



UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
Nomor: 1873/FKIP/KEP/2024

Tentang

PENGANGKATAN DOSEN PEMBIMBING SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
TAHUN AKADEMIK 2024/2025

Bismillahirrahmanirrahim,

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA:

- Menimbang : a. Bahwa Kegiatan Penulisan skripsi bagi mahasiswa adalah salah satu syarat dalam menyelesaikan studi di Fakultas Keguruan dan Ilmu Pendidikan UHAMKA sesuai dengan ketentuan yang berlaku.
- b. Bahwa sebagaimana konsideran (a), dan dalam rangka penulisan dan bimbingan skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan UHAMKA dipandang perlu mengangkat Dosen Pembimbing Skripsi bagi mahasiswa yang telah memenuhi persyaratan dengan Keputusan Dekan.
- Mengingat : 1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tanggal 8 Juli 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014, tanggal 30 Januari 2014, tentang Penyelenggaraan Perguruan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tanggal 24 Januari 2020 tentang Standar Nasional Pendidikan Tinggi;
5. Peraturan Menteri Pendidikan, Kebudayaan Riset, dan Teknologi Republik Indonesia Nomor 53 Tahun 2023 Tanggal 16 Agustus 2023 Tentang Penjaminan Mutu Pendidikan Tinggi;
6. Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.01.13/2012 tanggal 24 Jumadil Awal 1433 H/16 April 2012 M, tentang Perguruan Tinggi Muhammadiyah;
7. Keputusan Rektor UHAMKA Nomor 718/ A.01.01/ 2023 tanggal 17 Muharram 1445 H/4 Agustus 2023 M tentang pengangkatan Dekan FKIP Universitas Muhammadiyah Prof. DR. HAMKA masa jabatan 2023-2027;
8. Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2013;
9. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 016/G.18.03/1997 tanggal 26 Rabiul Awal 1418 H/31 Juli 1997 M, tentang Pemberlakuan Ketentuan dan Peraturan – Peraturan IKIP Muhammadiyah Jakarta pada Universitas Muhammadiyah Prof. DR. HAMKA;

MEMUTUSKAN:

- Menetapkan :
Pertama : Mengangkat Dosen Pembimbing Skripsi mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP UHAMKA sebagaimana tercantum dalam daftar lampiran.
- Kedua : Tugas Dosen Pembimbing Skripsi:
1. Membimbing dan mengarahkan kegiatan penelitian yang telah disetujui;
2. Memberikan masukan, arahan dan saran kepada mahasiswa yang berkaitan dengan penulisan dan penyelesaian skripsi;
3. Menandatangani skripsi yang telah selesai bimbingan untuk segera diadakan ujian sidang skripsi.
- Ketiga : Bagi mahasiswa yang akan melaksanakan pengambilan dan penelitian ke lapangan harus mengajukan surat permohonan penelitian terlebih dahulu dengan ketentuan yang bersangkutan telah memenuhi persyaratan administrasi akademik.
- Keempat : Seluruh biaya bimbingan dibebankan sepenuhnya kepada mahasiswa yang dialokasikan untuk itu.
- Kelima : Keputusan ini berlaku selama 6 (enam) semester sejak tanggal ditetapkan, jika sampai batas waktu yang telah ditentukan masih ada mahasiswa yang belum melaksanakan bimbingan, maka mahasiswa yang bersangkutan mengulang dengan pembimbing yang baru.
- Keenam : Surat keputusan ini disampaikan kepada pihak-pihak yang terkait untuk dilaksanakan sebagaimana mestinya.
- Ketujuh : Apabila dalam keputusan ini terdapat kekeliruan, maka akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Jakarta
Pada tanggal : 6 Shafar 1446 H
9 September 2024 M

Dekan,




Purnama Syae Purrohman, M.Pd., Ph.D.

Salinan Keputusan ini disampaikan kepada:

1. Wakil Dekan I, II, III & IV
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Dosen Pembimbing Prodi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan UHAMKA

DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 20 Jun 2025 s/d 7 Ags 2025

NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
1	Jumat, 20 Jun 20 __ : __ - __ : __ R.	1901055051 - MILA ADINDA THE IMPORTANCE OF TEACHING ENGLISH PRONUNCIATION BY USING ENGLISH IN MIND TEXTBOOK	ZUHAD AHMAD, Drs., M.P -	TRI WINTOLO APOKO, Dr., SILIH WARNI, Ph.D.
2	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2001055023 - GALUH APRILINA STUDENTS PERCEPTION OF THE USE OF SPOTIFY APPLICATION TO IMPROVE LISTENING SKILLS IN GRADE 10 OF SMAN 106 JAKARTA	AKHMAD HAQIQI MAMUN, D -	TRI WINTOLO APOKO, Dr., SUCIANA WIJIRAHAYU, D
3	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055006 - ANNISA DEVITRIANA ENGAGING INTERACTIVE KAHOOT APPLICATION FOR VOCABULARY MASTERY AND STUDENTS MOTIVATION	SUCIANA WIJIRAHAYU, D -	ROSLAINI, Dr., M.Hum. AKHMAD HAQIQI MAMUN, D
4	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055008 - NISA RAHMAWATI STUDENTS PERCEPTION IN LEARNING NARRATIVE TEXT USING ANIMATED VIDEOS	SISWANA, Dr., M.Pd. -	ROSLAINI, Dr., M.Hum. AKHMAD HAQIQI MAMUN, D
5	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055016 - MUHAMMAD ISRAFIL GAME-BASED LEARNING TO PROMOTE STUDENTS ENGAGEMENT IN ENGLISH LANGUAGE LEARNING : A QUALITATIVE STUDY	ROSLAINI, Dr., M.Hum. -	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P
6	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055012 - WINDY INVESTIGATING EFL STUDENTS ANXIETY DURING CLASSROOM ENGLISH PRESENTATION: A MIXED-METHOD STUDY.	TRI WINTOLO APOKO, Dr., -	SISWANA, Dr., M.Pd. SUCIANA WIJIRAHAYU, D
7	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055072 - ALYA NUR ALIFAH EXPLORING ENGLISH VOCABULARY LEARNING STRATEGIES OF STUDENTS IN A PRIVATE SENIOR HIGH SCHOOL IN EAST JAKARTA	SUCIANA WIJIRAHAYU, D -	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P
8	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055075 - TRI PUTRA PEBRIYAN THE INFLUENCE OF SOCIAL MEDIA ON THE DEVELOPMENT OF SLANG AMONG EFL STUDENTS	AKHMAD HAQIQI MAMUN, D -	HERRI MULYONO, Prof., P ROSLAINI, Dr., M.Hum.
9	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055076 - SHINTIA AZZAHRA BUILDING VOCABULARY IN PRIMARY SCHOOL STUDENTS USING CONTEXTUAL TEACHING LEARNING MODEL	NITA KANIADEWI, M.Pd -	HERRI MULYONO, Prof., P ROSLAINI, Dr., M.Hum.
10	Rabu, 23 Jul 2025	2101055080 - DINDA RAHMALIA	HAMZAH PUADI ILYAS, Ph	HERRI MULYONO, Prof., P

DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 20 Jun 2025 s/d 7 Ags 2025

NO	Tgl Sidang Jam Sidang Ruang Sidang __ : __ - __ : __ R.	NIM - Nama Mahasiswa Judul skripsi EXPLORING FACTORS INFLUENCING READING SKILLS AND THEIR PERCEIVED IMPACT AT SMAN 3 RANGKASBITUNG IN THE 2024/2025 ACADEMIC YEAR	Dosen Pembimbing -	Dosen Penguji ROSLAINI, Dr., M.Hum.
11	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055067 - FAUZAN HASAN RIZKY THE USE OF GOOGLE TRANSLATE AI IN ENHANCING EFL STUDENTS WRITING SKILL	MARTRIWATI, M.Pd. -	HAMZAH PUADI ILYAS, Ph ZUHAD AHMAD, Drs., M.P
12	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055068 - NADYA MARSELL AKTHA STUDENTS EXPERIENCES WITH AUDIO VISUAL MEDIA IN LEARNING ENGLISH VOCABULARY	NITA KANIADEWI, M.Pd -	HAMZAH PUADI ILYAS, Ph ZUHAD AHMAD, Drs., M.P
13	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055070 - ANGGI NURUL LATIFAH INVESTIGATING THE EFFECT OF DIGITAL GAME BASED LEARNING ON EFL STUDENTS MOTIVATION	RATIH NOVITA SARI, M.Pd -	HAMZAH PUADI ILYAS, Ph NITA KANIADEWI, M.Pd
14	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055085 - WILDA WIDIANA INVESTIGATING COLLEGE STUDENTS PERCEPTIONS OF QUIZZ AS AN EFFECTIVE LEARNING TOOL FOR THE ENGLISH FOR YOUNG LEARNERS SUBJECT IN THE ENGLISH DEPARTMENT	SILIH WARNI, Ph.D. -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
15	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2301059003 - DIAH AYU AMBARWATI EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS HABIT OF LISTENING SPOTIFY SONGS AND THEIR VOCABULARY COMPETENCE	CAHYA KOMARA, S.Pd., M -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
16	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055045 - SALSABILAH MEANDA SUH ANALYSIS OF ENGLISH DESCRIPTIVE TEXTS IN A BATIK MUSEUM IN INDONESIA: LANGUAGE ACCURACY AND CULTURAL REPRESENTATION	SILIH WARNI, Ph.D. -	TRI WINTOLO APOKO, Dr., ZUHAD AHMAD, Drs., M.P
17	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055049 - HUWAIDA SYAUQI LABIBA EFL PRE-SERVICE TEACHERS MULTILINGUAL AWARENESS ON THEIR WILLINGNESS TO COMMUNICATE IN CLASSROOM AND DIGITAL ENVIRONMENT	HERRI MULYONO, Prof., P -	TRI WINTOLO APOKO, Dr., ZUHAD AHMAD, Drs., M.P
18	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055050 - INDAH AULIA SYARIFAH JUNIOR HIGHSCHOOL STUDENTS PERCEPTIONS OF WORDWALL GAME MEDIA ON THEIR EFFECTIVENESS IN LEARNING ENGLISH THROUGH READING COMPREHENSION	SILIH WARNI, Ph.D. -	TRI WINTOLO APOKO, Dr., ZUHAD AHMAD, Drs., M.P

DAFTAR JADWAL SIDANG SKRIPSI

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Periode Sidang : 20 Jun 2025 s/d 7 Ags 2025

NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
19	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055013 - MAESARO EXPLORING THE EXPERIENCES DURING TEACHING INTERNSHIPS IN INDONESIA AND THAILAND: PERSPECTIVES ON INTERCULTURAL SKILLS	SUCIANA WIJIRAHAYU, D -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
20	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055035 - HAYA AULIA EXPLORING PUBLIC SPEAKING ANXIETY: DOES GENDER REALLY MATTER?	RATIH NOVITA SARI, M.Pd -	MARTRIWATI, M.Pd. ANITA DEWI EKAWATI, S.
21	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055038 - TIARA MAHARANI PRE-SERVICE TEACHERS PERCEPTIONS OF KAHOOT'S AS A TEACHING TOOL DURING INTERNSHIPS.	SISWANA, Dr., M.Pd. -	SUCIANA WIJIRAHAYU, D NITA KANIADEWI, M.Pd
22	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055039 - SINTIA NOVITASARI EFL PRE-SERVICE TEACHER DIGITAL CREATIVITY AND THEIR WILLINGNESS TO LEARN IN AN INFORMAL DIGITAL LEARNING ENVIRONMENT	HERRI MULYONO, Prof., P -	SUCIANA WIJIRAHAYU, D MARTRIWATI, M.Pd.
23	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055042 - AISY NAN CENDIKIA EXAMINING THE EFFICACY OF THE PROJECT-BASED LEARNING IN ENHANCING ENGLISH-SPEAKING SKILLS AMONG STUDENTS	TRI WINTOLO APOKO, Dr., -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
24	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055019 - HANIFAH KHAIRUNISA A DOUBLE-EDGED SWORD OF CHATGPT IN STUDENTS WRITING PROCESS HIGHLIGHTING BENEFITS AND POTENTIAL DANGERS	RATIH NOVITA SARI, M.Pd -	SUCIANA WIJIRAHAYU, D NITA KANIADEWI, M.Pd
25	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055024 - NISSA AMALIA ENGLISH STUDENTS PERCEPTIONS OF THE USE OF SOCIAL MEDIA IN ENGLISH LANGUAGE LEARNING	ZUHAD AHMAD, Drs., M.P -	AKHMAD HAQIQI MAMUN, D RATIH NOVITA SARI, M.Pd
26	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055028 - SHIFA ANANDA EXPLORING THE CHALLENGES OF SELECTING MULTIMODAL RESOURCES IN EFL PRE-SERVICE TEACHER TRAINING: AN INSIDERS PERSPECTIVE	NURHANDAYANI SUPRAP -	AKHMAD HAQIQI MAMUN, D TRI SETYANINGSIH, M.Pd.
27	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055031 - TIARA ALAMSYAH PUTRI THE INFLUENCE OF TEACHERS ATTITUDE TOWARDS THE STUDENTS MOTIVATION IN EFL CLASS	MARTRIWATI, M.Pd. -	AKHMAD HAQIQI MAMUN, D TRI SETYANINGSIH, M.Pd.
28	Rabu, 23 Jul 2025	2101055032 - TIARA MASRIFA	HERRI MULYONO, Prof., P	MARTRIWATI, M.Pd.

DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 20 Jun 2025 s/d 7 Ags 2025

NO	Tgl Sidang Jam Sidang Ruang Sidang __ : __ - __ : __ R.	NIM - Nama Mahasiswa Judul skripsi EFL PRE-SERVICE TEACHERS MULTILINGUAL AWARENESS AND THEIR WILLINGNESS TO LEARN ENGLISH IN AN INFORMAL DIGITAL LEARNING ENVIRONMENT	Dosen Pembimbing -	Dosen Penguji TRI SETYANINGSIH, M.Pd.
29	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055033 - SYARIFAH RANI GUNTAR EFL MATERIALS SELECTION FOR PRIMARY SCHOOL STUDENT IN AN INTERNATIONAL CONTEXT: A PRESERVICE TEACHERS REFLECTION	NURHANDAYANI SUPRAP -	MARTRIWATI, M.Pd. ANITA DEWI EKAWATI, S.
30	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055007 - PRISCA APRIANA HARAHA FROM INFORMATION SEEKING TO LESSON DESIGN : AN EFL PRE-SERVICE TEACHERS REFLECTION	NURHANDAYANI SUPRAP -	SUCIANA WIJIRAHAYU, D NITA KANIADEWI, M.Pd
31	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2001055037 - MUSTIKA DYAH WIDYASAR EXPLORATION OF LEARNING MOTIVATION AND READING COMPREHENSION OF ACCOUNTING STUDENTS USING QUIZZZ	SUCIANA WIJIRAHAYU, D -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
32	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055001 - PUTRI KUSUMA NINGRUM THE IMPACT OF SOCIAL MEDIA ON ENGLISH LANGUAGE LEARNING: A MIXED-METHODS STUDY	TRI WINTOLO APOKO, Dr., -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
33	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055003 - HANNIFIAH RAHMAH INVESTIGATING THE RELATIONSHIP BETWEEN STUDENTS HABIT OF SINGING ENGLISH SONGS WITH THEIR PRONUNCIATION ABILITY IN SENIOR HIGH SCHOOL IN EAST JAKARTA	SISWANA, Dr., M.Pd. -	ROSLAINI, Dr., M.Hum. NITA KANIADEWI, M.Pd
34	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055005 - GALIH RAZZAQ PURDIANAT EXPLORING COGNITIVE ASPECTS IN LESSON PLANS MADE BY PRE - SERVICE TEACHERS	SISWANA, Dr., M.Pd. -	SUCIANA WIJIRAHAYU, D NITA KANIADEWI, M.Pd
35	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055010 - LULA AULA DZUKHRIYAH INVESTIGATING PEER INTERACTION IN ENHANCING ENGLISH SPEAKING SKILLS AMONG SENIOR HIGH SCHOOL STUDENTS	SISWANA, Dr., M.Pd. -	TRI WINTOLO APOKO, Dr., NURHANDAYANI SUPRAP
36	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055011 - DINDA SEPIA TRIBUNGA EXPLORING STUDENT LEARNING STRATEGIES FOR OVERCOMING SPEAKING ANXIETY	SITI ITHRIYAH, M.Hum -	TRI WINTOLO APOKO, Dr., ANITA DEWI EKAWATI, S.
37	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1901055099 - MOHAMMAD THORIQUN NA TEACHING PRACTICUM IN AN INTERNATIONAL HIGH SCHOOL: AN EFL PRE-SERVICE TEACHERS VOICES	NURHANDAYANI SUPRAP IR	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P

DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 20 Jun 2025 s/d 7 Ags 2025

NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
38	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1901055106 - MUHAMAD TAUFAN HABIB A AN ANALYSIS SPEAKING PROBLEM DIFFICULTIES OF JUNIOR HIGH SCHOOL STUDENTS	AKHMAD HAQIQI MAMUN, D IR	TRI WINTOLO APOKO, Dr., NURHANDAYANI SUPRAP
39	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1901055136 - SAFIRA SEPTI DIANA A CORRELATION BETWEEN WORD CLASS MASTERYAND STUDENTS WRITING SKILL	NITA KANIADEWI, M.Pd -	TRI WINTOLO APOKO, Dr., ANITA DEWI EKAWATI, S.
40	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1801055003 - REZZIE FAUZIYYAH STUDENTS METACOGNITIVE STRATEGIES USED IN ENGLISH READING COMPERHENSION	HENI NOVITASARI, M.Pd IR	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P
41	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1801055034 - YULIA INGGAR SARI A STUDY ON THE PERCEPTIONS OF INDIVIDUALS AGED 15-35 TOWARD THE USE OF YOUTUBE VIDEOS AS A TOOL FOR LEARNING ENGLISH	ZUHAD AHMAD, Drs., M.P -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
42	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1801055042 - DIAN ANGGI PRATIWI EXPLORING STUDENTS PERCEPTIONS OF DIGITAL MEDIA USE IN COLLABORATIVE GRAMMAR LEARNING	FIDANIAR TIARSIWI, S.Pd IR	ROSLAINI, Dr., M.Hum. TRI WINTOLO APOKO, Dr.,
43	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1801055072 - WINDA APRIANI DIGITAL LEARNING OF ENGLISH : COLLEGE STUDENTS PERCEPTIONS FOR ENGLISH TEACHING LEARNING	MARTRIWATI, M.Pd. IR	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P
44	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1801055091 - RADEN HAZZARUL IRSYAD THE IMPACT OF GAMIFICATION ON VOCABULARY RETENTION: AN EMPIRICAL STUDY OF EFL STUDENTS PERCEPTIONS AT A BOARDING SCHOOL IN BOGOR	TRI SETYANINGSIH, M.Pd. IR	RATIH NOVITA SARI, M.Pd ZUHAD AHMAD, Drs., M.P
45	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055034 - SITI FAUZIYAH PSYCHOLOGICAL FACTORS ON STUDENT SPEAKING ENGLISH PROBLEMS AT SMAN 6 TAMBUN SELATAN	ROSLAINI, Dr., M.Hum. -	SILIH WARNI, Ph.D. TRI SETYANINGSIH, M.Pd.
46	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055020 - DETI PERMATASARI PRE-SERVICE TEACHERS CHALLENGES AND STRATEGIES IN TEACHING SPEAKING IN KRABI, THAILAND	RATIH NOVITA SARI, M.Pd -	SILIH WARNI, Ph.D. TRI SETYANINGSIH, M.Pd.
47	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055022 - SHAFIRA ADELFITA ANHA THE CORRELATION BETWEEN PLAYING ONLINE GAMES AND VOCABULARY MASTERY	NITA KANIADEWI, M.Pd -	SILIH WARNI, Ph.D. TRI SETYANINGSIH, M.Pd.

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Periode Sidang : 20 Jun 2025 s/d 7 Ags 2025

NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
48	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055044 - LUTFIAH DAMAYANTI THE CORRELATION BETWEEN SLANG ON SOCIAL MEDIA AND ENGLISH LANGUAGE LEARNING IN TEENAGER	ANITA DEWI EKAWATI, S. -	MARTRIWATI, M.Pd. NITA KANIADEWI, M.Pd
49	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055037 - MUHAMMAD LUQMAN ARRA THE USE OF THE CAKE - LEARN ENGLISH APPLICATION IN TEACHING SPEAKING SKILLS TO SENIOR HIGH SCHOOL STUDENTS	SITI ITHRIYAH, M.Hum -	MARTRIWATI, M.Pd. NITA KANIADEWI, M.Pd
50	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055015 - DINDA ASYFA LUKMAN EXPLORING STUDENTS PERCEPTION OF LISTENING SKILL IN PUBLIC SPEAKING: A PRAGMATIC APPROACH TO CORRECTING CONSTRUCTIVE ERRORS	AKHMAD HAQIQI MAMUN, D -	RATIH NOVITA SARI, M.Pd ANITA DEWI EKAWATI, S.
51	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055052 - BASMA MA'ISYAH EFL PRE-SERVICE TEACHERS DIGITAL CREATIVITY AND THEIR WILLINGNESS TO USE DIGITAL MEDIA FOR TEACHING SPEAKING SKILL DURING TEACHING PRACTICUM	HERRI MULYONO, Prof., P -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
52	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055053 - KESHA KARINADHIRA THE INFLUENCE OF THE USE OF CODE-MIXING IN TEACHING BY ENGLISH TEACHERS (PERSPECTIVES FROM EFL TEENAGE STUDENTS)	ANITA DEWI EKAWATI, S. -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
53	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055054 - AMMARA NUR NASYWA DIGITAL LITERACY AND ITS IMPACT ON ENGLISH LEARNING COMPREHENSION: EVIDENCE FROM PRIVATE HIGHER EDUCATION INSTITUTIONS	SRI KUSUMA NINGSIH, M. -	MARTRIWATI, M.Pd. NITA KANIADEWI, M.Pd
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Exploring Student Learning Strategies for Overcoming Speaking Anxiety

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Abstrak

Penelitian ini menggunakan pendekatan deskriptif kualitatif untuk menyelidiki strategi kecemasan berbicara siswa di SMA Negeri 34 Jakarta dalam konteks pembelajaran bahasa Inggris untuk mengatasi rasa takut berbicara. Data dikumpulkan melalui wawancara mendalam semi terstruktur. Sebanyak 12 siswa kelas XI berpartisipasi dalam penelitian ini, yang terdiri dari 5 siswa laki-laki dan 7 siswa perempuan, dengan rentang usia antara 16-17 tahun. Data yang terkumpul dianalisis dengan menggunakan metode analisis tematik, yang meliputi pengkodean, klasifikasi, dan identifikasi tema dan sub tema. Hasil penelitian menunjukkan bahwa sebagian besar siswa mengalami tingkat kecemasan sedang, dan metode pembelajaran bahasa Inggris yang mendukung dapat membantu siswa mengatasi hambatan efektif seperti kecemasan berbicara.

