

## Appendix Number 1

### Classroom Observation 1



**CLASSROOM OBSERVATION  
FIELD STUDY PROGRAM  
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
UNIVERSITAS ISLAM INDONESIA  
2017**

GRADE LEVEL OBSERVED : X MIPA 2 (English – Peminatan)  
 NUMBER OF STUDENTS PRESENT : 31  
 DATE : Wednesday, 9 Augustus 2017  
 TIME : 07.15 – 09.30  
 TEACHER : Erna Yuniastuti, S.pd  
 PEER OBSERVED : Nisa Raisa Shaleha

<b>1 = Need Improvement</b>	<b>2 = Satisfactory</b>	<b>3 = Very Good</b>	<b>4 = Excellent</b>	<b>5 = Not Observed</b>
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NO	TOPICS	1	2	3	4	5	COMMENT
1.	Reviews prior class material to prepare the students for the content to be covered				●		The teacher drilling very well for the previous material, and the drilling include in homework, teacher also open question.
2.	Clearly states goals or objectives for the day's content			●			Not direct states but state during an open a new topic, during the introduction it's make students a confuse because it is implied
3	Summarizes or distills main points at the close of the day's session				●		Yes, by open question, and asking some students
4	Direct student preparation for next class				●		Not direct but toward a homework
5	Shows evidence of planning for the day's session			●			Not really, the teacher focus on the material for the day, teacher spend a lot of time to drilling
6	Provides well-designed materials in an organized manner to meet				●		The teacher prepare so many homework and exercise (worksheet)

	the goals/ objectives of the class					
7	Employs non-lecture learning activities (i.e., technology, computer, video, overheads)			●		Sometimes the teacher use technology for some explaining, however the teacher usually use handout/paper/books (almost of the learning)
8	Explains important ideas simply and clearly				●	Yes, in many opportunity
9	Uses informal assessment that is aligned with course objectives				●	Yes, by praising the students
10	Analyzes student work for evidence of accomplishment of goals			●		Checking their understanding by their worksheet (answer) and asking the students
11	Times activities appropriately			●		Not really, students can't complete their task on time
12	Engaged students actively			●		The students less motivate to learning
13	Uses clear questioning and/or coaching strategies				●	Students always use it at the beginning of each lesson
14	Supports high-level thinking				●	
15	Demonstrates the use of equipment and techniques needed				●	While the teacher give an example about kind of form, the teacher use real bank form and the students try to fill it directly
16	Incorporates safety procedures				●	
17	Invites class discussion and solicits student input				●	
18	Responds appropriately to student questions and comments				●	Yes
19	Treats all students in a fair and equitable manner				●	Yes, however some students dominate class
20	Demonstrates awareness of individual student learning needs				●	Always, by given in homework
21	Is able to admit error or insufficient knowledge				●	
22	Monitors effectiveness of team/group work				●	The teacher often go around the classroom, and checking students one by one while do exercise
23	Demonstrates enthusiasm for the subject matter				●	Every day the teacher is always excited and full of energy

24	Appears knowledgeable					●	
25	Relates concepts to students' experience					●	
26	Selects learning experiences appropriate to level of learning					●	Teacher use realia to demonstrate the learning process as an example
27	Presents up-to-date developments in the field					●	
28	How are the desks arranged?					●	The class always has a schedule to set the sitting position by rolling the position
29	How is the classroom discipline implemented?					●	Teacher reminding students by tagline or direct rebuke. For example : I am honest & I am proud
30	How does the teacher give instructions?					●	very clear and repeatedly with asking their understanding
31	How are the students engaged in classroom activities?		●				Some of students very interest, but most of the less motivation Maybe it is because they lack of vocabularies / knowledge
32	How is time used according to classroom activities?	●					Most activities while do task/exercise are not done on time because the students do their task not on time
33	How are respect and acceptance in the classroom?					●	Students are very respectful to the teacher
34	How are the classroom tasks and assignments?					●	Teacher prepare many assignment to rise their understanding related to the topic
35	How does the teacher give rewards?					●	Give a point / score by marking on the list of absent with stars
36	How does the teacher give punishment?					●	Give a mark (a mole) by marker on their face
37	How are adjustments made for those students who don't "fit" the assignments (above average/below average student)?					●	Help the students to reach their standard by direct explanation or give additional task
38	How are problems emerging during classroom activities handled?					●	Teacher spontaneous to solve the problem For example : by marking 'mole' on their face
39	How does the student relate to					●	Teacher spontaneous to solve the problem

