

APPENDICES

Appendix 1: Observation Sheets

Observation Sheets

This observation was developed based on six levels of digital literacy in the classroom (Jenkins, 2015):

Date :

Time :

Teacher's name :

School :

Class :			
Learning materials:			
No	Implementation of Literacy in the classroom (Six levels of digital literacy)	Teacher's Activities	Notes
1.	Warm Up	a. Start the lesson with a review of the previous lesson	

		b. Teachers do not introduce new technology but continue the technology used previously.	
		c. All students understand the previous lesson.	
2.	Introduction	a. English teachers focus students on the learning that will be carried out	
		b. The teacher states the learning objectives	
		c. The teacher begins to plan the applications that will be used in learning	
3.	Presentations	a. The teacher explains learning using digital media	
		b. Checking students' understanding	
		c. Give students assignments or exercises using technology	
4.	Practice	a. Providing facilities to students, for example materials	

		b. Become a guide to students in the use of technology	
		c. Provide feedback on each student question	
5.	Evaluation	a. The teacher gives assignments according to learning using digital literacy	
		b. Teachers provide feedback to each student with assessments	
6.	Application	a. After completing learning, students can apply the learning well	

The nine main components of digital literacy are as follows (Suherdi et al., 2021):

No	Nine Main Components of Digital Literacy	Teacher's Activities	Notes
1.	Social Networking	a. Students and teachers use digital media during learning b. How teachers use digital media during learning	
2.	Transliteracy	a. Digital media used by students in class b. Use of digital media	

		during learning	
3.	Maintaining Privacy	a. How teachers protect students from cheating when using online media or digital media	
4.	Managing Digital Identity	a. How students and teachers protect personal data when using digital media in learning	
5.	Creating Content	a. Giving assignments by teachers to students in creating digital content	
6.	Organizing and Sharing Content	a. How teachers and students organize and send assignments via digital media	
7.	Reusing/Repurposing Content	a. How teachers create digital content through new content without deleting previous content, for example: blogs	
8.	Filtering and Sharing Content	a. Teachers supervise students in using digital media and filter out all information that is not related to learning	
9.	Self Broadcasting	a. Create new ideas	

		through digital content such as assignments and others	
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Three metacognitive strategies that can improve students' reading skills in the classroom(Oxford, 1996):

No	Three Metacognitive Strategies in Reading Skills	Teacher's Activities	Notes
1.	Focus on learning	<ul style="list-style-type: none"> a. The teacher connects students' reading learning with surrounding circumstances or events b. Students pay attention to the teacher in learning to read c. Students delay speaking to focus on listening to the teacher's explanation 	
2.	Organize and plan learning	<ul style="list-style-type: none"> a. The teacher finds out the learning material that will be taught in reading skills b. The teacher organizes learning so that students can understand the learning c. The teacher ensures that the learning objectives can be achieved 	

		<ul style="list-style-type: none"> d. Students can understand the objectives of learning e. The teacher plans assignments and informs students f. Students are asked to find out more about the learning they will face 	
3.	Evaluation	<ul style="list-style-type: none"> a. Monitor learning outcomes and evaluate learning (for yourself and for students) 	

Appendix 2: Interview Guidelines

Interview Guidelines

This interview was developed based on six levels of digital literacy in the classroom (Jenkins, 2015):

Date :

Time :

Teacher's name :

No	Implementation of Literacy in the classroom (Six levels of digital literacy)	Participant's Response
1.	Warm Up a. How do teachers review learning before starting a new learning topic?	
	b. When teachers teach, do they introduce new technology or do they continue to use previous technology?	
	c. Can all students understand the assignments given by the teacher even though the students were not able to attend the previous class?	
2.	Introduction	

