

**THE IMPACT OF SERIAL IMAGES IN TEACHING SPEAKING AT
THE 8TH GRADE STUDENTS OF MADRASAH TSANAWIYAH PUTRI
AL-ISHLAHUDDINY IN ACADEMIC YEAR 2021/2022**



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2022**

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AL-ISHLAHUDDINY IN ACADEMIC YEAR 2021/2022**

A Thesis

**Presented to State Islamic University of Mataram
to fulfill the requirement for attainment of bachelor degree in
English Language Education**



by

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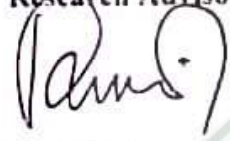
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Thesis by: Bq sri saumi rahmatun, student's number: 180107020 entitled "The Impact Serial Images in Teaching Speaking at the 8th Grade Students of Madrasah Tsanawiyah Putri Al-Ishlahuddiny in Academic Year 2021/2022" has fulfilled the requirement and has been approved to be examined.

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Mataram, 21 Mei 2022

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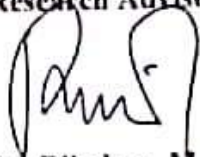
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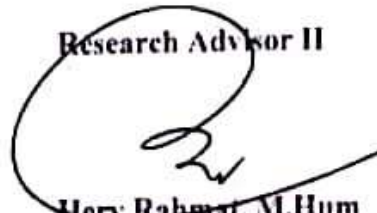
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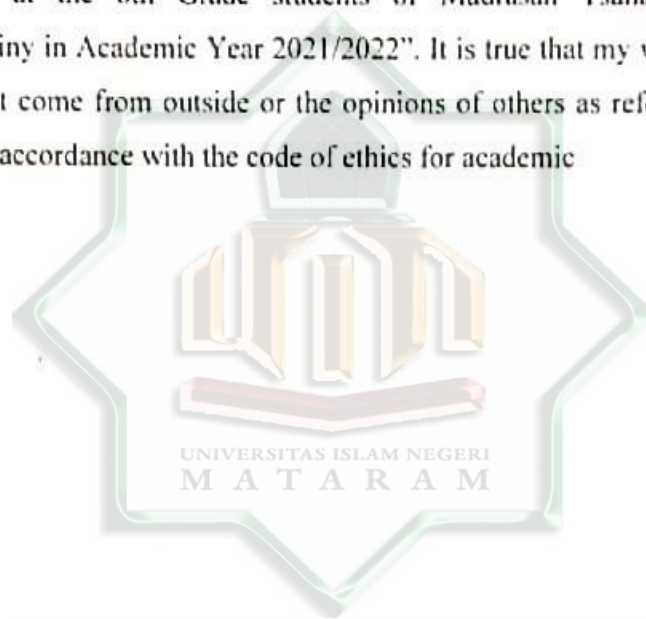


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STATEMENT OF THE THESIS AUTHENTICITY

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Hereby declare the thesis entitled "The impact of Serial Images in Teaching Speaking at the 8th Grade students of Madrasah Tsanawiyah Putri Al-Ishlahuddiny in Academic Year 2021/2022". It is true that my work is true, as for things that come from outside or the opinions of others as references have been quoted in accordance with the code of ethics for academic citations



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Mataram, 25 Mei 2022

Stated by,



Bq Sri Saumi Rahmatun

THESIS RATIFICATION

Thesis by: Bq Sri Saumi Rahmatun, Student Number: 180107020 entitled "The Impact of Serial Images in Teaching Speaking at the 8th Grade students of Madrasah Tsanawiyah Putri Al-Ishlahuddiny in Academic Year 2021/", has been defended in front of the examiners board of Study Program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on 06 June 2022

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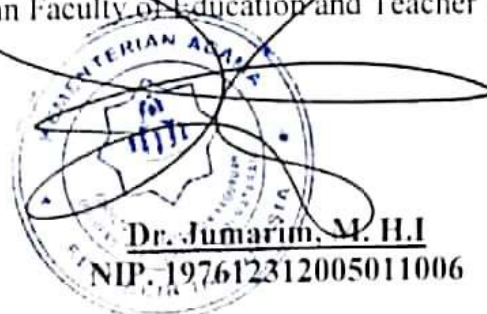
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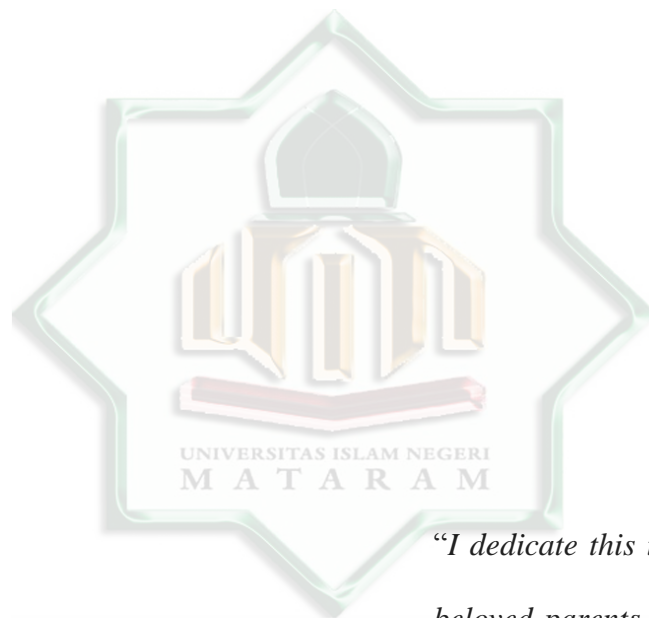
MOTTO

“The final value of the educational process, actually encapsulated from its success in creating changes in itself and the environment, that is the function of real education”.



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DEDICATION



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“I dedicate this thesis to myself, my beloved parents, my dear sister, my teachers and lecturers, my family and my friends, who always support me in finishing this thesis which I cannot mention one by one.”

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Alhamdulillah, my infinite gratitude to Allah, the infinite giver of favor so that the writer could complete the thesis to qualify for bachelor degree in English Education Department Faculty of Education and Teacher Training State Islamic University of Mataram.

Blessing and salutation may always be poured out to the prophet Muhammad SAW. the bearer of truth, the tide of ignorance into a realm full of science so that the writer can come up with ideas and minds to construct this scientific work with a light of islamic education.

The researcher realizes that the completion of this thesis would not succeed without the help and involvement of different parties. Hence, the author gives high esteem and credit to those who have helped, which include:

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Mataram, 25 Mei 2022

Researcher

NS

Bj Sri Saumi Rahmatun



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**THE IMPACT OF SERIAL IMAGES IN TEACHING SPEAKING AT THE
8TH GRADE STUDENTS OF MADRASAH TSANAWIYAH PUTRI AL-
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By:

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ABSTRAK

The purpose of this study was to determine the effect of using serial images in teaching speaking to students at MTs Putri Al-ishlahuddiny Kediri for the academic year 2021/2022. The method used in this research is quantitative using a pre-experimental design one group pre-test and post-test. The number of samples from this study was 21 students who were taken randomly. The research instrument is an oral test and documentation. The instrument used to collect data was the students' pre-test scores and post-test scores which were calculated and analyzed using IBM SPSS version 26. The results showed that the mean pre-test score was 31.24 and the posttest mean score was 64.76. The posttest average was higher than the pre-test average ($64.76 > 31.24$), the descriptive results showed that the students' scores on the posttest were better than the pre-test scores. That is, the treatment given to students affects the students' speaking ability. Based on the results of the two-tailed t-test is 0.000, which is smaller than 0.05. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that the use of serial images as a treatment has an effect on students' speaking learning.

Keywords: *Serial images, speaking,*

**PENGARUH GAMBAR BERSERI DALAM PENGAJARAN BERBICARA
PADA SISWA KELAS 8 MADRASAH TSANAWIYAH PUTRI AL-
ISHLAHUDDINY TAHUN PELAJARAN 2021/2022**

Oleh:

Bq Sri Saumi Rahmatun
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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh menggunakan serial images dalam pengajaran berbicara siswa di MTs putri Al-ishlahuddiny kediri tahun ajaran 2021/2022. Metode yang digunakan dalam penelitian ini ialah kuantitatif dengan menggunakan design pre-experimental one grup pre-test dan post-test. Jumlah sample dari penelitian ini 21 siswa yang di ambil secara random. Instrumen penelitian ini adalah tes lisan dan dokumentasi. Instrumen yang digunakan untuk mengumpulkan data adalah score pre-test siswa dan skor post-test yang dihitung dan dianalisis dengan menggunakan IBM SPSS versi 26. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test adalah 31,24 dan nilai rata-rata posttest adalah 64,76. Rata-rata posttest lebih tinggi dari rata-rata pre-test ($64,76 > 31,24$), hasil deskriptif menunjukkan bahwa nilai siswa pada posttest lebih baik daripada nilai pre-test. Artinya, perlakuan yang diberikan kepada siswa berpengaruh terhadap kemampuan berbicara siswa. Berdasarkan hasil uji-t dua sisi adalah 0,000, yang lebih kecil dari 0,05. Sehingga , hipotesis nol ditolak dan hipotesis alternatif diterima. Dapat disimpulkan bahwa penggunaan serial images sebagai perlakuan berpengaruh dalam pembelajaran berbicara siswa.

