

APPENDICES

Appendix I

Appendix I TRANSLATERY

Chapter/page	Surah/Verse	Terjemahan	Translation
1/1	Al-Baqarah / 31	<p>Dia mengajarkan Adam semua nama-nama (benda), kemudian menampilkan semuanya di hadapan malaikat, lalu mengatakan, 'Sebutkanlah kepada-Ku nama-nama semua benda itu jika kamu memang benar orang-orang yang benar.</p>	<p>He taught Adam all the names (of objects), then displayed them in front of the angels, then said, 'Name me the names of all those things if you are true people.</p>

Appendix II
INTERVIEW GUIDELINE

This is research instrumen used to get additional information. This interview will be given to Politeknik Negeri Banjarmasin.

Name of the Student : Time and Date :

Student 1

Subjective

No	Subjective	Opinions
1	Affective (study situation) How is the process of learning English in the Mechanical Engineering study program of Heavy Equipment.	The first student said that while studying English, students felt that it was very suitable for their learning needs to learn English for the Mechanical Engineering study program of Heavy Equipment. And this student said that the current learning process is done online due to the pandemic. However, students feel that their needs to learn English are fulfilled.
2	Cognitive (Confidence in learning English. This confidence is divided into two, namely Speaking and Reading.	

	Confidence in learning English in speaking skills.	This student said that, in learning speaking, he felt less confident when asked by the lecturer to speak in English, the reason was that he was afraid of mispronouncing in English.
	Confidence in learning English in Reading skills	This student is of the opinion that, he feels very less confident in his reading skills because that, being not very fluent in using English makes him less confident.

Objective

No	Objective	Opinions
1	Vocabulary	This student stated that sometimes he found it difficult because he still didn't know much about the meaning of the English language, therefore this student stated that it was very important to have this vocabulary to help them in their learning difficulties in English for the Mechanical Engineering Study program of Heavy. Equipment.
2	Writing	This student stated that he had difficulty in writing this skill because writing in

		English was different from reading it, so the difficulty in this skill was when he wanted to write in English but it was different from reading it.
3	Reading	This student stated that the difficulty in this skill was because he felt that it was very difficult for him to read written in English.
	Speaking	This student stated that he felt difficulty in writing skills because he felt less confident in speaking English that was the reason why he felt difficult.

Student 2

Subjective

No	Subjective	Opinions
1	Affective (study situation) How is the process of learning English in the Mechanical Engineering study program of Heavy Equipment.	The second student said that the process and situation of learning English for the Mechanical Engineering study program of Heavy Equipment, that the English learning process is currently very appropriate and greatly helped by

		learning English for their study program. This is done online. These students feel very comfortable with their learning because they are assisted by lecturers who teach them so that they are able to understand learning even though it is online.
2	Cognitive (Confidence in learning English) This confidence is divided into two, namely, speaking and reading.	
	Confidence in learning English on speaking skills	This second student said that he lacked confidence in speaking skills on the grounds that it was difficult to speak in English and he was very hesitant to pronounce words in English because he was afraid of mispronouncing.
	Confidence in learning English on reading skills	This second student said that he lacked confidence in reading skills due to the reason that it was very difficult to read using English.

Objective

No	Objective	Opinions
1	Vocabulary	This second student said that vocabulary was not difficult to learn for the Mechanical Engineering study program of Heavy Equipment. This student said that it was very helpful for them to have this Vocabulary so they could recognize the names of heavy equipment terms that mostly use English.
2	Writing	This second student said that in this writing skill he felt a little difficult with the reason because, in writing English, it was different when it was read and what was written, that was the difficulty.
3	Reading	This second student said that the difficulty in reading skills was due to not being confident in reading using English.
4	Speaking	This second student said that the difficulty in speaking skills was due to his lack of fluency in speaking English for the reason that he was afraid of

		pronouncing it wrong.
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Student 3

Subjective

No	Subjective	Opinions
1	Affective (study situation) How is the process of learning English in the Mechanical Engineering study program of Heavy Equipment.	This third student said that the situation in the English learning process for the Heavy Equipment Mechanical Engineering study program was that the situation in learning English was in accordance with their learning needs, although the learning process was carried out far away, the learning was carried out very smoothly.
2	Cognitive (Confidence in learning English) This confidence is divided into two, namely, speaking and reading.	
	Confidence in learning English on speaking skills	This third student feels that he is very confident in learning speaking skills because he really likes learning to speak using English, it can help him to broaden his knowledge in learning English.

	Confidence in learning English on reading skills	This student said that he was very confident when asked by the lecturer to read using English in the learning process because he really liked and was confident in speaking in English.
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Objective

No	Objective	Opinions
1	Vocabulary	This third student said that he did not find it so difficult to learn vocabulary because according to him this vocabulary was a very important learning for their study program which really helped them in facilitating the learning of the Heavy Equipment study program.
2	Writing	This third student said that he had difficulty in writing skills for the reason that reading in English was different from when it was written, therefore this student felt difficulties in writing skills.
3	Reading	This third student said that he had difficulty in reading this skill on the grounds that it was difficult to read

		English.
4	Speaking	This third student said that the difficulty when learning English speaking skills was the difficulty in being able to speak in English.

Student 4

Subjective

No	Subjective	Opinions
1	Affective (study situation) How is the process of learning English in the Mechanical Engineering study program of Heavy Equipment.	In the process of learning English situations for the Mechanical Engineering study program of Heavy Equipment, the learning is carried out optimally. Although the learning is done remotely, learning English has been very helpful, although sometimes there are obstacles in the learning process.
2	Cognitive (Confidence in learning English) This confidence is divided into two, namely, speaking and reading.	
	Confidence in learning English on speaking skills	This fourth student said that he felt very confident with this speaking learning for the reason that he really liked speaking in

		English.
	Confidence in learning English on reading skills	This fourth student said that he felt very confident and really liked learning English for this reading skill. The reason is that, according to him, this reading skill is very helpful and very good for training self-confidence in reading using English.

Objective

No	Objective	Opinions
1	Vocabulary	This fourth student did not find it difficult to learn vocabulary. However, this student said that the role of this vocabulary was very important for their study program. Which is very helpful for them in matters related to Heavy Equipment and is very helpful in carrying out the learning process for the Mechanical Engineering study program of Heavy Equipment.
2	Writing	This student stated that he did not feel

		too difficult in writing skills and this student thought that the difficulty in writing skills was only in the difference between writing and reading which made him feel a little difficult.
3	Reading	This student said that it was difficult to learn English for reading skills because he did not like reading in English.
4	Speaking	This student said that the difficulty in speaking skill was a lack of confidence when speaking in English because he felt ashamed to speak in English

Student 5

Subjective

No	Subjective	Opinions
1	Affective (study situation) How is the process of learning English in the Mechanical Engineering study program of Heavy Equipment.	This student said that the situation of learning English in the mechanical engineering study program of heavy equipment has a very appropriate learning process and is very helpful in understanding the study program of heavy equipment and meeting learning

		needs, although sometimes there are obstacles because learning is carried out remotely.
2	Cognitive (Confidence in learning English) This confidence is divided into two, namely, speaking and reading	
	Confidence in learning English on speaking skills	This student said that he was very confident in speaking using English because it was very helpful for his future work and of course as an enhancer of insight and knowledge in speaking in English.
	Confidence in learning English on reading skills.	This student said that his confidence in this reading skill was very good. This student believes that this reading skill is very helpful in reading English writings of the names of heavy equipment because of being very confident when asked to read.

