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Table 1. Examine the curriculum and learning tools used by teachers;

No	Item of Questions	Answer (Yes)	
		F	%
	In implementing PLP 2, did you have problems when...		
1	review the curriculum used at the school?	14	100%
2	review the curriculum as a learning experience?	13	93%
3	review the program curriculum or learning plan at the school?	13	93%
4	examine what books the teacher used for students?	13	93%
5	review the syllabus used by the teacher?	12	86%
6	review the RPP Learning Implementation Plan used by the teacher?	14	100%
7	review the LKS Student Activity Sheet used by the teacher?	13	93%
8	review the evaluation instruments and learning outcomes tests used by the teacher?	12	86%
9	examine the learning media used by the teacher?	13	93%
Average		13	93%

Table 2 Examine the learning strategies implemented by the teacher

No	Item of Questions	Answer (Yes)	
		F	%
1	1 Do you, in the learning process in class, use discovery/inquiry learning strategies, that is, you as a teacher design learning for students to understand concepts, meanings and relationships through an intuitive process to finally arrive at a conclusion?	11	79%
2	2. Do you use a problem-based learning strategy in the classroom learning process, namely the teacher designs learning how students can solve learning problems that require authentic investigation in solving them?	9	64%
3	Do you use a project based learning strategy in your classroom learning process, where the teacher designs learning to focus on questions or problems that direct students to find solutions using appropriate scientific concepts or principles?	9	64%
4	Do you use contextual strategies in your classroom learning process, namely the teacher designs learning using learning strategies that emphasize the process of full student involvement in discovering the material being studied and	13	93%

	connecting it with real life situations?		
5	Do you use cooperative strategies in the classroom learning process, namely the teacher designs learning by giving assignments to students in small groups whose results will be presented?	11	79%
Average		11	76%

Table 3.Examine the Evaluation System implemented by the teacher

No	Item of Questions	Answer (Yes)	
		F	%
1	Do you, in the learning process in class, carry out evaluations (pretest: every time you learn - posttest: every learning unit)?	10	71%
2	Do you use a diagnostic evaluation type, namely an evaluation aimed at examining student weaknesses and their causal factors?	10	71%
3	Do you use a selective evaluation type, namely an evaluation that is used to select the right students according to certain criteria?	6	43%
4	When conducting evaluations, do you use a type of placement evaluation, namely an evaluation used to place students in a particular program that suits the student's characteristics?	7	50%
5	Do you use formative evaluation when conducting evaluations, namely evaluations carried out to improve and enhance the learning and teaching process?	8	57%
6	Do you use a summative evaluation type, namely an evaluation carried out to determine the results and progress of students' work?	9	64%
7	Do you use the national exam evaluation type, which is an activity that has been discontinued, but the previous form of national exam held by the government is a form of evaluation?	9	64%
Average		13	60%

Table 4. Assist teachers in developing lesson plans, learning media, teaching materials, and evaluation tools

No	Item of Questions	Answer (Yes)	
		F	%
	Do you help teachers in developing...		
1	lesson plans used in the school?	14	100%
2	RPP achievement indicators used in the school?	11	79%
3	learning materials in the lesson plans used at the school?	13	93%
4	the steps for learning activities in the RPP used at the school?	11	79%
5	Steps for determining time allocation in the RPP used at the school?	12	86%
6	learning assessments in the lesson plans used at the school?	14	100%
7	learning strategies in the lesson plans used at the school?	12	86%
8	media, tools, materials and learning resources in the lesson plans used in the school?	10	71%
	In the learning process in class,		
9	do you use audio media in the form of radio, MP3 cassettes and others which are delivered via the sense of hearing in order to stimulate students' mindsets to learn the themes being presented?	10	71%
10	do you use audio-visual media related to the sense of sight, such as a projector, to support the delivery of material to students?	10	71%
11	do you use learning media in the form of motion audio-visual such as computer video, VCD, etc. to support the delivery of material to students which is related to the senses of hearing and sight?	12	86%
	Do you help teachers develop		
12	teaching materials in the form of printed materials or paper that the school uses?	14	100%
13	electronic audio teaching materials that the school uses?	10	71%
14	teaching materials using the types of animated graphics and other images used in the school?	9	64%

