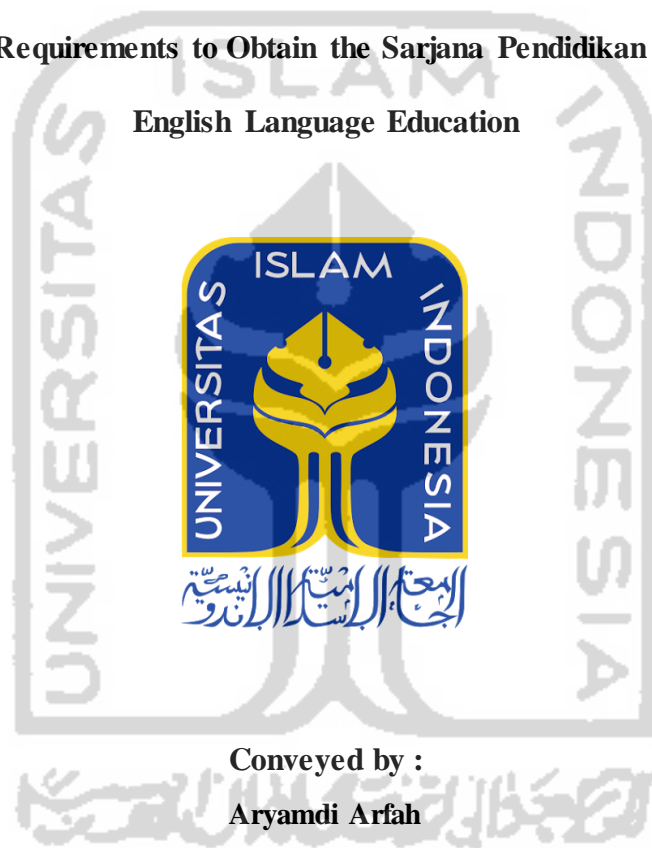


**The Use of Kahoot as Vocabulary-mediated Activity to Teach
Expressions in Asking and Giving Opinion**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the Sarjana Pendidikan Degree in
English Language Education**



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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF PSYCHOLOGY AND SOCIAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA**

2019/2020

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or part of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 23rd of May 2020

The Writer,



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MOTTO

“A good teacher can inspire hope, ignite the imagination, and instill a love of learning.”

- *Brad Henry*



DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. The dean of Faculty of Psychology and Socio-Cultural Sciences
Islamic University of Indonesia Dr. H. Fuad Nashori, S.Psi, M.Si,
Psikolog
2. The head of English Language Education Department Irma Windy
Astuti S.S., M.Hum
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encouragement, patient, correlation, advice, and suggestion which are
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support and guide me with her patience and her kindness. Then, her
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experiences to us.
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6. My parents Mr. Arfah S and Mrs. Rasdiana S.E. who always to
support me, pray, patience and help in all my life. And also, to my
brother Andry Araspati Arfah and also to my little sisters Rafifah Ratu
Nabilah who always give motivate to do this thesis. your love is
beyond any words.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise is to Allah, the Most Gracious and the Most Merciful. Sholawat and Salam greetings may always pour to the Prophet Muhammad SAW so that the examiner can complete the thesis with the title The Use of Kahoot-mediated Activity to Teach Expressions in Asking and Giving Opinion in fulfilling the requirements to complete the study and in order to obtain a bachelor of degree in English Language Education Department study program Faculty of Psychology and Socio-cultural Sciences of Islamic University of Indonesia. The writer deepest appreciation and thank to Astri Hapsari, S.S, M. TESOL as a supervisor for helping the writer in every thesis writing process and thank to the lecturers of English Language Education Department Islamic University of Indonesia that have provided knowledge and inspiration.

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The final word the author realized that in the writing of this undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the

researchers and the teachers, but also for the readers. Therefore, the author invokes suggestions and criticisms which is built for the sake of perfection and may be useful for all of us.

