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APPENDIX A

Interview Protocol

Project:

Time of Interview :

Data :

Place :

Interviewer :

Interviewee :

Position of Interviewee :

I interested in understanding more about what and how are lectures' challenges in teaching academic writing. The information you provide in this interview will be used to help the reader to understand and deal with their challenges in teaching academic writing. My interest is in learning from your experience. The collected experience and suggestions from allow of the participants interviewed will be summarized and reviewed using member checking. The interview takes about 25-30 minutes. The interview will tend to focus on several different topic areas.

Questions:

Personality

1. How are you?
2. Could you tell me about yourself?

3. Why did you choose becoming an English lecturer?
4. Did you teach writing?
5. Did you teach academic writing?

Questions for asking about challenges in teaching academic writing:

1. What do you think about teaching academic writing?

Answer: _____

2. What are the difficulties you encounter in teaching academic writing?

Answer: _____

3. What makes you challenged in teaching academic writing?



Answer: _____

4. In teaching academic writing, do you have things you haven't felt satisfied with?


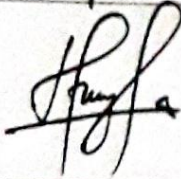
What are they? Why?

Answer: _____

APPENDIX B
ATTENDANCE LIST OF INTERVIEW
ACADEMIC WRITING LECTURERS

No	Name	Class	Signature
1	Rizky Arif Afandi, M.A.		
2	Winny Agustia Riznanda, M.Pd.		

APPENDIX C
MEMBER CHECKING
ACADEMIC WRITING LECTURERS

No	Name	Class	Signature
1	Rizky Arif Afandi, M.A.		
2	Winny Agustia Riznanda, M.Pd.		

APPENDIX D

Transcribe Interview

Data	: Friday, March 29th, 2019
Place	: Class PBI 5, State Islamic University of Raden Fatah
Interviewer	: Restu Amaliah
Interviewee	: Rizky Arif Afandi, M.Pd.
Position of Interviewee	: English Lecturer at State Islamic University of Raden Fatah

I interested in understanding more about what and how are lectures' challenges in teaching academic writing. The information you provide in this interview will be used to help the reader to understand and deal with their challenges in teaching academic writing. My interest is in learning from your experience. The collected experience and suggestions from allow of the participants interviewed will be summarized and reviewed using member checking. The interview takes about 25-30 minutes. The interview will tend to focus on several different topic areas.

Questions:

Personality

6. How are you?

Answer: *Right*

7. Could you tell me about yourself?

Answer: *my name is Rizky Arif Afandi, T took my master degree from Gajah Mada University in this year, and my specialties is on linguistic, focusing on translation*

8. Why did you choose becoming an English lecturer?

Answer: *because I used to teach since I was in first semester in undergraduate program. So, I share this knowledge, I just love to share the knowledge to others.*

9. *Did you teach writing?*

Answer: *yes, I have been teaching writing especially academic writing for almost one year, I became a professor assistance in Gajah Mada University focusing on how to write an essay or an article for international seminar there, and I become lecturer this university only for 2 months starting from this semester only, for this semester replacing Sir Beni Wijaya*

10. *Is this new experience for you ?*

Answer: *No, this is not new experience being here, because my undergraduate program was here, but I continue to Yogyakarta. So, I was the alumni of this university.*

11. *Did you teach academic writing?*

Answer: *Yes, I do*

Questions for asking about challenges in teaching academic writing:

1. What do you think about teaching academic writing?

Answer: *Teaching academic writing is teach students how to write formally in a grammatical correct with a body of the paragraph and it must has correlation and relation one paragraph to other paragraph and we have rules in it academic writing and that differentiate with other an informal writing, and our focus is to introduce and to tell the students about the body of paragraph, how to connect the sentences on sentences to another sentences, and there must have a topic, supporting sentence, conclusion, and then they have a relation one to each other.*

a. *Did you teach essay only or the other types of the academic writing also?*

answer: *Actually, academic writing also talk about simple paragraph, how to make a simple paragraph and then if the students already comprehend all of the type of paragraphs like a process, descriptive paragraph, comprehension and then result and discussion paragraph, we jump to essay, so that the combination of a some paragraph, so it's not only about the essay but, we also talk about one paragraph even one paragraph, because in one paragraph it is also contains by body, start from topic sentence, supporting sentence, and conclusion. So, it is not a different if u tell this a types of academic writing to differentiate between essay and paragraph no, actually they still have a connection each other.*

2. What are the difficulties you encounter in teaching academic writing?

Answer: *At least, there are two major problems that I encounter during teaching academic writing. The first one about they lack knowledge of the body of paragraph, sometimes they just write freely without any rules, they thought that they just write on something on their minds without any body of the paragraph, but another problem is about the grammar, even though they are in advance level in the fourth semester, the grammar still in trouble. I found so many mistakes how to used the proper tenses and the proper word choice, the diction and then, the connection which one is a first connector they are miss lead to use the connection.*

- a. Did you know that fourth semester they already learnt about academic writing before this class or they just learn it in this semester?

answer: *only this semester, I cannot blame them one hundred percent why they still have trouble in a grammar or the body of paragraph, because this is for the first time for them to know how to arranging correctly with the body of the*

paragraph and grammatically correct, something like that, but that is my job actually to introduce them.

- b. Before the students start writing, did you teach them how to make an outline or other?

Answer: Yes, of course, that is the first thing I share to them how to brainstorm the ideas. So, I told them about three times of brainstorming and they will be make a list, pre writing and mapping, so I introduce them how to make brainstorming, because that was the way to help them to write in well organize writing. Because if there is no brainstorming they will get confused about how they write, and what then point that they will write. So, of course the first point in the first meeting talk about the types of the brainstorming.

3. What makes you challenged in teaching academic writing?

Answer: The students feel that writing is difficult and I want to make sure that writing not really difficult if they are practice a lot. So, I make sure the students that the challenging is a challenge for me. To make sure that writing is an enjoyable experience if they practice a lot. So, the first thing that I make sure to my students is they have to read a lot, and because I know that they are lack of resources of a good writing and they don't often to read an English literature. So, I make sure that they there will be reading habit for them to make a good writing. And then, the next challenge is actually they are confused about how to choose the proper diction, because sometimes they are mixed up they confused about "what should I do about this words", and it makes their mind stag. So I also this is my challenge how to introduce the vocabulary and how to apply a proper diction. So, that the main

challenges, makes sure the reading habit and to makes sure the class is not difficult as they think.

