

PERANGKAT AJAR (TOOL KIT)

LET'S DESCRIBE

1. INFORMASI UMUM				
Nama	Dra. Yenny Sukhriani, MS.Ed.	Jenjang/Kelas	10	ING . E . YES . E1-8
Asal sekolah	SMA Negeri 70 Jakarta	Mapel	Bahasa Inggris	
Alokasi waktu	820 Menit (9 x 2 JP)	Jumlah siswa / Target Peserta	36 / Siswa regular (tipikal)	
Profil pelajar pancasila yang berkaitan	<ul style="list-style-type: none"> ● Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia ● Berkebhinekaan Global ● Bergotong-royong ● Mandiri ● Bernalar Kritis ● Kreatif ● Santun, ● percaya diri, ● kritis 	Model Pembelajaran	<ul style="list-style-type: none"> ○ Tatap muka ○ PJJ Daring ○ PJJ Luring 	
Fase	F	Domain mapel	<ul style="list-style-type: none"> ○ Membaca – Memirsa ○ Menulis – Mempresentasikan 	

<p>2. Tujuan Pembelajaran</p>	<p>1. Tujuan Pembelajaran yang ingin dicapai:</p> <p>E.1 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks deskripsi, recount dan narasi lisan maupun tulisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja.</p> <p>E.2 Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan secara sederhana dari teks deskripsi, recount dan narasi lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja.</p> <p>E.3 Menganalisa makna tersurat dari teks deskripsi, recount dan narasi lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja.</p> <p>E.4 Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap teks deskripsi, recount dan narasi yang disajikan dalam bentuk multimoda dalam lingkup minat remaja.</p> <p>E.5 Mendemonstrasikan komunikasi yang efektif dalam penyampaian gagasan dan pendapat secara sederhana di berbagai diskusi, kegiatan kolaborasi, dan presentasi untuk berbagai tujuan.</p>
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	<p>E.6 Mengimplementasikan penggunaan kosakata dan tata bahasa sederhana yang tepat dan sesuai saat menulis atau berbicara dalam berbagai konteks.</p> <p>E.7 Merancang beragam teks deskripsi, recount dan narasi tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup minat remaja.</p> <p>E.8 Memproduksi beragam teks deskripsi, recount dan narasi tulisan yang sesuai dengan konteks, tujuan penulisan dan minat pembaca dalam lingkup minat remaja.</p> <p>2. Konsep utama yang akan dipelajari dan pertanyaan inti (<i>essential question</i>)</p> <ol style="list-style-type: none"> What do you know about tourist spot? (Vocabulary) How do you like the tourist spot? (Factual sentences) How do tourists know a tourist spot to visit? (Social Function) What is the picture about? <p>3. Pengetahuan dan/atau keterampilan atau kompetensi apa yang perlu dimiliki siswa sebelum mempelajari topik ini?</p> <ol style="list-style-type: none"> Pengetahuan tentang tempat wisata, gambar , grafik, dan bagan Kosa kata bahasa Inggris terkait tempat wisata, gambar , grafik, dan bagan Penggunaan kalimat present untuk menyatakan fakta terkait tempat wisata, gambar , grafik, dan bagan Keterampilan menggunakan media pembelajaran berbasis tehnologi
<p>3 Kata Kunci</p>	<p>Kata kunci untuk membantu guru memilih perangkat ajar yang sesuai</p> <ul style="list-style-type: none"> Description of tourist spots, caption of a picture/graph/Charts Mengidentifikasi, menjelaskan, menganalisa, menguraikan, mendemonstrasikan, merancang, dan memproduksi. Lisan dan tulisan

4.	Sarana Prasarana	<p>1. Fasilitas yang dibutuhkan</p> <p>Media/alat : Laptop/komputer, LCD, Video, Audio, HP, Jaringan Internet dan Loud Speaker.</p> <p>2. Nyatakan apabila dibutuhkan lingkungan belajar yang dimodifikasi</p> <p>Ruang yang lapang untuk siswa beraktivitas, ruang terbuka.</p> <p>3. Catatan tambahan lainnya yang perlu diketahui guru agar proses belajar berjalan efektif.</p> <ul style="list-style-type: none"> • Persiapkan semua media pembelajaran sebelum kelas dimulai • Menugaskan siswa untuk membaca referensi sebelum pertemuan berikutnya. • Instruksi diberikan secara lisan dan tulis dengan kalimat sederhana.
5.	Ketersediaan materi	<p>a. Pengayaan untuk siswa berprestasi tinggi: YA</p> <p>b. Alternatif penjelasan, metode, atau aktivitas, untuk siswa yang sulit memahami konsep: YA</p>
6.	Asesmen	<p>Bagaimana guru menilai ketercapaian Tujuan Pembelajaran?</p> <p><input type="checkbox"/> Asesmen individu</p> <p><input type="checkbox"/> Asesmen kelompok</p> <p><input type="checkbox"/> Keduanya</p> <p>Jenis asesmen:</p> <p><input type="checkbox"/> Performa (presentasi, bermain peran, proyek, pameran hasil karya, dsb.)</p> <p><input type="checkbox"/> Tertulis (tes objektif, esai)</p>
7.	Kegiatan Pembelajaran Utama	<p>Pengaturan siswa:</p> <p><input type="checkbox"/> Individu</p> <p><input type="checkbox"/> Berpasangan</p> <p><input type="checkbox"/> Berkelompok (4 orang)</p> <p>Metode:</p> <p><input type="checkbox"/> Diskusi</p> <p><input type="checkbox"/> Presentasi</p> <p><input type="checkbox"/> Demonstrasi</p> <p><input type="checkbox"/> Project</p> <p><input type="checkbox"/> Permainan Peran</p> <p><input type="checkbox"/> Simulasi</p>

