

Appendix 1

Translation

Treaslated by Yusuf Ali:

Al- Isra 28

And even if you hast to turn away from them in pursuit of the Mercy from they Lord which you dost expect, yet speak to them a word of easy kindness

Al- Alaq 1-5

Proclaim! (or Read!) in the name of thy Lord and Cherisher, Who created- Created man, out of a (mere) clot of congealed Blood Proclaim! And thy Lord is Most Bountiful,- He Who taught (the use of) the Pen,- Taught man that which he knew not.

Appendix 2

LESSON PLAN

Course Identity

Subject : Learn English Strategy

Class : XI

Meeting : 1st

Topic : QAR Strategy

Goal of the Study

By the end of the lesson the students will be able to:

- Know the strategy to success in learn English
- Motivate learn English

Teaching learning activity

Teacher activities

- The teacher will greet and check attendance list of the students
- The teacher will ask some leading questions related to the material

The teacher will explain the material Students activities

- Students to understand the explanation what the teacher says.

Implementation

Pre activities

- Asking leading questions related to the material of Explanations of English reading strategy.

Post activities

- Exploring

- Teacher explains the material about the strategy
- Teacher check the students' understanding and the responses

➤ Confirmation

- After the completion of material today, the teacher asks the students again whether they are understand with the lesson
- teachers conclude learning materials and strengthen the material

closing

- The teacher conveys a lesson plan for the next meeting to cultivate students' curiosity to read
- The teacher closed the classroom meeting on this day by reading alhadulillah

Material





QAR – What kind of question is it?

Right there

The answer can be found right there **in the text**.



Think and search

The answer is **in the text** but it may not use the same language that is used in the question and you may have to look in different places to find it.



Author and me

The answer is **not in the text**. You need to use your own background knowledge and what the author has told you to come up with the answer.



On my own

The answer is **not in the text**. You need to use your own background knowledge. You could even answer the question without reading the text. The question must 'stand alone'.



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— adapted from Raphael (1982)

LESSON PLAN

Course Identity

Subject : Narrative Text
Class : XI
Meeting : 2nd
Topic : The Fox and the Stork

Goal of the Study

By the end of the lesson the students will be able to:

- To answer the question using QAR Strategy
- Improve their reading comprehension

Teaching learning activity

Teacher activities

- The teacher will greet and check attendance list of the students
- The teacher will ask some leading questions related to the material
- The teacher will explain the material related to the story that using in learning activity

Students activities

- Students complete work sheet and it will be done individually
- Students determine individual improvement

Implementation

Pre activities

- Asking leading questions related to the material

- Teacher gives students learning objectives which are required in teaching and learning process.

Post activities

➤ Exploring

- Teacher distributes a material about the text and they pay attention to it
- Teacher explains the how to answer the questions
- Teacher check the students' understanding and the responses

➤ Elaboration

- Teacher give worksheet to students
- Teacher monitors students' work
- Teacher gives suggestion or appreciation to the students at the end the work

➤ Confirmation

- After the completion of material today, the teacher asks the students again whether they are understand with the lesson
- The teacher asks students' difficulties at the lesson
- teachers conclude learning materials and strengthen the material

closing

- The teacher conveys a lesson plan for the next meeting to cultivate students' curiosity to read
- The teacher closed the classroom meeting on this day by reading alhadulillah

Material

The Fox and The Stork

A fox invited a stork over for dinner. The fox served a very thin soup in a very shallow bowl. It was easy enough for the fox to lap the soup out of the bowl. But the stork pecked with her long narrow beak and couldn't get even one drop of soup.

"I'm dreadfully sorry, Stork," said the fox. "It seems that my soup is not to your taste."

"That's quite all right, Fox," said the stork politely. "Why don't you come over to my house for dinner next Tuesday?"

Next Tuesday came around, and the fox visited the stork for dinner.

The stork served soup also, but in a jar with a long skinny neck. It was easy enough for the stork to stick her thin beak into the jar and slurp up the soup. But the fox could only lick the rim of the jar. He couldn't get even a drop of soup.

Answer these following QAR Questions.

