

**AN ANALYSIS OF PROJECT-BASED LEARNING IMPLEMENTED IN
TEACHING AND LEARNING ENGLISH SPEAKING DURING COVID-19
PANDEMIC AT ELEVENTH GRADE STUDENTS OF SMAN 1
NGRAMBE NGAWI ACADEMIC YEAR 2021/2022**

THESIS

Submitted as A Partial Requirements

For the degree of *Sarjana*



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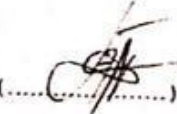
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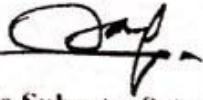
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DEDICATION

This thesis dedicates to:

1. My beloved Parents my mom Sukini and my father Alm.Suparno
2. My beloved Uncle Sutarno and aunt Warsini who always give me a lot of helps and support to my higher education.
3. My young brother Irfan Seno Aji.
4. Almamater UIN Raden Mas Said Surakarta.

MOTTO

Dream it, Wish it, Do it and Keep Spirit

(Unknown)

“Work Hard, Then Allah and his messenger and the believers will see your work and you will returned to (Allah) who knowns the unseen and the real, then he will inform you what you have done”

(QS At-Tubah:105)

“Dalam hidup nyata dan dalam perjuangan yang tidak mudah, kita bukan tokoh dongeng dan mitos yang gagah berani dan penuh sifat kepahlawanan.”

(Gus Dur)

PRONOUNCEMENT

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I here by sincerely state that the thesis titled "An Analysis of Project-Based Learning in Teaching and Learning English Speaking during Covid-19 Pandemic at Eleventh Grade Students of SMA N 1 Ngrambe Ngawi Academic Year 2021/2022" is my real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realized that is still far for being perfect. The researcher hope that this thesis is usefull for the researcher in particular and the readers in general.

Sukoharjo, 30 November 2022

The researcher,



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ABSTRACT

Afri Neneng Roheni. 2022. *An Analysis of Project-Based Learning in Teaching and Learning English Speaking during Covid-19 Pandemic at Eleventh Grade Students of SMAN 1 Ngrambe Ngawi Academic Year 2021/2022, UIN Raden Mas Said, Academic Year 2022/2023*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

This research is about the analysis of Project-Based Learning in teaching and learning English Speaking during covid-19 pandemic at eleventh grade students of SMAN 1 Ngrambe Ngawi academic year 2021/2022. The objectives of this research are (1) To describe how Project-Based Learning Implemented in Teaching and Learning English Speaking during the Covid-19 Pandemic at Eleventh Grade Students of SMAN 1 Ngrambe Ngawi Academic Year 2021/2022; and (2) To analyse the students' responses on Project-Based Learning Implemented in Teaching and Learning English Speaking During the Covid-19 Pandemic at Eleventh Grade Students of SMAN 1 Ngrambe Ngawi Academic Year 2021/2022.

The design of this research is descriptive qualitative research. The subject of this research are English teacher and students of grade XI IPA 4 at SMAN 1 Ngrambe involved 30 students in the academic year 2021/2022. In collecting data, the researcher used observation, interview and questionnaire. The techniques of analyzing data were; data reducing the data, presenting the data, and drawing conclusion. The researcher used the methodological triangulation to ensure the trustworthiness of the data.

The result of this research showed that the students speaking skill have increased than before the teacher implement Project-Based Learning. The teacher has implemented Project-Based Learning well starting from Design a plan for the project, Create a schedule, Monitor the students and the progress of the project, and Assess the outcome. Meanwhile the result of students response on Project-Based Learning in English speaking showed strong response in cognitive, affective and conative dimensions. It can be concluded that Project-Based Learning is a suitable learning method to be applied in English speaking subjects during the covid-19 pandemic.

Keywords: Project-Based Learning, Teaching and Learning English Speaking, Covid-19 Pandemic.

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a language of international communication. Over one billion people in the world have spoken and communicated using English as their second language regardless of cultural differences and linguistic features (Gunanta, 2016). Therefore, mastering English is very important for communicating, especially in the academic field. One of the important English skills to be mastered is speaking. Speaking is an important role in communication. By speaking, people can interact and share their ideas about what they want to convey. According to Thornbury (2005) stated "Speaking is a lot of mastery of certain skills and several different types of knowledge" meaning that to master speaking skills must also learn grammar, vocabulary and pronunciation. This shows that speaking is a complex skill where one skill is related to other skills.

In learning English Speaking, the students need an effort to study the theories also often practice speaking because English is not their mother tongue. At the senior high school level, speaking is sub learning in English subject. For the ideal condition of speaking, the students should be able to producing, receiving and processing information. There are some indicators of the ideal condition of speaking, such as: they are able to speak grammatically and use variety of structures with the topic even in complex ones, Sounds of English words are sufficiently well-articulated, They are able to create appropriate range and flexibility of vocabulary to deal with the topic, They are able to communicate

effectively and responding well the topic, The content is clear, focused and appropriate to the audience and purpose. From the indicator above can make their communication effective and efficient.

The Covid-19 outbreak at the beginning of 2020 is forcing people to change to a new lifestyle, especially in the field of education. *Direktorat Jendral Pencegahan dan Pengendalian Penyakit* (2020) states that Coronavirus Disease (Covid-19) could be a modern soft of infection that has never distinguished in people. Coronavirus is an infectious disease that is from animals to humans. According to Osley (2020) Covid-19 Pandemic first appeared in the city of Wuhan, China at the end of December 2019 .

This research refers to Project-Based Learning implemented during the Covid-19 Pandemic at SMA N 1 Ngrambe Ngawi. The regency Ngawi is at PPKM level 4 or red zone from September-December 2021 which held teaching and learning online. Meanwhile, in January-March 2022 the regency Ngawi is at PPKM level 3 or green zone which holds teaching and learning 50% Online and 50% Offline. After the spread rate of Covid-19 virus drops, the school is given authority to hold 100% face to face in the classroom from April-June 2022 with implementing health protocols such as wearing masks in school areas, social distancing, and often washing hands. Moreover, reducing study time during offline learning in the classroom so the students can go home early. But this situation will change based on the conditions at the time, if conditions do not allow for offline learning at school then teaching and learning activities will be transferred back to online. The existence of Covid-19 has indeed brought major changes in education. This requires harmony between teachers and students to

remain solid so that they are both comfortable in carrying out learning during the pandemic.

Based on the situation above, the teachers must actualize and adapt to situations during Covid-19 to convey the material of teaching English Speaking. Based on Curriculum 2013, the teacher has a responsibility as facilitator in the classroom. As a facilitator teacher should create an atmosphere of teaching English that will be positive, creative, active and enjoyable for students. Not only that, the teacher should design effective learning according to the characteristics of the material to be delivered such as choosing approaches, strategies, methods, and learning techniques will form a learning model. In addition, methods of learning are needed for the goals in learning to be achieved and students are motivated to learn. One of the learning methods recommended by Curriculum 2013 during the Covid-19 pandemic is Project-Based Learning.

Project-Based Learning is a method learning which students can achieve competence in attitudes, knowledge, and skills using projects in learning activities. The students will develop personal investment in material if they engage in real, meaningful tasks and problems that experts do in real-world situations. In addition, Frank (2003) the Project-Based Learning approach involves students in exploring important and meaningful questions through an investigation and collaboration process. in the form of goods or services, participants can develop skills in managing learning resources, materials, and tools to complete projects and increase collaboration between students. Meanwhile, Fauziati (2014) Mentioned that Project Based Learning gives the

students chances to learn and practice English also to develop varied skills such as critical thinking, presentation, and teamwork.

According to the George Lucas Educational Foundation (2005) to implement Project-Based Learning has stages including: start with essential questions, design a plan for the project, create a schedule, monitor the students and the progress of the project, assess the outcome, and the last Evaluate the experience. From the explanation above, the implementation of Project-Based Learning is making students as centred in learning activities, so can provide a meaningful learning experience for students. Learning experiences are generated based on the project products produced by students.

Based on the observations of the researcher when the students of XI IPA 4 SMAN 1 Ngrambe did English speaking class for the fourth time. The types of speaking applied by the teacher in class are interactive and non-interactive. In interactive speaking activity the teacher and students interact directly, in classroom activities the teacher instructs students to take turns listening and speaking English conversations or followed what the teacher says in English. While the non-interactive activity of the teacher assigns students to record their own videos using English, this aims to facilitate student speaking and accuracy of pronunciation. The teacher uses several learning methods to deliver the topic material in teaching and learning English speaking based on curriculum 2013, one of the methods used is Project-Based Learning. The reason the teacher implemented the Project-Based Learning method is considered appropriate to the learning conditions in the during covid-19 pandemic. Before the pandemic the English teacher who teaches English will assign students to make dialogues which

relate with the topic, then students both in groups or individually came forward in front of the class to present the work they had done. Through this, students can practice confidence in speaking English. But, during the pandemic this cannot be applied because students have a limited time for face-to-face learning.

In implemented Project-Based Learning the teacher finds several obstacles encountered in teaching and learning English Speaking, it happens because of several factors. First, limited teaching time, within one hour the teacher is not enough to make students fluently speak English. Second, the students are lack of confidence to speak English. Third, the students lack the ability to memorize vocabulary in the English language. Third, the students are fear if the grammar in speaking is wrong and lack of practice speaking English in daily life. Therefore the teacher, when teaching English in the classroom, helps students to spell a word or sentence which is taken from the textbook, so that students imitate what the teacher reads. The aims are to make understand the students how to pronounce the text in English with correctly.

The focus of this research is to analyse Project-Based Learning implemented in teaching and learning English Speaking during the Covid-19 pandemic and wants to know the students' response about the teacher implementing Project-Based Learning in the learning process. According to Amir (2015) the response consists of 3 dimensions including: The Cognitive, Affective, and Conative. By knowing the student's response to the learning method applied by the teacher, it can make it easier to find out whether the student is comfortable with the method applied or not, So that the teacher can evaluate a learning method that is still relevant or not to be applied. Several previous studies related to this

research are followed, the research by Widia Astuti entitled “The Use of Project-Based Learning in Teaching English At Second Grade of SMP Negeri 1 Barru”. The study used quasi experimental research which wants to know the effect of treatment. The population of this study is eighth grade students of SMP Negeri 1 Barru in the academic year 2019/2020. This study aims to compare 2 learning methods namely project-based learning and direct methods to the vocabulary achievement of students with differences in students' fluency in English. Then the result of this research was obtained that the students' vocabulary in speaking English is improved after applying Project-based learning as a method in teaching English. Also, the students' fluency in speaking English also improves significantly between the pre-test and post-test; the score in post-test is higher than pre-test (Widia Astuti, 2020).

The differences between the previous research and this research are: first using 2 learning methods are Project-Based Learning methods and the direct method to find out which learning method is effective in learning English. Meanwhile, in this research only the Project-Based Learning method was used in research. Second, subjects of previous research are Junior high school students and sample data from class VII 1 and VII 2 while the subjects in this study were high school students in class XI majoring in science. Third, previous research was carried out in 2019/2020 where there has not been a covid-19 pandemic, learning and teaching activities were carried out offline in the classroom. While this research was carried out during the covid-19 pandemic, which learning was changing mix offline and online which greatly affected the results of the study even though it used the same Project-Based Learning method.

The second previous research from Tatik Mustikawati (2016) entitled Implementation of Project-Based Learning in Teaching Extensive Speaking at the Nusantara University PGRI Kediri for the Academic Year 2015/2016. The result of this research showed that Project Based Learning was successfully applied to extensive classroom learning. This is evidenced by the students who succeeded in making scripts and presenting their work. This presses students to be brave and confident in speaking English in presenting their work, although there are some students who are not optimal in appearance and mistakes in some of the manuscripts they make, but progress makes them learn from experience by continuing to practice with previous preparations. The event will have much more leverage in speaking.

The differences between this research and previous research above are on subject research. This previous research has an objective of implementing Project-Based Learning in teaching extensive speaking at Nusantara University PGRI Kediri. It is known that the research subjects are university students and lecturers. While in this research, the research subjects are the English teacher class XI IPA and high school students of class XI IPA SMAN 1 Ngrambe academic year 2021/2022. The difference in the subjects of this study influenced the results of the research findings because the research subjects from previous research are at the level of higher education in university so that students get more experience in learning English speaking if compared with eleventh grade students of high school. But the similarity between previous research and this research are on implementing Project-Based Learning in teaching and learning English Speaking.

Based on the description and previous studies above, the researcher wants to analyse the Project-Based Learning implemented in teaching and learning English speaking and wants to know the students' response on Project-Based Learning implemented by teacher in learning activities during the covid-19 pandemic. The topics of this research entitled An Analysis of Project-Based Learning Implemented in Teaching and Learning English Speaking during the Covid-19 Pandemic at Eleventh Grade Students of SMAN 1 Ngrambe Ngawi Academic Year 2021/2022.

B. Identification the Problems

Identification the Problems in this research as follow:

1. The teacher is not enough to make students speak English fluently if the learning time is limited.
2. Students are not confident Speaking English during the covid-19 pandemic learning activities.
3. Students spend less time studying English in the classroom.
4. Students are less active in English Speaking class.
5. Teacher is less adapted to applying several kinds of learning which are interesting to students.

C. Limitation of the Problem

Based on the background above, the researcher limits the study on Project-Based Learning implemented in teaching and learning English Speaking process during the Covid-19 Pandemic and students' responses about Learning implemented by

teacher in Eleventh Grade Students of SMAN 1 Ngrambe Academic Year 2021/2022. Researcher uses the theory of The George Lucas Educational Foundation (2005) in analysis of implementation Project-Based Learning and the theory (Amir, 2015) in analyzing students' responses.

D. Formulation of the Problems

The formulation of the problems are as following:

1. How is Project-Based Learning implemented in teaching and learning English speaking During Covid-19 pandemic at XI IPA at SMA N 1 Ngrambe?
2. How are the students' responses on Project-Based Learning implemented in learning English speaking at XI IPA SMA N Ngrambe?

E. Objectives of the Study

Based on the research problem above, the objectives of this research are:

1. To describe how Project-Based Learning Implemented in Teaching and Learning English Speaking during the Covid-19 Pandemic at Eleventh Grade Students of SMAN 1 Ngrambe Ngawi Academic Year 2021/2022.
2. To analyse the students' responses on Project-Based Learning Implemented in Teaching and Learning English Speaking During the Covid-19 Pandemic at Eleventh Grade Students of SMAN 1 Ngrambe Ngawi Academic Year 2021/2022.

F. Benefits of the Study

1. Theoretical benefits

The following are the theoretical benefits of research:

- a. Giving description about the Analysis of Project-Based Learning Implemented in teaching and learning English speaking during the Covid-19 pandemic at Eleventh Grade Students of SMA N 1 Ngrambe Ngawi academic year 2021/2022.
- b. This research is expected to be a reference for researchers who want to research on topic of Project-Based Learning in teaching and learning English Speaking. Hopefully this study can useful to get information as references.

2. Practical Benefits

- a. For students.

The study will be useful to students of senior high school in learning English speaking. The students can obtain information about the characteristics of Project-Based Learning and implementation of Project-Based Learning during the Covid-19 pandemic. Hopefully, it can overcome the feelings of students who are still nervous about speaking in English with practices using projects, through projects students can be interested in learning and enjoy speaking English.

- b. For teachers.

This study is expected to help English teachers in choosing the right learning method, especially during the pandemic. This study analyses and describes the implementation of project-based learning which may help

teachers in the class as the alternative to use the speaking project in the teaching and learning process.

