

## Appendix 1

### TRANSLATION

Verse	Translate
Qur'an Surah Al Baqarah : 31	“ And He taught Adam the nature of all things; then He placed them before the angles, and said: “Tell me the nature of these if ye are right.”

## **Appendix 2**

### **CLASSROOM OBSERVATION GUIDELINE**

1. How does the teacher give gestures in teaching English? Straightforward or hidden?
2. Does the teacher give gesture to the students individually or collectively?
3. Does the teacher give direct gesture in teaching English, by explain about teaching material or giving an example?
4. Does the teacher give comments related to the students' learning process in teaching English?
5. Does the teacher motivate the students to improve their English language when giving gesture?
6. Are the students able to find gestures by teacher in teaching English?
7. Is the teacher's gesture in teaching English to young learner clear, helpful, objective, encouraging, and proportional?
8. How does the teacher apply each type of gesture?
  - a. Illustrators
  - b. Regulators
  - c. Emblems
  - d. Affect displays

### Appendix 3

#### OBSERVATION GUIDELINE TRANSCRIPTS

No	Types of teacher gesture	Frequency	Data
1	Illustrators gesture	55	<p>The first images (IG 1), <i>the teacher took up the right hand to give instruction to the students. when he did this gesture, he say that“Today we are teaching about animals students and write on the white bord”.</i></p> <p>The images (IG 2) <i>The images showed that the teacher sit in front the white bord while write about names animals and ask students to write on your book.</i></p> <p>The image (IG 3)<i>The teacher walking in class to observe student during standing around students, and asked student to keep quiet and write this learning.</i></p> <p>The image (IG 4) <i>Teacher during standing with the students and observe what will be written.</i></p> <p>The image (IG 5) <i>The teacher puts his hands back and his observesHusna is writing about name animals.</i></p> <p>The image (IG 6) <i>He says “ I will give an example of how to read this lesson material and pointing down with right hand.</i></p> <p>The image (IG 7)<i>The teacher used his left hand and give an example of how to read this animals. He says “Monkey (monyet)”.</i></p>

