

RENCANA PELAKSANAAN PEMBELAJARAN (LESSON PLAN)

School	: MTsN 6 Cianjur
Grade	: IX
Subject	: Bahasa Inggris
Skill Focus	: Writing and Listening
Semester	: 1-2019/2020
Time	: 40 x 2 jam Pelajaran

Description :

The students are going to write a procedure text about how to make Nasi Goreng Kampung. The teacher firstly gives them a text about how to make Nasi Uduk as a procedure text model then they identify and discuss it focusing on the procedure text feature by using a procedure scaffold, after that, they will be provided a video about Nasi Goreng Kampung, so that, they will have some knowledge about how to make it and they will brainstorming and share their knowledge. These activities support their knowledge to write a procedure text about how to make Nasi Goreng Kampung.

Sub Kompetensi dasar.4.4.b

Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

1. Goal

The students are able fill the scaffold of procedure text to a write a procedure text about how to make Nasi Goreng Kampung accurately and correctly by employing the features of a procedure text

II. Instructional Objectives (Achievement Indicators)

Students are given a short procedure text about how to make Nasi Uduk and discuss the model with the teacher. It is hoped that the students are able to write short procedure text about how to make Nasi Goreng Kampung as shown by their ability to:

1. Fill the scaffold of procedure text in the right place of generic structure (goal, ingredient/material and step)
2. Write the goal of procedural text, and material or ingredient to make Nasi Goreng Kampung
3. Write some steps how to make Nasi Goreng Kampung
4. Use the appropriate vocabularies
5. Use grammatical features correctly (simple present tense, command and temporal conjunction)
6. Use written convention of mechanics (spelling, punctuation and capitalization)

III. Instructional Materials

1. Model of procedure text : How to make Nasi Uduk (see workseheet)
2. Social function : To explain how to make/operate/do something through a sequence of steps
3. Generic structure : Goal, Material or ingredient and steps
4. Linguistic features
 - a. Use adverbial of sequence / Using temporal conjunction (e.g: first, second, third, the last)
 - b. Use command / imperative sentence (e. g: put the noodles on the . . . , cut the onion . . . , wash the tomatoes).
 - c. Using adverbials (Adverbs) to express detail the time, place, manner accurate, for example, for five minutes, 2 hours, etc.
 - d. Using action verbs, e. g : make, take, boil, cook
 - e. Using Simple Present Tense

IV. Instructional Media and Source

1. Video about how to make Nasi Goreng kampung
2. Laptop and LCD Projector
3. Worksheet (model of procedure text (how to make Nasi Uduk) and procedure text scaffold) (see Worksheet)
4. Dictionary

V. Method/Approach: Inquiry-based learning

Procedure

1. Turning - in

- a. Show some picture of food and ask the students what they know about that foods (e.g. what food can you see in that picture? Which food do you like? Can you make it? What is the ingredient? How is the step to make it?)
- b. The students may answer these questions because they have discussed in the previous lesson in the reading comprehension section

2. Modelling

The students are given a procedure text about How to make Nasi Uduk, and they discuss about the feature of procedure text by using a procedure scaffold in the students' work (see Worksheet)

3. Finding out

- a. Analyze that text by using a procedure scaffold to make Nasi Uduk in the correct sentence in scaffold
- b. The teacher tells to the students that they will write the different food; How to make Fried rice by giving them video of how to make Nasi Goreng Kampung to get the knowledge about it, so that this will support his knowledge to write a procedure text about how to make Nasi Goreng Kampung

4. Applying Knowledge: write a procedure text about how to make fried rice

Activating Schemata

They are given a video about how to make Nasi Goreng Kampung, they are asked to watch it carefully, then they identify the feature of procedure text by filling some information about how to make Nasi Goreng Kampung in the suitable place of scaffold (See Worksheet)

1. Brainstorming

After listening the video and filling the scaffold, they are asked to share their ideas about how to make Nasi Goreng Kampung. The teacher asks the students (generic structure) what should you write first in the procedure text? what is the second? What is the next?. The students share their knowledge, then the teacher asks again, what ingredients are in the text? they share what they have Watched. what vocabularies do often emerge in the text? and how to make some steps based on what you have watched ? then they share again. After the teacher felt that they understood, he gives some suggestion to make a procedure text that they have to focus on such as conjunction, present tense, command/imperative etc)

2. Planning

The teacher asks the students to write how to make Nasi Goreng Kampung. And the teacher should check their sentence and give them feedback for accuracy (grammar or vocabulary)

3. Drafting

They construct a procedure text about how to make Nasi Goreng Kampung by arranging the suitable words to be good sentences and grammatically correct such as using present tense, conjunction, command/imperative. Etc. and using the previous knowledge about how to make Nasi goreng. From the goal, ingredient, and the steps. The teacher should check their sentence and give them feedback for accuracy (grammar or vocabulary).

4. Revising

They revised their writing based on teacher's feedback

5. Editing

They edit their writing by checking mechanical problem (spelling, capitalization, punctuation, and paragraphing) based on the teacher's feedback

6. Publishing

The teacher calls some students randomly to read their writing about how to make Nasi Goreng Kampung loudly then collect their work in their folder or put them in School Wall Magazine.

