

APPENDICES

Appendix I: Transliteration of Qur'an Verse

Surah/Verse	Translation	Terjemahan
Al- Alaq/ 1-5	<p>Read, in the Name of your Lord Who created. Created man from a clot of congealed blood.</p> <p>Read! and your Lord is the Most Generous, Who taught by the pen. Taught man what he did not know.</p>	<p>Bacalah dengan (menyebut) nama Tuhanmu yang menciptakan.</p> <p>Dia telah menciptakan manusia dari segumpal darah.</p> <p>Bacalah, dan Tuhanmulah Yang Maha Pemurah, Yang mengajar (manusia) dengan perantaran kalam. Dia mengajar kepada manusia apa yang tidak diketahuinya.</p>

Appendix II: Official Letters



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN
 Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
 Telepon (0511) 3253939; Faksimili (0511) 3274492;
 Website: ftk.uin-antasari.ac.id; E-mail: ftk@uin-antasari.ac.id

Nomor : B-249/Un.14/III.1/PP.00.9/09/2022 15 September 2022
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset

Yth. Kepala Jurusan Tadris Bahasa Inggris UIN Antasari Banjarmasin
 Kota Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Rahmatunnisa
 NIM : 180101030074
 Program Studi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Jl. Karang Kates RT. 20 RW. 11, Kel. Loktabat Utara, Kec. Banjarbaru Utara, Kota Banjarbaru
 No HP : 0895378836893

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Wakil Dekan Bidang Akademik dan Kelembagaan,



Ahmad Muradi



Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan



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Website: ftk.uin-antasari.ac.id; E-mail: ftk@uin-antasari.ac.id

SURAT RISET

Nomor : B-2639/Un.14/III.1/PP.00.9/09/2022

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

Nama : Rahmatunnisa
NIM : 180101030074
Semester : IX (sembilan)

Alamat : Jl. Karang Kates RT. 20 RW. 11, Kel. Loktabat Utara, Kec. Banjarbaru Utara, Kota Banjarbaru

Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

CRITICAL LITERACY APPROACH IN UNDERSTANDING READING COMPREHENSION

Tempat Penelitian : Jurusan Tadris Bahasa Inggris UIN Antasari Banjarmasin
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 19 September 2022
Sampai Tanggal : 19 November 2022

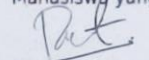
Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 15 September 2022

Wakil Dekan Bidang Akademik dan Kelembagaan,


Dr. Ahmad Muradi, M.Ag
NIP. 197808082005011006

Mahasiswa yang bersangkutan,


Rahmatunnisa
180101030074



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PRODI 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

No: B-1005/Un.14/III.1.f/PP.00.9/10/2022

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

N a m a : Rahmatunnisa
NIM : 180101030074
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris

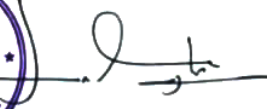
adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (19 September 2022-19 Oktober 2022) dengan judul:

"Critical Literacy Approach in Understanding Reading Comprehension"

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 25 Oktober 2022
Ketua Prodi TBI,




Afifah Linda Sari



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 10 TAHUN 2022
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GANJIL
TAHUN AKADEMIK 2021/2022

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.

MEMUTUSKAN:

- Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GANJIL TAHUN AKADEMIK 2021/2022
- Pertama** : Menetapkan Dosen Pembimbing Skripsi Mahasiswa Semester Ganjil Tahun Akademik 2021/2022 sebagaimana tersebut dalam lampiran yang merupakan bagian yang tidak terpisahkan dari keputusan.
- Kedua** : Kepada Dosen Pembimbing Skripsi diberikan tugas untuk membimbing skripsi mahasiswa semester ganjil tahun akademik 2021/2022 sebagaimana tersebut dalam lampiran sesuai dengan usulan Ketua Program Studi masing-masing di Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin.
- Ketiga** : Biaya akibat dikeluarkannya keputusan ini dibebankan kepada DIPA UIN Antasari Banjarmasin.
- Keempat** : 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 31 Januari
2022
DEKAN

(Signature)
Dr. H. Hamdan, M.Pd.
NIP. 19660405199303005

Tembusan:

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



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

Lampiran : Nomor 10 Januari 2022

Tentang : Penetapan Dosen Pembimbing Skripsi Mahasiswa Semester Ganjil Tahun Akademik 2021/2022

