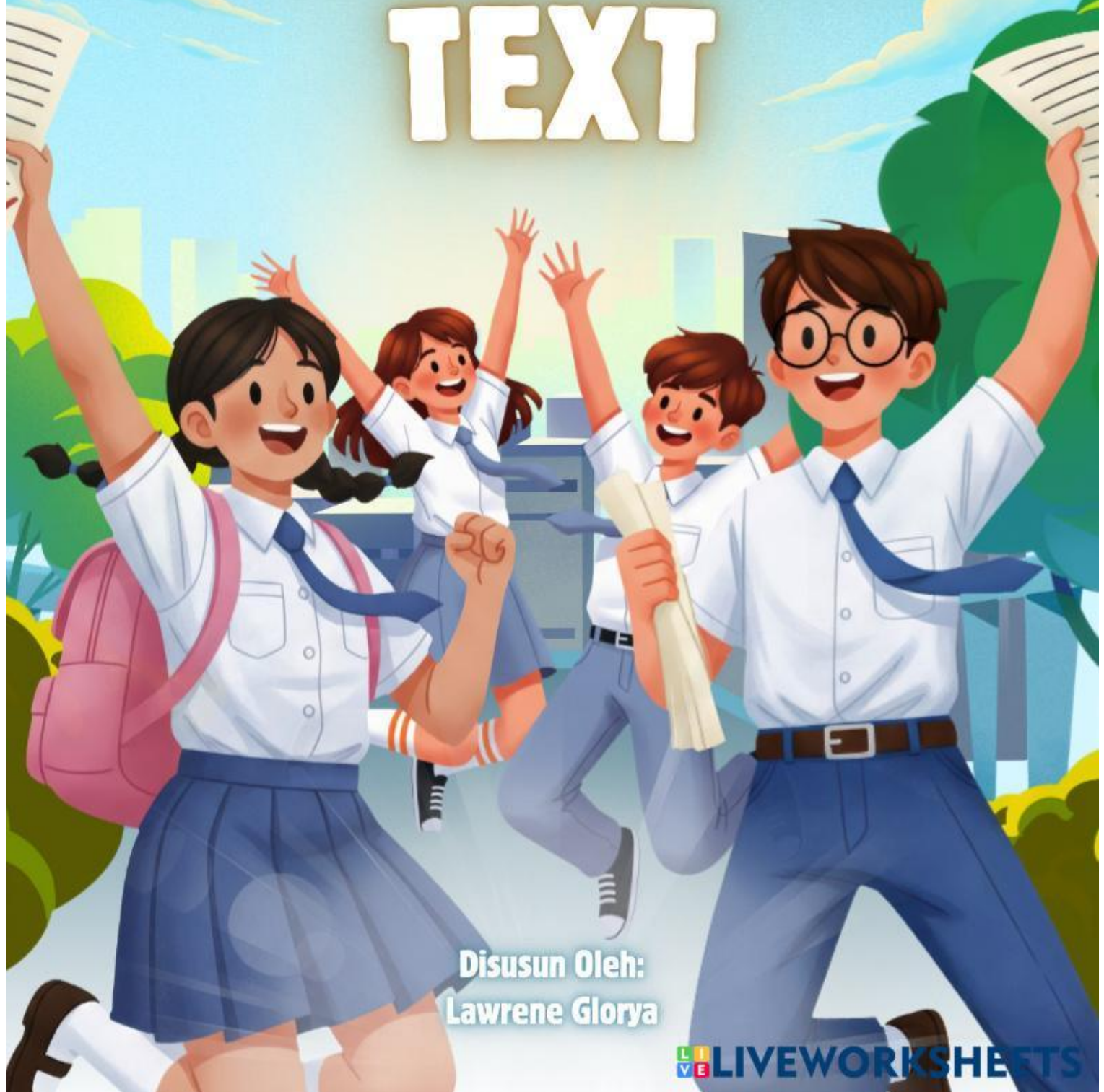


# PROCEDURE TEXT



Disusun Oleh:  
Lawrene Gloria

## **A. Identitas Modul Ajar**

|                          |                               |
|--------------------------|-------------------------------|
| <b>Nama Penyusun</b>     | <b>Lawrence Glorya</b>        |
| <b>Satuan Pendidikan</b> | <b>SMA Negeri 4 Pekanbaru</b> |
| <b>Tahun Penyusunan</b>  | <b>2025</b>                   |
| <b>Fase</b>              | <b>F</b>                      |
| <b>Kelas</b>             | <b>XI (Sebelas)</b>           |
| <b>Alokasi Waktu</b>     | <b>2 JP (2x45 menit)</b>      |

## **B. Kompetensi Awal**

- Peserta didik mengenal imperative verb.
- Peserta didik mampu membuat kalimat simple present.
- Peserta didik mengenal adverbial of sequence/using temporal conjunction: first, second, third.

