

Appendix 1

SCHOOL'S PROFILE

A. Identitas Sekolah

Nama Sekolah : SLB C YPAC Semarang
NPSN/NSS : 69876146/122231001519
Status sekolah : Swasta

B. Lokasi Sekolah

Alamat : Jl. K.H.A Dahlan No 4 Semarang
RT/RW : 5/7
Desa/kelurahan : Pekunden
Kode pos : 50134
Kecamatan : Semarang Tengah
Lintang/bujur : -7.0186000/110.4679000

C. Data Pelengkap

SK pendirian sekolah : 08
Tanggal SK Pendirian : 1981-04-14
SK Izin operasional : 0031/ORSOS/2009/2012
Tanggal SK Izin Op. : 2012-06-21
SK Akreditasi : B
Luas tanah milik : 5668 m²
Nomor telepon : 024 8317382
Email : ypac_semarang@yahoo.com

D. SARANA DAN PRASARANA

1. Ruang Ketrampilan
2. Ruang Terapi
3. Ruang Kelas
4. Ruang Musik
5. Ruang *Speech* Terapi
6. Ruang Kantor
7. Ruang Pengurus
8. Kolam Renang
9. Ruang Tamu
10. Ruang Pemeriksaan
11. Ruang Persiapan
12. Tempat Rekreasi
13. Wisma Bakti
14. Asrama
15. Mushola
16. Dapur
17. Cafeteria
18. Kamar Mandi/WC
19. Gudang

Appendix 2

DATA OF TEACHER AND EDUCATION ADMINISTRATOR
SMAIB-C/C1 YPAC SEMARANG
IN ACADEMIC YEAR 2015/2016

No	Nama	NIP	JK	Tempat, tanggal lahir	NIK	NIY NIGK	NUPTK
1	Sujadi, S.Pd	196211281987031007	L	Kulon Progo, 28-11-1962	3374062811620001	-	5460740642200033
2	Nur Hidayati, S.Pd	195811141984032001	P	Boyolali, 14-11-1958	3374065411580003	-	3446736637210013
3	Sri Musrinah, S.Pd	196403091985032008	P	Kabupaten Semarang, 09-03-1964	3322194903640001	-	8641742642300012
4	Umi Salamah, S.Pd	196308281985032014	P	Boyolali, 28-08-1963	3374066809630001	-	5160741641300013
5	Haini Marfungatun	196304171897031010	P	Klaten, 17-04-1963	3374065704630001	-	8749741641300012
6	Sari Tresnamanah	196605021989032009	P	Cianjur, 02-05-1966	3374114205660002	-	7834744646300032
7	Suwarni	196502071989032007	P	Sragen, 07-02-1965	3374064702650001	-	4539743646300032
8	Samsul Hidayat, S.Pd.I	-	L	Semarang, 22-12-1990	3374052212000003	-	-
9	Deddy Tjahyo Nugroho	-	L	Semarang, 31-07-1971	3374133107710001	Y.124	1003749654200033
10	Turyani	-	P	Semarang, 11-03-1974	3374085103740003	Y.081	4643752654300032
11	Anna Yullasih	-	P	Semarang, 30-07-1974	3374037007740004	Y.131	-

