

**INCREASING STUDENTS' MOTIVATION IN SPEAKING ENGLISH OF
VOCATIONAL HIGH SCHOOL STUDENTS THROUGH TIKTOK: A
BEST PRACTICE**

**A Thesis Proposal Presented to the Department of English Education as a
Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan
Degree in English Education**



Written By:

HANA KHONSAK' ALIYAH

20322123

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF PSYCHOLOGY AND SOCIAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA**

2024

APPROVAL SHEET

**INCREASING STUDENTS' MOTIVATION IN SPEAKING ENGLISH OF
VOCATIONAL HIGH SCHOOL STUDENTS THROUGH TIKTOK: A
BEST PRACTICE**

By:
Hana Khonsak' Aliyah
20322123



Approved on May 28th, 2024

By:
Supervisor

A handwritten signature in black ink, appearing to read 'Rizki', with a horizontal line underneath the name.

Rizki Farani S.Pd. M.Pd.
NIK.123220404

RATIFICATION SHEET

**INCREASING STUDENTS' MOTIVATION IN SPEAKING ENGLISH OF
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BEST PRACTICE**

By

Hana Khonsak' Aliyah

20322123

Defended before the board of examiners on July 2nd, 2024, and declared Accepted

Board of Examination

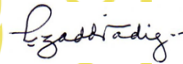
Chairperson

Rizki Farani S.Pd.
M.Pd.



First Examiner

Nizamuddin Sadiq S.Pd.
M.Hum., Ph.D



Second Examiner

Anandayu Suri Ardini
S.S., M.A.

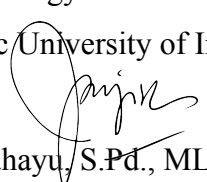


Yogyakarta, July 12, 2024

Department of English Language Education

Faculty of Psychology and Socio-cultural Sciences

Islamic University of Indonesia



Puji Rahayu S.Pd., MLST., Ph. D.

NIP 053310402



DECLARATION

STATEMENT OF WORK'S ORIGINALITY

I hereby declare that this thesis is my original work. All theories and references drawn from previous research by other scholars have been properly acknowledged and cited.

Yogyakarta 11th July 2024



Hana Khonsak' Aliyah

20322123

ACKNOWLEDGMENT

First and foremost, I would like to express my sincere thanks to Allah SWT for all His blessings, and guidance during this journey. I am grateful for the grace, sustenance, and blessings that have enabled me to complete my studies without difficulty. *Alhamdulillah rabbil 'alamin* and I would like to express my gratitude to the kind people in my life as well as those who are closest to me.

1. With steadfast patience and support throughout this journey, I want to offer my sincere gratitude to my parents. Their unwavering support has been a continual inspiration for me as I've handled my various goals and obstacles. I am so appreciative of their love and understanding despite my failings. Their confidence in me motivates me to pursue perfection even though I still haven't succeeded in making them proud or becoming a decent role model for my younger sister.
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20322123

ABSTRACT

This study describes best practices in one of the vocational high schools in Yogyakarta. The focus of the best practices is the strategy to utilize TikTok as an additional media to enhance students' motivation to speak English. Based on classroom observation, the students need additional media to improve their motivation in learning to speak. Therefore, TikTok was decided to be used to support learning activities. TikTok content based on 4 technology strategies was used. (Bin-Hadi & Al-Tamimi, 2021): 1) accessing media, using a projector, Video narration from TikTok was included in the content about "Handling Guest Complaints" to increase students' understanding and engagement with real-life situations. 2) accessing websites, Student's access Quizizz to answer questions related to the videos they watch. These activities test their understanding and reinforce learning through hands-on practice. 3) social networking, Students and teachers discussed the video projects via Google Classroom and WhatsApp, focusing on appropriateness of the script and improving the quality of the video. These discussions provide immediate feedback and share ideas and 4) being inspired by someone, Students work in groups to create role-play scenarios and discuss ideas, enhancing teamwork and improving communication skills. These activities increase understanding and critical thinking, culminating in a project video posted on TikTok to increase engagement and interest.

These strategies were implemented for two months at Vocational High School grade XI. Initially, the assignment to teach class 11 accounting and hotel management was given to me, but for some reason, class 11 accounting was taught for 2 months, with 2 meetings held each week. The results of the study show that TikTok, especially at vocational high schools, can greatly boost students' motivation and interest in improving their English-speaking abilities.

Keywords: EFL speaking, students' motivation, TikTok, vocational high school students

CHAPTER I

INTRODUCTION

1.1 Background of the study

This study is a best practice that highlights the use of TikTok in one of the vocational high schools in Yogyakarta. The best practices were conducted during Pengenalan Lingkungan Persekolahan (PLP). *For student teachers or interns working in schools in the USA, the program might be called the "Student Teaching Program" or "Teacher Internship Program."* PLP is an essential component of the English language education curriculum at one of the universities in Yogyakarta. The purpose of PLP is to provide students with practical experience in applying their theoretical knowledge in the field of non-formal education. Several aspects of education, learning, and school environment dynamics will be discussed in this article.

During PLP, the teaching of English at Vocational High Schools in Yogyakarta was assigned to me for two months. There are some majors in the schools, such as Digital Business, Retail Business, Hotel Management, Office Management, Accounting, Product Design, and Business and Marketing Design. Eventually, placement in the accounting class was given to me. Based on my observation, some students in accounting have less interest in learning English. They were distracted by their phone. Some other students were sleepy and resistant to practicing Speaking. They also have pronunciation issues. To solve these problems, It is suggested that TikTok be added as a resource to help students become more enthusiastic about learning English and develop their speaking

abilities. Teaching students who are not paying attention in class poses a challenge, especially because of the variety of learning styles. A mismatch between teaching methods and students' learning styles can reduce their interest. Using TikTok can be an effective solution because the short video format is more engaging and allows collaborative learning through video sharing between students. However, TikTok can also be a source of distraction. To overcome these limitations and improve teaching strategies, it is important to provide structured assignments with clear guidelines. Combining TikTok with other digital tools and traditional methods such as discussion forums, interactive quizzes, and group projects can also help. Additionally, including a variety of activities that suit different learning styles, such as role-play, debates, and presentations, will make learning more effective and interesting for all students.