		<p>The image (IG 8) <i>while raising his right hand he says, direct speech to students, who wants to read the this animal names?</i></p> <p>The image (IG 9) <i>The teacher also used his right hand and say this statement “oke student who again to read animal name?”</i></p> <p>The image (IG 10) <i>The teacher raised his right hand up in the class room. At the time he used this gesture, He say like this “ you finish to write this lesson?”.</i></p> <p>The image (IG 11) <i>Next, teacher also uses his hand naturally, he took up his right hand to clean white board.</i></p> <p>The image (IG 12) <i>Then, teacher writes some sentence about how to make questions and answer questions. Teacher used right hand.</i></p> <p>The image (IG 13)<i>At the images (IG 13), the teacher used his left hand pointed sentence. He says “this is a tiger !”.</i></p> <p>The image (IG 14) <i>Then teacher points used right hand and also say“okayy..what animal is this?”.</i></p> <p>The image (IG 15) <i>The teacher gives an example to change animal name he says “what animal is this?( lion).</i></p> <p>(second meeting)</p> <p>The image (IG 1) <i>This picture teacher used right hand to make gesture. While take flashcard, teacher used gestures to explain animals name to students and asked</i></p>
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		<p><i>to answer? He says” what animal is this?”.</i></p> <p>The image (IG 2)<i>This images, this teacher used two hand to explain picture to students.</i></p> <p>The image (IG 3) <i>That teacher asked the students he says“what animal is this? He has two big ear, during given hand gesture, and students pay attention to the teacher carefully. While moving his hands (students answer this is elephant sir)</i></p> <p>The image (IG 4) <i>He took up his hand to give instruction to all students, and ask students to answer, what is animal this?</i></p> <p>The image (IG 5) <i>Next, the teacher takes a picture also used his hand using right hand , and gives example to make question with sentence on white board.</i></p> <p>The image (IG 6) <i>This images, the teacher explain to all students with used two hand and take a picture. he says“what animal is this?”</i></p> <p>The image (IG 7) <i>The teacher also used his right hand to explainS again to all students about this animal picture.</i></p> <p>The image (IG 8) <i>The teacher raised a picture animal during using right hand and give a signal to the students to give an answer. At the time he says “what animal is this?</i></p> <p>(third meeting)</p> <p>The image (IG 1) <i>Then the teacher write name’s day on white board.</i></p>
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		<p>The image (IG 2) <i>The teacher write name of days on white board, then the teacher has some question to students he say “who wants to write?”</i></p> <p>The image (IG 3) <i>The teacher stands up and look student. At the time he says “good Riki, you are willing and write”.</i></p> <p>The image (IG 4) <i>The teacher use his right hand to give marker to hendra.</i></p> <p>The image (IG 5) <i>The teacher stand up during holding both hands back and says “good Hendra”.</i></p> <p>The image (IG 6) <i>Next, the images showed that the teacher was standing during look to student.</i></p> <p>The image (IG 7) <i>) the teacher used his hand to write the next lesson.</i></p> <p>The image (IG 8) <i>The gesture of the images (IG 8) was done by pasting on his right hand to his neck at the right side also.</i></p> <p>The image (IG 9) <i>The teacher raised his right hand up in the class room. At the time he used this gesture,</i></p> <p>The image (IG 10) <i>The teacher uses his hand but using his right hand, then teacher says “what is today?”</i></p> <p>The image (IG 11) <i>The teacher raised his right hand up in the class room. At the time he used this gesture, He says like this@ any questions studens?</i></p>
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		<p>The image (IG 12)<i>The teacher took up the right hand to give instruction to the students. when he moves bythis gesture, he says “No question students? good !</i></p> <p>The image (IG 13)<i>The images (IG 13) the teacher raised his right hand up, he says to all students, “before I will question to you, Besok in English di sebut? Kemaren in English di sebut?”</i></p> <p>The image (IG 14) <i>The teacher asked the students he says” Besok dalam bahasa Inggris di sebut?</i></p> <p>The image (IG 15)<i>The teacher took up the right hand to give instruction to the students.</i></p> <p>The image (IG 16) <i>Next, the teacher uses his right hand to write the next lesson during bend his body.</i></p> <p>The image (IG 17)<i>This images, The teacher uses right hand to write the next lesson on whiteboard.</i></p> <p>The image (IG 18)<i>This image the teacher also uses his hand but using his left hand, he to pointing sentence and asked to students answer,</i></p> <p>(fourth meeting)</p> <p>The image (IG 1) <i>that the teacher standing in front the white bord by using his hand naturally in teaching to young learners. The first images ( IG 1), the teacher took up the right hand to give intruction to the students.</i></p> <p>The image (IG 2) <i>The images showed that the teacher standing in</i></p>
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		<p><i>front the whiteboard by using his hand naturally in teaching.</i></p> <p>The image (IG 3) <i>the teacher standing behind the table student by using his hand naturally in teaching English. The images, the teacher puts both hands on the table and he says “please write this lesson in your book”.</i></p> <p>The image (IG 4) <i>The teacher walking around the class room and puts both hand behind during look the students, he says “are you finish to write students”?</i></p> <p>The image (IG 5) <i>Next, the teacher asked fitri and vina to read they dialogue and other to listen. He says “please wilda and syahrul read your dialogue?”</i></p> <p>The image (IG 6) <i>The teacher walk and puth both hand to behind. He says “who have finished please read with your partner”.</i></p> <p>Fifth meeting</p> <p>The image (IG 1) <i>The images showed that the teacher standing behind the table by using his hand naturally in teaching English.</i></p> <p>The image (IG 2) <i>The next images, the teacher back to students and use right hand to continue writing on the whiteboard.</i></p> <p>The image (IG 3) <i>the teacher using both hand to give explain to all students he says “we will read and sing togethe”.</i></p> <p>The image (IG 4) <i>Next, the teacher</i></p>
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			<p><i>standing side the students table during looked down and observing student writing.</i></p> <p>The image (IG 5)<i>The five image (IG 5)The teacher standing side the students table and observing student writing.</i></p> <p>The image (IG 6) <i>The six image (IG 6), the teacher took up the right hand to give instruction to the students, he says“repeat after me students”.</i></p> <p>The image (IG 7) <i>Besides, the gesture of the seven image (IG 7) the teacher raised his right hand up in the class room. At the time he used this gesture, he says “listen...listen! repeat after me students, I will, you make group and read and sing together”.</i></p> <p>The image (IG 8)<i>the images (IG 8) the teacher standing and listen to students in groups read and improve their reading. He says “Good students, give applause for you guys because time is over, Assalamualaikum wr wb”.</i></p>
2	Regulators gesture	5	<p>The image (RG 1) <i>he used both hands to give movement in explaining to students about animal and ask students to answer the question.</i></p> <p>(Second meeting)</p> <p>The image (RG 1) <i>he moves his right hand forward as a sign in giving the student chance to answer the question.</i></p> <p>The image (RG 2) <i>he moves his right hand forward as a sign in giving the student chance to answer the</i></p>