- a. How do you encounter the students that cannot make a good writing even though you already teach them how to make a good writing?

Answer: That is why this is challenge is it to build the habits of writing, I believed that they are always busy with their gadget with their cell phone without any attempt to write every single day, I'll make sure that they have to write even in a what sap status using English, that the way you practice right?, I just make sure that please built the habit of your writing, so practice a lot and if you practice a lot at home or everywhere. So, you can think that it is not really boring activity in the class, because at the end of the semester they will submit the paper to final test, if they are not ready now, how can?, so, the challenge is to make sure that habits actually.

- b. During the class, do you give the students a game or fun activities to make them motivate to write in a good writing?

Answer: There is no specific game for our class, because our class focus on something like a serious meeting class, because we focus on writing only. So, I just give the exercises how to make a write using their own ideas, but for motivation I also always give them motivation to make sure that they have reading and writing habits before and after the class. Actually, but there will be no games.

- c. Every meeting do you give the students assignments?

Answer: No assignment, but only had directed exercise on the class and for next week there will be group presentation, presenting about kind of paragraph. I

combine with the group presentation and with a individual assignment just only in the class, there will be no assignment at home or something like that.

- d. What is the kind of exercises?

Answer: We focus on paragraph only at this week. Maybe next two week it will be an essay.

- e. Do you think that the students comfortable with the class or about the facilities in the class?

Answer: Yes, about the situation and the atmosphere of the class is another problem that I encounter, you can see that the air conditioner does not work, you used a fan and sometimes they have to find an empty classes. I am not sure about the condition here. So, that is the another problem because when the atmosphere does not make you comfortable, then your idea will be stag on your mind. I can believe that you also feel the same.

- f. Did you agree if the students using the internet as the resources to find some topic and idea to write?

Answer: Yes, sometimes they used an internet to find the ideas, but I strongly recommend them to used their own ideas, even though they want to a site or copy this from the internet, but I just want to make sure that is we though the paragraph that comes to your mind, you need to copy the information's from the internet, because that is the other's mind. I mean like this is not the originally from your mind. So, from this week because we still focus on the paragraph only, we do not talk about essay. So, I recommend them to use their own opinion, but for me using the internet as a resources or quotation it is okay, as long as you write the references when you create or citation. It is okay as long as you write

the references when you create the essay later on. Ya but, this week, we do not talk about essay or article.

4. In teaching academic writing, do you have things you haven't felt satisfied with?

What are they? Why?

Answer: First of all, I'm not satisfied about their capability writing in a good paragraph, sometimes they still do not know and they forget to put the conclusion, sometimes there is no correct relation between topic sentence and supporting sentence, they still confused how to connect they, and then I still feel not happy about their grammar, it's always about the grammar, I mean that they talk about something happened in the past, they used a present tense, it's doesn't match. I have to tell them so many times about it, and remind them sill have mistakes "please remember, please remember" I always said that to my students. And that about their attitude actually, I don't know why, I mean like sometimes come late, this is another problem of student's behavior, they want to come late and skip the classes. I just hope that they can behave well in their class by coming on time, and asking the questions if it's not clear enough.

- a. Did the students active, like always asking question or just quite during classroom activity?

Answer: Ya, I do not know what happened with them, but the students that asked me a question , I can count with my finger actually, I mean like at the end of the classes, I give the chance to ask and then will be one or two students there to ask. I do not what happened with the rest of the students, I think that they already understood about the material, but I do not think that they understand because when we have in exercise they still have a lot of mistakes, may be they felt

ashamed or they are not really brave to ask the questions, ya, self ashamed is still lot actually.

- b. Do you unsatisfied with the way you teach them?

Answer: One hundred percents I am unsatisfied with the student's result actually, and then I also do not fell glad with the atmosphere of the class, also that the students performance, and then maybe the facilities can be improve later on. But I really hope that, actually I still find the best way to overcome this problem something like this. For a second, I have thought that it is better for us to move to a better place that has an air conditioner, but I am unfortunately we do not have one, so I still have a challenge can say that a challenge to find the prefect way to teach because we still have nine or eight meetings leave to the next meeting. I just want to make the result better, and I am right now finding the way to find the best method.

- c. Do you believe that result is the thing that can consider you already reaching in a good writing or not?

Answer: It is not only about the result actually, but the result is number one we can see, we can assess using writing rubric whether they are capable to write correctly or not. But I really hope that they also can improve their attitude. About the grammar, if we talk about the grammar, it is include in writing but, attitude it is outside the capability of writing, so they behave well by coming on time, so I also teach them how to behave well, do not come late, that one of the example, so at the class I hope that best result and I hope that they behavior became better.

- d. Do you have a morning classes?

Answer: Yes I am. That is why their late. I live in Plaju, it is 20Km away for here, but I try to not to be late, I asked them "is there anyone who life in Plaju?"no

one, but they are still late, so what happened with them? I can come on time by motorcycle here at 06.30 at home, so I try to make a good example for them, that actually you are not supposed to be late, because they live around here, I mean they do not living in Plaju.

- e. What about the other lecturer that teaching academic writing too, do you know they has the same challenges as your?

Answer: Ya, It is about the confusion about the students, sometimes they are stag in their mind how to make the ideas because I have a partner here, my friend that also as teaching here, he is one of my close friend here, he told me that, actually is not about academic writing but it is related. He explained that the students are confused how to develop their ideas, and then about the behavior, sometimes they are lazy to improve them self to make a better writing, but they still come late, that is the problem, they should be more diligent to come on time, to ask questions, etc.

Transcribe Interview

Project:

Time of Interview :

Data : Friday, March 29th, 2019

Place : Class PBI 5, State Islamic University of Raden Fatah

Interviewer : Restu Amaliah

Interviewee : Winny Agustia Riznanda, M.Pd.

Position of Interviewee : English Lecturer in State Islamic University of Raden Fatah

I interested in understanding more about what and how are lectures' challenges in teaching academic writing. The information you provide in this interview will be used to help the reader to understand and deal with their challenges in teaching academic writing. My interest is in learning from your experience. The collected experience and suggestions from allow of the participants interviewed will be summarized and reviewed using member checking. The interview takes about 25-30 minutes. The interview will tend to focus on several different topic areas.