No.	Nama	Nim	Program Studi	Judul Skripsi	Pembimbing Bidang Konten dan Metodologi	Pembimbing Bidang Bahasa dan Teknik Penulisan
1.	Nor Aulia Nida	180101030474	TBI	The Cultural Content Analysis on The English Textbook Entitled "Passport to The World a Fun and Easy English Book" For The Seventh Grade of Junior High School Based on The Cultural Dimensions and Categories	Afifah Linda Sari, M.Pd	Sovia Rahmaniah, M.Pd
2.	M. Afif Ilhami	180101030706	TBI	Student and Teacher Learning Experiences Through The Use of Podcast on Public Speaking Class	Afifah Linda Sari, M.Pd	Sovia Rahmaniah, M.Pd
3.	Humairoh	180101030776	TBI	Teacher Perception In Visualization Strategies For Improving Reading Comprehension	Afifah Linda Sari, M.Pd	Sovia Rahmaniah, M.Pd
4.	Miftah Nurjanah	180101030485	TBI	Investigating Students' Difficulties in Listening Class by First Semester Students of English Education Department UIN Antasari Banjarmasin	Hj.Nur Laila Kadariyah, S.Ag., M.Pd	Hidayah Nor. M.Pd
5.	Nurul Chotimah	170102031249	TBI	Teacher Strategies in implementing Higher Order Thinking Skill (Hots) at Sma Global Islamic Boarding School	Hj.Nur Laila Kadariyah, S.Ag., M.Pd	Hidayah Nor. M.Pd
6.	Lilis Nordianti	170102030964	TBI	The Analysis of English Language Learning in KPOP Stan on Twitter	Hj.Nur Laila Kadariyah, S.Ag., M.Pd	Hidayah Nor. M.Pd
7.	Rahmatunnisa	180101030074	TBI	Critical Literacy Approach in Understanding Reading Comprehension	Hj. Nani Hizriani, MA	Yokke Andini, M.Pd
8.	Amalia Nur Aqila	180101030028	TBI	Students' Perception on Using Twitter as Social Media for Learning English	Hj. Nani Hizriani, MA	Yokke Andini, M.Pd
9.	Ananda Afrianti	180101030021	TBI	An Analysis of English Learning through Digital Storytelling to Improve Students' Speaking Skill	Hj. Nani Hizriani, MA	Yokke Andini, M.Pd



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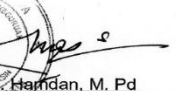
No.	Nama	Nim	Program Studi	Judul Skripsi	Pembimbing Bidang Konten dan Metodologi	Pembimbing Bidang Bahasa dan Teknik Penulisan
10.	Citra Ulsita Rahmah	180101030626	TBI	The Use of Dayak Local Language of Teacher in Teaching English Language Skills in SMPN 3 Muara Teweh Barito Utara	Dr. Saifudin Ahmad Husin, MA	Fajrianor, M.Pd
11.	Monesa Amalia	180101030715	TBI	An Affected of Phonemic Awareness in Reading Comprehension as EFL Learners	Dr. Saifudin Ahmad Husin, MA	Fajrianor, M.Pd
12.	Hadiansyah	180101030477	TBI	The Analysis of Mother Tongue Effect on Students' Pronunciation Error	Dr. Saifudin Ahmad Husin, MA	Fajrianor, M.Pd
13.	Muhammad Zaki Mubaraq	180101030728	TBI	Implementation of Language Dormitory Program as a Development Method and a Facility of Learning English in Alfalah Putra Islamic Boarding School	Dr. Saifudin Ahmad Husin, MA	Fajrianor, M.Pd
14.	Selvi Nazarina	180101030447	TBI	Teaching Pronunciation Using Web Based Learning For Junior High School Student	Dra. Andi Irlina, M.Hum	Nor Izzatil Hasanah, S.Pd., M.Pd
15.	Rabila Asmi	180101030467	TBI	Speaking, Silence and Anxiety During Online Learning	Dra. Andi Irlina, M.Hum	Nor Izzatil Hasanah, S.Pd., M.Pd
16.	Ervan Muhammad	180101030758	TBI	The Use of Webtoon in Teaching Speaking	Dra. Andi Irlina, M.Hum	Nor Izzatil Hasanah, S.Pd., M.Pd
17.	Mawar Siti Khadijah	180101030614	TBI	Junior High School Students in Learning English in New Normal Era A Case Study at SMP Negeri 1 Kelumpang Barat	Drs. Saadillah, M.Pd	Hidayah Nor. M.Pd
18.	Siti Nurashiah	1501240533	TBI	Cooperative Learning Strategies for English Language Learners with Disabilities at SMAN 4 Banjarbaru	Drs. Saadillah, M.Pd	Hidayah Nor. M.Pd
19.	Vera Anandya Putri	180101030008	TBI	The Use of Online Video in Teaching Speaking	Drs. Saadillah, M.Pd	Hidayah Nor. M.Pd
20.	Neda Afifi	1601240730	TBI	ANALYZING THE ASSESSMENT TASKS IN WRITING FOR JUNIOR HIGH SCHOOL STUDENTS	Drs. Saadillah, M.Pd	Hidayah Nor. M.Pd
21.	M. Hasballah A Rahman	(180101030023)	TBI	The Relevance of Critical Language Awareness to Teaching English Literature For EFL Students	Dr. Ridha Fadilah, M.Ed	Nor Izzatil Hasanah, S.Pd., M.Pd



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

No.	Nama	Nim	Program Studi	Judul Skripsi	Pembimbing Bidang Konten dan Metodologi	Pembimbing Bidang Bahasa dan Teknik Penulisan
22.	Lazuardi	180101030236	TBI	The Implementation of Drilling Technique in Teaching Grammar at MAN Kotawaringin Timur	Dr. Ridha Fadilah, M.Ed	Nor Izzatil Hasanah, S.Pd., M.Pd
23.	Abdul Aziz	180101030482	TBI	The Implementation of Project-Based Learning in Improving Students' Speaking Skills	Dr. Ridha Fadilah, M.Ed	Nor Izzatil Hasanah, S.Pd., M.Pd

