Wijaya Januartha	XI 2
41	I GEDE ARYA JUNIARTA	XI 2
42	I Gede Wirya Sujati	XI 2
43	I Gusti Agung Wikadinata	XI 2
44	I GUSTI AYU SHINTA OKTAVIANI	XI 2
45	I Kadek Giriana Arwiwa Dinata	XI 2
46	I Kadek Pasya Mahendra Yasa	XI 2

47	I Kadek Putra Surya Nata	XI 2
48	I Kadek Radeya Sri Bharata Udayana	XI 2
49	I Ketut Wijang Premana Laista	XI 2
50	I Komang Priyanka Supanji	XI 2
51	I Komang Suryawan	XI 2
52	I Komang Wira Sutirtayasa	XI 2
53	I Putu Agus Dion Aryadi	XI 2
54	I Wayan Arta Widnyana	XI 2
55	I WAYAN GALIH WIRA SETIAWAN	XI 2
56	Ida Ayu Made Winda Dewi Pradnyani	XI 2
57	IDA BAGUS PRADNYA SUBHIKSA SEMAYA	XI 2
58	Komang Mitha Prasiska Dewi	XI 2
59	Ni Kadek Anggi Cahyani	XI 2
60	Ni Kadek Dian Putri Herlina	XI 2
61	Ni Kadek Dwi Cahyani	XI 2
62	NI KADEK DWI JUNIARI	XI 2
63	Ni Kadek Sri Wahyuni	XI 2
64	Ni Kadek Tri Hitarini	XI 2
65	Ni Ketut Lia Sinta Dewi	XI 2
66	NI KOMANG ANGGHI AGUSTHINI	XI 2
67	Ni Komang Yuni Candra Saskarani	XI 2
68	Ni Luh Irma Astrini	XI 2
69	Ni Luh Putu Aisvary Nattaya Wimbawa	XI 2
70	Ni Luh Putu Ningsih	XI 2
71	Ni Luh Raracipta Suarta	XI 2
72	Ni Made Yeni Kesuma Dewi	XI 2
73	Ni Nengah Listia Ananda Prihastini	XI 2
74	Ni Nyoman Irma Ariani	XI 2
75	Ni Nyoman Yunita Sintya Dewi	XI 2
76	Ni Putu Listia Jati Widiartari	XI 2
77	Ni Putu Tiens Adinia Pramesti	XI 2
78	SANG AGUS MADE DARMA	XI 2
79	I GEDE ADITYA PRATAMA	XI 3
80	I Gede Ngurah Ardhi Widnyana Putra	XI 3
81	I Gusti Ayu Aditi Sintiwangi	XI 3
82	I KADEK EVA ADITIA	XI 3
83	I Ketut Sulingga Putra	XI 3
84	I KETUT YUDA ADI TIRTA	XI 3
85	I KOMANG ANDIKA PRANATA	XI 3
86	I Made Ariada Sparsa	XI 3
87	I Made Kembar Alit Kariasa	XI 3
88	I Wayan Evan Mareska	XI 3
89	I Wayan Rudi Janutirtana	XI 3
90	I WAYAN SUDA GOCA	XI 3
91	I Wayan Teguh Jaya Wiguna	XI 3
92	Ida Ayu Dwiantari	XI 3
93	IDA AYU TIRTA SEMAYA MANUABA	XI 3
94	Ida Bagus Eka Aditya Wardana	XI 3
95	Kadek Ayesha Pesona Arindra	XI 3
96	Kanaya Maharanee Wijaya	XI 3

97	Ni Gusti Ayu Eka Aprilianthi Devi	XI 3
98	NI KADEK ANGGITA CAHYANING PRATIWI	XI 3
99	Ni Kadek Ari Widastri	XI 3
100	NI KADEK DIYAH JUNITA MAHARANI	XI 3
101	Ni Kadek Heni Happyanika Dewi	XI 3
102	Ni Kadek Laksmiari Cintya Devi	XI 3
103	Ni Kadek Nadya Fredina	XI 3
104	NI KADEK PUTRI AYU DIAH	XI 3
105	NI KADEK TIARA	XI 3
106	Ni Kadek Violien Rosalina Wintara	XI 3
107	Ni Ketut Laba Trisna Putri	XI 3
108	Ni Ketut Putri Ayu Paramita	XI 3
109	Ni Komang Sora	XI 3
110	Ni Luh Cindy Pradnya Paramitha	XI 3
111	NI LUH PUTU RISMA ADNYANI	XI 3
112	Ni Made Ayu Novia Sari	XI 3
113	Ni Made Dwi Cahyani Febryanthi	XI 3
114	NI MADE GITA ARDIYANTI	XI 3
115	Ni Putu Apriliani	XI 3
116	NI PUTU ELIKA ADITIARI	XI 3
117	Ni Putu Yunita Pratiwi	XI 3





**DATA KETERAMPILAN MENYIMAK BACAAN
KELOMPOK DL_eLKPD**

NO	NAMA	PRE TEST	POST TEST
1	I Gede Aldi Ari Sema	27	32
2	I Gusti Ayu Wulan Prabandari	29	30
3	I Gusti Bagus Harischandra Deva	28	33
4	I Gusti Ngurah Bayu Samudra	28	32
5	I Kadek Dendra Rama Diputra	27	31
6	I Kadek Dwi Pranata	26	32
7	I Kadek Esa Widiarsana	29	34
8	I Made Para Mahendra Aryawan	26	34
9	I Made Surya Kayowanan	25	33
10	I Nyoman Januarta	28	35
11	I Putu Esen Widya Putra	28	35
12	I Wayan Yoga Pratama	28	33
13	Ida Bagus Gede Dharma Santosa	29	32
14	Juan Cliff Marthin Aplugi	29	34
15	Kadek Amelia Sastrayani	31	32
16	Kadek Zacky Putrasena	31	32
17	Ni Kadek Celsi Aldirta	27	29
18	Ni Kadek Diah Lestari	29	35
19	NI KADEK ERLIN MARTINA	30	36
20	Ni Kadek Meylia Dwi Kumala	28	35
21	Ni Kadek Winda Purnama Putri	29	34
22	NI KOMANG MESSY ESTIANI	28	29
23	Ni Komang Novitri	31	30
24	Ni Komang Purnama Wulandari	31	31
25	NI KOMANG TRI CAHYA DEWI	32	35
26	Ni Luh Indriyani Maheswari	32	36
27	Ni Luh Meitha Sugiantari	27	32
28	Ni Made Diah Pradnyaswari	30	33
29	Ni Made Purnami	29	30
30	Ni Nengah Aprillia	30	33
31	NI NYOMAN ANGGITA ANANTARI	27	31
32	Ni Nyoman Sasi Sundari Devi	30	33
33	Ni Putu Ayu Septiani	29	35
34	Ni Putu Bunga Calysta Trianika	30	32
35	Ni Putu Chaeyza Is Waray	31	34
36	NI PUTU NAOMIRA SRISTITI	30	34
37	Ni Putu Wila Gayatri	25	33
38	NI WAYAN DEWI WULANDARI	30	33
39	Ni Wayan Udari	26	31

**DATA KETERAMPILAN MENYIMAK BACAAN
KELOMPOK DL**

NO	NAMA	PRE TEST	POST TEST
1	I Gede Aldhi Wijaya Januartha	24	27
2	I GEDE ARYA JUNIARTA	25	29
3	I Gede Wiryu Sujati	25	28
4	I Gusti Agung Wikadinata	26	29
5	I GUSTI AYU SHINTA OKTAVIANI	26	29
6	I Kadek Giriana Arwiwa Dinata	28	29
7	I Kadek Pasya Mahendra Yasa	25	31
8	I Kadek Putra Surya Nata	26	30
9	I Kadek Radeya Sri Bharata Udayana	24	27
10	I Ketut Wijang Premana Laista	25	30
11	I Komang Priyanka Supanji	26	31
12	I Komang Suryawan	27	30
13	I Komang Wira Sutirtayasa	27	30
14	I Putu Agus Dion Aryadi	27	31
15	I Wayan Arta Widnyana	27	28
16	I WAYAN GALIH WIRA SETIAWAN	24	28
17	Ida Ayu Made Winda Dewi Pradnyani	28	31
18	IDA BAGUS PRADNYA SUBHIKSA SEMAYA	28	28
19	Komang Mitha Prasiska Dewi	26	32
20	Ni Kadek Anggi Cahyani	28	30
21	Ni Kadek Dian Putri Herlina	28	31
22	Ni Kadek Dwi Cahyani	27	32
23	NI KADEK DWI JUNIARI	29	30
24	Ni Kadek Sri Wahyuni	29	30
25	Ni Kadek Tri Hitarini	28	31
26	Ni Ketut Lia Sinta Dewi	29	30
27	NI KOMANG ANGGHI AGUSTHINI	28	29
28	Ni Komang Yuni Candra Saskarani	26	29
29	Ni Luh Irma Astrini	29	30
30	Ni Luh Putu Aisvary Nattaya Wimbawa	30	31
31	Ni Luh Putu Ningsih	30	32
32	Ni Luh Raracipta Suarta	30	33
33	Ni Made Yeni Kesuma Dewi	30	34
34	Ni Nengah Listia Ananda Prihastini	27	30
35	Ni Nyoman Irma Ariani	24	27
36	Ni Nyoman Yunita Sintya Dewi	29	33
37	Ni Putu Listia Jati Widiantari	27	31
38	Ni Putu Tiens Adinia Pramesti	31	34
39	SANG AGUS MADE DARMA	27	32

**DATA KETERAMPILAN MENYIMAK BACAAN
KELOMPOK DI**

NO	NAMA	PRE TEST	POST TEST
1	I GEDE ADITYA PRATAMA	28	31
2	I Gede Ngurah Ardhi Widnyana Putra	28	31
3	I Gusti Ayu Aditi Sintiwangi	27	28
4	I KADEK EVA ADITIA	28	28
5	I Ketut Sulingga Putra	28	31
6	I KETUT YUDA ADI TIRTA	28	28
7	I KOMANG ANDIKA PRANATA	27	29
8	I Made Ariada Sparsa	25	29
9	I Made Kembar Alit Kariasa	28	31
10	I Wayan Evan Mareska	28	31
11	I Wayan Rudi Janutirtana	30	31
12	I WAYAN SUDA GOCA	27	29
13	I Wayan Teguh Jaya Wiguna	29	31
14	Ida Ayu Dwiantari	30	31
15	IDA AYU TIRTA SEMAYA MANUABA	26	30
16	Ida Bagus Eka Aditya Wardana	26	30
17	Kadek Ayesha Pesona Arindra	28	30
18	Kanaya Maharanee Wijaya	27	30
19	Ni Gusti Ayu Eka Aprilianthi Devi	27	30
20	NI KADEK ANGGITA CAHYANING PRATIWI	30	32
21	Ni Kadek Ari Widastri	26	30
22	NI KADEK DIYAH JUNITA MAHARANI	29	30
23	Ni Kadek Heni Happyanika Dewi	29	30
24	Ni Kadek Laksmiari Cintya Devi	29	33
25	Ni Kadek Nadya Fredina	26	28
26	NI KADEK PUTRI AYU DIAH	25	29
27	NI KADEK TIARA	30	31
28	Ni Kadek Violien Rosalina Wintara	31	34
29	Ni Ketut Laba Trisna Putri	31	34
30	Ni Ketut Putri Ayu Paramita	28	32
31	Ni Komang Sora	29	32
32	Ni Luh Cindy Pradnya Paramitha	29	32
33	NI LUH PUTU RISMA ADNYANI	30	32
34	Ni Made Ayu Novia Sari	31	32
35	Ni Made Dwi Cahyani Febryanthi	28	33
36	NI MADE GITA ARDIYANTI	27	33
37	Ni Putu Apriliani	27	33
38	NI PUTU ELIKA ADITIARI	24	29
39	Ni Putu Yunita Pratiwi	24	29

**DATA PRESTASI BELAJAR BAHASA INGGRIS
KELOMPOK DL_eLKPD**

NO	NAMA	PRE TEST	POST TEST
1	I Gede Aldi Ari Sema	10	14
2	I Gusti Ayu Wulan Prabandari	13	16
3	I Gusti Bagus Harischandra Deva	13	17
4	I Gusti Ngurah Bayu Samudra	10	14
5	I Kadek Dendra Rama Diputra	14	18
6	I Kadek Dwi Pranata	12	15
7	I Kadek Esa Widiarsana	14	17
8	I Made Para Mahendra Aryawan	12	17
9	I Made Surya Kayowanan	11	16
10	I Nyoman Januarta	13	17
11	I Putu Esen Widya Putra	13	17
12	I Wayan Yoga Pratama	13	17
13	Ida Bagus Gede Dharma Santosa	12	16
14	Juan Cliff Marthin Aplugi	13	17
15	Kadek Amelia Sastrayani	11	16
16	Kadek Zacky Putrasena	11	16
17	Ni Kadek Celsi Aldirta	13	17
18	Ni Kadek Diah Lestari	15	19
19	NI KADEK ERLIN MARTINA	16	20
20	Ni Kadek Meylia Dwi Kumala	15	18
21	Ni Kadek Winda Purnama Putri	16	19
22	NI KOMANG MESSY ESTIANI	15	18
23	Ni Komang Novitri	15	19
24	Ni Komang Purnama Wulandari	16	19
25	NI KOMANG TRI CAHYA DEWI	14	18
26	Ni Luh Indriyani Maheswari	13	17
27	Ni Luh Meitha Sugiantari	14	18
28	Ni Made Diah Pradnyaswari	14	18
29	Ni Made Purnami	13	18
30	Ni Nengah Aprillia	12	16
31	NI NYOMAN ANGGITA ANANTARI	15	20
32	Ni Nyoman Sasi Sundari Devi	11	15
33	Ni Putu Ayu Septiani	12	18
34	Ni Putu Bunga Calysta Trianika	16	20
35	Ni Putu Chaeyza Is Waray	14	19
36	NI PUTU NAOMIRA SRISTITI	14	19
37	Ni Putu Wila Gayatri	12	18
38	NI WAYAN DEWI WULANDARI	10	15
39	Ni Wayan Udari	10	15

**DATA PRESTASI BELAJAR BAHASA INGGRIS
KELOMPOK DL**

NO	NAMA	PRE TEST	POST TEST
1	I Gede Aldhi Wijaya Januartha	15	17
2	I GEDE ARYA JUNIARTA	12	14
3	I Gede Wiryu Sujati	11	14
4	I Gusti Agung Wikadinata	15	18
5	I GUSTI AYU SHINTA OKTAVIANI	14	17
6	I Kadek Giriana Arwiwa Dinata	12	16
7	I Kadek Pasya Mahendra Yasa	11	14
8	I Kadek Putra Surya Nata	15	19
9	I Kadek Radeya Sri Bharata Udayana	15	16
10	I Ketut Wijang Premana Laista	13	14
11	I Komang Priyanka Supanji	14	18
12	I Komang Suryawan	13	13
13	I Komang Wira Sutirtayasa	13	15
14	I Putu Agus Dion Aryadi	10	13
15	I Wayan Arta Widnyana	13	15
16	I WAYAN GALIH WIRA SETIAWAN	15	18
17	Ida Ayu Made Winda Dewi Pradnyani	14	16
18	IDA BAGUS PRADNYA SUBHIKSA SEMAYA	12	14
19	Komang Mitha Prasiska Dewi	12	15
20	Ni Kadek Anggi Cahyani	12	16
21	Ni Kadek Dian Putri Herlina	16	16
22	Ni Kadek Dwi Cahyani	13	16
23	NI KADEK DWI JUNIARI	10	13
24	Ni Kadek Sri Wahyuni	11	14
25	Ni Kadek Tri Hitarini	15	17
26	Ni Ketut Lia Sinta Dewi	12	15
27	NI KOMANG ANGGHI AGUSTHINI	14	16
28	Ni Komang Yuni Candra Saskarani	16	18
29	Ni Luh Irma Astrini	14	17
30	Ni Luh Putu Aisvary Nattaya Wimbawa	16	17
31	Ni Luh Putu Ningsih	12	16
32	Ni Luh Raracipta Suarta	11	15
33	Ni Made Yeni Kesuma Dewi	10	15
34	Ni Nengah Listia Ananda Prihastini	13	17
35	Ni Nyoman Irma Ariani	13	17
36	Ni Nyoman Yunita Sintya Dewi	16	19
37	Ni Putu Listia Jati Widiantari	14	18
38	Ni Putu Tiens Adinia Pramesti	13	16
39	SANG AGUS MADE DARMA	14	16

**DATA PRESTASI BELAJAR BAHASA INGGRIS
KELOMPOK DI**

NO	NAMA	PRE TEST	POST TEST
1	I GEDE ADITYA PRATAMA	13	14
2	I Gede Ngurah Ardhi Widnyana Putra	15	16
3	I Gusti Ayu Aditi Sintiwangi	16	16
4	I KADEK EVA ADITIA	15	17
5	I Ketut Sulingga Putra	14	15
6	I KETUT YUDA ADI TIRTA	13	13
7	I KOMANG ANDIKA PRANATA	14	14
8	I Made Ariada Sparsa	16	16
9	I Made Kembar Alit Kariasa	15	16
10	I Wayan Evan Mareska	13	15
11	I Wayan Rudi Janutirtana	14	15
12	I WAYAN SUDA GOCA	15	15
13	I Wayan Teguh Jaya Wiguna	12	13
14	Ida Ayu Dwiantari	16	18
15	IDA AYU TIRTA SEMAYA MANUABA	14	15
16	Ida Bagus Eka Aditya Wardana	13	15
17	Kadek Ayesha Pesona Arindra	14	16
18	Kanaya Maharanee Wijaya	12	13
19	Ni Gusti Ayu Eka Aprilianthi Devi	15	16
20	NI KADEK ANGGITA CAHYANING PRATIWI	15	17
21	Ni Kadek Ari Widastri	15	15
22	NI KADEK DIYAH JUNITA MAHARANI	16	17
23	Ni Kadek Heni Happyanika Dewi	17	18
24	Ni Kadek Laksmiari Cintya Devi	15	16
25	Ni Kadek Nadya Fredina	14	16
26	NI KADEK PUTRI AYU DIAH	14	16
27	NI KADEK TIARA	17	18
28	Ni Kadek Violien Rosalina Wintara	16	16
29	Ni Ketut Laba Trisna Putri	12	13
30	Ni Ketut Putri Ayu Paramita	16	18
31	Ni Komang Sora	17	17
32	Ni Luh Cindy Pradnya Paramitha	14	14
33	NI LUH PUTU RISMA ADNYANI	14	14
34	Ni Made Ayu Novia Sari	15	17
35	Ni Made Dwi Cahyani Febryanthi	17	18
36	NI MADE GITA ARDIYANTI	18	19
37	Ni Putu Apriliani	16	19
38	NI PUTU ELIKA ADITIARI	15	19
39	Ni Putu Yunita Pratiwi	14	15



