CURRICULUM VITAE

I. PERSONAL DETAILS

Name	: Nada Aulia Putri
Place and Date Of birth	: Banjarmasin, July 29th 1998
Gender	: Female
Marital status	: Married
Religion	: Islam
Nationality	: Indonesia
Parents	: Muhamad Deden Wahyudianto (Alm) and Henderawati
Siblings	: Muhammad Abi Dzar
Husband	: Khairuzzakirin

II. Formal Education Background

2002 – 2004	: Sedayu Permai Kindergarten Bantul, Yogyakarta (TK Sedayu Permai, Argorejo Sedayu, Bantul)
2004 – 2010	: Islamic Elementary School Muhammadiyah Rantau (Madrasah Ibtidaiyyah Muhammadiyah Rantau)
2010 – 2013	: Islamic Junior High School Mu'allimin Muhammadiyah Alabio (MTs Mu'allimin Muhammadiyah Alabio)
2013 – 2016	: Islamic State Senior High School 1 Rantau (MAN 1 Rantau)
2016 – 2021	: English Education Departmen of Antasari State Islamic University

III. Organization Experience

2010 – 2016	: Member of Ikatan Pelajar Muhammadiyah (IPM)
2016 – 2018	: Member of Ikatan Mahasiswa Muhammadiyah (IMM)

APPENDICES

Appendix 1

Transliteration

Page	Surah/Verse	Indonesian	English
1.	Al Qur'an Surah An Nahl/ Verse 78	Dan Allah mengeluarkanmu dari perut ibumu dalam keadaan tidak mengetahui apa apa, dan Dia memberimu pendengaran, penglihatan, dan hati nurani agar kamu bersyukur.	And Allah brought you forth from the wombs of your mothers knowing nothing, and gave you hearing and sight and hearts that haply ye might give thanks.
2.	Al Qur'an Surah Al Hujuraat/ Verse 60	Dan Allah mengeluarkan kamu dari perut ibumu dalam keadaan tidak mengetahui sesuatupun, dan Dia memberi kamu pendengaran, penglihatan dan hati, agar kamu bersyukur.	And Allah brought you out of the wombs of your mothers while you knew nothing, and gave you hearing, sight, and intellect so perhaps you would be thankful.

Appendix 2

Observation Sheet

A. MI Muhammadiyah Rantau

1. First Observation

Teacher : Rahmah Riyani, S.pd
Day : Monday
Date : March, 2nd 2020
Time : 09.10 – 10.10 am
Class : (A)5th grader

Material	Source (Books/ Others)	Teacher Activity	Student Activity
Habitual Activities	Stairway book	-The teacher opened the class by greeting and saying good morning to the students and then praying together. -The teacher and the students were be grateful and thanked god -The teacher told the students her habitual activities before begining the learning process -The teacher asked and interviewed students their daily activites as well. The teacher used interview as an acitivy in on going assessment according to (Carbery, 2011, p.13) -The teacher wrote the material lesson on white board -The teacher wrote the vocabularies related to the lesson material -The teacher read the sentence in book loudly. - The teacher asked the students to find the meaning of those sentences -The teacher draw the tables on whiteboard with name of students and name of days column and picked	-The students answered salam -The students paid attention to teacher's explanation - The students answered their daily activities -The students wrote the lesson of the material on their notebook. -The students found the meaning of those sentences -The students went front the class and wrothe their names and habitual actvites - The students who did not go front the class wrote their activities on their notebook -The students remembered the vocabularies -Students' understanding checked by teacher - The students prayed and ended the class together

		some of students to write their habitual activities on the white board. -The teacher asked the other students to tell habitual activities on their notebook -The teacher gave instruction to the students to memorze and keep remembering the vocabulary they had at that day -The teacher checked students' understanding -The teacher prayed before and ended the learning process at that day	

2. Second Observation

Teacher : Rahmah Riyani, S.pd
Day : Monday
Date : March, 9th 2020
Time : 09.10 – 10.10 am
Class : (A)5th grader

Material	Source (Book/ others)	Teacher Acivity	Students Activity
Using expression to give opinion	Stairway Book	-Teacher begin the class by greeting the students -Teacher choose one student to lead the other student for praying before studying. -The teacher asked students' opinion about their school for preview the lesson of the material -The teacher asked students to express their opinion. -The teacher told students their lesson material at that day was "Using expressions to give opinion" -The teacher asked the	-The students answered the greeting -The student prayed before begin the class -The students expressed their opinion -The students wrote down on their notebook -The students opened stairway book -The students repeated the vocabularies that mentioned by teacher -The students matched the expression and the picture that brought by the teacher -The students played the game

		students to open *Stairway book.* -The teacher mentioned the vocabularies related to the lesson material and asked the students to repeat after her -The teacher showed the students some pictures of cartoon serial television with sad, happy, sick, angry, weak, strong, funny, and pretty expressions -The teacher asked the students to match the picture and the expressions -The teacher asked several students to go front the class and become "Expression giver" and "Guesser" to play the game. -The teacher asked students to write journal/diary that they learned at that day. -The teacher reviewing the material of the lesson at that day. -The teacher asked students to keep remembering the vocabularies when class ended. -The teacher ended the class by greeting and praying together.	-The students answer teacher's short questions -The students prayed together and ended the class.

