

Appendix 1

Pre- test Soring Rubric (Rater 1)

Name	Scoring Aspect						Total
	Vocabulary	Fluency and clarity	Gesture and mimic	Pronunciation, intonation, stress	Grammar	Creativity	X 4,166 7
Student 1	2	2	3	3	2	1	54.167
Student 2	3	3	3	3	3	2	70.833
Student 3	3	3	2	2	3	1	58.333
Student 4	3	4	3	3	3	3	79.167
Student 5	3	4	1	3	3	2	66.667
Student 6	3	3	2	2	3	2	62.500
Student 7	3	3	3	2	3	1	62.500
Student 8	3	4	3	3	3	3	79.167
Student 9	1	1	3	1	2	1	37.500
Student 10	4	4	3	3	3	1	75.000
Student 11	3	2	3	2	3	2	62.500
Student 12	3	3	3	3	3	2	70.833
Student 13	3	3	3	3	3	3	75.000
Student 14	3	4	3	3	3	3	79.167
Student 15	3	2	3	3	2	2	62.500
Student 16	3	3	4	4	3	3	83.333
Student 17	3	3	1	2	3	1	54.167
Total							1133.3
Average							67

Appendix 2

Spring Rubric Posttest (Rater 1)

Name	Scoring Aspect						Total
	Vocabulary	Fluency and clarity	Gesture and mimic	Pronunciation, intonation, stress	Grammar	Creativity	X 4,166 7
Student 1	2	3	3	3	3	1	62.500
Student 2	4	3	3	4	4	3	87.500
Student 3	3	3	2	2	3	2	62.500
Student 4	2	3	3	3	2	4	70.833
Student 5	4	4	2	3	3	3	79.167
Student 6	4	3	2	3	3	3	75.000
Student 7	3	4	3	3	4	1	75.000
Student 8	4	4	2	4	3	4	87.500
Student 9	1	1	2	1	3	1	37.500
Student 10	4	3	4	4	3	1	79.167
Student 11	3	3	2	3	3	3	70.833
Student 12	3	3	3	2	3	3	70.833
Student 13	4	4	3	3	3	3	83.333
Student 14	3	4	4	2	3	4	83.333
Student 15	3	2	3	2	3	3	66.667
Student 16	3	4	4	4	3	4	91.667
Student 17	3	3	1	3	3	1	58.333
Total							1.242
Average							73

Appendix 3

Scoring Rubric Pretest (Rater 2)

Name	Scoring Aspect						Total
	Vocabulary	Fluency and clarity	Gesture and mimic	Pronunciation, intonation, stress	Grammar	Creativity	X 4,166 7
Student 1	2	2	2	2	1	3	50.00
Student 2	3	3	2	2	1	2	54.167
Student 3	1	2	2	1	1	1	33.333
Student 4	3	3	2	2	1	3	58.333
Student 5	3	3	3	3	1	2	62.500
Student 6	2	2	2	2	1	1	41.667
Student 7	2	2	2	2	1	1	41.667
Student 8	3	4	2	3	4	4	83.333
Student 9	1	1	1	1	1	1	25.000
Student 10	2	2	2	2	2	3	54.167
Student 11	2	3	2	2	1	3	54.167
Student 12	3	3	2	3	3	3	70.833
Student 13	3	3	2	2	1	3	58.333
Student 14	2	3	2	2	1	3	54.167
Student 15	2	2	2	2	2	3	54.167
Student 16	3	3	3	2	1	3	62.500
Student 17	1	1	1	1	1	3	33.333
Total							891.7
Average							52

Appendix 4

Spring Rubric Posttest (Rater 2)

Name	Scoring Aspect						Total
	Vocabulary	Fluency and clarity	Gesture and mimic	Pronunciation, intonation, stress	Grammar	Creativity	X 4,166 7
Student 1	2	2	3	2	1	3	54.167
Student 2	4	4	3	3	4	4	91.667
Student 3	2	2	1	2	1	1	37.500
Student 4	3	3	3	2	2	3	66.667
Student 5	3	3	3	3	4	3	79.167
Student 6	3	3	2	2	3	3	66.667
Student 7	3	3	3	3	3	2	70.833
Student 8	4	4	3	4	4	3	91.667
Student 9	1	1	1	1	1	1	25.000
Student 10	3	3	2	3	3	2	66.667
Student 11	4	3	2	3	4	4	83.333
Student 12	3	3	3	3	3	4	79.167
Student 13	3	3	3	3	2	3	70.833
Student 14	4	4	3	3	4	3	87.500
Student 15	3	3	3	2	3	4	75.000
Student 16	3	3	2	3	2	3	66.667
Student 17	1	1	1	1	1	2	29.167
Total							1.142
Average							67

Appendix 5

Creativity Checklist Pretest (Rater 1)

