How To Use Photoshop?
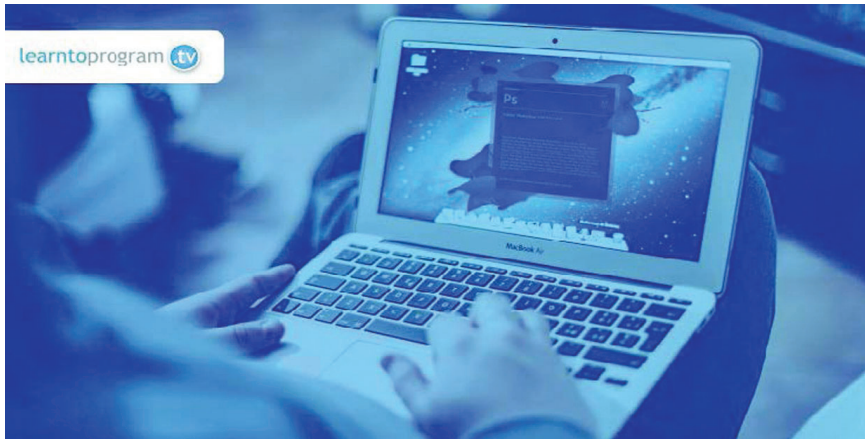

Source: *www.udemy-images.udemy.com*

Tujuan Pembelajaran:

Setelah mempelajari Bab 10, siswa diharapkan mampu:

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 memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesua ikonteks.

A. WARMER: WALL RACE

PROSEDUR	INSTRUKSI/CATATAN
- Pada saat siswa masih menutup bukunya, Guru meminta siswa untuk mendiskusikan dengan teman terdekat tentang sesuatu yang mereka ketahui mengenai Photoshop. - Setelah itu, Guru menjelaskan tentang Wall race yaitu siswa secara berkelompok berlomba untuk menuliskan kata-kata sebanyak-banyaknya di kertas yang telah ditempel guru di dinding kelas (tempat berbeda antara satu kelompok dan kelompok yang lain). Kelompok dengan kata-kata terbanyak menjadi pemenang. - Guru membagi siswa menjadi 4 kelompok dan meminta mereka untuk berdiri berbaris menghadap papan tulis sesuai dengan kelompok masing-masing. - Siswa dalam kelompok diminta menuliskan kata-kata yang berhubungan dengan proses pengoperasian Photoshop. - Aktivitas ini bagus untuk mengidentifikasi kemampuan kosakata siswa yang berhubungan dengan topik.	- Do you know Photoshop? What do you know about Photoshop? - You're going to do Wall Race. Look at those papers on the wall. Write down words related photo editing on the papers I attached on the wall. - Okay, I'll divide you into 4 groups. Let's count 1, 2, 3, 4. 1, 2, 3, 4. 1, 2, 3,4.... Okay, who is the number 1, raise your hands. Good, you will be group 1. Number 2, raise your hands. You'll be group 2. Three, raise your hands. You're group 3. Four? Raise your hands. You'll be group 4. Group 1, please write on that paper, group 2 please write over there, group 3 over there and group 4 on that wall. Okay, let me check whether you understand my instructions. Anto, what group are you? Good. Where will you write? Excellent. Okay, now move. Group 1, make a line here. Group 2, make a line here...

Group 1	Group 2	Group 3	Group 4
crop	enlarge	blur	photo
tool	pictures	interesting	area
software	color	beautiful	portrait
graphic	enhance	function	image
artists	size	focus	software
photographers	editing	control	pictures
easy	complex	image	color
interesting	easy	enlarge	resize
enhance	outline	intensity	beautiful
beautiful	rectangular	elliptical	complex
intensity	focus	artists	interesting
function	tool	photo	graphic

B. VOCABULARY BUILDER

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa mencari sinonim dari kata-kata dalam vocabulary builder. Setelah selesai, guru dan siswa membahasnya.	- Now, find the synonyms of the following words. If you don't know the synonyms, you may open your dictionary.

graphics = illustrations, pictures, visuals, charts
edit = revise, improve
common = normal, customary, usual, ordinary
daunting = discouraging, scaring
image = picture, appearance
alter = change
isolate = separate
spot = mark, place
enhance = heighten, boost, increase, enrich
excellent = outstanding, exceptional, admirable
crop = cut, shorten, trim, curtail
fraction of time = super quick
the ins = the inputs, raw materials
clarity = clearness, precision, intelligibility, lucidity
opacity = vagueness, complexity, not clearness
saturation = satiety, diffusion
accurate = precise, exact, perfect, correct

C. PRONUNCIATION PRACTICE

PROSEDUR	INSTRUKSI/CATATAN
TASK 1: - Guru meminta siswa mendengarkan dengan teliti pelafalan dari kata-kata dalam pronunciation practice dan meminta mereka untuk menirukan.	- Listen and repeat after me

D. LISTENING

PROSEDUR	INSTRUKSI/CATATAN
TASK 1: - Guru meminta siswa untuk menyiapkan buku tulis dan alat tulis. Buku teks tetap tertutup. - Guru membacakan teks tentang 'Photoshop Tools' dan meminta siswa untuk mencatat informasi penting tentang teks tersebut. **TASK 2: Matching Activity** - Guru meminta siswa untuk mencocokkan gambar tools dengan nama dan deskripsi tentang tools tersebut. Untuk membuat aktivitas lebih menarik, guru membuat gambar, nama dan deskripsi tersebut dalam bentuk potongan-potongan.	- Okay, now prepare your pen and paper. You're going to listen to me reading a text about Photoshop. Write down important things that you listen.

