

**TEACHERS' STRATEGY IN TEACHING PROCEDURE TEXT
AT MAN MODEL 1 MANADO**

THESIS

Submitted as Partial Requirement for the Degree of Education (S.Pd) In English
Education Study Program

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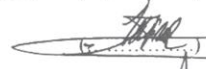



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THESIS RATIFICATION

This thesis titled “Teachers’ Strategy in Teaching Procedure Text at MAN Model 1 Manado” compiled by Herawati Marfuah with student registration number 16.2.6.003 a student of English Education Study Program, has been examined and defended in the Munaqasyah session held on November 04th 2021 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

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ABSTRACT

Herawati Marfuah (2021). Teacher Strategy on Teaching Procedure Text at MAN Model 1 Manado. Thesis of English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute for Islamic Studies.

This study aims to determine the teacher's strategy in teaching procedure text and to find out the implementation of this strategy. The benefit of this research is to be able to improve the quality of teacher on teaching procedure text material and the use of appropriate strategies for teaching the text. In this study, the researcher used a qualitative case study method using observation, interviews, and documentation to collect data. The respondents of this study were English teachers who had taught procedure text in grade 12 at MAN Model 1 Manado. The results of this study indicate that four English teachers use 3 strategies in teaching procedure text, namely, Cooperative Integrated Reading and Composition, Contextual Teaching and Learning, Demonstration along with how the teacher implements these strategies to teach procedure text at MAN Model 1 Manado.

Keywords: Teacher Strategy, Procedure Text.



ABSTRAK

Herawati Marfuah (2021). Strategi Guru dalam Mengajar Procedure Text di MAN Model 1 Manado. Tesis Program Study Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk mengetahui strategi guru dalam mengajar prosedur teks dan untuk mengetahui cara pada penggunaan strategi tersebut. Manfaat penelitian ini untuk dapat meningkatkan kualitas mengajar guru pada materi prosedur teks serta penggunaan strategi yang tepat untuk mengajar prosedur teks. Pada penelitian ini, peneliti menggunakan metode kualitatif studi kasus menggunakan observasi, interview, dan dokumentasi untuk mengumpulkan data. Responden penelitian ini adalah guru bahasa inggris yang pernah mengajarkan prosedur teks pada kelas 12 di MAN Model 1 Manado. Hasil penelitian ini mengindikasikan bahwa empat orang guru bahasa inggris menggunakan 3 strategi dalam mengajarkan prosedur teks yaitu, Cooperative Integrated Reading and Composition, Contextual Teaching and Learning, Demonstration beserta dengan cara guru mengimplementasikan strategi tersebut untuk mengajarkan prosedur teks di MAN Model 1 Manado.

Kata Kunci: Strategi Guru, Teks Prosedur.

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar hasil karya sendiri. Jika kemudian hari ini terbukti bahwa ini merupakan duplikat, tiruan atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 04 Nov 2021

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The researcher realizes that this thesis is still far from being perfect, but the researcher hopes that this thesis would be useful for the next researcher and readers in general.

Manado, 4 November 2021

The Researcher



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CHAPTER I

INTRODUCTION

A. Research Background

The teaching and learning process is an activity that is planned systematically, this becomes a form of education that creates an interaction between teachers and students. Teaching is the process of providing guidance or assistance to students in carrying out the learning process. According to The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is a process of interaction between educators and students and learning resources that take place in a learning environment¹. Nationally, learning is seen as an interactive process involving the main components, namely students, educators, and learning resources that take place in a learning environment, so what is said to be the learning process is a system that involves a single unit of interrelated components and interacts with each other to achieve an expected result optimally following predetermined goals².

¹ Passed by President Megawati Sukarno Putri(2003), The Law of Republic Indonesia. *Nation Education System*

² Aprida Pane and Muhammad Darwis Dasopang, "Belajar Dan Pembelajaran," *FITRAH: Jurnal Kajian Ilmu-ilmu Keislaman* 3, no. 2 (2017): 333.

Refers to the Holy Qoran Surah Al-Alaq ayat 4 and 5



(4). Who taught by pen; (5). Who taught man what he did not know³

The explanation ayat Quran was revealed to the Prophet Muhammad, who always read, in the sense of this verse, gives an image to all mankind so that they always want to learn and read. According to the provisions of Allah, humans have been destined to be the most perfect creatures in the world, namely the ability to think and speak, it is used to always learn from the ayat Quran above. The beginning of Allah's mercy given to His servants, start from the favors given to His servants and as a warning about the initial process of human creation from alaqah. This verse also explains the glory of Allah SWT who has taught humans something (knowledge) unknown, so that Allah will glorify me with knowledge is His kodrat⁴.

In learning English there one of them is writing skills. In writing skills, including learning about the text. The text is the discourse in the written form, text is defined as a phrase that has content and becomes a unity

³ Kementerian Agama Republik Indonesia, Al-qur'an Terjemahan dan Tajwid (Bandung:Sy9ma Creative Media Corp, 2014) p.597

⁴ Ahmad Islahud Daroini, "Tafsir Ayat Pendidikan Dalam Q.S. Al-'Alaq Ayat 1-5 Menurut Quraish Shihab Skripsi," *Skripsi* 53, no. 9 (2013): 89–99.

that makes the text has a meaning that is an explanation of all things. Text is a set of signs transmitted from a sender to a recipient through a certain medium or certain codes⁵. Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as genres.

In this research, the researcher was take the procedure text as a material to be studied. Procedure Text is a text that contains ways, objectives to make or do things with the right step by step in the sequence to produce the desired goal. Procedure text is usually found in writing that contains ways, tips, or tutorials to take certain steps, it means a piece of text that instructs doing something, the purpose of procedure text types is to explain how something can be done⁶. From the previous explanation, the procedure text assisting to do something in an orderly and directed manner.

The researcher wanted to know what the teacher's strategies on teaching procedure text and how the teachers implement the strategy. In English learning books, the procedure text material is presented in the form of pictures, which gives the idea about what thoughts be carried out on the

⁵ Alex Sobur (2004), *Analysis Text Media*

⁶ Siti Aminah, "Demonstration as a Medium in the Teaching of Writing Procedure in the Seventh Grade of SMP Agus Salim Semarang in the Academic Year of 2008/2009," *Jurnal Unimus Semarang* 1, no. 2 (2011): 153–165.

procedure text material. For this reason, the researcher wants to find out more about the teacher's understanding of using strategy in teaching procedure text and how do the teacher implement this strategy. To retrieve data for the first time of this research, the researcher conducted observations to find out about the situation and teacher's strategies on teaching procedure text at MAN Model 1 Manado. Based on the discussion between the researcher and the teacher, the researcher received information that in teaching procedure texts, teachers usually use demonstration methods to make it easier for students to understand the function of procedure texts. For further observation, the researcher will dig deeper into the teacher's strategies on teaching procedure text.

B. Research Question

1. What are teachers strategies on teaching procedure text at MAN Model 1 Manado?
2. How do teachers implement the strategy in teaching procedure text at MAN Model 1 Manado?

C. Research Objective

Based on the description of the research questions above, this study aims to knowing teachers strategies on teaching procedure text and how do the teachers implement the strategy.

D. Limitation of The Research

This research is about teachers' strategy on teaching text procedures in English subject at MAN Model 1 Manado and how do the teachers implement the strategy. Researcher examined teachers who had taught procedure text where the material was in grade 12.

E. Significance of The Research

1. The benefit of the results of this study is knowing the teacher's strategies on teaching procedure text in english subject.
2. Easy to understand the material of procedure text and make it easier for students and teachers to do something.
3. To improve teachers quality of teaching procedure text material

F. Definition of Key Term

1. Teacher Strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned. Strategy is plan intended to achieve particular purpose.
2. Text procedure is text that describes the way of creating and doing something. The text becomes a guide for readers to complete a task through a series of step⁷.

⁷ Oxford Dictionary (2008), *Learners Pocket Fourth Edition*

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teacher Strategies

1. Definition of Teacher Strategy

Strategy is an action that managers take to attain one or more of the organization's goals. Strategy can also be defined as "A general direction set for the company and its various components to achieve a desired state in the future. Strategy results from the detailed strategic planning process"⁸. A strategy is all about integrating organizational activities and utilizing and allocating the scarce resources within the organizational environment so as to meet the present objectives. Strategy can also be defined as knowledge of the goals, the uncertainty of events and the need to take into consideration the likely or actual behavior of others. Strategy can be interpreted as general patterns of teacher and student activities in the realization of teaching and learning activities to achieve the goals that have been outlined. With this strategy, the teacher has alternative choices that may be taken so that teaching activities take place regularly, systematically, directed, smoothly and effectively⁹.

