GALLERY WALK TECHNIQUE TO PROMOTE STUDENTS PARTICIPATION IN ENGLISH LANGUAGE LEARNING

Presented to The Department of English Education as a Partial Fulfillment of the Requirements for Obtaining a bachelor's degree in English Language Education

By:
Dio Egi Yoza
21322053

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF SOCIAL AND CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
2026

GALLERY WALK TECHNIQUE TO PROMOTE STUDENTS PARTICIPATION IN ENGLISH LANGUAGE LEARNING

By:

Dio Egi Yoza

21322053

Approved on April 20, 2026

By:

Supervisor

Anandayu Suri Ardini S.S., M.A.

NIP.0530038803

RATIFICATION SHEET

GALLERY WALK TECHNIQUE TO PROMOTE STUDENTS PARTICIPATION IN ENGLISH LANGUAGE LEARNING

By:

Dio Egi Yoza

21322053

Defended before the Examining Panel on 08 th of May 2026 and Declared Acceptable Board of Examiners

Chief	: Anandayu Suri Ardini, S.S., M.A.	(.....)
First Examiner	: Dr. Adam Anshori, S.S., M.A.	(.....)
Second Examiner	: Irma Windy Astuti, S.S., M.Hum.	(.....)

Yogyakarta, May 08, 2026
Department of English Education
Faculty of Social and Cultural Sciences
Islamic University of Indonesia

Puji Rahayu, S.Pd., MLST., Ph. D.
NIP.053310402

STATEMENT OF ORIGINALITY

I honestly declare that this best practice "Gallery Walk Technique To Promote Students Participation In English Language Learning" is my original work. This best practice is not to include other people's work except those cited in citations and references, as a scientific work should.

Yogyakarta, 08 May 2026



Dio Egi Yoza

21322053

MOTTO

“Romanticize Anything.”

DEDICATION

Alhamdulillahirabbil'alamin, all praise be to Allah SWT for granting the author strength, mercy, blessings, sound mind, smoothness, and protection, so that the author was able to complete this thesis. This thesis is dedicated to the people who are loved by the author and hold important places in the author's life, especially:

1. To the author's beloved parents, the first love and role models in life, Mrs. Rosita and Mr. Edi. They did not have the opportunity to pursue higher education, yet they succeeded in raising and educating their children exceptionally well. Thank you for your endless blessings, sincere love and affection, never-ending prayers, financial support, motivation, advice, care, and sacrifices, which make the author deeply grateful to have such extraordinary parents.
2. To the author's beloved siblings, Deri Andini, Fadiah Fanny, and Muhammad Nizam. Thank you for all the support, encouragement, and motivation you have given. Thank you for your invaluable love and support.
3. To the author's beloved, Fiola Firani. Thank you for always helping and accompanying the author in every situation, for being a constant source of support, and for listening to all of the author's concerns. Thank you for your laughter, motivation, care, and for being the author's safe and comfortable place in every condition. I love you!
4. To the Peluru Ayah family. Thank you for all the time and adventures we have shared, not only during university life but also in real life. Thank you for becoming the author's family away from home through both joy and hardship. May good things always accompany you all. see you at the top, my brothers!
5. To the author himself, Dio Egi Yoza. Thank you for enduring and persevering through all of this. Thank you for never giving up in any situation and for taking responsibility to complete this academic journey. You have done an amazing job!

6. To all friends of PBI 2021. Thank you for going through this long journey together and for supporting one another throughout the years of study.
7. To all lecturers and staff of PBI. Thank you very much for all the assistance and knowledge you have provided throughout this academic journey.
8. To all friends from various faculties at UII, Yogyakarta and other cities who know the author. Thank you for being part of the author's university life and for providing meaningful experiences throughout the journey.

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin, all praise be to Allah SWT for His endless blessings, mercy, and guidance, which have enabled the author to complete this best practice as one of the requirements for obtaining a Bachelor's Degree in English Language Education at the Faculty of Social and Cultural Sciences, Universitas Islam Indonesia. May peace and blessings be upon Prophet Muhammad SAW, who has guided humanity from the age of ignorance to the era of knowledge and enlightenment.

Throughout the process of completing this best practice, the author encountered various challenges, including procrastination, lack of motivation, and several revisions to the research title. Nevertheless, with the support, guidance, and assistance of many individuals, these challenges were successfully overcome. On this occasion, the author would like to express sincere gratitude to Mrs. Anandayu Suri Ardini, S.S., M.A., as the academic supervisor, for her patience, guidance, valuable suggestions, constructive feedback, and continuous support throughout the completion of this best practice.

The author realizes that this work is still far from perfect and may contain shortcomings. Therefore, constructive criticism and suggestions are highly appreciated for future improvement. The author hopes that this best practice will be beneficial to readers and serve as a valuable reference for future researchers.

TABLE OF CONTENT

APPROVAL SHEET ..... **i**

RATIFICATION SHEET ..... **ii**

STATEMENT OF ORIGINALITY ..... **iii**

MOTTO ..... **iv**

DEDICATION ..... **v**

ACKNOWLEDGEMENT ..... **vii**

TABLE OF CONTENT ..... **viii**

LIST OF FIGURE ..... **x**

ABSTRACT ..... **xi**

CHAPTER I **1**

INTRODUCTION **1**

1.1 Background of Teaching Practice 1

CHAPTER II **4**

CONSTRUCT **4**

2.1 Review of Related Literature 4

2.2 Gallery Walk 6

CHAPTER III **10**

3.1 Pre-Gallery Walk Implementation 10

3.2 Gallery Walk Activity Flow 11

3.3 Detailed Description of Each Stage of the Gallery Walk Technique 14

3.2.1 Create and Post Task 14

3.2.2 Group Formation and Text Creation 15

3.2.3 Display, Rotation, and Comment Session 16

3.2.4 Evaluation 18
3.2.5 Presentations and Reflection 18
3.4 Overall Reflection on the Teaching and Learning Process 20
CHAPTER IV 22
4.1 Conclusion 22
REFERENCES 24
APPENDICES 26

LIST OF FIGURE

Figure 1. Adaptation of Francek (2006) Instructional Gallery Walk Concept 8
Figure 2. Station Rotation Model..... 9
Figure 3. Greeting and Ice Breaking..... 15
Figure 4. Make Posters. 16
Figure 5. Posters Display for Gallery Walk and Distribution of Observation Sheets..... 17
Figure 6. Group Discussion and Note-Taking on Feedback..... 18
Figure 7. Group Presentations 19

GALLERY WALK TECHNIQUE TO PROMOTE STUDENTS PARTICIPATION IN ENGLISH LANGUAGE LEARNING

Dio Egi Yoza

21322053

ABSTRACT

This best practice explores the implementation of the gallery walk technique to encourage tenth-grade students' participation in learning English, particularly procedural texts, at SMAN 1 Tasifeto Timur. Conducted in a rural classroom with limited resources, the practice addressed students' low confidence, minimal participation, and difficulties in expressing ideas in English. The technique was implemented through collaborative activities, including task creation and posting, group formation and product creation, display and rotation with commenting, evaluation, presentations and reflection. These stages encouraged students to actively observe, discuss, and revise their work while practicing English in meaningful contexts. The results indicate that the gallery walk technique created a more interactive and student-centered learning environment. Despite challenges such as varied confidence levels and classroom management, structured guidance and clear group roles appeared to support the implementation process. In addition, this technique seemed to be helpful for use in rural schools with limited access to technology.

Keywords: english learning, gallery walk, procedure text, student participation

CHAPTER I
INTRODUCTION

1.1 Background of Teaching Practice

This best practice was implemented as part of the Transformational Teaching Practice Program in East Nusa Tenggara Province (NTT). The program is designed to enhance the quality of teaching and learning in rural areas through innovative and collaborative approaches. During the implementation of the Transformational Teaching Practice Program, the assigned task was to teach English at SMAN 1 Tasifeto Timur. The instruction was delivered to 10th-grade students over a period of four months, with a total teaching load of 12 hours per week. Based on observations, 10th-grade students at SMAN 1 Tasifeto Timur showed low participation in learning English. This was evident from their minimal participation during lessons, lack of confidence in speaking English, and difficulties in understanding English reading materials. This condition is understandable, considering that SMAN 1 Tasifeto Timur is located in a rural area with limited access to educational resources, minimal opportunities to use English in daily interactions, and an environment that does not support language use contribute to the students' low motivation. Therefore, it is important to design teaching strategies that can encourage student motivation, such as creating an interactive and engaging learning environment. One of the learning techniques used in this process was the gallery walk technique.

