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**ENCLOSURE**

**Enclosure 1 Participants Consent Form**

**Participant 1 (P1)**

**CONSENT FORM**

**Student Teachers' Beliefs on Peer Teaching Project in Reflective Micro-Teaching Class:  
A Case Study at English Language Education Department**

Consent to take part in this research.

I, [REDACTED] voluntary agree to participate in this research.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any questions about the research.

I have had the purpose and nature of the study explained and I have had the opportunity to ask questions about the research.

I understand that I will not be benefit directly from participating in this research.

I agree to my interview being audio-recorded.

I understand that all the information I provide for this research will be treated confidentially.

I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

[REDACTED]

Name of Participant

March 12<sup>th</sup>, 2020

Date



Signature

Siti Rahmah Fathoni

Name of Researcher

March 12<sup>th</sup>, 2020

Date



Signature



## Participant 3 (P3)

**CONSENT FORM**

**Student Teachers' Beliefs on Peer Teaching Project in Reflective Micro-Teaching Class:  
A Case Study at English Language Education Department**

Consent to take part in this research.

I, [REDACTED] voluntary agree to participate in this research.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any questions about the research.

I have had the purpose and nature of the study explained and I have had the opportunity to ask questions about the research.

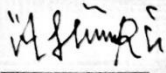

I understand that I will not be benefit directly from participating in this research.

I agree to my interview being audio-recorded.

I understand that all the information I provide for this research will be treated confidentially.

I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

<span style="background-color: black; color: black;">[REDACTED]</span> _____ Name of Participant	March 12th, 2020 _____ Date	 _____ Signature
Siti Rahman Farhani _____ Name of Researcher	March 12th, 2020 _____ Date	 _____ Signature

## Participant 4 (P4)

### CONSENT FORM

#### Student Teachers' Beliefs on Peer Teaching Project in Reflective Micro-Teaching Class: A Case Study at English Language Education Department

Consent to take part in this research.

I, [REDACTED] voluntary agree to participate in this research.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any questions about the research.

I have had the purpose and nature of the study explained and I have had the opportunity to ask questions about the research.

I understand that I will not be benefit directly from participating in this research.

I agree to my interview being audio-recorded.

I understand that all the information I provide for this research will be treated confidentially.

I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

[REDACTED]  
Name of Participant

March 12<sup>th</sup>, 2020  
Date

[Signature]  
Signature

Siti Rihmah Farhani  
Name of Researcher

March 12<sup>th</sup>, 2020  
Date

[Signature]  
Signature



## Enclosure 2 Interview Questions

### Data Identity :

- Date :
- Duration :
- Site/Venue :
- Interviewer :
- Role of Interviewer :
- Interviewees :

### Focus of Interview Goals

To know student teachers' beliefs on peer teaching project in Reflective Micro-teaching class

### Type of Focus Interview

Semi-structured Interview

### Language Used

Bahasa Indonesia

### Interview Questions

#### Background/participants' profile

1. Perkenalan diri
2. Tingkat/semester kuliah

**Student teachers' beliefs on peer teaching project in Reflective Micro-teaching class regarding giving them teaching experience (i.e. professional development) before teaching in the real field (i.e. school)**

1. Hal apa yang anda pelajari dalam mata kuliah Reflective Micro-teaching?
2. Pengalaman apa yang anda alami saat melakukan peer teaching project?
3. Bagaimana menurut keyakinan anda terkait peer teaching project dalam memberikan pengalaman mengajar?
4. Bagaimana menurut keyakinan anda terkait membuat reflection (DICR) setelah melakukan peer teaching project?
5. Bagaimana menurut keyakinan anda terkait feedback yang diberikan oleh teman dan dosen setelah melakukan peer teaching project?