The teacher is someone who transfers knowledge to someone else. Professionally, a teacher is a person whose job (livelihood, profession) has

⁸ Johnny Tamayo Arias, Juan Carlos Higueta, and Ornar Danilo Castrillón, "Strategy - Definition and Features," *Cuadernos de Administracion*, 2010,

⁹ R. L. Russell, "Teaching Strategies.," The Lamp, 1980.

special expertise in teaching. According to Law No. 14 of 2005 on Teachers and Lecturers, "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students at this age education, basic education, and secondary education"¹⁰. Teacher have a position as professional teaching at the levels of early childhood education, basic education, secondary education, in the formal education pathway. According to Law no. 20 of 2003 concerning the National Education System, educators are professionals who work, carry out the learning process, assess learning outcomes, provide guidance and training. Teaching is "an activity of organizing or managing the environment as well as possible" good and connect it with children, so that the learning process occurs, teaching must follow the psychological principles of learning. Therefore, in teaching, one must prepare materials that is gradual; (1) from simple to complex, (2) from concrete to the abstract, (3) from the general or complex general, (4) from the general to the complex, and (5) from what is already known (facts) to unknown (abstract concept)¹¹. It can be concluded that the meaning of teaching is give the best lessons to someone so that they get an experience according to the abilities of each individual. Therefore, teaching must also pay attention to

¹⁰ Passed by President Susilo Bambang Yudhoyono(2005), The Low of Republic Indonesia. *Teachers and Lecture*

¹¹ Fajriah, "Learning Journal: Improving Teaching Strategies Through Students' Reflections," *Sukma: Jurnal Pendidikan* 1, no. 2 (2017): 301–327.

differences in level the ability that each individual has because they have the ability potentials such as different talents and intelligences.

In this case, special expertise includes the teacher's strategy in the teaching process. Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. Furthermore, teaching tactics are that behavior of the teacher which he manifests in the class, the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on¹².

B. Kind of Texts

In English learning materials, there are various texts used as a means of communication, reading material from writing to understand something. In reading, there are kinds of English texts graphics, namely narrative, recount, report, and procedure. Sometimes procedure text as one of the texts could be found by students outside the classroom. They can find procedure text when using a new gadget, sign up to social media, and even when making a cup of coffee. There are types of text that have been determined in the 2013 Curriculum for students to study in each educational unit. Because they have different general characteristics, it is better to distinguish between non-literary texts and literary texts. Non-literary texts include procedure text, description text, exposition text, explanatory text, news text,

¹² Russell, "Teaching Strategies."

editorial text, ad text, observation report text, experimental result text, review text, critical response text, discussion text, challenge text, letter texts, speech texts, persuasion texts, exemplary texts, and inspirational story texts. Classified as literary texts include poetry, rhymes, poetry, gurindam, fables, legends, folk tales, short stories, novels, dramas, and biographies. The types of texts that must be studied by students in certain educational units need to be known by the teacher so that the teacher really understands the types of text that must be taught to their students¹³. A text is explicit not because it says everything all by itself but rather because it strikes a careful balance with what are needs and what may be assumed.

C. Procedure Text

Teacher has material that will be taught to students, one of the materials that must be in English subjects is the *prosedure text* with the provisions of the 2013 curriculum. A procedure, therefore, is a piece of text that gives instructions to doing something. Especially, the social function of Procedure Text is to tell someone how to do something or how to make something and how to operate something¹⁴.

Procedure text as the material to be studied in English language learning. Procedure text is a text that is contains the steps or stages that must

¹³ Aminah, "Demonstration as a Medium in the Teaching of Writing Procedure in the Seventh Grade of SMP Agus Salim Semarang in the Academic Year of 2008/2009."

¹⁴ "Improving Students' Ability in Writing Procedure Text by Using Picture (An Experimental Research at The 9" (2015).

be passed to achieve a goals. Based on the 2013 curriculum that applies English language learning based on text, text procedures are taught in schools as one of the texts that must be mastered by students¹⁵.

Procedure is text that describes the way of creating and doing something. The text becomes a guide for readers to complete a task through a series of steps. From the above explanation, it can be concluded that procedure text is text that contains commands or steps in doing something. In other words, this procedure text is designed to give an idea of how something is done in sequential steps¹⁶. Ordinary procedure text is recognized by using the title *How to....*, like the explanation it indicates that the way to do something for example; *how to make a juice, how to use a car* and others. To be more specific, recognize the procedure text, the following is a description of the procedure text material.

- 1) Characteristics of Procedure Text;
 - a. Using the simple present tense
 - b. Using imperative sentences (command sentences). Example: add two spoons, cook with low heat, blend the spices, etc.
 - c. Using the verbs action. Example: add, put, turn.
 - d. Using numbering. Example: first, second, third.

¹⁵ Kemendikbud (2014:36), *Curriculum 2013 about Text Procedure*

¹⁶ Wiwik Sulistyowati, "Peningkatan Hasil Belajar Berbicara Teks Prosedur Melalui Metode Presentasi Power Point Mata Pelajaran Bahasa Inggris Pada Peserta Didik Kelas IX G Semester 1 Tahun Pelajaran 2017 / 2018 SMP Negeri 1 Tugu" 2, no. 1 (2018): 79–100.

- e. Using conjunctions (conjunctions). Example: next, then, while.
- f. Using adverbs (adverbs) to clarify the stages that are passed.
Example: correctly, carefully, slowly, for 2 minutes, etc.

2) Types of Procedures Text;

- a. Procedure text that describes how to operate / use something. For example, how to use a camera, how to use a rice cooker.
- b. Procedure text that provides instructions for carrying out certain activities. For example, how to play guitar, how to make a brownie.
- c. Procedure text related to tips for living life. For example, how to be successful in life, how to make yourself happy.

3) Structure of Procedure Text;

- a. Goal/Aim: contains the intent and purpose of the related procedure text.
- b. Materials: contains the materials needed to perform the stages of a procedure text.
- c. Steps: a list of consecutive steps to complete the procedure text stages.

Result: the results of the steps that have been taken¹⁷.

Example of procedure text;

¹⁷ “Materi Procedure Text - Pengertian Beserta Contoh _ Cakap,”

How to Make a Cup of Coffee

Materials and Ingridiens:

1. Two spoons of sugar
2. One spoon of coffee powder
3. A cup and spoon
4. Hot water / ice

Steps to make coffee

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

How to Make Meatballs

Ingredients

1. One kilo of meat/beef
2. Two eggs
3. Three hundred grams of tapioca flour
4. Seven cloves of garlic
5. One red union
6. One teaspoon of white pepper

7. Two teaspoons of salt

Steps to make meatballs

First of all mix garlic, red onion, salt with pepper in a mortar or mixer.

Second steps mix the spice-mixture with the eggs, the tapioca-flour and the minced meat. After that use the finger to add a cup of water and keep on working until the mixture feels soft and smooth. Then boil some water in a rather large pot, at least about 2 liters. Next step, start rolling the mixture into small meatballs. The last, lower the meatballs into the boiling water.

D. Teaching Strategy in Teaching Procedure Text

In the procedure text material there are several strategies used in teaching it, the following are the strategies;

1. Demonstration is a way to represent the subject by showing the objects directly or the way to do something by the showing it process. Demonstration is a method of presenting lessons by demonstrating and showing students about a certain process, situation or object, either actual or just an imitation. Demonstrations cannot be separated from verbal explanations by the teacher. Although in the demonstration process the role of students is only to pay attention, demonstrations can present more concrete lesson material¹⁸. In teaching strategies, demonstrations can be

¹⁸ Arias, Higueta, and Castrillón, "Strategy - Definition and Features."

used to support the success of procedure text learning strategies. as for the steps in applying the strategy;

a. Preparation phase; Formulate goals that must be achieved by students after the demonstration process ends. Prepare an outline of the demonstration steps that will be carried out. Do a demonstration trial.

b. Implementation Stage

The opening step. Before the demonstration, there are several things that must be considered, including: Arrange seating that allows all students to clearly pay attention to what is being demonstrated. State what goals should be achieved by students. State what tasks must be done by students, for example students are assigned to record things that are considered important from the implementation of the demonstration¹⁹.

2. Discovery Learning is a learning activity in which the material is delivered directly to students. Furthermore, students are encouraged to manage the material independently. Where they must be able to find concepts based on data or information or based on experience. the following are the steps in using a discovery learning strategy; Development of teaching materials by providing descriptions, illustrations and examples for students to observe. 1. provide stimulation to students in the form of explaining procedure text material, showing videos in doing something, showing

¹⁹ Aminah, "Demonstration as a Medium in the Teaching of Writing Procedure in the Seventh Grade of SMP Agus Salim Semarang in the Academic Year of 2008/2009."

examples of pictures and how to do, 2. Categorize teaching materials for students from the easiest to the most difficult, concrete to abstract, 3. Carry out an assessment of the process and results obtained by students in learning²⁰.

3. Contextual Teaching and Learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to students' lives as family members, citizens, and workers and engage in the hard work that learning requires. Thus, CTL helps students connect the content students are learning to the life contexts in which that content could be used. The following are the steps in implementing the CTL strategy; konstruktivisme, inquiry, question, modeling and reflections.²¹.

