

APPENDICES

Appendix 1. Thesis supervisor approval letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : Prof. Dr. Putu Kerti Nitiasih, M.A. (as the 1st prospective supervisor)
NIP : 196206261986032002

confirm that we approve to guide the thesis submitted by:

Name : I Putu Aryan Setiawan
NIM : 1912021233
Class : 7E

Thesis Title : "Analysis of PiBL Implemetation at SMP Negeri 4 Singaraja In case of Merdeka Belajar"

We hope this letter can be used as the basis of thesis supervisor assignment by the department.

1st Prospective supervisor


Prof. Dr. Putu Kerti Nitiasih, M.A.
NIP. 196206261986032002

Appendix 2. Surat izin observasi



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: hs.unidikganesha.ac.id

Nomor : 3295/UN48.7.1/DT/2022

8 November 2022

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMP Negeri 4 Singaraja
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Pre-Observasi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I Putu Aryan Setiawan
NIM	: 1912021233
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

an. Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd. M.Pd.

Observation checklist on Project Based Learning observed in the classroom.

Meeting: 1st meeting with Mrs. Ayu

Date : Friday, 18-11-2022

Topic : Describe famous people

Appendix 3. Observation checklist 1st meeting with Mrs. Ayu

No.	Stages of syntax	Detail	Yes	No
1	Choosing Project Topic	<ol style="list-style-type: none"> 1. Teachers is choosing a topic. 2. Teachers help students to understand the topic and the objective. 		√
2	Pre-communicative Activities	<ol style="list-style-type: none"> 1. Teacher introduce new vocabulary and the language features to students. 2. Teacher explain the importance of the vocabulary introduced to finish their project. 		√
3	Asking Essential Questions	<ol style="list-style-type: none"> 1. The teacher prepares some essential questions before the learning process 2. Teachers asked Essential questions that must be completed and answered by students through a project.. 		√
4	Designing Project Plan	<ol style="list-style-type: none"> 1. Teachers facilitate students with inquiry process 2. Teacher facilitate students with topic selection 		√
5	Creating Project Timeline	<ol style="list-style-type: none"> 1. Teacher explain how to make time line for their project 2. Teacher check the students time line 		√
6	Finishing the Project	<ol style="list-style-type: none"> 1. Teacher facilitate students to finish their project 		√

		2. Teachers check the students' final project		
7	Assessing the Project Results	1. Teachers asses their project results. 2. The teacher can also evaluate students' performance and project results as a formative assessment.		√
8	Evaluating the Project	1. Teachers Evaluate the project by providing feedbacks for the project results 2. Teachers ask the students students to reflect on the learning activities.		√

Observation checklist on Project Based Learning observed in the classroom.

Meeting: 2nd meeting with Mrs. Ayu

Date : Friday, 14-04-2023

Topic : Family

Appendix 4. Observation checklist 2nd meeting with Mrs. Ayu

No.	Stages of syntax	Detail	Yes	No
1	Choosing Project Topic	1. Teachers is choosing a topic. 2. Teachers help students to understand the topic and the objective.		√
2	Pre-communicative Activities	1. Teacher introduce new vocabulary and the language features to students. 2. Teacher explain the importance of the vocabulary introduced to finish their project.		√
3	Asking Essential Questions	1. The teacher prepares some essential questions before the learning process 2. Teachers asked Essential questions that must be completed and		√

		answered by students through a project..		
4	Designing Project Plan	<ol style="list-style-type: none"> 1. Teachers facilitate students with inquiry process 2. Teacher facilitate students with topic selection 		√
5	Creating Project Timeline	<ol style="list-style-type: none"> 1. Teacher explain how to make time line for their project 2. Teacher check the students time line 		√
6	Finishing the Project	<ol style="list-style-type: none"> 1. Teacher facilitate students to finish their project 2. Teachers check the students' final project 		√
7	Assessing the Project Results	<ol style="list-style-type: none"> 1. Teachers asses their project results. 2. The teacher can also evaluate students' performance and project results as a formative assessment. 		√
8	Evaluating the Project	<ol style="list-style-type: none"> 1. Teachers Evaluate the project by providing feedbacks for the project results 2. Teachers ask the students students to reflect on the learning activities. 		√

Observation checklist on Project Based Learning observed in the classroom.

