

**THE USE OF VIDEO-MEDIATED ACTIVITIES IN ONLINE LEARNING TO
TEACH EXPRESSIONS OF COMPLIMENT AND SHOWING CARE**

Best Practice

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



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YOGYAKARTA**

2021

APPROVAL SHEET

**THE USE OF VIDEO-MEDIATED ACTIVITIES IN ONLINE LEARNING
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Approved on December 27, 2021

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RATIFICATION SHEET

**THE USE OF ONLINE VIDEO-MEDIATED ACTIVITIES TO TEACH
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Yogyakarta, December 27, 2021

Head of the Department



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STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, December 27, 2022

The Writer

A 10,000 Indonesian postage stamp (METERAL TEMPEL) with a signature over it. The stamp features the Garuda Pancasila emblem and the text "REPUBLIK INDONESIA", "10000", "METERAL TEMPEL", and the serial number "B87D7AJX59287098".

Muhammad Hanura Revrison

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MOTTO

Memulai dengan penuh keyakinan, menjalankan dengan penuh keikhlasan, menyelesaikan dengan penuh kebahagiaan. Jangan menunda pekerjaan sampai besok jika hari dapat diselesaikan maka tuntaskanlah.

DEDICATION

Allhamdulillah, praise be to Allah SWT for all the blessings and guidance so that the Final Project with the title “The Use of Video-mediated Activities in Online Learning to Teach Expressions of Compliment and Showing Care” so that the author can finish well and smoothly. I dedicate this thesis to: my beloved parents Nurul Hidayat (father) and Retno Kurnianingsih (mother); my beloved sister and brother: Maharatna Shifa Nurizka and Muhammad Falah Nur Islam.

My Honorable and inspiring supervisor lecturer: Astri Hapsari., S.S., M.
TESOL

My beloved best friends; Rasyid Fahmi Suroso, Amikasia Thalia Nalora, Acmad Dhiyaulkhaq, Wahyu Dimas Junawan, Roni Adetian, Muhammad Fathur Syarief, Pasya Syaritsa, Rofi Badar al Fawwazy, Muhammad Azmi, Ulfatur Rahmi, Enti Khoirun Nisa

Thanks to all of my friends at the English Education Department batch 2017 that I cannot write their name one by one who gave me many precious memories. I sincerely wish the best for all of them.

The most important person that really deserves appreciation is
Myself.

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سَمِيعًا أَعْلَمُ كُلَّ شَيْءٍ مِّنَ السَّمَاوَاتِ وَالْأَرْضِ

Assalamualaikum warahmatullahi wabarakatuh,

Alhamdulillahirobbil'alamin.

Alhamdulillah only praise to Allah Almighty for the gratitude and generosity given, which made me able to complete writing a thesis as a task to fulfil the requirements for a Bachelor of Education as an English Language Education.

Blessing and greetings may always give to our prophet, Muhammad SAW that had been brought us from the darkness to the brightness. He teaches us how teach and learn. We hope what we have done in this program get bless from Allah SWT. Ammin.

Sincere gratitude to Honorable supervisor Astri Hapsari., S.S., M. TESOL for her guidance patiently and genuinely spare time to support me to complete the thesis. It would be unimaginable if the research was not supervised and guided by her, the research cannot be able to accomplish and complete. Moreover, special innumerable appreciation and gratitude for the guidance and knowledge provided by all the lecturers: Ista Maharsi, S.S., M.Hum., Intan Pradita, S.S., M.Hum., Adam Anshori, S.S., M.A., Willy Prasetya S.Pd., M.A., Raditya Adipramono, S.S., M.Pd.BI., and other lecturers who and other lecturers who cannot be mentioned one by one.

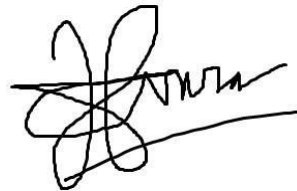
Dear all of my friends Department of English Language Education, especially to my group of best friends called Bacbac (Suroso, Roni, Dhiya, Dimas, Rara) that support me supporting me in various forms such as motivation, prayer, and knowledge, as well as helping me physically and mentally during the

research process of achieving undergraduate degree. Special Thanks to Enti, Ulfa, and Neneng that can provide the material of course clearly when I still confuse to understand.

Last but not least, the author believes that this thesis is still far from perfect. Consequently, improvements are needed. Therefore, it still required to attain suggestions, recommendations from the readers are compulsory needed for further improvements. Finally, the expects this thesis able to advantageous for the readers.