Name	Aspects			
	Greeting	Introduce the place	Events Sequence	Closing
Students 1	√			
Students 2	√			√
Students 3	√			
Students 4	√		√	√
Students 5	√			√
Students 6	√			√
Students 7	√			
Students 8	√	√	√	
Students 9	√			
Students 10	√			
Students 11	√			√
Students 12	√			√
Students 13	√	√		√
Students 14	√		√	√
Students 15	√			√
Students 16	√	√		√
Students 17	√			

Appendix 6

Creativity Checklist Posttest (Rater 1)

Name	Aspects			
	Greeting	Introduce the place	Events Sequence	Closing
Students 1	√			
Students 2	√	√		√
Students 3	√			√
Students 4	√	√	√	√
Students 5	√	√		√
Students 6	√		√	√
Students 7	√			
Students 8	√	√	√	√
Students 9	√			
Students 10	√			
Students 11	√	√		√
Students 12	√		√	√
Students 13	√	√		√
Students 14	√	√	√	√
Students 15	√		√	√
Students 16	√	√	√	√
Students 17	√			

Appendix 7

Creativity Checklist Pretest (Rater 2)

Name	Aspects			
	Greeting	Introduce the place	Events Sequence	Closing
Students 1	√	√		√
Students 2	√			√
Students 3	√			
Students 4	√		√	√
Students 5	√	√		
Students 6	√			
Students 7	√			
Students 8	√	√	√	√
Students 9	√			
Students 10	√		√	√
Students 11	√	√		√
Students 12	√		√	√
Students 13	√	√		√
Students 14	√		√	√
Students 15	√		√	√
Students 16	√		√	√
Students 17	√	√		√

Appendix 8

Creativity Checklist Posttest (Rater 2)

Name	Aspects			
	Greeting	Introduce the place	Events Sequence	Closing
Students 1	√	√		√
Students 2	√	√	√	√
Students 3	√			
Students 4	√		√	√
Students 5	√	√		√
Students 6	√	√		√
Students 7	√			√
Students 8	√		√	√
Students 9	√			
Students 10	√		√	√
Students 11	√	√	√	√
Students 12	√	√	√	√
Students 13	√	√		√
Students 14	√		√	√
Students 15	√	√	√	√
Students 16	√	√		√
Students 17	√			√

Appendix 9

Scoring Aspects

- a. Kosa Kata (Vocabulary)
 - 4 = Tidak ada kesalahan makna
 - 3 = Ada kesalahan tapi tidak mengganggu makna
 - 2 = Ada kesalahan dan mengganggu makna
 - 1 = Terlalu banyak kesalahan sehingga sulit dipahami
- b. Kelancaran dan Kejelasan (Fluency and Clarity)
 - 4 = Kata dan kalimat jelas dan lancar
 - 3 = Kata dan kalimat jelas tetapi kurang lancar
 - 2 = Kata dan kalimat kurang jelas dan kurang lancar
 - 1 = Kata dan kalimat tidak jelas dan tidak lancar
- c. Gesture and Mimic
 - 4 = Kombinasi sempurna dari gesture dan mimic
 - 3 = Kombinasi cukup baik dari gesture dan mimic
 - 2 = Kadang-kadang membaca catatan
 - 1 = Membaca sepanjang waktu
- d. Pengucapan, intonasi, penekanan (pronunciation, intonation, stress)
 - 4 = Penekanan, pengucapan, intonasi sempurna
 - 3 = Penekanan, pengucapan, intonasi cukup tepat
 - 2 = Penekanan, pengucapan, intonasi kurang tepat
 - 1 = Penekanan, pengucapan, intonasi yang kurang tepat

e. Grammar (Tata Bahasa)

4 = grammar yang digunakan sempurna, sangat sesuai dan benar sepanjang berbicara

3 = grammar yang digunakan sangat sedikit kesalahan dan hampir sempurna

2 = grammar yang digunakan masih banyak kesalahan

1 = grammar yang digunakan sangat tidak sesuai dan kesalahan grammar sepanjang berbicara