Appendix 3

DATA OF STUDENTS OF SMA/IB-C/CI YPAC SEMARANG
CLASS XI C/CI
IN ACADEMIC YEAR 2015/2016

No	Nama	No Induk	Kelas	Jenis Kelamin (L/P)	Agama	Tempat, Tanggal Lahir	Alamat
1	One Yani Purnama	3090	XI C	L	Islam	Semarang, 18-07-1997	Jl. Wonodri RT 10 RW 12 Semarang
2	Apriyoko	3091	XI C	L	Islam	Semarang, 12-04-1996	Genuk Karanglo RT 1 RW 1 Tegalsari Semarang
3	Muhammad Rosid Maulana	3092	XI C	L	Islam	Semarang, 18-07-1995	Bukit Beringin Lestari Blok B4/12 Ngaliyan Semarang
4	Mega Ayu Permatasari	3094	XI C	P	Islam	Semarang, 27-07-1996	Candi Mas Utara 101 A Pasadena Semarang
5	Melisa Tri Haryanti	3095	XI C	P	Islam	Semarang, 29-05-1996	Jl. Tenggiri Raya No.551 RT 7 RW 6 Semarang
6	Handhika Galuh Saputra	3102	XI C	L	Kristen	Semarang, 26-06-1998	Kangguru Selatan IX/63 Semarang
7	Yoan Mahendra	3103	XI C	L	Kristen	Semarang, 26-02-1998	Puri Anjasmoro D3/6 Semarang
8	Novi Arganingtyas	3104	XI C	L	Islam	Semarang, 01-07-2000	Jl. Cimandiri VIII RT 1 RW 2 Semarang
9	Khoiril Anwar Suseno	3105	XI C1	L	Islam	Semarang, 28-05-1999	Pucang Gading
10	Diah Novitasari	3096	XI C1	P	Islam	Semarang, 25-11-1997	Genuk Krajan
11	Poh Devina Gabriela	3197	XI C1	P	Katholik	Semarang, 03-06-1998	Jl. Moch Suyudi 52 Semarang
12	Gerald Ferandi Cahyo	3199	XI C1	P	Kristen	Jakarta, 16-11-1998	Sri Rejeki VII RT 6 RW 2/20
13	Adi Mulyo Nugroho	3100	XI C1	L	Islam	Semarang, 16-04-1995	Jl. Gergaji Balekembang RT 3 RW 7
14	Dhyan Wahyuningtyas	3101	XI C1	P	Islam	Semarang, 17-10-1997	Aspol Tlogomulyo Blok A Semarang

Appendix 4

INSTRUMENT

Lattice of Observation

No.	Dimension	Indicator
1	Teacher	Teacher's skill in planning
		How the teacher organized teaching and learning
		Classroom management
		The way teacher evaluate students
2	Students	Students' respond to the teacher's explanation
		Students' respond to the media used
		Students' activeness in English lesson
		The way students practice and do the task

Lattice of Interview

No.	Dimension	Indicator
1	Headmaster of SLB-C	The history of YPAC Semarang
2	Teacher	The curriculum implemented
		The output of students with mental retardation
		The barriers of school in fostering students with mental retardation
		The government's support to SLB of YPAC Semarang
		EFL teaching process
		Students achievement in EFL teaching and learning
		The obstacles faced in teaching and learning process
		Teacher's strategies in facing the obstacles in teaching and learning process

Appendix 5

INTERVIEW GUIDELINE

A. HEADMASTER

1. What is curriculum used?
2. Is the curriculum used adjusts with the students need?
3. How is the output/outcome of mental retardation students from SMALB-C YPAC Semarang?
4. What are the barriers experienced by the school in its efforts to foster children with special needs in this school?
5. How are about the government support?

B. TEACHER OF ENGLISH

1. How many classes do you teach?
2. What kind of mental retardation are they?
3. What are the English materials do you teach for students with mental retardation?
4. How often do you use English in the class?
5. What are differences of material between normal students and students with mental retardation?
6. What textbook is used to teach English?
7. How are the students' responses to the materials?
8. What methods are used to teach students with mental retardation?
9. What media are used?

10. Do you feel that the media used can help students in comprehend the English material given?
11. How are about the students' activeness in learning English?
12. How is about the students' achievement in English teaching learning?
13. Is there special treatment for students with higher or lower comprehension?
14. What obstacles do you face in teaching English for mentally retarded students?
15. What are your strategies in facing those obstacles?

Appendix 6

TRANSCRIPT OF INTERVIEW

Informant : Mr. Sujadi, S. Pd

Date and Time : February 22nd, 2016 at 15.45 PM.

speaker	Text
Arti	Kurikulum apa yang digunakan di SLB YPAC Semarang?
Mr. Sujadi	Kalau kurikulumnya itu KTSP, ini sedang masa transisi akan menggunakan kurikulum 2013. Namun, karena perlengkapan seperti buku ajar belum ada maka guru-guru di kelas masih menggunakan KTSP.
Arti	Bagaimanakah <i>output</i> siswa tunagrahita dari SMALB-C YPAC Semarang?
Mr. Sujadi	Karena kecerdasan mereka yang terbatas, mereka lebih condong untuk melakukan pekerjaan yang kiranya tidak memerlukan pemikiran yang sulit, yang rumit katakanlah. Yang laki-laki misalnya, mereka bekerja di cucian motor karena memang sekolah ini memperoleh bantuan dari pemerintah untuk membuka pelatihan mencuci motor. Kalau yang perempuan itu ada yang memasak, menyulam, membuat jus, dan hasil dari tangan mereka kemudian dijual. ada juga yang dipekerjakan di YPAC, di kafetaria.
Arti	Apa saja hambatan yang dialami pihak sekolah dalam usahanya membina siswa tunagrahita?

