**The Effect of Project Based Learning Implementation on Students'
Participation and Achievement in English Speaking Course**

THESIS

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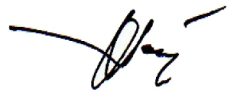on Teacher Education

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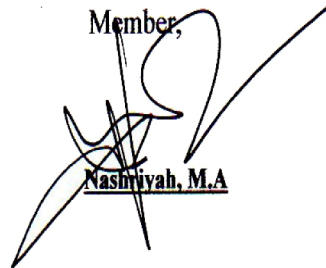
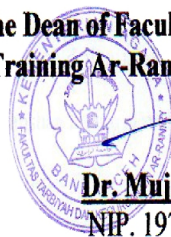Member,   Member,
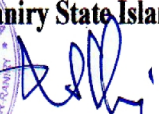
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Banda Aceh, January 10th 2017

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

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This study investigated the effects of using PBL on students' participation and achievement in English speaking course. To do so, three research questions were addressed, including: (1)How did the implementation of PBL improve students' achievement in speaking English? (2)How did using PBL improve students' participation to engage in learning process of English speaking subject? (3) How did the students' perceive the use of PBL in learning English Speaking subject? To answer the research questions, this study used mixed methods. Quantitative data were analyzed by using SPSS, whereas qualitative data were by descriptive analyses. The results showed that using PBL significantly increased the students' achievement, although few did not. This should be understood from the increase of their achievement scores analyzed through Wilcoxon test, the significant value from pre-test and post-test is 0.000. This value was lower than 0.05 and indicated that using PBL improved students' achievement significantly. The value showed a significant when the value was lower than 0.05. It based on Dahlan (2012). Another finding was that using PBL encouraged students to participate actively in learning process for example, discussing in group, asking question, sharing ideas, etc. In conclusion, the findings mirror previous studies on the use of PBL in EFL classroom, such as Kamisah's (2013) and Marwan's (2015).

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INTRODUCTION

CHAPTER I

A. The Background of Study

Communicating in English both orally or in written form is crucial especially for English learners. By using English to communicate, students can improve their ability to express their opinions and ideas. With respect to this, Nunan (1991) states that ability can be measured characteristically which can be seen of ability to communicate well in that language. This suggests that using English to speak is a must for English learners.

To be able to communicate, it is necessary for learners to have speaking skills. Speaking is a process of interaction that aims to get and share information based on knowledge (Brown, 1994; Burns & Joyce, 1997 as cited in Florez,1999). However, not all students who learn English at school are competent in speaking. To deal with the problem, it is suggested to use appropriate approaches that can encourage all students to actively participate in the learning process and improve their speaking ability. Using PBL is one of the methods recommended.

PBL is one of the approaches in which the cooperation among the students in finding and building their knowledge through active learning (Yew, 2008; Schmit, 2009; Alsamani&Daif, 2015). PBL refers to a method allowing "students in design, problem-solving, making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and publish products or presentations" (Patton, 2012 p.13).

Through PBL, the learners are engaged in purposeful communication to complete authentic activities (project-work), so that they have the opportunity to use the language in a relatively natural context (Haines, 1989, as cited in Fragoulis, 2009) and participate in meaningful activities which require authentic language used.

The success of PBL implementation has been reported by several researchers (e.g., Haliloglu, 2005) explained the effect of PBL method applied on students' computer resulted in the achievement level and group working skills were investigated. Similarly, Humairoh (2013) found that PBL has encouraged the students' interest in learning in achievement good presentation in public speaking by implemented, as well as Kamisah (2013) stated to improve students' speaking skill is very interesting to be implement speaking skill used PBL technique. While Agustina (2012) defined implemented PBL in the form of student-made newsmagazine was done successfully make interested and enthusiasm to improve their skills. Considering the success of PBL implementation to Asian refugees in the United States by them, this study tries to apply PBL in Indonesian context, especially to young English learners.

In Aceh, many studies have been carried using PBL to improve speaking ability. Among them are the studies by Dwi (2016) and Nurohman (2014) that PBL suggested English teachers' use the PBL technique in the teaching-learning processes for speaking classes is effective and can improve students' speaking skills. In another hand, the PBL approach has learning stages that are aligned with the scientific method, in terms of theories that can facilities in the process of

internalizing value and support of scientific method to the students' physics teacher candidate. This study focuses on how the effects of employing PBL in teaching and learning process to improve their English speaking. Further to get a response the students' by using PBL in the classroom activity and the result of final scores.

B. The Research Questions

To address the problem mentioned above, this research proposes the following research questions:

1. How did the implementation of PBL improve students' ability in speaking English?

2. How did using PBL improve students' participation in learning process of English speaking subject?

3. How did the students' perceive the use of PBL in learning English Speaking subject?

C.   The Aims of Study

This study aims at investigating:

1. The effectiveness of using PBL method on students' English speaking ability.

2. The impact of students' learning process through using PBL in English learning on speaking subject.

3. The effectiveness of PBL relation to improve the language learning process.

D. Significance of the Study

There are many reasons why this study is important to carry out. Firstly, speaking is one type of oral language skills that are productive. In terms of speaking skills, there are three types of speech situations, namely interactive, semi-interactive and non-interactive. Secondly, spoken English ability can be a crucial requirement for Indonesians to get jobs and overseas scholarships. Thirdly, PBL method is a good alternative way for English teachers as an evaluation in choosing the method of teaching-learning process because give chance to students' be a center in learning to improve their students' confidence based on the range of activities that were implemented during the project based on the various activities undertaken during the project. The study also aims to contribute to finding better ways for methods in the learning process.

E. The Terms Used

There are many terms used in this research that need to clarify including Project Based Learning (PBL), students' participation and teaching English speaking;

    a. Project Based Learning(PBL)

       The project is supposed to be long-term, requires teamwork among students, and results in a substantial final product (Thompson & Beak, 2007, as cited in Cruz & Vik, 2007). It means not every task can be considered a project. According to Patton (2012), in PBL students are the ones designing the project and planning what needs to do to carry it out. From those statements, it can be inferred that PBL is a method in which the students are

learning through a project that is decided by themselves with the help from teachers so that they can be actively engaged in the learning process. In this study, the project is supported to be long-term, requires teamwork among students and the result in having some product. In spite of the fact PBL shows advantages in teaching and learning, it is necessary to admit that some problem might appear in PBL as well.

b. Students' Participation

According to Lahaderne (1967) participation means students active in the classroom to help the passage of learning process, consisting of answers, questions, given comment and join to the discussion. There are interactions between the process of teaching and accession academic. Therefore, student participation has instructional components in the instruction enhanced by the teacher to help students to learn more (Abu Bakar, 1986).

The study conducted by Tsou (2005) looked students participation in the classroom activities are essential for the aims of creating effective learning.

c. Teaching English Speaking

Speaking skills have hardly been in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the materials), though to the best in approach the teaching of speaking skills has long been the focus of role practice on speak. Teachers used textbooks make the variety of approaches. From direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topics, and questioning strategies) to indirect

approaches that create conditions through group work, task work, and other strategies (Richards, 1990).

F. Organization of This Thesis

This thesis consists of five chapters. Chapter 1 introduces the background of study include the problem statement and describe the specific problem in this study, research question, the aims of the study, the significance of the study, terms used and organization of the thesis. Chapter 2 reviews relevant literature and relevant research associated with the problem addressed in this study ranging from learning nature of speaking, the Indonesian students' problem in English speaking, Project-Based Learning (PBL) also used Kurikulum 2013 on English speaking at school.

Chapter 3 describes the methodology used in this research design explained in this chapter are research design, participants, data collection, and data analysis. Chapter 4 presents and discusses the findings which included analyses by describe of classroom observation by record, SPSS, and analyses of interviews to get concluded. And chapter 5 comes up a summary and discussion of the researcher's findings and recommendation for future research.

CHAPTER II

LITERATURE REVIEW

This chapter reviews literature previewing to speaking and Project-Based Learning (PBL) Section A focuses on nature speaking, the Indonesian students' problem of English speaking in Indonesia as Section B, the use of Project-Based Learning (PBL) involved in Section C, section D school curriculum on English speaking and as the last section is students' participation.

A. The Nature of Speaking English

Speaking is the 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 the English sounds. By that skill, people can deliver their ideas and opinion. Speaking as a skill which becomes the important part of daily life that it is the way for people to create the social relationship as a human being or as talking can be a demonstration about settling on vocal resonances. Students could say that methods will banter or expressing one's musings what is more emotions on spoken dialect.

Naveed (2012) stated talking as an intuitive methodology for constructing importance that includes producing, getting and transforming data. Whatever speaking becomes important because speaking is a skill that can make people

easily understand to what things explained. On the one hand, Jamalvandi (2010) found that the impact of the task on EFL learners' has effective in helping learners to upgrade their speaking ability and its recommended in activity along with the approach guidelines be included among various activities in courses for improving learners' speaking ability well it is individually or working group. The fact that the learners' who always helped their friends, the better their speaking ability. High School students' speaking ability is expected to be good because they have learned English since some years before and they will have many performances related to oral skill in universities. But in fact, high school students' speaking ability is still low. It is difficult to them to fulfill some aspects of speaking performance.

1. Aspects of Speaking

As a complex activity, speaking has three main aspects as follows:

a. Accuracy

As Marry Spratt (2004) defined accuracy in speaking is the use of correct form of grammar, vocabulary, and pronunciation. Those three parts involve together in making accurate utterance. The Pronunciation is an important basic, vocabulary as a foundation of language while grammar is very important in speaking accuracy because the part of English on writing. The pattern of word in sentences levels. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

b. Fluency

Fluency is one of the importance of speaking, it deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the students' speaking. It is a parameter of students' speaking ability goal. It deals with the quality of the way they speak fluently.

c. Accent

Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures the speakers have. Roach (2009) states that no speaker who can be taken to represent a particular accent or dialect in this world.

2. Types of Spoken Language

Brown (2001) defined spoken the language into monologue and dialogue. In the monologue of spoken language, when one speaker uses spoken language for any length of time, the hearer must process long stretches of speech without interruption. In a monologue, the stream of speech will go on whether or not the hearer comprehends. The monologue is categorized into two sub types. They are planned and unplanned monologues.

Meanwhile, dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those whose purpose is to convey proportional or factual information (transactional).

B. The Use of Project Based Learning (PBL)

The term concept of project-based learning (PBL) has been started for the first time in the 20th century. The term "project method" was first used in 1908 by American teacher named Stimon apply in the programs of agricultural vocational; this method has been widely used in America and in various countries (Kemertas, 1999). Many experts have defined what PBL means. George Lucas Educational Foundation (2005) defined the approach dynamic learning in which students are actively exploring problems the real world, provide challenges, and gain more knowledge depth. Project based learning is an organizational project learning model in the classroom (Thomas, 2000). PBL is teaching models involved students in the learning process as centered in classroom activities to create the project. Furthermore, the NYC Department of Education (2009) PBL is a learning strategy where students should building their own content knowledge and demonstrating new understanding through various forms of representation. PBL does not focus on learning something. It focuses on doing something. It aims activities (Moursund, 1999). Other hand defined PBL is a student-centered, comprehensive teaching approach, which students use collectively in complicated self-learning homework in classes. Students usually work on a project in an extended time period; and the emphasis is on doing the activity-purposed, meaningful homework, instead of learning something (Muniandy, 2000). Overall PBL is student-centered learning model to build and apply the concept of the resulting project by exploring and solving problems in the real world independently.

PBL is one of the learning model that teacher used in thr classroom process in solving problems besides increasing theirs knowledge is project based learning abbreviated as designation PjBL. The implementation of PBL method in the learning process has steps, shows in the following bellow:

1. Determine the basic of questions or problem that will be used as a project that demands a solution.
2. Determine the project design that will be done between students and teachers or the project can do individual or teamwork.
3. Arranging the project schedule.
4. Teachers monitoring students working on their projects.
5. Do the test of result project.
6. Evaluate experience/ feedback/what can be learned from the learning.

The core of PBL method demands students to perform work procedures. So, they discover new experiences that can train their coignitive abilities. Learning that using PBL method not applicable all of materials in the subjects. Therefore, the teacher should have a plan related to managing time to doing the project and keep students focuses to others course/subject task.

The effectiveness of using PBL in teaching speech has been reported in many studies. As in education (eg, Kalyoncu&Tepecik, 2010; Koparan&Gulven, 2012; Bilgin, Karayuku& Yusuf ay, 2015; Kalabzova, 2015; Marwan, 2015; Kiztapan&Bektas, 2017) stated that their research shows that project-based learning improves students 'interest in learning, enthusiasm, and attitudes toward

learning development by enhancing students' communicative skills and in accordance with traditional instruction to gain positive benefits because teacher pedagogical, student attitudes, have enthusiasm for self-confidence. The results of similar researchers determined that the course in which the PBL approach is used is fun, weakness.

Language learning (Bas &Beyhan, 2010; Fragoulis, 2009; Haliloglu, 2005; Kamisah, Mukhaiyar&Radjab, 2013; Benter Osean Gudu, 2015) suggests the use of project-based learning in language learning is better than traditional method approaches, learning is also more supported, student achievement, communication groups and English language attitudes and practice of speaking English. The use of project-based learning techniques improves the use of speech-teaching processes is very interesting to implement to improve speaking skill; students have many opportunities to practice speaking and are actively involved in their projects. But those who learn are cooperative and trying to defend their teams can lead to different background knowledge and this project makes students think critically by using Project-Based Learning methods. In other areas such as the economy have an impact by using PBL, there are school districts that want to fulfill mandates issued by federal, state and local governments to be well served to consider educational needs for a population of minority, disadvantaged, and risky students, while students in poverty can come to school with a range of different learning experiences.

Nevertheless, the use of PBL methods not only applied in education, still applied in the economic field to improve financial improvement. Also at the same

time evaluating the improvement of work performance in groups, programmers or companies, such as Kalyuncu & Tepeak (2010, p. 2425) defined on the application of project-based learning in Urban project topics in art subjects has been generated stating that the use of methods in the visual arts of course suggested. However, the basic advantages of applying project-based learning methods have weaknesses and not all researchers succeed. All the researchers who fail to make use of project-based learning methods, PBL method can be successfully implemented into any classroom given the right supports, it is mean if just teacher enthusiasm on the learning process, this method is failed and cannot to implement in the class (Tally, 2011). While, John John Dewey (1916) mentions who promotes the philosophy of "learning by doing", introduces the term PBL In 1897, however, it was only applied in practice during the 1960s in health science education.

Although most PBL can improve student motivation, many researchers (eg, Karakuyu& Yusuf, 2014, Marwan, 2015; Paulo Goncalves, 2016; Kizkapan&Bektas, 2017) revealed that if PBL is applied in large classes, teachers have difficulty in improving Student learning motivation, difficulties in getting students to concentrate on learning tasks, difficult to solve problems faced by students in the learning process, etc. The use of PBL within the classroom challenges students to aims learn and encourage students to take on active learning strategies and adopt a self-directed learning.