- c. For another Researchers.

This research is expected to be useful for other researchers who have concern towards learning methods, especially Project-Based Learning during the pandemic. This study also provides detailed information and data regarding the Project-Based Learning methods implemented in teaching and learning English speaking during the pandemic.

G. Definitions of the Key Terms

In this research, there are several definitions of terms used to avoid misunderstanding about the variables involved in this study:

1. Project-Based Learning (PjBL)

Grant (2002) defines project-based learning as a learner-centred learning model to conduct an in-depth investigation of a topic. Students constructively carry out deepening learning with a research-based approach to problems and questions that are weighty, real, and relevant.

2. Teaching and Learning English Speaking

Nunan (1992) states that the teacher helps their students speaking English to develop their knowledge by practice and providing authentic for real life communication situation. It because teaching speaking needs fluency, use the language quickly and confidently also few unnatural pauses.

3. Covid-19 Pandemic

Covid-19 is a global disease outbreak from Wuhan, Hubei Province, China that has spread to the entire world. The virus can be transmitted from human to human with various symptoms as a sign being infected with this virus. In addition, according to Osler (2019) Corona viruses affect the respiratory organ and the name is being derived from latin word "*Corona*", which means crown because of the spiky fringe that surrounds these viruses.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Project-Based Learning

a. Definition of Project-Based Learning

Project-Based Learning is constructivist learning that provides experiences for students. Goodman and Stivers (2010) defined Project-Based Learning as an instructional approach built upon learning activities and real tasks that have brought challenges for students to solve. This is in line with the 21st century educational paradigm where students have the ability to think which implies reasoning, systematic, critical and creative abilities in dealing with a problem. Creative thinking is the ability to build ideas and solutions in solving problems so that students are able to answer educational challenges in the present and future.

According to Klein (2009) Project-Based Learning is an instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes. In this case, students carry out their own investigations, students are faced with concrete problems then look for solutions and work on projects assigned by the teacher in teams to overcome these problems. The projects given by the teacher to students can be done flexibly outside the classroom so that the students can share their resources, ideas and expertise.

In addition, based on the 2013 curriculum implementation module, it explains that the Project-Based Learning is a learning method that uses project/activities as the core of learning. Students are expected to be able to explore, assess, interpret, synthesize, and information to produce various forms of learning. Project-based learning is in accordance with the recommended method used in the 2013 curriculum which is students-centred on learning activity in the classroom. Furthermore, Daryanto & Raharjo (2012) stated that Project-Based Learning is a learning method that uses problems as the first step in integrating knowledge based on experience and real activities. Meanwhile, Made Wena (2006) stated that model Project-based Learning provides opportunities for teachers to manage classroom learning by involving project work.

Based on the understanding of the experts above, it can be concluded that the Project-Based Learning method is a learning method that places students as centred in learning, which is different from traditional learning methods which place the teacher as centered, While in Project-Based Learning the teacher only serves as a motivator and facilitator. in teaching and learning activities students independently seek information about the topics discussed, Investigate Problem solving in project completion and engage in real activities so that they can produce a project to achieve acceptive, cognitive and psychomotor competencies.

b. Characteristic of Project-Based Learning

Project-Based Learning is one of the innovative learning methods recommended by the curriculum 2013 (*K13*) to be applied in teaching and learning activities. This method provides students with a learning experience through a project assigned by the teacher. According to (the Buck Institute for Education, 1999) Project-Based Learning has several characteristics including:

- 1) Students make decisions and create a framework
- 2) There is a problem whose solution is not predetermined
- 3) Students design processes to achieve results
- 4) Students are responsible for obtaining and managing the information collected
- 5) Students evaluate continuously
- 6) Students regularly see what they are doing the final result is a product and its quality is evaluated
- 7) The class has an atmosphere that tolerates faults and changes.

From the characteristic above we can conclude that Project-Based Learning is provided with many activities that make students more independent and responsible in learning. Students are faced with a problem in making a project that must be solved by the students themselves. Meanwhile after the product of the project which is assigned is completed, students will present their project in class. It can be in forum discussion or individual in front of the classroom. The students will exchange opinions and evaluate their classmate's projects.

c. The Principles of Project-Based Learning

According to Thomas (2000) in Made Wena (2006) Project-based learning has several principles, as follows:

- 1) The principle of centrality (centrality). This model is central to learning strategies, where students learn the main concepts of knowledge through project work.
- 2) The principle of driving questions means that project work focuses on “questions or problems” that can encourage students to struggle to acquire the main concepts or principles of a particular field.
- 3) The principle of constructive investigation is a process that leads to the achievement of goals, which includes activities of inquiry, concept development, and resolution. The investigation includes the design process, decision making, problem finding, problem solving, discovery, and model formation.
- 4) The principle of autonomy in project-based learning can be interpreted as the independence of students in carrying out the learning process, namely being free to make their own choices, working with minimal supervision, and being responsible.
- 5) The principle of realistic (realism) means that the project is something real, not like in school.

In the principles of project-based learning, students act as strategic learning centers in the class, different from traditional learning methods that position the teacher as main in class. in project-based

learning independent students who focus on solving problems and making products or projects as a result of learning. Students have a lot of experience in learning and assignments can be easily understood by students with project concepts that relate to student life.

d. Strengths and Weaknesses of Project-Based Learning

According to Fragoulis (2009) and Bell (2010) state that Project-Based Learning in teaching English has several strengths includes:

- 1) Project-Based Learning gives contextual and meaningful learning for students.
- 2) Project-Based Learning can create an optimal environment to practice speaking English.
- 3) Project-Based Learning can also make students actively engage in project learning.
- 4) Project-Based Learning enhances the students' interest, motivation, engagement, and enjoyment.
- 5) Project-Based Learning promotes social learning that can enhance collaborative skill.
- 6) Project-Based Learning can give an optional opportunity to improve students' language skill.
- 7) Project-Based Learning gives contextual and meaningful learning for students.
- 8) Project-Based Learning can create an optimal environment to practice speaking English.

- 9) Project-Based Learning can also make students actively engage in project learning.
- 10) Project-Based Learning enhances the students' interest, motivation, engagement, and enjoyment.
- 11) Project-Based Learning promotes social learning that can enhance collaborative skill.
- 12) Project-Based Learning can give an optional opportunity to improve students' language skill.

Moreover, Project-Based learning has several weaknesses application in learning. According to Marx (2007) delineates weaknesses of project-based learning as follows:

- 1) Project-Based Learning requires a lot of time to complete a project.
- 2) Teachers who have not used technology in teaching will difficult to incorporate into their classrooms.
- 3) Many teachers feel comfortable with traditional learning methods where the teacher plays the main role in the class.
- 4) Requires a lot of equipment to be provided.
- 5) There is a possibility that students cannot understand the topic as a whole.

e. The Stages to Implement Project-Based Learning

According to The George Lucas Educational Foundation (2005) Project-Based Learning consists of several steps including:

- 1) Start with the essential question

Learning activities begin with essential questions, essential questions are questions that lead to learning topics that will be discussed and assigned to students. Project topics are relevant to the real life for students by starting with an in-depth investigation.

2) Design a plan for the project

Planning project is done collaboratively between teachers and students. Planning contains the rules, the selection of activities that can support answering essential questions, by integrating various possible subjects, and knowing the tools and materials that can be accessed to help complete the project. Thus, students are expected to feel "own" for the project.

3) Create a schedule.

Teachers and students collaboratively develop a schedule of activities in completing projects. Activities at this stage include; create a timeline (time allocation) to complete the project, make deadlines (end deadlines) for project completion, Ring students to plan new ways.

4) Monitor the students and the progress of the project.

In this stage the teacher acts as a monitor of student's activity while completing the project. Monitoring is done by facilitating students in each process. In order to simplify the monitoring process, a rubric is created that can record all important activities.

5) Assess the outcome

The assessment is carried out to assist teachers in measuring the achievement of standards, evaluating the progress of each student, providing feedback on the level of understanding that students have achieved, assisting teachers in developing the next learning strategy.

6) Evaluate the experience.

This stage is the final stage by providing a forum to discuss and present the projects that students have done and then the teacher evaluates them for the next English Speaking lesson. The teacher and students reflect on the activities and project results that have been carried out. The reflection process is carried out individually.

Based on the theory above, Project-Based Learning as constructivist method invites students to learn independently and gain experiences in spelling out the assigned project. the competencies acquired by students can be obtained by connecting the learning stages of Project-Based Learning and linked Competency Century 21, namely 4C: creative (thinking creatively), collaborative (cooperating), communication (communicating), critical (critical thinking), and 1Q namely *Taqwa* with a scientific approach according to the 2013 curriculum (K13) integrated with ICT, namely: 5M: Observing, Associating, Experimenting, Discussing, and Communicating.

f. Teacher Role in the Project-Based Learning.

The main point of the Project-Based Learning is the teacher's role act as a guide, adviser motivator, facilitator, and evaluator. So the

teacher's role is not as dominant in the classroom because the Project-Based Learning focuses on a real-world problem. However, the teacher is not a center in learning activities but the teacher also has several roles in the classroom. According to Kubiato & Vaculova (2011) there mentions several roles of teachers in implementing Project-Based Learning in classroom teaching and learning as follow:

1) Teacher as demonstrator

In this role the teacher should master the learning materials and update frequently with the times so can relate with the students. It is because it determines the learning result that will achieve by students.

2) Teacher as motivator

Teacher must make students become passionate about a topic of lesson, actively collaborate in groups and motivate students to be confident in presenting student work. In Project-Based Learning usually start learning by asking questions.

3) Teacher as class manager

The role of the teacher as class manager is needed to create conducive teaching and learning activities in the classroom. So that teaching objectives can be achieved according to the curriculum applied in the school.

4) Teacher as mediator and facilitator

As a mediator the teacher must have sufficient understanding of educational media, because educational media is tool communicate in teaching and learning more effective. While the teacher as

facilitator tasked with providing the best facilities in the teaching and learning process, the goal is to support student achievement. For example is making a forum discussion about the topics which discuss, from that forum students can develop their ability to share opinion and develop their knowledge.

5) Teacher as evaluator

As evaluator the teacher collects data or information about the success of the learning activities that has been done. So that that teacher can evaluates material and learning method become more effective to apply in classroom.

From the explanation above, the teacher has an important role in learning activities in the classroom. As a facilitator the teacher should be able to make learning English fun and enjoyable. Moreover, with material that is easy to understand and interesting delivery will make students more enthusiastic in learning activities.

2. Teaching and Learning English Speaking

a. Definition of Speaking

Speaking skills are one of the four language skills which are listening, speaking, reading and writing and listening. According to Chaney (2008) speaking skill is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking skills are crucial in the communication process, because having good speaking skills also will be good for

communication. Tarigan (2008) stated that speaking skills are language skills that develop in students' lives, which are preceded by listening skills, and at that time speaking or speaking skills are learned. Therefore, students should love English before they start learning English because it will make it easy for them to learn a new thing. Meanwhile students also have to practice speaking English, even if little by little. It will make students more familiar and memorize a lot of vocabulary and also develop their speaking skill.

According to Brown (2004) stated that speaking is the productive oral skill that can be directly and empirically observed. It consists of generating systematic verbal utterances to convey meaning. The speaker must consider the person being spoken to as a listener. The main activity the people do is based on certain goals. So, it is crucial that everything we want to say is conveyed in an effective way, because speaking does not only produce sound but also a process of achieving goals that involves conveying the message.

Moreover, the purpose of learning to speak is for students to be able to communicate clearly and effectively in speaking English. In addition, the achievement of speaking can observe if students can interact by expressing their personal feelings, ideas, discussions, requests, and tell stories. It can show students who have developed their speaking skills.

b. Components of Speaking

According to Brown (2004) stated that speaking has several components as a complex skill including:

1) Vocabulary

Vocabulary is an initial capital for learning languages. It consists of word classes, word families, word formation, multi-word unit, collocations, and homonyms. Moreover, memorizing a lot of vocabulary by students can improve their speaking ability.

2) Grammar

Grammar makes conversations more precise, it because grammar makes structures of sentence neater and easier for the interlocutor to understand what we want to convey.

3) Pronunciation

Pronunciation is one of the important components in speaking, when teaching and learning English the teacher must make sure students pronounce a word or sentence in English correctly. It because wrong pronounce a word in English can make misinterpretation.

4) Fluency

Fluency in communication is can see from the ability to speak fluently and accurately. Students who are fluency in English can help them to communicate bravely and don't hesitate.

5) Comprehension

Comprehension in speaking can develop through language experience, substantive conversation, and oral language instruction.

Based on the definition above, it can be concluded that if someone wants to master a foreign language especially English must learn the rules of languages such as Grammar, Vocabulary, and pronunciation to apply in communication.

c. Definition of Teaching Speaking

There are several theories that explain teaching speaking. According to Nunan (1991) stated that speaking skill is the single most important aspect of learning a second or foreign language, it is because in learning a foreign language one of the indicators is measured by the ability to speak in the target language. For example, for Indonesian students who study English, the ability to communicate fluently, effectively and accurately in English is an indicator of success in learning English.

Teaching speaking is guiding someone to develop knowledge and attitudes as well as facilitating learning. According to Kayi in Nunan (1991) means by “teaching speaking is to teach ESL learners to:

- 1) Produce the English speech sounds and sound patterns
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- 4) Organize their thoughts in meaningful and logical sequence.

- 5) Use language as a means of expressing values and judgments. Use the language quickly and confidently with few unnatural.
- 6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

According to Thornbury (2005) argues that in the nature of speaking, speakers do some important parts to express their intention. So in the classroom the teacher must create an atmosphere of excellent learning even though with a short teaching time during the pandemic Covid-19.

Meanwhile, Nation & Newton (2009) states that there are five principles of teaching English for speaking as foreign language namely meaning, interest, new language, understanding and stress free. A teacher should understand how the students learn and should also determine a concept before teaching in the classroom. In addition Brown (1994) argues that teaching is guiding and facility learning, enabling the learner to learn, setting conditions for learning. This aims to make students enthusiastic and interested in learning to speak, considering English is not the first language used by students in daily life.

Based on the explanation above, it is very important to determine speaking activities for English learning. The main thing is to determine the kinds of speaking skills that will be taught in the classroom. On another hand, as a teacher one should be able to identify teaching strategies to give students opportunities to practice speaking English. The teacher also determines speaking tasks and assessment for

students speaking performance. it aims to know the development of students speaking level performance during teaching and learning English speaking.

d. Purpose of Teaching Speaking

Teaching speaking is not an easy job need to organize that involves there areas of knowledge (Burkhart, 1998):

- 1) Mechanic (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation
- 2) Function (transaction and information exchange): knowing when clarity of the message is essential (transaction / information exchange) and when precise understanding is not required (interaction / relationship building).
- 3) Social and cultural rules and norms (turn taking, rat of speech, length of pauses between speakers, relative roles of participant): understanding how to take into account who is speaking to whom, in what circumstances about what, and for what reason.

In addition, David Nunan said: teaching speaking is to teach ESL, learners to:

- 1) Produce the English speech sounds and sound patterns.
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use language quickly and confidently with few unnatural pauses, which is called as fluency.

From the explanation above we can conclude that teaching speaking is very important in language learning. It is because if the students can speak in English, they can also communicate well. The success of communicating in a second language is being able to speak clearly and efficiently. Meanwhile language teachers must pay attention to teaching speaking because it is very important. Learners or students are able to say words in English without looking at written text. In another point, the teacher can represent a word or sentence slowly with repetition to make students understand and also actively involved in learning.

e. Teaching Problem in Speaking Class

On the research Penny Ur about Speaking activities find some problems in teaching Speaking there are:

- 1) Inhibition.

