

## *Appendix I*

### **The Translation of Verse**

<b>Verse</b>	<b>Surah</b>	<b>Translation</b>
<b>13</b>	<b><i>Al-Hujurat</i></b>	<i>O' you men! We have created you of a male and female, and made you tribes and families that you may know each other; surely the most honorable of you with Allah is the one among you most careful (of this duty); surely Allah is knowing, Aware.</i>
<b>1-4</b>	<b><i>Al-'Alaq</i></b>	<ol style="list-style-type: none"><li><i>1. Read! In the name of your Lord, Who has created (all that of exists),</i></li><li><i>2. Has created man from a clot (a piece of thick coagulated blood).</i></li><li><i>3. Read! And your Lord is the Most Generous.</i></li><li><i>4. Who has taught (the writing) by the pen.</i></li></ol>

## Appendix II

The following sentences of thesis abstracts show boosters and hedges

No	Category	Sentences
	<b>Boosters</b>	
1.	Denote	<ul style="list-style-type: none"> <li>• “The result of this research <b>denoted</b> that there are 46 culinary jargons that are found in 35 videos of Arjuna (A la Resep Juna)”.</li> <li>• “The result of the research <b>denoted</b> that the level of the mastery of English suffixes is in low category”.</li> </ul>
2.	Find/found	<ul style="list-style-type: none"> <li>• “This research also <b>finds</b> the factors of students’ difficulties in identifying part of speech of short story are less of students’ knowledge about part of speech ...”.</li> <li>• “... the writer <b>found</b> that there are politness expression used by students in social media communication such as modal verb, negative question form, using gonna and gotta, and ...”.</li> </ul>
3.	Should	<ul style="list-style-type: none"> <li>• “....and English Education Department <b>should</b> remind the English lecturers and students on redundancy in writing”.</li> <li>• “... teacher <b>should</b> create many kinds of teaching media, technique, games, pictures, card and humor stories that can motivate students to read”.</li> </ul>
4.	Will	<ul style="list-style-type: none"> <li>• “The feedback which is given based on students’ expectations</li> </ul>

		<p><i>will give maximum benefit for students”.</i></p> <ul style="list-style-type: none"> <li>• <i>“The writer uses descriptive qualitative because it <b>will</b> describe and explain the data from the subject”.</i></li> </ul>
5.	Show	<ul style="list-style-type: none"> <li>• <i>”The finding <b>shows</b> that the teacher’s constraint in improving reading ability for seventh grade at SMPN 2 Jorong that is faced by a teacher in teaching English reading in fact very complex”.</i></li> <li>• <i>“The result of this research <b>shows</b> that the first semester of English Department students’ ability in identifying part of speech of short story can be categorized very excellent with average of total score 81”.</i></li> </ul>
6.	Conclude	<ul style="list-style-type: none"> <li>• <i>“Based on those result, the researcher <b>concluded</b> there is a significant difference between debate club students nemed LiDSEucia and non debate club of the sixth semester at English Department of Tarbiyah and Teachers Training Faculty of IAIN Antasari Banjarmasin”.</i></li> <li>• <i>“In this research, the writer can <b>conclude</b> that students of English Department are polite ...”.</i></li> </ul>
7.	Can	<ul style="list-style-type: none"> <li>• <i>“... practice English so that <b>can</b> speak more interesting than before and then be confident”.</i></li> <li>• <i>“... use of work in pair technique <b>can</b> significantly enrich the students speaking abilities”.</i></li> </ul>

8.	Must	<ul style="list-style-type: none"> <li>• “Facilities that <b>must</b> be provided by institutions in general are classrooms, learning aids and teaching media ...”.</li> <li>• “... the English students <b>must</b> practice writing continuously and avoid redundancy in writing especially in descriptive paragraphs...”.</li> </ul>
9.	Always	<ul style="list-style-type: none"> <li>• “As a result, they <b>always</b> feel happy, understand, and enjoy the subject that being by English Language Fellow in every meeting of the lesson”.</li> </ul>
10.	Fact	<ul style="list-style-type: none"> <li>• “This research based on the <b>fact</b> that a half of students who went to Southern Thailand to conduct the Teacher Training Program are not from English department but they should teach English in their school placement.”</li> </ul>
	<b>Hedges</b>	
11.	Indicate	<ul style="list-style-type: none"> <li>• “This research <b>indicates</b> that only 3 kinds of error which are found in written English at public areas in banjarmasin, and ... “.</li> <li>• “The result of this research <b>indicates</b> the students’ response on the use of video are (54,03%) for like category, (60,48%) for interested category ...”.</li> </ul>
12.	Suppose	<ul style="list-style-type: none"> <li>• “Based on the statement of the problem above, this study <b>supposed</b> to know the mastery of English suffixes and ...”.</li> </ul>
13.	Most(ly)	<ul style="list-style-type: none"> <li>• “Therefore, the <b>most</b> dominant type of grammatical</li> </ul>