C. School Curriculum on English Speaking in Indonesia

A curriculum is a plan for learning consisting of two major dimensions, vision, and structure. The curriculum goal is the product of a set of assumptions about people and the world at large and takes the form of some conceptualization of reality. Currently, schools in Indonesia, including SMAN Modal Bangsa, SMAN 1, SMA Fajar Harapan, etc, use *Kurikulum* 2013. Speaking English is also emphasized in the curriculum. The basic curriculum implemented in 2013 due to the use of scientific engagement where students are asked to understand and focus on the learning process and ability to apply it in everyday life has also been established from the previous curriculum which has its drawbacks. *Kurukulum* 2013 scheme produces Indonesian people: productive, creative, Innovative, effective; through strengthening attitudes, skills, and integrated knowledge. Based on the theme, the implementation of *Kurikulum* 2013 is expected to produce productive, creative and innovative human beings.

English subjects have a purpose to learn the four skills, including listening, speaking, listening and writing. In speaking is emphasized to play an active role in communicating. In *Kurikulum* 2013 there is a basic competency that emphasizes being able to communicate either to introduce self and public speaking on curriculum written.

For example, "*Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan"(KI. 4), "Menyusun teks lisan dan tulis sederhana, untuk menyebutkan jati diri, dengan memperhatikan tujuan, struktur teks, dan unsure kebahasaan, secara benar dan sesuai dengan konteks."(KD 4.2).*

[Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules (KI. 4); Prepare simple oral and written text, to identify identity, taking into account the objectives, structure of the text, and the linguistic elements, correctly and in context (KD. 4.2)]. It means the students' is must use the cognitive, affective and psychomotor domains in the process of developing good communication according to the language content that has been agreed that is able to communicate both oral and written. It is clearly emphasized that students are required to be able to communicate with others or the community either orally or in writing but emphasized in the form of speaking skill.

According to Atmazaki (2013), English subjects are aimed at ensuring students have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing, appreciate and proudly use English as an international language, understand and use it appropriately and creatively For various purposes, using English to enhance intellectual ability, as well as emotional and social maturity, enjoy and utilize literary works to broaden the horizons, and increase the knowledge and language skills to be able to work internationally.

In learning English there are four skills that need to be learned if you want to improve the ability to communicate, namely: listening, speaking, reading and writing. Everyone has the skills but may not be able to utilize the skills they have,

need to be sharpened in order to create the abilities that are born within him and different from everyone. In every learning process, the four skills are always applied and aim to achieve the performance of teaching and learning process.

Mahsun (2013) mentions, the presence of cultural context, in addition to the context of the situation underlying the birth of a text indicates the parallel between text-based learning (language concept) with the development philosophy of Curriculum 2013. Especially related to the formulation of competence needs of learners in the form of competence Core (KI) on the domain of attitudes, knowledge, and skills (the reinforcement can be seen in the Standards of Candy Contents dikbud Year 2014). The core competencies concerning attitudes, both spiritual attitudes (KI: 1) and social attitudes (KI: 2) are related to the linguistic concept of values, cultural norms, and the social context on which the register (language as text) is based; Core competencies related to knowledge (KI: 3) and skill (KI: 4) are directly related to linguistic concepts related to social processes (genre) and registers (language as text). In addition, the basic competencies (KD) grouped under the KI has a fundamental relationship with each other.

D. Indonesian Students' Problems of English Speaking

Speaking is one of the productive skills that enable us to convey or to express something in as spoken language. It is the ability to interact orally with others by sharing with them one's point of views and feelings in different situations that take place in the real time.

A study by Sembiring (2003) found that Indonesian students have communicative problems in using their English. First, the standard of passing competence for the English subject in the final national examination for junior high exam differs from high school, which at junior high school level emphasizes reading and writing, while for high school and vocational schools the emphasis is on listening and speaking (Permendiknas 46, 2010), so there are problems such as difficulty speaking / reading and even listening/ writing in the learning process that is not appropriate achieved. Thus it is difficult to achieve communicative competence in many English classes in Indonesia (Yuwono, 2005).

Second, English proficiency among Indonesian students is generally low (Lie, 2007; Mattarima & Hamdan, 2011). Some mistakes made by students when they speak English are errors in using formal words, articles that are not certain, plural and singular, adjectives, adjectives and possessives (Mudofir et al., 2008). At the same time, after Indonesian students graduate from university they will face the need for English speaking skills, such as taking a standard international test and having a job interview in English.

Third, teachers are not professionals in their field; there are a large number of teachers who are not certified to teach English (Halim, 2011). This may be because some teachers who teach English do not have good English teaching background (Kasihani, 2010). In Indonesia, since 1984 the English syllabus for secondary schools has formally adopted a version of a communicative approach (Fauziati, 2002). However, many English teachers still use the traditional

approach in their English class. Most of the teaching and learning of English in Indonesia is based on memorization, not communication (Anditya & Ike, 2006).

The problems of not confident in using English are not only felt by English teachers, many Indonesian students still have problems with their confidence in speaking English. The study by Tutyandari (2005) and Mudofir et al. (2008) found that lack of confidence led Indonesian students not to speak English in the classroom. In addition, English teaching relies on the development of students' self-confidence, which Brown (2007) identifies as either cognitive or effective activity.

E. The Student Participation

According to Big Dictionary Bahasa Indonesia, Participation defined as participatory in an activity, participation, participation (The Drafting Team of Dictionary, 1996). Such participation can be realized in various things, including:

1. Activity of students in classroom, actively follow the lesson, understand the teacher explanation, able to answer questions from teachers.
2. Compliance with learning norms, doing the task in accordance with the teacher's instructions, comes on time, wearing clothes.

The goal in student participation in learning is to be creating active, creative, and fun situation in the learning process. MarintisYamin (2007) explained there is no process learning without the participation and activity of students learning. Every student must be active in learning, only what distinguishes them is the level or weight of student activeness in learning. Student activity can be classified with

low, medium and high category. Student participation in learning is often also interpreted as student involvement in planning, execution, and evaluation of learning (Mulyasa, 2004 p. 156).

In other words, the participation of the researcher's intent is the participation of the student actives in the teaching and learning process in the classroom which is a form real student behavior in learning activities is the totality of a student's mental and emotional involvement thus encouraging them to contribute and responsible for the achievement of a goal that is achieved satisfactory learning achievement. Participation in the learning process is very important because can affect learning achievement, as suggested by Assrofudin (2010) Student participation in learning is very important to creating an active, creative, and learning atmosphere fun. Thus the learning objectives are already planned to be achieved as much as possible. The other hand Suryabrata (2006) defined that in participation there are elements such as involvement and willingness of students to respond and be creative in the activities undertaken within teaching and learning process.

F. Concluding Remarks

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 to others on orally. But we not only focus to hone speaking ability, we must have able on written to communicate indirectly. In speaking not all people have same type

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).

Second, Indonesian students' problems, in general, is not consistent what they want to talk and less know the vocabulary. As well as the way the teacher is less effective in teaching that only relies on the book that made less moreover any have not happened interaction between students and teachers so that they are less concerned and rarely speaking English because of no given motivation and stimulate to communication. As well as different the passing grade and directing ability according to students' and it is not consistent.

Third, implemention by using PBL can make encourage students' participation actively in the learning process to improve on their ability, increase enthusiasms, behavior, response participant learn and also repair their scores, especially speaking and reading. Because, advantages that used PBL method that are: increasing self-motivation, self-confident and self-responsibility to learn, PBL facilitates more enjoyable and more effective learning, develops teamwork and communication skills, trains students to be reflective and asses their own and other's work. Not only that, this method is recommended in the learning process and a good alternative. Not only exist in education, the application of PBL methods also exist in the financial world even in the political world that has its own goals.

Nevertheless, PBL method has disadvatages in implemented. When the 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 decresed on student's focus. Thus, it is natural that students have a hard time to fully follow each of these subjects/courses, especially when almost of them have extensive and demanding projects. Furthmore, students considered the allocation of different project topic as a disadvantage, different skills and take a long time in implemented.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology used in this research design. Therefore it is necessary to describe research design as in Section A, participants involved in Section B, in section C to brief describe of the location research, data collection Section D, and data analysis is the last section.

A. Research Design

This research utilizes a mixed-method approach, both quantitative and qualitative. Qualitative research method was developed in the social science to enable researchers to study and cultural phenomena (Myres, 1997). Qualitative approach used in this study is to find out how the classroom learning process by using PBL method and how students' participation and perception in learning process. According to Ross (1999), qualitative research uses a structured data in numbers or a data that can be immediately transported into numbers and exact approach to research is very controlled. Quantitative approach is also used to test students' achievement after using PBL in teaching English subject.

B. Participants

In this research, the students of SMAN Modal Bangsa class XI were involved as participants. The number this study was 26 students. Each of class has 20-26 students at second grade. In addition, the researcher used purposive sampling in this research to consider the characteristics of the population with criteria:

1. All the students at SMAN Modal Bangsa

2. The students learn by using PBL method in English subject

In this study, the researcher just a observer in the classroom process. The implementation on learning process is teacher class as did to apply PBL method.

C. The Research Setting

The research was carried out at SMAN Modal Bangsa Banda Aceh. It is located in Jl Bandara Sultan Iskandar Muda, KM 12, 5 Cot Geundreut, Blang Bintang, Aceh Besar, Aceh 23372. It has been operated since April 23rd1996. This school expected to be an asset of Aceh in producing the young Islamic generation who have noble character and broad knowledge. Therefore, SMAN Modal Bangsa Banda Aceh applied an integrated curriculum. The headmaster is Dr. Anwar M. Ed. In addition, the school has thirteen classes, including six classes for first grade, four classes in second grade and third grade have three classes. There are 307 students in SMAN Modal Bangsa.

D. Data Collection

Data was collected through classroom observation, pre-post tests, questionnaires, and interviews. The results of the pre-post test value of improvement by using PBL method, the researcher used data result of student scores before and after appliying PBL method to measure students' achievement, while classroom process observation were real during teaching process by monitoring students' enthusiasm, behavior, response and activity in learning process. Beside that, researcher recorded the classroom by using tape recorder to

record students' participantion. In the interview and questionnaires, researcher wanted to know the perception of the students then further reviewed the obstacles of students' assumptions about the use of PBL methods as an alternative learning process, especially in teaching English speaking. In this section, the formula questions for the interview were also made.

E. **Data Analysis**

Data analysis is mainly oriented to answer three questions that are: participation in the result classroom observation, attainment in result of the tests and perception in interview and questionnaire.

1. Pre-post tests

    The data collected by pre-post tests were statistically analyzed by the result scores before and after implementing PBL method. The data analyzed are in the form of percentages and mean scores through SPSS then to be examined by t-test.

2. Classroom observation

    The data from Classroom observation were analyzed to evaluate by transcript record in the form of descriptive text in order to describe students' response, behavior and enthusiasm on learning process in the classroom. The aim of classroom observation is also to find out the influence of the use of PBL method and to observe students' participation in speaking English. The data were analyzed by descriptive analysis. The explanation of the intial used in the classroom observation transcript shows in the following bellow:

Initial	Aims
T	Teacher
SS	All student
(….)	Inaudible
[ ]	Missing word
S_1	Student 1
S_2	Student 2
$S_{3,}$ etc	Student 3, and all appropriate number

3. Interviews

   The data collected through interview were analyzed by using Miles and Huberman's framework to find out students' answers. The conclusion was taken based on students' answer to fulfill the purpose of the research. Interview was aimed to obtain the further information for teacher's and students' response after the implementation of PBL method in the learning process.

4. Questionnaires

   The data collected through questionnaires were analyzed based on the students' answers. The questionnaire response is categorized into agree, disagree and nor disagree. The result revealed how many percent of the sample that respond to PBL method.

CHAPTER IV

THE RESULTS AND DISCUSSIONS

This chapter presents and discusses the results of the research. The results are from the classroom observation and interview. The tests are analyzed in section A, found by section B on classroom observation, section C on interview and section D on questionnaires. The last section is discussion.

A. Results of Tests

1) The pretest and postest

The table below shows the data obtained from pretest and posttest.

Table 4.1 The result of pre-pos tests.

No.	Students' Initial	Pretest	posttest	No.	Students' Initial	pretest	Posttest
1.	AAA	85	82	14.	MC	85	90
2.	AVR	86	89	15.	M	85	90
3.	AA	83	89	16.	MAQ	83	89
4.	AN	88	88	17.	MAN	84	83
5.	AUHB	88	86	18.	MFS	88	86
6.	AA	86	86	19.	MK	83	82
7.	BF	85	94	20.	MRS	82	90
8.	CFF	86	84	21.	QAP	85	93
9.	GW	86	90	22.	RJ	86	86
10.	HH	86	87	23.	SH	80	85
11.	KN	82	84	24.	SS	85	87

12.	MBM	85	90	25.	TMKAK	84	87
13.	MDM	94	98	26.	ZIS	88	98
Highest Scores		**88**	**98**	**Lowest Scores**		**80**	**82**
		Mean				**85**	**91**

Table 4.1 describes the results of pre-post tests. There are three categories of the data including; the increase, decrease, and steadyfastly of data.

2) Analyzing the data

The raw data were analyzed by using SPSS. Previously, the researcher would test the normalization data of distribution to find out whether the data has a normal or abnormal distribution. Kuncoro (2011) explained that the normality test aims to test whether, in a regression model, the dependent variable has a normal or abnormal data distribution.

Table 4.2 Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
NilaiPreTest	26	100.0%	0	.0%	26	100.0%
NilaiPostTest	26	100.0%	0	.0%	26	100.0%

The table above showed that the distribution is complete and it has 100% by pre-post tests with 26 students' as participants. The result of the tests is accurate 100%.

Table 4.3 The conclusion of normal or abnormal data distribution pret test based on some assessment parameters

Parameter	observation results	normal criteria	conclusion of the data distribution
Koefisienvarians	-	<30%	-
Rasio Skewness	2.78	-2 to 2	Abnormal
Rasio Kurtosis	5.34	-2 to 2	Abnormal
Histogram*	tilted to the right	symmetrical, not tilted to the left or right, not too high or too low	Abnormal
Box Plot*	-	symmetrical, median fixed in the middle, no outlier or extreme value	-
Normal Q-Q plot*	There is data not around the line	data spread around the line	Abnormal
Detrended Q-Q plots	lots of data that is not around the line	data spread around the line	Abnormal
Kolmogorov-Smirnov	-	p> 0,05	
Shapiro-Wilk	0.004	P≤50 peoples	Abnormal

Table 4.4 The conclusion of normal or abnormal data distribution post test based on some assessment parameters.

