

Appendix I

TRANSLATERY LIST

Quran Surah Ibrahim verse 4	Indonesia	English
<p>وَالَّذِينَ يُؤْمِنُونَ بِمَا أُنزِلَ إِلَيْكَ وَمَا أُنزِلَ مِنْ قَبْلِكَ وَبِالْآخِرَةِ هُمْ يُوقِنُونَ ﴿٤﴾</p>	<p><i>Kami tidak mengutus seorang rasulpun, melainkan dengan bahasa kaumnya, supaya ia dapat memberi penjelasan dengan terang kepada mereka. Maka Allah menyesatkan siapa yang Dia kehendaki, dan memberi petunjuk kepada siapa yang Dia kehendaki. Dan Dialah Tuhan Yang Maha Kuasa lagi Maha Bijaksana.</i></p>	<p>And We did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise.</p>
<p>Surah Al-Alaq verse 1-5</p> <p>اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾</p>	<p>Indonesia</p> <p>Bacalah dengan (menyebut) nama Tuhanmu yang menciptakan, Dia telah menciptakan manusia dari 'Alaq, Bacalah, dan Tuhanmulah yang paling Pemurah, Yang mengajar manusia dengan pena, Dia mengajarkan kepada manusia apa yang belum diketahuinya</p>	<p>English</p> <p>Recite in the name of your Lord who created – created man from a clot of congealed blood Recite, and your Lord is the most Generous - Who taught by the pen - Taught man what he did not know.</p>

Appendix II

Reading Test

Choose the best answer with marked (X)!

Passage One

Another noteworthy trend in twentieth-century music in U.S. was the use of folk and popular music as a base for more serious compositions. The motivation for these borrowings from traditional music might be a desire on the part of a composer to return to simpler forms, to enhance patriotic feelings, or to establish an immediate rapport with an audience. For whatever reason, composers such as Charles Ives and Aaron Copland offered compositions featuring novel musical form flavored with refrains from traditional Americana. Ives employed the whole gamut of patriotic songs, hymns, jazz, and popular songs in his compositions, while Copland drew upon folk music, particularly as sources for the music he wrote for the ballets *Billy the Kid*, *Rodeo*, and *Appalachian Spring*.

1. The paragraph preceding this passage most probably discusses
 - A. Nineteenth-century music
 - B. One development in music in the twentieth century
 - C. The works of Aaron Copland
 - D. The history of folk and popular music
2. Which of the following best describes the main idea of the passage?
 - A. Traditional music flavored some American musical compositions in the last century
 - B. Ives and Copland used folk and popular music in their compositions
 - C. A variety of explanations exist as to why a composer might use traditional sources of music
 - D. Traditional music is composed of various types of folk and popular music.

3. It can be inferred from this passage that the author is not sure
 - A. When Ives wrote his composition
 - B. That Ives and Copland actually borrowed from traditional music
 - C. Why certain composers borrowed from folk and popular music
 - D. If Copland really featured new musical forms
4. Which of the following is not listed in the passage as a source for Ives's compositions?
 - A. National music
 - B. Religion music
 - C. Jazz
 - D. American novels
5. Where in the passage does the author list examples of titles of Copland's works?
 - A. Lines 1-2
 - B. Lines 2-4
 - C. Lines 4-6
 - D. Lines 6-9
6. The passage would most probably be assigned reading in which of the following courses?
 - A. American history
 - B. The history of Jazz
 - C. American music
 - D. Compositions

Passage Two

The rattlesnake has a reputation as a dangerous and deadly snake with a fierce hatred for humanity. Although the rattlesnake is indeed a venomous snake capable of killing a human, its nature has perhaps been somewhat exaggerated in myth and folklore.

The rattlesnake is not inherently aggressive and generally strikes only when it has been put on the defensive. In its defensive posture the rattlesnake

raises the front part of its body off the ground and assumes an S-shaped form in preparation for a lunge forward. At the end of a forward thrust, the rattlesnake pushes its fangs into the victim, thereby injecting its venom.

