

**USING COLLABORATIVE LEARNING ON TEACHING PROCEDURE TEXT IN
ISLAMIC SENIOR HIGH SCHOOL IN YOGYAKARTA**

Best Practice

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the *Bachelor Degree*
Degree in English Language Education**

Written By:



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16322014

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YOGYAKARTA**

2023

APPROVAL SHEET
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ISLAMIC SENIOR HIGH SCHOOL IN YOGYAKARTA

By

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Approved on August 25th 2023

By

Supervisor

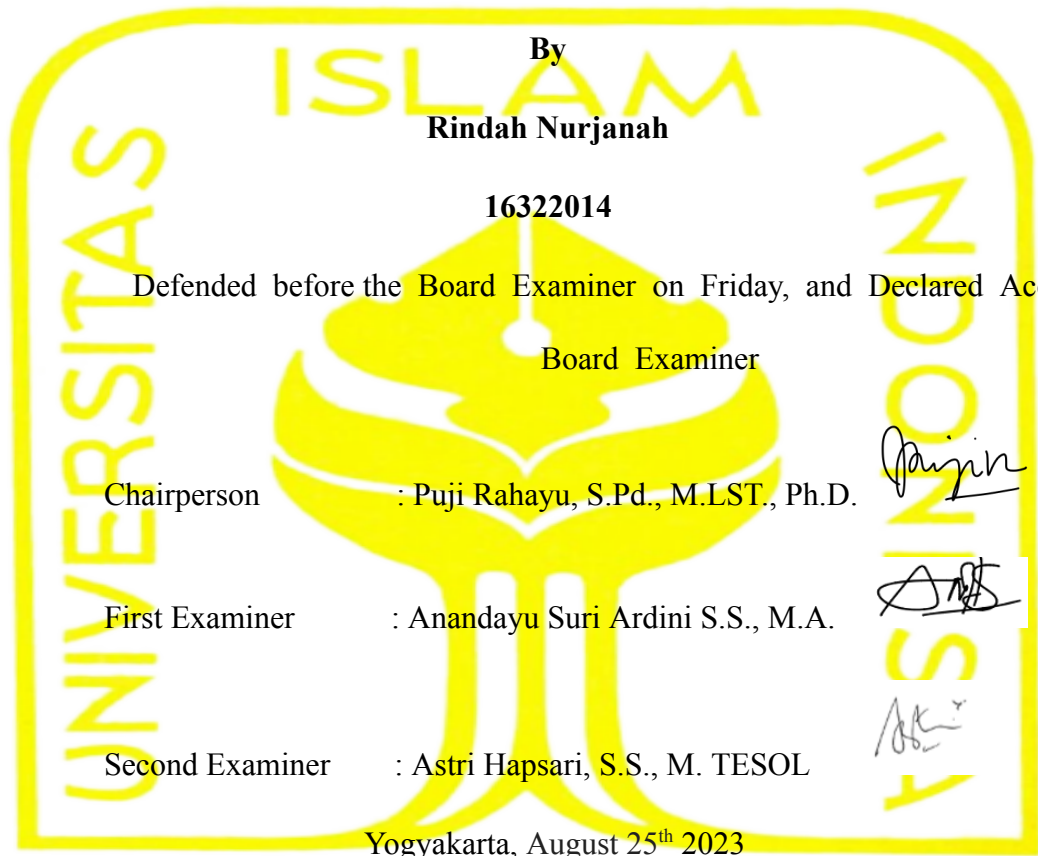


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Defended before the Board Examiner on Friday, and Declared Acceptable

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Three handwritten signatures in black ink are positioned to the right of the examiner names. The top signature is for the Chairperson, the middle for the First Examiner, and the bottom for the Second Examiner.

Yogyakarta, August 25th 2023



Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

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Head Department



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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this is my original work, and that there is no copy of others' work in my thesis, save for those indicated in quotations and references, as a scientific paper should.

Yogyakarta, August 25th 2023

The writer

A handwritten signature in black ink, appearing to be 'Rindah Nurjanah', written in a cursive style.

Rindah Nurjanah

16322014

MOTTO

Dream big and make it happen

DEDICATION

All glory be to Allah for guiding and rewarding me until I can conclude this best practice. I dedicate my thesis to my dear mother (Hotimah), beloved father (Sukirman), and beloved brother (Rais Hassan Ghani).

Puji Rahayu, S.Pd., M.LST., Ph.D. is my excellent and inspiring supervisor lecturer.

Astri Hapsari, S.S., M. TESOL, is my inspirational academic supervisor lecturer.

Anandayu Suri Ardini S.S., M.A. is my respected and inspiring examiner, supervisor, and lecturer.

Adam Anshori S.S., M.A., my respected and inspiring past academic supervisor lecturer

Willy Prasetya, S.Pd., M.A., my inspired Practice teaching supervisor lecturer.

All of my great English education lecturers, whom I cannot name one by one.

Ayu Sarah, my favorite best buddy, with the rest of my beloved friends batch 2016.

Thank you to everyone who assisted me with this study, and most importantly, thank you to myself.

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum warahmatullahi wabarakatuh, bismillahirrahmanirrahim.

Allhamdulillah, all glory be to Allah, who has shown us grace and blessing and has enabled me to accomplish my bachelor's degree in English education.

Blessings and greetings are always sent to our prophet, Muhammad SAW, who led us from darkness to light. As well as to his family and friends. All humans' greatest instructors.

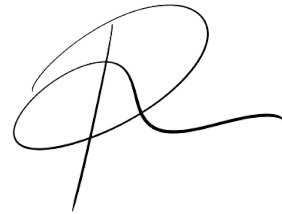
Sincere appreciation and respect to my honorable supervisor Puji Rahayu, S.Pd., M.LST., Ph.D., who guided me through the writing of this thesis, cared about my situation, and provided the finest assistance. Thank you and respect to my honorable academic supervisor, Astri Hapsari, S.S., M. TESOL, who encouraged me to continue my studies and guided me through the problem; I would not be here if she had not reached out to me and supported me. Respect and gratitude to the lecturers who assisted me with this study: Anandayu Suri Ardini S.S., M.A., Adam Anshori S.S., M.A., Willy Prasetya, S.Pd., M.A., and all the honorable lecturers in the English Education Department.

Dear to my friend Ayu Sarah, who helped me, accompanied me, and shared everything, and all my pals from the 2016 batch. Acknowledgment and thank you to Muhammad Wafa Akhyari, S.Kom., who assisted me with the academic regulation process.

Dear loving parents and family, who are my number one support system, special thanks to myself for being able to overcome challenges and achieve my objective. My goal is that this thesis will be useful for future research.

Yogyakarta, August 25th 2023

The researcher

A handwritten signature in black ink, appearing to be 'Rindah Nurjanah', with a large, stylized initial 'R'.

Rindah Nurjanah

16322014

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**USING COLLABORATIVE LEARNING ON TEACHING PROCEDURE TEXT IN
ISLAMIC SENIOR HIGH SCHOOL IN YOGYAKARTA**

Rindah Nurjanah

16322014

ABSTRACT

The best practice aims to use collaborative learning to teach procedure material in Islamic senior high school. Collaborative learning requires students to collaborate with one another, take responsibility, and contribute to the completion of a task as a group, as I taught in an X-3 class at Islamic Senior High School in Yogyakarta. I taught procedure text using collaborative learning methods. It was done in three cycles with two collaborative learning activities, pair work, and group work. I chose the learning approach based on the characteristics and learning styles of the students. Collaborative learning has been shown to improve students' critical thinking, interpersonal skills, and ability to work in groups. The outcome is positive; students like the learning experience and achieve their learning objectives.

