

**RENCANA PELAKSANAAN PEMBELAJARAN
PROCEDURE TEXT
KELAS IX**



Oleh:
RINTO FIRMUS, S.Pd
Nomer Peserta PPG 201800322825
Kelompok 1 (SATU)

**PRODI PENDIDIKAN PROFESI GURU (PPG)
BAHASA INGGRIS
UNIVERSITAS HALU OLEO**

2022

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMPN 13 BUTON TENGAH
Mata Pelajaran : Bahasa Inggris
Kelas dan Semester : IX/ Ganjil
Tahun Ajaran : 2022/2023
Materi Pembelajaran : Procedure Text (Recipe)
Alokasi Waktu : 2 JP (2x40 menit)

A. Kompetensi Inti (KI)

- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedural lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedural terkait dengan resep makanan/ minuman pendek dan sederhana. 3.3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedural terkait resep makanan/minuman.
4.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks prosedural lisan dan tulis, sangat pendek dan sederhana.	4.3.1 Membuat teks prosedural terkait dengan resep makanan/ minuman pendek dan sederhana. 4.3.2 Mempresentasikan teks prosedural terkait dengan resep makanan/ minuman pendek dan sederhana.

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan menggunakan model pembelajaran Problem Based Learning:

1. Peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks prosedur terkait dengan resep makanan/ minuman dengan tepat;
2. Peserta didik dapat mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur terkait dengan resep makanan/ minuman dengan tepat;
3. Peserta didik mampu membuat teks prosedur terkait resep makanan/ minuman pendek dan sederhana, sesuai dengan konteks penggunaannya dengan benar dan penuh tanggung jawab.
4. Peserta didik mampu mempresentasikan teks prosedur terkait dengan resep makanan/ minuman pendek dan sederhana sesuai dengan konteks penggunaannya dengan benar dan penuh tanggung jawab.

D. Materi Pembelajaran

Terlampir: Procedure Text

E. Model, Pendekatan, dan Metode Pembelajaran

Model : Problem Based Learning (PBL)
Pendekatan : Student-centered approach, TPACK
Metode : Tanya-jawab, diskusi, penugasan

F. Media Pembelajaran dan Sumber Belajar

Media Pembelajaran:

1. LKPD
2. Gambar
3. Slide PPT
4. Video Youtube
 - *How to make a delicious chinese fried rice recipe*
(<https://www.youtube.com/watch?v=WYh2Ju4MfYE>)
 - *How to write procedure text – cara membuat procedure text*
(<https://www.youtube.com/watch?v=ixBXAjp81uo>)
5. Lembar evaluasi

Alat:

1. Laptop, LCD Projector, Speaker Audio

Sumber Belajar:

1. Buku Peserta didik : Wachidah, Sitti.dkk. 2018. Bahasa Inggris Think Globally Act Locally. Jakarta: Kemendikbud.
2. Buku Referensi : Saefurrahman. 2019. Pendalaman Materi Bahasa Inggris: EnglishFor Practical Use. Jakarta: Kemendikbud.
3. Pengalaman peserta didik dan guru.