		<p><i>interference in the English students' bulletins is syntactical interferences in the case of subject-verbs agreement</i>".</p> <ul style="list-style-type: none"> <li>• <i>"This speech <b>mostly</b> characterized by the appreciation and encouragement to the public"</i>.</li> </ul>
14.	Suggest	<ul style="list-style-type: none"> <li>• <i>"researcher <b>suggests</b> the students who follow debate club of English Department to study hard in English subject to help them in daily life conversation ..."</i>.</li> <li>• <i>"The writer <b>suggests</b> that the students should study more on subject verb agreement, ..."</i>.</li> </ul>
15.	Almost	<ul style="list-style-type: none"> <li>• <i>"<b>Almost</b> all of students had problems in learning English"</i>.</li> </ul>
16.	General	<ul style="list-style-type: none"> <li>• <i>"In <b>general</b>, their problems were related to low motivation, bad study habit, and attitude towards learning"</i>.</li> </ul>

## **The Students Ability In Using Articles And Zero Articles At The Second Semester Of English Department Of IAIN Antasari Banjarmasin In Academic Year 2016.**

The research describe show is 1) the students ability using articles and zero articles in sentences at the Second Semester of English Department of IAIN ANTASARI Banjarmasin Academic Year 2016?. 2) What is the most difficult item tests using articles and zero articles student cannot understand at the Second Semester of English Department of IAIN ANTASARI Banjarmasin?

The subject of this research is the second semester English Department at IAIN Antasari Banjarmasin 2015/2016. Sample fom this research are 30 students. Object from this research is the students' ability in using articles and zero articles at the Second Semester of English Department of IAIN Antasari Banjarmasin in Academic Year 2015/2016.

To collect data the writer uses some techniques: observation, interview and documentary. Data processing in this research is divided into three phases: editing, coding, and tabulating. Then, all the data are analyzed by using descriptive qualitative and concluded by inductive method.

The result of this research indicates that (1) the students' ability in in using articles and zero articles at the second semester of IAIN Antasari Banjarmasin Academic Year 2016 is poor category. (2)The most difficulties from test item is zero article.

## **The Students' Ability in Identifying Part of Speech of Short Story at Antasari State Institute for Islamic Studies Banjarmasin.**

This research describes the students' ability in identifying Part of Speech of Short Story at Antasari State Institute for Islamic Studies Banjarmasin. The problems in this research are: How is students' ability in identifying part of speech of short story at Antasari State Institute for Islamic Studies Banjarmasin and what are students' difficulties in identifying part of speech of short story.

The subject of this research is 30 % of the first semester of English Department or 55 out of 183 students. While the objects of this research are students' ability in identifying part of speech of short story and students' difficulties in identifying part of speech of short story.

To collect the data, the writer uses some technique such as test and interview. Data processing in this research divided into two phases: testing student ability and difficulties by giving 40 questions divided into 20 for multiple choice 10 for short answer, 10 for matching and interview them. Then, all the data are analyzed descriptively quantitative.

The result of this research shows that the first semester of English Department students' ability in identifying part of speech of short story can be categorized very excellent with average of total score 81. This research also finds the factors of students' difficulties in identifying part of speech of short story are less of students' knowledge about part of speech and students have difficulties in understanding the meaning or translating the word and also because of the students still confused with some of part of speech, especially adverb, preposition and article.

## **The Seventh Semester Students Mastery in English Suffixes of English Department Tarbiyah and Teachers Training faculty.**

This study describes the mastery of English suffix by the seventh semester students at English Department Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin academic year 2015/2016. The problems in this research are: How is the students' mastery of the English suffixes? And what is the most difficult part of the English suffixes that students have?

Based on the statement of the problem above, this study is supposed to know the mastery of English suffixes and to know the most difficult suffixes that the Seventh Semester English Department students of Faculty.

The data collection used is test. Data processing in this research is divided into five stages: they are editing, coding, scoring, tabulating, and interpreting. Then all data analyzed descriptively and quantitatively and use inductive method to make conclusion.

The result of the research denoted that the level of the mastery of English suffixes is in low category. It is based on calculation of the suffix mean score that is 54,47. After analyzing each type of the test. The writer found that the most difficult part of suffix is in changing the word into adjective and verb is poor category with means score 10,28.



