**Appendix 1**

## OBSERVATION CHECKLIST
### (for students)

Day/Date         : Wednesday/May 18th 2022
Cycle/Meeting   : 1/1
Education units   : SMK Negeri 1 Sepauk
Subjects        : English
Class/semester   : XI Multimedia/2
Subject matter   : Speaking
Sub material     : Asking and giving opinion
Time           : 2x45 minute

| No | Aspect | Indicator | Rating | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 1. | Preliminary activities | a. Students respond well to the greeting given by the teacher. | | | √ | |
| | | b. Students listen well to the purpose of speaking learning using an role-play technique. | | √ | | |
| | | c. Students listen carefully to explanations regarding the role of speech learning using an role-play technique. | | | √ | |
| 2. | Main activities | a. Students listen well to examples in everyday life related to asking and giving opinion. | | | √ | |
| | | b. Students can understand the material well given by the teacher. | √ | | | |
| | | c. Students can understand the situations and characters portrayed. | | √ | | |
| | | d. Students can determine the function, role, and general theme in the text to be played. | | √ | | |
| | | e. Students understand the problem, the topic and the depth of each character portrayed. | | √ | | |
| | | f. Students can play role in the role-playing learning process that is guided by the teacher. | √ | | | |
| | | g. Students can be active in class in preparing themselves to appear in front of the class. | | √ | | |
| | | h. Students can be orderly during the learning process. | | √ | | |
| | | i. Students are motivated to appear in front of the class in role playing. | | | √ | |

| | | | | √ | |
|---|---|---|---|---|---|
| | | j. Students can pronounce sentences well, direction of gaze, body posture, facial expressions, and fluency in role playing well when playing roles in front of the class. | | √ | | |
| | | k. Students can participate actively in giving opinions and questions given by the teacher. | | √ | | |
| | | l. Students can understand the learning material well. | | | √ | |
| 3. | Closing activities | a. Students receive learning well by taking an active role in the discussion. | | | √ | |
| | | b. Students can provide feedback after the learning process is complete. | | √ | | |
| | | c. Students can be motivated and play an active role in speaking English in closing the lesson. | | | √ | |

Sepauk, May 18th 2022
Observer

**Dian Istanti, S.Pd**
NIP. 197903152006042021

a) Description

| Score | Description |
|---|---|
| 4 | Almost all of the students do the activities (30-33 students) |
| 3 | Half students do the activities (15-29students) |
| 2 | There are some students do the activities (9-14students) |
| 1 | Only few students do the activities (0-8students) |

$$\frac{41}{72} \times 100\% = 57\%$$

**Appendix 2**

# OBSERVATION CHECKLIST
## (for students)

Day/Date          :Wednesday/May 19th  2022
Cycle/Meeting     : 1/2
Education units   : SMK Negeri 1 Sepauk
Subjects          : English
Class/semester    : XI Multimedia/2
Subject matter    : Speaking
Sub material      : Asking and giving opinion
Time              : 2x45 minute

| No | Aspect | Indicator | Rating | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 1. | Preliminary activities | a. Students respond well to the greeting given by the teacher. | | | | √ |
| | | b. Students can be motivated in following the learning process given by the teacher. | | | √ | |
| | | c. Students can understand the learning objectives well given by the teacher. | | | √ | |
| 2. | Main activities | a. Students listen well to examples in everyday life related to asking and giving opinion. | | | √ | |
| | | b. Students can understand the material well given by the teacher. | | | √ | |
| | | c. Students can be orderly during the learning process. | | | √ | |
| | | d. Students are motivated to appear in front of the class in role playing. | | | √ | |
| | | e. Students can pronounce sentences well, direction of gaze, body posture, facial expressions, and fluency in role playing well when playing roles in front of the class. | | | √ | |
| | | f. Students can participate actively in giving opinions and questions given by the teacher. | | | √ | |
| | | g. Students can understand the learning material well. | | | √ | |

| 3. | Closing activities | a. Students receive learning well by taking an active role in the discussion. | | | √ | |
| | | b. Students can provide feedback after the learning process is complete. | | | √ | |
| | | c. Students can be motivated and play an active role in speaking English in closing the lesson. | √ | | | |

Sepauk, May 19th 2022
Observer

**Dian Istanti, S.Pd**
NIP. 197903152006042021

b) Description

| Score | Description |
|---|---|
| 4 | Almost all of the students do the activities (30-33 students) |
| 3 | Half students do the activities (15-29students) |
| 2 | There are some students do the activities (9-14students) |
| 1 | Only few students do the activities (0-8students) |

$$\frac{35}{52} \times 100\% = 67\%$$

**Appendix 3**

## OBSERVATION CHECKLIST
### (for students)

Day/Date           : Wednesday/May 25th 2022
Cycle/Meeting      : 2/1
Education units    : SMK Negeri 1 Sepauk
Subjects           : English
Class/semester     : XI Multimedia/2
Subject matter     : Speaking
Sub material       : Asking and giving opinion
Time               : 2x45 minute

| No | Aspect | Indicator | Rating 1 | 2 | 3 | 4 |
|----|--------|-----------|---|---|---|---|
| 1. | Preliminary activities | a. Students respond well to the greeting given by the teacher. | | | √ | |
| | | b. Students can be motivated in following the learning process given by the teacher. | | | √ | |
| | | c. Students can understand the learning objectives well given by the teacher. | | | √ | |
| 2. | Main activities | a. Students listen well to examples in everyday life related to asking and giving opinion. | | | √ | |
| | | b. Students can explain the material that has been delivered. | | | √ | |
| | | c. Students can be orderly during the learning process. | | | | √ |
| | | d. Students are motivated to appear in front of the class in role playing. | | | | √ |
| | | e. Students can pronounce sentences well, direction of gaze, body posture, facial expressions, and fluency in role playing well when playing roles in front of the class. | | | √ | |
| | | f. Students can participate actively in giving opinions and questions given by the teacher. | | | √ | |
| | | g. Students can understand the learning material well. | | | √ | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| 3. | Closing activities | a. | Students receive learning well by taking an active role in the discussion. | | √ | |
| | | b. | Students can provide feedback after the learning process is complete. | | √ | |
| | | c. | Students can be motivated and play an active role in speaking English in closing the lesson. | | | √ |

Sepauk, May 25th 2022
Observer

**Dian Istanti, S.Pd**
NIP. 197903152006042021

c) Description

| Score | Description |
|---|---|
| 4 | Almost all of the students do the activities (30-33 students) |
| 3 | Half students do the activities (15-29students) |
| 2 | There are some students do the activities (9-14students) |
| 1 | Only few students do the activities (0-8students) |

$$\frac{42}{52} \times 100\% = 80\%$$

**Appendix 4**

### INTERVIEW GUIDELINE
### (For students)

Day/Date                :Thursday,  May 19th 2022
Cycle/Meeting       : 1/2

| No | Questions | Answers |
|----|-----------|---------|
| 1 | Do you like speaking learning activities? Why? | |
| 2 | Do you interested in learning to speak through role play? Why? | |
| 3 | What do you think about speaking learning through role-play technique? | |
| 4 | Do you think this role-play technique can help you in speaking? Why? | |
| 5 | Do you feel when in the process of taping and acting out characters according to the dialog provided? Why? | |

## TRANSCRIPT OF INTERVIEW WITH STUDENTS

**Cycle 1**

R: Do you like speaking learning activities? Why?
S1: I like it, I like it, sir, it's easy, even though the pronunciation is still wrong, but it's understandable.
R: Do you interested in learning to speak through role play? Why?
S1: Interested, because I want to try, I've never been, so I'm interested in trying.
R: What do you think about speaking learning through role-play technique?
S1: I think the lessons are easier to understand.
R: Do you think this role-play technique can help you in speaking? Why?
S1: I think the lessons are easier to understand.
R: Do you feel when in the process of taping and acting out characters according to the dialog provided? Why?
S1: Easy to understand, because learning is fun.

