

Appendix 1

Translation

Source	Translation
Qur'an Surah Al Baqarah: 282	<i>“O you who believed, when you contract a debt for a specified term, write it down. And let a scribe write [it] between you in justice. Let no scribe refuse to write as Allah has taught him. So let him write and let the one who has the obligation dictate. And let him fear Allah, his Lord, and not leave anything out of it.”</i>
Qur'an Surah Ali Imran: 159	<i>“So by mercy from Allah, [O Muhammad], you were lenient with them. And if you had been rude [in speech] and harsh in heart, they would have disbanded from about you. So pardon them and ask forgiveness for them and consult them in the matter. And when you have decided, then rely upon Allah. Indeed, Allah loves those who rely [upon Him].”</i>

Appendix 2

Questionnaire Guideline

Kuesioner

Nama :

Kelas :

Kuesioner ini disusun untuk mendapatkan informasi mengenai persepsi dan sikap Anda dalam pembelajaran Bahasa Inggris terkait dengan *feedback* (umpan balik) yang diberikan guru dalam kegiatan *writing descriptive text*. Informasi yang didapat akan digunakan sebagai bahan data penelitian dalam skripsi yang berjudul ”*The Effectiveness of Direct Corrective Feedback in Writing Descriptive Text at Tenth Grader of SMA Korpri Banjarmasin*”.

Informasi yang Anda berikan akan sangat berguna dan penting bagi keberhasilan penelitian yang dilakukan dan sama sekali tidak berpengaruh terhadap hal-hal lain di luar keperluan penelitian. Oleh karena itu, kesungguhan dan kejujuran Anda sekalian sangat dihargai. Atas perhatian dan kerja sama Anda dalam mengisi kuesioner ini, saya ucapkan banyak terima kasih.

Tri Haryanto Ali Wargito

Mahasiswa Jurusan Pendidikan Bahasa Inggris ‘13

Universitas Islam Negeri Antasari

Bagaimanakah Anda menilai *feedback* yang diberikan guru Anda dalam *writing descriptive text*? Untuk setiap pernyataan berikut ini, lingkari hanya satu nomor saja (4, 3, 2, atau 1) yang paling sesuai dengan pendapat Anda. Mohon diisi berdasarkan pemikiran Anda saat ini, bukan jawaban yang mungkin diharapkan oleh peneliti. Lingkari nomor yang sesuai untuk tiap pernyataan berikut.

4= sangat setuju (SS)

2= tidak setuju (TS)

3= setuju (S)

1= sangat tidak setuju (STS)

No.	Pernyataan	SS	S	TS	STS
1	Saya lebih suka mendapatkan <i>feedback</i> dalam <i>writing descriptive text</i> untuk mengetahui kekurangan dan kelebihan saya daripada hanya sekedar mendapatkan nilai.	4	3	2	1
2	<i>Feedback</i> yang diberikan guru saya dalam <i>writing descriptive text</i> bersifat objektif (apa adanya).	4	3	2	1
3	<i>Feedback</i> yang diberikan guru saya dalam <i>writing descriptive text</i> sudah jelas.	4	3	2	1
4	Saya mengerti dan paham dengan maksud <i>feedback</i> yang diberikan guru saya	4	3	2	1
5	Saya mempelajari penggunaan struktur kalimat dari <i>feedback</i> yang disampaikan guru saya dalam <i>writing descriptive text</i>	4	3	2	1
6	Saya mempelajari penggunaan kosakata baru dalam kalimat dari <i>feedback</i> yang disampaikan guru saya	4	3	2	1
7	Saya selalu membaca koreksi yang ditulis oleh guru	4	3	2	1
8	Saya lebih suka mendiskusikan kesalahan saya dengan guru saat didalam kelas	4	3	2	1
9	Koreksi yang diberikan guru membantu saya meningkatkan kemampuan <i>writing descriptive text</i> saya.	4	3	2	1
10	Saya merasa terbantu dengan pemberian komentar dan saran tentang penggunaan Bahasa Inggris saya (benar atau tidaknya).	4	3	2	1

11	Masukan yang diberikan guru saya dalam <i>writing</i> memotivasi saya untuk menulis dengan lebih baik.	4	3	2	1
12	Setelah mendapatkan <i>feedback</i> dalam <i>writing</i> berkali – kali, saya dapat mengoreksi <i>writing</i> saya sendiri ketika saya melakukan kesalahan.	4	3	2	1
13	Saya senang ketika guru memberikan koreksi tertulis langsung terhadap tulisan saya	4	3	2	1
14	Saya merasa terbantu dalam perbaikan penulisan saat diberikan bentuk yang benar dari kesalahan saya	4	3	2	1
15	Saya lebih mengerti ketika kesalahan penulisan saya dikoreksi dengan cara dicoret	4	3	2	1
16	Penambahan dan pengurangan kata dalam kalimat membuat saya lebih memahami isi tulisan saya	4	3	2	1
17	Saya lebih suka ketika guru menulis koreksian dari kesalahan saya di kertas	4	3	2	1
18	Saya merasa bahwa kemampuan <i>writing</i> saya meningkat di semester ini	4	3	2	1

