

**THE EFFECT OF PROJECT-BASED LEARNING IN
IMPROVING STUDENTS' SPEAKING ABILITY**

THESIS

Submitted by

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**FACULTY OF EDUCATION AND TEACHER TRAINING
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THESIS

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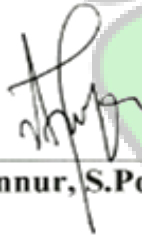


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ABSTRACT

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The aims of this study were to investigated the effect of Project-Based Learning in improving students' speaking ability. This research was conducted on students of grade X MIA-3 at SMAN 1 Simeulue Timur involved 31 students in the academic year of 2019/2020 and the English teacher as the research collaborator. The data of the study were in the forms of qualitative data. The qualitative data were obtained by questionnaire and interview analysis. The results of this research showed that the effect of the Project-Based Learning was able to improve the students' speaking ability. Based on the qualitative data, applying the Project-Based Learning method gave the students more chances to speak in English. The students became more confident to speak up English. They actively participated during the teaching and learning process. The effect of classroom English helped the students to be more familiar with English. From the result of the questionnaire and interview indicated that the Project-Based Learning method could considerable improvement in some aspects of speaking skills such as pronunciation, fluency, comprehension, grammar, and vocabulary. It could be concluded that students' speaking skills could be improved through Project-Based Learning implementation and it also provided an opportunity for the students to become more creative and engaged in the interaction.

DEDICATION

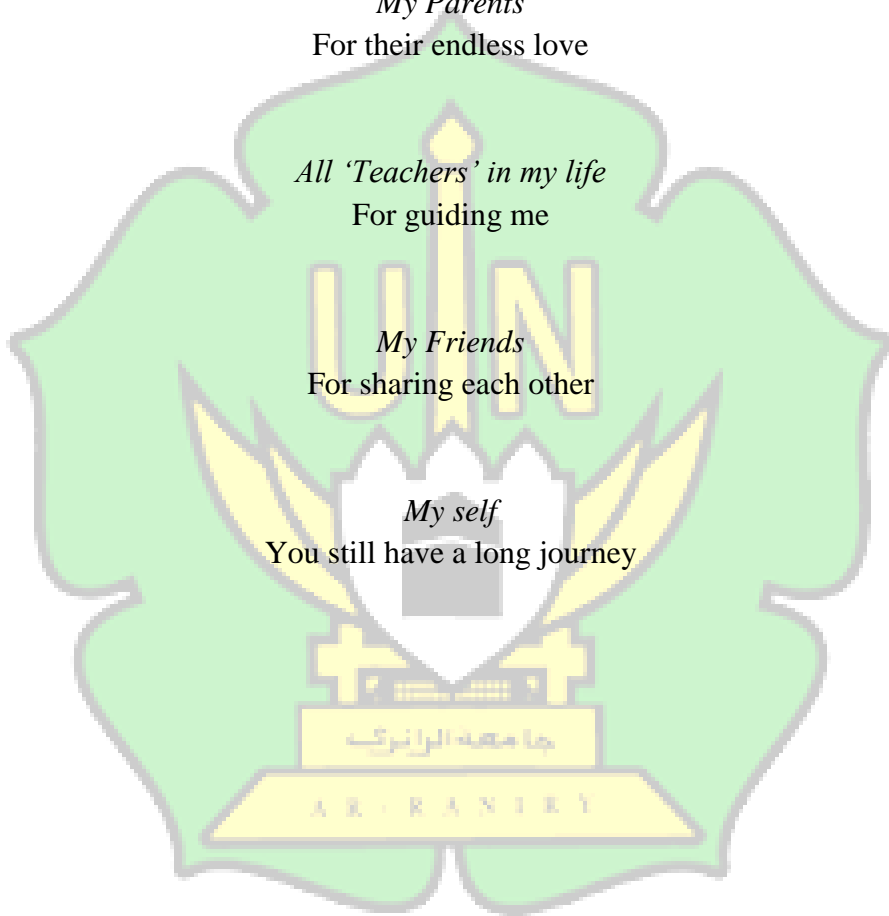
This thesis is whole-heartedly dedicated to:

My Parents
For their endless love

All 'Teachers' in my life
For guiding me

My Friends
For sharing each other

My self
You still have a long journey



MOTTO

Man Jadda Wajada

“Whoever strives shall succeed”

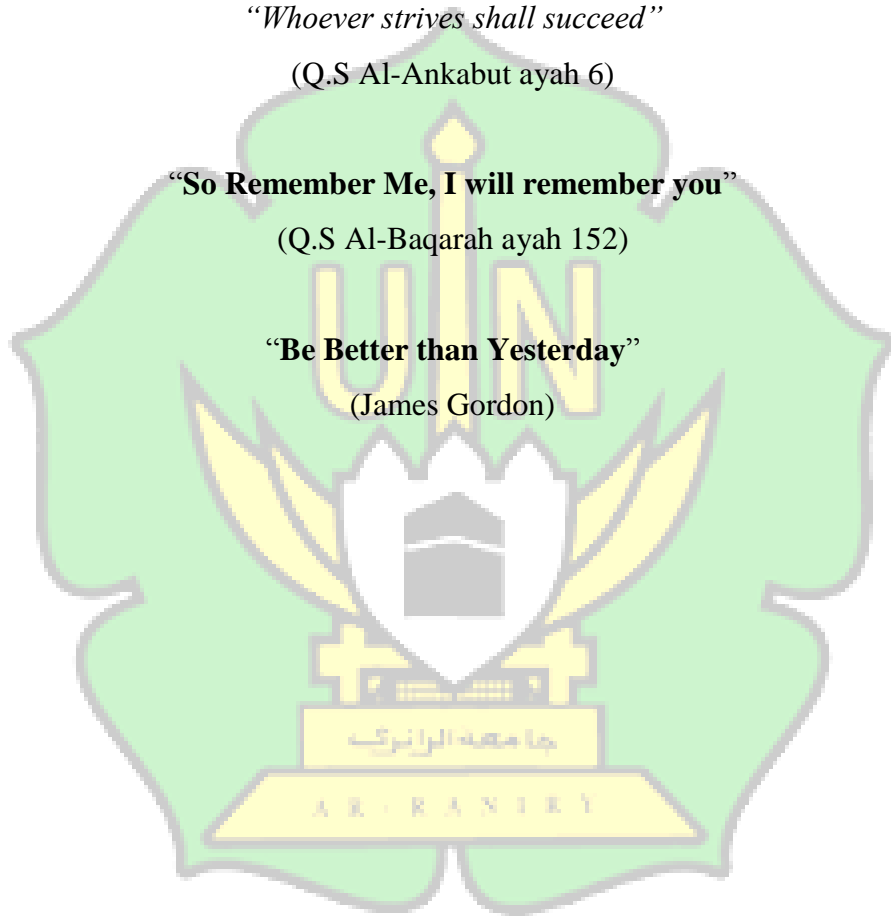
(Q.S Al-Ankabut ayah 6)

“So Remember Me, I will remember you”

(Q.S Al-Baqarah ayah 152)

“Be Better than Yesterday”

(James Gordon)



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This thesis is structured in partial fulfillment of the requirements for Sarjana Degree S-1 on Teacher Education Faculty of Ar-Raniry State Islamic University, Banda Aceh. In this thesis, the author is aware of many errors both in terms of writing and processing data that the authors did. But in its completion, the writer always gets direction, support, and assistance from the advisors.

First of all, I would like to give my deepest gratitude and appreciation to my advisors Mrs. Siti Khasinah, S.Ag., M.Pd., and Mrs. Alfiatunnur, S.Pd., M.Ed who have given me a suggestion, direction, encouragement, criticism, the guidance of every step in the process from the very beginning of the project and a great deal of time in completing this thesis. In addition, I would like to thank my academic supervisor Mrs. Fera Busfina Zalha, M.A who has supervised me since I was in the first semester until now. Then, my deep gratitude for all lecturers of English Education Department for every support that they give to me. I thank them for letting me learn many great things and share the knowledge and also for suggestions during the process of my thesis writing.

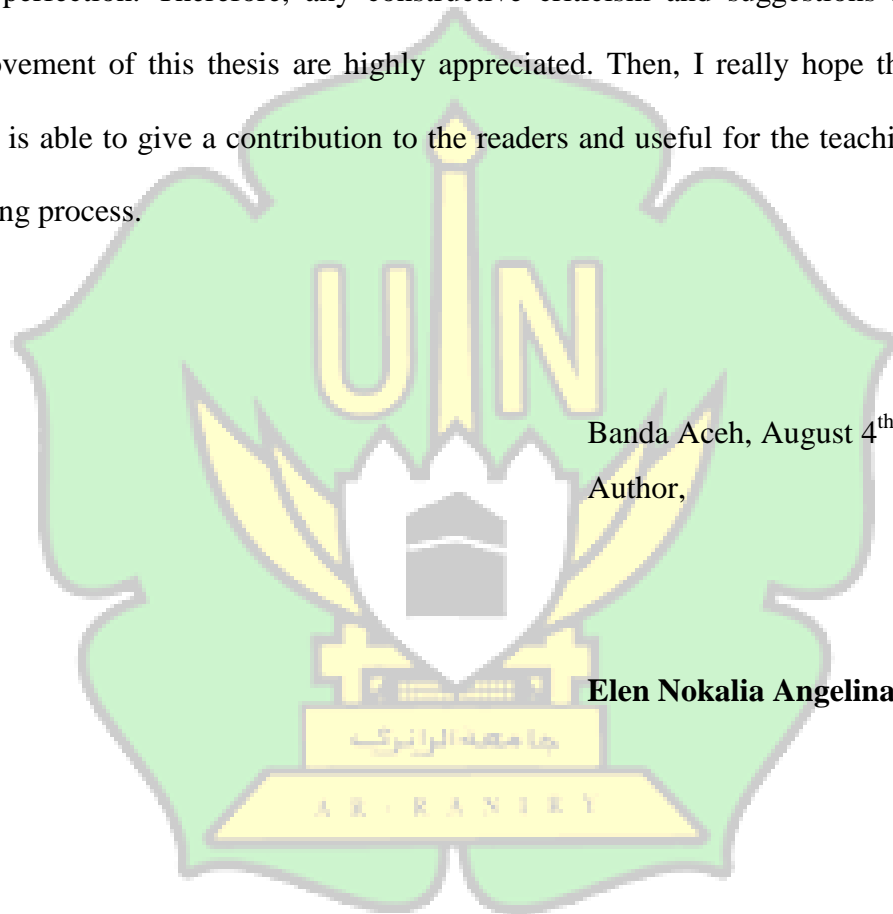
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At last, I realize that although I made my best effort, this thesis is still far from perfection. Therefore, any constructive criticism and suggestions for the improvement of this thesis are highly appreciated. Then, I really hope that this thesis is able to give a contribution to the readers and useful for the teaching and learning process.



Banda Aceh, August 4th 2020

Author,

Elen Nokalia Angelina

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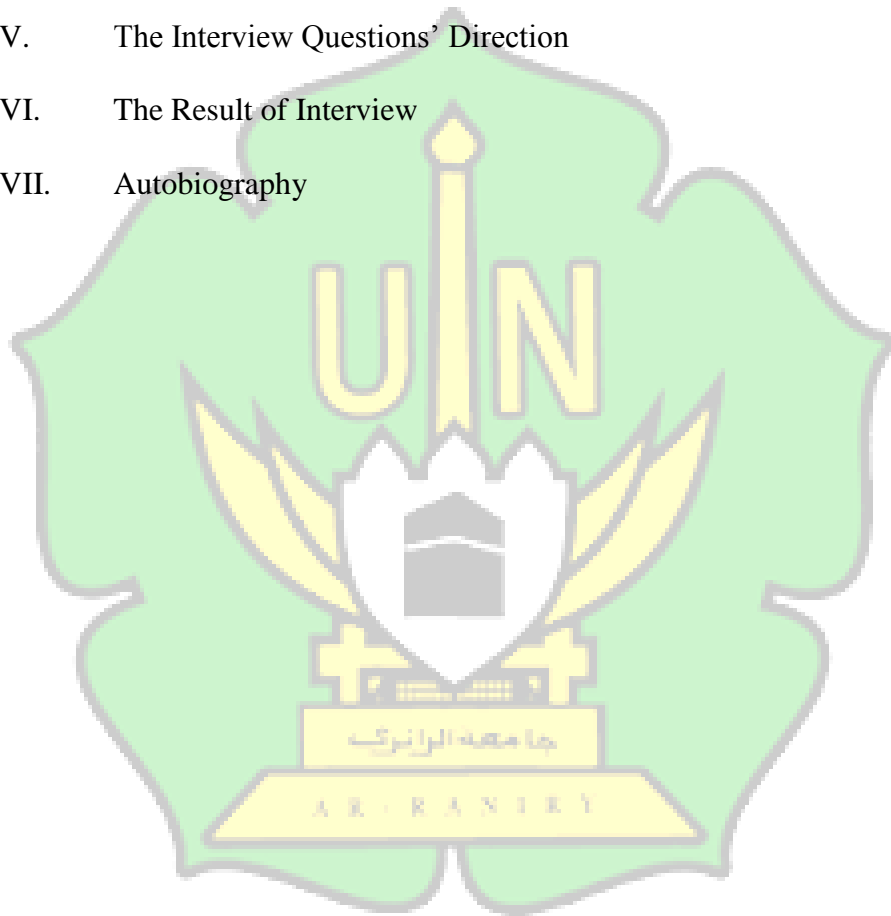
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CHAPTER I

INTRODUCTION

This chapter explains some points of the research, which consist of the background of the study, research questions, the aims of the study, the significance of the study and terminology.

A. Background of the Study

English has become a language that has an important role in the global community. English is considered as an international language which has been expanded to various aspects of a global society. Mastering English is very important for communicating, especially in the academic field. There are so many teachers and instructors who suggest their students have a good communication skill to support their study.

Speaking skills is an important skill because one of the keys to English communication. According to Nunan (2004, p.26), “speaking is a process consisting of short, often fragmentary utterances in a range of pronunciation”. The students should have the ability to speak English in order to communicate with others. Ability to speak means the ability to master English. By mastering speaking skills, the students can carry out a conversation with others, expressing ideas, sharing information, and people will be able to know the situation that happens in the world (Laur, 2013, p.12).

For the ideal condition of speaking skills, students are asked to communicate or transform the idea to others. The students should be able to construct meaning that involves producing, receiving, and processing information. According to Brown (2004, p. 172), the students are asked to master the aspects of speaking skills such as grammar, pronunciation, fluency, vocabulary, and comprehension. There are some indicators of the ideal condition of students' speaking skill, such as: (1) they are able to speak grammatically and use variety of structures with the topic even in complex ones; (2) sounds of English words are sufficiently well-articulated; (3) they are able to create appropriate range and flexibility of vocabulary to deal with the topic; (4) they are able to communicate effectively and responding well to the topic; (5) the content is clear, focused and appropriate to the audience and purpose. The students should master the aspects of speaking skills in order to make their communication effective and efficient.

Looking back to the 20th of the century, learning English was taught traditionally, the process of teaching English subjects in schools would feel monotonous and boring if the teacher who teaches lacks creativity and lacks mastering the methods of teaching English. As an example, the teacher tended to write on the whiteboard while the students copied it to their notebook. It was a kind of conventional method and made students and teachers get bored easily. The teachers drilled the students on the rules of word and sentence. Traditional language teaching was based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules.

From time to time, teachings approaches, methods, and techniques have been well developed. They have been changed from traditional to modern, from passive to active, from teacher-centered to student-centered (Benett, 1999, p.2). Baldauf & Moni (2006) stated that “learner-centered instruction refers to a fundamental change in teachers' behavior from their traditional roles to modern roles”. According to Richards & Schmidt (2010, p.326), the learner-centered approach is defined as “a belief that attention to the nature of learners should be central to all aspects of language teaching, including planning teaching, and evaluation. Learning is dependent upon the nature and will of the learners”. In a teacher-centered classroom, teachers choose what the students need to learn, how the students will learn, and how the students will be assessed on their learning (Crumly, Dietz, & Sarah, 2014, p.26). In contrast, student-centered classroom space, requires students to be more active and be responsible participants in their learning (Jonhson, 2013, p.19).

Since the current learning process is more focused on students, the teachers and/or researchers have developed many kinds of teaching techniques. The main point in modern teaching is active, so teachers and/or researchers make some new formulas and also use varies media of learning to conduct a lesson better than before. Sanjaya (2008, p.24) suggested that the teacher can optimize his role as a facilitator. Through active learning, the teacher can act as a facilitator. The teacher tasked with facilitating learning that takes place on the students themselves so that they gain a real and authentic learning experience. By facilitating learning, it means the teacher is trying to engage and encourage all of the students in the class to participate. As a facilitator, the teacher plays a role in

providing services to facilitate students in the learning process activities (P2MPD Project, 2000, p.1).

Based on the initial research observation to the first grade of SMAN 1 Simeulue Timur the students' speaking skill was still unsatisfied. There were some indicators of students' low speaking skill, in example: (1) mispronounce of English words; (2) limited vocabularies; (3) poor grammar; (4) inability to understand what they learn and they speak who makes the content of students' speeches cannot be caught; (5) inability to speak fluently.

