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LEMBAR KERJA PESERTA DIDIK (LKPD) BAHASA INGGRIS

Academic Year : **2020/2021**
Grade : **X**
Semester : **First**
Topic : **Descriptive text (Interesting Places)**

I. Kompetensi Dasar dan Indikator Pencapaian Keberhasilan

Kompetensi Dasar	Indikator
3.4 Pengetahuan Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya	3.4.1. Menangkap makna tersurat maupun tersirat dari descriptive text tentang orang ,benda atau tempat wisata tertentu. 3.4.2. Mengidentifikasi struktur teks dan unsur kebahasaan yang ada dalam descriptive text
4.4 Ketrampilan Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.1. Menceritakan descriptive text tertentu secara lisan 4.4.2. Membuat/menyusun descriptive text sederhana

II. Tujuan Pembelajaran

Setelah peserta didik dan guru berdiskusi dan melaksanakan kegiatan penugasan dan pemecahan masalah secara mandiri dan kelompok, peseta didik dapat :

1) **Mengidentifikasi** makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis terkait tempat-tempat menarik
2) **Menemukan** tempat-tempat menarik di sekitar dan menjelaskan kenapa tempat itu menarik
3) **Menyusun** teks deskriptif secara tertulis tentang tempat-tempat menarik
4) **Menceritakan** teks deskriptif tertentu secara lisan tentang tempat-tempat menarik layaknya seorang pemandu (tour guide)

III. Material : Descriptive Text (Interesting Places)

A. Definition

- Describe a particular person, place, animal or thing.
- Appeals to the senses, tells how something looks, feels, smells, taste, and or sounds, something like a word picture enabling readers to imagine the described objects, places, or persons.
- It is used to show, describe, report and present information.

B. Social Function

- To give a visual picture of a thing by describing physical attributes, behaviors, uses, etc
- To give information about a particular entity by explaining its features, history, forms, types, location and special characteristics or anything related to what the writer describes.
- The purpose is clear, that is to describe, represent or reveal an object, either abstract or cencrete.

C. Generic Structure

- Identification or general statements. It introduces or identifies specific object (a person/a place/ an animal/a thing). It identifies phenomenon to be described.
- Description : the parts of a text describe the object characteristics, appearances, personality, habits, or qualities

D. Language Features

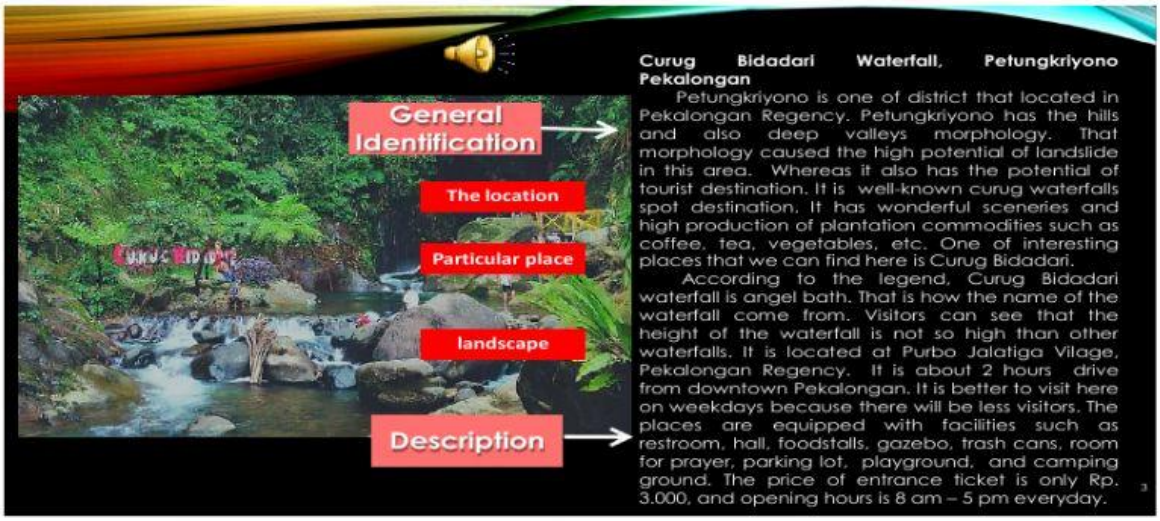
- Focusing on a specific object
- Generally using Present Tense
- Using linking verbs and verbs to classify things and describe appearances, characteristics, parts, and functions.
- Frequently using pre- and post- modified nounhrases
- Using adjectives and adverbs to add information to nouns and verbs in the provision of detailed information
- Using adverbial phrases of manner, place, or time
- Using words explaining characteristics features (size, shape, location, color,etc)
- Using details to visualize the topic
- Providing examples (using the phrases for instance, such as to illustrate, or to demonstrate)
- Using the topic word or the the topic-synonymous word repeatedly