	<p>a. How do teachers focus students' attention on learning?</p>	
	<p>b. Before starting the lesson, does the teacher state the learning objectives first or start the lesson straight away?</p>	
	<p>c. Does the teacher plan to use applications or digital media during class or before entering class?</p>	
<p>3.</p>	<p>Presentations</p> <p>a. Does the teacher provide explanations regarding new learning through visuals, realia, explanations, or written texts?</p>	
	<p>b. Does the teacher check students' understanding?</p>	
	<p>c. Does the teacher explain how to use new technology and how does the teacher explain it?</p>	
	<p>d. The teacher re-confirms students' understanding of</p>	

	materials and use of technology?	
4.	Practice a. Does the teacher teach with different activities so that students can understand the lesson?	
	b. How do teachers monitor students' progress in understanding learning?	
	c. Does the teacher provide feedback every time students ask questions or students don't understand the lesson?	
5.	Evaluation a. Does the teacher give assignments after each lesson?	
	b. What kind of assignments do teachers usually give?	
	c. Does the teacher prepare an assessment rubric?	
6.	Application a. After completing the lesson, are students able to apply the learning in real life?	

There are nine main components in digital literacy, namely as follows (Suherdi et al., 2021):

No	Interview Questions	Participant's Response
1.	<p>Social Networking</p> <p>a. Does the teacher use digital media during learning?</p> <p>b. How do teachers use digital media in learning?</p>	
2.	<p>Transliteracy</p> <p>a. What digital media or applications do teachers use in the classroom?</p> <p>b. How do I use the application or media?</p>	
3.	<p>Maintaining Privacy</p> <p>a. How do teachers protect students from cheating or crime on the internet?</p>	
4	<p>Managing Digital Identity</p> <p>a. How do teachers direct students in protecting student personal data on the internet?</p>	
5.	<p>Creating Content</p> <p>a. Does the teacher give</p>	

	<p>assignments to create digital content in learning?</p> <p>b. What kind of assignments does the teacher give?</p>	
6.	<p>Organizing and Sharing Content</p> <p>a. How do teachers organize assignments and where do students send them?</p>	
7.	<p>Reusing/repurposing Content</p> <p>a. Has the teacher ever given assignments to students that add to previous assignments, for example blogs?</p>	
8.	<p>Filtering and Selecting Content</p> <p>a. How do teachers choose learning content for students?</p> <p>b. How do teachers filter digital content that will be brought into the classroom?</p>	
9.	<p>Self Broadcasting</p> <p>a. Has the teacher ever created new ideas for</p>	

	using digital literacy in using digital media in the classroom?	
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Three metacognitive strategies for improving reading skills according to (Oxford, 1996):

No	Interview Questions	Participant's Response
1	<p>Focus on learning</p> <ul style="list-style-type: none"> a. Does the teacher often relate the learning to events in the surroundings when learning to read? b. Do students in class always pay attention to learning? c. How do teachers focus students on learning? d. Does the teacher ask students in the lesson to delay speaking so they can focus on learning? 	
2	<p>Organizing and Planning Learning</p> <ul style="list-style-type: none"> a. Does the teacher plan the lesson before entering the classroom? b. Does the teacher before entering the class find out about the learning that will be brought to the class? c. How do teachers organize 	

	<p>learning so that students can understand learning in reading skills?</p> <p>d. How do teachers achieve the learning objectives that students will learn?</p> <p>e. Do students know the purpose of the learning?</p> <p>f. What is the teacher's plan for giving assignments?</p> <p>g. Have teachers ever asked students to study independently in learning to read?</p>	
3	<p>Evaluation</p> <p>a. Does the teacher ask students to evaluate the learning that has been taught by the teacher?</p> <p>b. Does the teacher give assignments to students and ensure that all students understand what they are learning?</p>	

Appendix 3: Field Notes

X RPL 1

Observation Sheets

This observation was developed based on six levels of digital literacy in the classroom (Jenkins, 2015):

Date : Tuesday, 7th November 2023

Time : 07.30-09.00

Teacher's name : Marlina, S.Pd

School : SMKN 4 Banjarmasin

Class : X RPL 1 (39 Students)