Yogyakarta, December 27, 2022

The researcher,

A handwritten signature in black ink, appearing to read 'Muhammad Hanura Revrison', with a stylized, cursive script.

Muhammad Hanura Revrison

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**THE USE OF ONLINE VIDEO-MEDIATED ACTIVITIES TO
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ABSTRACT

This best practice aims to describe the use of video-mediated activities in online learning to teach expressions of compliment and showing care in grade X students in a senior high school. The activities were implemented in presentation, practice and follow-up production after the class. In the presentation stage, video-mediated activities were conducted by presenting a YouTube video to build the students' prior knowledge on expressing compliment and showing care. It also led to examples and exercises on the practice stage during the online classroom sessions. Online-video mediated activities were also used as assignment for students. They were assigned to record their performance in short video and upload the video in Google Classroom to assess their speaking skills in expressing compliment and showing care. From my reflection after doing the best practice, I learned that the video-mediated activities can make students more engaged in the learning process. They got good practice exam scores and have good learning motivation to perform the assignment. Therefore, the Online video mediated activities facilitated students' engagement in learning English.

Keywords: video-mediated activities, online learning, expressions of compliment, expressions of showing care, best practice

CHAPTER I

BACKGROUND OF THE TEACHING PRACTICE

During the COVID-19 pandemic, the learning process in classrooms has shifted from traditional classroom settings that use printed work resources into a technological learning system that is usually called online learning. There is also an urgent need for this transition that can accommodate students who are now also referred to as the digital native generation. Meanwhile, videos are widespread and accessible. As consequence, videos are used as educational resources to support the learning process nowadays. This is supported by the rapid growth of YouTube as the most popular video sharing site, which also affects video distribution because it makes it easier for video creators to publish their creations.

Researchers have identified benefits of using video in a variety of educational contexts. Using video in the classroom for future teacher development can be a means of building knowledge, developing skills, and creating important videos (Masats & Dooly, 2011). Adding interactive video interactions throughout the online course improves the atmosphere in the classroom and increases student engagement with the content (Jauregi, 2012; Truong & Tran, 2013). This argument is supported by Kourieos, (2016); Tülüce and Çeçen, (2018) who pointed out that creating interactive and engaging

videos was effective for class memorization, observation of progress, active development of critical thinking, and reflective practice serving as an important resource for image enhancement. In addition, Mete (2020) mentioned that video mediated activities through Online learning can improve critical thinking skills, foster diverse learning experiences, and improve learning outcomes for tertiary students in English lessons. Thus, creating interactive and engaging videos was effective for class memorization, observation of progress, active development of critical thinking, and reflective practice serving as an important resource for image enhancement (Kourieos, 2016; Tülüce & Çeçen, 2018).

There are many videos available on YouTube for teaching and learning English, but English teachers still need to find the right videos to support their learning process. Many sources of learning videos can make it difficult for teachers and students to choose the right video for their teaching and learning environment (McHugh & McCauley, 2020). Teachers usually have to find the best time to find videos that match their teaching and learning.

During teaching practice, I taught in class X Natural Science twice with different materials. The first teaching in class X Natural Science that I taught was material on expressions of congratulation and compliment, then for the second chance I taught an expression of showing care. After I taught the materials, I gave an assignment to students for assessment of the depth comprehension of the students. I focused my best practice on the last teaching

opportunity. During my teaching practice, I used video-mediated activities with the material expressions of compliment and showing care. Thus, I used video-mediated activities in online learning because during my observation, the students need media and activities that enable them to engage with the materials I delivered.

CHAPTER II

CONSTRUCT OF THE TEACHING PRACTICE

This section systematically describes the current studies which conceptualized those reviews have been conducted to synthesize and summarize the status, trend of best practice on the use of Online video-mediated activities learning.

2.1. Video mediated learning in EFL Context

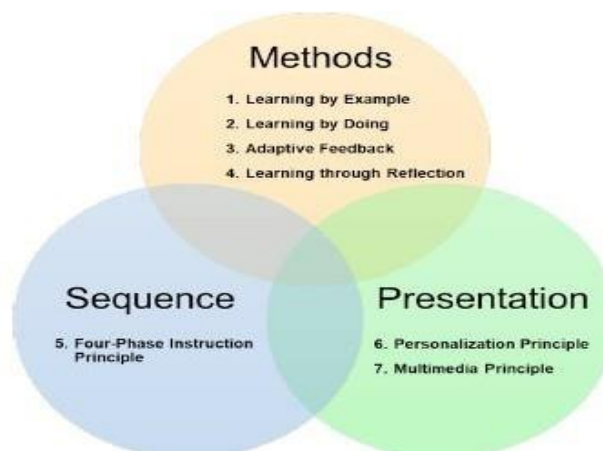
Video is a medium for delivering content by combining audio and various visual elements such as text, images, and animation (Asthana, 2006). Video learning is defined as a form of instruction that uses video content as the main educational material (Picard, 1999). According to Hadijah and Shalawati (2021) their research found that in the terms of Indonesian senior high school students that the use of video on language learning is acceptable in an EFL context. Thus, based on the research it proved that Online learning through video can be one of the effective learning media that can be used in Indonesia.

