

Appendix 1 :

TRANSLATION OF VERSE

Verse	Translation
1. Al Alaq verse 1-5	<ul style="list-style-type: none">(1) Recite in the name of your Lord who created(2) Created man from a clinging substance.(3) Recite, and your Lord is the most Generous(4) Who taught by the pen(5) Taught man that which he knew not

Appendix 2 :

IELTS Academic Reading Test

Candidate Name _____

**INTERNATIONAL ENGLISH LANGUAGE TESTING
SYSTEM**

Academic Reading

PRACTICE TEST 1 hour

Time 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are **40** questions on this question paper.

Each question carries one mark.

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1–13**, which are based on Reading

Passage 1 below.

MAKING TIME FOR SCIENCE

Chronobiology might sound a little futuristic – like something from a science fiction novel, perhaps – but it's actually a field of study that concerns one of the oldest processes life on this planet has ever known: short-term rhythms of time and their effect on flora and fauna.

This can take many forms. Marine life, for example, is influenced by tidal patterns. Animals tend to be active or inactive depending on the position of the sun or moon. Numerous creatures, humans included, are largely diurnal – that is, they like to come out during the hours of sunlight. Nocturnal animals, such as bats and possums, prefer to forage by night. A third group are known as crepuscular: they thrive in the lowlight of dawn and dusk and remain inactive at other hours.

When it comes to humans, chronobiologists are interested in what is known as the circadian rhythm. This is the complete cycle our bodies are naturally geared to undergo within the passage of a twenty-four hour day. Aside from sleeping at night and waking during the day, each cycle involves many other factors such as changes in blood pressure and body temperature. Not everyone has an identical circadian rhythm. ‘Night people’, for example, often describe how they find it very hard to operate during the morning, but become alert and focused by evening. This is a benign variation within circadian rhythms known as a chronotype.

Scientists have limited abilities to create durable modifications of chronobiological demands. Recent therapeutic developments for humans such as artificial light machines and melatonin administration can reset our circadian rhythms, for example, but our bodies can tell the difference and health suffers when we breach these natural rhythms for extended periods of time. Plants appear no more malleable in this respect; studies demonstrate that vegetables grown in season and ripened on the tree are far higher in essential nutrients than those grown in greenhouses and ripened by laser.

Knowledge of chronobiological patterns can have many pragmatic implications for our day-to-day lives. While contemporary living can sometimes appear to subjugate biology – after all, who needs circadian rhythms when we have caffeine pills, energy drinks, shift work and cities that never sleep? – keeping in synch with our body clock is important.

The average urban resident, for example, rouses at the eye-blearing time of 6.04 a.m., which researchers believe to be far too early. One study found that even rising at 7.00 a.m. has deleterious effects on health unless exercise is performed for

30 minutes afterward. The optimum moment has been whittled down to 7.22 a.m.; muscle aches, headaches and moodiness were reported to be lowest by participants in the study who awoke then.

Once you're up and ready to go, what then? If you're trying to shed some extra pounds, dieticians are adamant: never skip breakfast. This disorients your circadian rhythm and puts your body in starvation mode. The recommended course of action is to follow an intense workout with a carbohydrate-rich breakfast; the other way round and weight loss results are not as pronounced.

Morning is also great for breaking out the vitamins. Supplement absorption by the body is not temporal-dependent, but naturopath Pam Stone notes that the extra boost at breakfast helps us get energised for the day ahead. For improved absorption, Stone suggests pairing supplements with a food in which they are soluble and steering clear of caffeinated beverages. Finally, Stone warns to take care with storage; high potency is best for absorption, and warmth and humidity are known to deplete the potency of a supplement.

After-dinner espressos are becoming more of a tradition – we have the Italians to thank for that – but to prepare for a good night's sleep we are better off putting the brakes on caffeine consumption as early as 3 p.m. With a seven hour half-life, a cup of coffee containing 90 mg of caffeine taken at this hour could still leave 45 mg of caffeine in your nervous system at ten o'clock that evening. It is essential that, by the time you are ready to sleep, your body is rid of all traces.

