

APPENDIX A Research Instrument

Name : Thesis (number of thesis)

Academic Year :

Number of paragraph	Topic sentence	Non-topic sentence	Deductive paragraph	Inductive paragraph
1				
2				
3				
4				
5				
6				
7				
8				
totals				

APPENDIX B Result of Research Instrument

Name : Thesis 1

Academic Year : 2015

Number of paragraph	Topic sentence	Non-topic sentence	Deductive paragraph	Inductive paragraph
1		✓		
2	✓			✓
3		✓		
4	✓		✓	
5		✓		
6		✓		
7	✓		✓	
8		✓		
9	✓		✓	
10	✓			✓
11		✓		
12	✓		✓	
13		✓		
14	✓		✓	
15	✓		✓	
16		✓		
17	✓			✓
Total	9	8	6	3

Name : Thesis 2

Academic Year : 2015

Number of paragraph	Topic sentence	Non-topic sentence	Deductive paragraph	Inductive paragraph
1	✓		✓	
2	✓		✓	
3		✓		
4	✓		✓	
5	✓			✓
6	✓			✓
7	✓		✓	
8	✓			✓
Total	7	1	4	3

Name : Thesis 6

Academic Year : 2016

Number of paragraph	Topic sentence	Non-topic sentence	Deductive paragraph	Inductive paragraph
1	✓			✓
2	✓		✓	
3		✓		
4	✓		✓	
5	✓			✓
6	✓			✓
7	✓		✓	
8	✓		✓	
9	✓			✓
10	✓			✓
11		✓		
12	✓			✓
13		✓		
14	✓		✓	
15	✓		✓	
16	✓			✓
17	✓			✓
18		✓		
Total	14	4	6	8

Name : Thesis 7

Academic Year : 2016

Number of paragraph	Topic sentence	Non-topic sentence	Deductive paragraph	Inductive paragraph
1	✓		✓	
2	✓			✓
3	✓		✓	
4	✓		✓	
5	✓		✓	
6	✓			✓
7		✓		
8		✓		
9		✓		
10	✓		✓	
11	✓		✓	
12	✓		✓	
13	✓		✓	
14		✓		
15		✓		
Total	10	5	8	2

Name : Thesis 12

Academic Year : 2017

Number of paragraph	Topic sentence	Non-topic sentence	Deductive paragraph	Inductive paragraph
1		✓		
2		✓		
3	✓		✓	
4	✓		✓	
5	✓		✓	
6	✓			✓
7	✓			✓
8		✓		
9		✓		
10		✓		
Total	5	5	3	2

Name : Thesis 13

Academic Year : 2017

Number of paragraph	Topic sentence	Non-topic sentence	Deductive paragraph	Inductive paragraph
1	✓		✓	
2		✓		
3	✓		✓	
4	✓		✓	
5		✓		
6	✓		✓	
7	✓			✓
8	✓		✓	
9	✓			✓
10	✓		✓	
11		✓		
12		✓		
13		✓		
Total	8	5	6	2

Name : Thesis 16

Academic Year : 2018

Number of paragraph	Topic sentence	Non-topic sentence	Deductive paragraph	Inductive paragraph
1		✓		
2		✓		
3	✓		✓	
4		✓		
5	✓			✓
6	✓		✓	
7	✓		✓	
8	✓		✓	
9		✓		
10		✓		
11		✓		
12	✓		✓	
13		✓		
Total	6	7	5	1

Name : Thesis 20

Academic Year : 2018

Number of paragraph	Topic sentence	Non-topic sentence	Deductive paragraph	Inductive paragraph
1		✓		
2	✓		✓	
3		✓		
4		✓		
5	✓			✓
6	✓			✓
7	✓		✓	
8		✓		
9		✓		
10		✓		
11		✓		
12		✓		
13	✓		✓	
14	✓		✓	
15	✓		✓	
16	✓			✓
17	✓		✓	
18		✓		
19		✓		
20	✓		✓	
21	✓		✓	
Total	11	10	8	3

