

Using Picture Cards to Teach English to Junior High School Students

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education



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APPROVAL SHEET

**USING PICTURE CARDS TO TEACH ENGLISH FOR JUNIOR HIGH
STUDENTS**

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Approved on

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RATIFICATION SHEET

USING PICTURE CARDS TO TEACH ENGLISH FOR JUNIOR HIGH STUDENTS

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STATEMENT OF WORKS ORIGINALITY

I honestly declare that this thesis which I have written does not contain the work or parts of other people except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 24 April 2025



Anggie Dwita Rahayu

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Motto

Never too old to learn

DEDICATION

Alhamdulillah, praise be to Allah SWT for the abundance of grace and opportunity given to complete the Final Assignment entitled "Utilization of Picture Cards in Learning English for Junior High School Students".

On this occasion, the author would like to express his gratitude to several parties who have provided support and prayers so that this Final Assignment can be completed, namely:

1. The honorable and inspiring, my supervisor Dr. Ista Maharsi, S.S., M.Hum. who has given a lot of encouragement so that this Final Assignment can be completed. As well as helping in many ways and providing reminders in academic matters to complete this Final Assignment.

2. My beloved parents, Mr. Sunaesin and Mrs. Luluk Diana who have struggled a lot for me to pursue my education to undergraduate level. I express my deepest gratitude for the prayers and patience given. Nothing can match the affection and love that I give to my beloved parents. I would like to express my gratitude to my two siblings, my sister Luciana Anggraeni and my brother Faturrahman Alfariz who have accompanied my prayers and many other things that have been given.

3. My best partner in everything, Damas Muhammad who always accompanies me in all conditions and situations. Thank you for being a discussion partner, an organizational partner, a process partner and other good things that can open my perspective towards a better direction.

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Bismillahirrahmanirrahim

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Most importantly, I express my deepest gratitude to my parents, Sunaesin and Luluk Diana for the support and prayers that have always accompanied my steps to complete my studies abroad. And my deepest apologies to my parents, for all the shortcomings and mistakes in making decisions during my studies.

Finally, after going through a long journey and various obstacles that have been passed, the author is sure that everything will end with happiness and good results.

The author hopes that Allah SWT will give beautiful and useful things through this Final Project. And Allah SWT will give His greatest blessings for now and the future.

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USING PICTURE CARDS TO TEACH ENGLISH TO JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The aim of this best practice is using picture cards to create visual imagination. In addition, picture cards also can develop creativity and interest in learning English. Picture cards directly invites students to think quickly to face challenges in a game. Therefore, students can think critically and make decisions in the limited time given. The steps of implementing this media include: preparing greeting cards that are relevant to the learning theme, introducing and engaging students in matching the cards with appropriate situations or special occasions, conducting group discussions about special days and greeting expressions, analyzing the text structure on the greeting cards, and having joint reflections to reinforce students' understanding and English language skills. The results of observations conducted using this method, students can enjoy learning because they are able to understand Greeting Card material easily and enjoyably. The students were engaged better during the implementation of games until the game was over.

keywords: Picture cards, Greeting Card, Game-based Learning

CHAPTER I

BACKGROUND OF THE TEACHING PRACTICE

This best practice describes teaching practices at one of private junior high school in Yogyakarta. Junior high school students generally responded positively to the enthusiastic teaching approach. Although attitudes towards teachers varied, most students were open to engaging learning experiences. Their interest in learning English was encouraging, with some students showing genuine enthusiasm for the subject. However, as is common in many schools, some students needed additional encouragement to participate more actively in English lessons.

In terms of English proficiency, junior high school students showed a wide range of abilities. Some students were able to understand and use basic English vocabulary, which was often supported by their exposure to social media and digital content. This exposure helped them become more familiar with everyday English expressions and enhanced their learning experience in the classroom.

The school itself is equipped with learning facilities that support effective teaching and learning. Each classroom is equipped with a projector, which allows teachers to use PowerPoint presentations and videos as learning media. These facilities help create a more dynamic and engaging learning environment, making it easier for teachers to deliver material and for students to absorb new concepts.

The facilities provided by the school as a media to expedite the teaching and learning process in schools are quite adequate. Some available ones are Wi-Fi networks on every floor and special rooms that require internet access, such as the ICT (Information and Communication Technology) room. Then there is a projector in each class as a learning media that is flexible enough to be used by the teacher. The school also provides an ICT room with many computer devices so that it can be used if students want to learn using online media. Since students cannot carry hand-held devices (Handphones), the provision of PC (Personal Computer's) is meaningful.

