

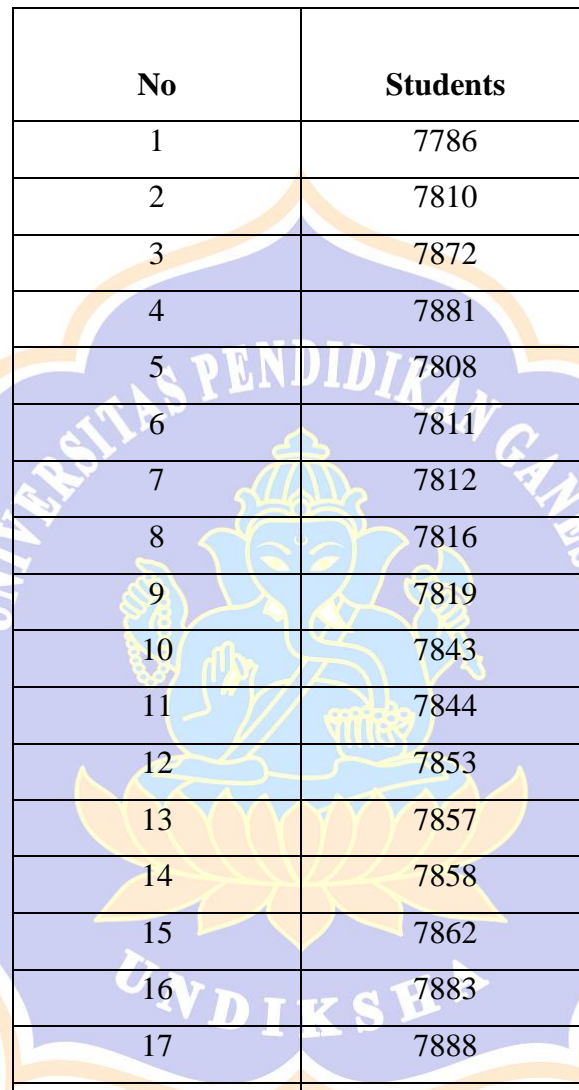


APPENDICES



Appendix 1

CODES OF STUDENTS IN X MIPA4



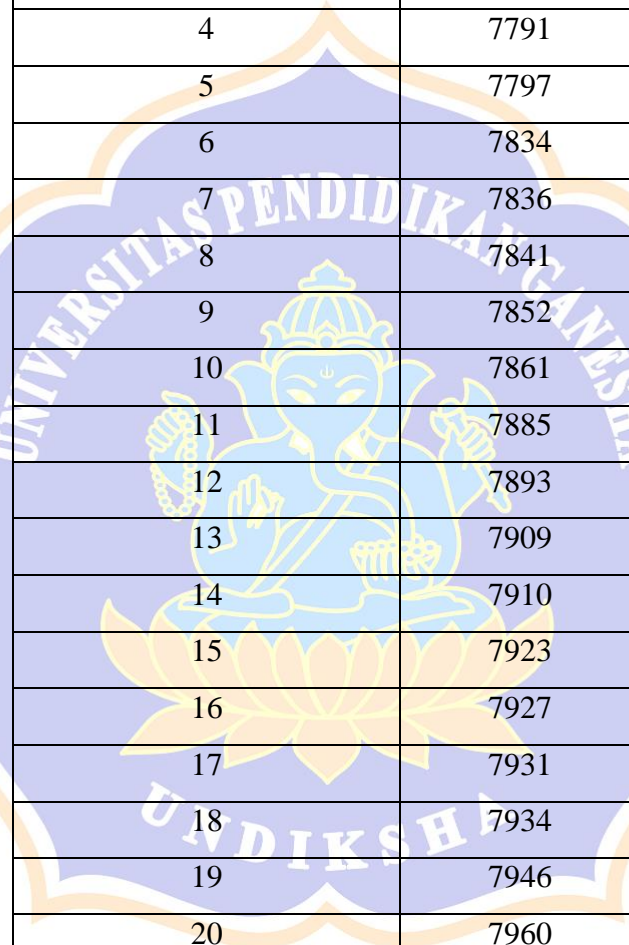
No	Students
1	7786
2	7810
3	7872
4	7881
5	7808
6	7811
7	7812
8	7816
9	7819
10	7843
11	7844
12	7853
13	7857
14	7858
15	7862
16	7883
17	7888
18	7891
19	7900
20	7903
21	7921
22	7939
23	7942
24	7949
25	7965
26	7968
27	7981
28	7983

29	7993
30	7997
31	8004
32	8031
33	8044
34	8059
35	8108
36	8113
37	8119
38	8120



Appendix 2

CODES OF STUDENTS IN X MIPA6



No	Students
1	7751
2	7762
3	7780
4	7791
5	7797
6	7834
7	7836
8	7841
9	7852
10	7861
11	7885
12	7893
13	7909
14	7910
15	7923
16	7927
17	7931
18	7934
19	7946
20	7960
21	7986
22	7992
23	7995
24	7996
25	8000
26	8014
27	8020

28	8033
29	8045
30	8049
31	8054
32	8065
33	8071
34	8073
35	8074
36	8109
37	8118



Appendix 3

PRE-TEST SCORE

SCORE OF STUDENTS IN EXPERIMENTAL GROUP (X MIPA 4)

No	Students	Aspect					Score
		C	O	G	V	M	
1	7786	3	2	3	4	4	61
2	7810	4	3	4	3	4	72
3	7872	3	2	4	4	4	65
4	7881	4	4	2	2	2	60
5	7808	2	4	3	4	4	66
6	7811	4	2	3	4	4	66
7	7812	2	4	4	3	4	67
8	7816	4	4	4	4	4	80
9	7819	4	4	3	4	4	76
10	7843	2	3	3	4	4	61
11	7844	4	3	2	3	3	61
12	7853	3	4	3	3	4	68
13	7857	3	3	4	4	4	70
14	7858	3	3	3	3	4	63
15	7862	4	2	3	3	4	63
16	7883	2	4	2	4	4	62
17	7888	3	4	2	4	3	64
18	7891	4	2	3	4	4	66
19	7900	4	3	3	3	3	65
20	7903	2	3	4	4	3	62
21	7921	3	4	4	4	4	75
22	7939	4	4	2	4	3	69
23	7942	4	3	4	4	4	75
24	7949	3	4	3	2	3	62
25	7965	3	3	4	4	3	67
26	7968	4	3	3	4	3	68
27	7981	3	4	4	4	3	72
28	7983	4	2	3	4	4	66
29	7993	3	4	3	4	4	71
30	7997	3	3	3	3	4	63
31	8004	4	4	3	4	3	73
32	8031	3	3	4	3	3	64
33	8044	3	4	4	3	3	69
34	8059	4	4	4	3	3	74
35	8108	4	3	3	4	4	71

36	8113	4	3	3	3	2	62
37	8119	3	3	4	3	2	61
38	8120	4	4	3	4	4	76



Appendix 4

PRE-TEST SCORE

SCORE OF STUDENTS IN CONTROL GROUP (X MIPA 6)

No	Students	Aspect					Score
		C	O	G	V	M	
1	7751	3	4	3	4	3	68
2	7762	3	4	3	4	4	71
3	7780	4	4	3	4	4	76
4	7791	3	4	4	4	4	75
5	7797	4	4	4	3	3	74
6	7834	3	3	3	3	4	63
7	7836	2	3	3	4	4	61
8	7841	4	3	3	3	4	68
9	7852	4	3	4	4	4	75
10	7861	4	4	3	4	3	73
11	7885	4	4	4	4	3	77
12	7893	3	3	4	3	3	64
13	7909	4	2	3	3	3	60
14	7910	3	3	4	3	4	67
15	7923	3	4	2	4	2	61
16	7927	4	4	3	4	4	76
17	7931	2	4	3	3	3	60
18	7934	2	4	3	3	3	60
19	7946	4	4	3	3	2	67
20	7960	2	4	3	4	4	66
21	7986	3	3	3	4	4	66
22	7992	2	3	4	4	3	62
23	7995	3	4	3	3	4	68
24	7996	4	4	3	4	4	76
25	8000	4	3	4	3	3	69
26	8014	3	3	3	4	3	63
27	8020	3	4	3	4	4	71
28	8033	4	3	4	4	4	75
29	8045	3	3	4	3	3	64
30	8049	3	4	3	3	3	65
31	8054	3	4	3	4	4	71
32	8065	4	3	3	4	4	71
33	8071	3	4	2	2	4	61
34	8073	4	4	4	3	4	77
35	8074	4	4	3	4	3	73

36	8109	2	3	4	4	4	65
37	8118	4	3	4	3	2	66



Appendix 5

PRE-TEST SCORE

SCORE OF STUDENTS IN X MIPA 1

No	Students	Aspect					Score
		C	O	G	V	M	
1	7744	3	3	4	3	4	67
2	7756	3	3	3	4	4	66
3	7761	3	4	3	4	4	71
4	7764	3	4	3	4	4	71
5	7773	4	3	4	5	4	78
6	7781	3	3	3	4	4	66
7	7784	4	4	4	3	2	71
8	7790	4	4	4	3	4	77
9	7804	4	4	4	4	4	80
10	7820	4	4	4	4	4	80
11	7837	4	4	3	4	4	76
12	7845	4	4	4	3	2	71
13	7859	4	4	4	3	2	71
14	7874	3	3	4	4	3	67
15	7882	4	4	4	2	3	71
16	7886	4	4	4	4	4	80
17	7889	4	4	4	3	2	71
18	7912	3	3	4	4	4	70
19	7920	4	4	3	4	4	76
20	7930	4	4	4	4	4	80
21	7940	3	3	4	3	3	64
22	7941	4	4	4	4	4	80
23	7955	4	3	3	3	3	65
24	7962	4	4	3	3	3	70
25	7963	3	4	2	4	2	61
26	7971	4	3	4	3	2	66
27	7976	3	3	3	3	3	60
28	7987	4	3	3	2	3	62
29	7991	4	2	3	4	3	63
30	8002	4	4	4	2	3	71
31	8006	4	3	4	4	4	75
32	8026	3	4	3	2	4	65
33	8034	3	3	4	3	3	64
34	8042	4	3	3	4	2	65
35	8048	4	4	4	2	3	71

36	8060	3	3	3	4	3	63
37	8063	3	2	4	3	4	62
38	8110	2	3	4	4	4	65
39	8117	4	4	4	4	4	80



