

Chapter 9

Do It Carefully!



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Tujuan Pembelajaran:

Setelah mempelajari Bab 9, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

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.

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

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

A. WARMER

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> Bersama-sama guru siswa saling berbagi informasi tentang benda, tanaman, atau binatang kesayangan. Informasi ini diharapkan mengarah pada identitas benda, tanaman, atau binatang serta penjelasan tentang cara merawatnya. 	<ul style="list-style-type: none"> <i>Today we are going to talk about something special. First, read the questions in the warmer section, and try to answer them individually. After that share your answer with your classmate sitting next to you:</i> <ul style="list-style-type: none"> <i>a. Do you have something that is very special to you?</i> <i>b. What is it that is special to you?</i> <i>c. Why is it special to you?</i> <i>d. Does that thing need special care?</i> <i>e. How do you take care of it?</i>

B. READING

<ul style="list-style-type: none"> Guru memberi contoh dua teks dalam bahasa Inggris (Task 1) yang di dalamnya terdapat time sequencers (urutan penanda waktu). Selanjutnya, guru membimbing siswa menganalisis fungsi sosial, struktur teks, dan ciri kebahasaan kedua teks melalui kegiatan menjawab pertanyaan yang ada (Task 1). 	<p>Task 1</p> <p><i>Now, read the following reading texts. Then, read the questions. Work in pairs to find the answer. You can read again to find the answers.</i></p> <ul style="list-style-type: none"> <i>a. Read text 1 and text 2. What are they about?</i>
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PROSEDUR	INSTRUKSI/CATATAN
<p>- Melalui kegiatan tanya jawab, siswa memberikan komentar dan pandangannya tentang fungsi sosial masing-masing, ketepatan unsur kebahasaannya, format, tampilan, dsb. Hal-hal yang dapat diidentifikasi siswa adalah:</p> <ul style="list-style-type: none"> o Fungsi sosial o Struktur teks o Ciri-ciri kebahasaan o Sumber teks o Cara penyajian 	<p><i>b. For what purpose did the writer write the text? Do you think the texts have the same purpose in society? Why do you think so?</i></p> <p><i>c. Do the two texts use time sequencers, such as: first, second, next, then, etc? What is the function of the sequencers?</i></p> <p><i>After you finish discussing the answers with your partner, let's check them together.</i></p> <p><i>Now, let's continue our discussions. answer the following questions:</i></p> <p><i>a. What is the social function of the text?</i></p> <p><i>b. How are the ideas in the texts ordered or arranged?</i></p> <p><i>c. Can you find the dominant language features in the two texts?</i></p> <p><i>d. What are the sources of the texts?</i></p> <p><i>Let's discuss together.</i></p>

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Guru membimbing siswa menemukan adverbials dalam dua teks model (Task 2). 	<p>Task 2</p> <ul style="list-style-type: none"> - <i>Read the texts again. Try to find some adverbials there.</i> - <i>Do you know what adverbials are? Look at the examples see them in the sentences.</i> - <i>What do you think are the functions of those phrases?</i> - <i>What information do you get from the phrases?</i> <p><i>Now try to find other examples of adverbs in the two texts.</i></p> <p>Task 3</p> <ul style="list-style-type: none"> - <i>Now sit in groups of four students. Discuss the questions in the work book in Task 3. Talk about geckos.</i> - <i>What are geckos?</i> - <i>Have you even seen geckos or their pictures?</i> - <i>Have you ever read anything about leopard geckos?</i> - <i>What information about geckos did you get from reading?</i>
<ul style="list-style-type: none"> - Guru membagi siswa ke dalam kelompok. Secara berkelompok siswa membahas pertanyaan-pertanyaan yang ada pada Task 3. Jawaban siswa dapat bervariasi karena pengalaman masing-masing. Secara bergiliran siswa menyampaikan hasil diskusi kelompoknya. Guru membimbing proses diskusi kelas. 	

