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Appendix 1. Instrument of Needs for Reading Material (Students)

(Robert Maribe Branch)

a. Questionnaire of Needs Reading Materials for the students

Pendahuluan

Angket berikut ini bertujuan untuk mengidentifikasi kebutuhan anda dalam belajar bahasa Inggris sebagai acuan dalam menyusun bahan ajar (materi) atau *English for Islamic Studies*. Karena itu, informasi yang anda berikan sangat bermanfaat dalam penyusunan yang sesuai kebutuhan anda. Atas kesediaan anda menjawab angket ini diucapkan terima kasih.

Bagian I: Data Pribadi

Jawablah pertanyaan berikut sesuai dengan data pribadi anda:

1. Umur :
2. Jenis kelamin :
3. Pendidikan :
 Jurusan :
 Program studi :
 Nim :
 Semester :

Bagian II: Overview Kebutuhan Bahasa Inggris saat ini (Present Situation Analysis)

1. Dalam pelajaran ESP, berapa seringkah anda menggunakan keterampilan berbahasa berikut ini?

Keterampilan Berbahasa	Hampir Tidak Pernah (1)	Jarang (2)	Kadang- Kadang (3)	Sering (4)
Listening				

Speaking				
Reading				
Writing				

2. Apakah keterampilan berbahasa berikut ini merupakan kesulitan bagi anda dalam pelajaran ESP?

Keterampilan Berbahasa	Hampir Tidak Pernah (1)	Jarang (2)	Kadang- Kadang (3)	Sering (4)
Listening				
Speaking				
Reading				
Writing				

3. Dalam pelajaran ESP, apakah keterampilan berbahasa berikut ini penting bagi anda?

Kemampuan dalam Berbahasa	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat Penting (4)
Listening to English				
Speaking English				
Reading English				
Writing English				

4. Apakah keterampilan berbahasa berikut ini penting bagi karier anda di masa akan datang?

Keterampilan Berbahasa	Tidak Penting(1)	Kurang Penting (2)	Penting (3)	Sangat penting (4)
Listening to English				
Speaking English				
Reading English				
Writing English				

5. Apakah metode pengajaran atau kegiatan belajar berikut ini penting bagi anda sebagai *learning preferences* anda?

<i>Learning Preferences</i>	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat Penting (4)
Belajar sendiri				
Belajar berpasangan				
Belajar dalam kelompok kecil				
Belajar dalam kelompok besar				
Belajar melalui pendengaran				
Belajar melalui bacaan				
Belajar melalui pendengar dan pengucapan				
Belajar melalui bacaan sambil mencatat				

Belajar melalui pengulangan terhadap apa yang didengar				
Belajar melalui permainan				
Belajar melalui bermain peran (Role Play)				

6. Apakah fungsi bahasa berikut ini penting bagi karier anda di masa akan datang?

Fungsi Bahasa	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat Penting (4)
The First Pillar of Islam (faith)				
The Second Pillar of Islam (Prayer)				
The Third Pillar of Islam (the 'Zakat')				
The Fourth Pillar of Islam (the Fast)				
The Fifth Pillar of Islam (The Pilgrimage)				
Introduction Islamic Theology				
Modern Thought in Islam				
Logics Introduction				
Introduction of Philosophy				

Religions History				
Others (please specify).....				

7. Bagaimana Pentingnya Bahasa Inggris bagi anda?

Uraian	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat Penting (4)
Untuk berhasil dalam kuliah				
Untuk berhasil dalam karier				
Untuk pertukaran informasi				
Untuk Mendapatkan beasiswa				
Untuk kepentingan pribadi				

8. Apakah tujuan anda belajar ESP, *English for Islamic Studies*?

Uraian	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat Penting (4)
Untuk pengembangan pribadi				
Untuk belajar di luar negeri				

Untuk belajar budaya asing				
Untuk mengikuti ujian				
Untuk bekerja				
Untuk pergi keliling dunia				
Untuk melanjutkan kuliah				

Appendix 2. Instrument of Needs Reading Material (Lecturers)

a. Questionnaire of Needs Reading Materials for the Lecturers

Pendahuluan

Angket berikut ini bertujuan untuk mengidentifikasi kebutuhan mahasiswa jurusan *Aqidah* dan Filsafat Islam dalam belajar bahasa Inggris. Hasil dari identifikasi ini akan digunakan sebagai acuan dalam menyusun bahan ajar (materi) atau *English for Islamic Studies*. Karena itu, informasi yang anda berikan sangat bermanfaat dalam penyusunan yang sesuai kebutuhan anda. Atas kesediaan anda menjawab angket ini diucapkan terima kasih.

Bagian I: Data Pribadi

Jawablah pertanyaan berikut sesuai dengan data pribadi anda:

1. Umur :
2. Jenis kelamin :
3. Pendidikan :
4. Pekerjaan :
5. Mata Kuliah yang diajarkan :
- Program Studi :
- Semester :

Bagian II: Overview kebutuhan bahasa Inggris saat ini (Present Situation Analysis)

1. Dalam pelajaran ESP, berapa seringkah mahasiswa jurusan Aqidah dan Filsafat Islam menggunakan keterampilan berbahasa berikut ini?

Kemampuan dalam Berbahasa	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat Penting (4)
Listening to English				
Speaking English				

Reading English				
Writing English				

2. Apakah keterampilan berbahasa berikut ini merupakan kesulitan bagi mahasiswa jurusan *Aqidah* dan Filsafat Islam dalam pelajaran ESP?

Kemampuan dalam Berbahasa	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat Penting (4)
Listening to English				
Speaking English				
Reading English				
Writing English				

3. Dalam pelajaran ESP, apakah keterampilan berbahasa berikut ini penting bagi mahasiswa jurusan *Aqidah* dan Filsafat Islam?

Kemampuan dalam Berbahasa	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat Penting (4)
Listening to English				
Speaking English				
Reading English				
Writing English				

4. Apakah keterampilan berbahasa berikut ini penting bagi karier mahasiswa jurusan *Aqidah* dan Filsafat Islam di masa akan datang?

Kemampuan dalam Berbahasa	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat Penting (4)
Listening to English				
Speaking English				
Reading English				
Writing English				

5. Apakah metode pengajaran atau kegiatan belajar berikut ini penting bagi mahasiswa jurusan *Aqidah* dan Filsafat Islam sebagai *learning preferences* anda?

Kemampuan dalam Berbahasa	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat Penting (4)
Listening to English				
Speaking English				
Reading English				
Writing English				

6. Apakah fungsi bahasa berikut ini penting bagi karier mahasiswa jurusan *Aqidah* dan Filsafat Islam di masa akan datang?

Fungsi Bahasa	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat Penting (4)
The First Pillar of Islam (faith)				

The Second Pillar of Islam (Prayer)				
The Third Pillar of Islam (the 'Zakat')				
The Fourth Pillar of Islam (the Fast)				
The Fifth Pillar of Islam (The Pilgrimage)				
Introduction Islamic Theology				
Modern Thought in Islam				
Logics Introduction				
Introduction of Philosophy				
Religions History				
Others (please specify).....				

