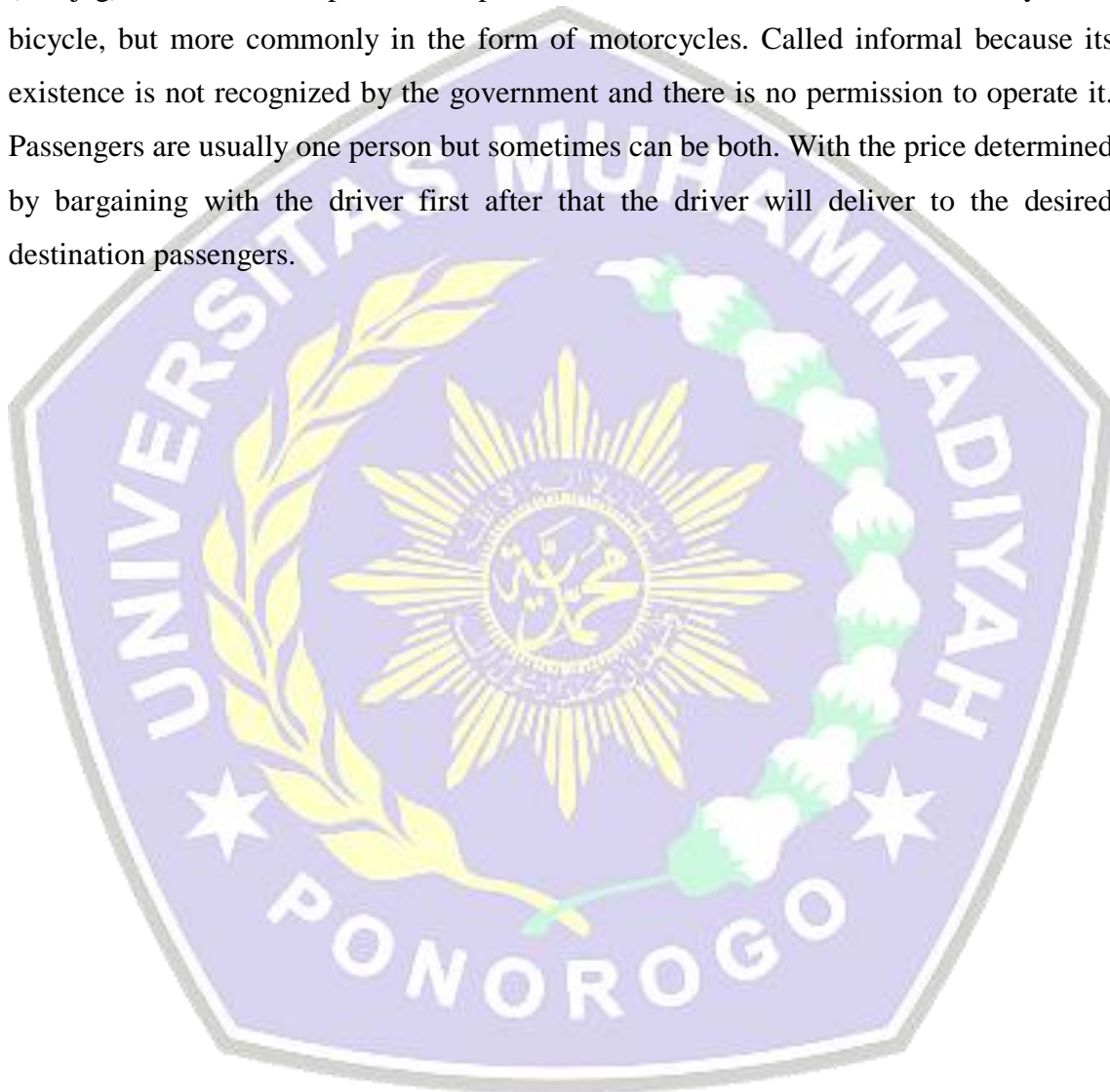


## **Vespa, Motorcycles and Motorbikes**

In Indonesia, motorcycles transportation is better known as motorcycle taxi. Ojek (or ojeg) is an informal public transport in Indonesia in the form of a motorcycle or bicycle, but more commonly in the form of motorcycles. Called informal because its existence is not recognized by the government and there is no permission to operate it. Passengers are usually one person but sometimes can be both. With the price determined by bargaining with the driver first after that the driver will deliver to the desired destination passengers.