Questions:

Personality

1. How are you?

Answer: *I'm good, how about you?*(asking interviewer back)

2. Could you tell me about yourself?

Answer: my name is Winny Agustia Riznanda, I graduated from the graduate school of Sriwijaya University majoring in English education study program.

3. Why did you choose becoming an English lecturer?

Answer: firstly, because I love English and second an English teaching is interesting for me, I think it's an art.

4. Did you teach writing?

Answer: yes, I teach writing classes, this semester I teach academic writing classes

5. What semesters?

Answer: The fourth semester students

6. Did you teach academic writing?

Answer: (this question answered in 4 questions)

Questions for asking about challenges in teaching academic writing:

1. What do you think about teaching academic writing?

Answer: Yes, I think that writing is an important skill to be taught by the students, so that's why academic writing, learning writing is important and then, furthermore academic writing is the most important part of writing, so the students are going to write a papers, journal article, and also their going to write their thesis in the future, so that's why students really need to write their thesis in the future, so that's why students really need to learn this subject in order to be able not only to finish their classes as well but also for their further skills in the future.

a. Did you teach essay only or the other types of the academic writing also?

Answer: Previously, I taught essay writing and then I used to teach paragraph writing classes two. Nowadays the curriculum has changes, usually you used to gave writing one, two, three, and four, but not for now. For the first semester. Students they learn paragraph writing, and then if they pass, they continue to paragraph writing, they continue with essay writing class, and the last level of the writing classes is the academic writing.

2. What are the difficulties you encounter in teaching academic writing?

Answer: the first difficulties is the facilities, so I believed that if we need to have writing classes especially for academic writing which require the students to learn academic essay for example argumentative essay, I really that I need to create some interesting power point presentation. We have in focus projector, we have it in our faculty, but the problem is we need to announce that projector not much, sometimes I couldn't lean the projector, so I need before students writing I need to create brain storming activity that is why I really need the projector, ya that is the first problem. The second problem is students difficulties with writing, firstly some of the students "we can say" that they did not really understand what is made by the topic sentence, they did not write correct format the supporting ideas, that's the difficulties. After that they also did not have any knowledge, I can say that they have a low proficiency of grammar and then, they don't have sufficient vocabulary also.

a. Is this class the students have to present?

Answer: No, they do not need to present, I usually use the PowerPoint presentation for brainstorming activity, and for example I want them to write about full day school, I need to create PowerPoint presentation in order that the students understand what is made by full day school. The pro and the contra of

full day school, so that they have the ideas about what they want to write, and then after they have their ideas, I usually ask them to write an outline and then I suggested them to fix the outline, and then after the suggestion, after they review, they will start writing and that what I need the projector.

- b. Do you introduce them about how to write and then ask them to write?

Answer: Yes, That's it, I brainstorm about the topic and then what they need to write in the topic and then they start writing.

- c. Did you know that they have already learned about academic writing before this class?

Answer: Yes, I know that, because in our curriculum they have to pass the paragraph writing class and then essay writing class in order to pursue to academic writing class.

3. What makes you challenged in teaching academic writing?

Answer: yes, the challenges, finding the way for getting the projector, that's the difficult way, I usually told my students to lead the projector early in the morning, and they keep it for them since early in the morning, because our class started at two every Friday. So, I usually to borrow the lend the projector start from eight, they arrived here at eight and then bring it with them along all day long in order to get the projector, and then for improving their grammar and vocabulary, I told them to read the grammar book, and I sometimes discuss the grammar that they make mistakes, for example: when we write about argumentative essay, what type of grammar that is used by the students and after I read their essay I usually suggested them to fix their grammatical mistakes and discuss it in front of the class, what types of mistakes in their essay, and then discuss it to remind their grammar classes their grammar

subject at home. And for vocabulary, I told them to do a lot of reading, especially reading essay examples, okay that's all I can

- a. How do you encounter the students that cannot make a good writing even though you already teach them how to make a good writing?

Answer: That is another problem, I can say, and it happened a lot and that I already discussed it in front of the class, what they should do and then they remind it again, so that is another problem, usually every time the students write essay, that I usually give them two, three chances of refused and after three refused they still make more mistakes, well, I told them that they cannot fix their mistakes again, it is already three times, so hopefully that it is work. I still have not found the result yet.

- b. During the class, do you give the students a game or fun activities to make them motivate to write in a good writing?

Answer: For grammar focus, Yes I only give examples based on their daily activities, I used them as example, but I do not think that I can give them some fun game, because our focus is not on grammar the focus is on writing, so that is all I can do, discussed it in front of the class to make them remember their mistakes and then I ask them to do exercise or suggest them to see some grammar book to consult some grammar book.

- c. Every meeting do you give the students assignments?

Answer: The assignment is always in the writing essay. Usually for example I ask them to write about full day school, an argumentative essay with they agree or disagree about what is that full day school okay, then I review them and then next week at the next meeting they already prepare the essay, which is the result of the

review they fix it and then they give it to me again and then I am going to review it again. So, two to three times for the reviews.

- d. What do you think; the students get confused in making outline or the activities during writing?

Answer: I think both, starting for making outline they have no idea of what to write, that is why I need the brainstorming, but usually after the brainstorming, they have their idea, but then the implementation of the idea is also difficult for them. For example, they wanted to write why in their opinion full day school is not appropriate for an elementary school student because, the elementary school need a lot of time to play, for example, need times to go to sleep, so it is hard for them to implement what they have in their mind. A writing what they have in their mind, sometimes I need to call them one by one to explain to them how they write step-by-step.

- e. Are they improved their writing after you call them one-by-one?

Answer: I think so, their writing is improve because they listen to me and then, I can say that their improving, so far we only finished one essay, but then, this Friday at 2pm, we are going to give them another topic, we will see the improvement after this. After two reviews we will see whether they will be able to write well in this topic. May be, because the full day school topic is hard. It is little difficult for them to understand. May be the topic is not that interesting for them, today I am going to give them topic which is a quite entertaining for them, which is about global warming, I hope that they are going to like it.

- f. Did you agree if the students using the internet as the resources to find some topic and idea to write?

Answer: Yes I agree, students have their own way ti studying right?, so if they think it will be better for them to find resources from the internet, okay it is okay for me, if they think it is better for them to read, so takes read some journal. It is fine for me as long as they did not copying or fasting from people work. I also told them about paraphrasing instead of copying and pasting other people work, so paraphrasing means that the students write other people opinion with their own way. I mean that I told them how about paraphrasing if they see some sentences or some part of texts which is agreeable to them and they want to include that in their writing, they can quote or if it is journal statement, then they need to paraphrase the journal statement.

