

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING (PjBL)
METHOD TO ENHANCE SPEAKING SKILLS AT SEVENTH GRADE OF
SMP MA'ARIF NU 02 PAGUYANGAN, BREBES**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University of K.H. Saifuddin Zuhri Purwokerto
as a Partial of Fulfilment of Requirments for Sarjana Pendidikan (S.Pd) Degree**

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STATEMENT OF ORIGINALITY

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Declare that the thesis I have compiled with the title, **“The Implementation of Project-based learning to enhance speaking skills at seventh grade of SMP Ma’arif NU 02 Paguyangan, Brebes”** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the material from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

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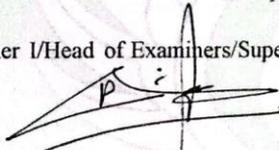
This thesis, entitled
**THE IMPLEMENTATION OF PROJECT-BASED
LEARNING TO ENHANCE SPEAKING SKILLS AT
SEVENTH GRADE OF SMP MA'ARIF NU 02
PAGUYANGAN, BREBES**

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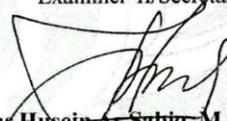
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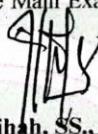
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Assalamu'alaikum Warahmatullahi Wabarakaatuh

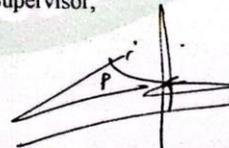
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MOTTO

“Long life education”



DEDICATION

I dedicate the thesis to:

My beloved parents and My family



PREFACE

In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitle “The implementation of project-based learning to enhance speaking at seventh grade of SMP Ma’arif NU 02 Paguyangan” could be completed.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto. The writer would like to express the deep gratitude and appreciation to :

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18. KKN 161 friends in Mereng and all Mereng residents (Sulimah, Koerun, and family)
19. PPL 19 friends of SMK Muhammadiyah 3 Purbalingga and the big family of SMK Muhammdiyah 03 Purbalingga (Teachers, Staff and Students).
20. Everyone who has contributed and supported the researcher to finish the research.

The researcher is aware that there are several errors and inadequacies in this thesis. As a consequence, comments and criticism are always welcome. Hopefully, the thesis will be useful to the readers. Aamiin.

Purwokerto, June 11 2024.

The researcher,

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ABSTRACT

The purpose of this study is to describe how the implementation of project-based learning to improve speaking ability, problems, and solutions in the implementation of project-based learning to improve speaking ability in class VII of SMP Ma'arif NU 02 Paguyangan, Brebes. This research uses a descriptive qualitative method. The respondents of this research were the teacher and seventh-grade students of SMP Ma'arif NU 02 Paguyangan consisting of 60 students divided into two classes. The results showed that Project-Based learning has been implemented well by teachers. implementation of Project-Based Learning by starting with preparing questions, developing a project plan, making a schedule, monitoring project progress, testing and grading the project, and evaluating the project. There are many problems in implementing this strategy, both for students and teachers. including limitations of Project-Based learning methods, difficulties in assessing individual progress, Teachers' difficulties in facilitating discussions, and Students' rarely speaking in English. Then from these problems, there are solutions including the Selection of efficient projects, diverse assessment methods, creating a Supportive environment, and promotion of the use of English in the classroom.

Keywords: Project-based learning, Speaking skills.

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CHAPTER I INTRODUCTION

A. Background of the Study

Education in Indonesia is currently stepping towards a more dynamic future by introducing the Merdeka Curriculum. Merdeka Curriculum is an educational initiative that places students as active subjects in the learning process. This approach aims to increase students' creativity, independence, and courage in thinking and acting. Merdeka Curriculum encourages students to develop their diverse interests and talents through more flexible subject choices. In addition, they are also involved in making decisions related to study programs, learning methods, and assessments. Merdeka Curriculum brings the spirit of independence and freedom of learning, which is expected to create a more creative, adaptive, and competitive young generation. The Indonesian government continues to work hard to realize this vision, by providing training to teachers, strengthening infrastructure support, and ensuring equal access to education for all children in Indonesia.

As in English language learning, English among students in Indonesia is one of the lessons that is difficult to understand. Therefore, teachers are required to make innovative and fun learning methods also learning, this is very much one of the learning methods in the Merdeka curriculum (project-based learning). Project-based learning, according to Fathurrohman (2016), is a type of learning that makes use of projects or activities to help students acquire the attitudes, knowledge, and skills necessary for success. In learning using this method, the teacher must be a facilitator for students who can answer everything that is a problem in learning. Project-based learning, on the other hand, is a teaching strategy that, in accordance with Saefudin (2014), employs difficulties as the initial stage in gathering and integrating new knowledge based on their experience with real-life activities. This is done to help, encourage, and guide learners to focus on cooperation by involving group work and helping students to focus on their development. In other words, this method requires students to apply their lives to learning activities that result in cooperation and mutual help. In essence, project-based learning methods can not only improve students' knowledge but also make students have a better attitude.

The characteristics of the project-based learning method are "(1) Learners make decisions about a framework (2) There is a problem or challenge posed to learners (3) Learners design a process to determine solutions to the problems or challenges posed (4) Learners are collaboratively responsible for accessing and managing information to solve problems (5) The evaluation process is carried out continuously (continues) (6) Learners periodically reflect on activities that have been carried out (7) The final product of learning activities will be evaluated qualitatively (8) The learning situation is very tolerant of errors and changes" (Daryanto and Rahardjo, 2012, p. 162).

In addition, several advantages exist in project-based learning methods including "(1) Increase learners' motivation to learn, encourage their ability to do important work, and they need to be valued (2) Improve problem-solving skills (3) Make learners become more active and successfully solve complex problems (4) Increase collaboration power (5) Encourage learners to develop and practice communication skills (6) Improve learners' skills in managing resources (7) Provide experience to learners learning and practice in organizing projects, (8) Provide learning experiences that involve learners in a complex manner and are designed to develop by the real world (9) Make the learning atmosphere fun, so that learners and educators enjoy the learning process" (Daryanto and Rahardjo, 2012, p. 162).

The advantages to the project-based learning method there are also disadvantages of the method as stated by Widiaworo (2016, p. 189) namely; (1) Project-based learning requires a lot of time that must be provided to solve complex problems (2) Many parents of learners feel disadvantaged because of the added cost of entering a new system. (3) Many instructors are comfortable with the traditional classroom, where the instructor takes the lead role in the classroom. This is a difficult tradition, especially for instructors with little or no technological expertise. (4) The amount of equipment that must be provided. Therefore, it is recommended to use team teaching in learning. (5) Learners with weaknesses in experimentation and information gathering will have difficulties. (6) There may be learners who are less active in group work. (7) If the topic given to each group is different, it is feared

that learners do not understand the topic as a whole. To overcome this, the teacher must be a truly competent facilitator who can assist students in teaching and learning activities. Teachers can create a pleasant learning atmosphere so that teachers and students feel comfortable learning (Widiasworo, 2016, p. 189).

From the various explanations above, it can be seen that project-based learning methods make students not quickly feel bored in following English lessons. In addition, the project-based learning method hones students' reading, listening, speaking, and writing skills because teachers can more easily track students' abilities and more easily find ways to improve their abilities. In this study, the focus is on one skill only, namely speaking skills according to the circumstances that occur in the place that is used as the object of research. Speaking skill is the ability to express oneself in a situation or to express a sequence of ideas among people in a community by using verbal and non-verbal symbols orally. This skill is one of the four language skills, besides reading, writing, and listening.

In the context of developing the role of English in Indonesia, speaking ability seems to be the main target for English learners both at school, university, and general learners (Arif Rahman, 2019, p.47). That is a real form of why speaking skills in English subjects are very important and influential in students' English language skills. According to Thornbury (2005), speaking is one of the important components of the English language learning curriculum because it will be the basis for the growth of other oral skills and has a close relationship with listening skills. Therefore, when students learn speaking skills, it is always related to listening skills. Speaking skills are usually considered one of the scary skills to learn by students because it requires them to speak in front of the teacher and their friends, this also happens at SMP Ma'arif NU 02 Paguyangan which is a rural school that makes students accustomed to using Javanese ngoko language as their daily language. Here the role and innovation of the teacher is very important and very necessary.

SMP Ma'arif NU 02 Paguyangan has implemented the Merdeka curriculum at the beginning of the 2023-2024 learning period, where only the seventh grade

uses the Merdeka curriculum. Before the start of learning activities that year, the school held a meeting with parents intending to strengthen the relationship between parents and the school. In addition, at the meeting Mrs. Ida Masruroh S.pd as the principal SMP Ma,arif NU 02 Paguyangan conveyed the use of the Merdeka Curriculum which in learning makes students think critically, problem-solving, creativity, collaborative and communicative. After that, there was a special meeting between the seventh-grade English teacher and the seventh-grade parents to discuss the use of learning methods such as what will be applied. On that occasion, Izna RA S.Pd as the English teacher conveyed the use of the Project Based Learning method which would be used in English learning in grade seven at SMP Ma'arif NU 02 Paguyangan. Researchers chose the seventh grade as the research subject because the seventh grade has been using the Merdeka curriculum since the beginning while the eighth and tenth grades are still using the 2013 curriculum. Therefore, research at SMP Ma'arif NU 02 Paguyangan chose grade seven as a research sample for implementing learning using project-based learning.

Although many studies have used PBL-POE as a strategy to improve critical thinking skills, Rao (2019) revealed that a person's desire will be fulfilled when he is able to convey his ideas and opinions. This means that students' critical thinking will be supported by good speaking skills. Therefore, they need to learn communication skills, especially in learning English. Communication skills are needed to build students to have social knowledge and also build students' careers in the future. Meanwhile, this study focuses on how the project-based learning method can improve students' ability to speak English. SMP Ma'arif NU 02 Paguyangan is one of the junior high schools that has many indications of problems in learning English. whereas in the Merdeka curriculum, learning is more emphasized on student-centered learning (Kemdikbud, 2022). Therefore, the Project-based learning (PBL) method was chosen as the method applied for learning English in class VII of SMP Ma'arif NU 02 Paguyangan Junior High School. The analysis of students' needs in learning English is based on the learning objectives of English at the junior high school level, where educational learning objectives

now refer to 21st-century learning. Therefore, the researcher proposed to conduct a study entitled "The implementation of project-based learning (PjBL) method to enhance speaking skills at the seventh grade of SMP Ma'arif NU 02 Paguyangan, Brebes".

B. Clarification of key terms

1. Project-based learning

The project-based learning method is a method that makes problems and also real life as a reference so that students can make projects according to the material being studied in real life. More specifically, project-based learning is a learning method that uses problems as the first step in collecting and integrating new knowledge based on their experience with real-life activities. Saefudin (2014). Since teachers evaluate students' progress in learning from various perspectives, including the learning process as well as the results, the PJBL method is considered capable of measuring students' overall learning outcomes.

According to Trianto (2014: 49), the purpose of this PjBL method is to 1) provide broad insights to students when facing problems directly; 2) develop critical thinking skills and expertise in dealing with problems received directly. So, when taken broadly, the purpose of applying this method is to hone and provide habits to students in carrying out critical thinking activities to solve the problems received. In addition, this method can also be used as an effort to develop students' insights. From the explanation above, it explains that using this method not only makes students able to examine real experiences in lessons but also makes students able to solve problems in real life.

2. Speaking Skills

Speaking skills is something that must be owned by students today. In learning English nowadays, speaking ability is one of the most important in determining students' English. This aims to create a generation that is ready to compete with globalization (business, trade, education, law, etc.) (Kemdikbud, 2022). According to Nida Mufidah (2017), Mastering a foreign language means

expanding opportunities to be able to interact and get information from other parts of the world. Therefore, speaking skills are very important for quasi-students in English classes.

C. Research question

1. How does the implementation of the project-based learning (PjBL) method To enhance speaking skills at seventh grade of SMP Ma'arif NU 02 Paguyangan, Brebes?
2. What is the problem in implementation of project-based learning to enhance speaking skills at seventh grade of SMP Ma'arif NU 02 Paguyangan, Brebes 2023/2024.
3. What are the solutions of the problem in implementation of project-based learning to enhance speaking skills at seventh grade of SMP Ma'arif NU 02 Paguyangan, Brebes 2023/2024.

D. Objective and significances of the Research

1. Objective of the research

The objectives of this study are: To describe the implementation, problems faced, and solutions made in project-based English learning to improve speaking skills in class VII of SMP Ma'arif NU 02 Paguyangan, Brebes.

2. Significance of the research

a. Practical

1) Teacher

This research aims as a reference for teachers in implementing project-based learning to enhance speaking skills.

2) Other researcher

This research aims to be a reference and can be used as a research gap for further researchers.

b. Theoretical

Able to know how to implement project-based learning correctly in improving English speaking skills.

E. Organization Of the Paper

The research is meticulously structured into five chapters, each serving a distinct purpose.

Chapter I of this study is an introduction that includes several key elements to frame the study. The first section is the background of the study, which outlines the context or situation that led to the emergence of the problem that is the focus of attention. Next, an operational definition is provided as a substantive affirmation of the study title, starting with an explanation of the terms and variables used in the study. The research problem is presented as a statement that formulates the problem or question to be answered by this research. The research objectives are clearly outlined to determine the results to be achieved. Finally, the significance of the study is highlighted to emphasize the importance of this study in its contribution to the topic under study (Suwito et al., 2022).

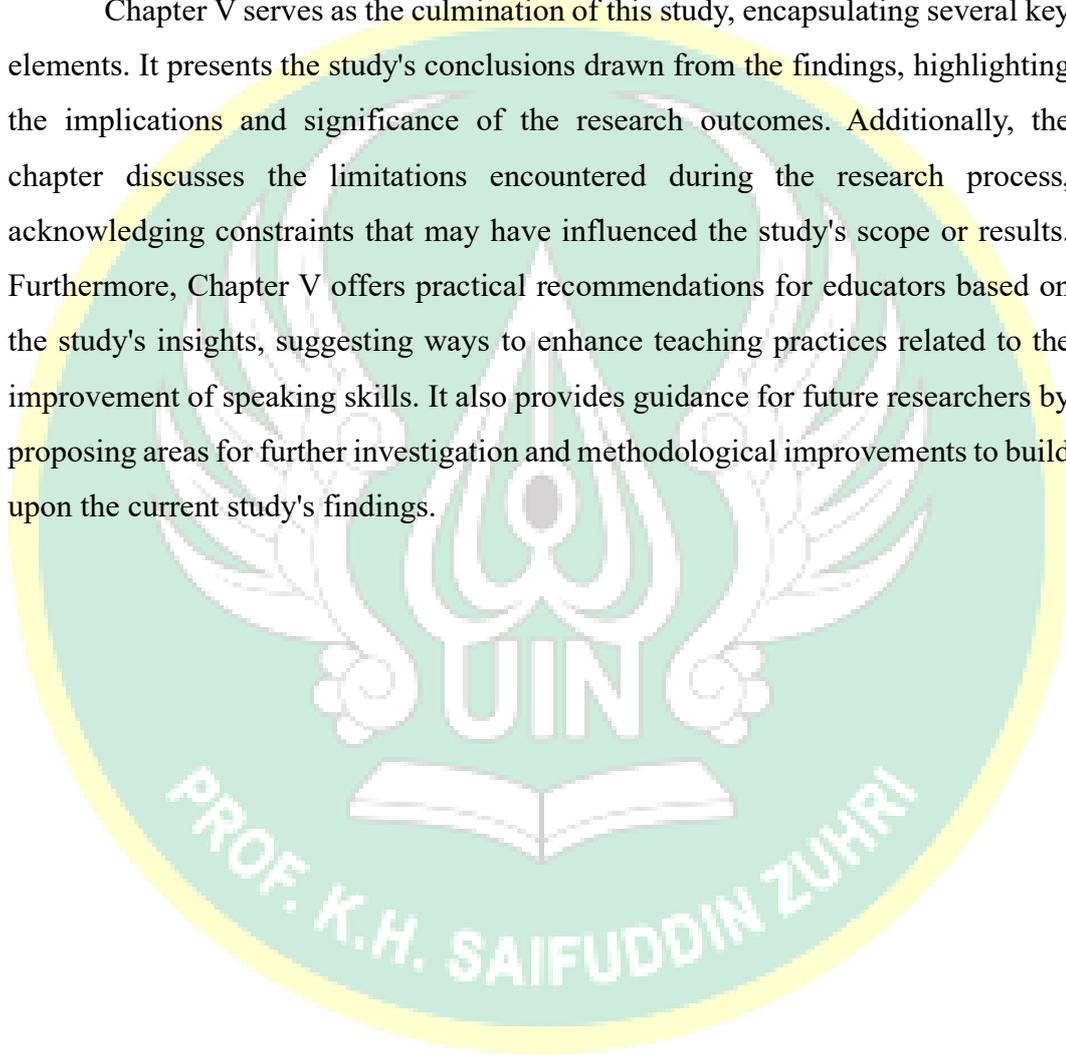
Chapter II focuses on a comprehensive theoretical exploration of students' speaking skills in the context of English language learning. This chapter delves into various theoretical frameworks and concepts that underpin the understanding of speaking proficiency among students. Additionally, Chapter II is dedicated to examining the theoretical foundations and principles related to Project-Based Learning (PjBL). It discusses the definition of PjBL, outlines its characteristics, explores the typical steps involved in implementing PjBL, and evaluates both its advantages and disadvantages. Furthermore, this chapter reviews relevant research findings that shed light on the effectiveness and outcomes of PjBL in educational settings.

Chapter III details the methodology employed in this research study. It extensively covers the research design, which is characterized as field research utilizing a qualitative descriptive approach. The chapter outlines the research objects and subjects involved in the study. Data collection methods are specified to include observation, interviews, and documentation, with the application of triangulation to enhance data validity. The data analysis process will be guided by

the theoretical framework proposed by Miles and Huberman (1984), ensuring a systematic approach to interpreting and deriving insights from the collected data.

Chapter IV is a discussion of the findings and discussions related to the application of project-based learning methods enhance students' speaking skills. it also discusses the problems and solutions faced in its implementation.

Chapter V serves as the culmination of this study, encapsulating several key elements. It presents the study's conclusions drawn from the findings, highlighting the implications and significance of the research outcomes. Additionally, the chapter discusses the limitations encountered during the research process, acknowledging constraints that may have influenced the study's scope or results. Furthermore, Chapter V offers practical recommendations for educators based on the study's insights, suggesting ways to enhance teaching practices related to the improvement of speaking skills. It also provides guidance for future researchers by proposing areas for further investigation and methodological improvements to build upon the current study's findings.



CHAPTER II

LITERATURE REVIEW

This chapter explains the definitions and theories that are in accordance with the research and are supported by previous studies that are almost the same research.

A. Theoretical Review

This theoretical review explains the two variables in this study, namely project-based learning and speaking skills.

1. Project-based learning

a. Definition of project-based learning

Project-based learning (PjBL) is a learning model that makes learners the subject or center of learning, emphasizing the learning process that has the final result in the form of a product. This means that learners are given the freedom to determine their learning activities and work on learning projects collaboratively until a product is obtained. That is why the success of this learning is strongly influenced by the activeness of students Hosnan (2014: 319).

According to Goodman and Stivers (2010), it is a teaching approach built on learning activities and real tasks that provide challenges for learners related to everyday life to solve in groups, which means that it requires students to think in reality to make their daily lives an object in learning activities. As is known, currently students often experience difficulties, especially in English, the difficulty is that students are often given assignments without clear instructions (Mualim et al., 2019).

In other words, students are required to be more creative and, also active in learning activities. Project work creates complex tasks based on statements and questions that are very challenging and require students to design, solve problems, make decisions, carry out investigative activities, and provide students with opportunities to work independently. The goal is for students to have independence in completing the tasks they face (Wena, 2014: 144). According to Stephanie Bell (2010). Project-Based Learning (PBL) is a

student-driven, teacher-facilitated approach to learning. Learners pursue knowledge by asking questions that have piqued their natural curiosity.

From the opinions of the experts above, it can be concluded that the project-based learning model is learning that allows students to be more creative, and innovative both independently and in groups to produce projects taken from everyday life. This learning emphasizes students to analyze and investigate the problems faced first and then complete as a project for the final result. Because the learning model not only emphasizes the results but also the process.

b. Characteristics of Project-Based Learning

The Project Based-Learning model has the following characteristics: students choose a framework; they are presented with problems or challenges; they design processes to find solutions to problems or challenges; they work together to access and manage information to solve problems; they are continuously evaluated; students periodically reflect on activities that they have completed; learning activity products will be evaluated qualitatively, the learning situation is very tolerant of errors and changes Daryanto (2014, p. 24).

In addition, Utami, Firosalia, and Indri (2018, pp. 541-552), who say that the characteristics of the Project Based Learning (PjBL) model are:

- a) The teacher is only a facilitator and evaluates the work product.
- b) Using projects as learning media.
- c) Using problems that exist in students' daily lives as the first step of learning.
- d) Emphasizing contextual learning.
- e) Creating a simple product as a result of project learning.

The theory presented by Azizah and Naniek (2019, pp. 194-204) states the characteristics of the Project Based Learning (PjBL) model as follows: Learning based on a project, Contains tasks based on problems, demands students to design project work.

- f) Students are expected to solve problems, make decisions, and conduct investigative activities.
- g) Students to work and learn independently.
- h) Then from the four studies above, researchers found some of the most prominent similarities, namely using the same method, namely project-based learning which makes students think critically, innovatively, and also creatively. besides that, the teacher becomes a facilitator for all students where the teacher must also master the material presented.

c. Syntax of Project-Based Learning

Kemdikbud in determining the implementation of project-based learning or PjBL method is known to also provide the syntax of the learning method. This syntax then becomes the SOP and is used as the basis for implementing PjBL. Project-based learning has the following learning stages Beckker (2014).

- 1) Describe the material/concept being studied. students are assigned by the teacher to describe the concept being studied. for example, they are assigned to define social phenomena that occur in society when learning about human factors.
- 2) Defining a problem. students are directed by the teacher to formulate questions based on the concepts that students have made, then the teacher directs students to define existing problems. Examine the problem. Using deeper thinking students are invited to understand the problem as an effective first step.
- 3) Providing discussions for students and experts in the field, but if there are obstacles, it can be done online.
- 4) Determine the problem/solution. The solution should be based on a collective decision taking into account limits and convenience. The teacher explains to the students that the solution should be based on criteria, i.e. a summary of several possible solutions based on the questions who, what, where, when and how. It should also consider

the positive and negative aspects, based on the opinions of the parties involved/relevant experts, and the level of difficulty of each solution. Because the selection of decisions in solving problems is very important for the future.

- 5) Planning the project. students and teachers together prepare a schedule of activities to complete the project. starting from the timeline, material tools, and deadlines then the most important ways of working and implementing the project. Projects are carried out collaboratively between students in the group. At this stage, the teacher facilitates students in every process.
- 6) Summarize, evaluate, and reflect. At this stage, the educator evaluates and assesses the project prepared by the students.

The teacher becomes a facilitator for students who ask questions so that class discussions arise which makes learning activities conducive and effective. in the discussion, the teacher and students exchange what kind of project will be carried out to produce a useful project for the future.

