

**PROMOTING THE THIRD GRADES STUDENTS' AUTONOMY IN  
LEARNING SPEAKING THROUGH PROJECT-BASED LEARNING AT MTS  
ATTARBIYAH ADDINIYAH GERSIK ACADEMIC YEAR 2022/2023**



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STATE ISLAMIC UNIVERSITY OF MATARAM 2023**

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*Assalamu'alaikum, Wr. Wb.*

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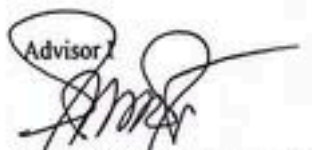
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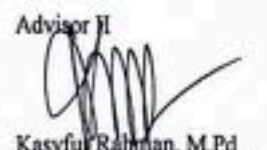
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Therefore, we kindly require that this thesis be examined promptly.

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## THESIS RATIFICATION

The thesis by: Lulu Amansyuro, Students Number: 190107089 entitled "Promoting the Third Grades Students Autonomy in Learning Speaking Through Project-Based Learning At MTs Attarbiyah Addiniyah Gersik Academic Year 2022/2023" has been defended by the Examination Board. Mataram National Islamic University Faculty of Education and Teacher Training English Education Program on 03 - 01 - 2024

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## MOTTO

*“Allah does not place a person in position except according to his abilities”*

“There is always a price in a process. Just enjoy your tiredness. Expand that sense of patience again. Everything you invest to make you the person you dream of, probably won't always go smoothly. But, you can tell about those waves later”

**“Terbentur, Terbentur, Terbentur, Terbentuk”**



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## **DEDICATION**

I dedicate this thesis to : *My parents, Junaedi  
and Rahmaniah who never forget to say prayers  
for their beloved sons and daughters, and love  
that never gives up hope and provide  
meaningful motivation in completing this thesis*



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## FOREWORD

Praise be to Allah, the Lord of all creation, may blessings and greetings be bestowed upon the Prophet Muhammad (peace be upon him), his family, companions, and all those who follow in his footsteps. Amiin....

The author acknowledges that the successful completion of this thesis would not have been possible without the assistance and support of numerous individuals. Therefore, the author would like to express gratitude to the following parties who have contributed to the completion of this thesis:

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Mataram, 25 Desember, 2022

Writer

**Lulu Amansyuro**



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**ABSTRAK**

In the Indonesian context, learning activities tend to be teacher-centered so a teacher still plays a dominant role in the learning process. Project-based learning is one approach that is assumed to increase student autonomy. Because its implementation has not been effective, this research aims to investigate the current issue of how Project-based learning encourages students' learning autonomy in the classroom. This research used a qualitative descriptive research design on ninth-grade MTs Attarbiyyah Addiniyah students. Qualitative data collected through document analysis, observation and interviews were analyzed qualitatively. The results of the data analysis resulted in the conclusion that project-based learning has encouraged learner independence which includes the criteria of self-instruction, self-direction, self-access learning and individualized instruction at each stage. Project-based activities, namely the planning process, implementation process and monitoring process. There were also six important findings. First, student autonomy varies between students. Second, there is a linear relationship between learning achievement and learning independence. Third, student autonomy requires a process, and this process shows an irregular pattern.

**Keywords :** Students' Autonomy, Project-Based Learning

**MEMBANGKITKAN AUTONOMI BELAJAR BERBICARA SISWA KELAS  
TIGA MELALUI PEMBELAJARAN BERBASIS PROYEK DI MTs  
ATTARBIYAH ADDINIYAH GERSIK TAHUN AKADEMIK 2022/2023**

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**ABSTRAK**

Dalam konteks Indonesia, kegiatan pembelajaran cenderung berpusat pada guru sehingga guru masih memegang peran dominan dalam proses pembelajaran. Pembelajaran berbasis proyek adalah salah satu pendekatan yang diasumsikan dapat meningkatkan otonomi siswa. Karena implementasinya belum efektif, penelitian ini bertujuan untuk menyelidiki isu saat ini tentang bagaimana pembelajaran berbasis proyek mendorong otonomi belajar siswa di dalam kelas. Penelitian ini menggunakan desain penelitian deskriptif kualitatif pada siswa MTs Attarbiyyah Addiniyah kelas IX. Data kualitatif yang terkumpul melalui analisis dokumen, observasi, dan wawancara dianalisis secara kualitatif. Hasil analisis data menyimpulkan bahwa pembelajaran berbasis proyek telah mendorong kemandirian pembelajar yang mencakup kriteria self-instruction, self-direction, self-access learning, dan individualized instruction pada setiap tahap. Kegiatan berbasis proyek melibatkan proses perencanaan, proses pelaksanaan, dan proses pemantauan. Ada juga enam temuan penting. Pertama, otonomi siswa bervariasi antar siswa. Kedua, terdapat hubungan linear antara prestasi belajar dan kemandirian belajar. Ketiga, otonomi siswa membutuhkan proses, dan proses ini menunjukkan pola yang tidak teratur.

Kata Kunci: Otonomi siswa, Pembelajaran berbasis proyek

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

The ability to speak English is seen as a challenge in itself. Students, and public speaking skills are a much bigger obstacle. One of these challenges is public speaking anxiety, which is considered by many people as one of the biggest fears. Speech anxiety can be described as “an individual's level of fear or anxiety associated with real or anticipated communication with another person or persons. Such anxiety stems from the idea that language is the majority used inside and outside the classroom. English communication therefore, skills development is a problem language classroom.<sup>1</sup>

Speaking is one of the important skills that students must master. So they can convey their ideas. To master these skills, students of course have to practice a lot, must be confident, not nervous, not anxious, must be brave, and enjoy talking. In fact, many students are too anxious and do not enjoy learning to speak. They try to complete speaking practice as soon as possible when it is their turn to speak or are the last player. They try to memorize all the material before entering speaking class to avoid mistakes. Unfortunately, the teacher who teaches Speaking does not know his students' personalities well. Therefore, he forced students who were not ready to speak up. As a result, they lose ideas or decide not to speak even though the lecturer asks them to do so. The causes of student anxiety are: fear of being wrong, fear of being laughed at or ridiculed, lack of ability, lack of preparation, lack of practice, lack of vocabulary, lack of

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<sup>1</sup> Cohen, A. D., Oxford, R. L., & Chi, J. C. (2002). Language strategy use survey. University of Minnesota

self-confidence, lack of confidence, lack of motivation, shyness, dislike of speaking subjects, teachers' teaching methods, and attitudes. and teacher behavior.<sup>2</sup>

For public speaking classrooms, it is believed so that student autonomy can be implemented. To clarify, individual public speaking assignments depend on students' responsibilities and capacity to manage them own learning in preparation and practice speech inside and outside the classroom. His goal not only to develop students' English language community speaking ability but also to develop learners autonomy. Since definitions of learner autonomy are believed to be complex and varied, learner autonomy is often viewed as multidimensional. The idea of learner autonomy can be explored learner-centered approach that originated in the 1970s. Students are considered active participants in their own learning process in learner-centered classroom environment. Active participation in learning requires student responsibility in it knowledge creation. Specifically, in language classroom context, learner goals autonomy is to achieve language goals and learning process objectives, undeniably, the learner-centered approach is connected to learner autonomy pedagogy.<sup>3</sup>

Boonma and Swatevacharkul as (1) Technical dimensions in which autonomy is seen as a language skills and strategies conducive to independence learning situation; (2) Psychological dimension focuses on a combination of learner attitudes and emotion; (3) The political-critical dimension focuses on students' self and identity that expresses this development autonomy involves students becoming owners from their own world;

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<sup>2</sup> Babu, Ramesh, (2010), Teaching Spoken English for Non-native Students: Problems, Solutions and Techniques.[Online]Available:<http://www.eltweekly.com/eltnewsletter/2010/06/60-article-teaching-spoken-english-for-non-native-students-problems-solution-s-and-techniques-by-a-ramesh-babu/>.

<sup>3</sup> Benson, P. (2011). Teaching and researching autonomy. Pearson.



and (4) Socio-cultural dimensions, where learner autonomy is developed through interdependence and socially mediated learning process. Combines all four learner dimensions holistic autonomy in English language learning speaking class, it is believed that students should do it trained to use, monitor and plan their learning strategy (Technical Dimension), to manage it anxiety (Psychological Dimension), to creative and delivering a speech critically (Political-Critical Dimension) and to engage their audience (Socio-Cultural Dimensions).<sup>4</sup>

Based on the explanation above, it can be concluded that in essence speaking is an expression of one's thoughts and feelings in form language sounds. Speaking ability is the ability to pronounce articulation sounds or saying words to express, convey thoughts, ideas and feelings. Listeners accept information through a series of tones, pressures, and joint placement. If communication takes place face to face, this speaking can be helped by the speaker's facial expressions and pantomimics.

## **B. Statement of the Problem**

Formulation of Problems According to the background of the study above, the problems can be formulated as below :

1. Is the use of Project Based Learning very effective for autonomous students at the MTs Attarbiyyah Addiniyah Gersik school?

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<sup>4</sup> Boonma, N., & Swatevacharkul, R. (Eds.). (2018). Proceedings of the 8th international conference on language and communication (ICLC): Reclaiming language, communication and culture for a sustainable society. National Institute of Development Administration



2. How is student autonomy in learning speaking through Project-Based Learning at the MTs Attarbiyyah Addiniyah school ?

### **C. Objective of the Research**

Based on the statement of the research problem, this study generally aims to determine whether Project Based-Learning can be promoting in learning MTs attarbiyyah addiniyah

### **D. Significance of the Research**

Practically, the result of this study is expected to be used as a strategy in teaching speaking for the teacher and the next researcher and be useful for the teacher and students.

Theoretically, the result of the study will give a contribution to the theory of teaching speaking and be used as a reference by teachers and lecturers in teaching speaking and the next researcher to investigate a similar problem in conducting a research.

