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APPENDIX 1

Appendix

1. Have you ever heard about blended learning?
2. If you ever heard about BL where you got the information about it?
3. Do you know what blended learning is?
4. When did blended learning begin applied?
5. What do you think about blended learning?
6. Do you like that blended learning?, if so or not what was the reason?
7. What difficulties and conveniences do you feel about blended learning?
8. Do you like and active in speaking english?
9. Before the implementation of blended learning, students were active in speaking in class?
10. What do you think about students' speaking after the implementation of blended learning?
11. What the impact of blended learning itself on student's speaking?
12. And how that impact could affecting sudent's speaking ability?
13. After the implementation of blended learning at schools, do students' speaking increase or not?
14. If the speaking ability of students are increase or not after the implementation of blended learning, what do you think the causes of

that thing?

15. Do student's grades and learning processes increase or not, after the implementation of blended learning?

16. Do you think this blended learning should be applied or not at school?, within your reason.

17. What are your expectations about the system that should be implemented?



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APPENDIX II

Interview 1

Interview with students:

Participant 1 : Alifa

Participant 2 ; Intan

Participant 3 : Bona

Place : School Garden

Date/time : 03 June 2022/ 10.00



Peneliti : ; baik kita mulai dari nomor 1, pernah dengar Blended Learning gak?

Partisipan 1 : ; Pernah

Peneliti : ; Darimana?

Partisipan 1 : ; dari internet dan juga ngerasaian

Peneliti : ; Kalo Intan?

Partisipan 2 : ; Baru ini sih kak denger, soalnya biasanya kan taunya

jarak jauh, gak pernah denger bahasa inggrisnya gitu.

Peneliti : ; Kalo Bona

Partisipan : ; Sama kak, baru ini juga

Peneliti : ; Tau gak BL itu apa?

Partisipan 1 : ; Pembelajaran campuran, yah itu kak gak full seminggu di sekolah

Partisipan 2 dan 3 : ; Gak tau kak, taunya cuma PJJ

Peneliti : ; Kapan sih kalian ingat BL itu dimulai?

Partisipan 1,2 dan 3 : ; Dari awal masuk kak, kelas X semester 1

- Peneliti sendiri? ; Gimana sih pendapat adek tentang blended learning itu
- Partisipan 1 ; Seru cuman lebih enak di sekolah
- Partisipan 2 ; Lebih enak di sekolah kak, karena kan kegiatan orang beda-beda.
- Partisipan 3 lenih enak di Sekolah ; Jarang ketemu temen terus gak kena matahari juga, jadi Sekolah
- Peneliti ; Suka gak sama BL, kalo suka atau nggak apa alasannya?
- Partisipan 1 temen-temen ; Gak terlalu suka sih, karena gak bisa ngumpul sama
- Partisipan 2 ; Suka, karena dirumah bisa tidur
- Partisipan 3 intinya suka : Karena sekarang dah full masuk pengen juga lagi kak,
- Peneliti BL? ; Apa sih kesulitan dan kemudahan yang kalian rasain saat BL?
- Partisipan 1 ; Emm kalo kesulitannya itu lebih sulit paham sama pelajarannya sih karena dari hp kan, gurunya cuman ngasih materi terus yaudah gitu aja kak, kalo kemudahannya yah gak perlu capek-capek ke sekolah
- Partisipan 2 ; Ekonomi orang kan kak beda- beda, ada yang punya hp ada yang nggak, kalo kemudahannya yah gak ngeluarin biaya dan gak perlu jajan
- Partisipan 3 ; Kalo BL itu kan pake hp, gak semua orang tuh punya paket internet, dan kalo kemudahannya lebih banyak waktu tidur
- Peneliti ; Kalian suka dan aktif ngga bicara bahasa Inggris?
- Partisipan 1 ; Suka, cuman gada lawan bicaranya kak
- Partisipan 2 ; Suka, cuman agak susah ngomongkannya kak gitu
- Partisipan 3 ; Suka, cuman ngomongnya cuman sama circle aja gitu kek klub gitu.
- Peneliti ; Terus sebelum diterapkan BL kalian aktif nggak ngomong bahasa Inggris?

