

## APPENDICES



**APPENDIX I**  
**BLUEPRINT TEST**



### BLUE PRINT FOR SPEAKING ON JOB INTERVIEW TEST

1. Level: Certified I
2. Unit Code: BHS.IK 01.001.01
3. Topic: Entering a Job Interview
4. Description: This unit is related to the ability of the students to listen attentively to the questions, receiving in information and responding to the questions accordingly
5. Blue Print Table:

No.	Competences	Indicators	Items	Statements
1.	Being able to express information regarding themselves	3. Being able to provide personal background information accurately	1, 2, 8	3. Could you please introduce yourself? 4. Tell us about your strength and weakness, and why should we hire you? 9. Do you have sea sick or health problem?
		4. Being able to demonstrate credentiality upon the job they apply	7, 9	7. Are you ready to share a room with other workers with different nationalities?  9. Are you aware that for this job, you must live away from your family for a long period of time?
2.	Being able to explain the general information and specific task about cruizeline	2. Being able to describe general information about cruizeline based on students' background knowledge	4, 6	4. What do you know about hotel & cruise ship? 6. Do you know the main duty of a (position)?
3.	Being able to express intentions and objectives in applying for a job in cruizeline	2. Being able to explain the objectives of applying cruizeline job fluently and acceptably	3, 5, 10	3. Why did you apply to our company? 5. What position did you apply for and why were you interested on it? 10. Why did you quit your previous job?

6. Job Interview Questions:

**Question 1.** Could you please introduce yourself?

**Answer:** .....

**Question 2.** Tell us about your strength and weakness, and why should we hire you?

**Answer:** .....

**Question 3.** Why did you apply to our company?

**Answer:** .....

**Question 4.** What do you know about hotel and cruise ship?

**Answer:** .....

**Question 5.** What position did you apply for and why were you interested on it?

**Answer:** .....

**Question 6.** Do you know the main duty of a (position)?

**Answer:** .....

**Question 7.** Are you ready to share a room with other workers with different nationalities?

**Answer:** .....

**Question 8.** Do you have sea sick or health problem?

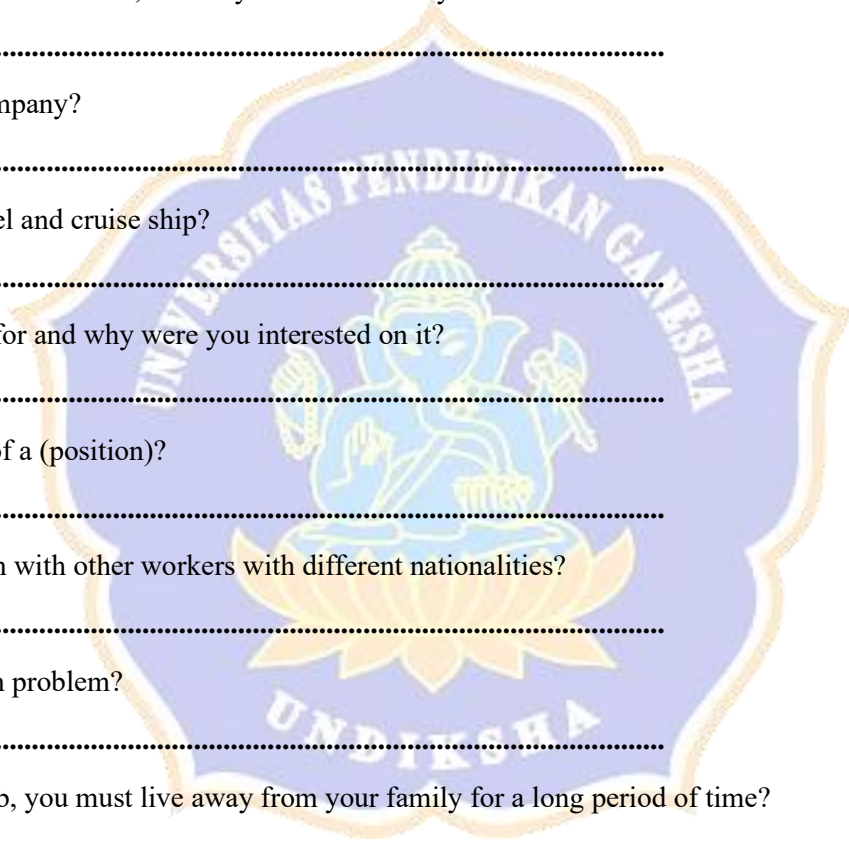
**Answer:** .....

**Question 9.** Are you aware that for this job, you must live away from your family for a long period of time?

**Answer:** .....

**Question 10.** Why did you quit your previous job?

**Answer:** .....

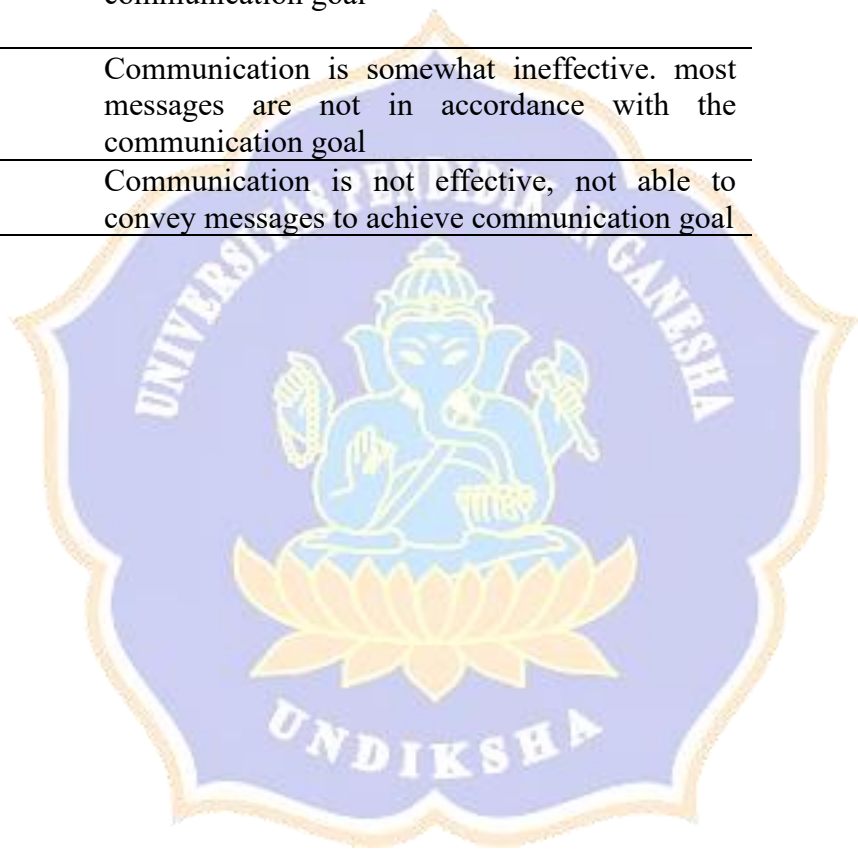




7. Assessment Rubric:

Aspects	Score	Description
Pronunciation	81-100	The suprasegmental points (Pitch, stressing, and intonation) are accurate most of the time and L1 does not interfere the intelligibility
	61-80	There are few mispronounced words and there are minimal impacts of L1 toward intelligibility
	41-60	A number of pronunciation errors and L1 has severe impacts toward intelligibility
	21-40	Frequent pronunciation errors and L1 cause severe impacts toward intelligibility
Vocabulary	81-100	Accurate production of vocabulary
	61-80	Students are able to perform various use of vocabulary
	41-60	Vocabulary used sometimes does not convey the intended meaning
	21-40	Vocabulary used frequently does not convey the intended meaning
Grammar	81-100	Utterances are frequently produced in accurate structures
	61-80	Utterances are mainly using accurate structures
	41-60	Utterances contain multiple errors
	21-40	Utterances are frequently inaccurate
Fluency	81-100	Showing no hesitations in speaking, the speech is smooth and no pause looking for words
	61-80	Showing little hesitations in speaking, the speech is smooth and few pauses looking for words
	41-60	Speech is relatively smooth and there are a number of pauses looking for words
	21-40	Speech contains a lot of hesitations and pauses

Task Accomplishment	81-100	Perform effective communication, messages are conveyed to achieve the communication goal
	61-80	Perform generally effective communication, most of the messages are in accordance to the communication goal
	41-60	Communication is somewhat ineffective. most messages are not in accordance with the communication goal
	21-40	Communication is not effective, not able to convey messages to achieve communication goal



## Expert Judgement Sheet for the Interview Test

Expert 1: Prof. Dr. Ni Made Ratminingsih, M. A.

No	Expert Response			Suggestion
	Relevant	Less Relevant	Irrelevant	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			

Singaraja, 23 April 2023

Judge,



Prof. Dr. Ni Made Ratminingsih, M. A.  
NIP. 196609081991022002



### Expert Judgement Sheet for the Interview Test

Expert 2: Dr. I. G. A. Lokita Purnamika Utami, S. Pd, M. Pd.

No	Expert Response			Suggestion
	Relevant	Less Relevant	Irrelevant	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			

Singaraja, 23 April 2023

Judge,



Dr. I. G. A Lokita Purnamika Utami, S. Pd, M. Pd.