Parameter	observation results	normal criteria	conclusion of the data distribution
Koefisienvarians	-	<30%	-
Rasio Skewness	1,42	-2 to 2	Normal
Rasio Kurtosis	50,17	-2 to 2	Normal
Histogram*	tilted to the right	symmetrical, not tilted to the left or right, not too high or too low	Abnormal
Box Plot*	-	symmetrical, median fixed in the middle, no outlier or extreme value	-
Normal Q-Q plot*	There is data around the line	data spread around the line	Normal
Detrended Q-Q plots	lots of data that are not around the line	data spread around the line	Abnormal

Kolmogorov-Smirnov	-	$P < 0,05$	--
Shapiro-Wilk	0,166	$p \leq 50$ peoples	

Based on **Tables 4.3** and **Table 4.4,** the result shows that the pre-test distribution is not normal, while the post-test is normal. The absolute condition to T-test is both of data should distribute normally. According to Dahlan (2011 p.69-70) indicated that T-test can be used if the data distribute normally, but if the data is distributed abnormally, the data should be re-transformed. Moreover, normality test aims to measure if the data of dependent or independent variable in the regression model has distributed normally (Ghozali, 2012 p.160). The result of transformation variable is still abnormal which means it cannot use T-test, but it is changed by using **Wilcoxon test.**

Table 4.5 Wilcoxon Signed Ranks

Ranks

		N	Mean Rank	Sum of Ranks
Nilai Post Test – NilaiPreTest	Negative Ranks	4[a]	4.75	19.00
	Positive Ranks	19[b]	13.53	257.00
	Ties	3[c]		
	Total	26		

a. Nilai Post Test <NilaiPreTest

b. Nilai Post Test >NilaiPreTest

c. Nilai Post Test = NilaiPreTest

According to the **table 4.5**, the result from pre-post tests are analyzed by using *Wilcoxon* test which has four points; from 26 students, the result of pre-

test to post-test of 19 students increased, the result of pre-test to post-test of 4 students decreased and the result of pre-test to post-test of 3 students remained steady. In this section, each student has increased (74%), decreased (15%) and steadfastly (11%) from the total number of 26 students.

Table 4.6 Test Statistics Wilcoxon signed ranks

Test Statistics[b]

	Nilai Post Test – NilaiPreTest
Z	-3.629[a]
Asymp. Sig. (2-tailed)	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Table 4.6 indicates that the result of statistical test Wilcoxon signed ranks tests shows the learning improvement (-3.629) as Z. It indicates that the data after the transformation have distributed normally.

Table 4.7 The result on analyst Wilcoxon test.

	N	Median (Min-Max)	P
Pretest	26	84.5 (80-88)	0.000
Posttest	26	86.5 (82-90)	

Table 4.7 shows that the results of pre-post tests on wilcoxon test analysis have P value with pre-test and posttest is 0.000. It means that the result has significant value from pre-test and post-test is 0.000, because of Wilcoxon

test value is lower than 0.05. This means that using PBL improve students' achievement. The value is significant when the value is lower than 0.05. It based on Dahlan (2012). The reason has significance because it has been an increase for 19 students' from 26 students. The reasons show that the student have differences scores because sometimes they are less enthusiastic in this method in English subject, they do not like the teacher style in teaching and English subject, the topic is not fun, etc. Thus, the implementation in the classroom is not always successful.

B. Results of Classroom Observations

This section describes the observation results of the use of PBL in teaching English speaking. The researcher observed the classroom process in four meetings to observe students' participation in the learning process, especially on the aspects when students asking question, discussion, participation and team work.

1) The First meeting

The meeting was held on 16th September 2017. The time was 2x40 minutes. The excerpts that follow are instances of students' participation during the classroom process.

Excerpt 1

1   S_1: *Miss, saya kan tentang "students should be banned to use*
2   *laptop in the dormitory", jadi apa-apa saja yang saya*
3   *katakan miss? [Miss, my topic is "students should be*
4   *banned to use laptop in the dormitory", so how I explain*
5   *that and what is list to explain?]*
6   *T: Kamu persentasikan poin-poin penting saja. Jangan meluas*
7   *kali pembahasannya.[you should present to the point, not*
8   *spread and out of the topic]*
9   *T: Ok class, I want to give information, the point I give scores*
10   *in this debate competition consists are manner, matter,*

11	*fluency and pronunciation. So you must do the best in this*
12	*competition.*
13	*S$_S$: OK Miss.*
14	*T: Ok, can [we] start now. To negative group stay right and*
15	*affirmative group in left. Understand*
16	*S$_s$: Yes mam.*

Excerpt 1 above describes how students participate in setting up their paper writing. Students can freely give their input to their group, including discussion in group, writing in group. As indicated in line 1, Student participation in the learning process looks enthusiasm to prepare in paper tasks included team work, asking question, giving their opinions and getting the conclusion in this study at that day. As well in line 16 indicated students' participation to participate in the learning process and discuss in group. In the first meeting, the participant on the classroom is very good. Because, most of all of students look enthusiasm to discuss in group to prepare rule of competition, ask questions and do the best performance.

The first section, the teacher gave instructions to prepare and explains the system are taken during the debate competition. The students immediately start and prepared it but, there were some students who asked the teacher about the material they wanted to present and also the teacher just become an instructors not as a participant. After the group presented, the next groups continued the debate competition. In the introduction, timekeepers introduced the candidate debate and then gave instruction to start. Today the topic is "The students graduated from dormitory schools are better than the students from public schools".

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Excerpt 2

1	*S₂: In according research, graduated from dormitory has many*
2	*reasons to study hard, because they have to get the goals*
3	*in school and dormitory. In schools they have many*
4	*schedule and tasks by their teacher and in dormitory many*
5	*schedules so, they can't to focus on study and to time*
6	*management in finished the tasks.*
7	*S₃: Instruction mam,*
8	*S₂: No thanks and also boarding school have program is full*
9	*day so they not to interaction with another people except the*
10	*friend and be shy to communicate new peoples. Language*
11	*mean [s] school with dormitory, in contrast to public*
12	*schools those train independently with rules that are (......)*
13	*to an inappropriate builds.*

Excerpt 2 above shows how students' participation in team works in creating their paper presentation. Shows line 7-13 indicate student's enthusiasm to explain ideas although member of opposite group would give protest. Students can freely give their opinions input on resources appropriate the topic in group, including asking question, writing in group and discussion in group.

When the students started the competition, the class became interesting. They look very enthusiastic in the process, including asking question and discussion. However, most of the student were discussing with members group but keep hearing and paying attention to his friend while doing presentations.

Excerpt 3

1	*S₄: Teaching Methods there is several methods used in general*
2	*school education, including the following: Lecture, play,*
3	*practicum, frequently asked questions and others are*

4	*adjusted to the field of study. There are some schools (...)*
5	*but also outside the classroom and also learning*
6	*environment teaching learning process lasts for 7 hours min*
7	*or max 9 hours a day. That's all for me*
8	*S₅: In the 1990, Indonesians became increasingly nervous*
9	*about the quality of the nation's generation that tended to be*
10	*extreme dictatorship-the pasantren too religious and the*
11	*public schools too mundane-there was an attempt to marry*
12	*public education and boarding school by giving birth to a*
13	*new term.*
14	*S₃: Instruction mam,*
15	*S₄: Yes, please*
16	*S₃: why you say the history of boarding school not appropriate*
17	*and close the rules on topic? And also what do you mean*
18	*about pasantren and boarding school? Can [you] explain*
19	*more?*
20	*S₄: While. Boarding School which aims to implement a more*
21	*comprehensive education can be achieved and the science of*
22	*religion is also mastered. (...) thanks.*
23	*S₆: A lot of boarding schools are established. But also no doubt*
24	*if there are factors that are negative why parents choose*
25	*Boarding School is a family that is not in harmony, married*
26	*husband again, and the extreme because it is not willing to*
27	*educate their children at home.*
28	*S₃: instruction mam,*
29	*S₆: No thanks, It is different with public school can stay home*
30	*and back school in time the schedule and some time (....)*
31	*S₇: ok class enough for debate competition; give applause*
32	*please, so I want to give feedback to debaters, seperti*
33	*dalam menyampaikan isinya tidak sesuai konteks dan*
34	*hanya mengatakan mengenai boarding school aja, gak*
35	*public school, of course dengan groups affirmative yang*
36	*tidak to the point dan apa pun tujuannya tidak*
37	*tersampaikan.[ok class enough for debate competition;*
38	*give applause please, so I want to give feedback to*
39	*debater, such as in given your opinion not appropriate of*
40	*the topic and just said most of the topic, of course with*
41	*affirmative group are not present to the point and the aim*
42	*of the topic have not been delivered]*
43	*S₈: yes, time management nya juga kurang dan ketika time*
44	*keepernya tepuk tangan (tik) ketiga kalinya itu artinya*
45	*waktunya tinggal beberapa menit lagi dan juga ketika*
46	*ingin menyampaikan sanggahan langsung aja, jangan*
47	*terlalu banyak introductionnya. Yes that's all [yes, not*
48	*have time management, when the time keeper gave cheers*
49	*(tik) means time yours a little bit and when would gives*

50   *your opinion to the point, introduction is long it is not*
51   *good. Yes that's all]*

Excerpt 3 above shows many students actively participated in learning process by sharing their paper writing. Students can freely give their opinions to other group, including asking question, sharing ideas and giving feedback. During the debate competition in lines 14-19, students accept the other member of opposite group to give oppose, it indicates students' participation in learning process, meanwhile other students kept discussing in group and teacher as facilitator controlled the situation. According to line 43-51, students participate in sharing ideas and given feedback.

During debate, the other groups focus as listeners when their friend presenting the presentation. The students were actively engaged and enthusiasmstic to participate in the competition. Well, when in middle competition, some students wanted to give question (opposite group). In this section, the researcher found that only the members of the debate are active not all of participants.

From the classroom observation transcript, there are 6 students who participate actively in the classroom observation; members of group who do the presentation. They have to participate in the learning process. When the time was over, the teacher said to the students that the lesson would be continued next meeting and students must be better than today. The teacher ended the class and closed the discussion.

Students' participation in the first meeting very actively in learning process although many students missunderstood the material, they keep giving support and listen carefully. At that time, the situation was less supportive, only the representative of the group who expressed the results of their discussion.

In the last section of debate competition, student as timekeepers had given him opinion about the process debate competition and feedback. Nevertheless, the classroom looks active and fun, because the teacher is friendly with students in the process of learning. The students did the task actively, but the teacher kept the classroom condition in order to achieve the learning goals. In closing meeting, students as timekeeper gave reflection to know advantages and disadvantages of each group on their presentation. Participation of that day means the students' participation both mental and emotional involvement in group to encourage them and make a contribution for the purpose of the learning, as well as the responsibilities in achieving the goals.

2) The Second meeting

Before the performance, the student searched the material resources to get the information from; textbooks and computer/laptop. The school has provided facilities to facilitate them in learning such as free Wifi to support them and can be used as the sources of materials in learning process. The students as audiences listened to debaters carefully. Same like previous day,

the audience discussed and sat in their group but some students looked getting bored and payed less attention to the classroom.

During teaching and learning process, some students actively read to find answer to question, explained tasks, gived suggestion although not appropriate to the material, but they are confidence to explain. The other hand, students returned to discussions in their group to discuss the materials in setting up to the speakers 1, 2, 3 and reply.

Excerpt 4

1   S_9: *Jadi nanti kita bilang poin-poinya nya, jangan bilang lagi*
2   *dari ahli ini tapi langsung bilang apa yang dikatakannya,*
3   *kan kita tentang "make women should not work". [we*
4   *presented to the point, not explain the defined by experts,*
5   *because we are the topic is " make women should not*
6   *work"]*
7   S_{10}: *Ok, nanti yang generalnya kita bilang not long time and*
8   *time management. [wait, when we present in front the*
9   *class given the general of the topic not too long and keep*
10 *time management] Don't forget, it's very important.*
11 *T: ok class. Assalamulaikum. Wr. wb*
12 S_s: *walaikumsalamwr.wb*
13 *T: are ready to continue debate competition*
14 S_s: *yes miss*
15 *T. ok please, who the group will present? Ok I will give 5*
16 *minutes to choose who the group to present. Ok*
17 *After 5 minutes. 6 students' from 2 groups present and shut*
18 *down on debate rules. And have 2 students as time*
19 *keepers.*
20 S_{11}: *Assalamualaikum, I will share information about the*
21 *women can work but have the Automatic working women*
22 *will bring more money than financially independent (...)*
23 *find a livelihood to increase the economy personally*
24 *without dependent on others,*
25 S_{12}: *instruction mam,*
26 S_{11}: *No thanks, (.....) to learn the symptoms outside there*
27 *either in career or life, a woman should always learn*
28 *about the mindset, point of view, achievement of goals (...)*
29 *by women (...). Thanks*
30 S_{12}: *Working women will hand over the child's affairs to the*

<pre>
31   caregiver during his (....) as a result in social
32   relationships (...) children often apply at will (.....)
33   thanks, that's all.
</pre>

Excerpt 4 above showed students' participation in group in designing their presetation. Student could freely give their opinions to other group, including asking question, discussing in group, sharing ideas and opposing statement. In line 1-6 indicates student's enthusiasm to prepare and give the best performance in debate competition, as well as in line 25-33, it shows students enthusiasm to give their ideas to opposite group of his statement.

In the process of debate competition take place, only the member of group debate gave and provided their statement, other students only heard without giving disclaimer until the competition finished. The last discussions, students as timekeepers gave feedback to groups who presented the presentation on debate competition. A timekeeper was chosen by teacher and everybody has occasion to try to be timekeeper. Student can freely practice with self-confident.

In the following activity, still with the same step, two rounds for eight groups and each group has 30 minutes. In this section, not all of students are enthusiastic as listeners throughout the debate competition. There are many reasons of this situation, they were tired to finish the tasks and had a full schedules for that day. The day, the teacher did not just sit on her chair but

she walked around the class to supervise on the students' competition and discussion.

The teacher identified and engaged the student around their culturally diverse context. In the process debate competition, each student discussed the materials to present. The teacher gave 5 minutes for students to discuss and determine who are the next groups will follow the competition.

At the end of time, the teacher gave information about who gets the highest scores at the same day, and the student gave applause to students who got the high score.

3) The Third meeting

In the last meeting, the debate competition was carried out by two groups. In the last meeting students looked so tired and bored with this situation. Only few students were active and enthusiasmtic, each of all doing their work. In the end of meeting, the teacher asked to the student to take the conclusion of the learning process of that day and sum up the conclusion for all of four last meetings. Overall the students gave good response although the learning process was a long time with a lot of tasks. The teacher also asked about their feeling during learning process and debate competition and the closed of the learning process of that day.

Based on the result of classroom observation, researcher got that in the learning process by using the PBL method could increase students' participation, increase the creativity and give motivation to learn, as well as

they can be independent and responsible person in doing the their tasks and making a fun condition in the learning process. The learning goal planned can be achieved as much as possible. So their enthusiasm is evident in the learning process where students are encouraged to develop the outcome of the discussion and train them to confidently speak in public.