f. Creativity

4 = Jika ada 4 point terpenuhi dalam creativity checklist

3 = Jika ada 3 point terpenuhi dalam creativity checklist

2 = Jika ada 2 point terpenuhi dalam creativity checklist

1 = Jika ada 1 point terpenuhi dalam creativity checklist

Appendix 10

Syllabus

Class	Main Competency	Basic Competency	Competence Indicators
Tenth Grade 2013 Curriculum	<p>KI 1: Comprehence and practice the teachings of their religion .</p> <p>KI 2 : Comprehence and practice honest behavior, discipline, responsibility, caring (gotong royong, cooperation, tolerance, peace), polite, responsive and pro active and to be part of the solution to many problems in interacting effectively with the social environment and the nature and position ourselves as a reflection of the social world</p> <p>KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization related causes of phenomenon and events, as well as applying</p>	<p>1.1 Thanking for the ocaasion can learn english language as a international language as a motivation in learning</p> <p>1.2Showing good manner and caring attitude to do interpersonal communication with teachers and friends</p> <p>4.9. Arranging spoken and wrieten recount text, about the report and cronological of historical events, concerning the social function, text structure, and language element correctly and appropriatly with the context.</p>	<p>4.9.1. Completing the cronological of historical events, on wrieten form by using chart as the guideline.</p> <p>4.9.2. Writing the cronological of historical events</p> <p>4.9.3. Telling orally the cronological of historical events by live performance in the class</p> <p>4.9.4. Presenting cronological of historical events by using Vlog as the media to speaking</p>

	<p>procedural knowledge on specific fields of study according to their talents and interests to solve the problem.</p> <p>KI 4: Processing, reasoning, and all present in the real of the concrete and the abstract reality associated with the development of the learned in school independently, and they able to use the method according to the rules of science.</p>		
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LESSON PLAN



By: Fanda Sintiya Trisna

NIM: 2013111022

FACULTY OF EDUCATION AND TEACHER TRAINING

ENGLISH DEPARTMENT

MUHAMMADIYAH UNIVERSITY OF SURABAYA

School : GEMA 45 SENIOR HIGH SCHOOL OF
SURABAYA
Subject : The Battle of Surabaya
Meeting : 1st
Class / Semester : X / MIA
Times : 1 × 45menit
Date :
Skill : Speaking

I. Main Competence

KI 1: Comprehend and practice the teachings of their religion

KI 2: Comprehend and practice honest behavior, discipline, responsibility, caring (gotong royong, cooperation, tolerance, peace), polite, responsive and proactive and to be part of the solution to many problems in interacting effectively with the social environment and the nature and position ourselves as a reflection of the social world

KI 3: Understand, apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization related causes of phenomenon and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.

KI 4: Processing, reasoning, and all present in the real of the concrete and the abstract reality associated with the development of the learned in school independently, and they able to use the method according to the rules of science

II. Basic Competence

Basic Competence (KD)

- 1.1 Thanking for the occasion can learn English language as an international language as a motivation in learning
- 2.1 Showing good manner and caring attitude to do interpersonal communication with teachers and friends
- 4.9. Arranging spoken and written recount text, about the report and chronological of historical events, concerning the social function, text structure, and language element correctly and appropriately with the context.

III. Competence Indicator

- 4.9.1. Completing the chronological of historical events, on written form by using chart as the guideline.
- 4.9.2. Writing the chronological of historical events
- 4.9.3. Telling orally the chronological of historical events by live performance in the class
- 4.9.4. Presenting chronological of historical events by using Vlog as the media to speaking

IV. Learning / Purpose of the study

1. The students are able to complete the chronological of historical events on written form by using chart as the guideline
2. The students are able to write the chronological of historical events
3. The students are able to tell orally the chronological of historical events by live performance in the class
4. The students are able to present the chronological of historical events by creating Vlog as the media to speaking

V. Learning Material

Instruction:

1. Complete the chart below by chronological events when you were visiting the place, with the topic "Imagine that you once visited a place"
2. Write the chronological events when you were visiting the place
3. Tell the story when you were visiting the place, with the topic "Imagine that you once visited a place. Live performance in the class"
4. Create a Vlog for presenting the story when you were visiting the place

Material

1. Explanation about Vlog and how to make the task by media Vlog,
2. “Imagine that you once visited a place. Write the events when you were visiting the place. Use the following chart to help you. Then, take turns telling about your experiences”.

Chart

Orientation (where,when, with who, how)	I once visited.....
Series of events (what to do)	Event 1:
	Event 2:
	Event 3:
	Event 4:
	Event 5:
	Event 6:
	Etc.....
Reorientation (stating personal comments about the events) (why)	I felt

VI. Learning Method

- b. Method : Task- Based Learning
- c. Activity : Making individual Vlog

VII. Media , Instrument , and Source

- a. Media : -
- b. Instrument : Instruction
- c. Source : Intan pariwisata English text book for tenth grade