LAMPIRAN 11
UJI ASUMSI

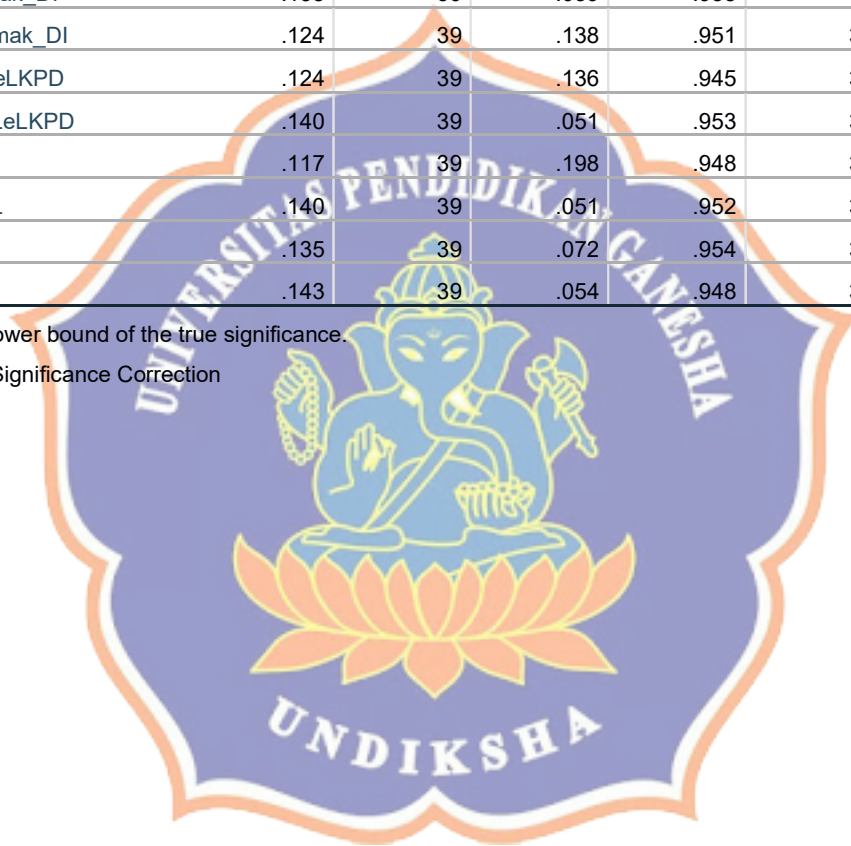
Uji Normalitas

Tests of Normality

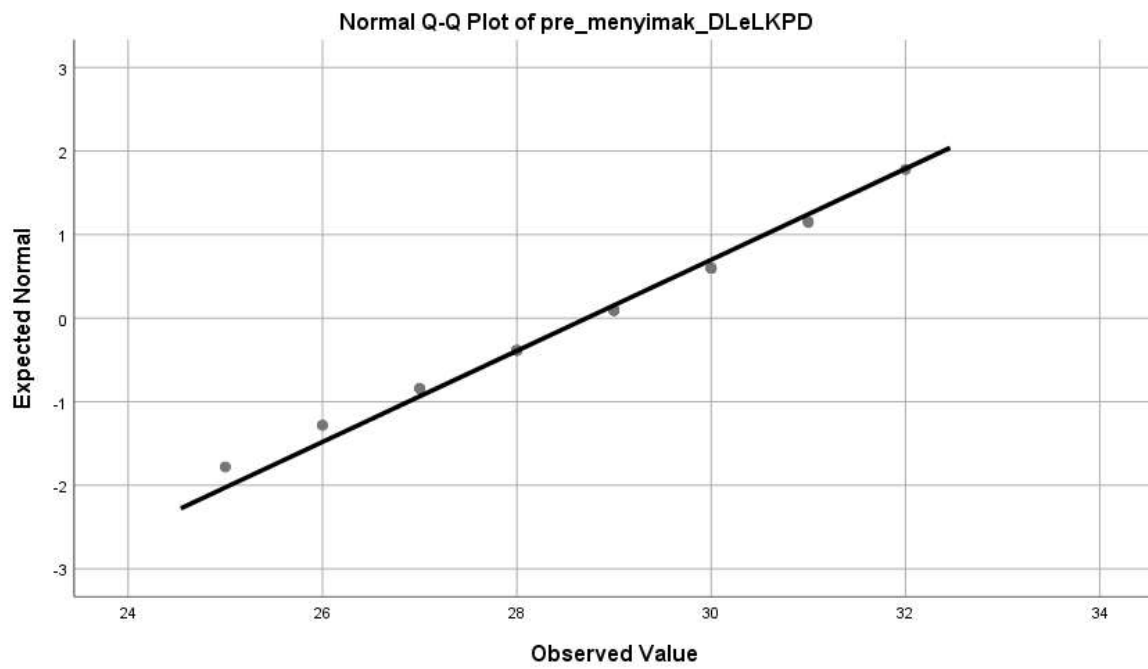
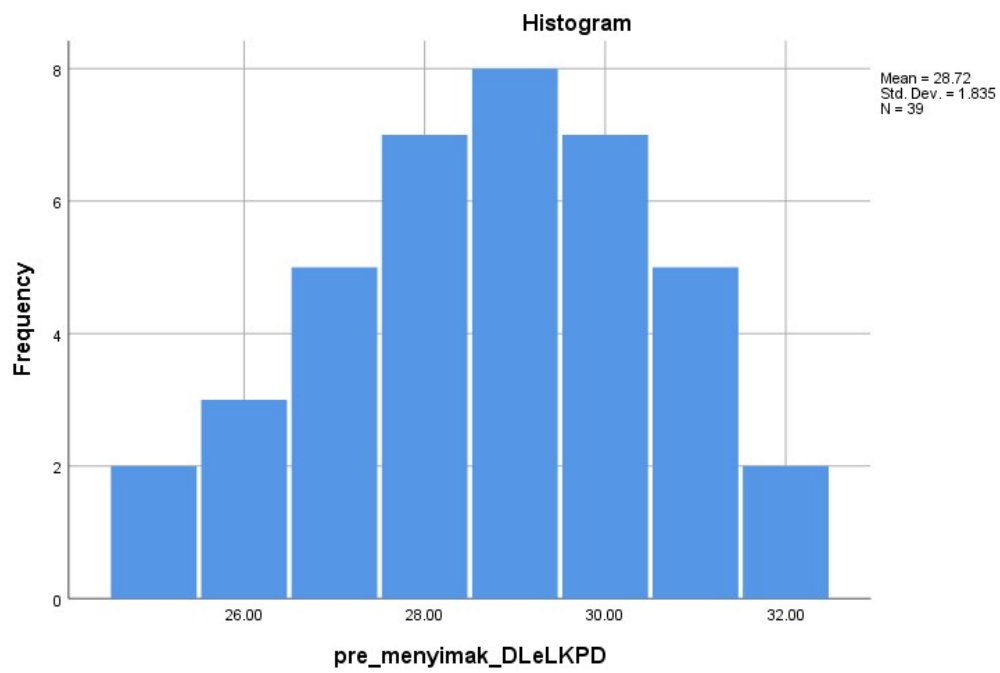
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre_menyimak_DLeLKPD	.125	39	.127	.961	39	.199
post_menyimak_DLeLKPD	.114	39	.200*	.959	39	.160
pre_menyimak_DL	.104	39	.200*	.957	39	.146
post_menyimak_DL	.130	39	.096	.960	39	.175
pre_menyimak_DI	.138	39	.059	.958	39	.156
post_menyimak_DI	.124	39	.138	.951	39	.090
pre_HB_DLeLKPD	.124	39	.136	.945	39	.057
post_HB_DLeLKPD	.140	39	.051	.953	39	.103
pre_HB_DL	.117	39	.198	.948	39	.070
post_HB_DL	.140	39	.051	.952	39	.097
pre_HB_DI	.135	39	.072	.954	39	.117
post_HB_DI	.143	39	.054	.948	39	.068

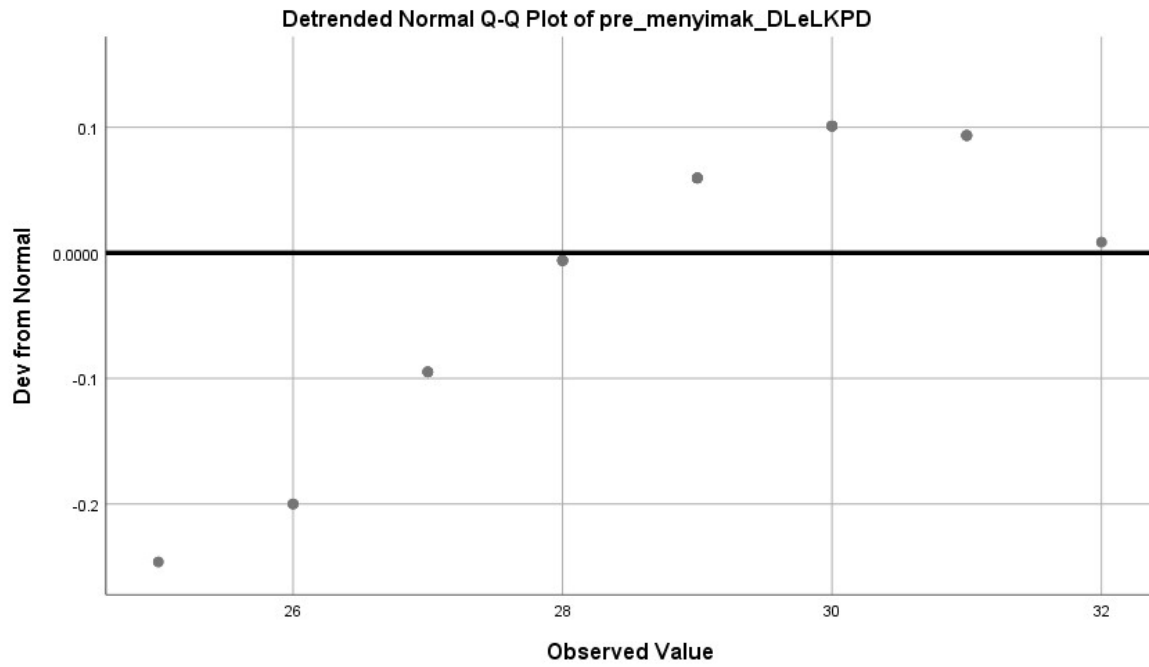
*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

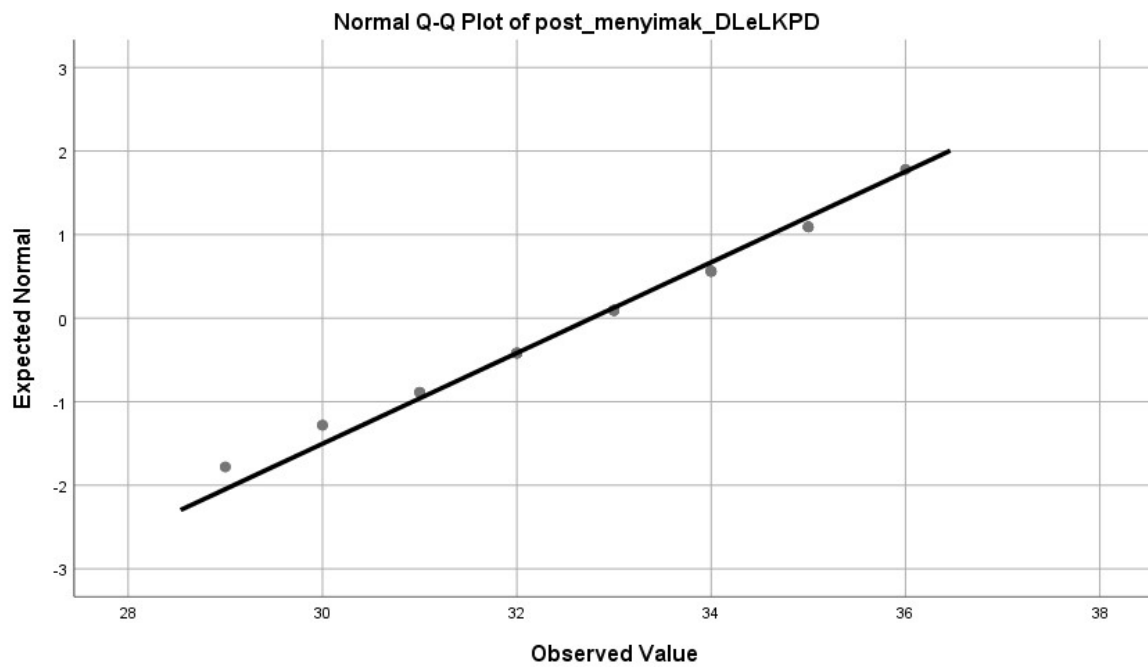
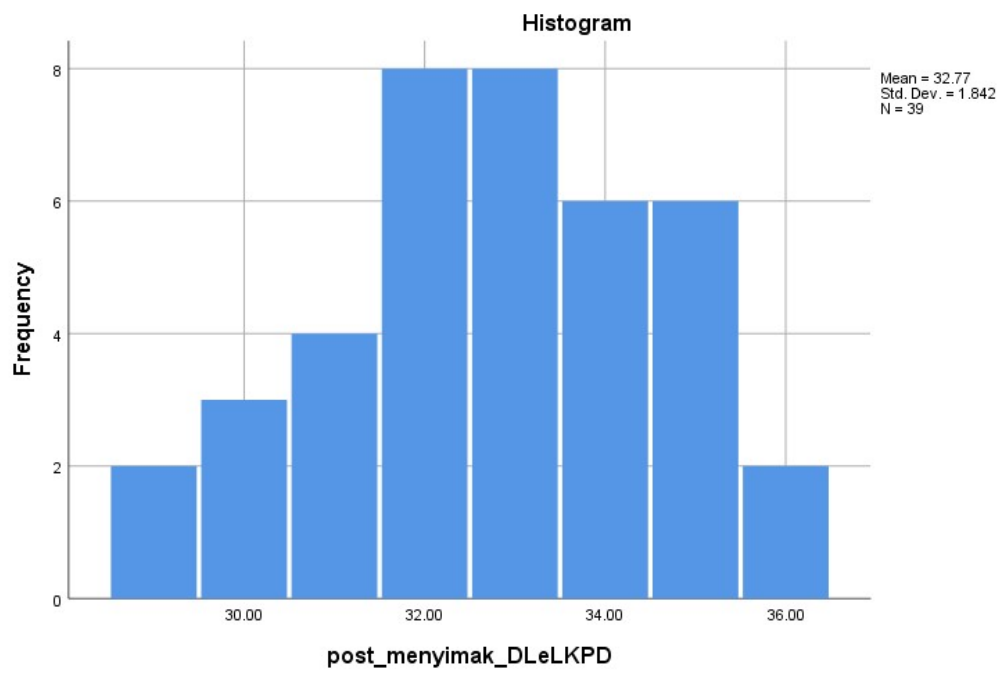


