

**THE USE OF POWER POINT SLIDES & ROLE PLAY TECHNIQUE IN
TEACHING ON ASKING, GIVING SUGGESTION AND OFFERING
HELP IN A SENIOR HIGH SCHOOL**

Student Teaching Report



by:

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RATIFICATION SHEET

**THE USE OF POWER POINT SLIDES & ROLE PLAY TECHNIQUE IN
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STATEMENT OF WORK'S ORIGINALITY

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



Yogyakarta, 6 October 2022

The Writer



Nadila Pratiwi

16322062

MOTTO

“Man jadda wajad waman zara'a hasad
(Who toils succeeds and who plants reaps)”



DEDICATION

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

1. My beloved parents and sibling
2. The head of English Language Education Department Mrs Puji Rahayu, S.Pd.,MLST.,Ph.D., also my best practice supervisor all this time Miss Astri Hapsari S.S., M.TESOL. May Allah give the suitable rewards for them
3. All of my friends in Yogyakarta that support me until now
4. All of lecturers or staffs in English Language Education Department
5. At last but not least, thank you so much for all the experience which I've gained after studying in this campus



ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirobbil'alamin, all good things praise due to Allah SWT, for giving us physical and spiritual faith, and strength of health to all, especially for the writer to finish this thesis as partial fulfillment of requirements to obtain the Sarjana Pendidikan degree in English Language Education.

Firstly, I say many thanks to my parents who always support and pray me to be able to finish this lecture and perhaps without their help, I am nothing. Secondly, to my sisters, and people who surrounds me with positivity. Then, lastly, I would like to express my deepest gratitude to all lecturers, staff of the Islamic University of Indonesia, my best practices supervisor Miss Astri Hapsari S.S., M.TESOL, faculty, and English study program for helping me to complete this final project.

The writer believes this best practice is still far from its perfection. Therefore, suggestions and recommendations are compulsory for further improvements. The researcher expects this thesis can be beneficial for the readers.

Thank you for everything.

Yogyakarta, 6 October 2022



Nadila Pratiwi

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ABSTRACT

This study describes how power point slides and role play techniques were implemented in a senior high school in Yogyakarta to teach asking and giving suggestions, and offering help. A scientific approach was implemented with power point slides used at the stage of *mengamati* (observing) and *mempertanyakan* (questioning). The exploration phase, role-play-based activities of asking and giving suggestions and offering help were implemented. The practice taught me that the power point slides helped me explain the materials while the role play technique made the students became braver to speak English because they had to communicate in the target language with their groups. Students' embarrassment can be reduced during the group work leading to better fluency in their speaking.

Keywords: Power Point slides, Role play technique, Teaching English, Asking, Giving Suggestion and Offering Help

CHAPTER I

INTRODUCTION

1.1. Teaching Context

Nowadays, English has become a subject that must be learnt by student in every level of school from toddler up to university level. Recently, it has become a necessity for almost everyone, because it is an international language. By speaking this language, anyone can travel around the world without worrying about being constrained in communication. With the existence of English at the senior high school level, we hope that the younger generation of Indonesia will be able to speak it well. So that, in the future Indonesian will be able to compete in the international world. The main objective of learning English is the mastery of 4 basic competencies that are listening, speaking, reading and writing.

When I conducted my pre-service English teacher training in a private senior high school in Yogyakarta (?), I found that the students faced many obstacles in mastering the four English competencies, especially in speaking skill. From my observation, the students' problem in speaking skill was due to their lack use of English in everyday life. There are a lot of students who are embarrassed to speak English because they are afraid to false in speaking English. From my interview to some students, they came from families who did not have exposure in English. In addition, I also observed that the learning activity did not support speaking fluency. Students also paid less attention to learning English in class because they seemed less involved in teacher-centred classroom activities. Therefore, I thought that using engaging power point slides and role play technique could be a solution to solve the problem. For power point slides, we can overcome the obstacles of speaking fluency using role play technique, lack of vocabulary, embarrassment of speaking English.

In my opinion, by using power point slides we can overcome it because they are presented in more colours full and interesting for students and make them was comfort to study in classroom if I using a different teaching technique, our students can feel what different look when I using power point slides of teaching technique.

1.2. Consideration for using Power Point Slides and Role Play Technique

In my opinion, using Power Point Slides (PPT) in role play technique can help to get the students to be more active in class learning and make the teaching display become more interesting to overcome the monotone atmosphere. In my opinion, using power point and role play technique for improving students in speaking skills and improve their vocabulary so that the students can be more active when they are practicing English in front of classroom. This technique is very useful for students to get them to be more active in speaking skills. Power point slides in a teaching can make the teacher explain material, explain an example and showing the slides so clearly to students. In accordance with DiNapoli (2009) had implied that role play often more affective aspects because of lacking dramatic aspects and therefore, provide less meaningful experience for the students however, that role play can still meaningful and benefit for students when the material played is related closely to their real life.

