

ENCLOSURE

Enclosure 1

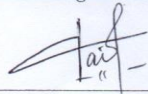
PARTICIPANT CONSENT AND RELEASE FORM FOR PARTICIPANT:

I Ai Nurhayati, in connection with this research program, hereby authorize the researcher and its program to conduct the semi-structured interview and analyze its result.

Additionally, I hereby authorize the researcher to release, publish, or quote such material from the result of interview, but withhold my identity, in connection with all researcher activities.

With respect to this research program, I understand that content may be included in future speeches, on the internet, and through multiple broadcast channels and print media.

I understand that I may decline to give my consent (by not signing this form) and still continue to participate in all research activities without being disadvantaged with respect to those activities.


31 Mei 2019

Participant's Signature

Date

Hj. Ai Nurhayati
ainurhayati@gmail.com

Printed Name

e-Mail Address

Purbaratu

Participant's Home City and Country

ENCLOSURE

Enclosure 1

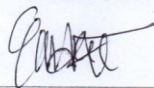
PARTICIPANT CONSENT AND RELEASE FORM FOR PARTICIPANT:

I Endang Nur Lestari, in connection with this research program, hereby authorize the researcher and its program to conduct the semi-structured interview and analyze its result.

Additionally, I hereby authorize the researcher to release, publish, or quote such material from the result of interview, but withhold my identity, in connection with all researcher activities.

With respect to this research program, I understand that content may be included in future speeches, on the internet, and through multiple broadcast channels and print media.

I understand that I may decline to give my consent (by not signing this form) and still continue to participate in all research activities without being disadvantaged with respect to those activities.


21 Juli 2019

Participant's Signature

Date

Endang Nur L
endngnrlstari@gmail.com

Printed Name

e-Mail Address

Kp. Tanjung harip

Participant's Home City and Country

ENCLOSURE

Enclosure 1

PARTICIPANT CONSENT AND RELEASE FORM FOR *PARTICIPANT*:

I Mock. Fauzan Meisly Hidayat, in connection with this research program, hereby authorize the researcher and its program to conduct the semi-structured interview and analyze its result.

Additionally, I hereby authorize the researcher to release, publish, or quote such material from the result of interview, but withhold my identity, in connection with all researcher activities.

With respect to this research program, I understand that content may be included in future speeches, on the internet, and through multiple broadcast channels and print media.

I understand that I may decline to give my consent (by not signing this form) and still continue to participate in all research activities without being disadvantaged with respect to those activities.


21 Juli 2019

Participant's Signature

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Mock. Fauzan
mfauzanmeislyh@gmail.com

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kp.sukajirna

Participant's Home City and Country

Enclosure 2

INTERVIEW GUIDELINESDate : May, 31th 2019

Place : One of Vocational High School in Tasikmalaya

Respondent : Teacher

No	Aspect	Description	Items
1.	Situation Selection	Approaching or avoiding certain people or situation to modify their emotional impact.	1.) Bagaimana cara ibu untuk menghadapi siswa yang membuat kegaduhan saat pembelajaran?
			2.) Bagaimana tindakan yang ibu lakukan ketika siswa memainkan <i>cellphone</i> ketika pembelajaran?
2.	Situation Modification	Involves directly changing a situation to regulate emotion.	1.) Bagaimana respon ibu ketika menghadapi siswa yang tidak memperhatikan saat pembelajaran?
			2.) Cara seperti apa yang ibu lakukan untuk membuat siswa fokus terhadap pembelajaran?
			3.) Bagaimana cara yang

			ibu lakukan untuk mengurangi emosi negatif?
3.	Attention Deployment	Focusing attention on or moving attention away from a situation to change the impact of the situation on individual's emotions.	1.) Ketika situasi pembelajaran tidak kondusif, bagaimana cara ibu untuk mengendalikan emosi?
			2.) Strategi seperti apa yang ibu lakukan ketika siswa terlihat tidak bersemangat ketika pembelajaran?
			3.) Apa yang ibu lakukan untuk mengontrol emosi ketika menghadapi perilaku siswa saat mengajar?
4.	Cognitive Change	Modifying one's evaluations of a situation or one's ability to manipulate a situation in order to alter its emotional impact.	1.) Menurut ibu, mengapa ibu harus mengontrol emosi negatif ketika menghadapi siswa saat sedang mengajar?
			2.) Bagaimana cara ibu untuk menghadapi siswa yang membuat ibu kesal ketika

			mengajar?
5.	Suppression	The infibition of ongoing emotion expressive behavior.	1.) Bagaimana cara yang ibu lakukan untuk meningkatkan emosi positif?
			2.) Menurut ibu, kenapa ibu harus meningkatkan emosi positif ibu ketika menghadapi perilaku siswa saat mengajar?

