

APPENDICES

(Appendix I)

Transliteration of Qur'an

Surah	Translation	
	English	Indonesia
Qaaf 18	<i>“Not a word does he (or she) utter but there is a sentinel by him, ready (to note it)”.</i>	“Tidak ada suatu kata yang diucapkannya melainkan ada di sisinya malaikat pengawas yang selalu siap (mencatat)”.

Appendix II (Interview)

1. According to your knowledge, would you tell me what is HOTS?
2. Why does the lesson plan use HOTS in learning?
3. Do you think that every lesson plan needs HOTS in its creation?
4. Please explain what skills should teachers have in HOTS learning strategies?
5. What should the teacher pay attention to when compiling HOTS questions?
6. How do you engage students in higher-order thinking?

Appendix III (Respondent Answers)

The Participant Answers	
Respondent 1	<ol style="list-style-type: none"> 1. A concept of education based on blooms taxonomy. 2. It makes students to be more critically in thinking or analyzing the problem when they study. 3. Yes I think so because HOTS is important in lesson plan for making the teachers and students be creative and more in thinking. 4. Analysis, evaluation, creating, critical and creative thinking. 5. Questions are made according to the student's HOTS level. 6. Teach theoretically and then put it into practice by solving problems
Respondent 2	<ol style="list-style-type: none"> 1. Higher order thinking skills (HOTS), this is based on taxonomies bloom which is focused on the types of cognitive learning. 2. To enhance students critical thinking and creativity. 3. I do, it is essential in nowadays ELT and learning activities especially for EFL students in Indonesia. 4. Critical thinking, creativity, communication, classroom management, etc. 5. First, the questions should be divergent. Second, create a collaborative activity such as group discussion. Third, inform the learning objectives at the first place. Fourth, give feedback and review sessions for the students. 6. We can engage students in HOTS activities by applying group discussions technique whether it is small group or large group. One thing that we as teacher have to pay attention to is the interesting topic to be discussed

	<p>regarding to the material being taught. Therefore, it is still possible to have discussions by individuals so that the students will have their own point of view. By group discussions technique, students will enhance their 4C skills.</p>
<p>Respondent 3</p>	<ol style="list-style-type: none"> 1. Higher-order thinking skills is a concept popular in American education. It distinguishes critical thinking skills from low-order learning outcomes, such as those attained by rote memorization. HOTS include synthesizing, analyzing, reasoning, comprehending, application, and evaluation. 2. To make the students think critically. 3. Yes. 4. Some qualities of a good teacher include skills in communication, listening, collaboration, adaptability, empathy and patience. Other characteristics of effective teaching include an engaging classroom presence. 5. Teacher should be encouraging them to explore, be curious, come up with questions and investigate how things work. Asking them to think of different ways to solve problems. Providing choices of activities that involve planning and decision making. 6. Strategies that teachers may use in their classes to encourage higher order thinking include: posing provocative questions, statements or scenarios to generate discussion (for example, the use of 'what if' questions) requiring students to explain concepts using analogies, similes and metaphors.

<p style="text-align: center;">Respondent 4</p>	<ol style="list-style-type: none"> 1. High Order Thinking Skill is a type of question that given to the students in order to know how far they understand the material in depth. It requires better thinking skill such as analyze and etc. 2. In order to help student to understand the material better, more than just answer yes or no and remembering things. 3. I think it's a yes because it will train them to think deeper and better. 4. It should be included the analysis thing, describe, explain, like what taxonomy skill. 5. The detail things of material, so students will be able to understand at all. 6. By asking them some questions like HOTS type but not so HOTS (near of it), discussion would be great to help it too
<p style="text-align: center;">Respondent 5</p>	<ol style="list-style-type: none"> 1. High Order thinking skill adalah kemampuan berpikir secara kritis, atau lebih kritis daripada berpikir secara umum 2. Penggunaan HOTS pada lesson plan berguna untuk mengembangkan kemampuan peserta didik dalam menyelesaikan suatu permasalahan dengan cara berfikir secara kritis. 3. Menurut saya, hots ini lebih ke sunnah, apabila mampu menerapkan dalam setiap pembelajaran, boleh boleh saja setiap lesson plan menggunakan hots. 4. Menurut saya, seorang guru harus memiliki kemampuan hots itu sendiri sebelum berusaha menerapkannya kepada peserta didik. Guru juga harus bisa membuat siswa dapat menerapkan HOTS pada

	<p>pembelajaran, yg mana saya yakin tidak semua guru bisa.</p> <ol style="list-style-type: none"> 5. Kemampuan siswa dalam memahami permasalahan dari pertanyaan tersebut, lalu kemampuan siswa dalam mencari solusi untuk masalah tersebut. 6. Beberapa buku LKS zaman sekarang sudah ada soal soal HOTS di dalamnya, saya rasa hal tersebut sangat membantu guru agar lebih mudah menerapkan HOTS dalam pembelajaran.
<p>Respondent 6</p>	<ol style="list-style-type: none"> 1. High order thinking skill atau kemampuan berpikir tingkat tinggi yg setahu saya di gunakan saat ingin memecah kan masalah atau problem solving. 2. In order to make the students think a solution for every problem in classroom, and learn from each other through problem solving. 3. I don't think so, in my teaching practice experience or PPL, i never used this HOTS method, and i guess my class runs quite well, and I think the students understand what i teach to them. 4. English skills?, i think speaking and writing are suitable for hots method because both of the skills are an active skills where you need to actively producing language every time you use it, and that Activeness required somewhat of a problem solving involved. 5. I think the teacher should pay attention to the student's capabilities, whether they can answer the questions or not. 6. I think i just give them a problem and then ask them to solve it

