


Appendix 1

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهْلَةٍ

فَتُصِيبُوا عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ ﴿٦﴾

“O you who have believed, if there comes to you a disobedient one with information, investigate, lest you harm a people out of ignorance and become, over what you have done, regretful.”

**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 Agustus 2019

Nomor : 1674/Un.14/III.1.008/2019
Lamp -
Hal : Perubahan Judul Skripsi

Kepada Yth
Sdr (i) Mahdiah
NIM 1501240491
Mahasiswa Jurusan PBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb

Berdasarkan usulan dan 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

ANALYSIS LOTS (LOWER ORDER THINKING SKILLS) AND HOTS (HIGHER ORDER THINKING SKILLS) IN OBJECTIVE TEST AT ENGLISH EVALUATION INSTRUMENT OF MAN 2 TAPIN ACADEMIC YEAR 2018/2019

Berubah menjadi:

THE ANALYSIS OF THE DIMENSION OF THINKING PROCESS (LOTS, MOTS, HOTS) ON OBJECTIVE TEST OF ENGLISH EVALUATION INSTRUMENT AT MAN 2 TAPIN

Menunjuk

1. Dr Hj. Nida Mufidah, M.Pd sebagai Dosen Pembimbing Konten dan Metodologi
2. Nurdiala Kadanyah, S.Ag, 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
Mahdiah, M.Pd I
NIP. 196708212015032004

Appendix 3



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

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Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

Nomor : B-3016 /Un.14/III.1.t/08/2019
Sifat : Penting
Lampiran : I (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

Banjarmasin, Agustus 2019

K e p a d a,

Yth. **Kepala Kementerian Agama
Kabupaten Tapin**
di – Rantau

Assalamu'alaikum Warahmatullah Wabarakatuh

Dengan hormat, 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 :

Nama : Mahdiah
N I M : 1501240491
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Tunjung Maya AMD RT.33 No.73 Kelurahan Pekapuran Raya Kecamatan Banjarmasin Timur

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

Wassalamu'alaikum Warahmatullah Wabarakatuh

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala MAN 2 TAPIN.



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

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Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT RISET

Nomor: B- 216 /Un.14/III.1.t/08/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Mahdiah
Nomor Induk Mahasiswa : 1501240491
Semester : IX (Sembilan)
Alamat : Jl. Tunjung Maya AMD RT.33 No.73 Kelurahan
Pekapuran Raya Kecamatan Banjarmasin Timur
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka
pengumpulan data untuk penyusunan Skripsi
Sarjana dengan Judul :

**THE ANALYSIS OF THE DIMENSION OF THINKING PROCESS (LOTS, MOTS,
HOTS) ON OBJECTIVE TEST OF ENGLISH EVALUATION INSTRUMENT AT
MAN 2 TAPIN**

Tempat yang dituju : MAN 2 TAPIN
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 03 September 2019
Sampai dengan tanggal : 03 November 2019

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,


Mahdiah
NIM. 1501240491



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN TAPIN

Jalan R. Soeprato Nomor 31 Rantau 71111
Telepon (0517) 31031-31013 Faksimili (0517) 31031-31013
Email : tapinkalsel@kemenag.go.id

REKOMENDASI

Nomor : **1145** /kk.17.04-2/PP.03.1/09/2019

Berdasarkan Surat Wakil Dekan Bidang Akademik dan Kelembagaan Universitas Islam Negeri Antasari Fakultas Tarbiyah dan Keguruan Nomor : B-3016/Un.14/III.1.t/08/2019 tanggal, Agustus 2019 perihal Riset Dalam Rangka Penyusunan Skripsi:

Kepala Kantor Kementerian Agama Kabupaten Tapin, pada prinsipnya tidak keberatan untuk memberikan Rekomendasi kepada :

Nama : MAHDIAH
NIM : 1501240491
Jurusan/Prodi : PBI
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl.Tunjung Maya AMD RT.33 No.73 Kel.Pekapuran Kec. Banjarmasin Timur
Tugas : Melaksanakan Riset/Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan judul :

“THE ANALYSIS OF THE DIMENSION OF THINKING PROCESS (LOTS,MOTS,HOTS) ON OBJECTIVE TEST OF ENGLISH EVALUATION INSTRUMENT AT MAN 2 TAPIN”

Lokasi Penelitian : Madrasah Aliyah Negeri 2 Tapin
Barang yang dibawa : Seprangkat Alat Riset
Lamanya Riset : 2 (dua) bulan
Dari tanggal : 03 September 2019
Sampai dengan tanggal : 03 Nopember 2019

Untuk melaksanakan penelitian dengan pertimbangan sebagai berikut :

1. Dalam Rangka Pengembangan Kompetensi Mahasiswa untuk mengakhiri Pendidikan di Perguruan Tinggi
2. Merupakan salah satu syarat untuk melengkapi dan mengakhiri Pendidikan di Perguruan Tinggi

Demikian Surat Rekomendasi ini diberikan kepada yang bersangkutan, agar pihak –pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Rantau
Pada Tanggal : 03 September 2019
Kepala
Drs. H. MAHRUS, MM
NIP. 196607111996031001

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari
2. Kepala MAN 2 Tapin

Appendix 4



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN TAPIN
MADRASAH ALIYAH NEGERI 2 TAPIN**