Kata Kunci: *Berbicara, Kecemasan, Strategi*

Abstract

This study used a qualitative descriptive approach to investigate students speaking anxiety strategies at SMA Negeri 34 Jakarta in the context of English language learning to overcome their fear of speaking. The data collected through semi-structured in-depth interviews. A total of 12 grade XI students participated in this study, consisting of 5 boys and 7 girls, with ages ranging from 16-17 years old. The data collected were analyzed using thematic analysis method, which included coding, classification, and identification of themes and sub themes. The results show that most students experience moderate levels of anxiety. The results show that most students experience moderate levels and supportive English learning methods can help students overcome affective barriers such as speaking anxiety.

Keywords: *Speaking, Anxiety, Strategies*

INTRODUCTION

Strategies are an important part of the learning process. Ideal learning strategies encourage students' creativity and actively engage them (Nur Rahman, 2018). Muhammad et al. (2020) state that strategies can be defined as plans, methods, or a combination of activities carried out to achieve specific goals. Learning strategies in education are a series of actions or procedures used to help students acquire knowledge, skills, and attitudes. Additionally, these strategies serve as a guide for teachers in selecting appropriate methods of delivering material that align with students' diverse needs and learning styles.

The ability to speak in multiple languages, especially English, is an important skill that often causes psychological problems. Rokhayani et al. (2021) state that speaking is an effective ability to communicate verbally in various contexts, including academic, professional, and social. However, many students experience anxiety when speaking, which affects their performance in class. Fear of speaking refers to feelings of fear or nervousness that arise when having to speak, especially in a foreign language. This term is often used in conjunction with Public Speaking Anxiety (PSA), which is the fear of speaking in public, whether in professional, academic, or informal settings. Meanwhile, performance anxiety, or performance anxiety, encompasses PSA and other types of anxiety that arise in performative situations such as exams or presentations. Understanding the types of anxiety experienced by students is crucial for understanding the differences between these terms. (Gerlach, V.S. & Ely, D.P. (1980).

Freud's psychoanalytic theory theoretically explains that anxiety is the result of internal conflict between the id, ego, and superego. Although this theory was first used in a clinical context, it is relevant for explaining the condition of students who experience internal conflicts such as fear of failure or negative judgment when speaking in public. This

framework can help us understand why students use certain coping mechanisms, such as over-preparing, avoiding eye contact, or using relaxation techniques to relieve emotional tension when speaking.

Fahranah et al. (2024) noted several main reasons for speaking anxiety, including lack of confidence, lack of preparation, and fear of negative judgment. Rokhayani et al. (2021) found that several factors exacerbate students' anxiety when speaking, such as fear of making mistakes, pressure during exams, limited vocabulary, and fear of being punished by teachers. This shows that speaking anxiety is complex and encompasses psychological and situational aspects.

To overcome their anxiety, students usually try talking in front of a mirror, speaking positively about themselves, using notes during presentations, and seeking support from teachers or peers. For example, using breathing techniques such as the 4-7-8 method can help regulate physiological responses to anxiety (Vierra et al., 2022), and speaking English daily can help students feel more comfortable and confident (Rajitha & Alamelu, 2020).

However, although these strategies have been widely discussed in the literature, few studies describe how they can be applied in the classroom. What do students do to prepare themselves before they speak? Students' personal experiences in managing anxiety were used in this study to answer these questions. For example, some students said they could calm themselves by taking a deep breath before performing, while others said that note cards or encouragement from friends helped them.

Because of that, this study explores the methods used by 11th grade students at SMA Negeri 34 Jakarta to overcome anxiety in speaking English. The specific objectives of this study are:

1. To identify the level of anxiety students experience when speaking
2. To analyze the main causes of anxiety
3. To examine the methods used by students to overcome and control anxiety in speaking

Hamandia (2022) stated that Anxiety about speaking in public can affect anyone, from a student presenting in class to a manager addressing staff, and even to a child competing in a speech competition. These individuals are likely to become concerned about whatever they do, both before the activity starts and during the conversation. Often, Yuliska Putri et al. (2024) state that individuals often experience anxiety when speaking in front of large audiences, which can be influenced by lack of confidence and experience. Anxiety can be viewed from numerous perspectives, including psycho-dynamic, behavioral, and cognitive.

Numerous studies have found that anxiety disorders can hinder a person's capacity to properly communicate their thoughts and ideas in front of a forum. A person with public speaking anxiety disorder struggles to control their nervousness, which leads to negative reactions and ultimately lowers their public speaking skills. Julianto et al. (2017).

Many students feel ashamed or reluctant to express their ideas during class, which hinders learning effectiveness. Some avoid participation by pretending to read or write, while others feel they don't understand the material, which leads to insecurity and inhibits their ability to speak. Pour et al. (2018) emphasize the need for teachers to shift their mindset to help students develop communication skills, knowledge, and confidence as part of a quality education.