4. In teaching academic writing, do you have things you haven't felt satisfied with?

What are they? Why?

Answer: yes, everything it's satisfied for me, I want them to write critically, that's another problem. They can write well, but some of them are not very critic. This semester I want them to be able to write argumentative essay, but in writing argumentative essay we need to be very critical about a phenomena, for example, in full day school phenomena do you agree of disagree? If you agree why, and if you disagree why? you need to talk about that and then you need to make the kind of rebottle, you need to propose people opinion with a good one, so the problem is that they are less critical, how to improve their critical, then being their criticism about something, hopefully everyday topic will be able to help them. For example, this week I'm going to ask them to write about what's that global warming, which I hope is more interesting for them, instead of writing about compare to the previous topics.

a. Is that the topic in your writing class is a serious topic?

Answer: *Yes, I thought can say so, because the class is academic writing, therefore they need to be able to write an essay because they already learnt how to write an essay in the previous class, which is the accede a paragraph writing and then, essay writing they already finished. They already know, they already learnt how to make essay writing three paragraph essay writing. So, therefore this semester I ask them to write argumentative essay a kind of academic writing which is usually tested in TOEFL or IELTS, I want them to be really successful in their TOEFL and IELTS. And then, I really want them to be able to persuade with scholarship, that require to them write essay.*

a. Did the students active, like always asking question or just quite during classroom activity?

Answer: *That's it, they quite in their class, especially during their writing session, they usually quite active during brainstorming activity in which I show them some video, some sources, they are quite active, and usually I ask them to discuss the topic first, before they say whether they agree or disagree about the phenomena. But, then they less active when they writing, I mean I want them to ask question, for example " Miss if I write this part here it is a good?, what do you think about my writing?", I usually meet them one-by-one on their seat to see their improvement, so that also the problem.*

b. Do you have a morning classes?

Answer: *a morning class no, but this semester only in the afternoon, for example at one until two.*

c. Do you think that can influence them become sleepy in the classroom?

Answer: Ya, probably that can be good reason. So, I usually ask them, whether they already have their lunch or not, then some of them replied me by saying “oh no yet miss”, so, I said “ ya”, probably that’s the problem. And then one of the causes for example Friday classes is it today at two, I am going to have the writing class and also they usually seem bored around two and then at three o’clock, they usually more active because maybe, the weekend is approaching , because of that it is really 3 o’clock and our class is like to end ‘yeayy’.

APPENDIX E

VALIDATION SHEET OF RESEARCH INSTRUMENTS: OPEN-ENDED INTERVIEW

Validator : Rizzy Dwi Amrina, M.Pd
 Occupation : English Lecturer
 Institution : UIN Raden Fatah Palembang
 Date : March 22nd, 2019

Answer by ticking (✓) in the available answer column according to the approval level and provide critiques and suggestions regarding the shortcomings of the following research instrument.

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

No	Validation Item	Level of Appropriateness					Suggestions
		1	2	3	4	5	
1	What do you think about teaching academic writing?					✓	
2	What are the difficulties you encounter in teaching academic					✓	

	writing?										
3	What makes you challenged in teaching academic writing?										
4	In teaching academic writing, do you have things you haven't felt satisfied with? What are they? Why?							✓			

Conclusion:

It is further eligible to be used as a research instrument without revision	✓
It is further eligible to be used as a research instrument with revision as suggestions	
It is ineligible to be used as a research instrument.	

Critiques and suggestions regarding the research instrument:

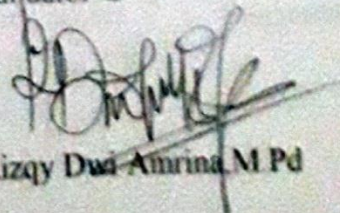
.....

.....

.....

Palembang 22 Maret 2019

Validator - -



Rizqy Dwi Amrina M Pd

VALIDATION SHEET OF RESEARCH INSTRUMENTS: OPEN-ENDED INTERVIEW

Validator : Deta Desvitasari, M.Pd

Occupation : English Lecturer

Institution : PBI UIN RF

Date : March 21, 2019

Answer by ticking (✓) in the available answer column according to the approval level and provide critiques and suggestions regarding the shortcomings of the following research instrument.

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

No	Validation Item	Level of Appropriateness					Suggestions
		1	2	3	4	5	
1	What do you think about teaching academic writing?				✓		
2	What are the difficulties you encounter in teaching academic					✓	

	writing?						
3	What makes you challenged in teaching academic writing?				✓		What are the challenges ... ?
4	In teaching academic writing, do you have things you haven't felt satisfied with? What are they? Why?				✓		

Conclusion:

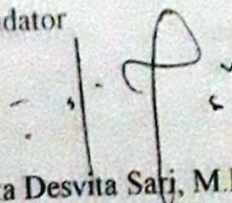
It is further eligible to be used as a research instrument without revision	
It is further eligible to be used as a research instrument with revision as suggestions	✓
It is ineligible to be used as a research instrument.	

Critiques and suggestions regarding the research instrument:

.....
Revise as advised!

Palembang, 21 Maret 2019

Validator



Deta Desvita Sarj, M.Pd.

VALIDATION SHEET OF RESEARCH INSTRUMENTS: OPEN-ENDED INTERVIEW

Validator : Janita Norena, M.Pd.
 Occupation : English lecturer
 Institution : UIN Raden Fatah Palembang
 Date : March 24th, 2019

Answer by ticking (✓) in the available answer column according to the approval level and provide critiques and suggestions regarding the shortcomings of the following research instrument.

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

No	Validation Item	Level of Appropriateness					Suggestions
		1	2	3	4	5	
1	What do you think about teaching academic writing?					✓	
2	What are the difficulties you encounter in teaching academic					✓	

	writing?							
3	What makes you challenged in teaching academic writing?				✓			
4	In teaching academic writing, do you have things you haven't felt satisfied with? What are they? Why?					✓		

Conclusion:

It is further eligible to be used as a research instrument without revision	✓
It is further eligible to be used as a research instrument with revision as suggestions	
It is ineligible to be used as a research instrument.	

Critiques and suggestions regarding the research instrument:

You can use this instrument.