## **Train**

Passenger rail transport is a passenger transport by wheel vehicle specially designed for walking on rail. Trains allow high capacity at short or long distances, but require rails, signals, infrastructure and stations to be built and maintained. Urban transit trains consist of tram, light train, fast transit, commuter train, monorail and cable car.

Commuter trains are part of public transportation in urban areas, but provide faster service for suburban and neighboring towns and villages. Trains stop at all stations, located to serve a suburban or small town center. Stations are often combined with a shuttle bus or Parking system and board at each station. Frequencies allow up to several times per hour, and commuter rail systems can be either part of a national cart, or operated by a local transit agency.



## Helicopters

Helicopters are air transport vehicles in the form of aircraft that are heavier than air, winged wings whose rotor is driven by the engine. A helicopter is an aircraft that lifts and is propelled by one or more large horizontal rotor. Helicopters are classified as winged swivel planes to distinguish them from other common fixed winged planes. The word helicopter comes from the Greek helix (spiral) and pteron (wings). Engine-powered helicopters were invented by Slovak inventor Jan Bahyl.

Compared to fixed winged aircraft, helicopters are more complex and more expensive to buy and operate, rather slow, have close range and limited payload. While the advantage is its movement; Helicopters are able to fly in place, back off, and take off and land vertically. Limited to fuel and load / elevation facilities, helicopters can fly to any location, and land anywhere with a field of rotor and half diameter. The helipad is called helipad.



## **Taxi**

Taxis are a type of vehicle to rent with a driver, used by a single passenger or a small group of passengers. A taxi takes passengers to their preferred location. In public transport mode, pick-up and drop-off locations are determined by service providers, not by passengers, although responsive transportation demand and taxi stocks provide a hybrid bus / taxi mode.



## Trains

Trains are a form of rail transport consisting of a series of vehicles drawn along a railroad to transport cargo or passengers. The motion force is provided by a separate locomotive or individual motor in some units. Although the historical propulsion of steam engines dominates, the most common modern forms are diesel and electric locomotives, which are provided by overhead or additional rails. Other energy sources include horses, ropes or wires, gravity, pneumatics, batteries, and gas turbines. The railway usually consists of two, three or four rails, with a number of monorails and guideways maglev in the mix. The word 'train' comes from the Old French *trahiner*, from the Latin *trahere* 'pull, pull'.

There are different types of trains that are designed for a specific purpose. A train may consist of one or more combinations of locomotives and built-in train cars, or some self-propelled units (or sometimes single or articulated trailers, called a car carriage). The first train with a shape is drawn with a rope, gravity powered or pulled by a horse. From the beginning of the 19th century almost everything was supported by steam locomotives. From the 1910s onwards steam locomotives began to be replaced by less and cleaner (but more complex and expensive) diesel locomotives and electric locomotives, while at the same time some self-propelled unit vehicles either power systems became much more common in passenger services

## **Bus**

Bus services use buses on conventional roads to carry many passengers on shorter trips. Buses operate with low capacity (ie compared to trams or trains), and can operate on conventional streets, with relatively cheap buses stopping to serve passengers. Therefore buses are commonly used in small towns and cities, in rural areas also equipped with shuttle service to get to the big cities.



## Ferry

Ferries are boats, used to carry (or carry across) passengers, and sometimes their vehicles, bypassing the waters. A ferry passenger with numerous stops is sometimes called a water bus. Ferries form part of the public transport system in the coastal areas of the islands, enabling direct journeys between a single point at much lower capital costs than building bridges or tunnels, albeit at lower speeds. Large-scale long-distance ship (long distance as in the Mediterranean Sea waters) can also be called a ferry.



## Ship

Ships, are passenger and freight vehicles like the canoes or smaller boats. Ships are usually big enough to carry a small boat like a lifeboat. Traditionally the ship can carry the boat but the boat can not carry the boat. The actual size at which a boat is called a ship is always fixed by local laws and regulations or customs.