			<p><i>question.</i></p> <p>The images (RG 3) <i>The image the teacher during takes a some picture with both hand, after closing this lesson</i> (Third meeting)</p> <p>The image (RG 4) <i>At the time, the teacher did transitional signato the students as a turn-taking. After the teacher give a question, he moved his right hand forward as a sign in giving the student chance to answer the question.</i></p>
3	Emblems gesture	1	<p>The image (EG 1) <i>He says “good Rudi, the teacher raised this his thumb up by using right hand after listening the answer of the student. At the time he says “good...thank you”.</i></p>
4	Affect display	1	<p>The image (AD 1) <i>at the time the teacher did a facial expression with smiling, he says that “good riki and ahmad about your dialogue...(the teacher were similingat the time).</i></p>

## Appendix 4

### FIELD NOTE

Feild Note 1

Tuesday, 16 January 2018

Pkl, 10.00-11.00

Based on the observation on January 16<sup>th</sup> 2018, the teacher start with greeting and the researcher is pleased to sit between the students. The teacher checked the student's attendance and the teacher started to give explanation about material that day and to ask student's to open the book.

Then teacher write this lesson, this today we can learning about animal. Then ask students examples of animals? Try to given examples of animals in English?

Student 1 : lion (*singa*)

Teacher : good

Teacher : give me example again students?

Student : cat (*kucing*)

Teacher : good students

Then the teacher writes names of animals on whiteboard. After write name of animals on white board, ***the teacher said please write on your book this name animals*** (the students answer yes sir). The teacher walking around in the class, then the teacher ask one of student to come the front of the class.

Teacher : Ahmad please write meaning name of animal? (*yang kamu ketahui*)

Student : yes sir. (*lalu Ahmad maju kedepan*)

Teacher : Husna please write meaning name of animal?

Student : yes sir. (*lalu Husna maju kedepan*)

After finishing asking some students to come forward to write about meaning animals. ***He said@ I will give an example of how to read this lesson material and pointing down with right hand.*** (The students responded yes sir)

Teacher : ***The teacher used his left hand and give an example of how to read this animals. He said@ Monkey (monyet).*** ( guru memberikan contoh cara membacanya)

Teacher : After finishing , ***while raising his right hand he said@the teacher again asks to students, who wants to read the this animal names?***

Student : I'm sir ! Zaki he said Fish "*Ikan*".

Teacher : good Zaki

Teacher : ***The teacher also used his right hand and saying this statement @oke student who again to read animal name?***

Student : I'm sir !

Teacher : yes Vivi please

Student : Goat (*kambing*)

Teacher : are you finish to write this lesson students?

Student : yes sir

Teacher : clean white board, then the teacher write some sentence about how to make questions and answer questions.

Teacher : after finish write sentence about how to make questions dan answer questions. The teacher give example to read about this sentence.

After that the teacher asks to students to make question sentences in accordance with the example sentences from the teacher and students have to do is just change the name of the animal behind it.

All students do and make sentence

Teacher: Because time is over about this lesson today, our next meeting will continue, i will give you homework, please write 20 name's of animal from your dictionary.

Teacher ended the day's lesson by praying together.