R : Do you like speaking learning activities? Why?
S2: Yes, I like it, because it is fun and trains you to speak.
R : Do you interested in learning to speak through role play? Why?
S2: very interested, because it's fun.
R : What do you think about speaking learning through role-play technique?
S2: makes it easier for us to talk because there is someone we are talking to.
R : Do you think this role-play technique can help you in speaking? Why?
S2: very helpful, because it trains me in speaking.
R : Do you feel when in the process of taping and acting out characters according to the dialog provided? Why?
S2: Happy, because the dialogue is easy to understand.

R : Do you like speaking learning activities? Why?
S3: Yes, I like it, sir, because I think learning to speak trains us in public speaking.
R : Do you interested in learning to speak through role play? Why?
S3: less interested, because the dialogue has already been determined.
R : What do you think about speaking learning through role-play technique?
S3: good, sir, because you practice speaking directly.
R : Do you think this role-play technique can help you in speaking? Why?
S3: Yes, because I was shy at first, so after playing this role, I can improve my speaking skills.
R : Do you feel when in the process of taping and acting out characters according to the dialog provided? Why?
S3: happy, because we can learn not to be afraid of making mistakes.

R : Do you like speaking learning activities? Why?
S4: I like sir, because it trains us to speak.
R : Do you interested in learning to speak through role play? Why?
S4: interested, because it can improve my speaking ability.
R : What do you think about speaking learning through role-play technique?
S4: I find it very interesting.
R : Do you think this role-play technique can help you in speaking? Why?
S4: Yes, because it makes me dare to speak and not be shy when I speak.
R : Do you feel when in the process of taping and acting out characters according to the dialog provided? Why?
S4: I'm a bit nervous, because my friends saw it when I performed.

R : Do you like speaking learning activities? Why?
S5: like it, because it can exchange opinions.
R : Do you interested in learning to speak through role play? Why?
S5: not interested, because it's boring.
R : What do you think about speaking learning through role-play technique?
S5: I think it's like we're fighting an enemy.
R : Do you think this role-play technique can help you in speaking? Why?
S5: does not help, because it is difficult.
R : Do you feel when in the process of taping and acting out characters according to the dialog provided? Why?
S5: bored, because there is no game, at the beginning of learning.

R : Do you like speaking learning activities? Why?
S6: like it, because it's more active and fun.
R : Do you interested in learning to speak through role play? Why?
S6: don't really like it, because it's hard.
R : What do you think about speaking learning through role-play technique?
S6: hard to explain.
R : Do you think this role-play technique can help you in speaking? Why?
S6: help, because it can make me confident.
R : Do you feel when in the process of taping and acting out characters according to the dialog provided? Why?
S6: A little nervous, but happy, because learning is fun.

## TRANSCRIPT OF INTERVIEW WITH STUDENTS

**Cycle 2**

R : Do you like speaking learning activities? Why?
S1: like it, because it's more active and fun.
R : Do you interested in learning to speak through role play? Why?
S1: don't really like it, because it's hard.
R : What do you think about speaking learning through role-play technique?
S1: hard to explain.
R : Do you think this role-play technique can help you in speaking? Why?
S1: help, because it can make me confident.
R : Do you feel when in the process of taping and acting out characters according to the dialog provided? Why?
S1: A little nervous, but happy, because learning is fun.

R : Do you like speaking learning activities? Why?
S2: Yes, I like it, because it is fun and trains you to speak.
R : Do you interested in learning to speak through role play? Why?
S2: very interested, because it's fun.
R : What do you think about speaking learning through role-play technique?
S2: makes it easier for us to talk because there is someone we are talking to.
R : Do you think this role-play technique can help you in speaking? Why?
S2: very helpful, because it trains me in speaking.
R : Do you feel when in the process of taping and acting out characters according to the dialog provided? Why?
S2: Happy, because the dialogue is easy to understand.

R : Do you like speaking learning activities? Why?
S3: Yes, I like it, sir, because I think learning to speak trains us in public speaking.
R : Do you interested in learning to speak through role play? Why?
S3: less interested, because the dialogue has already been determined.
R : What do you think about speaking learning through role-play technique?
S3: good, sir, because you practice speaking directly.
R : Do you think this role-play technique can help you in speaking? Why?
S3: Yes, because I was shy at first, so after playing this role, I can improve my speaking skills.
R : Do you feel when in the process of taping and acting out characters according to the dialog provided? Why?
S3: happy, because we can learn not to be afraid of making mistakes.

R : Do you like speaking learning activities? Why?
S4: I like sir, because it trains us to speak.
R : Do you interested in learning to speak through role play? Why?
S4: interested, because it can improve my speaking ability.
R : What do you think about speaking learning through role-play technique?
S4: I find it very interesting.
R : Do you think this role-play technique can help you in speaking? Why?
S4: Yes, because it makes me dare to speak and not be shy when I speak.
R : Do you feel when in the process of taping and acting out characters according to the dialog provided? Why?
S4: I'm a bit nervous, because my friends saw it when I performed.

R : Do you like speaking learning activities? Why?
S5: like it, because it can exchange opinions.
R : Do you interested in learning to speak through role play? Why?
S5: not interested, because it's boring.
R : What do you think about speaking learning through role-play technique?
S5: I think it's like we're fighting an enemy.
R : Do you think this role-play technique can help you in speaking? Why?
S5: does not help, because it is difficult.
R : Do you feel when in the process of taping and acting out characters according to the dialog provided? Why?
S5: bored, because there is no game, at the beginning of learning.

R: Do you like speaking learning activities? Why?
S6: I like it, I like it, sir, it's easy, even though the pronunciation is still wrong, but it's understandable.
R: Do you interested in learning to speak through role play? Why?
S6: Interested, because I want to try, I've never been, so I'm interested in trying.
R: What do you think about speaking learning through role-play technique?
S6: I think the lessons are easier to understand.
R: Do you think this role-play technique can help you in speaking? Why?
S6: I think the lessons are easier to understand.
R: Do you feel when in the process of taping and acting out characters according to the dialog provided? Why?
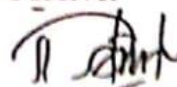S6: Easy to understand, because learning is fun.