Some inhibiting students in speaking English are fear of making mistakes, criticism, losing face, and shyness. It happens because some factors such as the students don't like reading text in English, writing, and listening activities.

- 2) Nothing to say.

The students as learners have problems giving opinions or relevant comments. They do not have the motivation to speak in English.

3) Low or uneven participation.

It is happening because the students have little time to talk in groups because of the tendency of some students to dominate.

4) Mother tongue use.

The students more natural to delivered material in their native language.

In addition, Penny Ur classified characteristic of a successful speaking activity, includes:

- 1) Learners talk a lot. One of the success of students in speaking activity is that students can talk a lot during learning and active if the teacher is given opportunity to giving opinion.
- 2) Participation even. All of students in classroom can contribution to speak in the forum discussion, so not only minority of talkative but all can distribute in the forum.
- 3) Motivation is high. The students have high motivation in learning English, they are interested in the topic of learning.
- 4) Language is of an acceptable level. The students have acceptable level of accuracy and can deliver utterances that are relevant.

Meanwhile, Kayi Hariye (2006) there are some suggestions for English language teachers while teaching oral language:

- 1) Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- 2) Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- 3) Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- 4) Indicate positive signs when commenting on a student's response.
- 5) Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- 6) Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- 7) Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- 8) Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- 9) Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- 10) Provide the vocabulary beforehand that students need in speaking activities.

- 11) Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

From the characteristics problem and successful teaching speaking above, in teaching and learning English speaking a positive cooperation between teachers and students is needed. The teacher must carry out his duties as educator and students must be serious in learning English Speaking. Moreover, if students feel comfortable in learning activity they will practice their language bravely without being shy. It can improve their speaking ability.

f. Students' Response

Student response is a social reaction made by students in response to influences or stimuli from situations that other people do Maharani & Widhiasih (2016). Student response to the use of learning methods is something that is very important to know in learning efforts to develop students' thinking processes towards learning. Moreover, Students' positive and negative responses to a learning method are used as benchmarks for teachers in carrying out teaching and learning activities. If students give a positive response, it shows that students feel more comfortable with the learning methods and learning media used by the teacher. According to Amir, (2015) the response consists of 3 dimensions, namely:

1) The Cognitive

Cognitive responses are related responses or perceptions about attitude object. Verbally, a person's thoughts can be identified from expressions of belief (beliefs) or something that tends to be negative or negative positive. The cognitive component is also called the perceptual component which contains: beliefs related to the individual's perception of the attitude object with what is seen and known, views, beliefs, and thoughts.

2) Affective

Affective response is a response that shows a person's attitude towards evaluation or a person's feelings about the object of his attitude. Conative response related to real behaviour which includes actions for actions.

3) Conative

Conative response related to real behavior which includes actions or habits which consists of a person's readiness to react or inclination to act towards an object.

Based on the explanation above, the researcher used the theory of Amir (2015) to know the student's responses about the learning method which applied to the teacher in the classroom. The results of student responses can help teachers see and assess the concepts or methods used in teaching and learning activities by observing the responses shown by students, so that responses have an important role in teaching and learning activities. Interesting learning makes students

happier and easier to absorb knowledge as seen from student responses during the learning process. Response means a reaction or response in the form of acceptance, rejection, or indifference to what is conveyed by the communicator in the message.

3. Covid-19 Pandemic

a. Definition of Covid-19

Starting from December 2019 the corona virus/covid-19 was reported in Wuhan, China. Covid-19 has infected several people and spread to almost all countries in the world; more than 191 countries have been infected. Initially, Osler (2019) stated Covid-19 as a global pandemic outbreak in early 2020, this virus was called the novel coronavirus (2019-nCoV) then WHO announces the new name in February 2020 to be Coronavirus Disease (COVID-19) caused by a virus variant Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2). Then Covid-19 entered Indonesia and infected thousands of people. This is because Covid-9 is very easy to spread person to person. People who are infected Covid-19 will show symptoms including fever, cough, shortness of breath, while patients infected with high levels of infection will show symptoms such as chest pain, dizziness, lips and face look pale slightly blue. The high and fast rate of spread has made the Indonesian government take many decisions to reduce the cases infected with Covid-19. One of the government decisions is large-scale social

restrictions (*PSBB*). This decision made all activities do in home or Work From Home (WFH).

b. The Impact of Covid-19 on Education

The education sector is one of the sectors that have been affected by the covid-19 outbreak. It makes the education sector adapt during a pandemic. However, education must still be carried out to educate the nation's children. The ministry of education and culture (*Kemendikbud*) published circular letter no 4 at 2020 announcing that the education policies during the spread of covid-19 is carried out at home with distance learning activities. Distance learning utilizing various platforms such as Google classroom, group WhatsApp, Zoom etc. in addition through the website *Kemendikbud* stated that the Covid-19 pandemic has provided an overview of the continuity of future education through technology assistance. In this case, the Covid-19 pandemic has both positive and negative impact on education.

The positive impact integrating technology in teaching and learning activities is a new thing in schools of Indonesia. It makes students learn individually and independently to learn about material. On the other hand, this pandemic has a negative impact on education . Teachers have difficulty adapting quickly to learning models that are integrated with technology. Teachers tend to still use the old model in which the teacher explains all of the material to students, it makes

students bored. Moreover, students still do not actively search material learning and wait for the teacher to explain in class.

On the other hand, Education in the midst of a pandemic is always undergoing changes to carry out learning and teaching activities in schools. This change is due to the level of spread of Covid-19 in Indonesia, for example, at the beginning of the Covid-19 case, schools were held virtual online for several months due to the high transmission of Covid-19. Then after the Covid-19 transmission rate decreases, schools can carry out face-to-face learning in schools by complying with health protocols and social distancing. However, the latest update submitted by the schools Ministry of Education and Culture (*Kemendikbud*) website must be carried out online again after the latest variant of COVID-19 was found.

B. Previous Related Studies

The Researcher found some relevant studies about the Project-Based Learning methods implemented, teaching and learning English speaking in the COVID-19 pandemic the research as follows:

The First research conducted by Elen Nokalia Angelia (2020), Ar-Raniry State Islamic University Banda Aceh under the title “The Effect of Project-Based Learning in Improving Students’ Speaking Ability”. The data of the study is qualitative obtained by questionnaire and interview analysis. While the result of the study showed that project-based learning can improve the students' speaking ability, students became more confident when speaking when learning English.

Angelina (2020) stated that another effect students are improvement in pronunciation, fluency, grammar, comprehension, and vocabulary made students become more engaged in the interaction also creative.

The similarities between Angelia's research and this research are same using research design qualitative. In addition, the object of the research is the same for senior high school students and the data are searched using questionnaires and interviews. While the differences between previous research and this research are on objectives of research, in Angelia's research aims to identify the effect of project-based learning that can improve the students' speaking skills in English classroom at X IPA. While, the objectives in this research is to analyse project-based learning implemented and students' responses in learning and teaching the topic of English speaking using project-based during the pandemic covid-19.

The Second research related to the study entitle "Improving the Students' Speaking Ability Trough Project-Based Learning in English Reading Classroom" by Muhammad Afdhal Kurniawan (2020). This research explains about the effectiveness of Project-Based Learning to improve the students' speaking skills at the eighth grade of SMP Buq'antun Mubarakah. The data of this research is obtained from random sampling of 25 students. The researcher uses pre-test and post-test to find the impact before and after implementation Project-Based Learning method on learning English Speaking in classroom. After the test in students can be obtained that the students' score increased significantly. In addition term of speaking vocabulary in the pre-test the student's score was 1.88 then score on the post-test increased to 4.48. It means by using Project-Based

Learning can improved students speaking skill effectively. Meanwhile Students when learning process was relax, easier, and fun after using the Project-Based Learning method on learning activities, Kurniawan (2020).

The differences between previous research and this research are difference on type of research. In the Kurniawan's research using research design Quantitative while this research using Qualitative. Then, the Kurniawan's research chosen the students of junior high school or *SMP* while the subject of this research are English teacher and students senior high school at SMAN 1 Ngrambe Ngawi. Meanwhile the similarities Kurniawan's research, are several in the variables used in research, namely students' speaking ability and project-based learning. In addition, the results of Kurniawan's research is successful to implementing project-based learning in learning and teaching English speaking activities.

The third previous study came from the journal of Mohamed El Sayed Ali and Dr. Walaa El-Henawy (2015), who conducted research entitled "Using Project-Based Learning for Developing Oral Performance: a Learner-Friendly Model. It is carried out in one secondary school in Port-Said". The data supported by qualitative through questionnaire the students and teachers also observation about NCTE (National Council of Teachers of English) oral presentation rubric which divided into three domains: nonverbal skills (eye contact, poise and body language), verbal skills (enthusiasm and elocution) and content (subject knowledge, organization, mechanics). This research showed that Project-Based Learning has many benefits for students, one of the benefits of the implementing Project-Based Learning in students there are the students speaking performance

there was great change in most oral communication, with this method students provided learners with opportunities to use English in the classroom more brave, fun learning and helping students to develop their sense and autonomy of responsibility to participate actively in class, Ali, S.E. & El-Henawy (2015).

The similarities between Angelia's research and this research are the same using qualitative research design. In addition, the object of the research is the same for senior high school students and the data are searched using questionnaires and interviews. While the differences between previous research and this research are on objectives of research, Angelia's research aims to identify the effect of project-based learning that can improve the students' speaking skills in English classroom at X IPA. While, the objectives in this research is to analyse project-based learning implemented and students' responses in learning and teaching the topic of English speaking using Project-Based Learning during the pandemic covid-19.

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The similarities between this research and previous research as seen from the theory Project-Based Learning used in research and design of research qualitative. While, the differences between previous research and this research are seen from the subject research. On the previous research carried out in one secondary school in Port-Said Egypt and this subject research are students senior high school 1 Ngrambe Ngawi.

The fourth research conducted by Abidin, Rumansyah and Arizona (2020), their research related to "*Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar di Tengah Pandemi Covid-19*", in their research it can be concluded that the project-based learning method is suitable to be applied during the COVID-19 pandemic. When teaching activities are moved to distance learning, the project-based learning system provides opportunities to access teaching materials through platforms that can be accessed via the internet. Thus, project-based learning facilitates students to learn concepts in depth and can improve learning outcomes, Abidin, Z. Rumansyah, & Arizona K (2020).

The differences between this previous research and this research are learning activities fully online while in this research mix online and offline teaching and learning activities. The differences between this research and previous research as seen from research conducted during covid-19 pandemic.

CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher follows a certain procedure to convert eight components. They are: (a) research design, (b) research setting, (c) research subject, (d) data and source of the data, (e) techniques of collecting the data, (f) research instrument, (g) trustworthiness of the data, and (h) techniques of analysing the data.

A. Research Design

The researcher uses descriptive qualitative research, according to Moleong (2004) Stated that in descriptive qualitative study the data investigated by the researcher are in the form of oral or written words. Mahmud (2011) also said Qualitative research is an approach in research that is oriented towards natural phenomena. Therefore qualitative research is fundamental and naturalistic according to events in the field. Furthermore, Creswell in Sugiyono (2016) qualitative research is exploring and understanding the meaning of individuals or groups assigned to a social or human problem.

Based on the explanation above, this research analyses the project based learning method implemented in teaching and learning English speaking during the Covid-19 pandemic in SMA N 1 Ngrambe Ngawi Academic Year 2021/2022. The researcher aims to describe Project Based learning implemented in teaching English speaking which is one of learning methods recommended by the ministry of education and culture to apply during the pandemic. Furthermore, the

researcher also wants to know what student's responses with the implementation Project-Based Learning in learning activities.

B. Research Setting

1. Place of the Research

The researcher will conduct research at SMA N 1 Ngrambe Ngawi which is located at Desa cepoko, Kecamatan Ngrambe, Regency Ngawi. SMA N 1 Ngrambe Ngawi was chosen as the research location because it is one of the state public schools in district Ngrambe regency Ngawi. This school has been accredited and also has a good record in regency Ngawi, even at the provincial level in East Java Province as a school with non-academic achievements in 2020.

2. Time of the Research

The research was conducted at SMA N 1 Ngrambe in the academic year 2021/2022. This research as conducted by observation on the project based-learning implemented in teaching and learning English Speaking during the Covid-19 Pandemic. In September- January 2021 learning was carried out online because Regency Ngawi on level 4 or red zone Covid-19. Then on February-April 2022 50% Online- 50% Offline class face to face. From Mei-June 2022 the students completed face-to-face class with health protocol covid such as wearing mask during learning, checked body temperature, and washing hand before start learning and finished learning.

Table 3.1: Research Timeline

No	Activity	Agt	Sept	Nov	Des	Jan	Feb	Mar	Apr	Mei	June	July	Agt	Sept	Nov
1	Title Consultation														
2	Asking														

	Permission		■											
3	Pre-Research			■										
4	Wring Proposal			■	■	■	■	■	■					
5	Proposal Seminar								■					
6	Do the research								■	■				
7	Analyzing Data										■	■	■	
8	Consultation and Guidance										■	■	■	■
9	Munagoqsyah												■	■

C. Research Subject

The subject in this research is an English teacher of XI IPA named Miss Titin Suryani S, Pd. The participants of this research were 30 participants of the students XI IPA 4 in the academic year 2021/2022.

D. Data and Source of the Data

Data sources are anything that can provide a source of information about the data. Based on the source, the data is divided into two, namely; primary data and secondary data:

1. Primary Data

Primary data sources are the main data obtained directly from informants through interviews and observation in the field to record data that can directly observe. Sources of primary data in this research include seeking information by coming directly to the SMA N 1 Ngrambe Ngawi and conduct interviews with the English teacher of class major science. In addition, the researcher also will conduct interviews with XI IPA 4 class students regarding the project-based learning implemented during the pandemic in learning English.

2. Secondary Data

Secondary data sources are additional data to support primary data. Secondary data in this research include library data obtained from literature that are in accordance with the problem and research topics that are in accordance with this study, school profile, and photos of student activities in teaching and learning which are related to the research focus. It is hoped that the data can provide a description of Project-Based Learning implemented in teaching and learning English speaking during the covid-19 pandemic at SMA N 1 Ngrambe Ngawi.

E. Research Instrument

The instrument of this research is the researcher herself. According to Moleong (2007) the researcher takes as designer research, analysis, data collector, data interpreter, and reports the result. The data of this research are qualitative data, the data obtained through interview transcripts and questionnaires. Here the researcher used several supporting instruments for collecting the data such as mobile phone and note. Moreover, the researcher also used the guidelines of the interview and questionnaire. The guidelines are put in the appendix part.

F. Techniques of Collecting the Data

In collecting the data, the researcher used four data collecting. Therefore, the techniques for collecting the data of the research as follow:

1. Observation

According to Sutrisno Hadi as cited in Sugiyono (2015) stated that observation is a complex process, a process composed of various biological and psychological processes. The most important are the processes of observation and memory. Meanwhile, Observation is a data collection technique that conducts systematic observations and recordings of the object of research, both in special and natural situations.

In this research the researcher monitors the English teacher when she is teaching in the classroom, how the teacher applies Project-Based Learning method in teaching and learning English speaking during the pandemic Covid-19. Meanwhile the researcher also observed the school to get the data of this research about the school conditions in carrying out learning online and offline during the pandemic. The observation had been done four times by the researcher on November 24th, March 9th 2022, Mei 18th 2022, and June 8th 2022 in the academic year 2021/2022.