15	Are you developing a graded scale non-test evaluation tool, namely an assessment that has negatives and positives arranged?	6	43%
16	Are you developing non-test questionnaire evaluation tools, namely assessments that are measured through student respondents?	8	57%
17	Are you developing a non-match list test evaluation tool, namely an assessment that matches the results of the respondents being evaluated?	4	29%
18	Do you use interviews in developing non-test evaluation tools, namely the method used to get answers from respondents?	10	71%
19	Do you, in developing non-test evaluation tools, use observation tools, namely techniques used by carefully observing systematic recording?	11	79%
20	Do you, in developing test evaluation tools, use diagnostic test tools, namely tests that are used to determine students' weaknesses in learning?	10	71%
21	Do you use formative test tools in developing test evaluation tools, namely tests used to determine improvements in student learning and teaching processes?	10	71%
22	Do you use summative tests in developing test evaluation tools, namely tests carried out to determine students' results and progress in their work?	8	57%
Average		10	74%

Table 5. Examine the use of information and communication technology in learning;

No	Item of Questions	Answer (Yes)	
		F	%
1	Do you help teachers utilize technology and communication available at the school, such as computers?	14	100%
2	Do you use technology and communication in your classroom learning process such as E-Learning, namely a learning system that utilizes computer and internet technology as learning media in the form of text or sound?	12	86%
3	Are you in the classroom learning process using Blended Learning, namely meetings held online or	8	57%

	offline to provide material to students?		
4	Do you use a digital library in your classroom learning process, namely a center for knowledge and information in digital format?	10	71%
5	In the learning process, do you use teaching and learning support tools, such as videos via laptop technology displayed by a projector so that objects can be seen clearly by students?	12	86%
6	Do you use formal language in the learning process in class, namely communication that uses standard and formal language that is easy for students to understand?	14	100%
7	Do you use the discussion presentation method in your classroom learning process, namely communication that is delivered formally and educatively so that it is meaningful and can be understood by students?	14	100%
8	Do you use the seminar method in your classroom learning process, namely a speaker at a seminar using formal language to train students' communication with the public?	6	43%
9	Do you use the workshop method in your classroom learning process, namely elegant and formal communication that has high academic value for students?	8	57%
10	Do you use scientific work presentation communication in your classroom learning process, namely a student's work that is displayed to the public using formal communication?	7	50%
11	Do you use the academic session communication method in your classroom learning process, which is the final step for students in pursuing a degree by using formal communication so that it becomes meaningful for students?	7	50%
12	Do you, in the learning process in class, utilize academic consultation communication in the form of discussions that can be used between students and teachers, where you can differentiate between the two using formal language?	10	71%
13	Do you, in the learning process in class, use academic discussion communication, namely the language used in a more polite and orderly way to create formal communication so that it is taken out of the context of the discussion?	12	86%
14	Do you, in the learning process in class, utilize academic consultation communication in the form of discussions that can be used between students and	9	64%

	teachers, where you can differentiate between the two using formal language?		
15	Do you use academic discussion communication in the learning process in class, that is, the language used is more polite and organized to create formal communication so that it is taken out of the context of the discussion?	13	93%
Average		10	74%

Table 6. Teaching training under the guidance of tutor teachers and PLP II supervisors, with the aim of experiencing the learning process firstly, as well as strengthening the identity of prospective educators

