

PERANGKAT PEMBELAJARAN

SILABUS PEMBELAJARAN

PENDIDIKAN BUDAYA DAN KARAKTER BANGSA

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan : SMA

Kelas : X/1

Nama Guru : Miftahul Huda, S.S.

NIP/NIK :

Sekolah : SMA Muhammadiyah 9 Brondong

Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA

Kelas : X (Sepuluh)

Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	<ul style="list-style-type: none">• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru• Struktur Teks<ul style="list-style-type: none">- Memulai- Menanggapi (diharapkan/di luar dugaan)• Unsur Kebahasaan<ul style="list-style-type: none">- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)- Subjek Pronoun: <i>I, You, We, They, He, She, It</i>- Kata ganti possessive <i>my, your, his, dsb.</i>- Kata tanya <i>Who? Which? How? Dst.</i>	<ul style="list-style-type: none">- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar- Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.
4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none">- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)- Subjek Pronoun: <i>I, You, We, They, He, She, It</i>- Kata ganti possessive <i>my, your, his, dsb.</i>- Kata tanya <i>Who? Which? How? Dst.</i>	<ul style="list-style-type: none">- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya- Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapinya, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya
<p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapinya - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
<p>3.3 Menerapkan fungsi sosial, struktur</p>	<ul style="list-style-type: none"> • Fungsi Sosial 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu

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<p>teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p>	<p>Menyatakan rencana, menyarankan, dsb.</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>tindakan/kegiatan dalam/dengan tampilan visual (gambar, video)</p> <ul style="list-style-type: none"> - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Menyatakan rencana, menyarankan, dsb.</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>tindakan/kegiatan dalam/dengan tampilan visual (gambar, video)</p> <ul style="list-style-type: none"> - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
<p>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</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> • Struktur Teks <p>Dapat mencakup</p> <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> • Struktur Teks <p>Dapat mencakup</p> <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan

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<p>terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>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</p>	<p>tempat wisata dan bangunan bersejarah terkenal</p> <ul style="list-style-type: none"> - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</p> <ul style="list-style-type: none"> - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</p> <ul style="list-style-type: none"> • Struktur Teks 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya
<p>4.5 Teks pemberitahuan (<i>announcement</i>)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,</p>	<ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this,</i> 	<ul style="list-style-type: none"> - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.

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<p>secara benar dan sesuai konteks</p>	<p><i>those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative dalam <i>simple past tense, present perfect tense</i>. - Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.
<p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang</p>	<ul style="list-style-type: none"> - Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang 	<ul style="list-style-type: none"> - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar

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benar dan sesuai konteks	termuat di KI	
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks
<p>4.7 Teks recount – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	mengajarkan nilai-nilai luhur, mengambil teladan	tentang isinya
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<ul style="list-style-type: none"> • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda
4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, 	<ul style="list-style-type: none"> - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	



LESSON PLAN (1)

EXPERIMENTAL GROUP

School : SMA Muhammadiyah 9 Brondong

Class/Semester : X IPA 1 / 1

Lesson : English

Topic : Descriptive Text

Theme : Tourism Object 1

Skill : Writing

Time : 2 x 45 minutes

Meeting : 1

A. Kompetensi Inti

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

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.

C. Indikator Pencapaian

1. Mengidentifikasi isi dan generic structure dari teks deskriptif melalui Padlet.

2. Membuat teks deskriptif menggunakan bahasa sendiri dengan melalui Padlet.

D. Tujuan Pembelajaran

1. Diberikan teks deskriptif, siswa dapat mengidentifikasi isi dan generic structure dengan benar melalui Padlet.
2. Diberikan tema tentang deskriptif, siswa dapat membuat teks deskriptif sesuai dengan tema dengan baik melalui Padlet.

E. Materi Pembelajaran

Descriptive Text

➤ Definition

Descriptive text is text that describes a person or object. The purpose of descriptive text is to describe a particular person, place, or object. This descriptive text is a text that describes what a person or object is like what its shape, number, properties, and so on. The purpose of descriptive text is clear, namely to describe, or express a person or object, both abstract and concrete.

➤ Generic Structure

- a. Identification: (contains about the introduction of a person, place, animal or object will be described.)
- b. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

➤ Purpose of Descriptive text

- To describe person, thing or place in specific.
- To describe a particular person, thing or place.

➤ Language Feature of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one). for example: Borobudur temple, my house, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful garden, a handsome man, the famous place in Jakarta, etc.

- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

Simple Present Tense adalah bentuk tense yang digunakan untuk menjelaskan kebiasaan atau sesuatu yang terjadi saat ini (present) pada suatu spesifik waktu. Sehingga menggunakan kata kerja pertama (verb 1) dalam susunan kalimatnya.

(+) Subject + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + adjective adverb

(-) Subject + do/does not + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + not + adjective adverb

(?) Do/does + subject + verb 1 (+ s/es) + object ?

to be (is/am/are) + subject + adjective adverb

ket : Do : I/you/they/we

Does : He/She/It

- Action verb: verbs that show an activity (for example, sing, read , wash, sweep, etc....

➤ One of kind of Descriptive text

- Tourism Object is description about tourism object
- Historical Place is description about historical place

- Example of descriptive text about tourism object

Bungkul Park

Taman Bungkul, or Bungkul Park is located in Raya Darmo Street Surabaya, the park is located in an area about 900 meters square. This park is equipped with supporting facilities such as 33 meters in diameter amphitheater, jogging track, children's playground and skate board play ground. Moreover, it is also facilitated with wireless internet access. We can use motorcycle to go to bungkul park. Bungkul park is derived from the name of Mbah Bungkul, which is the tomb of mbah bungkul is also lies in this park. Mbah Bungkul is the nickname of Ki Supo, a cleric in the kingdom of Majapahit (XV century), which is also in law of Raden Rahmat or Sunan Ampel.

Bungkul park is such of the heart of Surabaya. This park is now to be the tourism park for those who want to enjoy some green atmosphere out of the dull activities in Surabaya. There are events that sometimes being held in this park, regarding commercial thing or cultural activity. The dominant color of Taman Bungkul is green because so many trees in there. Looking at the facilities that already re-new in this park, it is not surprising that many visitors can more convenient to spend their time doing some activities like jogging, chit-chatting, playing around, or even dating with someone special. You may found some gathering on the skateboard ramp and some are practicing capoeira dance or break dance, while some others are just hanging out and enjoying various foods that being sold on the stalls around it. During the weekend, Taman Bungkul will be packed by people, and will be more and more packed as it's nearing midnight.

Furthermore, behind the park, there are some stalls that offer their menus for meals. Most of the stalls are offer Indonesian foods like Rawon, Bakso, noodles, and variant of rice.

Taman Bungkul is always been visited from early in the morning, when some people spend their jogging time, until the light goes out and enjoying the night till dawn.

Overall, Bungkul Park it already become a place that boasts the city of Surabaya. The Surabaya City Government is successfully managed a dull-inconvenient park become an attractive-recreational park and full of amenities.

F. Metode Pembelajaran

Think Pair Share

G. Kegiatan Pembelajaran

NO	Kegiatan Guru	Kegiatan Siswa
1.	<p>Pre-Teaching (15 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ Teacher shows the example of pictures about tourism object ▪ Teacher ask to the students “what is the picture ?” then “What do the place in the picture have? Or the characteristic of this place ?” <p>Questioning :</p> <ul style="list-style-type: none"> ▪ The teacher gives feedback to students so students ask questions about things that have not understood ▪ Teacher ask to the students, like “ok students, now from your description have you mentioned, can you explain 	<p>Pre-Teaching (15 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ The students pay attention the example of pictures about tourism object ▪ The students answer the questions from the teacher related to the pictures that showed <p>Questioning :</p> <ul style="list-style-type: none"> ▪ The students try to mention or classify the generic structure of descriptive text. ▪ The students write what they said about descriptive text ▪ The students classify the generic structure of descriptive text with

	what are the part of descriptive text ?”	text what they have made.
2.	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ Teacher divide the students into pair ▪ Teacher explain the procedure of Think Pair Share strategy and Padlet to the students ▪ Teacher gives the opportunity to the students to ask about the procedure of Think Pair Share with Padlet ▪ Teacher post the topic or a question on Padlet “Tourism Object” ▪ Teacher gives the time to the students to think ▪ Teacher ask the students to do a task <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ The teacher ask the student to discuss with their partner and 	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ The students make a Pair ▪ Students listen it ▪ Students ask question for that ▪ The students Pay attention ▪ The students think the answer ▪ The students answer it individually by written before (make a note) <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ Group 1, si A and si B discuss and determine the best answer

	<p>share their thinking. For the example : in Group 1, si A and si B discuss their answer each other and determine the best answer from both of them</p>	<p>from both of them then post their best answer on the Padlet</p>
<p>3.</p>	<p>Post-Teaching (25 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The teacher ask the students to post and share their answer on Padlet with another group. For the example : group 1 post their best answer on the Padlet, so the another group know their answer. likewise, group 2, 3, 4, etc post their best answer on the Padlet so the another group know their answer each other. ▪ The teacher ask the students to correct each other. For the example: when grup 1 sharing their answer, so the another group (group 1,2,3,etc) correct the answer of group 1. 	<p>Post-Teaching (25 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The students post and share their best answer on Padlet with another group. For the example : group 1 post their best answer on the Padlet, so the another group know their answer. likewise, group 2, 3, 4, etc post their best answer on the Padlet so the another group know their answer each other. ▪ The students give a correction to another group by comment on post their friend on Padlet.