The ship, is a passenger carrier and goods at sea (river etc) [1] as well as a smaller boat or boat. Ships are usually big enough to carry a small boat like a lifeboat. While in English terms, separated between larger ship and smaller boat. Traditionally the ship can carry the boat but the boat can not carry the boat. The actual size at which a boat is called a ship is always fixed by local laws and regulations or customs.

Centuries of ships are used by humans to wade through rivers or seas preceded by boat invention. Usually humans in the past using canoes, rafts or boats, the greater the need for loading power then made a boat or raft of a larger size called the ship. The materials used for the manufacture of ships in the past using wood, bamboo or papyrus rods such as that used by the ancient Egyptians and then used metal materials such as iron / steel because of the human need for a strong ship. For human mover initially use oars then wind with the help of the screen, steam engine after emerging industrial revolution and diesel engine as well as Nuclear. Some studies have led to motorized boats that run floating on water like Hovercraft and Eakroplane. As well as ships used in the seabed submarine.

Centuries of ships used to carry passengers and goods until finally at the beginning of the 20th century found aircraft capable of transporting goods and passengers in a short time so the ship also gets a heavy rival. But for the ship still has the advantage of being able to transport goods with greater tonnage so that more dominated commercial ships and tankers while many passenger ships are diverted into cruises like Queen Elizabeth and Awani Dream.



**CYCLE 1  
PRE QUESTIONER**

NAME :

NO :

**Please read and choose yes or no question below based on your opinion!!!**

No	Question	Answer	
		Yes	No
1	Do you like to study English?		
2	Do you like to write?		
3	Is writing important for you?		
4	Do you like to write English text?		
5	Is writing bored for you?		
6	Is writing make you uninterest to study English?		
7	Do you have a technique to help you to comprehend writing English text?		
8	Do you need a strategy to write?		
9	Do you interest to write with new strategy?		
10	Do you know about Content Based Instruction Aproach before?		

**CYCLE 2  
POST QUESTIONER**

NAME :

NO :

**Please read and choose yes or no question below based on your opinion!!!**

No	Question	Answer	
		Yes	No
1	Do you like to study English?		
2	Do you like write English text?		
3	Do you want to use a new strategy to comprehend writing English text?		
4	Do you know about Content Based Instruction Aproach?		
5	Do Content Based Instruction Aproach make you interest to write?		
6	Do Content Based Instruction Aproach make you easy to write English text?		
7	Do Content Based Instruction Aproach make you easy to write descriptive text?		
8	Do Content Based Instruction Aproach make you easy to understand about descriptive text?		
9	Do Content Based Instruction Aproach help you to write descriptive text?		
10	Do Content Based Instruction Aproach make you more motivated to write English text?		

### Observation Check List I

School Name : Mts Muhammadiyah Jenangan Ponorogo

Cycle : I

No	Indicators	A	B	C	D	E
1.	The teacher gives motivation about the importance to learn English					
2.	The teacher gives motivation to the students to finish their task					
3.	The teacher gives explanation about rank order and descriptive text clearly					
4.	The students are not noisy when the teacher explaining the material					
5.	The students are active when they do the task					
6.	The teacher gives guidance to the students when they do their task					
7.	The students can finish task on time					
8.	The students are not confused how to write descriptive text					
9.	The students are active to answer the teacher question					
10.	The students enjoy the teaching learning process.					

Information :

A : Always      C : Sometimes      E : Not at all

B : Often      D : Rarely

Ponorogo, August 2015  
Collaborator

### Observation Check List II

School Name : Mts Muhammadiyah Jenangan Ponorogo

Cycle : II

No	Indicators	A	B	C	D	E
1.	The teacher gives motivation about the importance to learn English					
2.	The teacher gives motivation to the students to finish their task					
3.	The teacher gives explanation about rank order and descriptive text clearly					
4.	The students are not noisy when the teacher explaining the material					
5.	The students are active when they do the task					
6.	The teacher gives guidance to the students when they do their task					
7.	The students can finish task on time					
8.	The students are not confused how to write descriptive text					
9.	The students are active to answer the teacher question					
10.	The students enjoy the teaching learning process.					

