APPENDIX 2

INTERVIEW

Information Gap Activities in Learning Speaking at *Englishopedia*

Subject	Construct	Conceptual Definition	Components	Interview Questions
Teacher's perception	Basic types of speaking (Brown, 2004)	Basic types of speaking (Brown, 2004), categorize the speaking performance related to the Information Gap Activities; Responsive, Intensive, and Interactive	- Responsive - Intensive - Interactive	1. What kind of activity that you implement in your speaking class? 2. How do you know if the activity works to stimulate speaking skill? 3. In what way do you manage your class for conversation? 4. How long that you allocated for practicing speaking each meeting?
Teacher & Students	The characteristics of Information Gap Activities Prabhu (1987); Hasibuan (2012)	Information gap activities (Prabhu, 1987); (Hasibuan, 2012) aims to yield a real communication and transfer knowledge	- Transfer knowledge - Pair work - Obtaining information - Expressing opinion - Information selection	**Teacher** 1. In what way you deliver the material to the students? 2. How you expressing your opinion to your

				students? (for some cases) 3. How do you select the material before you explain it to your students? 4. What will you do to check students' comprehension? **Students** 1. In what purpose do you learn speaking at *Englishopedia*? 2. How long have you been taken speaking class at *Englishopedia*? 3. How is your speaking skill improved since you joined *Englishopedia*? 4. While you are doing conversation, have you ever expressing your

				opinion to another student? 5. How do you discuss about learning material or any kind topic with another student during the class? 6. In what way you discuss about it, group or in pair? 7. In what way you select the information gap and why those types of material?
Students' perception	The advantages of Information Gap Activities (Son: 2009)	Information gap has some advantages towards speaking activities (Son: 2009)	- More communication takes place - Builds students' confidence - Motivation can be high	1. Does the teacher use a lot of information gap activities? 2. What do you think of it? 3. Does it help you to communicate more? 4. Build your confidence and motivation?

				5. How the teacher engages you to participate during the class?

INTERVIEW TRANSCRIPTION 1

Trancription 1

Participant : Student 1

Time : 7pm – 8.30 pm

Date : August 14th 2018

Place : KFCs' outlet at Magelang St.

I : Interviewer P : Participants

Subject	Line	Transcription	Theme	Code
P		**Is it already started?**		
I		Recording…		
I		Firstly, how do you about *Englishopedia*?		
P	1	**I know *Englishopedia* from my friend**		
I		From your friend?		
P	2	**yes**		
I		And then?		
P	3	**He was a student at *Englishopedia* and he told me that he had an improvement then told me about the detail of *Englishopedia* and I feel interested to join**		
I		In what way do you feel interested?		
P	4	**The first, I interested with the teacher. The teacher is great and mastered on speaking. His class is so fun and very simple, so it's cool.**	Advantage of information gap activities	I/1/AIGA/4
I		What is your purpose to learn English at *Englishopedia*?		
P	5	**I used to be a participant of student**	Character of	I/1/CIGA/5

		exchange in Malaysia and Singapore. I have no idea how to speak English, that's why I have to learn about it	information gap activities	
I		Oh I see		
P	6	**It's from the beginning**		
I		So from the beginning you really want to improve your speaking skill?		
P	7	**Yes, I'm focus on speaking skill, especially for communication**		
I		How long have you learned at Englishopedia?		
P	8	**Around for 4 meetings**		
I		4 meetings?		
P	9	**Ya it's been for weeks but ya around 4 meetings**		
I		So in 4 meetings, do you feel any improvement in yourself?		
P	10	**yes**		
I		How?		
P	11	**I have improved in pronunciation. How to pronounce word in English and also the grammar. But for the grammar I don't feel a significant improvement**	Speaking Types	I/1/ST/11
I		hmmm		
P	12	**My grammar is not good yet**		
I		It's quite hard to be learned?		
P	13	**Yes hehe**		
I		While you studying at *Englishopedia*, have you ever involved in discussion or conversation related the material?		
P	14	**Yes. As usual after grammar and pronunciation is done, the teacher will divide us in pair then we will communicate**	Character of information gap activities	I/1/CIGA/14

