

**THE IMPLEMENTATION OF COLLABORATIVE WRITING TO TEACH  
ASKING AND GIVING OPINION IN A VOCATIONAL HIGH SCHOOL IN  
YOGYAKARTA**

**A Thesis**

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



Conveyed by  
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**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES  
ISLAMIC UNIVERSITY OF INDONESIA  
2019/2020**

**APPROVAL SHEET**

**THE IMPLEMENTATION OF COLLABORATIVE WRITING TO TEACH ASKING  
AND GIVING OPINION IN A VOCATIONAL HIGH SCHOOL IN YOGYAKARTA**

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AND GIVING OPINION IN A VOCATIONAL HIGH SCHOOL IN YOGYAKARTA**

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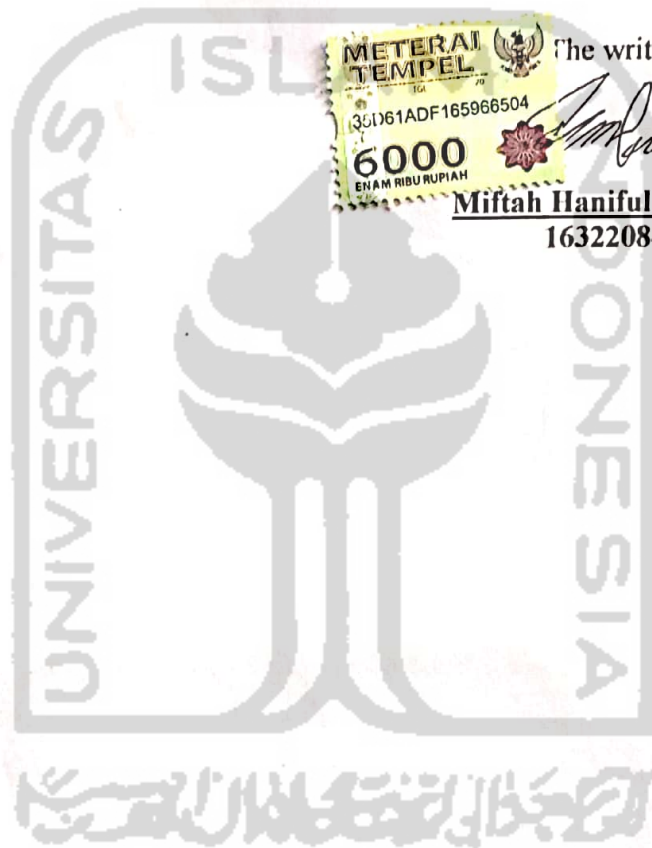
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## STATEMENT OF WORK ORIGINALITY

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

Tangerang, July, 20 2020



The writer

**Miftah Haniful Ammar**  
16322084

## MOTTO

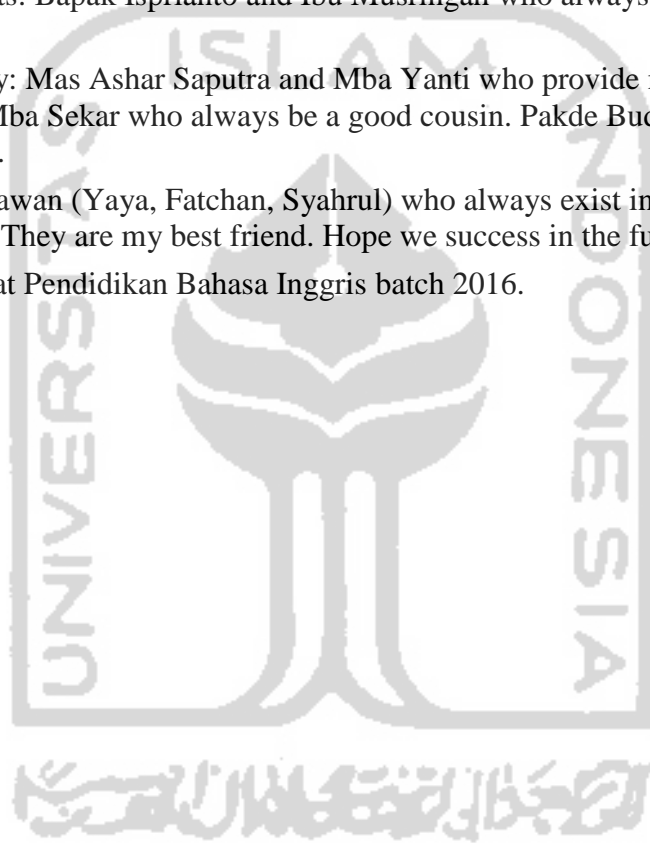
“Janganlah meremehkan kebaikan sedikit pun walau hanya berbicara kepada saudaramu dengan wajah yang tersenyum kepadanya. Amalan tersebut adalah bagian dari kebajikan.” (HR. Abu Daud no. 4084 dan Tirmidzi no. 2722. Al Hafizh Abu Thohir mengatakan bahwa sanad hadits ini shahih. Al Hafizh Ibnu Hajar menyatakan bahwa hadits ini shahih)



## DEDICATION

Gratefully and thankfully, I dedicate this thesis for:

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 and guides me to be a good person and writer with her patience
3. My academic supervisor Ms. Irma Windy Astuti, S.S., M.Hum who always helps me and gives a good motivation
4. All of my lectures in Department of English Language Education UII and also the staffs
5. My beloved parents: Bapak Isprianto and Ibu Musringah who always support me in any condition.
6. My beloved family: Mas Ashar Saputra and Mba Yanti who provide me very good life in Yogyakarta. Mba Sekar who always be a good cousin. Pakde Bude who always to be a mentor of me.
7. My brothers 4 sekawan (Yaya, Fatchan, Syahrul) who always exist in happy and sad condition of me. They are my best friend. Hope we success in the future.
8. All of my friends at Pendidikan Bahasa Inggris batch 2016.



## ACKNOWLEDGEMENT

Alhamdulillah. All praise to Allah ﷻ, who given me his guidance and taufik to do this thesis. In this chance, the Author already finished the thesis as a partial fulfilment of requirements to obtain the Sarjana Pendidikan degree in English Language Education.

A very my beloved my family, my mother, my father, my sister, and Genk Sepupu. Thank you so much for giving me support always. So, I can finish my thesis in the correct time.

A special thanks to my supervisor, Miss. Astri Hapsari, S.S., M. TESOL, who always giving me chance to always consult. I want to give thanks a lot because of her patience, time, and advice. Jazakillah khairan Miss.

In the last, in this chance, I would like to say thank you to Andi, Bimo, Izam, Ama, Salma, 4 sekawan, and others who always giving me support in sad and happy condition. I hope this thesis is beneficial for everyone.