Kata Kunci: *Gambar Berseri, Berbicara,*

بواسطة:

بق سري صومي رحمتون الرؤم:

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نبذة مختصرة

MTs الغرض من هذه الدراسة هو تحدي أثر استخدام الصور المسلسلة ني تدريس النحدث إلى الطالب ني للعام الدراسي 2021/2022. الطريفة المستخدمة ني هذا البحث Putri Al-Ishlahuddiny Kediri هي الطريفة الكمية باستخدام تصميم ما قبل التجربة مجموعة واحدة قبل الاختبار وبعد الاختبار. بلغ عدد العينات من هذه الدراسة 21 طالباً تم أخذهم عشوائياً. أداة البحث هي اختبار شنهدي ونوشيقي. كانت الأداة المستخدمة ني جمع البيانات هي درجات الطالب قبل الاختبار ودرجات ما بعد الاختبار والتي تم حسابها وأظهرت النتائج أن متوسط درجات الاختبار القبلي كان IBM SPSS وتحليلها باستخدام الإصدار 26 من وأن متوسط درجات الاختبار البدي كان 64.76. كان متوسط الاختبار البعدي أعلى من متوسط 31.24 الاختبار القبلي ($31.24 > 64.76$) ، وأظهرت النتائج الوصيفية أن درجات الطالب ني الاختبار البعدي كانت أنضل من درجات الاختبار القبلي. أي أن العالج المقدم للطالب يؤثر على قدرة الطالب على النحدث. بناءً ثنائي الذيل هو 0.000 ، وهو أصغر من 0.05. وبذلك يتم رفض الفرضية الصنرية t على نتائج اختبار ويبول الفرضية البديلة. يمكن الاستنتاج أن استخدام الصور التسلسلية كعلاج له تأثير على تعلم النحدث لدى الطالب.

، الكلمات الرئيسية: سلسلة الصور ، النحدث

CHAPTER 1

INTRODUCTION

A. Background of Research

In Indonesia English is a foreign language that must be mastered by students. To master English these are four important skills, namely: listening, speaking, reading, and writing. Speaking skill is one of the skills that must be taught and mastered by students because through speaking can provide information to listeners. Arsjad said¹ speaking is ability pronounce articulation sounds that aim to communicate. Beside that, Juliana et al also said² speaking is also an interactive process of constructing meaning that involves aspects of production, reception, and information processing. So, it can be said that speaking is an important language skill that involves productive and receptive skills that enable a student to communicate with others effectively.

As for someone who has the ability to speak has the character as mentioned by Nunan in Dewi³, that the ability to function in another language is generally characterized in terms of being able to speak that language and success as measured by the ability to carry out conversations in that language. This means that someone who becomes a speaker must be able to communicate so that it can be understood by others as listeners. The speaker must be able to understand the

¹ Arsjad, M.G & Mukti, U.S., *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. (Jakarta: Erlangga, 1988), p. 12.

² Juliani, Herlina, Siti Yulidhar Harunasari, "Improving Students' Speaking Skills through Project Based Learning using Instagram", *Proceedings of the National STKIP Kusuma State Education Seminar*, October 2019, p. 1.

³ Herlina Dewi, "Project-Based learning Techniques to Improve Speaking Skills". *English Education Journal*, Vol .7, No.3, July 2016, p. 342.

content conversation and communication can add information effectively⁴. A good speaker besides having to give the impression that he is in control of the problem being discussed, the speaker must also explain courage and passion. In addition, the speaker must speak clearly and precisely⁵. Therefore, students are expected to master speaking skills well to be used as a communication system to obtain and share information with others. But not everyone has the ability to speak like that, each student has its own problems that make it difficult for students to communicate using English. Speaking as a skill requires a lot of practice and practice. Brown stated⁶ that panic is one of the problems faced by students in speaking for fear of being judged stupid and incomprehensible. So, it can be concluded that some students do not want to express what they think for fear of making mistakes in speaking. According to, Shumin in Richards and Renandya explained⁷ speaking English is very difficult for Indonesian students because of the lack of communication between students in using foreign languages, they always speak Indonesian every day. In addition, Al-Hosni in Nurfahjri Indah Sari⁸ also identified several factors causing students' speaking difficulties as: Students feel embarrassed and worried about making mistakes for fear of being criticized.

⁴ Lutfiana Indah Sari, Hari Satrijono, Sihono, "The Application of Method Project Based Learning for Improving Learning Outcomes on Speaking Skill of Students VA SDN Ajung 03", *Educational Journal UNEJ*, vol. 2, no. 1, 2015, p. 12.

⁵ *Ibid.*

⁶ Brown, H. D., *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 1994).

⁷ Richards, J. C., & Renandya, W. A., *Methodology in Language Teaching: an Anthology of Current Practice*, (Cambridge: University Press, 2002).

⁸ Nurfahjri Indah Sari, "Increasing Students' Speaking Skills By Intensifying English Language at Eight Grade of Smpn 24 Makassar", (*Skripsi*, FTK Muhammadiyah University Of Makassar, Makasar, 2019).

Based on the observation of teaching practice at MTs putri Al-Islahuddiny the author found some problems faced by students in speaking. First, the lack of vocabulary mastered by students thus they had no idea to speak. Second, students can not pronounce the words properly and it makes them feel shy and worried about speaking out for fear of making a mistake. Then, students had not been able to understand and speak English well, their low ability is indicated by their difficulty in answering the questions given by their teacher in using English and it is also seen from their low score in English lessons. Based on these conditions, the teacher needs to choose a suitable learning model and can improve students' speaking skills learning outcomes.

The learning model used by the teacher must be in accordance with the objectives and learning materials, so that students can be actively involved in learning activities. Mode learning used by teachers should be able to improve students' speaking skills. One of the models learning that can be used to overcome the problem is to use project based learning model. Project-based learning is the right approach to teaching English as a foreign language in junior high school because it can involve students to become active in learning English. Through project learning students can directly involved in making a project so that better understand and be able to develop speaking skills. Lutfiana said⁹, apart from improving skills speaking, project-based learning can also increase learning motivation, improve ability solve problems, and can develop student creativity.

Project based learning has several branches, one of which is serial image.

⁹ Lutfiana Indah Sari, Hari Satrijono, Sihono, "The Application...", p. 12.

Serial image is media that contains images that are related to one another, Azhar Arsyad said¹⁰ that serial images are a series of activities or stories that served sequentially. The pictures that will be given to students are in accordance with the learning material. in line with Arsyad, Tizen stated that the serial image is a number of an image that describes the atmosphere that is told and is continuous from one image to another. According to Sadiman at all, serial images are a series of images consisting of two or more images which form a unified story¹¹. Pictures or photos are generally interconnected to form a series of storylines. Every the pictures are numbered according to the order of the stories and this will make it easier for students to tell the pictures. The opinion about serial images was also expressed by Nurgiyantoro, the point of which is a story or image a series of pictures that contain an activity, reflect a certain goal or idea, are meaningful, and show a certain purpose context situation¹². The use of serial image media in learning can focus students in receiving the material so that students are not easily bored in the learning process. In addition, based on the validation test by expert lecturers, serial image media got a score of 4.2 with the criteria of "very good"¹³. This media is also used to stimulate students' thinking, the power to be able to express ideas and concepts more creatively. From the opinion above, it can be concluded that serial images are two-dimensional visual media consists of several

¹⁰ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada 2002).

¹¹ Sadiman, Arief R. Rahadjo, Anung H, *Media Pendidikan : Pengertian, Pengembangan, dan Pemanfaatannya*, (Jakarta : Rajawali Press, 2011).

¹² Nurgiyantoro, B., *Penilaian dalam Pengajaran Bahasa Indonesia dan Sastra*, (Yogyakarta: BPFE, 2001).

¹³ Patrisia Arum Puspaningtyas, "The Development of Serial Image Media For the Speaking Skills of Pre-entermediate BIPA Students at Wisma Bahasa Yogyakarta", (*Skripsi*, FTK Universitas Sanata Dharma Yogyakarta, Yogyakarta, 2019).

images which are a series of certain events that have a unified story between one image and another other.

Based on this description, it is necessary to conduct research to improve learning outcomes students' speaking skills, by applying the model Project Based Learning can train students to solve a problem based on the experience they have and train students think at higher levels and train students' courage in speaking in front of the class. Based Learning Projects that can be used as one alternative in overcoming the problem the low learning outcomes of students' speaking skills in grade VIII MTs Putri Al-Islahuddiny, therefore the researchers took the title "The Impact of Serial Images in Teaching Speaking at the 8th Grade Students of Madrasah Tsanawiyah Putri Al-Islahuddiny".

B. The Statement of Problem and Research Limitation

1. Statement of problem

Based on the background above, the researcher formulates the statement of problems as follow:

How can serial images affect speaking ability at the 8th grade students of Madrasah Tsanawiyah Putri Al-Ishlahuddiny in academic year 2021/2022?

2. Research Limitations

There are two main limitations in this study which can be overcome during the study period. First, this study focuses on the speaking ability of 8th grade students and the second is applied in the use of project-based learning with serial image to support speaking ability themselves.

C. Objective and Significance of Research

1. Objectives Of Research

The objective of this research is to find out the effect project-based learning (PBL) with serial image on students speaking ability for the 8th grade of Madrasah Tsanawiyah Putri Al-Ishlahuddiny in the academic year 2021/2022.

2. Significance of Research

a. Theoretical significance

This research will expand the research on the impact of serial images in teaching speaking students.

b. Practical significance

1). For Teachers

This research is expected to help teachers to improve students' speaking ability using serial images method

2). For Students

This research is expected to help students to improve their ability to speak English clearly, fluently and confidently

3). For the Researchers

This research will be able to provide a lot of information to other researchers about the impact of serial images in teaching speaking.

D. Definition of Key Terms

1. Project-Based Learning (PBL)

Project based learning (PBL) is a learning method that uses projects/activities as media. Learners conduct exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes.

2. Serial Image

Serial images are a combination of several images and have a simple story so that it is possible convey messages as a tool between the communicator and communicate.