Evenings are important for winding down before sleep; however, dietician Geraldine Georgeou warns that an after-five carbohydrate-fast is more cultural myth than chronobiological demand. This will deprive your body of vital energy needs. Overloading your gut could lead to indigestion, though. Our digestive tracts do not shut down for the night entirely, but their work slows to a crawl as our bodies prepare for sleep. Consuming a modest snack should be entirely sufficient.

Questions 1–7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–7 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. Chronobiology is the study of how living things have evolved over time.
2. The rise and fall of sea levels affects how sea creatures behave.
3. Most animals are active during the daytime.
4. Circadian rhythms identify how we do different things on different days.
5. A ‘night person’ can still have a healthy circadian rhythm.
6. New therapies can permanently change circadian rhythms without causing harm.
7. Naturally-produced vegetables have more nutritional value.

Questions 8–13

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 8–13 on your answer sheet.

8. What did researchers identify as the ideal time to wake up in the morning?
 - A. 6.04
 - B. 7.00
 - C. 7.22
 - D. 7.30

9. In order to lose weight, we should
 - A. avoid eating breakfast
 - B. eat a low carbohydrate breakfast
 - C. exercise before breakfast
 - D. exercise after breakfast

- 10.** Which is NOT mentioned as a way to improve supplement absorption?
- A. avoiding drinks containing caffeine while taking supplements
 - B. taking supplements at breakfast
 - C. taking supplements with foods that can dissolve them
 - D. storing supplements in a cool, dry environment
- 11.** The best time to stop drinking coffee is
- A. mid-afternoon
 - B. 10 p.m.
 - C. only when feeling anxious
 - D. after dinner
- 12.** In the evening, we should
- A. stay away from carbohydrates
 - B. stop exercising
 - C. eat as much as possible
 - D. eat a light meal
- 13.** Which of the following phrases best describes the main aim of Reading Passage 1?
- A. to suggest healthier ways of eating, sleeping and exercising
 - B. to describe how modern life has made chronobiology largely irrelevant
 - C. to introduce chronobiology and describe some practical applications
 - D. to plan a daily schedule that can alter our natural chronobiological rhythms

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 below.

The Triune Brain

The first of our three brains to evolve is what scientists call the reptilian cortex. This brain sustains the elementary activities of animal survival such as respiration, adequate rest and a beating heart. We are not required to consciously “think” about these activities. The reptilian cortex also houses the “startle centre”, a mechanism that facilitates swift reactions to unexpected occurrences in our surroundings. That panicked lurch you experience when a door slams shut somewhere in the house, or the heightened awareness you feel when a twig cracks in a nearby bush while out on an evening stroll are both examples of the reptilian cortex at work. When it comes to our interaction with others, the reptilian brain offers up only the most basic impulses: aggression, mating, and territorial defence. There is no great difference, in this sense, between a crocodile defending its spot along the river and a turf war between two urban gangs.

Although the lizard may stake a claim to its habitat, it exerts total indifference toward the well-being of its young. Listen to the anguished squeal of a dolphin separated from its pod or witness the sight of elephants mourning their dead, however, and it is clear that a new development is at play. Scientists have identified this as the limbic cortex. Unique to mammals, the limbic cortex impels creatures to nurture their offspring by delivering feelings of tenderness and warmth to the parent when children are nearby. These same sensations also cause mammals to develop various types of social relations and kinship networks. When we are with others of “our kind” – be it at soccer practice, church, school or a nightclub – we experience positive sensations of togetherness, solidarity and comfort. If we spend too long away from these networks, then loneliness sets in and encourages us to seek companionship.

Only human capabilities extend far beyond the scope of these two cortexes. Humans eat, sleep and play, but we also speak, plot, rationalise and debate finer points of morality. Our unique abilities are the result of an expansive third brain – the

neocortex – which engages with logic, reason and ideas. The power of the neocortex comes from its ability to think beyond the present, concrete moment. While other mammals are mainly restricted to impulsive actions (although some, such as apes, can learn and remember simple lessons), humans can think about the “big picture”. We can string together simple lessons (for example, an apple drops downwards from a tree; hurting others causes unhappiness) to develop complex theories of physical or social phenomena (such as the laws of gravity and a concern for human rights).