	other classmates?						For example : by marking 'mole' on their face
40	How does the teacher relate to the students?			●			Most of the students are independent, little interaction because most of tasks doing by self. There is rarely any group assignment
41	How does the teacher handle transitions when students end one activity and start another?					●	By states the name of activity For example : 'ya now, please take a piece of paper', Its mean exam
42	How does the teacher communicate "withitness" (an awareness of what students are doing at all times)?					●	By reprimands, high note intonation, firm
43	How is the teacher's attitude toward teaching?					●	The teacher use many drilling in every activity, and brings student to be self-studies
44	How is the teacher's attitude toward the students?					●	Humble, Mengayomi, Lugas, Fair, and Straight

## NOTES

What did the faculty do really well?

The teacher welcome students to asking more question related to the lesson and the teacher praise students with some words of praise, teacher drilling students very well

Was there anything that did not go well during this particular class?

Time allocation to do the task is short, maybe the tasks are too difficult or understanding the students are low

Based on your observations, what specific suggestions would you offer your peer that can be addressed in the near future?

The materials should be more engaging students so the students become motivated and interested to study

Dates of Classroom Observations : Wednesday, 9 Augustus 2017

Date of Post-Observation Conference : Wednesday, 9 Augustus 2017

Teacher's Signature Erna Yuniastuti, S.pd Date

Observer's Signature Nisa Raisa Shaleha Date

## Appendix Number 1

### Classroom Observation 2



**CLASSROOM OBSERVATION  
FIELD STUDY PROGRAM  
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
UNIVERSITAS ISLAM INDONESIA  
2017**

GRADE LEVEL OBSERVED : X MIPA 2 (English-Wajib)  
 NUMBER OF STUDENTS PRESENT : 31  
 DATE : Saturday, 12 Augustus 2017  
 TIME : 08.45-10.30  
 TEACHER : Erna Yuniastuti, S.pd  
 PEER OBSERVED : Nisa Raisa Shaleha

<b>1 = Need Improvement</b>	<b>2 = Satisfactory</b>	<b>3 = Very Good</b>	<b>4 = Excellent</b>	<b>5 = Not Observed</b>
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NO	TOPICS	1	2	3	4	5	COMMENT
1.	Reviews prior class material to prepare the students for the content to be covered				●		The teacher drilling very well for the previous material, and the drilling include in homework, teacher also open question.
2.	Clearly states goals or objectives for the day's content			●			Not direct states but state during an open a new topic, during the introduction it's make students a confuse because it is implied
3	Summarizes or distills main points at the close of the day's session				●		Yes, by open question, and asking some students
4	Direct student preparation for next class				●		Not direct but toward a homework
5	Shows evidence of planning for the day's session			●			Not really, the teacher focus on the material for the day, teacher spend a lot of time to drilling
6	Provides well-designed materials in an organized manner to meet the goals/				●		The teacher prepare so many homework and exercise (worksheet)

