

APPENDICES

Appendix I

Translation of Qur'an verse

No	Verse	English Translation	Indonesian Translation
1	Q.S An-Nahl; 125	Invite (mankind, O Muhammad saw.) to the Way of your Lord (i.e. Islam) with wisdom (i.e. with the Divine Revelation and the Qur'an) and fair preaching, and argue with them in a way that is better. Truly, your Lord knows best who has gone astray from His Path, and He is the Best Aware of those who are guided.	<i>Serulah (manusia, wahai Muhammad saw.) kepada jalan Tuhanmu (Islam) dengan hikmah dan pengajaran yang baik, dan berdebatlah dengan mereka dengan cara yang baik. Sesungguhnya Tuhanmu, Dialah yang lebih mengetahui siapa yang sesat dari jalannya dan Dialah yang lebih mengetahui siapa yang mendapat petunjuk.</i>

Appendix II

INTERVIEW GUIDELINE

A. Lecturers of English Education Department

a) Planning

1. When did the Blended Learning method begin to be applied in studying English at the English Education Department?
2. What is the background for the application of the Blended Learning method in studying English?
3. What is the purpose of implementing the Blended Learning method in studying English?
4. Before the teaching and learning activities started, what preparations did you make to teach english using the Blended Learning method?

b) Implementation

1. In studying English, what materials are the subject of study for students (considering the students' different educational backgrounds)?
2. In your opinion, what are the advantages and disadvantages of implementing this Blended Learning method in studying English at English Education Department?

c) Evaluation

1. How are the student learning outcomes in studying English using this Blended Learning method?
2. Do you always provide evaluations in this English lesson? If so, what is the form of evaluation?

Appendix III

TRANSCRIPT OF INTERVIEW

A. Lecturers of English Education Department

Date : Thursday, June 3rd 2021

Informant : Lecturer A

Place : Online (Whatsapp)

Time : 08.40 a.m

a) Planning

1. When did the Blended Learning method begin to be applied in studying English at the English Education Department?

Answer: I don't remember clearly when, it happened a year ago, for sure after several meetings, they made presentations as usual, then there were regulations for online learning. Looks like it's the seventh meeting and above.

2. What is the background for the application of the Blended Learning method in studying English?

Answer: Actually, Blended learning has not been implemented thoroughly, but at that time it was present because there was a corona case that was entering a crisis stage, so the campus decided to go full online. Therefore, it changed from the initial planning from face to face to online, so it was blended learning. Blended learning here occurs due to unintentional or impossible conditions.

3. What is the purpose of implementing the Blended Learning method in studying English?

Answer: The first goal during the corona time was so that the learning process continued even though face-to-face interaction was not possible. So because we have to avoid physical contact at that time so that learning continues with online learning. Since there has been offline learning before, so students already have sufficient basic. But after getting orders to be online, there are tricks so that students' understanding can be developed to

be more independent and they can get more understanding from other sources on the internet so they don't just focus on the lecturer anymore.

4. Before the teaching and learning activities started, what preparations did you make to teach English using the Blended Learning method?

Answer: Since there was no careful planning beforehand, because at that time it suddenly became the beginning, the planning was as usual carrying out discussion and presentation methods. After experiencing the blended learning process, which was originally a presentation in class, it turned into a presentation on WhatsApp and there were also questions and answers there. Coupled with supporting materials, they are given such as YouTube videos and sources from the website and ask them to summarize. So in addition to having virtual discussions, they must also summarize the material available in various sources such as YouTube videos, websites, and books in PDF format so that they still get a good understanding of the material being studied.

b) Implementation

1. In studying English, what materials are the subject of study for students (considering the students' different educational backgrounds)?

Answer: At that time, I was teaching Linguistics, when I wanted to apply it on campus, the material was sorted. So material that is difficult will be handled directly by me, if there is material that allows it to be done by their own students who will do the presentation. So for difficult materials, they will find videos, summaries or video recordings and they make a summary. An example of the material when explaining about pragmatics is because it is a bit difficult for students, they just have to watch the video that was sent and then discuss it. If material like semantics is more advanced than pragmatics, maybe they still have an idea, from there they are asked to discuss it themselves.

2. In your opinion, what are the advantages and disadvantages of implementing this Blended Learning method in studying English at English Education Department?

Answer: Obviously, the advantage is that if we use blended learning, students are not only focused on the teacher, so they have the opportunity to open the widest possible access to books, YouTube videos, other internet sources, they can ask experts. While learning in class is limited, because the source of truth is only with the teacher, the students tend to say that when the lecturer says A, they agree to say A. But if online they have the opportunity to find other sources not only focusing on the teacher, they can open websites such as quora that help answer questions or understand a material better. Another advantage is increasing students' independence, the more independent they are in looking for materials, they can learn other things easily. Independence learning is very good for them not only depending on the teacher but they can find the material and understand it on their own. Independence learning is more effective materially and theoretically in the formation of understanding than explained by others.

The disadvantage of blended learning is that students may still have limitations in terms of internet signal being difficult even if their internet signal is good, another limitation is finance, so having to buy internet quota is also difficult. In fact, even though in theory blended learning is good, when in the field they are faced with signal problems, the finances of students who are required to be online are also difficult and offline are required to attend campus so they make sure to be around campus. Because there is an opportunity that they can return to their hometown, if they suddenly return home and then go back to campus it will make the distance between campus and their home quite far. If they rent a place because the learning is blended learning (some go to class, some are online) of course if they stay in the boarding house for too long they will also get bored so they want to go home which will cost money. That is also the problem with the current situation and conditions, there must be a place where students must be in the right place when they want to implement this blended learning such as having a

good signal, or giving them a quota or wifi which really helps them to achieve good learning goals.

c) Evaluation

1. How are the student learning outcomes in studying English using this Blended Learning method?

Answer: It is clear that if we look at the outcome, the results are always better than offline, seeing some friends who teach with the blended learning method the results are also good. But if the result, the score is better, the understanding is not yet known, but when doing the assignment, all the marks are good.

2. Do you always provide evaluations in this English lesson? If so, what is the form of evaluation?

Answer: At the end of each lecture, I always ask for opinions from students about the learning method to what extent they understand and then ask for criticism and suggestions. The next form of evaluation is to evaluate the results of their scores, average or low. Then seeing how they were asked randomly and suddenly without preparation whether they could answer questions spontaneously or not, it was also obvious whether they really understood or they understood but had to open the source first.