### Enclosures 3 Interview Transcription

Participant / date : Participant 1 (P1) / May 11, 2020

Participant 2 (P2) / May 11, 2020

Participant 3 (P3) / May 14, 2020

Participant 4 (P4) / May 13, 2020

Interview Transcription	Initial Codes
<p><b>1. Hal apa yang anda pelajari dalam mata kuliah Reflective Micro-teaching?</b></p> <p><b>P1 :</b> Pada saat mata kuliah <i>Reflective Micro-teaching</i>, di sana saya melakukan praktik yang pertama <i>peer teaching</i>, yang kedua real teaching, nah untuk <i>peer teaching</i> sendiri itu dilaksanakan di kampus, di kelas gitu. Kalau di real teaching itu, kita langsung terjun ke sekolah, jadi siswa-siswa asli, gitu.</p> <p><b>P2 :</b> Di awal pertemuan mata kuliah <i>reflective micro-teaching</i>, dosen membagi mahasiswa menjadi beberapa kelompok kerja, kelompok saya memiliki 9 orang anggota, dan mendapatkan tugas peer teaching dengan tema kemampuan bahasa Inggris dari <i>listening</i> ke <i>speaking</i>. Nah untuk langkah pertama, pengalaman yang ditempuh oleh saya dan kawan-kawan saya yaitu membuat rencana pelaksanaan pembelajaran atau <i>lesson plan</i>.</p> <p><b>P3 :</b> Pengalaman saya ketika mengikuti mata kuliah <i>Reflective Micro-teaching</i> tentu untuk menjadi seorang guru ya kita benar-benar praktik mengajar di kelas, yaitu dengan cara <i>peer teaching</i>, yaitu mengajar teman-teman dan walaupun itu hanya kepada teman-teman, tetapi seperti sudah mengajar beneran.</p> <p><b>P4 :</b> Di mata kuliah <i>reflective micro-teaching</i> kita itu belajar cara untuk membuat RPP, kemudian simulasi ngajar sebelum kita terjun ke lapangan, ke sekolahnya. Kalau untuk tugasnya, ya seperti yang sudah tadi saya sebutkan, seperti</p>	<p>Lesson planning</p> <p>Teaching training</p>

<p>membuat RPP untuk dipraktikan nanti di kelas. Nah jadi kan sebelum kita terjun ke sekolah langsung, ada tugas dari mata kuliah tersebutkan kalau tidak salah tugas untuk <i>project</i> akhir, iya sepertinya ke sekolah itu untuk tugas akhir, nah sebelum kita mengerjakan tugas <i>project</i> akhir, kita itu simulasi dulu untuk mengajar di kelas, maksud di kelas itu mengajar untuk simulasi kepada teman-teman di mata kuliah tersebut.</p>	<p>Teaching training</p>
<p><b>2. Pengalaman apa yang anda alami saat melakukan peer teaching project?</b></p> <p><b>P1 :</b> Yang pertama itu menentukan dulu, bikin RPP (Rencana Pelaksanaan Pembelajaran). Nah disana, setelah itu tuh, kita itu memilih KD (Kompetensi Dasar) dulu kita itu membahasnya tentang apa ni, seperti itu. Terus, kebetulan saya waktu <i>peer teaching</i> itu mengambil KD nya itu KD 4.13 tentang menangkap makna dalam teks <i>recount</i> lisan dan tulisan sederhana. Nah setelah itu, dalam persiapan membuat RPP, terus kita juga menentukan misalkan bikin Indikator Pencapaian Kompetensi (IPK), kayak tujuan pembelajarannya mau seperti apa, kan sedangkan di <i>peer teaching</i> itu kan waktunya cuma 15 menit ya, jadi iya bagaimana kita mengatur waktu supaya pas, gitu. 15 menit itu tujuan pembelajarannya itu tercapai gitu. Terus juga menyiapkan materi, materi pembelajaran, seperti itu, soal-soal juga evaluasi seperti itu. Ada, kayak misalkan bikin teks, kebetulan saya pas melakukan <i>peer teaching</i> itu materi pembelajarannya itu untuk <i>brain storming</i> ya, teks nya itu bikin sendiri, jadi beda sih ada tantangan tersendiri bikin teksnya, terus nyari gambar gitu untuk kegiatan pembelajarannya.</p> <p><b>P2 :</b> Yang dilakukan pertama itu saya membuat <i>lesson plan</i>, di pertemuan pertama kan dosen membahas secara sepintas, selebihnya saya mencari infomasi tentang RPP dari sumber lain seperti internet atau contoh RPP yang sudah ada. Nah, selanjutnya, oh iya, sebelum mebuat RPP, saya menentukan materi pembelajaran dan</p>	<p>Scaled-down teaching duration</p> <p>Lesson planning</p>

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**pengajaran.** Saya memilih tentang teks deskriptif. Materi itu ditujukan untuk siswa kelas 1 semester 1 di SMP. Setelah itu, baru saya membuat RPP.