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Siswa membaca teks tentang leopard geckos (Task 4) secara individu dengan metode skimming. Hasil skimming dimanfaatkan untuk menjawab pertanyaan yang ada. <p>Task 6 Guru meminta para siswa untuk membaca teks pada Task 6 dan menjawab pertanyaan no. 1 sd 5 berdasarkan bacaan tentang bagaimana caranya memandikan anjing. Pertanyaan 1 s/d 5 tersebut telah digunakan untuk teks sebelumnya tentang leopard gecko. Dengan demikian diharapkan siswa tidak mendapat banyak kesulitan. Guru bisa meminta siswa menjawab pertanyaan-pertanyaan tersebut di luar jam kelas secara individu atau kelompok.</p>	<p><i>Is there anyone who wants to share the result of your discussion with the class?</i></p> <p>Task 4 & 5</p> <ul style="list-style-type: none"> - <i>Now, read the text individually. Read and skim each paragraph in the reading text. Skim through to find information about how to breed gecko. Then answer the questions that follow. Discuss the answers together in your group.</i> - <i>Now, it's time to share the groups' answers with the class.</i> <p>Task 6</p> <ul style="list-style-type: none"> - <i>Okay students, the next passage is interesting. What is it about?</i> - <i>Read the text and then answer the questions. The questions are the ones that we already used for the previous text about leopard gecko.</i>

PROSEDUR	INSTRUKSI/CATATAN
	<ul style="list-style-type: none"> - <i>Answer the questions at home outside of this meeting. You can do it individually or in groups. We can check the answers together in the next meeting.</i>

C. VOCABULARY BUILDER

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Siswa berusaha mencari makna kata (Task 4), baik dengan menebak melalui konteks maupun melihat makna kata tersebut di kamus. Guru memberikan contoh cara melafalkan kata-kata dalam Task 4 dan siswa menirukan pelafalan yang benar. 	<ul style="list-style-type: none"> - <i>Find the meaning of the words.</i> - <i>Read the text about how to breed geckos and then individually guess the meaning of each word in the vocabulary list. Use the sentences surrounding the words to help you make the best guess.</i> - <i>If you cannot guess it, you can consult your dictionary.</i> <p><i>After that, compare the meanings of the words with your classmates'.</i></p>

D. PRONUNCIATION PRACTICE

PROSEDUR	INSTRUKSI/CATATAN
	<ul style="list-style-type: none"> - <i>Now, let's learn how to pronounce the words.</i> - <i>Listen carefully and repeat after me.</i>

	<ul style="list-style-type: none"> - <i>I will read them and you can identify which word I am reading.</i> <p><i>Now, it's your turn to read and the rest will identify the words being read. Is there anyone volunteering to read the words aloud?</i></p>
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E. GRAMMAR REVIEW

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Dengan bimbingan guru, siswa dapat menemukan kalimat perintah (commands/imperative sentences) yang ada dalam teks (Task 4). Selanjutnya dengan bimbingan guru siswa menemukan adverbials dalam teks (Task 6). 	<p><i>Read again the texts about how to breed leopard geckos.</i></p> <ul style="list-style-type: none"> - <i>Find the commands or instructions. Circle all the commands in the text.</i> - <i>In the commands there are adverbials. Examples of adverbials are above the vent, for cent, without the need, etc.</i> - <i>Do you remember what is the function of adverbs in sentences?</i> - <i>Underline any adverb/adverbials you can find in the text.</i>

PROSEDUR	INSTRUKSI/CATATAN
<p>Grammar Exercise</p> <ul style="list-style-type: none"> - Dengan bimbingan guru siswa mengingat kembali konstruksi kalimat perintah <i>commands</i> (<i>imperative sentences</i>). Pemilihan kata kerja yang tepat disesuaikan dengan konteks dalam kalimat. Siswa diharapkan dapat mengisi dengan kata kerja seperti berikut. Selanjutnya mereka menemukan adverbials yang ada dalam semua butir soal. 	<ul style="list-style-type: none"> - <i>In this grammar exercise, practice making imperative sentences that you can use to tell people to do something.</i> - <i>Fill in the blanks with appropriate verbs that indicate commands/ imperative sentences.</i> - <i>When you finish, read all the items again and then circle the adverbials you can identify.</i>