Alamat : Jl. Sarang Burung Desa Tungkap, Kec. Binuang, Kab. Tapin- 71183

**NASKAH SOAL UJIAN SEKOLAH BERSTANDAR NASIONAL (USBN)
TAHUN PELAJARAN 2018/2019**

Mata Pelajaran : Bahasa Inggris Hari/Tanggal : Kamis, 21 Maret 2019
Kelas : XII MIA/IA/IIS Waktu : 07.30 – 09.30 WITA

A. CHOOSE THE BEST ANSWER FOR EACH QUESTIONS BY CROSSING A,B,C,D or E

- Man : That looks like a very bad cut. How did it happen?
Woman : It happened when I was slicing onions, hurriedly.
What happened to the woman?
A. She cut her finger quite badly.
B. She wasn't given any help.
C. She sliced the onions hurriedly.
D. She was crying while slicing onions.
E. She was going to make fried rice.
- Andi : Which way should we take? Should we turn right or left?
Dani : Let me see the map. O gosh, I left it at home. How could we reach the waterfall?
Andi : Aren't there any signs showing the way?
Dani : No, there aren't.
Andi : If we don't find any signs, we can ask a villager.
What would happen if the boy brought a map?
A. They would be lost.
B. They would meet a villager.
C. They would arrive home soon.
D. They would find a way home.
E. They would find a way to the waterfall.
- Laras : You look so hurry, what happened ?
Vino : My mother and her friend will come, but the food has not been prepared on the table.
Laras :
Vino : Bring the food the kitchen here now, please?
Laras : Ok.
Vino : Thanks for your help Laras.
Laras : You're welcome.
What is the most appropriate response for the girl to say?
A. No, thanks
B. That's very kind of you
C. What can I do for you?
D. It is easy, prepare now
E. No, it's all right, really
- Catherine : I don't have a nice dress for my cousin's birthday party next week.

Ben :

What will the boy most likely reply?

- A. I absolutely agree with you
- B. I'm afraid I don't agree with you
- C. I hope the party will be great
- D. Shall we come to the party?
- E. How about buying a new one?

5. Girl : How was your Badminton competition?

Boy : Thank God. I received a gold medal.

Girl :

What is the suitable response for girl to say?

- A. I don't think so.
- B. I am sorry to hear that.
- C. Congratulation.
- D. Good luck.
- E. I am going to see the competition.

6. Irma : **Wow! You look beautiful!** New hair cut?

Jane : Yeah, I want new appearance.

From the dialogue, Irma was expressing.....

- A. Dislike
- B. Agreement
- C. Compliment
- D. Disagreement
- E. Love

7. Santi : I unintentionally heard you playing the piano.

Nana : What do you say about that?

Santi : You played it very beautifully. Do you practice it every day?

Nana : I do.

What can we conclude from the dialogue?

- A. The girl is a famous musician.
- B. The girl did a music performance.
- C. Santi practices music every day.
- D. Playing the piano is Nana's hobby.
- E. Santi is fond of playing a musical instrument.

8. Ahmad: Is it true that we are going to camp next week?

Anisa : That's right. Will you join?

Ahmad : Actually I am interested to join, but I've just recovered from typhoid.

Anisa :

What is the most appropriate response for the girl to say next?

- A. You may join the camping.
- B. I totally agree with your idea.
- C. It will be held for two days, on Saturday and Sunday.
- D. You had better consult your doctor first.
- E. That is too bad.

This text is for questions 9 to 10

Dear Clara,

I'm writing to you concerning of my last day in Jogya. I just got back from Borobudur, the wonderful temple I've ever seen. The weather is fine. We are now staying in a hotel. It's not far from Malioboro. We are treated well here. It has many excellent staff who serve the customers. We plan to go around Malioboro after the children take a short nap. We want to enjoy having "lesehan" there. It is a kind of a restaurant but we sit on the ground.

Many kinds of local handicraft are sold along Malioboro street. Both domestic and foreign tourists are interested in them. I want to buy some as souvenirs.

Don't worry, I'll also buy you the most interesting one.

Love

Bella

9. The text gives us information about
- A. the wonderful Borobudur temple
 - B. the souvenirs to be bought
 - C. Dara's last day in Jogya
 - D. a comfortable hotel near Malioboro
 - E. the writer's holiday
10. How does the staff serve the customers of the hotel?
- A. Proudly
 - B. Interestingly
 - C. Badly
 - D. Nicely
 - E. Quickly

This text is for question no. 11 - 12

Warrior Avenue 25
Michigan

10/10/2017

Valo Santos
Pine Street 51
Los Angeles

Dear Mr. Santos,

We cordially invite you to a dinner party celebrating the 2nd anniversary of Kencana Group. It will take place at the Bronto Hotel on Thursday, November 20. The dress code is formal.

The procession will start with a traditional Balinese dance at 7 PM. While a program of events will be delivered to you upon arrival. Dinner will be served at Tiara Hall at 8 PM where Mr. and Mrs. Ketut will welcome each of you personally.

Please find the RSVP form and return to the address stated above by November 15. We will not accept any replies we receive after that date. On behalf of Mr. and Mrs. Putu, we are looking forward to your attendance.