- Partisipan 1 ; Aktif jugak kak, karena sebelumnya kan full sekolah dan ada hari wajib ngomong bahasa Inggris
- Partisipan 1 dan 2 ; Sama kak
- Peneliti ; Apa sih dampak BL sama speaking kalian?
- Partisipan 1 ; Malah lebih belepotan kak, karena gadak partner dirumah terus vocabnya pada ilang karena jarang digunain.
- Partisipan 3 ; Sama kak, karena kan lebih banyak ngomong Indonesia disini
- Partisipan 2 ; Sama kak
- Peneliti ; Dan gimana sih kok bisa BL itu berdampak buruk sama kalian?
- Partisipan 3 ; Karena kan kak jarang kita ke sekolah
- Partisipan 2 ; Kadang kan guru kak ngasih materi aja gitu terus yaudah gadak apa-apa lagi. Kek disuruh nengok link you tube terus belajar sendiri kak
- Partisipan 1 ; Lebih ke buruk sih kak
- Peneliti ; Jadi setelah penerapan BL speaking siswa meningkat atau nggak sih?
- Partisipan 1 ; Stuck kak, gadak perkembangan
- Partisipan 2 dan 3 ; Menurun sih kak
- Peneliti ; Menurut kalian apa sih penyebabnya kok bisa nurun?
- Partisipan 1 ; Karena kurangnya kegiatan kak, gak pernah lagi disuruh ngomong Inggris terus gak ada setoran vocab
- Partisipan 2 dan 3 ; Sama kak
- Peneliti ; Apakah nilai dan ranking kalian naik sewaktu penerapan BL?
- Partisipan 1 ; Diawal sih menurun kak, tapi belakangan sudah naik
- Partisipan 2 ; Tetep kak, karena guru kan gak terlalu kenal kita gitu kak
- Partisipan 3 ; Nilainya naik tapi rankingnya tetap
- Peneliti ; Menurut kalian BL ini harusnya ditrapkan atau nggak?
- Partisipan 1,2 dan 3 ; Seharusnya nggak, lebih baik offline kak

Peneliti ; Menurut kalian sistem apa yang seharusnya diterapin sama sekolah?

Partisipan 1,2 dan 3 ; Offline kak

Interview 2

Name of participant : Fachrul

Date/time : 04 June 2022/ 08.30

Researcher ; Have you ever heard about BL?

Participant ; Yes, i have

Researcher ; Where you got the information about it?

Participant ; From my school

Researcher ; Do you know what BL is?

Participant ; Yes i know, its like learning from our home 3 days at home and 3 days at school

Researcher ; When BL begin applied?

Participant ; I think its since Covid, exactly in ten grade

Researcher ; Do you like that BL, if so or not what was the reason?

Participant ; No, i don't like BL, because it was not effective and make us not focus

Researcher ; What the difficulties and convenience when you do BL?

Participant ; It would easy for me exactly beacuse we can using a hack using our phone and for difficulties i think it would be hard for us to get knowledge and focus

Researcher ; Do you like and active in speaking English?

Participant ; Yah i like it and a little bit active

Researcher ; Before the implementation of BL, did the students active in speaking English in class?

Participant ; I think no, its just regulaerly learning process and just silent

Researcher ; What do you think the students speaking after the implementation BL?

Participant ; I think there is no increase for students, but for me i hink there is a little bit cause i like learning by my self

Researcher ; What the impact of Blended Learning on students speaking ability?

Participant : There is no increase

Researcher ; And how that impact could affecting student's speaking ability?

Participant ; I think because they not practice by their self

Researcher ; Do student's grade and learning increase or not after BL?

Participant ; Yah. My grade increase

Researcher ; Do you think this BL should be applied or not?

Participant ; I think it should not be applied, because the students will get struggle when they do it

Researcher ; What the system that you expecting to be applied?

Participant ; just like now, it was offline

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Interview 3

Name of participant : Alma Yuri

Date / time : 05 June 2022

Peneliti ; Namanya siapa?

Partisipan ; Alma Yuri kak

Peneliti ; Pernah denger Blended Learning gak?

Partisipan ; Pernah

Peneliti ; Denger darimana?

Partisipan ; Dari Social Media

Peneliti ;Tau gak BL itu apa?