The gallery walk technique in this best practice is specifically applied to teach procedure texts, a material that is important for 10th-grade students to master as it provides skills in understanding and creating instructions, recipes, and step-by-step procedures. A procedure text is text that tells how something is done through steps or actions. Procedure texts can also be interpreted as pieces of themes that give us directions for doing something (Prayogi et al., 2022). Procedural texts are highly important in daily life because they help individuals to understand and communicate various tasks and processes in English effectively. To address these challenges, the

gallery walk technique is implemented as a means to encourage a more interactive learning environment. This technique allows students to collaboratively explore and analyze various examples of procedural texts displayed around the classroom. According to research by Safitri & Maisaroh (2022), the gallery walk technique has proven effective in teaching procedural texts, as it encourages students to move around, read, and discuss the material in small groups. This peer-to-peer learning approach fosters active engagement with the material, thereby improving students' understanding of the procedural text genre. Gallery walk is an interactive technique that may support the development of students' speaking skills because students leave their seats to walk around the classroom, talk with each other, and exchange information with their peers. It is one of the most versatile learner-centered activities (Katemba and Buli, 2018). In addition, gallery walk technique may encourage students' participation and classroom interaction, while also providing opportunities for students to practice speaking through group discussions and simple oral presentations. Speaking is an important skill in both first and second language learning, often considered an essential aspect of language acquisition because success is frequently measured by one's ability to communicate verbally (Nunan, 1991). Similarly, Richards *et al.* (2005) emphasize that developing English speaking skills remains an important goal for many learners. In addition, various linguists have attempted to classify the functions of speech in human interaction, recognizing that speaking serves different purposes depending on the context. By incorporating these principles, the implementation of the gallery walk technique creates a more active and enjoyable learning environment, as the classroom atmosphere becomes less formal. This approach may help students feel more comfortable using English during classroom interaction without excessive fear of making mistakes and encourages them to participate more actively in speaking activities (Hakim et al., 2019).

In this program, the gallery walk technique allowed students to move around the classroom, observe, and interact with various displayed learning materials. This

approach not only encouraged students to participate actively but also created a dynamic and enjoyable learning atmosphere. This is supported by the findings of Makmuna et al. (2020), which state that the gallery walk technique has several advantages in the learning process. Teachers used gallery walk as a strategy to promote student discussion, enhance active participation, collaboration, and critical thinking skills, thus overall contributing to improved academic performance. Through the gallery walk, students are able to identify the key features of procedure texts, such as clarity and sequence in delivering instructions. Before creating their own texts, students first observe and discuss examples of procedure texts to help them communicate ideas and explain steps more confidently. They then practice presenting and creating their own procedure texts, which are displayed for review and discussion by their classmates. This collaborative process may encourage students to participate more actively in classroom interaction and provide opportunities to practice using English in meaningful contexts.

CHAPTER II
CONSTRUCT

2.1 Review of Related Literature

In this Best Practice report, there are some reviews of related literature findings from previous researchers, which are as follows:

The first previous research finding comes from Namaziandost et al. (2018), in their research entitled "*The Effect of Gallery Walk Technique on Pre-intermediate EFL Learners' Speaking Skill*." Their research discussed the effect of the gallery walk technique on the speaking skills of pre-intermediate EFL students in Iran. Sixty students were randomly divided into experimental and control groups. This study showed that students taught using the gallery walk technique achieved higher speaking scores compared to those taught through traditional methods. However, the study mainly focused on speaking performance and provided limited discussion regarding classroom management challenges and differences in students participation levels. This indicates that the technique may contribute to a more collaborative and interactive learning environment while providing opportunities for students' to practice speaking.

The second prior study was conducted by Hakim et al. (2019), entitled *'Gallery Walk Technique in Improving Students' Speaking Skill.'* This research was carried out among eleventh-grade students at Senior High School 6 Bengkulu Tengah, with the objective of enhancing students' speaking proficiency through the implementation of the gallery walk technique. The findings indicated that the use of this technique significantly improved students' speaking performance, while also fostering greater self-confidence and active participation in the learning process. The observed increase in students' average scores from the first to the second cycle further substantiates the effectiveness of the gallery walk technique in facilitating the development of speaking skills.

The third study by Safitri & Maisaroh (2022) is titled *"The Effect of Gallery Walk Strategy on Students' Ability in Writing Procedure Text."* This research aimed to determine the effectiveness of the gallery walk strategy in improving students' ability to write procedural texts. The results of this study showed a significant increase in students' average scores after the implementation of the gallery walk technique, indicating that this strategy can be widely applied to enhance language skills, including speaking.

Based on these prior studies, I chose the gallery walk technique for my best practice because it has been widely used in various classroom contexts to promote student participation and collaborative learning activities. However, several studies also note that the implementation of gallery walk may require good classroom management and active teacher guidance to ensure that all students remain focused and actively participate during the activity. Chin, Kian and Aquino (2016) found that while the gallery walk technique was positively regarded for promoting learner' participation in communication and exchange of ideas, the major concerns raised by teachers were a chaotic classroom environment and challenging time management. Similarly, Wahyudi, Sudarsono, and Sada (2024) revealed that despite the gallery walk strategy being perceived as effective and student-centered, teachers encountered challenges related to time management, student shyness, and material preparation, which required active reflection and instructional adjustment from the teacher to address effectively. The positive results from various studies indicate that this technique fosters a collaborative and interactive learning environment, which is crucial for improving speaking skills in English language learning. By adopting the gallery walk technique, I aim to create a dynamic classroom atmosphere that encourages communication and collaboration among students, ultimately leading to better learning experiences and outcomes in English speaking.

2.2 Gallery Walk

Gallery walk is an English teaching technique that may help students participate more actively in classroom learning activities. Gallery walk is a discussion technique that encourages students to get out of their chairs and actively participate in sharing ideas, writing activities, and oral communication. (Mariyaningsih, 2014). According to Dinata (2017), the gallery walk encouraged students to communicate and share ideas with their peers, not passively listen to the instructor, and stimulated and enhanced the students' various cognitive skills that involve analysis, assessment, and developing understanding. According to Francek (2006), there are five steps of gallery walk technique.

First, Create and post questions. The teacher writes questions addressing a central class concept or debatable issue with no one right answer. The number of questions that need to be written depends on class size. For a class of 30, for example, write six questions, assuming five students per group. For larger classes, either write more questions, posting the same question in different locations. Write the questions on large sheets of self-adhering chart paper, self-supporting flip charts, whiteboards, or even on pieces of loose-lead paper placid on walls or desk spaces throughout the classroom. Write one question per sheet.

Second, Groups students, assign roles, and encourage team building strategies. After explaining the basics of how to conduct a gallery walk, organize students into teams of three to six. Each team is provided with a different colored marker or pen. Each team then selects a recorder who is responsible for writing group comments, the role of recorder should switch at each station. Ask students to discuss behaviors leading to better team performance. Inevitably, responses typically center on listening skills, disagreeing without being offensive, defining clear roles for each group member, and having in place a process for evaluating group participation through formal and informal assessment. Easily implemented steps for promoting a team mentality include

allowing each group member to speak before another team member can make a second comment and rotating task

Third, assign stations and begin comments. The teacher guides teams to different discussion stations. To avoid chart clutter and rambling comments, ask the recorder to write in concise bulleted format working down from the top of the sheet.

Fourth, Rotation. After three to five minutes, say "Rotate!" The group then moves from the initial home station, clockwise, to the next station. Here, the team adds new comments and responds to notes left by the previous group. The teacher acts as a facilitator, moving around the classroom, clarifying questions, and gauging student understanding. The teacher recorded any misunderstanding or difficulties for later discussion during the group final presentations.

Finally, begin oral presentations. After visiting every station students return to their original station and take 5-10 minutes to synthesize all comments on the posted sheet there. The reporter, selected previously, makes an oral presentation listing and recording key points either on the blackboard or on an overhead projector. The oral report should not exceed five minutes in length. During the presentations, the teacher highlights important concepts and provides clarification on points that may still be unclear to students.