2. Interview

Interview is an important way for the researcher to check the accuracy of the impressions he or she has gained through observation (Fraenkel, Wallen, 2003). The purpose of the interview is to find out deeper data of feeling, motivations, emotions, perceptions, and also the level of involvement with the object under study. The result of interview helps researchers get as much data as possible. According to Sugiyono (2017) the types of interviews classified are structured interview, Semi-structured interview and Unstructured Interview.

The researcher used semi-structured interviews in this research. The goal of the semi-structured interview is to uncover problems more freely by asking the English teacher for the teacher's thoughts and opinions. The researcher had been interviewing an English teacher who teaches in class XI IPA is Mrs Titin Suryani S, Pd and one of the principal informants is Headmaster of SMA N 1 Ngrambe Ngawi Dr. Tjahjono Widijanto, M.Pd. The interview had been done in Mei 2022. The researcher used a voice recorder to record the interview and placed a recorder near the teacher to get the clear voice. The researcher also used note technique to get data that had been explained before.

3. Questionnaire

According to Sugiyono (2008) explained that questionnaire is a technique of collecting data that is done by giving some questions or statements to respondents. A questionnaire can be classified into an open questionnaire, a close questionnaire and a mixed questionnaire. The researcher chose a close questionnaire in this research. According to Arikunto (2010) defines a close questionnaire is presented in the form of respondents, such as a tick (X) on a column or in an appropriate place.

In this research, the researcher gave the question of questionnaire to the students of XI IPA 4 SMAN 1 Ngrambe in Mei 20th 2022. Questionnaire was given to the whole students XI IPA 4 consisted of 30 students through Google form. The aimed of questionnaires is to analyse the students' responses on Project-Based Learning Implemented in Teaching and Learning English Speaking During The Covid-19 Pandemic. In addition, the open questionnaire

consisted of 20 questions. From number 1-8 there were questions about cognitive dimensions which relate to understanding of the material, learning information, and clarity of instructions from the teacher in giving projects to students. From number 8-15 there were questions about affective dimensions which about learning motivation, interest and curiosity of students. Furthermore, from number 16-20 there were questions about conative dimensions related to students interest to ask and respond question that given by the teacher.

The formula to analyze of questionnaire results:

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

In which:

P = Means of the score interpretation

F = The sum of the questionnaire component score

N = Number of questionnaire items

G. Trustworthiness of the Data

In qualitative research requires a standard of trust or truth to research results, the standard is called trustworthiness. According to Cohen (2007) stated Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour". Triangulation has purpose is to increase the credibility and validity of the findings. Denzim (1970), stated that there are four techniques in triangulation as follows:

1. Data triangulation.

To increase the validity and reliability of the results of the weakness of data findings can be compensated by the strength of the other data. Data triangulation is used to strengthen conclusions about the data obtained and reduce the risk of wrong interpretation.

2. Investigator triangulation.

Investigator triangulation is performed using more than one researcher in data collection. This technique is recognized for enriching information-related knowledge from research subjects. This type of triangulation helps to moderate and understand the researcher's bias.

3. Theory triangulation.

Theory triangulation is one of techniques in triangulation, it is use of multiple theories when examining a phenomenon through different lenses to identify different issues or concern.

4. Methodological triangulation.

The aim of Methodological triangulation is to decrease the deficiencies and biases from any single method, it is using multiple methods to study a phenomenon.

The researcher used methodological triangulation. The data obtained from interview with teacher English subject in XI IPA 4 at SMAN 1 Ngrambe Ngawi, observations offline and online classes during the pandemic covid-19. The researcher asked about the implementing project-based learning method in teaching and learning activities and the role's teacher as

facilitator in the classroom. The researcher is matching the interview data and the theory for validating the data.

H. Technique of Analysing the Data

According to Sugiyono (2013) Data analysis is the process of systematically searching and collecting data from interviews, field notes, and other sources by categorizing data, describing data into components, summarizing, arranging data into categories, deciding what is significant and what will be investigated and drawing conclusions that are easily understood for themselves and other. In this research, the researcher analysed the data using descriptive qualitative. The researcher analysed the Project-Based Learning implemented in teaching and learning English speaking at eleventh grade students of SMAN 1 Ngrambe and wants to know the student's response on Project-Based Learning implemented by the English teacher. The researcher used an interactive model by Miles & Huberman (1984) of analysis involving (1) data reduction, (2) data presentation, and (3) conclusion drawing/verification.

1. Data Reduction

The researcher selected, focused, simplified and abstracted the data in the field note. So that not all of the obtained data of the research were important, it means unimportant information must be ignored. The data in this study is project-based learning implemented in teaching and learning English speaking during covid-19 pandemic at SMA N 1 Ngrambe Ngawi. While, non-research data is some learning methods that teachers applied in the English subject class in the pandemic period.

2. Data Presentation

As the second activity presenting the data is used in arranging the information, description, and narration to draw the conclusions. Data display could indeed help to know what's going on and then either analyse it further or take action based on that understanding. All are designed to collect organized data into a concise and understandable form so you can see what happened and take justifiable conclusions or start moving onto another step in the analysis. The researcher will present the data using narrative text.

3. Drawing conclusion

The third activity is drawing conclusions. The results of the data are processed and analysed by the researcher, then produce conclusions. These conclusions must be really real taken from data in the field such as from observations. Conclusions must be clarified and verified during the research in order to be free from conjectures and discoveries to find truth and objectivity.

CHAPTER IV

THE RESULT AND DISCUSSION

In this chapter, there are two parts to the report: research findings and discussion. The researcher collected the data through observation, interview and questionnaire. The researcher did interview with English teacher XI IPA of SMAN 1 Ngrambe. The researcher gave questionnaires for the students of XI IPA 4 SMAN 1 Ngrambe academic year 2021/2022. Questionnaire was given to the whole students in XIIPA 4 consisted of 30 students.

A. Research Findings

1. Project-Based Learning Implemented in Teaching and Learning English Speaking during the Covid-19 Pandemic.

The researcher conducted observation to know the process of English speaking in the class. The observation had been done fourth time by the researcher in XI IPA 4 class students of SMAN 1 Ngrambe. In collecting data, the researcher employed an observation. The researcher observed the Project-Based Learning implemented in teaching and learning English speaking during the covid-19 pandemic and to know students' responses on Project-Based Learning applied by the teacher.

a. Observation 1

Place : XI IPA 4 Online Classroom (WA group)

Date : Wednesday, 24 November 2021

Time : 8.20

The first observation was carried out on Wednesday, November 24th 2021. The students of XI IPA 4 class of the SMAN 1 Ngrambe consisted of 30 students. The observation made by the researcher did not go directly to class as usual, but observation used WhatsApp Group. The speaking material is Asking and Giving Suggestion and Offer. The English teacher starts the class at 8.20am, the teacher opens the class by greeting, then the teacher motivates students to learn and instructs students to understand the material and prepare project videos. Project videos are collected in Google Classroom. The teacher monitors students and gives students the opportunity to ask questions in the WA group.

b. Observation 2

Place : XI IPA 4 Online Classroom (WA group)

Date : Wednesday, March 9th 2022

Time : 8.20

The second observation was carried out on Wednesday, March 1 2022. At the time of regency Ngawi on green zone covid-19, it meant teaching and learning held 50% offline class and 50% online. In class XI IPA 4 of SMAN 1 Ngrambe held an online speaking class by WhatsApp Group. The English teacher started class by greeting and motivating students before discussing the material. The teacher also asked the students if there were certain difficulties in working on the project assigned last week, after that the teacher explained the material for speaking, asking and giving opinions. The teacher had offered several types of projects, but students still chose video projects. At the end of the

lesson, it was closed with the task of making a video speaking project related to asking and giving opinions. Video project assignments are collected through the google drive link that the teacher has given.

c. Observation 3

Place : XI IPA 4 Offline Classroom (Face-to face)

Date : Wednesday, May 18th 2022

Time : 8.20

The third observation conducted on May 18th, 2022 was held offline. The teaching and learning activities in the classroom 100%. The students of XI IPA 4 of SMAN 1 Ngrambe consisted of 30 students. In this observation the researcher can come to the classroom to observe the learning process. The speaking material was exposition text, the teacher started the class by greeting and checked the attendance list. After that, give essential questions related to exposition text. The English teacher also checks students' notes about this material that has been assigned last week. For the assignment project, the speaking teacher instructed us to make video presentation practice speaking related to the topic.

d. Observation 3

Place : XI IPA 4 Offline Classroom (face-to-face)

Date : Wednesday, June 8th 2022.

Time : 8.20

The fourth conducted on Wednesday, June 8th 2022 was the last observation in class XI IPA 4 subject English Speaking. In this

observation the researcher can come to the classroom to observe the learning process. The speaking material was an Explanation text. The teacher started the class by greeting and checking the attendance list. After that, give essential questions related to explanation text. The English teacher evaluated the project video that was collected on google drive by students. The same as the usual video project tasks. students like to choose video projects instead of appearing in front of the class. The class closed with the reading of hamdalah and closing greetings.

The teaching and learning activities at SMA N 1 Ngrambe in the academic year 2021/2022 has experienced many dynamics. This is due to the covid-19 pandemic which makes 1 academic year adjust to changing times, considering the health of students and teachers is important. At the beginning of the odd semester in August 2021, schools could not carry out face-to-face activities or fully offline until January 2022, at that time Ngawi Regency was in the red zone level 4 where the spread of the corona virus was high and there were many fatalities. However, for assignments in the form of paper or student projects, they can be submitted directly to the school and then returned to their respective homes. Schools choose several media to continue to be able to carry out learning in the midst of a pandemic, the media must be easily accessible by students. The media chosen by the school are WA group, Google Classroom, Google meet and some teachers use Edmodo.

After several months of implementing online learning, schools can carry out face-to-face learning after the COVID-19 situation improves. 50% Online and 50% Offline learning is carried out alternately from February to

April 2022. At this time students are not completely free to learn in class, there are several rules that need to be obeyed such as wearing masks, washing hands, physical distancing between students, and checking temperature before entering the school area. If it is found that a student's body temperature exceeds normal, he or she is not allowed to enter the school area. Then from May-June schools can carry out full face-to-face learning but with the Covid health protocol regulations, before Covid-19 the time for each 60-minute lesson was shortened to 40 minutes. This is done so that students do not crowd and quickly leave the school area.

In this section, the researcher presents interview data with an English teacher for class XI IPA, she has applied the Project-Based Learning in teaching and learning activities during the Covid-19 pandemic. The interview was conducted 20 Mei 2022, The researcher interviewed the teacher at teacher's room by using several questions which related to the teaching and learning process in SMA N 1 Ngrambe and Project-Based Learning implemented during the covid-19 pandemic. So in this section as well as teacher's opinions and experiences implemented project based learning. The researcher provides the transcript to give a clear interview description (see appendix).

The researcher asked about reasons the teacher implemented Project-Based Learning in English Speaking class, the teacher stated :

Researcher : *Menurut miss metode pembelajaran apa yang tepat digunakan/diterapkan selama pandemi?*

Informant English Teacher :*“Menurut saya Project-Based Learning cocok untuk diterapkan. Murid-murid tetap harus ada aktivitas belajar dirumah. Didalam kelas ndak cukup waktunya, biasanya 1 jam setengah anak-anak belajar sekarang hanya satu jam. Guru baru ngomong sudah habis waktunya, pusing kepala saya. Metode Project-Based Learning cocok diaplikasikan dikelas saya apalagi selama pandemi ini. Jadi siswa lebih aktif mandiri mengerjakan project dan berlatih speaking inggris nya. Namun ada beberapa anak yang sulit memahami materi dan speakingnya ndak berkembang.”*

From the teacher's answer, it can be concluded that English teacher in class XI IPA prefers to apply the project based learning method during the pandemic. The learning time in class is too short if compared before the pandemi, but with applied Project-Based Learning method students can work on projects at home, respectively, making students more independent in studying the material and also increasing students' experience in learning English Speaking. Students can organize and complete the project given by the teacher, therefore learning can be more effective and efficient during the pandemic.

Next question is the steps Project Based Learning Implemented by teacher in XI IPA SMA N 1 Ngrambe in learning English speaking.

Researcher : *Bagaimana cara mrs melangsungkan pembelajaran English Speaking dimasa pandemi?*

Informant (English Teacher) : *“Saya memiliki tahapan pembelajaran di kelas. Tahapan pembelajaran yang saya lakukan yaitu:*

- 1. Menginstruksikan anak-anak untuk mencari materi terlebih dahulu sebelum pembelajaran dengan tujuan supaya anak-anak telah membaca terlebih dahulu. Kan ngajari anak yang sudah siap dan belum siap enak ngajari anak yang sudah siap (sudah tahu materi yang akan dibahas atau ajarkan)*
- 2. Sebagai bukti mereka sudah belajar saya menyuruh untuk mencatat/tulis tangan apa yang telah mereka dapatkan, misalnya dengan mengirim ke google classroom. Dan ketika masuk tetap menunjukkan ke saya(guru) catatan siswa.*
- 3. Ketika dikelas saya ndak yakin mereka paham materi, akhirnya saya terangkan dikelas dari hasil pencarian materi mereka(siswa) tetapi dengan bekal catatan mereka sudah punya modal untuk mengikuti pembelajaran. Sehingga sudah sedikit tahu/faham sedikit materi.*

4. *Kemudian saya memberikan pertanyaan terkait materi yang akan dibahas.*
5. *Setelah siswa diberikan pertanyaan saya menawarkan ke siswa beberapa model project berkaitan dengan speaking seperti mindmap, drama berkelompok maupun video/minivlog.*
6. *Jika project sudah disepakati kita juga buat deadline mbak biar anak-anak ndak olor ngerjain project nya.*
7. *Kalo project sudah on progress saya sebagai guru juga memonitor siswa, jika siswa kesulitan juga dapat konsul ke saya langsung.*
8. *Tahapan terakhir saya memberi penilaian project siswa mbak, dari hasil itu juga saya jadikan acuan juga evaluasi dalam pembelajaran saya.”*

Projects given by the teacher in learning English Speaking.

Researcher : *Project apa yang miss berikan pada siswa di semester ini?*

Informant (English Teacher) : *“Saya prefer ke project video mba, anak-anak lebih suka video waktu saya “kalian enak nya video atau tampil didepan saya”... video aja bu (anak-anak berseru) Yaudah malah memudahkan saya.. kalo divideo kan ndak dilihat mereka lebih Percaya diri, Saya biarkan*

sja maunya project video. Saya juga gak tau apa yang terjadi apakah mereka membaca divideo itu bagi saya itu ndak terlalu penting yang penting murid-mrid sudah menunjukkan suatu dialog atau sudah memiliki pengalaman speaking inggris, menurut saya yang pentingkan mengalami walaupun entah bagaimana caranya.”

When implementing Project-Based Learning the teacher encounters several obstacles, in interview teacher said:

Researcher : *Kesulitan apa saja yang ibu temui dalam pengajaran English speaking menggunakan Project-Based Learning?*

Informant (English Teacher): *“Kendala waktu mengajar mba, kita (guru) menyadari dengan waktu satu jam belum cukup untuk bisa membuat siswa Fluently speaking English dan kepercayaan diri siswa kurang juga mba.. Selain itu anak-anak pronounciationnya belum terlatih juga keterbatasan vocabulary daripada mereka gak ngommong solusinya saya suruh buat projek video dan konsep teks bacaan yang di tirukan berkali-kali saat pembelajaran dikelas hingga akhirnya punya gambaran.”*

During the pandemic era, teachers should be extra patient considering the shorter study time than before the pandemic. In addition, in English there are other skills besides speaking that must be mastered by students such as Listening, Reading, and Writing. Therefore, the teacher must have a target for student achievement in teaching speaking. The difficulties encountered by the teacher were students' incorrect pronunciation, lack of vocabulary, and self-confidence. These obstacles are serious problems if not addressed. To deal with this, the English teacher at SMAN 1 Ngrambe provides a video project that can be done at home so that students practice speaking even though they are not in class.