Yogyakarta, 13th May 2020

Aryamdi Arfah

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**The Use of Kahoot as Vocabulary-mediated Activity to Teach
Expressions in Asking and Giving Opinion**

**Aryamdi Arfah
15322090**

ABSTRACT

The purpose of this teaching practice is to describe the use of Kahoot in teaching Expressions in Asking and Giving Opinion. Kahoot is a game-based learning platform that utilizes quiz to encourage students' vocabulary learning in teaching Asking and Giving Opinion for eleventh grade student in Islamic Senior High School. The use of this media is used at the practice stage in whilst-teaching. In this stage teacher divided students into small groups to get and to demonstrate the new vocabulary on the practice stage. Students looked very interested when they used Kahoot. This media allow students to experiment with using words in their own speech and provide students with the opportunity to collaborate and discuss various meanings of new vocabulary. Thus, the result indicate that using Kahoot in teaching Asking and Giving Opinion is enhancing students' engagement in learning process. Therefore, Kahoot is an appropriate media in teaching Asking and Giving Opinion.

Key Words: *Best Practice, Kahoot, Speaking Skill, Writing Skill*

CHAPTER I

BACKGROUND OF THE TEACHING PRACTICE

I conducted a teaching internship by Department of English Language Education Universitas Islam Indonesia. It is one of the compulsory subject in semester 7 after passing Microteaching coursework. During the teaching internship, I was assigned in an Islamic Senior High School (Madrasah Aliyah Negeri/ MAN). This Islamic Senior High School has a good environment. It is surrounded by many colorful ornamental plants and trees. I observed that the surroundings were clean and well managed.

I taught English for about one month... I taught the 11th and 12th Grade students that have two classes. And one of the classes that I choose to this best practice report is 11th Grade Social Science 2. At that time I used to observe the situation of the class to know students' classes, facilities, characteristics, and to know how the condition there. During this school experience program, I came to this school from 7 am until 3 pm and sometimes until 5 pm because of helping the library's works first before going back to my boarding house.

I taught two classes of Grade 11 Social Science. My responsible supervisor from this school said that this class had smart and kind students. So I felt happy because I could teach this class. However, In general, on my observation before teaching, some of students were disengaged while learning

expressing asking and giving opinion. The problems are caused by several factors such as: lack of vocabulary, grammatical errors, and limited of ideas in speaking. The students also reported that the teachers did not conduct interesting activities to teach in their class. Therefore, I decided to implement some creative strategies to develop students' speaking and writing skills. I wanted to use this opportunity to teach students that despite they were shy or quiet in the class, so they can be more active and more interest to the learning activity while I use the new strategy to teach the learning materials.

Different studies revealed that designing courses that keeping the learners motivated and engaged is not easy. At this point, instructors could integrate online tools to make learning more fun in English classes. Exploring the use of online tools is not only valuable for understanding instructional practice in senior high school settings, but also for identifying the best practices associated with the preparation of teachers and recommendations for the developing policy at the Islamic senior high school.

According to Murray, Yang, and Allen (2002) showed that the inclusion of technology to the learning process is dramatically created new opportunities for students to embrace reading or writing and collaboration as a means for self-expression. By changing the way that information is presented, technology is influencing how students read, write, and communicate. From these quotations I learned that the use of qualified technology as a teaching media can improve the quality of student-teacher engagement and also make students can express

themselves more. Therefore, before I decided to use Kahoot, I had already confirmed ICT readiness of students and school facilities after seeing that the school had prepared a good and reliable internet connection. And there is also no rule in the school environment to prohibit the presence of mobile devices or laptops to be carried by students

The purpose of this teaching practice was to describe a Kahoot-mediated activity is used in Senior high school when teaching. As Kahoot is known to be an interactive approach in conducting quizzes or tests, it is a wonder if it can also be a good platform for giving feedback. Like many platforms, there are benefits and risks associated with this platform.

SA Licorish, JL George, HE Owen, B Daniel (2017) research outcomes show that Kahoot motivated students to be engaged, and encourage interaction in the classroom. Students were motivated to be attentive on the backdrop that they wanted to perform well in Kahoot. This in turn motivated students to engage with the teacher, peers and learning material.