Information :

A : Always      C : Sometimes      E : Not at all

B : Often      D : Rarely

Ponorogo, August 2015

Collaborator

## LESSON PLAN 1



<b>Sekolah</b>	<b>: MTs. Muhammadiyah Jenangan</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: VIII/ II</b>
<b>Alokasi waktu</b>	<b>: 4 x 40 Menit</b>
<b>Skill</b>	<b>: Writing</b>
<b>Jenis teks</b>	<b>: Descriptive text</b>
<b>Standar kompetensi</b>	<b>: 6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk <i>descriptive</i> yang berkaitan dengan lingkungan sekitar</b>
<b>Kompetensi Dasar</b>	<b>: 6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i></b>
<b>Indikator</b>	<ol style="list-style-type: none"><li>1. Siswa mampu memilih kata yang tepat sesuai dengan teks deskriptif.</li><li>2. Siswa mampu menuliskan teks dengan grammar yang benar.</li></ol>

## **A. Tujuan Pembelajaran**

Siswa dapat:.

1. Mengetahui informasi yang terkandung dalam teks descriptive yang telah dipelajari dengan tepat dan benar.
2. Mengetahui language features dalam teks berbentuk teks yang telah dipelajari dengan baik dan benar.
3. Mengidentifikasi generic structure teks deskriptive dengan tepat dan benar.
4. Menulis teks berbentuk deskriptive dengan baik dan benar (isinya menggambarkan sesuatu dengan jelas dengan kalimat yang sesuai kaidah gramatikal).

❖ Karakter siswa yang diharapkan :

- Dapat dipercaya
- Rasa hormat dan perhatian
- Tekun
- Tanggung jawab
- Berani

## **B. Materi Pempelajaran**

### **Pertemuan I**

- **The meaning of Descriptive Text**

Descriptive text is a text which functions to describe particular persons, places, or things.

- **The Structure of Descriptive Text**

- ✓ **Identification** : identifying the phenomenon to be described.
- ✓ **Description** : describing the phenomenon in parts qualities or/and characteristics.

- **The Language Feature of Descriptive Text**

- ✓ using attributive and identifying process.
- ✓ Using adjective and classifiers nominal group.
- ✓ Using simple present tense.

- **The example of Descriptive text**

- The Most Dangerous Sea Animal

**Identification**

The Box Jellyfish is one of the most dangerous animals in the sea. These jellyfish live in the northern oceans around Australia from Broome in the north-west to Brisbane in southern Queensland.

**Description**

Their body is light blue color and very transparent. They are very difficult to see in the water. These jellyfish can weight as much as 2 kilograms. There are 16 long tentacles coming out from under the body of the box jellyfish. The length from the top to the end of the tentacles can be 3 meters. There is poison in the tentacles. People who have been touched by the tentacles have died within minutes.

**Simple Present Tense**

a. Simple present tense

( S+V1+O)

S+BE(IS,AM,ARE)+C

There are three important **exceptions**:

1. For positive sentences, **we do not normally use the auxiliary**.
2. For the 3rd person singular (he, she, it), we add **s** to the main verb or **es** to the auxiliary.
3. For the verb **to be**, we do not use an auxiliary, even for questions and negatives.

Look at these examples with the main verb *like*:

	Subject	auxiliary verb		main verb	
+	I, you, we, they			like	coffee.
	He, she, it			likes	coffee.
-	I, you, we, they	Do	not	like	coffee.
	He, she, it	Does	not	like	coffee.
?	Do	I, you, we, they		like	coffee?
	Does	he, she, it		like	coffee?

Look at these examples with the main verb *be*. Notice that there is no auxiliary:



	<b>Subject</b>	<b>main verb</b>		
	I	Am		French.
+	You, we, they	Are		French.
	He, she, it	Is		French.
	I	Am	not	old.
-	You, we, they	Are	not	old.
	He, she, it	Is	not	old.
	Am	I		late?
?	Are	you, we, they		late?
	Is	he, she, it		late?

**How do we use the Simple Present Tense?**

We use the simple present tense when:

- the action is general
- the action happens all the time, or habitually, in the past, present and future
- the action is not only happening now
- the statement is always true

John drives a taxi.		
<b>past</b>	<b>present</b>	<b>future</b>
It is John's job to drive a taxi. He does it every day. Past, present and future.		