H. Sumber

1. Sources : Intenet

I. Media Pembelajaran

- Padlet

J. Penilaian

Jenis : penilaian tes tulis

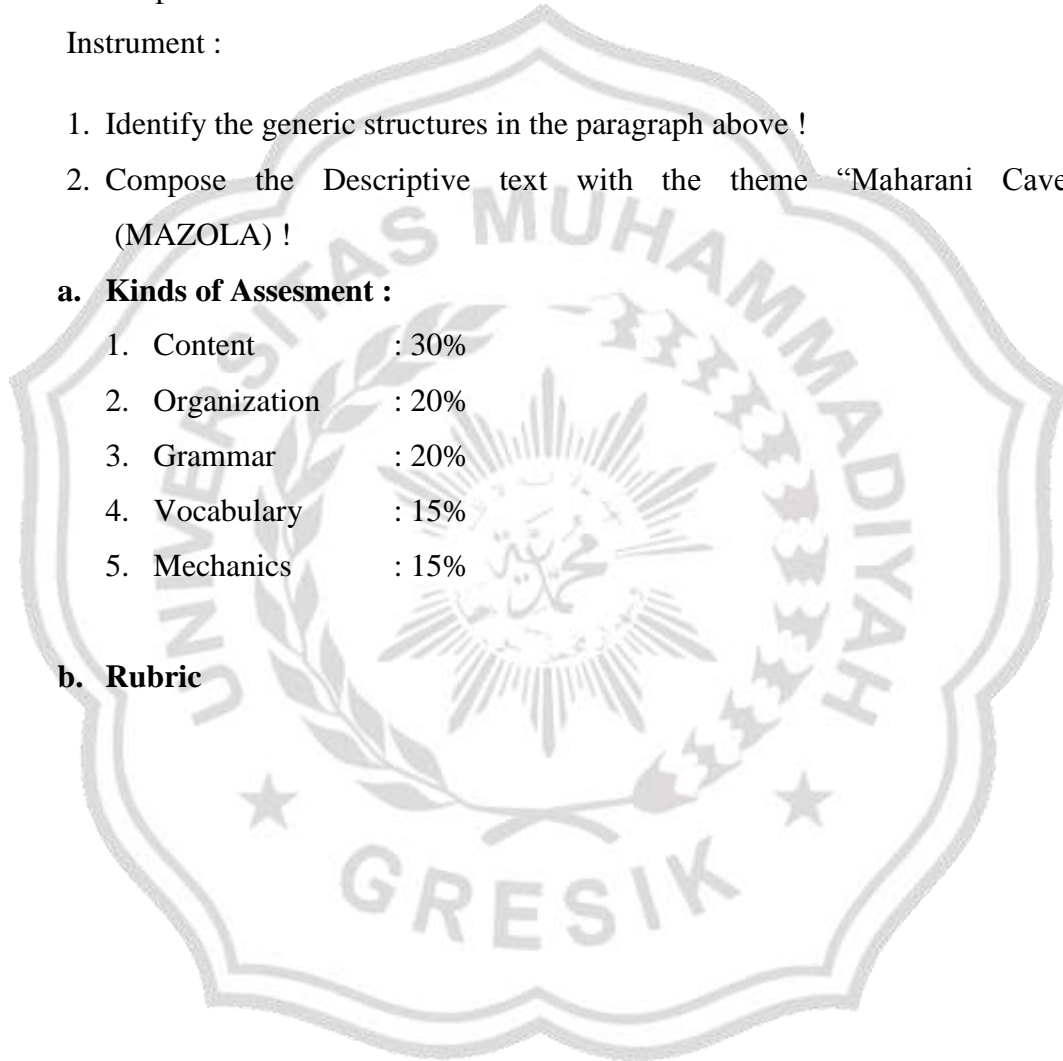
Instrument :

1. Identify the generic structures in the paragraph above !
2. Compose the Descriptive text with the theme “Maharani Cave (MAZOLA) !

a. Kinds of Assesment :

1. Content : 30%
2. Organization : 20%
3. Grammar : 20%
4. Vocabulary : 15%
5. Mechanics : 15%

b. Rubric



Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 % - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

Scoring technique :

$$\text{Score} : \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

40

The symbol defined as follow :

C : Content

O : Organization

G : Grammar

V : Vocabulary

M : Mechanics

LESSON PLAN (2)

EXPERIMENTAL GROUP

School : SMA Muhammadiyah 9 Brondong

Class/Semester : X IPA 1 / 1

Lesson : English

Topic : Descriptive Text

Theme : Tourism Object 2

Skill : Writing

Time : 2 x 45 minutes

Meeting : 2

A. Kompetensi Inti

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

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.

C. Indikator Pencapaian

1. Mengidentifikasi isi dan generic structure dari teks deskriptif melalui Padlet.

2. Membuat teks deskriptif menggunakan bahasa sendiri dengan melalui Padlet.

D. Tujuan Pembelajaran

1. Diberikan teks deskriptif, siswa dapat mengidentifikasi isi dan generic structure dengan benar melalui Padlet.
2. Diberikan tema tentang deskriptif, siswa dapat membuat teks deskriptif sesuai dengan tema dengan baik melalui Padlet.

E. Materi Pembelajaran

Descriptive Text

➤ Definition

Descriptive text is text that describes a person or object. The purpose of descriptive text is to describe a particular person, place, or object. This descriptive text is a text that describes what a person or object is like what its shape, number, properties, and so on. The purpose of descriptive text is clear, namely to describe, or express a person or object, both abstract and concrete.

➤ Generic Structure

- a. Identification: (contains about the introduction of a person, place, animal or object will be described.)
- b. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

➤ Purpose of Descriptive text

- To describe person, thing or place in specific.
- To describe a particular person, thing or place.

➤ Language Feature of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one). for example: Borobudur temple, my house, uncle Jim

- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful garden, a handsome man, the famous place in Jakarta, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

Simple Present Tense adalah bentuk tense yang digunakan untuk menjelaskan kebiasaan atau sesuatu yang terjadi saat ini (present) pada suatu spesifik waktu. Sehingga menggunakan kata kerja pertama (verb 1) dalam susunan kalimatnya.

(+) Subject + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + adjective adverb

(-) Subject + do/does not + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + not + adjective adverb

(?) Do/does + subject + verb 1 (+ s/es) + object ?

to be (is/am/are) + subject + adjective adverb

ket : Do : I/you/they/we

Does : He/She/It

- Action verb: verbs that show an activity (for example, sing, read , wash, sweep, etc....

- One of kind of Descriptive text
 - Tourism Object is description about tourism object
 - Historical Place is description about historical place
- One of example of descriptive text is about tourism object

F. Metode Pembelajaran

Think Pair Share

G. Kegiatan Pembelajaran

NO	Kegiatan Guru	Kegiatan Siswa
1.	<p>Pre-Teaching (15 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ Teacher shows the example of pictures about tourism object (review the material before) ▪ Teacher ask to the students “Ok, have you remember, what is that ? and what are the characteristic of this place ?” <p>Questioning :</p> <ul style="list-style-type: none"> ▪ The teacher gives feedback as the review of the material before to students so students ask questions about things that have not understood ▪ Teacher ask to the students, like “ok students, from the previous meeting,have you remember what kind of the generic structure of descriptive text ? then explain and please classify.” 	<p>Pre-Teaching (15 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ The students pay attention the example of pictures about tourism object ▪ The students answer the questions from the teacher related to the pictures that showed <p>Questioning :</p> <ul style="list-style-type: none"> ▪ The students try to mention the generic structure of descriptive text. ▪ The students write what they said about descriptive text ▪ The students classify the generic structure of descriptive text with text what they have made.

<p>2.</p>	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ Teacher divide the students into pair ▪ Teacher explain the procedure of Think Pair Share strategy and Padlet to the students ▪ Teacher gives the opportunity to the students to ask about the procedure of Think Pair Share with Padlet ▪ Teacher post the topic or a question on Padlet ▪ Teacher gives the time to the students to think ▪ Teacher ask the students to do a task <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ The teacher ask the student to discuss with their partner and share their thinking. For the example : in Group 1, si A and si B discuss their answer each 	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ The students make a Pair ▪ Students listen it ▪ Students ask question for that ▪ The students Pay attention ▪ The students think the answer ▪ The students answer it individually by written before (make a note) <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ Group 1, si A and si B discuss and determine the best answer from both of them then post their best answer on the Padlet
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	other and determine the best answer from both of them	
3.	<p>Post-Teaching (25 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The teacher ask the students to post and share their answer on Padlet with another group. For the example : group 1 post their best answer on the Padlet, so the another group know their answer. likewise, group 2, 3, 4, etc post their best answer on the Padlet so the another group know their answer each other. ▪ The teacher ask the students to correct each other. For the example: when grup 1 sharing their answer, so the another group (group 1,2,3,etc) correct the answer of group 1. 	<p>Post-Teaching (25 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The students post and share their best answer on Padlet with another group. For the example : group 1 post their best answer on the Padlet, so the another group know their answer. likewise, group 2, 3, 4, etc post their best answer on the Padlet so the another group know their answer each other. ▪ The students give a correction to another group by comment on post their friend on Padlet.

H. Sumber

- Sources : Intenet

I. Media Pembelajaran

- Padlet

J. Penilaian

Jenis : penilaian tes tulis

Instrument :

1. Identify the generic structures in the paragraph above !
2. Compose the Descriptive text with the theme “Marine Tourism of Lamongan or WBL”!

a. Kinds of Assesment :

1. Content : 30%
2. Organization : 20%
3. Grammar : 20%
4. Vocabulary : 15%
5. Mechanics : 15%

b. Rubric

Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 % - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
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	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 % - Spelling - Punctuation - Capitalizati on	4	It uses correct spelling, punctuation and capitalization
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	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

Scoring technique :

$$\text{Score} : \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

40

The symbol defined as follow :

C : Content

O : Organization

G : Grammar

V : Vocabulary

M : Mechanics



LESSON PLAN (3)

EXPERIMENTAL GROUP

School : SMA Muhammadiyah 9 Brondong

Class/Semester : X IPA 1 / 1

Lesson : English

Topic : Descriptive Text

Theme : Historical Places 1

Skill : Writing

Time : 2 x 45 minutes

Meeting : 3

A. Kompetensi Inti

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

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.

C. Indikator Pencapaian

1. Mengidentifikasi isi dan generic structure dari teks deskriptif melalui Padlet.

2. Membuat teks deskriptif menggunakan bahasa sendiri dengan melalui Padlet.

D. Tujuan Pembelajaran

1. Diberikan teks deskriptif, siswa dapat mengidentifikasi isi dan generic structure dengan benar melalui Padlet.
2. Diberikan tema tentang deskriptif, siswa dapat membuat teks deskriptif sesuai dengan tema dengan baik melalui Padlet.

E. Materi Pembelajaran

Descriptive Text

➤ Definition

Descriptive text is text that describes a person or object. The purpose of descriptive text is to describe a particular person, place, or object. This descriptive text is a text that describes what a person or object is like what its shape, number, properties, and so on. The purpose of descriptive text is clear, namely to describe, or express a person or object, both abstract and concrete.

➤ Generic Structure

- a. Identification: (contains about the introduction of a person, place, animal or object will be described.)
- b. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

➤ Purpose of Descriptive text

- To describe person, thing or place in specific.
- To describe a particular person, thing or place.

➤ Language Feature of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one). for example: Borobudur temple, my house, uncle Jim

- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful garden, a handsome man, the famous place in Jakarta, etc.
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Simple Present Tense adalah bentuk tense yang digunakan untuk menjelaskan kebiasaan atau sesuatu yang terjadi saat ini (present) pada suatu spesifik waktu. Sehingga menggunakan kata kerja pertama (verb 1) dalam susunan kalimatnya.

(+) Subject + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + adjective adverb

(-) Subject + do/does not + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + not + adjective adverb

(?) Do/does + subject + verb 1 (+ s/es) + object ?

to be (is/am/are) + subject + adjective adverb

ket : Do : I/you/they/we

Does : He/She/It

- Action verb: verbs that show an activity (for example, sing, read , wash, sweep, etc....)

➤ One of kind of Descriptive text

- Tourism Object is description about tourism object
- Historical Place is description about historical place

- Example of descriptive text about Historical Place.

Tugu Pahlawan in Surabaya

Heroes monument or called Tugu Pahlawan is the historical monument that located in Surabaya, East Java. It is the main symbol of the city, dedicated to the people who died during the Battle of Surabaya on November 10, 1945. The 10 November Museum is located under the monument. The distance from sedayulawas is 40 km.