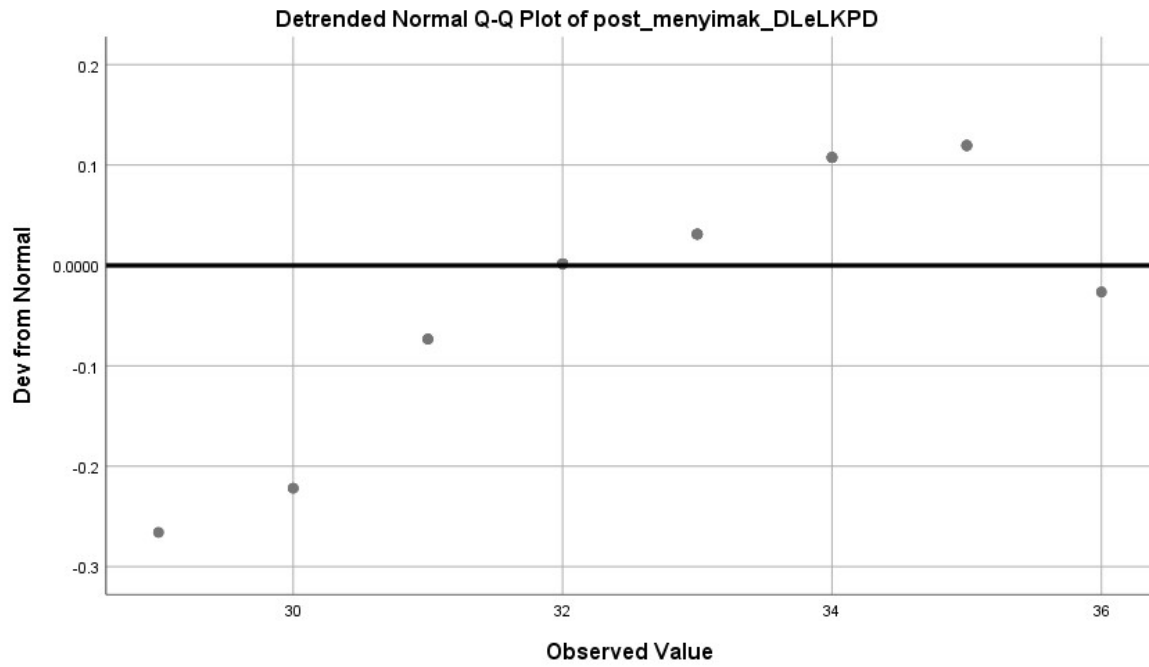
pre_menyimak_DLeLKPD



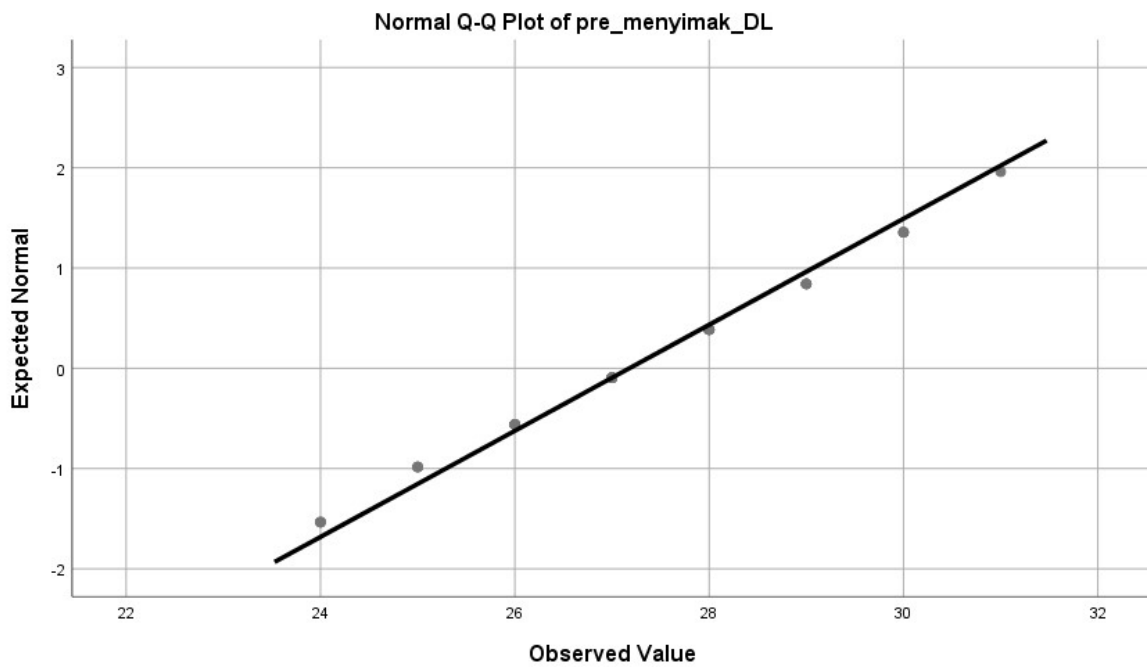
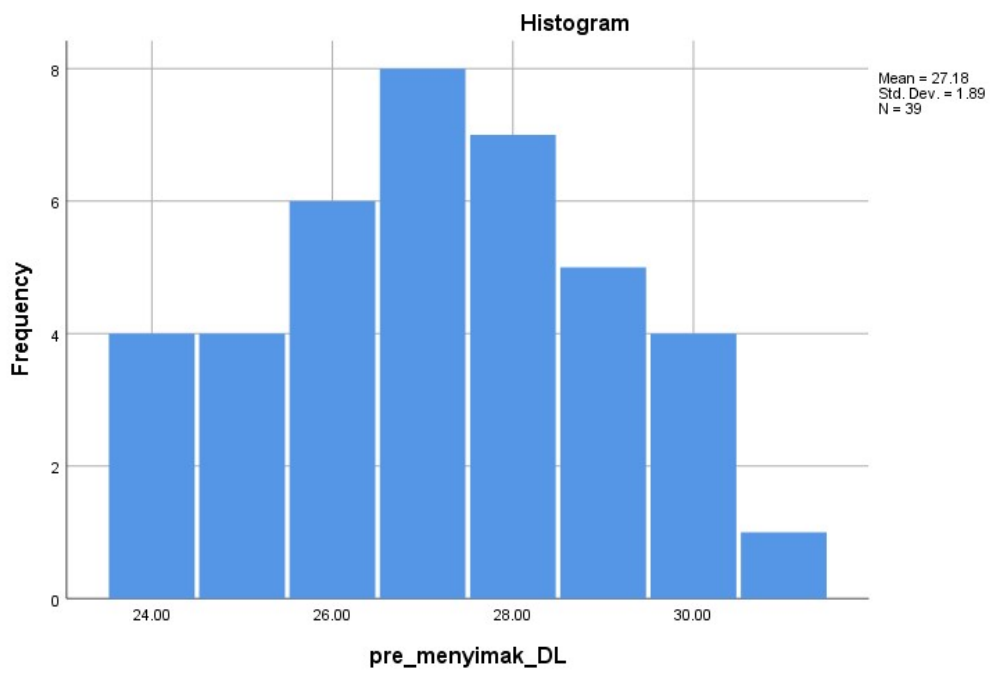


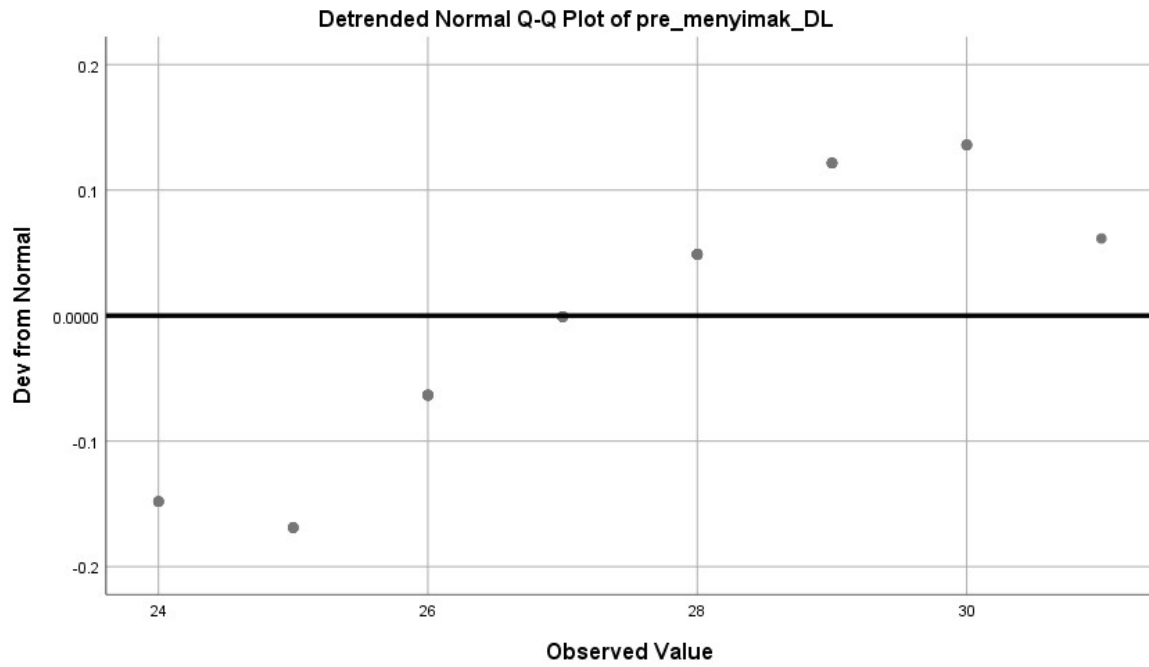
post_menyimak_DLeLKPD



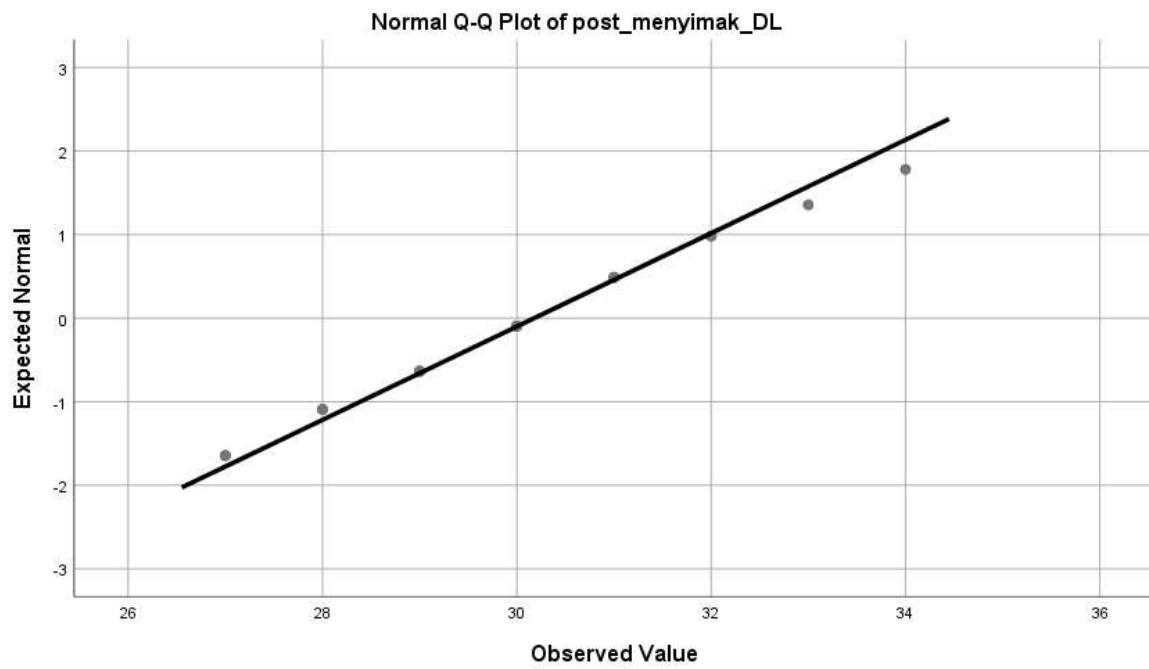
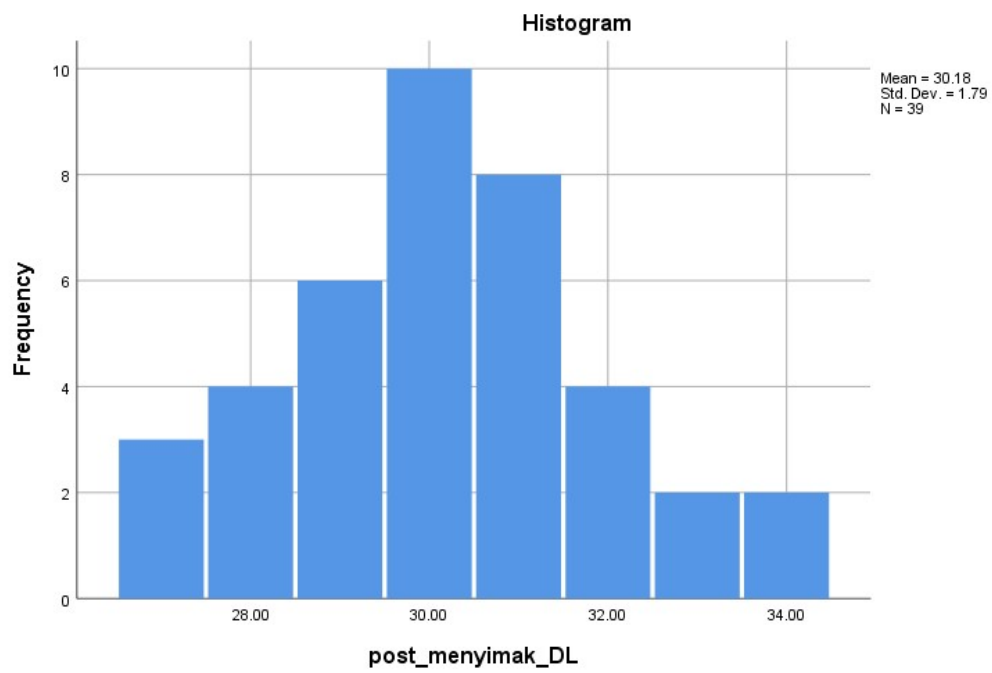


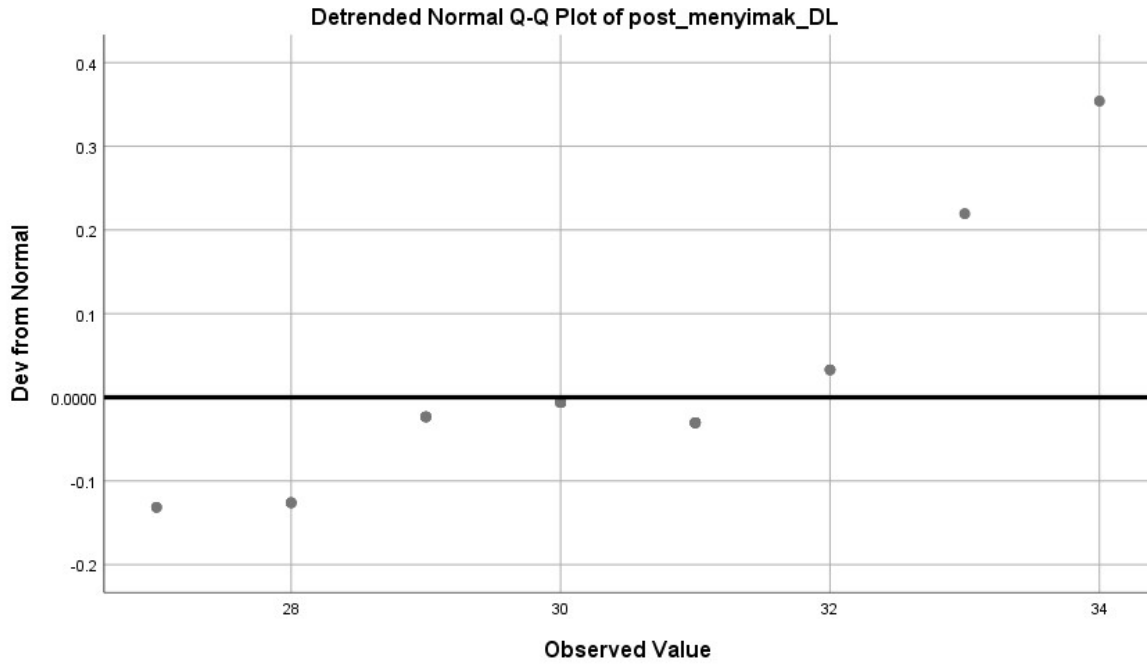
pre_menyimak_DL



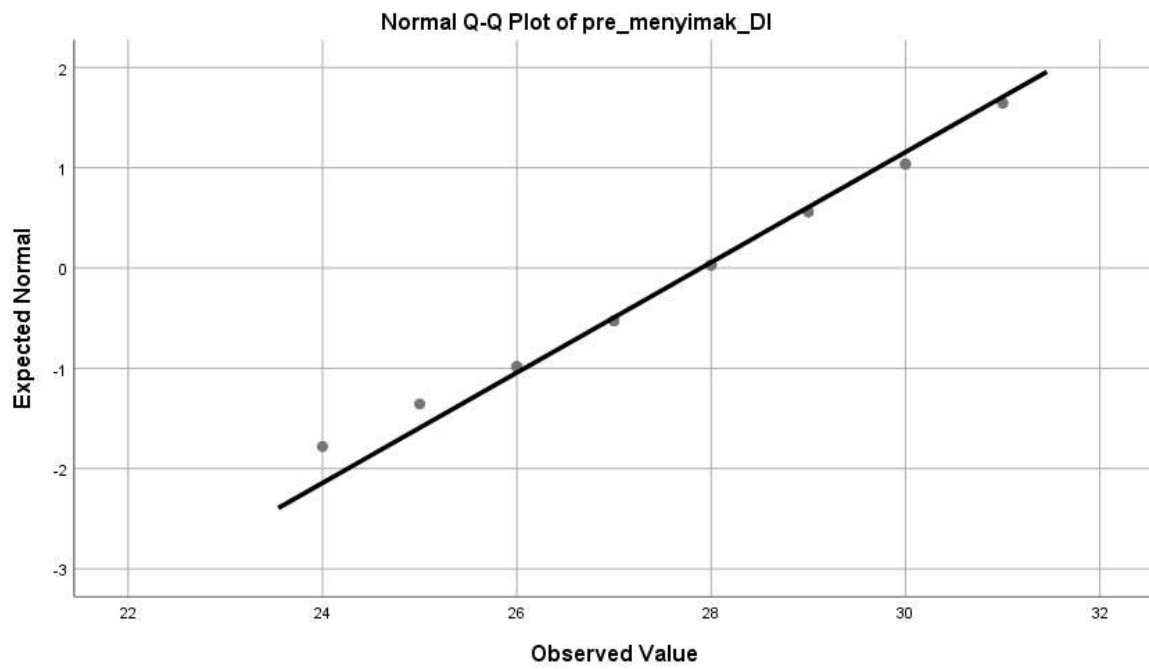
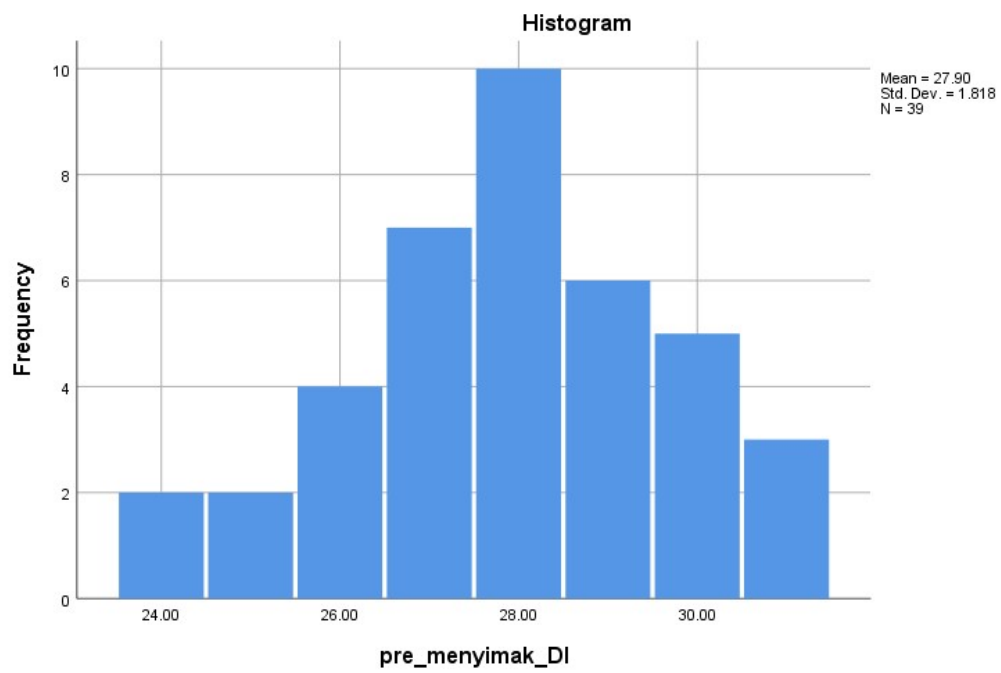