Tangerang, July 20 2020

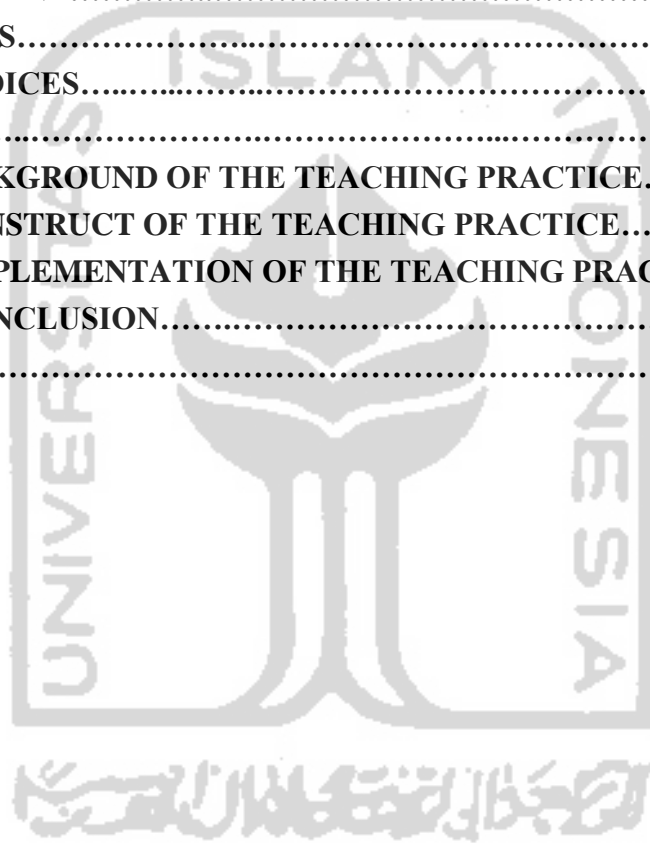
The image shows a large, faint watermark of the Universitas Islam Indonesia logo, which features a stylized green and white emblem with the word 'ISLAM' at the top and 'UNIVERSITAS ISLAM INDONESIA' around it. Below the logo, there is a handwritten signature in black ink.

**Miftah Haniful Ammar**

**16322084**

## TABLE OF CONTENT

TITLE PAGE.....	i
APPROVAL SHEET.....	ii
RATIFICATION SHEET.....	iii
STATEMENT OF WORKS ORIGINALITY.....	iv
MOTTO.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENT.....	viii
LIST OF FIGURES.....	ix
LIST OF APPENDICES.....	x
ABSTRACT.....	xi
CHAPTER I BACKGROUND OF THE TEACHING PRACTICE.....	1
CHAPTER II CONSTRUCT OF THE TEACHING PRACTICE.....	2
CHAPTER III IMPLEMENTATION OF THE TEACHING PRACTICE.....	4
CHAPTER IV CONCLUSION.....	11
REFERENCES.....	12





## LIST OF FIGURES

<b>Figure 1</b> Videos on Asking and Giving Opinion.....	5
<b>Figure 2</b> Lists the Questions from the Handout.....	7
<b>Figure 3</b> Students Discussion to do The Group Work.....	7
<b>Figure 4</b> Students' Handout Collection.....	8



## LIST OF APPENDICES

<b>Appendix 1</b> Rencana Pelaksanaan Pembelajaran (RPP).....	13
<b>Appendix 2</b> Assessment Rubrics.....	24



# THE IMPLEMENTATION OF COLLABORATIVE WRITING TO TEACH ASKING AND GIVING OPINION IN A VOCATIONAL HIGH SCHOOL IN YOGYAKARTA

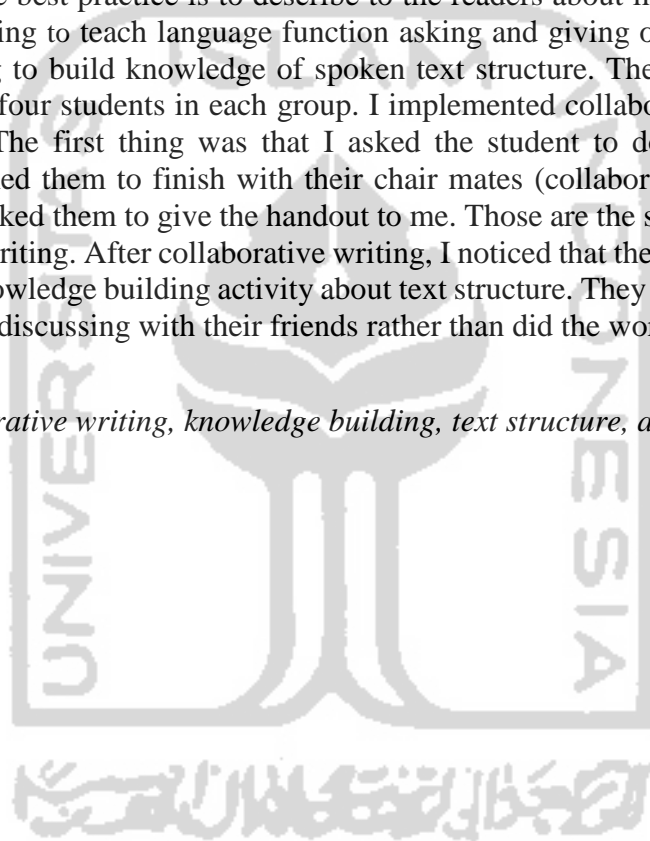
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## ABSTRACT

The focus of the best practice is to describe to the readers about implementation of collaborative writing to teach language function asking and giving opinion. I used collaborative writing to build knowledge of spoken text structure. The collaborative writing consisted of four students in each group. I implemented collaborative writing in whilst-teaching. The first thing was that I asked the student to do the handout practice. Then, I asked them to finish with their chair mates (collaborative writing). The last was that I asked them to give the handout to me. Those are the step that I used to do collaborative writing. After collaborative writing, I noticed that the students were engaged better in knowledge building activity about text structure. They enjoyed doing the worksheet while discussing with their friends rather than did the worksheet alone.

**Key words:** *collaborative writing, knowledge building, text structure, asking and giving opinion*



## CHAPTER I

### BACKGROUND OF THE TEACHING PRACTICE

I got experience to teach English in on of vocational school in Yogyakarta. The experience was from English Language Education Department of One Islamic University in Yogyakarta. This program was one-month program for each student in I taught in one vocational school for about four times in class XI Accounting 2 and XI Accounting three. I taught the students in XI accounting two for three times. Then, I taught the students in XI Accounting three for one time. My supervisor asked me to do that. I taught about asking and giving opinion for XI Accounting 2. I taught about taking a simple phone message for XI accounting 3.

I taught the students with different characteristic. In XI Accounting 2, the students were really enthusiastic when I taught them. On the other hand, actually, XI Accounting 3 was the same, but sometimes they did not follow my instruction. In XI Accounting 2, the students did not want to move from their best friends when learning writing. In XI Accounting 3, the students sometimes did not follow my instruction while learning writing. I as the teacher use writing group discussion as the solution for making them good in score because it shows that the students get 88 and 100 in score

## CHAPTER II

### CONSTRUCT OF THE TEACHING PRACTICE

Collaborative writing strategy is one of recommended strategies to use in classroom. It shows in several researchers that collaborative writing strategy is more effective for use in the classroom (Rahmat, 2013; Resti & Anwar, 2019; Pamularsih, 2014; Lestari, 2019). Noel and Robert (2004) describe that scribe, as collaborative writing strategy, is one person writes the task while the others discuss with each other. In my classroom, collaborative writing strategy as Noel and Robert's (2004) description. I asked the student to do group work while one of them writes the result of the discussion. Ayuningtyas and Purwati (2015) state that discussion method is a useful method that can make students active to talk with their friends in order to make clear for the problems.