Tony Mays
Assistant to Mr. and Mrs. Putu

11. What is the letter about?
- A. A hotel booking form.
 - B. A reply to an invitation
 - C. An invitation to a party
 - D. A confirmation about a party
 - E. A request about a party program
12. If Valo Santos would like to come to the party. What must he do?
- A. He has to call Tony Mays.
 - B. He has to phone Mr. Putu.
 - C. He has to send a letter to Mr. Putu.
 - D. He has to make a reservation before November 10.
 - E. He has to send an RSVP before November 15

The picture is for question no. 13



13. What is the best caption for the picture above?
- A. The traffic is not so busy and the weather is not bright.
 - B. The traffic is not so busy and the weather is bright.
 - C. The traffic is so busy and the weather is bright.
 - D. The traffic is so busy and the weather is not bright.
 - E. The traffic is not so busy and the weather is rain.

This text is for numbers 14 and 15.

To : all participants of Borobudur Tour,
Please be ready at 6 a.m. in the schoolyard on December 20, 2017.
We will depart to Borobudur at 7 a.m. and the estimated time of arrival is at 9 a.m.
We plan to go back to Semarang at 2 p.m., one hour after having lunch at the local resto.
C.P. Juanita: 08877609102

14. What is the purpose of the text?
- A. To tell about Borobudur Tour.
 - B. To announce the tour schedule.
 - C. To describe the tour preparation.
 - D. To inform about the meeting point.

E. To inform about the departure time.

15. What agenda they may have at 1 p.m.?

- A. Having lunch.
- B. Exploring Borobudur.
- C. Preparing to go home.
- D. Departing to Semarang.
- E. Getting back to Semarang.

The following text is for questions 16 and 17.

My Most Unforgettable Holiday

In 2015, I went to Derawan Island with my friends and that marks my most memorable holiday ever!

In June, our school was having summer holiday, so we thought to ourselves that it shouldn't go to waste. We quickly browsed the internet to find a good holiday destination and after an hour of heated debate, the four of us agreed to give Derawan Island a try. It was purely out of curiosity as none of us had been there before.

We arrived at Soekarno-Hatta International Airport at 05.30 a.m. as the flight was at 07.00 a.m. First, we flew to Balikpapan and waited for about an hour to continue the flight to Berau. As soon as we touched down in Berau, my friend called the tour agent that we had contacted earlier in Jakarta. They had got a car ready to take us to Labuan Batu. From Labuan Batu, we took a speedboat for about an hour to Derawan Island. It was such a long trip to Derawan but it all paid off as soon as we saw how beautiful the island was.

My friends and I were quickly ushered to our rooms in the resort. It was fantastic! The rooms were in a cottage that was situated right above the sea. So we only had to step out the terrace to find ourselves out in the open sea! After unpacking our luggages and washing up, we went to the dining hall to grab our dinner. The dinner was only simple seafood dishes. The surrounding totally enhanced the dining experience, making the food taste much better.

The following day, we took a speedboat tour, hopping from one island to another. Our first trip stop was Kakaban Island where we hiked to reach the lake and swam among stingless jellyfish. The last time I heard, there were only three places in the world that have stingless jellyfish; two of them in Indonesia! Isn't that great? The next stop was the Sangalaki Island where we got to visit sea turtle conservation and took lots of pictures with sea turtle babies. They were so cute!

Our last stop was the Maratua Island where we were able to feed fish and see a three-legged sea turtle. The three-legged sea-turtle wasn't born that way. We were told that it was swimming in the open sea when it was still a baby then its leg got caught in plastic trash and couldn't grow even when the sea-turtle reached adulthood. One of the island's guards saw the sea-turtle and saved it. He also untangled the plastic trash that bound the sea-turtle's leg but it was too late. Since then, the sea-turtle is kept in a special space next to the resort in Maratua Island and the guards take turns feeding it to ensure its survival. This is why we should never litter and endanger other creatures! After Maratua Island, we headed back to Derawan Island to catch a late dinner and turned in.

The following morning, we wake up early and ate our breakfast in the dining room. Then, the driver drove us back to the airport so we could catch a flight back to Jakarta. We arrived at Jakarta, exhausted but terribly happy! It was the most unforgettable trip I have ever experienced so

far!

16. What is the writer's purpose in writing the text?
- A. To share the readers the writer's most enjoyable experience.
 - B. To inform to the readers about the beauty of Derawan Island
 - C. To invite readers to visit the holiday destination mentioned.
 - D. To give readers some insights on how to have a great holiday.
 - E. To warn readers to be careful and mindful in order to have a great holiday.
17. What did the writer learn in the Maratua Island?
- A. Littering can endanger sea creatures.
 - B. We should save three-legged turtles from extinction.
 - C. Sea creatures depend on human beings for their survival.
 - D. Maratua Island is the best habitat for three-legged turtles.
 - E. Save Maratua Island, and you will save the three-legged turtles.

This text is for numbers 18 – 19.

With the development of modern technology, internet offers people more and more convenience. With the help of the internet, people can do a lot of things without going out, like paying bills, watching movies, study online and so on. Among those, the most attractive one for people is doing shopping online. Online shopping does have many advantages. Online shopping attracts people because it has many advantages. Nowadays, more and more people, especially for the office worker, don't have that much free time go shopping. They're busy working, studying and doing other important things. So online shopping becomes the most convenient and best way for them.

Moreover many people choose shopping online because they can't stand that crowded and noisy environment. For shopping online, they just need to choose the article they want and pay online, and then shopping is finished.

To most people, shopping is not a hard and anguished job anymore, they can just stay at home, click the mouse, spend several minutes to get what they want without stepping out of the room or standing in line for checking.