Look at these examples:

- I live in New York.
- The Moon goes round the Earth.
- John drives a taxi.
- He does not drive a bus.
- We meet every Thursday.
- We do not work at night.
- Do you play football?

Note that with the verb **to be**, we can also use the simple present tense for situations that are not general. We can use the simple present tense to talk about **now**. Look at these examples of the verb "to be" in the simple present tense - some of them are **general**, some of them are **now**:

Am I right?		
Tara is not at home.		
You are happy.		
<b>past</b>	<b>present</b>	<b>Future</b>
—		
The situation is now.		

I am not fat.		
Why are you so beautiful?		
Ram is tall.		
<b>Past</b>	<b>Present</b>	<b>future</b>
—		
The situation is general. Past, present and future.		

This page shows the use of the simple present tense to talk about general events. But note that there are some other uses for the simple present tense, for example in conditional or **if** sentences, or to talk about the **future**.

Additional:

Example:

1. Water consists of hydrogen and oxygen
2. The world is round.

Note: the simple present tense says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact.

3. I study English every day.
4. My classes begin at nine.

Note: the simple present tense is used to express habitual or every day activity.

5. He needs a pen to write right now.
6. We want to eat now

Note: certain verbs are not used in the progressive tenses. With this verbs, the simple present tense may indicate a situation that exists right now, at the moment of speaking.

### C. Strategi/metode Pembelajaran

1. Content Based Instruction

### D. Langkah-langkah Kegiatan

#### Pertemuan I

Tahapan Pembelajaran	Kegiatan guru	Kegiatan siswa
Pendahuluan 10'	<ul style="list-style-type: none"><li>• Salam pembuka</li><li>• Absensi siswa</li><li>• Menunjukkan tujuan pembelajaran</li><li>• Memberikan motivasi</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Siswa menjawab salam</li><li>• Siswa merespon</li><li>• Siswa memperhatikan</li><li>• Siswa mendengarkan</li></ul>
Kegiatan inti 60' a. Eksplorasi  b. elaborasi	<ul style="list-style-type: none"><li>• Memilih topik yang menarik yang berkaitan dengan hewan</li><li>• Guru mengajukan beberapa pertanyaan yang mengarah pada topik pembahasan, seperti” do you ever going to zoo?” ,” what kind of animals that can you see at the zoo?”</li><li>• Guru menyampaikan kepada siswa bahwa mereka akan mempelajari tentang descriptive text.</li><li>• Guru menjelaskan definisi, purpose, generic structure, and language feature dari teks descriptive.</li><li>• Guru memberikan contoh descriptive text.</li><li>• Guru memberikan sebuah topic kepada siswa, misalnya menyebutkan contoh-contoh hewan yang ada di kebun binatang.</li><li>• Guru meminta siswa membentuk kelompok diskusi dan memilih salah contoh hewan kemudian mendiskusikannya.</li><li>• Guru meminta siswa dalam kelompoknya mendeskripsikan hewan yang dipilih dan menuliskannya dilembar kerja yang telah disiapkan oleh guru.</li></ul>	<ul style="list-style-type: none"><li>• Siswa mengisi pre questionnaire.</li><li>• Siswa merespon.</li><li>• Siswa memperhatikan</li><li>• Siswa memperhatikan</li><li>• Siswa memperhatikan</li><li>• Siswa memperhatikan.</li><li>• Siswa membentuk kelompok diskusi</li><li>• Siswa mengerjakan tugas sesuai instruksi guru.</li></ul>

c. konfirmasi	<ul style="list-style-type: none"> <li>• Guru meminta siswa mewakili kelompoknya mempresentasikan hasil kerjanya didepan kelas.</li> <li>• Guru mengumpulkan hasil kerja siswa.</li> <li>• Guru memberi penjelasan lebih lanjut mengenai materi tersebut.</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mempresentasikan hasil kerjanya di depan kelas.</li> <li>• Siswa mengumpulkan lembar kerjanya.</li> <li>• Siswa memperhatikan.</li> </ul>
Penutup 10'	<ul style="list-style-type: none"> <li>• Guru mengadakan sesi tanya jawab tentang kesulitan siswa.</li> <li>• Guru mereview materi yang telah disampaikan.</li> <li>• Guru memberi motivasi</li> <li>• Salam penutup</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa merespon.</li> <li>• Siswa memperhatikan</li> <li>• Siswa mendengarkan.</li> <li>• Siswa merespon.</li> </ul>