In the focus of the research, teaching procedure text is part of the reading comprehension skill. The following is the division of the teacher's strategy in reading comprehension skills;

4. Think Alouds strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally. Five basic steps when using think-aloud. First, select passage to read aloud that contain points of difficulty, ambiguities, contradictions, or

²⁰ Muhammad Taufik Hidayat, "Pembelajaran Menulis Teks Prosedur Dengan Metode Discovery Learning Pada Siswa Kelas VII SMP Negeri 1 Langsa" 3, no. 3 (2020): 45–51.

²¹ Contextual Teaching and Learning Approach to Teaching Writing(2002): 1–8.

unknown words. Second, while orally reading thinking-aloud, have students follow silently and listen to how trouble spots are through. Third, have students work with partners to practice think-aloud by taking reading short, carefully prepared passages and sharing thoughts. Fourth, have students practice independently, using a checklist to involve all students while verifying use of the procedures. Finally, to provide for transfer, integrate practice with other lessons, and provide occasional demonstration of how, why, and when to use think-aloud.

5. Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying. Reciprocal Teaching is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with textbooks and non-fiction text.

6. Question-Answer Relationship (QAR) The type of question asked to guide comprehension should be based on the information readers need to answer the question. Therefore, teachers must help student become aware of likely sources of information as they respond to question. QARS is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to

get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading²².

E. Previous Studies

Table 2.1
Research Originality

No.	Research Identity	Similarity	Difference	Research Originality
1.	Rio Gusti Rangi, Teachers Strategies In Teaching Reading Comprehension at The Third Grade of State Junior High School 23 Jambi in Academic year 2019 ²³	This study discusses the use of strategies, to find out what strategies teachers use in students' reading comprehension. The instrument in this research also uses interviews to obtain data from respondents.	The difference is that the results of previous studies focused more on strategies to teach reading comprehension, while this study focused on strategies for teaching text procedures.	This study focuses on the teacher's strategy on teaching procedure text. researchers take data at MAN Model 1 Manado with interviews as a method of taking the data.
2.	Siti Aimah, Demonstration As A Medium In Teaching Of Writing An Action Research Conducted The Seventh Grade of SMP Agus Salim Semarang in the Academic year 2009 ²⁴	In previous studies, reading about\ demonstrations as a medium for learning procedure text, the results of the study discussed explanations, objectives and theories about procedure text.	Previous research was more focused on events and exercises for writing procedure texts using the demonstration method. Meanwhile, this study discusses more about the	

²² Rio Gusti Rangi, "Teacher Strategies in Teaching Reading" (2019).

²³ Rio Gusti Rangi, "Teacher Strategies in Teaching Reading" (2019)

²⁴ Aminah, "Demonstration as a Medium in the Teaching of Writing Procedure in the Seventh Grade of SMP Agus Salim Semarang in the Academic Year of 2008/2009."

			strategies that teachers use in teaching text procedures	
3.	Fajriah, Improving Teaching Strategies Through Students' Reflections in Academic year 2017 ²⁵	This study discusses the strategies used by the teacher through student responses.	In contrast to this study, previous research focused more on student responses to improve teacher strategies in teaching, updating teaching methods and strategies.	
4.	Riska Dwi Purwanti, Procedure Text as Learning Teaching Materials in Academic year 2019	The similarity of this research is to discuss procedure text as the focus of study material. Have similarities in research, namely explaining the meaning of procedure text and discussing what examples of procedure texts	The focus of previous research is on learning, while this research is more focused on the teaching strategies that teachers use for procedural text	
5.	Hendri Wira Nur Alam, Improving The Ability To Produce Complex Procedure Text Using The Demonstration Method in the Academic year 2017	This study discusses procedure text, with theories that explain, objective functions and examples that have similarities in the explanation.	The difference in this research is that it focuses more on complex procedure texts and uses the demonstration method as a media of learning.	

²⁵ "Improving Students' Ability in Writing Procedure Text (An Experimental Research)."

The research above becomes a reference as well as a comparison of previous research with research that will be conducted by the researcher. Some of the research titles above have similarities with the research that will be carried out, but as the focus of the discussion it has its own differences, for the problems to be studied, namely the teacher's strategi on teaching procedure text.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used qualitative research methodology. Qualitative is a research procedure that produces descriptive data in the form of speech or writing and the behavior of the people being observed²⁶. This study describes the strategies used by teachers at MAN Model 1 Manado in teaching procedure text, and identifies how teachers implement these strategies. According to John W. Creswell that qualitative research is exploring and understanding the meaning that comes from individuals and groups regarding social or individual problems²⁷.

B. Research Participants

This research was involve all teachers at the MAN Model Manado school as research participants, totaling 4 English teachers.

C. Research Setting

This research carried out at MAN Model 1 Manado, This research conducted for 2 months in May and June in 2021.

²⁶ Dadang sudrajat and Iqbal Moha, "Ragam Penelitian Kualitatif," 2019.

²⁷ John W. Creswell, *Research Design: Qualitative, Quantitative, Mixed Method Approaches*, (Yogyakarta:Pustaka Pelajar, 2019) p.324 & 330

D. Source of Data

For the initial stage the researcher conducted observations where the researcher get the information of teacher and school, this study use the interview method to obtain data.

E. Research Instrument

The researcher used qualitative descriptive to get the result. The researcher has determined the teacher as the object of research at MAN Model 1 Manado totaling 4 teachers.

F. Data Collection Technique

There are 3 techniques of collecting data applied in this study, there are

1. Observation

For the observation section, the researcher goes to school to get data by communicating and giving some questions (interview) that the researcher has prepared.

2. Interview

This technique used to get data related to the teacher perception of using procedure text in learning.

3. Documentation

This technique used to retrieve data during an interview, such as photos and sound recordings.

G. Data Analysis Technique

The analysis technique uses interview. The data taken by interview the object of research, in this case the teacher becomes the primary data in data collection. All answers given by the released source which will be used as material for analysis.

H. Research Procedure

Based on the previous explanation, this research used the technique;

1. Find a problem and resolve the problem based on Research Question,
2. Provide a list of questions to participants, and explain how to answer the interview,
3. Data collection techniques through Observation, Interview, and documentation. The last Analysis data, conclude the data from the interview results what are the teachers strategy in teaching procedure text and how do the teachers implement the strategy in teaching procedure text. perceptions of learning procedure text for students. The analysis technique uses interview. The data will be taken by interview the object of research, in this case, the teacher becomes the primary data in data collection and textbook, lesson plan as the secondary data.

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of the School

1. History

Madrasah Aliyah Negeri (MAN) Model Manado is from PGAN Manado which switched functions through the Decree (SK) of the Minister of Religion of the Republic of Indonesia No. 42 of 1992 dated January 27, 1992, concerning the Transfer of Education of State Religious Teachers (PGAN) to Madrasah Aliyah Negeri (MAN). Then in its development, MAN Manado was elected along with 35 other MANs in Indonesia as a Model State Madrasah Aliyah, through the Decree of the Director General of Islamic Institutional Development No. IV/PP.00.6/KEP/17A/98 dated 20 February 1998 concerning the Designation of 35 State Aliyah Madrasahs to Become MAN Model. Giving the word Model means that MAN Model Manado becomes a pilot project for the development of Madrasahs in North Sulawesi Province.

2. Address : Jl. Hasanudin 14 Kel. Islam Kec. Tuminting Kota
Manado Sulut

3. Vision : Realizing Students with Karimah, Smart, Skilled and
Achievement Characters.

4. Mission :

- b. Improving the quality of religious activities so as to increase the practice of Islamic teachings.
- c. Increase the mastery of Science and Information Technology.
- d. Improving the professionalism of education and education personnel.
- e. Improving the quality of effective and efficient education administration.
- f. Improving educational support facilities and infrastructure.
- g. Improving cooperative relations with the community and related agencies.
- h. Realizing students who are proficient in Processing, Textile and Carpentry skills.
- i. Improve Sports and Arts achievements²⁸.

²⁸ Staff of MAN Model 1 Manado, Data of School, 10 Juny, 2021.

- c. Riswani Paputungan, S.Pd, born in Bentenan, January 21, 1995. She is an English teacher at MAN Model 1 Manado. Teaching since 2019
- d. Cicit Amba, S.Pd is an English teacher at MAN Model 1 Manado. Born on December 14, 1995

B. Findings

The findings of observation, interview, and documentation were done to display the data. This research was conducted in June and August 2021 at Man Model 1 Manado. When the research took place, the school was holding a final semester exam for grade promotion and for the second time the school was holding mid semester exam. The research began by giving a research permit to the administrative staff as legality of research taking data at the school.

