

APPENDICES

Appendices 1

No	Name of Surah/Verse	English
1.	QS. Ali 'Imran Verse 18	Allah declares that there is no god but He (who has the right to be worshiped), Who establishes justice. The Angels and the people of knowledge (also say so). There is no god but He (who deserves to be worshiped), the Mighty, the Wise

Appendices 2

A. Observation Guideline for Teacher

No	Name	Subject
1	Dewy Sept. Lestari, M. Pd	English Teacher Class X

No	Aspen yang Vitality	Peron Guru	Ket.
1.	Menyampaikan tujuan dan mempersiapkan siswa.	<ul style="list-style-type: none"> • Guru menjelaskan tujuan pembelajaran. • Guru menginformasikan pentingnya pembelajaran. • Guru mempersiapkan siswa untuk belajar. 	Terlaksana
2.	Mempresentasikan prosedur atau kegiatan pembelajaran.	<ul style="list-style-type: none"> • Guru mendemonstrasikan keterampilan dengan benar, atau menyajikan informasi tahap demi tahap. 	Terlaksana
3.	Membimbing proses pembelajaran.	<ul style="list-style-type: none"> • Guru merencanakan dan memberi bimbingan pelatihan menyesuaikan dengan metode PjBL (Project Based Learning) 	Terlaksana
4.	Mengecek pemahaman siswa dan memberikan umpan balik kepada siswa.	<ul style="list-style-type: none"> • Guru mengecek apakah siswa telah berhasil melakukan tugas dengan baik, memberi umpan balik. 	Terlaksana

5.	Memberikan kesempatan untuk siswa dalam mempresentasikan hasil karya dari kegiatan pembelajaran.	<ul style="list-style-type: none"> Guru mempersiapkan kesempatan untuk melakukan pelatihan lanjutan, dengan perhatian khusus pada penerapan kepada situasi lebih kompleks dan kehidupan sehari-hari 	Terlaksana
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B. Interview Guideline for Teacher

1. Bagaimana pengaruh dari penerapan PjBL dalam proses berfikir kritis pembelajaran descriptive text bagi siswa di kelas X-1 SMA N 1 Long Ikis?
 - PjBL sangat berpengaruh dalam pembelajaran, terutama dalam cara berfikir kritis siswa. Karena diakhir pelajaran siswa akan menghasilkan produk/proyek. Kemudian dalam menentukan produk atau proyek di hasil akhir mereka, maka siswa akan melewati tahap-tahap. Jadi, seperti persiapan terlebih dahulu, apa yang akan mereka buat, kemudian siswa bekerja secara berkelompok, dan pada tahap tersebut siswa pasti akan berfikir kritis menggunakan scientific approach.
2. Bagaimana tahapan siswa dalam mengerjakan proyek dengan metode PjBL?
 - Siswa akan memulai dengan mengamati, kemudian bertanya, dan siswa akan menghasilkan suatu produk yang sudah ditugaskan dalam pembelajaran descriptive text.
3. Apa alasan ibu membuat group discussion dalam penerapan PjBL saat pembelajaran descriptive text, dan mengapa siswa tidak mengerjakan proyek descriptive text secara individu?
 - Kalau siswa mengerjakan sendiri/individu, otomatis anak-anak/siswa tidak belajar untuk berinteraksi. Sementara interaksi itu diperlukan proyek ketika mereka menentukan produk yang akan mereka hasilkan. Itu salah satu alasannya mengapa siswa harus di bentuk grup/atau kelompok saat mengerjakan proyek.
 - Kemudian, jika siswa dibentuk group discussion maka siswa akan tersebar, ada yang pintar, ada yang sedang ada yang tidak mampu. Kalau siswa menggunakan group discussion ini, maka nanti anak yang di atas rata-rata nanti akan menjadi konseler sebaya siswa yang lainnya. Dia bias mentransfer ilmunya, sehingga nanti anak-anak yang lainnya bias memiliki presepsi atau konssep yang sama dalam pembelajaran descriptive text/materi yang diajarkan. Maka dari itu group discussion lebih bagus dipakai, dan sangat efektif karena yang pasti jika terdapat anak yang malas dalam suatu grup, dan apabila dia malas di grup, maka dia akan malu jika tidak ikut bantu mengerjakan tugas tersebut, dan pasti ada dorongan dari teman grupnya untuk belajar bersama dan siswa dapat aktif bersama saat mengerjakan.
4. Bagaimana hasil dari penerapan PjBL dalam pembelajaran writing on descriptive text?