Appendix 3

Interview Guideline

Interview Guideline

1. Apakah gurumu memberitahu kelebihan dan kekuranganmu dalam *writing*?
2. Apakah gurumu sering memberi penjelasan lebih (tentang *rule*) atau memberikan contoh setelah kamu mengerjakan *writing task* (penulisan deskriptif teks)?
3. Apakah *feedback* yang diberikan gurumu bersifat objektif (apa adanya)?
4. Apakah kamu mengerti dan memahami maksud koreksi *writing* yang diberikan gurumu?
5. Apakah kamu selalu menuruti koreksi *writing* yang diberikan gurumu? Jelaskan alasanmu!
6. Apakah kamu sangat memerlukan masukan dari gurumu dalam *writing*? Jelaskan alasanmu!
7. Setelah mendapatkan koreksi *writing* dari gurumu, apakah kamu termotivasi untuk memperbaiki kesalahanmu? Jelaskan alasanmu!
8. Apakah yang kamu rasakan ketika mendapat koreksi *writing* dari gurumu?
9. Ketika mendapatkan koreksi dari gurumu, apakah itu membantumu dalam proses penuangan ide-ide mu dalam *writing descriptive text*? Jelaskan!
10. Setelah mendapatkan *writing feedback* berkali – kali dari gurumu apakah kamu dapat menyadari/menemukan kesalahanmu sendiri?
11. Bagaimana pendapatmu tentang koreksian dengan mencoret dan menggantinya dengan yang benar?
12. Apakah penambahan dan pengurangan kata bisa membantumu lebih memahami tulisanmu sendiri? Jelaskan!
13. Apa yang kamu pelajari dari feedback yang diberikan gurumu?

Appendix 4

Lesson Plan

LESSON PLAN 1

School	: SMA Korpri Banjarmasin
Subject	: English
Level of Students	: 10 th Graders of Senior High School
Instructor	: Tri Haryanto Ali Wargito
Class Time	: Saturday/ 12:00-12:40 p.m.
Time	: 40 Minutes
Room	: X-3 of SMA Korpri Banjarmasin
Meeting	: 1 st Meeting

- A. Rationale** : This lesson is designed for more than 10 students, and using Communicative Approach with Communicative Language Teaching Method and Task-Based Language Teaching. Technique like write short essay about picture will be used in teaching process.
- B. Goal** : The **10th Graders of Senior High School** will be able to develop their writing and vocabulary skill about descriptive text and use them in their daily life/communication.
- C. Objectives** : By the end of the lesson:
1. The **10th Graders of Senior High School** will be able to develop their writing skill about descriptive text by having 15 minutes making short essay in the classroom with at least 80% accuracy.
 2. The **10th Graders of Senior High School** will be able to develop their vocabulary skill about descriptive text by having 10 minutes discuss the difficult words with at least 85% accuracy in the classroom.
- D. Topic Material** : Family members (Descriptive text)
- E. Approach and Method** : Communicative Approach, Communicative Language

Teaching and Task-Based Language Teaching.

- F. Materials & Equipment** : 1. Whiteboard
2. Board marker

No	Activity	Explanation	Time
1	Pre-activity	<p>- Opening the lesson The lesson starts by the greeting from the teacher to the students. T : Assalamu'alaikum.Wr.Wb. Ss : Wa'alaikumussalam.Wr.Wb. T : Good morning class Ss : Good morning, Sir! T : How are you today? Ss : I am fine, and you...? T : I am good, thank you. Okay let's begin our lesson today by saying Basmalah". Before we begin, let me check your attendance, first.</p>	5 Minutes
2	While Activity	<p>T: Today, we will learn about descriptive text. Do you know what descriptive text is? Ss: No, sir. T: Well, descriptive text is a text that describe someone, place or something. I will show you one example of descriptive text.</p> <p>Teacher gives example of descriptive text on the whiteboard and explains the structure of it...</p> <p>My mother is the best person in my life = IDENTIFICATION</p> <p>My mother is middle-aged woman, now she is about 48 years old. Her name is Mrs. Mira. She has beautiful face and black long straight hair. Her eyes just like ordinary Asian woman, black. She has sharp nose and thick lips. She is a bit fat because she rarely does exercise as a busy housewife. However, she can manage her dress well, so he can keep looking good on all her dress =</p>	30 Minutes

		<p style="text-align: center;">DESCRIPTION</p> <p>T: Well, now I want you to make a short paragraph about one of your family member, is it clear my students? Ss: Yes, sir.</p> <p>Teacher gives time for students to make short essay ...</p> <p>T: Have you finish class? Ss: yes, we have, sir.</p> <p>T: Okay, good job! I hope you can understand with your own writing Ss: Yes, sir.</p> <p>T: Very well, students!</p>	
3	Post Activity	<p>- Concluding and closing the lesson</p> <p>The teacher is ready to close the lesson due to the time and asks students whether they have question or not.</p> <p>T: Ok you have a good job today, I'm very happy with our activity in this class. What do you think about our lesson today? Is it difficult? Ss: No, sir (all student)</p> <p>T: Very good, Students, I think time is up. Do you have any question? Ss: (silent for moment), no, Sir</p> <p>T: Okay. Thanks for your attention see you next time. Bye... Ss: See you Sir...Bye!</p>	5 Minutes

A. Backup Plan : In case the pictures doesn't enough for every students, the teacher makes the students to be small groups.

B. Evaluation :

1. Cognitive aspect;
2. Affective aspect; evaluated while the process of teaching and learning

Banjarmasin, September 16th
2017

Supervisor

Teacher Trainee,

Rosihannor, S.Pd

Tri Haryanto Ali Wargito

LESSON PLAN 2

School : **SMA Korpri Banjarmasin**
Subject : **English**
Level of Students : **10th Graders of Senior High School**
Instructor : **Tri Haryanto Ali Wargito**
Class Time : **Monday / 10:00-11:20 a.m.**
Time : **2x40 Minutes**
Room : **X-3 of SMA Korpri Banjarmasin**
Meeting : **2nd Meeting**

- A. Rationale** : This lesson is designed for more than 10 students, and using Communicative Approach with Communicative Language Teaching Method and Task-Based Language Teaching. Technique like write short essay about picture will be used in teaching process.
- B. Goal** : The **10th Graders of Senior High School** will be able to develop their writing and vocabulary skill about descriptive text and use them in their daily life/communication.
- C. Objectives** : By the end of the lesson:
1. The **10th Graders of Senior High School** will be able to arrange the paragraph into a correct descriptive text.
2. The **10th Graders of Senior High School** will be able to make sentences in form of simple present tense relating to the topics given.
- D. Topic Material** : Animal (Descriptive text)
- E. Approach and Method** : Communicative Approach, Communicative Language Teaching and Task-Based Language Teaching.
- F. Materials & Equipment** : 1. Whiteboard
2. Board marker