G. Langkah-Langkah Pembelajaran

Pertemuan 2 x 40 menit	
Kegiatan Pendahuluan (10 Menit)	
<p>Orientasi</p> <ol style="list-style-type: none"> 1. Peserta didik mengucapkan salam pembuka. 2. Peserta didik berdoa untuk memulai pembelajaran (PPK: Religius). 3. Guru mengecek kehadiran peserta didik. <p>Apersepsi</p> <ol style="list-style-type: none"> 1. Peserta didik menyampaikan materi pembelajaran sebelumnya 2. Mengaitkan materi pembelajaran yang akan dilakukan dengan materi sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi: <ul style="list-style-type: none"> ❖ <i>What is your favorite food?</i> ❖ <i>What is your favorite drink?</i> ❖ <i>Do you know what is the ingredient?</i> <p>Motivasi</p> <ol style="list-style-type: none"> 1. Peserta didik menyimak manfaat dari materi apa yang akan dipelajari. 2. Peserta didik mendengarkan tujuan pembelajaran. 3. Peserta didik mendengarkan mekanisme penilaian. 	
Kegiatan Inti (60 Menit)	
Sintax PBL	Kegiatan Pembelajaran
<p>Fase 1</p> <p>Orientasi peserta didik pada masalah</p>	<p><i>Collaboration, Critical Thinking, Communication</i></p> <ol style="list-style-type: none"> 1. Peserta didik dibagi menjadi 4 kelompok dengan jumlah 4-5 peserta. 2. Peserta didik diminta mengamati gambar benda yang ada di tayangan infocus. <i>Gambar secangkir teh, secangkir kopi, mi instant dan jus jeruk</i> 3. Peserta didik mengamati video mengenai proses pembuatan nasi goreng. 4. Peserta didik Menyimak slide materi Procedure Text. 5. Peserta didik mengamati video cara membuat procedure text dalam proses pembuatan <i>Strowberry Milkshake</i>. 6. Peserta didik menyimak masalah/tugas yang nanti akan diselesaikan: <ul style="list-style-type: none"> - <i>How to make a cup of hot tea</i> - <i>How to make a cup of coffee</i> - <i>How to make an original orange juice</i> - <i>How to cook instant noodle</i> 7. Peserta didik secara berkelompok akan mengerjakan LKPD 1 pertanyaan esensial yang bersifat eksplorasi pengetahuan yang telah dimiliki siswa melalui tugas pada LKPD 1: <ul style="list-style-type: none"> • <i>What is the definition of procedure text: recipe?</i> • <i>What is the purpose/ social function of arecipe?</i> • <i>Explain the generic structure of recipetext?</i> • <i>What is the verb tenses used in recipetext?</i> 8. Diskusi klasikal terkait hasil diskusi kelompok LKPD 1.

	<p>9. Untuk menambah pemahaman tentang teks prosedur resep, secara berkelompok peserta didik membandingkan dua buah teks prosedur resep dengan memperhatikan social function, generic structure dan language features recipe text pada LKPD 2.</p>
<p>Fase 2 Mengorganisasikan peserta didik untuk belajar</p>	<p><i>Collaboration, Creative</i></p> <ol style="list-style-type: none"> 1. Setiap kelompok mengerjakan LKPD 1 dan LKPD 2 2. Peserta didik diminta untuk membaca dan mengamati LKPD yang telah diberikan guru. 3. Peserta didik mendiskusikan pembagian tugas untuk mencari informasi yang diperlukan untuk mengerjakan soal pada LKPD. (<i>Menalar/Mengasosiasi Kerjasama & Berpikir Kritis</i>).
<p>Fase 3 Membimbing penyelidikan kelompok</p>	<p><i>Collaboration</i></p> <ol style="list-style-type: none"> 1. Peserta didik dibimbing oleh guru agar memahami tugas masing-masing dalam kelompok. 2. Peserta didik menyelesaikan LKPD 1 dan 2. 3. Setiap kelompok menerima tanggapan dari guru terkait hasil diskusi dalam LKPD 1 dan 2. <p>ICE-BREAKING “We Love English”</p>
<p>Fase 4 Mengembangkan dan menyajikan hasil karya</p>	<ol style="list-style-type: none"> 1. Secara berkelompok, peserta didik membuat procedure text sesuai topik permasalahan yang dipilih. 2. Secara berkelompok, peserta didik mempresentasikan hasil Procedure text di depan kelas.
<p>Fase 5 Menganalisis dan mengevaluasi proses pemecahan masalah</p>	<ol style="list-style-type: none"> 1 Peserta didik memberikan tanggapan atas presentasi kelompok lain berupa pertanyaan atau saran. 2 Peserta didik menerima penilaian atau feedback dari guru atas hasil kerja masing-masing kelompok. 3 Peserta didik mengumpulkan LKPD 4 Peserta didik mengerjakan evaluasi melalui lembar evaluasi yang sudah dibagikan.
Penutup (10 Menit)	
<ol style="list-style-type: none"> 1 Peserta didik diarahkan untuk membuat kesimpulan materi yang sudah dipelajari. 2 Peserta didik menyimak refleksi pembelajaran, manfaat yang diperoleh dengan mempelajari Procedure Text dalam kehidupan sehari-hari. 3 Peserta didik menerima tugas dan sekilas rencana pertemuan selanjutnya (tindak lanjut). 4 Peserta didik diberi semangat dalam belajar, mengerjakan tugas, dan mengulangi pelajaran di rumah. 5 Peserta didik bersama guru mengakhiri kegiatan belajar mengajar dengan doa syukur dan salam, guru menunjuk salah satu siswa untuk memimpin doa dengan mengucapkan syukur kehadiran Tuhan Yang Maha Esa. 	