Keywords: Collaborative learning, pair, group work

CHAPTER I

BACKGROUND

Background

During my teaching experience at an Islamic senior high school in Yogyakarta. Daerah Istimewa Yogyakarta, I taught the X-3 class for two months. In three teaching cycles, I practiced teaching with collaborative learning methods. I taught Procedure text, which included the definition, language feature, generic structure, type, and steps to create a procedure text. I divided the materials into three cycles. First, I explained the definition, generic structure, and an example of procedure text. Second, I taught the linguistic features and how to recognized them. Third, I teach several forms of procedure text as well as how to create one.

According to my observations, students' characteristics were highly active in terms of chaos; students can move around by themselves and converse with their friends. Collaborative learning was the finest choice for my teaching style because it guided their activeness into positive learning performance. They can communicate and discuss with their peers who are following the instructions to finish the activity. This was the most successful way to get students to work together to create something useful, finish a task, and improve their interpersonal skills. Ngeow (1998) argues that Collaborative learning improves students' critical thinking and sharing of ideas in teamwork, which could be valuable for their future needs in the job and community life. Critical thinking is a skill that students should work on to better their learning process, it is one of the beneficial collaborative learning methods. In collaboration activities, students have the ability to contribute and receive ideas with feedback, The collaborative learning strategy helps

students perform better on projects, and students responded positively after taking part in the collaborative learning session (Storch, 2005).

CHAPTER II

CONSTRUCT OF THE TEACHING PRACTICE

Collaborative Learning

Collaborative learning is one educational strategy used by teachers to get students to engage with one another in order to complete a task. Laal and Laal (2012) describe Collaborative learning as a technique of teaching and learning in which students work in groups to solve issues, complete tasks, or produce products. Collaborative learning improves student involvement by having them hold a discussion while doing the activity, giving their thoughts on the subject, Collaborative learning offers how to complete a small group assignment while respecting the abilities and contributions of others. Each group member shares responsibility and cooperates (Laal & Laal, 2012). The terms of collaboration are important in achieving students' learning goals and soft skills communication that they obtain while discussing the work. Collaboration is an idea of an interactive activity among people and a personal lifestyle in which each individual is responsible for each action, learning, and respecting their peers' abilities and contributions (Laal & Laal, 2012). Interactions formed as a result of the project teach students how to enhance their interpersonal skills, be responsible for their actions, respect the talents of others, and contribute to the proper completion of the task.

According to Ngeow (1998) as cited in Reid et al (1989) states that Collaborative learning involves five stages that should be followed while developing instruction: engagement, exploration, transformation, presentation, and reflection. The stages in collaborative learning are well explained The term engagement refers to any creative activity that encourages students to interact with the resources (Ngeow, 1998) as cited in (Reid et al, 1989). In the engagement

stage, I used colored procedure text to capture students' attention and motivate them to complete the activity. Exploration occurs when students investigate the information and ideas contained in the materials. Transformation is an activity in which each individual contributes an idea in order to modify the materials' concept. Presentation is when students present their group work outcomes and are permitted to criticize their peers. Reflection occurs when students analyze their learning experience in terms of what they learned, including strengths and flaws, and which aspects they might improve.

Laal and Laal (2012) Collaborative learning is a complex educational approach to involves students being active in intellectual activity, self-accountability, processing learning as a group, and social interaction. Laal and Laal (2012) as cited in Dillenbourg (1999) Collaborative learning is an activity consisting of two or more people solving problems together in a particular subject which conducts social interaction for the main action. Laal & Seyed (2012) as cited in Johnsons (1989) and Pantiz (1999) benefits collaborative learning (CL): increase critical thinking, understanding of students' diversity, building a learning system for the learner to take action in many ways (students-centered instruction).

CHAPTER III

IMPLEMENTATION OF THE TEACHING PRACTICE

I taught with 3 learning cycles, In the first meeting I explained the definition and structure of the procedure text, in the embassy meeting I continued the material on procedure texts and gave paired assignments to students, in the third meeting I grouped students and gave assignments in groups, and continued the material on the types and making of procedure texts.

Cycle 1

3.1 Teaching Preparation

For the teaching preparation, I looked for material that matched the procedure text. Then I sort out the examples and images that I will use. From a learning web, I used the definition, generic structure, purpose, language feature, and text of “How to make a cup of coffee” (Figure 1.1 and Figure 1.2). From a YouTube video, I used the definition and generic structure to gain comprehension of procedure text (Figure 1.3).

Definition of Procedure Text

There are three definition about procedure text : (1) Texts that explain how something works or how to use instruction / operation manuals, e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax. (2) Texts that instruct how to do a particular activity, e.g. recipes, rules for games, science experiments, road safety rules. (3) Texts that deal with human behavior, e.g. how to live happily, how to succeed

Generic Structure of Procedure Text

Goal : (e.g. : How to make spaghetti)

Material or Ingredient : (e.g. : the material to cook omelette are egg, onion, vegetable oil, etc.)

Step : (e.g. : first, wash the tomatoes, onion,, second cut the onions becomes slice)

Purpose of Procedure Text

- To explain / tell (the reader) how to make / operate / do something through a sequence of actions or steps.
- To explain steps / instruction to make / operate / do something

Language Feature of Procedure Text

- Use adverbial of sequence / Using temporal conjunction (e.g. : first, second, third, the last)
- Use command / imperative sentence (e.g. : put the noodles on the, cut the onion, wash the tomatoes)
- Using adverbials (Adverbs) to express detail the time, place, manner accurate, for example, for five minutes, 2 hours, etc.
- Using action verbs, e.g. : make, take, boil, cook
- Using Simple Present Tense

(Figur 1.1)

Link: [Procedure Text; Definition, Generic Structures, Purposes, Language Features –](#)

BRITISH Course

Examples of Procedure Text

HOW TO MAKE A CUP OF COFFEE



MATERIALS AND INGREDIENTS :

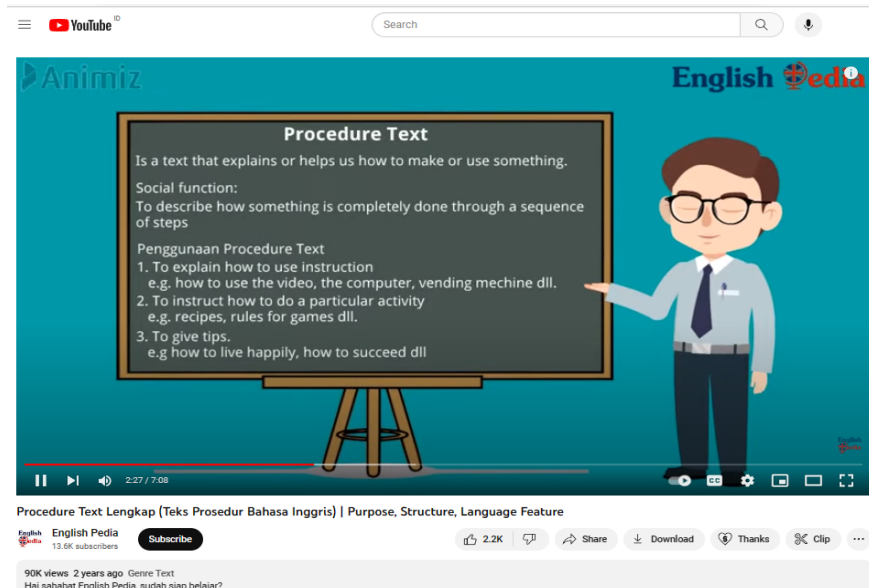
- 2 spoons of sugar
- one spoon of coffee powder
- hot water
- a cup
- a spoon

PROCEDURE :

1. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Put one spoon of coffee powder into the cup.
3. Pour some hot water into the cup.
4. Add 2 spoons of sugar into a cup of coffee
5. Stir it well and the hot coffee is ready to drink

(Figure 1.2)

Link: [Procedure Text: Definition, Generic Structures, Purposes, Language Features – BRITISH Course](#)



(Figure 1.3)

Link: [“\(1088\) Procedure Text Lengkap \(Teks Prosedur Bahasa Inggris\) | Purpose, Structure, Language Feature - YouTube](#)

Pre-Teaching

First, I opened the class with greetings, prayed together, and then checked the attendance. To prepare students physically, I asked about their condition, comfort, and readiness of students to learn. Then talked about student experiences and related them to the material to be taught, then motivate to increase student enthusiasm for learning and convey learning goals to be achieved.