Feild Note 2

Friday, 19 January 2018

Pkl, 10.00-11.00

Based on the observation on January 19<sup>th</sup> 2018, the teacher enters the class with the researchers, the researchers sit on the behind bench among the students. The teacher greets and checks student attendance by calling student name one by one.

Meeting second the lesson material was the same with previous meeting about animals. But this meeting, teacher much more student to answer this lesson.

The teacher take a flash card to explain animals name to students and asked to answer

Teacher : what animal is this? (*sambil mengangkat flash card dan menunjukkan kepada siswa*)

Students : cow (*sapi*)

Teacher : what animal is this? (*this teacher used two hand to explain to students during give gesture to students*).

Students : This is rabbit sir.

Teacher : what animal is this? He have two ear, during given hand gesture, and students pay attention the the teacher carefully while moving his hands.

Students : This is elephant sir

Teacher : The teacher take a picture and show to students during pointing, this animal live in tree and have big eyes. This animal lives in a tree and has big eyes, what animal is this?

Students : this is owl (*Burung hantu*)

Teacher : good students

Teacher : Next, the teacher take a picture again, and give example to make question with used sentence on white board (*sambil memberikan gerakan saat memberikan contoh ketika menyebutkan hewan agar mudah dipahami para siswa*).

Students : yes sir (*kami paham*)

Teacher : Next, the teacher raising both hands and holding a flashcard again, the teacher show a picture of animal again to students, he said@ tray to pay attention students? the teacher asks students to answer and asks them to make questions according to the animal in this photo.

Students : what animal is this, this is lion sir

Teacher : good Rudi, but give me clue this animal

Students : he king of jungle

Teacher : good students, give applause for all.

After that, closing today's learning while holding the animal drawing paper and giving students homework is asking them to write down 10 questions and answers using the names of the animals they know.

Field Note 3

Tuesday, 23 January 2018

Pkl, 10.00-11.00

Based on the observation January 23<sup>th</sup> 2018, the researcher enters along with the teacher. As usual, the teacher greets, asks for the students' condition and checks student attendance.

First, the teacher greeting students, then teacher said@ today we learn about "Days", how many days are there in a week students? the teacher ask students to answer.

Students: seven sir (*tujuh pa*)

Teacher : good students, try to mention students?

Students: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday , Saturday

The teacher start to write name of Days on white board

Teacher : who want to write down please?

Student : I'm sir

Teacher : yes, please riki

Teacher : good job riki, after riki the teacher asked hendra.

Teacher : good hendra , after hendra now Ahmad please?

After finish the students write down the meaning of the name of the day.

Teacher : now, I will give you example before we practice.

Teacher : what is today ? answer Today is Tuesday. Now, do you understand students?



Students : yes sir

Teacher : *Kemaren apa bahasa Inggrisnya?*

Students : Yesterday sir

Teacher : *Nah, kalau Besok apa bahasa Inggrisnya?*

Students : Tomorrow sir

Teacher : Very good students, now I will first write the question sentence using the words of today, yesterday and tomorrow.

Students : yes sir.

After finishing writing the material, the teacher then gives an example of how to read and use the sentence that was written on the white board.

Next the teacher gives questions to students using the sentence today, yesterday and tomorrow. Then ask students to answer the question. After all students understand, the teacher finally ends today's learning and closes it.

Field Note 4

Wednesday , 24 January 2018

Pkl, 10.00-11.00

Based on the fourth observation on January 24<sup>th</sup> 2018, the lesson material was the same previous meeting about “days”. The teacher greeting students and absence one by one all of students.

*That the teacher was standing in front the white bord by using his hand naturally in teaching to young learners. The first images ( IG 1), the teacher took up the right hand to give intruction to the students.*

Teacher :Today we are teaching about days. (the teacher looks at the book and continues to write the material on the whiteboard).

Students : yes sir (*siswa menyalin pelajaran terlebih dahulu*)

After finish the students write the material

Teacher : *the teacher walking around the class room and puts both hand behind during look the students, he said@ are you finish to write students?*

Students : yes sir finish

Teacher : Next, the teacher asked fitri and vina to read they dialogue and other to listen. He said @ please wilda and syahrul read your dialogue?