3. Speaking

Speaking is one of the language skills in everyday life. Speaking is defined as the ability to pronounce articulation sounds or words to express/convey thoughts, ideas, and feelings.

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CHAPTER II

REVIEW OF LITERATURE AND HYPOTHESIS

A. Review of Related Literature and Research Hypothesis

1. Review of Previous Research

In this study, researchers used previous research as a frame of reference for thinking. There are several literatures used in this research. Several studies have revealed that learning using project-based learning can improve students' speaking skills.

The first research conducted by Muhammad Afdhal Kurniawan about "Improving the Students Speaking Ability through Project-Based Learning (Pre-experimental Research at the Eighth Grade of SMP Buq'antun Mubarakah Gombara Makassar)".¹⁴ The purpose of this study to determine the effectiveness of Project-Based Learning for improve students' speaking skills in terms of vocabulary and pronunciation. The method in this study used pre-experimental with one grup pre-test and post-test design. The participants used were students of class VIII SMP (junior high school) Buq'antun Mubarakah which consisted of 5 classes and each class consisted of 25 students so that the total number reached 125 students, but the researchers used a randomly selected sample. The instruments uses speaking test. Based on these findings, it was found that in the pre-test the students' speaking ability in terms of vocabulary is 1.88 and the post-test mean score is 4.48, this means that in terms of vocabulary the average score

¹⁴ Muhammad Afdhal Kurniawan, "Improving...", p. 43.

of the post-test is higher than the pre-test. Therefore, the student's pre-test score in terms of speaking ability is 2.24 and the post-test is 4.44. the post-test score was higher than the pre-test in terms of vocabulary. In addition, it was also found in hypothesis testing that the T-test value is greater than the T-table ($42.5 > 2,060$). based on the results of the research, the researchers concluded that Students' speaking ability can be improved effectively by using Project Based learning. The similarity of this study is that they both use pre-experimental research design using one group pre-test and post. The difference lies in the number of samples, the time of the study, and the place of research.

The second research conducted by Herfin Marlina with the title “Improving Students Speaking Ability through Project-Based Learning (PBL) at SMK Muhammadiyah 4 Tallo”.¹⁵ The purpose of this research was to determine information whether the use of Project-Based Learning is effective for improving students' speaking skills in terms of pronunciation and fluency or not. The method used in this research is pre-experimental that involve one grup with pre-test and post test design. The instruments used in this research is speaking skill. the participants in this study were first grade students of SMK Muhammadiyah 4 Tallo Makassar, while the research sample was taken using purposive sampling in the TKJ class in which one class consists of 16 students. The results showed that the use of Project-Based Learning Method is effective for improving students' speaking skills in terms of pronunciation and in terms of fluency. The equation is in the research instrument used, namely the speaking test and the dependent

¹⁵ Herfin Marlina, “Improving Students Speaking Ability through Project-Based Learning (PBL) at SMK Muhammadiyah 4 Tallo”, (*Thesis*, FTK muhammadiyah universitas of mataram, mataram, 2021), p. 18.

variable is speaking and the independent variable is project based learning.

The third research conducted by Nassir in with the title “The Effectiveness of Project-based Learning Strategy on Ninth Graders' Achievement Level and their Attitude towards English in Governmental Schools”.¹⁶ The purpose of this research investigate the effectiveness of Project-Based learning strategies for develop the level of achievement in English, Next to measure the effect of Project-Based Learning strategies on students' attitudes towards English. The method used in this research is experimental. The instrument is pre-post achievement test, attitude scale (with pre & pos application) to find out students' attitudes towards English and to knowing students' opinions about project-based learning strategies as strategies in learning English skills and sub-skills. The participants in research were 76 ninth graders from Halima Assadia Girls'Prep School in Annazla, Jabalia. The results of the study stated that there was a statistically significant difference in the mean scores of pre-post-test, speaking evaluation cards and attitude scale in the post application supports the experimental group, Like findings are associated with the use of project-based learning strategies in teach the four English skills; listening, reading, writing and speak. Consider the huge impact that these findings have shown. Researchers recommend the use of project-based learning strategies to develop English. The similarity of the research above is that they both use the project-based learning method as an independent variable to improve students' English skills. The difference lies in the dependent variable, the time of implementation, the

¹⁶ Muhammad Afdhal Kurniawan, “Improving ..., p. 7-8

instrument used, and the place of research.

The fourth research conducted by Rahmat in with the title “The Effect of serial Images Media on Speaking Skills of Class II Students SD Inpres Pare'-Pare' Kec. Bajeng Regency. Gowa”¹⁷. The purpose of this research to analyze and find out the effect of serial images media on speaking skills in class students II SD Inpres Pare'-Pare'. The method used in this research is experiment with pre test and post test. The instruments used in this research is speaking skill with pre and post test. The participants in this study were second grade students of SD Inpres Pare'-Pare' Kec. Bajeng Regency. Gowa, while the research sample consisted of two classes, the experimental class and the control class, each consisting of 20 students. The results showed that learning by using serial images media can affect speaking skills in second grade elementary school students Inpres Pare'-Pare'. The similarity of the research above is that both of them use serial images as learning media to improve students' speaking skills. The difference lies in the place of research, the research above chose to conduct research in elementary schools, while the researchers chose junior high schools as research sites. In addition, the implementation time is also different.

B. Theoretical bases

a. Definition of Speaking

Speaking is one of the four EFL language skills that must be learned by students at school. By learning to speak students can improve their ability to give their opinion or ideas. Kayi added that speaking is a creative

¹⁷ Rahmat, “The Effect of serial Images Media on Speaking Skills of Class II Students SD Inpres Pare'-Pare' Kec. Bajeng Regency. Gowa”, (*Skripsi*, FTK Muhammadiyah University of Makassar, Makassar, 2017).

or useful skill in spoken style¹⁸. Besides, study speaking will be beneficial for students because speaking as verbal Communication is a common way of dialogue with other people. Penny Ur stated that mastery of speaking skills is the most important aspect for learning a second or foreign language¹⁹. According to Naved, in our current life, English plays an important role as an international language²⁰. besides, linse in Diki riswandi said that mastering English, especially in speaking ability, is important for students to enable them communicate with others globally²¹. Speaking skills are not easy to master because they require many aspects, not only grammar, language features, vocabulary, rhetorical devices, but also other elements. Speaking skill itself is also a medium to express thoughts, ideas, feelings indirectly to others as listeners. In addition, the ability to speak in English is also very important to be mastered by students so that they can communicate with foreigners well.

In addition, Mackey in Wulandari R, defines speaking as a verbal expression that does not involves not only the use of precise patterns of fluency and rhythm but also the use of the right words to convey the right

¹⁸ Kayi, H., "Teaching Speaking: Activities to Promote Speaking in a Second Language", *The Internet TESL Journal*, XII(11), 2006.

¹⁹ Penny Ur., *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996).

²⁰ Naved, Zeeshan, "The Importance of the English Language in Today's World", in https://owlcation.com/humanities/importanceof_englishlanguages, accessed on December 30th, 2021.

²¹ Diki Riswandi, "The Implementation of Project-Based Learning to Improve Students' Speaking Skill", *international Journal of Language Teaching and Education*, Vol.2, No. 1, March 2018, Page. 32.

meaning²². Harmer in Wulandari, R, also argues that speaking is an important skill in everyday human life because it speaking helps people to create social relationships as human beings. In addition, Chaney as quoted by Wulandari, R, stated that speaking is a the process of building ideas and sharing information, or opinions verbally and non-verbal symbols in various contexts²³.

Based on the above definition, it can be redefined that speaking is the most important language skills used to express ideas, opinions, or feelings about something else by using words to inform, entertain, persuade listeners.

b. Importance of Speaking

Speaking skill has been found to be a basic skill that needed for student success in life. Nunan is of the opinion that mastering the art of speaking is the most important aspect of learning in Language²⁴. Penny Ur also stated that of the four skills in English such as listening, speaking, reading and writing. Talking seems the most important²⁵. So speaking should not be neglected in English class and teachers should focus on training students to always try to say or express every idea related to learning to use English.

By speaking, learners can express personal feelings, opinion or

²² Wulandari, R., "Improving Students' Speaking Ability through Communicative Language Games at SMPN 1 Prambanan Grade VIII a in the Academic Year of 2013/2014", (*Skripsi* , Universitas Negeri Yogyakarta), 2014.

²³ *Ibid.*

²⁴ Nunan, D., *Language Teaching Methodology*, (Prentice Hall, 1991), p. 284.

²⁵ Penny Ur, "Current Perspectives on Teaching the Four Skills", *Tesol Quarterly*, vol. 40, no. 1, 2000, p. 12.

idea, and can also inform or explain something. Afdhal said²⁶ through speaking we can display the various functions of the language itself. Alam argues that speaking skills consist of productive skills in speaking and receptive skills in understanding.²⁷ When the students take part in speaking activities, for example expressing opinions or ideas, storytelling and so on, students practice using (productive) language to convey messages to their friends and they must consider the listeners who will receive and understand the message, so that the listener will get what the speaker wants to convey and finally listeners can respond to it (receptive). It is considered helpful in improve learning. in addition, Staab in Nature also stated, I believe that spoken language is important, not only as a vital communication tool empowers us in our daily lives but also as a valuable way to learn. He consider speaking as an oral communication skill is a lifelong activity and perhaps our most important means of communication.²⁸

c. Aspects of Speaking Assessment

Assessing speaking is challenging because there are many factors which can affect how well a person can speak the language. Brown as quoted Hidayati, W. Stated that there are several aspects of speaking assessment such as: pronunciation, vocabulary, fluency, accent, and

²⁶ Muhammad Afdhal Kurniawan, "Improving...", p. 17.