CHAPTER II

CONSTRUCT OF THE TEACHING PRACTICE

According to Viera (2017) without sufficient vocabulary knowledge, students cannot have effective communication because lexicon carries more of the meaning of a text than the grammar does. Students should acquire the skill through interaction with each other. It is difficult for students to speak appropriate English if the students have limited language knowledge. Addressing these issues, my primary objective is to describe the use of Kahoot to enhance students' vocabulary knowledge in Asking and Giving Opinion. Kahoot is a game-based learning platform that utilizes quiz to encourage students' vocabulary development. With this technology assessment tool, I use a short list of new vocabulary words or concepts, small groups of students get and demonstrate the new vocabulary. This technology assessment tool is used to motivate students to make predictions about the possible use of words in a new text, allow students to experiment with using words in their own speech and provide students with the opportunity to collaborate and discuss various meanings of new vocabulary.

In the lesson I taught, the learning outcomes consist of social function, text structure, and language features of oral transactional interaction texts that involve the act of asking and giving opinions and thoughts in accordance with the context of their use. Language features related to students' vocabulary knowledge. In order to make the students more interested in learning vocabulary knowledge, the use of technology mediated activity, such as in Kahoot platform, can be one of

learning media that a teacher should consider. There are some previous researches that relevant to this teaching practice.

The first research is from Chusnul & Rafi (2018) about the effectiveness of Kahoot as a media in teaching. This study conducted a research to investigate the use of Kahoot as the media in teaching reading. The researchers also used Kahoot as media in teaching. The activity of their study has two activities for each class. In their activity, the students were given material about exposition text. The aim of this research was to know some ways used by the teacher in using online tools Kahoot and textbook as a media in teaching reading and how the students' responses relate to the ways of teaching. They found out that the students who taught by using Kahoot as a media perform better achievement than the students who taught by using textbook. The results of their research show that all students' word distribution increases when the Kahoot is used twice a week. And also increased students' focus and task behaviors. It means that more practice using Kahoot in the learning process greatly influences their reading achievement.

The second research is from Budiati (2017) about learning booster for students. This study discusses the use of Kahoot to boost English students' learning. They used kahoot as a media to teaching simple present tense. The subject of this study is students DIII of Nursing Study Program. The result shows that after using Kahoot for teaching, it could be concluded that the use of Kahoot for English students' learning booster is very useful and very effective. It is stated to be an effective way to make the learning more fun, joyful, interesting and relaxed. So that the students are able to get the lessons taught easily.

Those researches above are relevant to my teaching practice because all of the research aim to describe media that used in teaching students expressing asking and giving opinion. The positive response comes from both the previous study are the students have fun to do the activities and it can boost their learning. The differences between both previous studies above and my teaching practice are: the first research used Kahoot as a media to teach exposition text for the English Department students of a higher education in Jombang academic year 2017/2018. The second research used Kahoot as learning media to teach simple present tense for students of DIII of Nursing Study Program. Both previous studies above using the same media that I used in my teaching practice. But the context is different because I focus on Senior High School for the using media.

With the knowledge of those research, I developed specific and creative teaching ways that make effective use of Kahoot for teaching students' vocabulary knowledge related to asking and giving opinion. The Interpretive Question for this teaching practice is: How is the implementation of using Kahoot-mediated activity in practice speaking skill to teach students expressing asking and giving opinion?

CHAPTER III

IMPLEMENTATION OF THE TEACHING PRACTICE

3.1. Teaching Procedures

3.1.1. Pre-teaching

In pre-teaching, I opened the class by greeting students. Then I introduced myself. And I also gave motivation to students to be more enthusiastic in learning. Then I explained the learning objectives or basic competencies of the material and checked their attendance and their prior knowledge. Before teaching the material, I used elicitation for students by asking how they think about my clothes. And conveyed an outline scope of material and activities that would be done. to determine the initial ability of students regarding the lessons delivered.



Figure 1. The School Environment

3.1.2. Whilst-teaching

In whilst-teaching at the presentation stage, I explained the material about the kinds of expressions for Asking and Giving Opinion material, students read the PowerPoint slides displayed on the screen by using PowerPoint (Observing) and slides included examples of questions/pictures to explore student understanding. I also used this step at the beginning of the class because I wanted to gain students' attention. I gave students 1 minute to guess what expressions that suitable to the examples, for the students that we would be practicing how to express asking and giving opinion.