Objective

No	Objective	Opinions
1	Vocabulary	<p>This student said that there was no difficulty at all when learning vocabulary, however, this student thought that this vocabulary had a very important role for their study program which could meet their learning needs and of course help them in the learning process in the mechanical engineering study program of Heavy Equipment. Because the role of this vocabulary helps them understand the names of heavy equipment, which mostly use terms in English.</p>
2	Writing	<p>This student stated that there was no difficulty in learning writing skills, but according to him, this skill was very helpful for them to fulfill their learning needs in the mechanical engineering study program of heavy equipment.</p>
3	Reading	<p>This student said that he did not find it difficult to read in English but this skill</p>

		helped them to meet their learning needs and understand how to read heavy equipment names which mostly use English.
4	Speaking	This student said that he did not find it too difficult to speak skills and this student also said that learning speaking.

Appendix III

INTERVIEW GUIDELINES

How to learn English in the field of mechanical engineering studies, the authors conducted interviews with lecturers who taught English courses in the ESP class. These are some of the interview questions the author addresses the teaching lecturer at Politeknik Negeri Banjarmasin.

Researcher	Lecturer
How do you teach English courses to non-English classes in the mechanical engineering study program?	<p>“The way I teach English learning in this engineering engineering study program is the same as teaching in general, which starts from the opening of the lesson, explaining the learning material and finally the closing section by remembering what has been learned during the lesson. However, for learning in this ESP class, I have my own way so that students can better understand how learning English is carried out properly and appropriately. their learning needs. Like when explaining English learning materials, of course I have to teach them</p>

	<p>according to what they need and of course teach them with patience because they are not experts in the field of English studies. English now with the aim of helping them in their studies which can be called present oriented and also future oriented for their provision in future work. The way of teaching them is to teach them which is full of additions such as explaining little by little until they finally understand and understand the English lesson that I teach them, ask if they understand what I explain, and of course the way I ask about an English learning material to students. what I teach, I repeatedly ask them so they can answer the questions I give them, of course I think they understand what I teach better and of course they understand it.</p>
<p>How do you face difficulties in teaching English courses in the mechanical</p>	<p>“There are definitely difficulties in teaching, however, a teacher is</p>

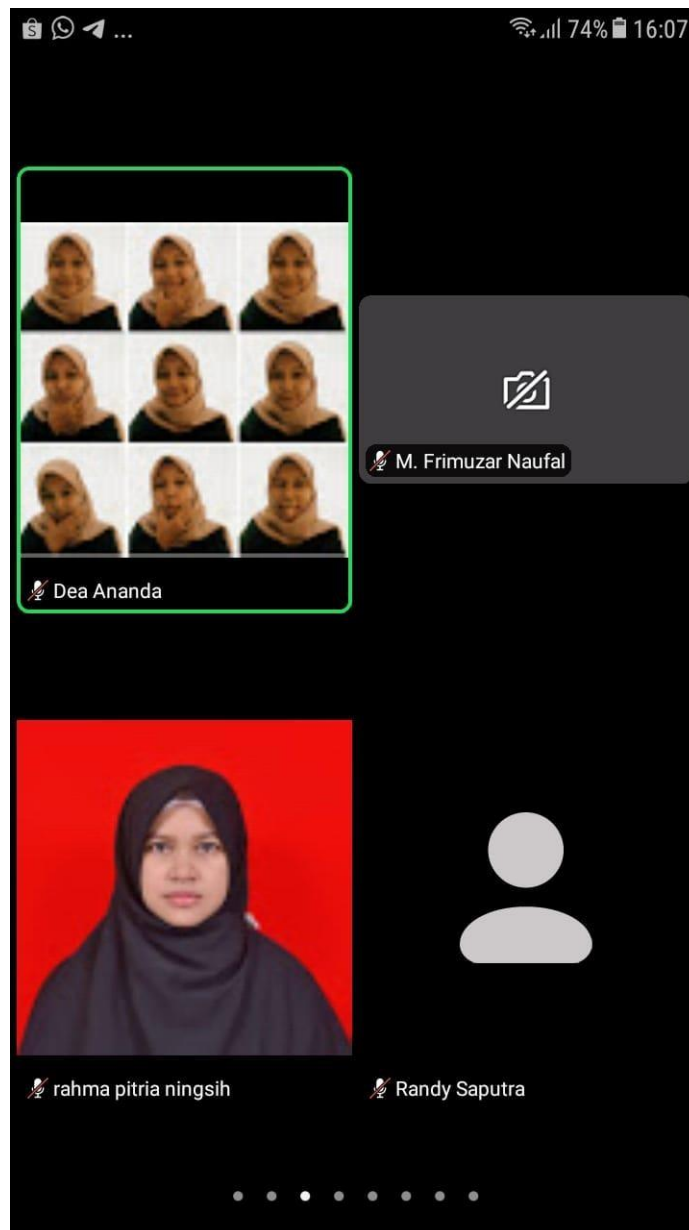
<p>engineering study program?</p>	<p>required to be professional in teaching. Moreover, what I teach is not from students who have expert backgrounds in the field of English, but they learn English for a special purpose called ESP. My difficulty in teaching is to make the students I teach to understand, but I am a typical teacher who has fun so I don't really show my difficulties in teaching so that it makes the teaching atmosphere smooth. Another difficulty is because I teach online learning, the difficulty of network problems that hinder me a little in teaching.</p>
<p>So far, in teaching English courses in the mechanical engineering study program, have you felt a challenge in teaching English courses in the mechanical engineering study program, if so, How do you face these challenges?</p>	<p>Challenges, yes, of course, every teacher must feel a challenge in teaching, and it often happens and definitely happens in teaching. As I explained in the second question point about the difficulty of teaching because learning is carried out remotely or called online learning because of the</p>