Appendix 6

PRE-TEST SCORE

SCORE OF STUDENTS IN X MIPA 2

No	Students	Aspect					Score
		C	O	G	V	M	
1	7748	3	4	3	4	4	71
2	7766	4	3	3	2	4	65
3	7778	3	3	4	4	4	70
4	7793	3	4	3	3	3	65
5	7794	4	4	3	3	3	70
6	7809	3	3	4	3	4	67
7	7817	4	3	3	3	3	65
8	7825	4	4	3	3	4	73
9	7827	2	4	4	4	2	64
10	7832	4	4	4	3	4	77
11	7846	4	3	3	2	4	65
12	7847	3	3	3	4	4	66
13	7848	2	3	4	3	4	62
14	7850	4	3	4	3	4	72
15	7866	3	4	4	4	4	75
16	7873	4	4	4	3	4	77
17	7878	4	4	2	3	3	66
18	7887	3	4	3	3	2	62
19	7894	3	3	3	4	4	66
20	7915	2	2	4	4	4	60
21	7919	3	3	3	3	4	63
22	7926	2	4	4	3	3	64
23	7932	4	4	3	3	4	73
24	7933	3	3	3	3	3	60
25	7936	3	4	3	4	3	68
26	7938	3	3	4	4	3	67
27	7944	4	3	4	4	4	75
28	7954	3	3	3	3	3	60
29	7959	3	4	4	2	4	69
30	7982	3	4	4	4	4	75
31	7990	4	3	3	4	3	68
32	8001	3	4	4	4	3	72
33	8010	4	4	4	4	3	77
34	8035	4	3	3	4	4	71
35	8040	3	4	2	3	3	61

36	8055	4	3	3	2	3	62
37	8066	3	4	2	3	3	61
38	8112	3	4	4	4	3	72
39	8115	2	4	4	4	3	67



Appendix 7

PRE-TEST SCORE

SCORE OF STUDENTS IN X MIPA 3

No	Students	Aspect					Score
		C	O	G	V	M	
1	7746	4	3	4	3	4	72
2	7758	4	4	3	3	3	70
3	7763	4	3	3	2	3	62
4	7765	2	4	4	3	3	64
5	7776	4	4	3	3	4	73
6	7782	3	4	4	4	3	72
7	7801	3	3	3	4	4	66
8	7807	3	3	4	4	4	70
9	7808	4	3	4	3	4	72
10	7814	4	4	4	3	3	74
11	7822	4	3	3	4	4	71
12	7823	3	2	4	4	4	65
13	7839	4	3	3	3	3	65
14	7840	4	3	3	2	4	65
15	7867	3	3	3	3	3	60
16	7869	2	3	4	3	4	62
17	7896	3	4	3	3	2	62
18	7898	3	3	3	3	4	63
19	7899	3	4	2	3	3	61
20	7914	3	4	3	4	3	68
21	7922	4	2	3	3	3	60
22	7950	3	4	4	4	4	75
23	7967	4	3	4	4	4	75
24	7970	3	3	3	4	4	66
25	7974	4	2	3	2	4	60
26	7998	3	4	3	3	3	65
27	8007	4	3	3	4	4	71
28	8009	3	3	4	3	4	67
29	8015	4	3	3	3	3	65
30	8016	4	3	3	3	4	68
31	8017	2	3	4	4	3	62
32	8023	4	3	3	4	4	71
33	8024	2	4	4	4	2	64
34	8068	4	4	4	3	4	77
35	8116	3	2	4	3	4	62

Appendix 8

PRE-TEST SCORE

SCORE OF STUDENTS IN X MIPA 5

No	Students	Aspect					Score
		C	O	G	V	M	
1	7750	4	4	3	4	4	76
2	7769	4	3	4	2	2	63
3	7788	4	3	2	3	3	61
4	7796	4	4	3	4	3	73
5	7799	2	4	4	3	2	61
6	7802	4	3	3	3	3	65
7	7803	3	3	4	3	2	61
8	7805	3	4	3	3	4	68
9	7830	3	4	2	3	3	61
10	7842	3	4	3	4	3	68
11	7856	4	3	4	3	4	72
12	7868	3	3	4	3	3	64
13	7875	4	4	4	3	4	77
14	7876	4	3	4	4	4	75
15	7877	3	4	4	3	3	69
16	7890	4	3	4	4	3	72
17	7892	4	4	3	2	2	64
18	7897	3	2	3	4	4	61
19	7904	4	3	3	3	2	62
20	7907	4	4	4	4	3	77
21	7911	3	4	3	4	4	71
22	7916	2	4	2	4	4	62
23	7917	3	4	3	3	4	68
24	7935	4	4	4	3	4	77
25	7937	4	3	4	3	3	69
26	7943	4	4	4	3	3	74
27	7969	3	4	3	4	4	71
28	7975	4	3	3	2	3	62
29	7999	4	3	2	4	4	67
30	8011	3	3	2	4	4	62
31	8021	4	4	3	2	2	64
32	8025	4	3	3	3	4	68
33	8037	2	3	4	4	4	65
34	8039	4	4	3	3	4	73
35	8046	3	4	3	4	4	71
36	8072	3	2	4	3	4	62



Appendix 9

PRE-TEST SCORE

SCORE OF STUDENTS IN X IPS 1

No	Students	Aspect					Score
		C	O	G	V	M	
1	7767	3	4	3	3	4	68
2	7771	2	3	4	3	4	62
3	7774	3	4	4	4	4	75
4	7785	4	4	3	4	4	76
5	7792	4	4	3	4	4	76
6	7806	4	2	4	4	4	70
7	7815	4	4	4	3	3	74
8	7824	4	2	3	3	3	60
9	7826	4	3	4	3	4	72
10	7828	4	4	4	3	4	77
11	7838	4	3	3	3	4	68
12	7855	4	4	3	3	3	70
13	7860	4	3	3	3	4	68
14	7879	4	3	2	2	2	55
15	7884	3	4	3	3	4	68
16	7902	3	4	4	4	3	72
17	7918	4	3	3	2	2	59
18	7928	3	3	4	4	4	70
19	7956	3	3	3	3	3	60
20	7957	3	4	3	3	3	65
21	7958	3	2	3	4	3	58
22	7964	4	4	3	4	4	76
23	7972	4	4	4	2	4	74
24	7984	3	4	3	3	2	62
25	7988	3	3	3	3	4	63
26	7989	3	4	2	3	3	61
27	8003	3	3	3	4	3	63
28	8030	2	3	4	3	2	56
29	8047	4	4	2	4	2	66
30	8051	3	3	4	4	3	67
31	8056	3	4	3	3	4	68
32	8058	3	3	4	3	3	64
33	8061	4	3	3	2	3	62
34	8067	4	4	3	3	3	70
35	8070	3	2	3	4	4	61
36	8107	3	4	3	4	4	71
37	8111	3	4	2	3	3	61



Appendix 10

PRE-TEST SCORE

SCORE OF STUDENTS IN X IPS 2

No	Students	Aspect					Score
		C	O	G	V	M	
1	7749	4	3	4	4	3	72
2	7752	4	4	4	3	2	71
3	7757	4	3	2	4	3	64
4	7775	3	4	2	2	4	61
5	7777	3	3	4	3	4	67
6	7789	4	3	3	4	4	71
7	7795	3	3	4	4	2	64
8	7798	3	4	4	4	3	72
9	7813	3	3	2	4	4	62
10	7829	3	3	3	3	3	60
11	7833	3	3	4	3	3	64
12	7835	4	4	3	4	4	76
13	7854	2	4	4	3	2	61
14	7864	4	3	4	4	4	75
15	7865	4	4	3	4	4	76
16	7870	4	3	4	3	4	72
17	7871	3	3	3	3	3	60
18	7880	4	3	2	4	4	67
19	7895	4	3	2	4	3	64
20	7905	2	4	4	3	2	61
21	7908	3	3	4	3	4	67
22	7951	4	4	3	2	2	64
23	7952	4	4	3	3	4	73
24	7966	4	4	3	4	3	73
25	7973	4	4	4	3	3	74
26	7977	4	3	3	3	4	68
27	7978	3	3	4	3	4	67
28	8005	3	4	4	2	3	66
29	8013	4	2	3	3	4	63
30	8018	3	3	3	4	3	63
31	8022	4	3	3	3	4	68
32	8027	4	3	3	4	4	71
33	8028	4	2	3	3	3	60
34	8036	3	4	3	4	4	71
35	8043	2	4	3	3	4	63
36	8052	2	4	4	3	3	64
37	8053	3	2	3	4	4	61
38	8064	4	4	4	4	4	80
39	8069	4	3	2	3	3	61

40	8106	3	4	3	3	3	65
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Appendix 11

PRE-TEST SCORE

SCORE OF STUDENTS IN X IPS 3

No	Students	Aspect					Score
		C	O	G	V	M	
1	7754	4	3	4	3	3	69
2	7759	4	4	4	3	4	77
3	7800	3	3	3	3	3	60
4	7818	2	4	4	3	2	61
5	7821	3	3	3	3	3	60
6	7831	3	4	3	4	3	68
7	7849	4	3	3	2	3	62
8	7851	4	4	4	4	4	80
9	7863	3	4	3	4	3	68
10	7901	3	4	4	3	4	72
11	7924	4	3	3	2	3	62
12	7925	3	3	2	4	4	62
13	7929	4	3	4	3	4	72
14	7945	3	3	4	3	3	64
15	7948	3	3	3	4	4	66
16	7953	3	3	3	3	3	60
17	7979	3	3	3	3	3	60
18	7994	4	3	4	4	4	75
19	8008	3	3	3	3	4	63
20	8032	3	4	3	4	4	71
21	8038	3	3	4	3	3	64
22	8062	3	4	4	4	4	75

Appendix 12

PRE-TEST SCORE

SCORE OF STUDENTS IN X IBB 1

No	Students	Aspect					Score
		C	O	G	V	M	
1	7745	4	4	4	4	4	80
2	7747	2	4	4	3	2	61
3	7760	4	4	4	3	3	74
4	7768	3	4	4	3	3	69
5	7770	3	3	4	3	3	64
6	7783	4	3	3	4	4	71
7	7787	2	4	3	4	4	66
8	7811	4	3	3	3	3	65
9	7812	4	2	3	3	4	63
10	7816	3	4	3	4	4	71
11	7819	4	4	3	4	3	73
12	7843	3	4	3	4	3	68
13	7844	3	4	4	3	3	69
14	7853	3	4	4	4	3	72
15	7857	3	4	4	4	4	75
16	7858	4	4	3	4	3	73
17	7862	4	4	2	2	2	60
18	7883	2	3	4	3	4	62
19	7888	3	4	4	4	3	72
20	7891	3	4	3	3	4	68
21	7900	3	3	4	4	3	67
22	7903	3	4	2	3	3	61
23	7921	3	3	3	4	4	66
24	7939	4	3	3	4	4	71
25	7942	3	3	3	3	4	63
26	7949	3	3	4	4	4	70
27	7965	3	3	3	4	4	66
28	7968	3	4	2	3	3	61
29	7981	4	4	4	4	4	80
30	7983	3	4	3	3	4	68
31	7993	4	4	4	4	4	80
32	7997	3	4	4	3	4	72
33	8004	4	4	4	3	3	74
34	8031	3	3	3	3	3	60
35	8044	3	3	3	3	3	60
36	8059	4	4	3	4	4	76
37	8108	4	4	4	3	3	74
38	8113	3	4	4	3	4	72
39	8119	3	4	3	3	2	62