11. Materi ajar, alat dan bahan

Materi atau sumber pembelajaran yang utama

Informasi ttg referensi buku, video, dll yang digunakan untuk kegiatan belajar

Materi Pembelajaran

A. Deskripsi tempat wisata

1. Fungsi Sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

2. Struktur Teks

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)
- Fungsi, manfaat, tindakan, kebiasaan

3. Unsur kebahasaan

- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
- Adverbia terkait sifat seperti *quite, very, extremely, dst.*
- Kalimat deklaratif dan interogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their, dsb.*
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

B. Deskripsi (caption) Gambar/grafik/bagan

1. Fungsi sosial

Mendesripsikan, mengomentari gambar, foto, tabel, grafik, bagan

2. Struktur text

Dapat mencakup

- Tindakan/peristiwa/ kegiatan
- Orang/benda yang terlibat
- Lingkup situasi

3. Unsur kebahasaan

- Frasa nominal untuk benda, orang, binatang, lokasi, dsb. yang menjadi fokus, dengan atau tanpa *a, the, this, those, my, their, dsb.*
- Frasa verbal terkait gambar/foto/tabel/grafik dalam tense yang sesuai
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Sumber Belajar:

- Buku Siswa Bahasa Inggris Kelas X SMA/MA/SMK/MAK
- <https://www.pinterest.com/pin/143200463123009367/>

- <https://www.indonesia.travel/gb/en/destinations/kalimantan/derawan-archipelago>
- <http://www.elgermenfce.com.ar/wp-content/uploads/2015/10/DESCRIBING-CHARTS-AND-GRAPHS.pdf>

Sertakan sumbernya dalam perangkat ajar agar dapat diakses oleh guru

- **Alat dan bahan yang diperlukan**
Termasuk alat dan bahan pengganti apabila alat/bahan yang dianjurkan tidak tersedia
LCD, video, speaker aktif, kabel Aux, Kertas Koran/Karton, kertas post it
- Gambar beberapa tempat wisata dan bangunan bersejarah

CARDS



- Gambar/grafi/bagan dengan teks penyerta gambar
- Beberapa teks deskripsi tempat wisata dan bangunan bersejarah terkenal
- Beberapa Video tempat wisata dan bangunan bersejarah
- **Perkiraan biaya**
Perkiraan biaya yang dibutuhkan untuk menerapkan unit pembelajaran ini di kelas, termasuk biaya yang perlu dikeluarkan siswa.
 - **Biaya fotocopy**
 - Biaya penggunaan internet
 - Biaya bahan: kertas koran/karton, kertas post it,

		Diperkirakan per pertemuan biaya yang dibutuhkan Rp. 150.000,-
12.	Persiapan pembelajaran	<p>Langkah-langkah yang perlu dilakukan guru sebelum ia mengajar</p> <ul style="list-style-type: none"> ● Ditulis dalam butir-butir langkah <ul style="list-style-type: none"> - Mempersiapkan/mempelajari langkah-langka pembelajaran berupa RPP - Menyiapkan bahan ajar, media, dan Lembar Aktivitas yang diperlukan pada tatap muka yang akan dilakukan - Membuat catatan untuk manajemen waktu ● Perkiraan total waktu persiapan yang dibutuhkan, dengan asumsi guru mnggunakan bahan yang disediakan perangkat ajar ini. <ul style="list-style-type: none"> ● Setiap pertemuan perlu waktu setengah jam menyiapkan pembelajaran
13.	Urutan kegiatan pembelajaran dalam 1 sesi pembelajaran (tatap muka atau pun PJJ)	<p>Langkah-langkah kegiatan pembelajaran yang konkret, disertakan opsi/alternatif metode dan langkah untuk menyesuaikan dengan kebutuhan belajar siswa</p> <p>Langkah yang ditulis harus berurutan sesuai dengan durasi waktu yang direncanakan. Jika kegiatan belajar untuk unit ini membutuhkan lebih dari 1 kali tatap muka, maka buat 2 kelompok langkah-langkah yang terpisah. Umumnya prosedur kegiatan ini mencakup sejumlah sub komponen berikut:</p> <p>Diferensiasi:</p> <ul style="list-style-type: none"> - Untuk siswa yang berminat belajar dan mengeksplorasi topik ini lebih jauh, kegiatan apa yang Anda sarankan? <ul style="list-style-type: none"> ● Diberikan referensi bacaan tambahan ● Membuat blog terkait tempat wisata di lingkungannya - Untuk siswa yang kesulitan belajar topik ini, apa langkah yang Anda sarankan? <ul style="list-style-type: none"> ● Pembelajaran dilakukan secara berkelompok ● Bahan ajar yang diberikan tidak terlalu banyak menggunakan kata-kata baru <p>Metode Pembelajaran</p> <p>Pembelajaran dilakukan berbasis aktivitas dan teks dengan metoda diskusi kelompok dan klasikal, presentasi, dan proyek dengan 9 pertemuan terkait topik yang sama dengan berbagai bentuk teks eksposisi.</p>

Langkah-langkah Pembelajaran :

Pertemuan 1 (2 JP)

Kegiatan awal (10')

- mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait gambar tempat wisata/bangunan bersejarah terkenal yang ditayangkan/ ditonton



- What come to your mind after seeing picture?
- Have you ever been there?
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (65')

