

Appendix 1

Translation

Quran Surah Az -Zumar verse 18

English : *“Those who listen to the Word (good advice La ilaha ill Allah (none has the right to be worshipped but Allah) and Islamic Monotheism) and follow the best there of (worship Allah alone, repent to him and avoid Taghut) those are (the one) whom Allah has guided and those are men of understanding.”*

Indonesian : *“Yang mendengarkan perkataan lalu mengikuti apa yang paling baik di antaranya. Mereka itulah orang-orang yang telah diberi Allah petunjuk dan mereka itulah orang-orang yang mempunyai akal”.*

APPENDIX 2

DOCUMENTARY

A. General Description of the Research Location

1. The Brief History about Language

Pusat Pengembangan Bahasa (called as PPB) UIN Antasari which is known today was named after Lembaga Bahasa (Language Institution) IAIN Antasari, which was built in 1975. In the 1989, it was changed into Unit Pelayanan Bahasa (Language Service Unit) IAIN Antasari. In the 2002, then it was changed again into Pusat Pelayanan Bahasa (Language Service Center) IAIN Antasari.

Language Institution IAIN Antasari was built firstly in the 1975, based on the SK Dirjen Bimas Islam Depag nomor kep. B-V/237/1976 on November 29, 1976 about Pedoman Pelaksanaan Bahasa Institut Agama Islam Negeri. The main job of it was to run the administration teaching foreign language, especially Arabic and English in the IAIN environment.

In the 1989, based on the PP No 20 Tahun 1988, Lembaga Bahasa was erased and the Teaching of Arabic and English operated by each faculty. However remembering the importance of administration of foreign language, the Unit Pelayanan Bahasa was built as a replace of Lembaga Bahasa. The main job of it was to hold the remedial teaching Arabic and English for new students whom was not accepted on the entry examination on the Arabic and English materials.

In the 2001, based on SK Rektor nomor 218 stated that Unit Pelayanan Bahasa was changed into Pusat Pelayanan Bahasa. The changing was not only the name, but also giving back the Arabic and English operation administrated by Pusat Pelayanan Bahasa just like the language institution in the past. Therefore, each faculty did not teach foreign language anymore.

In the 2013, based on Minister of Region of Indonesia Regulation number 20 year 2013, about the organization and work arrangement of state Institute for Islamic Studies Antasari Banjarmasin (IAIN Antasari Banjarmasin), Pusat Pelayanan Bahasa was changed into Pusat Pengembangan Bahasa under the supervision of Unit Pelaksana Teknis (UPT/ Technical Executive Unit) and IAIN Antasari itself.

2. Vision and Mission of PPB UIN Antasari

a) Vision

Vision of Language Development Center ((PPB) UIN Antasari is Become the best model center of teaching and development in the domain of language, especially foreign language (Arabic and English) in the 2020.

b) Mission

Mission of Language Development Center ((PPB) UIN Antasari:

- (1) Administer the teaching and training of foreign language (Arabic and English) for the internal and external academicians of UIN Antasari.
- (2) Doing the research and development of teaching on the aspect of linguistics especially foreign language (Arabic and English).
- (3) Make relation and development with other for the quality improvement on teaching foreign language (Arabic and English).

3. Motto and Slogan

Motto :

Slogan : Aku bisa berbahasa Arab karna aku mau.

Aku bisa, yes!

Aku bisa berbahasa Inggris karena aku mau.

Aku bisa, yes!

4. Job and Responsibility of PPB

As stated on minister of religion of Indonesia Regulation number 20 year 2013, about, organization and work arrangement of State Institute for Islamic Studies Antasari Banjarmasin (IAIN Antasari

Banjarmasin), that PPB as the technical Executive Unit which has the job just like stated on the section 73 article:

- 1) Doing the training and development of language for academicians University
- 2) PPB is led by a head which is elected by Rector, under the supervision and have responsibility to the vice Rector of academic and institution Development. Beside of those, based on Circular letter of Rector Number In.04/1.1/PP/009/488/2010, PPB is the institution which is given the responsibility to do the teaching of Arabic and English for the UIN Antasari students.

5. Organization Structure of PPB

For the management administration orderly, based on *SK Rektor Nomor 151 Tahun 2015*, the head of PPB is helped by: secretary, head of Training Division, Head of Development Division, and four staffs.

For the first it was operated, PPB UIN Antasari have undergone the replacement of its leader, they are:

- 1) H. Muhammad Daud Yahya (1975- 1977)
- 2) Drs. H. Muhammad Ramli (1977- 1979)
- 3) Drs. H. Anwar Masy'ari, MA. (1979-1982)
- 4) Drs. H. Syarifuddin Syukur, MA (1982- 1986)
- 5) Drs. H. Abdurrahman Yasin,Lc (1986- 1995)
- 6) Drs. Buhanuddin Abdullah ,M.Ag (1995- 1997)
- 7) Drs. Isa Anshari MZ (1997-2000)
- 8) Drs. H. Abdul Kadir Munsyi, Dip.Ad. Ed (2000-2001)
- 9) Dr. HAdariansyah, Ma (2002-2003)
- 10) Drs. Ananmg Syaifuddin, MA (2004-2005)
- 11) Drs. H. Ahm,ad Gazali, M.Ag (2005-2009)
- 12) Drs. H. Amin Djamaluddin, MA (2009- now)

B. The Description about Lecturer of UIN Antasari Academic year 2017/2018

1. The human resource of PPB nowadays are:

No	Full Name	Position
1	Drs. H. Amin Djamaluddin, MA	Head of PPB
2	Drs. Ahmad Dadairoby	Secretary
3	Rahmila Murtiana, MA	Head of training division
4	H. Ibnu Arabi, M.Fill.I	Head of development division
5	Arief Rahman Hakim, M.Pd	Development division staff
6	Rasma Afifah, S.Th.I, S.Pd	Training division staff
7	Hasbiansyah,S.Ag	Equipment and Finance Staff
8	Rolly Khairuddin	General Staff

2. The List of English Lectures, are:

No.	Lecturers
1	Arif Rahman, M.TESOL
2	Dessy Purwaningsih,S.Pd
3	Fitra Ramadani, M.Pd
4	Dewi Ratna Sari, S.Pd
5	Nurul Hidayah , M.Pd
6	Isnaniah, S.Pd
7	Dina Kamilia, S.Pd

