

APPENDICES

APPENDIX 1

Transliteration

Page	Surah/Verse	Indonesian	English
1	Al-Quran Surah Al-Alaq/Verse 1-5	“Bacalah dengan (menyebutkan) nama Tuhan Yang menciptakan, Dia telah menciptakan manusia dari segumpal darah. Bacalah, dan Tuhan Yang Maha Pemurah, Yang mengajarkan (manusia) melalui kalam. Dan mengajarkan manusia apa yang mereka lakukan tidak tahu. ”	"Read by (mentioning) the name of God Who created, He has created man from a clot of blood. Read, and it is God who is most gracious, Who teaches (humans) by means of kalam. And teach humans what they don't know.”

APPENDIX 2

Names Of English Education Department Students Of 2018

No	Name	Information
1	Muhammad Mukhlis	Student 1
2	M. Hasballah A Rahman	Student 2
3	Muhammad Yasfi Mardhana	Student 3
4	Dhiya AS	Student 4
5	Jabal Jamalullail	Student 5
6	Nurhafisah	Student 6
7	Zulfathiyyah Vebriana Halim	Student 7
8	Annisa	Student 8
9	Nor Amalia Khairunnisa	Student 9
10	Dewi Safira Maulida	Student 10
11	Hafizah Ulfah	Student 11
12	Rizki Nur Afifah	Student 12
13	Andi Saepul Rifli	Student 13
14	Rahmatunnisa	Student 14
15	Almira Himawan Islameyati	Student 15
16	Vera Anandya Putri	Student 16
17	Resha Dara Oktaviani	Student 17
18	Mawar Siti Khadijah	Student 18
19	Nur Fajrina	Student 19
20	Nurjani	Student 20
21	Nadia Amelia	Student 21
22	Muhammad Sam Bahri	Student 22

23	Abdul Qadir	Student 23
24	Aurannisa	Student 24
25	Shafira Hanna Chairina	Student 25
26	Selvi Nazarina	Student 26
27	Raudatul Jannah	Student 27
28	Luthfia Assyifa	Student 28
29	Nor Aulia Shifa	Student 29
30	Endang Prehatin	Student 30
31	Ismawati	Student 31
32	Ria Aditya Mayangsari	Student 32
33	Abdul Qadir	Student 33

APPENDIX 3

Test of Anderson Taxonomy by Google Form

The screenshot shows a Google Form titled "Test of Anderson Taxonomy" in a web browser. The form is in the "Pertanyaan" (Questions) tab, showing "Bagian 1 dari 4" (Part 1 of 4). The form instructions are "Fill in the data below completely". The first question is "Full Name *", with a text input field and a label "Teks jawaban singkat". The second question is "Class *", with a list of four options: "1. Class A", "2. Class B", "3. Class C", and "4. Class D". The form has a "Kirim" (Send) button in the top right corner. The browser address bar shows the Google Docs form URL.

Test of Anderson Taxonomy

Semua perubahan disimpan di Drive

Pertanyaan Respons

Poin total: 15

Full Name *

Teks jawaban singkat

Class *

1. Class A
2. Class B
3. Class C
4. Class D

Phone call (WA) *

Teks jawaban singkat

Setelah bagian 1 Lanjutkan ke bagian berikut

Test of Anderson Taxonomy

Semua perubahan disimpan di Drive

Pertanyaan Respons

Poin total: 15

Bagian 2 dari 4

Multiple Choice Questions

Please choose the correct psychomotor level based on the definitions

Performing a skill within a high degree of precision is included in the psychomotor level.. *

☐ Imitation

☐ Manipulation

☐ Precision

☐ Articulation

☐ Naturalization

Coordinating and adapting a series of actions to attain harmony and internal consistency is at the psychomotor level.. *

google translate - Penelusuran G x Drive Saya - Google Drive x Test of Anderson Taxonomy - Go x +

docs.google.com/forms/d/13HyqOYLk2edh7TT_l3ZVXIIIRgogub_CbdDx9kfmqWKQ/edit

Test of Anderson Taxonomy ☆ Semua perubahan disimpan di Drive

Pertanyaan Respons Poin total: 15

Coordinating and adapting a series of actions to attain harmony and internal consistency is at the psychomotor level.. *

