

APPENDICES

Appendix 1: Translation of Quran Verse

No	Page	Surah /Verse	Translation	
			English	Indonesia
1.	1	An-Nahl/89	<p>And (bethink you of) the day when We raise in every nation a witness against them of their own folk, and We bring thee (Muhammad) as a witness against these. And We reveal the Scripture unto thee as an exposition of all things, and a guidance and a mercy and good tidings for those who have surrendered (to Allah)</p>	<p>(Dan ingatlah) akan hari (ketika) Kami bangkitkan pada tiap-tiap umat seorang saksi atas mereka dari mereka sendiri dan Kami datangkan kamu (Muhammad) menjadi saksi atas seluruh umat manusia. Dan Kami turunkan kepadamu Al Kitab (Al Quran) untuk menjelaskan segala sesuatu dan petunjuk serta rahmat dan kabar gembira bagi orang-orang yang berserah diri</p>

Appendix 2: Documentation (Teaching Module)

Modul Ajar Recount Texts Kelas X

Nama: Marlina	Program Keahlian: Tata boga
Asal Sekolah: SMKN 4 Banjarmasin	Jumlah Pesdik: 36 orang

Durasi: 270 menit (3 x pertemuan @2x45')

<p>FASE: E ELEMEN : Menyimak-Berbicara</p> <p>CAPAIAN PEMBELAJARAN: Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dalam berbagai situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan Bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka membuat pendapat dan perbandingan. Mereka menggunakan elemen non-verbal seperti Bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebian konteks.</p> <p>TUJUAN PEMBELAJARAN:</p> <ol style="list-style-type: none">1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount	<ol style="list-style-type: none">1. Profil Pelajar Pancasila Peserta didik akan mengembangkan kemampuan bernalar kritis, kreatif, dan mandiri, dan bergotong-royong dalam proses pembelajaran2. Model pembelajaran Discovery learning3. Kegiatan pembelajaran utama: individu, berkelompok (6 orang)4. Penilaian: Individu, kelompok5. Jenis asesmen: tes tulis dan performa6. Metode: diskusi, presentasi, ceramah, PjBL, eksplorasi
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<ol style="list-style-type: none"> 2. Melengkapi bentuk kata kerja yang tepat dalam kalimat 3. Menemukan gagasan utama dan informasi rinci tersurat dan tersirat dari sebuah teks recount dengan cara menyimak sebuah audio/video 4. Menceritakan kembali sebuah teks recount tentang pengalaman pribadi (story telling) 5. Memberikan ulasan terhadap video project yang telah dikerjakan terkait teks recount 	
<p>Kata Kunci: Recount, story telling</p> <p>PERTANYAAN INTI: Bagaimana saya dapat berkomunikasi dengan menggunakan Bahasa Inggris terkait teks recount?</p> <p>PERTANYAAN PEMANTIK:</p> <ol style="list-style-type: none"> 1. Apakah kamu pernah mempelajari materi teks recount sebelumnya? 2. Apakah kamu mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount? 3. Apa perbedaan utama dari teks recount dengan narrative? 4. Apa saja contoh dari teks recount? 5. Apa yang kamu harapkan setelah selesai mempelajari teks recount? 	<ol style="list-style-type: none"> A. Perangkat ajar ini dapat digunakan guru untuk mengajar: <ol style="list-style-type: none"> 1. Siswa regular/tipikal 2. Siswa dengan hambatan belajar 3. Siswa cerdas istimewa berbakat istimewa (CIBI) B. Kelengkapan perangkat ajar: Lembar kegiatan, rubrik penilaian, gambar, video

**RECOUNT TEXTS
KELAS X**

DESKRIPSI UMUM

Peserta didik akan mempelajari materi terkait teks recount selama 2 (dua) kali pertemuan. Siswa akan menggali kemampuan dalam elemen Menyimak-Berbicara.

CATATAN UNTUK GURU

Modul ajar ini menjadi prasyarat dan berlanjut pada materi berikutnya, dengan menerapkan pembelajaran berbasis proyek.

PERSIAPAN (45 MENIT)

1. Guru membuat materi presentasi tentang teks recount
2. Guru mencari contoh story telling teks recount

AKTIVITAS

Pertemuan 1: penjabaran materi dan review unsur kebahasaan Simple Past Tense

Pertemuan 2: latihan menyimak, dan pemberian tugas story telling untuk dipresentasikan di pertemuan berikutnya

Pertemuan 3: penyajian hasil tugas berupa story telling dan pemberian ulasan

PERTEMUAN PERTAMA DARING/LURING 90 MENIT

Kegiatan awal (15 menit)

1. Peserta didik dan guru memulai pembelajaran dengan berdoa Bersama
2. Guru mengecek kesiapan belajar siswa
3. Guru mengecek daftar hadir siswa
4. Guru memberikan ice breaking dan membagi siswa ke dalam 6 kelompok
5. Guru memperlihatkan satu seri gambar yang memperlihatkan tentang sebuah kejadian, dan membiarkan siswa untuk mencoba mengurutkan gambar tersebut, dan menebak tentang apakah seri gambar tersebut?

Kegiatan inti (60 menit)

1. Peserta didik mendapatkan pengetahuan secara umum tentang teks recount
2. Guru memutar sebuah video tentang teks recount yang menceritakan sebuah pengalaman pribadi seseorang
3. Guru kemudian bertanya apa topik terkait isi video:
 - What is the text about?
4. Guru menunjukkan daftar beberapa kosakata terkait kata kerja kedua (V2) yang digunakan dalam teks recount dan fokus pada pembahasan unsur kebahasaan *simple past tense*
5. Guru meminta siswa untuk berlatih pengucapan kosakata pada list tersebut (pronunciation practice)
6. Guru membagikan lembar kegiatan untuk memahami unsur kebahasaan *simple past tense*.
7. Guru dan siswa bersama-sama mendiskusikan hasil jawaban dari lembar kegiatan tersebut

Kegiatan penutup

1. Peserta didik dan guru menyimpulkan

Referensi:

<https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate>

materi pembelajaran 2. Peserta didik mengomunikasikan kendala yang dihadapi selama proses pembelajaran, utamanya saat kegiatan menyimak 3. Guru menutup pembelajaran	
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Refleksi 1. Bagaimana antusiasme siswa dalam proses pembelajaran 2. Apakah ada kendala dalam eksekusi setiap aktivitas pembelajaran? 3. Apa saja kesulitan yang dihadapi oleh siswa? 4. Bagaimana level rata-rata pencapaian siswa?	Lembar Kegiatan Soal grammar tentang simple past tense
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PERTEMUAN KEDUA DARING/LURING 90 MENIT