INTERVIEW GUIDELINES

Date : June, 21th 2019

Place : One of Vocational High School in Tasikmalaya

Respondent : Students

No.	Aspect	Description	Items
1.	Situation Selection	Approaching or avoiding certain people or situation to modify their emotional impact.	1.) Apa yang guru Bahasa Inggris anda lakukan ketika anda atau siswa yang lainnya membuat kegaduhan?
			2.) Bagaimana tindakan yang lakukan guru Bahasa Inggris anda ketika anda atau siswa lainnya memainkan <i>cellphone</i> ketika pembelajaran?
2.	Situation Modification	Involves directly changing a situation to regulate emotion.	1.) Bagaimana respon guru Bahasa Inggris anda ketika ada siswa yang tidak memperhatikan saat pembelajaran?
			2.) Apa yang guru Bahasa Inggris anda lakukan ketika siswa tidak fokus saat pembelajaran, misalnya mengobrol dengan temannya atau

			melamun?
3.	Attention Deployment	Focusing attention on or moving attention away from a situation to change the impact of the situation on individual's emotions.	<p>1.) Bagaimana reaksi guru Bahasa Inggris anda ketika situasi pembelajaran tidak kondusif? Apa yang dilakukan?</p> <p>2.) Pernahkah anda merasa bosan saat pembelajaran? Biasanya apa yang guru Bahasa Inggris anda lakukan ketika siswa-siswa terlihat bosan atau tidak bersemangat untuk belajar?</p>
4.	Cognitive Change	Modifying one's evaluations of a situation or one's ability to manipulate a situation in order to alter its emotional impact.	<p>1.) Apa yang guru Bahasa Inggris anda lakukan ketika anda atau teman anda membuat ibu kesal atau marah ketika mengajar?</p> <p>2.) Menurut anda, apa yang biasanya guru bahasa Inggris anda lakukan untuk membuat siswa memperhatikan ketika pembelajaran?</p>

5.	Suppression	The infibition of ongoing emotion expressive behavior.	1.) Pernahkah guru Bahasa Inggris anda menunjukkan ekspresi marah? Seperti apa reaksinya?
			2.) Apa yang guru Bahasa Inggris anda lakukan ketika terlihat kesal atau marah?

Enclosure 3

THE RESULT OF INTERVIEW

R : Reseacher (Interviewer)

P1 : Participant 1 (Teacher)

R : Assalamualaikum

P1 : Waalaikumsalam

R : Previously, thank you for taking the time and apologize if I disturb you. Here

I will give some questions about the emotional regulation strategy that the teacher does when teaching. So, I will give a few questions, just go ahead mom. When learning sometimes the teacher will find a situation where the classroom situation is not conducive, then how you can control the classroom situation when is not conducive?

P1 : How to control the students so as not to be noisy by focusing, students are told to focus on the lesson, so the children are told to pay attention when I teach.

R : Are there other things you have done? How to focus students?

P1 : How to focus on students? I organized the class, and then directed it to the rowdy students who were told to pay attention like that. For example, Look at me! Look at me! That's it.

R : Oh like that, then how do you respond when facing students who don't pay attention during learning?

P1 : Emm .. there are students who do not pay attention to the lesson, I reflexively like to reprimand him by being approached then asked "why are you not

paying attention?" So he is the reason sometimes there are those who avoid "no ma'am, I pay attention". Someone said yes ma'am because I was upset at home. My mother is sick at home, then blah, blah, blah, that's it. So the term of the students varies, and the background doesn't pay attention to that why.

R : For example, when learning there are some students who play cellphones even though in learning they are not in need of the internet by using mobile phones, so how do you act on the situation?

P1 : There is one student who plays a cellphone, of course there is. But we have to be smart enough to pay attention to students, for example students don't pay attention to all the students there in Ngaloprek hand phone, but alhamdulillah I always pay attention, however, there are those who want to try, finally he opens the cellphone, I have tricks to handle it, for example, is to the right of student A who is playing on a cellphone, finally I explained while organizing the class, while spinning from the left it didn't go right to the right, if it went right the student immediately swung the cellphone. So there are tricks too, we have to turn first to the left, and then turn straight "tep" to be caught, and finally he will be confused. Sometimes someone says this, "sorry ma'am just got a call from my mother, when I want to be picked up you took it", someone said. Onether students said nothing, when they were seen playing the mobile legend again, the season is now playing the game, so finally I was given a warning, so as not to do things like that earlier.

