

## APPENDICIES

### Appendix 1: Research data analysis

#### Appendix 1.1 Data coding

Appendix 1.1.1 Coding data of Q1

Question 1	PTS	Responses	Open coding	Descriptive Codes	Final codes	Categorization	Theme
How did you feel when you applied the summarizing strategy after reading articles/journals in L2 reading class? Was that easy to do? If yes/no, please give the reasons!	Mia	<p><b>My feelings were quite challenged</b> because I even my friends may just started or got an assignment like this. Of course, I also applied a good time management strategy. Also, there was a lot of other work that needed to be accomplished. As long as I'm always disciplined with the time I did the tasks, then they were easy to do. However, if not, then they would be overwhelming me and made the task less than optimal.</p> <p><b>Yes, it (summarizing) was easy and not easy either.</b> If I got a journal article whose language was easy to understand, then summarizing was easy. If I got a</p>	<p><b>Quite challenged</b> (in implementing the summarizing strategy). <u>Reason:</u> The first time doing the task (every week) using the summarizing strategy.</p> <p><b>Easy and not easy</b> (to implement summarizing). <u>Reason:</u> Depends on the language that was easy or difficult to understand in the</p>	<ul style="list-style-type: none"> <li>- Challenging</li> <li>- Neutral to do</li> </ul>	<ul style="list-style-type: none"> <li>- Challenging, happy, and satisfy.</li> <li>- Easy and neutral to do summarizing strategy.</li> </ul>	<ul style="list-style-type: none"> <li>a. Emotions (challenging, happy, and satisfy)</li> <li>b. Beliefs (easy and neutral to do summarizing strategy)</li> </ul>	<p><b><u>General perception of summarizing strategy</u></b></p>

	hard-reading journal, then it was a bit difficult.	journal (which uses English).				
Lala	<p>I felt happy because summarizing helped me to understand the contents of the reading well and correctly. In addition, summarizing motivated me to read harder.</p> <p>Yes, it was easy, because it was easy for me to get articles on various internet sites. In addition, the process of summarizing it was also fairly easy because I only needed to read the important points of the article, then summarized it as briefly as possible but the contents of the article were still conveyed well.</p>	<p>Felt happy (in implementing the summarizing strategy).</p> <p><u>Reasons:</u> Summarizing helped in reading comprehension and increased reading motivation.</p> <p>Easy (implementing summarizing)</p> <p><u>Reason:</u> The summarising process was not difficult to do.</p>	<ul style="list-style-type: none"> <li>- Happy</li> <li>- Easy to do</li> </ul>			
Lia	<p>My feeling in implementing the summarizing strategy was quite pleasant and satisfying in the sense that it was easier for me to understand what I have read when</p>	<p>Quite pleasant and satisfying (in implementing the summarizing strategy).</p>	<ul style="list-style-type: none"> <li>- Happy and satisfy</li> <li>- Neutral to do</li> </ul>			

	<p>writing a summary, because I thought that by narrowing down the topic or content of the reading, it was easier for me to remember the journal/article. The more strategies used in understanding articles/journals, the easier and faster to understand the contents of the journal.</p> <p>Then, in my opinion <b>this (summarizing) was not so easy, but it was not difficult either</b> because before summarizing I had to read the article more carefully and understand what it meant. Because the results of reading that had been read and then poured into another article, it was quite difficult to pay attention to which points were important and which were not. Making fewer writings was quite mind-blowing because we had to be able to write the contents of a lot of articles into just a few paragraphs.</p>	<p><u>Reasons:</u> Understanding the reading became easier through summarizing.</p> <p>(The implementation of the summarizing strategy) <b>was not so easy, but not difficult either.</b></p> <p><u>Reasons:</u> Needed to read carefully and required reading comprehension, must pay attention to which points were important and not important to write in the summary, and needed to make a shorter summary of the original text.</p>				
Kiki	<b>I felt very happy</b> because it helped	<b>Very happy</b> (in	- <b>Very happy</b>			