## Pertemuan II

Tahapan Pembelajaran	Kegiatan guru	Kegiatan siswa
Pendahuluan 10'	<ul style="list-style-type: none"> <li>• Salam pembuka</li> <li>• Absensi siswa</li> <li>• Menunjukkan tujuan pembelajaran</li> <li>• Memberikan motivasi</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa menjawab salam</li> <li>• Siswa merespon</li> <li>• Siswa memperhatikan</li> <li>• Siswa mendengarkan</li> </ul>
Kegiatan inti 60' a. Eksplorasi  b. elaborasi	<ul style="list-style-type: none"> <li>• Guru mengajukan beberapa pertanyaan yang mengarah pada topik pembahasan, seperti” do you ever going to zoo?”,” what kind of animals that can you see at the zoo?”</li> <li>• Guru menyampaikan kepada siswa bahwa mereka akan mempelajari tentang descriptive text.</li> <li>• Guru menjelaskan definisi, purpose, generic structure, and language feature dari teks descriptive.</li> <li>• Guru memberikan contoh descriptive text.</li> <li>• Guru memberikan sebuah topic kepada siswa, misalnya menyebutkan contoh-contoh hewan yang ada di kebun binatang.</li> <li>• Guru meminta siswa membentuk kelompok diskusi dan memilih</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa merespon.</li> <li>• Siswa memperhatikan</li> <li>• Siswa memperhatikan</li> <li>• Siswa memperhatikan</li> <li>• Siswa memperhatikan.</li> <li>• Siswa membentuk kelompok diskusi</li> </ul>

c. konfirmasi	<p>salah contoh hewan kemudian mendiskusikannya.</p> <ul style="list-style-type: none"> <li>• Guru meminta siswa dalam kelompoknya mendeskripsikan hewan yang dipilih dan menuliskannya dilembar kerja yang telah disiapkan oleh guru.</li> <li>• Guru meminta siswa mewakili kelompoknya mempresentasikan hasil kerjanya didepan kelas.</li> <li>• Guru mengumpulkan hasil kerja siswa.</li> <li>• Guru memberi penjelasan lebih lanjut mengenai materi tersebut.</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mengerjakan tugas sesuai instruksi guru.</li> <li>• Siswa mempresentasikan hasil kerjanya di depan kelas.</li> <li>• Siswa mengumpulkan lembar kerjanya.</li> <li>• Siswa memperhatikan.</li> </ul>
Penutup 10'	<ul style="list-style-type: none"> <li>• Guru mengadakan sesi tanya jawab tentang kesulitan siswa.</li> <li>• Guru mereview materi yang telah disampaikan.</li> <li>• Guru memberi motivasi</li> <li>• Salam penutup</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa merespon.</li> <li>• Siswa memperhatikan</li> <li>• Siswa mendengarkan.</li> <li>• Siswa merespon.</li> </ul>

#### E. Sumber Belajar

- Buku LKS Bahasa Inggris, Sekolah Menengah Pertama Kelas VIII Semester II, Hal. 42-46
- Kamus English-Indonesia
- Buku lain yang relevan
- Gambar binatang

#### F. Penilaian

1. Teknik Penilaian : Tes tertulis
2. Bentuk Penilaian : Uraian
3. Instrument/soal : Choose one of topic below and make a descriptive text.

Do it with your partner!

a. Elephant



**Clues :**

1. Elephant's trunk
2. Tusk
3. 4 legs
4. Tail
5. Big ear

c. Butterfly



**Clues :**

1. Fly
2. 4 wings
3. 6 legs
4. Insect
5. methamorphosis

d. Rabbit



**Clues :**

1. Long ear
2. Smooth fur
3. 4 legs
4. Eat plants
5. mammals



4. Kriteria Penilaian :

No	Indicator	Score
1	<b>Grammar</b>	
	<ul style="list-style-type: none"> <li>• Few (if any) noticeable errors of grammar or word order</li> </ul>	6
	<ul style="list-style-type: none"> <li>• Some errors of grammar or word order which do not how ever, interfere with comprehension.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order fairly frequent ; occasional re-reading necessary for full comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order frequent; effort of interpretation sometimes required on reader's part.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order very frequent ; reader often has to rely on own interpretation.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order so severe as to make comprehension virtually impossible.</li> </ul>	1
2	<b>Vocabulary</b>	
	<ul style="list-style-type: none"> <li>• Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native speaker.</li> </ul>	6
	<ul style="list-style-type: none"> <li>• Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.</li> </ul>	5