The research of Hadijah and Shalawati (2021) shows that using video to teach English in high school students in Indonesia using video in learning is quite intense. Most of them watch videos at least 12 hours a week to learn English in and out of class. This finding proves that students are highly related to video mediated learning activities to the learning process. This relates to Brame (2016) statement which shows that this can be the foundation for

helping students learn blended learning and online learning systems through video mediated activities. Therefore, video mediated activities can support students integrated with Online learning system to learning process.

However, teachers need to help students find the proper material for effective learning videos that will help them learn. When a teacher designs or implements a video while studying, the video needs to cover three aspects: cognitive load, student engagement, and active learning (Brame, 2016). Thus, the video mediated learning activities for the students should aim to extend the students comprehension, encourage them to be engaged in the learning process and make them more active and innovative.

2.2 Designing and Developing Video Lessons for Online Learning



Ou, Joyner, and Goel, (2019) elaborate a seven-principle for designing and developing video lessons as video tutorial design and development guide.

This seven-principle model consists of four learning methods, two principles for presenting class presentations, and one principle of instruction. To prove mastery of these learning goals, to facilitate students learning with video lesson to assist them achieve the learning goals, the following four instructional methods are used:

The first principle is *learning by example*. It happens when students actively build their knowledge by interpreting their experiences. Therefore, a guidance should consist of experiences that support knowledge construction. According to Jonassen and Murphy (1999) show that providing examples related to cases to assist learning by representation of experiences that students have not had. In this case, Video is an excellent medium for presenting, the student can demonstrate on the screen through animation, visual, and video recordings accompanied by audio.

The second principle is *learning by doing*. Based on the research by Prince (2004) using active learning in teaching aim to better students' attitude and better learning results when compared with conventional learning approaches. Active learning engages students in two ways: thinking about the things they do and doing all things. Inserting videos with interactive exercises gives students an opportunity to interact with the content.

The third principle is *adaptive feedback*. Online learning videos could enhance active learning by providing exercise for students. According to

Fiorella and Mayer (2018), exercise without feedback does not assist the student's comprehension. Students need feedback on their practice whether correct or incorrect when they submit it. they may be having a chance to retry if they do answer the wrong question. Although this feedback works well with questions that have standardized answers, it still lacks in time feedback and worthy guidance that teachers can provide the proper material that suitable for students. Thus, Adaptive feedback could be a good solution for offering feedback in an asynchronous Online learning atmosphere, as it not only verifies the right answer but also presents different information for different answers (Bimba et al., 2017; & Le, 2016).

The fourth principle is *learning through reflection*. Reflection is active, indomitable, and careful in thinking of any belief or supposed form of knowledge with clear reason to support it (Mirzaei, Phang, & Kashefi, 2014). Furthermore, Moon (1999) points out that conclusions to which it tends to reflect are related to learning that enhance metacognition and allow learning to represent learning. Different types of reflection can be included in the curriculum. For example: self-assessment, diaries, peer, portfolios and research journals.

The fifth principle generally are sequenced at *macro and micro levels*. Based on the research Ou, Joyner, and Goel (2019) the teaching related to content ideas such as topics for a course that sequencing structures is macro. And other, presenting the generalities, examples, and practices for teaching a

particular course topic is micro sequencing structures. various micro sequencing result in different learning outcomes (Reigeluth, 2009 & Van Patten et al., 1986).

According to Merrill (2002) sequencing depends on the variables, such as content, learner, and result, many instructional models recommend that the most effective learning products or environments are those that are trouble centered and include four phases of instruction: (1) activation of previous experience, (2) appearance of skills, (3) application of skills, (4) integration of these skills into real- world activities. Thus, this four-phase instruction principle is adopted and applied for sequencing the video lessons, creating a coherent and dynamic structure that guides students through the learning process.