R : Henceforth, what strategies do you do to regulate or control your emotions when facing certain situations, for example when students do not pay attention to learning, what strategies do you do?

P1 : The strategy that I did at that time, I tried to give motivation to students, so that students really learned, sometimes the students like to look out of class when I was teaching, when I was writing automatically the students thought "ah won't be seen by mom", when I was immediately reprimanded, the students were asked why they were looking out, then they were told to repeat the words that I said before one sentence or two sentences, finally they were afraid, so they really learned.

R : How do you reduce negative emotions?

P1 : As a teacher it is indeed natural that the name of emotion is always there if for example students have an annoying term or someone makes a noise, now to reduce emotions, sometimes I like to say this, "you choose, do you feel noisy or want to come out or I came out? Please choose "finally they said" moal sakali-kali deui ma'am, sorry, please continue to explain ", like that.

R : How do you increase positive emotions?

P1 : Increasing the emotion that came out by the way the students were told to sing a song, finally the emotion was dimmed by itself and finally singing by being led by one of the students, the singing was good even though with words, finally in happiness, they every time wanted to sing continuously rich "Dji double ou in jie ou bi good job good job", but not hehehe. But they want to sing it, because they said that it's a pray ceunah, so we have to sing first.

Finally, I followed, but with a note that they must really learn, there should not be a term when someone is chatting, there should be no discussion on their own, then there will be discussion on time.

R : So you melted the situation first to increase positive emotions.

P1 : Yes and don't forget to always smile. For example, if we didn't smile, the students won't to learn, so they won't to study with me anymore, finally I given a smile and they are happy again. But that doesn't mean it's happy to be holding it again, noisy again isn't it. But they were happy to want to learn so much with me.

R : For the last, why you have to control your emotion when teaching?

P1 : I have to control the emotions when teaching because if I didn't control my emotion, so that the students will be noisy, automatically the situation in the class was like there wasn't a teacher when I was in the class, so that I told them to study and do an assignment to quiet the noise situation. It's like a punishment for them, finally .

R : One of your purpose to regulate the emotion that is to contaminating and managing class?

P1 : Yes that's right. I have never been angry to the students as far as rude. Because I often think that I also have children, how if my son is in my students' position which getting fucked by her teacher, so that I also positioned as them.

R : All right mam, thank you for your time, wassalamualaikum wr wb

P1 : Yes, waalaikumsalam wr wb

Enclosure 4



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS SILIWANGI

FAKULTAS KEGURUAN & 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 & ILMU PENDIDIKAN UNIVERSITAS SILIWANGI

NOMOR : 1110/UN58.04/AK/2019

TENTANG

PEMBIMBING SKRIPSI/TUGAS AKHIR

MAHASISWA JURUSAN PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN & ILMU PENDIDIKAN UNIVERSITAS SILIWANGI

DEKAN FAKULTAS KEGURUAN & ILMU PENDIDIKAN UNIVERSITAS SILIWANGI

- Mengingat :**
- a. Bahwa untuk kelancaran dalam penyusunan dan penulisan Skripsi/Tugas Akhir bagi mahasiswa Jurusan pendidikan bahasa inggris Fakultas keguruan & ilmu pendidikan perlu menunjukan Dosen Pembimbing.
 - b. Bahwa untuk kepentingan tersebut di atas, perlu memperlimbangkan Keputusan Dekan Fakultas Keguruan & 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 Pendidikan 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 536/SK/UG-BU/SP.2.VIII/2012 tentang Penetapan Besarnya Biaya Kerja Praktek, Seminar dan Skripsi/Tugas Akhir bagi Mahasiswa Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi

MEMUTUSKAN

- Menetapkan :** Pembimbing Skripsi/Tugas Akhir Mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi
- KESATU :** Menunjuk kepada yang namanya tersebut dibawah ini :
1. Nama : **Dr. Dian Kardijon S.Pd., M.Pd. (Reviewer)**
NIDN : 0404077101
 2. Nama : **Arini Nurul Hidayati S.Pd., M.Pd.**
NIDN : 0408048801
- Sebagai pembimbing dalam penyusunan Skripsi/Tugas Akhir, untuk mahasiswa tersebut dibawah ini :
- Nama : **SENI AYUNI TRI AGTUTI**
N P M : **152122066**
- 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 8 bulan, sejak tanggal 01 Januari 2019 s.d 01 Januari 2020 dan dapat diperpanjang paling lama untuk jangka waktu 4 bulan.
- KELIMA :** Apabila terdapat kekeliruan dalam Keputusan ini akan diadakan perbaikan sebagaimana mestinya.