F. TEXT STRUCTURE

PROSEDUR	INSTRUKSI/CATATAN
<p>Guru membimbing siswa menemukan struktur teks procedure: goal, materials/things, steps. Guru mengelaborasi isi dari masing-masing bagian struktur teks jenis ini (Task 4). Tabel yang sudah dilengkapi oleh siswa juga dapat dimanfaatkan sebagai bahan penguatan pemahaman terhadap struktur teks.</p>	<ul style="list-style-type: none"> - <i>Read the explanation in part F, Task 1 that tells you how ideas in procedure texts are arranged or structured.</i> - <i>Ask the teacher if you still don't understand after reading the explanation.</i> - <i>Then, read the model text on how to breed leopard gecko, and write in the table the appropriate parts of the procedure text.</i>

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Parts of the Text <i>Goal</i> - Difficulties <i>How to breed leopard geckos</i> - Parts of the Text <i>Materials</i> - Difficulties <i>Things you'll need: cage for geckos; laying box; incubation; lots of crickets dusted with calcium for egg growth; very small crickets for the babies.</i> 	
<ul style="list-style-type: none"> - Parts of the Text <i>Steps</i> - Difficulties <i>Steps 1: Get a male and female leopard gecko.</i> <i>Steps 2: Prepare a large cage for the male and female to live in together.</i> <i>Steps 3: Get the incubator ready for the eggs and provide a lay box.</i> <i>Steps 4: Ready the laying box to put in the cage.</i> <i>Steps 5: Place the eggs in the incubation medium.</i> <i>Steps 6: Observe the developing embryos.</i> <i>Steps 7: Have tiny crickets readily available.</i> 	

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Guru membimbing siswa menemukan ciri-ciri kebahasaan teks prosedur, yaitu berupa commands (<i>imperative sentences</i>) seperti <i>Get</i>, <i>Prepare</i>, dll. dan time sequencers seperti <i>first</i>, <i>second</i>, dll; serta adverbials seperti <i>above the vent</i>, dll. 	

G. SPEAKING

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Siswa mempelajari kembali informasi yang ada pada tabel. - Secara bergiliran siswa menceritakan kembali di depan kelas prosedur mengembangbiakkan leopard geckos. 	<ul style="list-style-type: none"> - <i>Read again the information you have written down in the table.</i> - <i>Based on the information, prepare some notes for oral presentation. Take turns presenting the information you have in front of the class.</i> - <i>As an alternative, if you don't like talking about geckos, you can present a topic that you like on a procedure of doing something, like how to take care of cats, or dogs, etc. Use the table to prepare your presentation. Then, take turns presenting your topic with your classmates.</i>

Yaitu berupa commands (<i>imperative sentences</i>) seperti <i>Get, Prepare</i> , dll. dan time sequencers seperti <i>first, second</i> , dll; serta adverbials seperti <i>above the vent</i> , dll.	- Pay attention to the commands, and time sequencer. Write the time sequencers below the table.
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H. WRITING

PROSEDUR	INSTRUKSI/CATATAN
<p>Task 1:</p> <ul style="list-style-type: none"> - Secara berkelompok siswa mencari teks prosedur (Task 1) baik dengan cara pergi ke perpustakaan atau mencari melalui internet. Teks prosedur yang dimaksud dapat berupa cara membuat sesuatu atau cara mengerjakan sesuatu. Guru menekankan pentingnya memerhatikan pertanyaan-pertanyaan penuntun berikut untuk dapat mengambil kesimpulan bahwa teks yang mereka pilih termasuk dalam kategori teks prosedur. <ul style="list-style-type: none"> - <i>What is the goal?</i> - <i>What are the materials/things/ ingredients needed?</i> - <i>What are the steps to do?</i> 	<p>Task 1</p> <ul style="list-style-type: none"> - <i>Now I want you to find other examples of procedure texts. You can look for it in magazines and Internet. Try to find a procedure text on how to make something or how to do something.</i> - <i>Then, read your text that you have got and answer the following questions:</i> <ol style="list-style-type: none"> <i>What is the author's purpose in writing the text?</i> <i>What are the materials/things /ingredients needed?</i> <i>What are the steps to do?</i> <i>Do the assignments in groups of four students.</i>