- Mempersilahkan siswa untuk memilih teman menjadi anggota kelompok yang terdiri dari 4 siswa.
- Membagikan satu kartu kepada masing-masing kelompok
- Masing-masing kelompok mendiskusikan 10 kata terkait dengan tempat wisata di kartu yang mereka dapat dan menuliskan setiap kata tersebut pada pos-it dan ditempel di dinding atau kertas koran yang disediakan, kemudian perwakilan kelompok menjelaskan alasan memilih 10 kata tersebut. (20')
- Secara kelompok mendiskusikan tiga teks deskripsi tempat wisata terkait fungsi sosial berdasarkan Lembar aktivitas siswa yang dibagikan (hard copy atau softcopy)
- Setelah itu, menuliskan hasil diskusi dan menempelkan di dinding. – menggunakan lembar aktivitas (30')
- Masing-masing kelompok memberikan tanggapan terhadap hasil kelompok lain. (15')

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Memberi tugas mencari dan membaca beberapa deskripsi tempat wisata dan bangunan bersejarah terkenal.
- Menyampaikan agenda pertemuan berikutnya

Pertemuan 2 (2 JP)

Kegiatan awal (15')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait bangunan bersejarah terkenal di Indonesia.



- Have you ever been there?
- What do you think about this place?
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (65)

- Membentuk 9 kelompok yang terdiri dari 4 siswa dengan mengelompok siswa yang mendapatkan nama tempat wisata yang sama.
- Dalam kelompok, masing-masing anggota kelompok membacakan satu teks deskripsi yang sdh ditugaskan pada pertemuan sebelumnya.
- Secara berkelompok mendiskusikan lembar aktivitas untuk menganalisis teks berdasarkan strukturnya mengupload hasil ke aplikasi GCR/padlet.
- Secara klasikal membahas hasil diskusi salah satu kelompok .

Kegiatan Penutup (10)

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya dan menugaskan siswa menonton video terkait tempat wisata yang diidamkan.

Pertemuan 3 (2 JP)

Kegiatan awal

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait kunjungan ke tempat wisata dengan menonton video berikut.
<https://www.youtube.com/watch?v=iyDqXG25Blk>
 - How do you feel after seeing this video?
 - What do you like about this place? Why?
 - What is your favorite place for holiday?
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti

- Secara individu siswa mengerjakan lembar aktivitas yang dibagikan. Kemudian menjawab beberapa pertanyaan yang disediakan berdasarkan teks yang ditonton melalui tautan berikut. <https://youtu.be/lwtNFzX0ni8>
- Membagi kelas menjadi menjadi 9 kelompok yang terdiri dari 4 orang.
- Masing-masing kelompok mendiskusikan lembar aktivitas yang sudah dikerjakan secara individu berdasarkan .
- Mendiskusikan hasil diskusi kelompok secara klasikal

Kegiatan Penutup

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Pertemuan ke 4 (2 JP)

Kegiatan awal (15')

- Mempersiap siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait tempat wisata
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (65')

- Masing-masing anggota kelompok mendiskusikan satu tempat wisata favoritnya.
- Secara individu membuat mind mapping terkait deskripsi tempat favoritnya.
- Menukar mind mapping dengan anggota kelompok untuk ditanggapi

Kegiatan Penutup (10')

- Melakukan refleksi pembelajaran
- Memberikan tugas individu untuk menulis teks deskripsi gambar tempat wisata yang dibuat mind mappingnya.
- Menyampaikan agenda pertemuan berikutnya

Pertemuan ke 5 (2 JP)

Kegiatan awal (15')

- Mempersiap siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait pelajaran pada pertemuan sebelumnya.
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti

- Masing-masing kelompok mendiskusikan satu tempat wisata yang sudah dibuat mind mapping pada pertemuan sebelumnya.
- Secara berkelompok menuliskan deskripsi tempat wisata tersebut melalui kegiatan menulis berantai

- Masing-masing kelompok mempresentasikan tulisan yang dipilih.
- Memberi tanggapan terhadap presentasi kelompok lain.

Kegiatan Penutup

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya dan menugaskan siswa meminta membaca berita dan data pengunjung ke tempat wisata selama pandemi COVID-19

Pertemuan 6 (2 JP)

Kegiatan awal

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait masalah lingkungan
 - We have read and viewed some texts about tourist spot for three meeting, what do think about it?
 - How was your survey news and visitors of a tourist spot during the pandemic of COVID-19?
 - What have you learned about descriptive text?
 - Now, pay attention to this picture!



- Can you describe this picture?
- Is the caption related to the picture?
- What do you call this kind of text?

- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti

- Beberapa volunteer menyampaikan data hasil survey terkait tempat wisata.
- Menayangkan beberapa gambar yang ada teksnya.
- Mendiskusikan fungsi sosial dari teks pada gambar, grafik, dan bagan.
- Membagi kelas dalam 9 kelompok yang terdiri dari 4 siswa
- Membagikan LK kepada masing-masing kelompok
- Masing-masing kelompok mendiskusikan LK yang terkait dengan caption gambar
- Satu atau dua kelompok mempresentasikan hasil kerja kelompok dan ditanggapi oleh kelompok lain.