One of the results from the research from Pamularsih (2014) shows that the result of the competence from the students with doing group work is higher than the student with not doing group work. Then, they can transfer their idea in the collaborative writing. It has happened in my classroom. Resti and Anwar (2019) had already made research related to collaborative writing on argumentative writing (discussion text). Similar to best practice that I did, they also used the approach from Kurikulum 2013 as named a scientific approach. Resti and Anwar (2019) also followed the five steps of scientific approach such as observing, questioning, collecting information or experimenting, associating, and communicating. In their research, small group discussion is used for them in the stage of associating. At the end of their research, they concluded that small group discussion is one of the technique that really beneficial from making teaching and learning activity effectively. We can make the student more energetic and giving the student some good opportunity to show their

skill in making opinion and argument.

According to Rahmat, Rufinus, and Novita (2013), small group discussion is very useful for teaching one of genre texts called procedural text. In his research, he uses re-test and post-test design to get the result of the advantages of using small group technique. His target is tenth-grade students of SMA 1 Sukadana, Kayong Utara regency in academic year of 2011-2012. He uses experimental and control group. Rahmat et al., (2013) explain that he uses that group in order to get the information on English achievement from his student. The experimental is the group that uses “small group” technique. On the other side, control group is used by him as a group that uses a normal technique. During Rahmat et al.,’s (2013) research, he uses pre-test and posttest to know what is the students’ achievement. The result shows that the small group discussion is very useful to make teaching and learning more effective. The result also shows that the student gets higher score in doing procedure text. In my second teaching in a vocational high school in Yogyakarta, I decided to use collaborative writing which consists of two until four students (small group). The genre was about asking and giving opinion. My interpretive question is how is the implementation of collaborative writing strategy to teach asking and giving opinion?

## **CHAPTER III**

### **IMPLEMENTATION OF THE TEACHING PRACTICE**

In this section, I would like to give you my best teaching which is the second time of my teaching. In my XI Accounting 2 class, I chose one method of group works that I usually chose in the rest of my teaching practices. It is about how to make something related to the material that I give to them such as: the dialogue or a short paragraph. Mostly, I asked them to do a group work that the group work is made by me for practicing their writing and speaking skills. For this chapter, writing skill through discussion method is my focus because I tried to push student to work collaboratively to finish the practice. I usually made a group work for in the practice and production stage. The group work is about collaborative writing.

#### **3.1. Teaching Preparation**

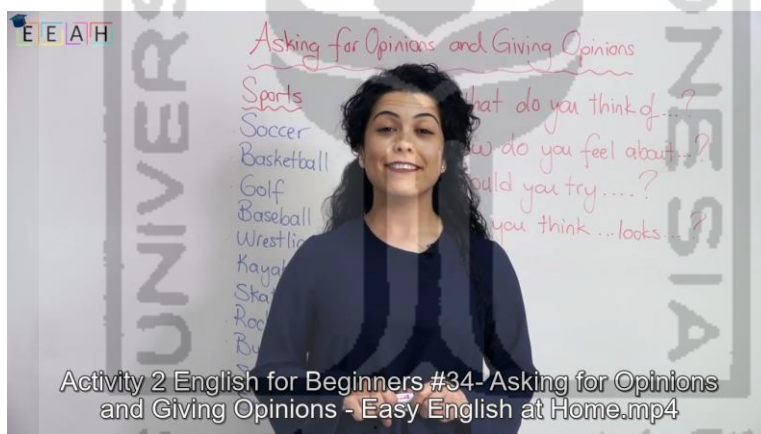
In my second teaching, I found a significant movement of my confidence. I tried to push myself to be the best who I am in this chance. When I went to class, I felt more confident. I opened the class with my enthusiasm for teaching, then I got good feedback from them. In my class, I also tried to use two until four members from each group. As cited in Burke (2011), Beebe & Masterson (2003) argue that it is categorized as a small group.

#### **3.2. Teaching Procedures**

##### **3.2.1. Pre-teaching**

I began with the opening activities by showing them a video, then they had to watch and imitate what the speakers have said. The video is from Youtube with the link <https://www.youtube.com/watch?v=fCGGrQMJLrI&t=4s>. The video was from the channel of Easy English at Home. The video had 07.09 minutes of duration. The video

was about the imitation. Why I chose this video is because the video contains a repetition. The repetition has to repeat by the student. I said to them like this one “Okay my students, I will play two videos about asking and giving opinion” “you need to pay attention first”. In the imitating time, my instruction was “Okay, now, you have to imitate what the speaker said”. I also said “Diva, can you speak with Edward together?” “Diva is the first worker and Edward is the second worker” “Okay, start from now”. Yes, that was my instruction to them. This was my newest technique from the previous teaching because the previous one was about playing a game for the opening. After that, I explained the previous material about Asking and Giving Opinion. I thought the student already understand about the material because I had explained twice from the first meeting.



**Figure 1. Videos on Asking and Giving Opinion**

### **3.2.2. Whilst-teaching**

After the explanation, I asked the student to do the practice from my handout. It was about six questions that they had to answer it. The six questions were about asking and giving opinion. This handout included a dialogue about asking and giving opinion. The students had to complete the dialogue with the correct phrases from the box. I made collaborative writing for this activity. I aimed for this activity as an activity that measured their comprehension from the first three activities. This



activity has the steps.

First, I shared a handout to my students. The material was adopted from [learningenglishteens.britishcouncil.org/sites/teens/files/giving\\_your\\_opinion\\_exercises.pdf](http://learningenglishteens.britishcouncil.org/sites/teens/files/giving_your_opinion_exercises.pdf). I adopted the material because it was appropriate for the learners who were also teenagers. The content was also suit to what was required from the basic competence on the syllabus so I could set the competence indicators appropriately. The lists of the questions were as presented in Figure 2:

Complete the dialogue with phrases from the box.

1. I think you give me an exciting idea Jack. 6
2. Think the government should do the fastest solution to avoid the big impact for human's health 3
3. What is your opinion about that? 1
4. In my opinion, Jakarta has many attractive tourism place too 5
5. Think Jakarta is also a nice city to visit in there 4
6. I really agree with you 2

Jack: Oh! Hi Gemma. How's it going?

Gemma: Oh. Hi Jack. Have you just seen a news about the banned of using single use plastic?

Jack: Mm ... no. I just heard some news about air pollution in Jakarta.

Gemma: Oh! 1 \_\_\_\_\_ ?

Jack: Ughh ... I think It is so terrifying because the air pollution in Jakarta becomes a big threat for human's lung. I am really pity about the people in there.

Gemma: Yes, 2 \_\_\_\_\_ ! Really horrifying Jack. I heard that Jakarta becomes the top position of the highly polluted cities throughout the world.

Jack: Yes, I cannot imagine that people in there can do many activities.

Gemma: Yeah, I 3 \_\_\_\_\_! They also need to always care with the environment and the people. By the way, have you went to Jakarta before?