Meeting : 1st meeting with Mrs. Kadek Armini

Date : Thursday, 17-11-2022

Topic : School objects (object in the class)

Appendix 5. Observation checklist 1st meeting with Mrs. Kadek Armini

No.	Stages of syntax	Detail	Yes	No
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1	Choosing Project Topic	<ol style="list-style-type: none"> 1. Teachers is choosing a topic. 2. Teachers help students to understand the topic and the objective. 		√
2	Pre-communicative Activities	<ol style="list-style-type: none"> 1. Teacher introduce new vocabulary and the language features to students. 2. Teacher explain the importance of the vocabulary introduced to finish their project. 		√
3	Asking Essential Questions	<ol style="list-style-type: none"> 1. The teacher prepares some essential questions before the learning process 2. Teachers asked Essential questions that must be completed and answered by students through a project. 		√
4	Designing Project Plan	<ol style="list-style-type: none"> 1. Teachers facilitate students with inquiry process 2. Teacher facilitate students with topic selection 		√
5	Creating Project Timeline	<ol style="list-style-type: none"> 1. Teacher explain how to make time line for their project 2. Teacher check the students time line 		√
6	Finishing the Project	<ol style="list-style-type: none"> 1. Teacher facilitate students to finish their project 2. Teachers check the students' final project 		√
7	Assessing the Project Results	<ol style="list-style-type: none"> 1. Teachers asses their project results. 2. The teacher can also evaluate students' performance and project results as a formative assesment. 		√

8	Evaluating the Project	<ol style="list-style-type: none"> 1. Teachers Evaluate the project by providing feedbacks for the project results 2. Teachers ask the students to reflect on the learning activities. 		√
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Observation checklist on Project Based Learning observed in the classroom.

Meeting : 2nd meeting with Mrs. Kadek Armini

Date : Tuesday, 22-11-2022

Topic : School objects (object in the class)

Appendix 6. Observation checklist 2nd meeting with Mrs. Kadek Armini

No.	Stages of syntax	Detail	Yes	No
1	Choosing Project Topic	<ol style="list-style-type: none"> 1. Teachers is choosing a topic. 2. Teachers help students to understand the topic and the objective. 		√
2	Pre-communicative Activities	<ol style="list-style-type: none"> 1. Teacher introduce new vocabulary and the language features to students. 2. Teacher explain the importance of the vocabulary introduced to finish their project. 		√
3	Asking Essential Questions	<ol style="list-style-type: none"> 1. The teacher prepares some essential questions before the learning process 2. Teachers asked Essential questions that must be completed and answered by students through a project. 		√
4	Designing Project Plan	<ol style="list-style-type: none"> 1. Teachers facilitate students with inquiry process 2. Teacher facilitate students with topic selectiob 		√

5	Creating Project Timeline	<ol style="list-style-type: none"> 1. Teacher explain how to make time line for their project 2. Teacher check the students time line 		√
6	Finishing the Project	<ol style="list-style-type: none"> 1. Teacher facilitate students to finish their project 2. Teachers check the students' final project 		√
7	Assessing the Project Results	<ol style="list-style-type: none"> 1. Teachers asses their project results. 2. The teacher can also evaluate students' performance and project results as a formative assessment. 		√
8	Evaluating the Project	<ol style="list-style-type: none"> 1. Teachers Evaluate the project by providing feedbacks for the project results 2. Teachers ask the students students to reflect on the learning activities. 		√

Observation checklist 1st meeting with Mrs. Dewi

Observation checklist on Project Based Learning observed in the classroom.

Meeting : 1st meeting with Mrs. Dewi

Date : Friday, 05-05-2022

Topic : Procedure text

Appendix 7. Observation checklist 1st meeting with Mrs. Dewi

No.	Stages of syntax	Detail	Yes	No
1	Choosing Project Topic	<ol style="list-style-type: none"> 1. Teachers is choosing a topic. 2. Teachers help students to understand the topic and the objective. 	√	
2	Pre-communicative Activities	<ol style="list-style-type: none"> 1. Teacher introduce new vocabulary and the language features to students. 	√	