NIP. 198304022006042001



**APPENDIX II**  
**DATA PRE-TEST AND POST-TEST**



**NILAI PRE TEST 1 - ENGLISH JOB INTERVIEW - FOHK4**

NO	NAMA MAHASISWA	KELAS	NILAI						
			GRAMMAR	FLUENCY	PRONOUNCIATION	VOCABULARY	CONTENT	TOTAL	AVERAGE
1	Kadek Dina Kumala Loka	FOHK4	58	60	62	58	60	298	59,6
2	Dewa Ayu Manik Eka Seri Lestari	FOHK4	55	60	60	55	58	288	57,6
3	Ni Putu Ema Rahdiyanti	FOHK4	55	60	60	55	58	288	57,6
4	Ni Kadek Cintya Nisa Widari	FOHK4	60	60	65	60	60	305	61
5	Dewa Gede Adhi Bhuwanantara	FOHK4	58	58	60	58	58	292	58,4
6	I Kadek Tona Puspayoga	FOHK4	55	58	60	58	58	289	57,8
7	Putu Agus Adi Pramana	FOHK4	62	60	65	60	62	309	61,8
8	I Komang Wiyadnya	FOHK4	60	60	60	60	65	305	61
9	I Ketut Suradnyana	FOHK4	55	58	60	55	60	288	57,6
10	Dewa Gede Weda Pranayoga	FOHK4	35	50	55	35	35	210	42
11	I Made Ariana	FOHK4	55	58	60	55	56	284	56,8
12	I Nengah Upadana	FOHK4	55	58	60	55	56	284	56,8
13	I Wayan Deputra Pratama	FOHK4	55	58	60	55	58	286	57,2
14	I Nengah Gunawan	FOHK4	50	56	60	50	58	274	54,8
15	Kadek Agus Adi Yastawa	FOHK4	35	50	55	35	35	210	42
16	Putu Gede Eka Saputra	FOHK4	50	56	60	50	58	274	54,8



**NILAI POST TEST 1 - ENGLISH JOB INTERVIEW - FOHK4**

NO	NAMA MAHASISWA	KELAS	NILAI						
			GRAMMAR	FLUENCY	PRONOUNCIATION	VOCABULARY	CONTENT	TOTAL	AVERAGE
1	Kadek Dina Kumala Loka	FOHK4	65	72	75	75	75	362	72,4
2	Dewa Ayu Manik Eka Seri Lestari	FOHK4	67	75	75	75	78	370	74
3	Ni Putu Ema Rahdiyanti	FOHK4	65	72	75	76	75	363	72,6
4	Ni Kadek Cintya Nisa Widari	FOHK4	75	75	80	78	80	388	77,6
5	Dewa Gede Adhi Bhuwanantara	FOHK4	65	64	64	70	70	333	66,6
6	I Kadek Tona Puspayoga	FOHK4	65	65	62	65	70	327	65,4
7	Putu Agus Adi Pramana	FOHK4	70	75	80	80	80	385	77
8	I Komang Wiyadnya	FOHK4	65	60	66	68	70	329	65,8
9	I Ketut Suradnyana	FOHK4	60	60	65	65	68	318	63,6
10	Dewa Gede Weda Pranayoga	FOHK4	55	58	60	58	65	296	59,2
11	I Made Ariana	FOHK4	60	65	70	65	70	330	66
12	I Nengah Upadana	FOHK4	60	60	70	65	70	325	65
13	I Wayan Deputra Pratama	FOHK4	65	70	75	60	70	340	68
14	I Nengah Gunawan	FOHK4	60	65	70	65	70	330	66
15	Kadek Agus Adi Yastawa	FOHK4	50	55	60	55	60	280	56
16	Putu Gede Eka Saputra	FOHK4	60	65	70	65	70	330	66



**NILAI PRE TEST 2 - ENGLISH JOB INTERVIEW - FOHK4**

NO	NAMA MAHASISWA	KELAS	NILAI						
			GRAMMAR	FLUENCY	PRONOUNCIATION	VOCABULARY	CONTENT	TOTAL	AVERAGE
1	Kadek Dina Kumala Loka	FOHK4	65	75	75	75	75	365	73
2	Dewa Ayu Manik Eka Seri Lestari	FOHK4	70	75	75	75	78	373	74,6
3	Ni Putu Ema Rahdiyanti	FOHK4	65	75	75	76	75	366	73,2
4	Ni Kadek Cintya Nisa Widari	FOHK4	75	75	80	80	80	390	78
5	Dewa Gede Adhi Bhuwanantara	FOHK4	65	64	65	70	70	334	66,8
6	I Kadek Tona Puspayoga	FOHK4	65	65	65	65	70	330	66
7	Putu Agus Adi Pramana	FOHK4	70	75	80	80	80	385	77
8	I Komang Wiyadnya	FOHK4	65	70	70	70	70	345	69
9	I Ketut Suradnyana	FOHK4	60	60	65	65	70	320	64
10	Dewa Gede Weda Pranayoga	FOHK4	60	60	60	58	65	303	60,6
11	I Made Ariana	FOHK4	60	65	70	70	70	335	67
12	I Nengah Upadana	FOHK4	60	65	70	65	70	330	66
13	I Wayan Deputra Pratama	FOHK4	65	70	75	65	70	345	69
14	I Nengah Gunawan	FOHK4	60	65	70	65	70	330	66
15	Kadek Agus Adi Yastawa	FOHK4	55	60	60	60	60	295	59
16	Putu Gede Eka Saputra	FOHK4	60	65	75	65	70	335	67

**NILAI POSTTEST 2 - ENGLISH JOB INTERVIEW - FOHK4**

NO	NAMA MAHASISWA	KELAS	NILAI						
			GRAMMAR	FLUENCY	PRONOUNCIATION	VOCABULARY	CONTENT	TOTAL	AVERAGE
1	Kadek Dina Kumala Loka	FOHK4	70	75	80	80	80	385	77
2	Dewa Ayu Manik Eka Seri Lestari	FOHK4	72	75	80	80	85	392	78,4
3	Ni Putu Ema Rahdiyanti	FOHK4	70	75	80	80	80	385	77
4	Ni Kadek Cintya Nisa Widari	FOHK4	80	85	85	85	90	425	85
5	Dewa Gede Adhi Bhuwanantara	FOHK4	70	75	78	80	85	388	77,6
6	I Kadek Tona Puspayoga	FOHK4	70	70	80	80	80	380	76
7	Putu Agus Adi Pramana	FOHK4	80	85	85	85	90	425	85
8	I Komang Wiyadnya	FOHK4	70	70	75	80	85	380	76
9	I Ketut Suradnyana	FOHK4	65	70	75	75	80	365	73
10	Dewa Gede Weda Pranayoga	FOHK4	60	65	70	65	80	340	68
11	I Made Ariana	FOHK4	65	70	70	80	80	365	73
12	I Nengah Upadana	FOHK4	65	70	75	70	80	360	72
13	I Wayan Deputra Pratama	FOHK4	65	70	75	70	70	350	70
14	I Nengah Gunawan	FOHK4	70	70	75	75	80	370	74
15	Kadek Agus Adi Yastawa	FOHK4	58	60	60	65	65	308	61,6
16	Putu Gede Eka Saputra	FOHK4	70	75	80	75	80	380	76

NO	PRE-TEST 1	POST-TEST 1	RANGE	PRE-TEST 2	POST-TEST 2	RANGE PRE TEST 1 - POST TEST 2	CRITERIA OF SUCCES
1	59,6	72,4	12,8	73	77	17,4	10 POINT
2	57,6	74	16,4	74,6	78,4	20,8	10 POINT
3	57,6	72,6	15	73,2	77	19,4	10 POINT
4	61	77,6	16,6	78	85	24	10 POINT
5	58,4	66,6	8,2	66,8	77,6	19,2	10 POINT
6	57,8	65,4	7,6	66	76	18,2	10 POINT
7	61,8	77	15,2	77	85	23,2	10 POINT
8	61	65,8	4,8	69	76	15	10 POINT
9	57,6	63,6	6	64	73	15,4	10 POINT
10	42	59,2	17,2	60,6	68	26	20 POINT
11	56,8	66	9,2	67	73	16,2	10 POINT
12	56,8	65	8,2	66	72	15,2	10 POINT
13	57,2	65,4	8,2	69	70	12,8	10 POINT
14	54,8	66	11,2	66	74	19,2	10 POINT
15	42	56	14	59	61,6	19,6	20 POINT
16	54,8	66	11,2	67	76	21,2	10 POINT

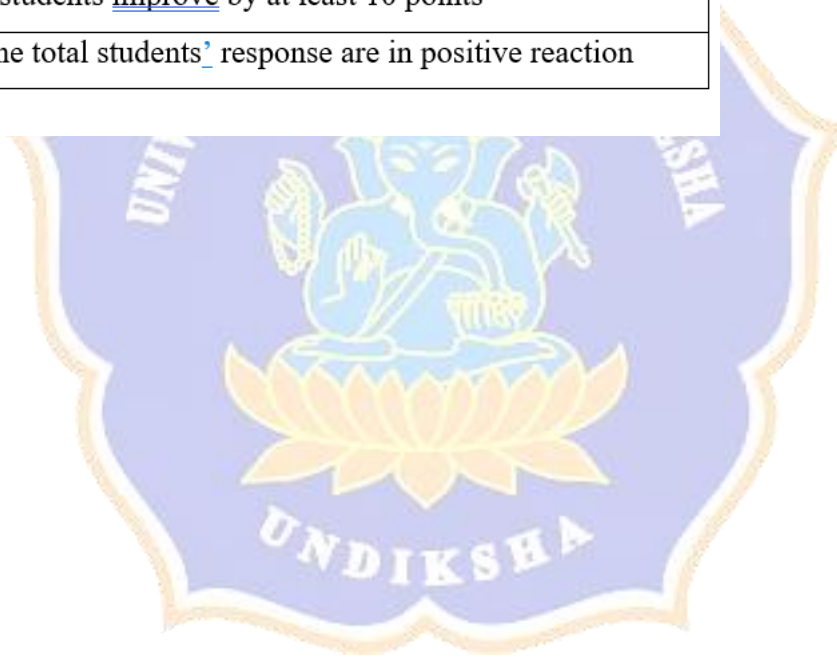
>CRITERIA S.	7
TOTAL SISWA:	16
<b>PERSENTASE</b>	<b>44%</b>

