

APPENDICES

Appendix I

Translation of Qur'an Verse

Surah	Translation	
	English	Indonesian
An-Nahl verse 89	And we have sent down to you the Book (the Qur'an) as an exposition of everything, a guidance, a mercy, and glad tidings for those who have submitted themselves (to Allah as Muslims).	Dan kami turunkan Kitab (Al-Qur'an) kepadamu untuk menjelaskan segala sesuatu, sebagai petunjuk, serta rahmat dan kabar gembira bagi orang yang berserah diri (Muslim).

Appendix II

RESEARCH INSTRUMENT

Research Instruments of the Relevant Materials to the Core and Basic Competence of 2013 Curriculum

Core Competence	Basic Competence	Learning Objectives	Page	Example of Materials	Relevance with Core and Basic Competence	
					Relevant	Irrelevant
1. Appreciate and comprehend fully the followed religion doctrine.	1.1 Be grateful for the chance of studying English as international communication language which is proved by study seriously.					
2. Appreciate and comprehend the honesty, discipline, responsibility, care (tolerance, cooperative), and confidence behaviour in effective interaction with the social and natural environment.	2.1 Show the well-mannered in doing interpersonal communication with teacher and friends.					
	2.2 Show the honesty, discipline, confidence, and responsibility behaviour in doing transactional conversation with teacher and friends.					
	2.3 Show the responsibility, care, cooperative, and peaceful behaviour in doing functional communication.					
3. Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learner's curiosity of	3.1 Apply text structure and language feature to implement the social function of gaining attention, checking understanding, giving compliment, and asking and giving opinion expressions and					

science, technology, arts, and culture related to the visible phenomena.	responses according to context.					
	3.2 Apply text structure and language feature to implement the social function of stating and asking ability and willingness according to context.					
	3.3 Apply text structure and language feature to implement the social function of giving instruction, giving invitation, giving prohibition, asking for permission expressions and responses according to context.					
	3.4 Apply text structure and language feature to implement the social function of personal invitation letter and greeting card according to context.					
	3.5 Apply text structure and language feature to implement the social function of stating and asking the presence of people, things, and animal in uncountable amount according to context.					
	3.6 Apply text structure and language feature to implement the social function of stating and asking					

	routine activity or general truth according to context.					
	3.7 Apply text structure and language feature to implement the social function of stating and asking event that happens right now according to context.					
	3.8 Apply text structure and language feature to implement the social function of stating and asking cause and effect relation and contrary relation according to context.					
	3.9 Apply text structure and language feature to implement the social function of stating and asking the amount and character comparison of people, animal, things, according to context.					
	3.10 Apply the text structure and language feature to implement the social function of short descriptive text by stating and asking about the description of people, animal, and things according to context.					
	3.11 Apply text structure and language feature to implement the social function of					

	stating and asking past events according to context.					
	3.12 Apply text structure and language feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context.					
	3.13 Apply text structure and language feature to implement the social function of short message and notice according to context.					
	3.14 Understand the social function, text structure, and language feature of narrative text in form of fable according to context.					
	3.15 Apply text structure and language feature to implement the social function of song.					
4. Process, present, and reason in concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to	4.1 Compose simple spoken text to express and respond gaining attention, checking understanding, and giving compliment expression by notice on the right social function, text structure, and language feature according to context.					

the materials taken from the school or other sources which have similar point of view/theory.	4.2 Compose spoken and written text to state and ask for ability and willingness to do something by notice on the right social function, text structure, and language feature according to context.					
	4.3 Compose simple spoken and written text to state, ask, and respond giving instruction, giving invitation, giving prohibition, asking for permission expressions by notice on the right social function, text structure, and language feature according to context.					
	4.4 Understood the meaning of personal invitation letter and greeting card.					
	4.5 Compose written text in form of very short and simple personal invitation letter and greeting card by notice on the right social function, text structure, and language feature according to context.					
	4.6 Compose spoken and written text to state and ask about the presence of people, things, and animal in uncountable amount					

	by notice on the right social function, text structure, and language feature according to context.					
	4.7 Compose spoken and written text to state and ask for routine events or general truth by notice on the right social function, text structure, and language feature according to context.					
	4.8 Compose spoken and written text to state and ask about events that happen right now by notice on the right social function, text structure, and language feature according to context.					
	4.9 Compose spoken and written text to state and ask about cause and effect relation and contrary relation by notice on the right social function, text structure, and language feature according to context.					
	4.10 Compose spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on					

	the right social function, text structure, and language feature according to context.					
	4.11 Understood the meaning of short and simple spoken and written descriptive text.					
	4.12 Compose short and simple spoken and written descriptive text about people, animal, and things by notice on the right social function, text structure, and language feature according to context.					
	4.13 Compose spoken and written text to state and ask past events by notice on the right social function, text structure, and language feature according to context.					
	4.14 Catch the meaning of short and simple spoken and written recount text about activity, event, and phenomenon.					
	4.15 Compose short and simple spoken and written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature					

	according to context.					
	4.16 Understood the meaning of very short and simple message and notice.					
	4.17 Compose written text in form of very short and simple message and notice by notice on the right social function, text structure, and language feature according to context.					
	4.18 Understood the meaning of spoken and written narrative text in form of short and simple fable.					
	4.19 Understood the meaning of song.					

