

**APPENDIX I**

**TRANSLATERY LIST**

No	Verse	Indonesian
1.	<p>فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ</p> <p>فَطَّاءً عَلِيظًا لَّقَلَّبَ لَآنْفُسُوءُ مِنْ حَوْلِكَ فَاعْفُ</p> <p>عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ</p> <p>فَتَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ</p> <p style="text-align: right;">﴿١٥٩﴾</p>	<p>159. Maka disebabkan rahmat dari Allah-lah kamu berlaku lemah-lembut terhadap mereka. Sekiranya kamu bersikap keras lagi berhati kasar, tentulah mereka menjauhkan diri dari sekelilingmu. Karena itu ma'afkanlah mereka, dan bermusyawaratlah dengan mereka dalam urusan itu. Kemudian apabila kamu telah membulatkan tekad, maka bertaqwalah kepada allah. Sesungguhnya allah menyukai orang-orang yang bertaqwa kepada-Nya. (Q.S. Ali-imran verse 159)</p>

## **APPENDIX II**

### **INTERVIEW AND OBSEVATION GUIDE**

#### **A. INTERVIEW GUIDE**

1. What do you do when you find students' error in speaking?
2. Do you know about corrective feedback? What is it?
3. Do you know kind of corrective feedback? What are?
4. What kind of corrective feedback do you usually use? Why?
5. How often do you give corrective feedback to students? Why?
6. What do you do to give corrective feedback to students' error in speaking?
7. Do you directly give correct answer when you give correction to students' error in speaking? Why?
8. How do you explain your corrective feedback to students, individually or collectively? Why?
9. In giving corrective feedback do you use English or Indonesia? Why?
10. What do you state directly about students' error in speaking? Why?
11. With giving corrective feedback do you can to describe students' ability?
12. Do you give different comment to students good in speaking? Why?
13. Do you consider students personality when giving feedback?why?
14. According to you does the student to be motivated by giving corrective feedback that you used?
15. What is your purpose in giving corrective feedback to students?

## B. OBSERVATION GUIDE

1. How the way of teacher to give corrective feedback? Straightforward of right after?
2. What does the teacher apply each types of corrective feedback?
  - a. Explicit correction
  - b. Recast
  - c. Clarification request
  - d. Metalinguistic feedback
  - e. Elicitation
  - f. Repeatation
3. On what categories the teacher gives corrective feedback to students, pronounce, grammar, or fluency?
4. Does the teacher give feedback to students individually or collectively?
5. Does the teacher give comments related to the students' learning process in speaking?
6. Does the teacher use English or Indonesia when giving corrective feedback?
7. Does the teacher give correction about student's error in speaking, directly give correct answer, not directly give correct answer?
8. Does teacher directly state about students' error in speaking, directly state or not state?
9. Does the teacher always repeat the words of students' error in speaking?

10. Does the teacher motivate the students to improve their speaking when giving corrective feedback?

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1	The teacher gives corrective feedback when student speak <i>recipe. (mispronunciation)</i>	√					
2	“Vivin, <i>which one is correct? You are not believe me or you do not believe me?</i> ”					√	
3	<i>Class, is it true to say ‘Do you study last night?’</i>				√		
4	Harry said “ He sick “ but not clearly, and the teacher clarifies what the students’ means about their speaking.			√			
5	Budi say “ <i>you should go to see doctor</i> ” the teacher directly give correct answer “ <i>The doctor</i> ”.		√				
6	Susi say “the cat is more fast” the teacher repeat student’s utterance provide correct answer “More fast or Faster? The cat is Faster.						√
	The number of used	1	1	1	1	1	1

### **APPENDIX III**

#### **INTERVIEW TRANSCRIPT**

- Interviewer : Assalamualaikum miss?
- Teacher : Waalaikumsalam.
- Interview : Miss, could I have your time for interview, please?
- Teacher : Yes, of course.
- Interviewer : Could I start this interview miss?
- Teacher : yes, please begin.
- Interview : What do you do when you find students' error in speaking?
- Teacher : Based on my experience before, I usually give directly the correction if the students makes error in speaking when they do the dialogue, for example the student said "development" I directly give the correction development about their mispronunciation, but I think this is not effective for students it just make students down or nervous, and now I give correction after the students do dialogue.
- Interview : ok miss, do you know about corrective feedback? What is it?
- Teacher : corrective feedback, if in definition I don't know. Corrective feedback is a correction that given to students on students made error on speaking.
- Interview : Do you know kinds of corrective feedback? What are?
- Teacher : I don't know the kinds of corrective feedback, what is it?