So the evaluation here is more about seeing how students think and how far they understand the material, after knowing they are good or not, then see whether the method used is suitable or not, if the method is interesting it can be maintained but if they say it is not interesting, other methods will be tried. Back to student comfort and predictable benchmark results and student achievement scores.

Date : Friday, June 4th 2021

Informant : Lecturer B

Place : Online (Whatsapp)

Time : 10.07 a.m

a) Planning

1. When did the Blended Learning method begin to be applied in studying English at the English Education Department?

Answer: As far as I remember blended learning was carried out starting in March 2020 when the covid-19 pandemic prohibited face-to-face learning. Around March 17 or 18 I started to apply blended learning in the classroom in the instructional design course.

2. What is the background for the application of the Blended Learning method in studying English?

Answer: As I explained earlier, why apply blended learning in the background, because at that time suddenly lectures could no longer be face-to-face. So it was done online and it was in the middle of a meeting, and at that time I remember eight meetings. So eight times face-to-face and eight times online. It's like that, and the background is indeed due to the covid-19 pandemic.

3. What is the purpose of implementing the Blended Learning method in studying English?

Answer: Definitely, the purpose of this blended learning is to continue face-to-face lectures because the meetings are still lacking and there are still many more materials that need to be delivered. Because I said there were still eight meetings, so the eight meetings were actually the most important in the instructional design course, their middle and final tests. Therefore, the purpose of using blended learning is to continue the material that has been arranged in the lecturer syllabus.

4. Before the teaching and learning activities started, what preparations did you make to teach english using the Blended Learning method?

Answer: The first preparation I did was to create a whatsapp group because I thought that wa is a practical way to carry out this blended learning. So I created a 4-class WhatsApp group, then after I created a WhatsApp group I invited all my students and from that WhatsApp group I explained that our lectures will be held online. Then after using the whatsapp group I decided to use youtube, they uploaded their explanation video

on youtube. Then using google classroom, I think that google classroom is the simplest application for them and they have already used the application.

b) Implementation

1. In studying English, what materials are the subject of study for students (considering the students' different educational backgrounds)?

Answer: Coincidentally, I teach instructional design courses, so I automatically focus on teaching them about making good and correct lesson plans and this lesson plan focuses on the revised 2013 curriculum. In blended learning, I also explained about the parts of the lesson plan, then they practiced making lesson plans and making learning videos based on the lesson plans they had made. So the material focuses on making lesson plans and components in the lesson plans such as basic competences, learning objectives, learning materials and then evaluation.

2. In your opinion, what are the advantages and disadvantages of implementing this Blended Learning method in studying English at English Education Department?

Answer: The advantage of this blended learning is that the students, for example from my courses, have more flexible time for them, but I also apply more to synchronous and asynchronous learning which are entered according to the lecture schedule. Then there are their discussions in the whatsapp group and are welcome to ask me. The consultation is from Monday to Sunday from 8 am to 10 pm, the consultation time is more flexible.

In my opinion, the disadvantage is that students do not understand the material because it is not explained directly, sometimes they do not understand and misunderstanding occurs. So it's better face-to-face because when I'm online, I don't convey it optimally, sometimes there are misunderstandings then it's time consuming for me to correct them because the consultation is online.

c) Evaluation

1. How are the student learning outcomes in studying English using this Blended Learning method?

Answer: Because I focus on lesson plans, so the assessment is their mastery of the material I have taught. If the task has been carried out face to face, such as a group presentation, it becomes the value of their assignment. their middle test scores were based on the presentation of their lesson plan, they made a lesson plan and then explained their lesson plan in the form of a youtube video. For the final test, they were asked to make a learning video for a maximum of 15 minutes and then upload it to youtube and I judged based on the components in their lesson plan. The suitability between the lesson plan and the steps they teach from beginning to end is an assessment factor.

2. Do you always provide evaluations in this English lesson? If so, what is the form of evaluation?

Answer: Form of my evaluation is written evaluation, so I distribute the assessment rubric to them as a guide in doing the task and I do provide written feedback.

Date : Thursday, June 3rd 2021

Informant : Lecturer C

Place : Online (Whatsapp)

Time : 08.40 a.m

a) Planning

1. When did the Blended Learning method begin to be applied in studying English at the English Education Department?

Answer: I did the blended learning since the pandemic of covid-19 in the middle of even semester 2019/2020

2. What is the background for the application of the Blended Learning method in studying English?

Answer: I used telegram and WA for class discussion, google meet for explaining the material and students' presentation, and

google classroom for submitting students' assignment. Besides, I also used Quizizz for giving Quiz to the students as their evaluation.

3. What is the purpose of implementing the Blended Learning method in studying English?

Answer: The situation during pandemic prohibited the teaching and learning activities in the class or face to face. So that, the solution was doing the blended learning in order to continue teaching and learning activity.

4. Before the teaching and learning activities started, what preparations did you make to teach english using the Blended Learning method?

Answer: Indeed, I prepared the material in a kind of PPT, video, link of source material for explaining the material.

b) Implementation

1. In studying English, what materials are the subject of study for students (considering the students' different educational backgrounds)?

Answer: Introduction to Literature

2. In your opinion, what are the advantages and disadvantages of implementing this Blended Learning method in studying English at English Education Department?

Answer: The advantages: the students have a large time to study and doing the assignment, while in the class they have limited time to do the practice and to finish their assignment.