- Siswa menghasilkan produk berupa hasil dari pengamatan teks descriptive text.
- Dengan waktu beberap minggu, diawali dengan pengenalan teks deskripsi di awal pertemuan dan ciri-ciri dari teks deskripsi, setelah itu siswa memahami maknanya secara keseluruhan.
- Pada pertemuan berikutnya, siswa telah dibentuk menjadi kelompok dan guru akan menilai produk yang dihasilkan.
- Produk yang dihasilkan dinilai melalui hasil presentasi dari siswa dan akaktifan individeu dari setiap kelompoknya. Siswa akan dinilai melalui dua tahap penilaian, yait penilaian secara kelompok, dan penilaian secara individu.

C. Interview Guideline for Students

1. Bagaimana pendapat anda tentang pembelajaran dengang menerpkan metode Project-Based Learning yang diterapkan dalam pembelajaran writing, descriptive text?
2. Apa saja kekurangan dan kelebihan dari penerarpan Project-Based Learnin dalam pembelajaran writing, descriptive text?

Appendices 3

Product of Descriptive Text Project

Kelompok : 1
 Anggota Kelompok : - Ahmad Maulana
 - Erista Putri Cahya
 - Feny Auliawati
 - Ufi Adiamingsih
 - Sinar Agustina

LATIHAN SOAL:

Read the following text and analyze it:

1. social function
2. generic structure
3. language feature

TEXT 1

a. Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar to either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub-district, Tanggamus district, Lampung province, Indonesia. Access to this place is quite difficult because Ulu Belu sub-district remote area in Lampung with its hilly contours, making this tourist spot elusive.

Lembah Pelangi Waterfall has two levels whereas the waterfall on the second level has two branches. The height of the first-level waterfall is about 100 meters, while the second-level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow that appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will soothe both your eyes.

b. Lembah Pelangi Waterfall	
Isi	Struktur teks
Lembah Pelangi Waterfall sounds unfamiliar to either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub-district, Tanggamus district, Lampung province, Indonesia. Access to this place is quite difficult because Ulu Belu sub-district remote area in Lampung with its hilly contours, making this tourist spot elusive.	- Identification -
Lembah Pelangi Waterfall has two levels whereas the waterfall on the second level has two branches. The height of the first-level waterfall is about 100 meters, while the second-	- Description

<p>level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow that appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.</p> <p>In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will soothe both your eyes.</p>	
<p>2. Social function</p>	<p>To describe about Lemban Pelangi waterfall. Located in Sukamaju Village, Uluwu sub-district.</p>
<p>3. Language Feature</p>	
<p>Specific participant</p>	<p>Lemban Pelangi waterfall</p>
<p>Adjective noun</p>	<ul style="list-style-type: none"> - The soft flowing gurgling waterfall sounds. - natural beauty
<p>Simple Present Tense</p>	<ul style="list-style-type: none"> - Lemban Pelangi waterfall is located in Sukamaju village. - Lemban Pelangi waterfall has two levels whereas the waterfall on the second
<p>Action verb</p>	<ul style="list-style-type: none"> - bathing - go -

level has two branches.

Kelompok : 2
 Anggota Kelompok : Jaya Rahmat - RPSKA
 - Mariyana - Masrah
 - Radik Eko
 - Rahmat Akbar

LATIHAN SOAL:
 Read the following text and analyze it:
 1. social function
 2. generic structure
 3. language feature

TEXT 1

a. Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar to either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub-district, Tanggamus district, Lampung province, Indonesia. Access to this place is quite difficult because Ulu Belu sub-district remote area in Lampung with its hilly contours, making this tourist spot elusive.

Lembah Pelangi Waterfall has two levels whereas the waterfall on the second level has two branches. The height of the first-level waterfall is about 100 meters, while the second-level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow that appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will soothe both your eyes.

b. Lembah Pelangi Waterfall	
Isi	Struktur teks
Lembah Pelangi Waterfall sounds unfamiliar to either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub-district, Tanggamus district, Lampung province, Indonesia. Access to this place is quite difficult because Ulu Belu sub-district remote area in Lampung with its hilly contours, making this tourist spot elusive.	IDENTIFICATION
Lembah Pelangi Waterfall has two levels whereas the waterfall on the second level has two branches. The height of the first-level waterfall is about 100 meters, while the second-	

