

Appendix 1

Name:

Class:

There are some sentences below. Please translate these following sentences into English correctly, especially in using Verb-Ing!

1. Nate pantas mendapatkan hadiah untuk tulisan cerita pendek yang luar biasa tentang perjalanan melalui Peru. Saya tidak mengerti dia tidak menerima penghargaan tersebut.
2. Saya tidak percaya kamu ingin pergi memancing, dan kamu lupa membawa kail. Bagaimana kamu berharap untuk menangkap ikan? Apakah kamu hanya akan pergi untuk duduk di sungai menangkap ikan dengan tangan kosong? Kamu akan memiliki waktu yang sulit untuk melakukan itu!
3. Vince memutuskan menabung cukup uang untuk bepergian ke afrika selatan tahun depan. Jika dia menghindari menghabiskan uangnya dan mengatur untuk menyimpan apa yang dia butuhkan untuk membuat perjalanan, dia mungkin dapat berangkat di bulan juni.
4. Artis pemenang oscar menghindari berbicara pada penggemar dan menolak memberi tanda tangan. Lagi pula, dia mempunyai kesulitan memberi wawancara dan terlihat memiliki masalah-masalah dengan orang lain.
5. Semua orang berhenti berbicara ketika Andi datang. Dia telah mengaku membunuh Rizky. Ia mempunyai alasan atas

pembunuhan Rizky. Ia tidak suka perkataan Rizky. Akhirnya Ia harus bertanggung jawab atas perbuatannya itu.

6. Rani duduk di taman membaca novel meskipun mulai hujan. Ia mengabdikan sebagian besar waktunya memahami novel tersebut.
7. Gadis yang berdiri di toko roti itu adalah teman sekelasku. Makan adalah hobi utamanya. Dia bersenang-senang makan segala sesuatu yang ia inginkan.
8. Ketika saya datang di ke rumahnya, saya menemukan kucing kecil berbaring di lantai. Saya membayangkan memiliki kucing kecil seperti itu. Saya pikir itu sangat menarik.
9. Ini hari yang cerah. Sekarang aku di kafe internet dekat kampusku. Aku duduk di sini sendirian karena teman-temanku sedang menghadapi ujian terakhir sekarang. Jika kamu sedang online sekarang, silahkan balas segera.
10. Pada pukul 07:30 pagi, Tuan Wilson sedang duduk di meja sarapan. Dia sedang membaca koran. Kemudian Nyonya Wilson menuangkan secangkir kopi untuk tuan Wilson. Dia minum dua cangkir kopi setiap pagi sebelum dia pergi bekerja.
11. Pada jam 07.00 pagi bel berbunyi. Pak satpam sedang menutup pintu gerbang. Tiba-tiba, ada seorang anak laki-laki datang. Anak laki-laki mencoba berbicara pada satpam tetapi satpam itu tidak menanggapi. Dia menyarankan menunggu sampai bel jam pertama.

12. Seorang pemuda di Marlborough, Selandia Baru, mengubah mesin konvensional motornya menjadi berpenggerak listrik. Sytse Tacoma menghabiskan cukup banyak waktu di garasi rumahnya, untuk mencari cara baru menghemat energi bahan bakar kendaraan.
13. Pembalap asal Indonesia, Rio Haryanto sempat melakukan tes mobil F1 dengan tim Manor di Sirkuit Yas Marina, Abu Dhabi, Uni Emirat Arab, Rabu 2 Desember 2015 lalu. Meskipun sudah ditawarkan satu kursi oleh tim Manor, Rio kesulitan mencari dana agar dapat menjadi pembalap Manor untuk F1 musim depan.
14. Menulis dan berbicara adalah keterampilan produktif. Keterampilan menulis lebih rumit dari pada keterampilan lain dalam bahasa Inggris. Keterampilan-keterampilan lain itu adalah membaca dan mendengar.
15. Telepon berdering ketika Ronal sedang mandi. Disisi lain, adik sedang berlari untuk menjawab telepon itu, tapi sudah terlambat. Telepon berhenti berdering dan adik duduk dikursi dekat meja menunggu telepon lagi.