Disadvantages: sometimes, low connection when we did the online meeting made the explanation unclear.

a) Evaluation

1. How are the student learning outcomes in studying English using this Blended Learning method?

Answer: I did review material at the end of the study to recall the memory of the students to my explanation. I gave them

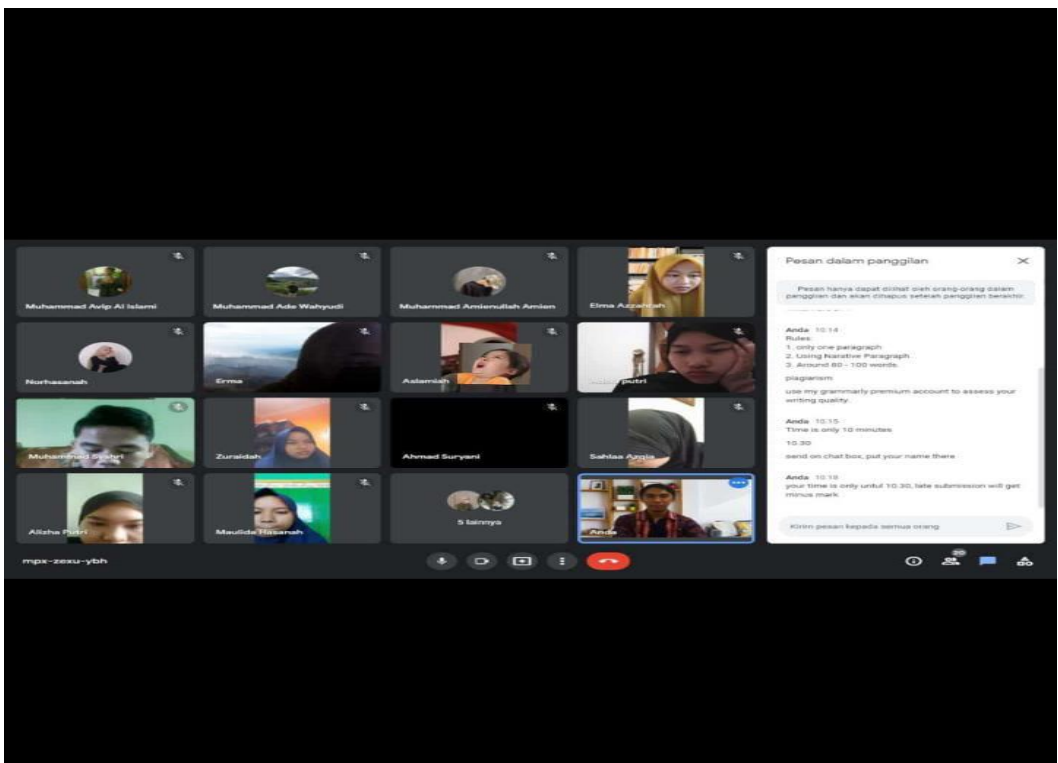
chance to ask if they didn't understand the material. As a result most of them had very good achievement and satisfied score.

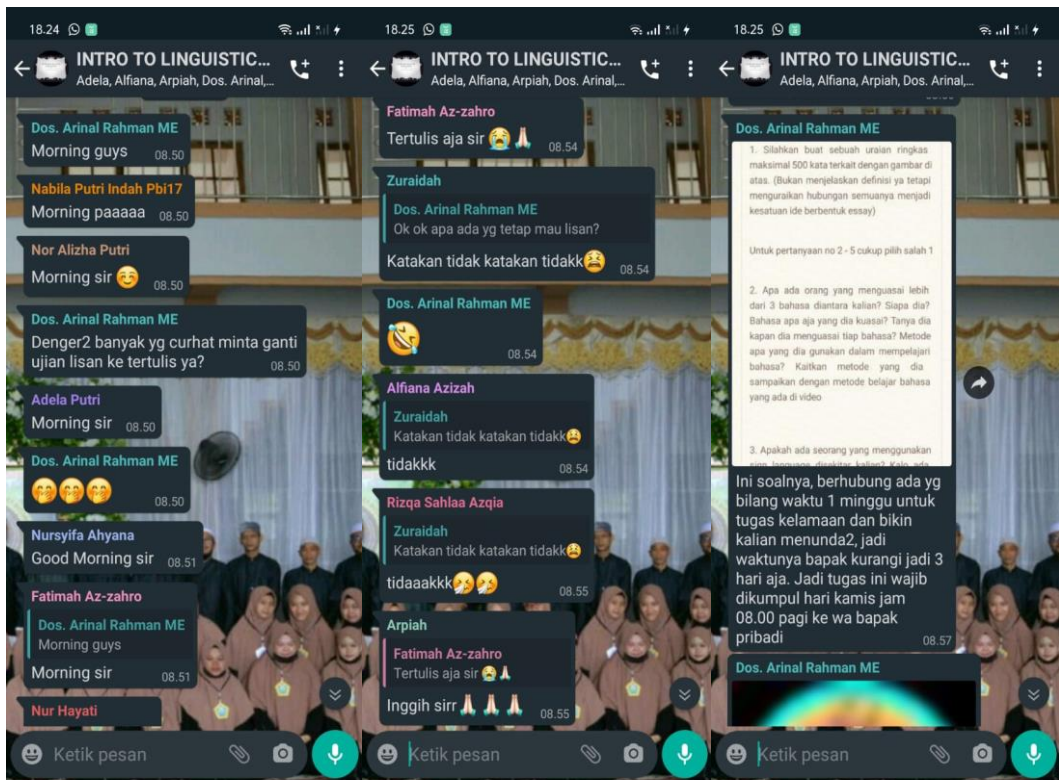
2. Do you always provide evaluations in this English lesson? If so, what is the form of evaluation?

Answer: Definitely, the test of evaluation could be in a kind of written test, presentation, and making video.

Appendix IV

PICTURES





1. Silahkan buat sebuah uraian ringkas maksimal 500 kata terkait dengan gambar di atas. (Bukan menjelaskan definisi ya tetapi menguraikan hubungan semuanya menjadi kesatuan ide berbentuk essay)

Untuk pertanyaan no 2 - 5 cukup pilih salah 1

2. Apa ada orang yang menguasai lebih dari 3 bahasa diantara kalian? Siapa dia? Bahasa apa aja yang dia kuasai? Tanya dia kapan dia menguasai tiap bahasa? Metode apa yang dia gunakan dalam mempelajari bahasa? Kaitkan metode yang dia sampaikan dengan metode belajar bahasa yang ada di video