**Appendix 5**

## FIELD NOTE

| | |
|---|---|
| Date and time | :Thursday, May 19th 2022 |
| Education units | : SMK Negeri 1 Sepauk |
| Class/semester | : XI Multimedia/2 |
| Topic | : Asking and giving opinion |
| Cycle | : 1 |
| Time Allocation | : 2x45 minute |

Basic competencies : Analyze social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion).

| No | Description |
|---|---|
| 1. | The students are still lazy in speaking in front of the class. |
| 2. | The students still have difficulty in pronuncing the words. |
| 3. | The students participation in class is still not visible. |
| 4. | The students already seen active but there are some students still passive. |

Sepauk, May 19th 2022
Observer

**Dian Istanti, S.Pd**
NIP. 197903152006042021

**Appendix 6**
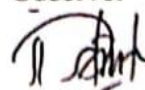
## FIELD NOTE

| | |
|---|---|
| Date and time | : Wednesday, May 25th 2022 |
| Education units | : SMK Negeri 1 Sepauk |
| Class/semester | : XI Multimedia/2 |
| Topic | : Asking and giving opinion |
| Cycle | : 2 |
| Time Allocation | : 2x45 minute |

Basic competencies : Analyze social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion).

| No | Description |
|---|---|
| 1. | The students still dared when speak in front of the class. |
| 2. | The students have an increased in speaking especially in pronounciation. |
| 3. | The students participation has increased when the teacher asked about learning the materials. |

Sepauk, May 25th 2022
Observer

**Dian Istanti, S.Pd**
NIP. 197903152006042021

**Appendix 7**

**Speaking Performance Test**

Day/Date          : Thursday, May 19th 2022
Cycle/Meeting   : 1/2

| No | Students Name | Pronunciation | Fluency | Non-Verbal | Total Score |
|---|---|---|---|---|---|
| 1. | AT | 20 | 22,5 | 15 | 60 |
| 2. | AD | 10 | 22,5 | 15 | 47,5 |
| 3 | AD | 20 | 22,5 | 15 | 60 |
| 4 | AB | 30 | 22,5 | 15 | 67,5 |
| 5 | AW | 30 | 22,5 | 15 | 67,5 |
| 6 | CO | 20 | 15 | 15 | 50 |
| 7 | DRS | 30 | 22,5 | 15 | 67,5 |
| 8 | DIS | 30 | 15 | 15 | 60 |
| 9 | EO | 20 | 22,5 | 15 | 60 |
| 10 | EM | 30 | 15 | 15 | 60 |
| 11 | FV | 30 | 15 | 22,5 | 67,5 |
| 12 | FL | 30 | 15 | 22,5 | 67,5 |
| 13 | FY | 30 | 15 | 7,5 | 47,5 |
| 14 | G | 30 | 15 | 15 | 60 |
| 15 | I | 30 | 22,5 | 15 | 67,5 |
| 16 | KN | 20 | 22,5 | 7,5 | 50 |
| 17 | MCP | 30 | 22,5 | 15 | 67,5 |
| 18 | MP | 30 | 22,5 | 15 | 67,5 |
| 19 | MFM | 20 | 22,5 | 15 | 67,5 |
| 20 | NE | 20 | 22,5 | 15 | 60 |
| 21 | SP | 30 | 22,5 | 15 | 67,5 |
| 22 | TF | 20 | 22,5 | 15 | 60 |
| 23 | TV | 30 | 15 | 15 | 60 |
| 24 | YI | 20 | 15 | 22,5 | 60 |
| 25 | Y | 30 | 15 | 15 | 60 |
| 26 | Y | 20 | 15 | 7,5 | 50 |
| 27 | Y | 30 | 22,5 | 15 | 67,5 |
| 28 | Y | 20 | 22,5 | 22,5 | 67,5 |
| 29 | Y | 30 | 22,5 | 7,5 | 60 |
| 30 | Y | 30 | 22,5 | 7,5 | 60 |
| 31 | Y | 30 | 15 | 15 | 60 |
| 32 | YK | 30 | 15 | 7,5 | 47,5 |
| 33 | Z | 20 | 15 | 15 | 50 |
| **TOTAL** | | | | | **1970** |
| **AVERAGE** | | | | | **60** |

**Appendix 8**

**Speaking Performance Test**

Day/Date        : Wednesday, May 25th 2022
Cycle/Meeting   : 2/1

| No | Students Name | Pronunciation | Fluency | Non-Verbal | Total Score |
|---|---|---|---|---|---|
| 1. | AT | 30 | 22,5 | 30 | 82,5 |
| 2. | AD | 30 | 22,5 | 30 | 82,5 |
| 3 | AD | 30 | 22,5 | 22,5 | 75 |
| 4 | AB | 30 | 22,5 | 30 | 82,5 |
| 5 | AW | 30 | 22,5 | 30 | 82,5 |
| 6 | CO | 30 | 22,5 | 22,5 | 75 |
| 7 | DRS | 30 | 22,5 | 22,5 | 75 |
| 8 | DIS | 30 | 22,5 | 22,5 | 75 |
| 9 | EO | 30 | 22,5 | 22,5 | 75 |
| 10 | EM | 30 | 22,5 | 22,5 | 75 |
| 11 | FV | 30 | 22,5 | 30 | 82,5 |
| 12 | FL | 30 | 22,5 | 22,5 | 75 |
| 13 | FY | 30 | 22,5 | 30 | 82,5 |
| 14 | G | 30 | 22,5 | 30 | 82,5 |
| 15 | I | 30 | 22,5 | 22,5 | 75 |
| 16 | KN | 30 | 22,5 | 22,5 | 75 |
| 17 | MCP | 30 | 22,5 | 22,5 | 75 |
| 18 | MP | 30 | 22,5 | 15 | 67,5 |
| 19 | MFM | 30 | 22,5 | 22,5 | 75 |
| 20 | NE | 30 | 22,5 | 30 | 82,5 |
| 21 | SP | 30 | 22,5 | 22,5 | 75 |
| 22 | TF | 30 | 22,5 | 30 | 82,5 |
| 23 | TV | 30 | 22,5 | 22,5 | 75 |
| 24 | YI | 30 | 22,5 | 22,5 | 75 |
| 25 | Y | 30 | 22,5 | 22,5 | 75 |
| 26 | Y | 30 | 15 | 30 | 77,5 |
| 27 | Y | 30 | 22,5 | 22,5 | 75 |
| 28 | Y | 30 | 22,5 | 30 | 82,5 |
| 29 | Y | 30 | 22,5 | 22,5 | 75 |
| 30 | Y | 30 | 22,5 | 30 | 82,5 |
| 31 | Y | 30 | 22,5 | 30 | 82,5 |
| 32 | YK | 30 | 22,5 | 30 | 82,5 |
| 33 | Z | 30 | 22,5 | 30 | 82,5 |
| **TOTAL** | | | | | **2575** |
| **AVERAGE** | | | | | **78** |

**Appendix 9**

## LESSON PLAN



SUBJECT                : ENGLISH LANGUAGE

CLASS /SEMESTER   : XI Multimedia/2

SUBJECT MATTER    : **Asking and Giving Opinion**

**SMK**
**2022**

**LESSON PLAN**
**Meeting 1**

Name of Education Unit              : SMK
Subjects or Themes/Subthemes        : English Language/Speaking
Class/Semester                      : XI Multimedia/2
Subject matter                      : **Asking and Giving Opinion**
Time                                : 1x Meeting (2x45 minute)

## A. Kompetensi Inti SMK

**KI-1 and KI-2:** Demonstrate honest, disciplined, responsible, caring, cooperative, tolerant, polite, responsive, and proactive behavior and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and placing oneself as a reflection of the nation in the association of the world and realizing himself as a creature of the Almighty and carry out his obligations in accordance with the religion he adheres to.