1. What kind of food did the fox serve for the stork? (Right There)
2. Where did the stork serve the food for the fox? (Right There)
3. Why could not the stork eat the food that were served by the fox? (Think and Search)
4. What did you think of the stork? (Author and Me)
5. Have you ever been tricked by someone? Explain. (On My Own)

LESSON PLAN

Course Identity

Subject : Narrative Text

Class : XI

Meeting : 2nd

Topic : Belling the Cat

Goal of the Study

By the end of the lesson the students will be able to:

- To answer the question using QAR Strategy
- Improve their reading comprehension

Teaching learning activity

Teacher activities

- The teacher will greet and check attendance list of the students
- The teacher will ask some leading questions related to the material
- The teacher will explain the material related to the story that using in learning activity

Students activities

- Students complete work sheet and it will be done with the group
- Students determine individual improvement

Implementation

Pre activities

- Asking leading questions related to the material

- Teacher gives students learning objectives which are required in teaching and learning process.

Post activities

➤ Exploring

- Teacher distributes a material about the text and they pay attention to it
- Teacher explains the how to answer the questions
- Teacher check the students' understanding and the responses

➤ Elaboration

- Teacher give worksheet to students
- Teacher monitors students' work
- Teacher gives suggestion or appreciation to the students at the end the work

➤ Confirmation

- After the completion of material today, the teacher asks the students again whether they are understand with the lesson
- The teacher asks students' difficulties at the lesson
- teachers conclude learning materials and strengthen the material

closing

- The teacher conveys a lesson plan for the next meeting to cultivate students' curiosity to read
- The teacher closed the classroom meeting on this day by reading alhadulillah

Material

GROUP

Belling the Cat

Once upon a time, the mice held a meeting. They wanted to figure out what to do about their most dreaded enemy, the cat. Several mice spoke, proposing a variety of solutions. But then a very young mouse stood up and announced that he had a plan.

“The cat is so very dangerous,” said the young mouse, “because she is sly and sneaky. She tiptoes along on little padded paws. Why, we never even hear her coming!”

The assembled mice nodded in agreement. “My suggestion,” continued the young mouse, “is that we tie a bell around the cat’s neck. That way we could hear her trying to sneak up. We’d always have time to run and hide.”

The meeting of mice burst into applause. This was a wonderful idea, it was generally agreed. But then an old mouse stood up slowly. He had to strain to be heard above all the mouse chatter.

“The young mouse’s idea sounds good,” the old mouse said. “But now we have a brand-new problem. Who will hang the bell on the cat.

Answer these following QAR questions!

1. Who did the most dread enemy of the mice? (Right There)
2. Whom sollution which was agreed by mice? (Right There)
3. What is the main problem of this text? (Think and search)
4. What will happen next based on your opinion? (Author and Me)
5. Have you ever join a meeting to discuss a problem? Do you give a sollution?
(On My
Own)

Appendix 3

Pre Test Score of Student' Achievement before using QAR Strategy

Student (N)	Score of Pretest
AAF	80
AAH	60
AE	50
AF	60
AH	40
AH2	40
ANH	80
ANW	40
ASAS	60
AY	80
AYM	60
DA	90
DYP	30
H	70
HN	90
IMY	50
IRMR	70
MA	50
MBA	80
MFH	60
MNA	40

MR	70
MR2	80
MRK	80
MRR	20
MTL	60
MZM	80
NI	70
RAP	60
TH	50

Appendix 4

Post Test Score of Student' Achievement after using QAR Strategy

Student (N)	Score of Posttest
AAF	90
AAH	70
AE	60
AF	70
AH	60
AH2	70
ANH	90
ANW	50
ASAS	70
AY	80
AYM	70
DA	100
DYP	50
H	90
HN	70
IMY	60
IRMR	90
MA	80
MBA	100
MFH	90
MNA	50

MR	70
MR2	80
MRK	90
MRR	40
MTL	70
MZM	80
NI	90
RAP	70
TH	60

Appendix 5

PRE-TEST

Name : _____

Buffalo

The water buffalo, or Asian buffalo, as it is often called, is the largest member of the Bovini tribe, which includes yak, bison, African buffalo, various species of wild cattle, and others.