H. PENILAIAN

1. Penilaian Sikap : Observasi
2. Penilaian Pengetahuan : Tertulis
3. Penilaian Keterampilan : Unjuk Kerja

Mengetahui,
KEPALA SMP N 13 BUTON TENGAH

(MARSIFUL, S.Pd.)
NIP. 19740720 200212 1 006

Buton Tengah, 23 November 2022
GURU MAPEL BAHASA INGGRIS,

(RINTO FIRMUS, S.Pd.)
NIP. 19910720 201903 1 013

LAMPIRAN

- 1. BAHAN AJAR**
- 2. MEDIA PEMBELAJARAN**
- 3. LKPD**
- 4. INSTRUMEN PENILAIAN**
- 5. KISI-KISI DAN RUBRIK PENILAIAN PROYEK**

LAMPIRAN 1.

BAHAN AJAR

MATERI PROCEDURE TEXT:

RECIPE

BAHAN AJAR

B. INTRODUCTION

a. Short Description

This teaching material is created based on problem based learning focusing on procedure text: recipe. In this module you will learn procedural texts related to the making of food in the context of everyday life. Listening to and distinguishing procedure texts related to recipe and using them in the form of structured exercises and getting used to applying them in everyday life is the key to achieve this basic competency.

The teaching material on how to organize information about asking and giving information related about related procedure texts is stated on the Regulation of the Minister of Education and Culture No.24 of 2016 concerning Core Competencies and Basic Competencies.

Basic Competencies 3.3 (Knowledge)

Distinguish social functions, text structure, and linguistic elements of several oral and written procedural texts by providing and requesting information related to recipe, short and simple, according to the context of their use

Basic Competencies 4.3 (Skill)

Compiling procedural texts, oral and written, in the form of procedure text related to recipe, taking into account social functions, text structure, and linguistic elements, correctly and in context

II. MATERIAL DESCRIPTION

a. Definition of Procedure Text: Recipe

Do you understand what procedure text is? Have you ever read any procedure texts? Do you know the function of procedure text?

Have you ever cooked something based on a recipe? Does it help you in cooking? Do you know what exactly a recipe is?

Procedure texts are found in many daily lives and are very important to study because they are useful in your life. A procedure text aims at describing how something is done or made through a sequence of actions or steps.

Recipe is a kind of procedure text about how to make or cook food with the

ingredients. We can also say that recipe is the method or steps in cooking food.

b. Generic Structure

Every text has different structures. The structures of the text will be different depending on the goal of the text. The structures represent the information to the reader. The following explanations are the generic structure of procedure text in form of recipe.

- *Goal/ Aim.* It gives information about what to make, usually placed as the title of the text.
- *Materials/ Ingredients:* list of materials/ ingredients used to make or cook food with their measurement.
- *Method/ steps.* This part of the recipe explains the sequenced steps in cooking food.

c. Social Function of Procedure Text: Recipe

The social function of procedure text is giving information about certain procedures or showing some tips on how to do something. According to Dian Rahmawati, (2020) procedure text provides information/ instructions on how to achieve the best results efficiently, avoiding accidents, damage, waste, etc.