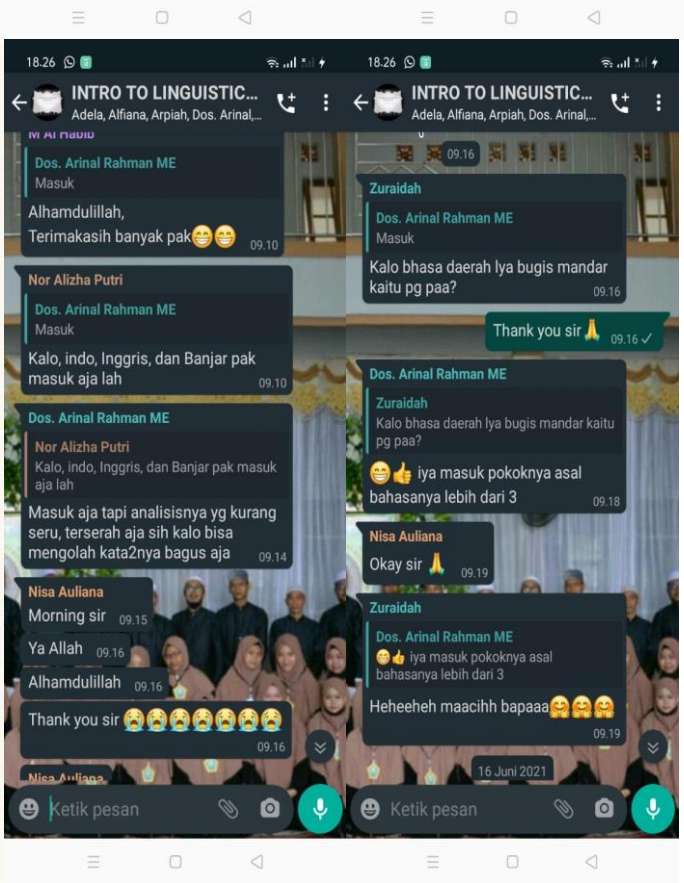
3. Apakah ada seorang yang menggunakan sign language disekitar kalian? Kalo ada coba tanyakan bagaimana dia belajar bahasa dan jelaskan tahap2 perkembangannya. Kalo tidak ada lanjut ke pertanyaan ke empat

4. Apakah ada bayi yang berusia 2 - 3 tahun di sekitar kalian? Kalo ada coba tanyakan ibunya bagaimana dia belajar bahasa dan jelaskan tahap2 perkembangannya. Kalo tidak ada lanjut ke pertanyaan ke empat

5. Apakah ada pengidap penyakit disleksia atau penyakit lain terkait dengan gangguan otak yang berkaitan dengan kemampuan berbahasa di dekat kalian? Kalo ada coba wawancara dia bagaimana akhirnya dia bisa belajar bahasa khusus menulis kalau terkait dengan disleksia.

Cantumkan bukti wawancara dengan memperlihatkan foto subjeknya

Dibuat dengan Mi Catatan



11:21 110K/s 4G 11:23 19.2K/s 4G 11:23 0.5K/s 4G

Semantics : hello → sapaan
Pragmatics : hello → ???

Phrasal Semantics:
Meaning in combination of words

Implication or entailment: the truth of a sentence entails and then, necessarily implies the

Replies

Orenji • 2 months ago
Name : Roja Nur Azizah
Class : TBI 20 A
Question :
What is the function of anaphora other than to vary the word?
Thank you

Add a public reply...

Nursyifa Ahyana • 2 months ago
Hi, my name is Nursyifa Ahyana
Let me try to answer
In my opinion, anaphora can be used to prevent repetition of the same word in a sentence.
Anaphora can also prevent wasting o... Read more

Replies

Name : Erma
Class : TBI 20 c
I wanna ask sir,
How is the semantics of a sentence comprehended based on its syntactic structures in cognitive linguistics?

Add a public reply...

Novi Wahyu Oktaviana • 3 months ago
Hi, Erma. I'm Novi Wahyu Oktaviana.
I will try to answer your question.

In cognitive semantics, the meaning of a sentence is assumed to be constructed on the basis of the linguistic material it contains. That is, words are understood as prompts for this process of

Replies

with conceptualization (inclusive of conceptual projections and the recruitment of background knowledge).
Cognitive linguistics does not place a strong emphasis on syntax for determining semantic content. Consider the classic examples of:

1. The cat was on the table.
2. The cat was under the table.

These are syntactically identical but have significantly different meanings. The focus is on the different spatial relations signified in the prepositions.

That's all the answers I can give you, And I'm sorry if there's any error in my answer. Thank you 🙏

11:23 0.0K/s 4G 11:24 80.8K/s 4G 11:25 0.4K/s 4G

Idiom, lexeme, phrase: expressions with figurative meaning with no literal meaning
She is a cold fish:
she does not show emotions or feelings.

Semantic Roles
to identify roles of each word or phrase in a sentence

Exercise
Analyze the semantic roles of these three sentences :
1. The boy opened the door with a key
2. The dog bit the stick
3. With a stick, the man hit the dog

Replies

Name : Arpijah
Class : TBI 20C
I want to ask,
How to use semantics in a sentence?
Thank you 🙏

Add a public reply...

Munaihah Sholihah • 3 months ago
Name : Munaihah Sholihah
Class : TBI 20 A
You have to understand the words that you want to use before make a sentence. Be careful to not make the misunderstanding words into the sentence

Replies

I want to ask,
How to use semantics in a sentence?
Thank you 🙏

Add a public reply...

Munaihah Sholihah • 3 months ago
Name : Munaihah Sholihah
Class : TBI 20 A
You have to understand the words that you want to use before make a sentence. Be careful to not make the misunderstanding words into the sentence

Replies

MUNAWARAH • 3 months ago
Name : Munawarah
Class : TBI20 C
I'm still not familiar with metonyms. Can you explain in more detail and give some examples

Add a public reply...

Ayunda Febriyani Trayumada • 3 months ago
Hi Munawarah
This is my opinion
Metonyms are words in which one object replaces another with an attribute associated with it. For instance, Take the 'wheel' actually means Drive the 'car'. In this example, 'wheel' is used to represent

11:37 0.6K/s 4G

Sovia Rahmaniah 24 Mar 2020

Assalamualaikum. Our class will start soon. It will start at 2 p.m. Pay attention to every instruction. Keep refreshing your google classroom until the end of the class. The class will be ended at 3.40 p.m.

20 komentar kelas

- Bang Ayuff 24 Mar 2020: Ok bu
- Noor Khalidah 24 Mar 2020: okay mam..
- Habibah Bahrn 24 Mar 2020: Oke maam
- Rizka Sri Yulida 24 Mar 2020: Okay maam..
- Dina Sofia T 24 Mar 2020: Okay ma'am
- Muhammad Hafiz Ilham Akbar 24 Mar 2020: Wa'alaikumsalam, ok miss

11:38 0.9K/s 4G

Sovia Rahmaniah 24 Mar 2020

First, I will check your attendance. Write down your full name as your attendance for today class in the comment.

