

**Developing Vocabulary Acquisition and Communication Skills Through
Cooking Practices and Social Approaches in English Language Teaching**

A Thesis

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



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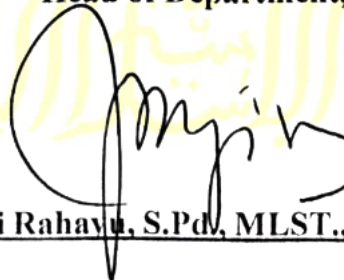


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STATEMENT OF WORK ORIGINALITY

I honestly attest that the content of this best practice is my work and does not contain the work or part of other people, except those cited in quotations, as scientific papers should.

Yogyakarta, 27 May 2025



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MOTTO

“It's true that those who break the rules are trash. But those who abandon their comrades are even lower than trash!”

(Naruto Uzumaki - Naruto Shippuden)

“The Choice Is Always Yours. Whatever Society May Claim, It Can't Control You.”

(Sherlock Holmes - Enola Holmes)

DEDICATION

Dedicated this best practice to:

1. Allah SWT, whose infinite grace and blessings have guided me through every step of this journey.
2. My cherished friend, Irna Ardiningrum Al-akyas, for her unwavering companionship and constant support throughout my academic pursuits.
3. My beloved parents and brothers, for their boundless love, unwavering encouragement, and heartfelt prayers, which have been my constant source of strength. To my extended family, including my cousins and siblings-in-law, for their continuous support and affection.
4. My respected supervisor, Mr. Willy Prasetya S.Pd., M.A., for his patient guidance, invaluable support, and consistent responsiveness throughout the writing process of this best practice.
5. My dear friend, Rifaldi Dimas, for his unwavering support and understanding, which has been instrumental in preserving my emotional well-being during this demanding time.
6. Finally, to myself, for the resilience and determination to persevere through countless difficulties and challenges encountered along the way.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First and foremost, all praise and gratitude are due to Allah SWT, whose infinite grace and blessings have guided me throughout this entire process, enabling the completion of this best practice, "Developing Vocabulary Acquisition and Communication Skills Through Cooking Practices and Social Approaches in English Language Teaching."

I extend my deepest gratitude to my cherished friend, Irna Ardiningrum Al-akyas, for her unwavering companionship and constant support during my academic pursuits.

My heartfelt appreciation goes to my beloved parents and brothers, for their boundless love, unwavering encouragement, and constant prayers, which have been my endless source of strength throughout the creation of this best practice. I also wish to express my sincere thanks to my extended family, including my cousins and siblings-in-law, for their continuous support and affection.

I am immensely grateful to my respected supervisor, Mr. Willy Prasetya S.Pd., M.A., for his patient guidance, invaluable support, and consistent responsiveness throughout the writing of this best practice.

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I also extend my sincere gratitude to my esteemed examiners, Puji Rahayu, S.Pd., MLST., Ph.D., and Banatul Murtafi'ah, S.Pd., M.Pd., for their insightful feedback and guidance during the revision process of this best practice.

Finally, I express my sincere gratitude to myself for the resilience and determination to persevere through the numerous difficulties and challenges encountered along the way to complete this best practice.

I acknowledge that this best practice, "Developing Vocabulary Acquisition and Communication Skills Through Cooking Practices and Social Approaches in English Language Teaching," may still contain imperfections and shortcomings. I recognize that it is far from perfect, and I hope that it can provide benefits to its readers. I also aspire to continuously expand my knowledge and contribute to the collective understanding of this field.

Yogyakarta, 27 May 2025

A handwritten signature in black ink, appearing to read 'Trie Lestyanto Nugroho', with a horizontal line underneath.

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Developing Vocabulary Acquisition and Communication Skills Through Cooking Practices and Social Approaches in English Language Teaching

ABSTRACT

This study aims to investigate how cooking practices incorporated with social approaches support the development of vocabulary acquisition and communication skills among vocational high school students. By integrating real-world experiences with language learning, this approach sought to create a more engaging and meaningful learning environment. This report documents the implementation of an innovative approach, drawing insights from classroom observation, student reflections, and the students' written work. It was found that cooking activities can contribute to students' motivation, engagement, and language proficiency. Students actively participated in the cooking process, used English to communicate and collaborate, and appeared to develop their vocabulary and writing skills. However, the implementation also encountered challenges such as limited space. To maximize the benefits of cooking activities, future research should explore innovative approaches to address these challenges, such as finding alternative locations.

Keywords: cooking activities, language learning, vocabulary acquisition, communication skills, motivation, engagement

CHAPTER I

INTRODUCTION

The social and emotional relationship between teachers and students is very important to run a comfortable classroom learning atmosphere. Jennings & Greenberg (2009) stated that Teacher social and emotional competence (SEC) and well-being contribute to the development and maintenance of supportive teacher-student relationships, effective classroom management, and successful social and emotional learning program implementation. However, according to Dietrich, Zimmerman & Hofman (2020), results only partially support the hypothesis that positive teacher-student relationships improve social-emotional and achievement-related outcomes in classrooms with more students with severe psychosocial difficulties.