According to Dahiyat & Ibrahim (2012, p.182), the reasons for the students' speaking skills seems to be unsatisfied which came from the students themselves are: they were not mastering the material, not understand the instruction and not confidence to speak. The other reason for the students' low speaking skills came from the teacher. The teacher conducted passive learning in which he only focused on his explanation without involving students' opinions and less portion of speaking skill in the class. The teacher did not give students a chance to develop their creativity during the class.

According to Nunan (2003) as cited in Kayi (2006, p.75), for ideal teaching, students need more time to practice speaking skills. The teacher must design ideal teaching in order to improve students' speaking skills and the goal of learning a language is to help the learner in communicating with others. Related to the phenomenon itself, the researcher has an idea to develop students' speaking skills that cover the motivation aspect, way of learning, and setting the material based on the students' needs. The components of English speaking skills that

should be given and studied in English speaking class are pronunciation, vocabulary, grammar, fluency, and comprehension.

To deal with this case, the teacher is challenged to be as creative as possible to provide opportunities for the student to expose and to reinforce students' speaking skills. To encourage the student to practice in English, the teacher sometime should ask them to have a partner in order to make him/her speak up (Ariyanti, 2016, p.31). In this case, the researcher provides the teaching-learning process by using Project-Based Learning to improve students' speaking skills.

According to Klein, et al. (2009) as cited in Hosnan (2014, p.319), Project-Based Learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes. It is the learning model used a problem as the first step in collecting and integrating knowledge based on real activity.

Based on the explanation of the use of Project-Based Learning, students' speaking skills hopefully can be improved from time to time. It can successfully improve the students' speaking skills because of Project-Based Learning creates a situation that should be acted by doing a project by cooperatively solving the problem.

According to Larmer & Mergendoller (2010, p.135), Project-Based Learning is a learning experience which aims to provide students with the opportunity to synthesize knowledge from various areas of learning, and critically and creatively apply it to a real-life situation. This process improves students'

knowledge and enables them to acquire skills like collaboration, communication, and independent learning, which prepares them for lifelong learning and the challenge ahead. Project-Based Learning can solve students' speaking problems by providing activities that demand students' creativity that challenges the students to make something extraordinary, provide real-world materials in a real-life situation that can easily stimulate and motivate them to promote real communication, because the material is near them, then at the final students should present the result of the project to the other friends (Bok, 2007, p.6).

Project-Based Learning provides activities that give the students to have a chance of improving their speaking skills by using various areas of learning. The students can improve their vocabulary mastery by learning some projects as the main activity, so the students can use an appropriate range and flexibility of vocabulary to deal with the topic to express ideas (Banchi & Bell, 2008, p.26). Project-Based Learning can improve students' grammar mastery by doing some activities that use a variety of structures with the topic even in complex ones. The students are asked to make a presentation of the project in order to communicate or deliver the result of the project. It is needed to speak fluently in delivering the idea. Project-based learning uses the keyword of learning such as vocabulary in order to help students to sound English words sufficiently well-articulated. The students will be instructed the learning in order to make the content of the project clear, focused and appropriate to audience and purpose (Cameron, 2001, p.231).

Project-Based Learning can be implemented in the first grade of SMAN 1 Simeulue Timur. This technique is also considered as a new technique to attract

the students in the class. It is also flexible to be conducted because it has many variations in the choice of materials.

Based on the ideas above, the researcher is going to implement project-based learning in the speaking class. Hence, the researcher conducts a study entitled "**The Effect of Project-Based Learning in Improving Students' Speaking Ability**".

B. Research Question

To address the limitation of the problems above, this research proposes the problems as follows:

1. What are the Project-Based Learning effects on the students' speaking ability at X Science in SMAN 1 Simeulue Timur?
2. What are the strengths and weaknesses of Project-Based Learning in teaching speaking?

C. Research Aim

In relation to the research statements mentioned above, the general objective of this study is to improve the students' speaking skills. Specifically, it aims:

1. To identify whether the effects of Project-Based Learning can improve the students' speaking skill in English classroom at X Science in SMAN 1 Simeulue Timur.

2. To identify the strengths and weaknesses of Project-Based Learning in teaching speaking.

D. Significance of the Study

This research is expected to be able to give some benefits to students, teachers, schools, and other researchers.

1. For students
 - a. It is expected that this study result will help to improve their speaking skill.
 - b. The students are motivated in mastering speaking skill
2. For teachers
 - a. This research result can be used as resources by teachers in implementing Project-Based Learning to improve students' speaking skills which are expected to be a more interesting and innovative teaching and learning process.
 - b. The result of the research can be used as an input in the teaching-learning process especially in developing speaking skills.
3. For schools

The result of the research is expected to become a resource of innovative teaching and learning process especially in teaching speaking.

4. For other researchers

The result of the research is expected to give reference to other researchers who want to conduct further research in teaching speaking.

This research is expected to provide the result of the implementation of a Project-Based Learning approach that hopefully can improve the students' speaking skills. Hopefully, it will encourage the students to get more English speaking practices using the project, because by using the project, the students of Senior High School can enjoy speaking English. This research may also help the teachers to use the speaking project-based activities in their class as the alternative in the teaching and learning process.

This research also offers the benefit for people who have great interest and concern towards English education at Senior High School. They will be aware of the Senior High School students' need for learning English. The results of this research will serve the information and data which are expected to increase the quality of the process of teaching and learning English as a foreign language in Indonesia.

E. Terminology

This part explains the meaning for the term which become the foundation of this research. It discusses the definition of effect, Project-Based Learning, and speaking.

1. Effect

The definition of effect is "the power which exists or appear from something (person or thing) that helps shape the character of one's beliefs and deeds" (Depdikbud, 2001, p.845). Poerwardarminta (2003, p.731) argues that effect is the power that exists or arises from something, both people and objects

and so on who is in power or who has power and influence on others. According to Grant (2002, p.3), the effect is the face of power gained by people when they do not have the authority to make decisions.

The effect by using PBL can make encourage students' participation actively in the learning process to improve on their ability, increase enthusiasm, behavior, response participant learn and also repair their scores, especially speaking and reading.

2. Project-Based Learning

According to Klein, et. al. (2009, p.125), Project-Based Learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes. It is the learning model used a problem as the first step in collecting and integrating knowledge based on real activity.

The project is supposed to be long-term, requires teamwork among students, and results in a substantial final product (Thompson & Beak, 2007, p.278 as cited in Cruz & Vik, 2007, p.90). It means not every task can be considered a project. In spite of the fact PBL shows advantages in teaching and learning, it is necessary to admit that some problems might appear in PBL as well.

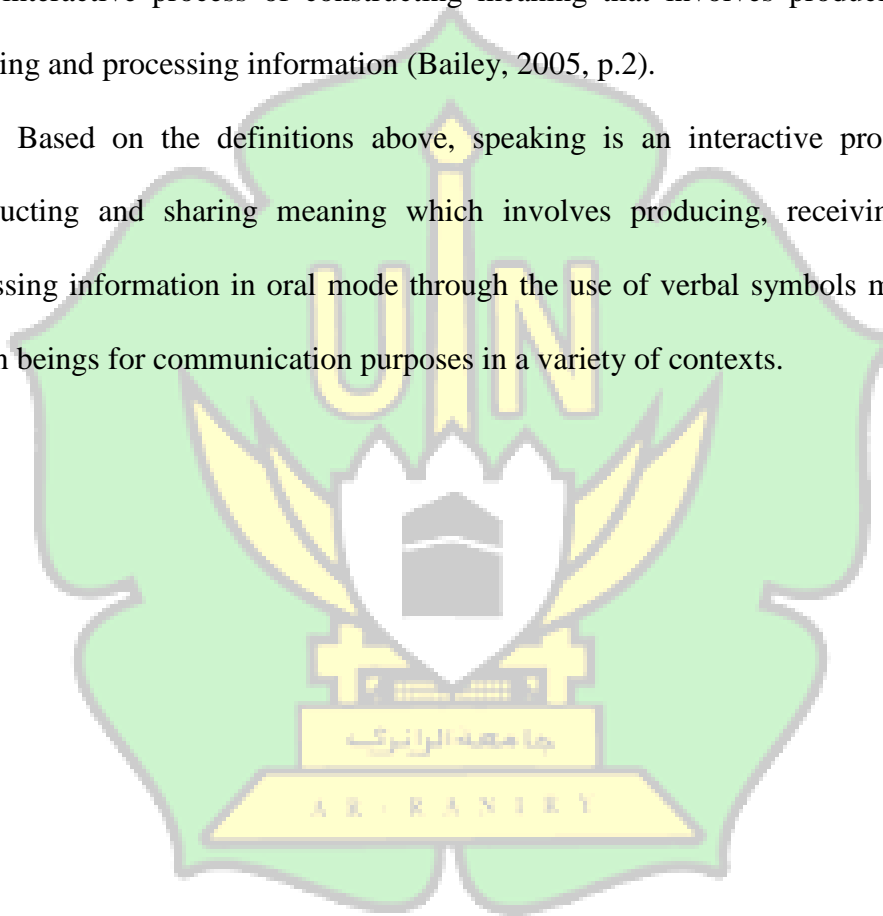
Based on both definitions above, it can be concluded that Project-Based Learning is an instructional using authentic, real-world project, based on a highly motivating and engaging question, task, or problem to teach students academic content in the context of working cooperatively to solve the problem by providing

strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes.

3. Speaking

Speaking is a part of the productive skill in English Language Teaching. It consists of producing systematic verbal utterances to convey meaning. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Bailey, 2005, p.2).

Based on the definitions above, speaking is an interactive process of constructing and sharing meaning which involves producing, receiving, and processing information in oral mode through the use of verbal symbols made by human beings for communication purposes in a variety of contexts.



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher deals with kinds of literature related to the research. This chapter will explain how speaking is taught and explain speaking skills and Project-Based Learning.

A. The Nature of Speaking

Chaney (1999, p.13) as cited in Kayi (2006, p.17) stated that “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. Speaking is a part of the productive skill in English Language Teaching. It consists of producing systematic verbal utterances to convey meaning.

Bailey (2005, p.2) stated that “speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information”. According to Power in Tarigan (1998, p.8), speaking is a productive skill. This is an activity of producing words or sentences orally. It could not be separated from listening. When students speak they produce the text and it should be meaningful. In the nature of communication, students can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn English sounds. With that skill, people can deliver their ideas and opinion. Speaking as a skill which becomes an

important part of daily life that it is the way for people to create a social relationship as a human being.

In fact that to improve the learners' speaking ability well it is individually or working group. Teachers should use a lot of English speaking activities to motivate learners to study and speak in English, and they should increase learning classroom environment (Oradee, 2012, p.532-533). Teachers can use a funny discussion and ask students to talk about their best moments that they ever had High school students' are expected to be good because they have learned English for some years before and they will have many performances related to oral skills in universities. Unfortunately, high school students' speaking ability is still unsatisfied. It is difficult for them to fulfil some aspects of speaking performance.

Based on the definitions above, speaking is an interactive process of constructing and sharing meaning which involves producing, receiving, and processing information in oral mode through the use of verbal symbols made by human beings for communication purposes in a variety of contexts.

1. Indicators of Speaking Skill

Brown (2004, p.24) stated some indicators for speaking as follows:

a. Fluency :

- 1) Speech disconnected and difficult to flow, unable to respond to the topic even when prompted.
- 2) Responding to a topic. Speech halting and lack coherence. Frequent hesitation needs prompting but shows an attempt.
- 3) Some hesitation disturbs flow but not matters much.

- 4) Communicating effectively, responding well to the topic. Explaining well, giving some examples.

b. Grammar

- 1) Basic structure always distorts and no awareness of any grammatical rules.
- 2) Basic structures often inaccurate, more complex ones not even attempted
- 3) Basic structures accurate but complex ones cause little difficulty.
- 4) Good use of a variety of structures with the topic even in complex ones

c. Vocabulary

- 1) Vocabulary not adequate even for minimal communication
- 2) Limited vocabulary makes communication difficult, though shows some attempts.
- 3) Range of vocabulary adequate, though experiences difficulty expanding on the topic.
- 4) Appropriate range and flexibility of vocabulary to deal with a topic, enough to express ideas.

d. Pronunciation

- 1) Impossible to understand all.
- 2) Poor pronunciation puts a strain on listeners and causes misunderstanding.
- 3) Some individual sounds poorly articulated but does not disrupt comprehension.

- 4) Individual sounds sufficiently well-articulated, easy to understand and follow.

e. Comprehension

- 1) The concept lacks an apparent purpose or central theme.
- 2) The content requires extensive inferences by the audience. Development is attempted but is minimal or maybe unsuited to audience and purpose.
- 3) The content is clear, focused and appropriate to audience and purpose. Support is present although it may be limited in general.
- 4) The content is clear, focused and well-suited to audience and purpose. Main ideas stand out and are developed by strong supporting detail.

Byrne (1997, p.5) stated that speaking skill consists of accuracy and fluency. Accuracy involves grammar, vocabulary, and pronunciation. Meanwhile, fluency means the ability to fill time to talk easily, clearly, and concisely while relating meaning and context, and without significant pauses for an extended period. Brown (2004, p.157) suggests grammar, vocabulary, comprehension, fluency, pronunciation, and task (accomplishing the objective of the elicited task) as the point judgments of the speaking test. It is much more complex than this and involves both a command of certain skills and several different types of knowledge, such as speech production, conceptualization and formulation, articulation, self-monitoring and repair, automaticity, fluency, and managing talk (Thornburry, 2005, p.9).

- 1) Speech production takes place in real-time. It is linear. Words follow words and phrases follow phrases. Speech is produced utterance-by-

utterance, in response to the word-by-word and utterance-by-utterance productions of the person people are talking to. The nature of speech is spontaneous. It is not unplanned, but the planning time is limited.

- 2) The idea has to be mapped out or formulated first. It involves making strategic choices at the level of discourse, syntax, and vocabulary. At the formulation stage, the words need to be assigned their pronunciation. It will not only include the individual sounds of the words, but also the appropriate placement of prominence or stress and the meaningful use of intonation or pitch direction.
- 3) Articulation involves the use of the organs of speech to produce sounds. A stream of air is produced in the lungs, driven through the vocal cords, and shaped by among other things, the position and movement of the tongue, teeth, and lips (Thornburry, 2005, p.2). Vowel sounds are determined by the action of the tongue and lips, while consonant sounds are determined by the air stream is obstructed, e.g. lips and teeth, and kind of constriction the air stream is subjected to.
- 4) Self-monitoring is a process that happens concurrently with the stages of conceptualization, formulation, and articulation. At the formulation stage, it may result in a slowing down, or a pause and the subsequent backtracking and re-phrasing of an utterance.
- 5) Automaticity makes speakers focus their attention on the aspect of the speaking task that immediately requires it, whether it is planning or articulation. To get any degree of fluency, automaticity is important.

- 6) Fluency, the pause is also important in speaking, especially when the speaker draw breathe. However, speakers have to use the appropriate placement of pauses. Natural-sounding pauses occur at the intersection of clauses, or after groups of words which form a meaningful unit, while unnatural pauses occur midway between related groups of words (Shumin, 2002, p.204). Another important factor in the perception of fluency is the length of a run. They are the number of syllables between pauses. The longer the runs, the more fluent the speaker sounds.
- 7) Managing talks includes interaction, turn-taking, and paralinguistic. The delicate moment is successfully negotiated because speakers are familiar with the rules and skills of turn-taking. Here, speakers should take turns to hold the floor. It can be said that two speakers should not speak at once, at least not for any sustained period of time. Paralinguistic is the interactional use of eye gaze and gesture (Shumin, 2002, p.204). There is tremendous variation cross-culturally and cross-linguistically in the specific interpretation of gestures and body language (Brown, 2001, p.24). The process of speaking turns is not based only on words. An example of the wish to take of breath a turn is a sharp intake of breath and raising of the shoulders. A little head nod from listeners can be also used in speaking turns. The paralinguistic signals apply only in face-to-face conversation. Speakers can concern about intonation, tempo, and pausing when speaking on the phone.

2. *Micro and Macro of Speaking Skill*

According to Brown (2004, p.142), a list of speaking skills can be drawn up for the purpose: to serve as a taxonomy of skills from which you will select one or several that will become the objective(s) of an assessment task. The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

Below more spesific explanation of micro and macro skills of speaking adopted from Brown (2004, p.142-143). Those are as follows:

a. Micro skills

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of the language of different lengths.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.

- 8) Use grammatical word classes (nouns, verbs, etc.) systems (tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
 - 9) Produce speech in natural constituents: inappropriate phrases, pause groups, breathe groups, and sentence constituents.
 - 10) Express a particular meaning in different grammatical forms.
 - 11) Use cohesive devices in spoken discourse.
- b. Macro skills
- 1) Appropriately accomplish communicative functions according to situations, participants, and goals.
 - 2) Use appropriate styles, registers, redundancies, pragmatic conventions, conversation rules, floor keeping, and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
 - 3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feel, new information and given information, generalization, and exemplification.
 - 4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
 - 5) Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the

meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

According to the indicators, macro and micro of speaking skills, it can be said that components of speaking skills used in this research are grammar, pronunciation, fluency, vocabulary, and comprehension.