Appendix 2

RESPONDENT NAME

No.	Nama	No.	Nama
1.	Seno Prasentanto Utomo	21.	Usbatul Inayah
2.	Siti Mursyidah	22.	Dian Pratiwi
3.	Alifa Zakiyya	23.	Utami Dyah S.
4.	Fikri Ilham Maula	24.	Abiq Zakia
5.	Siti Umniya Khasanah	25.	Meliana Umi R
6.	Ahmad Azmi Hidayatullah	26.	Rizka Mualifah
7.	Lafi Kamelia	27.	Munica Ismiatul H
8.	Zulfa Alfaniah	28.	Zika Hatifah
9.	Refita Rachma Vinasih	29.	Siti Musharoh
10.	Fadhilatul Ishmiyah	30.	Chusnul Nur A.
11.	Khusnaturohmah	31.	Iif Latifah Amir
12.	Azizah	32.	Meilani Choirun N.
13.	Siti Noor Asiyah	33.	Baiti Nisma Arba
14.	Muhammad Dzulfikri A.A	34.	Moch. Adit Sistiadi
15.	Izza Fallasifa	35.	Balerina Putri S.
16.	Siti Niswatun Ni'mah	36.	Ahmad Mubarak
17.	Erlia Sholihatul Amalia	37.	Dewi Hidayatul M
18.	Ima Sahirah	38.	Mr. Adam Panoh
19.	Adi Wahyu Pratama	39.	Miss Najwa U.
20.	Aenun Oktavia Salamah	40.	

Appendix 3

A. Conceptual Definition

Grammar is the system of a language. The starting point in teaching grammar as ability is an understanding of what learners' communicative needs are and the role of grammar in relation to these needs.¹ This does not mean developing a list of grammar points that will be used as the basis for sentence-level practice, but rather, identifying the learners' ability to use grammar appropriately in relation to different kinds of spoken and written texts.

Grammar is an important part of writing. English grammar can be one of the most difficult subjects to master, both for non-native and native speakers. In another class during the same five-week period, an English teacher on the other side of the school campus taught grammar to demographically similar tenth graders. He agreed to cooperate with every aspect of the study, confident in the appropriateness of what he taught and how.²

¹ Jack C. Ricard and Randi Reppen, 2014. *Towards a Pedagogy of Grammar Instruction*. RELC Journal, Vol. 45(1) 5 –25

²Leif Fearn and Nancy Farnan, 2007, *When Is a Verb? Using Functional Grammar to Teach Writing*. Journal of Basic Writing, Vol. 26, No. 1

B. Operational Definition

Teaching Grammar is the process of transfer of knowledge activity that during the activity include students' needs (the appropriate method, the important of the material), interest (the interesting to the material), and capability (mastery the material).

C. The indicator Questions

1. The appropriate method
2. The interest to the material
3. The importance of the material
4. The mastery of the material

D. The Result of the Interview

No.	Questions	Answer
1	Does the teacher always use an interesting method to teach English Grammar?	In the teaching-learning process the teacher asks the students to make presentation about the material and they must convey to others.
2	Does the lecture always give exercise after teaching English Grammar?	Yes, every meeting the students must bring a book which in the book there is questions and the key answer too. After that the teacher asks students to do and to discuss it.
3	Are the students enthusiastically during the lesson English	It depends on the students' mood. Although there is interesting interaction but the

	Grammar?	mood of students is bad, they will not be enthusiastic during the lesson.
4	Does every student have English Grammar book?	Of course. Every student must have not only a book but also two or three books by the different author.
5	Do the students need material about types of verb-Ing in English Grammar?	The students need this material. But, in the teaching process the teacher doesn't give the special material about verb-Ing. The teacher gives only the material of verb in general.
6	Does the teacher ever give duty about types of verb-Ing to the students? Would you like to explain, why does he/she never do it?	The teacher never gives duty about types of verb-Ing to the students because the material is too much and it include in the general material.
7	Why do the students still make error when they write down about types of verb-Ing in sentence use? Would you like to explain about it?	The teacher didn't teach in specific about it but in general. And also, the lecturer thinks that this material was understood by the students.
8	Does the teacher always ask the material after teaching learning process to check students' understanding?	The teacher always gives review after teaching learning process to check students' understanding by using 'true false' method. So, the teacher gives questions and they must answer whether the question is true or false. If they answer true they must give a reason why they said that was false.