Role play technique is a technique in teaching English which the students hoped to communicate directly in English among their friends or other people. With this method, the students will get used to speaking English regularly and they can practice it anytime and anywhere. In accordance with Mardiningrum (2016) conducted four role play based activities, namely self-inventory, job-interview questions, presentations, and role play performances for EFL students in an English language department in a private university in Yogyakarta, Indonesia. The careful and well-planned role play performances fostered was proven to support students' learning.

The next, application of role play was conducted by Cruthfield (2015) in a theatrical performance. According to him that one of the strategies that researchers have implemented is learning while playing, which is packaged in a role playing game or known as role play? So they feel happy with learning English the theme of role play is discussed together to their wishes. With role play, students will prepare in advance the form of the conversation, and when producing sentences, there are many obstacles they face, including: choice of vocabulary, speech, pronunciation and grammar.

From the two previous study, I learned that using power point slides and role-play technique can solve students' problem in speaking fluency because power point is effectively for students to make the teacher create a variety of material and can create variety of design power point slides. The purpose I using this power point to teach asking, giving suggestion and offering help to told students more samples so clearly then, make them easier to understand how the students can understand on the given material explanation. Meanwhile, I was using this strategy purposely to awake our students more excited to learn in class and I gave them more material about response of giving suggestion, accepting and declining offering help. Next, the students would understand how to say on giving suggestion and offering help with others.

CHAPTER II

CONSTRUCTS OF THE TEACHING PRACTICE

2.1 Power and Point Slides as Learning Media

Current studies have conceptualized that there are many learning media that can be used by English teacher. In general, learning media is divided into 6 (six) types, namely: (1) Text; (2) Audio; (3) Visual; (4) Motion; (5) Real objects and models; and (6) People (Smaldino *et al.*, 2008). This study using role play technique into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun

Uno (2008) states that media in learning are all forms of communication tools that can be used to convey information from sources (teachers) to students (students) with the aim of attracting them to participate in learning activities. Furthermore to being used to convey learning materials, the media can be used to provide reinforcement and motivation in teaching and learning activities.

According to Arsyad (2011) media is a tool that can be used to convey the content of a subject matter delivered by the teacher which is useful for motivating student learning. From several definitions of learning media above, we can conclude that learning media are all components in the student learning environment that are used by teachers so that learning takes place more effectively. So that messages or information can be in the form of knowledge, expertise, skills, ideas, experiences and so on when the process of teaching from teachers to students can run smoothly.

There are various learning media types, according to Sudjana (2010), learning media are classified into 4 types, namely:

a. Audio Media

Audio media serves to channel messages from the source to the recipient of the message. Examples of audio media include: radio, audio disc, audio tape, tape recorder, phonograph, telephone, language laboratory.

b. Visual Media

Visual media is divided into two types, namely: a. Silent visual media, for example: photos, illustrations, flash cards, selected images and still images, frame films, series, transparencies, projectors, graphs, charts, diagrams, posters, cartoons, maps and globes. b. Motion visual media, including: moving projected images such as silent films, ordinary films and so on.

c. Audio-visual media

Audio-visual media are divided into silent audio-visual media and motion audio-visual media. Silent audio-visual media includes slow scan TV, time shared TV, silent TV, sound series films, sound frame films. While motion audio-visual media consists of sound films, video tapes, TV films, television, holographs.

d. Environment as a medium

There is a lot of potential in an area or around the school that can be used as a medium and source of learning. The environment is a medium and learning resource that can be used to enrich student learning materials and school activities.

According to Arsyad (2011), the use of learning media in the teaching and learning process has several benefits as follows:

- a. Learning media can clarify the presentation of messages so that they are not too verbal (in the form of written or spoken words) that students are not bored and the teacher is not exhausted.
- b. Learning media can overcome the limitations of space, time and senses, for example:
 - 1) Objects which are too large can be replaced with pictures or models.
 - 2) Small objects can be helped with the use of a projector or image.
 - 3) Events or events in the past can be displayed again through film or video recordings.
- c. By using appropriate and varied learning media, we can overcome passive attitudes students. In this case, learning media is useful for:
 - 1) Generating student learning motivation.
 - 2) Allowing more direct interaction among students, the environment and reality.
 - 3) Allowing students to learn by themselves according to their own abilities and interests.
- d. Teaching materials will have a clearer meaning so that they can be better understood by students, and allow students to master teaching objectives better.
- e. Learning media provides information/similarities in observations to students about events in their environment, and allows direct interaction with teachers, the community, and their environment for example field trips, visits to museums or zoos.

From several literature reviews related to learning media, we can conclude that the Power Point is included as learning media for teaching at school, by using power point media it can increase the students interest in learning English. The teacher can combine both any teaching techniques and role play technique as learning media teaching technique.