☐ Imitation

☐ Manipulation

☐ Precision

☐ Articulation

☐ Naturalization

Observing and patterning behavior after some other person is included in the psychomotor level.. *

☐ Imitation

☐ Manipulation

☐ Precision

google translate - Penelusuran G x Drive Saya - Google Drive x Test of Anderson Taxonomy - Go x +

docs.google.com/forms/d/13HyqOYLk2edh7TT_l3ZVXIIIRgogub_CbdDx9kfmqWKQ/edit

Test of Anderson Taxonomy ☆ Semua perubahan disimpan di Drive

Pertanyaan Respons Poin total: 15

Observing and patterning behavior after some other person is included in the psychomotor level.. *

☐ Imitation

☐ Manipulation

☐ Precision

☐ Articulation

☐ Naturalization

Having the ability to perform certain actions by heart or following instructions is including at the psychomotor level.. *

☐ Imitation

☐ Manipulation

☐ Precision

google translate - Penelusuran G x Drive Saya - Google Drive x Test of Anderson Taxonomy - Go x +

docs.google.com/forms/d/13HyqOYLk2edh7TT_l3ZVXIIIRgogub_CbdDxF9kfmqWKQ/edit

Test of Anderson Taxonomy ☆ Semua perubahan disimpan di Drive Kirim

Pertanyaan Respons Poin total: 15

Having the ability to perform certain actions by heart or following instructions is including at the psychomotor level. *

- ☐ Imitation
- ☐ Manipulation
- ☐ Precision
- ☐ Articulation
- ☐ Naturalization

Mastering a high level performance until it become second-nature or natural is including in the psychomotor level. *

- ☐ Imitation
- ☐ Manipulation
- ☐ Precision

google translate - Penelusuran G x Drive Saya - Google Drive x Test of Anderson Taxonomy - Go x +

docs.google.com/forms/d/13HyqOYLk2edh7TT_l3ZVXIIIRgogub_CbdDxF9kfmqWKQ/edit

Test of Anderson Taxonomy ☆ Semua perubahan disimpan di Drive Kirim

Pertanyaan Respons Poin total: 15

The students follow instructions to create a model *

- ☐ Manipulation
- ☐ Naturalization
- ☐ Articulation
- ☐ Imitation
- ☐ Precision

The students demonstrate a task to a beginner *

- ☐ Manipulation
- ☐ Naturalization
- ☐ Articulation

google translate - Penelusuran G x Drive Saya - Google Drive x Test of Anderson Taxonomy - Go x +

docs.google.com/forms/d/13HyqOYLk2edh7T_13ZVXIIIRgogub_CbdDxF9kfmqWKQ/edit

Test of Anderson Taxonomy ☆ Semua perubahan disimpan di Drive Kirim

Pertanyaan Respons Poin total: 15

The students demonstrate a task to a beginner *

☐ Manipulation

☐ Naturalization

☐ Articulation

☐ Imitation

☐ Precision

The student combine a series of skills to provide a video that involves music, drama, color, sound, etc. *

☐ Manipulation

☐ Naturalization

☐ Articulation

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docs.google.com/forms/d/13HyqOYLk2edh7T_13ZVXIIIRgogub_CbdDxF9kfmqWKQ/edit

Test of Anderson Taxonomy ☆ Semua perubahan disimpan di Drive Kirim

Pertanyaan Respons Poin total: 15

The student combine a series of skills to provide a video that involves music, drama, color, sound, etc. *

☐ Manipulation

☐ Naturalization

☐ Articulation

☐ Imitation

☐ Precision

The students operate computers quickly and accurately *

☐ Manipulation

☐ Naturalization

☐ Articulation

google translate - Penelusuran G x Drive Saya - Google Drive x Test of Anderson Taxonomy - Go x +

docs.google.com/forms/d/13HyqOYLk2edh7TT_13ZVXIIIRgogub_CbdDx9kfmqWKQ/edit

Test of Anderson Taxonomy Semua perubahan disimpan di Drive Kirim

Pertanyaan Respons Poin total: 15

The students operate computers quickly and accurately *

☐ Manipulation

☐ Naturalization

☐ Articulation

☐ Imitation

☐ Precision

Setelah bagian 3 Lanjutkan ke bagian berikut

Bagian 4 dari 4

Making Sentence

Please make sentence in using psychomotor action verb to make objective in assessing student. (Ex. The