Research Instruments of the Textbook's Quality to the Harmer's theory of Textbook Evaluation

Areas for Consideration	Textbook Evaluation's Questions	Information	Page	Suitability	
				Yes	No
1. Price and availability	<ul style="list-style-type: none"> How much does the course book cost? 				
	<ul style="list-style-type: none"> Will students have to buy any extra material (workbook, etc.)? 				
	<ul style="list-style-type: none"> Are all the components (course book, workbook, teacher's guide, audio, etc.) available? 				
	<ul style="list-style-type: none"> What about other levels? 				
	<ul style="list-style-type: none"> Is this good value for money? 				
	<ul style="list-style-type: none"> How much does the whole package (with all the components) cost? 				
2. Add-ons and extras	<ul style="list-style-type: none"> Apart from a workbook, what other extras are offered with the course? 				
	<ul style="list-style-type: none"> Are there Internet sites with extra material (exercises, texts, etc), or 'meeting places' for users? 				
	<ul style="list-style-type: none"> What else does the publisher offer to support the course? 				

	<ul style="list-style-type: none"> • What value should we place on the extras that are available? 				
3. Layout and design	<ul style="list-style-type: none"> • Is the book attractive? 				
	<ul style="list-style-type: none"> • Is its design appropriate for (a) the students, and (b) the teacher? 				
	<ul style="list-style-type: none"> • Does the design of the book make it easy to follow? 				
4. Instructions	<ul style="list-style-type: none"> • Are the instructions clear and unambiguous? 				
	<ul style="list-style-type: none"> • Are they written in language that the students will understand? 				
	<ul style="list-style-type: none"> • Can the textbook be used by students working on their own, or is a teacher necessary to show them how to use it? 				
5. Methodology	<ul style="list-style-type: none"> • What kind of teaching and learning does the textbook promote? 				
	<ul style="list-style-type: none"> • Is there a good balance between study and activation? 				
	<ul style="list-style-type: none"> • How do the authors appear to think that people learn languages and do we agree with them? 				

6. Syllabus	<ul style="list-style-type: none"> Is the syllabus appropriate for our students? 				
	<ul style="list-style-type: none"> Does it cover the language areas (grammar, vocabulary, functions, pronunciation, etc.) that we would expect? 				
	<ul style="list-style-type: none"> Do we and our students like the sequencing of language and topics, etc.? 				
	<ul style="list-style-type: none"> Does the textbook build in a feeling of progress? 				
7. Language skills	<ul style="list-style-type: none"> Does the textbook have the appropriate balance of skills? 				
	<ul style="list-style-type: none"> Is the skills work really designed to promote the skills (e.g. writing-for-writing, not writing-for-learning)? 				
	<ul style="list-style-type: none"> Are there possibilities for both study and activation in the skills areas? 				
	<ul style="list-style-type: none"> Are the skills activities likely to engage students? 				
8. Topics	<ul style="list-style-type: none"> Does the book contain a variety of topics? 				
	<ul style="list-style-type: none"> On balance, are the topics appropriate for 				

	the kind of students who will be using the textbook?				
	<ul style="list-style-type: none"> Are the topics likely to engage the students? 				
9. Cultural compatibility	<ul style="list-style-type: none"> Is the material appropriate for the cultural situation that the students are in? 				
	<ul style="list-style-type: none"> Do the texts contain culturally insensitive material? 				
	<ul style="list-style-type: none"> Are the activities appropriate for the learning culture? 				
	<ul style="list-style-type: none"> Is the textbook unprejudiced in the way it deals with different customs, ethnicities, races and sexes? 				
10. Teacher's guide	<ul style="list-style-type: none"> Does the textbook have an accompanying teacher's guide? 				
	<ul style="list-style-type: none"> Is it easy to use? 				
	<ul style="list-style-type: none"> Does it explain things clearly? 				
	<ul style="list-style-type: none"> Does it offer alternatives to the textbook activities? 				
	<ul style="list-style-type: none"> Does it have all the answers that teachers and students need? 				
	<ul style="list-style-type: none"> Does it provide differentiated activities for fast and slow learners? 				

Appendix III

OFFICIAL LETTERS



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 290 TAHUN 2020
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GANJIL
TAHUN AKADEMIK 2020/2021

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,

- Menimbang : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
- b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.
- Mengingat : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
3. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
6. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No. 72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin.

