



Pengembangan Keprofesian
Berkelanjutan (PKB)
Guru Madrasah Aliyah



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Modul Pembelajaran Bahasa Inggris

DESCRIPTIVE TEXT

Unit 05

Pembelajaran

Kementerian Agama Republik Indonesia
Direktorat Jenderal Pendidikan Islam
Direktorat Guru dan Tenaga Kependidikan Madrasah
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Unit Pembelajaran 05

DESCRIPTIVE TEXT

MATA PELAJARAN BAHASA INGGRIS MADRASAH ALIYAH

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KATA PENGANTAR

Assalamu'alaikum Warahmatullahi Wabarakatuh

Undang – undang Nomor 14 Tahun 2005 tentang Guru dan Dosen Pasal 1 ayat 1 menyatakan bahwa Guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada Pendidikan Anak Usia Dini jalur Pendidikan Formal, Pendidikan Dasar, dan Pendidikan Menengah. Agar dapat melaksanakan tugas utamanya dengan baik, seorang guru perlu meningkatkan kompetensi dan kinerjanya secara bertahap, berjenjang, dan berkelanjutan melalui Pengembangan Keprofesian Berkelanjutan (PKB) guru. Untuk itu saya menyambut baik terbitnya modul ini sebagai panduan semua pihak dalam melaksanakan program PKB.

Peningkatan Kompetensi Pembelajaran merupakan salah satu fokus upaya Kementerian Agama, Direktorat Jenderal Guru dan Tenaga Kependidikan (GTK) dalam meningkatkan kualitas madrasah melalui pembelajaran berorientasi keterampilan berpikir tingkat tinggi, kontekstual, dan terintegrasi dengan nilai-nilai keislaman. Program PKB dilakukan mengingat luasnya wilayah Indonesia dan kualitas pendidikan yang belum merata, sehingga peningkatan pendidikan dapat berjalan secara masif, merata, dan tepat sasaran.

Modul ini dikembangkan mengikuti arah kebijakan Kementerian Agama yang menekankan pada pembelajaran berorientasi pada keterampilan berpikir tingkat tinggi atau *higher order thinking skills* (HOTS) dan terintegrasi dengan nilai-nilai keislaman. Keterampilan berpikir tingkat tinggi adalah proses berpikir kompleks dalam menguraikan materi, membuat kesimpulan, membangun representasi, menganalisis, dan membangun hubungan dengan melibatkan aktivitas mental yang paling dasar. Sementara, nilai-nilai keislaman diintegrasikan dalam pembelajaran sebagai *hidden curriculum* sehingga tercipta generasi unggul sekaligus beriman dan bertakwa serta berakhlak mulia.



Sasaran Program PKB ini adalah seluruh guru di wilayah NKRI yang tergabung dalam komunitas guru sesuai bidang tugas yang diampu di wilayahnya masing-masing. Komunitas guru dimaksud meliputi kelompok kerja guru (KKG), Musyawarah Guru Mata Pelajaran (MGMP), dan Musyawarah Guru Bimbingan Konseling (MGBK). Model pembelajaran yang digunakan dalam modul ini adalah melalui moda Tatap Muka *In-On-In* sehingga guru tidak harus meninggalkan tugas utamanya di madrasah sebagai pendidik.

Semoga modul ini dapat digunakan dengan baik sebagaimana mestinya sehingga dapat menginspirasi guru dalam materi dan melaksanakan proses pembelajaran. Kami ucapkan terima kasih atas kerja keras dan kerja cerdas para penulis dan semua pihak terkait yang dapat mewujudkan Modul ini. Semoga Allah SWT senantiasa meridhai dan memudahkan upaya yang kita lakukan. Aamiin.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Jakarta, Oktober 2020
An. Direktur Jenderal,
Direktur Guru dan Tenaga Kependidikan Madrasah,

Muhammad Zain



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01 PENDAHULUAN

A. Latar Belakang

Descriptive texts termasuk salah satu jenis teks yang banyak dijumpai dalam kehidupan sehari-hari dalam bentuk *tourist guide*, *travel brochures*, maupun tulisan ulasan di media sosial. Descriptive texts bisa dianggap mudah difahami karena biasanya objek yang dibahas sudah dikenal oleh pembaca. Namun, jenis teks ini bisa juga menjadi sulit kalau objek yang dideskripsikan relatif baru dan belum banyak dikenal, apalagi dengan penggunaan kalimat-kalimat yang kompleks.

Guru seharusnya mengenalkan ragam teks ini dengan tingkat kesulitan yang berbeda-beda, mulai dari teks-teks yang sederhana dan mudah difahami, yang sedang, dan yang tergolong “advanced” karena disampaikan dengan menggunakan ragam bahasa yang kompleks.

B. Tujuan

Tujuan modul ini adalah:

1. Meningkatkan kompetensi pedagogis dan kompetensi profesional guru melalui kegiatan PKB
2. Meningkatkan hasil asesmen kompetensi guru (AKG)
3. Memfasilitasi sumber belajar guru dan peserta didik dalam mengembangkan kurikulum, mempersiapkan dan melaksanakan pembelajaran yang mendidik

C. Manfaat

Manfaat yang ingin dicapai:

1. Sebagai sumber belajar bagi guru dalam melaksanakan PKB untuk mencapai target kompetensi pedagogis dan kompetensi profesional tertentu
2. Sebagai sumber bagi guru dalam mengembangkan kurikulum, persiapan dan pembelajaran yang mendidik
3. Sebagai bahan melakukan asesmen mandiri guru dalam rangka peningkatan keprofesionalan



4. Sebagai sumber dalam merencanakan dan melaksanakan penilaian dan evaluasi proses dan hasil belajar peserta didik
5. Sebagai sumber belajar bagi peserta didik untuk mencapai target kompetensi dasar.

D. Sasaran

Adapun sasaran modul ini adalah:

1. Fasilitator nasional, provinsi, dan kabupaten/kota
2. Pengawas Madrasah
3. Kepala Madrasah
4. Ketua KKG/MGMP/MGBK
5. Guru
6. Peserta didik.

E. Petunjuk Penggunaan

Agar Anda berhasil dengan baik dalam mempelajari dan mempraktikkan modul ini, ikutilah petunjuk belajar sebagai berikut:

1. Bacalah dengan cermat bagian pendahuluan sampai Anda memahami benar tujuan mempelajari Unit Pembelajaran ini.
2. Pelajarilah dengan seksama bagian target kompetensi sehingga Anda benar-benar memahami target kompetensi yang harus dicapai baik oleh diri Anda sendiri maupun oleh peserta didik.
3. Kegiatan Pembelajaran untuk menyelesaikan setiap Unit Pembelajaran dilakukan melalui moda Tatap Muka *In-On-In* sebagai berikut:
 - a. Kegiatan *In-Service Training* 1. Kegiatan ini dilakukan secara tatap muka untuk mengkaji materi bersama fasilitator dan teman sejawat. Aktivitas yang dilakukan diantaranya:
 - 1) Melakukan analisis kurikulum dan analisis hasil belajar peserta didik dari skor Ujian Nasional (UN) atau sumber lain untuk mengetahui kebutuhan kompetensi peserta didik.



- 2) Mempelajari konten materi ajar dan mendiskusikan materi ajar yang sulit atau berpeluang terjadi miskonsepsi.
 - 3) Mendesain pembelajaran yang sesuai dengan daya dukung madrasah dan karakteristik peserta didik.
 - 4) Mempelajari dan melengkapi LKPD.
 - 5) Mempersiapkan instrumen penilaian proses dan hasil belajar.
 - 6) Dalam kegiatan ini, dapat juga dilakukan rencana pengambilan data untuk dikembangkan menjadi Penelitian Tindakan Kelas.
- b. Kegiatan *On the job Learning*. Pada tahap ini, Anda dapat mengkaji kembali uraian materi secara mandiri dan melakukan aktivitas belajar di madrasah berdasarkan rancangan pembelajaran dan LKPD yang telah dipersiapkan. Buatlah catatan-catatan peluang dan hambatan yang ditemui selama pelaksanaan pembelajaran dan data-data pendukung PTK. Hasil kegiatan *on* baik berupa tugas lembar kerja maupun tugas lainnya dilampirkan sebagai bukti fisik bahwa Anda telah menyelesaikan seluruh tugas *on* yang ada pada Unit Pembelajaran.
- c. Kegiatan *In-Service Training 2*. Tahap ini dilakukan secara tatap muka bersama fasilitator dan teman sejawat untuk melaporkan dan mendiskusikan hasil kegiatan *on*. Arahkan diskusi pada refleksi untuk perbaikan dan pengembangan pembelajaran. Jika memiliki data-data hasil PTK dapat pula dijadikan sebagai bahan diskusi dalam kegiatan ini.
4. Ujilah capaian kompetensi Anda dengan mengerjakan soal tes formatif, kemudian cocokkan jawaban Anda dengan kunci jawaban yang tersedia di bagian akhir Unit Pembelajaran.
 5. Lakukan penilaian mandiri sebagai refleksi ketercapaian target kompetensi.



Gambar 1 Alur Tatap Muka *In-On-In*

Dalam melaksanakan setiap kegiatan pada modul ini, Anda harus mempertimbangkan prinsip kesetaraan dan inklusi sosial tanpa membedakan suku, ras, golongan, jenis kelamin, status sosial ekonomi, dan yang berkebutuhan khusus. Kesetaraan dan inklusi sosial ini juga diberlakukan bagi pendidik, tenaga kependidikan dan peserta didik. Dalam proses diskusi kelompok yang diikuti laki-laki dan perempuan, perlu mempertimbangkan kapan diskusi harus dilakukan secara terpisah baik laki-laki maupun perempuan dan kapan harus dilakukan bersama. Anda juga harus memperhatikan partisipasi setiap peserta didik dengan seksama, sehingga tidak mengukuhkan relasi yang tidak setara.

Sebelum mempelajari atau mempraktikkan modul ini, ada beberapa perangkat pembelajaran, alat dan bahan yang harus disiapkan oleh guru dan peserta didik agar proses pembelajaran berjalan dengan baik.