The purpose of procedure text in form of recipe

- To describe how food is made in sequenced steps.
- To provide a series of steps in sequence that explain the readers how to cook food while allowing them to reach the outcome successfully
- The communicative purpose of the text is to tell the steps of cooking food.

d. Language Features

To create a good recipe text, you may consider using the following language features of a recipe:

1. Noun or noun groups

A noun is a word that functions as the name of some specific thing or set of things. Noun or noun groups in recipe are used in the listed materials or equipment. For example *bowl, rice, glass, etc.*

2. Conjunctions

Conjunction is a word to connect clauses or sentences or to coordinate words in the same clause. Conjunctions in recipe are used to show chronological order. For instance *before, while, then, after, etc.*

3. Action verbs

Action verb, as you have guessed, is a verb that expresses an action. Any verb that describes what someone or something does is an action verb. An action

verb can be physical or mental. For example; *cut, mix, stir, put, etc.*

4. *Imperatives*

An imperative sentence gives a command. It usually ends with period but it may also end with an exclamation point. Commands ask or tell people to do something. For example: *add some sugar, mix the ingredients, cut the onion.*

5. *Adverbial*

Adverbial is word or phrase functioning like an adverb. There are two types of adverbial that are commonly used in recipe. First is adverbial of sequence which is used to add detail information about the sequence. For example *first, second, finally, etc.* In addition, another adverbial is used to express detail of the time, manner, or place. For example: *for five minutes, for an hour, in three minutes.*

6. *Vocabulary*

Vocabulary that is commonly used in recipe ranges from technical to everyday language according to the target of language. Emphasis is often given to important information by underlining it or writing it in bold.

7. *Language*

The language in recipe is supposed to be clear and precise. However, detailed language is needed especially in methods section

8. *Tenses*

Present tense is generally used in recipe.

III. **CLOSING**

a. Summary

This part describes you about a brief description of procedure text specifically recipe.

Procedure text is the text which gives the steps or procedures on how to do something. Generally speaking, a recipe is a list of ingredients and a set of instructions that tell you how to cook something. There are two different social functions of recipe, they are as listed in the following explanation; Recipe is used to describe how food is completely made or cooked through a sequence of series. Communicative purpose of recipe is to describe how food is completely made through a sequence of actions or steps.

Do you know that recipe usually has three sections? There is an introductory followed by a list of materials that will be needed to complete the procedure. The

final section is a sequence of steps. The followings are the generic structure of recipe”

- Goal/aim
- Ingredients
- Steps/Methods

Do you still remember about the language features of procedure? These notes will help you to memorize its language features easily:

- Using imperatives
- Using simple present tense
- Using adverbial of sequence
- Using noun or group of noun

b. Reflection

To review your understanding about what you have studied in this modul, consider the following questions:

1. How can you define recipe?
2. What are the social functions of recipe?
3. How is recipe structured?
4. What are the language features commonly found in recipe?
5. Can you create a good recipe?
6. Is created recipe understandable?

BIBLIOGRAPHY

Alfari, Sabrina. "Procedural Text Berbentuk Food and Beverage Recipe." 7 May 2018.

27 Jul. 2021. < <https://www.ruangguru.com/blog/procedural-text-berbentuk-food-and-beverage-recipe>>.

Saefurrohman. Pendalaman Materi Bahasa Inggris Modul 5: English for Practical Use.

Jakarta: Kementerian Pendidikan dan Kebudayaan, 2019.

Wachidah, Siti, et al. Bahasa Inggris: Think Globally Act Locally. Jakarta: Kementerian

Pendidikan dan Kebudayaan. 2018.