7. Bagaimana Pentingnya Bahasa Inggris bagi mahasiswa jurusan Aqidah dan Filsafat Islam?

Uraian	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat Penting (4)
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Untuk berhasil dalam kuliah				
Untuk berhasil dalam karier				
Untuk pertukaran informasi				
Untuk Mendapatkan beasiswa				
Untuk kepentingan pribadi				

8. Apakah tujuan mahasiswa gurus Aqidah dan Filsafat Islam belajar ESP, *English for Islamic Studies*?

Uraian	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat Penting (4)
Untuk pengembangan pribadi				
Untuk belajar di luar negeri				
Untuk belajar budaya asing				
Untuk mengikuti ujian				
Untuk bekerja				
Untuk pergi keliling dunia				
Untuk melanjutkan kuliah				

Appendix 3. The Checklist for evaluation the ESP material

A .checklist for the **students (Branch)**

Instruction

After learning the ESP materials (English for Islamic Studies) in the classroom
Please evaluate the material by completing checklist in the appropriate
column:

5= very much 4= largely 3= moderately 2= slightly 1= not at all

	Content	5	4	3	2	1	comment
	<p>1. Content</p> <p>1.1 Do the materials cover a variety of topic and situation appropriate to your level and needs?</p> <p>1.2 Are the themes and topic relevant to you?</p> <p>1.3 Does the material give you an opportunity to practice more speaking and writing than listening and reading?</p> <p>1.4 do the materials use authentic test or dialogue</p>						

	<p>2.vocabulary and Structure</p> <p>2.1 Are the language function language focus and average number of new words appropriate to your level and needs?</p> <p>2.3 Is there and attempt to bring in vocal relevant to your needs?</p> <p>2.4 Are the vocabulary and Structure easy to be Understood?</p>					
	<p>3.activities / exercises/task</p> <p>3.1 Are the activity exercises and task interesting to you?</p> <p>3.2 do the activities, exercises and task aim at developing fluency and accuracy?</p> <p>3.3 do they provide opportunities for a real word use of language in the workplace?</p> <p>3.4 are the situation appropriate to your level and needs?</p> <p>3.5 do the activities, exercises and task provide for varying learning arrangements like pair work, role play, and working individually?</p>					

	<p>3.6 Are the activities, exercises, and task focused more on speaking and writing than reading and listening</p> <p>3.7 do the activities, exercises, and task allow of a creative use language? b. an integration of skills</p> <p>3.8 Are the instruction for the activities, exercises, and task simple and clear?</p>						
	<p>4. supplementary/Supportive material</p> <p>4.1 Are the tapes for pronunciation practice or listening comprehension available?</p> <p>4.2 Are there any other supplementary material like source of authentic materials available or recommended?</p>						
	<p>5. ilustrasion</p> <p>5.1 do the materials have illustration?</p> <p>5.2 if they do , are the materials</p> <p>a. attractive?</p> <p>b. motivating?</p> <p>c. exploitable for a variety of language activities?</p>						

1. Overall, what do you think of the material/topic/activities?
2. Which part do you like most? why?
3. Which part do not like most? why?
4. Which part of the materials do they needs to be improve? Give your comment
5. Do you have any other comments?

.....,.....2021

Assessed by :

Position :

Appendix 4. The Checklist for Evaluation the ESP material

development

Checklist for the **English lecturers (Branch)**

Instruction:

After teaching the materials in the classroom, please evaluate them by completing checklist in the appropriate column:

5= very much 4= largely 3= moderately 2= slightly 1= not at all

	Content	5	4	3	2	1	comment
	<p>1.Content</p> <p>1.1 Do the materials cover a variety of topic and situation appropriate to your level and needs?</p> <p>1.2 Are the themes and topics relevant to you.</p> <p>1.3 Does the materials give you an opportunity to practise more speaking and writing than listening and reading?</p> <p>1.4 Do the materials use authentic test or dialogue?</p>						

	<p>2.vocabulary and Structure</p> <p>2.1 Are the language function language focus and average number of new words appropriate to your level and needs?</p> <p>2.3 is there and attempt to bring in vocal relevant to your needs?</p> <p>2.4 Are the vocabulary and structure easy to be understood</p>					
	<p>3.activities / exerries/task</p> <p>3.1 Are the activity exercises and task interesting to you?</p> <p>3.2 do the activities, exercises and task aim at developing fluency and accuracy?</p> <p>3.3 Do they provide opportunities for a real word use of language in the workplace?</p> <p>3.4 Are the situation appropriate to your level and needs?</p> <p>3.5 Do the activities, exercises and task provide for varying learning arrangements like pair work, role play, and working individually?</p> <p>3.6 Are the activities, exercises,and task focused</p>					

	<p>more on speaking and writing than reading and listening?</p> <p>3.7 Do the activities, exercises, and task allow for a. a creative use language? b. an integration of skills?</p> <p>3.8 Are the instruction for the activities, exercises, and task simple and clear?</p>					
	<p>4. Supplementary/Supportive material</p> <p>4.1 Are the tapes for pronunciation practice or listening comprehension available?</p> <p>4.2 Are there any other supplementary material like source of authentic materials available or recommended?</p>					
	<p>5. Illustration</p> <p>5.1 Do the materials have illustration?</p> <p>5.2 If they do, are the materials a. attractive? b. motivating? c. exploitable for a variety of language activities?</p>					

1. Overall, what do you think of the material/topic/activities?
2. Which part do you like most? why?
3. Which part do not like most? why?

4. Which part of the materials do they needs to be improve? Give your comment

5. Do you have any other comments?

.....,2021

Assessed by :

Position :

Appendix 5. Questionnaire Percentage of Needs Reading

A. Instrument Of Needs Reading Material (Student)

1. Dalam Pelajaran ESP, Berapa seringkah anda menggunakan keterampilan berbahasa berikut ini (Using English skills in ESP learning)?



Chart 1

2. Apakah keterampilan berbahasa berikut ini merupakan kesulitan bagi anda dalam pelajaran ESP? (The difficulties for students in ESP learning)?

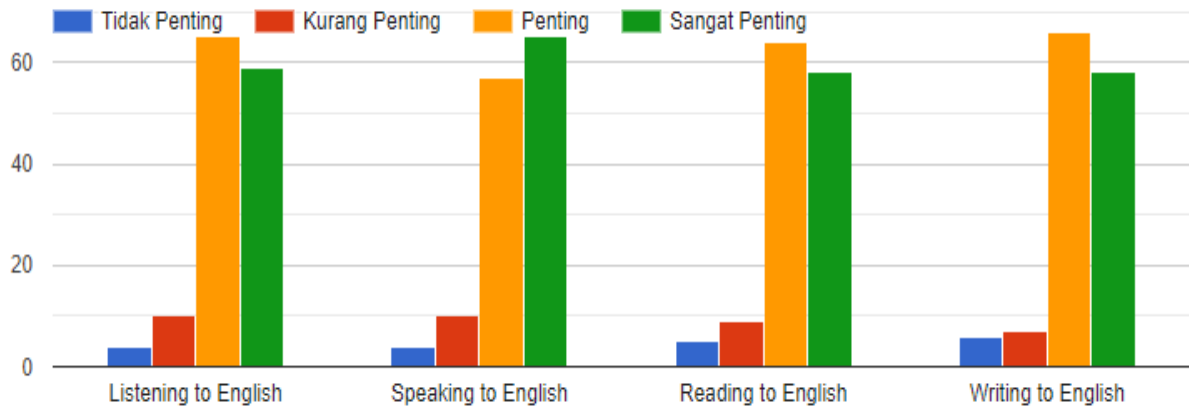


Chart 2

3. Dalam pelajaran ESP, apakah keterampilan berbahasa berikut ini penting bagi anda (The importance of spoken in ESP learning)?