²⁷ Alam, Q., "Improving English Oral Communication Skills of Pakistani Public School's Students", *International Journal of English Language Teaching*, vol. 1, no. 2, 2013, p. 17-36.

²⁸ *Ibid.*

grammar²⁹. it should mastered in order to speak well. As a complex activity, speaking has five main aspects as follows:

1). Pronunciation

Pronunciation is a basic quality of language learning, especially in speaking ability. Pronunciation concerns the way we say, articulate, and assimilate words. Having poor pronunciation skills can be annoying communication and make inappropriate speech³⁰. Harmer in Herfin Marlina states that teaching pronunciation not only makes students able to distinguish sounds and voice features, but also improve immeasurable speech abilities such as concentrating on sound³¹.

2). Vocabulary

Good English users are required to have a good vocabulary to pronounce Vocabulary is the foundation of English language and its role is very important³². Schmitt said, without knowing the components vocabulary, a language learner will have difficulty communicating, reading, writing or understanding a foreign language³³. Easterbrook states that vocabulary is defined in two different ways, namely orthographically (as independent language items that have meaning) or phonologically (a combination of independent items known as multiwords related to

²⁹ Hidayati, W., "An Analysis of Difficulty Level in Speaking English by Eight Class Students of SMP Unismuh Makassar", (*Thesis*, FTK Muhammadiyah University of Makassar, Makasar, 2019),

³⁰ Herfin Marlina, "Improving ...", p. 11.

³¹ *Ibid.*

³² Kamariah Yunus, Muhamad Syahir Saifudin, "Vocabulary Learning Strategies Among English As Second Language Learners", *Journal of Qualitative Social Sciences*, vol. 1, no 2, May 2019, p. 12-13.

³³ Schmitt, N., "Key Issues in Teaching and Learning Vocabulary", *Insights into Nonnative Vocabulary Teaching and Learning*, 2010, p. 28-40.

morphological mechanisms such as affixes or etymological parts)³⁴. Besides, according to Nation, vocabulary knowledge is known as a distinct feature terms or terminology that must be considered in terms of having items and systems structure³⁵.

3). Grammar

Yacob said³⁶ in speaking, grammar is very necessary and Important for ESL students to build sentences and confidently express their ideas because some students may feel embarrassed to speak because they are afraid of making grammatical errors that result in misunderstandings about original ideas. In according to Sauvignon, the importance of grammar in english cannot be ignored because relative is an inherent form of language that students need to master in order to make meaningful sentences³⁷.

4). Fluency

Harmer says that there are two elements of speaking that become a problem for students. those elements is accuracy and fluency.³⁸ These elements are very important for students in speaking English. They should consider these elements when speaking English. Because without

³⁴ Easterbrook, R. M., *The Process of Vocabulary Learning : Vocabulary Learning Strategies and Beliefs about Language and Language Learning*, (Cambridge: Cambridge University Press, 2001).

³⁵ Nation, I. S. P., *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press 2001).

³⁶ Nur Syafiqah Yacob, Melor Md Yunus, "Language Games in Teaching and Learning English Grammar: A Literature Review", *Arab World English Journal (AWEJ)*, vol. 10, no 1, March 2019, p. 210.

³⁷ *Ibid.*

³⁸ Harmer. J, *The practice of English language teaching 5th Edition (Longman Handbooks for Language Teacher)*, (New York: Longman Inc, 2011).

considering these elements, our speaking will not be good. Then, trouble Fluency and accuracy also lead to misunderstandings between speaker and listener, if the speaker unable to speak fluently and accurately³⁹.

5). Accent

Accent language between speakers of one speaker with another speaker is different. This is because everyone has their own way of pronouncing words depending on the culture that the speaker belongs to. Roach in Herfin marlina stated that none of the speakers could taken to represent a particular accent or dialect in this world⁴⁰.

d. Serial Image

The media of serial image is one of the media where students write based on a series a image consisting of two or more image that become one story, then students tell it in front of the class. Serial image is a series of images consisting of two or more images that form a single unit story⁴¹. An image or serial image can be used as material to compose a story essay. Ambo Dalle at all, states that a serial image is an image with a series of activities or stories that are presented sequentially⁴². Student practice to describe each picture, the results of the description of each picture when arranged will be a complete essay. In line with Dalle,

³⁹ Syafriyadin, "The Effect Of Talking Chips Technique Toward The Students' Speaking Achievement", *Journal Of Linguistics and Language Teaching*, vol. 6, no 2, December 2020, p. 2.

⁴⁰ Herfin Marlina, "Improving Students Speaking", p. 12.

⁴¹ Ambo Dalle, Johar Amir, Wahyu Kurniati Asri, "Improving Student's Writing Skill using Serial Images as Learning Media, *Asian EFL Journal Research Articles*, vol. 27, no 3, June 2020, p. 29-30.

⁴² Ambo Dalle, *The Implementation of Serial Image Media in Learning German Writing Skills to Students of German Language Education FBS UNM In Seventh International Conference on Languages and Arts (ICLA 2018)*, (Atlantis Press, 2019).

Indriastanto also stated that the serial image is the number of pictures that describe the atmosphere that is told and show continuity between one pictures and more.

e. Serial Image in Teaching Speaking

The procedures of teaching speaking through serial images as follow ⁴³: researcher conveys the objectives and learning materials briefly, researcher divides the students into several groups, researcher explains the learning media using serial images, each group representative takes a serial images related to the subject matter, then each group observes the series of images, after being observed, each group wrote an English essay based on a serial images, after finish the essay, each group representative reads a simple English essay which has been made.

Serial image also has some advantages and disadvantages, one of the advantages of serial image media is that it can generate power imagination and creativity of students in developing their ideas based on the series of pictures used, while the disadvantages of the media serial images that rely solely on visual senses, Researchers found the disadvantages of serial images from several studies that have been done previously. In Sadiman, et al in Patrisia Arum Puspatingtyas⁴⁴. The advantages of serial image media are: 1) It is concrete, the picture is more realistic showing the main problem compared to verbal media alone, 2) Images can overcome the limitations of space and time, 3) so that the

⁴³ Ambo Dalle, Johar Amir, Wahyu Kurniati Asri, "Improving...", p. 30.

⁴⁴ Patrisia Arum Puspitaningtyas, "The Development...", p. 17.

image media can be brought into the classroom, 4) Image media can overcome the limitations of our observations, 5) Clarify a problem in any field and for any age level anything, 6) so as to prevent or correct misunderstandings, 7) The price is cheap and easy to get and easy to use, 8) without require special equipment. The disadvantages of serial image media are: 1) The image only emphasizes the perception of the eye senses, 2) Images of objects that are too complex are less effective for activities learning, 3) Image media has a very limited size for large groups.

C. Research Hypotheses

The hypothesis in this study was made to answer a problem: is project-based learning effective to improving the speaking ability of junior high school students?

- a. H_0 (Null Hypotesis) : Project-based learning has no significant effect the speaking ability at the 8th grade students of Madrasah Tsanawiyah putri Al-islahuddiniy.
- b. H_1 (Alternative Hypotesis) : Project-based learning has significant effect the speaking ability of the 8th grade students of Madrasah Tsanawiyah putri Al-islahuddiniy.

CHAPTER III

RESEARCH METHOD

A. Research Methods

1. Approach and Type of Research

This research used a quantitative approach. Aliaga and Gunderson in Daniel Muijs's opinions that quantitative research is explaining phenomena by gathering numerical data that are analyzed using mathematically based approaches in specific statistics⁴⁵. In addition, Sugiyono also believes that the type of research approach that using survey methods and experiment is a quantitative approach, while the qualitative approach using naturalistic methods⁴⁶. Based on the opinion above, it can be concluded that quantitative research is research that uses statistical data to obtain research results.

This study uses an experimental type of research. According to Sugiyono, experimental research is research which aims to find a causal relationship between variables under manageable conditions. Important features of experimental research is that investigators intentionally control and manipulate conditions that define events, in which they are interested in introducing the intervention and measuring the difference it makes⁴⁷. Louis said that an experiment involves making a change in the value of one variable - the so-called independent variable and observing the effect of that change on another

⁴⁵ Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, (New Delhi: SAGE Publication, 2004), p. 1-3.

⁴⁶ Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif dan R&D*, (Bandung: Al-Fabeta, 2010).

⁴⁷ Sugiyono, *metode...*, 2006, p. 80.

variable – called the dependent variable⁴⁸. So it can be concluded that experimental is a type of causal research that is carried out to check a symptom in research.

B. Population and Sample

1. Population

A researcher must be careful in defining the population before collect samples, including member descriptions. According to Ary, Donald Population is all members of a class such as people, events, or thing⁴⁹. In addition, Sugiyono also said that the population is not only about the quantity of subjects/objects to be studied, but also involves all the characteristics of the subject or object⁵⁰. The population in this study were all eighth grade students of MTs Putri AL-Islahuddiny in the second semester. class VIII MTs Putri Al-Islahuddiny consists of 8 classes. the number of students in each class population is as follows:

Perpustakaan UIN Mataram Table 3.1

Population of students

No	Class	Total Students
1	VIII A1	23
2	VIII A2	22
3	VIII B1	22
4	VIII B2	20
5	VIII C1	22
6	VIII C2	20

⁴⁸ Louis, *Research Method in Education*, (USA: Francis e-library, 2007).

⁴⁹ Ary, Donal, *Introduction to Research in Education*, (USA: Wadsworth, Cengage learning, 2006).

⁵⁰ Sugiyono, *Metode...*, 2006, p. 89.