8	Husnul Athiya,S.Pd
9	Armin Fani, M.Pd
10	Helmi.M.Pd
11	Edwin Yulisar, S.Pd
12	Abu Yazid Bustami, S.Pd
13	Naima Khairunnisa, S.Pd
14	Khairunnisa,S.Pd
15	Rahmaniah, S.Pd
16	Eka Puteri Elyani, M.Pd
17	Silvia Maghfirah, S.Pd
18	Arbayah, S.Pd
19	Fithrajaya, S.Pd
20	Yuniar Rahmadini, S.Pd
21	Nur Rahmi Sarwinda, S.Pd
22	Nuryanah, S.Pd
23	Hamrani ,S.Pd
24	Husin,S.Pd
25	Mutiara Citra Dewi, S.Pd
26	Thaibatun Nisa,M.Pd
27	Ahsaniah, S.Pd
28	Raudatul Jannah, S.Pd
29	Normiyati, S.Pd
30	Sovia Rahmaniah, M.Pd
31	Rasma Afifah, M.Pd. I

32	Herlena, S.Pd
33	Hikmatun Nufus, S.Pd
34	Nurul Qamariah ,S.Pd
35	Amallinda,S.Pd
36	Hiladayanti, S.Pd
37	Rusydi Hanifi, S.Pd
38	Mety Dwi Astuti,S.Pd
39	Desi Purwanti, S.Pd
40	Avansa Naufal Hakim,M.Pd
41	Rini Asrida Apriani, S.Pd
42	Annita Rahmaniati, S.Pd
43	Nor Millah Hayati, M.Pd. BI
44	Hamidatul Khalifah,S.Pd
45	Eka Helmah, S.Pd
46	Syarifah Salmah, M.Pd.I
47	Nurul Huda Fitriani, M.Pd
48	Hatmiah ,M.Pd.I
49	Silvia Najemi, S.Pd
50	Marlena, S.Pd
51	Ika Rusdiati, S.Pd
52	Nurul Rabiatal Adawiyah,S.Pd
53	Muhammad Robby,S.Pd
54	Siti Khairiah,S.Pd
55	Ahmad Naufal, S.Pd

56	Lailiati,S.Pd
57	Winda Wahidah,S.Pd
58	Ririn Fitrianingsih,S.Pd
59	Herni, S.Pd
60	Rizki Nurwahyuni,S.Pd
61	Ade Hilman Anwary,S.Pd
62	Yudhi Uddin, S.Pd
63	M. Zaini Arifuddin Noor, M.Pd
64	Sugian, S.Pd
65	Rahma Pitria Ningsih, M.Pd
66	Yulianti Erlena, S.Pd
67	Masriadi, S.Pd
68	Inayati Fitriah A, S.Pd
69	Firdha Hayati, S.Pd
70	Wardatun Nadhirah, M.hum
71	Lailatul Azkia, S.Pd
72	Novia Hidayati, S.Pd
73	Khalik Marwan, S.Pd
74	Diana, M.Pd
75	Fitriani, S.Pd, S.Th.I
76	Jamilatuz Zahro, S.S
77	Rusdaniah, S.Pd
78	Sari Noor Azijah, S.P_d
79	Siti Hadijah, S.Pd

80	Rini Kurniati,S.Pd
81	Rusmawati, S.Pd
82	Rahman Hilmi, S.Pd
83	Yuyun Nailufer, S.Pd
84	Deasy Wulandari,S.Pd
85	Wenny Noorahim, S.Pd
86	Erma Safitri,S.Pd
87	Nur Aprianti, S.Pd
88	Nor Faizah Hayati, S.Pd
89	Muhammad Noor Addin F, S.Pd
90	Hairul Yakin,S.Pd
91	Muzdalifah, S.Pd
92	Siti Mukarramah, S.Pd
93	Ma'rifah, S.Pd
94	Nilu Yuspasari, S.Pd, M.Pd.I
95	Nururl Inayah,S.Pd
96	Abdul Mujib, S.Pd
97	H. Khalid, M.Pd
98	Marhamah, S.Pd
99	Muhammad Syaifi,S.Pd
100	Ahmad Mujahid,S.Pd
101	Muhammad Nasir Mi'raj Juddin,S.Pd
102	Muhammad Atho'illah, S.Pd
103	Maina Rahayu,S.Pd

104	Syarifah Bulkis,S.Pd
105	Deny Anugerah, S.Pd
106	Mawaddah,S.Pd
107	Eka, S.Pd
108	Willy Kurniawan, S.Pd
109	Ahmad Jamidi, S.Pd
110	Isnani, S.Sos.I
111	Bebby Puspita Sari, S.Pd
112	Mursyidah,S.Pd
113	Firsty Auliatu Rochmah,S.Pd
114	Jumiati,S.S
115	Dewi Amelia, S.Pd, M.Pd. I
116	Risma Ekawati, S.Pd
117	Ikrimah, S.Pd
118	Fitriani, S.Pd
119	Fikri Fuadi Azmy,S.Pd
120	Mahmudah, S.Pd
121	Anggi Kartika Chrismarini, S.Pd

6. The students of The Teaching Program

- 1) The students of intensive Arabic and English teaching program are all students s-1 and D-3 of UIN Antasari (including the students in special program study)
- 2) The transfers students from other collages will be determined and sorted individually by considering the value transcribe of the study progress from the original collages they from.

7. Programs and services of PPB

a. Programs of PPB

- 1) Intensive Teaching of Arabic and English for UIN Antasari students program level A and B. (basic level).
- 2) Intensive Teaching of Arabic and English for UIN Antsari students, employee, and lectures program. (advance level)

b. Services of PPB

- 1) Arabic and English course for special purpose service (elementary, intermediate, and advance level)
- 2) TOAFL and TOEFL preparation course.
- 3) TOAFL and TOEFL test.
- 4) Document translation service

8. Tool and facilities of PPB

- a. Office 1, 8 m x8 m full AC (1 unit)
- b. Teaching building, 8m x8m full AC (5 unit)
- c. Language laboratory
- d. Multimedia laboratory/ internet
- e. Self Access Center
- f. Library
- g. Discussion Rooms

9. Address , website/ Blog and E-mail

- Address : jl. A. Yani Km. 4,5 Banjarmasin, 70235
- Telephone : (0511) 3268508
- Website/ Blog : ppbantasari.blogspot.com
- E-mail : ppb_iainantsari@yahoo.com

APPENDIX 3

PRE-TEST AND POSTTEST

Story 1

THE LANTERN STORY

Once upon the time there was a young prince who lived alone with his father the Caliph, after his mother died. The Caliph married again but his new wife was often unkind to the prince. The Caliph didn't care much and this made the young prince very unhappy. On the 15th day of the month of Sha'aban, the son said to his pet pigeon, "let's not stay here any more". Let's run away because nobody here cares about us". So they both ran away into the jungle. After along time, they came to a grand palace which belonged to a lonely ghoul. "This is the awful ghoul's palace" said the prince" but we are very hungry and cold and he might be asleep.