		based on the topic. Sometimes the teacher invite native speaker too		
I		Really?		
P	15	**Yes, last meeting he invited native from Egypt then he told his story in English and communicated with some students too. So the student know how to interact with the native speaker directly**	Advantage of information gap activities	I/1/AIGA/15
I		Have you interacted with the native?		
P	16	**Yes just few words but there are some students who speak English better.**		
I		On that situation, is the teacher divide you all in group or in pair?		
P	17	**There is no discussion in group but we communicate in pair by using English and talk about the topic such as introduction, and then our personal life**	Character of information gap activities	I/1/CIGA/17
I		So the topic is more like the students' personal life right?		
P	18	**Yes kind of**		
I		How you process all the information you got from the teacher? I mean have you ever feel that the information is not suitable with your beliefs or something?		
P	19	**No because information is on track but the way he deliver the material is too fast**		
I		Oh too fast? How?		
P	20	**Too fast because not all student have the same level to process the information I think**		
I		But is it affects you in learning speaking?		
P	21	**No at all, but sometimes it's hard to process some information. I have to learn**		

		by myself then I got it		
I		But you still improved right?		
P	22	**Of course because the material is very simple and I love to learn about it**		
I		During pair work, is it helps you to understand the material easier?		
P	23	**I think the way teacher teach us that make the material is easy to understand and make the class is fun**	Advantage of information gap activities	I/1/AIGA/23
I		Then it means pair work is not works right?		
P	24	**It encourages me to speak more and think like "how he can speak English fluently?"**	Advantage of information gap activities	I/1/AIGA/24
I		So it means it tends to be like a motivation to you?		
P	25	**Sort of**		
I		So after you experienced for being a participant od student exchange in Malaysia and Singapore, you be motivated to learn speaking English?		
P	26	**Yes, because pair work is really help me to improve my speaking skill. It builds my confidence and the teacher encourage us to speak confidently**	Character of information gap activities Advantage of information gap acitivites	I/1/CIGA/26 I/1/AIGA/26
I		So your purpose to learn at *Englishopedia* is to enhance your speaking skill then you can be a participant in many international events, right?		
P	27	**Totally. Because of my experiences in Malaysia and Singapore, I realize that**		

		speaking is crucial skill especially English because with English you can go wherever you want		
I		Is there another thing you did to improve your speaking skill by yourself?		
P	28	**Yes, just a little secret. Well I think Mr Yono taught us to be shameless while learning speaking**		
I		Shameless?		
P	29	**Yes we have to be shameless while learning speaking. When I'm alone in my own room I practice to pronounce some words like a fool. How to pronounce it well, we imitate how the teacher pronounce it.**	Speaking types	I/1/ST/29

INTERVIEW TRANSCRIPTION 2

Trancription 2

Participant : Student 2

Time : 9pm – 10 pm

Date : August 16th 2018

Place : Englishopedia

I : Interviewer P : Participants

Subject	Line	Transcription	Theme	Code
I		Good evening...		
P	1	**Hello mba Resti, how are you?**		
I		Great, you?		
P	2	**Alhamdulillah good**		
I		Okay firstly, how do you know about Englishopedia?		
P	3	**I knew about it from broadcast message. One of my college friend had broadcasted about Englishopedia**		
I		Oh I see		
P	4	Yaa		
I		So what the do you think while you read the broadcast message?		
P	5	**I thought "is it real?" really impressed with the price because it's really affordable especially for college student. I worried if it was just broadcast from MLM to hire new tenant. But then, I don't have any activities but doing my thesis so finally I'm here.**		
I		How long have you learned at Englishopedia?		

P	6	This is the 4th week I think		
I		Okay around a month you have learned et Englishopedia right?		
P	7	**Ya I think**		
I		Since you have been joining Englishopedia, do you any improvement for you speaking skill?		
P	8	**It's better than before**		
I		Better? How?		
P	9	**Because, when I speak to another people I feel like brain freeze "what I suppose to talk about?" but here I have learned how to speak to another people, so it's better**	Advantage of information gap acitivities	I/2/AIGA/9
I		So, you have talked with another people when conversation. How do you expressing the opinion to them?		
P	10	**How? Ya just say it. I mean, I have learned how to speak and Mr Yono said "don't feel hesitant or worry, as long as you speak it's better"**		
I		So have you ever discussed the material with your friend? How?		
P	11	**Yes I have**		
I		How?		
P	12	**For instance, when the teacher write down the questions on board even it has discussed but I still don't get it. Sometimes I asked another student "how you solve that?" or "is it the right answer?" and then another student will give the correct answer if I wrong or say "you that's right". So it more be like we're completing each other, even the answer is wrong haha**	Character of information gap activities	I/2/CIGA/12
I		While you have discussion with another		