To sum up, in the first meeting the teacher only explained what they want to do that day and made the students' groups work to present in front class and gave instructions on how the rule to debate competition is going to be applied, clearly stated goals competition and tasks. The teacher also asked effective open-ended questions to students about what they did not observe in order to avoid miscommunication between the teacher and students. The implementation of PBL method in teaching English speaking was done in the fourth meeting, while in the second and third meeting were the process of the student's presentation on their task. In the last meeting, the teacher gave feedback and appreciation to the students.

C. Results of Interviews

a) Students' interview.

The interviews were conducted on 5th October 2017. From 26 students in the class, researcher choosed 5 students who gained a highest score, lower score and steady score to involve to the interview. In this section, the interviewer would ask the interviewees to respond to the implementation of PBL method on the learning process in the class. There are nine questions asked to their opinions and responses regarding the use of PBL methods in the

classroom. It aims to provide the transcript to give a clear interview description.

R: **What do you think about the Project Based Learning?**

According the question, the responses by respondent were they are did not understand PBL method but they approve the method is implemented in the classroom activities. For example, "I not really understand what the PBL method is, but it is a good alternative way to apply because the teacher gives the project in activity in order that the students have motivation in studying, team work, and study harder". In other hand said," the implementation PBL method can train the communication ability with others although different background".

Based on the response above, the student was understood this method, but they agree if the PBL method implemented in the classroom learning process because this method can attract attention and given the support on learning process and have obligation for them to be responsible their duties.

R: **What do you feel during teacher learning process through Project Based learning technique?**

In this question, the respondent has answered the implementation PBL in the classroom is fun, because in the activity the students given the discretion to explained opinions and shared information and also the teacher friendly. The student said," I am so happy, this technique makes fun condition. We can shared experience and learn from each other, there are we do not know but our friends know, so know more, more and more" Another student responds' were

liked and suitable in studying, it also shares knowledge and exchange ideas of thinks, same like other learning, but each responses have assumption this techniques same like other technique in the learning process and this makes them bored.

Based on answerers of the interview, the researcher gets information each the participants like or not this method, because this method as techniques are often done the learning process in the classroom activity and have longtime be completed.

R: What do you think about activities that have been implemented in the classroom?

Based on this question have various answered, each the respondent opined good activity but others this activity is boring. Many reason they have opinions that, as well as the answers of one of the respondent," In my opinion, for some people, it is a good activity, but some are less like it because of the time and also sometimes incriminating us and must be can public speaking." In other opinions this activity is great, but the sometime teacher must be creative and not same like activity before, have various so make us very enthusiasm.

According to the response, the researcher has gotten answer by responses in the activities can as be solution teacher to implement in the classroom but not always used in the learning process. Most of the students feel have fun but not other students.

R: Did the activities of Project Based Learning technique help you to improve the speaking ability?

The respondent by the question most say that the use of this method can improve their abilities, be it orally and written skills, as well as an increase in the assessment they achieve. Behind this they also argue that "in the presence of this method, we become more independent and provide the motivation to learned in order to be able to exploit our abilities and ideas by teachers to given us responsibility and trust that we are able to do it". For example as one of the respondent answered; "Certainly, especially for those of us who rarely talked but because the activity requires speaking up front becomes a must for us to train and improve our speaking ability, but most people not agree because must speak in front class without the textbook, and then another opinion "Of course can make our speaking ability to be better, because we are in demand to actively speak and encourage us to continue to practice and improve the ability to speak English".

According to the respond above, most of respond agree if the PBL method can improve their speaking ability, but is not the case with some people who rarely speak but are required to speak without textbooks less improved their speaking ability, because the student are less self-confident and less interested without getting used to speaking and practicing speak English, but in real activity researcher saw they enthusiasms to show themselves that they can, perhaps the demands of a supervising the teacher or because they lack self-confidence.

R: Is there a difference in the learning process through PBL method with other? If this technique used, what you do?

Almost all respondents answered by implemented PBL are difference with other methods. Each of all answered;" Of course have different. In my opinion, I may just use this technique in learning what else the English language should multiply we practice and familiarize again especially speaking". Others opinions," It is right; the difference seems to be, for example in the teacher's assignment. Us are more self-directed, independent and develop new ideas that fit the theme, not just accept from the teacher. What more grammar studying grammar will continuously be boring then exam without any application, I really agree if this technique is applied, science alone does not need to practice there is a project, why the language applied every time even sit still with a myriad of theories?". In last the question, the researcher get apply on research by interviewed responses answers agree that this method is very different from other methods because the learning process is more focused on the students and give the students the responsibility to be able to export and independent in doing the task, but the teacher keep used as a facilitator and control in the learning process.

In this section, could be new information, the implementation of PBL, method can make they be diligent practice and get used to speaking English, and make them work there with their friends and make a variation in learning that can make students not bored and fun even though more time should be provided more than a predetermined schedule. 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 of friends but

can still discuss different opinion. But not all activity in the class by using PBL method, it's not good to students' because make have decrease activities or they value.

b) Teacher Interview

Researcher interview teacher on the class by using PBL method implemented. The question was conducted nine questions and relates to teachers' perceptions of the use of PBL methods in the teaching and learning process, as well as opinions on learning outcomes using the PBL method with learning outcomes not using the PBL method. The researcher provides the transcript to give a clear interview description. The answers show below:

Q_1: What do you think the student' learned from this lesson?

A: The student excited to making tasks with the project and they need the various method. Sometimes the method can use same but not with the same theme, for example, we give the project to the student with debate some time, and next time not with theme debate, maybe make an activity to make mapping maps or anything suitable to students.

Q_2: In your opinion, what are the advantages and disadvantages of the PBL method to encourage students to participate in learning?

A: I think if we have given the project to students would be created the student ideas and they enthusiasm and interest to do in learning, also they can train communication ability.

Q_3: How many percent of the students participate in the learning process using the PBL method in the speaking ability?

A: Yea, I don't know how many percents but it's really increased, both visually and audio and also they learn to team works, sharing opinions and train to become a responsible person.

Q$_4$: Does PBL use differ from other learning methods? If what is the difference

A: Yes it's very different because they must prepare for the task and do the best both what they want to mention and before they search many theory or definition by various opinions and resources. So that can increase the student able.

Q$_5$: What suggestions do you have for teachers to choose methods for improving students' speaking skills?

A: The implemented PBL method need extra power, long time and we are demanded be creative and be smart choose in selection method, and I suggest this method for another teacher to used but before we know the method suitable and appropriate to students' (situation, students' ability, facilities and infrastructure) to implemented.

Q$_6$: Is this your first time using cooperative learning in conversational English class?

A: Before, sometime I used but not all material; I choose the method suitable for the material and condition on the class and keep creative.

Q$_7$: What difficulties do you face when applying project based learning techniques in conversational English classes?

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

Q8: How do you solve problems that arise in the classroom during the execution of the technique?

A: Before I said, PBL method have a long time and not all students' understand learning by using this method, because each student has a different nature and ability, and then since the foundation of this boarding school so many tasks, they should get either at school or in dormitory, because of the happening of the buildup of tasks that make students less focused and cannot complete the task on time

Q9: Do you think the students' ability to speak English increases during the implementation of cooperative learning techniques? Why yes / no?

A: Yes increase, we can say a very rapid increase, but it is not all because there are some students who are not less attention and do not like the English language itself.

Based on the response on questions, the researcher gets information the PBL methods by teacher response, implementation by using PBL method can increase students' interest and enthusiasm in learning, train them in talking and communicating with friends or around people also responsibly more for them. On the teacher's answer, this method is strongly recommended to be chosen as one of the effective methods in teaching and learning process, able to outsmart

their ability and encourage their spirit in learning but her not advocating in every meeting doing this method in the classroom learning, because it can makes the student feel bored with the same circumstances, and we are as a teacher must adjust the ability of students and school circumstances that support using this method or perform other methods.

D. Results of Questionnaires

In this section, researchers aimed to encompass all respondents; the researchers added a method of using questionnaires distribution to all students in this research. The questionnaire was conducted on 13th October 2017 and returned on 14th October 2017, but not all were returned, only 19 questionnaires from 26 questionnaires were distributed and were analyzed using SPSS.

N= 26, Note: 5: Strongly Agree, 4: Agree, 3: Nor Disagree, 2: Disagree, 1: Strongly Disagree.

Table 4. 8 The result of student's answer on questionnaires.

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	5	5	4	3	3	3	5	2
2	4	4	3	3	4	3	4	1
3	5	1	5	4	5	5	5	2
4	5	3	5	6	5	5	4	3
5	5	1	4	2	4	3	3	3
6	1	1	4	1	5	5	5	3
7	1	3	3	3	2	4	4	1
8	1	1	1	1	1	1	1	1
9	3	2	3	4	5	4	4	3
10	3	2	4	4	3	3	4	1
11	4	3	4	3	5	3	5	3
12	1	3	4	2	3	5	4	3
13	4	2	5	4	1	1	4	5
14	3	5	5	5	3	5	5	3

15	5	4	5	4		5	5	
16	5	3	5	3	5	4	5	4
17	5	1	3	3	5	5	5	3
18	4	3	4	3	4	4	5	3
19	4	3	3	3	4	3	4	4
Means	**3.58**	**2.63**	**3.89**	**3.21**	**3.72**	**3.74**	**4.26**	**2.67**

Table 4.8 show the result of various answers by student's perception by using PBL method implemented. Based on table 4.8 students' perception include like English course by using PBL method with various activities.

Table 4.9 The means of the student' perception by using PBL implemented.

Question no	Statement	Perception Means
7.	Learning by using PBL encourages me to learn how explore my ideas.	4.26
3.	The project aims teacher provides train my cognitive skills.	3.89
5.	I like to speak English during the classroom process using PBL.	3.72
6.	The classroom activities train my English speaking skills.	3.74
4.	I like English subject taught by using PBL.	3.58
1.	I feel happy when the teacher assigned both individual and group tasks.	3.21
8.	I agree with the use PBL but need to align in the lesson process.	2.67
2.	I like English teacher's teaching style.	2.63

The data in **Table 4.9** Shows that the means of questions can be categorized in three categories: the highest, the middle, and the lowest. The highest means is Learning by using PBL can encourages to explore the student ideas, the middle

means are: The project aims teacher provides train my cognitive skills, I like to speak English during the classroom process using PBL, the classroom activities train my English speaking skills, I like English subject taught by using PBL, and I feel happy when the teacher assigned both individual and group tasks. Meanwhile, the lowest means are I agree with the use PBL but need to align in the lesson process and I like English teacher's teaching style.

E. Discussion

The discussions in this section are directed to address the research questions. As mentioned in Chapter I, there are three research questions addressed including:

1. *How did the implementation of PBL improve students' achievement in speaking English?*

This question is answer by replying on the test results. As mentioned in ***Wilcoxon test*** analysis resulted the increased of their significant values in pretest and post test is 0.000, because of the value is lower then 0.05. It is included the PBL method impact in improving students' achievement in speaking English. In percentages 74% were increased from 100% although few students not, included from 26 students have 19 increased and 4 decreased, the rest did steadfastly. Researchers have reasoned that statement, which is outcomes of learning by using PBL is significant because most of the population has experienced a value increase. It is natural because every implemented to have the different background. Some even have values that do not change, due to individual factors themselves or conditions that do not

support, for example less self-confidence on them task. Confirmed that Jamalvandi (2010) found that the impact of the task on EFL learners' has effective in helping learners to upgrade their speaking ability and its recommended in activity along with the approach guidelines be included among various activities in courses for improving learners' speaking ability well it is individually or working group.

Similarly, the study by Tutyandari (2005) and Mudofir et al. (2008, p. 176) found that lack of confidence led Indonesian students not to speak English in the classroom. The result of the test is appropriate by lesson plan, aimed students are able to identify expressing an opinion and explore their ideas.

2. *How did using PBL improve students' participation to engage in learning process of English speaking subject?*

This question is answer by replying on data of classroom observation. As mentioned in doing on learning process, researcher saw on really natural activity how the students involving themselves as well as being active in the learning process. The results found statement that this method can be used as an alternative in the learning process and have advantages to the teacher and student, because the method is one of the good methods can increased they student motivation, interests, be creative and team work but still with the agreed learning objectives. In the other hand (Marwan, 2015) stated PBL method in used learning process can improve students enthusiasm and participation on students' participate. In the other hand (Kamisah, 2013) defined Project Based Learning technique can be used with specific teaching

such as; to motivate students to became critical thinking and also build the students' confidence. The method can encourage students' participation. The finding confirm studies Laherderne (1967) mentioned participation means students active in the classroom to help the passage of the learning process but this research not all of participant really enthusiasm, most of all as a listener and not participate in the competition and learning process. That is any reason why they look like that, such as the situation is bored and did not have new innovation in learning process, the teacher less creative to apply the method and using formal words, so other participate miss communication to engage in learning process.

3. *How did the students' perceive the use of PBL in learning English Speaking subject?*

   This question is answer by replying on students' perception result of interviewing and questionnaires. They agree with the implementation of PBL method but based on condition. Including: 75% agree, 17% disagree and 12% natural in percent by 100%. In addition, researcher distributes the questionnaire to validity students' perception. Results of questionnaires is agree by using PBL implemented because they can learn more to explore ideas, but few student disagree because PBL method makes burdening on their tasks and longtime in the classroom process. All of that, the result by interviewers and questionnaires Perception involved more process of thinking as a result of the information received from the sensory systems regards certain things or events. It is the output process where the judgments or belief were produced by an

individual and it influenced the way they think and feel (Lindsay and Noman, 1977). Overall, PBL methods can be an alternative in selecting classroom learning methods to increase students' participation in learning process and explore the student ideas

CHAPTER V

CONCLUSION AND SUGGESTION

After having analyzed and discussed the finding in previous chapter. This chapter comes up with conclusion and recommended.

A. Conclusion

This chapter comes up with conclusion and suggestions based on findings and discussions in the previous chapter. Based on the result and discussion in the previous chapter, the researcher would like to summarize some conclusion as follow:

1. The students were actively engaged and shared ideas in group or individually. The impact of using PBL is students able to practice in English speaking skill and improve their learning achievement.

2. Applying PBL method in the learning process is recommended for formal or informal education. It increases students' learning interest and train them to be active in the learning process, students' interaction between their peers and their environment.

3. The students' perception on the implementation of PBL method in learning process is very good to use in the classroom, because they are able to hone the ability to record and give each other information. There are also responsible for different creative activities. Yet, there are less agree if PBL method implemented in frequently. They assume the teacher to use other varied and creative methods.

B. Suggestion

Drawing upon the conclusions, some suggestions can be made as in the following:

1. For school: the learning process and learning facilities should be designed by relying on students' needs to learn English by using PBL methods as alternative learning method.