Tembusan:

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

Enclosure 5



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 : fkp_unsil@unsil.ac.id Web Site : fkp.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 : SENI AYUNI TRI ASTUTI

NIM : 152122066

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

Tema Penelitian (Maksimal 5 Kata Kunci)

Teachers' emotion, emotion regulation strategies, classroom management

Judul Riset Tentatif (Maksimal 21 Kata)

Investigating Teacher's Emotion Regulation Strategies used during Teaching in A Technical Vocational School Context

Rasional (40-70 Kata)

Vocational high school students tend to have negative attitude during learning English in the classroom, this is phenomenon by my self during teaching practicum. The students also have lack of discipline and less of motivation. In this case, teachers must have the ability to regulate their emotions to manage the class to build an effective teaching learning process. Emotion regulation in teaching is required by the teacher because in teaching, teacher frequently experience positive emotions and negative emotions. Teaching is an emotional practice, and it's necessary for teachers to regulate their emotions when they sense that a particular emotion expression is inappropriate in a particular situation (Sutton, 2004).

Rumusan Masalah (20-40 Kata)

What are teacher's emotion regulation strategies used during teaching English?

Landasan Teori dan Konsep (20-40 Kata)

Emotion regulation (Gross, 1998a): The processes by which individuals consciously or unconsciously influence which emotions they have, and how they experience and express them. Emotion regulation strategies of Gross's model including situation selection, situation modification, cognitive change, attention deployment and suppression.

Desain Penelitian (20-30 kata)

Descriptive case study

Metode Pengambilan Data (20-30 kata)

Deriving data by using interview to get the data about teacher's emotion regulation strategies. Semi-structured interview will be used to the students and the teacher to provide a deep understanding of the topic and facilitate to share the emotion regulation strategies used during teaching English.

Tujuan dan Kontribusi (20-40 Kata)

This study to investigate teacher's emotion regulation strategies used during teaching English, and will provide the reader empirical insights about what the teacher's emotion regulation strategies are in teaching learning process, then it become reflection for teacher in developing their teaching practices.

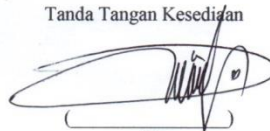
Acuan Bacaan dan Jadwal Pelaksanaan Tugas Akhir

- Gong, S., Chai, X., Duan, T., Zhong, L., & Jiao, Y. (2013). Chinese teachers' emotion regulation goals and strategies. *Psychology*, 4, 870-877.
- Gross, J. J. (1998a). The emerging field of emotion regulation: an integrative review. *Review of General Psychology*, 2, 271-299.
- Rudduck, J., & Flutter, J. (2004). *How to improve your school: Giving pupils a voice*. London: Continuum.
- Sutton, R. E. (2004). Emotional regulation goals and strategies of teachers. *Social Psychology of Education*, 7(4), 379-398.
- Jiang, J., Vauras, M., Wang, Y., & Volet, S. (2016). Teachers' emotion and emotion regulation strategies: Self- and students' perceptions. *Teaching and Teacher Education*, 22-31.

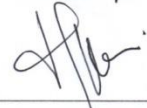
Berdasarkan informasi di atas, Kami Dewan Bimbingan Skripsi program Studi Pendidikan Bahasa Inggris menyetujui usulan proyek penelitian atas nama mahasiswa yang bersangkutan. Untuk penyelesaian proposal penelitian secara lengkap serta pembimbingan penelitian dan penulisan skripsi sampai selesai, Kami 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 : Dr Dian Kardijan, M.Pd sebagai Pembimbing Utama