Let's sneak in and rest till the morning". But the ghoul wasn't asleep. He was watching them. The prince found a bed and fell asleep . when he woke up he was surrounded by golden prison bars: he was in a jail. The ghoul said "I know all about your evil step-mother. "Your father doesn't love you. I'm lonely so I 'll keep you here as my pet" The little prince pleaded with the ghoul to set him free. Finally, the ghoul growled "I ' ll send your pigeon home. If the caliph misses you, he 'll follow the pigeon back here and save you. If not, you'll spend the rest of your life here" The pigeon raced to the Caliph's palace. Since his son had run away, the caliph cried and prayed every night that he would see him before the holy month of Ramadan . On the last night of Sha'aban, he felt that his son was close. He opened

the window, and found the pigeon sitting on the ledge. He knew that he had to follow the pigeon, but it was really dark. A princess, the Caliph's sister, suggested that everyone in the palace hold a candle and light the way for the grieving father. In minutes, the news spread. Every man, woman and child held a candle and followed the Caliph .

On their way, the children sang songs to celebrate the beginning of the holy month of Ramadan. The prince heard the songs and saw the light from his prison window. He knew it was his father. The ghoul was touched by the whole scene. He whispered "I was mistaken" your father deserves a second chance "Go back home". The young prince was reunited with his father. They returned to the caliph palace and fasted together on the first day of Ramadan. To reward his loyal subjects, the caliph gave them golden lantern to put outside their houses. Then he ordered his ministers to light the streets and mosques with colorful lamps. Since that day, children have bought lanterns to mark the beginning of the holy month of Ramadan.

Story 2

THE VOYAGE OF THE ANIMALS ORCHESTRA

It's a sad day. Our ship symphony hit a rock this morning and we are sinking. We must abandon the ship and swim for our lives .

Day-1, we are alive !we swam all day and all night until we reached land. Who knows what's on this island? First we must sleep and rest.

Day-2, today we walked around the island. We climbed a tree and all we saw was the deep blue sea and the hot sand. Ouch! Now we must find food.

Day-3, today went swimming and fishing. There were sea. Urchins in the sea. Ouch! Now we must find fresh water. Who knows how we can carry it?

Day-4, today we climbed a volcano, at the top there was a pool of fresh rain water. It was delicious! Now we must explore more of the island.

Day-5, today we walked across the island there were banana trees and coconut treesouch! Now we must make a shelter. Who know how we can make one?

Day-6, today we made a shelter out of bamboo and palm leaves. We have fish, fruit, milk, water and shelter. Now we must have some music.

Day-7, today the band practiced on the beach. There was a ship on the horizon but it didn't see us. Who knows how we can stop the next ship?

Day-364, this morning the band was playing on the beach (the music was a bit loud) when a ship sailed by! I blew my sea shell and ship stopped. It' s a miracle! the ship heard the band and came to rescue us. We're finally leaving the desert island we're going home hip hip hurray! hip hip hurray!

Story 3

what I will be?

When I grow up I will work with animals. I don t know which job yet. Maybe like my brother he's a special vet. He looks after scary snakes some just out

of eggs. He says that snakes are easy. As they don.t have any legs.

My father is a scientist. He works to save rare birds. Some are really clever and can even says some words. My mother is a dog groomer. She loves dogs: big or small. Once she styled a poodle. It looked just like a ball.

My sister, she trains dolphins, they practice in the pool. She hears to dolphins talk and sing. That sounds really cool! so many animal jobs to choose but which one's right for me?

Because I' m only ten years old I will have to wait and see.

Nama :

SRN :

16. The man and the animals found
- a. water, food milk and fruit c. water, palace milk and fruit
- b. a palace and a garden d. nothing

17. The group found fruit , that are
- | | |
|------------------------|-------------------------|
| a. bananas and coconut | b. apples and bananas |
| c. figs and coconut | d. bananas and apricots |
18. They made a shelter out of
- | | |
|---------------------------|-----------------------------|
| a. bamboo and palm leaves | b. bananas and trees leaves |
| c. apples and palm trees | d. bamboo and leaves |
19. After preparing a shelter, they began to
- | | |
|------------------------|--------------------|
| a. practice some music | b. sleep to rest |
| c. eat some apples | d. drink some milk |
20. They were rescued by playing some music on the bench when
- | | |
|------------------------------------|---------------------|
| a. a ship sailed by, it heard them | b. they made a ship |
| c. they swam until they reached | d. a plane came |

Listen to the story again and complete the missing word to have a summarized

story:

First, when the (21)hit a rock. Then, they (22)for all day and night to save their lives. Day 1, they must (23)and (24)after swimming. Day 2, they walked around the island the island to look for (25) Day 3, they went swimming and fishing , they searched for (26) Day 4, they found fresh rain water on the top of (27) Day 5 and 6, they found fruit, such as (28)and (29), then they made (30)out of (31)and (32)leaves. Day 7, the band practiced on the bench but (33)heard them. Day 364, when the band played some loud music, (34) stopped. Finally, it was a miracle that a ship came to (35)them, then they left the desert island.

Story 3

36. At first, the boy decided to work with

- a. people b. animals c. plants d. birds

37. The boy's brother is

- a. a doctor b. a special vet c. scientist d. vet

38. The boy's brother considered snakes are easy because

- a. they're big b. they have no legs
c. they are dangerous d. they are tall

39. The boy's father works to save rare

- a. animals b. birds c. parrots d. elephants

40. The boy was

- a. ten years old b. two years old .
c. twenty years old . d. ten and a half years old

ANSWER KEY

- | | |
|---|---------------------------------|
| 1. True | 21. Our Ship Symphony |
| 2. False | 22. Abandon |
| 3. True | 23. Sleep |
| 4. True | 24. Rest |
| 5. False | 25. Food |
| 6. True | 26. Fresh Water |
| 7. False | 27. A Pool |
| 8. True | 28. Banana Trees |
| 9. False | 29. Coconut Tree |
| 10. False | 30. A Shelter |
| 11. True | 31. Bamboo |
| 12. False | 32. Palm |
| 13. True | 33. Didn't |
| 14. B. The Caliph | 34. Ship |
| 15. The Ghoul | 35. Rescue |
| 16. B. A Palace And Garden | 36. B. Animal |
| 17. A. Banana And Coconut | 37. B. A Special Vet |
| 18. A. Bamboo And Palm
Leaves | 38. B. They Have No Legs |
| 19. A. Practice Some Music | 39. B. Bird |
| 20. A. A Ship Sailed By, It
Heard Them | 40. Ten Years Old |

APPENDIX 4

LESSON PLAN 1

School	: PPB UIN ANTASARI BANJARMASIN
Subject	: English
Instructor	: Rahmah Norhayati
Skill	: Listening
Time Allocation	: 40 minutes
Meeting	: 1 st meeting
Topic	: Storytelling
Rational	: This lesson is designed for more less than 10 students and using the Communicative Approach with Communicative Language Method and Multiple Intelligence. Some technique like explain material, conversation, asking students for mention and answered about storytelling. By using the approaches, method and techniques mentioned above, I expect that students will able to their improved speaking and listening.
Learning Objective	: <ul style="list-style-type: none">• The students will able improve their listening about Admitting Something and Denying Something by explaining of the teacher in class with 85% accuracy.
Method	: Communicative Approach, Communicative Language Teaching, Eclectic Method and Multiple Intelligence.