Kegiatan awal (15 menit) 1. Peserta didik dan guru memulai pembelajaran dengan berdoa Bersama 2. Guru mengecek kesiapan belajar siswa 3. Guru mengecek daftar hadir siswa 4. Guru memberikan ice breaking dan membagi siswa ke dalam 6 kelompok 5. Guru memperdengarkan audio tentang cerita pengalaman yang mengesankan, dan sambil bertanya jawab tentang pengalaman yang tak terlupakan kepada peserta didik	Kegiatan inti (60 menit) 1. Peserta didik mendapatkan pengetahuan secara umum tentang teks recount 2. Sebelum listening, guru melakukan pre-listening terlebih dahulu, dengan meminta siswa menjodohkan beberapa phrase dengan maknanya 3. Guru menunjukkan daftar beberapa kosakata terkait kata kerja kedua (V2) yang digunakan dalam teks recount dan fokus pada pembahasan unsur kebahasaan <i>simple past tense</i> 4. Guru meminta siswa untuk berlatih pengucapan kosakata pada list tersebut (pronunciation practice) 5. Guru membagikan lembar kegiatan <i>listening</i> untuk menjawab pertanyaan tentang sebuah teks recount (audio).
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	6. Guru dan siswa bersama-sama mendiskusikan hasil jawaban dari lembar kegiatan tersebut
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<p>Kegiatan penutup</p> <ol style="list-style-type: none"> 4. Peserta didik dan guru menyimpulkan materi pembelajaran 5. Peserta didik mengomunikasikan kendala yang dihadapi selama proses pembelajaran, utamanya saat kegiatan menyimak 6. Guru memberikan tugas proyek selama 1 minggu ke depan untuk membuat sebuah teks recount tentang pengalaman tak terlupakan (unforgettable experience) dan siswa akan diminta untuk menceritakan Kembali di depan kelas (story telling) dengan membawa sebuah foto terkait pengalaman tersebut bila ada, dan bila tidak ada memakai gambar ilustrasi yang menggambarkan isi cerita teks recount yang disajikan. 7. Guru menutup pembelajaran 	<p>Referensi : https://learnenglish.britishcouncil.org/general-english/audio-zone/a-study-trip-to-the-uk</p>
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<p>Refleksi</p> <ol style="list-style-type: none"> 5. Bagaimana antusiasme siswa dalam proses pembelajaran 6. Apakah ada kendala dalam eksekusi setiap aktivitas pembelajaran? 7. Apa saja kesulitan yang dihadapi oleh siswa? 8. Bagaimana level rata-rata pencapaian siswa? 	<p>Lembar Kegiatan</p> <ol style="list-style-type: none"> 1. Soal menjodohkan beberapa frase dengan maknanya (pre-listening) 2. Soal-soal Latihan listening
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PERTEMUAN KETIGA DARING/LURING 90 MENIT

Kegiatan awal (15 menit)	Kegiatan Inti (60 menit)
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<ol style="list-style-type: none"> 1. Peserta didik dan guru memulai pembelajaran dengan berdoa Bersama 2. Guru mengecek kesiapan belajar siswa 3. Guru mengecek daftar hadir siswa 4. Guru memberikan ice breaking terlebih dahulu yakni melatih konsentrasi dengan menggerakkan kepala seperti mengangguk dan menggeleng sambil menentukan benar atau salah pasangan kata kerja pertama dan kedua yang akan ditunjukkan oleh guru. <ul style="list-style-type: none"> • Mengangguk (nod your head) ketika mendapat pasangan kata kerja yang benar antara V1 dan V2 • Menggeleng (shake your head) Ketika mendapat pasangan kata kerja yang salah antara V1 dan V2. <p>Contoh: need-needed, eat-eaten, eat-ate, sing-sang, sing-singed, etc</p> 	<ol style="list-style-type: none"> 1. Guru menjelaskan tentang pemberian ulasan terhadap story telling temannya. Ulasan tersebut selain berisi tentang 1 kekuatan dan kelemahan dalam story telling yang dibawakan, siswa juga memberikan catatan tentang garis besar cerita dalam 1 sampai 2 kalimat. 2. Guru memberikan kesempatan beberapa orang untuk menyajikan hasil story telling mereka, dan meminta siswa yang lain memberikan tanggapannya. 3. Guru memberikan hasil simpulan ulasan keseluruhan
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<p>Kegiatan penutup</p> <ol style="list-style-type: none"> 1. Peserta didik dan guru menyimpulkan materi pembelajaran 2. Peserta didik mengomunikasikan kendala yang dihadapi selama proses pembelajaran, utamanya saat 	<p>Referensi:</p> <p>https://www.worddy.co/en/list-of-irregular-verbs-english</p> <p>https://bahasainggrisfirst.wordpress.com/2014/09/21/rubrik-penilaian-speaking/</p>
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kegiatan story telling 3. Guru menutup pembelajaran	
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Refleksi 1. Bagaimana antusiasme siswa dalam proses pembelajaran 2. Apakah ada kendala dalam eksekusi setiap aktivitas pembelajaran? 3. Apa saja kesulitan yang dihadapi oleh siswa? 4. Bagaimana level rata-rata pencapaian siswa?	Lembar Kegiatan: Lembar ulasan story telling
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LAMPIRAN 1: Bahan Bacaan Guru dan Peserta Didik (Materi dan Media Ajar)

A. Materi Ajar: Recount text

➤ Pengertian Recount text

“Recount” dalam kamus bahasa Inggris berarti “menceritakan”, “Recount Text” berarti “text yang menceritakan”.

“Recount text is a text that telling the reader about one story, action or activity.” Recount text adalah sebuah teks yang

menceritakan tentang suatu cerita, tindakan atau kegiatan.

Biasanya recount text menceritakan suatu kejadian atau pengalaman yang terjadi dimasa lalu contohnya seperti pengalaman anda berlibur atau suatu pengalaman anda bertemu artis idola anda. Berbeda dengan narrative text, pada recount text tidak terdapat *complication* atau *conflict*/masalah.

➤ Tujuan Recount Text

Sedangkan tujuan recount text adalah sebagai berikut:

“The purpose of recount text is to entertain or inform the reader.”

Tujuan recount text adalah untuk menghibur dan menginformasikan para pembaca.

Tujuan komunikasi dari recount text adalah menceritakan suatu pengalaman atau kejadian yang terjadi di masa lalu dengan tujuan untuk menghibur (entertain) dan menginformasikan (inform) pembaca.

➤ **Generic Structure Recount Text**

Sama seperti teks bahasa Inggris lainnya, Recount text juga memiliki susunan atau struktur. Generic Structure recount text terdiri dari :

1. **Orientation** : menceritakan mengenai latarbelakang informasi tentang siapa, dimana, kapan kejadian atau peristiwa terjadi.
2. **Events** : menceritakan suatu peristiwa yang terjadi setelahnya diceritakan sesuai urutan kronologis.
3. **Reorientation** : berisi rangkuman atau conclusion (ringkasan) dari semua kejadian. Pada bagian ini juga berisi pendapat atau kesan penulis tentang kejadian yang diceritakan.

➤ **Ciri/Unsur kebahasaan Recount Text**

1. Memperkenalkan peserta pribadi: *I, my group, etc*
2. Menggunakan *simple past tense*
3. Menggunakan koneksi kronologis: *then, first, etc*
4. Menggunakan menghubungkan kata kerja: *was, were, saw, heard, etc*
5. Menggunakan kata tindakan: *look, go, change, etc*

➤ **Macam Recount Text**

1. **Personal Recount**: menceritakan tentang pengalaman pribadi penulis
2. **Factual Recount (Fakta)**: laporan peristiwa yang benar-benar terjadi, seperti laporan percobaan ilmu pengetahuan, laporan kepolisian.
3. **Imaginatif (Imaginasi)**: membuat cerita imaginative lalu

menuliskan peristiwa atau kejadian yang telah terjadi.

Contoh teks recount:

My Holiday In Bandung

Orientation:

Last year, I went to Bandung. I spent my holiday there. I went to Bandung by train. The train schedule from Cirebon was at 08.00 AM and arrived in Bandung at 12.00 AM.

Events:

In the first day, I went to Bandung zoo because I loved animals. The ticket price was only Rp 25.000. The animals there were very complete.

In the second day, I went to geological museum and talked with the guide about geology. It made me understand about geology. I saw rocks collection there. After that, I went to Bandung train station because I had to go home to Cirebon.