Dekan

 Dr. H. Hamdan, M. Pd
 NIP. 196604051993031005



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SURAT KETERANGAN

Nomor: B-279/Un.14/III.1.I/PP.00.9/03/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Rahmatunnisa

N I M : 180101030074

Jurusan/Prodi : TBI

Alamat : Jl. Empu Jatmika, No. 152, RT. 004,
Kelurahan Sungai Malang, Kec. Amuntai Tengah

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi
yang berjudul:

**CRITICAL LITERACY APPROACH IN UNDERSTANDING READING
COMPREHENSION**

Pada Hari/Tanggal : Jum'at, 4 Februari 2022

Tempat : Google Meet

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana
mestinya.



Banjarmasin, 04 Maret 2022

Ketua,

[Signature]
Afifah Linda Sari, M.Pd

NIP 198711102015032004

Appendix III: Notes



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Rahmatunnisa
2. N I M : 180101030074
3. Program Studi : Tadris Bahasa Inggris
4. Judul Proposal Skripsi : Critical Literacy Approach in Understanding Reading Comprehension
5. Dosen Pembimbing : 1. Nani Hizriani, MA
: 2. Yokke Andini, M. Pd
6. Catatan Hasil Seminar :

NO	Catatan/Saran Penanggap	NO	Catatan/Saran Dosen
1	Muslifatur Rahman: This topic is very interesting, the description in the proposal is quite good. It's just that there are some things that need more attention, such as page numbering and technical writing. In chapter 1, I think there should be a strong emphasis on why the author chose this title, explanations from previous research need not be included in this chapter. So, it can be replaced with an emphasis on the problem and reasons why this title is important for research.	1	Ibu Nani Hiziriani, MA: Make sure that the reason you choose this title gives an answer that is in accordance with your background of study and academic reasons. Research question number 1 is not clear, the use of critical literacy with play a role is not appropriate and it is too abstract how to measure it. Documentation is not sufficient to support research data, so the instrument must be clear to measure how students use their critical literacy.
		2.	Ibu Yokke Andini, M. Pd: For writing, follow the thesis writing guide from the department and from the university. You must clearly state the significance of the study from your research. Recognize and understand your research design.

Banjarmasin, 04 Februari 2022

Moderator,

Melinia Suryo Kusomowati

Catatan:





Lembar seminar ini diisi oleh moderator




CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: NANI HIZRIANI, MA

Date	Notes	Signature
25 Februari 2022	<ul style="list-style-type: none"> - Fix the research questions and define the perception of student, what do you want to explained in study - In definition of key terms, add more details explanation about Critical Literacy Approach - In chapter II add more theories about how students use Critical Literacy Approach and the perception about it - In technique of Data Collection you can use questionners or observation instead of documentation - Make sure the research instrument is relevant to the reality in learning 	
7 September 2022	<ul style="list-style-type: none"> - Explore the model of critical literacy approach that you used in your study and write it by point - Do the same in explanation of students' perceived that including benefit and challenges 	
13 September 2022	<ul style="list-style-type: none"> - For research instrument, the observations use observation guidelines by entering the points of critical literacy that you want to examine 	
19 Oktober 2022	<ul style="list-style-type: none"> - For findings, use the initial letter or use Student 1, 2, etc for participants - Write interview excerpts in sequence and don't combine them in one paragraph with the explanations - Make some points in findings and discussion benefit and challenges perceived by students. 	

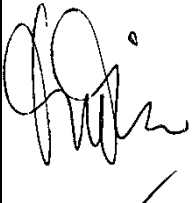
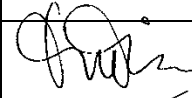

	- Minimize your conclusion	
25 Oktober 2022	<ul style="list-style-type: none">- Use past tense to emphasize your explanation on the students- Including the main point of critical literacy in conclusion- Use passive voice to highlight the students as research subject	



CONSULTATION NOTES

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: YOKKE ANDINI, M. PD

Date	Notes	Signature
13 September 2022	<ul style="list-style-type: none"> - The campus logo is too big. Adjust to the rules in the thesis guide book. - To choose participants, because your research is qualitative, you can use the snowballing method which is included in the purposive sampling technique, so you can continue to collect data if you feel it is lacking and stop when the data includes saturated information. 	
13 Oktober 2022	<ul style="list-style-type: none"> - Use body note for interview excerpts 	
25 Oktober 2022	<ul style="list-style-type: none"> - References on APA 7th no longer includes cities. 	