	<ul style="list-style-type: none"> <li>• Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Limited vocabulary and frequent errors clearly hinder expression of ideas.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Vocabulary limitation so extreme as to make comprehension virtually Impossible.</li> </ul>	1
3	<b>Mechanic</b>	
	<ul style="list-style-type: none"> <li>• Few (if any) noticeable lapses in punctuation or spelling.</li> </ul>	6
	<ul style="list-style-type: none"> <li>• Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Frequent errors in spelling or punctuation lead some times to obscurity.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Errors in spelling or punctuation so severe as to make comprehension virtually impossible.</li> </ul>	1

4	<b>Fluency</b>	
	<ul style="list-style-type: none"> <li>Choice of structure and vocabulary consistently appropriate; like that of educated native speaker.</li> </ul>	6
	<ul style="list-style-type: none"> <li>Occasional lack of consistency in choice in structure and vocabulary which does not, however, impair overall ease of communication.</li> </ul>	5
	<ul style="list-style-type: none"> <li><i>Patchy</i>, with some structures or vocabulary items noticeably appropriate to general style.</li> </ul>	4
	<ul style="list-style-type: none"> <li>Structures or vocabulary items sometimes not only inappropriate or misused structures or vocabulary items.</li> </ul>	3
	<ul style="list-style-type: none"> <li>Communication often impaired by completely inappropriate or misused structures or vocabulary items.</li> </ul>	2
	<ul style="list-style-type: none"> <li>A <i>hotch-potch</i> of half learned misused structures and vocabulary items rendering communication almost impossible.</li> </ul>	1
5	<b>Form (Organization)</b>	
	<ul style="list-style-type: none"> <li>Highly organized; clear progression of ideas well linked; like educated native speaker.</li> </ul>	6
	<ul style="list-style-type: none"> <li>Material well organized; links could occasionally be clearer but communication not impaired.</li> </ul>	5

	<ul style="list-style-type: none"> <li>• Some lack of organization; re-reading required for clarification of ideas.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Little or not attempt at connectivity, though reader can deduce some organization.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Individual ideas may be clear, but very difficult to deduce connection between them.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Lack of organization so severe that communication is seriously impaired.</li> </ul>	1

### G. Pedoman Penilaian

$$\text{Nilai} = \frac{\text{nilai yang diperoleh}}{\text{nilai maksimal}} \times 100$$

Ponorogo, 19 Agustus 2015

Guru Bidang Studi

Researcher

Endang Suprapti, S.Pd.

Dian Umi Lestari

## A. Test/Penilaian

5. Teknik Penilaian : Tes tertulis  
6. Bentuk Penilaian : Uraian  
7. Instrument/soal : Choose one of topic below and make a descriptive text.

### a. Train



### b. Sail



Kriteria Penilaian:

No	Indicator	Score
1	<b>Grammar</b>	
	• Few (if any) noticeable errors of grammar or word order	6
	• Some errors of grammar or word order which do not how ever, interfere with comprehension.	5
	• Errors of grammar or word order fairly frequent ; occasional re-reading necessary for full comprehension.	4
	• Errors of grammar or word order frequent; effort of interpretation sometimes required on reader's part.	3
	• Errors of grammar or word order very frequent ; reader often has to rely on own interpretation.	2
	• Errors of grammar or word order so severe as to make comprehension virtually impossible.	1
2	<b>Vocabulary</b>	
	• Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native speaker.	6
	• Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.	5
	• Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.	4
	• Limited vocabulary and frequent errors clearly hinder expression of ideas.	3
	• Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.	2
	• Vocabulary limitation so extreme as to make comprehension virtually Impossible.	1
3	<b>Mechanic</b>	
	• Few (if any) noticeable lapses in punctuation or spelling.	6
	• Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.	5
	• Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.	4