1. Perangkat Pembelajaran, Alat dan Bahan yang harus disiapkan oleh guru

- a. Perangkat Pembelajaran:
 - 1) Rencana Pelaksanaan Pembelajaran (RPP)
 - 2) Bahan ajar
 - 3) Lembar Kerja Peserta Didik (LKPD)
 - 4) Media pembelajaran
 - 5) Instrumen penilaian
- b. Alat dan bahan pembelajaran, meliputi:
 - 1) Media Ppt tentang Descriptive Texts
 - 2) Beberapa foto tentang tempat-tempat bersejarah
 - 3) Beberapa foto tentang tempat-tempat wisata
 - 4) Media Ppt tentang Penilaian
 - 5) Sound sistem
 - 6) White board + boardmarker
 - 7) Lembar kerja untuk menyusun instrument penilaian

2. Alat dan Bahan yang harus disiapkan oleh peserta didik

- a. Alat tulis
- b. Foto sebuah tempat wisata dan sebuah bangunan bersejarah

Unit Pembelajaran dalam modul ini dibagi dalam tiga topik, dengan total alokasi waktu yang digunakan diperkirakan 14 Jam Pembelajaran:

1. *In-Servive Training 1* : 6 JP
2. *On the job Learning* : 4 JP
3. *In-Servive Training 2* : 4 JP



02 TARGET KOMPETENSI

A. Target Kompetensi Guru

Target kompetensi guru didasarkan pada Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik dan Kompetensi Guru. Dalam Unit Pembelajaran ini, target kompetensi yang dituangkan hanya yang terkait kompetensi pedagogis dan kompetensi profesional.

1. Target Kompetensi Guru

Table 1 Target Kompetensi Guru

Ranah Kompetensi	Target Kompetensi Guru
Kompetensi Pedagogis	4. Mampu menyelenggarakan pembelajaran yang mendidik.
	8. Mampu menyelenggarakan penilaian dan evaluasi proses dan hasil belajar.
Kompetensi Profesional	21. Menguasai standar kompetensi dan kompetensi dasar mata pelajaran yang diampu.

2. Indikator Pencapaian Kompetensi Guru

Table 2 Indikator Pencapaian Kompetensi Guru

Target Kompetensi	Indikator Pencapaian Kompetensi Guru
4. Menyelenggarakan pembelajaran yang mendidik.	4.4 Melaksanakan pembelajaran yang mendidik di kelas, di laboratorium, dan di lapangan dengan memperhatikan standar keamanan yang dipersyaratkan. 4.5 Menggunakan media pembelajaran dan sumber belajar yang relevan dengan karakteristik peserta didik dan mata pelajaran yang diampu untuk mencapai tujuan pembelajaran secara utuh. 4.6 Mengambil keputusan transaksional dalam pembelajaran yang diampu sesuai dengan situasi yang berkembang.
8. Menyelenggarakan penilaian dan	8.1 Memahami prinsip-prinsip penilaian dan evaluasi proses dan hasil belajar sesuai dengan karakteristik mata pelajaran yang diampu.



evaluasi proses dan hasil belajar.	8.2 Menentukan aspek-aspek proses dan hasil belajar yang penting untuk dinilai dan dievaluasi sesuai dengan karakteristik mata pelajaran yang diampu. 8.3 Menentukan prosedur penilaian dan evaluasi proses dan hasil belajar.
21.1 Menguasai standar kompetensi dan kompetensi dasar mata pelajaran yang diampu. 21.2 Memahami standar kompetensi mata pelajaran yang diampu. 21.3 Memahami kompetensi dasar mata pelajaran yang diampu. 21.4 Memahami tujuan pembelajaran yang diampu.	1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam bahasa Inggris (linguistik, wacana, sociolinguistik, dan strategis). a. mengidentifikasi fungsi sosial dari teks deskriptif: 1) Tujuan penulis menulis teks 2) Manfaat membaca teks bagi pembaca 3) Topik teks/ paragraf b. mengidentifikasi struktur dari teks deskriptif: 1) deskripsi yang terdapat dalam teks (L1) 2) membandingkan dua paragraph (L2) 3) menyimpulkan maksud kalimat (L3) 4) menyimpulkan isi teks (L3) c. mengidentifikasi unsur-unsur kebahasaan dari teks deskriptif: 1) menemukan sinonim sebuah kata 2) melengkapi teks rumpang 2. Menguasai bahasa Inggris lisan dan tulis, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik, dan strategis)

B. Target Kompetensi Peserta Didik

Target kompetensi peserta didik dalam Unit Pembelajaran ini dikembangkan berdasarkan Kompetensi Dasar kelas XI semester 2 (dua) sesuai dengan permendikbud nomor 37 tahun 2018 Tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran Kurikulum 2013 Pada Pendidikan Dasar dan Pendidikan Menengah sebagai berikut:



1. Kompetensi Dasar

Table 3 Target Kompetensi Dasar Peserta Didik

No.	Kompetensi Dasar	Target Kompetensi Dasar
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.	1. Menentukan fungsi sosial teks deskriptif 2. Menentukan struktur teks deskriptif 3. Menentukan unsur-unsur kebahasaan dari teks deskriptif
4.4.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	1. Menentukan / menyimpulkan fungsi sosial dari teks deskriptif yang meliputi: a. Tujuan penulis menulis teks b. Peran penulis/ pembaca c. Manfaat membaca teks d. Topik teks/ paragraf 2. Menentukan / menerapkan, membandingkan struktur dari teks deskriptif yang meliputi: a. Rincian deskripsi yang terdapat dalam teks (L1) b. Ide pokok paragraph (L1, L3) c. membandingkan dua paragraf (L3) d. menyimpulkan isi paragraf (L3) e. menyimpulkan isi teks (L3) f. memparafrase kalimat (L2) 3. Menentukan / menerapkan unsur-unsur kebahasaan dari teks deskriptif: a. menemukan sinonim sebuah kata



		b. melengkapi kalimat rumpang dengan kata sifat/ kata sambung yang tepat
4.4.2	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4. Menyusun teks deskriptif pendek sederhana terkait bangunan bersejarah dan tempat wisata dengan cara: - Menyusun kalimat-kalimat acak menjadi paragraf yang bermakna - Menyusun paragraf acak menjadi teks deskriptif yang bermakna - Menyusun teks deskriptif secara mandiri dengan arahan guru

2. Indikator Pencapaian Kompetensi (IPK)

Kompetensi dasar dikembangkan menjadi beberapa indikator pencapaian kompetensi sebagai acuan bagi guru untuk mengukur pencapaian kompetensi dasar. Dalam rangka memudahkan guru menentukan indikator yang sesuai dengan tuntunan kompetensi dasar, indikator dibagi menjadi tiga kategori, yaitu indikator pendukung, indikator kunci, dan indikator pengayaan sebagai berikut:

Table 4 Indikator Pencapaian Kompetensi Peserta Didik

Kompetensi Dasar	Indikator Pencapaian Kompetensi
2.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	IPK Pendukung:
	1. Menentukan jenis teks
	IPK Inti: - Menentukan fungsi sosial teks deskriptif - Menentukan struktur teks deskriptif - Menentukan unsur-unsur kebahasaan dari teks deskriptif



	IPK Pengayaan: Mengerjakan soal-soal dengan level kognitif yang lebih tinggi
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	IPK Pendukung: 1. Menentukan fungsi sosial teks deskriptif 2. Menentukan struktur teks deskriptif 3. Menentukan unsur-unsur kebahasaan dari teks deskriptif IPK Inti: 1. Melengkapi kalimat rumpang 2. Menyusun kalimat acak menjadi paragraph yang baik 3. Menyusun paragraf acak menjadi teks deskriptif yang baik 4. Menyusun teks deskriptif secara mandiri dengan <i>guiding questions</i> dari guru
	IPK Pengayaan: Membuat brosur berisi deskripsi sebuah tempat wisata atau bangunan bersejarah terkenal di lingkungannya, dengan memanfaatkan teknologi, misalnya Canva, Poster My Wall, atau cukup dari template di Ms. Words.



03 MATERI DAN ORGANISASI PEMBELAJARAN

A. Ruang Lingkup Materi

Ruang lingkup materi *descriptive texts* di Madrasah Aliyah meliputi:

- a. Fungsi sosial yang meliputi:
 - i. Tujuan penulis menulis teks
 - ii. Peran penulis/ pembaca
 - iii. Manfaat membaca teks bagi pembaca
 - iv. Topik teks/ topik paragraf
- b. Struktur teks yang meliputi:
 - i. deskripsi yang terdapat dalam teks (L1)
 - ii. membandingkan dua paragraf (L2)
 - iii. menyimpulkan isi teks (L3)
- c. Unsur kebahasaan yang meliputi:
 - 1) sinonim
 - 2) kata sifat
 - 3) kata sambung

B. Organisasi Pembelajaran

Guna memudahkan guru dalam mempelajari modul ini, kita akan membaginya menjadi 3 topik bahasan dengan alokasi waktu sebagai berikut:

Table 5 Organisasi Pembelajaran

Topik	Materi	Jumlah JP		
		In - 1	On	In - 2
1	Fungsi sosial, struktur teks, dan unsur kebahasaan, sample text 1	2	2	2
2	Sample text 2 (reading comprehension) dan writing	2	2	1
3	Penilaian	2	0	1
	Total Jam Pembelajaran PKB	6	4	4



04 KEGIATAN PEMBELAJARAN

A. Pengantar

Menurut Gerot dan Wignell (1995: 208), teks descriptive (Gerot dan Wignell menyebutnya teks “Description”) bertujuan untuk menggambarkan seseorang, sebuah tempat, atau sebuah benda tertentu. Perlu dicatat, bahwa yang digambarkan melalui teks deskriptif adalah orang, tempat, atau benda, tidak termasuk binatang. Hal ini sering salah difahami oleh teman-teman guru. Sedangkan penggambaran tentang binatang lebih tepat dilakukan melalui teks report (Gerot and Wignell, 1995: 196-197).

Kemudian, berdasarkan Permendikbud No. 37 tahun 2018, teks descriptive dibatasi “hanya” yang terkait bangunan bersejarah dan tempat wisata. Jadi, pembahasan dalam pembelajaran tidak termasuk descriptive texts tentang orang dan benda. Hal ini tentu lebih memudahkan guru dan siswa untuk mempelajari jenis teks ini. Namun ternyata hal ini masih sering disalahfahami oleh teman-teman guru. Banyak yang tidak begitu memperhatikan pembatasan tema descriptive texts ini, sehingga bahkan dalam soal Ujian Nasional tahun 2018 pun masih ada soal descriptive texts yang menggambarkan orang, meskipun itu munculnya di bagian listening.

Oleh karena itu, mulai saat ini, guru harus memahami *descriptive texts* dengan benar termasuk batasannya.

B. Aplikasi dalam Kehidupan

Teks deskriptif dalam dunia nyata bisa dijumpai dalam bentuk brosur tempat wisata, panduan untuk wisatawan, maupun tulisan berupa ulasan tempat wisata di media sosial, baik yang terkait peristiwa bersejarah ataupun yang tidak (misalnya tempat wisata karena keindahan alam).



C. Integrasi Keislaman

Allah Swt. Berfirman:

“Sesungguhnya dalam penciptaan langit dan bumi, dan silih bergantinya malam dan siang terdapat tanda-tanda bagi orang-orang yang berakala, (yaitu) orang-orang yang mengingat Allah sambil berdiri atau duduk atau dalam keadaan berbaring, dan mereka memikirkan tentang penciptaan langit dan bumi (seraya berkata), Ya Rabb kami, tiadalah Engkau menciptakan ini dengan sia-sia, Maha Suci Engkau, maka peliharalah kami dari siksa neraka” (Q.S. Ali Imran ayat 190-191).