Learning materials: Announcement (Reading)			
No	Implementation of Literacy in the classroom (Six levels of digital literacy)	Teacher's Activities	Notes
1.	Warm Up	a. Start the lesson with a review of the previous lesson	<ul style="list-style-type: none"> - Siswa mengaji - Guru mereview pembelajaran sebelum memasuki pembelajaran baru - Media yang digunakan guru (Laptop, white screen, papan tulis, spidol, dan handphone)

		b. Teachers do not introduce new technology but continue the technology used previously.	- Guru melanjutkan pembelajaran dengan menggunakan teknologi yang sama yaitu PPT
		c. All students understand the previous lesson.	- Setelah guru mengulangi pembelajaran, siswa dapat memahami pelajaran sebelumnya.
2.	Introduction	d. English teachers focus students on the learning that will be carried out	- Guru memfokuskan siswa dengan cara meminta siswa menebak pembelajaran
		e. The teacher states the learning objectives	- Guru tidak mengirim tujuan pembelajaran ke grup tetapi guru hanya menyampaikan secara tersirat "memahami teks announcement"
		f. The teacher begins to plan the applications that will be used in learning	- Guru menggunakan teknologi Whatsapp, wordwall, live work sheets, google class room , quizwhizzer and blog.
3.	Presentations	g. The teacher explains learning using digital media	- Guru mengirim materi pembelajaran blog ke dalam grup wa kelas - Guru menjelaskan pembelajaran
		h. Checking students' understanding	- Guru menanyakan pemahaman siswa
		i. Give students assignments or exercises using technology	- Guru meminta siswa mengerjakan soal melalui wordwall

4.	Practice	j. Providing facilities to students, for example materials	- Guru menyiapkan materi pembelajaran dan itu dibuktikan dengan adanya lesson plan
		k. Become a guide to students in the use of technology	- Ya, guru sebagai panduan dalam penggunaan teknologi
		l. Provide feedback on each student question	- Ya, guru selalu menjawab pertanyaan siswa
5.	Evaluation	m. The teacher gives assignments according to learning using digital literacy	- Ya, guru memberikan tugas melalui paper dan quizwhizzer
		n. Teachers provide feedback to each student with assessments	- Iya, guru sudah menyiapkan rubric penilaian
6.	Application	o. After completing learning, students can apply the learning well	- Guru menyampaikan untuk rajin membaca.

The nine main components of digital literacy are as follows (Suherdi et al., 2021):

No	Nine Main Components of Digital Literacy	Teacher's Activities	Notes
1.	Social Networking	<p>a. Students and teachers use digital media during learning</p> <p>b. How teachers use digital media during learning</p>	<p>a. Yes, guru menggunakan teknologi tetapi ada juga menggunakan papan tulis untuk menjelaskan.</p> <p>b. Guru menjelaskan kepada siswa cara</p>

			menggunakan teknologi selama pembelajaran
2.	Transliteracy	<p>a. Digital media used by students in class</p> <p>b. Use of digital media during learning</p>	<p>a. Wordwall, wa group, live work sheets, quizwhizzer, dan google class room.</p> <p>b. Yes</p>
3.	Maintaining Privacy	a. How teachers protect students from cheating when using online media or digital media	-
4.	Managing Digital Identity	a. How students and teachers protect personal data when using digital media in learning	-
5.	Creating Content	a. Giving assignments by teachers to students in creating digital content	-
6.	Organizing and Sharing Content	a. How teachers and students organize and send assignments via digital media	a. Siswa diminta mengirimkan tugas melalui google class room
7.	Reusing/Repurposing Content	a. How teachers create digital content through new content without deleting previous content, for example: blogs	-
8.	Filtering and Selecting	a. Teachers supervise	a. Guru sudah menyiapkan materi dari

	Content	students in using digital media and filter out all information that is not related to learning	sebelum masuk kelas
9.	Self Broadcasting	a. Create new ideas through digital content such as assignments and others	

Three metacognitive strategies that can improve students' reading skills in the classroom(Oxford, 1996):

