

## Appendix 1

## Translatery

No	Surah	Arabic	English
1	Al- Ankabut (29) verse 2-3	<p>أَحْسِبَ النَّاسُ أَنْ يُتْرَكُوا  أَنْ يَقُولُوا آمَنَّا وَهُمْ لَا يُفْتَنُونَ  (٢) وَلَقَدْ فَتَنَّا الَّذِينَ مِنْ قَبْلِهِمْ  فَلَيَعْلَمَنَّ اللَّهُ الَّذِينَ صَدَقُوا  وَلَيَعْلَمَنَّ الْكَاذِبِينَ (٣)</p>	<p>Do the people think that they will be left to say, "We believe" and they will not be tried? But We have certainly tried those before them, and Allah will surely make evident those who are truthful, and He will surely make evident the liars.</p>

## Appendix 2

### Teacher's Open - Questionnaire Transcript

Initial information:

A: The Researcher

B: The Teacher

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A : Did you love teaching English?

B : Yes I did. I love the task of teaching English

A : What is your perception about formative test?

B In my opinion the formative test was necessary for teaching and learning process because with tests we could measure the ability of students and know the extent to which students understand the material during the learning process

A : Has *ustadzah* ever met a situation where the lesson plan that was made was apparently not applicable at that time? If so, what kind of actions did you do?

B : Obviously, yes, where the lesson plan that was made turned out to not be applicable, so the action that i was usually done is that we continue to switch to other important thing to be learned, then later we can replace it later or at another opportunity.

- A : As *ustadzah* said that the abilities of each student are different, how did *ustadzah* adjust the learning?
- B : Because the ability of each student is different, it should be to find a solution, if I usually used to look for methods and learning media that all students can follow. We can also include students in groups, so they can help each other. So the ones who were better able to help are the ones who were having difficulties, that was the function of grouping I think.
- A : How did *ustadzah* give respond to the situation if there were students who did not understand the material?
- B : If there is someone who doesn't understand it, we usually repeat the explanation again, give an example of another problem, we take an approach such as being asked which one he doesn't understand or if necessary we go to his student to his desk and we explain it personally until he understands later.
- A : Are there differences in class atmosphere between the normal study day and the last meeting before the formative tests?
- B : Yes, there is definitely a difference, if the day of study, they can still relax, there is no such pressure. If D - 1 becomes a lattice language and a lot of students asked questions, about what the questions like, so there are lots of questions.

A : When usually *Ustadzah* gave a glossary?

B : Usually I gave the glossary D – 3/2/1

A : What teaching methods did the *Ustadzah* do?

B : The method that were usually used could be discussion, and coupled with a little lecture, then there is more role play that they usually practice dialogue in front of the class could also usually mind mapping and usually demonstrations as well and usually also cooperative learning that is so grouped.

A : Do *Ustadzah* usually encounter certain obstacles in the teaching process? If so, what are the obstacles?

B : If the problem was that we usually find lack of vocabulary control from students, we usually want to explain full English, but if we explain full English the students could not understand, there were only a few students who understand that it was full, and some even do not understand the same once. So we were just mix the language, also if there was practiced so it takes them a long time to translate, to make one dialogue and one text so it requires extensive vocabulary knowledge, if our students master vocabulary which requires a long time.

A : According to *Ustadzah*, what did effect of the formative tests on the teaching?

B : So we were able to see the achievement of students' abilities in understanding our teaching process. So with the formative tests we can see how much was the score, if it was good, then it could be used as an encouragement to learn more, to learn harder, so that the score could increase. So learning objectives can be achieved so well, whether it understands or is able to what kind of learning goals that have been determined so, really influential.

A : What was the impact of the online class on the teaching and learning process that *Ustadzah* class?

B : Impact of online class. It was hard but I wa's also easy. We simply make the material, or learning videos, media, so it is more interesting to continue uploading to Google Classroom so students could watch it and download the material, watch the video, but the difficulty was possible if there was material that we gave there has practiced, if online it was rather difficult for students to ask if they understand, whereas offline could be easier to ask. For the negative impact that we have encountered during the online class, because students do not go to school and get complacent, do not collect their assignments, some arrive until a month, some until forget to do their assignments. Usually, offline, they do the work right away. That's mostly found in

this online class. And this affects the material who we would finish first.

- A : What are the positive and negative effects of formative tests to the teacher's teaching process?
- B : The positive effects were the evaluation of students to further improve their results or the score of learning in a month, well from that we could see the extent of his achievements, so that the score is better and the goals are achieved. Negative influences might feel like a scourge, why they should having formative tests, ask to the students, or if only with the task he was able to understand the material.