>CRITERIA S.	15
TOTAL SISWA:	16
<b>PERSENTASE</b>	<b>94%</b>

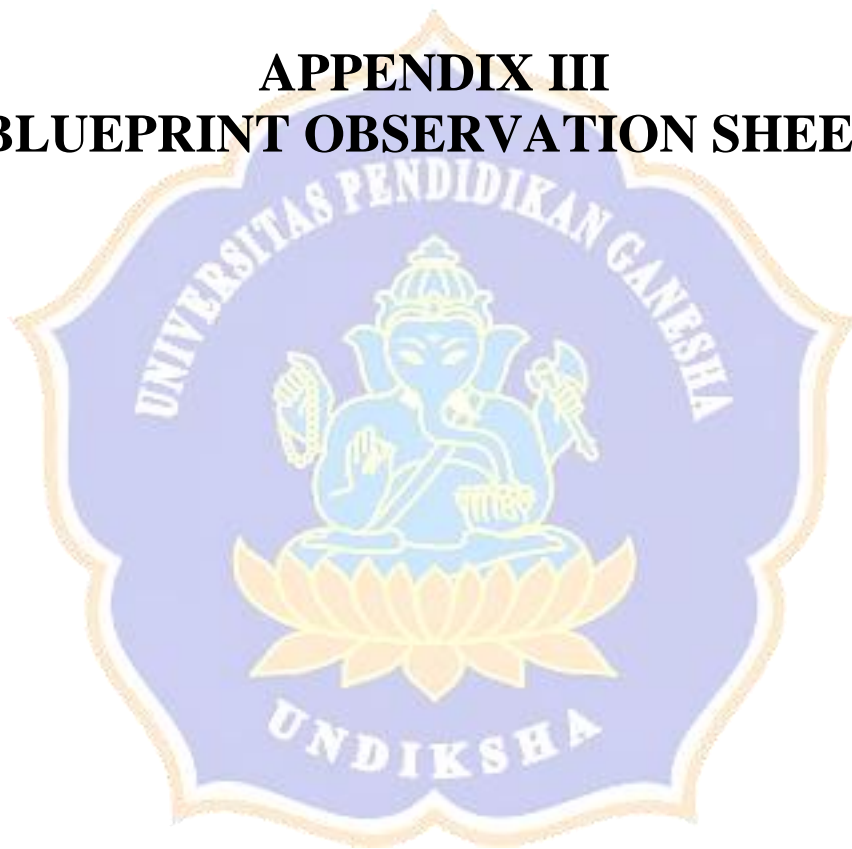
KKM score >70	14
TOTAL SISWA:	16
<b>PERSENTASE</b>	<b>88%</b>

No	Criteria of Success
1	11 students who in the preliminary study got score below the minimum criteria and their score ranging from 50-60 improve their score and met the minimum score requirement (70)
2	2 students who got score below 50 improve their score by 20 points in average
3	Mean score of total students <u>improve</u> by at least 10 points
4	More than 60% of the total students' response are in positive reaction

Table 3.5 Criteria of Success



**APPENDIX III**  
**BLUEPRINT OBSERVATION SHEET**



## ROLE PLAY: OBSERVATION SHEET

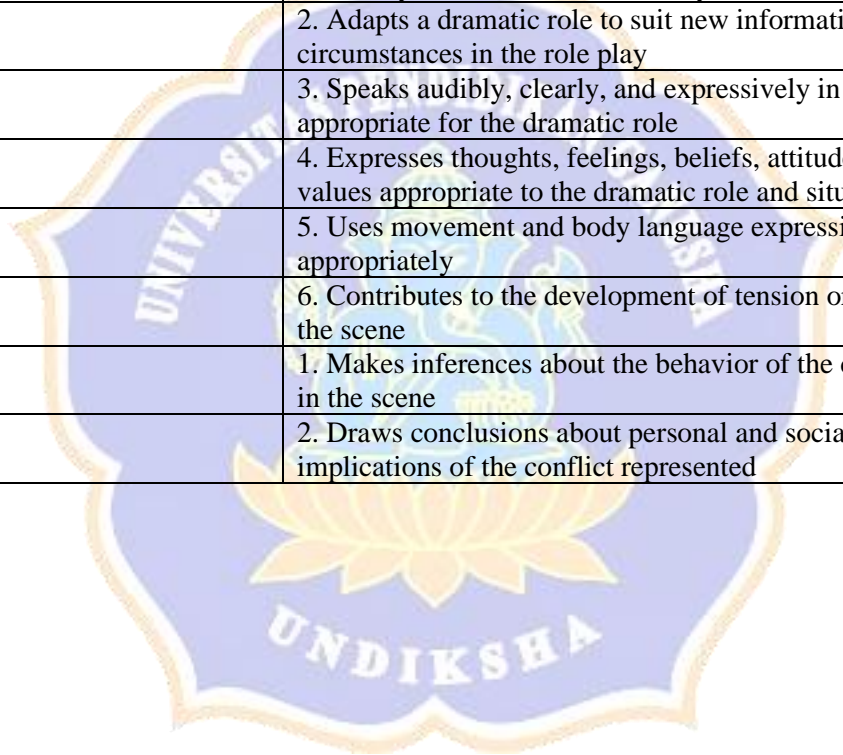
**Student** :

**Class** :

**Observer** :

**Date** :

Segment	Check of Observed Description
Pre-Activities	1. Identifies the imaginative context of a dramatic role, conflict and situation
	2. Uses elements such as tension, surprise, and structure the beginning, middle, and the end of role play
	3. Rehearses, revises, and refines the role play
	4. Checks the dramatic role, conflict or situation for bias or stereotyping
	5. Makes constructive contributions to a small group
Main Activities	1. Portrays a dramatic role credibly and consistently
	2. Adapts a dramatic role to suit new information or circumstances in the role play
	3. Speaks audibly, clearly, and expressively in a voice appropriate for the dramatic role
	4. Expresses thoughts, feelings, beliefs, attitudes, and values appropriate to the dramatic role and situation
	5. Uses movement and body language expressively and appropriately
	6. Contributes to the development of tension or mood in the scene
Post-Activities	1. Makes inferences about the behavior of the characters in the scene
	2. Draws conclusions about personal and social implications of the conflict represented



## Expert Judgement Sheet for the Observation Sheet

Expert 1: Prof. Dr. Ni Made Ratminingsih, M. A.

No	Expert Response			Suggestion
	Relevant	Less Relevant	Irrelevant	
<b>Before Role Play</b>				
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
<b>During Role Play</b>				
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
<b>After Role Play</b>				
1	✓			
2	✓			

Singaraja, 23 April 2023  
Judge,



Prof. Dr. Ni Made Ratminingsih, M. A.  
NIP. 196609081991022002



### Expert Judgement Sheet for the Observation Sheet

Expert 2: Dr. I. G. A. Lokita Purnamika Utami, S. Pd, M. Pd.

No	Expert Response			Suggestion
	Relevant	Less Relevant	Irrelevant	
<b>Before Role Play</b>				
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
<b>During Role Play</b>				
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
<b>After Role Play</b>				
1	✓			
2	✓			

Singaraja, 23 April 2023  
Judge,



Dr. I. G. A. Lokita Purnamika Utami, S. Pd, M. Pd.  
NIP. 198304022006042001

**APPENDIX IV**  
**DATA BLUEPRINT OBSERVATION SHEET**



## ROLE PLAY: OBSERVATION SHEET

**Class : HK4**

**Observer : I Wayan Adi Setiawan**

**Date : 6<sup>th</sup> March 2023**

Criteria	Check of Observed	Comments
<b>Before Role Play</b>		
1. Mengidentifikasi konteks imajinatif dari peran, konflik, dan situasi yang dramatis.	✓	Guru memberikan pendahuluan mengenai permainan peran dalam job interview dan memancing keaktifan siswa untuk membayangkan interview berdasarkan pengalaman siswa sebelumnya.
2. Menggunakan elemen-elemen seperti ketegangan, kejutan, dan struktur awal, tengah, dan akhir permainan peran.	✓	Guru menceritakan pengalamannya sewaktu mengikuti interview dengan cerita dan ekspresi yang menarik perhatian siswa, serta menjelaskan alur interview kerja.
3. Melatih, merevisi, dan menyempurnakan permainan peran.	✓	Dalam bercerita pengalaman, guru melatih dan memberikan tips apa saja yang harus dilakukan dalam interview kerja.
4. Memeriksa peran dramatis, konflik, atau situasi untuk mengetahui adanya bias atau stereotip.	✓	Guru mengajak siswa untuk menceritakan dan mendiskusikan pengalamannya dan membuat perbandingan dari beberapa siswa. Sehingga dapat diarahkan.
5. Memberikan kontribusi konstruktif kepada kelompok kecil.	✓	Guru membagi beberapa kelompok kecil untuk berdiskusi mengenai interview kerja
<b>During Role Play</b>		
1. Memerankan peran dramatis secara kredibel dan konsisten.	x	Siswa belum terlihat secara dramatis menjalani peran, hal ini sangat terlihat pada siswa yang berperan sebagai interviewer.
2. Mengadaptasi peran dramatis agar sesuai dengan informasi atau keadaan baru dalam permainan peran.	✓	Beberapa siswa menunjukkan peran dramatis dalam bermain peran.
3. Berbicara dengan suara yang terdengar jelas dan ekspresif dengan suara yang sesuai dengan peran dramatic.	x	Masih menunjukkan keraguan dalam berbicara dan terlihat seperti menghafal kalimat yang akan dibicarakan.
4. Mengekspresikan pikiran, perasaan, keyakinan, sikap, dan nilai-nilai yang sesuai dengan peran dan situasi dramatis.	✓	Ekspresi dari siswa dalam permainan peran masih belum maksimal
5. Menggunakan gerakan dan bahasa tubuh secara ekspresif dan tepat	✓	Dalam bermaslin peran siswa menunjukkan Gerakan tubuh saat berkomunikasi
6. Berkontribusi pada pengembangan ketegangan atau suasana hati dalam adegan	✓	Ketegangan terlihat pada beberapa adegan pada pertanyaan yang sulit di jawab siswa
<b>After Role Play</b>		

1. Membuat kesimpulan tentang perilaku karakter dalam adegan		Guru memberikan siswa kesempatan terlebih dahulu tentang kesimpulan pembelajaran dan memberikan tambahan setelahnya.
2. Menarik kesimpulan tentang implikasi pribadi dan sosial dari konflik yang direpresentasikan		Guru memberikan kesimpulan dari hasil Pelajaran. serta tips dan motivasi.