LAMPIRAN 2

MEDIA PEMBELAJARAN



A cup of coffee



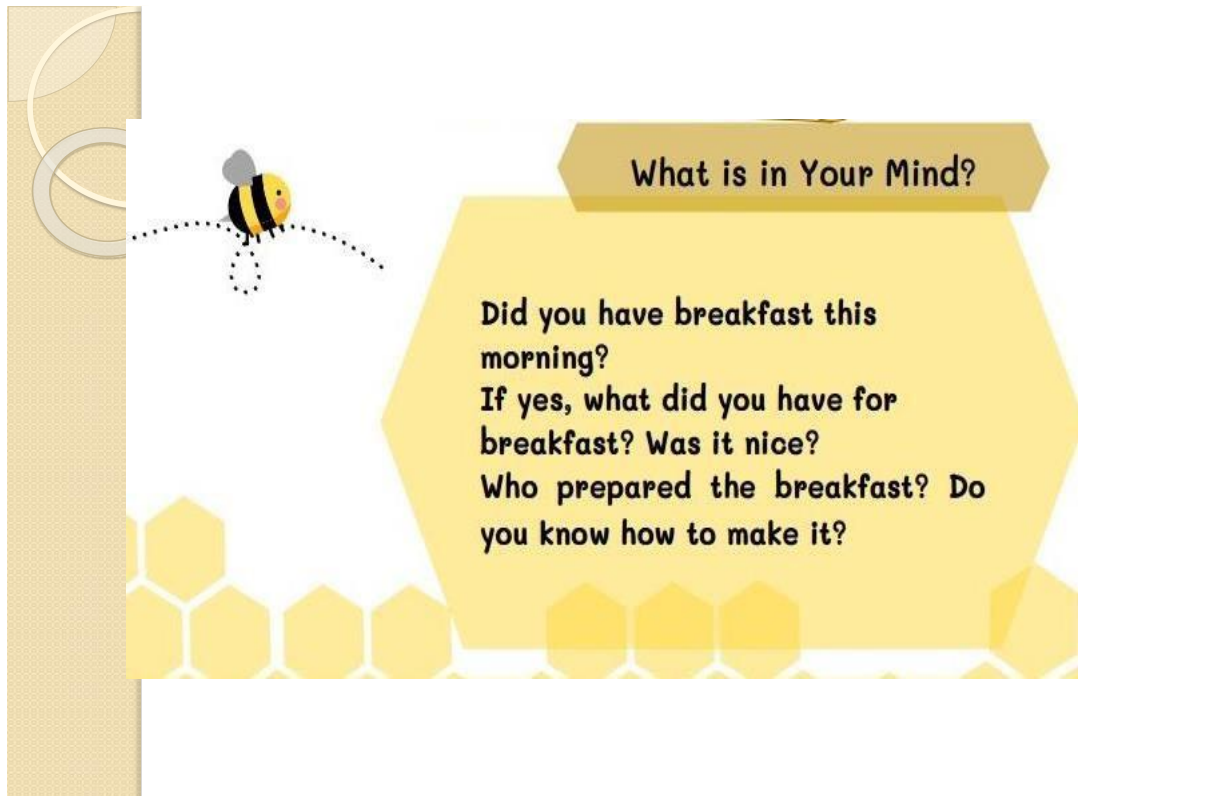
A cup of hot tea



A glass of original orange juice



Instant noodle



What is in Your Mind?

Did you have breakfast this morning?
If yes, what did you have for breakfast? Was it nice?
Who prepared the breakfast? Do you know how to make it?

What is ... ?

- ***Procedure text*** is a kind of text explaining the steps of making or doing something.
- ***Recipe*** is a kind of procedure text explaining how to cook or make food or drink.

Recipe looks like ...

The recipe card is divided into three sections: Goal, Ingredients, and Stages. The Goal section contains the title 'HOW TO MAKE INDONESIAN KOPI TELUR'. The Ingredients section lists: 1/2 cup of strongly brewed coffee, 1 egg yolk, 1 tablespoon of condensed milk, 1/4 teaspoon of vanilla extract, and 1.5 teaspoons of honey. The Stages section contains four numbered steps: 1. Combine honey, vanilla extract and the egg yolk in a tall glass. 2. Add 1/4 cup of boiling water while beating slowly with a whisk until creamy. 3. Pour condensed milk into the center of the mixture. 4. Pour brewed coffee into the center of the condensed milk.

Goal

HOW TO MAKE
**INDONESIAN
KOPI TELUR**

Ingredients

INGREDIENTS

1/2 cup of strongly brewed coffee 1 egg yolk 1 tablespoon of condensed milk 1/4 teaspoon of vanilla extract 1.5 teaspoons of honey

Stages

- 1 Combine honey, vanilla extract and the egg yolk in a tall glass.
- 2 Add 1/4 cup of boiling water while beating slowly with a whisk until creamy.
- 3 Pour condensed milk into the center of the mixture.
- 4 Pour brewed coffee into the center of the condensed milk.