Reorientation:

My holiday in Bandung was only two days but it was a very interesting holiday

Barbecue in the park

Last Sunday, my friend and I went to the park because David's family invited us to a barbecue party in the park. We lived nearby so we just walked there.

When we got to the park, there were not many people. David's family was already there. They arrived there early to get the best picnic spot with an electronic barbecue grill nearby. When we arrived, they were cleaning the barbecue. After making sure the barbecue was clean, they turned the barbecue on by pushing the button. The electric stove turned on and the metal plate became hot.

David's mother put some cooking oil on the metal plate, and after that she put some sausages, beef steaks, and some onions on the barbecue. Meanwhile, David's father was preparing the bread, butter and the drinks.

While waiting for the meat to cook, David and I joined other boys playing football. When we got tired, we stopped and enjoyed the sausages, steaks, and some cold soft drinks.

The food was delicious. I think David's mother is one of the best chefs in the world.

Past simple

The past simple shows us that an action was in the past, not in the present. Regular past simple verbs have *-ed* at the end (e.g. *called, played, arrived*). Irregular verbs have a different form, usually with a different vowel sound (e.g. *wake → woke, break → broke, feel → felt*).

My parents called me yesterday.
I woke up early this morning.
Sam played basketball when he was at university.

We make the negative with *didn't* and the infinitive verb.

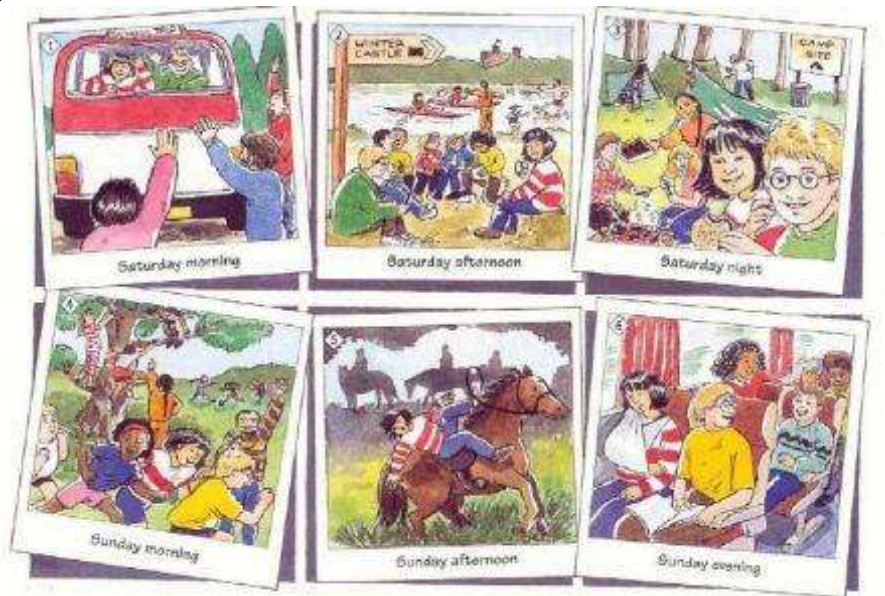
My parents didn't call me yesterday.
I didn't wake up early this morning.

We make the question form with *did* and then the subject and infinitive verb.

Did you wake up early this morning?
Did Sam play basketball when he was at university?

B. Media Ajar Recount Texts:

1. Contoh gambar berseri yang digunakan dalam pre activity pertemuan pertama:



2. Transcript audio listening pertemuan kedua:

A Study Trip to the UK

I want to talk about my life in *(the)* UK. I went to study in the UK a few years ago. The most exciting experience is that I went to a host family for my Christmas holiday in December. I went there alone ... on a train. It took me about one or two hours to get there, to York, and

then I stayed there for one week. This was the first time that I spent time with a UK family, which I learned a lot from them. They treat (*treated*) me like a family member, they took me out to eat, to play and to see all the different interesting culture of their region. On Christmas Day, they even bought me some presents to celebrate the Christmas (*celebrate Christmas*).

When I went back to Oxford, which was the place that I stayed for that year, I had the chance to teach in a Chinese school every Sunday. The kids are (*were*) about 14 years old and I taught them Chinese. They were very cute but they all speak (*spoke*) in English. I spent lots of time to encourage (*encouraging*) them to speak in Cantonese.

During my study (*studies*) in the UK, I lived with (*a*) few other students from different countries. They are very nice and we used to cook on our own, just like a big family. Every day we will go to ... every day we went to supermarkets to buy food and drinks and desserts. We cooked every day. I was not a good cook – normally I just put everything into (*the*) oven. And I've tried (*I tried*) to bake a cake before but failed and they all laughed at me. And every time when I bake(*d*) a cake, they never taste(*d*) it. We share(*d*) a flat together – we share(*d*) kitchen, bathrooms but we do (*did*) have our own sink and bedroom. The life (*Life*) in the UK is quite relaxing besides study because you can explore more and do different activities at school or even some other extracurricular activities.

After I come (*came*) back (*to*) Hong Kong, I still keep in touch with all my friends in the UK, from different countries like Italy, Malaysia, Japan, UK and other countries. Sometimes we even send email(*s*) to each other, sometimes they may come to Hong Kong to visit and we will meet each other again.

I really enjoy (*enjoyed*) the time in the UK. I hope you will also have the chance to explore more in other different countries in the future.

3. Daftar kosakata dalam pronunciation practice

List of Regular Verbs (V2)		List of Irregular Verbs (V2)	
V1	V2	V1	V2
learn	learned	go	went
stay	stayed	have	had
bake	baked	buy	bought
cook	cooked	spend	spent

try	tried	do	did
celebrate	celebrated	come	came
play	played	speak	spoke
live	lived	are	were
enjoy	enjoyed	is	was

LAMPIRAN 2: Lembar Kegiatan Peserta Didik dan Rubrik Penilaian

1. SOAL LATIHAN GRAMMAR SIMPLE PAST TENSE (PERTEMUAN PERTAMA)

Fill in the blanks with the correct form of the verbs!

- I ... (start) my new job yesterday.
- While I was washing the dishes, I suddenly ... (have) a brilliant idea.
- He (not hear) the phone ring. He was listening to really loud music.
- They were already closing the shop when I ... (get) there, so I couldn't go in and buy anything.
- The teacher ... (tell) us to stop what we were doing.
- ... (Do) you find what you were looking for in the library yesterday?
- When I ... (hear) the phone ring, I ... (answer) it straight away.

Kunci jawaban:

- started
- had
- didn't hear
- got
- told
- did
- heard, answered

2. SOAL LATIHAN PRE-LISTENING (PERTEMUAN KEDUA)

Before you listen to the audio, match these phrases to their correct meaning!

1. To encourage	a. a family that looks after foreign students when they come to the UK to study b. to persuade someone to do something
2. To keep in touch	
3. To bake	

<p>4. To explore</p> <p>5. Extracurricular</p> <p>6. Host family</p>	<p>c. not part of the course a student does at school</p> <p>d. to go around a new area to learn about it</p> <p>e. to cook in an oven</p> <p>f. to continue to communicate with someone</p>
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Kunci jawaban:

1. b
2. f
3. e
4. d
5. c
6. a

3. SOAL LISTENING COMPREHENSION

While you are listening to the audio, and state these statements True (T) or False (F)!