Standing 5 to 6.2 feet tall at the shoulder, wild water buffalo are formidable mammals with sparse gray-black coats. Males carry enormous backward-curving, crescent-shaped horns stretching close to 5 feet long with deep ridges on their surface. Females are smaller in size and weight, but they also have horns, although they are proportionately smaller.

Water buffalo spend much of their day submerged in the muddy waters of Asia's tropical and subtropical forests. Their wide-splayed hoofed feet prevent them from sinking too deeply in the mud and allow them to move about in wetlands and swamps. These marshes provide good cover and rich aquatic plants to forage on, although water buffalo actually prefer to feed in grasslands on grass and herbs.

Females normally produce calves every other year, after a gestation of 9 to 11 months. Young bulls typically remain with maternal herds, which consist of around 30 buffalo, for three years after birth. They then go on to form small all-male herds.

Water buffalo have been domesticated for more than 5,000 years. They have buttressed humanity's survival with their meat, horns, hides, milk, butterfat, and power, plowing and transporting people and crops.

Wild water buffalo are at-risk and live only in a small number of protected areas stretching across India, Nepal, and Bhutan, and a wildlife reserve in Thailand. And populations are likely to diminish as they are interbred with domesticated water buffalo

1. Which animal belongs to Bovini tribe?
 - a. Horse
 - b. Sheep
 - c. Yak
 - d. Pig
 - e. Elephant
2. What does prevent water buffalo from sinking?
 - a. Their body weight

- b. Their tail
 - c. Their wide splayed hoofed feet
 - d. Their horn
 - e. Their ability to swim
3. In which continent we can find water buffalo?
- a. America
 - b. Africa
 - c. Europe
 - d. Australia
 - e. Asia
4. What is the main idea of paragraph 3?
- a. Water Buffalo's general classification
 - b. Water Buffalo's advantages for human being
 - c. Water Buffalo's distribution
 - d. Water Buffalo's physical description
 - e. Water Buffalo's habit
5. "They have **buttressed** humanity's survival" the bold typed word has the closest meaning to...
- a. Tamed
 - b. Supported
 - c. Caught
 - d. Found
 - e. Discovered

(Source: Modul Siswa, Penunjang Pembelajaran Bahasa Inggris. Untuk SMA/MA, Kelas XI)

Princess Tandampalik

King of Luwu had a very beautiful daughter. Her name was Princess Tandampalik. She was very beautiful. Any man who saw her would fall in love with her. Everybody knew about her beauty, including King of Bone. Bone was a kingdom that was far away from Luwu Kingdom.

Then, King of Bone paid a visit to Luwu in order to propose Princess Tandampalik to be her daughter-in-law. His son, Prince of Bone, was still single. King of Luwu actually did not want to accept the proposal. According to the culture, he could not have a son-in-law who lived very far from him. Otherwise, he would suffer from terrible diseases. But, he knew if he refused it, kingdom of Bone would attack Luwu.

Many of his people would suffer. After that, King of Bone came to Luwu and talked about the marriage proposal. King of Luwu said he needed time to decide. King of Bone understood and went home.

Suddenly, a bad thing happened. Princess Tandampalik was ill. She got skin rash. The kingdom healer said the disease could infect others. The king then decided to put the princess in a safe place. It was on a remote island named Wajo Island.

The princess was not alone. Some soldiers accompanied her. The princess was sad. But she knew if she stayed in the kingdom, many people would be infected. So she was not angry with her father for making her stay in a remote island.

Several days after Princess Tandampalik lived in Wajo Island, a cow came to her. The cow was different from other cows. The skin was albino. The cow licked Princess Tandampalik's skin. Amazingly, the disease was cured. Her skin was smooth again. Her beauty was back!

In the meantime, Prince of Bone was sailing in the sea. He landed on Wajo Island. He was so surprised to see a very beautiful girl lived in such a remote island.

"Wow, maybe she is an angel," he thought.

"Who are you, beautiful girl? Do you live here?" asked Prince of Bone.

Princess Tandampalik then explained everything. Prince of Bone had heard about her before. He was so happy that he finally met her. He immediately brought Princess Tandampalik and the soldiers back to Luwu Kingdom. The King of Luwu was so happy that her daughter was cured. Not long after that, the King held a wedding party for her daughter and Prince of Bone.