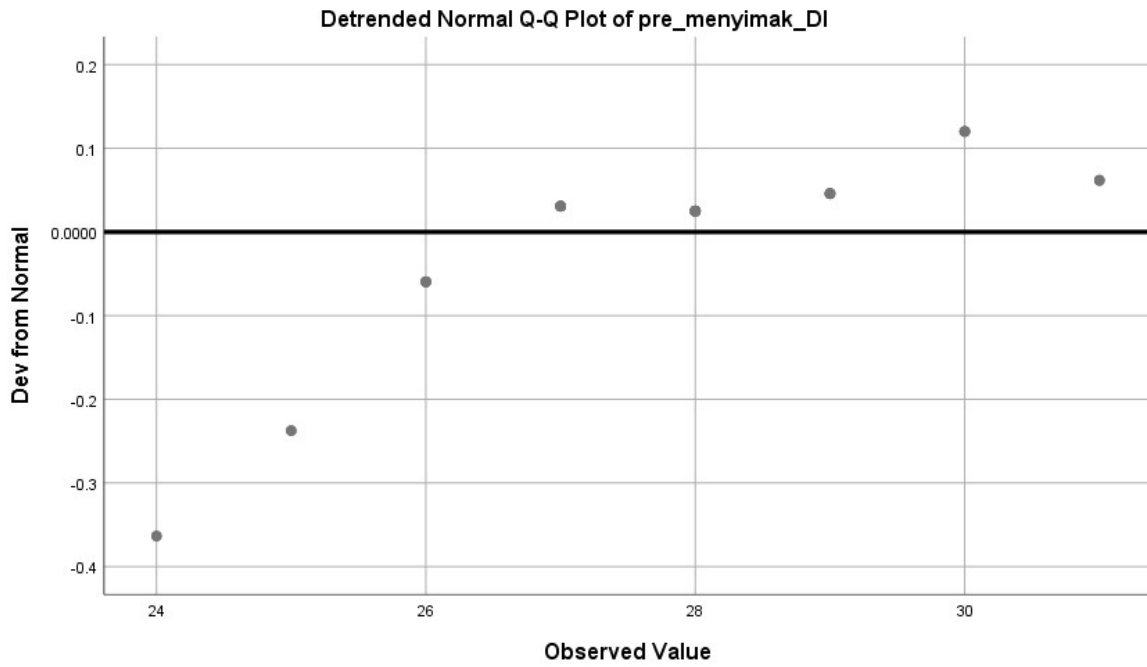
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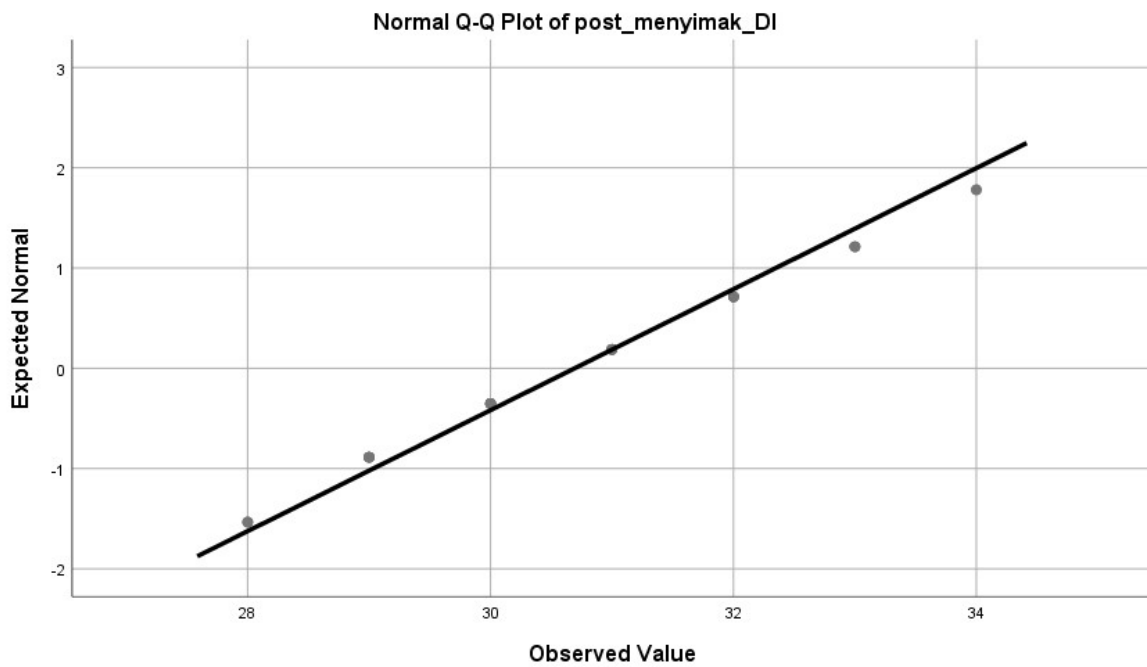
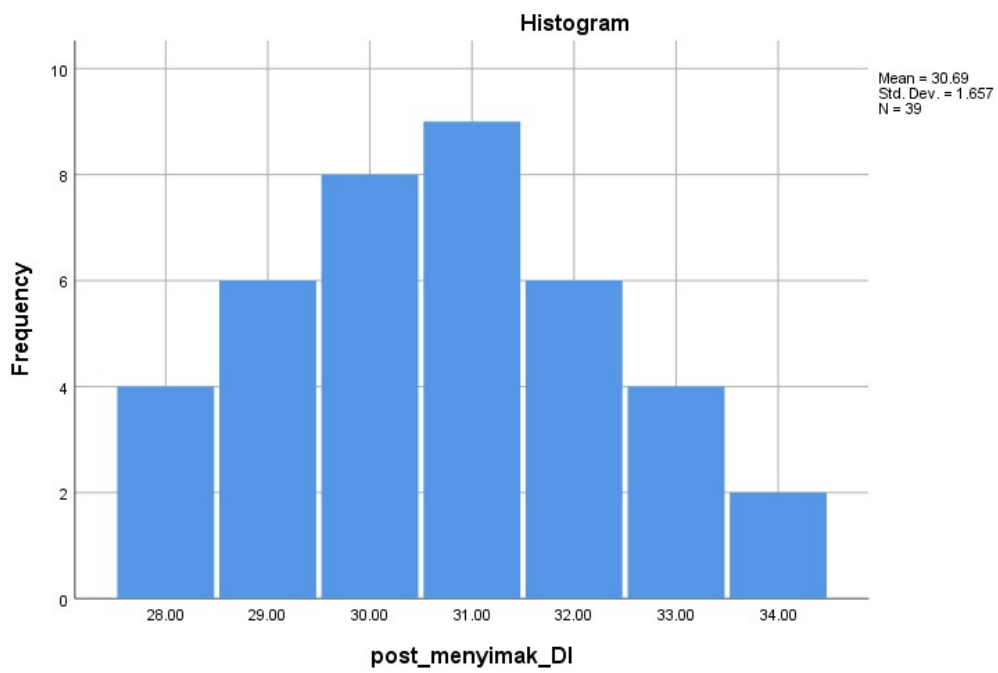


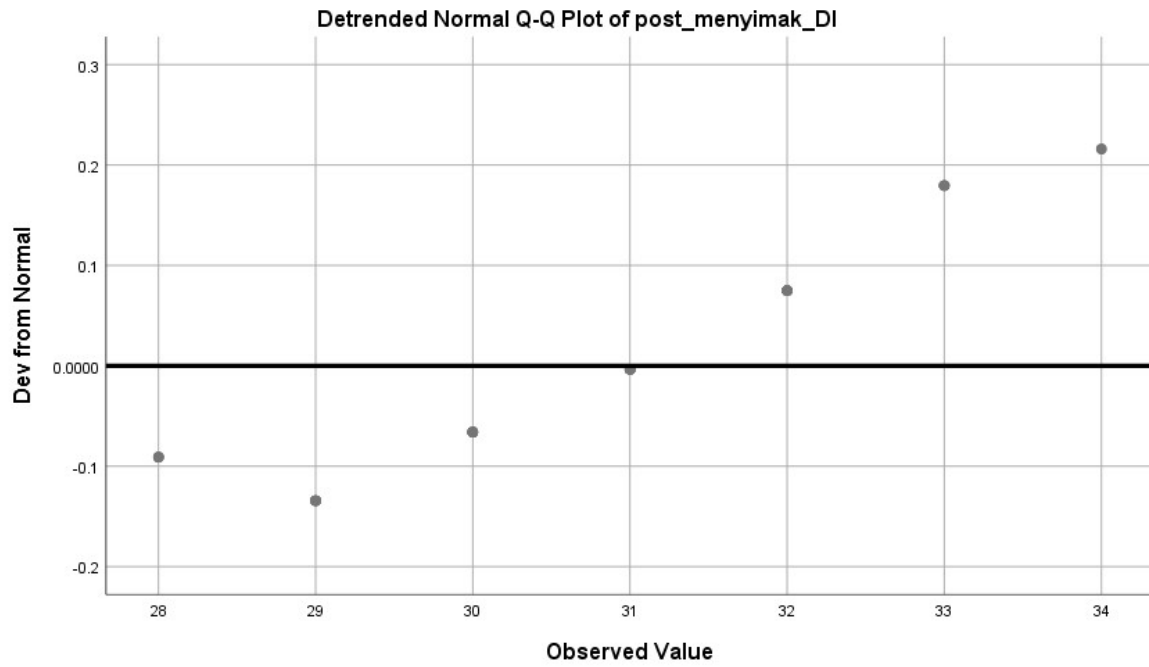
pre_menyimak_DI



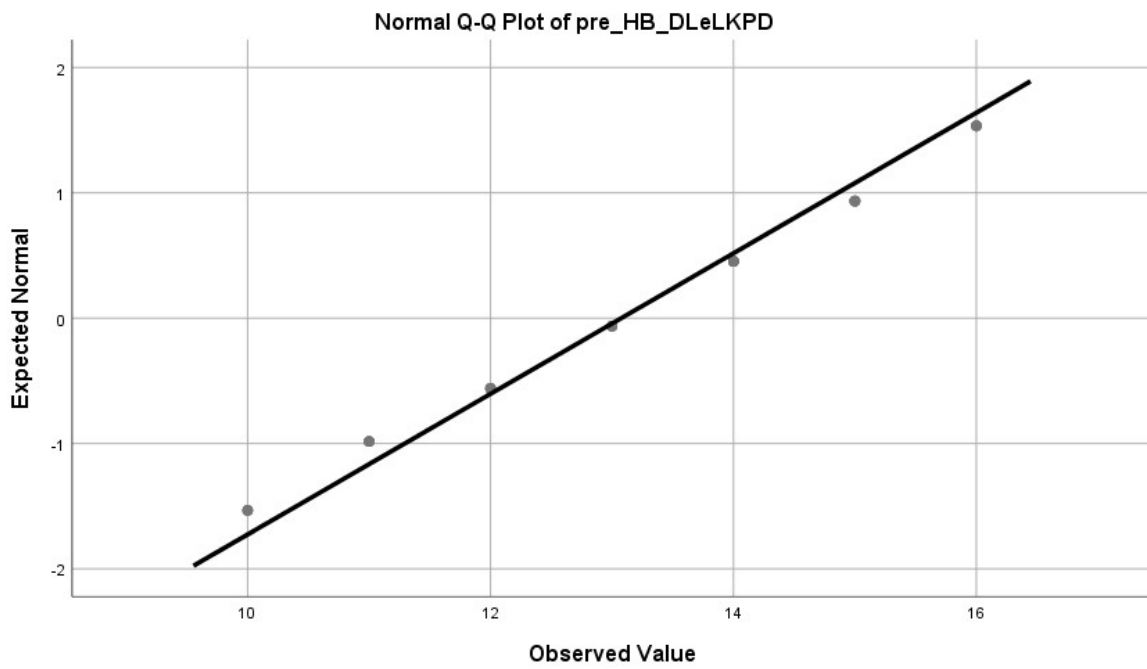
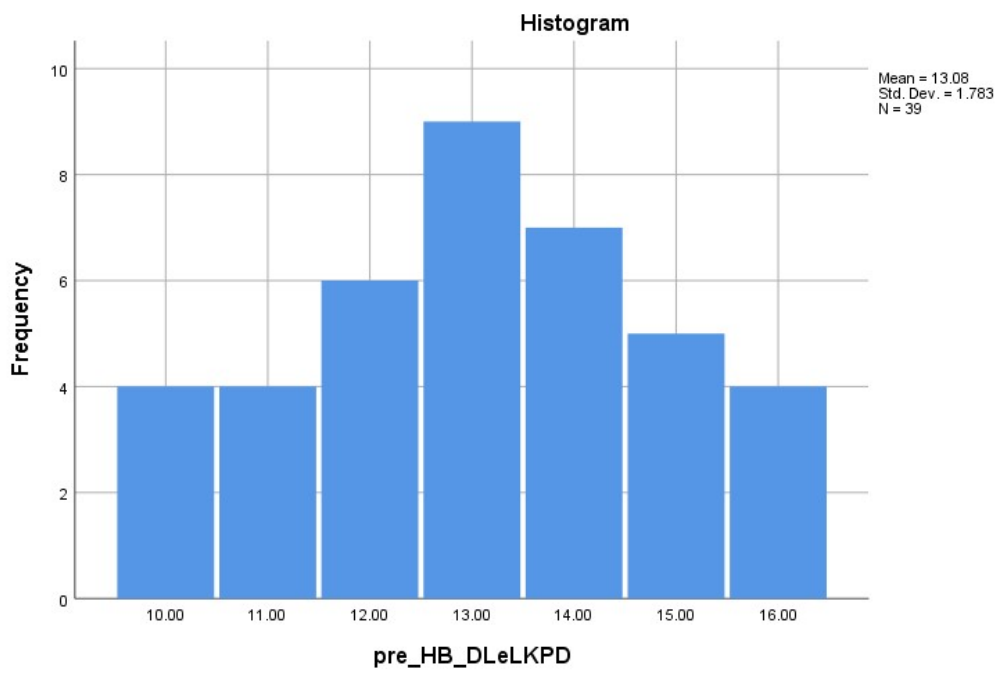


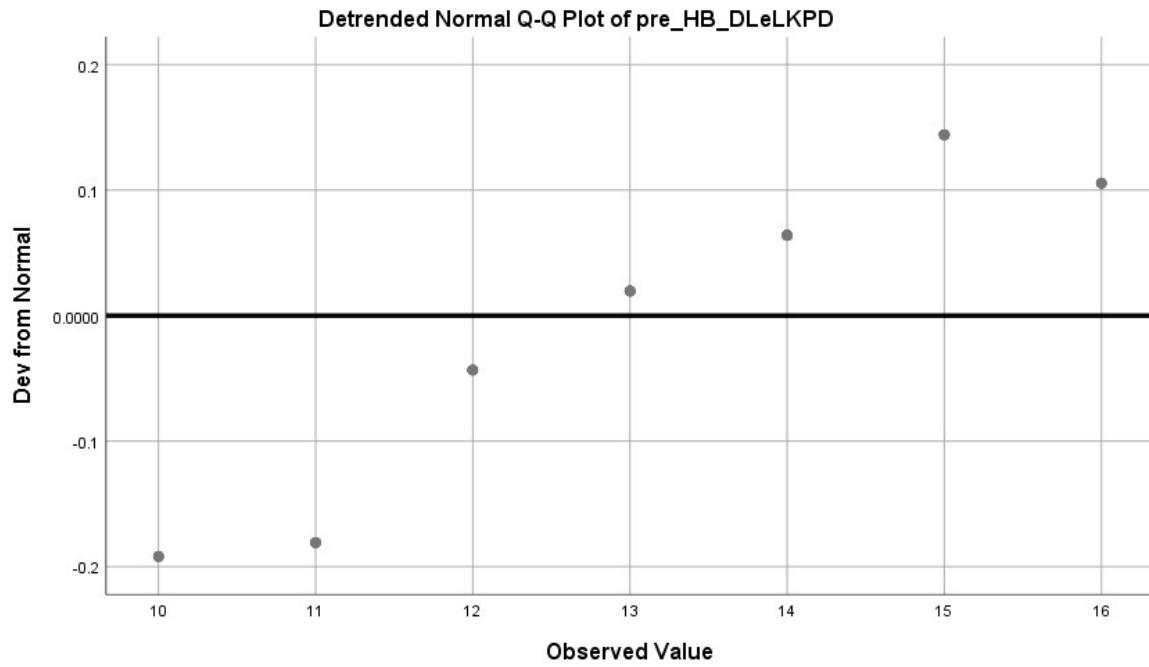
post_menyimak_DI



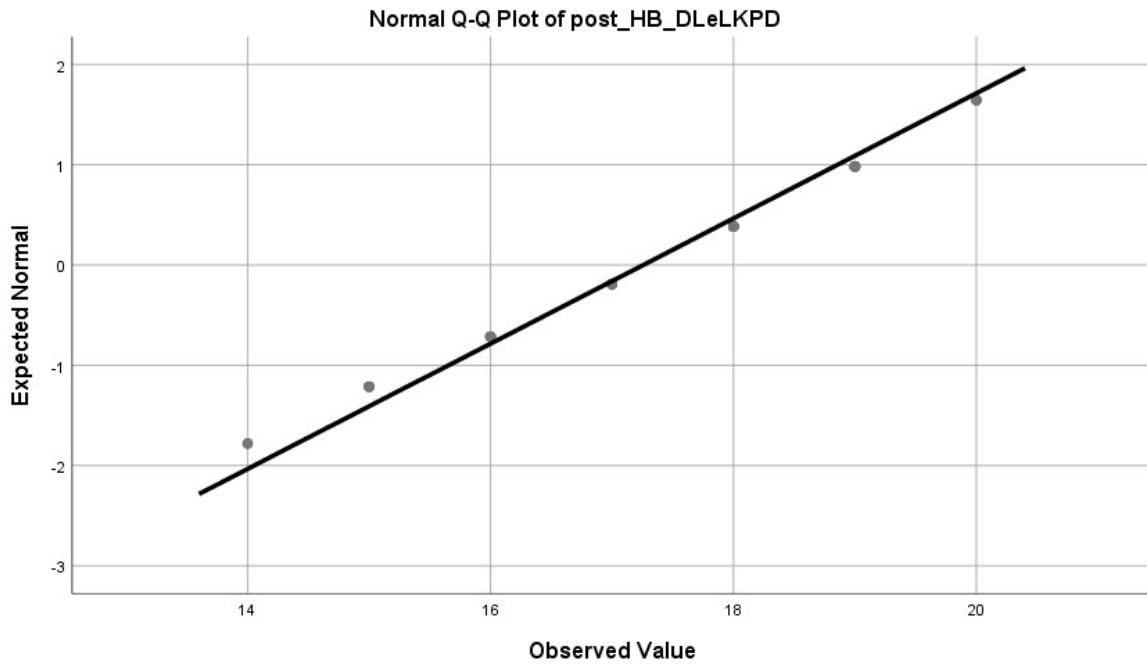
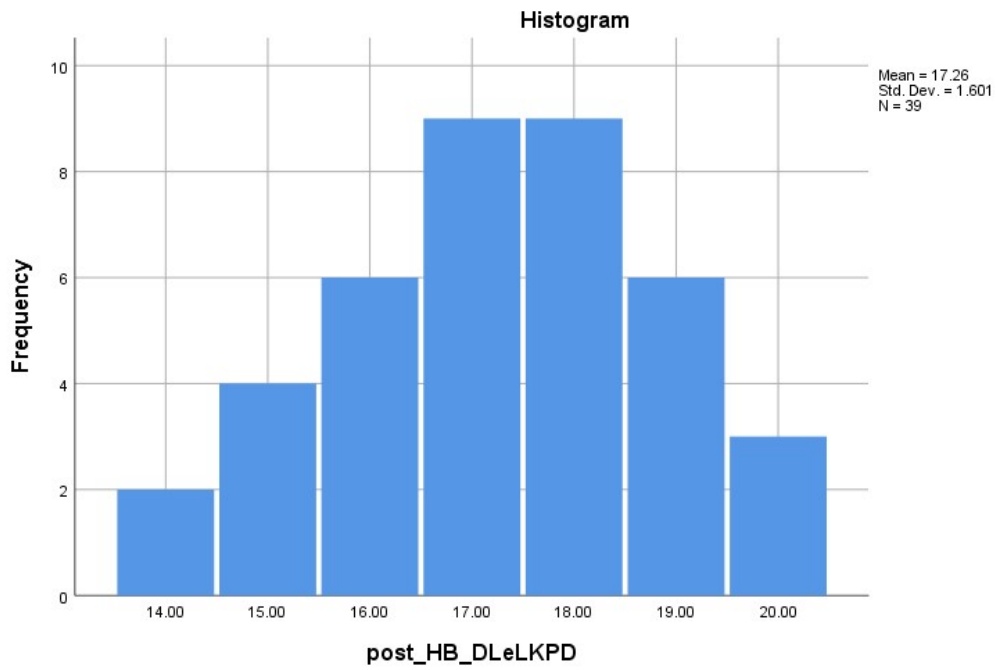