B. Speaking Skill

According to Nunan (2003) as cited in Kayi (2006, p.135), teaching speaking is to teach ESL learners to:

1. Produce English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which called fluency.

Three core issues need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. Informal needs analysis is the starting point here. Procedures for determining needs include observation of learners carrying out different kinds of communicative tasks, questionnaires, interviews, and diagnostic testing. The

second issue is identifying teaching strategies to "teach" (i.e., provide opportunities for learners to acquire) each kind of talk. The third issue involved in planning speaking activities is determining the expected level of performance on a speaking task and the criteria that will be used to assess student performance (Richards, 2008, p.29-39).

In this research, the indicators of teaching speaking are focused on five important points: grammar, vocabulary, comprehension, fluency, and pronunciation.

1. Problem with Speaking Activity

Mastering speaking is not easy. In learning speaking, the students are usually faced by the problems during teaching learning process. Ur (1998, p.120) explained that there are some problems faced by the learners in speaking activities. These problems can be explained as follow:

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say.

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation.

Only one participant can talk at a time if he or she is to be heard, and in a large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use.

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones – to keep to the target language.

2. Solving Speaking Problems

According to Ur (1998, p.121-122), the teacher can do some important things in order to solve speaking problems as stated before. They are like principles that must be done in the classroom. The five things are suggested as follows:

a. Use group work

This increases to the sheer amount of learner talk going on in a limited period and also lowers the Inhibition of learners who are unwilling to speak in front of the full class. Group work indeed means the teacher cannot supervise all learner speech so that not all utterances will be

correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

b. Base the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

c. Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be.

d. Give some instruction or training in discussion skills

If the task is based on group discussion then instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

e. Keep students speaking in the target language

You might appoint one of the groups as a monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is no actual penalty attached, the very awareness that someone is monitoring

such lapses helps participants to be more careful. However, when all is said and done, the best way to keep students speaking the target language is simply to be there yourself: 'there is no substitute for nagging'.

The five things are suggested by Ur were supported by Kayi (2006, p.12) who offers thirteen activities to promote speaking. The activities are discussion, role-play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and find the difference. The explanations are:

a. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to conclude, share ideas about an event, or find solutions in their discussion groups. Before the discussion, the purpose of the discussion activity must be set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For efficient group discussions, it is better not to form large groups, because quiet students may avoid contributing to large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to question, paraphrase ideas, express support, check for clarification, and so on.

b. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-playing activities, the teacher gives information to the learners such as who they are and what they think or feel.

c. Simulations

Simulations are very similar to role-plays but what makes simulations different from role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role-plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (2001, p.91) suggests, they increase the self-confidence of hesitant students, because, in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have Information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide Information the others need. These activities are

effective because everybody has the opportunity to talk extensively in the target language.

e. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability but also get the attention of the class.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting

interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them become socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for students to sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

j. Playing Cards

In this game, students should form groups of four. Each suite will represent a topic. The teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language

production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

k. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

l. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

m. Find the Difference

For this activity, students can work in pairs and each couple is given two different pictures, for example, a picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

This research used some of the activities suggested promoting speaking.

Project-Based Learning is used to develop students' speaking skills by providing an activity that can attract them to be active learners. Project-Based Learning is

one of the modern teaching techniques. Using modern teaching activities methods is usually making student-centered, not teacher-centered. It is clearly stated that traditional and modern teaching are two different terms. In the modern one, the teacher should be creative and innovative. It is the reason why the researcher uses Project-Based Learning in improving students' speaking skills. The researcher will combine the activities above with Project-Based Learning to improve each indicators speaking skill of the students.

The principles used in this research are the same as Ur's suggestion except keeping students speaking in the target language. Those are group work, easy language, careful choice of the topic, and training in discussion skills. The expected result is the Project-Based Learning used in this research can improve students' speaking skills.

3. Characteristics of a Successful Speaking Activity

According to Ur (1998, p.122), there are four characteristics of a successful speaking activity as follows:

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

- c. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

C. Project-Based Learning

1. Definition of Project-Based Learning

According to Klein, et. al. (2009, p.125) Project-Based Learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes. It is the learning model used a problem as the first step in collecting and integrating knowledge based on real activity.

In line with Klein (2009) as cited in Rahayu & Hartono (2016, p.7), said that Project-Based Learning is instruction using authentic, real-world project, based on a highly motivating and engaging question, task, or problem to teach students academic content in the context of working cooperatively to solve the problem.

Based on both definitions above, it can be concluded that Project-Based Learning is an instructional using authentic, real-world project, based on a highly motivating and engaging question, task, or problem to teach students academic content in the context of working cooperatively to solve the problem by providing

strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes.

Project-Based Learning is the instructional strategy of empowering students to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes (Klein, 2009, p.8). The use of Project-Based Learning activities in teaching English is said to foster students' autonomy and encourage active and student-centered language practice (Florez, 1999, p.17). Learning and achieving a deeper level of understanding can be encouraged effectively by learning from examples and learning by doing. The collaborative nature of Project-Based Learning promotes a greater appreciation for social responsibility (Scott, 1994, p.92).

The Buck Institute for Education (BIE) defined Project-Based Learning as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully-designed products and tasks (Markham, et al, 2003, p.4). Students are responsible for their own learning. They work to solve problems that are authentic, curriculum-based, and interdisciplinary cooperatively. It can be concluded that Project-Based Learning aimed at problem-solving in a collaborative environment over a period of time. It is a hands-on experience that starts with driving questions or problems which make activities and leads to meaningful products at the end.

Project-Based Learning can be assumed as an “instructional approach that contextualizes learning by presenting learners with problems to solve or products

to develop” (Moss & Duzer, 1998, p.1). PBL is different from traditional instruction in which it emphasizes learning through student-centered, interdisciplinary, and integrated activities in real world situations (Solomon, 2003; Willie, 2001 as quoted by Poonpon, 2011). It is student-centered and driven by the need to make an end-product (Fried-Booth, 2002, p.8). Project-Based Learning is caused by the intrinsic needs of students who develop their own tasks individually or in small groups. It links language in the real world with language in textbooks.

Hutchinson (1993, p.104) suggested Project-Based Learning as a powerful and motivating teaching method to develop students' second and/or foreign languages through learning by doing. Students often see the target language as something outside their world since they have no chance to use the language learned in the classroom or to use it outside the classroom. Project-Based Learning allows them to work in an authentic and meaningful context and they can work either alone or in groups. They are challenged and responsible to solve authentic problems.

Students can develop their language skills and communicative competence when they see that language can be used in their lives and beneficial to their tasks and needs. It will also gain confidence, cooperation, imagination, independence, and self-discipline. Therefore, they can communicate about their life, culture, and world in the target language. Guo (2006, p.147) said that it is an activity that enhances language and content learning in English as a foreign language.

2. Advantages of Project-Based Learning

Bell (2010) as cited in Maulany (2013, p.33) stated that there are many benefits of implementing Project-Based Learning in teaching English as a Foreign Language, especially in teaching speaking.

- a. Project-Based Learning gives contextual and meaningful learning for students
- b. Project-Based Learning can create an optimal environment to practice speaking English.
- c. Project-Based Learning can also make students actively engage in project learning
- d. Project-Based Learning enhances students' interest, motivation, engagement, and enjoyment.
- e. Project-Based Learning promotes social learning that can enhance collaborative skills
- f. Project-Based Learning can give an optimal opportunity to improve students' language skill

3. Disadvantages of Project-Based Learning

According to Ivanova (2009, p.21), there are some disadvantages of implementing Project-Based Learning in teaching English as a Foreign Language, especially in teaching speaking.

- a. Prior learning experiences do not prepare students well for Project-Based Learning.

- b. Project-Based Learning requires more time and takes away study time from other subjects.
- c. It creates some anxiety because learning is messier.
- d. Sometimes group dynamics issues compromise Project-Based Learning effectiveness.
- e. Less content knowledge may be learned.

The students and teachers need more time to prepare their learning activities. It will give an impact on the teaching-learning process, especially for teaching speaking. The students may have a little bit of time to improve their indicators of speaking skill if the teacher does not make a good preparation before starting the lesson. If the teacher cannot manage the class, the teaching-learning process cannot be done ineffectively to reach the goals of the lesson in improving students' speaking skills.

4. Component of Project-Based Learning

According to Maulany (2013, p.35), there are four major characteristics of project learning: (1) self-responsibility for thinking and learning; (2) awareness of social responsibility; (3) thinking and acting from the scientific perspective but in a practical application; (4) relating both group process and product with professional practice.

5. Models of Project-Based Learning

Setiyadi (2007) provided an interesting three general models of project work for educational purposes:

- a. Project exercise: The aim of this type of project is that students should apply knowledge and techniques already acquired to an academic issue in a subject area already familiar to them. This represents the most traditional kind of Project-Based Learning. Project exercises are a part of a teacher-centered project
- b. Project component: In this type of project work, the aims are broader and the scope is larger; the project is more interdisciplinary in nature and often related to "real world" issues; the objectives include developing problem-solving abilities and a capacity for independent work. Often, traditionally taught courses are studied in parallel with the project course.
- c. Project orientation: This term denotes the entire curriculum philosophy of a program of study; the projects that students complete form the entire basis of their university education, while instructional teaching is provided only to supplement the requirements of the project topics. The subject material studied is determined by the demands of the project topics

D. The Rationale Between Speaking and Project-Based Learning

Students who learn a language are considered successful if they can communicate effectively in the language so that the learning of speaking skills becomes important. As a part of language teaching, speaking is an important skill as well as reading, listening, and writing (Azadi et.al, 2015, p.126). When the students produce a spoken language, they should use their skill to integrate all

language components at the same time, without them they cannot speak well (Davis & Pearse, 2000, p.4).

Speaking is an important skill because one of the keys to English communication is speaking skills. It is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 2007; Burn, 1999; Joyce, 2009, p.16). The students should have the ability to speak English in order to communicate with others.

By mastering speaking skills, they can carry out a conversation with others, give ideas and change the information with interlocutor and people are able to know the situation that happens in the world. Students should master speaking in English especially in daily conversation because the conversation is the foundation to communicate with foreigners.

According to Harmer (2007, p.265), for the ideal condition of speaking skills, students are asked to communicate or transform the idea to others. The students should be able to construct meaning that involves producing, receiving, and processing information. The students are asked to master the aspects of speaking skills such as grammar, pronunciation, fluency, vocabulary, and comprehension. They are needed to make their communication effective and efficient. There are some indicators of the ideal condition of students' speaking skill, such as: (1) they are able to speak grammatically and use variety of structures with topic even in complex ones, (2) sounds of English words are sufficiently well-articulated, (3) they are able to create appropriate range and flexibility of vocabulary to deal with topic, (4) communicating effectively and

responding well to the topic, (5) the content is clear, focused and appropriate to audience and purpose. The students should master the aspects of speaking skills in order to make students' communication effective and efficient (Celce-Murica, 2001, p.104).

Project-Based Learning is a learning model that has been developed in many developed countries. Project-Based Learning is a learning experience which aims to provide students with the opportunity to synthesize knowledge from various areas of learning, and critically and creatively apply it to a real-life situation. According to Thomas, as quoted by Wena (2012, p. 144) "Project-Based Learning is a learning model that provides opportunities for teachers to facilitate learning in the classroom with the help of project work". Bern & Erickson (2001, p.22) claimed that "Project-Based Learning is an approach that focuses on the central concepts and principles of a discipline, involves students in problem-solving investigations and other meaningful tasks, allows students to work autonomously to construct their own learning, and culminates in realistic products".

Based on these opinions, Project-Based Learning is a learning strategy developed based on constructivist learning understanding that requires students to compile their knowledge. Project-Based Learning has great potential to make learning experiences interesting and meaningful. When students work in teams, they discover the skills of planning, organizing, negotiating and making consensus on issues of assignment to be done, who is responsible for each assignment, and how the information will be collected and presented. The skills that have been

identified by these students are very important skills for the success of his life. Because the nature of project work is collaborative, the development of these skills takes place between students. In group work on a project, individual strengths and ways of learning that are referred to strengthen teamwork overall.

Project-Based Learning can solve students' speaking problems by providing activities that demand students' creativity that challenges the students to make something extraordinary, provide real-world materials in a real-life situation that can easily stimulate and motivate them to promote real communication, because the material is near them, then at the final students should present the result of the project to the other friends (Bok, 2007, p.6).

E. Previous Related Study

Similar research has been done by Dwi Astuti Febriawati, Yogyakarta State University under the title "Improving Students' Speaking Skills Through Project-Based Learning at Grade Eight of SMPN 1 Kalasan" the previous study was descriptive qualitative data in nature and supported by quantitative data. The actions implemented in this research were carried out Project-Based Learning, using English classroom during the teaching-learning process, using interesting media, such as videos, recordings, and pictures, giving feedback on the students' work, asking the students to bring dictionaries, and giving reward to the most active students.

The purpose of previous study focused on the teaching-learning process. Whereas the purpose of this research is to know whether the results of the

research showed that the students' speaking skills improved through the use of Project-Based Learning. The research was applied in SMPN 1 Kalasan in class VIII C. The students made a good improvement in some aspects of speaking skills such as pronunciation, vocabulary, accuracy, and fluency. Moreover, it also changed the students' behavior. They were more confident to speak English and more actively got involved in the teaching-learning process. In addition, they had more opportunities to speak up. In short, the activities of Project-Based Learning made the class atmosphere enjoyable. In conclusion, the effect of Project-Based Learning with its accompanying actions was effective to improve the students' speaking skills.

F. Concluding Remarks

According to Harmer (1991, p.46-47), there are three reasons why people communicate. First, people communicate because they want to say something (p. 46). As Harmer explained, the word want refers to intentional desire the speaker has in order to convey messages to other people. Simply stated, people speak because they just do not want to keep silent. Second, people communicate because they have some communicative purpose (p.46). By having some communicative purpose it means that the speakers want something to happen as a result of what they say. For example, they may express a request if they need a help from other people or they command if they want other people to do something. Thus, two things are important in communicating: the message they wish to convey and the effect they want it to have (Harmer, 1991, p.46). Finally, when people

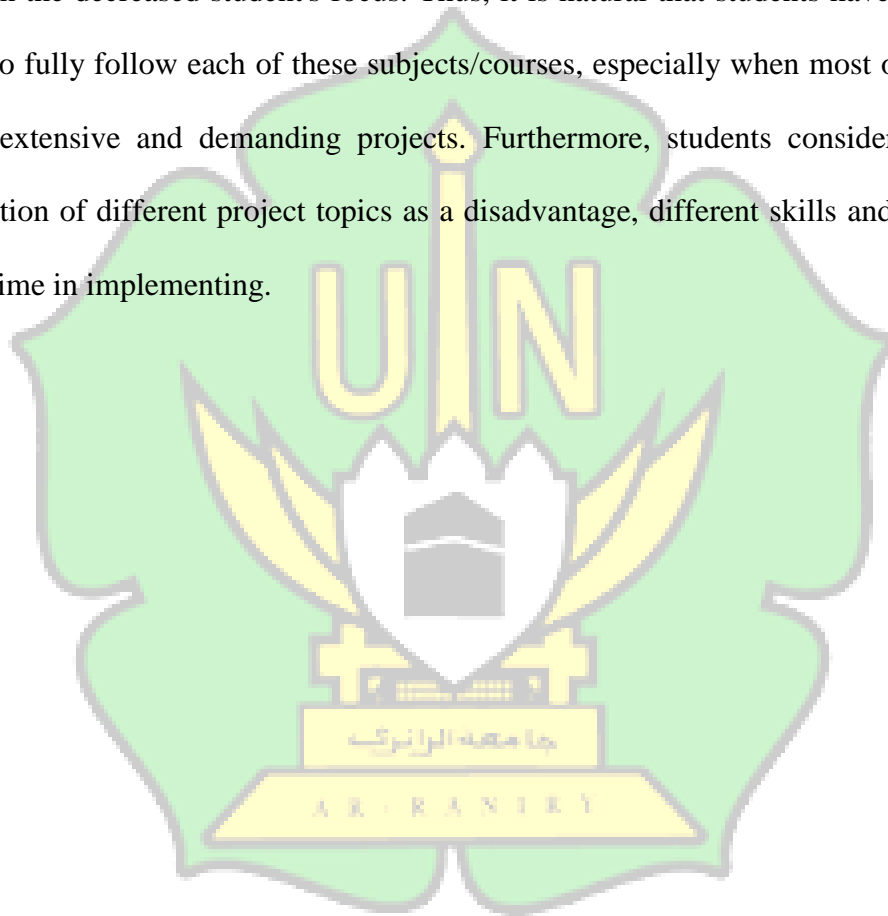
communicate, they select from their language store (p. 47). The third reason is the consequence of the desire to say something (first reason) and the purpose in conducting communicative activities (second reason). As they have language storage, they will select language expressions appropriate to get messages across to other people.