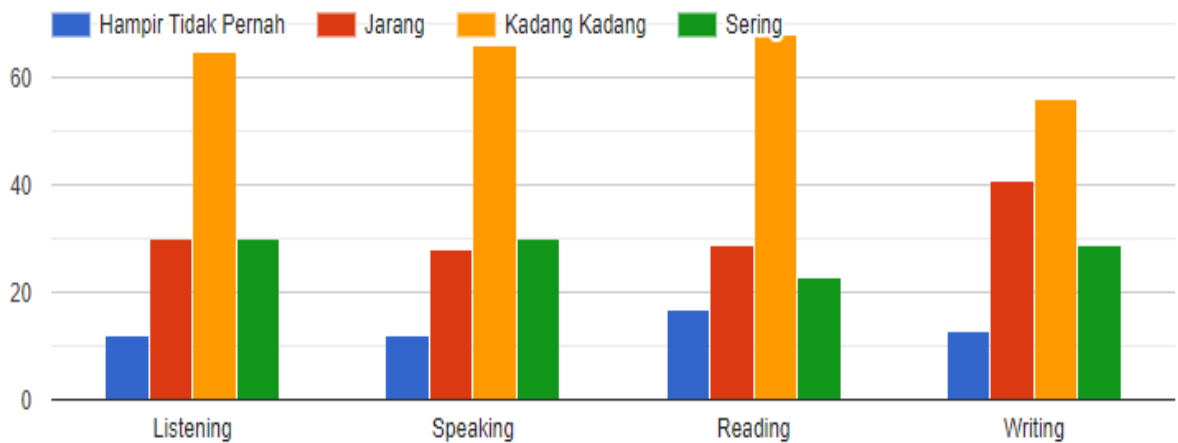


Chart 3

4. Apakah keterampilan berbahasa berikut ini penting bagi karier anda di masa akan datang (The skill language is importance for in the future carrier)?

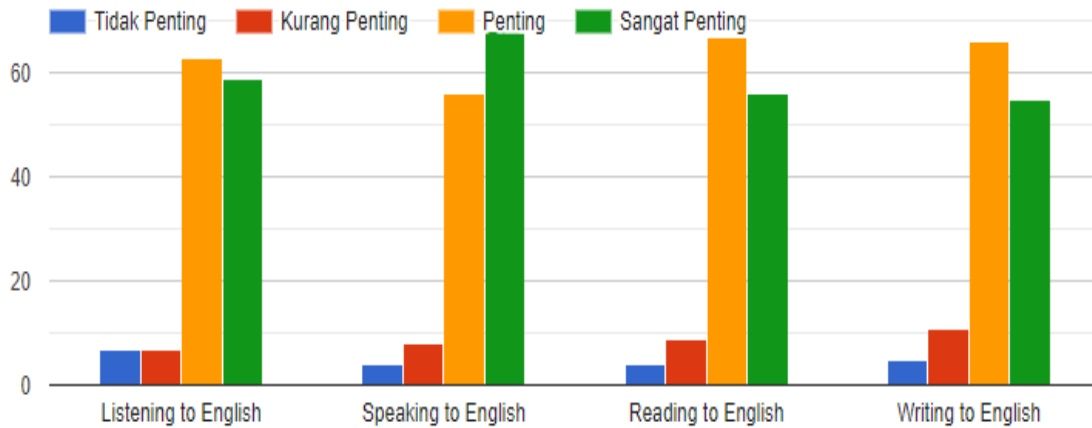


Chart 4.

5. Apakah metode pengajaran atau kegiatan belajar berikut ini penting bagi anda sebagai learning preferences anda (The importance learning method and learning activities in preference learning)?

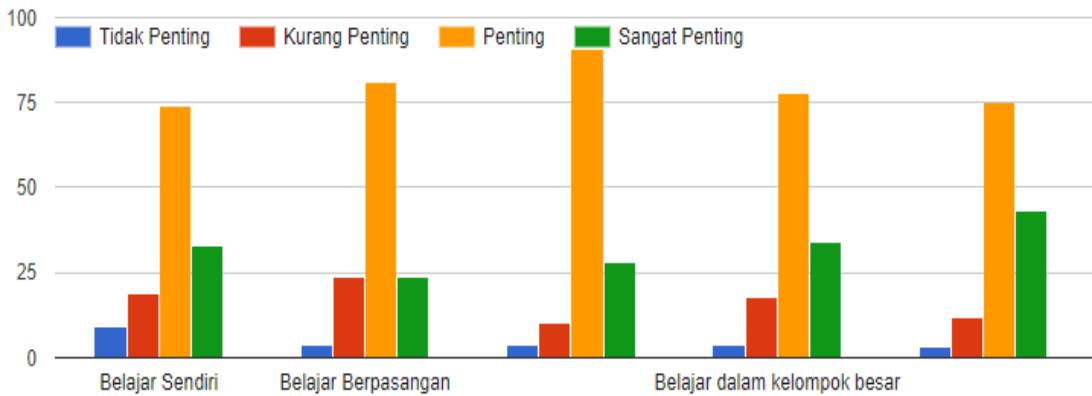


Chart 5.

6. Apakah fungsi bahasa berikut ini penting bagi karier anda di masa akan datang (The function language is important in the future carrier)?