Interview : ok miss, so corrective feedback there are explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. So, explicit correction its more dominant on mispronunciation, and recast more be dominant on grammar for example there is not verb, subject, object or complement on students utterance, clarification it is to clarify what student's mean in speaking, metalinguistic feedback the teacher gives questions that related to the form of the students' utterance without directly providing the correct answer, elicitation give correction the teacher repeat student's utterance and uses question to sign the students' utterance and uses question to sign the students should complete it, repetition the teacher repeats the students' utterance and provides the correct answer. So, what kind of corrective feedback do you usually use? Why?

Teacher : ok, I usually used, clarification request, and I give correction to students more be dominant on mispronunciation like your explanation explicit correction and related on grammar about students error in speaking or recast, also repetition, if metalinguistic I use this type but seldom.

Interviewer : ok miss, how often do you give corrective feedback to students? Why?

Teacher : often, because I usually give the correction after the students do dialogue 1 or 2 students have finished role play and then I give

correction or all of students have finished role play. Because, by giving correction, the students will know their mistake and can improve their skill.

Interviewer : What do you do to give corrective feedback to students' error in speaking?

Teacher : I just let them talk first and then I will give correction about their error in speaking.

Interviewer : Do you directly give correct answer when you give correction to students' error in speaking? Why?

Teacher : yes, of course I will directly give correct answer, because this is correction so I have to provide correct answer but sometime I give chance to others students about correct answer.

Interviewer : How do you explain your corrective feedback to students, individually or collectively? Why?

Teacher : collectively, because I think if give correction individually just make student nervous, so I give correction collectively in order to make funny situation.

Interviewer : In giving corrective feedback do you use English or bahasa? Why?

Teacher : Mix, because even though I teach English we are not a native speaker and sometime the students more understand with bahasa.

Interviewer : What do you state directly about students' error in speaking? Why?

Teacher : I will not directly state because the characteristic of students have different and if state directly it just make students nervous or down.

Interviewer : With giving corrective feedback do you can to identify students' ability

Teacher : yes, because when I give corrective feedback to students I can see the ability of students.

Interviewer : Do you give different comment to students good in speaking? Why?

Teacher : no, because I think their ability same and the student good speaking is little, so I will not give different comment to students.

Interviewer : Do you consider students personality when giving feedback? why?

Teacher : yes, because there are students who won't showed their mistake to others, so I give corrective feedback after the students do dialogue, not give correction person to person but to all students.

Interviewer : ok miss, and then according to you does the student to be motivated by giving corrective feedback that you used? What likes student motivation?

Teacher : yes, so the motivated like students respond when their understand about their error in speaking and their say "oh like that the correct pronunciation"

Interviewer : ok miss, the last what is your purpose in giving corrective feedback to students?



Teacher : sometime I give motivation to improve their skill, pronunciation and grammar, so my purpose by giving corrective feedback to the students in order to make the student more understand about their mistake and can improve their skills.

**APPENDIX IV**  
**OBSERVATION GUIDELINE**

**1. FIRST OBSERVATION**

No.	Teacher's Strategy		Classes				
			A	B	C	D	E
1.	The way of teacher to give corrective feedback.	Straightforward student's dialogue				√	
		Right after student's dialogue	√	√	√	√	√
2.	The teacher applies each types of corrective feedback.	Explicit correction	√	√	√	√	√
		Recast					
		Clarification request	√				√
		Metalinguistic Feedback			√	√	√
		Elicitation	√				
		Repetition	√	√	√	√	√
3.	On what categories the teacher gives corrective feedback to students?	Pronunciations	√	√	√	√	√
		Grammar	√	√	√	√	√
		Vocabulary					
4.	The teacher gives feedback to students	Individually					
		Collectively	√	√	√	√	√
5.	Does the teacher give comments related to	Yes	√	√	√	√	√