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docs.google.com/forms/d/13HyqOYLk2edh7TT_13ZVXIIIRgogub_CbdDx9kfmqWKQ/edit

Test of Anderson Taxonomy Semua perubahan disimpan di Drive Kirim

Pertanyaan Respons Poin total: 15

Bagian 4 dari 4

Making Sentence

Please make sentence in using psychomotor action verb to make objective in assessing student. (Ex. The student are able to perform their report text about animals that is good and interesting in front of their groups)

Imitation (keywords: copy, follow, mimic, repeat, replicate, reproduce, trace) *

Teks jawaban singkat

Manipulation (keywords: act, build, execute, perform) *

Teks jawaban singkat

google translate - Penelusuran G x | Drive Saya - Google Drive x | Test of Anderson Taxonomy - Go x

docs.google.com/forms/d/13HyqOYLk2edh7TT_13ZVXIIIRgogub_CbdDx9kfmqWKQ/edit

Test of Anderson Taxonomy ☆ Semua perubahan disimpan di Drive

Pertanyaan Respons Poin total: 15

Precision (keywords: calibrate, demonstrate, master, perfectionism) *

Teks jawaban singkat

Articulation (keywords: adapt, constructs, combine, creates, customize, modifies, formulate) *

Teks jawaban singkat

Naturalization (keywords: create, design, develop, invent, manage, naturally) *

Teks jawaban singkat

Kirim

APPENDIX 4

Lesson Plans of English Education Department of 2018

LESSON PLAN

Name of Teacher : Hafizah Ulfah, M. Pd, M. A.
 Name of School : MAS Hidayatullah Martapura
 Subject : English
 Grade : XI/ 11
 Topic : Party Time (Chapter 3)
 Text Type : Short Functional Text
 Skill : Writing and Speaking
 Time Allocations : 1 X 15 Minutes

A. Core Competences :

K1. To appreciate and practice the teaching of their religion

- K2. To demonstrate the honesty, discipline, responsibility, caring (tolerance, cooperation), politeness, confidence, in interacting effectively with the social and natural environment within the reach of association and its existence.
- K3. To understand knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.
- K4. To try, to process, and to present in a concrete domain (using, parsing, arranging, modifying, and making) and abstract domain (writing, reading, counting, drawing, and composing) in accordance with what s learned in school and same others sources in the perspective/theory.

B. Basic Competence and Indicators of Competence Achievement

NO	Basic Competence	Indicators of Competence Achievement
1.	3.3 To compare social functions, text structures, and linguistic elements of some specific texts in the form of official invitations by providing and requesting information related	<p>3.3.1 To analyse information of short functional texts about formal invitation.</p> <p>3.3.2 To describe information of short functional texts about formal invitation.</p>

		to school/ workplace according to the context of their use.	
2.	4.3	Official invitation text	4.3.1.1 To create a short functional texts about simple formal invitation that is good, interesting and precise.
	4.3.1	To capture contextual meaning related to social functions, text structure, and language elements specifically in the form of formal oral and written invitations, related to school/ workplace activities.	4.3.2.2 To perform short functional texts about simple formal invitation that is good, interesting precise in front of the class.
	4.3.2	To compile special texts in the form of formal oral and written invitations, related to school/ workplace activities, taking into account social functions, text structure, and linguistic elements, correctly and in context.	

C. Learning Objective :

In the end of class,

1. The students will be able to analyze the generic structure of short functional texts about formal invitation.
2. The students will be able to design short functional texts about formal invitation that is related to school workplace through group discussion in a good grammar.
3. The students will be able to perform their own short functional texts about formal invitation orally in front of the class in loudly and in a good grammar.

Attitudes values Focus

1. Religious
2. Nationalist
3. Integrity

4. Mutual Cooperation

D. Learning Materials:

1. Regular Learning Materials

a. Fact

- Starting
- Responding (expected/ unexpected)

b. Concept

- Social Function.
- An invitation is written or verbal request inviting someone to go somewhere or todo something.