Then, I gave ice-breaking Hand-clapping games and names based on the song's tempo. (10 minutes)

Ice breaking - Playing a Game (5 minutes)

This game aims not only to do ice-breaking but also to introduce one another. A YouTube video was played to understand how to play the game (Figure 2.1)



(Figure 2.1)

Link: [\(1109\) ICE BREAKING #5 "TEPUK KENALAN" - Alan Albana - YouTube](#)

After watching the video, students played the games.

Whilst-Teaching

I displayed some pictures (Figure 2.2) and ask the lighter questions, then I directed them to the material to be taught, and then the students connected the clues I gave with the material to

be taught. Then I explained the material about the text of the procedure (Figure 2.3) and after delivering the material, questions, and answers were allowed, this activity for 15 minutes.



(Figure 2.2)



The Definition of Procedure Text

texts that instruct how to do a particular activity
e.g. recipes, rules for games, science experiments, road safety rules.

Generic structures

- 01 **Goals**
(e.g : How to make spaghetti)
- 02 **Material atau Ingredient**
e.g : the material to cook omelette are egg, onion, vegetable oil, etc.
- 03 **Steps**
e.g : first, wash the tomatoes, onion,second cut the onions becomes slice. . .

Purpose of Procedure Text

To explain steps / instruction to make/operate / do something

Language features

Language Features	Example	
- use adverbial of sequence / using temporal conjunction	(e.g: first, second, third, the last)	●
- use command / imperative sentence	(e.g : put the noodles on the . . . , cut the onion. . . wash the tomatoes. . .)	●
- using adverbials (adverbs) to express detail the time, place, and manner accurate,	for example, for five minutes, 2 hours, etc.	●
- using action verbs,	e.g : make, take, boil, cook – using simple present tense.	●

[Back to Agenda](#)

HOW TO MAKE A CUP OF COFFEE



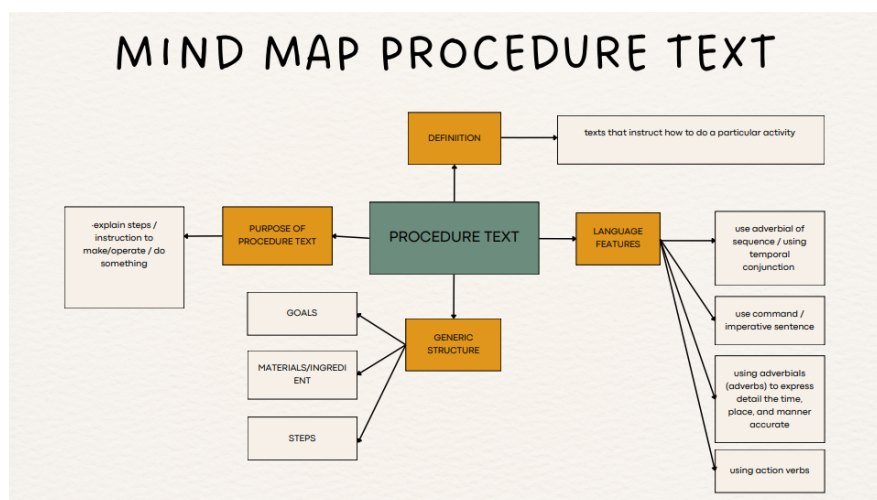
MATERIALS AND INGREDIENTS :

- 2 spoons of sugar
- one spoon of coffee powder
 - hot water
 - a cup
 - a spoon

PROCEDURE :

1. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Put one spoon of coffee powder into the cup.
3. Pour some hot water into the cup.
4. Add 2 spoons of sugar into a cup of coffee
5. Stir it well and the hot coffee is ready to drink

[Back to Agenda](#)



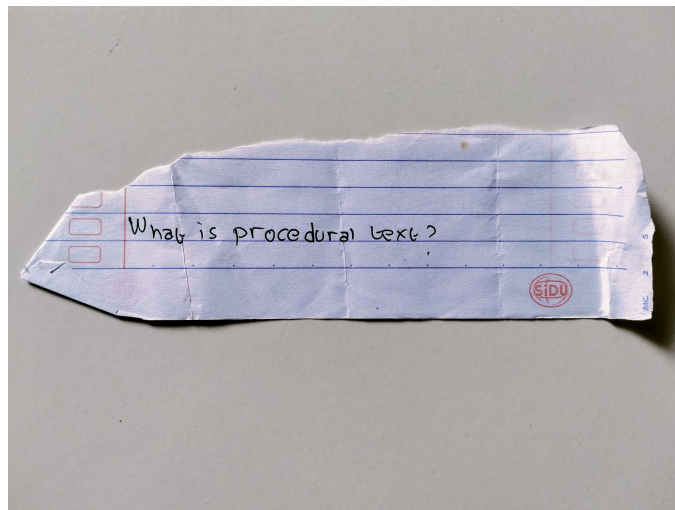
(Figure 2.3)

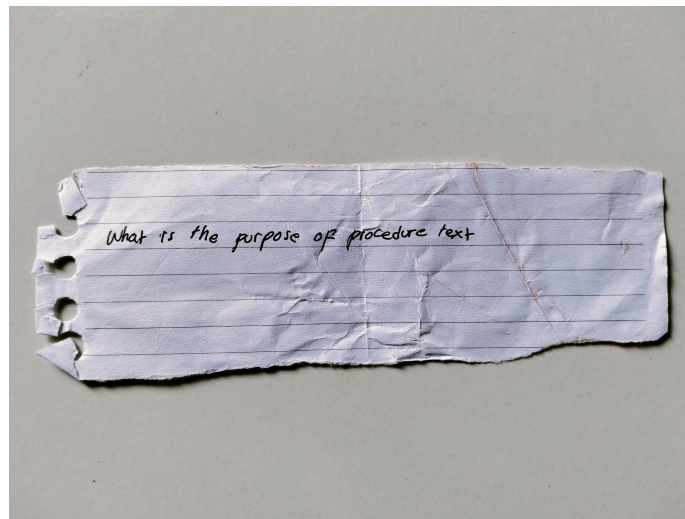
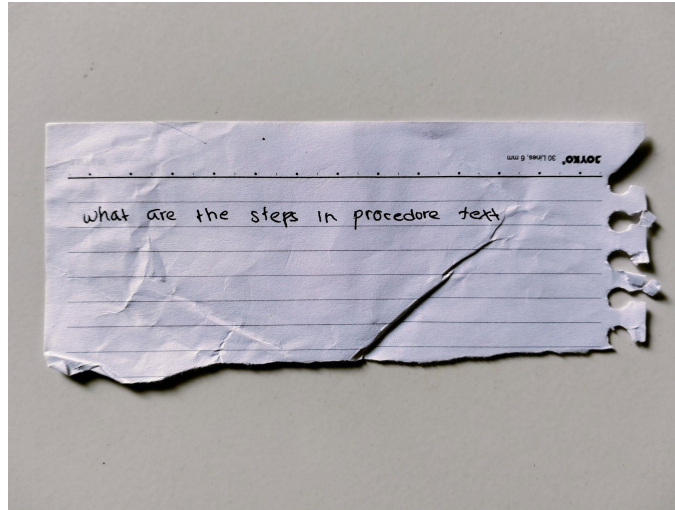
After that students played a game for 10 minutes.