Mr. Sujadi	Hambatannya itu lebih pada keuangan, karena yayasan ini tidak hanya mendirikan unit rehabilitasi pendidikan, maka membutuhkan dana yang banyak. Selain itu lokasi, tempat untuk keterampilan anak tunagrahita misalnya, ada ruang tataboga sendiri, ruang membatik sendiri dan lain-lain. Apalagi ini yayasan, bantuan dari pemerintah ya terbatas, begitu.
Arti	Bagaimana dukungan pemerintah?
Mr. Sujadi	Dari direktorat PK LK, PK itu Pendidikan Khusus, LK adalah Layanan Khusus. Ada yang memberi bantuan berupa beasiswa, bantuan operasional, bantuan kewirausahaan seperti yang tadi saya katakan terkait pelatihan mencuci motor itu adalah bantuan dari pemerintah untuk membuka lahan pencucian motor.

Informant : Mrs. Nur Hidayati, S. Pd

Date and Time : February 18th, 2016 at 15.45 PM.

Arti	Ada berapa kelas yang Anda didik?
Mrs. Nur	Ada dua kelas, yaitu kelas XI C dan XI C1.
Arti	Jenis retardasi mental apa sajakah yang Anda didik?
Mrs. Nur	Ada dua, tunagrahita ringan atau C dan tunagrahita sedang atau C1. Kalau yang C itu mereka masih bias menerima materi pelajaran, tapi kalau yang C1 itu mampu latih, mereka diajar lebih kepada ketrampilan, materi hanya sedikit saja.
Arti	Materi apa saja yang Anda ajarkan untuk anak tunagrahita?
Mrs. Nur	Materinya sangat mudah, setara dengan anak SD. Karena mereka sangat mudah lupa. Biasanya saya mengajarkan kepada mereka angka-angka, kemudian nama keluarga seperti <i>mother</i> , <i>father</i> , <i>uncle</i> , nama benda di kelas, <i>alphabet</i> , warna. Pokoknya yang mudah-mudah sekali.
Arti	Seberapa sering Anda menggunakan bahasa Inggris di kelas?
Mrs. Nur	Kalau itu hampir 0% ya mbak, saya berbicara bahasa Indonesia saja mereka belum tentu paham.
Arti	Apa perbedaan antara materi yang diajarkan untuk anak normal dengan anak tunagrahita?
Mrs. Nur	Sangat berbeda, tentu standar yang digunakan berbeda.

	Seperti yang saya katakana tadi, mereka setara dengan anak SD, bahkan anak SD pada umumnya lebih cerdas lagi mbak.
Arti	Buku ajar seperti apa yang Anda gunakan untuk mengajar bahasa Inggris?
Mrs. Nur	Untuk buku panduan mengajar saya tidak punya buku bahasa Inggris khusus untuk anak tungrahita mbak. Saya mengambil materi dari buku bahasa Inggris untuk siswa normal tingkat SD. Yang sekiranya materi itu bisa diterima oleh anak tunagrahita, maksud saya yang mudah-mudah sekali itu yang saya ambil.
Arti	Bagaimanakah respon siswa terhadap materi yang diajarkan?
Mrs. Nur	Responnya baik, mereka antusias untuk belajar apa saja, tinggal bagaimana cara guru sekreatif mungkin menyajikan pelajaran.
Arti	Dalam menyampaikan materi, metode apa yang Anda gunakan?
Mrs. Nur	Jujur ya mba, kalau jenis-jenis metode yang ada di buku-buku atau internet itu saya pernah baca, tapi saya juga tidak menerapkan. Prinsip saya begini, saya mengajar, murid paham. Kita jadi guru harus kreatif, supaya murid tidak bosan dan mereka paham.
Arti	Apakah Anda menggunakan media dalam pembelajaran bahasa Inggris?

