#### **APPENDICES**

### $Appendix\ I$

No	Chapter/Pages	Surah/verse	Terjemahan		Translation
1	2	Al-Alaq 1/5	1. Bacalah	1.	Read in the
			dengan		name of your
			(menyebut)		Lord who
			nama		created.
			Tuhanmu		
			yang		
			menciptkan.		
			2. Dia telah	2.	He created man
			menciptakan		from a clot of
			manusia dari		blood.
			segumpal		
			darah.		
			3. Bacalah dan	3.	Read and your
			tuhanmulah		Lord is
			yang		Almighty,
			Mahamulia,		
			4. Yang	4.	Who teaches
			mengajar		(human) with a
			(manusia)		pen,
			dengan pena,		
			5. Dia	5.	He teaches
			mengajarkan		people what
			manusia apa		they don't know.
			yang tidak di		
			ketahuinya.		

# Appendix II

### Thematic Development Pattern Categorization Checklist

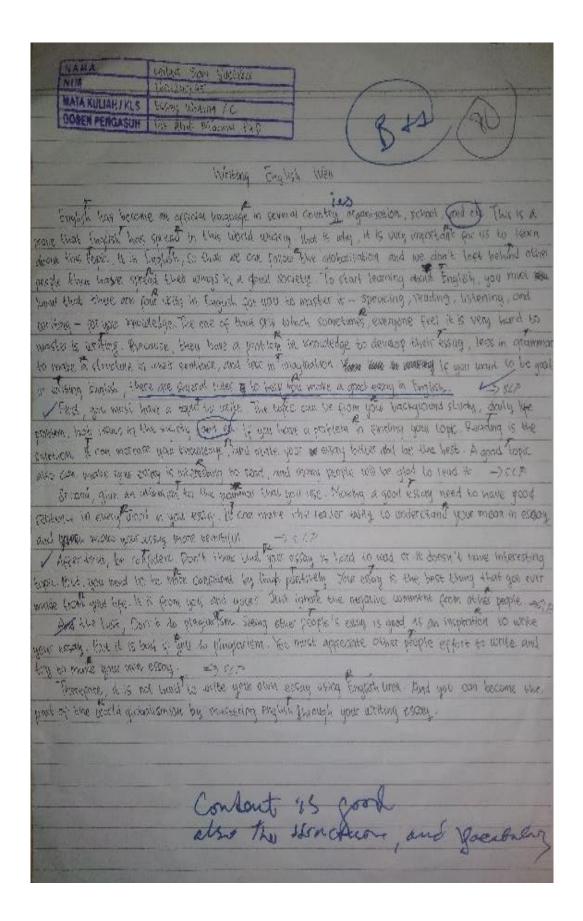
Categorization Checkrist				
Identified Clauses	SLP	CTP	SRP	DTP
1) There are two effects of driving				
<u>fast</u>				
2) (They) (are) [ there should be				
"they" and "are"] can kill people				
and destroy property everyday.				
1) If you drive fast and get accident				
2) Your family will be sad				
3) And you will suffer the				
<u>consequences</u>				
1) Teaching English for children				
and adults is different				
2) Teaching children <u>is more</u>				
difficult than teaching adults				
because the children don't				
know English att all				
3) Teaching adults <u>may have</u>				
<u>learned it (it = English )</u>				