<p>level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow that appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.</p> <p>In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will soothe both your eyes.</p>	DESCRIPTION
2. Social function	
3. Language Feature	
Specific participant	
Adjective noun	
Simple Present Tense	- Sukamaju village, Ulubelu sub-district, Lampung Province, Indonesia
Action verb	

Jawab :

2. To describe Lembah Pelangi Waterfall
 3. (Lembah Pelangi Waterfall, tourist)
- * The height of the first-level waterfall is about 100 meters
- The soft flowing gurgling waterfall sounds
 - Warm water
- Long trip go

Appendices 4

BAHAN AJAR

DESCRIPTIVE TEXT

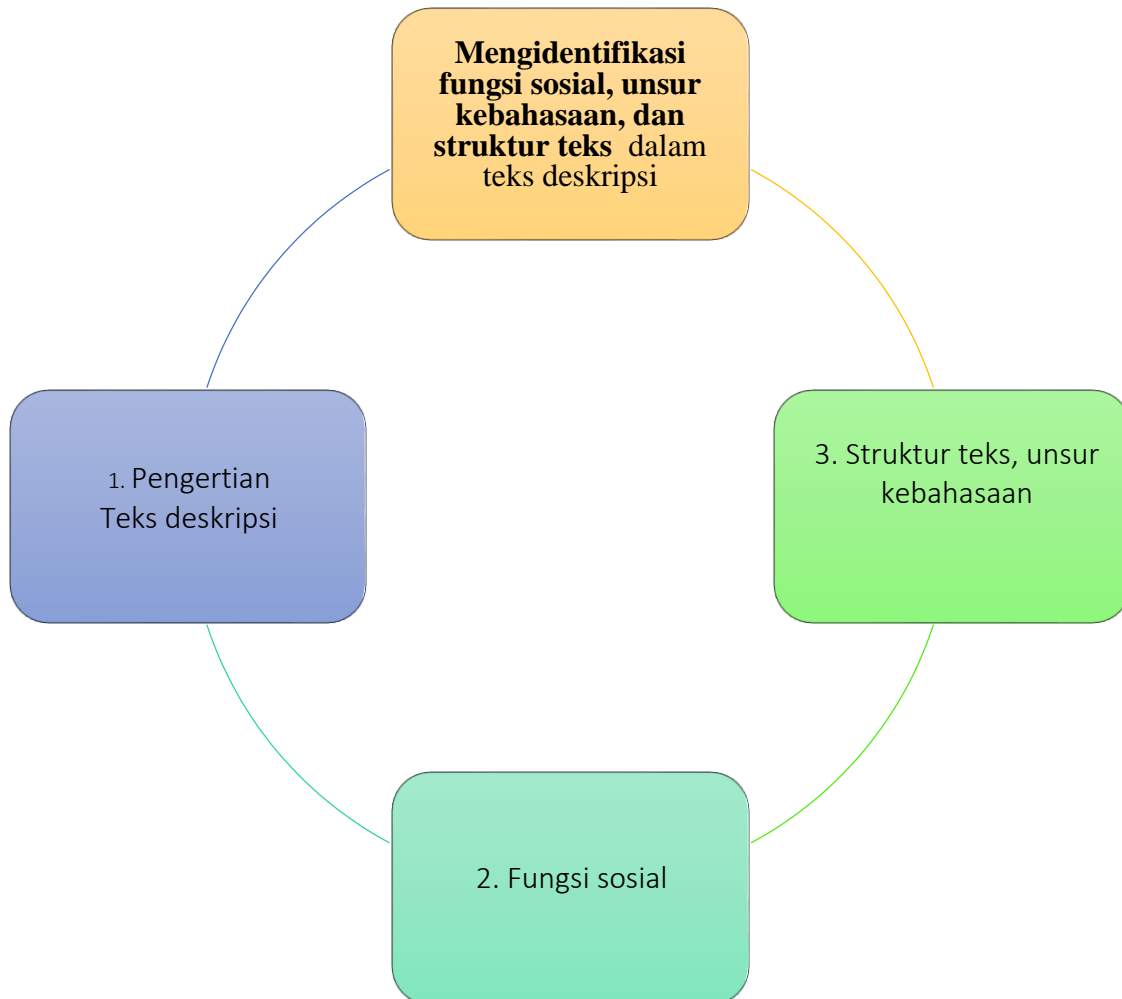
FASE E/ KELAS X SEMESTER 1

**Tujuan Pembelajaran**

Setelah mengikuti kegiatan pembelajaran dengan penerapan pendekatan saintifik, Peserta didik diharapkan mampu mengidentifikasi:

- fungsi sosial
- unsur kebahasaan
- struktur teks
dalam teks deskripsi

Peta Konsep



DESCRIPTION TEXT

A. DEFINITION/PENGERTIAN

Descriptive Text is a text which says what a person or a thing is like. The description includes shape, adjective, quantity, etc. Its purpose is to describe and reveal a particular person, place, or thing.