No	Three Metacognitive Strategies in Reading Skills	Teacher's Activities	Notes
1.	Focus on learning	<p>a. The teacher connects students' reading learning with surrounding circumstances or events</p> <p>b. Students pay attention to the teacher in learning to read</p> <p>c. Students delay speaking to focus on listening to the teacher's explanation</p>	<p>- Ya</p> <p>- Ya</p> <p>- Tidak semua</p>
2.	Organize and plan learning	<p>a. The teacher finds out the learning material that will be taught in reading skills</p> <p>b. The teacher organizes learning so that students</p>	<p>- Ya</p> <p>- Ya</p>

		<p>can understand the learning</p> <p>c. The teacher ensures that the learning objectives can be achieved</p> <p>d. Students can understand the objectives of learning</p> <p>e. The teacher plans assignments and informs students</p> <p>f. Students are asked to find out more about the learning they will face</p>	<p>- Dengan cara menanyakan pemahaman siswa</p> <p>- Ya</p> <p>- Ya</p> <p>- Ya</p>
3.	Evaluation	a. Monitor learning outcomes and evaluate learning (for yourself and for students)	- Ya, diakhir guru meminta siswa untuk mengevaluasi pembelajaran

X RPL 2**Observation Sheets**

This observation was developed based on six levels of digital literacy in the classroom (Jenkins, 2015):

Date : Friday, 10th November 2023

Time : 08.30-09.15

Teacher's name : Marlina

School : SMKN 4 Banjarmasin

Class : X RPL 2 (39 students)			
Learning materials: Announcement (reading)			
No	Implementation of Literacy in the classroom (Six levels of digital literacy)	Teacher's Activities	Notes
1.	Warm Up	a. Start the lesson with a review of the previous lesson	- Membaca doa belajar - Cek absen siswa - Pengumuman ujian
		b. Teachers do not introduce new technology but continue the technology used previously.	- ya

		c. All students understand the previous lesson.	- Ya
2.	Introduction	a. English teachers focus students on the learning that will be carried out	- Ya, dengan cara meminta siswa menebak pembelajaran
		b. The teacher states the learning objectives	- No
		c. The teacher begins to plan the applications that will be used in learning	- Ya
3.	Presentations	a. The teacher explains learning using digital media	- Guru menjelaskan akan menggunakan aplikasi wa group, blog, live work sheet, kahoot.
		b. Checking students' understanding	- Ya
		c. Give students assignments or exercises using technology	- Ya, guru meminta siswa mengerjakan soal melalui kahoot
4.	Practice	a. Providing facilities to students, for example materials	- Yes
		b. Become a guide to students in the use of technology	- Ya, guru menjelaskan penggunaan teknologi yang akan digunakan

		c. Provide feedback on each student question	- Ya
5.	Evaluation	a. The teacher gives assignments according to learning using digital literacy	- Ya, guru memberikan tugas melalui live work sheets
		b. Teachers provide feedback to each student with assessments	- Yes
6.	Application	a. After completing learning, students can apply the learning well	- Sama seperti kelas X RPL 1

The nine main components of digital literacy are as follows (Suherdi et al., 2021):

No	Nine Main Components of Digital Literacy	Teacher's Activities	Notes
1.	Social Networking	a. Students and teachers use digital media during learning	- Ya, tetapi dengan bantuan papan tulis
		b. How teachers use digital media during learning	- Menjelaskan penggunaannya
2.	Transliteracy	a. Digital media used by students in class	- Sama seperti dilembar observasi
		b. Use of digital media during learning	- Tidak semua, tetapi ada menggunakan papan tulis
3.	Maintaining Privacy	a. How teachers protect students from cheating when using online	-

		media or digital media	
4.	Managing Digital Identity	a. How students and teachers protect personal data when using digital media in learning	-
5.	Creating Content	a. Giving assignments by teachers to students in creating digital content	-
6.	Organizing and Sharing Content	a. How teachers and students organize and send assignments via digital media	- Siswa mengirim tugas melalui wa group
7.	Reusing/Repurposing Content	a. How teachers create digital content through new content without deleting previous content, for example: blogs	-
8.	Filtering and Selecting Content	a. Teachers supervise students in using digital media and filter out all information that is not related to learning	- Guru sudah menyiapkan materi jadi siswa tidak perlu mencari lagi
9.	Self Broadcasting	a. Create new ideas through digital content such as assignments and others	