There are more than 30 species of rattlesnake, varying in length from 20 inches to 6 feet and also varying in toxicity of venom. In the United States there are only a few deaths annually from rattlesnakes, with a mortality rate of less than 2 percent of those attacked.

7. Which of the following would be the best title for this passage?
 - A. The Exaggerated Reputation of the Rattlesnake
 - B. The dangerous and Deadly rattlesnake
 - C. The Venomous Killer of Humans
 - D. Myth and Folklore about Killers
8. According to passage, which of the following is true about rattlesnake?
 - A. They are always ready to attack
 - B. They are always dangerous and deadly
 - C. Their fierce nature has been underplayed in myth and folklore
 - D. Their poison can kill people
9. The word "posture" in line 5 is closest in meaning to which of the following?
 - A. Mood
 - B. Fight
 - C. Position
 - D. Strike
10. When a rattlesnake is ready to defend itself, it
 - A. Lies in an S-shape on the ground
 - B. Lunges with the back part of its body
 - C. Is partially off the ground
 - D. Assumes it is prepared by thrusting its fangs into the ground
11. It can be inferred from the passage that
 - A. All rattlesnake bites are fatal

- B. All rattlesnake bites are not equally harmful
 - C. The few deaths from rattlesnake bites are from six-foot snake
 - D. Death from rattlesnake bites have been steadily increasing
12. The word “mortally” in line 10 is closest in meaning to
- A. Percentage
 - B. Illness
 - C. Death
 - D. Survival
13. The author’s purpose in this passage is to
- A. Warn readers about the extreme danger from rattlesnake
 - B. Explain a misconception about rattlesnakes
 - C. Describe a rattlesnake attack
 - D. Clarify how rattlesnake kill humans

Passage Three

For a century before the Erie Canal was built, there was much discussion among the general population of the Northeast as to the need for connecting the waterways of the Great Lakes with the Atlantic Ocean. A project of such monumental proportions was not going to be undertaken and completed without a supreme amount of effort.

The man who was instrumental in accomplishing the feat that was the Erie Canal was DeWitt Clinton. As early as 1812, he was in the nation’s capital petitioning the federal government for financial assistance on the project, emphasizing what a boon to the economy of the country the canal would be; his efforts with the federal government, however, were not successful.

In 1816, Clinton asked the New York State Legislature for the funding for the canal, and this time he did succeed. A canal commission was instituted, and Clinton himself was made head of it, one year later, Clinton was elected governor of the state, and soon after, construction of the canal was started.

The canal look eight years complete, and Clinton was on the first barge to travel the length of the canal, the *Seneca Chief*, which deoarted from Buffalo in October 26, 1825, and arrived in New York City on November 4. Because of the success of the Eric Canal, numerous other canals were built in other parts of the country.

14. The information in the passage
 - A. Gives a cause followed by an effects
 - B. Is in chronical order
 - C. Lists opposing viewpoints of a problem
 - D. Is organized spatially
15. When didi Clinton ask the U.S government for funds for the canal
 - A. One hundred years before canal was built
 - B. In 1812
 - C. In 1816
 - D. In 1825
16. The word “boon” in line 7 is closest in meaning to which of the following?
 - A. Detriment
 - B. Disadvantag
 - C. Benfit
 - D. Cost
17. The pronoun “it” in line 10 refers ti which of the following?
 - A. The New York State Legislature
 - B. The canal
 - C. The commission
 - D. The state governor
18. In what year did the actual building of the canal get underway?
 - A. In 1812
 - B. In 1816
 - C. In 1817
 - D. In 1825

19. The *Seneca Chief* was
- A. The name of canal
 - B. The name of boat
 - C. Clinton's nickname
 - D. The nickname of Buffalo
20. Where in the passage does the author mention a committee that worked to develop the canal?
- A. The first paragraph
 - B. The second paragraph
 - C. The third paragraph
 - D. The fourth paragraph
21. The paragraph following the passage probably discusses
- A. The century before the building of the Erie Canal
 - B. Canals in different U.S. locations
 - C. The effect of the Erie Canal on the Buffalo area
 - D. Clinton's career as governor of New York

Passage Four

The Mason-Dixon Line is often considered by Americans to be the demarcation between the North and the South. It is in reality the boundary that separates the state of Pennsylvania from Maryland and parts of West Virginia. Prior to the Civil War, this southern boundary of Pennsylvania separated the non-slave states to the north from the slave states to the south.