2. For English teachers:

   a. It is a method for English teachers to develop learning materials and learning process based on students' participation.

   b. Teachers should be facilitators for students during teaching and learning process. It is also necessary for teacher to carry out meaningful method in the learning process.

C. Reflection

During the research, the researcher faced some difficulties in conducting the research, such as: adjusting to the teacher's teaching schedule as well as students' schedule and they were busy in completing assignments both at school and dormitory. Because the population base of the researcher is a boarding school, the researcher has to adjust to the schedule and ask permission to investigate the process. In the research, it has several problems where the participants sometimes made up because, there was the researcher in the room and it was not in natural setting. When the researcher observed, the students will follow the exam and they just got the result in the middle of the semester. So, during the study it was in acceleration schedule which at morning class and night class.

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b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

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2. Rita Hermida, M.Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Sri Wathani Putri**
NIM   : **231324304**
Program Studi   : **Pendidikan Bahasa Inggris**
Judul Skripsi   : **The Effect of Project Based Learning Implementation on Students' Participation and Achievement in English Speaking Course**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
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Pada Tanggal: 10 Januari 2017
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Dekan,

BP. Mujiburrahman, M. Ag
NIP. 197109082001121001

73

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N I M	: 231 324 304
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
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Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas
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**The Implementation of Project Based Learning to Encourage Students' Participation in Teaching
English Speaking**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan
terima kasih.

                                                    An, Dekan,
                                                    Kepala Bagian Tata Usaha,

                                                    M. Said Farzah Ali

Kode 7578

Banda Aceh,   Agustus 2017

Nomor	: 070/B.1/7492/2017	Yang Terhormat,
Lampiran	: -	Kepala SMA Negeri Modal Bangsa Aceh
Hal	: Izin Pengumpulan Data	di -
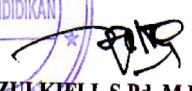
Tempat

Sehubungan dengan surat Dekan Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor: B-6180/Un.08/TU-FTK/TL.00/07/2017 tanggal 27 Juli 2017 hal: Mohon bantuan dan keizinan melakukan Pengumpulan Data untuk menyelesaikan skripsi dengan Judul **"The Implementation of Project Based Learning to Encourage Student's Participation in Teaching English Speaking"** atas nama Sri Wathani Putri (NIM:231 324 304), Jurusan Pendidikan Bahasa Inggris maka untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut:

1. Kami memberikan Izin Penelitian kepada Sri Wathani Putri pada Sekolah yang dituju sesuai dengan judul diatas;

2. Mengingat kegiatan ini akan melibatkan para Siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;

3. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;

4. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Kepala Sekolah dan Mahasiswa yang bersangkutan;

5. Peneliti melaporkan dan menyerahkan hasil penelitian kepada pejabat yang menerbitkan surat izin penelitian.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

a.n. KEPALA DINAS PENDIDIKAN,
KEPALA BIDANG PEMBINAAN SMA DAN PKLK

ZULKIFLI, S.Pd, M.Pd
PEMBINA TK. I
NIP.19700210 199801 1 001

Tembusan :
1. Dekan Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip.

DINAS PENDIDIKAN
SMA NEGERI MODAL BANGSA

Jalan Bandara Sultan Iskandar Muda KM. 12,5 Telp. (0651) 32517 Kode Pos 23372
Email : info@sman-modalbangsa.sch.id website: www.sman-modalbangsa.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : 070/ K.SMA-MB/ 963 /2017

Kepala Sekolah Menengah Atas (SMA) Negeri Modal Bangsa Dinas Pendidikan Aceh, dengan ini menerangkan :

Nama	:	SRI WATHANI PUTRI
NPM	:	231324304
Prodi/ Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	VIII
Fakultas	:	Tarbiyah dan Keguruan UIN Ar- Raniry Darussalam

Benar saudari tersebut diatas telah selesai melaksanakan penelitian pada SMA Negeri Modal Bangsa Dinas Pendidikan Aceh dari tanggal, 16 September s.d. 05 Oktober 2017 dengan judul penelitian *"The Effect of Project Based Learning Implementation on Students' Participation and Achievement in English Speaking Course"*

Demikian surat keterangan penelitian ini dibuat untuk dapat digunakan sebagaimana mestinya.

Blang Bintang, 29 November 2017.
KEPALA SMAN MODAL BANGSA,
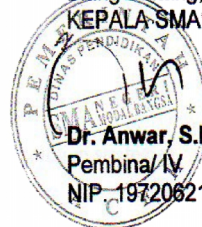
Dr. Anwar, S.Pd., M.Ed
Pembina/ IV
NIP. 19720621 199903 1 005

Project Based Learning Observation Record

Adopted and adapted from:

Linda M. Stearns, Jim Morgan, Mary Margaret Capraro, and Robert M. Capraro (2012).

Teacher_____Date/Time_____

Subject area _____School_____

PBL Title _____

PBL Description _____

To what extent was the following present? Please mark the box that best displays your response on a scale of 5 to 1.

5= To a great extent, 4= Extent, 3= Natural, 2= Evidence 1 = No evidence.

(5) ☐   (4) ☐   (3) ☐   (2) ☐   (1) ☐

Justification* _____

1. **PBL Facilitation.**
   a) The teacher clearly stated goals and paper task ☐

   b) The teacher facilitated the students to remain on-task. ☐
   c) The teacher asked effective open-ended questions. ☐
   d) The teacher worked with members of all small groups. ☐
   e) The teacher achieved objectives he/she identified. ☐

2. **Student Participation.**
   f) The students were actively engaged. ☐
   g) The students could explain tasks and solution strategies. ☐
   h) The students could explain the goal(s). ☐

3. **Resources.**
   i) The appropriate resources are ready and available for student use.
   ☐

j) The students were proficient in using the resources (i.e. calculators, test books, computers). ☐

4. Assessment.
k) The assessment(s) was/were continuous and varied. ☐
l) The evidence of holistic assessments existed (e.g. rubrics for participation/engagement, early stages of the PBL, or group work). ☐

m) The students understood how the rubric would be used as an assessment. ☐

5. Classroom Learning Environment.
n) The teacher identified and engaged students around their prior knowledge. ☐
o) The teacher identified and engaged the students around their cultural diverse contexts. ☐

Other comments or observations

_____

_____

_____

Observer   Date

*Space provided on the observation form to clarification in classroom observation by using PBL method. Nevertheless, the results of classroom observation were determined out thought observation record.

Students' interview

Name: ....

Date: ....

1. What do you think about the Project Based Learning method?
2. So, what do you feel during teacher learning process through Project Based Learning technique?
3. What do you think about the activities that have been implemented in the classroom?
4. Did the activities of Project Based Learning technique help you to improve the speaking ability?
5. Is there difference in the learning process through PBL method with other method?
6. If this technique used the teacher on learning, what you do?

Teacher interview

Name: ....

Date: ....

1. What do you think the students' learned from this lesson?
2. In your opinion, what are the advantages and disadvantages of the PBL method to encourage students to participate in learning?
3. How many percent of the students participate in the learning process using the PBL method in the speaking ability?
4. Does PBL use differ from other learning methods? If what is the difference?
5. What suggestions do you have for teachers to choose methods for improving students' speaking skills?
6. Is this your first time using cooperative learning in conversational English class?
7. What difficulties do you face when applying project based learning techniques in conversational English classes?
8. How do you solve problems that arise in the classroom during the execution of the technique?
9. How do students react when you apply cooperative learning techniques in the classroom?
10. Do you think the students' ability to speak English increases during the implementation of cooperative learning techniques? Why yes / no?

Students' Questionnaires

N= 26, Note: 5: Strongly Agree, 4: Agree, 3: Nor Disagree, 2: Disagree, 1: Strongly Disagree.

No.	Questions	Students' Answer				
		1	2	3	4	5
1.	Do you like English course or no? Give the reason.					
2.	Do you like English teacher's teaching style? Give the reason.					
3.	What do you think if your teacher gives the project aims can training your cognitive skills? Give the reason.					
4.	How do you feel if the teacher assigned both individual and group tasks, then presented them? Give the reason.					
5.	If your teacher gives you the freedom to give opinions and exchange ideas, what will you do?					
6.	How do you think about the activities that have been done (debate) can train your speaking skills? If yes or no, give the reason.					
7.	What can you learn from using the PBL method with Debate theme? Give your opinion					
8.	What do you think if the PBL method is used in class every meeting in learning?					

The Result by using SPSS

One-Sample Kolmogorov-Smirnov Test

		Nilai Post Test
N		26
Normal Parameters[a,b]	Mean	88.4615
	Std. Deviation	4.31954
Most Extreme Differences	Absolute	.169
	Positive	.169
	Negative	-.067
Kolmogorov-Smirnov Z		.859
Asymp. Sig. (2-tailed)		.451

a. Test distribution is Normal.

b. Calculated from data.

One-Sample Kolmogorov-Smirnov Test

			Nilai Post Test
N			26
Normal Parameters[a,b]	Mean		88.4615
	Std. Deviation		4.31954
Most Extreme Differences	Absolute		.169
	Positive		.169
	Negative		-.067
Kolmogorov-Smirnov Z			.859
Asymp. Sig. (2-tailed)			.451
Monte Carlo Sig. (2-tailed)	Sig.		.408[c]
	95% Confidence Interval	Lower Bound	.398
		Upper Bound	.417

a. Test distribution is Normal.

b. Calculated from data.

c. Based on 10000 sampled tables with starting seed 2000000.

Descriptives

			Statistic	Std. Error
Nilai PreTest	Mean		85.27	.504
	95% Confidence Interval for Mean	Lower Bound	84.23	
		Upper Bound	86.31	
	5% Trimmed Mean		85.13	
	Median		85.00	
	Variance		6.605	
	Std. Deviation		2.570	
	Minimum		80	
	Maximum		94	
	Range		14	
	Interquartile Range		2	
	Skewness		1.269	.456
	Kurtosis		4.738	.887
Nilai Post Test	Mean		88.46	.847
	95% Confidence Interval for Mean	Lower Bound	86.72	
		Upper Bound	90.21	
	5% Trimmed Mean		88.29	
	Median		88.00	
	Variance		18.658	
	Std. Deviation		4.320	
	Minimum		82	
	Maximum		98	
	Range		16	
	Interquartile Range		4	
	Skewness		.651	.456
	Kurtosis		.158	.887

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai PreTest	.234	26	.001	.875	26	.004
Nilai Post Test	.169	26	.056	.944	26	.166

a. Lilliefors Significance Correction

Frequency Table

Nilai PreTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	1	3.8	3.8	3.8
	82	1	3.8	3.8	7.7
	83	4	15.4	15.4	23.1
	84	2	7.7	7.7	30.8
	85	7	26.9	26.9	57.7
	86	7	26.9	26.9	84.6
	88	3	11.5	11.5	96.2
	94	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Nilai Post Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	82	2	7.7	7.7	7.7
	83	1	3.8	3.8	11.5
	84	2	7.7	7.7	19.2
	85	1	3.8	3.8	23.1
	86	3	11.5	11.5	34.6
	87	3	11.5	11.5	46.2
	88	2	7.7	7.7	53.8
	89	2	7.7	7.7	61.5
	90	5	19.2	19.2	80.8
	93	1	3.8	3.8	84.6
	94	2	7.7	7.7	92.3
	98	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Nilai PreTest