## ROLE PLAY: OBSERVATION SHEET

**Class : HK4**

**Observer : I Wayan Adi Setiawan**

**Date : 13<sup>th</sup> March 2023**

Criteria	Check of Observed	Comments
<b>Before Role Play</b>		
1. Mengidentifikasi konteks imajinatif dari peran, konflik, dan situasi yang dramatis.	✓	Guru mengulas kembali mengenai permainan peran dalam job interview pembelajaran sebelumnya.
2. Menggunakan elemen-elemen seperti ketegangan, kejutan, dan struktur awal, tengah, dan akhir permainan peran.	✓	Siswa memperlihatkan ekspresi tegang sesuai kondisi interview. Struktur interview kerja terlihat tersusun.
3. Melatih, merevisi, dan menyempurnakan permainan peran.	✓	Guru memberikan arahan dan memberikan contoh kepada siswa yang masih ragu dalam menjalani peran.
4. Memeriksa peran dramatis, konflik, atau situasi untuk mengetahui adanya bias atau stereotip.	✓	Guru berkeliling melihat siswa bermain peran. Ada beberapa hal dimana siswa terkadang berbincang diluar konteks.
5. Memberikan kontribusi konstruktif kepada kelompok kecil.	✓	Siswa berkontribusi dengan saling mengingatkan jika terjadi komunikasi yang macet dalam bermain peran.
<b>During Role Play</b>		
1. Memerankan peran dramatis secara kredibel dan konsisten.	✓	Siswa sudah mulai terlihat konsisten dalam memainkan peranya.
2. Mengadaptasi peran dramatis agar sesuai dengan informasi atau keadaan baru dalam permainan peran.	✓	Sebagian besar siswa menunjukkan peran dramatis dalam bermain peran.
3. Berbicara dengan suara yang terdengar jelas dan ekspresif dengan suara yang sesuai dengan peran dramatic.	x	Hanya beberapa siswa yang mampu berbicara dengan jelas dan ekspresif.
4. Mengekspresikan pikiran, perasaan, keyakinan, sikap, dan nilai-nilai yang sesuai dengan peran dan situasi dramatis.	✓	Ada ekspresi serta kontak mata siswa dalam berkomunikasi
5. Menggunakan gerakan dan bahasa tubuh secara ekspresif dan tepat	✓	Siswa menggunakan Bahasa tubuh dalam berkomunikasi
6. Berkontribusi pada pengembangan ketegangan atau suasana hati dalam adegan	✓	Suasana hati siswa yang berperan sebagai interviewer dan yg di interview menunjukkan suasana hati yang berbeda
<b>After Role Play</b>		
1. Membuat kesimpulan tentang perilaku karakter dalam adegan	✓	Guru Bersama siswa membuat kesimpulan
2. Menarik kesimpulan tentang implikasi pribadi dan sosial dari konflik yang direpresentasikan	✓	Guru menarik kesimpulan dari hasil Pelajaran. serta tips tambahan dan motivasi.



## ROLE PLAY: OBSERVATION SHEET

**Class : HK4**

**Observer : I Wayan Adi Setiawan**

**Date : 3<sup>rd</sup> April 2023**

Criteria	Check of Observed	Comments
<b>Before Role Play</b>		
1. Mengidentifikasi konteks imajinatif dari peran, konflik, dan situasi yang dramatis.	✓	Ulasan dari hasil pembelajaran. Guru menjelaskan bagaimana cara agar lebih berimajinasi dalam bermain peran, konflik yang terjadi dalam interview kerja sehingga terlihat dramatis.
2. Menggunakan elemen-elemen seperti ketegangan, kejutan, dan struktur awal, tengah, dan akhir permainan peran.	✓	Siswa terlihat menggunakan elemen dan struktur interview kerja dengan lebih baik
3. Melatih, merevisi, dan menyempurnakan permainan peran.	✓	Guru lebih inten melakukan Latihan dan revisi terutama pada aspek keterampilan berbicara siswa.
4. Memeriksa peran dramatis, konflik, atau situasi untuk mengetahui adanya bias atau stereotip.	✓	Guru memeriksa setiap kelompok memastikan siswa melakukan sesuai topic dan peranya
5. Memberikan kontribusi konstruktif kepada kelompok kecil.	✓	Memberikan arahan pada aspek keterampilan berbicara.
<b>During Role Play</b>		
1. Memerankan peran dramatis secara kredibel dan konsisten.	✓	Siswa bermain peran lebih percaya diri dan konsisten sesuai peranya.
2. Mengadaptasi peran dramatis agar sesuai dengan informasi atau keadaan baru dalam permainan peran.	✓	Mengadaptasi beberapa situasi yang berbeda dengan saling berganti peran dan beberapa random question.
3. Berbicara dengan suara yang terdengar jelas dan ekspresif dengan suara yang sesuai dengan peran dramatic.	✓	Sebagian besar siswa sudah ulai percaya diri dan sanggup berbicara dengan jelas.
4. Mengekspresikan pikiran, perasaan, keyakinan, sikap, dan nilai-nilai yang sesuai dengan peran dan situasi dramatis.	✓	Siswa memainkan peran sesuai posisi.
5. Menggunakan gerakan dan bahasa tubuh secara ekspresif dan tepat	✓	Siswa menggunakan Bahasa tubuh dengan sesuai.
6. Berkontribusi pada pengembangan ketegangan atau suasana hati dalam adegan	✓	Memperlihatkan suasana hati seperti situasi nyata.
<b>After Role Play</b>		
1. Membuat kesimpulan tentang perilaku karakter dalam adegan	✓	Guru Bersama siswa membuat kesimpulan
2. Menarik kesimpulan tentang implikasi pribadi dan sosial dari konflik yang direpresentasikan	✓	Guru menarik kesimpulan dari hasil Pelajaran. serta tips dalam menjawab pertanyaan interview kerja.

## ROLE PLAY: OBSERVATION SHEET

**Class** : HK4

**Observer** : I Wayan Adi Setiawan

**Date** : 10<sup>th</sup> April 2023

Criteria	Check of Observed	Comments
<b>Before Role Play</b>		
1. Mengidentifikasi konteks imajinatif dari peran, konflik, dan situasi yang dramatis.	✓	Teridentifikasi siswa berperan secara dramatis sesuai posisi masing-masing dalam peranya
2. Menggunakan elemen-elemen seperti ketegangan, kejutan, dan struktur awal, tengah, dan akhir permainan peran.	✓	Siswa menggunakan elemen dan struktur interview kerja dengan lebih baik sesuai peranya.
3. Melatih, merevisi, dan menyempurnakan permainan peran.	✓	Pelatihan dan revisi diberikan Kembali kepada siswa dalam kelompok yang bermain peran belum maksimal.
4. Memeriksa peran dramatis, konflik, atau situasi untuk mengetahui adanya bias atau stereotip.	✓	Guru memeriksa setiap kelompok dengan detail dan menyimak setiap kalimat.
5. Memberikan kontribusi konstruktif kepada kelompok kecil.	✓	Memberikan arahan pada aspek keterampilan berbicara untuk disempurnakan.
<b>During Role Play</b>		
1. Memerankan peran dramatis secara kredibel dan konsisten.	✓	Siswa bermain peran dengan konsisten dan sesuai dengan peranya masing-masing.
2. Mengadaptasi peran dramatis agar sesuai dengan informasi atau keadaan baru dalam permainan peran.	✓	Siswa sudah mampu beradaptasi dengan situasi interview kerja. Baik menjadi interviewer dan yang di interview.
3. Berbicara dengan suara yang terdengar jelas dan ekspresif dengan suara yang sesuai dengan peran dramatic.	✓	Siswa sanggup berbicara dengan jelas. Namun ada 2 orang siswa yang masih belum maksimal. Belum luwes dalam berbicara.
4. Mengekspresikan pikiran, perasaan, keyakinan, sikap, dan nilai-nilai yang sesuai dengan peran dan situasi dramatis.	✓	Siswa memainkan peran sesuai posisi dengan dramatis.
5. Menggunakan gerakan dan bahasa tubuh secara ekspresif dan tepat	✓	Siswa menggunakan Bahasa tubuh sesuai dengan makna dan ekspresi.
6. Berkontribusi pada pengembangan ketegangan atau suasana hati dalam adegan	✓	Memperlihatkan suasana hati seperti situasi nyata.
<b>After Role Play</b>		
1. Membuat kesimpulan tentang perilaku karakter dalam adegan	✓	Guru Bersama siswa mengulas Kembali pembelajaran untuk membuat kesimpulan



<p>2. Menarik kesimpulan tentang implikasi pribadi dan sosial dari konflik yang direpresentasikan</p>	<p>✓</p>	<p>Guru menarik kesimpulan dari hasil Pelajaran. serta memberikan penjelasan mengenai aspek yang harus di tingkatkan dalam menjawab pertanyaan interview kerja. Serta memberikan motivasi untuk meningkatkan kepercayaan diri siswa dalam berbicara bahasa Inggris dalam interview kerja.</p>
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**APPENDIX V**  
**BLUEPRINT QUESTIONNAIRE STUDENTS'**  
**PERCEPTION**



## BLUE PRINT OF THE QUESTIONNAIRE ON STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE

Description: To measure the students' perception, this questionnaire will use the theory by Robbin and Judge (2013) utilizing the three factors affecting students' perception covering perceiver, target, and situation. Moreover, the questionnaire will be adapted to the syntax of role play proposed by Mardiningrum (2016), Kaezhatta (2020), and Negara (2021) including: preparation, assigning rules, rehearsal, implementation, and reflection. The blue print of the questionnaire can be seen in the table below.