2.2. Role Play Technique

Learning based on fun experiences includes role playing, which is a way of mastering learning materials through developing students' imagination and appreciation. The role playing method or role playing is one of the learning processes belonging to the simulation method (Mulyono, 2012). The role playing method (role playing) can also be interpreted as a way of mastering materials through the development and appreciation of students. The development of imagination and appreciation is carried out by students by playing them as living figures or inanimate objects. With this role-playing activity, students will be able to absorb their acquisitions more. Some things that need to be considered in implementing this role-playing strategy are determining topics, determining cast members, making worksheets (if necessary), short dialogue exercises (if necessary) and implementing role plays (Djamarah, 2010).

Several studies have discussed the benefit of role-play technique (Nuranda, 2018; Lindawati & Sengkey, 2017; Clarita, et.al, 2020,). Nuranda (2018) found that the improvement and the strengths as well as limitation after the use of role play technique in English speaking class for the tenth grade students of SMA PIRI 1 Yogyakarta at X MIA in the academic year of 2017/2018. This study is an Action Research. The data collecting techniques used were observation, interview, and test. The results indicate that role play promotes the students speaking skill development. Through playing the roles, the students were able to answer questions orally, analyse dialogue, speak and express their opinion. The students could also construct dialogues creatively and practice them critically. Therefore, they could reduce their anxiety of feeling afraid and unconfident in speaking. Besides, they also exhibited self-confidence to share their opinion and suggestion during the teaching and learning process.

Meanwhile, according to Lindawati and Sengkey (2017), role play is an activity of speaking by placing oneself as another person (according to the role played). In learning English using the role play technique, the teacher has a role to provide students with new vocabulary and create a conducive learning situation so

that English can be used in a real and natural way. In addition, the teacher can correct students' speaking errors directly by writing on the blackboard so that other students can find out the mistakes. The recordings used during the conversation can also be used to find out the language they use so that students can see common mistakes during the conversation. They found that the use of role play techniques can improve students speaking skills. The researchers appointed the tenth grade students of SMA Dwijendra Denpasar as the object of research. This research was conducted in the form of classroom action research. The results of quantitative data indicate that the use of role play techniques can improve students' speaking skills, especially in class X SMA Dwijendra Denpasar. From the results of qualitative data, it is evident that students are able to speak in English when having a dialogue in front of the class fluently and using the correct sentence structure according to grammar. In addition, students are also able to say the ideas that are in their minds without being shy or afraid of being wrong in speaking with the confidence they have.

Finally, Clarita et al. (2020) investigated the students' achievement of the third semester of English Education Department at the University of Technology Yogyakarta in speaking English using role play technique on academic year 2018/2019, and the influencing factors to the students' speaking skill achievement using role-play technique. The method used was quantitative method with experimental design to 9 students as the research sample. The data were analysed using Microsoft Excel 2013. The findings indicated that the mean score increased from 70 to 78.88, the standard deviation also improved from 6.123 to 7.817. Furthermore, the data from questionnaire indicated that the students had positive responses toward the use of role play technique. Therefore, the use of role play technique can improve the students' speaking ability at this experimental research.

The learning experiences reached from this method include: the ability to work together, to be communicative, and to interpret an event. Through role playing, students try to explore human relationships by demonstrating and discussing them, so that together students can explore feelings, attitudes, values and various problem-solving strategies (Djamarah, 2010).

The technical procedure of Role Playing is as follows (Siberman, 2009):

- a. Make a role play in which the teacher will demonstrate the desired behaviour.
- b. Inform the class that the teacher will play a major role in this role play. The student's job is to help the teacher relates to the situation.
- c. Ask relevant students to role play being someone else in this situation. The teacher gives the student an opening note to read to help him or her to enter into a role. Begin role playing, but stop at frequent intervals and ask the class for feedback and direction as the scenario progresses. Feel free to ask students to provide a special line for the teacher to use.
- d. Continue to role play until the students are increasingly trained, the teacher knows how to handle the situation. This gives students practice skills when the teacher does the actual role for them.

From several literature reviews related to role technique, I concluded that the Power Point can be combined with role play technique in classroom to make the students more active and interest to improve their speaking skills, students can make daily practice to improve vocabulary and improve their speaking. So that students are usually to use English as a speaking in daily life like they practice with native speakers whom they can speak English as well.