3. Third Observation

Teacher : Rahmah Riyani, S.pd
Day : Monday
Date : March, 16th 2020
Time : 09.10 – 10.10 am
Class : (A)5th grader

Material	Source (Book/ others)	Teacher's Activity	Students' Activity
Descriptive text and Past Tense	Stairway Book	-Teacher began the class by greeting the students and asked how they were feeling -Teacher asked the students what they knew Descriptive text and past tense for previewing study -The teacher asked the students to raise their hands for those who knew descriptive text and past tense. -The teacher wrote the lesson material at that day on white board -The teacher read descriptive text loudly and sometimes showed the pictures related to the material of expressions that they have studied last week -The teacher underlined the word on the text when she read pas tense form -The teacher explained the difference between past tense and present tense -The teacher gave examples of some movements and mentioned them in the present tense form then, the teacher asked one of the students to come forward and practice the past tense form of the same	-The students answered teacher's greeting and they said that they were fine -The students answered and raised their hands -The students who raised the hands explained the the answer -The students wrote the lesson material that day on their notesbook -The students listened to the teacher and paid attention -The students students were able to differentiate present and past tense form -The students who went front the class did the movement and the orthers were paying attention -The students opened Stairway book and completed the exercise -The students' understanding checked - The students prayed together and ended the class

		movement - The teacher gave instruction tha the students open their *Stairway Book* and complete the exercies page 161. -The teacher gave instruction to the students to write feedback on the colored Origami paper. -The teacher motivated the students to speak more english and never shy -The teacher ended the class by greeting the students.	

4. Fourth Observation

Teacher : Rahmah Riyani, S.pd
Day : Monday
Date : March, 23rd 2020
Time : 09.10 – 10.10 am
Class : (A)5th grader

Material	Source (Book/ others)	Teacher's Activity	Students' Activity
Preposition	Stairway Book	-The teacher began the class by greeting and asked how the students were feeling at that day. -The teacher asked the students random things near them and the position for previewing the study -The teacher wrote on white board the lesson material at that day -The teacher explained more about preposition - The teacher showed the map on the white board and gave instruction to the students to pay more attention to the picture because the teacher would ask the position of each buildings - The teacher asked the	-The students answered teacher's greeting and they said that they were fine -The students anwered teacher's question and the position -The students wrote on their notebook the lesson material -The students listened and paid attention to teacher's explanation - The students students paid attention to each budings in picture while reading at their notebooks about lesson material which was preposition. - The students completed the exercises.

		students to do the exercise and write on their notebook each positions of each bulding related to the map picture - The teacher applied Peer assessment as on going assessmen activity, divided the students into 3 groups, each group asked to to re-explain about the lesson and the other will listen and evaluate their performance by comments. - Then teacher asked the other student again to mention vocabularies of preposition - The teacher asked to other students which part from the material they were learning at that day the students did not undesrtand well - The teacher gave motivation to the students to always study hard and do not be lazy - The teacher ended the class by reciting hamdalah and greeted the students	- The student answered it well and made the other friend understood more - The student answered well -The students said they understood -The students answered the greeting and ended the class

Appendix 3

Transcript Of Interview

A. Interview with teacher at MI Muhammadiyah Rantau

Date : Tuesday, March 24th 2020

Interviewee : Rahmah Riyani, S.Pd

Interviewer : Do you have any difficulties in teaching english especially when it Comes to elementary students ?

Teacher : In learning process there will always be difficulties that a teacher Face. and I am sure all teacher have their own difficulties. For The difficulties I often face depens on what class I teach.

Interviewer : Do you think assessment is an important thing to conduct in Learning process ?

Teacher : Yes Assessment is an Important thing. Because by using Assessment in teaching, makes me as the teacher know students' Development and ability day by day.

Interviewer : Do the ability of students affects the way you teach in the class ?

Teacher : Yes. the different abilities of each student affects the way I teach.

Interviewer : How do you categorize between the students who are easy and Who are difficult to undestand the material of the lesson that You deliver ?

Teacher : To categorize the studets who are easy and who are difficult to Understand the material that has been delivered, I will usually Apply various activity that can be used in on going assessment And also I'll ask a short question related to the material. If they Are able to answer, then I considered they understand about the The lesson that have delivered, but if they can't aswer, then I Considered they don't understand the lesson well. Ofcourse, I have to find another way to make them understand easily.

Interviewer : How many kinds of activity in ongoing assessment that you have Conducted so far ?

Teacher : Actually I know many more kinds of activity that can be used, but So far and untill this day, I still only use 5 kinds of activities.

Interviewer : What are the activity that you have used in teaching ?

Teacher : For ongoing assessment itself, I used observation, Peer Assessment, Journal/ diary activity, Feedback, or sometimes Focus group discussion.

Interiewer : From those activities you have conducted, in your opinioin That the students like the most ?

Teacher : Based on their reactions and the responses I have seen so far, Peer assesment is the activity they like the most.

Interviewer : Do you think all the students like the implementation of Ongoing assessment ?

Teacher : In everything we do, there will always be some of obstacles We face, likewish an applicaton that we conduct to the Students in the class, and that is not something new. As the Teacher, all I need to do is keep going, and innovating the I teach so that the students would feel happy and enjoy in

Interviewer : So the point is you just keep going with what you do so far, Right ?