Instruction:

1. Make one question of the procedure text on a piece of paper (Figure 2.4)
2. Put the question into a bowl
3. Start Counting from 1 until 10, then if encounter a multiple of 3 they should say “pass”
4. If they don't, they had to answer one question from the bowl.

The students played the game happily, and they enjoyed the interaction that was brought from the game. This game engages students to remember the material that has been given and checking students' comprehension.





(Figure 2.4)

Post-Teaching

I asked the students to conclude what we had learnt. Students answer “procedure text”, “how to make coffee”, “to make something”, and” steps to do something”.

Cycle 2

3.2 Teaching Preparation

I used the previous source of material for the procedure text and continued the activity from cycle 1 because, in the last cycle, we ran out of time due to the school agenda.

Pre-Teaching

First, I opened the class with greetings, prayed together, and then checked the attendance list. To prepare students physically, I asked about their condition, comfort, and readiness of students to learn. Then talk about student experiences and relate them to the material to be taught, then motivate to increase student enthusiasm for learning and convey learning goals to be achieved. (15 minutes)

Whilst-Teaching

I repeated the material of the procedure text (30 minutes), then instructed them to do the questions in pairs (Figure 3.1 and Figure 3.2), after which the students were asked to evaluate the performance of their partner's friend. Then I give feedback and give students opportunities to ask questions.

Kerjakan soal dibawah ini secara berpasangan 2 orang siswa, kemudian submit dengan mencantumkan nama anggota tersebut!

How to make a Cheese Omelet

Ingredients:

1 egg, 50 g cheese, 1 cup milk, 3 tablespoons cooking oil, a pinch of salt and pepper.

Utensils:

Frying pan, fork, spatula, cheese grater, bowl, and plate.

Method:

- first, Crack the egg into a bowl
- second, Whisk the egg with a fork until it's smooth
- Add milk and whisk well
- Grate the cheese into the bowl and stir
- Heat the oil in a frying pan
- Turn the omelet with a spatula and cook both sides
- last, Place on a plate, and season with salt and pepper

1. Please identify the generic structure by each color.
2. Write 3 imperative sentences from the text above!
3. Write 3 conjunction from the text above!
4. Write 3 action verbs from the text above!
5. Write adverbial from the text above!

(Figure 3.1)

No. 28-10-22
Date: Jumat

Nama : AMELIA YUVIAR PUTRI (04)
 FLOURENCY ALDETY (11)

B. Inggris

1. Blue : Purpose of making
 green : Ingredient
 Orange : Step

2. add ~~more~~ milk and whisk well
 Heat the oil in a frying pan
 Place on a plate

3. First
 Second
 last

4. Crack
 whisk
 turn

5. Smooth
 stir
 Cook both sides

SIDU

1. Blue = Goals
 Green = Ingredient
 Orange = steps

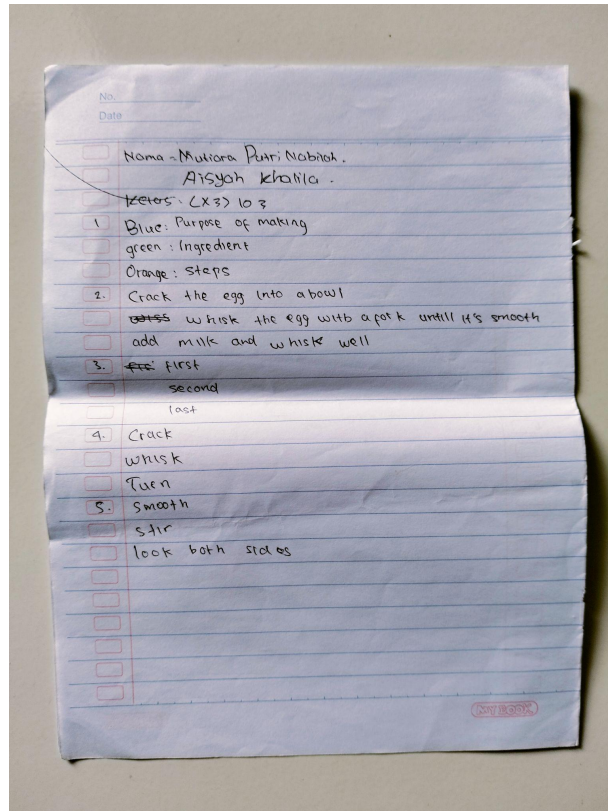
2. Imperative = Crack the egg into a bowl
 = Grate the cheese into the bowl
 = stir heat the oil in a frying pan
 = Turn the omelet with a spatula
~~turn the omelet~~

3. Conjunction = First
 = Second
 = last

4. Crack
 whisk
 Turn

5. Smooth
 stir
 Cook both sides

Nama: Zahira Alya
 Ghisra Nur
 Kelas = X₃



(Figure 3.2)

Post-Teaching

I instructed them to do multiple questions to test their understanding of the material (Figure 3.3), then students conclude the material for today.

Kerjakan soal pilihan ganda dibawah ini!

How to make a Cheese Omelet

Ingredients:

1 egg, 50 g cheese, 1 cup milk, 3 tablespoons cooking oil, a pinch of salt and pepper.

Utensils:

Frying pan, fork, spatula, cheese grater, bowl, and plate.

Method:

- Crack the egg into a bowl
- Whisk the egg with a fork until it's smooth
- Add milk and whisk well
- Grate the cheese into the bowl and stir
- Heat the oil in a frying pan
- Turn the omelet with a spatula and cook both sides
- Place on a plate, season with salt and pepper

1. The text above belongs to

- A. narrative
- B. Procedure
- C. news item
- D. Spoof
- E. Descriptive text

2. The text tells us about

- A. how long to make any kind of food
- B. ingredients of making an omelet
- C. utensils for making omelets
- D. methods of making an omelet
- E. Step of making noodles

3. The followings are methods of making a cheese omelet, except....

- A. cracking the egg
- B. whisking the egg
- C. adding milk
- D. cheese-grater
- E. Grate the cheese

4. How much cheese do we need to make a cheese omelet?

- A. one gram
- B. fifty grams
- C. five grams
- D. fifteen grams
- E. twenty-five grams

5. is a tool with a flat flexible blade used for mixing and spreading.