The question about Project-based Learning implemented in Speaking English Class

Researcher : *Apakah dari awal semester mrs mengaplikasikan Project-Based learning?*

Informant (English Teacher) : *Tidak mbak, saya menggunakan beberapa metode pembelajaran seperti metode ceramah, task based learning namun dalam meningkatkan skill speaking siswa metode Project-Based learning paling cocok atau sesuai untuk diterapkan apalagi dimasa pandemi.*

From the result interview above, the teacher does not implement Project-Based Learning from the beginning of the academic year, but the teacher tries several learning methods until finally Project-Based Learning

is considered the most suitable to be implemented in learning English Speaking in class XI IPA SMAN 1 Ngrambe. The teacher also gave a statement that Project-Based learning is the most suitable learning method to be applied during the pandemic, especially in the English-Speaking subject.

Next Question is about the difference before and after Project-Based Learning implemented in teaching and learning English Speaking.

Researcher : *Apa saja miss perbedaan sebelum dan sesuai mengaplikasikan Project-Based Learning di pembelajaran English Speaking?*

Informant (English Teacher): *“Tentu sangat berbeda mbak, sebelum saya menggunakan project-based learning siswa kurang semangat belajar speaking, siswa yang tidak rajin belajar mandiri susah memahami materi setelah saya menaplikasikan Project-Based Learning anak-anak excited mengerjakan projek yang saya tugaskan jadi meningkat skill speaking-nya karena ada pengalaman bikin project video itu. Mereka juga lebih enjoy karena speaking nya divideo.”*

2. Student's Response about Project-Based Learning implemented in learning English Speaking.

The researcher conducted the questionnaire to the students in class XI IPA 4 of SMA N 1 Ngrambe aimed at knowing the students' responses to the cognitive, affective and conative dimensions of the implementation of Project-Based Learning in the English Speaking subject. Questionnaire data was obtained from class XI IPA 4 which consisted of 30 students. The questionnaire consisted of twenty questions, the questions were designed on a 4 point Likert scale and were assessed with values ranging from 1-4 there are: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4). According to the Singh (2006, p.32) stated that a Likert scale is structured for a range of four or more items representing similar questions combined into a single composite score/variable. Likert scale data can be analyzed as interval data, that is, the mean is the best measure of central tendency. The score interpretation of the questionnaire result can be seen in table 4.1 below:

Table 4.1 Score Criteria of Positive Question in Questionnaire

No	Criteria	Point	Score	Meaning
1	Strongly Agree	4	3.51-4.0	The rate very high means respondents strongly agree with the statement.
2	Agree	3	2.51-3.50	The rate high means respondents agree with the statement
3	Disagree	2	2.0-2.50	The rate low means respondents disagree with the statement
4	Strongly Disagree	1	00.-2.0	The rate poor means respondents strongly disagree with the statement

Table 4.2 Score Criteria of Negative Question in Questionnaire

No	Criteria	Point	Score	Meaning
1	Strongly Disagree	4	3.51-4.0	The rate very high means respondents strongly disagree with the statement.
2	Disagree	3	2.51-3.50	The rate high means respondents disagree with the statement
3	Agree	2	2.0-2.50	The rate low means respondents agree with the statement
4	Strongly Agree	1	00.-2.0	The rate poor means respondents strongly agree with the statement

From the table above, the researcher uses analysis from the Likert Scale. Singh (2006) stated that students who strongly agree with the questionnaire's statement get 4 points. While agreeing with the statement the respondents get a score of 3 points, The low score rate indicates the respondents who disagree with the statement get 2 points and Respondents strongly disagree with the questionnaire statement get 1 point. The low result means that the respondent gave a negative response about project-based learning implemented by the teacher in the classroom. On the other hand, if most respondents agree with the researcher's statement, this shows a positive response.

Table 4.3 Interpretation of the Questionnaire Result

Dimensions	No	Questions	Score	Mean	Criteria
	1.	Learning English Speaking using Project-Based Learning makes it easy for me to understand the material given by the teacher.	111	3.70	VERY HIGH
	2.	Learning English			

Cognitive		Speaking using Project-Based Learning makes it difficult for me to understand the material.	101	3.36	VERY HIGH	
	3.	Learning English using Project-Based Learning gives me experience to practice speaking.	95	3.16	HIGH	
	4.	I design a project assigned by the teacher.	96	3.20	HIGH	
	5.	I become confused and have difficulty when working on the project assigned by the teacher.	101	3.36	VERY HIGH	
	6.	The teacher gives directions and instructions properly in project assignments.	98	3.26	VERY HIGH	
	7.	The teacher does not provide direction and instructions in project work.	101	3.36	VERY HIGH	
	8.	I can easily understand the problems presented by the teacher.	98	3.26	VERY HIGH	
		9.	Project-Based Learning motivates me to study English speaking more actively.	101	3.36	VERY HIGH
Affective		10.	Project-Based Learning does not motivate me to learn English speaking.	99	3.30	VERY HIGH
		11.	I am very happy to take part in learning English using the Project-Based Learning method.	96	3.20	HIGH
		12.	I am challenged to work on a project assigned by the teacher with my creative ideas.	98	3.26	VERY HIGH
		13.	Project-Based Learning does not increase my curiosity in learning the material given by the teacher.	95	3.16	HIGH
		14.	Project-Based Learning is			

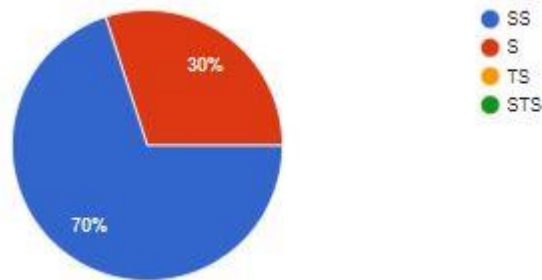
		monotonous and uninteresting.	101	3.36	HIGH
	15.	I prepare the material to be studied in class before the teacher teaches.		3.16	HIGH
Conative	16.	Project-Based Learning makes me become active in asking if there is material that has not been understood.	101	3.36	VERY HIGH
	17.	Project-Based Learning helps me answer the teacher's questions well.	99	3.30	VERY HIGH
	18.	If the teacher asks questions in the lesson, I choose to be silent.	101	3.36	VERY HIGH
	19.	Project-Based Learning makes me passively ask if there is material that I don't understand.	99	3.30	VERY HIGH
	20.	Project-based learning makes me active in discussions and sharing ideas with friends.	102	3.40	VERY HGH

The table 3.1 shows that the student responses SMA N 1 Ngrambe on Project-Based Learning English Speaking material each question has very high criteria. According to Amir (2015) stated that students' responses consist of 3 dimension there are:

a. Cognitive Dimension

The researcher gave 8 questions related to cognitive dimension. There are positive and negative questions, the cognitive dimension consists of indicators of student understanding of the speaking material and clarity of learning instructions and information conducted by the teacher.

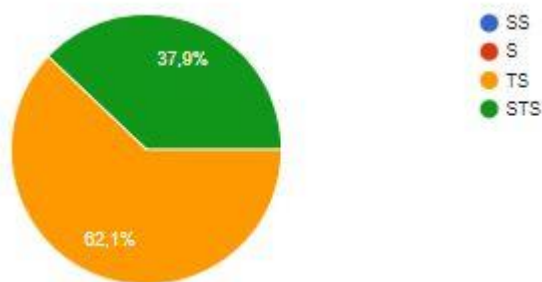
The first question was “*Pembelajaran Speaking Bahasa Inggris dengan menggunakan Project-Based Learning membuat saya mudah untuk memahami materi yang diberikan guru.*”



Pie Chart .1

In question number 1 from 30 respondents, show that 21 respondents chosen strongly agree and 9 respondents agree with the statement. The respondents gave a positive response to the Project-Based Learning implemented by the teacher in learning English speaking.

The second question is “*Pembelajaran Speaking Bahasa Inggris dengan menggunakan Project-Based Learning membuat saya sulit memahami materi.*”

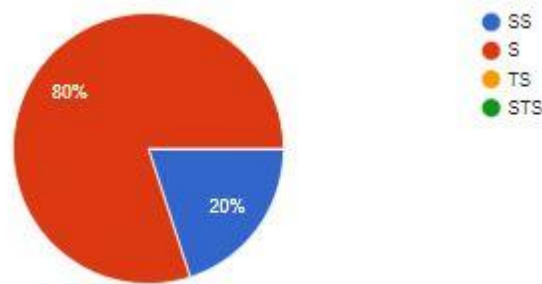


Pie Chart .2

In question 2 is a negative question from 30 respondents showed that 11 respondents chosen strongly disagree and 19 respondents

disagree with the statement that stated Project-Based Learning makes it difficult for respondents to understand the material. From the result above, the researcher drew conclusion that Project-Based Learning makes respondents easy to understand the materials.

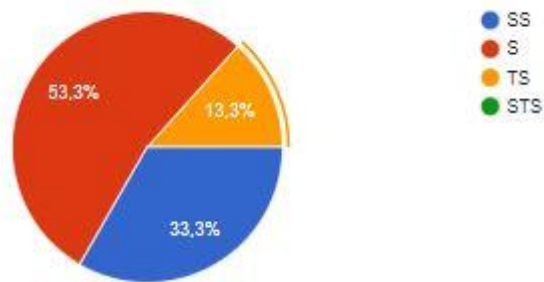
The third question was *“Pembelajaran Bahasa Inggris dengan Project-Based Learning memberikan saya pengalaman untuk berlatih Speaking.”*



Pie Chart.3

In question 3 of questionnaire from 30 respondents, shows that 5 respondents chosen strongly agree with the statement and 25 respondents chosen agree. This showed that respondents gave positive response to have a lot of experience practicing speaking. This is also in accordance with the results of observations made by researchers that students have completed several projects related to speaking showing good results and improving students' speaking skills.

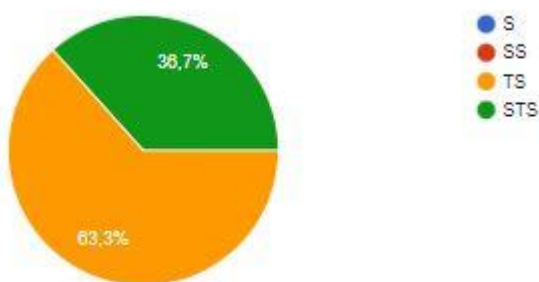
The fourth question was *“Saya merencanakan proyek yang akan dibuat.”*



Pie Chart.4

In question 4 of questionnaire from 30 respondents, showed that 10 students strongly agree, 16 agree and 4 respondents disagree. The most respondents are given positive response with the answers agrees to the statement. It's mean majority the students have to design the project but for 4 respondents they are don't make designs or plans before working on the project. In accordance with the observations, there were some students who were lazy to design their projects so the project results did not seem optimal.

The fifth question was “*Saya menjadi bingung dan kesulitan mengerjakan proyek yang ditugaskan guru*”

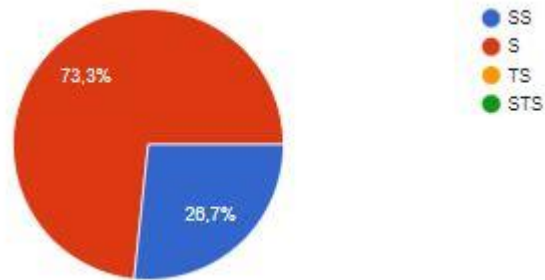


Pie Chart.5

In question 5 is negative question questionnaire, from 30 respondents showed that 11 respondents chosen answer strongly disagree and 19 respondents chosen disagree on question that working a project

assigned by the teacher makes students confused. It means respondents did not encounter difficulties and understand in working on the project.

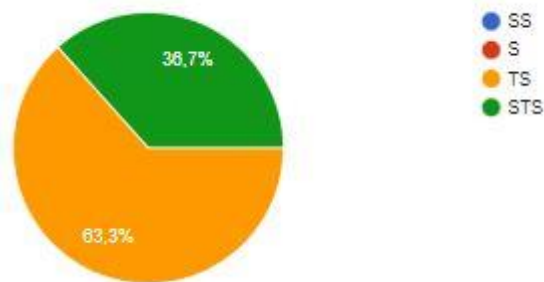
The sixth question was “*Guru memberikan arahan dan petunjuk dengan baik dalam penugasan project.*”



Pie Chart.6

In question number 6 of questionnaire from 30 respondents, showed that 8 respondents chosen strongly agree and 22 respondents agree with statement. From that result, the respondent gave a positive response about the statement providing directions and instructions properly in project assignments. This is in accordance with the results of interviews and observations that in carrying out their duties as facilitators in class the teacher is not authoritarian in making project provisions but offers project respondents what students are interested in and assists and Supervise respondents in working on the project.

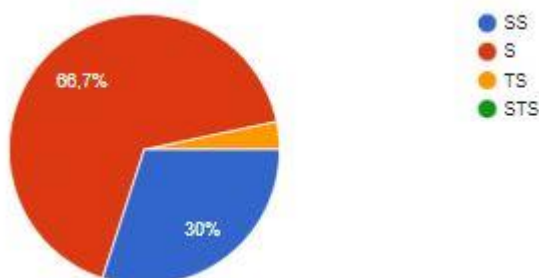
The seventh question was “*Guru kurang memberikan arahan dan petunjuk dalam pengerjaan proyek*”



Pie Chart.7

In question 7 is a negative question of questionnaire from 30 respondents, shows that 11 respondents strongly disagree and 19 disagree answer the statement. From these responses, respondents don't agree if teacher do not provide direction and guidance in carrying out projects.

The eight question was *“Saya dapat dengan mudah memahami permasalahan yang dipaparkan guru.”*



Pie Chart.8

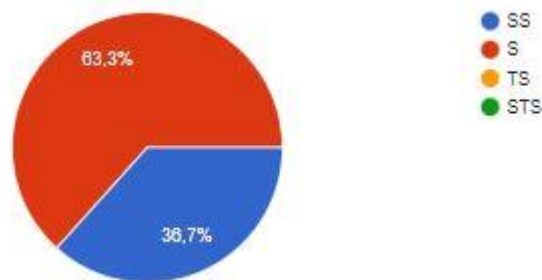
In question number 8 from 30 respondents, shows that 9 respondents strongly agree, 20 respondents agree and 1 respondent disagree. The most respondents gave positive responses. the respondents easily understand the problems presented by the teacher. Based on the stages of Project-Based Learning at the beginning of learning the teacher gives questions or problems related to the material to be studied.

From the result questionnaire above, The statement number 1,2,5,6,7,8 showed gave criteria Very High. Then questionnaire statement number 3 and 4 gave criteria High. Cognitive dimensions related to response students about knowledge and students' understanding of the use of Project-based learning project in English speaking subject.

b. Affective Dimension

Affective dimension is a response that shows a person's attitude towards evaluation or a person's feelings about the object of his attitude. These responses are about students' motivation in participating in learning English speaking, students' interest in the teacher's learning method, and students' curiosity. In the questionnaire statement given to students there are 8 statements related to the affective dimension, from numbers 9 to 16.