## **C. Sarana dan Prasarana**

|                       |                                                                                                              |
|-----------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Media</b>          | <b>LCD Proyektor, Laptop, handphone</b>                                                                      |
| <b>Alat dan bahan</b> | <ul style="list-style-type: none"><li>• Liveworksheets</li><li>• GForm.</li><li>• Lembar Refleksi.</li></ul> |

## D. Model Pembelajaran

|                         |                                                                                                                                                                                                                                                                                                           |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Moda Pembelajaran       | Campuran (Daring-Luring)                                                                                                                                                                                                                                                                                  |
| Pendekatan Pembelajaran | Saintifik                                                                                                                                                                                                                                                                                                 |
| Model Pembelajaran      | <b>Project Based Learning:</b><br>Fase PJBL sebagai berikut :<br>Fase 1: Pertanyaan Mendasar.<br>Fase 2: Mendesain perencanaan produk.<br>Fase 3: Menyusun jadwal pembuatan.<br>Fase 4: Memonitoring keaktifan dan perkembangan proyek.<br>Fase 5: Menguji hasil.<br>Fase 6: Evaluasi pengalaman belajar. |
| Metode Pembelajaran     | Diskusi dan quiz                                                                                                                                                                                                                                                                                          |

## E. Capaian Pembelajaran

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuaidengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenisteks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi,diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membacateks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenisteks dalam bahasa Inggris sudah berkembang. Merekamemproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam.Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan targetpembaca/pemirsa

## **F. Tujuan Pembelajaran**

**Peserta didik diharapkan:**

- Dapat mengaplikasikan imperative verb dalam suatu kalimat.
- Dapat mengaplikasikan adverbial of sequence/using temporal conjunction : first, second, third dalam suatu kalimat.
- Dapat membuat procedure text.

## **G. Asesmen**

**Asesmen Diagnostik :**

- Dilaksanakan di awal materi procedure text

**Asesmen Formatif :**

- Dilakukan selama kegiatan pembelajaran berlangsung
- Ketika siswa sedang berkegiatan, guru berkeliling, dan berhenti sejenak di salah satu kelompok untuk mengamati kompetensi siswa
- Ketika siswa sedang berkegiatan, guru berkeliling untuk mengamati keaktifan siswa secara individu ataupun melihat kendala yang mungkin timbul
- Ketika menemukan siswa yang kurang aktif, atau mengalami kendala, guru bisa melakukan perbaikan
- Bentuk Soal Formatif terlampir

**Asesmen Sumatif :**

- Diberikan setelah materi procedure text diselesaikan.

**Asesmen Individu dan Kelompok**

## **H. Pertanyaan Pemantik**

- Do you always wash your hand before having meal?
- How to wash your hand properly?
- What kind of tools do you need to do it?
- Could you tell me the steps of washing hand?
- Have you ever played kite?
- Do you know how the way to make it?

# What is a Procedure Text?

A procedure text is a type of text that provides instructions on how to do something, make something, or operate something. It helps readers achieve a specific goal through logical, ordered steps.

## Function

A procedure text is used to:

- Try
- teach someone how to complete a task
- ensure a process happens correctly and efficiently

## Generic Structure

A procedure text follows a consistent structure to make instructions easy to follow. The structure includes: Procedure texts generally have three main parts:

- **Goal:** What you want to achieve. Ex: How to make Fried Rice
- **Materials/Ingredients:** Items needed to complete the procedure
- **Steps/Methods:** A sequence of actions done to complete the procedure

# Language Features

Understanding the language features of procedure texts helps students write instructions correctly and clearly.

- **Simple Present Tense:** Used because instructions describe general truths or habitual actions
- **Imperative Sentences:** These command verbs tell the reader what to do.
- **Action Verbs:** Verbs that show physical activity.
- **Sequencing Words:** Words that show order and organization.
- **Specific and Measurable Details:** Such as exact quantities, durations, or temperatures.
- **Adverbs of Manner and Time:** Clarify how and for how long steps should be performed. These features together create clear, direct, and efficient instructions.

## Example:

### How to Make a Cup of Tea



#### Materials:

- 1 tea bag
- Hot water
- Sugar (optional)
- Cup
- Spoon

#### Steps:

1. Boil the water until it is hot
2. Put the bag into the cup
3. Pour the hot water into the cup
4. Add sugar if you like
5. Stir the tea gently
6. Remove the tea bag
7. Serve Hot

## **Worksheet 1:**

Type your answer in the text fields below

1. What is the purpose of a procedure text?
2. Write one example of sequencing words.
3. What tense is mostly used in procedure texts?
4. Give one example of an action verb.
5. What are the three main parts of a procedure text?

## Worksheet 2:

Choose the correct option.

1. The purpose of a procedure text is to...

- ☐ Tell a story
- ☐ Describe a place
- ☐ Give an instructions
- ☐ Express opinions

2. Which one is a sequencing word?

- ☐ Beautifully
- ☐ First
- ☐ Tall
- ☐ Quickly

3. A procedure text mostly uses...

- ☐ Imperative sentences
- ☐ Past Tense
- ☐ Future Tense
- ☐ Passive Voice only

## Worksheet 2:

Choose the correct option.

7. Which step shows an imperative verb?

- ☐ She cooked the rice
- ☐ Turn off the stove
- ☐ The stove is hot
- ☐ The rice is ready

8. Which sentence uses the correct sequencing word?

- ☐ First, wash your hands
- ☐ First, wash your hands
- ☐ Fastly, wash your hands
- ☐ Hands wash first

9. Which instruction is written correctly?

- ☐ Pour the milk into the glass
- ☐ Poured the milk to glass
- ☐ Pouring milk into the glass
- ☐ Milk pour into glass

## Worksheet 3:

Join the correct pairs.



Mix



Boil



Cut



Wash

## **Worksheet 4:**

**Write your answer in complete sentences.**

**1. Explain why sequencing words are important in a procedure text?**

**2. Describe the function of imperative sentences in a procedure text.**

### 3. Write a short Procedure Text about How to Save Document on a Laptop