The sixth principle is *personalization principle*. The personalization principle is the one of multimedia learning that offers three instructional approaches to promote learning includes: using conversational rather than formal style, guiding using effective screens, and making the teacher visible (Clark & Mayer, 2016; Mayer,2014). The psychological reason for these approaches to engage students to prioritize their social in deeper cognitive processes during learning (Clark & Mayer, 2016; Mayer, 2009). Fiorella and Mayer (2018) show that although displaying the face of the teacher is one of the applied personalization principles in instructional videos, the research shows that having teacher face on the screen is not an effective exercise in instructional video. The teacher needs to experiment with a more

conversational and interactive teaching style: team teaching. Both of the teachers demonstrated on the screen and discussed the course topic in videos. As a result, interactive conversation teaching would assist in establishing connections between the teacher and the students by stimulating their interest and engaging them as well.

The last is *multimedia principle*. it aims to recreate natural features of the classroom, where the teacher would use a physical whiteboard or projector for presentation. The teacher made a major change to learning style by using prepared visuals instead of live drawn text. there are 3 main reasons include:

First, using visuals such as animation, graphics, charts, is a good strategy for applying the multimedia principle and modality principle. Students learn better when content is presented with both graphic and word rather than words alone, and words should be presented as audio narration rather than screen text. (Clark & Mayer, 2016; Mayer, 2009, 2014). Second, using prepared visuals gives the teacher more time for iteration and refinement of visuals during learning. The teacher can develop scripting course content by discussing optimal visualizations, then prototyping them before recording (Bader & Lowenthal, 2018). Thus, enhancing the finished product through what could be produced live while recording. The last, it reduces cognitive load during the recording process. The teacher requires their cognitive resources on narrating the course content to students rather than attending live to the visual

layout of the screen, the selection of pen colors for various types of content or the legibility of handwriting (Ou, Joyner, & Goel, 2019).

2.3 The Benefits of Using Video Mediated learning activities

Schmerbeck (2000) and Weiser (2002) found that there are many advantages to using Online video learning. Some of the benefits include: (a) can be played immediately by teacher and students; (b) can distribute live broadcasts; (c) can deliver videos without limitation of duration and resolution; (d) can be viewed by multiple students directly; (e) easy creation of learning materials for teacher.

Other benefits that online video mediated learning can provide for teachers include the creation of visually appealing content to capture student interest, assisting teachers in dealing with unstable or quickly outdated material (Hartsell & Yuen 2006).

By online video mediated learning through YouTube allows students to access anytime and anywhere independently. Online video mediated learning allows students to synchronously access content wherever they are. Students are no longer bound by traditional classrooms and libraries for teacher-provided visuals. Moreover, benefits of video-based training include lower cost and economics compared to real-time or face-to-face training (Giannakos et al., 2014). Based on the research by Giannakos et al (2014) It is economical to use the recorded video lecture, especially when space constraints do not allow real-

time lectures, such as lack of auditoriums. Another element of control is the selection of materials that should be monitored if necessary. Finally, another way for students to process material is to synchronize Start, Pause, Skip, and Visual views can make the learning more flexible. Simply put, the main benefit of Online video mediated activities is that students can decide what they learn in detail. Moreover, Students benefit from improved accessibility for video-based learning. For example, students can watch video lectures as often as they need to process the content of the learning material. For this reason, video-based learning is widely used to support learners with different levels of knowledge and the ability to achieve independent learning (Clark & Mayer, 2016).

CHAPTER III

IMPLEMENTATION OF THE TEACHING PRACTICE

This section describes learning activities in which what were implemented for teaching and learning. Online video-mediated activities were implemented in the presentation, practice, and follow-up production stage of the learning

On my teaching practice, I had a plan to implement video-mediated activities learning and game-based learning as my teaching practice because after seeing the condition of some students in previous observations, the students were visual learners so I had to make the learning materials kind of animation video so that the learning became more effective and fun. Furthermore, I asked 5 questions about the materials to check the student's comprehension. At the last learning section, I gave an assignment to the students to make a video conversation with the delivered material. For making a video, students have an increase in learning skills such as speaking and more vocabulary they conveyed in their video. The next day, I used their video as shared learning uploaded on YouTube. Some of them laughed at their friends' expressions. Although some of the students pronounced the sentence incorrectly with a Java accent, the students became brave enough to make the

video conversation. Thus, online video mediated activities can enhance students' motivation that make the students-centered learning make the process of learning more interesting and fun.