		student, how many of you have involved? Just both of you, I mean like pair or more than two or like group?		
P	13	**Hmmm, no. actually joined Englishopedia by me so I don't know other students at the first time. So yaa I was trying to have discussion with many students too. Tried to welcome to another student, have conversation even I don't interested with some topic but yaa it's fun**	Character of information gap activities	I/2/CIGA/13
I		Well, have you ever feel like when the teacher explain about something, you think that "I don't think he's right"		
P	14	Yes, it happened once I think. **When I heard his explanation is different from what I know. Then I confirm about it and yaa I'm wrong hehe**	Character of information gap activities	I/2/CIGA/14
I		While you were doing a conversation or discussion, have you got some information?		
P	15	**Discuss about the material?**		
I		Ya, so you only asked about material or extended the topic about something?		
P	16	**It tends to be like expressing opinion. We express our opinion and yaa it doesn't like debates. We sharing opinion and also material too. It's fun to know what other people mind. And we were sharing ideas too.**	Character of information gap acitvities	I/2/CIGA/16
I		How you improve your speaking besides learning at Englishopedia?		
P	17	**Well I usually practice with my friend from different country**		
I		Really?		

P	18	**Iya, I usually communicate by using online platform, like "how are you?"**	Speaking types	I/2/ST/18
I		Is your friend a native speaker?		
P	19	**Yess, native speaker.**		
I		How long have you been communicating with your friend?		
P	20	**I'm not sure, maybe it has been for a month. Eh wait, I've practice English since high school and joined conversation club. Such a random club**		
I		How is it possible to be random club?		
P	21	**Well first I was training as coach serving, it such a platform for travelling. Then we will meet native like tour guide.**		
I		Soo you have a lot experience isn't? You speaking skill must be good.		
P	22	**I'm not sure, I was trying to keep improving my speaking skill by practice and ignoring the grammar. That's why my grammar is not in the correct order.**		
I		Then what do you think with Mr Yono class? the he trained you in speaking especially		
P	23	**It's fun. He is funny so ya two hours is gone so fast and always "hahahahaha". Is this your first time to come here?**	Advantage of information gap activities	I/2/AIGA/23
I		Actually no, this is the third.		
P	24	**Sometimes the students are more than this. And one of them will laugh all the time during the class**	Advantage of information gap activities	I/2/AIGA/24
I		So is it motivated you enough to learn speaking?		
P	25	**Absolutely. It's my purpose to learn speaking here. The teacher says "I made**	Advantage of information	I/2/AIGA/25

		this affordable course to build your awareness how important English is. We have to compete with the foreigner from another country to get a job, if we lack in speaking English, then we can't do anything"	gap activities	
I		And your motivation to learn English?		
P	26	**Because its fun and I enjoy learning English but sometimes it's like "sambat", eh do you know sambat means?**	Advantage of information gap activities	I/2/AIGA/26
I		No, what is that?		
P	27	**It's like sometimes you feel English is hard to understand but its fun to be learned. My motivation when I was high school, English is just for my needs in school, get a good score. But I interested with the cultural and places in other countries and English unites us to communicate each other. Ya we can speak by using their own language but English is more general and what? I don't get the point hahaha**	Advantage of information gap activities	I/2/AIGA/27
I		So the point is about you willing to speak with native?		
P	28	**Kind of. Then I can go abroad. I'm sorry for the mistaken, I hope you understand**		

INTERVIEW TRANSCRIPTION 3

Trancription 3

Participant : The Teacher

Time : 9pm – 10 pm

Date : August 16th 2018

Place : Englishopedia

I : Interviewer P : Participants

Subject	Line	Transcription	Theme	Code
I		Good evening sir…		
P	1	Good evening		
I		I apologize to take your time, because there are 13 questions		
P	2	It's okay, 50 questions is not problem though		
I		The first question sir, what is your background to build this course?		
P	3	Why I build this place because education is so pricey and some people made it for business. I was born with the family who was lacking sufficient money for living and education is being high-priced, especially English. Another English course determined million something for registration fee. *Englishopedia* started from speaking-club that spotted at Gajah Mada Univeristy, and in 2009 we moved here and people only pay 5000 to join the club. The money is not for us, the money donated to foster child. Ya Alhamdulillah now I take a profit from it even not that much.		
I		How can you really brave to do it sir?		
P	4	Ya sometimes we have to lose our mind. Actually		