- 1) Ella spent Christmas with her family.
- 2) She spent a week in New York.
- 3) She enjoyed her Christmas holiday.
- 4) Ella and her flatmates shared a kitchen but had private bedrooms and bathrooms.
- 5) She enjoyed her free time in the UK.
- 6) She is still in contact with the friends she made in the UK.

Kunci jawaban:

1. F
2. F
3. T
4. F
5. T
6. T

4. LEMBAR ISIAN ULASAN STORY TELLING INDIVIDU (PERTEMUAN KETIGA)

Give a short review about your friend's story telling!

Name :

Class :

No.	Story teller's name	The story overview	The strength of story telling	The weakness of story telling
1.				
2.				
3.				
4.				
5.				

5. RUBRIK UNTUK PENILAIAN SPEAKING DALAM VIDEO PROJECT

NO	ASPEK	SKOR	KETERANGAN
1	Pengucapan	3	Mudah dipahami dan memiliki aksen penutur asli
		2	Mudah dipahami tetapi tidak memiliki aksen penutur asli
		1	Kurang bisa dipahami
2	Kelancaran	3	Lancar
		2	Kurang lancar
		1	Terjeda agak lama
3	Kosakata	3	Tidak ada kesalahan
		2	Ada kesalahan penggunaan kosakata, tetapi masih bisa dipahami
		1	Kesalahan penggunaan kosakata sudah mengubah makna dan atau tidak bisa dipahami
4	Tata bahasa	3	Tidak ada kesalahan
		2	Mengandung kesalahan tata bahasa, tetapi masih dapat dipahami
		1	Mengandung kesalahan tata bahasa yang menyebabkan penyajian keterampilan berbicara tidak bisa dipahami

6. LEMBAR ISIAN REFLEKSI PEMBELAJARAN

Isilah dengan jujur dan jawaban singkat!

1. Apa yang kamu rasakan selama proses pembelajaran? (pilih salah satu emoticon dengan melingkarinya)



2. Bagian manakah dari materi recount text yang dirasa sulit? (sebutkan)
3. Apa saja kendala yang kamu rasakan selama pembelajaran?
4. Apa yang kamu harapkan untuk kegiatan pembelajaran berikutnya?

PEMBELAJARAN REMEDIAL:

Guru memberikan pembelajaran ulang dengan memberikan tugas listening dengan bentuk soal pilihan ganda

PEMBELAJARAN PENGAYAAN:

Guru memberikan tugas membuat rekaman suara dengan membuat cerita imaginative recount text memakai kata sambung fortunately dan unfortunately dengan menggunakan bahasa mereka sendiri.

Contoh: When I went to the airport last year, fortunately I found a luggage containing full of money. Unfortunately, Fortunately, Unfortunately

Modul Ajar
Report Texts Kelas X

Nama Pengajar: Marlina, S.Pd	Program Keahlian: Tata Boga
Asal Sekolah: SMKN 4 Banjarmasin	Jumlah Pesdik: 36 orang

Durasi: 270 menit (3 x pertemuan @2x45')

<p>FASE E Elemen: Membaca-Memirsa</p> <p>Pada akhir fase E, peserta didik membaca dan merespon teks <i>report</i>. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p> <p>TUJUAN PEMBELAJARAN:</p> <ol style="list-style-type: none"> 1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks report 2. Mengenal berbagai jenis teks report 3. Melengkapi bentuk kata kerja yang tepat dalam bentuk simple present tense 4. Membedakan antara jenis teks report dengan descriptive 5. Menentukan gagasan/topik utama dan informasi rinci dari 	<ol style="list-style-type: none"> 1. Profil pelajar Pancasila: Peserta didik akan mengembangkan kemampuan rasa bergotong-royong, dan mandiri dalam proses pembelajaran. 2. Model pembelajaran: Discovery learning 3. Kegiatan pembelajaran utama: individu, berkelompok (6 orang) 4. Penilaian: individu, kelompok 5. Jenis asesmen: tes tulis 6. Metode: diskusi, ceramah, presentasi, silent reading
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<p>sebuah teks report dan descriptive</p> <p>6. Menentukan judul yang sesuai dari isi teks report dan descriptive.</p> <p>7. Membuat kesimpulan terkait perbedaan teks report dan descriptive</p>	
<p>Kata Kunci: report texts, teks visual, simple present tense</p> <p>PERTANYAAN INTI: Bagaimana saya dapat membaca dan merespon teks recount untuk mempelajari sesuatu atau untuk mendapatkan informasi.</p> <p>PERTANYAAN PEMANTIK:</p> <ol style="list-style-type: none"> 1. Apakah kamu pernah mempelajari materi teks report saat di SMP? 2. Apakah kamu tahu fungsi sosial, struktur teks, dan unsur kebahasaan dari sebuah teks report? 3. Apa saja contoh dari teks report? 4. Apa perbedaan utama teks report dengan descriptive? 5. Apa yang kamu harapkan setelah selesai mempelajari teks report? 	<ol style="list-style-type: none"> A. Perangkat ajar ini dapat digunakan guru untuk mengajar: <ol style="list-style-type: none"> 1. Siswa regular 2. Siswa dengan hambatan belajar 3. Siswa cerdas istimewa berbakat istimewa (CIBI) B. Kelengkapan perangkat ajar: Lembar Kegiatan, rubrik penilaian, gambar, video

**REPORT TEXTS
KELAS X**

DESKRIPSI UMUM

Peserta didik akan mempelajari materi terkait teks report selama 3 (tiga) kali pertemuan. Siswa akan menggali kemampuan dalam elemen Membaca-Memirsa.

CATATAN UNTUK GURU

Modul ajar ini menjadi prasyarat dan berlanjut pada materi berikutnya, dengan menerapkan pembelajaran *discovery learning*.

PERSIAPAN (60 MENIT)

3. Guru membuat materi presentasi tentang teks report
4. Guru mencari contoh-contoh teks report dan *descriptive* untuk perbandingan
5. Guru membuat materi *simple present tense*

AKTIVITAS

Pertemuan 1: penjabaran materi, latihan penguasaan tata bahasa *simple present tense*

Pertemuan 2: latihan tugas membaca teks pemahaman (*reading comprehension*)

Pertemuan 3: penyajian tugas presentasi kelompok dalam perbandingan dua teks, yaitu teks report dan *descriptive*

PERTEMUAN PERTAMA DARING/LURING 90 MENIT

Kegiatan awal (15 menit)

6. Peserta didik dan guru memulai pembelajaran dengan berdoa Bersama
7. Guru mengecek kesiapan belajar siswa
8. Guru mengecek daftar hadir siswa
9. Guru memberikan *warming up activity* dan membagi siswa ke dalam 6 kelompok
10. Guru memberikan kepada setiap kelompok puzzle gambar yang memperlihatkan tentang fenomena alam dan juga hewan, setelah berhasil disusun dengan benar, guru sambil bertanya jawab tentang ciri-ciri umum terkait gambar-gambar tersebut.