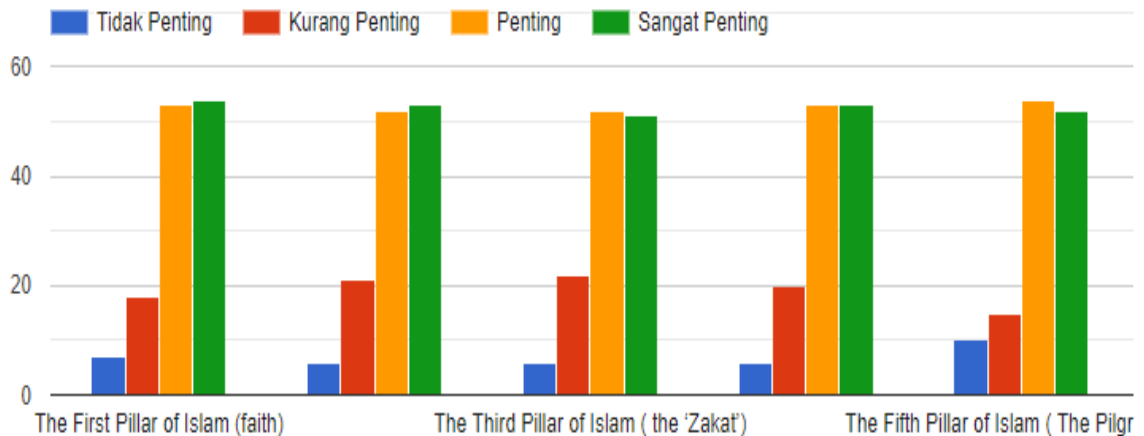


Chart 6

7. Bagaimana Pentingnya Bahasa Inggris bagi anda (The importance of English for Students)?

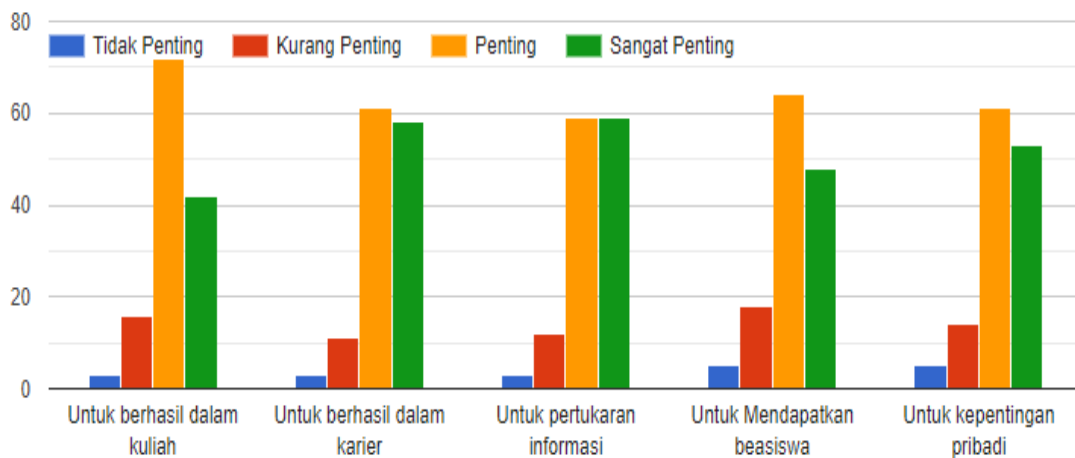


Chart 7

8. Apakah tujuan anda belajar ESP, English for Islamic Studies (The purpose of studying ESP, English for Islamic studies)?

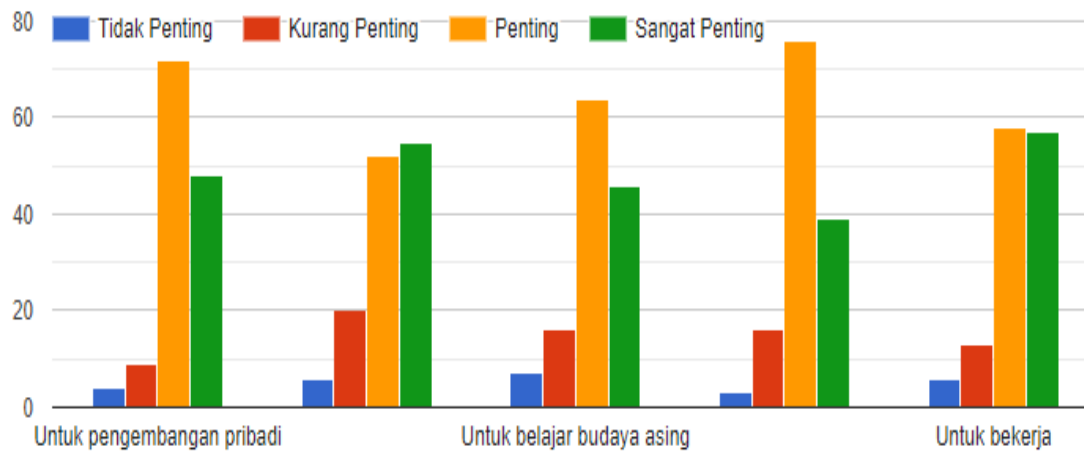
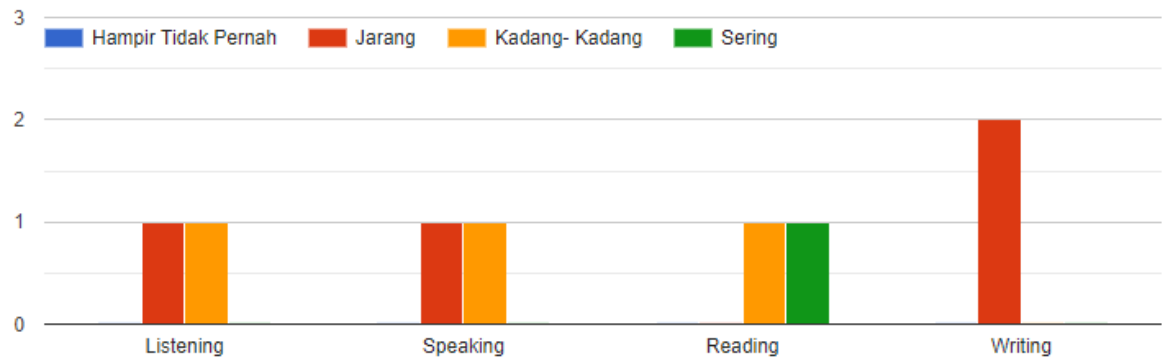


Chart 8

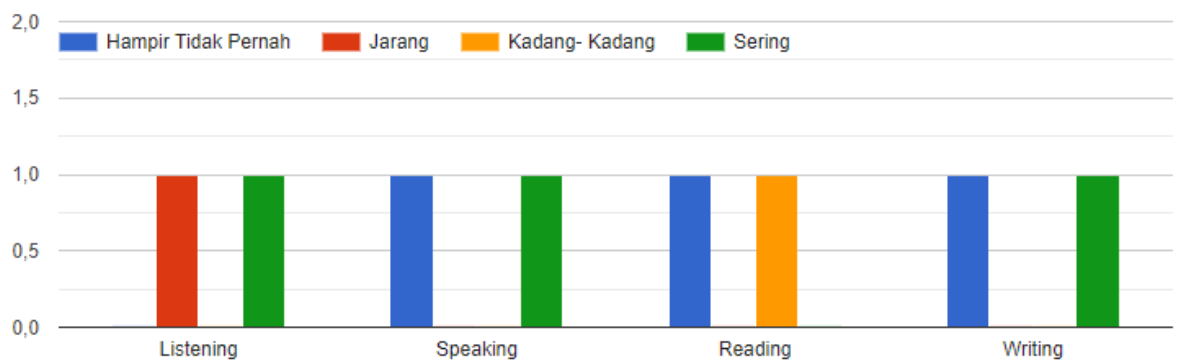
Appendix 6. Questionnaire Percentage of Needs Reading Materials for the Lectures.

Questionnaire of Needs Reading Materials the Lecturer

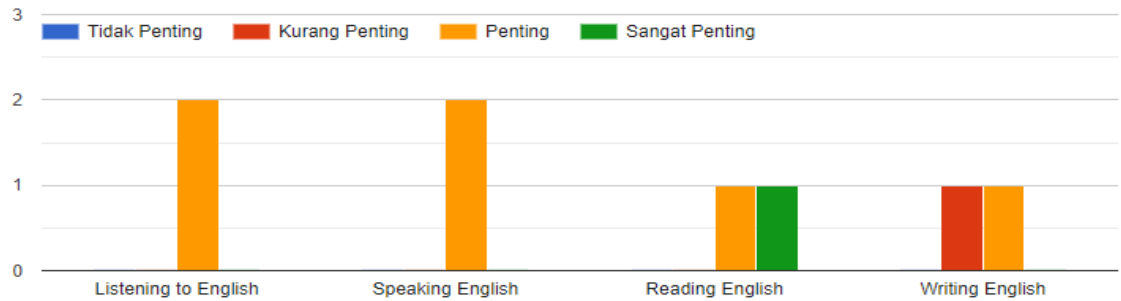
1. Dalam pelajaran ESP, berapa seringkah mahasiswa jurusan Aqidah dan Filsafat Islam menggunakan keterampilan berbahasa berikut ini?