Partisipan ; Tau, Kita belajar secar gelombang, satu kelas itu dibagi dua kak, sesi pertama 3 hari dalam seminggu offline bergantian sama sesi satu lagi kak

Peneliti ; Kapan sih BL itu dimulai?

Partisipan ; Sejak Covid kak

Peneliti ; Apa sih pendapat kamu tentang BL?

Partisipan ; Menurut Alma kurang efektif sih kak

Peneliti ; Suka nggak sama sistem BL ini, sertain alasannya ya

Partisipan ; Ada sukanya ada nggaknya kak, sukanya itu kak kalo dirumah kan bisa rebahan gitu tapi kalo nggak sukanya kurang efektif dalam memahami pelajaran

Peneliti ; Apa kemudahan dan kesulitan yang kamu rasain waktu BL?

Partisipan ; Kesulitannya kurang fokus dalam belajar kak karena gak tatap muka langsung sama guru, kalo kemudahannya kita gak perlu ke sekolah dirumah bisa langsung sekolah

Peneliti ; Kamu aktif dan suka nggak ngomong bahasa Inggris?

Partisipan ; Suka tapi ga terlalu aktif kak

Peneliti ; Sebelum diterapkannya BL Alma dan teman-teman lain sering ngomong pake bahasa Inggris gak?

Partisipan ; Gak terlalu kak, kalo pas belajar bahasa Inggrisnya gurunya memang aktif kak dalam menggunakan bahasa Inggris

Peneliti ; Apa pendapat Alma tentang speaking Alma dan teman-teman setelah diterapkan BL di sekolah?

Partisipan ; Biasa aja kak, gak ada perubahan

Peneliti ; Jadi menurut Alma dampak Blended Learning dengan speaking Alma gimana sih, menurut Alma?

Partisipan ; Dampaknya itu siswa jadi kurang fokus dalam memahami pembelajaran bahasa Inggris kak

Peneliti ; Gimana sih dampak itu bisa terjadi?

Partisipan ; Karena kan BL ini membuat siswa lebih malas kak karena kita dirumah rebahan, walopun gurunya dah ngsi materi sering nunda-nunda

Peneliti ; Nilai dan ranking Alma gimana waktu BL?

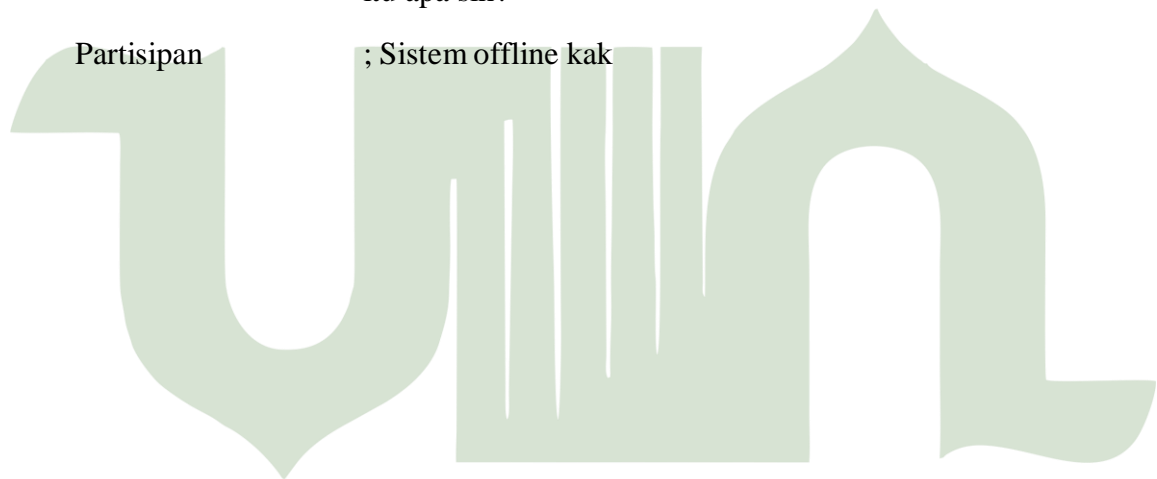
Partisipan ; Pas awal masuk nilainya menurun kak karena kan guru gak bisa nilai kita secara offline kak full kak terus pas BL meningkat lagi kak

Peneliti ; Harusnya BL ini diaplikasikan disekolah atau nggak sih menurut Alma?