This monument is 41.15 meters tall and the color of monument is white. It was built to commemorate the events of 10 November 1945 at the Battle of Surabaya. It is the venue every November 10 for the commemoration of the events of 1945, when many heroes died in the war of independence. The situation is very crowded on Sunday. There are facilities like mosque, toilet, museum, selfie spot, etc. The access to go to Heroes monument is car. We can learn anything about the struggle of heroes if we visit there.

F. Metode Pembelajaran

Think Pair Share

G. Kegiatan Pembelajaran

NO	Kegiatan Guru	Kegiatan Siswa
1.	<p>Pre-Teaching (10 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ Teacher shows the example of pictures about historical place ▪ Teacher ask to the students “what is the picture ?” then “What do the place in the picture have? Or the 	<p>Pre-Teaching (10 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ The students pay attention the example of pictures about historical place ▪ The students answer the questions from the teacher related to the pictures that showed

	<p>characteristic of this place ?”</p> <p>Questioning :</p> <ul style="list-style-type: none"> ▪ The teacher gives feedback to students so students ask questions about things that have not understood ▪ Teacher ask to the students, like “ok students, now from your description have you mentioned, can you explain what are the part of descriptive text ?” 	<p>Questioning :</p> <ul style="list-style-type: none"> ▪ The students try to mention or classify the generic structure of descriptive text. ▪ The students write what they said about descriptive text ▪ The students classify the generic structure of descriptive text with text what they have made.
2.	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ Teacher divide the students into pair ▪ Teacher explain the procedure of Think Pair Share strategy and Padlet to the students ▪ Teacher gives the opportunity to the students to ask about the procedure of Think Pair Share 	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ The students make a Pair ▪ Students listen it ▪ Students ask question for that

	<p>with Padlet</p> <ul style="list-style-type: none"> ▪ Teacher post the topic or a question on Padlet “Tourism Object” ▪ Teacher gives the time to the students to think ▪ Teacher ask the students to do a task <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ The teacher ask the student to discuss with their partner and share their thinking. For the example : in Group 1, si A and si B discuss their answer each other and determine the best answer from both of them 	<ul style="list-style-type: none"> ▪ The students Pay attention ▪ The students think the answer ▪ The students answer it individually by written before (make a note) <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ Group 1, si A and si B discuss and determine the best answer from both of them then post their best answer on the Padlet
3.	<p>Post-Teaching (25 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The teacher ask the students to post and share their answer on Padlet with another group. For the example : group 1 post their best answer on the Padlet, so the another group know their 	<p>Post-Teaching (25 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The students post and share their best answer on Padlet with another group. For the example : group 1 post their best answer on the Padlet, so the another group know their answer.

	<p>answer. likewise, group 2, 3, 4, etc post their best answer on the Padlet so the another group know their answer each other.</p> <ul style="list-style-type: none"> ▪ The teacher ask the students to correct each other. For the example: when grup 1 sharing their answer, so the another group (group 1,2,3,etc) correct the answer of group 1. 	<p>likewise, group 2, 3, 4, etc post their best answer on the Padlet so the another group know their answer each other.</p> <ul style="list-style-type: none"> ▪ The students give a correction to another group by comment on post their friend on Padlet.
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H. Sumber

- Sources : Intenet

I. Media Pembelajaran

- Padlet

J. Penilaian

Jenis : penilaian tes tulis

Instrument :

1. Identify the generic structures in the paragraph above !
2. Compose the Descriptive text with the theme “Borobudur Temple”!

a. Kinds of Assesment :

1. Content : 30%
2. Organization : 20%
3. Grammar : 20%
4. Vocabulary : 15%
5. Mechanics : 15%

b. Rubric

Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 % - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

Scoring technique :

$$\text{Score} : \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

40

The symbol defined as follow :

C : Content

O : Organization

G : Grammar

V : Vocabulary

M : Mechanics

LESSON PLAN (4)

EXPERIMENTAL GROUP

School : SMA Muhammadiyah 9 Brondong

Class/Semester : X IPA 1 / 1

Lesson : English

Topic : Descriptive Text

Theme : Historical Places 2

Skill : Writing

Time : 2 x 45 minutes

Meeting : 4

A. Kompetensi Inti

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

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.

C. Indikator Pencapaian

1. Mengidentifikasi isi dan generic structure dari teks deskriptif melalui Padlet.

2. Membuat teks deskriptif menggunakan bahasa sendiri dengan melalui Padlet.

D. Tujuan Pembelajaran

1. Diberikan teks deskriptif, siswa dapat mengidentifikasi isi dan generic structure dengan benar melalui Padlet.
2. Diberikan tema tentang deskriptif, siswa dapat membuat teks deskriptif sesuai dengan tema dengan baik melalui Padlet.

E. Materi Pembelajaran

Descriptive Text

➤ Definition

Descriptive text is text that describes a person or object. The purpose of descriptive text is to describe a particular person, place, or object. This descriptive text is a text that describes what a person or object is like what its shape, number, properties, and so on. The purpose of descriptive text is clear, namely to describe, or express a person or object, both abstract and concrete.

➤ Generic Structure

- a. Identification: (contains about the introduction of a person, place, animal or object will be described.)
- b. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

➤ Purpose of Descriptive text

- To describe person, thing or place in specific.
- To describe a particular person, thing or place.

➤ Language Feature of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one). for example: Borobudur temple, my house, uncle Jim

- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful garden, a handsome man, the famous place in Jakarta, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

Simple Present Tense adalah bentuk tense yang digunakan untuk menjelaskan kebiasaan atau sesuatu yang terjadi saat ini (present) pada suatu spesifik waktu. Sehingga menggunakan kata kerja pertama (verb 1) dalam susunan kalimatnya.

(+) Subject + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + adjective adverb

(-) Subject + do/does not + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + not + adjective adverb

(?) Do/does + subject + verb 1 (+ s/es) + object ?

to be (is/am/are) + subject + adjective adverb

ket : Do : I/you/they/we

Does : He/She/It

- Action verb: verbs that show an activity (for example, sing, read , wash, sweep, etc....

➤ One of kind of Descriptive text

- Tourism Object is description about tourism object
- Historical Place is description about historical place

➤ One of example of descriptive text is Historical Place.

F. Metode Pembelajaran

Think Pair Share

G. Kegiatan Pembelajaran

NO	Kegiatan Guru	Kegiatan Siswa
1.	<p>Pre-Teaching (15 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ Teacher shows the example of pictures about Historical Place (review the material before) ▪ Teacher ask to the students “Ok, have you remember, what is that ? and what are the characteristic of this place ?” <p>Questioning :</p> <ul style="list-style-type: none"> ▪ The teacher gives feedback as the review of the material before to students so students ask questions about things that have not understood ▪ Teacher ask to the students, like “ok students, from the previous meeting,have you remember what kind of the generic structure of descriptive text ? then explain and please classify.” 	<p>Pre-Teaching (15 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ The students pay attention the example of pictures about Historical Place (review the material before) ▪ The students answer the questions from the teacher related to the pictures that showed <p>Questioning :</p> <ul style="list-style-type: none"> ▪ The students try to mention the generic structure of descriptive text. ▪ The students write what they said about descriptive text ▪ The students classify the generic structure of descriptive text with text what they have made.

<p>2.</p>	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ Teacher divide the students into pair ▪ Teacher explain the procedure of Think Pair Share strategy and Padlet to the students ▪ Teacher gives the opportunity to the students to ask about the procedure of Think Pair Share with Padlet ▪ Teacher post the topic or a question on Padlet ▪ Teacher gives the time to the students to think ▪ Teacher ask the students to do a task <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ The teacher ask the student to discuss with their partner and share their thinking. For the example : in Group 1, si A and si B discuss their answer each 	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ The students make a Pair ▪ Students listen it ▪ Students ask question for that ▪ The students Pay attention ▪ The students think the answer ▪ The students answer it individually by written before (make a note) <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ Group 1, si A and si B discuss and determine the best answer from both of them then post their best answer on the Padlet
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	other and determine the best answer from both of them	
3.	<p>Post-Teaching (25 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The teacher ask the students to post and share their answer on Padlet with another group. For the example : group 1 post their best answer on the Padlet, so the another group know their answer. likewise, group 2, 3, 4, etc post their best answer on the Padlet so the another group know their answer each other. ▪ The teacher ask the students to correct each other. For the example: when grup 1 sharing their answer, so the another group (group 1,2,3,etc) correct the answer of group 1. 	<p>Post-Teaching (25 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The students post and share their best answer on Padlet with another group. For the example : group 1 post their best answer on the Padlet, so the another group know their answer. likewise, group 2, 3, 4, etc post their best answer on the Padlet so the another group know their answer each other. ▪ The students give a correction to another group by comment on post their friend on Padlet.

H. Sumber

- Sources : Intenet

I. Media Pembelajaran

- Padlet

J. Penilaian

Jenis : penilaian tes tulis

Instrument :

1. Identify the generic structures in the paragraph above !
2. Compose the Descriptive text with the theme “National Monument (Monas)”!

a. Kinds of Assesment :

1. Content : 30%
2. Organization : 20%
3. Grammar : 20%
4. Vocabulary : 15%
5. Mechanics : 15%

b. Rubric

Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 % - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

Scoring technique :

$$\text{Score} : \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

40

The symbol defined as follow :

C : Content

O : Organization

G : Grammar

V : Vocabulary

M : Mechanics



LESSON PLAN (1)

CONTROL GROUP

School : SMA Muhammadiyah 9 Brondong

Class/Semester : X IPA 2 / 1

Lesson : English

Topic : Descriptive Text

Theme : Tourism Object 1

Skill : Writing

Time : 2 x 45 minutes

Meeting : 1

A. Kompetensi Inti

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

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.

C. Indikator Pencapaian

1. Mengidentifikasi isi dan generic structure dari teks deskriptif secara tertulis.

2. Membuat teks deskriptif menggunakan bahasa sendiri dengan secara tertulis.

D. Tujuan Pembelajaran

1. Diberikan teks deskriptif, siswa dapat mengidentifikasi isi dan generic structure dengan benar secara tertulis.
2. Diberikan tema tentang deskriptif, siswa dapat membuat teks deskriptif sesuai dengan tema dengan baik secara tertulis.

E. Materi Pembelajaran

Descriptive Text

➤ Definition

Descriptive text is text that describes a person or object. The purpose of descriptive text is to describe a particular person, place, or object. This descriptive text is a text that describes what a person or object is like what its shape, number, properties, and so on. The purpose of descriptive text is clear, namely to describe, or express a person or object, both abstract and concrete.

➤ Generic Structure

- a. Identification: (contains about the introduction of a person, place, animal or object will be described.)
- b. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

➤ Purpose of Descriptive text

- To describe person, thing or place in specific.
- To describe a particular person, thing or place.

➤ Language Feature of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one). for example: Borobudur temple, my house, uncle Jim

- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful garden, a handsome man, the famous place in Jakarta, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

Simple Present Tense adalah bentuk tense yang digunakan untuk menjelaskan kebiasaan atau sesuatu yang terjadi saat ini (present) pada suatu spesifik waktu. Sehingga menggunakan kata kerja pertama (verb 1) dalam susunan kalimatnya.