The Mason-Dixon Line was established well before the Civil War, as a result of a boundary dispute between Pennsylvania and Maryland. Two English astronomers, Charles Mason and Jeremiah Dixon, were called in to survey the area and officially mark the boundary between the two states. The survey was completed in 1767 and the boundary was marked with stones, many of which remain to this day.

22. The best title for this passage would be
- A. Dividing the North and the South
 - B. The Meaning of the Mason-Dixon Line
 - C. Two English Astronomers
 - D. The History of the Mason-Dixon Line
23. It can be inferred from the passage that before the Civil War
- A. Pennsylvania was south of the Mason-Dixon line
 - B. Pennsylvania was a nonslave state
 - C. The states South of the Mason-Dixon Line had the same opinion about slavery as Pennsylvania
 - D. The slaves states were not divided from the nonslaves states.
24. According to the passage, the Mason-Dixon Line was establish because of a disaggrement
- A. About borders
 - B. About slaves
 - C. Between two astronomers
 - D. Over surveying techniques
25. The passage states all of the following Mason and Dixon EXCEPT that
- A. They came from England
 - B. They worked as astronomers
 - C. They caused the boundary dispute between Pennsylvania and Maryland
 - D. They surveyed the area of the boundary between Pennsylvania and Maryland

Appendix III

*Language Strategy Use Survey**

D. Cohen, Rebecca L. Oxford, and Julie C. Chi

The following is a survey of strategies that you may use frequently or perhaps not at all in your efforts to learn or enhance your language skills. These strategies are discussed and illustrated in the language portion of this Student Self-Access Manual.

See if you can identify the strategies you actually tend to use both in learning material for the first time (for example, sounds, words or phrases, and structures) and those strategies that you have not used or use only rarely. There are no “right” or “wrong” answers. It is simply an opportunity for you to see what kind of a language learner and language user you are.

The statements in our Language Strategy Use Survey are organized into clusters that match the sections in the language strategy material found in the Student Self-Access Manual – in the order they appear. Read the description of the strategies in each category and for each strategy, mark in the left column in the space provided your use or non-use of each strategy:

- 1 I use this strategy and find it useful.
- 2 I have tried this strategy, but welcome learning more about it.
- 3 I have never tried this strategy.

Reading Strategy Use

With regard to reading habits in the target language:

- _____ 1. I make it a point to read extensively in the target language.
- _____ 2. I often read for pleasure in the target language.
- _____ 3. I make a real effort to find reading material that is at or near my level.

As basic reading strategies:

- _____ 4. I often plan how I am going to read a text, monitor to see how my reading is going, and then check to see how much of it I understood.
- _____ 5. I first skim an academic text to get the main idea and then go back and read it more carefully.

- _____ 6. I will usually read a story or dialogue several times until I can understand it.
- _____ 7. I often look for how the text is organized and pay attention to headings and subheadings.
- _____ 8. It is common for me to make ongoing summaries either in my mind or in the margins of the text.
- _____ 9. I usually make predictions as to what will appear next.

When I encounter words and structures I do not understand:

- _____ 10. I usually guess the approximate meaning by using clues from the surrounding context.
- _____ 11. I generally use a dictionary so that I can get a detailed sense of what individual words mean.