No	Item of Questions	Answer (Yes)	
		F	%
1	In carrying out PLP II, do you practice teaching using the skills of opening and closing lessons at the school?	14	100%
2	In carrying out PLP II, did you practice teaching by demonstrating mastery of the learning material at the school?	12	86%
3	In carrying out PLP II, did you practice teaching by showing your ability to carry out learning steps in accordance with scientific education (5M model) at the school?	14	100%
4	In implementing PLP II, do you practice teaching by demonstrating the ability to choose media that suits the characteristics of learning at the school?	14	100%
5	In carrying out PLP II, did you practice teaching by demonstrating the ability to use media effectively and efficiently at the school?	14	100%
6	In implementing PLP II, did you practice teaching by utilizing ICT in learning at the school?	14	100%
7	In implementing PLP II, did you practice teaching by demonstrating the ability to manage/facilitate classes at the school?	14	100%
8	Do you carry out PLP II teaching exercises using spoken and written language clearly, well and correctly at the school?	14	100%
9	In carrying out PLP II, do you practice teaching to close the learning by making a summary at the school?	12	86%
Average		14	97%

Table 7. Carry out the tasks of assisting students and extracurricular activities

No	Item of Questions	Answer (Yes)	
		F	%
1	Do you help teachers carry out student mentoring duties and extracurricular activities in order to improve and expand students' knowledge?	5	36%
2	Do you help teachers carry out student mentoring duties and extracurricular activities with various school subjects?	5	36%
3	Do you help teachers carry out the task of assisting extracurricular activities that use media to channel students' talents and interests?	2	14%
4	Do you help teachers carry out the task of assisting students and extracurricular activities using one of the steps for holistic human development?	0	0%
5	Do you help teachers develop extracurricular activities at the school?	2	14%
Average		3	20%

Table 8. Assist teachers in carrying out teacher administrative work tasks

No	Item of Questions	Answer (Yes)	
		F	%
1	Do you help teachers carry out administrative work tasks in the school's academic calendar?	9	64%
2	Do you help teachers carry out administrative work tasks in the (PROMES) semester program used by the school?	7	50%
3	Do you help teachers carry out Annual Program administrative work tasks (PROTA) at the school?	4	29%
4	Do you help teachers carry out administrative work tasks, namely the Syllabus which covers core competencies, basic competencies, learning materials, learning activities, assessments, time allocation and learning resources?	4	29%
5	Do you help teachers carry out teacher administrative work tasks, namely SK/KD analysis to determine learning standards in the classroom according to the	7	50%

	curriculum?		
6	Do you help teachers carry out administrative work tasks using the KKM Minimum Completeness Criteria (KKM) used by the school?	6	43%
Average		6	44%



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Keputusan Dekan
 Fakultas Keguruan dan Ilmu Pendidikan
 Universitas Muhammadiyah Bengkulu
 Nomor **445**/KEP/DF-1/13.AJUC/2024