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## CHAPTER II

### LITERATURE REVIEW, THEORI AND HYPOTHESIS

#### A. LITERATURE REVIEW

According to Brown speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. When speaking, the people be able to make meaning depends on the context of the information occur and consider some circumstances. In the educational setting, speaking and writing activities, the students are given the opportunity to experience with the target language. They are encouraged to express meaning by saying something which may affect someone else's point of view or taught (Clark & Clark,). Artini states that language learners are considered successful language speakers when they can perform communicative function appropriately in various situation.<sup>5</sup>

According to Thornbury speaking is so much a part of daily life that speakers take it for granted. It means that speaking is such an activity that takes any part of daily life when doing communication with others. He also states that there are some things which are involved in speaking; the first point to reemphasize is that speech production takes place in real time and is therefore essentially linear. Words follow words, and phrases follow phrases; speech is produced utterance by utterance, in the response of the word by word and utterance, by utterance productions of the person that speakers are talking to. In other words, speaking is a speech which is produced

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<sup>5</sup> Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York Pearson Education Inc

utterance by utterance that may be responding from the word by word and utterance by the utterance. For example, when a person speaks something to others, the others will listen, then also a response by using words in oral form. (Richards,) claims that the mastery of speaking skills in English is a priority for many second- language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Learner autonomy has been a major area of interest in a foreign language (FL) teaching for some 30 years. According to Little as cited in Ahmadzadeh learner autonomy has been defined as a capacity for action, independent learning and learners accepting responsibility for their learning and sharing in the decisions and initiatives that give shape and direction to the learning process. In other words, students take responsibility and participate fully in their learning and working in groups, between and together with other students and with the teacher. Through the autonomy of learning students reflect on their experiences and are competent to create their goals and objectives as well as the challenges of how to express ideas or theories that they obtain through independent experiences.<sup>6</sup>

A research which was conducted by Jamila about the use of learner autonomy in teaching speaking, the result of the study showed that learner autonomy is not yet fully executed to assume the principles of learner autonomy in English speaking classes at the tertiary level. Yuliani and Lengkanawati also done a research entitled

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<sup>6</sup> Ahmadzadeh, R. (2014). Learner autonomy in practice, (October), 49–57. Retrieved from <http://www.ijonte.org/FileUpload/ks63207/File/05.ahmadzadeh.pdf>

Project-Based Learning in promoting Learner Autonomy in an EFL classroom, this study showed that the implementation of PjBL boosted students' learning outcomes and construct self-directed learning and the students autonomously engaged in the completion of the project in a more positive attitude. Based on those studies, it can be concluded that PjBL can increase students' autonomy and PjBL can affect learner autonomy.<sup>7</sup>

## B. THEORI

### A. Speaking

#### 1. Definition of Speaking

Public Speaking is a process that is centered on the audience in a rhetorical situation consisting of the speaker, audience, and opportunity and guided by urgency. Effective speech depends on how the audience listens, understands, remembers, and is motivated to act on what is said speaker. The audience center of the speaker shows honesty and a respectful attitude toward the audience by using ethos, pathos, and logos throughout the speech planning and presentation process. Some things that are considered important in public speaking include setting, appearance and body language, voice behavior, audio support visuals, and questioning sessions. In his explanation, Gareis said about the use of audiovisuals. Audiovisual will support the speaker to convey thoughts and feelings in front of an audience.<sup>8</sup>

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<sup>7</sup> Jamila, M. (2013). Use of Learner Autonomy in Teaching Speaking by Tertiary Level English Language Teachers in Private Universities of Bangladesh, 18(4), 29–43. Retrieved from <https://pdfs.semanticscholar.org/8b88/18e647e8b53419243b9412ff079389f2a199.pdf>

<sup>8</sup> Lucas (2009:22), Gareis (dalam ADJES 2016:20)

## 2. Public Speaking Trends

Public speaking was known 2500 years ago during my grandmother's time Greek ancestors as part of the orators of that time and have an influence on society. Technological development influencing the next public speaking, namely video teleconference. Technological advances are what then have an impact great for communication carried out with a large audience and face-to-face communication. For a leader, the ability to speak in public is also important used as a tool to influence others for a goal power. As time goes by, public speaking develops As time passes, there are more and more kinds.

Starting from the emergence of public speaking as a tool of democratic politics, namely orations and speeches, currently public speaking is not used 10 only for political purposes but also from an entertainment perspective, for example, stand-up comedy from comics and rhetoric from video blogs. In video blogs, everyone can practice public speaking. Public speaking that occurs in video blogs is a benchmark regarding the readiness of the material discussed. Public speaking is considered important because it provides many opportunities to advance your career, leadership talent, ability and self-confidence. Public Speaking can be a means of increasing friends and colleagues.<sup>9</sup> The growing trend is making public speaking a thing that is important in everyday life, especially with the video blog phenomenon which is currently popular, public

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<sup>9</sup> Ellis, K. (1995). Apprehension, self-perceived competency, and teacher immediacy in the laboratory-supported public speaking course: Trends and relationships. *Communication Education*, 44(1), 64-78.

speaking has become increasingly important, especially for those in video roles bloggers.<sup>10</sup>

### 3. Factors of Speaking Effectiveness

To master speaking skill, learners should know not only linguistic knowledge, but also the culturally acceptable ways of interacting with other in different situations and relationship. There are several factors that make speaking effective has summed some factors of speaking effectiveness. Factors of speaking effectiveness are grammar, discourse, sociolinguistic, strategy, interaction, accuracy and fluency.

#### a. Grammar

Grammatical competence is an umbrella concept that includes increasing expertise in grammar, vocabulary, and sounds of letters and syllables, pronunciation of words, intonation and stress. Every language has a grammar or system that makes a rule how to use codes in communicating with each other. To understand meaning, learners need to have enough knowledge of words and sentences, that is must figure out how words are segmented into various sounds, and how sentences are stressed in particular ways. It is necessary for the 11 learners to arrange the correct sentence in conversation. So grammatical competence helps speakers to use and understand English language structure accurately and immediately, which facility their fluency, so their spoken English

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<sup>10</sup> Quoted from the Mercu Buana University module (2008, accessed 20 March 2017),

will be accepted easily by listeners if the speech is delivered by using appropriate structure.

b. Strategy

Strategy competence is the way learners manipulate language in order to meet communicative goal. Every learner has a different strategy to learn or master English speaking like how to master vocabulary, pronunciation and grammar. Maybe some learners train with watching the videos, hear English song, or read article or story that they like. Further, strategy competence can be the ability to make up for faulty knowledge of linguistic, sociolinguistic, and discourse rules.

c. Accuracy and Fluency

Accuracy and fluency are related because accuracy is the basis of fluency, while fluency is a further improvement of a person's linguistic competence (Abbaspour,). Generally, accuracy refers to the ability to produce the grammatically correct sentences while fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately, and easily, which includes the ability to produce written or spoken language with ease.<sup>11</sup>

4. Internal and Eksternal Factors

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<sup>11</sup> Haidara, Y. (2016). Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia. *Universal Journal of Educational Research*, 4(7), 1501-1505.



Internal problems come from the body of learners themselves, including the way they produce the language. The problems commonly become obstacles in learning to speak. So, internal barriers are the problems that appear from learners themselves that should be overcome by learners themselves and helped by the teacher. Meanwhile, the external factors of the barriers of speaking English to English foreign language learners are different than internal factors. External factors appear not from the learner selves but the problems from the outside. Such as school factors, family factors, environment and others. All of the problems that arise either from the learners themselves or from the outside will be barriers to learning and will be problems faced by teachers because transferring and sharing knowledge is a failure. Their research finds several factors difficult in the teaching and learning process, which are learners' fear of making mistakes, learners' fear of criticism, shyness to speak English, nothing to say, low participation in speaking, and mother tongue.<sup>12</sup>

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a. Fear of Mistake

Fear of mistake is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the learners' fear of being laughed at by other learners or being criticized by the teacher. As a result, learners commonly stop participating in the speaking activity.

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<sup>12</sup> Srinawati, W., & Maulana, A. (2019). THE INTERNAL AND EXTERNAL FACTORS CAUSE SPEAKING ANXIETY ON STUDENTS' AT SECOND SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN GIVING PRESENTATION. *JELLi Journal*, 2(1), 29-40.



Additionally, Al Nakhalah fear of mistake becomes one of the main factors of learners' reluctance to speaking in English in classroom

b. Shyness

Shyness is emotional thing that usually appear when learners are forced for doing something that ordered by their teacher especially in classroom speaking activities. Shyness appear from each individual that caused by feeling a fear. (Al Nakhalah, 2016:102). Some shyness of learners is caused by their nature that they are very quiet. In this case, the learners are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher.

c. Nothing to say

Learners cannot think anything to say because they have no motive to express something when they speak in front of class or when talking with other learners, the learners also do not have ideas for explaining what they want to say (Ur, 2009:121). The learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for them or they know very little.

1. Internal Factors

a. Native Language

The native language is the most influential factors affecting a learner's speaking. According to Brown (2007:340), more knowing with language

that learned and more familiar with native speaker talks then will more easy to analysis the problem that happened by foreign language learners.

b. Age

Children who are speaking English under the age of puberty stand an excellent chance of ‘sounding like a native’ if they continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a ‘foreign accent’, there is no particular advantage attributed to age (Brown,).

c. Innate Phonetic Ability

If someone often ears a language that he will learn, then he will more easy to master it. Mastering a foreign language that tried since kids then they will get the maximal thing of it, the exposure that gotten will suitable with he wants. He able to master a language that he wants like a native speaker who talking uses it language (Brown,).<sup>13</sup>

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2. Factor Eksternal

a. Limited Time

Teaching speaking has challenge to make suitable classroom hours, because usually in the junior or senior high school English lesson only four

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<sup>13</sup> Ambarwati, A. D. (2022). UNDERSTANDING ENGLISH SPEAKING DIFFICULTIES: AN INTERNAL FACTORS AFFECT STUDENTS IN LEARN SPEAKING.

hour a week, 26 so they do limited time and they do not maximize in their ability in English, they do not have the maximal time to practice speaking. Besides, the learning materials are sometimes irrelevant to the learner needs and learning needs, and then also the appropriate language teaching approach used in teaching speaking.

b. Learners Autonomy

In teaching speaking English as Foreign Language the learners must be ready to the target language both outside and inside language classroom. The learners have a tremendous advantage. They have an instant 'laboratory' available twentyfour hours a day. Because of that, it is easier to teach English as second language than as foreign language.

c. Large class

Alam states that most of the teachers agree that large class is a big problem in teaching English speaking and they also suggest that the number of learners in English class must be within 30. While, teaching learners at large class is always debatable, especially for countries that English as foreign language. In USA the average large class size is 80, in India its 45, whereas in Hong Kong 16 and Singapore it is 20.<sup>14</sup>

Internal factors are the factors that appear from inside of the learners themselves, the factors include are: (1) motivation, (2) nothing to say include

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<sup>14</sup> Maryansyah, Y., & Hariadi, B. (2019). An Analysis Of The Causes Of Low Speaking Performances Among English Students. *Kependidikan*, 3(2).

lack of vocabulary, incorrect pronunciation, and grammar as a stumbling block, (3) shyness that included confidence, fear of mistake, nervousness, and fear of criticism, (4) mother tongue, (5) age, and (6) identity and language ego. Meanwhile, the external factors are different like internal factors. The external factors come from outside of the learners or other people. The factors are: (1) teacher factors, (2) learners autonomy, (3) school factors that consist of limited time, large class, limited practice, minimum opportunities, facilities problems, 34 poor of teaching English strategy that cause low participant and identity and language ego, and (4) environment factors.