Histogram

Mean =85.27
Std. Dev. =2.57
N =26

Normal Q-Q Plot of Nilai PreTest

Detrended Normal Q-Q Plot of Nilai PreTest

Nilai Post Test

Histogram

Mean =85.27
Std. Dev. =2.57
N =26
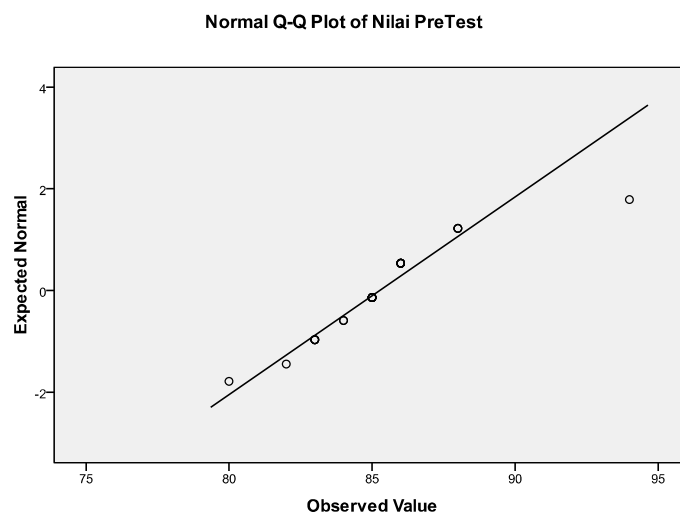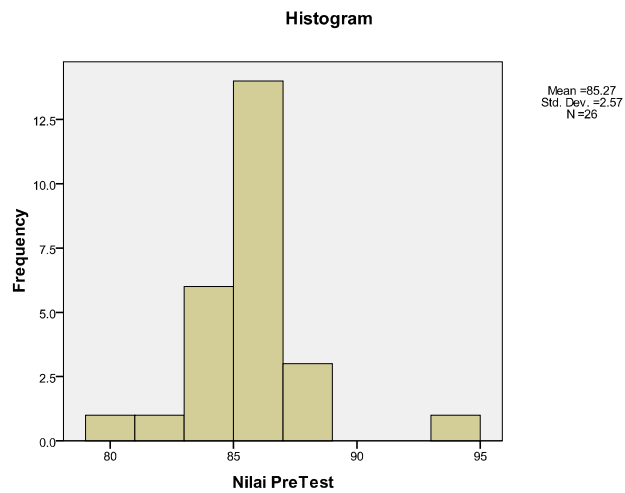
Normal Q-Q Plot of Nilai Post Test
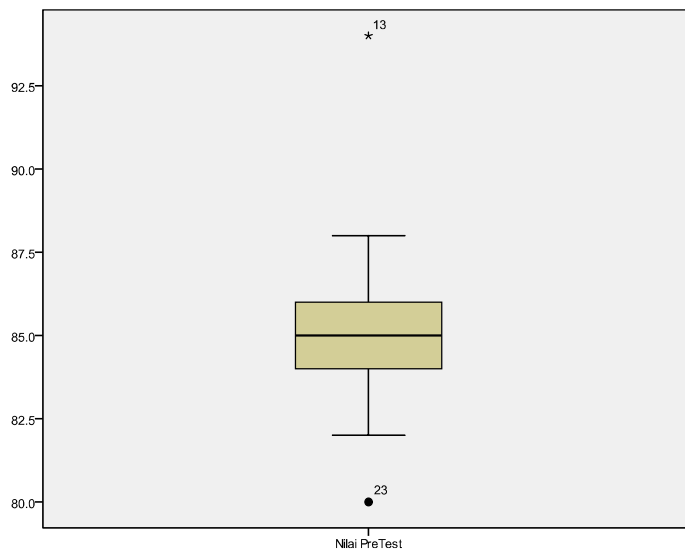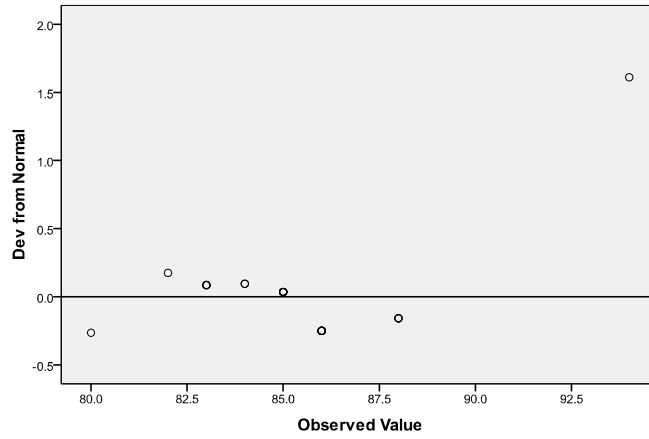
Detrended Normal Q-Q Plot of Nilai Post Test
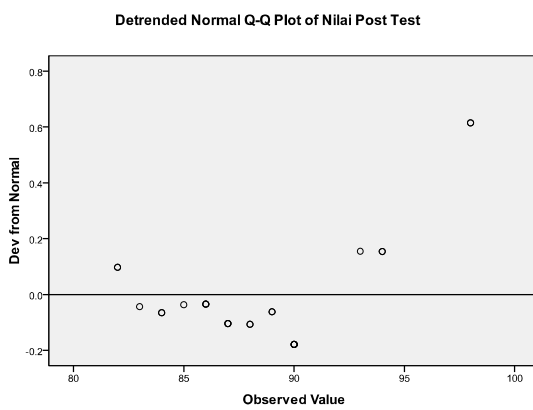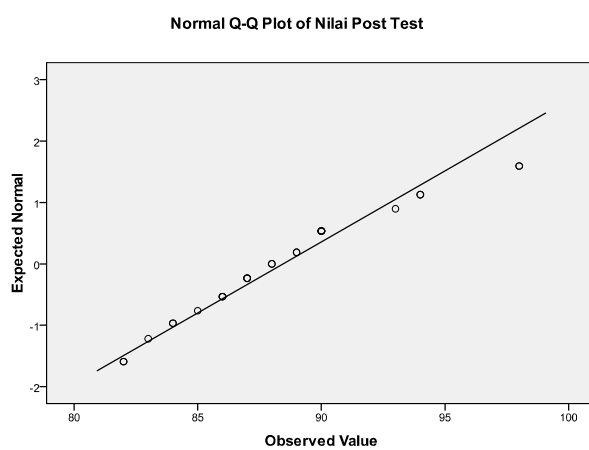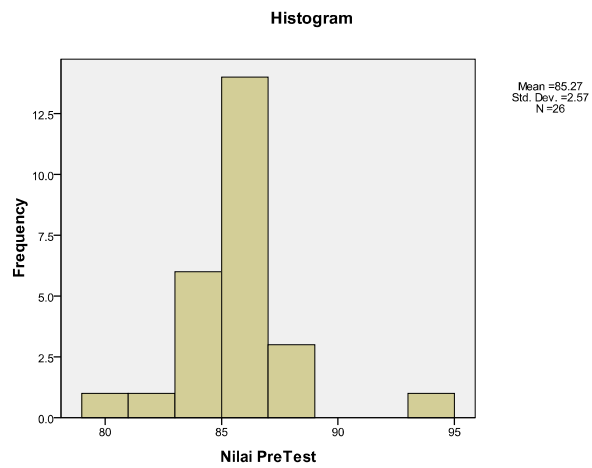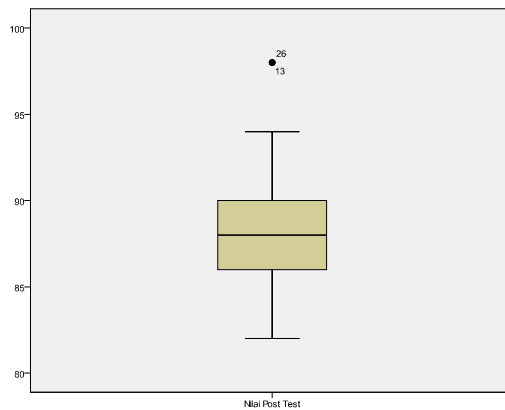
Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Nilai Post Test - Nilai PreTest	Negative Ranks	4[a]	4.75	19.00
	Positive Ranks	19[b]	13.53	257.00
	Ties	3[c]		
	Total	26		

a. Nilai Post Test < Nilai PreTest

b. Nilai Post Test > Nilai PreTest

c. Nilai Post Test = Nilai PreTest

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Nilai PreTest	85.27	26	2.570	.504
	Nilai Post Test	88.46	26	4.320	.847

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Nilai PreTest & Nilai Post Test	26	.612	.001

Paired Samples Test

	Paired Differences								Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df		
				Lower	Upper				
Pair 1 Nilai PreTest - Nilai Post Test	-3.192	3.418	.670	-4.573	-1.812	-4.763	25	.000	

Classroom Observation Transcript

S_1: Miss, saya kan tentang "students should be banned to use laptop in the dormitory", jadi apa-apa saja yang saya katakan miss?

T: Kamu persentasikan poin-poin penting saja. Jangan meluas kali pembahasannya.

T: Ok class, di kompetisi ni miss akan menilai beberapa bagian, yaitu: manner, matter, fluency and pronunciation) jadi lakukan yang terbaik dan tampilkan, percaya

diri ya

All S: OK Miss.

T: Ok, kita mulai sekarang, yang grup penolakan di sbeelah sini dan yang mendukung disebelah sini yang, ok cepat cepaat

All S: yes miss

Murid-murid mulai menyusun bangku untuk memulai debat di hari itu dengan dua grup pertama berjudul "The students graduated from dormitory schools are better their students from public schools".

S_2: Menurut seorang peneliti, lulusan asrama memiliki banyak alasan untuk belajar dengan giat, karena harus memenuhi tujuan dan menyelesaikan tugas yang ada di sekolah dan asrama. Dikarenakan itu, mereka dilatih untuk mampu memanage waktu baik tugas sekolah mereka dan tugas di asrama banyak yang tidak bisa dikatakan sedikit. Sehingga, mereka tidak dapat fokus pada studi dan manajemen waktu dalam menyelesaikan tugas, jadi mereka kewalahan dan tidak efektif dalam vbelajar dan menerima pelajaran, disekolah juga mereka lelah karena oadatnya jadwal yang ada

S_3: Instruction mam,

S_2: tidak trima kasih. dan juga sekolah berbasis asrama memiliki program sehari penuh sehingga mereka tidak berinteraksi dengan orang lain kecuali teman dan malu untuk mengkomunikasikan orang baru. Bahasa berarti sekolah dengan asrama, berbeda dengan sekolah umum yang

melatih secara independen dengan peraturan yang ...... (tidak terdengar) terhadap bangunan yang tidak tepat.

S4: Ada beberapa metode pengajaran yang digunakan dalam pendidikan sekolah umum, termasuk yang berikut: Ceramah, bermain, praktikum, pertanyaan umum dan lain-lain disesuaikan dengan bidang studi. Ada beberapa sekolah ... (tidak mendengar) tapi juga di luar kelas dan juga belajar lingkungan belajar mengajar berlangsung selama 7 jam min atau maksimal 9 jam sehari. Sekian dari saya trima kasih

S5: Pada tahun 1990, orang Indonesia menjadi semakin cemas terhadap kualitas generasi bangsa yang cenderung menjadi kediktatoran ekstrim - pesantren terlalu religius dan sekolah umum terlalu biasa dan adanya usaha untuk menikahi pendidikan publik dan boarding school dengan melahirkan seorang istilah baru

S3: Instruksi mam,

S4: Ya, Silahkan

S3: kenapa anda bilang tidak sesuai dengan topic yang sedang kita biacarakan? Dan juga apa maksudmu tentang ekstrim? Bisa dijelaskan lebih lanjut

S4: Begini. Boarding school yang bertujuan untuk menerapkan pendidikan yang lebih komprehensif dapat dicapai dan ilmu agama juga dikuasai. .... (tidak dengar). Terima kasih

S6: Banyak sekolah asrama didirikan. Tapi juga tidak dipungkiri jika ada faktor-faktor yang negatif mengapa orang tua memilih Asrama adalah keluarga yang tidak selaras, suami yang sudah menikah lagi, dan yang ekstrem karena tidak mau mendidik anak mereka di rumah.

S3: Instruksi mam,

S6: Tidak, terima kasih, berbeda dengan sekolah umum bisa tinggal di rumah dan di belakang sekolah tepat waktu jadwal dan beberapa waktu .... (Tidak jelas)

Lalu tiba-tiba penghitung waktu mengatakan bahwa waktunya sudah habis dan memberikan feedback kepada peserta

S7: Ok cukup, waktunya habis untuk kompetisi debat; beri tepuk tangan untuk kedua kelompok ini, jadi saya ingin memberi umpan balik kepada debat, seperti dalam isi isi tidak sesuai dengan konteks dan hanya salam mengenai boarding school aja, gak sekolah umum, tentu saja dengan kelompok afirmatif yang tidak ke titik dan apapun tujuannya tidak tersampaikan, terlalu berbelit-belit dan ujung-ujungnya tujuan dan pokok pertanyaan itu gak tersampaikan.

S8: ya, begitu juga manajemen waktu nya juga kurang dan kapan waktu keepernya tepuk tangan (tik) ke tiga waktu itu pasti waktunya beberapa menit lagi dan juga kapan ingin menyampaikan sanggahan langsung ada jangan terlalu banyak introductionnya. Ya itu saja

Give applause cikcikcikcikcickcikcickcickcik………(semua siswa bertepuk tangan)

Pertemuan berikutnya (pertemuan kedua)

Sebelum persentasi, para siswa mencari materi agar persentasinya memiliki banyak yang banyak dan juga berlatih sambil berdiskusi dengan teman sekelompoknya. Berhubungh dikelas memiliki fasilitas seperti wifi, jadi mereka bisa mencari informasi seluas-luasnya sebagai bahan persentasi nanti. Mereka juga mendiskusikan siapa yang akan menjadi pembicara 1,2, dan 3 nanti dan juga seiapa yang sebagai penjaga waktu yang mengingatkan dalam kompetisi debat nanti.

S9: jadi nanti kita bilang poin-poinya nya, jangan bilang lagi dari ahli ini tapi langsung bilang apa yang dikatakannya, kan kita tentang "make women should not work".

S10: ok, nanti yang generalnya kita bilang tidak lama waktu dan manajemen waktu. Jangan lupa, itu sangat penting.

T: ok kelas Assalamulaikum. Wr. wb

Semua Siswa: walaikumsalam wr.wb

T: siap untuk terus kompetisi debatnya ??

Semua S: iya miss, tentu

T. ok tolong, siapa yang akan tampil sejarang?belum tahu siapa, Ok saya akan memberikan 5 menit kalian pilih kelompok mana yang akan tampik. OK

Setelah 5 menit. 6 siswa 'dari 2 kelompok hadir dan ditutup dalam peraturan perdebatan. Dan memiliki 2 siswa sebagai penjaga waktu.

S11: Assalamualaikum, saya akan berbagi informasi tentang wanita bisa bekerja tapi punya wanita pekerja otomatis akan mendatangkan lebih banyak uang daripada mandiri secara finansial ... .. (Tidak jelas) mencari nafkah untuk meningkatkan ekonomi secara pribadi tanpa bergantung pada orang lain,

S12: instruksi mam,

S11: Tidak, terima kasih, ... (Tidak jelas) untuk mengetahui gejala di luar sana baik dalam karir atau kehidupan, seorang wanita harus selalu belajar tentang pola pikir, sudut pandang, pencapaian tujuan .... (Tidak jelas) oleh wanita .... (tidak mendengar). Terima kasih

S12: Wanita yang bekerja akan menyerahkan urusan anak kepada pengasuh selama masa ... (Tidak jelas) akibat hubungan sosial .... (Tidak jelas) anak sering diaplikasikan sesuka hati ... .. (tidak jelas) terima kasih, itu saja

S13: Saya tidak setuju karena, beberapa survei mengatakan jika wanita bekerja terlalu keras di luar rumah, itu akan menghasilkan tingkat wanita dan pria yang sama, bercampur dengan pria, berkenalan, bebas untuk mengobrol dan bertemu muka dengan muka dengan yang terlarang. Haruskah setiap Muslim menjaga matanya agar tidak melihat yang sebaliknya ... .. (Tidak jelas). Dengan kata lain harus dihindari

agar tidak terlihat. Perhatikan kata-kata Tuhan berikut ini: "Katakanlah kepada orang yang beriman; .... (Tidak jelas) mata dan jaga ayam mereka ..." itu saja

S14: Wanita yang bekerja cenderung terlalu percaya diri dengan adanya populasi sehingga banyak perceraian mulai dari kondisi seperti itu, meningkatkan keuangan di persen publik dan mengurangi akun oleh daftar pengangguran.

S15: Jika wanita harus bekerja, mereka bisa membantu orang lain untuk meningkatkan keuangan dan emm .... (Tidak jelas) itu semua. Terima kasih

S16: Wanita karir adalah wanita yang .... (Tidak jelas) bekerja dan menghabiskan lebih banyak waktu di luar rumah untuk tujuan tertentu seperti mencari nafkah, menyalurkan bakatnya, dan menerapkan pengetahuan dan keahliannya. Terkadang seorang wanita sangat prihatin .... (Tidak jelas) seperti wanita.

Pada kegiatan berikut, masih dengan langkah yang sama dua putaran untuk delapan kelompok dan masing-masing kelompok memiliki waktu 30 menit. Di bagian ini bukan siswa yang tidak begitu antusias dan hanya mendengarkannya dari siswa lain yang menjelaskan, mungkin alasan situasinya di malam hari dan mereka sangat lelah memiliki jadwal penuh sepanjang hari.

Pertemuan terakhir(pertemuan keempat).

Dalam pertemuan terakhir, mintalah satu kompetisi dengan dua kelompok untuk dipresentasikan. Sama seperti minggu lalu, siswa yang hadir di kelas depan dan guru memberikan nilai selama proses tapi juga mengendalikan siswa sebagai penonton. Pada pertemuan akhir, guru meminta kepada siswa tentang pembelajaran ini dan diberi waktu untuk berbagi pendapat dan persepsi siswa tentang proses belajar sampai pertemuan keempat. Secara keseluruhan siswa merespon dengan baik, karena waktunya terbatas sehingga guru hanya memberi

kesempatan kepada siswa untuk memberikan komentar. Komentar siswa adalah tentang penggunaan teknik dan bahasa.