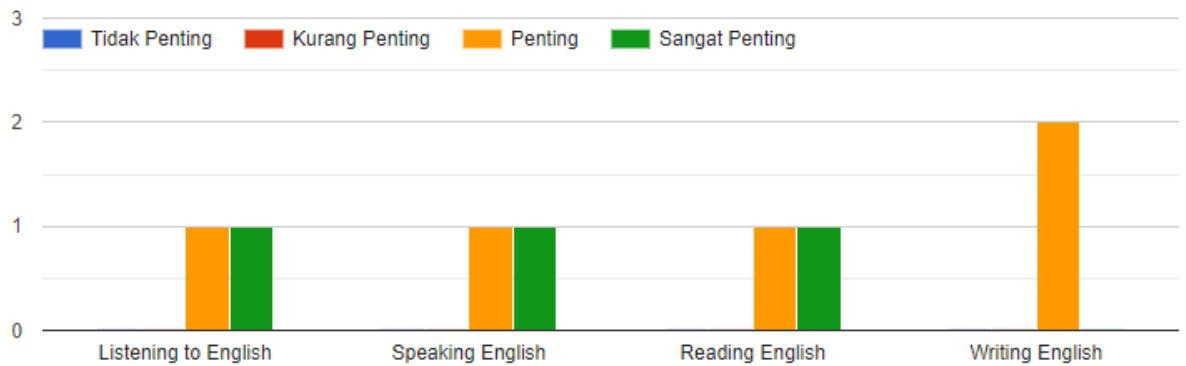
2. Apakah keterampilan berbahasa berikut ini merupakan kesulitan bagi mahasiswa jurusan Aqidah dan Filsafat Islam dalam pelajaran ESP?



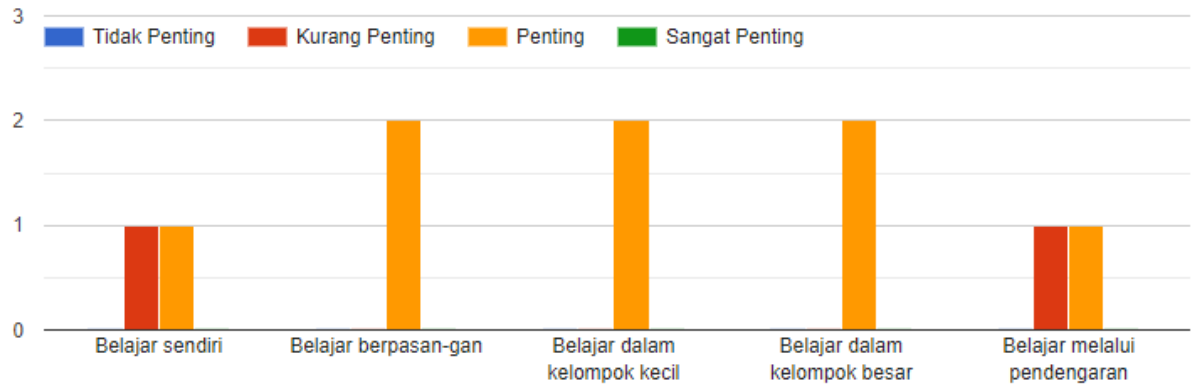
3. Dalam pelajaran ESP, apakah keterampilan berbahasa berikut ini penting bagi maha-siswa jurusan Aqidah dan Filsafat Islam?



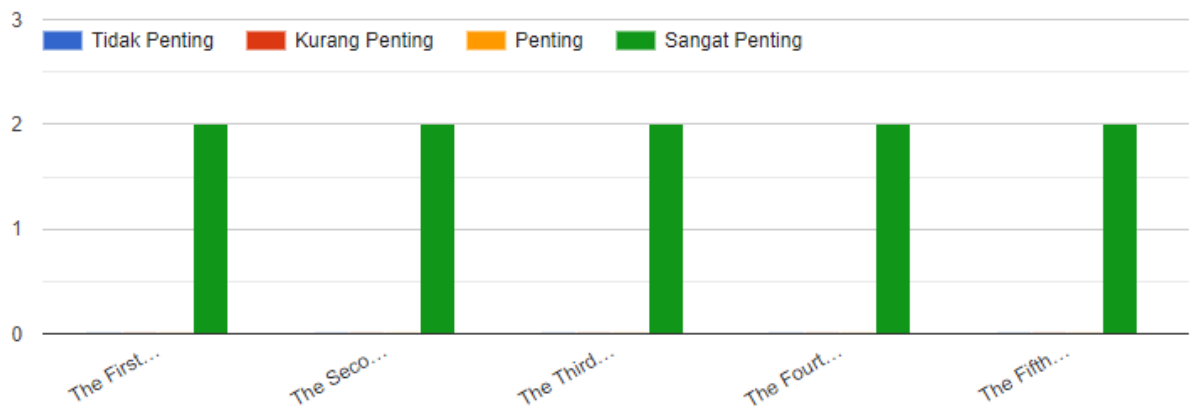
4. Apakah keterampilan berbahasa berikut ini penting bagi karier mahasiswa jurusan Aqidah dan Filsafat Islam di masa akan datang?



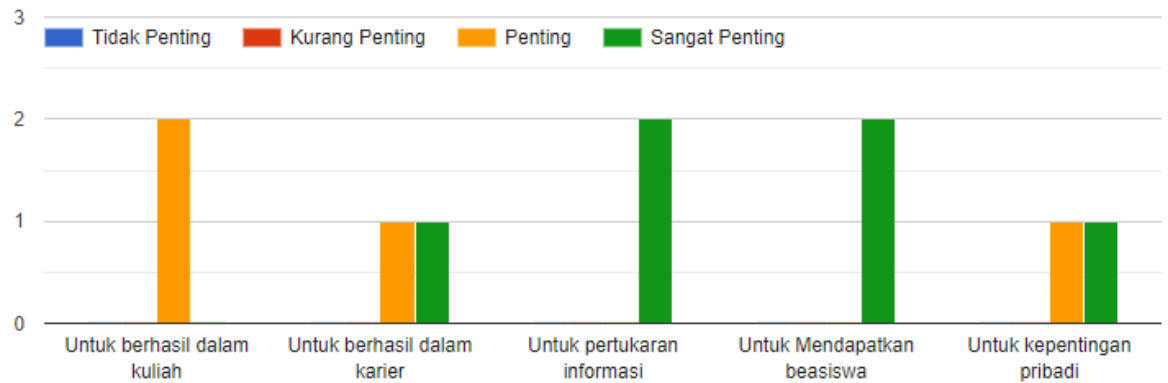
5. Apakah metode pengajaran atau kegiatan belajar berikut ini penting bagi mahasiswa jurusan Aqidah dan Filsafat Islam sebagai learning preferences anda?