The neocortex is also responsible for the process by which we decide on and commit to particular courses of action. Strung together over time, these choices can accumulate into feats of progress unknown to other animals. Anticipating a better grade on the following morning’s exam, a student can ignore the limbic urge to socialise and go to sleep early instead. Over three years, this ongoing sacrifice translates into a first class degree and a scholarship to graduate school; over a lifetime, it can mean groundbreaking contributions to human knowledge and development. The ability to sacrifice our drive for immediate satisfaction in order to benefit later is a product of the neocortex.

Understanding the triune brain can help us appreciate the different natures of brain damage and psychological disorders. The most devastating form of brain damage, for example, is a condition in which someone is understood to be brain dead. In this state a person appears merely unconscious – sleeping, perhaps – but this is illusory. Here, the reptilian brain is functioning on autopilot despite the permanent loss of other cortexes.

Disturbances to the limbic cortex are registered in a different manner. Pups with limbic damage can move around and feed themselves well enough but do not register the presence of their littermates. Scientists have observed how, after a limbic lobotomy¹, “one impaired monkey stepped on his outraged peers as if treading on

¹ Lobotomy = surgical cutting of brain nerves

a log or a rock”. In our own species, limbic damage is closely related to sociopathic behaviour. Sociopaths in possession of fully-functioning neocortexes are often shrewd and emotionally intelligent people but lack any ability to relate to, empathise with or express concern for others.

One of the neurological wonders of history occurred when a railway worker named Phineas Gage survived an incident during which a metal rod skewered his skull, taking a considerable amount of his neocortex with it. Though Gage continued to live and work as before, his fellow employees observed a shift in the equilibrium of his personality. Gage’s animal propensities were now sharply pronounced while his intellectual abilities suffered; garrulous or obscene jokes replaced his once quick wit. New findings suggest, however, that Gage managed to soften these abrupt changes over time and rediscover an appropriate social manner. This would indicate that reparative therapy has the potential to help patients with advanced brain trauma to gain an improved quality of life.

Questions 14–22

Classify the following as typical of

A: the reptilian cortex

B: the limbic cortex

C: the neocortex

Write the correct letter, **A**, **B** or **C**, in boxes 14–22 on your answer sheet.

14. giving up short-term happiness for future gains
15. maintaining the bodily functions necessary for life
16. experiencing the pain of losing another
17. forming communities and social groups
18. a decision and carrying it out
19. guarding areas of land
20. developing explanations for things
21. looking after one’s young
22. responding quickly to sudden movement and noise

Questions 23–26

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 23–26 on your answer sheet.

23. A person with only a functioning reptilian cortex is known as
.....
24. in humans is associated with limbic disruption.
25. An industrial accident caused Phineas Gage to lose part of his
.....
26. After his accident, co-workers noticed an imbalance between Gage's
..... and higher-order thinking.

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27–40**, which are based on

Reading

Passage 3 below.

HELIUM'S FUTURE UP IN THE AIR

A In recent years we have all been exposed to dire media reports concerning the impending demise of global coal and oil reserves, but the depletion of another key nonrenewable resource continues without receiving much press at all. Helium – an inert, odourless, monatomic element known to lay people as the substance that makes balloons float and voices squeak when inhaled – could be gone from this planet within a generation.

B Helium itself is not rare; there is actually a plentiful supply of it in the cosmos. In fact, 24 per cent of our galaxy's elemental mass consists of helium, which makes it the second most abundant element in our universe. Because of its

lightness, however, most helium vanished from our own planet many years ago. Consequently, only a miniscule proportion – 0.00052%, to be exact – remains in earth's atmosphere. Helium is the byproduct of millennia of radioactive decay from the elements thorium and uranium. The helium is mostly trapped in subterranean natural gas bunkers and commercially extracted through a method known as fractional distillation.

C The loss of helium on Earth would affect society greatly. Defying the perception of it as a novelty substance for parties and gimmicks, the element actually has many vital applications in society. Probably the most well known commercial usage is in airships and blimps (non-flammable helium replaced hydrogen as the lifting gas *du jour* after the Hindenburg catastrophe in 1932, during which an airship burst into flames and crashed to the ground killing some passengers and crew). But helium is also instrumental in deep-sea diving, where it is blended with nitrogen to mitigate the dangers of inhaling ordinary air under high pressure; as a cleaning agent for rocket engines; and, in its most prevalent use, as a coolant for superconducting magnets in hospital MRI (magnetic resonance imaging) scanners.

