

**The Use of YouTube Video as Learning Media in Teaching Expressing  
Congratulation in a High School: Best Practice**

**A Thesis**

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



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## STATEMENT OF WORKS' ORIGINALITY

I honestly declare that the content of this thesis is my own work and does not contain the work or part of other people, except those cited in quotations, as scientific paper should.

Yogyakarta, 16<sup>th</sup> June 2020

The writer,



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## MOTTO

*“Patience is needed when you want to achieve a success.”*



## DEDICATION

I dedicate this thesis thankfully to:

1. The head of English Language Education Department, Ms. Irma Windy Astuti, S.S., M.Hum
2. My thesis supervisor, Ms. Astri Hapsari, S.S., M.TESOL who always supports, always gives updating information and motivates me during working on this thesis
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Yogyakarta, 23<sup>rd</sup> March 2020

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# The Use of YouTube Video as Learning Media in Teaching Expressing Congratulation in a High School: Best Practice

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## ABSTRACT

In the process of learning especially English learning, the use of media is so useful and needed to support the teaching-learning process. It can increase students' motivation and make students more understand, also not must use the verbal teacher's explanation, so those students are not bored during the learning process. This study aims to know how the use of YouTube videos as a learning media device can engage the students that be used in "Congratulation" material in 10<sup>th</sup> grade of high school. The data were gathered during the researcher did the school practice experience (PPL) for one month (July-August 2019) in a public senior high school in Yogyakarta city by using YouTube videos as brainstorming in the pre-teaching activity. Students are very interested, feel motivated, and more be braved to practice speaking skills, also the use of video media using YouTube engage students' learning in the class.

**Key Words:** *YouTube, Video, Learning Media*

## CHAPTER I

### BACKGROUND OF TEACHING PRACTICE

The teaching context that includes the environment such as physicals, institutional, and personal that influences the teaching-learning process. The teaching context that I used is in a public school in Kotagede area in Yogyakarta City. I taught EFL context that are the students are teenagers and they are from a variety of different social-economic status, cultural, and educational backgrounds. This school is a quite well-known public school in Yogyakarta city with variety of extracurricular activities, championships, and awards achieved by outstanding students both academic and non-academic. The facilities in these school are library consisting of 2 floors which has complete collection of various books, wide field, waiting room for guests, ballroom, seminar room, sciences laboratories, kitchen room for entrepreneurship class/culinary class, canteen, mosque, and special worship room for non-Muslims. In the class, there are some wall sticks/posters by class students and picket schedule table, the desk arrangement is not bad, the lighting is quite bright, there are whiteboard and blackboard side by side, the projector complete with the projector screen and plug cable, the air in the class is too hot or sometimes not too hot/not too cold, also every class is provided by dozens of pieces of paper for students to answer the test questions.

The characteristic of students that I found during did PPL are many kinds, there are some students who nice to teacher & students, noisy students who did not pay attention to teacher when the teacher is teaching, the students who sometimes against the teacher or even to pre-service teacher when the teacher reprimands them when did the misbehavior, the students are naughty always disturb or tempting to the other when the learning activity, and students are always sleep during learning in class. I taught the class which is the best practice in the morning at the first lesson in 10<sup>th</sup> grade of science 4 that consisted of 36 students in the big class with nice students, all of them maybe from Javanese people from different

background (such as different social, economic, cultural status) and they are learning English lesson in once a week in 90-minute lessons. The classroom condition is pretty clean, although sometimes there are rubbish under several chairs or tables or piles of paper scattered, the fan is works fine, the table and chair also still many scribble marks of students. I am happy in this class because even though this class is a bit noisy, but the students are willing to keep silent when I explained the materials, and sometimes students are asked the material that they did not understand.

But, on another occasion, I found when I taught the materials or I told and asked them to do the exercise, the students are mostly the boys slept, interrupted other friends and joked to another friend like the student came to another friend's bench to noisy with his friend, like one student brings the scissors to cut his friends' hair and laughing with another friend when did the exercise worksheet. Then, I came to his place where he sat down, and a bit rebuked them when they are joked with touching his leg, then he wanted to have sat down in his place again and did the exercise.

On the first I did an observation at the end of February until early March 2019, during did the observation I already found that the teacher did not use the media for teaching like video, and the impact is the management of the classroom is less managed/less effective during the teaching-learning process. So, the problem is the lack of teaching media that teacher given to help them understand learning English, which is the cause of students' misbehavior in the class. Therefore, I decided to use the colorful YouTube videos in the form of conversation when I taught English is as brainstorming in pre-teaching. Besides, it is easy to download, students also could pay attention to material that will be taught and students will not feel boring during English learning.