So, based on the above reason we see that online shopping is offering convenience as well as advantages. We can enjoy shopping without going out.

So, why do we have to go out when we can do it just by our fingers?

18. The writer's primary issue in the passage is
- A. The new phenomena around the world
 - B. The new lifestyle among woman
 - C. The benefits of online shopping
 - D. The rise of online shopping
 - E. The easiest way to shop

19. "Moreover many people choose shopping online because they can't stand that crowded and noisy environment."

The underlined word may be best replaced by

- A. bear
- B. suffer
- C. sustain
- D. tolerate
- E. survive

This text is for question no. 20- 22

Frank D Fixer By Jason Mraz	
Frank D. Fixer was a handyman He could handle everything; he was my granddad He grew his own food and fixed his own car I watched it all happen in our backyard He'd reinvent the part to fix the broken home He restored the heart	To keep the bills all paid and be his protege What happened to the ground right where we are? What happened to the family farm?
Chorus* <i>I wish I was a fixer I would fix you up inside I would build you a town if the world fell down I wish I was that guy</i>	Chorus* Every evening breaking bread He showed us who a real man is No matter what my grandma says He would never lose his head
If Frank D. Fixer were alive today Well he may laugh at me and he may have a lot to say Well he might ask that I keep working for the family	Chorus* I wish I was a farmer I would grow you a Garden of Eden I would bless the family with the gifts that granddad handed me How wonderful that would be Baby I'll make that guy be me

20. Who is Frank D. Fixer?

- A. A farmer in his neighbourhood
- B. A mechanic in his town
- C. The writer's granddad
- D. An engineer
- E. A builder

21. What is TRUE about Frank D. Fixer?

- A. He built a garden, like the Eden
- B. He lived with the writer now
- C. He fell down seriously
- D. He was an engineer
- E. He died

22. What can we learn from the song?

- A. People should live in a wonderful world
- B. A real man should be responsible to his family

- C. We have to build a town like an Eden
- D. We have to help our grandparents
- E. We have to fix our own car

This text is for questions 23 to 26.

Try the following tips

1. **Stay out of the sun during peak hours.** While these times may vary slightly depending on the season and where you live. You should be indoors if all possible between 10:00 and 15:00.
2. **Keep covered up.** Floppy hats and large umbrellas work well and so do cover-ups. Long-sleeved cotton shirts are excellent for hiking, cycling etc; see your sports store for special brands that allow breathing as well as cover-up.
3. **Use sunscreen on any exposed areas.** An SPF of 45+ is recommended for it allows even the fairest skinned folks to stay out in the sun for a few hours before reapplying. Try chopstick on your lips. Follow the instructions on sunscreen carefully. Always reapply after leaving the water, as it'll have washed off.
4. **Don't forget hard-to-reach places.** Don't forget to cover the backs of your knees, back of your neck, elbows and back of your ears (if you have short hair). Feet should also be included if you are wearing sandals, flip-flops or going bare-foot. Even these places can hurt a lot with sunburn.
5. **Don't lie in the sun purposefully seeking a tan.** This is not only damaging to your skin but might burn you the first few times you try it at the beginning of the season. If you want to tan, do it gradually and sensibly, with short exposure and building up over time.
6. **Put a small amount of oil or sunscreen in your hair so you will avoid burning your scalp.** Or cover it with a hat. Some shampoos and hair conditioners contain SPF protection.

23. The text tells us about ...

- A. The steps to cure sunburn.
- B. The ways to catch the sunlight.
- C. The tips how to prevent sunburn.
- D. The information how to apply sunscreen.
- E. The warning to avoid sunlight during the day time

24. What is the writer's intention in writing the text?

- A. To explain how to stay out during the day.
- B. To discuss the information about sunburn.
- C. To give some suggestion to avoid sunburn.
- D. To tell the important ways to protect the sun.
- E. To describe how to apply the sunscreen shampoo.

25. What should we wear to avoid sunburn?

- A. Long-sleeved cotton shirt.
- B. Sleeved satin dress.
- C. Wool sweater.
- D. Backless shirt.
- E. Plastic cover up.

26. Why should we spend indoors between 10,00 and 15.00?

- A. It's recommended to lie in the sun to find a tan.
- B. It's the moment to put a small amount of oil in our hair.
- C. It's the time to wear floppy hats and large umbrellas.
- D. It's the best time to avoid sun exposure from sunburn
- E. It's suggested to apply sunscreen with an SPF of 45+.

This text is for question no. 27- 28

KRI Dewaruci is one of Indonesia's honors.

It is a barquentine, built in 1922 by H.C.Stulcken and Sohn Hamburg in West Germany. It was initially launched on January 24, 1953 and sailed to Indonesia by Indonesian Naval officers and cadets. Ever since, the ship has been utilized as a training ship by the Indonesian Naval Academy.

The name 'Dewaruci' derives from an epic Javanese puppet play. Dewaruci is the God of truth and courage. The play conveys a deep philosophy of life, featuring the good character of Bima or Bratasena, second of the five Pandawa brothers. By using the name Dewaruci for the Indonesian Navy training ship, the crew and cadets would, wishfully, follow the noble character of Bima.

Like other barquentines, KRI Dewaruci has many masts, i.e. foremast (35.25 m), mainmast (35.87 m) and mizzenmast (32.50 m). It is 58.30 m in length and 847 tons in weight with a speed of 10.5 knots.