Name : Thesis 24 (2019)

Academic Year : 2019

Number of paragraph	Topic sentence	Non-topic sentence	Deductive paragraph	Inductive paragraph
1	✓			✓
2	✓			✓
3	✓		✓	
4		✓		
5		✓		
6	✓		✓	
7		✓		
8	✓			✓
9	✓			✓
10		✓		
11	✓			✓
12	✓		✓	
13	✓			✓
14		✓		
15	✓		✓	
16		✓		
Total	10	8	4	6

Name : Thesis 25

Academic Year : 2019

Number of paragraph	Topic sentence	Non-topic sentence	Deductive paragraph	Inductive paragraph
1	✓		✓	
2	✓			✓
3	✓		✓	
4		✓		
5	✓		✓	
6	✓		✓	
7	✓			✓
8	✓		✓	
9	✓			✓
10	✓			✓
11	✓			✓
12	✓		✓	
13		✓		
Total	11	2	6	5

APPENDIX C Result of Topic Sentence in All Background of Study Thesis

Number of Thesis	Topic sentence	Non-topic sentence	Deductive paragraph	Inductive paragraph
1	9	8	6	3
2	7	1	4	3
3	6	3	4	2
4	12	2	6	6
5	9	3	5	4
6	14	4	6	8
7	10	5	8	2
8	9	4	9	0
9	6	3	1	5
10	11	9	10	1
11	18	5	11	7
12	5	5	3	2
13	8	5	6	2
14	6	8	5	1
15	5	4	4	1
16	6	7	5	1
17	10	2	7	3
18	6	9	4	2
19	7	6	5	2
20	11	10	8	3
21	11	3	7	4
22	17	4	14	3

23	9	7	8	1
24	9	7	3	6
25	11	2	6	5
Totals	232	126	155	77

APPENDIX D Background of Study Thesis

Name : Thesis 24

Academic Year : 2019

A. Background of Study

In the teaching and learning English process, the teacher must have a strategy so that students can learn effectively and efficiently to reach the expected goals. In the learning system, the teaching strategy is an integral part that cannot be separated, the components of teaching are intertwined as a system that is interconnected and influences each other.

The right strategy to create an English learning process. The accuracy of the use of teaching methods or strategies is very dependent on the objectives, contents of the teaching and learning process and teaching and learning activities. Thus, teachers are required to be professional in choosing strategies and organizing in the teaching and learning process.

According Allen (2010, p. 10) in fact, the students are still confused, in understanding the teacher's explanation in English. Consequently, the students do not keep attention to the lesson because they feel English is difficult to be understood.

Thus, teachers have to improve teaching strategy to help the students to understand the materials easily and attract students to pay attention for teachers' explanation and teachers have applied strategy to make students enjoy and active in teaching learning process. Teaching and learning activities, especially the learning English process, requires a strategy or method relevant to the material it

present. The use strategies in the education ,is expected to be aligned with the Al-Qur'an surah An-Nahl verse 125:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ
أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ-

The meaning of the verse, implies that teaching requires a good way, in the sense of the teaching should look at the situation and environmental conditions education. To generate motivation that will encourage students to be able to do something in achieving its learning goals, it is increase learning activities of students.

Using questions to teach is one of the strategies that has been applied in teaching and learning process by giving some questions to the students, the teacher so know the extent of student understanding of learning. And students who are less understanding with the material being taught, can ask with his teacher. By asking someone can get the necessary information. Allah stated in the Al Qur'an surah An -Nahl verse 43 :

- إِلَيْهِمْ أَهْلَ

In the Surah An-Nahl verse 43, it is said that "so ask the followers of the Reminder if you do not know". When linked to research, this verse recommends that we be instructed to ask if we do not know something. But researchers here focus on how the teacher asks students to motivate students in learning and to know the extent of students' understanding of the lesson. Through these

activities, it is expected that teachers and students can interact well and can exchange ideas or share knowledge.