Appendix IV: Critical Literacy Approach Observation Guideline

Class :

Date :

Time :

Instructions : The following is four resources of critical literacy approach by Luke and Freebody (1997) for observing the using of critical literacy in understanding in reading comprehension. The researcher will respond according to what the researcher see by putting a check mark (✓) in the column of choice. The conditions are as follows:

No.	Four resources of critical literacy approach by Luke and Freebody (1997)	Yes	No	Description
1.	Code Breaking			
	• recognizing and using the alphabet, sounds in words, whole words, letter/sound relationships			
	• using graphophonic, syntactic and semantic sources of information			
	• spelling accurately and understanding the functions of spelling			
	• recognizing and using grammar and vocabulary including punctuation and intonation and rhythm			
	• recognizing and shaping patterns of letter, sound, word, clause, sentence and text/generic structure			
	• recognizing and shaping visual, nonverbal, and auditory codes			
2.	Making Meaning			
	• drawing on social and cultural background and prior knowledge to construct meaning from texts			

	• comparing own social and cultural experiences with those described in the text			
	• relating previous experiences with similar texts			
	• seeing own interests and lifestyles reflected in texts			
	• interpreting and using literal and inferential meanings in texts			
	• attending to the way texts are constructed to make meaning			
	• recognizing and constructing concepts and processes that characterise different ways of constructing knowledge in text			
3.	Using text			
	• understanding that different cultural and social contexts and purposes shape the way texts are structured			
	• understanding the purpose of a text and recognizing the purpose in using it			
	• using appropriate text types for particular purposes both inside and outside school			
	• recognizing what to do with a text in a particular context and what others might do with it			
	• recognizing that each text type has particular structures and features			
	• understanding the options and alternatives for using a text to convey particular meanings effectively			
4.	Critically analyzing the text			
	• recognizing the writer, speaker, or shaper's purpose of creating			

	text and that text influences people's ideas/perspectives			
	<ul style="list-style-type: none"> identifying the ways in which information or ideas and expressed and represented to influence and position readers, viewers, or listeners 			
	<ul style="list-style-type: none"> recognizing opinions, biases, viewpoints, and gaps, which may be silent and dominant 			
	<ul style="list-style-type: none"> understanding how texts are crafted according to the values, views and interests of the writer, speaker, or shaper 			
	<ul style="list-style-type: none"> presenting an alternative position to the one taken by a text or deciding to endorse the position taken by a text 			

RESEARCH INSTRUMENT

Critical Literacy Approach Observation Guidelines

Class : 20 - A

Date : 22 September 2022

Time : 10.20 - 12.00

Instructions : The following is four resources of critical literacy approach by Luke and Freebody (1997) for observing the using of critical literacy in understanding in reading comprehension. The researcher will respond according to what the researcher see by putting a check mark (✓) in the column of choice. The conditions are as follows:

No.	Four resources of critical literacy approach by Luke and Freebody (1997)	Yes	No	Description
1.	Code Breaking			
	• recognizing and using the alphabet, sounds in words, whole words, letter/sound relationships			<p>- Presenter menceritakan isi artikel yg telah mereka baca selumnya di rumah.</p> <p>- T: apa itu teks tsb?</p> <p>- Reading introduction 10 minute</p>
	• using graphophonic, syntactic and semantic sources of information	✓		
	• spelling accurately and understanding the functions of spelling	✓		
	• recognizing and using grammar and vocabulary including punctuation and intonation and rhythm	✓		
	• recognizing and shaping patterns of letter, sound, word, clause, sentence and text/generic structure			
	• recognizing and shaping visual, nonverbal, and auditory codes			
2.	Making Meaning			

	• drawing on social and cultural background and prior knowledge to construct meaning from texts	✓		
	• comparing own social and cultural experiences with those described in the text	✓		
	• relating previous experiences with similar texts	✓		sama kelas C
	• seeing own interests and lifestyles reflected in texts	✓		
	• interpreting and using literal and inferential meanings in texts	✓		
	• attending to the way texts are constructed to make meaning			
	• recognizing and constructing concepts and processes that characterise different ways of constructing knowledge in text			
3.	Using text			
	• understanding that different cultural and social contexts and purposes shape the way texts are structured			
	• understanding the purpose of a text and recognizing the purpose in using it	✓		
	• using appropriate text types for particular purposes both inside and outside school			
	• recognizing what to do with a text in a particular context and what others might do with it	✓		
	• recognizing that each text type has particular structures and features	✓		
	• understanding the options and alternatives for using a text to convey particular meanings effectively	✓		

4.	Critically analyzing the text			
	<ul style="list-style-type: none"> recognizing the writer, speaker, or shaper's purpose of creating text and that text influences people's ideas/perspectives 	✓		
	<ul style="list-style-type: none"> identifying the ways in which information or ideas and expressed and represented to influence and position readers, viewers, or listeners 	✓		
	<ul style="list-style-type: none"> recognizing opinions, biases, viewpoints, and gaps, which may be silent and dominant 	✓		mengemukakan opini mereka
	<ul style="list-style-type: none"> understanding how texts are crafted according to the values, views and interests of the writer, speaker, or shaper 	✓		
	<ul style="list-style-type: none"> presenting an alternative position to the one taken by a text or deciding to endorse the position taken by a text 			