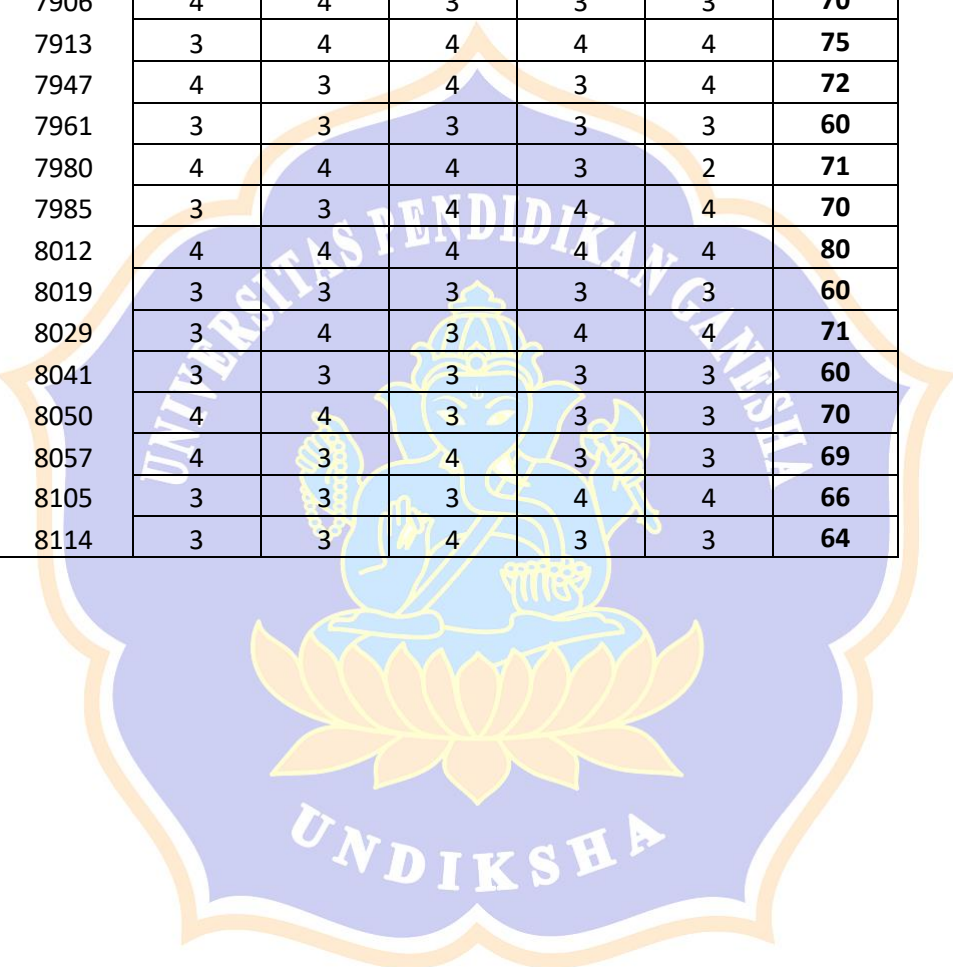


Appendix 13

PRE-TEST SCORE

SCORE OF STUDENTS IN X IBB 2

No	Students	Aspect					Score
		C	O	G	V	M	
1	7753	3	4	3	4	4	71
2	7755	3	3	3	3	3	60
3	7772	4	3	3	3	3	65
4	7779	4	3	3	3	3	65
5	7786	4	3	4	4	4	75
6	7810	4	3	3	4	3	68
7	7872	4	4	4	3	4	77
8	7881	3	4	4	3	4	72
9	7906	4	4	3	3	3	70
10	7913	3	4	4	4	4	75
11	7947	4	3	4	3	4	72
12	7961	3	3	3	3	3	60
13	7980	4	4	4	3	2	71
14	7985	3	3	4	4	4	70
15	8012	4	4	4	4	4	80
16	8019	3	3	3	3	3	60
17	8029	3	4	3	4	4	71
18	8041	3	3	3	3	3	60
19	8050	4	4	3	3	3	70
20	8057	4	3	4	3	3	69
21	8105	3	3	3	4	4	66
22	8114	3	3	4	3	3	64



Appendix 14

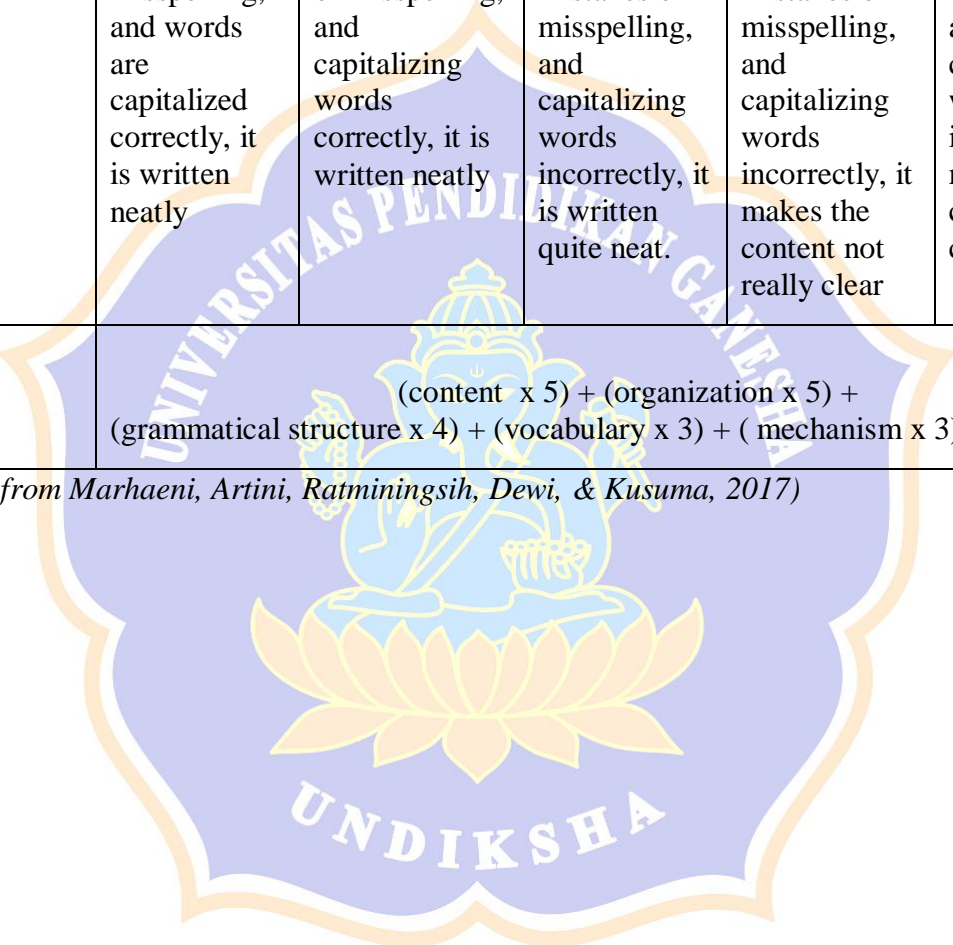
Writing Scoring Rubric

No	Aspects of	Scores and Descriptors
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	Writing	5	4	3	2	1
1	Content	The main idea is put as the identification and its supporting details are suitable to be used as descriptions, and those sentences are appropriate with the topic choose	The main idea is clear as the identification and the description are suitable for supporting the main idea/ topic chosen	The identification is clear but there are one description which is not suitable to be used as description	There is identification, but the descriptions but are not clear	The main idea is not clear, and the supporting ideas do not suitable with the topic chosen
	Organization	The main idea and supporting ideas are presented in an effective order and make the writing suitable with the description of the chosen topic.	The main idea and supporting ideas may not be presented in the most effective order	The main idea is clear, but the supporting ideas are not presenting in a good order, however the idea is clear enough	The main idea is not clear, and the supporting sentences cannot support the main idea, they are put not in a good order	The main idea and supporting ideas are jumping around and not in appropriate order
	Sentence Structure	Use appropriate and effective sentences, appropriate grammar structure, word order, article, pronoun, and preposition	Use appropriate and effective sentences in conveying the meaning, but there are very few mistakes on grammar structure, word order, article, pronoun, and preposition	Use appropriate sentences conveying the meaning, but there are some mistakes on grammar structure, word order, article, pronoun, and preposition	The sentence structure are simple and acceptable, but there are a lot of mistakes on grammar structure, word order, article, pronoun, and preposition	There are so many mistakes on the sentence structure, tense, word order, articles, pronouns, or preposition
	Vocabulary	The vocabularies are rich and	The vocabularies are enough and	The vocabularies used are	The vocabularies used are lack,	The vocabularies are lack and

		they are used appropriately based on the context of the created sentences	very few of them are used inappropriately	quite good, some of them are not used in appropriate context, however the meaning is not disturbed	and they are not used in appropriate context, and it makes the content of the writing unclear	used inappropriately
	Mechanism	The writing is free from misspelling, and words are capitalized correctly, it is written neatly	There are very few mistakes of misspelling, and capitalizing words correctly, it is written neatly	There are some mistakes of misspelling, and capitalizing words incorrectly, it is written quite neat.	There are quite a lot of mistakes of misspelling, and capitalizing words incorrectly, it makes the content not really clear	There are a lot of mistakes of misspelling, and capitalizing words incorrectly, it makes the content not clear
Total score		$(\text{content} \times 5) + (\text{organization} \times 5) + (\text{grammatical structure} \times 4) + (\text{vocabulary} \times 3) + (\text{mechanism} \times 3)$				

(Adopted from Marhaeni, Artini, Ratminingsih, Dewi, & Kusuma, 2017)



THE BLUE PRINT OF WRITING PRE-TEST and POST-TEST

No.	Core Competency	Basic Competency	Indicators	Type of Text
1.	KI 4 Attempting, processing, and presenting things in concrete and abstract according to what had been learnt at school independently, to act effectively and creatively, and are able to use the method according to the rules of science	4.4.2. Creating a descriptive text in oral and written, short and simple, related to tourism destination and historical buildings by focusing on the social functions, text structure, and language features of descriptive text.	<ol style="list-style-type: none"> 1. Writing a descriptive text based on the topic given 2. Writing a descriptive text with logical organization of ideas 3. Writing a descriptive text with appropriate vocabulary 4. Writing a descriptive text with appropriate use of grammar 5. Writing a descriptive text with effective use of mechanic 	Descriptive

Experimental Group

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA Negri 4 Singaraja
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Alokasi Waktu	: 4 x 45menit
Materi Pembelajaran	: Describing Tourism Destination place
Pertemuan	: 1 dan 2

I. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

II. Kompetensi Dasar dan Indikator

NO.	KOMPETENSI DASAR	INDIKATOR
1	3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1 Mampu mengidentifikasi informasi, fungsi sosial, struktur teks, dan unsur kebahasaan yang ada pada teks deskriptif lisan dan tulis mengenai tempat wisata dan bangunan bersejarah terkenal.
2	<p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan</p>	<p>4.4.1.1 Mampu mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunaan.</p> <p>4.4.1.2 Menjelaskan isi deskripsi lisan dan tulis tentang tempat wisata dan bangunan bersejarah dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks deskriptif sesuai konteks penggunaan.</p> <p>4.4.2.1 Mendeskripsikan secara lisan dan tulis tempat wisata atau bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>

	<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>kebahasaan teks deskripsi secara benar sesuai konteks penggunaan.</p>
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III. Tujuan Pembelajaran