The ninth question was *“Project-Based Learning memotivasi saya untuk belajar speaking Bahasa Inggris lebih giat.”*

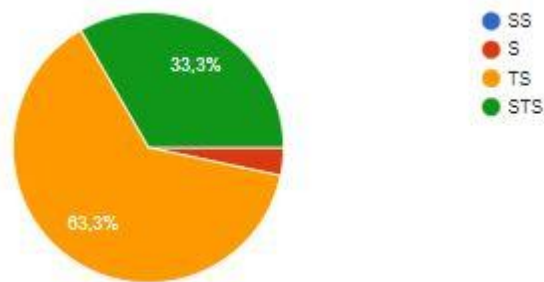


Pie Chart.9

In Question number 9 from 30 respondents, shows that 11 respondents chosen strongly agree and 19 agree to the statement. In

this question is about the motivation of respondents in learning to speaking English using Project-Based Learning, from these results respondents showed a positive or strong response.

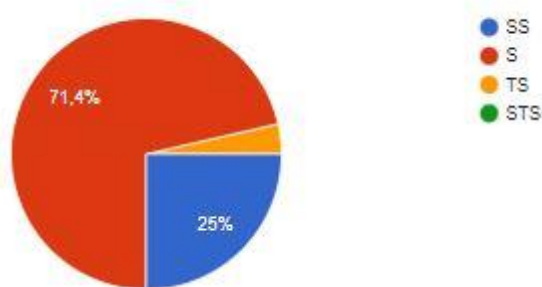
The tenth question was “*Project-Based Learning tidak memotivasi saya untuk belajar speaking Bahasa Inggris.*”



Pie Chart.10

In question number 10 is a negative question, from 30 respondents shows that 10 respondents strongly disagree, 19 respondents disagree and 1 respondent strongly disagree. Almost all respondents agree with the statement given.

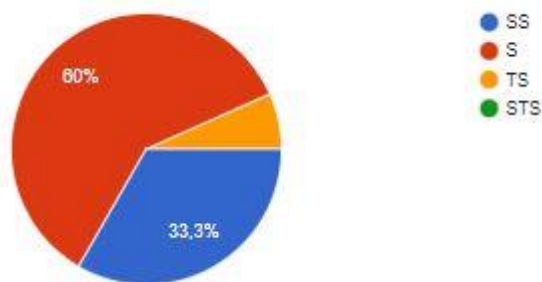
The eleventh question was “*Saya sangat senang mengikuti pembelajaran Bahasa Inggris dengan menggunakan metode pembelajaran Project-Based Learning.*”



Pie Chart.11

In question number 11 from 30 respondents, shows that 7 respondents chosen strongly agree, 22 respondents chosen agree and 1 respondent chosen disagree. From the result above, respondents are happy to participate in learning English speaking with Project-Based Learning. This was also conveyed by the teacher in the interview by saying: *“kalian enaknya video atau tampil didepan saya”... video aja bu (anak-anak berseru) Yaudah malah memudahkan saya. Kalo divideo kan ndak dilihat mereka lebih Pede Saya biarkan saja lah maunya video.* The video in question is a speaking project assigned by the teacher to students, respondents are more confident by appearing in front of the teacher.

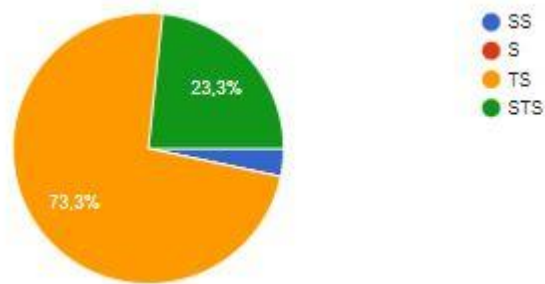
The twelfth question was *“Saya tertantang untuk mengerjakan projek yang ditugaskan guru dengan ide kreatif yang saya miliki.”*



Pie Chart.12

In question number 11 from 30 respondents, shows that 10 respondents chosen strongly agree, 18 respondents chosen agree and 2 respondents chosen disagree. Respondents showed positive response and were challenged to work on a project assigned by the teacher.

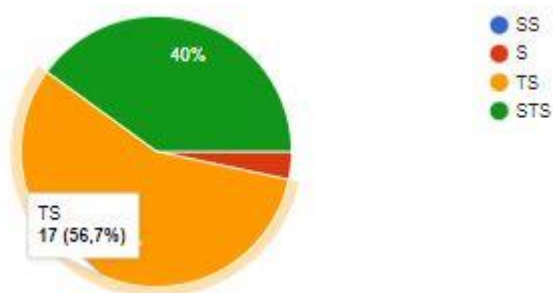
The thirteenth question was “*Project-Based Learning tidak menambah rasa ingin tahu saya dalam mempelajari materi yang diberikan guru.*”



Pie Chart.13

In question number 13 is a negative question, from 30 respondents shows that 7 respondents chosen strongly disagree, 22 respondents disagree and 1 respondent strongly agree to the question statement. In this question is a negative question where if the respondent answers strongly disagree which will get the highest point that is opposite to the positive question. In this case, students disagree with the question that if the teacher implements Project-Based Learning, it will not increase students' curiosity.

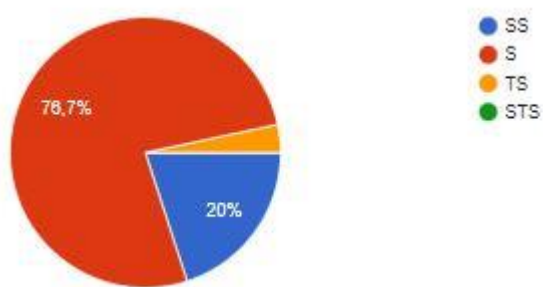
The fourteenth question was “*Project-Based Learning cenderung monoton dan tidak menarik.*”



Pie Chart.14

In question number 14 is negative question, from 30 respondents shows that 12 respondents chosen strongly disagree, 17 respondents disagree and 1 respondent agree to the question statement. The majority of respondents do not agree with the statement which states that Project-Based Learning is monotonous in learning.

The fifteenth question was “*Saya menyiapkan materi yang akan dipelajari dikelas sebelum guru mengajar.*”



Pie Chart.15

In question number 15 from 30 respondents, shows that 6 respondents chosen strongly agree, 23 respondents chosen agree and 1 respondent disagree. From these results, it showed that students responded positively by preparing the material before learning activity in classroom.

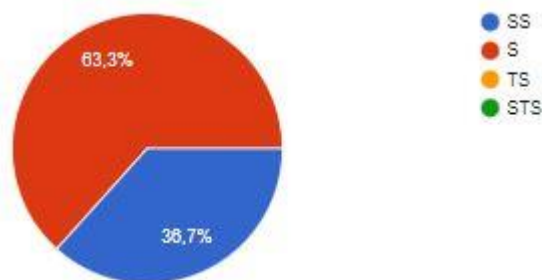
From 7 questions Affective dimension, there are 4 positive questions and 3 negative questions. For the score of the positive question, strongly agree, it gets the highest point position, namely 4 and strongly disagree, gets the highest point of 4 points in the negative question.

According to the statements chosen by the students, it was found that the students' responses to the affective dimension had positive results which had an impact on students' motivation and interest in learning speaking. This motivation is very important in the success of students learning and mastering speaking skills.

c. Conative Dimension

The last dimensions is Conative. Conative dimension related to real behaviour which includes actions or habits which consists of a person's readiness to react or inclination to act towards an object. This dimension relates to the activeness of students to ask questions when learning English speaking and respond well to the questions given by the teacher. Questions related to the conative dimension are as follows:

The sixteenth question was *“Project-Based Learning ini membuat saya menjadi aktif bertanya jika ada materi yang belum dipahami.”*

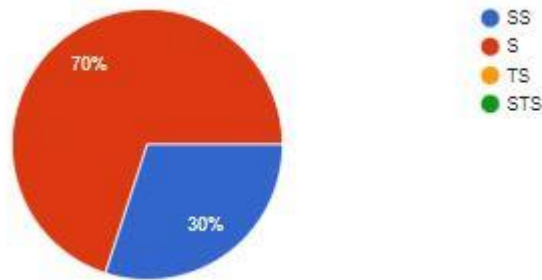


Pie Chart.16

In Question number 16 from 30 respondents, shows that 11 respondents chosen strongly agree and 19 respondents chosen agree to the question. It means, all respondents showed positive response that Project-Based Learning makes students actively ask the teacher if they

don't understand something. The teacher also gives students the opportunity to ask questions through the WA group or directly in class.

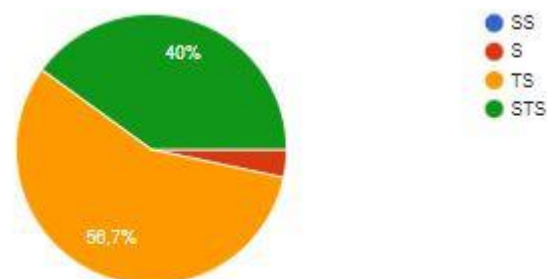
The seventeenth question was *“Project-Based Learning membantu saya menjawab pertanyaan guru dengan baik.”*



Pie Chart.17

In Question number 17 from 30 respondents, shows that 9 respondents chosen strongly agree and 21 respondents chosen agree to the question. It means all respondents agree if the project-based learning makes students able to answer the questions given by the teacher well.

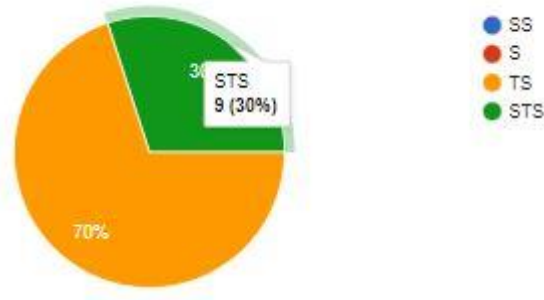
The eighteenth question was *“Jika guru memberikan pertanyaan dalam pembelajaran saya memilih hanya diam.”*



Pie Chart.18

In Question number 18 is negative question, from 30 respondents shows that 12 respondents chosen strongly disagree, 17 respondents chosen disagree and 1 respondent agree. Respondents do not agree with the question if the teacher asks a question in learning, choose to remain silent.

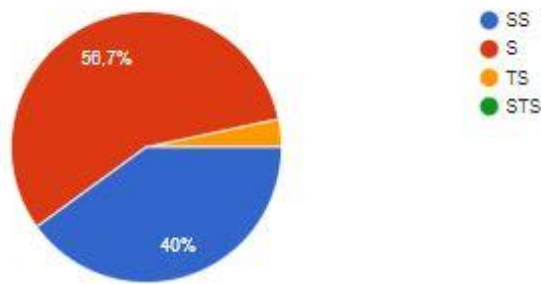
The nineteenth question was “*Project-Based Learning membuat saya pasif tidak bertanya jika ada materi yang belum saya mengerti.*”



Pie Chart.19

In Question number 19 is a negative question, from 30 respondents shows that 9 respondents chosen strongly disagree and 21 respondents disagree. Respondents do not agree with the question if Project-Based Learning makes respondents passive in learning activities and not asking if there is material that respondent don't understand.

The twentieth question was “*Pembelajaran berbasis projek membuat saya aktif diskusi dan sharing ide dengan teman-teman.*”



Pie Chart.20

In last question from 30 respondents, shows that 13 respondents chosen strongly agree, 16 respondents chosen agree and 1 respondent disagree to the question. It means all respondent agree except 1 respondent. Project-based learning encourages active discussion and sharing of ideas with friends during English speaking learning activities.

From the question questionnaire of dimension conative above, showed 5 questions consisting 3 question positive number 16, 17 and 20 but also have question negative number 18 and 19. In the questionnaire the respondents chose to strongly agree with the researcher's statement, so that the results were very high on each statement. These results indicate that students had positive responses to the conative dimension.

B. Discussion

The researcher wants to discuss of the information of analysis data and discuss the finding to back up the finding in this section. The first discussion is about about how Project-Based Learning Implemented in Teaching and Learning English Speaking during the Covid-19 Pandemic. The second is how the students'

responses on Project-Based Learning Implemented in Teaching and Learning English Speaking. The discussion was based on the result of questionnaire interpretation and interview. The questionnaire and interview aimed to find out the detailed information about Project-Based Learning Implemented by teacher in classroom.

1. How Project-Based Learning Implemented in Teaching and Learning English Speaking during the Covid-19 Pandemic at Eleventh Grade Students of SMAN 1 Ngrambe Ngawi Academic Year 2021/2022.

According to the research findings, the teacher applied Project-Based Learning in the classroom during the covid-19 pandemic in academic year 2021/2022. At the beginning of the new academic year 2021/2022, the teacher encountered several obstacles in carrying out learning, one of them teachers are confused about choosing the right learning method in teaching English speaking. Therefore, teaching and learning activities are not optimal. According to Asyarafah (2019) Learning models are an important component in learning, this is because learning models/methods help teachers achieve learning goals, learning models can also provide useful information for students in the learning process, and variations in learning models can provide students' learning motivation so the students not to get bored in participating in learning activities. From the explanation above, choosing a learning method is very important for teachers before carrying out learning activities.

Based on the Ministry of Education and Culture's policy (*Kemendikbud*), the government has announced that teachers are free to

choose learning methods that are appropriate to the situation and conditions in schools. The government also recommends several learning methods, one of them which is Project Based Learning. Project-Based Learning is an instructional approach built upon learning activities and real tasks that have brought challenges for students to solve, Goodman and Stivers (2010). For that reason Mrs. Titin as English teacher XI IPA at SMAN 1 Ngrambe chose to implement Project-Based Learning in English learning activities which was considered suitable for students.

Project-Based Learning has Stages to Implement Project-Based Learning. According to The George Lucas Educational Foundation, (2005) there are Start with the essential question, design a plan for the project, create a schedule, monitor the students and the progress of the project, and assess the outcome.

a. The stages Project-Based Learning Implemented in SMA N 1 Ngrambe in learning English speaking

- 1) The teacher checks the material assigned to students last week.

The teacher checks the students' notes one by one related to the material to be studied at that time. In last week's English lesson, the teacher gave assignments to students to find the material to be discussed next week. This is aimed at making students understand the material better.

- 2) Starting with essential question

In this initial stage the teacher gives general questions related to the topics that will be discussed at the meeting:

The teacher started the lesson by greeting and asking how the students were doing. Then alluding to the material to be discussed, the teacher gives essential questions related to the material to be discussed in class. At the meeting, students in class XI IPA 4 will learn about exposition text.

3) Designing a plan for the project

In this stage the teacher offers students a model project that they will work on. The teacher offers several project assignment options, one of which is a video project. As the teacher said in the interview:

English teacher : “Saya prefer ke project video mba, anak-anak lebih suka video waktu saya tanya “kalian enaknyanya video atau tampil didepan saya”... video aja bu (anak-anak berseru) Yaudah malah memudahkan saya. Kalo divideo kan ndak dilihat mereka lebih Pede Saya biarkan saja lah maunya video. Saya juga gak tau apa yang terjadi apakah mereka membaca divideo itu bagi saya itu ndak terlalu penting yang penting dia sudah menunjukkan suatu dialog atau sudah mengalami, menurut saya yang pentingkan mengalami walaupun entah bagaimana caranya”.

Based on this statement, the teacher designs a project model according to what students want in class. Students in class XI IPA 4

prefer video project assignments rather than boring paper assignments or practice speaking in front of a teacher. On this basis, the teacher chose a video project to improve students' speaking skill.