In the learning process, the teacher must make the students are engage in the materials that will be given like using visual aids that will be displayed in class and one of them is using video from YouTube. In teaching speaking, sometimes students are even never allowed to speak with the example of situations, so it could decrease the students' motivation to speaking and students tend to be passive, and they do not know how to speak the expression in the material that is taught. The one of the online materials or visual media that can be integrated to English lessons is YouTube, that is considered to be an online material or visual media that play important role in teaching and learning field and YouTube also can provide many videos

every day with authentic situations that may help them to understand and improve their knowledge in learning English (Almurashi, 2016). In my teaching the best practice, I used the conversation video as an example to add more vocabulary and expression used in materials that being taught. The use of video to teaching speaking is allowing students to speak and increase the students' motivation speaking skill and the video teaching technique is focused to display the students the real situations as an example and how to pronounce the words and expression in the material that is taught appropriately (Hakim, 2016). So, in the final, students will feel happy and engage with the materials using brainstorming or elicit questions.

Therefore, the interpretative question in this best practice thesis is how the implementation of using YouTube videos to teach the learning outcomes of Congratulating and Complementing in 10th grade in senior high school in Yogyakarta city?

The focus on this best practice thesis is how YouTube videos with colorful conversation videos can engage the students by displaying the words and expressions that be used in the learning outcomes of Congratulating and Complementing material. Also, the purpose of this study is to use YouTube videos in the form of conversation to increase speaking skills in learning outcomes of expression of congratulation in a high school public in Yogyakarta city.

## CHAPTER II

### CONSTRUCT OF TEACHING PRACTICE

The main issue that I highlight during I did PPL in 10<sup>th</sup> grade of science 4 are some students are lack of vocabularies, a bit of difficulties in grammar, and a lack of spelling words. It was proven when the students are doing the exercise, some students are asked the questions what the vocabulary of the material that is taught and how the spell the vocabulary/one word, and when the practice of speaking skill with conversation in front of the class, few students have a lack of pronunciation. So, I choose to use a YouTube video to improve speaking skills with displayed the conversation video with colorful animation with the expression and the vocabulary available in that video, using YouTube videos to adding them as the material and leads both students and teachers to train the teacher how to use technology in teaching English (Almurashi, 2016). In choosing video, Bell & Bull (2010) as cited by Hadijah (2016) said that English teacher must can choose the content video that appropriate to instructional goal for learning. When choose the video, Hadijah (2016) stated teacher have to prepare properly, be careful to choose, and must pay attention to students' needs, because the video that teacher adopt will lean on the teaching and learning objectives also the characteristic and interest of students. Therefore, the content of video that will be displayed in the class for teaching learning activity must to be appropriate with teaching learning objectives to be taught (Hadijah, 2016).

Also, Arianti, Nurnaningsih, & Pratiwi (2018) said using videos to improve speaking skill make students have a new perspective of the teaching-learning process, also by teaching speaking skill by using videos can build and improve students' speaking ability and as visual aids, the video also provides the interesting and material that easy to understand by using interesting color, visualization, and picture that makes a teacher feel helped by teaching English materials that using video especially YouTube.



In the speaking class, the research from Arianti et, al. (2018) is conducted the classroom activities with using video by role-play. So, the video is integrated into a role-play that taught in speaking skills in the classroom, and teachers select the topic related to materials that have been taught, and students are allowed to choose one of the situations that the teacher has given and done the role-play activities to improve speaking skills. It is the same as my teaching the best practice in 10<sup>th</sup> grade of science 4. I also use the role-play activities in teaching the learning outcomes of Congratulating Complimenting to others. The second research conducted by Riswandi (2016) that using YouTube-based to improve speaking skill in 7<sup>th</sup> grade of junior high school in Surakarta, the result is students' motivation and speaking skill is increased toward using YouTube videos and students can use pronunciation, vocabulary, and make them easier to produce sentences when they are speaking.

Also, the last research conducted by Susanti, Sofian & Suhartono (2016) shows that using video conversation in teaching speaking skills in junior high school in Pontianak has a more effective result, students more understood what the teacher have taught and explained, also students more interested and be active in the class and used the role-play activity as when I was teaching the learning outcomes of congratulating using conversation video, the students were more got attention, more interested and more understood the conversation and expression in the video that I played in front of the class.