No.	Dimensions	Indicators	Statements
1.	<b>Perceiver</b> Perceiver is somebody who perceive or deliver subject in order to form understanding of others to the particular thing	<b>Attitude</b> Attitude is the way of perceiver feels and giving reflection about particular thing which is expressed through pleasant and unpleasant statement. The attitude consists of cognitive (knowledge and believe about role play), affective (feeling to the effect of role play upon themselves), and behavior (reasons, in enjoying or not enjoying role play in learning)	18. I am able to learn faster by using role play technique (attitude:cognitive) 19. I consider that role play is very useful to enhance my speaking ability (attitude:affective) 20. I feel some obstacles when the teacher implements role play in class (attitude:behavior)
		<b>Motive</b> Motive is the perceiver intentions to take action to achieve his or her goal through the use of role play	21. I participate in role play to help me enhancing my speaking in a job interview situation
		<b>Interest</b> Interest is the perceiver curiosity toward the object of perception. In this study the statement will focus on how role play makes students interested in participating in the instructional process	22. I am interested in doing role play because it is fun and engaging
		<b>Experience</b>	23. Doing role play make me feel more confidence in speaking

		Experience is the way students interpret reality through three stages including doing, seeing, feeling	24. Doing role play help me to answer interview questions better 25. I see using role play is simple and useful
		<b>Expectation</b> Expectation is the perceiver believes about an outcome as a result of learning process	26. I believe learning through role play will help me in my future carrier
2.	<b>Target</b> Target is seen as the object or particular thing which is interpreted from the target's point of view the perception covers novelty, motion, sound, size, background, proximity, and similarity	<b>Novelty</b> Novelty deals with originality unusual feelings experience by an individual when interpreting the object of perception	27. I found that doing role play is something new for me
		<b>Motion</b> Motion is an activity which gives certain act to move a particular thing	28. I found doing role play was applicable, simple, and effective
		<b>Sound</b> Sound is something that reach individual ear and can be heard as well	29. I think the questions in the interview in role play is more realistic
		<b>Size</b> Size is the proportion of target of perception. In this study the size of role play will not be used in the blue print	
		<b>Background</b> Background is the situation that support particular thing happen. In this study the background why students join in a role play will be investigated	30. I joined in a role play because my teacher asks me so

		<b>Proximity</b> Proximity is the conditions how close the object of perception to the perceiver	31. I always enjoy learning through role play since I feel it is closed to the real situation
		<b>Similarity</b> Similarity is defined as particular thing which looks like, but may consists of different components	32. I once experienced similar technique but I prefer role play
3.	<b>Situation</b> Situation means the circumstances that support somebody do perceive something. Situation is divided into time and social setting	<b>Time</b> Time is a range allocation given to somebody to interpret the object of perception	33. It does not take a lot of time to understand how to learn through role play
		<b>Social Setting</b> Social setting is the atmosphere that has role to influence somebody to do something	34. Looking at my friends enjoying the role play, I feel enthusiastic too

**QUESTIONNAIRE**

**STUDENTS' PERCEPTION ON THE USED OF ROLE PLAY TECHNIQUE TO IMPROVE SPEAKING ABILITY ON A JOB INTERVIEW SUBJECT**

**SA** : Strongly Agree

**A** : Agree

**N** : Neutral

**D** : Disagree

**SD** : Strongly Disagree

No.	Statements	SD	D	N	A	SA
1.	I am able to learn faster by using role play technique (attitude:cognitive)					
2.	I consider that role play is very useful to enhance my speaking ability (attitude:affective)					
3.	I feel some obstacles when the teacher implements role play in class (attitude:behavior)					
4.	I participate in role play to help me enhancing my speaking in a job interview situation					
5.	I am interested in doing role play because it is fun and engaging					
6.	Doing role play help me to answer interview questions better					
7.	Doing role play make me feel more confidence in speaking					
8.	I see using role play is simple and useful					
9.	I believe learning through role play will help me in my future carrier					
10.	I found that doing role play is something new for me					
11.	I found doing role play was applicable, simple, and effective					
12.	I think the questions in the interview in role play is more realistic					
13.	I joined in a role play because my teacher asks me so					
14.	I always enjoy learning through role play since I feel it is closed to the real situation					
15.	I once experienced similar technique but I prefer role play					
16.	It does not take a lot of time to understand how to learn through role play					
17.	Looking at my friends enjoying the role play, I feel enthusiastic too					



## Expert Judgement Sheet for the Perception Questionnaire

Expert 1: Prof. Dr. Ni Made Ratminingsih, M. A.

No	Expert Response			Suggestion
	Relevant	Less Relevant	Irrelevant	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			
8	✓			
9	✓			
10	✓			
11	✓			
12	✓			
13	✓			
14	✓			
15	✓			
16	✓			
17	✓			

Singaraja, 23 April 2023  
Judge,



Prof. Dr. Ni Made Ratminingsih, M. A.  
NIP. 196609081991022002



### Expert Judgement Sheet for the Perception Questionnaire

Expert 2: Dr. I. G. A. Lokita Purnamika Utami, S. Pd, M. Pd.

No	Expert Response			Suggestion
	Relevant	Less Relevant	Irrelevant	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			
8	✓			
9	✓			
10	✓			
11	✓			
12	✓			
13	✓			
14	✓			
15	✓			
16	✓			
17	✓			

Singaraja, 23 April 2023

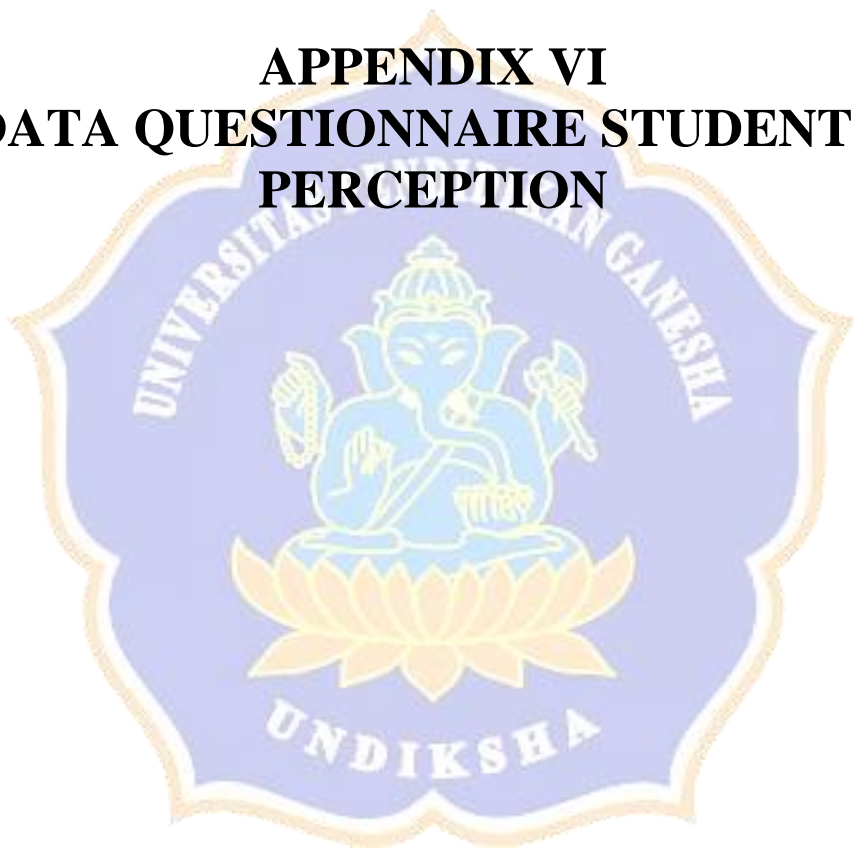
Judge,



Dr. I. G. A Lokita Purnamika Utami, S. Pd, M. Pd.

NIP. 198304022006042001

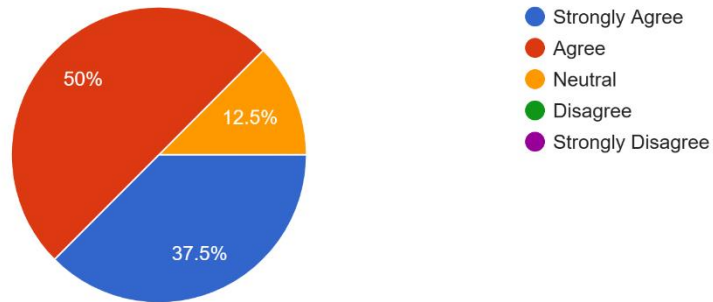
**APPENDIX VI  
DATA QUESTIONNAIRE STUDENTS'  
PERCEPTION**



DATA QUESTIONNAIRE (PERCENTAGE%)

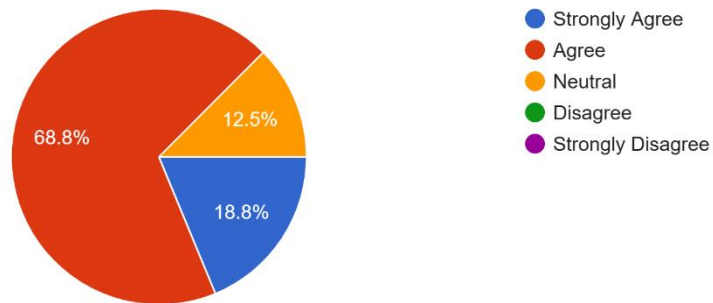
1. I am able to learn faster by using role play technique.