		2. Teacher explain the importance of the vocabulary introduced to finish their project.		
3	Asking Essential Questions	<ol style="list-style-type: none"> 1. The teacher prepares some essential questions before the learning process 2. Teachers asked Essential questions that must be completed and answered by students through a project. 	√	
4	Designing Project Plan	<ol style="list-style-type: none"> 1. Teachers facilitate students with inquiry process 2. Teacher facilitate students with topic selection 	√	
5	Creating Project Timeline	<ol style="list-style-type: none"> 1. Teacher explain how to make time line for their project 2. Teacher check the students time line 	√	
6	Finishing the Project	<ol style="list-style-type: none"> 1. Teacher facilitate students to finish their project 2. Teachers check the students' final project 	√	
7	Assessing the Project Results	<ol style="list-style-type: none"> 1. Teachers assess their project results. 2. The teacher can also evaluate students' performance and project results as a formative assessment. 		√
8	Evaluating the Project	<ol style="list-style-type: none"> 1. Teachers Evaluate the project by providing feedbacks for the project results 2. Teachers ask the students to reflect on the learning activities. 		√

Observation checklist on Project Based Learning observed in the classroom.

Meeting : 2nd meeting with Mrs. Dewi

Date : Wednesday, 10-05-2023

Topic : Procedure text

Appendix 8. Observation checklist 2nd meeting with Mrs. Dewi

No.	Stages of syntax	Detail	Yes	No
1	Choosing Project Topic	<ol style="list-style-type: none">1. Teachers is choosing a topic.2. Teachers help students to understand the topic and the objective.		√
2	Pre-communicative Activities	<ol style="list-style-type: none">1. Teacher introduce new vocabulary and the language features to students.2. Teacher explain the importance of the vocabulary introcued to finish their project.		√
3	Asking Essential Questions	<ol style="list-style-type: none">1. The teacher prepares some essential questions before the learning process2. Teachers asked Essential questions that must be completed and answered by students through a project.		√
4	Designing Project Plan	<ol style="list-style-type: none">1. Teachers facilitate students with inquiry process2. Teacher facilitate students with topic selectiob		√
5	Creating Project Timeline	<ol style="list-style-type: none">1. Teacher explain how to make time line for their project2. Teacher check the students time line		√
6	Finishing the Project	<ol style="list-style-type: none">1. Teacher facilitate students to finish their project2. Teachers check the students' final project		√

7	Assessing the Project Results	<ol style="list-style-type: none"> 1. Teachers asses their project results. 2. The teacher can also evaluate students' performance and project results as a formative assessment. 	√	
8	Evaluating the Project	<ol style="list-style-type: none"> 1. Teachers Evaluate the project by providing feedbacks for the project results 2. Teachers ask the students students to reflect on the learning activities. 	√	

Observation checklist on Project Based Learning observed in the classroom.

Meeting : 1st meeting with Mrs. Sri Sandiani

Date : Tuesday, 18-04-2023

Topic : Schedule of school

Appendix 9. Observation checklist 1st meeting with Mrs. Sri

No.	Stages of syntax	Detail	Yes	No
1	Choosing Project Topic	<ol style="list-style-type: none"> 1. Teachers is choosing a topic. 2. Teachers help students to understand the topic and the objective. 		√
2	Pre-communicative Activities	<ol style="list-style-type: none"> 1. Teacher introduce new vocabulary and the language features to students. 2. Teacher explain the importance of the vocabulary introduced to finish their project. 		√
3	Asking Essential Questions	<ol style="list-style-type: none"> 1. The teacher prepares some essential questions before the learning process 2. Teachers asked Essential questions that must be completed and answered by students through a project. 		√

4	Designing Project Plan	<ol style="list-style-type: none"> 1. Teachers facilitate students with inquiry process 2. Teacher facilitate students with topic selectiob 		√
5	Creating Project Timeline	<ol style="list-style-type: none"> 1. Teacher explain how to make time line for their project 2. Teacher check the students time line 		√
6	Finishing the Project	<ol style="list-style-type: none"> 1. Teacher facilitate students to finish their project 2. Teachers check the students' final project 		√
7	Assessing the Project Results	<ol style="list-style-type: none"> 1. Teachers asses their project results. 2. The teacher can also evaluate students' performance and project results as a formative assessment. 		√
8	Evaluating the Project	<ol style="list-style-type: none"> 1. Teachers Evaluate the project by providing feedbacks for the project results 2. Teachers ask the students students to reflect on the learning activities. 		√

Observation checklist on Project Based Learning observed in the classroom.