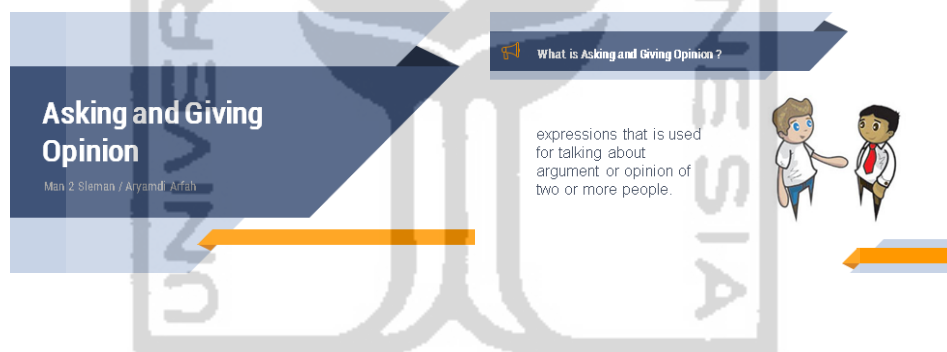


Figure 2. Examples of Asking and Giving Opinion
(PowerPoint slides)

In whilst-teaching at the practice stage, after they had understood the material, I gave some questions by using Kahoot that are related to the Asking and Giving Opinion material. Now the students turned to practice in groups. They could try it without taking notes. This activity for practicing the lesson, improving basic competencies that must be achieved, so I divided students into small groups with one device per group to work on the activity. They were asked to open

Kahoot website and students needed to sign in using the web address <https://kahoot.it> to access the platform in their mobile phone or laptop. Then I would be asking them to enter the PIN and the names of their groups. So that they could join the activity on Kahoot.



Figure 3. Class join pages with PIN and Group names list projected on “classroom” screen

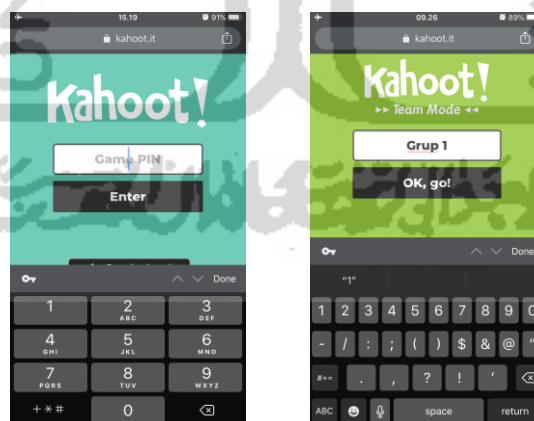


Figure 4. Kahoot join pages with PIN and Nickname “students” mobile phone screen

Thus, in this stage using Kahoot as activities, when I divided students into a group, I divided them by the number of their attendance. I did this in order that the students would change their seat mate so that it allowed more interactions among them. I asked them to combine their chairs and tables according to their groups and sat together. Students needed to sign in using the web address that I gave to access the platform. Students did not need to register for an account or download an application, which can waste time and further complicate the use of technology. I think all of this really made the set up time and process easy and efficient. After all groups sign in and login, the activity began. In the activity there were five questions, each question was either a multiple choice question. And the question had 2 - 4 multiple choice answers. Students were given 30 seconds per question. This allowed the question to be completed. These activities are carried out for 40 minutes.