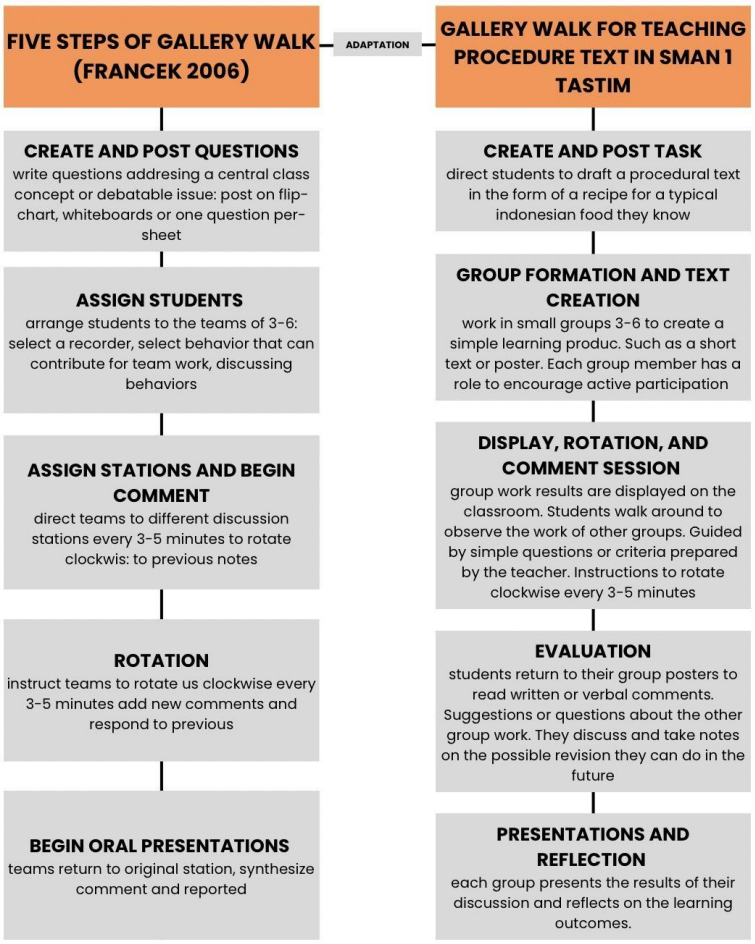


Figure 1. Adaptation of Francek (2006) Gallery Walk Instructional Framework

The instructional framework from Francek (2006) was adapted to fit the classroom context and learning conditions in SMAN 1 Tastim. Several adjustments were made because the school has limited access to technology and learning media, so paper-based poster activities were considered more practical for classroom implementation. In addition, some students were observed to participate less actively during English learning activities. Therefore, the gallery walk activity was adjusted into a simple group-based poster activity that provided opportunities for students to observe their peers' work, discuss ideas, and give feedback during the learning process.

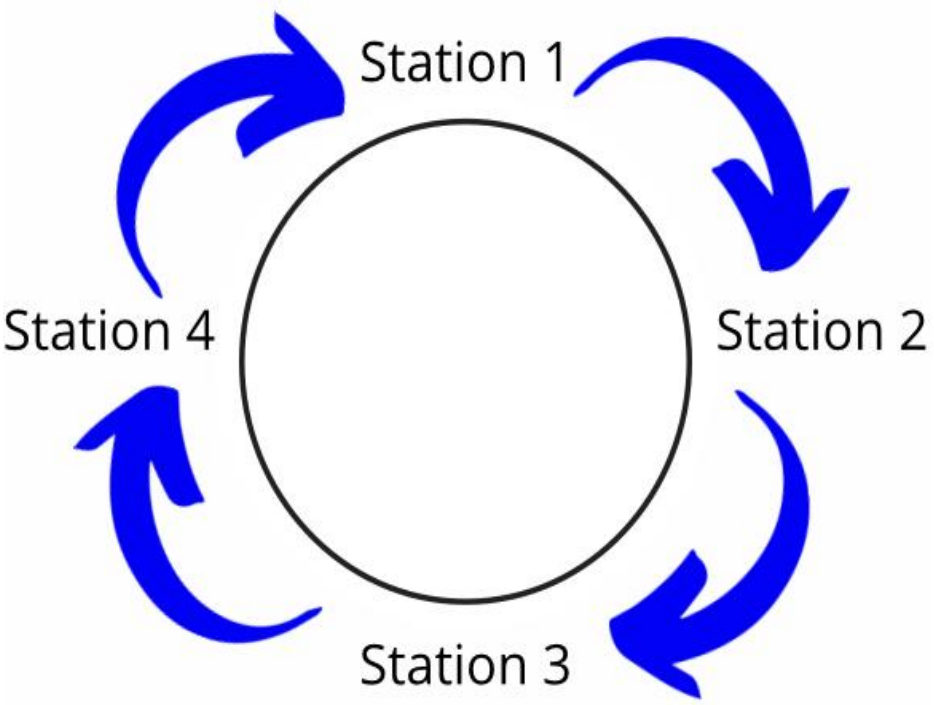


Figure 2. Station Rotation Model

CHAPTER III

3.1 Pre-Gallery Walk Implementation

At this stage, the teacher prepared the teaching module and arranged the necessary facilities and supporting equipment, such as an LCD projector and audio equipment, for four meetings on procedure text. In the first meeting, students were introduced to the concept of procedure text through a PowerPoint presentation containing the learning objectives, the definition of procedure text, its generic structure (goal, materials, and steps), and simple examples related to situations familiar to the students. The teacher also used guiding questions and short discussions to activate students' prior knowledge and encourage their participation during the lesson.

In the second meeting, students learned to identify and analyze the elements of procedure text through sample posters of Indonesian traditional food recipes prepared by the teacher. Students observed the organization of the text, discussed the sequence of steps, and identified language features commonly used in procedure texts. The activities were intended to help students become more familiar with the structure and content of procedure text before creating their own work.

In the third meeting, the teacher presented a video of an Indonesian traditional food recipe to help students observe the use of imperative sentences and the sequence of instructions in a more contextual way. Students were asked to identify important information from the video and discuss the language used in the procedure text. These activities were intended to provide students with additional exposure and understanding before they participated in the gallery walk activity in the fourth meeting as the production stage.

In the fourth meeting, the teacher specifically prepared the implementation of the gallery walk technique by providing poster paper, colored markers, glue, and student observation sheets. The teacher also arranged the classroom to support movement and discussion activities. In addition, the teacher designed the flow of the

gallery walk activity, including the distribution of students' roles, time allocation at each station, and the rules to be followed throughout the activity.

Before conducting the gallery walk, the teacher conducted an analysis during the first three meetings to identify students' needs by observing students' activities and responses, such as their ability to respond to oral questions, and their responses to procedure texts in everyday activities. This approach was not conducted in a formal manner but served as a foundation for determining appropriate activities and learning materials. The results of the observation indicated that most students lacked confidence when responding to or following the teacher instructions. They also experienced difficulty expressing their ideas due to anxiety about speaking English in front of the teacher. Therefore, the gallery walk technique was expected to encourage students' speaking skills through peer interaction rather than direct interaction with the teacher. Based on these findings, the teacher defined the scope of the procedure text using everyday contexts, such as Indonesian traditional foods. Subsequently, the teacher designed the learning materials and determined the steps for implementing the gallery walk technique by adapting the framework proposed by Francek (2006).

3.2 Gallery Walk Activity Flow

Table 1

Gallery walk for teaching procedure text in SMAN 1 Tasifeto Timur

No	Step by Step	Descriptions	Focus
1.	Create and Post Task	Students observed examples of procedure texts and identified the generic structure, language features, and key vocabulary before creating their own recipe text.	Building initial understanding and introducing text models.

2.	Group Formation and Text Creation	Students were divided into small groups (3-6 people) and worked together to create learning products, such as texts or simple posters. Each group member had a role (Leader, Writer, Observer, Presenter, Language & design checker) to ensure that all students were actively involved.	Collaboration, idea development, and simple writing skills.
3.	Display, Rotation, and Comment Session	The group work results were displayed on the classroom wall. Students (observers) walked around to observe the posters, asked questions and provided comments using simple questions or criteria that the teacher had prepared (Are the steps correct? Etc). On each poster the presenter explained the contents of the poster and also received input or observation sheets from each group. Instructions to rotate clockwise every 3-5 minutes.	Reading, understanding and checking other group work through direct observation.

4.	Evaluation	After the entire rotation was complete, students returned to their group posters to read written or verbal comments, suggestions, or questions about the other groups' work. They discussed and took notes on the possible revision they could make in the future. The teacher provided simple sentences to help students express their opinions.	Responding to peer-feedback and self-revision
5.	Presentations and Reflection	Each group presented the results of their discussion and reflected on the learning outcomes. The teacher concluded the lesson by reinforcing the material and providing a shared conclusion.	Self-reflection, refinement of understanding, and confirmation of learning concepts.

This technique provided students with greater freedom to express their creativity compared to the limitations of worksheets and printed textbooks. In addition, this approach indirectly made students feel more comfortable and enthusiastic, while encouraging those who were usually less active in learning activities to become more engaged in classroom participation. At the same time, it may have helped students develop a better understanding of the procedure text material being taught.

3.3 Detailed Description of Each Stage of the Gallery Walk Technique

3.2.1 Create and Post Task

At the Create and Post Task stage, the teacher began the lesson by greeting the students, leading a short prayer, and checking attendance to create a positive and well-organized learning atmosphere. To prepare students for the main activity, the teacher conducted a simple ice-breaking game called "1–2–3 Dor" to encourage students' focus and engagement. This activity successfully helped reduce the previously passive classroom atmosphere, although some students were still shy and required encouragement to participate more actively.

After the students' attention became more focused, the teacher introduced the main learning activity, namely the gallery walk, as part of the procedure text learning project. Students were guided to develop a draft of a procedure text in the form of a recipe for a traditional Indonesian food they had learned about in the previous meeting. To support the writing process, the teacher provided a list of imperative verbs and sequence markers commonly used in procedure texts. Once the students understood the task, they were asked to transform their drafts into posters to be displayed during the gallery walk activity.