		people want to be paid by 5000 but they are not sure they can survive with it, ya for me it's not a big thing. And because the education in nowdays really high-priced I think it's not fair for people who live in low-income can't afford for it, especially English. So I name it qualified and affordable education. Qualified is impossible with affordable absolutely, but ya we want to make a different one then it's okay. This course highlight the qualified but affordable, even it's hard because the major people think affordable means it has not qualified, so we take longer time to promote it**.** Actually the students are good in English but yaa we don't need to do much and we can see the improvement. For instance we did pronunciation, it's fun. But the only reason is education is an essential for everyone, especially tomorrow is independence day ya I'm passionate for sharing		
I		Based on the 4 skills, why speaking?		
P	5	As I mentioned, speaking is being our big issue, and grammar. **First is grammar, second is pronunciation and then speaking.** Why I put the grammar first? Because I want to set the students' thoughts so they can make a sentence in the correct order not only speaking by ignoring the grammar. After they understood the grammar, we move to the speaking. The problem is children in nowdays only focus on national examination, and they have good score on it. **They are cool actually, but they don't know the basic how to pronounce it correctly, and it's really bad**. Teachers have to give more attention in speaking in the school but the reality they are not. They only focus how the students get high score in English in national examination, that's irony. If no	Speaking types	I/3/ST/5

		one cares about it, they ever get the result or speak confidently. That's why *Englishopedia* tried to give solution for this issue even we only do a little thing ya we hope it could bring the changes.		
I		Wow it means you have been a teacher for a long time		
P	6	I've been teacher since 2004		
I		With that much experiences, which one from those activities that really effective to enhance students' speaking skill?		
P	7	I usually do this thing based on the theory. So there is a theory that never been written while you studying English, but for me it's same like you have belief about Islam. The rule believe by heart and do by action. But many of us just believe by heart, their thought is aware how to read it but they don't get how to pronounce it. If they never pronounce it, they never get the confidence to speak up. And the first step to get the confidence by practice pronunciation. **That's why believe by heart and do by action and English is language then the action is speaking**. I focus on speaking than vocab, because the students can learn by themselves about it and they need to be trained how to speak. Even I taught professor, a dean, or mayor it doesn't mean they don't understand, they're smart actually but they can't speak up. So it hurts really when they are good at it but they can't speak and many teachers don't care about it. **They are more focus on how the students understand it but they don't prepare the students to speak and *Englishopedia* has to do something about it** by implementing the rule, believing by heart and do by action. It's fun when we see the students' got the	Speaking types	I/3/ST/7

		point “oh I get”. **Many students really good in English but they never been speak before that’s why I made the step by step**. **The structure is important for their knowledge when they got it they can make s correct order for speaking**. When they already speaking correctly, they will get the confidence. **To make sure they speaking correctly, I have to check their pronunciation because I want the best result for my students**. Pronunciation is like women first impression. She is really pretty but the way she speaks is bad, then it’s useless. I want my students more than this, I give a, b, c and more but basically they develop the material by themselves. **The students they can speak with other students by following the topic and I don’t involve amongst them**. **If I don’t teach them about grammar, they will speak randomly and they will not get the confidence to speak in correct order**. But why speaking? Because speaking is our big issue currently. The students are forced to learn English through text, that’s why the assessment is mostly textual but they need to speak for job interview right? The challenge is how to make them speak. They learn by themselves for reading but speaking, they need trainer to train them. That’s why I prefer to be mentor than teacher. Trainer is to train but teacher yaa to teach. **The objective of this class beside for the knowledge, I’d like to give more practice**. My students have to practice because they can feel the improvement, even one student said this to me “sir, I’m tired for doing this”. Ya it drained your energy but you can feel the changes in yourself and it’s fun.		
I		How you know that the activity is effective?		
P	8	I have proved it to my students, not only my usual		