	<ul style="list-style-type: none"> <li>• Frequent errors in spelling or punctuation lead some times to obscurity.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Errors in spelling or punctuation so severe as to make comprehension virtually impossible.</li> </ul>	1
4	<b>Fluency</b>	
	<ul style="list-style-type: none"> <li>• Choice of structure and vocabulary consistently appropriate; like that of educated native speaker.</li> </ul>	6
	<ul style="list-style-type: none"> <li>• Occasional lack of consistency in choice in structure and vocabulary which does not, however, impair overall ease of communication.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• <i>Patchy</i>, with some structures or vocabulary items noticeably appropriate to general style.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Structures or vocabulary items sometimes not only inappropriate or misused structures or vocabulary items.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Communication often impaired by completely inappropriate or misused structures or vocabulary items.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• A <i>hotch-potch</i> of half learned misused structures and vocabulary items rendering communication almost impossible.</li> </ul>	1
5	<b>Form (Organization)</b>	
	<ul style="list-style-type: none"> <li>• Highly organized; clear progression of ideas well linked; like educated native speaker.</li> </ul>	6
	<ul style="list-style-type: none"> <li>• Material well organized; links could occasionally be clearer but communication not impaired.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Some lack of organization; re-reading required for clarification of ideas.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Little or not attempt at connectivity, though reader can deduce some organization.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Individual ideas may be clear, but very difficult to deduce connection between them.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Lack of organization so severe that communication is seriously impaired.</li> </ul>	1

## B. Pedoman Penilaian

$$\text{Nilai} = \frac{\text{nilai yang diperoleh}}{\text{nilai maksimal}} \times 100$$

## G. Test/Penilaian

8. Teknik Penilaian : Tes tertulis
9. Bentuk Penilaian : Uraian
10. Instrument/soal : Choose one of topic below and make a descriptive text.

### a. Motor Cycle (Vespa)



### e. Car (Ambulance)







Kriteria Penilaian:

No	Indicator	Score
1	<b>Grammar</b>	
	<ul style="list-style-type: none"> <li>• Few (if any) noticeable errors of grammar or word order</li> </ul>	6
	<ul style="list-style-type: none"> <li>• Some errors of grammar or word order which do not how ever, interfere with comprehension.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order fairly frequent ; occasional re-reading necessary for full comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order frequent; effort of interpretation sometimes required on reader's part.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order very frequent ; reader often has to rely on own interpretation.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order so severe as to make comprehension virtually impossible.</li> </ul>	1
2	<b>Vocabulary</b>	
	<ul style="list-style-type: none"> <li>• Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native speaker.</li> </ul>	6
	<ul style="list-style-type: none"> <li>• Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.</li> </ul>	5

	<ul style="list-style-type: none"> <li>• Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Limited vocabulary and frequent errors clearly hinder expression of ideas.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Vocabulary limitation so extreme as to make comprehension virtually Impossible.</li> </ul>	1
3	<b>Mechanic</b>	
	<ul style="list-style-type: none"> <li>• Few (if any) noticeable lapses in punctuation or spelling.</li> </ul>	6
	<ul style="list-style-type: none"> <li>• Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Frequent errors in spelling or punctuation lead some times to obscurity.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Errors in spelling or punctuation so severe as to make comprehension virtually impossible.</li> </ul>	1
4	<b>Fluency</b>	
	<ul style="list-style-type: none"> <li>• Choice of structure and vocabulary consistently appropriate; like that of educated native speaker.</li> </ul>	6
	<ul style="list-style-type: none"> <li>• Occasional lack of consistency in choice in structure and vocabulary which does not, however, impair overall ease of communication.</li> </ul>	5
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	<ul style="list-style-type: none"> <li>• Communication often impaired by completely inappropriate or misused structures or vocabulary items.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• A <i>hotch-potch</i> of half learned misused structures and vocabulary items rendering communication almost impossible.</li> </ul>	1
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	<ul style="list-style-type: none"> <li>• Highly organized; clear progression of ideas well linked; like educated native speaker.</li> </ul>	6
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	<ul style="list-style-type: none"> <li>• Some lack of organization; re-reading required for clarification of ideas.</li> </ul>	4
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