### Appendix 3

#### Open - Questionnaire 1:

<p><b>Email Address:</b> Salsamdn09@gmail.com</p>
<p><b>Class:</b> XMIA2</p>
<p><b>Did you like English class at your school?</b> Yes</p>
<p><b>Did you consider test as an important thing? What was your reason?</b> Yes, because it could test our English ability.</p>
<p><b>What did you feel when you would have a test?</b> I was happy if I remember the lesson. But I was nervous if got blank.</p>
<p><b>What did you do to prepare yourself for facing the test?</b> I did study, looking for words that I didn't know the meaning yet.</p>
<p><b>Did you think that the teacher has using appropriate method in teaching process? Why?</b> Yes, I could understand the lesson and usually we have some games.</p>
<p><b>Does having a test make you learn English more and more? Why did you do it?</b> Yes, but I do not study just only near the test.</p>
<p><b>How many days before the test usually you do study?</b> D-2</p>
<p><b>How does the daily test given by Ustadzah affect your readiness in facing summative English tests?</b> It was Influenced because the exam questions are more or less like practice</p>

**Open - Questionnaire 2:**

<b>Email Address:</b> <a href="mailto:diyang1115@gmail.com">diyang1115@gmail.com</a>
<b>Class:</b> XMIA2
<b>Did you like English class at your school?</b> Yes
<b>Did you consider test as an important thing? What was your reason?</b> Yes, But I'm not sure because there are many ways to measure students' ability and students' understanding of a materials.
<b>What did you feel when you would have a test?</b> Excited and nervous.
<b>What did you do to prepare yourself for facing the test?</b> Reading
<b>Did you think that the teacher has using appropriate method in teaching process? Why?</b> I think it has already appropriate because Ustadzah did not just theory and assignment but I have fun games and the way she taught us was interesting.
<b>Does having a test make you learn English more and more? Why did you do it?</b> Not really, because honestly I will learn when I want. Test forced me to understand all the material in one week. And that can't make me focus on one subject
<b>How many days before the test usually you do study?</b> Whenever
<b>How does the daily test given by Ustadzah affect your readiness in facing summative English tests?</b> It gave big impact. Because it is a reflection of how the tests will come



**Open - Questionnaire 3:**

<p><b>Email Address:</b> ssyyaasshhee@gmail.com</p>
<p><b>Class:</b> XMIA2</p>
<p><b>Did you like English class at your school?</b> Yes</p>
<p><b>Did you consider test as an important thing? What was your reason?</b> No.. The test only posted the material in a short time because afterwards the students didn't care about the material because it had already been passed.</p>
<p><b>What did you feel when you would have a test?</b> Excited because it is one of the favorite subjects.</p>
<p><b>What did you do to prepare yourself for facing the test?</b> Read the dictionary and summarize the exam material</p>
<p><b>Did you think that the teacher has using appropriate method in teaching process? Why?</b> Yes, it was fun and not boring.</p>
<p><b>Does having a test make you learn English more and more? Why did you do it?</b> No, because English is an international language that is definitely used throughout the world. So it is very loss if learning English is only for the exam.</p>
<p><b>How many days before the test usually you do study?</b> Depends on my mood.</p>
<p><b>How does the daily test given by Ustadzah affect your readiness in facing summative English tests?</b> Not really affect.</p>

**Open - Questionnaire 4:**

<p><b>Email Address:</b>  <a href="mailto:hilm4ratuadinda@gmail.com">hilm4ratuadinda@gmail.com</a></p>
<p><b>Class:</b>  XMIA2</p>
<p><b>Did you like English class at your school?</b>  In the middle</p>
<p><b>Did you consider test as an important thing? What was your reason?</b>  It is necessary because with the test students can better understand and recall the lessons taught by the teacher.</p>
<p><b>What did you feel when you would have a test?</b>  I was happy, but also sad.</p>
<p><b>What did you do to prepare yourself for facing the test?</b>  Try as much as possible, learn as understanding as possible in order to answer the questions correctly as well as continue to pray</p>
<p><b>Did you think that the teacher has using appropriate method in teaching process? Why?</b>  Appropriate because <i>ustdzah</i> teaches with great enjoyment and often starts with games so that students will feel relaxed and comfortable in following her lessons</p>
<p><b>Does having a test make you learn English more and more? Why did you do it?</b>  Maybe yes ... because when it's time most students can learn to the maximum and serious.</p>
<p><b>How many days before the test usually you do study?</b>  D-2</p>
<p><b>How does the daily test given by Ustadzah affect your readiness in facing summative English tests?</b>  The effect of daily tests that are usually given by Ustadzah is not far from the examples of questions that will be included in the test or it can be said that the daily exercises / repetitions are similar but different.</p>