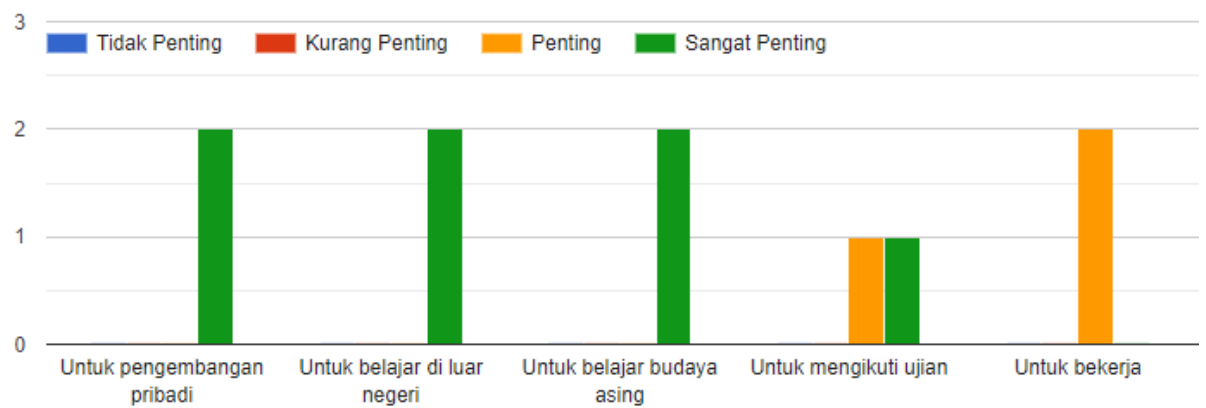
6. Apakah fungsi bahasa berikut ini penting bagi karier mahasiswa jurusan Aqidah dan Filsafat Islam di masa akan datang?



7. Bagaimana Pentingnya Bahasa Inggris bagi mahasiswa jurusan Aqidah dan Filsafat Islam?



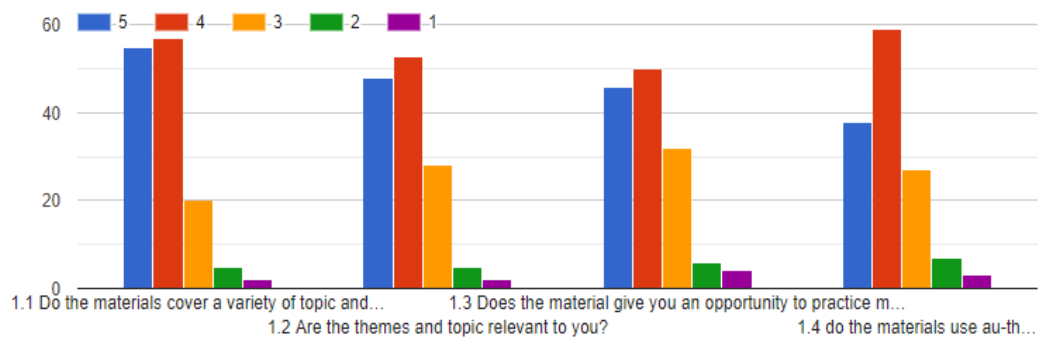
8. Apakah tujuan mahasiswa gurus Aqidah dan Filsafat Islam belajar ESP, English for Islamic Studies?



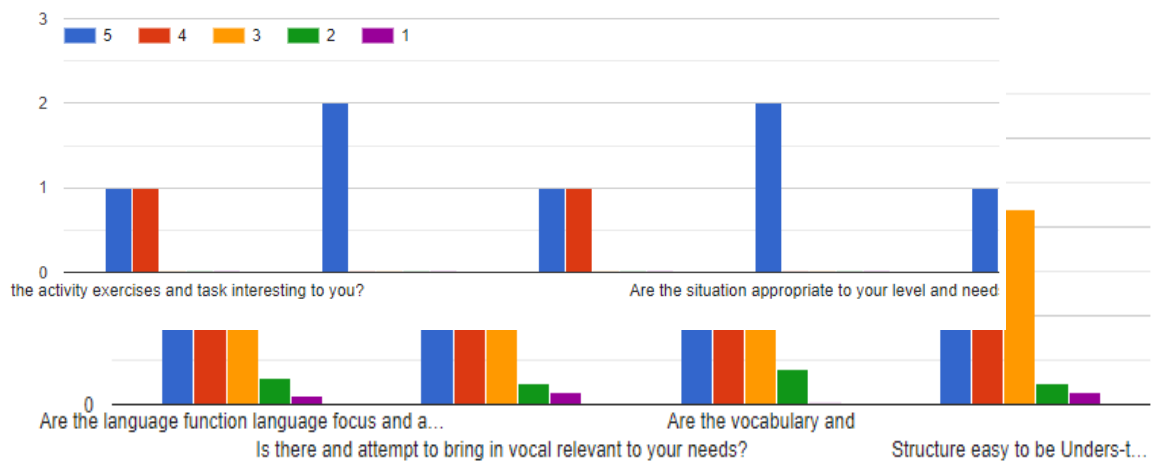
Appendix 7. Questionnaire percentage for evaluation the ESP material development for the students.