Palembang, Maret 2019

Validator



Janita Norena, M.Pd.

APPENDIX F

Documentation of the Research

Lecturers Interview



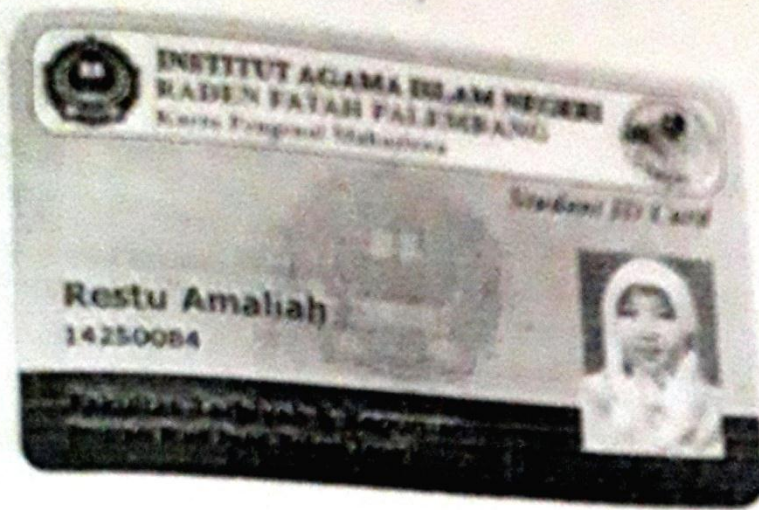
Classroom observation



Lecturers Member Checking



**D
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S**



PEMBAYU SYARIAH UIN RADEN FATAH
524440
SENESTER MAHASISMA



: 0009 UIN RADEN FATAH
: 14250084
: RESTU AMALIAH
: UANG KULIAH TUNGGAL KELOMPOK 2
: GENAP
: 2018
: Fakultas Ilmu Tarbiyah dan Keg
: SI Pendidikan Bahasa
: 14250084
: Pembayaran :



UANG KULIAH TUN 771,302,536,476 OK
: Rp. 1,400,000.00
: Rp. .00
: Rp. 1,400,000.00



DAPUS RIBU RUPIAH

Menyatakan Struk ini sebagai Tanda Bukti Pembayaran yang sah ==
Jika Keluhan Hub Call Center 0711-5228080 Ext. 7337 =====
HARAP DISIMPAN BAIK BAIK =====

KEMENTERIAN AGAMA
REPUBLIK INDONESIA

I J A Z A H

MADRASAH ALIYAH
PROGRAM ILMU PENGETAHUAN ALAM
TAHUN PELAJARAN 2013/2014

Nomor : MA.01/29.01/CP.01.1/9038/2014

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Negeri Pangkalpinang menerangkan bahwa :

nama : RESTU AMALIAH
tempat dan tanggal lahir : Zed, 19 Agustus 1996
nama orang tua/wali : HOIRI
nomor induk siswa nasional : 9562630602
nomor peserta ujian nasional : 3-14-28-01-011-038-5
madrasah asal : MAri Pangkalpinang

LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Madrasah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.

Pangkalpinang, 24 Mei 2014

Kepala Madrasah,



Handi, M.Pd.I

NIP. 196606302003121001

MA 290000028

DAFTAR NILAI TEST TOEFL PREDICTION
 Pendidikan bahasa Inggris
 PELAKSANAAN : 8 Juli 2019
 Waktu : 08:00 s.d 10:00

No	Name	Nim	Section 1	Section 2	Section 3	Total Score
1	Bella Agustina	14250019	47	59	52	633
2	Restu Amaliah	14250084	44	59	52	617
3	Amiawati	14250015	48	54	52	613
4	Dhenok Suryati	142250028	48	54	51	610
5	Putri Erwanj	14250079	44	54	52	600
6	Nurasia	13250059	37	59	52	493
7	Ahmad Santin	1512500001	45	54	48	493
8	Nadiyah Armita	14250068	44	52	50	490
9	Dian Fitri Yani	1532500067	43	52	51	487
10	Al-Musaded	14250010	48	46	52	487
11	Yayu Rozalia	1522500054	44	54	47	483
12	Risca Afriliani	1522500048	50	41	52	477
13	Dicky Andian	1532500068	42	50	50	473
14	Nensi Rahma	1532500088	43	52	47	473
15	Intan Puspita Sari	1532500029	43	47	52	473
16	Nur Halimah	1532500089	47	47	47	470
17	Firsty Meylany MJ	1522500074	40	51	47	460
18	Ulfa Hasanah	1532500128	51	40	47	460
19	Lesy Kastun	1532500082	43	44	51	460
20	Kartini Trianita	13250043	46	43	47	457
21	Erisa Eriani	14250035	47	43	50	457
22	Nita Fernelia	1512500013	40	42	48	433
23	Widia	1532500113	40	41	48	430
24	Jihad Abie Sultan	1522500042	40	44	44	427
25	Devi Oktaviani	152250003	39	41	46	420
26	Siti Fadhliah Hartika	1532500124	46	34	46	420
27	Ahmad Syafei	1532500057	41	41	43	417
28	M. Haikal Maulavi	1532500084	40	39	41	400
29	Wahyuni Hardiyanti	14250114	40	34	43	390
30	Elsa Nurhayani	1652500034	40	34	34	380

Palembang, 8 Juli 2019
 TOEFL Tester



Drs. Herizal, MA
 Nip. 196510211994031013

TRANSKRIP NILAI SEMENTARA

TANGGAL LAHIR : RESTU AMALIAH
 : ZED, 15 August 1996
 : 14250084
 : S1 Pendidikan Bahasa Inggris