**Open - Questionnaire 5:**

<b>Email Address:</b> <a href="mailto:deviewidi.amalina18@gmail.com">deviewidi.amalina18@gmail.com</a>
<b>Class:</b> XMIA2
<b>Did you like English class at your school?</b> Yes
<b>Did you consider test as an important thing? What was your reason?</b> It is necessary, because the test examines whether we have understood the lesson or not.
<b>What did you feel when you would have a test?</b> I was worried because I don't feel that I have too much English vocabulary
<b>What did you do to prepare yourself for facing the test?</b> Enriching my vocabulary
<b>Did you think that the teacher has using appropriate method in teaching process? Why?</b> Already appropriate because ustadzah learning method was not boring.
<b>Does having a test make you learn English more and more? Why did you do it?</b> yes, because when the test there were some vocabulary that maybe I never knew it became known
<b>How many days before the test usually you do study?</b> H-1 test because I am not the type of person who does not like to learn from far away.
<b>How does the daily test given by Ustadzah affect your readiness in facing summative English tests?</b> Good.

**Open - Questionnaire 6:**

<p><b>Email Address:</b>  <a href="mailto:Devi.kusuma193@gmail.com">Devi.kusuma193@gmail.com</a></p>
<p><b>Class:</b>  XMIA2</p>
<p><b>Did you like English class at your school?</b>  Yes</p>
<p><b>Did you consider test as an important thing? What was your reason?</b> It is necessary because we can know the extent of our understanding of the material and as long as the questions presented during the test are not much different from what has been conveyed in class and also how the results of the test will not be too smart to see whether or not the student.</p>
<p><b>What did you feel when you would have a test?</b>  Sometimes I felt excited because it is my favorite lesson, when I got the score and it was good, i was thank full but sometimes when it was bad, and I was little bit dissatisfied when the score was bad.</p>
<p><b>What did you do to prepare yourself for facing the test?</b>  Studying, completing notes, studying the grid etc.</p>
<p><b>Did you think that the teacher has using appropriate method in teaching process? Why?</b>  I think it is appropriate, but I prefer the material to go to the quiz more often, for example guess the word, Spelling bee, complete the blank space etc.</p>
<p><b>Does having a test make you learn English more and more? Why did you do it?</b>  Not really, sometimes I also outside the test like watching western films so I can also learn from the film or maybe you see an English speaking or something like that maybe.</p>
<p><b>How many days before the test usually you do study?</b>  Because sometimes the grids are distributed uncertainly so that I want to repeat the test so that it becomes just a night studying or just a moment before the test because of the change by learning other subjects in accordance with the schedule</p>
<p><b>How does the daily test given by Ustadzah affect your readiness in facing summative English tests?</b>  Very nice, the teacher usually took the questions that have been tested in the daily test.</p>

**Open - Questionnaire 7:**

<b>Email Address:</b> <a href="mailto:abdurrahimalfarisi62@gmail.com">abdurrahimalfarisi62@gmail.com</a>
<b>Class:</b> XMIA1
<b>Did you like English class at your school?</b> Yes
<b>Did you consider test as an important thing? What was your reason?</b> No, because in a few years graduating of education is only determined by writing test.
<b>What did you feel when you would have a test?</b> I was happy but worried too.
<b>What did you do to prepare yourself for facing the test?</b> Studying
<b>Did you think that the teacher has using appropriate method in teaching process? Why?</b> Yes, it was already appropriate since I could learn well
<b>Does having a test make you learn English more and more? Why did you do it?</b> yes, because it determines whether we could continue to the next level of class or not.
<b>How many days before the test usually you do study?</b> H-1
<b>How does the daily test given by Ustadzah affect your readiness in facing summative English tests?</b> the effect is very good because it could predict what comes out on the test.

**Open - Questionnaire 8:**

<b>Email Address:</b> <a href="mailto:muhammadfiras332@gmail.com">muhammadfiras332@gmail.com</a>
<b>Class:</b> XMIA1
<b>Did you like English class at your school?</b> Yes
<b>Did you consider test as an important thing? What was your reason?</b> Well, in my opinion, we really go to school to study, the knowledge that will be used for the future, the test in this case serves to ensure we really understand it. So in my opinion yes the test is important for education unless found a more effective way to test students.
<b>What did you feel when you would have a test?</b> Happy, because it's usually easy.
<b>What did you do to prepare yourself for facing the test?</b> Studying but not much.
<b>Did you think that the teacher has using appropriate method in teaching process? Why?</b> Yes, when her method is using movies and games to teach english.
<b>Does having a test make you learn English more and more? Why did you do it?</b> If there were many English language tests, then i did not need to study often because I would definitely always remember the lesson. One of the goals of the test was to remind students about the lesson, so this makes it easy.
<b>How many days before the test usually you do study?</b> D - 1 or D - 2
<b>How does the daily test given by Ustadzah affect your readiness in facing summative English tests?</b> the effect is very good because it could predict what comes out on the test.