A teacher can apply various social approach and methods through interactive teaching techniques that encourage communication and participation. As stated by Yuan & Tuan (2024), social approaches enhance the individual learning engagement in classroom activities by integrating meaningful social interaction into the learning process. In classroom instruction, it is essential to implement the interactive and engaging teaching and learning methods to support the students' learning motivation and enthusiasm. Furthermore, the more engaging the learning activities, the stronger relationships developed among teachers and students (Amerstorfer & Munster-Kistner, 2021). Similarly, Dietrich, Zimmerman &

Hofman (2020) emphasized that a positive relation between teacher and students help to foster a supportive and productive educational environment. Experiential learning plays a vital role in achieving this by enabling educators to connect theoretical knowledge with real classroom experiences, particularly through classroom-based language assessment (Davin & Heineke, 2016). Such methods promote active student participation, encourage authentic language use, and contribute to a pleasant and meaningful learning atmosphere. In this context, Setiawan, Rahman & Kristanto (2020) highlight the effectiveness of training and hands-on activities in enhancing vocational students' English communication skills such as implementing an integrated learning with digital tools like Google Translate and Grammarly where the students able to explore the ideas through these learning sources. In line to this research, Brown & Lee (1995) assert that effective language instruction should be guided by principles such as cognitive engagement, intrinsic motivation, and socio-affective development. Social approaches and strategies play an important role in language learning, particularly in reducing speaking anxiety and improving classroom interaction. These methods not only help students develop better speaking skills, but also encourage a sense of community and inclusion in the learning environment. As a result, the classroom becomes a more supportive space where learners feel confident to participate. According to Balkaya (2023), when social strategies are integrated into practice-based learning, they offer a more complete approach to language education. This approach strengthens students' language abilities while also addressing their emotional and social needs, leading to more effective and meaningful learning outcomes.

After completing the teaching practicum at SMKN 3 Yogyakarta which has implemented the latest curriculum, namely the Independent Curriculum, several issues were observed related to English language learning. Even though SMKN 3 is a vocational high school, there are still challenges in improving understanding of English vocabulary and sentence structures in grade 10 students. During the learning process, students show less active participation and lack enthusiasm in learning English. Their need for direct practice in a learning environment and increasing vocabulary and understanding of the material is the main focus.

During the teaching process, the author practices an interactive strategies that focus on social approach to develop students' engagement and collaboration. communicative This approach was designed to allow students to actively participate in learning. The teaching technique that the author applies aims to provide direct practice to students in their learning environment, expand vocabulary, improve understanding of the material, and motivate them in the learning process.

In this context, teaching practice in class 10 of SMKN 3 Yogyakarta. focuses on the use of interactive and communicative learning approaches. focuses to apply cooking activities as the meaningful of social context that lead students to work in pairs, discuss the process of cooking activities, sharing ideas and support each other. This interactive and collaborative learning aim is to enhance students' vocabulary acquisition, communication skill and also build their self confidence. Through this

social and interactive approach, the learning process became more relevant to the students' everyday lives.

To enhance learning and provide practical experience, this study integrates cooking activities into the English language classroom. By using real-world ingredients and tools, students can actively engage with the language and develop their vocabulary and communication skills. Research by Prasetya (2017) has shown that cooking video can effectively improve students' writing skills in procedural texts, leading to increased test scores and engagement. In addition, Alonso & Chiang (2017) assessed that Cooking classes learning through experiential learning help the students create and learn the space for collaborative and social learning.

Therefore, the use of cooking practices in teaching practice necessary to help students remember and understand the new English vocabulary and texts they learn. Research was conducted by Preston et al. (2015) concluding that cooking practice can help students build schema in learning English, which is important for achieving vocational college goals. Through this grounding learning in social approaches, he found that cooking-based activities contributed to students' vocabulary development and foster students' communication because in this process engaged them in collaborative task and meaningful interactions with giving and following instructions of cooking and also students became confidence in describing the activities in English.

Apart from that, the use of social skills is also important to help overcome this student problems that require more motivation because learning activities in class must be communicative, clear, interesting, clear and colorful. Moreover, based on previous research from Elliot, Malecki & Demarary (2001) explained that social skills play an important role in facilitating learning and creating a school environment where others feel supported and motivated to learn.

In connection with previous research, the implementation of a social approach in introducing new materials such as vocabulary and procedural texts in English is considered effective for vocational high school students. Unlike earlier studies, this research explores a deeper implementation of the social approach during teaching practice by engaging students in collaborative activities. This approach not only supports the development of vocabulary and sentence construction, but also addresses issues related to students' low motivation and limited classroom participation.

Donato (1994) emphasized the importance of social interaction in language learning. Cooking, as a social and collaborative activity, provides opportunities for learners to engage in meaningful communication and negotiate meaning. By working together to plan, prepare, and serve meals, learners can develop their language skills, including vocabulary, grammar, and pronunciation. Furthermore, the hands-on nature of cooking is in line with Vygotsky's sociocultural theory, which highlights the importance of social interaction and cultural devices in

cognitive development. Through cooking, learners can actively construct knowledge and develop their language skills in a meaningful and engaging way. This is supported by Swain (1995) research which shows that meaningful interaction in authentic contexts can foster second language acquisition.