Kegiatan inti (60 menit)

8. Peserta didik mendapatkan pengetahuan secara umum tentang teks report
9. Guru menunjukkan sebuah teks report, dan meminta siswa untuk membacanya dalam hati selama 5 menit.
10. Guru kemudian bertanya apa topik terkait isi teks:
 - What is the text about?
11. Guru mereview salah satu unsur kebahasaan pada teks report yaitu *simple present tense*
12. Guru membagikan lembar kegiatan *reading* untuk menjawab pertanyaan tentang sebuah teks report.
13. Guru dan siswa bersama-sama mendiskusikan hasil jawaban dari lembar kegiatan tersebut

Kegiatan penutup

Referensi:

8. Peserta didik dan guru menyimpulkan materi pembelajaran 9. Peserta didik mengomunikasikan kendala yang dihadapi selama proses pembelajaran, utamanya saat kegiatan membaca 10. Guru menutup pembelajaran	
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Refleksi 9. Bagaimana antusiasme siswa dalam proses pembelajaran 10. Apakah ada kendala dalam eksekusi setiap aktivitas pembelajaran? 11. Apa saja kesulitan yang dihadapi oleh siswa? 12. Bagaimana level rata-rata pencapaian siswa?	Lembar Kegiatan Soal-soal latihan grammar dalam simple present tense
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PERTEMUAN KEDUA DARING/LURING 90 MENIT

Kegiatan awal (15 menit) 1. Peserta didik dan guru memulai pembelajaran dengan berdoa Bersama 2. Guru mengecek kesiapan belajar siswa 3. Guru mengecek daftar hadir siswa 4. Guru memberikan warming up activity dan membagi siswa ke dalam 6 kelompok 5. Guru memberikan kepada setiap kelompok soal-soal menyusun kata acak menjadi kalimat yang padu dalam bentuk simple present tense terkait report teks	Kegiatan inti (60 menit) 1. Guru menunjukkan sebuah teks report, dan meminta siswa untuk membacanya dalam hati selama 5 menit. 2. Guru kemudian bertanya apa topik terkait isi teks 3. Guru membagikan lembar kegiatan <i>reading</i> untuk menjawab pertanyaan tentang sebuah teks report. 4. Guru dan siswa bersama-sama mendiskusikan hasil jawaban dari lembar kegiatan tersebut
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Kegiatan penutup 1. Peserta didik dan guru	Referensi:
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<p>menyimpulkan materi pembelajaran</p> <p>2. Peserta didik mengomunikasikan kendala yang dihadapi selama proses pembelajaran, utamanya saat kegiatan membaca</p> <p>3. Guru menutup pembelajaran</p>	<ul style="list-style-type: none"> • http://www.laman24.com/2020/04/factual-report-text-pengertian-fungsi.html • https://www.perfect-english-grammar.com/present-simple-use.html • https://www.perfect-english-grammar.com/support-files/present-simple-form-mixed-exercise-1-other-verbs.pdf
<p>Refleksi</p> <ol style="list-style-type: none"> 1. Bagaimana antusiasme siswa dalam proses pembelajaran 2. Apakah ada kendala dalam eksekusi setiap aktivitas pembelajaran? 3. Apa saja kesulitan yang dihadapi oleh siswa? 4. Bagaimana level rata-rata pencapaian siswa? 	<p>Lembar Kegiatan</p> <p>Soal-soal Latihan reading comprehension</p>

PERTEMUAN KETIGA DARING/LURING 90 MENIT

<p>Kegiatan awal (15 menit)</p> <ol style="list-style-type: none"> 5. Peserta didik dan guru memulai pembelajaran dengan berdoa Bersama 6. Guru mengecek kesiapan belajar siswa 7. Guru mengecek daftar hadir siswa 8. Guru memberikan ice breaking terlebih dahulu yakni melatih konsentrasi dengan memperagakan panjang, pendek, besar, kecil saat mendengar beberapa nama binatang (long:panjang, ketika mendengar kata “snake”) (short:pendek, ketika mendengar kata “worm”) 	<p>Kegiatan Inti (60 menit)</p> <ol style="list-style-type: none"> 4. Guru membagi menjadi 6 kelompok besar 5. Setiap kelompok mendapatkan dua teks yang terdiri dari satu descriptive dan satu report teks, dan guru meminta setiap kelompok menuliskan hasil analisis perbedaan dari kedua teks 6. Setiap kelompok mempresentasikan hasil diskusi kelompoknya 7. Guru memberikan hasil simpulan ulasan keseluruhan
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(big:besar, ketika mendengar kata “elephant”) (small:kecil, Ketika mendengar kata”ant”))	
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<p>Kegiatan penutup</p> <ol style="list-style-type: none"> 4. Peserta didik dan guru menyimpulkan materi pembelajaran 5. Peserta didik mengomunikasikan kendala yang dihadapi selama proses pembelajaran, utamanya saat kegiatan diskusi kelompok analisis perbedaan teks report dengan teks descriptive 6. Guru menutup pembelajaran 	<p>Referensi:</p> <p>Mulya, Eka, Mulya A. dan K. Shyla, L. 2016. <i>FORWARD for Vocational School Grade X: Factual Reports</i>. Jakarta: Penerbit Erlangga</p> <p>Kurniawati Cicik dan Susiningsih. 2015. <i>Bahasa Inggris wajib Kelas XII SMA/SMA/Sederajat</i>. Klaten: Intan Pariwara</p> <p>https://sederetantempat.blogspot.com/2019/08/contoh-report-text-tentang-tempat-umum.html?m=0</p> <p>https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html</p> <p>https://www.kompas.com/skola/read/2020/11/05/151354569/contoh-descriptive-text-tentang-hewan-dan-tumbuhan?page=all</p>
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<p>Refleksi</p> <ol style="list-style-type: none"> 5. Bagaimana antusiasme siswa dalam proses pembelajaran 6. Apakah ada kendala dalam eksekusi setiap aktivitas pembelajaran? 7. Apa saja kesulitan yang dihadapi oleh siswa? 8. Bagaimana level rata-rata pencapaian siswa? 	<p>Lembar Kegiatan:</p> <p>Lembar analisis perbedaan teks report dan descriptive kelompok</p>
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LAMPIRAN 1: BAHAN BACAAN GURU DAN SISWA (MATERI AJAR) FACTUAL REPORT

➤ **DEFINITION**

Report is a text which present information about something, as it is. It is a result of systematic observations and analysis.

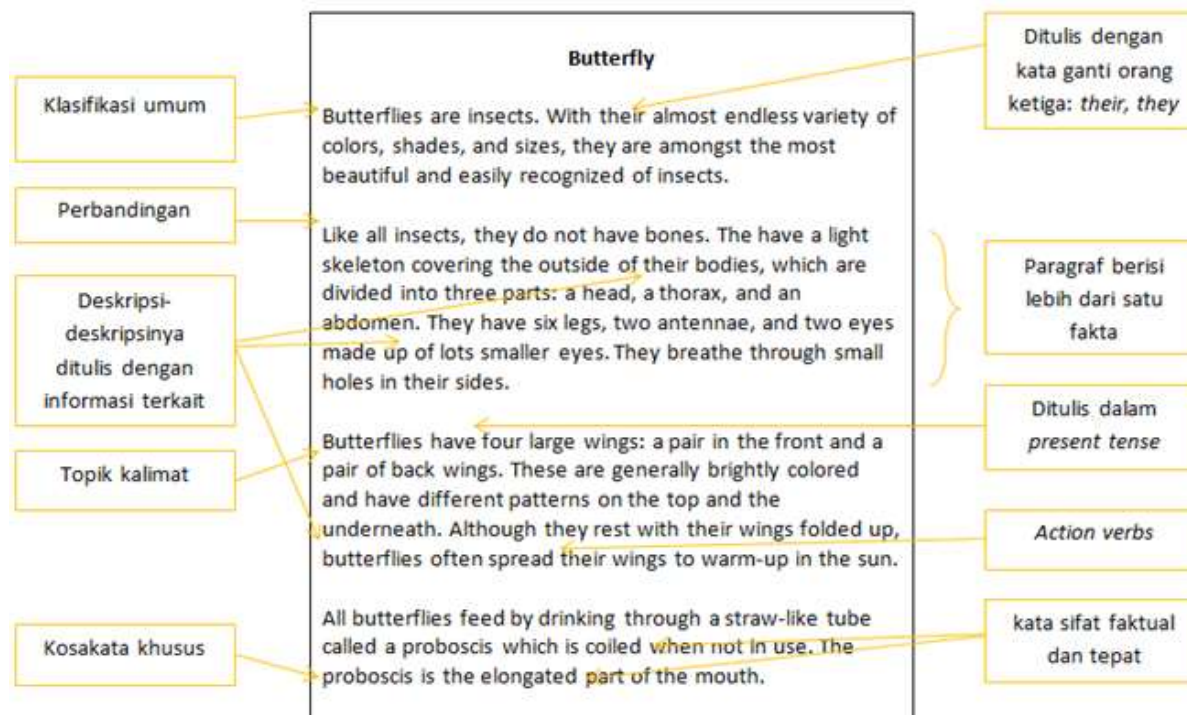
➤ **PURPOSE**

The purpose of report texts is presenting information about something. They texts generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and etc.