		students but the great people the dean, professor, and many others. And they really enjoy it because that is what they need. Because when they doing this activity, it motivates them even they will get tired. There is a virus to be understood by them "I could speak better but why it's really hard?". Their knowledge about English is great but they couldn't speak, because of that I drilled them by those activities. How do I know the activities are effective for them? I usually got feedback from them, or they told me the changes in good way. Especially those students who never absent the class and commit to attend the class. I can feel their improvement by seeing the way they speak in my class. I think it works on them. So far, there is no one English course have implemented the same method as me.		
I		I saw you give the list of vocab to the students? Why do you use the list of vocab?		
P	9	Basically, I made it by took some words from Google. For instance, I'm searching 3000 words mostly used or 2000 words mostly used. I found it from the internet, and then I use it to give to my students. Those words are the commonly used in real life. That's why I think it suitable for them because most of them already know those words. **They know how to use the word but they don't know how to pronounce it correctly**. After that I drilled my students before speaking session. Because by drilling them, they will remember longer how to pronounce it well. In pronunciation, it looks like I do bullying to my students but actually not. **I do that because I want them to aware their mistakes while they pronouncing it wrong**. If they know their mistake, they will remember longer than I instruct them to	Speaking types	I/3/ST/9

		follow the way I pronounce it.		
I		I remember, before the class has ended there is conversation session. I have observed on Tuesday, on free class there is no conversation, why?		
P	10	Sometimes, I actually I skip the conversation. There are some classes, which I want to focus on the grammar first. Because I observed my students needs and I think they need to focus on the grammar first, and on Tuesday is free class and they newly join *Englishopedia* so ya I have to be prepared the students first at the beginning, eh in some cases I give them speaking session, but I them guidance, or they will talk randomly. But for today, I admit they already have good skill and knowledge on grammar. So I allocated 2 hours each meeting, for grammar 30 minutes, pronunciation 30 minutes, and the other one hour is going to be speaking session**. In speaking session, I don't involve amongst them, they already know how to speak.** But somehow I prefer to follow my step, because I can shape their thoughts and mouth how to say the word. It kind bit different with another course or even institution but I'd love to do it. My students come for learning because they want to, and I can give target what I have to achieve today for example, I can't do this in institution or another course. Sometimes 14 meetings are not enough to achieve the learning objective and I don't see the improvement. Maybe it caused the class is bigger and ya the students think English is not important. But my students who come here ya they want to learn English, because they need it. So they will follow my instruction whatever it is. If I'm being a teacher in institution, I'm aware that the students don't need English and it hurts. But in *Englishopedia*,	Character of information gap activities	I/3/CIGA/10

		every student needs English, and it's fun to drill them because they will be motivated to speak. In some cases, there are some students who want to show off, but ya I told them "if you want to show off, this is not the right place". Moreover, basically students come here, they are willing to learn, willing to have fun, and need some refreshment, so ya 2 hours is gone so fast.		
I		I also have fun to be here		
P	11	Hahaha, have fun because my class is so random. I prefer to teach something with, I'm sorry my way. Even maybe for somebody else it's weird but for me it's okay. I teach them based on my experience. Then I don't want to teach like anybody else, I'm teaching English because my experienced then it shaped how the way I teach, ya like this way.		
I		Have you ever used matrix for mapping the learning objective or something else?		
P	12	For example?		
I		For example, what kind of material that you will teach today		
P	13	Yes of course. I used to be like that at the beginning. Basically, when I teach "smart" student, it would be hard to teach, **that's why I encourage them first. It's going to be hard to motivate my students**, sometimes the teacher have to convince myself first and also them that "if you follow me, you English is going to be better" that what I mean. If I don't do that, one by one my students will be resign or they will thinking there is no benefit to be here. So far, the students feel their libido.. what? What synonym libido, it sounds bad hahaha ya motivated. Like the girl you interviewed, I like her because I can see the		