VIII. Steps Learning Activity

Activity	Students	Teacher	Times
Introduction Activity			
Greetings	<ul style="list-style-type: none"> • Answering teacher's greeting • Waalaikumsalam 	<ul style="list-style-type: none"> • Greeting to all the students ("Assalamualaikum") • Prepare the student to start the lesson • Apersepsi 	5'
Main Activity			
Exploring/ Menalar	<ul style="list-style-type: none"> • Students observe the topic and collect information based from the teacher's explanation • Students are familiar with Vlog 	<ul style="list-style-type: none"> • Teacher explain the topic learning ("Imagine that you once visited a place") • Teacher ask the student's knowledge about the Vlog • Teacher stimulate the students by giving example of speaking using Vlog 	30'
Associating / Mengasosiasi	<ul style="list-style-type: none"> • Students identify the topic ("Imagine that you once visited a place") and complete the chart • Students understand what will they do with speaking recount and Vlog 	<ul style="list-style-type: none"> • Teacher ask the students to identify the topic ("Imagine that you once visited a place") of speaking recount by completing chart • Teacher try to connect speaking recount with Vlog (teacher explain that students have to speaking based on the topic on Vlog) 	
Communicating/ Mengkomunikasikan	<ul style="list-style-type: none"> • Students communicate their chart that have been completed to the teacher • Students prepare to create their 	<ul style="list-style-type: none"> • The teacher ask students to make the task by giving a week for doing the task 	

	individual Vlog		
Closing Activity			
Closing	<ul style="list-style-type: none"> • Conclude the material that has been learned of this meeting • Teacher will evaluate and assess the task (Vlog) as they are submitted 	<ul style="list-style-type: none"> • Conclude the meeting • Giving information about planning next meeting • Say thankyou and close the meeting 	

Scoring Instrument

1. Knowledge (speaking pre-test and post-test)
2. Physikomotorik (Presentation)

Surabaya, 17th May

Acknowledge by ,

Researcher

Endjang Dana Setiawan, S.Pd.

Fanda Sintiya Trisna

Appendix 12

Picture 1

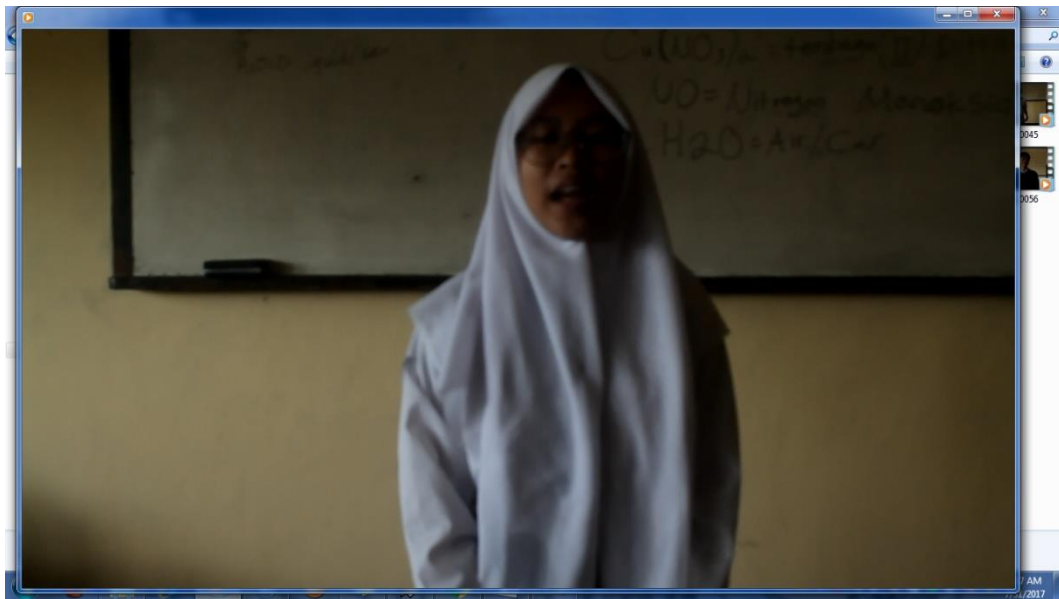


Picture 2



Those two picture (pict 1 and 2) above when they were preparing their pretest.

