



**SEMESTER COURSE UNIT  
ENGLISH EDUCATION STUDY PROGRAM  
STATE ISLAMIC INSTITUTE OF BENGKULU**

<b>I</b>	<b>Course Identity</b>	<b>Course</b>	<b>Code</b>	<b>Credit Hours</b>	<b>Semester</b>
		Advanced Writing	ING	3	4
		<b>Lecturer</b>	<b>Date</b>	<b>Course Coordinator</b>	<b>Head of Study Program</b>
		<u>Risnawati, M.Pd</u> NIP. 197405231999032002	Bengkulu, March, 2019		<u>Feny Martina, M.Pd</u> NIP. 198703242015032002
<b>II</b>	<b>Course Description</b>	<p>1. This course is the last course of writing skill and is expected to lead students to gain the most advanced writing skill they need to succeed in their study at the university level. It exposes students to writing a good research proposal in English. Students are introduced to the nature, the structure, and the elements of research proposal. Students will be required to write their research proposal independently.</p> <p>2. As in the previous writing courses, students will go through the process of writing as professionals</p>			

		<p>do, starting from building knowledge of the topic, building text knowledge, drafting, revising, editing, and proofreading their research proposal. In addition, they will practice how to cite from references, especially based on APA.</p> <p>3. Students' critical thinking, reading and writing will be consolidated in this course and feedback on content and mechanics of writing from both the lecturer and peers will be provided along the process of writing.</p>
<b>III</b>	<b>Program Learning Outcomes (PLO)</b>	<p>1. Students are able to critically understand, and appropriately apply the knowledge of English language systems to serve various purposes in conjunction with their profession.</p> <p>2. Students are able to utilize ICT-based teaching aids and media in the teaching of English.</p> <p>3. Students are able to perform professional responsibilities and ethics.</p> <p>4. Students are able to recognize the needs, motivate and sustain engagement in lifelong learning.</p>
<b>IV</b>	<b>Course Learning Outcomes (CLO)</b>	<p>At the end of the course, students are expected to be able to:</p> <p>1. Have a strong understanding on what a research proposal is and how a research proposal is developed.</p> <p>2. Write a research proposal with appropriate structures and elements of a research proposal and academic style.</p> <p>3. Show strong capacity of critical thinking, reading and writing in their writing (research proposal).</p> <p>4. Show strong capacity to cite and reference appropriately.</p> <p>5. Use features for marking in the computer.</p> <p>6. Search information in the internet responsibly.</p> <p>7. Show responsibility on the process and the results of their learning.</p> <p>8. Read resources related to information to writing a research proposal.</p>

## SEMESTER COURSE PLAN

Sessions	Indicators of Course Learning Outcomes	Core Materials	Learning Activities	Time	Assessment and Assignment	Resources and Media
1	<ul style="list-style-type: none"> <li>- Students identify the nature of the course</li> <li>- Students identify activities to do and efforts made over the course</li> <li>- Students identify a topic they are going to write for their research proposal.</li> <li>- Students have background knowledge about the topic they are going to write</li> <li>- Students apply critical thinking they have learnt in previous</li> </ul>	<p>Introducing the course outline</p> <p>Review of the nature of academic writing</p> <p>Introducing the nature and the elements of a research proposal</p> <p>Reminding about critical thinking, citation and referencing-related aspects they learnt in the previous</p>	<ul style="list-style-type: none"> <li>- Lecturer's presentation</li> <li>- Discussion &amp; question and answer</li> <li>- Negotiation between the lecturer and students on the course-related aspects</li> <li>- Brainstorming of possible topics for a research proposal. (students can relate the topic to what they learn in other language skill courses)</li> <li>- The lecturer assigns the students to read different texts about the topic they are going to write.</li> </ul>	2x50'	Finding a topic for research proposal	Syllabus, Handouts, Emilia (2008)