Guru bertanya kepada siswa tentang perasaan selama belajar dengan kompetisi debat dan juga izin karena waktunya sudah berakhir. Berdasarkan hasil observasi kelas, peneliti mendapatkan bahwa dalam proses pembelajaran dengan menggunakan metode PBL dapat meningkatkan minat belajar siswa dan juga, siswa menjadi mandiri dan bertanggung jawab dalam melakukan tugas yang ditugaskan. Jadi antusiasme mereka terbukti dalam proses pembelajaran dimana siswa didorong untuk mengembangkan hasil diskusi dan melatih mereka untuk meyakinkan berbicara di depan umum.

Students' Interview Transcript

Student 1

Penulis   : **Menurut anda metode belajar project based learning atau sering dikatakan pjbl itu apa?**

Student 1: Pjbl itu apa? Ap yang kemarin itu ya kak namanya, oh bagus boleh digunakan karena membirka kami motivasi untuk leboh belajar giat tapi lebih bagus lagi kalau guru itu sendiri menjelaskan dulu semuanya materi biar murid jugak gak susah pahaminya.terus kalau project kayak gitu harus dikasi tenggang waktu gitu, kan project gak bisa selalu dibuat dalam waktu dekat karena kami ada tugas juga diasrama.

Penulis   : Jadi guru harus memberikan penjelasan yang mudah dipahami murid begitu waktu dalam pembuat project tersebut, terus gimana perasaan anda selama guru memberikan project seperti debate kemarin?senang kah? Atau biasa saja?

Student 1 : Senang sih, bagusnya kalau murid mau bisa speaking di depan lancar, guru harus lebih suruh murid untuk ngoming atau kasih pendapatnya dan penguasaan vocab nya lebih banyak lagi

Penulis   : Jadi setelah belajar itu, bagaimana pendapat anda mengenai suasana dan proses belajar yang terjadi dikelas? Bagus atau sama saja dengan belajar biasanya?

Student 1: Bagus kali, tapi bagus untuk sebagian murid menyukainya karena bisa meningkatkan kemampuan bahasa English kami namun sebagian ada yang gak sukak karena harus ngomong di depan kelas apalagi tanpa textbook, jadi setengah-setengah gitu kalau bisa. guru harus lebih suruh muridnya untuk ngomong atau kasi pendapatnya dan pengausaan vocabnya sehingga kami aktif semua.

Penulis : Lalu dari teknik proses belajar kemarin apa dapat membantu anda untuk meningkatkan kemampuan berbicara anda?

Student 1 : Pastinya membantu kak, khusunya di kemampuan berbicara kami tapi, aktifitas kemarin membutuhkan ekta tenaga kerena mengharuskan kamu untuk berbicara, seperti adek bilang sebelumnya gak semua sukak dengan aktifitas kemarin karena mereka tidak terbiasa berbicara didepan kelas tanpa buku.

Penulis : Adakah perbedaan dengan proses belajar PBL kemarin dengan proses belajar yang lain?

Student 1 : Ada pasti bedanya, karena dari cara pengarahan saja sudah berbeda dan juga dari teknik dalam belajar diharuikan kami kerja mandiri dan melatih apalagi kuhusnya melatih berbicara.

Penulis : Lalu jika guru menggunakan teknik ini untuk belajar, apa yang anda lakukan?

Student 1 : Kalau bagi saya boleh-boleh aja karena pelajaran bahasa itu memang harus banyak ngomong apalagi ada debat kayak gitu

Student 2

Penulis : **Menurut anda metode belajar project based learning atau sering dikatakan pjbl itu apa?**

Student 2	: Menurut saya, pjbl adalah salah satu cara pembelajaran paling efektif, apalagi untuk bahasa inggris. Dengan learning by doing, isi pembelajaran lebih berkesan dan diingat, secara teori dan praktek itu bisa menjadi sarana berbagi ilmu bagi teman yang sudah lebih dahulu menguasai materi. Jika berkelompok sepereti debat hail ini juga melatih skill berorganisasi dan berintraksi dengan berbagai jenis teman.
Penulis	: Lalu bagaimana perasaan anda saat teknik ini dilakukan seperi kegiatan belajar kemarin?senangkah? atau ya biasa saja

Student 2	: Senang kali, karena kami dapat membagi pengalaman dan pengetahuan dari beberapa orang, ada yang tidak tahu menjadi tahu karena saling berbagi ilmu dan yang lebih tahu makin bertambah ilmu karena mengetahui ilmu yang lainnya.
Penulis	: Jadi saling berbagi ya ceritanya, lalu apa pendapat anda tentang kegiatan kemarin? Anda suka atau itu pengalaman pertama belajar seperti itu?
Partisipan 2	: Iya,, karena debat kan hal baru, jadi kami berusaha keras terus karena melihat tim debat lainnya dan teman-teman yang mempresentasikannya tampil baik jadi kami ingin bagus juga. Project yang buruh speakinh ini juga perlu banyak latihan.
Penulis	: So memberikan motivasi untuk kalian menampikan yang terbaik jadinyaa ya. Nah menurut anda apa dengan teknik debat atau guru memberika project seperti yang lalu dapat meningkatkan kemampuan kalian khusunya kemampiuan berbicara?

Student 2	: Ya tentu saja. Mungkin kami tidak selalu berbucara bahasa inggris, tetapi tentunya project ini menambah waktu kami berbahasa inggris dan m,embuat kami berlatih berbahasa inggris, jadiunya kami dapat meningkatkan kemamuan speaking kami

Penulis : Apakah ada perbedaan proses belajranya dengan metode ini dengan teknik belajar yang biasanya dilakukan sehari-hari?

Student 2 :	Ya pastinya ada, di samping membutuhkan watu yang banyak juga guru memberikan project. Kami lebih banyak berusaha sendiri, mandiri, dan mengembangkan ide sesuai kreatifitas kami tidak hanya menerima materi dari guru,apa lagi grammar terus menerus, lalu ujian tanpa contioh penerapan.

Penulis : Berarti metode ini membuat kalian belatih mandiri dan bertanggung jawab dengan tugas masing-masing ya. Nah jika metode ini diterapkan dalam kelas giman? Apa anda setuju atau ada saran lain?

Student 2:	Secara saya pribadi saya lebih suka project untuk pelaharan bahasa. Sains yang tidak selalu butuh praktek saja ada project, kenapa bahasa yang diterapkan tiap saat malah duduk diam dengan segudang teori.

Student 3

Penulis : **Menurut anda metode belajar project based learning atau sering dikatakan pjbl itu apa?**

Student 3:	Yang saya tahu kalau itu metode dimana guru memberikan project ke siswanya lalu disuruh persentasikan kedepan kelas tanpa textbook.

Penulis	: Apa yang kamu rasakan saat metode tersebut dilakukan didalam prses belajar didalam kelas kemarin?
Student 3 :	Saya suka karena sesuai dengan kegiatan sama kami yang kesehariannya diberikan project dan juga kami diberi keleluasaan itu mengekpresikan segala yang kami fikirkan laku membaginya keteman lainnya
Penulis	: Nah jika metode itu diterapkan didalam proses belajar dikelas bagaiman? Apa bagus atau kamu kurang menyukainya?
Student 3 :	Menurut saya it's ok, very funn. Meskipun membuhtuhkan waktu yang panjang namun saya senagn bisa berdiskusi dan kompetisi kemarin sangat fare, tidak memihak satu dan pilih kasih siswanya.
Penulis	: Jadi dapat bertukar pikiran juga ya, lalu apa dengan guru memberikan project seperti yang lalu dapat melatih kemampuan kalian ya khususnya kemampuan berbicara kalian? Seperti kita tahu kan klian disruh ngomong kedepan namun berkelompok
Student 3	: Gak masalah, asal sesuai dengan arahan, dan juga kami bisa berlatih berbicara , lagi pula kami tahu kekuranganan kamu namu aktifitas seperti ini dapat memperbaiki bahasa inggris kami dan membiasakn untuk berbicara bahasa inggris
Penulis	: Apa ada perbedaan khusunya dilam proses belajarnya menggunakan metode ini dengan belajar biasanya?atau sama saja
Student 3 :	Ya sangat berbeda, saya setuju jika metode atau tknik ini digunakan didalam kelas tapi janganlah selalku begitu-begitu saja, harus ada variasi, metode sama namun kegoiatannya berbeda jadi gak bosan jadinya
Penulis	: Jadi anda setuju ya, nah jika metode ini diterapkan didalam

kelas apa yangv akan anda lakukan?

Student 3	: Setuju sangat, karena dapat memperbaiki kemampuan berbicara english kami, menarik dan mendukung dalam segala hal didalam proses belajar.

Student 4

Penulis :**Menurut anda metode belajar project based learning atau sering dikatakan pjbl itu apa?**

Student 4	:.Saya gak pernah dengar itu tapi kalau macam kemarin saya suka
Penulis	: Apa yang kamu rasaakan saat metode itu berlangsung? Ya seperti debat kemarin?
Student 4	: Sangat menyenangkan, belajar sambil bermain namun ya tetap ada aturannya tang harus dipatuhi dan dijalani.
Penulis	: Menurut kamu, bagaimana aktifitas didalam kelas yang kemarin? Menyenagkan kah? Atau gimana?
Student 4	: Pada awalnya menyenagkan namu lama kelamaan membosankan karena banyak memakan waktu dan project nya tetap sama.
Penulis	: Jika aktifitas seperti kemarin di terapkan, apa dapat melatih dan memperbaiki kemampuan berbicara kalian? Ya kan guru mengharuskan kalian berbicara dengan cra mempersentasikan hasi diskusi kalian dengan cara berdebat
Student 4	: Tidak semua orang berfikir seperti itu, ada yang suka ada juga yang tidak sukak, ya dikarenakan waktunya yang lama, dan juga guru kurang mejelaskan apa-apa saja yang harus ditampilkan sehinggan ada beberapa sisa yang kurang

paham maksud project itu tapi ada juga yang menyukainya sehingga mereka menampilak yang terbaik dan dapat memperbaiki dan melatih kemampouan berbicara mere, ytidak hanya itu mereka mendapat nilai dan menbcapai KKM yang sudah ditentukan.

Penulis : Apa ada perbedaan gak sih dari kegiatan yang kemarin dengan proses belajar yang lain? Atau tetap sama saja?

Student 4 : Terkadang prosesnya sama namun ada bedanya juga, dimana kami diberikan kewenangan untuk mengpresentasikan dan diwajibkan untukbberbicara, sehingga melatih kami dan kmii diwajibkan untuk belajar lebih giat lagi dan mandiri tanpa mengharapa hasil kerja dari orang lain..

Penulis : Menurut anda, jika model belajar ini doterapkan di kelas apa yang akan anda lakukan?

Student 4 : ya sangat bagus, teknik dan metodenya sesuai dengan proses belajarnya, dapa membuat kami percaya diri dan aktif jadi kami gak malu-malu lagi untuk berbicara dan mengungkapkan pendapat kmi karena sudah terbiasa berbicara di depan orang banyak.

Student 5

Penulis : **Menurut anda metode belajar project based learning atau sering dikatakan pjbl itu apa?**

Student 5 : saya gak pernah tahu, apa itu?

Penulis : PJBL itu ya macam yang kalian lakukan kemarin debat gitu, ibu kan menyuruh kalian untuk debat kan ya itu, jadi manurut kamu bagaimana aktifitas kemarin? Menyenangkan kah?

Student 5	: Ooo itu, ya aktifitas yang sangat baik, tetapi sewaktu-waktu guru kalau bisa lebih kreatif lagi ya tidak emnonton aktifitasnya jadi ada variasi baru dalam belajar
Penulis	: Nah jika begitu apa kegiatan itu dpat meningkatkan dan memperbaiki kemampuan berbiacara bahasa inggris kalian? Bagimana menurutu anda?
Student 5	: Menurut saya dengan kegiatan sepertin itu dapat meingkatkan serta memperbaiki kemampuan berbicara kami, karena kami jarang berbicara bahasa inggris jadi kamu dilatih buntuk bisa berbicara, jadi itu dapat melatih speech kami
Penulis	: Apakah kegiatan kemarin dapat memperbaiki dan menolong anda untuk memperbaiki kemampuan berbicara anda?
Student 5	: Tentu saja, karena kami diharukan untuk berbicara dan guru sebagai penilainya, sehingga kami ingin menampilkan yang terbaik. Dengan begitu tanpa kami sadari nkegiatan itu memperbaiki dan menolong kami untuk berbicara bahasa inggris.
Penulis	: Apa ada bedanya proses belajar nya yang kemarin dengan yang lalu-lalu? Atau sama saja
Student 5	: Itu sangat berbeda, dari aktifitas sudah nampak tetapi saya suka dan saya senang dengan aktifitas kemarin.
Penulis	: Jika metode belajar ini di terapkan, apa yang akan anda lakukan?
Student 5	: Saya akan mencoba untuk improve lagi speaking ability saya sehinggan speech nya bagus.

Teacher Interview Transcript

Teacher

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

Teacher : The student excited to making tasks with the project and they need various method. sometime the method can be use same but not with the same theme, for example we give the project to student with debate some time, and next time not with theme debate, maybe make activity to make mapping maps or anything suitable to students.

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

Teacher : I think if we given the project to students', would created the student ideas and they be enthusiasm and interest to do in learning, also they can trained communication ability

Penulis   : How many percent of the students participate in the learning process using the PBL method in the speaking ability?

Teacher : Yes I don't know how many percent but it's really increase, both visually and audio and also they learn to team works, sharing opinions and train to become a responsible person.

Penulis   : Does PBL use differ from other learning methods? If what is the difference

Teacher : Yes it's very different, because they must prepare about the task and do the best both what they want to mention and before they search many theory or definition by various opinions and resources. So that can to increase the student able.

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

Teacher : The implemented PBL method need extra power, long time and we are demanded be creative and be smart choose in selection method, and I suggest this method for another teacher to used but before we know the method suitable and appropriate to students' (situation, students' ability, facilities and infrastructure) on implemented.

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

Teacher : Before, sometime I used but not all material; I choose the method suitable for the material and condition on the class and keep creative.

Penulis : What difficulties do you face when applying project based learning techniques in conversational English classes?

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

Penulis : How do you solve problems that arise in the classroom during the execution of the technique?

Teacher : Before I said, PBL method have long time and not all students' understand learning by using this method, because each student has a different nature and ability, and then since the foundation of this boarding school so many tasks, they should get either at school or in dormitory, because of the happening of the buildup of tasks that make students less focused and cannot complete the task on time.