Meeting : 2nd meeting with Mrs. Sri Sandiani

Date : Saturday, 18-04-2023

Topic : Schedule of school

Appendix 10. Observation checklist 2nd meeting with Mrs. Sri

No.	Stages of syntax	Detail	Yes	No
1	Choosing Project Topic	1. Teachers is choosing a topic.		√

		2. Teachers help students to understand the topic and the objective.		
2	Pre-communicative Activities	<ol style="list-style-type: none"> 1. Teacher introduce new vocabulary and the language features to students. 2. Teacher explain the importance of the vocabulary introduced to finish their project. 		√
3	Asking Essential Questions	<ol style="list-style-type: none"> 1. The teacher prepares some essential questions before the learning process 2. Teachers asked Essential questions that must be completed and answered by students through a project. 		√
4	Designing Project Plan	<ol style="list-style-type: none"> 1. Teachers facilitate students with inquiry process 2. Teacher facilitate students with topic selectiob 		√
5	Creating Project Timeline	<ol style="list-style-type: none"> 1. Teacher explain how to make time line for their project 2. Teacher check the students time line 		√
6	Finishing the Project	<ol style="list-style-type: none"> 1. Teacher facilitate students to finish their project 2. Teachers check the students' final project 		√
7	Assessing the Project Results	<ol style="list-style-type: none"> 1. Teachers asses their project results. 2. The teacher can also evaluate students' performance and project results as a formative assessment. 		√
8	Evaluating the Project	<ol style="list-style-type: none"> 1. Teachers Evaluate the project by providing feedbacks for the project results 		√

		2. Teachers ask the students students to reflect on the learning activities.		
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Interview with Mrs. Ayu

Kind of research instrument: Interview

Teacher name: Gst. Agung Ayu Putu Parianingsih, S.Pd

No.	Pertanyaan	Jawaban
1	Apakah Bapak/Ibu pernah menggunakan PjBL dalam proses pembelajaran?	Baik terima kasih atas pertanyaannya. Saya pernah menggunakan project based, tapi memang kebetulan kelas 7 yang saya ajar belum pernah. Tetapi di kelas 9, ada beberapa materi yang menurut saya bisa dijadikan project. Menyesuaikan dengan tipikal materi, dengan tingkat kesiapan siswa.
2	Apakah Bapak/Ibu sudah mengguakan PjBL sesuai dengan prosedur di dalam teori/modul Project-Based Learning oleh Hamidah, et al. (2020)? Dan apabila tidak, kenapa penggunaan PjBL yang Bapak/Ibu terapkan berbeda? Serta bagaimana Bapak/Ibu melakukannya?	Setelah saya lihat sekilas, rasanya hampir 90 persen tahapan yang sudah saya lakukan. Terutama, untuk kelas 9 itu, pernah melakukan project. Jadi di awal memang kita mengarahkan siswa untuk memilih topik. Atau terkadang topiknya saya berikan, tapi banyak pilihan. Jadi mereka bisa memilih. Setelah sebelumnya, tentu di situ kita menggali kosa kata apa saja yang kira -kira akan mereka gunakan. Jadi pergroup mereka berdiskusi dulu apa kira -kira topik akan mereka buat, kemudian menentukan kosa kata mana yang kira -kira akan banyak mereka gunakan. Baru setelah itu, mungkin saya yang memberikan timeline, bukan mereka. Jadi saya yang membuatkan timeline dan mereka menyesuaikan dengan. Timeline itu. Jadi setelah mereka bekerja, terakhir projectnya itu resultnya adalah video. Mereka ada di situ, memang harus speaking. Kemudian di situ, saya dulu pernah bekerja sama dengan guru TIK juga. Karena masalah video saya awam, jadi saya melihat dari segi language

		-nya dan bahasa dan sebagainya. Jadi seperti itu, kemudian kita memberi feedback.
3	Jika tidak, model pembelajaran apa yang digunakan dalam pembelajaran tersebut?	Di kelas 7 ini ya, kalau di kelas 7 saya mostly sebenarnya tipe -tipe yang tradisional. Karena mereka kan banyak lemah (kurang), saya sudah cerita, kadang level kosakata mereka ada yang tinggi sekali. Saya kadang pakai TPR, total physical respawn, yang mana mereka memperagakan. Kemudian saya juga kadang pakai game, sering -sering pakai game, game yang word tapi bisa puzzle, bisa scramble. Kemudian selain itu kita juga sering pakai yang komunikatifnya. Tapi mostly saya pakai yang sederhana, yang seperti TPR, total physical respawn, game yang membuat anak senang. Kalau yang masih level menulis, saya masih yang pola lama, dari meniru (imitating) dulu. Kalau deskriptif tentang diri sendiri kan mereka bisa rasanya. Kayak family yang waktu ini ada selesai yang seperti itu. Tapi ketika mendeskripsikan tempat, kalau levelnya masih sekolah saya suruh bisa mereka. Tapi ketika mendeskripsikan kota Singaraja, misalkan belum memproduksi. Mungkin knowledge juga berpengaruh ya kan, tidak semua pernah ke kota, seperti tahu posisi taman kota di mana. Tergantung kedalaman dan knowledge siswa juga.