Mrs. Nur	Iya, saya biasanya menggunakan gambar untuk memudahkan pemahaman mereka, kalau hanya disampaikan secara oral tidak cukup. Saya membuat kartu-kartu berukuran sedang yang ada gambar seperti nanas, durian misalnya. Sebenarnya saya ada laptop, namun kesulitan kalau ditunjukan ke siswa karena tidak ada proyektor di kelas.
Arti	Menurut Anda, apakah media yang digunakan membantu siswa untuk memahami pelajaran yang Anda sampaikan?
Mrs. Nur	Iya tentu saja. Gambar-gambar sangat membantu. Jadi yang tadinya abstrak, hanya diucapkan saja, ketika ditunjukan gambarnya mereka akan lebih mudah mengingat. Jadi gambar sangat membantu.
Arti	Bagaimanakah keaktifan siswa di kelas dalam belajar bahasa Inggris?
Mrs. Nur	Sebagian besar aktif, tapi ada juga yang diam saja. Karena kalau bahasa Inggris itu kan anak C dan C1 saya gabung jadi satu kelas mbak.
Arti	Bagaimana dengan prestasi atau pencapaian siswa tunagrahita dalam belajar bahasa Inggris?
Mrs. Nur	Membincang prestasi, kami tidak begitu berharap besar ya mbak, apalagi bahasa Inggris, menghafal angka saja paling sampai angka 10 saja. Mereka lebih pada ketrampilan tangan seperti memasak dan membantik.
Arti	Apakah ada perlakuan khusus untuk anak tunagrahita

	baik yang memiliki pemahaman lebih tinggi maupun yang lebih rendah?
Mrs. Nur	Ada mbak. Jadi kan kelihatan antara yang paham dan yang belum, itu nanti mereka saya pisahkan, saya perdalam lagi secara individual untuk mereka yang masih diam saja.
Arti	Apa sajakah hambatan yang Anda alami dalam mengajar bahasa Inggris untuk anak tunagrahita?
Mrs. Nur	SDM. Saya mengakui saya tidak berkompeten dalam bahasa Inggris. Kalau dari segi siswa ya namanya saja anak tunagrahita ya maklum ya kalau mereka sulit memahami pelajaran, apalagi bahasa Inggris.
Arti	Bagaimana Anda menghadapi hambatan yang ada?
Mrs. Nur	Saya berusaha melakukan yang terbaik mbak. Karena saya sadar kemampuan saya tidak begitu bagus, ya kuncinya saya tetap mengajar semampu saya, harus jadi pengajar yang kreatif, tapi saya tetap memastikan bahwa mereka belajar dengan baik, walaupun hasilnya tidak maksimal.

Appendix 7

OBSERVATION GUIDELINE

No	Condition in the class	Fact		Note
		Yes	No	
	Learning Process			
1.	Teacher opens a lesson by reciting a pray.			
2.	Teacher asks stimulating questions.			
3.	Teacher explains the material by using understood language.			
4	Teacher uses an appropriate teaching and learning method.			
5.	Teacher masters materials.			
6.	Teacher organizes appropriate teaching media.			
7.	Teacher uses whiteboard.			
8.	Teacher employs appropriate game properly.			
9.	Students pay attention to teacher's explanation.			
10.	Students participate in the teaching and learning process.			
Classroom Management				
11.	Teacher controls students well.			

12.	Teacher grouped the students in various way.			
13.	Teacher manages time allotment well.			
14.	Teacher builds interaction with the students.			
15.	Teacher finds difficulties or obstacles when teaching and learning process are done.			
16.	Teacher can solve the problems which are found in the teaching and learning process.			
Assessment				
17.	Teacher assesses students' using appropriate assessment.			
18.	Teacher corrects students' work.			
19.	Teacher gives feedback to the students' learning result.			
20.	Teacher gives homework to students.			