6. What is the purpose of the text above?
 - a. To explain the history of Celebes island
 - b. To explain the life of princess Tandampalik
 - c. To describe how people live at that time
 - d. To amuse the reader with folktale
 - e. To share the writer's experience
7. Why King of Luwu thought of refusing the proposal?
 - a. Because he didn't like the prince
 - b. Because he want to match his daughter with someone else
 - c. Because the prince of the Bone live so far away
 - d. Because the princess was sick
 - e. Because the king of Bone had terrible character
8. How is the princess' disease cured?
 - a. Her father brought her to a witch
 - b. The King of Bone cured her
 - c. A fairy cured her
 - d. She took a bath in the sea of Wajo island

- e. An albino cow licked her.
9. What is the resolution of the text?
- a. The princess cured and she want back to her kingdom
 - b. The princess married the Prince of Bone
 - c. Luwu kingdom involved in a war
 - d. The princess lived in the island accompanied by an albino cow
 - e. The princess died because of her desease
10. “. It was on a **remote** island named Wajo Island. (paragraph 4)
The bold typed word has closest meaning to...
- a. Remove
 - b. Far
 - c. Deep
 - d. Inside
 - e. Near

(Source: Modul Siswa, Penunjang Pembelajaran Bahasa Inggris. Untuk SMA/MA, Kelas XI)

Appendix 6

POST-TEST

Name: _____

Fireflies

Fireflies are familiar, but few realize that these insects are actually beetles, nocturnal members of the family *Lampyridae*. Most fireflies are winged, which distinguishes them from other luminescent insects of the same family, commonly known as glowworms.

There are about 2,000 firefly species. These insects live in a variety of warm environments, as well as in more temperate regions, and are a familiar sight on summer evenings. Fireflies love moisture and often live in humid regions of Asia and the Americas. In drier areas, they are found around wet or damp areas that retain moisture.

Everyone knows how fireflies got their name, but many people don't know how the insects produce their signature glow. Fireflies have dedicated light organs that are located under their abdomens. The insects take in oxygen and, inside special cells, combine it with a substance called luciferin to produce light with almost no heat.

Firefly light is usually intermittent, and flashes in patterns that are unique to each species. Each blinking pattern is an optical signal that helps fireflies find potential mates. Scientists are not sure how the insects regulate this process to turn their lights on and off.

Firefly light may also serve as a defense mechanism that flashes a clear warning of the insect's unappetizing taste. The fact that even larvae are luminescent lends support to this theory.

11. What is the main idea of paragraph 3?

- a. How fireflies got their name
- b. How fireflies produce their glow
- c. What differentiates fireflies from other beetles
- d. Fireflies' habitat
- e. Fireflies' glow signal

12. What distinguishes fireflies from other luminescent?

- a. Their size
- b. Their glow patterns
- c. Their wings
- d. Their shape
- e. Their habitat

13. In what season fireflies become familiar sights?

- a. On winter
- b. On rainy season
- c. On autumn
- d. On spring
- e. On summer

14. What does fireflies' light mean for their predator?

- a. That they are poisonous
- b. That they are delicious
- c. That they are electrocute
- d. That they are unappetizing
- e. That they are harmful

15. We know from the text that....

- a. Firefly can be found only in Australia
- b. Firefly are actually subspecies of fly
- c. Firefly produces light with no heat
- d. Firefly can electrocute its enemies
- e. Firefly's light does not have any meaning

(Source: Modul Siswa, Penunjang Pembelajaran Bahasa Inggris. Untuk SMA/MA, Kelas XI)

Praying Mantis

The praying mantis is named for its prominent front legs, which are bent and held together at an angle that suggests the position of prayer.

By any name, these fascinating insects are formidable predators. They have triangular heads poised on a long "neck," or elongated thorax. Mantids can turn their heads 180 degrees to scan their surroundings with two large compound eyes and three other simple eyes located between them.

Typically green or brown and well camouflaged on the plants among which they live, mantis lie in ambush or patiently stalk their quarry. They use their front legs to snare their prey with reflexes so quick that they are difficult to see with the naked eye. Their legs are further equipped with spikes for snaring prey and pinning it in place.