## Appendix 4

### Score of formative and summative test class X MIA 1

NO	NAME	STUDENTS' FORMATIVE TEST SCORE PER KD				KI 3'S FINAL SCORE	STUDENTS' FORMATIVE TEST SCORE PER KD				KI 4'S FINAL SCORE
		KD 3.6	KD 3.7	KD 3.8	KD 3.6		KD 3.8	KD 3.6	KD 3.7	KD 3.8	
1	Abdurrahim Alfarisi	95,00	87,00	95,00	93,00	93	90,00	88,00	83,00	88,00	87
2	Ahmad Arya Fikri	88,00	78,00	85,00	40,00	73	83,00	80,00	40,00	80,00	71
3	Ahmad Noor Aldo	86,00	82,00	80,00	88,00	84	85,00	80,00	83,00	85,00	83
4	Fadhil Ananda Yudithia	98,00	88,00	85,00	90,00	90	90,00	88,00	85,00	88,00	88
5	Gusti Muhammad Haikal Zidane	91,00	80,00	80,00	80,00	83	87,00	85,00	80,00	87,00	85
6	Kanda Rasuna Said Pradifta Gunadi	89,00	83,00	85,00	80,00	84	85,00	85,00	88,00	87,00	86
7	Lintang Ryan Pratama	85,00	82,00	80,00	88,00	84	85,00	83,00	83,00	87,00	85
8	M. Akmal Labib Raliby	85,00	91,00	90,00	90,00	89	85,00	83,00	83,00	87,00	85
9	M. Raihan Mushaffa	88,00	85,00	90,00	90,00	88	90,00	83,00	85,00	87,00	86
10	Mahattir Muhammad Khalifatur Rasyidin	87,00	84,00	85,00	85,00	85	90,00	88,00	83,00	87,00	87

11	Muhammad Firas	89,00	93,00	85,00	98,00	91	88,00	88,00	88,00	88,00	88
12	Muhammad Hafiz Huzaky	86,00	84,00	75,00	83,00	82	87,00	80,00	80,00	85,00	83
13	Muhammad Rifki Arrajib	91,00	80,00	80,00	83,00	84	88,00	85,00	83,00	87,00	86
14	Shidqi Chumaidi	85,00	82,00	85,00	85,00	84	84,00	83,00	83,00	87,00	84
15	Achmad Fadil Arya Winata	89,00	97,00	95,00	98,00	95	87,00	91,00	88,00	88,00	89

**Score of formative and summative test class X 2**

NO	NAME	STUDENTS' FORMATIVE TEST SCORE PER KD				KI 3'S FINAL SCORE	STUDENTS' FORMATIVE TEST SCORE PER KD				KI 4'S FINAL SCORE
		KD 3.6	KD 3.7	KD 3.8	KD 3.9		KD 4.6	KD 4.7	KD 4.8	KD 4.9	
1	Aisya Yushelfiana	88,00	88,00	90,00	93,00	90	87,00	90,00	90,00	90,00	89
2	Amalia Hanifah	98,00	95,00	98,00	98,00	97	88,00	90,00	88,00	90,00	89
3	Amani	84,00	83,00	85,00	88,00	85	83,00	86,00	88,00	88,00	86
4	Anisa	87,00	88,00	95,00	90,00	90	87,00	88,00	83,00	88,00	87
5	Anisa Sukma Galuh Pramudiana	83,00	85,00	85,00	78,00	83	83,00	85,00	85,00	88,00	85



6	Aqilah Az Zahra	85,00	80,00	85,00	83,00	83	83,00	84,00	85,00	88,00	85
7	Athiya Launa Khalisa	83,00	80,00	85,00	85,00	83	82,00	84,00	88,00	88,00	86
8	Aulia Fitriani	82,00	91,00	88,00	85,00	87	86,00	88,00	85,00	88,00	87
9	Devi Kusumawardani	87,00	89,00	93,00	80,00	87	85,00	85,00	80,00	88,00	85
10	Devie Widi Amalia	91,00	92,00	90,00	85,00	90	88,00	89,00	88,00	88,00	88
11	Dhia Aufa Salsabila Yustyan	93,00	87,00	95,00	83,00	90	85,00	84,00	83,00	88,00	85
12	Edna Salsabila Madina	91,00	87,00	80,00	93,00	88	85,00	86,00	88,00	90,00	87
13	Farhanaqilah Mazaya	89,00	89,00	90,00	93,00	90	85,00	87,00	88,00	90,00	88
14	Hilma Ratu Adinda	83,00	83,00	90,00	80,00	84	83,00	85,00	85,00	88,00	85
15	Ira Safaira	82,00	87,00	83,00	75,00	82	83,00	83,00	83,00	88,00	84
16	Kalya Shirin Ebadi Lubis	87,00	83,00	80,00	80,00	83	85,00	86,00	85,00	88,00	86
17	Kartika Putri Dewa Yani	90,00	90,00	99,00	90,00	92	86,00	88,00	90,00	90,00	89
18	Langkar Diyang Fauzi Rachman	91,00	95,00	90,00	93,00	92	88,00	90,00	88,00	90,00	89
19	Mona Elyka	82,00	80,00	78,00	88,00	82	83,00	84,00	80,00	88,00	84
20	Mujahidah	78,00	83,00	88,00	80,00	82	83,00	83,00	85,00	88,00	85