There are several conclusions can be made after having reviewed the relevant literature. Firstly, in English speaking ability is the means skill in communicating English, we are willing to have a good way to do direct communication with others on orally. But we not only focus to hone speaking ability, but we must also have able on written to communicate indirectly. In speaking not all people have the same type of accent and manner to deliver, it is impossible because every people are different. Speaking has criteria like fluency, accent, and accuracy (grammar, vocabulary, and pronunciation).

Secondly, the effect by using PBL can make encourage students' participation actively in the learning process to improve on their ability, increase enthusiasm, behavior, response participant learn and also repair their scores, especially speaking and reading. Because, advantages that used the PBL method that is increased self-confidence and self-responsibility to learn, PBL facilities more enjoyable and more effective learning, develops teamwork and communication skills, train students to be reflective and assess their own and other's work. Not only that, this method is recommended in the learning process and a good alternative. The application of PBL methods is not only focused on

education but also exists in the financial world even in the political world that has its own goals.

Nevertheless, the PBL method has disadvantages in implemented. When student focus to doing finished the task, has already a tendency for students to focus only on their projects but neglecting task other subjects/courses. Therefore, happen the decreased student's focus. Thus, it is natural that students have a hard time to fully follow each of these subjects/courses, especially when most of them have extensive and demanding projects. Furthermore, students considered the allocation of different project topics as a disadvantage, different skills and take a long time in implementing.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the information about the methods used in this study. This chapter introduces the methodology for finding answers to the research questions discussed in the first chapter. This chapter contains a research plan and procedures as well as the process for actualizing the research plan. Therefore it is necessary to describe research design structured in research settings, research participants, data collection techniques and instruments, data analysis is the last section and general description of research setting.

A. Research Methods

This research utilizes qualitative data. The qualitative research method was developed in social science to enable researchers to study cultural phenomena (Myres, 2006, p.57). The qualitative approach used in this study is to find out how the learning process in the classroom using PBL methods and how students' participation and perception in the learning process. According to Ross (1999, p.101), qualitative research uses structured data in numbers or data that can be immediately transported into numbers and the exact approach to research is very controlled.

B. Context of the Study

1. Research Setting

a. Place of the Research

This research was carried out in SMAN 1 Simeulue Timur. This senior high school is located at Jl. Letkol Ali Hasan Pahlawan, Suka Karya, Sinabang, Kec. Simeulue Timur, Kab. Simeulue. This school has 16 classes. This school has good quality and accredited A in Simeulue.

b. Profile of the Speaking Class

This observation research was done because of the condition of the class. In the English lessons, the type of speaking activity is monotonous. The teacher only explained the material to the student, and then called the student one by one in order to read aloud a dialogue and check their pronunciation. The other way is the teacher called the students to read a sentence made by the teacher on the board.

From the description above, students have a limited time to practice in speaking. It can be concluded that students given chance to speak are the ones asked by the teacher. The less time and chance of exploring speaking skills for the student makes them have a lack of speaking skills.

The other thing happened because of those reasons are the level students' speaking skill like mispronouncing English words, less ability in grammar, and difficulty in delivering the content in an arrangement of sentences, and lack of fluency.

2. *Research Participant*

The subject of the research was the students of grade X Science. This research was conducted on the students of class X-MIA 3 at SMAN 1 Simeulue Timur in the academic year 2019/2020. The researcher used purposive sampling because there were some requirements to be participants. The participants of this study were 32 participants consisting of 31 students and the English teacher.

C. *Techniques for Collecting Data*

In this research, the data were collected through classroom observation, questionnaires, and interviews. The researcher collects the data by doing some techniques as follows:

1. *Observation*

According to Koshy (2005, p.98), observation plays an important part in any kind of data-gathering and most active research projects use this as an instrument. Observation is a natural process – we observe people and incidents all the time and based on the observations, we make judgments. Basically, we are making use of this method within the research process where there is a need for more systematic observation so that the information we collect can be used for the purpose of the study being carried out.

The researcher observes and takes notes from what happened in pre-research activities, during the action, and after the implementation of the Project-Based Learning in speaking. Some aspects observed are class situation, students' behavior, teacher's technique in conducting the learning process and students'

response when they are in a learning process. Observations are recorded to be photographs and video recordings. The results of observation are formed into field notes.

In the preliminary research, the researcher observed the atmosphere of the speaking activity, giving questionnaires, and making an interview in order to know the condition and the problems of speaking class before implementing Project-Based Learning in the teaching-learning process. During the action, the research will observe the class situation, students' behavior, and teacher's technique conducting learning process and students' response when they are in a learning process to know the fact happening during the instructional process, and collect the data related to the implementation of Project-Based Learning in this research. After the implementation of Project-Based Learning, the researcher makes the reflection of the action implemented by finding the strengths and weaknesses.

2. *Questionnaire*

In this study, the researcher gave questionnaires to the students to know what improvement of students' speaking skill and their response toward implementing Project-Based Learning in teaching speaking, how they were feeling about English, especially the atmosphere of speaking class in the pre-research activity, students' problems in speaking, and the causes.

The questionnaire consisted of 15 items and the students should give their perceptions toward the statements, they showed their agreement or disagreement. The researcher used the Likert Scale to process the result of the questionnaire

(see Table 4.1). Singh (2006, p. 32) stated that “a Likert scale is composed of a series of four or more items that represent similar questions combined into a single composite score/variable.” Likert scale data could be analyzed as interval data, i.e. the mean is the best measure of central tendency. The items were given to a group of subjects for responding to each one in terms of their agreement or disagreement. A score was given for each item depending upon the response made, a sum of these scores gives the individual score. The items were designed on a 5-point Likert scale and were assessed with values ranging from 1 to 5; Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1).

3. Interview

The interview has important roles in data collection. It used to know about the view of the teacher and students of the teaching and learning process. The researcher interviewed the students and the teacher related to the condition of speaking class, especially the atmosphere of speaking class in the pre-research activity, students' problems in speaking, and the causes. The researcher took the English teacher and three students who gained the highest score, lower score, and steady score to be involved in interview the as the respondents to get the most accurate data for the research. There were 10 questions asked about their opinion and response regarding the use of PBL methods in the classroom. The purpose is to get the data from the teacher and students' points of view.

4. Document Analysis

In some cases, the data collection would include studying documentary evidence such as policies, minutes of meetings, teachers' planning records and

students' work, questionnaire, and interview. These sources can often provide useful background and context for the project and also can be very illuminating, especially when you are comparing what is claimed and what has happened in practice. Documents can often provide relevant evidence and are very useful for constructing the whole picture (Koshy, 2005, p.96). In this research, the documents analysis are questionnaire and interview.

D. The Instruments of the Research

The researcher had a duty as an observer that collected the data, as well as the person that would implement the actions. The English teacher as the collaborator played a role as the observer while the researcher implemented the actions in the classroom. The data of this research are qualitative data. The qualitative data is collected in the forms of questionnaire and interview transcripts. To get qualified data, the researcher collected the data by employing the instruments of the research such as observation sheet, interview guideline, and questionnaire.

Firstly, the researcher employed the observation sheet and checklist as the instruments. The goal is to enable the observer to record the students' behavior during sessions of the research quickly, accurately, and with minimal interviewer effect on behaviors. The next instrument is the interview guideline. The data collected through the interview would be recorded the questions or issues to be explored during the interview. The researcher could be organized and do the interview systematically by the list of questions and issues. The last is the

speaking rubric. The researcher employed the speaking rubric to be a guideline for assessing and collecting the data about the students' speaking skills. The rubric was focused on five aspects of speaking skills; they were grammar, vocabulary, fluency, pronunciation, and comprehension. Each aspect of speaking skills had different indicators.

E. Techniques for Analyzing Data

In analyzing the data, the researcher uses qualitative data.

1. Qualitative Data

Mills (2011, p.128) stated that analyzing qualitative data is a process of breaking down data into smaller units, determining their import and putting the pertinent units together in a more general, analytical form. Burns (1999, p.119) stated that there are five methods of analyzing qualitative data.

a. Assembling the data

The data are collected using field notes, interviews guideline, questionnaires.

b. Coding the data

The step is done to make the data more manageable categories of concepts, themes, or types. The researcher coded data from field notes, interviews, and a questionnaire.

c. Comparing the data

This step is used to see whether themes or patterns are repeated or developed across different data gathering techniques.

d. Building interpretations

In this step, the researcher does describe, categorizing, and comparing the data. Those activities are done to make sense of accuracy and fluency; articulating underlying concepts and developing the theories about why particular patterns of accuracy and fluency emerged.

e. Reporting outcomes

The process of this step is presenting an account of the research for others; ensuring that the report sets out the major processes of the research and that the findings and outcomes are well supported with the example of the data.

The formula to analyze of questionnaire results:

$$P = \frac{F}{n}$$

In which:

P = Means of the score interpretation

F = The sum of the questionnaire component score

n = Number of questionnaire items

CHAPTER IV

THE RESULTS AND DISCUSSION

This chapter presents and discusses the results of the research. The results are analyzed based on the classroom questionnaire and interview data. The results is divided into three discussions as follows: research findings, results of interviews, result of questionnaire and the discussion of the result of the study.

A. Research Findings

In this section the data presentation is qualitative data. The data are presented and analyzed in each part to display how the research questions were solved in this study.

1. Result of Questionnaire

In this section, researchers aimed to involve all respondents; the researchers added a method of using questionnaires classification to all students in this research. The questionnaire consisted of fifteen items, which were based on the concepts of student-centered learning, self motivation, pronunciation, vocabulary, structure, communication, intrinsic motivation, speaking performance, drama and roleplay, group work, presentation, and teacher's role. The concepts helped the researcher to be focused on the effect of PBL activities implemented in this study toward learning the speaking skill. According to Likert (1932 as cited in Singh, 2006, p.32), the items were designed on a 5-point Likert scale and were assessed with values ranging from 1 to 5; Strongly Agree (5),

Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1). Singh (2006, p.32) stated that a Likert scale is arranged for a range of four or more items that represent similar questions combined into a single composite score/variable. Likert scale data can be analyzed as interval data, i.e. the mean is the best measure of central tendency. The number of students in each item and the mean for the whole phenomena gathering items are illustrated in Appendix 4 to give a clear presentation for each item. The score interpretation of the questionnaire result is presented in the table below:

Table 4.1 The Score Criteria

No	Criteria	Point	Score	Meaning
1	Strongly Agree	5	4.51 – 5.0	The rate <i>very high</i> means most of respondents strongly agree with the statement
2	Agree	4	3.76 – 4.50	The rate <i>high</i> means most of respondents agree with the statement
3	Neutral	3	3.36 – 3.75	The rate <i>fair</i> means most of respondents not sure with the statement
4	Disagree	2	2.51 – 3.25	The rate <i>low</i> means most of respondents disagree with the statement
5	Strongly Disagree	1	00 – 2.50	The rate <i>poor</i> means most of respondents strongly disagree with the statement

Based on the result of the questionnaire interpretation in table 4.1 was developed by using analysis of the Likert Scale (Singh, 2006, p.32). The very high score rate indicated that most of the respondents strongly agree with the statements provided in the questionnaire. In line with it, the high score rate also

provides data that most of the respondents agree with the statements. The moderate score category indeed showed that most respondents are not sure about the statement. The low and poor score rate indicates the respondents disagree and strongly disagree with the statements. Thus, the higher the result, it means the respondents give positive response more to the statements in the questionnaire.

Table 4.2 The Interpretation of the Questionnaire Result

Item	Questions	Score	Mean	Criteria
1	Project-Based Learning activities allowed the students to have the opportunity to work autonomously and involved in interaction and communication.	137	4.42	HIGH
2	PBL made the students believe themselves that they are well-to-do, successful, and worthy in doing speaking activities.	136	4.39	HIGH
3	PBL made the students to speak English with good pronunciation.	132	4.25	HIGH
4	PBL made the students to speak English with appropriate vocabulary based on the topic.	130	4.19	HIGH
5	PBL encourage the students to arrange every sentence with good structure while they perform the end product.	127	4.09	HIGH
6	PBL made students convey comprehensible communication while speaking English	123	3.97	HIGH
7	Students engaged in PBL activities for their own and enjoy the lesson (self-determination).	127	4.09	HIGH
8	PBL provided students the opportunity to	131	4.22	HIGH

	express opinion with others .			
9	PBL provided students the activities that they can convey or exchange facts, information, or opinion with others and planned the presentation, the answer questions from teachers and others.	130	4.19	HIGH
10	Students have to engage in drama and simulations activities, where their anxiety is reduced, their motivation is increased and their language acquisition is enhanced. Drama provides a format for using real-life conversation such as repetitions, interruptions, recitations, facial expressions, and gestures.	134	4.32	HIGH
11	Student work together to provide mutual support and a wider range of ideas.	130	4.19	HIGH
12	Students develop their creativity to make an attractive project.	134	4.32	HIGH
13	Students keep focusing on the language features that will make their project consist of good sentences and they present the end of drama completely.	131	4.22	HIGH
14	Students enjoy learning activities that are fun and satisfying.	131	4.22	HIGH
15	Teacher should provide good arrangement of project work and make sure that the students know what to do, teacher acts as a fasilitator who makes suggestions how to anticipate the project. The students organize a lot of their own learning.	135	4.35	HIGH

From table 4.2, the range of the indicators from the highest score to the lowest one is clearly observed. It is already arranged to make the data presentation easily to read to understand. The high score categories covered 15 statements. It shows that most students agreed with the statements in the questionnaires.

In this section, researchers aimed to cover all respondents; the researchers added a method of using questionnaires distribution to all students in this research. The result of the questionnaire displayed in table 4.3 shows that the “high” category goes to all items. The score was gained through the number of respondents answering the item of agreement in the questionnaire (see Appendix 3). High categories cover 3.76 – 4.50. The rate high means most of respondents agree with the statement. So, it can be seen that the students got the benefits from the implementation of PBL in learning the speaking ability.

Table 4.3 The Score Components of the Questionnaire Result Interpretation

No	Statements	Score	Mean	Criteria
1	Project-Based Learning provides more chances to speak English actively.	137	4.42	HIGH
2	The tasks in Project-Based Learning help me believe that I am able and bravery to speak English.	136	4.39	HIGH
3	The task provides a chance to present the end product. It makes me speak English more and I have to present the product by controlling and maintaining good pronunciation.	132	4.25	HIGH
4	The tasks provide the opportunity to	130	4.19	HIGH

	present the end product. It makes me speak English more and I have to present the project by choosing and using good arrangement of vocabularies.			
5	The tasks of the PBL method provide me to speak English more and I have to present the product by organizing good sentences structure.	127	4.09	HIGH
6	The tasks in Project-Based Learning helped me to practice expressing/delivering ideas comprehensible or opinion well and making friends and teachers understand what I was talking about.	123	3.97	HIGH
7	I really enjoy learning English through Project-Based Learning, it makes me want to speak more and more.	127	4.09	HIGH
8	Presentation and discussion help me to improve my speaking skill.	131	4.22	HIGH
9	Presentations and discussions help me increase my confidence in answering questions from the teacher after the presentation or during the discussion.	130	4.19	HIGH
10	By doing drama, I can reduce the anxiety to talk and act the content script with friends in front of the class bravely.	134	4.32	HIGH
11	The task like of drama and presentation makes me work well with my	130	4.19	HIGH

	groupwork cooperatively			
12	Finishing drama and presentation makes me developing my creativity	134	4.32	HIGH
13	I can improve my speaking skills by presenting the end project of drama.	131	4.22	HIGH
14	I enjoy the activities of Project-Based Learning for experiencing pleasure and satisfaction without worrying about the punishment from my teacher.	131	4.22	HIGH
15	The teacher only explains each command in each assignment (presentation, discussion, drama, etc.) and expects that the students know what to do but we organize and finish the task by ourselves.	135	4.35	HIGH

The score which is interpreted in table 4.3 consists of five categories: very high, high, fair, low, and poor. The score was gained through the number of the respondents answering the item of agreement in the questionnaire (see Appendix 4). For example statement 1, there were 13 who strongly agree and there were 18 students agree, 13 students with 5 score for strongly agree, the score will be 137, and it is mean is 4.42. Thus, question number 1 has a 'High' category. The high category covers 3.76 - 4.50. The rare high means most respondents agreed with that statement. So, the students agreed that Project-Based Learning activities allowed the students to have the chance to work autonomously and involved them in interaction and communication. This condition was supported by the theory which is applied to strengthen this study, the theory stated by Grant (2002, p.49)

stated that Project-Based Learning is an active learning process that puts the students to be the center of the activities. They learned, discussed, decided, planned, executed, created, and finally presented what they have made. Moreover, when they planned and discussed the production of their project, the students were interacting and communicating with each other. Here, the teacher is expected to persuade the students to speak English actively in their discussion.

The next statement covered the aspects of speaking, namely comprehension, fluency, pronunciation, vocabularies, and grammar. The rate was "High", so almost all students agreed that the tasks provided the opportunity to present the end product and it made the students speak English as much as possible, and they should present the product by controlling and maintaining good pronunciation, vocabularies, and grammar. According to Maulany (2013), "the result of Project-Based Learning could improve the students' speaking skills covering the aspects of speaking, which are comprehension, vocabulary, grammar, fluency, and pronunciation". Maulany suggested the teacher implement Project-Based Learning in the classroom because the consistencies of speaking activities helped the students to improve their speaking performance day by day.