B. SOCIAL FUNCTION/ FUNGSI SOSIAL

- a. To describe a person, thing, or place in specific
- b. To describe a particular person, thing, or place.

C. GENERIC STRUCTURE/STRUKTUR TEKS

- a. Identification: (contains the introduction of a person, place, animal, or object that will be described.)
- b. Description: contains a description of something such as an animal, thing, place, or person by describing its features, forms, colors, or anything related to what the writer describes.

D. LANGUAGE FEATURE/UNSUR KEBAHASAAN

- a. Specific participant: has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- b. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
- c. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- d. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.)

EXAMPLE:

My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together.

Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He is really hard-working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scouting, trekking, and mountaineering activities. He has a good heart. He is truthful, honest, and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires

me to work harder. He keeps me away from bad company. I am happy to have such a friend.

Taken from slideshare.net

Berikut adalah contoh mengidentifikasi struktur teks deskriptif:

My Best Friend, Ernesto	
Isi	Struktur
<p>My best friend is Ernesto and he is my classmate. We go to school together.</p>	<p>Identification</p>
<p>Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.</p> <p>He is punctual, well-educated, and has good manners. He is really hard-working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.</p> <p>Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scouting, trekking, and mountaineering activities. He has a good heart. He is truthful, honest, and obedient.</p>	<p>Description</p>

ASESMEN FORMATIF

LEMBAR KERJA PESERTA DIDIK (LKPD)

DESCRIPTIVE TEXT

FASE E/ KELAS X SEMESTER 1

TUJUAN PEMBELAJARAN

- Setelah mengikuti kegiatan pembelajaran, peserta didik mampu **mengidentifikasi** :
 - ✓ fungsi sosial
 - ✓ struktur teks
 - ✓ unsur kebahasaan dalam teks deskriptif

DESCRIPTIVE TEXT

Tujuan : Setelah mengerjakan LKPD ini, diharapkan peserta didik dapat:

Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks deskriptif



Kegiatan 1

Dengarkan penjelasan guru tentang descriptive text!

Kegiatan 2

Setelah peserta didik mendengarkan penjelasan guru, peserta didik **mengidentifikasi** fungsi sosial, struktur teks dan unsur kebahasaan dengan cara berdiskusi dalam kelompok.

LATIHAN SOAL:

Read the following text and analyze it:

1. social function
2. generic structure
3. language feature

TEXT 1

a. Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar to either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub-district, Tanggamus district, Lampung province, Indonesia. Access to this place is quite difficult because Ulu Belu sub-district remote area in Lampung with its hilly contours, making this tourist spot elusive.

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will soothe both your eyes.	
2. Social function	
3. Language Feature	
Specific participant	
Adjective noun	•
Simple Present Tense	
Action verb	

Kegiatan 3

- Secara berkelompok, peserta didik menuliskan hasil diskusinya pada LKPD yang telah disediakan guru (isian ditulis di papan tulis)
- Peserta didik dibimbing guru mempresentasikan hasil diskusinya di depan kelas
- Peserta didik dibimbing oleh guru menyimpulkan materi pembelajaran