CHAPTER III

IMPLEMENTATION OF THE TEACHING PRACTICE

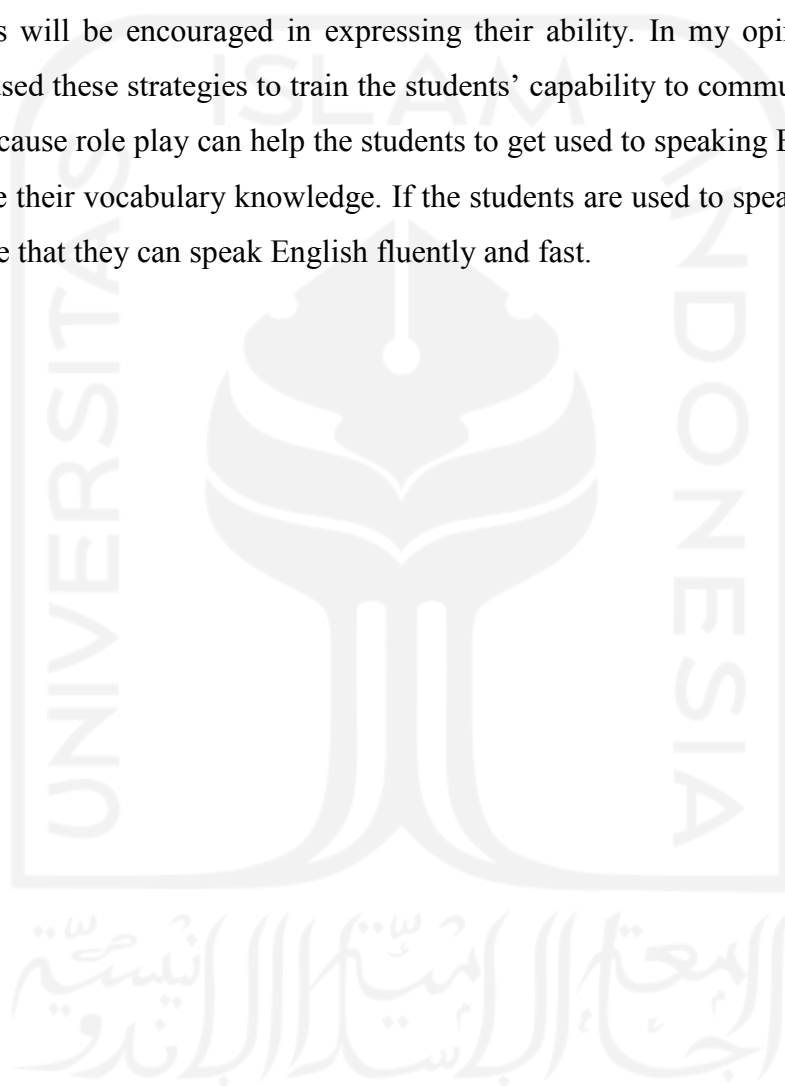
This section will explain the step by step role play taught in class after the teacher gives the material to students so that students are not ashamed to appear in front of the class with classmates and make students want to learn English well. Therefore, in this section, I explain how the process of students playing a role play in front of the class to achieve learning indicators : (1) identifying social functions, text structures, and linguistic elements to suggest doing something or not doing something with explanations and responding to them : (2) determining an expression to suggest doing something or not doing something according to the context : (3) creating written texts using expressions to suggest doing something or not doing something with explanations and responding to them and : (4) writing spoken text in the form of a dialogue by using expressions to suggest doing something or not doing something with an explanation and responding to it.

3.1. Pre-teaching Activities

In accordance with basic competency of XI Student, I prepared a PPT for the material which referred to Ahmad (2012), it means that technology is the system for a presenter because the teachers are the presenter of knowledge; they can use this system that relies on it. Innovation permits instructors to distinguish instruction more proficiently by giving a more extensive assortment of roads for learning those reach understudies of different preparation levels, interface, and learning styles. In rencana pelaksanaan pembelajaran (RPP), I applied it to teach at the stage of mengamati (observing) and mempertanyakan (questioning) in the lesson plan meanwhile the role play based activity in material of asking, giving suggestion and offering help was implemented in mengeksplorasi (exploring) stage for students.

3.2. Whilst-teaching

In teaching, I referred to the technical procedure of role play technique to Siberman (2009). According to him, he said, “power point slides were used in teaching offline in front of class in order to be more attractive” So that the students will be encouraged in expressing their ability. In my opinion, for role play I used these strategies to train the students’ capability to communicate in real life. Because role play can help the students to get used to speaking English and to increase their vocabulary knowledge. If the students are used to speaking English, we hope that they can speak English fluently and fast.



1.2.1. Make a role play in which the teacher will demonstrate the desired behaviour

The learning output (1) identifying social functions, text structures, and linguistic elements to suggest doing something or not doing something with explanations and responding to them (2) determining an expression to suggest doing something or not doing something according to the context (3) creating written texts using expressions to suggest doing something or not doing something with explanations and responding to them and (4) writing spoken text in the form of the dialogue by using expressions to suggest doing something or not doing something with an explanation and responding to it. Ladousse (2004) indicated that role play one a whole of gamut communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation.