Partisipan ; Nggak kak

Peneliti : Menurut Alma sistem yang harusnya diterapkan disekolah itu apa sih?

Partisipan ; Sistem offline kak



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APPENDIX III

Interview with teacher

Name of participant : Windi Astuti, S.Pd.I

Place : Garden of school

Date/ time : 07 June 2022/ 09.30

Researcher ; Mam, have you ever heard about BL?

Participant ; Yah, i have

Researcher ; Where you got the information about it?

Participant ; Maybe from a TV i thought

Researcher ; Do you know what BL is?

Participant ; It is when some students at school and other using daring at home

Researcher ; When did BL begin applied?

Participant ; After Covid i think

Researcher ; What do you think about BL?

Participant ; I think it is exactly not good but because of the situation we did not have another choice so we do BL

Researcher ; Do you like BL mam, if so or not what was your reason?

Participant ; BL is solution, for the situation i think i like it but for the fact other teacher did not like it i think

Researcher ; What difficulties and conveniences do you feel about BL?

Participant ; I think if student study at home its difficult to us to explain about our lesson clearly because the limit of the timeand also the using of the media, for the convenience i think, this is as the one way to study even the situation of Covid

Researcher ; When mam teaching at the class did the sudents like and active in speaking class?

- Participant ; Some students, some of them like to speaking because they have many vocabularies but some students confuse, so we combine with using Indonesia even it was English *gado-gado*.
- Researcher ; Before the implementation of BL did the students active in speaking at the class?
- Participant ; Some students but most students did not active, because some of them ashamed and they afraid to make a mistake but i always motivate them to speak English
- Researcher ; What do you think mam about the students speaking after the implementation of BL at school?
- Participant ; I think not increase, because it was difficult for them to speak at home without friends and without motivation from the teacher
- Researcher ; What the impact of BL on students speaking according to mam
- Participant ; The impact i think, some students have a good impact but some of them difficult to do speaking while do BL
- Researcher ; How that impact could affecting student's speaking ability?
- Participant ; If we talk about BL and speak, they do not have ability to speak when they did not have friends and when they speak they must do face to face, only a little bit students have ability to do speak when do BL
- Researcher ; Do students grade and learning process increase or not?
- Participant ; For the diligent and smart student yes they increase their grade and learning process but some students it is become the problem because there is no teacher directly see them.
- Researcher ; Do you think this BL should be applied or not mam?
- Participant ; I think depends on the situation, if the situation need it, why not. But it is better if students just do offline
- Researcher ; What are your expectation the system that should be implemented at school mam?
- Participant ; I think i really like if students come to the school directly just like usual or we can say it was offline

APPENDIX IV

Observation 1

Because of blended learning has two model of learning. This observation divided into two place, at school and at student's home.

A. At School doing offline

Name of the school : MAN 2 LABUHAN BATU UTARA

Class : XI IPA 4

Date and time : 3rd June 2022/ 07.30- 09.00

Name of the teacher : Windi Astuti, S.Pd.I

Consist of : 40 Students

- First offline learning observation

No	Activities	Time	Participants		Observations
			Teacher	Students	
1	Opening and greeting	07.30-07.35	Say salam and greeting all of student	Answer Salam from teacher and greeting teacher	At the time teacher come in to the class all the student silent and teacher also give positive vibes with smile.
2	Absen session	07.36-07.45	Absen or call the name of all student	Listening teacher and raise hand if his/her name called by teacher	Over all. All of them is quiet to waiting the absence list, although there are some students chit

					chat
3	Aperseption	07.46-07.56	Teacher showing a picture and instruct the student to analysis that picture	Pay attention to front of the class and analysis the picture in the white board	All the class is an active and focus look at picture
4	Discussion about the picture and the relation to asking and giving information about experiences and events	07.57-08.20	Explain about the picture and discuss it with students	Listening to the teacher, and there are answer the question from teacher and also giving her opinion about the picture	The teacher can convey the material well to student, so that most of them understand about matery.
5	Question and answer session directly	08.21-08.30	Explain this matery and asking the student the importance of the matery	Listening to the teacher and one of them answer the question from teacher	Students and teacher active in the class
6	Analyzing text session	08.31-08.338	Showing a text and instruct the student to analyzing the text whether it is present perfect tense or past perfect tense	Analyzing the text and choosing the text whether it is present persfect or past perfect tense	The students read the text carefully and most of them could knew whether the text using presents perfect tense or past perfect tense
7	Book's task session	08.39-08.55	Instruct the student to open the book on page 204 and answer the question	Doing the task	Students do the test in an orderly and calm manner
8	Closing session	08.56-09.00	Collect the task and closing the	Collect the task and answer salam from the	The students collect the task in an

			class	teacher.	orderly and do spirit Salam
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Observation 2