- A. Pan
- B. Fork
- C. Spatula
- D. Plate
- E. Bowl

(Figure 3.3)

Cycle 3

3.1 Teaching Preparation

For the teaching preparation, I look for material that matches the procedure text. I used the language features from the learning web (Figure 4.1), I used the types of procedure text based on the activity and (Figure 4.2)

Language Feature of Procedure Text

- Use adverbial of sequence / Using temporal conjunction (e.g. : first, second, third, the last)
- Use command / imperative sentence (e.g. : put the noodles on the, cut the onion, wash the tomatoes,)
- Using adverbials (Adverbs) to express detail the time, place, manner accurate, for example, for five minutes, 2 hours, etc.
- Using action verbs, e.g. : make, take, boil, cook
- Using Simple Present Tense

(Figure 4.1)

[Procedure Text; Definition, Generic Structures, Purposes, Language Features – BRITISH](#) [Course](#)

The screenshot shows a webpage from 'ruang guru' with a navigation menu including 'Blog', 'Konsep & Tips Pelajaran', 'Pojok Kampus', 'Fakta Seru', 'Dunia Kata', and 'For Kids'. The main content is titled 'Jenis-Jenis Procedure Text' and explains that there are two types of procedure texts. It lists two types: 1. Procedure text that explains how to use something (e.g., how to use an air fryer, dish washer, or camera), and 2. Procedure text that provides instructions for a specific activity (e.g., how to play the violin, create a website, or make rendang). Below the text is a section titled 'Contoh Procedure Text' with an example of a procedure text structure for 'How To Grow Carrots', showing a 'Goal' and the title of the procedure.

(Figure 4.2)

[Pengertian Procedure Text, Struktur, Jenis & Contoh | Bahasa Inggris Kelas 12 - Belajar](#)

[Gratis di Rumah Kapan Pun! | Blog Ruangguru](#)



(Figure 4.3)

[\(1118\) MENGENAL TEKS PROSEDUR | Video Belajar Bahasa Indonesia Kelas 11 IPS](#)

[- YouTube](#)

Pre-Teaching

First, I opened the class with greetings, prayed together, and then checked the attendance list. To prepare students physically, I asked about their condition, comfort, and readiness of students to learn. Then talk about student experiences and relate them to the material to be taught, then motivate to increase student enthusiasm for learning and convey learning goals to be achieved.

Whilst-Teaching

I repeated a few of last week's materials about procedure text, then asked some lighter questions, and then directed students to the activity to be done.

I divided the students into groups and instructed them to make the procedure text in groups, after which the students presented the results of their respective group work, I gave feedback and appreciation, then the students evaluated the performance of their respective group members.

After that, it continued by explaining the material about the procedure text (Figure 4.4, and 4.5), then After finishing the students were allowed to ask questions. Then I asked some oral questions to check the student's understanding.



(Figure 4.4)

HOW TO MAKE PROCEDURE TEXT

Creative Portfolio

LANGUAGE FEATURES

- use adverbial of sequence / using temporal conjunction
(e.g: first, second, third, the last)
- use command / imperative sentence
(e.g : put the noodles on the . . . , cut the onion. . . , wash the tomatoes. . .)
- using adverbials (adverbs) to express in detail the time, place, and manner accurately,
for example, for five minutes, 2 hours, etc.
 - using action verbs,
e.g: make, take, boil, cook
 - using the simple present tense.

OUTLINE

1. TITLE

HOW TO MAKE LEMON TEA
HOW TO OPERATE A COMPUTER

2. MATERIALS/INGREDIENTS

TEA, ONION/HP, TV,
CABLE ETC.

3. STEPS

-FIRST, PRESS THE
POWER BUTTON/
-CUT THE ONION
-SECOND....
-LAST....

JENIS-JENIS TEKS PROSEDUR BERDASARKAN KOMPLEKSITASNYA.

1. Teks Prosedur Sederhana
Teks prosedur sederhana hanya berisi dua atau tiga langkah saja. Contohnya prosedur untuk mengoperasikan TV.
2. Teks Prosedur Kompleks
Teks prosedur kompleks terdiri atas banyak langkah dan jenjang untuk tiap tahapannya. Contohnya prosedur pembayaran tilang oleh polisi.
3. Teks Prosedur Protokol
Teks prosedur protokol merupakan teks prosedur yang langkah-langkahnya bisa dibolak-balik, tapi tujuannya tetap bisa tercapai. Contohnya cara memasak mi instan.

JENIS-JENIS PROCEDURE TEXT BERDASARKAN KEGIATAN YANG DILAKUKAN

1. Procedure text yang menjelaskan cara mengoperasikan/menggunakan sesuatu
Contohnya seperti how to use an air fryer, how to use a dish washer, how to use a camera.
2. Procedure text yang memberikan instruksi dalam melakukan kegiatan tertentu
Contohnya seperti how to play the violin, how to create a website, dan how to make rendang.

EXAMPLE

HOW TO OPERATE TV

INSTRUCTIONS :

- S PLUG THE CABLE TELEVISION INTO ELECTRICITY
- S AFTER THAT, PRESS THE POWER BUTTON TO TURN ON THE TELEVISION
- S WAIT UNTIL THE TELEVISION SHOW THE PICTURE
- S CHOOSE THE CHANNEL THAT YOU WANT TO WATCH USE THE BUTTON OR THE REMOTE
- S SET THE VOLUME USE THE REMOTE OR BUTTON VOLUME
- S LAST, IF YOU WANT TO TURN OFF THE TELEVISION YOU CAN USE THE POWER BUTTON

(Figure 4.5)

Post- Teaching

Upon completion, students are asked to conclude today's learning material

Reflection

1. How did the teaching practice change your perspective on designing a ICT-enhanced learning pack?

After teaching, I realized that certain elements, such as student characteristics and how effectively learning tactics work for student comprehension, must be considered while developing learning materials. These two criteria can be established to serve as the foundation for developing educational materials. Learning materials must be designed with student characteristics in mind so that they are handled appropriately and students feel more at ease during the learning process. Students will gain from selecting the finest educational approaches and from their efficacy. Additionally, teachers must be innovative in order to inspire their students to keep asking questions, learning new things, and discovering new things.

2. What was the most impactful thing that you learned from the teaching practice?

The lesson that stands out in my mind the most is how important it is for teachers to be able to respond to each student appropriately and treat them according to their needs and behavior because this necessitates being flexible in how we position ourselves and being aware of each

student's emotional state. This is especially true when dealing with students who have a variety of personalities.

3. Please explain how each related subjects gave you the most knowledge and skills to do the teaching practice?

The ability to read students' personalities and provide appropriate treatment is a highly valuable talent that I learnt through teaching practice because a teacher must be aware of their students' conditions and requirements in order for learning to continue pleasantly and well for both sides.

4. What do you want to learn more or improve as a pre-service English teacher after taking the teaching practice?

I want to improve my understanding of student psychology in order to provide appropriate treatment and teaching strategies, and also I want to improve my knowledge of English so that it can be a good resource for students, and increase my creativity in structuring learning so that learning becomes fun and students are always motivated to learn.

CHAPTER IV

CONCLUSION

Several beneficial things have been uncovered in my teaching practice. First, managing the classroom during the learning process was difficult. As a teacher, I used to be extremely objective and liberal in putting everything in its proper position and time. I learned how to think and act as a teacher in order to provide my students with the finest learning experience possible. Second, how to recognize student features and learning styles. I watched students' routines and behavior in the classroom, and as a consequence, I chose the best learning approach to teach. I believe that collaborative learning is the greatest teaching style to teach in this class.

In conclusion, this collaborative learning method of practice is a link between students' characteristics and learning goals; in order to make students happy with the activity while also meeting the learning goals, I used to teach in their comfort zone so that students do not feel pressured and can enjoy the learning process more. To improve for the next study, I urge that teachers better understand their students' needs, learning styles, and abilities to receive materials and create learning goals. Teachers can choose the optimal learning technique for their students with this insight.