Speaking anxiety is a major barrier to effective communication and often manifests physically, such as through rapid heartbeat, sweaty palms, or mental blocks. If left unaddressed, this anxiety can cause individuals to avoid public speaking altogether, limiting their confidence and progress in academic or professional environments. According to Hamama & Kusumaningratri (2023), overcoming this anxiety requires preparation, consistent practice, relaxation techniques like deep breathing, and a focus on the message rather than the fear.

Rajitha & Alamelu (2020) divide speaking anxiety into internal and external factors. Internal factors include fear of making mistakes and lack of self-confidence. Students often fear correction or ridicule from peers and teachers (Maher & Al Nakhalah, 2016), and those with low self-esteem tend to struggle more with language learning (Feryal Cubukcu, 2008; Hanton et al., 2004). These issues require attention from educators, who must equip themselves to support students psychologically as well as academically.

External factors include limited vocabulary, which Tanveer (2008) identifies as a major challenge in learning English. Students may also feel insecure if they believe others do not understand them, leading them to withdraw from speaking opportunities (Januariza & Hendriani, 2016). The fear of negative feedback and lack of practice (Sultana & Jamin, 2021; Kianinezhad, 2024) further contribute to anxiety. Appearance-related insecurities and fear of looking foolish can also prevent students from speaking up.

To manage anxiety, students often adopt preparation strategies such as reviewing material, expanding vocabulary, and practicing speaking. Exposure to English through reading, media, and conversation also helps (Rajitha & Alamelu, 2020; Rafieyan, 2016). Relaxation techniques, like the 4-7-8 breathing method (Vierra et al., 2022), and positive thinking (Shokrpour et al., 2021) have been shown to reduce anxiety and improve focus.

Previous research confirms the effectiveness of these strategies. Martiningsih et al. (2024) found that 83.2% of university students used relaxation methods, and that well-prepared students were more confident and better able to manage anxiety. Similarly, Nugroho & Hapsari (2024) found high school students relied on preparation, relaxation, and peer support, proving that these strategies are useful across educational levels.

Despite these findings, many studies fail to consider how different anxiety levels affect strategy use or how context and background influence outcomes. This research seeks to fill that gap by examining the strategies students use at different anxiety levels and how these strategies affect their confidence. Grounded in Freud's theory and supported by previous studies, this research highlights the importance of recognizing and developing targeted approaches to help students overcome speaking anxiety and participate more effectively in language learning.

RESEARCH METHOD

This study used a qualitative descriptive method to explore strategies students use to manage speaking anxiety in English class, and to identify which are most frequently used. Based on Mack et al. (2005), data were collected through in-depth interviews and classroom observations, allowing a deeper understanding of students' personal experiences—something not easily achieved through quantitative methods.

Participants were 12 eleventh-grade students from SMA Negeri 34 Jakarta, aged 16–17, selected purposively due to their experiences with speaking anxiety. They gave informed consent, and ethical procedures—such as voluntary participation, confidentiality, and the use of pseudonyms—were strictly followed to ensure comfort and privacy.

Semi-structured interviews were conducted individually in Indonesian, using open-ended questions that explored students' emotional responses, causes of anxiety, and coping strategies. The interview questions were based on established theories, including Horwitz et al. (1986) on foreign language anxiety and supported by Liu and Jackson (2008) and Tanveer (2007), who highlight psychological barriers like lack of confidence and fear of judgment. Coping strategies referenced studies by Kondo and Ying-Ling (2004), Woodrow (2006), and Young (1991), which emphasize techniques like rehearsal, using notes, and seeking social support.

Data were analyzed thematically by coding transcripts, grouping codes into themes, and refining them for clarity. These findings were then presented in narrative and tabular form. The study effectively captured students' anxiety levels, contributing factors, and

practical strategies for coping, supported by a strong theoretical foundation and expert-reviewed instruments.

RESULT AND DISCUSSION

Based on the interview results, students anxiety levels related to speaking English were classified into three categories: high, medium, and low. These categories were determined based on indicators such as emotional expression, anxiety levels, physical reactions, and students experiences in conversation activities.

Students who have high anxiety levels usually show physical signs, like shaky hands, a faster heartbeat, and intense fear of performing. Also, they tend to avoid situations where they have to talk in front of others. On the other hand, students with moderate anxiety levels, although feeling tense and hesitant, have the ability to manage and complete tasks effectively. Students with low anxiety levels exhibit high self-confidence.

Table 1. Students Level Anxiety in Speaking (12 Students)

Anxiety Level	Total Number of Students	General Description	Informant
High	4 Students	Extreme anxiety, fear of making mistakes, body shaking, blank mind	Student 5, Student 10, Student 8, Student 7
Medium	5 Students	Anxiety in some situations, fear of making mistakes, but still able to perform	Student 1, Student 2, Student 4, Student 6, Student 9.
Low	3 Students	Confident, enjoys performing, comfortable speaking in public	Student 3, Student 11, Student 12

From the classification results, it can be concluded that most students experience moderate levels of anxiety. They feel nervous, but are still able to speak well. Only a few students feel very confident, while the rest experience extreme anxiety that hinders their ability to speak English perfectly.