No	Activity	Explanation	Time
1	Pre-activity	<p>- Opening the lesson</p> <p>The lesson starts by the greeting from the teacher to the students.</p> <p>T : Assalamu'alaikum.Wr.Wb.</p> <p>Ss : Wa'alaikumussalam.Wr.Wb.</p> <p>T : Good morning class</p> <p>Ss : Good morning, Sir!</p> <p>T : How are you today?</p> <p>Ss : I am fine, and you...?</p> <p>T : I am good, thank you. Okay let's begin our lesson today by saying Basmalah".</p> <p>Before we begin, let me check your attendance, first.</p> <p>(Then the teacher gives the result of their writing on first meeting and asked the students to look up on the correction and asked them to understand it).</p>	5 Minutes
2	While Activity	<p>T: Today, we will learn about descriptive text again but with the topic is about describing animal. Do you know how it is?</p> <p>Ss: No, sir.</p> <p>The teacher gives some question about the characteristic of some animals and asks the students to guess it.</p> <p>This activity is to attract the students about the topic that would be given.</p> <p>(Teacher gives explanation and example of describing animal).</p> <p>The teacher asks the students to read the text silently</p> <p>Then the teacher asks the students to find the difficult words and to write it down in their note book.</p> <p>The teacher translates and writes the difficult words on the whiteboard.</p>	70 Minutes

		<p>T: Well, now I want you to make a small group consists of 5 students then make a short paragraph about one of this animal pictures, is it clear my students? Ss: Yes, sir.</p> <p>Teacher gives time for students to make short essay ...</p> <p>T: Have you finish class? Ss: yes, we have, sir.</p> <p>T: Okay, good job! I hope you can understand with your own writing Ss: Yes, sir.</p>	
3	Post Activity	<p>- Concluding and closing the lesson</p> <p>The teacher is ready to close the lesson due to the time and asks students whether they have question or not.</p> <p>T: Ok you have a good job today, I'm very happy with our activity in this class. What do you think about our lesson today? Is it difficult? Ss: No, sir (all student)</p> <p>T: Very good, Students, I think time is up. Do you have any question? Ss: (silent for moment), no, Sir</p> <p>T: Okay. Thanks for your attention see you next time. Bye...</p>	5 Minutes

G. Backup Plan : In case the pictures doesn't enough for every students, the teacher makes the students to be small groups.

H. Evaluation :

1. Cognitive aspect;
2. Affective aspect; evaluated while the process of teaching and learning

Banjarmasin, September 18th
2017

Supervisor

Teacher Trainee,

LESSON PLAN 3

School	: SMA Korpri Banjarmasin
Subject	: English
Level of Students	: 10 th Graders of Senior High School
Instructor	: Tri Haryanto Ali Wargito
Class Time	: Saturday / 12:00-12:40 p.m.
Time	: 40 Minutes
Room	: X-3 of SMA Korpri Banjarmasin
Meeting	: 3 rd Meeting

- A. Rationale** : This lesson is designed for more than 10 students, and using Communicative Approach with Communicative Language Teaching Method and Task-Based Language Teaching. Technique like write short essay about picture will be used in teaching process.
- B. Goal** : The **10th Graders of Senior High School** will be able to develop their writing about descriptive text and use them in their daily life/communication.
- C. Objectives** : By the end of the lesson:
1. The **10th Graders of Senior High School** will be able to describe things in english.
 2. The **10th Graders of Senior High School** will be able to make sentences in form of simple present tense relating to the topics given.
- D. Topic Material** : Things (Descriptive text)
- E. Approach and Method** : Communicative Approach, Communicative Language Teaching and Task-Based Language Teaching.
- F. Materials & Equipment** : 1. Whiteboard
2. Board marker

No	Activity	Explanation	Time
1	Pre-activity	<p>- Opening the lesson</p> <p>The lesson starts by the greeting from the teacher to the students.</p> <p>T : Assalamu'alaikum.Wr.Wb.</p> <p>Ss : Wa'alaikumussalam.Wr.Wb.</p> <p>T : Good morning class</p> <p>Ss : Good morning, Sir!</p> <p>T : How are you today?</p> <p>Ss : I am fine, and you...?</p> <p>T : I am good, thank you. Okay let's begin our lesson today by saying Basmalah".</p> <p>Before we begin, let me check your attendance, first.</p> <p>Then the teacher gives the result of their writing on second meeting and asked the students to look up on the correction and asked them to understand it.</p>	5 Minutes
2	While Activity	<p>The teacher introduce the words relevant to this topic to the students and asks them what shape is a thing the teacher has.</p> <p>The teacher gives text as an example on the whiteboard and introduce different shapes, sizes, materials and color and asks them to repeat these words a few times.</p> <p>This activity is to attract the students about the topic that would be given.</p> <p>The teacher asks the students to read the text silently</p> <p>Then the teacher asks the students to find the difficult words and to write it down in their note book.</p> <p>The teacher translates and writes the difficult words on the whiteboard.</p> <p>T: Well, now I want you to make a small group consists of</p>	30 Minutes

		<p>5 students then make a short paragraph about one of these things, is it clear my students? Ss: Yes, sir.</p> <p>Teacher gives time for students to make short essay ...</p> <p>T: Have you finish class? Ss: yes, we have, sir.</p> <p>T: Okay, good job! I hope you can understand with your own writing Ss: Yes, sir.</p> <p>T: Very well, students!</p>	
3	Post Activity	<p>- Concluding and closing the lesson</p> <p>The teacher is ready to close the lesson due to the time and asks students whether they have question or not.</p> <p>T: Ok you have a good job today, I'm very happy with our activity in this class. What do you think about our lesson today? Is it difficult? Ss: No, sir (all student)</p> <p>T: Very good, Students, I think time is up. Do you have any question? Ss: (silent for moment), no, Sir</p> <p>T: Okay. Thanks for your attention see you next time. Bye... Ss: See you Sir...Bye!</p>	5 Minutes

I. **Backup Plan** : In case the pictures doesn't enough for every students, the teacher makes the students to be small groups.