## **Teaching English Concrete Nouns Using Pictionary Game (An Experimental Study with the Fourth Graders of SDN Belitung Selatan 4 in the Academic Year of 2015/2016).**

This study describes teaching English concrete nouns using pictionary game (an experimental study with the fourth graders of SDN Belitung Selatan 4 in the academic year of 2015/2016). The problems of this research are: using pictionary game whether effective to facilitate students' learning English concrete nouns in the fourth graders of SDN Belitung Selatan 4.

This is experimental research, which is to find out the effect of treatment. The researcher did this experiment study involving two groups, an experimental groups and control group by teaching 5 times for experimental class. The subject in this research is the fourth grade students at SDN Belitung Selatan 4 Banjarmasin Academic Year 2015/2016. While the objects of this research is to know whether effective or not using Pictionary game. To prove this game is effective or not to improve students' English concrete nouns in the fourth graders of SDN Belitung Selatan 4.

In the collect the data, the writer uses some techniques such as observation, written test and documentary. Data processing in this research was divided into five stages: editing, coding, scoring, tabulating, and data interpretation. Then all the data were analyzed using quantitative descriptive method.

The result of this research is the using Pictionary game is effective to facilitate SDN Belitung Selatan 4. The reason based on the result of mean score of pre test is 54.8 and post test is 81. Suggestion for the teacher is hoped to be creative improving the quality of teaching especially for the English teacher in teaching English subject. The students should be aware to keep practice and participate in the learning activity.

## **Speaking Ability of The Sixth Semester Students in Debate Club (LiDS EDUCIA) and Non Debate Club at English Department of IAIN Antasari Banjarmasin.**

In this research the researcher wants to know the difference of speaking ability between students in debate club and non debate club of the sixth semester students at English Department of IAIN Antasari Banjarmasin. Debate is very potential technique to develop student's ability especially in speaking.

The subject of this research is all of the sixth semester students at English Department in Tarbiyah and Teachers Training Faculty of IAIN Antasari Banjarmasin, but the researcher takes samples 14% from each classes. The total numbers of the samples are 22 students. Those divided into two groups of students. 11 students from debate club named LiDS Educia and 11 students from non debate club students. The object of this research is the speaking ability of debate club students and non debate club students' in sixth semester. To collect the data, the writer uses some technique such as, speaking test and documentation. Then, all the data are analyzed by using quantitative approach.

The result of this research shows that the mean score of the students' speaking ability in debate club is 20,18 and mean score of students' speaking ability of non debate club with mean score is 15,18. Speaking ability t-Count (5.48) > t-table 5% (3.10) > t-table 1% (1.36). T-count is higher than t-table  $H_a$  (Hipotesis Alternatif) is received and  $H_o$  (Zero Hipotesis) is rejected. Based on those result, the researcher concluded there is a significant difference between debate club students named LiDS Educia and non debate club of the sixth semester at English Department of Tarbiyah and Teachers Training Faculty of IAIN Antasari Banjarmasin.

Based on the research result, researcher suggests the students who follow debate club of English Department to study hard in English subject to help them in daily life conversation and all skills of English and also should be creative students to get more knowledge, not just from teacher but through English media like English program at TV and the most important is practice your English any time and any conditions. The students who do not follow debate can join in debate club to try and practice English so that can speak more interesting than before and then be confident.

## **Students' Responses on Teachers' Feedbacks on Academic Writing Class of The Sixth Semester at English Department of Antasari State Institute for Islamic Studies Banjarmasin.**

This research describes students' responses on teachers' feedbacks on academic writing class of the sixth semester at English Department of Antasari State Institute for Islamic Studies Banjarmasin. Providing feedback is one of teacher tasks in teaching writing. The teacher feedback is significant for students' progress. The feedback which is given based on students' expectations will give maximum benefit for student. So, knowing the students' responses on teachers' feedbacks is very important to achieve successful teaching.

The research is intended to find out the types of feedbacks which are used by teachers on students' writing and students' responses on teachers' feedbacks on academic writing class of the sixth semester at English Department of Antasari State Institute for Islamic Studies Banjarmasin.

The subject of this research is teachers and students of Academic Writing Class at English Department of Antasari State Institute for Islamic Studies

Banjarmasin. The objects of this research are teachers' feedbacks and the students' responses on the teachers' feedbacks on Academic Writing Class in the sixth semester at English Department of Antasari State Institute for Islamic Studies Banjarmasin. To collect the data, the writer uses documentary, questionnaire and interview. Then, all of the data which have been collected are processed using descriptive qualitative.

