

**APPROVAL SHEET**

**The Use of a classroom game as an after-task activity to Teach invitation dialogue in 11th**

**Grade of Senior High School**

**By:**

**Raihan Alfathan Dinatis**

**14322018**



**Approved on August 1<sup>st</sup> 2020**

**By:**

**Supervisor**

A handwritten signature in black ink, which appears to be 'Rizki Farani'.

**Rizki Farani, S.Pd., M.Pd.**

**NIP.123220404**

**RATIFICATION SHEET**

**The Use of a classroom game as an after-task activity to Teach invitation dialogue in 11th**

**Grade of Senior High School By:**

**Raihan Alfathan Dinatis**

**14322054**

Defended before the Board of Examiners on August 13<sup>th</sup>, 2020 and Declared Acceptable

Board Examiners

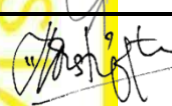
Chairperson : Rizki Farani, S.Pd., M.Pd.



First Examiner : Intan Pradita S.S., M.Hum.



Second Examiner : Ista Maharsi S.S., M.Hum.



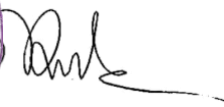
Yogyakarta, August 18<sup>th</sup> 2020

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head of Department,



**Irma Windy Astuti, S.S., M.Hum**

**NIP. 062216005**

### STATEMENT OF WORK'S ORIGINALITY

I genuinely declare that this best practice, which I have written, does not contain the work or parts of the work of other people, except those cited in the questions and references, as a scientific paper should.



Yogyakarta, August 1<sup>st</sup> 2020

The Writer

RAIHAN ALFATHAN DINATIS

14322018

## DEDICATION

Appreciatively, I dedicated this best practice to myself, my family, my lecturers, and others especially:

1. My beloved and ever caring parents : Otis Muharram Ismail and Diah Astuti
2. My girlfriend Aulia Dewi who is always be there for me through my ups and downs
3. The head of English Language Education Department Mrs. Irma Windy Astuti S.S., M.Hum, also my best practice supervisor Mrs. Rizki Farani,, S.Pd., M.Pd
4. All of my friends in BSD or Yogyakarta that always cheers for me
5. All of the motivational videos and words from internet
6. All of lecturers or staffs in English Language Education Department
7. Last but not least, thank you so much for all the experience that I've gained since embark on my journey to Yogyakarta

## ACKNOWLEDGEMENT

Alhamdulillah, all praises to Allah SWT who has been giving us many pleasures all this time till forever, also peace and salutation to our Noble character Muhammad SAW who had brought us from the darkness to the lightness and from the bad character too the good one. In this opportunity, the author enables to finishes this best practice as a partial fulfillment of requirements to obtain the *Sarjana Pendidikan* degree in this English Language Education Department of Islamic University of Indonesia.

I say thank you to all persons who support me until now to do this best practice especially to Mrs. Rizki Farani. as my thesis supervisor all this time. Without her support, it will be harder for me to finish my thesis.

Yogyakarta, August 1 st2020



**Raihan Alfathan Dinatis**

**14322018**



## TABLE OF CONTENTS

APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK'S ORIGINALITY	iv
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
A. CHAPTER I	1
B. CHAPTER II	2
C. CHAPTER III	4
- Preparation	4
- Implementation	5
D. CHAPTER IV	11
E. References	12

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In 2017, I took one of the obligatory programs from my campus to become a pre-serviced teacher in one of the prestigious high school in Yogyakarta. The pre-service teacher program lasted two months. In the first month, I started as an observer, in order to understand the school system and how the teacher teach in class, in this case, English teacher. In most of the class that I observed, most of the teachers still used the traditional way of teaching English, even though the school provided them with decent facilities. The teachers still preferred books and from what I saw the students were hardly motivated. My Supervisor was a very competent and heartwarming teacher, she shared connection with the students, as she can manage the class even to the most of back row students, which is hard because the majority of them are delinquent. However, these bonds are made not instantly, but through process of teaching, whether it is from her years of teaching experience, or from the times of learning she and the class' students spend together. I did not share the same experience, or the same riveting charisma, so I decided to find another way to teach them. During my observation, I sometimes saw the students playing video games like mobile legends, during their free time, even some students have bravery to do it during class. Then I remembered when I was in microteaching class, I got a class with a scenario of some the students are challenging, then I used games as a teaching media as games are often mentioned to motivate and increase people's attention, according to ( Bonk & Dennen, 2005), games are motivational, in part, due to their uncertain outcome and the focus on a goal or challenge that the user needs to accomplish. Multiple game goals or different levels of goals provide incentives and challenges for players once an initial goal is accomplished. Furthermore,