Siswa mampu menyusun teks deskriptif pendek dan sederhana secara lisan

IV. Materi Pembelajaran

1. Definisi dari Descriptive text: *A descriptive text describes a particular object like a place, thing or person.*
2. Struktur Teks
 - a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
 - b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan
3. Ciri-ciri Descriptive Text :
 - a. Menggunakan simple present tense
 - b. Menggunakan attribute verb, seperti be (am, is, are)
 - c. Hanya fokus pada satu objek tersebut.
4. Fungsi, manfaat, tindakan, kebiasaan Fungsi Sosial
Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
5. Unsur Kebahasaan
 - a. Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
 - b. Adverbial terkait sifat seperti *quite, very, extremely, dst.*
 - c. Kalimat deklaratif dan interogatif dalam tense yang benar
 - d. Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb.
 - e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- f. Menggunakan linking verbs seperti *is*
- g. Menggunakan attributes *has and have*.
- h. Menggunakan simple present tense
 - a. Verbal sentence Formula: (+) S + Verb(-s/-es) + Object (-) S + Do/Does + Not + Verb + Object (?) Do/Does + S + Verb + Object +?
 - b. Nominal sentence Formula: (+) S + To be (is/am/are) + Complement (adjective/adverb/noun) (-) S + To be (is/am/are) + Not + Complement (adjective/adverb/noun) (?) To be (is/am/are) + S + Complement (adjective/adverb/noun)

V. Metode Pembelajaran

1. Pendekatan : Ilmiah (Scientific)
Penerapan metode ilmiah :
 - a. Mengamati
 - b. Mempertanyakan
 - c. Mengeksplorasi
 - d. Mengasosiasi
 - e. Mengkomunikasikan
2. Teknik : *Thematic Patterning Technique*

VI. Media, Alat dan Sumber Belajar

1. Media : LCD, laptop
2. Alat : Board marker dan papantulis
3. Sumber : LKS Bahasa Inggris Wajib Kelas X/1 dan Bahasa Inggris / Kementerian Pendidikan dan Kebudayaan.-- . Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017.
<https://www.caramudahbelajarbahasainggris.net/2014/06/contoh-descptive-text-tentang-kuta-beach-dan-artinya.html>

VII. Langkah-langkah Pembelajaran/Rancangan Pertemuan

Pertemuan 1

	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
Pendahuluan	<ul style="list-style-type: none"> ➤ Guru mengawali pembelajaran dengan memberikan salam dan doa serta mengecek kehadiran Siswa. ➤ Guru mengecek kesiapan belajar siswa (buku dan alat tulis) ➤ Guru meminta siswa agar peduli lingkungan (mengecek sekitar apakah ada sampah) ➤ Guru memulai dengan menanyai siswa <i>“do you ever visit some tourism places? Would you like to tell us what do you think about the place?”</i> <p>Apersepsi</p> <ul style="list-style-type: none"> ➤ Guru memberikan persepsi awal kepada Siswa tentang materi yang akan diajarkan dengan mengkaitkan pengalaman mereka tentang penggunaan <i>descriptive text</i> <p>Motivasi</p> <ul style="list-style-type: none"> ➤ Guru memberikan gambaran manfaat mempelajari materi yang akan diajarkan ➤ Guru memberikan dorongan atau 	<ul style="list-style-type: none"> ➤ Siswa merespon salam guru dan berdoa ➤ Siswa menunjukan buku dan kamus ➤ Siswa memungut sampah yang ada di sekitar ➤ Siswa merespon pertanyaan guru ➤ Siswa mendengarkan guru secara seksama ➤ Siswa mendengar dan mempersiapkan materi 	10 menit

	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<p>motivasi yang dapat membangkitkan minat belajar Siswa</p> <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ➤ Guru memberikan kajian ilmu yang akan dipelajari. “so, do you know what we will be going to learn today?” ➤ Guru menjelaskan materi pokok dan uraian materi pelajaran secara garis besar ➤ Guru menyampaikan indicator pembelajaran 	<p>yg akan diajarkan.</p> <ul style="list-style-type: none"> ➤ Siswa memiliki semangat dan motivasi untuk belajar terhadap materi yang akan diajarkan. ➤ Siswa mencatat kajian ilmu yg akan di ajarkan. ➤ Siswa mendengarkan dan mencatat penjelasan guru. ➤ Siswa mencatatnya dan memahaminya 	
Kegiatan Inti	<p>Mengamati <i>Raising students' awareness</i></p> <ul style="list-style-type: none"> ➤ Guru menampilkan dua teks kepada siswa “now, look at the texts on the slide” ➤ Guru meminta siswa untuk membaca kedua teks tersebut “now, please read both of the text carefully and try to understand it ” ➤ Guru menanyakan kepada siswa teks manakah yg lebih koheren? “which number of the tesxt is 	<ul style="list-style-type: none"> ➤ Siswa mengamati teks yg ada pada slide ppt ➤ Siswa membaca kedua teks dan mencoba memahami isi dari kedua teks ➤ Siswa merespon pertanyaan guru dengan memilih satu dari kedua 	70 menit

	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<p><i>more coherent?”</i></p> <ul style="list-style-type: none"> ➤ Siswa diminta untuk memberikan alasan terhadap teks yg mereka pilih “<i>would you like to give me the reason of choosing that text?”</i> ➤ Guru mengkonfirmasi jawaban siswa <p>Menanya</p> <ul style="list-style-type: none"> ➤ Guru mengarahkan siswa untuk bertanya <p>Mengeksplorasi <i>Introducing Hypertheme Pattern</i></p> <ul style="list-style-type: none"> ➤ Guru membagi siswa menjadi 4 kelompok ➤ Guru memberikan teks tentang pantai Kuta secara berkelompok ➤ Guru meminta Siswa membaca text yang diberikan “<i>please read the text carefully and try to understand it</i>” ➤ Guru meminta siswa untuk 	<p>teks yang menurut mereka lebih koheren.</p> <ul style="list-style-type: none"> ➤ Siswa memberikan alasan terhadap teks yang dipilih. ➤ Siswa mendengarkan penjelasan guru dengan seksama ➤ Siswa juga mencatat penjelasan guru ➤ Siswa bertanya sesuatu yg kurang dipahami terkait materi pembelajaran ➤ Siswa membentuk kelompok berdasarkan arahan dari guru ➤ Setiap kelompok menerima teks yang diberikan oleh guru ➤ Siswa secara berkelompok membaca teks yg diberikan oleh guru ➤ Siswa menjawab 	

	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<p>menentukan pattern yg digunakan dalam text tersebut.</p> <p><i>“what does the pattern which is used in the text?”</i></p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk menentukan tema dalam text tersebut <i>“can anyone tell me, what does the text tell about?”</i> ➤ Guru mengkonfirmasi jawaban siswa ➤ Guru meminta siswa untuk menentukan tema dari setiap paragraph <i>“can anyone tell me, what does the first paragraph talk about?”</i> <i>“can anyone tell me, what does the second paragraph talk about?”</i> ➤ Guru mengkonfirmasi jawaban siswa. <p>Analyzing the language</p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk menganalisis ciri” dari sebuah tema umum dan tema bagian <i>“how do you know that “Kuta Beach” is the complex theme of the text?”</i> <i>And how do you know that “its’location” became the first sub-theme of the text?</i> 	<p>pertanyaan guru dengan menentukan pattern yg digunakan pada teks yg di berikan,</p> <ul style="list-style-type: none"> ➤ Siswa menentukan tema pada teks yg diberikan oleh guru ➤ Siswa mendengarkan jawaban guru ➤ Siswa dalam kelompok merundingkan tema dari setiap paragraf. ➤ Siswa menjawab pertanyaan guru ➤ Siswa mendengarkan jawaban guru ➤ Siswa menjawab pertanyaan guru dengan menyebutkan ciri” dari tema sebuah teks dan tema setiap paragraph 	

	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<ul style="list-style-type: none"> ➤ Guru mengkonfirmasi jawaban siswa <p>Mengasosiasikan</p> <p><i>Applying Hypertheme Pattern</i></p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk kembali ke tempat duduk mereka masing-masing “<i>now, back to your seat</i>” ➤ Guru meminta siswa untuk membuat teks deskriptif dengan tema tourism destination dengan menggunakan Hypertheme pattern <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> ➤ Guru meminta salah satu siswa untuk maju dan membacakan teks deskriptif yang telah dibuatnya. ➤ Guru meminta siswa lain untuk menentukan tema umum dan tema setiap paragraph dari teks yg dibacakan oleh siswa yg maju kedepan. <ul style="list-style-type: none"> ➤ Guru juga meminta siswa lain 	<ul style="list-style-type: none"> ➤ Siswa mendengarkan penjelasan guru ➤ Siswa kembali ke tempat duduk mereka masing-masing ➤ Siswa menyusun teks deskriptif sesuai dengan arahan guru ➤ Siswa maju kedepan kelas dan membacakan teks deskriptif yang telah dibuatnya ➤ Siswa lain mendengarkan dan memahami isi dari teks deskriptif ➤ Siswa lain mencoba menentukan tema umum dan tema setiap paragraf dari teks deskriptif yg dibacakan ➤ Siswa lain memberikan 	

	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<p>untuk memberikan komentar berupa saran dan kritik terhadap teks deskriptif yg telah di bacakan/ di presentasikan.</p>	<p>komentar terhadap teks deskriptif yg telah di bacakan.</p>	
Penutup	<ul style="list-style-type: none"> ➤ Guru bertanya pemahaman siswa mengenai pembelajaran yang telah dilakukan ➤ Guru menanyakan kesulitan yang dihadapi siswa selama pembelajaran ➤ Guru melakukan tanya jawab dengan siswa untuk membuat suatu rangkuman materi yang telah dibahas ➤ Guru memberikan umpan balik terhadap proses dan hasil pembelajaran ➤ Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya ➤ Guru bersama-sama Siswa melakukan doa penutup ➤ Guru menutup pelajaran dengan mengucapkan salam penutup 	<ul style="list-style-type: none"> ➤ Siswa menjawab pertanyaan guru ➤ Siswa menjawab pertanyaan guru mengenai kesulitan yang mereka hadapi ➤ Siswa dengan bimbingan guru menyimpulkan pembelajaran pada hari itu. ➤ Siswa menerima umpan balik tentang pembelajaran ➤ Siswa mencatat materi untuk pertemuan selanjutnya ➤ Siswa bersama guru melakukan doa bersama-sama ➤ Siswa mengucapkan salam penutup 	10 menit
Jumlah Total			90 Menit