According to Trianto (2017), the stages of PjBL in this study developed by the Education Foundation are as follows:

1) Preparing question

The first step or syntax in project-based learning is to prepare questions. How to prepare it? It is expected that the teacher opens the learning by explaining the material like conventional learning methods. Then, the teacher analyzes the level of understanding of the material by the student. With the aim of knowing whether students are able to complete the project. after completing the analysis, it is continued by asking questions about the project by directing it. it is expected that the result of this project is a product. For example, an agriculture lecturer asks "can you make an organic fertilizer empowerment project?". with that students try to find out if they can make it.

2) Developing a project plan

The second step of project-based learning or its syntax is to develop a project plan. At this stage, the educator then plans the process of the project given to students. For example: making members of the student group, mentioning the rules in the process of making the project, how to present and when, and how to assess it, and so on. Developing a project plan in PjBL is very important so that from the beginning the teacher can ensure that the project will be completed on time. So that it is per the academic calendar and there are no projects that are not completed or exceed the time limit.

According to Sondang (2012), Planning is the process of carefully considering and deciding what needs to be done in the future in order to accomplish predetermined goals. Basically, life with planning will be more directed and also structured as the term behind a successful life is careful planning.

3) Making a schedule

The third syntax in the effort to implement PjBL is to make a schedule of project activities. namely determining the time and duration of the project given to students. for example is as follows: the timeline is determined on project work by students, determining project deadlines, determining when presentations are made by students, and so on to the project evaluation and assessment schedule.

The definition of a schedule according to the large Indonesian dictionary is the division of time based on a work order arrangement plan, a list or table of activities, or an activity plan with a detailed division of time for implementation. or activity plan with a detailed division of implementation time. Meanwhile, the definition of scheduling is the process, method, or act of scheduling or putting into a schedule or putting into a schedule.

4) Monitoring the Implementation of PjBL

The fourth project-based learning syntax is monitoring in the implementation of PjBL. The teacher in this learning method plays two roles, namely as a facilitator as well as a supervising party. The purpose of monitoring is to ensure the project goes well, learning conditions are conducive, and completed on time. Therefore, monitoring is very important to ensure students make progress on the project given. Especially in the application of PjBL itself, one of the challenges is students who lose motivation. because whether or not the project is completed affects the academic calendar.

According to Hardiyanto (2016), Monitoring serves four purposes: First, it ascertains whether administrators, employees, and other stakeholders are acting following set guidelines and procedure. And then auditing or monitoring determines whether the resources and services earmarked for specific parties (targets) have reached them. And next, Reporting (accounting) or Monitoring produces information that helps "quantify" the results of social and societal changes as a result of policy implementation after a certain time. is a result of implementing policy along a predetermined time frame. The last is explanation or monitoring produces information that helps explain how the policy is implemented and why between planning and implementation do not match.

5) Testing and Grading the Project

The fifth project-based learning syntax is to test and assess the project. that is, at this stage, the teacher conducts testing and provides an assessment. the core of the process is when the presentation, there the teacher can find out how the method of working on the project. Then the results are in accordance or not with the target. So that an evaluation and value can be given in outline.

Basically, a good assessment is an assessment that can have a positive impact on further activities. Referring to Robert M Smith (2002): A comprehensive assessment involving team members to determine weaknesses and strengths, the results of which can be used for educational services needed by children as a basis for developing a learning design. which means that assessment can be effective when carried out according to planning.

6) Learning evaluation

Learning evaluation is the last stage in the syntax of project-based learning. That is, at this stage, the teacher and students can discuss the project that has just been completed and then the teacher provides evaluation and input for the next project. Teachers are encouraged to emphasize the difficulties faced by students on the project. Then it can also receive criticism and suggestions from students in providing the next project. So that there is reciprocity from the application of PjBL. With a clear project-based learning syntax, it will make it easier for lecturers in Indonesia to apply this learning method. If the application is correct and follows the standards, then the results and achievements are following the original objectives.

Slameto (2001) learning evaluation is the activity of collecting the widest, deepest data related to the capabilities of students, to determine the causes and effects of student learning outcomes that can encourage and develop learning abilities.

d. Principles of project-based learning

According to Fathurrohman (2016: 121-122), the principle of the PJBL (Project-based Learning) learning model emphasizes that learning must be based on students because this learning model uses problems that may be experienced in real life that have been determined by the theme and topic, then experiments or research are carried out so that they can produce real products according to the ability of these students so that students can solve

problems with appropriate concepts, principles, and science so that they become more meaningful.

The explanation above shows that the daily life of students with the learning model is very related, so it requires students to be more sensitive to environmental conditions.

e. Advantages and disadvantages of project-based learning

1) Advantages of project-based learning

According to Yulia and Jannah (2018) who state that the advantages of the Project Based Learning (PjBL) model are: a) Able to improve learning outcomes to be even better; b) Creating fun learning; a) Can be applied to the discussion of other materials; d) Able to increase student motivation and enthusiasm for learning. From the explanation, the project-based learning method is a fun method but also satisfying results.

Then the same thing was stated by Dewi, I Gusti and I Ngh. Suadnyana (2017, pp. 1-10) states the advantages of the Project Based Learning (PjBL) model, namely: a) Increase student learning motivation; b) Improve problem-solving skills; c) Improve cooperation; d) Improve the ability to manage resources. In essence, the project-based learning method makes students think more critically and selectively.

Further theory is put forward by Surya, Stefanus, and Agustina (2018, pp. 41-54) which states the advantages of the Project Based Learning (PjBL) model, namely: a) Students are able to solve problems with a project activity; b) Students will get real experience about planning a project; c) Helps students to find new concepts and new experiences; d) Able to improve learning outcomes and student creativity.

Meanwhile, Ridwan Abdullah Sani (Nafisah, 2017) asserts that some of the advantages obtained by applying the project-based learning model, in particular, can boost students' drive to learn and motivate them to complete significant work, enhance their problem-solving skills,

encourage them to take an active role in solving complex problems, enhance their ability to collaborate, encourage students to practice communication skills, enhance their capacity to manage resources, give students experience planning projects, allocating time, and managing resources like tools and materials to finish tasks, and offer learning opportunities for students to develop in accordance with real-world conditions. While the disadvantages of applying the Project-Based Learning model include, among others, requiring a lot of time to solve problems and produce products, requiring considerable costs, requiring skilled teachers, requiring adequate facilities, equipment, and materials, besides that the Project-Based Learning model is not suitable for students who easily give up and do not have the knowledge and skills needed, and it is difficult to involve all students in group work.

From the four previous studies above, the researcher concludes that the advantages of project-based learning are the creation of fun and enjoyable learning. of project-based learning are the creation of fun learning and the formation of active, creative, innovative and critical forming active, creative, innovative and critical student characters by producing a project.

2) Disadvantages of project-based learning

Apart from having many advantages and advantages, this method also has several disadvantages or weaknesses. In this aspect, weaknesses become obstacles in the learning process. Here researchers found several theories in previous studies. The first theory comes from Faizah (2015) which states the weaknesses of the Project Based Learning (PjBL) model, namely that it requires a lot of time for problem-solving and requires a lot of money to prepare tools and materials to make products.

Then the second theory comes from Titu (2015), which states the weaknesses of the Project-Based Learning (PjBL) model, namely: a) Most

"real world" problems are inseparable from disciplinary problems, so it is advisable to teach by training and facilitating students in dealing with problems; b) It takes a lot of time to solve problems; c) It costs a lot of money to produce products; d) Many teachers feel comfortable with conventional methods; e) The amount of equipment that must be provided. In essence, the project-based learning method makes teachers more busy and time-consuming.

The last theory was put forward by Delianti, Yeka and Rizkayeni (2018) who stated the weaknesses of the Project Based Learning (PjBL) model, namely: a) It takes a lot of time to solve problems and produce products; b) It requires a lot of money to support the needs of making products as a result of project work; c) A lot of equipment must be provided. From the three theories above, the researcher concludes that the project-based learning method is very time-consuming, labor-intensive, costly and also equipment-intensive. Which makes students and teachers choose to use other methods. The advantages and disadvantages of the project-based learning method can all be adjusted to the conditions of the class and also the students who will be taught.

2. Speaking skill

a. Definition of speaking skill

Speaking skills are one of the four other language skills included in the productive ability category, where the main purpose of learning this skill is for oral communication. As stated by lasim Muzammil (2015) Speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they do not match our opinions, as well as the ability to ask and answer these questions.

Furthermore, speaking according to Mulgrave (through Tarigan, 2008: 16) is a tool to communicate ideas that are arranged and developed according to the needs of the listener or listener. Speaking is an instrument that reveals to the listener almost directly whether the speaker understands

or not, both the material and the listeners; whether he is calm or can adjust or not, when he communicates his ideas; and whether he is alert and enthusiastic or not. Mastering speaking skills makes it easier for students to interact with their surroundings and the outside world. This is made easier by watching free videos on social media of natives speaking. English as a Foreign Language (EFL) learners can increase their cultural knowledge when watching authentic communication between native English speakers (Rammal, 2006).

Teaching and learning the skill of speaking English to speakers of other languages is challenging because it requires students to grasp a variety of concepts, including grammar, vocabulary, and proper pronunciation. Learners must consider all of these factors when they wish to speak. Jamilah and Haryudin (2018:59). That is also the case in Indonesia, where English is a foreign language, not a second language or an official language. This makes speaking ability very difficult to master because the environment is also very influential on the development of a person's ability to master a particular language.

Just as the environment is the place where a child grows and develops. The environment is one of the factors that greatly influences children's language development because in essence, the process of acquiring children's language begins with the ability to hear and then imitate the sounds they hear, namely from the environment where they live (Lilis Summaryanti, 2017). Meanwhile, Leong and Ahmadi (2017: 34) state that speaking is not only just saying words through the mouth (utterance) but it means conveying messages through the words. By speaking people can convey information and ideas, express opinions and feelings, share experiences, and mention social relationships by communicating with others.

b. Speaking skills in English language learning

According to Paul in Kasihani (2010), children in Asia have the opportunity to read, write, and listen to English in the classroom or at home.

English in the classroom or at home, but most of them do not have the opportunity to speak English. they do not have the opportunity to speak English at home. English language learning at school aims to enable students to recognize and develop their English language skills to continue their competence to a higher level. This will be useful for their lives in this age of globalization. Because in this age of globalization, English is a necessity for communication.

In addition, as according to Tarigan (2008), in evaluating students' speaking skills, teachers need to pay attention to the following five factors:

- 1) Are the individual sounds (consonant vowels) pronounced correctly?
- 2) Are the patterns of intonation, rise and fall of voice, and syllable stress satisfactory?
- 3) Does the fixity and accuracy of the speech reflect that the speaker is without an internal reference?
- 4) Are the words spoken in a satisfactory form and order?
- 5) To what extent is fluency reflected when someone speaks?

Based on the above, the learning of speaking skills must pay attention to five factors, namely Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar (Brown, 2004).

1) Comprehension

In speaking skills learning understanding is needed so that students who perform a conversation understand the meaning of what they are talking about, this will facilitate communication. Based on this, teachers must also pay attention to assessing the level of understanding of a student in his or her speaking ability.

2) Fluency

According to the latest dictionary of the Indonesian language (2008: 405), "fluency is driving fast or moving forward quickly". Meanwhile, "smoothness is the state of smoothness (something) development is very dependent on the available facilities, energy, and costs". Student fluency

in language skills is not only focused on how students produce language fluently or smoothly, but students also need to consider the appropriateness of what they want to speak, or in other words, it is accuracy. according to Budiwanto (2012: 43) states that "accuracy or precision is a person's ability to direct a motion to a target per the goal or make a movement without making a mistake.

3) Pronunciation

Pronunciation is also very important in teaching speaking skills because, with good pronunciation, the listener will easily understand what is being said. Pronunciation is the study of the technique or procedure of pronouncing English vocabulary, so it is very important to pronounce vocabulary well and correctly in communication. Otherwise, other people will be confused about what you mean, which in turn leads to misunderstandings.

As studied by Uun & Agus (2018) in their journal Pronunciation is one part of speaking skills that will be directly and clearly observable and known. When someone speaks in English then the person who listens will directly identify how the pronunciation of the person. When someone makes a mistake in their English pronunciation then it will be directly recognized or detected by people who listen. About this, in English teaching, the teacher is a model of language use for his students. Therefore, it should be the ability that is owned and can be used as an example of good and correct use of English for students.

4) Vocabulary

Speaking skills which is a productive skill require a person to have a good vocabulary. The more vocabulary one has, the easier it is to form a sentence. while vocabulary itself is Vocabulary is the set of words known by a person or is part of a particular language. Vocabulary in English is called vocabulary, a person's vocabulary is defined as the set

of all words understood by that person or all words that are likely to be used by that person to construct new sentences.

Fajriyah (Inayatul, 2013) explained that vocabulary is one of the components of English that has an important role in understanding reading and expressing all ideas in writing or pronunciation. Students can obtain vocabulary from dictionaries, glossaries at the back of English books and others. Vocabulary will always be in the student's mind if the student always uses it and will disappear if the student does not use it. Due to the large list of words, the way of learning is important to make students master vocabulary. Teachers should choose the right way to teach, especially in elementary school. In addition, how to memorize vocabulary for students is the most difficult thing, especially for elementary school students. But we can make training so that the words they have been given can still be used. If it is felt that one child can already master a certain group of words, then we can give them a new group of words.

5) Grammar

According to Amri's opinion by quoting Ostler (1987: 236) Grammar is the study of language principles that describe how words relate to one another. These rules specify how words should be arranged correctly to provide meaning to language users. Here is the rubric that can be used by teachers in assessing speaking skills (Students' Oral Proficiency Rating).

Table 2. 1 Students' Oral Proficiency Rating

Variable	Comprehension	Fluency	Pronunciation	Vocabulary	grammar
Level 1	Can't understand conversations even simple ones	Conversation is not fluent, frequent pauses >1 minute	No using Vocabulary so unable to do conversation	Doing pronunciation words that are not clear, there are many	The sentence structure used is inappropriate so that the

		which makes the conversation worse		errors	conversation becomes unclear there are many mistakes.
Level 2	Lack of understanding in conversation	Conversation less fluent often paused >30 seconds due to limitations language (words)	Using vocabulary less precise vocabulary precise and convoluted so that difficult understood	Experiencing pronunciation less clear, little errors but requires repetition	Sentence structure and words are less precise there are few errors
Level 3	Lack of understanding in conversation	lack of fluency often stops >30 seconds due to language (words) limitations	uses imprecise and convoluted vocabulary making it difficult to understand	Has unclear pronunciation, few errors but needs repetition Sentence structure and words	The less precise ones have a few mistakes.
Level 4	Understands the conversation but comprehension is slow and requires repetition	speech is quite fluent but still hesitates and stammers Uses	Using words that are quite clear and precise in conversation	Pronunciation is quite clear in conversational sentences	Structure sentence structure and Words that used in conversation precise enough

Level 5	Can understand very well conversation without experiencing difficulty.	Speech in conversation is correct and very fluent.	Using vocabulary is very clear and precise.	Pronunciation of is clear and can be understandable well	Usage structure sentence structure and words already very clear and precise
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c. Relationship of speaking skills with other skills

According to Iib Marzuqi (2019), language competence has four skills, namely (1) listening skills, (2) speaking skills, (3) reading skills, and (4) writing skills. Input competence Memory Production Output Oral Writing Speaking Skills | 3 speaking), (3) reading skills, and (4) writing skills. Listening and reading skills are categorized as receptive or comprehensive skills (understanding), while speaking and writing skills are categorized as productive skills (producing). According to structuralism theory, in acquiring these four skills, there is usually a regular sequence, which starts from listening then speaking, after that reading, then writing. On the other hand, when viewed from the theory of child language development, acquiring language skills starts with listening, then reading, then speaking, and after that writing. This is because to be able to speak, not only from listening but also from reading.

d. Types of speaking performance

In teaching English speaking skills, teachers usually adjust what methods to use according to the class situation. Usually, the teacher has a fun way so that students are not bored and can capture the material being taught. Usually, the teacher emphasizes mastery of vocabulary. The development of language skills will underlie reading skills, the richer the

mastery of vocabulary, the easier it is for children to understand writing, and ultimately the more fluent the child's ability to read (Kumara, 2014).

According to Brown (2004:141-142), there are some types in speaking performance as explained in the following:

1) Imitative

Psycholinguistic theory holds that most people do not find language use to be particularly challenging (Darjowijoyo, 2005:1). Because language usage is habitual and repetitive, it may be done with ease. When a newborn is one and a half years old, he will mimic words without understanding their meaning. Imitated single words start off as single words, develop into two words, and finally form complex phrases.

In addition to that, students must also often listen directly to native speakers either directly or through tape recorders, watch videos and others, and then students practice them. This is the same as what researchers do with the practice of speaking facing a mirror. All of this is done with the aim of training and adjusting some vocals and intonation. As stated by Brown (2004) states that providing opportunities for students to listen to and repeat orally certain language sequences that may pose some linguistic difficulties both phonologically and grammatically.

2) Intensive

Intensive is not the same as imitation. While intensive learning places equal emphasis on pronunciation and phonological features as well as the need for learners to understand specific tasks to respond, imitation places more emphasis on these areas. Brown (2004) defines intensive speaking as any speaking performance intended to practice a phonological or grammatical component of the language, going beyond imitation.

3) Responsive

In discussion, responsiveness is crucial because it teaches students how to react appropriately to inquiries and comments from others. An instance of this would be if the instructor inquired, "How are you today?"

In response, students can say "Pretty good, very well, fine, or other" and repeat questions like "How about you?" to the other person. As a result, prompt speech is encouraged from presenters. This is typically done in response to brief exchanges, basic requests, comments, and other interactions.

4) Interactive

Interactive and responsive are nearly synonymous. Both of these speaking philosophies aim to address the interlocutor's discourse, whether it be a question or a statement. The number of participants in the discourse distinguishes responsive communication from interactive communication. Rahmawati and Ertin (2014:201) assert that in an interactive setting, the number of speakers is also important because a discussion may occasionally require more than two participants.

5) Extensive

Speaking in public requires a variety of speech production techniques. Since extensive speaking is a process of expanding one's speaking abilities, it can be considered the most challenging type of speaking performance. Extensive speaking is the highest degree of speaking. Speaking in a lengthy discourse requires more than just responding to questions; the speaker must improve his delivery of the message. Typically, considerable writing is done in a monologue through the use of exercises like speaking, oral reports, summaries, storytelling, and other exercises. Furthermore, according to Rahmawati and Ertin (2014:201), extensive speaking is one of the 16 ultimate speaking talents that calls for strong language components.

e. The Barriers to Speaking English

Lack of courage is one of the problems faced by all students in Indonesia, especially to dare to speak English in front of the class and also their friends. According to Nuraini (2016:12), internal and external factors both contribute to and determine how successful speaking instruction and learning are. Many factors hinder the learning of speaking skills. As stated by Musliadi (2016: 77) internal problems come from the body of learners themselves, including the way they produce the language. The problems have commonly become obstacles in learning to speak. That is because each child has a different intelligence. So a teacher must be able to have a way that suits the conditions of his students.

Younes and Albalawi found similar results. (2016:272) in their research find out several factors difficult in the teaching and learning process, which are learners' fear of making mistakes, learner's fear of criticism, shyness to speak English, nothing to say, low participation in speaking, and mother tongue. This is also corroborated by Istanto (2017:50-51) states that his research finds several problems faced by teachers in teaching speaking.

B. Review of Relevant Study

There are several studies related to the use of project-based learning in their learning. The first research came from Wawan Setiawan (2017) with the title (The implementation of project-based learning (Pjbl) in teaching and learning English as a foreign language. This study focused on examining a teacher who applied the project-based learning method as a medium in teaching English in her classroom with a project-based model to improve speaking skills. In addition to its application, this study also examines what obstacles the teacher faces in using the method, one of which is the lack of student pronunciation in procedure text material. Data collection in this study was through observation, interview and documentation. The result of this study is that the teacher has implemented project-based learning.

The second research came from Afkhan Rico Toriq Ibrahim (The Implementation Of Project-Based Learning In Teaching Speaking At The Tenth

Grade Student Of Ma Al-Islam Jamsaren In Academic Year 2022/2023) with the research title "implementation of project-based learning in learning speaking skills" focused on investigating the potential of such learning whether it can facilitate students in learning English. Their research was based on the low ability of students in English speaking skills. They said "Students prefer learning activities that use more projects" Afkhan Rico Toriq Ibrahim (The Implementation Of Project-Based Learning In Teaching Speaking At The Tenth Grade Student Of Ma Al-Islam Jamsaren In Academic Year 2022/2023). As in the research above, almost the same case was also found at SMP Ma'arif NU 02 Paguyangan where the application of learning methods using Project-based Learning aims to make students comfortable in learning English. In addition, the project-based learning method which requires students to practice more is very suitable for improving students' speaking skills. Because speaking skills will be more developed when directly practiced.

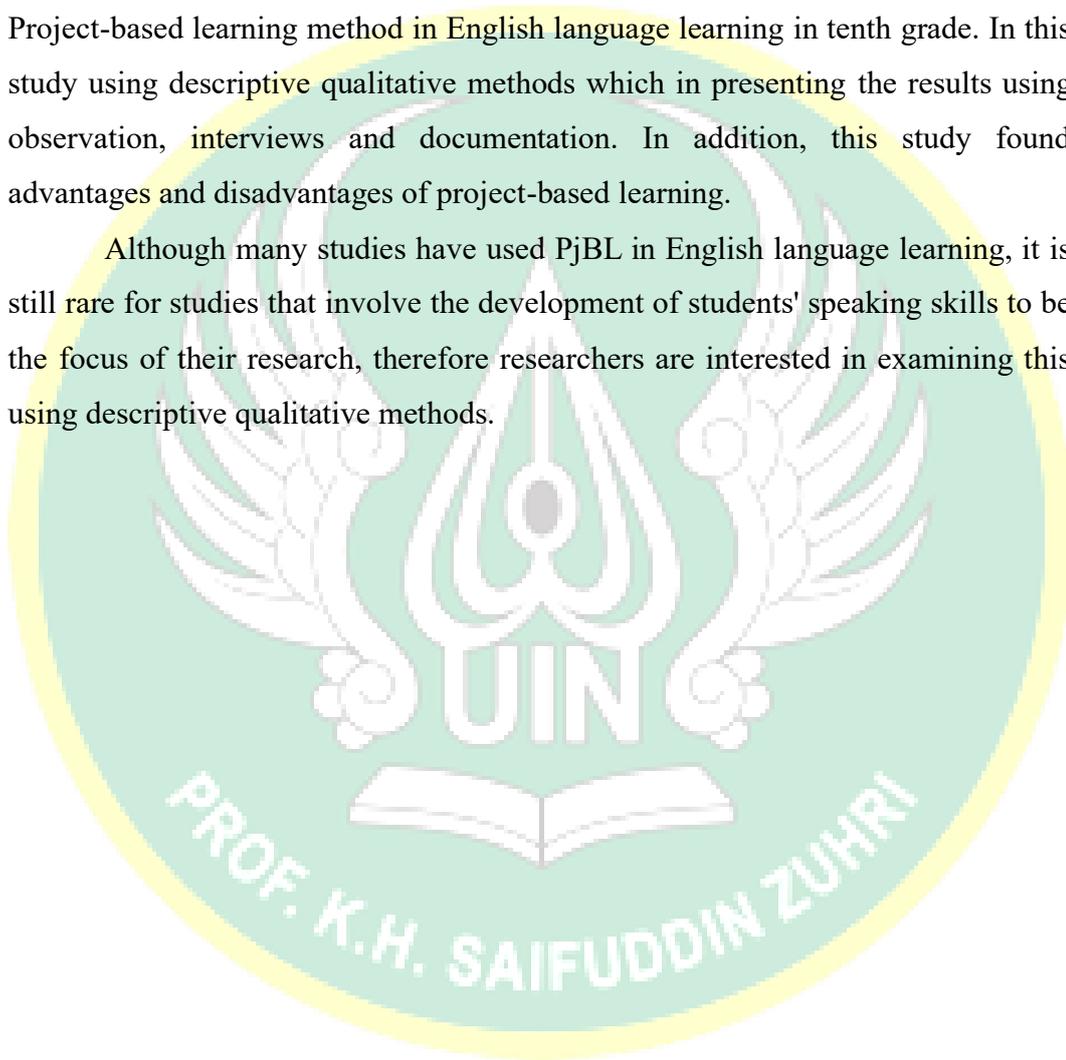
The third research is from Fenesia Fasya Affara (The Implementation of Project Based Learning In English Classroom: A Descriptive Qualitative Study At SMA N 1 Padamara, Purbalingga, 2023). This research focuses on discussing the implementation of a project-based learning method in English class at SMA N 1 Padamara. In her research, she stated that the learning method contributed to the sustainability and comfort of students' learning. researchers in this previous research applied the four stages of Kemmis and Mc Tagget in their action research (Planning-Action-Observation-Reflection). Therefore, in this study, this research used descriptive qualitative method and experimental method. The action research was conducted with Pre-Test, Treatment, and Post-Test.