21	Nabila Zahra Fasya	87,00	85,00	90,00	83,00	86	85,00	86,00	85,00	88,00	86
22	Nisrina Jahra	83,00	90,00	85,00	88,00	87	85,00	85,00	85,00	88,00	86
23	Putri Najwa	85,00	83,00	88,00	88,00	86	85,00	85,00	85,00	88,00	86
24	Radhita Syalwa Rizkya	90,00	82,00	90,00	93,00	89	88,00	87,00	85,00	88,00	87
25	Rifqa Sahira	83,00	89,00	90,00	83,00	86	85,00	88,00	85,00	88,00	87
26	Roshinta Ayu Putri Muslimin	92,00	93,00	88,00	88,00	90	88,00	90,00	88,00	90,00	89
27	Salma Nur Ilahiya	92,00	92,00	95,00	83,00	91	85,00	88,00	85,00	90,00	87
28	Shofia Qonitah	87,00	87,00	80,00	83,00	84	83,00	84,00	85,00	88,00	85
29	Siti Nur Alya	85,00	85,00	85,00	93,00	87	85,00	84,00	85,00	88,00	86
30	Vania Najwa Kamilia	96,00	94,00	93,00	99,00	96	89,00	90,00	90,00	90,00	90
31	Wardah Kameilia Mardiyanto	87,00	84,00	95,00	90,00	89	86,00	88,00	88,00	88,00	88
32	Winda Putri	91,00	89,00	95,00	95,00	93	88,00	90,00	85,00	90,00	88

## **Appendix 5**

### **List of Students Name**

#### **Class X MIA 1**

1. Ahmad Arya Fikri
2. M. Akmal Labib Raliby
3. Muhammad Hafiz Huzaky
4. Fadhil Ananda Yudithia
5. Abdurrahim Alfarisi
6. Muhammad Firas
7. Shidqi Chumaidi

#### **XMIA2**

1. Aisya Yushelfiana
2. Amalia Hanifah
3. Athiya Launa Khalisa
4. Aulia Fitriani
5. Devi Kusumawardani
6. Devie Widi Amalia
7. Dhia Aufa Salsabila Yustyan
8. Edna Salsabila Madina
9. Hilma Ratu Adinda
10. Ira Safaira

11. Kalya Shirin Ebadi Lubis
12. Kartika Putri Dewa Yani
13. Langkar Diyang Fauzi Rachman
14. Nabila Zahra Fasya
15. Salma Nur Ilahiya
16. Shofia Qonitah

## Appendix 6


### CURRICULUM VITAE

I. Personal Details	
Name	: Mulianti
Place and Date of Birth	: Pupuyuan, 17 March 1999
Gender	: Female
Marital Status	: Single
Religion	: Islam
Nationality	: Indonesia
Parents	: Amrullah and Sumiati
Siblings	: Munawarah and Muniah
II. Formal Education Background	
2004-2010	: Darul Ulum Privat Islamic Elementary School (MIS Darul Ulum)
2010-2013	: State Islamic Junior High School Lampihong (MTsN Lampihong)
2013-2016	: State Islamic Senior High School Simpang kiri Lampihong (MAN Simpang Kiri Lampihong)
2016-2020	: English Education Department of Anasari State Islamic University Banjarmasin
III. Organization Experience	
2016-2020	: HMI Komisariat Fakultas Tarbiyah
2016-2019	: Kerukunan Mahasiswa Balangan (KMB) UIN Antasari
2017-2019	: Linguistics And Debating Society

	(LiDS Educia)
2017-2019	: UKM Antasari Cendekia

## Appendix 7

*Surat Izin Riset*



**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

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Nomor : 070/0795 -Set/Disdikbud/2020 Banjarbaru, 17 Maret 2020  
 Lampiran : -  
 Perihal : Izin Penelitian Yth. Dekan Bidang Akademik UIN  
 Jl. A. Yani Km.4,5  
 di- Banjarmasin

Menindaklanjuti surat Saudara(i) Nomor : B-1189/Un.14/III.1.t/pp.00.9/03/2020 tanggal 12 Maret 2020, perihal izin melakukan penelitian di SMAIT Ukhuwah Banjarmasin dalam rangka pengumpulan data untuk penyusunan Skripsi, atas nama :