Picture 3

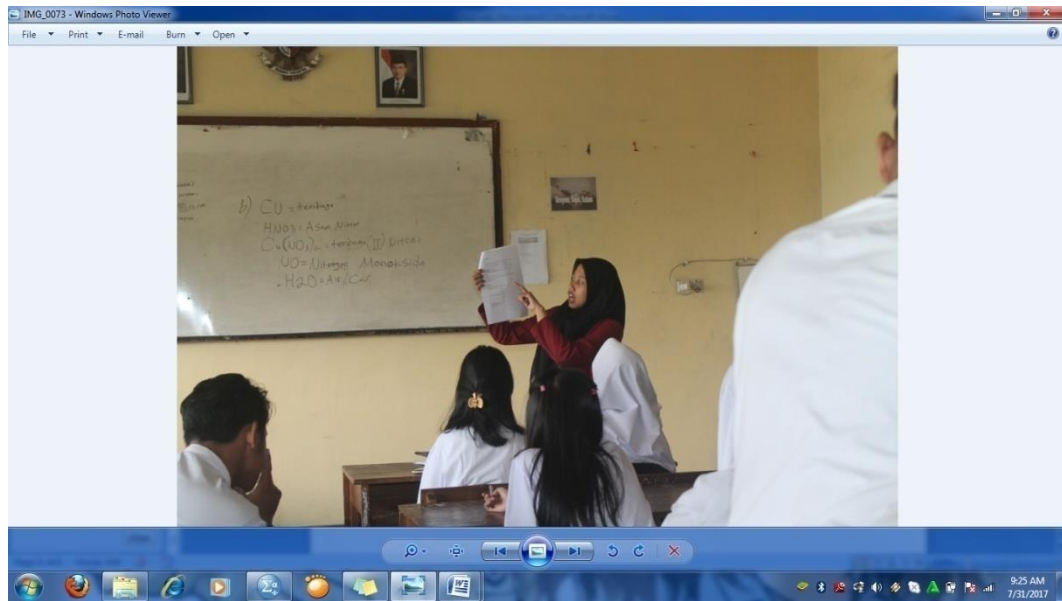


Picture 4



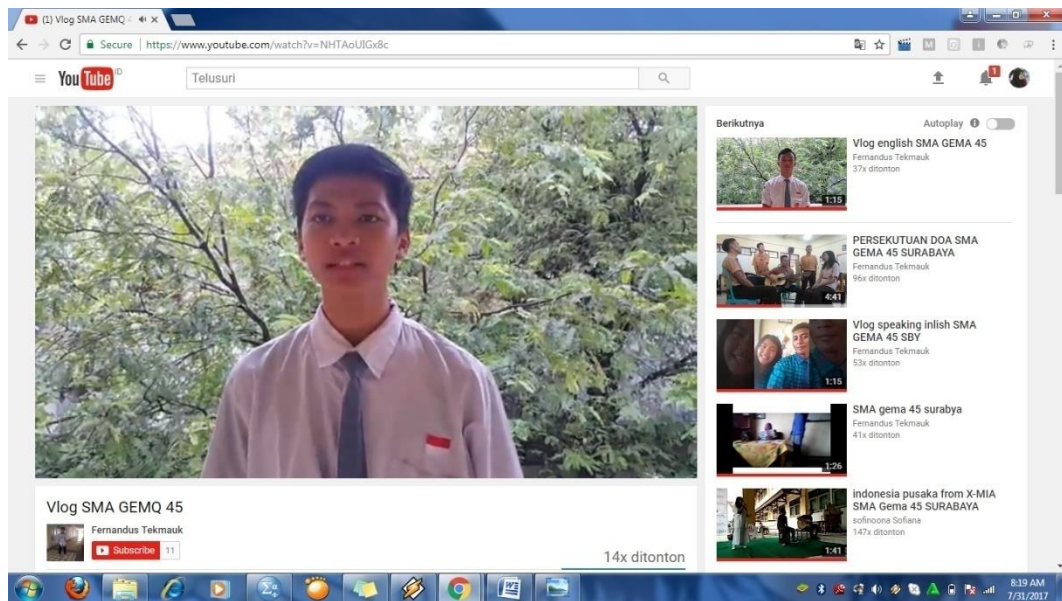
Picture 3 and 4 show the students' performance in pretest.

Picture 5

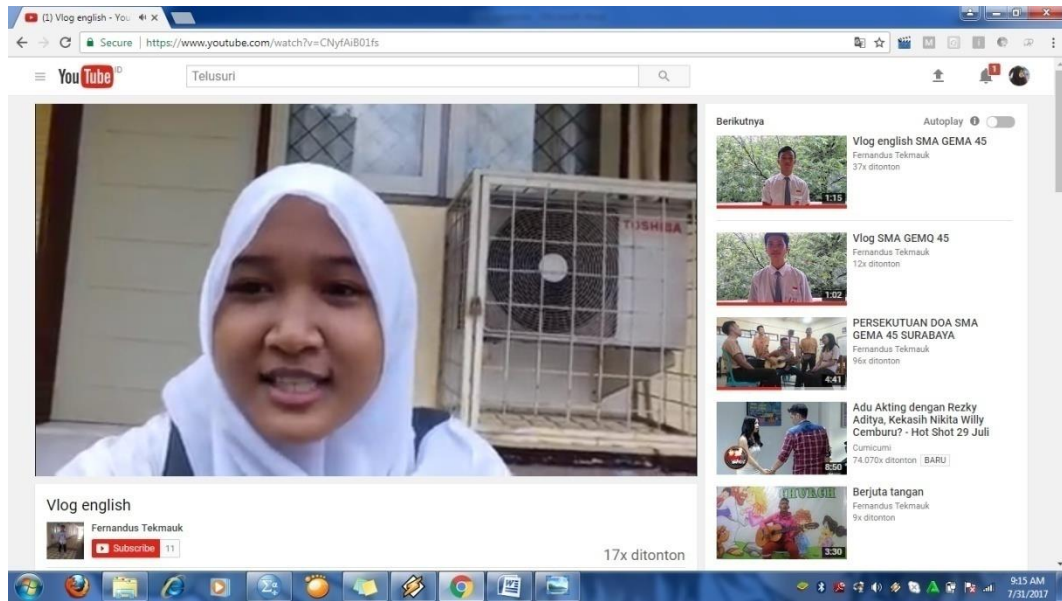


Picture 5 show when the researcher explained the material.