Moths, crickets, grasshoppers, flies, and other insects are usually the unfortunate recipients of unwanted mantid attention. However, the insects will also eat others of their own kind. The most famous example of this is the notorious mating behavior of the adult female, who sometimes eats her mate just after—or even during—mating. Yet this behavior seems not to deter males from reproduction.

Females regularly lay hundreds of eggs in a small case, and nymphs hatch looking much like tiny versions of their parents.

16. What make praying mantis gets its name?

- a. Its species
- b. Its founder
- c. Its body figure
- d. Its behavior
- e. Its diet

17. How is the form of praying mantis' head

- a. Circular
- b. Square
- c. Oval
- d. V-behavior
- e. Triangular

18. How does praying mantis camouflage itself?

- a. Through its body color
- b. Through its posture
- c. Through its ability to adapt with its surrounding
- d. Through its ability to hunt
- e. Through its ability to hide

19. What does praying mantis have to snare and pinning its prey?

- a. Venom
- b. Sticky tongue
- c. Spikes on its leg
- d. Sharp teeth
- e. claws

20. What does the praying mantis eat?

- a. Plants
- b. Grass
- c. Other insects
- d. Chrysalis
- e. Meat

(Source: Modul Siswa, Penunjang Pembelajaran Bahasa Inggris. Untuk SMA/MA, Kelas XI)

Key Answer Pre-Test

- 1. C
- 2. C
- 3. E
- 4. B
- 5. B
- 6. D
- 7. C
- 8. E

9. B

10. B

Key Answer Post-Test

1. B

2. B

3. E

4. D

5. D

6. C

7. E

8. A

9. C

10. C

Appendix 7

Descriptives

		Statistic	Std. Error	
Pretest	Mean	61,67	3,290	
	95% Confidence Interval for Mean	Lower Bound	54,94	
		Upper Bound	68,40	
	5% Trimmed Mean	62,22		
	Median	60,00		
	Variance	324,713		
	Std. Deviation	18,020		
	Minimum	20		
	Maximum	90		
	Range	70		
	Interquartile Range	30		
	Skewness	-,380	,427	
	Kurtosis	-,491	,833	
	Posttest	Mean	73,67	2,856
95% Confidence Interval for Mean		Lower Bound	67,83	
		Upper Bound	79,51	
5% Trimmed Mean		73,89		
Median		70,00		
Variance		244,713		
Std. Deviation		15,643		
Minimum		40		
Maximum		100		
Range		60		
Interquartile Range		30		
Skewness		-,198	,427	
Kurtosis		-,622	,833	

Appendix 8

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	,146	30	,105	,948	30	,146
Posttest	,159	30	,050	,944	30	,117

a. Lilliefors Significance Correction

Appendix 9

Test of Homogeneity of Variances

Pretest

Levene Statistic	df1	df2	Sig.
,661	5	23	,656

Posttest

Levene Statistic	df1	df2	Sig.
1,616	5	22	,197

Appendix 10

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	61,67	30	18,020	3,290
Posttest	73,67	30	15,643	2,856

Appendix 11

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post-Test	-12,000	10,306	1,882	-15,848	-8,152	-6,378	29	.000

Appendix 12

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.328	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