The Chairman and Director of General Mercantile Ltd

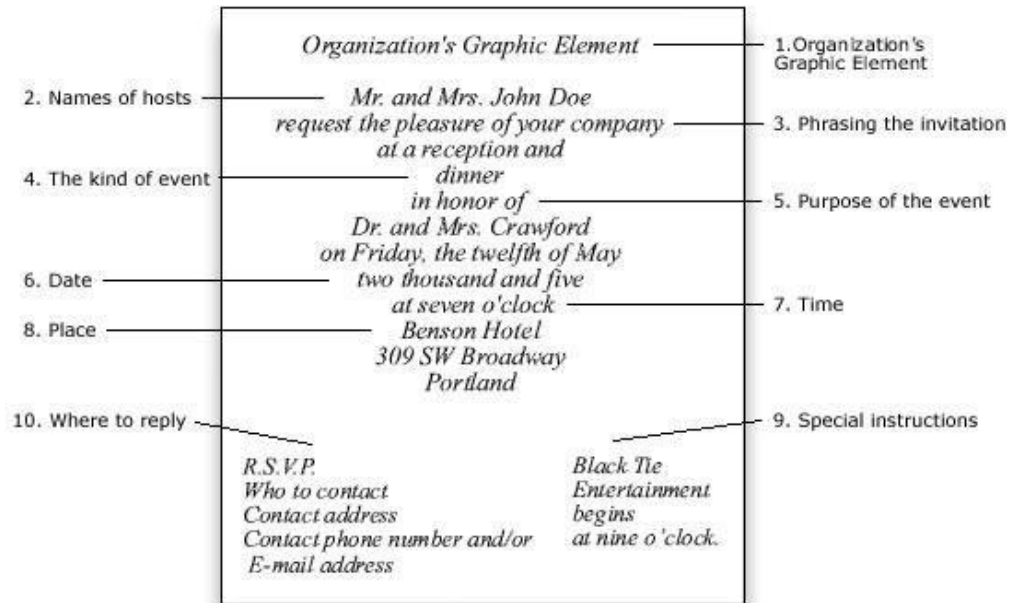
Request the presence of Mr. & Mrs. Frank Jackson

To the opening ceremony of the branch office
Of General Mercantile

At 300, Victoria Street, London EC

At 7 pm

On Thursday, 1th April 2007



c. Text Structure

Generic structure:

- Greeting
- Contents
- Closing

Dominant language features:

- Simple, precise, and concise words.
- Detail information.
- The tone should be friendly and sincere. Words should be chosen carefully.
- The style of writing should be formal.

Linguistic Elements:

- Expressions and terms used in official invitation.
- Singular and plural nouns with or without a, the, this, those, my, their, etc.
- Speech, word stress, intonation, spelling, punctuation, and

handwriting. There are 2 types of invitation: formal and informal invitation.

- Formal invitation is an invitation which follows a modified form, tone or style in agreement with the established norms, customs, or values. For example: graduation ceremony, wedding, grand opening, etc. In order to strengthen your understanding of formal invitation.
- Informal invitation is a personal invitation given to a friend, a family such as birthday party, family gathering, and etc.

d. Procedure

- Design a simple formal invitation then perform your invitation orally in front of your classmates.

2. Remedial Learning Materials

- The students who haven't reached the target learning result must design their own invitation in the condition that is determined by the teacher then perform their formal invitation orally at least in front of the teacher and the students who have their

remedial.

3. Learning Materials for Enrichment

- The teacher gives a task to make a formal invitation for their graduation ceremony at

school.

E. Learning Method :

- a. Approach : Scientific
- b. Learning Model : Discovery Learning

F. Learning Media:

- 1. LCD Projector
- 2. Laptop
- 3. Power Point (in focus)
- 4. Text book

G. Learning Sources :

- 1. Kementerian Pendidikan dan Kebudayaan. 2017. *Buku Guru Mata Pelajaran Bahasa Inggris Kelas XI*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- 2. Internet (<https://onewkyu.wordpress.com/2014/06/11/examples-of-formal-invitation-cards/>)
- 3. Another relevant sources.

H. Teaching and Learning Activity

Opening Activity (2 minutes)

Teacher :**Orientation**

- Doing the opening by reciting salaam and praying to start the lesson. **(PPK: Religious)**
- Asking the students who are absent and asking to tidy up their table arrangement then throwing the trash in its place.
- Preparing the students to follow the process of learning short functional texts about invitation.