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

Teacher: Yes increase, we can say a very rapid increase, but it is not all because there are some students who are not less attention and do not like the English language itself.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA NEGERI MODAL BANGSA
Matapelajaran : Bahasa Inggris
Kelas/Semester : XI / 1 (Wajib)
Materi Pokok : '*Expressing opinion and thoughts*
Alokasi Waktu : 8 JP (8x45 menit)

A. KOMPETENSI INTI (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuaidengan konteks penggunaannya (Perhatikan unsur kebahasaan *I think,I suppose, in my opinion*)

4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR

1. Siswa dapat mengidentifikasi ungkapan menyatakan pendapat (Students are able to identify expressing an opinion)
2. Siswa dapat mengidentifikasi perbedakan ungkapan menyatakan pendapat setuju dan tidak setuju (Students are able to identify the differentiate between expression of agree and disagree)
3. Siswa dapat menjelaskan fungsi ungkapan pendapat (Students are able to explain the usage of expression opin
4. Siswa dapat menyampaikan ungkapan pendapat sesuai konteks dengan benar (Students are able to expressing opinion based on context properly)
5. Siswa dapat merespon sebuah pendapat dengan tepat (Studentsare able to respond to an opinion properly)
6. Siswa dapat menulis ungkapan pendapat dengan benar (Studentsare able write opinion correctly)

D. MATERI PEMBELAJARAN
"Pernyataan memberikan pendapat dan pikiran"
1. Fungsi Sosial :
   Menyampaikan dan merespon pendapat dan pikiran
2. Struktur Teks
   Pernyataan menyatakan pendapat dan pikiran
   • Memulai
   • Menanggapi (diharapkan/di luar dugaan)

· I agree.	· I would like to point out that ....
· We believe	
· I reckon	
· I doubt	· I strongly believe that ....
· I assume	
· I don't agree	· I think ....
· I disagree	· As far as I am concerned, ...
· I think	· Some people believe ....
· I don't think	
· What I mean is	· The majority agree with ....
· In my humble opinion	· I am afraid I have to disagree with you.
· In my opinion	· It is not justified to say so
· Personally, I think	
· In my experience	

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3. Unsur Kebahasaan
   • Kosa kata terkait dengan kegiatan ekstrakurikuler, tugas sekolah, kebersihan lingkungan , dsb.
   • Tata bahasa: simple past tense, simple present tense present perfect tense.
   • Ungkapan: *I think... I suppose... In my opinion..., agree, diasagree,* dsb.
   • Kata kerja bantu modal: *need*, *should*, *will*, dsb.
   • Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
   • Ucapan, tekanan kata, intonasi
   • Ejaan dan tanda baca
   • Tulisan tangan
4. Topik
   Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN
1. Pendekatan : Scientific approach
2. Model : Cooperative learning
3. Teknik :Role play, Number Head Together, Debate

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN
PERTEMUAN KE-1
1) Kegiatan Pendahuluan (10 menit)
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru menanyakan pengalaman siswa dalam berbahasa Inggris (sosial chat);
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.
- Untuk mengawalipembelajaran, gurumenayangkan cuplikanfilm/gambar yang menunjukkan situasi*bullying* di kalanganremaja.
- Setelah menyaksikancuplikan film/ gambar tersebut, guru menuliskankata *"Bullying"* di papan tulis. Lalu gurumeminta pendapat siswaapakah ada perilaku*bullying* pada tayangan tersebut. Beberapauntuk menyampaikanpendapatnya.

2) Kegiatan Inti (60 menit)
- Guru menunjukkanteks percakapan yangada di Chapter 2 bukusiswa. Guru menjelaskanbahwa teks percakapantersebut merupakansalah satu contoh teksyang berisi opini tentangperistiwa *bullying*. Gurumeminta siswa membentuk pasangan.

- Kemudian secaraberpasangan di tempatmasing-masing,siswa mempraktikkanpercakapan yang ada dibuku teks tersebut.
- Kemudian siswa dimintamendiskusikan beberapa pertanyaan terkait percakapan tersebut
- Setelah selesai, gurumenjelaskan opini (meliputi fungsi social, struktur teks, dan unsur kebahasaannya)
- Guru menyampaikanperbedaan antara *personal point of view* dengan *general point of view*
- Guru juga menjelaskancara merespons opini dengan baik menggunakan bahasa yang santun, baik berupa persetujuan maupun ketidaksetujuan
- Guru memberikan kesempatan kepada siswa bertanya jika ada hal yang tidak dimengerti
- Guru meminta siswa mengerjakan latihan memilih kata yang tepat untuk melengkapi sebuah opini

3) Penutup (20 menit)
- Sebagai penutup kegiatan pada pertemuan ke-1 siswa diminta menyimpulkan materitentang opini dan meminta siswa untuk memberikan contoh opini dan responsnya
- Guru menutup kegiatan PBM dengan doa dan menyampaikan hal yang harus dipersiapkan pada pertemuan selanjutnya

PERTEMUAN KE-2
1) Kegiatan Pendahuluan(10 menit)
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru menanyakan pengalaman siswa dalam berbahasa Inggris (sosial chat);
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru mereview pelajaran sebelumnya
- Guru membagi siswa dalam 8 kelompok yang terdiri dari 3 siswa(i) dengan number head together yang akan berdebat menyatakan pendapat dan pikiran dan menentukan MC untuk tiap pertandingan

2) Kegiatan Inti (70 menit)
- Siswa diminta duduk bersama dengan kelompoknya
- Guru menentukan kelompok affirmative (government) dan negative
- Guru menjelaskan materi, struktur,prosedur, penilaian dalam debat
- Guru memberikan motion yang akan diperdebatkan
- Siswa per kelommpok mendiskusikan pendapat dan pikiran mereka tentang motion yang diberikan

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3) Kegiatan penutup(10 menit)
- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu
- Guru memberikan umpan balik pembelajaran
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

PERTEMUAN KE-3 DAN 4
1) Kegiatan Pendahuluan(10 menit)
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru menanyakan pengalaman siswa dalam berbahasa Inggris (sosial chat);
- Guru mengulassingkatmateri/kegiatan di pertemuansebelumnya;

2) Kegiatan Inti (70 menit)
- Guru menyampiakn bahwa hari ini mereka akan mengerjakan proyek yang telah dipersiapkan
- Guru mempersilahkan kelompok yang akan berdebat ke depan kelas
- Siswa mempertahankan pendapatnya baik itu kelompok pro atau kontra, guru melakukan penilaian
- Guru meminta siswa lain untuk memberikan penilaian terhadap penampilan kedua kelompok yang tampil

3) Kegiatan Penutup(10 menit)
- Guru memberikan umpan balik pembelajaran tehadap hasil kerja tim siswa
- Guru meminta salah satu siswa untuk berdoa bersama.

G. PENILAIAN
a. Jenis/teknik penilaian
- Tertulis:
  - Latihan soal pada bagian *Let's Practice*
  - *Formative assessment*
- Unjuk Kerja (Kinerja/performance)
  - Melakukan percakapan berisi ungkapan setuju dan tidak setuju
  - Menulis tanggapan terhadap Bullying: A cancer must be eradicated" (in Personal Journal Writing)
  - Proyek pembuatan dialogue
- Penilaian sikap selama proses pembelajaran:
  - Sikap saat kegiatan membaca
  - Sikap saat kegiatan diskusi
  - Sikap saat kegiatan kerja kelompok
  -

b. Instrumendan Cara Penilaian
1. Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.
2. Instrumen Unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungan skornya.

a. Rubrik Percakapan

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronuncing)	Lafal dapat difahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahfahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu keliru dalam pelafalan sehingga tidak dapat dimengerti
Tata Bahasa (Grammar)	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa namun tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat	Tata bahasa sangat buruk sehingga percakapan sangat sulit difahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas	Menggunakan kosakata yang salah sehingga tidak dapat difahami.	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta
Pemahaman (Comprehension)	Seluruh isi percakapan bagi difahami meskipun sesekali ada pengulangan pada bagian-bagian tertentu	Sebagian besar isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan yang perlahan	Tidak dapat difahami bahkan dalam bentuk dialog yang singkat sekalipun

Cara Penilaian Percakapan:

No.	Nama Siswa	Perolehan Skor					Jumlah skor perolehan
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4	Kriteria ke-5	
1.	Adib Aulia Akbar	4	3	3	2	4	16
2.	Amirah Vonna R	3	3	3	3	3	15
3.	Annisa Aliyani	3	4	4	3	3	17
....	....	. . .	. . .	. . .	. . .	. . .	

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswax 100

Skor maksimal/ideal

Keterangan:
- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari kriteria ke-1 sampai dengan ke-5

- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal= 4x5 = 20

Sehingga perhitungan nilai akhir siswa adalah :

1. Siti Alya : $\underline{16}$ x 100 = 80   2. Shabrina Azra: $\underline{15}$ x 100 = 75
      20   20

b. Rubrik Penilaian Menulis

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih orisinil, Ide sangat sesuai dengan genre yang dipilih. Ide dikembangkan dengan tepat dan terarah	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau tidak/kurang sama sekali 4 ketentuan yang telah ditetapkan
Organisasi/ Struktur Teks dan isi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau tidak/kurang tidak memenuhi semua kriteria yang ditetapkan
Tata Bahasa	Tidak ada kesalahan tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas	Ada beberapa kesalahan tata bahasa namun tidak terlalu berpengaruh terhadap makna kalimat dan isi teks	Sering ditemukan kesalahan tata bahasa, namun makna dan isi teks masih dapat dipahami	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami
Perbendaharaan Kata	Kalimat/kata yang digunakan sangat efektif, menggunakan variasi leksikal dengan benar, menguasai bentuk	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau tidak/kurang tidak memenuhi semua kriteria yang ditetapkan

Cara Penilaian Penulisan :

No.	Nama Siswa	Perolehan Skor				Jumlah skor perolehan	
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4		
1 .	Siti Alya	4	3	3	2	1	2
2 .	Shabrina Azra	4	3	3	4	1	4
3 .	Yusrivai K.	3	4	4	3	1	4
….	....	. . .	. . .	. . .	. . .		

Rumus perhitungan nilai siswa, sebagai berikut :

$\underline{\text{Jumlah skor yang diperoleh siswa}}$ x 100 %
       Skor maksimal/ideal

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari kriteria ke-1 sampai dengan ke-5
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal/ideal= 4x4 = 16

Sehingga perhitungan nilai akhir siswa adalah :

1. Adib Aulia A   : $\underline{12}$ x 100 %= 75   2. Amirah Vonna R: $\underline{14}$ x 100 %= 87,5
      16   16

c. Rubrik Penilaian Proyek

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Orisinalitas ide	Ide ditentukan sendiri dengan mandiri.	Ide dirumuskan dengan adanya masukan dari guru atau pihak lain	Ide dirumuskan dengan bantuan guru atau pihak lain	Ide diberikan oleh guru atau pihak lain.
Kreatifitas	Kreatifitas dalam membuat proyek sangat menonjol dengan adanya komposisi yang serasi	Kreatifitas cukup dengan adanya variasi warna, garis dan bentuk, namun sederhana	Kreatifitas kurang sehingga tampilan kurang menarik, isi dan tugas proyek	Tidak kreatifitas mengerjakan tugas proyek tidak sesuai dengan yang telah ditetapkan
Waktu penyelesaian proyek	Proyek diselesaikan sesuai target waktu yang diberikan	Proyek diselesaikan dengan sedikit tambahan waktu, namun tidak melebihi hari yang ditetapkan	Proyek diselesaikan dengan tambahan waktu melewati 7 hari	Proyek tidak selesai melampaui sudah diberikan tambahan waktu 7 hari.
Kesesuaian proyek dengan permintaan tugas	Proyek memenuhi semua ketentuan yang ditetapkan	Ada sebagian kecil ketentuan tidak terpenuhi	Sebagian besar ketentuan tidak terpenuhi	Proyek tidak sesuai dengan ketentuan sama sekali.

Cara Penilaian Proyek :

No.	Kelompok	Perolehan Skor				Jumlah skor perolehan	
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4		
1.	Kelompok 1	3	3	3	4	1	2
2.	Kelompok 2	4	3	3	4	1	4
3.	Kelompok 3	3	4	4	3	1	4
....	....	. . .	. . .	. . .	. . .	. . .	

Rumus perhitungan nilai kelompok, sebagai berikut :

Jumlah skor yang diperoleh kelompok x 100 %
        Skor maksimal/ideal

Keterangan:

- Jumlah skor yang diperoleh kelompok adalah jumlah skor yang diperoleh siswa dari kriteria ke-1 sampai dengan ke-5
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal/ideal= 4x4 = 16

Sehingga perhitungan nilai akhir kelompok adalah :

1. Kelompok 1 : $\frac{12}{16}$ x 100 %= 75   2. Kelompok 2: $\frac{14}{16}$ x 100 %= 87,5

Nilai kelompok secara otomatis akan menjadi nilai anggotanya.

3. Penilaian Sikap Melalui Observasi
    a. Lembar Pengamatan Sikap pada Kegiatan Membaca

No.	Sikap yang diamati	Terlihat (√)	Tidak terlihat (√)
1.	Ketertiban selama kegiatan		
2.	Keseriusan selama kegiatan		
3.	Tanggung jawab dalam melaksanakan tugas		

    b. Lembar Pengamatan Sikap pada Kegiatan Diskusi

No.	Sikap yang diamati	Terlihat (√)	Tidak terlihat (√)
1.	Partisipasi dalam diskusi		
2.	Rasa percaya diri dalam mengemukakan pendapat		
3.	Saling menghormati dan menghargai		
4.	Tanggung jawab dalam menyelesaikan tugas		

c. Lembar Pengamatan Sikap pada Kegiatan Kerja Kelompok

No.	Sikap yang diamati	Terlihat (√)	Tidak terlihat (√)
1.	Kerja sama		
2.	Ketertiban		
3.	Tanggung jawab		
4.	Kepedulian		

Format Hasil Pengamatan Kegiatan Membaca

No.	Nama Siswa	Sikap 1		Sikap 2		Si
		Terlihat	Tidak Terlihat	Terlihat	Tidak Terlihat	Te
1.	Adib Aulia A					
2.	Amirah Vonna R					
3.	....					

A. MEDIA DAN SUMBER PEMBELAJARAN
1. Buku Teks wajib
2. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat
3. Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset
4. Contoh interaksi tertulis
5. Contoh teks tertulis
6. Sumber dari internet, seperti:www.dailyenglish.com, http://americanenglish.state.gov/files/ae/resource_files, http://learnenglish.britishcouncil.org/en/, http://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm

Mengetahui,   Blang Bintang, 10 Juli
2017
Kepala SMANegeri Modal Bangsa,   Guru Mata Pelajaran,

Dr. Anwar, M. Ed   **Hayatun Nufus, S.**
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AUTOBIOGRAPHY

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Parent

Father's Name   : Drs. M. Nur Djuned M.S c

Occupation   : Retired

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Educational Background

Primary School   : MIN DRIEN RAMPAK Meulaboh (2001-2007)

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Senior High School   : SMAN 1 Meulaboh (2010-2013)

University   : UIN Ar-Raniry (2013-2018)

Banda Aceh, January 10th 2017

Sri Wathani Putri