<https://www.youtube.com/watch?v=TLIWvQ1vSTY&t=31s>



Image 1. The material

<https://m.youtube.com/watch?v=OUGNaH2Ryd8>



Image 2. Video about asking, giving suggestion and offering help

1.2.2. Inform the class that the teacher will play a major role in this role play.

The student's job is to help the teacher relates to the situation.

Next, teacher gave students some themes to role play and chose when they practiced this conversation in front of classroom. Students had to follow the rules in conversation text from the teacher because at the text conversation, teacher would re-condition classroom before this role play was started. I gave them 5 themes of this conversation text after that, students be besought to play as a character on the role, so that they learnt how to do a role play like in drama or movie as samples. My opinion was supported by Lee (2015) attempts to analyse role playing activities design and the cultural identity of the roles assigned the activities. This an early study concerning use of role play technique in classroom activities of teachers' perspectives and it is effect on modelling or remodelling the cultural identities of language learners.



Image 3. Rules of role play

Role play

Students must practice the dialog in front of classroom

Theme : goes to watch cinema

Ricky : hey, Nathan did you had a time tonight ?

Nathan : sure, where did you going tonight ?

Ricky : I will invite you to watch cinema with me tonight there was a much good movie
Did you interest ?

Nathan : well, but what are movie we want to watch ?

Ricky : I suggest we should action or horror movie what do you think ?

Nathan : I suggest we should watch horror movie

Ricky : okey Nathan lets go

Nathan : yes, Rudy lets go

Role play

Students must practice the dialog in front of classroom

Theme : lost a smartphone in toilet

Salsa : oh my god where is my phone ?

Diana : salsa, you can check your bag once again

Salsa : its nothing on my bag what should I do right now diana ?

Diana : hmmm I have a great Idea

Salsa : what ? Please, diana I'm so panic

Diana : don't be panic salsa we can ask the security and look the CCTV recording

Salsa : ahhhh that's great idea thank you diana for helping me

Diana : anytime salsa next time you should be carefully okey ?

Salsa : sure diana

Image 4. The role play dialogue text

1.2.3. Ask relevant students to role play being someone else in this situation. The teacher gives the student an opening note to read to help him or her to enter into a role. Begin role playing, but stop at frequent intervals and ask the class for feedback and direction as the scenario progresses. Feel free to ask students to provide a special line for the teacher to use.



Image 4. Supervisor teacher helping me to re-condition classroom

Before the teacher started a role play, I asked once again to students for role play rules if there are a lot of students who still don't understand the rules I gave them. And my supervisor teacher helped me to give those rules of role play and re-condition classroom before getting started, I will call some groups when both of them will have to show off in front of class. In my opinion, using role play technique is fun for student's learning to encourage their speaking skills as speaking English fluency. According to Sharp (2014) this may be due to the idea that role play is viewed merely as fun activity, which focuses on 'play' that might be seen as not suitable and too superficial for students in higher education.

1.2.4. Continue to role play until the students are increasingly trained, and then the teacher knows how to handle the situation. This gives students practice skills when the teacher does the actual role for them.



Image 5. Re-condition the situation

After one by one student presenting their role play, teacher will judge for the result by students' performance like word, spelling, and expression of face then, teacher gives marks at score's list as an assignment and exercise. Before I continue this role play, Student must follow up some rules which have been put on the text conversation when I continue the role play again. My reason was supported by (Aliakbari & Jamalvandi, 2010; Rahimy & Safarpour, 2012; Shen & Suwanthep, 2011). They said, "The reason why role play is used often in the field of EFL might be due to the benefits that it has. role play have been found to improve students' oral communication or speaking skills in English".

Kelas : XI-IP5 Mata Pelajaran : DOKUMEN NILAI KOGNITIF

NO	NAMA	Ulangan Harian :										KKM : 75				
		RD1	RP	RD2	RP	RD3	RP	KDA	RP	KDS	RP	KDA	RP	PTS	SKD	SKA
1	ACHMAD HIRY FACHREZZI	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
2	ADITYA BILLY HERMANAN	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
3	ALFIA NIM ANGRA	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
4	ALFIA FARAH AMBILAN	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
5	ANANDA PRATIKA SUCI ABILANTA	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
6	ARIP CAHYO MUGROHO	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
7	ANIL LESTARI NIM	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
8	DANDA BRAGA NABILA	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
9	DELLA RAYSA RUSLINA ANJUTI	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
10	EVITA HIRY AR DEWI	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
11	FERIA NURHAYATI	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
12	LILY KETUT ANIM GRANDIYO	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
13	HANI FOLIA	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
14	RAMA LUTY	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
15	MUHAMMAD HAYATI ERA MAHENDRA	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
16	NABILA CAHYA FIDIA	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
17	NABILA RICHINTY AFI	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
18	NUR ARIFIN LULU KURNIAWAN	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
19	NERLINA	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
20	MUBIL HIRYATIULLAH	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
21	MUBIL HIRYATI GIELLA	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
22	MUBIL NUR HIRYATI	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
23	MUBIL FATHMAH	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
24	MUBIL FATHMAH SALESABILA	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
25	MUBIL ARIF MAHENDRA	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
26	MUBIL KURNIA NURHAYATI	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
27	MUBIL MUBIL FATHMAH	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
28	MUBIL MUBIL FATHMAH	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
29	MUBIL MUBIL FATHMAH	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
30	MUBIL MUBIL FATHMAH	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
31	ACHMAD HIRY FACHREZZI	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
32	Sandra Alsyah	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75