3.1 Pre-teaching activity: Creating Google Classroom as the learning platform

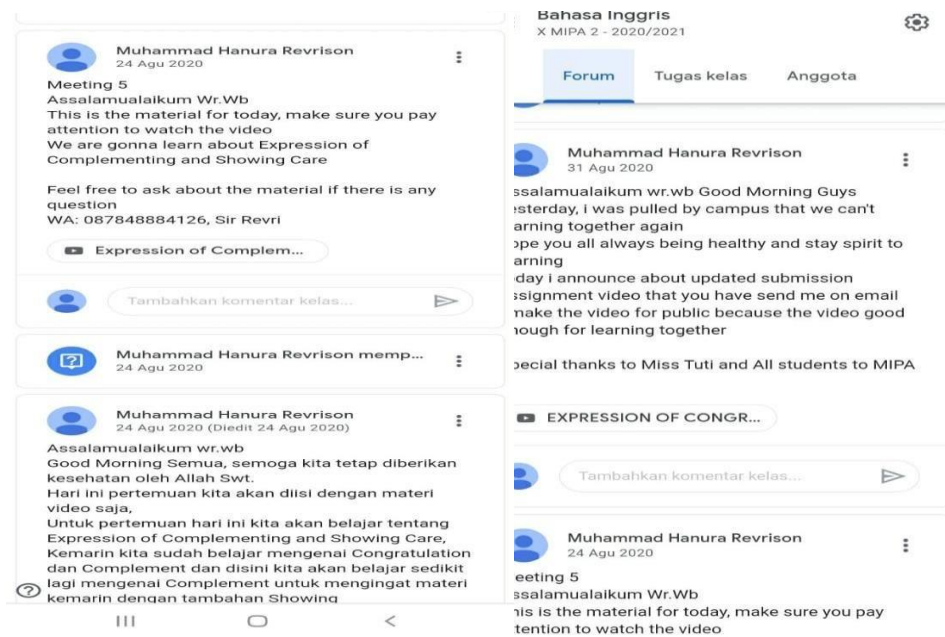


Figure 3.1.1 Creating Google Classroom as learning platform

During my internship program, the school has a policy using Google Classroom platform for teaching and learning media. This was because most of the students were familiar with using Google Classroom. This is supported by the research of Jakkaew and Hemrungrote (2017) claims that the popularity, importance, and most quickly adopted tool in higher education has been progressing in Google Classroom.

It is a free web-based learning management platform that lets anybody with a Google account create and administer classes online. Also, Google Classroom is a platform that provides many features such as Attendance for students, Google meet for Video Call to present the learning material, Classwork for giving an assignment for assessment. Usually, before starting the lesson, the previous day I made an announcement for students for the next material so that they could prepare some questions on Google meet. On teaching days, I always start the lesson with Casual greeting such as “Morning Guys, what’s your day?,” “ Good Afternoon, how are you guys?” or “The weather was so good we can start the lesson comfortably today”.

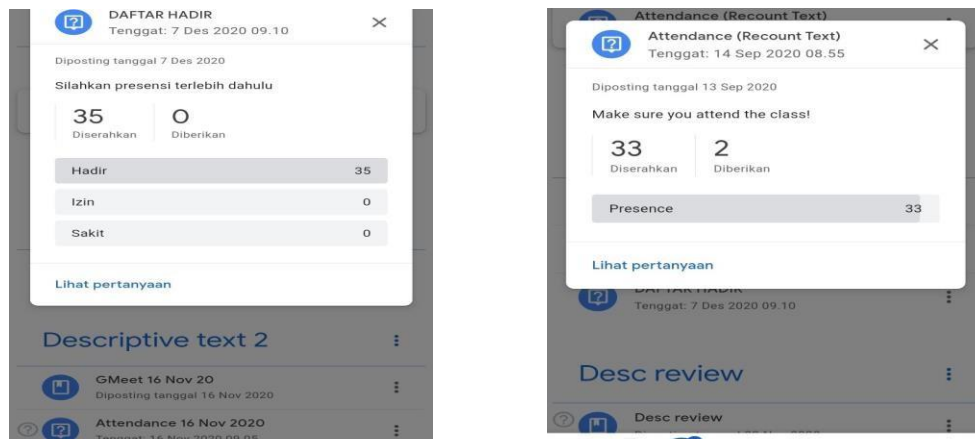


Figure 3.1.2 Taking attendance before Using Google Meet

From the picture above I did apply Personalization principle to make learning students centered with conversation. I called one by one of the students to engages the learning so I build a connection between the teacher and the students by stimulating their interest. Initially with pray together with

asking about the last assignment and material before starting the lesson. Then, continued with checking the attendance list and greeting students in the X MIPA II class to begin the lesson. If there is a student not present and has permission not to join the class, I asked the class for the reason so they are not getting alpha for the attendance list.