	<p>writing courses in reading</p> <ul style="list-style-type: none"> <li>- Students cite and reference appropriately</li> </ul>	<p>courses</p> <p>Building topics for a research proposal</p>				
2	<ul style="list-style-type: none"> <li>- Students have a strong background knowledge about the topic they are going to write.</li> <li>- Students practice taking notes on what they read.</li> <li>- Students apply critical thinking in reading</li> <li>- Students cite and reference appropriately</li> </ul>	<p>Building topics for a research proposal</p> <p>Applying critical thinking in reading and writing</p> <p>Applying appropriate citation and referencing</p>	<ul style="list-style-type: none"> <li>- The lecturer and the students do a conference on the topic for writing.</li> <li>- The lecturer reminds the students about critical thinking in reading and writing, and appropriate citation and referencing.</li> <li>- Students get feedback from the lecturer on the topic and notes on their reading.</li> </ul>	2x50'	Reading related to the selected topic	Emilia (2008), Handouts
3	<ul style="list-style-type: none"> <li>- Students can identify the structure and language features of the background</li> </ul>	<p>Building text knowledge on the background section of a</p>	<ul style="list-style-type: none"> <li>- The lecturer and the students identify the generic structure and language features of the</li> </ul>	2x50'	Students' first draft	Emilia (2008), Handouts

	<p>section of a research proposal.</p> <ul style="list-style-type: none"> <li>- Students start to write the first draft of the background section</li> <li>- Students apply critical thinking in reading and writing</li> <li>- Students cite and reference appropriately</li> </ul>	<p>research proposal</p> <p>Writing the background section of a research proposal</p> <p>Applying critical thinking in reading and writing</p> <p>Applying appropriate citation and referencing</p>	<p>background section of a research proposal</p> <ul style="list-style-type: none"> <li>- Students write the first draft of the background section of a research proposal</li> <li>- Students get feedback from the lecturer and other peers on their writing.</li> </ul>			
4	<ul style="list-style-type: none"> <li>- Students revise, edit the first draft of the background section of a research proposal</li> <li>- Students apply critical thinking in writing</li> <li>- Students cite and</li> </ul>	<p>Revising, editing, proofreading the background section of a research proposal</p> <p>Applying critical</p>	<ul style="list-style-type: none"> <li>- Students revise, edit the first draft</li> <li>- Students apply critical thinking in writing, appropriate citation and referencing</li> <li>- Students get feedback</li> </ul>	2x50'	Students' revised drafts	Emilia (2008), Handouts

	reference appropriately	thinking in reading and writing Applying appropriate citation and referencing	from the lecturer and other peers.			
5	<ul style="list-style-type: none"> <li>- Students identify the elements of the purpose, the research questions and significance of the study.</li> <li>- Students write the purpose, the research questions and significance of the study in a research proposal.</li> <li>- Students apply critical thinking in writing</li> <li>- Students cite and</li> </ul>	<p>Building text knowledge about the purpose, research questions and significance of the study</p> <p>Writing the purposes, the research questions, and the significance of the study</p> <p>Applying critical thinking in</p>	<ul style="list-style-type: none"> <li>- Students and lecturers review the purpose, the research questions and significance of the study.</li> <li>- Students write the purpose, the research questions, and significance of the study sections of a research proposal.</li> <li>- Students apply critical thinking in writing, appropriate citation and referencing</li> <li>- Students get feedback from the lecturer and</li> </ul>	2x50'	Students' drafts	Emilia (2008), Handouts

	reference appropriately	writing	other peers.			
6	<ul style="list-style-type: none"> <li>- Students can identify the elements and linguistic features of the literature review section of a research proposal.</li> <li>- Students practice taking notes on what they read.</li> <li>- Students apply critical thinking in reading</li> <li>- Students cite and reference appropriately</li> </ul>	<p>Building text knowledge of the literature review section of a research proposal</p> <p>Review of elements of the literature review</p> <p>Writing the literature review.</p> <p>Applying critical thinking in reading and writing</p> <p>Writing appropriate citation and referencing.</p>	<ul style="list-style-type: none"> <li>- The lecturer model the literature review section for a research proposal.</li> <li>- The lecturer explains about types of theories (descriptive and explanatory theories) that should be discussed in the literature review section of a research proposal.</li> <li>- The lecturer and the students do a conference on the topic they research (Students can relate the topic to what they learn in other language skill courses)</li> <li>- The lecturer reminds the students about critical thinking in reading and</li> </ul>	2x50'	Students' drafts	Emilia (2008), Handouts