KRI Dewaruci has sailed around the world. It has a mission for sea training of Indonesian Naval cadets, an ambassador for goodwill in tourism, culture and information about Indonesia and international relationships.

27. What is the main idea of paragraph 4?

- A. KRI Dewaruci's specification.
- B. KRI Dewaruci's missions.
- C. KRI Dewaruci's first launch.
- D. The philosophy of Dewaruci's name.
- E. The derivation of KRI Dewaruci's name.

28. "Dewaruci is the God of truth and courage." (Paragraph 3)

What is the synonym of 'courage'?

- A. Justice.
- B. Honesty.
- C. Miracle.
- D. Happiness.
- E. Bravery.

This text is for questions 29 to 30

Jl. H. Baping 55
Ciracas, east Jakarta 13740

December 3, 2015

Human Resources Department
State University of Jakarta
Jl. Rawamangun Muka
Jakarta 13220

Dear Sir/Madam,

I am writing to inquire about possible opportunities at the State University of Jakarta. I am interested in an English Lecturer position.

As a professional English lecturer with excellent teaching skills, I am eager to contribute my abilities and experience to the state University of Jakarta. Given my extensive training and background, I believe I can help the university meets its purpose of providing only the finest quality of education.

Please find enclosed my resume and a list of my references. Feel free to call me at +62 081234783495, to arrange a time to meet. I look forward to hearing from you.

Yours faithfully,

Mustika Keymandhita

29. What position is the writer applying for?

- A. Personal Manager.
- B. Teacher.
- C. Lecturer.
- D. Assistant.
- E. Supervisor.

30. Which statement is **TRUE** according to the text?

- A. Mustika is not eager to contribute her abilities.
- B. Mustika has enough teaching skills..
- C. Mustika can't help the university meets its purpose.
- D. Mustika is an English teacher.
- E. Mustika will give her extensive training and background to the university.

This text is for questions 31 to 34.

Recycling is important in today's world if we want to leave this planet for our future generations. It is good for the environment, since we are making new products from the old products which are of no use to us. There are many reasons why it's important to recycle as much as possible.

Making new products out of recycled materials reduces the need to consume precious resources. So recycling helps protect raw materials and protect natural habitats for the future.

Using recycling materials in the manufacturing process uses considerably less energy than that required for producing new products from raw materials.

Recycling reduces the need for extracting (mining, quarrying and logging), refining and processing raw materials all of which create substantial air and water pollution. As recycling saves energy, it also reduces greenhouse gas emissions, which helps to tackle climate change.

There are over 1,500 landfill sites in the UK and, in 2001, these sites produced a quarter of the UK's emissions of methane, a powerful greenhouse gas that is released as the biodegradable waste (such as food and paper) decomposes. Existing landfill sites are filling up fast and there is very limited space for new ones.

A massive reduction in the amount of waste we send to landfill is required if we are to avoid the heavy fines and the landfill taxes that are being imposed by Central Government on councils that exceed their landfill allowances. Increases in your Council Tax or service cuts in other areas would be the only way of paying these penalties.

31. What does the text highlight?
- A. Reasons to recycle.
 - B. Conserving the energy.
 - C. Protecting the environment.
 - D. Environmental construction.
 - E. Saving money through recycling.
32. We know from the text that ... if we recycle.
- A. landfill sites will decrease
 - B. climate change will continue
 - C. more new products will be reduced
 - D. natural habitats will never be affected
 - E. air and water pollution will be affected
33. "Recycling reduces the need for extracting (mining, quarrying and logging), refining and processing raw materials all of which create substantial air and water pollution."
Based on this quote, we conclude that the writer is telling us that
- A. recycling saves us money
 - B. recycling reduce landfill
 - C. recycling saves energy
 - D. recycling conserves raw materials
 - E. recycling helps protects the environment
34. Recycling reduces the need for extracting ... it reduces pollution.
- A. because
 - B. after
 - C. where
 - D. but
 - E. so

This text is for numbers 35 – 36.

TEMPO.CO, Jakarta

The corruption Eradication Commission (KPK) utilizes digital media as a means to make public aware of any information about corruption and the agency itself.

The anti-graft agency uses the digital media, among others, to publish annual report submitted to the president and the House of Representatives (DPR), inform the result of a financial audit conducted by the Supreme Audit Agency (BPK), as well as a public accountability conducted through mainstream media, whether online, print or radio.

KPK also uses social media, such as twitter, facebook, instagram and youtube. "We maximize the use of all media. We have quite a lot of followers on twitter, at around 2.5 million accounts", said the KPK spokesman Febri Diansyah at Bidakara Hotel, Jakarta, Wednesday, December 5.

The anti-graft body is maximizing the use of social media to invite many parties to get involved or at least understand about corruption, how to be involved in preventing corruption, and how to avoid corruption. "We have planned the material to be published every day", he said.