J. **Evaluation** :

1. Cognitive aspect;
2. Affective aspect; evaluated while the process of teaching and learning

Banjarmasin, September 23rd
2017

Supervisor

Teacher Trainee,

Rosihannor, S.Pd

Tri Haryanto Ali Wargito

LESSON PLAN 4

School : **SMA Korpri Banjarmasin**
Subject : **English**
Level of Students : **10th Graders of Senior High School**
Instructor : **Tri Haryanto Ali Wargito**
Class Time : **Monday / 10:00-11:20 a.m.**
Time : **2x40 Minutes**
Room : **X-3 of SMA Korpri Banjarmasin**
Meeting : **4th Meeting**

- A. Rationale** : This lesson is designed for more than 10 students, and using Communicative Approach with Communicative Language Teaching Method and Task-Based Language Teaching. Technique like write short essay about picture will be used in teaching process.
- B. Goal** : The **10th Graders of Senior High School** will be able to develop their writing about descriptive text and use them in their daily life/communication.
- C. Objectives** : By the end of the lesson:
1. The **10th Graders of Senior High School** will be able to describe themselves in English by having 20 minutes to make a set of paragraph about themselves.
2. The **10th Graders of Senior High School** will be able to make sentences in form of simple present tense relating to the topics given.
- D. Topic Material** : Ourselves (Descriptive text)
- E. Approach and Method** : Communicative Approach, Communicative Language Teaching and Task-Based Language Teaching.
- F. Materials & Equipment** : 1. Whiteboard
2. Board marker

No	Activity	Explanation	Time
1	Pre-activity	<p>- Opening the lesson</p> <p>The lesson starts by the greeting from the teacher to the students.</p> <p>T : Assalamu'alaikum.Wr.Wb.</p> <p>Ss : Wa'alaikumussalam.Wr.Wb.</p> <p>T : Good morning class</p> <p>Ss : Good morning, Sir!</p> <p>T : How are you today?</p> <p>Ss : I am fine, and you...?</p> <p>T : I am good, thank you. Okay let's begin our lesson today by saying Basmalah".</p> <p>Before we begin, let me check your attendance, first.</p> <p>Then the teacher gives the result of their writing on second meeting and asked the students to look up on the correction and asked them to understand it.</p>	5 Minutes
2	While Activity	<p>The teacher explains about the material. The topic is about describing ourselves. The teacher asks whether they still remembered the material of describing people or not.</p> <p>The teacher gives a little explanation about the topic to make the students clearly how to make a set of descriptive paragraph about themselves.</p> <p>Then the teacher asks the students to make a paragraph about themselves.</p> <p>T: Well, now I want you to make a description about yourselves in this worksheet. Is it clear my students?</p> <p>Ss: Yes, sir.</p> <p>Teacher gives time for students to make short essay ...</p> <p>T: Have you finish class?</p>	70 Minutes

		<p>Ss: yes, we have, sir.</p> <p>T: Okay, good job! I hope you can understand with your own writing</p> <p>Ss: Yes, sir.</p> <p>T: Very well, students!</p>	
3	Post Activity	<p>- Concluding and closing the lesson</p> <p>The teacher is ready to close the lesson due to the time and asks students whether they have question or not.</p> <p>T: Ok you have a good job today, I'm very happy with our activity in this class. What do you think about our lesson today? Is it difficult?</p> <p>Ss: No, sir (all student)</p> <p>T: Very good, Students, I think time is up. Do you have any question?</p> <p>Ss: (silent for moment), no, Sir</p> <p>T: Okay. Thanks for your attention see you next time. Bye...</p> <p>Ss: See you Sir...Bye!</p>	5 Minutes

G. Backup Plan : In case the pictures doesn't enough for every students, the teacher makes the students to be small groups.

H. Evaluation :

1. Cognitive aspect;
2. Affective aspect; evaluated while the process of teaching and learning

Banjarmasin, September 25th
2017

Supervisor

Teacher Trainee,

Rosihannor, S.Pd

Tri Haryanto Ali Wargito

Appendix 5

The Raw Data of Questionnaire

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Saya lebih suka mendapatkan <i>feedback</i> dalam <i>writing descriptive text</i> untuk mengetahui kekurangan dan kelebihan saya daripada hanya sekedar mendapatkan nilai.	(20) 83.33%	(4) 16.67%		
2	<i>Feedback</i> yang diberikan guru saya dalam <i>writing descriptive text</i> bersifat objektif (apa adanya).	(11) 45.83%	(12) 50%	(1) 4.17%	
3	<i>Feedback</i> yang diberikan guru saya dalam <i>writing descriptive text</i> sudah jelas.	(13) 54.17%	(10) 41.67%	(1) 4.17%	
4	Saya mengerti dan paham dengan maksud <i>feedback</i> yang diberikan guru saya	(11) 45.83%	(8) 33.33%	(5) 20.83%	
5	Saya mempelajari penggunaan struktur kalimat dari <i>feedback</i> yang disampaikan guru saya dalam <i>writing descriptive text</i>	(7) 29.17%	(11) 45.83%	(6) 25%	
6	Saya mempelajari penggunaan kosakata baru dalam kalimat dari <i>feedback</i> yang disampaikan guru saya	(7) 29.17%	(17) 70.83%		
7	Saya selalu membaca koreksi yang ditulis oleh guru	(13) 54.17%	(10) 41.67%	(1) 4.17%	
8	Saya lebih suka mendiskusikan kesalahan saya dengan guru saat didalam kelas	(6) 25%	(12) 50%	(5) 20.83%	(1) 4.17%
9	Koreksi yang diberikan guru membantu saya meningkatkan kemampuan <i>writing descriptive text</i> saya.	(15) 62.5%	(7) 29.17%	(2) 8.33%	
10	Saya merasa terbantu dengan pemberian komentar dan saran tentang penggunaan Bahasa Inggris saya (benar atau tidaknya).	(13) 54.17%	(10) 41.67%	(1) 4.17%	