Nama : Arini Nurul Hidayati, M.Pd sebagai Pembimbing Pendamping




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

DBS PRODI PEND. B. INGGRIS

) * Ketua/Sekretaris/Anggota



Enclosure 6

 KARTU PERTEMUAN BIMBINGAN PROPOSAL SKRIPSI PRODI PENDIDIKAN BAHASA INGGRIS SEMESTER GASAL TAHUN AKADEMIK 2018/2019	
Nama Mahasiswa	: SENI AYUNI TRI ASTUTI
NPM	: 152122066
Topik Penelitian	:
Pembimbing I	Pembimbing II
Nama	: Dr. Dian Kardijan, M.Pd
NIDN	: 0404077101
Nama	: Arini Nurul Hidayati, M.Pd
NIDN	: 0406098801
Pembimbing I	Pembimbing II
Isi Bimbingan	Pertemuan I, Tgl: 16-10-2018
~ judul dan tujuan penelitian	Find a relevant study for your research! Konnal judul! Hf
Isi Bimbingan	Pertemuan II, Tgl: 17-10-2018
~ tujuan penelitian Formulation of problem	see judul: sudah ada relevant study yg sesuai Hf
Isi Bimbingan	Pertemuan III, Tgl: 2-11-2018
~ see judul	Pahami apa yg di tulis kembali ds permasalahan! Hf
Isi Bimbingan	Pertemuan IV, Tgl: 26/12/2018
~ background perbaikan 2 analisis data	Ulangi metodologi, setting participant. Hf
Isi Bimbingan	Pertemuan V, Tgl: 27/12/18
~ koreksi keakuratan Belum adeg	Ulangi ds lampiran! Hf
Isi Bimbingan	Pertemuan VI, Tgl: 26/2-2019
~ pastikan tujuan penelitian ~ pahami metodologi yg digunakan	Tentukan fokus bnd interest & apt hnd Hf
Isi Bimbingan	Pertemuan VII, Tgl: 26/3-2019
~ background diperbaiki	Bimbing proposal Passive Voice! Hf
Isi Bimbingan	Pertemuan VIII, Tgl: 2/4-2019
~ background masih perlu diperbaiki	Bimbing proposal do peer correction! Langit sudah proposal. Hf

Nama Mahasiswa	SENI AYUNI TRI ASTUTI		
NPM	152122066		
Topik Penelitian			
Pembimbing I	Pembimbing II		
Nama	Dr. Dian Kardijan, M.Pd	Nama	Atini Nurul Hidayati, M.Pd
NIDN	0909077101	NIDN	0906098801
Pembimbing I	Pembimbing II		
Isi Bimbingan	Pertemuan IX, Tgl: 11/9-2019	Isi Bimbingan	Pertemuan IX, Tgl: 16/9-2019
- Definisi operasional - Literature Review		- Bimbingan tulis & foto bhs. or	
Isi Bimbingan	Pertemuan X, Tgl: 25/9-2019	Isi Bimbingan	Pertemuan X, Tgl: 08/05/2019
- Background - Literature Review		ore proposal	

Tasikmalaya, _____ 2019

Ketua Jurusan
Pendidikan Bahasa Inggris_____
NIDN.



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS SILIWANGI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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E-mail : fkp_unsil@unsil.ac.id Web Site : bap.unsil.ac.id

KARTU BIMBINGAN

Nama : Seni Anwar N. A	Pembimbing I : Dr. Dian Kardijan, M.Pd
NPM : 152122066	NIDN : 0404077101
Jurusan : PEND. B. Inggris	Pembimbing II : Anini Nurul Hidayati, M.Pd
Prodi : FKIP	NIDN : 0406048801

TENTATIVE TITLE

Investigating Teacher's Emotion Regulation Strategies used during Teaching
in a Technical Vocational School Context

PEMBIMBING I		PEMBIMBING II	
Hari/Tanggal : Senin, 27 Mei 2019 Materi Bimbingan : <i>proposal jessie Seungpa ace</i> <i>tolong perbaiki</i>	Paraf : <i>[Signature]</i>	Hari/Tanggal : Selasa, 28 Mei 2019 Materi Bimbingan : <i>[Signature]</i>	Paraf : <i>[Signature]</i>
Hari/Tanggal : Senin, 6 Juli 2019 Materi Bimbingan : <i>analisis data</i>	Paraf : <i>[Signature]</i>	Hari/Tanggal : Jumat, 19-07-19 Materi Bimbingan : <i>cek transkrip</i>	Paraf : <i>[Signature]</i>
Hari/Tanggal : Senin, 20 July 2019 Materi Bimbingan : <i>hasil analisis data</i> <i>bi Sa d transkrip pada bab 1 & 2</i>	Paraf : <i>[Signature]</i>	Hari/Tanggal : Sabtu, 26-07-19 Materi Bimbingan : <i>bab 4, Minor</i> <i>revisi</i>	Paraf : <i>[Signature]</i>
Hari/Tanggal : Senin, 29 Juli, 2019 Materi Bimbingan : <i>Chapter IV</i> <i>revisi</i>	Paraf : <i>[Signature]</i>	Hari/Tanggal : Selasa, 06/08/19 Materi Bimbingan : <i>Chapter IV & V</i> <i>OK, all chapters</i>	Paraf : <i>[Signature]</i>
Hari/Tanggal : Senin, 16 Agustus 2019 Materi Bimbingan : <i>Chapter V</i> <i>revisi</i>	Paraf : <i>[Signature]</i>	Hari/Tanggal : Rabu, 13/08/19 Materi Bimbingan : <i>ace all chapters</i> <i>size sedang</i>	Paraf : <i>[Signature]</i>
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