16 responses



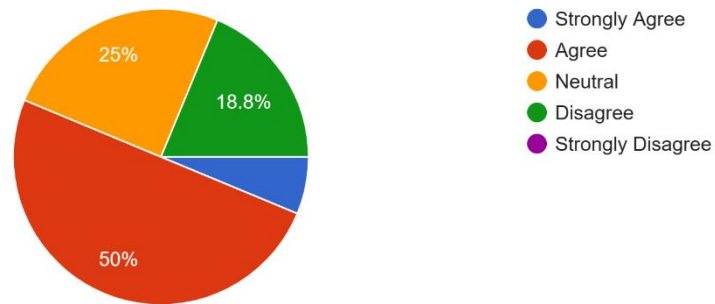
2. I consider that role play is very useful to enhance my speaking ability.

16 responses



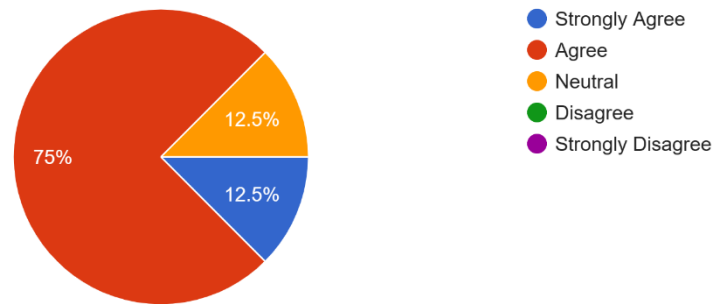
3. I feel some obstacles when the teacher implements role play in class.

16 responses



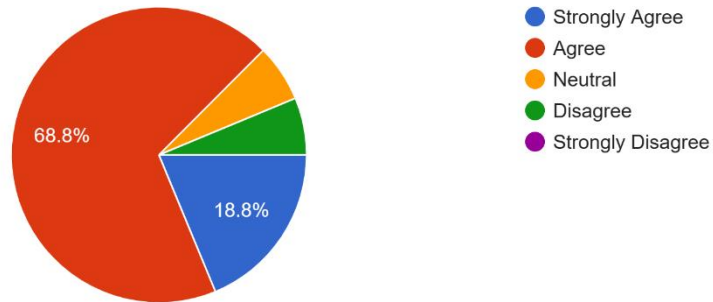
4. I participate in role play to help me enhancing my speaking in a job interview situation.

16 responses



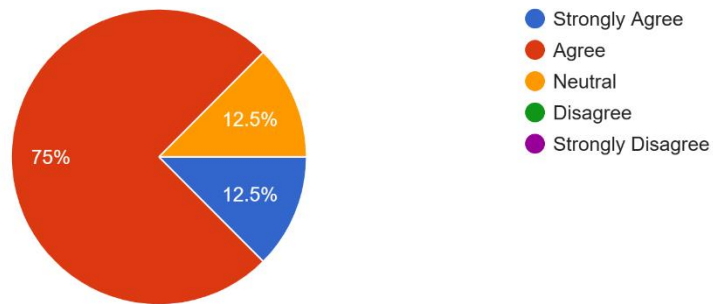
5. I am interested in doing role play because it is fun and engaging.

16 responses



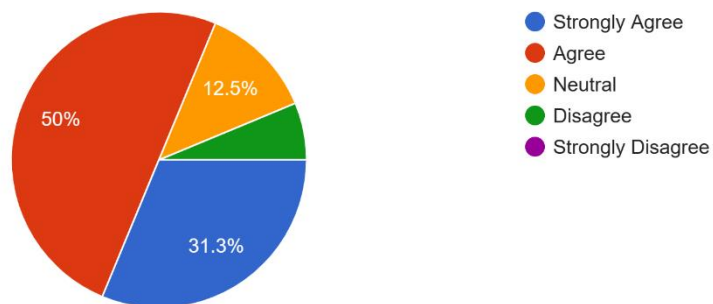
6. Doing role play help me to answer interview questions better.

16 responses



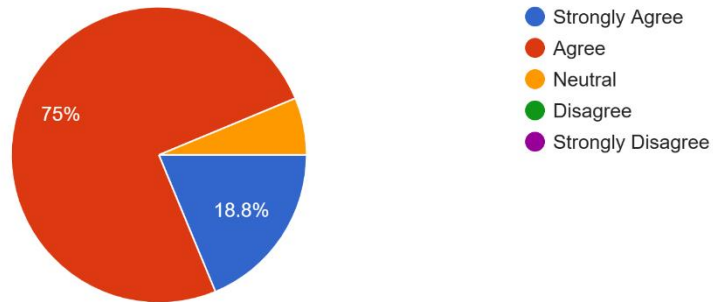
7. Doing role play make me feel more confidence in speaking.

16 responses



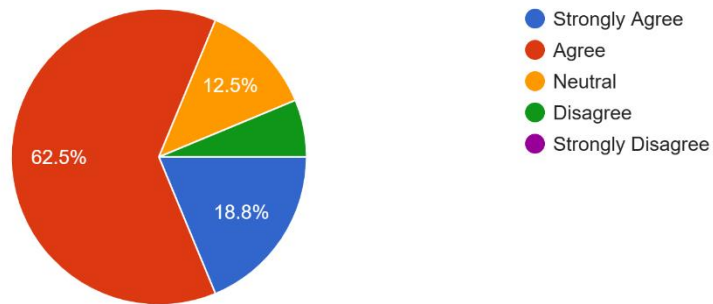
8. I see using role play is simple and useful.

16 responses



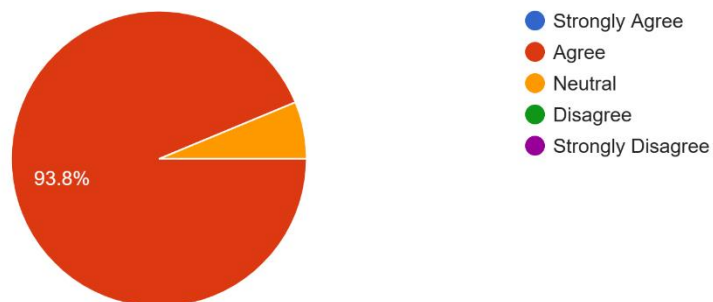
9. I believe learning through role play will help me in my future carrier.

16 responses



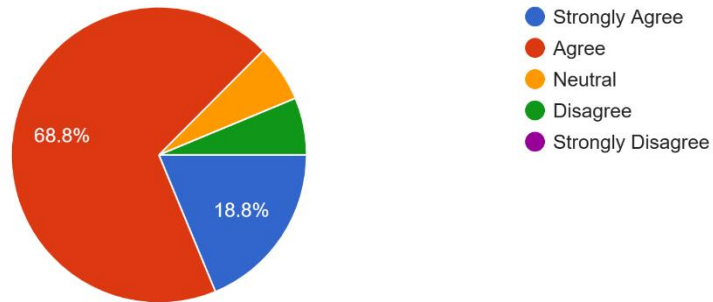
10. I found that doing role play is something new for me.

16 responses



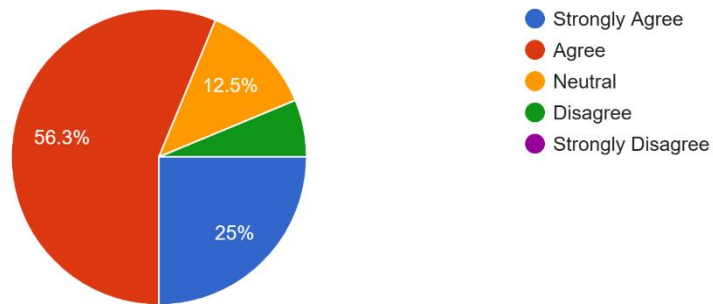
11. I found doing role play was applicable, simple, and effective.

16 responses



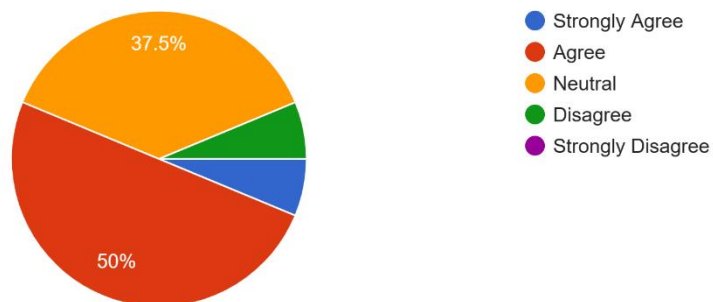
12. I think the questions in the interview in role play is more realistic.

16 responses



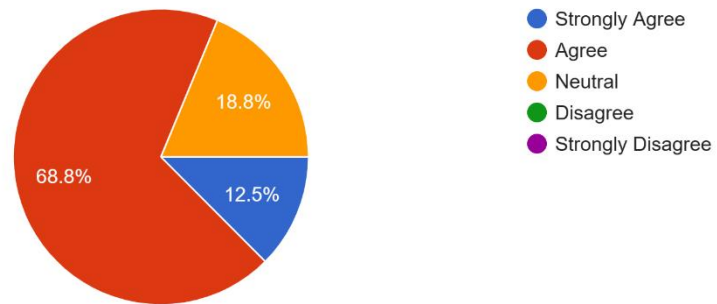
13. I joined in a role play because my teacher asks me so.