TikTok is one of the most popular social media platforms today. Some students use TikTok to obtain information, not only educational knowledge but also entertainment. Previous research shows that TikTok is one of the potential media to support English learning. Nowadays, information and communication technology (ICT) proficiency is expected of English teachers, particularly concerning learning applications that serve as media for student-led instruction (Fitria et al., 2022). Unusual and creative learning is desperately needed in this technological age, especially if it can grab students' interest and make them want to learn (Syamsi, 2022). TikTok makes learning languages a fun and easy process. Four categories of topics: grammar, vocabulary, pronunciation, and typical

mistakes are frequently covered by the TikTok app. Keywords like "learn English pronunciation" or "learn English for beginners" are available for entry. A variety of videos from different channels that fit the keywords will show up. Additionally, we may search on TikTok using hashtags like #learningenglish, or maybe #englishlearning and a variety of videos matching our search terms will come up. Many content producers examine different English learning resources while presenting engaging and fascinating English language teachers. The use of TikTok affects students' pronunciation and boosts their motivation, according to the Attention, Relevance, Confidence, and Satisfaction (ARCS) motivation categories (Lyana, 2022). According to Azevedo (2022), students found the TikTok application motivating, and they felt that the experience had increased their understanding of language development. Because of the students' favorable views, using TikTok can be an alternate technique for the teacher to teach vocabulary in the classroom (Rahmawati & Anwar, 2022). Understanding TikTok's features, producing original material, and assisting students in content creation are three crucial factors that educators should take into account while using the platform as a dynamic and engaging learning tool. Teachers should become familiar with the functionalities of the app and create their material before guiding students in the development of TikTok content. This makes it possible for educators to lead by example and give students insightful references to help them become more creative when making videos (Fitria, 2023).

CHAPTER II

Construct

2.1 Construct of Teaching Practice

The development of technology provides several online resources for students, especially English as a Foreign Language (EFL) material (Trinder, 2017). This best practice focuses on the use of TikTok in EFL learning. One of the previous studies showed that social media can influence students' English competence. A study shows that the TikTok application helps students to create and share English-language movies, work on their pronunciation, learn new vocabulary, and immerse themselves in native language use (Abbasova, 2016). In addition, Anderson (2020) states that TikTok is a "primarily algorithm-driven app" that enables the material to be completely personalized to each user, resulting in distinctive experiences for all app users. Anderson (2020) adds that "reacting is responding to the watched video with a video of one's own," which allows the spectator to see both the original video and the fresh input added by another user.

This best practice uses a construct from Bin-Hadi and Al-Tamimi (2021) because my strategies to select TikTok to support English motivation in speaking were highlighted.

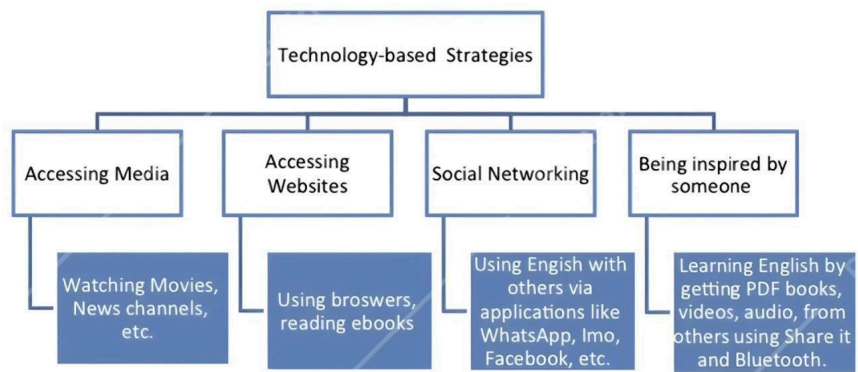


Figure 1. Classification of EFL students' use of technology-based learning strategies in informal learning settings (Bin-Hadi and Al-Tamimi 2021).

There are 4 steps in using TikTok for English Speaking learning:

Table 1. Classification of EFL students' use of technology-based learning strategies.

Construct	Description
Accessing Media	<ol style="list-style-type: none"> 1. Students watch a TikTok video 2. The teacher frequently asks them some questions related to the video.
Accessing Websites	Students access Quizizz to do exercises. Students answer questions that are still relevant to the material in the video.
Social Networking	Students and teachers discuss video projects via Google Classroom and WhatsApp. Teachers provide feedback on students' work.
Being inspired by someone	Students work in groups to create role-play scenarios. They discuss and share opinions.

CHAPTER III

Implementation

3.1 Accessing Media

Instructional videos from TikTok were chosen, with particular attention given to those that fit learning goals. Videos addressing subjects related to "Handling Guests" were selected. To fulfill the narrative text's objective, the films emphasize the language features, character analysis, moral precepts, overall organization, and recounting of narrative texts.

Through the use of a projector, A TikTok video about "Handling Guest Complaints" was shown by me. (<https://vt.tiktok.com/ZSF4rRGnW/>) and storytelling (<https://vt.tiktok.com/ZSF4rUgSM/>). The teacher regularly quizzed the class on the video's subject matter while it was being played. The purpose of this exercise was to make sure that the information in the movie was understood by the students. It was intended that by watching this film, pupils would be able to understand how to effectively resolve visitor complaints visually. Students were given real-world examples of scenarios they would encounter in the workplace in the future, which enhanced their educational experiences. In addition, watching videos makes it easier for students to understand ideas that could be confusing to grasp from a text or a teacher's explanation.