➤ **LANGUAGE FEATURES**

- 1) Use of general nouns
- 2) Use of relating verbs to describe features
- 3) Some of action verbs when describing behaviours
- 4) Use of timeless present tense to indicate usualness
- 5) Use of technical terms
- 6) Use of paragraphs with topic sentences to organize bundles of information

➤ **EXAMPLE**



Simple Present Tense

1. We use the present simple when something is generally or always true.
 - People need food.
 - It snows in winter here.
 - Two and two make four.

2. Similarly, we need to use this tense for a situation that we think is more or less permanent. (See the present continuous for temporary situations.)
 - Where do you live?
 - She works in a bank.
 - I don't like mushrooms.

3. The next use is for habits or things that we do regularly. We often use adverbs of frequency (such as 'often', 'always' and 'sometimes') in this case, as well as expressions like 'every Sunday' or 'twice a month'. (See the present continuous for new, temporary or annoying habits).
 - Do you smoke?
 - I play tennis every Tuesday.
 - I don't travel very often.

4. We can also use the present simple for short actions that are happening now. The actions are so short that they are finished almost as soon as you've said the sentence. This is often used with sports commentary.

- He takes the ball, he runs down the wing, and he scores!

5. Future Uses

We use the present simple to talk about the future when we are discussing a timetable or a fixed plan. Usually, the timetable is fixed by an organisation, not by us.

- School begins at nine tomorrow.
- What time does the film start?
- The plane doesn't arrive at seven. It arrives at seven thirty.

6. We also use the present simple to talk about the future after words like 'when', 'until', 'after', 'before' and 'as soon as'. These are sometimes called subordinate clauses of time.

- I will call you when I have time. (Not 'will have'.)
- I won't go out until it stops raining.
- I'm going to make dinner after I watch the news.

7. Conditional Uses

We use the present simple in the first and the zero conditionals. (See the [conditionals section](#) for more information.)

- If it rains, we won't come.
- If you heat water to 100 degrees, it boils.

LAMPIRAN 2: LEMBAR KEGIATAN SISWA

1. Lembar kegiatan tata Bahasa Simple Present Tense

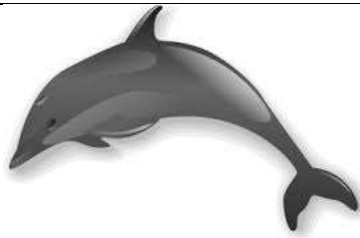
A. Choose the correct form of the verbs!

1. He ... (go/goes) to school every day.
2. I ... (like/likes) swimming.
3. The train ... (leave/leaves) at 6 pm.
4. What ... (do/does) you do at the weekend?
5. He ... (don't read/doesn't read) the newspaper.

B. Make the simple present (choose positive, negative, or interrogative)

1. He (drive) to work every day.
2. I (not think) you're right.
3. They (write) e-mails every day?
4. They (not like) vegetables.
5. You (speak) English?

2. Lembar Kegiatan Reading Comprehension (Pertemuan 2)



Dolphins are mammals in the order Cetacea. They are part of the toothed whales. Generally, they are among the smaller whales. Most live in salt water oceans, but some live in rivers – there are oceanic dolphins and river dolphins. Dolphins are from 1.5 to 4 metres (4.5 ft to 13 ft) long.

The Killer whale is the largest of the group, and can be about 8 metres (26 ft).

The name 'dolphin' comes from the Ancient Greek δελφίς (delphis) meaning "with a womb", because it was first thought to be a fish with a womb. It is now known to be a mammal, and quite an intelligent mammal. Dolphins breathe air. A dolphin's nose is on top of its head so the dolphin can easily breathe on the surface of the water. The skin of a dolphin has no scales. It is soft and smooth. However, it is very firm, due to how much muscle they have. Dolphins use echolocation to find their food.

Dolphins swim in 'pods'; a very large pod is called a herd. They are very social and help each other fight off predators. Dolphins have fought off sharks in this way. They can kill large sharks by ramming them over and over again with their snouts and heads. They look after the young when the mothers that need to leave their calves to hunt for food. The young need to breathe more often than the adults, and the food may be in deeper waters.

Oceanic dolphins are marine animals living in the sea. They live in all of the oceans. Three of the four species of river dolphins live in fresh water rivers. The La Plata Dolphin lives in saltwater estuaries and the ocean. Water pollution and the loss of habitat are a threat to some dolphins, especially those living in rivers and estuaries.

Dolphins do not sleep in a normal way. They have two sides of their brain, which they use to sleep. One side sleeps, while the other side stays awake. They will keep one eye open to watch for predators while they sleep.

Dolphins (and other cetaceans) sleep in the water.[1] There is danger from sharks.[2] While sleeping in water, the animals go through different stages of sleep. They do some behaviours during sleep: they come to the surface occasionally to breathe, and they have an eye open most of the time.[1] The details vary in different species or groups. Predator detection is the obvious function of this behaviour. Similar adaptations are found in pinnipeds like seals.[1]

The brain of a dolphin is like a human brain in size and development. Dolphins have reasonable eyesight. They can watch a thing in the water, and they can see colors, too. They can also see in dark places.

A dolphin's hearing is better than their sight. There are small holes behind the eyes, and they are the ears of a dolphin. Dolphins can hear a sound underwater. They can know the direction of the sound very well.

<https://simple.wikipedia.org/wiki/Dolphin>

After read the text find the meanings of these word-phrases!

Toothed whales _____ :

Salt water _____ :

Intelligent mammals _____ :

Fight off predators _____ :

Large shark _____ :

Hunt for food _____ :

Keep one eye open _____ :

Human brain _____ :

Eyesight _____ :

Dark places _____ :

Facts Checkers

STATEMENTS	Write YES / NO
1. Most dolphins live in the river. 2. There two kinds of dolphin. 3. Dolphins are intelligent animals 4. Dolphins have lungs. 5. Dolphins have scales. 6. Dolphins swim alone.	

<p>7. Dolphins help other fight their enemy. 8. Echolocation is used to find food. 9. Water pollution is one of the cause why the dolphins' numbers are decreasing. 10. A dolphin shuts both of their eyes while sleeping.</p>	
<p>Essays:</p> <ol style="list-style-type: none"> 1. There are two kinds of dolphins, they are ... and 2. Where can you find: <ol style="list-style-type: none"> a. Dolphin's nose b. Dolphin's ears 3. How do the dolphins kill sharks? 4. Why does a dolphin sleep with one eye opens? 5. The dolphin's brain is like 	

3. Lembar Kegiatan Siswa Analisis Perbedaan Descriptive text dan Report Text untuk 6 kelompok

Pay attention to these two texts, and then fill in the table!