The last statement in the questionnaire discusses the role of the teacher. The teacher is still being the main reason behind successful Project-Based Learning activities. The students admit that the teacher's roles are only providing good materials and explains each command in each assignment (presentation, discussion, drama, etc.) and expects that the students know what to do but the students organize and finish the tasks by their selves. During the project work, the

teacher to be a facilitator as well. Teachers can participate in various sub-tasks, e.g. role-plays or other communication tasks, but the teacher has to neutral participant of the whole project (Harmer, 2001, p.271).

2. Result of Interviews

a. Students' interview

The interviews were conducted on June 15th 2020. From 31 students in the class, the researcher chose 3 students who gained the highest score, lower score, and steady score to be involved in the interview. In this section, the interviewer asked the interviewees to respond to the effect of the PBL method on the learning process in the class. There were 10 questions asked about their opinions and responses regarding the use of PBL methods in the classroom.

According to the question, the responses showed that they did not understand the PBL method, but they agreed if the PBL method implemented in the classroom activities. For example, *"I do not really understand what the PBL method is, but it is a good alternative way to apply because the teacher gives the project activity in order that the students have motivation in studying, teamwork, and we will be study harder"* (**Student 1**). On the other hand, Grant (2002, p.1) said that "the effect of the PBL method could improve speaking skills by engaging them to communicate with each other and working with people who have different backgrounds". This method was very interesting in order to make the learning process not monotonous or boring. So, the students had an obligation to be responsible for their duties.

By engaging students in PBL, they experience the sheer joy of learning. They are able to hit a state of creative flow and learn that there's something deeply profound about creativity. They become self-directed, independent thinkers (Spencer, 2019, p.16). The respondents give some statements which show there are several reasons if the PBL method was really fun.

1. Students learn how to engage in meaningful collaboration.

When students engage in PBL, they often get the chance to work on collaborative projects, where they work interdependently to solve problems. Collaboration is not just a skill. It is a discipline. It is something that takes years of practice. When students genuinely collaborate in PBL, they learn how to speak up and listen. They learn how to ask incisive questions, how to contribute to the team, and how to give and receive critical feedback. Which leads them to the next point.

2. PBL is fun

The students learned more about the topic through a project than doing worksheets. In PBL, the students are able to work with new people and collaboration with them. The students do not have to work all alone because it is not so fun being by your self. Learning about others and what they bring to the group is important. It isn't always easy to work with everyone, but that's the real world. The PBL is a very real-life way of bringing real learning into a classroom. It allows the students to share information.

3. Students learn to see multiple perspectives.

Teachers can tap into this idea by specifically asking students to consider new perspectives. During the initial inquiry phase, it can help to let students ask multiple questions on their own and then share their questions together. When they engage in research, it can help to ask students to find sources from various perspectives and deliberately wade into the nuance of the ideas. As they ideate together, you can utilize a structured brainstorming approach that encourages them to examine ideas from multiple angles.

4. They learn project management.

When students have full ownership of the project process, they learn how to engage in project management. Here, they are able to set goals, monitor progress, make adjustments, and reflect on their learning. Project management is about more than just setting a schedule. It's the idea of following through on your plans and continuing with tasks even when nobody is looking over your shoulder. It's what happens when you learn how to set meaningful, realistic goals and break those down into tasks.

5. They develop a maker mindset

PBL is a great chance for students to own the entire creative process, leading to a maker mindset where they can think like designers, artists, and engineers. When this happens, students are able to embrace a larger definition of creativity and value the creative contributions of those around them. They are able to experience a broad spectrum of creative thinking.

6. They become problem-solvers and critical thinkers

PBL encourages students to solve complex problems by engaging in inquiry, research, and ideation. This is the kind of work that you don't accomplish in filling out a packet or doing a worksheet. It requires students to view problems from multiple angles and sometimes even navigate multiple systems in order to solve these complex problems. Not only are they solving the problems but also they are taking it to the next level and actually creating the solutions. So, they are able to see that problem-solving actually connects to real-world contexts. They are more likely to develop a growth mindset.

In the activity the students were given the discretion to explained opinions and shared information with each other. The student said, *“I am so happy, this technique makes a fun condition. We can share our experiences and learn from each other, like asking questions about something we don't know about, so we get to know more, more and more”* (Student 3). Other students also responded that they liked the PBL method because it was very suitable for use in teaching-learning process. They could share knowledge and exchange ideas. But some of them said that this method made them bored because this learning took a lot of time.

Based on the students' answers to the interview, the researcher obtained information each the participants like or dislike for this method. Because this method was often carried out in the learning process in the classroom activity and have a long time to be completed.

Most of the respondents said that the use of this method could improve their abilities both verbally and in written skills, as well as it could increase their

value achievement. Behind this, they also argued that *“By using this method, we become more independent and provide the motivation to learned in order to be able to exploit our abilities and ideas in a way teachers gave us responsibility and trust that we are able to do it”* (**Student 3**). For example as one of the respondent answered; *“Certainly, especially for those of us who rarely talked but because the activity requires us speaking upfront becomes a must for us to practice and improve our speaking ability, but most people do not agree because we must speak in front of the class without bringing the textbook”* (**Student 2**). Meanwhile, according to another statement *“Of course can make our speaking ability to be better, because we are requested to actively speak and it encourages us to continue to practice and improve our ability to speak English”* (**Student 1**).

According to the responded above, most of the respondents agreed if the PBL method could improve their speaking ability, but there were several cases that happened with some students who rarely speak in the class then they were required to speak without textbooks. Nevertheless in real activity, they were enthusiasms to show themselves that they can do it, perhaps the demands of a supervising from the teacher because they lack of self-confidence.

The students really enjoyed working with their drama presentation because it was interesting and it attracts them to be creative and active. As has been stated by Stoller that PBL is both processes and product-orientated (Alan and Stoller, 2005, p.10). Thus, when the students tried to perform their best in drama project they have to finish several steps from the plan to the final performance. The student’s statement bellow could show how the student really enjoyed the

steps in finishing the project.

“I like the drama the most because it was so fun activity. My friends and I tried so hard to memorize and act out the script. We could express the scene easily if the script was written in Bahasa Indonesia, but it was so difficult for us to add some improvisation because we had to think first if we would speak, hahaha.” (Student 1)

Based on the statement, we could find out that shows students' speaking skills is very good. The rest of respondents also had positive responses in learning speaking through PBL. At the end, they mentioned that PBL could improve their speaking skill in the class room, this could be aligned with pervious study (Maulany, 2013, p.30) stated that the finding research was PBL could improve the students' speaking skill.

The results of data analysis which were established as the findings showed the improvement of project based learning in students' speaking skill. The data also indicate that students gave positive response in learning speaking through project based learning. The result of the data analysis from interview was considered as additional supporting data which was state above. There were some keys findings from interview such as the advantages and disadvantages learning speaking by using Project-Based Learning; the aspects of speaking skills before and after in Project-Based Learning.

Firstly, the key finding in the interview was the advantages and/or disadvantages in learning speaking through PBL as it is written below through interview:

“Yes, I like studying with PBL because it is not monotonous and boring. We become creative and active learners.” (Student 1)

“Yes, I feel my fluency in English is getting better, I feel creative, active while doing my project and I can brainstorm my idea into a project.” (Student 3)

Secondly, in this stage was found the students' progress in speaking aspects, namely pronunciation, grammar, vocabulary, fluency, and comprehension. The researcher has some various statements from the students, regarding to their speaking aspects. Mostly, they found themselves aware of their progress, some of them realize they found the differences before and after the treatment of PBL in the class. It can be seen from this interview, started from Pronunciation.

“Yes, I found it. For example: I recognize the right way to pronounce it.” (Student 1)

“Sometimes I get miss pronounce the word, but now I know how to pronounce it well.” (Student 3)

Next, researcher looked from the grammar aspect. The finding was quite varieties, some of the students had built their awareness in learning and independent learner. These finding was supported by Fragoulis (2009) and Bell (2010) stated that PBL could make the students actively engage. As it is written below:

“Yes, I have found the difference. Before I have PBL in my class, I do not put any consider with my grammar, but after PBL in my class I do realize

that my grammar is still bad and correct myself if I make a mistake.”

(Student 3)

Then, researcher jump into the next aspect, it is vocabulary aspect. In this section, most of all the students found themselves make a progress. They gain new words through the project, Fragoulis (2009) and Bell (2010) state through PBL it can create optimal environment to practice speaking English. The PBL seemed could enhance the students’ speaking skill and the result can be seen from the interview below:

“Before we have PBL in my class, I do not have a new vocabulary. But after PBL in my class, I have a new word because the project helps me to find the words.” **(Student 2)**

“I found new words through the project, because I need to explain my project to other groups.” **(Student 3)**

The next finding was Fluency aspect. In this phase, one of three participants still had an obstacle with their fluency, this condition caused by some factors such as anxiety, low vocabulary, and grammatical system. However, other participants had the opposite views concerning the fluency. The result of the interview could be seen below:

“My fluency is getting better since we use PBL in class.” **(Student 1)**

*“Emm... I still have some problems in my fluency. For example: I know what I am thinking and I have constructed it in my mind but it is hard to deliver it. Because my grammar is still bad.”***(Student 2)**

“I do. It is become habitual for me to speak English.” **(Student 3)**

And for the last aspects, it is comprehension. For this section, most of the students can interpret the idea, topics, and material given into a project, this finding was supported by Patton (2012, p.54) mention that it empowers the learners to pursue content knowledge on their own understanding. The result of the interview can be seen below:

“I was confused with the given topic. But once there is an activity to make a project I find it helpful to understand the topic that has been given.”

(Student 2)

“yes, it is acceptable for me.” **(Student 1)**

In addition, in this research also found the disadvantages from PBL especially in enhancing the students’ speaking skill. The participants also stated their ideas regarding the implementation of PBL in the class. the following are some extracts:

“The time is too short in order to do the project and to prepare the project, at least we need two weeks.” **(Student 2)**

“The duration is too short, and I cannot finish my project in time. As the result, the quality of the product is not satisfying.” **(Student 3)**

“For me, my weaknesses were grammar and vocabulary. I was confused about arranging a good sentence thinking about the rules and structure, and I had just small numbers of vocabulary collection”. **(Student 1)**

Regarding the statement above, researcher realized that in doing a project is not easy, takes time and concentration. which is consistent with the theory of (BIE.org, 2016) and (Driver, et. al., 2012, p.5) which states Project-Based

Learning as a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.

Similarly, the study by Tutyandari (2005, p.176) found that lack of confidence affects Indonesian students did not want to speak English in the classroom. Some students still did not take apart or were not acting like the others. They needed more teacher's control in doing the project. It was rather difficult to handle and monitor all the students' activities as there were some students who still talked out of the material during the class.

In this section, based on the result of the interview, there were 80% of the students statement that the effect of PBL make them more diligent to practice, get used to speaking English, make them work with their friends and make a variation in learning that make students not bored as well as the teaching-learning process become more fun and not monotonous. These PBL techniques are able to improve their speaking skills because they are given the responsibility to be able to speak in front of the class and work together with a group but they can still discuss with different opinions.

Based on the students' opinions that have been interviewed before, the researcher obtained several points the use of PBL to the students' motivation in speaking skills, namely: the students enjoyed the activities that Project-Based Learning provided and the activities could help them to have more courage in speaking English. Especially, drama and presentation gave them the opportunity to explore their creativity and they could reduce the anxiety in speaking English.

b. Teacher Interview

The researcher interview the teacher at his home by using question which related to the PBL method implemented. The question was conducted by ten questions and related to teachers' perceptions of the use of PBL methods in the teaching and learning process, as well as teacher opinions on learning outcomes using the PBL method. The researcher provides the transcript to give a clear interview description (see appendix 6).

The interview was conducted with Mr AN on Monday, 10th of June, 2020. When the researcher asked the reasons why he implemented Project-Based Learning in his speaking class, the teacher stated:

“In my opinion, Project-Based Learning is suitable for speaking class for some reasons. Firstly, Project-Based Learning supports the students to improve their critical thinking in order to communicate freely and spontaneously. Secondly, through PBL, the students can bring real-life context to the classroom in term of the use of various media and materials from internet.”

It stated clearly that the teacher believed that through Project-Based Learning, the students can foster their critical thinking to support the speaking skills and combining various media to support their performance. Project-Based Learning has the potential to make students feel like like they are making a difference empowering them as agent of change in their community.

The next questions dealt with the students' responses toward the PBL method to encourage students to participate in learning. The teacher gave statement on the following:

“They were very enthusiastic in doing the project. It could be seen from their participation in their speaking performance. Most of them tried to speak fluently dealing with the topic discussed, and then they tried to be responsible to the group work.”

Dealing with the statement above, it can be implied that the students actively involved on the activities for Project-Based Learning and they were enthusiastic during the teaching and learning process.

Then, the researcher jump into the next statement about teacher suggestions for another teacher how to choose methods for improving students' speaking skills. As it is written below:

“To implemented PBL method needs extra capability, take more time learning and we are demanded be creative and be a smart chosen in selection method, and I recommend this method for another teacher to used but before that, we have to know the whether the method suitable and appropriate to students' need (a situation, students' ability, facilities, and infrastructure) to implemented.”

Dealing on the statement above, we could highlight a number of considerations for teachers who are thinking about giving Project-Based Learning. The teachers should set the learning goals, and be ready to rethink your expectation for what students will know and do in order to include not only

significant academic outcomes but also such competencies as collaboration, critical thinking, and creativity.

Based on the statement above, the researcher obtained information about the PBL methods by teacher response, the implementation by using the PBL method could increase students' interest and enthusiasm in learning, encouraged them in talking and communicating with their friends or people around also responsibly more for them. Furthermore, the teachers said that this method is strongly recommended to be chosen as one of the effective methods in teaching and learning process, and was able to outsmart their ability and encourage their passion for learning. But, the teacher did not suggest this method used in every meeting doing this method in the classroom, because it could make the student feel bored with the same circumstances. Thus, we are as a teacher and facilitator must adjust the students need and school circumstances that support to used this method or perform other methods.

B. Discussion

The discussion covers the whole information which has been gathered from the result of both interview and questionnaires data. This part discusses what the provide factor towards the effect of Project-Based learning in improving students' speaking ability. The result of Project-Based Learning effect on the students' speaking ability showed improvement of aspects of speaking skill, namely: vocabulary, grammar, pronunciation, fluency, and comprehension.

1. Improving Students' Speaking Skill

In this research, Project-Based learning was designed to provide activities that gave the students a chance to improve their speaking skills by using various areas of learning. Project-Based Learning proposed variety of presentation modes and created situation that should be acted by doing project by cooperatively solving the problem. It also provided real world materials in a real life situation that can easily stimulate and motivate them to promote real communication, because the material is around them, then at the final the students should present the result of the project to the other friends.

It is in line with Klein, et al. (2009, p.215), Project-Based Learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes. It is the learning model used a problem as the first step in collecting and integrating knowledge based on the real activity.

Bell (2010) in Maulany (2013, p.33) stated that there are many benefits of implementing Project-Based Learning in teaching English as Foreign Language, especially in teaching speaking.

- 1) Project-Based Learning gives contextual and meaningful learning for students.
- 2) Project-Based Learning can create optimal environment to practice speaking English.
- 3) Project-Based Learning can also make students actively engage in project learning.

- 4) Project-Based Learning enhances the students' interest, motivation, engagement, and enjoyment.
- 5) Project-Based Learning promotes social learning that can enhance collaborative skills.
- 6) Project-Based Learning can give an optimal opportunity to improve students' language skill.
 - a. Improving Students' Vocabulary and Grammar

The students could improve their vocabulary mastery by learning some projects as the main activity, so the students could use appropriate range and flexibility of vocabulary to deal with topic, enough to express ideas. Project-Based Learning could improve students' grammar mastery by doing some activities that used variety of structures with topic even in complex ones. The students made presentation of the project in order to communicate or deliver the result of the project. It is needed to speak fluently in delivering idea. Project-Based Learning used the keyword of learning such as vocabulary in order to help students to sound English words sufficiently well-articulated. The students will be given an instruction of the learning in order to make the content of project clear, focused and appropriate to audience and purpose.