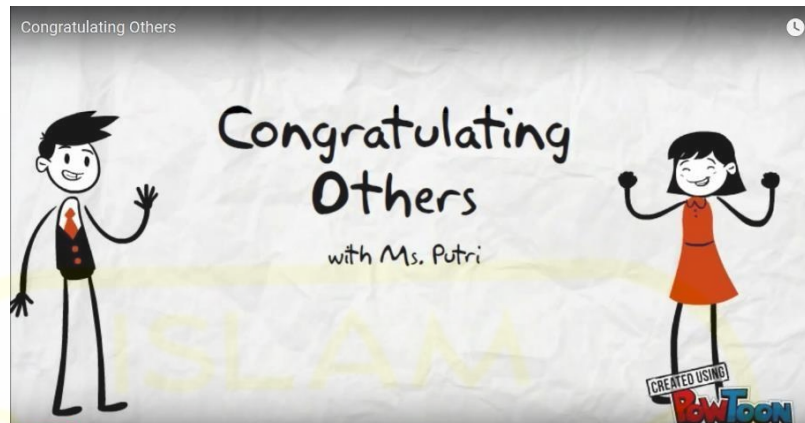
## CHAPTER III

### IMPLEMENTATION OF THE TEACHING PRACTICE

#### 3.1 Teaching Procedures

##### 3.1.1 Pre-teaching activity

When I first teach during PPL, I got to have taught “Congratulations & Complimenting” material, and I must teach the chapter of “Congratulating to Others”. I taught the basic competence of social function, text structure, and the linguistic element of giving congratulation to the others in 10<sup>th</sup> grade of science 4. In the pre-teaching activity in the 10th grade of science 4 class, is started from I came to the class in the first hour, I stand by in front of the class. Then, I entered the class with said greetings, asked the students “How are you today?” or sometimes “Did you have breakfast?”. Then, I introduced myself, I told which university I am from and my nickname, also I directly checked students’ attendance and started the materials with brainstorming video in the form of conversation with cartoons and moving pictures, so students be better understood with bubble text and colorful. The video is having one-minute duration. One of ways how to choose good video in learning in classroom, Harmer (2006) as cited in Hadijah (2016) stated that we must count the duration of video. The length of video is should not too long, because it can make students feel bored during learning process because students have to look at the screen for a long time so that students not interested to the material. So, when we decide to use the video to teaching in classroom as learning media, we must choose the video that have short duration in order to students get attention in learning activity.



**Figure 1. The Opening of YouTube Video Conversation of Congratulating Others**

**Source:** <https://www.youtube.com/watch?v=bk0uhMGCu84>

I played the video in way I repeated the video until the end of video twice. I used Fast Forward ways in viewing techniques in using video in EFL classroom, same as stated by Harmer (2006) cited in Hadijah (2016). The video that I played when did the best practice in PPL is from YouTube which is the biggest video sharing site in the world that established in 2005 which provides a lot of kinds of various videos especially for teaching aid, that displayed in form of conversation with bubble text which contains examples of congratulation conversations also with cartoon animation. I chose and downloaded the video that have only one-minute duration entitled “Congratulating Others” which is the video made by Putri Melati Tri Santoso (Putri Meltris), an alumnus from English Education Department of Sanata Dharma University by using a video- animation maker website/application named Powtoon.com which is uploaded in 5th April 2016, which has 208 likes and 9 dislikes also have 35,822 viewers, and some of teachers in the comments are used this video as their teaching material. Then after played the video, I asked the students “What was the video about?”, the goal is to guess what people talked about, shared the information what they have got and know what the materials that I will teach. Then, after students answered the question that I gave, I explained the materials that I will teach and the aims of learning.

The teaching innovation that I overcame the problem as mentioned above/in before this section (difficulty of grammar, speaking skills, spelling the word and vocabulary) is I used both scaffolding and background knowledge because I have known and have seen that I have to help the students to learn this material/this skill. So, I used the video from YouTube to awaken the students' motivation to learning.

I chose the interesting and colorful video in form of conversation and moving images such as a cartoon so that students know how to express the expression that used in this material as brainstorming, in hope of students are engaged in these materials and increase students' motivation. The video is about the materials that I taught, is about "Congratulating Others". I also used to elicit question like "Have you congratulate to your friends/family?" or "When we use the expression of congratulation to the others?" to the students before started the materials.

### **3.1.2 Whilst Teaching activity**

After students answered the question that I gave, I explained the materials that would be taught and the objectives of learning. Then, I explained the materials in PPT about the definition of congratulation, the expression, the example of congratulation with the example of picture (graduation, birthday, wedding, etc.).

I displayed the expression of congratulation in PPT and asked the students to have repeated what I said with said "OK, this is the examples of expressing congratulation, please repeat after me" and students are repeated the expression with the goal is students can say how to express congratulating with the good pronunciation. After that, I explained the materials again like when using the congratulation to the others, and gave the example of congratulation conversation and I asked students to practice the example of a conversation in PPT and I asked students to volunteer or appointed by me.

I said, “Who wants to be a volunteer to read this conversation?” and after that, I appointed the students to read the conversation in Bahasa Indonesia, “*Kalau tidak ada, miss tunjuk saja untuk coba baca contoh percakapan ini ya.*” (“If no one wants, Miss just point for try to read this example of conversation yes?”). Then, I appointed two students who sat in the back. Then, two pairs of students wanted to be a volunteer and by being appointed by me. The objectives are to know how they express the expression of congratulation and to know how they pronounce it in speaking skills.



Then, I gave the picture of the card of congratulation like graduation card, congratulation of someone' success, and birthday party. The goal of giving the picture is students could understand and see the example of congratulation in form of card and form of visual images.