	<p>to understand the content of the reading, because to write a summary, I had to read it over and over again until I understand it. <b>I was also happy</b> because with this summary assignment, I could read at least 1-3 times a week.</p> <p>Yes, <b>this (summarizing) was easy</b> to do because I only needed to read the article in its entirety and summarize the important points from my reading.</p>	<p>implementing the summarizing strategy).  <u>Reason:</u>  Summarizing helped in understanding the reading, and provided motivation to read more often.</p> <p><b>Easy to do</b> (summarizing)  <u>Reason:</u>  (To summarizing) only needed to read the article in its entirety, then summarize the important points from the reading.</p>	<p>- <b>Easy to do</b></p>			
Ani	<p><b>I felt challenged.</b> The summarizing process was not only the process of reading and writing but the most important thing understood. <b>I felt much</b></p>	<p><b>Challenged</b> (in implementing the summarizing strategy).  <u>Reason:</u></p>	<p>- <b>Challenging</b>  - <b>Easy to do</b></p>			



	<p><b>challenged</b> to create a new paragraph that contained the entire contents of the reading in a concise and clear form. Every time I write a paraphrase from a full sentence, the question "was this already included all the parts, right?", with this thought I felt very happy when I managed to combine all the contents of the reading in such a short paragraph and used my own sentences. I became very thorough after summarizing.</p> <p><b>Summarizing was an easy thing to do</b>, because during Reading IV, my vocabulary had developed quite a bit. In this case, my vocabulary was already at the bloom taxonomy level. So, it was already at the academic level. So, it was easy for me to understand reading. With this convenience, it was also easy for me to rewrite it. What's more, there were already shared templates so I knew what parts to include in the summary.</p>	<p>Summarizing required reading with understanding, challenged to write a new paragraph that was shorter, but contained the meaning of the entire contents of the reading in a dense and clear manner.</p> <p><b>Easy thing to do (summarizing).</b>  <u>Reasons:</u>          Having academic vocabulary skills made it easier to understand readings and write summaries. The template for writing a summary that was provided also simplifies the summarizing</p>				
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			process because any parts that must be included in the summary were available in it.				
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Appendix 1.1.2 Coding data of Q3

Question 3	PTS	Response	Open Coding	Descriptive Codes	Final codes	Categorization	Theme
In your opinion, was summarizing strategy important to be taught in the L2 reading? Why?	Mia	Yes, it (summarizing) was very important to be taught or applied in the L2 Reading class to familiarize and train students to get the information. Then, it could train students to think critically, got and remembered the important information from the reading.	Summarizing was very important to be taught or applied in the L2 Reading class.  <u>Reasons:</u> 1. To familiarize and train students to get existing information.  2. Could train students to think critically, got and	1. Critical reading 2. Recall the important ideas	1. Critical reading 2. Recall the important ideas 3. Reading motivation 4. Reading comprehension 5. Paraphrasing competence	a. <b>Summarizing improves students' comprehension and memory for what was read (Purwadani, 2014).</b> - Recall what was read - Reading comprehension  b. <b>Summarizing leads to</b>	<u><b>The importance of summarizing strategy in L2 reading</b></u>

			remembered the important information from reading.			<b>an increase student learning in L2 Reading (Purwadani, 2014)</b>
Lala	That was important, because summarizing could increase students' motivation to read. Based on the articles that I have read, if there was no summarizing task, the students' motivation to read would be very less and they would be blind to the information that was happening out there.	Summarizing was important (taught in L2 Reading learning).  <u>Reason:</u> Summarizing can increase students' motivation to read.	Reading motivation			- Reading engagement - Reading motivation - Critical reading  c. <b>Summarizing strategy leads to encourage another cognitive strategy use in L2 Reading skill (Domersi, 2020)</b> - Paraphrasing competence
Lia	Yes (that was important), because summarizing helped and got it easier for students to understand the contents of what they have read. Also, often when I read, I remember everything that was discussed in the article/journal. However, a few moments/days later I could forget the important points discussed in the article. Therefore, by writing a summary,	(Summarizing was important to teach)  <u>Reasons:</u> 1. Summarizing helped and got it easier for students to understand the contents of	1. Reading comprehension 2. Recall what was read			