- The second offline learning observation
Place : MAN 2 LABURA
Class : XI IPA 4
Date and time : 04th June 2022 / 08.20-10.00

No	Activities	Time	Participants		Observation
			Teacher	Students	
1	Opening session	08.20-08.25	Say salam and greeting the students	Answer salam and answer greeting from teacher	All the class quiet at the time teacher come in to the class
2	Repeat the last matery	08.26-08.30	Asking students about the last matery	Listen to the teacher and answer the question from teacher	The students busy to opening the notes but they can answer the question from the teacher
3	Conversation session	08.31-08.50	Watching students have a conversation in their table	Doing conversation based on the text that have given by teacher	At this time also the class is busy but they active in their conversation and the teacher go around class to watching the students's conversation
4	Role play session	08.50-09.32	Call each group to the	Come to the front of the	At this time the class is

			front of the class and show how they making role play	class and making role play	active they can making the role play in a good way
5	Learning book session	09.33-09.37	Instructs the students to open the book in page 206 and explaining the text	Open up book and listen to the teacher	All the students open their book and listening the teacher but not all of them listen it.
6	Exercise session	09.38-09.50	Instructs students to do the exercise	Do the exercise	All the students a little noisy and some of them that have done the exercise have chit chat with their friends
7	Collect the exercise and closing	09.51-10.00	Collect the paper with help from chairman and closing the class with <i>Basmalah</i>	Collect the exercise to chairman and saying basmlah together	The class controlling well by chairman and all of them active in the class.

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Observation 3

B. At home doing online

Place : Putri Puspita Sari's home
 Date and time : 06 June 2022 / 07.30- 08.20

- First online observation

No	Activities	Time	Participants		Observations
			Teacher	Students	
1	Opening and greeting	07.30-07.35	The teacher typing greeting word to the studentss with basmallah and send it to WhatsApp group	The students answer Salam from teache by type it at WhatsApp group	On this situation it was look a little crowded, because the students will answer the teacher's greeting as fast as they can and it makes thats WhatssApp group seems crowded.
2	Absen session	07.36-07.42	Instruct the students to make list of absence	The students make a list of absence on WhatsApp group	When do students make a list of absence on the group it seems did not get controlling and maybe it is difficult to control the students while doing online learning, some of students have write the name on the list but because they got same time with their friends the absence become double, so, the students should fix it and it took time longer.
3	Aperseption	07.42-08.00	Teacher instruct the students to open the	Monitor WA group and do teacher's instruction	Students do the instruction well

			book page 56 and giving the explanation using vn (voice note). Teacher also said to ask the teacher at WA group if they get confused about matery.		
4	Task session	08.00-08.10	Teacher give instruction to do the task on page 56 below the paragraph on the book by written.	Do the teacher's instruction	Students trying to do the task.
6	Collecting task session	08.11-08.15	Give instruction to the students to send the written text with picturing thw task and send to the WA group	Send the written task to the group	Not all of the students send the task to the group, some of them did not do the task.
7	Closing	08.16-08.20	Closing the class with typing basmalah and say thanks to the students	Replying teacher's message	Most of students replying teacher's message and some of then say thanks to the teacher.