	objectives of the class					
7	Employs non-lecture learning activities (i.e., technology, computer, video, overheads)			●		Sometimes the teacher use technology for some explaining, however the teacher usually use handout/paper/books (almost of the learning)
8	Explains important ideas simply and clearly				●	Yes, in many opportunity
9	Uses informal assessment that is aligned with course objectives				●	Yes, by praising the students
10	Analyzes student work for evidence of accomplishment of goals			●		Checking their understanding by their worksheet (answer) and asking the students
11	Times activities appropriately			●		Not really, students can't complete their task on time
12	Engaged students actively			●		The students less motivate to learning
13	Uses clear questioning and/or coaching strategies				●	Students always use it at the beginning of each lesson
14	Supports high-level thinking					●
15	Demonstrates the use of equipment and techniques needed				●	While the teacher give an example about kind of form, the teacher use real bank form and the students try to fill it directly
16	Incorporates safety procedures					●
17	Invites class discussion and solicits student input					●
18	Responds appropriately to student questions and comments				●	Yes
19	Treats all students in a fair and equitable manner				●	Yes, however some students dominate class
20	Demonstrates awareness of individual student learning needs				●	Always, by given in homework
21	Is able to admit error or insufficient knowledge					●
22	Monitors effectiveness of team/group work				●	The teacher often go around the classroom, and checking students one by one while do exercise
23	Demonstrates enthusiasm for the subject matter				●	Every day the teacher is always excited and full of energy
24	Appears knowledgeable					●

25	Relates concepts to students' experience				●	
26	Selects learning experiences appropriate to level of learning				●	Teacher use realia to demonstrate the learning process as an example
27	Presents up-to-date developments in the field					●
28	How are the desks arranged?				●	The class always has a schedule to set the sitting position by rolling the position
29	How is the classroom discipline implemented?				●	Teacher reminding students by tagline or direct rebuke. For example : I am honest & I am proud
30	How does the teacher give instructions?				●	very clear and repeatedly with asking their understanding
31	How are the students engaged in classroom activities?		●			Some of students very interest, but most of the less motivation Maybe it is because they lack of vocabularies / knowledge
32	How is time used according to classroom activities?	●				Most activities while do task/exercise are not done on time because the students do their task not on time
33	How are respect and acceptance in the classroom?				●	Students are very respectful to the teacher
34	How are the classroom tasks and assignments?				●	Teacher prepare many assignment to rise their understanding related to the topic
35	How does the teacher give rewards?				●	Give a point / score by marking on the list of absent with stars
36	How does the teacher give punishment?				●	Give a given a reprimand
37	How are adjustments made for those students who don't "fit" the assignments (above average/below average student)?			●		Help the students to reach their standard by direct explanation or give additional task
38	How are problems emerging during classroom activities handled?				●	Teacher spontaneous to solve the problem For example : by asking directly to the students are involved
39	How does the student relate to other classmates?			●		Teacher spontaneous to solve the problem For example : by marking 'mole' on their face
40	How does the teacher relate to the				●	Most of the students are independent, little interaction because

	students?						most of tasks doing by self There is rarely any group assignment
41	How does the teacher handle transitions when students end one activity and start another?					●	By states the name of activity For example : ‘ya now, please take a piece of paper’, Its mean exam
42	How does the teacher communicate “withitness” (an awareness of what students are doing at all times)?					●	By reprimands, high note intonation, firm
43	How is the teacher’s attitude toward teaching?					●	The teacher use many drilling in every activity, and brings student to be self-studies
44	How is the teacher’s attitude toward the students?					●	Humble, Mengayomi, Lugas, Fair, and Straight

## NOTES

What did the faculty do really well?

The teacher welcome students to asking more question related to the lesson and the teacher praise students with some words of praise, teacher drilling students very well

Was there anything that did not go well during this particular class?

The class for today going not too smooth because the students are absent for paskibraka and for Monday ceremony. So, the class for today are close before the class end, and replace with homework.

Based on your observations, what specific suggestions would you offer your peer that can be addressed in the near future?