	it could help students to recall the contents or points of reading articles. Summary writing also served as an inducement for students to remember what they have read.	<p>what has been read</p> <p>2. Summary (writing) also served as an inducement for students to remember what they have read.</p>				
Kiki	Yes (summarizing) was very important to be taught because it was useful for understanding the contents of the reading as a whole. Then, this strategy motivated me to read in addition to fulfilling the L2 Reading assignment.	<p>Summarizing was very important to be taught (in L2 Reading learning).</p> <p><u>Reasons:</u></p> <p>1. To understand the contents of the reading as a whole.</p> <p>2. Motivated to read.</p>	<p>1. Reading comprehension</p> <p>2. Reading motivation</p>			
Ani	It's the most important thing to be taught in L2 reading. Summary	It's the most important thing to	1. Reading comprehension			



	<p>taught L2 students not only to be good at interpreting reading, but to understand reading more deeply and thoroughly. The most important thing was summarizing taught students to be good at paraphrasing sentences or readings. This paraphrasing ability would support the quality of their writing in the future, especially when preparing the final project (thesis). The more often students were trained in "summarizing", the greater their chances of becoming a good writer-reader-listener-speaker. The summary (writing) process affected to all English skills, this was according to my experience. If you understand the concept of summary, even in listening and speaking, you would get used to quoting and conveying main ideas.</p>	<p>be taught in L2 Reading (summarizing strategy).</p> <p><u>Reasons:</u></p> <ol style="list-style-type: none"> <li>1. To teach students to understand the reading more deeply and thoroughly.</li> <li>2. Teach students to be good at paraphrasing sentences or readings.</li> </ol>	<p>on</p> <ol style="list-style-type: none"> <li>2. Paraphrasing competence</li> </ol>			
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Appendix 1.1.3 Coding data of Q4

Question 4	PTS	Response	Open Coding	Descriptive Codes	Final codes	Categorization	Theme
In your mind, what was the most difficult thing in reading articles/journals and then writing them into a summary?	Mia	In reading, of course the difficulty was like there were vocabularies that have not been known before. Because this reading was in a foreign language, I had to make the foreign sentence as natural as possible. Then, looking for important points or main ideas in reading also required energy, time and thought.	<ol style="list-style-type: none"> <li>1. The difficulty was like there were vocabularies that have not been known before.</li> <li>2. (Difficult) to find important points or main ideas in the reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unfamiliar vocabularies</li> <li>2. Identify the main ideas</li> </ol>	<ol style="list-style-type: none"> <li>1. Unfamiliar vocabularies</li> <li>2. Identify the main ideas</li> <li>3. Comprehending English text</li> <li>4. Lack of academic vocabulary knowledge</li> </ol>	<p><b>a. Linguistic reading comprehension problem (Kasim &amp; Raisha, 2017)</b></p> <ul style="list-style-type: none"> <li>- Comprehending English text</li> <li>- Unfamiliar vocabularies</li> <li>- Lack of academic vocabulary knowledge</li> </ul>	<u>The summarizing difficulties in L2 Reading</u>
	Lala	What was difficult was to understand well the articles that were read. Because this assignment required reading English articles, I automatically had to find articles in English. Sometimes, there were some English words/sentences that I did not really understand, and at that time they were translated into Indonesian, their meaning was	<ol style="list-style-type: none"> <li>1. What was difficult was to understand well the article that is read.</li> <li>2. Sometimes there were some English words/sentences that are not</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehending English text</li> <li>2. Unfamiliar vocabularies</li> </ol>	<p><b>b. Non-linguistic reading comprehension problem (Kasim &amp; Raisha, 2017)</b></p>		

		very strange and not related to the articles I read. So, I had to find the equivalent words that matched the words/sentences I read.	very understandable			- Selecting the important ideas	
Lia		In my opinion, usually what was difficult was choosing what was important in a reading. Sometimes, I still like to feel confused about what points were appropriate and good to take because usually I thought all the contents of the article were quite important to write. So, I had to read more often and rethink what important points I should put in writing.	Difficult to choose what was important in a reading.	Selecting the important idea			
Kiki		The difficult thing was when I read an article that used a high level language, and after I translated it I did not understand the main point being discussed.	Difficult to read articles that use high level language.	Lack of academic vocabulary knowledge  Option: Reading journal in hard language.			