D. Bahan Bacaan

1. Bahan Bacaan 1: The social Function, Structure, and Language Features of Descriptive Texts

1. The social function

The social function of descriptive texts is to describe a particular person, place, or thing.

2. The text structure

A descriptive text is constructed of two stages:

a. Identification

This stage identifies phenomenon to be described, for example by mentioning the name of the place or building to be described and why it is famous or important.

b. Description

This stage describes parts, qualities, or characters. In this case, writers may describe a place in terms of the location, how to get to the place, the weather, the natural scenery, what visitors can enjoy in the place, and so on. If it is about a historical building, writers may describe the location, the structure of the building, the number of rooms in the building and the function and location of each part, the colour of the building, and many others.



3. The language features

A descriptive text often uses:

- 3) Simple present sentences
- 4) Noun clauses
- 5) Adverbs of place
- 6) Adjectives

2. Bahan Bacaan 2: Sample Texts and questions related to texts

1. Sample Text 1



Gambar 2 Museum of the Asian-African Conference

The museum was named MUSEUM OF THE ASIAN-AFRICAN CONFERENCE, in order to memorize the venue of the Asian-African Conference that became the source of inspiration and motivation for the Asian African nations. In accordance with its historical value, Museum of the Asian-African Conference is located in Gedung Merdeka at Jalan Asia Afrika Number 65, Bandung.

Museum of the Asian-African Conference has a permanent exhibition room, which exhibits collections of three-dimension objects and documentary photos of Tugu Meeting, Colombo Conference, and Asian-African Conference 1955. The exhibition room also provides the historical events that become the historical background of the Asian-African Conference, namely the effect of the Asian-African Conference to the world, Gedung Merdeka from time to time, and profile of the participant countries of the Asian-African Conference that are performed in the multimedia.



In order to welcome the Delegates of the Tenth Summit of the Non-Aligned Movement in 1992 in which Indonesia had been chosen as the host of the conference and became the Leader of the Non-Aligned Movement, the diorama describing the Opening Session of the Asian-African Conference was made.

To support the activities of the Museum of the Asian-African Conference in 1985, Abdullah Kamil (the Ambassador of Indonesia in London) gave the idea of providing a library. The library provides many books on history, social, politic, and culture of the Asian African Countries and others; documents of the Asian-African Conference and its preliminary conferences; magazines and newspapers donated from other institutions or gained by purchase.

Along with the establishing of the library, audiovisual room was set up as well. The room is applied to perform documentary films on world condition until 1950s, Asian- African Conference and its preliminary conferences, and films about the culture of the Asian- African Countries.

(Taken from: <http://asianafricanmuseum.org/en/museum-kaa/>)

2. Sample questions related to text

1) Understanding the social function of the text:

Answer the questions below based on the text above!

- a) What is the writer's intention in writing the text? (L1)
- b) What is the topic of the second paragraph? (L3)
- c) What does the writer tell about in the third paragraph? (L3)
- d) Who will likely read the text? (L3)
- e) What benefit can you get by reading the text? (L3)

a. Understanding the structure of the text:

Instruction 1: Answer the questions below based on the text above!

- 1) What is the purpose of the establishment of the museum? (L1)
- 2) What are exhibited in the permanent exhibition? (L1)
- 3) What events can you see in the diorama section of the museum? (L1)



- 4) What are the historical background of Asian-African Conference which are presented in the museum? (L1)
- 5) Why was the diorama describing the Opening Session of the Asian-African Conference made? (L1)
- 6) What was the purpose of building a library in the museum complex? (L1)
- 7) What is the importance of the library in the museum for visitors? (L3)
- 8) What is the purpose behind the setting of the audiovisual room in the museum? (L1)
- 9) What is the difference between the fourth and fifth paragraphs? (L2)
- 10) What can you conclude about the museum concerning its function? (L3)

Instruction 2:

Say whether the following statements are true or false!

- 1) Museum of the Asian-African Conference is located in front of Gedung Merdeka at Jalan Asia Afrika Number 65, Bandung.
- 2) Museum of the Asian-African Conference has three permanent exhibition rooms.
- 3) The effect of the Asian-African Conference to the world is one of the historical events that is exhibited in the permanent exhibition room.
- 4) Profiles of the participant countries of the Asian-African Conference that are performed in the library section of the museum.
- 5) Documentary photos of the Colombo Conference are exhibited in the permanent exhibition room.
- 6) The changes of Gedung Merdeka from time to time are presented in the dioramas.
- 7) Indonesia had been chosen as the host of the conference and became the Leader of the Non-Aligned Movement.
- 8) The idea to build a library in the museum complex came from Abdullah Kamil, the Ambassador of Indonesia in London.



- 9) The library provides only books on history, social, politic, and culture of the Asian African Countries.
- 10) Films about the culture of the Asian- African Countries can be seen in the audiovisual section of the museum.

b. Understanding the language features

Instruction 1:

Match the words in the left with their synonyms in the right side! (L2)

Nu.	Words in the text	Nu.	Synonyms
1.	venue	a.	representatives
2.	in accordance	b.	offers, gives
3.	delegates	c.	built
4.	exhibition	d.	presented
5.	provides	e.	initiation
6.	background	f.	place, location
7.	performed	g.	event
8.	describing	h.	display
9.	preliminary	i.	portraying
10.	was set up	j.	in line with

Instruction 2:

Complete the sentences below using the most appropriate adjectives!

- 1) Visiting museums can give us ... (inspiration) experience.
- 2) Learning history by visiting museums can be ... (worth) for visitors especially students.
- 3) Museum of the Asian-African Conference presents some traits of Indonesian history, so it can be said that it is one of the famous ... (history) buildings in Bandung.
- 4) There are ... (value) knowledge that visitors can get by visiting museums.



- 5) When you walk along Asia-Africa Street in Bandung, you will feel some beautiful and ... (Instagram) views.

Note:

Tips to fill in the blanks in incomplete sentences:

- 1) Look at the word “right before the blank” (...) and “right after the blank” (...)

If you are asked to complete the sentence using particular words (for example using adjectives, using conjunctions, using adverbs, and so on), you just need to find the most suitable word that you know. Below is an example:

Instruction:

Complete the sentence below using the most suitable adjectives!

Museum of the Asian-African Conference is ... to the Grand Mosque of Bandung.

- 1) The word that comes right before the blank is the word “is”. It is the verb of the sentence. This means that the rest of the sentence should be the complement of the sentence, which can be a noun, an adjective, or an adverb. Let’s see the word after the blank. It is a preposition which is followed by a noun, the name of a place. Then we can conclude that what we need should be an adjective showing distance: can be “close” or “adjacent”.

- 2) Thus, the complete sentence should be:

Museum of the Asian-African Conference is **close** to the Grand Mosque of Bandung

- 2) Identify what word is missing. In this case, you should identify the sentence pattern.

The followings are some examples:

- a) In a simple present tense, the pattern should be: Subject + Verb + Complement (can be a noun as an object, can be an adjective, or an adverb). If the blank comes before an object, then what you need is



a verb. If the blank comes before a verb, then what you need is a subject.

- b) In a complex sentence which contains a main clause and a dependent clause, you should identify in which part is the blank: is it in the main clause or is it in the dependent clause? If the blank comes after the main clause, then you would probably need a conjunction. If the blank comes after a conjunction, then you might need a subject for the dependent clause. If the blank comes after the verb of the dependent clause, you might need a noun or adjective or adverb for the dependent clause.

Look at the example below:

Visiting a museum can give us knowledge ... we can learn from the facts presented in it.

- 1) This is a complex sentence:

The main clause is: Visiting a museum can give us experiences.

The dependent clause is: we can learn from the facts presented in it.

- 2) Both main clause and dependent clause have been complete sentences. Therefore, what we need is a conjunction.

- 3) The complete sentence should be:

Visiting a museum can give us knowledge **because** we can learn from the facts presented in it.



3. Sample Text 2



Gambar 3 View from Penanjakan Hill in Mount Bromo Complex
(Picture is taken from: <https://travel.tribunnews.com/2019/01/21/4>)

Mount Bromo

Mount Bromo is one of Indonesia's most interesting tourism destinations. Mount Bromo is an active volcano. Being in the area of Bromo Tengger National Park, this place belongs to four regencies, namely Probolinggo, Pasuruan, Lumajang, and Malang Regency. It comprises an area of about 10 square kilometres.

Located on more than two thousand meters above sea level, the temperature in Mount Bromo can be very low. It can reach up to zero Celsius degrees, especially in the months of June and July. It is noted that in 2018 when Mount Bromo is on its extreme temperature, there was a phenomenon called "crystal dew" (the local people call it "*embun upas*"). In the local language, "*upas*" means "poison". It is beautiful to see, but it is dangerous because it destroys plants.

Apart from the "*embun upas*" phenomenon, Mount Bromo has many to offer, one of them is the view from Penanjakan Hill. Most people love to see sunrise and the scenery around the mount from a place called Penanjakan Hill. Visitors need to ride on jeeps for about an hour. There are hundreds of jeeps provided by local people which can be hired to reach the site. Usually visitors start riding jeeps about 2 o'clock in the morning and reach the site at about 4. Then, people have to hike for about another half hour. On the hill, visitors can enjoy the sunrise and see the three mounts from the top of the hills, namely



Mount Bromo, Mount Semeru, and Mount Batok. The photograph of these three mounts are very familiar in the internet.

Besides that, Mount Bromo is also known as the sea of sand. It's because there is an area of about 5,920 hectares surrounding Mount Bromo, Mount Batok, Mount Widodaren, Mount Kursi, and Mount Watangan. The black sand is very fine. Visitors enjoy the sensation of "whispering sand". This is caused by the sound of sand when it is blown by the wind.

Another object that visitors can enjoy is the savannah on the south of Mount Bromo. Visitors can enjoy the beautiful scenery of the green savannah with reed plants and many other plants. Being in this place, we will feel a different atmosphere because of the cool breeze and the beautiful green view.

4. Sample questions related to the text

- 1) Asking the social function of the text
 - a. What does the text tell us about? (L1)
 - b. What is the writer's intention in writing the text? (L1)
 - c. What is the topic of the second paragraph? (L3)
 - d. What does the writer tell about in the third paragraph? (L3)
 - e. Who will likely read the text? (L3)
 - f. What benefit can readers get by reading the text? (L3)
- 2) Asking the text structure
 - a) Why do the local people call the crystal dew "*upas*"? (L1)
 - b) Why can the temperature in Mount Bromo be very low? (L1)
 - c) What is "*embun upas*" and why is it dangerous? (L1)
 - d) What can visitors enjoy in Penanjakan Hill? (L1)
 - e) What makes an area of sea of sand in Bromo? (L1)
 - f) What can people enjoy in the southern part of Mount Bromo? (L1)
 - g) How can you relate paragraphs three, four, and five? (L3)



- h) What is the similarity and difference between paragraph three and four? (L2)
- i) What can we conclude from the second paragraph? (L3)
- j) If you want to visit Bromo one day, what preparation should you make? (L3)

3) Asking the language features

Instruction 1: Find the synonyms of the words below!