Tentang
 Penetapan Dosen Pembimbing Skripsi Mahasiswa
 Program Studi Pendidikan Bahasa Inggris
 Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Bengkulu
Bismillahirrahmanirrahim
 Dekan Fakultas Keguruan dan Ilmu Pendidikan
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- Menimbang:**
1. Bahwa untuk membimbing penulisan skripsi mahasiswa agar dapat mencapai kualitas yang lebih baik perlu ditunjuk Dosen Pembimbing Skripsi.
 2. Bahwa mereka yang tercantum dalam lampiran surat keputusan ini dianggap mampu dan memenuhi syarat untuk melaksanakan tugas tersebut di atas.
 3. Bahwa untuk kelancaran dan legalitas pelaksanaan tugas pembimbing tersebut perlu ditetapkan melalui Surat Keputusan Dekan.
- Mengingat:**
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 5. SK Menristekdikti Nomor: 67/KPT/1/2018 tentang Perubahan Badan Penyelenggaraan Universitas Muhammadiyah Bengkulu.
 6. Permendikbud Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.
 7. Permendikbud Nomor 5 Tahun 2020 tentang Akreditasi Program Studi dan Perguruan Tinggi.
 8. Anggaran Dasar dan Anggaran Rumah Tangga Universitas Muhammadiyah Bengkulu.
 9. Statuta Universitas Muhammadiyah Bengkulu.
 10. SK Rektor Nomor: 631-SK/R.01-UMB/2019 tentang Pedoman Dosen Pembimbing Skripsi.
- Memutuskan**
- Menetapkan :**
- Pertama :** Menunjuk dosen yang nama-namanya tercantum pada kolom empat sebagai Pembimbing Penulisan Skripsi Mahasiswa yang namanya tercantum pada kolom dua dengan judul skripsi pada kolom tiga lampiran surat keputusan ini.
- Kedua :** Dosen Pembimbing diberi tugas untuk melakukan pembimbingan penulisan skripsi mahasiswa dengan memperhatikan ketentuan-ketentuan yang telah ditetapkan fakultas.
- Ketiga :** Kepada Dosen Pembimbing diberikan honorarium sesuai dengan ketentuan yang berlaku di FKIP-UMB.
- Keempat :** Lamanya waktu bimbingan skripsi adalah 9 bulan terhitung sejak ditetapkannya surat keputusan ini dan jika belum selesai mahasiswa wajib mengajukan perpanjangan pembimbingan kepada program studi dengan persetujuan Dosen Pembimbing Skripsi.
- Kelima :** Mahasiswa yang tidak dapat menyelesaikan skripsi setelah habis masa perpanjangan, maka skripsinya dinyatakan batal dan yang bersangkutan harus mengajukan usul judul baru kepada Ketua Program Studi dengan melengkapi persyaratan administrasi dan keuangan seperti pada pengajuan usul yang baru/pertama.
- Keenam :** Surat keputusan ini berlaku sejak tanggal ditetapkan dan apabila dikemudian hari terdapat kekeliruan akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Bengkulu
 Tanggal : 30 Mei 2024
 Drs. Santosa, M.Si.
 NIP. 19670615-1993031-004

Tembusan:

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Lampiran : SK Dekan FKIP Univ. Muhammadiyah Bengkulu
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 Perihal : Penetapan Dosen Pembimbing Skripsi
 Prodi : Prodi Pendidikan Bahasa Inggris

No	Nama Mahasiswa	Dosen Pembimbing	Judul Skripsi
1	2	3	4
1.	Yeri NPM. 1988203013	Ivan Achmad Nurcholis, M.Pd.	An Analysis Level of Reading Comprehension Questions on English Textbook "Talk Active" Used by Tenth Grade Students in Keberbakatan Olahraga Senior High School at Bengkulu City
2.	Mona Yisi Putri NPM. 1988203020	Drs. Epi Wadison, M.Pd.	Students Problems in Conducting the 8 Goals of PLP at Junior High School in Bengkulu City

Ditetapkan di : Bengkulu
 Tanggal : 30 Mei 2024
 Dekan


 Drs. Santoso, M. Si
 NID 19670615 199303 1 004

Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
UNW

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Senin tanggal Dua Sembilan bulan Juli tahun Dua Ribu Dua Puluh Empat, pukul 08.30 WIB s.d. 10.00 WIB di Ruang UPT Pusat Bahasa telah dilaksanakan ujian skripsi mahasiswa:

Nama Mahasiswa : MONA YISI PUTRI
Tempat/ Tanggal Lahir : Darat sawah , 20 November 2001
NPM : 1988203020
Angkatan/Semester : 10
Judul Skripsi/Tesis : STUDENTS' PROBLEMS IN CONDUCTING the 8 goals
OF PLP 2 at Junior and senior High school in
Bengkulu city

Berdasarkan Hasil Rapat Dewan Penguji disepakati bahwa mahasiswa tersebut di atas dinyatakan:

- ☒ LULUS, dengan beberapa catatan, sebagaimana telah disampaikan kepada ybs.
☐ UJIAN ULANG, dengan beberapa catatan sebagaimana telah disampaikan kepada ybs.
☐ BELUM LAYAK

Nilai Rerata Ujian Skripsi/Tesis: ...80... (A)

Demikian berita acara ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Bengkulu, 29 Juli 2024