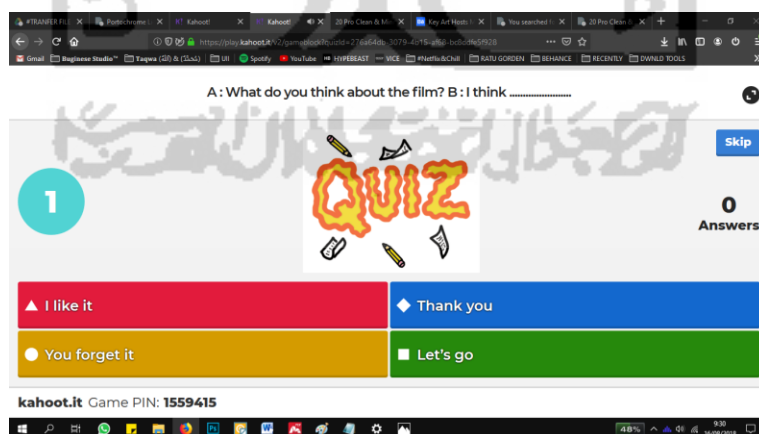


Figure 5. Kahoot (activity) questions “classroom” screen

During this activity, students needed to answer each question and score the most points. They could get more points with answer the question faster and correctly. The top 5 highest points of groups were displayed on the leaderboard at the front in between each question, and the ultimate winner was shown at the end. After all groups had finished answering the entire question, Kahoot showed the winner name of the groups that have the most points. However, during the activity, I found that the biggest problem was whenever their internet connection was in trouble. It made some groups frustrated.

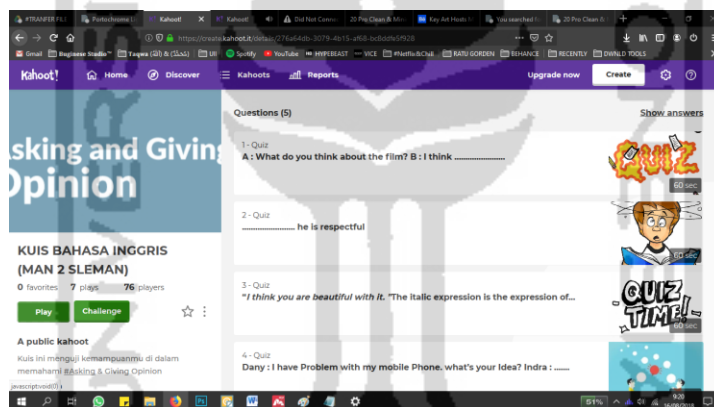


Figure 6. Kahoot (activity) questions “teacher” screen

3.1.3. Post-teaching

In post-teaching, before I finished the class, I was checked their understanding by giving them some questions related to the material, ask for their opinions on the statements and I also giving short feedback by checked their sentences for errors.

Considering the interaction that was built during the learning activity, the use of Kahoot that are used as practice activity makes the students engaged. In addition, the competitive nature of Kahoot motivated students to participate in learning, seeing it as a motivating factor to participate, increasing their participating energy levels and creating a lively classroom dynamic. However, it are needed well ICT support and good Internet connection. Increasing their participating energy levels and creating a lively classroom dynamic. However, it are needed well ICT support and good Internet connection.



CHAPTER IV

CONCLUSION

From my best practice, I reflected that the use of Kahoot is very useful and attractive for students because students not only focus on the material but they are also willing to interact in group discussion. The use of Kahoot is one of the ways that teachers may be able to enhance vocabulary new vocabulary knowledge and new expression for students. Kahoot also motivated competition in the classroom, where students were driven to see their names at the top of the leader board. And this media also managed to trigger their competitive spirit in which it makes them become more aware of how others are groups perform, therefore; enhancing students' engagement in learning process. It is recommended for teachers to use Kahoot in their practice with richer variation on different teaching stage, thus; the practice will enable more fun moment during classroom activity.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MAN 2 Sleman
Mata Pelajaran	: Bahasa Inggris (Wajib)
Kelas / Semester	: XI / 1
Materi Pokok	: Asking for opinion and giving opinion
Alokasi Waktu	: 2x45 menit (2 Pertemuan)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Menunjukkan ketrampilan menalar, mengolah, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (K D)	Indikator Pencapaian Kompetensi (IPK)
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p>	<p>3.2.1 Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan tindakan memberi dan meminta informasi terkait pendapat dan pikiran</p> <p>3.2.2 Membedakan fungsi sosial dan unsur kebahasaan teks interaksi transaksional lisan tindakan memberi dan meminta informasi terkait pendapat dan pikiran</p> <p>3.2.3 Menerapkan unsur kebahasaan pada teks interaksi transaksional lisan</p>
<p>4.2 Menyusun teks interaksi transaksional, lisan pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.2.1 Membuat struktur teks lisan pendek terkait meminta dan memberi informasi terkait pendapat.</p> <p>4.2.2 Memperjelas struktur yang telah dibuat.</p> <p>4.2.3 Menyusun teks lisan pendek terkait meminta dan memberi informasi terkait pendapat</p>