Aperception

- Connecting the learning materials/ theme/ activities that will be done to the students' experience in the previous level (Class X).
- Reminding of the prerequisite materials by asking the students
- Asking the questions related to the lesson that will be done.

Motivation

- Delivering the description of the benefit to learn the lesson at the day.
- Telling students that if this material/ theme/ project has done well and seriously, the students will be able to explain and design invitation.
- Telling the learning objectives to the students.
- Asking the questions.

Giving References

- Giving students about explanation of the materials that will be discussed at the day.
- Showing the core competence, basic competence, indicators, and Minimum Graduation Criteria of the meeting.
- Dividing the students into several groups.
- Explaining mechanism of the implementation of learning experience based on the learning steps.

Main Activity (12 minutes)

Learning Model Syntax	Teaching and Learning Activities
Stimulation	<p>LITERATION ACTIVITIES</p> <p>Students are given motivation or stimulation to focus attention on the topic by doing some ways:</p> <ul style="list-style-type: none"> • Viewing (without or with tools) Display relevant pictures/ photos/ videos. • Observing Analyze differences and similarities in some formal invitation texts. • Reading (in their own home before the teaching learning activities) → Students are asked to read material from textbooks or other supporting books, from the internet / related material → Short Functional Text in form of formal invitation.

	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> → Students are asked to listen to the material given by the teacher which is related to → Short Functional Text in form of invitation on Chapter III page 32 → Design simple invitation (Hot)
Problem statement (question/problem identification)	<p><u>(CRITICAL THINKING)</u></p> <p>The teacher gives students the opportunity to identify as many questions as possible related to the power point and will be answered through learning activities, for example :</p> <ul style="list-style-type: none"> • Asking the questions about : <ul style="list-style-type: none"> → <i>What is invitation?</i> → <i>What is the purpose of invitation?</i> <p>which is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to formulate questions to form critical thoughts that need to live smartly and lifelong learning. For example:</p> <ul style="list-style-type: none"> → <i>The meaning of invitation is?</i> → <i>The elements of invitation are?</i> → <i>The function of invitation is?</i>
Data collection	<p><u>(COLLABORATION and CRITICAL THINKING)</u></p> <p>Students gather relevant information to answer the questions that have been identified through the activity :</p> <ul style="list-style-type: none"> • Identifying and mentioning parts of the invitation with correct speech and word emphasis. • Interviewing the informant. • Collecting the information. • Reading other sources beside textbook

	<p>→ Students are asked to explore their knowledge by reading reference books about</p> <ul style="list-style-type: none"> • How to analyze the generic or common structure of invitation <ul style="list-style-type: none"> • Representing • Activities: <p>→ Learners do the following activities:</p> <ul style="list-style-type: none"> - The students work in pairs to analyze the general, functional, and dominant language features of the formal invitation according to the ppt. - The students discuss it with other friends. • Discussing • Reviewing • Exchange information about: <ul style="list-style-type: none"> ➤ <i>How to make a good invitation</i> <p>by being actively responded by students from other groups in order to obtain a new knowledge that can be used as material for group discussion later, using the scientific methods contained in the learner's handbook or on the worksheets provided carefully to develop a conscientious, honest, polite attitude, respect the opinions of others, the ability to communicate, apply the ability to gather information through a variety of ways that are learned, develop learning habits and lifelong learning.</p>
Data processing	<p><u>(CRITICAL THINKING)</u></p> <p>Students in their groups discuss processing the observational data in a way:</p> <ul style="list-style-type: none"> • Discussing about the data: <ul style="list-style-type: none"> ➤ <i>How to identify structure of short functional texts about simple formal invitation.</i>