Appendix 8

RESULT OF OBSERVATION

Teacher: Mrs. Nur Hidayati

Material : Animals

Date : February, 17th 2016

No	Condition in the class	Fact		Note
	Learning Process	Yes	No	
1.	Teacher opens a lesson by reciting a pray.	v		The teacher opened the lesson by reciting <i>basmallah</i>
2.	Teacher asks stimulating questions.		v	The teacher began the lesson without asking any stimulating question
3.	Teacher explains the material by using understood language.	v		The teacher used Indonesian language
4	Teacher uses an appropriate teaching and learning method.	v		The teacher wrote animals in English language and then translated it into Indonesian language

5.	Teacher masters materials.	v		The teacher explained the material clearly
6.	Teacher organizes appropriate teaching media.	v		The teacher used pictures as teaching media
7.	Teacher uses whiteboard.	v		The teacher used the whiteboard to write down the name of animals
8.	Teacher employs appropriate game properly.	v		The teacher used Matching game
9.	Students pay attention to teacher's explanation.	v		The students enjoying the material about animal
10.	Students participate in the teaching and learning process.	v		Students try to match the pictures and the name of animals
Classroom Management				
11.	Teacher control students well.		v	Some of the students were

				crowded when the teacher gave them some pictures
12.	Teacher grouped the students in various way.	v		The teacher divided the students into two groups randomly
13.	Teacher manages time allotment well.	v		The time was used effectively
14.	Teacher builds interaction with the students.	v		The teacher always guide the students in matching the pictures and tried to make the students understand the material by giving question
15.	Teacher finds difficulties or obstacles when teaching and learning process are done.	v		The students are still confused to distinguish swan and duct because the picture was too small
16.	Teacher can solve the problems which are	v		The teacher drew swan and duct in

	found in the teaching and learning process.			the whiteboard to help the students distinguish them
Assessment				
17.	Teacher corrects students' work.	v		The teacher checked the students' work one by one
18.	Teacher gives feedback to the students' learning result.	v		The teacher gave a candy for the best group
19.	Teacher gives homework to students.		v	There is no homework

Teacher: Mrs. Nur Hidayati

Material : Part of Body

Date : February, 24th 2016

No	Condition in the class	Fact		Note
		Yes	No	
	Learning Process			
1.	Teacher opens a lesson by reciting a pray.	v		The teacher opened the lesson by reciting <i>basmallah</i>
2.	Teacher asks stimulating questions.	v		There is no stimulating question
3.	Teacher explains the material by using understood language.	v		The teacher used Indonesian language
4	Teacher uses an appropriate teaching and learning method.	v		The teacher did not translate the part of body mentioned into Indonesian language, but she showed the meaning by pointed the part mentioned (Example: the teacher said “hand”

				while she put her hand up)
5.	Teacher masters materials.	v		The teacher explained the material well
6.	Teacher organizes appropriate teaching media.		v	The teacher just used the gesture
7.	Teacher uses whiteboard.		v	The teacher didn't need the whitboard
8.	Teacher employs appropriate game properly.		v	No game
9.	Students pay attention to teacher's explanation.	v		But there was a student busy with her own book
10.	Students participate in the teaching and learning process.	v		Although some of them were made a nois
Classroom Management				
11.	Teacher control students well.	v		The teacher always tried to make a nice class by controlling the students one by one

12.	Teacher grouped the students in various way.		v	The students work individually
13.	Teacher manages time allotment well.	v		The time used efectively
14.	Teacher builds interaction with the students.	v		The teacher kept the interaction by giving some questions
15.	Teacher finds difficulties or obstacles when teaching and learning process are done.	v		One of the student was unable to memorize well
16.	Teacher can solve the problems which are found in the teaching and learning process.	v		The teacher drilled the students more intensive
Assessment				
17.	Teacher corrects students' work.	v		The teacher checked the students' work one by one
18.	Teacher gives feedback to the students' learning result.		v	There is no feedback

19.	Teacher gives homework to students.		v	There is no homework
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Teacher: Mrs. Nur Hidayati

Material : Colors

Date : February, 29th 2016

No	Condition in the class	Fact		Note
	Learning Process	Yes	No	
1.	Teacher opens a lesson by reciting a pray.	v		The teacher opened the lesson by reciting <i>basmallah</i>
2.	Teacher asks stimulating questions.	v		The teacher showed a card to the students and made them curious about the card
3.	Teacher explains the material by using understood language.	v		The teacher used Indonesian language
4	Teacher uses an appropriate teaching and learning method.	v		The teacher let the students individually to guess some colors

				in the card
5.	Teacher masters materials.	v		The teacher explained the material well
6.	Teacher organizes appropriate teaching media.	v		The teacher used cards
7.	Teacher uses whiteboard.	v		The teacher stick the cards on the whiteboard
8.	Teacher employs appropriate game properly.		v	No game
9.	Students pay attention to teacher's explanation.	v		Students enjoying the lesson
10.	Students participate in the teaching and learning process.	v		Students tried to guess the colors
Classroom Management				
11.	Teacher control students well.	v		The teacher always tried to make a nice class by controlling the students one by one