7	VIII D1	17
8	VIII D2	21
Total Number		167

2. Samples

The sample is a representative of a larger group called the population. As said by Sukardi that the sample is part of the population chosen as a representative⁵¹. Therefore, to select a sample, the researcher used a random sampling technique. According to Margono, sampling is a technique of selecting sample, that the number of samples is appropriate for collecting data sources, pay attention to the nature and distribution of the population so that the subject get a representative sample. Sampling is also a way to choose the number of individuals as a representative sample of the population⁵². The random sampling technique used by the researcher was to make a lottery, where the researcher wrote down all the 8th grade MTS putri Al-Islahuddiny from grades A to D on several pieces of paper and made a lottery. the result of the withdrawal of the lottery is that class D2 comes out as a sample where this class consists of 21 students.

C. Setting and Time of Research

The research was conducted at MTs. Putri Al-ishlahuddini which is located in the village of Kediri Induk, Kediri District, West Lombok Regency, West Nusa Tenggara Province. This research will be carried out in the odd semester of November-December of the 2021 academic year. The reason for

⁵¹ Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: Bumi Aksara,2003).

⁵² Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: PT. Rineka Cipta, 2003).

carrying out research in this place is because it is easy to reach so that researchers feel more comfortable to carry out the final research.

D. Variables of Research

There are two variables used in this research:

- a. Project based learning method using serial images as an independent variable (X) because it provides effort in the teaching and learning process, especially in pronunciation and vocabulary.
- b. students' speaking ability is dependent variable because it receives the effect of project-based learning using serial images (Y).

E. Design of Research

Research design used in this research is a pre-experimental design research. Pre-experimentation is the simplest form of research design. In the pre-experiment either one group or some groups were observed after some treatment which was considered cause change. There are several forms of pre-experimental design, namely one-shot case studies, one group pre-test and post-test and intact designs. group comparison⁵³. This research is an experimental study using one group pre-test and post-test design. In the one-group pre-test and post-test designs, one group is measured or observed not only after exposure to a kind of treatment using project-based learning by using serial images, but also before by applying a pre-test. According to Creswell, A preliminary test provide a measure of some of the attributes or characteristics that the researcher give to participants in the experiment before the group

⁵³ Sugiyono, *Metode...*, 2006, p. 81.

receives a treatment, while the post-test measures several attributes or characteristics that assessed for participants in the trial after treatment⁵⁴.

Design from experiments can be seen in the following table:

Table 3.2
Pre experimental Design ⁵⁵

O ₁	X	O ₂
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O₁ : Pre-test

X : Treatment

O₂ : Post-test

a. Pre-test

Pre-test is used to determine the basic knowledge or readiness of students to educational experience or study program. Before giving treatment,

The researcher gave a pre-test to the experimental class. Study distributing speaking tests; This study aims to determine the mastery of students' speaking skills.

b. Treatment

Treatment is an explanatory variable manipulated by the researcher.

The treatment was carried out twice after giving the pre-test in class. The treatment process given is as follows:

- 1) Researcher conveys the objectives and learning materials briefly

⁵⁴ Creswell, *Educational Research*, (USA: Pearson Education, Inc, 2008).

⁵⁵ Gay, L. R., & Mills, G. E., & Airasian, Peter, *Educational Research Competencies for Analysis and Application (Eighth Edition)*, (New Jersey: Meril Prentice Hall, 1981).

- 2) Researcher divides the students into several groups
- 3) Researcher explains the learning media using serial images,
- 4) Each group representative takes a serial images related to the subject matter
- 5) Then each group observes the series of images, after being observed, each group wrote an English essay based on a serial images
- 6) After finish the essay, each group representative reads a simple English essay which has been made.

c. Post-test

Post-test is a test given to students after conducting pre-test and treatment to determine student achievement and determine the effectiveness of the program. After giving treatment, the researcher gave a post-test for the experimental class with give the same test as the pre-test. It aims to determine the results of treatment

F. Instruments of Research

a. Test

The instrument that will be used in this research is a picture-cued task. The test as a data collection instrument is a series of questions or a series of tasks used to measure the skills, knowledge, intelligence, abilities or talents possessed by individuals or groups. The type of test used is an oral test . So the researcher prepared four different serial images and distributed them to each group, after that, each group came forward to tell the pictures. To assess

students' speaking ability, the researcher will use an assessment rubric adapted from Henry Douglas Brown. Based on this rubric, the researcher will make an aspects and assessment rubric as follows:

Table 3.3

Aspects assessment of speaking

No	Aspects	Criteria	Rating score
1	Grammar	Errors in grammar often, but speaker can understood by native speaker accustomed to dealing with strangers	1
		Can usually handle basic enough construction accurate but do not have confident control grammar	2
		Control of grammar is good. Able to speak the language adequate structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topic	3
		Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are enough rare	4
		Equivalent to that from educated native speake	5
2	Vocabulary	Speak vocabulary inadequate to express anything except the most basic needs.	1
		Has vocabulary sufficient to express himself simply with some circumlocuti ons.	2
		Able to talk the language with adequate vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word	3
		Can understand and participate in anything conversation within reach experience with a	4

		high degree of precision of vocabulary	
		Speech on all levels is fully accepted native speaker in all its features including breadth vocabulary and idioms, colloquialism and pertinent cultural references	5
3	Comprehension	Within scope hers limited language experience, can understand simple if questions and statements delivered with slow talk, repetition or paraphrase.	1
		Can get the point of most conversation of non technical subjects (i.e., topics that require no specialized knowledge)	2
		Understanding is quite complete at a normal rate of speech	3
		Can understand any conversation within the range of his experience	4
		Equivalent to that of an educated native speaker	5
4	Fluency	(not specific smoothness description refers to the other four language field for implied level smoothness	1
		Can handle with confidence but not with most facilities social situation, including introduction and casual conversations about current event, as well as work, family and autobiographic al information	2
		Can discuss certain interest of competence with reasonable ease. Rarely has to grope for words	3
		Able to use the language fluently on all levels normally associated with professional needs. Can participate in nay conversation within the range of this experience with high degree of fluency	4
		Has complete fluency in language such that his speech is fully accepted by educated native speakers.	5
5	Pronunciation	Error in pronunciation often but can	1

	understood by native speaker used to deal with foreigners trying to talking hers language	
	Accent is clear though often quite faulty	2
	Errors never mixed with understanding and rarely disturb the native speaker. Accent may be obviously foreign	3
	Errors in Pronunciation quite rare	4
	Equivalent to and completely accepted by educated native speakers	5

After the rubric above will be used to find out the students individual score in speaking. The students score will be distributed by using the following rubric.

Table 3.4

Speaking Rubric Assessment

No	Name	Aspects					Total	Score
		G	V	C	F	P		
1	Students 1	1	2	3	1	1	8	32
2								
3								
4								
5								
6								
7								
8								
9								
10								

G = grammar

V = vocabulary

C = comprehension

F = fluency

P = pronunciation

In order to find out the students score the research sum all students ability in all aspect. For example students 1 gets a value of G = 1, V = 2, C = 3, F = 1, P = 1, so that in total he gets a value of 8. Therefore, to get the appropriate score, the total must be by using the formula and then adjusted by categories in the table below

Table 3.5

Classifaying students score

Classification	Score
Excellent	91-100
Very Good	71-90
Good	61-70
Fair	50-60
Bad	10-49

Based on the percentage above, students can be said to pass if they get a score of 61 or more.

b. Document

The document used by the researcher is in the form of student data to determine the number and name of students in MTS Putri Al-Islahuddiny besides that, there is syllabus for reference for making Learning Implementation Plans.

G. Procedure of Data Collection

a. Test

The researcher looks for several serial images on the internet that are in accordance with the student's learning material, then the researcher prints the image series for students to use at school. when in the class the researcher will divide the students into several groups, after that, the researcher distributes a serial image to each group, after they finish discussing the researcher asks the group one by one to come forward and explain the results of the discussion.

b. Document

To get documents that are important for students, the researchers asked for student data and also the syllabus used to teach students to one of the teachers at MTs Putri Al-Islahuddiny.

H. Technique of Data Analysis

Before carrying out the analysis, it is necessary to carry out an analysis prerequisite test consisting of a normality test and a homogeneity test.

a. Normality test

According to Sujianto, the normality distribution test is a test for measure whether our data is normally distributed or not⁵⁶. To determine normality, the One-Sample Kolmogorov-Smirnov test was used with SPSS. The hypotheses to test for normality are:

a) H_0 : Data is normally distributed

⁵⁶ Sujianto, Agus eko, *Aplikasi Statistik Dengan SPSS 16.0*, (Jakarta : Press Pustakarya, 2009).

b) H_a : The data is not normally distributed.

If the result of the test are significant at 5% ($p > 0,05$) that means all data on the research is distributed in normal.

b. Homogeneity test

Homogeneity testing is intended to ensure that the data collected in analyzes are actually drawn from populations that are too different from one another. Sujianto said that especially in predictive research, the model used must be according to their composition and distribution⁵⁷. To find out the homogeneity, the researcher used levane and anova with SPSS. If the result of the test are significant at 5% ($p > 0,05$) it can be concluded that the data both pretest and posttest have homogeneity variance.

c. Paired Sample T-Test

Result data (post-test) is data on student scores after being taught using the project-based learning method serial image as the medium. The first data (pre-test) is the previous student's score data taught using the project-based learning method with serial image as the medium. If the post-test on student reading the test is higher than the pre-test, it means teaching speaking using the project based learning method with serial image as a test effective brochure. To get the results of the speaking test, the researcher giving tests to students after receiving treatment for teaching speaking using project-based learning. In this study, researchers used the T test on SPSS to determine the effect of significant differences

⁵⁷ *Ibid*

before and after being taught using project-based learning on students' speaking skills. T-test is a statistic which is used to determine the real difference between the two tests in the average of the two variables being compared. Quantitative data analysis was used in this study. Researcher find the average score. Researchers also measure how much buzz group technique contributes, increase achievement student understandingas. For the steps as below:

- a. Calculate the average score by applying the following formula:

$$X = \frac{\Sigma d}{N}$$

X = average

Σd = total of students' score

N = the number of students'

- b. Knowing the standard deviation of students' speaking ability

$$SD = \frac{\sqrt{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}}{N - 1}$$

SD = Standard Deviation

ΣX = The sum of all score

ΣX^2 = The sum square of all score

N = Total number of students

- c. To find student improvement

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

% = Student improvement

X1 = The mean value of the pre-test

X2 = The mean value of post-test

- d. To find out the significant difference between the pre-test scores and post-test with a t-test value using the following formula:

$$\bar{D} = \frac{\sum D}{N}$$

\bar{D} = The mean score of different score

$\sum D$ = sum of total score difference

N = Number of student

I. Validity and Reliability

a. Validity

Instrument validation was carried out before the data collection instrument was used. Validity is the most important consideration in developing and evaluate measuring tools. Ary et al define validity as the degree to which the instrument measures what it is supposed to measure⁵⁸.