Kegiatan Penutup

- Melakukan refleksi pembelajaran
- Memberi tugas untuk setiap kelompok membuat proyek majalah dinding
- Menyampaikan agenda pertemuan berikutnya

Pertemuan ke 7 (2 JP)

Kegiatan awal

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait grafik yang ditayangkan.
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti

- Menayangkan beberapa grafik, dan bagan yang ada teksnya.
- Mendiskusikan fungsi sosial dari teks pada gambar, grafik, dan bagan.
- Masing-masing kelompok mencari dan membaca grafik atau bagan dan mempersiapkan presentasi terkait grafik dan bagan yang mereka baca tersebut.
- Mempresentasikan grafik dan bagan yang mereka baca masing-masing anggota kelompok ambil bagian.
- Memberikan tanggapan terhadap presentasi kelompok

Kegiatan Penutup

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Pertemuan ke 8 (2 JP)

Kegiatan awal

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait pembelajaran pertemuan sebelumnya.
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti

- Masing-masing anggota kelompok mendiskusikan satu gambar peristiwa pada Lembar Aktivitas Siswa
- Mengerjakan tugas pada Lembar Aktivitas Siswa
- Menyalin tugas pada Lembar Aktivitas Siswa pada kertas koran yang disediakan

Kegiatan Penutup

- Melakukan refleksi pembelajaran
- Menyampaikan tugas membuat grafik deskripsi gambar kegiatan bersama teman atau keluarga.
- Menyampaikan agenda pertemuan berikutnya

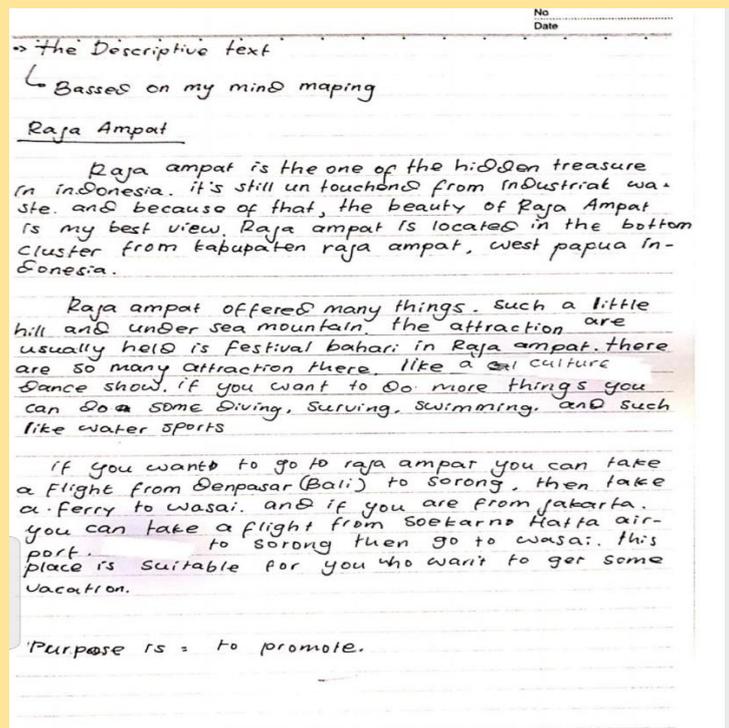
		<p>Pertemuan ke 9 (2 JP)</p> <p>Kegiatan awal</p> <ul style="list-style-type: none"> • Mempersiap siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait pembelajaran pertemuan sebelumnya. • Menyampaikan topik dan agenda pembelajaran <p>Kegiatan Inti</p> <ul style="list-style-type: none"> • Masing-masing anggota kelompok mendiskusikan satu gambar peristiwa atau kegiatan sekolah. • Secara individu membuat draft terkait deskripsi gambar peristiwa/kegiatan sekolah • Menukar draft deskripti gambar yang dipilih dengan anggota kelompok untuk ditanggapi <p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Melakukan refleksi pembelajaran • Menyampaikan tugas membuat grafik penggunaan waktu untuk sosial media. • Menyampaikan agenda pertemuan berikutnya
14.	Refleksi guru	<p>Pertanyaan kunci yang membantu guru untuk merefleksikan kegiatan pengajaran di kelas:</p> <ul style="list-style-type: none"> • Apakah kegiatan belajar berhasil? • Apa yang menurutmu berhasil? • Kenapa hanya 10 orang peserta didik yang aktif bertanya? • Apa langkah yang perlu dilakukan untuk memperbaiki proses belajar? • Apakah seluruh siswa mengikuti pelajaran dengan baik?
15.	Kriteria untuk mengukur ketercapaian Tujuan Pembelajaran dan asesmennya (asesmen formatif)	<p>Memuat sejumlah informasi tentang bagaimana proses asesmen dan hasil belajar dinilai:</p> <p>A. Kompetensi atau kemampuan serta pengetahuan apa yang dinilai melalui asesmen akhir unit pelajaran ini? (HOTS)</p> <ul style="list-style-type: none"> • Menganalisa makna tersurat dari teks deskripsi, recount dan narasi lisan • Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap teks deskripsi, recount dan narasi • Mengimplementasikan penggunaan kosakata dan tata bahasa sederhana yang tepat dan sesuai saat menulis atau berbicara dalam berbagai konteks. • Merancang beragam teks deskripsi, recount dan narasi tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup minat remaja.

- Memproduksi beragam teks deskripsi, recount dan narasi tulisan yang sesuai dengan konteks, tujuan penulisan dan minat pembaca dalam lingkup minat remaja.
- B. Bagaimana asesmen dilakukan dan apakah ada opsi lain untuk asesmen tersebut?
Assesment dilakukan menggunakan aplikasi LMS, paper based, dan Lembar Aktivitas
- C. Nyatakan **kriteria penilaian** yang digunakan, serta umpan balik apa yang guru perlu berikan untuk hasil kerja siswa (berupa nilai angka atau kualitatif?)
Kreteria penilaian menggunakan anlitical assesment dan holistic assesment.