This is a day for english-wajib but the teacher makes into English peminatan. So, the material in English wajib not delivered on schedule

Dates of Classroom Observations : Saturday, 12 Augustus 2017

Date of Post-Observation Conference : Saturday, 12 Augustus 2017

Teacher’s Signature Erna Yuniastuti, S.pd Date

Observer’s Signature Nisa Raisa Shaleha Date



## Appendix Number 2

Lesson Plan: English Pemintan KD 3.3 Suggestion

Sekolah	: SMAN 1 TURI
Mata pelajaran	: Bahasa Inggris
Materi Pokok	: <u>Memberi dan meminta informasi terkait keharusan melakukan suatu tindakan/kegiatan pada waktu yang akan datang, saat ini, atau waktu lampau. (Asking and giving suggestion)</u>
Kelas/Semester	: X/1
Alokasi Waktu	: 3 x 45 menit

### A. Materi Pembelajaran

#### 1. Fungsi Sosial

Menyarankan, mengingatkan, menyampaikan himbauan

#### 2. Struktur Teks

- Memulai
- Menanggapi (diharapkan atau di luar dugaan)
- Penutup

#### 3. Unsur Kebahasaan

- Ungkapan Pernyataan dan pertanyaan terkait dengan keharusan yang menggunakan: *should+(simple)*, *should+(continuous)*, *should+(perfect)*
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

## **B. Metode**

Model Pembelajaran : Discovery Learning

Pedekatan : Saintifik Approach

Metode : Tanya jawab, diskusi, kerja kelompok, praktek

## **C. Media Pembelajaran**

Alat Bantu

Laptop/komputer, proyektor, video, lembar kerja, bahan presentasi.

## **D. Sumber Belajar**

- [www.allthingsgrammar.com](http://www.allthingsgrammar.com)
- [www.autoenglish.org](http://www.autoenglish.org)
- [www.onestopenglish.com](http://www.onestopenglish.com)
- [www.ESLibrary.com](http://www.ESLibrary.com)
- [www.lifevestinside.com](http://www.lifevestinside.com)
- [www.British council.org](http://www.British council.org)
- [www.British council.id](http://www.British council.id)
- [www.powtoon.com](http://www.powtoon.com)
- Buku Path to English:Program Peminatan.2013.Erlangga
- Buku Guru Bahasa Inggris kelas X revisi 2016
- Buku Betty Schramper Azar Third Edition

## E. Teaching Stages

<p style="text-align: center;"><b>Dethesis Kegiatan Pembelajaran Peminatan KD 3.3 - Suggestion</b></p>	<p style="text-align: center;"><b>Keterangan (KKO – KATA KERJA OPERASIONAL)</b></p>
<p><b>Kegiatan Pendahuluan -30''</b></p>	
<ol style="list-style-type: none"> <li>1. Peserta didik melakukan literasi (membaca buku apa saja selain buku pelajaran) – 15''</li> <li>2. Peserta didik menyanyikan lagu Indonesia / lagu Daerah - 3''</li> <li>3. Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi dan pembelajaran sebelumnya, dan kabar (guru mengkondisikan suasana kelas) -5''</li> <li>4. Peserta didik menerima morning motivation tentang butir sikap <b>'be a creator'</b> melalui video yang di ditayangkan pada LCD -3-5'</li> <li>5. Peserta didik menerima informasi tentang pembelajaran yang akan dilaksanakan dan mengkaitkan dengan materi sebelumnya melalui dialog (tanya-jawab) -3''</li> <li>6. Peserta didik menerima informasi tentang kompetensi, ruang lingkup materi, tujuan, kegiatan pembelajaran, penilaian yang akan dilaksanakan -3''</li> <li>7. Peserta didik berdialog (tanya-jawab) tentang permasalahan yang berkaitan dengan tindakan memberi dan meminta informasi tentang <b>(asking and giving suggestion)-<u>memberi dan meminta informasi terkait keharusan melakukan suatu tindakan/kegiatan pada waktu yang akan datang, saat ini, atau waktu lampau.</u></b> 3''</li> </ol>	<p style="text-align: center;">Memberi stimulus</p>
<p><b>Kegiatan Inti</b></p>	
<p>Aktivitas 1 – 15''</p> <ol style="list-style-type: none"> <li>1. Disajikan gambar berupa video sebuah isu sehari-hari berkaitan dengan (asking and giving <u>suggestion</u>). Peserta didik mengamati sambil mencoba mencermati informasi apa saja terkait (asking and giving suggestion) dalam gambar</li> </ol>	<p style="text-align: center;">Memberi stimulus</p>