Nama : **MULIANTI**  
 N I M : 1601241772  
 Jurusan : PBI  
 Fakultas : Tarbiyah dan Keguruan  
 Judul Penelitian : **AN ANALYSIS OF WASHBACK EFFECT OF ENGLISH FORMATIVE ASSESSMENT TO THE TEACHER AND STUDENTS AT SMAIT UKHUWAH YEAR 2019/2020**

Pada prinsipnya :

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

Demikian disampaikan untuk dapat dipergunakan sebagaimana mestinya.

a.n. Kepala Dinas Pendidikan dan Kebudayaan  
 Provinsi Kalimantan Selatan  
 Sekretaris,

  
**Hadeli Rosyaidi, M.Pd.**  
 Pembina  
 NIP 19680103 199203 1 010

Tembusan :

1. Kepala Dinas Pendidikan dan Kebudayaan Prov Kalsel
2. Kepala SMAIT Ukhuwah Banjarmasin

## Appendix 8


*Surat Keterangan Selesai Seminar*

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>UNIVERSITAS ISLAM NEGERI ANTASARI</b> <b>FAKULTAS TARBIYAH DAN KEGURUAN</b> <b>BIRO SKRIPSI</b> 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
	<p align="center"><b>SURAT KETERANGAN</b></p> <p align="center">Nomor: 332/Un.14/III.1.t/pp.00.9/02/2020</p> <p>Yang bertanda tangan di bawah ini, menerangkan bahwa:</p> <p>Nama : Mulianti</p> <p>N I M : 1601241772</p> <p>Jurusan/Prodi : TBI</p> <p>Alamat : Jl. Kemiri Dalam No. 101 RT.22 RW.02, Kel. Kebun Bunga Kec. Banjarmasin Timur</p> <p>adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:</p> <p align="center"><b>AN ANALYSIS OF WASHBACK EFFECT OF ENGLISH FORMATIVE ASSESSMENT TO THE TEACHER AND STUDENTS AT SMAIT UKHWAH BANJARMASIJ YEAR 2019/2020</b></p> <p>Pada Hari/Tanggal : Selasa, 18 Februari 2020</p> <p>Tempat : SAC TBI</p> <p>Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.</p> <p align="right">Banjarmasin, 28 Februari 2020</p> <p align="right">           Mahmudah, M.Pd.I          NIP. 198708212015032004       </p>



## Appendix 9

*Surat Perubahan Judul*

	<p align="center"><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b>  <b>UNIVERSITAS ISLAM NEGERI ANTASARI</b>  <b>FAKULTAS TARBIYAH DAN KEGURUAN</b>  <b>BIRO SKRIPSI</b></p> <p align="center">Jalan Jenderal Ahmad Yani KM. 4.5 Banjarmasin          Telepon (0511) 3253939 Faksimile (0511) 3274492          Email: <a href="mailto:ftk.antasari@gmail.com">ftk.antasari@gmail.com</a> Web: <a href="http://www.ftk.iain-antasari.ac.id">www.ftk.iain-antasari.ac.id</a></p>
	07 Oktober 2020

Nomor : 1621/Un.14/III.1.t/pp.00.9/10/2020  
 Lamp : -  
 Hal : Perubahan Judul Skripsi  
 Kepada Yth.  
 Sdr (i) Mulianti  
 NIM. 1801241772  
 Mahasiswa Jurusan TBI  
 di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**AN ANALYSIS OF WASHBACK EFFECT OF ENGLISH FORMATIVE ASSESSMENT TO THE TEACHER AND STUDENTS AT SMAIT UKHUWAH BANJARMASIN YEAR 2019/2020**

Berubah menjadi:

**AN ANALYSIS OF WASHBACK EFFECT OF ENGLISH FORMATIVE ASSESSMENT TO THE TEACHER AND STUDENTS AT SMAIT UKHUWAH BANJARMASIN**

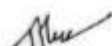
Menunjuk :

1. Dr. Nida Mufidah, M.Pd sebagai Dosen Pembimbing Konten dan Metodologi.
2. Afifah Linda Sari, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