Contoh rubrik

KRITERIA	KURANG (45-60)	CUKUP (61-75)	BAIK (76-88)	SANGAT BAIK (89 – 100)
Bertanya-jawab	Kalimat kurang bisa dipahami	Kalimat jelas namun ada beberapa unsur bahasa yang belum tepat	Kalimat jelas dengan struktur dan unsur bahasa yang sederhana	Kalimat dengan struktur sesuai dan unsur bahasa yang tepat serta pengucapan lancar
Presentasi	Tujuan kurang bisa dipahami dan menggunakan media presentasi	Tujuan kurang tercapai namun ada beberapa unsur bahasa yang tepat dan menggunakan media presentasi	Tujuan tercapai dengan struktur dan unsur bahasa yang sederhana dan menggunakan media presentasi	Tujuan tercapai dengan struktur sesuai dan unsur bahasa yang tepat serta pengucapan lancar dan menggunakan media presentasi
Menulis Teks	Penggunaan kata, kalimat, dan struktur tidak sesuai	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi

- D. Contoh produk siswa yang
- 1) mencapai Tujuan Pembelajaran dan



2) belum mencapai Tujuan Pembelajaran

TAMAN SAFARI INDONESIA

Taman Safari Indonesia is an environmentally friendly family tourism place that is oriented towards animal habitat in the wild. Taman Safari Indonesia is located in Cibereum Village, Cisarua District, Bogor Regency, West Java or better known as the Puncak area. The transportation that we can use to go to the safari park includes private cars, buses and trains. In there we can see animals from those that are not yet extinct to those that are threatened with extinction. We can do activities like Baby Zoo where we can be with baby lions, Sumater tigers, orangutans to tigers. Not only wild animals, we can also take pictures with a number of rare birds, kangaroos, lemurs and white tigers here. Here we can also go for a walk while riding elephants, camels and ponies. The safari park also provides several attractions to visitors such as the Elephant show, Dolphin show, Various Animal shows and others.

Name : Philana Quisha Evelyn Utama (25) X MIPA 6

16. Pertanyaan refleksi untuk siswa

Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya

In your notebook, write down your experience in learning and practising English in various activity. Make sure you spell every word correctly.

1) The words that are new to me:

2) The expression that you are familiar with:

		<p>_____</p> <p>_____</p> <p>_____</p> <p>3) The expression that I found new and difficult to understand:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
17.	Daftar pustaka	<p>Referensi yang digunakan dalam pengembangan perangkat</p> <ol style="list-style-type: none"> 1. https://www.indonesia.travel/gb/en/destinations/kalimantan/derawan-archipelago dikunjungi 18 Agustus 2020- 21:00 2. https://whc.unesco.org/en/list/608/ dikunjungi 20 September 2019 16:30 3. https://whc.unesco.org/en/list/252/ dikunjungi 15 Agustus 2020 20:00 4. https://www.indonesia.travel/jp/en/trip-ideas/10-reasons-to-visit-the-magnificent-komodo-national-park dikunjungi 14 Agustus 2020 – 15:15 5. https://www.thejakartapost.com/travel/2019/03/17/jakartas-mrt-guidelines-video-baffles-passengers.html Visited Tuesday, 26th March 2019, 14.36 6. https://www.edweek.org/ew/articles/2019/01/15/why-us-classrooms-are-starting-to_ap.html?cmp=eml-enl-tl-news1&M=58725231&U=3123769&UUID=7d832be642ef0774f55d6813ca5a7b48 diunduh, 4 Agustus 2020, 16.00 7. http://www.elgermenfce.com.ar/wp-content/uploads/2015/10/DESCRIBING-CHARTS-AND-GRAPHS.pdf diunduh, 1 Agustus 2020, 16.00 8. https://www.pinterest.com/pin/143200463123009367/ diunduh, 1 Agustus 2020, 21.30 9. https://www.thejakartapost.com/news/2020/08/07/highest-daily-spike-sees-jakarta-logging-658-new-covid-19-cases.html Visited Saturday, 8th August 2020, 14.36
18.	Lembar kerja/aktivitas siswa/	<p>Lembar kerja siswa ini ditujukan untuk siswa (bukan guru), dan dapat diperbanyak sesuai kebutuhan untuk diberikan kepada siswa</p> <p>LEMBAR AKTIVITAS SISWA</p> <p>(Pertemuan ke 1)</p> <p>TASK 1:</p> <p>1) First, you will read silently to understand the description of tourist spots below. Make sure that you know the meaning of every word and every part of those texts.</p>

2) Second, read out each text (text 1,2, and 3) loudly and meaningfully as if you were introducing or promoting that place and take a note on your notebook if you find some words that you do not understand. Then consult the dictionary. If possible, record your voice. (read loudly as if you were a tour guide)

Text 1



Komodo island is located between Sumbawa and Flores, along western Nusa Tenggara Timur, and is popular for the presence of giant Monitor Lizards known as Komodo Dragons. The island is arid, rugged and barren and forms a part of the Komodo National Park and Marine Reserve. Aerial views prove that it is inarguably, among the most beautiful places in Indonesia. The best time to visit the park is during the dry season, which runs from April to December.

Besides spotting endangered Komodo dragons, a range of activities can be enjoyed at the Komodo National Park such as go for kayaking, diving, trekking or the guided island tours.

Around Komodo Island can be relatively easy, but to get to Komodo, you first need to travel to Bali and then to Labuan Bajo by either plane or boat, and finally to Komodo Island by boat. A couple of local airlines fly from Bali to Labuan Bajo on Flores Island.

Text 2



The Taj Mahal is a white marble mausoleum recognised as 'the jewel of Muslim art in India'. It is regarded as one of the finest examples of Mughal architecture – an amalgamation of Persian, Turkish and Indian styles.