11	Masukan yang diberikan guru saya dalam <i>writing</i> memotivasi saya untuk menulis dengan lebih baik.	(13) 54.17	(11) 45.83%		
12	Setelah mendapatkan <i>feedback</i> dalam <i>writing</i> berkali – kali, saya dapat mengoreksi <i>writing</i> saya sendiri ketika saya melakukan kesalahan.	(5) 20.83%	(18) 75%	(1) 4.17%	
13	Saya senang ketika guru memberikan koreksi tertulis langsung terhadap tulisan saya	(12) 50%	(10) 41.67%	(1) 4.17%	(1) 4.17%
14	Saya merasa terbantu dalam perbaikan penulisan saat diberikan bentuk yang benar dari kesalahan saya	(18) 75%	(6) 25%		
15	Saya lebih mengerti ketika kesalahan penulisan saya dikoreksi dengan cara dicoret	(12) 50%	(11) 45.83	(1) 4.17%	
16	Penambahan dan pengurangan kata dalam kalimat membuat saya lebih memahami isi tulisan saya	(8) 33.33%	(13) 54.17%	(3) 12.5%	
17	Saya lebih suka ketika guru menulis koreksian dari kesalahan saya di kertas	(13) 54.17	(10) 41.67%		(1) 4.17%
18	Saya merasa bahwa kemampuan <i>writing</i> saya meningkat di semester ini	(4) 16.67%	(17) 70.83%	(3) 12.5%	

Appendix 6

The Transcript of Interview

- Peneliti : *“Apakah gurumu itu memberitahu kelebihan dan kekuranganmu dalam writing kalian?”*
- Nur Latifah : *“Iya memberitahu. Misalkan salah, dikoreksi (dicoret)”*
- Annisa : *“Dicoret, kak. Diberitahu yang benarnya.”*
- Ranjit : *“Dicoret kak.”*
- Peneliti : *“Oke, lalu apakah gurumu itu sering memberi penjelasan lebih atau contoh setelah kalian mengerjakan tugas writing?”*
- Nur Latifah : *“Iya cukup sering. Misalkan salah, kami diberikan contoh bentuk yang benarnya seperti apa.”*
- Annisa : *“Sering, kak. Dengan begitu menurut kami itu lebih bisa menambah kemampuan kami dalam bahasa Inggris khususnya writing.”*
- Vidia : *“Itu juga bisa membuat kami bisa memperbaiki kesalahan yang dibuat.”*
- Ranjit : *“Supaya kami lebih faham lagi”*
- Jahidi : *“Juga untuk selanjutnya itu kami bisa lebih mudah dalam mengerjakan tugas seperti itu.”*
- Peneliti : *“Apakah feedback yang diberikan bersifat objektif atau apa adanya bagi kalian?”*
- Annisa : *“Iya, apa adanya. Misalnya salah, ya salah dan misalkan benar, ya memang dibenarkan tanpa memandang siapapun kami dan juga misalnya salah, diperbaiki.”*
- Peneliti : *“Apakah kalian mengerti dengan koreksi yang diberikan?”*
- Jahidi : *“Mengerti tapi saya perlu waktu untuk mengertinya karena saya masih kesulitan untuk mengartikan koreksi yang diberikan tersebut.”*
- Ibrahim : *“Seharusnya koreksiannya itu diartikan juga kedalam bahasa Indonesia supaya kami bisa cepat faham.”*

- Annisa : *“Tapi kalau seperti itu tidak ada usahanya, dong hahaha.”*
- Peneliti : *“Apakah kamu selalu menuruti koreksi writing yang diberikan?”*
- Nur Sehan : *“Iya selalu, tapi kami bertanya terlebih dahulu maksudnya secara umum dan juga kami mengecek di kamus misalkan kami melakukan kesalahan dalam penulisan kata.”*
- Peneliti : *“Setelah mendapatkan koreksian, apakah kalian termotivasi untuk memperbaiki kesalahan?”*
- Annisa : *“Iya termotivasi seperti misalnya timbul pertanyaan seperti apa sih artinya koreksian ini”*
- Ibrahim : *“Jadinya penasaran dan otomatis kami akan mencarinya di kamus kemudian kami dapat kosakata baru lagi secara otomatis.”*
- Peneliti : *“Apakah yang kalian rasakan ketika mendapat koreksi?”*
- Annisa : *“Bahagia, karena kami biasanya tidak mendapatkan komentar apapun dalam hasil tugas yang kami kerjakan”*
- Vidia : *“Iya biasanya kalau salah ya salah tanpa ditambahi apa-apa lagi.”*
- Jahidi : *“Cuma mendapat nilai dan tanpa koreksian”*
- Peneliti : *“Ketika mendapat koreksi, apakah membantu dalam proses membuat teks selanjutnya?”*
- Nur Latifah : *“Iya, membantu kami karena kami tidak mengulangi kesalahan yang sama yang kami buat jadi kami tinggal mengikuti bentuk yang benarnya saja”*
- Peneliti : *“Setelah mendapatkan koreksi berkali-kali, apakah kalian dapat menemukan kesalahan sendiri?”*
- Nur Sehan : *“Iya, dalam mengerjakan tugas writing setelah sebelumnya pernah diberikan koreksi, kami jadi otomatis mengubah kesalahan yang sama ataupun mirip sehingga hasil tugas kami lebih baik dari sebelumnya.”*
- Peneliti : *“Bagaimana pendapatmu tentang koreksian dengan mencoret dan menggantinya dengan yang benar?”*
- Vidia : *“Bisa memajukan atau meningkatkan kompetensi kami dalam menulis bahasa Inggris karena kami merasa terbantu dengan koreksian yang diberikan. Selain mencoret dan mengganti, sebaiknya komentar yang*

dibawah juga diartikan ke bahasa Indonesia supaya kami cepat faham.”