D The possibility of losing helium forever poses the threat of a real crisis because its unique qualities are extraordinarily difficult, if not impossible to duplicate (certainly, no biosynthetic ersatz product is close to approaching the point of feasibility for helium, even as similar developments continue apace for oil and coal). Helium is even cheerfully derided as a “loner” element since it does not adhere to other molecules like its cousin, hydrogen. According to Dr. Lee Sobotka, helium is the “most noble of gases, meaning it's very stable and non-reactive for the most part ... it has a closed electronic configuration, a very tightly bound atom. It is this coveting of its own electrons that prevents combination with other elements'. Another important attribute is helium's unique boiling point, which is lower than that for any other element. The worsening global shortage could render millions of dollars of high-value, life-saving equipment totally useless. The

dwindling supplies have already resulted in the postponement of research and development projects in physics laboratories and manufacturing plants around the world. There is an enormous supply and demand imbalance partly brought about by the expansion of high-tech manufacturing in Asia.

E The source of the problem is the Helium Privatisation Act (HPA), an American law passed in 1996 that requires the U.S. National Helium Reserve to liquidate its helium assets by 2015 regardless of the market price. Although intended to settle the original cost of the reserve by a U.S. Congress ignorant of its ramifications, the result of this fire sale is that global helium prices are so artificially deflated that few can be bothered recycling the substance or using it judiciously. Deflated values also mean that natural gas extractors see no reason to capture helium. Much is lost in the process of extraction. As Sobotka notes: "[t]he government had the good vision to store helium, and the question now is: Will the corporations have the vision to capture it when extracting natural gas, and consumers the wisdom to recycle? This takes long-term vision because present market forces are not sufficient to compel prudent practice". For Nobel-prize laureate Robert Richardson, the U.S. government must be prevailed upon to repeal its privatisation policy as the country supplies over 80 per cent of global helium, mostly from the National Helium Reserve. For Richardson, a twenty- to fifty-fold increase in prices would provide incentives to recycle.

F A number of steps need to be taken in order to avert a costly predicament in the coming decades. Firstly, all existing supplies of helium ought to be conserved and released only by permit, with medical uses receiving precedence over other commercial or recreational demands. Secondly, conservation should be obligatory and enforced by a regulatory agency. At the moment some users, such as hospitals, tend to recycle diligently while others, such as NASA, squander massive amounts of helium. Lastly, research into alternatives to helium must begin in earnest.

Questions 27–31

Reading Passage 3 has six paragraphs, **A–F**.

Which paragraph contains the following information?

Write the correct letter, **A–F**, in boxes 27–31 on your answer sheet.

- 27.** a use for helium which makes an activity safer
- 28.** the possibility of creating an alternative to helium
- 29.** a term which describes the process of how helium is taken out of the ground
- 30.** a reason why users of helium do not make efforts to conserve it
- 31.** a contrast between helium's chemical properties and how non-scientists think about it

Questions 32–35

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 32–35 on your answer sheet, write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

- 32.** Helium chooses to be on its own.
- 33.** Helium is a very cold substance.
- 34.** High-tech industries in Asia use more helium than laboratories and manufacturers in other parts of the world.
- 35.** The US Congress understood the possible consequences of the HPA.

Questions 36–40

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 36–40 on your answer sheet.

Sobotka argues that big business and users of helium need to help look after helium stocks because **36** will not be encouraged through buying and selling alone. Richardson believes that the **37** needs to be withdrawn, as the U.S. provides most of the world's helium. He argues that higher costs would mean people have **38** to use the resource many times over. People should need a **39** to access helium that we still have. Furthermore, a **40** should ensure that helium is used carefully.

Appendix 3:

ANSWER KEYS Reading Academic :

Each question correctly answered scores 1 mark. **Correct** spelling is needed in all answers.