Image 6. The score list

3.3. Post-teaching Activity

After identifying and finishing on the role play of their conversation task, the teacher continues to explain the material about asking, giving suggestion and offering help. Next teacher will explain how to accept and to reject suggestion and offering help to their friends and the others. Students must pay attention if the teacher explain and teach on accepting and rejecting something. The teachers will teach how to say it in a polite way so that the students know how to reply in the same way. I give more samples responding to it.

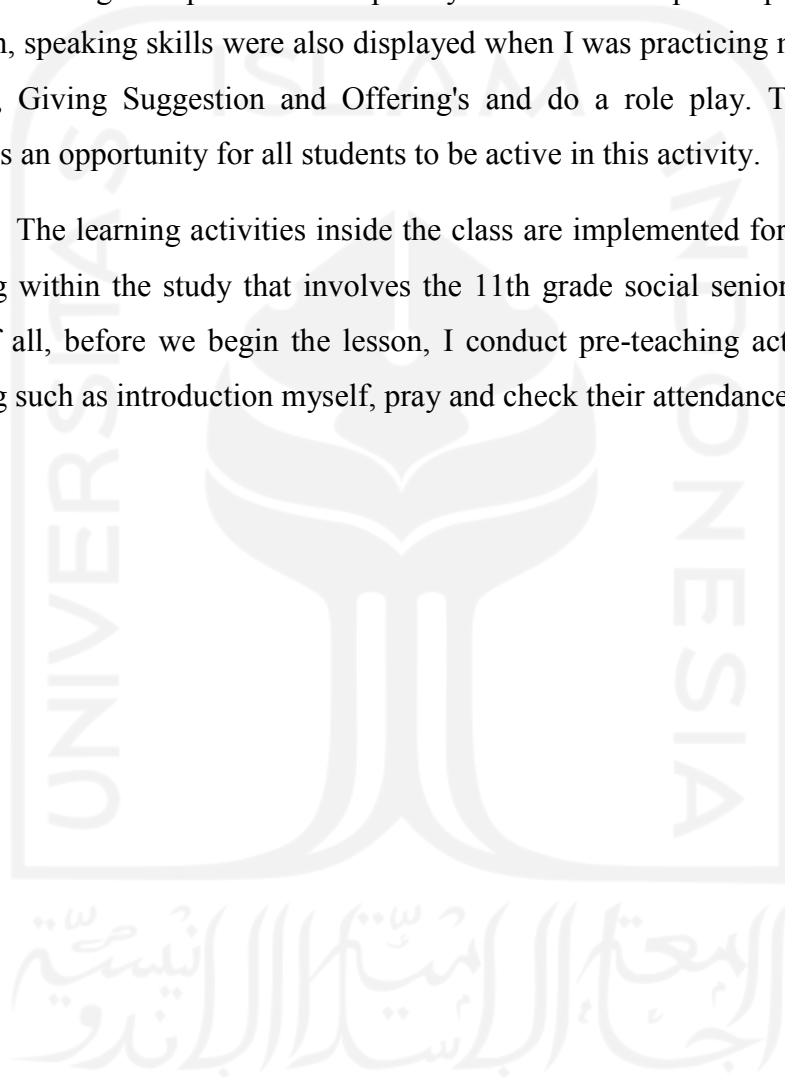
3.4. Reflection

Exists learning problem is lack of active students in teaching and learning activities so far. In addition, the low competence of students is indicated by grades, especially in speaking skills. Therefore, the teacher tries to find out learning alternatives which are able to arouse students' learning motivation so that they are enthusiastic about taking lessons and about increasing learning outcomes. We expect that all students will be able to achieve the KKM value, especially in speaking skills because of the low mastery of it, the teacher finally decided to use video as a media and PPT slides with Asking and Giving Suggestion and Offering's material, because it is considered that they are currently the most

popular media by students. This is proved by the enthusiasm of students when they are looking for learning resources from the internet, especially YouTube.

This learning succeeded in increasing the activeness of students and also increasing the value of students' speaking skills. Students who previously did not have the courage to speak were helped by this video and power point slides. In addition, speaking skills were also displayed when I was practicing material about Asking, Giving Suggestion and Offering's and do a role play. This condition provides an opportunity for all students to be active in this activity.