Kind of research instrument: Interview

Teacher name: Ni Kadek Armini, S.Pd.

Appendix 11. interview with Mrs. Kadek Armini

No.	Pertanyaan	Jawaban
1	Apakah Bapak/Ibu pernah menggunakan PjBL dalam proses pembelajaran?	Kalau PJBL ini biasanya kita harus menentukan juga level anak -anak kelasnya. Kalau kelas 7 untuk projek mungkin belum. Kalau kelas 9 sih bisa, karena mereka bahasanya mungkin sudah lebih. Pengosakata sudah, terus teorinya memang lebih jauh arahnya. Kalau kelas 7 -nya belum. Karena hanya baru penguasaan kalimat, dan kursus kata.
2	Apakah Bapak/Ibu sudah mengguakan PjBL sesuai dengan prosedur di dalam teori/modul Project-Based Learning oleh Hamidah, et al. (2020)? Dan apabila tidak, kenapa penggunaan PjBL yang Bapak/Ibu terapkan berbeda? Serta bagaimana Bapak/Ibu melakukannya?	Saya sesuaikan dengan ini, karena di sini anak -anak kemampuan berbahasanya beda-beda. Kelas yang dipegang itu kelas 9 yang masih di kelas yang biasa. Jadimungkin kalau sinteksnya biar sesuai dengan level anak -anak dulu. Prosesnya seperti itu. Sebelumnya kursus kata, baru ke grammar-nya, baru ke strukturnya. Jadi kita perkenalkan dulu, biar siswa siap jadinya dalam pembuatan project. Kalau kelas 7 kan belum. Kalau kelas 9 sudah. Kalau kelas 7 memang belum dia bisa untuk ke project. Karena anak -anak level bahasanya masih kurang. Masih simple -simple sederhana. Untuk project belum.
3	Jika tidak, model pembelajaran apa yang digunakan dalam pembelajaran tersebut?	Kalau kelas 7 mungkin inquiry lebih digunakan. Jadi siswa sendiri, saya kasih model kalimat contohnya. Nanti siswa sendiri yang menganalisa format kalimatnya apa. Atau kita kasih berbagai gambar. Nanti siswa sendiri yang menemukan bahasa Inggrisnya. siswa yang mencari tahu.

Kind of research instrument: Interview

Teacher name: Luh Putu Dewi Ariani, S.Pd., M.Pd.

Appendix 12. Interview with Mrs. Dewi

No.	Pertanyaan	Jawaban
1	Apakah Bapak/Ibu pernah menggunakan PjBL dalam proses pembelajaran?	Kalau dalam pembelajaran khususnya di kelas 7, tentu saja saya pernah menggunakan project based learning ini dalam pembelajaran bahasa Inggris saya.
2	Apakah Bapak/Ibu sudah menggunakan PjBL sesuai dengan prosedur di dalam teori/modul Project-Based Learning oleh Hamidah, et al. (2020)? Dan apabila tidak, kenapa penggunaan PjBL yang Bapak/Ibu terapkan berbeda? Serta bagaimana Bapak/Ibu melakukannya?	Karena saya tidak selalu, tidak semua materi itu saya pakai project based learning. Jadi yang menurut saya bagus, cocok begitu materinya saya pakai ini. Jadi project base learning ini. Kalau misalnya sinteknya itu, bagaimana sih apakah sudah sesuai dengan sintek yang ada dalam teori itu? Menurut saya pribadi sih, biasanya guru -guru itu belajar di kampus. Tapi kadang-kadang untuk mengikuti step by stepnya, biasanya kita akan buat RPP dulu sebelumnya. Memang kita sudah mau itu, misalnya pendekatan apa, metode apa. Kita tulis di RPP kadang kalau misalnya, oh sekarang ini dipertemuan ke 6 misalnya, di RPP saya sudah pakai ini, terus saya baca lagi sinteknya. Jadinya sebenarnya kalau dilihat dari urutannya sekali, kemudian persis banget tidak seperti itu sebenarnya, sih tidak begitu ya. Biasanya sebelum mulai itu cek lagi saya RPPnya, terus ingat misalnya, oh ya habis ini ya. Kalau memang menurut saya tidak terlalu jauh sekali, tidak terlalu jauh perbedaannya saya jalan saja. Jadi biasanya sudah secara otomatis. Jadi oh habis ini ini, karena beberapa kali. Tergantung juga kadang ini juga bisa dipengaruhi sama situasi, keadaan. Kadang-kadang harus, saya sudah sampai ke, anggap dah tahap ke 3 misalnya di sinteknya itu, tapi kadang-kadang kita harus balik lagi ke yang kedua, atamungkin malah mulai lagi yang ke satu, karena