Presenter : Dini & Rahmawati

RESEARCH INSTRUMENT

Critical Literacy Approach Observation Guidelines

Class : 20 - B

Date : 27 September 2022

Time : 08.30 - 10.20

Instructions : The following is four resources of critical literacy approach by Luke and Freebody (1997) for observing the using of critical literacy in understanding in reading comprehension. The researcher will respond according to what the researcher see by putting a check mark (✓) in the column of choice. The conditions are as follows:

No.	Four resources of critical literacy approach by Luke and Freebody (1997)	Yes	No	Description
1.	Code Breaking			
	• recognizing and using the alphabet, sounds in words, whole words, letter/sound relationships			
	• using graphophonic, syntactic and semantic sources of information	✓		
	• spelling accurately and understanding the functions of spelling			
	• recognizing and using grammar and vocabulary including punctuation and intonation and rhythm	✓		
	• recognizing and shaping patterns of letter, sound, word, clause, sentence and text/generic structure			
	• recognizing and shaping visual, nonverbal, and auditory codes			
2.	Making Meaning			

Presenter : Dini & Rahmawati
 - Reading in bahasa Indonesia first
 - Title: Anxiety & cooperative learning
 - Kurang interaktif.

	• drawing on social and cultural background and prior knowledge to construct meaning from texts	✓		Bapa ridha menceritakan dari pengalaman beliau (analogi u/ pemahaman)
	• comparing own social and cultural experiences with those described in the text			
	• relating previous experiences with similar texts	✓		cooperative learning kerja kelompok
	• seeing own interests and lifestyles reflected in texts			
	• interpreting and using literal and inferential meanings in texts	✓		
	• attending to the way texts are constructed to make meaning			
	• recognizing and constructing concepts and processes that characterise different ways of constructing knowledge in text			
3.	Using text			
	• understanding that different cultural and social contexts and purposes shape the way texts are structured			
	• understanding the purpose of a text and recognizing the purpose in using it			
	• using appropriate text types for particular purposes both inside and outside school			
	• recognizing what to do with a text in a particular context and what others might do with it	✓		
	• recognizing that each text type has particular structures and features			
	• understanding the options and alternatives for using a text to convey particular meanings effectively			

4.	Critically analyzing the text			
	• recognizing the writer, speaker, or shaper's purpose of creating text and that text influences people's ideas/perspectives	✓		
	• identifying the ways in which information or ideas and expressed and represented to influence and position readers, viewers, or listeners	✓		
	• recognizing opinions, biases, viewpoints, and gaps, which may be silent and dominant	✓		
	• understanding how texts are crafted according to the values, views and interests of the writer, speaker, or shaper			
	• presenting an alternative position to the one taken by a text or deciding to endorse the position taken by a text			

RESEARCH INSTRUMENT

Critical Literacy Approach Observation Guidelines

Class : 20-C
 Date : 27 September 2022
 Time : 8.30 - 10.10

Instructions : The following is four resources of critical literacy approach by Luke and Freebody (1997) for observing the using of critical literacy in understanding in reading comprehension. The researcher will respond according to what the researcher see by putting a check mark (✓) in the column of choice. The conditions are as follows:

No.	Four resources of critical literacy approach by Luke and Freebody (1997)	Yes	No	Description
1.	Code Breaking			
	• recognizing and using the alphabet, sounds in words, whole words, letter/sound relationships	✓		
	• using graphophonic, syntactic and semantic sources of information	✓		
	• spelling accurately and understanding the functions of spelling	✓		
	• recognizing and using grammar and vocabulary including punctuation and intonation and rhythm	✓		
	• recognizing and shaping patterns of letter, sound, word, clause, sentence and text/generic structure			
	• recognizing and shaping visual, nonverbal, and auditory codes			
2.	Making Meaning			

- Reading Article

- Presenter reads article first and the other classmate listen to them

- Adela Putri
 Umar Abotillah

- T: What is the topic?

- Bapak ridha cerita dtg 2.2 pengalaman FL anxiety 2.3 and ask them about their experience.

- Their opinion stated

4.1 after reading text (abstract)

- Reading (intro)

- Title article: anxiety & perfectionis

	• drawing on social and cultural background and prior knowledge to construct meaning from texts			
	• comparing own social and cultural experiences with those described in the text	✓		
	• relating previous experiences with similar texts	✓		
	• seeing own interests and lifestyles reflected in texts			
	• interpreting and using literal and inferential meanings in texts	✓		
	• attending to the way texts are constructed to make meaning			
	• recognizing and constructing concepts and processes that characterise different ways of constructing knowledge in text			
3.	Using text			
	• understanding that different cultural and social contexts and purposes shape the way texts are structured			
	• understanding the purpose of a text and recognizing the purpose in using it	✓		
	• using appropriate text types for particular purposes both inside and outside school			
	• recognizing what to do with a text in a particular context and what others might do with it	✓		
	• recognizing that each text type has particular structures and features	✓		mengetahui part apa yg dibaca
	• understanding the options and alternatives for using a text to convey particular meanings effectively	✓		