The most impressive in the Taj Mahal complex next to the tomb, is the main gate, which stands majestically in the centre of the southern wall of the forecourt. The gate is flanked on the north front by double arcade galleries. The garden in front of the galleries is subdivided into four quarters by two main walkways and each quarters in turn subdivided by the narrower cross-axial walkways, on the Timurid-Persian scheme of the walled in garden. The enclosure walls on the east and west have a pavilion at the centre.

The Taj Mahal is a perfect symmetrical planned building, with an emphasis of bilateral symmetry along a central axis on which the main features are placed. The building material used is brick-in-lime mortar veneered with red sandstone and marble and inlay work of precious/semi precious stones. The mosque and the guest house in the Taj Mahal complex are built of red sandstone in contrast to the

marble tomb in the centre. Both the buildings have a large platform over the terrace at their front. Both the mosque and the guest house are the identical structures. They have an oblong massive prayer hall consist of three vaulted bays arranged in a row with central dominant portal. The frame of the portal arches and the spandrels are veneered in white marble. The spandrels are filled with flowery arabesques of stone intarsia and the arches bordered with rope molding.

The Taj Mahal is located on the right bank of the Yamuna River in a vast Mughal garden that encompasses nearly 17 hectares, in the Agra District in Uttar Pradesh. It was built by Mughal Emperor Shah Jahan in memory of his wife Mumtaz Mahal with construction starting in 1632 AD and completed in 1648 AD, with the mosque, the guest house and the main gateway on the south, the outer courtyard and its cloisters were added subsequently and completed in 1653 AD. The existence of several historical and Qur'anic inscriptions in Arabic script have facilitated setting the chronology of Taj Mahal.

Text 3



Derawan Island is a favorite place for exploring marine life. There are many rare animals such as the green turtle, the scarlet turtle, star fruit turtle and sea cow. The place is also home to many rare species of marine plants and coral reef. It is also a good place for

scuba diving, pearl diving, fishing, swimming and other water sports.

The entire marine conservancy region covers a total area of no less than 1.27 million hectares. It is the perfect tropical qparadise with warm, isolated islands, soft white sand beaches fringed with waving palm trees, pristine seas that change color from green to deep blue, and an amazing underwater life of giant turtles, dolphins, manta rays, dugongs and barracudas, stingless jellyfish and sometimes, whales. Here, you can find 460 different species of corals, ranking this area second only to the Raja Ampat Islands in West Papua. The Nature Conservancy and a team of international experts also found more than 870 species of fish here, ranging from tiny pygmy seahorses to giant manta rays. So, if you love marine life and water sport, Darawan island is waiting for you.

It is located just away from the mainland of East Kalimantan in the district of Berau, the Derawan archipelago comprises 31 islands, most well-known among these are the islands of Derawan, Maratua, Sangalaki and Kakaban. Here is Indonesia's largest nesting site of the rare and endangered giant green turtles and hawksbill turtles, where one can daily watch turtles lay their eggs in the sand or swim to sea with the turtles.

The best time to visit this fascinating island is during the months of September and March, when temperatures are much cooler-in the vicinity of 27°C with pleasant sea breezes.

TASK 2: In groups of four, discuss the social functions of each text

Question	TEXT 1	TEXT 2	TEXT 3
Topic			
Target Reader			
Purpose			
Benefit			

**LEMBAR AKTIVITAS SISWA
(Pertemuan ke 2)**

Text 1



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Task: Read text 1, 2 and 3 one more time then analyze its structure using this table. Text 1 has been done as an example.

Text 1

	Parts of text	Functions of the Parts
I.	Identification (name)	To identify the place
	“Komodo island is located between Sumbawa and Flores,	1) The name Komodo Island 2) The location

	along western Nusa Tenggara Timur,”	Between Sumbawa and Flores
2.	Characteristic	Describe the place in more detailed information
	<p>1. Paragraph 1</p> <p>The island is arid, rugged and barren and forms a part of the Komodo National Park and Marine Reserve. Aerial views prove that it is inarguably, among the most beautiful places in Indonesia.</p> <p>2. Paragraph 2</p> <p>The best time to visit the park is during the dry season, which runs from April to December.</p>	<p>1) Condition</p> <ul style="list-style-type: none"> • Arid, rugged, and barren. • Aerial views. <p>2) Visiting time</p> <ul style="list-style-type: none"> • The dry season - April to December.
	Function/benefit/activity	Describe activity that can be done at the place
	<p>Paragraph 3</p> <p>Besides spotting endangered Komodo dragons, a range of activities can be enjoyed at the Komodo National Park such as go for kayaking, diving, trekking or the guided island tours. Around Komodo Island can be relatively easy, but to get to Komodo, you first need to travel to Bali and then to Labuan Bajo by either plane or boat, and finally to Komodo Island by boat. A couple of local airlines fly from Bali to Labuan Bajo on Flores Island.</p>	<p>3) Activity</p> <ul style="list-style-type: none"> • Spotting endangered Komodo dragons • Kayaking • Diving • Trekking <p>4) Transportation</p> <ul style="list-style-type: none"> • Plane • Boat

Text 2 or text 3

	Parts of text	Functions of the Parts
--	----------------------	-------------------------------

1.	Identification (name)
	----- -----	1) The name 2) The Condition
2.	Characteristic
	1. Paragraph 1 _____ _____ _____ _____ 2. Paragraph 2 _____ _____ _____ _____ 3. Paragraph 3 _____ _____ _____ _____ 4. Paragraph 4 _____ _____ _____ _____	3) • 4) • 5) The Location away from the mainland of East Kalimantan in the district of Berau, 6) Visiting time September and March
3.	Function/benefit/activity
	Paragraph 1 _____ _____ _____ _____ Paragraph 3 _____	7) Activity • Scuba diving • 8) Activity •