The Checklist for evaluation the ESP material development

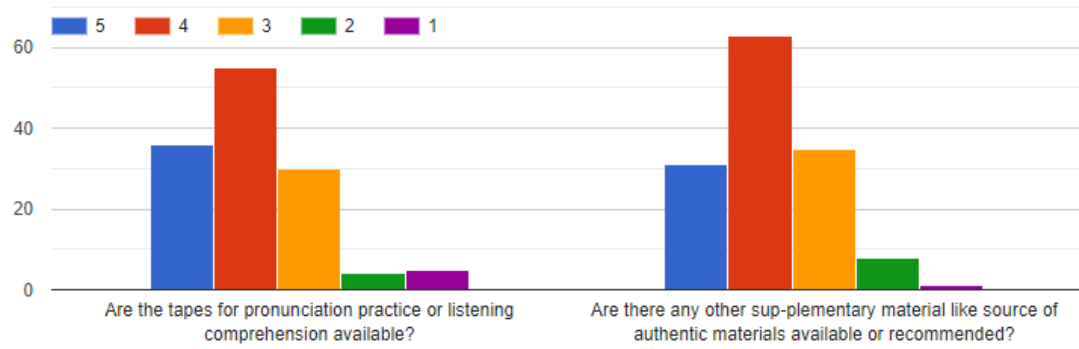
1. Content



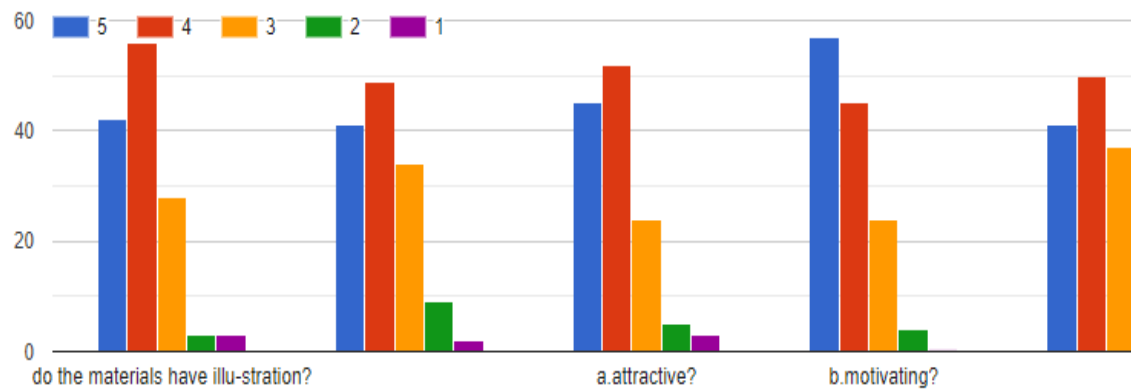
3.activities / exercises/task



4. supplementary/Supportive material

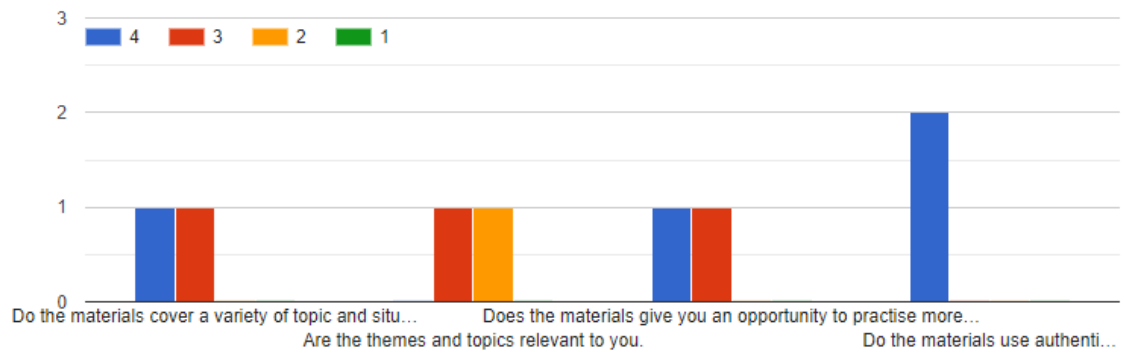


5.illustration

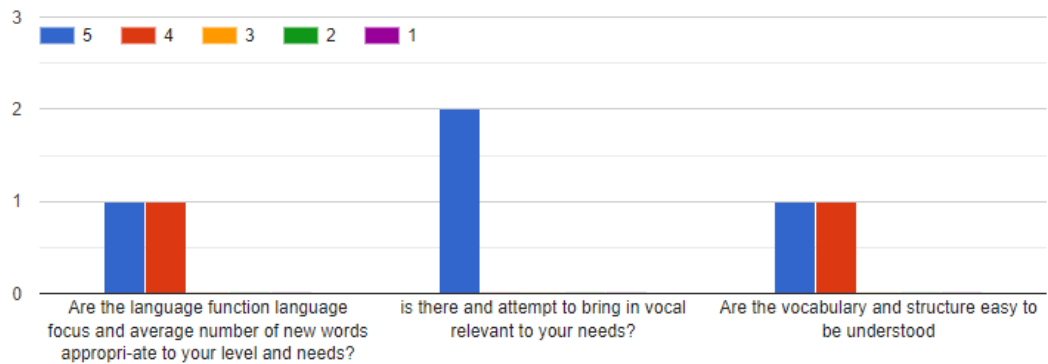


Appendix 8. Questionnaire percentage for evaluation the ESP material development for the lectures.

1. Content



2.vocabulary and Structure



**Appendix 9. SATUAN ACARA PERKULIAHAN (SAP) Jurusan Aqidah dan Filsafat Islam UIN
Alauddin Makassar**



**DEPARTEMEN AGAMA RI
UNIVERSITAS ISLAM NEGERI ALAUDDIN
FAKULTAS USHULUDDIN DAN FILSAFAT MAKASSAR
*Jln. Sultan Alauddin No. 63 Makassar Telepon 864928-864931***

SATUAN ACARA PERKULIAHAN (SAP)

A. IDENTITAS MATA KULIAH

- | | |
|-------------------------|--------------------------------------------------|
| 1. Nama Mata Kuliah | : Bahasa Inggris |
| 2. Komponen Mata Kuliah | : Mata Kuliah Pengembangan Kepribadian (MPK) |
| 3. Kode Mata Kuliah | : UIN 1205 |
| 4. Bobot SKS | : 2 SKS |
| 5. Jurusan/Prodi | : Aqidah Filsafat/Ilmu Aqidah dan Filsafat Agama |

B. DESKRIPSI MATA KULIAH

Bahasa Inggris Praktis adalah salah satu mata kuliah pengembangan kepribadian yang membangun *soft skill* untuk menunjang tercapainya target pembelajaran *hard skill* dan untuk pembentukan *life skill* dalam merespon kompetisi global. Untuk kelas-kelas di Fakultas Ushuluddin mata kuliah ini didesain untuk melatih *receptive skills* dan *productive skills* dengan pendekatan *topic based* yang disesuaikan dengan *real life* (praktek dan nilai-nilai) keislaman.

C. STANDAR KOMPETENSI

1. Membaca, menyimak dan memahami beragam teks pendek dengan praktek dan nilai-nilai keislaman.
2. Membangun dan menggunakan kelompok kosa kata yang berkaitan dengan praktek dan nilai-nilai keislaman.
3. Menggunakan kosa kata target untuk *productive skills*
4. Mengaplikasikan konstruksi tata bahasa yang tepat dengan tingkat kesulitan dasar dan menengah.

D. MATERI PEMBELAJARAN

Kompetensi Dasar	Indicator	Materi	Metode	Alokasi Waktu	Media Bahan/Alat	Penilaian	Referensi
1	2	3	4	5	6	7	8
Mahasiswa memiliki: 1. Keterampilan <i>receptive</i> dan <i>productive</i> dalam topic <i>introduction</i>	Mahasiswa dapat: 1. Menyimak dan memahami percakapan dengan topic <i>introduction</i> . 2. Menulis e-mail perkenalan	Introduction 1. Hello 2. I like writing e-mail	Game, pair work, role play	2 x tamu (180 menit)	Worksheets, white board, tape/CD player, internet	Kehadiran Partisipasi kelas, tugas mandiri, tugas kelompok	Ref. 4, 5, 6

<p>2. Keterampilan <i>receptive</i> dan <i>productive</i> dalam topic <i>Around the house.</i></p>	<p>2. Menyimak dan memahami percakapan tentang <i>Around the house.</i> 3. Bercakap dengan menggunakan kalimat <i>request and invitation</i></p>	<p>Around the house 3. Rooms in the house Can you keep the floor clean please? Would you like to go with me?</p>	<p>Game, pair work, group work</p>	<p>3 x tamu (270 menit)</p>	<p>Worksheets, white board, pictures, tape/CD player.</p>	<p>Kehadiran, partisipasi kelas, tugas mandiri, tugas kelompok</p>	<p>Ref. 4, 5, 6</p>
<p>3. Keterampilan <i>receptive</i> dan <i>productive</i> dalam topic <i>School subjects and environment</i></p>	<p>1. Menyimak dan memahami percakapan mengenai <i>School subjects.</i> 2. Menulis surat dengan topic <i>environment</i></p>	<p>School subject and environment. School subjects A letter from Rizka</p>	<p>Game, pair work, role play.</p>	<p>2 x tamu (180 menit)</p>	<p>Worksheets, white board, pictures, tape/CD player.</p>	<p>Kehadiran, partisipasi kelas, tugas mandiri, tugas kelompok</p>	<p>Ref. 4, 5, 6</p>
<p>4. Keterampilan <i>receptive</i> dan <i>productive</i></p>	<p>1. Membaca dan memahami bacaan</p>	<p>Culture Uje, my favorite Ustadz</p>	<p>Game, pair work, group</p>	<p>3 x tamu (270 menit)</p>	<p>Worksheets, white board, pictures,</p>	<p>Kehadiran, partisipasi kelas, tugas mandiri,</p>	<p>Ref. 4, 5, 7</p>