- a) Comprises (paragraph 1)
- b) Destroys (paragraph 2)
- c) Site (paragraph 3)
- d) Scenery (paragraph 3)
- e) Surrounding (paragraph 4)

Instruction 2:

Complete the sentences below using the most appropriate conjunction!

- a) Visitors to Mount Bromo like to hear the “whispering sand”. It is the sound when the wind blows on the area of sea of sand ... it sounds like a whisper. (L2)
- b) When the temperature is very low, the morning dew on plants and crops in Bromo turns into ice. It is beautiful to see but it is dangerous for plants. ... local people call it “*upas*”. (L2)
- c) The temperature in Mount Bromo in June is very low, lower than 10 degrees Celsius. ..., you should prepare suitable jackets if you want to go there in June.



5. Sample Text 3

Guide to Travel Dieng Plateau, Wonosobo

By: Rachel

Dieng Plateau is situated in Central Java, nearby Wonosobo. Most people in Indonesia calls it Dieng. It is a highland of 2,000 m. Even though nearby to Wonosobo, it is actually located in the regency of Banjarnegara.

Dieng Plateau almost somewhat exists on its own up here in the highlands. If you explore around, you will be **trekking through rolling hills of plantations** and mountains flanking from all sides in the horizon.

A fellow traveler whom I met there commented: “At this view (while



Gambar 4 Vegetable Fields on Dieng Plateau

looking vast rolling hills of vegetable fields), it almost seems like I am back in France.” And if you are here during off peak season, you will find yourself one of the only handfuls of travelers wandering around, making this place exclusive. There are some tourism destinations that make this highland exceptional.

Firstly, there are many craters around here for you to explore, like Candradimuka Crater, Sileri Crater, and Sikidang Crater which is more popular because the crater moves from one place to another. People associate it with the running of a deer (in Javanese, deer is called *kidang*”).



Gambar 5 Sikidang Crater



Then there is also the Arjuna Temples Complex. This is a complex of ancient temples dotted around. The most famous is the Arjuna complex which is famous not because of its magnificence, but for its really old age. Here you



**Gambar 6 Temple Complex on
Dieng Plateau**

can find Arjuna Temple, Setiyaki Temple and Bima Temple. They are one of the oldest temples in Indonesia, dating back to 8th century built by the Sanjaya dynasty. It can be a bit disheartening to see the remaining small temples around the complex, but keep in mind that it had stood the rest of time for a long, long time.

Then, the most captivated scenery for many visitors is the Telaga Warna (colored lake). However, it should be noted that people should not be mistaken for its name, for it is only in hues of blue and maybe some slight green. Try to walk up the hill beside it to catch a top view of the lake which can be quite beautiful if you caught it during the right light of day.

(Taken from: <https://allindonesiatravel.com/dieng-plateau-central-java/>)

6. Sample questions related to text

- 1) Asking the social function

Instruction:

Answer the following questions based on the text above!

- a) What is the writer's purpose in writing the text? (L1)
- b) Who will most likely read the text? (L3)
- c) What is the writer's role in the text? (L3)
- d) What does the passage tell us about? (L1)
- e) What is the main idea of the third paragraph? (L3)
- f) What is the topic of paragraph 4? (L1)
- g) What benefit can readers get by reading the text? (L3)



2) Understanding the text structure

Instruction 1:

Answer the following questions based on the text above!

- a) What tourism destinations are described in the text? (L1)
- b) Where is Dieng Plateau? (L1)
- c) How can you relate paragraphs two and three? (L3)
- d) “A fellow traveler whom I met there commented:” (third paragraph).
What can we conclude about the writer’s relationship with the traveller?
Explain your answer! (L3)
- e) What does the traveller mean when he said, “it almost seems like I am back in France”? (L3)
- f) Based on the information in paragraph 3, what makes Dieng Plateau exclusive and exceptional? (L1)
- g) What makes Sikidang crater more popular compared from other craters I the area? (L1)
- h) Why is Arjuna Temple the most famous among the other temple complex in Dieng? (L1)
- i) Is the Telaga Warna really colourful? Explain your answer! (L1)
- j) What can you conclude about Dieng Plateau? (L3)

Instruction 2:

Say whether the following statements are true or false!

- 1) Dieng Plateau is situated in the regency of Wonosobo.
- 2) The writer’s friend is from France.
- 3) The rolling hills of vegetable fields look like the view in France.
- 4) The Arjuna complex is famous because of its magnificence.
- 5) Dieng Plateau is different from other tourism destinations in Central Java because there are some destinations in one complex in this area.
- 6) The Setiyaki temple is the oldest among other temples in the complex.



- 7) The Sileri Crater is the most popular among the other craters in Dieng Plateau.
- 8) Telaga Warna is the most interesting object in Dieng Plateau for most visitors.
- 9) Telaga Warna is a lake with three colors, they are white, blue, and green.
- 10) The lake is best enjoyed in the afternoon when the Sun almost sets.

3) Understanding the language features

Instruction 1:

Match the words in the left column with their synonyms in the right side!

Nu.	Words in the text	Nu.	Synonyms
1.	trekking	a.	scenery
2.	flanking	b.	fascinated
3.	fellow	c.	outstanding
4.	view	d.	adjoining
5.	wandering	e.	very old
6.	exceptional	f.	impressiveness
7.	ancient	g.	hiking
8.	magnificence	h.	saddening
9.	disheartening	i.	travelling
10.	captivated	j.	friend

Instruction 2:

Fill in the blanks using the most suitable conjunctions!

- a) Visitors may feel a little sad to see the small temples around the Arjuna Temple in Dieng ... they look very old and not in a very good condition.
- b) A traveller from France felt that the view in Dieng Plateau looks like the one in France, ... when he visited Dieng, he felt like he went back to France.



- c) The number of visitors to Dieng during off peak season is not as many as in Bali. ... travellers feel the place exclusive and you have your private time there.
- d) ... people call the lake Telaga Warna, it consists of only of hues of blue and maybe some slight green.
- e) The way to reach the top of Dieng Plateau is very steep and a little dangerous. ..., many travellers visit the place day to day.

4) Developing writing skill

Instruction:

Rearrange the jumbled sentences below to make a good descriptive text!

- a) No fuel-powered vehicles are allowed in the area, so we can take traditional carriage in Lombok and bike.
- b) The beach in the west side is also white, but a bit rougher than that of the east side because the sand is mixed with coral fragments.
- c) The island is as small as 3 km stretching from north to south and 2 km from west to east.
- d) The south east side of Gili Trawangan is having magnificent Lombok beach with soft white sand.
- e) Lombok Island is a small island in Indonesia, but the island itself is surrounded by other smaller islands called Gili, and Gili Trawangan is the favourite one.
- f) On the other side, the west side of this island is more tranquil.

Note:

Clues and tips to rearrange jumbled sentences into the correct order



1. Try to get the topic of the paragraph you're building. You can get the topic by looking at the words which are mostly used in the sentences, and then you conclude the topic.
2. Then, look at the most general sentence. The most general sentence should not contain detailed description or information. It usually mentions the name of a place or building, but not the type, colour, landscape, or other detailed information.
3. Sentences which are started with a pronoun (such as he, they, it), then this sentence should not be the first sentence in the paragraph. There should be another sentence which precedes it.
4. A sentence which contain a conclusion or summary is **usually** the last sentence of a paragraph.

MATERI 2. PENILAIAN

A. Pengantar

Menurut Permendikbud No. 23 tahun 2016 tentang Standar Penilaian Pendidikan, penilaian adalah proses pengumpulan dan pengolahan informasi untuk mengukur pencapaian hasil belajar peserta didik. Berdasarkan lingkupnya, penilaian pendidikan dilakukan oleh pendidik, oleh satuan pendidikan, dan oleh pemerintah. Penilaian yang dilakukan oleh pendidik dilakukan dalam bentuk ulangan, pengamatan, penugasan, dan/ atau bentuk lain yang diperlukan. Penilaian oleh satuan pendidikan dilakukan dalam bentuk dalam bentuk ujian sekolah/ madrasah, sedangkan penilaian oleh pemerintah dilakukan dalam bentuk Ujian Nasional dan/ atau bentuk lain yang diperlukan.

B. Lingkup Penilaian

Pada tingkat pendidikan dasar dan pendidikan menengah meliputi aspek sikap, pengetahuan, dan keterampilan. Penilaian sikap dilakukan oleh pendidik untuk memperoleh informasi deskriptif mengenai perilaku peserta didik. Penilaian pengetahuan dilakukan untuk mengukur penguasaan pengetahuan peserta didik.



Penilaian keterampilan dilakukan untuk mengukur kemampuan peserta didik menerapkan pengetahuan dalam melakukan tugas tertentu.

Pada Permendikbud No. 37 tahun 2018, mata pelajaran Pendidikan Agama dan Budi Pekerti dan mata pelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn), KD pada KI-1 dan KD pada KI-2 disusun secara koheren dan linier dengan KD pada KI-3 dan KD pada KI-4. Sedangkan untuk mata pelajaran lain, tidak terdapat KD pada KI-1 dan KI-2.

Hal tersebut mengandung implikasi bahwa hanya mata pelajaran Pendidikan Agama dan Budi Pekerti serta PPKn yang harus memberikan pembelajaran dan penilaian sikap secara langsung, sedangkan mapel lainnya tidak perlu memberikan penilaian secara langsung.

Penilaian yang akan dibahas dalam modul ini lebih difokuskan pada penilaian pengetahuan dan keterampilan.

C. Tujuan penilaian

Penilaian hasil belajar oleh pendidik bertujuan untuk memantau dan mengevaluasi proses, kemajuan belajar, dan perbaikan hasil belajar peserta didik secara berkesinambungan. Penilaian hasil belajar oleh satuan pendidikan bertujuan untuk menilai pencapaian Standar Kompetensi Lulusan untuk semua mata pelajaran. Penilaian hasil belajar oleh Pemerintah bertujuan untuk menilai pencapaian kompetensi lulusan secara nasional pada mata pelajaran tertentu.