<p style="text-align: center;">Respondent 7</p>	<ol style="list-style-type: none"> 1. HOTS are the skill to make our knowledge higher when think about something through analyze, evaluate and then create. 2. To develop the students critical thinking. 3. Yes, I think. 4. The teacher can collaboration with their students and should to apply think, pair and share, and then make the class comfortable and fun in learning. 5. Mix with games or use think-pair-share. 6. Give several pictures to attract the student's attention and then think about it.
<p style="text-align: center;">Respondent 8</p>	<ol style="list-style-type: none"> 1. HOTS refer to students ability is to think critically and logically so that they can create a new thought or product from a lesson. 2. HOTS is actually used to find out how deep students know about a lesson and to train students to be able to process and explore widely the lesson. 3. Yes, HOTS is important in class. Because it is a way to help students think and not just memorize and also improve their cognitive ability. 4. Informing learning objective to students, asking question to the students, using discussion, giving feedback to the students, and motivating students to think critically. 5. Analyzing, Synthetizing, and Evaluating. 6. Draw pictures to show a particular event; this activity is for a very creative mind and a very good technique for students to remember an important event in the text. Make up a puzzle or

	<p>a game about the topic of study: The sky is the limit for this activity as students can create vocabulary games or quizzes about quotes / characters, points of interest.</p>
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*Appendix IV (Lesson Plan)***LESSON PLAN OF RESPONDENT 1**

School : MAN 2 Kota Banjarmasin
 Class : English
 Instructor : Andya Rahmawati
 Class Time : Tuesday/13.35-15.05
 Time : 2 x 45 minutes
 Meeting : Second Meeting

Kompetensi Inti	Kompetensi Dasar
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	3.1 Menerapkan fungsi sosial struktur teks dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan serta responnya sesuai dengan konteks penggunaannya
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan	4.1 Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan dan meresponnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

A. Rationale :

This lesson is designed for more than 20 students, and using scientific approach with playing game method. Question and Answer technique will be used in the teaching and learning process, like asking the students to read and analyze the expressions of asking for and giving suggestion from the dialog and arrange the vocabularies to be a sentence about suggestion. By using the approach, method, and technique mentioned above, I expect that the students will be able to improve their reading skill and vocabulary mastery.

B. Goal :

First Semester Students of MAN 2 Kota Banjarmasin will be able to develop and improve their reading skill and vocabulary mastery related to read and analyze the expressions of asking for and giving suggestion from the dialog and arrange the vocabularies to be a sentence about suggestion.

C. Objectives :

By the end of the lesson :

- a. Eleventh Grade Students of MAN 2 Kota Banjarmasin will be able to read and analyze the expressions of asking for and giving suggestion from the dialog in the classroom with at least 85% fluency ad accuracy.
- b. Eleventh Grade Students of MAN 2 Kota Banjarmasin will be able to arrange the vocabularies to be a sentence about suggestion by finding the vocabularies from other friends tehn show the sentence that you (group) find in the classroom with 80% level accuracy

D. Topic Material : Asking for and Giving Suggestion

E. Approach and Method : Scientific approach, Playing Game Method, and Question and Answer

F. Material & Equipment : - The Book
 - The Papers
 - The Markers

G. Procedures :

Activity	Explanation		Time
Pre-activity	Teacher gives the greeting Teacher checks students' attendance by mentioning their name one by one. Teacher asks students about the materials that have been discussed in previous meeting and repeat the explanation for remembering the students about the materials Teacher explains the learning objectives according to the materials for today	Students respond to the teacher's greeting. Students pray together before begin the lesson. Students respond to the teacher in checking attendance. Students respond and also discuss the previous materials Students listen the learning objectives from teachers's explanation	10 Minutes
While-Activity	The teacher asks a students to take a dialog from the book by a phone then share it to their Whatsapp Group Teacher reads a dialog first Teacher asks students to read the dialog with their own partner infront of the class	Students takes a dialog by his/her phone the shares it to their WhatsApp Group Students listen what teacher reads Students read the dialog with their own partner	65 Minutes

	<p>Teacher asks students to analyze the expression of asking and giving suggestion in dialog</p> <p>Teacher gives five questions related to the dialog</p> <p>After done, teacher gives the papers to students (one paper one students) for playing game in arranging vocabulary</p> <p>Teacher gives the instructions for playing game.</p> <p>Lets begin !</p> <p>After done, teacher asks students to show their sentence, it is suitable or not.</p>	<p>infront of the class</p> <p>Students analyze the expression of asking and giving suggestion in the dialog</p> <p>Students answer the question</p> <p>Students pay attention to teacher's instruction</p> <p>Students create the dialog in their own partner in several times</p> <p>Students find the vocabularies that appropriate each other</p> <p>Students show their sentence with their group and also analyze it, suitable or not with the translation that teacher gave</p>	
Post-Activity	<p>Teacher asks students what the lesson that have you been carried out, then summarize it.</p> <p>Teacher closes the meeting by saying 'Hamdalah' together</p>	<p>Students reflect on the learning activities that have been carried out.</p> <p>Students pay attention to information about the learning activity plan for the next meeting</p>	15 Minutes

H. Backup Plan :

If the time is not enough for the game, it can be continued for the next meeting. Or if the papers are not enough or drop behind, teacher gives the vocabularies directly to students (one by one) and then write it in a paper. And also if there is a problem to share a dialog photo, teacher will write the dialog into whiteboard.