Material and Equipment :

- White Board and Board Makers
- Speaker
- Audio storytelling
- Work sheet

Procedures :**a. Pre-activity**

- The teacher open lesson by greeting the students.

T : Hi, good morning students.

Ss : Morning miss.

T : How are you today?

Ss : I'm fine, and you?

T : I'm very well, and thanks.

- The teacher leads to pray together.

T : Okay students, before we study today, let's pray together.

- The teacher raises the brainstorming the students' mind.

T : Okay students, do you know lesson today?

Ss : No miss.

- The teacher asking for students open the book.

b. While activity

- Introduce the topic of learning.
- The teacher give worksheet for together answering.
- The students listening audio that give from the teacher.
- The teacher and the students correcting with together.

c. Post Activity

- The teacher gives the students chance to ask.
- The teacher closes the class while greeting the students.

Backup plan :

- 1) The material given is still lacking.
- 2) The desired media or media does not support.

Evaluation :

- 1) Assignment, individual.

Banjarmasin, Januari 2018

Instructor

Rahmah Norhayati

Story

THE PRINCESS AND THE DRAGON

THE TAPE SCRIPT

Once upon a time there was a king and queen who lived in a golden castle with their beautiful daughter. One night an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower.

‘Help me!’ ‘Roar!’

The king and queen were very sad. They promised to give a bag of gold to the knight that rescued the princess.

‘Please save our princess!’ ‘We’ll save the princess!’

All the knights in the land wanted to rescue the princess. They rode to the tower as fast as they could.

‘Help me!’ ‘Roar!’

The ugly ogre roared with anger when he saw the knights. His roar was so scary that they rode away as fast as they could.

One day a friendly dragon was flying over the ogre’s tower when he heard the princess cry for help. ‘Help me!’

The dragon flew down to the tower, took a big fiery breath and blew the ogre far away over the mountains and into the ocean.

‘Come with me, princess. Don’t be scared!’. ‘Thank you for saving me.’

‘My pleasure, princess.’

The dragon rescued the princess from the tower and gently put her on his strong back. They flew high in the sky. They flew over the tower and the castle, over the mountains and caves, and out towards the deep blue ocean.

‘Whee! I can fly!’

The dragon and the princess flew to the castle. The king and queen were so happy to see the princess they gave the dragon the bag of gold. They all lived happily ever after.

‘Thank you for saving our princess!’. ‘My pleasure!’

Watch the story. Circle true or false for these sentences.

- a. Once upon a time there was a king and queen who lived in a golden castle.

True False

- b. One night an ugly ogre captured the beautiful princess.

True False

- c. The king and queen were very happy.

True False

- d. All the dragons in the land wanted to rescue the princess.

True False

- e. The ugly ogre roared with anger when he saw the knights.

True False

- f. They rode away as slowly as they could.

True False

- g. One day a friendly dragon was flying over the ogre's tower.

True False

- h. The dragon rescued the princess from the castle.

True False

LESSON PLAN 2

School	: PPB UIN ANTASARI BANJARMASIN
Subject	: English
Instructor	: Rahmah Norhayati
Skill	: Listening
Time Allocation	: 30 minutes
Meeting	: 1 st meeting
Topic	: Storytelling
Rational	: This lesson is designed for more less than 10 students and using the Communicative Approach with Communicative Language Method and Multiple Intelligence. Some technique like explain material, conversation, asking students for mention and answered about storytelling. By using the approaches, method and techniques mentioned above, I expect that students will able to their improved speaking and listening.
Learning Objective	: <ul style="list-style-type: none">• The students will able improve their listening about Admitting Something and Denying Something by explaining of the teacher in class with 85% accuracy.
Method	: Communicative Approach, Communicative Language Teaching, Eclectic Method and Multiple Intelligence.
Material and Equipment	: <ul style="list-style-type: none">• White Board and Board Makers

- Speaker
- Audio storytelling
- Work sheet

Procedures :

d. Pre-activity

- The teacher open lesson by greeting the students.
T : Hi, good morning students.
Ss : Morning miss.
T : How are you today?
Ss : I'm fine, and you?
T : I'm very well, and thanks.
- The teacher leads to pray together.
T : Okay students, before we study today, let's pray together.
- The teacher raises the brainstorming the students' mind.
T : Okay students, do you know lesson today?
Ss : No miss.
- The teacher asking for students open the book.

e. While activity

- Introduce the topic of learning.
- The teacher give worksheet for together answering.
- The students listening audio that give from the teacher.
- The teacher and the students correcting with together.

f. Post Activity

- The teacher gives the students chance to ask.
- The teacher closes the class while greeting the students.

Backup plan :

- 3) The material given is still lacking.
- 4) The desired media or media does not support.

Evaluation :

- 2) Assignment, individual.

Banjarmasin, Januari 2018

Instructor

Rahmah Norhayati

Story

A Midsummer Night's Dream

In Athens, Greece, a young man, Demetrius, has a problem.

‘Please, Hermia. I love you!’

‘No, Demetrius. I love Lysander!’

‘Love is never easy! Let’s run away together!’

Helena is Hermia’s friend. She loves Demetrius.

‘Demetrius, you know Hermia is running away to the forest with Lysander ...’

‘I’m going to follow them.’

‘Well, I’m going to follow you.’

In the forest, the fairy king Oberon wants to play a trick on Titania, his queen.

‘Go and find a magic flower! I’ll put the juice in your eyes. It will make you fall in love with the first thing you see.’

Oberon sees Demetrius and Helena. He doesn’t like the way Demetrius talks to Helena.

‘Helena, go away! I don’t like you!’

‘Puck! Put this on Demetrius’s eyes so he will fall in love with Helena!’