The fourth research came from Ade Yuannita (2023) with the title (The implementation of mini vlog as project-based learning in teaching speaking procedure text at 12th grade SMA N 1 Sumpiuh, Banyumas. This research is focused on examining a teacher who applies mini vlogs as a medium in teaching English in his class with a project-based model to improve speaking skills. In addition to the application, this research also examines the obstacles the teacher faces in using the method, including the lack of student pronunciation in procedure text material. Data collection in this study was through observation, interview, and

documentation. The result of this study is that the teacher has implemented six steps of mini vlog as project-based learning.

The fifth research came from Indriana Nur Vantari (2024) with the title (The implementation of project-based learning in english language teaching on the independent learning curriculum at 10th grade of SMA N 1 Wanandadi Banjarnegara Regency. This research focuses on how the implementation of the Project-based learning method in English language learning in tenth grade. In this study using descriptive qualitative methods which in presenting the results using observation, interviews and documentation. In addition, this study found advantages and disadvantages of project-based learning.

Although many studies have used PjBL in English language learning, it is still rare for studies that involve the development of students' speaking skills to be the focus of their research, therefore researchers are interested in examining this using descriptive qualitative methods.



CHAPTER III METHODOLOGY

The qualitative research is an approach used to understand social phenomena in the context of real life, through in-depth analysis of descriptive data, such as interviews, observations, and documentation. In this chapter explains how researchers use qualitative methods to see the application of project-based learning methods in teaching speaking at seventh grade of SMP Ma'arif NU 02 Paguyangan, Brebes.

A. Research Design

This study uses qualitative research. Qualitative research focuses on multiple methodologies, this implies that qualitative researchers investigate phenomena in their natural environment while attempting to explain phenomena in terms of the meanings that individuals assign to them Aspers & Corte (2019). Their research described the implementation of project-based learning to improve speaking skills in English. Therefore, a qualitative method with a descriptive approach was used in this study, as it describes the state of the object as it was at the time the research was conducted. This research was conducted for one month from May 16 to June 10, 2024. This research will be conducted in every English subject meeting for one month in class VII of SMP Ma'arif NU 02 Paguyangan, Brebes.

B. Object and Subject of the Research

The object of this research is the implementation of the project-based learning method to enhance speaking skills at the junior high school level. This method is a method that is often used by English teachers but has only been used in this school. In this case, English teachers have to adapt and follow the rules that have been set. As a result, this topic is important to be researched. This study aims to examine how teachers implement this method to enhance students' speaking skills. Teachers are one of the aspects or elements of how learning activities run or not. The role of teachers as implementers is very important (Bilbao et al., 2008). They must ensure that teaching activities are conducive to achieving learning objectives. Therefore, the subject of this study is the English teacher and students at seventh grade of SMP

Ma'arif NU 02 Paguyangan, Brebes. This study aims to measure the success of English teachers in implementing project-based learning methods to enhance speaking skills, which includes teaching preparation, teaching process, and assessment up to evaluation to see the obstacles that are obtained in learning.

C. Techniques of data collection

There are many different and extensive data collection techniques utilized in qualitative research, among frequently used techniques are interviews, focus groups, observations, and text analysis, which includes written texts, spoken texts, visual representations, and artifacts of culture (Muthiah and Jane 2020). This research uses observation, interview, and documentation as techniques of data collection.

1. Observation

This research used open observation where the subjects know they are being observed (Moleong, 2018). Observations were conducted from April to June at SMP Ma'arif NU Paguyangan, Brebes. The observation be conducted during the learning process. This research uses an observation list and field notes to get the needed data. The purpose of this observation is to see how the implementation of project-based learning at SMP Ma'arif NU Paguyangan, Brebes.

2. Interview

The resource persons in this interview are the English teacher and two seventh-grade students at SMP Ma'arif NU 02 Paguyangan. The questions of this interview are about the implementation of project-based learning, how it is implemented, whether there are any obstacles during the implementation, and how the student's condition is during the implementation. This interview uses a semi-structured interview where the interviewer has a list of questions, but can develop further questions. Meanwhile, according to Moleong (2018), an interview is a conversation conducted by two parties with a specific purpose with the interviewer as the questioner and the interviewee as the answerer to the interviewer's question.

3. Documentation

Documentation, as defined by Sugiyono (2018: 476), is a process that gathers data and information from books, archives, records, written figures, and photos to create reports and information that may be utilized to support the study. This study uses the documentation method to obtain documentary information in the form of teaching modules, which are a kind of instruction on tasks or work that must be completed by students.

D. Techniques of data analysis

The technique of data analysis involves methodically looking for and gathering data collected from in-depth interviews, field notes, and other materials in the field so that they can be easily understood and the findings can be shared with others. According to Miles & Huberman (2014), activities in qualitative data analysis are carried out continually and interactively until they are finished, leaving the data saturated. Data reduction, data display, and verification are all activities involved in the analysis Miles & Huberman (2014).

1. Data reduction

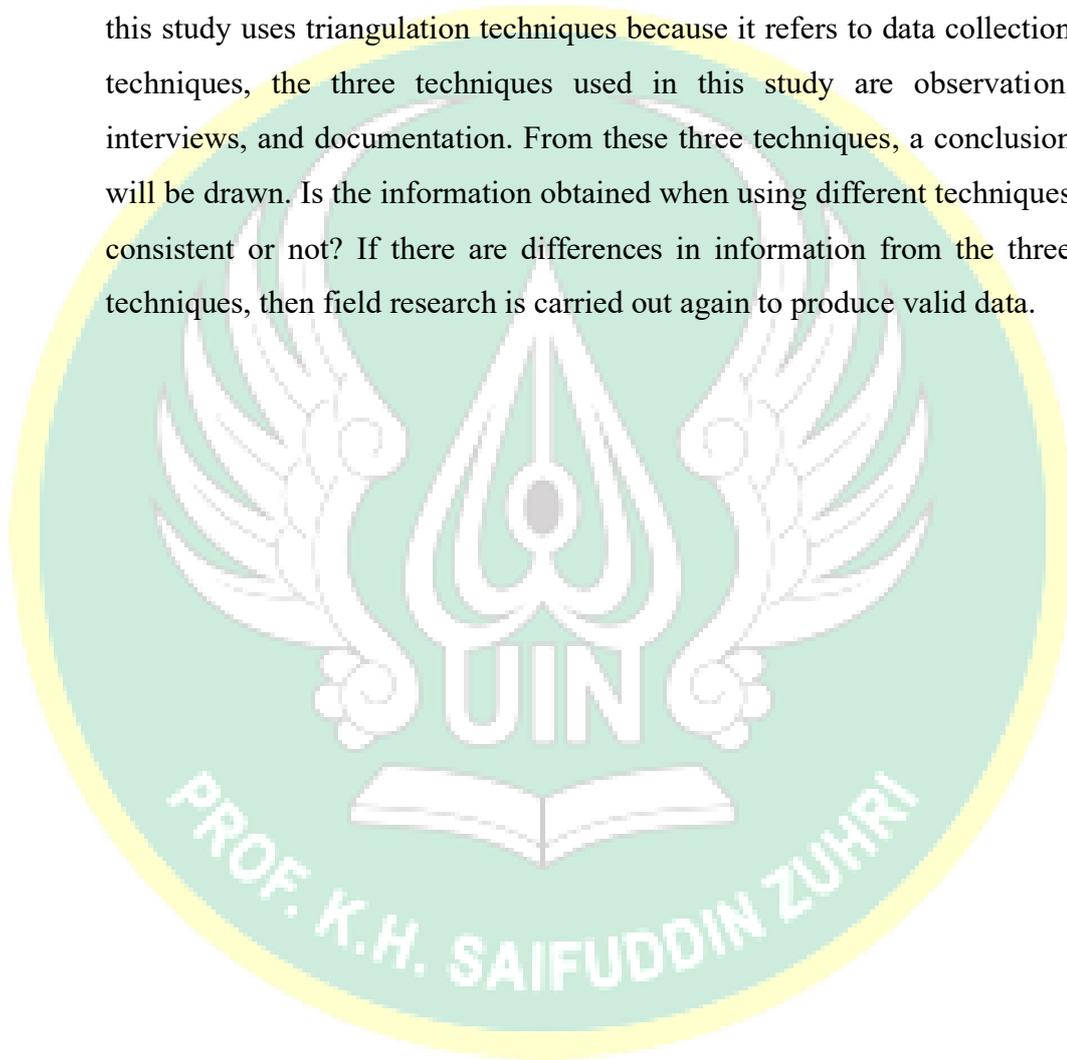
Because the data gathered in the field is so large, it must be recorded in an orderly and thorough manner. The obtained data must also be reduced, which includes summarizing, selecting important data and focusing on the main points, searching for themes and patterns, and separating unnecessary data. As a result, reduced data will provide a clear picture, making data collection easier for researchers.

2. Data display

Following data reduction, the data obtained through qualitative research is presented. Data can be presented in the form of brief descriptions, charts, relationships between categories, flowcharts, and so on. It will be easier to understand what is happening in the field if research data is presented, and subsequent work will be carried out by what is understood.

3. Verification

Concluding and validating the data is the final step of data analysis. The data presented in the preliminary conclusions are still not valid and may change if no strong evidence is found. However, preliminary conclusions can become valid conclusions as long as they are supported by reliable evidence. Data validity is carried out using triangulation, triangulation in this study uses triangulation techniques because it refers to data collection techniques, the three techniques used in this study are observation, interviews, and documentation. From these three techniques, a conclusion will be drawn. Is the information obtained when using different techniques consistent or not? If there are differences in information from the three techniques, then field research is carried out again to produce valid data.



CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the results and discussion of a study conducted at SMP Ma'arif NU 02 Paguyangan on "The implementation of project-based learning to enhance speaking skills among seventh-grade students at SMP Ma'arif NU 02 Paguyangan during the academic year 2023-2024" in the context of English language learning. About the findings and discussion, this chapter includes an elucidation of how the implementation of the project-based learning (PjBL) method encompasses teaching preparation, execution, assessment, and challenges encountered by the students, as well as the implementation and evaluation. The findings and discussion will be presented based on outcomes derived from interviews, observations, and document analysis.

A. The Implementation of Project-based Learning to Enhance Speaking Skills

Researchers conducted a series of observations on the implementation of project-based learning at SMP Ma'arif NU 02 Paguyangan throughout three sessions involving two classes, totaling six class sessions. Each session lasted for 2 periods of 45 minutes. During the initial session, the teacher primarily focused on imparting theoretical understanding and fundamental knowledge to the students. Subsequently, in the second session, the emphasis shifted towards linking the taught material with practical applications, particularly in enhancing students' oral communication skills. Finally, during the third session, the teacher evaluated the project presentations prepared by the students. The study was carried out in Class VII, chosen due to the student's developmental stage being conducive to directed learning activities. The primary aim of this research was to enhance students' speaking proficiency, with the efficacy measured through their ability to organize and effectively present their projects. The initial observation took place on May 16, 2024, from 07:00 to 08:30 WIB, in Class VII, with the final observation scheduled for Friday, May 24, 2024.

In this study, the researchers adhered to the procedures established by the Ministry of Education and Culture, which are also outlined by Trianto (2017), namely: **preparing questions, developing a project plan, creating a schedule,**

monitoring the implementation of Project-Based Learning (PJBL), testing and grading, and learning evaluation. The following are the findings of the research on the implementation of the project-based learning method in teaching English to seventh-grade students as an effort to improve their speaking ability at SMP Ma'arif NU 02 Paguyangan.

1. Preparing Question

Based on six observations, the researcher identified that the teacher has successfully implemented one of the six crucial aspects adapted from Trianto (2017) in teaching English using the Project-Based Learning approach.

In the first observation data collection, conducted on Thursday, May 16, 2024, in class 7A, the teacher effectively implemented the Project-Based Learning method by providing relevant procedural text materials aligned with the student's abilities and experiences. In the classroom implementation process, the teacher conducted a brainstorming session using a product as a stimulus, and then carefully posed questions to the students related to the theme and product. The purpose of this strategy was to stimulate students' thinking and help them understand and relate to the material to be learned. Additionally, the teacher also presented problems related to students' daily lives for them to solve collaboratively.

In the second observation data collection, was also conducted on Thursday, May 16, 2024, but this time in class 7B from 10:30 to 11:45. In this class, an initial questioning session was also conducted. This session was aimed at stimulating a deep understanding among students regarding the material to be learned and the project to be carried out. In this session, the teacher endeavored to engage students actively in the classroom by continuously posing questions to them. During that session, Mrs. IR also conveyed to the researcher regarding why she desired the class to be active.

Mrs. IR said: "Fostering an active classroom environment is a fundamental principle of my teaching approach. Beyond fostering an enjoyable atmosphere, there are numerous advantages, including bolstering students' confidence, facilitating their engagement in

lessons, thereby enhancing the overall effectiveness of the class.”
(translated to English)

Mrs. IR emphasized that the implementation of the Project-Based Learning method requires an active and productive classroom environment. According to Saefudin (2014), Project-Based Learning involves utilizing problems as the initial stage for gathering and integrating new knowledge derived from real-life experiences. This approach aims to facilitate, motivate, and guide learners towards collaborative efforts, engaging them in group work, and fostering their personal development. The subsequent section presents an image of the teacher conducting the preparation of questions for class 7B:

T: (while pointing to the product package) "Do you know what I brought?"

S: "Instant noodles, Miss?"

T: "Alright, what do you gather from the illustration on this package?"

S: "How to make something, Miss."

T: "Excellent. Today, we will be learning procedural text and how to make something. But before that, does anyone have an example to share?"

S: "How to make fried shrimp, Miss."

T: "Good example, Gerald." (Translated to English)

From the conversation above, it can be concluded that the teacher utilizes real-life illustrations, which make students more engaged as it resonates with their lives. As explained by Mrs. IR:

"I am more inclined to use illustrations derived from students' experiences, as it makes them pay more attention to the lessons delivered by the teacher. Additionally, the principle of project-based learning itself is to integrate the world and students' experiences into student learning." (translated to English)

Based on Mrs. IR's explanation above, the researcher emphasizes the importance of selecting methods that engage students in learning. Referring to Goodman and Stivers (2010), project-based learning can be defined as a teaching approach built upon real-world learning activities and tasks that challenge learners with everyday needs to be solved collaboratively. From the aforementioned reference, it can be interpreted that the project-based learning method requires students to engage in learning using everyday problems as its subject matter. This not only provides students with existing lessons but also trains them to solve real-life problems. This is reinforced by the opinion of Aris Sohimin (2018), who states that contextual learning is a holistic learning process aimed at motivating students to understand the meaning of the subject matter being studied within the context of everyday life. Essentially, learning using the project-based learning method should utilize contextual material.

The questions posed by Mrs. IR are contextual to students' lives and experiences. Mrs. IR utilizes a product example for brainstorming, which is taken from brands frequently encountered by students, making them more familiar and enabling them to relate to the material being taught. This is also echoed by (Rahimah & Widiastuty, 2023), stating that this model encourages student participation and relevance, rendering the learning process more meaningful. The method not only aims for a deeper understanding of academic subjects but also aims to establish connections between theoretical concepts learned in the classroom and their practical application in students' daily lives.

From the observation results, interviews, and explanations provided by the teacher, it is evident that the approaches adopted by Mrs. IR align with the student's needs and the principles of the project-based learning method. This is demonstrated by the themes and issues presented by the teacher to the students, which integrate students' experiences and future perspectives, resulting in contextual and relevant material. This facilitates a greater connection between theoretical principles and practical implementation. Students also become more active, productive, expressive, and responsive, thereby supporting the

achievement of the learning goal, which is to enhance students' speaking skills. besides that, the questions asked by the teacher continuously make the class conditions fulfill the criteria of the type of speaking performance.

2. Developing a project plan

Based on six observations, the researcher identified that the teacher successfully implemented one of the six crucial aspects (developing a project plan), adapted from Trianto (2017) the procedure for teaching English using the Project-Based Learning approach.

During the first observation data collection, conducted on Thursday, May 16, 2024, in class 7A, the teacher effectively implemented the Project-Based Learning method by providing procedural text materials relevant to the student's abilities and experiences. After the teacher explained the theme by posing a question to the students, she then divided the class into five study groups. The teacher also explained the project to be carried out in the class. However, the explanation provided by the teacher was unclear and lacked detail, resulting in confusion among the students about the next steps. Observing the less conducive classroom conditions, the teacher reiterated what the students should do after they formed their groups. Below is the teacher's instruction to the seventh-grade students regarding what they should do.

"Alright, children, next you just need to devise a plan and divide tasks among your group members." (translate to English)

Mrs. IR instructed each group to create a product. The project itself aligns with the procedural text learning material, where each group is tasked with creating an item by integrating it into the P5 (*Projek Penguatan Profil Pelajar Pancasila*) program, designed by the Ministry of Education and Culture as part of the Merdeka Curriculum aimed at promoting the achievement of the Pancasila Student Profile. This program is implemented using a new paradigm, namely through project-based learning. For example, students create eco-friendly bags and then present them using English at the end. Following this, the teacher agreed with the students regarding the deadline for when the

project should be completed and presented. After reaching an agreement, which was that the products must be finished by May 24th, the teacher explained the procedural text material theoretically before the students proceeded to work on their projects with their groups. The teacher then provided 15 minutes for the students to create procedural texts about their favorite foods.

Subsequently, based on the interview results with Mrs. IR, she expressed the importance of cultivating students' confidence to speak in front of the class to enhance their speaking skills. Below are the interview results conducted by the researcher with Mrs. IR.

"Sometimes I assign tasks and exercises to my students in my class. I randomly select several students to come forward and read out the results of their exercises. This is not only to assess how well they understand the material taught but also to train their speaking abilities and confidence to speak in public."(translate to English)

The same sentiment is also expressed by Nurhayati, Ai Sri & Harianti, and Dwi (2020), who elaborates on the project-based learning model's advantages, one of which is its ability to encourage learners to develop and practice communication skills. Selecting students to step forward and confidently present their practice results, aligns with the strengths of the project-based learning method. Mrs. IR consistently and continuously employs this approach to motivate students to gain confidence in public speaking, with the hope that in the future, they will be able to take on leadership roles and become outstanding leaders. This comprehensive approach goes beyond language competence to develop strong speaking skills (Mei & Masoumeh, 2017).

During the second observation data collection, also conducted on Thursday, May 16, 2024, but this time in class 7B from 10:30 to 11:45. In this class, an initial questioning session was also conducted. This session aimed to stimulate a deep understanding among students regarding the material to be learned and the project to be carried out. In this session, the teacher endeavored to actively engage students in the class by continuously posing questions to them. The teacher followed the same approach as in class 7A. After explaining

the theme to be learned, the teacher began to explain and organize the project to be created for the procedural text material. Similar to the previous class, the teacher divided the class into 5 groups, with group members then allocating tasks among themselves. However, in this class, the teacher was slightly more active as class 7B itself is different from the previous class. According to the teacher, teaching in class 7B requires additional effort.

“For 7B class, I have to speak more and with a somewhat louder tone, as this class is somewhat special with various student personalities.” (translated to English)

From the explanations provided to the researcher, she stated that teachers must have teaching strategies and choose the most suitable ones for the class they teach. Referring to Zaenal Aqib (2013), teaching strategies are the methods chosen and utilized by educators to deliver learning materials, making it easier for learners to receive and understand the materials, ultimately enabling them to achieve the learning objectives by the end of the learning activity. This means that with suitable strategies, targeted competencies can be attained.

In the phenomenon observed in class 7B, some students are reluctant to speak using the Indonesian language because they are accustomed to using Javanese as their daily language. Mrs. IR employs the Project-based learning method as part of her strategy to encourage students to use English, as they are required to speak English in every project they undertake. Consequently, their English-speaking skills will develop naturally. This is because learning methods using project-based learning always utilize contextual materials. Contextual learning can be applied in speaking skill learning. As referenced by Nunan (2003) in Khunisa's (2018) research, in speaking learning, students are required to speak actively using appropriate intonation, word choice, and logical and appropriate expressions. Thus, students can speak in the context of daily life. Mrs. IR realizes this by dividing the class into several groups to facilitate interaction within smaller scopes. Furthermore, with procedural text materials, students can directly imagine them in their daily lives.

From the results of observations, interviews with teachers in the second procedure of applying the project-based learning method to improve students' speaking skills resulted in a more interactive and intensive class. This is because the planning carried out by the teacher and students involves dialog between them, in other words, the class is more active so that it can improve students' speaking skills.

3. Making a schedule

Based on six observations, the researcher identified that the teacher had successfully implemented one of the six important aspects (making a schedule) adapted from Trianto (2017) and established by the Ministry of Education and Culture on the procedure for teaching English using the Project-Based Learning approach.

Making a schedule was implemented in the first and second class actions on May 16, 2024. By making seventh grade A and B the subject, at 08.30-10.00 am in class 7A and 10.30-12.00 in class 7B. After the formation of the group and the preparation of the plan for the project to be carried out Mrs. IR then made a schedule for the collection and presentation of the results of the student project. Mrs. IR said that the project would start the next day on Friday, May 17, 2024, during English class. Then it was decided to make ecoprene. Each group was free to choose which product they would make. The school and teachers became facilitators by preparing tools and materials according to the needs of the project. This determines the running of a project because, in the project-based learning method, the teacher is required to be a facilitator who can meet the needs of his students.