Figure 2. Explain the material

3.2 Accessing Websites

Students access Quizizz to do exercises. They answer questions that are still relevant to the material in the videos they have watched previously. This activity aims to test students' understanding of the material presented in the video, as well as to strengthen their understanding through direct practice. By using Quizizz, students can study independently and find out how well they understand the lesson material. It also helps teachers to evaluate students' overall understanding and identify areas where students may need additional help. Thus, Quizizz becomes an effective tool in supporting student learning and measuring their level of understanding.



Figure 3. Students do quizzes

3.3 Social Networking

Through Google Classroom, teachers and students discussed video projects; occasionally, they also used WhatsApp. The majority of students offered suggestions for enhancing the quality of the videos and questioned whether or not the script they had written was suitable. Through these conversations, students were able to gain candid criticism from classmates and teachers, which helped them make their video projects better. By exchanging ideas, students can also benefit from the experiences and viewpoints of others, which can improve the quality of their final video projects. Thus, encouraging interactive and creative learning requires teacher-student collaboration via digital media.

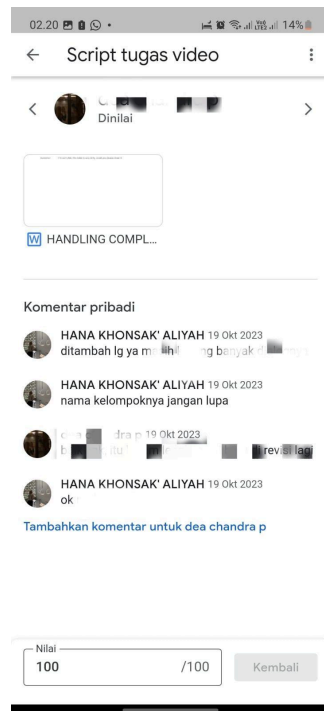


Figure 4. Video assignment script

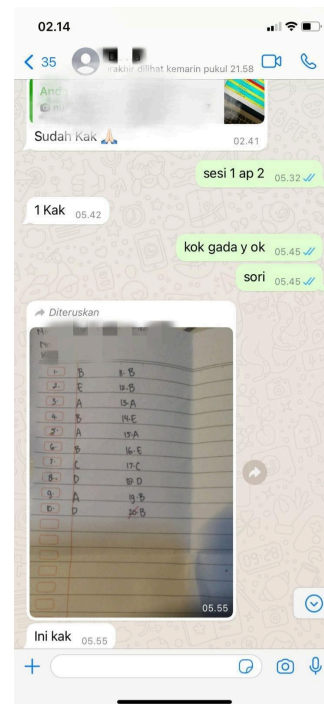


Figure 5. Student follow-up assignments

3.4 Being Inspired by Someone

Students participated in talks to exchange ideas and points of view while working in groups to develop role-playing scenarios. This exercise aimed to enhance collaboration and communication skills among team members by creating realistic scenarios. Students could generate a variety of engaging scenarios and improve their understanding of the subject topic through these discussions and idea exchanges. Using this approach, students were able to learn from many points of view and develop their critical thinking skills. Following that, they were given a week to do a video assignment that was going to be recorded and uploaded on TikTok.

This tactic aimed to boost student interest and engagement by utilizing the current TikTok phenomenon.

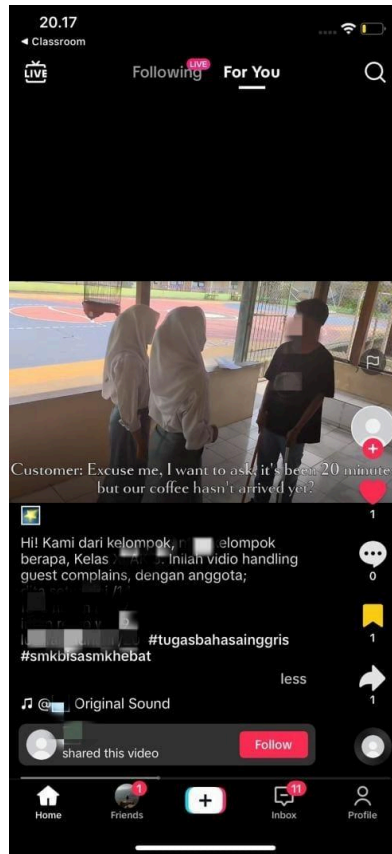


Figure 6. Student's result

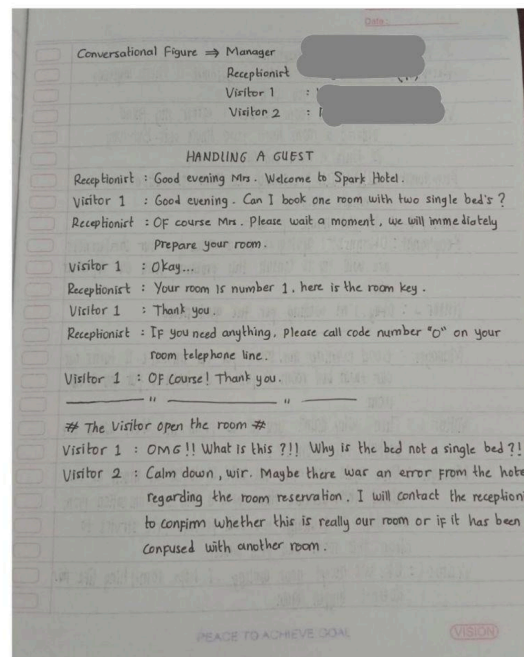
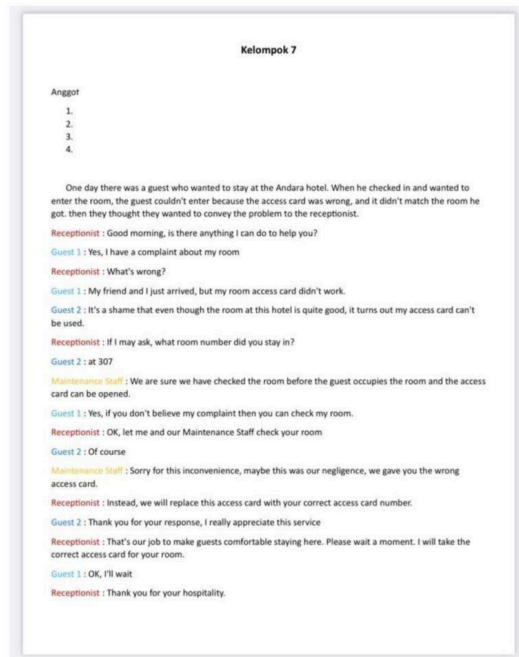