Students : (*mereka diam dan mendengarkan dengan baik*)

*The teacher walk and puth both hand to behind. He said@ who have finished please read with your partner.*

*The next image, (AD 1), at the time the teacher did a facial expression with smiling, he said that@ good riki and ahmad about your dialogue...(the teacher were similingat the time). After some students finish to read dialogue, the teacher he said@ time is enought for today.*

Teacher : finish for learning today Wassalamualaikum Wr. Wb.

Feild Note 5

Tuesday, 30 January 2018

Pkl, 10.00-11.00

Based on the observation January 30<sup>th</sup> 2018 the researcher enters the class with the teacher, greetings, asks for news and checks the student's attendance by calling one by one the students.

Teacher : today we are learning about vocabulary in a song.

Then the teacher writes the material on the whiteboard and asks students to write their book.

Teacher : please write in your book

Students : yes sir

Teacher : after finish the students write this lesson, then we will sing a song together. (Guru sambil berjalan-jalan dan mengamati para siswa).

Next, the teacher gives examples of how to read sentence by sentence.

Teacher : let's sing together students (sambil menunjuk kalimat dengan menggunakan penggaris)

Students : yes sir

Teacher : I will explain meaning from sentence to sentence on whiteboard

Before teacher to conclude learning process today, the teacher request per group to read sentence. The teacher holding the ruler in his hand, the teacher listens carefully and sometimes improves the readings of his students until finally the learning ends.

Because time is over, finish for learning today Wassalamualaikum Wr. Wb.

**Appendix 5**

**INTERVIEW GUIDELINES  
FOR TEACHER**

1. *Apalatarbelakangpendidikanbapadansudahberapa lama bapamengajar di sekolah?*
2. *Apakahbapaseringmenggunakangerakanketikamengajar?*
3. *Pernahkahbapamerekam video ketikabapamengajar?*
4. *Pernahkahbapamelihat video bapasendirisaatbapamengajar?*
5. *Apa yang bapaperhatikantentangdiribapasebagaiseorang guru?*
6. *Ketikabapamengajardengangerakanapakahbapamenyadarinya?*
7. *Kenapabapaseringmenggunakangerakanketikamengajar?*
8. *Dalamsituasisepertiapabapamenggunakangerakan?*
9. *Jadidalamsituasiapabapakebanyakanmenggunakangerakan?*
10. *Untuktujuanapabapamenggunakangerakan?*
11. *Jadiuntuktujuanapabapakebanyakanmenggunakangerakan?*
12. *Bagaimanasiswabapamenanggapigerakan yang digunakandalam proses belajarmengajar?*
13. *Apakeuntunganmenggunakangerakandalampengajaranbapa?*

## **Appendix 6**

### **INTERVIEW TRANSCRIPTS**

**Code:**

**R: researcher**

**T: teacher**

**Day/Date : Friday, January 26 2018**

*R : Assalamualaikum, bapa boleh minta waktunya sebentar untuk interview?*

*T : Waalaikumsalam iya boleh , mau tanya apa?*

*R : Sebelumnya ini dengan bapa siapa?*

*T : Nama saya Zulkifli saya guru bahasa inggris di SDN pangambangan 9 Banjarmasin.*

*R : Apa latar belakang pendidikan dan sudah berapa lama bapa mengajar di sekolah ini?*

*T : saya lulusan S1 pendidikan bahasa inggris IAIN Antasari Banjarmasin, saya mulai mengajar disini sejak tahun 2015, jadi sudah sekitar 2 tahun saya mengajar di sini.*

*R : Bapa kalau mengajar bahasa inggris sering menggunakan gerakan?*

*T : Iya lumayan sering.*

*R : pernahkah bapa merekam video ketika bapa mengajar?*

*T : pernah waktu awal-awal mengajar bahasa Inggris*

*R : Pernahkah bapa melihat video bapa sendiri saat bapa mengajar?*

*T : iya tentu saya lihat.*

*R : Apa yang bapa perhatikan tentang diri bapa sebagai seorang guru?*

*T : tentu yang saya perhatikan bagaimana cara mengajar saya dikelas, bagaimana para siswa memperhatikan saya, apakah cara saya sudah membuat mereka paham dengan pelajaran yang saya berikan.*