dalam topic <i>Culture</i> .	singkat tentang <i>Culture</i> . 2. Bercakap dengan topic <i>culture</i>	9. It's different, but We're Happy 10. Joyful Idul Fitri in India	work, role play		song, CD player.	tugas kelompok	
5. Keterampilan <i>receptive</i> dan <i>productive</i> dalam topic <i>Muslim Morals</i> .	1. Membaca dan memahami kisah-kisah yang mengandung <i>Muslim Morals</i> 2. Bercakap tentang <i>Muslim Morals</i> 3. Menulis cerita singkat yang berisi <i>Muslim Morals</i>	<i>Muslim Morals</i> . 1. Muslim to Muslim 2. My grandma 3. Arif and the apple tree 4. A merchant and his Donkey	Game, pair work, group work, Mingling, role play.	4x tamu (360 menit)	Worksheets, white board, pictures.	Kehadiran, partisipasi kelas, tugas mandiri, tugas kelompok	Ref. 3, 4, 5, 7, 8
		FINAL					

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Swan, Michael. *Practical English Usage*

RIWAYAT HIDUP



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IV. ORGANISASI

1. Lembaga Dakwah AL-MISRIYAH Makassar (2008-Sekarang)
2. Asosiasi Dosen Indonesia (ADI) Indonesia (2018-Sekarang)

V. PENDIDIKAN NON FORMAL/ TRAINING - SEMINAR

1. PEMBICARA, 1st English Education International Conference “**The Progressive and Fun Education in COVID 19**”. On 21-22 September 2020
2. PEMBICARA, for Attending the International Seminar “4.0 Challenges in Education” on Oktober 9, 2020
3. PESERTA, International Conference “**Mindset for Chance in Education**” organised by **YYCI United Kingdom in Collaboration with IES2C Valunteer Indonesia and LEADs Philippine**”. Virtually on August 14, 2021.

4. PESERTA, Webinar Nasional, Program Magister Pendidikan Guru MI (PGMI) Pascasarjana IAIN Tulungagung **“Mewujudkan Madrasah Ibtidaiyah Unggulan di Era New Normal”**.Tulungagung, 22 November 2020
5. PESERTA, Workshop on **“Improving Lecturer’s Quality of Learning Online, by Using Coursera Platform”**. Organized by Quality Assurance Department of IAIN Madura. on August 21, 2020
6. PESERTA, Webinar Kelas Orang Tua Berbagi Sulawesi Selatan Sesi 3 **“Menumbuhkan Karakter Anak Usia Dini Di Rumah Selama Masa BDR”**. Dilaksanakan Kementerian Pendidikan dan Kebudayaan”. Rabu 7 Oktober 2020
7. PESERTA, International Online Seminar (Webinar) **“The Fasting Traditions: The Comparative Religion Perspective”**. 18 mei 2020
8. PESERTA, Seminar Virtual Learning on Academic Language Webinar on **“Academic Writing: Constructing New Insights, State of The Art and Novelty to Your Research”**. 31 mei 2020
9. PESERTA, International Webinar Series Faculty of Engineering and Informatics Universitas PGRI Semarang **“Revolutionizes Industry and Accelerates Research”**. 10 agustus 2020
10. PESERTA, TEFLIN Webinar Series **“Narrative Inquiry and Teacher Identity: Exploring Teacher’s Stories in the Past, Today, Future”**. 27 juni 2020
11. PESERTA, Cambridge MENA Online Experience **“1-Hour Talk Digital tools for Improving Speaking Skills”**. 16 juni 2020
12. PESERTA, The International Conference Al Asyariah Mandar University In **“The Social Impact During and After Covid-19”**. 13-14 juni 2020
13. PESERTA, TEFLIN and British Council Online Seminar **“Looking Back and Forth: English Language Teaching in Time of Crisis”**. 23 juli 2020

14. PESERTA IAIN Lhokseumawe Virtual International Conference Education “**Transformation in The Era 4.0: Encouraging Student to Enhance Skills in Collaborations, Communication, Critical Thinking and Innovation**”. 11-12 agustus 2020
15. PESERTA, International Online Conference Faculty of Teachers Training and Education of the State Islamic Institute Of Ternate “**TEFL Methods, Materials Develoment, and English Language Assessment**”. 4-5 juli 2020
16. PESERTA, International Conference by The post-Graduate Program, State Islamic Institute of Pare-Pare “**Post Pandemic: Reconstruction for Future Education**”. 4 agustus 2020
17. PESERTA, seminar International Online Conference by Christ College (Autonomous) Irinjalakuda “**Kerala English Literature and Language Education- Embracing Change in Covid Times**”. 19-20 juni 2020
18. PESERTA, Seminar International Webinar University of Islam Malang (UNISMA MALANG) “**Indonesia Research and Internship Collaboration with Malaysian Universities**”. 26 mei 2020
19. PESERTA, International Webinar Vellore Institute of Technology “**Future of Professional Development**”. 14 mei 2020
20. PESERTA, Webinar Master of Education Technology “**Menciptakan Kuis Online yang Efektif Melalui LMS MOODLE**”. 3 juni 2020
21. PESERTA, Seminar International Webinar by Internal Quality Assurance Cell (IQAC) “**Better Understanding of Pandemic COVID-19**”. 23 juni 2020
22. PESERTA, seminar The International Webinar Linclon University College Malaysia and Pat Petulai University Indonesia “**The Role of Research and Community Services in The New Normal Era**”. 26 juni 2020

23. PESERTA, International Webinar in Southeast Asian Higher Education “**Challenge and Opportunity on Research and International Collaboration**”. 1 juni 2020
24. PESERTA, Webinar Learning Oriented Assessment Cambridge Assessment English “**Learning Oriented Assessment**”. 28 juni 2020
25. PESERTA, Webinar International “**Teacher Training College’ EFL Teachers’ Language Assessment Knowledge (Farhady) & The Future of Englishes (Crystal)**”. 9 mei 2020
26. PESERTA, One Day International Online Conference “**Expanding Strategies of Teaching-Learning With Digital Proficiency**”. 28 mei 2020
27. PESERTA, Online non-Credit Course authorized by Politecnico di Milano and Offered Through Coursera “**Being a Researcher (In Information Science and Technology)**”. 6 april 2020

VI. KARYA ILMIAH

1. Improving the Speaking Ability of the Second Year Students of SMP Negeri 1 Maiwa through Dialogue. *Jurnal Al Panrita Kopertis IX Sulawesi. Hal.137.vol.1 april 2017*
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4. An Item Analysis of English Summative Test. *Jurnal LAOGI 2/ISSN 2460-4739..,juli 2018*
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