D. Prinsip Penilaian

Prinsip penilaian hasil belajar:

1. sah, berarti penilaian didasarkan pada data yang mencerminkan kemampuan yang diukur;
2. objektif, berarti penilaian didasarkan pada prosedur dan kriteria yang jelas, tidak dipengaruhi subjektivitas penilai;



3. adil, berarti penilaian tidak menguntungkan atau merugikan peserta didik karena berkebutuhan khusus serta perbedaan latar belakang agama, suku, budaya, adat istiadat, status sosial ekonomi, dan gender.
4. terpadu, berarti penilaian merupakan salah satu komponen yang tak terpisahkan dari kegiatan pembelajaran;
5. terbuka, berarti prosedur penilaian, kriteria penilaian, dan dasar pengambilan keputusan dapat diketahui oleh pihak yang berkepentingan;
6. menyeluruh dan berkesinambungan, berarti penilaian mencakup semua aspek kompetensi dengan menggunakan berbagai teknik penilaian yang sesuai, untuk memantau dan menilai perkembangan kemampuan peserta didik;
7. sistematis, berarti penilaian dilakukan secara berencana dan bertahap dengan mengikuti langkah-langkah baku;
8. beracuan kriteria, berarti penilaian didasarkan pada ukuran pencapaian kompetensi yang ditetapkan; dan
9. akuntabel, berarti penilaian dapat dipertanggungjawabkan, baik dari segi mekanisme, prosedur, teknik, maupun hasilnya.

E. Bentuk Penilaian

1. Ulangan
2. Pengamatan
3. Penugasan
4. Ujian
5. Dan/ atau bentuk lain yang diperlukan

F. Mekanisme Penilaian

Mekanisme penilaian hasil belajar oleh pendidik:

1. perancangan strategi penilaian oleh pendidik dilakukan pada saat penyusunan rencana pelaksanaan pembelajaran (RPP) berdasarkan silabus;



2. penilaian aspek sikap dilakukan melalui observasi/pengamatan dan teknik penilaian lain yang relevan, dan pelaporannya menjadi tanggungjawab wali kelas atau guru kelas;
3. penilaian aspek pengetahuan dilakukan melalui tes tertulis, tes lisan, dan penugasan sesuai dengan kompetensi yang dinilai;
4. penilaian keterampilan dilakukan melalui praktik, produk, proyek, portofolio, dan/atau teknik lain sesuai dengan kompetensi yang dinilai;
5. peserta didik yang belum mencapai KKM satuan pendidikan harus mengikuti pembelajaran remedi; dan
6. hasil penilaian pencapaian pengetahuan dan keterampilan peserta didik disampaikan dalam bentuk angka dan/atau deskripsi.

G. Instrumen Penilaian

Instrumen penilaian yang digunakan oleh pendidik dalam bentuk penilaian berupa tes, pengamatan, penugasan perseorangan atau kelompok, dan bentuk lain yang sesuai dengan karakteristik kompetensi dan tingkat perkembangan peserta didik.

Instrumen penilaian yang digunakan oleh satuan pendidikan dalam bentuk penilaian akhir dan/atau ujian sekolah/madrasah memenuhi persyaratan substansi, konstruksi, dan bahasa, serta memiliki bukti validitas empirik.

Instrumen penilaian yang digunakan oleh pemerintah dalam bentuk UN memenuhi persyaratan substansi, konstruksi, bahasa, dan memiliki bukti validitas empirik serta menghasilkan skor yang dapat diperbandingkan antarsekolah, antardaerah, dan antartahun.



KEGIATAN PEMBELAJARAN

A. Aktivitas Pembelajaran:

Topik 1: Descriptive Texts - Historical Buildings

KEGIATAN IN SERVICE TRAINING – 1

Kegiatan 1: (MATERI 1) Social function, text structure, language features (2 JP)

Langkah Kegiatan:

1. Fasilitator memimpin penyamaan persepsi tentang KI-KD sesuai Permendikbud No. 37 tahun 2018 materi descriptive texts terkait historical buildings dan tourism destinations.
2. Fasilitator memimpin penyamaan persepsi tentang *social function*, *text structure*, dan *language features* dari teks deskriptif.
3. Fasilitator memimpin penyamaan persepsi tentang metode dan media pembelajaran yang sesuai digunakan untuk materi tersebut.
4. Fasilitator menjelaskan tentang tingkatan-tingkatan pertanyaan untuk merangsang siswa berfikir tingkat tinggi (HOTS)

Kegiatan 1: (MATERI 2) Sample Text dan Reading Comprehension (1 JP)

1. Fasilitator mengajak peserta untuk membahas sebuah sample text tentang a *historical building* terkait *social function*, *text structure*, dan *language features*
2. Menyamakan persepsi untuk memahami isi teks (*reading comprehension*).



KEGIATAN ON THE JOB LEARNING

Kegiatan 1: Social function, text structure, and language features (2 JP)

Table 6 Desain Pembelajaran topik 1 pertemuan 1: Social Function, Text Structure, and Language Features

No	PESERTA DIDIK	GURU	WAKTU (menit)
1	Penyajian masalah nyata kepada peserta didik		5
	Mengamati gambar sebuah bangunan bersejarah	Menanyakan nama bangunan tersebut, berada di mana, dan terkenal karena apa	
2	Pengorganisasian proses penyelesaian masalah		5
	Menyebutkan nama tempat yang ada di gambar, berada di mana, dan terkenal karena apa (Jika belum tahu, peserta didik disilakan mencari informasi terkait gambar tersebut di internet)	Menyimak dan mengatakan apakah jawaban peserta didik benar atau belum benar, dan mendiskusikan dengan mereka	
3	Penyelidikan individual maupun kelompok		30
	a. Mencari informasi terkait hal-hal yang ditanyakan oleh guru dengan cara berdiskusi dengan teman, membaca buku, atau browsing di internet. b. Membaca sekilas contoh teks yang diberikan oleh guru. c. Menjawab setiap pertanyaan dari guru	Memberikan sebuah contoh teks deskriptif dan menanyakan beberapa pertanyaan: a. <i>Where can you possibly find this kind of text?</i> b. <i>What is the writer's purpose in writing the text?</i> c. <i>What benefit can people get by reading the text?</i>	



	d. Menyampaikan beberapa informasi terkait teks tersebut terkait: 1) di mana teks seperti itu biasanya ditemukan; 2) apa tujuan penulis menulis teks tersebut; 3) apa manfaat yang bisa diperoleh pembaca dengan membaca teks tersebut; 4) bagaimana susunan teks tersebut (paragraf 1 tentang apa, paragraf 2 tentang apa, dan seterusnya) e. Mengidentifikasi tata bahasa (kalimat yang digunakan dalam teks tersebut)	d. <i>How does the writer organize the text?</i> (Jika pertanyaan ini sulit difahami oleh siswa, atau siswa faham maksud pertanyaannya tetapi tidak tahu bagaimana cara menjawabnya, guru bisa mengarahkan siswa dengan memberikan pertanyaan tambahan: 1) What does the writer write in the first paragraph?; 2) What does the writer write in the second paragraph?; dan seterusnya). e. <i>What sentence pattern is used in the text?</i> (mengarahkan ke <i>language features</i>) f. <i>Mention some adjectives that you find in the text!</i> (mengarahkan kepada identifikasi unsur bahasa)	
4	Pengembangan dan penyajian hasil penyelesaian masalah		40
	a. Menyimpulkan <i>social function of the text</i> b. Menyimpulkan <i>text structure</i> c. Menyimpulkan <i>language features of the text</i>	a. Mengarahkan siswa untuk menyimpulkan <i>social function of the text</i> b. Mengarahkan siswa untuk bisa menyimpulkan <i>text structure</i> c. Mengarahkan siswa untuk menyimpulkan <i>language features of the text</i>	



5	Analisis dan evaluasi proses penyelesaian masalah		10
	Menyimak penjelasan guru dan menanyakan jika masih ada yang belum difahami.	Menyimak jawaban siswa dan mengoreksi jika perlu, serta memberikan penekanan pada <i>the social function of the text, text structure, dan language features of the text.</i>	

Kegiatan 1: Sample text and reading comprehension (1 JP)

KEGIATAN ON THE JOB LEARNING

Table 7 Desain Pembelajaran Topik 1 Pertemuan 2: Sample Text and Reading Comprehension

No	PESERTA DIDIK	GURU	WAKTU (menit)
1	Penyajian masalah nyata kepada peserta didik		5
	Menerima teks dari guru dan membaca sekilas teks tersebut dan menanyakan maksud kata-kata atau kalimat-kalimat tertentu yang tidak difahami artinya	Memberikan sebuah teks kepada siswa dan meminta siswa untuk membaca sekilas teks tersebut, serta menanyakan apakah ada kata atau frase atau kalimat yang tidak difahami artinya	
2	Pengorganisasian proses penyelesaian masalah		5
	a. Siswa yang sudah faham membantu siswa lain yang bertanya b. Siswa mencari arti kata-kata yang belum difahami di kamus	Mempersilakan siswa yang lain untuk saling membantu jika ada pertanyaan tentang makna kata atau kalimat, dan menjawab pertanyaan siswa terkait kata-kata baru	
3	Penyelidikan individual maupun kelompok		30



	a. Mempelajari teks, dan mendiskusikan dengan teman lain terkait isi teks b. Menjawab pertanyaan-pertanyaan dari guru	Memberikan beberapa pertanyaan terkait fungsi social, struktur teks, dan unsur kebahasaan, seperti: a. Fungsi Sosial 1) <i>What is the text about?</i> 2) <i>What is the topic of the second paragraph?</i> 3) <i>What is the writer's intention in writing the text?</i> 4) <i>What benefit can readers get by reading the text?</i> b. Struktur Teks 1) <i>What historical event has relationship with the building?</i> 2) <i>Explain about the location of the building!</i> 3) <i>How can you relate paragraphs 2 and 3?</i> 4) <i>Describe the physical characteristics of the building!</i> c. Unsur Kebahasaan 1) <i>What is the meaning of the word ...?</i>	
4	Pengembangan dan penyajian hasil penyelesaian masalah		40
	Menyampaikan jawaban atas pertanyaan-pertanyaan dari guru	a. Mendiskusikan jawaban bersama seluruh siswa	



		b. Membahas beberapa kata khusus dari teks dan mencari padanannya	
5	Analisis dan evaluasi proses penyelesaian masalah		10
	Menyimak ulasan dari guru dan mengajukan pertanyaan-pertanyaan lain terkait isi teks	Memberi penguatan untuk jawaban yang benar dan memberi pembetulan seperlunya untuk jawaban yang kurang tepat	

Table 8 Refleksi Pelaksanaan Pembelajaran On Job Learning Topik 1

No.	Refleksi Aktivitas Peserta Didik	Refleksi Aktivitas Guru	Hambatan Lain
1			
2			
3			

KEGIATAN IN SERVICE TRAINING – 2

Langkah Kegiatan:

1. Fasilitator mempersilakan beberapa orang peserta MGMP untuk melaporkan kegiatan on-the-job learning di depan peserta yang lain.
2. Fasilitator mempersilakan peserta MGMP untuk menanggapi laporan yang disampaikan oleh beberapa orang tersebut.
3. Fasilitator bersama-sama peserta mendiskusikan laporan yang telah disampaikan oleh beberapa perwakilan peserta tersebut.
4. Fasilitator memberi penguatan kepada peserta MGMP untuk selalu bersemangat untuk mengikuti kegiatan MGMP dan menerapkan pengetahuan yang diperoleh selama kegiatan.