After that, I gave the worksheet that contained the material that I have explained in the form of multiple-choice and underline sentences (see **Appendix 2**). I asked students with instructions with bilingual English-Indonesia, “*Now, I have a worksheet, silahkan kerjakan, diberi nama dan nomor absen*” (“Now I have a worksheet, please do it, give the name and attendee's number”) even though there are students are still asked did they have to write their absent number/where they filled the worksheet. Maybe, I forgot to tell them where they filled the worksheet. I used scaffolding to helped students did their worksheet, like I gave guidance or examples to them. Thankfully, many students wanted to ask during doing their worksheet. I am a bit happy.

After around 40 minutes did a worksheet, I asked students to equate the answer of exercise together and I said “*Kalau sudah, sekarang kita samakan jawabannya ya*” (If its finished, now we equate the answer together yes”) while I displayed the worksheet in the projector. Students who have finished the worksheet collected them into the teacher's desk in front of the class. While the answer is equated with others, I asked the students to answer the questions, “*Nomor... (question number) ini jawabannya apa?*” (Number.... (question number) what is the answer?”, when students answered right, I gave the praise/informal assessment, with saying “OK, Good”. Then, I asked them the reason why they answered that by said “*Kenapa jawabannya ini?*” (“Why is this the answer?”) then students answered the reasons of the answer.

### 3.1.3 Post-teaching Activity

After equated the worksheet and some students are collected the worksheet in front of the class, I instructed them to make a conversation based on one of the situations that I provided in PPT in pairs and practice in front of the class and I instructed them with bilingual English-Indonesia for 2 times because the class is bit noisy, “*OK, now, make a conversation about congratulation with your friend, buat percakapan tentang congratulation 2 orang 2 orang dengan teman di sebelah kalian, lalu praktekan di depan kelas. Choose one of the situations below, pilih salah satu dari situasi ini ya...*” (“OK, now make a conversation about congratulation with your friend, make the conversation about congratulation 2 people 2 people with friend next to you, then practice in front of the class. Choose one of the situation below, choose one of this situation yes...”) although there are the students who still made conversation based on all the three situations.

During made the conversation, many students asked me how to make the conversation, like, is it true the conversation like this, the instruction, the length of the dialogue, etc. After 45 minutes, I asked students to have practiced in front of the class, I asked who wanted to be a volunteer with said “*Siapa yang mau maju praktek ke depan?*” (Who wants to practice going forward?”), and 6 students are showed a hand to practice, I am very happy. Then, they are practice the result of their work in front of the class and me and my students gave applause to them directly.

Then, there are three students again who wanted to be a volunteer, and they did the same as previous students, it is proved that use YouTube videos in pre-teaching activity can engage students speaking skill with good pronunciation and fluency in the practice. Because the lesson hours will end, I told the students that the lesson time will end and I have ended the lesson before the bell is rang, and asked them what that we have learned today and said closing greeting.

I am very happy and a bit touched because when the lesson is ended, the students said, “*Terimakasih mbak, semoga ilmunya bermanfaat*” (“Thank you Miss, hopefully the knowledge is useful”) while stood up.





## CHAPTER IV

### CONCLUSION

After the steps/activities in the teaching-learning activity and the learning outcomes of Congratulation material in 10<sup>th</sup> grade of science 4 were conducted, students became feel braver to practiced speaking skill with good pronunciation and spelling, and also the result of writing skill from the writing conversation in pairs activity was very good and creative. It seems that YouTube video can engaged and interested the students in 10<sup>th</sup> grade of science 4 class in the form of a conversation cartoon between two people with the expression that available in the video, and students did not feel bored during teaching-learning process, it was proved that some students wanted to repeat the videos during the learning process to help them made the conversation. Then, the relationship between teacher and students at my best practice in class that I taught during PPL is good enough, the average of students wants to follow an English lesson and looked like enthusiastic during the class, like from many students who wanted to answer, who wanted to ask the questions, and wanted to be a volunteer to practice speaking skills in front of the class in conversation based on the writing task that I gave in pairs.

The lesson that I learned from my best teaching practice in 10<sup>th</sup> grade of science 4 class is I could know and understood every character of the students that I taught and I have to build the good relationship between the teacher and students, also I must try to manage the class very well if the class is less conducive with pay more attention to students who are less visible to me and more assertive again in reprimanding students.

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## APPENDIX 1

### RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah: SMAN 5 YOGYAKARTA

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: X/1

Materi: Congratulating & Complimenting others

Alokasi waktu: 2x45 menit

#### A. Kompetensi Inti

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, dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks 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 secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif dan solutif, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah serta mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
<p>3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan responnya, sesuai dengan konteks penggunaannya.</p>	<p>1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat bersayap (extended), dan responnya, sesuai dengan konteks penggunaannya.</p>
<p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan responnya, sesuai dengan konteks penggunaannya.</p> <p>1 Membedakan struktur teks dan unsur kebahasaan antara memberikan ucapan selamat (congratulating) dan memuji bersayap</p>