*R : Ketika bapa mengajar dengan gerakan apakah bapa menyadarinya?*

*T : tentu saya menyadarinya, tapi juga terkadang saya juga tidak menyadarinya.*

*R : Kenapa bapa sering menggunakan gerakan ketika mengajar?*

*T : karena ketika saya menggunakan gerakan ketika mengajar bahasa Inggris kepada siswa, tentunya itu mempermudah mereka dalam memahami pelajaran yang saya berikan kepada mereka dan juga membuat suasana mengajar menjadi lebih hidup.*

*R : Dalam situasi seperti apa bapa menggunakan gerakan?*

*T : biasanya saya menggunakan gerakan ketika sedang menjelaskan sesuatu yang agak sulit bagi para siswa memahami maksud saya.*

*R : Jadi dalam situasi apa bapa kebanyakan menggunakan gerakan?*

*T : tentu dalam situasi mengajar bahasa Inggris dan menjelaskan makna dari pelajaran yang saya berikan kepada para siswa.*

*R : Untuk tujuan apa bapa menggunakan gerakan?*

*T : tujuan saya menggunakan gerakan ketika mengajar tentu dengan harapan*

*mempermudah para siswa memahami maksud dari penjelasan saya.*

*R : Jadi untuk tujuan apa bapa kebanyakan menggunakan gesture?*

*T : tujuan saya kebanyakan sih, ya tentu untuk mempermudah para siswa saya*

*memahami pelajaran yang saya berikan dan membuat suasana dikelas menjadi hidup.*

*R : Bagaimana siswa bapa menanggapi gerakan yang digunakan dalam proses belajar mengajar?*

*T : respon mereka ya tentu sangat senang karena membuat suasana belajar lebih aktif.*

*R : Apa keuntungan menggunakan gerakan dalam pengajaran bapa?*

*T : keuntungan dalam menggunakan gerakan ketika mengajar tentunya mempermudah siswa dan juga guru dalam proses belajar mengajar khususnya bahasa Inggris (bahasa asing) untuk pelajar muda.*

*R : ya sudah pa, cukup sekian interview nya, terimakasih banyak pa atas waktunya*

*T : iya sama-sama.*





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBİYAH DAN KEGURUAN  
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**SURAT KETERANGAN**

Nomor: 820/Un.14/III.1.U/05/2018

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Zaitun  
N I M : 1301240867  
Jurusan/Prodi : TBI  
Alamat : Jl. Veteran Km.5,5 Gg. GT Seman No. 75 Rt.  
04 Rw. 01, Kelurahan Sei Lulut, Kecamatan  
Banjarmasin Timur, Kode Pos 70238

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**AN ANALYSIS OF TEACHERS GESTURES IN TEACHING ENGLISH  
TO YOUNG LEARNERS AT SDN PANGAMBANGAN 9 BANJARMASIN.**

Pada Hari/Tanggal : Senin, 27 November 2017

Tempat : Perpustakaan Jurusan TBI

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 25 Mei 2018

M. Pd. I  
NIP. 198708212015032004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

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**SURAT RISET**

Nomor: B-6248 /Un.14/II.2.q/12/2017

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

Nama : Zaitun  
Nomor Induk Mahasiswa : 1301240867  
Semester : IX (Sembilan)  
Alamat : Jln. Veteran Komplek Gardu Mekar Indah No.59  
Rt.01 Kelurahan Sungai Lulut, Kecamatan  
Banjarmasin Timur, Kota Banjarmasin  
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka  
pengumpulan data untuk penyusunan Skripsi  
Sarjana dengan Judul :

**AN ANALYSIS OF TEACHER'S GESTURES IN TEACHING ENGLISH TO YOUNG  
LEARNERS AT SDN PANGAMBANGAN 9 BANJARMASIN.**

Tempat yang dituju : SDN PANGAMBANGAN 9 BANJARMASIN.  
Barang yang dibawa : Seperangkat alat riset  
Lamanya Riset : 2 (Dua) bulan  
Dari tanggal : 04 Desember 2017  
Sampai dengan tanggal : 04 Februari 2018