	<ul style="list-style-type: none"> ➤ <i>How to describe short functional texts about simple formal invitation according to the structure.</i> ➤ <i>How to make simple formal invitation that are interesting and precise that have been collected / summarized in previous activities.</i> • Processing information that has been collected from the results of previous activities / meetings as well as the results of observing activities and the activity of gathering information that is ongoing with the help of questions on the worksheet. • Students doing their performance in making a simple formal invitation.
Verification	<p><u>(CRITICAL THINKING)</u></p> <p>Learners discuss the results of their observations and verify the results of their observations with data or theory in the source book through activities:</p> <ul style="list-style-type: none"> • Adding breadth and depth to process information that is looking for solutions from various sources that have different opinions to develop honesty, conscience, discipline, obeying the rules, hard work, the ability to apply procedures and the ability of inductive and deductive thinking in proving: <ul style="list-style-type: none"> ➤ <i>Present in front of class their about their own simple formal invitation.</i> <p>Include with : The students and teacher discuss together about the simple formal invitation that have been made by the students</p>
Generalization	<p><u>(COMMUNICATION)</u></p> <p>Students are discussing to summarize:</p> <ul style="list-style-type: none"> • Deliver the results of discussions in the form of conclusions based on the results of the analysis verbally, in writing, or other media to develop an attitude of honesty, conscientiousness, tolerance, ability to think systematically, express opinions politely.

	<ul style="list-style-type: none"> • Present the results of the classical group discussion about: <ul style="list-style-type: none"> ➤ <i>Simple formal invitation that are interesting and precise</i> • Express opinions on presentations made and responded to by the group presenting • Ask about the presentations and other students are given the opportunity to answer them. • Summarize the important points that emerged in the new learning activities carried out in the form of: A written observation report about <ul style="list-style-type: none"> ➤ <i>simple formal invitation that are interesting and precise</i> • Answering questions contained in the student handbook or worksheets that have been provided. • Ask questions about things that are not understood, or the teacher throws a few questions to students. • Complete the competency test contained in the student handbook or on the work sheet that has been provided individually to check student mastery of the subject matter
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Notes:

During learning takes place, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment)

Closing Activity (1 minute)

Students :

- Making summary **(CREATIVITY)** with the guidance of the teacher about the important points that emerge in the new learning activities carried out.
- Scheduling homework.
- Scheduling projects that must be studied at the next meeting outside school hours or at home.

Teacher:

- Checking student work completed immediately. Students who have completed the project correctly are initialed and given a ranking number for the project assessment.
- Give awards to groups that have good performance and collaboration

I. Assessment, Remedial and Enrichment

1. Assessment technique:

→ Affective (Spiritual and Social)

↓ Observation (journal)

Observation assessment is based on observing the attitudes and behaviors of students, both related to the learning process and in general. Direct observations made by the teacher. The following are examples of attitude assessment instruments.

No	Student Name	Assessed Behavioral Aspects				Total Score	Affective Score	Score Code
		R	N	I	MC			
1	Harmonie Granger	90	85	95	85	355	88,75	A
2	Ron Weasley	70	75	80	75

Note:

- R = Religious
- N = Nationalist
- I = Integrity
- MC = Mutual Cooperation

Note:

1. Aspects of behavior judged by the criteria:

- Very good = 100
- Good = 75
- Sufficient = 50

- Less = 25

2. Maximal Score = the number of attitudes assessed is multiplied by the number of criteria = $100 \times 4 = 400$
3. Affective Score = the total score divided by the number of attitudes assessed = $275:4 = 68,75$
4. Score Code / predicate:
 - 75,01 – 100,00 = Very Good (A)
 - 50,01 – 75,00 = Good (B)
 - 25,01 – 50,00 = Sufficient (C)
 - 00,00 – 25,00 = Less (D)

a. Rubric for Writing

Rated Aspects	Points	Description
Suitability	4	• Structured according to the type of description to the fullest
	3	• Minimum structure according to the type of description
	2	• The choice of text is not clear
	1	• Unstructured and difficult to understand
Grammatical	4	• Right
	3	• Sometimes it's not right but it doesn't affect the meaning
	2	• Less precise and affect meaning
	1	• Difficult to understand
Vocabulary	4	• Right
	3	• Sometimes it's not right but it doesn't affect the meaning
	2	• Less precise and affect meaning
	1	• Difficult to understand
Clarity of meaning	4	• Very clear and very effective
	3	• Clear and effective
	2	• Clear and ineffective
	1	• Unclear

Full score: $4 \times 4 \times 6.25 = 100$

b. Rubric for speaking

No.	Rated aspects	Points	Ronald	Harmonie	Malfoy	Total
1.	Grammar	5 – 1				
2.	Vocabulary	5 – 1				
3.	Comprehension	5 – 1				
4.	Fluency	5 – 1				
5.	Pronunciation	5 – 1				
6.	Task accomplishment	5 – 1				