### **B. The Definition of Project-Based Learning**

Project-based Learning is a learning model by using projects or activities in the learning process. Through this form of PBL learning, students can explore, assess, interpret, synthesize, and obtain information. In PBL students are given a project that is complex and quite difficult but complete and real, then adequate assistance can be given so that students can do the task. This model is also designed to guide students through collaborative projects that show a variety of learning resources (materials), this model gives students the opportunity to explore learning content (materials) using various ways that are meaningful to students and collaborate in carrying out experiments. This PBL learning model is a student-centered learning model. In the PBL learning model the teacher acts

as a facilitator and motivator, while students can reconstruct the learning process independently.<sup>15</sup>

Project-based learning (PBL) is an educational approach that places the learner at the center of the process and is based on three principles of constructivism: the use of real materials; student participation in the learning process; and skills development through collaborative efforts. aims to, get a grip on problem-based learning (PBL) is a form of inquirybased education that creates a stimulating learning environment by focusing on practical realworld problems. An inquiry-based learning approach, Project-Based Learning (PBL) has students construct their own knowledge through implementing relevant projects and creating original products. There are six distinctive characteristics in PBL, namely making basic questions, focusing on learning objectives, actively participating in learning activities, collaboration between students, using technology, and creating real artifacts.<sup>16</sup>

There are advantages to using a Project Based Learning strategy: (1) instructing students on the use of logic to overcome business challenges; (2) Prepare people to use basic business principles to generate hypotheses to solve problems; (3) Acquire the ability to think critically and strategically about real-world business problems; (4) Instruct children on how to conduct experiments to support their claims; (5) Practice assessment in problem solving by: (a) Inspiring students to take part in class discussions and narrowing their

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<sup>15</sup> Daga, A. T. (2021). The Meaning of Independent Learning and Strengthening the Role of Teachers in Elementary Schools. *Journal of Education*, 7(3), 1075-1090.

<sup>16</sup> Dewi, M. R. (2022). Strengths and Weaknesses of Project-based Learning for Strengthening

attention; (b) Encourage students' higher order thinking by responding to their work; (c) Motivating students to do analysis, synthesis, assessment, and summary; and (d) Assist students in finding relevant sources, references, and guiding concepts (content) in their quest to find solutions to problems and develop their own solutions. Can use the teaching strategy known as Project Based Learning in any academic setting. The teacher's role is primarily as a guide or facilitator in this type of instruction. Students gain exposure to problem-solving principles and hone their critical thinking skills through projectbased learning geared towards problem solving. Students practice critical thinking skills through collaborative exploration of real-world problems. Group members will engage in concession discourse with one another to achieve a thorough and sophisticated understanding through this technique. Real-world problems, collaborative efforts, discussions and reports are at the core of project-based education.<sup>17</sup>

#### 1. Advantages of Project Based Learning

Project based learning has some benefits on the implementation.

According to Sumarni the benefits of this method are:

- a. Improving students' learning motivation.
- b. Improving students' academic achievement.
- c. Improving cooperation or collaboration ability.
- d. Improving communication ability.

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<sup>17</sup> Fahrezi, I., Taufiq, M., & Akhwani, A. (2020). Meta-Analysis of the Effect of Project-based Learning on Student Learning Outcomes in Elementary School Science Subjects. *Scientific Journal of Teacher Professional Education*, 3(3), 408–415.

- e. Improving on managing learning resources students' skill.
- f. Creating fun learning.
- g. Improving students' attitudes toward learning.
- h. Improving students' creativity.
- i. Being lower students' anxiety level in the learning process.
- j. Improving problem solving ability.

## 2. Characteristics of the Project Based Learning (PBL)

Model the characteristics of Project Based Learning are demanding learning styles students master the concept of learning by involving them in solving problems in the form of real projects. In the analysis of several previous research journals, the researcher found information about the characteristic theory of the Project Based Learning model.<sup>18</sup>

The characteristics of the Project Based Learning (PBL) model were:

- a. The teacher is only a facilitator and evaluates work products.
- b. Using projects as learning media.
- c. Using problems that exist in students' daily lives is the first step in learning.
- d. Emphasizing contextual learning.

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<sup>18</sup> Kubiato, Milan, and Ivana Vaculová. "Project-based learning: characteristic and the experiences with application in the science subjects." *Energy Education Science and Technology Part B: Social and Educational Studies* 3.1 (2011): 65-74.

Chistyakov, Alexey A., et al. "Exploring the characteristics and effectiveness of project-based learning for science and STEAM education." *Eurasia Journal of Mathematics, Science and Technology Education* 19.5 (2023): em2256.



- e. Creating a simple product as a result of project learning.

The theory stated that the characteristics of the Project Based Learning (PBL) model were: 1) Contains complex tasks based on questions and problems given by the teacher; 2) Requires students to design projects, solve problems, make decisions, and carry out investigations; 3) Requires students to work and study independently; 4) Involve students in problem-solving activities; 5) At the end of learning, students are required to display a product as a result of project learning.

#### **A. Theoretical Framework**

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

One of the constructed learning designs that need students to be able to: communicate, think critically, use technology, solve problems, and collaborate is Project Based Learning. Project Based Learning (PBL) is learning refers to the principle that students are the main focus for exploring real problems in social life. Students are fully involved in a meaningful task to solve a problem. They will learn to construct their learning patterns and produce a valuable product. By using project-based learning,



students have more awareness of the environment. This approach can increase student creativity and provide lifelong learning. This project helps them clarify environmental issues and provide practice to be part of the solution.<sup>19</sup>

## **B. Hypothesis of the Study**

The use of basis Project-Based Learning is effective in teaching speaking at the second semester student of MTs AttarbiyyahAddiniyahGersik in the school year of 2022-2023



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<sup>19</sup> Jung, Insung. "Building a theoretical framework of web-based instruction in the context of distance education." *British journal of educational technology* 32.5 (2001): 525-534.  
Harmer, Nichola, and Alison Stokes. "'Choice may not necessarily be a good thing': student attitudes to autonomy in interdisciplinary project-based learning in GEES disciplines." *Journal of Geography in Higher Education* 40.4 (2016): 531-545.  
Bakar, Noor Idayu Abu, NooreenNoordin, and Abu BakarRazali. "Improving Oral Communicative Competence in English Using Project-Based Learning Activities." *English Language Teaching* 12.4 (2019): 73-84.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of Research**

This research uses qualitative research methods. Qualitative methods are researched to describe and analyze phenomena, events, beliefs, attitudes and social activities individually or in groups. Qualitative methods are a collection of methods to analyze and understand more deeply the meaning of several individuals or groups that are considered humanitarian problems or social problems. This qualitative research uses exploratory research methods type of initial research of a very broad nature exploratory research is very important because it will produce results and a foundation for further research, objective exploratory research aims to get ideas about main problems in more detail and to develop hypothesis which exists. In this research, researchers used qualitative research to understand phenomena in a social context in a natural way that describes the social problems in a person from a behavioral perspective. In Qualitative research, researchers analyze and afterward report the phenomena as a result of analysis in research.<sup>20</sup>

Research on the management of learning English at MTs Attarbiyyah Addiniyah Gersik is relevant to using qualitative research because it meets the characteristics of qualitative research especially, in terms of in-depth disclosure of data through interview, observation and documentation.

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<sup>20</sup> Sukmadinata (2009), Creswell (2015)

## B. Research Subject

Subjects in this study were selected purposively, the criteria used in determining the subject of this research are as follows :

1. Third grade at MTs Attarbiyyah school
2. English teacher, school principal and one of the teachers at MTs Attarbiyyah School
3. Some students have learned to use Project-Based Learning
4. Students actively talk

## C. Data Collection Techniques

The technique used in this research is purposive sampling. Purposive sampling is a sampling technique by determines special characteristics that are in the research objectives so that they are expected to be able to answer problems in research. The theme revealed by this researcher is how students speak English through Project-Based Learning, and what the students' responses are after learning to use Project-Based Learning in the classroom. Method of collecting data

### 1. Interview

In this research, the researcher used the interview method as a data collection method for research. Interviews are a special pattern of interaction that begins verbally for a specific purpose and in focus on specific content areas by a process of elimination related materials on an ongoing basis regarding the interview it can be concluded that the method an interview is a conversation between two or more

people takes place between interviewer and interview verbally to obtain information. The questions used are questions to explore deeper into the topic of the problem.<sup>21</sup> The interview guide used is as follows:

1. Three students from third grade
2. Project-Based Learning background
3. The reason why students find it difficult to speak English
4. The influence of friends causes students' behavior to make them less confident in speaking English
5. The meaning of student autonomy learning using Project-Based Learning

In addition, it takes a long time to collect data with the interview method, and researchers must consider its implementation, provide questionnaires to respondents, and a written answer is required. It is easier by comparison to scrutinize respondents' answers face to face. The interview is a conversation with a specific purpose. The conversation was conducted by the interviewer (interviewer), who asked questions and the interviewee (Interviewee), who answered those questions. Interviews were conducted with dialogue, questions, and answers with the principal, the teacher on duty, and the students directly at the MTs Attarbiyyah Addiniyah Gersik school. The results of the interviews were then outlined in the structure summary, which starts with a brief explanation of identity, a description of the situation or context, problem identity, data description, unitization and closing with emerging themes.

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<sup>21</sup> Robert Kahn, 38 Daniel Katz (2006). Kontjaraningrat (2002)

## 2. Observation

Observation is a data collection technique, in which the researcher carries out direct observation of the research object to take a closer look at the activities which is conducted. Observation is a data collection technique, where the researcher makes direct observations of the research object to take a close look at the activities being carried out. Observation as an assessment tool is widely used to measure the behavior of individuals or the process of an activity occurring that can be observed, both in real situations as well as in artificial situations.

Non-participant observation is a process of observation by an observer without participating in the life of the person being observed and separately acting as observer. This research observation aims to obtain data deeply and does not reach the level of meaning (the values behind the behavior visible, spoken and written). In observing, the researcher immediately took notes of behavior that appeared to be able to provide validity to the phenomenon being researched. These phenomena include body movements, behavior, facial expressions, etc responses when answering questions.<sup>22</sup>

The compiled format contains items about events or behavior that describes what will happen. In this research Observational methods used to collect data include:

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<sup>22</sup> Riduwan (2004). Hashim. "Observation techniques (an alternative method of collecting qualitative data in the social sciences)." *At-Taqaddum* 8.1 (2017): 21-46.