Gemma: Oh, yes I ever visited Jakarta with Jessica last year. Ah, I 4 \_\_\_\_\_

Jack: Really? Do you think so? Give me the reason why.

Gemma: Oh, okay. 5 \_\_\_\_\_. You can find Dunia Fantasi, Taman Impian Jaya Ancol, Taman Mini Indonesia Indah, Monas (Monumen Nasional), and then Gandaria City Mall. Futhermore, you can also enjoy the newest public transportation called MRJ or MRT Jakarta.

Jack: Well, maybe we can go to Jakarta together in the next holiday Gem.

Gemma: Yeah, 6 \_\_\_\_\_.

Jack: All right, great.

Gemma: See you later.

Jack: OK, yeah. See you.

Adopted from: [learnenglishteens.britishcouncil.org/sites/teens/files/giving\\_your\\_opinion\\_-\\_exercises.pdf](http://learnenglishteens.britishcouncil.org/sites/teens/files/giving_your_opinion_-_exercises.pdf)

## Figure 2. Lists the Questions from the Handout

Then, I asked the students to finish with their chair mate (collaborative writing) consisted of four in each groups.

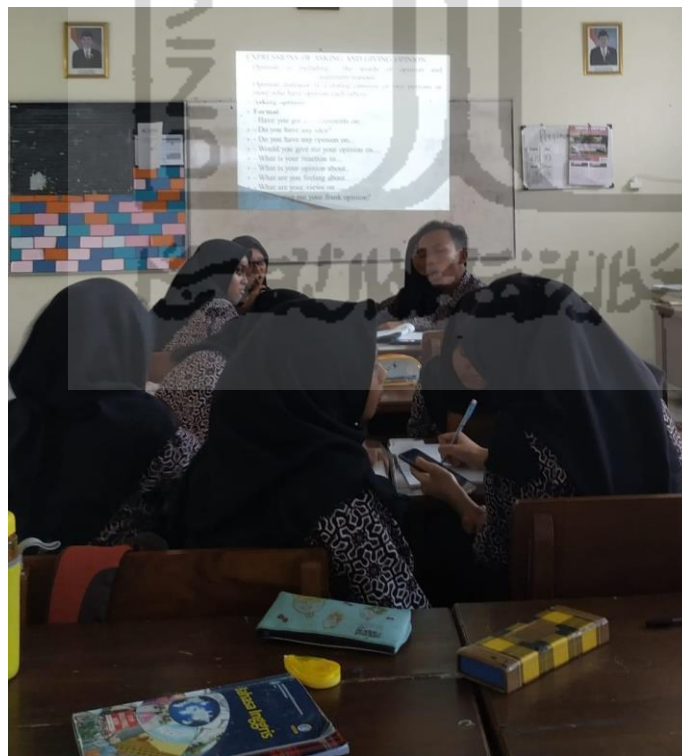
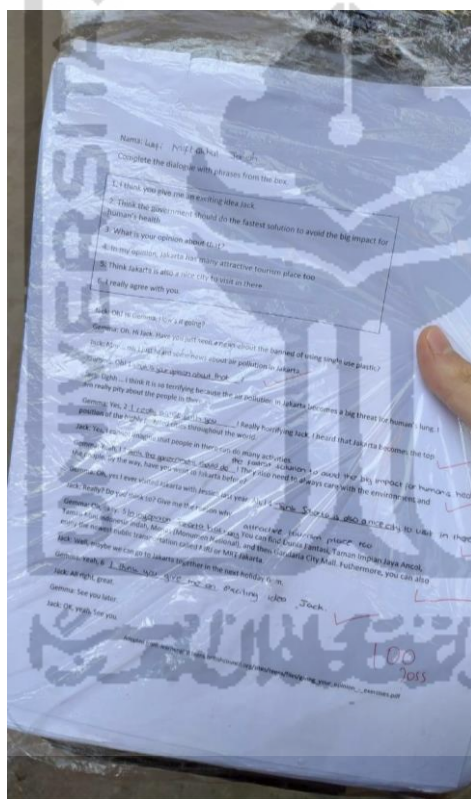


Figure 3. Students Discussion to do The Group Work

The last was that I asked them to collect the handout to me. Those

were the step that I used to do collaborative writing. For this section, I think I consumed a lot of time to do this practice. It was because they needed to have additional time to finish it. In this section, I just tried to help them. Not helping for finishing the practice, but I just helped to translate a little bit words. I moved around the class in order to make them more concentrate to finish the exercise. I think if I just sit down on the teacher's desk. They would not finish fast. Sometimes, I asked them "Okay my students, have you finished?". Finally, the exercise was over. I tried to ask them to collect the handout for me. In collaborative writing (activity one), I scored the students by the result from each students.



**Figure 4. Students' Handout Collection**

In the fourth activity, that was an activity that they need to make some opinion about the written texts. It was also a group discussion which my student needed to choose a statement whether "strongly agree", "agree", "disagree", or "strongly disagree". Actually, I found this activity adopted from Teach-this.com. The activity was also one of collaborative writing. Then, I added the collaborative writing section when they had

to write their argument on their practice book. This activity ran well when there was a debating time. But I found the challenge when I explained the rules to them. Actually I changed several rules for this activity. The rules were about they need to stand up and read four the statements. Then, they needed to discuss with their own group to choose “strongly agree”, “agree”, “disagree”, or “strongly disagree”. Then, they had to have an argument or opinion why they choose the agreement or disagreement. I asked them to discuss with their own group what is the correct opinion based on the statement. Then, the had to write it on their own practice book first before they explained to the other groups. This activity was opened a debate section because they were free to make some polite rebuttal argument from their different groups. In this activity, I recorded them in order to assess their speaking skill. I tried to push them in analyzing activity because this activity had to think more critically than before.

In fourth activity, I targeted the students to practice their speaking skill. It happened when they debated with another group. The speaking skill honed in this activity.

### **3.2.3. Post-teaching**

Actually, I was nearly finishing to clear the for the last activity, but I did not have any time to finish it. I had one online activity for them to fill some of missing words. The was about Padlet activity. The students finally did the collaborative writing in the first activities in whilst. I planned to do Padlet with the students, but the time was ended. I already made the Padlet activity. Honestly, it was unfortunate because I already made some beautiful and newest activity. For this teaching chance, *Alhamdulillah*, I am really grateful because I have the newest creation for my own teaching. But, unfortunately, I could not finish all of the activity. I realized that my first teaching was clearly done for all activities. But in the second, I took time-consuming much in the fourth activity. My

student's reaction was "yahhhh, maybe next meeting sir". At the time, I was just giving them free Wi-Fi while the time rang at the moment.