Malone & Lepper, (1987) stated that to make learning motivating and appealing for learners, one way is to present the material to them either in an imaginary context which is familiar to them or in a fantasy context which is emotionally appealing for the learner.

According to the syllabus, the teacher told me to teach invitation dialogue. While it is quite hard to make an icebreaking activity for invitation dialogue, I tried to improvise as I made an activity that requires all my students' attention, retaining some of their energies, while it is fun to do. The state of my activity is while, and it is in a form of icebreaking the process of the game is not scored, while the outcome will be noted and scored.



## CHAPTER II

### CONSTRUCT OF TEACHING PRACTICE

Good games should be fun and mentally motivating. They incorporate an optimal challenge, have appropriate goals and uncertain outcomes, provide clear, constructive, and encouraging feedback, and offer elements of curiosity, and creativity. Combining both games and educational could not only improve the children's motivation, but also give them interactive learning activities (Sung & Hwang , 2012). This research implies that by playing games with friends while learning can boost their attention and motivation, while also having an interactive learning activity. The games activity I conducted is physically more engaging than online video games, as the class students need to use their brain and body correspondingly.

Performing ice breaking activities in English class will direct students to the good mood of learning Flanigan (2001) as cited in Yenagehpor and Takkac (2016). Also employing appropriate kind of ice breaking activities will make sure the students get the most from their lesson, by increasing their motivation and attention, while also having fun.

Murcia (2001) stated that activities must be student-centered and communication should be authentic, this means students must do an activity because it is interesting for them, not because teacher asked them to do. the main idea of the ice breaking activity is to attract the classroom attention by giving them something fun and energizing, this can also attract students that play individually, like mobile games during my class, because at the other meeting, when I'm not using game based learning methods some of them played with their own cell phone. They also claimed that the students deem it important as a tool for learning.

Most of these studies pointed that using ice breaking or game will increase the students' engagement while teaching in classes. I looked at the textbook to understand what is the learning theme, then I told my students to make an invitation dialogue. After they finished, I made an activity of ball throwing, that requires the classroom students' full response and attention.

## CHAPTER III

### IMPLEMENTATION OF TEACHING PRACTICE

The following chapter will explain the content of my teaching materials and implementation on The Use of Game-based learning as a media to teach invitation dialogue in classroom activities.

#### **- Preparation**

Before I started my class, I did some preparation, those were:

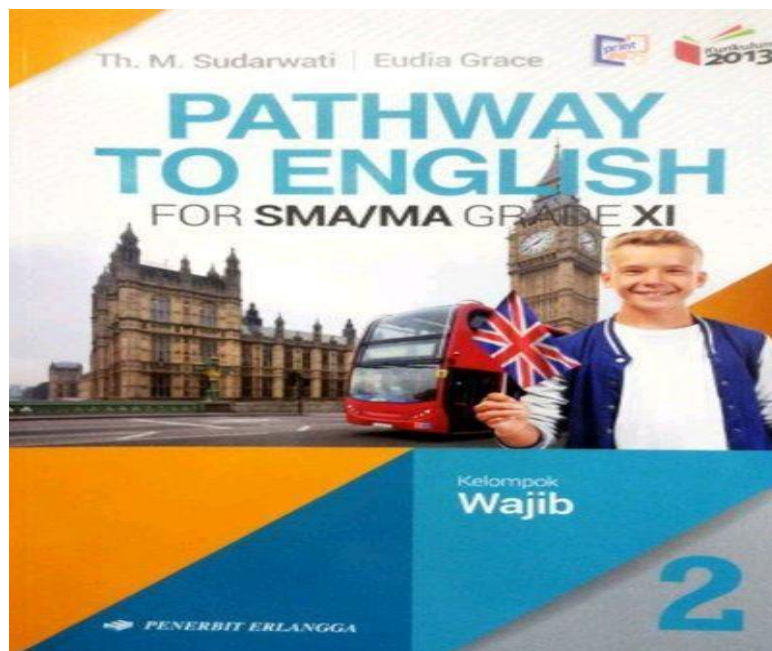
1. I looked into the textbook, then i make a corresponding lesson plan.
2. In the class, I started preparing necessary equipment such as, a ball, papers, laptop and speaker.
3. I have prepared music to play from my laptop using speakers, and dozens of situation example.