*It's like face to face class, if your attendance is late, you're late. Write down your name no later than 2.10 p.m. If you're late you'll be absent.

40 komentar kelas

- Bang Ayuff 24 Mar 2020: Ma'rif Amin hadir mam
- Noor Khalidah 24 Mar 2020: Noor Khalidah
- Rizka Sri Yulida 24 Mar 2020: Rizka Sri Yulida Hadir maam..
- Habibah Bahrn 24 Mar 2020: Habibah HB hadirrr
- Nunu Assyifa 24 Mar 2020: Nurul Chotimah, Hadir

11:38 0.7K/s 4G

Muhammad Kati 24 Mar 2020

- Muhammad Rafi hadir Bu
- Dina Sofia T 24 Mar 2020: Dina Sofia, hadir
- jann nrad 24 Mar 2020: Nadiyahatul Jannah, hadir
- Muhammad Hafiz Ilham Akbar 24 Mar 2020: Muhammad Hafiz Ilham Akbar
- Ihsan Kamil 24 Mar 2020: Muhammad ihsan kamil hadir bu
- Raudah saputra 24 Mar 2020: Noor Raudah,, Hadir
- Erlenawati Aisyah 24 Mar 2020: Erlenawati Aisyah
- Istivania Musdalifah 24 Mar 2020: Musdalifah
- Nurrizki andina 24 Mar 2020: Nur rizki andina adaaaaa
- Mariani Nb 24 Mar 2020: Mariani presents

11:39 1.5K/s 4G

Sovia Rahmaniah 24 Mar 2020

Instructions for today class

Klik this post to see more. Read it carefully.

- Before 2.10 p.m, write your full name in the given post to check your attendance.
- Wait patiently for today material. Refresh your google classroom often to check it.
- After you get the material, read it and try to understand the material.
- Five short answer questions will come out one by one every five minutes. Answer all the questions and don't forget to submit your answer. Don't write your answer in the comment section.
- A multiple choice questions in the form of google form quiz will come out after five short answer questions are posted. Answer all the questions, see your score, and capture the score.
- Your capture have to be submitted as the assignment in the google classroom. Submit it

11:39 0.0K/s 4G

assignment in the google classroom. Submit it in a post you find instruction for doing the quiz.

Do all the activities to get scores and validate your attendance. If you don't write your full name in the given post or not doing any of those activities, you'll be considered absent for today class. You have to turned in/handed in all the answers.

Remember to keep refreshing your google classroom to check new posts. Be patient in waiting for all the posts.

All the activities will be done at 3.40 p.m.

5 komentar kelas

- Noor Khalidah 24 Mar 2020: roger mam
- Mahmudah 138 24 Mar 2020: Oke ma'am
- Dina Sofia T 24 Mar 2020: Okay ma'am
- M. NOOR M. NOOR 24 Mar 2020: Inggh mam

11:40 0.1K/s 4G

classroom.google.com/c/N

Sociolinguistics D
Even 2019-2020

Language Choice in Multilingual Communities

Sovia Rahmaniah · 24 Mar 2020

This is a material for today lesson. You may look for another source anywhere if you think this is not enough.

Today material contains the following subtopics:

- Domain of Language Use
- Diglossia
- Polyglossia
- Bilingualism and Multilingualism
- Code Choice
- Code Switching
- Code Mixing

Read the material, and try to understand it.

Add Google Classroom to Home screen

11:41 0.0K/s 4G

Sociolinguistics D
Even 2019-2020

What are the causes of bilingualism and multilingualism?

Sovia Rahmaniah · 24 Mar 2020

100 poin

Tenggat: 24 Mar 2020 15.40

Tambahkan komentar kelas

Submit your answer. Don't write in the comment section.

Jawaban Anda Diserahkan

Economic, religious, culture, social,

Komentar pribadi

Tambahkan komentar ke Sovia Rahmaniah

11:42 4.9K/s 4G

Sociolinguistics D
Even 2019-2020

What is the different between diglossia and polyglossia?

Sovia Rahmaniah · 24 Mar 2020

100 poin

Tenggat: 24 Mar 2020 15.40

Tambahkan komentar kelas

Submit your answer. Don't write in the comment section.

Jawaban Anda Diserahkan

Diglossia is the ability of person who has one or two varieties of language while polyglossia is the ability of person who has two languages.

Komentar pribadi

11:42 12.3K/s 4G

Sociolinguistics D
Even 2019-2020

What is the purpose of code switching and code mixing?

Sovia Rahmaniah · 24 Mar 2020

100 poin

Tenggat: 24 Mar 2020 15.40

Tambahkan komentar kelas

Submit your answer. Don't write in the comment section.

Jawaban Anda Diserahkan

To soften or strengthen request or command

Komentar pribadi

Tambahkan komentar ke Sovia Rahmaniah

11:42 1.5K/s 4G

Sociolinguistics D
Even 2019-2020

Give one example of code switching.

Sovia Rahmaniah · 24 Mar 2020

100 poin

Tenggat: 24 Mar 2020 15.40

Tambahkan komentar kelas

Submit your answer. Don't write in the comment section.

Jawaban Anda Diserahkan

Jangan lupa ya, it's really hot and absolutely gorgeous. Kamu pasti puas.

Komentar pribadi

Tambahkan komentar ke Sovia Rahmaniah

11:43 3.4K/s 4G

Sociolinguistics D
Even 2019-2020

Language Choice in Multilingual Communities

Sovia Rahmaniah · 24 Mar 2020

100 poin

Tenggat: 24 Mar 2020 15.40

4 komentar kelas

Read the given material about Language Choice in Multilingual Communities.

After you understand enough about the material, do the quiz.

The quiz contains 5 questions.

You can open your material when you answer the questions.

After submitting all your answers in the quiz through google form, you will see your score. Make a screenshot of your score.

11:43 0.0K/s 4G

You can open your material when you answer the questions.

After submitting all your answers in the quiz through google form, you will see your score. Make a screenshot of your score.