The research result states that there are four types of teachers' feedbacks on students' writing; praise, criticism, suggestion and corrective feedback. Students are more interested in having written feedback from teacher in types of suggestion and corrective which focus on the content, organization, language and mechanic. They are mostly interest to have corrective feedback which is given by indicating and categorizing of their error writing and providing correct answer.

Based on the research result, researcher suggests students should practice to write continuously and use teacher feedback, all teachers' writing can develop feedback practice based on students' responses and English Education Department can consider teachers who will teach writing based on student response to get a successful teaching.

## **An Analysis of Redundancies on Descriptive Paragraphs in Paragraph Writing Class of English Education Department of IAIN Antasari Banjarmasin.**

This research describes the redundancies on descriptive paragraphs written by the fourth semester students in Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin. This research is intended to find out how many redundancies are written by the students on descriptive paragraphs, and what kinds of redundancy are written by the students on descriptive paragraphs in Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin.

The subject of this research is 31 fourth semester students on Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin. The object of this research is the redundancies on descriptive paragraphs written by the fourth semester students in Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin. To collect the data, the researcher uses documentary. Then, all of the data which have been collected are analyzed.

The research results state that there are 35 redundancies on descriptive paragraphs written by 15 fourth semester students in Paragraph Writing class and there are three kinds of redundancies on descriptive paragraphs written by the fourth semester students in Paragraph Writing class. They are 9 unnecessary phrases, 24 repetitions of words with the same meaning and 2 repetitions of noun by pronouns.

Based on the research results, the researcher suggests the English students must practice writing continuously and avoid redundancy in writing especially in descriptive paragraphs, the English lecturers especially writing lecturers must give their students information about redundancy, and English Education Department should remind the English lecturers and students on redundancy in writing.

## **Teachers' Constraints in Improving Reading Ability for Seventh Grade Students at SMPN 2 Jorong Academic Years 2016/2017.**

This thesis describes about teachers's constraints in improving reading ability for seventh grade students at SMPN 2 Jorong Academic Years 2016/2017. The statement of problems are: 1) what are the teacher's constraint in improving reading ability for seventh grade students at SMPN 2 Jorong? 2) what are the influential factors in improving reading ability? and 3) what are the solutions that the teacher do to resolve the problem?

The design of the research is descriptive qualitative. The subjects of the study were the students and the English teacher of SMPN 2 Jorong. The instruments used in the study were observation and interview.

The finding shows that the teacher's constraint in improving reading ability for seventh grade students at SMPN 2 Jorong that is faced by a teacher in teaching English reading in fact very complex. This can come from the teacher or the students themselves, facilities, teaching methods as well as from external factors. English teacher in SMPN 2 Jorong in explaining English lesson is less clear.

In addition, the influential factors in improving reading ability are English teachers experience which she did not have much time to make a lot of media and there is no budget for the media. Almost all of the students had problems in learning English. In general, their problems were related to low motivation, bad study habit, and attitude toward learning.

In this case, the researcher found that the teachers' solution in improving reading ability in teaching English, teacher should create many kinds of teaching media, technique, games, pictures, card and humor stories that can motivate students to read. Facilities that must be provided by institutions in general are classrooms, learning aids and teaching media, library, textbooks and other supporting facilities such as bookcases, and others.

## **An Analysis of Culinary Jargon in ARjuna (A la Resep Juna).**

The research describes about the analysis of culinary jargon in ARjuna (A la Resep Juna). The problem formulations of this research are: What culinary jargons are found in ARjuna (A la Resep Juna), and what are the meaning of culinary jargons that are found in ARjuna (A la Resep Juna).

The focus of this research is culinary jargon that are found in a television program “ARjuna (A la Resep Juna)”. The objective of the research are the identification of the culinary jargons that are found in ARjuna (A la Resep Juna), and the identification of the meaning of culinary jargons that are found in ARjuna (A la Resep Juna).

In conducting this research, the writer applies descriptive qualitative research. This research has the following procedures in collecting data: the writer downloaded video of ARjuna (A la Resep Juna) on Youtube.com, watched the video and made a list of the data of culinary jargon, classified the culinary jargons found in the video. Data processing in this research are collecting, identifying, confirming, classifying, and analyzing all of the data.

The result of this research denoted that there are 46 culinary jargons that are found in 35 videos of ARjuna (A la Resep Juna). The word-formation processes found in culinary jargons are borrowing, compounding, conversion, and derivation. Most of the meaning of culinary jargons are based on the contextual meaning.