PROSEDUR	INSTRUKSI/CATATAN
- Siswa mencocokkan catatannya dengan teman terdekat dan mendiskusikan kata-kata sulit di dalamnya. - Guru meminta siswa untuk mendengarkan lagi dan melengkapi catatannya.	- Discuss your notes with your friends. - Now, listen again and complete your notes.

E. READING COMPREHENSION

PROSEDUR	INSTRUKSI/CATATAN
TASK 1: Predicting Activities - Guru memberikan beberapa pertanyaan yang menggiring siswa untuk memprediksi isi teks bacaan. Hal ini penting untuk mengaktifkan background knowledge siswa tentang topik. **TASK 2: Reading Text** - Siswa membaca teks bacaan untuk memahami pesan dalam teks prosedur. **TASK 3: Comprehension Questions** - Guru mengarahkan siswa untuk menjawab pertanyaan sesuai dengan isi bacaan. Pertanyaan-pertanyaan diarahkan agar siswa berinteraksi dengan teks.	- Okay. Do you have photos at home? Do you want to improve the quality of your photos? What do you want to improve? Do you know how you can do it? Yes, now there's a very good computer program that can help you improve the quality of your photos. The program is called Photoshop. How many of you can operate Photoshop? Allright, in this chapter you're going to learn how to operate Photoshop. - Now, read the text and answer the following questions.

Task 2:

1. 5 tools
2. Layers are the most important thing in photoshop.
3. It will make our layers organized and it will ease our job, especially if we are working on a project with a large number of layers.
4. With layers, we can select, add, delete, and duplicate them. We can also do all sorts of cool things like making animated pictures.
5. To customize color, open the Color Picker by double-clicking on the top box either in the Color module, or in that menu on the left. Then, you'll see a vertical spectrum of color with a slider on it, which you can adjust to create your own custom color.
6. To add text to your graphic, click the "T" icon on the left side bar, drag the text box over any particular area you want text to appear, and you're set to go.
7. No, it can be done using The Custom Fonts and The Text Tool
8. Crop tool.
9. It is originally continued with further information of how to operate Photoshop.
10. I want to know how The Select Tool, The Move Tool, The Zoom Tool, The Eraser, The Fill Tool, and The Eyedropper operate. I also want to know a number of features to enhance the look of our graphic.

F. TEXT STRUCTURE

PROSEDUR	INSTRUKSI/CATATAN
- Guru mengajak siswa membaca informasi tentang struktur teks. - Guru meminta siswa mengidentifikasi struktur teks pada teks 'How to Operate Photoshop: Tutorial for Beginners'. - Guru dan siswa mendiskusikan hasil identifikasi struktur teks.The text misses some paragraphs related to operate The Select Tool, The Move Tool, The Zoom Tool, The Eraser, The Fill Tool, and The Eyedropper operate. It also does not have a concluding paragraph.	- Now, let's focus on the text structure. Identify the structure of the text and write it in the provided column.

G. SPEAKING

PROSEDUR	INSTRUKSI/CATATAN
TASK 1: - Guru meminta siswa untuk membaca informasi di website yang sudah ditunjukkan tautannya lalu menuliskan hasil bacaannya pada kolom yang telah disiapkan.	- To understand better about Photoshop, please open the website. Open the link. Then, write down the information that obtain from the website.

TASK 2: - Guru meminta siswa untuk berpasangan dan menceritakan prosedur penggunaan Photoshop tools kepada temannya secara bergantian. **TASK 3:** - Preparation: 1. Guru memberi pekerjaan rumah kepada siswa untuk membaca teks prosedur, baik di media cetak maupun internet, terkait dengan penggunaan produk teknologi, seperti, kalkulator, rice cooker, pengering rambut, vacuum cleaner, mesin cuci, google map, hp, Quran digital, dll. 2. Guru meminta siswa membuat catatan hasil membaca dan berlatih memberikan instruksi cara mengoperasikan alat yang telah dipilih. 3. Guru meminta siswa untuk membawa peralatan yang akan diceritakan prosedur penggunaannya. Jika tidak ada alat yang sebenarnya, siswa dapat membawa gambarnya.	- Now work in pairs. Tell yours friends about the information that you've obtained from the website. - For your homework, read procedure text about how to operate technological products, such as rice cooker, hair dryer, vacuum cleaner, washing machine, mobile phone, Qur'an digital. You can read from the internet, book, magazines, and so on. - Make a short note on the procedures of how to use those things. Then, practice explaining and doing demo of how to use the technological products. Next meeting you'll explain and show your friends how to use the products. - Don't forget to bring the products to the class next meeting. If you do not have the real thing, you can bring the picture of the products. One person brings one product.

- Communicating the Procedures (Group work) 1. Guru membagi siswa dalam beberapa kelompok. Masing-masing kelompok terdiri dari 4 orang. 2. Guru meminta siswa mendemonstrasikan prosedur penggunaan alat. Jika memungkinkan penonton dapat mencoba mengikuti instruksi penggunaan alat tersebut. Siswa melakukannya secara bergantian.	- You'll present and show your products in groups of four. - Now, in groups do the demo and guide your friends to follow your instructions and tips. Do it in turns.

H. REFLECTION

PROSEDUR	INSTRUKSI/CATATAN
- Guru membimbing siswa memeriksa tujuan pembelajaran dan menilai apakah tujuan tersebut telah mereka capai. Jika ada yang belum, maka siswa disarankan mengulang mengerjakan kegiatan yang masih dirasakan sulit dan bisa berkonsultasi dengan guru atau teman yang dianggap bisa.	- Now, let's check the aim of the lesson. Do you think we've achieved the aim of the lesson? - If not, which one? Why? How can we improve? What can I do for you? What can you do to help your friends?