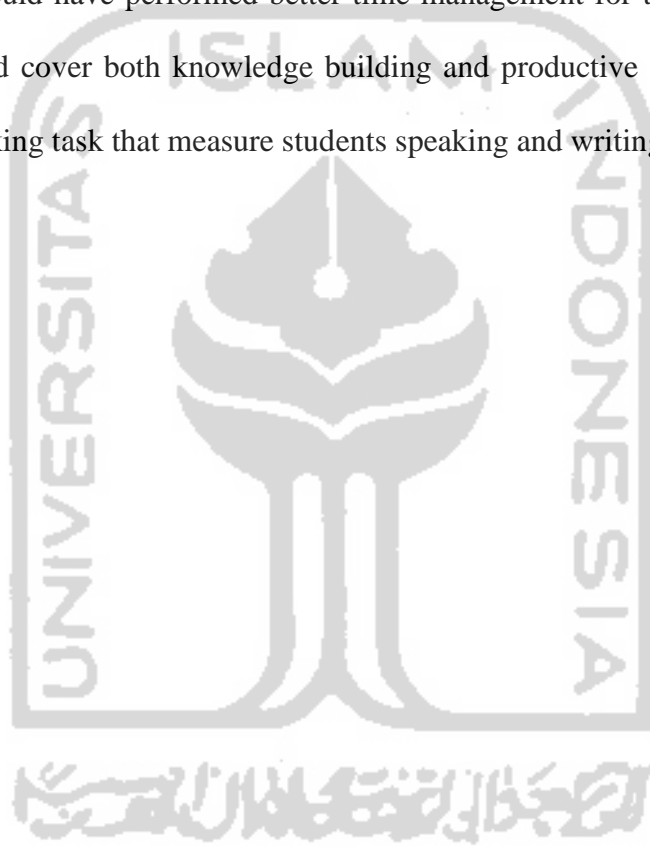
### **3. 3. Reflection on Teaching Practice**

It was proven that during the implementation the students were so happy to do group work because they could exchange the idea very well. Each group has its own characteristics which makes me so enthusiast to do group works activates especially in writing. The students knew my routine, then they always participated in my collaborative writing. It is because they can solve the problem together. The score that they had strengthen my belief in this teaching practice collaborative writing is useful for them. The result shows that my students get around 88 until 100 scores in their task which was conducted in writing group work method. However, I found a problem when I implemented the collaborative writing. It is about how to make collaborative writing consume effective time. I am really grateful because I have really a beautiful and very kind teacher supervisor ever. I could not say even one word to explain her. My teacher supervisor is so patient to give me many suggestions while I have some idealism. I am really grateful because she always gives me the chance to consult my lesson plan for each meeting and for the daily tests. *Alhamdulillah*. My revision for myself for the second teaching is about how to make the time run effectively in classroom. In the future, I hope I can do better or even best in the time-consuming. Maybe, I will start to upgrade it, if I get the chance to teach the students. In my conclusion, I would like to give the big thanks especially for my own department Pendidikan Bahasa Inggris in one of university in Yogyakarta and my lecturer supervisor Miss S, my other lectures that already gave me many beneficial things and knowledge. This field study was so amazing for me because good things happen in every day.

## CHAPTER IV

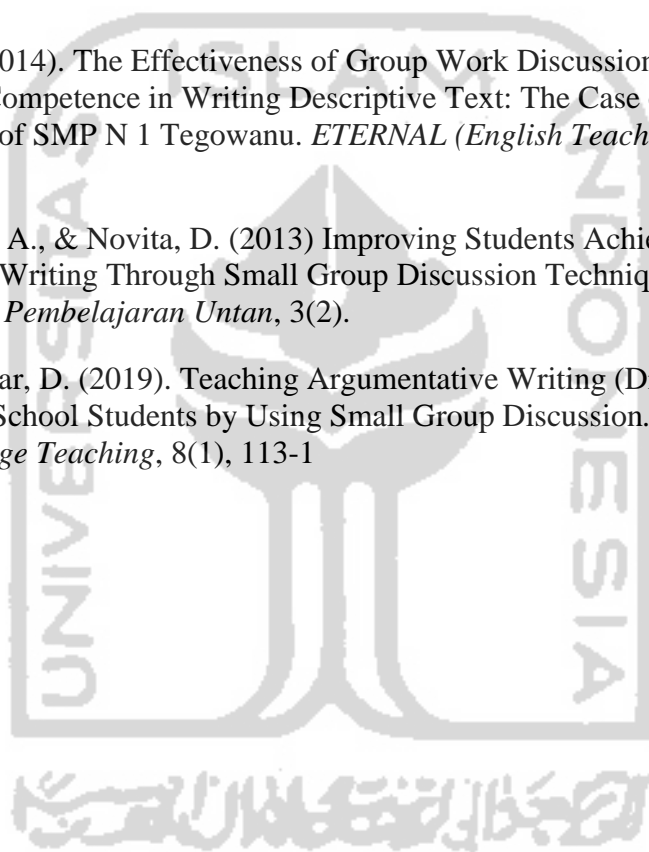
### CONCLUSION

Overall, I learned that collaborative writing was good for students' engagement during knowledge building activity. The students also get 88 until 100 scores in their result by discussing and writing the worksheet together, the students were able to discuss the text structure they just learned on my presentation stage in the previous day. However, I should have performed better time management for this activity so that the lesson could cover both knowledge building and productive skills, such as writing task or speaking task that measure students speaking and writing ability.



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## APPENDIX 1



### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMKN 1 Depok Yogyakarta  
Bidang Keahlian : AKL  
Program Keahlian : Akutansi  
Kompetensi Keahlian : Semua Bidang Keahlian  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI AKL 2 / 1 (GASAL)  
Tahun Pelajaran : 2019/2020  
PPK : Kepedulian dan Kerjasama  
Materi Pelajaran : Asking And Giving Opinion  
Alokasi Waktu : 3 X 45 menit

#### A. Kompetensi Inti (KI) :

- Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
- Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

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

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.14 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks	3.14.1 Mendengar struktur teks dan unsur kebahasaan tentang informasi tentang tindakan memberi dan meminta informasi terkait pendapat dan pikiran. 3.14.2 Meniru struktur teks dan unsur kebahasaan tentang informasi tindakan



<p>penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)</p>	<p>memberi dan meminta informasi terkait pendapat dan pikiran.</p>
	<p>3.14.3 Memahami struktur teks, dan unsur kebahasaan tentang informasi terkait tindakan memberi dan meminta informasi terkait pendapat dan pikiran.</p>
	<p>3.14.4 Menyusun dialog dengan tepat tentang informasi terkait tindakan memberi dan meminta informasi terkait pendapat dan pikiran dengan teman sebangku.</p>
	<p>3.14.5 Menganalisis kata menjadi kalimat teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan terkait tindakan memberi dan meminta informasi terkait pendapat dan pikiran.</p>
<p>4.14 Menyusun teks interaksi transaksional lisan dan tulis 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>4.14.1 Memutuskan dialog unsur kebahasaan tentang informasi terkait tindakan memberi dan meminta informasi terkait pendapat dan pikiran.</p>

### C. Tujuan

#### 3.14.1 Setelah melakukan diskusi dan menggali informasi, peserta didik dapat :

- 3.14.1.3 Menggunakan kalimat *opinion* dengan tepat tentang informasi terkait tindakan memberi dan meminta informasi terkait pendapat dan pikiran dengan benar dan tanggung jawab.

3.14.1.4 Menyusun struktur teks, dan unsur kebahasaan tentang informasi terkait tindakan memberi dan meminta informasi terkait pendapat dan pikiran dengan benar dan tanggung jawab.