Before the activity began, the teacher explained the learning objectives and the procedures of the gallery walk in detail. Several rules were established to ensure the activity ran effectively and remained conducive to learning. Students were required to move from one station to another in an orderly manner according to the assigned direction and to follow the time allocation at each poster. They were also expected to carefully observe each poster before providing feedback in the form of comments or questions. All responses had to be polite, constructive, and relevant to the poster content. Each group took turns presenting their posters and answering questions, while all students recorded their observations on the provided observation sheets. Through these guidelines, the teacher encouraged active participation, meaningful interaction, and the creation of a respectful learning environment throughout the activity.



Figure 3. Greeting and Ice Breaking

3.2.2 Group Formation & Text Creation

At the group formation and text creation stage, the teacher began the activity by reminding students of the group arrangements that had been formed in the previous meeting so that they could gather immediately without wasting much time. Once all groups were ready, the teacher restated the task objectives, namely to create a procedure text poster about Indonesian traditional food based on the drafts they had prepared earlier. The teacher emphasized each member's role to ensure clear responsibilities within the group, including the leader, who coordinated discussions, assigned tasks, and ensured that the group worked according to instructions and time limits. The writer composed the procedure text content (goal, materials, and steps) based on group discussions. The observer recorded questions, suggestions, and feedback from other groups for reflection. The presenter explained the poster to other groups during the gallery walk. The language and design checker reviewed the use of English (grammar, vocabulary, and imperative verbs) while organizing the poster layout to make it clear and visually appealing.

During the poster creation process, the teacher moved from one group to another to monitor discussions, provide guidance, and assist students who experienced difficulties in organizing the steps logically or selecting appropriate vocabulary. Some students were still hesitant to use English imperative sentences and frequently asked

about spelling or word meanings, prompting the teacher to offer simple examples and immediate corrections. Another challenge faced by the teacher was ensuring that all group members were actively involved, as some students tended to rely on more dominant peers. To address this issue, the teacher specifically encouraged less active students to take on their assigned roles and contribute to the discussion. Although this required intensive supervision, the classroom atmosphere remained lively and collaborative, and students gradually demonstrated greater creativity in producing clear and attractive posters.



Figure 4. Make Posters

3.2.3 Display, Rotation, and Comment Session

At the Display, Rotation, and Comment Session stage, the teacher asked each group to attach their procedure text posters to the classroom walls and several areas around the learning space. After all posters were displayed, the teacher organized a clockwise rotation route and allocated approximately three to five minutes at each station. The movement between stations was managed using verbal cues or time reminders to ensure the activity proceeded in an orderly manner and followed the planned schedule.

The teacher distributed observation sheets to each student as a guide for analyzing other groups' work so that the activity remained focused and meaningful. On the observation sheet, students were asked to respond to several simple questions,

such as whether the goal or dish presented was clear, whether the listed ingredients were complete, whether the steps were arranged in a logical sequence, and whether the imperative verbs in English were used correctly. In addition, students evaluated whether the language was easy to understand and whether the images on the poster helped clarify the cooking steps. At the end of the sheet, students wrote one positive aspect of the observed poster and one suggestion for improvement.

Throughout the activity, the teacher walked around the classroom to monitor students as they read the posters, held brief discussions with their group members, and completed the observation sheets. At first, some students tended to focus mainly on the visuals without carefully examining the written content, which required the teacher to remind them to read the entire procedure text. Gradually, the students became more attentive in observing their peers' work. The classroom atmosphere grew increasingly active and interactive, with students exchanging ideas positively throughout the gallery walk process.

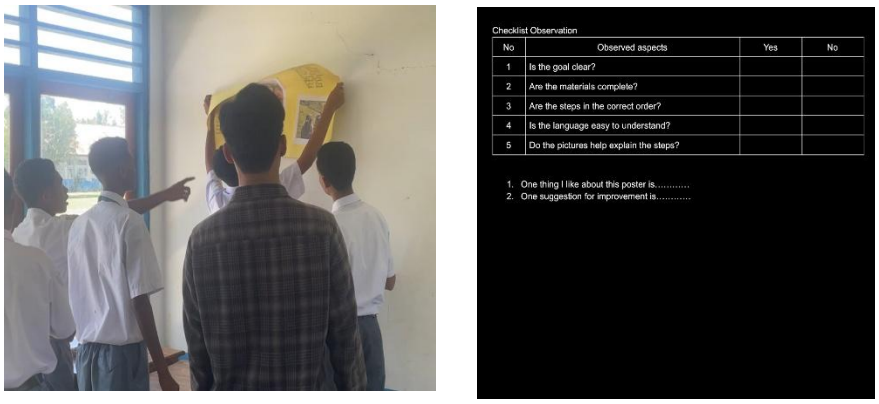


Figure 5. Posters Display for Gallery Walk and Distribution of Observation Sheets

3.2.4 Evaluation

At the Evaluation stage, the teacher asked students to return to their respective groups while bringing the observation sheets they had completed during the gallery walk. Each group read through the comments and suggestions given by their peers one by one. The teacher guided them to focus on important aspects such as the clarity of the goal, the completeness of the materials, the sequence of the steps, and the use of English in their posters.

During the discussion, students appeared to exchange ideas seriously yet in a relaxed manner. Some felt happy when their posters were praised, while others were initially slightly disappointed to receive criticism. The teacher reassured them and explained that all feedback was intended to help improve their work in the future. One challenge faced by the teacher was ensuring that students truly understood the suggestions rather than just reading them briefly. Therefore, the teacher walked around to assist confused groups and provided simple examples of how they could revise their posters based on the feedback. Gradually, students began to improve the content of their posters.



Figure 6. Group Discussion and Note-Taking on Feedback

3.2.5 Presentations and Reflection

At the presentations and reflection stage, the teacher gave each group an opportunity to briefly present their procedure text poster in front of the class. Students

explained the chosen dish, the ingredients used, and the steps of preparation using simple English. Although some students still appeared nervous and mixed their presentation with Indonesian, the teacher observed an improvement in their confidence compared to previous meetings. The teacher expressed appreciation for each student's effort and provided immediate but supportive corrections regarding minor pronunciation and sentence structure errors.

After the presentations, the teacher invited students to engage in a joint reflection on the gallery walk activity. The teacher asked what they had learned, which parts they enjoyed most, and what difficulties they encountered during the learning process. Many students shared that they understood procedure text better after observing their classmates' work and felt more confident speaking in small groups before presenting in front of the class. One challenge faced by the teacher was encouraging all students to express their opinions, as some remained reluctant to speak. However, overall, the reflection helped the teacher observe students' reported experiences in terms of their understanding of the learning material and their participation in the learning process.



Figure 7. Group Presentations

3.4 Overall Reflection on the Teaching and Learning Process

Teaching tenth-grade students at SMA Negeri 1 Tasifeto Timur was a very valuable and meaningful experience for me as a pre-service teacher. This was my first time teaching real students in a school, because before this, I had only practiced teaching with my classmates at university. Teaching my classmates felt easier because we had similar abilities and already knew each other. However, teaching real students was very different and more challenging. The school is located in a rural area on the outskirts of a village, and it has limited facilities. There is very little access to technology, and the learning resources are simple. Because of this situation, I had to adjust my teaching methods and use simple and creative strategies to help students understand the lesson.

This experience taught me that a teacher must be flexible and able to teach well even with limited facilities. At the beginning of the lesson, I felt nervous and not fully confident when standing in front of the class. I was worried about whether I could explain the material clearly and whether the students would understand me. I also noticed that some students were quiet, less active, and afraid to speak, especially in English. Some students avoided eye contact and did not respond when I asked questions. This made me realize that I needed to create a comfortable and supportive classroom environment so students would feel safe and confident to participate. As the lesson continued, I slowly became more confident. I learned how to give clearer instructions, manage the class better, and support students who needed help. I also paid more attention to students' reactions and participation. I felt happy when I saw students begin to show improvement. Some students started to participate more, ask questions, and try to use English, even though their sentences were still simple. Seeing their progress gave me motivation and confidence as a teacher.

This experience also taught me that every student learns differently. Some students understand quickly, while others need more time and guidance. This helped me learn to be more patient and understanding. I also learned that giving

encouragement and positive feedback can help students feel more confident and motivated to learn. Overall, this teaching experience at a rural school with limited facilities taught me many important lessons. It helped me grow as a future teacher and improve my confidence, patience, and teaching skills. This experience became an important first step in my journey as a teacher, and it motivated me to continue learning and improving so I can provide better learning experiences for my students in the future.

CHAPTER IV

4.1 Conclusion

Based on the best practices, the implementation of the gallery walk technique, which was conducted in the fourth meeting, appeared to encourage students' participation in English learning activities. Throughout the learning process, students were actively involved in creating procedure text posters, observing their peers' work, engaging in discussions, and providing constructive feedback. This interactive learning environment encouraged students to take a more active role in the classroom, particularly in speaking and collaborative tasks. Despite initial hesitation and limited confidence in using English, students gradually demonstrated greater enthusiasm, willingness to communicate, and stronger engagement during learning activities.