4) Creating a set schedule

The teacher prepares materials for teaching based curriculum 2013 and considers how much time is sufficient for students to work on projects. The deadline given by the teacher to work on a project is usually 1 week, so it is neither too long nor too fast. Students can seriously work on starting from compiling text to practicing for Spell English in front of the camera. Giving deadlines is nothing but so that the projects carried out by students are effective and efficient.

5) Monitoring student's projects

The teacher monitors student projects through the WA group to find out progress and make sure students have done the assignments. because all projects are carried out by students outside of school learning or at each student's home so the teacher can only monitor it through the WhatsApp group. In the implementation of Project-Based Learning the teacher not only has a role as a facilitator but also a monitoring role for students, so students do all their own projects but can still ask questions and ask for input from the teacher.

6) Assessing student's outcomes

The teacher gives a score based on the rubric assessment that has been made. The assessment can be seen in terms of students'

confidence in speaking English, pronunciation and video concepts designed by students both from editing and scripts according to the topic. Teachers really appreciate the results of video projects that have been made by students in the midst of a pandemic and changes in offline and online learning that take turns in schools, but students have the effort to complete projects assigned by the teacher.

7) Evaluating Student’s Experiences

After the students completing the project, the teacher conducts evaluating with the students such as asking what the difficulties in working project and what the student’s aspect can enjoy working the projects etc. The results of the evaluation of students in class will be used as a reference for making next projects. the following table of activities of teachers and students in learning English with the material exposition text.

Table 4.4 Teacher implemented Project-Based Learning in material Exposition Text

No	The steps Project Based Learning Implemented	Teacher Activity	Students Activity
1.	Starting with essential question	The teacher gives related questions with material of the Exposition Text.	Students answer the teacher's questions about the Exposition Text material
2.	Designing a plan for the project	Develop the theme and plan the project which students will work on the exposition text.	Students make plans about their project regarding exposition text.
3.	Creating a set schedule	The teacher's role is to guide and direct students to plan video projects by looking at references to expository text examples on the internet and on YouTube.	Students make a schedule and plan to make a video project about exposition text by looking for references on the internet, youtube, etc.

No	The steps Project Based Learning Implemented	Teacher Activity	Students Activity
4.	Monitoring student's projects	<ul style="list-style-type: none"> ▪ The teacher is directing students to work projects according to the plans that have been previously made and agreed. ▪ The teacher gives students the opportunity to ask questions for students who have difficulty working on projects through the WA group. In this case the teacher acts as a mentor in teaching and learning activities. 	<p>Students work on projects according to plans that have been made jointly between the teacher and students.</p> <ul style="list-style-type: none"> ▪ Students can ask questions to the teacher if they have difficulty working on projects through the WA Group.
5.	Assessing student's outcomes	<ul style="list-style-type: none"> ▪ The teacher guides students to submit projects through WA group. ▪ Teacher tests student project results 	Students send project assignments to the English teacher.
6.	Evaluating student's Experiences	In this stage the teacher evaluates the learning that has been implemented. Teachers give appreciation and comments related to projects that students are working on. Evaluation is carried out so that it can be used as a reference for the next to be able to work on a better project.	Carrying out evaluations given by teachers, students can also provide suggestion related to projects that have been given to teachers.

Based on the result of the interview, the researcher found that the implementation of learning English speaking was in accordance with the theory The George Lucas Educational Foundation (2005). In implementing

Project-Based Learning, the teacher also provides special treatment to make students develop their English skills by assigning students before entering class to seek information from other sources related to the material to be discussed in class. The teacher also instructs students to make projects, but during student learning in class the teacher instructs students to imitate what the teacher says. It is intended that students know how to pronounce words correctly in English.

The teacher has carried out project-based learning correctly according to the syntax starting from the introduction, core and closing process only at stage 4 related to monitoring project creation, the teacher does not monitor students directly in the classroom. This is because all the projects assigned to students are in the form of video projects that are done at their respective students' homes. However, the teacher continues to carry out online monitoring through the WA group to find out the progress of students in working on projects. Teachers continue to carry out their role as monitoring even though they are online.

Project-Based Learning is a method/model usually carried out in groups, it is different at SMAN 1 Ngrambe in the academic year 2021/2022. Before the coronavirus, the English teacher instructed students to work on projects in groups and projects were carried out in class. However, in this school year the teacher instructs the speaking task in a video project which is then submitted to the teacher via the google drive link. The majority of project tasks are individual or carried out independently. The results of learning English speaking in class XI IPA in

one semester show effective results for improving students' speaking skills by using Project-Based Learning. In the implementation of Project-Based Learning the teacher has been in accordance with George Lucas' theory as a reference for applying this learning method.

2. How the students' responses on Project-Based Learning Implemented in Teaching and Learning English Speaking During The Covid-19 Pandemic at Eleventh Grade Students of SMAN 1 Ngrambe Ngawi Academic Year 2021/2022.

Based on the research findings, the researcher found that the students' response in XI IPA 4 class to the Project-Based Learning Implemented in English Speaking during pandemic conducted by the English teacher. This discussion was based on theory Amir (2015) about students response in his book under title "*Merancang Kuesioner: Konsep dan Panduan untuk Penelitian, Sikap dan Perilaku*". The response consists of 3 dimensions there were cognitive, affective and conative. The researcher obtained the data of this finding from observation and questionnaire that has been conducted.

The first response is Cognitive dimension. The researcher classifies the question into two types: there are positive questions and negative questions. Positive question in cognitive dimension is number 1, 3, 4, 6, and 8. Meanwhile, negative questions in cognitive dimension are 2, 5, and 7. Based on the analysis of students' response in cognitive dimension, the first question of questionnaire showed that the percentage was 70% (21 students) gave strongly agreed responses and 30% (9 students) gave agreed responses.

The second question of questionnaire showed that the percentage was 62.1% (19 students) gave disagree response and 37.9% (11 students) gave a strongly disagree response. The third question of questionnaire showed that the percentage was 80% (25 students) and 20% (5 students) gave strongly agree response. The fourth question of the questionnaire showed that the percentage was 53.3% (16 students) gave agree response, 33.3% (10 students) gave strongly agree and 13.3% (4 students) gave disagree response. The fifth question of questionnaire showed that the percentage was 63.3% (19 students) gave disagree response and 38.7% (11 students) gave strongly disagree response. The sixth question of questionnaire showed that the percentage was 73.3% (22 students) gave agree response and 28.7% (8 students) gave strongly agree response. The seventh question of questionnaire showed that the percentage was 63.3% (19 students) gave disagree response and 36.75% (11 students) gave strongly disagree response. And the last questionnaire showed that the percentage was 66.7% (20 students) gave agree response, 30% (9 students) gave strongly disagree response and 1 student disagree response.

From the percentage cognitive dimension above, showed that students gave strong response on every question positive and negative given by the researcher. Only a few students gave a low response to the question of cognitive dimension but the majority of the students gave a strong or agree response. According to Amir (2015) stated cognitive dimension consists of indicators of student understanding of the speaking material and clarity of learning instructions and information conducted by the teacher. This is the

same as the results of the questionnaire, where students can easily understand speaking material through projects and the instructions given by the teacher can also be easily understood by students. Based on the interview with the teacher, she also stated that the students were very excited about the speaking task in the form of a video project during the pandemic.

The second response is Affective dimension. The researcher classifies the question into two types: there are positive questions and negative questions. Positive questions in affective dimension are number 1, 3, 4 and 7. Meanwhile, negative question in affective dimension are 2, 5, and 6. Based on the analysis of students' response in affective dimension, the first question of affective response showed that the percentage was 63.3% (19 students) gave agree response and 36.7% (11 students) gave strongly agree response. The second question of affective response showed that the percentage was 63.3% (19 students) gave agree response, 33.3% (10 students) gave strongly agree response and 1 student gave strongly disagree. The third question of affective response showed that the percentage was 71.4% (22 students) gave agree response, 25% (7 students) gave strongly agree, and 1 student gave disagree response. The fourth question of affective response showed that the percentage was 60% (18 students) gave agree response, 33.3% (10 students) gave strongly agree response and 2 students gave strongly disagree. The fifth question of affective response showed that the percentage was 73.3% (22 students) gave disagree response, 23.3% (7 students) gave strongly disagree and 1 respondent strongly agree. The sixth question of affective response showed that the percentage was 56.7% (17 students) gave disagree response,

40% (12 students) gave strongly disagree and 1 student gave agree response. The seventh question of affective response showed that the percentage was 76.7% (23 students) gave agree response, 20% (students) gave strongly agree and 1 student gave disagree response.

From the percentage affective dimension above, showed that students gave a strong response on every question positive and negative given by the researcher. According to Amir (2015) stated that Affective dimension is a response that shows a person's attitude towards evaluation or a person's feelings about the object of his attitude. Affective method is also related to students' motivation, interest and curiosity on English Speaking learning activity. The Project-Based Learning implemented by the teacher motivated students to be more active in learning speaking as evidenced by the results of student questionnaires.

The third response is Conative dimension. Based on the analysis of students' response in conative dimension, the first question of conative response showed that the percentage was 63.3% (19 students) gave agree response and 36.7% (11 students) gave strongly agree response. The second question of conative response showed that the percentage was 70% (21 students) gave agree response and 30% (9 students) gave strongly agree response. The third question of conative response showed that the percentage was 56.7% (17 students) gave disagree response, 40% (12 students) gave strongly disagree and 1 student gave agree response. The fourth question of conative response showed that the percentage was 70% (11 students) gave disagree response and 30% (9 students) gave strongly disagree response. The

last question of conative response showed that the percentage was 56.7% (16 students) gave agree response, 40% (13 students) gave strongly agree and 1 student gave disagree response.

From the percentage Conative dimension above, showed that students gave strong response on every question positive and negative given by the researcher. According to Amir (2015) stated that conative dimension related to real behaviour which includes actions or habits which consists of a person's readiness to react or inclination to act towards an object. The results of questionnaires showed that students were more active to ask questions to the English teacher about the project and respond well to questions given by the teacher. Project-Based Learning linked Competency Century 21 makes students more thinking creatively, collaborative, good in communication and critical thinking. The results of the analysis of the responses of SMA N 1 Ngrambe students to Project Based Learning show that the dimensions of cognitive, affective and conative overall get a very strong response. It means the students in XI IPA 4 agree with the Project-Based Learning implemented by the teacher in learning to speak English. Based on these results, it can be concluded that students' responses to Project-Based Learning in teaching and learning English speaking have very strong/positive criteria for all aspects of cognitive, affective and conative.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusion of the study and gives suggestion to the Project -Based Learning implemented in teaching and learning English Speaking during the covid-19 pandemic in academic year 2021/2022 and students response about Project-Based Learning implemented by teacher.

A. Conclusion

Based on the problem statement and result of this study, the researcher draws a conclusion that:

1. **How is Project-Based Learning implemented in teaching and learning English speaking During Covid-19 pandemic at XI IPA at SMA N 1 Ngrambe?**

According to the findings of the study, the researcher discovered that Project-Based Learning implemented in teaching and learning English Speaking has been in accordance with the theory The George Lucas Educational Foundation (2005) about stages to implement Project-Based Learning in English Learning there are Start with the essential question, Design a plan for the project, Create a schedule, Monitor the students and the progress of the project, and Assess the outcome. The teacher has carried out learning English speaking at SMAN 1 Ngrambe class XI science well and has been in accordance with the theory. However, the teacher does special treatment to his students by giving assignments to students to find material

from various sources for the next meeting. This is done so that students understand the material before being assigned to make a project. In carrying out their duties as a monitor, the teacher is also less than optimal because he does not observe directly in the classroom, but the teacher provides another alternative by monitoring through the WA Group.

After the teacher implements project-based learning in class, the students get positive results, such as speaking skills that have increased from before. Moreover, students became more confident in speaking English. This is because students gain experience to practice speaking more, students can explore other skills such as project design and teamwork.

2. How are the students' responses on Project-Based Learning implemented in learning English speaking at XI IPA SMA N Ngrambe?

After the researcher conducted a questionnaire and interview with the teacher, it could be concluded that students responded positively/very strongly to the implementation of Project-Based Learning during the pandemic. Based on the theory of Amir 2015 the dimensions of student response are very high on the Cognitive which is related to student knowledge, the affective dimension is related to students' motivation and students' interest and the last conative dimension is related to student activity in class also student activity to ask questions about the material.

B. Suggestions

Based on the result of the research above, the researcher draws some suggestions. The researcher hopes that these suggestions will be useful, especially for the reader, for the students, and the other researcher. They are as follows:

1. For Reader

The researcher hopes that readers can increase their knowledge about Project-Based Learning Implemented in learning and teaching English Speaking during the covid-19 pandemic.

2. For English Teacher

- a. Learning processes and learning facilities must be designed by relying on about the needs of students to learn English by using the PBL method as an alternative learning method.
- b. The teacher should give variation the project assignments so that not only a video project, but also project assignments that can be done in classroom by forming a team and presenting in front of the teacher.
- c. Teachers should have creative thinking in solving any problems happening in class. Teachers should know and comprehend the whole situation of both the class and the school.
- d. The findings give opportunities to the teachers to be committed, creative, and innovative in teaching. Although this requires the teachers to spend more time in developing more various teaching contents, providing consultation and share for the students, the teacher must stand up for their learners to be a good facilitator, counselor, and resource. It

is also necessary for the teacher to carry out the meaningful methods in the learning process.

3. For Other Researcher

The researcher hopes that other researcher could continue this research at related topic about Project-Based Learning implemented in teaching and learning English Speaking.

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APPENDICES 1

INTERVIEW TRANSCRIPT

Day/ Date : 20 Mei 2022

Time : 10 WIB a.m – 10.20 WIB a.m

Place : Ruang guru SMAN 1 NGRAMBE

Activity : Interviewing the English teacher class XI IPA

Informant : English teacher XI IPA 4

Interviewer : Afri Neneng Roheni

Interviewer : Assalamualaikum Warahmatullah mrs, maaf mengganggu waktunya mrs.

Informant: Walaikumsalam, ada yang bisa saya bantu mba Afri?

Interviewer : iya mrs, pada kesempatan kali ini saya izin mewawancarai mrs titin terkait penerapan metode Project-Based Learning di kelas XI IPA dimasa pandemi, apakah semester ini dapat melaksanakan KBM full tatap muka miss?

Informant: Daring dulu karena waktu itu belum di izinkan masuk,setelah itu ada kebijakan boleh masuk, sekolah sekarang sudah masuk sudah 100%. Tapi waktunya terbatas biasanya 45menit sekarang jadinya 30menit dalam sekali pertemuan.

Interviewer : Apakah di SMAN 1 Ngrambe melaksanakan Protokol kesehatan sesuai anjuran pemerintah dimasa pandemi?

Informant: Ya, wajib setiap hari wajib cek suhu tubuh di gerbang masuk sekolah. Di awal semester KBM diberlakukan shift pagi-siang. Kelas IPA diperbolehkan masuk ke sekolah pagi har kemudian setelah dhuhur gantian kelas IPS. Tapi itu berlangsung selama kota ngawi masuk level 3 zona merah covid-19. KBM Shift berlangsung beberapa minggu kemudian level covid sudah turun akhirnya SMAN 1 Ngrambe sudah diizinkan untuk 100% dalam satu waktu dengan 30 menit dalam 1 pertemuan disetiap mapel agar anak-anak cepat pulang. Protokol kesehatan gencar dilaksanakan dengan cek suhu dan wajib masker.