- a. Observing the situation being studied in the classroom and student activities outside class.
- b. Observing the English subject teacher who is teaching, how to deliver the material, the method and so on.
- c. Observing the research location and school environment.
- d. Observing the students performing congregational prayers.
- e. Observing student personality development activities

In this case, the researcher made direct observations, namely made observations at the MTs Attarbiyyah Addiniyah Gersik school to observe the condition of the school, teachers, students, the facilities provided owned and the organizational structure owned by the Islamic Boarding School.

#### D. Data Validity Test

Data validity is carried out to ensure data accuracy. The data being wrong will result in drawing wrong conclusions, as well, on the contrary, valid data will produce good research conclusions. Data validity is a very important concept that is being updated from the concepts of validity and reliability according to the positivist version and adapted to its demands, criteria and paradigms.<sup>23</sup>

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<sup>23</sup> Downing, S. M. (2003). Validity: on the meaningful interpretation of assessment data. *Medical education*, 37(9), 830-837.

Data validity exploration techniques used in this research Moleong is:

1. Observer Perseverance

Diligence of the observer means that it is carried out more carefully and more thoroughly. The observer's diligence is carried out to obtain data or information on the subject being researched. Observer's persistence to find the characteristics and elements in the situation that are relevant to the problem or issue you are looking for and then focus on these things in detail.

2. Triangulation

Triangulation is a multi-method approach taken by researchers when collecting data and analyzing data. The basic idea is that the phenomenon under study can be understood well so that a high level of truth can be obtained if approached from that point of view different levels will allow a reliable level of truth to be obtained. Therefore, triangulation is an effort to check the correctness of data or information obtained by researchers and various points of view with how to reduce as much as possible the differences that occur at the time of data collection and analysis.<sup>24</sup>

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<sup>24</sup> Triangulation, D. S. (2014, September). The use of triangulation in qualitative research. In *Oncol Nurs Forum* (Vol. 41, No. 5, pp. 545-7).

In this study, researchers used triangulation as follows :

a. Data source triangulation:

To compare and counter-check the degree of trust information obtained through time and tools differs in method qualitative. The data obtained was in the form of interviews conducted more than once in a certain time period.

b. Triangulation theory:

Using some theory to ensure the data collected will be seen in the discussion chapter for use in research.

c. Triangulation method:

This is done by checking the results found research with the same data collection and checking techniques data sources with the same method.<sup>25</sup>

E. Data analysis method

The purpose of qualitative data analysis is for researchers to get the meaning of relationships variables so that they can be used to answer the problem formulated in the research. Semantic relationships are very important because they are deep qualitative analysis, researchers do not use numbers as in analysis quantitative. The main principle of qualitative data analysis techniques is to

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<sup>25</sup> Triangulation, D. S. (2014, September). The use of triangulation in qualitative research. In *Oncol Nurs Forum* (Vol. 41, No. 5, pp. 545-7).



process and analyze the collected data into systematic, orderly, structured and meaningful.

a. Data reduction

Data reduction is one of the qualitative data analysis techniques. Data reduction is a form of analysis that sharpens, classifies, direct, remove unnecessary and organize data such that a final conclusion can be drawn. Reduction is not necessary interpreted as data quantification.

b. Data Presentation

Data presentation is one of the data analysis techniques qualitative. Data presentation is an activity when collecting information structured, so as to provide the possibility of withdrawal conclusion. The form of presenting qualitative data is in the form of narrative text (in the form of field notes), matrices, graphs, networks and charts

c. Drawing Conclusions

Drawing conclusions is one of the data analysis techniques qualitative. Drawing conclusions is the result of analysis that can be used to take action.<sup>26</sup>

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<sup>26</sup> Cramer, D. (2003). *Advanced quantitative data analysis*. McGraw-Hill Education (UK).

## **BAB IV**

### **RESEARCH FINDINGS AND DISSCUSION**

#### **A. Findings**

The description of the data presentation and analysis is the result of the research which has been carried out by researchers at MTs Attarbiyyah Addiniyah Gersik Madrasah using data collection methods, namely observation, interviews, and documentation, the researcher will present the data from the results in the field related to using this method. Based on the results of research conducted by researchers, researchers will present "Application of the Project Based Learning (PBL) Learning Model in Class III English Subjects at MTs Attarbiyyah Addiniyah Gersik Academic Year 2022/2023"

#### **1. Implementation in the Project Based Learning (PjBL) Model in Class III English Subjects at MTs Attarbiyyah Addiniyah Gersik Academic Year 2002/2023**

From the results of interviews with grade 3 English teachers and observations at MTs Attarbiyyah Addiniyah Gersik, in the first stage what the teacher does before carrying out the learning process, namely carry out planning which includes implementation plans learning (RPP) and preparing media, teaching aids, with the techers. Teachers design learning tools and syllabi. Meanwhile, the implementation here is the application of the learning model in the implementation process: activities carried out to achieve predetermined goals. This implementation is a very

important initial foundation to support the smooth learning process such as learning tools, learning resources, learning media, and so on.

This Project Learning model is a learning model that is used in the K13 curriculum and is very active in the process of learning and improving student learning achievement because, In this Project Learning Model, students are required to be creative in making projects in English subjects. In the implementation of learning, there is an RPP (Plan Learning Implementation) which includes initial activities, and core activities and the last one is the closing activity. Learning itself is the process of teaching and learning activities from not knowing to knowing to achieve learning goals. In this learning, there are students and teachers which results in reciprocity between participants students and teachers to achieve the desired goals, namely application of the project-based learning model in subjects English in class 3.

Researchers conducted observations in class 3 twice, namely the first observation was carried out on August 25 2023 and second observation, the was carried out on 1 September 2023, when I went to school the teacher was teaching in class by providing material about Project-Based Learning. Researchers also saw it directly documented in the form of a syllabus and lesson plans that have been prepared by educators. Here educators prepare the syllabus and RPP. As in the RPP, educators include the learning model that will be used in the process his learning. One of them is, the project-based learning model. This also means that educators

include learning objectives and the material that will be taught, learning media, tools and materials, and so on.<sup>27</sup>

Then in implementation, there are three parts, namely: activities introduction, main activities, and closing activities. Preliminary activities such as learning activities start with introductory activities containing the teacher opening the lesson by saying hello and inviting students to pray together reading a short prayer letter and prayer while studying, led by the class leader or one of the students, the teacher checks the attendance list and check the neatness of the students' clothes and ask how they are doing them, then convey the previous material with a purpose so that students can remember previous material and provide motivate them to be enthusiastic about learning to pursue their dreams, then the teacher invites students to do ice breaking, and so on. Finally, the teacher asked students to open English books to study. According to Mr Alfani Hadi who talked about initial steps in implementing using Project Based Learning, and he said:

“So like this, sis, my first activity was to go inside class to say hello and invite students to read a prayer led by one of his friends, and don't forget to take attendance if someone doesn't come in, and remind students about learning previously, if possible, we will hold an ice-breaking event to encourage students to study more actively, then I ordered students to open their thematic books for learning furthermore”<sup>28</sup>

To strengthen the interviewed above, the researcher also conducted interview with class 3 students, namely Aggun Syafitri:

"Yes Sis, so Mr,Alfani always greets you first when you enter into the classroom, continuing to check whether the children have entered everything yet, if not, some of us are looking for it somewhere bathroom or in the school

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<sup>27</sup> Observation at MTs Attarbiyyah Addiniyah Gersik school, 25 August 2023

<sup>28</sup> Alfani Hadi, interviewed by Lulu Amansyuro, 25 August 2023

canteen, next if it is children You have collected it, Mr Alfian start learning from prayer, attendance, etc.<sup>29</sup>

Next is the core activity where the teacher explains the steps project-based learning steps, starting from the beginning of creating a project until finished creating the project, and the steps are completely contained in the English language material for each student, here the teacher just applies and explains again regarding project-based learning, because later the students will create the project themselves class. Here the teacher explains the learning material using a model project-based learning by using the following steps following steps:

a. Determination of fundamental questions

Learning begins with basic questions, namely questions that can provide knowledge to projects in their learning. The first observation shows that the teacher provides questions to students, and asks them to read the text which is in the reading text, namely saving energy, which contains text about class structure. Next from the text, the teacher asks basic questions such as: How do you stick origami paper? what tools and materials are there? used? After that, the teacher also asked students to pay attention to these steps. The results of the second observation were also the same, namely the teacher conveyed the material then the teacher asked students to read the text in the material. Furthermore, the teacher asks students about what they read and the learning atmosphere with everyday life like “Have the kids ever made a classroom structure using manila

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<sup>29</sup> Anggun Syafitri interviewed by Lulu Amansyuro, 25 August 2023

paper?” Some students have already done it but forgot how to do it construction structure, some still remember how to install and make it.

b. Designing Project Based Learning Plans by Participants Educate

In this second stage, namely designing the project plan, students organize the steps to create a project this also includes preparing the tools and materials that will be used. After determining the basic questions, the teacher goes straight to designing a project plan that will be created or carried out. The teacher asks students to read and understand the steps in creating a class structure, and the teacher issues tools and materials that have been provided and explains how to make them. Like how to cut paper, how to fold paper, how to stick it, then the teacher asks the students to take out origami paper etc.

c. Arrange a Schedule

The third stage is preparing the project schedule. After the activity of designing project-based planning learning by student teachers follows the schedule. At this stage, the teacher agrees to complete the project in 2 hours of class, namely after the Dhuha prayer arrives during the first break. Furthermore, the second observation is still the same as previously done..<sup>30</sup>

Researcher conducted an interview with Mr Alfani Hadi regarding schedule making finished this project, and said:

“So after designing this project plan, sis, I created a project completion schedule. Deep time this solution looks at the level of difficulty of the students in compiling it, if it's difficult, I'll give you 1

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<sup>30</sup> Observations at MTs Attarbiyyah Addiniyah Gersik school, 27 August 2023

day, if it's easy, then I'll give it 12 hours to complete the project to completion".<sup>31</sup>

d. Monitor Students and Monitor Project Progress

The fourth stage is monitoring students and monitoring students in completing their project research. Interviewed with Mr Alfani Hadi. then said:

"This stage is the fourth stage I carry out monitoring them, if anyone finds it difficult for me assist him in completing the process and taking notes every time they move. but when they work with the conditions that I have explained then I only monitor and they take more action in making this project"<sup>32</sup>

After designing a project-based plan learning by students, teachers monitor students after carrying out project-based learning, is there any noise here? or not, and the teacher sees to what extent the work is carried out by students after monitoring students The next step is to test the results

e. Testing results

The fifth stage is testing the results of the project that has been done. After monitoring students the teacher also assesses the results of the project, and the teacher assesses the manufacturing process, from the beginning to the end of the learning process. And provides 3 assessments, namely attitude contains the second social and spiritual assessment of knowledge which contains an oral test and a written test and skills assessment, the process of creating a class structure or where the educator asks one of the students to come forward In the future, mention the tools and materials, then explain steps to create a class structure.