I. Evaluation :

- Cognitive aspect; analyze the expressions of asking for and giving suggestion:
- Affective aspect; Answer five questions that related in dialog;
- Psychomotoric aspect; Arrange the vocabularies to be a sentence;
- Assignment type; Individual and group

Attachment 1

The Dialog!

Dito : "Hi Fahri, why do you look so sad?"

- Fahri : "I have a serious problem today. I have just lost my wallet"
- Dito : "Really? Where did you lose it?"
- Fahri : "Hmm ... maybe in the park"
- Dito : "I think you should be more careful with your belongings"
- Fahri : "Yeah, I think so. This is my fault"
- Dito : "Don't be sad, Fahri. I hope you can find it really soon"
- Fahri : "Thank you, Dito. Do you have any suggestion for me?"
- Dito : "If I may suggest, you should go to the park and look for it more detail?"
- Fahri : "I have looked for it for hours but I did not find it. Do you have another suggestion?"
- Dito : "You had better tell the securities to help you to find it and also announce it to the visitors"
- Fahri : "Yeah, you are right. I will try it. Thank you for your suggestions"
- Dito : "You are welcome. Next time, it is better for you to keep your important stuffs in a safe place"
- Fahri : "Certainly, Dito"

Questions :

1. What is Fahri's problem?
2. What does Dito suggest to Fahri?
3. What is another Dito's suggestion to Dito?
4. What is Fahri's response to Dito's Suggestion?
5. What is Dito's advice to Fahri?

Answers :

1. Fahri has just lost his wallet
2. Fahri should be more careful with his belongings
3. Fahri should go to the park and look for it more detail, and Fahri had better tell the securities to help him to find it and also announce it to the visitors
4. Fahri agreed with Dito's suggestion and will try it
5. It is better for you to keep your important stuff in a safe place

Attachment 2

The answer of "arrange the vocabularies":

1. What should I do in this weekend?
2. Do you have any suggestions for me to choose the menu?
3. I recommend you to buy some desserts in Balerina's Cafe
4. You should go home before 10 PM
5. No, I think you should write in your handphone

Attachment 3

Rubric Assessment of Reading Skill

Aspect	Score				Total
	50	60	70	80	
Fluency					
Accuracy					
Pronunciation					
Intonation					

Description of Rubric Assessment

Aspect	Score	Description
Fluency	50	If there is hesitation
	60	Fluent but there are still hesitation
	70	Fluent
	80	Very Fluent
Accuracy	50	All speech can not be understood
	60	Some speech are understandable
	70	Most speech can be understood
	80	All speech can be understood
Pronunciation	50	Almost all speech is not true
	60	Some speech are correct
	70	Most speech are correct
	80	Alla speech are correct
Intonation	50	Stress/rhythm of all words are wrong
	60	Stress/rhythm of some words are correct
	70	Stress/rhythm of most words are correct
	80	Stress/rhythm of all words, phrases, sentences are correct

Rubric Assessment of Vocabulary Mastery

1 No Understanding	2 Partial Understanding	3 Full Understanding
Student appears to have no understanding of the vocabulary word. The student may have left the pre-assessment and/or post assessment form blanked or stated “don’t know”. Or, the student may have provided an incorrect definition or example.	Student appears to have partial understanding of the vocabulary word. The student has provided an example or a definition of the vocabulary word. The example and/or definition may be incomplete.	Student appears to have full understanding of the vocabulary word. The student has provided an example and a definition of the vocabulary word. The example and definition correctly explains the meaning of the word.

LESSON PLAN OF RESPONDENT 2

School : MAN 2 Kota Banjarmasin
 Subject : English
 Class/Semester : XI IPS 2/1
 Subject Material : Basic Competence 3.3 & 4.3 (Analytical Exposition Text)
 Time : 10.50-13.35 (5-7 lessons)

A. Core Competence (KI)

KI 1 and 2	
<p>Appreciate and practice the teachings of their religion. Appreciate and practice honest, disciplined, polite, caring, behavior (mutual cooperation, cooperation, tolerance, peace), responsibility, responsiveness, and pro-activity in interacting effectively in accordance with the development of the children in the environment, family, school, community and natural environment, nation, state, regional area, and international area”.</p>	
KI 3	KI 4
<p>Understand, apply, and analyze 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 knowledge procedural in a specific field of study according to their talents and interests to solve problems.</p>	<p>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.</p>

B. Basic Competence (KD) and Indicator of Competence Achievement (IPK)

Basic Competence (KD)	Indicators of Competence Achievement (IPK)
<p>3.4 Distinguishing social functions, text structures, and linguistic elements of several oral and written analytical exposition texts by giving and asking for information related to context of their use.</p>	<p>3.4.1 Analyzing the social function of oral and written analytical exposition texts by giving and asking for information related to actual issues according to the context of their use. (C4) 3.4.2 Determine the structure of oral and written analytical exposition</p>

	<p>text by giving and asking for information related to actual issues according to the context of its use. (C3)</p> <p>3.4.3 Selecting linguistic elements of oral and written analytical exposition text by giving and asking for information related to actual issues according to the context of its use. (C4)</p>
<p>4.4 Analytical exposition text</p> <p>4.4.1 Captured contextual meaning related to social functions, text structure, and linguistic elements of oral and written analytical exposition texts, related to actual issues.</p> <p>4.4.2 Prepare written analytical exposition texts, related to actual issues, taking into account social function, text structures, and linguistic elements, correctly and in context.</p>	<p>4.4.3 Choose the correct answers for multiple choices questions and answer an essay question about an Analytical Exposition Text “Why students should stop cheating”. (C4)</p> <p>4.4.4 Rearrange the analytical exposition text from the text organization which is still arranged randomly (Thesis, argument, and reiteration) of an Analytical Exposition Text “Why students should stop cheating”. (P2)</p>