C. Tujuan Pembelajaran

Melalui model pembelajaran berbasis Saintifik dengan metode *Collaborative Learning*, peserta didik dapat berinteraksi dan bekerja sama dengan sesama siswa dalam pembelajaran. Tujuan utama dari metode pembelajaran kolaboratif adalah proses kerjasama dalam pembelajaran untuk membangun interaksi sosial yang lebih baik.

D. Materi Pembelajaran

Materi pelajaran Bahasa Inggris Kelas XI adalah *Asking and Giving Opinion*, dengan subbab sebagai berikut:

1. Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

2. Struktur Teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

3. Unsur Kebahasaan

- Ungkapan menyatakan pendapat *I think, I suppose, in my opinion*
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Model Pembelajaran : Collaborative Learning
3. Metode Pembelajaran : Diskusi, presentasi, penugasan.

F. Media dan Alat

LCD, laptop, video, speaker

G. Sumber

Kementrian Pendidikan dan Kebudayaan, 2016

H. Langkah-Langkah Pembelajaran

Langkah Pembelajaran (Syntax)	Deskripsi	Alokasi Waktu
	1.) Guru mempersiapkan kelas untuk menyanyikan	10'

<p>Kegiatan Pendahuluan</p>	<p>lagu Indonesia Raya, mengecek presensi (kehadiran, agenda kegiatan, menyiapkan media dan alat serta buku yang diperlukan). (PPK Nasionalisme)</p> <p>2.) Peserta didik bersama guru mengawali pembelajaran dengan berdoa. (PPK Religius)</p> <p>3.) Guru melakukan <i>elicitation</i> pada murid dengan menanyakan bagaimana pendapat murid tentang pakaian guru.</p> <p>4.) Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</p>	
<p>Kegiatan Inti</p>	<p>1.) Guru menjelaskan materi tentang macam kalimat untuk meminta dan memberi pendapat, siswa membaca contoh yang ditampilkan di layar dengan aplikasi <i>kahoot</i> (Mengamati)</p> <p>2.) Guru memberi kesempatan kepada peserta didik untuk bertanya. (Menanya)</p> <p>3.) Guru menggali pemahaman murid dengan memberi contoh soal/gambar menggunakan <i>kahoot</i>. (Mengumpulkan Informasi)</p> <p>4.) Guru memberikan soal dengan aplikasi <i>kahoot</i> yang berhubungan dengan materi <i>Asking and Giving Opinion</i>.</p> <p>5.) Guru membagi siswa menjadi kelompok-kelompok kecil untuk mengerjakan soal. (kolaboratif)</p> <p>6.) Guru memberi instruksi tentang cara penggunaan dan bagaimana aturan dalam pengerjaan soal. Tiap kelompok akan berlomba untuk mencari poin paling banyak.</p>	<p>70'</p>

	<p>7.) Guru menampilkan pertanyaan dan pilihan jawaban di layar LCD.</p> <p>8.) Guru mendampingi selama mengerjakan soal (Mengasosiasikan)</p>	
Kegiatan Penutup	<p>1.) Guru menyimpulkan materi dan jalannya diskusi.</p> <p>2.) Guru memberi tugas untuk pertemuan selanjutnya. Membuat percakapan yang memuat asking and giving opinion.</p> <p>3.) Peserta didik bersama guru menutup pembelajaran dengan berdoa.</p>	10'

