

Student's Workshop

Procedure Text

Kelas xi/1

HOW TO MAKE FRUITS JUICE



By

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LKPD 1

- Nama Siswa :
Kelas : XI
Tema/ Sub Tema : Procedure Text
Tujuan Pembelajaran : Melalui proses pembelajaran yang menyajikan video pembelajaran procedur text, peserta didik mampu **menganalisis** fungsi social, struktur text dan unsur kebahasaan teks procedure terkait dengan How to make dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar sesuai konteks

Petunjuk Belajar:

Bacalah petunjuk belajar dengan baik dan kerjakan soal soal yang ada pada LKPD ini dengan teliti dan benar.

1. Tulis Nama, Kelas dan Mata Pelajaran di lembar LKPD dengan benar dan jelas!
2. Baca Materi dengan cermat dan berulang-ulang!
3. Jawablah soal-soal dengan teliti dan benar!
4. Tonton dan Amati video di link **youtube** berikut <https://youtu.be/wsiCeb1G-G> dengan seksama!
5. **Analisis** fungsi social, struktur teks, dan unsur kebahasaan teks procedure melalui **chat WA** group!

Ringkasan Materi Procedure Text

- A. Definition of Procedure Text
Procedure text is a text that explains or helps us how to make or use something. Its social function is to describe how something is completely done through a sequence of series.
- B. The generic structure of procedure text:
1. **Goal/Aim** (tittle)
It is containt the purpose of the text (e.g : How to make fruit ice)
 2. **Material or Ingredients** : It is contain of the material that used in the process (e.g: orange, avocado, sugar, water, ect)
 3. **Steeps** : It is contain of the steps to make something in the goal (e.g : first wash the orange ...then peel the...)
 4. **Tips** : The final comment
- C. Purpose of Procedure Text .:
- a. To explain/tell (the reader) how to make/operate/do something through sequence of actions or steps.
 - b. To explain steps/instruction to make/operate/do something

D. Language feature of procedural text

Let's look at the noun phrase pattern

Numerative	Describer	Classifier	Noun
2 teaspoon	Brown	Palm	Sugar
4 pieces	Soft	Japanese	Tofu
10 pieces	Fresh	Indonesian	Chilies
5 cups	white	Thai	rice

Let's look at adverbs in procedural text.

Adverbs are words that modify verbs, adjectives and other adverb. They tell us how, when, where, and under what conditions something happens. Adverb usually end in -ly but all adverbs do not end in -ly, for example : quite, really, wonderfully, beautifully etc.

Event	Circumstances
<ul style="list-style-type: none"> - You should fry the banana - You should press the button - You should stir the sauce - Add remaining vegetables to the... 	<ul style="list-style-type: none"> - For 3 minutes till they turn golden brown - Carefully till the water is clear slowly - Gently, quietly

Let's look at action verb pattern

Action Verbs	Task
Cut, don't cut Put, don't put Wash Fold Twist squeeze	The banana into the thin slices The bananas on the plate The vegetables before cutting them The wrap slowly The dough into small rings A little amount of glue

Let's look at the temporal conjunction pattern

Temporal conjunctions are used to ensure that processes are placed in correct order.

Temporal Conjunction	Process
First Then After that Finally	Take a slice of bread Spread some butter on it Fold the bread Your bread is ready

Let's look at the modal verb Pattern

Modal verbs are used in instructions to lessen or heighten the degree of requirement in completing the task.

- You **should** beat the egg variously
- You **might** add some chilies, if you like
- You **could** add some extra holes in the plank

ALWAYS REMEMBER

- ✚ Use **Action Verbs** like cut, fold, twist, drill, remove, etc
- ✚ Procedural text focuses on general people **rather than** individual person
- ✚ Use **of linking words or temporal conjunction** such as, first, second, next, then
- ✚ Give detailed information on the following:
 - How (cut it carefully)
 - Where (start from the top)
 - When (after it has set)
- ✚ Detailed factual description (shape, size, color, amount)
- ✚ Number your step
- ✚ Write each step on a new line
- ✚ Include visuals for each step.

Example of Procedure Writing

How To make Orange Juice

Ingredients

- 2 oranges
- 2 teaspoons of sugar
- Pinch of cinnamon

Material

- Handheld juicer
- Sieve
- Glass
- Knife
- Cutting board

Steps/ Methode

- **First**, wash the oranges and **put** them on a cutting board
- **Then**, **cut** the oranges into halves
- **After that**, prepare the handheld juicer and **put** the oranges on the juicer and squeeze them one by one.
- Continue doing this till all oranges have been juiced
- If you want your juice without pulp use the sieve to Take out all the pulp
- Now **add** 2 teaspoons of sugar and a pinch of Cinnamon if you want and stir till the sugar and cinnamon has Completely dissolved.
- **Finally**, your orange juice is ready to be served



Tips

- You can add ice cubes to make it cold
- You can peel the rind of the orange and put it on the glass as decoration
- Orange juice can stay fresh for 2 days in the fridge
- Don't leave it out side.