4.	Critically analyzing the text			
	<ul style="list-style-type: none"> recognizing the writer, speaker, or shaper's purpose of creating text and that text influences people's ideas/perspectives 	✓		
	<ul style="list-style-type: none"> identifying the ways in which information or ideas and expressed and represented to influence and position readers, viewers, or listeners 	✓		
	<ul style="list-style-type: none"> recognizing opinions, biases, viewpoints, and gaps, which may be silent and dominant 	✓		
	<ul style="list-style-type: none"> understanding how texts are crafted according to the values, views and interests of the writer, speaker, or shaper 	✓		mengetahui metode instrumen yg dipakai oleh penulis
	<ul style="list-style-type: none"> presenting an alternative position to the one taken by a text or deciding to endorse the position taken by a text 			

Appendix V: Students' Perceived Interview Guideline

Name of Student :

Day/Date :

Time :

Objective : To find out how the students perceived critical literacy approach in understanding reading comprehension.

1. What is your opinion about critical literacy approach in understanding reading comprehension?
2. What benefits do you feel when using critical literacy in learning, especially in reading comprehension?
3. What challenges do you face when using critical literacy in learning, especially in reading comprehension?
4. In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
5. How do you handle it?

CLASS 20-A

Student 1

Name : Zuraidah		
No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?
	Student	For myself, reading using critical literacy is a bit difficult because I am used to reading material, not critically. So, I find it challenging and unfamiliar.
2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?
	Student	The benefits that I feel, especially the scope of education, are very beneficial—especially when entering the upper semester, which requires us to read critically.
3.	Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
	Student	The same as the opinion above, which is not used to reading materials that require critical thinking.
4.	Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
	Student	It tends to be more difficult in the Code Breaking section because I feel that it is lacking in the grammar section. For the "relating previous experiences with similar texts" section, it's pretty good to be able to connect one word to another so that you can understand the content of the text you read.
5.	Interviewer	How do you handle it?

Student	I have to practice reading more often so that I can improve my critical literacy and understand grammar better.
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Student 2

Name : Ayunda Febriyani Trayumada

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?
	Student	In my opinion, critical literacy is how students understand the reading text. It also improves their reading skills. In this Extensive Reading course, we are required to read quickly but also have to understand the content of the text or article. So it can train students who initially read slowly to become faster, and they can also grasp the meaning of the article's contents.
2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?
	Student	The benefits I get when reading using this critical literacy approach help us how to implement or explore our readings to inform others.
3.	Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
	Student	The first challenge is vocabulary because we don't know all the vocabulary in the reading. Then, if we don't know what context will be discussed in this text, it can also be challenging.
4.	Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?

Student	In my opinion, making meaning and critically analyzing the text, one of the basics of how we understand the content of an article. When we cannot know "What is this mean" What is the topic about" then it is difficult for us to get the meaning of the text. By understanding the context or topic raised from the article, we can also be helped even though we don't know the meaning of a word because we already have an initial picture.
5. Interviewer	How do you handle it?
Student	By understanding the context or topic raised from the article, we can also be helped even though we don't know the meaning of a word because we already have an initial picture.

Student 3

Name : Arlina Fauziah

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?
	Student	I think this critical literacy approach can improve our reading skills because I'm not too fond of reading, which requires thinking hard or critically to understand an article. So, this critical literacy approach is one way for me to understand the article, both in terms of meaning and others.
2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?
	Student	Because I have entered the middle semester, semester 5, where I am required to look for references that correlate with the final project later, it's indeed required to think

	hard, such as when we were in high school and the early semesters when we didn't read, but now we have to get used to reading. So it can increase our knowledge, insight, and references to write our final project later.
3. Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
Student	I find it a little tricky in vocabulary when I read a lot of new vocabulary. Sometimes the vocabulary has a double meaning when interpreted together with other words to understand the content and meaning of the sentences in the reading text.
4. Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
Student	Code breaking, because I still have broken grammar and new vocabulary that I don't know the meaning of, suddenly appears in the text I'm reading, which makes me slower to understand the content of the text
5. Interviewer	How do you handle it?
Student	Read a lot, then find out more difficult vocabulary in order to better know the meaning of which vocabulary is more appropriate to use to produce a correct understanding of a text.

Student 4

Name : Muhammad Al-Habib

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?

Student	I think using this critical literacy approach is a bit difficult because I am not used to reading an article with words that are more difficult to understand, different from the vocabulary found in story books such as novels, motivations, etc. The vocabulary is very different from the article, so I have a little difficulty understanding it.
2. Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?
Student	The benefits I feel are that I can better understand the difficulties I take, such as getting new things. It is easier to understand when reading ordinary texts, but here we think critically to understand what reading is conveyed in the article.
3. Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
Student	The vocabulary is a bit difficult to understand, and in this course, it is also required to read quickly in a certain time so that you can understand the context without having to read everything in detail.
4. Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
Student	Critically analyzing the text. In terms of various information a reading text. As we know, a text has different information, especially articles using scientific language that is difficult to understand.
5. Interviewer	How do you handle it?
Student	Read diligently, and learn more about various kinds of vocabulary so you can understand them better.