C. Learning Objectives

After following the learning process, students are expected to be able to :

1. Analyzing the social function of oral and written analytical exposition texts by giving and asking for information related to actual issues according to the text of their proper use. (C4)
2. Determine the structure of the oral and written analytical exposition text by giving and asking for information related to actual issues according to the context of its use correctly. (C3)
3. Selecting the linguistic elements of oral and written analytical exposition text by giving and asking for information related to actual issues according to the context of its use correctly. (C4)
4. Choose the correct answers for multiple choices questions and answer an essay question about an Analytical Exposition Text “Why students should stop cheating”. (C4)
5. Rearrange the analytical exposition text from the text organization which is still arranged randomly (Thesis, argument, and reiteration) correctly and in order (P2)

D. Learning Materials

- Fungsi Sosial
Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis
- Struktur Teks
Dapat mencakup :
 - Pendapat/pandangan
 - Argumentasi secara analitis
 - Kesimpulan
- Unsur Kebahasaan
 - Ungkapan seperti *I believe, I think*
 - Adverbia *first, second, third*
 - Kata sambung *Therefore, consequently, based on the arguments*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, that, those, my, their,* dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
- Topik
Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat dalam KI

E. Learning Approach/Model/Method

Learning model used is *Scientific Approach* With *Think-Pair-Share* technique.

F. Teaching Media/Tools and Materials/Learning Resources

1. Teaching Media
 - Whiteboard
 - Marker
 - Students worksheets (Worksheet 1 and 2)
2. Learning Resources
 - Sudarwati, Th.M., & Grace, E. (2007). *Pathway to English for SMA/MA Grade XI Kelompok Wajib*. Penerbit Erlangga. Chapter 4. *Why Is Is a Good Habit?* (Page 51-77)
 - Analytical Exposition Text “Why books are important for us?”
 - Analytical Exposition Text “Why student should stop cheating?”

G. Teaching and Learning Activity

Teaching and Learning Activity	4Cs Component	HOTS
Pre-Activity (10 Minutes)		
1. Greet students, asks how they are and attend students. 2. Ask students some questions related to the materials will be given 3. Give students motivation to be able to focus in learning activities 4. The teacher conveys the scope of the		

material and explain the description of the learning activities, giving orientation to the material to be studied.		
While Activity (120 Minutes)		
Observing and Questioning		
<ol style="list-style-type: none"> 1. The teacher distributes an Analytical Exposition Text reading text entitle “Why books are important for us?” for each pair of students. 2. Students in pairs are directed to listen to the Analytical Exposition Text “Why books are important for us?” which their friends read well. 3. The teacher gives an explanation of the definition of Analytical Exposition Text. 4. The teacher gives an explanation of the social function of an Analytical Exposition Text “Why books are important for us?” 5. The teacher introduces and gives an explanation about the text organization or text structure of an Analytical Exposition Text “Why books are important for us?” and the order (Title, Thesis, Argument, Reiteration). 6. The teacher gives an explanation of the language elements of an Analytical Exposition Text “Why books are important for us?” (Topic sentence, supporting sentence, and phrase of conclusion). 7. Students will be given a chance to ask while they try to comprehend what they have got from listening to the teacher’s explanation. 	<p><i>Literacy Activity</i></p> <p><i>Critical Thinking</i></p>	

Collecting the Data		
<ol style="list-style-type: none"> 1. Students in pair will be given : <i>Worksheet 1</i> : Rearrange the text organization of an Analytical Exposition Text (Why students should stop cheating) which is still randomly arrange (Thesis, argument, and reiteration) 2. <i>Worksheet 2</i> : Answer the multiple choice questions and an essay question about an Analytical Exposition Text (Why students should stop cheating) 3. Students listen to teacher's explanation on how to do the Worksheet 1 and 2 4. Students in pairs will discuss with each other about the <i>Worksheet 1</i> with confidence. 	<p><i>Collaboration</i> <i>Critical Thinking</i></p> <p><i>Critical Thinking</i></p> <p><i>Critical Thinking</i> <i>Collaboration</i> <i>Communication</i></p>	<p><i>(P2)</i> <i>Manipulation</i></p> <p><i>(C4) Analyze</i></p>
Associating		
<ol style="list-style-type: none"> 1. Students in pair work or write their answer on the worksheet given (<i>Worksheet 1</i>) 2. Students individually work on the multiple choice questions (<i>Worksheet 2</i>) 3. Students write and list vocabularies that they found difficult to understand in the Analytical Exposition Text given. 4. Students in pairs submit their work on <i>Worksheet 1</i> to the teacher. 5. Students individually submit their work on <i>Worksheet 2</i> to the teacher. 	<p><i>Collaboration</i> <i>Communication</i> <i>Critical Thinking</i></p>	
Communicating		
<ol style="list-style-type: none"> 1. Several representatives (2/3 students) will present their work in front of the class. 2. The teacher and students discuss on <i>Worksheet 1 and Worksheet 2</i> 	<p><i>Communication</i></p>	

that they have worked on together.		
KEGIATAN PENGAYAAN		
<ol style="list-style-type: none"> 1. Teacher checks on the list of difficult vocabularies that students write while they do the <i>Worksheet 1 and 2</i>. 2. Teacher with students discuss on the list of difficult vocabularies that students write while they do the <i>Worksheet 1 and 2</i>. 		
Post Activity (5 minutes)		
<ol style="list-style-type: none"> 1. Students will be given a chance to ask if there are some materials they haven't understand yet. 2. By asking questions, teacher and students conclude the lesson. 3. Teacher and students reflect on the activities that have been carried out. 4. The teacher closes the class by saying <i>Hamdallah</i> and <i>Salaam</i>. 	<i>Communication</i>	