There were 12 classes in grade XII of which were divided into XII Sciences and Mathematics 7 class, XII SOCIAL 2 class, XII RELIGION 2 class, XII LANGUAGE 1 class. In the twelfth grade, procedure text is one of the materials included in text-based learning. Researchers get data from the results of interviews conducted by researchers when conducting research. The data is the answer to the question that the researcher gave to the teacher regarding the procedure text. At the beginning of the question about what the teacher knows about procedure text, Teacher's explanation about strategi on teaching

procedure text. the strategy used by LWA along with the reasons why the teacher chose this strategy to teach procedure text;

“Cooperative integrated reading and composition”

“Karena strategy ini melatih siswa untuk giat membaca dan belajar untuk melakukan sesuatu²⁹”

Cooperative integrated reading and composition”

"Because this strategy trains students to be active in reading and learning to do something"

Another strategy in teaching procedure text by SS;

“Contextual Teaching and learning”

“Karena strategy ini mengaitkan antra materi pengajaran dengan situasi dunia nyata, seperti how to make something merupakan bagian dari dunia nyata³⁰”

Contextual Teaching and learning”

Because this strategy relates teaching materials to real world situations, such as how to make something is part of the action.

Different from the previous strategy, the strategy used by RP in teaching procedure text and the reasons for choosing it as the strategy used in teaching procedure text;

“Demonstration”

“Melatih siswa untuk mempraktekkannya langsung, agar siswa lebih memahami materi teks prosedur karena langsung mendemostrasikannya³¹”

Demonstration

Training students to practice it directly, so that students better understand the procedural text material because they directly demonstrate it

²⁹ Lastri W. Asiking, English Teacher of MAN Model 1 Manado, Interview, 2 October, 2021.

³⁰ Sri Suharti, English Teacher of MAN Model 1 Manado, Interview, 2 October, 2021

³¹ Riswani Papatungan, English Teacher of MAN Model 1 Manado, Interview, 4 October 2021

CA has similarities with the previous strategy used in teaching procedure texts, however, both have different reasons;

“Demonstrasi”

“Untuk mengetahui pemahaman siswa, mengajarkan siswa untuk lebih mandiri, dan membiasakan siswa memperhatikan jika guru sedang menjelaskan. Strategi ini menurut saya cocok untuk digunakan pada pengajaran teks prosedur karena habis penjelasan langsung demo/ praktek³²”

To knowing student understanding, teach students to be more independent, and get students to pay attention when the teacher is explaining. In my opinion, this strategy is suitable for use in teaching procedure texts because it runs out of direct demo/practice explanations

Then in the use of the strategy, of course, there are steps in applying it, the following are the steps used by LWA in applying the chosen strategy to teach procedural texts;

“Memberikan wacana berupa materi atau stimulus kepada siswa, siswa membuat kelompok uuntuk bekerja sama mendiskusikan bacaan teks procedure, mempresentasikan hasil kesepakatan untuk praktek making something³³”

"Giving discourse in the form of material or stimulus to students, students form groups to work together to discuss the reading of procedure texts, present the results of the agreement to practice making something”

³² Cicit Amba, English Teacher of MAN Model 1 Manado, Interview, 4 October, 2021

³³ Lastri W. Asiking, English Teacher of MAN Model 1 Manado, Interview, 2 October, 2021

SS mentioned the steps in applying the CTL strategy in teaching text procedures;

“Merangsang pikiran siswa untuk pembelajaran yang berkualitas, mengajarkan siswa untuk belajar berkerja mempraktekkan sesuatu. Mengevaluasi setiap kegiatan pengajaran teks procedure³⁴”

Stimulating students' minds for quality learning, teaching students to learn to work and practice something. Evaluate every procedure text teaching activity.

The steps for applying the demonstration strategy used by the RP;

“Memulainya dengan merangsang siswa untuk berfikir, seperti memberikan umpan pertanyaan. Membuat suasana belajar mengajar terfokus pada materi teks prosedur³⁵”

Start by stimulating students to think, such as giving feedback to questions. Creating a teaching and learning atmosphere focused on procedural text material

CA uses the following steps to apply the strategy she uses;

“Merumuskan pencapaian dalam mendemonstrasikan materi teks procedure, mempersiapkan alat dan bahan yang akan dipraktikkan, memperjelas kalimat yang digunakan untuk step-step melakukan sesuatu, memperhitungkan waktu yang dibutuhkan dalam satu kali prakek³⁶”

Formulating achievements in demonstrating procedure text material, preparing tools and materials to be practiced, clarifying the sentences used for the steps to do something, calculating the time required in one practice.

³⁴ Sri Suharti, English Teacher of MAN Model 1 Manado, Interview, 2 October, 2021

³⁵ Riswani Papatungan, English Teacher of MAN Model 1 Manado, Interview, 04 October, 2021

³⁶ Cicit Amba, English Teacher of MAN Model 1 Manado, Interview, 4 October, 2021

After knowing the steps used by the teacher, as for the various ways used by the teacher in applying the strategy they use. LWA in applying the strategy he uses to teach procedure texts;

“Sehabis saya menjelaskan saya menyuruh siswa membuat kelompok kecil, empat sampai lima orang lalu mendiskusikan materi teks procedure untuk mempraktekkannya, misalnya experiment how to make jus buah atau bisa juga how to make power point”³⁷

After I explained I asked the students to make small groups, four to five people then discussed the procedure text material to practice it, for example the experiment how to make fruit juice or it could be how to make power point.

Other way used by SS to apply strategy are also different;

“Memberikan teks bacaan procedure text, mempraktekkan bahan ajar dan menerapkan gaya Bahasa perintah ataupun memberikan penugasan”³⁸

Provide procedure text readings, practice teaching materials and apply command language styles or give assignments.

According to the RP the method he uses to apply the strategy used in teaching procedure texts;

“Siswa masih sulit untuk membaca text Bahasa inggris, kesulitan untuk mengerti sesuatu yang dipraktekkan, menghabiskan waktu cukup lama”³⁹

³⁷ Lastri W. Asiking, English Teacher of MAN Model 1 Manado, Interview, 2 October, 2021

³⁸ Sri Suharti, English Teacher of MAN Model 1 Manado, Interview, 2 October, 2021

³⁹ Riswani Papatungan, English Teacher of MAN Model 1 Manado, 4 October, 2021

Students still find it difficult to read English text, have difficulty understanding something that is practiced, spend a long time.

Other ways that CA uses in applying demonstration strategies to teach procedural texts;

“Cara saya menerapkan strategi ini setelah menjelaskan menyuruh mereka langsung praktek. Biasanya untuk materi teks prosedur saya sudah”⁴⁰

The way I apply this strategy has been explained to direct them to practice. Usually for procedural text material I already have

As for the difficulties that occur when applying the strategies used by the teacher in teaching procedural texts, here are the difficulties that occur in LWA in teaching procedure texts;

“Kesulitannya, siswa kurang mampu mengidentifikasi unsur kebahasaan kata perkata dan juga perkalimat, jika gagal memahami unsur teks procedure maka akan sulit untuk membuat mempraktekkannya”⁴¹

The difficulty is, students are less able to identify linguistic elements of words and sentences, if they fail to understand the elements of procedure text, it will be difficult to put them into practice.

In applying the CTL strategy, SS encountered the following difficulties;

“Kesulitannya siswa kurang mampu memahami teks bacaan procedure dan pronountiation”⁴²

⁴⁰ Cicit Amba, English Teacher of MAN Model 1 Manado, Interview, 4 October, 2021

⁴¹ Lastri W. Asiking, English Teacher of MAN Model 1 Manado, Interview, 2 October, 2021

⁴² Sri Suharti, English Teacher of MAN Model 1 Manado, Interview, 2 October, 2021

The difficulty is that students are less able to understand procedure and pronunciation reading texts.

The difficulties experienced by RP in implementing the strategy used to teach text procedures:

“Siswa masih sulit untuk membaca text Bahasa Inggris, kesulitan untuk mengerti sesuatu yang dipraktikkan, menghabiskan waktu cukup lama”⁴³

Students still find it difficult to read English text, have difficulty understanding something that is practiced, spend a long time.

According to CA, the difficulties he encountered when applying the demonstration strategy to teaching procedure text:

“Siswa kurang mampu memahami teks Bahasa Inggris, salah mengucapkan jika disuruh praktek membacakan teks prosedur, alat dan bahan praktek terkadang menjadi kendala dalam pembelajaran teks procedure”⁴⁴

Students are less able to understand English texts, mispronounce when asked to practice reading procedure texts, tools and practice materials sometimes become obstacles in learning procedure text.

In using the strategy, there are tools and materials needed to support the smoothness and sustainability of the strategy in teaching procedure texts, from LWA using the following tools and materials;

“Saya biasa menggunakan laptop untuk memperlihatkan video contoh pembuatan teks prosedur, pernah juga menyuruh siswa membawa alat dan bahan praktek dari rumah. Misalnya mau teks

⁴³ Riswani Papatungan, English Teacher of MAN Model 1 Manado, Interview, 4 October, 2021

⁴⁴Cicit Amba, English Teacher of MAN Model 1 Manado, Interview, 4 October, 2021

prosedur how to make fruit salad jadi mereka membawa bahan dan alatnya dari rumah”⁴⁵

I used to use my laptop to show video examples of making procedure texts, once I also asked students to bring tools and practice materials from home. For example, they want to text the procedure for how to make fruit salad, so they bring the ingredients and tools from home.