Peneliti : *“Apakah penambahan dan pengurangan kata bisa membantu kalian memahami tulisan kalian sendiri?”*

(semua) : *“Bisa”*

Nur Latifah : *“Misalkan tertinggal satu kata bisa jadi tidak nyambung kalimatnya”*

Annisa : *“Benar, dengan penambahan jadi supaya enak untuk dibaca dan diartikan.”*

Peneliti : *“Apa yang kamu pelajari dari umpan balik yang diberikan?”*

Annisa : *“Mempelajari dan memperbaiki kesalahan, tidak mengulangi kesalahan lagi dan juga untuk menulis yang lebih baik lagi untuk tugas selanjutnya.”*

Peneliti : *“Yang terakhir, apa kritik dan saran kalian untuk pemberian koreksian?”*

Nur Latifah : *“Komentar yang diberikan dalam bahasa Inggris sebaiknya diartikan ke bahasa Indonesia juga supaya kami lebih cepat memahaminya.”*

Appendix 7

Scoring Rubric

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Appendix 8

Pre-Test Result

No	Initial	C	O	G	V	M	Score	Category
1	Student 1	4	3	4	3	2	83.8	Very Good
2	Student 2	1	1	1	2	2	32.5	Very Low
3	Student 3	1	2	1	1	1	30	Very Low
4	Student 4	3	2	1	1	2	48.8	Low
5	Student 5	2	2	1	2	1	41.3	Very Low
6	Student 6	2	2	3	1	3	55	Low
7	Student 7	2	2	1	2	1	41.3	Very Low
8	Student 8	2	2	3	1	3	55	Low
9	Student 9	3	3	2	2	1	58.8	Fair
10	Student 10	1	1	1	2	1	28.6	Very Low
11	Student 11	1	2	1	1	1	30	Very Low
12	Student 12	1	1	1	2	2	32.5	Very Low
13	Student 13	1	1	1	2	2	32.5	Very Low
14	Student 14	1	2	1	1	1	30	Very Low
15	Student 15	1	2	1	1	1	30	Very Low
16	Student 16	3	3	2	2	1	58.8	Fair
17	Student 17	3	3	2	2	1	58.8	Fair

18	Student 18	2	2	3	1	3	55	Low
19	Student 19	1	1	1	1	1	25	Very Low
20	Student 20	1	1	1	2	2	32.5	Very Low
21	Student 21	2	1	2	2	2	45	Very Low
22	Student 22	3	2	2	1	3	57.7	Fair
23	Student 23	3	3	3	2	2	67.5	Good
24	Student 24	2	1	2	2	2	45	Very Low

Appendix 9

Post-Test Result

No	Initial	C	O	G	V	M	Score	Criteria
1	Student 1	4	4	4	3	3	92.5	Very Good
2	Student 2	3	3	3	2	2	67.5	Good
3	Student 3	3	2	2	2	3	61.3	Fair
4	Student 4	4	3	3	2	2	75	Good
5	Student 5	3	2	3	4	3	71.3	Good
6	Student 6	4	4	2	3	4	86.3	Very Good
7	Student 7	3	3	2	3	2	66.3	Good
8	Student 8	2	2	4	3	4	71.3	Good
9	Student 9	4	4	3	4	3	91.3	Very Good
10	Student 10	4	3	2	4	2	77.5	Good
11	Student 11	3	3	3	2	2	67.5	Good
12	Student 12	3	2	2	2	3	61.3	Fair
13	Student 13	3	3	3	2	3	71.3	Good
14	Student 14	4	3	2	4	2	77.5	Good
15	Student 15	3	2	2	2	3	61.3	Fair
16	Student 16	3	3	2	4	4	77.5	Good
17	Student 17	4	3	3	4	3	86.3	Very Good
18	Student 18	3	4	2	3	3	75	Good

19	Student 19	3	3	2	2	3	66.3	Good
20	Student 20	2	2	2	3	3	57.5	Fair
21	Student 21	4	4	2	4	3	86.3	Very Good
22	Student 22	3	3	3	2	2	67.5	Good
23	Student 23	3	3	4	3	4	83.8	Very Good
24	Student 24	4	4	3	4	3	91.3	Very Good



YAYASAN PENDIDIKAN KORPRI PROPINSI KALIMANTAN SELATAN

SMA KORPRI BANJARMASIN

(TERAKREDITASI PERINGKAT BAIK)

SK. BAS Prov. Kalsel No. 033/BAP-SM/Prov-15/LL/XI/2012, Tanggal 22 Nopember 2012
NSS : 304156001041 NDS : 010014003 NIS : 300290 NPSN : 30304257
Alamat : Jl. Tanjung I Perumnas Kayu Tangi Blok IV Telp.(0511) 3305507 Banjarmasin 70123

SURAT KETERANGAN

Nomor : 422.1/209/SMA-KORPRI/Dipendik/IX/2017

Yang bertanda tangan di bawah ini :

Nama : Drs. H. Muhammad Riduansyah
NIP : 19631215 199303 1 005
Jabatan : Kepala Sekolah SMA KORPRI Banjarmasin