Student 5

Name : Muhammad Nabil El-Wafa

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?
	Student	In my opinion, critical literacy is reading while thinking critically or associating the reading material with something previously known by students. Critical literacy is necessary and can help us understand the text we read. Regarding critical thinking, we can get a big picture of what we read.
2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?
	Student	The benefits I feel, as I said before, critical literacy is related to critical thinking and can help us understand a text. We can understand the big picture of the text, not only what is conveyed in the text but also critical literacy we can get a better understanding. More broadly, either with our personal experience or knowledge of things outside or the general public.
3.	Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
	Student	Almost like the other friends. More to the use of less familiar vocabulary that we rarely know as EFL. Because if we are told to read English texts and then use a critical literacy approach, we need to think more complicated what the meaning of the unknown word means, then when we understand the meaning of one word, we have to understand once again what is meant by the text as a whole.

4. Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
Student	Critically analyzing the text. Because from myself, it depends on the vocabulary used by the writer, "recognizing the writer, speaker, or shaper's purpose of creating text and that text influences people's ideas/perspectives" because we are EFL, words that we can't understand, we will have difficulty using critical literacy approach
5. Interviewer	How do you handle it?
Student	At least we have to understand the big picture of the text made by the writer.

CLASS 20-B

Student 6

Name : Siti Azizah Puteri

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?
	Student	I am a critical person also in writing. Even though when the lesson was going on, I was mostly silent because I was reading the article, then understood it first, then if there was something that didn't fit, I just asked. Incidentally, today because of the material, I can understand it and when reading the vocabulary is not too complicated. So, for me, applying a critical literacy approach to understanding reading is very good.
2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?

Student	From my side, the benefit is getting new things I didn't know. Then another benefit that I feel is knowing other meanings of a word. The author wants the reader to know the purpose of the author making the article.
3. Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
Student	The challenge I face is that it takes me a long time to understand the text when a word in a sentence has another more appropriate meaning.
4. Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
Student	Using text, when searching for and understanding the purpose of a text and “understanding the options and alternatives for using a text to convey particular meanings effectively”.
5. Interviewer	How do you handle it?
Student	I am the type of person who likes to wonder. So, when I ask for a source but am still unsure, I will look for and ask people who better understand the purpose of the text and the meaning that is more appropriate to use in understanding reading.

Student 7

Name : Muhammad Noor Amin

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?

	Student	In my opinion, critical literacy is how we understand a text or article so that when we read, we can find out the points we want to know.
2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?
	Student	After I apply the critical literacy approach to understanding reading, I can more quickly get to the core points of the text.
3.	Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
	Student	The challenge is that there is still a lot of vocabulary that is still foreign to me and I have never heard.
4.	Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
	Student	Critically analyzing the text because it requires more critical thinking in analyzing.
5.	Interviewer	How do you handle it?
	Student	I will look for more information on how and what the text is, either from other readings or from the internet.

Student 8

Name : M. Nazamuddin Azmi

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?
	Student	When we read the article, it is not just reading but critically so that we better understand its contents.
2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?

Student	The positive impact when we use what we have read is not something that is remembered but understood. So, instead of remembering the writing, we take the essential points from the article.
3. Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
Student	Usually, the words are too high. Hard to understand me as an EFL. So, it is necessary to dig deeper into what is in the reading.
4. Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
Student	Critically analyzing the text. You can start with what you need to know and use from code-breaking. Then, from making meaning, it can still connect with prior knowledge or experience. Then, using text can also be done quite well by connecting specific purposes in reading text. However, critically analyzing the text is directly related to the text we read.
5. Interviewer	How do you handle it?
Student	Here we have to pay more attention to the text that is read to get important information.

Student 9

Name : Ahmad Rijali

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?
	Student	In my opinion, the critical literacy approach is quite good to use to understand more deeply about an article.

2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?
	Student	Just like my previous opinion, it is easier for me to understand the contents of the reading material.
3.	Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
	Student	The challenge in reading using critical literacy is in the vocabulary section. When some vocabulary is not known or understood, reading takes me longer to understand it as a whole.
4.	Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
	Student	Code breaking and critically analyzing the text. From the part of some vocabulary and grammar used in the past text, I often have difficulty in analyzing the text more deeply, such as expressing my opinion from a text.
5.	Interviewer	How do you handle it?
	Student	In terms of vocabulary, I usually look in manuals or online dictionaries. Then in critically analyzing the text, I reread the text and then try to find out what the meaning of the text I have read is.

Student 10

Name : Yaa Nor Isyvina

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?
	Student	Critical literacy is finding essential points in the texts we read.

2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?
	Student	Find the point that is discussed or what you want to find in a text precisely.
3.	Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
	Student	The biggest challenge is when there is a very long paragraph, but it isn't easy to find the text's main point.
4.	Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
	Student	Critically analyzing the text because not everyone can think critically quickly. Critically analyzing this is very important but hard to do.
5.	Interviewer	How do you handle it?
	Student	As usual, maybe read more slowly but try to think and read critically.

CLASS 20-C

Student 11

Name : Nuzulia Rahmadaniah

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?
	Student	In my opinion, the critical literacy applied in class is still insufficient. It took me a long time to understand an article, so I had to read it first to understand the reading better.
2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?