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<sup>31</sup> Alfani Hadi interviewed by Lulu Amansyuro, 27 August 2023

<sup>32</sup> Alfani Hadi interviewed by Lulu Amansyuro, 27 August 2023



This is intended to students more confident when appearing in front of friends other.<sup>33</sup>

Researchers conducted an interview with Mr Alfani Hadi this project, he said:

“I assessed the results of this project through a process it works, and I also told them to keep going put forward work about windmills, At the same time I asked one of the participants to explain the steps and tools and materials needed in making a windmill, and I saw how neat it was sticking, cutting and so on, and I use authentic assessment, namely attitude assessment, knowledge assessment, and finally skills assessment”

f. Evaluation of experience

The final stage is the evaluation stage of student experience, and the researcher conducted an interview with the relevant Mr Alfani Hadi evaluation of experience, and he said:

“The closing activity is project-based learning this learning reflects on the class structure material, apart from that I provide reinforcement and their experience during class, before starting to study and after I learn to keep them going enthusiastically in their learning and invite them to pray after learning is finished”<sup>34</sup>

Observations seen by the researcher afterward testing the results, namely playing experience, here is the teacher's way of inviting students by providing experiences such as experience when going to the front to explain the results of his work here to make students more confident related to the project being created. Next, for the closing activity, the teacher reflects on students regarding the learning carried out. This reflection such as asking students provides

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<sup>33</sup> Observasi di sekolah MTs Attarbiyyah Addiniyah Gersik, 27 Agustus 2023

<sup>34</sup> Alfani Hadi interviewed by Lulu Amansyuro, 27 August 2023

reinforcement and motivation to keep the enthusiasm for learning to achieve his goals, and the last thing is to pray together before going home to their respective homes.

## **2. Evaluation in the Project Based Learning (PBL) English lessons at MTs Attarbiyyah Addiniyah Gersik Academic Year 2022/2023**

The researcher looked at Mr. Alfian's way of evaluating participants the students used authentic assessments. Authentic assessment is the process of collecting various data that can provide an overview of student development.<sup>35</sup> An overview of the student's development by the teacher can know it himself so that students can be sure that students experience the learning process correctly, which has been explained by Mr. Alfian Hadi. There are 3 assessments in evaluating the results for the students, first is attitude assessment, knowledge assessment, and skills assessment, as follows:

With observation carried out by researchers, teachers carry out attitude assessments including spiritual and social, well spiritual here the teacher seems to see students when praying correctly or not, while in social the teacher looks at the students when carrying out the learning process, from discipline when entering class, cooperation when given assignments groups, and so on.<sup>36</sup> Researchers saw that students were very enthusiastic and cheerful in the learning process of this project-based learning model. They don't fight with friends even if there are friends who don't they brought tools and materials and

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<sup>35</sup> Barber, W., King, S., & Buchana, S. 2015. Problem Based Learning and Authentic Assessment in Digital Pedagogy: Embracing the Role of Collaborative Communities.

<sup>36</sup> MTs Attarbiyyah Addiniyah Gersik school, "Learning evaluation process" 28 August 2023

share them with friends otherwise, the student completes the work very well on time, some are even not on time, but friends others help him finish quickly

Researchers interviewed with Mr Alfani Hadi regarding this matter with learning, he said:

“The first assessment I carried out was an assessment attitude, attitude assessment here is not just about the product but such responsibility in bringing tools and materials, processes making it, time discipline in doing it, and work same if a friend needs it, like not bringing tools and materials”<sup>37</sup>

a. Knowledge Assessment

Knowledge assessment delivered by Mr. Alfani Hadi, and he said that:

“his knowledge assessment includes the second stage, the assessment This is after I deliver the material and ask the participants to teach them to read then I give them questions found in English books, which will be added later to their knowledge with written tests and oral tests.”

To strengthen the researcher's data too asked one of the class 3 students, namely Lale Wulandari, and said:

"Yes, Sis, that's right, Mr. Alfani initially delivered the material first and we were told to read after that Mr, Alfani asked questions and explained the steps to create a class structure then we were told to pay attention to an explanation from Mr, Alfani, so that we can create a project for the next step”<sup>38</sup>

b. Skills Assessment

Next is the skills assessment, at this stage educators immediately assess the initial process of making a windmill until the end of the process of making a windmill is to see the availability of tools and equipment whether the material is complete or not, the English book is already available to bring it or not, the

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<sup>37</sup> Alfani Hadi interviewed by Lulu Amansyuro, 28 August 2023

<sup>38</sup> Lale Wulandari diwawancarai Lulu Amansyuro, 28 Agustus 2023

cutting technique is neat or not, then when whether it sticks to the paper perfectly or not, and when it's finished the process is whether the windmill rotates or not and so on. Learning uses this project-based learning model to train students to be more independent and creative in creating skills, and students are more responsible answer if one of your friends doesn't bring tools and materials, students assist to them.

Results of observations and interviews by Researchers can conclude that the learning model is project-based. This learning uses 3 assessments, namely an attitude assessment that contains spiritual and social, the second is an assessment of knowledge that contains tests oral and written tests, and an unbiased skills assessment the project itself is a project to create a class structure. Findings Regarding the Application of the Project Learning Model Learning Based on Class 3 English Subjects MTs Attarbiyyah Addiniyah Gersik Academic Year 2022/2023 seen in the following table:<sup>39</sup>

Perpustakaan UIN Mataram

### **Table of Findings from Interviews and Observations**

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<sup>39</sup> MTs Attarbiyyah Addiniyah Gersik school, "Learning evaluation process" 28 August 2023

No	Interview and Observation	Findings
1	<p>Observation</p> <p>How to Implement the Model Project Based Learning (PjBL) In English Subjects Class III at MTs Attarbiyyah Addiniyah Gersik Madrasah Academic Year 2022/2023?</p>	<p>Next are the results of observations that have been carried out in class using the third-grade Project-Based Learning method at MTs Attarbiyyah School. Here the researcher saw directly how the English teacher provided material for the project that the students would complete. In this method, students also play an important role in solving problems in the project.</p> <ol style="list-style-type: none"> <li>1. Design project-based learning plans for students. At this stage, students create the project as well as prepare the tools and materials that will be used</li> <li>2. monitor students or monitor project progress. At this stage students complete the project without help from the teacher and the teacher only monitors the students</li> <li>3. evaluate the experience. At this stage, the teacher evaluates students by providing experiences such as coming forward to present the results of their work.</li> </ol>

2	<p>Interview</p> <p>How to evaluate Project-Based Learning (PjBL) learning in Class III English Lessons at MTs Attarbiyyah Addiniyah Gersik for the Academic Year 2022/2023 ?</p>	<p>At the project-based learning evaluation stage in the third grade at MTs Attarbiyyah School. The researcher interviewed one of the teachers, namely the third-grade language teacher, Mr. Alfani Hadi, where the researcher obtained interview results about students' independence in learning English using Project-Based Learning. Students at this school have developed independent learning by asking questions, thinking and completing assignments. Researchers also obtained interview results regarding assessment. The first is an attitude assessment, namely spiritual and social, the second is a knowledge assessment, namely a written test and an oral test, and the last is an assessment of skills using projects.</p>
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**B. Discussion**

Based on the findings that researchers obtained during the research with the Project Based Learning (PjBL) Model in Eyes English lessons in Class 3 at MTs Attarbiyyah Addiniyah Gersik Academic Year 2022/2023”. Researchers obtain data through techniques of data collection, namely observation, interviews and documentation. From the data, the researcher will carry out data analysis to explain the research further, and what is presented is appropriate with a research focus. As follows:

1. **Implementation of the Project Based Learning (PjBL) Model in the Eyes Class**

**III English lessons at MTs Attarbiyyah Addiniyah Gersik Academic Year 2022/2023**

Based on the results at the MTs Attarbiyyah Addiniyah Gersik school, there is an implementation of a project learning model based on English language learning at MTs Attarbiyyah Addiniyah Gersik. Some implementations of the project-based learning model include planning and implementation.

Planning carried out by the 3rd grade English teacher in the model this project-based learning has often been done before in learning English, in this study the researcher used English language lessons in theme 6 subthemes 4 learning 1 which was in making a project about class structure, which will later follow the steps for each learner. Planning for implementing this project based learning model carried out by Mr. Alfani Hadi as a class 3 English teacher aims to educate students



to be more active and creative, and then to broaden their insight so they understand more about project-based learning.

In essence, a syllabus is a learning plan for one day a specific group of subjects or themes that the standards cover competencies, basic competencies, main material or lessons, activities learning, indicators, assessment, time allocation, resources, materials and learning tools.<sup>40</sup> So the syllabus itself is an outline or explanation further than the desired basic competency and ability standards achieved and this syllabus is prepared for one year's needs semester meanwhile the Learning Implementation Plan (RPP) is detailed lesson plans developed from a main material or certain themes that refer to the syllabus.<sup>41</sup>

The learning implementation plan is a face-to-face learning activity for one or more meetings, this lesson plan is developed from the syllabus directing student learning activities to achieve basic competencies (KD). So every teacher must have one RPP in learning so that the learning process runs smoothly until it's finished. According to Rusman, that is: The Learning Implementation Plan is a plan for face-to-face learning activities for one meeting or more. The learning implementation plan was developed from the syllabus to direct students' learning activities to achieve basic competencies (KD) every educator who carries out ongoing learning activities interactive, inspiring, fun, and challenging, motivates

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<sup>40</sup> Dr. Setiadi Cahyono Putro and Ahmad Mursyidun Nidhom, Planning Learning <https://books.google.co.id/books?id=zQXEAAAQBAJ&pg=PA48&dq=syllabus+adalah&hl=jv&sa=X&ved=2ahUKewjs4uqy6qT4AhXGR2wGHaqSBbsQ6AF6BAgJEAI#v=onepage&q=syllabus%20is&f=false>, p.49

<sup>41</sup> RI Minister of Education and Culture No. 81a of 2013 concerning Curriculum Implementation

students to participate actively, as well as provides sufficient space for initiative, creativity and independence according to talents, interests and physical development student psychology.<sup>42</sup>

Based on the description above, the results of research with a theory that was discovered by Rusman have similarities to planning project-based learning model in English subjects, namely, teachers must prepare a complete syllabus and RPP Learning Implementation Plan. Thus the planning contained in in theory and the results of the research are in by existing theory..