<p>tersebut. Guru mengajak peserta didik melakukan kegiatan tanya jawab terkait isi dari gambar tersebut. Peserta didik mencoba menduga jawaban/informasi terkait (<u>asking and giving suggestion</u>) dalam video tersebut tersebut bersama-sama. -15''</p>	
<p>Aktifitas 2 -90'</p> <ol style="list-style-type: none"> <li>1. Peserta didik menerima informasi materi (slide show) berkaitan dengan (<u>asking and giving suggestion</u>), sesuai dengan unsur kebahasaan yang di Perhatikan meliputi should + (simple), should + (continuous), Should + (Perfect). -5''</li> <li>2. Secara bersama-sama siswa mengidentifikasi dan membandingkan fungsi unsur kebahasaan kedalam stuktur teks yang di sediakan, serta perbedaan ungkapan-ungkapan (<u>asking and giving suggestion</u>). -10''</li> <li>3. Sambil menyimak beberapa contoh peserta didik mengidentifikasi informasi apa saja yang seharusnya muncul jika seseorang akan <u>memberikan dan menerima saran</u> (<u>asking and giving suggestion</u>). -10''</li> <li>4. Menanyakan hal-hal yang tidak diketahui atau yang berbeda. -5'</li> <li>5. a. Role play-saling menyimak dan bertanya jawab (kelompok 2-4 orang) Secara berkelompok (terdiri dari 2-4 orang) siswa mencoba merefleksikan fungsi stuktur teks kedalam latihan berupa permainan "tic tac toe". -25'' b. Role play-making a dialog (kelompok 2-4 orang) Secara berkelompok (terdiri dari 2-4 orang) Saling menyimak dan bertanya jawab tentang (<u>asking and giving suggestion</u>)-memberi dan meminta informasi terkait keharusan melakukan suatu tindakan/kegiatan pada waktu yang akan datang, saat ini, atau waktu lampau masing-masing dengan kelompoknya dalam bentuk dialog dengan isu yang ada dalam majalah -45''</li> <li>6. Melakukan refleksi tentang proses dan hasil belajarnya 5''</li> </ol>	<ol style="list-style-type: none"> <li>1. Mengidentifikasi Masalah</li> <li>2. Mengidentifikasi Masalah</li> <li>3. Mengumpulkan Data</li> <li>4. Mengolah Data</li> <li>5. Memverifikasi</li> <li>6. Menyimpulkan</li> </ol>

<b>Penutup 30'</b>	
<ol style="list-style-type: none"><li>1. Peserta didik merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</li><li>2. Peserta didik merefleksi manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung.</li><li>3. Peserta didik mendengarkan arahan guru untuk materi pada pertemuan berikutnya.</li></ol>	