DEWAN PENGUJI			
No.	Nama Dewan Penguji	Jabatan	Tanda Tangan
1.	Epi. WADISON M.Pd.....	Ketua Dewan Penguji*	1.
2.	Kiaqur. Baluqialu M.Pd...	Anggota Penguji 1	2.
3.	Rizka PUTRI anand M.Pd.	Anggota Penguji 2	3.
MENGETAHUI Ketua Program Studi Pendidikan Bahasa Inggris Washlugulhim Salfitri, M.Pd NBK 152 1090224			

Catatan: Berita Acara ini dibuat rangkap 3 (jika dinyatakan LULUS), untuk keperluan: pengurusan Nomor Ijazah Nasional (NINA) di BAA, pemeroletan form Surat Pernyataan Bebas Kewajiban Mhs (BKM) di BAKU, dan pegangan mahasiswa.

UNIVERSITAS MUHAMMADIYAH BENGKULU
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Keputusan Dekan
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Bengkulu
Nomor: 06821/KEP/DF.1/II.3.AU/C/2024

Tentang
Penetapan Dosen Penguji Skripsi Mahasiswa
Program Studi Pendidikan Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Bengkulu
Tahun Akademik 2023/2024

Bismillahirrahmanirrahim
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Bengkulu

- Menimbang:
1. Bahwa untuk menguji skripsi mahasiswa agar dapat mencapai kualitas yang lebih baik perlu ditunjuk Dosen Penguji Skripsi.
 2. Bahwa mereka yang tercantum dalam lampiran surat keputusan ini dianggap mampu dan memenuhi syarat untuk melaksanakan tugas tersebut di atas.
 3. Bahwa untuk kelancaran dan legalitas pelaksanaan tugas pengujian tersebut perlu ditetapkan melalui Surat Keputusan Dekan.
- Mengingat:
1. SK PP Muhammadiyah Nomor 39/SK/PP/1991.
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 8. Anggaran Dasar dan Anggaran Rumah Tangga Universitas Muhammadiyah Bengkulu.
 9. Statuta Universitas Muhammadiyah Bengkulu.
 10. SK Rektor UMB Nomor: 267-SK/R.01-UMB/2017 tentang Dosen Penguji Skripsi.
- Memutuskan
- Menetapkan :
- Pertama :
- Kedua :
- Ketiga :
- Keempat :
- Kelima :
- Keenam :
- Ketujuh :
- Membentuk Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris S1 FKIP-UMB sebagaimana tercantum dalam lampiran surat keputusan ini.
- Bila salah seorang dari Tim Penguji Skripsi tidak dapat melaksanakan tugas karena sakit atau hal lain, maka sebagai penggantinya ditunjuk langsung oleh Ka Prodi
- Ujian dilaksanakan secara lisan oleh Tim Penguji Skripsi.
- Semua biaya yang timbul dengan ujian skripsi ini dibebankan kepada mahasiswa yang bersangkutan, sesuai dengan Surat Edaran Rektor tanggal 05 Maret 2020.
- Pengumuman lulus/tidak lulus akan diumumkan melalui fakultas.
- Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan selesainya tugas Tim Penguji Skripsi.
- Apabila dikemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Bengkulu
Tanggal : 24 Juli 2024

Dekan
Drs. Santoso, M. Si
NIP. 19670615 199303 1 004

- Tembusan:
1. Rektor UMB
 2. Wakil Rektor (I dan II)
 3. Bendahara UMB
 4. Dosen Pembimbing
 5. Mahasiswa ybs.

UNIVERSITAS MUHAMMADIYAH BENGKULU
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UM BENGKULU

Lampiran : SK Dekan FKIP Universitas Muhammadiyah Bengkulu
 Nomor : 06821 /KEP/DF.1/II.3.AU/C/2024
 Hal : Penetapan Dosen Penguji Skripsi Mahasiswa
 Prodi Pendidikan Bahasa Inggris FKIP UMB T. A. 2023/2024