Social Function

To provide a series of steps in sequence that explains the readers how to cook or make food or drink

Language Features



A procedure usually uses **imperative or action verbs** like add, pour, mix etc.

Language Features

Present Tense

Imperative and formal language

Using second person point of view

Detailed factual information

Time Connectives

We use the sequence adverbs "first", "next", "then", "after that", and "finally" to describe the order in which two or more actions happen.

Introduction of Ideas:
First

▫ We use it for an action that happens **before any others**.

Sequencing:
Next, Then,
After that,

▫ They can be used for an action that happens **after another action**.

Conclusion:
Finally

▫ The action that happens **at the end**, after any others, or after a long time.

Generic Structure



Aim/Goal. This part tells what will be made or done.

Materials. This part is a list of what is needed.

Steps. This part explains what needs to be done.

Can you make it?

How to make a jam sandwich

Ingredients

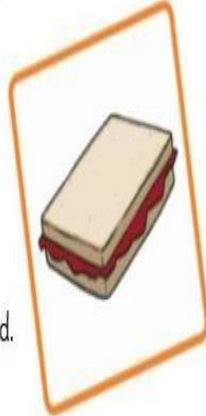
- Bread
- Butter
- Jam

Tool

- Knife

Stages

- Get two slices of bread.
- Get some jam, some butter and a knife
- Spread the butter onto one slice of bread.
- Spread the jam onto one slice of bread.
- Place the other slice of bread on top.
- Eat your sandwich.



Adopted from: <https://www.twinkl.co.uk/resource/a1-554-how-to-make-a-jam-sandwich-procedure-word-and-picture-matching-activity-sheet>

LAMPIRAN 3

LKPD

LEMBAR KERJA PESERTA DIDIK (LKPD)

A. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan menggunakan model pembelajaran Problem Based Learning:

1. Peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks prosedur terkait dengan resep makanan/ minuman dengan tepat;
2. Peserta didik dapat mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur terkait dengan resep makanan/ minuman dengan tepat;
3. Peserta didik mampu membuat teks prosedur terkait resep makanan/ minuman pendek dan sederhana, sesuai dengan konteks penggunaannya dengan benar dan penuh tanggung jawab.
4. Peserta didik mampu mempresentasikan teks prosedur terkait dengan resep makanan/ minuman pendek dan sederhana sesuai dengan konteks penggunaannya dengan benar dan penuh tanggung jawab.

TASK 1

Work in group and answer the following questions about procedure text: recipe. Then discuss your answer with other groups!

1. What is the definition of procedure text: recipe?
2. What is the purpose/ social function of a recipe?
3. Explain the generic structure of recipe text?
4. What is the verb tense used in recipe text?
5. What do you know about imperative sentence?

TASK 2

Read and compare the recipes below!

Recipe 1

How to Make a Cupcake

Ingredients

- ⌘ 50-gram soft butter
- ⌘ 110 gram of caster sugar
- ⌘ Two eggs
- ⌘ 1 tsp of vanilla extract
- ⌘ 110 grams of self-rising flour



Picture 14

To decorate

- ⌘ 50 g soft butter
- ⌘ 50 g caster sugar
- ⌘ 1 tsp yellow food coloring
- ⌘ Colored sweets

Stages

- ⌘ First, mix the sugar, butter, eggs, and vanilla extract together in a bowl.
- ⌘ Slowly, add the flour and mix all together.
- ⌘ Carefully spoon the mixture into cupcake cases and bake it in the oven for 8-10 minutes.
- ⌘ Take the cake out and let it cool.
- ⌘ While waiting, make the icing. Mix the sugar, butter and food coloring until they are creamy.
- ⌘ Cover the cupcake with the icing.
- ⌘ Finally, sprinkle some sweets on it.