VIII. Penilaian

A. Penilaian keterampilan menulis

No	Aspects of Writing	Scores and Descriptors				
		5	4	3	2	1
1	Content	The main idea is put as the identification and its supporting details are suitable to be used as descriptions, and those sentences are appropriate with the topic choose	The main idea is clear as the identification and the description are suitable for supporting the main idea/ topic chosen	The identification is clear but there are one description which is not suitable to be used as description	There is identification, but the descriptions but are not clear	The main idea is not clear, and the supporting ideas do not suitable with the topic chosen
	Organization	The main idea and supporting ideas are presented in an effective order and make the writing suitable with the description of the chosen topic.	The main idea and supporting ideas may not be presented in the most effective order	The main idea is clear, but the supporting ideas are not presenting in a good order, however the idea is clear enough	The main idea is not clear, and the supporting sentences cannot support the main idea, they are put not in a good order	The main idea and supporting ideas are jumping around and not in appropriate order
	Sentence Structure	Use appropriate and effective sentences, appropriate grammar	Use appropriate and effective sentences in conveying the meaning, but	Use appropriate sentences conveying the meaning, but there are	The sentence structure are simple and acceptable, but there are a lot of	There are so many mistakes on the sentence structure, tense, word order, articles,

		structure, word order, article, pronoun, and preposition	there are very few mistakes on grammar structure, word order, article, pronoun, and preposition	some mistakes on grammar structure, word order, article, pronoun, and preposition	mistakes on grammar structure, word order, article, pronoun, and preposition	pronouns, or preposition
	Vocabulary	The vocabularies are rich and they are used appropriately based on the context of the created sentences	The vocabularies are enough and very few of them are used inappropriately	The vocabularies used are quite good, some of them are not used in appropriate context, however the meaning is not disturbed	The vocabularies used are lack, and they are not used in appropriate context, and it makes the content of the writing unclear	The vocabularies are lack and used inappropriately
	Mechanism	The writing is free from misspelling, and words are capitalized correctly, it is written neatly	There are very few mistakes of misspelling, and capitalizing words correctly, it is written neatly	There are some mistakes of misspelling, and capitalizing words incorrectly, it is written quite neat.	There are quite a lot of mistakes of misspelling, and capitalizing words incorrectly, it makes the content not really clear	There are a lot of mistakes of misspelling, and capitalizing words incorrectly, it makes the content not clear
Total score		$(\text{content} \times 5) + (\text{organization} \times 5) + (\text{grammatical structure} \times 4) + (\text{vocabulary} \times 3) + (\text{mechanism} \times 3)$				

(Adopted from Marhaeni, Artini, Ratminingsih, Dewi, & Kusuma, 2017)

Lampiran Pertemuan 1

Text 1

Banjar Hot Water Spring is one of the tourism destinations in North Bali. Banjar usually visited by so many tourists who comes to Bali. Banjar Hot Water Spring is located in Banjar Countryside, Banjar sub-district , Singaraja regency. Banjar Hot Water Spring's location is 24km from Singaraja Town. Banjar Hot Water Spring can be reached by riding a motor vehicle or a car through the main road.

Banjar Hot Water Spring usually consists of three hot water pools. Banjar Hot Water Spring has three pools. Banjar also has a beautiful natural view. Banjar Hot Water Spring has different size of the pools. In Banjar Hot Water Spring, children until adults are allowed to swim in there. Many tourists visit this place to enjoy the view and feel the hot water spring. The ticket to enter this place is about 5000-15.000.

Text 2

Banjar Hot Water Spring is progressively recognized to be a place of interest in north of Bali or a tourist destination in Singaraja Bali. Now this place visited by many tourist from local and Foreign countries. Banjar Hot Water Spring is located in Banjar Countryside, Banjar sub district and Singaraja Regency. It is about 1,5 Km from Banjar or 24 Km from Singaraja Town. To reach the Hot Water location in Banjar, we can use the motor vehicle through the main road with good condition and passing the Balinese Village with unique culture life.

There are three hot water pools in Banjar Hot Springs. The first hot water pool is at the top level, this pool has a width of 1.5 meters with a pool length of 12 meters. In the first pool there are 8 showers of hot water with a depth of 1 meter. Meanwhile, the second hot water pool is below the first pool level. The second pool has a length of 12 meters and a pool width of 10 meters. The second pool is the widest of the three pools here. The third hot spring pool is in the west of the second pool and separated from the other ponds. There is a shower in the third pool and a shower height of approximately 3 meters. The pool is not deep, only as deep as an adult's waist and the drop water is more often used by visitors to massage the back of the back.

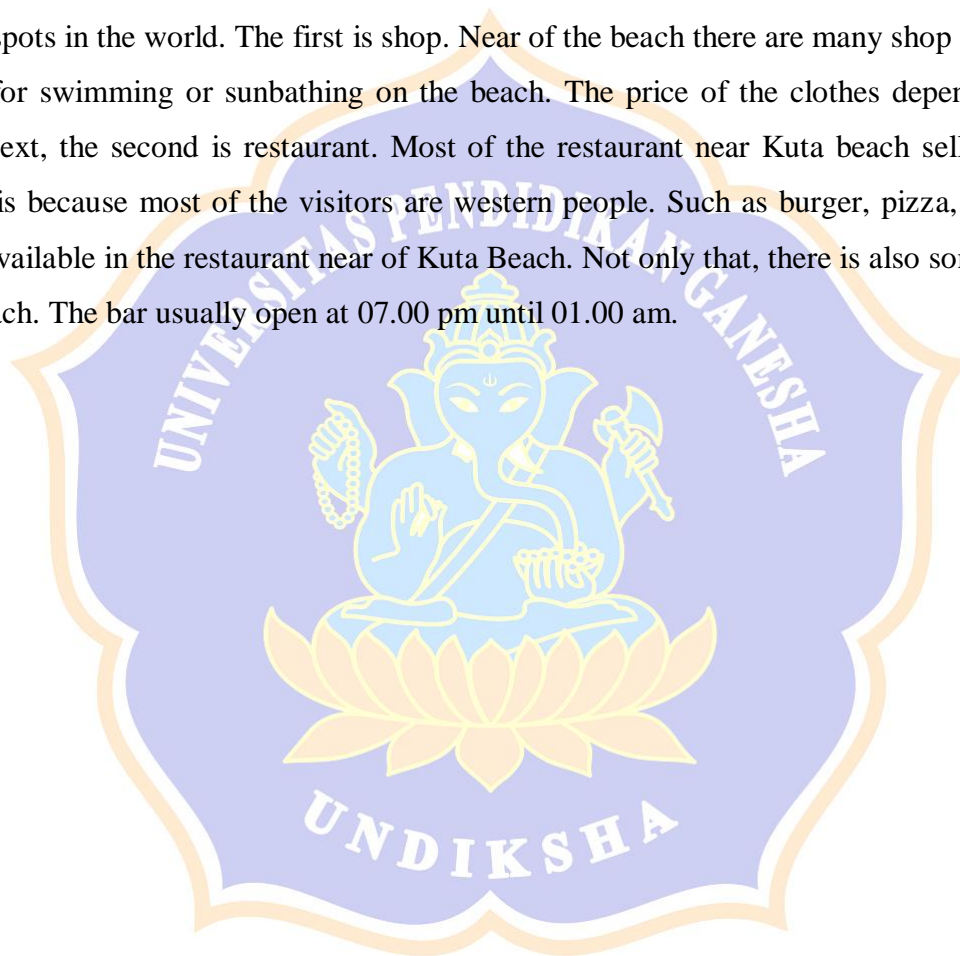
Source: <http://www.baligoldentour.com/banjar-hot-water-spring.php>

Text 3 pantai Kuta

Kuta Beach

Kuta is one of beautiful beaches in Bali. Kuta beach is located in Badung regency. It is close to the Ngurah Rai airport and is about 9 km from Denpasar. In order to go to Kuta beach visitors can go with their motorbike, or a car. However if you don't have motorbike or car, you can order taxi or Gojek to go to Kuta beach.

There are a variety of facilities including shop, restaurant, bar, as well as a very famous spots in the world. The first is shop. Near of the beach there are many shop which sell clothes for swimming or sunbathing on the beach. The price of the clothes depends on the seller. Next, the second is restaurant. Most of the restaurant near Kuta beach sells western food. It is because most of the visitors are western people. Such as burger, pizza, spaghetti, etc are available in the restaurant near of Kuta Beach. Not only that, there is also some bars in Kuta beach. The bar usually open at 07.00 pm until 01.00 am.



Lampiran Pertemuan 2

Text 1

Lovina Beach is one of the famous tourist places in north part of Bali which own beautiful of calm sea water, blackish chromatic sand as well as the sea with its dolphin. It is located in Kalibukbuk area and covering some countryside such as Pemaron, Tukad Mungga, Anturan and Kalibukbuk countryside. Meanwhile, the location of Kalibugbug countryside in Buleleng sub district. However, the Kaliasem and Temukus countryside are located in Banjar sub district where it both of them are belong to Buleleng regency. The eastern countryside is called Pemaron about 5 Km west of Singaraja. Meanwhile, the western countryside is Temukus about 12 Km west of Singaraja.

Lovina beach is divided into two sides, they are the right side and the left side. The first is the right side. In the right side of Lovina beach, visitors will find many restaurants and art shop there. The restaurants usually sell western food. However, the art shop usually sells Baliness furniture. On the other hand, there is hotel in the left side of Lovina beach. This hotel commonly visited by some tourist. The tourist usually book the hotel for 3 until 7 days.

Source: <https://balistariland.com/lovina-beach/>

Text 2

Lovina Beach is one of the famous tourist places in north part of Bali which own beautiful of calm sea water, blackish chromatic sand as well as the sea with its dolphin. It is located in Kalibukbuk area and covering some countryside such as Pemaron, Tukad Mungga, Anturan and Kalibukbuk countryside. Lovina beach is located in Kalibukbuk countryside in Buleleng sub district. Many tourists visit Lovina in every year.

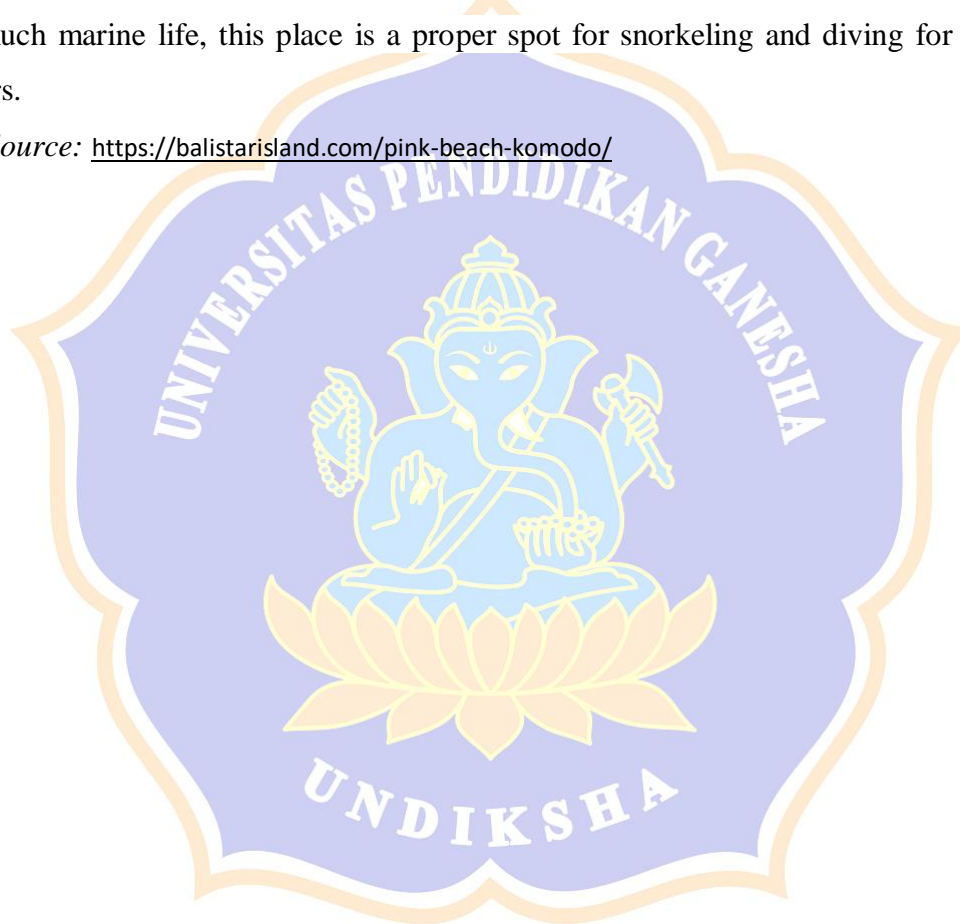
Lovina beach is divided into two side, they are right and left side. The right side of Lovina beach is full of art shop and restaurant. The restaurant and art shop usually sell western food and Baliness furniture. The furniture can be a stone which is made from woods, can be painting, bracelet, necklace, etc. There is also a temple in the left side. Local people used this temple as a place for praying to God. Sometimes, tourist take a picture in front of the temple because the building of the temple is very unique.