The gallery walk technique allowed students to learn not only from the teacher but also from their peers, which strengthened their understanding of procedure text structure, vocabulary usage, sequencing of steps, and imperative verbs. By moving around the classroom, analyzing different posters, and discussing their observations, students developed critical thinking skills while practicing English in meaningful contexts. The creative aspect of poster design further increased motivation and made learning more enjoyable and student-centered.

However, several challenges were encountered during the implementation. Differences in students' confidence levels and language abilities resulted in uneven participation, with some students being more dominant while others remained passive. Classroom management and time allocation during the gallery walk also required careful monitoring to ensure students stayed focused on learning objectives. Additionally, some students initially paid more attention to visual elements rather than the textual content of the posters.

To overcome these challenges, the teacher provided continuous guidance, assigned clear roles within each group, and used structured observation sheets to direct students' focus. Encouraging quieter students to participate, giving language support,

and reinforcing positive feedback helped create a more inclusive and effective learning environment. Overall, the gallery walk technique proved to be a powerful instructional strategy for improving students' participation in English learning while simultaneously enhancing their language skills, confidence, and collaborative abilities.

REFERENCES

Dinata, H. (2017). The Use of Gallery Walk to Enhance The Speaking Achievement of The Ninth Grade Students of SMP PGRI 1 Palembang. *Global Expert: Jurnal Bahasa dan Sastra*, *6*(1).

Francek, M. (2006). Promoting Discussion in the Science Classroom Using Gallery Walks. *Journal of College Science Teaching*, *36*(1).

Hakim, M. A. R., Anggraini, N., & Saputra, A. (2019). Gallery Walk Technique in Improving Students' Speaking Skill. *Journal of Linguistic and English Teaching (Script Journal)*, *4*(1), 26-37.

Katemba, C. V., & Buli, R. (2018). Improving Speaking Skills Using the Gallery Walk Technique. *Human Behavior, Development and Society*, *17*, 98-103.

Makmuna, M., Yinb, K. Y., & Zakariyac, Z. (2020). The Gallery Walk Teaching and Learning and Its Potential Impact on Students' Interest and Performance. *International Business*, *13*(1), 17-22.

Mariyaningsih, N. (2014). Peningkatan Aktivitas dan Hasil Belajar Akuntansi Materi Laporan Keuangan melalui Metode Gallery Walk Duati-Duata. *Dinamika Pendidikan*, *9*(1).

Mualiyah, S. (2017). Teaching Speaking (An Expository Study at Speaking Class of Training Class at Basic English Course in Kampung Inggris Pare*)*. *Bachelor's thesis*, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).

Namaziandost, E., Sabzevari, A., & Hashemifardnia, A. (2018). The Effect of Cultural Materials on Listening Comprehension among Iranian Upper-Intermediate EFL Learners: In Reference to Gender. *Cogent Education*, *5*(1), 1560601.

Nunan, D. (1991). Second Language Proficiency Assessment and Program Evaluation.

Prayogi, A., Mulyati, Y., Sastromiharjo, A., & Damayanti, V. S. (2022). Incubation Learning Model to Improve Procedure Text Writing Ability. In *Proceedings of the Sixth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2022)* (pp. 60-70).

Richards, J. A. (2005). Analysis of remotely sensed data: The formative decades and the future. *IEEE Transactions on Geoscience and Remote Sensing*, *43*(3), 422-432.

Safitri, R., & Maisaroh, E. (2022). The Effect Of Gallery Walk Strategy On Students' Ability In Writing Procedure Text. *Journal MELT (Medium for English Language Teaching)*, *7*(1), 95-105.

Chin, C., Kian, M., & Aquino, A. (2016). Peer-assessed gallery walk as a teaching strategy: A professional development experience for 21st century education. *ResearchGate.*

Wahyuni, N., Sudarsono, S., & Sada, C. (2024). Using gallery walk strategy to improve students' participation in speaking activity. *Journal of English as a Foreign Language Education (JEFLE), 3*(1), 1-12.

APPENDICES



Rendang

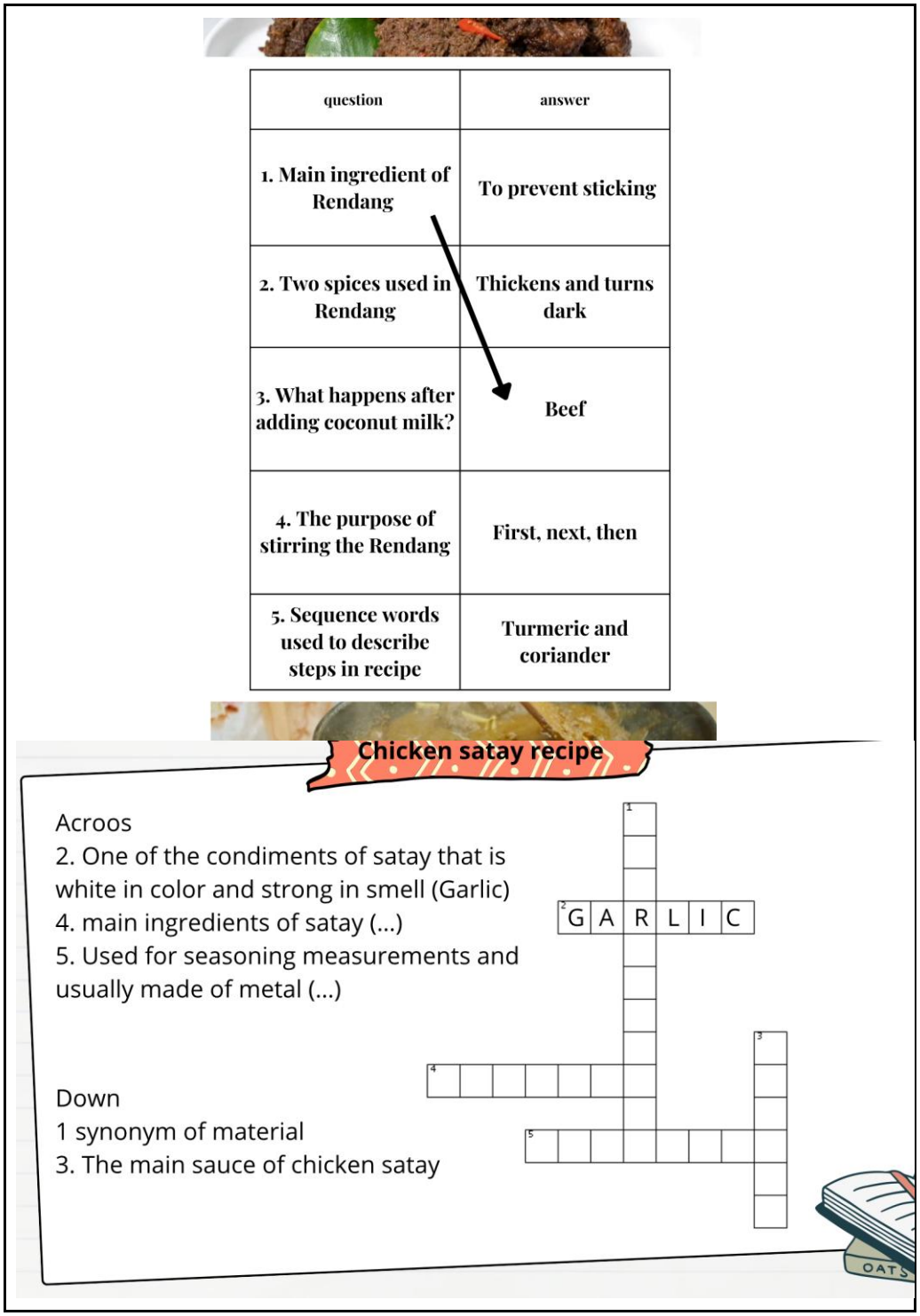
INGREDIENTS

1 kg beef (cut into large cubes)
2 cans of coconut milk (about 800 ml)
4 lemongrass stalks (bruised)
4 kaffir lime leaves
4 bay leaves
2 turmeric leaves (optional)
Salt to taste
2 tablespoons tamarind juice (optional)
2 tablespoons sugar (optional)
10 shallots
6 cloves garlic
5 red chilies (adjust to taste)
1 tablespoon ground turmeric
1 tablespoon ground coriander
1 tablespoon ground ginger
1 tablespoon ground galangal (or fresh if available)