FIRST MEETING

Activity 1 (Prior Knowledge)

Listen to your teacher and answer the following question classically!

1. Have you ever visited an interesting place like a waterfall, natural park, or other natural tourism objects, or historical buildings, monuments, museum, temples, etc?
2. Could you please describe what make the place interesting?



Activity 2

Having completed learning the materials and done the quiz in the video (you tube),, students work in a group of three persons (a small group) to describe an interesting place near their place in form of paper (manila cardboard)

Di akhir pembelajaran, guru memberikan tugas mandiri secara berkelompok agar peserta didik bisa menyusun teks deskriptif secara tertulis tentang sebuah tempat menarik untuk dipresentasikan di pertemuan berikutnya, dan teks dikemas dalam format video dengan aplikasi kinemaster ata pixellab beserta foto/gambar tempat yang dideskripsikan

Tugas Terstruktur Mandiri Berkelompok

Kerjakan secara berkelompok dan presentasikan hasilnya pada pertemuan yang akan datang (seminggu)

1. Describe a tourism destination
2. Make your description text by using an application such as kine master or pixellab and please attach the pictures relate to the text
3. Send the result in File Assignment Teams before next meeting

Activity 3(Reflection)

At the end of this chapter, ask yourself the following questions to know how well you have learned.

1. What have you learned today?
2. What should you do after this?

If your answer is 'no' to one of this questions, see your teacher and discuss with her on how to make you understand and able to talk about a descriptive text.

THE SECOND MEETING

- **Activity 1**

Tugas kelompok pada pertemuan pertama dipresentasikan secara bergiliran dan didiskusikan bersama Guru.

1. Please present your work about descriptive text via voice notes in Teams class.
2. The other group may give questions or feedback to your friend's work.
3. Let us discuss together!

- **Activity 2 (Reflection)**

1. What is your purpose in writing a descriptive text?
2. When do people use this type of descriptive text?
3. What are characteristics of a descriptive text?

If your answer is 'no' to one of this questions, see your teacher and discuss with her on how to make you understand and be able to tell or write about present tense.

- **Activity 3 (Tugas Berkelompok)**

1. Pretend as if you were a guide describing the special pecularities of the tourism object, then take turns with your group describing the place.
2. Create your group presentation in form of voice notes.
3. The duration is between 2 to 3 minutes
4. Deadline : a week from now

Untuk lebih jelasnya mari bersama kita perhatikan contoh berikut ini.
The Example of text to promote Curug Bidadari (as A Tour Guide)

Welcome to Pekalongan Regency ladies and gentlemen, I am ....., and you may call me ..... Here I will guide you as long as your journey visiting this place. This place is well-known as Curug Bidadari. According to the legend, Curug Bidadari waterfall is angel bath. Yup, bidadari means angel. That is how the name of the waterfall come from. It is located at Purbo Jalatiga Village, Pekalongan Regency. It is about 2 hours drive from downtown Pekalongan. And it will take about 30 minutes walk to reach the curug or waterfall. The path we will go is steeply and slippery with big stones, so we must be very careful.

Ladies and gentlemen, while you are looking around the beautiful hill scenery you can feel the fresh air and cool breeze. Along the path to this waterfall, you will see various vegetations that are dominated by plantations, such as rubber, cloves, coffee, and bamboo. Now, the roar of waterfall, even far away, we can hear clearly and it's very awesome.