Appendix 4

SYLLABUS

Subject : Basic English Grammar
Code : INS
Semester : I
Credit : 2
Description : This course provides students with an introduction into the basic knowledge of English Grammar. The course covers relevant topic such as Noun and Pronoun, Verbs, Adjectives and Adverbs, Prepositions and Articles, Phrases, Auxilliaries, Agreement, Simple Present Tense, Past Tense, Future Tense, Degree of Comparison of Adjectives, Degree of Comparison of Adverbs.

BASIC COMPETENCE	LEARNING OUTCOMES	INDICATOR	MATERIALS	TIME	ADD
	Students are expected to be able to	This will be proved when students, for example			Theory/ Practice
1. differentiate between noun and pronoun	apply the types of noun and pronoun in a sentence	1. Mention the types of noun 2. Mention the types of pronoun 3. Compose a sentence using noun 4. Compose a sentence using pronoun	☐ Types of noun and its example ☐ Types of pronoun and its example	1	T & P
2. recognize verb form in a	apply the forms of verb in a sentence	1. Identify the forms of verb in a sentence	☐ Transitive verbs	1	T & P

sentence		2. Compose a sentence using the forms of verb	☐ Intransitive Verbs ☐ Regular and irregular verbs		
3. differentiate between the use of adjective and adverb	apply adjectives and adverbs in a sentence	1. Mention the types of adjective and their example 2. Mention the types of adverbs and their example	☐ Types of adjectives ☐ Types of adverbs	1	T & P
4 apply preposition and article in a sentence	apply preposition and articles in a sentence	1. Mention the example of preposition 2. Mention the example of articles 3. Compose a sentence using preposition 4. Compose a sentence using articles	☐ The example of preposition ☐ The example of articles	1	
5. differentiate the various kinds of phrases	make an example of phrases	1. Make an example of noun phrases 2. Make an example of adjective phrases 3. Make an example of prepositional phrases	☐ Noun Phrases ☐ Adjective phrases ☐ Prepositional phrases	1	T&P
6. identify auxiliaries in a	apply the kinds of auxiliary in a sentence	1. Mention the kinds of auxiliary	☐ Kinds of auxiliary	1	T&P

sentence both written and spoken		2. Identify auxiliaries in a sentence 3. Compose a sentence using auxiliaries			
7. differentiate the kinds of agreement in a sentence	apply the kinds of agreement in a sentence	1. Identify the kinds of agreement 2. Compose a sentence using the kinds of agreement	☐ Kinds of agreement	1	T&P
8. Identify the present tense in a sentence	Apply the kinds of tense related to the present time	1. Identify the tenses in a sentence 2. Explain the pattern related to the kinds of present time 3. Compose a sentence related to the kinds of present time	☐ Simple Present Tense ☐ Present Progressive ☐ Present Perfect ☐ Present Perfect Progressive	1	T&P
9. Apply the past tense in a sentence	Apply the kinds of tense related to the past time	1. Identify the tenses in a sentence 2. Explain the pattern related to the kinds of past time 3. Compose a sentence	☐ Simple Past Tense ☐ Past Progressive ☐ Past Perfect ☐ Past Perfect	1	T&P

		related to the kinds of past time	Progressive		
10 Apply the future tense in a sentence	Apply the kinds of tense related to the future time	1. Identify the tenses in a sentence 2. Explain the pattern related to the kinds of future time 3. Compose a sentence related to the kinds of future time	☐ Simple Future Tense ☐ Future Progressive ☐ Future Perfect ☐ Future Perfect Progressive	1	T&P
11. Identify the degree of comparison of adjective in a sentence.	Apply the degree of comparison of adjectives in a sentence	1. Explain three kinds of degree of comparison of adjectives 2. Explain the pattern of degree of comparison of adjectives 3. Compose a sentence related to degree of comparison of adjectives	☐ Degree of comparison of adjectives	1	T&P
12. Apply the degree of comparison of adverbs in a sentence.	Apply the degree of comparison of adverbs in a sentence	1. Explain three kinds of degree of comparison of adverbs 2. Explain the pattern of degree of comparison	☐ Degree of comparison of adverbs	1	T&P

		of adverbs 3. Compose a sentence related to degree of comparison of adverbs			
13. Review					