Kode MK	Nama Mata Kuliah	SKS	Nilai	Bobot	Mutu
INS 101	PANCASILA DAN KEWARGANEGARAAN	2	A	4.00	8
INS 102	BAHASA INDONESIA	2	A	4.00	8
INS 104	BAHASA ARAB I	2	C	2.00	4
INS 110	METODOLOGI STUDI ISLAM	2	A	4.00	8
INS 204	BAHASA ARAB II	2	B	3.00	6
INS 208	FIQH	2	B	3.00	6
INS 304	BAHASA ARAB III	2	B	3.00	6
INS 617	PEMBEKALAN KKN	2	A	4.00	8
INS 801	KKN	2	A	4.00	8
INS 802	SKRIPSI	2	A	4.00	8
PBI 101	LISTENING I	6	B	3.00	18
PBI 102	SPEAKING I	2	B	3.00	6
PBI 1022	STRUCTURE I	4	B	3.00	12
PBI 103	READING I	2	B	3.00	6
PBI 104	WRITING I	2	A	4.00	8
PBI 106	PRONUNCIATION PRATICE	2	B	3.00	6
PBI 107	VOCABULARY	2	B	3.00	6
PBI 201	LISTENING II	2	B	3.00	6
PBI 202	SPEAKING II	2	B	3.00	6
PBI 203	READING II	2	B	3.00	6
PBI 204	WRITING II	2	A	4.00	8
PBI 205	STRUCTURE II	2	A	4.00	8
PBI 206	INTRODUCTION TO LINGUISTICS	2	B	3.00	6
PBI 301	LISTENING III	2	A	4.00	8
PBI 302	SPEAKING III	2	B	3.00	6
PBI 303	READING III	2	A	4.00	8
PBI 304	WRITING III	2	B	3.00	6
PBI 305	STRUCTURE III	2	A	4.00	8
PBI 306	MORPHOLOGY	2	B	3.00	6
PBI 307	PHONOLOGY	2	A	4.00	8
PBI 401	LISTENING IV	2	A	4.00	8
PBI 402	SPEAKING IV	2	B	3.00	6
PBI 403	READING IV	2	A	4.00	8
PBI 404	WRITING IV	2	B	3.00	6
PBI 405	STRUCTURE IV	2	C	2.00	4
PBI 406	SOCIOLINGUISTICS	2	B	3.00	6
PBI 407	CROSS CULTURAL UNDERSTANDING	2	A	4.00	8
PBI 409	PRAGMATICS	2	B	3.00	6
PBI 410	SEMANTICS	2	B	3.00	6
PBI 501	SPEECH	2	B	3.00	6
PBI 502	EXTENSIVE READING	2	B	3.00	6
PBI 503	SYNTAX	2	B	3.00	6
PBI 504	INSTRUCTIONAL DESIGN	2	B	3.00	6

Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jl. Sekeloa Indah Blok 35 Palembang (3111) 253247, Fax: (3111) 254628, Website: <http://www.uinradenfatah.ac.id>

Kode	Mata Kuliah	SKS	Nilai	Bobot	Nilai Akhir
PSI 505	TEFL METHODOLOGY	2	A	4.00	8
PSI 507	CURRICULUM DEVELOPMENT	2	A	4.00	8
PSI 508	MATERIAL DEVELOPMENT	2	A	4.00	8
PSI 509	TEACHING ENGLISH TO YOUNG LEARNERS	2	A	4.00	8
PSI 511	APPLIED LINGUISTICS	2	A	4.00	8
PSI 512	INTRODUCTION TO LITERATURE	2	A	4.00	8
PSI 513	RESEARCH IN TEFL I	2	B	3.00	6
PSI 514	LANGUAGE EVALUATION	2	B	3.00	6
PSI 601	STATISTICS	2	A	4.00	8
PSI 602	TRANSLATION	2	A	4.00	8
PSI 603	PSYCHOLINGUISTICS	2	B	3.00	6
PSI 604	RESEARCH IN TEFL II	2	B	3.00	6
PSI 605	SEMINAR ON LANGUAGE TEACHING	2	A	4.00	8
PSI 606	DISCOURSE ANALYSIS	2	A	4.00	8
PSI 607	SEMINAR ON RESEARCH PROPOSAL	2	A	4.00	8
TAR 101	ILMU PENDIDIKAN	2	A	4.00	8
TAR 201	PSIKOLOGI PENDIDIKAN	2	B	3.00	6
TAR 301	ADMINISTRASI PENDIDIKAN	2	A	4.00	8
TAR 302	HADIST TARBAWI	2	A	4.00	8
TAR 303	TAFSIR TARBAWI	2	A	4.00	8
TAR 405	SAJINS DAN ISLAM	2	A	4.00	8
TAR 504	KEWIRAUUSAHAAN	2	A	4.00	8
TAR 613	PPL I	2	A	4.00	8
TAR 702	FILSAFAT PENDIDIKAN ISLAM	2	A	4.00	8
TAR 713	PPLK II	4	A	4.00	16
JUMLAH:		144			490

Nilai Prestasi Kumulatif (IPK) : 3.46
 Status Kelulusan : Sangat Memuaskan

Palembang, 07 Aug 2019
 Ka. Prodi


 Hj. Leany Marzulina, M.Pd
 NIP. 1971011312011012001

**UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

**SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG
Nomor : B-101/Un.09/IL/PP.009/1/2019**

**Tentang
PENUNJUKKAN PEMBIMBING SKRIPSI
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG**

1. Bahwa untuk mengikuti Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/ terserut dalam rangka penyelesaian skripsinya
2. Bahwa untuk lancarnya tugas tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri

1. Undang - Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
2. Undang - Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen.
3. Peraturan Pemerintah Nomor 69 Tahun 1999 tentang Pendidikan Tinggi.
4. Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengangkatan, Pemindahan dan pemberhentian Pegawai Negeri Sipil.
5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan.
6. Keputusan Menteri Agama RI Nomor 53 Tahun 2015 tentang OKTAKER UIN Raden Fatah.
7. Peraturan Menteri Keuangan Nomor 53/PMK/02/2014 tentang Standar Biaya Masukan.
8. DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016.
9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 669B Tahun 2014 tentang Standar Biaya Honorarium dilingkungan Universitas Islam Negeri Raden Fatah Palembang.
10. Peraturan Presiden Nomor 129 Tahun 2014 tentang Alih Status IAIN menjadi Universitas Islam Negeri.

MEMUTUSKAN

Menunjuk Saudara : 1. Hj. Lenny Marzulina, M.Pd NIP. 19710131 201101 2 001
2. Amirul Mukminin, S. Pd., M. Sc. NIK.
Ed., Ph. D

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing - masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara

Nama : Rescu Amaliah
NIM : 14250084
Judul Skripsi : *Voices from the Frontline Lecturers' Challages in Teaching Acadmic Writing*

KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.

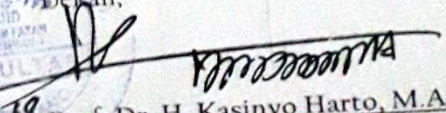
KETIGA : Masa bimbingan dan proses penyelesaian skripsi diupayakan maksimal 6 (enam) bulan.