**LEMBAR AKTIVITAS SISWA
(Pertemuan ke 3)**

Task1: One member of the group, read the text loudly and meaningfully

Sydney Opera House

The Sydney Opera House, a world-class performing arts venue and iconic Australian landmark, defines the Sydney Harbour in the heart of the city. Designed by Danish architect Jorn Utzon, the structure is a masterpiece of late 20th-century architecture, despite challenges that plagued the 15-year project before it was formally opened by Queen Elizabeth II in 1973. Distinguished by soaring halls with a white ceramic-tiled exterior shaped to evoke the sails of a yacht, this UNESCO World Heritage Site is a must-see Sydney attraction.

The Sydney Opera House is a highlight of any city tour or harbor cruise,



and it is well worth an up-close look, too. It's best explored as part of a guided tour, either a guided walking option that hits highlights of the building's history and architecture or an in-depth tour that goes backstage to concert halls, green rooms, and studios usually off-limits to

visitors. Given that this is a functioning performance venue, visitors can also experience the Opera House by attending a show, whether pairing a theater performance with dinner as part of an evening package, or dining along the waterfront before a night of ballet.

Attending a performance at the Opera House is a must for music, dance, and theater fans. Tickets for tours and events often sell out, so it's best to book in advance.

Public areas of the complex are wheelchair accessible, and accessible show seating is available for all performances (seats must be pre-booked, and availability is limited).

Unless visiting on a guided tour, travelers are unable to access the Concert Hall and Joan Sutherland Theatre foyers or performance spaces. The Opera House complex contains restaurants, bars, cafes, shops, and outdoor plazas.

Task 2: Answer these questions

1.
2.
3.
4.
5.

Task 3: Read the above text one more time then analyze its language elements using this table.

Identification

1) A sentence in the first paragraph containing **important facts** about the tourist spot: (1) the name and (2) the location; the verb in the

_____.

- _____

- _____

Characteristic

2) A sentence or sentences in the first and second paragraph containing **all important facts** about the tourist spot: (1) the condition and (2) the visiting time; the verb in the **present tense**.

- _____

- _____

_____.

- _____

_____.

Activity

3) A sentence or sentences in the third paragraph containing **all important facts** about the subject of the tourist spot: (3) Activity;

_____.

- _____

LEMBAR AKTIVITAS SISWA (Pertemuan ke 4)

Task: Choose one tourist spot or a famous historical building that you ever visited, describe it by filling in the following mind mapping.



**LEMBAR AKTIVITAS SISWA
(Pertemuan ke 5)**

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.....

.....

**LEMBAR AKTIVITAS SISWA
(Pertemuan ke 6)**

Task 1: Read out these two captions (text 1 and text 2) loudly and meaningfully and take a note on your notebook if you find some words that you do not understand. Then consult the dictionary.

Text 1



What a ride: Jakartans enjoy a trial run of the first phase of the Jakarta MRT, which connects Lebak Bulus in South Jakarta to the Hotel Indonesia traffic circle in Central Jakarta, on Tuesday. City-owned PT MRT Jakarta is carrying out a free trial of its new service until March 24, aiming to attract 285,000 passengers. (The Jakarta Post/Wendra Ajistyatama)

Text 2



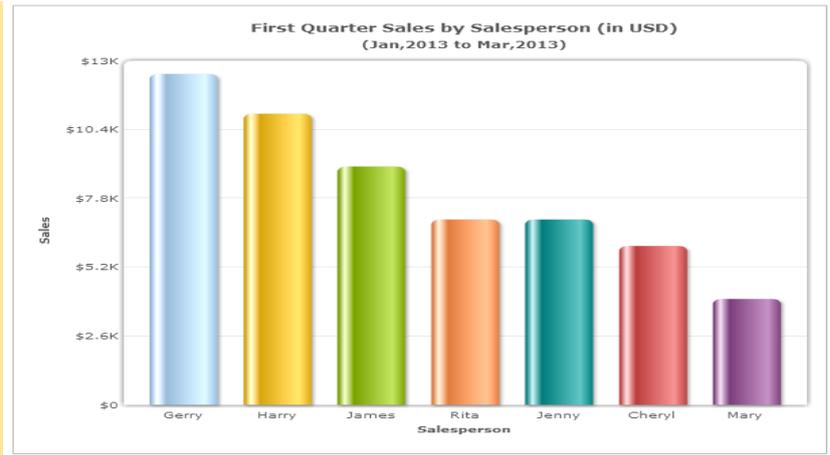
In this Sept. 20, 2018 photo, 5th grade teacher Heather Dalton, center, works with students Julian Ryno, left, and Ma'Kenley Burns, doing math problems on the Dream Box system at Charles Barnum Elementary School in Groton, Conn. A wide array of apps, websites and software used in schools borrow elements from video games to help teachers connect with students living technology-infused lives. —AP Photo/Michael Melia

Task 2: Read these two captions (text 1 and text 2) one more time. Then answer the following questions for each text. Write your answer with a complete answer on your notebook.

1. What is the text about?
2. Who are in the picture?
3. What do they do based on the picture?
4. Where did the picture publish?
5. Why did the writer write this text?

**LEMBAR AKTIVITAS SISWA
(Pertemuan ke 7)**

Text 1



Questions

1. What is the text about?
2. What data is given on the right?
3. What data is given at the bottom?
4. Whom might be interested to this data?
5. Why did the writer write this text?