Based on these problems at the school where the teaching practice is carried out, using cooking practice will be beneficial, especially in making it easier for students to remember and understand English vocabulary also procedural text. Moreover, it can increase student learning motivation and confidence so that they are more enthusiastic while learning English.

CHAPTER II

TEACHING PRACTICE CONSTRUCT

2.1 Experiential Learning in Education

The process of acquiring vocabulary and grammar should be continuous and engaging, supported by interactive activities through the class learning environment. By engaging in experiential learning, an active involvement and real-life experiences become the main role in producing language which is not just emphasize the vocabulary and grammar rules but also encourage the learners in practical situation where language is used meaningfully (Fitri & Regina, 2024). In this case, practicing the students in cooking activity will give the opportunity in role-playing, create problem-solving as well as collaborative participation in task-

based conversation. Through experiential learning, Iddings (2005) emphasized the meaningful learning among the students which they not merely passive recipients of information but also, they become active participants who use language as a tool for exploration, interaction, and communication. Such activities simulate real-life situations among students, prompting them to use target vocabulary and grammar naturally while interacting with peers. As a result, learners are more likely to practice what they learn, improve their fluency in natural ways of communication, and develop greater confidence in using English inside and outside the classroom. This hands-on approach not only strengthens linguistic competence but also enhances motivation, creativity, and teamwork among students.

2.2 The Role of Social Interaction in Language Learning

The social approach in education is a learning approach that places students at the center of the learning process and emphasizes the importance of social interaction in building knowledge and skills. The main principles of this approach include collaboration, active participation, effective communication, student-centered learning, and the creation of an inclusive learning environment. As emphasized by Vygotsky & Cole (1978), social interaction is a zone of students' proximal development, where they can reach their maximum potential with the help of others. The social approach is also in line with Bruner (1996) view of the importance of meaningful and contextual learning. Johnson & Johnson (1999) added that cooperative learning, a form of social approach, can improve students' academic achievement, social skills, and self-confidence.

Subsequent research further strengthened the importance of a social approach in education. For example, large research conducted by Hattie (2009) shows that cooperative learning is one of the most effective learning strategies for improving student learning outcomes. Apart from that, developments in information and communication technology also open up new opportunities to apply a social approach to learning, such as through online learning platforms and social media. According to Prensky (2001), today's young generation is a digital generation who prefers to learn collaboratively and connect with other people.

In the context of language learning, a social approach can help students develop the ability to communicate effectively in a foreign language. Swain (2000) research shows that social interaction in the language classroom is very important for developing students' communicative competence. In addition, a social approach can also help students build confidence in speaking a foreign language, as emphasized by Krashen (1982).

Thus, the social approach is a relevant and effective approach in the current educational context. By applying a social approach, we can create a learning environment that is fun, motivating and supports overall student development.

CHAPTER III

IMPLEMENTATION

In this section the researcher describes the implementation and learning steps English uses cooking practices. Researchers carry out this teaching practice at a vocational high school in Yogyakarta. The focus on the language taught by researchers is vocabulary and procedural texts. In addition, learning sessions are held every Monday from 07:00 to 10:00 for class X TL 4, Tuesday from 08:30 to 11:45 for class X TL 2. with learning duration 180 minutes.

3.1 Pre-teaching

1. Designing Teaching Materials

Considering the importance of student involvement in the learning process, I decided to teach 'procedure text' material through cooking exercises where the students divided into several groups for practicing the cooking. This method was chosen after discussing with the subject teacher and considering student interests. In this way, it is hoped that learning will become more interesting and meaningful for students, and can increase their learning motivation.

2. Preparing Teaching Media

To support a fun and interactive learning process, various teaching materials such as authentic recipes, illustrated vocabulary cards and challenging worksheets have been prepared. Complete cooking equipment and ingredients

as well as a conducive classroom atmosphere also support practical activities. By connecting English learning with daily activities such as cooking, students are expected to more easily remember new vocabulary, increase their self-confidence, and experience the real benefits of learning English in everyday life.

Learning is carried out twice for each class. The first meeting focused on introducing the material through interesting presentations of procedural text such as cooking recipes, instructions for using tools, or traffic regulations, as well as group discussions to plan cooking activities. The second meeting is when students directly practice the cooking skills they have learned. Teachers provide guidance and support throughout the cooking process, and encourage students to work together and share ideas.

Through this social and experiential approach, students not only gain knowledge of English, but also develop critical thinking, communication, and collaboration skills. Effective classroom management, including building positive relationships with students and establishing clear classroom rules, also supports the success of the learning process.



Figures 3.1. preparation of cooking ingredients by students.



Figures 3.2. preparation of cooking utensils by students.



Figures 3.3. examples of procedural texts in everyday life in food packaging.