KEEMPAT : Apabila sampai pada batas maksimal tersebut skripsi tidak dapat diselesaikan dengan alasan yang rasional. Surat Keputusan ini dapat diperpanjang 6 (enam) bulan sepanjang tidak melewati batas akhir masa studi

KELIMA : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 04 Januari 2019

Dekan,


Prof. Dr. H. Kasinyo Harto, M.Ag.
NIP. 19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip



**RADEN FATAH
PALEMBANG**

**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN**

JL. Prof.KH. Zainal Abidin Fikri KM 3,5 30126 Palembang
Telp : (0711)354668

SERTIFIKAT

Nomor : In.03/8.0/PP.00/ 2325 / 2015
Diberikan Kepada

Restu amaliah
14250084

Dinyatakan Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA) yang diselenggarakan oleh Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.
Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munasqosyah Berdasarkan SK Rektor No : IN.03/1.1/Kp.07.6/266/2014

Mengetahui
Dekan



Dr.H.Kasinyo Harto, M.Ag
NIP : 197109111997031004

Palembang, 27 Juli 2015
Ketua Program BTA,

H. Mukmin, Lc. M.Pd.I
NIP : 197806232003121001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
KULIAH KERJA NYATA (KKN) ANGKATAN 68 TAHUN 2018

Dengan Nama Allah SWT

Sertifikat

Nomor: B-0227/Un.09/PP.06/04/2018

Diberikan kepada:

Restu Amaliah

Tempat/Tgl Lahir : Zed, 15 Agustus 1996

NIM : 14250084

Fakultas/Prodi : Ilmu Tarbiyah & Keguruan/Pendidikan Bahasa Inggris

Telah Melaksanakan Program Kuliah Kerja Nyata (KKN) Angkatan 68 Tahun 2018
Tema "KKN Berbasis Riset dan Pengembangan Potensi Lokal Berkarakter"
Dari Tanggal 20 Februari 2018 s/d 5 April 2018 di Kabupaten Muara Enim dan Prabumulih
dan 21 Februari 2018 s/d 6 April 2018 di Kabupaten Banyuwasin.

Lulus dengan Nilai :A

Kepadanya Diberikan Hak Sesuai dengan Peraturan yang Berlaku.

Palembang, 23 April 2018

Ketua,



Dr. Syefriyeni, M.Ag.

UNIVERSITAS ISLAM NEGERI KADEN FATMAH
JL. PROF. K.H. ZAINAL ABIDIN FIKRY KM 3,5 PALEMBANG 30126 TEL.P. 0711-354639 FAX. 0711-356209



SERTIFIKAT

Nomor : In.03 / 10.1 / Kp.01 / 040 / 2015

Diberikan kepada :

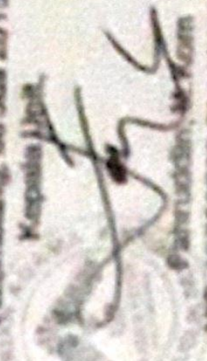
RESTU AMALIAH

NIM : 14250084

Telah dinyatakan **LULUS** dalam mengikuti Pendidikan dan Pelatihan Keahlian Komputer yang diselenggarakan oleh PUSTIPD UIN Raden Fatah pada Semester I dan Semester II Tahun Akademik 2014 - 2015

Transkrip Nilai :

Program Aplikasi	Nilai	Nilai Akumulasi
Microsoft Word 2007	A	A
Microsoft Excel 2007	A	

Palembang, 06 Juli 2015
Kepala Unit,

NIP. 19750527 201104 1 004



"ACTIPIS" ACARA TAHUNAN INSTITUT DAN PENDIDIKAN IDEOLOGI MAHASISWA

Diberikan Kepada:

Restu Amaliah
SEBAGAI

PESERTA

MELALUI KAMPUS HIJAU, IAIN RADEN FATAH
KITA BANGUN, GENERASI MUDA PEMBAHARU BANGSA
YANG RELIGIUS DALAM MENGAWAL CITA-CITA REFORMASI
OSPEK 2014

PROF. DR. H. AFLATUN MUCHTAR, M.A
NIP : 19571210 198603 1 004

Ketua Panitia
ABUUL HASAN AL-
MUNIR, S.Pd, M.Pd
NIP. 1955-1-20-202

Sekretaris Panitia
Ketua Panitia
MANSUR, Ph.D, M.Pd, M.Pi
NIP. 1953-1-20-202

Ketua Panitia
MANSUR, Ph.D, M.Pd, M.Pi
NIP. 1953-1-20-202





UNIVERSITAS ISLAM NEGERI (UIN) RADEN FATAH PALEMBANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN

REKAPITULASI NILAI UJIAN KOMPREHENSIF PROGRAM REGULAR FAKULTAS ILMU TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

HARI / TANGGAL UJIAN
PUKUL
PROGRAM STUDI

: Senin/ 8 April 2019
: 08.00 - selesai
: Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					
			I	II	III	IV	Angka	Huruf
1	14250081	Rana Tancta Putri	83	75	80	73	77	B
2	14250084	Restu Amaliah	73	67	70	70	70	B
3	14250030	Ditha Witharza	85	65	70	74	73	B
4	13250084	Sri Wahyuni	80	70	75	73	74	B
5	14250105	Suci Ulin	73	78	80	70	75	B
6	14250073	Nurhabibah	71	65	75	70	70	B
7	14250066	Morli Fitri Yani	73	75	75	74	74	B

Mata Uji

- I : Language Evaluation
- II : TEFL Methodology
- III : Curriculum Development
- IV : Material Development


Dosen Penguji

- Dr. Annisa Astrid, M Pd
- M. Holandyah, M Pd
- Dr. Dian Erlina, S Pd., M Hum
- Hj. Lenny Marzulina, M Pd


Interval Nilai

- 80 - 100 = A
- 70 - 79 = B
- 60 - 69 = C
- 56 - 59 = D
- ≤ 55 = E

Ketua,


Hj. Lenny Marzulina, M.Pd
NIP. 19710312011012001

Palembang, 11 April 2019
Panitia Ujian Komprehensif
Fakultas Ilmu Tarbiyah dan Keguruan
Sekretaris,