Text 2

7 Benefits of Mobile Learning Over Traditional eLearning

- 1. Performance Support**
mLearning is ideal for performance support intervention as learners have easy access to information while at work. This leads to increased usage and retrieval.
- 2. Multi-Device Support**
The same course is available on varied devices ranging from PCs and laptops to tablets and smartphones.
- 3. Better Completion Rates and Higher Retention**
The bite-sized or microlearning approach makes it easier for learners to initiate, complete, and retain learning better.
- 4. Learning Path**
Mobile devices can be used to update learners on their "learning path" thereby facilitating "learning as a continuum".
- 5. Higher Engagement**
The training experience is more immersive and completion rates are higher as compared to traditional eLearning.
- 6. Collaborative Learning**
It is a great way to engage with peers to share learning experiences and be part of communities of specific practices.
- 7. Flexibility to Learners**
With mLearning, learners have the flexibility of learning "anytime, anywhere" on the device of their choice and in varied formats.

Questions

1. What is the text about?
2. How many data is given on this text?
3. What is the benefit of reading text?
4. Whom might be interested to this data?
5. What is the purpose of this text?

LEMBAR AKTIVITAS SISWA
(Pertemuan ke 8)

Task 1: Look at the pictures below. Then match the caption on the boxes with the picture. Write the caption under each picture.





Wearing a hazmat suit, a member of a Transjakarta community holds up a sign with updated data on the number of COVID-19 cases in Jakarta to raise awareness on health protocols within the Harmoni bus shelter in Jakarta on July 17. (JP/Dhoni Setiawan)

A nurse takes a swab sample from a patient at the Tanah Abang district office in Central Jakarta on June 21. Swab tests, also called polymerase chain reaction (PCR) tests, use mucus samples taken from the nose or throat to detect COVID-19. (JP/P.J. Leo)

Read out text 4 below then answer the questions the questions that follow! Handwrite your complete answers on your notebook.

Text 4



Tongkonan is the traditional ancestral house, or *Rumah adat* of the Torajan people, in South Sulawesi, Indonesia. *Tongkonan* have a distinguishing boat-shaped and oversized saddleback roof. Like most of Indo's Austronesian-based traditional architecture *tongkonan* are built on piles. The construction of *tongkonan* is laborious work and it is usually built with the help of all family members or friends. In the original Toraja society, only nobles had the right to build *tongkonan*. Commoners live in smaller and less decorated homes called *ba Tongkonan* are customarily built facing north-south. Dominating the entire structure is the saddleback roof with gables that are dramatically upswept. The internal space is small in comparison with the overwhelming roof structure that covers it. Interiors are typically cramped and dark with few windows, however, most of daily life is lived outside the homes, with interiors simply intended for sleeping, storage, meetings and occasionally protection.

A large *tongkonan* can take a crew of ten about three months to build and another month to carve and paint the outside walls. Bamboo scaffold is erected for the duration of the construction phase. Traditionally tongue and groove joinery has been used without the need for nails. A number of components are pre-fabricated with final assembly *in-situ*. Although built on a log cabin-style sub-structure, *tongkonan* are set on large vertical wooden piles with mortises cut into their ends to grasp the horizontal tie beams. The tops of the piles are notched for the longitudinal and transverse beams that support the upper structure. The remainder of the sub-structure is assembled *in-situ*. The transverse beams are fitted into the notched piles, and then notched to fit the longitudinal beams. Side panels, which are often decorated, are then formed on these main horizontal beams. The distinctive curved roof shape is obtained through a series of vertical hanging spars supporting upwardly angled beams. A vertical free-standing pole supports that portion of the ridge pole extending beyond the ridge purlin. Bamboo staves bound with rattan are assembled transversely in layers and tied longitudinally to the rafters forming the roof. The under roofing is of bamboo culm. Wooden boards laid over thick hardwood joists form the floors. Nowadays, zinc roofing sheets and nails are increasingly used.

The *tongkonan* at Ke'te' Kesu' is reputed to be 500 years old; too old to trace a direct descendant from the founder to maintain the title that goes with the house. The buildings themselves, however, are constantly maintained and renewed, thus this age refers to the length of time years for which that particular site has been used as a meeting place

Questions:

- What is the text about?
- Who might be interested in reading this text?
- What is the purpose of writing each text?
- What is the benefit of reading this text?
- What does paragraph 2 mainly talk about?
- Mention 3 words from the text that you is not familiar for you!

		<p>Please compare this texts with the text of taj mahal that you learn on the first and second meeting. Write their similarities and the differences in the following grid.</p> <table border="1" data-bbox="564 300 1422 517"> <thead> <tr> <th data-bbox="564 300 1011 353">Similarities</th> <th data-bbox="1011 300 1422 353">Differences</th> </tr> </thead> <tbody> <tr> <td data-bbox="564 353 1011 517"></td> <td data-bbox="1011 353 1422 517"></td> </tr> </tbody> </table>	Similarities	Differences		
Similarities	Differences					
22.	Materi untuk siswa yang kesulitan belajar	<p>Tambahan materi untuk siswa yang kesulitan belajar. Misalnya, bahan bacaan yang lebih sederhana, bentuk huruf yang disesuaikan.</p> <p>Bacaan dari buku teks kelas 10 halaman 53-56</p> <p style="text-align: center;">TANJUNG PUTING NATIONAL PARK</p> <p>Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.</p> <p>Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.</p> <p>To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orang utans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.</p> <div data-bbox="592 1227 858 1547" data-label="Image"> </div> <p>To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.</p> <p>The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The</p>				