3.14.1.5 Menganalisis unsur kebahasaan tentang informasi terkait tindakan memberi dan meminta informasi terkait pendapat dan pikiran. dengan benar dan tanggung jawab.

#### **4.14.1 Setelah melalui kegiatan keterampilan dengan peralatan yang tersedia peserta didik dapat : (dapat membuat kemudian mendemonstrasikan ungkapan) 2 cukup**

4.14.1.1 Memutuskan unsur kebahasaan tentang informasi terkait tindakan memberi dan meminta informasi terkait pendapat dan pikiran dengan benar dan tanggung jawab.

#### **D. Materi Pelajaran**

Materi Pokok: Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pendapat dan pikiran (opini)

**1. Materi Faktual** : Teks tulis dan lisan tentang ungkapan pendapat dan responnya

**2. Materi Konseptual**

##### *Asking Opinion*

- What do you think of...?
- What is your opinion?
- What do you think about...?
- What are you feeling?
- What your view on?
- What is your reaction? Dan sebagainya

##### *Giving Opinion*

- In my opinion
- I think...
- I think that
- I think I like it
- I personally consider ....
- In my opinion
- I personally believe

**3. Materi Prosedural.**

- Ungkapan-ungkapan yang terkait dengan *asking and giving opinion* baik yang formal dan informal
- Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi
- Rujukan Kata

**4. Materi Metakognitif**

- Deskripsi ungkapan pendapat dan responnya yang dapat menumbuhkan perilaku yang termuat di KI

E. 1. Pendekatan Berfikir : *Scientific*

2. Model : *Discovery Learning*

3. Metode Pembelajaran : Observasi, diskusi dan tanya jawab, penugasan, praktik (membuat dialog)

F. 1. Media alat / bahan : *Powerpoint, Papan tulis, Spidol, Penghapus, dan Laptop*

2. Sumber belajar

- <https://www.youtube.com/watch?v=fCGGrQMJLrI&t=4s>
- <https://padlet.com/miftahhanif05/y19otgo3pv5j>
- [https://learnenglishteens.britishcouncil.org/sites/teens/files/giving\\_your\\_opinion\\_-\\_exercises.pdf](https://learnenglishteens.britishcouncil.org/sites/teens/files/giving_your_opinion_-_exercises.pdf) (adopted)

2. Kegiatan Pembelajaran

Pertemuan Kedua (3 jp x 45 menit = 135 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Menyiapkan siswa secara psikis ( berdoa dan mengucapkan salam ) dan fisik untuk mengikuti pelajaran</li> <li>2. Guru mengabsensi siswa</li> <li>3. Guru memperkenalkan diri didepan kelas</li> <li>4. Guru menyampaikan garis besar cakupan materi dan kejelasan uraian kegiatan sesuai silabus. "today we will continue to study about asking and giving opinion"</li> <li>5. Menyampaikan lingkup dan teknik penilaian yang akan di gunakan</li> </ol>	15 Menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>• <b>Mengamati</b> <b>Sintak : stimulus</b> <ul style="list-style-type: none"> <li>• Guru menayangkan sebuah video melalui powerpoint</li> <li>• Guru meminta siswa untuk mengikuti perintah yang ada di dalam video (mendengar dan meniru percakapan)</li> <li>• Kemudian siswa diminta untuk menjawab pertanyaan oleh guru tentang video yang di tayangkan tadi</li> <li>• Guru menjelaskan kembali materi tentang <i>asking and giving opinion</i></li> </ul> </li> <li>• <b>Menanya</b> <b>Sintak : identifikasi masalah</b> <ul style="list-style-type: none"> <li>• Guru menjelaskan kembali materi tentang <i>asking and giving opinion</i> yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan. Guru memulai penjelasan dengan mempertayangkan</li> </ul> </li> </ul>	100 Menit

	<p><i>slide powerpoint</i> yang sudah dipersiapkan sebelumnya</p> <ul style="list-style-type: none"> <li>• Guru menjelaskan definisi, contoh kalimat <i>asking and giving opinion</i>, manfaat <i>asking and giving opinion</i> di kehidupan sehari-hari, dan juga contoh-contoh dialog tentang <i>asking and giving opinion</i>.</li> <li>• Guru memberikan kesempatan siswanya untuk membaca beberapa ungkapan pendapat didalam <i>powerpoint</i>.</li> <li>• Guru beberapa kali menanyakan ke siswa tentang beberapa pertanyaan yang terdapat di penjelasan melalui <i>powerpoint</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>Mengumpulkan Informasi</b></li> </ul> <p><b>Sintak : mengumpulkan data</b></p> <ul style="list-style-type: none"> <li>• Setelah siswa memahami terhadap semua materi yang sudah dijelaskan oleh guru, guru meminta siswa untuk mengerjakan tugas.</li> <li>• Guru menginstruksikan siswanya untuk mengerjakan latihan task yang diberikan oleh gurunya.</li> <li>• Setelah itu, guru meminta dua anak untuk membaca hasil diskusinya.</li> <li>• Guru melakukan review ulang terhadap apa yang didapat</li> <li>• Setelah kegiatan latihan pertama, siswa diminta untuk mendengarkan perintah untuk bersiap diri melakukan sebuah aktivitas.</li> <li>• Guru meminta siswa untuk mengikuti instruksinya untuk menjalankan aktivitas ini</li> <li>• Guru membagi siswanya untuk berkelompok sesuai dengan pencarian temannya.</li> <li>• Guru menginstruksikan beberapa perintah yang siswanya harus mengikutinya.</li> <li>• Perintah itu berupa pembagian kelompok, meminta siswa untuk berdiri, guru membaca sebuah <i>statement</i>, memerintahkan siswa untuk pergi ke <i>corner</i> yang sangat setuju, setuju, tidak setuju, sangat, tidak setuju, meminta siswa untuk memberikan alasan kenapa (tidak setuju/setuju), membiarkan menyanggah siswanya untuk menyanggah dengan sopan untuk meberikan opini yang berbeda, melihat jika ada siswa yang memberikan opini yang berbeda, lakukan itu hingga bel istirahat.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Mengomunikasikan</b></li> </ul> <p><b>Sintak : Generalisasi</b></p> <ul style="list-style-type: none"> <li>• Setelah aktivitas ini, guru meminta sisa untuk memberikan suatu kesimpulan yang didapat diaktivitas ini</li> <li>• Guru memberikan beberapa pertanyaan pancingan untuk menjelaskan apa saja yang mereka dapat untuk saling bertukar informasi yang ada didalam latihan ini</li> </ul>	
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<b>Sebelum Kegiatan Penutup</b>	<p><b>Mengumpulan Informasi</b>  <b>Sintak : mengumpulkan data</b></p> <ul style="list-style-type: none"> <li>• Setelah aktivitas diatas, siswa diminta oleh guru untuk melengkapi sebuah teks di padlet.com dengan bahasa mereka sendiri.</li> <li>• Guru mencoba untuk membacakan kesiswa tentang beberapa kalimat yang mereka buat</li> </ul>	10
<b>Kegiatan Penutup</b>	<ol style="list-style-type: none"> <li>1. Guru bertanya tentang “what we have learnt for today?”</li> <li>2. Guru mengevaluasi seluruh rangkaian aktivitas pembelajaran</li> <li>3. Guru memberikan umpan balik terhadap proses dan hasil belajar</li> <li>4. Guru Menginformasikan kegiatan pembelajaran berikutnya</li> <li>5. Guru meminta siswa untuk membacakan doa setelah selesai belajar</li> <li>6. Guru mengucapkan salam kepada siswa</li> </ol>	10