3.2 Creating material with YouTube to make learning more interesting and flexible

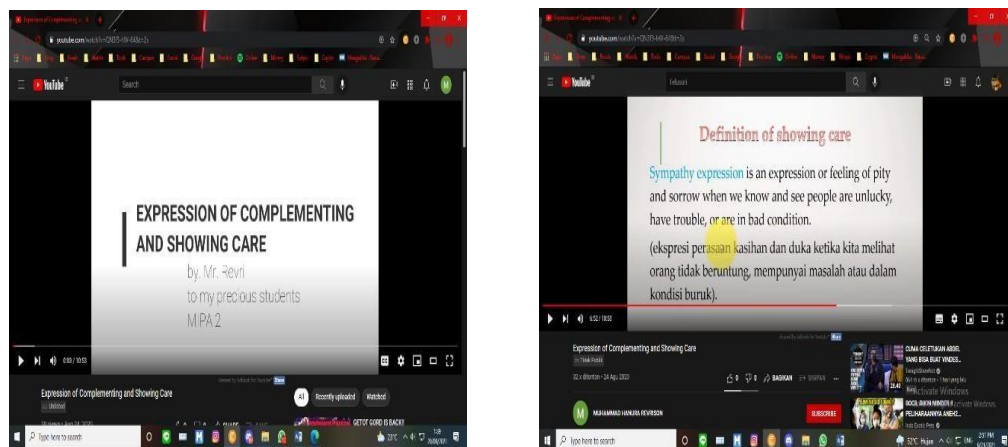


Figure 3.2.1 Creating and Providing material on YouTube

During my internship program, I had used YouTube as a learning medium on the presentation stage. YouTube may be used in a variety of ways to aid and enhance the learning process in knowledge transfer to fulfill basic competence on knowledge. I used YouTube media because of flexible access without place or time restrictions so that it becomes a good learning medium for students. I did apply principle models video lesson for online learning by

Ou, Joyner, and Goel (2019) which multimedia principle and adaptive feedback that I gave the material through YouTube and the last section of video I gave the feedback of the last material that most students make mistakes. Started by opening Power Point then, we watch YouTube together through hyperlink on Power Point. I used YouTube videos as delivered material and the example material. After watched the video on YouTube we practice with some question that I was prepared on Power Point such as Mix & Match, multiple choice, and the last section I took Quizizz as assessment.

Before the next meeting, I gave an assignment to the students to make the video using the implementation of Expressions of Compliment and Showing Care. Before the class started, I take a record and giving the new material with PowerPoint through YouTube Asynchronous mode. Then, I repeat the previous material as the evaluation on Quizizz and the Video made by students that have the most making mistakes. The last section of the meeting we watch the video together on YouTube the Video made by students that I combine all of them become One Video. Some of the students are laughing with expressions of their friends.

3.3 Using Quizizz as Assessment comprehension

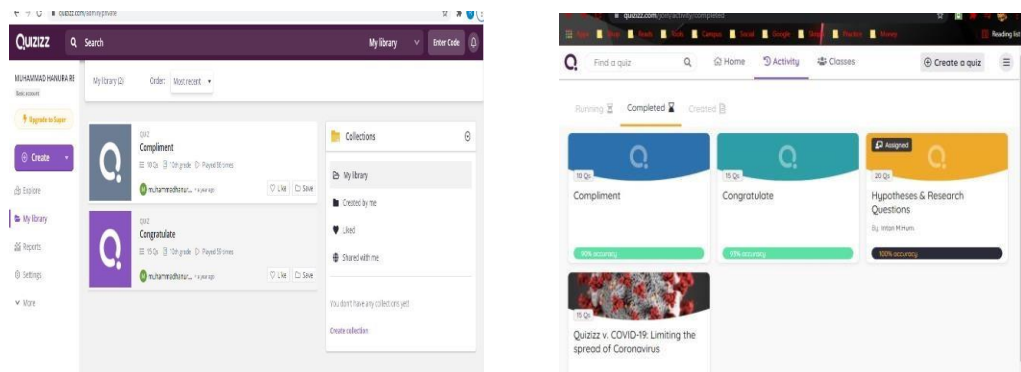


Figure 3.3.1 Online Quiz through Quizizz as student's assessment

In this case I applied learning by example on principle that students reflect on what they learned to answer questions on Quizizz. Based on the research of Dwinta and Sapiya (2020) the role of a creative teacher is shaping students to be more creative by creating such as: models, techniques, strategies, methods, and learning approaches to engage the students more motivated to learn. Motivation is the key and presents an essential role to make it happen. Therefore, fun learning with a variety of student-centered activities should be created. By using Quizizz as the medium to take assessment, it can shape the students to be more interested and motivated. It is proving that people who have high achievement motivation provide a tendency to be positive in carrying out their responsibilities and are always oriented towards success. Thus, as Aini (2019) states that Quizizz gives many advantages that can be felt using this learning media since this media is extremely fascinating and can oblige

different students learning styles, both visual and auditory, and kinesthetic so it can spur students to find out additional.