According to Gattis (2002, p. 41) a question is one of the most important tools in guiding and extending students' learning. It can help the teachers develop their own strategies to improve the students' work and thinking. Teachers often use questions to stimulate the recall of prior knowledge, to promote comprehension, and to build critical thinking skills during a teaching and learning process. That is why questions have become a popular way in teaching and learning activities. Indeed, questions are varied, but the right questions are to promote learning and to motivate students to learn more not to test them by asking the question when they are not ready. Poor questions can demolish learning, can create confusion, can intimidate students, and can reduce their creative thinking. That is why teachers need the strategy to create an effective question to motivate their students in a learning process.

In teaching and learning process, there are some strategies that can be applied by the teachers in improving students' motivation in learning English. One of the strategies is a questioning strategy. Questioning strategy is the question that is asked by the teachers to motivate the students in a learning activity. Harvey (2000, p. 37) has argued that "questioning strategy is most effective when it allows students to become fully involved in the learning process". It means that the students would be motivated in a learning when teachers use a questioning strategy in learning activity.

This strategy has become an important strategy to help teachers to motivate their students during teaching and learning activities. By applying questioning strategy, the teachers know what they are going to ask to their students at a classroom learning activity. Moreover, the questions strategy the teachers apply must be interesting questions in order that students want to respond and to make them motivated in learning English. In order to be sure that questions would grab students' attention, the questions should be open-ended, with more than one possible answer. Such the questions would stimulate thought and lead to discussion or debate, which in turn would lead students into learning new information.

Asking a good questions in teaching and learning activity would motivate students to study hard if it is a good question given at an appropriate time. In this case, the students would prepare themselves and would follow teaching and learning process. But, in a reality, most questions asked in the classroom are not based on the real needs or interests of either teachers or students. Sometimes between teachers and students got nothing after asking and giving questions process.

In this research, the researcher tries to observe Mts Nurul Falah Juai. The students of Mts Nurul Falah Juai do not have experience in learning English when they in elementary school. So that it will influence on how the students learning English. Then the teacher makes some efforts and some strategies in motivating students through various way.

Based on the pre-observations on 12 July 2018, it was known that the students at Mts Nurul Falah Juai during their English lesson are less attention and occasionally talked at the time the teacher explained the lesson. When teacher suddenly gave some questions to students, some students could not answer the questions, because they did not pay attention to the teacher's explanation in front of the class. So that the researcher would like to observe the problem of teacher's questioning strategies to improve students motivation in learning English.

There are some previous studies that have similar with the thesis, for example the thesis written by Umrati (2014) entitled *Effect of the Application of Questioning Strategies in Improving the Reading Ability of Students MTs Darussalam Sidodadi*. The similarity is she and researcher chooses questioning strategies as the object of research and sure what the researcher want to know about questioning strategies which is used by the teacher in the classroom. But, the difference is she wants to observe questioning strategies in improving reading ability, but the researcher research is focus on questioning strategies to improving students' motivation in learning English.

Besides, there is a thesis entitled *Teacher Strategies Motivating Students to Speak English Actively in Language Dormitory of Al-Falah Islamic Boarding School For Girls* written by Khairunnisa (2014). The similarity is she and researcher chooses teacher strategies to motivating students as the object of research and sure what the researcher want to know about teachers questioning strategies to improve students motivating in learning English which is used by the teacher in the

classroom. But, the difference is she wants to observe teacher strategies to motivating students to speak English, but the researcher research is focus on teachers strategies to improving students' motivation in learning English.

Based on the rational ,the researcher interested to observe and conduct a research in the script from the title **“Teacher’s Questioning Strategies in English Language Clasroom at Eight Graders of MTs Nurul Falah Juai .”**

Thesis : 25

Academic Year : 2019

A. Background of Study

Interaction has very important role for people all over the world, because through interaction human can communicate and know each other. When one interacts with others, one faces different sorts of experiences and learns new things from them. Interacting with others provides a person the opportunity to reform his own thinking. One gains the chance to expand one's knowledge. Allah stated in Al-qur'an Surah Al-Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَىٰ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

In the surah Al-Hujurat verse 13, the researcher concluded that in this world, automatically every human must to communicate and interact with others. Allah created human in this world with various nations, ethnics, and costumes. People who live in different places have to cooperate with others to complete the necessities in their life. Interaction has important role to human life because interaction is a necessity as we need to convey the message, share knowledge, and spread ideas.