	Ani	The most difficult thing was to understand the article first. These overly academic words hindered the process of interpreting which then had an impact on the paraphrasing results. The more I couldn't understand the sentence, the harder it would be to rewrite it.	<ol style="list-style-type: none"> <li>1. Difficult to understand the article (which is read).</li> <li>2. (Finding) words that were too academic (in articles) hindered the process of meaning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehending English text</li> <li>2. Lack of academic vocabulary knowledge</li> </ol>			
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Appendix 1.1.4 Coding data of Q5

Question 5	PTS	Response	Open Coding	Descriptive Codes	Final codes	Categorization	Theme
What were the advantages of writing summary competence after reading articles/journals for the sake of	Mia	Yes, I found it easier to link journals related to my research. Also, it was easier for me to find main ideas in journal articles and read them somewhat more easily or fluently.	Easier to find the main ideas in journal articles.	Identify the main ideas	<ol style="list-style-type: none"> <li>1. Identify the main ideas</li> <li>2. Selecting the important ideas</li> <li>3. Paraphrasing competence</li> </ol>	a. Summarizing aids students to avoid plagiarizing other people's ideas (Cahyono, 2015)	<u>The advantages of summarizing skill in thesis writing course.</u>
	Lala	First, I was trained to read quickly. Second, I easily saw the important points of the journals I	1. Trained to read quickly	<ol style="list-style-type: none"> <li>1. Scanning ability</li> <li>2. Selecting</li> </ol>	<ol style="list-style-type: none"> <li>4. Ideas construction</li> <li>5. Comprehend</li> </ol>		



research/writing your thesis?		<p>read. For example, the main idea in the article. While implementing summarizing, I was trained to read carefully. So, when I was working on the thesis, the experience I got from summarizing, I could apply it well, in this case reading carefully so that it was easy for me to see the main ideas in the journals I read. In addition, with the experience of summarizing, I have also become trained to paraphrase words/sentences in the articles I read. As a result, when writing my thesis, I was finally able to avoid plagiarism, I was more careful in choosing the right words for my thesis.</p>	<p>2. Easily to find the important points of the journals</p> <p>3. Trained to paraphrase words/sentences in the articles.</p>	<p>the important ideas</p> <p>1. Paraphrasing competence</p>	<p>the main ideas</p> <p>6. Skimming &amp; scanning ability</p>	<ul style="list-style-type: none"> <li>- Ideas construction</li> <li>- Paraphrasing competence</li> </ul> <p><b>b. Summarizing builds comprehension of journal/article text (Khazaal, 2019)</b></p> <ul style="list-style-type: none"> <li>- comprehend the main ideas</li> </ul> <p><b>c. Summarizing helps to find the main points and key details in journal/article text (Khazaal, 2019)</b></p> <ul style="list-style-type: none"> <li>- Identify the</li> </ul>	
	Lia	<p>In my mind, summary skills were very useful in my final project because I actually used summarizing strategies in certain chapters in my final project. In addition, several journals that I have read, I created them in a summary because this helped me</p>	<p>Aid to write down ideas in thesis writing.</p>	<p>Ideas Construction</p>		<ul style="list-style-type: none"> <li>- Identify the</li> </ul>	