			<p>writing and appropriate citation and referencing.</p> <ul style="list-style-type: none"> <li>- Students get feedback from the lecturer on the topic and notes on their reading.</li> </ul>			
7-8	<ul style="list-style-type: none"> <li>- Students can write the literature review with an appropriate structure and linguistic features</li> <li>- Students practice taking notes on what they read.</li> <li>- Students apply critical thinking in reading</li> <li>- Students cite and reference appropriately</li> </ul>	<p>Revising and editing the literature review</p> <p>Applying critical thinking in reading and writing</p> <p>Writing appropriate citation and referencing.</p>	<ul style="list-style-type: none"> <li>- The lecturer and the students do a conference on the literature review section.</li> <li>- The lecturer reminds the students about critical thinking in reading and writing, appropriate citation and referencing</li> <li>- Students get feedback from the lecturer on their notes.</li> </ul>	2x50'	Students' drafts	Emilia (2008), Handouts
9	<ul style="list-style-type: none"> <li>- Students can identify the elements of the</li> </ul>	Building text knowledge of the	<ul style="list-style-type: none"> <li>- Students revise, edit the first draft</li> </ul>	2x50'	Students' drafts	Emilia (2008), Handouts



	<p>research methodology section.</p> <ul style="list-style-type: none"> <li>- Students can write the literature review section with an appropriate structure and linguistic features.</li> <li>- Students apply critical thinking in writing</li> <li>- Students cite and reference appropriately</li> </ul>	<p>research methodology and review of elements of the research methodology section of a research proposal.</p> <p>Writing the participants, setting of the research and justification</p> <p>Applying critical thinking in reading and writing</p> <p>Writing appropriate citation and referencing.</p>	<ul style="list-style-type: none"> <li>- Students apply critical thinking in writing, appropriate citation and referencing</li> <li>- Students get feedback from the lecturer and other peers.</li> </ul>			
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10	<ul style="list-style-type: none"> <li>- Students revise, edit the second draft</li> <li>- Students apply critical thinking in writing</li> <li>- Students get feedback from the lecturer and other peers.</li> <li>- Students cite and reference appropriately</li> </ul>	<p>Review of the research design</p> <p>Writing the research design and justification</p> <p>Applying critical thinking in reading and writing</p> <p>Writing appropriate citation and referencing.</p>	<ul style="list-style-type: none"> <li>- Students revise, edit the second draft</li> <li>- Students apply critical thinking in writing, appropriate citation and referencing.</li> <li>- Students get feedback from the lecturer and other peers.</li> </ul>	2x50'	Students' drafts	Emilia (2008) Handouts
11	<ul style="list-style-type: none"> <li>- Students have a strong background knowledge about the topic for essay text.</li> <li>- Students practice taking notes on what they read.</li> <li>- students can apply</li> </ul>	<p>Revising and editing the research design and justification</p> <p>Applying critical thinking in reading and writing</p>	<ul style="list-style-type: none"> <li>- The lecturer and the students do a conference on the topic for essay text (students can relate the topic to what they learn in other language skill courses)</li> <li>- The lecturer reminds the</li> </ul>	2x50'	Students' drafts	Emilia (2008), Handouts

	<p>critical thinking in reading</p> <ul style="list-style-type: none"> <li>- Students get feedback from the lecturer on their notes</li> <li>- Students cite and reference appropriately</li> </ul>	<p>Writing appropriate citation and referencing.</p>	<p>students about critical thinking in reading and writing, appropriate citation and referencing</p> <ul style="list-style-type: none"> <li>- Students get feedback from the lecturer on the topic and notes on their reading.</li> </ul>			
12	<ul style="list-style-type: none"> <li>- Students have a strong background knowledge about the topic for essay text.</li> <li>- Students practice taking notes on what they read.</li> <li>- Students apply critical thinking in reading</li> <li>- Students get feedback from the lecturer on their notes.</li> <li>- Students cite and</li> </ul>	<p>Writing the data collection techniques and justification</p> <p>Applying critical thinking in reading and writing</p> <p>Writing appropriate citation and referencing.</p>	<ul style="list-style-type: none"> <li>- The lecturer and the students do a conference on the topic for writing essay text</li> <li>- The lecturer reminds the students about critical thinking in reading and writing, appropriate citation and referencing</li> <li>- Students get feedback from the lecturer on the topic and notes on their reading.</li> </ul>	2x50'	Students' drafts	Emilia (2008), Handouts