Teacher : Yes, definetely. The students just need to adjust theirself with The innovations that aimed to increase their level of Understanding.

B. Interview with students of MI Muhammadiyah Rantau

Date : Wednesday, March 25th 2020

Interviewee : Fifth grade of Students at MI Muhammadiyah Rantau

Interviewer : Do you like english lesson ?

Student 1 : Yes.

Interviewer : What kind of topic from the material in english lesson that you like the most ?

Student 1 : I like about transportation. Because tayo included in transportation.

Interviewer : Do you Understand teacher's explanation ?

Student 1 : Ya. Saya mengerti

Interviewer : When the teacher teaches the material of the lesson, do you think It become easier or more difficult ?

Student 1 : Menurut saya, jika Ibu Rahmah yang menjelaskan materi Menjadi lebih mudah

Interviewer : What do you think when the teacher applied some activities in In ongoing assessment or Alwasys asked kind of short question during Learning process at that day ?

Student 1 : Menurut saya ketika Ibu mengapliksikan akivitas dalam ongoing assessment membuat saya menjadi lebih mudah dalam proses pembelajaran. Karena jika terdapat sesuatu yang tidak saya mengerti terkait materi yang disampaikan saya tidak sungkan untuk menanyakan apapun.

Interviewer : What kind of activity in ongoing assessment that applied by the the teacher in the class you like the most ?

Student 1 : Peer Assessment

Interviewer : Why do you like peer assessment ?

Student 1 : Karena peer assessment seru. Kita diminta membentuk kelompok dan mengemukakan pendapat kita tentang kelompok lain yang menjawab pertanyaan dari guru.

Interviewer : Do you like english lesson ?

Student 2 : Iya.

Interviewer : What kind of topic from the material in english lesson that you like the most ?

Student 2 : Saya suka materi yang membahas tentang Tayo. Yaitu Transportasi.

Interviewer : Do you Understand teacher's explanation ?

Student 2 : Iya. Tapi kadang kadang tidak

Interviewer : When the teacher teaches the material of the lesson, do you thing it become easier or more difficut ?

Student 2 : Menurut saya menjadi sedikit lebih mudah.

Interviewer : What do you think when the teacher applied some activities in In ongoing assessment or Always asked kind of short question During the learning process at that day ?

Student 2 : ketika Ibu melakukan aktivitas interview, saya merasa sedikit

Gugup, karena saya merasa apapun yang ibu tanyakan kepada Saya, saya wajib bisa menjawabnya. Dan saya harus dapat Memahami pelajaran dengan baik ketika Ibu memeriksa Apakah saya sudah paham atau belum.

Interviewer : What kind of activity in ongoing assessment that applied by the The teacher in the class you like the most ?

Student 2 : Peer Assessment

Interview : Why do you like peer assessment ?

Student 2 : Jika aktivitasnya Peer assessment dan semua murid dibagi Menjadi beberapa kelompok, maka ketika saya tidak bisa Pertanyaan yang diajukan, saya tidak terlalu khawatir sebab ada Teman teman lain dalam satu kelompok yang akan saling Membantu.

Interviewer : Do you like english lesson ?

Student 3 : Ya

Interviewer : What kind of topic from the material in english lesson that you like the most ?

Student 3 : Food and Drinks

Interviewer : Do you Understand teacher's explanation ?

Student 3 :Ya. Jika saya full konsentrasi.

Interviewer : When the teacher teaches the material of the lesson, do you thing it become easier or more difficut ?

Student 3 : Materi terasa menjadi sedikit lebih mudah.

Interviewer : What do you think when the teacher applied some activities in In ongoing assessment or Always asked kind of short question During the learning process at that day ?

Student 3 : Saya suka dengan aktivitas aktivitas yang dilakukan Ibu. Sebab, Menurut saya, pelajaran yang disampaikan Ibu menjadi tidak Membosankan, dan sekarang bahasa inggris adalah Mapel yang Saya sukai.

Interviewer : What kind of activity in ongoing assessment that applied by the the teacher in the class you like the most ?

Student 3 : Feedback

Interviewer : Why do you like feedback ?

Student 3 : Saya suka menulis diatas kertas berwarna origami, dan saya Sangat senang ketika mengemukakan pendapat saya tentang pelajaran hari itu, dan materi mana yang sulit dipahami dalam bentuk tulisan.

Interviewer : Do you like english lesson ?

Student 4 : Tidak terlalu.

Interviewer : What kind of topic from the material in english lesson that you like the most ?

Student 4 : Shape

Interviewer : Do you Understand teacher's explanation ?

Student 4 : Ya. Saya suka cara ibu menjelaskan materi dikelas

Interviewer : When the teacher teaches the material of the lesson, do you thing it become easier or more difficut ?

Student 4 : Menjadi sedikit lebih mudah.

Interviewer : What do you think when the teacher applied some activities in In ongoing assessment or Always asked kind of short question during the learning process at that day ?

Student 4 : Ketika Ibu Rahmah melaksanakan berbagai aktivitas yang bervariasi, sebenarnya saya kurang suka. Sebab saya sering khawatir jika saya tidak dapat menjawab pertanyaan pendek yang diajukan Ibu, selain itu saya tidak ingin teman teman yang lain mengetahui jika saya kurang mengerti dengan materi.