(+) Subject + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + adjective adverb

(-) Subject + do/does not + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + not + adjective adverb

(?) Do/does + subject + verb 1 (+ s/es) + object ?

to be (is/am/are) + subject + adjective adverb

ket : Do : I/you/they/we

Does : He/She/It

- Action verb: verbs that show an activity (for example, sing, read , wash, sweep, etc....)

➤ One of kind of Descriptive text

- Tourism Object is description about tourism object
- Historical Place is description about historical place

- Example of descriptive text about tourism object

Bungkul Park

Taman Bungkul, or Bungkul Park is located in Raya Darmo Street Surabaya, the park is located in an area about 900 meters square. This park is equipped with supporting facilities such as 33 meters in diameter amphitheater, jogging track, children's playground and skate board play ground. Moreover, it is also facilitated with wireless internet access. We can use motorcycle to go to bungkul park. Bungkul park is derived from the name of Mbah Bungkul, which is the tomb of mbah bungkul is also lies in this parl. Mbah Bungkul is the nickname of Ki Supo, a cleric in the kingdom of Majapahit (XV century), which is also in law of Raden Rahmat or Sunan Ampel.

Bungkul park is such of the heart of Surabaya. This park is now to be the tourism park for those who want to enjoy some green atmosphere out of the dull activities in Surabaya. There are events that sometimes being held in this park, regarding commercial thing or cultural activity. The dominant color of Taman Bungkul is green because so many trees in there. Looking at the facilities that already re-new in this park, it is not surprising that many visitors can more convenient to spend their time doing some activities like jogging, chit-chatting, playing around, or even dating with someone special. You may found some gathering on the skateboard ramp and some are practicing capoeira dance or break dance, while some others are just hanging out and enjoying various foods that being sold on the stalls around it. During the weekend, Taman Bungkul will be packed by people, and will be more and more packed as it's nearing midnight.

Furthermore, behind the park, there are some stalls that offer their menus for meals. Most of the stalls are offer Indonesian foods like Rawon, Bakso, noodles, and variant of rice.

Taman Bungkul is always been visited from early in the morning, when some people spend their jogging time, until the light goes out and enjoying the night till dawn.

Overall, Bungkul Park it already become a place that boasts the city of Surabaya. The Surabaya City Government is successfully managed a dull-inconvenient park become an attractive-recreational park and full of amenities.

F. Metode Pembelajaran

Think Pair Share

G. Kegiatan Pembelajaran

NO	Kegiatan Guru	Kegiatan Siswa
1.	<p>Pre-Teaching (15 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ Teacher shows the example of pictures about tourism object ▪ Teacher ask to the students “what is the picture ?” then “What does the place in the picture have? Or the characteristic of this place ?” <p>Questioning :</p> <ul style="list-style-type: none"> ▪ The teacher gives feedback to students so students ask questions about things that have not understood ▪ Teacher ask to the students, like “ok students, now from your description have you 	<p>Pre-Teaching (15 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ The students pay attention the example of pictures about tourism object ▪ The students answer the questions from the teacher related to the pictures that showed <p>Questioning :</p> <ul style="list-style-type: none"> ▪ The students try to mention or classify the generic structure of descriptive text. ▪ The students write what they said about descriptive text ▪ The students classify the generic

	mentioned, can you explain what are the part of descriptive text ?”	structure of descriptive text with text what they have made.
2.	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ Teacher divide the students into pair ▪ Teacher explain the procedure of Think Pair Share strategy to the students ▪ Teacher gives the opportunity to the students to ask about the procedure of Think Pair Share ▪ Teacher gives the topic or a question on paper (contain the pictures) ▪ Teacher gives the time to the students to think the answer ▪ Teacher ask the student to do a task <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ The teacher ask the student to discuss with their partner and 	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ The students make a Pair ▪ Students listen it ▪ Students ask question for that ▪ The students receive it ▪ The students think the answer ▪ The students answer the question individually by make a note before <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ Group 1, si A and si B discuss

	<p>share their thinking. For the example : in Group 1, si A and si B discuss their answer each other and determine the best answer from both of them</p>	<p>and determine the best answer from both of them then write their best answer on the paper</p>
3.	<p>Post-Teaching (25 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The teacher ask the student to sit with their partner. For the example : in group 1, si A and si B sits side by side then share their answer with another group on front of the class. For the example: group 1 share their answer to group 2,3,4, etc. Then Group 2 share their answer to group 1,3,4, etc. And the next go on ▪ The teacher ask the students to correct each other. For the example: when grup 1 sharing their answer, so the another group (group 1,2,3,etc) correct the answer of group 1. 	<p>Post-Teaching (25 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The student share their best answer with another group by presented in front the class. For the example : in group 1, si A and si B sits side by side then share their answer with another group. For the example: group 1 share their answer to group 2,3,4, etc. Then Group 2 share their answer to group 1,3,4, etc. And the next go on ▪ The students give a correction to another group by comment

H. Sumber

1. Sources : Intenet

I. Media Pembelajaran

- Pictures
- Papan tulis
- Boardmarker

J. Penilaian

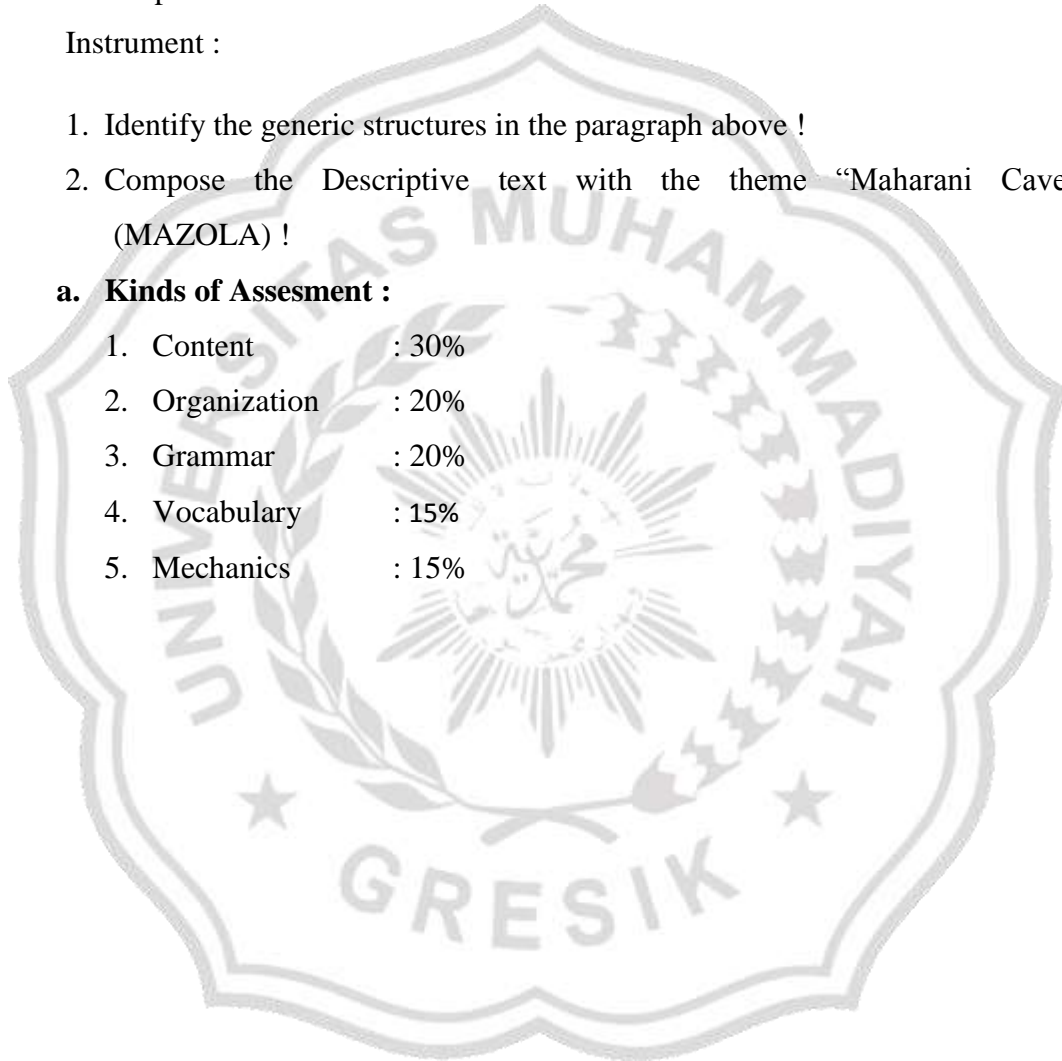
Jenis : penilaian tes tulis

Instrument :

1. Identify the generic structures in the paragraph above !
2. Compose the Descriptive text with the theme “Maharani Cave (MAZOLA) !

a. Kinds of Assesment :

1. Content : 30%
2. Organization : 20%
3. Grammar : 20%
4. Vocabulary : 15%
5. Mechanics : 15%



b. Rubric

Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 % - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

Scoring technique :

$$\text{Score} : \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

40

The symbol defined as follow :

C : Content

O : Organization

G : Grammar

V : Vocabulary

M : Mechanics

LESSON PLAN (2)

CONTROL GROUP

School : SMA Muhammadiyah 9 Brondong

Class/Semester : X IPA 2 / 1

Lesson : English

Topic : Descriptive Text

Theme : Tourism Object 2

Skill : Writing

Time : 2 x 45 minutes

Meeting : 2

A. Kompetensi Inti

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

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.

C. Indikator Pencapaian

1. Mengidentifikasi isi dan generic structure dari teks deskriptif secara tertulis.

2. Membuat teks deskriptif menggunakan bahasa sendiri dengan secara tertulis.

D. Tujuan Pembelajaran

1. Diberikan teks deskriptif, siswa dapat mengidentifikasi isi dan generic structure dengan benar secara tertulis.
2. Diberikan tema tentang deskriptif, siswa dapat membuat teks deskriptif sesuai dengan tema dengan baik secara tertulis.

E. Materi Pembelajaran

Descriptive Text

➤ Definition

Descriptive text is text that describes a person or object. The purpose of descriptive text is to describe a particular person, place, or object. This descriptive text is a text that describes what a person or object is like what its shape, number, properties, and so on. The purpose of descriptive text is clear, namely to describe, or express a person or object, both abstract and concrete.

➤ Generic Structure

- a. Identification: (contains about the introduction of a person, place, animal or object will be described.)
- b. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

➤ Purpose of Descriptive text

- To describe person, thing or place in specific.
- To describe a particular person, thing or place.

➤ Language Feature of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one). for example: Borobudur temple, my house, uncle Jim

- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful garden, a handsome man, the famous place in Jakarta, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

Simple Present Tense adalah bentuk tense yang digunakan untuk menjelaskan kebiasaan atau sesuatu yang terjadi saat ini (present) pada suatu spesifik waktu. Sehingga menggunakan kata kerja pertama (verb 1) dalam susunan kalimatnya.