H. Assessment of Learning Process and Learning Outcomes

1. Technique of Assessment

Affective: Observation

Cognitive : Multiple Choice Questions and an essay question about an Analytical Exposition Text

Psychomotor : Rearrange the text organization of an Analytical Exposition Text

2. Instrument of Assessment

Cognitive : Cognitive Assessment Rubric

Psychomotor : Psychomotor Assessment Rubric

Affective learning domain in this subject which is the impact after studying the "Analytical Exposition Text" material and this affective learning domain is observed through observation of extreme positive and extreme negative attitudes.

LESSON PLAN OF RESPONDENT 3

Sekolah : MA SMP 1946
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/Ganjil
 Materi Pokok : Teks Interaksi Transaksional, Informasi Terkait Opini and Invitation
 Alokasi Waktu : 120 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan opinion and invitation
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait opinion and invitation
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait opinion and invitation
- Menanggapi opinion and invitation dan tawaran yang diajukan kepadanya

B. Media/alat, Bahan dan Sumber Belajar

Media : Worksheet atau lembar kerja (siswa), Lembar penilaian.

Alat/Bahan : Spidol, Papan tulis, PPT, LCD, Video.

Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI, Permendikbud, Tahun 2018

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>opinion and invitation</i> .
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (55 Menit)
Guru menjelaskan materi pembelajaran dan memberi contoh kalimat yang berkaitan dengan materi <i>Ungkapan-ungkapan opinion and invitation</i> .
Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Ungkapan-ungkapan opinion and invitation</i> .

Peserta didik mengerjakan soal yang berkaitan dengan informasi mengenai <i>Ungkapan-ungkapan opinion and invitation</i> .
Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Ungkapan-ungkapan opinion and invitation</i> . peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (10 Menit)
Peserta didik dan guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
Guru menutup pelajaran.

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, dan penilaian proyek.

E. Back Up Plan

- If the teacher can't use LCD, teacher need to write it on whiteboard.

LESSON PLAN OF RESPONDENT 4

Sekolah : MAN 1 Banjarmasin
 Mata Pelajaran : Bahasa Inggris (Peminatan Ilmu Pengetahuan Alam)
 Kelas : XI IPA 2
 Alokasi Waktu : 2 x JP (45 menit)

A. KOMPETENSI INTI

1. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya.
- 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja.

C. TUJUAN PEMBELAJARAN

Setelah mempelajari materi ini, maka siswa diharapkan mampu:

1. Memahami fungsi sosial, struktur, dan unsur kebahasaan terkait undangan;
2. Mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan terkait undangan;
3. Menjelaskan ide pokok, informasi spesifik, dan informasi detail dalam undangan;

D. MATERI PEMBELAJARAN

1. Inviting, Accepting, and Declining Invitation

E. METODE PEMBELAJARAN

Ceramah, informasi, diskusi, praktik, dan penugasan

F. LANGKAH-LANGKAH KEGIATAN

1. Kegiatan Pendahuluan

- a. Guru menyapa murid, mengisi daftar hadir, dan mengecek kehadiran siswa
- b. Guru memberikan pengantar tentang materi yang akan dibahas.

2. Kegiatan Inti

Mengamati

Mengidentifikasi kalimat terkait memberi dan menerima undangan dalam teks transaksional terkait mengundang orang lain

Menanya

Mengidentifikasi kalimat dalam bermain peran percakapan terkait memberi dan menerima undangan

Mengeksplorasi

Menyimak dan menirukan pengucapan guru dalam teks transaksional percakapan terkait menerima dan mengundang orang lain

Mengasosiasi

Diskusi dalam menyusun teks percakapan terkait memberi dan mengundang orang lain secara berkelompok (teks soal mencocokkan isi soal dengan pilihan jawaban)

Mengomunikasikan

- a. Mempresentasikan hasil diskusi kelompok kepada teman sekelas secara bersamaan
- b. Melakukan refleksi tentang proses dan hasil belajarnya.

3. Kegiatan Penutup

- a. Guru bersama siswa membuat kesimpulan hasil belajar.
- b. Guru menutup kelas dengan mengucapkan salam dan doa sebelum pulang

G. SUMBER BELAJAR

Buku kerja Bahasa Inggris Wajib untuk SMA/MA Kelas XI.
Buku referensi lain yang relevan.
Informasi dari media massa dan internet.

H. PENILAIAN

1. Teknik/ jenis: tugas berkelompok
2. Bentuk instrumen: pertanyaan lisan dan tes tertulis.
3. Instrumen/ soal:
 - Tes pilihan ganda.
 - Tes uraian.
- Penugasan

LESSON PLAN OF RESPONDENT 5

Satuan Pendidikan : MTs Siti Mariam Banjarmasin

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/I

Pertemuan ke- : 1

Materi : Expression of asking and giving attention, check understanding, appreciate performance, ask and express opinion, and respond to it.