It is in line with Chamness & Mikulec (2011) as cited in Moyer (2013, p.13), Project-Based Learning allowed students to practice and improve the language skills they already possessed, while focusing on unfamiliar grammar structures and cultural connections at once.

b. Improving Students' Pronunciation

Before applying Project-Based Learning, there was a step called vocabulary review. In this step, the teacher conveyed the students' pronunciation of word, phrases or sentences which would be used in doing the project. Next, the students used this vocabulary repeatedly in real communication when Project-Based Learning was conducted. It means that, the students acquired pronunciation unconsciously while interacting to the target language. This would be a better way to learn pronunciation instead of making the students practice each word and phrase until it is perfect. It could be frustrating and time consuming. According to Prince & Felder (2006, p.117) who stated that Project-Based Learning could help to improve students' pronunciation.

c. Improving Students' Fluency

While conducting the project, the students should discuss the project they made and they were also asked to give direct response. It was a good reason for the students to talk and increase their fluency. While doing the activity, the students about their projects, discuss information, and present the result. Besides, the students were asked to repeat some sentences from the text and their own sentences as fast as they could until they had no hesitant feeling to say it. The students used English in variety of communication in order to increase their fluency. It is line with Millar and Abrahams (2008, p.24) who stated that in the Project-Based Learning, learners could develop fluency in English by using English to communicate for a variety of purposes.

d. Improving Students' Comprehension

In order to improved comprehension, Project-Based Learning provided activities such as questing and answer, presentation, and discussion that could increase the students' comprehension in the teaching-learning process. The essence of Project-Based Learning implementation was involving the students in order to exchange unknown information in the language classrooms. Furthermore, the students should understand the information that his/her friends delivered or received. Without comprehending the information during the implementation of Project-Based Learning, they could not complete the project. It is line with Bell (2010) as cited in Maulany (2013, p.33) who said that Project-Based Learning gave contextual and meaningful learning for students and the optimal environment to practice speaking English.

e. Offering more chances for speaking practice

According to Fragoulis (2009) as cited in Bell (2010, p.40) who stated that Project-Based Learning increased students' motivation, students became personally involved in the project. Students found their own way to speak and to finish the projects. It was a good work to motivate students. During the implementation of Project-Based Learning, the students spoke English actively without feeling ashamed of using the wrong sentence because they spoke in groups. They were so enthusiastic to do the task and finish the project. They would not stop the project until they finished it and discovered the answers. The illustration above indicates that the students' motivation was enhanced significantly.

When the Project-Based Learning was carried out, all students were involved in the teaching-learning process. The activities were designed to provide more time to practice speaking. The students did the project by making a small group and presentation. They were asked to give a direct response. It was a good reason for the students to talk to. The students had more chances to practice speaking and improve their language skills. Project-Based Learning allowed students to practice and improve the language skills they already possessed (Chamness & Mikulec, 2011, as cited in Myers, 2013, p.13)

When implementing Project-Based Learning, the students should discuss information with their friends. The students were asked to deliver and discuss the information in their group in order to improve their self-confidence. They also got a chance to present their project in front of the class individually or in a group. The activities needed students' involvement in discussing the project. The students were asked to be confident in delivering their ideas orally during their involvement in the teaching-learning process. Project-Based Learning focused on applying, specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility (Knoll, 2014, p.5).

According to Simpson (2011, p.191), "Project-Based Learning allowed the student to improve their communication and interaction with others while applying themselves to self-learning tasks and overcoming the many challenges they encountered". Project-based Learning served many purposes such as solving the problem and collecting the information. While making the project, students

can develop their problem- solving, decision-making, and investigation skills. They also have to opportunity to work autonomously over a given period of time to create realistic products in a variety of presentation forms. The end products of PBL in this study had been presented by the students. While they were presenting their product, they tried to speak English more. It is better for the students than the regular activities when they read the texts do the tasks from the workbook.

2. The Strengths and Weaknesses of Project-Based Learning in Teaching Speaking

Referring to the result of questionnaire and interview, it could be seen that the students showed significantly positive results towards the effect of Project-Based Learning in improving speaking ability. The students actively participated in every steps of implementation.

a. Questionnaire

The questionnaire and interview aimed to find out detailed information. “High” category given by the students shows that Project-Based Learning is really helpful for the students. They agreed on the items in the questionnaire which clarify whether or not Project-Based Learning can improve their speaking skill and their motivation in learning speaking skills. The result of the questionnaire will be supported by the result of the interview. The result of the interview see (Appendix 4) shows many of the students’ positive statements toward the implementation of PBL in their class.

The findings showed that the students with learning difficulties could gain

benefits through Project-Based Learning in academic learning. It involved students' motivation to be braver and believe in their ability in speaking English more and more (Filippaton & Kaldi, 2010, p.17). According to Brown (2000, p.19), "there is no successful cognitive or affective activity that can be carried out without some degree of self-esteem". He defined self-esteem as the evaluation which individuals usually made and maintained with regard to themselves; it expresses an attitude of approval or disapproval and indicates the extent to which individuals believe themselves to be capable, successful, and worthy. It can be concluded that most of the students agreed with the benefit of Project-Based Learning in building their self-esteem. It means that they were ready to improved their speaking skill and they felt confident enough to speak English.

The students showed a positive attitude toward a statement that clarifies whether or not they engaged in PBL activities for their own concerned and enjoyed the lesson. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward (Brown, 2000, p.163). Intrinsically motivated behaviors are aimed at bringing about certain internal consequences, namely, feelings of competence and self-determination. So, when the students claimed that they really enjoyed Project-Based Learning activities because they were really liked and wanted it, they could automatically do every task they found in the Project (Deci as cited in Brown, 2000, p.164)

The students responded to the statement which showed that presentation and discussion helped the students to improve their speaking skills. Presentation and discussion helped them to share ideas, information, or opinion and reply to

the questions from teachers and friends. These activities could make students gain their self-confidence and reduce their anxiety by presenting oral works in front of their classmates. Thornbury (2005, p.5) asserted that "the students' act of standing up in front of their colleagues and speaking is an excellent preparation for authentic speaking. A prepared talk is when students make the presentation on a given topic of their choice". It was good for the students if they really wanted to enjoy the presentation activities because they could improve their public speaking ability proficiently.

Students often engaged in role-plays, drama, and simulations activities, where their anxiety was reduced, their motivation was increased and their language acquisition was enhanced. The authentic activities were more appropriate because they provided a format for using the real-life conversation such as repetitions, interruptions, recitations, facial expressions and gestures (O'Malley & Pierce, 1996, p.106). The students claimed that they could reduce anxiety to speak and acted the script in front of the audiences when performing drama. It could be seen from the "High" rate for the 10th statement in the questionnaire. Speaking activities could be more challenging for students like drama, simulations, and role-plays because the students should be prepared well before the present assignment.

The result of the questionnaire showed that the students enjoy the activities of Project- Based Learning for experiencing pleasure and satisfaction without worrying about the punishment from the teacher. According to Vallerand (1997) as cited in Dornyei (2001, p.107-144), "the intrinsic motivation deals with

the behavior performed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a particular activity or satisfying one's curiosity". The "High" rate showed that the students enjoyed the activity for their own concerns in order to obtain a lot of experience in learning speaking skills. They did every activity based on their intrinsic motivation.

Based on the information about the questionnaire's result in the previous Paragraphs, it can be concluded that the implementation of Project-Based Learning is really helpful for the students. It allowed the improvement of the students' speaking skills, but there were some aspects that need to be considered, namely the teacher should be patient to influence the students in order to speak English during the activities, and the chosen material should fulfill the students' needs based on their ability.

According to Kemendikbud (2013, p.182), "PBL method is used for a learning process that can improve students' enthusiasm and participation in students' participation. On the other hand, Fried-Booth as quoted by Fauziati (2014, p.168) stated that Project Based Learning technique can be used with specific teaching such as; to motivate students to become critical thinking and also build the students' confidence as well as this method can encourage students' participation.

a. Interview

Based on the interview that has been done before, the results found that this method could be used as an alternative in the learning process and had advantages to the teacher and student. Because the method was one of the good

methods that could increase student motivation, interests, creativity and teamwork but still with the agreed learning objectives. Learning objectives defined learning outcomes and focus teaching. They helped to clarify, organize, and prioritize learning.

The aim of this interview was to know the students opinion or information about the use of Project-based learning improve students' speaking skill and also their interest in learning speaking through Project-Based Learning. In addition, this interview questions lead students elaborate what they got and felt during the treatment. Students were encouraged to state their opinion or give some information related to the treatment. The answers of the interview were open-ended questions and were described qualitatively.

The resulting interview showed that PBL's benefits as proof of Grant's Theory. According to Grant (2002) as cited in Prince & Felder (2006, p.63), "when the students discussed the sharing of task in preparing the project of Drama, every member in the group should choose one of the characters from the story and one of the red the monologue to describe the important situation in Drama. The activities of preparing the project were students-centered learning. The better they tried to prepare, the better the result will be. One of the greatest benefits is working together to finish the project". In this study, there were 2 main projects, two of them were presentation and drama. The students helped each other to finish the product and they studied together to prepare the presentation and drama. Donnelly & Fitzmaurice, for instance, describe PBL as a prolonged activity "resulting in a product, presentation, or performance" (2005, p.88).

According to Danford (2006, p.14), "participation means students active in the classroom to help the passage of the learning process but this research not all of the participants really enthusiasm, most of all as a listener and not participate in the competition and learning process." Thereby, that was any reason why they look like that, such as the situation was bored and did not have new innovation in the learning process, the teacher less creative to applied the method and using formal words, so other students miss-communication to engage in learning process.

It could be concluded that the results found the statement that this method could be used as an alternative in the learning process and have advantages to the teacher and student because this method is one of the good methods that could increase student motivation, interests, creativity, and teamwork but still with the agreed learning objectives. Learning objectives defined learning outcomes and focus teaching. They helped to clarify, organize, and prioritize learning.

Based on the discussion, the students were helped a lot by the benefits which were provided by the Project-Based Learning approach. It could be seen from the respondents' statements, PBL contributed to the improvement of the students' speaking skills and PBL helped the students to enhance their motivation in learning the speaking skill. The detailed information has verified that Project-Based Learning was potentially motivating, empowering and challenging to language learners, it usually results in encourage learners' confidence, self motivation, and autonomy as well as improving students' language skills, content learning, and cognitive abilities (Fried-Booth, 2002; Simpson, 2011). Learning

became fruitful for learners because they exhibited their abilities to complete every task in the project.

The students might find some difficulties in doing and performing the end project but it could inspire the students to learn the language harder, especially to be braver in speaking English. They felt that they could express more ideas and creativity by doing Project-Based Learning activities. The students should present the resulting project, it meant PBL allowed the students to explain the ways and the process they worked with the project. Although they produced only the simplest expressions they had, if they had more chances to speak they would automatically improve their speaking skill because after they performed their work, the teacher could give some feedback and suggestions related to the contents and language, it could help them to learn harder to give a better speaking performance.

To put it briefly, Project-Based Learning is effective to improve Senior High School students' speaking ability. The Senior High School students in their language level might find some obstacles in completing the projects, but when they learned and worked together in groups and guide by the teacher's evaluation, they could improve their ability gradually and they could have bigger motivation in learning the speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions for future research on related topics. In the first part, the researcher concludes the summary of the study. The summary of the study is drawn based on the previous chapters. Meanwhile, the second part discusses the suggestions for the teacher and for further research dealing with the objectives of the teaching and learning process.

A. Conclusion

From the research that has been done about the difficulties in vocabulary learning faced by the ten-grade students of SMAN 1 Simeulue Timur in the academic year of 2019/2020, the researcher concludes that Project-Based Learning implementation showed the improvement of students' speaking skills. The aspects of speaking being improved were grammar, vocabulary, comprehension, fluency, and pronunciation. Project-Based Learning successfully improved the students' speaking skills due to the fact that the project could improve the students' speaking skills and create the students' positive responses toward English learning especially speaking. Project-Based Learning provided activities that gave the students a chance in improving their speaking skills by using various areas of learning. The students could improve their speaking skills by learning some projects as the main activity, so the students could use the

appropriate range and flexibility of the aspect of speaking to deal with topics to express ideas.

Project-Based Learning is potentially motivating, empowering, and challenging to language learners. Through Project-Based Learning, the students are forced to practice their speaking skills since they have concept of discussion, drama, and presentation. The students must have a good preparation for their performances because they must present it and then share the result in front of all the students in the class and also the teacher. It supports the students to practice their skills more. The students were actively engaged and shared ideas in a group or individually. The impact of using PBL is students able to practice in English speaking skills and improve their learning achievement.

In the descriptive data gained from the questionnaire and interview, the students gave statements that show that Project-Based Learning provides them many beneficial points. They stated that through Project-Based Learning, they not only learn new things such as acting in drama, making discussion and presentation but also they get more confidence to speak English. By the result, it can be concluded that Project-Based Learning is able to improve Senior High School students' motivation in learning the speaking skill. The project provides an opportunity for the students to become more creative and engaged in the interaction. Overall, PBL methods can be an alternative in selecting classroom learning methods to increase students' participation in the learning process and explore student ideas.

B. Suggestions

At the end of this chapter, realizing Project-Based Learning is very advantageous to improve the students' English speaking; the researcher would like to propose several suggestions as in the following:

1. For Students

To improve students' achievement, they should apply the following advice:

- a. Students should realize that they are the subject learning, so they should be active and creative in doing all activities during the teaching and learning process.
- b. In order to improve speaking skills, students should repeat some sentences or unfamiliar words from the text and/or their own sentences as fast as they can until they have no hesitant feeling to say it.
- c. Students should not consider their teacher as the only source form them to learn. They need to study by themselves so that they become autonomous and active learners. If they are active and creative, they will have many ideas to get the best way of creating a good speaking, so they can avoid being stuck.

2. For English Teachers

- a. The teacher should be a little discipline to control the students who did not take part in the teaching-learning process and keep the students in order.
- b. Teachers should be able to raise students' grammar mastery through any effective learning activity. Teachers should have creative thinking in

solving any problems happening in class. Teachers should know and comprehend the whole situation of both the class and the school.

- c. The findings give opportunities to the teachers to be committed, creative, and innovative in teaching. Although this requires the teachers to spend more time in developing more various teaching contents, providing consultation and share for the students, the teacher must stand up for their learners to be a good facilitator, counselor, and resource. It is also necessary for the teacher to carry out the meaningful methods in the learning process.

3. For school

The learning process and learning facilities should be designed by relying on students' needs to learn English by using PBL methods as an alternative learning method. School should be aware of students' speaking skill by paying more attention to the students' activities and facilities which support English learning.

4. For Other Researcher

Project-Based Learning is one of the interesting techniques that can be implemented in the classroom to improve the students' speaking skills. And the researcher hopes that the finding of this research can be considered as one of the references for other researchers who want to conduct a similar subjects with this research.

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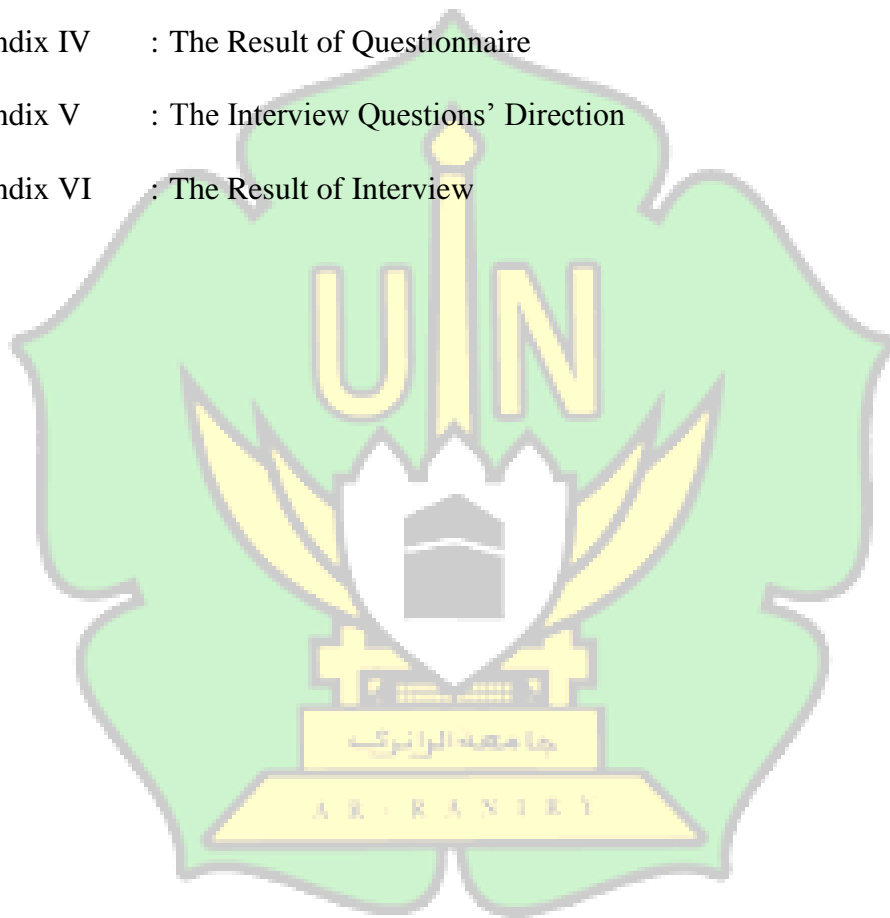
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APPENDICES

- Appendix I : Appointment Letter of Advisor
- Appendix II : Recommendation Letter For Doing Research
- Appendix III : The Questionnaire
- Appendix IV : The Result of Questionnaire
- Appendix V : The Interview Questions' Direction
- Appendix VI : The Result of Interview



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-17089/UN.08/FTK/KP.07.6/12/2019

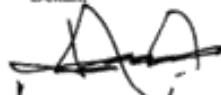
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Oktober 2019
- Menetapkan** :
PERTAMA :
 Menunjuk Saudara:
 1. Siti Khasinah, M.Pd
 2. Alfiatunnur, M. Ed
 Untuk membimbing Skripsi :
 Nama : **Elen Nokalia Angelina**
 NIM : **150203101**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **The Effect of Project Based Learning in Improving Students' Speaking Ability**
 Sebagai Pembimbing Pertama
 Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No:025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

MEMUTUSKAN

Ditetapkan di: Banda Aceh
 Pada Tanggal: 02 Desember 2019
An. Rektor
 Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6623/Un.08/FTK.1/TL.00/07/2020
 Lamp : -
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
 SMAN 1 Simeulue Timur

Assalamu'alaikum Wr.Wb,
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ELEN NOKALIA ANGELINA / 150203101**
 Semester/Jurusan : X / Pendidikan Bahasa Inggris
 Alamat sekarang : Gampoeng Rukoh Kecamatan Syiah Kuala Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***The Effect of Project-Based Learning in Improving Students' Speaking Ability***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 14 Juli 2020
 an. Dekan
 Wakil Dekan Bidang Akademik dan
 Kelembagaan,



Berlaku sampai : 14 Juli 2021

M. Chalis, M.Ag.

APPENDIX 3

THE QUESTIONNAIRE

ANGKET PENELITIAN

PENGARUH PROJECT-BASED LEARNING (PEMBELAJARAN BERBASIS PROYEK) DALAM MENINGKATKAN KEMAMPUAN SPEAKING SISWA

Pengantar:

Dalam rangka penyusunan Skripsi, kuesioner ini bertujuan untuk mendapatkan informasi tentang pengaruh Project-Based Learning dalam meningkatkan kemampuan belajar Speaking. Untuk hal itu, saya mengharapkan kesediaan adik-adik untuk berpartisipasi dalam penelitian ini sebagai responden.