## **The Techniques Used by English Language Fellow in Teaching Speaking at UIN Antasari Banjarmasin.**

Recently, teaching technique plays an important role in English language teaching. This study presented the results of the English Language Fellow's techniques in teaching speaking class and students' response toward the English Language Fellow's techniques in teaching speaking class. The subjects were English Language Fellow and 30 students of English Department at 5th semester. The objects were techniques used by English Language Fellow when teaching speaking. The writer used observation and interview techniques. After the data collected, they were analyzed with theories and explained descriptive-qualitatively.

The result showed that there were 20 techniques used by English Language Fellow. The techniques were: brainstorming, find the different one, guessing a card, give a new example, surveys, information gap activity, interview, choose a new topic, critical thinking, group work, telling fact or opinion, competition, repetition, games, pair works, conversation practice, discussion, students' presentations, reading aloud, and authentic materials. Besides, English Language Fellow often used a ball, color cards, card (*kartu remi*), and words cards for supporting the activity.

The students' response toward English Language Fellow's techniques was very good. They were motivated with the presence and the way's teaching of English Language Fellow as their teacher. They were also motivated with their environments in classroom and with the interesting class. Some of them were motivated by a desire to passing the task in every meeting. As a result, they always feel happy, understand, and enjoy the subject that being taught by English Language Fellow in every meeting of the lesson.

## **Students' Perception on American Teachers' Cultural Teaching Style.**

The aims of this research are to find out the students' perception on the American teacher's cultural teaching style and the kind of teaching style that is used by American teacher while teaching and learning process in the class.

The subject of this research are 30 students at seventh semester of English Education Department of Antasari State Institute for Islamic Studies Banjarmasin. Meanwhile, the object of this research is students' perception on American teacher's cultural teaching style of seventh semester students at English Education Department Antasari State Institute for Islamic Studies Banjarmasin.

The data are collected through observation, interview, questionnaire and documentary. The data in this research are processed through editing, coding, scoring, tabulating, interpreting, making conclusion and suggestion. The data are analyzed by using qualitative method.

The result of this research shows that the students' perception on American Native teacher's cultural teaching style is in excellent category. The kind of teaching style that used by the American teacher at seventh semester is his own American teaching style such as discipline, the manner in the class, encourage to students critical thinking, independent, and confident, and the others.



### *Appendix III*

#### *Thesis Abstracts*

#### **A Descriptive Study of Non-English Department Students of UIN Antasari in Teaching English during Teacher Training Program in Southern Thailand.**

This research based on the fact that a half of students who went to Southern Thailand to conduct the Teacher Training Program are not from English department but they should teach English in their school placement.

This research is purposed to know and to describe the experience of nonEnglish department students of UIN Antasari in teaching English during Teacher Training Program in Southern Thailand.

The subject of this research is 7 students of non-English department such as from Arabic Education, Math Education, Islamic Education and also Qur'anic Studies of Ushuluddin Faculty of UIN Antasari that joined the Teacher Training Program in some areas in Southern Thailand's school, while the object of this research is the experience and teaching methods used by the participants in teaching English during 4 months in the schools they placed in.

The data of this research are collected through interview and documentary. All of the data collected then processed through selecting, transforming and classifying. They are organized using qualitative descriptive in order to describe the students experience in teaching English also the methods and techniques they are used.

The results of this research show that the participants' experience in teaching English in Southern Thailand is quite varied. There are collaboration with the teachers in school, some are teaching only in the classroom, some are teaching in extracurricular only, and the rest is teaching English for young learner even though he comes from Math Education. While the method and technique they are used is direct method, total physical response, and also grammar translation which is most of them emphasize vocabulary than other language aspects.

## **The Error Analysis of Written English at Public Area in Banjarmasin**

This research concerned with the errors of written English that found at public areas in Banjarmasin. Errors here means every element in written English such as grammar and spelling.

The problem formulations of this research are: what kinds of error are found in written English at public areas in Banjarmasin? And what is the most common error in written English at public areas in Banjarmasin?.

The subject of this research is written English at public areas in Banjarmasin, such as advertisement, notice, brand name, and services. Meanwhile the object of this research is analyzing the errors in written English that found at public areas in Banjarmasin. The method of this research is qualitative descriptive method. To collect the data the researcher used the techniques: taking and selecting the pictures of written English at public areas (street, market, shop, and school) in Banjarmasin.

From forty nine pictures of written English at public areas in Banjarmasin, the researcher has found sixty errors. The errors are: 47 errors in spelling to pronunciation or about 78%, 11 errors in word order or about 18%, and 2 errors in preposition or about 4%. This research indicates that only 3 kinds of error which are found in written English at public areas in Banjarmasin, and the most common error was found in spelling to pronunciation.

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