(+) Subject + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + adjective adverb

(-) Subject + do/does not + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + not + adjective adverb

(?) Do/does + subject + verb 1 (+ s/es) + object ?

to be (is/am/are) + subject + adjective adverb

ket : Do : I/you/they/we

Does : He/She/It

- Action verb: verbs that show an activity (for example, sing, read , wash, sweep, etc....)

➤ One of kind of Descriptive text

- Tourism Object is description about tourism object
- Historical Place is description about historical place

➤ One of example of descriptive text is about tourism object

F. Metode Pembelajaran

Think Pair Share

G. Kegiatan Pembelajaran

NO	Kegiatan Guru	Kegiatan Siswa
1.	<p>Pre-Teaching (15 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ Teacher shows the example of pictures about tourism object (review the material before) ▪ Teacher ask to the students “Ok, have you remember, what is that ? and what are the characteristic of this place ?” <p>Questioning :</p> <ul style="list-style-type: none"> ▪ The teacher gives feedback as the review of the material before to students so students ask questions about things that have not understood ▪ Teacher ask to the students, like “ok students, from the previous meeting,have you remember what kind of the generic structure of descriptive text ? then explain and please classify.” 	<p>Pre-Teaching (15 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ The students pay attention the example of pictures about tourism object ▪ The students answer the questions from the teacher related to the pictures that showed <p>Questioning :</p> <ul style="list-style-type: none"> ▪ The students try to mention the generic structure of descriptive text. ▪ The students write what they said about descriptive text ▪ The students classify the generic structure of descriptive text with text what they have made.

<p>2.</p>	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ Teacher divide the students into ▪ Teacher explain the procedure of Think Pair Share strategy to the students ▪ Teacher gives the opportunity to the students to ask about the procedure of Think Pair Share ▪ Teacher gives the topic or a question on paper (contains the pictures) ▪ Teacher gives the time to the students to think the answer ▪ Teacher ask the student to do a task <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ The teacher ask the student to discuss with their partner and share their thinking. For the example : in Group 1, si A and si B discuss their answer each other and determine the best 	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ The students make a Pair ▪ Students listen it ▪ Students ask question for that ▪ The students receive it ▪ The students think the answer ▪ The students answer the question individually by make a note before <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ Group 1, si A and si B discuss and determine the best answer from both of them then write their best answer on the paper
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	answer from both of them	
3.	<p>Post-Teaching (25 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The teacher ask the student to sit with their partner. For the example : in group 1, si A and si B sits side by side then share their answer with another group. For the example: group 1 share their answer to group 2,3,4, etc. Then Group 2 share their answer to group 1,3,4, etc. And the next go on ▪ The teacher ask the students to correct each other. For the example: when grup 1 sharing their answer, so the another group (group 1,2,3,etc) correct the answer of group 1. 	<p>Post-Teaching (25 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The student share their best answer with another group by presented in front the class. For the example : in group 1, si A and si B sits side by side then share their answer with another group. For the example: group 1 share their answer to group 2,3,4, etc. Then Group 2 share their answer to group 1,3,4, etc. And the next go on ▪ The students give a correction to another group by comment

H. Sumber

1. Sources : Intenet

I. Media Pembelajaran

- Pictures
- Papan tulis
- Boardmarker

J. Penilaian

Jenis : penilaian tes tulis

Instrument :

1. Identify the generic structures in the paragraph above !
2. Compose the Descriptive text with the theme “Marine Tourism of Lamongan or WBL”!

a. Kinds of Assesment :

1. Content : 30%
2. Organization : 20%
3. Grammar : 20%
4. Vocabulary : 15%
5. Mechanics : 15%

b. Rubric

Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 % - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 % - Spelling - Punctuation - Capitalizati on	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

Scoring technique :

$$\text{Score} : \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

40

The symbol defined as follow :

C : Content

O : Organization

G : Grammar

V : Vocabulary

M : Mechanics



LESSON PLAN (3)

CONTROL GROUP

School : SMA Muhammadiyah 9 Brondong

Class/Semester : X IPA 2 / 1

Lesson : English

Topic : Descriptive Text

Theme : Historical Place 1

Skill : Writing

Time : 2 x 45 minutes

Meeting : 3

A. Kompetensi Inti

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

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.

C. Indikator Pencapaian

1. Mengidentifikasi isi dan generic structure dari teks deskriptif secara tertulis.

2. Membuat teks deskriptif menggunakan bahasa sendiri dengan secara tertulis.

D. Tujuan Pembelajaran

1. Diberikan teks deskriptif, siswa dapat mengidentifikasi isi dan generic structure dengan benar secara tertulis.
2. Diberikan tema tentang deskriptif, siswa dapat membuat teks deskriptif sesuai dengan tema dengan baik secara tertulis.

E. Materi Pembelajaran

Descriptive Text

➤ Definition

Descriptive text is text that describes a person or object. The purpose of descriptive text is to describe a particular person, place, or object. This descriptive text is a text that describes what a person or object is like what its shape, number, properties, and so on. The purpose of descriptive text is clear, namely to describe, or express a person or object, both abstract and concrete.

➤ Generic Structure

- a. Identification: (contains about the introduction of a person, place, animal or object will be described.)
- b. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

➤ Purpose of Descriptive text

- To describe person, thing or place in specific.
- To describe a particular person, thing or place.

➤ Language Feature of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one). for example: Borobudur temple, my house, uncle Jim

- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful garden, a handsome man, the famous place in Jakarta, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

Simple Present Tense adalah bentuk tense yang digunakan untuk menjelaskan kebiasaan atau sesuatu yang terjadi saat ini (present) pada suatu spesifik waktu. Sehingga menggunakan kata kerja pertama (verb 1) dalam susunan kalimatnya.

(+) Subject + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + adjective adverb

(-) Subject + do/does not + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + not + adjective adverb

(?) Do/does + subject + verb 1 (+ s/es) + object ?

to be (is/am/are) + subject + adjective adverb

ket : Do : I/you/they/we

Does : He/She/It

- Action verb: verbs that show an activity (for example, sing, read , wash, sweep, etc....)

➤ One of kind of Descriptive text

- Tourism Object is description about tourism object
- Historical Place is description about historical place

- Example of descriptive text about historical place

Tugu Pahlawan in Surabaya

Heroes monument or called Tugu Pahlawan is the historical monument that located in Surabaya, East Java. It is the main symbol of the city, dedicated to the people who died during the Battle of Surabaya on November 10, 1945. The 10 November Museum is located under the monument. The distance from sedayulawas is 40 km.

This monument is 41.15 meters tall and the color of monument is white. It was built to commemorate the events of 10 November 1945 at the Battle of Surabaya. It is the venue every November 10 for the commemoration of the events of 1945, when many heroes died in the war of independence. The situation is very crowded on Sunday. There are facilities like mosque, toilet, museum, selfie spot, etc. The access to go to Heroes monument is car. We can learn anything about the struggle of heroes if we visit there.

F. Metode Pembelajaran

Think Pair Share

G. Kegiatan Pembelajaran

NO	Kegiatan Guru	Kegiatan Siswa
1.	<p>Pre-Teaching (15 minutes)</p> <ul style="list-style-type: none"> ▪ Teacher gives brainstorming to the students ▪ Teacher ask to the students such as “do you know about descriptive text ? and can give some example the kinds of descriptive text ? 	<p>Pre-Teaching (15 minutes)</p> <ul style="list-style-type: none"> ▪ Do brainstorming (Students pay attention and listen it) ▪ Students answer the question that given by the teacher

	<p>Observing :</p> <ul style="list-style-type: none"> ▪ Teacher explain the material about Historical Place ▪ Teacher explain the procedure of Think Pair Share strategy to the students ▪ Teacher divide the students into pair <p>Questioning :</p> <ul style="list-style-type: none"> ▪ Teacher gives the opportunity to the students to ask about the material ▪ Teacher gives the opportunity to the students to ask about the procedure of Think Pair Share 	<p>Observing :</p> <ul style="list-style-type: none"> ▪ Students pay attention and listen it carefully. ▪ Students listen it ▪ The students make a Pair <p>Questioning :</p> <ul style="list-style-type: none"> ▪ Students ask question for that ▪ Students ask question for that
2.	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <ul style="list-style-type: none"> ▪ Teacher gives the topic or a question on paper (contains the pictures) ▪ Teacher gives the time to the students to think the answer ▪ Teacher ask the student to do a task <p>Associating :</p> <ul style="list-style-type: none"> ▪ The teacher ask the student to 	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <ul style="list-style-type: none"> ▪ The students receive it ▪ The students think the answer ▪ The students answer the question individually by make a note before <p>Associating :</p> <ul style="list-style-type: none"> ▪ Group 1, si A and si B discuss

	<p>discuss with their partner and share their thinking. For the example : in Group 1, si A and si B discuss their answer each other and determine the best answer from both of them</p>	<p>and determine the best answer from both of them then write their best answer on the paper</p>
3.	<p>Post-Teaching (25 minutes)</p> <p>Communicating</p> <ul style="list-style-type: none"> ▪ The teacher ask the student to sit with their partner. For the example : in group 1, si A and si B sits side by side then share their answer with another group. For the example: group 1 share their answer to group 2,3,4, etc. Then Group 2 share their answer to group 1,3,4, etc. And the next go on ▪ The teacher ask the students to correct each other. For the example: when grup 1 sharing their answer, so the another group (group 1,2,3,etc) correct the answer of group 1. 	<p>Post-Teaching (25 minutes)</p> <p>Communicating</p> <ul style="list-style-type: none"> ▪ The student share their best answer with another group by presented in front the class. For the example : in group 1, si A and si B sits side by side then share their answer with another group. For the example: group 1 share their answer to group 2,3,4, etc. Then Group 2 share their answer to group 1,3,4, etc. And the next go on ▪ The students give a correction to another group by comment