	<p>(extended) dan menunjukkan simpati (showing care/sympathy)</p> <p>3.2.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan responnya, sesuai dengan konteks penggunaannya.</p>
<p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.21 Membuat percakapan intrapersonal terkait ucapan selamat dan ungkapan memberi ucapan selamat bersayap (extended) dan ucapan menunjukkan simpati (showing care/sympathy) dan responnya, sesuai dengan konteks penggunaannya.</p> <p>4.22 Mempraktekkan percakapan intrapersonal terkait ungkapan memberi ucapan selamat dan memuji bersayap (extended) dan ucapan menunjukkan simpati (showing care/sympathy) dan responnya, sesuai dengan konteks penggunaannya.</p>

#### **D. TUJUAN PEMBELAJARAN**

Setelah pembelajaran siswa diharapkan dapat:

- Menentukan fungsi dan tujuan ungkapan memberi ucapan selamat (congratulating) dan menunjukkan kepedulian (showing care/sympathy).
- Merespon ungkapan memberi ucapan selamat (congratulating) dan menunjukkan kepedulian (showing care/sympathy).
- Membedakan struktur teks dan unsur kebahasaan antara memberikan ucapan selamat (congratulating) dan menunjukkan simpati (showing care/sympathy).
- Menyusun percakapan terkait memberi ucapan selamat (congratulating) dan menunjukkan kepedulian (showing care/sympathy).
- Mempraktekkan hasil teks percakapan mengenai menyatakan pendapat dan pikiran yang telah dibuat.

#### **E. MATERI PEMBELAJARAN**

- Teks intrapersonal lisan dan tulis terkait memberi ucapan selamat (congratulating) dan menunjukkan kepedulian (complimenting & sympathy)
- Fungsi social: Menjaga hubungan interpersonal dengan guru, teman dan orang lain

- Struktur teks

##### **A. Congratulation:**

- Congratulation!
- Congratulation for your graduate
- I would like to congratulate you ....
- Congratulations on ...
- Well done!

Response:

- Thank you very much for saying so.
- Thank you.

**B. Compliment:**

- I would like compliment you on ...
- I think your hair is very nice.
- I just love your dress.
- The chicken is very delicious.
- I really like your skirt.
- That's nice.
- That's not bad.
- Pretty good.

**Response:**

- Response to Compliment :
- Thank you. It's nice of you to say so.
- Thank you. Yours is even nicer.
- I'm glad you like it.
- Unsur kebahasaan: Pronunciation and fluency

**F. METODE PEMBELAJARAN**

- Metode pembelajaran: Scientific Approach
- Metode: Ceramah, tanya jawab, Role play

**G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN**

1. Media : Video YouTube, PPT
2. Alat : Laptop, papan tulis, dan proyektor (in focus)
3. Sumber pembelajaran : Buku Siswa Kelas X Wajib Kurikulum 2013 Kemendikbud dan gambar dari google.com

## Pertemuan 1

Kegiatan		Sintak	Alokasi waktu
KEGIATAN PENDAHULUAN	<ul style="list-style-type: none"> <li>- Guru memberi salam dan menyapa siswa</li> <li>- Guru mengecek kehadiran siswa (presensi)</li> <li>- Guru menayangkan video pada siswa mengenai ekspresi congratulating dan complimenting. (Mengamati)</li> <li>- Guru mengajukan pertanyaan apakah yang sedang dilakukan di dalam video tersebut <b>(Menanya)</b></li> <li>-Guru menjelaskan materi yang akan dipelajari hari ini</li> </ul>	- Stimulasi	15 menit
KEGIATAN INTI	<ul style="list-style-type: none"> <li>- Guru memperlihatkan contoh-contoh terkait ucapan congratulating dan complimenting dalam kehidupan sehari-hari <b>(Menanya)</b></li> <li>- Guru menjelaskan struktur teks dan unsur kebahasaan congratulating dan complimenting</li> <li>- Guru menjelaskan tujuan, fungsi social, dan struktur teks dari</li> </ul>	Problem Statement	60 menit



	<p>congratulating dan complimenting</p> <ul style="list-style-type: none"> <li>- Guru bertanya kepada murid untuk memberi contoh terkait congratulating dan complimenting (Menanya)</li> <li>- Murid diminta untuk mengerjakan soal yang terdapat dalam buku Kemendikbud/LKS/Worksheet (Mencoba/Mengumpulkan informasi)</li> <li>- Guru mengecek berkeliling melihat pekerjaan siswa</li> <li>- Setelah selesai, guru membahas hasil pekerjaan murid bersama-sama dan dijelaskan kembali <b>(Mengkomunikasikan)</b></li> <li>- Murid diminta membuat percakapan terkait complimenting &amp; congratulating secara berkelompok (in pairs) <b>(Mengkomunikasikan)</b></li> <li>- Murid diminta memilih situasi scenario yang telah disediakan untuk membuat percakapan <b>(Menalar/Mengasosiasi)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Data verification</li> <li>- Collecting data</li> <li>- Generalization</li> <li>- Generalization</li> </ul>	
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	- Murid diminta mempraktekkan hasil percakapan yang telah dibuat di depan kelas <b>(Mengkomunikasikan)</b>		
<b>KEGIATAN PENUTUP</b> 15 menit	- Guru memberikan feedback dan refleksi dari materi yang sudah dipelajari hari ini - Guru menjelaskan materi yang akan dipelajari di pertemuan selanjutnya/memberikan tugas - Berdoa dan salam		15 menit