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyajikan, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENI DASAR DAN INDIKATOR

<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris. • Mengidentifikasi ungkapan yang digunakan untuk menghargai kinerja • Mengidentifikasi ungkapan yang digunakan untuk meminta dan mengungkapkan pendapat dalam bahasa Inggris.
<p>4.1 Menyusun teks interaksi interpersonal</p>	<ul style="list-style-type: none"> • Melakukan tindakan tutur

<p>lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks</p>	<p>ungkapan meminta perhatian, mengecek pemahaman dalam bahasa Inggris dengan percaya diri</p> <ul style="list-style-type: none"> • Melakukan tindak tutur ungkapan menghargai kinerja dalam bahasa Inggris dengan percaya diri • Melakukan percakapan interpersonal dengan menggunakan ungkapan mengajukan pendapat melalui kegiatan terintegrasi menyimak, membaca, berbicara, dan menulis dengan percaya diri
---	--

C. TUJUAN PEMBELAJARAN

1. Memahami dan menangkap makna serta tujuan dari teks tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi.
2. Mengidentifikasi dan menganalisis struktur bahasa dari teks tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi.
3. Mampu mempraktekkan dialog dari teks tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi.
4. Siswa mampu berbicara dengan bahasa Inggris

D. FUNGSI SOSIAL

1. Menjaga hubungan interpersonal dengan guru dan teman

E. METODE PEMBELAJARAN

Direct Method

F. MEDIA PEMBELAJARAN

Buku LKS, Papan Tulis.

G. SUMBER BELAJAR

Buku LKS

H. LANGKAH-LANGKAH PEMBELAJARAN

1) Pendahuluan (15 Menit)

- a) Mengucapkan salam dan menanyakan keadaan siswa
- b) Mengecek daftar kehadiran siswa

- c) Brainstorming mengenai pelajaran yang akan dipelajari
- d) Memberikan contoh tentang pelajaran yang akan dipelajari

2) Kegiatan Inti (55 Menit)

- a. Mengamati
 1. Siswa mendengarkan penjelasan yang disampaikan
 2. Siswa mengikuti ucapan bahasa Inggris dalam ungkapan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi.
 3. Bekerja berkelompok untuk bisa saling bekerjasama
- b. Menanyakan
 1. Dengan pertanyaan yang diarahkan oleh guru, siswa terpancing untuk bertanya tentang informasi terkait tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi dalam bahasa Inggris
- c. Mengumpulkan Informasi
 1. Siswa menganalisis dan mengidentifikasi struktur dan tata bahasa yang digunakan dalam teks tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi
- d. Mengasosiasi
 1. Siswa dapat mendeskripsikan apa itu tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi.
 2. Siswa dapat menjelaskan kembali tentang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi beserta contohnya.
 3. Siswa dapat membaca dengan benar dan fasih teks dialog tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi dan menjelaskan ulang mengenai materi tersebut.
- e. Mengkomunikasikan
 1. Siswa mampu berdialog tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi di depan kelas secara berpasang-pasangan.

3) Penutup (10 Menit)

- Guru Menanyakan ulang kepada murid mengenai pelajaran
- Guru memberikan motivasi agar lebih semangat belajar
- Salam

I. KRITERIA PENILAIAN

- 1) Respon siswa terhadap materi pelajaran
- 2) Pemahaman dalam menggunakan bahasa Inggris yang sesuai dengan grammar saat berbicara dan menulis
- 3) Kinerja siswa dalam membuat kalimat dengan grammar dan kosakata yang benar
- 4) Kelancaran siswa saat membaca dan menyebutkan kosakata bahasa Inggris
- 5) Kemampuan siswa dalam memahami dan menjelaskan kembali apa itu mengecek pemahaman dan tanggapannya dengan sederhana dan jelas.

Rubrik Penilaian

No	Aspek Penilaian	Skor				Jumlah
		1	2	3	4	
1	Respon					
2	Pemahaman sesuai struktur bahasa					
3	Kinerja siswa dalam memahami materi					
4	Intonasi dan kefasihan pengucapan					
5	Ketepatan siswa dalam memahami dan menceritakan kembali					
Hasil Skor						

- 4 (Excellent)
- 3 (Good)
- 2 (Enough)
- 1 (Less)

LESSON PLAN OF RESPONDENT 6

Sekolah : MTS Al-Istiqmah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Alokasi Waktu : 2 x 40 Menit
 Meeting : 3
 Materi Pokok : *Expression of giving and responding compliment*

Tujuan Pembelajaran	Penilaian
Setelah mengikuti pelajaran ini, siswa diharapkan mampu: <ol style="list-style-type: none"> 1. Mengidentifikasi ungkapan untuk memuji dan menerima pujian. 2. Meapresiasi dan merespon apresiasi/Pujian (<i>compliment</i>) 3. Membuat text simpel yang mengandung ungkapan memuji dan menerima pujian. 	<ol style="list-style-type: none"> 1. Penilaian sikap : Observasi Keaktifan dan kehadiran siswa dalam kelas. 2. Penilaian pengetahuan : Pemahaman siswa dalam mengerjakan soal pilihan ganda 3. Penilaian keterampilan : presentasi dan hasil analisis informasi.

Media	Alat	Sumber Belajar
Papan tulis dan Buku	Alat tulis dan penghapus	Buku teks Kelas VIII kemendikbud, buku atau referensi lain yang relevan.