Based on the results of data analysis, it can be found that there are planning steps for the project-based learning model in the 3rd grade English subject at MTs Attarbiyyah Addiniyah Gersik planning there are 3 preparations, namely Firstly, the syllabus, the learning implementation plan (RPP) are in place It contains a project-based learning model and also prepare steps such as tools and materials used including scissors, glue, origami paper, manila paper, and others.

This introductory activity opens with the teacher saying greetings, then inviting students to pray before the process learning begins and provides motivation to students at the same time asking how they are and then providing reinforcement regarding the previous material, the last one is ice breaking so that students are more enthusiastic. According to Abdul Majid that is in this introductory activity, the teacher first draws attention to students' attention, which can be done in ways such as convincing students that the material or learning

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<sup>42</sup> Rusman Learning and Learning Oriented to Educational Process Standards, Jakarta, Prenadamedia Group, 2017, pp. 66-67

experience will be considered strange for students, and carrying out fun interaction. The second is to foster motivation to learn students which can be done in ways such as building a familiar atmosphere so that students feel close, for example, greeting and communicating in a family manner, giving rise to curiosity, inviting students to learn something hot in the monastery, relate material or learning experience that will be carried out with students' needs. The third provides a reference or signs about the learning that will be carried out, which can be done by stating the objectives will be achieved by achieving the goal.<sup>43</sup>

Based on the explanation above, shows that the theory developed by Abdul Majid has similarities and differences, Similarities such as teachers attracting the attention of students, teachers providing motivation, and finally the teacher reinforcing the previous material, while the difference in this theory is not there is prayer together before learning, and there is no ice when in class.

Next in this activity, there are steps Project Based Learning model, core activities are the main activities in learning. In the core activity, discussions are carried out on themes and subthemes through various learning activities using multimethods and media, so that participants learn and gain a meaningful learning experience. Apart from that, teachers must be able to act as a good learning model for participants' students, meaning teachers must be active in collaborative and learning activities to discuss with students in exploring themes

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<sup>43</sup> Abdul Majid, English Language Learning, (Bandung: PT Pemuda Rosdakarya, 2017).129.

or sub-themes that were studied. Thus, in this core activity step the teacher uses learning strategies with an effort to create a learning environment relating to themes and subthemes.<sup>44</sup>

In this core activity, project-based steps learning there are six steps, namely: First, preparing questions or Project assignments is the first step is for students to observe existing projects as contained in thematic books about the class structure of origami paper or manila paper, the second designing project planning as a concrete step to ask questions will be prepared as a project plan, research results show that teachers and students design plans projects that will be made later, here the teacher asks the students to understand the steps in creating a class structure made from origami paper and removing the tools and materials that will be used use in creating projects. The third is preparing a schedule. Scheduling is very important so that the project runs according to the target, which fourthly monitoring or supervising students against implementation and development of the project, in the results of this research show that the teacher also helps with the project creation process if there are students who find it difficult in the project creation process, starting from tools and materials or how to make it and teachers looking for solutions so that their work can be completed quickly. The fifth assesses the finished result here the teacher assesses the results of the project from the beginning of creation to the end of creation while also observing the students' performance and presenting project results related to the

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<sup>44</sup> Abdul Majid, English Language Learning, (Bandung: PT Pemuda Rosdakarya, 2017).129.

project-based model learning and the last step is evaluating experience or reflect on learning related to this subject. This is done to train students to have confidence when they speak in front of friends, besides that the teacher gives suggestions about the results of their projects such as neatness in cutting and glue and most importantly what the class structure may or may not be rotating.

Comparable to Rusman's which says, there are six steps in project-based learning following steps: a) Determining Fundamental Questions, b) Designing plans, c) preparing schedules, d) monitoring participants education and Project progress, e) Testing Results, f) Evaluating experience.<sup>45</sup>

Based on the results of research on project based implementation learning in these English subjects was found to be similar with Rusman's, such as: 1) starting with essential questions, 2) designing project plans, 3) making schedules, 4) monitoring students or monitoring students' work, 5) assessing results, 6) evaluate experience.

Final activities can be interpreted as activities carried out by the teacher to end the lesson to give a comprehensive overview of what students have learned as well as its relationship to previous experience, knowing the level of student success and teacher success in the implementation learning process. Ways that can be done by teachers in closing the lesson by reviewing and conducting an evaluation at the end of learning. In the activity of reviewing what is done by summarizing the main points of the lesson or making a lesson summary, in this

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<sup>45</sup> Rusman Learning and Learning Oriented to Educational Process Standards, Jakarta, Prenadamedia Group, 2017, pp. 407-408

evaluation activity the teacher can use the following form of demonstrating skills or providing new ideas just in another situation. The teacher makes a reflection by asking the students, then reinforces so they remember what they have done learn while motivating them, next students collect the results of their projects in the future and then pray together led by the class president.

Opinions to Dr, Akrim's that reflection is a way of thinking about what I have just learned or thinking back about things that have been done on previous learning. Reflection can be interpreted as a response to events, activities, or knowledge that has just been received or found.<sup>46</sup>

In the closing activity, the teacher reflects on the learning that has been done this is done by asking students about their experiences during the process of learning, whether it is fun or not in making projects and praying together when the lesson is finished..

So the conclusion from the research focus can be seen that implementation of project-based learning in English subjects 3rd grade at MTs Attarbiyyah Addiniyah Gersik academic year 2022/2023, namely planning like a teacher makes a plan implementation of learning (RPP) and syllabus, and teachers make lesson plans in school with other teachers, to make the process learning runs optimally, then there is implementation which includes: introductory activities containing the teacher giving motivation, teachers check

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<sup>46</sup> Dr. Akrim, Learning Strategies (Umsu Press: 2022) p. 234  
[https://books.google.co.id/books?id=bzZgEAAAQBAJ&pg=PT125&dq=buku+about+theory+refleksi+learning&hl=jv&sa=X&ved=2ahUKEwjFsr\\_Z35b5AhUGSWwGHf2jDxE4ChDoAXoECAEQAg#v=onepage&q=book%20about%20theory%20reflection%20learning&f=false](https://books.google.co.id/books?id=bzZgEAAAQBAJ&pg=PT125&dq=buku+about+theory+refleksi+learning&hl=jv&sa=X&ved=2ahUKEwjFsr_Z35b5AhUGSWwGHf2jDxE4ChDoAXoECAEQAg#v=onepage&q=book%20about%20theory%20reflection%20learning&f=false)

the attendance of students, etc. Next are the core activities which contain the steps in the project as follows: determining the question, designing project planning, preparing a schedule, monitoring students on the progress of the project to be made, testing results, and sixth evaluating experience. And last. Closing activity, in this closing activity the teacher reflects, and reinforces so that he doesn't forget the material he has learned given, while providing motivation and collecting results then prayed together before going home.

#### **1. Evaluation in the Project Based Learning (PjBL) Model on Subjects English Language Class III at MTs Attarbiyyah Addiniyah Gersik Academic Year 2022/2023**

The learning model will not be separated from the evaluation, especially in the Project Based Learning (PjBL) learning model in this English subject. One of these quality control techniques can be obtained through evaluation, assessment, and others, such assessments can be expected as instruments. can be expected as an instrument. A teacher conducts an evaluation using the name assessment, the assessment itself is an assessment carried out to determine a basic competency that refers to learning outcomes. Assessment is an assessment carried out to determine a basic competency that refers to learning outcomes. Here the assessment used by Mr. Alfani Hadi is attitude assessment, knowledge assessment, skills assessment.

Authentic assessment is a process of collecting, reporting, and using information about the process and learning outcomes of learners by applying the



principles of assessment, sustainable implementation, and authentic, accurate and consistent evidence as public accountability. This is in line with Johnson's opinion, which states that authentic research provides extensive opportunities for learners to show what they have learned and what they have learned during the learning process during the learning process.<sup>47</sup> In this attitude assessment, the teacher first monitors the students in making their learners in making products (social) starting from the beginning of making the product until the finish the making the product, and the teacher sees students when praying (spiritual) praying (spiritual).

Furthermore, in the assessment of knowledge, teachers use written test assessment instruments in the form of questions and oral tests in the form of speech, this type of assessment tends to be used to measure the ability of students related to questions and answers given by the teacher. According to Rusydiyah which explains that knowledge assessment is knowledge assessment is a form of test used in educational institutions that can be categorized into two, namely tests objective and non-objective tests. The objective test form that is often used is a multiple choice form, while the description test is often used in the field of science and technology or the field of science and technology. often used in the fields of science and technology or the social fields where the answer to the question is certain, and only one answer is correct. Non-objective description

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<sup>47</sup> Abdul Majid, English Language Learning, (Bandung: PT Teen Rosdakarya, 2017), 236.

tests are often used in the field of social sciences, where the answer is broad and not just one correct answer depending on the learners' arguments.<sup>48</sup>

The last one is skill assessment or making projects, here the teacher uses skill assessments with the aim that students are more confident and the teacher assesses from the beginning of making the project to the end of making the project. project to finish making the project. According to Abdul Majid which explains that skill assessment is a project that is a form of authentic assessment in the form of giving assignments to students in groups. This activity is a task that must be completed by students predetermined time starting from the beginning of making to the end of making.<sup>49</sup>

Based on the explanation above, it shows that the theory developed by Abdul Majid has similarities, namely in the assessment of these skills both prioritize the process of making a project from the beginning of making to the end of making the project.

So the conclusion of the research focus can be known that evaluation of this project-based learning in the English language subject grade 3 at MTs Attarbiyyah Addiniyah Gersik in the 2022/2023 school year that is, the teacher conducts 3 assessments, namely, attitude assessment which contains spiritual and social spiritual and social, then knowledge assessment which contains written and non-written and the last is skill assessment where written and non-written and

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<sup>48</sup> Rusydiyah, meaning of assessment, p. 210

<sup>49</sup> Abdul Majid, English Language Learning, (Bandung: PT Pemuda Rosdakarya, 2017).127

finally the skills assessment which is carried out by the teacher from the learning process to the end of the lesson. skills assessment where the teacher starts from the learning process to the end of making the project.