KEGIATAN REFLEKSI

1. Fasilitator mempersilakan peserta untuk menyampaikan pendapatnya tentang kegiatan MGMP khususnya kegiatan PKB



2. Fasilitator bersama-sama peserta mendiskusikan apa kelebihan dan kekurangan kegiatan PKB dalam MGMP tersebut.
3. Fasilitator bersama-sama peserta membahas apa yang harus dilakukan untuk memperbaiki kegiatan yang akan datang.

TOPIK 2: WRITING (2 JP)

KEGIATAN IN-SERVICE TRAINING 1

Langkah-langkah kegiatan:

1. Penyamaan persepsi tentang pentingnya mengajarkan keterampilan writing
2. Fasilitator meminta peserta untuk mendiskusikan jumbled sentences yang sudah dibagi dan kemudian membahas bersama semua peserta
3. Fasilitator meminta peserta untuk menyebutkan tempat wisata (boleh baru atau lama) yang ada di sekitar mereka
4. Fasilitator meminta peserta untuk membuat kalimat pembuka untuk mengenalkan tempat wisata tersebut, dan kalimat-kalimat selanjutnya

KEGIATAN ON THE JOB LEARNING

Kegiatan 3: Writing (2 JP)

Model Pembelajaran: *Problem Based Learning*

Table 9 Desain Pembelajaran Topik 2: Writing

No	PESERTA DIDIK	GURU	WAKTU (menit)
1	Penyajian masalah nyata kepada peserta didik		5
	Menanya pedoman apa yang bisa digunakan untuk mengisi kata-kata tersebut ke dalam teks rumpang tersebut	Memberikan sebuah teks rumpang (<i>cloze text</i>) dan beberapa kata untuk diisi untuk melengkapi teks rumpang tersebut, beberapa kalimat acak untuk disusun menjadi paragraph yang baik, dan	



		beberapa paragraph acak untuk disusun menjadi teks deskriptif yang baik.	
2	Pengorganisasian proses penyelesaian masalah		10
	a. Mengajukan pertanyaan-pertanyaan terkait apa arti kata-kata yang disediakan, apa pedoman yang bisa dipakai untuk memilih kata untuk diisikan ke dalam kalimat-kalimat rumpang dalam teks tersebut, dan sebagainya. b. Mengajukan pertanyaan terkait pedoman apa yang bisa digunakan untuk menyusun kalimat-kalimat acak menjadi sebuah paragraph c. Mengajukan pertanyaan terkait apa pedoman yang bisa digunakan untuk menyusun paragraf-paragraf acak menjadi sebuah teks	a. Mempersilakan siswa melihat contoh teks yang sudah dibahas dan mengidentifikasi informasi apa saja yang ditulis dalam teks dan kata-kata apa yang digunakan dalam teks untuk menyampaikan informasi tersebut. b. Mengarahkan siswa untuk mengidentifikasi kalimat-kalimat acak sesuai dengan struktur teks descriptive, sehingga siswa bisa menyusunnya menjadi paragraf yang baik. c. Mengarahkan siswa untuk mengidentifikasi paragraf-paragraf acak sesuai dengan struktur teks deskriptif, sehingga siswa bisa menyusunnya menjadi teks yang baik.	
3	Penyelidikan individual maupun kelompok		30
	a. Mencari teks-teks yang lain tapi sejenis di internet b. Mengidentifikasi kata-kata yang banyak digunakan dalam teks-teks sejenis. c. Mencari arti kata-kata yang digunakan dalam teks rumpang.	a. Mengkonfirmasi teks-teks yang ditemukan oleh siswa (apakah benar teks-teks tersebut adalah teks deskriptif terkait <i>historical building</i> b. Memberi penjelasan	



4	Pengembangan dan penyajian hasil penyelesaian masalah		40
	a. Memasukkan kata-kata yang disediakan ke dalam teks b. Menyusun jumbled sentences menjadi paragraf yang baik c. Menyusun jumbled paragraphs menjadi teks yang baik	a. Mengkonfirmasi apakah jawaban siswa sudah benar atau belum, dan mendiskusikan seperlunya b. Mengapresiasi setiap jawaban siswa	
5	Analisis dan evaluasi proses penyelesaian masalah		5
	Menerima penguatan dari guru dan menanyakan bila masih ada yang belum difahami	Memberi penguatan kepada siswa tentang fungsi social, struktur teks, dan unsur kebahasaan dari teks descriptive dan menjawab pertanyaan dari siswa (jika masih ada pertanyaan)	

Table 10 Refleksi Pelaksanaan Pembelajaran On The Job Learning Topik 2

No.	Refleksi Aktivitas Peserta Didik	Refleksi Aktivitas Guru	Hambatan Lain
1			
2			
3			

KEGIATAN IN SERVICE LEARNING – 2

Kegiatan 1: Melaporkan Kegiatan (2 JP)

Langkah Kegiatan:

1. Fasilitator mempersilakan beberapa orang peserta MGMP untuk melaporkan kegiatan on-the-job learning di depan peserta yang lain.



2. Fasilitator mempersilakan peserta MGMP untuk menanggapi laporan yang disampaikan oleh beberapa orang tersebut.
3. Fasilitator bersama-sama peserta mendiskusikan laporan yang telah disampaikan oleh beberapa perwakilan peserta tersebut.
4. Fasilitator memberi penguatan kepada peserta MGMP untuk selalu bersemangat untuk mengikuti kegiatan MGMP dan menerapkan pengetahuan yang diperoleh selama kegiatan.

KEGIATAN REFLEKSI

1. Fasilitator mempersilakan peserta untuk menyampaikan pendapatnya tentang kegiatan MGMP khususnya kegiatan PKB
2. Fasilitator bersama-sama peserta mendiskusikan apa kelebihan dan kekurangan kegiatan PKB dalam MGMP tersebut.
3. Fasilitator bersama-sama peserta membahas apa yang harus dilakukan untuk memperbaiki kegiatan yang akan datang.

TOPIK 3: PENILAIAN

KEGIATAN IN-SERVICE TRAINING 1

Kegiatan 1: MATERI Penilaian (2 JP)

Langkah Kegiatan:

1. Fasilitator menyampaikan teori tentang sistem penilaian.
2. Fasilitator memimpin kegiatan menyusun instrument penilaian pengetahuan dan keterampilan.
3. Peserta MGMP menyusun instrumen penilaian.
4. Fasilitator mengulas instrumen penilaian yang dibuat oleh peserta.

KEGIATAN IN-SERVICE TRAINING 2

Kegiatan 1: Melaporkan Kegiatan (2 JP)

Langkah Kegiatan:



1. Fasilitator mempersilakan beberapa orang peserta MGMP untuk melaporkan kegiatan on-the-job learning di depan peserta yang lain.
2. Fasilitator mempersilakan peserta MGMP untuk menanggapi laporan yang disampaikan oleh beberapa orang tersebut.
3. Fasilitator bersama-sama peserta mendiskusikan laporan yang telah disampaikan oleh beberapa perwakilan peserta tersebut.
4. Fasilitator memberi penguatan kepada peserta MGMP untuk selalu bersemangat untuk mengikuti kegiatan MGMP dan menerapkan pengetahuan yang diperoleh selama kegiatan.

KEGIATAN REFLEKSI

1. Fasilitator mempersilakan peserta untuk menyampaikan pendapatnya tentang kegiatan MGMP khususnya kegiatan PKB
2. Fasilitator bersama-sama peserta mendiskusikan apa kelebihan dan kekurangan kegiatan PKB dalam MGMP tersebut.



E. Lembar Kerja Peserta Didik (LKPD)

1. LKPD 1

- Find a descriptive text from the internet, from books, from tourism brochures, or from other sources describing a historical building or a tourism destination, then print it.
- Based on the text that you found, complete the table below.

Nu.	Aspect being described	Description
1.	Name of the place/ building	
2.	What makes the place/ building famous	
3.	Detailed description of the place/ building	
4.	What makes the place/ building important for the local people and for the visitors	
5.	Relation between paragraphs	
6.	What benefit people can get by reading the text	

- Exchange your text and table with your friend! It's better if you and your friend have different texts.
- Report the result of your discussion to your teacher!



2. LKPD 2

Creating a descriptive text

Instruction:

1. Observe some tourism destinations that are located near your home.
2. Write a text about the place that interest you the most.
3. Consider the following aspects when you write:
 - a. In the first paragraph:
 - 1) What is the name of the place of interest?
 - 2) Where is it located?
 - 3) How can people get to the place?
 - b. In the second paragraph:
 - 1) How does the place look like?
 - 2) What is beautiful in the place?
 - 3) What do people like the most from the place?
 - 4) What makes the place different from other tourism destinations?
 - c. In the third paragraph:

What activities can people do in the place? (Explain in details!)
 - d. Add other information in the next paragraphs if you want to.
 - e. Pay attention on the grammar and punctuation. Consult your teacher.
 - f. Revise your writing before you submit it to your teacher!



E. Pengembangan Penilaian

KISI-KISI SOAL HOTS

Nama Madrasah : Madrasah Aliyah
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu :
Jumlah Soal :
Tahun Pelajaran :

Tabel 11. Kisi-Kisi Pengembangan Soal HOTS

Kompetensi Dasar	Lingkup Materi	Indikator KD	Indikator Soal	No. Soal	Level Kognitif	Bentuk soal
3.4.	Struktur text	Ide pokok paragraf	Menyimpulkan perkiraan ide pokok paragraf selanjutnya	4	L3	PG
	Struktur text	deskripsi	Menyimpulkan isi teks	9	L3	PG
	Struktur text	deskripsi	Membandingkan dua paragraf	14	L3	PG
	Struktur text	deskripsi	Menyimpulkan sebuah paragraf	24	L3	PG



05 PENILAIAN



Tes Formatif

A. Tes Formatif

Choose the best alternatives!

This text is for questions number 1 to 5

The Wakatobi islands are a remote treasure chest of unspoiled natural beauty. Located in the Sulawesi Tenggara Province, this regency is the perfect destination for travellers. The regency of Wakatobi is an acronym of the islands comprising Wangi Wangi, Kaledupa, Tomia and Binongko. Celebrated as having one of the best diving and snorkelling spots in the world, Wakatobi has no shortage of attractions.

The amazing marine diversity and reefs of Wakatobi have attracted scuba divers and snorkel enthusiasts from all over the world. With over 750 different species of coral and 942 species of fish, Wakatobi has the highest number of reef and fish species ever recorded. It is the second largest barrier reef in the world and encompasses a 1.4 million hectares - 900,000 of which is tropical coral reefs.