3.2 While Teaching

1. First meeting

The meeting began by creating an interesting atmosphere. The teacher asked opening questions related to students' daily experiences, for example, "Have you ever cooked your favorite food? How do you make it?" This question aims to connect students' experiences with the material to be learned. Next, the researcher briefly explained the meaning of procedural text and provided examples of procedural texts that are often encountered

in everyday life, such as cooking recipes, instructions for using tools, or traffic regulations. The teacher also explained the learning objectives at this meeting, namely so that students can understand the meaning of procedural text and identify its characteristics.

Next, teacher was more focusing on discussing the specific characteristics that distinguish procedural texts from other types of texts. Teacher can present several examples of different procedural texts, then together with students analyze their characteristics. Characteristics that need to be emphasized include the use of imperative verbs, the use of sequential conjunctions, a clear structure (purpose, materials/tools, steps), and the use of straightforward and easy-to-understand language.

After understanding the characteristics, students were invited to analyze the structure of the procedural text in more depth. Teacher can provide examples of more complex procedural texts and ask students to identify the main parts of the text, namely the purpose, materials/tools, and steps. Teacher can also explain the function of each part and how the parts are related to each other.

In the last session, students had been invited to practice making simple procedural texts. The teacher can give the task of making procedural texts for simple daily activities, such as how to make a favorite drink or how

to put together a puzzle. Before starting the task, the teacher can provide an example of a simple procedural text as a guide. After the procedural text is finished, students can exchange ideas and provide input on their friends' work. After that, the teacher asks students to prepare the items that must be brought for the cooking practice activity at the next meeting.

2. Second meeting


In this meeting, students were invited to better understand the characteristics of procedural texts. The teacher began the session by inviting students to recall what they have learned in the previous meeting. Then, the teacher explained several examples of various procedural texts, such as cooking recipes, toy assembly instructions, or application usage guides. The teacher asked students to analyze these examples of texts in groups. Each group was asked to identify the specific characteristics of procedural texts, such as the use of imperative verbs, the use of sequential conjunctions, a clear structure, and the use of straightforward language. After finishing the analysis, representatives from each group present the results of their discussions in front of the class.

After knowing the characteristics of procedural texts, the researcher invited students to differentiate procedural texts from other types of texts, such as descriptive texts or narrative texts. The teacher presented several examples of different texts and asks students to group the texts based on their type. The teacher also provided an explanation of the differences in

structure, characteristics, and purposes of each type of text. This activity aims to strengthen students' understanding of procedural texts and differentiate them from other types of texts.

Next, students were actively involved in the cooking process. The teacher gave students the opportunity to take the initiative in dividing tasks into groups. Students could use various methods that have been explained previously, such as task cards or spinning wheels, to determine each task. The teacher did as a facilitator, providing direction, and ensuring that all students were actively involved in the cooking process. Thus, students can experience directly how procedural texts are applied in real life. Below are the steps and explanations for learning English through cooking practice:

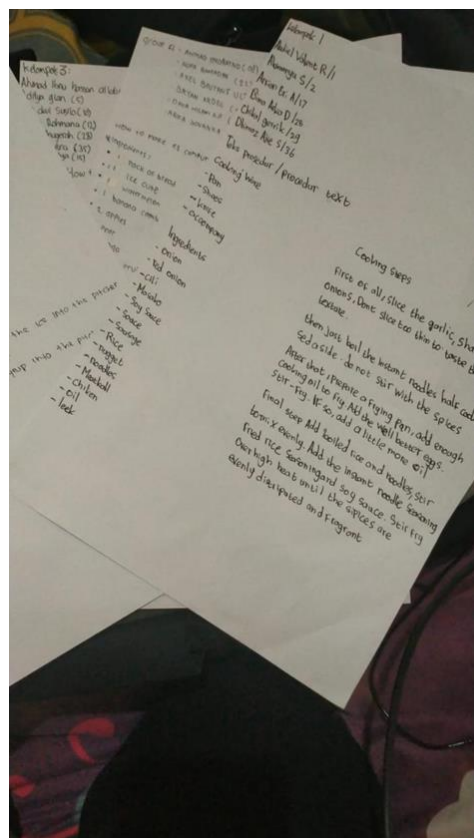
Table 3.1 Cooking Practice Steps

No	Steps and Explanations	Pictures
1	<p>Creative Team Formation:</p> <p>Students are divided into groups of 5-6 people to design and create special dishes and drinks.</p>	

2 **Full Menu Exploration:** Each team chooses a theme of cuisine and complementary drinks, such as Indonesian cuisine with traditional drinks or foreign food with fruit-based drinks.



3 **Detailed Menu Planning:** The team works together to create a complete plan, from selecting ingredients, cooking and mixing steps, to beautifully presenting.



4 **Action in the Kitchen and Mini**

Bar: With high spirits, the team collaborates to prepare ingredients and cook dishes and mix drinks according to plan.



5 **Full Culinary Stage:** Each team

presents their dishes and drinks, explains the process of making them, and the reasons for choosing their ingredients.





- 6 **Assessment Session:** Teachers and peers assess taste, appearance, creativity, balance of taste between food and drink, and teamwork.