### 3. Penilaian Pembelajaran, Remedial dan pengayaan

#### a. Penilaian Sikap Spiritual

Nama Sekolah : SMKN 1 Depok Yogyakarta  
Kelas/Semester : 11 AKL 2 / 1 (GASAL)  
Tahun pelajaran : 2019/2020  
Nama Wali Kelas : Sri Lestari

No	Tanggal	Nama Peserta Didik	Catatan Perilaku	Butir Sikap	Tindak Lanjut
1	13-08-2019	Nadia Christina	Berdo'a sebelum belajar	Ketaqwaan	Diberikan Penguatan
2	13-08-2019	Aulia Nisa	Berdo'a sesudah belajar	Ketaqwaan	Diberikan Penguatan
3	13-08-2019	Merlyn Sudarvianti	Menolong sesama teman	Toleransi Beragama	Diberikan Penguatan

#### b. Penilaian Sikap

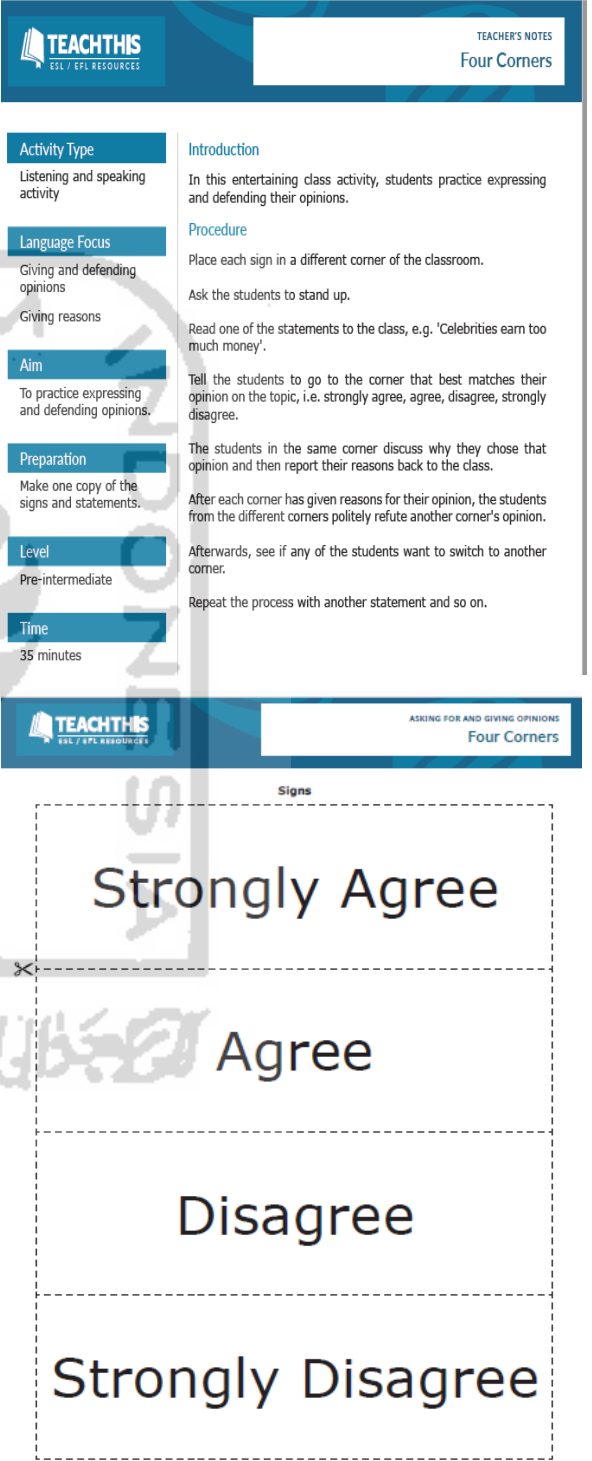
#### Jurnal Penilaian Sikap Sosial

Satuan Pendidikan : SMK  
Tahun Pelajaran : 2019/2020  
Kelas/Semester : XI AKL 2/2  
Mata Pelajaran : Bahasa Inggris

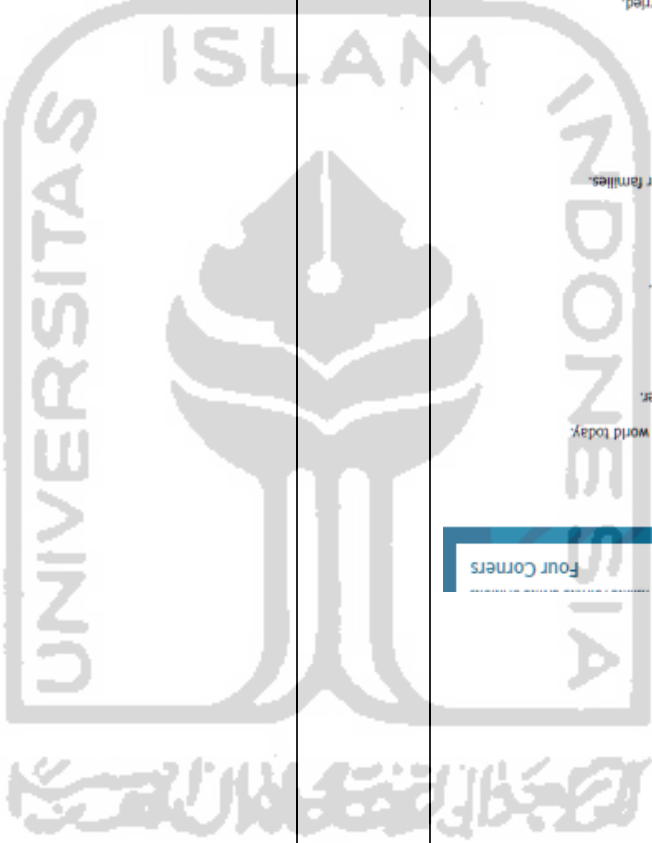


Jumlah Benar x 16 + 4 = 100 (Skor Maksimal)

Kisi-Kisi Tugas Kelompok Terstruktur

No	Kompetensi Dasar	Materi	Indikator Soal	Nomor Soal	Bentuk Soal
1.	3.14 Menganalisis dialog dengan tepat tentang informasi terkait tindakan memberi dan meminta informasi terkait pendapat dan pikiran.	Giving Opinion	<ul style="list-style-type: none"> <li>Disajikan sebuah perintah atau prosedur untuk melakukan kegiatan ini tentang <i>asking and giving opinion</i> siswa mampu menganalisis soal tersebut dengan teman sebangkunya dengan benar.</li> </ul>	2.	