	Langkah-Langkah Pembelajaran	Alokasi Waktu
Awal Pembelajaran	<ul style="list-style-type: none"> • Guru memberi salam untuk membuka kelas • Guru memeriksa kehadiran siswa • Guru memberikan apresiasi melalui tanya jawab mengenai ekspresi-ekspresi meminta dan pujian (Brain Storming) • Guru memberi motivasi dan menjelaskan kegunaan materi ini dalam kehidupan sehari hari. 	20 Menit
Inti Pembelajaran	<ul style="list-style-type: none"> • Guru menjelaskan materi • Guru memberikan kosa kata yang relevan dengan materi belajar • Guru memberikankan contoh masalah sehari hari yang berhubungan dengan materi belajar • Guru meminta siswa untuk menganalisis dialog-dialog dan ungkapan-ungkapan yang relevan 	40 Menit

	dengan materi	
Akhir Pembelajaran	<ul style="list-style-type: none">• Guru mengecek pemahaman siswa dengan soal yang ada di buku• Guru memberikan kesimpulan dari materi yang sudah di pelajari hari ini.• Guru mengajak berdoa bersama dan menutup kelas dengan mengucapkan salam.	<i>20 Menit</i>

LESSON PLAN OF RESPONDENT 7

School	: MTs Raudhatussuyubban
Subject	: English
Class	: VIII/1
Learning Material	: Let's Talk About It Now?
Topic	: Asking for and Giving suggestion
Skill	: Writing and Speaking
Time	: 2 x 30 minutes

A. Basic Competence

- 3.3 Implement social functions, structure of text, and language feature of the text verbal and written transactional interaction that involves action of give and ask for information related obligation and suggestion according to context its use. (Pay attention to language feature *must, should*)
- 4.3 compose interaction text about transactional verbal and written very short and simple involves the act of giving and responding related information obligation, prohibition and suggestion. Paying attention to social function, structure of text, language feature, and correctly related to the context.

B. Indicator of competency:

1. Identify the expression of asking and giving suggestion in the dialog.
2. Determine the expression of asking and giving suggestion according to the context.
3. Re-arrange a simple sentence about asking and giving suggestion.

C. Learning Objectives

By the end of the lesson, students are able to :

1. Understand the social function, language feature and structure of the text well.
2. Write the sentence correctly and clearly according language feature and structure of text.

D. Learning Material

1. Modal Auxiliary : Must, Should.

E. Learning Methods

1. Approach : Scientific Approach
2. Strategy : Demonstration
3. Method : Communicative Language Method

F. Learning Media

1. Book : Bahasa Inggris Kelas VIII SMP/MTs semester 1 kurikulum 2013
2. Picture

Learning Steps	Description	Time Allocation
Preliminary Activities	Preliminary activities <ol style="list-style-type: none"> 1. Teacher open the learning with greeting and then praying 2. Teacher check the attendance by doing absence 3. Teacher ask about last material, and give motivation to students 4. Teacher a picture about asking and giving suggestions as brainstorm to students. 5. Then, teacher ask to generate the students initial knowledge such as “ how do you think about..” 	10 minutes
	Core activities <ol style="list-style-type: none"> 1. The students encouraged to look for the expressions of asking and giving suggestions that they often know in daily life. 2. Teacher give explanation about asking and giving suggestion. then the students <i>pay attention</i>. 3. The students asked to pay attention and repeat what teacher says the expression of asking and giving suggestion. 4. The students asked to identify and determine the expression of asking and giving suggestion in the dialog. 5. The students are asked to present the expression they have find in the dialog. 6. Then, Students are asked to arrange the sentence about prohibition related to the picture that has given by the teacher. 	40 minutes

	<p>7. Students are asked to present their result in front of the class.</p> <p>8. The teacher gives reinforcement and opportunity to students to ask questions that are not clear.</p> <p>Post- activities</p> <ol style="list-style-type: none"> 1. Teacher and students make conclusion about asking and giving suggestion. 2. Teacher give feedback 3. The teacher greet salam as closing 	10 minutes
Assessment of Learning Outcomes	<p>Assessment of behavior :</p> <ul style="list-style-type: none"> • Through observation of atitude behavior spiritual and sosial in learning activities related to asking and giving suggestion. <p>Assesment of knowledge :</p> <ul style="list-style-type: none"> • Through observation a picture, a dialog and give some questions related to the material about asking and giving to suggestion <p>Assesment of skill :</p> <ul style="list-style-type: none"> • Skill assessment taken from the result of students practice that can measure the students writing and speaking skill. 	

LESSON PLAN OF RESPONDENT 8

School : MAN 1 Banjarmasin
 Subject : English
 Meeting : 2
 Material : Opinion dan Thought
 Class/Semester : XI (Ganjil)
 Time Allocation : 3 x 45 Minutes

A. LEARNING OBJECTIVES

By the end of the lesson, the 11th grade students of MAN 1 Banjarmasin will be able to :

- Identify some giving and asking expression about opinion and thought.
- Identify the different ways of expressing each expression
- Understand the structure of giving and asking expression about opinion and thought
- Understand the linguistics elements of and asking expression about about opinion and thought
- Make something (ex. dialog) related to opinion and thought expression
- Respond some opinion and thought that made to them

Media/Material & Source

- ❖ Media : Pictures, Youtube, Google Form, Quizizz
- ❖ Material : Whiteboard, Marker, Handphone
- ❖ Source : Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, Tahun 2017 (Edisi Revisi); Buku Bahasa Inggris IX Semester 1 (K13 Edisi Revisi); Internet