Jawaban adik-adik diharapkan sesuai dengan apa yang adik alami dan rasakan. Saya ucapkan terima kasih atas ketersediaan Anda mengisi kuesioner ini. Semoga Allah SWT membalas dengan sebaik-baik balasan. Aamiin Yaa Rabbal 'Alamin.

Penjelasan dan petunjuk pengisian angket:

1. Angket ini diajukan dalam rangka penyusunan Skripsi.
2. Jawaban adik-adik untuk setiap pertanyaan diangket ini tidak mempengaruhi nilai mata pelajaran bahasa Inggris.
3. Jawaban adik-adik adalah rahasia dan orang lain tidak akan mengetahuinya.
4. Dibawah ini tersedia beberapa pertanyaan yang bersifat tertutup, oleh karena itu adik-adik diharapkan menjawab pertanyaan-pertanyaan tersebut dengan memberi tanda centang (✓). Jawaban adik diharapkan sesuai dengan yang adik alami dan rasakan.

Nama : _____

Kelas : _____

No	Pernyataan	Sangat Setuju	Setuju	Tidak Memilih	Tidak Setuju	Sangat Tidak Setuju
1	Pembelajaran berbasis proyek (Project-Based Learning) memberikan kesempatan untuk saya lebih aktif dalam berbicara bahasa Inggris.					
2	Tugas-tugas dalam pembelajaran berbasis proyek membantu/memancing saya lebih berani berbicara bahasa Inggris.					
3	Tugas-tugas dalam pembelajaran berbasis proyek membantu saya untuk tampil berbicara bahasa Inggris di depan teman-teman dengan cara pengucapan (pronunciation) yang benar.					
4	Tugas-tugas dalam pembelajaran berbasis proyek membantu saya untuk tampil berbicara bahasa Inggris di depan teman-teman dengan penggunaan kosa kata (vocabulary) yang benar.					
5	Tugas-tugas dalam pembelajaran berbasis proyek membantu saya tampil berbicara bahasa Inggris di depan dengan penyusunan kalimat					

	(structure/grammar) yang benar.					
6	Tugas-tugas dalam pembelajaran berbasis proyek membantu saya untuk berlatih berpendapat/menyampaikan pesan dengan baik dan membuat teman-teman serta guru paham dengan apa yang sedang saya bicarakan (comprehension).					
7	Tugas-tugas dalam pembelajaran berbasis proyek membuat saya tertarik dan berkemauan untuk belajar berbicara bahasa Inggris lebih banyak.					
8	Pembelajaran berbasis proyek (presentasi dan diskusi) menambah kemampuan saya dalam Speaking.					
9	Pembelajaran berbasis proyek (presentasi dan diskusi) menambah kemampuan saya dalam menjawab pertanyaan dari guru setelah presentasi atau pada saat diskusi.					
10	Tugas pembelajaran berbasis proyek dalam bentuk drama membantu saya berani tampil berbicara bahasa Inggris, bercakap-cakap dengan teman di depan kelas sesuai dengan isi					

	drama yang ditampilkan.					
11	Tugas dalam bentuk drama dan presentasi membuat saya bekerja sama dengan baik dengan teman satu kelompok.					
12	Tugas dalam bentuk drama dan presentasi meningkatkan kreatifitas saya.					
13	Tugas dalam bentuk drama menambah kemampuan berbicara bahasa Inggris saya karena harus mem-presentasikan isi drama tersebut.					
14	Saya mengerjakan tugas-tugas pembelajaran berbasis proyek dengan senang hati dan bukan karena terpaksa.					
15	Guru hanya menjelaskan masing-masing perintah dalam setiap tugas (presentasi, diskusi, drama, dan lain-lain) tapi saya dan teman-teman saya mengerjakan Project tersebut sendiri sampai selesai.					

Atas ketersediaan hati adik-adik dalam menjawab pertanyaan dalam angket ini, saya selaku peneliti mengucapkan terima kasih yang sebesar-besarnya.

Hormat Saya,

Peneliti
Elen Nokalia Angelina

APPENDIX 4
THE RESULT OF QUESTIONNAIRE

A. The Questionnaire Construct and Result

Item	Concept	Sub Concept	Questions	Score	Mean	Criteria
1	PBL Grant (2002)	Students-centered learning	Project-Based Learning activities allowed the students to have the opportunity to work autonomously and involved in interaction and communication.	137	4.42	HIGH
2	Motivation Brown (2000)	Self-esteem	PBL made the students believe themselves that they are well-to-do, successful, and worthy in doing speaking activities.	136	4.39	HIGH
3	Speaking Assessment Brown (2003), O'Malley and Pierce (1996)	Communication	PBL made the students to speak English with good pronunciation.	132	4.25	HIGH
4	Speaking Assessment Brown (2003), O'Malley and Pierce (1996)	Intrinsic motivation	PBL made the students to speak English with appropriate vocabulary based on the topic.	130	4.19	HIGH
5	Speaking Assessment Brown (2003),	Speaking performance	PBL encourage the students to arrange every sentence with good structure while	127	4.09	HIGH

	O'Malley and Pierce (1996)		they perform the end product.			
6	Speaking Assessment Brown (2003), O'Malley and Pierce (1996)	The aspect of speaking performance	PBL made students convey comprehensible communication while speaking English	123	3.97	HIGH
7	Motivation Brown (2000)		Students engaged in PBL activities for their own and enjoy the lesson (self-determination).	127	4.09	HIGH
8	Speaking Brown (2003)		PBL provided students the opportunity to express opinion with others .	131	4.22	HIGH
9	Speaking Brown (2003)		PBL provided students the activities that they can convey or exchange facts, information, or opinion with others and planned the presentation, the answer questions from teachers and others.	130	4.19	HIGH
10	Speaking activity O'Malley and Pierce (1996)	Drama and role play	Students have to engage in drama and simulations activities, where their anxiety is reduced, their motivation is increased and their language acquisition is enhanced. Drama provides a format for using real-life conversation such as repetitions, interruptions, recitations, facial expressions, and gestures.	134	4.32	HIGH

11	PBL Scrivener (2005)	Group work	Student work together to provide mutual support and a wider range of ideas.	130	4.19	HIGH
12	PBL Hutchinson (1991)	Presentation	Students develop their creativity to make an attractive project.	134	4.32	HIGH
13	PBL Hutchinson (1991)		Students keep focusing on the language features that will make their project consist of good sentences and they present the end of drama completely.	131	4.22	HIGH
14	Motivation Valerand (1997) in Dornyei (2001)		Students enjoy learning activities that are fun and satisfying.	131	4.22	HIGH
15	PBL Harmer (2001)	Teacher's role	Teacher should provide good arrangement of project work and make sure that the students know what to do, teacher acts as a fasilitator who makes suggestions how to anticipate the project. The students organize a lot of their own learning.	135	4.35	HIGH

B. The result of questionnaire (each Item)

No	Students	Item															Score	Mean
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	Adilla Syafiq	4	4	4	4	4	4	4	4	4	5	4	5	4	5	5	64	4.27
2	Aldi Dinata	5	4	4	4	5	5	5	4	5	5	4	5	5	5	4	69	4.60
3	Alicia Balqis Buniarto Putri	5	4	4	4	4	5	5	5	5	5	5	5	5	5	4	70	4.67
4	Alvin Fahrezi	5	4	4	4	4	4	5	4	5	5	4	5	5	5	4	67	4.47
5	Annisa Selvi Sariyani	5	4	4	4	4	4	4	4	4	5	4	5	4	5	5	65	4.33
6	Cut Ananta Emelia	5	4	4	5	5	5	5	5	5	5	5	5	5	5	4	72	4.80
7	Darlis Firmansyah	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	61	4.07
8	Dicky Al-Ikhsan Arreisy	5	4	5	4	4	4	5	5	5	4	5	4	5	4	5	68	4.53
9	Elfira Malini	4	5	5	5	4	4	4	5	5	4	5	4	4	4	5	67	4.47
10	Givva Girana	4	4	5	5	4	4	4	5	5	5	5	5	5	4	5	69	4.60
11	Karunia Pratama	4	5	4	4	5	5	5	5	5	5	5	5	5	4	5	71	4.73
12	Lori Ledhia	4	5	4	4	5	4	5	5	4	4	4	5	5	4	5	67	4.47
13	M. Iqbal Syafalefi. S	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	62	4.13
14	Muhammad Jihan Oktaviandra	4	5	4	4	4	4	4	5	4	5	5	4	4	4	4	64	4.27
15	Nanda Meira Lestari	4	5	4	4	4	4	4	5	4	5	5	5	4	4	4	65	4.33
16	Puji Lestari Pratiwi	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60	4.00
17	Puput Misliani	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	59	3.93
18	Putri Wulandari Rizky Mawaddha	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	61	4.07
19	Rezal Ar-Rifai	5	4	5	5	4	5	4	4	4	4	4	4	4	4	5	65	4.33
20	Riski Rahmawi	5	5	5	5	4	4	4	4	4	4	4	4	4	4	5	65	4.33
21	Rizki Wahyudi	5	5	5	5	4	4	4	4	4	5	4	4	4	5	5	67	4.47

22	Romantir Rulan	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60	4.00
23	Sesaria Ramadhani	4	4	4	4	4	3	2	4	4	3	4	4	4	4	4	56	3.73
24	Siddiq Husyaini Husal	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	61	4.07
25	Sinta Rolyana Ulfa	5	4	4	4	4	2	2	2	2	3	2	4	5	4	4	51	3.40
26	Sri Mahkota Purnama JG.HN.	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	62	4.13
27	Syuri Anggahimi	5	5	4	4	4	4	4	4	4	5	4	4	4	4	4	63	4.20
28	Tasya Nabila	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	61	4.07
29	Wahyu Syahbandi	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	62	4.13
30	Wanda Assarah	4	5	4	4	4	4	4	4	4	4	4	4	2	4	4	59	3.93
31	M. Aditya Yogi	4	4	4	4	2	2	4	4	4	3	4	4	4	4	4	55	3.67
Score		137	136	132	130	127	123	127	131	130	134	130	134	131	131	135		
Mean		4.42	4.39	4.25	4.19	4.09	3.97	4.09	4.22	4.19	4.32	4.19	4.32	4.22	4.22	4.35		
Min		4	4	4	4	2	2	2	2	2	3	2	4	2	4	4		
Max		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		

Criteria	Score	Item Number														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Very High	5	13	12	8	6	5	5	7	9	8	12	8	10	9	7	11
High	4	18	19	23	25	25	22	22	21	22	15	22	21	21	24	20
Fair	3	0	0	0	0	0	2	0	0	0	3	0	0	0	0	0
Low	2	0	0	0	0	1	2	2	1	1	0	1	0	1	0	0
Poor	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		31	31	31	31	31	31	31	31	31	31	31	31	31	31	31

APPENDIX 6

THE INTERVIEW QUESTIONS' DIRECTION

A. Interview Guideline for Students

1. Bagaimana pendapatmu tentang belajar berbicara bahasa Inggris dengan ragam kegiatan belajar berbasis proyek seperti yang sudah kita lakukan? Apakah itu membantumu untuk lebih banyak berbicara bahasa Inggris di kelas?
2. Apakah ketika kamu belajar dengan ragam kegiatan berbasis proyek kamu merasa terdorong untuk lebih berani berbicara bahasa Inggris? Mengapa, jelaskan?
3. Apakah kegiatan belajar berbasis proyek seperti presentasi narrative text terpilih, drama, & presentasi hasil kelompok dapat membantumu meningkatkan kemampuan dalam berbicara bahasa Inggris, contohnya cara mengucapkan kosa kata bahasa Inggris menjadi lebih lancar? Mengapa, jelaskan?
4. Apakah dengan melakukan kegiatan belajar berbasis proyek yang kebanyakan mengharuskanmu tampil berbicara bahasa Inggris di depan teman-teman di kelas itu dapat membantumu memperbanyak kosa kata? Mengapa, jelaskan?
5. Apakah dengan melakukan kegiatan belajar berbasis proyek yang kebanyakan mengharuskanmu tampil berbicara bahasa Inggris di depan teman-teman di kelas itu dapat melatihmu berbicara bahasa Inggris dengan penyusunan kalimat yang benar? Mengapa, jelaskan?
6. Apakah dengan melakukan kegiatan belajar berbasis proyek yang kebanyakan mengharuskanmu tampil berbicara bahasa Inggris di depan teman-teman di kelas itu dapat membantumu untuk lebih berani mengungkapkan pendapat dalam bahasa Inggris? Mengapa, jelaskan?
7. Apakah dengan melakukan kegiatan belajar berbasis proyek yang kebanyakan mengharuskanmu tampil berbicara bahasa Inggris di depan teman-teman di kelas itu dapat membantumu dengan teman & guru dalam bahasa Inggris? Apakah itu secara dua arah (teman & guru juga memberikan respon dalam bahasa Inggris juga)?
8. Apakah kegiatan-kegiatan tersebut membuatmu lebih tertarik atau berkemauan untuk berbicara bahasa Inggris? Bagian mana yang paling membuatmu tertarik? Dan bagian mana yang tidak?

9. Apakah kegiatan-kegiatan tersebut membuatmu merasa termotivasi untuk berbicara bahasa Inggris?
10. Apakah kegiatan-kegiatan tersebut dapat melatihmu untuk lebih percaya diri dalam berbicara bahasa Inggris?

B. Interview Guideline for

1. Sudah berapa lamakah Anda mengajar dan menjadi guru Bahasa Inggris?
2. Apa pendapat Anda tentang pembelajaran yang dipelajari siswa dari pelajaran ini?
3. Menurut Anda, apa kelebihan dan kekurangan metode PBL untuk mendorong siswa berpartisipasi dalam pembelajaran?
4. Berapa persenkah siswa mengikuti proses pembelajaran dengan metode PBL terhadap kemampuan berbicara?
5. Apakah metode PBL berbeda dengan metode pembelajaran lainnya? Jika ya, apa bedanya?
6. Saran apa yang Anda miliki agar guru memilih metode untuk meningkatkan keterampilan berbicara siswa?
7. Apakah ini pertama kalinya Anda menggunakan pembelajaran kooperatif di kelas percakapan bahasa Inggris?
8. Kesulitan apa yang Anda hadapi saat menerapkan teknik pembelajaran berbasis proyek di kelas berbicara bahasa Inggris?
9. Bagaimana Anda memecahkan masalah yang dihadapi di kelas selama pelaksanaan teknik?
10. Apakah menurut Anda kemampuan bahasa Inggris siswa meningkat selama penerapan teknik pembelajaran kooperatif? Mengapa ya / tidak?

APPENDIX 6

THE RESULTS OF INTERVIEW

Students Interview Transcript:

Interview Result 1

Student's name: Alicia Balqis Buniarto Putri

Researcher : Assalamu'alaikum adek, boleh minta waktunya sebentar?

Student : Wa'alaikumussalam, iya kak boleh.

Researcher : Kakak mau nanya tentang kegiatan belajar mengajar berbasis proyek (Project-Based Learning). Sebelumnya, adek tau kan apa itu Project-Based Learning?

Student : Tau kak, tapi gak begitu paham gimana itu PBL, tapi itu cara yang bagus sih untuk diterapkan karna kalau guru kasih tugas proyek gitu agar siwa termotivasi dalam belajar, kerja tim, dan kami akan belajar lebih keras.

Researcher : Terus, adek pada dasarnya suka gak belajar bahasa Inggris?

Student : Biasa aja kak. Gak terlalu suka kak, tapi bukan gak suka juga.

Researcher : Waktu adek belajar bahasa Inggris kayak drama, diskusi sama presentasi gitu, gimana perasaan adek?

Student : Iya kak, senang tapi gimana ya kak hehe. Karena selalu harus ngomong bahasa Inggris di kelas. Misalnya kan kak, kalau lagi diskusi harus latihan dulu pakai bahasa Inggris. Jadi ada males-malesnya dikit.

Researcher : Emm gitu. apa tugas-tugas kaya gitu bisa membuat adek bisa ngungkapin pendapat dengan menggunakan bahasa Inggris gak dek?

Student : Iya kak, bisa. Karena kan mesti latihan dulu banyak-banyak.

Researcher : Aktivitas apa yang paling kamu sukai dek? Presentasi, diskusi apa drama?

- Student : Drama kak, lucu kali soalnya haha.
- Researcher : Kenapa bisa lucu dek?
- Student : Lucu bah kak oi, soalnya aku sama kawan-kawan suka kali ketawa kalau lagi ngapal karna sibuk ngapalin skripnya kak. Kalau dramanya pakai bahasa Indonesia kan enak ga susah-susah tinggal ngarang aja kak, beda kalau drama bahasa Inggris gabisa ngarang asal-asal kak hahaha.
- Researcher : Tapi seru kan dek. Jadinya kalian bisa melatih kepercayaan diri kalian waktu nampilin drama pakai bahasa Inggris.
- Student : Iya kak, betul juga tu.
- Researcher : Jadi menurut adek suka gak belajar dengan PBL?
- Student : Iya kak senang, suka juga karena belajar nya jadi gak boring terus gak itu-itu aja. Jadi kami juga jadi lebih kreatif dan aktif kak.
- Researcher : Terus gimana rasanya waktu presentasi dek?
- Student : Susah juga kak kadang-kadang. Karna sering nanya kawan-kawan kak gimana pendapat orang ni tentang bahasa Inggris terus harus jelasin di depan kelas gimana.
- Researcher : Oh iya dek, karna tugas gitu jadi lebih sering mengemukakan pendapat dan pastinya lebih jago. Dan makin percaya diri gak?
- Student : Iya kak, bawaannya selaw santai aja gitu kak. Iya, aku lebih anteng aja ngomong bahasa Inggris kak, walaupun gatau kata-katanya benar apa enggak. Terus harus cari cara yang betul buat ngucapinnya kak.
- Researcher : Bagus dong dek, itu artinya dengan tugas seperti itu bisa memotivasi kamu untuk lebih giat belajar dan berbicara bahasa Inggris dek.
- Student : Iya kak. Sangat membantu tapi lebih banyak ke speakingnya daripada ngerjain soal-soal dari gurunya.
- Researcher : Gimana nih kalau berdasarkan indikator penilaiannya, menurut adek, adek lemahnya dimana? Dari comprehension (cara

menyampaikan opini yang mudah dipahami), fluency, pronunciation, vocabulary, atau grammar?

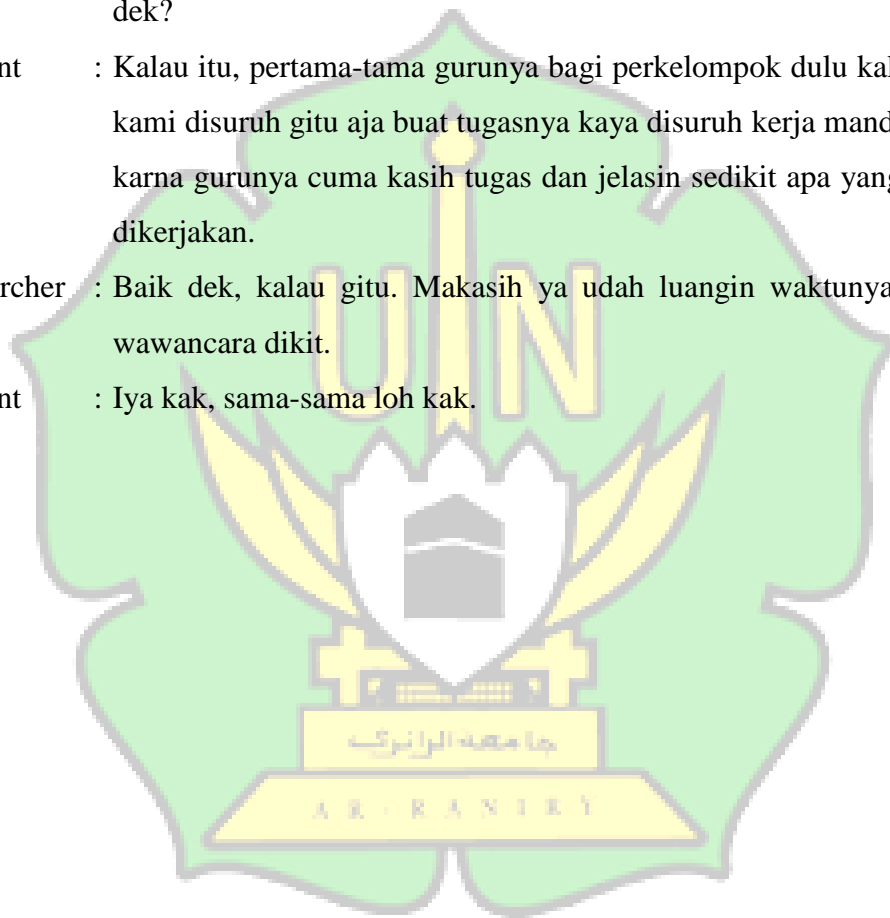
Student : Menurutku, kelemahan aku di grammar kak sama vocab. Sering pusing waktu nyusun kalimatnya kak. Tapi untuk kejelasan itu fluency ya kak, nah jadi lebih baik waktu PBL tuh diterapin di kelas.

Researcher : Terus gimana peran guru dalam pembelajaran berbasis proyek gini dek?

Student : Kalau itu, pertama-tama gurunya bagi perkelompok dulu kak, terus kami disuruh gitu aja buat tugasnya kaya disuruh kerja mandiri gitu karna gurunya cuma kasih tugas dan jelasin sedikit apa yang harus dikerjakan.

Researcher : Baik dek, kalau gitu. Makasih ya udah luangin waktunya untuk wawancara dikit.

Student : Iya kak, sama-sama loh kak.



Interview Result 2

Student's name: Sinta Rolyana Ulfa

Researcher : Assalamu'alaikum adek. Maaf ya mengganggu waktunya, boleh minta bantu bentar gak?

Student : Wa'alaikumussalam, oh iya iya kak boleh.

Researcher : Ceritanya akak mau wawancara ni, tanya-tanya aja dikit tentang belajar bahasa Inggris.

Student : Oh itu, boleh sih kak tapi kurang suka bahasa Inggris

Researcher : Emm, boleh tau kenapa adek bisa gak senang belajar bahasa Inggris?

Student : Aku gabisa aja kak. Cuma kalau membaca, menulis, mendengarkan, atau berbicara gitu aku bisa sih kak dikit-dikit. Tapi kalau disuruh guru maju dan ngomong bahasa Inggris disitu sungguh aku merasa resah kak karna aku gak banyak tau kosa kata bahasa Inggris kak, terus takut kalau salah rumus urutannya kak.

Researcher : Kalau untuk masalah itu, masih bisa dilatih dek sebenarnya. Nah, gimana nih adek senang gak waktu disuruh tugas kaya drama, diskusi dan presentasi gitu?

Student : Iya kak, lumayan lah.

Researcher : Emm, kegiatan kaya gitu bisa membantu kamu sedikit-sedikit menambah kemampuan berbicara gak dek?

Student : Bisa kayaknya kak. Kalau aku boleh kasih contoh kak waktu ditunjuk maju nih sama guru, ya aku mau gak mau mesti bicara bahasa Inggris. Syukur-syukur bisa kak walaupun dikit-dikit.

Researcher : Alhamdulillah, berarti ada kemauan ya dek. Terus tugas yang paling sulitnya apa menurut kamu dek?

Student : Menurut aku, di drama lah kak.

Researcher : Wah, bukannya seru ya? jadi kenapa bisa drama yang sulit dek?

- Student : Hahaha karna aku susah ngapal-ngapal gitu kak orangnya. Tapi misalnya udah selesai tampil ini kak rasanya kaya lega gitu terus mikir aku bisa juga ya gitu kak.
- Researcher : Baguslah kalau gitu dek, karna kalau kita bisa menyukai sesuatu dalam melakukan kegiatan-kegiatan bahasa Inggris itu bisa menumbuhkan motivasi kita untuk lebih berani berbicara bahasa Inggris.
- Student : Iya benar juga kak, pelan-pelan jadi makin berani ngomong bahasa Inggris. Sebelum ada project gitu di kelas, aku gak banyak vocab kak. Tapi waktu udah belajar disuruh project jadi kaya ngebanu karna harus cari kata-kata baru kan.
- Researcher : Alhamdulillah senang mendengarnya kalau gitu dek. Terus gimana respon dan partisipasi kawan-kawan kelompok saat buat tugas? Apakah kalian saling membantu dek?
- Student : Iya kak, kami bekerjasama semuanya. Orang tu rajin kak karna biar dapat nilai bagus juga kan.
- Researcher : Terus apa ada kesulitan yang adek alami sewaktu belajar Bahasa Inggris di kelas?
- Student : Emmm... Ada sih kak, aku masih kurang lancar misalnya nih kak, aku tahu apa yang aku pikirin tapi untuk nyusun dikepala tu susah kali disampaikan, karna di grammar aku masih amburadul kak.
- Researcher : Terus dari situ apa ada yang bikin adek mau belajar lagi?
- Student : Ada kak, cuma kadang bingung sama topik yang dikasih. Tapi sesekali ada tugas buat proyek yang sangat bantuin buat ngerti kak.
- Researcher : Jadi apa adek setuju kalau belajar bahasa Inggris dengan metode berbasis proyek bisa ngebanu dan meningkatkan belajar speaking dan juga kalian dapat bekerjasama dengan baik satu sama lain dek?
- Student : Yupp, setuju kali kak.
- Researcher : Baiklah dek, makasih banyak ya waktunya, kalau akak ada salah kata mohon maaf ya dek.
- Student : Ashiaap kak, sama-sama. Makasih juga ya kak.

Interview Result 3

Student's name: M. Iqbal Syafalefi S

- Researcher : Assalamu'alaikum adek, akak mau tanya-tanya bentar boleh?
- Student : Wa'alaikumussalam boleh kak
- Researcher : Menurut adek belajar bahasa Inggris itu penting gak?
- Student : Penting kak, karena dengan bahasa Inggris kita bisa menjelajahi dunia.
- Researcher : Terus apa adek senang belajar Bahasa Inggris?
- Student : Iya suka kak.
- Researcher : Gimana proses belajar mengajar seperti apa yang paling adek sukai?
- Student : Yang saya suka belajar sambil bermain kak, karena gak terlalu menegangkan.
- Researcher : Ngomong-ngomong gimana menurut adek pembelajaran Bahasa Inggris berbasis proyek seperti adanya kegiatan drama, diskusi, dan presentasi?
- Student : Pastinya saya sangat suka kak, karna belajarnya jadi menyenangkan. Kami juga bisa berbagi pengalaman dan saling belajar satu sama lain misalnya kita gak tau nih tapi teman kita tau, jadi kita bisa tau lebih banyak hal.
- Researcher : Wah positif sekali ya. Jadi, apa menurut adek metode dengan diberikan tugas seperti itu dapat memotivasi dan meningkatkan kepercayaan diri kalian?
- Students : Nah iya betul tu kak. Karena dengan metode ini, kami menjadi lebih mandiri dan memotivasi kami untuk belajar agar dapat mengeksplorasi kemampuan dan ide-ide kami dengan cara guru memberi kami tanggung jawab dan kepercayaan bahwa kami mampu melakukannya.
- Researcher : Lalu gimana, apa kemampuan berbicara Bahasa Inggris kalian mengalami peningkatan dek?

- Student : Udah pastilah ada kak. Apalagi kami kami ni yang jarang berbicara tetapi karena tugasnya tu kami harus berbicara di depan dan jadi suatu keharusan bagi kami untuk berlatih dan meningkatkan kemampuan berbicara kami, tapi kak banyak orang tu gak setuju karena kan harus bicara di depan kelas gak boleh bawa buku pelajaran atau catatan.
- Researcher : Alhamdulillah ya dek, sudah bagus sekali tu dan bisa ajak teman-teman suka Bahasa Inggris juga.
- Student : Aamiin kak, iya sih karna saya senang pelajaran Bahasa Inggris mungkin ya dan jadiin itu kebiasaan saya buat speak English. Terus saya ngerasa Bahasa Inggris saya jadi lebih lancar, lebih kreatif, aktif waktu ngerjain proyeknya dan menumpahkan ide saya ke proyek yang dibuat.
- Researcher : Kalau kawan-kawan sekelompok adek gimana tu partisipasinya dalam ngerjain tugas?
- Student : Enak juga kak, kawan-kawan kelompok kompak semua kak, dan kami juga ngerjain tugasnya barengan, misalnya tugas drama, itu mulai dari pembagian narasinya, kostumnya, dialog, terus cari bahannya kami selesaikan bersama kak.
- Researcher : Apa adek ada mengalami kesulitan selama belajar Bahasa Inggris?
- Student : Kadan-kadang saya salah ngucapin kata nya kak, tapi sekarang saya udah tau cara ngucapin dengan benar.
- Researcher : Wah salut akak dek, jadi menurut adek pembelajaran berbasis proyek ini ngefek gak di dalam belajar?
- Student : Tentunya kak, sangat membantu. Iya, ada perbedaannya kak. Sebelum ada PBL di kelas, saya gak begitu mikirin grammar saya kacau balau, tapi setelahnya saya sadar kalau grammar saya masih acak kadul, dan nyadarin diri kalau saya masih salah kak.
- Researcher : Terus gimana gurunya di kelas dek, apa ada bimbing kalian dalam nyelesain tugas yang diberikan?

Student : Dibantu kok kak, walau kadang-kadang gak juga, tapi kan melatih kami untuk mandiri, nanti kalau misalnya kurang paham, ya tinggal tanyakan ke gurunya aja kak.

Researcher : Emm, bagus kali tu dek. Baiklah dek, makasih ya atas kesediaan waktunya untuk akak wawancarai. Semoga bisa menginspirasi ya dek.

Student : Sama-sama kakak, semoga sukses ya kak.



Teacher Interview Transcript

No	Name	Subject	Experience in Teaching
1	AN, S.Pd	English Teacher	10 years

The researcher provides the transcript to give a clear interview description. The answers show below:

Researcher : What do you think about the students' learned from this lesson?

Teacher : In my opinion, the student excited to making tasks with the project and they need the various method. Sometimes the method could use the same but it is not with the same theme, for example, we gave the project to the student about debate some time, and next time we have to looked what the students need, maybe made an activity to made mind mapping or anything which suitable to students.

Researcher : In your opinion, what are the advantages and disadvantages of the PBL method to encourage students to participate in learning?

Teacher : In my opinion, if we had given the project to students, it would be created the student ideas, their enthusiasm, and interest to study as well as they can encourage speaking ability.

Researcher : How many percents of the students participate in the learning process by using the PBL method in the speaking ability?

Teacher : Uhm, I don't know how many percents but it's really increased, both visually and audio, and they also learn in team works, sharin information with each other and encourage them to become a responsible person.

Researcher : Does the PBL method different from other learning methods? If yes, what is the difference?

Teacher : Yes, it's very different because the students must prepare for the task and do the best both what they want to do and before that, they

have to search many theories and resources. At least that can slowly increase the student ability.

Researcher : What suggestions do you have for teachers to choose methods for improving students' speaking skills?

Teacher : To implemented PBL method needs extra capability, take more time learning and we are demanded be creative and be a smart chosen in selection method, and I recommend this method for another teacher to used but before that, we have to know the whether the method suitable and appropriate to students' need (a situation, students' ability, facilities, and infrastructure) to implemented.

Researcher : Is this your first time using cooperative learning in conversational English class?

Teacher : Sometimes I used it but not in all material; I choose a suitable method for the material and condition on the class and keep it more creative.

Researcher : What difficulties do you face when applying project-based learning techniques in the English speaking class?

Teacher : Yes, of course, based on technique is different so I saw the students' enthusiasm while applying the PBL method and compared another method especially on speaking ability.

Researcher : How do you solve problems facing in the classroom during the execution of the technique?

Teacher : Before I said, PBL method takes a long time and not all students' understand the learning by using this method, because each student has a different character and ability, and sometimes the students have to complete other subjects because of that the happening of the buildup of tasks that make students less focused and cannot complete the task on time.

Researcher : Do you think the students' ability in English increases during the implementation of cooperative learning techniques? Why yes /no?

Teacher : Yes increase, we can say it improves very quickly, but it is not in all speaking indicators because there are some students who pay less attention and dislike the English language itself.