Recipe 2

How to Make Avocado Smoothie

Ingredients

- ⌘ 1 ripe avocado
- ⌘ 1 cup (236 ml) cold milk, any variety
- ⌘ 1 Tbsp. (15 g) sugar, honey, or sugar substitute



Picture 15

Stages

- Take your knife and cut the avocado in half vertically and take the pit out.
- Take a spoon and scoop the avocado meat.
- Put the meat of the avocado in a blender.
- If you use sugar or honey, add it now, too.
- Press the power button of the blender to give it a quick whirl to get the juices flowing and the flavors combined.
- Add the milk. Little by little.
- Finish blending, garnish and serve chilled.

**Table of Recipe
Comparison**

No	Aspects	Cupcake	Avocado Smoothie
1	Goal		
2	Materials		
3	Steps		
4	Imperatives (3 sentences)		
5	Adverb of Sequence		
6	Time signals		
7	<i>Which one of the two recipes is easier to make? Explain!</i>		

LAMPIRAN 4

INSTRUMEN PENILAIAN

INSTRUMEN PENILAIAN

Penilaian Hasil Pembelajaran

1. Pedoman Penilaian Sikap

a. Penilaian Sikap Spiritual

Petunjuk :

Lembaran ini diisi oleh guru untuk menilai sikap spiritual peserta didik. Berilah tanda cek (√) pada kolom skor sesuai sikap spiritual yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut:

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

Nama Peserta Didik :

Kelas :

Tanggal Pengamatan :

Materi Pokok :

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Berdoa sebelum dan sesudah melakukan sesuatu				
2	Memberi salam sebelum dan sesudah menyampaikan pendapat/presentasi				
Jumlah Skor					

Petunjuk Penskoran:

Skor akhir menggunakan skala 1 sampai 4
Perhitungan skor akhir menggunakan rumus

$$\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4 = \text{Skor Akhir}$$

Skor Maksimal

Peserta didik memperoleh nilai:

Sangat Baik : apabila memperoleh skor 3,20 – 4,00 (80 – 100)

Baik : apabila memperoleh skor 2,80 – 3,19 (70 – 79)

Cukup : apabila memperoleh skor 2,40 – 2,79 (60 – 69)

Kurang : apabila memperoleh skor kurang 2,40 (kurang dari 60%)

b. Penilaian Sikap Sosial

Petunjuk :

Lembaran ini diisi oleh guru untuk menilai sikap spiritual peserta didik. Berilah tanda cek (√) pada kolom skor sesuai sikap spiritual yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut:

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan
 1 = tidak pernah, apabila tidak pernah melakukan

Nama Peserta Didik :
 Kelas :
 Tanggal Pengamatan :
 Materi Pokok :

No	Sikap yang Diamati	Skor			
		1	2	3	4
1	Masuk kelas tepat waktu				
2	Melaksanakan tugas dengan penuh tanggung jawab				
Jumlah					

Petunjuk Penskoran:

Skor akhir menggunakan skala 1 sampai 4
 Perhitungan skor akhir menggunakan rumus

$$\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4 = \text{Skor Akhir}$$

Skor Maksimal

Peserta didik memperoleh nilai:

- Sangat Baik : apabila memperoleh skor 3,20 – 4,00 (80 – 100)
- Baik : apabila memperoleh skor 2,80 – 3,19 (70 – 79)
- Cukup : apabila memperoleh skor 2,40 – 2,79 (60 – 69)
- Kurang : apabila memperoleh skor kurang 2.40 (kurang dari 60%)

2. Pedoman Penilaian Pengetahuan

Pengetahuan TASK 1 (LKPD 1)

No.	Butir Soal	Bobot
1	1. What is the definition of procedure text: recipe?	3
2	2. What is the purpose/ social function of a recipe?	3
3	3. Explain the generic structure of recipe text?	3
4	4. What is the verb tense used in recipe text?	3
5	5. What do you know about imperative sentence?	3
Jumlah		15

Rubrik Penilaian

Uraian	Skor
Isi benar, tata bahasa benar	3
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Penskoran:

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

Task 2 (LKPD 2)

No.	Butir Soal	Ada	Tidak ada
1	Goal	1	0
2	Material	1	0
3	Steps	1	0
4	Imperatives	1	0
5	Adverb of sequence	1	0
6	Time signals	1	0
7	Which one of the two recipes is easier to make?	3	0
Jumlah		9	