Memperhatikan : Usul Ketua Jurusan TBI Tanggal 14 Desember 2020

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GANJIL TAHUN AKADEMIK 2020/2021

Pertama : Menunjuk dan menugaskan kepada:

1. Nama : Rusnadi, S.Pd., M.Pd.I., MA
NIP/NUP : 197712122003121002
Pangkat/Golongan : Penata Tingkat I/III/d
Jabatan Akademik : Lektor
Sebagai Pembimbing Bidang Konten dan Metodologi
2. Nama : Willy Ramadan, S.Pd., M.S.I
NIP/NUP : 201701043
Pangkat/Golongan : Penata Muda Tingkat I/III/b
Jabatan Akademik : Assisten Ahli
Sebagai Pembimbing Bidang Bahasa dan Teknik Penulisan

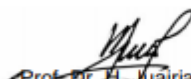
Untuk membimbing mahasiswa penyusun skripsi:

- Nama : Gusti Helma Nur Azizah
NIM : 170102031325
Jurusan/Prodi : TBI
Judul Skripsi : A Relevance Analysis Of English Textbook "Bright An English" For Grade VIII

Kedua : Biaya akibat dikeluarkannya keputusan ini dibebankan kepada DIPA UIN Antasari Banjarmasin.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan sebagaimana mestinya.

Ditetapkan di Banjarmasin
pada tanggal 14 Desember 2020
DEKAN,


Prof. Dr. H. Juairiah, M.Pd.
NIP. 196001061986032004

Tembusan:

1. Rektor UIN Antasari Banjarmasin;
2. Ketua Jurusan;
3. Dosen Pembimbing;
4. Arsip.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: 129/Un.14/III.1.t/pp.00.9/02/2021

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Gusti Helma Nur Azizah
N I M : 170102031325
Jurusan/Prodi : TBI
Alamat : Jl. Poros SP. 1 Palingkau Jaya, RT. 06 RW.
03, Kab. Kapuas, Kec. Kapuas Murung,
Kalimantan Tengah, 73593

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

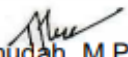
A RELEVANCE ANALYSIS OF ENGLISH TEXTBOOK "BRIGHT AN ENGLISH" FOR GRADE VIII

Pada Hari/Tanggal : Rabu, 23 Desember 2020

Tempat : Zoom

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 02 Februari 2021
Ketua,


Mahmudah, M.Pd.I
NIP. 198708212015032004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

23 Juni 2021

Nomor : 787 /Un.14/III.1.t/pp.00.9/06/2021

Lamp : -

H a l : Perubahan Judul Skripsi

Kepada Yth.

Sdr (i) Gusti Helma Nur Azizah

NIM. 170102031325

Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

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

**A RELEVANCE ANALYSIS OF ENGLISH TEXTBOOK "BRIGHT AN
ENGLISH" FOR GRADE VIII**

Berubah menjadi:

**TEXTBOOK ANALYSIS AND EVALUATION OF "BRIGHT AN
ENGLISH" FOR GRADE VIII**

Menunjuk :

1. Rusnadi, S.Pd.I, M.Pd.I, MA sebagai Dosen Pembimbing Konten dan Metodologi.
2. Willy Ramadan, S.Pd, M.S.I sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

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

Wassalamu'alaikum. Wr. Wb.

An. Wakil Dekan Bidang Akademik
Ketua,


Mahmudah, M.Pd.I

NIP. 198708212015032004



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR : 111 TAHUN 2021
TENTANG
TIM PENGUJI SKRIPSI SEMESTER GENAP TAHUN AKADEMIK 2020/2021**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN

- Menimbang** : 1. Bahwa untuk kelancaran pelaksanaan ujian skripsi dirasa perlu untuk mengangkat Tim Penguji tersebut dengan satu Surat Keputusan;
2. Bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cukup untuk melaksanakan ujian tersebut.
- Mengingat** : 1. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
2. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
3. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No.72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
6. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
- Memperhatikan** : Hasil Rapat Pimpinan Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin

MEMUTUSKAN

- Menetapkan** : 1. Terhitung mulai tanggal 31 Mei 2021 mengangkat tim penguji skripsi, atas nama saudara/i GUSTI HELMA NUR AZIZAH NIM 170102031325
- Judul skripsi:
TEXTBOOK ANALYSIS AND EVALUATION OF "BRIGHT AN ENGLISH" FOR GRADE VIII
- Dengan susunan tim penguji sebagai berikut:
- Ketua/Anggota : DRS. SA'ADILLAH, M.Pd
- Anggota : YOKKE ANDINI, S.S M.PD
- Anggota : WILLY RAMADHAN, S.PD, M.S.I
- Sekretaris : MUHAMMAD RIFQY RUJANI, M.Pd
2. Tim penguji tersebut berlaku sejak tanggal ditetapkan, dan dianggap berakhir setelah menyelesaikan tugasnya;
3. Segala biaya yang diakibatkan dari kegiatan ini akan dibebankan kepada DIPA UIN Antasari Banjarmasin tahun 2021;
4. Segala sesuatu akan diubah dan dibetulkan sebagaimana mestinya apabila terdapat kekeliruan dalam Surat Keputusan ini.
- Kutipan** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di Banjarmasin
Pada tanggal 31 Mei 2021
Dekan Fakultas Tarbiyah dan Keguruan
UIN Antasari Banjarmasin,