No.	Nama Mahasiswa/ NPM	Judul Skripsi	Waktu/Tempat Ujian	Dosen Penguji		Ket.
				Jabatan	Nama	
	Derry Ellis Novela Bustami 2088203013	Perception And Experiences Of Mentor Teachear Toward English Education Study Program Study Program Students Undertaking Teaching Practice 2 (PLP II)	Senin, 29 Juli 2024, Ruang Seminar Proposal di UPT Bahasa. Pukul 08.00 s/d selesai	Ketua (Penguji I) Anggota (Penguji II) Anggota (Pembimbing)	Agung Suhadi, M.A. Ria Anggraini, S.Pd., M.Hum. Dr. Dian Susyla, M.Pd.	
	Uswatun Hasanah 2088203024	Students Perception Toward Chat Gpt In Writing Skill In English Study Program Of Muhammadiyah Uversity Of Bengkulu	Senin, 29 Juli 2024, Ruang Seminar Proposal di UPT Bahasa. Pukul 08.00 s/d selesai	Ketua (Penguji I) Anggota (Penguji II) Anggota (Pembimbing)	Yupika Maryansyah, M.Pd Fetriani, M.Pd. Washlurachim Safitri, M.Pd	
	Mona Yisi Putri 2088203024	Students Problem In Conducting The 8 Goals Of PLP 2 At Junior And Senior High School In Bengkulu City	Senin, 29 Juli 2024, Ruang Seminar Proposal di UPT Bahasa. Pukul 08.00 s/d selesai	Ketua (Penguji I) Anggota (Penguji II) Anggota (Pembimbing)	Kiagus Baluqiah, M.Pd. Ririn Putri Ananda, M.Pd. Drs. Epi Wadison, M.Pd.	
	Meisy Gandari 2088203012	Exploring Students' Reading Material Preferences; A Comprehensive Descriptive Analysis	Senin, 29 Juli 2024, Ruang Seminar Proposal di UPT Bahasa. Pukul 08.00 s/d selesai	Ketua (Penguji I) Anggota (Penguji II) Anggota (Pembimbing)	Washlurachim Safitri, M.Pd. Agung Suhadi, M.A Sinarman Jaya, M.Pd.	
	Herly Fathonah Agustika 2088203002	Research Gap Strategies In Article Introduction Section On Teaching English As Foreign Language (TEFL) In SINTA 1 Journal	Senin, 29 Juli 2024, Ruang Seminar Proposal di UPT Bahasa. Pukul 08.00 s/d selesai	Ketua (Penguji I) Anggota (Penguji II) Anggota (Pembimbing)	Washlurachim Safitri, M.Pd Yupika Maryansayh, M. Pd Ririn Putri Ananda, M.Pd	

Ditetapkan di : Bengkulu
 Pada tanggal : 24 Juli 2024

Dekan,

Drs. Santoso, M.Si.

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BERITA ACARA BIMBINGAN PROPOSAL PENELITIAN/SKRIPSI

Nama Mahasiswa : mona yisi putri
 NPM : 1988203020

Dosen Pembimbing : Epi Wadison, M.Pd
 NIDN : 02

No.	TANGGAL/ HARI	BIMBINGAN KE-	MATERI BIMBINGAN	CATATAN PEMBIMBING	PARAF
1.		1	Pengajuan Judul	Bimbingan judul	
2.		2	Bab 2	Pengajuan Bab 2 dan Pembahasan di bab 2	
3.		3	Bab 2 (Revisi)	Revisi bab 2 dari catatan Revisi d	

4.		Bab 1 dan 2. 4	Bab 1, 2	Revisi: latar belakang dan Revisi: Bab 3.	
5.		5	Acc. Skripsi		
6.		6	Amendemen dan Revisi	Revisi: pengumuman dan dan penulisan.	
7.		7	Bab 4 dan 5 (Revisi)	Revisi: bab 4 dan 5 Acc untuk sidang	
8.		8	Bab 12, 3 45 (acc)	Sidang Skripsi.	

Mengetahui,
Kepala Prodi Pendidikan Bahasa
Inggris


Washurachim Safitri, M.Pd
NIDN.0230058702