**KI-3**: Knowledge Competence, namely Understanding, applying, analyzing factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.

**KI-4:** Competency Skills, namely processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

## B. Basic competencies and indicators of competency achievement:

| Basic competencies | Indicators of Competence Achievement |
|---|---|
| - 3.1 Analyze social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). | - 3.1.1 Mention of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion).<br><br>- 3.1.2 Imitate of spoken transactional interaction texts that involve the act of giving and asking for information |

| | |
|---|---|
| | related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). |
| - 4.1 Classify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context in which they are used. (Pay attention to the linguistic element. I think, I suppose, in my opinion). | - 4.1.1 Do interaction of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). |

## C. Learning objectives

Through a scientific-based approach using role play techniques, students can **mention, imitate & do interaction** speaking learning material that appears in everyday life related to asking and giving opinion.

## D. Learning materials

**Asking Opinion or Giving Opinion**
- In my opinion.....
- I think.....
- What I mean is.....
- Personally I think.....
- In my experience.....

**Agreeing with an Opinion**
- Of course.
- This is absolutely right.
- I agree with this opinion.
- I couldn't agree more.

**Disagreeing with an opinion**
- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.

- Examples of how to agree and disagree in an opinion

| Statement | Agree | Disagree |
|---|---|---|
| Children below 17 should be given right to drive a motorcycle | I agree with your opinion | I don't agree with you, it is forbidden to let children under 17 to drive a motorcycle |
| Parents must giving smartphone to their children | I couldn't agree more with you. | I think it would be harmful to let children use smartphone. Because there are so much bad influence on the internet. |

| Meeting | Learning materials |
|---|---|
| 1 | - Speaking, **asking and giving opinion** |

### E. Learning methods:
Scientific-based learning by involving role play techniques.

### F. Media, Tools, and Learning Resources:
1. Media            : Whiteboard and paper.
2. Tools            : Laptop, Marker, Eraser, and Power point.
3. Learning resources   : Google.

### G. Learning Activities
**Meeting 1**

| Teacher Activities-Preminary Activities | Students Activities |
|---|---|
| a. Prepare students to take part in the learning process such as praying, attendance, and preparing textbooks.<br>b. Motivating students contextually according to the benefits of learning.<br>c. Explain the learning objectives, competencies, literacy, and character that must be achieved; and convey the material coverage and description of activities according to the syllabus. | a. Students respond well to the greeting given by the teacher.<br>b. Students listen well to the purpose of speaking learning using an role-play technique.<br>c. Students listen carefully to explanations regarding the role of speech learning using an role-play technique. |
| **Teacher Activities-Main Activities** | **Students Activities** |
| a. The teacher provides a stimulus in the form of examples in everyday life related to asking and giving opinion.<br>b. The teacher provides explanatory material regarding asking and giving opinion. | a. Students listen well to examples in everyday life related to asking and giving opinion.<br>b. Students can understand the material well given by the teacher. |

| | |
|---|---|
| c. The teacher divides students into role playing groups, each group consists of 2-3 people. | c. Students can understand the situations and characters portrayed. |
| d. The teacher gives role play texts for classification students. | d. Students can determine the function, role, and general theme in the text to be played. |
| e. The teacher and students discuss to determine the character to be played. | e. Students understand the problem, the topic and the depth of each character portrayed. |
| f. The teacher guides students in how to pronounce and appreciate each character that will be played by students. | f. Students can play role in the role-playing learning process that is guided by the teacher. |
| g. The teacher guides & asks one of the groups to come forward to be an example regarding role playing. | g. Students can be active in class in preparing themselves to appear in front of the class. |
| h. The teacher gives 15 minutes for students to explore the roles that will be played and guided by the teacher. | h. Students can be orderly during the learning process. |
| i. The teacher provides opportunities for groups that are ready to appear in front of the class. | i. Students are motivated to appear in front of the class in role playing. |
| j. Students appear to play roles that have been determined together. | j. Students can pronounce sentences well, direction of gaze, body posture, facial expressions, and fluency in role playing well when playing roles in front of the class. |
| k. The teacher provides opportunities, additional information & questions and answers to students related to speaking subject matter in the form of asking and giving opinion. | k. Students can participate actively in giving opinions and questions given by the teacher. |
| l. The teacher gives conclusions related to the material that has been explained and has been done. | l. Students can understand the learning material well. |
| **Teacher Activities-Closing Activities** | **Students Activities** |
| a. Students conclude learning (guided by the teacher). b. The teacher gives questions to students so that students respond to feedback on the learning process and results: *Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?* c. Students and teachers pray together led by student representatives. | a. Students receive learning well by taking an active role in the discussion. b. Students can provide feedback after the learning process is complete. c. Students can be motivated and play an active role in speaking English in closing the lesson. |

## H. Evaluation

1. Assessment techniques through observation, writing, assignments, practice

2. Assessment instrument (attached)

3. Remedial learning will be carried out if the student's score does not meet the existing KKM and can be carried out during the KBM or outside class hours depending on the number of students.

4. Students who have reached the KKM above, are given enrichment with the following steps.

5. Students who achieve KKM scores up to 70, will be given enrichment according to the problem to achieve higher KD scores.

6. Students who have achieved a score of 70-100, will be given motivation to learn.

Sepauk, May 18th  2022

English teacher

**Dian Istanti, S.Pd**
NIP.197903152006042021

Researcher

**Bello Christoper Scoubhar**

Knowing:
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### 4. Knowledge Competency Assessment

| No | IPK | Technique | Shape | Instrument |
|---|---|---|---|---|
| | - 3.1.1 Mention of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion).<br>- 3.1.2 Imitate of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). | *Role play* | Oral | Observation checklist |

**a. This is a topic that was played by students in role playing which include asking and giving opinions.**

**Dialogue 1**

A: What's your opinion of smoking?
B: I'm not sure. For me, it's important that children do not smoke.
A: But do you think it's a good idea that people can smoke in shops and buses?
B: I don't think so. Children use buses too.
A: So what do you think about stopping smoking everywhere in Jakarta?
B: I think that's a good idea.

**Dialogue 2**

A: Some people say friends are always honest with each other. What do you think?
B: In my opinion friends need to be completely honest.One little lie and the friendship just disappears.
A: Ah, that's pretty strong language. Do you really think that?
B: Yeah. Once, one of my good friends lied to me. He was a really good friend, and I just felt completely betrayed. It destroyed the friendship.

**Dialogue 3**

A: So Nina, what do you think to make a good friend?
B: Well, I personally believe that a friend is someone who is fun to be with.
A: Hm…fun to be with? Can you give me an example?

B: I like friends who like to go out and have fun together – go down town, go to the beach, see a movie, something like that.

A: So….does that mean a friend has to like the same things you do?

B: No…not really, just that they have a fun personality.You know, fun to be with whatever we do.

**Dialogue 4**

A: So, do you think that Jakarta is a great place to live?

B: I believe that, yes. There are so many place to go in Jakarta. But, it's not easy to travel around the city. Jakarta is too crowded

A: What do you think about the idea that there are too many people living in Jakarta?

B: I think so. There are a lot of people but it makes the city is always busy and exciting.