Picture 6



Picture 7



Picture 5 and 6 are some of students' speaking task on Vlog.

Picture 8

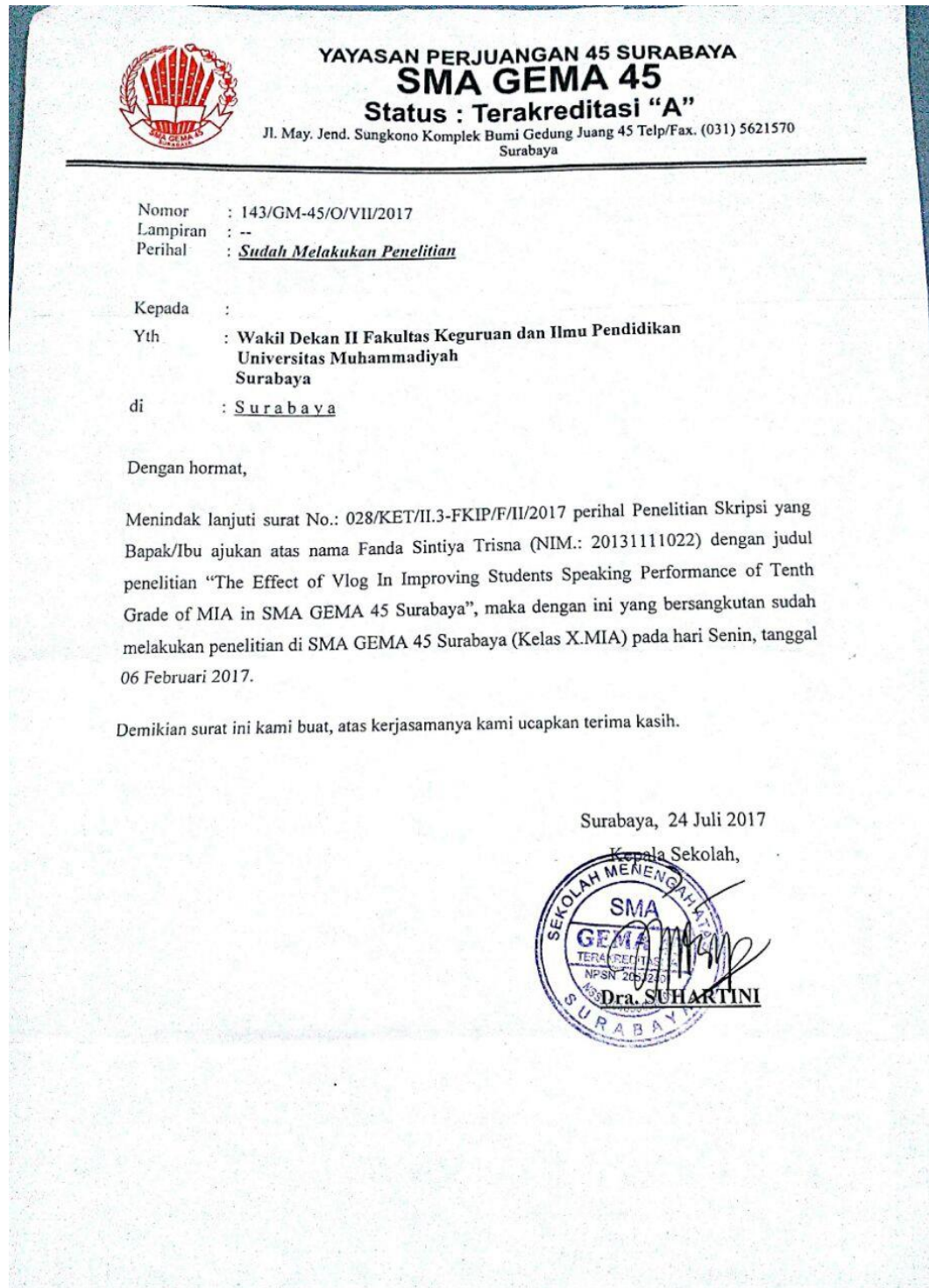


Picture 9



Picture 7 and 8 are when the students performed their speaking in posttest.