3.3 Post-teaching Activities

Cooking activities in class have provided a very valuable learning experience for students. Not only making delicious dishes, this activity has also stimulated various aspects of student development.

In the cooking process, students are invited to collaborate in groups, share ideas, and complete tasks together. This not only trains social skills such as communication and teamwork, but also fosters a sense of responsibility and leadership. In addition, this activity also encourages students to think critically and creatively in choosing ingredients, designing menus, and processing food.

The English aspect is also well integrated in this activity. Students have the opportunity to teach English directly in a real context. They learn new understandings related to food, kitchen equipment, and cooking steps. Thus, students can improve their English skills, both in speaking and writing.

More than that, cooking activities also provide benefits for student self-development. They learn about the importance of maintaining cleanliness and sanitation in processing food. They also teach about balanced nutrition and the importance of choosing healthy food ingredients. Through this activity, students can apply the knowledge they gain in school in their daily lives.

Overall, cooking activities have provided a fun and meaningful learning experience for students. This activity not only trains cognitive and motor skills, but also develops students' social, emotional, and language aspects. Thus, cooking activities can be one of the effective learning models to achieve broader educational goals.

3.4 Reflection

In the implementation of this study, cooking activities proved to be an effective and enjoyable learning medium. Students seemed enthusiastic in participating in the activities, showed increased motivation to learn, and were active in discussing and practicing cooking.

However, in its implementation, there were several obstacles that needed to be considered. Limited space was the main obstacle, because not all students could cook at the same time. leading to a lack of supervision, reduced focus, and fragmented time management. This situation affected students' concentration and diminished the overall effectiveness of the learning process.

However, cooking activities still provided significant benefits for students. In addition to improving English language skills, this activity also helped students develop social skills, such as cooperation, communication, and problem solving.

For further research, it is recommended to find solutions to overcome limited space, for example by finding alternative locations or arranging activity schedules more efficiently. In addition, it can also be considered to use technology, such as video tutorials or learning applications, to support cooking activities.

Overall, cooking activities are an innovative and effective learning approach to improve students' motivation and English language skills. With careful planning and adequate support, this activity can be implemented more optimally.

CHAPTER IV

CONCLUSION

This study successfully proves that cooking activities can be the other way to facilitate engaging in English learning experience for students. Through this activity students were interact meaningful and enjoyable medium for learning English. By integrating cooking activities into the learning process, students not only gain knowledge of vocabulary and grammar, but also develop social skills, creativity, and self-confidence. The results of the study showed a significant increase in learning motivation, student engagement, and English language skills, especially in terms of vocabulary and communication skills. This shows that cooking activities provide a meaningful context for students to learn English.

Cooking activities encourage students to be actively involved in the learning process and collaborate with classmates. However, this study also identified several obstacles that need to be considered in implementing cooking activities in the classroom, such as limited time and facilities. Another obstacle is the difference in students' interests and abilities in cooking.

Based on the results of this study, it can be concluded that cooking activities have great potential to improve the quality of English learning. Cooking activities can be an attractive alternative for teachers to increase students' learning motivation and develop their language skills.

Overall, this study provides a significant contribution to the development of more interesting and meaningful English learning practices. Cooking activities can be an alternative that teachers can consider to increase students' learning motivation and develop their language skills.

Thus, it can be concluded that cooking activities have great potential to be an effective and enjoyable English learning medium.

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ATTACHMENT

MODUL AJAR PROCEDURE TEXT

INFORMASI UMUM			
Nama Sekolah	SMK Negeri 3 Yogyakarta	Tahun Ajaran	2023/2024
Kelas / Semester	X / 1	Mata Pelajaran	Bahasa Inggris
Alokasi Waktu	(12 x 45 menit) = 540 menit	Fase / Elemen	F/ Menyimak - Berbicara
Program Keahlian	Seluruh Program Keahlian	Guru Pengampu	Trie Lestyanto Nugroho
Deskripsi/ Capaian Kompetensi	<p>Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>		
Kompetensi Awal	Peserta didik memiliki pemahaman dasar tentang tenses dalam bahasa Inggris dan kosakata umum.		
Profil Pelajar Pancasila	<ol style="list-style-type: none"> 1. Beriman kepada Tuhan Yang Maha Esa 2. Berpikir kritis 3. Mandiri 		
Sarana dan Prasarana	Laptop, koneksi internet, kertas, sticky notes		
Target Peserta Didik	Siswa mampu menuliskan teks prosedur dalam Bahasa Inggris dengan baik.		
Model Pembelajaran	<i>Project Based Learning (PBL)</i>		
KOMPONEN INTI			
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Peserta didik dapat menjelaskan pengertian Procedure Text (C1). 2. Peserta didik mampu mengidentifikasi ciri-ciri dari teks Procedure (C2). 3. Peserta didik memahami struktur umum teks Procedure (C3). 4. Peserta didik mampu menuliskan teks Procedure sederhana (C4). 5. Peserta didik mampu memahami penggunaan bahasa yang sesuai dalam teks Procedure (C5). 6. Peserta didik dapat mempresentasikan teks Procedure yang telah dibuat (C6). 		
Kata Kunci	Guide, Step Instruction, suggestion and opinion, Procedure text		
Pengetahuan pra syarat	Pemahaman kosakata dalam Bahasa Inggris		
Pemahaman Bermakna	Peserta didik mampu menuliskan teks prosedur untuk memberikan petunjuk bagaimana cara mengerjakan sesuatu dengan urutan dan baik di sekitar lingkungannya.		
P5	Dalam kebermanjaan, penulisan prosedur yang jelas dan terdokumentasi adalah alat berharga yang membantu dalam menjalani pekerjaan sehari-hari. Procedure Text memberikan panduan yang solid untuk melaksanakan tugas-tugas, menghindari kebingungan, dan memastikan keseragaman dalam kinerja. Dengan demikian, Procedure Text membantu organisasi mencapai tujuan mereka dengan efisien dan		