Upload the screenshot in this post by submitting the attachment. If there is an error message when you uploading the screenshot, try to not use application but use the website of google classroom instead.

The deadline for submitting the screenshot is at 3.40 p.m.

Language Choice in Multilingual Communities
Google Formulir

Language Choice in Multilingual Communities
Example of the screenshot...
Gambar

Tugas Anda Diserahkan terlambat

Screenshot_2020-03-24-15-3...
Gambar

Appendix V

BRIEF HISTORY OF ENGLISH EDUCATION DEPARTMENT OF ANTASARI STATE ISLAMIC UNIVERSITY

1. Brief history of English Department

English Department was opened in 1984 first head was H.Kadir Munsyi, Dipl,Ad,Ed and Drs. H. Ahdi makmur, M. Ag. As the secretary. The next period was continued by Drs. H. Syarifuddin, MA as the head and the secretary was Drs. H. Ahdi makmur, M. Ag. However, in academic year 1988/1989 jurusan tadrjs Bahasa inggris was close because it was waiting for operational permission from the Departement of religious affairs (depag).

After academic year 1997/1998 tadrjs Bahasa inggris was opened for the second time and named jurusan pendidikan Bahasa inggris (English department) was led by Drs. H. Ahdi MAkmur, M. Ag. And Drs. Sa'adillah as the secretary. Because Drs sa'adillah was continuing his S2 study, the secretary position was substituted by Drs. Husnul Yaqin, M. Ed. Since 2003, the secretary was substituted by Dra. Wardah hayati with drs. Ahdi makmur, M. Ag. The head of English department. Then in September 2005 until 2006, the head of English department was Isa Anshari MZ and Dra. Hj. Nida Mufidah, M. Pd as the secretary. Then because Drs Isa Anshari passed away, the head of English department was led by Dr. Syaifuddin Ahmad Husin, M. A. Since January 2007 and Dra. Hj. Nida Mufida, M. Pd as the secretary, but in agustus 2007 Dr.

Syaifuddin Ahmad Husin, M. A resigned from his position. As the next leader, Dra. Hj. Nida Mufida, M. Pd. Handled English Department.

Since January 2008 until December 2009 English department has been led by Dra. Hj. Nida Mufidah, M. Pd. And Nur Laila Kadariyah, S. Ag as the secretary. From January till June 2010, Ridha Fadhillah, M. Ed as a secretary, because Ridha Fadillah was continuing his study S3 the secretary position was substituted by Nani Hizriani since July until now. Then, in January 2013 until now, the head of English department is Drs.Sa'adillah M. Pd. And Nani Hizriani. MA as secretary.

According to the written document English department (2013:3) that are taken from vision and mission and the evaluation so far, it shows that the main purposes of English department are to produce qualified English department scholar that can exist in developing English ability, linguistics and literature, able to be the professional English teacher in elementary and middle degree, and makes English department as the center of occupation and development of English teacher staff.

The curriculum that is used in English department consists of 160 SKS. It includes institute subject, faculty and English department subject. The students need at least 4 years to finish their study in English department. English department has 15 permanent lectures (civil servants) from different educational background.

The English department used to work together with RELO (regional English Language Office) to invite English teacher who are native speaker of English. This cooperation aims to encourage Indonesia students' quality in English competency. It also aims to improve teachers' competency of teaching and learning methods, approaches, techniques and material, especially English department's lecture.

This cooperation began since academic year 2007/2008. There were three native English speaking fellows, who were ready assigned to teach in English department, including Suzannah Mary Scoff, M.A (2007/2008), Andrea Taylor, M. A (2008/2009) and Ashleigh Sayer, M. A (2009/2010).

Table 4.1. The Number of English Language fellows of English Department UIN Antasari Banjarmasin.

No	English Fellows	Period	From	Educational Background
1	Suzannah Mary Scoff, M. A.	September 2007 until June 30th 2008	California, United State	B. A. at University of San Francisco, CA MA TESOL at Intrax English Institute, Chocago IL
2	Andrea Taylor, M.	August 2008 until June	California, United	B.A. Drama and Art at San Francisco State University M.A TESOL Diploma at San

	A	30th 2009	State	Francisco State University
3	Ashleigh Sayer, M. A	September 200 2nd 9 Until June 30th 2010	New Hampshire, United State	B.A Biology and Music at Kenyon College, Ohio M.A Literacy of Bilingual ESL. And Multicultural Education At University of Massachussets, Amherst
No	English Fellows	Period	From	Educational Background
4	Spencer Lemaich, M.A	Septermber 2016 till now.	United State Citizen.	Master of Arts in TESOL at Biola University. Bachelor Of Theological Studies (Summa Cum Laude) at The King's University.

2. Description about lecturers and students condition

There are 15 percent lecturers (civil servants) from different educational background and 495 students of English department of Tarbiyah faculty of UIN Antasari Banjarmasin in academic year 2016/2017. The description of lecturers and studens can be seen in the following table:

Table 4.2 Description about Lecturers and Students Conditions

No	Name	Last Graduation	Subject
1.	Dr. Syaifuddin Ahmad Husin, M.A	S1 English Education Department FK Tarbiyah IAIN Antasari Banjarmasin, S2 Linguistics University of Colarado USA, S3 Culture and Humanities Science UGM Jogjakarta	Morpho-syntax, Phonology
2.	Drs. Sa'adillah, M.Pd	S1 English Education Department FK Tarbiyah IAIN Antasari Banjarmasin, S2 Management of Education UNLAM Banjarmasin	Vocabulary , English for Islamic Studies.
3.	DR. Hj.Nida Mufidah,	S1 English Education Department UNLAM, S2 indonesian language literature UNLAM. S3	Teaching Media, Seminar, Language

	M.Pd	Indonesian Education Department Univesitas Negeri Malang.	Teaching Assessment.
4.	Dra. Hj. Wardah Hayati, M.A	S1 English Education Department UNLAM, S2 Women Studies Flinders University Australia	Intensive Reading
5.	Nur Laila Kadariah, S.Ag, M.Pd,	S1 Islamic Education FK Tarbiyah IAIN Antasari Banjarmasin,S2	Grammar, Bahasa Indonesia

		Indonesian language and literature FKIP UNLAM	
6.	Dra. Andi Irlina, M. Hum	S1 English Education Department UNHAS Ujung Pandang, S2 English Education Department UNHAS Ujung Pandang	Writing , Phonology