35. What does the writer tell us about
- A. KPK teaches public to know how to avoid corruption
 - B. KPK uses social media to upload articles about corruption
 - C. KPK tries hard to prevent any forms of corruption to happen
 - D. KPK educates people to be aware of any form of corruption
 - E. KPK uses digital media to raise public's awareness about corruption

36. What does KPK do after having a financial audit by BPK?

- A. Publish the result of the financial audit
- B. Invite public to open KPK's social media
- C. Promote the result of the financial audit
- D. Hand in the result of the audit to the president
- E. Plan the material to be published in its social media

This text is for questions 37 to 38

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

37. What is the text about?

- A. The digestive system
- B. The digestive juice
- C. The method of the digestive system
- D. The process of intestine work
- E. The food substances

38. From the text above, we imply that

- A. a good process of digestive system will help our body becoming healthier.
- B. no one concerned with the process of digestive system for their health.
- C. the digestive system is needed if we are eating the food instantly.
- D. every body must conduct the processes of digestive system well.
- E. the better we digest the food we eat, the healthier we will be.

This text is for questions 39 to 40

The Camel

One day a mother and a baby camel were having a discussion when the baby camel began asking, "Mom, why do we have these huge two-toed feet?". The mother replied, "Well, son, when we trek across the desert, our toes will help us stay on top the soft sand.

Two minutes later, the young camel asked, "Mom, why do we have these long eyelashes?". "They are there to keep the sand out of our eyes on the trips through the desert".

“Mom, why have we got these great big humps on our back?”. “They are there to help us store water for our long treks across the desert, so we can go without drinking for long periods of time”.

“So, we have huge feet to stop us from sinking, long eyelashes to keep the sand out eyes, and these humps to store water?”. “ Yes, dear”, said the mother.

39. What is the story about....
- A. What camels' appearances are like
 - B. How camels survive living in a desert
 - C. How mother camels treat their babies
 - D. Why camels have such physical appearances
 - E. Why camels can live without drinking for days
40. What can you learn from the text
- A. Our knowledge, skills and abilities are useful if we use them at the right place
 - B. Our mothers must really knows what their children want and need
 - C. We should love and care for our parent, mostly our mothers, sincerely
 - D. We should be able to make use everything around us for our goodness
 - E. We should ask for wise people's advice to help us solve our problem

B. ESSAY

41. Rearrange the following sentences to form a correct manual!
1. Decide whether you want the phone photos to be erased.
 2. Plug your phone into your PC. You can use the USB changing card that comes with your mobile phone.
 3. Click import. Your photos should now be your window photos gallery.
 4. Select the folder where you want to store your phone photos.
 5. Wait a few moment for the computer to recognize the device.
 6. Click the option to “import pictures and video using windows in the auto play box.

Read this text to answer question 42 to 43

Organic food is food produced naturally, without chemical substances. People tend to consume organic food because it is superior compared to non organic one.

Organic food is healthier because they are free of chemical substances which harm our bodies, health it is also more nutritious than non organic food. The nutrition remains in the food because it is free from chemical substances that can decrease nutrition. Moreover, organic farming using organic fertilizers to manure plants is friendly for the environment and maintains soil fertile.

Organic food is quality because it is healthier and more nutritious. Organic farming is friendly for the environment too.

42. According to you, what is the text about?
43. What is the importance of organic food for us?

Read the following text and answer the question 44 and 45

It was a stormy night. My parents and my sister were away at a friend's house. I hoped they would return home soon. The lights kept flickering. I did not like being alone. The lightning and thunder were getting worse. Suddenly, my worst fear came

true. The house became pitch dark. I remembered that my brother kept candles in a cupboard in the living room. I groped around for my way downstairs, stumbling down the steps. I could hardly see anything.

Finally, I found the candles in a drawer. Now I had to go the kitchen for a matchbox. I knocked against things. But, at last, I found a matchbox and lit a candle. Suddenly, I heard sounds coming from the porch. I froze. Someone was trying to get in! I grabbed my hockey stick and waited.

I heard voices. The front door slowly opened. I held the hockey stick upright. Fear made my hands shake.

Then, a voice cried out, "Dullah! Dullah! Where are you?" It was my neighbour and his son. They brought candles for me.

44. What kind of experience did the writer have?

45. "Fear made my hands shake."

What is the synonym of the underlined word?

Appendix 5

KISI-KISI PENULISAN SOAL USBN BAHASA INGGRIS 2018

Jenjang Pendidikan : MA
Mata Pelajaran : Bahasa Inggris
Kurikulum : 2013
Program : MIA/IIS/IIK

Jumlah Soal : 45
Bentuk Soal : 40 Pilihan Ganda dan 5 Uraian
Alokasi Waktu : 120 Menit

No	Kompetensi Dasar	Kelas	Materi	Indikator Soal	No Soal	Bentuk Soal
1	3.6.Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya.	X	Dialog lengkap memberi informasi terkait dengan keadaan	Disajikan sebuah percakapan pendek tentang ungkapan member informasi terkait dengan keadaan, - Peserta didik dapat menganalisis simpulan dari teks yang dibaca.	1	PG
	3.10.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya	XI	Dialog lengkap memberi informasi terkait pengandaian	Disajikan beberapa kalimat pernyataan berupa kalimat pengandaian diikuti perintah/saran, dalam berbagai konteks: - peserta didik dapat menyimpulkan informasi tersirat dari teks yang dibaca	2	PG
	3.1.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa, serta responnya, sesuai dengan konteks	XII	Dialog lengkap memberi informasi terkait dengan menawarkan jasa	Disajikan sebuah percakapan pendek tentang ungkapan memberi informasi terkait dengan menawarkan jasa, - Peserta didik dapat mengidentifikasi	3	PG