Research Evidence



Lesson Plan Validation

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**LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
DENGAN VLOG SEBAGAI MEDIA SPEAKING PADA MATERI RECOUNT
SPEAKING**

Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Recount Speaking
 SKS : -
 Semester : II (dua)
 Nama Validator : *Armeria Wijaya, S.S., M.Pd.*
 Jabatan Fungsional : *Dosen*

A. Petunjuk

1. Berilah tanda cek (✓) pada kolom penilaian yang sesuai menurut pendapat anda
2. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini

B. Penilaian ditinjau dari beberapa aspek

No	Aspek Yang dinilai	Skala Penilaian			
		1	2	3	4
1.	Kesesuaian indikator pencapaian hasil belajar dengan kompetensi dasar				✓
2.	Kejelasan indikator pencapaian hasil belajar				✓
3.	Keterkaitan antar indikator pencapaian hasil belajar			✓	
4.	Kesesuaian materi prasyarat dan materi yang akan diajarkan			✓	
5.	Kesesuaian kegiatan pembelajaran dengan tujuan pembelajaran			✓	
6.	Penggunaan bahasa ditinjau dari kaidah bahasa Inggris				✓
7.	Sifat komunikasi bahasa yang digunakan			✓	✓
8.	Kesesuaian alokasi waktu dengan kegiatan yang dilakukan				✓
9.	Kesesuaian metode pembelajaran				✓
10.	Kesesuaian sarana dengan kegiatan yang dilakukan				✓
11.	Kesesuaian aktivitas pembelajaran dengan dengan media Vlog pada materi Recount Speaking				✓
12.	Kejelasan penjabaran aktivitas guru dan murid				✓

Keterangan Skala Penilaian :

- 1: berarti "sangat tidak baik"
 2: berarti "tidak baik"
 3: berarti "baik"
 4: berarti "sangat baik"

C. Penilaian Umum

Kesimpulan penilaian secara umum
(mohon dilingkari angka yang sesuai dengan penilaian anda)

- a. Rencana Pelaksanaan Pembelajaran (RPP) ini:
1. Sangat Tidak Baik
 2. Tidak Baik
 3. Baik
 4. Sangat Baik
- b. Rencana Pelaksanaan Pembelajaran ini:
1. Belum dapat digunakan dan masih memerlukan konsultasi
 2. Dapat digunakan dengan banyak revisi
 3. Dapat digunakan dengan sedikit revisi
 4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

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Surabaya, 14 Juli 2017

Validator,



(Armeria Wijaya, S.S., M.Pd.)

**LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
DENGAN VLOG SEBAGAI MEDIA SPEAKING PADA MATERI RECOUNT
SPEAKING**

Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Recount Speaking
 SKS : -
 Semester : II (dua)
 Nama Validator : *Agung Dharma Setiawan S Pd.*
 Jabatan Fungsional : *Guru Pbs Inggris*

A. Petunjuk

1. Berilah tanda cek (✓) pada kolom penilaian yang sesuai menurut pendapat anda
2. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini

B. Penilaian ditinjau dari beberapa aspek

No	Aspek Yang dinilai	Skala Penilaian			
		1	2	3	4
1.	Kesesuaian indikator pencapaian hasil belajar dengan kompetensi dasar				✓
2.	Kejelasan indikator pencapaian hasil belajar				✓
3.	Keterkaitan antar indikator pencapaian hasil belajar			✓	
4.	Kesesuaian materi prasyarat dan materi yang akan diajarkan			✓	
5.	Kesesuaian kegiatan pembelajaran dengan tujuan pembelajaran			✓	
6.	Penggunaan bahasa ditinjau dari kaidah bahasa Inggris				✓
7.	Sifat komunikasi bahasa yang digunakan				✓
8.	Kesesuaian alokasi waktu dengan kegiatan yang dilakukan			✓	
9.	Kesesuaian metode pembelajaran				✓
10.	Kesesuaian sarana dengan kegiatan yang dilakukan				✓
11.	Kesesuaian aktivitas pembelajaran dengan dengan media Vlog pada materi Recount Speaking				✓
12.	Kejelasan penjabaran aktivitas guru dan murid				✓

Keterangan Skala Penilaian :

- 1: berarti "sangat tidak baik"
- 2: berarti "tidak baik"
- 3: berarti "baik"
- 4: berarti "sangat baik"

C. Penilaian Umum

Kesimpulan penilaian secara umum

(mohon dilingkari angka yang sesuai dengan penilaian anda)

a. Rencana Pelaksanaan Pembelajaran (RPP) ini:

1. Sangat Tidak Baik

2. Tidak Baik

3. Baik

4. Sangat Baik

b. Rencana Pelaksanaan Pembelajaran ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi

2. Dapat digunakan dengan banyak revisi

3. Dapat digunakan dengan sedikit revisi


4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

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Surabaya, 14 Juli 2017

Validator,


(.....)
Endang Dharma Sebiawan Spd.