References:

1. Azar, Betty Schramper. 1989. *Understanding and Using English Grammar*. New Jersey: Prentice Hall Regents.
2. Murphy, Raymond. 1998. *English Grammar in Use; A Reference and Practice Book for Intermediate Students*. Cambridge: Cambridge University Press.
3. Alexander, L.G. 1998. *Longman English Grammar for Intermediate Students*. England: Longman.
4. Thompson, A.J. and A.V. Martinet. 1969. *A Practical English Grammar*. Oxford: The English Language Book Society and Oxford University Press.
5. Harris, Salim. 1986. *Penuntun Belajar Bahasa Inggris untuk SMA Kelas III A3 Program Ilmu-ilmu Sosial Semester 5-6*. Bandung: Epsilon Grup.
6. Jones, Leo. 1992. *Communicative Grammar Practice; Activities for Intermediate Students of English*. The Edinburgh Building: Cambridge University Press.



The Researcher gives feedback to the students about their working.



The students do the assignment from researcher in the class.

Name: Azzah

Class: PB - 1A

There are some sentences below. Please translate those sentences into English correctly, especially in using Verb-ing.

1. Nate pantas mendapatkan hadiah untuk tulisan cerita pendek yang luar biasa tentang perjalanan melalui Peru. Saya tidak mengerti dia tidak menerima penghargaan tersebut.
2. Saya tidak percaya kamu ingin pergi memancing, dan kamu lupa membawa kail. Bagaimana kamu berharap untuk menangkap ikan? Apakah kamu hanya akan pergi untuk duduk disamping menangkap ikan dengan tangan kosong? Kamu akan memiliki waktu yang sulit untuk melakukan itu!
3. Vince memutuskan menabung cukup uang untuk bepergian ke Afrika selatan tahun depan. Jika dia menghindari menghabiskan uangnya dan menguras untuk menyimpan apa yang dia butuhkan untuk membuat perjalanan, dia mungkin dapat berangkat di bulan Juni.
4. Artis penenang Oscar menghindari berbicara pada penggemar dan menolak memberi tanda tangan. Lagi pula, dia mempunyai kesulitan memberi wawancara dan terlihat memiliki masalah-masalah dengan orang lain.
5. Semua orang berhenti berbicara ketika Andi datang. Dia telah mengaku membunuh Rizky. Ia mempunyai alasan atas pembunuhan Rizky. Ia tidak suka perkataan Rizky. Akhirnya ia harus bertanggung jawab atas perbuatannya itu.
6. Rani duduk di taman membaca novel meskipun mulai hujan. Ia menghabiskan sebagian besar waktunya memahami novel tersebut.
7. Gadis yang berdiri di toko Roti itu adalah teman sekelasku. Makan adalah hobi utamanya. Dia bersenang-senang makan segala sesuatu yang ia inginkan.
8. Ketika saya datang di rumahnya, saya menemukan kucing kecil berbaring di lantai. Saya membayangkan memiliki kucing kecil seperti itu. Saya pikir itu sangat menarik.
9. Ini hari yang cerah. Sekarang aku di kafe internet dekat kampusku. Aku duduk di sini sendirian karena teman-temanku sedang menghadapi ujian terakhir sekarang. Jika kamu sedang online sekarang, silakan balas pesan.
10. Pada pukul 07:30 pagi, Tuan Wilson sedang duduk di meja sarapan. Dia sedang membaca koran. Kemudian Nyonya Wilson menaungkan secangkir kopi untuk tuan Wilson. Dia minum dua cangkir kopi setiap pagi sebelum dia pergi bekerja.

11. Pada jam 07:00 pagi bel berbunyi. Pak satpam sedang menutup pintu gerbang. Tibalah, ada seorang anak laki-laki datang. Anak laki-laki mencoba berbicara pada satpam tetapi satpam itu tidak menanggapi. Dia menyiratkan menunggu sampai bel jam pertama.