#### **Implementation**

A few days before my first class began, I was told that my class students are the most challenging students of 11<sup>th</sup> science class to teach in this islamic senior high school, so I was prepared to be gentle, caring but decisive to my students in order to got their attention. I was meant to made power point but it turns out that the LCD projector is broken. The lesson is about making an invitation dialogue, so before I attended the class, I broke down the needed information. Before the lesson begun, I asked the students to pray to the god, who have let us presented in the class, then to loosen the tense I introduce myself and described myself a bit, so my students knew me better. Some of the students responded well to my introduction, while

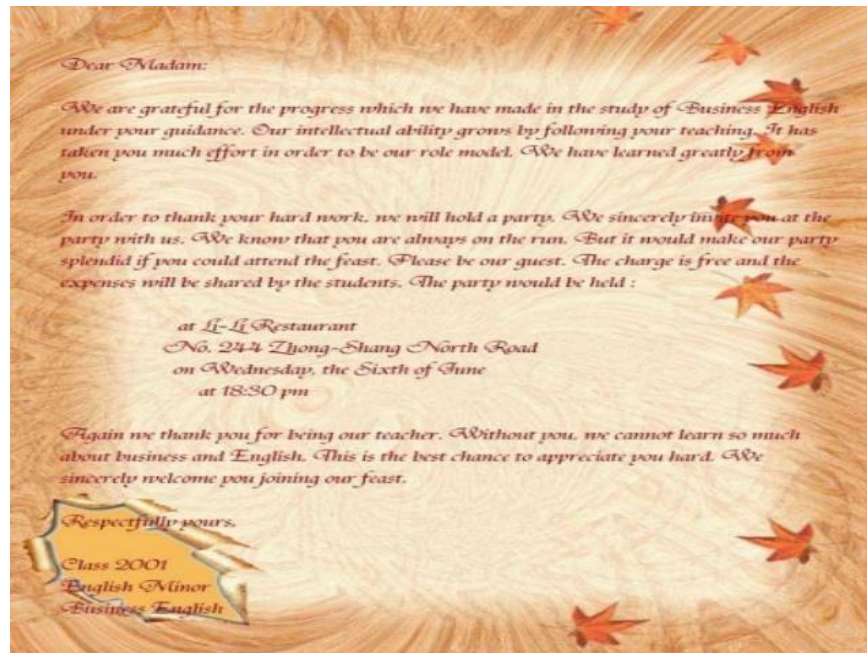
some of them still distracted by their handphone. to make the students excited, after the introduction, I informed them that for the first meeting we conducted a game.

After my introduction, I asked them to open their text book, my supervisor told me the page number before I entered the class, so I gave them the page number. I described to the students the structures and the verbs used in an invitational dialogue, I did this while I circled around the class in order to be alerted if the students are playing their handphones.



*Figure 1-1 english textbook used in Muhammadiyah 2 yogyakarta*

The first lesson that I taught the is the difference between formal and informal invitation, formal invitation is an invitation which follows dignified norms, tone and style that are in agreement with established norms and values.