	students' learning process in speaking?	No					
6.	Does the teacher use English or Bahasa when giving corrective feedback?	English	√	√	√	√	√
		Bahasa	√	√	√	√	√
7.	Does the teacher give correction about student's error in speaking?	directly give correct answer	√	√	√	√	√
		not directly give correct answer					
8.	Does teacher directly state about students' error in speaking?	Directly state					
		not state	√	√	√	√	√
9.	Does the teacher always repeat the words of students' error in speaking?	repeat	√	√	√	√	√
		not repeat					
10,	Does the teacher motivate the students to improve their speaking when giving corrective feedback?	motivate	√	√	√	√	√
		Not motivate					

Class A Observation “Monday 1/10/2017”

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	( <i>mispronunciation</i> ) students says “Canada” and the teacher gave correction “Canada”	√					
2.	Teacher gave correction “originally” ( <i>mispronunciation</i> )	√					
3.	( <i>mispronunciation</i> ) on word “grow up”	√					
4	Teacher gave correction “role play” ( <i>mispronunciation</i> )	√					
5.	Teacher gave correction “listen” ( <i>mispronunciation</i> )	√					
6.	Student said “are you single” and then the teacher asked to the student, sorry what did you say?			√			
7.	The teacher gave an example pattern of simple past positive sentence “S + V..? student said V1, teacher repeat students utterance V1or V2? S + V2.						√
8.	Class, which one is correct? Where were you go or where did you go? Where?					√	
9.	( <i>mispronunciation</i> ) on word “English” the teacher repeats student’s utterance English or engglish ? English.						√

10.	(mispronunciation) on word “yourself” and the teacher gave correction “yourself”	√					
11.	(mispronunciation) on word “How” and the teacher gave correction “How”	√					
12.	Student said “where did you study” sorry what did you say? Teacher gave correction “where do you study”?			√			
13	(mispronunciation) on word “south korea” and the teacher gave correction “south korea”	√					
	The number of used	8	0	2	0	1	2

Class D Observation “Thursday 4/10/2017”

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	(mispronunciation) students said “Canada” and the teacher gave correction “Canada”	√					
2.	Teacher gave correction “listen” (mispronunciation)	√					
3.	(mispronunciation) on word “grow up” and the teacher gave correction “grow up”	√					
4	Teacher gave correction “south afrika or soth afrika” (mispronunciation) the correct is south Afrika						√

5.	Teacher gave correction “ <i>development or depelopment</i> ” (mispronunciation) the correct is development.						√
6.	(mispronunciation) on word “ <i>high</i> ” and the teacher gave correction “ <i>high</i> ”	√					
7.	(mispronunciation) on word “ <i>English</i> ” the teacher repeats student’s utterance English or engglish ?						√
8.	(mispronunciation) on word “ <i>could</i> ” and the teacher gave correction “ <i>could</i> ”	√					
9.	(mispronunciation) on word “ <i>yourself</i> ” and the teacher gave correction “ <i>yourself</i> ”	√					
10.	Class, is true to say “where were you born?”				√		
11.	Teacher gave correction “ no, I don’t or no I didn’t? no I didn’t.						√
12.	(mispronunciation) on word “ <i>eleven</i> ” and the teacher gave correction “ <i>eleven</i> ”	√					
	The number of used	7	0	0	1	0	4

Class E observation “Friday 27/10/017”

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	Teacher gave correction on students utterance <i>”South Africa”</i> (mispronunciation)	√					
2.	Teacher gave correction on students utterance <i>”listen”</i> (mispronunciation)	√					
3.	Class, how do you say <i>”English”</i> ?				√		
4.	Teacher gave correction on students utterance <i>”originally”</i> (mispronunciation)	√					
5.	Teacher gave correction on students utterance <i>”second times”</i> (mispronunciation)	√					
6.	Student said “born” the teacher asked to the student “what did you say?” student “Born”, teacher “oo.. born”			√			
7.	Teacher gave correction on students utterance <i>”where were you born”</i> (mispronunciation)	√					
8.	Teacher gave correction on students utterance <i>”Canada or chanada?”</i> (mispronunciation)						√
9.	Teacher gave correction on students utterance <i>”could”</i> (mispronunciation)	√					
10.	Student asked to her friend <i>”did you</i>			√			