Interviewer : What kind of activity in ongoing assessment that applied by the the teacher in the class you like the most ?

Student 4 : Feedback

Interviewer : Why do you like feedback ?

Student 4 : Karena saya sedikit malu dan gugup ketika harus menyampaikan pendapat secara lisan.

Interviewer : Do you like english lesson ?

Student 5 : Ya.

Interviewer : What kind of topic from the material in english lesson that you like the most ?

Student 5 : Food and Drinks

Interviewer : Do you Understand teacher's explanation ?

Student 5 : Ya. Karena Ibu menjelaskan materi dikelas dengan sangat jelas.

Interviewer : When the teacher teaches the material of the lesson, do you think it become easier or more difficut ?

Student 5 : tentu saja menjadi lebih mudah.

Interviewer : what do you think when the teacher applied some activities in in ongoing assessment or Always asked kind of short question During the learning process at that day ?

Student 5 : Saya suka dengan aktivitas ketika Ibu membagi kami menjadi beberapa kelompok. Kemudian salah salah satu kelompok untuk menjelaskan ulang tentang materi yang baru saja dipelajari lalu kelompok lain diminta untuk menyimak dan memeriksa apakah penjelasan mereka sudah sesuai dengan materi.
kadang kadang saya lebih mudah memahami penjelesan dari teman saya. Itu sebabnya saya sangat suka peer assessment.

Interviewer : What kind of activity in ongoing assessment that applied by the the teacher in the class you like the most ?

Student 5 : Peer assessment.

Interviewer : Why do you like peer assessment ?

Student 5 : Karena saya suka berkerjasama. Apalagi ketika belajar dan berkelompok. Semua menjadi mudah dan tidak susah.

Appendix 4

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) BAHASA INGGRIS TERPADU

Sekolah	: MI Muhammadiyah Rantau
Kelas/Semester	: VI/ Genap
Materi Pokok	: Using Expression to give opinion
Alokasi waktu	: 2 x 30 menit (1 kali pertemuan)

A. Tujuan Pembelajaran

1. Setelah mengamati dan berdiskusi, peserta didik mampu membaca dan menggunakan expression untuk memberikan sebuah pendapat.
2. Setelah mengamati dan membacatek tersebut, peserta didik mampu mengklasifikasikan masing masing ekpression.
3. Setelah mengemukakan teks tersebut, peserta didik mampu menjawab soal berkaitan dengan teks tersebut.

B. Kompetensi Inti (KI)

1. **KI 1 -** Menerima, menjalankan, dan menghargai ajaran yang dianutnya
2. **KI 2 –** Menunjukkan perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi dengan teman, keluarga, guru, tetangga dan negara.
3. **KI 3 –** Memahami pengetahuan faktual dengan cara mengamati, dan menanya berdsarkan rasa ingin tahu tentang dirinya makhluk ciptaan Tuhan dan Kegiatannya, benda benda yang dijumpai dirumah, disekolah dan tempat bermain.

C. Indikator Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Memahami tentang Expression dan giving Opinion	3.1.7 Mengamati dan membaca teks tentang “Expression” dan “Giving Opinion” 3.1.8 mampu mengklasifikasikan setiap Expression dan memberikan Opinion 3.1.9 Mengemukakan is teks tentang “Expression” dan “Giving Opinion”
4.1 Menirukan cara berekspresi dan menanya tentang memberikan pendapat	4.1.7 Mendemonstrasikan isi tentang teks “Expression” dan “Giving Opinion” 4.1.8 Membaca dengan nyaring teks tentang “Expression” dan “Giving Opinion”. 4.1.9 Menggunakan masing masing Expression dalam menyampaiakan

	Pendapat.

D. Materi Pembelajaran

Using the expressions to give Opinion (Terlampir)

E. Metode pembelajaran

1. Metode pembelajaran : Tanya, Jawab dan Diskusi
2. Pendekatan : Terpadu

F. Media Pembelajaran

Media/Alat : LCD

Bahan : -

G. Sumber Belajar

Sumber belajar : Stairway Book A fun and Easy English Book for Grade of Elementary School

H. Langkah-Langkah Pembelajaran

KEGIATAN	LANGKAH LANGKAH PEMBELAJARAN	ALOKASI WAKTU
Kegiatan Pendahuluan	1. Peserta didik memberi dalam dan berdoa 2. Peserta didik diajak mensyukuri seluruh nikmat yang telah Allah SWT berikan 3. Untuk preiew sebelum memasuki materi guru meminta murid untuk memberikan pendapat mereka tentang sekolah	10 Menit
Kegiatan Inti	**TELAAH** 1. Peserta didik mengamati teks tentang “Expression” and “Giving Opinion” 2. Peserta didik membaca dan	40 Menit

	memahami isi teks tersebut **EKSPLORASI** 3. Peserta didik diminta untuk mempraktekkan berbagai Ekspresi dan menyampaikan pendapat mereka **RUMUSKAN** 4. Peserta didik membaca dengan nyaring teks tentang "Expression" dan "Givinf Opinion". **Presentasi** 5. Peserta didik mengemukakan apa isi tentang teks dari "Using the Expression in giing opinion". 6. Peserta didik diminta menjawab secara lisan pertanyaan dari guru. **APLIKASI** 7. Peserta didik menjawab soal berdasarkan teks.	
KEGIATAN PENUTUP	8. Guru menanyakan semua murid dari materi yang telah disampaikan bagian mana yang mereka kurang mengerti 9. Guru mereview kembali materi yang telah mereka pelajari guna mengecek kepahaman peserta didik 10. Guru meminta peserta didik untuk tetap menginat	10 Menit

	vocbularies yang mereka dapatkan dikelas. 11. Guru menutup kelas dengan salam	

I. Penilaian Hasil Pembelajaran

1. Penilaian Sikap

   Teknik : Observasi

   Instrumen : Format Penilaian sikap spiritual dan sosial (Jurnal)