H. Sumber

1. Sources : Intenet

I. Media Pembelajaran

- Pictures
- Papan tulis
- Boardmarker

J. Penilaian

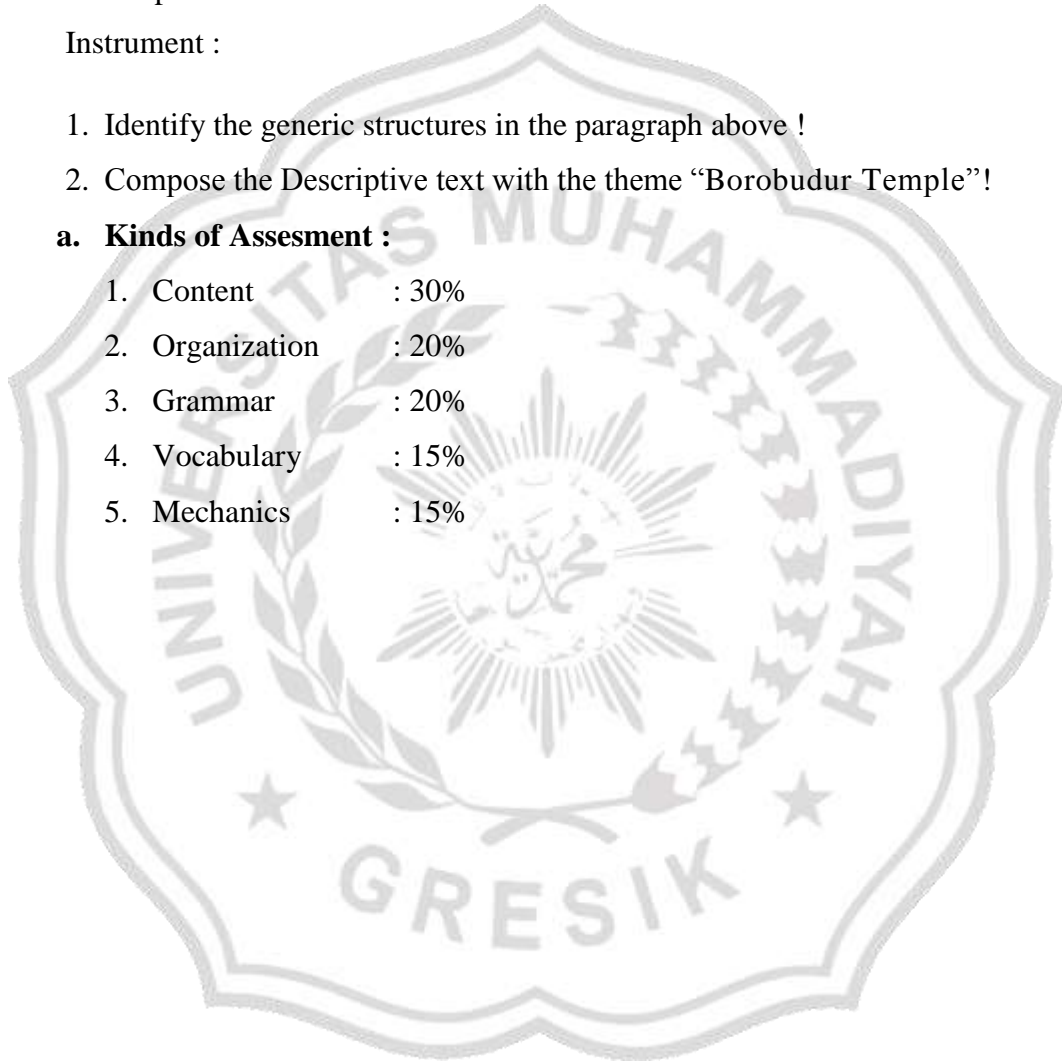
Jenis : penilaian tes tulis

Instrument :

1. Identify the generic structures in the paragraph above !
2. Compose the Descriptive text with the theme “Borobudur Temple”!

a. Kinds of Assesment :

1. Content : 30%
2. Organization : 20%
3. Grammar : 20%
4. Vocabulary : 15%
5. Mechanics : 15%



b. Rubric

Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 % - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge of words, word forms, and not understandable
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

Scoring technique :

$$\text{Score} : \frac{3C+2O+2G+1,5V+1,5M}{4} \times 10$$

40

The symbol defined as follow :

C : Content

O : Organization

G : Grammar

V : Vocabulary

M : Mechanics

LESSON PLAN (4)

CONTROL GROUP

School : SMA Muhammadiyah 9 Brondong

Class/Semester : X IPA 2 / 1

Lesson : English

Topic : Descriptive Text

Theme : Historical Places 2

Skill : Writing

Time : 2 x 45 minutes

Meeting : 4

A. Kompetensi Inti

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

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.

C. Indikator Pencapaian

1. Mengidentifikasi isi dan generic structure dari teks deskriptif secara tertulis.

2. Membuat teks deskriptif menggunakan bahasa sendiri dengan secara tertulis.

D. Tujuan Pembelajaran

1. Diberikan teks deskriptif, siswa dapat mengidentifikasi isi dan generic structure dengan benar secara tertulis.
2. Diberikan tema tentang deskriptif, siswa dapat membuat teks deskriptif sesuai dengan tema dengan baik secara tertulis.

E. Materi Pembelajaran

Descriptive Text

➤ Definition

Descriptive text is text that describes a person or object. The purpose of descriptive text is to describe a particular person, place, or object. This descriptive text is a text that describes what a person or object is like what its shape, number, properties, and so on. The purpose of descriptive text is clear, namely to describe, or express a person or object, both abstract and concrete.

➤ Generic Structure

- a. Identification: (contains about the introduction of a person, place, animal or object will be described.)
- b. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

➤ Purpose of Descriptive text

- To describe person, thing or place in specific.
- To describe a particular person, thing or place.

➤ Language Feature of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one). for example: Borobudur temple, my house, uncle Jim

- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful garden, a handsome man, the famous place in Jakarta, etc.
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Simple Present Tense adalah bentuk tense yang digunakan untuk menjelaskan kebiasaan atau sesuatu yang terjadi saat ini (present) pada suatu spesifik waktu. Sehingga menggunakan kata kerja pertama (verb 1) dalam susunan kalimatnya.

(+) Subject + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + adjective adverb

(-) Subject + do/does not + verb 1 (+ s/es) + object

Subject + to be (is/am/are) + not + adjective adverb

(?) Do/does + subject + verb 1 (+ s/es) + object ?

to be (is/am/are) + subject + adjective adverb

ket : Do : I/you/they/we

Does : He/She/It

- Action verb: verbs that show an activity (for example, sing, read , wash, sweep, etc....)

➤ One of kind of Descriptive text

- Tourism Object is description about tourism object
- Historical Place is description about historical place

➤ One example of descriptive text is about historical place

F. Metode Pembelajaran

Think Pair Share

G. Kegiatan Pembelajaran

NO	Kegiatan Guru	Kegiatan Siswa
1.	<p>Pre-Teaching (15 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ Teacher shows the example of pictures about Historical Place (review the material before) ▪ Teacher ask to the students “Ok, have you remember, what is that ? and what are the characteristic of this place ?” <p>Questioning :</p> <ul style="list-style-type: none"> ▪ The teacher gives feedback as the review of the material before to students so students ask questions about things that have not understood ▪ Teacher ask to the students, like “ok students, from the previous meeting, have you remember what kind of the generic structure of descriptive text ? then explain and please classify.” 	<p>Pre-Teaching (15 minutes)</p> <p>Observing :</p> <ul style="list-style-type: none"> ▪ The students pay attention the example of pictures about Historical Place (review the material before) ▪ The students answer the questions from the teacher related to the pictures that showed <p>Questioning :</p> <ul style="list-style-type: none"> ▪ The students try to mention the generic structure of descriptive text. ▪ The students write what they said about descriptive text ▪ The students classify the generic structure of descriptive text with text what they have made.

2.	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ Teacher divide the students into pair ▪ Teacher explain the procedure of Think Pair Share strategy to the students ▪ Teacher gives the opportunity to the students to ask about the procedure of Think Pair Share ▪ Teacher gives the topic or a question on paper (contains the pictures) ▪ Teacher gives the time to the students to think the answer ▪ Teacher ask the student to do a task <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ The teacher ask the student to discuss with their partner and 	<p>Whilst-Teaching (50 minutes)</p> <p>Exploring :</p> <p>Think</p> <ul style="list-style-type: none"> ▪ The students make a Pair ▪ Students listen it ▪ Students ask question for that ▪ The students receive it ▪ The students think the answer ▪ The students answer the question individually by make a note before <p>Associating :</p> <p>Pair</p> <ul style="list-style-type: none"> ▪ Group 1, si A and si B discuss and determine the best answer

	<p>share their thinking. For the example : in Group 1, si A and si B discuss their answer each other and determine the best answer from both of them</p>	<p>from both of them then write their best answer on the paper</p>
3.	<p>Post-Teaching (20 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The teacher ask the student to sit with their partner. For the example : in group 1, si A and si B sits side by side then share their answer with another group. For the example: group 1 share their answer to group 2,3,4, etc. Then Group 2 share their answer to group 1,3,4, etc. And the next go on ▪ The teacher ask the students to correct each other. For the example: when grup 1 sharing their answer, so the another group (group 1,2,3,etc) correct the answer of group 1. 	<p>Post-Teaching (20 minutes)</p> <p>Communicating :</p> <p>Share</p> <ul style="list-style-type: none"> ▪ The student share their best answer with another group by presented in front the class. For the example : in group 1, si A and si B sits side by side then share their answer with another group. For the example: group 1 share their answer to group 2,3,4, etc. Then Group 2 share their answer to group 1,3,4, etc. And the next go on ▪ The students give a correction to another group by comment

H. Sumber

1. Sources : Intenet

I. Media Pembelajaran

- Pictures
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J. Penilaian

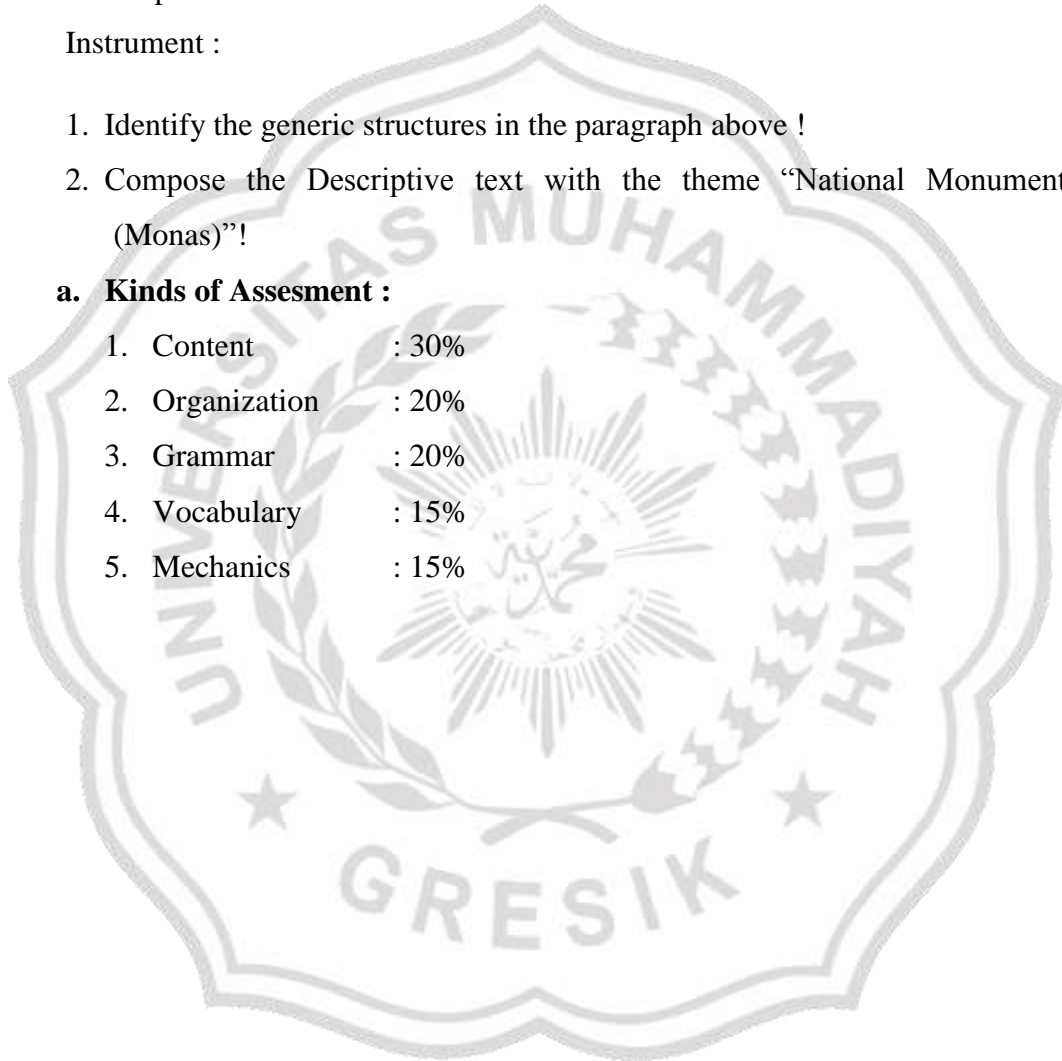
Jenis : penilaian tes tulis

Instrument :