Text 3

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

Source: <https://balistariland.com/pink-beach-komodo/>



Control group

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA Negeri 4 Singaraja
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Alokasi Waktu	: 4 x 45 menit
Materi Pembelajaran	: Describing Tourism Destination
Pertemuan	: 1 dan 2

IX. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

X. Kompetensi Dasar dan Indikator

NO.	KOMPETENSI DASAR	INDIKATOR
1	3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.1.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
2	<p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.4.1.1 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4.1.2 Menentukan ide pokok paragraf dalam teks deskriptif lisan dan atau tulis, sederhana, tentang tempat wisata dan bangunan bersejarah dengan menjawab pertanyaan berdasar teks.</p> <p>4.4.2.1 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>

XI. Tujuan Pembelajaran

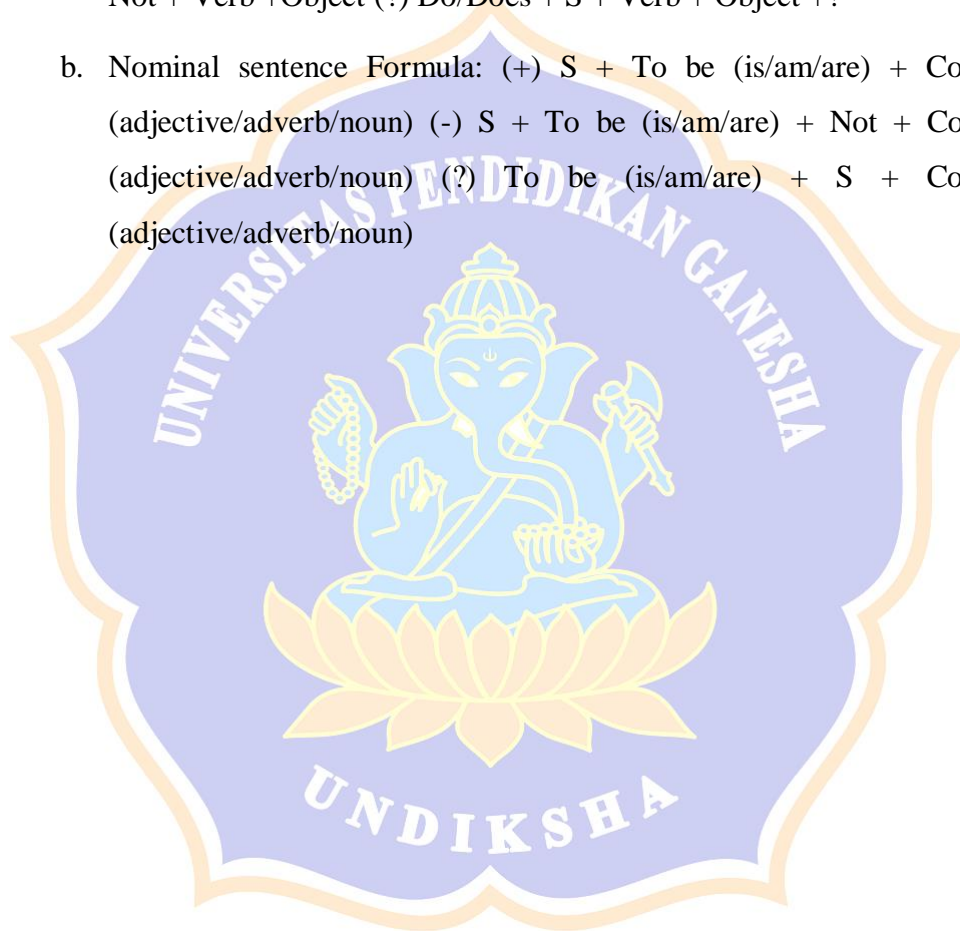
Siswa mampu:

1. Terlibat aktif dalam pembelajaran teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
2. Bekerjasama dalam kegiatan kelompok.
3. Toleran terhadap pemecahan masalah.
4. Mengerti teks tentang tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
5. Memahami teks tentang tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
6. Menangkap makna pemaparan teks tentang tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
7. Menyusun teks lisan untuk memaparkan, menyakan dan merespon tentang tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

XII. Materi Pembelajaran

6. Definisi dari Descriptive text: *A descriptive text describes a particular object like a place, thing or person.*
7. Struktur Teks
 - a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
 - b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan
 - c. Dapat mencakup
 - Identifikasi (nama keseluruhan dan bagian)
 - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
 - Fungsi, manfaat, tindakan, kebiasaan
8. Ciri-ciri Descriptive Text :
 - a. Menggunakan simple present tense
 - b. Menggunakan attribute verb, seperti be (am, is, are)
 - c. Hanya fokus pada satu objek tersebut.
9. Fungsi, manfaat, tindakan, kebiasaan Fungsi Sosial
Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
10. Unsur Kebahasaan
 - i. Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
 - j. Adverbia terkait sifat seperti *quite, very, extremely, dst.*
 - k. Kalimat deklaratif dan interogatif dalam tense yang benar

- l. Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.
- m. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- n. Menggunakan linking verbs seperti *is*
- o. Menggunakan attributes *has and have*.
- p. Menggunaka simple present tense
 - a. Verbal sentence Formula: (+) S + Verb(-s/-es) + Object (-) S + Do/Does + Not + Verb +Object (?) Do/Does + S + Verb + Object +?
 - b. Nominal sentence Formula: (+) S + To be (is/am/are) + Complement (adjective/adverb/noun) (-) S + To be (is/am/are) + Not + Complement (adjective/adverb/noun) (?) To be (is/am/are) + S + Complement (adjective/adverb/noun)



XIII. Metode Pembelajaran

3. Pendekatan : Ilmiah (Scientific)

Penerapan metode ilmiah :

- f. Mengamati
 - g. Mempertanyakan
 - h. Mengeksplorasi
 - i. Mengasosiasi
 - j. Mengkomunikasikan
4. Teknik : *Inquiry*

XIV. Media, Alat dan Sumber Belajar

4. Media : LCD, laptop, dan gambar

5. Alat : Board marker dan papan tulis

6. Sumber : LKS Bahasa Inggris Wajib Kelas X/1 dan Bahasa Inggris / Kementerian Pendidikan dan Kebudayaan.-- . Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017.
<https://www.caramudahbelajarbahasainggris.net/2014/06/contoh-descptive-text-tentang-kuta-beach-danartinya.html>
<http://www.baligoldentour.com/banjar-hot-water-spring.php>

XV. Langkah-langkah Pembelajaran/Rancangan Pertemuan

Pertemuan 1

	Kegiatan Pembelajaran		Alokasi
	Kegiatan Guru	Kegiatan Siswa	Waktu
Pendahuluan	<ul style="list-style-type: none"> ➤ Guru mengawali pembelajaran dengan memberikan salam dan doa serta mengecek kehadiran peserta didik. ➤ Guru mengecek kesiapan belajar siswa (buku dan alat tulis) ➤ Guru meminta siswa agar peduli lingkungan (mengecek sekitar apakah ada sampah) ➤ Guru memulai dengan menanyai siswa <i>“do you ever visit some tourism places? Would you like to tell us what do you think about the place?”</i> ➤ Guru memberikan kajian ilmu yang akan dipelajari. <i>“so, do you know what we will be going to learn today?”</i> ➤ Guru menjelaskan materi pokok dan uraian materi pelajaran secara garis besar ➤ Guru menyampaikan indikator pembelajaran 	<ul style="list-style-type: none"> ➤ Peserta didik merespon salam guru dan berdoa ➤ Siswa menunjukkan buku LKS dan kamus ➤ Siswa memungut sampah yang ada di sekitar ➤ Siswa merespon pertanyaan guru ➤ Peserta didik merespon pertanyaan guru ➤ Peserta didik mendengarkan dan mencatat penjelasan guru. 	5 menit

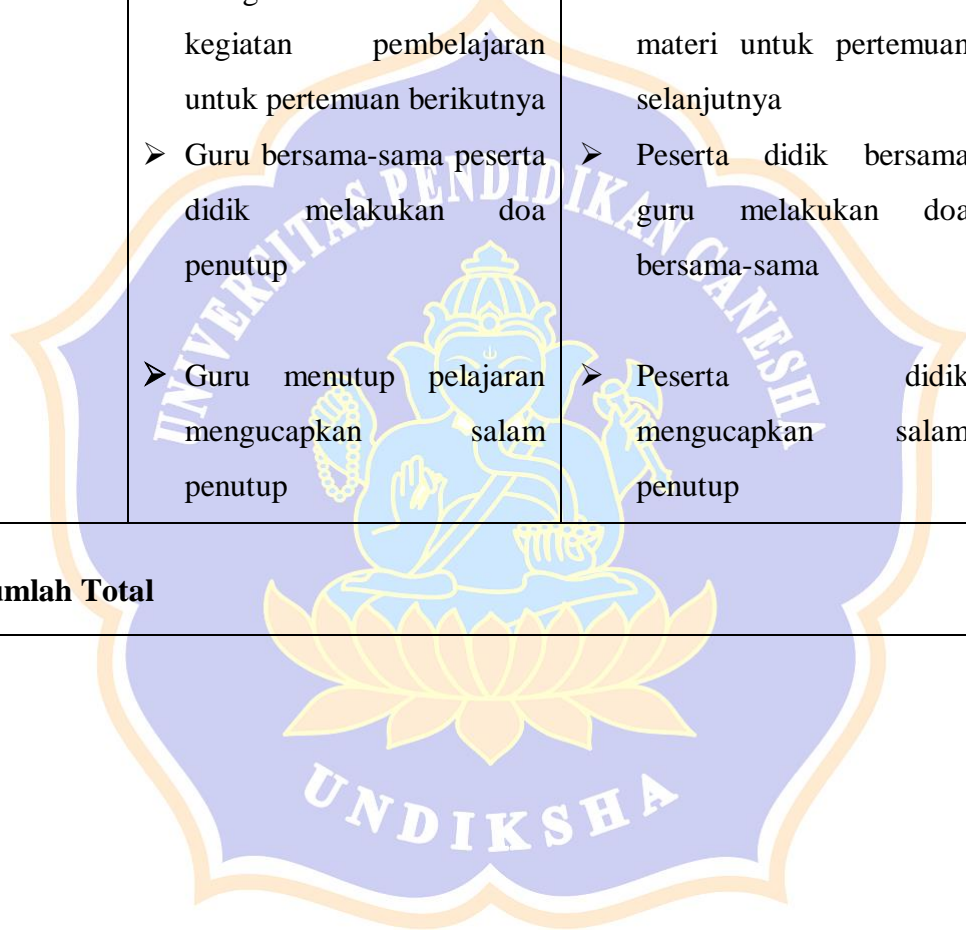
	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
		<ul style="list-style-type: none"> ➤ Peserta didik memperhatikan dan memahaminya 	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ➤ Guru menampilkan gambar kepada siswa <i>“now, look at the picture on the slide”</i> ➤ Guru menanyakan beberapa pertanyaan terkait gambar yang diberikan <i>“is anyone know the name of the place?”</i> <i>“where is the location of the place?”</i> ➤ Siswa diminta untuk menuliskan 1 kata atau phrasa terkait dengan gambar yang diberikan <i>“would you like to write down a phrase or word related to the picture?”</i> ➤ Guru menampilkan teks deskriptif pada slide ppt <i>“please read the text carefully and try to understand it”</i> ➤ Guru memberikan beberapa pertanyaan 	<ul style="list-style-type: none"> ➤ Siswa mengamati yang ditampilkan guru dengan seksama ➤ Siswa menyebutkan informasi terkait dengan gambar yang ditampilkan ➤ Siswa maju ke depan untuk menuliskan 1 kata atau phrasa terkait dengan gambar yang diberikan ➤ Siswa membaca teks dengan seksama ➤ Siswa merespon pertanyaan guru dengan 	80 menit