		mungkin situasi dan keadaan anak-anak itu belum paham atau gimana. Kadang-kadang juga misalnya ketika jalan, pernah juga pas sambil jalan, ternyata agak sulit ini untuk dilaksanakan, sehingga saya memberikan alternatif-alternatif lain. Misalnya kadang ada pemilihan topik baru di sana, jadi tiba-tiba awalnya sudah ditentukan topik yang utama, ternyata kalau proses pekerjaannya itu ada masalah, saya mulai lagi ulang.
3	Jika tidak, model pembelajaran apa yang digunakan dalam pembelajaran tersebut?	Guru sudah menggunakan pembelajaran berbasis proyek (PjBL)

Kind of research instrument: Interview

Teacher name: Putu Sri Sandiani, S.Pd.

Appendix 13. Interview with Mrs, Sri

No.	Pertanyaan	Jawaban
1	Apakah Bapak/Ibu pernah menggunakan PjBL dalam proses pembelajaran?	Belum pernah menggunakan PjBl dalam kegiatan pembelajaran.
2	Apakah Bapak/Ibu sudah menggunakan PjBL sesuai dengan prosedur di dalam teori/modul Project-Based Learning oleh Hamidah, et al. (2020)? Dan apabila tidak, kenapa penggunaan PjBL yang Bapak/Ibu	Tidak menggunakan itu sih (PjBL) selama mengajar, karena belum pernah.

	terapkan berbeda? Serta bagaimana Bapak/Ibu melakukannya?	
3	Jika tidak, model pembelajaran apa yang digunakan dalam pembelajaran tersebut?	Communicative learning dan juga berbasis seperti berkelompok. Menggunakan LKS dan menyesuaikan dengan LKS seperti menjawab pertanyaan yang terdapat disana.

Appendix 14. Surat pernyataan telah melaksanakan penelitian




ບໍລິເວນ ສະບູນາຫາລີ ທຸງກຸນາລັນ
 PEMERINTAH KABUPATEN BULELENG
 ດິນສາມີ ບໍລິເວນສາມາລີ ບໍລິເວນ ທາລີ ຫຼຸນກຸນາ
 DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA
 ມິດຊາລາຍ ບໍລິເວນ ບໍລິເວນ ມິດຊາລາຍ
 SEKOLAH MENENGAH PERTAMA NEGERI 4 SINGARAJA
 Alamat : Jl. Srikandi, Babakan – Sambangan, Singaraja – Bali 81161, Telpn : (0362)26018 / 32824
 Email : smpn4_singaraja@yahoo.co.id, Website : https://smpn4sg.sch.id

SURAT KETERANGAN
No :440 /SMPN.4/LL/ X /2023

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 4 Singaraja Menerangkan dengan sebenarnya bahwa :

Nama : I Putu Arvan Setiawan
 NIM : 1912021233
 Jurusan : Bahasa Asing
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Bahasa dan Seni
 Perguruan Tinggi : Universitas Pendidikan Ganesha

Memang benar yang bersangkutan telah melaksanakan Penelitian di SMP Negeri 4 Singaraja untuk penyusunan Skripsi yang berlangsung mulai tanggal 18 November 2022 s.d. 19 Oktober 2023.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagai mana mestinya.

Singaraja, 19 Oktober 2023
Kepala SMP Negeri 4 Singaraja



Putu Budiastana, S. Pd. M. Pd
NIP. 19721008 199802 1 002

PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul “AN ANALYSIS OF PROJECT-BASED LEARNING IMPLEMENTATION AT SMP NEGERI 4 SINGARAJA INCASE OF MERDEKA BELAJAR” beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

Singaraja, 23 Oktober 2023
Yang membuat pernyataan,



I Putu Arvan Setiawan