

Appendix 1

Translatory of Verses

Verse	Surah	Translation
4-5	Al-Alaq	Who has taught (the writing) by the pen. Has taught man that which he knew not.
1	Al-Qalam	Nun. By the pen and that which they write (therewith).

Appendix 2

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 *Tadris* Bahasa Inggris was closed because it was waiting for operational permission from the Departement of Religious Affairs (Depag).

After academic year 1997/1998 *Tadris* 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 of 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 as 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, MA. Since January 2007 Dra. Hj. Nida Mufidah, M.Pd as the secretary, but in August 2007 Dr. Syaifuddin

Ahmad Husin, MA resigned from his position. As the next leader, Dra. Hj. Nida Mufidah, 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, MA since July 2010. In January 2013, the Head of English department is Drs. Sa'adillah M.Pd and Nani Hizriani. MA as secretary. Then, since December 2016 until now the Head of English Department was substituted by Nani Hizriani, MA and Puji Sri Rahayu, MA as the Secretaru

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	September 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.
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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 Colarado USA, S3 Culture and Humanities Science UGM Jogjakarta	Morpho-syntax, Phonology
2.	Drs. H. Ahdi Makmur, M.Ag, Ph.D	S1 English Education Department IKIP Negeri Yogyakarta, S2 Islamic Studies Canada & IAIN Jakarta, S3 Sociology Univesiti Utara Malaysia	Writing, Academic Writing, Metodologi Penelitian Bahasa
3.	Drs. Sa'adillah, M.Pd	S1 English Education Department FK Tarbiyah IAIN Antasari Banjarmasin, S2	Vocabulary, English for Islamic Studies.

		Management of Education UNLAM Banjarmasin	
4.	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.
5.	Dra. Hj. WardahHayati, M.A	S1 English Education Department UNLAM, S2 Women Studies Flinders University Australia	Intensive Reading
6.	Nur LailaKadariah, S.Ag, M.Pd,	S1 Islamic Education FK Tarbiyah IAIN Antasari Banjarmasin,S2 Indonesian language and literature FKIP UNLAM	Grammar, Bahasa Indonesia
7.	Nani Hizriani, M.A	S1 English Education Department UNMUH Malang, S2 TESOL and Foreign Language Teaching University of Camberra Australia	TEFL, Grammar, Writing, CMD
8.	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
9.	DR. Ridha Fadillah, M. Ed	S1 English Education Department Islamic University Malang, S2 TESOL University Kedai Malaysia. S3 English Education Department Universitas Negeri Semarang.	Research Method, Extensive Reading
10.	RahmilaMurtiana, M.A	S1 English Literature Universitas Diponegoro	Writing, Intro to Literature, Play

		Semarang S2 TESOL Flinders University Australia.	Performance
11.	Raida Asfihana, M.Pd	S1 English Education Department UNLAM Banjarmasin, S2 English Education Department UN Malang	Grammar, ESP
12.	Puji Sri Rahayu, M.A	S1 English Education Department UNMUH Malang, S2 Applied Linguistics The University of Queensland Australia.	Intro to Linguistic, Translation.
13.	Hj. Noor Maulidiyah, M.A	S1 English Language and Literature International Islamic University Malaysia, S2 TESL International Islamic University Malaysia.	Writing, Listening.
14	Afifah Linda Sari, SS, M.Pd	S1 English Literature UIN Maulana Malik Ibrahim Malang, S2 English Education Department Universitas Sebelas Maret Surakarta.	Reading, Literatute
15	Nur Alfa Rahmah, SS, M.Pd	S1 English Literature Universitas Negeri Malang, S2 English Education Department Universitas Negeri Malang.	Pronunciation Practice, Listening.

3. Description About Administration Staff

There are some administration staffs 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 Staffs 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

CURRICULUM VITAE

1. Name : Novy Bimarestu
2. Place and Date of Birth : Kotabaru, November 24th 1994
3. Religion : Islam
4. Nationality : Indonesian
5. Marital status : Single
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7. Education :
 - a. SDS Muhammadiyah Kotabaru
 - b. MTsN 1 Kotabaru Banjarmasin
 - c. SMAN 2 Kotabaru
 - d. S1 English Department of Tarbiyah and Teachers Training Faculty
IAIN Antasari Banjarmasin
8. Organization :
 - a. Member of English Student Association (ESA) 2013/2014
 - b. Treasurer of English Student Association (ESA) 2014/2015
 - c. Vice of Chief of English Student Association (ESA)
2015/2016
9. Family :
 - a. Father : Subrantas
 - b. Mother : Sukardiyah

Banjarmasin, March 15th 2017

Novy Bimarestu

summary

P. 58-59

Muhammad Rizwan

(A)

(B+)

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Education is not only central to improve the quality of life for men and women, old or young, but is also a fundamental human right. The condition of education in Indonesia observed carefully, there are still many issues about gender inequality. This paper will be focused on exploring gender bias in four main components namely the teachers, the learners, the teaching and learning process and the teaching material especially in the English books of elementary schools. This essay also tries to observe the possibilities of reducing existing gender bias. ~~at the end given~~

WHAT IS GENDER?