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APPENDIX 1

MODUL AJAR BAHASA INGGRIS



Oleh:

Rindah Nurjanah

SMA UII YOGYAKARTA

Jl. Taman Siswa 158 Yogyakarta

2022

A. Identitas

Nama Penyusun	: Rindah Nurjanah
Satuan Pendidikan	: SMA UII Yogyakarta
Tahun Pelajaran	: 2022/2023
Jenjang	: SMA
Semester	: 1/gasal
Alokasi Waktu	:2 JP

B. Profil Pelajar Pancasila

1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa

Dilakukan Melalui kegiatan berdoa sebelum dan sesudah pembelajaran, Mengimani segala makhluk ciptaan Tuhan Yang Maha Esa, mensyukuri segala ciptaan Tuhan Yang Maha Esa atas segala hasil alam Indonesia dengan jalur rempahnya),

2. Berkebhinekaan Global

Dilakukan melalui sikap menghargai berbagai teori mengenai asal-usul manusia Indonesia baik yang menyatakan bahwa manusia Indonesia berasal dari luar Indonesia maupun yang menyatakan bahwa manusia Indonesia merupakan keturunan dari Indonesia sendiri

3. Mandiri

Dilakukan melalui pertanyaan-pertanyaan yang disampaikan saat melihat sebuah video maupun membaca sumber, mengerjakan segala tugas individu yang diberikan dalam upaya menyelesaikan kompetensinya

4. Integritas

Dilakukan dengan selalu menyertakan sumber sejarah pada saat proses pembuatan laporan baik tulis, audio, visual, maupun audio visual

5. bernalar kritis

Didapaati dengan mampu memproses informasi dan gagasan serta melakukan evaluasi terhadap prosedur yang dilakukan, mampu mengemukakan pendapat

mengenai informasi maupun gagasan yang muncul setelah mempelajari hubungan manusia dan sejarah.

6. kreatif

Dengan menghasilkan karya atau gagasan atau tindakan yang orisinal dalam pengerjaan tugas-tugas yang diberikan baik dalam bentuk audio, visual, audio visual, maupun karya tulis

7. bergotong-royong

Bersama-sama dalam melaksanakan dan mengerjakan tugas-tugas kelompok yang diberikan, mampu berkolaborasi dalam menyelesaikan proyek sederhana

C. Sarana dan Prasarana

1. Perangkat computer atau Laptop
2. Jaringan Internet
3. E-Learning
4. LCD
5. Speaker Aktif

D. Target Peserta Didik

1. Siswa Reguler
2. Siswa dengan kesulitan belajar Dengan Daya Ingat yang kurang/Kurang cepat menangkap materi pembelajaran
3. Siswa berprestasi tinggi

E. Model Pembelajaran yang digunakan

Pembelajaran *collaborative learning*

F. Tujuan Pembelajaran

1. Mendiskusikan social function dalam procedure text
2. Menganalisis generik structure dan menentukan language features dari procedure text

G. Asesmen/Penilaian

Asesmen dilaksanakan dengan Asesmen Individu dan Asesmen Kelompok
Jenis Asesmen

Penilaian diagnosis

Dilakukan pada awal topik/tema untuk memetakan modal pengetahuan peserta didik terhadap topik yang akan dipelajari

Penilaian Formatif

1. Individu

- Pengamatan Selama Proses Pembelajaran
- observasi

2. Kelompok

- Penilaian Antar Teman
- Hasil Unjuk Kerja
- **Penilaian Sumatif**

Individu

- Tes Tertulis
- Penugasan Individu
- Tes Lisan
- **Penilaian Observasi**

Observasi

	Nama Siswa	Sikap yang ditonjolkan		Keterangan
		Positif	Negatif	

H. Pemahaman Bermakna

Laporan Hasil Observasi harus bersifat objektif karena harus dapat dipertanggungjawabkan kebenarannya.

I. Pertanyaan Pemantik

1. What comes to your mind after seeing pictures?
2. Have you ever eaten food?
3. Have you ever made food?
4. Where the food belongs to?
5. How to make the food?
6. What kind flavor of food?
7. Do you like the food?

J. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Langkah-langkah Pembelajaran	Waktu
Kegiatan Awal	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran sebagai sikap disiplin 2. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan menanyakan kesiapan siswa, kesehatan, kenyamanan dalam mengikuti pembelajaran sebagai bentuk kepedulian terhadap lingkungan 3. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya 4. Motivasi (memberikan gambaran tentang manfaat mempelajari pelajaran yang akan kita pelajari dalam kehidupan sehari-hari) 5. Pemberian acuan dengan menyampaikan tujuan pembelajaran yang akan dicapai dan proses pelaksanaannya 	15 menit

	6. Ice breaking dengan bermain games tepuk tangan dan nama berdasarkan tempo lagu.	
--	--	--

<p>Kegiatan Inti</p>	<ol style="list-style-type: none"> 1. Pendidik menyiapkan beberapa gambar 2. Pendidik menyampaikan pertanyaan pemantik. 3. Pendidik mengarahkan siswa kepada materi yang akan diajarkan. 4. Peserta didik menghubungkan <i>clue</i> dari pendidik untuk menyimpulkan materi yang akan diajarkan. 5. Pendidik menjelaskan mengenai materi. 6. Peserta didik menyimak pembelajaran dengan serius. 7. Setelah materi selesai dijelaskan, peserta didik diperbolehkan untuk bertanya. 8. Pendidik mengajukan pertanyaan lisan atau langsung guna mengecek pemahaman peserta didik terhadap materi yang diajarkan. 9. Setelah selesai sesi tanya jawab, dilanjutkan dengan games untuk <i>meng-engage</i> peserta didik, siswa diminta untuk membuat 1 pertanyaan mengenai materi tersebut lalu dikumpulkan ke dalam wadah, games berupa berhitung dari angka 1 dan seterusnya namun jikalau menemui angka kelipatan 3 maka peserta didik harus 	<p>110 me nit</p>
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	<p>menyebut pas, jika ada yang gugur mendapat 1 pertanyaan dari temannya tentang materi tersebut dengan megundi pertanyaan yang telah dikumpulkan tadi.</p> <ol style="list-style-type: none"> 10. Setelah games selesai, Peserta didik diminta untuk mengisi soal secara berpasangan. 11. Peserta didik diminta untuk mengevaluasi kinerja teman sepasangnya. 12. Guru memberikan feedback dan membahas Bersama jawaban dari soal tersebut. 13. Guru memberikan apresiasi dan menyampaikan penguatan 14. Pendidik memberi kesempatan kepada peserta didik untuk bertanya atau menyampaikan pendapat. 	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Peserta didik dan pendidik menyimpulkan pembelajaran hari ini. 2. Pendidik menutup pembelajaran 3. Pendidik meminta peserta didik untuk mengerjakan post-test. 	10 me nit

K. Refleksi Peserta Didik dan Pendidik

Peserta didik diminta mencari language feature dan social function yang terdapat dalam sumber teks bacaan lain.

L. Lembar Kerja Peserta Didik

Terlampir

M. Pengayaan dan Remedial

N. Bahan Bacaan Pendidik dan Peserta Didik

1. Sumber web pembelajaran
2. Youtube

O. Glosarium

diskusi: kegiatan bertukar pikiran, pendapat, atau gagasan antara dua orang atau lebih tentang suatu hal atau masalah tertentu dengan harapan mendapatkan solusi, kejelasan, atau jalan keluar terbaik.

P. LINK WEB

[Procedure Text: Definition, Generic Structures, Purposes, Language Features – BRITISH Course](#)

Mengetahui
2022

Yogyakarta, Oktober

Kepala Sekolah
Pelajara

Guru Pengampu Mata

Drs. Maman Surakhman, M.Pd.I

Rindah Nurjanah

Lampiran Materi

PROCEDURE TEXT

- Definition of Procedure Text

texts that instruct how to do a particular activity

e.g. recipes, rules for games, science experiments, road safety rules.