Puck sees Lysander sleeping, and thinks it is Demetrius. Lysander wakes up and sees Helena.

‘Helena, I love you!’

He doesn’t love Hermia anymore!

A group of actors are in the forest, practising their play. Puck plays a trick on them and changes Bottom’s head into a donkey’s. Naughty Puck!

‘What’s wrong? Hee-haw, hee-haw.’

‘Hee-haw, hee-haw.’

Titania falls in love with Bottom!

Oberon knows Puck put the juice on Lysander, not Demetrius, so he makes Demetrius fall in love with Helena.

‘Helena, I love you!’ ‘No, I love Helena!’

Lysander and Demetrius want to fight over Helena.

‘Why does no one love me?’

Oberon tells Puck to make a magic fog to put them all to sleep. Puck takes the love spell away from Lysander.

Next Puck gives Bottom his human head again. Oberon takes the love spell away from Titania.

In the morning, everybody wakes up.

‘I love you, Helena!’ ‘I love you too, Demetrius!’

‘I love you, Hermia!’ ‘I love you too, Lysander!’

Nobody remembers what happened!

But now everybody is in love with the right person, they decide to go home. Perhaps it was all just a dream!

Watch the story and put the sentences in order.

	Oberon puts the magic juice on Demetrius, so now Lysander and Demetrius love Helena.
	Puck puts the magic juice on Lysander, then Lysander falls in love with Helena.
	At first, Demetrius loves Hermia, Hermia loves Lysander and Helena loves Demetrius.
	The next morning, Demetrius and Helena are in love and Lysander and Hermia are in love.
	Puck and Oberon take the magic spells away from Lysander, Bottom and Titania.
	Hermia and Lysander run away and Demetrius and Helena follow them.
	Puck changes Bottom’s head into

	a donkey’s head, then Titania falls in love with him.
	Oberon puts magic juice on Titania’s eyes so she’ll fall in love with the first thing she sees.

Watch the story. Circle true or false for these sentences.

- a. Demetrius loves Hermia but Hermia loves Lysander.

True False

- b. Hermia, Lysander, Demetrius and Helena go to the mountains.

True False

- c. Oberon wants to play a trick on Puck.

True False

- d. The juice from the magic flower makes you love the first thing you see.

True False

- e. Puck thinks Lysander is Demetrius.

True False

- f. Helena is the first thing Lysander sees.

True False

g. Oberon is the first thing Titania sees.

True False

h. Lysander and Demetrius want to fight because they both love Helena.

True False

i. Oberon takes the magic spell away from Lysander.

True False

j. The next morning, everybody remembers what happened.

True False

LESSON PLAN 3

School : PPB UIN ANTASARI BANJARMASIN

Subject : English

Instructor : Rahmah Norhayati

Skill : Listening

Time Allocation : 40 minutes

Meeting : 1st meeting

Topic : Storytelling

Rational : This lesson is designed for more less than 10 students and using the Communicative Approach with Communicative Language Method and Multiple Intelligence. Some technique like explain material, conversation, asking students for mention and answered about storytelling.

By using the approaches, method and techniques mentioned above, I expect that students will able to their improved speaking and listening.

Learning Objective :

- The students will able improve their listening about Admitting Something and Denying Something by explaining of the teacher in class with 85% accuracy.

Method : Communicative Approach, Communicative Language Teaching, Eclectic Method and Multiple Intelligence.

Material and Equipment :

- White Board and Board Makers
- Speaker

- Audio storytelling
- Work sheet

Procedures :

g. Pre-activity

- The teacher open lesson by greeting the students.

T : Hi, good morning students.

Ss : Morning miss.

T : How are you today?

Ss : I'm fine, and you?

T : I'm very well, and thanks.

- The teacher leads to pray together.

T : Okay students, before we study today, let's pray together.

- The teacher raises the brainstorming the students' mind.

T : Okay students, do you know lesson today?

Ss : No miss.

- The teacher asking for students open the book.

h. While activity

- Introduce the topic of learning.
- The teacher give worksheet for together answering.
- The students listening audio that give from the teacher.
- The teacher and the students correcting with together.

i. Post Activity

- The teacher gives the students chance to ask.
- The teacher closes the class while greeting the students.

Backup plan :

- 5) The material given is still lacking.
- 6) The desired media or media does not support.

Evaluation :

3) Assignment, individual.

Banjarmasin, Januari 2018

Instructor

Rahmah Norhayati

Pyramids in Pairs

The tape script

Something very strange happened last month. A naughty, young giant moved all the worlds famous landmarks. People around the world were very confused.

He put the pyramids in Pairs. " And on your left the..pyramids? " .

He moved the leaning Tower of Pisa to London. " Here we can see the famous. leaning tower of... London? .

He swapped the Sydney Opera House with Stonehenge " hey, where are the stones, man? " . When his mum saw the newspaper she was very angry " Kevin! Go and put them back in the right place you naughty boy" yes Mum"

So, don't worry. If you go to London, Cairo, Pisa all the landmarks in their correct place.

The questions:

Examine the title and the pictures of the story then choose the correct answer:

The name of the newspaper is

- | | |
|--------------------|-------------------------|
| a- Jerusalem Post. | b- Daily News. |
| c- Daily Bugle. | d- Daily 24 hours News. |

The main news in the paper is

- | | |
|-------------------------|----------------------------|
| a- The president kill . | b- The new prime misters . |
| c- Landmarks moved. | d- The pyramids in Cairo . |

.....was suspected .

- | | |
|----------------|---------------|
| a- A terrorist | b- A criminal |
| c- A giant | d- Mafia |

The giant made a big difference in many landmarks such as

- a- Pyramids in Paris . b- Tower of Pisa to London .
c- Sydney Opera house with Stonehenge . d- All of them

The giant mother was very angry and asked him to

- [illegible]

The giant moved all of the world's famous landmarks

- a- last month . b- last week .
c- last year . d- last century .

What happened makes people.....

- a- confused b- afraid .
c- angry d- disgusted .

The giant put

- a-the pyramids in Paris. b- the leaning tower of Pisa in London .
c- the wall of China in Italy . d- a and b .

The name of the giant

- a- Kevin . b- Kelly .
c- Kelvin . d- Kally .

Listen to the story and put true or false:

1. If you visit the famous landmarks , you will find them in their correct places ()
2. The giant moved the pyramids into London ()
3. The giant moved the leaning tower of Pisa to London ()
4. The giant swapped the Sydney Opera House with Stonehenge()

A dog's life
The tape script

Hi I'm Dino the family dog I help keep people safe especially on the roads.
Take a look at my diary to see what I did last week .