Appendix IV

Answer keys of Reading Test

1. B
2. A
3. C
4. D
5. D
6. C
7. A
8. D
9. C
10. C
11. B
12. C
13. B
14. B
15. B
16. C
17. C
18. C
19. B
20. C
21. B
22. D
23. B
24. A
25. C

Appendix V

TABLE OF STUDENTS' STRATEGY SCORE

Morning Class

No	SRN	DIRECT STRATEGIES								
		COGNITIVE						COMPENSATION		
		1	5	6	8	11	TOTAL	9	10	TOTAL
1	3061212066	1	2	1	1	1	0,6	0	1	0,25
2	3061412001	2	2	2	1	1	0,8	0	2	0,5
3	3061412003	2	1	2	1	1	0,7	0	1	0,25
4	3061412004	1	2	2	0	2	0,7	2	2	1
5	3061412005	1	2	2	0	2	0,7	2	2	1
6	3061412006	1	2	1	1	2	0,7	0	1	0,25
7	3061412008	1	1	2	1	2	0,7	0	1	0,25
8	3061412010	1	2	1	0	2	0,6	2	2	1
9	3061412012	2	2	1	0	1	0,6	2	2	1
10	3061412013	2	1	1	1	2	0,7	1	2	0,75
11	3061412014	2	1	1	1	1	0,6	0	2	0,5
12	3061412015	1	2	2	2	2	0,9	1	1	0,5
13	3061412016		1	1	1	2	0,5	1	2	0,75
14	3061412021	2	2	2	1	2	0,9	0	2	0,5
15	3061412025	1	2	1	1	2	0,7	0	1	0,25
16	3061412027	1	1	2	2	2	0,8	2	1	0,75
17	3061412031	2	2	2	1	2	0,9	1	1	0,5
18	3061412033	1	2	2	1	2	0,8	2	1	0,75
19	3061212007	2	2	0	1	1	0,6	0	2	0,5

NO	SRN	INDIRECT STRATEGIES					
		3	4	7	TOTAL	2	TOTAL
1	3061212066	1	1	1	0,5	1	0,5
2	3061412001	0	1	1	0,33	1	0,5
3	3061412003	0	1	1	0,33	1	0,5
4	3061412004	0	1	1	0,33	1	0,5
5	3061412005	0	1	1	0,33	1	0,5

6	3061412006	1	1	1	0,5	1	0,5
7	3061412008	2	1	1	0,67	1	0,5
8	3061412010	0	1	1	0,33	1	0,5
9	3061412012	0	0	0	0	2	1
10	3061412013	1	2	1	0,67	1	0,5
11	3061412014	1	1	1	0,5	1	0,5
12	3061412015	2	2	1	0,83	1	0,5
13	3061412016	0	2	0	0,33	2	1
14	3061412021	0	2	1	0,5	0	0
15	3061412025	1	1	1	0,5	1	0,5
16	3061412027	2	2	1	0,83	1	0,5
17	3061412031	1	0	0	0,17	2	1
18	3061412033	1	2	0	0,5	2	1
19	3061212007	1	1	2	0,67	0	0

TABLE OF STUDENTS' STRATEGY SCORE

Afternoon Class

No	SRN	DIRECT STRATEGIES								
		COGNITIVE						COMPENSATION		
		1	5	6	8	11	TOTAL	9	10	TOTAL
1	3061312233	0	2	2	x	x	0,4	x	x	0
2	3061412020	1	2	1	2	1	0,7	1	2	0,75
3	3061412022	1	0	1	1	0	0,3	1	2	0,75
4	3061412023	2	1	2	1	1	0,7	2	2	1
5	3061412034	2	1	2	0	2	0,7	1	2	0,75
6	3061412036	1	1	2	1	2	0,7	2	1	0,75
7	3061412037	1	2	2	1	1	0,7	1	1	0,5
8	3061412038	0	0	1	1	1	0,3	2	1	0,75
9	3061412041	2	2	1	2	1	0,8	2	1	0,75
10	3061412043	2	1	1	2	1	0,7	2	2	1
11	3061412125	1	2	2	2	2	0,9	0	1	0,25
12	3061412126	2	1	1	2	1	0,7	1	2	0,75