## ASSESSMENT

### RUBRIK PENILAIAN

<b>NAME</b>	<b>ASSESSMENT CRITERIA</b>	<b>Excellent to good (91-100)</b>	<b>Good to adequate (86-90)</b>	<b>Adequate to fair (80-85)</b>	<b>Unacceptable-not (75-79)</b>	<b>College-level work (70-74)</b>
	Content	Conversation addresses the assigned topic; the ideas are concrete	Conversation addresses the issues but some points; ideas could be more fully	Development of ideas doesn't complete or conversation is somewhat	Ideas incomplete; conversation doesn't reflect careful thinking/was	Conversation is completely inadequate and doesn't reflect college-

		&thoroughly developed; no extraneous material, conversation reflects thought	developed; some extraneous material is present	off the topic; dialogue aren't divided exactly right	hurriedly written; inadequate effort in area of content	level work; no apparent effort to consider the topic carefully
	Grammar	Advances in writing English grammar; correct use of relative clauses, modals, articles, verb forms & tense sequencing; no fragments or run-on	Good proficiency in English grammar; some grammar problems doesn't influence communication, although the reader is aware of them; no fragments/run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragment present	Numerous serious grammar problems interfere with communication of writers' ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible

		sentence s				sentence structure
	Style of quality & expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy;	Poor expression of ideas; problem in vocabulary	Inappropriate use of vocabulary; no concept of register or sentence variety

## APPENDIX 2

### WORKSHEET

#### I. Choose the best answer by crossing the letter A, B, C, or D!

##### 1. Situation:

Siti has just got the first prize in the “Bakiak race” to celebrate Indonesia Independence day.

Beni congratulates her.

What does Beni say to congratulate Siti?

Beni : ” \_\_\_\_\_.”

Siti : ”Thank you.”

- A. Sure, Good luck.
- B. Congratulate to Siti
- C. Congratulations, Siti.
- D. Thanks, I will do my best.

##### 2. Dayu : ”Who won the football match yesterday?”

Udin : ”Our team did. We won two to one.”

Dayu : ”Well done. \_\_\_\_\_.”

Udin : ”Thank you.”

- A. I’m glad to hear that.
- B. That’s too bad
- C. I’m sorry.
- D. You’re welcome

##### 3. Edo : ”Happy birthday, Lia.”

Lia: ”Thank you Edo. You are the first who congratulate me.”

Edo: ”Oh really? Here is a little present for you. I hope you like it.”

Lia : ”Thank you very much. You are really my best friend.”

Why does Edo give Lia a present?

- a. Because Lia likes present.
- b. Because today Dayu's birthday.
- c. Because Edo has a lot of money.
- d. Because Lia is celebrating her birthday today.

Dear Esther,

CONGRATULATIONS

Ever since I heard about your success as the first winner of singing contest of FLS2N. I know how long and how hard you practiced. We are all very proud of you. We wish you all the best in pursuing your dream to be a popular singer someday.

Rudy

Chair Person

- 4. The text above shows that . . .
  - a. the writer is one of the contestants
  - b. Esther is the best student
  - c. Esther is the best singer
  - d. Rudy is Esther's special friend
- 5. A : I haven't told you what happened yet, have I?

B : I haven't heard anything.

A : My boss offered me a promotion, and I took it.

B : Are you serious?

A : Yes, I am really excited.

B : .....

The next continue after 'B' know that 'A' tell about took a promotion from boss?

- a. Thank you very much for your compliment
- b. Thank's God.
- c. Oh my god. I know you can do it
- d. That's great. Congratulations.
- e. Congratulation. You get best score in this examination.

**2. Identify conversation, answer the questions, and underline the expression of congratulating in the conversation below!**

Cika : Hello, have you read the announcement?

Dian : What about?

Caca : I have just told by Erick via SMS that you had passed the national Examination.

Dian : Oh, really?

Caca : Yes, you may read the text by yourself, here you are.

Dian: Wow, Thank you very much for telling me.

Caca : Don't mention it. I congratulate on your graduation.

Diana : Thank you very much for saying so.

Caca : You are welcome. So where will you continue your study?

Dian : I still have no idea yet.

- Underline the expression of congratulating also the response in conversation above!

- What does the conversation about between Caca and Dian?

## COMPLEMENTING OTHERS

### 1. Underline the expression of complimenting in the conversation below!

Rahmi : Hello. How was your weekend with your family in Batu?

Sinta : Excellent! We had a lovely time there.