efektif dalam lingkungan kerja yang cepat berubah.

LANGKAH PEMBELAJARAN

Kegiatan Pembelajaran Pertemuan 1

Pertanyaan Pematik	<ol style="list-style-type: none">Apa itu Procedure Text?Apa saja ciri-ciri utama dari teks Procedure?Bagaimana struktur teks Procedure?Apa saja kata-kata umum yang digunakan dalam teks Procedure?
Kegiatan Pembuka	Waktu 45 menit
<ol style="list-style-type: none">Guru menyampaikan salam kepada peserta didikGuru meminta peserta didik memimpin doa secara ketrunaanGuru mengabsen, mengecek kerapian berpakaian, kebersihan kelas secara ketrunaanGuru menyampaikan penjelasan tentang tujuan pembelajaran yang akan dicapai secara ketrunaanGuru memberikan penjelasan tentang tahapan kegiatan pembelajaran secara ketrunaan dan memberikan pengetahuan mengenai kekerjaan pada siswa.Guru melakukan apersepsiGuru memberikan pertanyaan arahan (<i>Guide Questions</i>):<ol style="list-style-type: none">Guru menyapa siswa dan memulai dengan pertanyaan, "Apa yang kalian ketahui tentang Procedure Text?"Guru mencatat ide-ide siswa di papan tulis.Guru memberi motivasi kepada peserta didik	

Kegiatan Inti	Waktu 250 menit
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Sesi 1: Pengantar Memasak dan Procedure Text

- Guru memulai dengan memperkenalkan topik "Memasak dengan Procedure Text."
- Peserta didik berdiskusi singkat tentang pengalaman mereka dalam memasak atau mengikuti resep.
- Guru menjelaskan pentingnya Procedure Text dalam memasak.
- Guru memberikan beberapa contoh Procedure Text yang terkait dengan memasak atau memakan.
- Peserta didik diminta untuk memikirkan pertanyaan awal atau hal-hal yang ingin mereka pelajari tentang Procedure Text dalam konteks memasak.

Sesi 2: Ciri-ciri Teks Procedure dalam Resep Makanan

- Guru membagikan beberapa resep makanan kepada peserta didik.
- Peserta didik bekerja dalam kelompok kecil.
- Setiap kelompok mengidentifikasi ciri-ciri teks Procedure dalam resep makanan yang mereka terima.
- Mereka mencatat langkah-langkah, kata kunci, dan struktur umum dalam resep makanan.

Sesi 3: Struktur dan Bahasa dalam Procedure Text

- Guru memandu peserta didik dalam memahami struktur umum dalam Procedure Text.
- Mereka memahami bagaimana bahasa digunakan untuk memberikan instruksi dalam teks Procedure.
- Peserta didik berlatih menulis beberapa langkah sederhana untuk membuat makanan atau minuman favorit mereka.

Sesi 4: Pertanyaan Awal dan Pengenalan Proyek

- Peserta didik berbagi pertanyaan awal yang mereka rumuskan di awal pertemuan.
- Guru mengumumkan proyek utama yang akan dikerjakan peserta didik dalam beberapa pertemuan ke depan.
- Guru memberi penjelasan singkat tentang proyek, yaitu menciptakan Procedure