13	3061412144	0	2	1	0	2	0,5	1	1	0,5
14	3061412153	0	1	2	0	2	0,5	0	1	0,25
15	3061412254	2	1	2	0	2	0,7	1	2	0,75
16	3061412221	0	2	1	0	1	0,4	1	2	0,75

NO	SRN	INDIRECT STRATEGIES					
		METACOGNITIVE				AFFECTIVE	
		3	4	7	TOTAL	2	TOTAL
1	3061312233	1	2	x	0,5	1	0,5
2	3061412020	1	2	1	0,67	2	1
3	3061412022	2	2	2	1	1	0,5
4	3061412023	0	1	1	0,33	1	0,5
5	3061412034	0	2	1	0,5	1	0,5
6	3061412036	0	1	0	0,17	2	1
7	3061412037	1	1	2	0,67	1	0,5
8	3061412038	1	2	0	0,5	2	1
9	3061412041	1	1	0	0,33	2	1
10	3061412043	1	2	1	0,67	2	1
11	3061412125	0	1	0	0,17	2	1
12	3061412126	0	2	1	0,5	1	0,5
13	3061412144	2	1	1	0,67	1	0,5
14	3061412153	2	1	1	0,67	1	0,5
15	3061412254	0	2	2	0,67	2	1
16	3061412221	2	0	0	0,33	0	0

Appendix VI

Tabel Students' Achievement in Reading Test

No	SRN	Score	No	SRN	Score
1	3061212066	48	19	3061212007	52
2	3061412001	36	20	3061312233	24
3	3061412003	36	21	3061412020	40
4	3061412004	40	22	3061412022	28
5	3061412005	40	23	3061412023	28
6	3061412006	28	24	3061412034	44
7	3061412008	28	25	3061412036	40
8	3061412010	36	26	3061412037	36
9	3061412012	40	27	3061412038	40
10	3061412013	36	28	3061412041	48
11	3061412014	48	29	3061412043	64
12	3061412015	36	30	3061412125	48
13	3061412016	60	31	3061412126	52
14	3061412021	32	32	3061412144	52
15	3061412025	40	33	3061412153	44
16	3061412027	40	34	3061412254	44
17	3061412031	40	35	3061412221	80
18	3061412033	40			1468

Appendix VII

A. A Brief History STKIP PGRI Banjarmasin

STKIP Banjarmasin PGRI was established on 25 November 1985 in a declaration on the results Konperda Level I PGRI of 23 s / d 25 November 1985 in Barabai. Drs. Syamsi as Chairman PGRI Tk I Kalsel re-elected for the second time that is for the task of founding STKIP PGRI Banjarmasin, because of his position as the Head of the Department of Basic Education Tk South Kalimantan will be easier to communicate with various parties.

In January 1985 was established a small committee PGRI Teachers' Training College, which changed its name to the arrangement STKIP PGRI Banjarmasin

Chairman : Drs. Syamsi
Vice Chairman: PH. Toar
Secretary : Drs. Busera Lamberi
Members : Drs. Djantera Kawi

With the support of the Governor, the DPRD Tk I, Rector UNLAM, Regional Office of the Department of Education, Department of Education Tk South Kalimantan and operational permits Kopertis Region VII in Surabaya finally STKIP PGRI Banjarmasin receive new students as many as 137 people, and on 22 September 1986 STKIP PGRI Banjarmasin implement inaugural lecture presented by Drs. Syamsi as Chairman of the Regional Tk I PGRI Kalsel

as well as the committee of small establishments STKIP PGRI Hall of Banjarmasin in South Kalimantan Depdikbud Jl. S. Parman Banjarmasin.

For the first time agencies administering STKIP PGRI Banjarmasin is the Pembina Foundation Tk Institutions of Higher Education of South Kalimantan.