Section 1

1. FALSE
2. TRUE
3. NOT GIVEN
4. FALSE
5. TRUE
6. FALSE
7. TRUE
8. C
9. C
10. B
11. A
12. D
13. C

Section 2

14. C
15. A
16. B
17. B
18. C
19. A
20. C
21. B
22. A
23. brain dead

- 24. sociopathic behaviour
- 25. neocortex
- 26. animal propensities

Section 3

- 27. C
- 28. D
- 29. B
- 30. E
- 31. A
- 32. Yes
- 33. Not given
- 34. Not given
- 35. No
- 36. prudent practice
- 37. privatisation policy
- 38. incentives
- 39. permit
- 40. regulatory agency

Appendix 4:

BRIEF HISTORY OF ENGLISH DEPARTMENT

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 tadaris Bahasa Inggris was closed because it was waiting for operational permission from the Department of religious affairs (Depag).

After academic year 1997/1998 tadaris 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 August 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 IAIN 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. A	August 30th 2008 until June 30th 2009	California, United State	B.A. Drama and Art at San Francisco State University M.A TESOL Diploma at San Francisco State University

3	Ashleigh Sayer, M. A	September 2nd 2009 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
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 student condition

There are 15 percent lecturers (civil servants) from different educational background and 495 students of English department of tarbiyah faculty of IAIN Antasari Banjarmasin in academic year 2016/2017.

The description of lecturers and students can be seen in 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 Colorado 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.
7	DR. Hj.NidaMufidah, M.Pd	S1 English Education Department UNLAM, S2 indonesian language literature UNLAM. S3 Indonesian Education Department Univesitas Negeri Malang.	Teaching Media, Seminar, Language Teaching Assessment.
8	Dra. Hj. WardahHayati, M.A	S1 English Education Department UNLAM, S2 Women Studies Flinders University Australia	Intensive Reading
9	Nur LailaKadariah, S.Ag, M.Pd,	S1 Islamic Education FK Tarbiyah IAIN Antasari Banjarmasin,S2 indonesian language and literature FKIP UNLAM	Grammar, Bahasa Indonesia
10	Dra. Andi Irlina, M. Hum	S1 English Education Department UNHAS Ujung Pandang, S2 English Education Department UNHAS Ujung Pandang	Writing , phonology

11	Nani Hizriani, M.A	S1 English Education Department UNMUH Malang, S2 TESOL and Foreign Language Teaching University of Camberra Australia	TEFL, Grammar, Writing, CMD
12	Rusnadi, S,Pd.I,M. Pd.I M.A	S1 English Education Department IAIN Antasari Banjarmasin, S2 Management of Education IAIN Antasari. S2 TESOL Murray University USA	CMD, TEFL, Instructional Design, CCU
13	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
14	RahmilaMurtiana, M.A	S1 English Literature Universitas Diponegoro Semarang S2 TESOL Flinders University Australia.	Writing, Intro to Literature, Play Performance
15	Raida Asfihana, M.Pd	S1 English Education Department UNLAM Banjarmasin, S2 English Education Department UN Malang	Grammar, ESP
16	Puji Sri Rahayu, M.A	S1 English Education Department UNMUH Malang, S2 Applied Linguistics The University of Queensland Australia.	Intro to linguistic, translation.
17	Hj. Noor Maulidiyah, M.A	S1 English Language and Literature International Islamic University Malaysia, S2 TESL International Islamic University Malaysia.	Writing, listening.
18	Afifah Linda Sari, SS, M.Pd	S1 English Literature UIN Maulana Malik Ibrahim Malang, S2 English Education Department	Reading, Literatute

		Universitas Sebelas Maret Surakarta.	
19	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 IAIN 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 table below:

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

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

Please write your full name in CAPITAL letters on the line below:

(12)

Please write your Candidate number on the line below:

9

Please write your name in the space below in the boxes and check the spelling in the grid on the right.

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9



Are you: Female? Male?