**P3 :** Yang pertama tentu menyiapkan materinya dulu tentang apa, karena itu yang paling penting, apa yang akan disampaikan dan siapa targetnya, maksudnya kelas berapa, SMP atau SMA. Eh engga salah, yang pertama siapa dulu siswanya, SMP atau SMA, kelas berapa, yang kedua materinya apa. Karena materi kan dari siapa siswanya, nah yang kedua itu. Yang ketiga itu menyusun susunan apa sih, misalnya step pertama pembukaan mengucapkan selamat pagi atau apa, yang keduanya apersepsi yang ketiganya yang gitu-gitu lah ya, dan yang keempat, metodenya, jadi seperti apa metode yang akan digunakan untuk materi tersebut. Yang kelima menyiapkan PPT, dan yang keenam mempersiapkan mental dengan membaca-baca lagi dan latihan, yang ketujuh, yang terakhir adalah mempersiapkan alat-alat, kalau saya kan ada alat-alat untuk game atau apa gitu.

**P4 :** Sebelum melakukan *peer teaching* itu, ya mempersiapkan RPP untuk dikonsultasikan, jadi nanti kan diberi *feedback* oleh dosen yang bersangkutan, sebaiknya RPP itu yang seperti apa dan juga dilihat isi dari RPP tersebut. Nah, kemudian saya membuat *power point* untuk nanti menjelaskan di ketika mengajarnya di kelasnya.

Lesson planning

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*\*The transcript is attached partially due to research ethic of confidentiality*

#### Enclosure 4 *Participants' DICR*

##### Participant 1 (P1)

<p>Name : ██████ ██████</p> <p>Class : 6A</p>	<p>Day/ Date : Tuesday/April 02, 2019.</p> <p>School : Peer-Teaching</p>
a. Describing	<p>..... Saat itu saya merasa panik karena ada satu cerita yang belum dibacakan oleh 1 kelompok siswa, saya harus bisa membagi-bagi waktu yang tepat sesuai dengan kegiatannya, sehingga proses pembelajaran bisa berlangsung sesuai dengan apa yang sudah dibuat atau direncanakan dalam rencana proses pembelajaran sebelumnya.</p>
b. Informing	<p>Untuk peer-teaching session, saya menggunakan tema “recount text” dengan materi pembelajaran tentang “berlibur ke Batu Karas, kebun binatang dan Bandung .....</p>
c. Confronting	<p>Dari kegiatan awal pembelajaran siswa mampu memberikan respon yang aktif .....</p>
d. Reconstructing	<p>Ide yang bisa digunakan untuk proses mengajar kedepannya yaitu, menggunakan metode brainstorming .....</p>

*\*The transcript is attached partially due to research ethic of confidentiality*

**Participant 2 (P2)**

<b>Name :</b> ██████ ██████ <b>Class : 6A</b>	<b>Day/ Date : Tuesday/April 23, 2019.</b>  <b>School : Peer-Teaching</b>
Describing	<b>Write what you felt when you began your teaching or what you learnt from the previous teaching.</b> Ini adalah pengalaman pertama saya untuk mengajar teman sebaya di kelas Reflective Micro-Teaching.....
Informing	<b>Explore what the theme/ topic you were teaching was about, in what ways you taught it to your students, and the reasons you chose that strategy.</b> Saya memilih ‘Descriptive Text about Thing’ sebagai materi pengajaran dan pembelajaran di kelas.....
Confronting	<b>Describe how your students responded, how you reacted to it, and also how you assessed the students’ performance of the task.</b> Selama kegiatan belajar dan mengajar, siswa memberi respon yang baik kepada saya.....
Reconstructing	<b>Highlight the ideas as a result of your self-reflection on action that you believed would be useful for your next teaching.</b> ..... saya harus berlatih mengolah waktu agar kegiatan belajar dan mengajar tidak lebih dan kurang dari waktu yang ditetapkan.