1. Identify the generic structures in the paragraph above !
2. Compose the Descriptive text with the theme “National Monument (Monas)”!

a. Kinds of Assesment :

1. Content : 30%
2. Organization : 20%
3. Grammar : 20%
4. Vocabulary : 15%
5. Mechanics : 15%



b. Rubric

Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 % - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
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	1	Very poor knowledge of words, word forms, and not understandable
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	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

Scoring technique :

$$\text{Score} : \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

40

The symbol defined as follow :

C : Content

O : Organization

G : Grammar

V : Vocabulary

M : Mechanics

Score of Pre-Test

Experimental Group

No.	Nama	Content	Organization	Grammar	Vocabulary	Mechanics	Total
1.	Amanda Erika N.P.	2	2	3	2	3	6
2.	Anil Sahila	3	3	3	3	3	7,5
3.	Anisa Dwi S.	3	3	2	3	3	7
4.	Aulia Karisma Z.P.	2	1	2	1	3	4,5
5.	Azmy Izzatul Haq.	2	2	2	2	1	4,7
6.	Belian Ichika I.C.	1	3	2	2	1	4,3
7.	Dwi Aqilah Z.	2	2	1	1	2	4,1
8.	Ervinna Rizka B.	3	3	3	3	3	7,5
9.	Iklil Jawwad	3	2	1	1	1	4
10.	Indra Wahyu H.S.	3	2	3	3	1	6,2
11.	Irfa Rosyi S.	3	3	3	3	1	5,5
12.	Junaidi Putra	3	2	3	2	1	6
13.	Lofie Dinata I.	3	3	3	2	3	7,1
14.	Miftakhul Aziz	1	2	2	2	2	5
15.	M.David Saputra	3	2	3	2	3	5,3
16.	M.Habil Al-Fahri	2	2	3	2	2	5,5
17.	Nailul Falah	1	1	1	1	1	2,5
18.	Novita Chandra W.	3	3	3	2	2	6,7
19.	Nur Hafifah	3	3	2	3	3	5,7
20.	Prita Nur S.P.	2	2	3	1	2	5,1
21.	Putri Nabila R.	2	3	2	3	3	6,2
22.	Putri sholiha	3	2	3	2	2	6,2
23.	Shofyatul Ula A.	3	3	2	3	3	7
24.	Siti Makhfudzoh	2	2	2	3	2	5,3
25.	Syawali Nadini P.	3	3	1	1	2	5,3
26.	Tri Ariyani	3	3	3	3	4	7,8
27.	Umi Fadillah	3	2	2	1	1	5
28.	Zagita Indah C.	3	2	3	2	1	6

Score of Pre-Test

Control Group

No.	Nama	Content	Organization	Grammar	Vocabulary	Mechanics	Total
1.	Akmal Amrullah	2	2	3	1	3	5,5
2.	Alfur Rohmatis S.	2	2	3	2	3	6
3.	Dina Marissa	2	2	3	3	3	6
4.	Diva Aprilia	3	3	4	3	4	8
5.	Falahul Isbah	2	1	3	1	3	4
6.	Faridatus Sunita	3	2	2	3	2	6
7.	Fitrotin Ayu S.	3	2	3	3	3	7
8.	Khina Candhi T.	3	3	3	3	3	7,5
9.	Khulafaur R.U.	3	3	2	3	2	7
10.	Lolita Tara F.	2	2	2	2	1	5
11.	Masyau Nurul H.	3	3	2	3	2	7
12.	M. Gilang A.	2	1	2	2	1	4
13.	M. Jalaludin K.	2	1	2	2	1	4
14.	Nadiatus Solekha	2	2	3	3	1	5,5
15.	Nu'mah Nazikha	3	2	2	2	4	6,5
16.	Nur Aini Septiyana	3	2	2	3	3	6
17.	Nur Khofifah	1	1	2	2	2	4
18.	Nurisma Adelia	2	2	2	1	1	4
19.	Putra Nur Karim	2	1	3	2	2	5
20.	Putri Aditiya	3	2	3	3	3	7
21.	Putri Nur Sofiqah	3	3	3	3	3	7,5
22.	Putri Rindu Felisha	2	3	3	3	3	7
23.	Raga Syifa' u T.	2	2	3	2	2	6
24.	Reni Kaista Utami	2	2	2	2	2	6
25.	Tsalitsa Alya S.	2	2	3	2	2	6
26.	Wahyu Bima S.	2	2	2	2	2	6
27.	Yunita Aulia U.	3	3	3	2	3	7
28.	Zahidan Arif A.	2	2	2	2	3	5

Score of Post-Test

Experimental Group

No.	Nama	Content	Organization	Grammar	Vocabulary	Mechanics	Total
1.	Amanda Erika N.P.	4	4	4	3	4	9,7
2.	Anil Sahila	3	3	3	3	3	7,5
3.	Anisa Dwi S.	3	3	4	4	3	8,3
4.	Aulia Karisma Z.P.	3	3	3	4	4	8,2
5.	Azmy Izzatul Haq.	3	3	3	4	3	7,8
6.	Belian Ichika I.C.	3	3	3	4	3	7,8
7.	Dwi Aqilah Z.	3	3	3	3	2	7,1
8.	Ervinna Rizka B.	3	3	3	4	4	8,2
9.	Iklil Jawwad	3	2	4	4	3	7,8
10.	Indra Wahyu H.S.	3	3	3	3	3	7,5
11.	Irfa Rosyi S.	3	3	3	4	4	8,2
12.	Junaidi Putra	3	3	4	4	3	8,3
13.	Lofie Dinata I.	4	4	4	4	4	10
14.	Miftakhul Aziz	3	3	3	3	2	7,1
15.	M.David Saputra	3	3	3	3	2	7,1
16.	M.Habil Al-Fahri	3	3	3	3	2	7,1
17.	Nailul Falah	3	3	3	2	1	6,3
18.	Novita Chandra W.	3	3	3	4	3	7,8
19.	Nur Hafifah	3	3	3	4	3	7,8
20.	Prita Nur S.P.	3	3	3	3	2	7,1
21.	Putri Nabila R.	3	3	3	3	4	7,9
22.	Putri sholiha	3	3	3	2	1	6,3
23.	Shofyatul Ula A.	4	4	4	4	3	9,6
24.	Siti Makhfudzoh	3	3	3	4	4	8,2
25.	Syawali Nadini P.	3	3	3	4	3	7,8
26.	Tri Ariyani	4	4	3	4	3	9,1
27.	Umi Fadillah	3	3	3	3	3	7,5
28.	Zagita Indah C.	3	3	3	4	3	7,8

Score of Post-Test

Control Group

No.	Nama	Content	Organization	Grammar	Vocabulary	Mechanics	Total
1.	Akmal Amrullah	2	2	2	4	3	6,1
2.	Alfur Rohmatis S.	3	3	3	4	3	7,8
3.	Dina Marissa	2	2	2	4	3	6,1
4.	Diva Aprilia	2	2	3	4	4	7
5.	Falahul Isbah	2	2	3	2	2	5,5
6.	Faridatus Sunita	3	3	3	4	3	7,8
7.	Fitrotin Ayu S.	2	2	3	4	3	6,6
8.	Khina Candhi T.	3	3	3	4	4	8,2
9.	Khulafaur R.U.	3	3	4	4	3	8,3
10.	Lolita Tara F.	3	3	3	4	3	7,8
11.	Masyau Nurul H.	3	3	4	3	2	7,6
12.	M. Gilang A.	2	2	2	4	3	6,1
13.	M. Jalaludin K.	2	2	3	4	3	6,6
14.	Nadiatus Solekha	3	3	3	2	2	6,7
15.	Nu'mah Nazikha	2	2	3	3	1	5,5
16.	Nur Aini Septiyana	3	3	3	3	3	7,5
17.	Nur Khofifah	3	3	3	4	3	7,8
18.	Nurisma Adelia	3	3	3	4	3	7,8
19.	Putra Nur Karim	3	3	2	3	1	6,2
20.	Putri Aditiya	3	3	3	3	2	7,1
21.	Putri Nur Sofiqah	3	3	3	3	1	6,7
22.	Putri Rindu Felisha	3	3	3	4	3	7,8
23.	Raga Syifa'u T.	2	2	2	4	3	6,1
24.	Reni Kaista Utami	2	2	3	2	2	5,5
25.	Tsalitsa Alya S.	3	3	3	4	3	7,8
26.	Wahyu Bima S.	3	3	3	3	3	7,5
27.	Yunita Aulia U.	3	3	2	2	1	5,8
28.	Zahidan Arif A.	3	3	3	3	4	7,8

Name : Belian ichika irwantha celsi

Class : X IPA 1

School : SMA M g Brongtong

-
- Marine Tourism of Lamongan (WBL) is from in Lamongan, Marine Tourism of Lamongan (WBL) Beautiful Press the Situation there was same, I Disana use transportasi motorcycle, Very much Wahana and ata Very much animal, there are also Patung Crab the big, there are also Toilet. it's precisely located in 10 km. bisa juga use transportasi Bus. Marine Tourism of Lamongan (WBL) mempunyai Pemandangan yang sangat beautiful.

Name : Azmy IZZATUL HAQ
Class : X IPA 1
School : SMAM g brondong

Borobudur temple

Borobudur temple is spot tours that are in Yogyakarta there is famous for the patungnya, patungnya ~~adalah~~ is colors brown. disana ramai sekali banyak pengunjungnya. Borobudur temple many hours dan banyak didatangi. I go up there bus. karena jaraknya jauh there spot is beautiful spot tours.