		in writing down ideas in my writing.				main ideas	
Kiki	I could use that strategy in reading research journals. I could also understand important points in a passage. Because in writing a summary, I had to read, translate, and re-analyze the content of what I read, so that I understood well. It helped me while reading many journals in compiling my final project (thesis).	To understand important points in a passage.	Comprehend the main ideas			- Selecting the important ideas - Skimming & scanning ability	
Ani	First, (writing) a summary taught me to understand the reading quickly. By looking for the main idea, gap, supporting sentences, conclusion or 5W1H, I could speed up the scanning and skimming process while reading. With this summarizing exercise, I've gotten into the habit of going straight to the gist and no longer interpreting whole words. I simply searched for keywords like "aims, focus, found, etc." Second, (writing) a summary taught me	1. Teach to understand reading quickly; can speed up the scanning and skimming process while reading. 2. Teach how to write a description and journal content	1. Skimming & scanning ability 2. Paraphrasing competence				

	<p>how to write a description and journal content with representative sentences. I didn't need to copy and paste anymore because I'm used to rewriting the sentence with the "synonym" method. The phrarraphrase method using these synonyms created my writing original and new. Third, (writing) a summary taught me to include personal comments on other people's writings. In the summary concept, we did not only rewrite the related author's writing, but we could also add personal impressions, conclusions, or comments. This helped me in exploring the finding and discussion section of my thesis.</p>	<p>with representative sentences.</p>				
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**Appendix 1.2 the data analysis process in making the themes**

Questions (Q)	Final Coding	Categorization	Themes & Sub Themes
(Q1) How did you feel when you applied the summarizing strategy after reading articles/journals in L2 reading class? Was that easy to do? If yes/no, please give the reasons!	<ul style="list-style-type: none"> <li>- Challenging</li> <li>- Happy</li> <li>- Easy to do</li> <li>- Neutral to do</li> </ul>	<ol style="list-style-type: none"> <li>1. Emotions               <ul style="list-style-type: none"> <li>- Challenging</li> <li>- Happy</li> </ul> </li> <li>2. Beliefs               <ul style="list-style-type: none"> <li>- easy to do</li> <li>- neutral to do</li> </ul> </li> </ol>	<p><b>General perception of summarizing strategy</b></p> <ol style="list-style-type: none"> <li>1. Emotion               <ul style="list-style-type: none"> <li>- Challenging</li> <li>- Happy</li> </ul> </li> <li>2. Belief               <ul style="list-style-type: none"> <li>- Easy to do</li> <li>- Neutral to do</li> </ul> </li> </ol>
(Q3) In your opinion, was summarizing strategy important to be taught in the L2 reading? Why?	<ul style="list-style-type: none"> <li>- Critical reading</li> <li>- Recall the important ideas</li> <li>- Reading motivation</li> <li>- Reading comprehension</li> <li>- Paraphrasing competence</li> </ul>	<ol style="list-style-type: none"> <li>1. Summarizing improves students' comprehension and memory for what was read (Purwadani, 2014).               <ul style="list-style-type: none"> <li>- Recall what was read</li> <li>- Reading comprehension</li> </ul> </li> <li>2. Summarizing leads to an increase student learning in L2 Reading (Purwadani, 2014).               <ul style="list-style-type: none"> <li>- Reading engagement</li> <li>- Reading motivation</li> <li>- Critical reading</li> </ul> </li> <li>3. Summarizing strategy leads to encourage another cognitive strategy use in L2 Reading skill (Domersi,</li> </ol>	<p><b>The importance of summarizing strategy in L2 reading</b></p> <ol style="list-style-type: none"> <li>1. Summarizing improves students' comprehension and memory for what was read.               <ul style="list-style-type: none"> <li>- Recall what was read</li> <li>- Reading comprehension</li> </ul> </li> <li>2. Summarizing leads to an increase student learning in L2 Reading.               <ul style="list-style-type: none"> <li>- Reading engagement</li> <li>- Reading motivation</li> <li>- Critical reading</li> </ul> </li> <li>3. Summarizing strategy leads to encourage another</li> </ol>