Observation 4

- The second online learning observation

Place : Student's house

Date and time : 07 June 2022 / 07.30- 08.20

No	Activities	Time	Participants		Observations
			Teacher	Students	
1	Opening and greeting	07.30-07.35	The teacher typing greeting word to the studentss with basmallah and send it to WhatsApp group	The students answer Salam from teacher by type it at WhatsApp group	Students and teachers were active to great each others
2	Absen session	07.36-07.42	Instruct the students to make list of absence	The students make a list of absence on WhatsApp group	Still did not controlling enough.
3	Apersept ion	07.42-07.45	Teacher send a youtube link about decriptive text to WA group	Monitor WA group	Students monitoring WA group
4	Learning session	07.46-08.00	Teacher give instruction to watch and analysing the you tube video, and suggest the students to ask directly on WA group if they did not understand or have something to ask..	Watching youtube video and try to analyse it	Students feel hard to understanding the video but did not brave to ask to the teacher on WA group..
6	Task session	08.00-08.10	Give instruction to the students to make a simple descriptive text and send it to WA group.	Do the instruction	Many of students did not understand the task and just search it on goole and then paste the answer that they

					got from google to the group.
7	Closing	08.16-08.20	Closing the class with typing basmalah and say thanks to the students	Replying teacher's message	Most of students replying teacher's message and some of them say thanks to the teacher.



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APPENDIX V

Documentation Picture



Gambar 1

Wawancara dengan siswa



Gambar 2

Setelah wawancara dengan guru



Gambar 3

Observasi 1



Gambar 4

Observasi 2



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Nomor : B-466/ITK/ITK.V.3/PP.00.9/01/2022

31 Mei 2022

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MAN 2 LABURA

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Zeni Mahdalena Silaen
NIM	: 0304183207
Tempat/Tanggal lahir	: Gunung Lonceng, 18 Juni 2000
Program Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Gunung Lonceng

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Kapten H. Rakanin Y Damuli, Perk Damuli, Kualuh Selatan, Kabupaten Labuhan Batu Utara, Sumatera Utara 21457, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The impact of blended learning on student's speaking ability at Senior High School

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 31 Mei 2022
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris



Yani Lubis, M.Hum.
NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LABUHANBATU UTARA
MADRASAH ALIYAH NEGERI 2 LABUHANBATU UTARA

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Kabupaten Labuhanbatu Utara 21457 NPSN : 60729879 NSM : 131112100004
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SURAT KETERANGAN

Nomor : 0770 /Ma.02.30.02/PP.00.6/06/2022

Berdasarkan Surat Universitas Islam Negeri Sumatera Utara Medan Nomor : B-466/ITK/ITK.V.3/PP.00.9/01/2022, Tanggal 31 Mei 2022 tentang Izin Riset, maka dengan ini Kepala Madrasah Aliyah Negeri (MAN) 2 Labuhanbatu Utara :

Nama : Nasrah Bina Sejahtera, S.Pd.I
NIP : 19790728 200312 2 009
Pangkat/Golongan : Pembina, IV/a
Jabatan : Kepala MAN 2 Labuhanbatu Utara
Alamat : Jln. Lintas Sumatera Utara – Damuli
NPSN : 60729879
NSM : 131112100004

Menerangkan dengan sebenarnya bahwa :

Nama : Zeni Mahdalena Silaen
NIM : 0304183207
Tempat/Tanggal Lahir : Gunung Lonceng, 18 Juni 2000
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)

Benar nama tersebut diatas telah melaksanakan Riset pada tanggal 02 s.d 08 Juni 2022 di MAN 2 Labuhanbatu Utara untuk memperoleh informasi / data yang berhubungan dengan Karya Ilmiah yang berjudul " *The impact of blended learning on student's speaking ability at Senior High School* " .

Demikian surat keterangan ini diperbuat untuk dipergunakan sebagaimana mestinya.

Labuhanbatu Utara, 08 Juni 2022

Kepala,

Nasrah Bina Sejahtera

Biodata Mahasiswa

Name : Zeni Mahdalena Silaen
NIM : 0304183207
Place/Date of birth : Gunung Lonceng, 18th June 2000
Address : Gunung Lonceng dusun II
Title : The Impact of Blended Learning on Student's
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Advisor 1 : Dr Sholihatul Hamidah Daulay S.Ag.M.Hum
Advisor II : Drs Achmad Ramadhan MA
Father's name : Arifin Silaen
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Education:

- a. SDN II2268, Gunung Lonceng, North Sumatera. Graduated on 2012
- b. MTsN Damuli Pekan. Damuli Pekan. Graduated on 2015
- c. MAN 2 LABURA. Damuli Kebun. Graduated on 2018
- d. State Islamic University of North Sumatera. Department of English Education. Faculty of Tarbiya and Teacher Training

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