7.	Nani Hizriani, M.A	S1 English Education Department UNMUH Malang, S2 TESOL and Foreign Language Teaching University of Camberra Australia	TEFL, Grammar, Writing, CMD
No	Name	Last Graduation	Subject
8.	Rusnadi, S,Pd.I,M. Pd.I M.A	S1 English Education Department IAIN Antasari Banjarmasin, S2 Management of Education UIN Antasari. S2 TESOL Murray University USA	CMD, TEFL, Instructional Design, CCU
9.	DR. Ridha Fadillah, M. Ed	S1 English Education Department Islamic University Malang, S2 TESOL University Kedai Malaysia. S3 English Education Department Universitas Negeri Semarang.	Research Method, Extensive Reading

10.	Rahmila Murtiana, M.A	S1 English Literature Universitas Diponegoro Semarang S2 TESOL Flinders University Australia.	Writing, Intro to Literature, Play Performance
11.	Raida Asfihana, M.Pd	S1 English Education Department UNLAM Banjarmasin, S2 English Education Department UN Malang	Grammar, ESP
12.	Puji Sri Rahayu, M.A	S1 English Education Department UNMUH Malang, S2 Applied Linguistics The University of Queensland Australia.	Intro to linguistic, translation.
13.	Hj. Noor Maulidiyah, M.A	S1 English Language and Literature International Islamic University Malaysia, S2 TESL International Islamic University Malaysia.	Writing, listening.

14	Afifah Linda Sari, SS, M.Pd	S1 English Literature UIN Maulana Malik Ibrahim Malang, S2 English Education Department Universitas Sebelas Maret Surakarta.	Reading, Literature
15	Nur Alfa Rahmah, SS, M.Pd	S1 English Literature Universitas Negeri Malang, S2 English Education Department Universitas Negeri Malang.	Pronunciation Practice, Listening.

3. Description About Administration Staff

There are some administration staff at English Department of Tarbiyah Faculty of UIN Antasari Banjarmasin in academic year 2016/2017 for helping the service of this department. The description of administration staff and their educational background can be seen on the following table:

Table 4.3 Description About the staff of English Department UIN Antasari Banjarmasin in Academic Year 2016/2017.

No	Name	Graduated	Year
1.	Saidil Imani, S. Pd. I	S1 IAIN Antasari	2007 – now
		Banjarmasin	
2.	Hidayah Nor, M.Pd	Universitas Negeri	2010 – now
		Malang	

Appendix VI

PROFILE OF ENGLISH EDUCATION DEPARTMENT

Nama Program Studi	: Tadris Bahasa Inggris (TBI)
Ketua program Studi	: Afifah Linda Sari, M.Pd.
Sekretaris Program Studi	: Hidayah Nor, M.Pd
Alamat	: Jl. Ahmad Yani Km. 4,5 Komp. IAIN Antasari Banjarmasin 70235
Nomor Telepon	: (0511) 3253939
Email	: pbi@iain-antasari.ac.id
Laman Web	: www.ftk.uin-antasari.ac.id
Bidang Ilmu	: Pendidikan Bahasa Inggris
Gelar yang Diberikan	: S. Pd

- Visi Program Studi

Menjadi program studi yang unggul tingkat nasional tahun 2025 dalam menghasilkan sarjana Pendidikan Bahasa Inggris yang kompeten dan berakhlak mulia.

- Misi Program Studi

Berdasarkan visi tersebut, dirumuskan misi sebagai berikut:

Menyelenggarakan pendidikan dan pembelajaran Bahasa Inggris yang efektif dan terintegrasi dengan nilai keislaman sesuai dengan tuntutan perubahan dan perkembangan teknologi.

Melaksanakan penelitian dalam bidang Pendidikan Bahasa Inggris, Linguistik, dan Sastra.

Melaksanakan pengabdian kepada masyarakat di bidang Pendidikan dan Pembelajaran Bahasa Inggris.

Menjalinkan kerjasama tingkat regional, nasional, dan internasional dalam bidang pendidikan Bahasa Inggris.

Appendix VII

OFFICIAL LETTERS



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 227 TAHUN 2020
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GENAP
TAHUN AKADEMIK 2019/2020

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. 80 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 25 September 2020
- MEMUTUSKAN:**
- Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GENAP TAHUN AKADEMIK 2019/2020
- Pertama** : Menunjuk dan menugaskan kepada:
- | | |
|---|-------------------------------|
| 1. Nama | : Drs. Saadillah, M.Pd |
| NIP/NUP | : 196405201992031008 |
| Pangkat/Golongan | : Pembina/IV/a |
| Jabatan Akademik | : Lektor Kepala |
| Sebagai Pembimbing Bidang Konten dan Metodologi | |
| 2. Nama | : Sovia Rahmaniah, M.Pd |
| NIP/NUP | : 201702018 |
| 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 | : Muslimah |
| NIM | : 170102030043 |
| Jurusan/Prodi | : TBI |
| Judul Skripsi | : The Implementation Of Blended Learning In Studying English During Covid-19 Pandemic |
- 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 25 September 2020
DEKAN,

Prof. Dr. H. Juainiah, 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 TARBIIYAH 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: 1705/Un.14/III.1.t/pp.00.9/10/2020

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Muslimah
N I M : 170102030043
Jurusan/Prodi : TBI
Alamat : Jl. Swadaya RT 02 RW 01 Desa Kurau Utara
Kec. Bumi Makmur Kab. Tanah Laut

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:


**THE IMPLEMENTATION OF BLENDED LEARNING IN STUDYING
ENGLISH DURING COVID-19 PANDEMIC**

Pada Hari/Tanggal : Kamis, 8 Oktober 2020

Tempat : Di Rumah

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 21 Oktober 2020
Ketua,


Mahmudah, M.Pd.I
NIP. 198708212015032004

SURAT PERNYATAAN TELAH SELESAI MEMBIMBING SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Drs. Saadilah M.Pd

NIP : 196405201992031006

Pangkat/Gol : Pembina/IV/a

Pembimbing Bidang : Konten dan Metodologi

Menyatakan telah selesai membimbing skripsi mahasiswa/i:

Nama : Muslimah

NIM : 170102030043

Judul : The Implementation of Blended Learning in Studying English during Covid-19 Pandemic

Prodi : Tadris Bahasa Inggris

Untuk itu, mahasiswa dapat mendaftar ujian skripsi.