# Appendix III

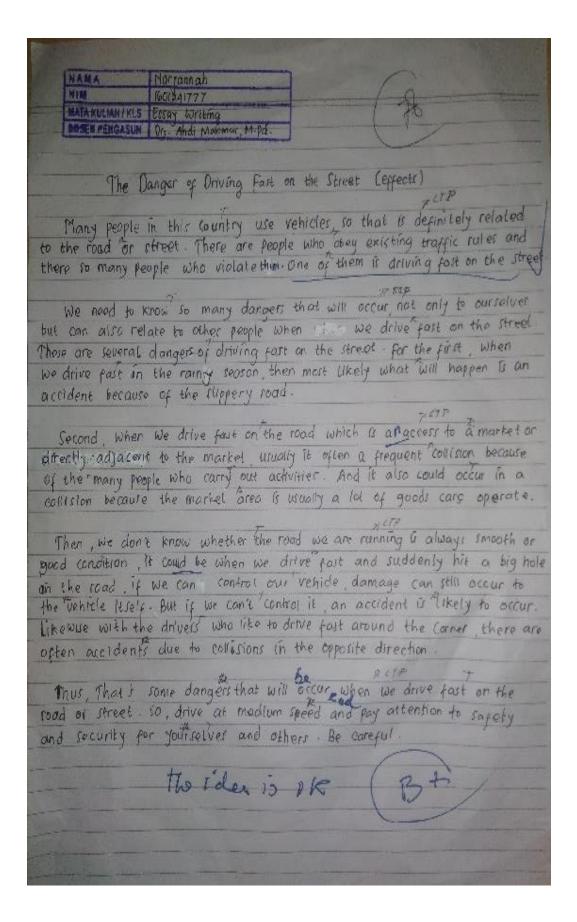
No	Instruments of the Research
1	Teaching English for Children and Adults
2	The Danger of Driving Fast on the Street
3	Writing English Well

# Appendix IV

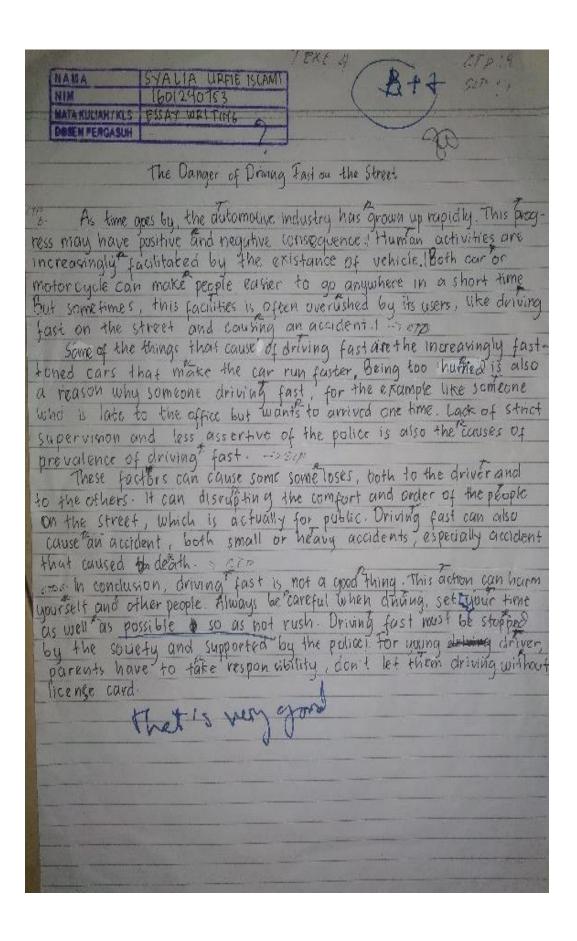
Text 2 sin to the
NAMA NOTUS POLISION ON Describe and Theory
MATA KULTAHIKES (2004 Westers)  DOBLEN PENGASUM (See The Abd. Mighton) (Ab)  June Minteller  J
Teaching English for Children and Adules
(80/17)
One of the base occupation is being a teacher too could be reaching
from kindesprien to adult least for Ett. (English for tomogr Language). As a
teacher up need to be flexible enough to be able to cope in whatever
Situation you may find wountely. So, it ugls are a bit unsure about what it will be
1 the teaching the different age groups. Hore are several differences between teaching
Condrey and adults.
Trackly, adult learners are very toolegendons, white children covers. It is possible -150
to les advis work through the for themselves, cropnings themselves and even decide
the discensing for themselves. On the other hand, with children is necessarily to be
In therage of the classroom, gallong ocean improved the and dealing effectively with learning
Supercines and electroum transcopments. It may
Secondly, in terms of learning, children hard to be given a wide foreign of activities
Which releas to this different covers. Fictioners in a Going learners classroom amount by shore
julish adoles to its possible to spend those think on reaching to this box libe to engage
I more deeply with the lawning therefore, - 50%
Then, additt are otherway more nervisors to the Classroom than children. Children soon
Who have no fitter to try parameter, or long as they promote in to be on. Adult man early
dominus because of one fair that they are not the use of the typical learner - 200
The next difference is utility are more likely to be more tronvaled than children
Addis an upperally to the Dastream they choose to learn English for work or study, which
means their menusion levels and tolorally high Chicken is solly have no droice, which means
that they may less enthusiasm of they are him interested in learning tratesh seems of
Finally, the most discounted as the of discipline Teaching children to all about losing one to deal with discipline farming and egyptimely. When teaching whom, disciplines should not be an issue because when are additionally within teaching whom disciplines
should not be an in the discipline form and efformally when teaching what disciplines
There have a ser of the service and adoles - 257%
There are a number of differences between rearring English to Children
The state of the s
and spections be somered no marker the large of soon students