Validity testing is done by testing content validity. Content validity is the validity that is estimated through testing the feasibility or relevance of the test content through rational analysis by a competent panel or through an expert judgment (expert judgment). Content validity ensures that measurement include an adequate and representative set of items that reveal the concept. The more The scale item reflects the area or the whole concept being measured, the greater the content validity. Or in other

⁵⁸ Ary, Donal, *Introduction...*

words, according to Sekaran⁵⁹, content validity is a function of how well the dimensions and elements of an the concept that has been described.

An instrument can be said to be valid if it is able to measure what is cooled and can reveal data from the variables studied appropriately. The item validity test in this study used the Pearson product moment correlation formula as follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{(N \sum x^2) - (\sum x)^2\}\{(N \sum y^2) - (\sum y)^2\}}}$$

r_{xy} = correlation coefficient

N = number of trial respondents

X = score each item

Y = score of all test items

After calculating r_{count} , the thing to do is compare r_{count} and r_{table} with a significance level of 5%. if $r_{count} > r_{table}$ it means valid, otherwise if $r_{count} \leq r_{table}$ means invalid.

b. Reliability

In addition to being valid, the consistency (reliability) of data collection that has been compiled must also be ensured for the results. Valid instruments were analyzed to support the level of reliability, both factors and all the criteria used to determine the instrument. According to Ary et al also define reliability as the level of consistency measured by the

⁵⁹ Sekaran, U, *Metode Penelitian Bisnis*, (Jakarta : Salemba Empat, 2006).

instrument whatever it measures⁶⁰. Thus, it can be said that a reliable test is consistent and reliable. In addition Harrison in Johnson said that reliability test is consistency⁶¹. So, reliability is a measure of accuracy, consistency, dependability, or fairness of scores resulting from conducting certain inspections. Before giving the posttest, the researcher made a test to be tested students to find out how far the reliability of the instrument.

Reliability test, calculated using the alpha formula, as follows:

$$r_{11} = \left(\frac{1}{n-1} \right) \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

r_{11} = reliability

n = number of items

σ_i^2 = the number of variance scores for each item

σ_t^2 = total variance

to calculate the variance is as follows:

$$\sigma^2 = \frac{\sum x^2 - \left(\frac{\sum x}{N} \right)^2}{N}$$

the decision by comparing r arithmetic and r table, provided that if r count $>$ r table means reliable and r count $<$ r table means unreliable.

⁶⁰ *Ibid.*

⁶¹ Johnson, Keith, *An Introduction to Foreign Language Learning and Teaching*, (Pearson Education, 2001).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. RESEARCH FINDINGS

1. The Result of Test

Tests were given to students to see how the use of serial images in teaching English affects their speaking ability. Analysis was also carried out to see whether there was a difference between the first meeting test scores and the last meeting test scores (before and after being given treatment). The row score of this study can be found in appendix.

a. The Result of Pre-test

Pre-test results can be seen below :

Table 4.1.

UNIVERSITAS ISLAM NEGERI
M A T A R A N
Student's score in pre-test

No	Students	Score
1	Students 1	28
2	Students 2	24
3	Students 3	28
4	Students 4	40
5	Students 5	44
6	Students 6	32
7	Students 7	24
8	Students 8	44
9	Students 9	32
10	Students 10	40
11	Students 11	24
12	Students 12	32
13	Students 13	24
14	Students 14	32
15	Students 15	24
16	Students 16	52

17	Students 17	24
18	Students 18	20
19	Students 19	20
20	Students 20	44
21	Students 21	24
Total		656
Mean		31,24

The test given to students is in the form of an oral test where the researcher gives a series of pictures to students and then they tell it. Students' speaking ability was measured based on Brown's rubric speaking test. Researchers collect data and calculate using a formula.

Table 4.2.

Student's pre-test result

No	Category	Total
1	Highest score	52
2	Lowest score	20
3	Total respondents	21
4	Average score	31,24

Based on the table above, the highest score for the pre-test is 52 and the lowest score is 20. To get the results from the pre-test, the researcher calculates the average value using the following formula:

$$X = \frac{\sum d}{N}$$

$$X = \frac{656}{21}$$

$$X = 31,24$$

Note :

X = average

Σd = total of students' score

N = the number of students'

Based on the formula, the researcher find that the study average is 31,24. It falls into the bad category.

b. The Result of Post-Test

Table 4.3.

Student's score in post-test

No	Students	Score
1	Students 1	64
2	Students 2	68
3	Students 3	60
4	Students 4	68
5	Students 5	76
6	Students 6	64
7	Students 7	64
8	Students 8	72
9	Students 9	52
10	Students 10	72
11	Students 11	52
12	Students 12	68
13	Students 13	64
14	Students 14	72
15	Students 15	56
16	Students 16	76
17	Students 17	64
18	Students 18	56
19	Students 19	56
20	Students 20	72
21	Students 21	64

Total	1.360
Mean	64,76

After learning using serial images, the researcher again gave a test (posttest), so that it could measure students' speaking ability after treatment. In the posttest, students were also assigned to tell a series of pictures that had been shared by the researcher.

Table 4.4.

Student's post-test result

No	Category	Total
1	Highest score	76
2	Lowest score	52
3	Total respondent	21
4	Average score	64.76

Based on the table above, the highest posttest score was 76 and the lowest was 52. The increase in student scores occurred after the researchers taught them using the project based learning method with serial images. To get the posttest results, the researcher used the following formula to calculate the average score:

$$X = \frac{\sum d}{N}$$

$$X = \frac{1.360}{21}$$

$$X = 64,76$$

Note :

X = average

Σd = total of students' score

N = the number of students'

Based on the formula, the researcher find that the study average is 64,76. It falls into the good category.

c. The comparison of pre-test and post-test

Table 4.5.

Comparison of pre-test and post-test

No	Category	Pret-test	Post-test
1	Total Score	656	1.360
2	Higest Score	52	76
3	Lowest Score	20	52
4	Total Respondent	21	21
5	Average Score	31,24	64,76

Based on the table above, the data shows that the mean score of the pre-test is 31,24 and the post-test is 64,76. This shows that after being given treatment, their scores increased.

2. Data analysis

a. Normality test

Normality test is one of the requirements for processing data. This is done to check whether the data is normally distributed or not. This study used Kolmogorov-Smirnov to test for normality. IBM SPSS software version 26 was used to analyze the data.

Table 4.6.

Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		pre test	post test
N		21	21
Normal Parameters ^{a,b}	Mean	31,24	64,76
	Std. Deviation	9,262	7,334
Most Extreme Differences	Absolute	,211	,173
	Positive	,211	,122
	Negative	-,122	-,173
Test Statistic		,211	,173
Asymp. Sig. (2-tailed)		,015 ^c	,101 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the test table shows the significance of the Pre-test is 0.015. Therefore, if the data is greater than 0.05, it means that the data is normally distributed. So, it can be concluded that the distribution of student pre-test data is normally distributed. Posttest is 0.101. Therefore, if the data is higher than the 0.05 significance, it means that the data is normally distributed. So, it can be concluded that the distribution of student posttest data is normally distributed.

b. Homogeneity Test

Homogeneity test is a test used to check similarity of samples from a homogeneous population. Researchers use SPSS levane and anova statistical test to calculate the homogeneity test. The results are presented as follows:

Table 4.7.

Result of homogeneity test of pre test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
pre test	Based on Mean	,789	5	14	,575
	Based on Median	,674	5	14	,650
	Based on Median and with adjusted df	,674	5	10,479	,652
	Based on trimmed mean	,792	5	14	,573

Homogeneity of the data can be said to be homogeneous if significance value is greater than the level of significance. from the table above, it can be shown that the significance value is based on the mean of pre test was 0.573 which was higher than 0.05. thus, it can be said that the pre-test was homogeneous.

Table 4.8.

Homogeneity test of post test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
post test	Based on Mean	1,542	5	14	,240
	Based on Median	,762	5	14	,592
	Based on Median and with adjusted df	,762	5	9,526	,598
	Based on trimmed mean	1,460	5	14	,264

from the table above, it can be shown that the significance value is based on the mean of post test was 0.264 which was higher than 0.05. thus, it can be said that the post test was homogeneous.

c. Hypothesis test

After the pre-test and post-test proved to have a normal and homogeneous distribution, the last calculation carried out by the researcher was to test hypothesis testing. T-test results can be seen in the table below.

Table 4.9.

Hypothesis test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test	31,24	21	9,262	2,021
	post test	64,76	21	7,334	1,600

Based on the table above, it can be seen that the average score of students in the posttest is higher than the average value of the students' pre-test, where the average value of the pretest shows a value of 31,24 while the average value of the posttest is 64.76.