Scoring Rubric

**LEMBAR VALIDASITES RUBRIK PENILAIAN
PEMBELAJARAN DENGAN MEDIA VLOG PADA MATERI RECOUNT SPEAKING**

Mata Pelajaran : Sastra Inggris
 Materi Pokok : Recount Speaking
 Semester : II (Dua)
 Nama Validator : *Armeria Wijaya, S.S., M.Pd.*
 Jabatan Fungsional :

A. Petunjuk

1. Berilah tanda cek (✓) pada kolom penilaian yang sesuai menurut pendapat anda
2. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini
3. Sebagai pedoman anda untuk mengisi kolom-kolom perlu dipertimbangkan hal-hal berikut:
 - a. Validasi rubrik penilaian
 - 1) Kesesuaian dengan indikator pencapaian hasil belajar
 - 2) Kesesuaian aspek penilaian dengan materi "Recount Speaking"
 - 3) Kemungkinan aspek penilaian dapat terpenuhi

B. Penilaian terhadap validasi isi, bahasa, dan penulisan soal, serta kesimpulan

Aspek Penilaian	Validitas rubrik penilaian				Kesimpulan			
	V	CV	KV	TV	TR	SR	BR	PK
1	✓	CV				✓		
2		✓				✓		
3		✓				✓		
4		✓				✓		
5		✓				✓		
6		✓				✓		

Keterangan:

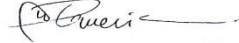
V : Valid
 CV : Cukup Valid
 KV : Kurang Valid
 TV : Tidak Valid
 TR : Dapat digunakan tanpa revisi
 SR : Dapat digunakan dengan sedikit revisi
 BR : Dapat digunakan dengan banyak revisi
 PK : Belum dapat digunakan, masih perlu konsultasi

C. Komentar dan Saran Perbaikan

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Surabaya, 14 Juli 2017

Validator,



Anueria Wjaya, S.S., M.Ps.
(.....)

Berita Acara Bimbingan

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SURABAYA

BERITA ACARA BIMBINGAN SKRIPSI

1. NAMA MAHASISWA : Fanda Sintya Trisna
 2. NIM : 20131111022
 3. PROGRAM STUDI : S.1. Pendidikan Bahasa Inggris
 4. JUDUL SKRIPSI : THE EFFECT OF VLOG IN INCREASING
STUDENT'S SPEAKING PERFORMANCE
FOR TENTH GRADE STUDENTS OF
MIA...W...SMA...GEMA 45 SURABAYA
 5. TANGGAL PENGAJUAN SKRIPSI :

TANGGAL	MATERI BIMBINGAN	PARAF	
		PEMBIMBING I	PEMBIMBING II
31-01-2017	Judul		
08-02-2017	Bab I		WSP
21-02-2017	Bab I		WSP
9-6-2017	Bab I, II		WSP
12-6-2017	Revisi Bab I		WSP
15-6-2017	Revisi Bab II		WSP
20-6-2017	ACC Bab I, II		WSP
25-6-2017	Bab III, IV		WSP
10-7-2017	Bab IV		WSP
15-7-2017	Bab V		WSP
25-7-2017	Revisi Bab III		WSP
27-7-2017	Bab III		WSP
29-7-2017	Abstract, Appendix		WSP
4-8-2017	ACC Bab III + II		WSP
7-8-2017	ACC Bab IV + V		WSP
9-8-2017	ACC Bab I-V + abstract + APP		WSP

6. TANGGAL SELESAI MENULIS SKRIPSI : 10 Agustus 2017
 7. TANGGAL RENCANA UJIAN SKRIPSI : 15 Agustus 2017

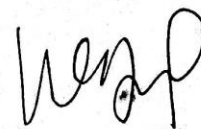
KETERANGAN :

Mahasiswa Tersebut Diatas Telah Menyelesaikan Bimbingan Penulisan Skripsi Dan Sudah Dapat Diajukan Dalam Sidang Ujian Skripsi.

Surabaya, 10 Agustus 2017

Dosen Pembimbing I

Dosen Pembimbing II

BIOGRAPHY



Fanda Sintiya Trisna was born on November, 24th 1995 in Surabaya, East Java. The third child of three children from Mr. Sutrisno Kadi and Mrs. Kusnifah. She was graduated from Banyu Urip III Elementary School on 2007, graduated from Kawung 2 Junior High School of Surabaya on 2010, then graduated from 7 Senior High School of Surabaya on 2013. Now studying in Muhhamadiyah University of Surabaya in English Department.