Three metacognitive strategies that can improve students' reading skills in the classroom(Oxford, 1996):

No	Three Metacognitive Strategies in Reading Skills	Teacher's Activities	Notes
1.	Focus on learning	a. The teacher connects students' reading learning with surrounding circumstances or events b. Students pay attention to the teacher in learning to read c. Students delay speaking to focus on listening to the teacher's explanation	- Yes - Tidak semua - Tidak semua, ada siswa yang masih berbicara
2.	Organize and plan learning	a. The teacher finds out the learning material that will be taught in reading skills b. The teacher organizes learning so that students can understand the learning c. The teacher ensures that the learning objectives can be achieved d. Students can understand the objectives of learning	- Yes - Yes - Ya, dengan cara menanyakan pemahaman siswa - Ya, walaupun guru tidak mengirim tujuan pembelajaran dalam kelas

		<p>a. The teacher plans assignments and informs students</p> <p>b. Students are asked to find out more about the learning they will face</p>	<p>- Ya</p> <p>- No</p>
3.	Evaluation	a. Monitor learning outcomes and evaluate learning (for yourself and for students)	- Guru mengevaluasi kondisi kelas

Appendix 4: Interview Result

Interview Guidelines

This interview was developed based on six levels of digital literacy *in* the classroom (Jenkins, 2015):

Date : Friday, 10th November 2023

Time : 09.30-10.30

Teacher's name : Marlina

No	Implementation of Literacy in the classroom (Six levels of digital literacy)	Participant's Response
1.	Warm Up a. How do teachers review learning before starting a new learning topic?	Review pembelajaran bisa dengan menanyakan kepada siswa apa pelajaran sebelumnya dan siswa diminta menjelaskan ulang
	b. When teachers teach, do they introduce new technology or do they continue to use previous technology?	Kadang ada yang melanjutkan memakai teknologi sebelumnya ada juga yang guru perbarui
	c. Can all students understand the assignments given by the teacher even though the students were not able to attend the previous class?	Ya
2.	Introduction	

	a. How do teachers focus students' attention on learning?	- Dengan cara menanya siswa, menegur siswa dan meminta siswa untuk memperhatikan
	b. Before starting the lesson, does the teacher state the learning objectives first or start the lesson straight away?	- Kadang kalo gurunya ingat mengirim tujuan pembelajaran
	c. Does the teacher plan to use applications or digital media during class or before entering class?	- Ya, guru selalu merencanakan aplikasi sebelum pembelajaran dimulai
3.	Presentations	
	a. Does the teacher provide explanations regarding new learning through visuals, realia, explanations, or written texts?	- Ya, guru menampilkan visual melalui blog
	b. Does the teacher check students' understanding?	- Guru selalu menanyakan pemahaman siswa
	c. Does the teacher explain how to use new technology and how does the teacher explain it?	- Menjelaskan langkah langkah dalam penggunaan teknologi yang digunakan
	d. The teacher re-confirms students' understanding of	- Ya

	materials and use of technology?	
4.	Practice a. Does the teacher teach with different activities so that students can understand the lesson?	- Ya, siswa dapat memahaminya
	b. How do teachers monitor students' progress in understanding learning?	- Dengan cara sambil berjalan keliling melihat progress siswa atau menanyakan kepada siswa
	c. Does the teacher provide feedback every time students ask questions or students don't understand the lesson?	- Ya
5.	Evaluation a. Does the teacher give assignments after each lesson?	- Ya , untuk mengecek siswa paham atau tidak
	b. What kind of assignments do teachers usually give?	- Mengerjakan soal melalui wordwall, live work sheet, kahoot, quizizz. Quizwhuzzer etc
	c. Does the teacher prepare an assessment rubric?	- Ya
6.	Application a. After completing the lesson, are students able to apply the learning in real life?	- Tidak juga, karena kalau sudah diluar kelas guru tidak bisa melihat