Table 4.10.
Paired sample test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre test - post test	-33,524	6,129	1,337	-36,314	-30,734	-25,066	20	,000

Based on the table above, the value is Significant. two-sided is 0.000 which is lower than 0.05. In conclusion, the paired t-test calculation shows that there is a significant difference between the pre-test and post-test scores. Thus, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) is accepted because there is a significant effect given using project based learning with serial images on the speaking ability of Class VIII students at MTs Putri Al-islahuddiny, Kediri. It can be concluded that the application of project based learning with serial images as a treatment in teaching speaking has been effective. Calculations were carried out to find out how well the treatment was given, seen from the pre-test and posttest scores.

B. Discussions

In this research, researchers used project based learning with serial images to teach speaking in second grade students at MTs Putri Al-islahuddiny. To answer the researcher's question as stated in the background, the researcher succeeded in collecting data through pre-test and post-test.

In the first meeting, the researcher gave a pre-test to the students, this was done to determine the students' initial speaking ability. After giving the pre-test, the researcher gave treatment for three meetings to the students. The treatment given is that the researcher teaches the material to students using project based learning with serial images. on the last day the researcher gave the last test, namely the post test. It can be seen from the table above, the value of the students' average pre-test was 32.00. Furthermore, the average post-test score obtained by the students was 64.76. Average value the post-test of students experienced an

increase.

In addition, the authors conducted a paired sample test to find out whether there is a significant effect when using project based learning with serial images in learning to speak using the IBM SPSS version 26. This shows that the p-value or sig (2-tailed) = 0.000. This means that the null hypothesis (H_0) is rejected and the alternative the hypothesis (H_1) is accepted because the p-value is smaller than sig = 0.005. Therefore, it can be said that there is a significant effect when using project based learning with serial images in teaching speaking.

Previous related research, proven that using project based learning with serial images has an effect on students' speaking skills. This is found in the results of Herfin Marlina's study entitled Improving Students Speaking Ability through Project-Based Learning (PBL) at SMK Muhammadiyah 4 Tallo⁶². research shows project based learning method helps students to improve their speaking skills. In addition, in the results of Rahmat's study entitled The Effect of serial Images Media on Speaking Skills of Class II Students of SD Inpres Pare'-Pare' Kec. Bajeng Regency. Gowa⁶³. Research shows that using serial images as a medium of learning can help students to improve their speaking skills

In short, it can be concluded from the findings that statistical data shows that using project based learning with serial images has effectiveness in teaching speaking skills to second grade students of MTs Putri Al-ishlahuddiny, Kediri, West Lombok, for the 2020-2021 academic year. In addition, it can also be seen that the average value of the post test is very high, which is 64.76, which is higher

⁶² Herfin marlina, "improving...", p. 18.

⁶³ Rahmat, " the effect...", p. 59.

than the average value of the pretest, which is 32.00. In addition, the learning method used is also liked by students, they feel very happy and are more active in learning.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of pre test and post test the data using the t-test formula shows that the students' ability to speak after being taught by using project based learning with serial images. It can be seen that the 2 tailed sig score is 0.000 which is lower than the significance value of 0.05. It means $p < \alpha = (0.000 < 0.05)$ then the null hypothesis as H_0 is rejected and alternative hypothesis as H_a is accepted. Thus, it can be concluded that the application of the learning using serial images has proven to be quite effective in improving student learning outcomes speaking ability of 8th grade students of Al-ishlahuddiny MTs, Kediri, West Lombok for the 2020-2021 academic year.

B. Suggestions

Based on the conclusions above, it can be seen that the learning method using project based learning with serial images can be applied in teaching speaking. Therefore, researchers will would like to give some suggestions as follows :

1. Students

project based learning with serial images is expected to be used to help students in building their confidence to speak English in front of the class so that they can reduce their shyness or fear wrong. Furthermore, students are expected to be more active in teaching and learning process.

2. Teachers

For English teachers can help students improve their speaking skills. Thus, teachers can apply this learning method in teaching English especially in speaking skills. By applying in this activity, the teacher must be better prepared in choosing the best procedures that are appropriate for students. It's also important for teacher to think about the length of time the teacher has for make learning activities run more effectively.

3. Other Researcher

This research can be used as a reference for further researchers. Therefore, it is necessary for other researchers to continue this research on other research topics in other English skills. especially for researchers who are conducting research related to learning methods, especially project-based learning methods.

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Appendix 1. Data of students

No	Name of students	L/P
1	AAM	P
2	AL	P
3	AAJ	P
4	BAW	P
5	BLA	P
6	DH	P
7	DAA	P
8	HSP	P
9	HF	P
10	IID	P
11	KT	P
12	KPSL	P
13	LB	P
14	LBP	P
15	MI	P
16	MTN	P
17	NEA	P
18	NK	P
19	NA	P
20	NR _O	P
21	NR _U	P

Appendix 2. pre test and post test score

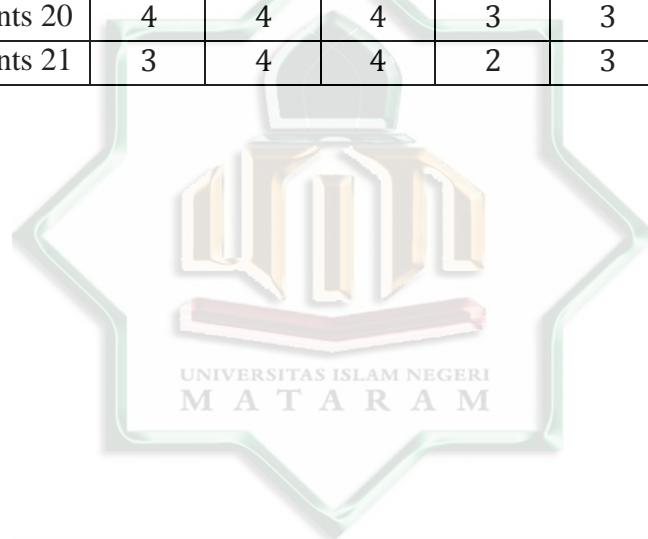
Pre test score

No	Name	Aspects					Total	Score
		G	V	C	F	P		
1	Students 1	1	3	1	1	1	7	28
2	Students 2	1	2	1	1	1	6	24
3	Students 3	1	3	1	1	1	7	28
4	Students 4	2	2	2	2	2	10	40
5	Students 5	2	3	2	2	2	11	44
6	Students 6	2	2	1	1	2	8	32
7	Students 7	1	2	1	1	1	6	24
8	Students 8	2	3	2	2	2	11	44
9	Students 9	2	2	1	1	2	8	32
10	Students 10	2	2	2	2	2	10	40
11	Students 11	1	2	1	1	1	6	24
12	Students 12	1	2	2	2	1	8	32
13	Students 13	1	2	1	1	1	6	24
14	Students 14	2	2	1	1	2	8	32
15	Students 15	1	2	1	1	1	6	24
16	Students 16	3	3	2	2	3	13	52
17	Students 17	1	2	1	1	1	6	24
18	Students 18	1	1	1	1	1	5	20
19	Students 19	1	1	1	1	1	5	20
20	Students 20	2	3	2	2	2	11	44
21	Students 21	1	2	1	1	1	6	24

Post test score

No	Name	Aspects					Total	Score
		G	V	C	F	P		
1	Students 1	3	4	3	3	3	16	64
2	Students 2	3	4	4	3	3	17	68
3	Students 3	3	4	3	3	2	15	60
4	Students 4	4	4	2	4	3	17	68
5	Students 5	4	4	3	4	4	19	76
6	Students 6	4	3	4	2	3	16	64
7	Students 7	3	4	3	3	3	16	64
8	Students 8	3	4	4	4	3	18	72

9	Students 9	2	3	3	2	3	13	52
10	Students 10	3	4	3	4	4	18	72
11	Students 11	2	3	3	2	3	13	52
12	Students 12	3	4	4	3	3	17	68
13	Students 13	4	4	4	2	2	16	64
14	Students 14	4	4	3	3	4	18	72
15	Students 15	2	3	3	3	3	14	56
16	Students 16	4	4	3	4	4	19	76
17	Students 17	3	4	4	2	3	16	64
18	Students 18	2	4	3	2	3	14	56
19	Students 19	3	3	4	2	2	14	56
20	Students 20	4	4	4	3	3	18	72
21	Students 21	3	4	4	2	3	16	64



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Appendix 3. Instrumen of pre test and post test