16 responses

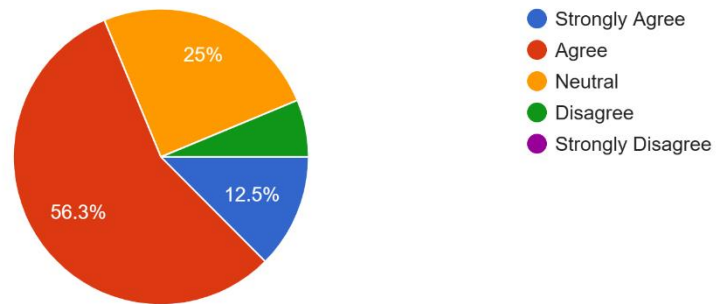




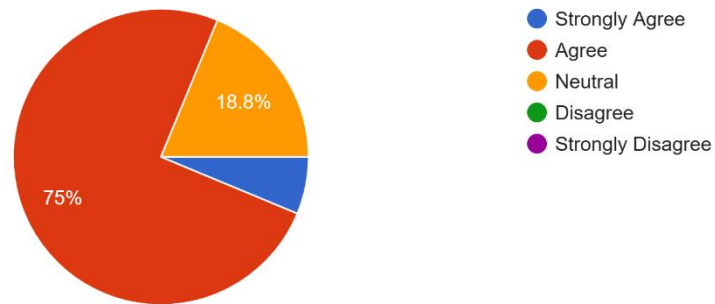
14. I always enjoy learning through role play since I feel it is closed to the real situation.  
16 responses



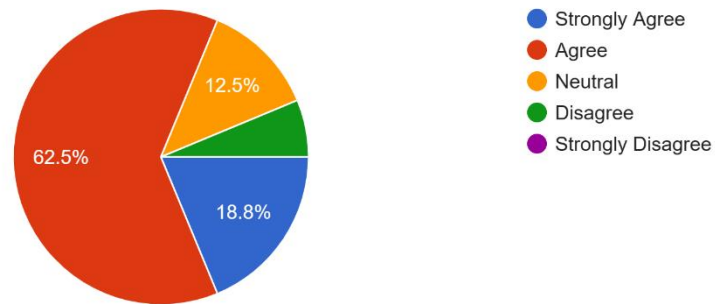
15. I once experienced similar technique but I prefer role play.  
16 responses



16. It does not take a lot of time to understand how to learn through role play.  
16 responses



.17. Looking at my friends enjoying the role play, I feel enthusiastic too.  
16 responses



## **APPENDIX VII LESSON PLAN**



**RENCANA PEMBELAJARAN  
(SESSION PLAN)**

1. Course Name : English for Housekeeping		2 meetings		
2. MATERI POKOK : Berkomunikasi Secara Lisan dalam Bahasa Inggris pada Tingkat Operasional Dasar Wawancara Kerja.		Time allotment: 360 minutes		
3. Learning Objectives				
<ul style="list-style-type: none"> <li>• Students will be able to recall and identify common job interview questions and tips for preparing for an interview.</li> <li>• Students will be able to explain the purpose of a job interview, the importance of preparation, and the role of nonverbal communication in an interview setting.</li> <li>• Students will be able to demonstrate their understanding of common job interview questions and tips by practicing their interview skills in a role-play exercise.</li> </ul>				
4. Teaching Technique		Role Play		
5. Media		Laptop, LCD, Laser Pointer, Power Point, Board		
6. Teaching Preparation		<ul style="list-style-type: none"> <li>• List of common job interview questions</li> <li>• List of potential job interview scenarios (e.g., Housekeeping, hospitality)</li> <li>• Role-play prompts</li> <li>• Evaluation sheet</li> </ul>		
7. Phase	Activities (Teacher)	Media	Technique	Time
Pre-Activities	<ul style="list-style-type: none"> <li>- Teacher Introduction</li> <li>- Checking students attendance</li> <li>- Building apperception</li> </ul> <p><i>Ask students to share their previous experiences with job interviews. (have you ever joined a job interview? How do you know if there is a job vacancy? Have you ever been given tips to enter an interview?)</i></p>	Computer, LCD, Laser Pointer, Power Point, Board	Discussion	20 Minutes
Core activities Theory and Practice (1)	<ul style="list-style-type: none"> <li>- Deliver analogies or real-life examples to illustrate key concepts of a job interview</li> <li>- Review the purpose of a job interview and its</li> </ul>		Group discussion	140 minutes

	<p>importance in the hiring process.</p> <ul style="list-style-type: none"> <li>- Discuss common job interview questions and how to answer them effectively.</li> <li>- Provide tips for preparing for a job interview, including researching the company, practicing responses to common questions, and dressing professionally.</li> <li>- Divide the students into small groups (preferably mixing those who have experience in an interview and those who have not experienced it) and have them discuss their own experiences with job interviews</li> <li>- Ask them to discuss what things they would change after given tips to handle a job interview</li> <li>- Ask each group to share their insights and experiences with the class.</li> </ul>			
Closing	<ul style="list-style-type: none"> <li>- Summarize the key points covered in the meeting.</li> <li>- Preview what will be covered in the next meeting, including the role-play exercise.</li> </ul>	Lecturing	20 minutes	
Pre-Activities	<ul style="list-style-type: none"> <li>- Greet the students</li> <li>- Checking their attendance</li> <li>- Checking students knowledge from previous session</li> </ul>	Lecturing	10 minutes	
Core Activities (role play)	<ul style="list-style-type: none"> <li>- Divide students into pairs or small groups and assign each group a job interview scenario (e.g., Housekeeping, hospitality). Provide them with a list of common interview questions related to their assigned scenario and ask</li> </ul>	Role Play	160 minutes	

	them to prepare responses to each question.			
	<ul style="list-style-type: none"> <li>- ask students to practice their interview skills using role-play techniques. Provide a set of role-play prompts that simulate the job interview scenario they have been assigned. Each student should take turns acting as the interviewer and interviewee.</li> <li>- Have each group provide feedback to each other. Encourage them to offer constructive feedback on what went well and areas for improvement</li> </ul>			
Post Activities	<ul style="list-style-type: none"> <li>- Debrief the exercise and ask students to reflect on what they learned.</li> <li>- Summarize the key points covered in the meeting and the overall lesson.</li> </ul>		Lecturing	10 minutes

Observer

Tampaksiring, .....  
 Researcher



### Expert Judgement Sheet for the RPP (Lesson Plan)

Expert 1: Prof. Dr. Ni Made Ratminingsih, M. A.

No	Expert Response			Suggestion
	Relevant	Less Relevant	Irrelevant	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			

Singaraja, 23 April 2023

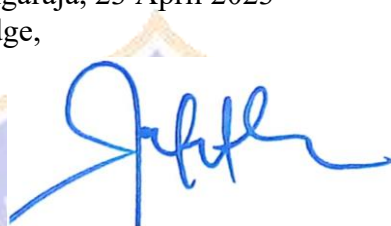
Judge,



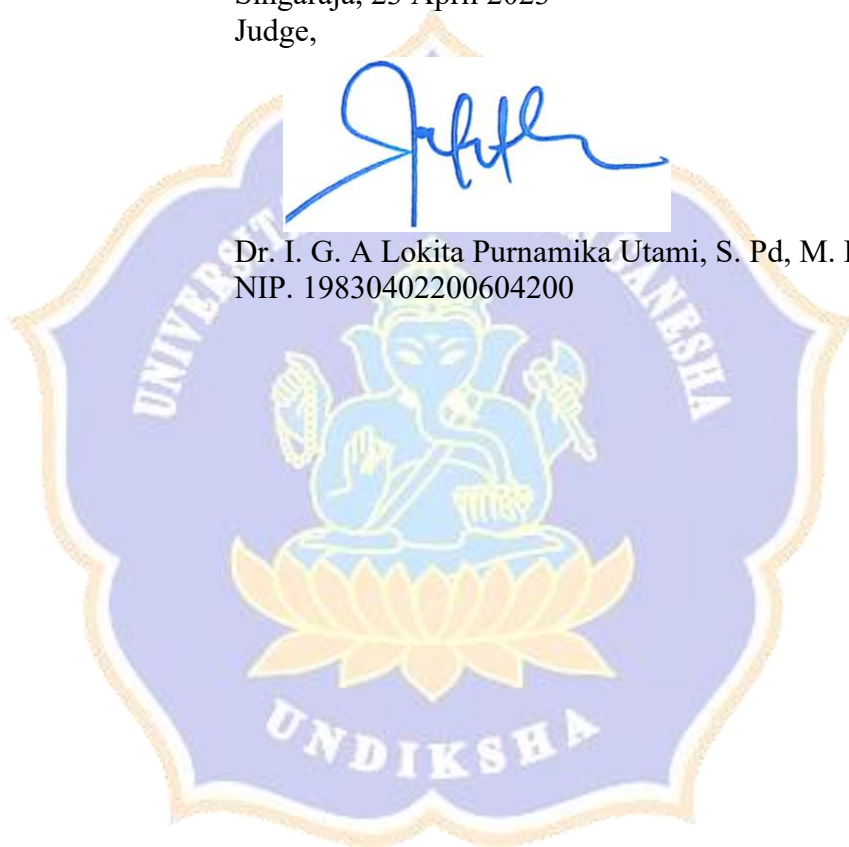
**Expert Judgement Sheet for the RPP (Lesson Plan)**  
 Expert 2: Dr. I. G. A. Lokita Purnamika Utami, S. Pd, M. Pd.