In the village of Mola located on the island of Wangi-Wangi, resides a community of people that are truly unique in their lifestyle and history. The inhabitants of this village are from the ethnic group of Bajo who possess unbelievable skills such as walking on the ocean floor and diving at depths of 25-50 meters without the aid of scuba gear.

The surreal beauty of Sombano Lake which is located in the Sombano Village on Kaledupa island is absolutely breathtaking. The vast, dense and green mangrove forest is like no other in this region and the tranquil clear salt water lake which centres this delightfully scenic forest, is filled with uniquely vibrant red coloured crustaceans that can be seen from the surface.



The Kahyangan Summit, or otherwise known as Puncak Kahyangan or Puncak Tomia, is a hill on the island of Tomia which provides a fairytale landscape. The picturesque surroundings of seemingly never ending luscious grassland is perfect for beautiful photographs and watching awe inspiring sunsets.

(<https://www.indonesia.travel/gb/en/trip-ideas/10-amazing-places->)

1. What does the text mostly tell us about?
 - A. The beauty of Wakatobi Islands as a nature.
 - B. The description of cultures in Wakatobi Islands.
 - C. The description of Wakatobi Island as a tourism destination.
 - D. The guide for travelers who want to go to Wakatobi.
 - E. The diversity and reefs of Wakatobi Islands.
2. What made scuba divers from all over the world come to Wakatobi islands?
 - A. The cultural diversity.
 - B. The diversity of fish species.
 - C. The unique food and culture.
 - D. The diving skill of Bajo people.
 - E. The marine diversity and reefs.
3. Which of the following statements is true according to the text?
 - A. The ethnic of Bajo inhabit the Kadelupa Island.
 - B. Wakatobi has the largest barrier reef in the world.
 - C. Wakatobi is the name of an island in Sulawesi Province.
 - D. Wakatobi has the highest number of reef and fish species.
 - E. Wakatobi Islands lack of other sceneries that visitors can enjoy.
4. Which of the followings should be the main idea of the **next** paragraph?
 - A. The facts of Wakatobi Islands that people do not know.
 - B. The reason why travellers should visit Binongko Island.
 - C. The reason why travellers should visit all of the islands.
 - D. The reason why travellers don't need to Kadelupa Island.



- E. The beauty of Tomia Island with its picturesque scenery.
5. "The regency of Wakatobi is an acronym of the islands comprising Wangi Wangi, ..." (Paragraph 1). The underlined word is closest in meaning to
- A. Covering
 - B. Comparing
 - C. Compromising
 - D. Pampering
 - E. Indulging

This text is for questions number 6 to 10

Gunung Leuser National Park (TNGL) is one of Nature Conservation Areas in Indonesia that covers an area of 1,094,692 hectares. This forest is dominant in East Aceh, South Aceh and Langkat North Sumatra. It is well-known for the world-class coffee and tobacco. This Park covers more than 100 kilometers of the Bukit Barisan Mountains, known for its steep, mountainous terrain condition that is almost inaccessible. The stunning Alas river cuts this park into eastern and western parts, where you can find majestic scenery of tropical forests that will pamper your sight.

Those who love to travel can start the adventure in this national park through Bukit Lawang, North Sumatra, where the impressive orangutans live inside the forest. Gunung Leuser National Park and the surrounding area are known as the Leuser Ecosystem which becomes a UNESCO World Heritage Site. There are approximately 130 species which can be identified in Gunung Leuser National Park, namely: Sumatran tigers, elephants, rhinos, gibbons, monkeys, leopards, reptiles, fish, and 325 species of birds.

This park has the highest peak of 3,381 m and is one of the largest national parks in Indonesia and most diverse area of 7,927 km² on the northern tip of Sumatra. Gunung Leuser National Park itself takes its name from Mount Leuser (3404 M asl) in Aceh. The National park includes native ecosystems from the coast to the high mountains which are covered by dense tropical rain forests. This place



is managed by the zoning system for the purpose of research, science, education, cultivation support, tourism, and recreation.

Gunung Leuser National Park covers a very broad area, including mangrove forests, swamp forest, lowland rainforest, moss forest, and up to subalpine forest. With the various ecosystems that it has, the national park is actually a group of various nature reserves and forests, which is: Gunung Leuser Nature Reserve, Kappi Nature Reserve, Kluet Nature Reserve, Sikundur-langkat Wildlife Reserve, Ketambe Research Station, West Singkil, and Dolok Sembilin. ([http:// www.indonesia-tourism.com/north-sumatra/leuser.html](http://www.indonesia-tourism.com/north-sumatra/leuser.html))

6. The writer's purpose in writing the text is...
 - A. To explain how to reach Gunung Leuser National Park
 - B. To explain the area that belong to Gunung Leuser National Park
 - C. To inform what ecosystems are in Gunung Leuser National Park
 - D. To describe Gunung Leuser National Park as a tourism destination
 - E. To describe animals and plants that are conserved in Gunung Leuser
7. Which of the followings is NOT an ecosystem in Gunung Leuser National Park?
 - A. Savannah.
 - B. Moss forest.
 - C. Swamp forest.
 - D. Mangrove forests.
 - E. Lowland rainforest.
8. Which of the following animals is the best known in Bukit Lawang, North Sumatra?
 - A. Tigers.
 - B. Rhinos.
 - C. Gibbons.
 - D. Elephants.
 - E. Orangutans.



9. It can be understood from the text that Gunung Leuser National Park
- A. is a tourism destination which is almost inaccessible
 - B. is a tourism destination with various ecosystems
 - C. is especially built for conserving orangutans
 - D. is the only national park in sumatra island
 - E. is mostly located on lowland areas
10. "The stunning Alas river cuts this park into eastern and western parts...."
- (Paragraph 1). The underlined word is closest in meaning to....
- A. irritating
 - B. affecting
 - C. fascinating
 - D. disheartening
 - E. heart breaking

This text is for questions number 11 to 15

Karimun Island, also known as Karimunjawa and Karimun Java, is a hidden paradise of Java, is an archipelago of 27 islands north of Semarang and off the coast of Central Java. Karimunjawa islands are about 80 km northwest of Jepara, a small town in Central Java. It can be reached by a ferry boat from Kartini Port in Jepara for about 3 hours.

This place is well known by savvy travelers of Java that would like to find some beautiful beaches and sea without needing to leave to other parts of Indonesia. Many locals will also introduce you to this place, the pride of Central Java for having their very own white sand beaches and clear blue sea.

A beautiful sea getaway from the hustle and bustle of the inland of Java, though Java mainland does bring a lot of charms, this is the answer to your cravings for sun, sea and sand. Also this place is not swarmed with tourists yet unlike the famous Bali of Indonesia. Therefore, you can find yourself enjoying the serenity of secluded and tranquil white beaches. Travelers come here to have a fix of snorkeling or diving as well, where the coral reefs are well protected.



Visitors can rent a boat and go hopping from one island to another, exploring the sea and the beaches as they go. Snorkeling is a must here where the corals are plenty and the sea is clear and blue. There are many small islands to explore, such as Pulau Tengah, Tanjung Gelam and Menjangan Besar (touted most beautiful).

Having 35 types of corals, sponges, mixtures of fringing and barrier with depths of 15 to 40 meters, Karimunjawa can be another diving heaven, where you can meet a large variety of marine life and even shipwrecks. Good local diving spots here are Taka Panyawangan and Gosong Cemara.

Another interesting thing to do here in Karimunjawa is to go fishing. You can rent a boat and go out to the various good fishing spots nearby to catch some lunch or dinner and finish it off with fresh coconut found easily around the islands.

Ask the locals and hike or trek around, you may just find yourself from places with a beautiful panoramic view of the islands and the sea. (Taken from: <https://allindonesiatravel.com/karimunjawa-karimun-island-central-java-diving/>)

11. What is the best known of Karimunjawa Islands?
 - A. The fishing spots in the deep sea.
 - B. The white sand beaches and clear blue sea.
 - C. The diving spots of Panyawangan and Gosong Cemara.
 - D. The reachability of the islands by visitors.
 - E. The hiking trek around the islands.
12. Why do many tourists prefer Karimunjawa to Bali?
 - A. There are no fishing spots in the deep sea in Bali.
 - B. Bali is more expensive while karimunjawa is cheaper.
 - C. Bali is too crowded with tourists while Karimunjawa is not.
 - D. The sea in Bali is not as clear and blue as in Karimunjawa.
 - E. Bali doesn't have white sand beaches which Karimunjawa has.



13. Which of the following activities is tourists' most favourite one to do in Karimunjawa?
- A. Going on boats.
 - B. Fishing and hiking.
 - C. Taking care of corals.
 - D. Diving and snorkelling.
 - E. Enjoying the view of the island.
14. Which of the following statements shows the difference between the fourth and fifth paragraphs?

Paragraph 2		Paragraph 3
A	The places to snorkel.	Places to dive.
B	Activities to do in Karimunjawa.	Places to explore in Karimunjawa.
C	Condition of the beaches in Karimunjawa.	Conditions of the deep sea in Karimunjawa.
D	The condition of the corals.	Condition of the marine life.
E	How to go hopping from one island to another.	The depth of the sea.

15. "... bring a lot of charms, this is the answer to your cravings for sun, sea and sand" (Paragraph 3). The underlined word means....
- A. need
 - B. desires
 - C. appetites
 - D. enjoyment
 - E. satisfaction

This text is for questions number 16 to 20

Fort Rotterdam is a 17th-century fort in Makassar on the island of Sulawesi. It is a Dutch fort built on top of an existing fort of the Gowa Kingdom. The first fort on the site was constructed by the local sultan in around 1634, to counter Dutch encroachments. It was the Dutch regional military and governmental headquarters



until the 1930s. It was extensively restored in the 1970s and is now a cultural and educational centre, a venue for music and dance events, and a tourist destination.

Fort Rotterdam lies in the centre of Makassar. It is rectangular in shape, surrounded by a seven-meter wall. It was originally equipped with six bulwarks, five of which are still visible but the sixth one cannot be seen anymore. Inside the fort are thirteen buildings, eleven of them are 17th-century original buildings of the fort; most are still in good condition.

At the centre of the fort is a church building. Several buildings along the north and south curtain walls still exist. The buildings along the northern curtain wall were some of the oldest buildings, dating from 1686, such as the residence of the governor, residence of the senior merchant, of the captain, the predikant, and the secretary, with several storage buildings for weapons.

The buildings on the south curtain, originally used for storage, house a museum displaying local skills in silk weaving, agriculture and boatbuilding; and scale models of indigenous boats. The barracks on the eastern wall now house a small library, featuring old Dutch books that mostly belonged to Reverend Mates, a 19th-century missionary. The ground floor of the building, located in the southeast corner of the fort, was formerly a prison. The southwestern Bastion (Bastion Bacan) contains a prison where Prince Diponegoro was imprisoned at the end of his life. (https://en.wikipedia.org/wiki/Fort_Rotterdam)

16. What was the function of the fort when it was built by the Sultan of Gowa Kingdom?
- A. To be a tourist destination.
 - B. To be the Dutch regional military.
 - C. To encounter the Dutch invasions.
 - D. To be a cultural and educational center.
 - E. To be a venue for music and dance events.