Rahmi : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.

Sinta : Thanks a lot. My sister bought it for me last month.

Rahmi : Wow! That's wonderful.

Sinta : Oh, Rahmi, can I ask you something?

Rahmi : Oh, sure. Please.

Sinta : Have you finished writing the book we discussed two months ago?

Rahmi : Yes. Come to my room. Look at this. What do you think?

Sinta : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.

Rahmi : Thanks a lot. You've inspired me to do this.

Sinta : Your publisher should send it to all bookstores here.

Rahmi : Yes, you're right. The publisher will do it for me.

Sinta : Well, that's great. I am proud of you, Rahmi.



**Complete the following dialogue with the expressions in the box!**

Retno : Hi, Anita. 1) \_\_\_\_\_,

Anita : It's nice of you to say so.

Retno : I've never seen you in that sweater. Is that new?

Anita : Well, my sister bought me this sweater yesterday.

Retno : I see.

Anita : Anyway, 2) \_\_\_\_\_ It makes you look sweet.

Retno : Oh, not really. Look, Virga is coming!

Anita :Hi, Virga. 3) \_\_\_\_\_. Who did your haircut?

Virga : Thanks. My Mom did it.

Retno : By the way, I heard you won a quiz on the radio yesterday. 4) \_\_\_\_\_

Virga : Thank you.

**1. Complete the following dialogue with the expressions in the box!**

Retno : Hi, Anita. 1) \_\_\_\_\_

Anita : It's nice of you to say so.

Retno : I've never seen you in that sweater. Is that new?

Anita : Well, my sister bought me this sweater yesterday.

Retno : I see.

Anita : Anyway, 2) \_\_\_\_\_ It makes you look sweet.

Retno : Oh, not really. Look, Virga is coming!

Anita :Hi, Virga. 4) \_\_\_\_\_ Who did your haircut?

Virga : Thanks. My Mom did it.

Retno : By the way, I heard you won a quiz on the radio yesterday. 5)

\_\_\_\_\_  
Virga : Thank you.

**2. Underline the expression of complimenting in the conversation below!**

Rahmi : Hello. How was your weekend with your family in Batu?

Sinta : Excellent! We had a lovely time there.

Rahmi : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.

Sinta : Thanks a lot. My sister bought it for me last month.

Rahmi : Wow! That's wonderful.

Sinta : Oh, Rahmi, can I ask you something?

Rahmi : Oh, sure. Please.

Sinta : Have you finished writing the book we discussed two months ago?

Rahmi : Yes. Come to my room. Look at this. What do you think?

Sinta : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.

Rahmi : Thanks a lot. You've inspired me to do this.

Sinta : Your publisher should send it to all bookstores here.

Rahmi : Yes, you're right. The publisher will do it for me.

Sinta : Well, that's great. I am proud of you, Rahmi.

**3. Choose by crossing A, B, C, or D as the best answer!**

1. Alan : Did you know ? Jack got 10 for his English.

Bill : Wow ! .....

- a. I'm sorry to hear that
- b. How are you?
- c. Yes, he is.
- d. How intelligent.

2. Peter : Look at the pretty girl over there.

John : .....

- a. Wow. How beautiful she is.
- b. How old are you ?
- c. Are you very tired ?
- d. Did you come here yesterday ?

3. Anna : Are you doing your homework tomorrow ?

Nisa : No, I'm not. I did it two days ago.

Anna : Really ? .....

- a. How nice it is.
- b. How quickly you did it !
- c. How are you today ?
- d. Let's go to the canteen.

4. Ratih : How often does Steven practice his English ?

Tony : He practice English every day.

Ratih : Oh, really ? .....

- a. What do you do ?
- b. You are diligent.

c. What a diligent student !

d. I like English.

5. Nadia : What are you doing this weekend ?

Linda : I'm going to the beach with my friends.

Nadia : .....

a. How tall you are.

b. How beautiful she is.

c. What did they do ?

d. What an interesting plan.

6. Lisa : The students always arrive early in the morning at school every day.

Bella : They are never late.

Aulia : Do they ? .....

a. How nice you are.

b. What diligent students.

c. The students are very tall.

d. Our English teacher is very smart.

7. Look at the baby, .....

a. My friend has got a baby boy.

b. It is very hot outside.

c. He is so cute.

d. Does she have a baby ?

8. Paul : Have you read this novel ?

Eric : Yes, I have. I'd love it. ....

- a. How diligent you are.
- b. Do you have any money ?
- c. How often do you go to the bookstore ?
- d. It is such an interesting novel !