The learning activities inside the class are implemented for teaching and learning within the study that involves the 11th grade social senior high school. First of all, before we begin the lesson, I conduct pre-teaching activities before learning such as introduction myself, pray and check their attendance.



CHAPTER IV

CONCLUSION

Students at private senior high school on JL. Sorowajan Baru Bantul Special Region of Yogyakarta still faces many obstacles in mastering the four English competencies, especially in speaking competence. The lack of English usage in everyday life is one of the contributing factors. Teaching and learning activities in the classroom using role play technique to make students become more active because they have to communicate in their groups. Embarrassment in students can be reduced because students can practice speaking skills (speaking) through the role play of students in their groups, besides students are enthusiastic in learning because it is very interesting technique for students. project based learning with role play technique is a very fun learning activity and increases activity, creativity and also speaking skills and writing skills as well.



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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA UII Banguntapan Yogyakarta
Mata Pelajaran	: Bahasa Inggris/Wajib
Kelas/Semester	: XI / 1
Materi Pokok	: Asking, giving suggestion and offering help
Alokasi Waktu	: 1 x pertemuan / 120 menit

A. Kompetensi Inti

K1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

K2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa pergaulan dunia.

K3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.

K4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.

4.1. Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- 3.1.1. Mengidentifikasi ungkapan meminta, memberi dan merespon saran.
- 3.1.2. Menyebutkan ungkapan yang digunakan untuk meminta, memberi dan merespon saran.
- 3.1.3. dapat memberi contoh situasi kapan ungkapan saran dan tawaran digunakan
- 3.1.4 dapat membedakan ungkapan saran dan tawaran serta penggunaannya
- 3.1.5. Menggunakan ungkapan meminta, memberi dan merespon saran dan tawaran berdasarkan masalah yang dimiliki dalam kehidupan sehari-hari.

D. Tujuan Pembelajaran

- 3.1.1. Siswa mampu mengidentifikasi ungkapan meminta, memberi dan merespon saran
- 3.1.2. Siswa mampu menyebutkan ungkapan yang digunakan untuk meminta, memberi dan merespon saran
- 3.1.3. Siswa dapat memberi contoh situasi kapan ungkapan, saran dan tawaran digunakan.
- 3.1.4. Siswa dapat membedakan ungkapan saran dan tawaran digunakan
- 3.1.5. Siswa mampu menggunakan ungkapan meminta, memberi dan merespon saran dan tawaran berdasarkan masalah yang dimiliki dalam kehidupan sehari-hari.

E. Materi

Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya
Fungsi Sosial : Menjaga hubungan interpersonal antara guru, teman dan orang lain.

Struktur teks :

1. Asking Suggestion: -What is your suggestion/advice?
 - What do you suggest/advise?
 - What do you recommend?
2. Giving Suggestion: -What about
 - How about going to the exhibition?
 - Do you fancy?
 - Do you feel like?
 - Shall we
 - Let's

- Why don't we
- I suggest we take a rest for a moment
- Would you like to
- You should
- You ought to
- You had better

3. Responses:

Accepting: Yes, Good idea

That's marvellous idea

That would be nice

That seems all right

Rejecting: No, I can't

No, I don't think so

No, I don't think I can

No, I don't really feel like (going to the pictures)

Well, I'm not sure; I don't really like (food rice) very much

Well, I'd rather not, if you don't mind

4. Offering Help:

Making Offer: -Can I help you?

-Could I offer you something?

-Shall I bring you some tea?

-Would you like another help?

-How about I help you with this

Accepting Offer: - Yes, please

-Thank you, it's very kind of you

-Yes, that'd be lovely

Declining Offer: - it's OK, I can do it

-No, Thank you

-No, Thanks

Unsur kebahasaan

(1) Kata kerja terkait dengan pemberian saran atau tawaran

(2) Preposition + verb ing

(3) Ucapan, tekanan kata, intonasi,

(4) Rujukan kata

F. Metode Pembelajaran:

Pendekatan : Scientific Learning

G. Media:

1. Media : Projector,ppt,video.

H. Langkah-langkah Kegiatan Pembelajaran:

Kegiatan Pembelajaran	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1.Guru memberi salam kepada siswa2.Menanyakan kabar siswa3.Memberi arahan kepada ketua kelas untuk memimpin doa sebelum pelajaran dimulai.4.Mengecek kehadiran siswa.	5 Menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">• Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli.• Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan.• Siswa belajar mengambil giliran dalam melakukan tindak komunikasi• Guru akan memberikan sebuah video berupa ungkapan saran dan tawaran kepada siswa dengan situasi yang berbeda.• Siswa diminta apa perbedaan dari kedua situasi tersebut	75 Menit