Ladies and gentlemen, you can see that the height of the waterfall is not so high. On the left right side there is a towering rock cliff. Around the waterfall there are 5 pools that have different depths and you can swim and bathe there. Please swim and bath as long as you like and play to feel the freshness and clarity of the water.

While enjoying the fresh air and the wonderful scenery, you may take photos whenever you want to perpetuate the moments. Get your memorable journey linger in your memories forever. I wish you could enjoy the visit and don't miss the good times. Have a lovely day and have fun.

VI. Penilaian Hasil Pembelajaran

1. Sikap

- **Penilaian Observasi (selama pembelajaran)**

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor (0-100)	Kode Nilai
		Kedisiplinan (20)	Kehadiran (20)	Keaktifan (10-30)	Tantangan (10-30)		
1	Sudirman	20	20	30	10	80	B
2	Sutomo	...	...	...	...	...	...

Catatan :

1. Kode nilai / predikat :
   85,00 – 100,00 = Sangat Baik (SB)
   65,00 – 84,00 = Baik (B)
   50,00 – 64,00 = Cukup (C)
   00,00 – 49,00 = Kurang (K)

- **Penilaian Diri (melalui link Office form)**

No	Pernyataan	Ya	Tidak
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	v	
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		V
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	v	
4	Saya menjalankan tugas (deeskripsi job) dengan baik		V

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2. **Penilaian Ketrampilan (tugas kelompok pertemuan pertama)**

a. Penilaian Portofolio (Writing Skill): pertemuan pertama

Materi : Descriptive text (describing a tourism destination)

Alokasi Waktu : 1 minggu

Produk : Karangan teks

Kelas :_____

Kelompok :_____

Aspect	Performance Description	Score
Content	The topic is complete and clear and the details are relating to topic	4
	The topic is complete and clear and the details are almost relating to topic	3
	The topic is complete and clear and the details are not relating to topic	2
	The topic is not clear and the details are not relating to topic	1
Organization	Identificitaion is complete and description are arranged with proper connectives	4
	Identificitaion is almost complete and description are	3

	arranged with almost connectives	
	Identificitaion is not complete and description are arranged withfew misuse proper connectives	2
	Identificitaion is not complete and description are arranged with misuse connectives	1
Grammar	Very few grammatical or agreement inaccuracies	4
	Few grammatical or agreement inaccuracies but not affection meaning	3
	Numerous grammatical or agreement inaccuracies	2
	Frequent grammatical or agreement inaccuracies	1
Vocabulary	Effective choice of words and word forms	4
	Few misuse of vocabularies, word forms, but not change the meaning.	3
	Limited range confusing words and word form	2
	Very poor knowledge of words, word forms, and not understandable.	1
Mechanics	It uses correct spelling, puntuation, and capitalization	4
	It has occasional errors of spelling, punctuation, and capitalization	3
	It has frequent errors of spelling, punctuation, and capitalization	2
	It is dominated by errors of spelling, punctuation, and capitalization	1

$$\text{Nilai akhir} = \frac{\text{Jumlah skor perolehan}}{\text{Total skor}} \times 100$$

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

b. **Penilaian Kemampuan Berbicara (Tour guide : pertemuan kedua)**

Tema : As A Tour Guide Describing a Tourism Destination

Waktu : Pertemuan ke-2 (work group)

Alokasi Waktu : 1 minggu

Produk : Voice Notes

No	CATEGORIES	SCORE				
		1	2	3	4	5
1	**GRAMMAR**	Errors in grammar are frequent, but speaker can be understood.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Equivalent to that of an educated native speaker.
2	**VOCABULARY**	Speaking vocabulary inadequate to express anything but the most elementary needs.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

				enough that he rarely has to grope for a word.		
3	**COMPREHENSION**	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Can get the gist of most conversations of non-technical subjects.	Comprehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of his experience.	Equivalent to that of an educated native speaker.
4	**FLUENCY**	No specific fluency description.	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
5	**PRONUNCIATION**	Errors in pronunciation are frequent but can be	Accent in intelligible though often quite faulty.	Errors never interfere with understanding and	Errors in pronunciation are quite rare.	Equivalent to and fully accepted by educated native