Rubrik Penilain soal No. 7

Uraian	Skor
Isi benar, tata bahasa benar	3
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Penskoran:

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

3. Pedoman Penilaian Keterampilan

Penilaian Presentasi/Monolog

Buatlah Procedure Text dan presentasikan tentang salah satu topik di bawah ini:

- *HOW TO MAKE A CUP OF HOT TEA*
- *HOW TO MAKE A CUP OF COFFEE*
- *HOW TO MAKE AN ORIGINAL ORANGE JUICE*
- *HOW TO COOK INSTANT NOODLE*

Nama peserta didik: _

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		

	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum			10

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

Mengetahui,
KEPALA SMP N 13 BUTON TENGAH

Buton Tengah, 23 November 2022
GURU MAPEL BAHASA INGGRIS,

(MARSIFUL, S.Pd.)
NIP. 19740720 200212 1 006

(RINTO FIRMUS, S.Pd.)
NIP. 19910720 201903 1 013

EVALUATION

Below is a recipe of making Indonesian Spiced Rice. However, the steps are not in the right order. Reorganize the sentences to make the correct method of making the recipe!

Indonesian Spiced Rice

Ingredients:

- 3 tablespoons vegetable oil
- 1 large onion, chopped
- 2 jalapeno peppers, seeded and minced
- 2 cloves garlic, crushed
- 1 teaspoon ground turmeric
- 1/2 teaspoon ground cinnamon
- 2 cups uncooked long-grain white rice
- 2 (14.5 ounce) cans chicken broth
- 1 cup water
- 1 bay leaf
- 2 green onions, chopped

Methods:

1. Then, stir in onion, jalapeno peppers and garlic. Saute until onion for about 8 minutes.
2. First, heat oil in large, heavy pan over medium heat.
3. Garnish your spiced rice with chopped green onion.
4. After the onion is translucent, stir turmeric, cinnamon, and rice into the pan; stir for 2 minutes.
5. Finally, turn off the heat altogether and let it sit for 5 minutes.
6. Mix in the chicken broth, water and bay leaf. Bring the mixture to a boil, reduce heat to low, cover and cook 20 minutes.

ANSWER KEY:

The correct sentence order is 2 – 1 – 4 – 6 – 5 – 3

1. First, heat oil in large, heavy pan over medium heat.
2. Then, stir in onion, jalapeno peppers and garlic. Saute until onion for about 8 minutes.
3. After the onion is translucent, stir turmeric, cinnamon, and rice into the pan; stir for 2 minutes.
4. Mix in the chicken broth, water and bay leaf. Bring the mixture to a boil, reduce heat to low, cover and cook 20 minutes.
5. Finally, turn off the heat altogether and let it sit for 5 minutes.
6. Garnish your spiced rice with chopped green onion

LAMPIRAN 5

KISI-KISI

KISI-KISI EVALUASI

Nama Sekolah : SMPN 13 BUTON TENGAH
Mata Pelajaran : Bahasa Inggris
Kelas dan Semester : IX/ Ganjil
Tahun Ajaran : 2022/2023
Materi Pembelajaran : Procedure Text: Recipe

NO	KOMPETENSI DASAR	MATERI	INDIKATOR	TEKNIK PENILAIAN
3.3	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman, pendek dan sederhana, sesuai dengan konteks penggunaannya.	PROCEDURE TEXT: RECIPE	<ul style="list-style-type: none">• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur terkait dengan resep makanan/ minuman pendek dan sederhana• Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur terkait resep makanan/ minuman	Essay
4.3	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana.		<ul style="list-style-type: none">• Menyusun teks prosedur terkait dengan resep makanan/ minuman pendek dan sederhana.• Mempresentasikan teks prosedur terkait dengan resep makanan/ minuman pendek dan sederhana.	Lisan

Mengetahui,
KEPALA SMP N 13 BUTON TENGAH

(MARSIFUL, S.Pd.)
NIP. 19740720 200212 1 006

Buton Tengah, 23 November 2022
GURU MAPEL BAHASA INGGRIS,

(RINTO FIRMUS, S.Pd.)
NIP. 19910720 201903 1 013