	penggunaannya.			ungkapan yang tepat untuk melengkapi percakapan		
	3.1.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya	X	Dialog lengkap memberi saran	Disajikan sebuah percakapan pendek tentang ungkapan memberi saran, - Peserta didik dapat mengidentifikasi ungkapan yang tepat untuk melengkapi percakapan	4	PG
	3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap (<i>extended</i>), serta responnya, sesuai dengan konteks penggunaannya	X	Dialog tidak lengkap ucapan selamat	Disajikan sebuah percakapan pendek tentang ungkapan selamat, - Peserta didik dapat mengidentifikasi ungkapan yang tepat untuk melengkapi percakapan	5	PG
	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (<i>extended</i>), serta responnya, sesuai dengan konteks penggunaannya	X	Dialog lengkap memuji	Disajikan sebuah percakapan pendek tentang ungkapan memuji, - Peserta didik dapat mengklasifikasikan topik dari percakapan tersebut - Peserta didik dapat menyimpulkan informasi tersirat dari percakapan.	6 7	PG
	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa, serta responnya, sesuai dengan konteks penggunaannya.	XI	Dialog lengkap memberi saran	Disajikan sebuah percakapan pendek tentang ungkapan memberi saran, - Peserta didik dapat mengidentifikasi ungkapan yang tepat untuk melengkapi percakapan	8	PG
	3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya	XI	Surat Pribadi	Disajikan sebuah teks surat pribadi yang terdiri dari sekitar 100 kata: - Peserta didik dapat mengidentifikasi gambaran umum dari teks surat pribadi	9 10	PG

				- Peserta didik dapat mengidentifikasi makna kata		
	3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya	XI	Surat Undangan (Invitation)	Disajikan sebuah teks undangan resmi yang terdiri dari sekitar 150 kata: - peserta didik dapat mengidentifikasi aspek fungsi sosial: topik dari undangan - peserta didik dapat menyimpulkan dan menganalisa makna antar bagian-bagian dalam teks yaitu pandangan, maksud, pendapat yang menjadi ide utama	11 12	PG
	3.5.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks penyerta gambar (<i>caption</i>), sesuai dengan konteks penggunaannya.	XII	Teks Penyerta Gambar (Caption)	Disajikan 1 buah gambar tanpa teks penyertanya /captionnya - Peserta didik dapat menganalisa caption yang tepat dengan gambar yang tersedia.	13	PG
	3.8.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.	X	Pengumuman (Announcement)	Disajikan sebuah teks pengumuman yang terdiri dari sekitar 75 kata: - peserta didik dapat mengidentifikasi aspek fungsi sosial: tujuan komunikatif dari teks pengumuman - Peserta didik dapat mengidentifikasi informasi tertentu dari teks yang dibaca.	14 15	PG
	3.9.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>recount</i> tentang pengalaman, kejadian, dan peristiwa, sederhana, sesuai dengan konteks penggunaannya.	X	Recount	Disajikan sebuah teks recount yang terdiri dari 100 kata, - Peserta didik dapat menyimpulkan gambaran - Peserta didik dapat menyebutkan makna kata dari teks recount. umum dari teks yang	16 17	PG

				dibaca.		
	3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	XI	Exposition	Disajikan sebuah teks exposition yang terdiri dari 100 kata, <ul style="list-style-type: none"> - Peserta didik dapat menganalisis pikiran utama paragraf dari teks yang dibaca. - Peserta didik dapat mengidentifikasi makna kata dari teks exposition. 	18 19	
	3.12. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.	XII	Lagu (Song)	Disajikan sebuah teks lagu yang terdiri dari sekitar 150 – 200 kata: <ul style="list-style-type: none"> - peserta didik dapat mengidentifikasi informasi tersurat dari teks lagu - peserta didik dapat menganalisa simpulan dari teks lagu -- peserta didik dapat menyimpulkan pesan dari lagu. 	20 21 22	PG
	3.11. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk resep, sesuai dengan konteks penggunaannya.	XII	Procedure	Disajikan sebuah teks procedure yang kalimatnya diacak, <ul style="list-style-type: none"> - Peserta didik dapat menyusun menjadi teks berbentuk procedure yang benar 	4	
	3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	X	Descriptive	Disajikan sebuah teks descriptive yang terdiri dari sekitar 150 – 200 kata: <ul style="list-style-type: none"> - peserta didik dapat mengidentifikasi informasi tersurat dari teks descriptive - peserta didik dapat menganalisa pikiran utama paragraf - peserta didik dapat mengklaisifikasi makna kata 	25 26 27	PG
	3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari surat lamaran kerja, sesuai dengan konteks penggunaannya.	XII	Surat Lamaran kerja (Application Letter)	Disajikan sebuah teks surat lamaran kerja yang terdiri dari sekitar 100 kata: <ul style="list-style-type: none"> - peserta didik dapat mengidentifikasi informasi tersurat dari teks surat lamaran kerja 	28 29 30	PG