Demikian surat pernyataan ini dibuat untuk dapat digunakan sebagaimana mestinya.
Terimakasih.

Banjarmasin, 17 Desember 2021

Tertanda,



Drs. Saadilah, M.Pd
196405201992031006

Catatan:

Lembar ini dikirim kepada mahasiswa bimbingan dan mikwa FTK lewat no. hp atau WA

SURAT PERNYATAAN TELAH SELESAI MEMBIMBING SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Sovia Rahmaniah, M. Pd

NIP : 201702018

Pangkat/Gol : Penata Muda Tingkat I/III/b

Pembimbing Bidang : Bahasa dan Teknik Penulisan

Menyatakan telah selesai membimbing skripsi mahasiswa/i:

Nama : Muslimah

NIM : 170102030043

Judul : The Implementation of Blended Learning in Studying English during Covid-19 Pandemic

Prodi : Tadris Bahasa Inggris

Untuk itu, mahasiswa dapat mendaftar ujian skripsi.

Demikian surat pernyataan ini dibuat untuk dapat digunakan sebagaimana mestinya.
Terimakasih.

Banjarmasin, 17 Desember 2021

Tertanda,



Sovia Rahmaniah, M. Pd
201702018

Catatan:

Lembar ini dikirim kepada mahasiswa bimbingan dan mikwa FTK lewat no. hp atau WA

Appendix VIII

RESEARCH LETTERS



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

Nomor: B-2021/Un.14/III.1.t/PP.00.9/05/2021

Yang bertanda tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Muslimah
Nomor Induk Mahasiswa : 170102030043
Semester : VIII (Delapan)
Alamat : Jalan Swadaya RT.02 RW.01 Desa Kurau Utara
Kecamatan Bumi Makmur Kabupaten Tanah Laut
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka
pengumpulan data untuk penyusunan Skripsi
Sarjana dengan Judul :

THE IMPLEMENTATION OF BLENDED LEARNING IN STUDYING ENGLISH DURING
COVID-19 PANDEMIC

Tempat yang dituju : Jurusan TBI UIN Antasari Banjarmasin
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 24 Mei 2021
Sampai dengan tanggal : 24 Juli 2021

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



Banjarmasin, 21 Mei 2021
Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,


Muslimah
NIM. 170102030043



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS
Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN SELESAI RISET

NOMOR: B.62/um.14/III.1.f/KP.02.16/06/2021

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

Nama : Muslimah
NIM : 170102030043
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak bulan Mei 2021 – Juli 2021 dengan judul: **“THE IMPLEMENTATION OF BLENDED LEARNING IN STUDYING ENGLISH DURING COVID-19 PANDEMIC”**.

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 4 Juni 2021

Ketua Jurusan TBI



Nani Hizriani, M.A
NIP.197711272003122001



CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Muslimah
2. N I M : 170102030043
3. Program Studi : TBI (Tadris Bahasa Inggris)
4. Judul Proposal Skripsi : The Implementation of Blended Learning in Studying English during Covid-19 Pandemic
5. Dosen Pembimbing : Drs. Saadilah, M.Pd
: Sovia Rahmaniah, M. Pd
6. Catatan Hasil Seminar :

NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
1.	Hendaknya di perjelas lagi tentang data analisis dan juga maksud dari teori blended learning yang digunakan penyaji dalam melakukan penelitian.	1.	By Drs. Saadilah, M.Pd Teori metodologi harus dikuasi dan diperdalam lagi
		2.	Arabic Qoutation minimal 2 harus ada
		1.	By Sovia Rahmaniah, M. Pd Penjelasan di definition of key term harus diperjelas secara praktikal
		2.	khususnya implementation dan blended learning.
		3.	Data information harus diperjelas lagi secara spesifik.
		4.	Data collection harus dirincikan lebih dalam lagi. Data analysis harus ditulis referensinya.

Banjarmasin, 8 Oktober 2020

Moderator,



Mahmudah.....



CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: Drs. SAADILAH, M.Pd

DATES	NOTES	SIGNATURE
17-05-2021	<ul style="list-style-type: none"> - Research question and objective are only one, so there is no numbers. - You had better have page/pages for all sources. e.g. Stanly (2013, p...) Hall (2016, p...) Okada and Sakamoto (2015, p...), etc. - Participant/subject, 10-15 EFL learners and a teacher -> lecturer - Technique: Interview Documentation -> documentary - Instrument is oke. Continue constructing the research. 	
13-08-2021	<ul style="list-style-type: none"> - Theoretical X -> theoretical - Appendicess X -> appendices - How the implementation -> how is the implementation - Try reducing the conclusion, It is too long (more one page) - Continue revising, It will be ok - Prepare the exam. 	



CONSULTATION NOTES

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: SOVIA RAHMANIAH, M.Pd

DATES	NOTES	SIGNATURE
17-05-2021	<ul style="list-style-type: none"> -The explanation in the definition of key terms must be clarified practically, especially implementation and blended learning. -Data information must be clarified specifically -Data collection must be detailed more specifically 	
14-08-2021	<ul style="list-style-type: none"> -In the data analysis, the reference must be written -Discuss the date of exam 	

Appendix X

CURRICULUM VITAE

I. Personal Details	
Name	: Muslimah
Place and Date of Birth	: Tanah Laut, April 27 th 1999
Gender	: Female
Marital Status	: Single
Religion	: Islam
Nationality	: Indonesia
Parents	: H. Hermansyah and Hadijah
Siblings	: Halimah, Hamdani. Subli, Yuliana, Rahmat Hidayat, and Nurul Hasanah
II. Formal Educational Background	
2005-2011	: State Islamic Elementary School 1 Tanah Laut 1 (MIN 1 Tanah Laut)
2011-2014	: State Islamic Junior High School 8 Tanah Laut (MTsN 8 Tanah Laut)
2014-2017	: Islamic Senior High School of Nurul Islam Kurau (MA Nurul Islam Kurau)
2017-2021	: English Education Department of Antasari State Islamic University Banjarmasin
III. Organization Experience	
2018-2021	: Member of UKM Olahraga UIN Antasari Banjarmasin