

**Implementing the Snake and Ladder Board Games as Learning  
Media to Encourage Senior High School Students in Learning  
English: A Best Practice Report**



by

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UNIVERSITAS ISLAM INDONESIA**

**2023**

# RATIFICATION SHEET

**Implementing the Snake and Ladder Board Games as Learning  
Media to Encourage Senior High School Students  
in Learning English: A Best Practice Report**

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**Defended Before the Board of Examiners on 22nd June 2023 and Declared  
Acceptable**

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Yogyakarta 22nd June 2023

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## STATEMENT OF WORK'S ORIGINALITY

I honestly, With all my heart, I declare this thesis is my own writing, effort, and idea.  
Except for references that must be taken as citations, as a scientific paper should.

Yogyakarta, June 2023

The wirer,



Riskinah  
19322013



## MOTTO

*“Never Give up before try it”*

*“It’s always seems impossible until it done”*  
*-Nelson Mandela-*

*“Allah does not burden a soul beyond that it can bear”*  
*(Al baqarah:286)*



## DEDICATION

On behalf of Allah SWT, I dedicated this thesis thesis to:

First to my self , to all my lectures, to my beloved family, to all my friends who always pray and support me till this time. I hope you are always blessed every day until hereafter, Aamiin.



## ACKNOWLEDMENT

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

First, I say many thanks to my parents who always pray and support me to be able to finish this lecture as well as possible because, without them both, I am nothing. Secondly, to my biological brothers, sister-in-law, my all friends who always support helped, and motivated me, and people who surrounded me with positivity. Then, lastly, I would like to express my deepest gratitude to all lecturers and staff of the Islamic University of Indonesia, faculty, and English study program for helping me to complete this final project, especially my supervisor.

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

Thank you for all the support in everything way.

Yogyakarta Juni 2023



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**Implementing the Snake and Ladder Board Games as Learning  
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**Abstract**

This report aims to describe the implementation of the Snake and Ladder Board Games (SLBG) for Senior High School students to encourage them in learning English. The procedures for designing the SLBG and the learning procedures were described in this report. SLBG improves students' Vocabulary, improves students' writing skills, helps students feel less anxious in the classroom when learning, makes students enjoy and engage themselves, and facilitates learning about counting, lifelike interaction, and Socialization. The result of this Implementation was most of the students were active and enjoyed the class running. Students tried to respond to the instructions correctly and tried to respond to the instructions in English although they have difficulty in English vocabulary.

*Keywords: English Learning, English Media, Game, Snake and Ladder Game.*

# CHAPTER I

## INTRODUCTION

The implementation of the Snake and Ladder Board games (henceforth: SLBG) in the classroom as part of my teaching practice in one of the private schools in Yogyakarta Municipality. This school has a good atmosphere in terms of facilities and learning environment. Each classroom is provided with an LCD projector, wifi, and a library equipped with a multimedia room that supports students to be comfortable for learning. Although this school is in Yogyakarta municipality, one technical problem with wifi and the internet in some classes is that the connection is not too supportive especially in the class I taught. Therefore, to anticipate this, teachers usually have prepared ppt, books, moved students to the multimedia room, and even downloaded videos as their teaching media.

When it comes to classroom observation sessions, I found that most of the students did not pay attention to the teacher. Although they listened to the teacher, they did not seem to be enthusiastic as they were keen to play on their smartphones. In that session, the students moved to the multimedia room in the library which the room have a good connection for online learning. The teacher made use of YouTube as a medium of learning. However, students did not only open YouTube but they were also busy opening their social media accounts. This is because, sometimes the lack of 'Social Presence' or supervision that the teacher gives during the class activity, this makes students who are not enthusiastic in the class secretly do what they want. In addition, I also noted that most of the students still had a low level of English comprehension, especially in mastering speaking English. The important thing that I pointed out was that students said the teacher never implemented games as their learning media before.

Considering this situation, I planned to design a more interactive learning environment in which the students were encouraged to learn English by participating in tasks or activities rather than opening their social media accounts. Therefore, I decided to make use of the SLBG as a learning media to teach these classrooms. This choice of this media was because it was simple and did not require various kinds of complicated tools and was a game that could be played offline. This game was also very suitable for the conditions at school including adequate learning equipment was not provided, the number of students in the class was quite a lot, crowded, and it was not easy to manage seats for mobile/move activities. To

allow students to have a quite big room, the students moved to a multimedia room situated in the school library that has a good seating arrangement.

## **CHAPTER II**

### **CONSTRUCTS**

The more developed the era, the more innovations created by educators to make learning media as learning tools to build students' activities in the classroom, especially after the pandemic, many students have lost interest in learning. One of the learning media that can make students enthusiastic and active in the classroom is games, as Srinivasan (2018) mentioned games provide many benefits, games are also very effective to use to help students' enthusiasm in learning.

#### **1. Games in ELT**

The definition of a game from some researchers was that game was an activity that is interesting, challenging, and one of the ways to motivate students in learning (Widiastuti and Endahti, 2020). In Aprina (2018) mentioned that the game provides a new varied learning environment. "Game is an activity with a rule, a goal, and an element of fun. It is considered that a game is perceived as a meaningful fun activity" (Klimanuva, 2015: 3; Widiastuti & Endahti, 2020). Game is an entertaining, engaging, and challenging activity in which the students play and interact with others (Indariati, 2012: 33; Widiastuti & Endahti, 2020). It means using games for teaching will make students enthusiastic, engaging, and challenging in learning.

There are two kinds of games, the first is a competitive game and the second is a cooperative game. A competitive game is "players or teams race to the first to reach the goal" and Cooperative is a "game in which players or teams work together towards a common goal" (Hadfield,1999). There are also two categories of language games, named linguistics. These games are focused on accuracy, and communicative games are mainly based on the successful exchange of information.

Hadfield (1999) categorizes games into guessing games, search games, matching games, matching up games, exchanging games, exchanging and collecting games, combining activities, arranging games, and board games and card games. He characterizes each type of game in Table 2.1 below.

Table 2.1 Characteristics of games

NO.	Game	Characteristic
1.	Guessing games	The player with the information deliberately withholds it, while others guess what it might be.
2.	Search game	Players must obtain all or a large amount of the information available to fill in a questionnaire or to solve a problem.
3.	Matching game	Players must choose a picture or card from a selection to match those chosen by their partner from the same selection.
4.	Matching up game	Each player in the group has a list of opinions, preferences, wants or possibilities.
5.	Exchanging games	Players have certain articles, cards, or ideas which they wish to exchange for others.
6.	Exchanging and collecting games	Players have certain articles or cards which they are willing to exchange for others to complete a set.
7.	Combining activities	Players must act on certain information to arrange themselves in groups such as families or people spending holidays together.
8.	Arranging (sequencing or ordering) games	The players must acquire information and act on it in order to arrange items in a specific order
9.	Board games and card games	Where the aim is to be first round the board, or to collect most cards, or get rid of cards first.

## **2.1 SLBG as a Learning Media**

According to Srinivasan (2018), SLBG was able to support in evolving basic arithmetic such as counting, addition, and subtraction, communication, as well as the concept for which a game has been developed such as nutrition and health education (designed by Kneebone and Guthrie for the Disabilities Study Unit in Cooperation with the Child-to-Child program). Fitriana and Maro (2018) also point out that the SLBG can also facilitate the students to learn about counting, life interaction, and socialization. Suppiah et al., (2010); Srinivasan, (2018) added that SLBG was able to improvise the cognitive development of students with learning difficulties. Whereas the target of this best practice implementation is students who are cognitively capable but have attitude problems in learning in the classroom and have difficulty with enthusiasm when learning. Therefore, to overcome these problems, teachers can implement fun and challenging learning media, such as SLBG.

## **2.2 SLBG as learning media for teaching English**

According to Aprina (2018), the SLBG is appropriate for English learning and teaching activities because this game is fun and interesting. This game can provide students opportunities to participate in the learning process directly, help students to develop intelligence, and stimulate students to learn to solve simple problems unnoticed, and it can be played either inside or outside the classroom. She asserted that the SLBG was a flexible and interesting activity for students. In addition, as Aprina (2018) revealed, the SLBG is indeed interesting, and fun so it can help students to get rid of their anxiety when they are learning in the classroom. What is more, the SLBG makes students enjoy and engage themselves in learning English (Aprina, 2018).

In addition, the SLBG has been used by teachers in Indonesian education setting for teaching English from which this game can improve students' vocabulary (Fitriana & Maro, 2018) improve students' writing skills (Widiastuti and Endahti, 2020), and students speaking skills (Arfani & Sulistia, 2019). Another advantage of facilitating the SLBG is that this game can increase motivation and attract students' interest (Kamali, 2014; Fitriana & Maro, 2018). Hinebaugh (2009:2); Fitriana and Maro (2018) added that "SLBG are excellent tools for teaching fundamental and core educational skills". Fitriana and Maro (2018) point out that the SLBG can also facilitate the students to learn about counting, life interaction, and socialization besides all of the advantages the SLBG has for developing students' language skills.

## **CHAPTER III**

### **IMPLEMENTATION**

This Best Practice was conducted at a private high school in Yogyakarta, consisting of two classes X IPA 2 and X IPA 3 in the first semester. Each class consisted of 36 students, X IPA 3 consisted 19 Male students and 17 female students , X IPA 2 consisted of 18 Male students and 18 Female students. This best practice is carried out to fulfill learning objectives in the material " expression congratulating and complimenting", to evaluate language features and generic structure for students interpersonally, this is also included in the evaluation of the entire expression congratulating and complimenting material. Thus, this is used as the main activity of students to communicate in groups, as the learning model used is cooperative learning.

#### **1. Designing the SLBG on Canva**

The first thing was I designed the SLBG on Canva, I designed the snake and ladder game according to the learning material being taught, this activity was carried out in the second meeting. These is the procedures when designing the SLBG:

##### **1. Design preparation SLBG**

Because it was the first time I designed the snake and ladder I must learn it first, so I prepared to design a snake and ladder by watching several tutorials on YouTube for a few minutes. While watching the tutorials, I tried to create it on the Canva.com website with my own version of the design.

##### **2. Arranging instruction**

The instruction of the SLBG was designed in a simple instruction based on their material on ppt and textbook and their activity in the previous learning. The instruction on the SLBG was the material "expression congratulating and complimenting". I set the instructions in 24 numbers, because I was worried that this activity would take a lot of time, considering that the learning time was only 70 minutes for two activities.

##### **3. Design SLBG**

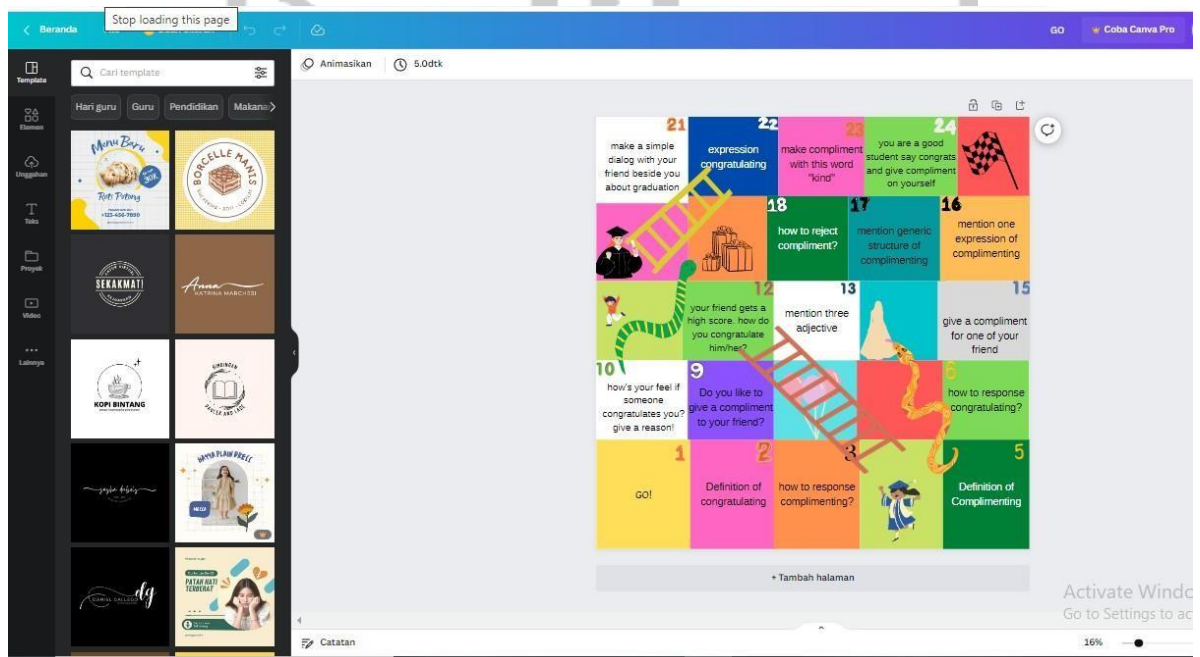
I designed the SLBG on Canva. The first thing I did was search for a template, coloring the box, search for items such as snake, ladder, flag, box, and number, then search for pictures, the pictures adjusted to the instructions provided to remove voids in the box caused by placing ladder or snake items.

##### **4. Printing**

the last procedure is to print SLBG, the specifications for the results of printing SLBG are the paper I used is colored papers of type Brief Card (BC) with the size of the paper A4, I chose this type of paper to the paper is sturdy and not easily torn, especially since this is used by many students in two classes.



Picture 1: Content of the SLBG



Picture 2: Designing SLBG

## 1. Activities in implementing the SLBG in the classrooms

### 1. Greeting and Icebreaking

Before the class began, I greeted students and did a little chit chat and asked about their activity in the past day and the previous class for their ice-breaking.

## 2. Main Teaching

For the next activity students were ordered to do the task on their English textbook.

### 3.2.1.1 Setting Students Group Work

Before the SLBG activity begins students are arranged into 5 groups, each group consisting of 6-7 students.



**Picture 2:** Arrange Students Into 5 groups

### 3.2.2.2. Giving instructions before students begin SLBG play game

First, I gave instructions on how to play it, previously I asked if they had played this game before or when they were little, most of the students said "already" so I just explained how to answer the instructions on the SLBG. The game will run for 30 minutes.



**Picture 3:** Giving Instruction

### 3.2.2.3 Playing SLBG in groups

Before playing the game students do “Hompimpa” to determine who will play first.



**Picture 4:** Students doing “Hompimpa”



**Picture 5:** Students Begin play the game with roll the Dice



**Picture 6:** Each student in the group play the game

### 3.2.2.4 Responding to the Instruction on the SLBG

Students will respond to the Instruction on the SLBG, these responses may not be written down, so all students answer them orally, this is to train students' self-confidence, practice students' speaking, and train students' memory of the previous lesson.



**Picture 7&8:** Students answer the instruction on the board game

### 3.2.2 Closing

At the end of the class the students reviewed the answer together. I randomly asked the students in each group to answer the instruction. this activity could be made students always remember their knowledge

### 3.2.4. Post-teaching: Reflection

When implementing this activity, I tried to pay as much attention to the students as possible. I went around to each group to explain again if they did not understand the instructions given. During the activity, because there were five groups and each group had quite a lot of members, around 6-7 people, so I was a bit overwhelmed to check each response that the students respond correctly or not, I only entrusted it to students in their fellow groups if their friends were wrong in answer to be rebuked. However, besides these obstacles, I was very happy because students are trying to be active during the class activities.

The crucial problem I found when I implemented this activity was the students in one of the two classes were so crowded and had difficulty managing the group work because the

room did not support making a group work seat. Fortunately in the other class I moved the students to the multimedia room and the activity was running well.



## CHAPTER IV

### CONCLUSION

#### 4.1 Conclusion

The conclusion of this implementation is that the SLBG is very useful for creating a new learning environment and atmosphere for students, during the activity the students are very active responding to the instructions on the board game. The SLBG is interesting, fun, and helps students not feel anxious when learning. The SLBG encourages and engages students in learning. Although the activity did not run perfectly because there were too many groups in one room, this implementation succeeded in making students learn English in a fun way, making them practice their English speaking, and the important thing was students can remember the material in the previous meeting together in fun way.

#### 4.1 Recommendation

Some recommendations if want to use this game as a learning activity are

1. to keep it as simple as possible when designing this game because if it is too difficult the game will take too much time.
2. It's best to make 2 to 3 groups in 1 class because the teacher will be overwhelmed by checking student answers.
3. It seems that this activity is better made into a competitive game, not a cooperative one. If this game is made into a competitive game the activity will be more exciting and the enthusiasm of the students will be even more provoked because they are fighting other group teams.

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## APPENDICES

### Rencana Pelaksanaan Pembelajaran

<b>Nama Sekolah</b>	: SMA Muhammadiyah 2 Yogyakarta
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: X/Semester 1
<b>Materi Pokok</b>	: Congratulating and Complimenting
<b>Tema/Subtema</b>	: That's Interesting
<b>Alokasi Waktu</b>	: 2 x 70 menit
<b>Model Pembelajaran</b>	: Cooperative Learning

#### Basic Competence

3.2 menerapkan (C3) fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapiya, sesuai dengan konteks penggunaannya	4.2 menyusun (C6) teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapiya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
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#### Tujuan pembelajaran

<b>C1</b>	Peserta didik secara berkelompok dapat mengidentifikasi fungsi sosial teks interaksi interpersonal terkait tindakan memberikan ucapan selamat dan memuji melalui tayangan video dengan cermat dan teliti.
<b>C2</b>	Peserta didik secara berkelompok membedakan struktur teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji berdasarkan contoh teks yang telah disediakan sesuai konteks penggunaannya.
<b>C3</b>	Peserta didik secara berkelompok dapat menerapkan unsur kebahasaan dan struktur teks interaksi interpersonal terkait tindakan menyatakan ucapan selamat

	dan memuji melalui aktivitas pengerjaan latihan yang disediakan, dengan benar dan sesuai konteks penggunaannya.
<b>C4</b>	Peserta didik secara berkelompok menganalisis fungsi sosial dan struktur teks interaksi interpersonal terkait tindakan menyatakan ungkapan selamat dan memuji dan menanggapi sesuai dengan konteks penggunaan melalui aktivitas latihan yang telah disediakan dengan cermat dan teliti.
<b>C5</b>	Peserta didik secara berkelompok mengevaluasi unsur kebahasaan dan struktur teks interaksi interpersonal terkait tindakan menyatakan ucapan selamat dan memuji dan menanggapi melalui aktivitas pengerjaan latihan yang disediakan, dengan benar dan sesuai konteks penggunaannya.
<b>C6</b>	Peserta didik secara berkelompok menyusun sebuah teks interaksi interpersonal lisan dan tulis pendek dan sederhana yang melibatkan tindakan menyatakan ucapan selamat dan memuji, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara tepat melalui aktivitas yang telah disediakan.

<b>Kegiatan</b>	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• <b>Orientasi</b> : Guru memberi salam dan sapa, berdoa, dan mengecek kehadiran siswa</li> <li>• <b>Apersepsi</b> : Guru mengaitkan materi yang akan dipelajari dengan kondisi dan situasi lingkungan sekitar.</li> <li>• <b>Motivasi</b> : <ul style="list-style-type: none"> <li>• Guru memberi motivasi kepada siswa agar semangat dalam kegiatan pembelajaran yang akan dilaksanakan.</li> <li>• Guru memberi penjelasan tentang tujuan mempelajari materi dalam kehidupan sehari-hari serta menyampaikan tahapan kegiatan.</li> </ul> </li> </ul>	<b>15 menit</b>
<b>Kegiatan Inti</b>	<ul style="list-style-type: none"> <li>• <b>Observing</b> : <ul style="list-style-type: none"> <li>- Guru memberikan gambar tentang suatu situasi atau keadaan yang berkaitan dengan tindakan menyatakan ucapan selamat dan Memuji.</li> <li>- Peserta didik mengamati video penjelasan tentang congratulating and complimenting.</li> </ul> </li> <li>• <b>Critical Thinking:</b> <ul style="list-style-type: none"> <li>- Peserta didik membedakan dan memberikan pendapat tentang dialog</li> </ul> </li> </ul>	<b>45 menit</b>

	yang berkaitan dengan ungkapan congratulating and complimenting dalam buku halaman 38	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• <b>Evaluasi</b></li> <li>- Guru melakukan evaluasi dengan cara merecall pemahaman siswa terhadap apa yang telah mereka pelajari.</li> <li>- Guru memberikan kesimpulan tentang materi yang telah dipelajari.</li> <li>• Peserta didik mendengarkan penjelasan guru tentang apa yang akan mereka lakukan di pertemuan selanjutnya.</li> <li>• Bersama dengan guru, peserta didik membaca do'a untuk mengakhiri pelajaran.</li> <li>• Guru memberikan salam penutup.</li> </ul>	<b>10 menit</b>

## Pertemuan 2

<b>Kegiatan</b>	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• <b>Orientasi</b> : Guru memberi salam dan sapa, berdoa, dan mengecek kehadiran siswa</li> <li>• <b>Apersepsi</b> : Guru mengaitkan materi yang akan dipelajari dengan materi yang sebelumnya telah dipelajari.</li> <li>• <b>Motivasi</b> : <ul style="list-style-type: none"> <li>• Guru memberi motivasi kepada siswa agar semangat dalam kegiatan pembelajaran yang akan dilaksanakan.</li> <li>• Guru memberi penjelasan tentang tujuan mempelajari materi dalam kehidupan sehari-hari serta menyampaikan tahapan kegiatan.</li> </ul> </li> </ul>	<b>15 menit</b>
<b>Kegiatan Inti</b>	<ul style="list-style-type: none"> <li>• <b>Collaboration</b> Peserta didik yang telah mengetahui perbedaan dari ungkapan congratulating and complimenting bekerja secara berkelompok dengan kelompoknya untuk mengisi aktifitas yang telah disediakan yaitu melengkapi kalimat yang rumpang dalam dialog secara tepat yang telah disediakan.</li> <li>• <b>Communication</b> Peserta didik secara berkelompok melakukan kegiatan berbicara bahasa inggris sesuai tema yang diberikan oleh guru melalui permainan ular tangga.</li> </ul>	<b>45 menit</b>

	<ul style="list-style-type: none"> <li>• <b>Creativity</b> Peserta didik secara berkelompok menyusun kalimat sederhana tentang ungkapan congratulating and complimenting kepada orang atau suatu lembaga atas pencapaian atau prestasi yang telah diraih melalui media sosial (IG)</li> </ul>	
<b>Penutup (...)</b>	<ul style="list-style-type: none"> <li>• <b>Evaluasi</b> <ul style="list-style-type: none"> <li>- Guru melakukan evaluasi dengan cara merecall pemahaman siswa terhadap apa yang telah mereka pelajari.</li> <li>- Guru memberikan kesimpulan tentang materi yang telah dipelajari.</li> </ul> </li> <li>• Peserta didik mendengarkan penjelasan guru tentang apa yang akan mereka lakukan di pertemuan selanjutnya.</li> <li>• Bersama dengan guru, peserta didik membaca do'a untuk mengakhiri pelajaran.</li> <li>• Guru memberikan salam penutup.</li> </ul>	<b>10 menit</b>

### Penilaian Pembelajaran

- Sikap : Observasi melalui lembar pengamatan aktivitas siswa selama proses pembelajaran
- Pengetahuan : penugasan berkelompok mengerjakan aktivitas yang ada di buku
- Keterampilan : keterampilan membedakan dan menebak situasi yang berkaitan dengan ungkapan complimenting dan congratulating, serta keterampilan dalam menyusun kalimat terkait ungkapan complimenting dan congratulating.

# Learning Materi

**WHAT HAPPEN IN THESE PHOTOS**



The first photo shows a woman in a black graduation gown and cap walking on a paved path. The second photo shows a baby sitting on a white chair, holding a long, yellow diploma. The third photo shows a man in a dark suit standing at a podium, speaking into a microphone.

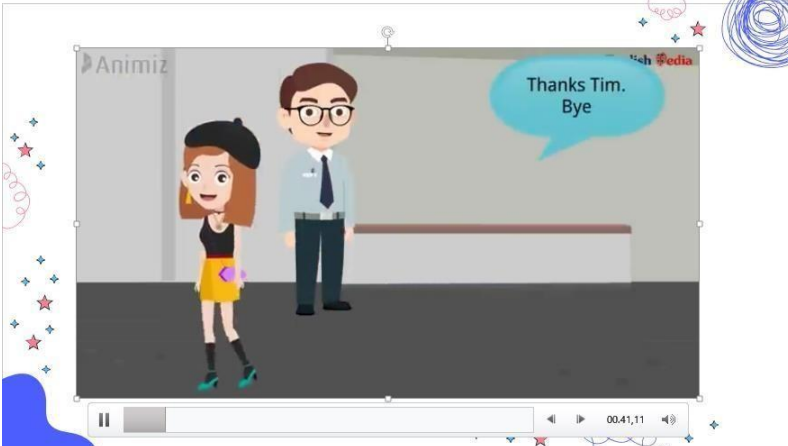
**CONGRATULATING  
&  
COMPLIMENTING**

English learning\_X IPA  
By: PPL UII Student\_Riskinah



The illustration features a central character, a girl with pink hair and headphones, holding a blue laptop. Surrounding her are various educational icons: a blue pencil, a lightbulb, an open book, and speech bubbles containing the letters 'A' and 'B'. The background is decorated with stars and colorful shapes.

Thanks Tim.  
Bye



The screenshot shows a scene from an animation. A woman with brown hair, wearing a black top and a yellow skirt, is standing and talking to a man with glasses, wearing a blue shirt and a tie. A speech bubble from the woman says "Thanks Tim. Bye". The video player interface at the bottom shows a progress bar at 00:41,11.

## CONGRATULATION

### • Definition

Congratulating is expression that is used to congratulate someone when he/she has achieved something.

### • Social Function

To congratulate someone about his/her achievement (graduating from school, celebrating something, and getting something new.

## COMPLIMENTING

### • Definition

An expression that used to express our praise to someone.

### • Social Function

Used every time we find something good of someone to make him/her happy and improve his/her performance.

### • Generic Structure

#### Expression of complimenting

#### ♦ With adjective

Wonderful

You are beautiful

#### ♦ With How + adjective

How wonderful

How smart

#### ♦ With what a+ adjective phrase

What a wonderful performances

### Expression Congratulating and complimenting

#### Congratulating

- congratulation (on..)!  
- fantastic!

- allow me to offer my warmest congratulations (on..)

#### Complimenting

- You look nice/great/fantastic.

- You look very smart.

- That's a very nice....(you're wearing)

- My I compliment you on....

Response and Rejecting Congratulating and Compliment

**Congratulating**

- Thank you very much for saying so.
- It nice of you to say so.
- oh,...is nothing special actually.


**Complimenting**

**Accepting**

- Thank you for the compliment
- Do you think so?


**Rejecting**

- don't try to flatter me
- Nonsense.
- You're full of baloney



**Example**

<b>Congratulation</b>	<b>Compliment</b>
<p>Reyhhan : Hey aisyah how's your competition?</p> <p>Aisyah : it's good Im in the first position.</p> <p>Reyhhan : wow fantastics! Congratulation</p> <p>Aisyah : Thank you</p>	<p>Laura : Aril you're so beautiful wearing this red dress.</p> <p>Aril : do you think so</p> <p>Laura : yes, you're so gorgeous</p> <p>Aril : thank you, Laura</p>



**If you have chance to expressing congratulating or complimenting for someone.**

**What will you say and who is it?**





THANK YOU!