	<i>like to watching movie?</i> Her friend said "yes, <i>I did</i> ". Teacher said "sorry what did you mean? Did you ask your friend present or past? Student "present". So you have to use "Do" and your friend answer "yes, I do".						
11.	Student asked to her friend "how old you was study English?" was or were? Were.						√
12.	Student asked to her friend " <i>did you have boyfriend?</i> " Teacher gave correction sorry did you ask your friend now or past? Student "past". Teacher okay.			√			
13.	When the student said "where were you school?" then the teacher gave correction "where or did?" where did you school.						√
	The number of used	6	0	3	1	0	3

Class B Observation "Friday 27/10/017"

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	Teacher gave correction on students utterance " <i>South Afrika</i> " (mispronunciation)	√					
2.	Teacher gave correction on students utterance " <i>listen</i> " (mispronunciation)	√					



3.	Teacher gave correction on word “English”? students (mispronunciation)	√					
4	Teacher gave correction on students utterance “orienally” (mispronunciation)	√					
5.	Teacher gave correction on students utterance “second times” (mispronunciation)	√					
6.	When the student said “born” then the teacher gave correction “born” (mispronunciation)	√					
7.	Teacher gave correction on students utterance “where were you born” (mispronunciation)	√					
8.	Teacher gave correction on students uerrance “Canada or chanada?” (mispronunciation)						√
9.	The teacher gave correction on student utterance “could” (mispronunciation)	√					
10.	When the student asked to her friend “where was you study English?” then the teacher gave correction “was or were?” Were.						√
11.	(mispronunciation) on word “high” and the teacher gave correction “high”	√					
12.	(mispronunciation) on word “yourself” and the teacher gave	√					

	correction “yourself”						
13.	Student said “where were you school?” teacher gave correction “where or did?” where did you school.						√
	The number of used	10	0	0	0	0	3

Class C Observation “Friday 1/11/017”

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	Teacher gave correction on students utterance “listen” (mispronunciation)	√					
2.	Teacher gave correction on students utterance “South Afrika” (mispronunciation)	√					
3.	Teacher gave correction on students utterance “Argentina” (mispronunciation)	√					
4	Teacher gave correction on students utterance “role play” (mispronunciation)	√					
5.	Teacher gave correction on students utterance “second” (mispronunciation)	√					
6.	When the student said “by the way” then the teacher gave correction “by the way” (mispronunciation)	√					
7.	Teacher gave correction on students utterance “English”	√					

	(mispronunciation)						
8.	Teacher gave correction on students utterance "Canada or chanada?" (mispronunciation)						√
9.	The teacher gave correction on student utterance "could" (mispronunciation)	√					
10.	The teacher asked to the class, how to say Where and were?				√		
11.	(mispronunciation) on word "high" and the teacher gave correction "high"	√					
12.	(mispronunciation) on word "yourself" and the teacher gave correction "yourself"	√					
.	The number of used	10	0	0	1	0	1

## 2. SECOND OBSERVATION

No	Teacher's Strategy		Classes				
			A	B	C	D	E
1.	The way of teacher to give corrective feedback.	Straightforward student's dialogue					
		Right after student's dialogue	√	√	√	√	√
2.	The teacher applies each types of corrective feedback.	Explicit correction	√	√	√	√	
		recast	√	√	√	√	
		Clarification request	√	√			
		Metalinguistic Feedback				√	
		Elicitation					
		Repetition	√	√	√	√	
3.	On what categories the teacher gives corrective feedback to students?	Pronoun	√	√	√	√	√
		Grammar	√	√	√	√	√
		Vocabulary					
4.	The teacher gives feedback to students	Individually					
		Collectively	√	√	√	√	√
5.	Does the teacher give comments related to	Yes	√	√	√	√	√

	students' learning process in speaking?	No					
6.	Does the teacher use English or Bahasa when giving corrective feedback?	English	√	√	√	√	√
		Bahasa	√	√	√	√	√
7.	Does the teacher give correction about student's error in speaking?	directly give correct answer	√	√	√	√	√
		not directly give correct answer					
8.	Does teacher directly state about students' error in speaking?	Directly state					
		not state	√	√	√	√	√
9.	Does the teacher always repeat the words of students' error in speaking?	repeat	√	√	√	√	√
		not repeat					
10,	Does the teacher motivate the students to improve their speaking when giving corrective feedback?	motivate	√	√	√	√	√
		Not motivate					