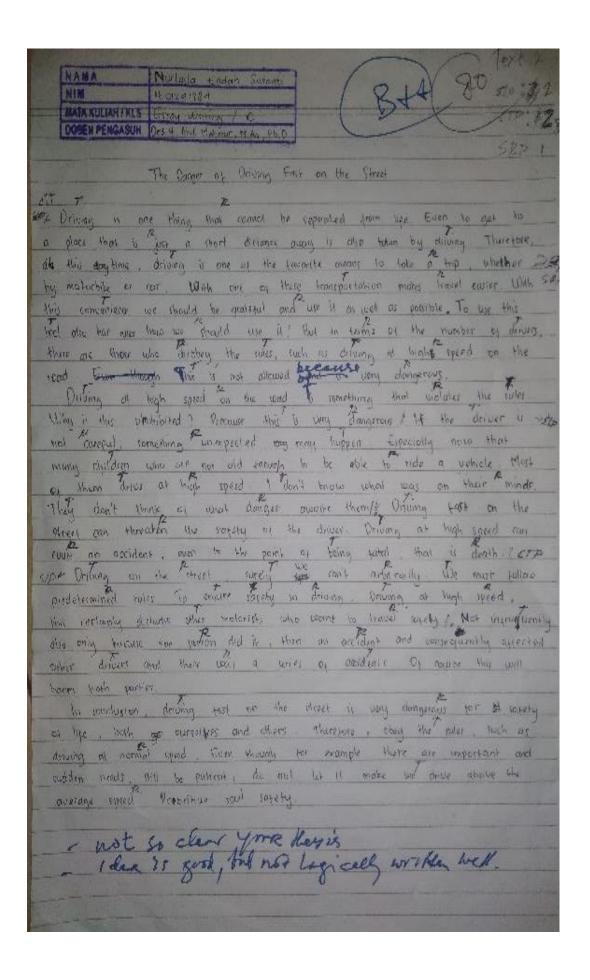


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by dangerous deriving a language to the source and may
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Fairing to do so may effect on accident, and may also be at
the man at state that interes a motorist has emperioned the
consequences of road raige Even if you catch yourself being
quity of one of these dangerous driving fast, you can make
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aware of what you are doing nowar maris a point of pacifing
only on the read when you are diriving and teep slowly when
you are tarrying, and drive safety!
Consent is ok,
17 seems no conclusion 10 +
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Tracking English for children  English tracking is the most popular grat berouse there are many students who enter Engli English tracking is easily. However they start to and adults are tracement. — 34P  Unlike tracking for children who have most even buth tearning strategy and classical movernesses  Elsey independent. Generally children have no ste Set that third may love enthusias on if they are the contrast and love enthusias on the they are the contrast and love decide devection of this is as anothered than children Adult generally in The boundard than children Adult generally in The boundard than children Adult generally in Children English for work, study, any travene Children Allihoughed children travened great Children Allihoughed children travened great  Children Allihoughed great  Children travened great  Children traven	ession in India  the disportment  ment of hearling  misterialism Dire  and the The av  result in least in  more out for the  creams handstrain  creams the hands	english for districts  A dooling effectively  July lectives of the  Indian telephone programs  mem telus programs  rations, pictuits where  rations districts where  the is considered to
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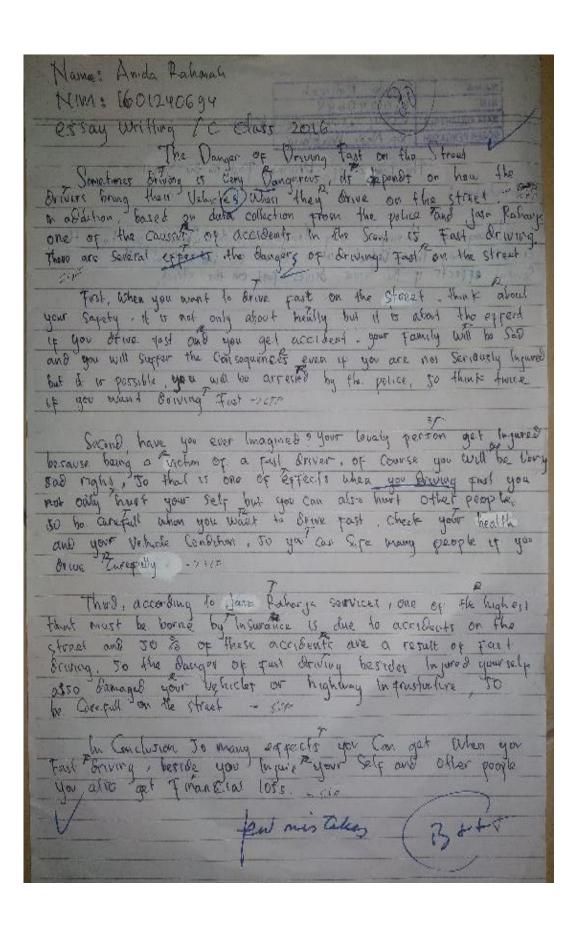