Figure 7. Assignment group 3 and group 7

CHAPTER IV

4.1 Conclusion

Based on the best practices, TikTok videos can support students' learning, especially motivation in Speaking. They participated well in the lesson. Despite encountering many technological challenges, students demonstrated a strong desire to learn and the flexibility to adjust to their surroundings. Their eagerness to contribute and eagerness to actively participate in discussions fosters a healthy learning environment and encourages the sharing of ideas. This demonstrates the students' dedication to mastering the content thoroughly and attaining the best learning outcomes, demonstrating their strong desire to learn. By carefully choosing and incorporating TikTok videos into the courses, best practices were put into effect to improve students' speaking abilities through exposure to real-world English language use. This method produced increased vocabulary, stronger understanding abilities, better pronunciation, and increased fluency. Furthermore, by creating a dynamic and captivating learning environment, the activities established to promote the use of TikTok in the classroom encouraged students' excitement and inventiveness. All things considered, this method not only helped students become more fluent in English but also promoted involvement and teamwork, enabling them to communicate effectively in everyday settings. Utilizing TikTok sessions to increase motivation among accounting students revealed varied student engagement levels.

Highlighting the importance of assessing its impact on student motivation and participation. One of the primary limitations observed in using TikTok for educational purposes is the variability in digital literacy among students and teachers. While some students easily grasp video editing and content creation, others struggle, leading to uneven engagement and learning outcomes. Additionally, not all students have equal access to the necessary technology, such as smartphones and reliable internet connections. This discrepancy can create barriers to participation, particularly for those from low-income backgrounds. Ensuring that the content remains educational and appropriate is another challenge, as students may inadvertently create videos that contain unsuitable language or themes, which can detract from the learning experience. To address these challenges and improve future strategies, it is essential to focus on enhancing digital literacy and ensuring equitable access to technology. Schools can offer workshops and peer mentoring programs to help students and teachers develop their digital skills. Providing shared devices and collaborating with local businesses to sponsor technology access can help bridge the gap for students lacking resources. Establishing clear content guidelines and a review system can maintain the educational integrity of the videos. Additionally, structuring assignments with specific learning objectives and integrating them into the curriculum can keep students focused and engaged. Recognizing and rewarding high-quality educational content can further motivate students to put effort into their

assignments, creating a more balanced and enriching learning environment.

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LAMPIRAN

Lampiran 1. Perencanaan Pembelajaran

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)		
Nama Satuan Pendidikan	: SMKN 1 DEPOK	
Mata Pelajaran	: BAHASA INGGRIS	Periode Ajar : Oktober 2023
Kelas/ Semester	: XI/1	Materi : HANDLING GUEST COMPLAINTS
KD	: 3.15 DAN 4.15	Alokasi Waktu : 6 JP (2 Pertemuan)

- A. Tujuan Pembelajaran**
- Siswa dapat memahami pentingnya menangani keluhan tamu dengan baik.
 - Siswa mampu menjelaskan langkah-langkah untuk menyelesaikan keluhan tamu.
 - Siswa dapat mengidentifikasi jenis keluhan tamu yang umum.
 - Siswa dapat mengembangkan keterampilan komunikasi yang efektif dalam menyelesaikan keluhan tamu.
- B. KD**
- 3.15.Mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks interaksi transaksional yang melibatkan tindakan menerima dan menanggapi keluhan tamu dengan baik, sesuai dengan konteks penggunaannya di dunia kerja.
 - 4.15.Mampu menuliskan kembali teks respon terhadap keluhan tamu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai dengan konteks dunia kerja.
- C. Alat dan Bahan**
- Alat :
 - Komputer/Notebook/HP : mendukung pembelajaran
 - Internet : mendukung pembelajaran
 - Buku dan alat tulis : menuliskan rangkuman materi
 - Bahan :
 - Buku sumber : Customer Service and Handling Guest Complaints Manual
 - Modul : English Modul for Grade XI
 - Jobsheet : Handling Guest Complaints
- D. Model/Metode Pembelajaran**
- Pendekatan : Scientific
 - Metode : Project Based Learning

Kegiatan Pembelajaran		
Pertemuan I		
	Langkah-langkah Pembelajaran	Alokasi Waktu

LEMBAR KERJA/ (JOB SHEET)	UNIT 3	UNIT KOMPETENSI : SPEAKING
KOMPETENSI DASAR: 4.15 HANDLING GUEST COMPLAINTS Alokasi Waktu: 1xPertemuan	MATA PELAJARAN : BAHASA INGGRIS KELAS/SEMESTER : XI/1	
SMKN 1 DEPOK	JURUSAN : SEMUA JURUSAN	

- I. Tujuan :**
- Siswa dapat memahami pentingnya menangani keluhan tamu dengan baik.
 - Siswa mampu menjelaskan langkah-langkah untuk menyelesaikan keluhan tamu.
 - Siswa dapat mengidentifikasi jenis keluhan tamu yang umum.
 - Siswa dapat mengembangkan keterampilan komunikasi yang efektif dalam menyelesaikan keluhan tamu.