For the tools and materials used by the SS in using this strategy;

“Buku pegangan atau buku cetak. Selain itu bahan-bahan dan alat untuk mempraktekkan contoh prosedur text”⁴⁶

Handbook or printed book. In addition, materials and tools to practice examples of text procedures

Tools and materials needed by RP for the sustainability of the implementation of the strategy used in teaching procedure texts;

“Buku pegangan yang sekolah sediakan, laptop untuk meihat video how to make something. Ada juga itu bahan-bahan dan alat untuk mempraktekkan contoh prosedur text”⁴⁷

The handbook that the school provides, a laptop to watch the how to make something video. There are also materials and tools to practice the example procedure text.

For teaching tools and materials used by CA are;

“Tentunya alat dan bahan yang akan dipraktekkan, misalnya mau praktek how to make rujak, jadi mereka harus membawa bahan buah, gula merah dan alat pisau Loyang dan lainnya. Bisa

⁴⁵ Lastri W. Asiking, English Teacher of MAN Model 1 Manado, Interview, 2 October, 2021

⁴⁶ Sri Suharti, English Teacher of MAN Model 1 Manado, Interview, 2 October, 2021

⁴⁷ Riswani Papatungan, English Teacher of MAN Model 1 Manado, Interview, 4 October, 2021

juga how to used google classroom jadi mereka membawa laptop dan sebagainya”⁴⁸

Of course, tools and materials are needed to facilitate the continuity of teaching using demonstration methods, tools and materials to be practiced, for example, if they want to practice how to make rujak, so they have to bring fruit, brown sugar and baking trays and others. It can also be how to use google classroom so they bring a laptop.

The answer above is the researcher findings about the teachers strategy on teaching procedure text.

C. Discussion

Cooperative integrated reading and composition is a strategy used by teacher at MAN Model 1 Manado to teach procedure text. This strategy is an integrated learning model to improve reading and writing skills, besides this strategy is to train students to work together in a group in making something according to the procedures or steps in the process. The steps to apply this strategy are to provide discourse in the form of material or stimulus to students, students create groups to work together to discuss the reading of procedure texts, present the results of the agreement to practice making things and train students to think more creatively. The results of the interview that the researcher got on how the teacher implement this strategy in teaching procedure:

⁴⁸ Cicit Amba, English Teacher of MAN Model 1 Manado, Interview, 4 October, 2021

1. Explain in detail and briefly the procedure text material,
2. The students made small groups of four to five people
3. And then discussed the procedure text material to practice it, such as the experiment how to make juice, fruit or how to make power point and others.

In any learning model, the difficulties or problems to apply it, this is none other than the CIRC strategy used by teachers to teach procedure texts, the difficulty is that students who are less able to identify linguistic elements of words and sentences, if they fail to understand the elements of procedure text, they will find it's hard to put it into practice. Speaking of procedure texts to do something, practical tools and materials are needed to support the smooth and sustainable application of this strategy.

Contextual Teaching and Learning is a strategy used by Teachers at MAN Model 1 Manado as a learning model for procedure texts. CTL itself is a learning strategy that emphasizes the full involvement of students to find the material they are learning and relate it to real life situations, so that students are encouraged to be able to apply it in their lives. Contextual Teaching and Learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to students⁴⁹. In contrast to the steps in

applying the strategy, the teacher also has a way to implement this strategy in teaching procedure text;

1. To provide an explanation or question to stimulate students' minds, for quality learning,
2. The teacher gives a procedure text reading how to do something,
3. Practices teaching materials and applies command language styles or gives assignments.
4. Last step is to evaluate each procedure text teaching activity.

To implement the CTL strategy, the teacher has some difficulties in applying this strategy to be used in teaching procedure text, namely students who are still confused and unable to understand the procedure text and make mistakes in pronunciation.

The demonstration strategy used by Teacher at MAN Model 1 Manado to teach procedure text is a strategy that uses demonstrations to clarify something or to show how to do something to other participants. Demonstration is a method of presenting lessons by demonstrating and showing students about a certain process, situation or object, either actual or just an imitation. Demonstrations cannot be separated from verbal

⁴⁹ Teaching and Teaching, "Contextual Teaching and Learning Approach to Teaching Writing."

explanations by the teacher. Although in the demonstration process the role of students is only to pay attention, demonstrations can present more concrete lesson material⁵⁰. Demonstration is an effective learning method, because students can know firsthand the application of the material in everyday life. The steps used by the teacher to implement this strategy are;

1. Start by stimulating students to think, such as giving feedback to questions.
2. Creating a teaching and learning atmosphere focused on the procedure text material, after that, then asking students to practice their thinking results about the procedure text material.
3. Explaining the procedure text,
4. The teacher gives examples and asks students to practice it again, another way is to ask students to make assignments in the form of videos where in the video they demonstrate the procedure text in making something.

In implementation the demonstration strategy, of course, it has its own difficulties. Students are still difficult to read English texts, it is difficult to understand something that is practiced, especially for students who are not active and tend to be shy, so this becomes a problem in the application of this strategy. Focused on a strategy that requires students

⁵⁰ Arias, Higueta, and Castrillón, "Strategy - Definition and Features."

to practice something, the tools and practice materials to make something are also needed for the smooth use of this strategy.

The demonstration strategy used to teach procedure text is a lesson presentation Strategy by demonstrating and showing students about a certain process, situation or object, both actual and artificial. This strategy is used to determine student understanding, teach students to be more independent, and familiarize students to pay attention when the teacher is explaining. The steps that the teacher uses to implement this strategy;

1. Formulate achievements in demonstrating procedure text material,
2. Prepare tools and materials to be practiced,
3. Clarify the sentences used for the steps to do something,
4. Take into account the time required in one practice.
5. After explaining the procedure text material the teacher asks students to practice immediately,
6. For the procedure text material the teacher has asked students to bring materials and tools for practice.

In applying this strategy the teacher also has some difficulties in its use when teaching procedure texts, including students who are less able to understand English texts, the mention of words in English is also a problem if students demonstrate or read procedure texts. tools and

materials can also be one of the obstacles when teaching if the tools and materials are not available during the teaching and learning process, therefore tools and materials become one of the supports for smoothness in implementation this strategy.

From the results of the discussion above, the researcher found update and differences with the strategies that teachers use to teach procedure texts. Cooperative Integrated Reading and Composition is a strategy used by one of the teachers that the discussion of this strategy is not written in the theoretical description, the Cooperative Integrated Reading and Composition Learning model is one of the integrated cooperative learning models for reading and writing, where students are divided into several groups to improve their skills. comprehension in reading, writing, understanding vocabulary and language arts. In this strategy, students are directed to work together in solving problems, and making things in learning according to the existing stages or steps. To apply this strategy there are steps that are part of the implementation of this strategy; a. Orientation b. Organization. c. Concept introduction. d. Publication. e. Reinforcement and reflection⁵¹.

⁵¹ Faisal Mustafa and Nanda Marlina Abdul Samad, "Cooperative Integrated Reading and Composition Technique for Improving Content and Organization in Writing," *Studies in English Language and Education* 2, no. 1 (2015): 30.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research questions, there are two answer points written;

1. The researcher found that there were 3 strategies used by teachers to teach procedure text at MAN Model 1 Manado, including cooperative integrated and composition, contextual teaching and learning and two teachers used demonstration strategies in different ways to implementation.

2. The Implementation strategy of procedure text are,

a. Cooperative integrated reading and composition explain in detail and briefly the procedure text material, then the students made small groups of four to five people and then discussed the procedure text material to practice it, such as the experiment how to make juice. fruit or how to make power point and others.

b. Contextual Teaching and Learning, the teacher gives a procedure text to read and how to do something, practicing the materials and applies command language styles or gives assignments.

c. Demonstration, implementation this strategy that is applied by the teacher in explaining the procedure text, the teacher gives examples and asks students to practice it again, another way is to ask students to make

assignments in the form of videos where in the video they demonstrate the procedure text in making something.

B. Suggestion

To remark the conclusion, there is some suggestions that the researcher would like to deliver:

1. To the Teachers

Teachers be smarter in selecting the strategy used in teaching procedure text, a strategy that really has continuity to improve the quality of the teaching and learning process for the better. Teachers must be selective in choosing examples of procedural text material that are in accordance with students' vocabulary, in addition, teachers should motivate students by applying the use of English in schools and carefully preparing the material to be practiced at school.

2. To Other Researchers

There are many techniques to find teacher strategies on teaching procedure text and there are several ways to improve the quality of teaching and learning between teachers and students, updating the use of media and learning models is one of the techniques.