*\*The transcript is attached partially due to research ethic of confidentiality*

**Participant 3 (P3)**

<b>Name :</b> ██████ ██████  <b>Class : 6A</b>	<b>Day/ Date : Tuesday/ March 19, 2019</b>   <b>School : SMP</b>
e. Describing	<i>When I taught I was a little bit anxious in the first place. Not because the students which was only 9 people and all my friends.....</i>
f. Informing	<i>I taught about giving and responding to apologize. I taught them with game and mini role play. For 1<sup>st</sup> grade of junior high school.....</i>
g. Confronting	<i>My students were laughing and cheering. Obviously, no one of the students wanted to get caught. But, at the end one student will be the victim.....</i>
h. Reconstructing	<i>For the next teaching, I think I should emphasize the expression more. I'm aware that I didn't really explain it well afterward due to time limitation.....</i>

*\*The transcript is attached partially due to research ethic of confidentiality*

**Participant 4 (P4)**

<p>Name : ██████ ██████</p> <p>Class : 6A</p>	<p>Day/ Date : Monday/25 March, 2019</p> <p>School : SMP</p>
i. Describing	What I felt when I began my peer teaching in the class was so nervous but beside that I felt so excited too.....
j. Informing	I was teaching about descriptive text, at the beginning I asked them to describe the picture (Iqbaal Dhiafakhri R.) using some keywords that given by me.....
k. Confronting	The responded of my students were good, they were so excited to know about what they will learn, they responded the questions well.....
l. Reconstructing	<p>Feedback that I got as my self-reflection that I believed would be useful for my next teaching are :</p> <ul style="list-style-type: none"> <li>• Self confident;</li> <li>• Well prepared, i.e. PowerPoint which can engage students' attention;</li> <li>• I have to reviewed previous materials;</li> <li>• Asked students to asked some questions and give them clear directions.</li> </ul>

*\*The transcript is attached partially due to research ethic of confidentiality*



## Enclosure 5 *Lembar Penetapan Proyek Tugas Akhir S-1*



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
**UNIVERSITAS SILIWANGI**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
 Jalan Siliwangi Nomor 24 Tlp. (0265) 323532 Fax. 323532 Tasikmalaya - 46115  
 E-mail : [fkip\\_unsil@unsil.ac.id](mailto:fkip_unsil@unsil.ac.id) Web Site : [fkip.unsil.ac.id](http://fkip.unsil.ac.id)

### Lembar Penetapan Proyek Tugas Akhir S-1 dan Tim Dosen Pembimbing

Kepada Yth. Bapak/Ibu Dosen Prodi Pendidikan Bahasa Inggris

Kami Dewan Bimbingan penulisan Tugas Akhir Studi Pendidikan Bahasa Inggris menyatakan bahwa

Nama Mahasiswa : SITI RAHMAH FARHANI

NIM : 162122022

telah mengajukan usulan proyek tugas akhir S-1 (Skripsi) dengan informasi berikut:

#### Tema Penelitian (Maksimal 5 Kata Kunci)

Peer Teaching, Student Teachers, Beliefs, Reflective Micro-teaching

#### Judul Riset Tentatif (Maksimal 21 Kata)

Student Teachers' Beliefs on Peer Teaching Project in Reflective Micro-teaching Class : A Case Study at English Language Education Department

#### Rasional (40-70 Kata)

Brent, Thomson & Wheatley (1996) pointed out that Micro-teaching is a simpler classroom context where students could practice to teach the lesson planned to a small group of students controlled by the instructor (i.e. lecturer). There is a stage called teaching stage which required the student-teachers to make a lesson plan and implement it to a small group, called peer teaching (Arsal, 2014). This stage is done in the classroom followed by feedback from the instructor and assessment from other group in order for better future teaching (i.e. real teaching). In addition, peer teaching allows the student-teachers to develop a sense of engaging teaching and learning activities among the student-teacher and the students (Stigmar, 2016). This study will reveal student teachers' beliefs on peer teaching in Reflective Mico-teaching class.

**Rumusan Masalah (20-40 Kata)**

What are student teachers' beliefs on peer teaching project in Reflective Micro-teaching class?