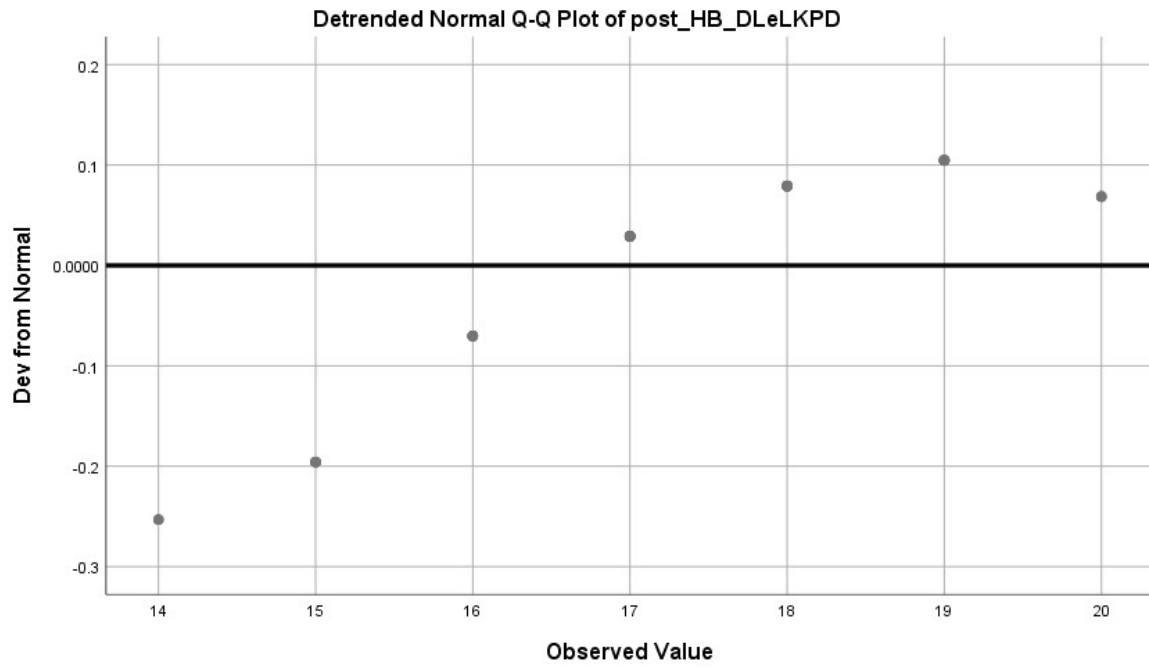
pre_HB_DLeLKPD



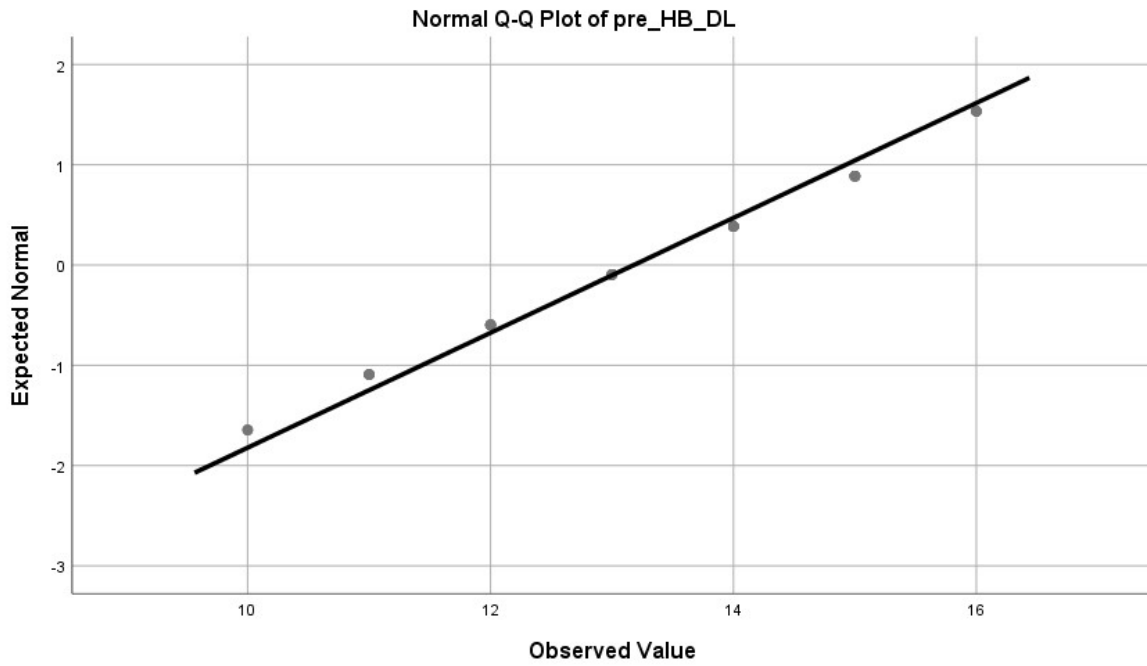
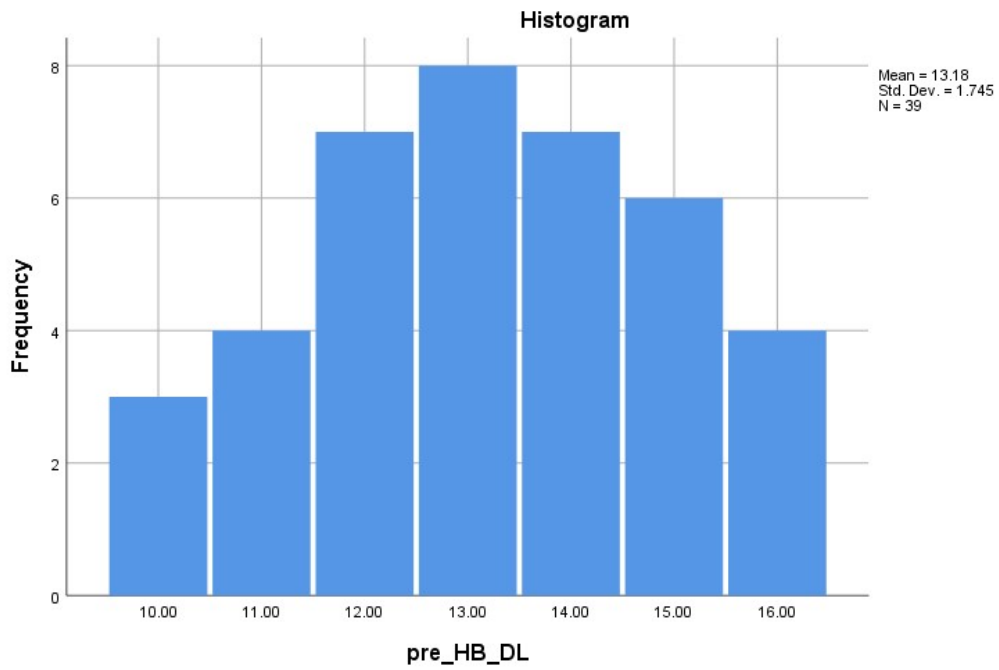


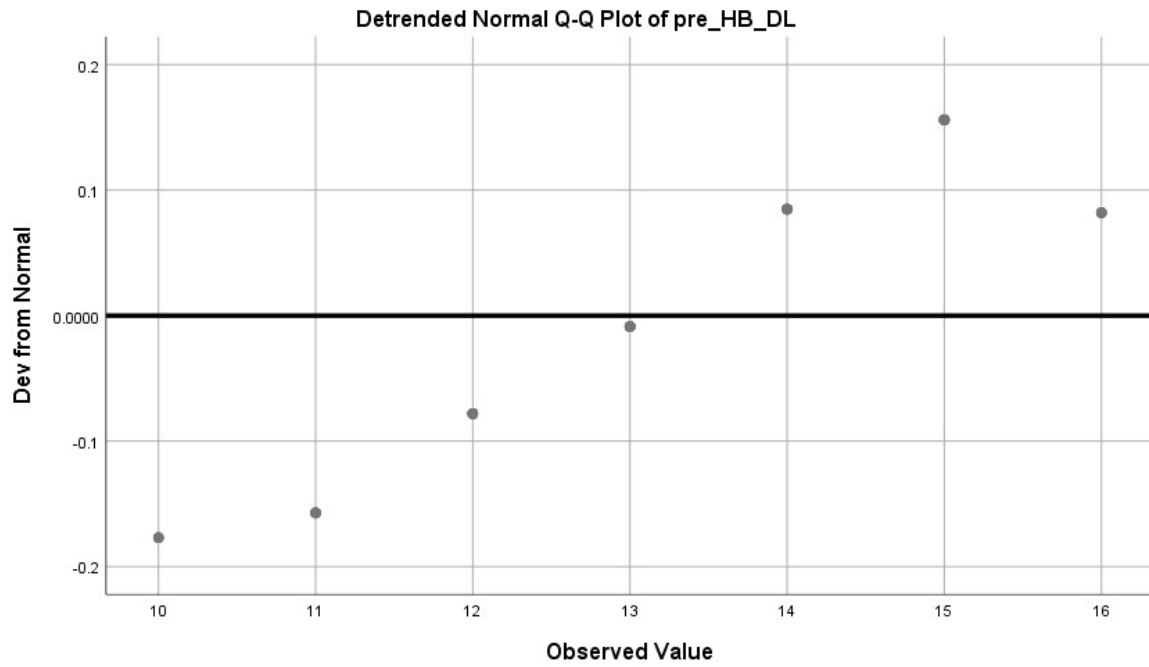
post_HB_DLeLKPD



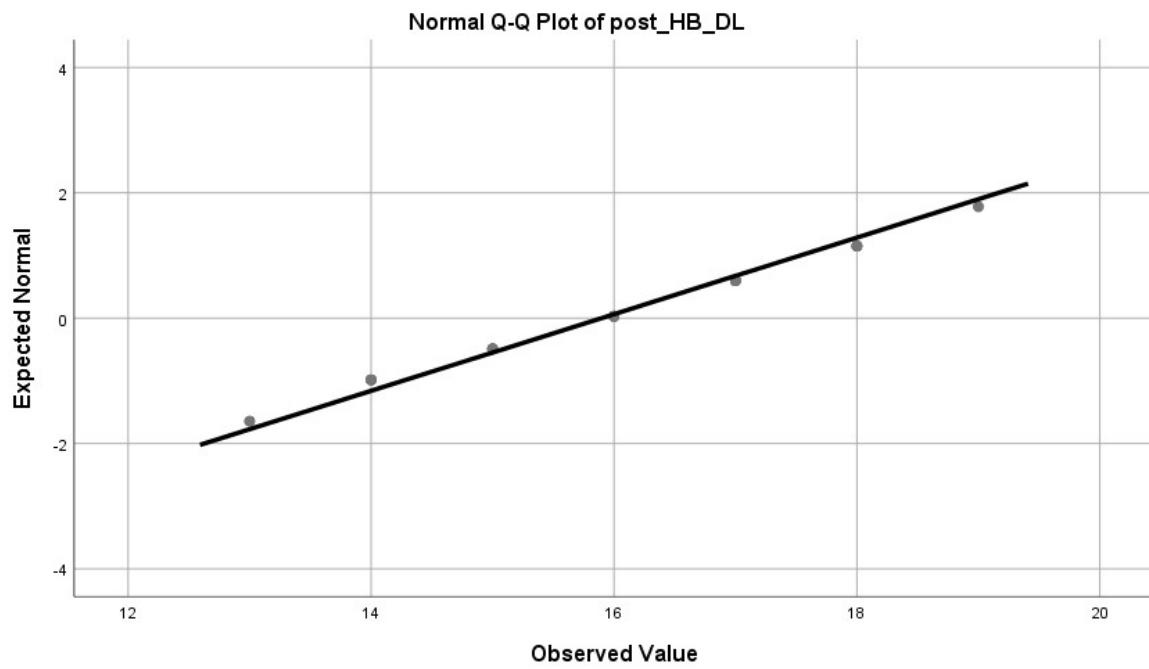
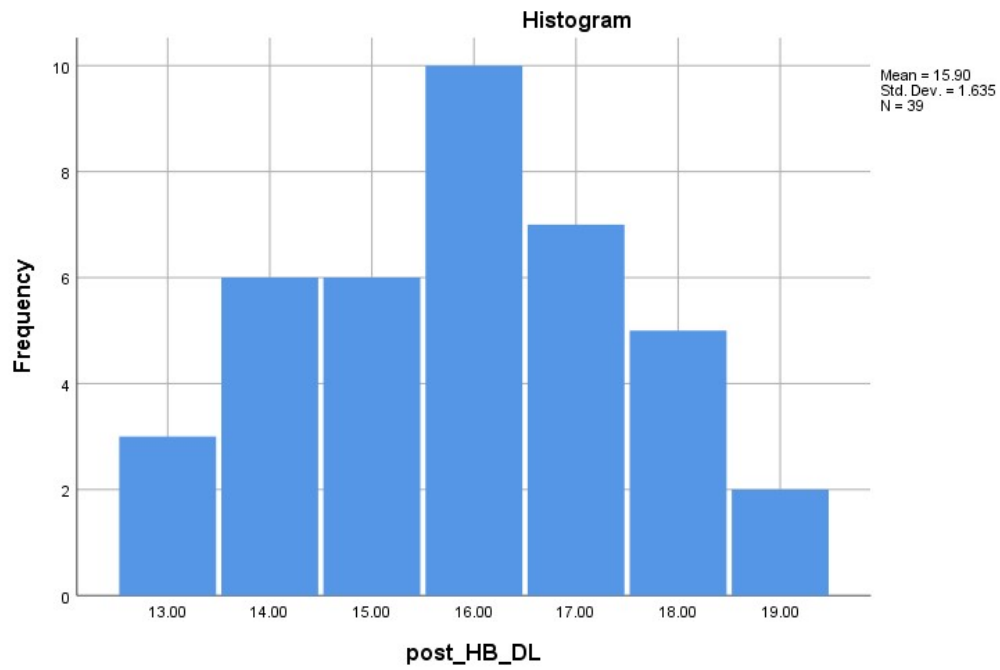