II. Alat dan Bahan:

No	Nama Barang/Alat	Jumlah
1.	Smart phone/laptop	1
2.	Buku dan alat tulis	1

Bahan:

No	Nama Bahan	Jumlah
1.	Kamus Bahasa Inggris	1
2.	Modul Bahasa Inggris	1
3.	Contoh video	1
4.	Internet	100M B

III. Langkah Kerja

Kegiatan Pendahuluan		5 menit
1. Guru dan siswa berdiskusi sebelum pembelajaran;		
2. Guru dan siswa mempersiapkan handphone/laptop, koneksi internet untuk melaksanakan pembelajaran online.		
Kegiatan Inti		
Intake		30 menit
1. Guru memberikan stimulus dengan video percakapan handling guest complaints.		
2. Bagi siswa yang memiliki koneksi internet dapat mengikuti pembelajaran melalui Youtube: https://youtu.be/32V3Kd8Cb0c?list=PLp024PEJ3T		
3. Bagi siswa yang tidak memiliki koneksi internet, dapat mengali informasi dari modul dan buku referensi Bahasa Inggris dan salinan video.		
4. Siswa menyimak dan menirakan percakapan yang ada di video.		30 menit
5. Siswa mengali informasi lain tentang handling guest complaints expressions mengenai fungsi, jenis, dan struktur kalimat yang digunakan dengan cara menanti materi dari video lain.		
Collage		25 menit
6. Siswa membandingkan materi yang dipelajari terakhir dengan materi yang diberikan sebelumnya oleh guru.		
7. Siswa menayakan materi yang belum dipahami melalui media sosial.com kepada guru.		
8. Siswa mengerjakan latihan listening di dari audio yang di share guru.		15 menit
Public Audience		
9. Siswa secara berketompok diberi pekerjaan rumah berupa video roleplay yang nantinya di upload di tiktok. (Penjelasan di up di google classroom)		
Kegiatan penutup		30 menit
Reflexion		
1. Siswa menerima respon terkait hasil review untuk dilakukan remedial atau pengayaan.		
2. Berdiskusi terselesainya materi.		
Pertemuan II		
	Langkah-langkah Pembelajaran	Alokasi Waktu
	UNIT TEST 3 melalui Google Form	90 menit

F. Penilaian Pembelajaran (terlampir)

Guru Mata Pelajaran
Yogyakarta, Oktober 2023
Mahasiswa PLP 2023

Sri Lestari S.Pd.
NIP. -
Hama Khomak' Aliyah
NIP. -

No	Nama Kegiatan	Waktu
1	Pertemuan I Persiapan, meliputi: a. Persiapan area kerja b. Persiapan alat dan bahan	3 Menit
2	Memilih pasangan percakapan.	2 menit
3	Menentukan situasi yang sesuai dengan berdiskusi.	10 menit
4	Memulis dialog yang akan dipraktikan.	10 menit
5.	Bermain role play di depan kelas.	5 menit
	Jumlah Waktu Keseluruhan	30 menit

IV. Materi Soal IV.

Conduct a role-play scenario in a formal setting where you and a classmate act out a situation involving handling a guest complaint. You can choose your own partner for this role-play. Present the results of your discussion with your friend in front of the class.

LEMBAR PENILAIAN KETRAMPILAN BERBICARA

ESTIMASI : 30 menit

WAKTU YANG DIGUNAKAN: . . . menit

KKM : 70

No	Criteria to be assessed	Low performance 75	Good Performance 80-85	Very Good Performance 90	Score
1.	Pronunciation	too many mistakes	with 2 until 5 mistakes	perfect pronunciation	
2.	Intonation	monotonous	begins to vary the intonation	Accurate intonation	
3.	Grammar	too many mistakes	with 2 until 5 mistakes	no mistakes in grammar	
4.	Content	plain/simple	begins to add some information	add more personal information	
Total score					
Final Score = Total					
score : 4					

Yogyakarta, Oktober 2023

Siswa

Mahasiswa PLP 2023

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(Hana Khonsak' Aliyah)



REPUBLIK INDONESIA
 DEPARTEMEN PENDIDIKAN, KEMENTERIAN KEBUDAYAAN DAN KEMENTERIAN OLAHRAGA
 BALAI PENDEKIDIKAN MENENGAH KEMENTERIAN PENDIDIKAN DAN KEMENTERIAN OLAHRAGA
 SMKN 1 DEPOK
 Jl. Raya Depok - Bogor No. 100
 Depok, Jawa Barat 16122
 Telp. (021) 83851111
 Faks. (021) 83851111
 E-mail: info@smkn1depok.sch.id

Mata Pelajaran	Bahasa Inggris
Kelas/Semester	XII/1
Program Keahlian	Pendidikan
Topik Materi	Handling Guest in Hotel
Alokasi Waktu	2 JP (4 Pertemuan)
FASE: F CAPAIAN PEMBELAJARAN	CAPAIAN PEMBELAJARAN BERDASARKAN ELEMEN
<p>Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dalam bentuk role-play antara teman dan sekretaris dengan situasi seperti di kantortempat kerja. Mereka mengidentifikasi teks dialog tentang handling guest. Mereka menggunakan dan merespon dengan-cukup handling guest.</p>	<p>Elemen: Menyimak, Berbicara</p> <p>Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebangun, dan orang-orang di sekitarnya untuk menangani tamu. Mereka memahami pertukaran mengenai penanganan tamu. Selain itu, mereka memahami informasi tertera dalam teks. Sehingga, mereka mampu menggunakan dan merespon pertanyaan tentang penanganan tamu dan berulah anak berbicara menangani tamu di lingkungan mereka.</p>

TUJUAN PEMBELAJARAN 1. Peserta didik memahami teks dialog tentang handling guest	A. Model Pembelajaran Genre Based Approach
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2. Peserta didik menyajikan dialog tentang handling guest.	B. Metode Pembelajaran Asyuri
3. Peserta didik memproduksi dialog tentang guest dalam bentuk role-play.	C. Kegiatan Pembelajaran a. Diskusi Individu b. Diskusi Kelompok c. Presentasi
PROFIL PELAJAR PANCASILA	D. Evaluasi dan Penilaian a. Penilaian Individu b. Penilaian Kelompok
<ul style="list-style-type: none"> Bertindak bertanggung kepada Tuhan Yang Maha Esa dan Berkeadilan, Berkeadilan, berkeadilan dengan berkeadilan, berkeadilan dengan berkeadilan. Kreatif, peserta didik menyajikan dan memproduksi dialog handling guest dalam bentuk role-play. 	