**Landasan Teori dan Konsep (20-40 Kata)**

The literature review of proposed study will shed light on the theory of Cornwall (1980) as cited in Stigmar (2016) peer-assisted learning is successful because the peer-teacher and students share an equal prior knowledge which allows the peer-teachers to use language in their own way which appropriate with their students.

**Desain Penelitian (20-30 kata)**

A descriptive case study will be used for proposed study which aims to find out what student teachers' beliefs on peer teaching project in Reflective Micro-teaching class are.

**Metode Pengambilan Data (20-30 kata)**

The data will be collected through semi-structured interview done by student-teachers who have taken Reflective Micro-teaching subject in the 6th semester (i.e. academic year of 2018/2019).

**Tujuan dan Kontribusi (20-40 Kata)**

**Research :** This study will reveal student teachers' beliefs on peer teaching project in Reflective Micro-teaching class.

**Theory :** This study will shed light on a theory that peer teaching is appropriate or not for student teachers due to their equal or similar prior knowledge and experience in teaching.

**Practice :** This study will provide what student teachers' beliefs on peer teaching project, whether it is appropriate or not in order to train and give them teaching experiences before entering the field of occupation.


**Acuan Bacaan dan Jadwal Pelaksanaan Tugas Akhir**

- Arsal, Z. (2014). Microteaching and pre-service teachers' sense of self-efficacy in teaching. *European Journal of Teacher Education*, 37(4), 453-464.
- Bell, N., D. (2007). Microteaching: What is it that is going on here?. *Linguistics and Education*, 18, 24-40.
- Brent, R., Thomson, W., S., & Wheatley, E. (1996). Videotaped microteaching: Bridging the gap from the university to the classroom. *The Teacher Educator*, 31(3), 238-247.
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Berdasarkan informasi di atas, Kami Dewan Bimbingan Skripsi program Studi Pendidikan Bahasa Inggris menyetujui usulan proyek penelitian atas nama mahasiswa yang bersangkutan. Untuk penyelesaian proposal penelitian secara lengkap serta pembimbingan penelitian dan penulisan skripsi sampai selesai, Kami menyerahkan tugas dan kewajiban ini kepada Tim Dosen Pembimbing. Untuk itu, Kami mohon kesediaan Bapak/Ibu untuk menjadi dosen pembimbing utama dan dosen pembimbing pendamping.

Tanda Tangan Kesediaan

Nama : Metty Agustine P., M.Pd. sebagai Pembimbing Utama

  
25/10/2019


Nama : Ruslan, M.Pd. sebagai Pembimbing Pendamping

  
21/11 - 2019

Terima kasih atas kesediaan Bapak/ Ibu atas kesediaan untuk memberi pembimbingan kepada mahasiswa yang bersangkutan.

DBS PRODI PEND. B. INGGRIS

)\* Ketua/Sekretaris/Anggota-

  
Agus Andhiani, S.Pd, M. Hum

Enclosure 6 *Lembar Revisi Skripsi*

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS SILIWANGI  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Siliwangi No.24 Kota Tasikmalaya Kode Pos 46115 Kotak Pos 164

Telepon (0265) 330634 Faksimili (0265) 325812 e-mail :

Laman :

**REVISI LAPORAN SKRIPSI/TUGAS AKHIR**

Nama : SITI RAHMAH FARHANI  
NPM : 162122022  
Jurusan : PENDIDIKAN BAHASA INGGRIS

JUDUL SKRIPSI/TUGAS AKHIR :

STUDENT TEACHERS' BELIEFS ON PEER TEACHING PROJECT IN REFLECTIVE MICRO-TEACHING CLASS: A CASE STUDY AT ENGLISH LANGUAGE EDUCATION DEPARTMENT

REVISI JUDUL : YA / TIDAK

NO	PENGUJI	KETERANGAN REVISI	TANDA TANGAN
1.	METTY AGUSTINE PRIMARY, S.PD., M.PD.	Tidak memiliki revisi mayor 04/02/2021	
2.	RUSLAN, DRS., M.PD.	Sdh direvisi	
3.	RAHMAT, S.PD., M.HUM.		 Rahmat. M.Hum
4.	ASRI SITI FATIMAH, S.PD., M.PD.	du	
5.	ARINI NURUL HIDAYATI, S.PD., M.PD.	Revisi OK	