Prof. Dr. H. Juairiah, M.Pd
NIP. 196001061986032004

Appendix IV

NOTES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI FAKULTAS
TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

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Telepon (0511) 3253939 Faksimile (0511) 3274492
 Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id


CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Gusti Helma Nur Azizah
2. N I M : 170102031325
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Proposal Skripsi : A Relevance Analysis of English Textbook “BRIGHT An English” for Grade VIII
5. Dosen Pembimbing : Rusnadi, S.Pd., M.Pd.I., MA
Willy Ramadan, S.Pd, M.S.I
6. Catatan Hasil Seminar :

NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
1.	Harap menambahkan table of content dan cover	1.	Secara menyeluruh sudah bagus akan tetapi perlu memperhatikan beberapa aspek kecil seperti penataan page number.
2.	Terdapat beberapa kesalahan dalam kutipan	2.	Perlu memerhatikan cara penulisan kutipan, dan ada beberapa source yang tidak dimasukkan dalam footnote.
3.	Gramatical Error yang seharusnya dapat diperbaiki lebih awal	3.	Bagian conclusion perlu sedikit dilengkapi dan dibenahi.
4.	Kurangnya informasi pada previous study	4.	Untuk bagian keyterm sbenarnya sudah benar tetapi Keyterm / definition alangkah lebih baik menggunakan bahasa sendiri yang mudah dipahami dan sesuai dengan apa yang penulis (Helma) maksudkan.
5.	Perlu detil yang lebih dalam conclusion.	5.	Penggunaan huruf capital harus diperhatikan
6.	Perlu memperhatikan penulisan dikarenakan banyak terjadi salah tulis / typo.	6.	Berikan sumber pada instrument yang digunakan

Kapuas, 23 Desember 2020

Moderator




Muhammad Regil



CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: RUSNADI, S.Pd., M.Pd.I., MA


DATES	NOTES	SIGNATURE
11-06-2021	<ul style="list-style-type: none"> - Make the instrument for research question 1 (core and basic competence of 2013 curriculum). - Add the definition of textbook evaluation and the quality of textbook in the key term. - Change your thesis title into "Textbook Analysis and Evaluation of "BRIGHT An English" for Grade VIII". - Change your research question 2 into "How is the quality of English Textbook "BRIGHT An English" for Grade VIII based on the Harmer's theory of textbook evaluation?" 	
05-07-2021	<ul style="list-style-type: none"> - Add more theories in the rationale. - Give more explanation about why you choose this topic. - Do more paraphrase and text citation in chapter II. - Add more theories about textbook analysis and textbook evaluation. 	



CONSULTATION NOTES

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: WILLY RAMADAN, S.Pd, M.S.I

DATES	NOTES	SIGNATURE
02-07-2021	<ul style="list-style-type: none"> - Check thesis writing guide for in-text citation. - Conform the numbering in chapter and sub-chapter to numbering system. - Make sure all sources that you cited in the text are attached in the references. - Pay attention to the place of numbering. - Add “the, a, or an” in specific word in the sentence. - Correct the wrong quotation. 	

CURRICULUM VITAE

I. Personal Details	
Name	: Gusti Helma Nur Azizah
Place and Date of Birth	: Anjir Serapat, 25 March 2000
Gender	: Female
Marital Status	: Single
Religion	: Islam
Nationality	: Indonesia
Parents	: Gusti Budi Setiawan and Rusdiah
Sibling	: Gusti Muhammad Ridha Ansori
II. Formal Educational Background	
2004-2005	: Makarti Jaya Kindergarten (TK Makarti Jaya)
2005-2011	: State Elementary School of Palingkau Jaya 1 (SDN 1 Palingkau Jaya)
2011-2014	: State Islamic Junior High School Kapuas Timur (MTsN Kapuas Timur)
2014-2017	: Islamic Senior High School Nahdlatussalam (MA Nahdlatussalam)
2017-2021	: English Education Department of Antasari State Islamic University Banjarmasin
III. Organization Experience	
2018-2020	: Member of <i>Lembaga Dakwah Kampus</i> (LDK) Nurul Fata
2018-2020	: Member of Linguistics and Debating Society (LiDS) Educia