Name : Lofie Dinata Isyanda

Class : X IPA 1

School : SMAM 09 Brondong

{ MARIANE TOURISM OF LAMONGAN }

Mariane tourism of Lamongan or WBL is salah satu tourism object yg sering visited, not just human from Lamongan, out of that juga sudah banyak yg come ~~to~~ holiday to WBL. Untuk masuk kesana we must buy tiket first, after that we can masuk. The first time we masuk we will see ~~the~~ ^{tulisan} WBL with big size. After that we can walk and ada some patung frog. In WBL juga terdapat beberapa wahana. Like Roaller coaster, ghost house, eat house and masih banyak lagi. In there juga terdapat Swimming pool. ~~It~~ juga ada canteen in near swimming pool. Store oleh2 in ~~for~~ Luar WBL or before pintu masuk. We can use motor or car to go to WBL. and jaraknya is $\pm 5-7$ km. WBL is tempat holiday. you can kesana with your friends or your family.

1. C = 3

2. O = 3 \rightarrow Identification = x location
x distance

Description = x origin
x color

3- B = 3

4- V = 2 (spelling error & effect meaning, some use Indo)

5- M = 3 (spelling)

Name : NOVITA CANDRA WANGI

Class : X IPA 1

School : SMAM 9 Brondong

Marine Tourism of Lamongan (WBL)

Marine Tourism of Lamongan is a vacation place. And location in Paciran, distance from house to marine tourism of Lamongan 20 km. And disana banyak permainan. And di sana ride car.

Disana juga banyak game and situation enjoy. ada renang, kereta, bioskop, dll. And facilitate ada kolam renang, toilet, musholla, bioskop, cafe. Access bus, car, dll.

Name : DINA MARISA
Class : X IPA 2
School : SMA Mog Sedayulawas

Kutung beach

Kutung beach or also known as Labuhan Island. It's pricesty located in about 4km, Labuhan. Kutung beach is very beautiful, fresh, clean and fitvasion is very ramai. They are many Orang yang berjualan.

Name : Falahul Isbah
Class : X IPA 2
School : SMA m g Sedayulawas

KUTANG BEACH

Kutang Beach it's precisely located in about 20 km, Sedayulawas. Kutang beach bertempat di Labuhan, Tuban, east Java. Kutang beach itu pemandangan nya sangat ~~luar biasa~~ beautiful.

Name : RAGA SYIFA'U TAFIQON

Class : X (IPA 2)

School : SMAM 9 Brondong

Lorena Beach of Paciran

Lorena Beach is beautiful, Lorena Beach
~~adalah~~ adalah Tourism Object, Lorena Beach
~~is object~~ is object located in Paciran, it's precisely in
about 7 km ~~SMAM~~

Name : Putri Nur Sofiqah
Class : X IPA 2.
School : SMA Muhammadiyah 09 SedayuLawas Brondong

Borobudur Temple

Borobudur Temple is the largest budha temple complex in Indonesia. It's precisely located in about 19 km, Jogyakarta. Borobudur temple was built on a four square plane and situation in Borobudur temple is be noisy, ^{learn} facilitate is good and beautiful. I go in Borobudur make access bus.

In Borobudur I playing see turis in Borobudur can speeks and asking with turis to see english location and I studying with my teacher in Borobudur to see patung in there. I can merasakan beautiful Borobudur temple.

turis in Borobudur is very much and beautiful people, I can see turis take picture and smile with friends and very much egaint, I with my friend like to in Borobudur. I with my friends as picture with turis and studying in the Borobudur very much story.

1. C = 3

2. O = 3 → Identification = x clear the name object

Description = x size/shape x benefit
x color x facilitate

3. G = 3

4. V = 3

5. M = 3 (spelling)

Name : Putri Nur Sofiqah.
Class : X IPA 2.
School : SMAMOG Sedayulawas, Brondong

Sunan Drajat Museum

Sunan Drajat Museum is from wali songo

Sunan Drajat Museum in Drajat, Kranji, Paciran, Lamongan. In Sunan Drajat Museum is very crowded, and very much tourists from out Lamongan in Drajat, facilitate in Sunan Drajat any very snack.

and you can in the Drajat Museum make access bus, car, and pick up and Sunan Drajat Museum is very clean and good. and exotic and value of benefit is. You can now wali songo no just Drajat

but anything Sunan Appel, Sunan Giri, Sunan Bonang and etc. size in Sunan Drajat Museum is very wide and you can see directly buy gift shop in museum and facilitas is WC (bathroom). and parkir area. in Sunan Drajat Museum is beautiful

1. C = 3

2. O = 3

→ x clear the name object
y distance
x color
x situation

3. G = 3

4. BV = 3

5. M = 1

Name : Nur Aini Septiyana

Class : X IPA II

School : SMAN 9 Sedayulawas Brondong

Kelapa Beach

Kelapa Beach is located in Panyuran, Tuban. There are many coconut tree in. The ~~place~~ beach is very beautiful. We must buy a ticket for go to in Kelapa Beach.

The place is very wide. There are visitor in there. There are many facilitate in there like ~~playing~~ swimming in the pool, and playing motorcycle.

The place agree for holiday. There are many goods and we are can ~~the~~ enjoy the beach. There are bridge ~~the~~ surround the beach. ~~is~~ Usually the place is very noisy.

At here we are can take a picture with walking in the Kelapa Beach. There are mosque in there.

Name : Nu'mah Nazikah

Class : X IPA 2

School : SMA Muhammadiyah 9 Brondong

Kelapa Beach

Kelapa beach is located in Panyurani, Tuban.
Kelapa beach use to ~~be~~ ~~at~~ tourism and ceremony.
The ticket Rp. 5000, Kelapa beach ~~is~~ Open
the 08.00 - 18.00, Kelapa beach very much coconut.
There are many food seller in their.

in Kelapa beach also some many
of Game: playing fox, swing, FTV, etc.

Kelapa beach use to camping or picnik.

~~When use~~ ~~to~~ when we use toilet ~~to~~ we
can ~~by~~ ~~by~~ buy ticket : 2000 - 3000.

Kelapa beach is a beach that has quite
beautiful views.

Name : PUTRI RINDU FELISTIA
Class : X IPA 2
School : SMA MUHAMMADIAH 9 Sedayulawas

Kelapa Beach

Kelapa beach or Panyuran beach is one of famous beach in Palang, Tuban. Kelapa beach have origin is there are many palm tree.

In Kelapa beach there are many facilities is WC, ticket 5k, Food shop, parking area, Game (Flaying Fox, Swimming pool, etc). Kelapa beach very fresh air, beautiful view and very nice everyday. In Kelapa beach there are many access is people of Selfies, relax in sands, seeing sun rise and sun set, ride of horses, playing game, drinking coconut water, enjoy this beautiful view and ride of cycle. In there very good, nice, fresh, beautiful, exotic, etc. Kelapa beach have benefits is enjoy this view, holiday, etc. In Kelapa beach there are access is ride of car from Sedayulawas to Palang or Panyuran 10 km/.

Name : Lofie Dinata Isyanda

Class : X IPA 1

School : SMAM 9 Brondong

~~The Tomb~~

THE TOMB OF SUNAN DRAJAT

The tomb of Sunan Drajat is one of historical place in east java. This tomb of sunan impressed more modern than other Sunan tombs. There are several shady trees and are often used for shelter for visitor. To get to the tomb, we must climb the stairs first. Every ladder has a philosophy of Sunan Drajat's religious teachings when spreading Islam. One of which is "Mulya gung panca waktu", something physical and mental happiness that can be achieved with prayer 5 times. It's location is in the village of Drajat, Paciran sub-district, Lamongan Regency. The distance from Sedayulawar to the tomb of Sunan Drajat is ± 15 km.

Sunan Drajat's tomb is inside a brown building. The situation was quiet and on certain days residents used it for tahlilan. There are several facilities in the Tomb of Sunan Drajat, namely parking areas, public toilets, restaurants, photo area, etc. To get there, we can use private vehicles. And the benefits are that we can remember while learning about Sunan Drajat.

C = 4

O = 4

G = 4

V = 4

M = 4

Name : Shoffyatul Ula Adabiyah

Class : X- IPA I

School : SMAM 09 Brondong

Kelapa Beach (Coconut beach)

Kelapa Beach is the one beautiful Beach in Tuban beside Lamongan. Why this beach name kelapa beach? because in the very many coconut tree. This beach location in Tuban whose area is bordered with Lamongan. Distance from my home around 12 km. If you want go to there you can go with motorcycle, car, etc.

Kelapa beach very beautiful. the place very wide. Holiday time, kelapa beach very noise. Many people from other country come to kelapa beach. entry ticket to kelapa beach very cheap. to children Rp. 3000 and to adult Rp. 5000. In there facilities very complete. from toilet clean till ~~water~~ mosque and many market. Kelapa beach very cool and good view. In there are BMX, flying fox, etc. the sea very clean and suitable to swimming.

C = 4

O = 4

G = 4

V = 4

M = 3 (Capitalization)

Name : AMANDA ERIKA NADIA PUTRI .

Class : X IPA 1 .

School : SMA M 09 BRONDONG .

KELAPA BEACH .

Kelapa Beach is located in the district of palang , Tuban Regency , East Java , this beach is very famous in Indonesia , the distance from the house is around 200 m . This beach is very beautiful and nice , the atmosphere is very crowded because every day many visitors come , the place is also suitable for family recreation and holidays , with a lot of coconut trees that make the air very cool and not hot , this coconut beach is synonymous with green because of the many trees ,

This tour has various facilities such as : Mosque , toilets , flying fox , horse riding , children's playground , swimming pool , and stage entertainment . To be able to enjoy the beauty of this beach , you only need to buy a ticket of Rp 5.000 per person . And , if you bring a two - wheeled vehicle , you will be charged Rp 2.000 . Meanwhile , for four - wheeled vehicles amounting to Rp 5.000 per car and Rp 10.000 per bus .

$$C = 4$$

$$D = 4 \text{ (just walking access)}$$

$$G = 4$$

$$V = 3$$

$$M = 4$$



PIMPINAN DAERAH MUHAMMADIYAH LAMONGAN
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMA MUHAMMADIYAH 9 BRONDONG
TERAKREDITASI "A"

Jl. Embong Sepur Gg. III No. 5 Sedayulawas – Brondong – Lamongan 62263
NSS : 302050721042 NPSN : 20506318 Telepon 0322 – 661634 E-Mail : sman9.brondong@yahoo.co.id Website : sman9brondong.sch.id

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor. 001/KET/III.AU/F/2020

Yang bertanda tangan dibawah ini Kepala SMA Muhammadiyah 9 Brondong menyatakan dengan sebenar-benarnya bahwa:

Nama : Mujahidatul Muslimah Zinatul Haqqoti
NIM : 15431019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
PTN/PTS : Universitas Muhammadiyah Gresik

telah melaksanakan penelitian di Lembaga kami untuk penyusunan skripsi mulai dari tanggal 9 Oktober 2019 sampai dengan 21 Nopember 2019 dengan judul penelitian "*The Effect of Think Pair Share on Student's Writing Skill Through Padlet for Xth Grade at SMA Muhammadiyah 9 Brondong*".

Demikian surat ini kami buat dengan sebenar-benarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Brondong, 4 Januari 2020
Kepala Sekolah

FAZLUR ROHMAN, S.Pd.I
NBM. 1.246.894

Lampiran Foto