	reference appropriately					
13	<ul style="list-style-type: none"> <li>- Students can identify the structure and language features of essay texts.</li> <li>- Students start to write the first draft of narrative text</li> <li>- Students apply critical thinking in reading and writing</li> <li>- Students get feedback from the lecturer and other peers.</li> <li>- Students cite and reference appropriately</li> </ul>	<p>Writing the data analysis and justification</p> <p>Applying critical thinking in reading and writing</p> <p>Writing appropriate citation and referencing.</p>	<ul style="list-style-type: none"> <li>- The lecturer and the students identify the generic structure and language features of essay text</li> <li>- Students write the first draft of response to literary works texts</li> <li>- Students apply critical thinking in reading and writing, appropriate citation and referencing</li> <li>- Students get feedback from the lecturer and other peers on their writing.</li> </ul>	2x50'	Students' drafts	Emilia (2008) Handouts
14	<ul style="list-style-type: none"> <li>- Students revise, edit the first draft</li> </ul>	Revising and editing all the	<ul style="list-style-type: none"> <li>- Students revise, edit the first draft</li> </ul>	2x50'	Students' drafts	Emilia (2008), Handouts

	<ul style="list-style-type: none"> <li>- Students apply critical thinking in writing</li> <li>- Students get feedback from the lecturer and other peers.</li> <li>- Students cite and reference appropriately</li> </ul>	<p>methodology chapter</p> <p>Applying critical thinking in reading and writing</p> <p>Writing appropriate citation and referencing.</p>	<ul style="list-style-type: none"> <li>- Students apply critical thinking in writing, appropriate citation and referencing</li> <li>- Students get feedback from the lecturer and other peers.</li> </ul>			
15	<ul style="list-style-type: none"> <li>- Students revise, edit the second draft</li> <li>- Students apply critical thinking in writing</li> <li>- Students get feedback from the lecturer and other peers.</li> <li>- Students cite and reference appropriately</li> </ul>	<p>Reviewing the research proposal and the course</p>	<ul style="list-style-type: none"> <li>- Students revise, edit the second draft</li> <li>- Students apply critical thinking in writing, appropriate citation and referencing.</li> <li>- Students get feedback from the lecturer and other peers.</li> </ul>	2x50'	Students' drafts	Emilia (2008) Handouts

16	- To review the course (its strength and improvement)	Reviewing the research proposal and the course	- Reviewing the texts and the course	2x50'	Students' drafts	
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## **REFERENCES**

Emilia, E. (2008). *Menulis Tesis dan Disertasi*. Bandung: Alfabeta.

Emilia, E. (2010). *Teaching Writing: Developing critical learners*. Bandung: Rizki Press.

Groth, C. (Ed). (2013). *Essay Writing*. Yogyakarta: Penerbit Andi.

Malik, R. S. & F.A.Hamied. (2016). *Research Methods: A guide for first time researchers*. Bandung: UPI Press.



**FAKULTAS TARBIYAH DAN TADRIS**  
**PRODI TADRIS BAHASA INGGRIS**  
**INSTITUT AGAMA ISLAM NEGERI BENGKULU**  
**DAFTAR HADIR PERKULIAHAN SEMESTER GENAP**  
**TAHUN AKADEMIK 2018/2019**