No.	Tanggal	Nama Peserta Didik	Catatan Perilaku	Butir Sikap

2. Penilaian Pengetahuan

   (Pencapaian Tujuan Pembelajaran 1)

   Teknik : Tertulis

   Instrumen : Kuis

   (Pencapaian Tujuan Pembelajaran 2)

   Teknik : Tes Tertulis

   Instrumen : Kuis

Skor Maksimal : 100

Konversi Nilai (Skala 0-100)	Predikat	Klasifikasi
81-100	A	SB (Sangat Baik)
66-80	B	Baik

3. Penilaian Keterampilan

(Pencapaian Tujuan Pembelajaran 3)

Teknik : Reading aloud

Instrumen : Rubrik

No.	Kriteria	Baik Sekali	Baik	Cukup	Perlu Bimmbingan
1	Pengucapan	Mengucapkan semua kosakata dengan benar dan benar	Mengucapkan sebagian kosakata dengan benar dan tepat	Mengucapkan sebagian kecil kosa kata	Belum mampu megucapkan kosakata

Penskoran :

4 = 86-100

3 = 71-85

2 = -70

1 = <= 55

J. Pembelajaran Remedial dan Pengayaan Pembelajaran

a. Remedial

Peserta didik yang belum dapat membaca teks dan menemukann isi dengan baik dan benar. Peserta didik diberikan latihan tambahan.

b. Pengayaan

Apabila memiliki waktu peserta didik dapat diajak untuk bermain kuis

K. Refleksi Guru

Rantau, 1 Maret 2019

Mengetahui,

Kepala Madrasah

Guru Bahasa Inggris

Mahrina Agustini, S.Pd Rahmah Riyani, S.Pd

Appendix 5

Profile of Elementary School

I. IDENTITAS SEKOLAH

1. Nama Sekolah : MI Muhammadiyah Rantau
2. Terakreditasi : B
3. Alamat Sekolah : Jl. Jembatan Kilat No. 1 Kelurahan Rangda Malingkung, Kecamatan Tapin Utara Kabupaten Tapin
4. Status Sekolah : Swasta
5. Email :-
6. Facebook : https://web.facebook.com/mim.rantau?_rdc=1&_rdr
7. Kepala Sekolah : Mahrina Agustini, S.Pd

II. RIWAYAT SINGKAT SEKOLAH

1. Sejarah Berdirinya Sekolah

Madrasah Ibtidaiyah Muhammadiyah Rantau adalah satu satu sekolah formal yang cukup tua di Kabupaten Tapin. Sekolah ini berdiri pada tanggal 1 Mei 1927 M oleh organisasi Muhammadiyah di Kabupaten Tapin, yang waktu itu wilayah ini belum terbentuk pemerintahan Daerah Tingkat II, namun masih berbentuk Kewedanan yang juga masih dalam daerah Kabupaten Hulu Sungai Selatan (HSS) beribukota Kandangan. Berdasarkan catatan sejarah secara resmi wilayah ini menjadi Kabupaten Tapin tanggal 30 Nopember 1965 oleh Menteri Dalam Negeri RI atas UU Nomor Tahun 1965. MIM Rantau berada di jalan Jembatan Kilat No.1 Kelurahan Rangda Malingkung Kecamatan Tapin Utara Kabupaten Tapin. Madrasah ini memiliki letak geofrafis yang strategis, karena terletak di pinggir jalan raya yang dilalui oleh angkutan kota menuju kota Rantau, sehingga anak-anak yang berada di kelurahan kelurahan terdekat dengan Rantau dapat menempuh perjalanan ke madrasah dengan mudah. Dengan dukungan transporatasi yang mudah, membuat madrasah ini mudah mengembangkan keberadaannya untuk dapat diminati masyarakat. Di sisi lain dengan kehidupan masyarakat kota yang cenderung hiterogen, baik dari latar belakang ekonomi orang tua, pendidikan orang tua, sistem budaya masyarakat, menambah daya

dukung potensi yang dimilki pihak madrasah. Sejak berdiri hingga sekarang berstatus swasta. Berdasarkan SK Operasional Madrasah, Departemen Agama RI Nomor 22/B/4/N-3/108/64 dan SK Pimpinan Pusat Muhammadiyah Nomor 411/1-011/KS-37/1977, yang sekarang dalam naungan Yayasan Muhammadiyah Cabang II Rantau.

III. VISI DAN MISI

1. VISI

Terwujudnya kegiatan belajar mengajar yang aktual, kreatif, efektif, menyenangkan dan penuh kasih sayang serta tercapainya hasil pendidikan anak yang cerdas, terampil, mandiri, mempunyai iman dan taqwa kepada Allah SWT serta berakhlaqul karimah.