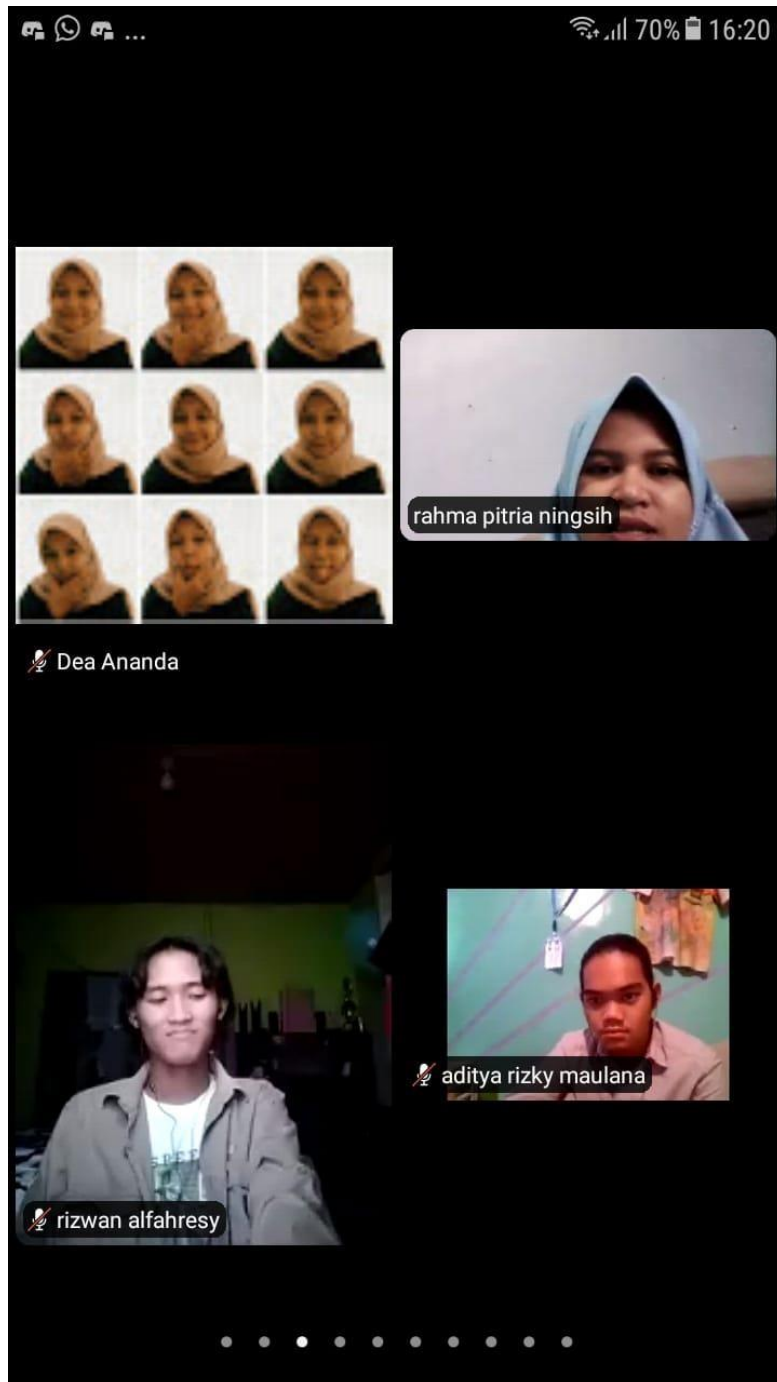
Covid-19 pandemic that has hit our country, so learning is done online. My challenge in that section, is that when learning to explain learning material by using the zoom application or by using google meet, suddenly there are students who are constrained in the network so that sometimes some students leave learning in the application, and at that time my position was explaining the material to students, so I have to re-explain it again, I explain it again and again to students in Whatsapp grub so that they can fully understand what I am teaching. Yes, another challenge for me is how do I make it easier for them to understand good and proper learning to help them in learning their study program. My challenge is how I should be able to meet their learning needs, whatever they want in learning English so that it makes them achieve specific

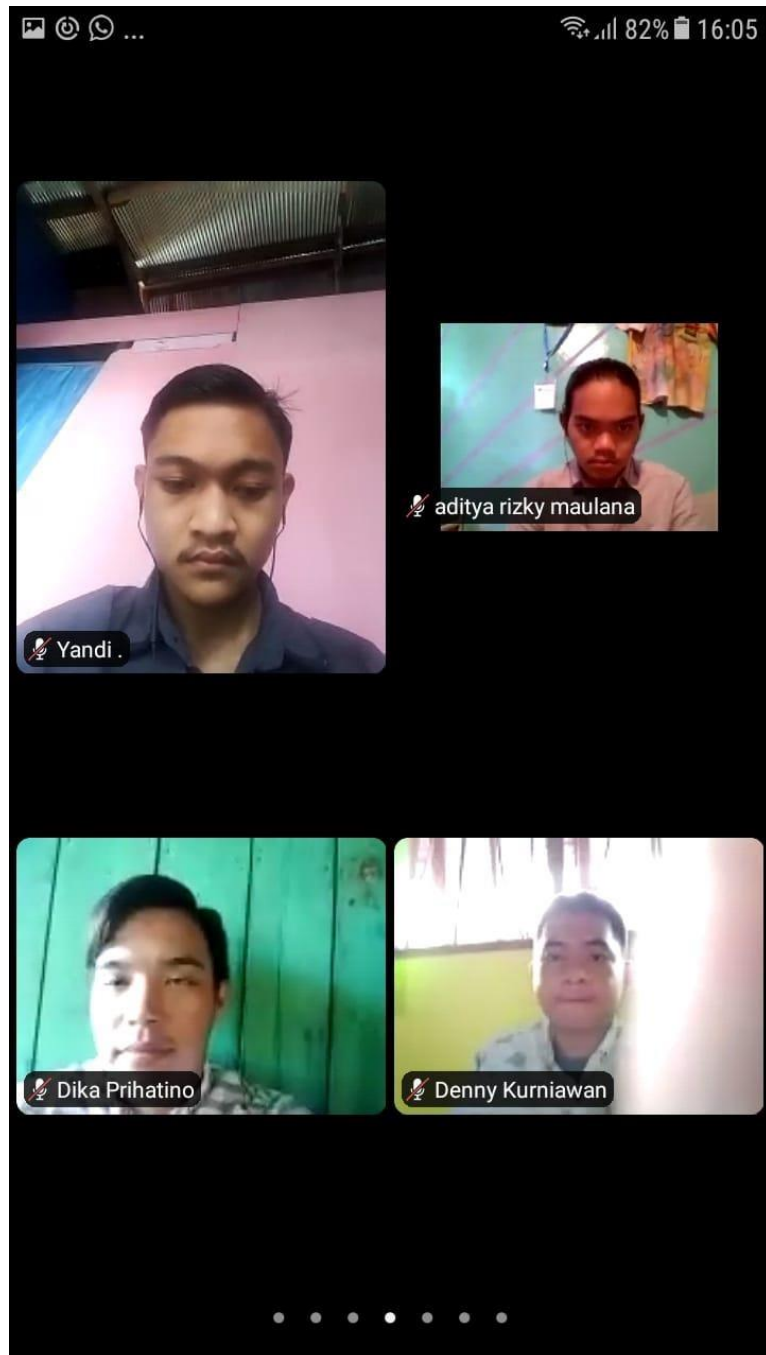
	<p>goals in accordance with their program, namely in the field of mechanical engineering study. I think this is enough for me to explain about how I teach in the mechanical engineering study program.</p>
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Appendix IV DOCUMENTATION

Students learning English using By Zoom application and Google Meet









The screenshot shows a Microsoft PowerPoint presentation in the 'English 1 - PowerPoint' window. The title of the slide is 'Let's Break out'. The slide content is organized into four numbered sections, each with a title 'Names of the member' and a list of names:

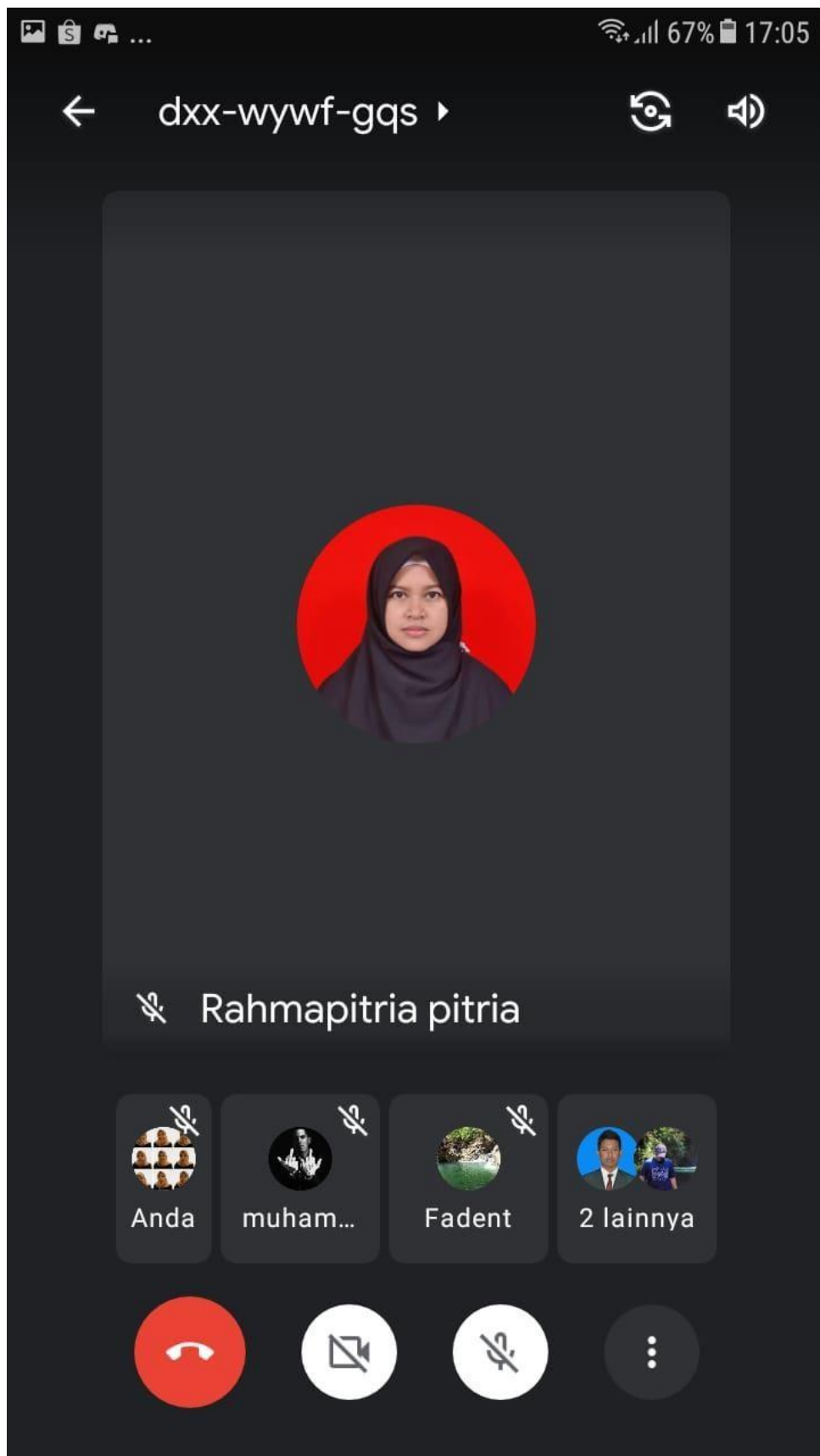
- 01** Names of the member: Alwi, Fadlent, Aji, Aditya, Denny, Wahyuno
- 02** Names of the member: Rizwanillah, Erenki, Asio, Rafi, Kloro, Febriana
- 03** Names of the member: Fandi, Anissa, Halim, Dika, Budi A, Rizwan
- 04** Names of the member: Yenni, Rendi, Dimas, Iham, Pransel, Rizwan

The presentation interface includes a ribbon with tabs for File, Home, Insert, Design, Transitions, Animations, Slide Show, Review, View, and Help. The 'Home' tab is active, showing options for Clipboard, Slides, Font, Paragraph, Drawing, and Editing. A slide thumbnail pane on the left shows six slides, with the current slide being slide 3. The status bar at the bottom indicates 'Slide 3 of 6' and 'English (United States)'. A small video feed of a person is visible in the bottom right corner.

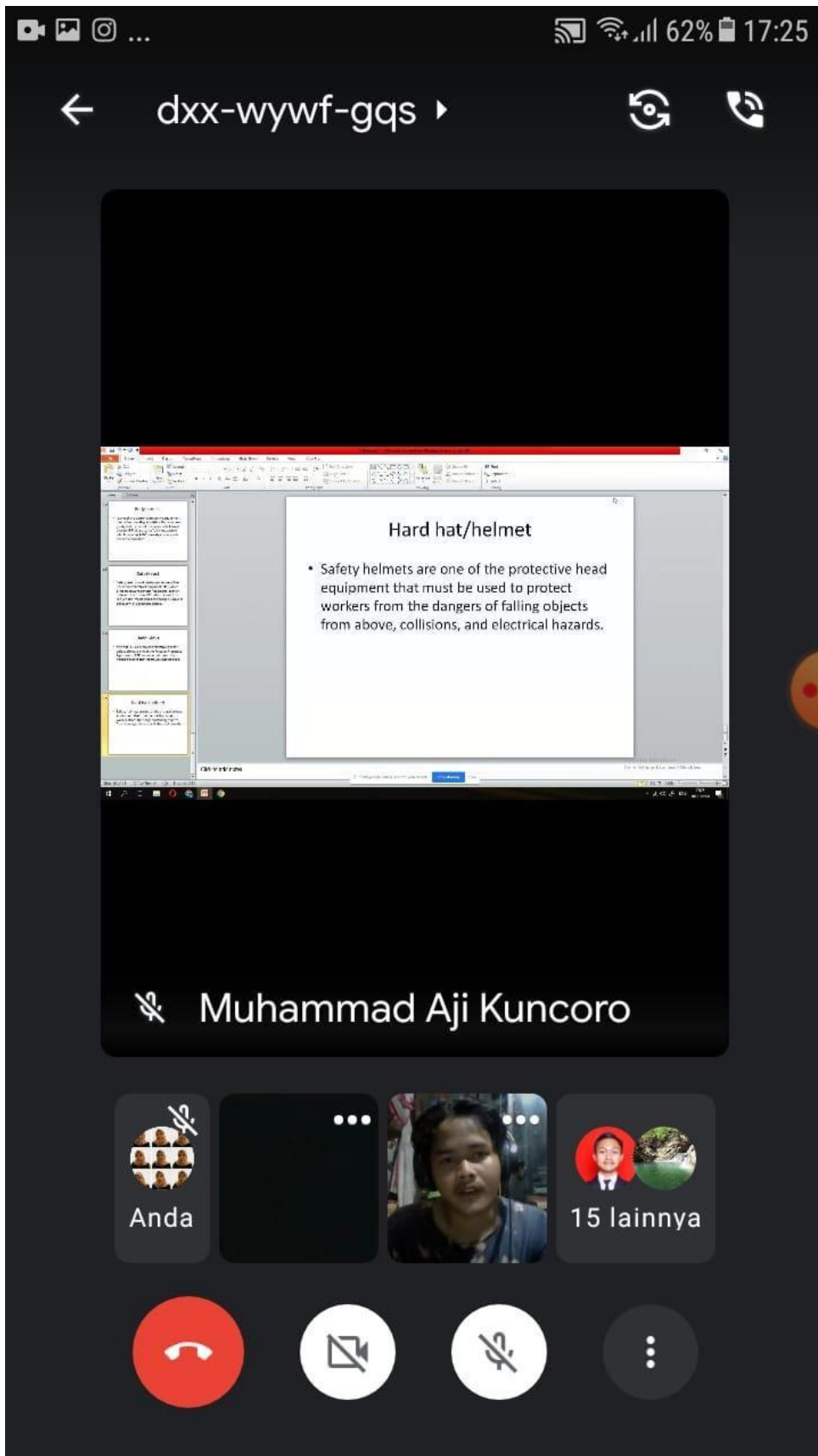
The image shows a mobile device screen displaying a Microsoft PowerPoint presentation. At the top, the status bar shows icons for camera, microphone, and alarm, along with signal strength, Wi-Fi, and battery (79%) indicators, and the time 16:15. The PowerPoint interface includes a ribbon with tabs for Home, Insert, Design, Transitions, Animations, Slide Show, Review, and Help. The main slide is titled "Agenda" and features a large yellow lightbulb graphic on the left. The agenda items are:

- 01 Introduction to Safety at Work**
What are we going to learn?
- 02 Breaking out into groups**
Each group inform the results
- 03 Watch the videos and make a presentation**
Go to your own room
- 04 Presenting the Result**
Each group present their parts

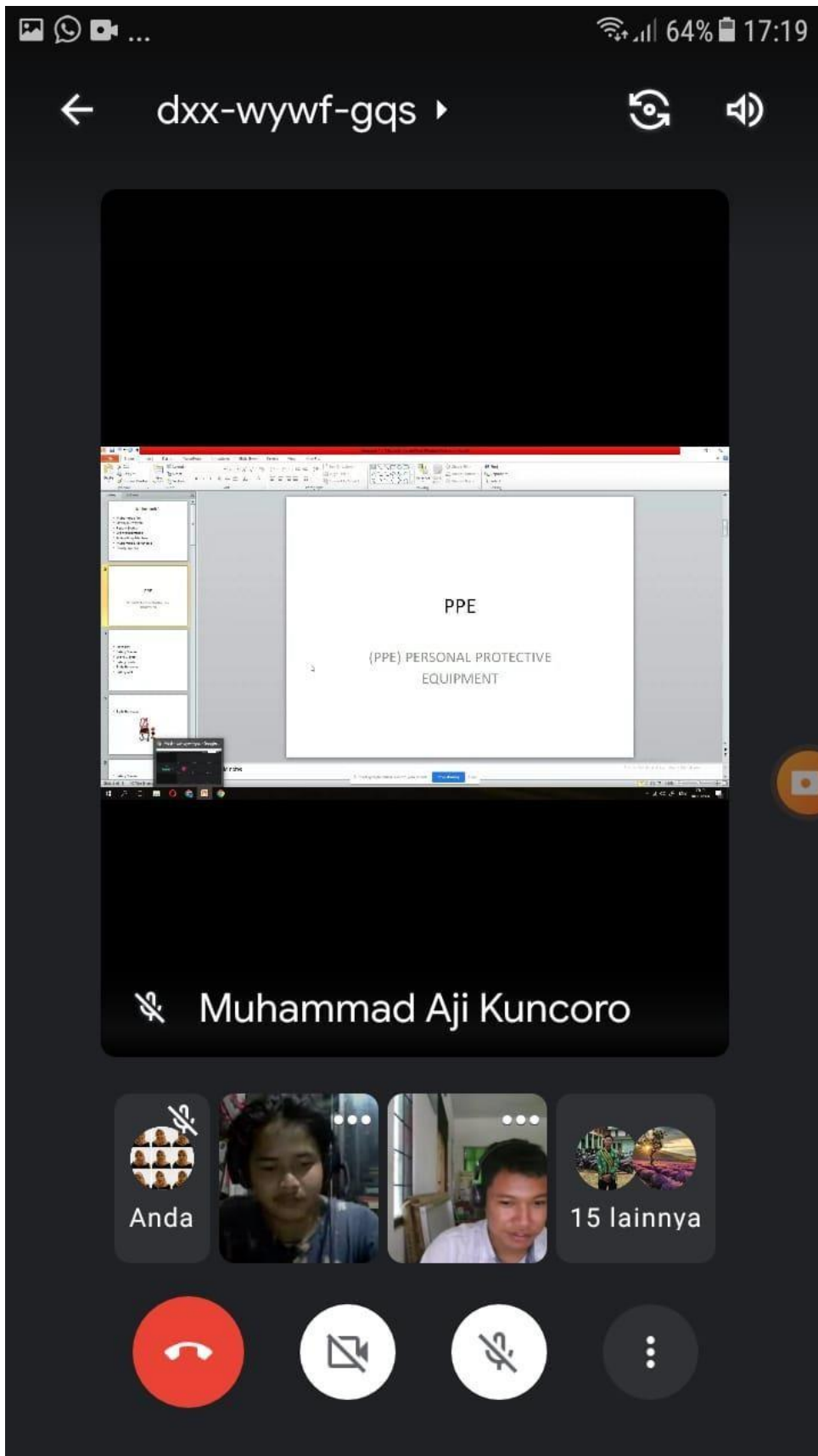
A small video inset in the bottom right corner shows a person wearing a hijab. A navigation bar at the bottom of the screen contains a series of white dots, with the first dot highlighted, indicating the current slide position.