		2020). - Paraphrasing competence	cognitive strategy use in L2 Reading skill. - Paraphrasing competence
(Q4) In your mind, what was the most difficult thing in reading articles/journals and then writing them into a summary?	<ul style="list-style-type: none"> <li>- Unfamiliar vocabularies</li> <li>- Identify the main ideas</li> <li>- Comprehending English text</li> <li>- Lack of academic vocabulary knowledge</li> </ul>	<ol style="list-style-type: none"> <li>1. Linguistic reading comprehension problem (Kasim &amp; Raisha, 2017) <ul style="list-style-type: none"> <li>- Comprehending English text</li> <li>- Unfamiliar vocabularies</li> <li>- Lack of academic vocabulary knowledge</li> </ul> </li> <li>2. Non-linguistic reading comprehension problem (Kasim &amp; Raisha, 2017) <ul style="list-style-type: none"> <li>- Selecting the important ideas</li> </ul> </li> </ol>	<p><b>The summarizing difficulties in L2 Reading</b></p> <ol style="list-style-type: none"> <li>1. Linguistic reading comprehension problem <ul style="list-style-type: none"> <li>- Comprehending English text</li> <li>- Unfamiliar vocabularies</li> <li>- Lack of academic vocabulary knowledge</li> </ul> </li> <li>2. Non-linguistic reading comprehension problem <ul style="list-style-type: none"> <li>- Selecting the important ideas</li> </ul> </li> </ol>
(Q5) What were the advantages of writing summary competence after reading articles/journals for the sake of research/writing your thesis?	<ul style="list-style-type: none"> <li>- Identify the main ideas</li> <li>- Selecting the important ideas</li> <li>- Paraphrasing competence</li> <li>- Ideas construction</li> <li>- Comprehend the main ideas</li> <li>- Skimming &amp; scanning ability</li> </ul>	<ol style="list-style-type: none"> <li>1. Summarizing aids students to avoid plagiarizing other people's ideas (Cahyono, 2015) <ul style="list-style-type: none"> <li>- Ideas construction</li> <li>- Paraphrasing competence</li> </ul> </li> <li>2. Summarizing builds comprehension of journal/article text (Khazaal, 2019) <ul style="list-style-type: none"> <li>- Comprehend the</li> </ul> </li> </ol>	<p><b>The advantages of summarizing skill in thesis writing course</b></p> <ol style="list-style-type: none"> <li>1. Summarizing aids students to avoid plagiarizing other people's ideas. <ul style="list-style-type: none"> <li>- Ideas construction</li> <li>- Paraphrasing competence</li> </ul> </li> <li>2. Summarizing builds comprehension of</li> </ol>

		<p>main ideas</p> <p>3. Summarizing helps to find the main points and key details in journal/article text (Khazaal, 2019)</p> <ul style="list-style-type: none"> <li>- Identify the main ideas</li> <li>- Selecting the important ideas</li> <li>- Skimming and scanning ability</li> </ul>	<p>journal/article text.</p> <ul style="list-style-type: none"> <li>- Comprehend the main ideas</li> </ul> <p>3. Summarizing helps to find the main points and key details in journal/article text.</p> <ul style="list-style-type: none"> <li>- Identify the main ideas</li> <li>- Selecting the important ideas</li> <li>- Skimming and scanning ability</li> </ul>
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**Appendix 2: Previous relevant research questionnaire about students' perceptions of the summarizing strategy by Huan and Ngan (2017).**

Item	Statements
1	Students know how to write a summary.
2	Students like writing summaries.
3	Students think writing a summary is difficult.
4	Summarizing after reading the text is a waste of time.
5	The summarizing strategy is an important skill to learn.
6	The summarizing strategy should be taught explicitly.
7	A long summary is better than a short one.
8	It is better for students to write more in detail in a summary.
9	Generating ideas is the most difficult step in writing a summary.
10	Students should practice writing a summary more in class.