This best practice describes teaching practices at one of private junior high school in Yogyakarta, and was given the opportunity by the school to teach English in class VII. The process was designed to develop students' understanding of the social function, structure, and language features of greeting cards, as well as to foster creativity and collaboration. Based on the curriculum "kurikulum merdeka belajar" used by the school, I chose to use Greeting Card material. This material was delivered in 2 meetings in class VII. In the first meeting, the lesson began with a brief introduction to greeting cards, including their purpose, types (such as congratulatory, sympathy, and well-wishing cards), and common expressions used. The teacher used a projector to display examples of greeting cards and guided students to identify the receiver, body, and sender of each card. In the second meeting, the focus shifts to active learning through the picture card game. Students are divided into pairs work and given one picture card representing various special occasions. Each group is tasked with discussing and analyzing the text structure on the picture card.

This report aims to describe the use of picture cards to teach English to

junior high school students in grade VII. By using picture card media, students are expected to be able to understand the material presented and enjoy English lessons. The use of picture cards can increase students' inspiration in developing understanding related to the material and can increase their confidence when speaking in English (Zaha, 2020).

CHAPTER II

CONSTRUCT OF THE TEACHING PRACTICE

2.1. Game-based Learning

Games not only make learning more enjoyable but also provide opportunities for students to develop various skills, including cognitive, social, and emotional abilities. Martono (2011) revealed that games can be useful in sharpening children's cognitive abilities, particularly in dealing with conflicts or problems within the game. Furthermore, game creation is associated with real-life activities relevant to students' experiences. This learning activity uses picture card Game as teaching practice in Junior High School will be effective for low-motivated students. Levine (2006) concluded that by using games, students could play an active role in participating in a lesson to develop knowledge in students. A study by Anyaegbu, Wei, & Yi (2012) found that EFL elementary school students prefer learning by using games compared to using traditional language translators. This learning strategy supports teachers in providing the most important stimulus for students, namely intellectual, emotional, and psychomotor for students.

The game is a fun activity for humans, and it is the basic foundation of the mechanism of the Game Based-Learning method, which has the basic principles of learning by applying games as the media of this method. Game Based-Learning is applied based on everything that happens in the real world,

which is then combined with fun game elements according to the phase students go through.

Saputra (2015) reveals that the outcome of the application of games in learning is that students are encouraged to learn to consider, which then relates it to cause and effect, and learn to focus on realizing the problems seen in the game, which are then required to find solutions to solve these problems and complete the game. The concept of learning by using games can hone students' abilities in their attention to be more careful in making decisions to the ability to find problems to solve them.

Annisa (2018) states that using game as a teaching method integrates five classroom strategies to balance the achievement gap among students and improve the learning outcomes of underprivileged learners. Some of these class strategies include the following:

(1) Equal opportunity.

That is, all students have equal access to and direction regarding learning materials and resources.

(2) Heterogeneous groups.

Students are divided into several groups to work together to achieve the goals that have been instructed to create a positive relationship within the group.

(3) Cooperation between groups.

The students both have the opportunity to communicate to propose negotiations which is also a positive collaboration.

(4) Intra-group competition. The division of all students into several groups creates hegemonic competition between groups. In this case, group members are encouraged to do their best in a contributive context.

(5) Learning while playing. Game-based teaching and learning activities can reduce competitive pressures and help students be involved and active together.

(6) Intra-group competition. The division of all students into several groups creates hegemonic competition between groups. In this case, group members are encouraged to do their best in a contributive context.

(7) Learning while playing. Game-based teaching and learning activities can reduce competitive pressures and help students be involved and active together.

2.2. The Use Picture Card to Teach English

Rofiq (2023) explained that if teachers explain material without the help of pictures, it is quite time-consuming and can even make the classroom atmosphere boring. The pictures make it easier for teachers to provide a real picture as an example in delivering material in class, thus increasing students' motivation to be active and enthusiastic in English lessons (Rofiq, 2023). In addition, the use of picture cards is a learning media that can help stimulate students' imagination to develop their ideas and creativity in developing vocabulary in learning English (Hamer & Rohimajaya, 2018). The use of visual materials is able to represent images realistically to students, so that they can be well absorbed based on image visualization (Bhatti, Mukhtar, Mazhar, & Touqir, 2017). So in his research, it was concluded that some of the advantages of using Picture Card are as follows

- a. Increase student effectiveness in learning,
- b. Train students' literacy skills,
- c. Motivate and engage students actively,
- d. Develop students' problem-solving skills,
- e. Encourage and stimulate students to think logically, be active, sporty, and enjoy the lesson,
- f. Help students' easily remember and understand the material,
- g. Provide media therapy as a strategy to overcome cognitive difficulties.