Through the process of coding data from interviews, some factors were found to play a role in the emergence of speaking anxiety. These factors were divided into five main themes with several sub-themes that describe the context of the causes of student anxiety

Table 2. Factors Contributing to Speaking Anxiety

Main Theme	Subtheme/Code	Informant Statement Excerpt
Fear of mistakes	Afraid of making grammar mistakes, mispronouncing words, lack of vocabulary	"Takut grammar-nya salah" – Student 2
Social comparison	Feeling insecure when friends are more fluent	"Teman-teman lebih jago, jadi minder" – Student 2
Feeling ashamed of being judged by others	Afraid of making mistakes in front of the class	"Kalau salah, takut diliatin banyak orang" – Student 5
Lack of practice and preparation	Not familiar with the material, afraid of going blank	"Kadang nge-blank, jadi gugup" – Student 6
Lack of experience	Not used to speaking English yet	"Masih kurang latihan, belum terbiasa" – Student 10

The most important factor that emerged in almost all interviews was the fear of making mistakes in the language, whether in terms of grammar, pronunciation, or vocabulary. In addition, social pressure also played an important role, stemming from comparisons with friends who were more proficient in the language. This situation was exacerbated by feelings of embarrassment, lack of practice, and minimal experience in speaking directly in public.

Most students feel anxious when speaking, but they have mastered various strategies to overcome these emotions. These strategies stem from the students' desire to recognize their weaknesses and improve their performance.

Table 3. Strategies for Overcoming Speaking Anxiety Based on Informants

No	Name	Speaking Practice	Relaxation Techniques	Notes / Tools	Social Support	Self-talk / Motivation	English Language Habits
1.	Student 1	Yes (remember vocabulary, improve)	Yes (take a breath)	No (prefer improvisation)	Yes (friend/teacher helps with vocabulary)	Yes	Not mentioned
2.	Student 2	Yes (self motivation during practice)	Yes (take a breath, stand up/sit down again)	Yes (notes are easier than memorization)	Yes (depends on the person)	Yes	Not mentioned
3.	Student 3	Yes (intonation and	Yes (take 2-3 breaths)	No (prefer improvisation)	Yes (supporting friends is important)	Yes	Yes (slip English into

		pronounce practice)					conversati on)
4.	Student 4	Yes (practice in front of mirror and with parents)	Yes (take a deep breath)	Yes (take brief notes during formal event)	Yes (teachers/parent s very helpful)	Yes	Not mentioned
5.	Student 5	Yes (notes, pevious preparation)	Yes (take a breath, drink water)	Yes (notes before performing)	Yes	Not mentioned	Not mentioned
6.	Student 6	Yes (independent practice, review material	Yes (breathe when blank)	No (prefer remember on my own)	Not very important (more personal preference)	Yes	Not mentioned
7.	Student 7	Yes (practice with friends, then alone)	Yes (take deep breath)	Yes (keyword noted are very helpful)	Yes (friends/teacher s are important)	Not mentioned	Not mentioned
8.	Student 8	Yes (practicing on my own)	Yes (breathing exercises, self calming)	Not often, but it helps	Not important (I trust myself more)	Yes (confidence is more important)	Not mentioned
9.	Student 9	Yes (practice in front of the morror, gesture)	Yes (shift attention, take a breath)	Yes (make notes)	Yes (ask friend to help with correction)	Not mentioned	Not mentioned
10.	Student 10	Yes (practice in front of a mirror)	Yes (breathe deeply when nervous)	Yes (take notes during the presentation)	Yes (friends understand the situation better)	Not mentioned	Not mentioned
11.	Student 11	Yes (reading practice and with friends)	Yes (repeated breathing)	Yes (formal notes)	Yes (friends and teacher very helpful)	Not mentioned	Yes (familiar with English from childhood)
12	Student 12	Yes (practiced on my own and fluent)	Yes (not very successful)	No (more focused on the object being held)	Not very helpful (depends on the person)	Not mentioned	Yes (used to it, more nervous when using Bahasa)

Description of Column Categories:

- Speaking Practice:
Practicing speaking before performing, either alone or with others.
- Relaxation Techniques:
Breathing exercises, pausing, or consciously calming oneself.
- Notes/Aids:
Using notes, keywords, or text while speaking.
- Social Support:
The role of friends, teachers, or parents in helping with preparation and emotional support.
- Self-talk/Motivation:
Talking to oneself or using a positive mindset.
- English Language Habits:
Using English naturally in everyday life.

Data collected from 12 grade XI students at SMA Negeri 34 in Jakarta showed that each student used a unique approach to overcome anxiety when speaking in English. Data analysis showed that different approaches were chosen by the students based on their respective experiences, comfort, and anxiety levels.

Self-speaking exercises, which every student did in their entirety (100%), include speaking in front of a mirror, memorizing texts, and participating in exercises with friends or family. These exercises not only improve speaking fluency but also teach you how to speak correctly, intonation, and tempo. Most students use relaxation techniques, especially deep breathing.

This strategy is physical and helps to reduce somatic reactions of anxiety such as rapid heartbeat, cold sweat or blankness. This technique is very simple, but very effective in dealing with the pressure of public speaking.

Most students (9 out of 12) also used aids such as notes or keywords to stay focused and not lose their way while speaking. These aids proved very useful for students who were not used to speaking spontaneously in English. One very important source of emotional reinforcement is social support from friends, teachers and parents. A total of ten out of twelve students said that they needed support when they saw the exercises, encouraged them, or gave corrections. However, some students choose to build their own confidence and believe that the support of others is not important.

Most students (about six students) considered cognitive strategies such as self-talk and internal motivation important. Motivating oneself, instilling the belief that mistakes are common, and setting goals to perform better are some examples of their forms. Although only a few students use English on a daily basis, it has been shown to help reduce unfamiliarity with the language and feel more comfortable speaking in formal situations.

The theory of Horwitz et al. (1986) says that speaking anxiety in a second language is influenced by pressure from the task situation, discomfort in communication, and fear of negative evaluation. The results of this study support this theory. Students experience anxiety due to many factors, including psychological and social factors.

Students showed that they realized the importance of managing emotions and improving performance. Their self-confidence was greatly influenced by regular practice, relaxation techniques, and social support. The findings enhance the understanding of how more empathic and supportive English learning methods can help students overcome affective barriers such as speaking anxiety.