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



Wakil Dekan Bidang Akademik,

Dr. Hani Hudaya, M.Ag  
NIM. 1301240867

Mahasiswa yang bersangkutan,

Zaitun  
NIM. 1301240867



**PEMERINTAH KOTA BANJARMASIN**  
**DINAS PENDIDIKAN**  
**SEKOLAH DASAR NEGERI PENGAMBANGAN 9**  
**NIS. 100750 NSS. 101156002005 NPSN : 30304063**  
**KECAMATAN BANJARMASIN TIMUR**  
Alamat : Jl. Veteran Komplek A. Yani II RT.32 No.1 Banjarmasin Kode Pos 70237

**SURAT IZIN PENELITIAN**

**No. 421.2 / 042 / SD.P.9 / Dipendik / 2017**

Yang bertanda tangan dibawah ini kepala SDN Pengambangan 9 Banjarmasin:

Nama : ABDUL WAHID, S. Pd  
NIP : 19630814 198406 1 003  
Jabatan : Kepala Sekolah  
Sekolah : SDN Pengambangan 9

Berdasarkan surat dengan No.B-6348/Un. 14/II.2.q/12/2017. Tanggal 4 Desember dengan ini kami memberikan izin untuk melakukan riset penelitian dalam rangka penyusunan Skripsi kepada:

Nama : Zaitun  
NIM : 1301240867  
Judul Skripsi : **AN ANALYSIS OF TEACHER'S GUESTURES IN  
TEACHING ENGLISH TO YOUNG LEARNERS  
AT SDN PENGAMBANGAN 9 BANJARMASIN**  
Alamat : Jl. Veteran Komplek Gardu Mekar Indah No.59 Rt.01 Kelurahan  
Sungai Lulut, Kecamatan Banjarmasin Timur, Kota Banjarmasin  
Lamanya : 2 Bulan (04 Desember s/d 04 Februari 2018)

Demikian Surat ini diberikan kepada yang bersangkutan agar dapat digunakan sebagaimana mestinya.

Banjarmasin, 07 Desember 2017

Kepala Sekolah SDN Pengambangan 9



**ABDUL WAHID, S. Pd**  
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
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Nomor : B-6348/Un.14/II.2.q/12/2017  
Sifat : Penting  
Lampiran : 1 (satu) lembar  
Hal : Riset Dalam Rangka Penyusunan Skripsi

Banjarmasin, 4 Desember 2017

K e p a d a,

Yth. **Kepala Dinas Pendidikan dan Kebudayaan  
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 : Zaitun  
N I M : 1301240867  
Jurusan : PBI  
Fakultas : Tarbiyah dan Keguruan  
Alamat : Jln. Veteran Komplek Gardu Mekar Indah No.59 Rt.01 Kelurahan Sungai Lulut, Kecamatan Banjarmasin Timur, Kota Banjarmasin

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,

Hairul Hudaya, M.Ag  
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Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala SDN PANGAMBANGAN 9 BANJARMASIN.







DATES	Notes	SIGNATURE
27/1, 2020	Perbaiki Bab IV Discussion, based on problem statement  Bab V : Please revise into paragraphs.	
29/1, 2020		



29/1/2020

Pay attention to punctuation,  
capital letters, and transitions!

Revise ambiguous sentences!

Correct grammatical errors!

Fally D

## CURRICULUM VITAE

<b>I. Personal Details</b>	
Nama	: Zaitun
Place and Date of Birth	: Sungai Salai, May 17 <sup>th</sup> 1994
Gender	: Female
Marital Status	: Single
Religion	: Islam
Nationality	: Indonesia
Parents	: Nasrudin and Maulina
Siblings	: M. Nasuha and M. Al Fatih
<b>II. Formal Educationnal Background</b>	
2001-2007	: SDN Sungai Salai
2007-2010	: MTs Miftahul Ulum Sungai Salai
2010-2013	: MAN 1 Marabahan
2013-2020	: English Education Department of Antasari State Islamic University Banjarmasin
<b>III. Organization Experience</b>	
a. LDK Amal	