Gender refers to the economic, social and cultural attributes and opportunities associated with being male or female.

Achmad Safii

Summary article

The aim of this paper is the mapping of the discursive transitions in school science from the primary to the secondary level as reflected in the corresponding textbooks. This study belongs in the second of the two aforementioned categories of studies, since it aims at addressing both the issue of the relationship between scientific knowledge and school knowledge and the issue of the nature of the pedagogic relationship as well.

Classification and formality combined, determine the degree of 'scientificness' of a particular pedagogic discourse, since a discourse projecting the internal logic of the scientific content (strong classification) and employing its specialised expressive codes (high formality), clearly drives the students closer to the specialised scientific knowledge domain.

Combining further, the dichotomized values of classification, formality and framing one can produce six modalities in order to describe the corresponding pedagogic practice (the mythical domain has been excluded from further analysis).

The texts analysed are taken from six science textbooks written in Greek and used in 9.823 Greek primary and secondary schools during 1997-1999 (the secondary textbooks are still in use). Specifically, these textbooks consist of: a) two general science textbooks for the two upper grades of primary school (11-12 year olds), b) two chemistry and c) two physics for the three grades of the lower secondary school respectively (13-15 year olds).

All the units of analysis for both the linguistic and the visual mode were analysed along the three theoretical dimensions of classification, formality and framing. The analysis was based on the use of two distinct grids of analysis, one for the linguistic and one for the visual mode, that consist of variables that become operational applying specific socio-linguistic and socio-semiotic approaches.

Group A
SUMMARY

P. 62-63

Δ Naupal

(B) ✓

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Students

Participant in the classroom also speaking, some participants are willingly speak loudly, some may not speak and silence. Ironically, teachers actually are responsible for male dominance in the classroom when they focus to their instruction on male students through giving them more frequent and particular attention.

Students go gender by themselves for example segregating themselves by having their own group or play specific games for each sex. When notices boys usually gather together with other boys and they regard boys who closely ties with girls as girlish, vice versa condition also happens with girls.

Teaching and learning ability.

Gender fair teaching ~~ability~~ challenges educators both to treat all equally and to recognize and accommodate different learning style study. Krupnick found that female students are less motivate participate in discussion than males. And they talk after patiently, they are more likely to be interrupted Benjamin et al. relates

Ahmad Kusairi

B

A 60-61

FL

- People are born either biologically female with xx chromosomes or men with xy chromosomes.

It is about both boys and girls.

- Betsy Lucal says that gender is pervasive and nobody can resist from it. People do gender everywhere and practice it to anybody. Kimmel even says that the formal education gendering process happens at the moment students come to school and continue through their education lives. By this definition it can be taken into account that gender bias is related with inequity, it is embedded and education has role on its existence.

The Teacher

- Guttentag & Bray stated that teachers as vital links in promoting non sexist attitudes, have a major responsibility to create equitable condition in their classrooms, their procedures, and the most important in their interaction. In Jakarta, Rostiwati conducts a study to a number of teachers and the result indicates that teacher are aware that they treat boys and girls differently. Why ^{does} teacher have low gender awareness? Surely, teachers ^{are} members of their society and they already have ^{are} pre-conception and characteristics of gender.

- In Myra and David Sadker's They noted four types of teacher responses to students: teacher praises, teacher remediates, teacher criticizes

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Summary :

One thing to be noted from the above information is that technology does not function alone. Behind all the programs, Facebook, blogs, twitter and YouTube reports are individuals who chose to make a difference. Technology, in the absence of someone with the will to accomplish, will fail. It is for this reason that the overarching solution to solving women's rights in education and labor in our time must deal with individual activism. Individuals and women should not be focused too much on allowing their governments to achieve the end goals of the individual, man or woman.

In the Middle East, individuals feel that the government should solve sexual harassment, that the government should be able to eradicate prejudices against women and that the government should be able to advance Muslim women in the areas of science and technology. However, complacency is not the answer here. As has been shown, an individual can make a difference. HarassMap was a small group of individuals who had an idea and, because of technological innovations, were able to implement it, and were moderately successful in curbing sexual harassment in their area. Likewise with MMW, one woman made a decision to better herself and to attempt to erase stereotypes, and this was successful because of her will and because of the technology available.

Muslim women should not wait for their governments to better their lives, even though their governments have taken strides toward women's progress. On the contrary, Muslim women should take the matter into their own hands. As noted, several individuals have come up with remarkable ideas and literally have taken the problems into their own hands. From such actions, problems have begun to ease. Sexual harassment is being reduced. Stereotypes are being broken. In the end, technology is an aid to change, but it is only the individual who has the ability to make that change.