MATA KULIAH/SKS: <i>Advanced Writing / 3</i>			SEMESTER/KELAS/RUANG: <i>lv.a / GKB.16</i>																KET.
NO	NIM	NAMA MAHASISWA/I	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	1711230001	Atifah Tiana R	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	1711230076	Ahmad Ramadhani T	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	1711230089	Anisa Putri	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	1711230066	Artin Kurnasi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	1711230090	Bela Agustini	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	1711230017	Dea Putri W	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
7	1711230071	Destia Dharma U	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
8	1711230056	Ela Putri Y	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
9	1711230061	Elluzha Murgannah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
10	1711230018	Irdha Amalla	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
11	1711230022	Kintan fatimah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
12	1711230029	Nahra Gildeslila	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	1711230027	Ori Andika P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	1711230099	Pipit Melati	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
15	1711230066	Ria Annisa	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
16	1711230044	Septian Nur A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
17	1711230088	Stti Nursida P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
18	1711230119	Vidia Aini R	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
19	1711230075	Viona Rosalita	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
20	1711230160	Yuni Astari	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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Ketua Prodi

**FENY MARTINA, M. Pd**  
NIP.198703242015032002

Bengkulu, Maret 2019  
Dosen Pengampuh

  
Risnawati  
NIP. 197405231999032002





**FAKULTAS TARBIYAH DAN TADRIS**  
**PRODI TADRIS BAHASA INGGRIS**  
**INSTITUT AGAMA ISLAM NEGERI BENGKULU**  
**JURNAL PERKULIAHAN SEMESTER GENAP**  
**TAHUN AKADEMIK 2018/2019**

Nama Dosen : *Risnawati*  
 NIP : *197405231999032002*  
 Mata Kuliah : *Advanced Writing*  
 Kelas : *IVa / GKB.16*  
 SKS : *3*

Pert.	Tanggal	Waktu	Materi	Metode	Buku/Bab	Paraf
1	<i>06-03/2019</i>	<i>10.00-12.30</i>	<i>Introducing the course-Outline</i>	<i>lecturer's presentation</i>	<i>Syllabus</i>	<i>PP</i>
2	<i>13-03/2019</i>	<i>10.00-12.30</i>	<i>Introducing the nature &amp; elements of a research</i>	<i>lecturer's presentation &amp; Discussion</i>	<i>Emilia (2008)</i>	<i>PP</i>
3	<i>20-03/2019</i>	<i>10.00-12.30</i>	<i>Building topics for a research proposal</i>	<i>lecturer's presentation &amp; Discussion</i>	<i>Emilia (2008)</i>	<i>PP</i>
4	<i>27-03/2019</i>	<i>10.00-12.30</i>	<i>Applying critical thinking in reading writing</i>	<i>lecturer's presentation &amp; Discussion</i>	<i>Groth (2013)</i>	<i>PP</i>
5	<i>03-04/2019</i>	<i>10.00-12.30</i>	<i>Building text knowledge on the background and writing it</i>	<i>lecturer's presentation &amp; Discussion</i>	<i>Groth (2013)</i>	<i>PP</i>
6	<i>10-04/2019</i>	<i>10.00-12.30</i>	<i>Revising, Editing, Proof-reading the background</i>	<i>lecturer's presentation &amp; Discussion</i>	<i>Groth (2013)</i>	<i>PP</i>
7	<i>17-04/2019</i>	<i>10.00-12.30</i>	<i>Building text knowledge about the purpose, research-Question, significance of study</i>	<i>lecturer's presentation &amp; Discussion</i>	<i>Groth (2013)</i>	<i>PP</i>
8	<i>24-04/2019</i>	<i>10.00-12.30</i>	<i>Building text knowledge about the literature review of a research proposal</i>	<i>lecturer's presentation &amp; Discussion</i>	<i>Groth (2013)</i>	<i>PP</i>



Pert.	Tanggal	Waktu	Materi	Metode	Buku/Bab	Paraf
9	01-05 2019	10.00- 12.30	Revising, Editing the literature Review	Lecturer's presentation & Discussion	Groth (2013)	
10	08-05 2019	10.00- 12.30	Mid-Semester Test	Written form (essay)	All material presented & Discussed	
11	15-05 2019	10.00- 12.30	Building text knowledge of the research methodology	lecturer's presentation & Discussion	Malik & Hamid (2016)	
12	22-05 2019	10.00- 12.30	Review the elements of research methodology	Lecturer's presentation & Discussion	Malik & Hamid (2016)	
13	29-05 2019	10.00- 12.30	Revising and editing the - research design & justification	Lecturer's presentation & Discussion	Malik & Hamid (2016)	
14	12-06 2019	10.00- 12.30	Writing the data collection - technique and analysis	Lecturer's presentation & Discussion	Malik & Hamid (2016)	
15	19-06 2019	10.00- 12.30	Revising and editing all - methodology chapter	Lecturer's presentation & Discussion	Malik & Hamid (2016)	
16	26-06 2019	10.00- 12.30	Final-Semester Test	Written form (essay)	All material presented & Discussed	