Questions

1. What is the purpose of the text above?
2. How many ingredients do we need to make orange juice?
3. What do you do after you prepare the handled juicer?
4. How many oranges do we need to make it?
5. What do you do before steps three?

Kunci Jawaban

1. How to make orange juice
2. 3 ingredients
3. After prepared the handled juicer and put the oranges on the juicer and squeeze them one by one
4. Two oranges
5. Before steps three cut the oranges into halves

Penilaian Jawaban

Sangat tepat	20
Kurang tepat	10
Tidak tepat	5

Penilaian Jawaban Tugas

Nilai maksimal 100 (Jawaban lengkap sesuai dengan petunjuk pengerjaan soal)

Penilaian Ranah Sikap

NO	Nama siswa/kelompok	Disiplin	Jujur	Tanggung jawab	Santun
1					
2					
3					

Keterangan:

- 4 = Jika 4 indikator terlihat
- 3 = Jika 3 indikator terlihat
- 2 = Jika 2 indikator terlihat
- 1 = Jika 1 indikator terlihat

LKPD II

Nama Siswa :
Kelas : XI
Tema/ Sub Tema : Procedure Text
Tujuan Pembelajaran : Setelah **menganalisis dan menyimpulkan** Siswa secara mandiri dan berkelompok mampu **membuat** teks procedure lisan dan tulisterkait dengan how to make, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Petunjuk Belajar:

Bacalah petunjuk belajar dengan baik dan kerjakan soal soal yang ada pada LKPD ini dengan teliti dan benar.

1. Tulis Nama, Kelas dan Mata Pelajaran di lembar LKPD dengan benar dan jelas!
2. Baca Materi dengan cermat dan berulang-ulang.!
3. Jawablah soal-soal dengan teliti dan benar!.
4. Tonton dan Amati video di link **youtube** berikut <https://youtu.be/wsiCebIG-G> dengan seksama!
5. **Analisis** fungsi social, struktur teks, dan unsur kebahasaan teks procedure melalui **chat WA** group!
6. Secara berkelompok buatlah sebuah teks procedure yang baik sesuai dengan fungsi social, struktur teks, dan unsur kebahasaan!

Questions

A. Choose the correct answer by crossing (x) a, b, c, d or e!

The following text is for questions number 1-5

How to Repeal Mice

Mice might look cute, but they can be harmful pets that destroy household items, eat and mess with food and can spread severe diseases through their feces and parasites they carry. Here are some useful tips on how to repeal house mice:

1. : Use peppermint; put the peppermint near wall corners
2. : Pour generous amount of peppermint oil on cotton balls
3. : Place the saturated cotton balls on areas where mice are possibly seen around counter tops, under the sofas in your living room
4. : Put them behind shelves, wall corners or on the floor beneath your kitchen sink.

1. Why do we use peppermint to repel Mice? Because....
 - a. Peppermint is fresh to breath.
 - b. Mice love the peppermint.
 - c. Mice will die of breathing mint.
 - d. Mice hate the the smell of peppermint
 - e. Mice like the smell of peppermint
2. From the text above , we can conclude that....
 - a. Mice Spread severe disease through feces
 - b. Peppermint is useful to repeal mice

- c. Mice love peppermint
 - d. We can place oil everywhere to reveal mice
 - e. We can place peppermint everywhere to reveal mice
3. "Put them behind shelves ..." The word "Them" refers to...
- a. Pets
 - b. Peppermint
 - c. Cotton balls
 - d. Peppermint oil
 - e. Mice
4. What is the first step of the text above?
- a. Place the saturated cotton balls on areas where mice are possibly seen around counter tops, under the sofas in your living room.
 - b. Put them behind shelves, wall corners or on the floor beneath your kitchen sink.
 - c. Use peppermint; put the peppermint near wall corners
 - d. Pour generous amount of peppermint oil on cotton balls
 - e. put the peppermint on the shelf
5. What is the last step of the text above?
- a. Place the saturated cotton balls on areas where mice are possibly seen around counter tops, under the sofas in your living room.
 - b. Put them behind shelves, wall corners or on the floor beneath your kitchen sink.
 - c. Use peppermint; put the peppermint near wall corners
 - d. Pour generous amount of peppermint oil on cotton balls
 - e. put the peppermint on the shelf

Question 6 to 8 refer to the following instruction.

The Steps to Make Apple Juice

First, choose the sweet apples. Then, core the apples and chop them. After that, prepare the jar. Next, cook the apples. Turn the stove on high. Once the water is boiling well, turn down and continue to cook until the apples are soft. Then, strain the apples. You can run it through a sieve or colander. After that, heat the juice on low until you've collected enough juice to fill the jars. And finally, can the juice into canning jars.