Nama kelompok	Nilai	Deskripsi Nilai dari Guru

PEDOMAN PENSKORAN ASESMEN FORMATIF

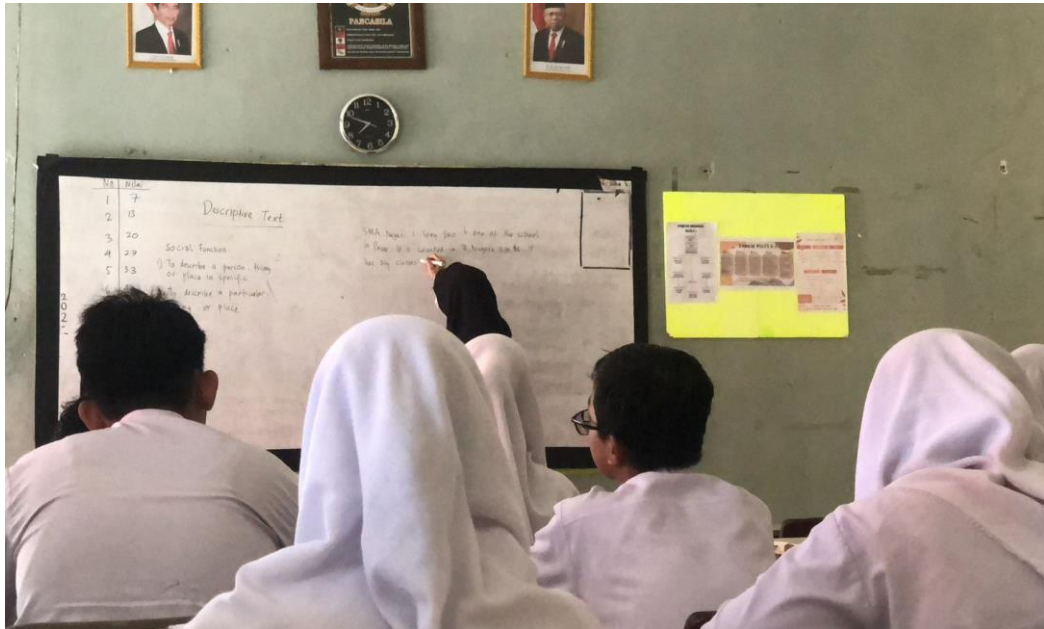
**Pedoman Penskoran Mengidentifikasi
Informasi Faktual**

No soal	Kriteria Penilaian	Skor	Skor maks
1	Peserta didik mampu mengidentifikasi fungsi sosial dengan tepat	2,5	2,5
	Peserta didik mampu mengidentifikasi fungsi sosial, tetapi kurang tepat	2	
	Peserta didik tidak mampu mengidentifikasi fungsi sosial dengan tepat	1	
2	Peserta didik mampu mengidentifikasi generic structure, secara tepat	2,5	2,5
	Peserta didik mampu mengidentifikasi generic structure, tetapi kurang tepat	2	
	Peserta didik tidak mampu mengidentifikasi generic structure dengan tepat	1	
3a	Peserta didik mampu mengidentifikasi language feature (specific participant) dengan tepat	2,5	2,5
	Peserta didik mampu mengidentifikasi language feature (specific participant), tetapi kurang tepat	2	
	Peserta didik tidak mampu mengidentifikasi language feature (specific participant) dengan tepat	1	
3b	Peserta didik mampu mengidentifikasi language feature (adjective noun) dengan tepat	5	5
	Peserta didik mampu mengidentifikasi language feature (adjective noun), tetapi kurang tepat	3	
	Peserta didik tidak mampu mengidentifikasi language feature (adjective noun) dengan tepat	2	
3c	Peserta didik mampu mengidentifikasi language feature (simple present tense) dengan tepat	5	5
	Peserta didik mampu mengidentifikasi language feature (simple present tense) tetapi kurang tepat	3	
	Peserta didik tidak mampu mengidentifikasi language feature (simple present tense) dengan tepat	2	
3d	Peserta didik mampu mengidentifikasi language feature (action verb) dengan tepat	7,5	7,5
	Peserta didik mampu mengidentifikasi language feature (action verb), tetapi kurang tepat	5	
	Peserta didik tidak mampu mengidentifikasi language feature (action verb) dengan tepat	3	
Skor Maksimal			25

$$\text{Nilai} = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

Appendices 5

1. Photo When The Teacher Explained The Materials



2. Photos When Teacher Asked Students to Divide Into Several Group For Discussed.




3. Photo When The Students Fill In The Questionnaire





Appendices 6

1. Research Letter


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN
 Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
 Telepon (0511) 3253939; Faksimili (0511) 3274492;
 Website: ftk.uin-antasari.ac.id; E-mail: ftk@uin-antasari.ac.id


Nomor : B-261/Un.14/III.1/PP.00.9/09/2022 23 September 2022
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset


Yth. Kepala SMA N 1 Long Ikis
 Kabupaten Paser

Assalamu'alaikum Wr.Wb
 Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Merryani
 NIM : 180101030018
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Ds. Pait, Kec. Long Iki, Kab. Paser, Kaltim
 No HP : 081345956962

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Wakil Dekan Bidang Akademik dan Kelembagaan,