3.4 Giving student's follow up production assignment to create videos as a mediation to assess their performance on speaking skills

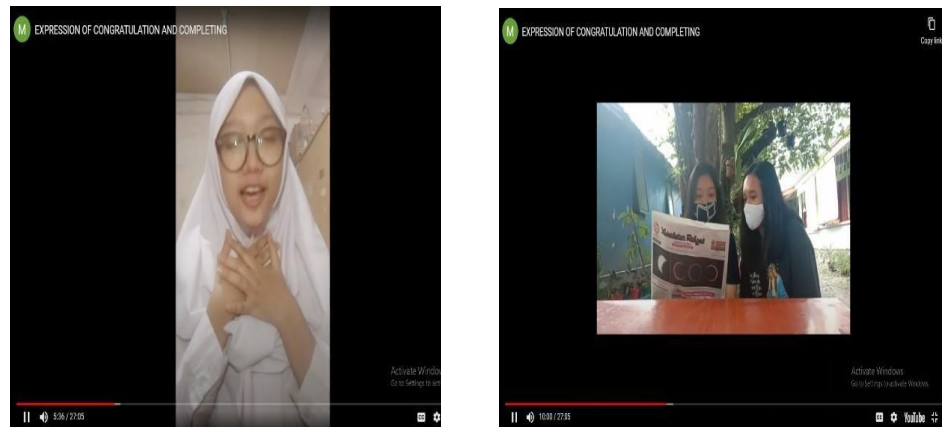


Figure 3.4.1 Students' performance recorded in video to assess speaking skills

In the last section of learning, the students apply the principle learning by doing. I gave the task to the students to make a video that assest their comprehension of learning. Some students are very excited to make interesting videos, and others give funny flat expressions. I give all the students appreciation for submitted the video with “congratulation great works”, “you did well”, “well done” on Google Classroom. For some of the students, I give comments when they said the wrong sentence in grammar, spelling, or word usage on making the video task. Thus, the video assignment becomes an evaluation to fulfil cognitively and improve their affective role by using a discussion with others.

REFLECTION

While teaching at X MIPA, I gained valuable experience. When I teach in class, I try to position myself as a student so that I can feel what they feel and they need so that I make learning fun with various media games. On the other hand, I also make myself a teacher and friend so that the class does not get bored and is willing to respond to what we ask. Some students also did not hesitate to directly ask me through google classroom or via WhatsApp about the assignments and learning materials that have been given, and I responded well to them.

Furthermore, I asked 5 questions about the materials to check the student's comprehension that's also enhancing the engagement of the students by choose the students who were less active or had less effort in google meet. In the next stage, I gave an assignment to the students to make video conversation with the delivered material. For making a video, students have an increase in learning skills such as speaking and more vocabulary they conveyed in their video because some of the quiet students become more confident to speak. the next day, I used their video as shared learning, some of them were laughed at their friends' expressions. Although some of the students pronounced the sentence incorrectly with a Java accent, the students became brave to making the video conversation. Thus, I applied this online video

mediated learning to enhance motivation to make the learning as students centered learning so that the learning process become interesting and fun.

CHAPTER IV CONCLUSION

There were several useful things that I have learned during my internship program. One of which is how to maintain teaching in the midst of a pandemic and create a fun learning atmosphere with online media. The use video-mediated activities in online learning to teach expressions of compliment and showing care is a bridge approach between teachers and students to make comfortable learning that is flexible can be accessed anytime and anywhere. Students appeared enthusiastic about learning by watching videos mediated on YouTube and enjoyed creating video conversation tasks with their friends. Using video as learning media was proven to be easy to implement. In addition, the students were also familiar with the media so they felt comfortable during learning activities in the classroom and outside the classroom.

From my best practice, I recommend that the teacher also supports the students' assignment in creating conversation video by providing a forum to ask question and support during Google Meet session, in Google Classroom, or in personal chat via WhatsApp so that the students can convey their hesitation in doing the assignment. The context of the conversation should also be designed closely related to students' real-life situation when they usually express compliment and showing care so they have deeper understanding in knowledge and skills.