- Generic structure of procedure text

GOAL (e.g : How to make spaghetti)

MATERIAL OR INGREDIENT

e.g : the material to cook omelette are egg, onion, vegetable oil, etc.

STEPS

e.g : first, wash the tomatoes, onion,,second cut the onions becomes slice. . .

- Purpose of Procedure Text To explain steps / instruction to make/operate / do something

- Language Feature of Procedure Text

– use adverbial of sequence / using temporal conjunction

(e.g: first, second, third, the last)

– use command / imperative sentence

(e.g : put the noodles on the . . . , cut the onion. . . , wash the tomatoes. . .)

– using adverbials (adverbs) to express detail the time, place, and manner accurate,
for example, for five minutes, 2 hours, etc.

– using action verbs,

e.g : make, take, boil, cook – using simple present tense.

EXAMPLE

HOW TO MAKE A CUP OF COFFEE

MATERIALS AND INGREDIENTS :

- 2 spoons of sugar
- one spoon of coffee powder
- hot water
- a cup
- a spoon

PROCEDURE :

1. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Put one spoon of coffee powder into the cup.
3. Pour some hot water into the cup.
4. Add 2 spoons of sugar into a cup of coffee
5. Stir it well and the hot coffee is ready to drink

SOAL

Kerjakan soal pilihan ganda dibawah ini!

How to make a Cheese Omelet

Ingredients:

1 egg, 50 g cheese, 1 cup milk, 3 tablespoons cooking oil, a pinch of salt and pepper.

Utensils:

Frying pan, fork, spatula, cheese grater, bowl, and plate.

Method:

- Crack the egg into a bowl
- Whisk the egg with a fork until it's smooth
- Add milk and whisk well
- Grate the cheese into the bowl and stir
- Heat the oil in a frying pan
- Turn the omelet with a spatula and cook both sides
- Place on a plate, season with salt and pepper

1. The text above belongs to.....

- A. narrative
- B. Procedure
- C. news item
- D. Spoof

E. Descriptive text

2. The text tells us about.....

- A. how long to make any kind of food
- B. ingredients of making an omelet
- C. utensils for making omelets
- D. methods of making an omelet

E. Step of making noodles

3. The followings are methods of making a cheese omelet, except....

- A. cracking the egg
- B. whisking the egg
- C. adding milk
- D. cheese-grater

E. Grate the cheese

4. How much cheese do we need to make a cheese omelet?

- A. one gram
- B. fifty grams
- C. five grams
- D. fifteen grams

E. twenty-five grams

5. is a tool with a flat flexible blade used for mixing and spreading.

A. Pan

B. Fork

C. Spatula

D. Plate

E. Bowl

Kerjakan soal dibawah ini secara berpasangan 2 orang siswa, kemudian submit dengan mencantumkan nama anggota tersebut!

How to make a Cheese Omelet

Ingredients:

1 egg, 50 g cheese, 1 cup milk, 3 tablespoons cooking oil, a pinch of salt and pepper.

Utensils:

Frying pan, fork, spatula, cheese grater, bowl, and plate.

Method:

- first, Crack the egg into a bowl
- second, Whisk the egg with a fork until it's smooth
- Add milk and whisk well
- Grate the cheese into the bowl and stir
- Heat the oil in a frying pan
- Turn the omelet with a spatula and cook both sides
- last, Place on a plate, and season with salt and pepper

1. Please identify the generic structure by each color.
2. Write 3 imperative sentences from the text above!
3. Write 3 conjunction from the text above!
4. Write 3 action verbs from the text above!
5. Write adverbial from the text above!



APPENDIX 2

MODUL AJAR BAHASA INGGRIS



Oleh:

Rindah Nurjanah

SMA UII YOGYAKARTA

Jl. Taman Siswa 158 Yogyakarta

2022

A. Identitas

Nama Penyusun	: Rindah Nurjanah
Satuan Pendidikan	: SMA UII Yogyakarta
Tahun Pelajaran	: 2022/2023
Jenjang	: SMA
Semester	: 1/gasal
Alokasi Waktu	: 2 JP

B. Profil Pelajar Pancasila

1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa

Dilakukan Melalui kegiatan berdoa sebelum dan sesudah pembelajaran, Mengimani segala makhluk ciptaan Tuhan Yang Maha Esa, mensyukuri segala ciptaan Tuhan Yang Maha Esa atas segala hasil alam Indonesia dengan jalur rempahnya),

2. Berkebhinekaan Global

Dilakukan melalui sikap menghargai berbagai teori mengenai asal-usul manusia Indonesia baik yang menyatakan bahwa manusia Indonesia berasal dari luar Indonesia maupun yang menyatakan bahwa manusia Indonesia merupakan keturunan dari Indonesia sendiri

3. Mandiri

Dilakukan melalui pertanyaan-pertanyaan yang disampaikan saat melihat sebuah video maupun membaca sumber, mengerjakan segala tugas individu yang diberikan dalam upaya menyelesaikan kompetensinya

4. Integritas

Dilakukan dengan selalu menyertakan sumber sejarah pada saat proses pembuatan laporan baik tulis, audio, visual, maupun audio visual

5. bernalar kritis

Didapaati dengan mampu memproses informasi dan gagasan serta melakukan evaluasi terhadap prosedur yang dilakukan, mampu mengemukakan pendapat

mengenai informasi maupun gagasan yang muncul setelah mempelajari hubungan manusia dan sejarah.

6. kreatif

Dengan menghasilkan karya atau gagasan atau tindakan yang orisinal dalam pengerjaan tugas-tugas yang diberikan baik dalam bentuk audio, visual, audio visual, maupun karya tulis

7. bergotong-royong

Bersama-sama dalam melaksanakan dan mengerjakan tugas-tugas kelompok yang diberikan, mampu berkolaborasi dalam menyelesaikan proyek sederhana

C. Sarana dan Prasarana

1. Perangkat computer atau Laptop
2. Jaringan Internet
3. E-Learning
4. LCD
5. Speaker Aktif

D. Target Peserta Didik

1. Siswa Reguler
2. Siswa dengan kesulitan belajar Dengan Daya Ingat yang kurang/Kurang cepat menangkap materi pembelajaran
3. Siswa berprestasi tinggi

E. Model Pembelajaran yang digunakan

Pembelajaran *collaborative learning*

F. Tujuan Pembelajaran

1. Memdiskusikan cara membuat procedure text
2. Mempresentasikan procedure text

G. Asesmen/Penilaian

Asesmen dilaksanakan dengan Asesmen Individu dan Asesmen Kelompok

Jenis Asesmen

Penilaian diagnosis

Dilakukan pada awal topik/tema untuk memetakan modal pengetahuan peserta didik terhadap topik yang akan dipelajari

Penilaian Formatif

1. Individu
 - Pengamatan Selama Proses Pembelajaran
 - observasi
2. Kelompok
 - Penilaian Antar Teman
 - Hasil Unjuk Kerja
 - **Penilaian Sumatif**

Individu

- Tes Tertulis
- Penugasan Individu
- Tes Lisan
- **Penilaian Observasi**

Observasi

	Nama Siswa	Sikap yang ditonjolkan		Keterangan
		Positif	Negatif	

H. Pemahaman Bermakna

Laporan Hasil Observasi harus bersifat objektif karena harus dapat dipertanggungjawabkan kebenarannya.

I. Pertanyaan Pemantik

1. What do you think about the procedure text?
2. What is the generic structure procedure text?
3. What is the language features procedure text?
4. What the purpose of procedure text?

J. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Langkah-langkah Pembelajaran	Waktu
Kegiatan Awal	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran sebagai sikap disiplin 2. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan menanyakan kesiapan siswa, kesehatan, kenyamanan dalam mengikuti pembelajaran sebagai bentuk kepedulian terhadap lingkungan 3. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya 4. Motivasi (memberikan gambaran tentang manfaat mempelajari pelajaran yang akan kita pelajari dalam kehidupan sehari-hari) 5. Pemberian acuan dengan menyampaikan tujuan pembelajaran yang akan dicapai dan proses pelaksanaannya. 	15 menit

<p>Kegiatan Inti</p>	<ol style="list-style-type: none"> 1. Pendidik mengulang kembali materi minggu lalu 2. Pendidik menyampaikan pertanyaan pemantik. 3. Pendidik mengarahkan siswa kepada aktivitas yang akan dikerjakan. 4. Pendidik membagi peserta didik ke dalam beberapa kelompok. 5. Peserta didik membuat teks prosedur secara berkolompok. 6. Setelah selesai, peserta didik mempresentasikan hasil kerja kelompoknya. 7. Guru memberikan feedback. 8. Peserta didik diminta untuk mengevaluasi kinerja teman kelompoknya. 9. Pendidik menjelaskan mengenai materi. 10. Peserta didik menyimak pembelajaran dengan serius. 11. Setelah materi selesai dijelaskan, peserta didik diperbolehkan untuk bertanya. 12. Pendidik mengajukan pertanyaan lisan atau langsung guna mengecek pemahaman peserta didik terhadap materi yang diajarkan. 13. Guru memberikan apresiasi dan menyampaikan penguatan 14. Pendidik memberi kesempatan kepada peserta didik untuk 	<p>110 me nit</p>
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	bertanya atau menyampaikan pendapat.	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Peserta didik dan pendidik menyimpulkan pembelajaran hari ini. 2. Pendidik menutup pembelajaran 	10 me nit

K. Refleksi Peserta Didik dan Pendidik

Peserta didik diminta memahami jenis-jenis procedure text dan memnuat procedure text yang terdapat dalam sumber teks bacaan lain.

L. Lembar Kerja Peserta Didik

Terlampir

M. Pengayaan dan Remedial

N. Bahan Bacaan Pendidik dan Peserta Didik

1. Sumber web pembelajaran
2. Youtube

O. Glosarium

diskusi: kegiatan bertukar pikiran, pendapat, atau gagasan antara dua orang atau lebih tentang suatu hal atau masalah tertentu dengan harapan mendapatkan solusi, kejelasan, atau jalan keluar terbaik.

P. LINK WEB

[Procedure Text: Definition, Generic Structures, Purposes, Language Features – BRITISH Course](#)

[Pengertian Procedure Text, Struktur, Jenis & Contoh | Bahasa Inggris Kelas 12 \(ruangguru.com\)](#)

[\(1118\) MENGENAL TEKS PROSEDUR | Video Belajar Bahasa Indonesia Kelas 11 IPS - YouTube](#)

Mengetahui
November 2022

Yogyakarta, 4

Kepala Sekolah
Pelajaran

Guru Pengampu Mata

Drs. Maman Surakhman, M.Pd.I

Rindah Nurjanah

Lampiran Materi

PROCEDURE TEXT

- Definition of Procedure Text

texts that instruct how to do a particular activity

e.g. recipes, rules for games, science experiments, road safety rules.

- Generic structure of procedure text

GOAL (e.g : How to make spaghetti)

MATERIAL OR INGREDIENT

e.g : the material to cook omelette are egg, onion, vegetable oil, etc.

STEPS

e.g : first, wash the tomatoes, onion,,second cut the onions becomes slice. . .

- Purpose of Procedure Text To explain steps / instruction to make/operate / do something

- Language Feature of Procedure Text

– use adverbial of sequence / using temporal conjunction

(e.g: first, second, third, the last)

– use command / imperative sentence

(e.g : put the noodles on the . . . , cut the onion. . . , wash the tomatoes. . .)

- using adverbials (adverbs) to express detail the time, place, and manner accurate, for example, for five minutes, 2 hours, etc.
- using action verbs,
e.g : make, take, boil, cook
- using simple present tense.

Jenis-Jenis Teks Prosedur berdasarkan kompleksitasnya.

1. Teks Prosedur Sederhana

Teks prosedur sederhana hanya berisi dua atau tiga langkah saja. Contohnya prosedur untuk mengoperasikan TV.

2. Teks Prosedur Kompleks

Teks prosedur kompleks terdiri atas banyak langkah dan jenjang untuk tiap tahapannya. Contohnya prosedur pembayaran tilang oleh polisi.

3. Teks Prosedur Protokol

Teks prosedur protokol merupakan teks prosedur yang langkah-langkahnya bisa dibolak-balik, tapi tujuannya tetap bisa tercapai. Contohnya cara memasak mi instan.

Jenis-Jenis *Procedure Text* berdasarkan kegiatan yang dilakukan.

1. ***Procedure text*** yang menjelaskan cara mengoperasikan/menggunakan sesuatu

Contohnya seperti *how to use an air fryer, how to use a dish washer, how to use a camera.*

2. ***Procedure text*** yang memberikan instruksi dalam melakukan kegiatan tertentu

Contohnya seperti *how to play the violin, how to create a website, dan how to make rendang.*

How To Operate TV

Instructions :

- § Plug the cable television into electricity
- § After that, press the power button to turn on the television
- § Wait until the television show the picture
- § Choose the channel that you want to watch use the button or the remote.
- § Set the volume use the remote or button volume
- § Last, if you want to turn off the television you can use the power button

How to Make Pizza

Ingredients

1. Dough

- *2 ½ cups warm water (600 mL)*

- *1 teaspoon sugar*
- *2 teaspoons active dry yeast*
- *7 cups all-purpose flour (875 g), plus more for dusting*
- *6 tablespoons extra virgin olive oil, plus more for greasing*
- *1 ½ teaspoons kosher salt*
- *¼ cup semolina flour (30 g)*

2. Tomato Sauce

- *28 oz canned whole tomatoes (795 g)*
- *1 tablespoon kosher salt*

Steps

1. *Firstly, “bloom” the yeast by sprinkling the sugar and yeast in the warm water.*
2. *Let sit for 10 minutes, until bubbles form on the surface.*
3. *Combine the flour and salt in a large bowl.*
4. *Make a well in the middle and add the olive oil and bloomed yeast mixture.*
5. *Mix until a shaggy dough begins to form using a spoon.*
6. *Turn the dough out onto a clean work surface and knead for 10-15 minutes.*
7. *Then grease a clean, large bowl with olive oil and place the dough inside*
8. *Punch down the dough and turn it out onto a lightly floured work surface.*
9. *After that, preheat the oven as high as your oven will allow, between 450-500°F (230-260°C).*
10. *Place a pizza stone, heavy baking sheet (turn upside down so the surface is flat), or cast iron skillet in the oven.*
11. *Meanwhile, make the tomato sauce: Add the salt to the can of tomatoes and puree with an immersion blender, or transfer to a blender or food processor, and puree until smooth.*
12. *Take a portion and start by poking the surface with your fingertips once the dough has rested.*
13. *Then, stretch and press the dough into a thin round.*
14. *Sprinkle semolina onto an upside down baking sheet and place the stretched crust onto it. Add the sauce and ingredients of your choice.*

15. *Slide the pizza onto the preheated pizza stone or pan. Bake for 15 minutes, or until the crust and cheese are golden brown.*
16. *Add any garnish of your preference.*