		positivity inside her. And I don't need to do much for her.		
I		How you expressing your opinion towards your students?		
P	14	Hmmm okay. Basically I choose some controversy topic**. I'm trying to be honest about my opinion whatever it is. But I highlighted that I give my opinion base on the thoughts. I have background knowledge about it. so I don't want to talk about hoax or I talk about it but I'm not sure what I'm talking about. I give my opinion to stimulate the student to give theirs even there's no solution haha**. It can be more fun because I don't take it seriously, ya you can see my face, I'm not serious so ya they decide the point by themselves. And the exercise I gave them on board it's not serious. Not at all. I think no one course would give the questions like that, such *grandong, kuntilanak, wewe gombel, upil ketombe, pocong, paijo, tarno, tukinem*, and for politicians such as Jokowi, Megawati. It's easier to understand the sentences because they can relate. Like I said yesterday "why I prefer to use *upil* than plane?" because my students never experienced to travel using plane but all of them have experienced about *ngupil*, so that's why I prefer *upil* to be one of my object for learning. The point is, when you express your opinion by joking, the students can conclude based on their opinion too. So whatever they think, they grown up.	Advantage of information gap activities	I/3/CIGA/14
I		Okay sir, so how do you assess them? Would you give them assessment at the end of the class?		
P	15	Oh I already know. For grammar I can know by checking their task, I know is she new student or not.		

		Because the step is different for each student. For new student, their vision is different, like dreaming something in the sky. But for student who joined my class, they can explain how it can be like that. For example, why do you use do and not does? I don't teach them like anybody else and I don't give them the formula because it makes my students hard to speak up. So I prefer to use Bahasa but they understand. Every teacher has their own method, so if they think their method is good ya go ahead. But we are unique, so I have my own way and to check their comprehension, I already know. Why the question is Bahasa? Ya I think it makes me easy to teach them about grammar and analysis by using English. And then I compare the improvement with the new student. It's same like you try to solve math, you know the formula a,b,c and what is the next step. And I usually make a different exercise for the new student and the old ones, because the will be together in my class but the questions is different. For example, I pointed 1,2,3,4,5 I give the worksheet later. So ya they will up their grammar level, not only 5 basic grammar with *Englishopedia* way and so far it's easier for them to understand the grammar.		

CONSENT LETTER

UNIVERSITAS ISLAM INDONESIA
FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Sekretariat Kampus UII Terpadu Jl. Kaliurang KM.14,5 Sleman Yogyakarta 55584
Telp. (0274)896146 Fax.0274.89614

Untuk penelitian dengan judul ***The Use of Information Gap Activities in Learning Speaking at Englishpedia at Yogyakarta***, yang bertanda tangan di bawah ini ;

Nama : YANIVA CESA AGESTI
Alamat : JALAN MASJID NO. 78 PAKUALAMAN. Yk.

Setelah mendapat penjelasan tentang maksud dan tujuan serta manfaat penelitian, identitas narasumber akan dirahasiakan, dan informasi yang diberikan akan digunakan untuk kepentingan penelitian. Dengan ini saya menyatakan bersedia berpartisipasi menjadi narasumber penelitian dengan diwawancara dan direkam yang dilakukan oleh saudari Ana Resti Amalia dari program studi Pendidikan Bahasa Inggris, Fakultas Psikologi dan Ilmu Sosial Budaya Univeristas Islam Indonesia.

Demikian pernyataan ini dibuat dengan sesungguhnya tanpa paksaan siapapun.

Yogyakarta, 16 Agustus 2018

Peneliti,

Ana Resti Amalia

Narasumber,

YANIVA CESA .A.

Consent Letter of the 2nd Participant

UNIVERSITAS ISLAM INDONESIA
FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Sekretariat Kampus UII Terpadu Jl. Kaliurang KM.14,5 Sleman Yogyakarta 55584
Telp. (0274)896146 Fax.0274.89614

Untuk penelitian dengan judul ***The Use of Information Gap Activities in Learning Speaking at Englishpedia at Yogyakarta***, yang bertanda tangan di bawah ini ;

Nama : WARYONO
Alamat : JL PATIMURA 07 KOTABARU YK.

Setelah mendapat penjelasan tentang maksud dan tujuan serta manfaat penelitian, identitas narasumber akan dirahasiakan, dan informasi yang diberikan akan digunakan untuk kepentingan penelitian. Dengan ini saya menyatakan bersedia berpartisipasi menjadi narasumber penelitian dengan diwawancara dan direkam yang dilakukan oleh saudari Ana Resti Amalia dari program studi Pendidikan Bahasa Inggris, Fakultas Psikologi dan Ilmu Sosial Budaya Univeristas Islam Indonesia.

Demikian pernyataan ini dibuat dengan sesungguhnya tanpa paksaan siapapun.

Yogyakarta, 16 Agustus 2018

Peneliti,

Ana Resti Amalia

Narasumber,

WARYONO

Consent Letter of the 3rd Participant