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APPENDICES

Appendix 1

Observation Procedure

In terms of observation, there are several things that researcher will do in school (observation procedure); 1.The researcher has determined the teacher as the object of research at MAN Model 1 Manado, 2.In addition to taking data with interview guidelines, 3.The researcher also look at the learning book there is a procedure text material.

Appendix 2

Questions of Research

The questions that have been prepared by the researcher to interview teachers at school, the questions are in the form of;

List Interview

1. In teaching procedure text what kind of teaching strategies do you use?
2. Why did you use this strategy?
3. What steps are used to apply the strategy?
4. How do teacher implement the strategies in teaching procedure text?
5. What difficulties occur when applying this strategy?
6. Besides strategies, what tools and materials do you use in teaching procedure texts?

Appendix 3

Transcript of Interview

Teacher : Lastri W. Asikin S.Pd

Date : 04 October 2021

School : MAN Model 1 Manado

No.	Researcher	Teacher
1.	<p>In teaching procedure text what kind of teaching strategies do you use?</p> <p>Dalam mengajarkan teks prosedur, strategi seperti apa yang guru gunakan?</p>	Cooperative integrated reading and composition
2.	<p>Why did you use this strategy?</p> <p>Mengapa anda memilih strategi tersebut untuk digunakan?</p>	Karena strategy ini melatih siswa untuk giat membaca dan belajar untuk melakukan sesuatu
3.	<p>What steps are used to apply the strategy?</p> <p>Langkah-langkah apa saja yang ada untuk mengaplikasikan strategy tersebut?</p>	Memberikan wacana berupa materi atau stimulus kepada siswa, siswa membuat kelompok uuntuk bekerja sama mendiskusikan bacaan teks procedure, mempresentasikan hasil kesepakatan untuk praktek making something

4.	<p>How do the teacher implement the strategy in teaching procedure text?</p> <p>Bagaimana cara anda menerapkan strategi tersebut dalam mengajar teks procedure?</p>	<p>Sehabis saya menjelaskan saya menyuruh siswa membuat kelompok kecil, empat sampai lima orang lalu mendiskusikan materi teks procedure untuk mempraktekkannya, misalnya experiment how to make jus buah atau bisa juga how to make power point</p>
5.	<p>What difficulties occur when applying this strategy?</p> <p>kesulitan apa yang terjadi saat guru mengaplikasikan strategy ini dalam mengajar procedure text?</p>	<p>Kesulitannya, siswa kurang mampu mengidentifikasi unsur kebahasaan kata perkata dan juga perkalimat, jika gagal memahami unsur teks procedure maka akan sulit untuk membuat mempraktekkannya</p>
6.	<p>Besides strategies, what tools and materials do you use in teaching procedure texts?</p> <p>Selain strategi, alat dan bahan apa yang anda gunakan ?</p>	<p>Saya biasa menggunakan laptop untuk memperlihatkan video contoh pembuatan teks prosedur, pernah juga menyuruh siswa membawa alat dan bahan praktek dari rumah. Misalnya mau teks prosedur how to make fruit salad jadi mereka membawa bahan dan alatnya dari rumah</p>

Transcript of Interview

Teacher : Sri Suharti, M. Pd

Date : 04 October 2021

School : MAN Model 1 Manado

No.	Researcher	Teacher
1.	<p>In teaching procedure text what kind of teaching strategies do you use?</p> <p>Dalam mengajarkan teks prosedur, strategi seperti apa yang guru gunakan?</p>	Contextual Teaching and learning
2.	<p>Why did you use this strategy?</p> <p>Mengapa anda memilih strategi tersebut untuk digunakan?</p>	Karena strategy ini mengaitkan antra materi pengajaran dengan situasi dunia nyata, seperti how to make something merupakan bagian dari dunia nyata
3.	<p>What steps are there to apply the strategy?</p> <p>Langkah-langkah apa saja yang ada untuk mengaplikasikan strategy tersebut?</p>	Merangsang pikiran siswa untuk pembelajaran yang berkualitas, mengajarkan siswa untuk belajar berkerja mempraktekkan sesuatu. Mengevaluasi setiap kegiatan pengajaran teks procedure.

4.	<p>How do the teachers implement the strategies in teaching procedure text?</p> <p>Bagaimana cara anda menerapkan strategi tersebut dalam mengajar teks procedure?</p>	<p>Memberikan teks bacaan procedure text, mempraktekkan bahan ajar dan menerapkan gaya Bahasa perintah ataupun memberikan penugasan</p>
5.	<p>What difficulties occur when applying this strategy?</p> <p>kesulitan apa yang terjadi saat guru mengaplikasikan strategy ini dalam mengajar procedure text?</p>	<p>Kesulitannya siswa kurang mampu memahami teks bacaan procedure dan pronountiation</p>
6.	<p>Besides strategies, what tools and materials do you use in teaching procedure texts?</p> <p>Selain strategi, alat dan bahan apa yang anda gunakan ?</p>	<p>Buku pegangan atau buku cetak. Selain itu bahan-bahan dan alat untuk mempraktekkan contoh prosedur text</p>

Transcript of Interview

Teacher : Riswani Paputungan, S.Pd

Date : 06 October 2021

School : MAN Model 1 Manado

No.	Researcher	Teacher
1.	<p>In teaching procedure text what kind of teaching strategies do you use?</p> <p>Dalam mengajarkan teks prosedur, strategi seperti apa yang guru gunakan?</p>	Demonstrasi
2.	<p>Why did you use this strategy?</p> <p>Mengapa anda memilih strategi tersebut untuk digunakan?</p>	Melatih siswa untuk mempraktekkannya langsung, agar siswa lebih memahami materi teks prosedur karena langsung mendemostrasikannya.
3.	<p>What steps are there to apply the strategy?</p> <p>Langkah-langkah apa saja yang ada untuk mengaplikasikan strategy tersebut?</p>	Memulainya dengan merangsang siswa untuk berfikir, seperti memberikan umpan pertanyaan. Membuat suasana belajar mengajar terfokus pada materi teks prosedur

4.	<p>How do the teachers implement the strategies in teaching procedure text?</p> <p>Bagaimana cara anda menerapkan strategi tersebut dalam mengajar teks procedure?</p>	<p>Dalam menjelaskan teks procedure, saya memberikan contoh dan menyuruh mereka untuk mempraktekkannya kembali. Terkadang menyuruh siswa membuat tugas dalam bentuk video dimana dalam video itu mereka yang berperan</p>
5.	<p>What difficulties occur when applying this strategy?</p> <p>kesulitan apa yang terjadi saat guru mengaplikasikan strategy ini dalam mengajar procedure text?</p>	<p>Siswa masih sulit untuk membaca text Bahasa inggris, kesulitan untuk mengerti sesuatu yang dipraktekkan, menghabiskan waktu cukup lama</p>
6.	<p>Besides strategies, what tools and materials do you use in teaching procedure texts?</p> <p>Selain strategi, alat dan bahan apa yang anda gunakan ?</p>	<p>Buku pegangan yang sekolah sediakan, laptop untuk meihat video haow to make something. Ada juga itu bahan-bahan dan alat untuk mempraktekkan contoh prosedur text</p>

Transcript of Interview

Teacher : Cicit Amba, S.Pd

Date : 06 October 2021

School : MAN Model 1 Manado

No.	Researcher	Teacher
1.	<p>In teaching procedure text what kind of teaching strategies do you use?</p> <p>Dalam mengajarkan teks prosedur, strategi seperti apa yang guru gunakan?</p>	Demonstrasi
2.	<p>Why did you use this strategy?</p> <p>Mengapa anda memilih strategi tersebut untuk digunakan?</p>	Untuk mengetahui pemahaman siswa, mengajarkan siswa untuk lebih mandiri, dan membiasakan siswa memperhatikan jika guru sedang menjelaskan. Strategi ini menurut saya cocok untuk digunakan pada pengajaran teks prosedur karena habis penjelasan langsung demo/ praktek
3.	<p>What steps are there to apply the strategy?</p> <p>Langkah-langkah apa saja yang ada untuk mengaplikasikan strategy tersebut?</p>	Merumuskan pencapaian dalam mendemonstrasikan materi teks procedure, mempersiapkan alat dan bahan yang akan dipraktikkan, memperjelas kalimat yang digunakan untuk step-step melakukan sesuatu, memperhitungkan waktu yang dibutuhkan dalam satu kali praktek.