DIRECTIONS

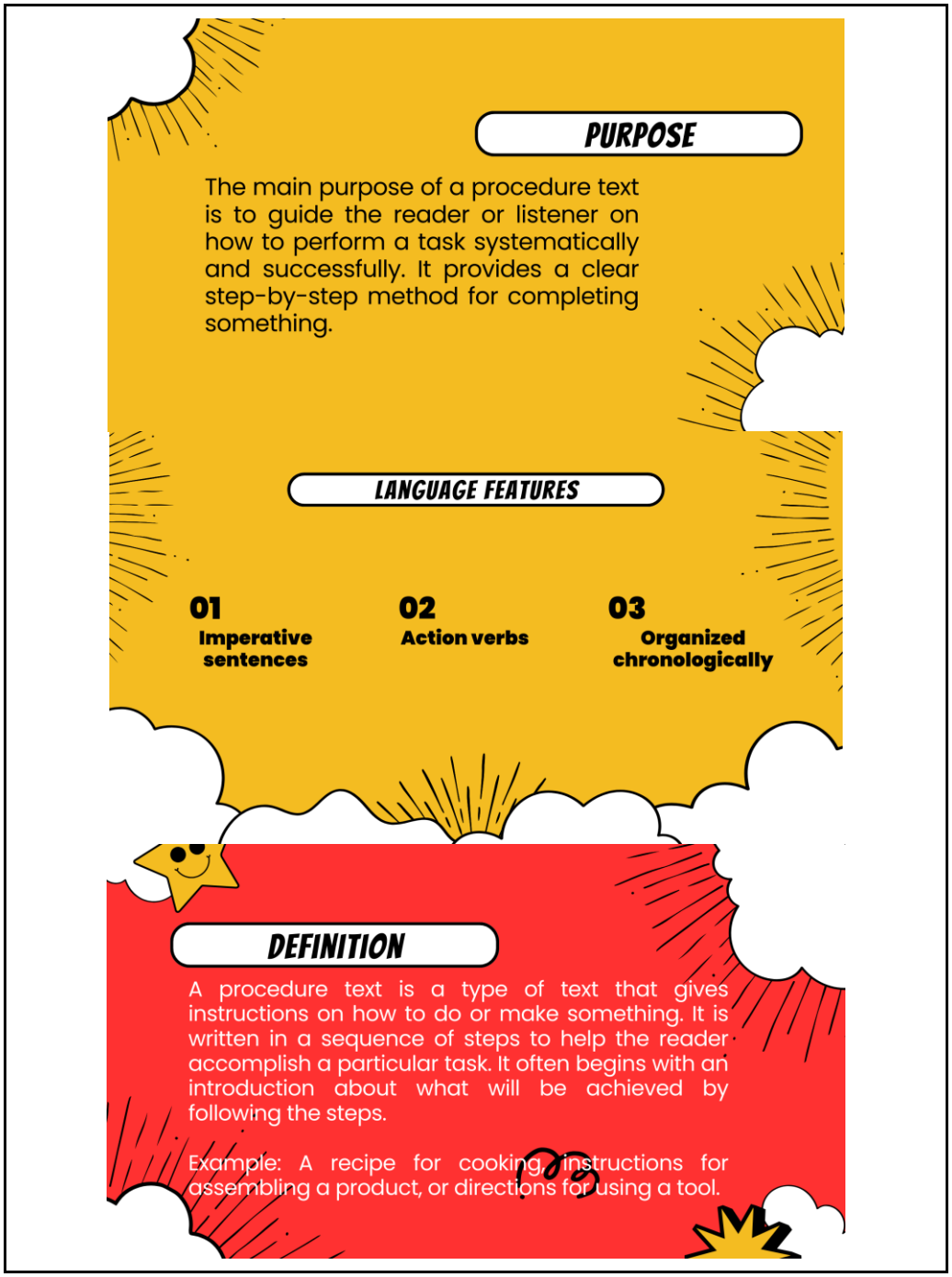
1. Prepare the beef: Clean and cut the beef into large cubes, set aside.
2. Make the spice paste: Blend shallots, garlic, chilies, turmeric, coriander, ginger, and galangal into a smooth paste.
3. Cook the paste: Heat a large pot over medium heat and sauté the spice paste until fragrant, about 5-6 minutes.
4. Add the beef: Add the beef to the pot, stirring to coat the meat with the spice paste. Cook for a few minutes until the beef begins to brown.
5. Add coconut milk and herbs: Pour in the coconut milk, and add the lemongrass, kaffir lime leaves, bay leaves, and turmeric leaves (if using). Stir well.
6. Simmer: Reduce the heat to low and simmer uncovered for 2-3 hours. Stir occasionally to prevent sticking. The liquid will reduce, and the sauce will become thick.
7. Season: Once the liquid has reduced and the beef is tender, season with salt, tamarind juice, and sugar (optional). Continue cooking until the oil separates from the coconut milk and the beef turns dark brown.
8. Serve: Serve with steamed rice.





Tasks & Poster Example


PROCEDURE TEXT
INDONESIAN FOODS
Rendang
Soto
Padang rice
Gudeg
Papeda
Sate
STRUCTURE
Aims/goals
Ingredients/materials
Steps/methods


PURPOSE
The main purpose of a procedure text is to guide the reader or listener on how to perform a task systematically and successfully. It provides a clear step-by-step method for completing something.
LANGUAGE FEATURES
01
Imperative sentences
02
Action verbs
03
Organized chronologically
DEFINITION
A procedure text is a type of text that gives instructions on how to do or make something. It is written in a sequence of steps to help the reader accomplish a particular task. It often begins with an introduction about what will be achieved by following the steps.
Example: A recipe for cooking, instructions for assembling a product, or directions for using a tool.

HOW TO MAKE FRIED NOODLES

Ingredients:
- 200 grams of fresh egg noodles
- 2 cloves of garlic (minced)
- 1 shallot (thinly sliced)
- 1 egg
- 2 tablespoons of sweet soy sauce
- 1 tablespoon of soy sauce
- 1/2 teaspoon of salt
- 1/2 teaspoon of pepper
- 1/2 teaspoon of oyster sauce (optional)
- Vegetables (optional: cabbage, carrots, or bok choy)
- 2 tablespoons of cooking oil
- Fried shallots (optional)



Steps:
1. Boil the fresh noodles in boiling water for 3-5 minutes until cooked, then drain and set aside.
2. Heat oil in a frying pan, then sauté the minced garlic and sliced shallot until fragrant and slightly golden brown.
3. Push the garlic and shallots to one side, then crack the egg into the pan and scramble it.
4. Add the vegetables and stir-fry until slightly soft (about 2-3 minutes).
5. Add the cooked noodles to the pan and stir to combine with the vegetables and egg.
6. Pour the sweet soy sauce, soy sauce, salt, pepper, and oyster sauce into the noodles. Stir-fry everything until evenly coated and well-mixed.
7. Taste and adjust seasoning if needed.
8. Serve the fried noodles on a plate, garnish with fried shallots if desired.

VOCABULARY BOX

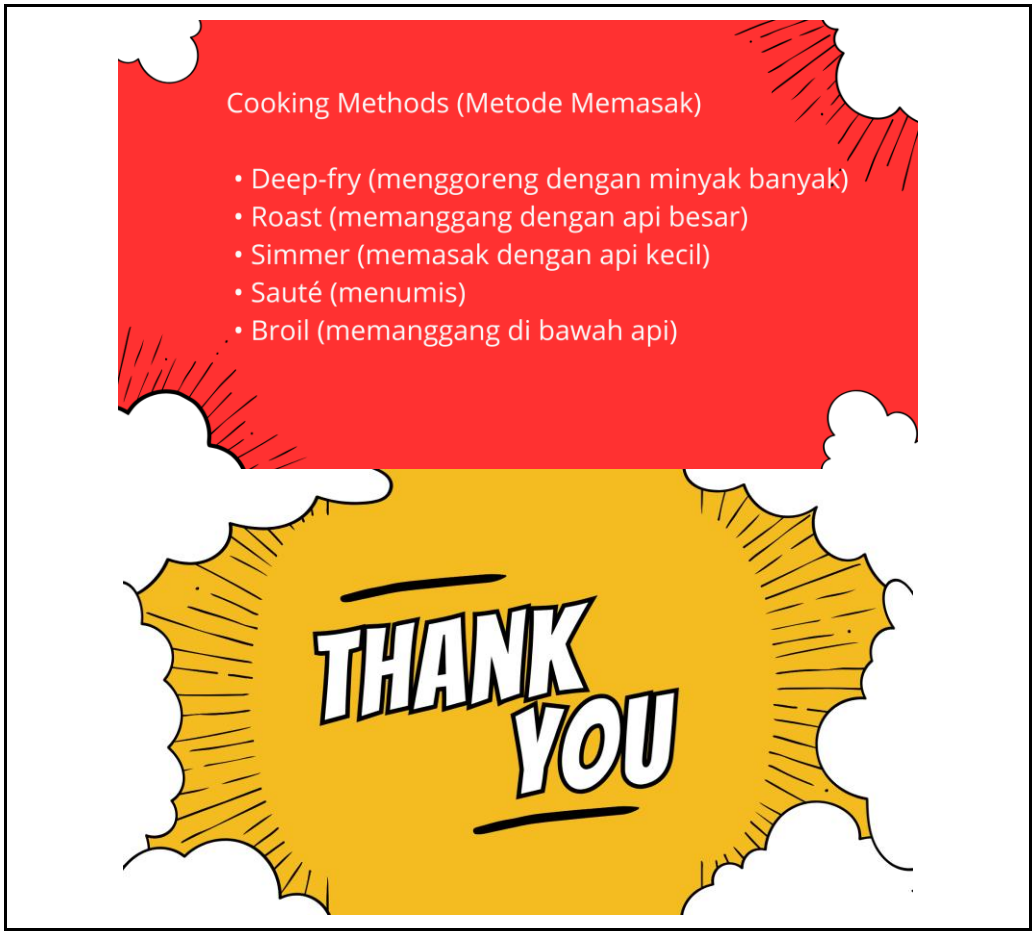
Action Verbs (Kata Kerja Tindakan)