Kegiatan Pembelajaran		Alokasi Waktu
Kegiatan Guru	Kegiatan Siswa	
<p>terkait isi teks, struktur teks, fungsi sosial, dan unsure kebahasaan.</p> <ul style="list-style-type: none"> ➤ Guru mengkonfirmasi jawaban siswa <p>Menanya</p> <ul style="list-style-type: none"> ➤ Guru mengarahkan siswa untuk bertanya <p>Mengeksplorasi</p> <ul style="list-style-type: none"> ➤ Guru membagi siswa menjadi 4 kelompok ➤ Guru memberikan contoh text tentang pantai Kuta secara berkelompok ➤ Guru meminta peserta didik membaca text yang diberikan “<i>please read the text carefully and try to understand it</i>” ➤ Guru meminta peserta didik secara berkelompok untuk mengidentifikasi informasi yang terdapat dalam text dengan cara menjawab pertanyaan dari guru <p>“<i>what does the text about?</i>”</p>	<p>memberikan jawaban</p> <ul style="list-style-type: none"> ➤ Siswa mendengarkan dan mencatat jawaban guru. ➤ Siswa bertanya mengenai gambar yang diberikan guru ➤ Siswa membentuk kelompok berdasarkan arahan guru ➤ Peserta didik membaca teks yang diberikan secara seksama ➤ Peserta didik mengidentifikasi informasi yang terdapat dalam text dengan menjawab pertanyaan dari guru 	

	Kegiatan Pembelajaran		Alokasi
	Kegiatan Guru	Kegiatan Siswa	Waktu
	<p><i>“can anyone tell us the differences between the first and second paragraph?”</i></p> <p><i>“is there anyone know which one is the main idea of the first paragraph?”</i></p> <p><i>“is there anyone know which one is the main idea of the second paragraph?”</i></p> <ul style="list-style-type: none"> ➤ Guru menyajikan beberapa pertanyaan yang mengarah pada tujuan komunikatif, struktur teks dan unsur kebahasaan teks deskriptif. <p>Mengasosiasikan</p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk kembali ke tempat duduk masing” ➤ Guru meminta siswa untuk membuat teks deskriptif mengenai tourism destination sesuai dengan apa yang telah dipelajari. <p>Mengkomunikasikan</p>	<ul style="list-style-type: none"> ➤ Peserta didik merespon pertanyaan yang diberikan ➤ Siswa kembali ke tempat duduk mereka masing” ➤ Siswa menyusun teks deskriptif mengenai tourism destination secara individu 	

	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<ul style="list-style-type: none"> ➤ Guru meminta salah satu siswa untuk maju ke depan membacakan teks deskriptif yang telah dibuatnya ➤ Guru meminta siswa lainnya untuk mendengarkan dan memberikan komentar terkait teks yg dibacakan. ➤ Guru memberikan feedback terhadap pendapat siswa 	<ul style="list-style-type: none"> ➤ Siswa mengikuti arahan dari guru untuk maju ke depan membacakan teks deskriptif yg telah dibuatnya ➤ Siswa lain mendengarkan secara seksama dan memberikan komentar terhadap teks yg dibacakan oleh temannya ➤ Siswa mendengarkan dengan baik feedback dari guru. 	
Penutup	<ul style="list-style-type: none"> ➤ Guru bertanya pemahaman siswa mengenai pembelajaran yang telah dilakukan ➤ Guru menanyakan kesulitan yang dihadapi siswa selama pembelajaran ➤ Guru melakukan tanya jawab dengan peserta didik untuk membuat suatu rangkuman materi yang telah dibahas <p><i>“Are you happy today?”</i></p>	<ul style="list-style-type: none"> ➤ Siswa menjawab pertanyaan guru ➤ Siswa menjawab pertanyaan guru mengenai kesulitan yang mereka hadapi ➤ Peserta didik dengan bimbingan guru menyimpulkan pembelajaran pada hari itu. 	5 menit

	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<p><i>Do you enjoy the class?</i> <i>Have you got something?</i> <i>Tell me!"</i></p> <ul style="list-style-type: none"> ➤ Memberikan umpan balik terhadap proses dan hasil pembelajaran ➤ Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya ➤ Guru bersama-sama peserta didik melakukan doa penutup ➤ Guru menutup pelajaran mengucapkan salam penutup 	<ul style="list-style-type: none"> ➤ Peserta didik menerima umpan balik tentang pembelajaran ➤ Peserta didik mencatat materi untuk pertemuan selanjutnya ➤ Peserta didik bersama guru melakukan doa bersama-sama ➤ Peserta didik mengucapkan salam penutup 	
Jumlah Total			90 Menit



XVI. Penilaian

B. Penilaian keterampilan menulis

No	Aspects of Writing	Scores and Descriptors				
		5	4	3	2	1
1	Content	The main idea is put as the identification and its supporting details are suitable to be used as descriptions, and those sentences are appropriate with the topic choose	The main idea is clear as the identification and the description are suitable for supporting the main idea/ topic chosen	The identification is clear but there are one description which is not suitable to be used as description	There is identification, but the descriptions but are not clear	The main idea is not clear, and the supporting ideas do not suitable with the topic chosen
	Organization	The main idea and supporting ideas are presented in an effective order and make the writing suitable with the description of the chosen topic.	The main idea and supporting ideas may not be presented in the most effective order	The main idea is clear, but the supporting ideas are not presenting in a good order, however the idea is clear enough	The main idea is not clear, and the supporting sentences cannot support the main idea, they are put not in a good order	The main idea and supporting ideas are jumping around and not in appropriate order

	Sentence Structure	Use appropriate and effective sentences, appropriate grammar structure, word order, article, pronoun, and preposition	Use appropriate and effective sentences in conveying the meaning, but there are very few mistakes on grammar structure, word order, article, pronoun, and preposition	Use appropriate sentences conveying the meaning, but there are some mistakes on grammar structure, word order, article, pronoun, and preposition	The sentence structure are simple and acceptable, but there are a lot of mistakes on grammar structure, word order, article, pronoun, and preposition	There are so many mistakes on the sentence structure, tense, word order, articles, pronouns, or preposition
	Vocabulary	The vocabularies are rich and they are used appropriately based on the context of the created sentences	The vocabularies are enough and very few of them are used inappropriately	The vocabularies used are quite good, some of them are not used in appropriate context, however the meaning is not disturbed	The vocabularies used are lack, and they are not used in appropriate context, and it makes the content of the writing unclear	The vocabularies are lack and used inappropriately
	Mechanism	The writing is free from misspelling, and words are capitalized correctly, it is written neatly	There are very few mistakes of misspelling, and capitalizing words correctly, it is written neatly	There are some mistakes of misspelling, and capitalizing words incorrectly, it is written quite neat.	There are quite a lot of mistakes of misspelling, and capitalizing words incorrectly, it makes the content not really clear	There are a lot of mistakes of misspelling, and capitalizing words incorrectly, it makes the content not clear
Total score		$(\text{content} \times 5) + (\text{organization} \times 5) + (\text{grammatical structure} \times 4) + (\text{vocabulary} \times 3) + (\text{mechanism} \times 3)$				

(Adopted from Marhaeni, Artini, Ratminingsih, Dewi, & Kusuma, 2017)

Lampiran Pertemuan 1

Gambar Banjar Hot Spring (Brainstorming)



Teks 1 Banjar Hot Spring

Banjar Hot Water Spring is progressively recognized to be a place of interest in north of Bali or a tourist destination in Singaraja Bali. Now this place visited by many tourist from local and Foreign countries. Banjar Hot Water Spring is located in Banjar Countryside, Banjar sub district and Singaraja Regency. It is about 1,5 Km from Banjar or 24 Km from Singaraja Town. To reach the Hot Water location in Banjar, we can use the motor vehicle through the main road with good condition and passing the Balinese Village with unique culture life.