PROSEDUR	INSTRUKSI/CATATAN
<p>Task 2:</p> <ul style="list-style-type: none"> - Dengan bimbingan guru, secara berkelompok siswa menemukan kalimat perintah <i>commands</i> (<i>imperative sentences</i>) dalam teks mereka (Task 2). <p>Task 3:</p> <ul style="list-style-type: none"> - Dengan bimbingan guru, secara berkelompok siswa menemukan penanda urutan waktu <i>time sequencers</i> dalam teks mereka (Task 3) <p>Task 4:</p> <ul style="list-style-type: none"> - Dengan bimbingan guru, secara berkelompok siswa menemukan <i>adverbials</i> dalam teks mereka (Task 4). - Dengan bimbingan guru, siswa berbagi hasil diskusi kelompok dengan kelompok lain. <p>Task 5:</p> <ul style="list-style-type: none"> - Dengan bimbingan guru siswa mencoba mengembangkan teks jenis procedure (Task 5). Siswa diminta memerhatikan struktur teks sebagai berikut. 	<p>Task 2</p> <ul style="list-style-type: none"> - <i>Now, try to find the commands/ imperative sentences.</i> <p>Task 3</p> <p><i>Don't forget to also find the time sequencers.</i></p> <p>Task 4</p> <p><i>Find also the adverbials used in your text.</i></p> <p>Task 5</p> <ul style="list-style-type: none"> - <i>Write all of the results of your discussion neatly. Then exchange it with another group to get feedback.</i> - <i>Now that you are more knowledgeable about procedure text, let practice writing a procedure text of our own.</i> - <i>When you write, use the following guiding questions:</i> <ul style="list-style-type: none"> <i>a. What is your goal? Or what is your purpose in writing the procedure text?</i> <i>b. What are the materials / ingredients needed?</i>

PROSEDUR	INSTRUKSI/CATATAN
<p>Task 6:</p> <ul style="list-style-type: none"> - Dengan bimbingan guru siswa memeriksa hasil pekerjaan teman (Task 6). Pada saat membaca pekerjaan teman, mereka diingatkan untuk memperhatikan hal-hal berikut. <ul style="list-style-type: none"> a. The text structure: goal, materials, steps b. The use of commands (imperative sentences) c. The use of time sequencers d. Spelling e. Punctuation f. Capitalization g. Formatting h. References 	<p><i>c. What are the steps to do?</i></p> <p><i>d. Write your text neatly and attractively. You can give good illustration.</i></p> <p>Task 6</p> <ul style="list-style-type: none"> - <i>After you finish, exchange your work with your classmate. Read it carefully and give feedback based on the following items:</i> <ul style="list-style-type: none"> <i>a. the text structure: goal, material, steps.</i> <i>b. the use of commands (imperative sentences)</i> <i>c. the use of time sequencers</i> <i>d. spelling</i> <i>e. punctuation</i> <i>f. capitalization</i> <i>g. references</i>
<p>Task 7:</p> <ul style="list-style-type: none"> - Dengan bimbingan guru siswa mengurutkan kalimat menjadi paragraf yang baik (Task 1) seperti berikut. Guru meminta siswa memerhatikan penggunaan time sequencers. 	<p>Task 7</p> <ul style="list-style-type: none"> - <i>Read the instruction for Task 7. Rearrange those sentences into a good paragraph.</i>

	<ul style="list-style-type: none"> - <i>Do it individually first, then compare it with your partner's work.</i>
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I. VOCABULARY EXERCISE