There are nine main components in digital literacy, namely as follows (Suherdi et al., 2021):

No	Interview Questions	Participant's Response
1.	<p>Social Networking</p> <p>a. Does the teacher use digital media during learning?</p> <p>b. How do teachers use digital media in learning?</p>	<ul style="list-style-type: none"> - Tidak juga, kadang campur-campur bisa menggunakan papan tulis sekaligus teknologi - Menjelaskan penggunaannya
2.	<p>Transliteracy</p> <p>a. What digital media or applications do teachers use in the classroom?</p> <p>b. How do I use the application or media?</p>	<ul style="list-style-type: none"> - Banyak seperti quizizz, quizwhizzer, wordwall, liveworksheets, gcr, wa grup, blog dan lainnya
3.	<p>Maintaining Privacy</p> <p>a. How do teachers protect students from cheating or crime on the internet?</p>	
4	<p>Managing Digital Identity</p> <p>a. How do teachers direct students in protecting student personal data on the internet?</p>	

5.	Creating Content a. Does the teacher give assignments to create digital content in learning? b. What kind of assignments does the teacher give?	<ul style="list-style-type: none"> - Biasanya mengolah ppt melalui canva, atau membuat video dan dikirim ke link.
6.	Organizing and Sharing Content a. How do teachers organize assignments and where do students send them?	<ul style="list-style-type: none"> - Biasanya guru merencanakan dulu tugasnya apa kemudian dikirim bisa lewat wa group dan gcr
7.	Reusing/repurposing Content a. Has the teacher ever given assignments to students that add to previous assignments, for example blogs?	
8.	Filtering and Selecting Content a. How do teachers choose learning content for students? b. How do teachers filter digital content that will be brought into the classroom?	<ul style="list-style-type: none"> - Guru sudah mencari konten yang pas sebelum masuk kelas. - Guru tidak membolehkan siswa untuk membuka selain yang dikirim guru
9.	Self Broadcasting	

	a. Has the teacher ever created new ideas for using digital literacy in using digital media in the classroom?	
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Three metacognitive strategies for improving reading skills according to (Oxford, 1996):

No	Interview Questions	Participant's Response
1	<p>Focus on learning</p> <p>a. Does the teacher often relate the learning to events in the surroundings when learning to read?</p> <p>b. Do students in class always pay attention to learning?</p> <p>c. How do teachers focus students on learning?</p> <p>d. Does the teacher ask students in the lesson to delay speaking so they can focus on learning?</p>	<ul style="list-style-type: none"> - Ya, sering dikaitkan dengan kejadian sekitar - Tidak juga, tetapi ditegur apabila ada yang tidak perhatian - Menanyai siswa atau meminta siswa maju - Ya
2	<p>Organizing and Planning Learning</p> <p>a. Does the teacher plan the lesson before entering the classroom?</p> <p>b. Does the teacher before entering the class find out about the learning that will be</p>	<ul style="list-style-type: none"> - Ya, melalui lesson plan - Ya

	<p>brought to the class?</p> <p>c. How do teachers organize learning so that students can understand learning in reading skills?</p> <p>d. How do teachers achieve the learning objectives that students will learn?</p> <p>e. Do students know the purpose of the learning?</p> <p>f. What is the teacher's plan for giving assignments?</p> <p>g. Have teachers ever asked students to study independently in learning to read?</p>	<ul style="list-style-type: none"> - Meminta siswa untuk membaca teksnya dan mereka boleh menggunakan google translate - Dengan cara menanyakan siswa apakah sudah paham atau belum - Ya - Ya, guru menyampaikan itu dikelas - Ya
3	<p>Evaluation</p> <p>a. Does the teacher ask students to evaluate the learning that has been taught by the teacher?</p> <p>b. Does the teacher give assignments to students and ensure that all students understand what they are learning?</p>	<ul style="list-style-type: none"> - Ya , kadang kadang kalau sempat - Kadang kadang diberi homework tapi lebih sering untuk memberikan tugas langsung dan dikumpul langsung