In making this schedule, the project work is divided into several stages of course by looking at the aspects and goals of the learning, namely the achievement of improving students' English-speaking skills. in this case, Mrs. IR divides it into two stages, the first stage is the process and the second is the result. What is meant here is that the teacher conducts the assessment for the first two times during the process of making Mrs. Ir occasionally asks the group

about what they made, for the second is the result where all of that can be seen when they make a presentation in class. That was a little explanation from Mrs. IR delivered in class to ask for an agreement with the students in the class.

After reaching an agreement with the class regarding the schedule of the project Mrs. IR closed the class for today. For the meeting on the first day itself, the teacher only conveyed the theme and also the division of groups to develop a project plan that would be carried out by the seventh grade English subject with procedure text material. In addition, they also make a schedule with the aim that the project can run in a structured manner. So that of the six class actions carried out by researchers there are only three important aspects of the procedure or syntax of this project-based learning method. In the interview with the teacher, the researcher asked why in one lesson the teacher could only carry out three important aspects of the syntax of the project-based learning method. The following is the answer from the teacher regarding this matter.

“For this phenomenon, I adjust to the students' abilities, because they are still in seventh grade, which is the transition period from elementary school age to junior high school age, so we cannot rush it because it will have an impact on the progress and results of the project itself” (translated to English).

Mrs. IR did not forget to instruct each group to draw up a plan as explained according to their tasks and what projects they would work on and must still pay attention to the agreed schedule. From the two class actions carried out on the first day, the researcher saw that Mrs. IR taught without rushing because she adjusted to the situation of the students. referring to Baidah (2015) the structured learning method with assignments can have a positive effect on student learning achievement. from Mrs. IR's perspective, it is very much under the principles of the Project-based learning method itself.

In addition, teachers encourage students to often familiarize themselves with English even if it is basic. Because English habituation for students is an important step in enriching their communication skills. Through consistent practice in speaking, listening, reading and writing in English, students can

gain better fluency. This method also helps them to understand the diverse sentence structures, vocabulary and expressions that are essential in interacting in today's global context. With proper habituation, students will feel more confident in using English in everyday situations as well as in academic settings. Especially for seventh grade where they are still at the age where their brains are still able to capture and digest language more easily. Therefore, their habituation in the use of English is very concerned by Mrs. IR, with a concrete example that she always uses English with a higher percentage in learning activities in her class. In the first meeting, besides focusing on deepening the project, they were also instructed by Mrs. IR to read and practice making procedure texts in the book provided by the school.

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Activity 11

a. Read the following text.
 Yoga likes to spend his weekends watching football matches on TV. He watches the matches with his brother at home. He usually prepares some snacks to make the moment more special. Here is the recipe for one of his favourite snacks.

MILLENNIAL PEANUTS

Ingredients:

• 250 gr of peanuts without the shell	• 1 egg
• 130 gr of sugar	• Sesame seeds
• 150 - 175 ml water	• A pinch of salt
• 6 tbs of flour	• 250 ml of cooking oil.

Steps:

1. Put the peanuts in the bowl
2. Mix the egg with the peanuts
3. Add 6 tbs of flour and a pinch of salt. Mix well until there are no more lumps.
4. Heat the cooking oil.
5. Fry the coated peanuts over medium heat.
6. Stir occasionally.
7. Take the peanuts out of the frying pan. Dry them.
8. Boil the water. Add some sugar.
9. Dissolve the sugar by occasionally stirring it.
10. Let the mixture thicken.
11. Add the peanuts and the sesame seeds into the mixture.
12. Mix them thoroughly.
13. Your millennial peanuts are ready to serve.

b. Read the recipe again. Write the cooking utensils needed in the recipe.

c. Answer the questions based on the recipe.

1. What is the intention of writing the text?

2. What makes the flour attached to the peanuts?

3. What may happen if we do not do the step 6?

4. What is the function of the water in the recipe?

5. How does the snack taste? Explain.

Figure 4. 1 (student book)

4. Monitoring the implementation of project-based learning

Based on six observations, the researcher identified that the teacher had successfully implemented one of the six important aspects (monitoring the implementation of project-based learning) adapted from Trianto (2017) and established by the Ministry of Education and Culture on the procedure of teaching English using the Project-Based Learning approach. Monitoring itself is a syntax of the project-based learning method which is very important for the next syntax, namely “testing, and grading”. Because in this stage the teacher must see and monitor the participation and involvement of students. the teacher also observes the development of the designed project. If they have any obstacles, the teacher directly guides them. For the students themselves, they have to start the project they made then they work according to their jobdesk.

In the third observation data collection, which was carried out on Friday, May 17, 2024, in class 7A at 08.30-10.00 WIB, Mrs. IR opened the lesson as usual by saying greetings and asking how the students were. the following is Mrs. Ir's opening in English learning activities in class seven A.

T: Assalamualaikum warrahmatulohi wabarakatuh

S “walaikumsallam warrahmatullohi wabarakatyh”

T : “ good morning class and how are you today?

S: good morning miss, I'm fine thank you and you?

T : im fine thank you

Before starting today's activities Mrs. IR reminded and explained theoretically about the procedure text, referring to Emilia (2018: 12) explained that the procedure text as a text to state how something is done or show readers how to do something or act in a certain order. In this explanation, procedure text has a very good correlation with the project-based learning method. In addition to reviewing the material, Mrs. IR also reviewed the project theme and asked about the plans prepared by students through the study groups that had

been divided. Mrs. IR reminded the students about the project that will be implemented because today the project will take place. Then after Mrs. IR explained again, the students prepared the tools and materials needed to make ecoprene.

Mrs. IR sees and checks the preparations brought by students whether there is anything left behind or not, it is done continuously by Mrs. IR. In the monitoring carried out by Mrs. IR, she occasionally asked students about their readiness but then used English with the aim that students would get used to having conversations using English so that their speaking skills could improve. Here is a little conversation Mrs. IR had with one of the groups in class seven A.

T: How did you prepare for this project?

S: InshaaAllah it's safe miss

T: okay good job and happy working

S: good miss

Then the students began to work on the project that had been determined. In general, in this work, some children are more active in talking so the class is less conducive. However, Mrs. IR has her way of making the class conducive again. The following is an interview conducted by the researcher with Mrs. IR:

"You can see for yourself how expressive they are in class. Even though it can disturb the concentration of other students. I usually penalize students who are excessively noisy by asking them to come forward and instructing them to make introductions or just read English texts. With that, because for children English is scary they will become deterrent or otherwise, they get used to English" (translated to English).

Mrs. IR's explanation regarding the punishment given to students who violate it is quite good so there are two possibilities that students get. the first is that they will not carry out activities that make them have to carry out the punishment given by the teacher, and the second is that with the punishment given by the teacher they will get used to pronunciation in English. As in the research conducted by Anggraini s Dkk (2019) In giving rewards and punishments to students must maintain equilibrium. What is called balanced

here does not mean the same weight and the same size, but it must be heavier and more reward than punishment. From the explanation above, it can be concluded that in giving punishment, you must also see the punishment given whether it has a good or negative impact. As referred to from Ernata, punishment can be a motivation and a driving tool to encourage students to learn, so they try not to get punished again.

Meanwhile, besides giving punishment, teachers must also give rewards or appreciation to students. referring to Kompri (2016: 289) Reward means “Reward, whether it be in the form of recognition, gifts, awards, or incentives, serves as an educational tool when bestowed upon a child for their positive actions or the achievement of a set target. while Reward in the concept of education is an award or reward given to students in recognition of their achievements or as an incentive to encourage positive behavior and academic achievement. It can be praise, physical rewards, points, or public recognition, and aims to reinforce the desired behavior and increase students' motivation to learn and develop. This is also done by Mrs. IR although the presentation is still lacking she always gives appreciation to students when doing good, just with the words (good job, excellent, nice, etc).

In the monitoring conducted by Mrs. IR in class seven A, there were many obstacles in the work of the project but the project can run smoothly. Mrs. IR takes corrective action is taken if there are problems that hinder the progress of the project, with steps such as schedule changes or re-allocation of resources. Effective communication between all parties involved is essential, to share updates, provide feedback, and discuss issues openly. By monitoring regularly and effectively, classroom projects can run smoothly and achieve the desired results, while providing a valuable learning experience for all participants.

Based on the fourth data collection which was conducted on Friday, 17 May 2024, in class 7B at 10.00-11.00 WIB, Mrs. IR started the English lesson by greeting the students and asking how they were doing, as she usually does.

Before starting today's activity, Mrs. IR again reminded and explained theoretically about procedure text, explaining that procedure text is a type of text used to describe how to do a thing or action in a certain order. Mrs. IR also said that the procedure text is closely related to the project-based learning method. In addition, Mrs. IR discusses the theme of the project to be carried out and asks about the plans that students have developed through their study groups. Mrs. IR reminded the students what project would be carried out that day. After the explanation from Mrs. IR, the students prepared the tools and materials needed to make ecoprene.

For class seven B itself, the monitoring carried out by Mrs. IR was more or less the same as in the previous class.

“It is a little bit different, but there is no special strategy for this class, it's just how we as teachers can adapt” (translated to English).

According to Mrs. IR, there is no significant difference in what she does to monitor between grades seven A and seven B. According to her, managing two classes that have slight differences requires high adaptability in managing the delivery of material, so that it can be in accordance with the level of understanding and individual needs of different students in each class. As in research conducted by Wilda A (2017), Teachers must develop appropriate learning strategies in the teaching and learning process, develop a variety of learning strategies to build on the different individual strengths that students have, and use a variety of learning methods that suit students' learning styles. from this opinion and with what the researcher observed Mrs. IR chose the PJBL method because it adjusted to the students in class seven who liked contextual learning and more practice.

Based on the results of the second and third observations, monitoring the progress of the project carried out by Mrs. IR as a project supervisor plays a key role in ensuring the success of educational projects. By providing appropriate guidance, feedback, and support, teachers can help students develop critical skills and achieve satisfactory project outcomes. Thus, the

teacher's role is not just about teaching the material, but also about guiding students through meaningful and immersive learning experiences. Most educational projects involve cooperation between students in groups or teams. Teachers should facilitate effective collaboration by promoting good communication, facilitating discussions, and ensuring that each team member contributes fairly. By creating a positive cooperative environment, teachers can help students learn from each other and achieve better project outcomes. In this case, the impact on students' speaking ability is very evident because in this session students asked many questions related to the project they were working on.

In addition, according to Nurlindah (2022), teacher monitoring helps teachers improve their ability to manage the classroom and make the right decisions. Teachers can monitor student progress and make necessary improvements to improve the quality of learning. From this explanation, monitoring has benefits for both teachers and students. Mrs. IR is also responsible for regularly monitoring the progress of the project. This involves reviewing the steps students have taken, evaluating the quality of their work, and providing constructive feedback. Through careful monitoring, teachers can identify problems or shortcomings that may arise and take the necessary corrective measures.

As in the interview with Mrs. IR about her responsibility to guide students in the progress of the project;

*“for the running of the project, I am fully responsible, whether it can run with the theme and schedule that has been agreed upon”
(translated into English).*

From Mrs. IR's perspective, referring to Faturrahman (2016) in the project-based learning method, teachers must be able to become facilitators for students, where the teacher's role as a facilitator has a significant impact in creating meaningful and valuable learning experiences for students. By being a facilitator, teachers encourage students to be active, independent, and

collaborative in their learning. As such, teachers not only impart knowledge but also guide students toward a greater ability to manage knowledge and develop the skills necessary for success in an ever-changing world. At their core as facilitators, teachers help design projects, provide direction, and facilitate the learning process. They ensure that projects have clear objectives, and transparent assessment criteria and support students in every step of the project. Before closing the lesson as a sign that the project has been completed, Mrs. IR instructed that for the next meeting, there will be a presentation as the assessment stage. Mrs. IR also explained the aspects that were assessed, which were more about students' Speaking Skills. From the results of the interview, she said that she only assessed the English language because the results of the product itself were included in the P5 activity.

5. Testing and grading the project.

Based on six observations, the researcher identified that the teacher had successfully implemented one of the six important aspects (testing and grading the project) adapted from Trianto (2017) on teaching procedures using the Project-Based Learning approach.

Before starting today's activity, Mrs. IR reminded me about the presentation scheduled for Friday, May 24, 2024, which was also the deadline for project-related submission and presentation. That day coincided with data collection by the researcher in the fifth and sixth class actions in grades seven A and B. Later Mrs. IR in an interview with the researcher said;

"For the assessment, I divide it into two, namely the main and additional grades. For the main value I see from their presentation then the additional value I see from their process in carrying out the project" (translated into English).

Based on the interview with Mrs. IR, she said that the assessment itself is divided into two types, namely the main value seen from their presentation and the second additional value taken from their process in working on the project. This means that she sees their group work. For

example, when she asks students in English, their responses are also included in the additional assessment criteria. Meanwhile, the researcher only saw how the assessment was done by Mrs. IR on the day of their product presentation with notes related to speaking skills. Based on the fifth class action on Friday, May 24, 2024 Mrs. IR instructed the students to present in group order. Which means the number goes from group one to five. Then the presentation went smoothly until it was finished. The same thing also happened in the sixth class action carried out in class seven B on Friday 24 May 2024 from 10.00-11.15 WIB, as usual, Mrs. IR opened the class and then explained the rules that students must obey in making presentations. She also explained the aspects that were included in the assessment criteria.

While the students themselves present the results of the projects they do using English, and before they present the teacher gives them the freedom to prepare what to prepare, they can bring texts because the teacher knows the abilities of these seventh-grade students. In the interview, the teacher conveyed to the researcher as following;

"I let them use the text as their reference in making presentations because I know their abilities. I hope they get used to presenting and speaking in front of the class using English"
(translated in English)

In retrospect, the seventh-grade students at SMP Ma'arif NU 02 Paguyangan are still not used to and tend to be afraid of using English. Mrs. IR further conveyed the criteria taken to achieve her target of improving students' speaking ability using English as follows;

"There are four aspects that are assessed in the project to improve speaking skills, namely fluency and coherence, vocabulary, grammar, and also pronunciation" (translated to English)

The criteria given by Mrs. IR, it is the same as the standard in the assessment of speaking skills. Referring to Tuan and Mai (2015) argued that pronunciation is one of the important aspects of speaking assessment.

Teachers should monitor how students pronounce words correctly, including intonation, stress, and rhythm. Then teachers should monitor how students use correct grammar, such as using proper articles, prepositions, and conjunctions. The teacher should also monitor how students use complex sentence structures and different types of sentences. In the next stage, the teacher monitors how students use appropriate and diverse vocabulary. The teacher should also monitor how students use higher words and pay attention to word endings (s, ed finally the teacher should monitor how students speak fluently and are easy to understand. The teacher should also monitor how students use different types of sentences and complex sentence structures.

From the explanation above, Mrs. IR conducted an assessment of students' project presentations. Based on research findings regarding the assessment of speaking skills, it is shown that aspects such as pronunciation, comprehension, grammar, vocabulary, and fluency significantly influence the evaluation of an individual's oral communication abilities. Regarding pronunciation, the research highlights the importance of clarity and accuracy in pronouncing words, as well as the ability to correct pronunciation errors. A good understanding of the language used in conversation is also a crucial determining factor, including the ability to comprehend context and implied meanings. Proper grammar and appropriate vocabulary usage demonstrate a high level of proficiency in speaking. Additionally, speech fluency is also observed in the research, encompassing the ability to construct sentences quickly and without significant hindrances. These findings provide a deeper understanding of how speaking assessment can be enhanced to provide more effective feedback for language learners. The following is the assessment rubric used by Mrs. IR in the speaking assessment:

Rubrik Penilaian			
No	Aspek Penugasan	Skor	Keterangan
1.		4	Sudah dipahami dan memiliki dasar peraturan baik
		3	Sudah dipahami meskipun dengan akresi tertentu
		2	Ada masalah penugasan yang membuat perolehan huruf konsonan awal dan akhir - kadang ada kesalah paharian
		1	Sulit dihamil karena ada masalah penugasan, sering diartikan terbalik
		0	Mesalah penugasan sering sehingga tidak bisa dipahami. Tidak ada atau sedikit kesalahan tata bahasa
2.	Tata Bahasa	4	Kedang-kadang membuat kesalahan tata bahasa tapi tidak mempengaruhi makna
		3	Sering membuat kesalahan tata bahasa yang mempengaruhi makna
		2	Banyak kesalahan tata bahasa yang mempengaruhi makna dari sering membuat ulang kalimat
		1	Kesalahan tata bahasa begitu parah sehingga sulit untuk dipahami
		0	Menggunakan kosa kata dan ungkapan seperti peraturan baik
3.	Kosa kata	4	Kedang-kadang menggunakan kosa kata yang tidak tepat
		3	Sering menggunakan kosa kata yang tidak tepat, terkadang membuat terbalik karena terbalik kosa kata
		2	Menggunakan kosa kata secara baik dan kosa kata tersebut sehingga sulit untuk dipahami
		1	Menggunakan kosa kata secara baik dan kosa kata tersebut sehingga sulit untuk dipahami

Figure 4. 2 Mrs. IR's teaching module

4.	kelancaran	1	Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi
		5	Lancar seperti peraturan baik
		4	Kelancaran tampak sedikit terganggu oleh masalah bahasa
		3	Kelancaran agak banyak terganggu oleh masalah bahasa
		2	Sering ragu-ragu dan terhenti karena keterbatasan Bahasa
5.	pemahaman	1	Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi
		5	Memahami semua tanpa mengalami kesulitan
		4	Memahami hampir semua walau ada penyalangan pada bagian tertentu
		3	Memahami sebagian besar yang di katakan bila berbicara agak diperlambat walau ada penyalangan
		2	Susah mengikat apa yang dikatakan
1	Tidak bisa memahami walaupun percakapan tidak sederhana		

Guru Bahasa Inggris

Izma R. A. S. Pd

Figure 4. 3 Mrs. IR's teaching module

Based on the results of observations and interviews with informants at the testing and grading stage, have an impact on the activeness of students speaking English, because at this stage the presentation of the product is carried out with student presentations which requires students to speak in front of the class, then requires students to actively discuss in other words, the class conditions are more intensive, interactive and responsive. Apart from focusing on speaking Mrs. IR also assesses the material being studied, namely procedural text, whether the presentation and explanation are per

existing procedures. The following is the assessment rubric used as a guideline by Mrs. IR. In addition, attitude and teamwork are additional values. According to Ahmadi (2007), social attitude assessment involves aspects such as discipline, courtesy, and confidence. Teachers should monitor how students behave in interactions with friends and teachers, such as not saying “dirty” words, not interrupting other people's conversations, and not getting discouraged easily.

6. Learning evaluation

Based on six observations, the researcher identified that the teacher had successfully implemented one of the six important aspects (learning Evaluation) adapted from Trianto (2017) on teaching procedures using the Project-Based Learning approach.

In the fifth data collection which was carried out on Friday, May 24, 2024, in class 7A after presenting and assessing the students' projects, Mrs. IR gave feedback in the form of evaluation and input regarding their projects. As referred to by Arifin (2017) evaluation is an important component taken by teachers to determine the effectiveness of learning. From the explanation above, teachers are obliged to evaluate learning to find out what actions should be taken from previous learning.

Then for the sixth data collection conducted on the same day Friday, May 24, 2024, in class 7B, just like the previous class, the teacher gave an evaluation of the project that had been presented. Here is one of the evaluations and feedback to one of the groups on their project;

“You have completed your project very well but you forgot to present it well, because your presentation is the main aspect in this assessment” (translate to English).

From the explanation given by Mrs. IR, she regretted the group that did not prepare the presentation properly. This was based on one group that did not try to present using English so it reduced the value obtained. Therefore, evaluation is very important. To find out, we can refer to the Law of the Republic of Indonesia Number 20 of 2003 concerning the

National Education System Article 57 paragraph 1 which states that “evaluation is carried out in the context of controlling the quality of education nationally as a form of accountability of education providers to interested parties, including students, educational institutions and programs”.

In addition, Mrs. IR emphasized the importance of teamwork between groups, she considered that many group members did not fully participate. Meanwhile, the group work method according to Sutikno (2014) is an effort to help each other between two or more people, between individuals and other groups in completing tasks or solving problems faced and working on various prospective programs to realize mutual benefits and welfare. This was conveyed by Mrs. IR with the hope that all students could participate in learning activities.

The students take note of the input and feedback provided by Mrs. IR to improve their project. Students will reflect on their learning process, evaluate their contribution to the project, and make plans for further development. They may also be evaluated by teachers or fellow students based on certain criteria set beforehand. From the observations made by the researcher, Mrs. IR completed one material using the project-based learning method for three meetings in one class. Without leaving one side of the project-based learning method. However, there are still many problems that are accepted in its implementation.

From the observations made, the researcher found several things that raised questions such as the selection of the ecoprin project and its relationship with improving speaking skills. which the researcher then asked the teacher, the following answers were given by Mrs. IR;

"regarding the selection of materials and P5, I only assess their presentation to improve their speaking skills, from the beginning of the project to the end of the presentation I always assess them on the speaking aspect" (translated into English).

The results of conducting interviews, observations, and documentation on the application of project-based learning methods to enhance speaking skills were carried out by the seventh grade of SMP Ma'arif NU 02 Paguyangan as follows:

1. Comprehension

The implementation of the project-based learning method carried out in seventh grade at SMP Ma'arif NU 02 Paguyangan was able to slightly increase students' understanding of what the teacher conveyed in the lesson, this was based on the division of groups in which students discussed with peers using English, but in its implementation the teacher had to guide students in their pronunciation.

2. Fluency

In the presentation made by the students, some of them could explain slowly, but most of the group still stuttered in pronouncing it. From the student's confession, they were still shy to speak English in front of the class but because of the product presentation, it gave them a little courage to come forward.

3. Pronunciation

In their presentation, the researcher could understand what they said, so in other words, their ability to use the project-based learning method improved.

4. Vocabulary

In the discussions and presentations made by the student study groups in class seven, they used vocabulary that was quite diverse and did not tamper with each other.

5. Grammar

In their presentation, they mentioned conjunctions and command sentences repeatedly.

B. The problem of Implementation of Project-based Learning to enhance speaking Skills

The researcher obtained information about the obstacles in implementing Project-Based Learning in teaching English using the project-based learning method to enhance English speaking skills in classroom action. To clarify, the researcher interviewed the teacher. The interview was conducted in Bahasa Indonesia so that the teacher could understand the meaning. The following is an explanation of the interview results.

1. Limitations of the Project-based Learning Method

a) Limitations time in the Project-based Learning method

Based on data collection through observation and interviews, the researcher found that the projects involved in PjBL often require considerable time for planning, implementation, and evaluation. This can reduce the time available for direct speaking practice. Referring to Zaenal Aqib (2016) PjBL requires quite a long time to complete the project, so it can interfere with other learning schedules, this was also conveyed by Mrs. IR in an interview conducted by the researcher as follows

“The obstacle I encounter in using this method is that the time is very limited, in one meeting I can usually only explain the theme and the division of groups” (translated to English)

In the implementation of Project-Based Learning (PjBL), time constraints are often a significant challenge. Complex projects that require in-depth research, planning, execution, and presentation can take considerable time to complete successfully. Time constraints can result in pressure on students to complete projects quickly, which may compromise the quality of the results. In addition, time constraints can also limit opportunities for in-depth reflection and the development of a deeper understanding of the topic studied. Therefore, educators need to plan projects wisely, provide adequate support to students, and consider effective time

management strategies so that students can make optimal use of the learning experience.