17. Which of the following buildings is found in the south curtain walls?
- A. The residence of the captain.
 - B. The residence of the governor.
 - C. Residence of the senior merchant.
 - D. A museum displaying local skills.
 - E. Storage buildings for weapons.
18. Which of the following statements is true about Fort Rotterdam?
- A. It is rounded in shape.
 - B. It has thirteen buildings inside.
 - C. It was built by the Dutch government.
 - D. There is a mosque in the center of the fort.
 - E. All of the fort's parts are still in good condition.
19. Which of the following places is the place where Prince Diponegoro died?
- A. The southwestern Bastion.
 - B. The southeastern barracks.
 - C. The ground floor of the building.
 - D. The southeast corner of the fort.
 - E. The buildings on the south curtain.
20. "The buildings along the northern curtain wall were ..., such as the residence of the governor..." (Paragraph 3). The underlined word is synonymous with
- A. Possession
 - B. Properties
 - C. Habitat
 - D. Areas
 - E. House

This text is for questions number 21 to 25

'Hotel Oranje' as the Majapahit was originally called, was constructed in 1910 during the Dutch occupation of East Java. The Sarkies brothers, who were Iranian



born hoteliers, built the Hotel Oranje, adding yet another luxury property to their South East Asian hospitality empire.

Throughout the entire 20th century the hotel was expanded, renovated, occupied, sold, bought, and renamed many times. Expansions were made in the 1920's and 1930's with a new Art Deco flare that brought in celebrities and royalty from across the world, including **Charlie Chaplin**. In the 1940's the **Japanese occupied Surabaya, renamed the building 'Hotel Yamato'**, and used it as their headquarters. In 1945', just after the war ended and the Japanese fled, the hotel was renamed once again to **'Hotel Merdeka'**, meaning 'independence'. The Indonesian people of East Java didn't want the Dutch rulers gaining back control after the Japanese occupation. They tore down the Dutch flag and erected their own red and white flag, taking back control of the hotel. Throughout the 1950's until modern day, the hotel went through Dutch and Indonesian ownership, renovations, and was eventually made a **National Landmark of Indonesia as the 'Hotel Majapahit'**.

The Majapahit Hotel is now an award winning destination resort managed by Accor Hotels, and will always remain an important part of Java's rich history.

The hotel is located in the city center. That is the true benefit of staying in a historic hotel. The land was bought a century ago and the city grew up around it. Staying here gives you access on foot to many attractions, restaurants and shopping malls. If you rented a car to take day trips to the surrounding area, they do have a parkade on site. Staying in this hotel means staying downtown but still feel like we were staying in a tranquil retreat.

The hotel has vast grounds. It is a rare and unique feature to have lush gardens and sprawling square footage in the middle of the city. The Majapahit Hotel is a one in a million chance to stay downtown without a massive tower. Instead, you get a view of the modern city that has grown up around it, while staying in the calm retreat of the estate-like grounds. Around every corner we found a jungle like courtyard, romantic garden or perfectly manicured lawn. The



entire property is an immaculate work of art that made us feel like we'd time traveled to another era.

(Taken from: <https://www.traveloffpath.com/hotel-majapahit-surabaya/>)

21. What does the second paragraph tell us mostly about?
- A. The owners of Majapahit Hotel.
 - B. The history of the Majapahit Hotel.
 - C. The architecture of Majapahit Hotel.
 - D. The struggle of Indonesian to defend the hotel.
 - E. The physical characteristics of Majapahit Hotel.
22. Which of the followings is NOT a name for the hotel?
- A. Hotel Oranje.
 - B. Hotel Yamato.
 - C. Hotel Merdeka.
 - D. Hotel Majapahit.
 - E. Independence Hotel.
23. According to the text, what is the advantage of staying in a historical hotel?
- A. It is located in the city centre so it's easier to go anywhere.
 - B. It has a historical value so we can learn the history.
 - C. It uses antique furniture and unique architecture.
 - D. It is usually cheaper than modern hotels.
 - E. It makes us feel like staying in our home.
24. What is the famous history behind the Majapahit Hotel?
- A. Indonesians' struggle to reach its independence from Japan.
 - B. Celebrities from around the world have once stayed in the hotel.
 - C. Indonesians' struggle to take control of the hotel from the Dutch.
 - D. Japan surrendered to the Dutch after its lose in the World War II.
 - E. **Japanese occupied Surabaya** and used the hotel as their headquarters.



25. "... adding yet another luxury property to their South East Asian hospitality empire" (Paragraph 1). The underlined word means

- A. huge
- B. sickness
- C. luxurious
- D. friendliness
- E. enormous

This text is for questions number 26 to 30

The unique architecture of Gedung Sate gets a lot of praise from the architects and construction experts around the world. This is because this building has a distinctive touch of European style combined with traditional architecture. With beauty of its own that is different compared to other buildings in Bandung, Gedung Sate also has a long history as it was built during the era of Dutch colonial rule.

In addition to the beauty of the architecture of this building, this building has a long history. With the former Dutch government, the building is called Gouvernements Bedrijven or GB. Designed by a team of experts from the Netherlands, it involved the manpower of 2000 workers including 150 engravers or bongpay sculptors of Chinese tombstones and wood carvers originating from Konghu or Canton. The massive effort resulted to the great detailings of this building, as today Gedung Sate becomes one of the major tourism and heritage attractions in Bandung, Indonesia.

The construction of Gedung Sate took 4 years to be finished and costs about 6 million guilders. This is the basis for determining the number of round objects pierced by a kind of skewer at the top of the building. There are many versions of Bandung society about round objects pierced by pole at the top of Gedung Sate. Some say it is satay, guava or jasmine flower.

Not only about the beauty and incredible sturdiness, Gedung Sate also has its own mystery. There are also sayings about the existence of underground passage connecting Gedung Sate with Pakuan Building which is the official house for West



Java governor at this time. it is said that the Dutch deliberately make this secret way, but the news was ignored by the people of Gedung Sate. Today, this still remains a mystery to the surrounding community.

(Taken from: <https://gokayu.com/indonesia/bandung/attraction/gedung->)

26. What does the text tell us mostly about?

- A. The description of Gedung Sate as a tourist destination.
- B. The construction of Gedung Sate as a historical building.
- C. The history of Gedung Sate as the office for the governor.
- D. The unique architecture of Gedung Sate as an old building.
- E. The sturdiness of Gedung Sate as a world-class architecture.

27. Why does Gedung Sate become a historical building?

- A. It involved the manpower of 2000 workers and 150 engravers.
- B. It has a European style combined with traditional architecture.
- C. It was designed by a team of experts from the Netherlands.
- D. It was used as the office of West Java governor.
- E. It was built in the era of Dutch colonial rule.

28. Which of the following statements is true according to the text?

- A. It employed 2000 engravers or sculptors.
- B. It involved the manpower of 150 workers.
- C. It employed wood carvers from the Netherlands.
- D. It was designed by an expert from the Netherlands.
- E. It took 4 years to be finished and costs about 6 million guilders.

29. Which of the followings is NOT a fact about Gedung sate?

- A. There are round objects pierced by pole at the top of Gedung Sate.
- B. The round objects pierced by pole at the top of Gedung Sate look like satay.
- C. There is an underground passage connecting Gedung Sate with Pakuan Building.



D. The architecture and construction of Gedung Sate get praise from experts.

E. The number of workers who build the building was enormous.

30. "This is because this building has a distinctive touch of European style combined with...." (Paragraph 1). The underlined word is synonymous with

A. individual

B. common

C. shared

D. unique

E. mutual



B. Penilaian

1. Penilaian untuk Guru

a. Penilaian Mandiri Pembelajar

Terget Kompetensi	Penilaian Diri		Keterangan
	Tercapai	Belum	
1. Profesional: Descriptive Texts			
2. Pedagogik: Penilaian			
Catatan:			

b. Penilaian Asesor/Fasilitator

Target Kompetensi	Penilaian Asesor/Fasilitator		Keterangan
	Tercapai	Belum	
1. Profesional: Descriptive Texts			
2. Pedagogik: Penilaian			
Catatan :			

2. Penilaian untuk Peserta Didik

a. Penilaian Mandiri oleh Peserta Didik

Terget Kompetensi	Penilaian Diri		Keterangan
	Tercapai	Belum	
1. Pengetahuan: Descriptive texts			
2. Keterampilan: descriptive texts			
Catatan :			



b. Penilaian oleh Guru

Target Kompetensi	Penilaian Guru		Keterangan
	Tercapai	Belum	
1. Pengetahuan: Descriptive texts			
2. Keterampilan: descriptive texts			
Catatan :			



06 PENUTUP

Modul PKB yang kami susun ini unik, berbeda dari modul-modul yang lain, karena menggunakan sistematika “*In-ON-In*” yang merupakan kependekan dari “*In Service Training 1 – On the Job Learning – In Service Training 2*”. Jadi modul ini digunakan untuk memberikan training (pelatihan bagi guru melalui kegiatan MGMP, pada kegiatan *In-Service Training 1*), kemudian apa yang dilatihkan di MGMP tersebut diterapkan dalam pembelajaran di kelas (*On the Job Learning*), dan kemudian dievaluasi pada kegiatan MGMP berikutnya (*In-Service Training 2*).

Ada dua kompetensi yang disajikan dalam buku modul ini, yaitu kompetensi professional dan kompetensi pedagogik. Kompetensi professional yang disajikan dalam Unit Pembelajaran (UP) ini adalah pembahasan *descriptive texts* terkait bangunan bersejarah dan tempat wisata, sedangkan kompetensi pedagogik yang dikembangkan dalam UP ini adalah penilaian.

Karena buku ini berupa modul, diharapkan guru bisa menggunakan buku ini untuk belajar secara mandiri, mengerjakan latihan-latihan secara mandiri, dan menilai diri sendiri. Semuanya harus dilakukan oleh guru secara ikhlas dan kesadaran untuk meningkatkan kompetensinya sebagai pendidik, khususnya kompetensi professional dan kompetensi pedagogik.



KUNCI JAWABAN TES FORMATIF

- | | | |
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| 2. E | 12. C | 22. E |
| 3. D | 13. D | 23. A |
| 4. B | 14. A | 24. C |
| 5. A | 15. B | 25. D |
| 6. D | 16. C | 26. A |
| 7. A | 17. D | 27. E |
| 8. E | 18. B | 28. E |
| 9. B | 19. A | 29. C |
| 10. C | 20. E | 30. D |



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