Ketua Prodi

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Disnawati  
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**Institut Agama Islam Negeri**

**Bengkulu**

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**Daftar Nilai Ujian  
Tadris Bahasa Inggris  
Genap 2018/2019**

KODE : TBI41015  
MK : ADVANCED WRITING  
PROGRAM : Regular  
DOSEN : RISNAWATI, M.PD  
SMT / KLS : 4 A

NO	NOMOR POKOK	NAMA	Absensi		Tugas		UTS		UAS		NILAI AKHIR	
			Nilai	10%	Nilai	20%	Nilai	30%	Nilai	40%	ANGKA	HURUF
1	1711230001	AFIFAH TIANA ROSA	80,00	8,00	80,00	16,00	80,00	24,00	78,00	31,20	79,20	B
2	1711230006	ARTIN KUNARSI	80,00	8,00	82,00	16,40	82,00	24,60	80,00	32,00	81,00	A
3	1711230018	IRDA AMALIA	80,00	8,00	83,00	16,60	85,00	25,50	82,00	32,80	82,90	A
4	1711230022	KINTAN FATIMAH	80,00	8,00	85,00	17,00	84,00	25,20	83,00	33,20	83,40	A
5	1711230024	NAHRA GILDESLIKA PUTRI ARWENDYA	80,00	8,00	80,00	16,00	82,00	24,60	80,00	32,00	80,60	A
6	1711230027	ORI ANDIKA PUTRA	80,00	8,00	80,00	16,00	81,00	24,30	79,00	31,60	79,90	B
7	1711230044	SEPTIAN NUR ARYATI	80,00	8,00	83,00	16,60	85,00	25,50	83,00	33,20	83,30	A
8	1711230056	ELA PUTRI YANTI	80,00	8,00	80,00	16,00	80,00	24,00	78,00	31,20	79,20	B
9	1711230061	ELLYZA NURJANAH LESTARI	80,00	8,00	80,00	16,00	81,00	24,30	79,00	31,60	79,90	B
10	1711230066	RIA ANNISA	80,00	8,00	80,00	16,00	82,00	24,60	80,00	32,00	80,60	A
11	1711230071	DESTIA DARMA ULAN	80,00	8,00	80,00	16,00	80,00	24,00	78,00	31,20	79,20	B
12	1711230075	VIONA ROSALITA	80,00	8,00	85,00	17,00	85,00	25,50	83,00	33,20	83,70	A
13	1711230076	AHMAD RAMADHANI TABSARI	80,00	8,00	80,00	16,00	81,00	24,30	79,00	31,60	79,90	B
14	1711230088	SITI MURSIDA RANI	80,00	8,00	81,00	16,20	80,00	24,00	78,00	31,20	79,40	B
15	1711230089	ANIZA PUTRI	80,00	8,00	80,00	16,00	80,00	24,00	79,00	31,60	79,60	B
16	1711230090	BELA AGUSTINI	80,00	8,00	80,00	16,00	82,00	24,60	80,00	32,00	80,60	A
17	1711230099	PIPIT MELATI	80,00	8,00	81,00	16,20	82,00	24,60	80,00	32,00	80,80	A
18	1711230100	YUNI ASTARI	80,00	8,00	82,00	16,40	84,00	25,20	82,00	32,80	82,40	A
19	1711230117	DEA PUTRI WANDASARI	80,00	8,00	81,00	16,20	80,00	24,00	79,00	31,60	79,80	B
20	1711230119	VIDIA AINI RAHMATIKA	80,00	8,00	83,00	16,60	82,00	24,60	82,00	32,80	82,00	A

BENGKULU, 25 Agustus 2019

Dosen,

Risnawati, M.Pd

NIP : 197405231999032002