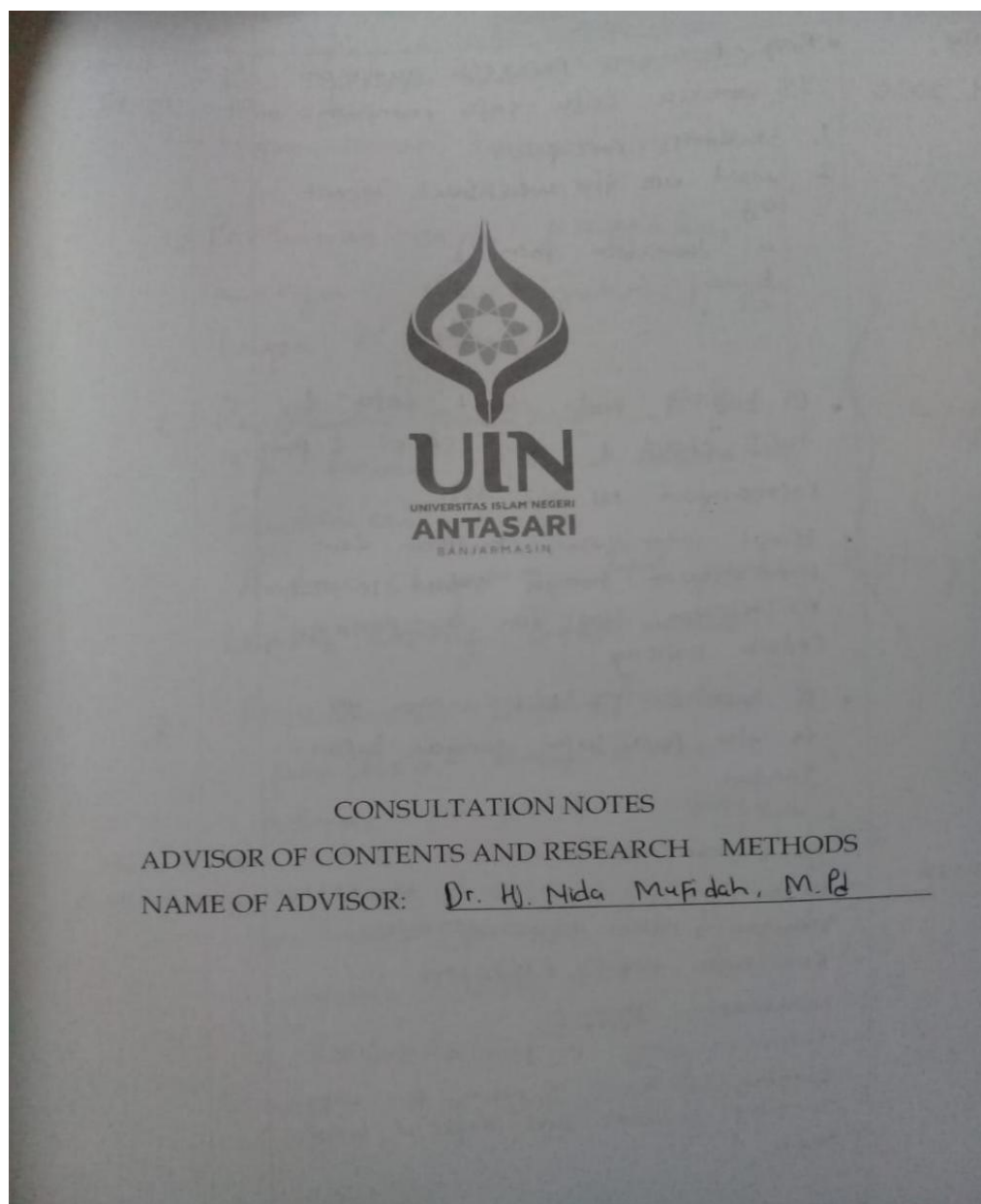
Wassalamu'alaikum. Wr. Wb.

An. Wakil Dekan Bidang Akademik  
Ketua,

  
 Mahmudah, M.Pd.I

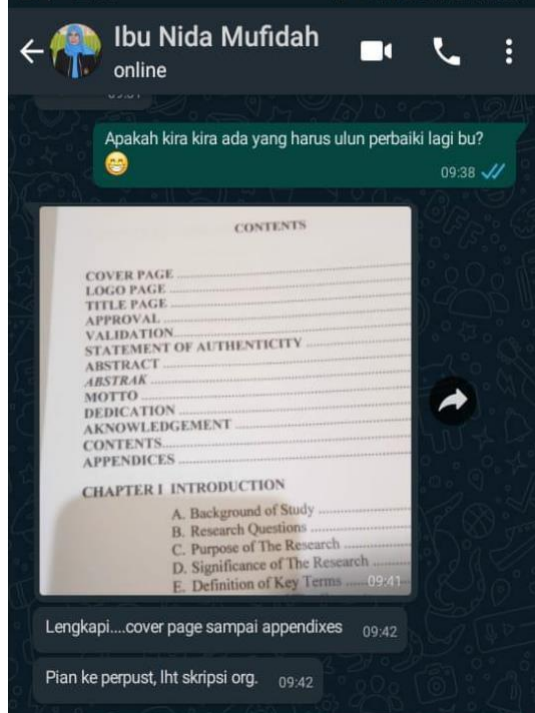
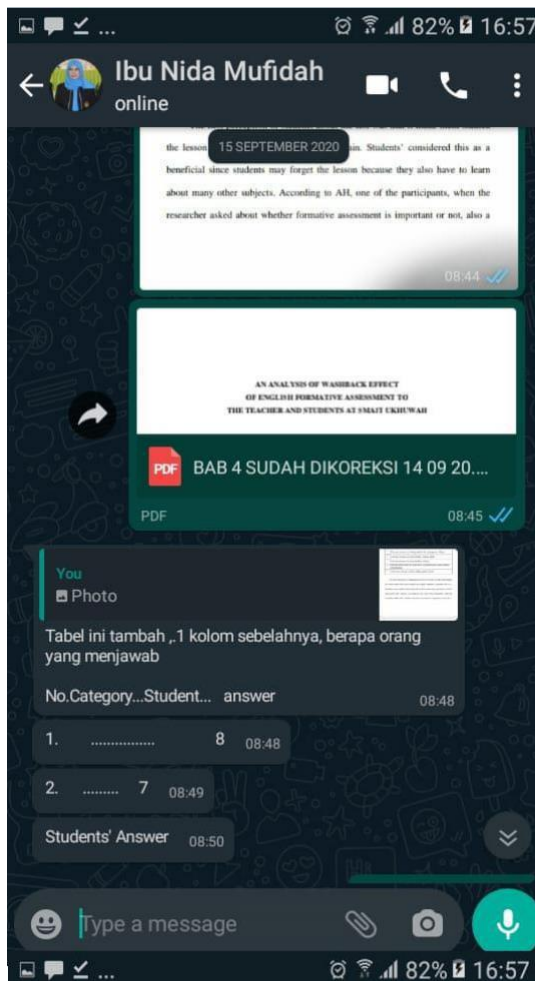
## Appendix 10