However, besides the several advantages that are obtained in picture card.

The following are some of the weaknesses possessed by the media, namely:

Makes students dependent on visual learning,

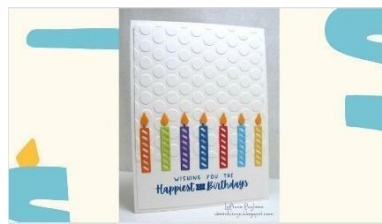
- a. Challenge for teachers to always think creatively.

CHAPTER III

IMPLEMENTATION

In this study, the implementation of picture cards aims to enhance students' vocabulary, speaking, and writing skills through interactive and collaborative activities. The use of picture card not only facilitates memorization but also stimulates communication and critical thinking among students.

1. Preparing the Teaching Materials



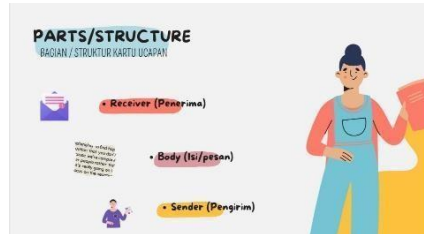
Picture 1.1 (The example of Greeting Card)

In this activity, I displayed pictures on PowerPoint slides with the support of a projector. The image shown was a card saying “Happy Birthday”, with pictures that matched the context of the content. This activity served as a warm-up to attract students' enthusiasm and interest before starting the main material and assignment stages. The purpose of this warm-up was to invite students to think about the material discussed in the meeting, which had the theme “Greeting Card”. Students were asked questions about the types of cards shown in the picture and to identify the greeting words on the cards. I gave credit to those who answered correctly as well as those who attempted answers, regardless of correctness.

2. Delivering the Material using Picture Card



Picture 2.1 (Meaning of Greeting Card)



Picture 2.2 (The Structure)



Picture 2.3 (Kinds of Greeting Card)



Picture 2.4 (Visualisation)



Picture 2.5 (Visualisation kind of Greeting Card)

Several important points in the material were written to the PPT slides in front of the class, and then I asked one of the students to read the points in the picture. After asking them to read aloud, I explained in detail the intent of the material. Students are asked to pay attention to and understand the context of the material by asking again what a "Greeting Card" means to one of the randomly

assigned students. To keep the class conducive, I asked questions while going around the class to re-ensure that the students were paying close attention. I ensured that every student played active in each activity to promote equal participation and to help all students develop their understanding, rather than allowing only the more active students to dominate the learning process. Entering the discussion stage of the types of "Greeting Cards," I again asked them to be able to name some examples that they might find in their daily activities.

3. Giving a Worksheet



Picture 3.1 (The Rules of Game)

The next activity is giving assignments to students beforehand to make sure students understand the material presented and the various examples and types. Before starting the activity, I explained the rules for working on a worksheet. When conveying the rules, I try to use two languages, then repeat using Indonesia Language to make it clearer and easier to understand. I explain the rules of the game, there are:



Picture 3.2 (Pairs work)

Make a pairs work; student must find a partner or chairmate to being a pairs work

NO	SENDER	RECEIVER	GREETING THEME	WISHES

Picture 3.3 (Worksheet)

Make a table to identify card; the student make a table on their notebook to identify the card was given or choice



Picture 3.4 (The Example of Greeting Card)

The teacher give a picture card; first picture card will given by the teacher

Identify the picture card; student have to discuss and identify text elements from picture cards based on greeting card material and fill the worksheet

Take a picture card; after identified a picture card, student must change with other picture card (changed the cards provided on teacher's desk, a representative from one pair comes forward) then repeat the activity as many times as possible,

The pair work that identifies the most picture cards is the winner and will get a reward.

During this activity, the students appeared enthusiastic about participating in the game. All students seemed to actively participate in this activity, which was evident from their focused attention and engagement during pair discussions. They asked each other questions, shared ideas, and helped one another identify the picture cards correctly, demonstrating collaboration and active involvement throughout the activity. Some students who do not understand vocabulary, without hesitation, asked me to make it easier for them to find answers to assignments. This activity lasted 15 minutes, with the teacher giving reminders at each remaining minute. For example, when there are 10 minutes left, the teacher will announce to students, followed by reminders at the 5th minute, the 2nd minute, and so on, helping everyone manage their time effectively. Besides that, when they were working on the worksheet, I went around to see the results of what some students had done. It turned out that they quite understood and mastered the material I gave in class.