	<p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> - Fungsi sosial - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi tawaran,saran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi • Kemudian, guru memberikan sebuah latihan berupa membuat sebuah percakapan singkat terkait dengan memberi saran dan tawaran dengan menggunakan role play technique <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan 	
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	<p>memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. 	
<p>Penutup</p>	<p>Guru merefleksi siswa apa yang sudah dipelajari hari ini.</p> <p>Guru memberikan sebuah PR berupa membuat percakapan terkait dengan menerima dan menolak saran dan tawaran kepada masing-masing siswa secara individu.</p> <p>Guru akan menjelaskan rencana pembelajaran selanjutnya untuk pertemuan minggu depan</p>	<p>10 Menit</p>

H. Penilaian

1. Jenis/Teknik Penilaian

- Sikap (melalui rubrik pengamatan sikap selama pembelajaran)
- Pengetahuan (tes tertulis melalui PG dan essay terbatas)
- Keterampilan (unjuk kerja melalui dialog)

2. Bentuk Instrumen

- Penilaian Sikap

No	Nama	Sikap				Ket
		Santun	Peduli	Kerjasama		
1.						
2.						
3.						
4.						
5.						

Rubrik Penilaian:

Skala penilaian sikap dibuat dengan rentang 1 s.d 5

- 1 = sangat kurang
- 2 = kurang konsisten
- 3 = mulai konsisten
- 4 = konsisten
- 5 = selalukonsisten

Role play:

No	Nama	Aspek					Ket
		Pron	Grammar	Performance	Fluency	Content	
1.							
2.							
3.							
4.							
5.							

Keterangan:

A. Pronunciation

1. Mudah dipahami dan memiliki aksen penutur asli
2. Mudah dipahami meskipun dengan aksen tertentu
3. Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman
4. Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang
5. Masalah pengucapan serius sehingga tidak bisa dipahami

B. Grammar

1. Tidak ada atau sedikit kesalahan tata bahasa
2. Kadang-kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna
3. Sering membuat kesalahan tata bahasa yang mempengaruhi makna
4. Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat
5. Kesalahan tata bahasa begitu parah sehingga sulit dipahami

C. Performance

1. Menggunakan kosa kata dan ungkapan seperti penutur asli
2. Kadang-kadang menggunakan kosa kata yang tidak tepat
3. Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosa kata
4. Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulit dipahami
5. Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi

D. Fluency

1. Menggunakan Bahasa Inggris dengan sangat lancar seperti penutur asli
2. Kadang-kadang masih menggunakan intonasi/dialek setempat
3. Sering menggunakan intonasi/dialek setempat
4. Menggunakan intonasi/dialek secara salah dan berbicara terbata-bata
5. Intonasi/dialek tidak jelas karena cara berbicara yang tidak lancar

E. Content

1. Isi percakapan mengandung ungkapan "Asking for and Giving Suggestion" dan Offering Things and Help".
2. Isi percakapan mengandung ungkapan "Asking for and Giving Suggestion" dan Offering Things and Help" akan tetapi masih ada error.
3. Isi percakapan hanya mengandung satu ungkapan "Asking for and Giving Suggestion" atau Offering Things and Help"
4. Isi percakapan hanya mengandung satu ungkapan "Asking for and Giving Suggestion" atau Offering Things and Help" dan masih terdapat error
5. Isi percakapan tidak mengandung ungkapan "Asking for and Giving Suggestion" dan Offering Things and Help"

Role play

Theme: Goes to watch cinema

Rules: Students must practice the dialog in front of classroom and teachers will monitor it when the role play was started

Ricky as Nathan's friend will invites him to go watch cinema tonight then, Ricky meet with Nathan before their go to at cinema

Ricky: hey, Nathan did you had a time tonight?

Nathan: sure, where did you going tonight?

Ricky: I will invite you to watch cinema with me tonight there was a much good movie Did you interest?

Nathan: well, but what are movie we want to watch?

Ricky: I suggest we should action or horror movie what do you think?

Nathan: I suggest we should watch horror movie

Ricky: okay Nathan lets go

Nathan: yes, Rudy lets go

Role play

Students must practice the dialog in front of classroom

Theme: lost a smartphone in toilet

Rules: Students must practice the dialog in front of classroom and teachers will monitor it when the role play was started

Diana as a Salsa's friend go to the toilet and in a few minutes, Salsa lost her phone in toilet then, Salsa asking Diana did her seen Salsa's phone

Salsa: oh my god where is my phone?

Diana: salsa, you can check your bag once again

Salsa: it's nothing on my bag what should I do right now Diana?

Diana: aha I have a great Idea

Salsa: what? Please, Diana I'm so Panic

Diana: don't be panic salsa we can ask the security and look the CCTV recording

Salsa: ah that's great idea thank you Diana for helping me

Diana: anytime salsa next time you should be carefully okay?

Salsa: sure, Diana