PERKEMUKUAN (2JP, 90')

KEGIATAN PENDAHULUAN	<ul style="list-style-type: none"> a. Siswa dan guru membaca pembelajaran dengan buku. b. Guru memeriksa kehadiran siswa c. Guru memberi motivasi kepada siswa 	5'
KEGIATAN INTI <i>Building Knowledge of the Field (BKDF)</i>	<ul style="list-style-type: none"> a. Guru menampilkan gambar mengenai handling guest. b. Siswa melakukan analisis terhadap gambar yang tersebut. c. Guru memberikan pertanyaan pemantik kepada siswa. d. Siswa dan guru membahas bentuk-pertanyaan yang ada secara lisan. e. Guru menampilkan video mengenai handling guest in hotel. 	75'

	<ul style="list-style-type: none"> f. Siswa berdiskusi mengenai isi video yang ditayangkan, kemudian menceritakan dengan kalimatnya sendiri. g. Siswa membuat dialog check in di hotel dan mempresentasikan dialog kelas berpasangan 	
KEGIATAN PENUTUP	<ul style="list-style-type: none"> a. Siswa dan guru menyalakan lampu yang sudah mereka pelajari. b. Siswa dan guru mengidentifikasi nilai moral dalam materi handling guest. c. Guru menutup pembelajaran dengan doa. 	10'

EVALUASI DAN PENILAIAN

Tabel 1: Format Penilaian Kualitatif dan Kepercayaan Diri Siswa.

Arti nilai = 1 artinya tidak baik/tidak jelas,
 2 artinya cukup baik/cukup jelas,
 3 artinya baik/jelas,
 4 artinya sangat baik/sangat jelas

Nama Siswa	Aspek Penilaian				Nilai Total
	Berani bicara di depan orang lain	Berani untuk bertanya	Berani mengemukakan pendapat	Mengikuti perintah siswa lain	
1. Siswa A	3	4	3	3	11

2. Siswa B

Jumlah Nilai Total : Jumlah Nilai Maksimum x 100 = Nilai Akhir siswa
 Contoh:
 11 : 16 x 100 = 81,25

Tabel 2: Format Penilaian Kemampuan Berbicara

Rubrik

Category	Excellent (4)	Good (3)	Good (2)	Ok (1)
Fluency	Student speak fluently without any doubt and confident	Student speak fluently but still need to guess to think about what they need to say but still understandable.	Student speak with frequent guess but are still understandable.	Student speak and not fluent and understandable but still.
Accuracy	Student speak with correct grammatical features and language expression.	Student speak with 1 or 2 mistakes in grammatical features and language expression.	Student speak with 3 or 4 mistakes in grammatical features and language expression.	Student speak with more than 5 mistakes in grammatical features and language expression.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic.	Facial expressions and body language generate a strong interest and enthusiasm about the topic.	Facial expressions and body language are used to generate enthusiasm about the topic.	Very little use of facial expressions and body language. Did not generate interest in the topic being presented.

Pronunciation	Student speak clearly with 0 - 1 mistakes	Student speak clearly with 2 - 3 mistakes	Student speak clearly with 4 - 5 mistakes	Student speak clearly with more than 5 mistakes.
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Tabel 3: Format Penilaian Unjapan Harian dan Kemudi Pengayaan

Bentuk Soal	Poin
Pilihan Ganda	Jumlah poin x 1
Esai	Jumlah poin x 4

* 20 x 1 = 20
 * 5 x 4 = 20
 * Total = 40
 Jumlah total nilai : Jumlah total poin x 100
 40 : 40 x 100 = 100

Mengesah,
 Kepala SMKN 1 Depok
 Sigitopu, S.Pd.M.M
 NIP. 19660410 198903 013

Guru Pembimbing
 Sri Lantari, S.Pd.
 NIP. 19731204 199803 2 003

<p>Upon completion of Narrative Text material, the students should be able to:</p> <ol style="list-style-type: none"> 1. identify the generic structure in a narrative text; 2. identify language feature used in narrative text; 3. explain characters' actions, feelings, and behavior in an narrative text; 4. explain the moral value in narrative text; and 5. retell the narrative text. 	<i>Genre Based Approach</i>
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PROFIL PELAJAR PANCASILA	<i>Inquiry</i>
<ul style="list-style-type: none"> • Beriman bertakwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia; peserta didik mengawali dan mengakhiri pembelajaran dengan berdoa • Kreatif; peserta didik menceritakan sebuah teks narrative yang berbentuk cerita rakyat dalam bentuk digital storytelling 	<p>C. Kegiatan Pembelajaran</p> <ol style="list-style-type: none"> a. Diskusi Individu b. Diskusi Kelompok c. Presentasi <p>D. Evaluasi dan Penilaian</p> <ol style="list-style-type: none"> a. Penilaian Individu b. Penilaian Kelompok

PERTEMUAN 1 (2JP, 90')