*Figure 1-2 an example of formal invitation*

Because of the use of word formal, I felt some of them are bored, so after completing this material I gave them free 5 minutes to get their spirit back. Then I continued to explain the next part which is informal invitation, informal invitation is an invitation to family, friends, and are usually personal matters. After the first lessons, I asked the students whether they understand or not, and they said they have understood the material, so in order to check their understanding furthermore, I make sure their understanding is tested in my next activity.

I declared the game is about to begin, and suddenly they felt energetic so I was eager to begin the activity. To begin my game, I asked them to make pairs with their friends, then one of them take the title of the dialogue the pair must make. I gave them about 10 minutes to make the dialogue, as they made it, I circled around the class and make sure everybody understood and make it properly. After all of them has done, I called their attention and show them a plastic ball, then I explained the rules of the game. The game was quite similar to musical chairs, the difference is when I played the music, they threw the ball to each other, it was a plastic ball so it would not

cause any harm, and when the music stops, the last person who touch the ball and their pairs will come to the front of the class and enacted their dialogue.



*Picture 2. The writer answered the students' questions*

The students in my class was very energetic, but some of them are lazy or preferred to play games then studying, so the purpose of this game is to direct their energy the rather positive and fun way, so they could have fun and learn the same time. As the activity proceed, all of them are smiling and laughing, the atmosphere of the class was very happy. After the first pair reenact their dialogue, I repeat the music and the activity goes on until 5 of the pairs has done the dialogue. The rest of dialogue is then submitted to me, and I asked them whether they like this activity or not, and I heard them saying that they all liked it. The time limit of my class then comes to an end, and I led a prayer then said goodbye to them.

## **CHAPTER IV**

### **CONCLUSION**

The purpose of this activity is to make the students enthusiastic and happy, although this activity can be conducted to enlighten every student, this practice might be more effective to more juvenile students because their energy need to be directed in the correct way. After the activity, I asked some of them personally and they are all happy and excited, even some of them asks me to make more games related activities. For future teachers that might want to incorporate this practice, I hope they know the purpose of this activity, knows when to do this, and the most important thing is to have a mindset that learning must be fun and engaging.

## References

- Bonk & Dennen. (2005). Massive Multiplayer Online Gaming: A Research Framework for Military Training and Education. *technical report 2005*, 7.
- Mahboubeh Asgari & David Kaufman. (2014). Relationships Among Computer Games, Fantasy, and Learning. *research gate*, 1.
- murcia. (2001). teaching english as a second or foreign language. *new york: heinle & heinle*.
- Sung & Hwang . (2012). a collaborative game-based learning approach to improving student's learning performances in science courses. *sciverse science direct*, 44.
- Yenagehpour & Takkac. (2016). USING ICE-BREAKERS IN IMPROVING EVERY FACTOR WHICH CONSIDERED. *International Journal on New Trends in Education and Their Implications*, 59.



**APPENDIXES**  
**PHOTOS OF LEARNING ACTIVITIES**



*Picture 1. The writer taught formula to the students*



*Picture 3. The writer asked the students' name*

## LEARNING MATERIALS

### EXPRESSING AND RESPONDING TO INVITATION

#### “Giving invitation”

yaitu ekspresi yang biasa digunakan dalam bahasa Inggris ketika kita ingin mengajak/ kalimat-kalimat ajakan. Sedangkan

#### “Responding to Invitation”

adalah untuk merespon sebuah ajakan atau undangan. Giving invitation is an expression that is disclosed when there is someone who wants to ask other person to come to a place or when there is someone who asks others to do something for him/her. Berikut example dari Giving and Responding to Invitation :

#### 1. Words and expressions used in giving an invitation.

-

- Would you like to dance with me?
- Do you want eating out with me?
- Would you come to my place for dinner tonight, please?

#### 2. Words and expressions used in responding and invitation.

##### a. Accepting an invitation (menerima ajakan)

- with pleasure
- I'd love to very much
- Thanks for your invitation
- Yes, it would be nice
- Yes, it would be very kind of you

##### b. Refusing an invitation (menolak ajakan)

- I'm sorry I can't. I have another boy friend
- Thanks but I'm afraid I can't
- Oh, I'd love to but I have to work.