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Tasikmalaya, 26 Januari 2021

Metty Agustina Primary, S.Pd., M.Pd.  
NIP. 411221227

## Enclosure 7 Surat Keputusan



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS SILIWANGI  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Siliwangi No.24 Kota Tasikmalaya Kode Pos 46115 Kotak Pos 164  
Telepon (0265) 330634 Faksimile (0265) 325812 e-mail :  
Laman :

KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SILIWANGI  
NOMOR : 0753/UN58.04/AK/2020

TENTANG  
PEMBIMBING SKRIPSI/TUGAS AKHIR  
MAHASISWA JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SILIWANGI  
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SILIWANGI

- Menimbang** : a. Bahwa untuk kelancaran dalam penyusunan dan penulisan Skripsi/Tugas Akhir bagi mahasiswa Jurusan pendidikan bahasa inggris Fakultas keguruan dan ilmu pendidikan perlu penunjukan Dosen Pembimbing.  
b. bahwa untuk kepentingan tersebut di atas, perlu mempertimbangkan Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi;
- Mengingat** : 1. Undang-Undang Republik Indonesia :  
a. Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;  
b. Nomor 14 tahun 2005 tentang Guru dan Dosen;  
c. Nomor 12 tahun 2012 tentang Pendidikan Tinggi;  
2. Peraturan Pemerintah Republik Indonesia :  
a. Nomor 19 tahun 2005 tentang Standar Nasional  
b. Nomor 13 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
3. Peraturan Presiden Republik Indonesia Nomor 24 Tahun 2014 tentang Pendirian Universitas Siliwangi;  
4. Keputusan Rektor Universitas Siliwangi Nomor 4928/UN58/KP/2018 tentang Pergantian Dekan Fakultas Teknik Universitas Siliwangi Periode Tahun 2018 - 2022.  
5. Keputusan Rektor Universitas Siliwangi Nomor 5288/UN58/KP/2018 tentang Pengangkatan Dosen dengan tugas tambahan di lingkungan Universitas Siliwangi Periode Tahun 2018 - 2022.  
6. Keputusan Rektor Universitas Siliwangi Nomor 938.SK/US-BU/SP.2.VIII/2012 tentang Penetapan Besarnya Biaya Kerja Praktek, Seminar dan Skripsi/Tugas Akhir bagi Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi

## MEMUTUSKAN

- Menetapkan** : Pembimbing Skripsi/Tugas Akhir Mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Siliwangi
- KESATU** : Menunjuk kepada yang namanya tersebut dibawah ini :  
1. Nama : **Metty Agustine Primary S.Pd., M.Pd. (Reviewer)**  
NIDN : **0430087601**  
2. Nama : **Ruslan Drs., M.Pd.**  
NIDN : **0407046201**  
Sebagai pembimbing dalam penyusunan Skripsi/Tugas Akhir, untuk mahasiswa tersebut dibawah ini :  
N a m a : **SITI RAHMAH FARHANI**  
N P M : **162122022**
- KEDUA** : Pelaksanaan bimbingan penyusunan Skripsi/Tugas Akhir dilaksanakan sesuai jadwal yang telah ditentukan.  
**KETIGA** : Dalam melaksanakan tugasnya Pembimbing bertanggung jawab kepada Dekan.  
**KEEMPAT** : Keputusan ini berlaku untuk jangka waktu 6 bulan, sejak tanggal 04 Februari 2020 s.d 04 Februari 2021 dan dapat diperpanjang paling lama untuk jangka waktu 4 bulan.  
**KELIMA** : Apabila terdapat kekeliruan dalam Keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di Tasikmalaya  
Pada tanggal : 26 Juni 2020  
D e k a n  
  
**Dr. H. Cucu Hidayat, Drs., M.Pd.**  
NIP 198304081989111001

## Tembusan :

1. Ketua Jurusan pendidikan bahasa inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi
2. Bendahara Pengeluaran Pembantu Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi

## BIOGRAPHY



Name : Siti Rahmah Farhani

Place and Date of Birth : Tasikmalaya, December 31<sup>st</sup>, 1997

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3. SMA Negeri 3 Kota Tasikmalaya (2016)