In the context of learning speaking skills through Project-Based Learning (PjBL), time constraints can be a significant barrier. Projects designed to improve speaking skills often require sufficient time for material preparation, speaking practice, and ongoing feedback. Time constraints can force students to speed up the learning process, which can reduce opportunities for deep reflection and adequate practice. In addition, time restrictions can also affect the quality of students' final presentations, as the pressure to complete the project within the set time limit can come at the expense of perfection in pronunciation, fluency, and clarity. Therefore, teachers need to carefully consider appropriate time allocation, provide clear guidance, and provide appropriate assistance and feedback to ensure that students can develop their speaking skills well in this limited context.

b) Limitations of learning materials in the project-based learning method

Based on data collection through observation and also interviews, the researcher found the difficulties Mrs. IR faced related to the limited materials that could be adapted to the PjBL method. This is because sometimes the materials used in PBL may not fully support the development of speaking skills, especially if the project focuses more on certain aspects such as research or product creation. In the interview conducted by the researcher Mrs. IR said;

"The selection of the material itself is very limited, not all materials can use the project-based learning method. As for the appropriate material, it takes a long time" (translated into English).

One of the challenges in the Project Based Learning (PjBL) method is the limited materials available to support the designed projects. While project-based projects offer an immersive and contextualized learning experience for students, it is not always easy to find materials that match the assigned project topics. Limitations in supporting resources, such as textbooks or online materials, can restrict the scope and depth of research that students can undertake. In addition, when relevant materials are unavailable or limited, students and teachers may need to rely on their creation and discovery, which can require additional time and effort. Therefore, in implementing Project-based learning, teachers need to be creative in finding or creating materials that suit the needs of the project, as well as facilitating collaboration between students to share their knowledge and resources. It is also the underlying reason why teachers take activities from P5 activities.

Especially in the effort to improve speaking skills through the Project-Based Learning (PjBL) method, limited learning materials can be a significant challenge. Projects designed to improve speaking skills often require access to a wide range of materials covering a variety of topics and communication contexts. However, the availability of relevant and varied learning materials, such as recorded conversations, dialogs or interviews in the native language, can be scarce or inadequate. Moreover, when projects require a focus on specific communication topics or situations, such as business presentations or academic discussions, there may be limited materials available to facilitate in-depth learning in those contexts. Therefore, teachers and students need to take creative steps to overcome such limitations, such as conducting extensive research, utilizing online resources, or even creating their own materials that suit the project's needs and learning objectives.

c) **Limitation of resources in project-based learning method**

Based on data collection through classroom actions and interviews, the researcher found that the difficulties Mrs. IR faced related to the resources needed to carry out the project, such as a suitable classroom or the technology needed for presentations, may not always be easily available. Referring to (*Kemendikbud Ristek*) PjBL requires more money to prepare media and learning resources, as well as adequate facilities and equipment, projects that involve research, procurement of materials, or field activities often require a considerable budget. The cost of accessing additional resources, such as equipment, reading materials or the latest technology, can also be a limiting factor for schools or teachers with limited budgets.

This may complicate providing diverse and rich learning experiences for all students. Moreover, if the projects involve field trips or collaboration with external parties, transportation and accommodation costs also need to be considered. Therefore, adequate resources and financial support from the school, government, or other parties are important in overcoming this cost barrier so that all students can benefit from the PPA approach. This was also expressed by Mrs. IR in an interview conducted by the researcher.

“The school covers its own costs because we don't want to burden our students” (translated to English).

In addition to costs, the researcher also identified limitations in media support for the project. According to Abidin (2013), Project-based learning necessitates adequate facilities and equipment for project completion, potentially competing with other resource needs. In an interview with Mrs. IR, she highlighted the lack of adequate media support, such as having only one projector per school. The following excerpt presents Mrs. IR's insights on the requirements for media support

“The lack of facilities and supporting media makes students' enthusiasm for learning somewhat reduced” (translated into English).

Because the Project-Based Learning Method (PjBL) can be greatly supported by the use of adequate media. The right media can enrich students' learning experience, help them understand concepts visually, and provide opportunities to collaborate on their projects.

2. The difficulty in assessing individual progress.

Based on data collection observations and interviews, the researcher found difficulties faced by Mrs. IR regarding individual assessment of students. Sani (2014) stated that in PjBL, it can be challenging to involve all students in group work due to concerns that only active students participate. This concern was also expressed by Mrs. IR, who worried that only a few students would dominate group work, as some students might have fewer opportunities to practice speaking directly because the primary focus is on collaborative project work and written tasks.

“I find it somewhat challenging to assess students individually because this method involves group work.” (Translated to English)

In the context of Mrs. IR's explanation of the Project Based Learning (PBL) method, educators frequently encounter challenges when evaluating individual student progress due to the emphasis on collaboration and group work inherent in PBL. Within this framework, assessment typically prioritizes the collective project outcome rather than individual accomplishments. Consequently, teachers find it challenging to accurately discern each student's contribution to the group and evaluate their comprehension of the subject matter. Moreover, assessing the varying levels of student engagement and contribution in the project proves to be a complex task. Therefore, educators must devise adaptable and inclusive assessment strategies, which may encompass peer evaluation, self-

assessment, and the utilization of assessment tools that account for diverse aspects of individual participation and advancement within team-based projects.

In the context of teaching speaking skills through Project-Based Learning (PjBL) methods, teachers often encounter difficulties in assessing individual students' progress. This is primarily due to PjBL's focus on teamwork and group presentations, which leads assessments to lean more toward overall project outcomes rather than individual achievements. In this situation, evaluating each student's contribution within the group and assessing their progress in speaking skills individually becomes a complex task. Students may have varying skill levels and levels of engagement in the project, making it challenging for teachers to objectively measure. Additionally, due to the emphasis on social interaction and collaboration in speaking skills learning, it's difficult for teachers to differentiate individual contributions in group discussions or presentations. Therefore, teachers need to carefully consider assessment strategies that allow them to observe and evaluate individual students' progress in speaking skills, such as through direct observation, clear assessment rubrics, or individual assignments related to the overall group project.

Because fundamentally, individual and group assessments are very different, Group and individual assessments have different focuses and methods for measuring students' progress and achievements. Group assessment emphasizes collaboration and cooperation among group members in completing tasks or projects together, including presentation quality, collaborative skills, and achieving common goals. On the other hand, individual assessment emphasizes students' achievements and progress in understanding the subject matter, mastering specific skills, or achieving individual learning goals, such as understanding material, speaking, writing, and problem-solving skills. Group assessment tools include group assessment rubrics that evaluate aspects such as cooperation,

responsibility, individual contribution, and overall project quality, while individual assessment tools can be tests, individual assignments, small projects, or portfolios designed to evaluate students' progress and achievements personally. Although they have different approaches, both group and individual assessments remain important to provide a comprehensive overview of students' achievements in learning.

3. The teacher faces difficulties in facilitating discussions.

Based on data collection observations and interviews, the researcher found Mrs. IR's difficulties in facilitating student discussions. Teachers may experience difficulties in facilitating effective discussion or speaking activities among students, especially if the class has a large size or students with diverse levels of speaking ability. In the interview conducted by the researcher with Mrs. IR, she stated the obstacles she faced when she became a discussion facilitator.

The following statement is from Mrs. IR after interviewing with the researcher:

“I find it difficult when dealing with the class in group work because at this age they talk to themselves more and joke around more” (translated to English).

Based on Mrs. IR's explanation, she believes that the challenge often faced by teachers in the role of discussion facilitator in the Project-Based Learning (PjBL) method is to maintain the smoothness and direction of productive conversations. In PjBL, students are encouraged to actively participate in discussions, exchange ideas, and find solutions together. However, teachers often face difficulties in ensuring that all students are equally involved, avoiding the dominance of roles by some students, and managing conflicts or differences of opinion that may arise. In addition, keeping the discussion focused on the learning objectives and ensuring that all aspects of the project are covered thoroughly can also be challenging. Therefore, teachers need to have strong communication and classroom

management skills and be able to guide and support students to actively participate in discussions constructively and collaboratively. Thus, teachers can be effective facilitators in promoting deep and meaningful learning through the Project-Based Learning method.

According to Karwati and Priansa (2014), teachers play a crucial role in schools, serving as the primary facilitators who aim to explore, develop, and optimize students' potential to become contributing members of society. In the contemporary learning context, the teacher's role is evolving into that of a facilitator who guides and supports students in constructing their own understanding. As facilitators, teachers not only transmit knowledge passively but also inspire students to actively engage in their learning journey. Teachers serve as resources, connectors, and motivators for students, assisting them in developing skills, acquiring knowledge, and fostering a deep understanding of the subject matter. By positioning students as active participants in the learning process, teachers empower them to tackle learning challenges, stimulate discussions, and collaborate on problem-solving tasks. Effective teachers, acting as facilitators, cultivate an inclusive, student-centered, and intellectually stimulating learning environment, enabling each student to thrive and reach their full potential.

From Mrs. IR's explanation, it can be inferred that seventh-grade students engaged in group activities require additional patience, as they are at an age marked by the transition from childhood to adolescence. During this phase, they are continuously exploring new things and undergoing significant development. From Mrs. IR's explanation, it can be concluded that seventh-grade students participating in group activities need to have more patience because at their age, they are transitioning from childhood to adolescence. They will continue to develop and explore things they consider new.

4. Students rarely speaking in English

Based on data collection through classroom action and also interviews, the researcher found difficulties faced by Mrs. IR related to seventh-grade students who rarely use English, it was conveyed by Mrs. IR in an interview with the researcher;

“to achieve the target (improving students' speaking ability in English) they are not used to using English even though I have directed them” (translated into English).

Mrs. IR's perspective explains that the habituation of the use of English that she applies is less followed by children so to achieve the targets she sets a little find obstacles. According to Mrs. IR, seventh-grade students still panic and are not confident when speaking English. Confident students tend to be more courageous to speak in the language they are learning, face challenges in conversation, and try out different sentence structures and new vocabulary. This confidence also allows students to overcome the fear of making mistakes and encourages them to keep practicing and improving their speaking skills.

On the other hand, students who lack confidence may feel anxious or afraid to speak in front of others, which can hinder the development of their speaking skills. Therefore, educators need to build students' confidence through supportive approaches, providing positive feedback, and creating a safe and supportive learning environment for students to express themselves freely. By increasing students' confidence in their speaking ability, they can be more confident and successful in dealing with various communication situations in the language they are learning.

C. The solution to the problem is an implementation of project-based learning in teaching speaking skills

The researcher obtained data based on the results of observations and interviews related to the solutions to the problems faced by Mrs. IR in the application of the project-based learning method to improve students' speaking skills in the seventh grade of Ma'arif NU 02 Paguyangan Junior High School. The

following is an explanation of the results of observations and interviews with teachers.

1. Efficient Project Selection

Based on the results of observations and interviews conducted by researchers, it was found that the teacher chose a project that was quite efficient because it was tailored to the learning material, besides that the teacher utilized P5 activities. Mrs. IR collaborates between P5 activities where students are required to make handicrafts, Mrs. IR in her interview said as follows:

"I have planned for a long time related to procedural text material which I then combined with P5 activities. That is because the P5 activity also uses the Project-based learning method" (translated to English)

This approach is quite efficient given the need for many tools and materials, thus requiring a significant budget for the project. Essentially, in Project-Based Learning (PjBL) methods, the efficient selection of projects by teachers is a key step in ensuring the success of student learning. Teachers need to consider several important factors in selecting projects, including relevance to the curriculum and learning objectives, availability of resources, appropriate difficulty levels aligned with students' understanding, and the potential to stimulate students' interest and creativity. The chosen projects should stimulate critical thinking, collaboration skills, and creativity among students while providing opportunities for them to apply the knowledge and skills they have learned in real-world contexts. Moreover, efficient projects should also be objectively measurable so that teachers can accurately evaluate students' achievements. By selecting efficient projects, teachers can create engaging and meaningful learning experiences for students, encouraging them to actively participate in the learning process and achieve significant outcomes. Well-designed projects can provide opportunities for students to actively speak in various contextual situations relevant to real-life scenarios.

According to Greg Mankiw (2006), professor of economics at Harvard University, efficiency is using the idea of getting the most out of available resources. When a person works efficiently, he can get the highest possible output with the lowest possible input. If adjusted between the above opinion and the action taken by Mrs. IR, she utilizes P5 as an existing and available resource. Because according to Mrs. IR she does not want to charge tools and materials to her students.

2. Diverse Assessment Methods

Based on the results of observations and interviews conducted by researchers, it was found that teachers use quite diverse assessments. In his interview he said;

“For the assessment, I divide it into two, namely group and individual grades, at the beginning of the meeting I ordered them to make a procedure text and then appointed some to come forward, which is also included in my assessment” (translated into English)

In Mrs. IR's explanation, she emphasizes the use of multiple assessments. Mrs. IR also explains that speaking is her primary assessment focus because students will strive to excel in speaking English when they know that speaking carries a higher weight in grading. However, the evaluation methods used by teachers are still relatively limited, as they only include presentations, group discussions, and conversations. According to Mrs. IR, in her assessments, she considers many factors such as time constraints and student interests.

Essentially, there are still many evaluation methods available, such as oral presentations, role-plays, conversations, or group discussions, to assess students' speaking abilities in various contexts. Furthermore, the use of comprehensive assessment rubrics helps in evaluating aspects such as pronunciation, fluency, vocabulary, grammar, and social interaction. Peer assessment is also commonly used, allowing students to provide feedback to each other, which can offer different perspectives and enrich the learning

process. With this diverse assessment approach, teachers can provide deeper feedback and assist students in developing their speaking skills effectively and sustainably. However, all of this could become more tedious as students generally dislike excessive tasks. Educators must also adjust to students' abilities.

According to Putri W. A. (2013), Teachers must know the type of learning style of their students and adjust what methods will be applied when teaching. This is the same as the variety of assessments that teachers will give to students, teachers must adjust to the character of students. because with these adjustments students will be comfortable and enthusiastic in carrying out learning activities.

3. Creating a Supportive Environment

Based on the results of observations and interviews conducted by researchers, it was found that teachers create a supportive environment with the aim that students can follow the lesson comfortably. In her interview, Mrs. IR said the solution to creating a supportive environment so that group discussions can run conductively.

“In dealing with group discussions that are less conducive than sanctioning students, for example, I reprimand them with a little joke” (translated into English).

From Mrs. IR's explanation, she strives to make the classroom more conducive in an enjoyable manner. According to her, children nowadays, especially those in transitional ages, cannot be reprimanded harshly. This is due to the different social environment of today's children. She believes that as a teacher in today's era, she must adapt to the surroundings while still maintaining boundaries. The researcher found the same approach in how Mrs. IR always punishes students who misbehave with a touch of humor.

Referring to the research conducted by Alvionita V. F. (2017), it was found that the school environment influences students' learning motivation. A good school environment can enhance students' learning motivation,

while a poor school environment can hinder it. Therefore, the Project-based learning method is highly suitable for creating an enjoyable class and environment because in this method, there are many interactions between teachers and students. In Project-Based Learning (PBL) methods for speaking classes, teachers have a significant responsibility in creating a fun and motivating learning environment. Teachers can design interesting and relevant projects that allow students to collaborate, create, and communicate in the language they are learning. For example, teachers can propose projects to create video presentations on specific topics, where students work in teams to plan, script, and practice speaking in front of the camera.

In addition, teachers can also use game-based approaches to learning, such as role-playing or simulations, which make learning more interactive and fun. By providing appropriate support and facilitating constructive discussions, teachers help create an environment where students feel motivated to learn, explore, and develop their speaking skills with confidence. Thus, teachers are not only teachers but also mentors who guide students in exploring the world of language in an interesting and meaningful way.

4. Promotion of English use in the Classroom

Based on the results of observations and interviews conducted by researchers, it was found that the teacher used two languages, namely Indonesian and English. In an interview with the researcher Mrs. IR conveyed her reason.

"I use a mix of language between Bahasa and English, I do this because of the limitations of my students. The target itself is to improve their English skills but I do it slowly" (translated to English).

From Mrs. IR's explanation about why she uses a mix of languages, she provides students with the opportunity to learn gradually. Additionally, the actions she takes, such as conducting repetition drills, have a significant

impact on students' habits. She also conveys that when using full English in her delivery, the material cannot be fully understood by the students. She further argues that nowadays, getting accustomed to using English is the most appropriate way to enhance students' speaking skills because, in her opinion, doing so gradually and consistently will yield results and achieve the target.

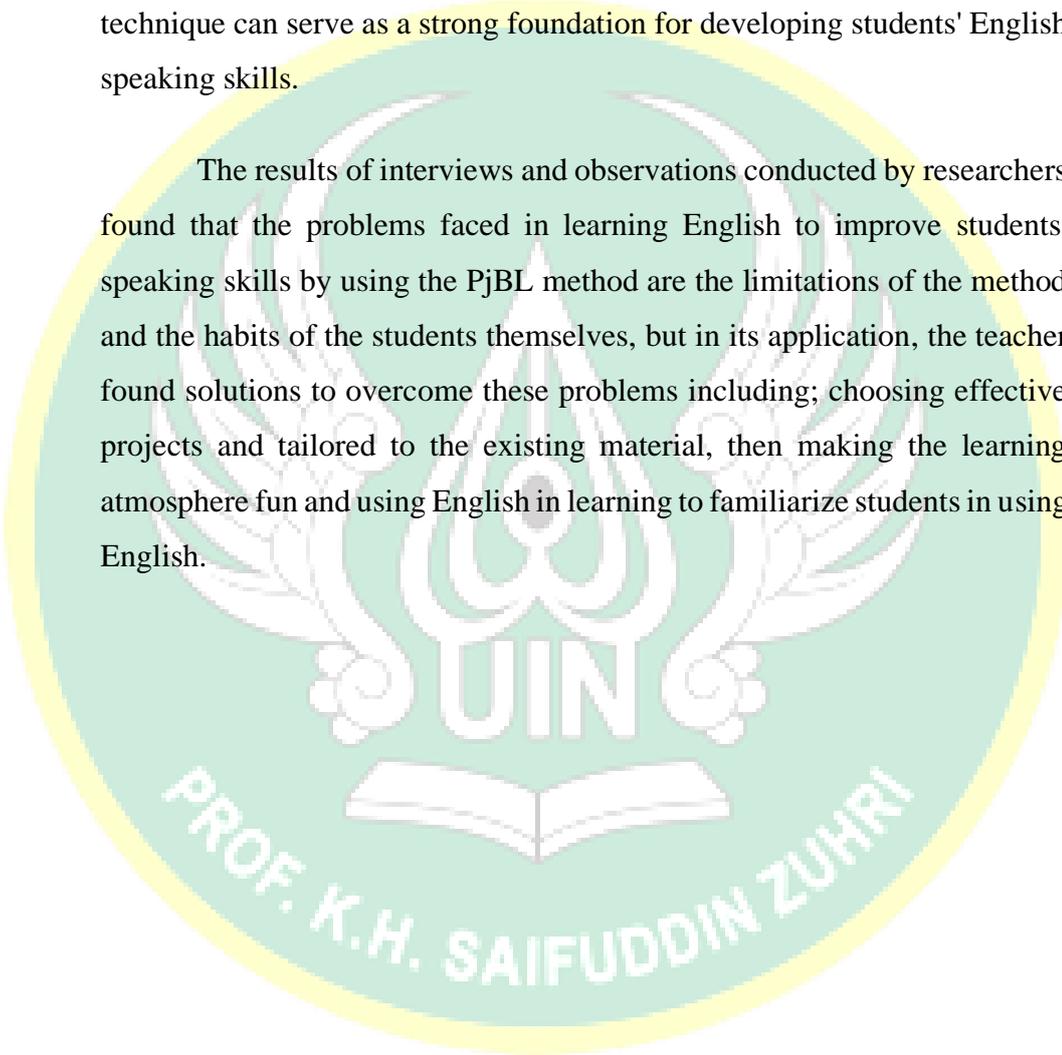
Consistent habituation to the use of English can be the key to significantly improving students' speaking skills. As a teacher, instilling this habit in daily life in the classroom is very important. One effective way is to create an English-speaking classroom environment, where the language is used naturally and constantly in daily communication. Teachers can start by welcoming students in English, introducing class instructions, and giving feedback or praise in English. In addition, encouraging interaction between students in English, whether through group discussions, language games, or collaborative projects, is also an effective step.

Teachers can also encourage students to get used to using English outside the classroom, such as in extracurricular activities, social media usage, or in daily conversations in their environment. By continuously practicing the use of English in various situations, students will feel more confident and accustomed to speaking in the language, ultimately enhancing their speaking skills overall.

According to Kartikasari (2015), Repetition is an effective teaching strategy in improving students' speaking abilities, especially in speaking classes. From the opinion above, it is stated that the Repetition drill is a simple yet effective learning technique in enhancing students' speaking skills. In repetition drills, students are asked to repeat words, phrases, or sentences repeatedly after the teacher. Although it sounds simple, this exercise helps students strengthen their speaking skills by improving their fluency and intonation. By regularly repeating words or sentences, students

become more familiar with language structures and practice their pronunciation accurately. Additionally, repetition drills also help improve students' confidence in speaking English as they can see tangible improvement over time. The success of repetition drills lies in consistency and continuous repetition, as well as the use of appropriate variations according to students' proficiency levels. With proper implementation, this technique can serve as a strong foundation for developing students' English speaking skills.

The results of interviews and observations conducted by researchers found that the problems faced in learning English to improve students' speaking skills by using the PjBL method are the limitations of the method and the habits of the students themselves, but in its application, the teacher found solutions to overcome these problems including; choosing effective projects and tailored to the existing material, then making the learning atmosphere fun and using English in learning to familiarize students in using English.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two main parts, namely conclusions, and suggestions. First, this chapter presents a summary of the conclusions drawn by the researcher based on the data obtained. Then, a discussion of the limitations of the study is also included in this section. This section ends with recommendations from the researcher for teachers and future studies.

A. Conclusion

From the results of this study, it can be concluded that the implementation of project-based learning methods in seventh-grade English lessons that there are three important points, namely its implementation, the problems faced in using project-based learning methods, and what solutions are used to deal with problems.

The implementation of the Project-Based Learning (PjBL) method in class VII of SMP Ma'arif NU 02 Paguyangan aims to significantly improve students' speaking ability. In this context, students are involved in projects that require them to collaborate, communicate, and convey their ideas orally. In this case, the English teacher cooperates with P5 activities. Through these projects, students not only increase their confidence in speaking but will also expand their speaking skills through hands-on practice in authentic situations. These projects can cover a wide range of topics relevant to students' daily lives, such as making presentations on their hobbies, organizing group discussions on environmental issues, or presenting the results of their research on local culture. By participating in these projects, students experience the importance of effective communication in their daily lives, while gaining the skills needed to succeed in an increasingly globally connected world.

Although the Project-Based Learning method promises many benefits in improving students' speaking ability in seventh grade at SMP Ma'arif NU 02 Paguyangan, some problems can arise during its implementation. One of them is the issue of time management, where complex projects may require more time than available in the lesson schedule. In addition, there is also the challenge of

fitting the projects into the curriculum that has been set by the educational institution. Another issue is the imbalance of student participation in groups, where some students may be more dominant in contributing than others, causing inequity in the learning experience. The solution offered by the English teacher at SMP Ma'arif NU 02 Paguyangan is to plan more clearly structured projects and divide time wisely, as well as ensure that the projects are in line with existing curriculum standards. In addition, teachers can facilitate balanced group discussions and provide clear guidance on the roles and responsibilities of each group member. In this way, these challenges can be overcome so that the implementation of the Project-based learning method can be more effective in improving students' speaking ability in grade seven.