On Sunday

Some children really don't think. Our neighbor's boy ran in front of a car to get his ball. The car almost hit him. I saved him though . Remember always look and listen

On Monday

Walking on the street at night can be very dangerous, especially if you wear dark clothes. Car drivers can not see you very well just like these two I had to take home. Luckily I never go out without my reflective jacket and collar Remember, Be seen !

On Tuesday

People can get very angry when driving usually for silly reasons one driver started shouting at mum today when she stopped to let some children cross the road. I soon made him stop.

On Wednesday

One thing make me really mad. grrrrr .People are walking on a dangerous road when they can walk on the safe pavement. I saw two girls doing that today but I soon made them change their minds .

On Thursday

Seat belts can save your life! I make sure everyone in our can wears their seat belt. If they forget I soon remind them Even I have got one.

On Friday

I like Friday. The roads are quieter. But you still have to be careful. I caught dad talking on his mobile phone while driving . I soon stopped him thought. Don't worry he got his phone back .

On Saturday

Today mum took me for a walk. One car was parked in a very dangerous place. It was right on the corner of the street. Don't worry though. I left him a message.

The questions:

Examine the title and the pictures of the story then choose the correct answer :

On Sunday, the dog saved a boy who

- | | |
|-----------------------------------|--|
| 1- walked slowly on the pavement. | 2- hit a car . |
| 3- drove a car | 4- ran in front of a car to get his ball |

On Monday, the dog helped the boy and the girl to

- | | | | |
|----------|--------------|----------|-----------|
| 1- walk. | 2- be seen . | 3- run . | 4- sleep. |
|----------|--------------|----------|-----------|

On Tuesday, the man who was driving shouted and then he stopped because

- | | |
|-----------------------------|----------------------------|
| 1- he stopped his car | 2- he hit a car . |
| 3- he was afraid of the dog | 4- he got out of his car . |

On Wednesday, the dog helped the two girls by

- | | |
|-------------------------|---------------------------------------|
| 1- talking to them | 2- making them walk on the pavement . |
| 3- telling them a story | 4- walking with them . |

Listen to the story again and complete the dairy of Dino:

On Sunday , Dino (1).... a boy while running in front of a car. On Monday, Dino never goes out without his (2).... jacket and (3)...., he helped the boy and the girl. On Tuesday, one driver started shouting at Mum's car when she stopped to let some children cross the road , so I (4)..... him stop. On Wednesday, , Dino (5)..... two girls to (6)..... on the pavement . On Thursday, Dino reminded the family with (7)..... On Friday, Dino caught dad (8)..... on his (9)..... On Saturday, Dino taught the man who parked in a very dangerous place a lesson that (10).....

LESSON PLAN 4

School	: PPB UIN ANTASARI BANJARMASIN
Subject	: English
Instructor	: Rahmah Norhayati
Skill	: Listening
Time Allocation	: 30 minutes
Meeting	: 1 st meeting
Topic	: Storytelling

Rational : This lesson is designed for more less than 10 students and using the Communicative Approach with Communicative Language Method and Multiple Intelligence. Some technique like explain material, conversation, asking students for mention and answered about storytelling.

By using the approaches, method and techniques mentioned above, I expect that students will able to their improved speaking and listening.

Learning Objective :

- The students will able improve their listening about Admitting Something and Denying Something by explaining of the teacher in class with 85% accuracy.

Method : Communicative Approach, Communicative Language Teaching, Eclectic Method and Multiple Intelligence.

Material and Equipment :

- White Board and Board Makers
- Speaker

- Audio storytelling
- Work sheet

Procedures :

j. Pre-activity

- The teacher open lesson by greeting the students.

T : Hi, good morning students.

Ss : Morning miss.

T : How are you today?

Ss : I'm fine, and you?

T : I'm very well, and thanks.

- The teacher leads to pray together.

T : Okay students, before we study today, let's pray together.

- The teacher raises the brainstorming the students' mind.

T : Okay students, do you know lesson today?

Ss : No miss.

- The teacher asking for students open the book.

k. While activity

- Introduce the topic of learning.
- The teacher give worksheet for together answering.
- The students listening audio that give from the teacher.
- The teacher and the students correcting with together.

l. Post Activity

- The teacher gives the students chance to ask.
- The teacher closes the class while greeting the students.

Backup plan :

7) The material given is still lacking.

8) The desired media or media does not support.

Evaluation :

- 4) Assignment, individual.

Banjarmasin, Januari 2018

Instructor

Rahmah Norhayati

Story

HAMLET

Many years ago in Denmark there was a prince called Hamlet. One day Hamlet's father, the king, dies suddenly and Hamlet is very sad. After this, Hamlet's mother, Gertrude, gets married again very quickly. She marries her husband's brother, Claudius, and Claudius is now the king!

'Aargh! How could you do this to me!' One night Hamlet's friend, Horatio, tells him that there is a ghost in the castle. It is the ghost of Hamlet's father! 'Claudius killed me with poison! Hamlet, you must punish Claudius for me!' Hamlet is confused. He doesn't know if he believes the ghost and he doesn't know what to do. Hamlet now acts very strangely. He is mean and angry, and he upsets his girlfriend, Ophelia.

'Go away! Leave me alone!'

'Oh, he is so mean!'

One day a group of actors come to the castle and Hamlet makes a plan. He asks the actors to change their play. The new play will show a king poisoned like Hamlet's father.

'With this play I will catch the king.'

When Claudius watches the play he looks very worried and runs away. Hamlet sees him and he knows the truth. Claudius is very worried about Hamlet now and makes a plan with Ophelia's brother, Laertes.

'You will fight him and we will put poison on the sword and in his drink too.'

Laertes and Hamlet fight. Laertes cuts Hamlet, but in the fight Hamlet takes Laertes' sword and cuts him with it too!

'Here, Hamlet, drink this.'

'No, thank you, Mother. I'm not thirsty.'

'No, don't!'

'It was him! He poisoned us all!'

Finally, Hamlet knows he must stop Claudius.

‘Aargh! Have this and this!’

All the royal family are now poisoned and Hamlet tells his friend that there must be a new king.

‘Goodbye, my prince.’

Watch the story and put the sentences in order.

	Hamlet asks some actors to perform a play showing a king poisoned like Hamlet’s father.
	Hamlet and Laertes cut each other with the poisoned sword.
1	Hamlet’s father dies and his mother gets married again to Claudius
	Claudius and Laertes make a plan to kill Hamlet.
	The ghost of Hamlet’s father tells Hamlet that Claudius killed him.
	Hamlet kills Claudius with the poisoned sword and the poisoned drink.
	Claudius runs away from the play so Hamlet knows that Claudius killed his father.
	Hamlet’s mother drinks the poisoned drink.