- Add (menambahkan)
- Boil (merebus)
- Chop (memotong kecil-kecil)
- Cook (memasak)
- Cut (memotong)
- Fry (menggoreng)
- Grill (memanggang)
- Heat (memanaskan)
- Mix (mencampur)
- Pour (menuangkan)
- Slice (mengiris)
- Stir (mengaduk)
- Whisk (mengocok)
- Bake (memanggang dalam oven)
- Blend (mencampur dengan blender)
- Break (memecahkan)
- Crush (menghancurkan)
- Drain (mengeringkan/meniriskan)
- Grate (memarut)
- Mash (menghaluskan)
- Peel (mengupas)
- Squeeze (memeras)
- Spread (mengoles)
- Steam (mengukus)

Time Connectives (Kata Penghubung Waktu)

- First (pertama)
- Then (kemudian)
- Next (berikutnya)
- After that (setelah itu)
- Finally (akhirnya)
- Before (sebelum)
- While (sementara)
- As soon as (segera setelah)
- Meanwhile (sementara itu)
- Once (setelah)


Quantities and Measurements
(Kuantitas dan Pengukuran)
• A cup of (secangkir)
• A tablespoon of (satu sendok makan)
• A teaspoon of (satu sendok teh)
• A pinch of (sedikit/sejumput)
• Grams (gram)
• Liters (liter)
• Milliliters (mililiter)
• Ounces (ons)
• A handful of (segenggam)
• A dash of (sedikit, sejumput)
• A slice of (sepotong tipis)
• Kilograms (kilogram)
• Pounds (pon)
• Dozen (lusin)
Tools and Utensils (Alat-alat)
• Bowl (mangkuk)
• Knife (pisau)
• Pan (wajan)
• Pot (panci)
• Spoon (sendok)
• Fork (garpu)
• Whisk (pengocok)
• Spatula (spatula)
• Measuring cup (gelas ukur)
• Blender (blender)
• Colander (saringan)
• Grater (alat pemarut)
• Rolling pin (penggiling adonan)
• Sieve (ayakan)
• Tongs (penjepit)
• Ladle (sendok besar)
• Cutting board (talenan)
• Oven (oven)
• Skillet (penggorengan)
Adjectives (Kata Sifat)
• Hot (panas)
• Cold (dingin)
• Crispy (renyah)
• Soft (lembut)
• Fresh (segar)
• Sweet (manis)
• Sour (asam)
• Spicy (pedas)
• Sticky (lengket)
• Smooth (halus)
• Creamy (kental/lembut)
• Juicy (berair)
• Tender (empuk/lembut)
• Flavorful (beraroma/berasa)
• Bitter (pahit)
• Salty (asin)


Cooking Methods (Metode Memasak)
• Deep-fry (menggoreng dengan minyak banyak)
• Roast (memanggang dengan api besar)
• Simmer (memasak dengan api kecil)
• Sauté (menumis)
• Broil (memanggang di bawah api)
THANK YOU

PowerPoint

MODUL AJAR

BAB 3 : INDONESIAN FOODS

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	**:**	**Dio Egi Yoza**
Satuan Pendidikan	**:**	**SMA**
Kelas / Fase	**:**	**X (Sepuluh) - E**
Mata Pelajaran	**:**	**Bahasa Inggris**
Prediksi Alokasi Waktu	**:**	**3 JP (45 x3)**
Tahun Penyusunan	**:**	**2024/2025**

B. KOMPETENSI AWAL

A procedure text is a text that gives instructions for doing a particular activity. It can also serve to explain how something works. It aims to give instruction or to explain how something can be done. It uses imperative and consists of goal or purpose, may or may not contain materials, and steps.

C. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

D. SARANA DAN PRASARANA

1. Gawai material	4. Buku Teks	7. Handout
2. Laptop/Komputer PC Infocus/Projector/Pointer	5. Papan tulis/White Board	8.
3. Akses Internet yang mendukung	6. Lembar kerja	9. Referensi

E. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

Active Learning dan *Cooperative Learning.* pendekatan dan model pembelajaran yang menekankan keterlibatan aktif siswa dan kerja sama dalam kelompok.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Memproduksi teks prosedur lisan dan teks prosedur tulis multimoda tentang makanan asli indonesia sesuai dengan konteks dan tujuan yang hendak dicapai.

B. PEMAHAMAN BERMAKNA

A procedure text is a text that gives instructions for doing a particular activity. It can also serve to explain how something works. It aims to give instruction or to explain how something can be done. It uses imperative and consists of goal or purpose, may or may not contain materials, and steps.

C. PERTANYAAN PEMANTIK

- Why do you think you should know Indonesian food?
- Can you name one authentic Indonesian food?

D. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

Kegiatan Pendahuluan (20 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan ***Profil Pelajar Pancasila*****;** yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.
- Brainstorming by dividing the class into 2 groups then students guess the audio on how to cook one of the Indonesian foods.

Penjelasan Materi (25 menit)

- Teacher explains the definition of procedure text
- Teacher explains the purpose of procedure text
- Teacher explains the structure and characteristics of procedure text.

Kegiatan Inti (80 menit)

Task 1 Bagian A: Look and Answer

- Guru memulai pembelajaran dengan mengingatkan peserta didik tentang kekayaan kuliner Indonesia sebagai bagian dari budaya dan warisan negara.
- Guru menanyakan kepada peserta didik tentang makanan khas Indonesia yang mereka ketahui dan kegiatan yang dapat dilakukan untuk membuat makanan tersebut.
- Guru mengajukan pertanyaan pemantik lainnya seperti, "Apa makanan Indonesia favorit mu?" atau "Bagaimana cara membuat rendang?"
- Guru menyimak jawaban yang diberikan peserta didik dan memberikan masukan kata/ungkapan bahasa Inggris bila diperlukan peserta didik untuk menjawab pertanyaan.
- Guru meminta peserta didik untuk memirsa gambar makanan khas Indonesia yang ada di lcd projektor.
- Guru bersama peserta didik mengidentifikasi makanan dan kegiatan yang ditunjukkan dalam gambar, misalnya memasak soto atau membuat sate.
- Guru meminta peserta didik menjawab pertanyaan, memberikan masukan kata/ungkapan, dan memberikan revisi pada kalimat peserta didik bila diperlukan.
- Guru dan peserta didik mendiskusikan jawaban, serta menambahkan informasi tentang makanan-makanan khas Indonesia dalam konteks budaya dan bahasa Inggris.

Pre-listening Activity:

- Guru menayangkan sebuah video singkat yang berjudul "Tutorial How to Make Fried Rice" dari tautan How to make Fried Rice Guru menanyakan dan merespon pendapat peserta didik tentang isi video dengan mengajukan pertanyaan- pertanyaan seperti berikut ini:
  - *What do you see in the video?*

- *Do you think you can do what was done in the video? Why?*
- *Did you learn anything from the video? What was it?*

Task 1 Bagian B: Listen and Answer

- Guru mengarahkan peserta didik kepada rekaman video yang akan mereka dengarkan sebelumnya tentang seseorang yang berbagi tips cara membuat nasi goreng dan menjawab pertanyaan.

  Berikut transkrip rekaman video tentang cara membuat nasi goreng :

  - *Hello, this time I will make a tutorial for cooking fried rice.*
  - *Let's get started. Here the material we need is.*
  - *One bowl of rice*
  - *2 red onions*
  - *2 garlics*
  - *Chili*
  - *Egg*
  - *Sweet Soy Sauce*
  - *Seasonings; salt and msg*
  - *1. The first step is to slice the onion, garlic and chili*
  - *2. Put the frying pan on the stove, pour a little oil and turn on the stove over low heat.*
  - *3. After the oil is hot, add the chopped herbs to the pan and fry until fragrant*
  - *4. Add 1 egg and fry again until well blended*
  - *5. Put the rice into the pan, add the spices and stir until evenly distributed*
  - *6. Add the sweet soy sauce and stir again until smooth and cooked.*
  - *7. Enter the seasoning and stir again until evenly distributed and cooked. (You can also try it first to make sure it feels right or not).*
  - *8. Turn off the stove, transfer the fried rice to a plate.*
  - *9. When finished, you can decorate the fried rice you have.*
  - *10. After finishing the decorating, the fried rice is ready to be served!*
- Guru menjelaskan bahwa untuk menjawab pertanyaan peserta didik dapat menceklis gambar atau menuliskan “Yes” di bawah gambar kegiatan yang disebutkan dalam rekaman video.