				- peserta didik dapat mengidentifikasi simpulan dari teks surat lamaran kerja		
	3.6 Menganalisis struktur teks, unsur kebahasaan, dan fungsi sosial dari teks <i>factual report</i> berbentuk teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XII	XII	Factual Report	Disajikan sebuah teks news item yang terdiri dari sekitar 150 - 200 kata: - peserta didik dapat menganalisis gambaran umum/topik - peserta didik dapat mengidentifikasi informasi tersurat - peserta didik dapat menganalisis pikiran utama paragraf	31 32 33	
	3.9.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>news item</i> berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya	XII	News item	Disajikan sebuah teks news item yang terdiri dari sekitar 120 kata: - peserta didik dapat mengidentifikasi tujuan komunikatif dari teks news item. - peserta didik dapat menyimpulkan informasi tersurat dari teks news item	34 35	PG
	3.8.Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	XI	Explanation	Disajikan sebuah teks news item yang terdiri dari sekitar 150 - 200 kata: - peserta didik dapat menganalisis gambaran umum/topik dari teks explanation - peserta didik dapat menyimpulkan informasi tersirat dari teks explanation - peserta didik dapat mengidentifikasi makna kata	36 37 38	PG

	3.10.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	X	Narrative	Disajikan sebuah teks naratif yang terdiri dari 100 kata, <ul style="list-style-type: none"> - Peserta didik dapat menganalisa simpulan akibat/efek setelah membaca teks. - Peserta didik dapat mengidentifikasi simpulan dari teks yang dibaca 	39 40	PG
No	Kompetensi Dasar	Kelas	Materi	Indikator Soal	No Soal	Bentuk Soal
2	3.9.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>recount</i> tentang pengalaman, kejadian, dan peristiwa, sederhana, sesuai dengan konteks penggunaannya.	X	Recount	Disajikan sebuah teks recount yang terdiri dari 100 kata, <ul style="list-style-type: none"> - Peserta didik dapat menyimpulkan gambaran - Peserta didik dapat menyebutkan makna kata dari teks recount. umum dari teks yang dibaca. 	41 42	Uraian
	3.11.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk resep, sesuai dengan konteks penggunaannya.	XII	Procedure	Disajikan sebuah teks procedure yang kalimatnya diacak, <ul style="list-style-type: none"> - Peserta didik dapat menyusun menjadi teks berbentuk procedure yang benar 	43	Uraian
	3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	XI	Exposition	Disajikan sebuah teks exposition yang terdiri dari 100 kata, <ul style="list-style-type: none"> - Peserta didik dapat menyimpulkan gambaran umum dari teks yang dibaca. - Peserta didik dapat menganalisis informasi tersurat dari teks exposition. 	44 45	Uraian



CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: Dr. Hj. Nida Mutidah, M.Pd.

Date	Notes	SIGNATURE
$\frac{16}{8}$ 2019	<p>1. Margin</p> <p>2. Previous study</p> <p>3. Systematic of writing.</p> <p>4. Conclude, each theory after finishing discussing.</p> <p>5. How to construct table</p> <p>6. Introductory sentence</p>	
$\frac{20}{9}$	<p>1. Revise the Research Design.</p> <p>2. Revise the Writing of findings.</p>	

23/9

1. Discussion should analyze the problem statement

2. Answer in discussion why dominant — st - 2
problem statement st. 1
in discussion, improve your real discussion

percentage.
marked

3. Conclusion, No numbers

Suggestion edd,
for headmaster, students?

24/9

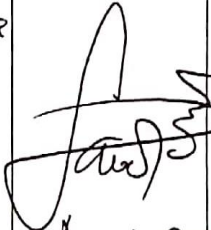
abstract } Review.
Abstak } 4 paragraph



CONSULTATION NOTES

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: Nurlaila Kadariyah, S.Ag., M.Pd.

DATES	Notes	SIGNATURE
<p>Monday 25-8-19</p>	<p>Talk a lot of Taxonomy bloom in background of study</p> <ul style="list-style-type: none"> - Why do you choose Taxonomy & Bloom in analysing tell the advantages it. - also tell what is important to analyze English Exam item in your research. - What the advantages will be got by teachers or school if you do your research - you must explain the function or the purposes of each type objective type test one by one, not be concluded (see on p. 10) - give the examples of each test types. - learn more ^{the rules} how to write Quotation; whether direct or indirect Quotations - please add your references, not only from ^{got/taken} from Suharsimi Arikunto, !!! - There are many things have to be revised, see all my notes inside. 	<p style="text-align: right;">  Agust 2019 </p>

September
2019

Pay attention How to write Quotations, write the book guideline of Writing Thesis !!!

Jan

- You must explain, based on the theory of making Evaluation Instrument, How many percentages for lots, mods and Hots. It is also explained in discussion

Jan

- Revise your discussion. It also tell ~~the~~ your analysis on findings that compared with the theory

Jan

- explain your conclusion more simple and to the point.

Jan

- see all my notes inside and revise them

Appendix 7

CURRICULUM VITAE

I. Personal Details		
Name	: Mahdiah	
Place and Date of Birth	: Alimukim, March 29th, 1994	
Gender	: Female	
Marital Status	: Single	
Religion	: Islam	
Nationality	: Indonesia	
Parents	: Samsul and Darsiah	
Siblings	: Isnaini and Raya Safitri	
II. Formal Educational Background		
2000	-2006	: State Elementary School of Alimukim (SDN Alimukim)
2009	-2012	: Islamic Junior High School Darul Muhibbien (SMPI Darul Muhibbien)
2012	-2015	: State Senior High School 2 Rantau (MAN 2 Rantau)
2015	-2019	: English Education Department of Antasari State Islamic University Banjarmasin.
III. Organization Experience		
2015	-2016	Member of English Student Association (ESA)