	Student	The benefits I feel are more knowing what the article is about and more focused on the articles that are read.
3.	Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
	Student	If you read a text in English, the challenge is in the vocabulary, which means the same. And it is also difficult to express an opinion about the content of the text read.
4.	Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
	Student	Code breaking, like the challenges I face, makes it difficult to know the meaning of foreign words.
5.	Interviewer	How do you handle it?
	Student	Usually, I translate first in its entirety and then match the meaning with the vocabulary I didn't know before.

Student 12

Name : Tasyawaafal Ramadhan

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?
	Student	In my opinion, the critical literacy approach made it easier for me to understand the article. When reading at home, I can explore it first, and then in class, I can find out and better understand the specific points of the article.
2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?
	Student	First, know more about the theory. Then, how to find out all the contents of the article. Then from reading critically, I also got a lot of new knowledge.

3.	Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
	Student	I have difficulty with vocabulary and grammar. I can understand the article's contents but can not explain it directly.
4.	Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
	Student	Critically analyzing the text because as before, I had difficulty giving my friends an explanation or opinion. I also had trouble analyzing when there were one or two vocabularies that I didn't know.
5.	Interviewer	How do you handle it?
	Student	Sometimes I note what points I get from the text. Previously, I also sought to find out the meaning of foreign words.

Student 13

Name : Alfiana Azizah

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?
	Student	Critical literacy is like deepening a reading that we read. For example, we read a journal and know the journal's topic from just reading the title. Still, with a critical literacy approach, we become more aware of what this article is for, the theory, the findings, and the research conducted by the writer.
2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?

	Student	The benefit is understanding the article's content better and understanding the research directions.
3.	Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
	Student	The challenges I face are almost the same as the others. An article usually uses a language or academic vocabulary different from everyday language. Then, the way we analyze is like the purpose of writing, where a lot of vocabulary indicates the point of discussing the purpose of the article.
4.	Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
	Student	For me, it was code breaking, making meaning, dan critically analyzing the text.
5.	Interviewer	How do you handle it?
	Student	Just like Nuzulia, I also translated the article in its entirety first, and then I tried even more to understand the meanings that were still ambiguous.

Student 14

Name : Muhammad Syahri

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?
	Student	I think the critical literacy approach is good to apply because we must focus more when reading articles.
2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?

Student	The benefit is that we know more new vocabulary, such as formal vocabulary, that is commonly used in article writing.
3. Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
Student	The challenge I face is that there is still a lack of understanding in using appropriate meanings for the vocabulary.
4. Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
Student	Code breaking, whereas I answered earlier, I still do not master the use of the meaning of unknown vocabulary.
5. Interviewer	How do you handle it?
Student	I memorize and remember more vocabulary. Then the second, when the lecturer gave an article a few days before the extensive reading course started, I prepared, studied, and translated it.

Student 15

Name : Sulthan Maysuja Setiawan

No	Interviewer and Student	Question and Answer
1.	Interviewer	What is your opinion about critical literacy approach in understanding reading comprehension?
	Student	In my opinion, critical literacy is a good lesson for reading. We can better understand the article or journal in more detail. Such as knowing the theories, context, and other elements of the article.
2.	Interviewer	What benefits do you feel when using critical literacy in learning, especially in reading comprehension?

	Student	I find it easier to understand theory in an article. Then, it is easier to read and find the purpose of an article. I also got a lot of additional vocabulary while reading.
3.	Interviewer	What challenges do you face when using critical literacy in learning, especially in reading comprehension?
	Student	Like others, I have difficulty with vocabulary in scientific articles that use more specific vocabulary, such as vocabulary in medicine which is challenging to understand.
4.	Interviewer	In your opinion, what is the most difficult thing to do from the four resources of critical literacy approach by Luke and Freebody (1997)?
	Student	Code breaking and using text. I find it difficult to understand foreign vocabulary and also find and understand the purpose of the text more specifically.
5.	Interviewer	How do you handle it?
	Student	The solution I use is usually I read the entire text first and then, when there are things I don't understand, I look for the translation.

CURRICULUM VITAE

I. Personal Details

Name	: Rahmatunnisa
Place and Date of Birth	: Amuntai, 5 Mei 2000
Gender	: Female
Status	: Single
Religion	: Islam
Nationality	: Indonesia
Parents	: H. Ahmad Syauqi, S. Sos, M. Pd
Siblings	: Hj. Masniah, S. Ag

II. Formal Educational Background

2005-2007	: Islamic Kindergarten Al-Ikhlâs Amuntai
2007 – 2012	: Islamic Elementary School Model Panyiuran
2012 – 2015	: Islamic Junior High School Normal Islam for Girls Rasyidiyah Khalidiyah Amuntai
2015 – 2018	: Islamic Senior High School Normal Islam for Girls Rasyidiyah Khalidiyah Amuntai
2018 – 2023	: English Education Department of Antasari State Islamic University Banjarmasin

III. Organization Experience

2018-2019	: Member of Forum Muda 1 st generation
2018-2021	: Member of English Students Association (ESA)