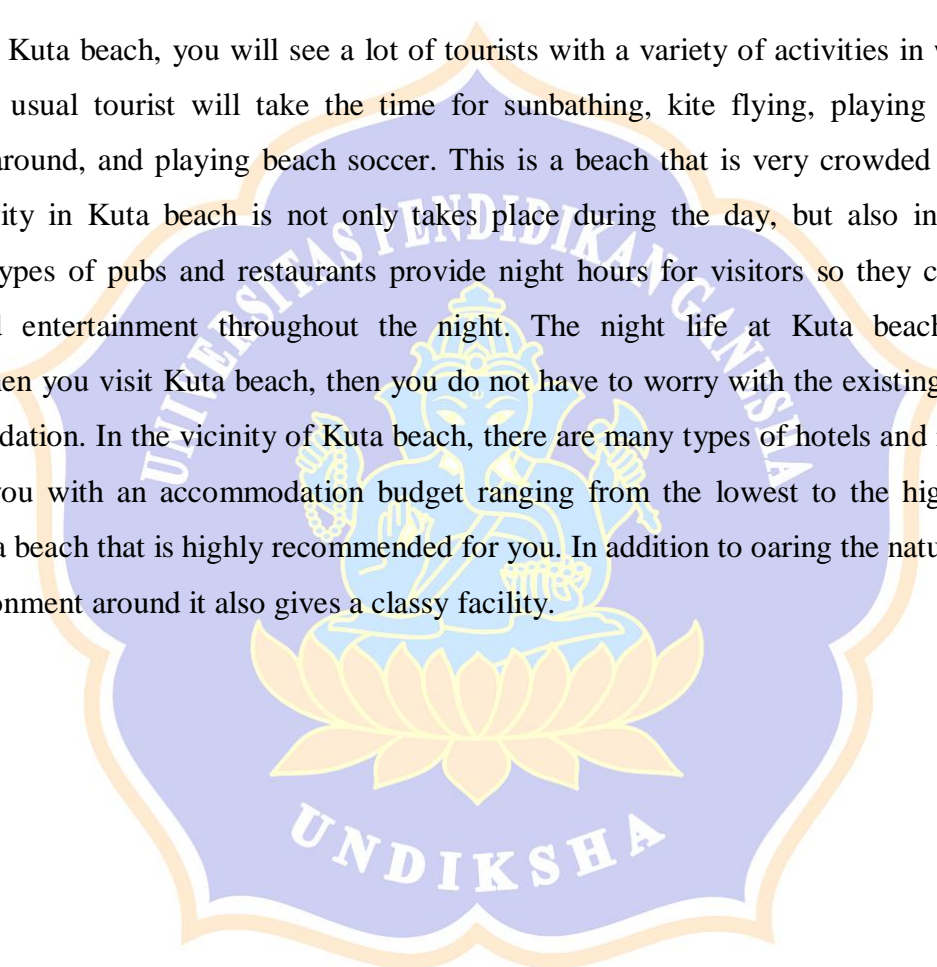
Banjar Hot Water Spring usually consists of three hot water pools. In Banjar Hot Water Spring each pools have different location, starts from the top location, the middle location, and the west location. Banjar Hot Water Spring has different size of the pools. In, Banjar Hot Water Spring, children until adults are allowed to swim in there.

Teks Pantai Kuta

Kuta Beach

Kuta is one of beautiful beaches in Bali. Kuta beach is located in Badung regency. It is close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and international. In Kuta beach, there are a variety of facilities including accommodation, restaurant, bar, as well as a very famous spots in the world.

In Kuta beach, you will see a lot of tourists with a variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, playing volleyball, walking around, and playing beach soccer. This is a beach that is very crowded every day. The activity in Kuta beach is not only takes place during the day, but also in the night. Various types of pubs and restaurants provide night hours for visitors so they can enjoy a meal and entertainment throughout the night. The night life at Kuta beach starts at 23:00. When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you with an accommodation budget ranging from the lowest to the highest. Kuta Beach is a beach that is highly recommended for you. In addition to oaring the natural beauty, the environment around it also gives a classy facility.



Lampiran Pertemuan 2

Gambar Lovina Beach



Teks 1 Lovina Beach

Lovina Beach is one of the famous tourist places in north part of Bali which own beautiful of calm sea water, blackish chromatic sand as well as the sea with its dolphin. The location of Lovina Beach is in Kalibukbuk area and covering some countryside such as Pemaron, Tukad Mungga, Anturan and Kalibukbuk countryside. Meanwhile, the location of Kalibugbug countryside in Buleleng sub district. However, the Kaliasem and Temukus countryside are located in Banjar sub district where it both of them are belong to Buleleng regency. The eastern countryside is called Pemaron about 5 Km west of Singaraja. Meanwhile, the western countryside is Temukus about 12 Km west of Singaraja.

Furthermore, one of the favorite tourist attractions in Lovina is dolphin watching tour. The tourists can see hundreds of dolphins in the morning around 1 km offshore. We can see the dolphin attractions on the sea with beautiful moving as well as jumping. Moreover, there are several other tourist destinations nearby that make this area suitable for tourist places. The breathtaking view of the seashore has blessed Lovina Beach with peaceful atmosphere surround it. Despite as a tourist place, the government has also appointed the Lovina Beach as one of tourist destinations in Bali. In addition, this beach is becoming one of stop point on Singaraja Lovina Tour or Dolphin Watching Singaraja Lovina Tours.

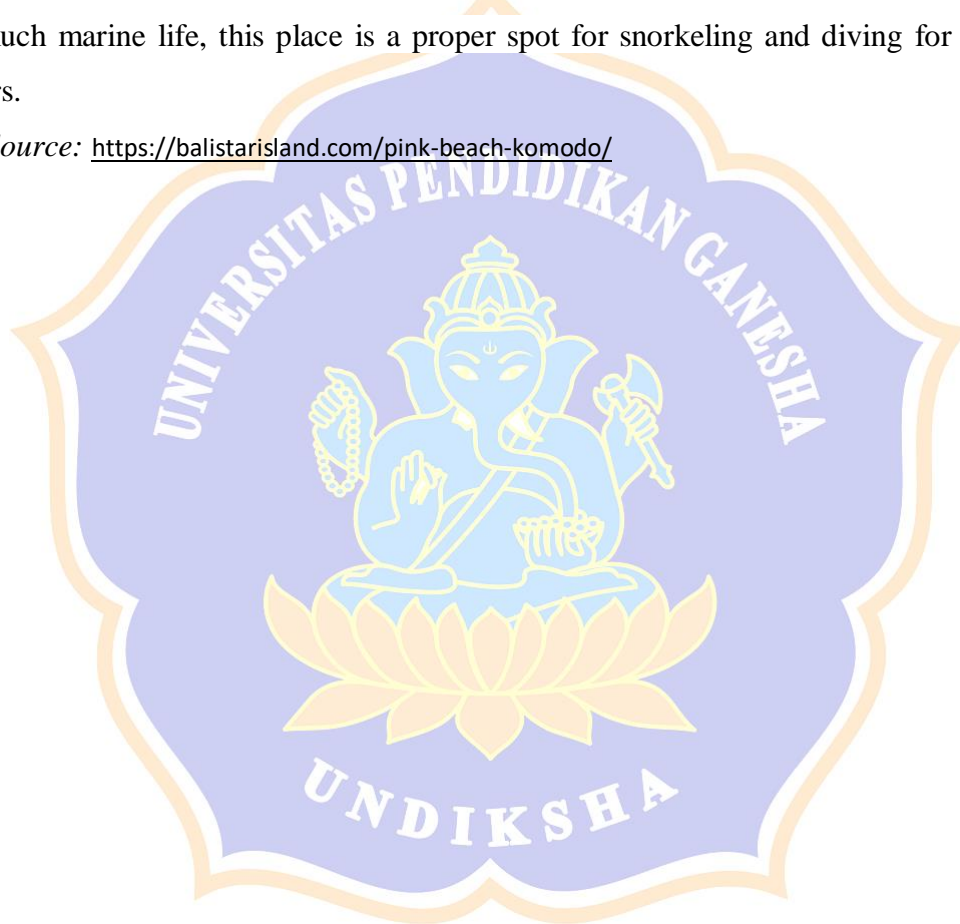
Source: <https://balistariland.com/lovina-beach/>

Teks 2

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

Source: <https://balistariland.com/pink-beach-komodo/>



POSTTEST

Instructions

1. Prepare a piece of paper and write your identity on the right corner of the paper as follows:
 - Name :
 - Number :
 - Class :
2. Write a descriptive text based on the themes given by the teacher. You can choose only one theme. The themes are “historical place” and “tourism destination”.
3. Remember some important points as follows:
 - Content : use clarity topic and details
 - Organization : use the right generic structure
 - Vocabulary : use correct and various diction and word form
 - Grammar : use simple past tense
 - Mechanic : use comma and full stop properly
 - Time allotment : 40 minutes
4. Your writing will be evaluated based on four criteria below
 - Content : 25
 - Organization : 25
 - Vocabulary : 15
 - Grammar : 20
 - Mechanic : 15

} total score: 100

Learning Objectives

1. Writing a descriptive text based on the topic given
2. Writing a descriptive text with logical organization of ideas
3. Writing a descriptive text with appropriate vocabulary
4. Writing a descriptive text with appropriate use of grammar
5. Writing a descriptive text with effective use of mechanic

Appendix 20

Validity of the Post Test

Correlations

		CDCOM1	OCOM1	GCOM1	VCOM1	MCOM1	COMPARISON1
CDCOM1	Pearson Correlation	1	,048	-,108	,096	,353*	,625**
	Sig. (2-tailed)		,772	,513	,562	,027	,000
	N	39	39	39	39	39	39
OCOM1	Pearson Correlation	,048	1	-,052	-,052	,029	,349*
	Sig. (2-tailed)	,772		,752	,752	,862	,030
	N	39	39	39	39	39	39
GCOM1	Pearson Correlation	-,108	-,052	1	,047	,146	,424**
	Sig. (2-tailed)	,513	,752		,775	,375	,007
	N	39	39	39	39	39	39
VCOM1	Pearson Correlation	,096	-,052	,047	1	,269	,465**
	Sig. (2-tailed)	,562	,752	,775		,098	,003
	N	39	39	39	39	39	39
MCOM1	Pearson Correlation	,353*	,029	,146	,269	1	,675**
	Sig. (2-tailed)	,027	,862	,375	,098		,000
	N	39	39	39	39	39	39
COMPARISON1	Pearson Correlation	,625**	,349*	,424**	,465**	,675**	1
	Sig. (2-tailed)	,000	,030	,007	,003	,000	
	N	39	39	39	39	39	39

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).



Correlations

		CDCOM2	OCOM2	GCOM2	VCOM2	MCOM2	COMPARISON2
CDCOM2	Pearson Correlation	1	-,004	-,360*	-,183	,220	,439**
	Sig. (2-tailed)		,981	,028	,279	,190	,007
	N	37	37	37	37	37	37
OCOM2	Pearson Correlation	-,004	1	-,204	-,136	-,202	,397*
	Sig. (2-tailed)	,981		,227	,422	,231	,015
	N	37	37	37	37	37	37
GCOM2	Pearson Correlation	-,360*	-,204	1	,437**	-,012	,338*
	Sig. (2-tailed)	,028	,227		,007	,944	,041
	N	37	37	37	37	37	37
VCOM2	Pearson Correlation	-,183	-,136	,437**	1	-,031	,418*
	Sig. (2-tailed)	,279	,422	,007		,856	,010
	N	37	37	37	37	37	37
MCOM2	Pearson Correlation	,220	-,202	-,012	-,031	1	,358*
	Sig. (2-tailed)	,190	,231	,944	,856		,030
	N	37	37	37	37	37	37
COMPARISON2	Pearson Correlation	,439**	,397*	,338*	,418*	,358*	1
	Sig. (2-tailed)	,007	,015	,041	,010	,030	
	N	37	37	37	37	37	37

*. Correlation is significant at the 0.05 level (2-tailed).

***. Correlation is significant at the 0.01 level (2-tailed).



Appendix 20

Reliability of the Post-test

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	,767 ^a	,585	,875	7,567	34	34	,000
Average Measures	,868 ^c	,738	,933	7,567	34	34	,000



Appendix 21

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Pre Test Equal variances assumed	,399	,530	-,787	73	,434	-,98009	1,24587	- 3,46310	1,50293
Equal variances not assumed			-,786	72,458	,434	-,98009	1,24687	- 3,46541	1,50524
Post Test Equal variances assumed	,734	,394	3,023	73	,003	4,34637	1,43772	1,48101	7,21173
Equal variances not assumed			3,030	71,750	,003	4,34637	1,43463	1,48631	7,20643