No	Expert Response			Suggestion
	Relevant	Less Relevant	Irrelevant	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			

Singaraja, 23 April 2023  
 Judge,



Dr. I. G. A Lokita Purnamika Utami, S. Pd, M. Pd.  
 NIP. 19830402200604200



**APPENDIX VIII**  
**JOURNAL INTENSIVE ENGLISH COURSE**





**LEMBAGA PELATIHAN KERJA PARIWISATA  
BALI CRYSTAL COLLEGE**

**Ijin Nomor : KEP.560/8953/Disnaker**

Jl. Ir. Soekarno ,Tampaksiring, Gianyar-Bali

Tlpn: (0361) 4793156, HP: 087762478394, e-mail: info@balicrystalcollege.com

**JURNAL INTENSIVE ENGLISH COURSE - D1**

**Nama Instruktur** : \_\_\_\_\_

NO	MATERI	WAKTU	Kelas :		Kelas :		Kelas :		Kelas :		Kelas :		Kelas :		Kelas :		Kelas :		Kelas :		Kelas :	
			Tgl	Paraf	Tgl	Paraf	Tgl	Paraf	Tgl	Paraf	Tgl	Paraf	Tgl	Paraf	Tgl	Paraf	Tgl	Paraf	Tgl	Paraf	Tgl	Paraf
1	Simple Present Tense : Nominal and verbal sentences Telling about yourself! (name, address, date of birth, hobby, college, majority, strength, and weakness)	90 mnt																				
2	Simple Present Tense : Nominal and verbal sentences Describing People (family or friend), Place (hotel or restaurant or cruise)	90 mnt																				
3	Simple Past Tense : Nominal and verbal sentences Telling past experience e.g. : unforgettable experience or job experiences	90 mnt																				
4	Simple Past Tense : Nominal and Verbal sentences Telling past experience e.g.: Handling Complaint or problem	90 mnt																				
5	Future Tense : positive, negative and interrogative sentences I will .... I won't.... will you ... ? I am going to ....	90 mnt																				
6	Future Tense : What will you do in the next 5 years, your goal, dream career	90 mnt																				
7	Present Perfect : positive, negative and interrogative sentences	90 mnt																				



**LEMBAGA PELATIHAN KERJA PARIWISATA  
BALI CRYSTAL COLLEGE**

**Ijin Nomor : KEP.560/8953/Disnaker**

Jl. Ir. Soekarno ,Tampaksiring, Gianyar-Bali

Tlpn: (0361) 4793156, HP: 087762478394, e-mail: info@balicrystalcollege.com

	I have ..... I haven't ..... Have you ever ...?																			
8	Present Perfect : telling job experiences e.g. I have worked in Holiday Inn Hotel as a waitress for two years, and my responsibilities ...	90 mnt																		
9	<b>Middle Test</b>	90 mnt																		
10	Specific Questions on the Department	90 mnt																		
11	Specific Questions on the Department	90 mnt																		
12	Video Call Interview	90 mnt																		
13	Video Call Interview	90 mnt																		
14	How to Make a Proper CV	90 mnt																		
15	How to Make a Proper CV	90 mnt																		
16	Interview Final Question	90 mnt																		
17	Interview Final Question	90 mnt																		
18	<b>Final Test</b>	90 mnt																		

**APPENDIX IX**  
**JOURNAL ENGLISH FOR HOUSEKEEPING**







**LEMBAGA PELATIHAN KERJA PARIWISATA  
BALI CRYSTAL COLLEGE**

**Ijin Nomor : KEP.560/8953/Disnaker**

Jl. Ir. Soekarno ,Tampaksiring, Gianyar-Bali

Tlpn: (0361) 4793156, HP: 087762478394, e-mail: info@balicrystalcollege.com

**JURNAL ENGLISH FOR HK – D1 & D2**

**Nama Instruktur** : \_\_\_\_\_

NO	MATERI	WAKTU	Kelas :		Kelas :		Kelas :		Kelas :		Kelas :	
			Tgl	Paraf	Tgl	Paraf	Tgl	Paraf	Tgl	Paraf	Tgl	Paraf
1	Housekeeping Facilities and Equipment	90 menit										
2	Housekeeping Facilities and Equipment	90 menit										
3	Room Assignment Sheet	90 menit										
4	Room Assignment Sheet	90 menit										
5	Cleaning Instructions	90 menit										
6	Cleaning Instructions	90 menit										
7	UTS	90 menit										
8	Housekeeping Guest's Request	90 menit										
9	Housekeeping Guest's Request	90 menit										
10	Housekeeping Guest's Complaint	90 menit										
11	Housekeeping Guest's Complaint	90 menit										
12	Making Coordination with Co-Workers in a Workplace	90 menit										
13	Making Coordination with Co-Workers in a Workplace	90 menit										
14	UAS	90 menit										
15	Handling Guest Request	90 menit										
16	Dealing with Guest's Complaint	90 menit										



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17	Dealing with Guest's Complaint	90 menit										
18	UAS	90 menit										

**APPENDIX X**  
**JOURNAL HOUSEKEEPING KNOWLEDGE**





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**JURNAL HK KNOWLEDGE – D1 & D2**

**Nama Instruktur** : \_\_\_\_\_

NO	MATERI	WAKTU	Kelas :		Kelas :		Kelas :		Kelas :		Kelas :	
			Tgl	Paraf	Tgl	Paraf	Tgl	Paraf	Tgl	Paraf	Tgl	Paraf
1	Teori : Introduction to Housekeeping	90 menit										
	Teori: Introduction to Housekeeping	90 menit										
2	Teori: Room Classification	90 menit										
	Teori : Room Classification	90 menit										
3	Teori: HK Basic SOP & Hotel Policy	90 menit										
	Teori: HK Basic SOP & Hotel Policy	90 menit										
4	Teori : HK Inventory (Cleaning Chemical & Equipment)	90 menit										
	Praktek : HK Inventory Set-Up & Usage Practice	90 menit										
5	Praktek: HK Inventory Set-Up & Usage Practice	90 menit										
	Praktek: HK Inventory Set-Up & Usage Practice	90 menit										
6	Praktek: HK Inventory Set-Up & Usage Practice	90 menit										
	Praktek: HK Inventory Set-Up & Usage Practice	90 menit										
7	Teori : Make-up Room	90 menit										
	Praktek : Make-up Room	90 menit										
8	Praktek : Make-up Room	90 menit										
	Praktek : Make-up Room	90 menit										
9	Praktek: Make-up Room	90 menit										
	Praktek: Make-up Room	90 menit										
10	Middle Test	90 menit										
11	Teori : Introduction to Public Area	90 menit										
	Praktek : Public Area Subsection	90 menit										
12	Praktek : Public Area Subsection	90 menit										
	Praktek: Public Area Subsection	90 menit										
13	Praktek: Public Area Subsection	90 menit										
	Praktek: Public Area Subsection	90 menit										
14	Teori : Laundry and Linen Issues Section	90 menit										



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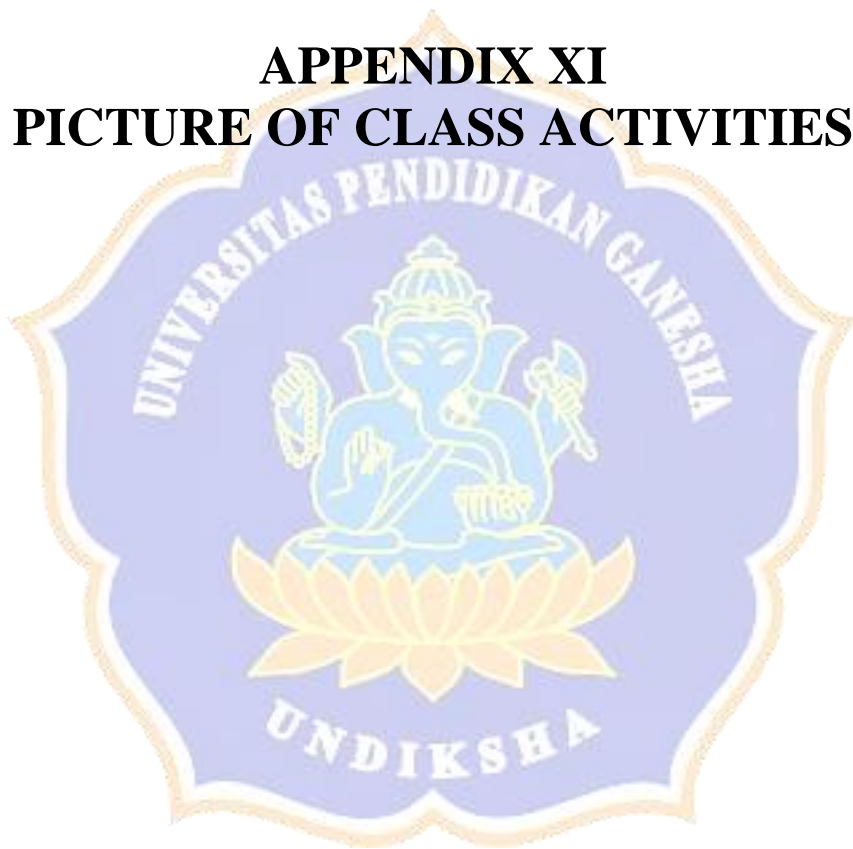
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	Teori : Laundry and Linen Issues Section	90 menit											
15	Final Test	90 menit											
	Final Test	90 menit											

**APPENDIX XI**  
**PICTURE OF CLASS ACTIVITIES**





# PICTURE OF CLASS ACTIVITIES

## Learning Process in Cycle 1



Learning Process in Cycle 2