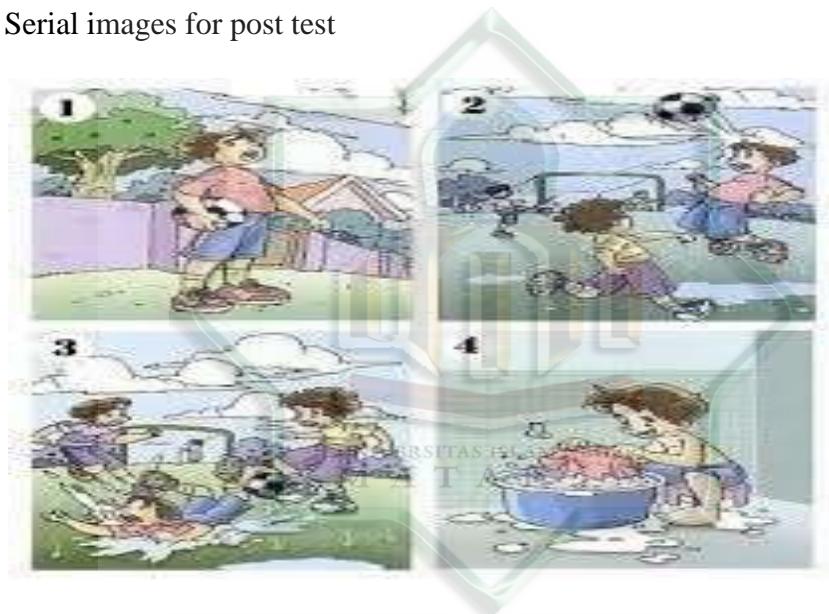
Serial images for pre test



Serial images for pre test



Serial images for post test



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Serial images for post test

Appendix 4. Speaking Assessment rubric

No	Aspects	Criteria	Rating score
1	Grammar	Errors in grammar often, but speaker can understood by native speaker accustomed to dealing with strangers	1
		Can usually handle basic enough construction accurate but do not have confident control grammar	2
		Control of grammar is good. Able to speak the language adequate structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topic	3
		Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are enough rare	4
		Equivalent to that from educated native speake	5
2	Vocabulary	Speak vocabulary inadequate to express anything except the most basic needs.	1
		Has vocabulary sufficient to express himself simply with some circumlocuti ons.	2
		Able to talk the language with adequate vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word	3
		Can understand and participate in anything conversation within reach experience with a high degree of precision of vocabulary	4
		Speech on all levels is fully accepted native speaker in all its features including breadth vocabulary and idioms, colloquialism and pertinent cultural references	5

3	Comprehension	Within scope hers limited language experience, can understand simple if questions and statements delivered with slow talk, repetition or paraphrase.	1
		Can get the point of most conversation of non technical subjects (i.e., topics that require no specialized knowledge)	2
		Understanding is quite complete at a normal rate of speech	3
		Can understand any conversation within the range of his experience	4
		Equivalent to that of an educated native speaker	5
4	Fluency	(not specific smoothness description refers to the other four language field for implied level smoothness	1
		Can handle with confidence but not with most facilities social situation, including introduction and casual conversations about current event, as well as work, family and autobiographic al information	2
		Can discuss certain interest of competence with reasonable ease. Rarely has to grope for words	3
		Able to use the language fluently on all levels normally associated with professional needs. Can participate in nay conversation within the range of this experience with high degree of fluency	4
		Has complete fluency in language such that his speech is fully accepted by educated native speakers.	5
5	Pronunciation	Error in pronunciation often but can understood by native speaker used to deal with foreigners trying to talking hers language	1
		Accent is clear though often quite faulty	2
		Errors never mixed with understanding and	3

		rarely disturb the native speaker. Accent may be obviously foreign	
		Errors in Pronunciation quite rare	4
		Equivalent to and completely accepted by educated native speakers	5



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Appendix 5. Validity and Reliability

Validity

		Correlations					
		VAR0000	VAR000	VAR000	VAR0000	VAR0000	
		1	02	03	4	5	total
VAR00001	Pearson	1	,428	,631**	,631**	1,000**	,658**
	Correlation						
	Sig. (2-tailed)		,053	,002	,002	,000	,001
	N	21	21	21	21	21	21
VAR00002	Pearson	,428	1	,459*	,459*	,428	,767**
	Correlation						
	Sig. (2-tailed)	,053		,036	,036	,053	,000
	N	21	21	21	21	21	21
VAR00003	Pearson	,631**	,459*	1	1,000**	,631**	,751**
	Correlation						
	Sig. (2-tailed)	,002	,036		,000	,002	,000
	N	21	21	21	21	21	21
VAR00004	Pearson	,631**	,459*	1,000**	1	,631**	,751**
	Correlation						
	Sig. (2-tailed)	,002	,036	,000		,002	,000
	N	21	21	21	21	21	21
VAR00005	Pearson	1,000**	,428	,631**	,631**	1	,658**
	Correlation						
	Sig. (2-tailed)	,000	,053	,002	,002		,001
	N	21	21	21	21	21	21
Total	Pearson	,658**	,767**	,751**	,751**	,658**	1
	Correlation						
	Sig. (2-tailed)	,001	,000	,000	,000	,001	
	N	21	21	21	21	21	21

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

No Item Instrumen	Person Correlation R Counting	R Table	Significance value	Description
1	0,658	0,433	0,001	Valid
2	0,767	0,433	0,000	Valid
3	0,751	0,433	0,000	Valid
4	0,751	0,433	0,000	Valid

5	0,658	0,433	0,001	Valid
---	-------	-------	-------	-------

To carry out validity, the researcher uses the IBM SPSS version 26, which has a provision that if r count is greater than r table, then the data can be said to be valid. Based on the table above, it can be seen that the calculated r of each instrument has a higher value than the r table. so, it can be concluded that the instrument used is valid.

Reliability

Case Processing Summary

		N	%
Cases	Valid	21	100,0
	Excluded ^a	0	,0
	Total	21	100,0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,504	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	38,33	59,233	,709	,448
VAR00002	37,62	59,048	,730	,446
VAR00003	38,48	60,062	,784	,457
VAR00004	38,48	60,062	,784	,457
VAR00005	38,33	59,233	,709	,448
Total	7,81	5,362	,854	,888

Appendix 6. documentation of research implementati



Figure 1.

The researcher gives a pre test



Figure 2.

Researchers provide treatment



Figure 3.

Students do post test



Figure 4

Students come to the front of the class one by one to tell the picture that has been give



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Pembimbing II : Hery Rahmat, M.Hum
Judul Skripsi : The Impact of Project-Based Learning (PBL) with Serial Images in Teaching Speaking at the 8th Grade of Madrasah Tsanawiyah Putri Al-Ishlahuddiny in Acadmic Year 2021/2022

NO	TANGGAL	MATERI KONSULTASI	PARAF
1.	3/05/22	Chapter IV + Coehsio + Absh	RS
2.	31/05/22	Aco.	RS
3.			
4.			
5.			
6.			
7.			
8.			

Mataram, 31-5-2022
Pembimbing I

Dr. Ribahan, M. Pd
NIP.197907232003121002



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Pembimbing II : Hery Rahmat, M.Hum
Judul Skripsi : The Impact of Project-Based Learning (PBL) with Serial Images in Teaching Speaking at the 8th Grade of Madrasah Tsanawiyah Putri Al-Ishlahuddiny in Acadmic Year 2021/2022

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1.	19/05/2022	Data Analysis	
2.	25/05/2022	Discussions: Conclusion	
3.	27/05/2022	ce. Proceed to 1 st Supervisor	
4.			
5.			
6.			
7.			
8.			

Mataram,
Pembimbing II

Hery Rahmat, M.Hum
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Lamp. : 1 (Satu) Berkas Proposal
Hal : Permohonan Rekomendasi Penelitian

Mataram, 07 April 2022

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 : Bq Sri Saumi Rahmatun
NIM : 180107020
Fakultas : Tarbiyah dan Keguruan
Jurusan : TBI
Tujuan : Penelitian
Lokasi Penelitian : MTs. PUTRI AL-ISLAHUDDINY, LOBAR
Judul Skripsi : THE IMPACT OF PROJECT-BASED LEARNING (PBL) WITH SERIAL IMAGES IN TEACHING SPEAKING AT THE 8TH GRADE OF MADRASAH TSANAWIYAH PUTRI AL-ISLAHUDDINY IN ACADEMIC YEAR 2021/2022.

Rekomendasi tersebut 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.

An. Dekan
Wakil Dekan Bidang Akademik



Dr. Saparudin, M.Ag
NIP/197810152007011022



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NOMOR : 070/1637/IV/R/BKBPON/2022

1. Dasar

- a. 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 Universitas Islam Negeri (UIN) Mataram Nomor : 389/Un.12/FTK/PP.00.9/04/2022 Tanggal : 7 April 2022 Perihal : Permohonan Rekomendasi Penelitian

2. Menimbang :

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

Nama : **BQ. SRI SAUMI RAHMATUN**

Alamat : Pedalaman Sedayu Timur RT 001 RW 000 Kel/Desa Kediri Selatan Kec Kediri Kab Lombok Barat No Identitas 5201025012990001 No Tlpn 083129155515

Pekerjaan : Mahasiswahi Jurusan Tadris Bahasa Inggris

Bidang/Judul : **THE IMPACT OF PROJECT - BASED LEARNING (PBL) WITH SERIAL IMAGES IN TEACHING SPEAKING AT THE 8TH GRADE OF MADRASAH TSANAWIYAH PUTRI AL - ISLAHUDDINY IN ACADEMIC YEAR 2021/2022**

Lokasi : MTs Putri Al - Islahuddiny Lombok Barat

Jumlah Peserta : 1 (Satu) Orang

Lamanya : April - Mei 2022

Status Penelitian : Baru

3. Hal-hal yang harus ditaati oleh Peneliti :

- a. Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
- b. 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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- d. Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat

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

Mataram, 14 April 2022

Kepala Badan Kesatuan Bangsa dan Politik Dalam Negeri Provinsi NTB Bidang Wasnas dan PK



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Nama : BQ. SRI SAUMI RAHMATUN
NIM : 180107020
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Alamat Mahasiswa : Sedayu Timur, Kediri Selatan, Kediri, LOBAR

Nama tersebut diatas memang benar telah melakukan penelitian penulisan skripsi pada MTs. Putri Al-Ishlahuddiny Kediri dari tanggal 17 April s/d 20 Mei 2022 dengan judul :

THE IMPACT OF PROJECT BASED LEARNING (PBL) WITH SERIAL IMAGES IN TEACHING SPEAKING AT THE 8th GRADE OF MADRASAH TSANAWIYAH PUTRI AL-ISHLAHUDDINY IN ACADEMIC YEAR 2021/2022

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Kepala Madrasah,

Farhan Muchlis, S.H.





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