KEGIATAN PENDAHULUAN	<ol style="list-style-type: none"> a. Siswa dan guru memulai pembelajaran dengan berdoa. b. Guru memeriksa kehadiran siswa c. Guru menampilkan beberapa gambar karakter dari dongeng-dongeng populer yang terpotong untuk kemudian meminta peserta didik untuk menebak dengan benar, kemudian guru menanyakan kepada peserta didik mengenai hal yang bersangkutan dengan karakter tersebut, seperti tokoh dari dongeng yang berjudul apa, bagaimana karakteristiknya, dan bagaimana peran tokoh tersebut dalam cerita dongeng yang dimaksud. d. Guru memutar video penggalan cerita dari dongeng populer yang berjudul "Malin Kundang" tanpa memberi tahu judul dongeng agar peserta didik dapat menebak penggalan kalimat itu berasal dari dongeng yang berjudul apa. e. Guru memberikan pertanyaan pemantik kepada peserta didik berdasarkan aktivitas-aktivitas yang sebelumnya dilakukan untuk masuk ke tahap kegiatan inti dari materi teks naratif yang akan dibahas pada pertemuan ini 	5'
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KEGIATAN INTI <i>Building Knowledge of the Field (BKOF)</i>	<ol style="list-style-type: none"> a. Guru memberi penjelasan materi tentang <i>narrative text</i> seperti pengertian, tujuan, <i>generic structure</i>, dan <i>language features</i> yang terdapat pada <i>narrative text</i> menggunakan bantuan powerpoint. b. Guru menampilkan worksheet berupa lembaran kertas yang berisi sebuah teks naratif yang berjudul "Malin Kundang" menjadi bagian bagian paragraf terpisah disertai dengan <i>worksheet</i> tabel pengelompokan <i>generic structure</i> dari <i>narrative text</i>, kemudian guru meminta peserta didik untuk mencocokkan potongan paragraf dari cerita "Malin Kundang" di kolom kategori <i>generic structure</i> yang sudah dikosongi dengan tepat. c. Guruminta peserta didik bersama dengan kelompok untuk mencari <i>past tense</i>, adjective, adverbial of time, dan noun phrase yang terdapat di teks Malin Kundang sesuai dengan nama kelompok untuk memberikan pemahaman yang mendalam kepada peserta didik mengenai <i>language features</i> yang terdapat pada <i>narrative text</i>. Kemudian, guru meminta peserta didik untuk menuliskan jawaban mereka di papan tulis. d. Guru memberi penjelasan singkat tentang pengertian moral value dari sebuah cerita teks narasi dan bagaimana cara membuat moral value di sebuah paragraf kesimpulan. e. Dengan kelompok, guru meminta peserta didik untuk menuliskan kesimpulan nilai moral dengan bahasa mereka sendiri tentang 	75'
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EVALUASI DAN PENILAIAN

Tabel 1: Format Penilaian Keaktifan dan Kepercayaan Diri Siswa

Arti nilai = 1 artinya tidak baik/tidak jelas;
 2 artinya cukup baik/cukup jelas;
 3 artinya baik/jelas;
 4 artinya sangat baik/sangat jelas

Nama Siswa	Aspek Penilaian				Nilai Total
	Berani bicara di depan umum	Berani untuk bertanya	Berani mengemukakan pendapat	Menghargai pendapat siswa lain	
1. Siswa A	3	4	3	3	11
2. Siswa B	

Jumlah Nilai Total : Jumlah Nilai Maksimal x 100 = Nilai Akhir siswa

Contoh:

$$11 : 16 \times 100 = 81,25$$

Tabel 2: Format Penilaian Kemampuan Berbicara

	can be understood easily by others.	pause to think about what they need to say but still understandable.	still understandable.	understandable but still acceptable.
Accuracy	Students speak with correct grammatical features and language expressions.	Students speak with 1 or 2 mistakes in grammatical features and language expressions.	Students speak with 3 or 4 mistakes in grammatical features and language expressions.	Students speak with more than 5 mistakes in grammatical features and language expressions.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic.	Facial expressions and body language generate a strong interest and enthusiasm about the topic.	Facial expressions and body language are used to try generate enthusiasm about the topic.	Very little use of facial expressions and body language. Did not generate interest in the topic being presented.

Pronunciation	Students speak clearly with no mistakes.	Students speak clearly with 1 - 2 mistakes.	Students speak quite clearly with 3 - 4 mistakes.	Students speak quite clearly with more than 5 mistakes.
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Tabel 3: Format Penilaian Ulangan Harian dan Remedial Pengayaan

Bentuk Soal	Poin
Pilihan Ganda	Jumlah poin x 1
Esai	Jumlah poin x 4

- 20 x 1 = 20
- 5 x 4 = 20
- Total = 40

Jumlah total nilai : Jumlah total poin x 100

$$40 : 40 \times 100 = 100$$

Mengetahui,
 Kepala SMKN 1 Depok

Guru Pembimbing

Suprpto, S.Pd.M.M
 NIP 19660410 198903 1 013

Sri Lestari, S.Pd.
 NIP 19731204 199803 2 003

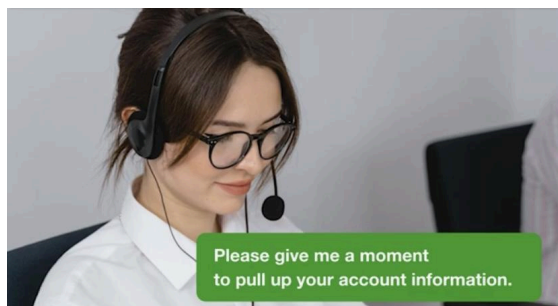
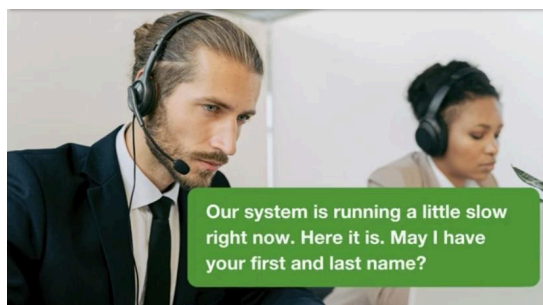
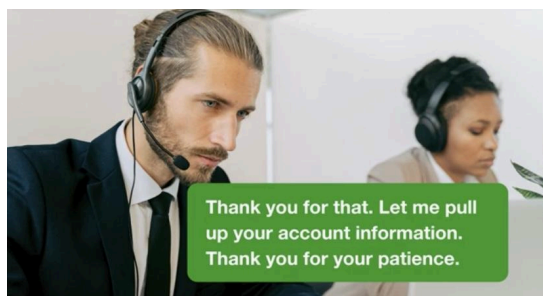
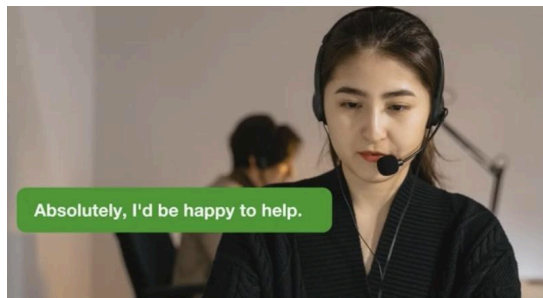
LAMPIRAN 1



Questions:

1. What is the story about?
2. Who are the characters in the story and where did the story take place?
3. What is the problem in the story?
4. How is the resolution of the story?
5. What can you learn from the story?