Watch the story. Circle true or false for these sentences.

- a. Hamlet’s mother gets married to his father’s brother, Claudius.
(True False)
- b. Hamlet sees the ghost of his friend.
(True False)
- c. The ghost says that Claudius killed him with a knife.
(True False)
- d. Hamlet is confused and doesn’t know what to do.
(True False)
- e. When Claudius watches the play he is very happy.

(True False)

- f. Hamlet knows that Claudius killed his father.

(True False)

- g. Claudius and Laertes want to kill Hamlet.

(True False)

- h. Hamlet and Laertes dance.

(True False)

- i. Hamlet's mother sleeps from the poisoned drink.

(True False)

- j. Finally, Hamlet knows he must stop Claudius.

(True False)

APPENDIX 5

The Score of Students Language Development Center (PPB)

No	Nama	Pretest	Posttest
1	AHMAD RIDANI	50	70
2	ANISA NUR EFNA	45	82,5
3	DINDA DEWI FITRI HADI	37,5	75
4	FATHIYATTUS SYIFA	42,5	82,5
5	FATIMAH	40	70
6	HUYA NABILA	22,5	85
7	HIDAYATUL ULYA	45	70
8	HIKMATUNNISA	37,5	77,5
9	ISNUL ZAMALLUDIN	30	70
10	JAITATUL RABIAH	30	67,5
11	MINA HUSANIAH	25	70
12	MISBAHUL JANNAH	37,5	67,5
13	MUHAMMAD ADITYA AL-RASYID	40	80
14	MUHAMMAD FAJAR SADIQ	25	75
15	MUNA HASANAH	35	70
16	NADILLAH RAHMADHANI	40	75
17	NOR RAHIMAH	45	65
18	NORMAULIDA	37,5	70
19	NURUL HIJRAH	42,5	70
20	NUVI ANNISA	37,5	75
21	QATRIN NIDA	35	77,5
22	RAHMIATI	27,5	80
23	RISTANTI NOVITA SARI	40	72,5
24	ROMY DWITY CAHYANTO	35	75
25	SITI MUTMAINAH	30	70
26	ZAETUN SRI WAHYUNI	30	80
	Total	942,5	1922,5

APPENDIX 6

Result of Pre-Test And Post-Test Of One Group Experimental by Gained

Score Using Storytelling

No	Nama	Pretest	Posttest	Gained
1	AHMAD RIDANI	50	70	20
2	ANISA NUR EFNA	45	82,5	37,5
3	DINDA DEWI FITRI HADI	37,5	75	37,5
4	FATHIYATTUS SYIFA	42,5	82,5	40
5	FATIMAH	40	70	30
6	HUYA NABILA	22,5	85	47,5
7	HIDAYATUL ULYA	45	70	20
8	HIKMATUNNISA	37,5	77,5	40
9	ISNUL ZAMALLUDIN	30	70	40
10	JAITATUL RABIAH	30	67,5	37,5
11	MINA HUSANIAH	25	70	45
12	MISBAHUL JANNAH	37,5	67,5	30
13	MUHAMMAD ADITYA AL-RASYID	40	80	40
14	MUHAMMAD FAJAR SADIQ	25	75	40
15	MUNA HASANAH	35	70	30
16	NADILLAH RAHMADHANI	40	75	35
17	NOR RAHIMAH	45	65	20
18	NORMAULIDA	37,5	70	32,5
19	NURUL HIJRAH	42,5	70	27,5
20	NUVI ANNISA	37,5	75	37,5
21	QATRIN NIDA	35	77,5	42,5
22	RAHMIATI	27,5	80	37,5
23	RISTANTI NOVITA SARI	40	72,5	32,5
24	ROMY DWITY CAHYANTO	35	75	40
25	SITI MUTMAINAH	30	70	40
26	ZAETUN SRI WAHYUNI	30	80	47,5
	Total	942,5	1922,5	927,5

APPENDIX 7

VALIDITAS

Case Processing Summary

		N	%
Cases	Valid	24	100,0
	Excluded ^a	0	,0
	Total	24	100,0

a. Listwise deletion based on all variables in the procedure.

Item	r hitung	r table	decision
1.	,564	0,388	valid
2.	,545	0,388	valid
3.	,572	0,388	valid
4.	,460	0,388	valid
5.	,686	0,388	valid
6.	,594	0,388	valid
7.	,410	0,388	valid
8.	,620	0,388	valid
9.	,572	0,388	valid
10.	,576	0,388	valid
11.	,620	0,388	valid
12.	,409	0,388	valid
13.	,398	0,388	valid
14.	,553	0,388	valid
15.	,385	0,388	valid

16.	,564	0,388	valid
17.	,611	0,388	valid
18.	,620	0,388	valid
19.	,572	0,388	valid
20.	,621	0,388	valid
21.	,686	0,388	valid
22.	,596	0,388	valid
23.	,706	0,388	valid
24.	,564	0,388	valid
25.	,368	0,388	valid
26.	,572	0,388	valid
27.	,621	0,388	valid
28.	,553	0,388	valid
29.	,620	0,388	valid
30.	,611	0,388	valid
31.	,490	0,388	valid
32.	,385	0,388	valid
33.	,378	0,388	valid
34.	,579	0,388	valid
35.	,602	0,388	valid
36.	,445	0,388	valid
37.	,686	0,388	valid
38.	,564	0,388	valid
39.	,655	0,388	valid
40.	,620	0,388	valid

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
item1	26,46	113,389	,564	,949
item2	26,50	113,217	,545	,949
item3	26,54	112,694	,572	,949
item4	26,50	114,000	,460	,950
item5	26,67	111,014	,686	,948
item6	26,58	112,254	,594	,949
item7	26,54	114,259	,410	,950
item8	26,63	111,810	,620	,949
item9	26,54	112,694	,572	,949
item10	26,58	112,428	,576	,949
item11	26,63	111,810	,620	,949
item12	26,38	115,462	,409	,950
item13	26,71	113,955	,398	,950
item14	26,42	113,906	,553	,949
item15	26,54	114,259	,410	,950
item16	26,46	113,389	,564	,949
item17	26,58	112,080	,611	,949
item18	26,63	111,810	,620	,949
item19	26,54	112,694	,572	,949
item20	26,50	112,522	,621	,949
item21	26,67	111,014	,686	,948
item22	26,71	111,868	,596	,949
item23	26,63	110,940	,706	,948
item24	26,46	113,389	,564	,949
item25	26,50	113,217	,545	,951
item26	26,54	112,694	,572	,949
item27	26,50	112,522	,621	,949
item28	26,42	113,906	,553	,949
item29	26,63	111,810	,620	,949
item30	26,58	112,080	,611	,949
item31	26,54	113,476	,490	,950
item32	26,42	113,906	,553	,951
item33	26,58	112,080	,611	,951

item34	26,71	112,042	,579	,949
item35	26,58	112,167	,602	,949
item36	26,38	115,201	,445	,950
item37	26,67	111,014	,686	,948
item38	26,46	113,389	,564	,949
item39	26,58	111,645	,655	,949
item40	26,63	111,810	,620	,949