One of the best places to share knowledge is classroom. Classroom is real social context in which its elements (teacher and students) participate in an equally real social relationship, but, in sense of education. Classroom gets an important place for the success of teaching and learning process. In the classroom, teacher and students carry out learning activities through interaction. An old Chinese proverb said, "There is no lesson which can be done without an interaction in the classroom".

Teaching and learning process actually gives a chance for students to ask, to guess, to think, and even to discuss the course material in order to make an interaction between students.

Interaction simply means a communication which involves more than one person. The importance of interaction was explained by Rivers. Rivers notes that (1987: 4): “Through interaction, students can increase their language store as they listen to or read authentic material, or even the output of their fellow students in discussion, skits, join problem solving tasks, or dialogue journals. In interaction, students can use all they possess of the all language they have learned or casually absorbed in real-life exchange.”

Interaction has an important role in teaching learning process, because interaction is a collaborative exchange of thought, feeling or ideas between a teacher and student or a students and other student resulting in reciprocal effect on each other. Thus, interaction in a language classroom is process of learning language. By implementing good interaction during the process of teaching and learning, it is meaningful to support the students’ participation. Through meaningful of interaction, the English teacher can provide opportunity for the student interaction when they are in a group or individually work.

One of the most prominent parts in teaching and learning process is classroom interaction. Classroom interaction is the action that performed by the teacher and the students in the process of teaching and learning in the classroom. Classroom interaction has verbal interaction and nonverbal interaction. when students do their

written and oral interaction in the classroom, it means they have done their verbal interaction and for their nonverbal interaction showed from their responses such as head-nodding, hand raising and so on without using their words in their interaction in the classroom (Meng, 2011:101).

Classroom interaction is basically related to teaching style that determines interaction in the classroom. The teacher who apply teacher-centered in the classroom possibly make the students passive in the classroom since the teacher talks all the time. It simply means that the teacher do not give chance to the students to talk. In contrast, students-centered indirectly make the students active since the teacher was a facilitator.

The analysis and observation of classroom interaction has been popular form of research in 1975's and many coding category instrument and discourse analytical system which is designed for use on transcription of classroom interaction were developed to describe and analyze the teaching and learning interaction such as Brown's Interaction Analysis System (BIAS). BIAS as a model of classroom interaction used to find out how does the teacher's and students' interaction during the teaching and learning process (Brown, 1975:13). BIAS provides seven categories to classify classroom interaction including into four groups, namely teacher talk, student talk, silence, and unclassified. Brown divides teacher talk into TL (Teacher Lectures), TQ (Teacher Question), and TR (Teacher Response); student talk into PR (Pupils Response) and PV (Pupils Volunteer); S (Pauses or short periods of silence); and X (Unclassified). BIAS suggested that the constant time referring to every three

seconds. In addition, it means that the researcher who wanted to use BIAS technique had to use every three seconds to decide which one of the best category of teacher talk, student talk, silence or unclassified should be written down to put in the observation sheet.

The researcher considered that it was necessary to analyze classroom interaction since by analyzing the classroom interaction, the researcher was able to analyze the teacher's and students' interaction process. The researcher was interested to find out the common interaction that occurred in the classroom whether the students participated and involved in the interaction process or not.

The reasons of the researcher chose this topic because on the pre-observation, the researcher found that the common interaction that occurred in the classroom was the students would participate to talk if the teacher initiated, encouraged, and asked them to talk. In fact, the type of teacher talk had great influence to make the students talk in the classroom. That was the basic reason why the researcher wanted to find out the kind of classroom interaction that occur during teaching and learning process.