4.	<p>How do the teachers implement the strategies in teaching procedure text?</p> <p>Bagaimana cara anda menerapkan strategi tersebut dalam mengajar teks procedure?</p>	<p>Cara saya menerapkan strategi ini setelah menjelaskan menyuruh mereka langsung praktek. Biasanya untuk materi teks prosedur saya sudah menyuruh mereka membawa bahan dan alat untuk praktek.</p>
5.	<p>What difficulties occur when applying this strategy?</p> <p>Pada materi teks procedure kesulitan apa yang terjadi saat guru mengajar?</p>	<p>Siswa kurang mampu memahami teks Bahasa Inggris, salah mengucapkan jika disuruh praktek membacakan teks prosedur, alat dan bahan praktek terkadang menjadi kendala dalam pembelajaran teks procedure</p>
6.	<p>Besides strategies, what tools and materials do you use in teaching procedure texts?</p> <p>Selain strategi, alat dan bahan apa yang anda gunakan ?</p>	<p>Tentunya alat dan bahan yang akan dipraktikkan, misalnya mau praktek how to make rujak, jadi mereka harus membawa bahan buah, gula merah dan alat pisau Loyang dan lainnya. Bisa juga how to used google classroom jadi mereka membawa laptop dan sebagainya.</p>

Appendix 4

LETTER OF INTERVIEW

Name : Lastri W. Asiking

Position : English Teacher at MAN Model 1 Manado

Declaring hereby that the participant has been interviewed regarding the thesis "Teacher Perception of Using Procedure Text in English Learning".

Thus the letter is to be used properly

Informant

A handwritten signature in black ink, appearing to read 'L. Asiking', with a horizontal line extending to the right.

Lastri W. Asiking

LETTER OF INTERVIEW

Name : Sri Suharti

Position : English Teacher at MAN Model 1 Manado

Declaring hereby that the participant has been interviewed regarding the thesis
" Teacher Perception of Using Procedure Text in English Learning ".

Thus the letter is to be used properly

Informant

A handwritten signature in black ink, appearing to read 'Sri Suharti', written in a cursive style.

Sri Suharti

LETTER OF INTERVIEW

Name : Riswani Paputungan

Position : English Teacher at MAN Model 1 Manado

Declaring hereby that the participant has been interviewed regarding the thesis
" Teacher Perception of Using Procedure Text in English Learning ".

Thus the letter is to be used properly

Informant



Riswani Paputungan

LETTER OF INTERVIEW

Name : Cicit Amba

Position : English Teacher at MAN Model 1 Manado

Declaring hereby that the participant has been interviewed regarding the thesis "Teacher Perception of Using Procedure Text in English Learning".

Thus the letter is to be used properly

Informant

A handwritten signature in black ink, appearing to read 'Cicit Amba', with a small 'm' written below the end of the signature.

Cicit Amba

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MAN Model 1 Manado
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas /Semester : XII/Genap
Materi Pokok : Teks Prosedur
Alokasi Waktu : 3 JP (Pertemuan 1)

A. Tujuan Pembelajaran

Setelah mengikuti kegiatan pembelajaran menggunakan model pembelajaran discovery Learning, dengan metode literasi, eksperimen, praktikum, dan presentasi dengan menumbuhkan sikap menyadari kebesaran Tuhan, sikap gotong royong, jujur, dan berani mengemukakan pendapat, siswa dapat :

- ✦ Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya

Media Pembelajaran, Alat dan Sumber Belajar

Media/ Alat/Bahan : lembar kerja (siswa), Lembar penilaian, LCD Proyektor, laptop spidol, papan tulis,

Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XII, Kemendikbud, Tahun 2018

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin (Penguatan Pendidikan Karakter)	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya <i>unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian diikuti saran</i> serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Teks Prosedur	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i>
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan <i>dan tulis, dalam bentuk manual terkait penggunaan teknologi</i>

	<i>dan tulis, dalam bentuk manual terkait penggunaan teknologi</i>
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i>
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	


C. Penilaian Hasil Pembelajaran

Tes Tertulis : Siswa diminta berlatih mengisi soal yang telah disiapkan di bagian lembar kerja

Praktik : Siswa diminta berlatih Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi



Manado, 11 Januari 2021
Guru Mata Pelajaran



Lastri W. Asiking, S.Pd
19810604 200501 2 007

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MAN Model 1 Manado
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas /Semester : XII/Genap
Materi Pokok : Teks Prosedur
Tahun Pelajaran : 2021
Alokasi Waktu : Pertemuan 1

A. Kompetensi Inti (KI)

Rumusan kompetensi sikap spiritual yaitu, “Menghayati dan mengamalkan ajaran agama yang dianutnya”. Sedangkan rumusan kompetensi sikap sosial yaitu, “Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, damai), bertanggung-jawab, responsif, dan proaktif melalui keteladanan, pemberian nasihat, penguatan, pembiasaan, dan pengkondisian secara berkesinambungan serta menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia”. Kedua kompetensi tersebut dicapai melalui pembelajaran tidak langsung (*indirect teaching*) yaitu keteladanan, pembiasaan, dan budaya sekolah.

KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya 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, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya	3.6.1 Menganalisis fungsi sosial, beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya 3.6.2 Menganalisis struktur teks beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya 3.6.3 Menganalisis unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait

	manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya
4.6 Teks prosedur	4.6.1 Melakukan percakapan berkaitan dengan teks prosedur
4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips)	4.6.2 Menulis teks prosedur
	4.6.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips)
4.6.2 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.6.2.1 Membuat teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model Discovery Learning yang dipadukan dengan metode *mind mapping*, teknik ATM, dan pendekatan saintifik yang menuntun peserta didik untuk mengamati (membaca) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya di depan kelas, Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips)
3. Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

dengan rasa rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik.

Fokus nilai-nilai sikap

- Peduli
- Jujur berkarya
- Tanggung jawab
- Toleran
- Kerjasama
- Proaktif
- kreatif

D. Materi Pembelajaran

1. Materi pembelajaran regular

a. Fakta

→ Di Tunjukkan contoh teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (*tips*)

- *If you visit Seattle, feel the fresh air on your face as you sail to your Bainbridge Island on a Washington State Ferry*

b. Konsep

→ Fungsi social dan struktur teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (*tips*).

c. Prinsip

→ Tata bahasa: kalimat imperatif, negatif dan positif

→ Ungkapan dan kosa kata yang lazim digunakan dalam manual dan tip

→ Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

→ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

d. Prosedur

→ Membuat teks prosedur singkat tentang manual terkait penggunaan teknologi dan kiat-kiat (*tips*)

2. Materi pembelajaran remedial

→ Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

3. Materi pembelajaran pengayaan

→ Menganalisis dan membandingkan beberapa teks prosedur lain dengan memperhatikan struktur teks, dan unsur kebahasaan

E. Media/alat, Bahan dan

1. Media/alat

- Bahan Tayang
- Laptop
- Media LCD projector

E. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 45 menit)	Waktu
Kegiatan Pendahuluan Guru : Orientasi (<i>Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai isi dalam Al Qur'an (Literasi)</i>) <ul style="list-style-type: none">❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi	15 menit

1. Pertemuan Ke-1 (2 x 45 menit)		Waktu
<ul style="list-style-type: none"> ❖ Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, materi di kelas sebelumnya <ul style="list-style-type: none"> → <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran</i> ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <ul style="list-style-type: none"> → <i>Guru mengawali pembelajaran dengan mengajukan pertanyaan kepada siswa apakah mereka pernah membaca suatu teks prosedur. Kalau ya, siswa diminta menjelaskan apa teks prosedur yang mereka baca, dan apa pendapat mereka dengan adanya teks prosedur tersebut. Alokasi untuk menulis adalah 10 menit.</i> <i>Classroom language:</i> <i>Hello everyone, it is a beautiful day! Do you agree?</i> <i>Yesterday my friend purchased "Do It Yourself Table" and the whole evening we were trying to put it together. Thank God for the procedural instructions we managed to put it to together.</i> <i>Have you experienced something like this?</i> <i>Have you ever used a procedural manual or text to fix something, make something or do something?</i> <i>Open your book, go to chapter 6, and write down your experience in the personal connection. You have 10 minutes to do it.</i> <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. ❖ Apabila materi/tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> → <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan. <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 		
Kegiatan Inti		60 menit
Sintak	Kegiatan Pembelajaran	

1. Pertemuan Ke-1 (2 x 45 menit)		Waktu
Model Pembelajaran		
Stimulation (stimulasi/pemberian rangsangan)	<p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian (<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>) pada topic</p> <p>→ <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan alat)/ <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> Menayangkan gambar/foto tentang → <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i> ❖ Mengamati <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> Peserta didik bersama kelompoknya melakukan pengamatan dari permasalahan yang ada di buku paket berkaitan dengan materi → <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i> ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),(Literasi) Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan → <i>Peserta didik diminta membaca wacana berjudul Technical Writing History secara individual. Sebelum membaca guru menyampaikan bahwa di akhir kegiatan membaca siswa akan diminta membuat kesimpulan dari isi bacaan. Untuk memudahkan siswa menarik kesimpulan, maka selama proses membaca siswa diminta membuat pertanyaan-pertanyaan yang terkait dengan isi bacaan. Teknik ini akan membuat siswa mengingat isi setiap paragraf dari bacaan tersebut.</i> 	