Appendix 2

I. Penilaian

Rancangan Penilaian

No	Aspek	IPK	Teknik Penilaian	Bentuk Penilaian
1.	Kognitif	<p>3.2.1 Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan tindakan memberi dan meminta informasi terkait pendapat dan pikiran</p> <p>3.2.2 Membedakan fungsi sosial dan unsur kebahasaan teks interaksi transaksional lisan tindakan memberi dan meminta informasi terkait</p>	<p>Tes Lisan</p> <p>Tes Lisan</p> <p>Tes Lisan</p>	Unjuk Kerja

		pendapat dan pikiran 3.2.3 Menerapkan unsur kebahasaan pada teks interaksi transaksional lisan		
2.	Ketrampilan	4.2.3Menyusun teks lisan pendek terkait meminta dan memberi informasi terkait pendapat	Tes Tertulis	Uraian

Criteria

Criteria	Low Score : 50-63	Sufficient Score : 65 -77	High Score : 80-95
Pronunciation	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.	Occasional non-native pronunciation errors, but the speaker is always intelligible.
Intonation	Little attempts to vary both pitch and voice level	Some good attempts to vary both pitch and voice level	Change level and pitch of voice to enhance mood or meaning
Content	Basic content that have been mentioned at previous meeting	Good attempt on giving new situation but still limited	The situation are various and contextualized
Grammar	Lots of grammatical mistakes in the sentence that expressing the context	Frequent but minimum grammatical mistakes	The grammar in each expression sentences are flawless

Appendix 3

KUIS BAHASA INGGRIS (MAN 2 SLEMAN) · Report
 Hosted by: arhyrhh, 24 Aug 2018
 Print preview | Download (XLSX)

Players (18) | Top 5 | Haven't finished | Need Help

Rank	Nickname	Accuracy	Final score
1	Rr.nilam(27)	100%	5640
2	yerri putria	100%	5457
3	nisa & hanifah	80%	3999
4	afridaresta0123	80%	3818
5	Safa(28)	80%	3640

KUIS BAHASA INGGRIS (MAN 2 SLEMAN)

1	KUIS BAHASA INGGRIS (MAN 2 SLEMAN)		
2	Played on	21 Aug 2018	
3	Hosted by	arhyrhh	
4	Played with	23 players	
5	Played	5 of 5	
6			
7	Overall Performance		
8	Total correct answers (%)	53.04%	
9	Total incorrect answers (%)	46.96%	
10	Average score (points)	2327.57 points	
11			
12	Feedback		
13	Number of responses	1	
14	How fun was it? (out of 5)	0.00 out of 5	
15	Did you learn something?	0.00% Yes	0.00% No
16	Do you recommend it?	0.00% Yes	0.00% No
17	How do you feel?	100.00% Positive	0.00% Neutral

Appendix 4

Teaching Material

1.) PowerPoint Slides (PPT) : *Examples of Asking and Giving Opinion*

The image displays three PowerPoint slides related to asking and giving opinions. The first slide is a title slide for 'Asking and Giving Opinion' by Man 2 Sleman / Aryandi Arfah. The second slide, titled 'What is Asking and Giving Opinion?', defines the concept as expressions used for talking about arguments or opinions of two or more people, accompanied by an illustration of two men. The third slide, titled 'Expression of Asking Opinion', lists various phrases for asking opinions, such as 'How do you feel about...?' and 'What is your opinion about...?'. The fourth slide, titled 'Expression of Giving Opinion', lists phrases for giving opinions, such as 'I personally think that...' and 'In my opinion...'. A large watermark for Universitas Islam Indonesia is visible in the background.

Asking and Giving Opinion
Man 2 Sleman / Aryandi Arfah

What is Asking and Giving Opinion ?
expressions that is used for talking about argument or opinion of two or more people.

Expression of Asking Opinion

- How do you feel about...?
- How do you feel?
- Do you think that...?
- How do you think?
- Do you have any idea?
- Please give me your comment.
- What is your comment on.....?
- What is your idea on.....?
- What is your opinion about...?
- What is your opinion on...?
- What do you think about...?
- What do you think of...?
- How about ...?
- What about ...?

Expression of Giving Opinion

- I personally think that...
- I personally believe...
- As far as I know...
- I tend to think that...
- I think I like it....
- My comment is....
- My opinion is....
- I don't think that....
- In my opinion...
- I think that....
- In my point of view...
- I believe that...
- According to the expert,...
- According to me...
- Based on my opinion,....