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Dengan bimbingan guru siswa mengingat kembali makna kata yang sudah dipelajari dan mengaplikasikannya dalam konteks yang lain (Task 1). Siswa dapat melengkapi kalimat dengan kata yang benar seperti berikut. 	<ul style="list-style-type: none"> - <i>Read again the meanings of some words you studied in Vocabulary Builder activities.</i> - <i>Make sure you know the meaning of the words. Read the sentences around the words to give clearer understanding about the meaning of the words.</i> - <i>Now, put the words in the context of the following new sentences.</i> - <i>Understand the message of the sentences first, then decide which word from the list provided can be used to fill in the blanks.</i> - <i>Do this individually first, then discuss your answer in pairs. Discuss any differences. Whose answers are correct and why?</i> - <i>After that, we can check the answers together.</i>

J. REFLECTION

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Dengan bimbingan guru siswa melakukan refleksi tentang pemahaman mereka. Respon siswa dapat bervariasi. <ol style="list-style-type: none"> 1. <i>Do you have the goal to accomplish?</i> 2. <i>Do you have the materials/things ingredients?</i> 3. <i>Do you know the steps?</i> 4. <i>Do you use commands?</i> 5. <i>Do you use time sequencers?</i> 6. <i>Do you pay attention to spelling, punctuation, capitalization, and formatting?</i> 7. <i>Do you use references?</i> 	<ul style="list-style-type: none"> - <i>Before we end our discussion on this chapter, do you know how to create a procedure text?</i> - <i>Now, respond to the following questions to check whether you understand how to create a procedure text.</i> <ol style="list-style-type: none"> a. <i>Do you have the goal to accomplish?</i> b. <i>Do you have the materials / things/ ingredients?</i> c. <i>Do you know the steps?</i> d. <i>Do you use imperative sentences?</i> e. <i>Do you use time sequencers?</i> f. <i>Do you pay attention to spelling, punctuation, capitalization, and formatting?</i> g. <i>Do you use references?</i>

KUNCI JAWABAN

B. READING

Task 5

1. How to breed leopard geckos.
2. To describe or to explain how to breed leopard geckos.
3. Things you'll need and Steps.
4. Five different materials (things).
5. Seven steps.
6. (Students can just copy from the text)
7. Yes, because they indicate the procedure that we have to follow.
8. If we want girls, we have to set the incubation temperature 80 to 85 degrees; if we want males, we have to set the temperature 90 to 95 degrees, and if we want a mix, we have to set the temperature in the middle.

E. GRAMMAR REVIEW

Task 2

1. **Mop** the floor please. It looks so dirty because of the muddy spots.
2. **Get** the scissors; they are on my desk. We need to cut the paper into smaller pieces.
3. All the dishes seem to be ready to serve for dinner except the crackers. **Fry** them with the new cooking oil.
4. **Pour** the hot water into the cup. **Add** some sugar and then **stir** it.
5. **Chop** the lamb for tomorrow is barbeque.

6. You do not have to see the teacher for submitting this assignment. Just **put** your work in her mailbox.
7. **Get** dressed soon. We are running out of time for the party.
8. **Wash** your dirty clothes today, please; otherwise, you do not have anything to wear tomorrow.
9. **Slice** the onion to be fried and then put into the vegetable soup.
10. **Take** a bath now if you do not want to be in a long queue.

H. WRITING

Task 7 Rearrange Sentences

Using medicated lotion or spray is an alternative method of treating head lice. However, no medicated treatment is 100% effective. Consult your pharmacist for the right over-the-counter lotion or spray. Remember that medicated treatments should only be used if a living (moving) head louse is found. Follow instructions that come with the medicated lotion or spray when applying it. Depending on the product you are using, the length of time it will need to be left on the head may vary, from 10 minutes to 8 hours.

I. VOCABULARY EXERCISE

1. Dina has bought a more unique **cage** for the newly-hatched birds.
2. Throughout the experiment, the students have to ensure that the **temperature** is relatively the same from time to time.
3. The family intend to **breed** a new species of leopard geckos.
4. The neighbors finally decided to **separate** their areas by using fences.
5. Salamanders are oviparous and **lay** large eggs in clumps in water.
6. It seems to take about twenty days for this egg to **hatch**.
7. On the **lid** of the plastic container is a wooden sculpture of an animal.
8. The animals have to be separated because the male one shows much **aggression**.