B. LEARNING ACTIVITIES

<i>Meeting</i>
Pre Activity (10 Minutes)
1. Doing the opening with greeting and praying to start learning (Religius). Checking the attendance of students as a disciplined attitude to carry out online presence.
2. Stimulates students with question about the lesson to be studied (Brainstorming)
3. Give a Pre-Test before explain the lesson
4. Teacher does ice breaking with the students before the lesson starts.
5. Explain the material to be learned, the competencies to be achieves and the learning methods to be taken.
While Activity (110 Minutes)
LITERACY ACTIVITY
<ul style="list-style-type: none"> • Students are given motivation and guidance to see, observe, read, and


rewrite. They are given impressions and reading material related to <i>Opinion and Thought</i> material
<p>CRITICAL THINKING</p> <ul style="list-style-type: none"> • The teacher provides an opportunity to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions. This questions must remain related to the <i>Opinion and Thought</i> material. • The teacher will send a youtube link to students. Students are asked to watch the video while analyzing what <i>Opinion and Thought Expressions</i> are there. • Students are given 10 minutes to analyze the dialog animation video.
<p>COLLABORATION</p> <ul style="list-style-type: none"> • Students are formed into several groups to discuss, gather information. re-present, and exchange information about <i>Opinion and Thought</i>.
<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Students present the result of the group or individual work classically, express opinions on the presentations made and then respond back to the groups or individuals who present. • Teacher will show some pictures, then student are asked to give their opinion about the pictres shown.
<p>CREATIVITY</p> <ul style="list-style-type: none"> • Teachers and students make some conclusions about the things that have been learned related to <i>Opinion and Thought</i>. Students are then given the opportunity to ask again things that have been understood
Post Activity (15 Minutes)
<ol style="list-style-type: none"> 1. Teacher gives a post-test to students in the form of Quizizz. 2. Students make a summary/conclusion of the lesson about the important points that arise in the new learning activities carried out. 3. Teacher make a summary/conclusion of the lesson about the important points that arise in the new learning activities carried out 4. The teacher asks the students to write down their opinion and thought about the teacher and today's lesson





C. ASSESSMENT

- **Knowledge assessment** : in the form of multiple choice written tests & written descriptions, oral tests/observations of discussion and answer and conversations as well as assignmrnts (via punishment or quizzes)
- **Skill assessment** : in the form of performance appraisal, project appraisal, product appraisal and portofolio assessment.

*Appendix V (Consultation Notes)***CONSULTATION NOTES****ADVISOR OF CONTENTS AND RESEARCH****METHODS**





NAME OF ADVISOR: Hj. Nur Laila Kadariyah, S.Ag., M.Pd

DATE	NOTES	SIGNATURES
3 rd December 2021	- Simplify the research question again and make it connected with the research objective.	

<p>23rd May 2022</p>	<ul style="list-style-type: none"> - The quote sentence must clearly state the year and page of the book or journal. - remove the description of participants and tell how you will get participants and how many participants will participate 	
<p>14 July 2022</p>	<ul style="list-style-type: none"> - Sentences in the research question are simplified again and must be connected with the research objective - Add another more detailed explanation in the definition of key term 	
<p>15 September 2022</p>	<ul style="list-style-type: none"> - Add more examples of questions/assessments that contain HOTS in the explanation - Explain the theory and techniques used in finding participants 	
<p>21 December 2022</p>	<ul style="list-style-type: none"> - Include how many lesson plans you want to study and when you want to take the lesson plans (practice, Middle test or final test) - Add more specific questions in the interview regarding assessment related to HOTS 	

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: Hidayah Noor, S.Pd, M.Pd

DATE	NOTES	SIGNATURES
3 rd December 2021	- Include surah al quran in the proposal, which is related to the assessment	
15 June 2022	- Delete quotation mark on the title - Follow writing guidelines for tables.	
22 December 2022	- Use past tense to describe chapter 4	
02 January 2023	- Your plagiarism is still high, lower it to maximum 25%	

Appendix VI (Letters)



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.flk.iain-antasari.ac.id

SURAT KETERANGAN SELESAI RISET

Nomor: B-39/Un.14/III.1.f/PP.00.9/01/2023

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

N a m a : Dahlia
NIM : 170102031328
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (30 September 2022 - 30 November 2022) dengan judul:

**“THE USE OF HOTS ASSESSMENT IN PRE SERVICE TEACHER'S
LESSON PLAN”**

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 27 Januari 2023
Ketua Prodi,




Afifah Linda Sari



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
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Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: tbi@uin-antasari.ac.id Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: B – 72/Un.14/III.1.f/PP.00.9/01/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Dahlia
N I M : 170102031328
Jurusan/Prodi : TBI
Alamat : Desa Sungai Kali RT.02 RW.01 No.31
Kec. Barambai Kab. Barito Kuala

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

“THE USE OF HOTS IN MAKING ASSESSMENT IN PRE SERVICE TEACHERS’ LESSON PLAN”

Pada Hari/Tanggal : 02 Desember 2021
Tempat : Secara online melalui google meet
Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 02 Desember 2021
Ketua,



Affah Linda Sari, M.Pd
NIP 198711102015032004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon (0511) 3253939; Faksimili (0511) 3274492;
Website: ftk.uin-antasari.ac.id; E-mail: ftk@uin-antasari.ac.id

Nomor : B-2178/Un.14/III.1/PP.00.9/09/2022
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

27 September 2022

Yth. Kepala Jurusan Tadris Bahasa Inggris
Banjarmasin

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Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

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Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

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