Class D Observation “Thursday 26-10-2017”

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	Class, is true to say “ <i>she has born</i> ”?				√		
2.	Students said “ <i>she is child</i> ” teachers gave correction “ <i>she was child</i> ”		√				
3.	( <i>mispronunciation</i> ) on word “ <i>because</i> ” and the teacher gave correction “ <i>because</i> ”	√					
4	( <i>mispronunciation</i> ) on word “ <i>listening</i> ” and the teacher gave correction “ <i>listening</i> ”	√					
5.	Class, is true to said “ <i>her hobbies is?</i> ”				√		
6.	( <i>mispronunciation</i> ) on word “ <i>place</i> ” and the teacher gave correction “ <i>place</i> ”	√					
7.	( <i>mispronunciation</i> ) on word “ <i>mountain</i> ” and the teacher gave correction “ <i>mountain</i> ”	√					
8.	( <i>mispronunciation</i> ) on word “ <i>guitar</i> ” and the teacher gave correction “ <i>guitar</i> ”	√					
9.	( <i>mispronunciation</i> ) on word “ <i>often</i> ” and the teacher gave correction “ <i>often</i> ”	√					
10.	Teacher gave correction “ <i>she and me or she and i? she and I.</i> ”						√

11.	The teacher gave correction " <i>not her lives but she lives.</i> "	√					
12.	The teacher gave correction " <i>she comes from not she come from</i> ".	√					
13	(mispronunciation) on word " <i>comic</i> " and the teacher gave correction " <i>comic</i> "						
	Class how to say " <i>novel</i> "?				√		
	The number of used	8	1	0	3	0	1

Class A Observation "Monday 30-10-2017"

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	Student said " <i>two little sister</i> " teacher gave correction " <i>two little sisters</i> "	√					
2.	Students said " <i>she have two brother</i> " teachers gave correction " <i>she has two brothers</i> "		√				
3.	Which one the correct sentences " <i>favorite food or food favorite</i> "? <i>favorite food</i>						√
4	(mispronunciation) on word " <i>she was born</i> " and the teacher gave correction " <i>she was born</i> "	√					
5.	(mispronunciation) on word " <i>have</i> " and the teacher gave correction " <i>have</i> "	√					
6.	(mispronunciation) on word	√					

	<i>“develop”</i> and the teacher gave correction <i>“develop”</i>						
7.	Which one the correct sentences <i>“spirit morning or morning spirit”</i> ? <i>morning spirit</i>						√
8.	(mispronunciation) on word <i>“call”</i> and the teacher gave correction <i>“call”</i>	√					
9.	(mispronunciation) on word <i>“again”</i> and the teacher gave correction <i>“again”</i>	√					
10.	(mispronunciation) on word <i>“listening”</i> and the teacher gave correction <i>“listening”</i>	√					
11.	Student said <i>“she can dance”</i> the teachers gave correction <i>“she can do dance”</i>		√				
12.	Student said <i>“her favorite places are library and forest”</i> then the teacher asked to student what did you say about telling your friend favorite places? Student said <i>“forest and library.”</i> Teacher said <i>“library”</i>			√			
	The number of used	7	2	1	0	0	2



Class B Observation “Thursday 31-10-2017”

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	The teacher asked to the students, what the topic about in conversation? Student said “ <i>about jobs</i> ”, then the teacher asked to the students sorry what did you say?, student said “ <i>job</i> ”.			√			
2.	Students said “ <i>she first child in her family</i> ” teachers gave correction “ <i>she is the first child in her family</i> ”		√				
3.	(mispronunciation) on word “ <i>friend</i> ” and the teacher gave correction “ <i>friend</i> ”	√					
4	Students said “ <i>she is from Marabahan</i> ” teachers gave correction “ <i>she comes from Marabahan</i> ”		√				
5.	Students said “ <i>her hobbies is</i> ” teachers gave correction “ <i>her hobbies are</i> ”		√				
6.	Students said “ <i>his ambition is a teacher</i> ” teachers gave correction “ <i>his ambition is to teach</i> ”			√			
7.	Student said “ he likes to playing” the teacher gave correction “ he likes to playing or he likes to play? he likes to play						√
8.	Students said “ <i>he wanna to be a</i>		√				