- Guru meminta peserta didik menggambar pada kotak yang disediakan kegiatan yang menurut mereka ada dalam rekaman video tersebut.
- Guru menjelaskan bahwa menggambar pada kotak yang disediakan ditujukan untuk melatih kembangkan kemampuan menggunakan moda lain selain bahasa verbal untuk mengkomunikasikan makna, kemampuan tersebut merupakan kemampuan dasar membangun literasi multimoda.

Task 1 Bagian C: Take Notes

- Guru meminta peserta didik menuliskan kata dan ungkapan baru yang mereka pelajari dari teks yang mereka baca pada *Vocabulary Box* yang ada di lcd projektor.

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-2

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan ***Profil Pelajar Pancasila*****;** yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (115 Menit)

Pre-Listening Activity:

- Guru menayangkan sebuah resep makanan khas indonesia “Rendang”.
- Guru menanyakan dan merespon pendapat peserta didik tentang poster dengan mengajukan pertanyaan- pertanyaan seperti berikut ini:

- *What does the poster tell you about?*
- *Have you ever tried making rendang? If yes, how was the process? If not, would you like to try?*
- *Do you think cooking rendang is challenging? Which part do you think is the most difficult?*
- *How long does it usually take to make rendang, based on the poster?*
- *What are the key ingredients for making rendang, and how are they prepared?*
- *Why do you think rendang is considered one of the most iconic Indonesian dishes?*
- *What should we do to ensure that the rendang is cooked perfectly, according to the poster?*

Task 2 Bagian A: Read and Answer

- Guru meminta peserta didik menjawab pertanyaan berdasarkan informasi yang disimaknya dari poster tersebut.
- Guru dan peserta didik mendiskusikan jawaban.

Task 2 Bagian B: Let's Answer

- Guru meminta peserta didik menyimak kembali poster makanan khas indonesia "rendang".
- Guru meminta peserta didik untuk menyimaknya dengan baik, dan mengisi tabel dengan informasi yang tepat.
- Guru dan peserta didik memeriksa jawaban.

Task 2 Bagian C: Discuss and Share

- Guru meminta peserta didik untuk mendiskusikan jawaban dari pertanyaan di Buku Siswa secara berpasangan.
- Guru meminta peserta didik untuk berbagi jawaban mereka terhadap pertanyaan tersebut dengan teman sekelasnya di bawah bimbingan guru.
- Guru menyimak peserta didik berdiskusi, memberikan masukan dan revisi terhadap pelafalan kata dan ungkapan dan penggunaan tata bahasa apabila diperlukan.

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.

- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-3

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan ***Profil Pelajar Pancasila*****;** yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (115 Menit)

Pre-Reading Activity:

- Guru menayangkan sebuah video singkat yang berjudul Chicken satay recipe Guru menanyakan dan merespon pendapat peserta didik tentang isi video dengan mengajukan pertanyaan- pertanyaan seperti berikut ini:
  - *What does the video tell you about?*
  - *Do you think the steps in the recipe are easy to follow? Why or why not?*
  - *Describe your own method or tips for cooking a delicious chicken dish.*

Task 3 Bagian A: Read and Decide

- Guru meminta peserta didik untuk mempelajari resep sate ayam yang ada pada lcd projector atau dari sumber lain yang relevan.
- Guru menjelaskan pada peserta didik bahwa resep masakan adalah contoh teks procedure yang menunjukkan langkah-langkah atau instruksi dalam melakukan sesuatu, dalam hal ini memasak sate ayam.

- Guru menunjukkan pada peserta didik moda yang ada pada resep seperti moda verbal (teks instruksi) dan visual (gambar bahan dan hasil masakan). Guru juga menjelaskan bahwa gambar bahan-bahan dan alat yang digunakan membantu pembaca memahami instruksi lebih jelas.
- Guru menyadarkan peserta didik akan pentingnya kombinasi moda verbal dan visual dalam teks prosedur dengan mengajukan pertanyaan-pertanyaan seperti berikut ini:

- *Mengapa gambar daging ayam dan tusuk sate digunakan dalam resep ini?*
- *Apakah gambar tersebut membantu kamu memahami langkah-langkah memasak sate ayam?*
- *Bagaimana gambar bahan-bahan tersebut berhubungan dengan instruksi yang ditulis dalam teks?*

- Apakah instruksi dalam teks dan gambar yang ditampilkan mewakili ide yang sama?
- Guru meminta peserta didik untuk mempelajari langkah-langkah yang ditulis dalam resep sate ayam. Guru dapat membantu dengan menjelaskan kata-kata yang tidak dipahami peserta didik atau mengarahkan mereka untuk mencari arti kata tersebut di kamus.
- Guru meminta peserta didik untuk menentukan benar atau salahnya pernyataan-pernyataan terkait dengan proses pembuatan sate ayam yang diambil dari teks prosedur dalam tabel.
- Guru dan peserta didik bersama-sama memeriksa jawaban dan mendiskusikannya, termasuk bagaimana instruksi dan bahan-bahan digunakan dalam proses memasak sate ayam sesuai dengan resep yang dipelajari.

Task 3 Bagian B: Discuss and Decide

- Guru meminta peserta didik untuk berkelompok dan membaca kembali teks prosedur yang ada di lcd projector, misalnya resep chicken satay atau teks prosedur lainnya.
- Guru meminta peserta didik untuk mendiskusikan jawaban terhadap pertanyaan-pertanyaan tentang teks prosedur yang ada di lcd projector, seperti langkah-langkah, bahan-bahan, alat yang digunakan, serta tujuan dari masing-masing langkah.
- Guru meminta peserta didik untuk melaporkan jawaban hasil diskusi kelompoknya ke kelas dan merespons jawaban yang diberikan oleh

kelompok lain, baik dalam bentuk pertanyaan, klarifikasi, atau saran perbaikan.

- Guru menyimak peserta didik berdiskusi, memberi masukan, dan memberikan revisi jika diperlukan untuk memastikan bahwa peserta didik memahami teks prosedur dengan baik, terutama dalam hal urutan langkah, penggunaan bahan, dan alat.

Task 3 Bagian C: Draft a Text

- Guru membentuk kelompok yang berisi 4-6 peserta didik dan menyampaikan pada peserta didik bahwa mereka akan membuat draf untuk sebuah teks prosedur tentang cara membuat masakan asli indonesia dengan memperhatikan konteks dan tujuan penulisan.
- Guru meminta peserta didik memikirkan cara membuat makanan tersebut yang mereka ketahui.
- Guru menyampaikan bahwa peserta didik dapat menggunakan catatan tentang makanan asli indonesia.
- Guru menyampaikan bahwa karena teks prosedur yang akan dibuat oleh peserta didik harus multimoda, peserta didik dapat menambahkan gambar pada draf teks mereka.
- Guru mengarahkan peserta didik untuk menggunakan poin- poin pemandu yang ada pada lcd projector dalam menuliskan draf teks mereka. Berikut ini adalah poin-poin yang dapat diberikan guru pada peserta didik:
  - Makanan Indonesia yang akan dipilih peserta didik untuk ditulis dalam teks prosedur (contoh: rendang, nasi goreng, gado-gado, dll.).
  - Bahan-bahan yang dibutuhkan peserta didik untuk memasak makanan tersebut, termasuk rempah-rempah, bahan utama, dan alat masak.
  - Langkah-langkah yang akan digunakan peserta didik untuk menjelaskan cara memasak makanan tersebut, mulai dari persiapan bahan hingga cara penyajiannya.
  - Cara peserta didik mengakhiri teks prosedur mereka, misalnya dengan memberikan saran penyajian atau tips agar hasil masakan lebih lezat.
- Guru memberikan masukan kata/ungkapan yang dibutuhkan peserta didik untuk draf yang mereka buat, memberikan revisi pada kalimat mereka bila dibutuhkan.

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-4

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan ***Profil Pelajar Pancasila*****;** yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (115 Menit)

Task 4 Bagian A: Gallery Walk

- Guru membuka kelas dengan mengingatkan kembali secara singkat procedure gallery walk.
- Guru meminta peserta didik untuk berkumpul ke dalam kelompok yang sudah di buat di pertemuan sebelumnya
- Guru meminta peserta didik memindahkan draf teks mereka dan mengembangkannya lebih jauh ke dalam sebuah poster.
- Guru meminta peserta didik untuk memajang poster mereka di tempat yang sudah disiapkan di kelas
- Guru memfasilitasi pelaksanaan dengan mengarahkan peserta didik untuk bergerak secara bergiliran mengunjungi setiap poster.
- Guru memastikan peserta didik melakukan pengamatan dan umpan balik pada lembar observasi.

- Guru membantu peserta didik melakukan refleksi singkat dan kegiatan diakhiri dengan diskusi kelas.

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.