B. Limitation of the Study

Despite all efforts to conduct research as thoroughly as possible, there are always obstacles. Researchers have limited time to conduct observations and interviews during the data collection process. Six observations were conducted in the classroom to gather some limited information about the learning process. This happened because of the constraints in identifying the schedule for conducting classroom observations before the final exam of the even semester. The teacher's assessment became the basis of the implementation schedule. In addition, due to time constraints and students' willingness to participate in the interview process, interviews were conducted with only two students. In the end, the information from the observation and interview results have limitations with the results.

C. Suggestion

Based on the application of the project-based learning method in the seventh grade of SMP Ma'arif NU 02 Paguyangan, Brebes, the following are suggestions that researchers provide based on the findings.

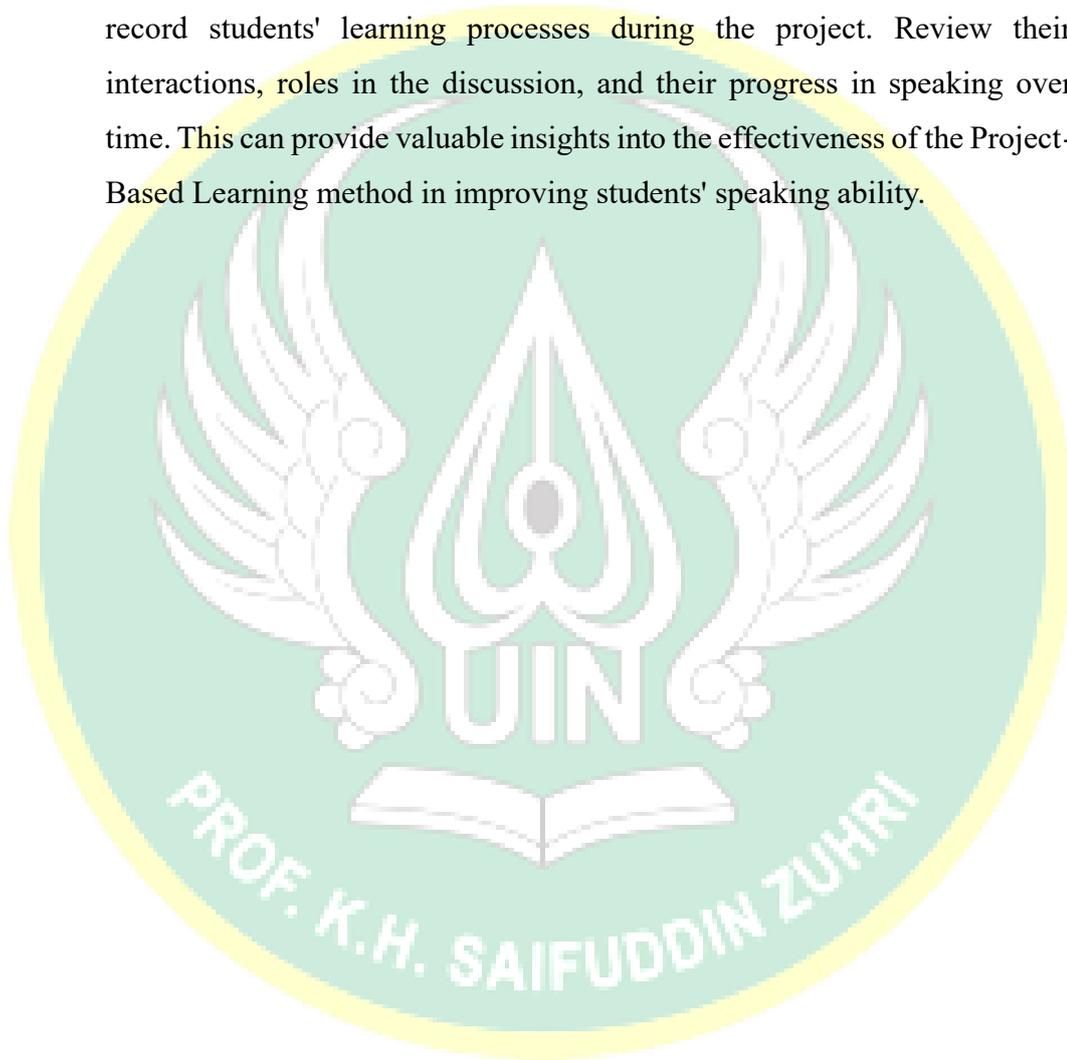
1. For teachers

The teacher implemented the project-based learning method well and according to the existing procedures. However, some things should be added such as trying to do learning in the classroom that can make students

not easily bored in participating in learning activities. Then consider more in the division of study groups, in the hope of creating a conducive discussion.

2. For Other Resarchers

Future researchers can apply the project-based learning method with a focus on skills that are important for students. Future researchers can record students' learning processes during the project. Review their interactions, roles in the discussion, and their progress in speaking over time. This can provide valuable insights into the effectiveness of the Project-Based Learning method in improving students' speaking ability.



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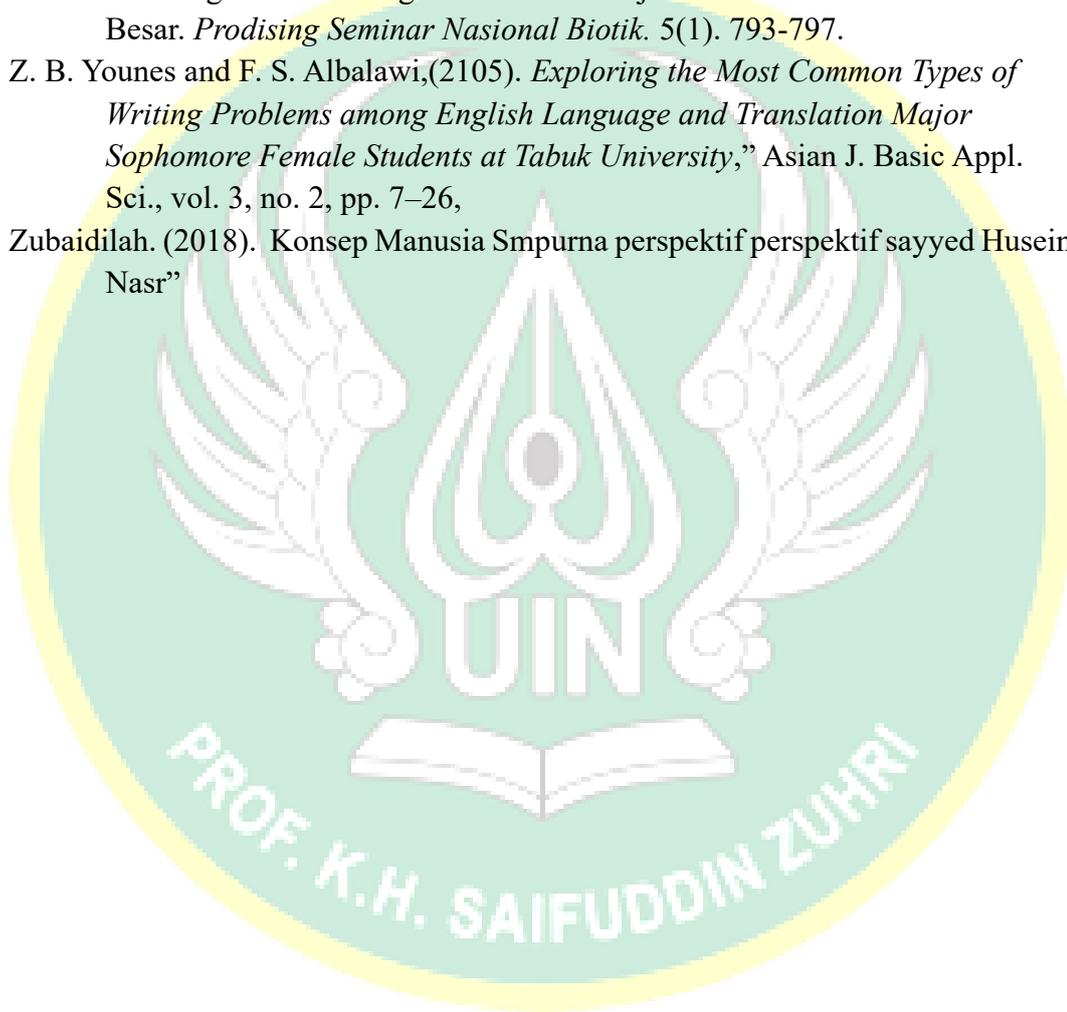
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Appendices

Appendix 1 Preliminary Permission Letter from the University



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.5658/Un.19/D.FTIK/PP.05.3/11/2023
Lamp. :-
Hal : **Pemohonan Ijin Observasi Pendahuluan**

16 November 2023

Kepada
Yth. Kepala SMP Ma'arif NU 02 Paguyangan
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : M. FAIZ MAMDUH
2. NIM : 2017404102
3. Semester : 7 (Tujuh)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2023/2024

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek : Pembelajaran bahasa Inggris
2. Tempat / Lokasi : Desa Kedung oleng kecamatan Paguyangan
3. Tanggal Observasi : 17-11-2023 s.d 01-12-2023

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpan

Appendix 2. Preliminary Permission Letter from the University



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.unsizu.ac.id

Nomor : B.m.2524/Un.19/D.FTIK/PP.05.3/05/2024
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

21 Mei 2024

Kepada
Yth. Kepala SMP Ma'arif NU 02 Paguyangan
Kec. Paguyangan
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|--|
| 1. Nama | : M. FAIZ MAMDUH |
| 2. NIM | : 2017404102 |
| 3. Semester | : 8 (Delapan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Dk. Kr Asem desa Kedung oleng, RT 07 RW 01 kecamatan Paguyangan Kab Brebes |
| 6. Judul | : The implementation of project-based learning to enhance speaking skills at seventh grade of SMP Ma'arif NU 02 Paguyangan 2023/2024 |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|--------------------------------|
| 1. Objek | : Siswa kelas tujuh |
| 2. Tempat / Lokasi | : SMP Ma'arif NU 02 Paguyangan |
| 3. Tanggal Riset | : 22-05-2024 s/d 22-07-2024 |
| 4. Metode Penelitian | : Kualitatif |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Appendix 3. Letter of Research Completion

 **LEMBAGA PENDIDIKAN MA'ARIF NU CABANG BREBES**
SMP MA'ARIF NU 02 PAGUYANGAN
PAGUYANGAN – BREBES
TERAKREDITASI "B" NOMOR : 165 /BAP-SM/XI/2017
Jl. Kedungoleng – Kedungbanteng, Paguyangan Brebes, 52276 Phone 085865439998
NSS : 2020.3290.4120 NPSN : 20353972

Nomor : D.02/05.01/smp mrf.NU.02/V/2024
Lampiran : -
Hal : Pemberitahuan selesai Riset Individu

Kepada Yth :
Rektor UIN Prof. H. Saefuddin Zuhri Purwokerto
Fakultas Tarbiyah dan Ilmu Keguruan
Di :
Purwokerto

Assalamu'alaikum. Wr.Wb

Memperhatikan Surat Permohonan Izin Riset individu tertanggal 16 November 2023 Sehubungan dengan hal tersebut, SMP Ma'arif NU 02 Paguyangan menyatakan bahwa Mahasiswa UIN Prof. H. Saefuddin Zuhri Purwokerto Fakultas Tarbiyah dan Ilmu Keguruan tersebut di bawah ini :

Nama : M. FAIZ MAMDUH
NIM : 2017404102
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Alamat : Dk. Karangasem Ds. Kedung Oleng Kec. Paguyangan Kab.Brebis
Objek : Pembelajaran bahasa Inggris

Telah selesai melaksanakan Riset individu dalam rangka pengumpulan data penyusunan skripsi pada 16 Mei 2024 s.d 26 Mei 2024.

Demikian surat ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum. Wr.Wb.

Paguyangan, 28 Mei 2024
Rektor sekolah,

IDA MASRUROH,S.Kom



Appendix 4. Validation Sheet from Validator

SURAT KETERANGAN VALIDASI INSTRUMENT

Yang bertanda tangan dibawah ini:

Nama : Windharyati Dyah Kusumawanti, M.A., M.Pd

NIDN : 2001049001

Setelah membaca, menelaah dan mencermati instrument berupa pre-test dan post-test yang akan digunakan untuk penelitian dengan judul **“THE IMPLEMENTATION OF PROJECT-BASED LEARNING (PjBL) METHOD TO ENHANCE SPEAKING SKILLS AT SEVENTH GRADE OF SMP MA'ARIF NU 02 PAGUYANGAN, BREBES 2023/2024”** yang dibuat oleh:

Nama : M. Faiz Mamduh

NIM : 2017404102

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa instrument lembar penelitian tersebut,

<input type="checkbox"/>	Layak digunakan
<input checked="" type="checkbox"/>	Layak digunakan dengan revisi
<input type="checkbox"/>	Tidak layak digunakan

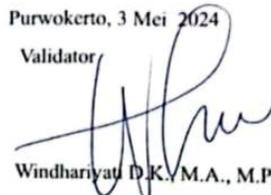
Catatan (bila perlu)

- feedback sudah di follow up.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 3 Mei 2024

Validator



Windharyati D.K. M.A., M.Pd

NIDN.2001049001

Appendix 5. Observation Checklist Results

OBSERVATION FIELD NOTE

THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO ENHANCE SPEAKING SKILLS at SEVENTH GRADE OF SMP MA'ARIF NU 02 PAGUYANGAN

Date : 16 Mei 2024
 Time : 08.30 - 10.00
 Place : kelas 7 A

	No	The implementation of project-based learning	Learning activities
Project-Based learning concept	1	"The teacher makes the learner the subject or center of learning" Indicators: (Hosnan <i>et al.</i> , 2014) ✓a. Learning is connected to real-life situations and applications. ✓b. Themes are chosen based on their significance and applicability to the learners' lives. ✓c. Themes provide a framework for building and expanding knowledge over time.	Guru menggunakan produk untuk bahan ajar materi teks prosedur
	2	"Do students have independence in solving the tasks they face?" Indicators: (wena <i>et al.</i> , 2014) ✓a. The learner takes responsibility for their learning. ✗b. Students make decisions about what to learn, how to learn, and when to learn. ✓c. The learner takes the initiative to explore top.	
Project-Based learning 1. Preparing question	3	"Does the first procedure in the PjBL method, namely 'preparing questions' improve speaking performance (imitation, intensive, responsive, intensive, extensive)?" Indicator: (Trianto, 2017) and (Brown, 2004) ✓a. The teacher prepares questions that attract students to speak and analyze the teacher's questions. ✓b. The question causes students to be active with each other to discuss.	Guru Memfasilitasi Perdebatan kelompok

2. Developing a project plan	<p>4 "Does the teacher make a project plan and explain to students the process of the project plan which then makes students able to express their opinions by speaking and by the aspects learned (vocabulary, pronunciation, grammar, etc.)?" Indicator: (Sondang, 2012) and (Haryudin <i>et al.</i>, 2018)</p> <ul style="list-style-type: none"> ✓a. Teachers divide the class into several groups with in-class discussions to attract students to talk. ✓b. whether the learning activities are by the rules described and planned. ✓c. projects are completed on time and in the project some activities attract students to talk (discussion between groups, presentations, and assignments). 	<p>Belum Membagi kelas menjadi beberapa kelompok Menjadikan & kelompok dalam satu kelas</p>
3. Making a schedule	<p>5 "Does the teacher make a project schedule from presentation to assessment in this learning activity?" Indicator (Trianto, 2017) and (Brown, 2004)</p> <ul style="list-style-type: none"> ✓a. In this learning activity, the teacher makes the project schedule according to the procedure of the project-based learning method. ✓b. In making the schedule, does it adjust to the condition of the class. 	<p>Belum membuat jadwal proyek kelas pada tgl 29 Mei 2024</p>
4. Monitoring the project	<p>6 "Does the teacher become a competent facilitator in this learning activity and monitor the implementation of the project according to the existing rules?" Indicators (Trianto, 2017) and (Brown, 2004)</p> <ul style="list-style-type: none"> ✗ a. In this learning activity the teacher can answer all students' questions to create a conversation. ✗ b. The teacher motivates students so the project continues to run according to the specified time ✗ c. Facilitate peer-assisted learning opportunities. where students talk to each other using English. ✗ d. Learning activities run according to the types of speaking performance (imitative, intensive, and interactive). 	<p>X</p>
5. Testing and grading the project	<p>7 "Does the project match the aspects of the five factors to test and assess students' speaking ability (Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar)? Indicators: (Trianto, 2017) and (Tarigan <i>et al.</i>, 2008)</p> <ul style="list-style-type: none"> ✗ a. The teacher conducts testing and assessment of student work. ✗ b. Teachers use these five factors without missing any of them. 	<p>X</p>

	6. Learning evaluation	<p>8 Does the evaluation stage of the class hold discussion activities that encourage students to talk to each other? Indicator: (Trianto, 2017)</p> <ul style="list-style-type: none"> a. Provide timely and specific feedback timely and specific feedback that focuses on areas of improvement. b. Decompose complex tasks into smaller ones with more practice. c. Facilitate peer-assisted learning opportunities where students talk to each other using English. d. Conducting one-to-one or in small groups to understand each student's current understanding, challenges, and current goals with more talking ahead. 	
--	------------------------	--	---

No 2

OBSERVATION FIELD NOTE

THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO ENHANCE SPEAKING SKILLS at SEVENTH GRADE OF SMP MA'ARIF NU 02 PAGUYANGAN

Date : 16 Mei 2024
 Time : 10.00 - 11.45
 Place : Kelas 7 B

	No	The implementation of project-based learning	Learning activities
Project-Based learning concept	1	<p>"The teacher makes the learner the subject or center of learning"</p> <p>Indicators: (Hosnan <i>et al.</i>, 2014)</p> <ul style="list-style-type: none"> ✓a. Learning is connected to real-life situations and applications. ✓b. Themes are chosen based on their significance and applicability to the learners' lives. ✓c. Themes provide a framework for building and expanding knowledge over time. 	<p>Buru Menguraikan</p> <p>Mendonevare gureny</p> <p>(kagan) kauradonig</p>
	2	<p>"Do students have independence in solving the tasks they face?"</p> <p>Indicators: (wena <i>et al.</i>, 2014)</p> <ul style="list-style-type: none"> ✓a. The learner takes responsibility for their learning. ✓b. Students make decisions about what to learn, how to learn, and when to learn. ✓c. The learner takes the initiative to explore top. 	<p>Siwa antmas</p> <p>nygabatun PjBl</p> <p>gagan metode</p> <p>untuk maha</p> <p>life pasatit</p>
Project-Based learning	1. Preparing question	<p>3 "Does the first procedure in the PjBL method, namely 'preparing questions' improve speaking performance (imitation, intensive, responsive, intensive, extensive)?"</p> <p>Indicator: (Trianto, 2017) and (Brown, 2004)</p> <ul style="list-style-type: none"> ✓a. The teacher prepares questions that attract students to speak and analyze the teacher's questions. ✓b. The question causes students to be active with each other to discuss. 	<p>Palanyan</p> <p>yang dilantakan</p> <p>guru kauradonig</p> <p>kauradonig</p>

2. Developing a project plan	<p>4 "Does the teacher make a project plan and explain to students the process of the project plan which then makes students able to express their opinions by speaking and by the aspects learned (vocabulary, pronunciation, grammar, etc.)?" Indicator: (Sondang, 2012) and (Haryudin <i>et al.</i>, 2018)</p> <ul style="list-style-type: none"> ✓a. Teachers divide the class into several groups with in-class discussions to attract students to talk. ✓b. whether the learning activities are by the rules described and planned. ✓c. projects are completed on time and in the project some activities attract students to talk (discussion between groups, presentations, and assignments). 	<p>guru membuat dari 32 buku Menyusun 5 kelompok</p>
3. Making a schedule	<p>5 "Does the teacher make a project schedule from presentation to assessment in this learning activity?" Indicator (Trianto, 2017) and (Brown, 2004)</p> <ul style="list-style-type: none"> ✓a. In this learning activity, the teacher makes the project schedule according to the procedure of the project-based learning method. ✓b. In making the schedule, does it adjust to the condition of the class. 	<p>Project selesai 29 Mei 2024</p>
4. Monitoring the	<p>6 "Does the teacher become a competent facilitator in this learning activity and monitor the implementation of the project according to the existing rules?" Indicators (Trianto, 2017) and (Brown, 2004)</p> <ul style="list-style-type: none"> a. In this learning activity the teacher can answer all students' questions to create a conversation. b. The teacher motivates students so the project continues to run according to the specified time c. Facilitate peer-assisted learning opportunities. where students talk to each other using English. d. Learning activities run according to the types of speaking performance (imitative, intensive, and interactive). 	<p>X</p>
5. Testing and grading the project	<p>7 "Does the project match the aspects of the five factors to test and assess students' speaking ability (Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar)? Indicators: (Trianto, 2017) and (Tarigan <i>et al.</i>, 2008)</p> <ul style="list-style-type: none"> a. The teacher conducts testing and assessment of student work. b. Teachers use these five factors without missing any of them. 	<p>X</p>

6. Learning evaluation	<p style="text-align: center;">8</p> <p>Does the evaluation stage of the class hold discussion activities that encourage students to talk to each other? Indicator: (Trianto, 2017)</p> <ol style="list-style-type: none"> a. Provide timely and specific feedback timely and specific feedback that focuses on areas of improvement. b. Decompose complex tasks into smaller ones with more practice. c. Facilitate peer-assisted learning opportunities where students talk to each other using English. d. Conducting one-to-one or in small groups to understand each student's current understanding, challenges, and current goals with more talking ahead. 	
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OBSERVATION FIELD NOTE

THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO ENHANCE SPEAKING SKILLS at SEVENTH GRADE OF SMP MA'ARIF NU 02 PAGUYANGAN

Date : 17 Mei 2024
 Time : 08.30 - 09.50
 Place : Class 7 A

	No	The implementation of project-based learning	Learning activities
Project-Based learning concept	1	"The teacher makes the learner the subject or center of learning" Indicators: (Hosnan <i>et al.</i> , 2014) ✓ a. Learning is connected to real-life situations and applications. ✓ b. Themes are chosen based on their significance and applicability to the learners' lives. ✓ c. Themes provide a framework for building and expanding knowledge over time.	Guru mengingatkan kembali materi yg sudah diajarkan
	2	"Do students have independence in solving the tasks they face?" Indicators: (wena <i>et al.</i> , 2014) a. The learner takes responsibility for their learning. b. Students make decisions about what to learn, how to learn, and when to learn. c. The learner takes the initiative to explore top.	X
Project-Based learning 1. Preparing question	3	"Does the first procedure in the PjBL method, namely 'preparing questions' improve speaking performance (imitation, intensive, responsive, intensive, extensive)?" Indicator: (Trianto, 2017) and (Brown, 2004) a. The teacher prepares questions that attract students to speak and analyze the teacher's questions. b. The question causes students to be active with each other to discuss.	X