					<div style="text-align: right;"> <p>© 2017 Pearson Education, Inc. All rights reserved. This material is intended solely for classroom use.</p> </div> <p>parents should be required to attend parenting classes before having a child.</p> <p>is much better to travel independently than in a tour group.</p> <p>ality of life will greatly improve in the future.</p> <p>is not acceptable for a woman to ask a man out on a date.</p> <p>cial media comments should be protected by free speech.</p> <p>al human communication is getting worse because of the Internet.</p> <p>is a good idea to charge people for driving through city centers.</p> <p>ople should be able to live in any country they choose.</p> <p>er is not an option for solving international disputes.</p> <p>aking mistakes in English is OK as long as people understand you.</p> <p>he government should not bail out banks if they fail.</p> <p>uples should live together for a year or so before getting married.</p> <p>he Internet is a good way to find a boyfriend or girlfriend.</p> <p>he death penalty is acceptable in some cases.</p> <p>omen will never be equal to men in the workplace.</p> <p>achers give too much homework.</p> <p>overnment should build more low cost homes to sell to poor families.</p> <p>shouldn't allow children to eat fast food.</p> <p>ving late to meet friends is rude.</p> <p>oking should be banned in all places, including private homes.</p> <p>ryone who earns a salary should pay income tax.</p> <p>ary service should be obligatory.</p> <p>ossible to have a happy family life and a successful career.</p> <p>ational corporations are to blame for most problems in the world today.</p> <p>brities earn too much money.</p>
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**Panduan Penskoran:**

**(Lihat Rubrik Speaking)**

**d. Penilaian Keterampilan**

**Kisi-kisi soal**

No	Kompetensi Dasar	Materi	Indikator Soal	Nomor Soal	Bentuk Soal
1.	4.14 Menyusun dialog unsur kebahasaan tentang informasi terkait tindakan memberi dan meminta informasi terkait pendapat dan pikiran.	Giving Opinion	<ul style="list-style-type: none"> <li>Disajikan sebuah soal tentang percakapan antara dua orang tentang <i>asking and giving opinion</i> siswa mampu memutuskan soal tersebut dengan benar.</li> </ul>	3.	<p>Complete the dialogs with your own words</p> 

**Kunci Jawaban**

Siswa wajib menjawab pertanyaan yang berisikan *asking and giving opinion*

**Pedoman Penskoran**

Jumlah Benar x 10 = 100 (Skor Maksimal)

**e. Pembelajaran Remedial dan Pengayaan**

Rencana Pembelajaran Remidi dan Pengayaan

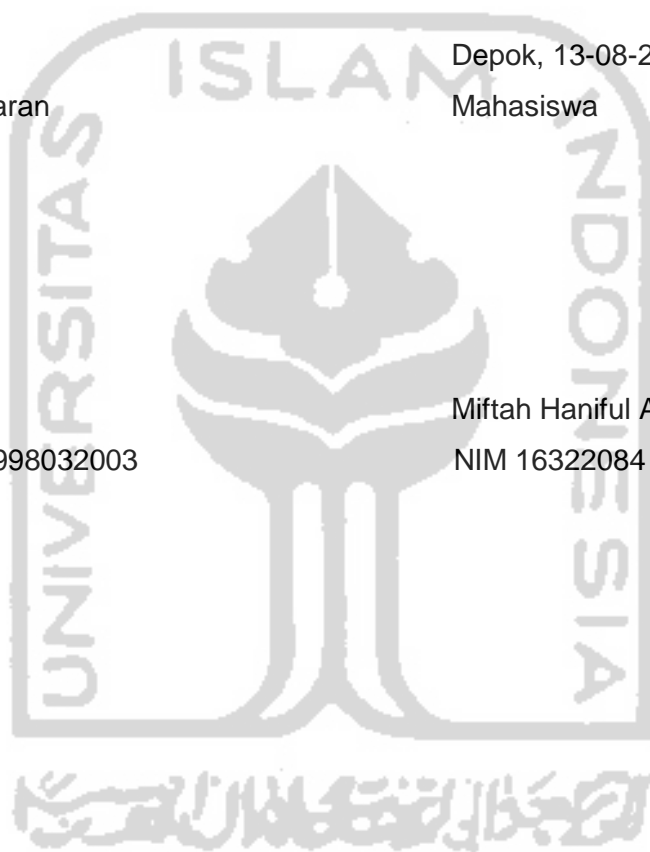
Kompetensi Dasar	Rencana Remidi	Rencana Pengayaan
Kd 3.14.3	Siswa yang belum mencapai kkm diminta membaca kembali kalimat yang benar	Siswa yang sudah bagus memahami diminta untuk terus belajar di buku pelajaran maupun sumber-sumber lain.
Kd 4 .14.1	Siswa yang belum mencapai kkm diminta untuk menyusun ulang kalimat yang benar	Siswa yang sudah bagus memutuskan dialog tersebut diminta untuk terus belajar di buku pelajaran maupun sumber-sumber lain.

Mengetahui  
Guru Mata Pelajaran

Depok, 13-08-2019  
Mahasiswa

Sri Lestari S.pd  
NIP. 197312041998032003

Miftah Haniful Ammar  
NIM 16322084



## APPENDIX 2 ASSESSMENT RUBRICS

### RUBRIK WRITING

Name	Assessment Criteria	Sangat Baik (100-95)	Baik (94-89)	Cukup (88-83)	Tidak Cukup (82-77)	Sangat Tidak Cukup (76-70)
Chelsea	Logical development of ideas: Content	Dialog addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; dialog reflects thought	Dialog addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or dialog is somewhat off the topic; sentences aren't divided exactly right	Ideas incomplete; dialog does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Dialog is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
	Grammar	Excellent fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing no fragments or run-on sentences	Advanced proficiency in English grammar; Some grammar problems don't influence communication, although the reader is aware of them; no fragments or 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 fragments present	Numerous serious grammar problems interfere with communication of the writer's 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 structure
	Punctuation, spelling, and mechanics	Correct use of English writing conventions: all needed capitals, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of dialog not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, severe spelling problems
	Style and quality of expression	Precise vocabulary usage; use of	Attempts variety; good vocabulary; not wordy; register OK; style fairly	Some vocabulary misused; lacks awareness of	Poor expression of ideas; problems in vocabulary;	Inappropriate use of vocabulary; no concept of register or

		parallel structures; concise; register good	concise	register; may be too wordy	lacks variety of structure	sentence variety
	Group Work	Students do have shared responsibility and they do make substantiated decisions together	Students do have shared responsibility and they are not required to make substantive decisions together	Students do work together but they do not share responsibility	Students do have a group but work individually	Students are not required to work together in pairs or groups

### RUBRIK SPEAKING

Name	Assesment Criteria	Sangat Baik (100-95)	Baik (94-89)	Cukup (88-83)	Kurang (82-77)	Sangat Kurang (76-70) kkm 75
	Range	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interest, work, travel, and current events.	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.
	Accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memories repertoire.

	Fluency	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
	Interaction	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can initiate, maintain and close simple face to face conversation on topic that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.
	Coherence	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Can link groups of words with simple connections like "and", "but", and "because".	Can link words or groups of words with very basic linear connectors like "and" or "then".