Reading Reading Reading Reading Reading Reading

Module taken: A-levels AS-level General Training

1 False

2 True

3 True

4 True

5 false

6 False

7 No given

8 C

9 B

10 D

11 B

12 D

13 D

14 B

15 C

16 B

17 A

18 B

19 C

20 C

21 A

22 B

23 Mammals

24 cortex

25 skull

26 personality

27 A

28 D

29 B

30 F

31 E

32 yes

33 yes

34 Not given

35 No

36 market forces

37 the US government

38 the ability

39 ability

40 research

Marker 2 Initials

Marker 1 Initials

Band Score

Reading Total

Please write your full name in CAPITAL letters on the line below

Please write your date of birth in full on the line below

Please write your first and last name in the boxes below in the correct order of letters in the grid on the right

15

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Are you: Female? Male?

Reading Reading Reading Reading Reading Reading

Module taken in previous tests	Question	Correct Answer
	1 True	61 P3
	2 True	22 C
	3 False	23 Startle centre
	4 False	24 Sociopathic behaviour
	5 True	25 neocortex
	6 False	26 his intellectual
	7 -	27 C
	8 A	28 D
	9 B D	29 F
	10 C	30 E
	11 B	31 B
	12 D	32 Yes
	13 D	33 Yes
	14 B	34 Yes
	15 A	35 Yes
	16 C	36 the gas
	17 B	37 US Government
	18 A	38 Incentives
	19 B	39 existing supplies
	20 C	40 -

Marker 2 Initials

Marker 1 Initials

Band Score

Reading Total

~~_____~~ ~~_____~~

5.5

1A

Station 1 - CAPTIVE - Separate on the one nation

1.2

(19)

Write into your answer book the correct body
part and please include with the
word the part

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9



Are you: Female? Male?

Reading Reading Reading Reading Reading Reading

Module taken (if applicable): Academic General Training

1	True false	(21)	B
2	false true	(22)	A
3	True	23	Psychological disorder
4	false	24	Sociopaths
5	True	(25)	Neocortex
6	True	26	Personality
7	True	27	False
8	C	28	True
9	C	29	True
10	D	30	False
(11)	A	31	False
12	C	(32)	Yes
(13)	C	33	NO
14	B	(34)	Not Given
(15)	A	35	Yes
(16)	B	36	Duplicate
(17)	B	37	Fifty fold
18	B	38	Supplies
(19)	B A	39	alternative
(20)	C	40	U.S Congress

Marker 2
Initials

Marker 1
Initials

Band
Score

Reading
Total



KEMENTERIAN AGAMA
INSTITUT AGAMA 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

Banjarmasin, 5 Januari 2016

Nomor: In. 04/II.2.3/PP.00.9/24/2016

Lamp. : -

Hal : **Persetujuan Judul Skripsi**

Kepada Yth.
Sdr (i) Yuyun Nailufer
NIM. 1201240776
Mahasiswa Jurusan TBI
Fakultas Tarbiyah dan Keguruan
IAIN Antasari Banjarmasin
di -
Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan hasil sidang tanggal 4 Januari 2016 tentang persetujuan Judul Skripsi demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menerima/menyetujui judul skripsi Sdr (i) yang berbunyi:

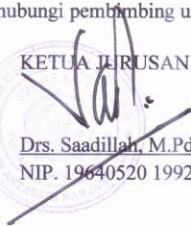
**AN ANALYSIS OF STUDENTS IELTS MASTERY ON READING ACADEMIC
MODULE QUESTIONS**

Menunjuk/menetapkan Bapak/Ibu:

1. Dra. Hj. Wardah Hayati, M.A : Pembimbing I
2. Puji Sri Rahayu, M.A : Pembimbing II

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

KETUA JURUSAN TBI,


Drs. Saadillah, M.Pd

NIP. 19640520 199203 1 006

TEMBUSAN:

1. Pembimbing I
2. Pembimbing II
3. Pertinggal.



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI ANTASARI
FAKULTAS TARBİYAH DAN KEGURUAN**

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

REKOMENDASI

Nomor : B-20/In.01/III.2/TL.00/09/2016

Dekan Fakultas Tarbiyah dan Keguruan IAIN Antasari Banjarmasin, dengan ini memberikan rekomendasi kepada:

Nama : Yuyun Nailufer
Nomor Induk Mahasiswa : 1201240776
Jurusan : PBI
Semester : IX (Sembilan)
Tahun Akademik : 2015/2016
Alamat : Jl. Manunggal 2 No. 20 RT. 27 Kel. Kebun
Bunga Kec. Banjarmasin Timur

Untuk melakukan kegiatan penelitian/Riset sebagai tindak lanjut dari penyusunan skripsi yang berjudul: "AN ANALYSIS OF STUDENTS' MASTERY IN READING ASPECT OF IELTS TEST IN SEVEN SEMESTER OF ENGLISH DEPARTEMENT AT IAIN ANTASARI BANJARMASIN" pada Fakultas Tarbiyah dan Keguruan IAIN Antasari sejak tanggal 14 September 2016 sampai dengan 14 November 2016.

Demikian Surat Rekomendasi ini diberikan untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 14 September 2016

An. Dekan,
Wakil Dekan Bidang Akademik,


Dr. Yahya MOF, M.Pd
NIP. 196209191991031001



KEMENTERIAN AGAMA
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SURAT KETERANGAN SELESAI RISET

In. 04/II.2.3/PP.00.9/282/2016

Yang bertanda tangan di bawah ini menerangkan dengan sebenarnya bahwa:


Nama : Yuyun Nailufer
NIM : 1201240776
Jurusan : TBI
Program : S1
Alamat Sekarang : Jl. Manunggal 2 No.20 RT.27 Kel.kebun Bunga Kec.
Banjarmasin Timur

Adalah benar telah selesai melaksanakan riset pada Fakultas Tarbiyah dan Keguruan Jurusan Tadris Bahasa Inggris IAIN Antasari Banjarmasin untuk penyusunan skripsi dengan judul: "AN ANALYSIS OF STUDENTS' MASTERY IN READING ASPECT OF IELTS TEST IN THE SEVENTH SEMESTER OF ENGLISH DEPARTMENT AT IAIN ANTASARI BANJARMASIN"

Demikian agar diketahui dan dipergunakan sebagaimana mestinya.

Banjarmasin, 5 Desember 2016

KETUA JURUSAN TBI,


Nani Hizriani, M.A

NIP. 19771127 200312 2 001





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

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

16 Desember 2016

Nomor : 838/In.01/III.2.q/12/2016
Lamp : -
Hal : Perubahan Judul Skripsi

Kepada Yth.
Sdr (i) Yyun Nailufer
NIM. 1201240776
Mahasiswa Jurusan PBI
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

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

**AN ANALYSIS OF STUDENTS IELTS MASTERY ON READING ACADEMIC
MODULE QUESTIONS**

Berubah menjadi:

**AN ANALYSIS OF STUDENTS ACHIEVEMENT IN DOING IELTS READING
ACADEMIC MODULE PRACTICE**

Menunjuk Bapak/Ibu :

1. Dra. Hj. Wardah Hayati, M.A. : Pembimbing I
2. Puji Sri Rahayu, M.A. : Pembimbing II

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

Wassalamu'alaikum. Wr. Wb.

An. Wakil Dekan Bidang Akademik



Raihanatul Jannah
NIP. 196912011994032005

CURRICULUM VITAE

1. Name : Yuyun Nailufer
2. Place and Date of Birth : Rantau, May 15th, 1994
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Adress : Jl. Perintis Raya Bundung, No.19 RT.01 RW.01
Kecamatan Bakarangan Kabupaten Tapin
8. Education :
 - a. SDN Bundung 1 2006
 - b. MTsN 1 Rantau 2009
 - c. MAN 1 Rantau 2012
 - d. S1 English Education Departement of Tarbiyah Faculty and Teachers Training of IAIN Antasari Banjarmasin
9. Organization : UKM BD Taekwondo
9. Parents :
 - a. Father
 - 1) Name : Drs. Junaidi
 - 2) Occupation : Civil Servant
 - b. Mother
 - 1) Name : Sari Kasmah
 - 2) Occupation : Housewife
10. Siblings :
 - a. Nurmisuari
 - b. Muhammad Syawali Nazar
 - c. Mu'minah Ulfah
 - d. Jamiatul Hidayah

Banjarmasin, 19 Desember 2016

Yuyun Nailufer