### Consultation notes



July, 29 2020	Jangan.	<ul style="list-style-type: none"> <li>• tambahkan alasan memilih judul</li> <li>• di bagian previous study tambahkan similarity dan differensinya</li> <li>• End note + MLIS (1982:41)</li> <li>• tambahkan pagonya</li> <li>• summarize yang is poin di bab 2</li> <li>• summarize teori Yi ching pin yang tentang positive and negative wash-back</li> </ul>	Dr. Hj. Nida Mufidah, M.Pd
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August, 12 2019	<ul style="list-style-type: none"> <li>• Bacaan Question speech sate 2 saja</li> <li>• Buat kesimpulan sentai catulah teori</li> <li>• pakai introduction sentence sebelum teor</li> <li>• Perbaiki bab 9</li> <li>• Diagram tambah keterangan yg jelas</li> </ul>	Dr. Hj. Nida Mufidah, M.Pd
	<ol style="list-style-type: none"> <li>1. Perbaiki cara pengetikan margin, Cover judul, jangan lupa di pasang.</li> <li>2. Perbaiki grammar. Hal 37 harus dibuat narrative sentences. Antar chapter, tdk perlu seling kata kosong utk versi</li> <li>3. References, perbaiki; periksa dan baca akhir pengetikan referens</li> </ol>	27/8 2020
	<ul style="list-style-type: none"> <li>- You have to provide data on chapter 10, Below table should be explained in detail.</li> <li>- Review Conclusion &amp; Suggest</li> </ul>	11/9 2020



alindapersada@gmail.com

Kembali Arsipkan Spam Hapus Tandai belum dibaca Tunda Tambahkan ke tugas Pindahkan ke Kotak Masuk Label Lainnya 6 dari 7

thesis 31 08 20.docx

**Afifah Linda** kepada saya

Kam, 3 Sep 07.05

Assalaamualaikum, dear Mulianti, please open your revision on Ms Word to see my comments.

1. All in all sudah ok, hanya beberapa penulisan paragraf yang terlalu panjang. cek ulang keseluruhan, karena paragraf yang panjang membuat orang jenuh untuk membaca. Kemudian banyak paragraf yang terlalu menjorok kedalam terutama di bab 2, bab 4, dan bab 5. Bertambahnya poin atau sub topic baru bukan berarti semakin mundur. Sesuaikan saja dengan yang awal.
2. Be careful with the methodology of the research. Disitu Mulianti menggunakan kualitatif tapi ketika itu lihat pengambilan datanya menggunakan survey, kalau misal dgn survey ya menggunakan kuantitatif saja shg di bab 4 boleh dituliskan chart-nya, Tapi kalau menggunakan kualitatif maka chart jangan ditaruh di bab 4 tapi di appendix karena kan menimbulkan persepsi ganda.
3. Kemudian di research question yang ditanyakan adalah tentang washback effect, tetapi di finding dan conclusion yang dijelaskan adalah perception, so. which one that you want to explain? dibaca dan perbaiki lagi ya.

Good luck

...

Jangan.

July, 29 2020

- tambahkan alasan memilih judul
- di bagian previous study tambahkan similarity dan differensinya
- End note + tulis (1982:4)
- tambahkan pagonya
- summarize yang 15 poin di bab 2
- summarize teori Yi ching pin yang tentang positive and negative wash-back

Dr. Hj. Nida Mufidah, M.Pd