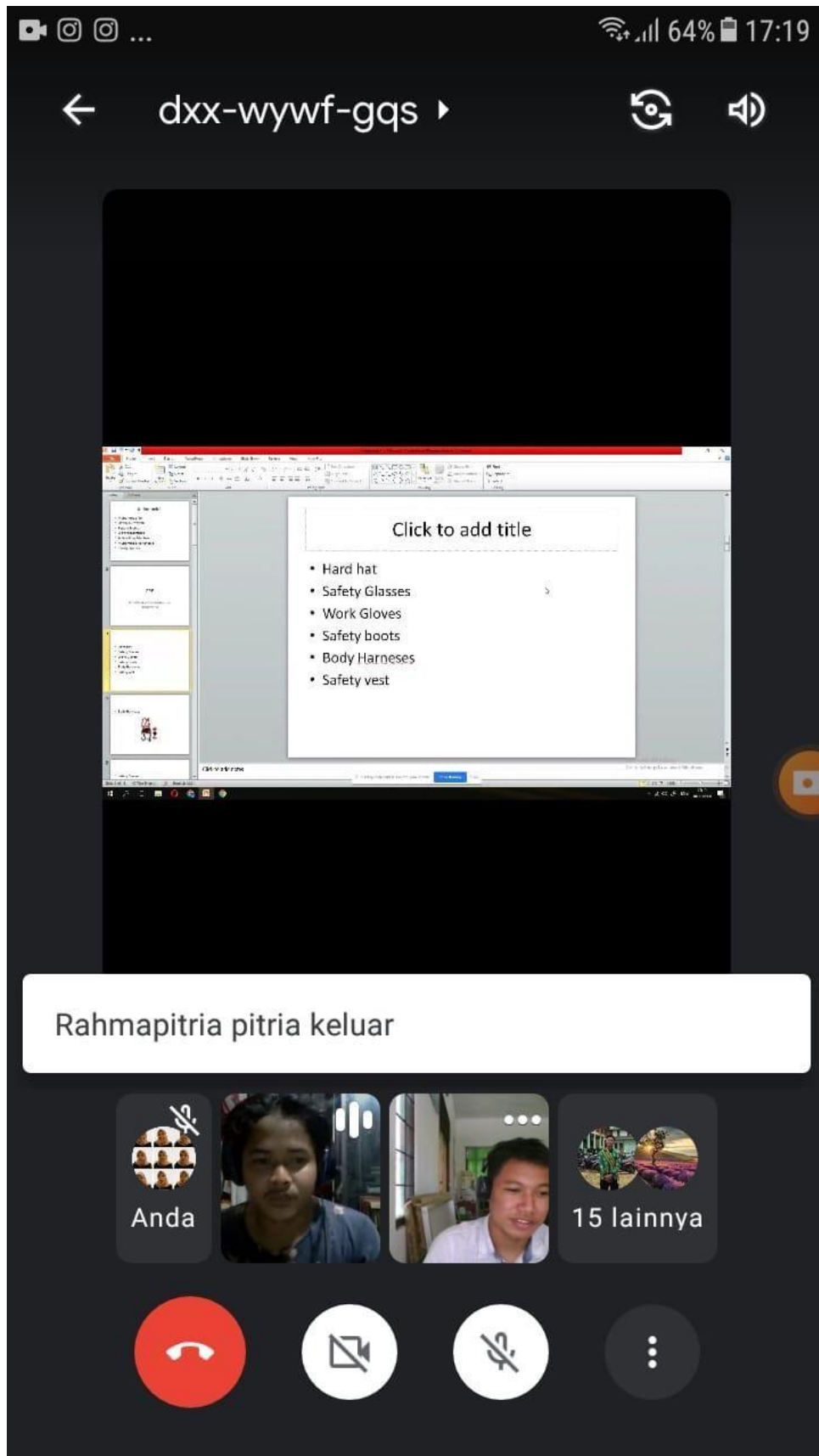
The image shows a Zoom meeting interface. At the top, the status bar displays icons for camera, microphone, and gallery view, along with the meeting ID 'dxx-wywf-gqs', a refresh icon, and a speaker icon. The system tray at the top right shows a Wi-Fi signal, cellular signal, 63% battery, and the time 17:22. The main content area displays a presentation slide titled 'Safety shoes'. The slide text reads: 'Safety shoes' followed by a bullet point: 'are one of the Personal Protective Equipment (PPE) that must be worn by workers who may be exposed to broken glass, iron or other splinters which are certainly very dangerous to the soles of the feet.' The slide also features a thumbnail of a yellow safety shoe on the left. Below the slide, the name 'Muhammad Aji Kuncoro' is visible with a muted microphone icon. At the bottom, the participant list shows 'Anda', 'Rahmapi...', a video feed of a woman, and '16 lainnya'. The bottom control bar includes icons for end call, mute, unmute, and a menu.



The image shows a Zoom meeting interface on a mobile device. At the top, the status bar displays icons for camera, gallery, and social media, along with signal strength, Wi-Fi, and a 63% battery level at 17:24. The meeting ID 'dxx-wywf-gqs' is visible in the top navigation bar. The main content area displays a presentation slide titled 'Body harness' with the following text: 'is one of the personal protective equipment used when working at heights. Body harness (body belt) is part of the personal fall arrest system (PFAS) / personal fall arrest system which includes A-B-C, namely anchor-body harness-connector:'. Below the slide, the name 'Muhammad Aji Kuncoro' is displayed with a muted microphone icon. At the bottom, there are icons for video, chat, mute, and a menu. The bottom-most section shows participant thumbnails: 'Anda' (self), a dark placeholder, a video thumbnail of a man, and '16 lainnya' (16 others).



The image shows a Zoom meeting interface on a mobile device. At the top, the status bar displays icons for WhatsApp, gallery, camera, and other apps, along with signal strength, Wi-Fi, 64% battery, and the time 17:19. Below the status bar, the meeting ID 'dxx-wywf-gqs' is shown with navigation arrows, a refresh icon, and a speaker icon. The main content area displays a presentation slide titled 'Safety shoes'. The slide text reads: 'Safety shoes' followed by a bullet point: 'are one of the Personal Protective Equipment (PPE) that must be worn by workers who may be exposed to broken glass, iron or other splinters which are certainly very dangerous to the soles of the feet.' The slide also features a sidebar with icons for gloves, a hard hat, and safety shoes. Below the presentation, the name 'Muhammad Aji Kuncoro' is visible with a muted microphone icon. At the bottom, there are icons for 'Anda' (self), two other participants, and '15 lainnya' (15 others). The bottom navigation bar includes icons for end call, mute, unmute, and a menu.



Appendix V


PROFILE POLITEKNIK NEGERI BANJARMASIN

Politeknik Negeri Banjarmasin (disingkat Poliban) adalah sebuah perguruan tinggi negeri berbasis politeknik yang berlokasi di Kota Banjarmasin, Kalimantan Selatan, Indonesia. Poliban berdiri di atas lahan dengan luas sekitar 5,64 hektare, di mana di atasnya berdiri gedung kuliah, gedung serba-guna, laboratorium, bengkel, sarana olahraga, kantin, musholla, ruang seminar, perpustakaan, gedung kantor pusat, gudang, plaza, perumahan dosen dan fasilitas pendukung lainnya. Politeknik Negeri Banjarmasin (Poliban) telah memiliki 5 Jurusan dengan 13 program studi, terdiri dari 2 program studi jenjang D-4 dan 11 program studi jenjang D-3. Semua program studi tersebut telah mendapat izin operasional dari Direktorat Jenderal Pendidikan Tinggi dan sudah diakreditasi oleh BAN PT. Program Studi D-3 Teknik Geodesi sekarang ini menjadi satu-satunya Program Studi yang ada di wilayah regional Kalimantan yang lulusannya mempunyai potensi di bidang survei dan pengukuran. Begitu pula dengan Program Studi Diploma-IV Akuntansi dan Lembaga Keuangan Syariah merupakan Program Studi D-4 satu-satunya yang ada di Indonesia yang lulusannya mempunyai potensi di bidang Akuntansi.