M. Holandyah, M.Pd
NIP. 197405072011011001



**SURAT KETERANGAN
KELENGKAPAN DAN KEASLIAN
BERKAS UJIAN KOMPREHENSIF**

**GUGUS PENJAMINAN
MUTU PENDIDIKAN
FAKULTAS ILMU
TARBIYAH DAN
KEGURUAN
UIN RADEN FATAH
PALEMBANG**
Kode:GPMPFT.SUKET.01R0

Yang bertanda tangan dibawah ini adalah Ketua atau Sekretaris Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Raden Fatah Palembang, menerangkan bahwa mahasiswa

Nama : Restu Amaliah

NIM : 14250084

Fakultas/Jurusan/Prodi : Fakultas Ilmu Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris

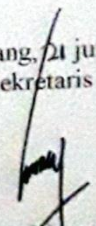
Judul Skripsi : Voices from the Frontline: Lecturers' Challenges in Teaching
Academic Writing

Dengan ini menyatakan bahwa mahasiswa tersebut telah dinyatakan **LULUS** dalam ujian komprehensif yang dilaksanakan pada hari senin tanggal 11 april 2019, dengan memperoleh nilai

B.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang, 21 juni 2019
Ketua/Sekretaris


Hj. Lenny Marzulina, M.Pd
NIP. 197401312011012001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7523-1628

THESIS CONSULTATION CARD

Name : Restu Amaliah
Student Number : 14250084
Faculty : FITK / PBI
Advisor 1 : Hj. Lenny Marzulina, M. Pd.
Thesis Title : VOICES FROM THE FRONTLINE: LECTURERS' CHALLENGES IN TEACHING ACADEMIC WRITING

NO	DATE	ASPECT CONSULTED	COMMENT	SIGNATURE
1	23/7 2018	Background	Revise	
2	27/7 2018	Background	Revise	
3	9/8 2018	Background	Revise	
4	31/8 2018	Acc! Background	Acc.	
5	12/9 2018	LA. Review	Revise	
6	13/9 2018	LA. Review	Acc.	
7	19/9 2018	Method	Revise	
8	15/10 2018	Methods	Acc! Prepare for proposal	



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7523-1626

NO	DATE	ASPECT CONSULTED	COMMENT	SIGNATURE
9	3/5 2019	Chapter 1-3	OK	
10	20/5 2019	Chapter 4	Revise	
11	22/5 2019	Chapter 4	Revise	
12	11/6 2019	Chapter 4	Revise	
13	13/6 2019	Chapter 4	Acc	
14	18/6 2019	Chapter 5	Acc	
15	21/6 2019	Chapter 1-5	Acc Prepare for Munawar	



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Pkg. 0815-4089-5072 / 0823-7573-1626

THESIS CONSULTATION CARD

Name : Restu Amaliah
Student Number : 1420084
Faculty : FITK / PBI
Advisor II : Amirul Mukminin, S.Pd., M.Sc. Ed., Ph.D.
Thesis Title : VOICES FROM THE FRONTLINE LECTURERS' CHALLENGES IN TEACHING ACADEMIC WRITING

NO	DATE	ASPECT CONSULTED	COMMENT	SIGNATURE
	1/6 2018	Background	Revise	
	15/6 2018	Background	Acc	
	29/6 2018	Literature Review	Acc	
	13/7 2018	Method	Revise	
	31/7 2018	Method	acc!	
			Prepare for Seminar Proposal	



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7523-1626

NO	DATE	ASPECT CONSULTED	COMMENT	SIGNATURE
6	7/01 2019	chapter 1	Revise	
7	21/1 2019	chapter 1-3	Revise	
8	6/2 2019	chapter 1-3	ok!	
9	11/2 2019	chapter 4	Revise	
10	26/2 2019	chapter 4	Revise	
11	5/3 2019	chapter 4	Revise	
12	13/3 2019	chapter 4	All	
13	28/3 2019	chapter 5	All! Prepare for Muna Qosafi.	



**UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

HASIL UJIAN SKRIPSI/MAKALAH

Hari : Selasa
Tanggal : 30 Juli 2019
Nama : Restu Amaliah
NIM : 14250084
Jurusan : PBI
Program Studi : S-1 Reguler

Judul Skripsi : *Voices from the frontline : lecturers challengal in teaching academic writing*

Ketua Penguji : Hj. Lenni Marzulina, M.Pd

Sekretaris Penguji : M. Holandiyah, M.Pd.

Pembimbing I : Hj. Lenny Marzulina, M.Pd

Pembimbing II : Amirul Mukminin, S.Pd., M.Sc Ed., Ph.D

Penguji I/Penilai I : Dr. Annisa Astrid, M.Pd

Penguji II/Penilai II : Nova Lingga Pitaloka, M.Pd

(*[Signature]*)
(*[Signature]*)
(*[Signature]*)
(*[Signature]*)
(*[Signature]*)

Nilai Ujian : 77,5 IPK : 3,51

Setelah disidangkan, maka skripsi/makalah yang bersangkutan :

- (.....) dapat diterima tanpa perbaikan
- () dapat diterima dengan tanpa perbaikan kecil
- (.....) dapat diterima dengan tanpa perbaikan besar
- (.....) belum dapat diterima

Ketua,

Hj. Lenni Marzulina, M.Pd
NIP. 19710131 201101 2 001

Palembang, 30 Juli 2019
Sekretaris,

M. Holandiyah, M.Pd.
NIP. 19740507 201101 1 001



FORMULIR
KONSULTASI REVISI
SKRIPSI

GUGUS PENJAMINAN MUTU
PENDIDIKAN FAKULTAS
TARBIYAH UIN RADEN FATAH
PALEMBANG

KODE'GPMPFT.SUKET.01/R0

Setelah melalui proses koreksi dan bimbingan, maka terhadap skripsi mahasiswa

NIM : 19250089

Nama : Restu Amaliah

Program : Pendidikan Bahasa Inggris

Judul skripsi : Voices From the Frontline : Lecturers' Challenges in
Teaching Academic Writing.

Maka skripsi mahasiswa tersebut disetujui untuk dijilid hardcover dan diperbanyak sesuai kebutuhan. Demikian surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya diucapkan terima kasih.

Sekretaris Penguji

(H. Holandiyah, M.Pd.)
NIP. 19740507 2011011001

Palembang, - 9 - 2019

Ketua Penguji,

(Hj. Lenny Marsulima, M.Pd.)
NIP. 197110131 201101 2001