Appendix 5: Thesis Proposal Completion Letter



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.fik.iam-antasari.ac.id

SURAT KETERANGAN

Nomor: B-306/Un.14/III.1.f/PP.00.9/04/2023

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Nisa Auliana
N I M : 200101030630
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Jn. Melati Jindah Habang Ilir Rt 01 No 53 Kecamatan
Karang Intan Kabupaten Banjar Provinsi Kalimantan
Selatan Kode Pos 70661.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“EXPLORING DIGITAL LITERACY IN BOOSTING STUDENTS’
METACOGNITIVE IN READING SKILLS”**

Pada Hari/Tanggal : Kamis/13 April 2023
Tempat : Ruang SAC

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 14 April 2023

Ketua,



Afifah Linda Sari

Appendix 6: Research Letter



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

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3265426; (0511) 6783136
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Nomor : B- 1324 /Un.14/III.1/PP.00.9/11/2023 01 November 2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala SMKN 4 Banjarmasin
Kota Banjarmasin Provinsi Kalimantan Selatan

Assalamu'alaikum Wr.Wb

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 : Nisa Auliana
NIM : 200101030630
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jalan Melati Jindah Habang Ilir Rt 01 no 53 Kecamatan Karang
Intan Kabupaten Banjar Provinsi Kalimantan Selatan kode pos
70661
No HP : 081528416358

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb



Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



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

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SURAT RISET

Nomor : B- 1324 /Un.14/III.1/PP.00.9/11/2023

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

Nama : Nisa Auliana
NIM : 200101030630
Semester : VII (Tujuh)

Alamat : Jalan Melati Jindah Habang Ilir Rt 01 no 53 Kecamatan Karang Intan Kabupaten Banjar Provinsi Kalimantan Selatan kode pos 70661

Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

EXPLORING DIGITAL LITERACY IN BOOSTING STUDENTS' METACOGNITIVE IN READING SKILLS

Tempat Penelitian : SMKN 4 Banjarmasin
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 6 November 2023
Sampai Tanggal : 6 Januari 2024

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

Banjarmasin, 01 November 2023

Wakil Dekan Bidang Akademik dan Kelembagaan,



Prof. Dr. Ahmad Meradi, M.Ag.
NIP 197808082005011006

Mahasiswa yang bersangkutan,

Nisa Auliana
200101030630



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SURAT KETERANGAN

Nomor: B-837/Un.14/III.1.f/PP.00.9/11/2023

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N a m a : Nisa Auliana
N I M : 200101030630
Jurusan : Tadris Bahasa Inggris
Alamat : Jl. Melati Jindah Habang Ilir Rt 01 No 53 Kecamatan Karang Intan Kabupaten Banjar Provinsi Kalimantan Selatan Kode Pos 70661.

Setelah kami teliti dan cek mahasiswa yang bersangkutan telah mengambil dan lulus seluruh mata kuliah yang ditetapkan oleh jurusan sesuai dengan kurikulum tahun 2017/2018/2019/2020 dengan total keseluruhan SKS sebanyak 141 SKS

Demikian surat keterangan ini dibuat dan diberikan untuk memperoleh Transkrip Nilai Akademik sementara.

Banjarmasin, 29 November 2023
Ketua Prodi
Tadris Bahasa Inggris



Affifah Linda Sari



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
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REKOMENDASI

No: B-838/Un.14/III.1.f/PP.00.9/11/2023

Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin merekomendasikan kepada:

N a m a : Nisa Auliana
N I M : 200101030630
Tempat/Tanggal Lahir : Martapura, 13 Juli 2000
Jurusan : Tadris Bahasa Inggris
Alamat : Jl. Melati Jindah Habang Ilir Rt 01 No 53 Kecamatan Karang
Intan Kabupaten Banjar Provinsi Kalimantan Selatan Kode
Pos 70661.

untuk permohonan pencetakan transkrip nilai sebagai persyaratan sidang munaqasyah skripsi.
Demikian surat rekomendasi ini diberikan untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 29 November 2023
Ketua Prodi
Tadris Bahasa Inggris