CHAPTER IV CONCLUSION

Conclusion

Using picture card to teach English Junior High School gives positive results, especially for the 8th-grade level. Teaching materials in colorful game cards make it interesting for them to know and understand the material presented. Thus, the use of picture cards makes learning active and fun because it encourages students to participate actively through interactive activities such as matching, discussing, and exchanging cards. These hands-on tasks stimulate students' interest and motivation, promote collaboration among peers, and help them learn English vocabulary and expressions in a playful and engaging way. Students can participate directly using the media that the teacher has provided. The students' ambition was visible when they competed to collect much information related to learning materials, making learning activities more productive and enjoyable.

Recommendation

I recommend learning English using the picture card Game method. In addition to using games full of variations, games are often associated with colorful and pictorial objects. Students like things visually to increase the attractiveness of learning in the classroom.

The teacher are advised to allocate sufficient time to implement this method properly. Giving ample time allows students to fully engage in the activities, promotes deeper understanding, and ensures that the learning objectives are met effectively. Proper time management is essential to maximize the benefits of the picture card game as a learning activity.

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APPENDICES 1

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan	: SMP Muhammadiyah 3 Depok
Kelas	: VIII/Genap
Alokasi Waktu	: 2 x 40 Menit
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Greeting Card (Meeting 2)

A. Tujuan Pembelajaran

- Dengan mengamati teks Greeting Card secara individual, peserta didik mampu mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk hari spesial.
- Dengan berdiskusi secara berpasangan, peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan serta perbedaan dan persamaan dari beberapa greeting card untuk event lain.
- Dengan berpasangan, peserta didik mampu menyajikan hasil diskusi terkait perbedaan dan persamaan dari beberapa greeting card.

B. Langkah-Langkah (Kegiatan) Pembelajaran

<p style="text-align: center;">Kegiatan Pendahuluan (10 menit)</p>	<p>➤ Penguatan Pendidikan Karakter</p> <ul style="list-style-type: none">❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran sebagai sikap disiplin.❖ Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik terhadap materi sebelumnya, mengingatkan kembali materi dengan quiz.❖ Menyampaikan tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan penilaian yang akan dilakukan dan manfaatnya dalam kehidupan sehari-hari.
	<p>➤ Mengamati</p> <p>→ Guru meminta peserta didik untuk membuka buku paket bertema Greeting Card pada halaman 62.</p>

Kegiatan Inti (40 menit)

Model : Racing Games

Metode : Discussion

Deskripsi : Greeting Card

Alat, Bahan, dan Media :

- Buku Guru Bahasa Inggris Kelas VIII K13
- Buku Siswa Bahasa Inggris Kelas VIII K13
- Buku Modul Hybrid Bahasa Inggris Kelas VIII
- LCD proyektor
- Slide powerpoint (ppt)

- Guru menanyakan beberapa pertanyaan yang berkaitan dengan teks.
- Peserta didik mengamati teks yang terdapat pada buku dengan seksama.

➤ **Critical Thinking**

- Guru menjelaskan terkait fungsi teks, struktur teks, jenis serta ungkapan yang terdapat pada greeting card lebih detail dan mendalam.

➤ **Mengumpulkan Informasi**

- Guru membagi beberapa siswa dalam beberapa kelompok untuk berdiskusi.
- Guru memberikan teks greeting card, kemudian peserta didik berdiskusi secara berpasangan untuk menentukan struktur pada greeting card.
- Peserta didik diminta untuk menjelaskan hasil diskusi di depan kelas, diwakilkan dari salah satu kelompok.

➤ **Menalar/Menegosiasi**

- Peserta didik sebagai perwakilan membacakan di depan kelas beberapa tulisan yang dibuat.

➤ **Mengkomunikasikan**

- Guru memastikan kembali peserta didik paham dan mengerti terkait fungsi sosial, struktur teks, jenis serta ungkapan yang terdapat pada greeting card.

Penutup (10 menit)

➤ Guru dan peserta didik melakukan refleksi bersama-sama terkait materi dengan memberikan link.

Contoh pertanyaan:

1. Apakah bagian yang paling menarik dari pembelajaran hari ini? Mengapa?
2. Menurutmu, apakah penting mempelajari Struktur Teks “Greeting Card” ini?
3. Tantangan apa yang masih kamu temui dalam mempelajari materi ini?
4. Apa yang akan kamu lakukan agar hasil belajarmu lebih memuaskan di masa mendatang

➤ Guru memberikan umpan balik kepada peserta didik tentang materi yang dipelajari.