Moreover, the researcher chose MTs Nurul Hikmah because MTs Nurul Hikmah was one of MTS in Banjarbaru that were rare observed by researchers because the location in a village. The school was not favorite school in this regency, but it makes the researcher interested to observe and find out what kind are the classroom interaction that occur during the teaching and learning process.

The researcher decided to choose Eight grade students because at least they had been studying English for one year at seven grade. Indeed, there are some

students who has studied English since elementary school. However, today, not all elementary school teaching English. Therefore, the researcher considered to choose eight grade students.

In this research, the researcher was only focused on investigating interaction that occurred between teacher and students in the classroom at Eight grade of MTs Nurul Hikmah by using Brown's Interaction Analysis System (BIAS) technique.

CURRICULUM VITAE

I. Personal Detail	
Name	Siti Fathul Jannah
Place and Date of Birth	Banjarmasin, June 21 th 1996
Gender	Female
Marital Status	Single
Religion	Islam
Nationally	Indonesia
Parents	(alm) Ahmad Fikram, Hamdanah Sri Duati
Siblings	Brothers : Faisal, Firdaus, Ahmad Hanafi Sisters : Farida Rizkia, Ani Roswatie
II. Formal Educational Background	
2002-2008	State Elementary School of Kertak Hanyar 1-2 (SDN Kertak Hanyar 1-2)
2008-2011	State Junior High School of 19 Banjarmasin (SMPN 19 Banjarmasin)
2011-2014	Islamic Senior High School of Irtiqaiyah Banjarmasin (MA Irtiqaiyah Banjarmasin)
2014-2019	English Education Department of Tarbiyah and Teacher Training Faculty of Antasari State Islamic University Banjarmasin



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FAKULTAS TARBIYAH DAN KEGURUAN**

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

Nomor : B- 1579 /Un.14/III.1.t/03/2019 Banjarmasin, Maret 2019
Sifat : Penting
Lampiran : I (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

K e p a d a,

Yth. **Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari
Kota Banjarmasin**
di – Banjarmasin

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 : Siti Fathul Jannah
N I M : 1401240785
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Pemurus KM. 7, Komplek. Istiqomah RT. 9 RW. 3 kab. Banjar kelurahan.
Kertak Hanyar

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

Wassalamu'alaikum Warahmatullah Wabarakatuh

Wakil Dekan Bidang Akademik dan
Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala JURUSAN TBI FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI
BANJARMASIN



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

Nomor : B- 1579 /Un.14/III.1.t/03/2019 Banjarmasin, Maret 2019
Sifat : Penting
Lampiran : I (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

K e p a d a,

Yth. **Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari
Kota Banjarmasin**
di – Banjarmasin

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 : Siti Fathul Jannah
N I M : 1401240785
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Pemurus KM. 7, Komplek. Istiqomah RT. 9 RW. 3 kab. Banjar kelurahan.
Kertak Hanyar

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

Wassalamu'alaikum Warahmatullah Wabarakatuh

Wakil Dekan Bidang Akademik dan
Kelembagaan,

↳ Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala JURUSAN TBI FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI
BANJARMASIN



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FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4.5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: 1307/Un.14/III.1.t/09/2018

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Siti Fathul Jannah
N I M : 1401240785
Jurusan/Prodi : TBI
Alamat : Jl. Pemurus KM. 7 komp. Istiqomah RT. 09
RW. 03 kec. Kertak Hanyar kab. Banjar

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**An Analysis of topic sentence in background of study research
theses at English Depatment of UIN Antasari Banjarmasin**

Pada Hari/Tanggal : Selasa, 4 September 2018

Tempat : Ruang Munaqasyah I

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 10 September 2018



Manasudhan, M.Pd.I
NIP. 198708212015032004



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Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa :
2. NIM :
3. Program Studi :
4. Judul Skripsi :
5. Dosen Pembimbing :
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1	Konsul ke Pembimbing 1		
2	Setelah judul tidak boleh langsung table		
3	Gunakan present tense dalam menjelaskan table ² dan paragraph yang ada dibeb 10		
	02 September 2019		