Appendix 14



Profil SMA DARUL HIJRAH PUTRA

Kec. Martapura, Kab. Banjar, Prop. Kalimantan Selatan

Tanggal unduh: 22-11-2017 18:08:03

Tanggal sinkronisasi: 2017-10-05 00:30:27.297

A. Data Sekolah	
1 Nama Sekolah	SMA DARUL HIJRAH PUTRA
2 NPSN	69830118
3 Jenjang Pendidikan	SMA
4 Status Sekolah	Swasta
5 Alamat Sekolah	Cindai Alus Rt.8 Martapura Kab. Banjar
RT / RW	8 / 3
Kode Pos	70612
Kelurahan	Cindai Alus
Kecamatan	Kec. Martapura
Kabupaten/Kota	Kab. Banjar
Provinsi	Prop. Kalimantan Selatan
Negara	
6 Posisi Geografis	-3,4064 Lintang 114,7905 Bujur
B. Data Rekening	
7 SK Pendirian Sekolah	-
8 Tanggal SK Pendirian	2013-07-09
9 Status Kepemilikan	Yayasan
10 SK Izin Operasional	369 Tahun 2014
11 Tgl SK Izin Operasional	2014-03-10
12 Kebutuhan Khusus Dilayani	Tidak ada
13 Nomor Rekening	009.03.01.24689.6
14 Nama Bank	BANK KALSEL
15 Cabang KCP/Unit	CABANG MARTAPURA
16 Rekening Atas Nama	SMA DARUL HIJRAH PUTRA
17 MBS	Tidak
18 Luas Tanah Milik (m2)	0
19 Luas Tanah Bukan Milik (m2)	12000
20 Nama Wajib Pajak	SMA DARUL HIJRAH PUTRA
21 NPWP	7,02926E+14
C. Kontak Sekolah	
20 Nomor Telepon	82155146269
21 Nomor Fax	
22 Email	sma.darulhijrah@gmail.com
23 Website	http://smadarulhijrahputra.sch.id
D. Data Fasilitas	
24 Waktu Penyelenggaraan	Pagi
25 Bersedia Menerima Bos?	Bersedia Menerima
26 Sertifikasi ISO	Belum Bersertifikat
27 Sumber Listrik	PLN
28 Daya Listrik (watt)	0
29 Akses Internet	Telkomsel Flash

Appendix 14

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI ANTASARI FAKULTAS TARBIYAH DAN KEGURUAN BIRO SKRIPSI Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0611) 3263839 Faksimile (0611) 3274492 Email: fk.antasari@gmail.com Web: www.fk.iain-antasari.ac.id
<u>SURAT KETERANGAN</u> Nomor: 2394/Un.14/III.2.q/10/2017	
Yang bertanda tangan di bawah ini, menerangkan bahwa:	
Nama	: Fuad Muttaqin
N I M	: 1301240895
Jurusan/Prodi	: PBI
Alamat	: Jalan AIS Nasution Gg. H. A. Alus RT 009 RW 003 Kelurahan Kuala Pembuang II Kecamatan Seruyan Hilir
adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:	
THE EFFECTIVENERS OF USING QUESTION – ANSWER RELATIONSHIP (QAR) STRATEGY IN IMPROVING STUDENTS READING COMPREHENSION	
Pada Hari/Tanggal	: Jumat, 3 November 2017
Tempat	: Ruang Munaqasah 1
Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.	
Banjarmasin, 6 Desember 2017	
 Ketua  M. Ag., M.Pd NIP. 197109171998032002	

Appendix 15



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI ANTASARI
 FAKULTAS TARBIYAH DAN KEGURUAN
 BIRO SKRIPSI

Jalan Ahmad Yani Km. 4.5 ☎ 3753939 Banjarmasin 70235

CATATAN KONSULTASI BIMBINGAN SKRIPSI

Nama : Fuad Muttaqin
 NIM : 1301240895
 Jurusan : PBI
 Judul Skripsi : The Effectiveness of Using Question-Answer Relationships (QAR) Strategy
 in Improving Students' Reading Comprehension
 Pembimbing I : Dra. Hj. Wardah Hayati, MA
 Pembimbing II : Raida Asfihana, S.Pd., M.Pd.

No.	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
	<ul style="list-style-type: none"> - Mind your quoting - p. 23 add your comment. - Isn't relevant study in ch. 5? - Table of scoring → move (p. 35, 38) - Use 2 digits after point. - Revise the conclusion. 		
	<p>(18/12/2017) </p>		

Catatan:

1. Setiap Konsultasi lembar catatan ini harus dibawa untuk diisi oleh Pembimbing I / Pembimbing II.
2. Konsultasi berikutnya harus membawa lembar serupa yang masih kosong (lembaran ini dapat dicopy).



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI

Jalan Ahmad Yani Km. 4.5 No. 3253910 Banjarmasin 70215

CATATAN KONSULTASI BIMBINGAN SKRIPSI

Nama : Fuad Muttaqin
NIM : 1301240895
Jurusan : PBI
Judul Skripsi : The Effectiveness of Using Question-Answer Relationships (QAR) Strategy
in Improving Students' Reading Comprehension
Pembimbing I : Dra. Hj. Wardah Hayati, MA
Pembimbing II : Raida Asfihana, S.Pd., M.Pd.