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APPENDIX 1

Rancangan Pelaksanaan Pembelajaran (RPP)

Ucapan Selamat

RANCANGAN PELAKSANAAN

PEMBELAJARAN Sekolah

: SMA Negeri 9

Yogyakarta Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X MIPA dan IPS

Materi Pokok : Ucapan Selamat

Alokasi Waktu : 2 pertemuan (2 x 2 JP)

A.

Kompetensi Dasar

3.2. Menganalisis 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.

4.2. Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat bersayap (extended), dan responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Tujuan Pembelajaran:

1. Siswa dapat melengkapi sebuah percakapan tentang Ucapan Selamat.
2. Siswa dapat menjelaskan isi percakapan tentang Ucapan Selamat.
3. Siswa dapat menggunakan Ucapan Selamat dalam konteks yang tepat..
4. Siswa dapat menyusun teks tentang Ucapan Selamat.

C. Kegiatan Pembelajaran

Pertemuan Aktivitas Pembelajaran Keterangan

1	<p>Mengucapkan salam, melakukan presensi melakukan apersepsi tentang Congratulation. Mendiskusikan hasil kajian secara klasikal. Menyimpulkan hasil diskusi tentang Congratulation. Melakukan aktivitas dan pelatihan pembelajaran dengan Quiziz.</p>	Dilaksanakan secara online dengan google classroom
2	<p>Mengucap salam, melakukan presensi, melakukan apersepsi tentang Ucapan Selamat kepada seseorang. Siswa melengkapi teks rumpang dengan ucapan Selamat yang tepat. Siswa menjelaskan isi teks. Siswa menyusun teks percakapan pendek tentang ucapan Selamat. Menyimpulkan hasil diskusi tentang penggunaan Ucapan Selamat.</p>	Dilaksanakan secara online dengan google classroom

D. Penilaian Pembelajaran

Pengetahuan: Siswa mengetahui bentuk bentuk Ucapan Selamat kepada seseorang.

Keterampilan: Siswa mampu membuat teks percakapan Ucapan Selamat kepada seseorang.

Mengetahui
Yogyakarta, 3 Agustus 2020

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APPENDIX 2

Rancangan Pelaksanaan Pembelajaran (RPP)

Showing Care

RANCANGAN PELAKSANAAN PEMBELAJARAN

Sekolah	: SMA Negeri 9
Yogyakarta Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X MIPA dan IPS
Materi Pokok	: Showing Care
Alokasi Waktu	: 2 pertemuan (2 x 2 JP)

A. Kompetensi Dasar

3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada

ungkapan menunjukkan perhatian (*showing care*), serta responnya, sesuai dengan konteks penggunaannya.

4.4. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (*showing care*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

B. Tujuan

Pembelajaran:

1. Siswa dapat menganalisis teks lisan dan tulis sederhana tentang ungkapan perhatian (*showing care*).
2. Siswa dapat menyusun dialog ungkapan perhatian (*showing care*), serta menanggapi, sesuai dengan konteks dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, dan bertanggung jawab.

3. Siswa dapat mempraktikkan ungkapan tindakan menyatakan perhatian (showing care), serta menanggapi, sesuai dengan konteks penggunaannya menggunakan ungkapan dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, dan bertanggung jawab

4. Siswa dapat menyusun teks tentang ungkapan perhatian (showing care).

C. Kegiatan Pembelajaran

Pertemuan	Aktivitas Pembelajaran	Keterangan
1	Mengucapkan salam, melakukan presensi melakukan apersepsi tentang Showing Care. Mendiskusikan hasil kajian secara klasikal. Menyimpulkan hasil diskusi tentang Showing Care. Melakukan aktivitas dan pelatihan pembelajaran dengan Quiziz.	Dilaksanakan online classroom

Pertemuan	Aktivitas Pembelajaran	Keterangan
2	Mengucap salam, melakukan presensi, melakukan Siswa melengkapi teks rumpang dengan Expressions Showing Care yang tepat. Siswa menjelaskan isi teks. Siswa menyusun teks pendek tentang Showing Care. Menyimpulkan hasil Mengucap salam, melakukan presensi, melakukan Siswa melengkapi teks rumpang Dengan penggunaan Expression's yang tepat.	Dilaksanakan online classroom

D. Penilaian Pembelajaran

Pengetahuan: Mengungkapkan dan merespon ungkapan menunjukkan perhatian serta responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Keterampilan: Menyusun dan mendemonstrasikan ungkapan ungkapan perhatian (showing care) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Mengetahui
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