 Ahmad Muradi



Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon (0511) 3253939; Faksimili (0511) 3274492;
Website: ftk.uin-antasari.ac.id; E-mail: ftk@uin-antasari.ac.id

SURAT RISET

Nomor : B-276 /Un.14/III.1/PP.00.9/09/2022

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Merryani
NIM : 180101030018
Semester : IX (sembilan)
Alamat : Ds. Pait, Kec. Long Iki, Kab. Paser, Kaltim
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

The Implementation of Project-Based Learning for Students' Critical Thinking Skills in Teaching Writing of Descriptive Text

Tempat Penelitian : SMA N 1 Long Ikis
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 26 September 2022
Sampai Tanggal : 26 November 2022

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 23 September 2022
Wakil Dekan Bidang Akademik dan Kelembagaan,


Dr. Ahmad Muradi, M.Ag
NIP. 197808082005011006

Mahasiswa yang bersangkutan,

Merryani
180101030018



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon (0511) 3253939; Faksimili (0511) 3274492;
Website: ftk.uin-antasari.ac.id; E-mail: ftk@uin-antasari.ac.id

SURAT RISET

Nomor : B-276 /Un.14/III.1/PP.00.9/09/2022

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Merryani
NIM : 180101030018
Semester : IX (sembilan)
Alamat : Ds. Pait, Kec. Long Iki, Kab. Paser, Kaltim
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan judul :

The Implementation of Project-Based Learning for Students' Critical Thinking Skills in Teaching Writing of Descriptive Text

Tempat Penelitian : SMA N 1 Long Ikis
Lamanya Riset : 2 (Dua) Bulan
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Sampai Tanggal : 26 November 2022

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 23 September 2022

Wakil Dekan Bidang Akademik dan Kelembagaan,


Dr. Ahmad Muradi, M.Ag
NIR 197808082005011006

Mahasiswa yang bersangkutan,

Merryani
180101030018

2. Research Completion Letter



PEMERINTAH PROVINSI KALIMANTAN TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 LONG IKIS - TERAKREDITASI "A"
Alamat Jln. Negara Km 85 Kec. Long Ikis Kab. Paser Tlep. 0543-5231402 KP.76282
smansalongikis.blogspot.com / sman1longikis@gmail.com

SURAT KETERANGAN
Nomor : 802 / 1210/ SMAN 1-LI / XI / 2022

Yang bertanda tangan dibawah ini adalah Kepala SMA Negeri 1 Long Ikis .

Nama : Drs. Sugeng Harianto, M.Pd.
NIP : 19670117 199303 1 006
Pangkat/Golongan : Pembina TK.I.IV-b
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : Merryani
NIM : 180101030018
Program Studi : Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Keguruan UIN Antasari

Telah menyelesaikan Penelitian dalam rangka pengumpulan data untuk penyusunan Skripsi dengan Judul " THE IMPLEMENTATION OF PROJECT – BASED LEARNING FOR STUDENTS CRITICAL THINKING SKILLS IN TEACHING WRITING OF DESCRIPTIVE TEXT " .

Penelitian tersebut dilaksanakan pada tanggal 26 September s.d 26 November 2022.

Demikian surat keterangan selesai penelitian ini dibuat untuk dipergunakan sebagaimana mestinya.

Long Ikis, 14 November 2022
Kepala Sekolah



Drs. Sugeng Harianto, M.Pd.
NIP 19670117 199303 1 006

CURRICULUM VITAE

I. Personal Details

Name : Merryani
Place and Date of Birth : Long Ikis, March 25th, 2000
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : Alm. Syamsuni, and Marsian
Siblings : Srilawati and Padli

II. Formal Educational Background

2005 - 2006 : Tunas Harapan Kindergarten (TK Tunas Harapan)
2006 - 2007 : State Elementary School of Long Ikis 006 (SDN 006 Long Ikis)
2007 - 2012 : State Elementary School of Long Ikis 3 (SDN 003 Long Ikis)
2012 - 2015 : State Islamic Junior High School 4 Paser (MTsN 4 Paser)
2015 - 2018 : State Senior High School 1 Long Ikis (SMAN 1 Long Ikis)
2018 - 2022 : English Education Department of Antasari State Islamic University Banjarmasin

III. Organization Experience

2018 – 2021 : Member of ESA Antasari Banjarmasin
2022 – 2023 : Member of Kanda Dinda Duta Budaya Kalimantan Timur

Banjarmasin, Juni 2023