**Dialogue 5**

A: So, do you have lots of friends?

B: I guess so.

A: What do you think makes a good friend?

B: Hah…good friend….well, a good friend helps you when you have a problem.

A: Hmm…do you think that's the most important thing?

B: Yeah, friends help each other. I really think so.

A: Well, what kinds of problems does your best friend help you with?

B: Everything.

### 5. Skills Competency Assessment

| No | IPK | Technique | Shape | Instrument |
|----|-----|-----------|-------|------------|
| 1 | - 4.1.1 Do interaction of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). | *Role play* | Oral | Speaking performance test |

a. Instrument IPK 3.1.1
This is the dialogue that has been gave to students and taught to students:

**Dialogue 1**

A: What's your opinion of smoking?
B: I'm not sure. For me, it's important that children do not smoke.
A: But do you think it's a good idea that people can smoke in shops and buses?
B: I don't think so. Children use buses too.
A: So what do you think about stopping smoking everywhere in Jakarta?
B: I think that's a good idea.

**Dialogue 2**

A: Some people say friends are always honest with each other. What do you think?
B: In my opinion friends need to be completely honest.One little lie and the friendship just disappears.
A: Ah, that's pretty strong language. Do you really think that?
B: Yeah. Once, one of my good friends lied to me. He was a really good friend, and I just felt completely betrayed. It destroyed the friendship.

**Dialogue 3**

A: So Nina, what do you think to make a good friend?
B: Well, I personally believe that a friend is someone who is fun to be with.
A: Hm…fun to be with? Can you give me an example?
B: I like friends who like to go out and have fun together – go down town, go to the beach, see a movie, something like that.
A: So….does that mean a friend has to like the same things you do?
B: No…not really, just that they have a fun personality.You know, fun to be with whatever we do.

**Dialogue 4**

A: So, do you think that Jakarta is a great place to live?
B: I believe that, yes. There are so many place to go in Jakarta. But, it's not easy to travel around the city. Jakarta is too crowded
A: What do you think about the idea that there are too many people living in Jakarta?
B: I think so. There are a lot of people but it makes the city is always busy and exciting.

**Dialogue 5**

A: So, do you have lots of friends?
B: I guess so.
A: What do you think makes a good friend?
B: Hah…good friend….well, a good friend helps you when you have a problem.
A: Hmm…do you think that's the most important thing?
B: Yeah, friends help each other. I really think so.
A: Well, what kinds of problems does your best friend help you with?
B: Everything.

**Instruction:**

Students were asked for 5 minutes to speak in role playing using good English by paying attention to pronunciation, fluency, non-verbal and understanding with good confidence and good learning motivation in role playing in front of the class.

| Name | Aspects to score | | | | | | | | | | | | Student's score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pronunciation × 10 | | | | Fluency × 7,5 | | | | Non-Verbal × 7,5 | | | | |
| | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | |
| | | | | | | | | | | | | | |
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b. Instrument IPK 4.1.1

Table 3.2 Scoring Rubric and Assessment Indicator

| Aspect | Score | Description | Actual score |
|---|---|---|---|
| Pronunciation (40%) | 4 | If students can pronounce the words like native speakers. | × 10 |
| | 3 | If students can pronounce the words well in speaking with some errors. | |
| | 2 | If students can pronounce the words with many errors. | |
| | 1 | If students can pronounce the words with major errors. | |

| | | | |
|---|---|---|---|
| Fluency (30%) | 4 | Students are able to express the conversations fluently, clearly, and precisely without much pause or hesitation. | × 7,5 |
| | 3 | Students are able to express the conversations fluently, clearly, and precisely with little pause or hesitation. | |
| | 2 | Students are able to express the conversations clearly with much pause or hesitation. | |
| | 1 | Students are not able to express the conversations clearly. | |
| Non-verbal (30%) | 4 | Students are able to master the direction of eyes gaze, facial expressions, body posture, and body gestures when speaking. | × 7,5 |
| | 3 | Students are able to master the direction of eyes gaze, facial expressions, body and posture when speaking. | |
| | 2 | Students are able to master the direction of eyes gaze and facial expressions when speaking. | |
| | 1 | Students are able to master the direction of eyes gaze without facial expressions when speaking. | |

This is the formula to calculate the students' score:

N (Student score)= Pronunciation (obtained score x 10) + Fluency (obtained score x 7,5) + Non-verbal (obtained score x 7,5)

To determine the average scores, the writer use the following to formula.

$$X = \frac{\sum X}{N}$$

Informations:

$X$ = Average grade

$\sum X$ = Total score

N = Number of students

**Appendix 10**

## LESSON PLAN



| | |
|---|---|
| SUBJECT | : ENGLISH LANGUAGE |
| CLASS /SEMESTER | : XI Multimedia/2 |
| SUBJECT MATTER | : **Asking and Giving Opinion** |

**SMK**
**2022**

**LESSON PLAN**
**Meeting 2**

Name of Education Unit          : SMK
Subjects or Themes/Subthemes    : English Language/Speaking
Class/Semester                  : XI Multimedia/2
Subject matter                  : **Asking and Giving Opinion**
Time                            : 1x Meeting (2x45 minute)

### A. Kompetensi Inti SMK

**KI-1 and KI-2:** Demonstrate honest, disciplined, responsible, caring, cooperative, tolerant, polite, responsive, and proactive behavior and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and placing oneself as a reflection of the nation in the association of the world and realizing himself as a creature of the Almighty and carry out his obligations in accordance with the religion he adheres to.

**KI-3**: Knowledge Competence, namely Understanding, applying, analyzing factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.

**KI-4:** Competency Skills, namely processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

### B. Basic competencies and indicators of competency achievement:

| Basic competencies | Indicators of Competence Achievement |
|---|---|
| - 3.1 Analyze social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). | - 3.1.1 Mention of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion).<br>- 3.1.2 Imitate of spoken transactional interaction texts that involve the act of giving and asking for information |

| | |
|---|---|
| | related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). |
| - 4.1 Classify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context in which they are used. (Pay attention to the linguistic element. I think, I suppose, in my opinion). | - 4.1.1 Do interaction of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). |

### C. Learning objectives

Through a scientific-based approach using role play technique, students can **mention, imitate & do interaction** speaking learning material that appears in everyday life related to asking and giving opinion.

### D. Learning materials

**Asking Opinion  or Giving Opinion**

- In my opinion.....
- I think.....
- What I mean is.....
- Personally I think.....
- In my experience.....

**Agreeing with an Opinion**

- Of course.
- This is absolutely right.
- I agree with this opinion.
- I couldn't agree more.

**Disagreeing with an opinion**

- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.

- Examples of how to agree and disagree in an opinion

| Statement | Agree | Disagree |
|---|---|---|
| Children below 17 should be given right to drive a motorcycle | I agree with your opinion | I don't agree with you, it is forbidden to let children under 17 to drive a motorcycle |
| Parents must giving smartphone to their children | I couldn't agree more with you. | I think it would be harmful to let children use smartphone. Because there are so much bad influence on the internet. |

| Meeting | Learning materials |
|---|---|
| 2 | - Speaking, **asking and giving opinion** |

## E. Learning methods:

Scientific-based learning by involving role play techniques.