	<i>teacher</i> ” teacher gave correction “ <i>he want to be</i> ”						
9.	Students said “ <i>she graduate in</i> ” teacher gave correction “ <i>she graduates from</i> ”		√				
10.	Students said “ <i>he have pet</i> ” teacher gave correction “ <i>he has pet</i> ”		√				
	The number of used	1	6	2	0	0	1

Class C Observation “Wednesday 1-11-2017”

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	( <i>mispronunciation</i> ) on word “ <i>place</i> ” and the teacher gave correction “ <i>place</i> ”	√					
2.	Student said “ <i>two little sister</i> ” teacher gave correction “ <i>two little sisters</i> ”		√				
3.	( <i>mispronunciation</i> ) on word “ <i>mountain</i> ” and the teacher gave correction “ <i>mountain</i> ”	√					
4	( <i>mispronunciation</i> ) on word “ <i>she was born</i> ” and the teacher gave correction “ <i>she was born</i> ”	√					
5.	( <i>mispronunciation</i> ) on word “ <i>have</i> ” and the teacher gave correction “ <i>have</i> ”	√					
6.	Which one the correct sentences “ <i>favorite food or food favorite</i> ”? <i>favorite food.</i>						√

7.	The teacher gave correction " <i>not her lives but she lives.</i> "	√					
8.	(mispronunciation) on word " <i>call</i> " and the teacher gave correction " <i>call</i> "	√					
9.	(mispronunciation) on word " <i>listening</i> " and the teacher gave correction " <i>listening</i> "	√					
10.	Student said " <i>her favorite place are beach and forest</i> " teacher gave correction " <i>her favorite places are beach and forest</i> "	√					
	The number of used	7	2		0	0	2

Class E Observation "Friday 3-11-2017"

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	Student said " <i>listen music</i> " teacher gave correction " <i>listen music</i> "	√					
2.	Students said " <i>cooking</i> " teachers gave correction " <i>cooking</i> "	√					
3.	Which one the correct sentences " <i>color favorite or favorite color</i> "? <i>favorite color</i>						√
4	(mispronunciation) on word " <i>born</i> " and the teacher gave correction " <i>born</i> "	√					
5.	(mispronunciation) on word " <i>birthday</i> " and the teacher gave correction " <i>birthday</i> "	√					

6.	(mispronunciation) on word “child” and the teacher gave correction “child”	√					
7.	(mispronunciation) on word “call” and the teacher gave correction “call”	√					
8.	Students said “her hobbies is” teachers gave correction “her hobbies are”		√				
9.	Students said “he have pet” teacher gave correction “he has pet”		√				
10.	(mispronunciation) on word “listening” and the teacher gave correction “listening”	√					
11.	Student said “she smart girl” the teachers gave correction “she is smart girl”		√				
	The number of used	7	3	0	0	0	1

## **CURRICULUM VITAE**

1. Name : Rudiansah
2. Place and Date of Birth : Sungai Pinang, September 6<sup>th</sup>, 1994
3. Gender : Male
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Address : Jl. A. Yani Km. 7 Gg. Rahman Rt. 8 Rw. 03 No.  
85 Kel. Kertak Hanyar Kec. Kertak Hanyar
8. HP : 085753363523
9. Education : a. SDN Sungai Pinang 2 2007  
b. SMPN 1 Daha Selatan 2010  
c. MA PIP Habirau Tengah 2013  
d. S1 English Education Department of Tarbiyah  
and Teachers Training Faculty of UINAntasari  
Banjarmasin 2017/2018.
10. Organization :
11. Parents : a. Father's Name : Jaini  
b. Mother's Name : Rahimah
12. Siblings : a. Sadam Husin  
b. Firdaus  
c. Umi Kalsum  
d. Putri  
e. Risa Amelia

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December 20<sup>th</sup> 2017 A.D