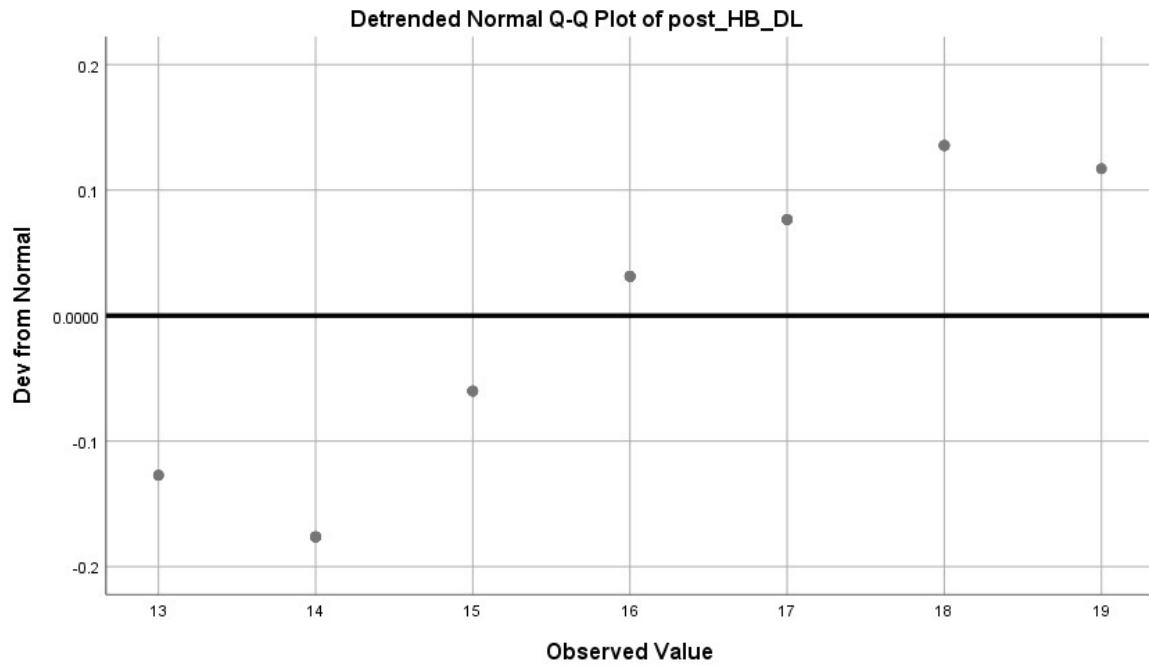
pre_HB_DL



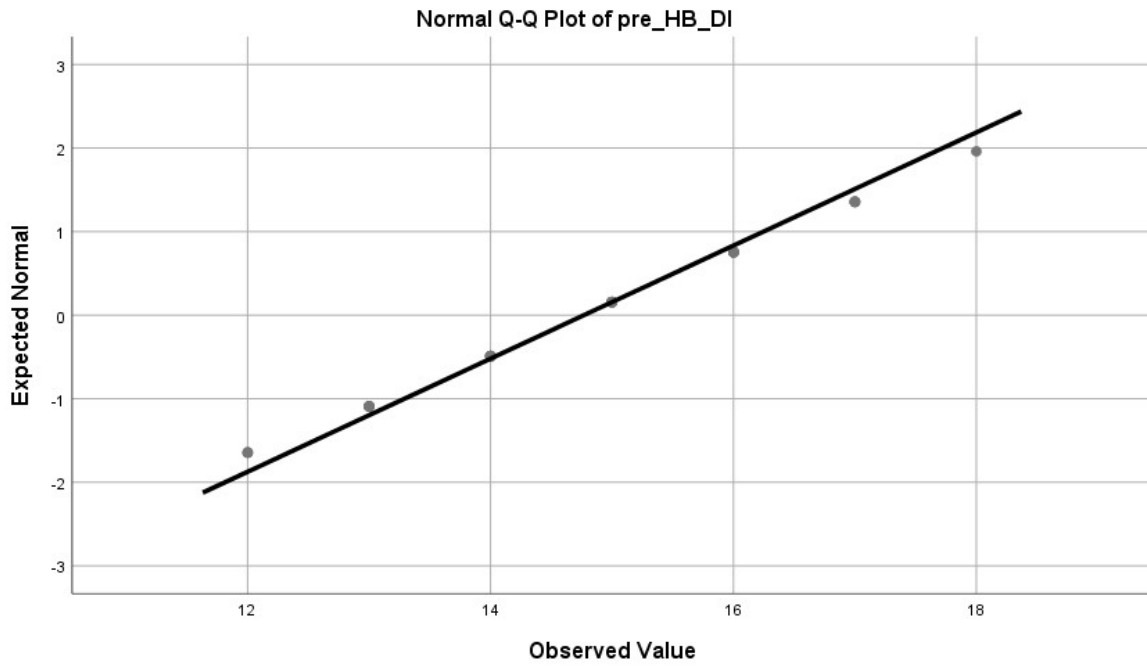
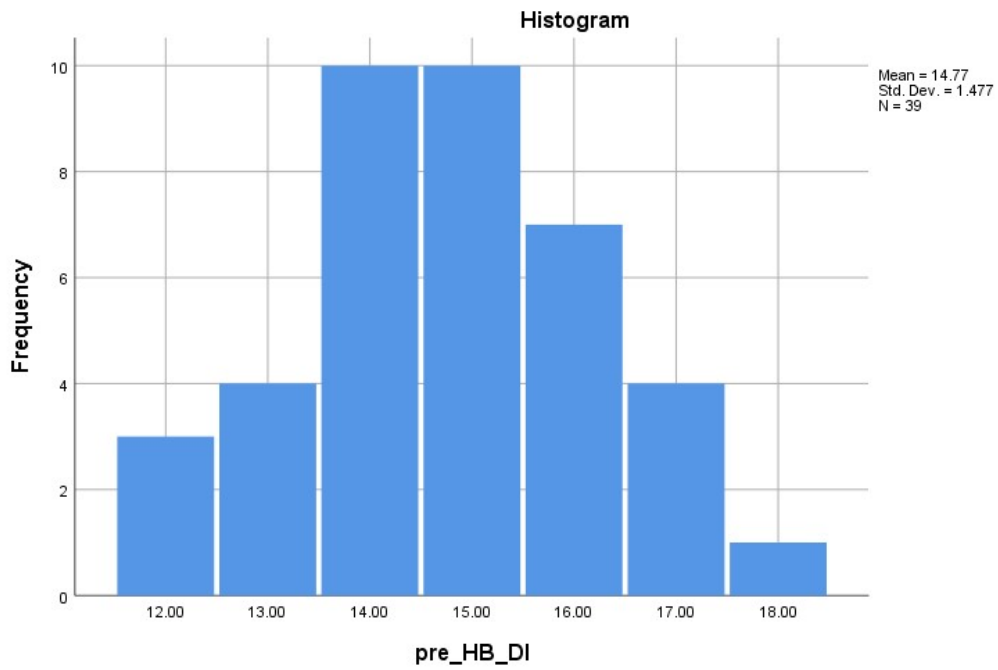


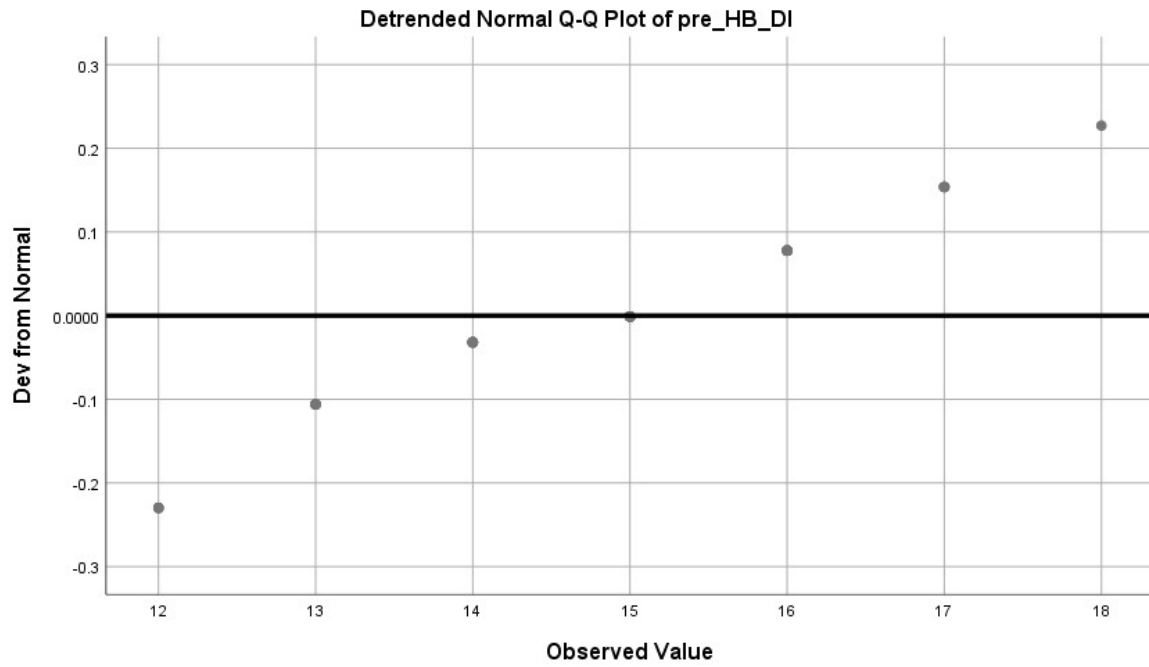
post_HB_DL



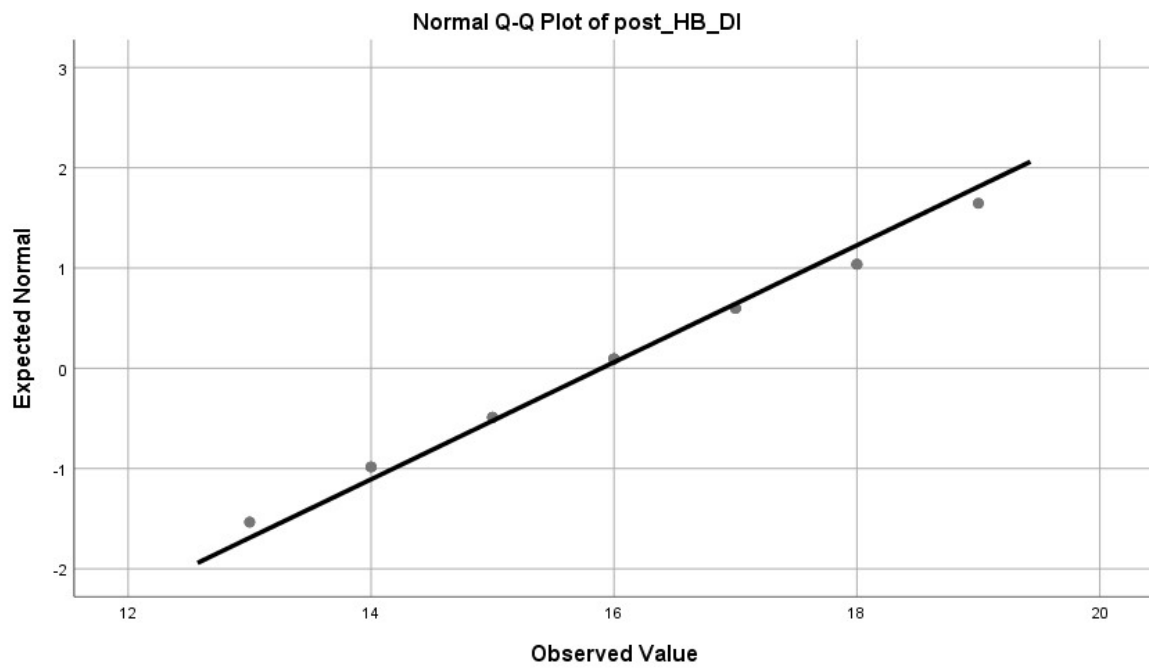
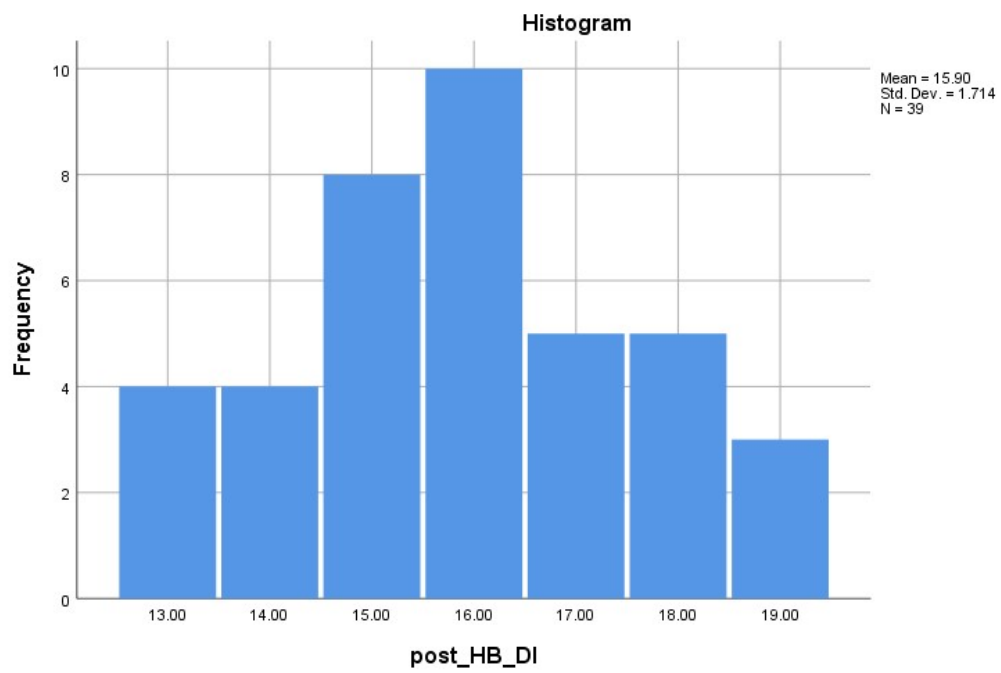


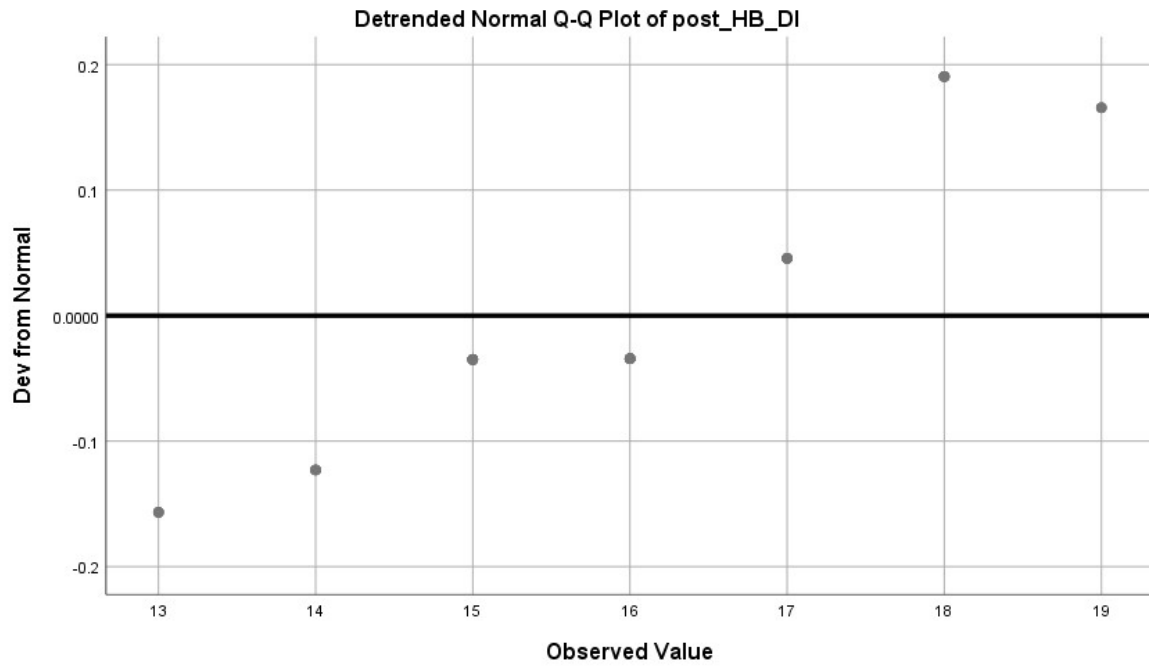
pre_HB_DI





post_HB_DI





Uji Homogenitas

model

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	model	N	Percent	N	Percent	N	Percent
post_nyimak	DL_eLKPD	39	100.0%	0	0.0%	39	100.0%
	DL	39	100.0%	0	0.0%	39	100.0%
	DI	39	100.0%	0	0.0%	39	100.0%
post_HB	DL_eLKPD	39	100.0%	0	0.0%	39	100.0%
	DL	39	100.0%	0	0.0%	39	100.0%
	DI	39	100.0%	0	0.0%	39	100.0%

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
post_nyimak	Based on Mean	.179	2	114	.837
	Based on Median	.149	2	114	.862
	Based on Median and with adjusted df	.149	2	112.546	.862
	Based on trimmed mean	.167	2	114	.847
post_HB	Based on Mean	.032	2	114	.968
	Based on Median	.033	2	114	.967
	Based on Median and with adjusted df	.033	2	113.393	.967
	Based on trimmed mean	.032	2	114	.969

post_nyimak

Stem-and-Leaf Plots

post_nyimak Stem-and-Leaf Plot for
model= DL_eLKPD

Frequency	Stem &	Leaf
2,00	29 .	00
3,00	30 .	000
4,00	31 .	0000
8,00	32 .	00000000
8,00	33 .	00000000
6,00	34 .	000000
6,00	35 .	000000
2,00	36 .	00

Stem width: 1,00
Each leaf: 1 case(s)

post_nyimak Stem-and-Leaf Plot for
model= DL

Frequency	Stem &	Leaf
3,00	27 .	000
4,00	28 .	0000
6,00	29 .	000000
10,00	30 .	0000000000
8,00	31 .	00000000
4,00	32 .	0000
2,00	33 .	00
2,00	34 .	00

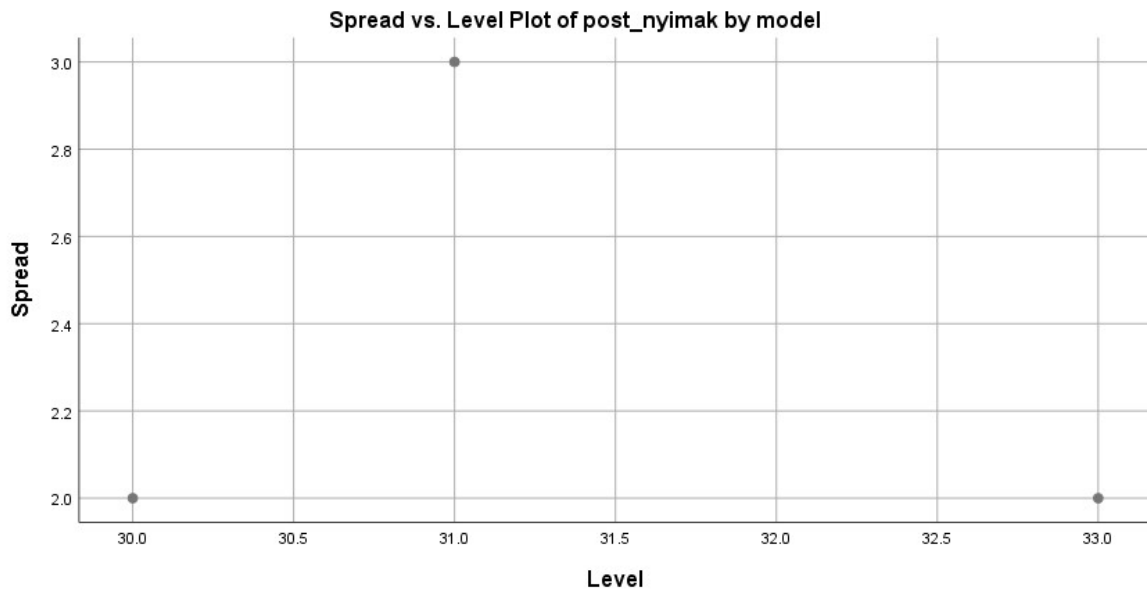
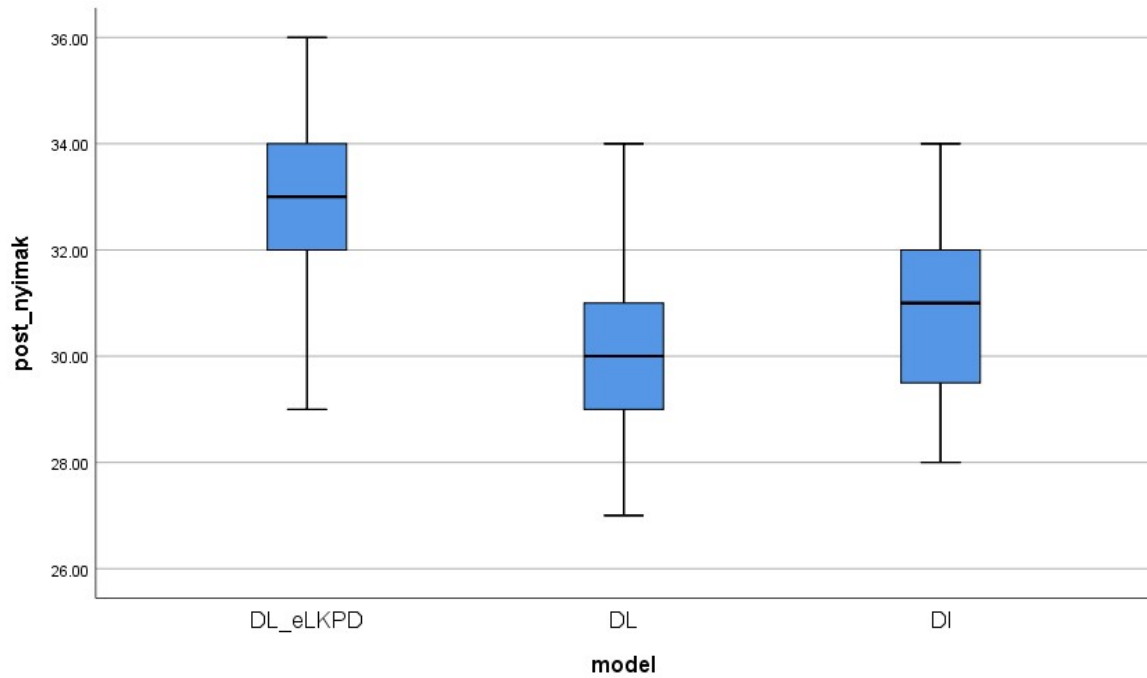
Stem width: 1,00
Each leaf: 1 case(s)

post_nyimak Stem-and-Leaf Plot for
model= DI

Frequency	Stem &	Leaf
4,00	28 .	0000
6,00	29 .	000000
8,00	30 .	00000000
9,00	31 .	000000000
6,00	32 .	000000
4,00	33 .	0000
2,00	34 .	00