1. Pertemuan Ke-1 (2 x 45 menit)		Waktu
	<p><i>Classroom language:</i></p> <p><i>Have you wondered how writing started?</i></p> <p><i>What motivated the early man to write?</i></p> <p><i>Well, today we are going to read about the story of writing.</i></p> <p><i>How did the writing start? How did it look like?</i></p> <p><i>Read the story of writing with your partner. If you can't understand something, place the question mark next to the text.</i></p> <p><i>We will discuss any questions you have after you read the text.</i></p> <p><i>How is it going?</i></p> <p><i>Have you finished?</i></p> <p><i>Let's see what questions you have?</i></p> <p><i>Please raise your hand if you want to ask a question or give comment.</i></p> <p>❖ Mendengar Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan → <i>Peserta didik diminta menyimak pengucapan kosakata baru oleh guru terkait tema dan peserta didik mengucapkan ulang</i></p> <p>❖ Menyimak, Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter) Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : → <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i></p>	
Problem statemen (pertanyaan/ identifikasi masalah)	<p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar <i>Berpikir kritis dan kreatif (4C) dengan sikap jujur, disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)</i></p> <p>❖ Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaan berdasarkan hasil pengamatan yang ada pada buku paket;</p> <p>❖ Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya;</p> <p>❖ Mengajukan pertanyaan tentang : → <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i></p>	

1. Pertemuan Ke-1 (2 x 45 menit)		Waktu
	yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya : →	
Data collection (pengumpulan data)	<p>Peserta didik mengumpulkan berbagai informasi (<i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter), literasi (membaca)</i>) yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet; melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian, <ul style="list-style-type: none"> → <i>Siswa mewawancarai orang-orang di sekitar mereka sebanyak 5 orang. Siswa menggunakan daftar pertanyaan yang tertera pada buku siswa. Kemudian siswa diminta untuk menyampaikan laporan hasil wawancara di depan kelas.</i> <p><i>Classroom Language:</i></p> <p><i>Do you think your parents use procedural text?</i></p> <p><i>Have you ever seen your parents or anyone around you using procedural text for anything?</i></p> <p><i>You will interview people in your neighborhood on the use of procedural text and present it in class. You can use the questions given in Parent Connection. Good luck!</i></p> <ul style="list-style-type: none"> ❖ Wawancara dengan nara sumber ❖ Mengumpulkan informasi Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu <ul style="list-style-type: none"> → <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i> ❖ Membaca sumber lain selain buku teks, Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang <ul style="list-style-type: none"> → <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i> ❖ Mempresentasikan ulang 	

1. Pertemuan Ke-1 (2 x 45 menit)	Waktu
<p>❖ Aktivitas:(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),)</p> <p>→ Peserta didik diminta menuliskan tentang apa pengaruh perkembangan menulis bagi kemajuan dunia</p> <p>Classroom Language:</p> <p><i>Writing has changed a lot of things in our life.</i></p> <p><i>Imagine if writing wasn't invented, what would be the condition of our world?</i></p> <p><i>Would it still be as it is or would it change drastically?</i></p> <p>→ Peserta didik diminta memilih satu topik dari beberapa topik yang ditawarkan di buku siswa. Kemudian siswa diminta membuat teks prosedur berdasarkan topic pilihannya.</p> <p><i>You know how to write a procedural text. You have practiced it as well.</i></p> <p><i>Now it is time for you to write your own procedural text.</i></p> <p><i>Choose any of the topic given in the Writing Connection section.</i></p> <p><i>Have you chosen a topic? Great!</i></p> <p><i>Now answer the questions in the graphic organizer and get started to write a procedure text.</i></p> <p><i>Remember to follow the format given in "Building Blocks" section.</i></p> <p>→ Peserta didik diminta memilih teman untuk menjadi pasangan kerja dalam membuat sebuah teks prosedur yang bisa digunakan dimanfaatkan oleh orang-orang yang ada di lingkungan sekitar. Jika memungkinkan hasil tulisan tersebut di laminating lalu di tempel di tempat yang dilalui banyak orang agar banyak yang membacanya.</p> <p>Classroom Language:</p> <p><i>Let's start the class.</i></p> <p><i>Project time. You will create a procedural text on your own.</i></p> <p><i>Choose any item or anything you want.</i></p> <p><i>Create a procedural text with pictures.</i></p> <p><i>You have 1 week to submit it.</i></p> <p>→ Peserta didik diminta mengamati Struktur text yang mencakup: Tujuan, Bahan/material, Langkah-langkah (steps)</p> <p>→ Peserta didik diminta mengamati Unsur kebahasaan yang meliputi</p> <ul style="list-style-type: none"> ▲ Tata bahasa: kalimat imperatif, negatif dan positif ▲ Ungkapan dan kosa kata yang lazim digunakan dalam manual dan tip ▲ Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. 	

1. Pertemuan Ke-1 (2 x 45 menit)	Waktu
<p>▲ <i>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i></p> <p>❖ Mendiskusikan <i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)</i></p> <p>→ <i>Peserta didik diminta membentuk kelompok diskusi, yang terdiri dari 3-5 orang, kemudian masing-masing kelompok mendiskusikan jawaban pertanyaan-pertanyaan yang ada pada kolom diskusi yang ada pada buku teks.</i></p> <p>Classroom Language:</p> <p><i>Form a group. Each group should not have more than 5 people.</i></p> <p><i>Done, are you settled?</i></p> <p><i>OK Good, let's look at the discussion questions!</i></p> <p><i>You will discuss these questions with each other and write down your responses.</i></p> <p><i>Once you are done, you will discuss the questions with the whole class.</i></p> <p><i>Are you done? OK let's see what have you done.</i></p> <p>❖ Mempraktikkan</p> <p>→ <i>Siswa membentuk pasangan untuk membuat dialog sesuai dengan instruksi yang ada di buku teks. Siswa diminta melengkapi dialog yang berkaitan dengan teks prosedur. Setelah selesai siswa diminta untuk memperagakan dialog tersebut di depan kelas.</i></p> <p>Classroom Language:</p> <p><i>How would you to act out a conversation between you and a technical support personnel?</i></p> <p><i>Technical support is a person who answers your questions regarding any technical difficulties you have while using their product.</i></p> <p><i>Go to Active Conversation section of chapter 6, and complete the conversation and act it out in front of the class.</i></p> <p>→ <i>Peserta didik diminta melakukan percakapan berkaitan dengan teks prosedur</i></p> <p>→ <i>Peserta didik diminta menulis teks prosedur</i></p> <p>→ <i>Peserta didik diminta membuat poster berupa teks prosedur yang dilengkapi dengan gambar</i></p> <p>❖ Mengulang</p> <p>❖ Saling tukar informasi tentang :</p> <p>→ <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat cermat</p>	

1. Pertemuan Ke-1 (2 x 45 menit)		Waktu
	untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.	
Data processing (pengolahan Data)	<p>Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah (<i>Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),</i>)</p> <p>Selama peserta didik bekerja di dalam kelompok, pendidik memperhatikan dan mendorong semua peserta didik untuk terlibat diskusi, dan mengarahkan bila ada kelompok yang melenceng jauh pekerjaannya dan bertanya (<i>Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah</i>) apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal.</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data : <ul style="list-style-type: none"> → <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i> yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya. ❖ Mengolah informasi yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Pesertadidik mengerjakan beberapa soal mengenai <ul style="list-style-type: none"> → <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i> 	
Verification (pembuktian)	<p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan : 	

1. Pertemuan Ke-1 (2 x 45 menit)		Waktu
	<p>→ <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>	
Generalizatio (menarik kesimpulan)	<p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : <ul style="list-style-type: none"> → <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang <ul style="list-style-type: none"> → <i>Fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi</i> ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran 	

Mengetahui
Kepala Madrasah

Manado, 16 Januari 2021
Guru Mata Pelajaran

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN Model 1 Manado
 Mata Pelajaran : Bahasa Inggris
 Kelas : XII
 Materi Pokok : Procedure Text
 Alokasi Waktu : 120 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi teks yang digunakan untuk melakukan sesuatu dalam bahasa Inggris
- Mengidentifikasi bacaan untuk mengetahui karakteristik procedure text
- Membuat struktur untuk melakukan sesuatu dan berlatih mempraktekkan unsur teks procedure dalam bahasa Inggris

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

✦ **Media/alat/bahan:** papan tulis, lembar kerja siswa, laptop, spidol, bahan praktek procedure text

✦ **Sumber Belajar:** Buku Bahasa Inggris (wajib) Penunjang Kurikulum 2013 Kelas XII

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.</i>
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Menyapa, berpamitan, berterima kasih, meminta maaf,</i>

	dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui
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Manado, 10 Juli 2021
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Riswani Paputungan

DOCUMENTATIONS



Interview Process with Teacher, 2 October 2021



Interview Process with Teacher, 2 October 2021



Interview Process with Teacher, 2 October 2021



Interview Process with Teacher, 2 October 2021



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Interview Process with Teacher, 4 October 2021

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Organizational Experience : Member of HMPS TBI FTIK IAIN Manado 2018

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The Researcher,

Herawati Marfuah