Menerangkan bahwa :

Nama : Tri Haryanto Ali Wargito
NPM : 1301240926
Jurusan / Program Studi : Bahasa Inggris
Tahun Akademik : 2017/2018
Alamat : Jl. Tanjung I Perumnas Kayu tangi Blok IV Banjarmasin

Benar – benar telah melaksanakan Penelitian di SMA KORPRI Banjarmasin dari tanggal 14 Agustus s.d 28 September 2017 dengan judul " THE EFFECTIVENESS OF DIRECT CORRECTIVE FEEDBACK IN WRITING DESCRIPTION TEXT AT TENT GRADER OF SMA KORPRI BANJARMASIN.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

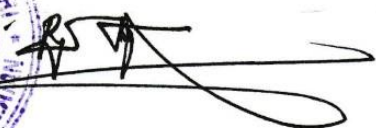
Dikeluarkan di : Banjarmasin

Pada tanggal : 28 September 2017

SMA KORPRI Banjarmasin

Kepala,




Drs. H. Muhammad Riduansyah
NIP. 19631215 199303 1 005



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SURAT KETERANGAN

Nomor: 1485/Un.20/III.2.q/05/2017

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Tri Haryanto Ali Wargito
N I M : 1301240926
Jurusan/Prodi : PBI
Alamat : Jl. A. Yani KM. 05

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**THE EFFECTIVENESS OF DIRECT CORRECTIVE FEEDBACK IN
WRITING DESCRIPTIVE TEXT AT ENGLISH GRADER OF SMPN 3
KERTAK HANYAR BANJARMASIN**

Pada Hari/Tanggal : Selasa, 23 Mei 2017

Tempat : Munaqosyah 1

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 23 Mei 2017
Ketua

Norhita, M. Ag. M. Pd
NIP. 197109171998032002





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SURAT RISET

Nomor: B-4899/Un.20/III.2/TL.00/08/2017

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Tri Haryanto Ali Wargito
Nomor Induk Mahasiswa : 1301240926
Semester : VIII (Delapan)
Alamat : Jl. Darma Budi RT. 13 RW. 11 Kec. Banjarmasin Timur Kabupaten Banjar
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

THE EFFECTIVENESS OF DIRECT CORRECTIVE FEEDBACK IN WRITING DESCRIPTIVE TEXT AT TENTH GRADER OF SMA KORPRI BANJARMASIN

Tempat yang dituju : SMA KORPRI Banjarmasin
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 21 Agustus 2017
Sampai dengan tanggal : 21 Oktober 2017

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



Pih. Wakil Dekan Bidang Akademik dan Kemahasiswaan
Wakil Dekan Bidang Administrasi Umum,
Perencanaan dan Keuangan

Drs. Saadillah, M.Pd
NIP. 196405201992031006

Mahasiswa yang bersangkutan,

Tri Haryanto Ali Wargito
NIM. 1301240926



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

Nomor : B-4099/Un.20/III.2/TL.00/08/2017
Sifat : Penting
Lampiran : I (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

Banjarmasin, 21 Agustus 2017

K e p a d a,

Yth. **Kepala Dinas Pendidikan dan Kebudayaan
Provinsi Kalimantan Selatan**
di – Banjarbaru

Assalamu'alaikum Warahmatullah Wabarakatuh

Dengan hormat, 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 : Tri Haryanto Ali Wargito
N I M : 1301240926
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Dharma Budi RT. 13 RW. 11 Kec. Banjarmasin Timur Kabupaten Banjar

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Plh. Wakil Dekan Bidang Akademik dan Kemahasiswaan
Wakil Dekan Bidang Administrasi Umum,
Perencanaan dan Keuangan




Drs. Saadillah, M.Pd
NIP. 196405201992031006

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala SMA KORPRI Banjarmasin



PEMERINTAH PROVINSI KALIMANTAN SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN

Komplek Perkantoran Pemerintah Provinsi Kalimantan Selatan

Jalan Dharma Praja II No.1 Trikora Banjarbaru

Website : disdik.kalselprov.go.id

Banjarbaru, 23 Agustus 2017

Nomor : 070/ 1976 Set/Disdikbud/2017

Lampiran : -

Perihal : Izin Riset/Penelitian

Kepada :

Yth. Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Antasari
Jl. Jend. A. Yani Km. 4,5 Banjarmasin
Di - Banjarmasin

Menindaklanjuti surat Saudara, Nomor : B-4899/Un.20/III.2/TL.00/07/2017 tanggal 21 Agustus 2017, perihal izin untuk melakukan penelitian di SMA KORPRI Banjarmasin dalam rangka memperoleh informasi/data untuk penyusunan skripsi, atas nama :

Nama : TRI HARYANTO ALI WARGITO

NIM : 1301240926

Jurusan : PBI

Judul Penelitian: "THE EFFECTIVENESS OF DIRECT CORRECTIVE FEEDBACK IN WRITING DESCRIPTION TEXT AT TENT GRADER OF SMA KORPRI BANJARMASIN".

Pada prinsipnya :

1. Kami dapat menyetujui dan memberi izin melakukan penelitian di SMA KORPRI Banjarmasin
2. Penelitian dilaksanakan sesuai prosedur dan norma yang berlaku di SMA KORPRI Banjarmasin
3. Hasil penelitian harap dilaporkan ke SMA KORPRI Banjarmasin.