2. MISI

a. Meningkatkan mutu pendidik melalui latihan dan kursus secara periodik dan terencana.
b. Menanamkan sikap disiplin pribadi siswa melalui apel pagi setiap hari senin, senam pagi, pandu Hizbul Wathan (HW) dan kerja bhakti secara gotong royong.
c. Mengadakan kegiatan keagamaan siswa antara lain :
    1) Tadarus Al Quran dan Metode Iqra'
    2) Praktek Shalat setiap kamis pagi
    3) Ceramah keagamaan untuk menanam keimanan dan ketaqwaan serta akhlaqul karimah
d. Melaksanakan Privat/les sebagai upaya peningkatan mutu peserta didik.
e. Mengadakan kegiatan ketrampilan untuk menyalurkan bakat yang dimiliki peserta didik antara lain :
    1) Pengembangan diri dalam bidang olahraga
    2) Pengembangan diri dalam bidang kesenian
    3) Pengembangan diri seni drum band

Appendix 6

Curriculum Vitae of English Teacher

Nama	: Rahmah Riyani, S.Pd
Tempat, Tanggal Lahir	: Rantau, 1 Juni 1982
Agama	: Islam
Warga Negara	: Indonesia
Status	: Menikah
Alamat	:Jl.Antasari no. 19 RT 04 RW 02 Kecamatan Tapin Utara Kabupaten Tapin, Rantau

Kontak Pribadi

Telpon	: 085249469299
Email	: rahmah0682@gmail.com

Pendidikan Formal

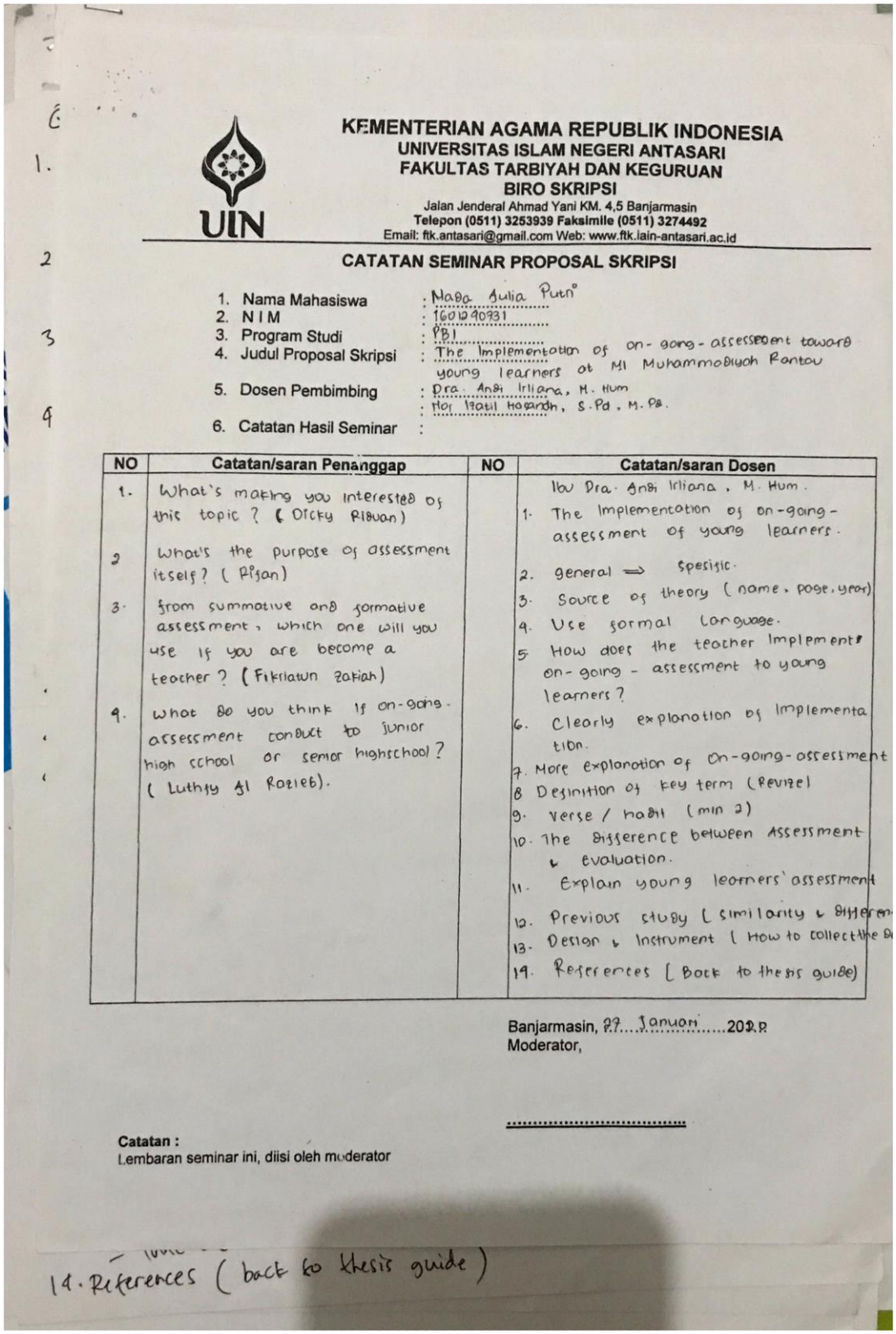
1995 - 2001	: SDN Antasari
2001 – 2004	: MTsN 2 Rantau
2004 – 2006	: SMKN 1 Rantau
2006 – 2010	: S-1 STIKIP PGRI Banjarmasin