2. Developing a project plan	4 "Does the teacher make a project plan and explain to students the process of the project plan which then makes students able to express their opinions by speaking and by the aspects learned (vocabulary, pronunciation, grammar, etc.)?" Indicator: (Sondang, 2012) and (Haryudin <i>et al.</i> , 2018) a. Teachers divide the class into several groups with in-class discussions to attract students to talk. b. whether the learning activities are by the rules described and planned. c. projects are completed on time and in the project some activities attract students to talk (discussion between groups, presentations, and assignments).	X
3. Making a schedule	5 "Does the teacher make a project schedule from presentation to assessment in this learning activity?" Indicator (Trianto, 2017) and (Brown, 2004) a. In this learning activity, the teacher makes the project schedule according to the procedure of the project-based learning method. b. In making the schedule, does it adjust to the condition of the class.	X
4. Monitoring the	6 "Does the teacher become a competent facilitator in this learning activity and monitor the implementation of the project according to the existing rules?" Indicators (Trianto, 2017) and (Brown, 2004) a. In this learning activity the teacher can answer all students' questions to create a conversation. b. The teacher motivates students so the project continues to run according to the specified time c. Facilitate peer-assisted learning opportunities. where students talk to each other using English. d. Learning activities run according to the types of speaking performance (imitative, intensive, and interactive).	- Monitoring the project - being from - behavior/interaction
5. Testing and grading the project	7 "Does the project match the aspects of the five factors to test and assess students' speaking ability (Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar)?" Indicators: (Trianto, 2017) and (Tarigan <i>et al.</i> , 2008) a. The teacher conducts testing and assessment of student work. b. Teachers use these five factors without missing any of them.	X

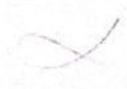
6. Learning evaluation	8	<p>Does the evaluation stage of the class hold discussion activities that encourage students to talk to each other? Indicator: (Trianto, 2017)</p> <ol style="list-style-type: none"> Provide timely and specific feedback timely and specific feedback that focuses on areas of improvement. Decompose complex tasks into smaller ones with more practice. Facilitate peer-assisted learning opportunities where students talk to each other using English. Conducting one-to-one or in small groups to understand each student's current understanding, challenges, and current goals with more talking ahead. 	
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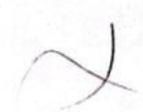
OBSERVATION FIELD NOTE

THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO ENHANCE SPEAKING SKILLS at SEVENTH GRADE OF SMP MA'ARIF NU 02 PAGUYANGAN

Date : 17 Mei 2024
 Time : 10.15 - 11.30
 Place : Clas 7 B

	No	The implementation of project-based learning	Learning activities
Project-Based learning concept	1	"The teacher makes the learner the subject or center of learning" Indicators: (Hosnan <i>et al.</i> , 2014) a. Learning is connected to real-life situations and applications. b. Themes are chosen based on their significance and applicability to the learners' lives. c. Themes provide a framework for building and expanding knowledge over time.	X
	2	"Do students have independence in solving the tasks they face?" Indicators: (wena <i>et al.</i> , 2014) a. The learner takes responsibility for their learning. b. Students make decisions about what to learn, how to learn, and when to learn. c. The learner takes the initiative to explore top.	X
Project-Based learning 1. Preparing question	3	"Does the first procedure in the PjBL method, namely 'preparing questions' improve speaking performance (imitation, intensive, responsive, intensive, extensive)?" Indicator: (Trianto, 2017) and (Brown, 2004) a. The teacher prepares questions that attract students to speak and analyze the teacher's questions. b. The question causes students to be active with each other to discuss.	X

2. Developing a project plan	<p>4 "Does the teacher make a project plan and explain to students the process of the project plan which then makes students able to express their opinions by speaking and by the aspects learned (vocabulary, pronunciation, grammar, etc.)?" Indicator: (Sondang, 2012) and (Haryudin <i>et al.</i>, 2018)</p> <ol style="list-style-type: none"> Teachers divide the class into several groups with in-class discussions to attract students to talk. whether the learning activities are by the rules described and planned. projects are completed on time and in the project some activities attract students to talk (discussion between groups, presentations, and assignments). 	
3. Making a schedule	<p>5 "Does the teacher make a project schedule from presentation to assessment in this learning activity?" Indicator (Trianto, 2017) and (Brown, 2004)</p> <ol style="list-style-type: none"> In this learning activity, the teacher makes the project schedule according to the procedure of the project-based learning method. In making the schedule, does it adjust to the condition of the class. 	
4. Monitoring the	<p>6 "Does the teacher become a competent facilitator in this learning activity and monitor the implementation of the project according to the existing rules?" Indicators (Trianto, 2017) and (Brown, 2004)</p> <ol style="list-style-type: none"> In this learning activity the teacher can answer all students' questions to create a conversation. The teacher motivates students so the project continues to run according to the specified time Facilitate peer-assisted learning opportunities. where students talk to each other using English. Learning activities run according to the types of speaking performance (imitative, intensive, and interactive). 	<p>- expansion - detail - for 500</p>
5. Testing and grading the project	<p>7 "Does the project match the aspects of the five factors to test and assess students' speaking ability (Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar)? Indicators: (Trianto, 2017) and (Tarigan <i>et al.</i>, 2008)</p> <ol style="list-style-type: none"> The teacher conducts testing and assessment of student work. Teachers use these five factors without missing any of them. 	

6. Learning evaluation	8	<p>Does the evaluation stage of the class hold discussion activities that encourage students to talk to each other? Indicator: (Trianto, 2017)</p> <ol style="list-style-type: none"> a. Provide timely and specific feedback timely and specific feedback that focuses on areas of improvement. b. Decompose complex tasks into smaller ones with more practice. c. Facilitate peer-assisted learning opportunities where students talk to each other using English. d. Conducting one-to-one or in small groups to understand each student's current understanding, challenges, and current goals with more talking ahead. 	
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No 5

OBSERVATION FIELD NOTE

THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO ENHANCE SPEAKING SKILLS at SEVENTH GRADE OF SMP MA'ARIF NU 02 PAGUYANGAN

Date : 29. Mei 2024
 Time : 08.30 - 09.15
 Place : Class 7 A

	No	The implementation of project-based learning	Learning activities
Project-Based learning concept	1	<p>"The teacher makes the learner the subject or center of learning"</p> <p>Indicators: (Hosnan <i>et al.</i>, 2014)</p> <ul style="list-style-type: none"> a. Learning is connected to real-life situations and applications. b. Themes are chosen based on their significance and applicability to the learners' lives. c. Themes provide a framework for building and expanding knowledge over time. 	X
	2	<p>"Do students have independence in solving the tasks they face?"</p> <p>Indicators: (wena <i>et al.</i>, 2014)</p> <ul style="list-style-type: none"> a. The learner takes responsibility for their learning. b. Students make decisions about what to learn, how to learn, and when to learn. c. The learner takes the initiative to explore top. 	X
Project-Based learning 1. Preparing question	3	<p>"Does the first procedure in the PjBL method, namely 'preparing questions' improve speaking performance (imitation, intensive, responsive, intensive, extensive)?"</p> <p>Indicator: (Trianto, 2017) and (Brown, 2004)</p> <ul style="list-style-type: none"> a. The teacher prepares questions that attract students to speak and analyze the teacher's questions. b. The question causes students to be active with each other to discuss. 	X

2. Developing a project plan	<p>4 "Does the teacher make a project plan and explain to students the process of the project plan which then makes students able to express their opinions by speaking and by the aspects learned (vocabulary, pronunciation, grammar, etc.)?" Indicator: (Sondang, 2012) and (Haryudin <i>et al.</i>, 2018)</p> <ol style="list-style-type: none"> Teachers divide the class into several groups with in-class discussions to attract students to talk. whether the learning activities are by the rules described and planned. projects are completed on time and in the project some activities attract students to talk (discussion between groups, presentations, and assignments). 	2
3. Making a schedule	<p>5 "Does the teacher make a project schedule from presentation to assessment in this learning activity?" Indicator (Trianto, 2017) and (Brown, 2004)</p> <ol style="list-style-type: none"> In this learning activity, the teacher makes the project schedule according to the procedure of the project-based learning method. In making the schedule, does it adjust to the condition of the class. 	2
4. Monitoring the	<p>6 "Does the teacher become a competent facilitator in this learning activity and monitor the implementation of the project according to the existing rules?" Indicators (Trianto, 2017) and (Brown, 2004)</p> <ol style="list-style-type: none"> In this learning activity the teacher can answer all students' questions to create a conversation. The teacher motivates students so the project continues to run according to the specified time Facilitate peer-assisted learning opportunities. where students talk to each other using English. Learning activities run according to the types of speaking performance (imitative, intensive, and interactive). 	2
5. Testing and grading the project	<p>7 "Does the project match the aspects of the five factors to test and assess students' speaking ability (Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar)? Indicators: (Trianto, 2017) and (Tarigan <i>et al.</i>, 2008)</p> <ol style="list-style-type: none"> <input checked="" type="checkbox"/> The teacher conducts testing and assessment of student work. <input checked="" type="checkbox"/> Teachers use these five factors without missing any of them. 	Presentasi Praktek

6. Learning evaluation	8	<p>Does the evaluation stage of the class hold discussion activities that encourage students to talk to each other? Indicator: (Trianto, 2017)</p> <ul style="list-style-type: none"> a. ✓ Provide timely and specific feedback timely and specific feedback that focuses on areas of improvement. b. ✗ Decompose complex tasks into smaller ones with more practice. c. ✓ Facilitate peer-assisted learning opportunities where students talk to each other using English. d. ✗ Conducting one-to-one or in small groups to understand each student's current understanding, challenges, and current goals with more talking ahead. 	<p>Evaluasi guru kaha dap presentas siswa</p>
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OBSERVATION FIELD NOTE

THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO ENHANCE SPEAKING SKILLS at SEVENTH GRADE OF SMP MA'ARIF NU 02 PAGUYANGAN

Date : 29 Mei 2024
 Time : 10.00 - 11.30
 Place : class 7 B

	No	The implementation of project-based learning	Learning activities
Project-Based learning concept	1	"The teacher makes the learner the subject or center of learning" Indicators: (Hosnan <i>et al.</i> , 2014) a. Learning is connected to real-life situations and applications. b. Themes are chosen based on their significance and applicability to the learners' lives. c. Themes provide a framework for building and expanding knowledge over time.	X
	2	"Do students have independence in solving the tasks they face?" Indicators: (wena <i>et al.</i> , 2014) a. The learner takes responsibility for their learning. b. Students make decisions about what to learn, how to learn, and when to learn. c. The learner takes the initiative to explore top.	X
Project-Based learning 1. Preparing question	3	"Does the first procedure in the PjBL method, namely 'preparing questions' improve speaking performance (imitation, intensive, responsive, intensive, extensive)?" Indicator: (Trianto, 2017) and (Brown, 2004) a. The teacher prepares questions that attract students to speak and analyze the teacher's questions. b. The question causes students to be active with each other to discuss.	X

2. Developing a project plan	<p>4 "Does the teacher make a project plan and explain to students the process of the project plan which then makes students able to express their opinions by speaking and by the aspects learned (vocabulary, pronunciation, grammar, etc.)?" Indicator: (Sondang, 2012) and (Haryudin <i>et al.</i>, 2018)</p> <ol style="list-style-type: none"> Teachers divide the class into several groups with in-class discussions to attract students to talk. whether the learning activities are by the rules described and planned. projects are completed on time and in the project some activities attract students to talk (discussion between groups, presentations, and assignments). 	2
3. Making a schedule	<p>5 "Does the teacher make a project schedule from presentation to assessment in this learning activity?" Indicator (Trianto, 2017) and (Brown, 2004)</p> <ol style="list-style-type: none"> In this learning activity, the teacher makes the project schedule according to the procedure of the project-based learning method. In making the schedule, does it adjust to the condition of the class. 	X
4. Monitoring the	<p>6 "Does the teacher become a competent facilitator in this learning activity and monitor the implementation of the project according to the existing rules?" Indicators (Trianto, 2017) and (Brown, 2004)</p> <ol style="list-style-type: none"> In this learning activity the teacher can answer all students' questions to create a conversation. The teacher motivates students so the project continues to run according to the specified time Facilitate peer-assisted learning opportunities. where students talk to each other using English. Learning activities run according to the types of speaking performance (imitative, intensive, and interactive). 	X
5. Testing and grading the project	<p>7 "Does the project match the aspects of the five factors to test and assess students' speaking ability (Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar)?" Indicators: (Trianto, 2017) and (Tarigan <i>et al.</i>, 2008)</p> <ol style="list-style-type: none"> <input checked="" type="checkbox"/> The teacher conducts testing and assessment of student work. <input checked="" type="checkbox"/> Teachers use these five factors without missing any of them. 	<p>Project Project</p>

Appendix 6. Observation Checklist Results

INTERVIEW GUIDELINES

THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO ENHANCE SPEAKING SKILLS

Interviewed : Mrs. Izna R.A, S.Pd
Date : Sabtu, 25 Mei 2024
Time : 11.30-12.00 WIB
Place : SMP Ma'arif NU 02 Paguyanaan

The implementation of project-based learning to enhance speaking skills:

a. Preparing questions in implementing PJBL

1. Q: Apakah dalam kegiatan pembelajaran Ibu menyampaikan pertanyaan yang memancing kelas untuk aktif? Mohon jelaskan.

A: Iya saya hampir melakukannya setiap memulai Pelajaran.

2. Q: Bisa Ibu jelaskan contohnya?

A: saya lebih cenderung menggunakan ilustrasi yang berasal dari pengalaman siswa, karena membuat mereka lebih memperhatikan pelajaran yang disampaikan oleh guru. Selain itu, prinsip dari pembelajaran berbasis proyek itu sendiri adalah mengintegrasikan dunia dan pengalaman siswa ke dalam pembelajaran siswa.

b. Developing a project plan

1. Q; Apakah dalam kegiatan pembelajaran Ibu menyampaikan proyek yang dijalankan kepada kelas? Mohon jelaskan.

A: Tentu, saya menjelaskan terkait rencana dan waktu pelaksanaan.

2. Q: Bisa Ibu jelaskan contohnya?

A: Saya membagi kelas menjadi lima kelompok dilanjutkan dengan menjelaskan terkait tugas mereka dan proyek pembuatan ekoprin pada materi teks prosedur.

3. Q:Bagaimanakah Ibu menyampaikan proyek yang dibuat untuk kelas supaya siswa dapat memahaminya? Mohon jelaskan.

A: Saya menggunakan contoh langsung seperti pemutaran video sebagai Gambaran mereka dalam memahami proyek yang akan dikerjakan.

4. Q:Lalu bagaimana cara Ibu ketika terdapat siswa yang kurang memahami terkait proyek yang akan dikerjakan? Mohon jelaskan.

A: saya membagi keompok dalam kegiatan pembelajaran selain untuk memudahkan dalam penilaian juga untuk supaya mereka saling berdiskusi ketika ada yang tidak mereka fahami

c. Making schedule

1. Q;Apakah Ibu sudah membuat jadwal supaya proyek tepat waktu dan tepat sasaran? Mohon jelaskan.

A:pada perencanaan terkait waktu dan deadline dari proyek anak-anak saya selalu berusaha untuk tepat waktu

2. Q:Bisa Ibu jelaskan contohnya?

A: untuk contoh sendiri saya sudah membuat modul ajar pada pembelajaran teks prosedur dengan tiga kali pertemuan, dengan masing-masing pertemuan setidaknya mencapai dua aspek dari metode PjBL.

3. Q:Apakah terdapat kendala yang menyebabkan proyek tidak berjalan sesuai dengan jadwal yang sudah dibuat? Mohon jelaskan.

A:untuk kendala sendiri pastinya ada, tapi Alhamdulillah tidak menghambat pelaksanaan tersebut.

d. Monitoring the Implementation of PjBL

1. Q: Apakah dalam kegiatan pembelajaran Ibu mengawasi berjalannya proyek yang dilaksanakan? Mohon jelaskan.

A: tentu, karena untuk kelas tujuh sendiri harus mendapatkan pengawasan yang lebih.

2. Q:Bisa Ibu jelaskan contohnya?

A: kejadian kemaren, karena proyek tersebut gabungan dengan kegiatan P5 itu membuat saya sedikit kewalahan dengan

pertanyaan anak-anak, terkait produk yang sedang dijelaskan, sedangkan saya hanya berfokus kepada Bahasa Inggrisnya (speaking skills).

3. Q: Apakah dalam kegiatan pembelajaran tersebut Ibu bisa menjadi fasilitator sehingga timbul kelas yang aktif sesuai dengan speaking performance (imitative, intensive, responsive, intensive, extensive)? Mohon Jelaskan.

A: Betul saya menjadi fasilitator untuk anak-anak, namun untuk menjadikan kelas aktif dengan indikator speaking tersebut itu tidak bisa berjalan semuanya karena untuk usia kelas tujuh kita masih melakukan pembiasaan terlebih dahulu

4. Q: Bisa Ibu jelaskan contohnya?

A: Pada saat sesi diskusi ketika mereka bertanya kepada saya mereka masih berusaha menggunakan bahasa Inggris, tapi itu tidak terjadi ketika mereka bertanya dengan anggota kelompok.

Kemudian Anda bisa melihat sendiri bagaimana ekspresifnya mereka di kelas. Padahal hal tersebut dapat mengganggu konsentrasi siswa lainnya. Saya biasanya memberi hukuman kepada siswa yang terlalu berisik dengan meminta mereka maju ke depan dan menyuruh mereka melakukan perkenalan atau sekedar membaca teks bahasa Inggris. Dengan begitu, karena bagi anak-anak bahasa Inggris itu menakutkan, mereka akan menjadi jera atau sebaliknya, mereka akan terbiasa dengan bahasa Inggris.

- e. Testing and grading the project and five factors to evaluate students' speaking skills (Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar)

1. Q: Apakah dalam menggunakan metode PJBL untuk meningkatkan speaking Skills dalam penilainya Ibu menggunakan lima faktor di atas sebagai referensinya? Mohon jelaskan.

A: Tentu, mungkin tidak hanya pada Pjbl saja semua pembelajaran yang melibatkan speaking skill akan menggunakan itu. Tetapi Untuk penilaian, saya membaginya menjadi dua, yaitu nilai utama

dan nilai tambahan. Untuk nilai utama saya lihat dari presentasi mereka kemudian nilai tambahan saya lihat dari proses mereka dalam mengerjakan proyek.

2. Q: Dari kelima faktor di atas manakah yang menurut Ibu paling susah dicapai oleh siswa? Mohon jelaskan.

A: Menurut apa yang saya hadapi untuk siswa disini kelima hal tersebut sangat susah untuk di praktikan. Tapi mungkin untuk masuk pada penilaian grammar menjadi hal yang tidak saya tekankan dalam melakukan penilaian, karena menurut saya yang penting mereka berani dan terbiasa dahulu.

f. Learning evaluation

1. Q: Evaluasi seperti apakah yang Ibu gunakan dalam kegiatan pembelajaran ini? Mohon jelaskan.

A: Setelah presentasi saya akan memberikan feedback kepada mereka.

2. Q: Bisa Ibu berikan contohnya?

A: Saya selalu memberikan masukan-masukan tergantung skill apa dan materi apa yang sedang di pelajari, seperti contoh pada speaking skills saya tidak terlalu menilai sesuai atau tidaknya dengan aspek-aspek yang ada, namun saya tetap mengarahkan dan memberikan contoh kemudian bersama-sama melakukan repetition.

3. Q: Adakah evaluasi khusus untuk speaking skill? Mohon jelaskan.

A: Tidak ada, Biasanya saya hanya memberikan tugas tambahan di luar tugas kelompok

4. Q: Untuk kedua kelas tersebut kan sangat berbeda adakah cara khusus untuk menghadapinya?

A: Memang sedikit berbeda, tapi tidak ada strategi khusus untuk kelas ini, tinggal bagaimana kita sebagai guru bisa beradaptasi.

- g. Peningkatan kemampuan speaking siswa dengan pengajaran metode PjBL

1. Q: Apakah metode PjBL dapat meningkatkan kemampuan berbicara siswa?

A: tentu sangat membantu mas, apalagi di akhir kegiatan mereka melakukan presentasi hal itu membuat mereka terbiasa dan berani berbicara Bahasa Inggris di dalam kelas.

2. Q: Adakah peningkatan signifikan yang di alami oleh siswa ?

A: Dari awal saya mengajar sampai sekarang mereka mau naik kelas, untuk peningkatan ada namun perlahan mas, karena untuk kelas tujuh seperti mereka pembiasaan Bahasa Inggris terlebih dahulu itu lebih penting.

3. Q: Bisa ibu contohkan?

A: sebagai contoh pada kegiatan pembelajaran, saya bertanya mereka bisa menjawab walaupun dengan ragu-ragu dan terbata-bata, kemudian saat presentasi mereka bisa melakukannya, walaupun pelafalan masih kurang jelas, vocabulary masih terbatas, namun dibandingkan pada awal saat saya mengajar peningkatan itu sudah terlihat.

h. The problem of Implementation of Project-based Learning to enhance speaking Skills

1. Q: Adakah masalah yang ibu hadapi dalam kegiatan pembelajaran tersebut?

A: tentu ada mas.

2. Q: Masalah seperti apa yang ibu hadapi dan bisa ibu contohkan?

A: Banyak mas, namun yang pasti karena metode PjBL memiliki waktu yang cukup lama dalam prosesnya, jadi kendala yang saya hadapi dalam menggunakan metode ini adalah waktu yang sangat terbatas, dalam satu kali pertemuan biasanya saya hanya bisa menjelaskan tema dan pembagian kelompok saja. Ditambah lagi Pemilihan materinya sendiri sangat terbatas, tidak semua materi dapat menggunakan metode pembelajaran berbasis proyek. Sedangkan untuk materi yang sesuai, dibutuhkan waktu yang cukup lama.

Q: Apakah fasilitas di sini mendukung untuk melaksanakan kegiatan menggunakan metode tersebut?

A: itu salah satunya mas, fasilitas disini masih kurang ditambah lagi kita tidak mau membebankan kepada siswa untuk iuran lagi.

Q: selain itu apakah ada lagi masalah yang ibu hadapi?