IV. Closing: Reflection

- a. The teacher summarizes the lesson and asks them about what they have learnt, do they have some difficulties or not? Is the teaching learning process interesting or not?
- b. The teacher gives a task to write different goal such how to make How to make orange juice?. It is to enlarge his knowledge and writing skill

VI. Assessment (process assessment)

The teacher gives feedback to their works (scaffolding of procedure text and his writing about how to make a fried rice) .This activity is not for grading but it is for ensuring that students learn and achieve the instructional objectives and for improving learning outcome.

Note: the assessment will be taken in the certain day such as daily test or middle test (see an Instrument of assessment in the next part)

2. Materials dapat berupa worksheets/picture/cards/photo/text dll yang dikembangkan berdasarkan goal dan instructional objectives.

Students Worksheet

1. Model of procedure text

Read the following text about How to make Nasi Uduk, then analyze it using the scaffold

HOW TO MAKE NASI UDUK



INGREDIENTS :

- 2 cups of rice
- 2 cups of coconut milk
- 1 tsp salt
- 1 pandan leaf
- 1 jeruk purut leaf
- 1 salam leaf
- 1 lemon grass

UTENSILS:

- pan
- big pot
- steamer
- rice paddle

COOKING METHOD:

1. First. Cook the coconut milk with all the other ingredients except the rice.
2. Meanwhile, wash the rice in another big pot.
3. Then, when coconut milk comes to a boil, pour it in the pot filled with rice and stir frequently until all the liquid is absorbed.
4. After that, Move the rice to a steamer until it is cooked.
5. Take out the leaves before serving.

PRESENTATION :

1. Serve hot on a platter with shredded omelet and a mixture of fried peanuts and fried onions.
2. Garnish the platter with sliced cucumber, tomato and green leaves. This recipe makes 4 servings. (Cited from british course.com)

2. Text Type Analysis

The generic Structure of Procedure Text

Generic Structure Components of the generic structure	Description of Fact Answer the question from the left column, write your answer in this column
Goal	How to make Nasi Uduk
Materiak/Ingredients	
Utensils	
Steps	

Presentation	

3. Writing Activities

a. Instruction

Watch the video about how to make Nasi Goreng Kampung, while you are listening, write the information about it in the suitable place of procedure scaffold.

After completing the scaffold, you have to arrange these words or sentences to be the procedure text about how to make Nasi Goreng Kampung (Link of Video: <https://www.youtube.com/watch?v=UJUvr9XHHu8>)

Scaffolding Form of Procedure text

The Generic Structure of Procedure Text

Generic Structure	Description of Fact
Components of the generic structure	Aswer the question from the left column, write your answer in this column
Goal	
Materiak/Ingredients	

Utensils	
Steps	
Presentation	

After completing the scaffold, you have to write the procedure text about How to make Nasi Goreng Kampung by arranging words or sentences that you have filled in the scaffold. Have a nice write a procedure text about How to make Nasi Goreng Kampung !

Write your procedure text in the following space!



**Instrument of assessment dapat berupa
test/essay/completion/Matching /rubric dll yang sesuai dengan
keterampilan Bahasa yang sedang dipelajari**

Writing Test

a. Write a procedure text about **How to make fruit ice**

(Your writing will be evaluated based on content, generic structure, accuracy: correct use of grammar, and mechanism)

The scoring Rubric for procedure text

Aspect	Score			
	1	2	3	4
Content	Minimum development of subject	Only some ingredients and steps	Most of ingredients and steps	Through development of ingredients and step
Generic structure	Generic structure is not organized	Only some generic structure are organized	Most of general structure are organized well	Through generic structure are organized well
Accuracy: correct use of grammar	many grammatical error and the meaning is not clear	Many grammatical error and some meaning is not clear and minimum use technical language	Some grammatical error but the meaning is clear and some use technical language	Few grammatical error and the meaning is very clear

Mechanics ; spelling, punctuation, capitalization, paragraphing	Dominated by mechanical error	Many error in mechanics	Few mechanical error	Very little mechanical error
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Scoring sheet

Name :

Data :

Aspect	Score			
Content	1	2	3	4
Generic feature of procedure text	1	2	3	4
Accuracy: correct use of grammar	1	2	3	4
Mechanics; spelling, punctuation, capitalization, paragraphing	1	2	3	4
Final score = the score of each aspect divided by sixteen and multiply 100%				

Follow-up activities sebagai tindak lanjut ataupun pendalaman materi yang sedang dipelajari.

1. Students should find out one video that explains how to make something, they have to analyze and fill the information from that video to the scaffold of procedure text (look at worksheet)
2. Students should write a free of procedure text but it must be suitable with generic structure and language feature of procedure text.

(Look at the worksheet to evaluate both of them, the scoring rubric is same)

References:

1. Mukminatien, N. dkk. 2016. Language Teaching Method. Tengerang Selatan: Universitas Terbuka
2. Link of Video : <https://www.youtube.com/watch?v=UJUvr9XHHu8>
3. <http://britishcourse.com/procedure-text-definition-generic-structures-purposes-language-features.php>