12. Seorang pemuda di Marlborough, Selandia Baru, mengubah mesin konvensional motornya menjadi berpenggerak listrik. Sytse Taouma mengubiskan cukup banyak waktu di garasi rumahnya, untuk mencari cara baru menghemat energi bahan bakar kendaraan.

13. Pembalap asal Indonesia, Rio Haryanto sempat melakukan tes mobil F1 dengan tim Manor di Sirkuit Yas Marina, Abu Dhabi, Uni Emirat Arab, Rabu 2 Desember 2015 lalu. Meskipun sudah ditawarkan satu kursi oleh tim Manor, Rio kesulitan mencari dana agar dapat menjadi pembalap Manor untuk F1 musim depan.

14. Menulis dan berbicara adalah keterampilan produktif. Keterampilan menulis lebih rumit dari pada keterampilan lain dalam bahasa Inggris. Keterampilan-keterampilan lain itu adalah membaca dan mendengar.

15. Telfon berdering ketika ronal sedang mandi. Dissi lain, adik sedang berdiri untuk menjawab telfon itu, tapi sudah terlambat. Telfon berhenti berdering dan adik duduk dikursi dekat meja menunggu telfon lagi.

1. Have proper to get prize for writing incredible short story about the trip through Peru. I don't know she not receiving the award.
2. I don't believe you want to fishing. and you forget to bring a hook. how you hope for catch fish? what are you just go for sitting on the river catch a fish with bare hand? you will have difficult time to do it.
3. Vince decide to save money to go to south Africa next year. if he avoid to finish her money and manage to save what is he need to make a trip, maybe he can depart in June.
4. Artist who the winner ~~name~~ of Oscar avoid to speak with fans and reject to give signature. ~~moreover~~ moreover, she get difficult to give interview and looking have problems with other people.
5. Everyone stop to talking when andi ~~come~~ came. ~~she was~~ ^{she} admitting killed Rizky. he ~~doesn't~~ ^{doesn't} like Rizky's words. finally he must responsible for her act.

6. Rani sitting on the garden reading novel. although it started to rain. she finish a part he time to understand it.

7. The girl who standing at in the bakery was classmate. eating is her main hobby. she enjoy one self everything what she want.

8. when I come to her house. I find little cat lie down on the floor. I imagine have a little cat like that. I think it's interesting.

9. ~~With the busy today~~ ^{now at} I am ~~going to~~ ^{at} an internet cafe near my campus. I am sitting in here lonely because my friends facing the final exam now. If you online please, response quickly.

10. at 07:30 am ~~at~~ ^{at} Mr. Wilson sitting at the ~~dinner~~ ^{breakfast} table. he reading newspaper. and then Ms. Wilson pour a glass of coffee to Mr. Wilson he drink two glass of coffee every morning before he go to work.

11. at 07:00 am bell is ringing, security closing the fence. suddenly they come. The boy try to talking to security. but security not response. he suggest to waiting until the bell first hour.

12. young man in Marlborough, Selandia Batu change conventional machines now cycles become electricity moveable, syste economy finish much enough time in garage his house. for hunt new way to economize machines vehicle fuel.

13. Racer from Indonesia, Rio Karyanto had time to test F1 car with the ~~time~~ team ~~at~~ ⁱⁿ sirkuit Yas Marina, Abu Dhabi, Uni Emirat Arab, Wednesday, 2 December 2010, despite being offered a seat by the team. no difficulty finding funding in order to be the drivers for next season.

14. writing and speaking is productive skills. writing skill more difficult from other skills in England. it's other skills is reading and listening.

15. The phone ringing when Rani take a bath. on the other hand, younger brother running to reply it. but late. The phone stop ringing and younger brother sitting on chair near table waiting phone again.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : 14-06-03/Ju/PP.00-9/5081/2015

Semarang, 09 November 2015

Lamp : -

Hal : **Penunjukkan Pembimbing Skripsi**

Kepada Yth:

Sayyidatul Fadlilah, M. Pd

Assalamualaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Salamatul Libdah

NIM : 123411095

Judu : **"The Students' Ability in Identifying Types of Verb-Ing in Sentence Use
(A Descriptive Study at English Department Freshmen Students of Walisongo
State Islamic University in the Academic Year of 2015/2016)"**

Dan menunjuk saudara:

Sayyidatul Fadlilah, M. Pd

(sebagai pembimbing 1)

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya kami ucapkan terima kasih.
Wassalamualaikum Wr. Wb.