Pengalaman Kerja

2010 – Sekarang	: Mengajar di MI Muhammadiyah Rantau

Appendix 7

The Letters



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

CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Naba Julia Putri
2. NIM : 1601290931
3. Program Studi : PBI
4. Judul Proposal Skripsi : The Implementation of on-going-assessment toward young learners at MI Muhammadiyah Rantau
5. Dosen Pembimbing : Dra. Anbi Irliana, M. Hum
   : Nor Ifatil Hasanah, S.Pd., M.Pd.
6. Catatan Hasil Seminar :

NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
1.	What's making you interested of this topic ? (Dicky Riduan)		Ibu Dra. Anbi Irliana, M. Hum.
2	What's the purpose of assessment itself? (Pijan)		1. The implementation of on-going-assessment of young learners.
3.	from summative and formative assessment, which one will you use if you are become a teacher ? (Fikrlatun Zakiah)		2. general ⟹ spesific.
4.	what do you think if on-going-assessment conduct to junior high school or senior highschool ? (Luthfy Al Rozieb).		3. Source of theory (name, page, year)
			4. Use formal language.
			5. How does the teacher implement on-going-assessment to young learners ?
			6. Clearly explanation of implementation.
			7. More explanation of on-going-assessment
			8 Desinition of key term (Revize)
			9. verse / hasil (min 2)
			10. The difference between assessment & evaluation.
			11. Explain young learners' assessment
			12. Previous study (similarity & differen
			13. Design & instrument (How to collect the d
			14. References (back to thesis guide)

Banjarmasin, 27 Januari 2020
Moderator,

.....

Catatan :
Lembaran seminar ini, diisi oleh moderator

14. References (back to thesis guide)

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

SURAT KETERANGAN

Nomor: 277/Un.14/III.1.t/pp.00.9/01/2020

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama	:	Nada Aulia Putri
N I M	:	1601240731
Jurusan/Prodi	:	TBI
Alamat	:	Jl Pemurus Luar Gang Ar raudhah Banjarmasin Timur, Banjarmasin.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

THE IMPLEMENTATION OF ON GOING ASSESSMENT TOWARD YOUNG LEARNERS

Pada Hari/Tanggal : Senin, 27 Januari 2020

Tempat : Student Access Center PBI

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 10 Februari 2020

KEMENTERIAN AGAMA BIRO SKRIPSI FAKULTAS TARBIYAH DAN KEGURUAN UIN BANJARMASIN INDONESIA

Mahmudah, M.Pd.I
NIP. 198708212015032004

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

30 November 2020

Nomor : 1864/Un.14/III.1.t/pp.00.9/11/2020
Lamp : -
H a l : Perubahan Judul Skripsi
Kepada Yth.
Sdr (i) Nada Aulia Putri
NIM. 1601240731
Mahasiswa Jurusan TBI
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

THE IMPLEMENTATION OF ON-GOING ASSESSMENT TOWARD YOUNG LEARNERS AT MI MUHAMMADIYAH RANTAU IN THE SCHOOL YEAR 2019/2020

Berubah menjadi:

THE IMPLEMENTATION OF ON-GOING-ASSESSMENT OF YOUNG LEARNER

Menunjuk :

1. Dra. Andi Irlina, M. Hum sebagai Dosen Pembimbing Konten dan Metodologi.
2. Nor Izatil Hasanah, S.Pd, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