NO	Pemb. Materi & Metodologi	No.	Pemb. Bahasan & Teknik Penulisan
			Go ahead to do your research (distributing the test item and the QAR strategy).
			17/11 2017

Catatan:

1. Setiap konsultasi, mahasiswa catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lampiran baru yang masih kosong




KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI

Jalan Ahmad Yani Km. 4.5 70235 Banjarmasin 70235

CATATAN KONSULTASI BIMBINGAN SKRIPSI

Nama : Fuad Muttaqin
NIM : 1301240895
Jurusan : PBI
Judul Skripsi : The Effectiveness of Using Question-Answer Relationships (QAR) Strategy
in Improving Students' Reading Comprehension
Pembimbing I : Dra. Hj. Wardah Hayati, MA
Pembimbing II : Raida Asfihana, S.Pd., M.Pd.

No.	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Revise abstract & conclusion. 12/1/2018 		

Catatan:

1. Setiap Konsultasi lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing I / Pembimbing II.
2. Konsultasi berikutnya harus membawa lembaran serupa yang masih kosong (lembaran ini dapat dicopy).

Appendix 16



PEMERINTAH PROVINSI KALIMANTAN SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN

Komplek Perkantoran Pemerintah Provinsi Kalimantan Selatan
Jalan Dharmapraja II No.1 Trikora Banjarbaru
Website : dsdik.kaltelprov.go.id

Banjarbaru, 22 November 2017

Nomor : 070/ **2602** Set/Disdikbud/2017

Lampiran : -

Perihal : Izin Riset/ Penelitian

Kepada :

Yth. Dekan Bidang Akademik
UIN Antasari Banjarmasin
Jl. A. Yani Km. 4,5 Banjarmasin

Menindaklanjuti surat Saudara, Nomor : B-5510/Un.14/II.2.q/11/2017 tanggal 6 November 2017, perihal izin untuk melakukan penelitian di SMA Darul Hijrah Putera Cindai Alus Martapura dalam rangka memperoleh informasi/data untuk penulisan skripsi, atas nama :

N a m a : FUAD MUTTAQIN
NIM : 1301240895
Jurusan : PBI
Judul Skripsi : "THE EFFECTIVENESS OF USING QUESTION-ANSWER RELATIONSHIPS (QAR) STRATEGY IN IMPROVING STUDENT'S READING COMPREHENSION".

Pada prinsipnya :

1. Kami dapat menyetujui dan memberi izin melakukan penelitian di SMA Darul Hijrah Putera Cindai Alus Martapura;
2. Penelitian dilaksanakan sesuai prosedur dan norma yang berlaku di SMA Darul Hijrah Putera Cindai Alus Martapura;
3. Hasil penelitian harap dilaporkan ke SMA Darul Hijrah Putera Cindai Alus Martapura.

Demikian disampaikan untuk dapat dipergunakan sebagaimana mestinya.

an Kepala Dinas Pendidikan dan Kebudayaan
Provinsi Kalimantan Selatan
Sekretaris

H. IDRUS, S.Pd, S.AP, M.Pd.
Penata Tingkat I
NIP 19630501 198703 1 022

Disampaikan Kepada :

1. SMA Darul Hijrah Putera Cindai Alus Martapura;
2. Yang bersangkutan.

CURICULUM VITAE

Name : Fuad Muttaqin
Place and Date of Birth : Kuala Pembuang, 20 May 1994
Gender : Male
Religion : Islam
Nationality : Indonesia
Marital Status : Married
Address : JL.Dr. Ais Nasution, Gang H. Anang Alus, RT.
02/01 Kuala Pembuang II, Seruyan Hilir, Seruyan

Education

2000-2007 : MI Darul Mukmin
2007-2010 : SMP Darul Hijrah Putera
2010-2013 : MA Darul Mukmin
2013-2018 : S1 English Department of Tarbiyah and Teachers'
Training Faculty of UIN Antasari Banjarmasin

Parents : Father's name : Ahmad(Alm)
: Mother's name : Rusminah

Siblings : Amirullah (Alm)
Mariatul Kibtiyah
Habibi
Rusinawati
Muthaharah

Wife's name : Fuadah Muthieah

Banjarmasin, December 21st 2017