### Appendix 3: Screenshot of research permit

**PEMERINTAH PROVINSI SULAWESI TENGGARA**  
**BADAN PENELITIAN DAN PENGEMBANGAN**  
Jl. Mayjend S. Parman No. 03 Kendari 93121  
Website : balitbang sulawesitenggara prov.go.id Email: badan litbang sultra01@gmail.com

Kendari, 24 Juni 2021

K e p a d a  
Yth Rektor IAIN Kendari  
Di - KENDARI

Nomor : 070/2001/Balitbang/2021  
Sifat : -  
Lampiran : -  
Perihal : IZIN PENELITIAN.

Berdasarkan Surat Dekan FATIK IAIN Kendari Nomor : 1993/In.23/FT/TL.00/06/2021 tanggal 24 Juni 2021 perihal tersebut diatas, Mahasiswa di bawah ini :

Nama : TIKA ANDRIA SUGESTI  
NIM : 17010106029  
Prodi : Tadris Bahasa Inggris  
Pekerjaan : Mahasiswa  
Lokasi Penelitian : IAIN Kendari

Bermaksud untuk Melakukan Penelitian/Pengambilan Data di Daerah/Sesuai Lokasi di atas, dalam rangka penyusunan KTI/Skripsi/Tesis/Disertasi, dengan judul :

**"THE STUDENTS' PERCEPTION ON SUMMARIZING AS LEARNING STRATEGY IN 1.2 READING".**

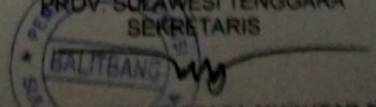
Yang akan dilaksanakan dari tanggal : 24 Juni 2021 sampai selesai.

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Senantiasa menjaga keamanan dan ketertiban serta mentaati perundang-undangan yang berlaku.
2. Tidak mengadakan kegiatan lain yang bertentangan dengan rencana semula.
3. Dalam setiap kegiatan dilapangan agar pihak Peneliti senantiasa koordinasi dengan Pemerintah setempat.
4. Wajib menghormati adat Istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) exemplar copy hasil-penelitian kepada Gubernur Sulawesi Tenggara Cq. Kepala Badan Penelitian dan Pengembangan Provinsi Sulawesi Tenggara.
6. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian surat Izin Penelitian diberikan untuk digunakan sebagaimana mestinya

an. GUBERNUR SULAWESI TENGGARA  
KEPALA BADAN PENELITIAN & PENGEMBANGAN  
PROV. SULAWESI TENGGARA  
SEKRETARIS

  
**Dr. Drs. LA ODE MUSTAFA MUHTAR M.Si**  
Pembina Tk I, Gol. IV/B  
Nip. 19740104 199302 1 001

**T e m b u s a n :**

1. Gubernur Sulawesi Tenggara (sebagai laporan di Kendari).
2. Dekan FATIK IAIN Kendari di Kendari.
3. Ketua Prodi Tadris Bahasa Inggris FATIK IAIN Kendari di Kendari.
4. Mahasiswa yang bersangkutan.



**Appendix 4:**

**CURRICULUM VITAE**

**PERSONAL DATA**

1. Name : Tika Andria Sugesti
2. Place/Date of Birth : Adaka Jaya, October 6, 1999
3. Genre : Female
4. Status : Student
5. Religion : Islam
6. Phone Number : 082393136142
7. Address : Desa Adaka Jaya, Kec. Buke, Kab. Konawe Selatan, Prov. Sulawesi Tenggara.
8. E-mail : [thikaandria029@gmail.com](mailto:thikaandria029@gmail.com)



**PARENTAL DATA**

1. Name of Parents
  - a. Name of Father : Sugeng Suprihadi
  - b. Name of Mother : Asmida Palaman
2. Name of Brother : Dwi Satria Wicaksono

**EDUCATIONAL BACKGROUND**

1. SD : SDN Adaka Jaya
2. SMP : MTs Negeri Andoolo Utama
3. SMA : SMA Integral Minhajut Thullab
4. College : Institut Agama Islam Negeri Kendari

Kendari, October 27, 2021

**The Writer**

**TIKA ANDRIA SUGESTI**

**NIM. 17010106029**