### Appendix Number 3

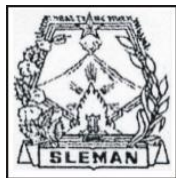
#### Daftar Perolehan Stiker Siswa

#### PEROLEHAN STIKER SISWA

No.	N A M A	L/P	Stiker	
			+	-
1	ABRAHAM GHALIH	L	3	0
2	ADITYA FATUROHMAN	L	6	0
3	AFIDAH HINDUN NOOR FUTUHAN	P	3	0
4	ALDIRA FATMAHARANI ROZAQ	P	5	0
5	ANGGITA FEBRIANTI	P	3	0
6	ASRIYANI DEWI SAPUTRI	P	3	0
7	ATIKA UMMU HANTIIN	P	7	0
8	BAYU SENO NUGROHO	L	6	1
9	BISMA ADITYA BERNANDA	L	6	1
10	DEA ARINI	P	2	0
11	DESI PUTRI PADINA	P	4	1
12	ERWIN RAMADHAN	L	6	1
13	EVA NUR FADHIA	P	6	0
14	FREDDASH BIMA BASANDHY	L	5	0
15	GRAHAN ROMADHON	L	7	0
16	HERMAWAN FITRIYANTO	L	7	0
17	NADIA FITRIA NUR INSANI	P	8	0
18	NATASYA RIZMA NATHANIA	P	0	1
19	NAUFAL FAUZI NUGRAHA	L	7	0
20	NEICO WIRAYUDHA	L	6	0
21	NUR SYARAFI	L	4	0
22	REZA PRATAMA IMANSYAH	L	6	0
23	RIFKY AKBAR MAULANA	L	4	0
24	RIKA AYU ALDANI	P	4	0
25	SALSADIKA RAIHAN FADILA	P	4	0
26	SETYA PANDU WIJAYANTI	P	4	0
27	SHAFALIFIA ZAHRA	P	6	0
28	SHAFIRA AURELIA MEISYA PUTRI	P	6	0
29	SITI MAHMUDAH	P	8	0
30	TRI LESTARI	P	3	0
31	WINDA FITRIANA	P	4	0
32	YUDA ASROFI	L	4	0

## Appendix Number 4

Daftar Hadir X MIPA 2



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA  
SMA NEGERI 1 TURI

Alamat: Gununganyar, Donokerto, Turi, Sleman, Yogyakarta 55551, Telp. (0274)4461539  
Web: sman1turi.sch.id e-mail: sman1turi@yahoo.com Blog: blogsman1turi.blogspot.com

### DAFTAR NILAI SISWA

Mata Pelajaran : Bahasa Inggris  
Kelas / Program : X MIPA 2

Semester Ganjil  
Tahun Pelajaran : 2017/2018

No	No Induk	Nama Siswa	Bln Tgl	Agustus / Septembet															
				26	30	2	5	8	13	16	20	23	27	s	i	a	%		
1	2910	ABRAHAM GHALIH	L	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2	2913	ADITYA FATUROHMAN	L	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
3	2915	AFIDAH HINDUN NOOR FUTUHAH	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
4	2917	ALDIRA FATMARANI ROZAQ	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
5	2924	ANGGITA FEBRIANTI	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
6	2929	ASRIYANI DEWI SAPUTRI	P	i	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
7	2930	ATIKA UMMU HANTIIN	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
8	2937	BAYU SENO NUGROHO	L	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
9	2940	BISMA ADITYA BERNANDA	L	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
10	2945	DEA ARINI	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
11	2947	DESI PUTRI PADINA	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
12	2958	ERWIN RAMADHAN	L	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
13	2959	EVA NUR FADHIA	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
14	2965	FREDDASH BIMA BASANDHY	L	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
15	2966	GRAHAN ROMADHON	L	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
16	2969	HERMAWAN FITRIYANTO	L	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
17	2987	NADIA FITRIA NUR INSANI	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18	2988	NATASYA RIZMA NATHANIA	P	a	.	.	.	.	a	.	.	.	.	.	.	.	.	.	.
19	2989	NAUFAL FAUZI NUGRAHA	L	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
20	2991	NIECO WIRAYUDHA	L	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
21	2995	NUR SYARAFI	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
22	3002	REZA PRATAMA IMANSYAH	L	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
23	3005	RIFKY AKBAR MAULANA	L	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
24	3006	RIKA AYU ALDANI	P	.	.	.	.	.	i	.	.	.	.	.	.	.	.	.	.
25	3008	SALSADIKA RAIHAN FADILA	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
26	3012	SETYA PANDU WIJAYANTI	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
27	3013	SHAFALIFIA ZAHRA	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
28	3014	SHAFIRA AURELIA MEISYA PUTRI	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
29	3016	SITI MAHMUDAH	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
30	3018	TRI LESTARI	P	.	.	i	.	.	.	.	.	.	.	.	.	.	.	.	.
31	3024	WINDA FITRIANA	P	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
32	3028	YUDA ASROFI	L	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Jumlah : 32 , Laki-laki = 13 , Perempuan : 19

Wali Kelas : Erna Yuniastuti, S.Pd