<p>Text untuk membuat hidangan makanan favorit mereka.</p> <ul style="list-style-type: none"> • Peserta didik berdiskusi dalam kelompok tentang ide-ide awal mereka untuk proyek ini. 	
Kegiatan Penutup	Waktu 25 menit
<ol style="list-style-type: none"> 1. Peserta didik bersama-sama dengan guru menyimpulkan hasil pembelajaran 2. Refleksi 3. Melanjutkan Aktivitas selanjutnya 	
Kegiatan Pembelajaran Pertemuan 2	
Pertanyaan Pematik	<ol style="list-style-type: none"> a. Apa itu Procedure Text? b. Apa saja ciri-ciri utama dari teks Procedure? c. Bagaimana struktur teks Procedure? d. Apa saja kata-kata umum yang digunakan dalam teks Procedure?
Kegiatan Pembuka	Waktu 45 menit
<ol style="list-style-type: none"> 1. Guru menyampaikan salam kepada peserta didik 2. Guru meminta peserta didik memimpin doa secara ketrunaan 3. Guru mengabsen, mengecek kerapian berpakaian, kebersihan kelas secara ketrunaan 4. Guru menyampaikan penjelasan tentang tujuan pembelajaran yang akan dicapai secara ketrunaan 5. Guru memberikan penjelasan tentang tahapan kegiatan pembelajaran secara ketrunaan dan memberikan pengetahuan mengenai kebekerjaan pada siswa. 6. Guru melakukan apersepsi 7. Guru memberikan pertanyaan arahan (<i>Guide Questions</i>): <ol style="list-style-type: none"> a. Guru menyapa siswa dan memulai dengan pertanyaan, "Apa yang kalian ketahui tentang Procedure Text?" b. Guru mencatat ide-ide siswa di papan tulis. 8. Guru memberi motivasi kepada peserta didik 	
Kegiatan Inti	Waktu 250 menit
<p>Sesi 1: Pengantar Memasak dan Procedure Text</p> <ul style="list-style-type: none"> • Guru memulai dengan pengantar tentang topik Procedure Text dalam konteks memasak dan memakan. • Peserta didik berdiskusi singkat tentang pengalaman mereka dalam memasak atau mengikuti resep. • Guru menjelaskan pentingnya Procedure Text dalam memasak. • Guru memperkenalkan topik utama untuk pembelajaran ini: "Mengapa Procedure Text Penting dalam Memasak?" • Peserta didik diminta untuk berpikir tentang pertanyaan ini. <p>Sesi 2: Menganalisis dan Membuat Resep</p> <ul style="list-style-type: none"> • Guru membagikan beberapa resep makanan yang berbeda kepada peserta didik. • Peserta didik bekerja dalam kelompok-kelompok kecil. • Setiap kelompok memilih satu resep makanan yang ingin mereka analisis. • Kelompok-kelompok memahami struktur resep, mencatat langkah-langkah, dan mencari tahu kata-kata kunci yang digunakan dalam resep tersebut. 	

Sesi 3: Membuat Procedure Text

- Kelompok-kelompok memutuskan satu resep makanan yang akan mereka gunakan sebagai dasar untuk membuat Procedure Text.
- Mereka bekerja sama untuk menuliskan Procedure Text yang jelas berdasarkan resep yang mereka pilih.
- Guru memberikan panduan dan bimbingan saat diperlukan.

Sesi 4: Presentasi dan Makan Bersama

- Setiap kelompok mempresentasikan Procedure Text yang mereka buat. Ini harus termasuk langkah-langkah untuk membuat makanan, bahan yang dibutuhkan, dan petunjuk tambahan jika diperlukan.
- Setelah presentasi, makanan yang mereka buat berdasarkan Procedure Text juga akan disajikan.
- Semua peserta didik dan guru dapat menikmati hidangan bersama sambil mendiskusikan pengalaman mereka.

Kegiatan Penutup		Waktu	25 menit
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1. Peserta didik bersama-sama dengan guru menyimpulkan hasil pembelajaran
2. Refleksi
3. Melanjutkan Aktivitas selanjutnya

ASESMEN

No	Aspek	Jenis	Teknik Penilaian	Bentuk Penilaian
1	Sikap	Formatif	Observasi	Lembar pengamatan sikap
2	Pengetahuan	Formatif	Tes tertulis	Penugasan
3	Ketrampilan	Formatif	Observasi	Lembar pengamatan unjuk kerja

PENGAYAAN DAN REMIDI

Pengayaan	Peserta didik membuat analisis kritis mengenai Procedure text
Remidial	Peserta didik memahami kembali mengenai procedure text, kemudian mengirimkan tugas membuat laporan sederhana


REFLEKSI GURU

No	Aspek	Refleksi
1	Penguasaan Materi	Apakah saya sudah memahami cukup baik materi dan aktifitas pembelajaran ini?
2	Penyampaian Materi	Apakah materi ini sudah tersampaikan dengan cukup baik kepada peserta didik?
3	Umpan balik	Apakah 100% peserta didik telah mencapai penguasaan tujuan pembelajaran yang ingin dicapai?


2023
Mengetahui

Yogyakarta, 03 November



Tri Lestanto Nugroho

MENU 

10 OBJECTIVE TESTS






- 1) WHAT KIND OF TEXT ABOVE?
- 2) WHAT IS THE SOCIAL FUNCTION OF EACH EXAMPLE?
- 3) WHAT IS THE GENERIC STRUCTURE OF EACH EXAMPLE?
- 4) WHAT ARE THE ACTION VERBS THAT MENTION IN EACH EXAMPLE?
- 5) MENTION THE IMPERATIVE SENTENCES THAT EXIST IN EACH EXAMPLE ! ANSWER THIS QUESTION BASED ON BOTH EXAMPLE ABOVE !!