Information:

Full score: 5 x 6 x

3.33: 99.95 = very good

4 = better

3 = almost good

2 = enough

1 = bad

Banjarmasin, 29 April 2020

Acknowledged by:

Headmaster,

Teacher,

Muhammad Sulthoni Na'imullah, M. Pd.**Hafizah Ulfah, M. Pd, M.A.**

NIP.19650721 198902 1 001

NIP. 20001329 264826 1 665

LESSON PLAN

Name of school : MTSN 1 BARABAI
 Subject : Bahasa Inggris
 Class / Semester : VIII / 8
 Topic : Chapter 4 “You are Invited!”
 Time : 10 Minutes

A. Basic Competencies

3.4 Implementing social functions, text structure, and linguistic elements of oral and written interpersonal interaction text which involve the actions of ordering, asking, asking permission, and responding to it, according to the context of its use.

4.4 Compile a very short and simple oral and written interpersonal interaction text that involves the act of ordering, asking, asking permission, and responding with attention to social functions, text structure, and linguistic elements that are correct and in context.

B. Learning Objectives

Students can understand the meaning of the text in the form of an invitation card. Students know the text structure of the invitation card. Students can make invitations card in appropriate and polite language.

C. Learning Media, Materials, and Learning Resources

• **Media** : Power point, Invitation card

• **Learning Resources** : Class VIII English Books, “When English Rings a Bell”

D. Learning Steps

Activity	Activity Description	Time Allocation
Pre	<p>a. <i>Orientation</i> The teacher checks the readiness of students to learn both physically and psychologically.</p> <p>b. <i>Motivation</i> The teacher explains the learning objectives or competencies to be achieved</p> <p>c. <i>Reference</i> 1) The teacher provides an outline of the material coverage and an explanation of activities that will be carried out by students to complete the exercises and tasks in learning. 2) Students listen to the learning implementation mechanism</p>	3 minutes

While	<ul style="list-style-type: none"> • Observe <ol style="list-style-type: none"> 1) Students pay attention to the teacher's explanation about invitation card. 2) Students observe examples of invitation cards given by the teacher 3) Students compare the sentences used in each invitation card. • Ask <ol style="list-style-type: none"> 4) Students ask questions about the content of the text, the meaning of the invitation card, the order language, text structure, text communicative functions, as well as other things you want known about invitation card. 5) Students ask questions about how to make invitation card. • Explore <ol style="list-style-type: none"> 6) Students practice making birthday invitation card using appropriate and polite words. 	5 Minutes
Post	<ol style="list-style-type: none"> 1) Students under the guidance of the teacher conclude the material. 2) The teacher provides feedback on the learning process and results. 3) The teacher carries out follow-up activities in the form of giving assignments individually about invitation card. 4) The teacher closing the lesson for today. 	2 Minutes

E. Assessment of Learning Outcomes

- **Assessment Skill:** In the form of practice writing in individually.

Knowing
Head Master

Achmad Fathahillah Akbar, M.Pd
Halim
NIP. 19740620 199903 1 010

Banjarmasin, 28 November
2020

English's Teacher

Zulfathiyyah Vebriana
180101030608

CURRICULUM VITAE

I. Personal Details			
Name		: Febrina Saskia Putri	
Place and Date of Birth		: Sampit, 15 Februari 1998	
Gender		: Female	
Marital Status		: Single	
Religion		: Islam	
Nationality		: Indonesia	
Parents		: Hasnainor and Lisa Ernani	
Siblings		: Muhammad Ferdi Adhani	
II. Formal Educational Background			
2002	2003	: Nurul Iman Kindergarten Sampit (TK Nurul Iman Sampit)	
2003	2009	: State Elementary School of 8 MB Hulu Sampit (SDN 8 MB Hulu Sampit)	

2009	2012	: State Islamic Junior High School Sampit (MTsN Sampit)	
2012	2016	: Darul Hijrah Islamic Boarding School For Female Banjarbaru (Pondok Pesantren Darul Hijrah Putri Banjarbaru)	
2016	2021	: English Education Department of Antasari State Islamic University Banjarmasin	