Affiah Linda Sari

Appendix 7: Research Completion Letter



PEMERINTAH PROVINSI KALIMANTAN SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 4 BANJARMASIN
Jl. Brigjend. Hasan Basri No. 7 Teip. / Fax : 0511-3305054 Banjarmasin

SURAT KETERANGAN
 Nomor. 800/1123-SMKN.4/Disdikbud/2023

Yang bertandatangan di bawah ini :

Nama	:	Drs. Syafruddin Noor, M.Pd
NIP	:	19661105 199501 1 001
Pangkat / Golongan	:	Pembina Utama Muda (IV/c)
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMK Negeri 4 Banjarmasin

Menerangkan bahwa :

Nama	:	Nisa Auliana
NIM	:	200101030630
Program Studi	:	Tadris Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan

Telah selesai melaksanakan penelitian sejak bulan November – Desember 2023 dalam rangka penyusunan Skripsi yang berjudul ***“EXPLORING DIGITAL LITERACY IN BOOSTING STUDENTS’ METACOGNITIVE IN READING SKILLS”***

Demikian Surat Keterangan ini diberikan, agar dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 22 November 2023
 Kepala Sekolah,





Drs. Syafruddin Noor, M.Pd
 Pembina Utama Muda
 NIP. 19661105 199501 1 001

Appendix 8: Thesis Consultation Notes

THESIS CONSULTATION NOTES

NAME	Nira Auliana
SRN	200101030630
DEPARMENT	TBS UIN ANTAFARI
YEAR	2020
TITLE	Exploring Digital Literacy in Borkis Student Meta- cognitive in Reading Skill
ADVISOR OF CONTENTS AND RESEARCH METHODS	Hj. Nani Huzian Spd. MA
ADVISOR OF LANGUAGE AND WRITING TECHNIQUES	Hj. Nani Huzian Spd. MA

Date	Notes	SIGNATURE
<p>Rabu, 1 Nov 2023</p>	<ul style="list-style-type: none"> - Benefit: (student, teacher) - Advantage: - Significance the topic - Preview study → gap, method of research - FO - pengajaran reading report apa? - latihan - kile ketem tengenah kya. fransoise - pada saat wawancara, hasil obser. yang ditinjau dengan wawancara. - 9 element ditanyakan dalam Observasi. - Ketelitian waktu dalam pengisian - Lesson Plan (lebih dari planning) - (Bemintakan) diwarikan di FO no 1 	<p style="text-align: center;">   </p>

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">> Kerendahan hati dengan hant <i>Idarurrahman</i>> Kerendahan> Keldihan / Kekayaan dan ahlak | |
|--|---|--|

CURRICULUM VITAE

1. Full Name : Nisa Auliana
2. SRN : 200101030630
3. Place and Date of Birth : Martapura, July 13th 2000
4. Nationality : Indonesia
5. Address : Jalan Melati Jingah Habang Iilir RT 1 No 53
Kecamatan Karang Intan Kabupaten Banjar
Provinsi Kalimantan Selatan Kode pos 70661
6. Phone Number : 081528416358
7. Email : Nisaauliaaa13@gmail.com
8. Organization/Work experience :
 - a. HMI Komisariat Fakultas Ekonomi dan Bisnis Islam
 - b. FOSMA Antasari
 - c. ESA Antasari
 - d. DEMA Fakultas Tarbiyah dan Keguruan
9. Academic Achievement :
 - a. KKN International Thailand
 - b. BUAF 1st best presentation on panel session culture
 - c. BUAF 2nd unique title on panel session culture
10. Non-Academic Achievement :
 - a. Raya Yasmin Make Up Course (Raya Make Up Gallery Decoration)
 - b. Rumah Jahit Lativa Course (Banjarbaru)
11. List of Scientific Works :
 - a. BUAF Article (Sasirangan Sebagai Media Pengenalan Budaya Islam Banjar bagi Pembelajar BIPA Muslim-Melayu Thailand)

Banjarmasin, 5 Desember 2023

Nisa Auliana