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## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. Conclusions

Implementation of the Project Based Learning (PjBL) Model in Eyes Class III English lessons at MTs Attarbiyyah Addiniyah Gersik there is planning such as the teacher making an implementation plan learning (RPP) and syllabus, and teachers make lesson plans at school with other teachers, to improve the learning process run optimally, then there is implementation which includes: preliminary activities containing the teacher providing motivation, teacher checking the attendance of education participants, etc., then the main activities which contain the steps in the project as follows: first determining questions, second designing project planning, third preparing a schedule, fourthly monitoring or supervising students on project progress to be made, fifth, testing results, and sixth evaluate experience. Finally this closing activity, inside In this closing activity the teacher reflects and reinforces so as not to forget the material that has been given, at the same time giving it motivation and collecting the results of the work then pray together before going home.

Evaluation of the Project Based Learning (PBL) model in Eyes Class III English lessons at MTs Attarbiyyah Addiniyah Gersik 2022/2023 academic year, the teacher carries out 2 assessments, assessment of attitudes that contain spiritual and social aspects. Then assessment knowledge which contains written and non-written and finally assessment skills which are carried out by teachers starting from the learning process until the end of creating the project.

## **B. Suggestion**

To improve learning using the project based learning model to be more optimal for students, based on the research that has been carried out, researchers provide suggestions to:

### **1. The Teachers**

Through this research, it is hoped that teachers will use the Project-Based Learning (PBL) method in learning English because it has been proven that teaching and learning using this method can improve students' learning or speaking abilities. In speaking classes, students need more speaking practice, so teachers must be able to create speaking activities that can give students more opportunities to speak. Teachers should use the Project-Based Learning (PBL) method in various ways or activities such as role-playing, group discussions, creating projects, etc. So that students can enjoy learning.

### **2. The Students**

Students are expected to be more active in the teaching and learning process. They must pay more attention to the teacher when explaining the material so that they can do the exercises better than before. Through student participation in class, the teaching and learning process will run well and students can meet the expected learning objectives at the end of the lesson.

### **3. Other researchers**

This research discusses the application of the Project-Based Learning (PBL) method in improving the speaking skills of class III students at MTs

Attarbiyyah Addiniyah Gersik in the 2023 academic year. The researcher hopes that this method can be applied by other researchers at other student levels



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## APPENDIXES

### Appendix 1 Guidelines for Data Collection Techniques

#### A. Observation

1. Implementation of the Project Based Learning Model in English Subjects class III at MTs Attarbiyyah Addiniyah Gersik Lessons 2022/2023, in this implementation it is a planning of the Plan Learning Implementation (RPP) which includes an introduction, core activities, which contain the steps in the project based model learning, closing activities.
2. Evaluation in the Application of the Project Based Learning Model in the eyes Class III English lessons at MTs Attarbiyyah Addiniyah Academic Year 2022/2023, including support from project based This learning is like students will be active in learning because it is done with individuals, and students will be more confident because the results of the project will be presented in front of his friends, while obstacles such as spending a lot of time when working on a project, you have to carried lot of equipment.

### Appendix 2 English Teacher Interview Script, List of Questions for Interview

1. Do the teachers at MTs Attarbiyyah Addiniyah Gersik always make lesson plans before teaching?
2. What is the level of student learning independence at the MTs Attarbiyyah Addiniyah Gersik school?

3. How is the initial project based learning activity process carried out by Mr. Alfani Hadi in the classroom?
4. What does Mr Alfani Hadi do at the core stage of project based learning?
5. According to Mr. Alfani Hadi, after learning using project based learning, students appear independent in learning?
6. How do you feel when you see your children learning independently?
7. How do you provide guidance so that students can be independent in learning?
8. Are students happy with Project-Based Learning, why?
9. What is the purpose of project based learning?
10. Are there any inhibiting and supporting factors in project based learning in the classroom?

**English Students Interview Script, List of Questions for Interview**

1. What do you feel when learning using the Project-Based Learning method, why?
2. In your opinion, what is the difference between Project-Based Learning and regular learning?
3. Do you feel more active in learning with this Project-Based Learning method?
4. Is this Project-Based Learning method often used by other teachers?
5. Can you understand the material presented using the learning methods used by the teacher?
6. What difficulties do you experience in learning English?
7. What is your motivation to be able to speak English?
8. How do you master speaking English?

### APPENDIXES 3: Teacher Interview Answers Sheet

- 1) **Question:** Do the teachers at MTs Attarbiyyah Addiniyah Gersik always make lesson plans before teaching?

**Answer:** Yes, that's right, sis, so all teachers who teach at this school must make a lesson plan first, that's the goal so that the teaching process in the classroom runs smoothly and perfectly. So, in the RPP there is learning material, learning objectives, learning media and so on.

- 2) **Question:** How is the level of learning autonomy of students at the MTs Attarbiyyah Addiniyah Gersik school?

**Answer:** So the students at this school, thank God, can say that their independent learning is good, sis. One of them is that when we ask them to make a project or art in class, they make it with their own work. And when studying in class, they generally make assignments personally, yes, even though the results are not very good, independence is the most important thing and must be prioritized first, sis...

- 3) **Question:** How is the initial project based learning process carried out by Mr. Alfani Hadi in the classroom?

**Answer:** The first time I do this, of course I present the material first about project based learning, then after I explain the material I ask the students about material they don't understand, if someone asks a question I answer slowly and vice versa. After I deliver the material, I don't forget to do ice breaking so that the children don't get bored, especially the

English lesson, the lesson is a bit complicated so it makes the children bored, so sometimes I entertain them so they don't get bored in class...

4) **Question:** What does Mr Alfani Hadi do at the core stage of project based learning?

**Answer 1:** I read material about the class structure creation project, then I asked the students questions such as: "Do you know what class structure is?" "Do you know how to create the correct class structure?" and "Have you ever created a class structure before? "What are the benefits of the class structure for you?"

**Answer 2:** next I explain the method or steps for making a class structure and ask students to bring equipment, then after that I make a schedule to complete this project depending on the level of difficulty, if it is difficult I give 2 hours and if it is easy I give 1 hour for children. Then I monitor or supervise the students in making projects, and finally I give the students grades according to the projects they make...

5) **Question:** According to Mr. Alfani Hadi, after learning using project based learning, students autonomy in learning?

**Answer:** Of course, because project-based learning makes students think critically, so when give them individual projects they are more enthusiastic about doing them, and they understand the lesson.

6) **Question:** How do you feel when you see your children learning independently?

**Answer:** I'm really happy, because they can learn independently without involving anyone. Sometimes if they don't understand the material I'm conveying, they ask about what makes them not understand. So I can say that their independence in learning in class has increased a little and there are additions and I am very grateful...

7) **Question:** How do you guide so that students can be independent in learning?

**Answer:** So the first thing I do is provide material that is fun, unique, easy to understand, and not boring in class. I also present the material in easy language so that they are easy to understand and not complicated. So when I give assignments like making a story, I don't really pressure students to do it perfectly, I always emphasize to them, do it according to your ability, don't be afraid of making mistakes, if we are afraid of making mistakes then we won't be able to make something and there will be no sense confident in ourselves. There are many things I do for children so they can learn independently and this is one of them

8) **Question:** Are students happy with Project-Based Learning?

**Answer:** Of course they are very happy, because this learning is project-related learning, one of which was that yesterday I told them to make the class structure as beautiful as possible, all the students did it with their own enthusiasm. Because the children here have a field here, so if they are asked to make a work it is a very fun thing for them



9) **Question:** What is the purpose of project based learning?

**Answer:** My goal is to train students to be more active in working on projects, and I saw that when I delivered the material there were people who were not enthusiastic, so I tried to carry out other learning such as project based learning.

10) **Question:** Are there any inhibiting and supporting factors in project based learning in the classroom?

**Answer:** Yes, sis, of course in all learning there are supporters and obstacles in the learning process. In project based learning, my supporters and obstacles are like the supporters, students become active because they are given the freedom to work on projects, while the obstacle is that they have to use a lot of their time, There are also a lot of tools and materials, there are students who are noisy and busy making projects.

#### **Student Interview Answer Sheets**

1) **Interviewer:** What do you feel when learning using the Project-Based Learning method, why?

**Student 1:** I feel very happy, because I can make works while studying and easily understand the structure of making the project

2) **Interviewer:** In your opinion, what is the difference between Project-Based Learning and regular learning?

**Student 1:** the difference is that when learning using project based learning, it is easy to understand and practice straight away, whereas with

other learning, sometimes we understand, sometimes we don't, depend on how the teacher explains the material.

- 3) **Interviewer:** Do you feel more active in learning with this Project-Based Learning method?

**Student 1:** I think this method really makes me enthusiastic in thinking and this method makes me more active in learning, such as understanding how to make it, thinking about how to make a projects and thinking about making a work from the materials we have provided.

- 4) **Interviewer:** Is this Project-Based Learning method often used by other teachers?

**Student 1:** Often, we have used this method in arts and culture lessons. We were taught to make windmills using origami paper, and we did it independently.

- 5) **Interviewer:** Can you understand the material presented using the learning methods used by the teacher?

**Student 1:** very easy, because the teacher is also cool and fun so the material explained is easy for me to understand and the way he explains it is also very clear and slow

- 6) **Interviewer:** What difficulties do you experience in learning English?

**Student 1:** I have difficulty understanding writing or how to read it because writing and reading are very different, sometimes that makes me

confused and how to read is also difficult. Maybe because it's not our language or Indonesian, it's difficult for me to read it

7) **Interviewer:** What is your motivation to be able to speak English?

**Student 1:** Keep studying and trying to learn it, maybe because you get used to it

8) **Interviewer:** How do you master speaking English?

**Student 1:** I usually increase my vocabulary, sometimes I aim to memorize 10 vocabulary words a day. And I also practice myself to speak English even though my sentences are not perfect

9) **Interviewer:** What do you feel when studying using the Project-Based Learning method, why?

**Student 2:** a little unhappy, because the method makes me confused when I take action to make the project, for example when we make a project as a group, most of the other friends have different opinions, which makes me uncomfortable

10) **Interviewer:** In your opinion, what is the difference between Project-Based Learning and regular learning?

**Student 2:** when studying using the Project Based Learning method, we immediately create a project after explaining the material and it takes a very long time, whereas in other learning, we focus more on the material and discussion.

11) **Interviewer:** Do you feel more active in learning with this Project-Based Learning method?

**Student 2:** more active because the method makes us think actively too, because we project a work so we think more about completing the project as well as possible

12) **Interviewer:** Is this Project-Based Learning method often used by other teachers?

**Student 2:** Before making this project, we made a project in English, namely making a windmill.

13) **Interviewer:** Can you understand the material presented using the learning methods used by the teacher?

**Student 2:** yes, because the way the teacher conveys it is very good and clear and not too serious, it also makes me understand more

14) **Interviewer:** What difficulties do you experience in learning English?