## F. Media, Tools, and Learning Resources:

1. Media                      : Whiteboard and paper.
2. Tools                      : Laptop, Marker, Eraser, and Power point.
3. Learning resources    : Google.

## G. Learning Activities
## Meeting 2

| Teacher Activities-Preminary Activities | Students Activities |
|---|---|
| a. Prepare students to take part in the learning process such as praying, attendance, and preparing textbooks.<br>b. Motivating students contextually according to the benefits of learning.<br>c. Explain the learning objectives, competencies, literacy, and character that must be achieved; and convey the material coverage and description of activities according to the syllabus. | a. Students respond well to the greeting given by the teacher.<br>b. Students can be motivated in following the learning process given by the teacher.<br>c. Students can understand the learning objectives well given by the teacher. |
| **Teacher Activities-Main Activities** | **Students Activities** |
| a. The teacher provides a stimulus in the form of examples in everyday life related to asking and giving opinion.<br>b. The teacher provides explanatory material regarding asking and giving opinion.<br>c. The teacher gives 15 minutes for students to explore the roles that will be played and guided by the teacher. | a. Students listen well to examples in everyday life related to asking and giving opinion.<br>b. Students can understand the material well given by the teacher.<br>c. Students can be orderly during the learning process. |

| Teacher Activities | Students Activities |
|---|---|
| d. The teacher provides opportunities for groups that are ready to appear in front of the class.<br>e. Students appear to play roles that have been determined together.<br>f. The teacher provides opportunities, additional information & questions and answers to students related to speaking subject matter in the form of asking and giving opinion.<br>g. The teacher gives conclusions related to the material that has been explained and has been done. | d. Students are motivated to appear in front of the class in role playing.<br>e. Students can pronounce sentences well, direction of gaze, body posture, facial expressions, and fluency in role playing well when playing roles in front of the class.<br>f. Students can participate actively in giving opinions and questions given by the teacher.<br>g. Students can understand the learning material well. |
| **Teacher Activities-Closing Activities** | **Students Activities** |
| a. Students conclude learning (guided by the teacher).<br>b. The teacher gives questions to students so that students respond to feedback on the learning process and results: *Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?*<br>c. Students and teachers pray together led by student representatives. | a. Students receive learning well by taking an active role in the discussion.<br>b. Students can provide feedback after the learning process is complete.<br>c. Students can be motivated and play an active role in speaking English in closing the lesson. |

### H. Evaluation

1. Assessment techniques through observation, writing, assignments, practice

2. Assessment instrument (attached)

3. Remedial learning will be carried out if the student's score does not meet the existing KKM and can be carried out during the KBM or outside class hours depending on the number of students.

4. Students who have reached the KKM above, are given enrichment with the following steps.

5. Students who achieve KKM scores up to 70, will be given enrichment according to the problem to achieve higher KD scores.

6. Students who have achieved a score of 70-100, will be given motivation to learn.
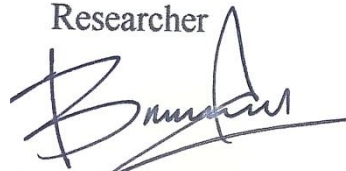
Sepauk, May 19th 2022

English teacher

**Dian Istanti, S.Pd**
NIP.197903152006042021

Researcher

**Bello Christoper Scoubhar**

Knowing:
Head of SMK Negeri 1 Sepauk

Poeryanto, M.Pd
NIP.197211141999031003

### 4. Knowledge Competency Assessment

| No | IPK | Technique | Shape | Instrument |
|---|---|---|---|---|
| | - 3.1.1 Mention of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). <br> - 3.1.2 Imitate of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). | *Role play* | Oral | Observation checklist |

b. **This is a topic that was played by students in role playing which includes asking and giving opinions.**

**Dialogue 1**

A: What's your opinion of smoking?
B: I'm not sure. For me, it's important that children do not smoke.
A: But do you think it's a good idea that people can smoke in shops and buses?
B: I don't think so. Children use buses too.
A: So what do you think about stopping smoking everywhere in Jakarta?
B: I think that's a good idea.

**Dialogue 2**

A: Some people say friends are always honest with each other. What do you think?
B: In my opinion friends need to be completely honest.One little lie and the friendship just disappears.
A: Ah, that's pretty strong language. Do you really think that?
B: Yeah. Once, one of my good friends lied to me. He was a really good friend, and I just felt completely betrayed. It destroyed the friendship.

**Dialogue 3**

A: So Nina, what do you think to make a good friend?
B: Well, I personally believe that a friend is someone who is fun to be with.
A: Hm…fun to be with? Can you give me an example?

B: I like friends who like to go out and have fun together – go down town, go to the beach, see a movie, something like that.
A: So….does that mean a friend has to like the same things you do?
B: No…not really, just that they have a fun personality.You know, fun to be with whatever we do.

**Dialogue 4**

A: So, do you think that Jakarta is a great place to live?
B: I believe that, yes. There are so many place to go in Jakarta. But, it's not easy to travel around the city. Jakarta is too crowded
A: What do you think about the idea that there are too many people living in Jakarta?
B: I think so. There are a lot of people but it makes the city is always busy and exciting.

**Dialogue 5**

A: So, do you have lots of friends?
B: I guess so.
A: What do you think makes a good friend?
B: Hah…good friend….well, a good friend helps you when you have a problem.
A: Hmm…do you think that's the most important thing?
B: Yeah, friends help each other. I really think so.
A: Well, what kinds of problems does your best friend help you with?
B: Everything.

## 5. Skills Competency Assessment

| No | IPK | Technique | Shape | Instrument |
|----|-----|-----------|-------|------------|
| 2 | - 4.1.1 Do interaction of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). | *Role play* | Oral | Speaking performance test |

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a. Instrument IPK 3.1.1
   This is the dialogue that has been gave to students and taught to students:

**Dialogue 1**

A: What's your opinion of smoking?
B: I'm not sure. For me, it's important that children do not smoke.
A: But do you think it's a good idea that people can smoke in shops and buses?
B: I don't think so. Children use buses too.
A: So what do you think about stopping smoking everywhere in Jakarta?
B: I think that's a good idea.

**Dialogue 2**

A: Some people say friends are always honest with each other. What do you think?
B: In my opinion friends need to be completely honest.One little lie and the friendship just disappears.
A: Ah, that's pretty strong language. Do you really think that?
B: Yeah. Once, one of my good friends lied to me. He was a really good friend, and I just felt completely betrayed. It destroyed the friendship.

**Dialogue 3**

A: So Nina, what do you think to make a good friend?
B: Well, I personally believe that a friend is someone who is fun to be with.
A: Hm…fun to be with? Can you give me an example?
B: I like friends who like to go out and have fun together – go down town, go to the beach, see a movie, something like that.
A: So….does that mean a friend has to like the same things you do?
B: No…not really, just that they have a fun personality.You know, fun to be with whatever we do.

**Dialogue 4**

A: So, do you think that Jakarta is a great place to live?
B: I believe that, yes. There are so many place to go in Jakarta. But, it's not easy to travel around the city. Jakarta is too crowded
A: What do you think about the idea that there are too many people living in Jakarta?
B: I think so. There are a lot of people but it makes the city is always busy and exciting.