Chairman : Drs. Djantera Kawi

Vice Chairman: Drs. Abdul Djebar Hapip

Secretary : Drs. Abdul Gaffar Pearls

Treasurer : ZAINURI

Members : Drs. Syamsi

Drs. Athailah Baderi

Teguh Juandie

First STKIP PGRI leadership Banjarmasin

Chairman : H.M. Ismail Abdullah

Puket I : Drs. Zainal Abidin Jaya

Puket II : Drs. Anang Kamberani

Puket III : Drs. Said Affandi Alwi

Curator Board (Trustees)

Chair : H. Mastur Jahri, MA

Vice Chairman: Drs. H. Amat Asnawi

Secretary : H. Rahmatullah

Deputy Secretary: H. Hanafi Abdul Gaffar

Members : Drs. H. Gusti Hasan Aman

Drs. Fadlullah Thaib

H. basion Hapip

In 1987 STKIP PGRI Banjarmasin was experiencing a critical period with the provisions of the Department of Education that for PTS who have not declared the status quo status. The struggle and the help and direction of PB-PGRI in order STKIP PGRI Banjarmasin affiliated with College of PGRI nearby and allow it to accommodate all departments in STKIP PGRI Banjarmasin which is affiliated with the Teachers' Training College-PGRI Surabaya (now the University of PGRI Adi Buana abbreviated UNIPA).

The affiliate options in addition to the above considerations as well because there is an ease with the emotional relationship between the leadership of PGRI STKIP Banjarmasin, HM Ismail Abdullah (Regent Tabalong and Chairman of Golkar Tk. I Kal Sel), led by Teachers' Training College PGRI Surabaya, H. Hudan Dardiri (Mayor Pasuruan and Chairman of Golkar Tk. I Jatim).

Banjarmasin STKIP PGRI leadership row as follows

S.d 1986 Period 1990 : H.M. Ismail Abdullah

Period of 1990 s.d 1994: H.M. Ismail Abdullah

Period of 1994 s.d 1998: H.M. Ismail Abdullah

The period of 1998 s.d 2000: Drs. H. Affandi Alwi Said

Period 2001 s.d 2004 : Drs. Muhammad Arsyad

The period from 2005 s.d 2009: Drs. H. Soenarto

Period of 2009 s.d now: Dr. Abidinsyah, M.Pd.

Furthermore, the existence of the Association of Trustees of Institutions of Higher Education Indonesian Teachers Association (PGRI PPLP PT) is intended to help improve equal education and teaching for Indonesian citizens.

In an effort to reform the system of education personnel Indonesia, the government has established a set of policies, among others poured into: the Law of the Republic of Indonesia Nomor 20 2003 on National Education System; Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers; Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education; Regulation of the Minister of Education and Culture No. 49 Year 2014 on National Education Standards High

B. List of Lecturer PNS DPK and STKIP PGRI Foundation

Banjarmasin

No.	Nama	NIDN/NUPN	Jabatan Akademik	Program Studi
1.	Drs.H.Riduan	19560502 198203 1 005	Lek. Kepala	PBSID
2.	Saberan,M.Pd.	1128035601	Lek. Kepala	PBSID
3.	Dra. Hj. Endang Sulistyowati, M.Pd	19570414 197702 1 002	Lektor	PBSID
4.	Dr. H. Akhmad HB, M.Pd	19691230 199702 2 002	Lektor	PBSID
5.	Hj.Ida Komalasari, S.Pd., M.Pd	1103036602	Lektor	PBSID
6.	Drs. Alimuddin A.Djawad.,Hum	1115087502	TP	PBSID
7.	Erni Susilawati,M.Ag.	1192128892	TP	PBSID
8.	H.Kamal Hasuna,S.Pd.,M.Pd.	1108098701	TP	PBSID
9.	Irni Cahyani,S.Pd.,M.Pd.	1108128202	TP	PBSID
10.	Heppy Lismayanti,S.Pd.,M.Pd.	1101038802	TP	PBSID
11.	Dana Aswadi, M.Pd.	150101110	TP	PBSID
12.	Noor Indah Wulandari, M.Pd.	150101111	TP	PBSID
13.	Isna Kasmilawati, M.Pd.	1105058901	TP	PBSID
14.	Siti Aulia, M.Pd.	1104088901	TP	PBSID
15.	Rahidatul Laila Agustina, M.Pd.	1107128401	TP	PBSID
16.	Johan Arifin, M.Pd.	1111038801	TP	PBSID
17.	Fithratun Nisa, M.Pd.	150101129	TP	PBSID
18.	Novia Winda, M.Pd.	150101132	TP	PBSID
19.	Lili Agustina, M.Pd.	150101133	TP	PBSID
20.	Lita Luthfiyanti, M.Pd	1121048901	TP	PBSID
21.	Fajarika Ramadania, M.Pd.	150101135	TP	PBSID
22.	Sa'adah Erliani, M.Pd.I	19640313 199203 1 044	Lektor	B. Ing
23.	Drs.H. Muliyadi,M.Pd.	19680815 199512 2 001	Lektor	B. Ing