Lampiran 2. Materi Pembelajaran dan Lembar Kerja Peserta Didik



True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

Perlihatkan Jawaban Lihat Pratinjau >

Pilihan ganda 30 detik 1 pt

What is narrative text?

- An imaginative story to persuade the readers
- An imaginative story to entertain the readers
- An imaginative story to imagine a story
- A real story about someone's experience

Pilihan ganda

Types of narrative text is....., except

- Legend
- Folklore
- Recipe of cooking fried rice
- Fairy tale

20.12 Answer the following multiple-choice questions by selecting the most appropriate choice for each question.

- Ahsan ... drive all the way to Jogjakarta.
 - Are go
 - Is going to
 - Go to
 - Are going to
 - Will be
- Safira: I'm so tired. I'm about to fall asleep
Dena: I ... you some coffee.
 - Want
 - Brought
 - Wants
 - Wants
 - Will get
- I promise you that I ... (not tell) anyone about your secret.
 - Won't tell
 - Am not going to tell
 - Will telling
 - Wants
 - Won't telling
- They ... attend Dena's wedding party next week.
 - Is go
 - Are going to
 - Will
 - Would rather
 - Go to
- I wonder where we ... 30 years from now.
 - Will
 - Want
 - Are
 - Will not
 - Are going to
- Syabilah: What are you going to do after school?
Reni: I don't know ...
 - I am going to watch TV
 - I'll probably watch TV
 - I am not going to watch TV
 - I won't do anything
 - I'll be watching
- She and Ger are going to ... a fun surprise for her husband at hotel.
 - Makes
 - Maked
 - Make
 - Made
 - Makes
- We and Fui are going to ... a lot of bees in the cage to get the honey.
 - Catched
 - Catcher
 - Catches
 - Catch
 - Catches
- Oh, look! It ... snow soon. Let's go home now.
The correct answer is ...
 - Will
 - Is
 - Is going to
 - Will not be
 - Just
- In 100 years, people ... (travel) by flying cars, instead of airplanes.
 - Will
 - Is going to
 - Will not be
 - Are going to
 - Are
- Tom: ...
Faali: I will be staying at home
What is the proper question for that answer.
 - How are you doing?
 - What are you doing tonight?
 - Do you like the party?
 - What's going on?
 - How are you?
- If we want to promise someone, we use ...
 - Be going to
 - Will
 - Go to
 - To be
 - Want
- Rahma: Gee, I'd really like an ice cream cone. But I didn't bring any money with me.
Marlin: That's okay. I ... get one for you
Rahma: Thanks
 - Will



Example

Pekerja (Linda): Hey, I've been having issues with the office printer. It keeps jamming, and I can't seem to get it to work properly.

Receptionist (Mark): I'm sorry to hear that, Linda. Thank you for letting us know. We understand the frustration that printer problems can cause. Let me address this for you. Can you specify which printer it is and where it's located in the office?

Pekerja (Linda): It's the printer on the second floor, in the marketing department.

Receptionist (Mark): Great, Linda. I'll inform our IT department about the issue with the second-floor printer. In the meantime, can you please describe the exact problem you're facing with the printer? Is it showing any error messages?

Pekerja (Linda): It doesn't display any error messages, but the paper keeps getting stuck in the machine, and it won't print anything.

Receptionist (Mark): I see. Thank you for explaining, Linda. Our IT team will look into this paper jam issue. While they work on resolving it, you might want to use the printer on the third floor as an alternative. It should be in good working condition.

Pekerja (Linda): That's a good suggestion, Mark. I'll use the third-floor printer for now. Please let me know when the issue with the second-floor printer is resolved.

Receptionist (Mark): Absolutely, Linda. We'll make sure to keep you updated on the progress. If you encounter any other problems or have further questions, feel free to reach out to us. We appreciate your patience as we work to resolve the issue.

Pekerja (Linda): Thank you, Mark. I hope the printer issue gets fixed soon.

Receptionist (Mark): You're welcome, Linda. We'll do our best to get it resolved quickly. If you have any more concerns, please don't hesitate to get in touch.

Klik tautan di bawah untuk memulai quiz!
join my quiz.com kode 7403 8775

Lampiran



[🔗 Quizizz | Free Online ...](#)

Batas waktu Okt 18, 18.00

Script tugas video

100 poin

- Form a group consisting of 3-4 people
- Then create a role play script with the theme of handling guest complaints for a 3-5 minute video.
- The time is 90 minutes, submit it on Google Classroom, I will give you feedback then it can be revised tomorrow, Thursday.


notes. Plagiarism from Google or using AI assistance in doing this assignment is prohibited.

kalau ada yang ingin ditanyakan bisa WA di 085714793100

contoh script bisa dilihat di bawah sini 📌

Lampiran



 Call Center Training |...



 Handling Guest Com...

Batas waktu Nov 12, 23.59

Pengumpulan link video project

100 poin

- Make a 3-5 minute role play video from the script you have created, which is about handling guest complaints.
- At the beginning of the video, include the name and roll number of each group member.
- Upload the video you have made to your Tiktok account (perwakilan 1 kelompok 1 orang saja yang upload dan jangan lupa tuliskan nama kelompoknya)
- The video deadline is November 12, 2023

Criteria to be assessed:

- Pronunciation
- Intonation
- Grammar
- Content

Submit link tiktok dibawah sini ya 📌