Stem width: 1,00
Each leaf: 1 case(s)





* Data transformed using P = 1
Slope = -.071

**post_HB
Stem-and-Leaf Plots**

post_HB Stem-and-Leaf Plot for
model= DL_eLKPD

Frequency	Stem &	Leaf
2,00	14 .	00
4,00	15 .	0000
6,00	16 .	000000
9,00	17 .	000000000
9,00	18 .	000000000
6,00	19 .	000000
3,00	20 .	000

Stem width: 1,00
Each leaf: 1 case(s)

post_HB Stem-and-Leaf Plot for
model= DL

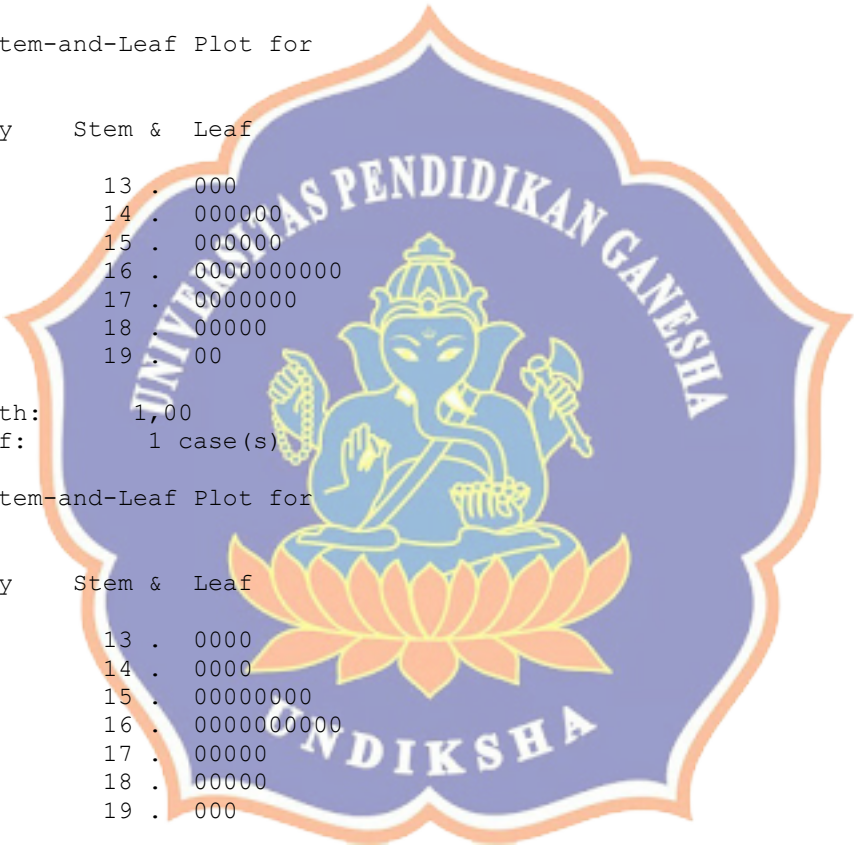
Frequency	Stem &	Leaf
3,00	13 .	000
6,00	14 .	000000
6,00	15 .	000000
10,00	16 .	0000000000
7,00	17 .	0000000
5,00	18 .	00000
2,00	19 .	00

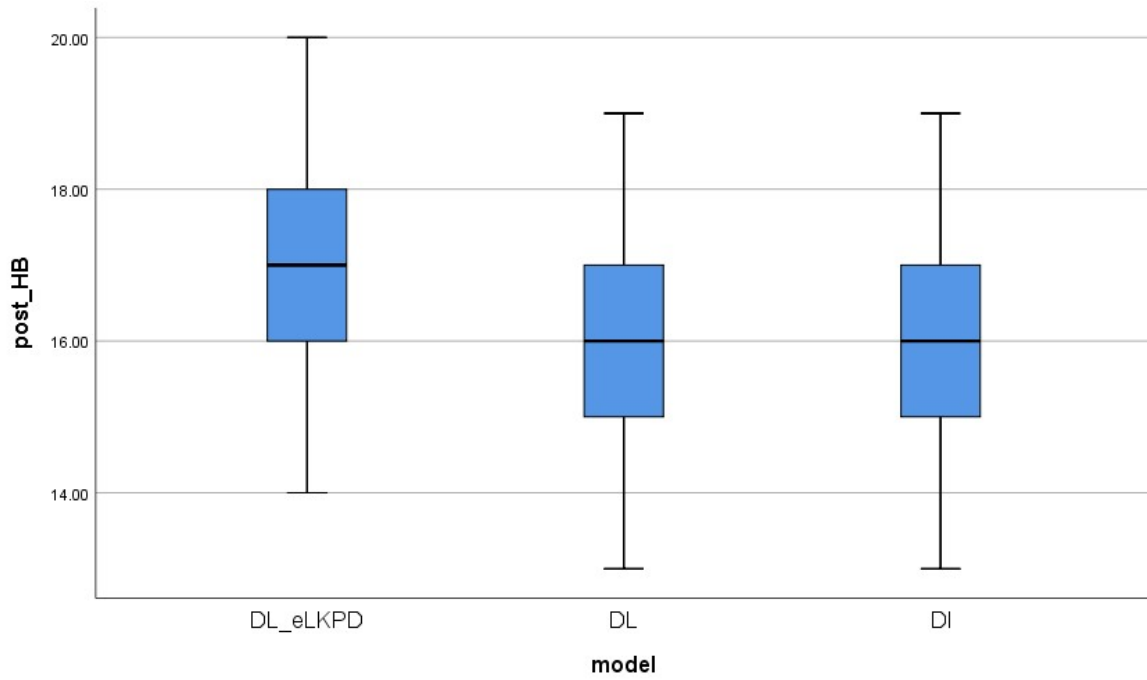
Stem width: 1,00
Each leaf: 1 case(s)

post_HB Stem-and-Leaf Plot for
model= DI

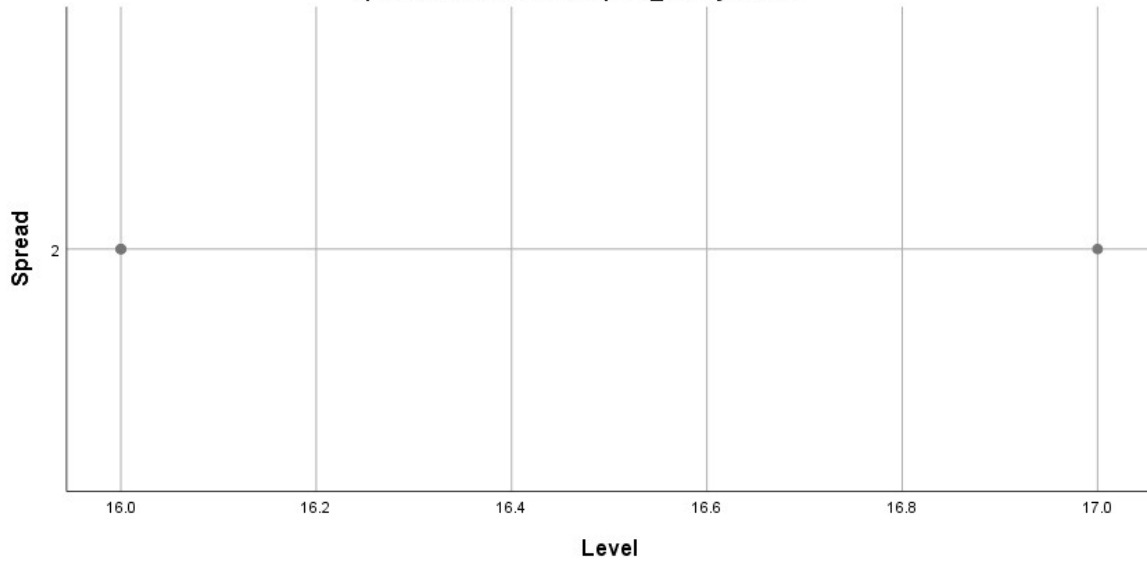
Frequency	Stem &	Leaf
4,00	13 .	0000
4,00	14 .	0000
8,00	15 .	00000000
10,00	16 .	0000000000
5,00	17 .	00000
5,00	18 .	00000
3,00	19 .	000

Stem width: 1,00
Each leaf: 1 case(s)





Spread vs. Level Plot of post_HB by model



* Data transformed using P = 1

Slope = ,000

Uji Lenearitas

Case Processing Summary

	Included		Cases Excluded		Total	
	N	Percent	N	Percent	N	Percent
	post_nyimak * pre_nyimak	117	100.0%	0	0.0%	117

Report

post_nyimak	Mean	N	Std. Deviation
pre_nyimak			
24.00	27.8333	6	.98319
25.00	30.2500	8	1.90863
26.00	30.3846	13	1.60927
27.00	30.5500	20	1.50350
28.00	31.1250	24	2.11233
29.00	31.8421	19	1.89336
30.00	32.5625	16	1.36473
31.00	32.5556	9	1.50923
32.00	35.5000	2	.70711
Total	31.2137	117	2.07958

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
post_nyimak *	Between Groups	183.487	8	22.936	7.785	.000
pre_nyimak	Linearity	160.915	1	160.915	54.621	.000
	Deviation from Linearity	22.571	7	3.224	1.095	.372
	Within Groups	318.171	108	2.946		
	Total	501.658	116			

Measures of Association

	R	R Squared	Eta	Eta Squared
post_nyimak * pre_nyimak	.566	.321	.605	.366

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	160.915	1	160.915	54.309	.000 ^b
	Residual	340.743	115	2.963		
Total		501.658	116			

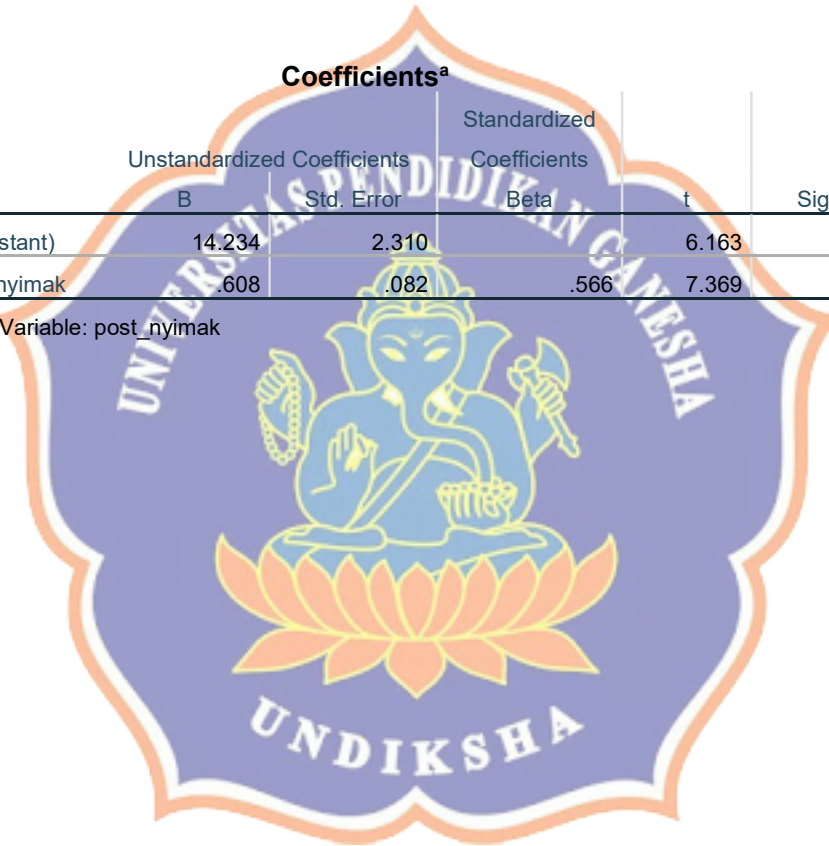
a. Dependent Variable: post_nyimak

b. Predictors: (Constant), pre_nyimak

Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	14.234	2.310		6.163	.000
	pre_nyimak	.608	.082	.566	7.369	.000

a. Dependent Variable: post_nyimak



Case Processing Summary

	Included		Cases Excluded		Total	
	N	Percent	N	Percent	N	Percent
	post HB * pre HB	117	100.0%	0	0.0%	117

Report

post_HB

pre_HB	Mean	N	Std. Deviation
10.00	14.1429	7	.89974
11.00	15.0000	8	.92582
12.00	15.3125	16	1.62147
13.00	15.8571	21	1.45896
14.00	16.4583	24	1.55980
15.00	17.2857	21	1.41926
16.00	17.8667	15	1.45733
17.00	17.7500	4	.50000
18.00	19.0000	1	.
Total	16.3504	117	1.75831

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
post_HB *	Between Groups	(Combined)	139.039	8	17.380	8.548	.000
pre_HB	Linearity		136.134	1	136.134	66.953	.000
	Deviation from Linearity		2.905	7	.415	.204	.984
	Within Groups		219.593	108	2.033		
	Total		358.632	116			

Measures of Association

	R	R Squared	Eta	Eta Squared
post_HB * pre_HB	.616	.380	.623	.388

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	136.134	1	136.134	70.362	.000 ^b
	Residual	222.499	115	1.935		
	Total	358.632	116			

a. Dependent Variable: post_HB

b. Predictors: (Constant), pre_HB

Coefficients^a

Model	Unstandardized Coefficients		Standardized	t	Sig.	
	B	Std. Error	Coefficients Beta			
1	(Constant)	8.267	.972		8.504	.000
	pre_HB	.591	.070	.616	8.388	.000

a. Dependent Variable: post_HB



Uji Kolinearitas

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.462 ^a	.213	.200	.73365

a. Predictors: (Constant), post_HB, post_nyimak

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.640	2	8.320	15.457	.000 ^b
	Residual	61.360	114	.538		
	Total	78.000	116			

a. Dependent Variable: model

b. Predictors: (Constant), post_HB, post_nyimak

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta				Tolerance	VIF
1	(Constant)	7.990	1.089			7.336	.000		
	post_nyimak	-.138	.034	-.349		-4.045	.000	.926	1.080
	post HB	-.104	.040	-.222		-2.572	.011	.926	1.080

a. Dependent Variable: model

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	post nyimak	post HB
1	1	2.991	1.000	.00	.00	.00
	2	.007	20.628	.08	.11	1.00
	3	.002	36.969	.92	.89	.00

a. Dependent Variable: model



LAMPIRAN 12
UJI HIPOTESIS

Uji Hipotesis

General Linear Model

Between-Subjects Factors

	Value	Label	N
model	1.00	DL_eLKPD	39
	2.00	DL	39
	3.00	DI	39

Descriptive Statistics

	model	Mean	Std. Deviation	N
post_nyimak	DL_eLKPD	32.7692	1.84193	39
	DL	30.1795	1.78991	39
	DI	30.6923	1.65679	39
	Total	31.2137	2.07958	117
post_HB	DL_eLKPD	17.2564	1.60128	39
	DL	15.8974	1.63506	39
	DI	15.8974	1.71364	39
	Total	16.3504	1.75831	117

Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.345	29.286 ^b	2.000	111.000	.000
	Wilks'	.655	29.286 ^b	2.000	111.000	.000
	Lambda					
	Hotelling's Trace	.528	29.286 ^b	2.000	111.000	.000
	Roy's Largest Root	.528	29.286 ^b	2.000	111.000	.000
pre_nyimak	Pillai's Trace	.258	19.264 ^b	2.000	111.000	.000
	Wilks'	.742	19.264 ^b	2.000	111.000	.000
	Lambda					
	Hotelling's Trace	.347	19.264 ^b	2.000	111.000	.000
	Roy's Largest Root	.347	19.264 ^b	2.000	111.000	.000
pre_HB	Pillai's Trace	.698	128.448 ^b	2.000	111.000	.000

	Wilks' Lambda	.302	128.448 ^b	2.000	111.000	.000
	Hotelling's Trace	2.314	128.448 ^b	2.000	111.000	.000
	Roy's Largest Root	2.314	128.448 ^b	2.000	111.000	.000
model	Pillai's Trace	.645	26.687	4.000	224.000	.000
	Wilks' Lambda	.396	32.646 ^b	4.000	222.000	.000
	Hotelling's Trace	1.417	38.957	4.000	220.000	.000
	Roy's Largest Root	1.338	74.903 ^c	2.000	112.000	.000

a. Design: Intercept + pre_nyimak + pre_HB + model

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected	post_nyimak	235.544 ^a	4	58.886	24.783	.000
Model	post_HB	262.972 ^b	4	65.743	76.973	.000
Intercept	post_nyimak	126.694	1	126.694	53.322	.000
	post_HB	11.336	1	11.336	13.272	.000
pre_nyimak	post_nyimak	88.676	1	88.676	37.321	.000
	post_HB	.022	1	.022	.025	.874
pre_HB	post_nyimak	.001	1	.001	.001	.981
	post_HB	214.741	1	214.741	251.421	.000
model	post_nyimak	71.190	2	35.595	14.981	.000
	post_HB	122.135	2	61.067	71.498	.000
Error	post_nyimak	266.114	112	2.376		
	post_HB	95.660	112	.854		
Total	post_nyimak	114494.000	117			
	post_HB	31637.000	117			
Corrected Total	post_nyimak	501.658	116			
	post_HB	358.632	116			

a. R Squared = .470 (Adjusted R Squared = .451)

b. R Squared = .733 (Adjusted R Squared = .724)

Estimated Marginal Means

1. Grand Mean

Dependent Variable	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
post_nyimak	31.214 ^a	.143	30.931	31.496
post_HB	16.350 ^a	.085	16.181	16.520

a. Covariates appearing in the model are evaluated at the following values: pre_nyimak = 27.9316, pre_HB = 13.6752.