12.	Teacher grouped the students in various way.		v	The teacher did not asked the students to sit in groups
13.	Teacher manages time allotment well.	v		The time was used efectively
14.	Teacher builds interaction with the students.	v		There was an interaction, but the teacher didn't spoke too much because she asked the students to be more active
15.	Teacher finds difficulties or obstacles when teaching and learning process are done.		v	One of the student was unable to memorize well
16.	Teacher can solve the problems which are found in the teaching and learning process.		v	The teacher drilled the students more intensive
Assessment				
17.	Teacher corrects students' work.	v		The teacher checked the

				students' work one by one
18.	Teacher gives feedback to the students' learning result.	v		At the end of the lesson, the teacher asked some students who cant's distinguis between red and orange to came foward and drill them more
19.	Teacher gives homework to students.	v		The teacher asked students to bring color pencil next week

Appendix 9

DOCUMENTATION GUIDELINE

No	Data	Information	
		Any	No
1	Profile of YPAC Semarang	V	
2	Teachers' Data	V	
3	Students' Data	V	
4	Syllabus and Lesson Plan		V
5	List of Infrastructures	V	
6	Learning Schedule	V	

Appendix 10

LEARNING SCHEDULE
SLB-C YPAC SEMARANG
XI C
ACADEMIC YEAR FO 2015/2016

Waktu	Hari				
	Senin	Selasa	Rabu	Kamis	Jumat
12.45 – 13.20	Matematika	BKM/Boga	IPA	BKM/Boga	-
13.20 – 13.55	Matematika	BKM/Boga	IPA	BKM/Boga	-
13.55 – 14.30	IPS	BKM/Boga	Bahasa Inggris	BKM/Boga	Pramuka
14.30 – 15.05	IPS	BKM/Boga	Bahasa Inggris	BKM/Boga	Kesenian
15.05 – 15.20	Istirahat	Istirahat	Istirahat	Istirahat	Istirahat
15.20 – 15.55	PKn	BKM/Boga	Agama	BKM/Boga	Olahraga
15.55 – 16.30	PKn	BKM/Boga	Agama	BKM/Boga	Oalahraga
16.30 – 16.45	Istirahat	Istirahat	Istirahat	Istirahat	Istirahat
16.45 – 17.20	Bahasa Jawa	BKM/Boga	Bahasa Indonesia	BKM/Boga	Musik
17.20 – 17.55	Bahasa Jawa	BKM/Boga	Bahasa Indonesia	BKM/Boga	Musik

Appendix 11

PICTURES OF OBSERVATION



The teacher was explaining the English material



Students of 11th grade was trying to give a name for animal in the pictures



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp.7601295 Fax. 7615987 Semarang 50185

Nomor : Un.10.3/DI/TL.00./0612/2016

Semarang, 10 Pebruari 2016

Lamp

Hal : Permohonan Izin Riset

A.n. : Artiyah

NIM : 123411118

Kepada Yth. :

Kepala Yayasan Pembinaan Anak Cacat (YPAC) Semarang
di Semarang

Assalamua'alaikum Wr.Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Artiyah

NIM : 123411118

Judul skripsi : “A Study on EFL Teaching and Learning of Students with Mental Retardation (MR) in The Centre of Child Rehabilitation YPAC Semarang (A study at SMALB-C YPAC Semarang)”

Pembimbing : Dr. H. Raharjo, M.Ed.,St.

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon mahasiswa tersebut diberi ijin riset selama 15 hari, pada tanggal 15 Februari 2016 sampai dengan tanggal 29 Februari 2016

Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

An. Dekan,

Wakil Dekan Bidang Akademik

Rekan Dekan Bidang Akademi

Dr. H. Pathah Syukur, M.Ag
2 NIP. 19681121 199403 1 003

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo Semarang



SURAT KETERANGAN

No : 41/Um/YPAC/III/2015

Yang bertanda tangan di bawah ini :

Nama : Ny.S.Murtiningsih Dimulyo
Jabatan : Ketua YPAC Semarang

Menerangkan dengan sesungguhnya bahwa :

Nama : Artiyah
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