<p>Jakarta is a capital city of Indonesia. Jakarta is located on the northwest Java.</p> <p>The most popular food in Jakarta are Kerak Telor, Ketoprak, and Soto Betawi. There are so many cultural in Jakarta. There are many old buildings there.</p> <p>But now, Jakarta has influenced by Globalization. Globalization gives many impacts. Negative impact and positive impact. There are many positive impacts. But, because the</p>	<p>Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.</p> <p>Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.</p> <p>After going into some restorations, Borobudur is visited by more and</p>
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<p>positive impact, there are many negative impacts too.</p> <p>An example of positive impact is, there are a lot of tourists that goes vacation to Jakarta. and then, the tourist will see Indonesian cultural, old buildings, and many others. But, from that positive impact, the negative impact is rivers in Indonesian especially Jakarta, the rivers are polluted by waste, and if Jakarta is rainy, there are always flood.</p>	<p>more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.</p> <p>Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.</p>
Kind of text:	Kind of text:
Topic:	Topic:
Best Title of text:	Best Title of text:
Conclusion:	

<p>I have a very adorable cat named Brownie. I found her on roadside last year while I was going back from school. Since it was windy and the sky was getting dark, I took her home and decided to take care of her. My parents were also happy when I brought a new family member. I named my cat Brownie since she has brown fur. Brownie was a lonely stray cat back then, but now she looks healthy and happy. Since I feed her three times a day, she is getting fat. Her eyes are bright and she looks so cute whenever she is looking at me. I always pat her back which is covered with thick fur when she sits or sleeps on my lap. She does not only like to sleep a lot but also plays a lot. She runs happily whenever</p>	<p>Ant-eaters are perhaps the most curious looking animals. Their long head and snout look like tubes, and they have no teeth at all. Their front legs are very strong and armed with heavy curved claws with which they break open the nests of ants and termites and then, when the insects rush out, use their long, sticky tongues to lick them up at great speed.</p> <p>True ant-eaters are found in the swamps and forests of central and South America. Scaly ant-eaters, or pangolins, are found in Africa and tropical</p>
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<p>I bring her outside. She also adorably moves her legs whenever I give her a piece of thread. Brownie always accompanies me when I feel tired or sad. She will come near me and give adorable look to make me smile. But sometimes, she also annoys me. She likes to sit on my laptop when I have to do my school assignments. However, I still love her so much and Brownie will be always my best friend ever</p>	<p>Asia.</p> <p>Various other insect-eating animals are sometimes called ant-eaters, although they really belong to other groups of animals. One of them is the ant-bear, which lives on the plains of South and Central Africa. This has long, erect ears but short blunt claws, an almost hairless tail, yellow brown in colour. Unlike the true ant-eaters, it has small teeth.</p>
Kind of text:	Kind of text:
Topic:	Topic:
Best Title of text:	Best Title of text:
Conclusion:	

<p>Landmark is a recognizable natural or artificial feature used for navigation. This feature usually stands out from its near environment and is often visible from long distances.</p> <p>In modern use, the term “landmark” can also be applied to smaller structures or features becoming local or national symbols.</p> <p>Landmarks are usually classified into both natural landmarks and man-made landmarks.</p> <p>Natural landmarks can be characteristic features, such as mountains or plateaus.</p>	<p>The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter-tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public</p>
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<p>Examples of natural landmarks are Table Mountain in South Africa, Uluru in Australia, and Mount Fuji in Japan.</p> <p>Trees might also serve as local landmarks. Some landmark trees may be nicknamed, examples being Queen’s Oak, Hanging Oak or Centennial Tree.</p> <p>In modern sense, landmarks are usually referred to monuments or distinctive buildings, used as the symbol of a certain area such as the Statue of Liberty in New York City, Eiffel tower in Paris, Big Ben in London, etc.</p> <p>Church spires and mosque’s minarets are often very tall and visible from many miles around. Thus, these various buildings often serve as man-made landmarks.</p>	<p>and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.</p> <p>Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.</p> <p>This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech.</p>
Kind of text:	Kind of text:
Topic:	Topic:
Best Title of text:	Best Title of text:
Conclusion:	

<p>It is the most famous island in Indonesia. It is an awesome place which holds spectacular combination of natural beauty and cultural landscape.</p> <p>Its Beauty blends in harmony with warm and friendly people. Here the culture continues to be preserved from</p>	<p>Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from</p>
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<p>generation to generation. This island is called Bali.</p> <p>Bali is well known by many names; the island of gods, thousand-temples island, and the island of paradise.</p> <p>People call Bali ‘the island of paradise’ is not without reasons.</p> <p>Bali has outstanding natural beauty like a volcano that looks close and big; endless green paddy fields which give a sense of peace and tranquility; as well as the grains of Balinese beach sand and the beauty of the sea which are so mesmerizing.</p> <p>Bali also has dramatic dances, diverse customary ceremonies, the best traditional culinary, as well as beautiful and wholesome arts and crafts.</p> <p>This exotic island has many interesting things to offer; ranging from spiritual life and traditional culinary to extraordinary experience such surfing, diving, and jungle tracking which challenging your courage.</p> <p>That is why Bali is nominated as the World’s Best Island in 2009 by Travel and Leisure Magazine and as the second Best of Travel in 2010 by Lonely Planet.</p>	<p>marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.</p> <p>At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.</p>
Kind of text:	Kind of text:
Topic:	Topic:
Best Title of text:	Best Title of text:
Conclusion:	

<p>Mount Rinjani or Gunung Rinjani is an active volcano in Indonesia on the island of Lombok. Administratively the mountain is in the Regency of North Lombok, West Nusa Tenggara (Indonesian: Nusa Tenggara Barat, NTB). It rises to 3,726 metres (12,224 ft), making it the second highest volcano in Indonesia.</p> <p>On the top of the volcano is a 6-by-8.5-kilometre (3.7 by 5.3 mi) caldera, which is filled partially by the crater lake known as Segara Anak or Anak Laut (Child of the Sea) due to blue color of water lake as Laut (Sea). This lake is approximately 2,000 metres (6,600 ft) above sea level and estimated to be about 200 metres (660 ft) deep; the caldera also contains hot springs. Sasak tribe and Hindu people assume the lake and the mount are sacred and some religious activities are occasionally done in the two areas. On 31 October 2015, Mount Rinjani started erupting again.</p>	<p style="text-align: center;">Volcanic Eruption</p> <p>A volcano is a mountain that opens downward to a pool of molten rock below the surface of the earth. When pressure builds up, eruptions occur.</p> <p>There are more than 500 active volcanoes in the world. More than half of these volcanoes are part of the “Ring of Fire,” a region that encircles the Pacific Ocean.</p> <p>An erupting volcano can trigger tsunamis, flash floods, earthquakes, mudflows and rockfalls. In an eruption, gases and rock shoot up through the opening and spill over or fill the air with lava fragments.</p> <p>Eruptions can cause lava flows, hot ash flows, mudslides, avalanches, falling ash and floods.</p> <p>Fresh volcanic ash, made of pulverized rock, can be harsh, acidic, gritty, glassy and smelly. The ash can cause damage to the lungs of older people, babies and people with respiratory problems.</p> <p>The sound of an eruption volcano can be quiet and hissing or explosive and booming.</p> <p>The loud cracks travel hundreds of miles and do the most damage, including hearing loss and broken glass.</p> <p>Volcanic lightning occurs mostly within the cloud of ash during an eruption, and is created by the friction of the ash rushing to the surface.</p>
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Kind of text:	Kind of text:
Topic:	Topic:
Best Title of text:	Best Title of text:
Conclusion:	