An. Wakil Dekan Bidang Akademik
Ketua,

Mahmudah, M.Pd.I
NIP. 198708212015032004

Appendix 8

Figures of The Research



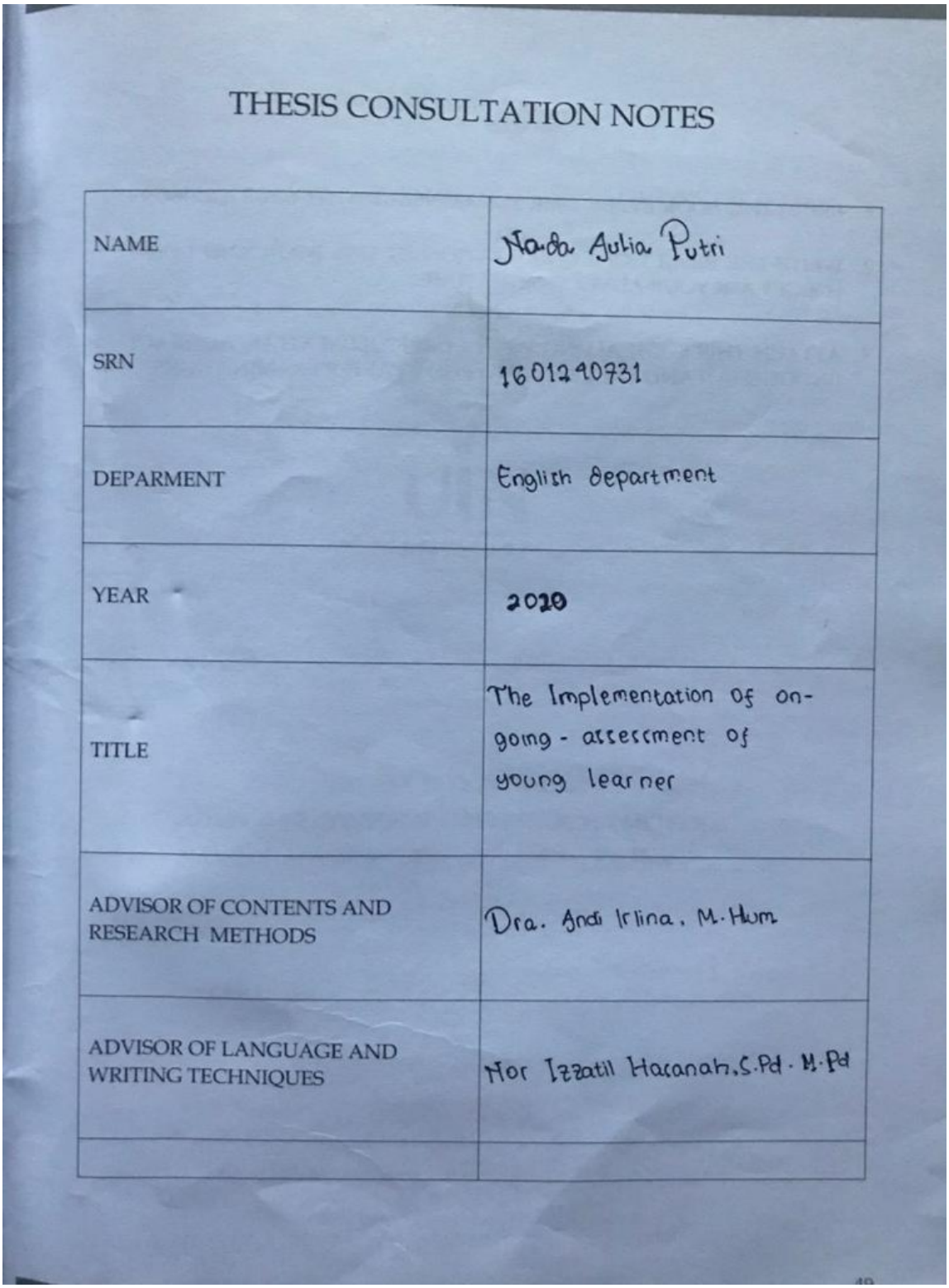






Appendix 9

The Consultant Notes



THESIS CONSULTATION NOTES

NAME	Nada Julia Putri
SRN	1601290731
DEPARMENT	English department
YEAR	2020
TITLE	The Implementation of on-going - assessment of young learner
ADVISOR OF CONTENTS AND RESEARCH METHODS	Dra. Andi Irlina, M.Hum
ADVISOR OF LANGUAGE AND WRITING TECHNIQUES	Nor Izzatil Hasanah, S.Pd. M.Pd

UIN
UNIVERSITAS ISLAM NEGERI
ANTASARI
BANJARMASIN

CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: Dra. Arsi Irlina, M. Hum

Date	Notes	SIGNATURE
19/12-2020	Remove word 'an under graduate thesis' in title.	—
	Ch.3 give the scientific reason of choosing MI Muhammadiyah to be the place conducting the research	ACC
	word 'subject' change to 'participant'	ACC
	mention the number of teacher and students	
	state the reason of techniques in collecting data	ACC
21/12-2020	Chapter 4.	
	- Untuk findings perdalam dengan mengambil teori Greaney.	ACC
	- Ceritakan / deskripsikan lebih banyak on-going assessment yang diterapkan guru dikelas.	ACC
5/1-2021	Perkaya pembahasan pada BAB 2 point E. Assessment for young learners	ACC
	Bahas karakteristik dari young learners (Brumfit, 1995) terlebih dahulu pada point E	ACC

	Terangkan bahwa assessment for young learner terbagi menjadi overall & on going. Masukkan aktivitas yg dapat dilakukan dalam teori Carbery	ACC
6/1-2021	Perdalam aktivitas apa saja yg dapat dilakukan dlm on-going assessment menurut teori Carbery.	ACC
	Perbaiki previous study! perjelas perbedaan antara riset kamu & penelitian terdahulu!	ACC
	Terangkan & masukkan secara jelas teori Carbery di BAB 4!	ACC

UIN
UNIVERSITAS ISLAM NEGERI
ANTASARI
BANJARMASIN

CONSULTATION NOTES

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: Hor Ifatil Hasanah, S.Pd. M.Pd

DATES	Notes	SIGNATURE
23 / 12 - 2012	Cover hanya 1 spaci Nama advisor tidak tertulis dalam acknowledgement!	ACC
	Untuk penulisan judul cukup disombung saja tidak perlu ada tanda strip	ACC
29/ 12 - 2012	tulisan in the second chapter pada BAB II dihilangkan saja	ACC
	Sub judul tidak boleh menjorok kedalam!	
	Setiap paragraf baru 1 tab!	ACC
	Perhatikan sistem numbering.	ACC
26/ 12 - 2000	Sistem penulisan kutipan harus ada halaman!	ACC
	Justify!	ACC