B. Jurusan dan Program Study

1. Teknik Sipil
1. Teknik Bangunan Rawa (D4)
2. Teknik Sipil (D3)
3. Teknik Geodesi (D3)
4. Teknik Pertambangan (D4)
2. Teknik Mesin
1. Teknik Mesin (D3)
2. Teknik Otomotif (D3)
3. Teknik Alat Berat (D3)
3. Teknik Elektro
1. Teknik Listrik (D3)
2. Teknik Elektronika (D3)
3. Teknik Informatika (D3)
4. Akuntansi
1. Akuntansi (D3)
2. Komputer Akuntansi (D3)
3. ALKS (Akuntansi Lembaga Keuangan Syariah) (D4)
5. Administrasi Bisnis
1. Administrasi Bisnis (D3)
2. Perbankan (D3)
3. Manajemen Informatika (D3)

Appendix VI Note Consultation

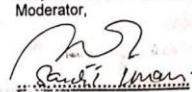


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
 Telepon (0511) 3253939 Faksimile (0511) 3274492
 Email: fk.antasari@gmail.com Web: www.fk.uin-antasari.ac.id

CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Dear Ananda
 2. NIM : 1601241750
 3. Program Studi : Pendidikan Bahasa Inggris
 4. Judul Proposal Skripsi : Dra. Andi Irlina, M.Hum
 5. Dosen Pembimbing : Dra. Andi Irlina, M.Hum
 6. Catatan Hasil Seminar : Yohke Andini, SS, M.Pd.

NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
1	Rainun Nisa - add your references	2	what do you mean by Examination
2	Rida - b'of -> Give your reason c.g -> then beca	3	analysis or assignment is same.
3	M. Izbal katurang add some theory to make	4	assessing the need of English for computer science class
4	M. Ghaib - references -> APA style Collecting data -> what Gistanya secara acakme	5	background -> long sing fokus ke research kamu.
	Andi Irlina, M.Hum.	6	R. Anestira -> perbaiki judul.
1.	what do you want to study about. using your research.	7	Definitua of key terms -> harus ada lmbi yang lebih temuka!
		8	teori fokus ke need assignment.
		9	previous study -> complete

Banjarmasin, 22/12/2020
 Moderator,

Stuti Iman




Catatan :
 Lembaran seminar ini, diisi oleh moderator









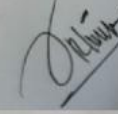
CONSULTATION NOTES




ADVISOR OF CONTENTS AND RESEARCH METHODS


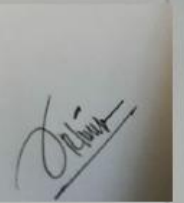
NAME OF ADVISOR: Dra. Andi Irlina, M.tum

Date	Notes	SIGNATURE
February, 28 20/20 (28 Februari 2020)	<ul style="list-style-type: none"> - Background langsung fokus pada Penelitian - Research question memperbaiki - teori fokus ke need - previous study harus complete - Perbaiki Definition of key term 	
January, 9 2020 (9 Januari 2020)	<ul style="list-style-type: none"> - Perbaiki Penjelasan pada instrumen Penelitian 	
February, 8 2021	Chapter I <ul style="list-style-type: none"> - Background langsung fokus pada need analysis 	
8 Februari 2021	<ul style="list-style-type: none"> - Definition of key term diperjelas lagi (harus dijelas) Pendapat ahli dan mengemukakan (Need Analysis dan heavy equipment) - Esp diperjelas 	
	Chapter II <ul style="list-style-type: none"> - Type of Needs - Type of instrument - Mechanical Engineering diperjelas - Persamaan Penelitian sebelum dengan yang diteliti (previous study) 	

Date	Notes	SIGNATURE
February, 28 20/20 (28 Februari 2020)	<ul style="list-style-type: none"> - Background langsung fokus pada Penelitian - Research question memperbaiki - teori fokus ke need - previous study harus complete - Perbaiki Definition of key term 	
January, 9 2020 (9 Januari 2020)	<ul style="list-style-type: none"> - Perbaiki penjelasan pada instrumen Penelitian 	
February, 8 2021 (8 Februari 2021)	<p style="text-align: center;">Chapter I</p> <ul style="list-style-type: none"> - Background langsung fokus pada need analysis - Definition of key term diperjelas lagi (harus dijelaskan) - Pendapat ahli dan mengemukakan (Need Analysis dan heavy equipment) 	
	<p style="text-align: center;">Chapter II</p> <ul style="list-style-type: none"> - Type of Needs - Type of Instrument - Mechanical Engineering diperjelas - Persamaan Penelitian sebelum dengan yang diteliti (previous study) 	

February, 10 2021	- Apa yang dimaksud Need Analysis	
(10 February) 2021	<ul style="list-style-type: none"> - Mechanical Engineering diperjelas - Gunakan Heavy Equipment study program. - Jelaskan apa yang menjadi fokus pada pembelajaran program study Heavy Equipment (Chapter II) 	
	<p>Chapter III</p> <ul style="list-style-type: none"> - Research setting : alasan kenapa tertarik memilih penelitian pada Heavy Equipment - subject & object diganti menjadi participants - Data & source Data diperjelas - Technique of Data Collection diperjelas - Cara bagaimana - Data Analisis & Data proses berhubungan dengan teori 	
May, 11 2021	<p>Chapter IV</p> <ul style="list-style-type: none"> - Menganalisa Finding and Discussion harus tepat - Hasil Finding harus menjawab research question. 	
(11 Mei) 2021		

	<p>Dipinding harus ditulis</p> <ol style="list-style-type: none"> 1) What is the needs 2) How to learn English <p>Hasil dari penemuan harus dikuatkan dengan teori</p>	
<p>May, 12, 2021</p> <p>12 Mei 2021)</p>	<p>- Prinsip Jawaban</p> <p>- Hasil jawaban responden dianalisa tentang kebutuhan</p>	
<p>May, 29 2021</p> <p>29 Mei 2021)</p>	<p>- Teori mana yang digunakan dalam pengumpulan data</p> <p>- Masukkan subjective dan objective need bab 2, pada bagian Type of Need</p> <p>- Hasil interview masukkan dalam Appendix</p> <p>- Chapter 4 menggunakan tabel</p> <p>- Tidak menggunakan nama participants pada pinding</p> <p>- pada bagian Discussion bukan menuliskan teori, tetapi menghubungkan temuan dengan teori yang digunakan.</p> <p>- Jelaskan How the teacher teach.</p>	 






Juni 4, 2021 (5 Juni 2021)	<ul style="list-style-type: none">-perbaiki table pada student need (jangan ditulis hasil jawaban)• dibagian bawah menjelaskan hasil dari table diatas- Hasil jawaban dari guru harus dihubungkan dengan teori yang digunakan. dan membratkan kesimpulan sendiri	
Juni 5, 2021 (5 Juni 2021)	ACC	