APPENDIX 8
THE TABLE OF RELIABILITY TEST

Reliability Statistics

Cronbach's Alpha	N of Items
,951	40

APPENDIX 9

THE TABLE of NORMALITY TEST

of PRE-TEST and POSTTEST

of EXPERIMENT CLASS

Tests of Normality						
TEST	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	,147	26	,152	,965	26	,495
POSTTEST	,231	26	,001	,926	26	,062

a. Lilliefors Significance Correction

APPENDIX 10 **HOMOGENITY TEST**

Homogeneity of Variances **Pretest**

Levene Statistic	df1	df2	Sig.
1,473	1	50	,231

ANOVA

test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4,327	1	4,327	,079	,779
Within Groups	2722,596	50	54,452		
Total	2726,923	51			

Homogeneity of Variances

Posttest

Levene Statistic	df1	df2	Sig.
1,473	1	50	,231

ANOVA

test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19038,942	1	19038,942	433,366	,000
Within Groups	2196,635	50	43,933		
Total	21235,577	51			

APPENDIX 11

Statistics			
		pretest	posttest
N	Valid	26	26
	Missing	0	0
Mean		36,2500	71,9231
Std. Error of Mean		1,38154	1,05892
Median		37,5000	70,0000
Mode		37,50	70,00
Std. Deviation		7,04450	5,39943
Variance		49,625	29,154
Skewness		-,221	,452
Std. Error of Skewness		,456	,456
Kurtosis		-,568	-,709
Std. Error of Kurtosis		,887	,887
Range		27,50	17,50
Minimum		22,50	65,00
Maximum		50,00	82,50
Sum		942,50	1870,00
Percentiles	10	25,0000	65,0000
	25	30,0000	67,5000
	50	37,5000	70,0000
	75	40,6250	75,6250
	90	45,0000	80,7500

pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22,50	1	3,8	3,8	3,8
	25,00	2	7,7	7,7	11,5
	27,50	1	3,8	3,8	15,4
	30,00	4	15,4	15,4	30,8
	35,00	3	11,5	11,5	42,3
	37,50	5	19,2	19,2	61,5
	40,00	4	15,4	15,4	76,9
	42,50	2	7,7	7,7	84,6
	45,00	3	11,5	11,5	96,2
	50,00	1	3,8	3,8	100,0
	Total	26	100,0	100,0	

posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65,00	5	19,2	19,2	19,2
	67,50	2	7,7	7,7	26,9
	70,00	8	30,8	30,8	57,7
	72,50	1	3,8	3,8	61,5
	75,00	4	15,4	15,4	76,9
	77,50	3	11,5	11,5	88,5
	80,00	1	3,8	3,8	92,3
	82,50	2	7,7	7,7	100,0
	Total	26	100,0	100,0	

APPENDIX 12

THE TABLE OF LEVENE TEST OF PRETEST AND POST-TEST SCORE

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
nilai	Based on Mean	1,473	1	50	,231
	Based on Median	,878	1	50	,353
	Based on Median and with adjusted df	,878	1	41,241	,354
	Based on trimmed mean	1,456	1	50	,233

APPENDIX 13

T Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	36,2500	26	7,04450	1,38154
posttest	73,9423	26	5,34664	1,04856

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & posttest	26	-,196	,338

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest & posttest	-37,69231	9,64166	1,89088	-41,58666	-33,79796	-19,934	25	,000

APPENDIX 14

THE TABLE OF PAIRED T-TEST OF PRETEST AND POSTTEST OF EXPERIMENT CLASS

Paired Samples T-Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
before treatment - after treatment	-37,69231	9,64166	1,89088	- 41,58666	- 33,79796	- 19,934	25	,000

APPENDIX 15

r TABLE

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392

33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589
80	0.1829	0.2172	0.2565	0.2830	0.3568
81	0.1818	0.2159	0.2550	0.2813	0.3547
82	0.1807	0.2146	0.2535	0.2796	0.3527
83	0.1796	0.2133	0.2520	0.2780	0.3507
84	0.1786	0.2120	0.2505	0.2764	0.3487
85	0.1775	0.2108	0.2491	0.2748	0.3468

86	0.1765	0.2096	0.2477	0.2732	0.3449
87	0.1755	0.2084	0.2463	0.2717	0.3430
88	0.1745	0.2072	0.2449	0.2702	0.3412
89	0.1735	0.2061	0.2435	0.2687	0.3393
90	0.1726	0.2050	0.2422	0.2673	0.3375
91	0.1716	0.2039	0.2409	0.2659	0.3358
92	0.1707	0.2028	0.2396	0.2645	0.3341
93	0.1698	0.2017	0.2384	0.2631	0.3323
94	0.1689	0.2006	0.2371	0.2617	0.3307
95	0.1680	0.1996	0.2359	0.2604	0.3290
96	0.1671	0.1986	0.2347	0.2591	0.3274
97	0.1663	0.1975	0.2335	0.2578	0.3258
98	0.1654	0.1966	0.2324	0.2565	0.3242
99	0.1646	0.1956	0.2312	0.2552	0.3226
100	0.1638	0.1946	0.2301	0.2540	0.3211

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.378	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.818	1.061	1.386	1.886	2.920	4.303	6.965	9.825	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.961	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.784	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.758	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.75		

CURRICULUM VITAE

I. Personal Detail	
Name	Rahmah Norhayati
Place And Date Of Birth	Banjarmasin, March 2 nd 1994
Gender	Female
Marital Status	Single
Religion	Islam
Nationality	Indonesia
Parents	Fahmi S And Ernawati
Siblings	Rahmat Sandi And M. Romi Ipadar
II. Formal Educational Background	
2000 – 2006	SDN 2 Kuala Pembuang
2006 – 2009	SMPN 4 Kuala Pembuang
2009 – 2012	SMAN 1 Kuala Pembuang
2013 – 2019	English Education Depertment Of Antasari State Islamic University Banjarmasin
III. Organization Experience	
a. LDK Amal	