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

CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : STHT Fathul Jannah
2. NIM : 14012 40285
3. Program Studi : Bahasa Inggris
4. Judul Skripsi :
5. Dosen Pembimbing : Drs. Saadillah, M. Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
	<p>1. You'd better have two verses or prophet's tradition for the theory.</p> <p>2. Provide your references from books not from internet sources</p> <p>3. Continue writing.</p> <p>March 8, 2019</p>		

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 :
2. NIM :
3. Program Studi :
4. Judul Skripsi :
5. Dosen Pembimbing : Soria Pehmantah
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Revise all significance of study to be more specific		
2.	Revise Research setting		
3.	Revise subject and object		
4.	Seer find out how many thesis on English Department 16 Mei 2019		

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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4. Judul Skripsi :
5. Dosen Pembimbing :
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Penjelasan bagian Move pada sub judul Introduction di bab II buat dalam bentuk Paragraph		
2.	Atas Beri nama seluruh table yang di gunakan		
3.	Urutkan lebih dalam data analysis Masukkan table instrument dalam data analysis		
4.	Gunakan bentuk Past dalam bab III dan IV		
5.	Jangan gunakan formula dalam qualitative research		
6.	Perisi bagian Reference sesuai abjad		
7.	Jumlah same Sampelnya harus konsisten		
8.	Urutkan di finding sesuai dengan tahun Per tahun akademik		

5 July 2019

Catatar :

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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3. Program Studi :
4. Judul Skripsi :
5. Dosen Pembimbing :
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Write information about your analysis checklist. What do you check in the thesis? Write the information in instrument of research.		
2.	Tell your finding, do not only mention the percentage.		
3.	Decide whether whether coherence and unity will be involved in your research.		
4.	If the quotation is in a specific page, add the page number.		

06 July 2019

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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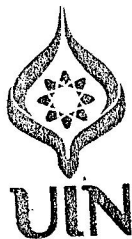
CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Siti Fathul Jannah
2. NIM : 14012 40285
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi :
5. Dosen Pembimbing : Sonia Rahmaniah, S.Pd, M.Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
	<ul style="list-style-type: none">- Make significance number 2 more specific.- Revise your definition of key terms to be more specific about your research.- Add theory about writing related to topic sentence.- Add introductional paragraph for every chapter.- Write about your instrument- Write about your data analysis <p style="text-align: right;"> 18 April 2019</p>		

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
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NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1	<p>Perbaiki table frequency & populasi yang ada di bab III</p> <p>Perbaiki juga table instrumentnya.</p> <p>Setelah table cukup 1 space saja</p> <p>Data yang ada di discussion pindah ke finding</p> <p>Buat discussion yg berhubungan dengan theory yg digunakan di bab II</p> <p>Hapus kata yg menggunakan kata preposisi</p> <p>19 Agustus 2019</p>		

Catatan :

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

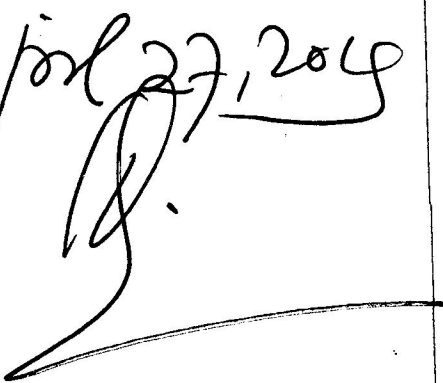


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6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
	<p>1. Continue preparing the observation</p> <p>2. Continue write</p> <p>3. Revise some (see my notes).</p> <p>April 27, 2014</p> 		

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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6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1	Continue write and observe May 24 2015 		

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
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	<p>* Present the start of your research theory (chapter IV) at also chapter V</p> <p>Jugard, 2013</p>		

Catatan :

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