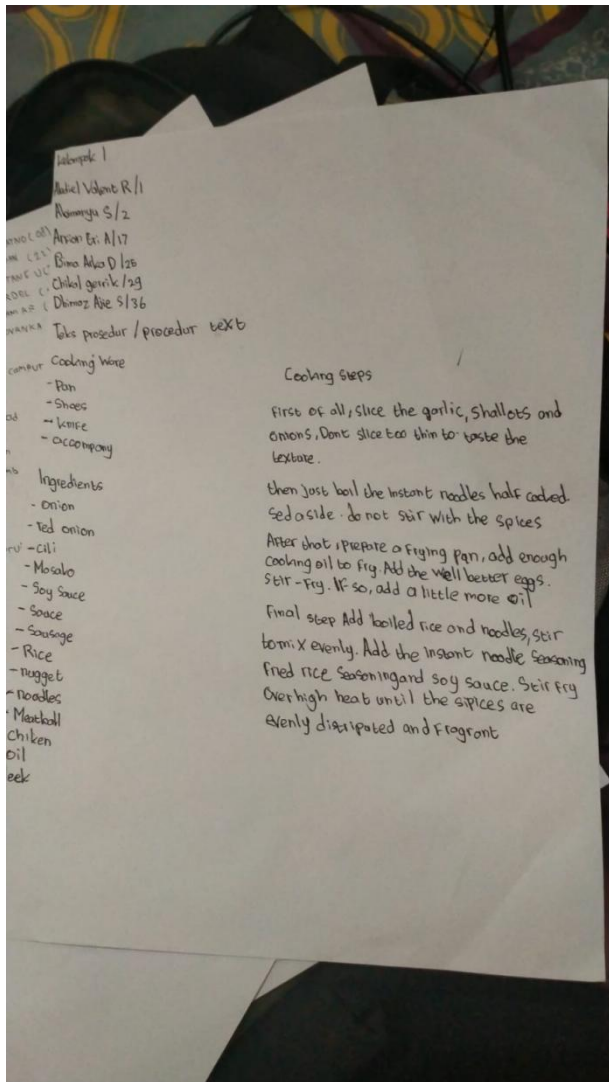
MENU 

WHAT IS PROCEDURE TEXT?

PROCEDURE TEXT IS A TEXT THAT SHOW A PROCESS IN ORDER

- ◆ SOCIAL FUNCTION
The social function of a procedure is to tell or describe the reader how to do or make something through a sequence of series
- ◆ TYPES OF PROCEDURE TEXT
 - Texts that instruct how to do a particular activity : recipes, rules for games, science experiments, road safety rules.
 - Texts that instruct how to operate things : how to operate an appliance, a machine, the photocopier, the computer
- ◆ COMMON EXAMPLE
The most common example of a procedural text is a recipe.







Formulir Konsultasi Pengenalan Lapangan Persekolahan
Program Studi Pendidikan Bahasa Inggris Universitas Islam Indonesia

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NIM : 20322085 Guru/Dosen : Suwardi, S.Pd
Pembimbing

No.	Tanggal	Uraian Konsultasi	Tanda tangan Pembimbing
1.	9 Oktober 2023	Observasi kelas X TL 4 dan konsultasi administrasi guru	
2.	12 Oktober 2023	Observasi dan Asistensi kelas X TL 2 dan konsultasi RPP/Modul ajar	
3.	31 Oktober 2023	Konsultasi RPP/Modul Ajar	
4.	1 November 2023	Konsultasi RPP/Modul Ajar dan Materi Ajar	
5.	6 November 2023	Praktik mengajar dikelas X TL 4, Materi Ajar, Manajemen Kelas, Diskusi hasil mengajar	
6.	7 November 2023	Praktik Mengajar dikelas X TM 1, Materi Ajar, Penguasaan kelas, Diskusi hasil mengajar	
7.	20 November 2023	Menyerahkan print out RPP/Modul Ajar dan Form Penilaian praktik mengajar	
8.	23 November 2023	Praktik Mengajar dikelas X TL 2, Penilaian Praktik Mengajar, dan Evaluasi hasil mengajar	

Mahasiswa

Trie Lestyanto Nugroho

Guru/Dosen Pembimbing

Suwardi, S.Pd



**Formulir Konsultasi Pengenalan Lapangan Persekolahan
Program Studi Pendidikan Bahasa Inggris Universitas Islam Indonesia**

Nama : Trie Lestyanto Nugroho Sekolah : SMKN 3 Yogyakarta
NIM : 20322085 Guru/Dosen : Anandayu Suri Ardini S.S.,
Pembimbing M.A.

No.	Tanggal	Uraian Konsultasi	Tanda tangan Pembimbing
1.	16 Oktober 2023	Konsultasi dan penyusunan RPP/Modul Ajar	
2.	22 Oktober 2023	Pengecekan RPP/Modul Ajar dan Materi ajar	
3.	8 November 2023	Konsultasi sebelum penilaian praktik mengajar, Materi Ajar dan Inovasi pembelajaran	
4.	23 November 2023	Praktik mengajar, Diskusi dan Evaluasi hasil praktik mengajar	
5.			
6.			
7.			

Mahasiswa

Trie Lestyanto Nugroho

Guru/Dosen Pembimbing

Anandayu Suri Ardini S.S.,
M.A.