CONSULTATION NOTES

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: Yokke Andini, SS, M.Pd

DATES	Notes	SIGNATURE
February, 28 2020 28 Februari 2020	<ul style="list-style-type: none"> - Citation harus diperhatikan - Background lebih Fokus - Perhatikan teknik pengambilan data - Perjelas lagi Data analysis menggunakan teknik siapa saja. - References 80% primer 20% sekunder 	
February, 4 2021 (4 Februari 2021)	<ul style="list-style-type: none"> - Konsisten kan kutipan - Konsistenkan daftar isi - Konsistenkan referensi 	
February, 9 2021 (9 Februari 2021)	<ul style="list-style-type: none"> - paraphrase teori pada bab 2 - Perhatikan Pengutipan 	
June, 16 2021 (16 Juni 2021)	<p>Chapter I</p> <ul style="list-style-type: none"> - Perbaiki Background of study - pada bagian Background of study langsung fokuskan apa tujuan dari penelitian. - Pengutipan lebih diperbaiki 	
June, 19 2021 (19 Juni 2021)	<p>Chapter I</p> <ul style="list-style-type: none"> - Background lebih fokus dari yang umum hingga detail - perhatikan pengutipan teori - tambahkan temuan terdahulu pada back ground 	

<p>June, 29 2021 (29 Juni) 2021</p>	<ul style="list-style-type: none">- Definition of keyterm Perbaiki- AA tidak menggunakan Mechanical Engineering pada Definition of keyterm.- Chapter II<ul style="list-style-type: none">- Pengutipan lebih diperhatikan dengan mengacu pada penggunaan APA 6 atau APA 7 style- previous study bisa membandingkan, membeda menjelaskan temuan terdahulu- Chapter III<ul style="list-style-type: none">- Perbaiki participant- Perbaiki Technique of Data Collection dan tambahkan observasi- Perbaiki Data Display <p>ACC</p>	<p><i>[Signature]</i></p> <p><i>[Signature]</i></p> <p><i>[Signature]</i></p>
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**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 23 TAHUN 2020
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GENAP
TAHUN AKADEMIK 2019/2020**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,

- Menimbang** : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
- b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.
- Mengingat** : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
3. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
6. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No. 72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin.
- Memperhatikan** : Usul Ketua Jurusan PBI Tanggal 6 Februari 2020
- MEMUTUSKAN:**
- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GENAP TAHUN AKADEMIK 2019/2020**
- Pertama** : Menunjuk dan menugaskan kepada:
1. Nama : Dra. Andi Irlina, M.Hum
NIP/NUP : 196901122003122004
Pangkat/Golongan : Penata/III/c
Jabatan Akademik : Lektor
Sebagai Pembimbing Bidang Bahasa dan Teknik Penulisan
2. Nama : Yokke Andini, SS, M.Pd
NIP/NUP : 201701038
Pangkat/Golongan : Penata Muda Tingkat I/III/b
Jabatan Akademik : Assisten Ahli
Sebagai Pembimbing Bidang Konten dan Metodologi
- Untuk membimbing mahasiswa penyusun skripsi:
- Nama : Dea Ananda
NIM : 1601241750
Jurusan/Prodi : PBI
Judul Skripsi : NEED ANALYSIS OF COMPUTER SCIENCE STUDENT IN LEARNING ENGLISH FOR SPECIFIC PURPOSE
- Kedua** : Biaya akibat dikeluarkannya keputusan ini dibebankan kepada DIPA UIN Antasari Banjarmasin.
- Ketiga** : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan sebagaimana mestinya. Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan seperlunya.

Ditetapkan di Banjarmasin
pada tanggal 6 Februari 2020
DEKAN,

(Signature)
Prof. Dr. H. Juairiah, M.Pd.
NIP.-19600106198603200

- Tembusan:**
1. Rektor UIN Antasari Banjarmasin;
 2. Ketua Jurusan;
 3. Dosen Pembimbing
 4. Arsip.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBİYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0611) 3263939 Faksimile (0611) 3274492
Email: fik.antasari@gmail.com Web: www.fik.uin-antasari.ac.id

SURAT KETERANGAN

Nomor: 258/Un.14/III.1.1/pp.00.9/03/2020

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Dea Ananda
N I M : 1601241750
Jurusan/Prodi : TBI
Alamat : Jl. A.Yani Komplek Aspol Bina Brata Blok.I
No.4 Rt.30 Rw.02 Kecamatan Banjarmasin
Timur Kelurahan Kebun Bunga.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

AN EXAMINATION OF NEED ANALYSIS OF COMPUTER SCIENCE CLASS

Pada Hari/Tanggal : Jum'at, 28 Februari 2020

Tempat : SAC

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 4 Maret 2020
Ketua



Mahmudah, M.Pd.I
NIP. 198708212015032004



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

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

Nomor : B-3646/Un.14/III.1.VPP.00.9/10/2020
Sifat : Penting
Lampiran : 1 (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

08 Oktober 2020

Yth. Kepala Politeknik Negeri Banjarmasin

Banjarmasin

Assalamu'alaikum Warahmatullah Wabarakatuh

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 : Dea Ananda

N I M : 1601241750

Jurusan : PBI

Fakultas : Tarbiyah dan Keguruan

Alamat : Jl. A.Yani Komplek Aspol Bina Brata Blok.i no.4 RT.30 RW.02 Kelurahan Kebun Bunga Kecamatan Banjarmasin Timur

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
Kepidagangan,

Harun Hidayat

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBİYAH 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

SURAT RISET

B-346/Un.14/III.1.VPP.00.9/10/2020

Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Dea Ananda
Nomor Induk Mahasiswa : 1601241750
Semester : IX (Sembilan)
Alamat : Jl. A.Yani Komplek Aspol Bina Brata Blok.i no.4
RT.30 RW.02 Kelurahan Kebun Bunga Kecamatan
Banjarmasin Timur
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka
pengumpulan data untuk penyusunan Skripsi
Sarjana dengan Judul :

**NEED ANALYSIS OF MECHANICAL ENGINEERING STUDENT IN LEARNING ENGLISH
FOR SPESIFIC PURPOSE**

Tempat yang dituju : Politeknik Negeri Banjarmasin
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 07 Oktober 2020
Sampai dengan tanggal : 07 Desember 2020

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



Dr. Huda Huda, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Dea Ananda
NIM. 1601241750

CURRICULUM VITAE

I. Personal Details

Name : Dea Ananda
Place and Date of Birth : Muara Teweh, July 3, 1998
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : Junaidi and Ratnawati

II. Formal Educational Background

2003-2004 : TK Perwanida Muara Teweh
2005-2010 : SD Muhammadiyah Muara Teweh
2010-2013 : SMPN 1 Muara Teweh
2013-2016 : SMKN 1 Muara Teweh
2016-2021 : English Education Department of Antasari State
Islamic University Banjarmasin

Banjarmasin, 30 Juni 2021