A: kebiasaan siswa di sini mas, mereka sangat jarang sekali menggunakan Bahasa Inggris sehingga sangat susah untuk membiasakan mereka.

i. The solution to the problem is an implementation of project-based learning to enhance speaking skills

1. Q: Lalu Solusi seperti apakah yang ibu gunakan?

A: untuk mengatasi masalah waktu dan sumber daya saya sudah merencanakan sejak lama terkait materi teks prosedural yang kemudian saya kombinasikan dengan kegiatan P5. Hal ini dikarenakan kegiatan P5 juga menggunakan metode pembelajaran berbasis proyek. Dengan itu akan lebih hemat waktu dan juga keuangan. Lalu untuk kebiasaan siswa sendiri saya menggunakan kombinasi dalam Bahasa Inggris dan Bahasa Indonesia, hal tersebut saya lakukan karena saya melihat kemampuan siswa, namun dalam presentase Bahasa Inggris lebih banyak. Terkadang juga saya memberikan tugas dan latihan kepada murid-murid saya di kelas. Saya memilih secara acak beberapa siswa untuk maju ke depan dan membacakan hasil latihan mereka. Hal ini tidak hanya untuk menilai seberapa baik mereka memahami materi yang diajarkan, tetapi juga untuk melatih kemampuan berbicara dan kepercayaan diri mereka untuk berbicara di depan umum

INTERVIEW GUIDELINES

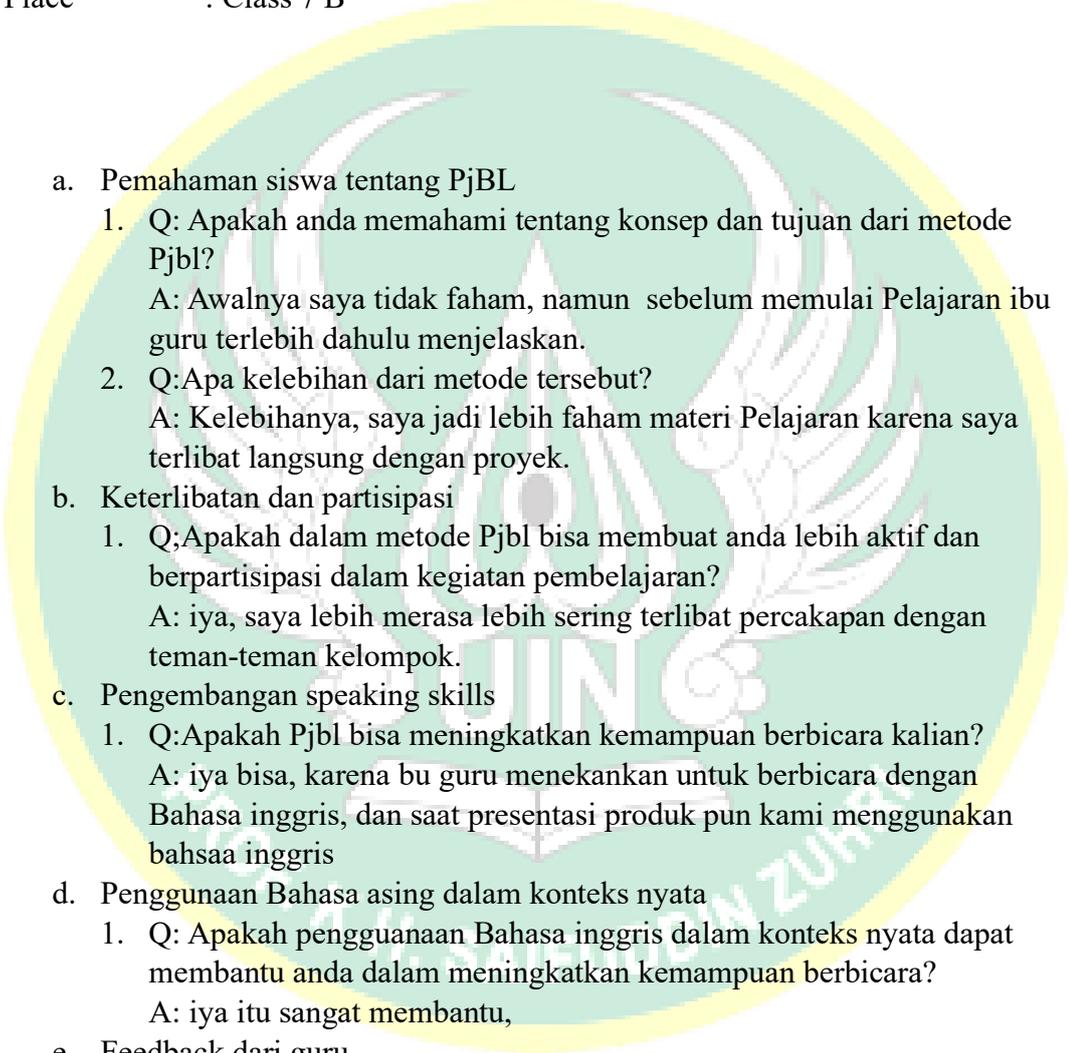
THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO ENHANCE SPEAKING SKILLS

Interviewed : Wahyu Nur Alif

Date : 25 Mei 2024

Time : 09.15-09.30

Place : Class 7 B

- 
- a. Pemahaman siswa tentang PjBL
 1. Q: Apakah anda memahami tentang konsep dan tujuan dari metode Pjbl?
A: Awalnya saya tidak faham, namun sebelum memulai Pelajaran ibu guru terlebih dahulu menjelaskan.
 2. Q: Apa kelebihan dari metode tersebut?
A: Kelebihannya, saya jadi lebih faham materi Pelajaran karena saya terlibat langsung dengan proyek.
 - b. Keterlibatan dan partisipasi
 1. Q: Apakah dalam metode Pjbl bisa membuat anda lebih aktif dan berpartisipasi dalam kegiatan pembelajaran?
A: iya, saya lebih merasa lebih sering terlibat percakapan dengan teman-teman kelompok.
 - c. Pengembangan speaking skills
 1. Q: Apakah Pjbl bisa meningkatkan kemampuan berbicara kalian?
A: iya bisa, karena bu guru menekankan untuk berbicara dengan Bahasa Inggris, dan saat presentasi produk pun kami menggunakan bahasa Inggris
 - d. Penggunaan Bahasa asing dalam konteks nyata
 1. Q: Apakah penggunaan Bahasa Inggris dalam konteks nyata dapat membantu anda dalam meningkatkan kemampuan berbicara?
A: iya itu sangat membantu,
 - e. Feedback dari guru
 1. Q: Apakah ada feedback yang diberikan guru setelah selesai mengerjakan proyek?
A: setiap saat tidak hanya pada setelah presentasi
 2. Q: Bisa anda berikan contohnya?
A: Biasanya guru membrikan kami masukan setelah kami maju melakukan presentasi baik individu maupun kelompok
 - f. Kesulitan dan tantangan

1. Q: Adakah kesulitan yang anda hadapi dalam menggunakan metode Pjbl

A: saya mengalaminya saat pertama kali karena saya harus menyesuaikan dengan projek-projek yang ada.

Q: Bisa berikan contohnya:

A: Biasanya pada kerja kelompok tidak semua teman-teman aktif dalam berpartisipasi dan itu menghambat sekali.



INTERVIEW GUIDELINES

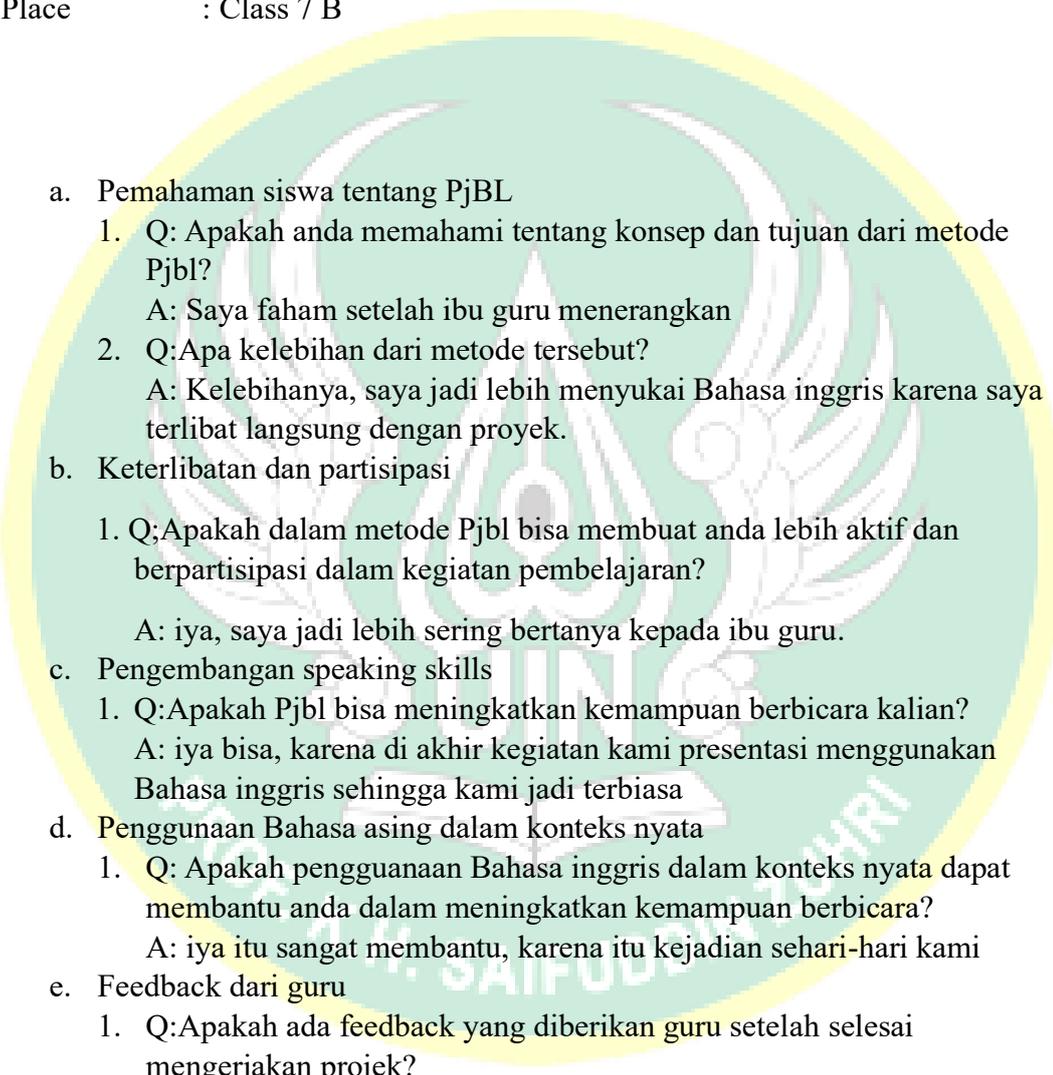
THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO ENHANCE SPEAKING SKILLS

Interviewed : Geraldly Subkhi Julianto

Date : 25 Mei 2024

Time : 09.00-09.10 Wib

Place : Class 7 B

- 
- a. Pemahaman siswa tentang PjBL
 1. Q: Apakah anda memahami tentang konsep dan tujuan dari metode Pjbl?
A: Saya faham setelah ibu guru menerangkan
 2. Q: Apa kelebihan dari metode tersebut?
A: Kelebihannya, saya jadi lebih menyukai Bahasa Inggris karena saya terlibat langsung dengan proyek.
 - b. Keterlibatan dan partisipasi
 1. Q: Apakah dalam metode Pjbl bisa membuat anda lebih aktif dan berpartisipasi dalam kegiatan pembelajaran?
A: Iya, saya jadi lebih sering bertanya kepada ibu guru.
 - c. Pengembangan speaking skills
 1. Q: Apakah Pjbl bisa meningkatkan kemampuan berbicara kalian?
A: Iya bisa, karena di akhir kegiatan kami presentasi menggunakan Bahasa Inggris sehingga kami jadi terbiasa
 - d. Penggunaan Bahasa asing dalam konteks nyata
 1. Q: Apakah penggunaan Bahasa Inggris dalam konteks nyata dapat membantu anda dalam meningkatkan kemampuan berbicara?
A: Iya itu sangat membantu, karena itu kejadian sehari-hari kami
 - e. Feedback dari guru
 1. Q: Apakah ada feedback yang diberikan guru setelah selesai mengerjakan proyek?
A: Biasanya setelah presentasi
 2. Q: Bisa anda berikan contohnya?
A: Biasanya setelah melakukan presentasi proyek ibu guru memberitahu kesalahan dan kekurangan kami.

f. Kesulitan dan tantangan

1. Q: Adakah kesulitan yang anda hadapi dalam menggunakan metode Pjbl

A: ada, karena lebih sering maju kedepan kelas.

2. Q: Bisa berikan contohnya:

A: Biasanya ibu guru menyuruh kita untuk berdialog dengan teman kelompok menggunakan Bahasa inggris.

3. Q: selain itu apa hal yang menjadi kendala kalian dalam mengembangkan kemampuan berbicara kalian?

A: kami dari sekolah dasar tidak terbiasa menggunakan pembelajaran Bahasa inggris dalam kegiatan kami.



Appendix 7. Teachers' Teaching Module

Instansi/Sekolah : SMP MAARIF NU 02 PAGUYANGAN
 Jenjang / Kelas : SMK / XI
 Alokasi Waktu : 40 Menit x 2JP x 3 Pertemuan: 120 menit
 Tahun Pelajaran : 2023/2024

B. KOMPONEN INTI

Fase D
 Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/permohonan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemersu ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen Capaian Pembelajaran
Menyimak & Berbicara Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebayu dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan penemuan dan pemanfaatan kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai

Tujuan Pembelajaran

- Siswa mampu mengidentifikasi teks prosedur.
- Siswa mampu menyusun teks prosedur dalam bahasa Inggris dengan benar.
- Siswa mampu menggunakan teks prosedur dalam bahasa Inggris dengan benar.

Profil Pancasila

- Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Beribadah Mula
- Berketuhanan global
- Gotong Royong
- Mandiri
- Bermalar Kritis
- Kreatif

Target Peserta Didik
 Peserta didik Reguler

Jumlah Siswa
 30 Peserta didik (dimodifikasi dalam pembagian jumlah anggota kelompok ketika jumlah siswa sedikit atau lebih banyak)

Asesmen
 Guru menilai ketercapaian tujuan pembelajaran
 - Asesmen individu
 - Asesmen kelompok

... mengemban tanggung jawab
 • Siswa diberikan kesempatan untuk bertanya terkait hal yang belum dimengerti.
 • Siswa diberikan stimulus terkait kesimpulan yang telah mereka pelajari.

Learning activity: 2nd Meeting

Pertemuan kedua

a. Pemberian rangsangan (Stimulus)
 Peserta didik menyaksikan tayangan video singkat tentang teks prosedur "cara membuat omelet dari bahan herbal".
https://www.youtube.com/watch?v=4P_HIA-0U

b. Identifikasi masalah
 1. Peserta didik secara berkelompok merumuskan pertanyaan tentang permasalahan menganalisis struktur dan kebahasaan teks prosedur yang di paparkan pada video.
 2. Peserta didik mencermati LKPD yang diberikan guru.

c. Pengumpulan data
 1. Peserta didik secara berkelompok mengumpulkan informasi dari buku siswa http://www.stps.sch.id/download/bocor/bocor/Kelas_11_SMA_Bahasa_Indonesia_Siswa_2017.pdf tentang mengidentifikasi struktur dan kaidah kebahasaan yang terdapat dalam lembar teks prosedur didalam LKPD dengan disiplin dan penuh tanggung jawab.
 2. Peserta didik mencermati uraian gambar sebagai orientasi sebuah masalah.
 3. Peserta didik menjawab pertanyaan dari guru berdasarkan dengan video dan gambar yang disajikan.

d. Pengolahan data
<https://www.youtube.com/watch?v=YKlmgDdD8g>
 1. Peserta didik menggambar uraian gambar sebagai orientasi sebuah masalah.
 2. Peserta didik menjawab pertanyaan dari guru berdasarkan dengan video dan gambar yang disajikan.

b. Pengumpulan data
 1. Peserta didik secara berkelompok sesuai dengan pembagian dari guru.
 2. Peserta didik mengorganisir LKPD yang diberikan guru.

c. Membahagi penyelesaian individual atau kelompok
 1. Peserta didik mengorganisirkan ide dengan teman didalam kelompoknya dan saling memberi informasi.
 2. Peserta didik secara berkelompok mengumpulkan ide guna menyusun kerangka karangan sesuai dengan tayangan video yang dengan disiplin dan penuh tanggung jawab.

d. Mengembangkan dan menyajikan hasil karya
 1. Peserta didik secara berkelompok menyusun kerangka karangan sesuai tayangan gambar yang disajikan dengan memperhatikan unsur-unsur teks prosedur dengan disiplin dan penuh tanggung jawab.
 2. Peserta didik mulai menulis teks prosedur utuh secara individu berdasarkan kerangka karangan yang telah disusun bersama kelompoknya.
 3. Peserta didik mempresentasikan hasil pengolahan informasi kelompoknya di depan kelas.

e. Menganalisis dan mengevaluasi proses pemecahan masalah
 1. Peserta didik lain diberikan kesempatan untuk memberikan tanggapan, kritik dan saran, serta pertanyaan.

f. Menarik kesimpulan
 1. Peserta didik memperbaiki hasil diskusinya sesuai dengan masukan dari peserta



Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang menantang struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah t^{ext}

By the end of Phase D, students independently re... 3/14 is familiar and unfamiliar texts containing predictable... and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.

Menulis & Mempresentasikan
 Pada akhir Fase D, peserta didik menulis berbagai jenis teks lisan dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk urdu baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi mencausakan berbagai mode presentasi untuk memvisualkan

Brainstorming
 Listen to the dialogue and answer the question
Media, Alat dan Bahan

- Sumber Utama
 - ipLiah, 2021. Buku Pendamping Pembelajaran Bahasa Inggris Kelas VII.
 - LCD, Tablet, PC
- Sumber Alternatif
 Guru dapat menggunakan alternatif media pembelajaran yang sesuai dan dekat dengan lingkungan sekolah.

Paralapan Pembelajaran
 - Menyiapkan bahan ajar/materi
 - Menyiapkan Alat dan Bahan
 - Menyiapkan Rubric Penilaian
 - Menyiapkan Alat Penilaian

Langkah-langkah Pembelajaran

1. Kegiatan awal

- Guru membuka pelajaran dengan salam, berdoa, memeriksa siswa sebagai sikap disiplin.
- Guru memeriksa kebersihan pakaian, posisi dan tempat duduk.
- Guru memberikan tujuan pembelajaran.
- Guru memberikan motivasi siswa untuk tetap semangat selama proses pembelajaran.
- Guru menyiapkan alat yang akan digunakan selama proses pembelajaran.
- Guru mengajukan pertanyaan yang lebih mendalam untuk membantu siswa

... mengemban tanggung jawab
 • Siswa diberikan kesempatan untuk bertanya terkait hal yang belum dimengerti.
 • Siswa diberikan stimulus terkait kesimpulan yang telah mereka pelajari.

Learning activity: 2nd Meeting

Pertemuan kedua

a. Pemberian rangsangan (Stimulus)
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b. Identifikasi masalah
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c. Pengumpulan data
 1. Peserta didik secara berkelompok mengumpulkan informasi dari buku siswa http://www.stps.sch.id/download/bocor/bocor/Kelas_11_SMA_Bahasa_Indonesia_Siswa_2017.pdf tentang mengidentifikasi struktur dan kaidah kebahasaan yang terdapat dalam lembar teks prosedur didalam LKPD dengan disiplin dan penuh tanggung jawab.
 2. Peserta didik mencermati uraian gambar sebagai orientasi sebuah masalah.
 3. Peserta didik menjawab pertanyaan dari guru berdasarkan dengan video dan gambar yang disajikan.

d. Pengolahan data
<https://www.youtube.com/watch?v=YKlmgDdD8g>
 1. Peserta didik menggambar uraian gambar sebagai orientasi sebuah masalah.
 2. Peserta didik menjawab pertanyaan dari guru berdasarkan dengan video dan gambar yang disajikan.

2. Pronunciation			
3. Prosodic Features			

Aspek Penilaian	Deskripsi
1 < 70	Sering terjadi kesalahan/mis spell dan banyak meminta guru dalam mengorganisir kalimat.
2 < 75	Berani mengorganisir, dengan lantang dengan sedikit bantuan, namun masih mis spell di beberapa kata.
3 < 80	Berani mengorganisir dengan lantang tanpa meminta bantuan dengan minimum mis spell.

Writing

No	Aspek Penilaian	70-75 Good with Revise	75-80 Good to Adequate	80-85 Excellent
1.	Language use			
2.	Organization			
3.	Vocabulary			

Mengetahui
 Kepala sekolah, Guru Bahasa Inggris,

Mini Project

Task Description

1. Choose a topic which interests you. You may use an interactive whiteboard to brainstorm ideas. Don't forget to write down the names of your group.

2. Research

3. Planning

4. Presentation

Mini Project

1. Using in One-to-One

2. Planning your presentation through group work

3. Presenting your presentation to the class

4. Reflecting on your presentation

5. Giving your group a thumbs up

6. Giving your group a thumbs down

7. Giving your group a thumbs up

8. Giving your group a thumbs down

9. Giving your group a thumbs up

10. Giving your group a thumbs down



Dear Tegar,

We are happy that you are going to come to our house next month. We would like to know all about you before you come. What is your favourite food? What food don't you like? Are you allergic to certain food? Oh, Newcastle is cold at the moment, so we suggest that you bring some thick clothes with you.

See you soon,

Jolanda and Smith Johanson

P.S. This is a photo of us. Mark is in the middle. Please, send your photo, too.

b. Reply the letter. You can begin like this

To: jolandajohanson@email.com
From: tegar_idn@email.com

Dear Jolanda and family,

Thank you for the email and the photo! Here's a photo of my family and me.

Reflection

At the end of the unit, students have an opportunity to review their understanding by doing the **enrichment or remedial**

Ingredients:

- 250 gr of peanuts without the shell
- 130 gr of sugar
- 150 - 175 ml water
- 6 tbs of flour
- 1 egg
- Sesame seeds
- A pinch of salt
- 250 ml of cooking oil

Steps:

1. Put the peanuts in the bowl
2. Mix the egg with the peanuts
3. Add 6 tbs of flour and a pinch of salt. Mix well until there are no more lumps
4. Heat the cooking oil
5. Fry the coated peanuts over medium heat
6. Stir occasionally
7. Take the peanuts out of the frying pan. Dry them
8. Boil the water. Add some sugar
9. Dissolve the sugar by occasionally stirring it
10. Let the mixture thicken
11. Add the peanuts and the sesame seeds into the mixture
12. Mix them thoroughly
13. Your millennial peanuts are ready to serve

You should know

Features to introduce key points of grammar, pronunciation, and language use.

Let's practise

Practices to expose students to High order thinking questions.

Formal

How are you?
How do you do?
How do you get on?
How do you feel?
How do you like it?
How do you like your job?
How do you like your school?

Not so formal

How are you?
How do you do?
How do you get on?
How do you feel?
How do you like it?
How do you like your job?
How do you like your school?

Note

How do you do is used when you greet a person for a first meeting. You use this in a very formal situation.

Appendix 8. documentataions



Observation in Class 7A on Thursday, Mei 16, 2024.



Observation in Class 7B on Thursday, Mei 16, 2024.



Observation in Class 7A on Friday, Mei 17, 2024.



Observation in Class 7B on Friday, Mei 17, 2024.



Observation in Class 7A and 7B on Friday, Mei 24, 2024.



Interview 1



Interview 2



Interview 3



Appendix 9. Curriculum Vitae

Curriculum Vitae

Personal Data

Name : M. Faiz Mamduh

Student Number : 2017404102

Date of Birth : Brebes, 01 Januari 2002

Address : karang Asem Rt 07/01 kecamatan Paguyangan,
Brebes

Phone : +62 8816638916

E-mail : mamdoeh09@gmail.com

Education

1. MI Nahdlatul Huda Kedung Olang
2. SMP Ma'arif NU 02 Paguyangan
3. MA Ma'arif NU 02 Paguyangan
4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto