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25.	Fathul Zannah, M.Pd	1129117501	AA	B. Ing
26.	Nana Suciati, M.Pd	1118017403	AA	B. Ing
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28.	Hidya Maulida,M.Pd.	1119058701	TP	B. Ing
29.	Wulida Makhtuna,M.Pd.	0706038601	TP	B. Ing
30.	Vivi Aulia, M.Pd.	19800710 200501 2 003	AA	B. Ing
31.	Charles Candra, S.S.	19800501 200501 2 005	AA	B. Ing
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33.	I Made Darmayasa Wilantara, M.A.	1102078301	TP	B. Ing
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39.	Kamariah, M.Pd.	1108129001	TP	B. Ing
40.	Hj. Jumainah, S.Pd.I., M.Pd.	1109058201	TP	B. Ing
41.	Akhmad Humaidi, M.Pd.	1116108801	TP	B. Ing
42.	Ninuk Krismanti, S.Pd., M.Hum.	1126038801	TP	B. Ing
43.	Desi Hidayanti, S.Pd., M.Pd.B.I.	1113128601	TP	B. Ing
44.	Kuzairi, M.Pd.	1106038704	TP	B. Ing
45.	Normaliah, M.Pd.	1122037601	TP	B. Ing
46.	Dr. H. M. Royani, M.Pd	19650418 199203 1 004	Lektor	Mtk

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49.	H. Abdul Jabar, M.Pd.	19790614 200501 1 004	Lektor	Mtk
50.	Mayang Gadih Ranti, M.Pd.	1107088701	AA	Mtk
51.	Hj.Indah Budiarti,M.Pd.	1118048701	TP	Mtk
52.	Dr.Hj.Zahra Chairani, M.Pd.	1128045001	AA	Mtk
53.	Fahriza Noor, M.Pd.	1109109001	TP	Mtk
54.	Muh. Fajaruddin Atsnan, M.Pd.	1104058701	TP	Mtk
55.	M. Saufi, M.Pd.	1115029001	TP	Mtk
56.	Rahmita Yuliana Gazali, M.Pd.	1122078901	TP	Mtk
57.	Hj. Ernawati, M.Pd.	1105079001	TP	Mtk
58.	Noor Laila Atini, M.Pd.	1122118801	TP	Mtk
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60.	Winda Agustina, M.Pd.	1101089001	TP	Mtk
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62.	Dr. H.Abidinsyah,M.Pd.	19640920 199103 1 002	Lektor	Biologi
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65.	Dr. Siti Ramdiah, M.Pd.	19731001 200501 2 002	AA	Biologi
66.	Bayu Hari Mukti,S.Hut.,M.Si.	19810125 200501 1 002	Lektor	Biologi
67.	Yulianti Hidayah, SP.,M.Pd.	1109077902	Lektor	Biologi
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78.	Andi Wijaya,S.Pd.	9911621436	TP	Seni Tari
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86.	Akhmad Syarwani, S.Kom.	19811203 200501 1 002	AA	T.I.
87.	Kenti Yuliana, M.Kom.	1102078001	AA	T.I.
88.	M. Rizki Zulkarnain, S.Kom., M. M.	1113068701	TP	
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