6. What is being informed?
- a. How to sell apple juice
 - b. How to core fruits
 - c. How to make apple juice.
 - d. How to choose sweet apples.
 - e. How to cook apple.
7. What is the first step to make apple juice?
- a. Choose the sweet apples.
 - b. Core the apples.
 - c. Chop the apples
 - d. Cook the apples.
 - e. Choose the delicious fruits

8. What type of information is this?
 - a. message
 - b. A procedure.
 - c. A report
 - d. A drawing
 - e. A technic
9. How many steps to make Apple juice?
 - a. Six
 - b. Nine
 - c. Eight
 - d. Seven
 - e. Six
10. First, choose the sweet apples. Then, core the apples and chop them. The underlined refer to....
 - a. The apples
 - b. The Juices
 - c. The Steps
 - d. The Fruits
 - e. The Cops

Kunci Jawaban:

1. D
2. B
3. B
4. C
5. B
6. C
7. A
8. B
9. B
10. A

Penilaian

Jawaban betul x 10

10 x 10 = 100

Penilaian jawaban Tugas Writing

Aspek	Skor	Keterangan
Langkah retorika	4	Berstuktur sesuai jenis deskripsi secara maksimal
	3	Berstuktur minimal sesuai jenis deskripsi
	2	Pilihan teks tidak jelas
	1	Tidak berstruktur dan sulit dipahami
Tata Bahasa	4	Benar dan tepat
	3	Tekadang kurang tepat tapi tidak mempengaruhi arti
	2	Kurang tepat dan mempengaruhi arti
	1	Sulit dimengerti
Kosa kata	4	Benar dan tepat
	3	Tekadang kurang tepat tapi tidak mempengaruhi arti
	2	Kurang tepat dan mempengaruhi arti
	1	Sulit dimengerti
Kejelasan makna	4	Sangat jelas dan sangat efektif
	3	Cukup jelas dan efektif
	2	Jelas dan tidak efektif
	1	Kurang jelas
Hubungan antar gagasan	4	Sangat jelas
	3	Cukup jelas
	2	Kurang jelas
	1	Tidak jelas

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LKPD III

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Kelas : XI
Tema/ Sub Tema : Procedure Text
Tujuan Pembelajaran : Setelah menganalisis dan menyimpulkan Siswa secara mandiri dan berkelompok mampu membuat teks procedure lisan dan tulisterkait dengan how to make, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

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3. Jawablah soal-soal dengan teliti dan benar!.
4. Tonton dan Amati video di link [youtube](https://youtu.be/wsiCebIG-G) berikut <https://youtu.be/wsiCebIG-G> dengan seksama!
5. Analisis fungsi social, struktur teks, dan unsur kebahasaan teks procedure melalui chat WA group!
6. Setelah menyusun teks procedure peserta didik mampu mempresentasikan taks procedure yang telah dibuat video dengan memperhatikan fungsi social, struktyur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

Questions

Buatlah Video procedure teks beserta kelompokmu dan kirim video tersebut ke WA grup!

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Rubrik penilaian SPEAKING

No	Kriteria	Deskripsi			
		4	3	2	1
1	Accent	Pelafalan mendekati Native Speaker	Pelafalan atau logat masih seperti bahasa ibu tetapi tidak mempengaruhi makna	Pelafalan atau logat masih terdapat kesalahan, tetapi masih bisa dipahami	Pelafalan atau logat tidak jelas dan sulit dipahami
2	Grammar	Penggunaan tata bahasa sangat baik dan minim terjadinya kesalahan	Kesalahan tata bahasa masih banyak terjadi tetapi masih bisa dipahami	Kesalahan Penggunaan tata bahasa terkadang menimbulkan kesulitan dan kesalahpahaman	Penggunaan tata bahasa yang tidak tepat dan sulit dipahami
3	Vocabulary	Peggunaan diksi/kosa kata yang tepat	Penggunaan kosa kata yang tepat tetapi masih ada kesalahan	Kesalahan Penggunaan kosa kata dan sering terjadi tetapi masih bisa dipahami	Kesalahan penggunaan kosa kata dan sering terulang – ulang
4	Fluency	Percakapan yang bagus dan lancar	Percakapan terkadang tidak lancar dan masih menggunakan istilah lain	Percakapan yang lamban tetapi masih bisa diatasi oleh patnernya	Percakapan yang tersendat – sendat sehingga sulit untuk berkomunikasi

Score maximum = 16

Total score of writing

NILAI = $\frac{\text{SKOR PEROLEHAN}}{\text{SKOR MAX}} \times 100$

Catatan

Nilai	Paraf	Orang tua	Catatan
	Guru		

Referensi:

<https://youtu.be/wsiCebIG-G>

Buku Modul Bahasa Inggris xi Kementrian Pendidikan dan Kebudayaan 2013

Buku pegangan guru Bahasa Inggris (Medali) untuk SMK Kelas xii

Buku Ajar Bahasa Inggris (Teladan) untuk SMK kelas xii

<https://bahasainggrisfirst.wordpress.com/2014/09/21/rubrik-penilaian-speaking/>

https://www.academia.edu/8400253/CONtoh_RUBRIK_PENILAIAN_WRITING