2. model

Estimates

Dependent Variable	model	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
post_nyimak	DL_eLKPD	32.395 ^a	.260	31.880	32.910
	DL	30.540 ^a	.257	30.031	31.049
	DI	30.706 ^a	.264	30.183	31.230
post_HB	DL_eLKPD	17.753 ^a	.156	17.444	18.062
	DL	16.299 ^a	.154	15.993	16.604
	DI	14.999 ^a	.158	14.685	15.313

a. Covariates appearing in the model are evaluated at the following values: pre_nyimak = 27.9316, pre_HB = 13.6752.

Pairwise Comparisons

Dependent Variable	(I) model	(J) model	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
						Lower Bound	Upper Bound
post_nyimak	DL_eLKPD	DL	1.855 [*]	.369	.000	1.123	2.587
		DI	1.688 [*]	.385	.000	.926	2.451
	DL	DL_eLKPD	-1.855 [*]	.369	.000	-2.587	-1.123
		DI	-.167	.378	.661	-.916	.583
	DI	DL_eLKPD	-1.688 [*]	.385	.000	-2.451	-.926
		DL	.167	.378	.661	-.583	.916
post_HB	DL_eLKPD	DL	1.455 [*]	.222	.000	1.016	1.894
		DI	2.754 [*]	.231	.000	2.297	3.211
	DL	DL_eLKPD	-1.455 [*]	.222	.000	-1.894	-1.016
		DI	1.299 [*]	.227	.000	.850	1.749
	DI	DL_eLKPD	-2.754 [*]	.231	.000	-3.211	-2.297
		DL	-1.299 [*]	.227	.000	-1.749	-.850

Based on estimated marginal means

*. The mean difference is significant at the ,05 level.

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Multivariate Tests

	Value	F	Hypothesis df	Error df	Sig.
Pillai's trace	.645	26.687	4.000	224.000	.000
Wilks' lambda	.396	32.646 ^a	4.000	222.000	.000
Hotelling's trace	1.417	38.957	4.000	220.000	.000
Roy's largest root	1.338	74.903 ^b	2.000	112.000	.000

Each F tests the multivariate effect of model. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Exact statistic

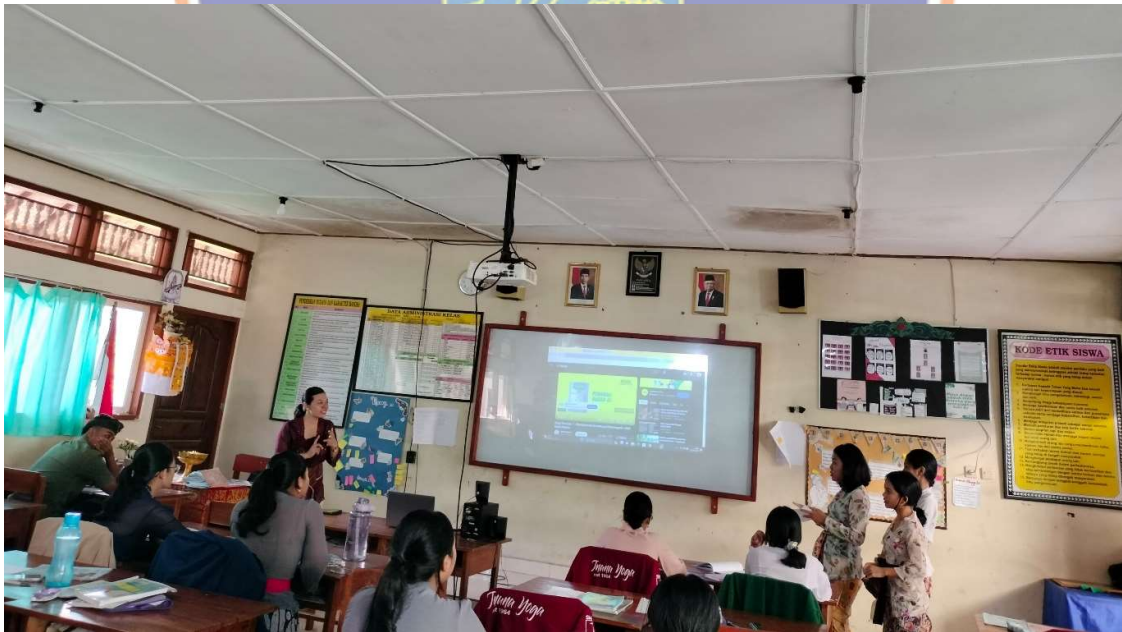
b. The statistic is an upper bound on F that yields a lower bound on the significance level.

Univariate Tests

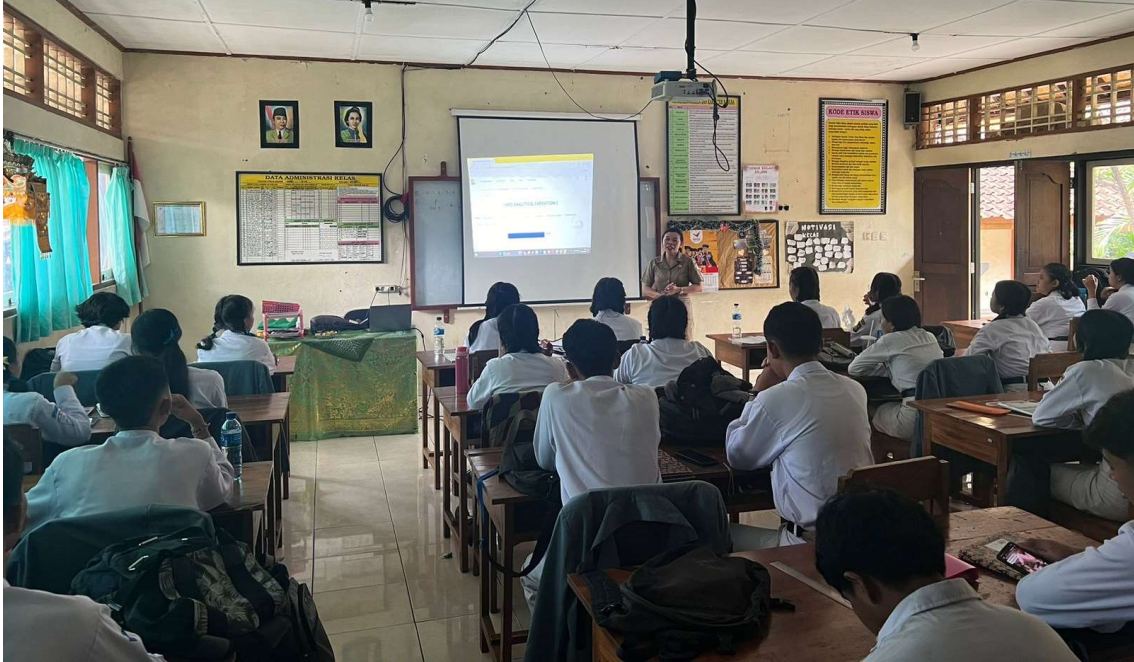
Dependent Variable		Sum of Squares	df	Mean Square	F	Sig.
post_nyimak	Contrast	71.190	2	35.595	14.981	.000
	Error	266.114	112	2.376		
post_HB	Contrast	122.135	2	61.067	71.498	.000
	Error	95.660	112	.854		

The F tests the effect of model. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

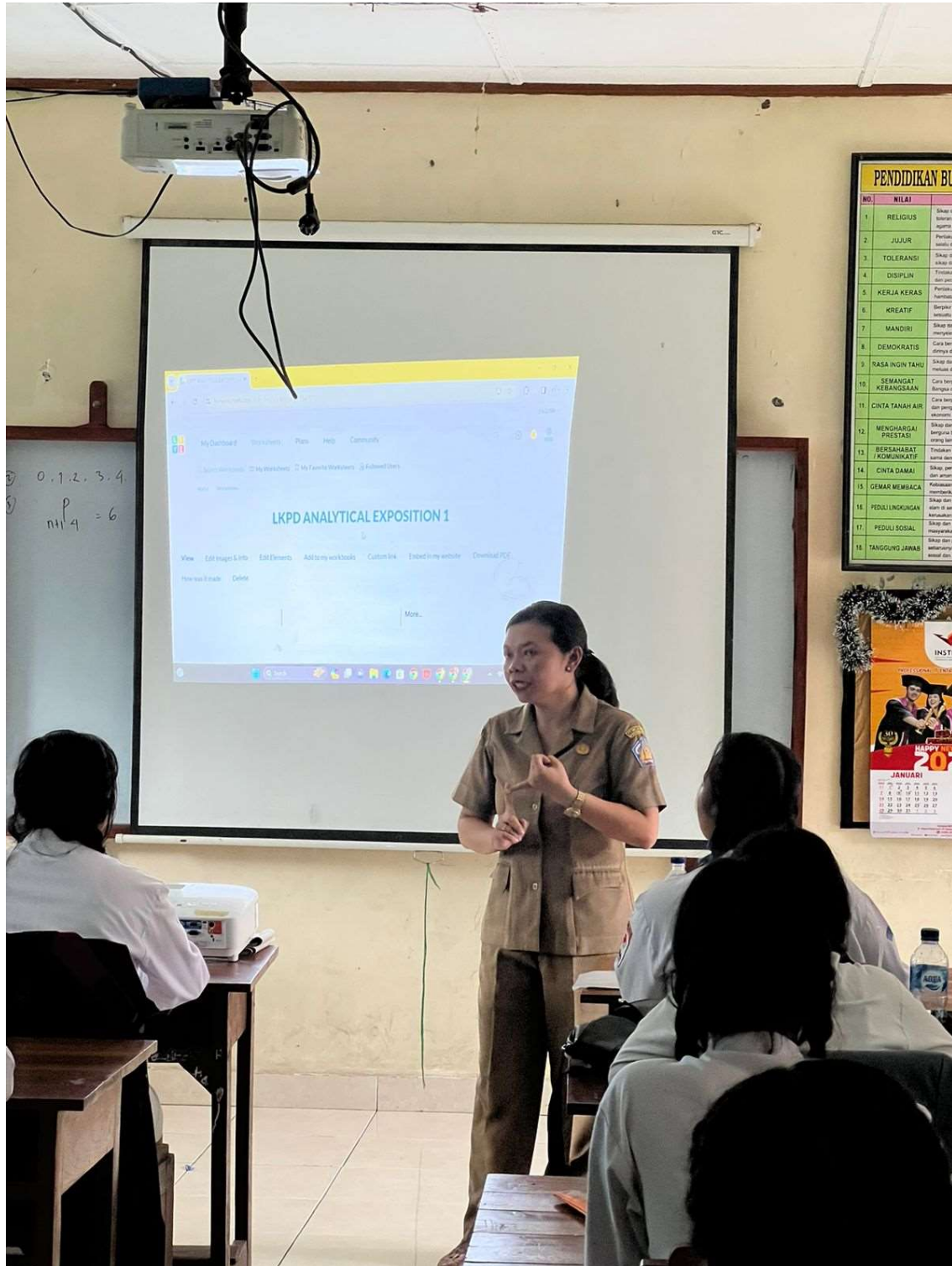
















KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
PROGRAM PASCASARJANA

Jalan Udayana No. 11 Singaraja, Bali 81116 Telepon. 081999446444 Laman www.pasca.undiksha.ac.id

Nomor : 35/UN48.14.9/KM/2024
Lamp : 1 (Satu) gabung
Perihal : Pengantar Judges

Kepada Yth:

1. Prof. Dr. Ni Made Ratminingsih, M.A Uji Intrumen Isi Soal
2. Made Hery Santosa, Ph.D Uji Intrumen Isi Soal

di-Tempat

Dengan hormat, berkenaan dengan persiapan penyusunan Tesis mahasiswa Pascasarjana Universitas Pendidikan Ganesha, kami mohon kesediaan Bapak/Ibu untuk dapat memeriksa instrument (sebagai judges) penelitian mahasiswa kami sebagai berikut :

Nama : Ni Made Sri Martiningsih
Nim/Semester : 2229071006 / 3
Program Studi : S2 Teknologi Pendidikan
Judul Disertasi : Teknologi Pendidikan Program Pascasarjana Undiksha
Judul Tesis : Pengaruh Model Discovery Learning Berbantuan On-line LKPD Terhadap Keterampilan Menyimak Bacaan dan Prestasi Belajar Siswa Dalam Pembelajaran Bahasa Inggris di SMA

Demikianlah kami sampaikan atas perhatian dan kerjasamanya kami sampaikan terimakasih.

Singaraja, 02 Januari 2023
Koordinator Program Studi
Teknologi Pendidikan



Ni Nyoman Parwati, M.Pd.
NIP. 196512291990032002



ပိတောက်ပြည်နယ်အစိုးရအဖွဲ့
PEMERINTAH PROVINSI BALI



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SMA NEGERI 1 AMLAPURA

လမ်းမကြီး၊ နဂူရဲ ရေ၊ အမ္လာပူရ၊ ပဲခူးတိုင်းဒေသကြီး၊ ဝဏ္ဏပြည်နယ်၊ ဝဏ္ဏပြည်နယ်၊ ဝဏ္ဏပြည်နယ်

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SURAT KETERANGAN

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Yang bertandatangan dibawah ini:

Nama : Drs. I Ketut Marta Ariana, M.Pd.H
 NIP : 196512201996011001
 Jabatan : Kepala Sekolah
 Unit Kerja : SMA Negeri 1 Amlapura

Dengan ini menyatakan bahwa:

Nama : Ni Made Sri Martiningsih
 NIM/ Semester : 22290771006 /IV
 Program Studi : Teknologi Pendidikan (S2), Universitas Pendidikan Ganesha

Memang benar mahasiswa tersebut di atas telah melakukan pengambilan data penelitian kuasi eksperimen di kelas XI SMA Negeri 1 Amlapura dari tanggal 1 Pebruari sampai 8 Maret 2024 untuk keperluan penyusunan tesis.

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenarnya agar dapat digunakan sebagaimana mestinya.

Karangasem, 8 Maret 2024

Ditandatangani secara elektronik Oleh :
 KEPALA SEKOLAH
 Drs. I Ketut Marta Ariana, M.Pd.H
 Pembina Utama Muda (IV/c)
 NIP. 196512201996011001



Balai Sertifikasi Elektronik

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh BSrE





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SMA NEGERI 3 AMLAPURA



ຖະໜົນກຸມາລິສາຍາສາທິລິກາກຕາມິເລີກະຊາບາສາທິລິກາກຕາມິເລີ(໑໖໐໑໑໑)ໂຮງຮຽນສາທິລິນິທິທຸລາຊະຍູບຸກ
 Desa Seraya, Kecamatan Karangasem, Kabupaten Karangasem (80851), Telepon (0363) 2787953
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SURAT KETERANGAN

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- NIP : 198101162003121005
- Jabatan : Kepala Sekolah
- Instansi : SMA Negeri 3 Amlapura
- Alamat : Desa Seraya, Kecamatan Karangasem, Kabupaten Karangasem

Dengan ini menerangkan bahwa :

- Nama : Ni Made Sri Martiningsih, S.Pd
- NIM/Semester : 2229071006/III
- Program Studi : Teknologi Pendidikan (S2)
- Perguruan Tinggi : Universitas Pendidikan Ganesha

telah melaksanakan pengambilan data Uji Instrumen Tesis di SMA Negeri 3 Amlapura pada tanggal 19 Januari 2024 di kelas XII MIPA 2, Dan XII MIPA 3, yang dibutuhkan untuk penelitian yang berjudul “Pengaruh Model Discovery Learning Berbantuan On-Line LKPD Terhadap Keterampilan Menyimak Bacaan dan Prestasi Belajar Siswa Dalam Pembelajaran Bahasa Inggris di SMA”.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Bali, 19 Januari 2024

Ditandatangani secara elektronik oleh :
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Wayan Sugiana, S.Pd., M.Pd.
 NIP. 19650323 198703 1 008



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PEMERINTAH PROVINSI BALI
 රජයේ පාఠශාලා අධ්‍යාපන දෙපාර්තමේන්තුව
SMA NEGERI 2 AMLAPURA



රජයේ පාఠශාලා අධ්‍යාපන දෙපාර්තමේන්තුව, උතුරු මහල (වතුරු මහල) කුරුමුණ

Jalan Untung Surapati Amlapura, 80813, Telepon (0363) 21254
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Nomor : B.31.420/433/SMAN 2 AMLAPURA/DIKPORA

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 Jabatan : Kepala Sekolah
 Instansi : SMA Negeri 2 Amlapura
 Alamat : Jalan Untung Surapati Amlapura

Dengan ini menerangkan bahwa :

N a m a : Ni Made Sri Martiningsih, S.Pd
 NIM/Semester : 2229071006/III
 Program Studi : Teknologi Pendidikan (S2)
 Perguruan Tinggi : Universitas Pendidikan Ganesha

telah melaksanakan pengambilan data Uji Instrumen Tesis di SMA Negeri 2 Amlapura pada tanggal 11, 12, dan 15 Januari 2024 di kelas XII MIPA 1, XII MIPA 2, dan XII MIPA 3, yang dibutuhkan untuk penelitian yang berjudul “Pengaruh Model Discovery Learning Berbantuan On-Line LKPD Terhadap Keterampilan Menyimak Bacaan dan Prestasi Belajar Siswa Dalam Pembelajaran Bahasa Inggris di SMA”.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Amlapura, 26 Januari 2024

	Ditandatangani secara elektronik oleh :
	KEPALA SEKOLAH
	I Wayan Puja Astawa, S.Pd.,M.Pd
	Pembina Tk. I (IV/b) NIP. 19810116 200312 1 005



Balai Sertifikasi Elektronik

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh BSR



RIWAYAT HIDUP



Ni Made Sri Martiningsih lahir di Kota Amlapura, Kecamatan Karangasem, Kabupaten Karangasem, Bali pada tanggal 3 Maret 1979, merupakan anak pertama, dari pasangan I Gede Putu Sudiarsa (Almarhum) dengan Ni Luh Sutiasih.

Memulai pendidikan formal di TK Tunas Harapan Karangasem 1985, kemudian melanjutkan ke SD No 1 Karangasem tamat tahun 1991. Setelah lulus dari sekolah dasar langsung melanjutkan ke SLTP Negeri 2 Amlapura, tamat tahun 1993. Kemudian, melanjutkan ke SMU Negeri 1 Amlapura dan lulus pada tahun 1997. Melalui jalur Ujian Masuk Perguruan Tinggi di terima sebagai mahasiswa pada program studi S1 Pendidikan Bahasa Inggris di STKIP Negeri Singaraja, lulus tahun 2002. Pada tahun 2022 melanjutkan pendidikan S2 di Program Pascasarjana Undiksha mengambil Program Studi Teknologi Pendidikan (TP).

Memulai karier sebagai guru honorer di SMAN 1 Amlapura pada tahun 2002, dan diangkat sebagai PNS di SMAN 1 Amlapura tahun 2003 sampai sekarang.