CONCLUSION

The results of a study conducted on 12 eleventh-grade students at SMA Negeri 34 Jakarta regarding the methods they use to overcome anxiety when speaking English show that there are significant differences in the levels of anxiety experienced by students when speaking English. Some students fall into the high or even low anxiety category, with physical symptoms such as trembling hands and excessive nervousness. On the other hand, some students fell into the moderate or even low anxiety category, with more stable self-confidence and more experience in public speaking.

The anxiety felt by students when they have to speak in front of the class is reinforced by various interrelated factors, such as lack of preparation, fear of making mistakes, feelings of inferiority towards peers who are considered more skilled, and embarrassment at being judged by others.

However, students demonstrate various adaptive approaches to overcoming anxiety. Practicing speaking independently—for example, speaking in front of a mirror or practicing with friends and family—is the most commonly used approach. Before performing, many people use relaxation techniques such as deep breathing to calm themselves. The use of aids such as notes and keywords greatly helps students to stay on track with their speech.

It has also been proven that social support from friends, teachers, and family

provides a great emotional boost. In addition, some students build self-confidence by using cognitive strategies such as self-talk. Students who are accustomed to speaking English every day show lower levels of anxiety and more spontaneous communication skills. Therefore, it can be concluded that the approach used by students is contextual and combinative. Self-preparedness, a supportive social environment, and consistent practice habits are crucial for overcoming their speaking anxiety.

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Dinda Sepia Tribunga, Siti Ithriyah

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Universitas Muhammadiyah Prof.Dr.Hamka Jakarta

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It is all the given information, and thanks for your attention.

Bangkinang, 06 Juli, 2025

Sincerely,








Putri Hana P., M.Pd

Editor-in-Chief

Innovative: Journal of Social Science Research

 DINDA SEPIA TRIBUNGA

-  Beranda
-  Bimbingan
- ☐ Akademik
- ☐ Seminar Proposal
- ☒ Skripsi
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Beranda

Beranda / Bimbingan / Skripsi

Judul Skripsi

Exploring Student Learning Strategies for Overcoming Speaking Anxi

Dosen Pembimbing

0925128602 / Siti Ithriyah, M.Hum.

Status

Progress

Judul


cari judul bimbingan


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Tanggal	Judul	Deskripsi	Catatan	Status	
2025-07-23 01:56:38	Revisi Pasca-Seminar Proposal dan Panduan Bab 4 (14	Menindaklanjuti hasil seminar proposal dengan melakukan perbaikan pada bagian-bagian krusial seperti latar belakang,	Memastikan semua saran dan masukan dari dosen penguji telah diimplementasikan. Mahasiswa	Diajukan	<div><div>Chat</div><div>Edit</div><div></div></div>

2025-07-23 01:59:37	Evaluasi Hasil Analisis Data (4 Mei)	Melakukan pemeriksaan dan perbaikan terhadap hasil olah data. Tujuannya adalah untuk memastikan akurasi analisis serta ketepatan dalam menginterpretasikan temuan.	Merevisi tabel, grafik, dan narasi interpretasi data berdasarkan masukan dan diskusi bersama pembimbing.	Diajukan	<div>Chat</div> <div>Edit</div> <div>Hapus</div>
2025-07-23 02:00:29	Strategi Publikasi dan Penulisan Jurnal (5 Mei)	Diskusi terfokus pada pemilihan penerbit atau jurnal yang paling relevan dengan topik penelitian. Sesi ini juga membahas cara menyajikan data olahan ke dalam format artikel jurnal secara efektif.	Menyeleksi beberapa jurnal potensial yang sesuai dengan ruang lingkup riset. Memperhatikan dengan detail setiap persyaratan pengiriman naskah.	Diajukan	<div>Chat</div> <div>Edit</div> <div>Hapus</div>
2025-07-23 02:01:15	Penyempurnaan Hasil dan Pembahasan (9 Mei)	Merevisi kembali hasil analisis data dan mempertajam bagian Hasil (Results) serta Pembahasan (Discussion) dalam naskah jurnal.	Memastikan pembahasan mampu mengaitkan temuan penelitian dengan landasan teori dan riset terdahulu secara mendalam dan sistematis.	Diajukan	<div>Chat</div> <div>Edit</div> <div>Hapus</div>
2025-07-23 02:02:04	Revisi Final Naskah Jurnal (11 Mei)	Pengecekan akhir secara komprehensif pada keseluruhan naskah jurnal sebelum diajukan ke penerbit.	Melakukan proofreading untuk tata bahasa, memeriksa ulang format sitasi dan referensi, serta memastikan semua syarat administratif jurnal telah terpenuhi.	Diajukan	<div>Chat</div> <div>Edit</div> <div>Hapus</div>

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☐ PLP 2

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2025-07-23 02:02:43	Proses Pengiriman Jurnal (12 Mei)	Memberikan panduan pada tahap akhir, yaitu finalisasi dan pengiriman naskah ke sistem penerbit jurnal.	Menyimpan arsip naskah yang dikirim beserta bukti pengiriman. Mencatat ID submisi untuk keperluan pelacakan status naskah.	Diajukan	<div><div>Chat</div><div>Edit</div><div>Hapus</div></div>
2025-07-23 02:12:42	Perbaikan Berdasarkan Masukan Reviewer (24 Mei)	Membahas dan menyusun strategi untuk merevisi naskah sesuai dengan catatan dan permintaan dari tim reviewer jurnal.	Menanggapi setiap poin ulasan dari reviewer secara terstruktur dan melampirkan dokumen response to reviewer yang merangkum semua perubahan yang dibuat.	Diajukan	<div><div>Chat</div><div>Edit</div><div>Hapus</div></div>