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challenge to improve. You do not need to be won	ry anymore. Hiere are some simple
Steps that you can take to improve your written	English and impress prople with
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memorite the word 'chaur' try to make a Sente	nce from that word "I sit on the chair."
The Second Slee is master tinglish Spelling, You	must know how to spell those correctly.
Incorrect spelling changes the menoing of your sentence	For example "dear" and "deer" sound
tina same, but have different meaning. Additionally, in	ncorrect spelling makes the relater?
hard to findoutand what you've written.	3.77n
The third Step is read regularly, you can f	and now variableianly and find out the
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The Fifth step is learn how to write good si	eniences. You need to know the ways
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coords, it means adually him old to use it	en correctly. Do thir	
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to spell the words correctly becomen spelling cha	neger the theating of your	
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writer is you follow five steps above	and the second	
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 ${\bf Appendix}\ V \\ {\bf Result\ of\ Thematic\ Development\ Pattern\ Found}$ 

Sun	Summary of Research Findings			
No	Thematic Development Pattern	Number of Occurrence		
1.	Low Achievers' Text			
	Simple Linear Progression	12		
	Constant Theme Progression	6		
	Split Rheme Progression	0		
	Derived-Hyper Theme Progression	0		
	Total	18		
2.	Middle Achievers' Text			
	Simple Linear Progression	5		
	Constant Theme Progression	6		
	Split Rheme Progression	5		
	Derived-Hyper Theme Progression	0		
	Total	16		
3.	High Achiever' Text			
	Simple Linear Progression	10		
	Constant Theme Progression	9		
	Split Rheme Progression	3		
	Derived-Hyper Theme Progression	0		
	Total	22		
Tota	<u> </u> al	56		

# Appendix VI

### **CURRICULUM VITAE**

I. Personal Details			
Name	: Akmad Jolianto		
Place and Date of Birth	: Tangga Batu, July 31, 1996		
Gender	: Male		
Marital Status	: Single		
Religion	: Islam		
Nationality	: Indonesia		
Parents	: Basrin and Mislawati		
Siblings	: Hayati Minah and Rusdi		
II. Formal Educational Background			
2003 – 2009	: State Elementary School 1 Tangga Batu (SDN Tangga Batu)		
2009 – 2012	: State Junior High School 6 Seruyan Tengah 6 (SMPN 6 Seruyan Tengah)		
2012 – 2015	: State Senior High School 1 Hanau (SMAN 1 Hanau)		
2015 – 2020 : English Education Department of Antasari State Islamic University Banjarmasin			
III. Organization Experience			
2015 – 2017	: Islamic Students Association (HMI) Faculty of Tarbiyah and Teacher Training of UIN Antasari Banjarmasin		
2016 – 2017	· English Students Association (FSA) in English		
2015 – 2019 : Seruyan Students Association (PPMS Kalsel) of Sou Borneo			