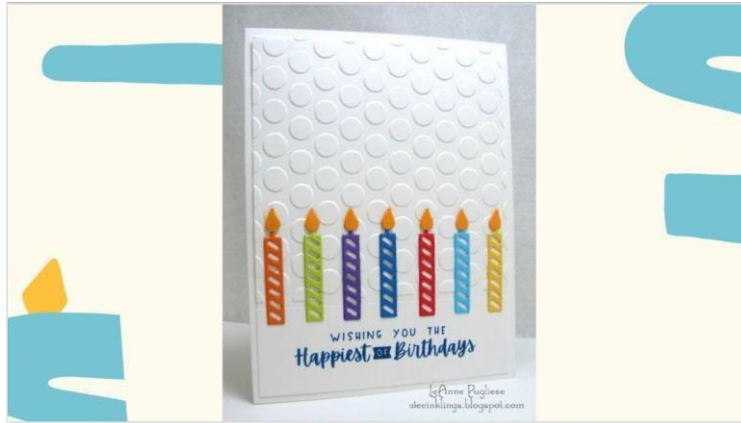
	<ul style="list-style-type: none">➤ Guru mengajak peserta didik untuk memberikan apresiasi atas pembelajaran yang telah dilaksanakan semua peserta didik.➤ Guru menyampaikan tindak lanjut pembelajaran dan pembelajaran yang akan datang.➤ Guru dan peserta didik menutup pembelajaran sesuai dengan budaya sekolah
--	--

C. Penilaian Pembelajaran

- **Tes Tertulis**
- **Observasi**

APPENDICES 2 TEACHING MATERIAL

Power Point (Warm-Up)



(Meaning, Structure, Kind of Greeting Card)

GREETING CARD (KARTU UCAPAN)

Yaitu, kartu bergambar untuk menampilkan ungkapan yang ingin kita sampaikan kepada seseorang.

Kesempatan tertentu

Momen tertentu

PARTS/STRUCTURE BAGIAN / STRUKTUR KARTU UCAPAN

Receiver (Penerima)

Body (Isi/pesan)

Sender (Pengirim)

An illustration of a woman with dark hair in a bun, wearing a red long-sleeved shirt and blue overalls, holding a red card.

JENIS GREETING CARD

Selamat

- Happy Birthday
- Happy Wedding

Harapan Cepat Sembuh

- Get Well Soon

Belasungkawa

- I am sorry for your lost

Lainnya

- Happy New Year
- Happy Independence Day

Several small illustrations of different greeting cards, including one with "Happy Birthday", one with "Get Well Soon", one with "I'm Sorry", and one with "Happy New Year".

(Example)

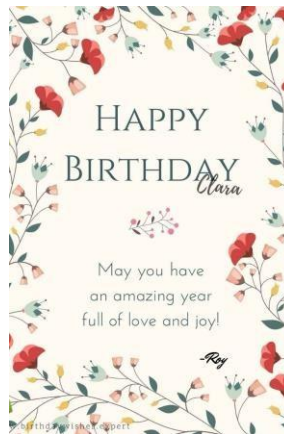
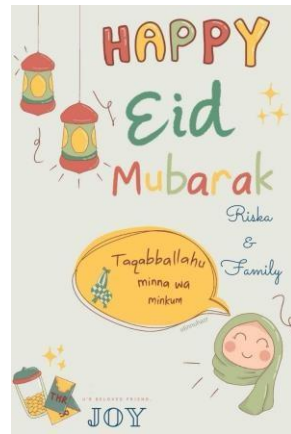
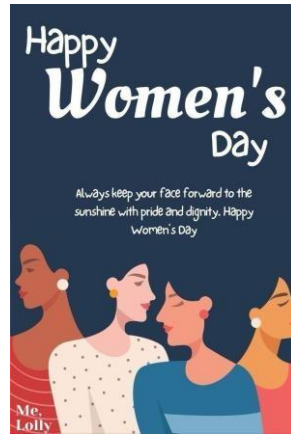


(Worksheet)

Mengidentifikasi Unsur Teks

NO	SENDER	RECEIVER	GREETING THEME	WISHES

(Task)



(Assignment)

No	Sender	Receiver	Greeting Theme	Wishes
3	Son	Father	Birthday	a wonderful and beautiful birthday to
14	Jones	wife	Valentine's day	love doesn't make the world
9	Clara	Father	Father day	you're the best dad in the whole world
21	Jiya	Caesar	Holiday	have lots of fun
10	Nath	Jake	New baby	So happy for you
15	Lim	Gogo-Rye	birthday	have a wonderful day filled with joy and happiness
1	Sikh	Carl	Birthday	joy and love of color on your very happy birthday
23	Isaac	Abdullah and mai'munah	Happy wedding	we wish on your wonderful journey as you build your new lives together

(Class Condition)