Demikian disampaikan untuk dapat dipergunakan sebagaimana mestinya.

an. Kepala Dinas Pendidikan dan Kebudayaan
Provinsi Kalimantan Selatan
Sekretaris,



H. IDRUS, S.Pd, S.AP, M.Pd.

Penata Tingkat I

NIP 19630501 198703 1 022

Disampaikan Kepada :

1. SMA KORPRI Banjarmasin
2. Yang bersangkutan



Nomor Pendaftaran	148
-------------------	-----

BLANKO PERUBAHAN JUDUL SKRIPSI

Yang bertanda tangan di bawah ini menerangkan :

N a m a : Tri Haryanto Ali Wargito
N I M : 1301240926
Fakultas : Tarbiyah dan Keguruan Banjarmasin
Jurusan : PAI/PBA/PBI/PMTK/KI/PGMI/PGRA*)

bahwa judul skripsi yang bersangkutan ~~tidak terjadi~~/mengalami *) perubahan dari :

Judul Semula : THE EFFECTIVENESS OF DIRECT CORRECTIVE FEEDBACK IN IMPROVING TEN GRADERS' DESCRIPTIVE TEXT WRITING ABILITY AT SMA KORPRI BANJARMASIN

Menjadi : THE EFFECTIVENESS OF DIRECT CORRECTIVE FEEDBACK IN IMPROVING TENTH GRADERS' DESCRIPTIVE TEXT WRITING ABILITY AT SMA KORPRI BANJARMASIN

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Menyetujui
Mhs. ybs.

Tri Haryanto Ali Wargito
NIM. 1301240926

Banjarmasin, ~~5 Februari~~.....2018
Sekretaris

Syathia Adymas Pranajaya, S.Pd, M.S.I
NIP.

Keterangan :

1. Blanko ini diisi dua rangkap
 - satu untuk Sub Bagian Akademik dan Kemahasiswaan untuk penulisan judul pada transkripsi nilai
 - satu untuk arsip mahasiswa yang bersangkutan
2. Diserahkan paling lambat 3 (tiga) hari setelah ujian skripsi dilaksanakan, setelah itu ketidaksesuaian judul pada transkripsi nilai tidak menjadi tanggung jawab fakultas.

*) = coret yang tidak sesuai





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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Tri Haryanto Ali Margito
2. N I M : 1301240926
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : The Effectiveness of Direct Corrective Feedback in writing Descriptive Text at Eighth Grader of SMPN 3 Kertak Blanyar
5. Dosen Pembimbing : Rusnadi Alr Kasan, S.Pd., M.Pd.I, M.A
: Nur Alfa Rahmah, SS, M.Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Revise your research questions & key terms definition.		Please add forms of Corrective Feedback in your Chapter II.
2.	How can you get the data and analyze the data.		Browse how to measure effectiveness and examples of questionnaires
3.	Add some more references for your chapter II and pay attention to the way of gour Referencing.		
	 20/10/2017		 July 21, 2017

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong

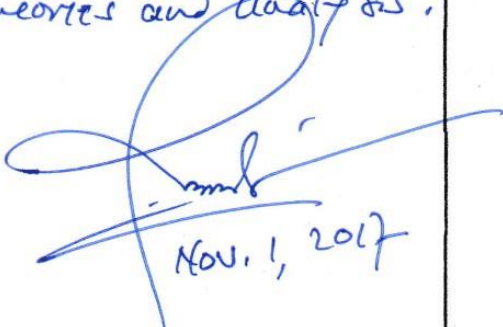



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Tri Haryanto Ali Wargito
2. NIM : 1301240926
3. Program Studi : PBI
4. Judul Skripsi : The Effectiveness of Direct Corrective Feedback in Writing Descriptive Text at Tenth Graders of SMA Korpri Banjarmasin
5. Dosen Pembimbing : Rusnadi, S.Pd.I, M.Pd.I, MA
: Nur Alfa Rahmah, S.S.M.Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Look at my notes, revise them all.		Please add journals in your references
2.	Why did you do the pre-test on Sept. 14, and post-test on Sept. 28, ? when did you apply your experiment?		
3.	How can you answer the question of the effectiveness. Discussion		
4.	your analysis is lack of theories and analysis.		
	 Nov. 1, 2017		

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong





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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Tri Haryanto Ali Wargito
2. N I M : 1301240926
3. Program Studi : PBI
4. Judul Skripsi : The Effectiveness of Direct Corrective Feedback in Writing Descriptive Text at Tenth Grader of SMA Korpri Banjarmasin
5. Dosen Pembimbing : Rusnadi, S.Pd.I, M.Pd.I, M.A
: Nur Alfa Rahmah, SS, M.Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1-	Revise all the findings and discussion on your Chapter IV. Follow the notes I jotted down; and also follow the research questions.		Combine / insert your understanding of theories with into your explanation in Discussion
2.	Use your theoretical review to analyze your findings -  13/ Dec 2017		

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Tri Haryanto Ali Wargito
2. NIM : 1301240926
3. Program Studi : PBI
4. Judul Skripsi : The Effectiveness of Direct Corrective Feedback in Writing Descriptive Text at Tenth Graders of SMP Korpri Banjarmasin
5. Dosen Pembimbing : Rusnadi, S.Pd.I, M.Pd.I, MA
: Nur Alfa Rahmah, SS, M.Pd.
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Chapter I = Revise your theories → your focus is to Direct Corrective Feedback. System of Reference and Numbering		
2.	Chapter III - Revise your methodology, → Technique of data Collecting and Instrument of the research		
3.	Chapter IV = Findings and Conclusion Discussion should take corrected to each others.		

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong

17 Dec 2017

CURRICULUM VITAE

1. Name : Tri Haryanto Ali Wargito
2. Place and Birth of Date : Kotabaru, September 24th, 1994
3. Gender : Male
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 - c. SMAN 1 Kelumpang Hilir, graduated in 2013
 - d. S1 English Department of Tarbiyah Faculty of
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Academic Year 2017/2018.
9. Parents
 - a. Father's Name : Sumanto
 - b. Mother's name : Siti Kowiyah
10. Siblings
 - Brother's Name : Adi Prayetno
 - : Muslimin Hasani

Banjarmasin. January, 2018
The researcher,

Tri Haryanto Ali Wargito