A.n. Dekan,

Sekretaris Pendidikan Bahasa Inggris



Sayyidatul Fadlilah, M. Pd

PP-0810908 200710 2 001

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
3. Arsip



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : In.06.03/ D.1/ TL.00/6084/2015
Lamp. : -
Hal : Mohon Izin Riset
A.n : Salamatul Libdah
NIM : 123411095

Semarang, 22 Desember 2015

Kepada Yth. :
Dekan FITK UIN Walisongo
di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Salamatul Libdah
NIM : 123411095
Alamat : Ds. Bulumanis Lor RT. 02 RW. 01 kec. Margoyoso kab. Pati
Judul Skripsi : THE STUDENTS' ERROR IN IDENTIFYING TYPES OF
VERB-ING IN SENTENCE USE (A Descriptive Study at English
Department Freshmen Students of Walisongo State Islamic
University in the Academic Year of 2015/2016)
Pembimbing : Sayyidatul Fadlilah, M. Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama 1 bulan, pada tanggal 23 Desember 2015 sampai dengan tanggal 23 Januari 2016.

Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
~~Wakil Dekan Bidang Akademik~~

Dr. H. Fatah Syukur, M. Ag
NIP. 19681212 199403 1 003

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka kampus II Ngaliyan (024) 7601295 Fax. 7615387 Semarang 50185

SURAT KETERANGAN PENELITIAN

Nomor: Un.10.3/J4/TL.00/2245/2016

Yang bertanda tangan di bawah ini:

Nama : Dr. Ikhrom, M.Ag

Jabatan : Ketua Jurusan PBI

Dengan ini menerangkan bahwa:

Nama : Salamatul Libdah

NIM : 123411095

Fakultas : Ilmu Tarbiyah dan Keguruan

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **"The Students' Error in Identifying Types of Verb-Ing in Sentence Use**

**(A Descriptive Study at English Department Freshmen Students of
Walisongo State Islamic University in the Academic Year of 2015/2016)"**

Tersebut di atas telah melaksanakan penelitian di lingkungan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, pada tanggal 23 Desember 2015 sampai dengan tanggal 23 Januari 2016.

Demikian surat keterangan penelitian ini kami buat untuk digunakan sebagaimana mestinya.

Semarang, 02 Juni 2016

a.n. Dekan,

Ketua Jurusan PBI

Dr. Ikhrom, M.Ag

NIP. 19650329 199403 1 002

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
LEMBAGA PENELITIAN DAN PENGABDIAN
KEPADA MASYARAKAT (LP2M)

Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

PIAGAM

Nomor : In.06.0/L.1/PP.06/1113/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam
Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : **SALAMATUL LIBDAH**

NIM : **123411095**

Fakultas : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-65 Tahun 2015
di Kabupaten Blora, dengan nilai :

..... **84** (..... **4,0 / A**)

Semarang, 7 Desember 2015
Ketua,



Dr. H. Sholihan, M. Ag.
NIP. 19600604 199403 1 004

CURRICULUM VITAE

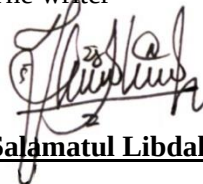
Name : Salamatul Libdah
Place, Date of Birth : Pati, April 2nd 1994
Home Address : Rt 02/ Rw 01 Bulumanis Lor, Kec. Margoyoso
Pati

Educational Background:

1. MI Tarbiyatul Athfal Bulumanis Lor
2. MTs Salafiyah Kajen
3. MA Salafiyah Kajen
4. ELT Department at Education and Teacher Training Faculty
Walisongo State Islamic University

Semarang, May 17th, 2016

The writer

A handwritten signature in black ink, appearing to read 'Salamatul Libdah', with a horizontal line drawn across the middle of the signature.

Salamatul Libdah

NIM: 123411095