9. Anton : How was the food ?

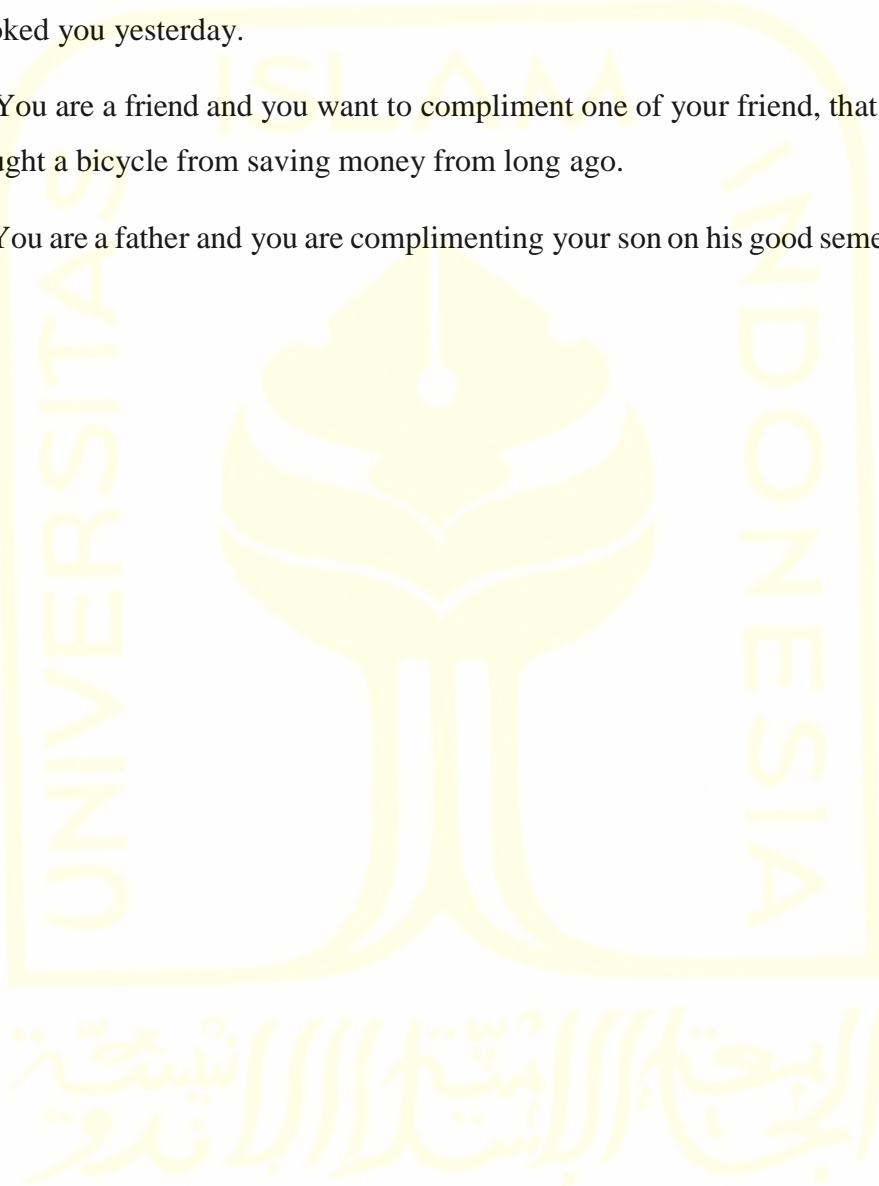
Lina : .....

- a. I was such delicious food.
  - b. No, I don't.
  - c. Yes, of course.
  - d. I'm afraid I can't.
10. Which of the following sentence is a compliment?
- a. I'm sorry to hear that
  - b. Congratulations!
  - c. Nice dress! It suits you!
  - d. Sorry for your loss

## **PRACTICING**

**Choose one of the situation below and make short conversations based on these situations and practice in front of the class!**

1. You want to tell your friend that you liked his/her chicken steak that he/she cooked you yesterday.
2. You are a friend and you want to compliment one of your friend, that he/she bought a bicycle from saving money from long ago.
3. You are a father and you are complimenting your son on his good semester report.



APPENDIX 3  
DOCUMENTATION



Figure 2. The Conversation Video of Congratulating to Others in Practice



Figure 3. The Conversation Video of Congratulations to Others in Material





Figure 4. The Conversation Video of Congratulations to Others in Material



Figure 5. The PPT Definition of Congratulating to Others Material



Figure 6. The PPT Example of Conversation of Congratulating to Others Material



Figure 7. The PPT Example of Picture of Congratulation to Others Material



**Figure 8. The Example of Picture of Congratulation to Others Material**

PRACTICE: WORK IN PAIRS, MAKE THE CONVERSATION ABOUT CONGRATULATION AND PRACTICE IN FRONT OF THE CLASS!

- 1. Situation 1: Imagine your friend had passed the exam. You congratulate him/her when meet him/her
- 2. Situation 2: You had graduated from the school. Your friend congratulate you for your achievement during the school
- 3. Situation 3: Your friend win a championship competition at school. You congratulate him/her for him/her success

Activate Windows

**Figure 9. The Task Instruction to Make and Practice the Conversation of Congratulation in Pairs**



**Figure 10. Students Work on the Task of Making Conversations in Pairs**