<p>Cactus plants are generally green and prickly. Cactus is a unique plant. This plant has stems which are different from other plants. It has soft stems because the water are stored in it. Unlike other plants, cacti have leaves in form of spines. When other plants use their leaves for photosynthesis, cacti turn their leaves into spines to reduce the water loss in hot weather. This is because the surface of the spines is narrow or small so that evaporation is minimal. Therefore, it can survive for a long time without water. To get water, a cactus has roots which spread sideways so that it quickly gets water in the soil. The roots will widen during the rainy season, then the water from the soil will be transported to the body for storage. When the weather gets very hot and the soil dries up, it cuts off its roots.</p>	<p>I have garden in front of my home. It's full of flower. Rose in the right side and sunflower in the left side.</p> <p>In the right side, there are three colors of rose flower. They are red, white, and yellow. The red rose plants in a round form. The red rose is the core. The white rose plants circum the red rose. There are around three forms of rose that is planted in its form. The yellow rose planted among the circle of red and white rose.</p> <p>In the left side, there are sunflowers. Its flower is so big. I like to take photo of its flower. My garden is full of flower. I like flowering season that make my home look colorful.</p>
Kind of text:	Kind of text:
Topic:	Topic:
Best Title of text:	Best Title of text:
Conclusion:	

4. LEMBAR ISIAN REFLEKSI PEMBELAJARAN

Refleksi pembelajaran: isilah dengan jujur dan jawaban singkat!

5. Apa yang kamu rasakan selama proses pembelajaran? (pilih salah satu emoticon dengan melingkarinya)



6. Bagian manakah dari materi report text yang dirasa sulit? (sebutkan)
7. Apa saja kendala yang kamu rasakan selama mengerjakan tugas analisis perbedaan teks report dan descriptive?
8. Apa yang kamu harapkan untuk kegiatan pembelajaran berikutnya?

PEMBELAJARAN REMEDI:

Guru memberikan pembelajaran ulang dengan membuat Latihan reading comprehension di mana bentuk soalnya bukan lagi essay, tetapi pilihan ganda

PEMBELAJARAN PENGAYAAN:

Guru memberikan tugas berupa membuat sebuah report text dengan topik “Kota Banjarmasin”, dengan kata-kata sendiri, berdasarkan pengamatan dan pengalaman yang telah ada, dalam mengembangkan isi gambaran umum kota Banjarmasin.

Appendix 3: Certificate of Seminar Proposal



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ik.uin-antasari.ac.id

SURAT KETERANGAN

Nomor: B-350/Un.14/III.1.P/PP.00.9/05/2023

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Aimul Pitria
N I M : 190101030093
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Banua Anyar DS, Kec. Astambul, Kab. Banjar,
Kalimantan Selatan.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**"TEACHER'S PROBLEM IN DESIGNING LESSON PLAN BASED ON THE
INDEPENDENT CURRICULUM"**

Pada Hari/Tanggal : Selasa/17 Januari 2023
Tempat : Ruang SAC

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 04 Mei 2023

Ketua,



(Signature)
Afifah Linda Sari

Appendix 4: Seminar Proposal Note



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin 70235
 Telepon (0511) 3253939 Faksimile (0511) 3274492
 Email: tbi@uin-antasari.ac.id Web: tbi.uin-antasari.ac.id

CATATAN SEMINAR PROPOSAL SKRIPSI

- | | |
|---------------------------|---|
| 1. Nama Mahasiswa | : Ainul Pitria |
| 2. N I M | : 190101030093 |
| 3. Program Studi | : Tadris Bahasa Inggris |
| 4. Judul Proposal Skripsi | : Teacher's Problem In Designing Lesson Plan Based On The Independent Curriculum. |
| 5. Dosen Pembimbing | : Nor Laila Kadariyah, S.Ag, M.Pd |
| 6. Catatan Hasil Seminar | : |

NO	Catan/Saran Penanggap	NO	Catan/Saran Dosen
1.	- Put the years updated in references - Use 3 prev. studies - Is there any specific criteria for teacher as participant? (Annisa S.)	1.	Explain the answer of "why?" question in the background study
2.	Why are you choose independent curriculum? (Ardya R.C)	2.	From where did you know that there is problem for teacher?
		3.	Specify the LP's problem and make it scientific
		4.	Differentiate between teacher and LP as the object of research
		5.	Have the data first, analyse, then interview
		6.	Make the criteria of "problem"

Banjarmasin, 17 January 2023

Moderator,

Nor Azzah

Catatan:

Lembar seminar ini diisi oleh moderator

1908 2022

Appendix 5: Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN
Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3265426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 720 /Un.14/III.1/PP.00.9/07/2023 18 Juli 2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala SMK Negeri 4 Banjarmasin
Kota Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Ainul Pitria
NIM : 190101030093
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Banua Anyar DS, Rt. 05 /Rw 02, kec. Astambul, kab. Banjar
No HP : 083847293260


Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb


Wakil Dekan Bidang Akademik dan Kelembagaan,


Ahmad Muradi


Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

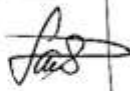
Appendix 6: Thesis Consultation Notes

Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
1	3/10/23	<ul style="list-style-type: none"> - Give explanation of Independent Curriculum, a little bit differences between the 2013 Curriculum and Independent Curriculum - Tell exactly the problem that teachers faced by in Lesson Plan - Tell the most problems based on it's components - Kalau sudah diketahui masalahnya, jelaskan dulu kenapa jadi problem di bagian latar belakang 	

Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
2	22/10/23	<p>Judunya dirubah Jadi Teachers' Problem In designing assessment in Lesson Plan base on the Independent Curriculum</p> <ul style="list-style-type: none"> - hal yang terbaru di Kur Merdeka - gambarkan sedikit kesulitan guru di Kumer - Definition of key terms di poin 3 	

Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
3	25/10/23	<p>Judul dirubah Jadi The analysis of English teachers in Implementing the Merdeka Curriculum in the Teaching module.</p> <p>- analisis di bagian isi/konten dalam modul ajar dari informasi umum, sampai Lantiran</p>	

Kc-	Tanggal	Catatan Konsultasi	Tanda Tangan
4	22/11/23	<p>- Research objectives itu harusnya To find out Problems do English teachers Faced in Implementing Merdeka curriculum in teaching Modules?</p>	

Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
5	12/12/23	Bab 4 tentang cara aplikasi di bab 4 di bagian Finding dan diskusi	

CURRICULUM VITAE

I. Personal Detail

Name : Ainul Pitria
Place and Date of Birth : Banua Anyar, July 8th 2001
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Phone Number : 083847293260
Email : ainulpitria62@gmail.com
Address : Banua Anyar DS, Rt. 05/ Rw. 02, Kec. Astambul, Kab.
Banjar

II. Formal Educational Background

2005 – 2007 : Kindergarten of Tunas Harapan X
2007 – 2013 : State Elementary School of Tanah Abang
2013 – 2016 : State Islamic Junior High School of Mataraman
2016 – 2019 : State Islamic Senior High School of 2 Banjar
2019 – 2024 : Antasari State Islamic University Banjarmasin

Banjarmasin, December 25th, 2023

Ainul Pitria