**Student 2:** I found it difficult to understand the material because I had to use English and it was a very foreign language that I wasn't used to hearing, so I memorized the vocabulary so I wouldn't get confused

15) **Interviewer:** What is your motivation to be able to speak English?

**Student 2:** Tried to learn English even though he failed several times, but it's not wrong to try and keep learning until you can

16) **Interviewer:** How do you master speaking English?

**Student 2:** I usually read books written in English, even though I don't know the meaning, I look at the writing and try to pronounce the sentences. I tried to say the sentences before I became a master of speaking English

17) **Interviewer:** What do you feel when studying using the Project-Based Learning method, why?

**Student 3:** Really happy, because the method is fun and the teacher is also good so it's easy for me to understand and the method is immediately practiced after explaining the material so it's easier to understand

18) **Interviewer:** In your opinion, what is the difference between Project-Based Learning and regular learning?

**Student 3:** in this project learning, when we are given material, we immediately practice using the procedures that have been explained, while in other learning, we only give material and then explain it again, after which we are given practice questions to find out our level of understanding.

19) **Interviewer:** Do you feel more active in learning with this Project-Based Learning method?

**Student 3:** very active, because we are the ones who practice directly and the teacher only provides explanations regarding the project material that we will make after that we do the action

20) **Interviewer:** Is this Project-Based Learning method often used by other teachers?

**Student 3:** I was in an arts and culture subject a few weeks ago, but the teacher was different and for the project we were told to make a windmill out of origami paper  
**Interviewer:** Can you understand the material presented using the learning methods used by the teacher?

21) **Interviewer:** What difficulties do you experience in learning English?

**Student 3:** I have difficulty understanding the meaning of English, for example there is a sentence in English and I don't know the meanings, that is one of my difficulties in learning English

22) **Interviewer:** What is your motivation to be able to speak English?

**Student 3:** My motivation is to keep learning and trying because by trying we will get satisfying results

23) **Interviewer:** How do you master speaking English?

**Student 3:** I usually imitate English music, I can pronounce the lyrics of the song even though I don't know the meaning, I also memorize vocabulary to improve my English pronunciation

#### **Appendix 4** Observation Form Observation Procedure

- a. Participants: research participants are students of MTs Attarbiyyah Addiniyah Gersik who are taking English classes
- b. Setting: observations will take place in the English class and outside the classroom at MTs Attarbiyyah Addiniyah Gersik
- c. Instrument: observation sheet
- d. Procedure:
  1. Before observing, the researcher obtained permission from the teacher and students to carry out the observation
  2. Researchers will conduct non-participant observations of the English language learning process at MTs Attarbiyyah Addiniyah Gersik
  3. Observations will be made of the upper class environment and teacher-student interactions during regular English classes
  4. Observations are carried out outside the classroom and student activities outside the classroom in the MTs Attarbiyyah Addiniyah environment
  5. Researchers will document any relevant artifacts used in the teaching and learning process
  6. Observation data will be analyzed to identify specific challenges and opportunities to encourage students to learn English using Project-Based Learning



## Documentation of the Results of Learning Activities at Mts Attarbiyyah Addiniyah

### Gersik



Documentation with the school principal, her name is Nurakiyah, SP.d. he was very kind, she welcomed me very friendly when he came to school for an interview and when I was interviewed she answered very calmly and didn't make the atmosphere tense

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Documentation with Mr. Alpan Hadi, MP.d as class III English teacher. He was also very kind in welcoming me when I wanted to be interviewed. He also told me about his student teaching activities at this school. Apart from that, he also gave me motivation to stay enthusiastic and keep fighting. My meeting with Mr Alfan Hadi was very pleasant and did not make the atmosphere cold but more open for conversation.

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Researchers conducted interviews with class III students at MTs Attarbiyyah Addiniyah Gersik. Researchers interviewed three students about

Project Based Learning. they were very enthusiastic about answering the researcher's questions according to what they felt when asked about the learning.



Documentation of the process of making class structures through project based learning, all students create their own work with their group friends. but the researcher took one sample as documentation.





Documentation of the MTs Attarbiyyah Addiniyah Gersik school in West Lombok, Kediri district, Gersik village.

### Author Biodata



Name : Lulu Amansyuro

Nim : 190107089

Place, date of birth : Kalijaga, December 18 2000

Address : East Lombok, Aikmel, Kalijaga

Study Program : English Language Education

### Educational Background

1. TK Ar-Rahmah Kalijaga
2. MI Nw Kalijaga
3. MTs Nw Kalijaga

4. Madrasah Aliyah Darussholihin Nw Kalijaga
5. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Mataram



Perpustakaan **UIN Mataram**





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Nomor : 746/Un.12/FTK/SRIP/PP.00.9/07/2023

Mataram, 20 Juli 2023

Lampiran : 1 (Satu) Berkas Proposal

Perihal : **Permohonan Rekomendasi Penelitian**

Kepada:

Yth.

**Kepala Bakesbangpoldagri Provinsi NTB**

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Lulu Amansyuro  
NIM : 190107089  
Fakultas : Tarbiyah dan Keguruan  
Jurusan : Tadris Bahasa Inggris  
Tujuan : Penelitian  
Lokasi Penelitian : Mts. Attarbiyah Addiniyah, Gersik  
Judul Skripsi : PROMOTING THE THIRD GRADE STUDENTS' AUTONOMY IN LEARNING SPEAKING THROUGH PROJECT-BASED LEARNING AT MTS ATTARBIYAH ADDINIYAH GERSIK ACADEMIC YEAR 2022/2023  
Waktu Penelitian : 1 Agustus 2023 - 26 September 2023

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

a.n. Dekan

Wakil Dekan Bidang Akademik,



**Dr. Saparudin, M.Ag**

**NIP.197810152007011022**



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 Email : bakesbangpoldagri@ntbprov.go.id Website : http://bakesbangpoldagri.ntbprov.go.id

MATARAM

Kode pos 83125

**REKOMENDASI PENELITIAN**

NOMOR : 070 / 2021 / VII / R / BKBDPN / 2023

Dasar :

Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian  
 Surat Dari Dekan Wakil Dekan Bidang Akademik Fakultas Tarbiyah Dan Keguruan ( FTK ) Universitas Islam Negeri Mataram  
 Nomor : 746/Un.12/FTK/SRIP/PP.00.9/07/2023  
 Tanggal : 20 Juli 2023  
 Perihal : Permohonan Rekomendasi Penelitian

Yang diimbang :

Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian Kepada :

Nama : LULU AMANSYURO  
 Alamat : Karang Mantri RT/RW 000/000 Kel/Desa. Kalijaga Kec. Aikmel Kab. Lombok Timur No. Identitas 5203095912000003 No Telpn 081802317886  
 Pekerjaan : Mahasiswa Jurusan Pendidikan Bahasa Inggris  
 Tanggal/Judul : INCREASING STUDENT AUTONOMY IN LEARNING TO SPEAK THROUGH PROJECT-BASED LEARNING FOR GRADE 3 MTs ATTARBIBYAH ADDINIYAH GERISIK ACADEMIC YEAR 2022/2023  
 Lokasi : MTs. Attarbiyah Addiniyah Gersik Kediri Lombok Barat  
 Jumlah Peserta : 1 ( Satu ) Orang  
 Waktu : Juli - September 2023  
 Status Penelitian : Baru

Hal-hal yang harus ditaati oleh Peneliti :

Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;

Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;

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Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.

Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 26 Juli 2023  
 an. KEPALA BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI PROVINSI NTB  
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 2. Kepala Lombok Barat Cq. Ka. Kesbangpol Kab. Lombok Barat di Tempat;  
 3. Kepala Kantor Kementerian Agama Kab. Lombok Barat di Tempat;  
 4. Kepala Sekolah MTs. Attarbiyah Addiniyah Gersik Kediri Lombok Barat di Tempat;  
 5. Ditujukan ke alamat di atas;  
 6. Ditujukan ke alamat di atas;  
 7. Ditujukan ke alamat di atas;





## YAYASAN AL-AMIN

AKTE NOTARIS : 02.08.2010 No.01/No.AHU-4375A.H.01.TAHUN 2010

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Nomor: 020/MTs/Att-Add/X/2023

Yang bertanda tangan di bawah ini Kepala MTs. Attarbiyah Addiniyah Gersik, menerangkan dengan sebenarnya bahwa:

Nama : LULU AMANSYURO  
NIM : 190107089  
Fakultas : Tarbiyah Dan Keguruan (FTK)  
Jurusan : Bahasa Inggris  
Instansi : Universitas Islam Negeri Mataram

nemang benar telah melakukan penelitian di Madrasah kami yang dilaksanakan dari tanggal 21 Juli 2021 s/d September 2023. Penelitian dilaksanakan untuk menyusun skripsi yang berjudul :

**PROMOTING THE THIRD GRADES STUDENTS AUTONOMY IN LEARNING  
SPEAKING THROUGH PROJECT-BASED LEARNING AT MTs ATTARBIYAH  
ADDINIYAH GERSIK ACADEMIC YEAR 2022/2023**

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Gersik, 25 September 2023





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NIM : 190107089  
Pembimbing I : Dr. Ika Rama Suhandra, M.Pd  
Pembimbing II : Kasyfur Rahman, M.Pd.  
Judul Skripsi : Promoting The Third Grades Students Autonomy in Learning Speaking Through Project-Based Learning At MTs Attarbiyah Addiniyah Gersik Academic Year 2022/2023

NO	TANGGAL	MATERI KONSULTASI	PARAF
1		Literature Review	
2		Research Method	
3		Data Analysis	
4		Proposal Ace	
5		Findings	
6		Data Presentation	
7		Discussion	
8		Thesis Ace	

Mataram,  
Pembimbing I

Dr. Ika Rama Suhandra, M.Pd  
NIP. 1978822007101001





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Nama Mahasiswa : Lulu Amansuro  
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THROUGH PROJECT-BASED LEARNING FOR GRADE 3 MTs  
ATTARBIYAH ADDINIYAH GERSIK ACADEMIC YEAR 2022/2023

No	Tanggal	Materi Konsultasi	Paraf
		Background	✓
		Research question	✓
		Literature Review	✓
		Theoretical frameworks	✓
		Needs research	✓
		Research method	✓
		Research instrument	X
		Data analysis	✓
		proposal Accepted	✓
		Findings	✓
		Data presentation	✓
		Data analysis	✓

		Discussion	
		Thesis Accepted.	

Mataram, 11 September 2023

Pembimbing II



Kasuyur Rahman, M.Pd  
NIP. 198612282018011001

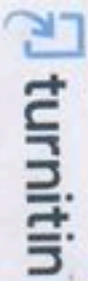


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190107089

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