**Dialogue 5**

A: So, do you have lots of friends?
B: I guess so.
A: What do you think makes a good friend?
B: Hah…good friend….well, a good friend helps you when you have a problem.
A: Hmm…do you think that's the most important thing?
B: Yeah, friends help each other. I really think so.
A: Well, what kinds of problems does your best friend help you with?
B: Everything.

**Instruction:**

Students were asked for 5 minutes to speak in role play using good English by paying attention to pronunciation, fluency, non-verbal and understanding with good confidence and good learning motivation in role playing in front of the class.

| Name | Aspects to score | | | | | | | | | | | | Student's score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pronunciation × 10 | | | | Fluency × 7,5 | | | | Non-Verbal × 7,5 | | | | |
| | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | |

b. Instrument IPK 4.1.1

Table 3.2 Scoring Rubric and Assessment Indicator

| Aspect | Score | Description | Actual score |
|---|---|---|---|
| Pronunciation (40%) | 4 | If students can pronounce the words like native speakers. | × 10 |
| | 3 | If students can pronounce the words well in speaking with some errors. | |

| | 2 | If students can pronounce the words with many errors. | |
|---|---|---|---|
| | 1 | If students can pronounce the words with major errors. | |
| Fluency (30%) | 4 | Students are able to express the conversations fluently, clearly, and precisely without much pause or hesitation. | × 7,5 |
| | 3 | Students are able to express the conversations fluently, clearly, and precisely with little pause or hesitation. | |
| | 2 | Students are able to express the conversations clearly with much pause or hesitation. | |
| | 1 | Students are not able to express the conversations clearly. | |
| Non-verbal (30%) | 4 | Students are able to master the direction of eyes gaze, facial expressions, body posture, and body gestures when speaking. | × 7,5 |
| | 3 | Students are able to master the direction of eyes gaze, facial expressions, body and posture when speaking. | |
| | 2 | Students are able to master the direction of eyes gaze and facial expressions when speaking. | |
| | 1 | Students are able to master the direction of eyes gaze without facial expressions when speaking. | |

This is the formula to calculate the students' score:

N (Student score)= Pronunciation (obtained score x 10) + Fluency (obtained score x 7,5) + Non-verbal (obtained score x 7,5)

To determine the average scores, the writer use the following to formula.

$$X = \frac{\sum X}{N}$$

Informations:

$X$=Average grade

$\sum X$=Total score

N=Number of students

**Appendix 11**

**LESSON PLAN**



SUBJECT              : ENGLISH LANGUAGE

CLASS /SEMESTER      : XI Multimedia/2

SUBJECT MATTER       : **Asking and Giving Opinion**

**SMK**
**2022**

**LESSON PLAN**
**Meeting 3**

Name of Education Unit          : SMK
Subjects or Themes/Subthemes    : English Language/Speaking
Class/Semester                : XI Multimedia/2
Subject matter                  : **Asking and Giving Opinion**
Time                           : 1x Meeting (2x45 minute)

### A. Kompetensi Inti SMK

**KI-1 and KI-2:** Demonstrate honest, disciplined, responsible, caring, cooperative, tolerant, polite, responsive, and proactive behavior and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and placing oneself as a reflection of the nation in the association of the world and realizing himself as a creature of the Almighty and carry out his obligations in accordance with the religion he adheres to.

**KI-3**: Knowledge Competence, namely Understanding, applying, analyzing factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.

**KI-4:** Competency Skills, namely processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

### B. Basic competencies and indicators of competency achievement:

| Basic competencies | Indicators of Competence Achievement |
|---|---|
| - 3.1 Analyze social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). | - 3.1.1 Mention of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion).<br>- 3.1.2 Imitate of spoken transactional interaction texts that involve the act of giving and asking for information |

| | |
|---|---|
| | related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). |
| - 4.1 Classify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context in which they are used. (Pay attention to the linguistic element. I think, I suppose, in my opinion). | - 4.1.1 Do interaction of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). |

### C. Learning objectives

Through a scientific-based approach using role play techniques, students can **mention, imitate & do interaction** speaking learning material that appears in everyday life related to asking and giving opinion.

### D. Learning materials

**Asking Opinion or Giving Opinion**

- In my opinion.....
- I think.....
- What I mean is.....
- Personally I think.....
- In my experience.....

**Agreeing with an Opinion**

- Of course.
- This is absolutely right.
- I agree with this opinion.
- I couldn't agree more.

**Disagreeing with an opinion**

- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.

- Examples of how to agree and disagree in an opinion

| Statement | Agree | Disagree |
|---|---|---|
| Children below 17 should be given right to drive a motorcycle | I agree with your opinion | I don't agree with you, it is forbidden to let children under 17 to drive a motorcycle |
| Parents must giving smartphone to their children | I couldn't agree more with you. | I think it would be harmful to let children use smartphone. Because there are so much bad influence on the internet. |

| Meeting | Learning materials |
|---|---|
| 3 | - Speaking, **asking and giving opinion** |

## E. Learning methods:

Scientific-based learning by involving role play techniques.

## F. Media, Tools, and Learning Resources:

1. Media : Whiteboard and paper.
2. Tools : Laptop, Marker, Eraser, and Power point.
3. Learning resources : Google.

## G. Learning Activities

### Meeting 3

| Teacher Activities-Preminary Activities | Students Activities |
|---|---|
| a. Prepare students to take part in the learning process such as praying, attendance, and preparing textbooks.<br>b. Motivating students contextually according to the benefits of learning.<br>c. Explain the learning objectives, competencies, literacy, and character that must be achieved; and convey the material coverage and description of activities according to the syllabus. | a. Students respond well to the greeting given by the teacher.<br>b. Students can be motivated in following the learning process given by the teacher.<br>c. Students can understand the learning objectives well given by the teacher. |
| **Teacher Activities-Main Activities** | **Students Activities** |
| a. The teacher provides a stimulus in the form of examples in everyday life related to asking and giving opinion.<br>b. The teacher review the material at the previous meeting.<br>c. The teacher gives 15 minutes for students to explore the roles that will be played and guided by the teacher. | a. Students listen well to examples in everyday life related to asking and giving opinion.<br>b. Students can explain the material that has been delivered.<br>c. Students can be orderly during the learning process.<br>d. Students are motivated to appear in front |

| | |
|---|---|
| d. The teacher provides opportunities for groups that are ready to appear in front of the class.<br>e. Students appear to play roles that have been determined together.<br>f. The teacher provides opportunities, additional information & questions and answers to students related to speaking subject matter in the form of asking and giving opinion.<br>g. The teacher gives conclusions related to the material that has been explained and has been done. | of the class in role playing.<br>e. Students can pronounce sentences well, direction of gaze, body posture, facial expressions, and fluency in role playing well when playing roles in front of the class.<br>f. Students can participate actively in giving opinions and questions given by the teacher.<br>g. Students can understand the learning material well. |
| **Teacher Activities-Closing Activities** | **Students Activities** |
| a. Students conclude learning (guided by the teacher).<br>b. The teacher gives questions to students so that students respond to feedback on the learning process and results: *Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?*<br>c. Students and teachers pray together led by student representatives. | a. Students receive learning well by taking an active role in the discussion.<br>b. Students can provide feedback after the learning process is complete.<br>c. Students can be motivated and play an active role in speaking English in closing the lesson. |

## H. Evaluation

1. Assessment techniques through observation, writing, assignments, practice

2. Assessment instrument (attached)

3. Remedial learning will be carried out if the student's score does not meet the existing KKM and can be carried out during the KBM or outside class hours depending on the number of students.

4. Students who have reached the KKM above, are given enrichment with the following steps.

5. Students who achieve KKM scores up to 70, will be given enrichment according to the problem to achieve higher KD scores.

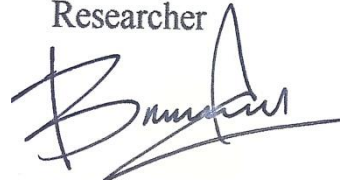6. Students who have achieved a score of 70-100, will be given motivation to learn.

Sepauk, May 25th 2022

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#### 4. Knowledge Competency Assessment

| No | IPK | Technique | Shape | Instrument |
|---|---|---|---|---|
| | - 3.1.1 Mention of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). <br> - 3.1.2 Imitate of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). | *Role play* | Oral | Observation checklist |

**c. This is a topic that was played by students in role playing which includes asking and giving opinions.**

**Dialogue 1**

A: What's your opinion of smoking?
B: I'm not sure. For me, it's important that children do not smoke.
A: But do you think it's a good idea that people can smoke in shops and buses?
B: I don't think so. Children use buses too.
A: So what do you think about stopping smoking everywhere in Jakarta?
B: I think that's a good idea.

**Dialogue 2**

A: Some people say friends are always honest with each other. What do you think?
B: In my opinion friends need to be completely honest.One little lie and the friendship just disappears.
A: Ah, that's pretty strong language. Do you really think that?
B: Yeah. Once, one of my good friends lied to me. He was a really good friend, and I just felt completely betrayed. It destroyed the friendship.

**Dialogue 3**

A: So Nina, what do you think to make a good friend?
B: Well, I personally believe that a friend is someone who is fun to be with.
A: Hm…fun to be with? Can you give me an example?

B: I like friends who like to go out and have fun together – go down town, go to the beach, see a movie, something like that.
A: So….does that mean a friend has to like the same things you do?
B: No…not really, just that they have a fun personality.You know, fun to be with whatever we do.

**Dialogue 4**

A: So, do you think that Jakarta is a great place to live?
B: I believe that, yes. There are so many place to go in Jakarta. But, it's not easy to travel around the city. Jakarta is too crowded
A: What do you think about the idea that there are too many people living in Jakarta?
B: I think so. There are a lot of people but it makes the city is always busy and exciting.

**Dialogue 5**

A: So, do you have lots of friends?
B: I guess so.
A: What do you think makes a good friend?
B: Hah…good friend….well, a good friend helps you when you have a problem.
A: Hmm…do you think that's the most important thing?
B: Yeah, friends help each other. I really think so.
A: Well, what kinds of problems does your best friend help you with?
B: Everything.

## 5. Skills Competency Assessment

| No | IPK | Technique | Shape | Instrument |
|---|---|---|---|---|
| 3 | - 4.1.1 Do interaction of spoken transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts, according to the context of their use. (Pay attention to the linguistic element. I think, I suppose, in my opinion). | *Role play* | Oral | Speaking performance test |

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a. Instrument IPK 3.1.1
This is the dialogue that has been gave to students and taught to students:

**Dialogue 1**

A: What's your opinion of smoking?
B: I'm not sure. For me, it's important that children do not smoke.
A: But do you think it's a good idea that people can smoke in shops and buses?
B: I don't think so. Children use buses too.
A: So what do you think about stopping smoking everywhere in Jakarta?
B: I think that's a good idea.

**Dialogue 2**

A: Some people say friends are always honest with each other. What do you think?
B: In my opinion friends need to be completely honest.One little lie and the friendship just disappears.
A: Ah, that's pretty strong language. Do you really think that?
B: Yeah. Once, one of my good friends lied to me. He was a really good friend, and I just felt completely betrayed. It destroyed the friendship.

**Dialogue 3**

A: So Nina, what do you think to make a good friend?
B: Well, I personally believe that a friend is someone who is fun to be with.
A: Hm…fun to be with? Can you give me an example?
B: I like friends who like to go out and have fun together – go down town, go to the beach, see a movie, something like that.
A: So….does that mean a friend has to like the same things you do?
B: No…not really, just that they have a fun personality.You know, fun to be with whatever we do.

**Dialogue 4**

A: So, do you think that Jakarta is a great place to live?
B: I believe that, yes. There are so many place to go in Jakarta. But, it's not easy to travel around the city. Jakarta is too crowded
A: What do you think about the idea that there are too many people living in Jakarta?
B: I think so. There are a lot of people but it makes the city is always busy and exciting.

**Dialogue 5**

A: So, do you have lots of friends?
B: I guess so.
A: What do you think makes a good friend?
B: Hah…good friend….well, a good friend helps you when you have a problem.
A: Hmm…do you think that's the most important thing?
B: Yeah, friends help each other. I really think so.
A: Well, what kinds of problems does your best friend help you with?
B: Everything.

**Instruction:**

Students were asked for 5 minutes to speak in role playing using good English by paying attention to pronunciation, fluency, non-verbal and understanding with good confidence and good learning motivation in role playing in front of the class.

| Name | Aspects to score | | | | | | | | | | | | Student's score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pronunciation $\times$ 10 | | | | Fluency $\times$ 7,5 | | | | Non-Verbal $\times$ 7,5 | | | | |
| | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

b.   Instrument IPK 4.1.1

Table 3.2 Scoring Rubric and Assessment Indicator

| Aspect | Score | Description | Actual score |
|---|---|---|---|
| Pronunciation (40%) | 4 | If students can pronounce the words like native speakers. | $\times$ 10 |
| | 3 | If students can pronounce the words well in speaking with some errors. | |
| | 2 | If students can pronounce the words with many errors. | |

| | 1 | If students can pronounce the words with major errors. | |
|---|---|---|---|
| Fluency (30%) | 4 | Students are able to express the conversations fluently, clearly, and precisely without much pause or hesitation. | × 7,5 |
| | 3 | Students are able to express the conversations fluently, clearly, and precisely with little pause or hesitation. | |
| | 2 | Students are able to express the conversations clearly with much pause or hesitation. | |
| | 1 | Students are not able to express the conversations clearly. | |
| Non-verbal (30%) | 4 | Students are able to master the direction of eyes gaze, facial expressions, body posture, and body gestures when speaking. | × 7,5 |
| | 3 | Students are able to master the direction of eyes gaze, facial expressions, body and posture when speaking. | |
| | 2 | Students are able to master the direction of eyes gaze and facial expressions when speaking. | |
| | 1 | Students are able to master the direction of eyes gaze without facial expressions when speaking. | |

This is the formula to calculate the students' score:

N (Student score)= Pronunciation (obtained score x 10) + Fluency (obtained score x 7,5) + Non-verbal (obtained score x 7,5)

To determine the average scores, the writer use the following to formula.

$$X = \frac{\sum X}{N}$$

Informations:

$X$=Average grade

$\sum X$=Total score

N=Number of students

**Appendix 12**

## DOCUMENTATION

Picture 1. The Learning Process In The Classroom With The English Teacher

Picture 2. Interview With Students