Interviewer : Bagaimana cara Mrs. titin melangsungkan pembelajaran English Speaking dimasa pandemi?

Informant: Saya memiliki tahapan pembelajaran di kelas. Tahapan pembelajaran yang saya lakukan yaitu :

1. Menginstruksikan anak-anak untuk mencari materi terlebih dahulu sebelum pembelajaran dengan tujuan supaya anak-anak telah membaca terlebih dahulu. Kan ngajari anak yang sudah siap dan belum siap anak

- ngajari anak yang sudah siap (sudah tahu materi yang akan dibahas atau ajarkan)
2. Sebagai bukti mereka sudah belajar saya menyuruh untuk mencatat/tulis tangan apa yang telah mereka dapatkan, misalnya dengan mengirim ke google classroom. Dan ketika masuk tetap menunjukkan ke saya(guru) catatan siswa.
 3. Ketika dikelas saya ndak yakin mereka paham materi, akhirnya saya terangkan dikelas dari hasil pencarian materi mereka(siswa) tetapi dengan bekal catatan mereka sudah punya modal untuk mengikuti pembelajaran. Sehingga sudah sedikit tahu/faham sedikit materi.
 4. Kemudian saya memberikan pertanyaan terkait materi yang akan dibahas.
 5. Setelah siswa diberikan pertanyaan saya menawarkan ke siswa beberapa model project berkaitan dengan speaking seperti mindmap, drama berkelompok maupun video/minivlog.
 6. Jika project sudah disepakati kita juga buat deadline mbak biar anak-anak ndak olor ngerjain project nya.
 7. Kalo project sudah on progress saya sebagai guru juga memonitor siswa,jika siswa kesulitan juga dapat konsul ke saya langsung.
 8. Tahapan terakhir saya memberi penilaian project siswa mbak, dari hasil itu juga saya jadikan acuan juga evaluasi dalam pembelajaran saya.

Interviewer : Menurut mrs metode pembelajaran apa yang tepat digunakan/diterapkan selama pandemi?

Informant: Menurut saya Project-Based Learning cocok untuk diterapkan. Murid-murid tetap harus ada aktivitas belajar dirumah. Didalam kelas ndak cukup waktunya, biasanya 1 jam setengah anak-anak belajar sekarang hanya satu jam. Guru baru ngomong sudah habis waktunya, pusing kepala saya. Metode Project-Based Learning cocok diaplikasikan dikelas saya apalagi selama pandemi ini. Jadi siswa lebih aktif mandiri mengerjakan project dan berlatih speaking inggris nya. Namun ada beberapa anak yang sulit memahami materi dan speakingnya ndak berkembang.

Misal sudah saya suruh belajar exposition text sudah saya suruh anak-anak pahami materi ini hasilnya gak paham-paham amat lah. Ada yang paham sih tapi kurang walaupun menggunakan PjBL tetapi anak-anak mencari materi dulu sejauh mereka bias. Tetap mereka menunjukkan hasil mencatat kemudian dibahas bareng. Akhirnya anak bilang oohh gitu ya.yes I understand setelah paham baru mereka diberi tugas.Misalnya cari text exposition, kemudian dianalisis berdasarkan yang kamu pahami. Saya harus memahamkan mereka (materi), teori sudah mereka pelajari, kemudian kita ambil text, pahami bareng-bareng kita analisis bareng. Kemudian ganti siswa cari text sesukamu dan kamu analisis, tunjukkan ke saya. Baik lewat Gclassroom atau ditunjukkan secara fisik.

Interviewer : Kesulitan apa saja yang mrs temui dalam pengajaran English speaking menggunakan Project-Based Learning?

Informant: Kendala waktu mengajar mba, kita (guru) menyadari dengan waktu satu jam belum cukup untuk bisa membuat siswa Fluently speaking English dan kepercayaan diri siswa kurang juga mba. Selain itu anak-anak pronounciationnya

belum terlatih juga keterbatasan vocabulary daripada mereka gak ngomong solusinya saya suruh buat projek video dan konsep teks bacaan yang di tirukan berkali-kali saat pembelajaran dikelas hingga akhirnya punya gambaran.

Interviewer : Project apa yang miss berikan pada siswa di semester ini?

Informant: Saya prefer ke project video mba, anak-anak lebih suka video waktu saya “kalian enaknya video atau tampil didepan saya”... video aja bu (anak-anak berseru)

Yaudah malah memudahkan saya.. kalo divideo kan ndak dilihat mereka lebih Pede Saya biarkan saja lah maunya video. Saya juga gak tau apa yang terjadi apakah mereka membaca divideo itu bagi saya itu ndak terlalu penting yang penting dia sudah menunjukkan suatu dialog atau sudah mengalami, menurut saya yang pentingkan mengalami walaupun entah bagaimana caranya.

Interviewer : Apakah dari awal semester mis mengaplikasikan Project-Based learning?

Informant: Tidak mbak, saya menggunakan beberapa metode pembelajaran seperti metode ceramah, Task-Based Learning namun dalam meningkatkan skill speaking siswa metode Project-Based learning paling cocok atau sesuai untuk diterapkan apalagi dimasa pandemi.

Interviewer : Apa saja mrs perbedaan sebelum dan sesuai mengaplikasikan Project-Based Learning di pembelajaran English Speaking?

Informant: Tentu sangat berbeda mbak, sebelum saya menggunakan project-based learning siswa kurang semangat belajar speaking, siswa yang tida rajin belajar mandiri susah memahami materi setelah saya menaplikasikan Project-Based Learning anak-anak excited mengerjakan projek yang saya tugaskan jadi meningkat skill speaking-nya karena ada pengalaman bikin projek video itu. Mereka juga lebih enjoy karena speaking nya divideo.

Interviewer : Baik mrs, mengenai buku acuan pembelajaran bagaimana mrs?

Informant: Saya cukup mengambil dari buku paket. Menurut saya buku paket sudah di pikirkan dengan baik oleh penulis. Namun saya membebaskan anak-anak untuk cari dari sumber lain, kalo dikelas saya pegang buku paket untuk menjelaskan text yang sama di paket. Teori yang sudah dicari anak-anak sebelum pembelajaran digabungkan dengan teori yang sudah ada dibuku paket. Namun pada waktu pandemi awal materi diringkas (atas instruksi kemendikbud) ada yang disuruh memilih untuk diajarkan tapi faktanya ketika ada ujian-ujian keluar jadi sama saja. Bikin saya pusing, katanya bebas memilih tapi tetap saja kalau ada soal muncul, Harus komplit mengajar tetapi waktu nya terbatas.

Interviewer : Oke mrs, terima kasih atas waktunya dan jawaban untuk interviewnya.

Informant: Iya mba sama-sama semoga dapat membantu.

APPENDICES 2

FIELD NOTE OF QUESTIONNAIRE

• **Blueprint and questionnaire**

No	Dimension	Indicator	No item		Total Item	
			Positive Question	Negative Question	Positive Question	Negative Question
1.	Cognitive	To know cognitive response on Project-Based Learning implemented by the teacher, there are: 2. Understanding the material 3. Clarity of the teacher in instructing the project.	1 3 4 6 8	2 5 7	5	3
2.	Affective	To know Affective response on Project-Based Learning implemented by the teacher, there are: 1. Student learning motivation 2. Interest in learning 3. Curiosity	9 11 12 15	10 13 14	4	3
3.	Conative	To know Conative response on Project-Based Learning implemented by the teacher, there are: 1. Enthusiasm for students to ask questions 2. Respond to inquiries	16 17 20	18 19	3	2

▪ **Positive Questions of Cognitive Response**

1. Pembelajaran Berbicara Bahasa Inggris menggunakan Project Based Learning memudahkan saya dalam memahami materi yang diberikan oleh guru.
2. Belajar bahasa Inggris menggunakan Project-Based Learning memberi saya pengalaman untuk berlatih berbicara.
3. Saya merancang proyek yang ditugaskan oleh guru.
4. Guru memberikan arahan dan instruksi dengan baik dalam tugas proyek.
5. Saya dapat dengan mudah memahami masalah yang disajikan oleh guru.

▪ **Negative Questions Cognitive Response**

1. Pembelajaran English Speaking menggunakan Project-Based Learning membuat saya kesulitan dalam memahami materi.

2. Saya menjadi bingung dan mengalami kesulitan saat mengerjakan proyek yang diberikan oleh guru.
3. Guru tidak memberikan arahan dan instruksi dalam pekerjaan proyek.

▪ **Positive Questions of Affective Response**

1. Pembelajaran Berbasis Proyek memotivasi saya untuk belajar berbicara bahasa Inggris lebih aktif.
2. Saya sangat senang mengikuti pembelajaran bahasa Inggris menggunakan metode Project-Based Learning.
3. Saya tertantang untuk mengerjakan proyek yang ditugaskan oleh guru dengan ide-ide kreatif saya.
4. Saya mempersiapkan materi yang akan dipelajari di kelas sebelum guru mengajar.

▪ **Negative Questions of Affective Response**

1. Pembelajaran Berbasis Proyek tidak memotivasi saya untuk belajar berbicara bahasa Inggris.
2. Pembelajaran Berbasis Proyek tidak menambah rasa ingin tahu saya dalam mempelajari materi yang diberikan oleh guru.
3. Pembelajaran Berbasis Proyek bersifat monoton dan tidak menarik.

▪ **Positive Question of Conative Response**

1. Project-Based Learning makes me become active in asking if there is material that has not been understood.
2. Pembelajaran Berbasis Proyek membantu saya menjawab pertanyaan guru dengan baik.
3. Pembelajaran berbasis proyek membuat saya aktif dalam berdiskusi dan berbagi ide dengan teman.

▪ **Negative Question of Conative Response**

1. Jika guru mengajukan pertanyaan dalam pelajaran, saya memilih untuk diam.
2. Pembelajaran Berbasis Proyek membuat saya pasif bertanya jika ada materi yang tidak saya pahami.

NO	STUDENTS	ITEM																				Score	Mean
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	AMANDA LISTIA PRABA N.	4	4	3	4	3	4	4	3	4	3	3	3	3	4	3	4	3	3	3	3	68	3,4
2	AMELIA DWI MARIZA	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	61	3,05
3	ANGGI DESFIAN CANTIKA	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	72	3,6
4	APRILLIANI KUSUMA DEWI	4	3	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	4	3	3	64	3,2
5	ASHILLA PUTRI SEPTIA D.	3	3	3	3	3	3	4	3	3	4	3	3	4	4	3	3	3	3	3	3	67	3,35
6	ASTRI WULANDARI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	61	3,05
7	ASTRIA DEWI ALFIONI	4	3	3	4	4	3	3	3	4	2	4	4	4	4	3	4	4	4	4	4	72	3,6
8	DIAJENG EMBUN BERLIANA W.	4	3	3	3	4	4	3	4	4	3	3	4	3	4	3	3	3	3	4	4	69	3,45
9	EKA KURNIA PUTRI	4	3	4	4	4	4	4	3	3	4	3	4	4	4	4	4	4	4	4	4	76	3,8
10	FAKHTRIA NAJWA AZZAHRA	4	4	3	4	4	4	3	3	4	4	3	3	3	3	3	3	3	3	3	4	68	3,4
11	FARIDA	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	63	3,15
12	HANIN RETNO WATI	4	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	4	76	3,8
13	IIN NANDA SAPUTRI	4	4	4	3	3	4	3	3	3	3	4	4	3	4	3	4	3	4	3	4	70	3,5
14	JESSICA AULIA AGUSTIN	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80	4
15	KAKA SURYA LAKSAMANA	4	3	3	3	3	3	3	3	3	3	2	2	3	3	2	3	3	2	3	2	56	2,8
16	MAR'ATUS SHOLIKAH	4	4	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	64	3,2
17	MUHAMAD FAIZAL BAHRUDIN	3	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	4	3	3	3	63	3,15
18	MUHAMMAD ADI RAFLI F.	3	4	3	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	63	3,15
19	MUHAMMAD VAREGA EKA G.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80	4
20	NADYA LUTHFIANA	4	4	4	4	3	3	4	4	3	4	3	3	3	4	3	4	4	4	3	3	71	3,55
21	NAFISAH NURFADHILAH	4	4	3	2	4	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	65	3,25
22	NORMA SULISTYANINGRUM	4	4	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	63	3,15
23	NOVA WIDYANINGRUM	4	4	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	61	3,05
24	NOVRIZHA RAMADHAN K.	3	3	3	2	3	3	3	3	3	3	3	3	4	4	3	3	3	3	3	4	62	3,1

25	RESTI WULANDARI	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	61	3,05
26	SALSABILA NORALSYAH R.S	4	3	3	3	3	3	3	3	3	4	4	4	3	4	4	4	3	4	4	4	4	70	3,5
27	SEFTIYANI MUSYAFIROH	3	3	3	4	4	3	4	4	4	3	3	3	3	2	3	3	4	4	4	4	4	68	3,4
28	SULISTIA NINGSIH	4	3	3	3	4	3	3	4	4	3	3	4	3	3	3	4	4	4	3	4	69	3,45	
29	SUSI NUR HIDAYAH	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	63	3,15	
30	WAFIQ NAWA SABILA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	61	3,05	

APPENDICES 3

Documentation of Observation

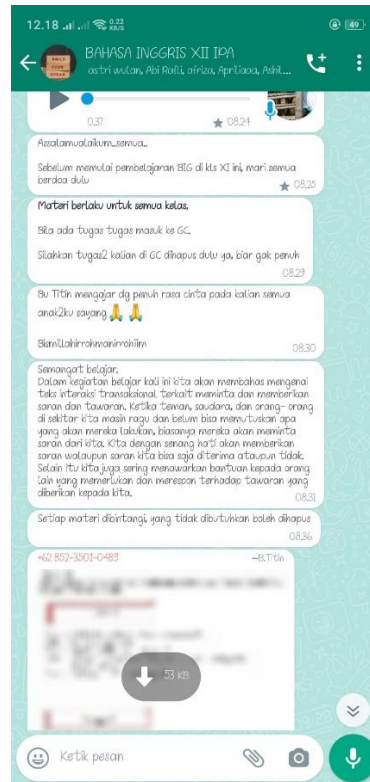
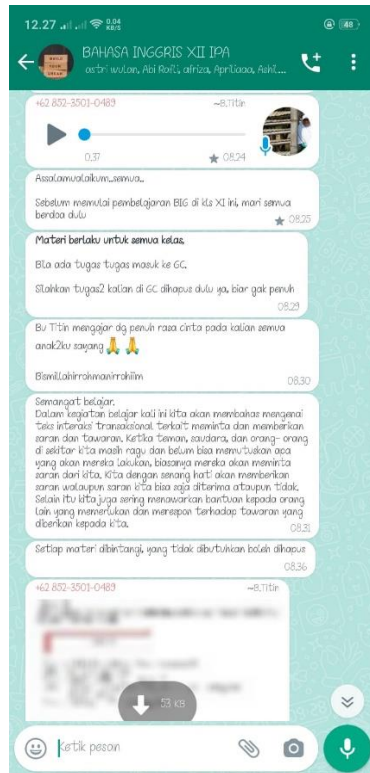
1. Checklist Observation the Teacher Implemented Project-Based Learning

No	The Stages to Implement Project-Based Learning by The George Lucas Educational Foundation (2005)	The English Teacher Practices in Classroom
1.	Start with the essential question	✓
2.	Design a plan for the project	✓
3.	Create a schedule	✓
4.	Monitor the students and the progress of the project	✓
5.	Assess the outcome	✓
6.	Evaluate the experience	✓

2. Offline Learning

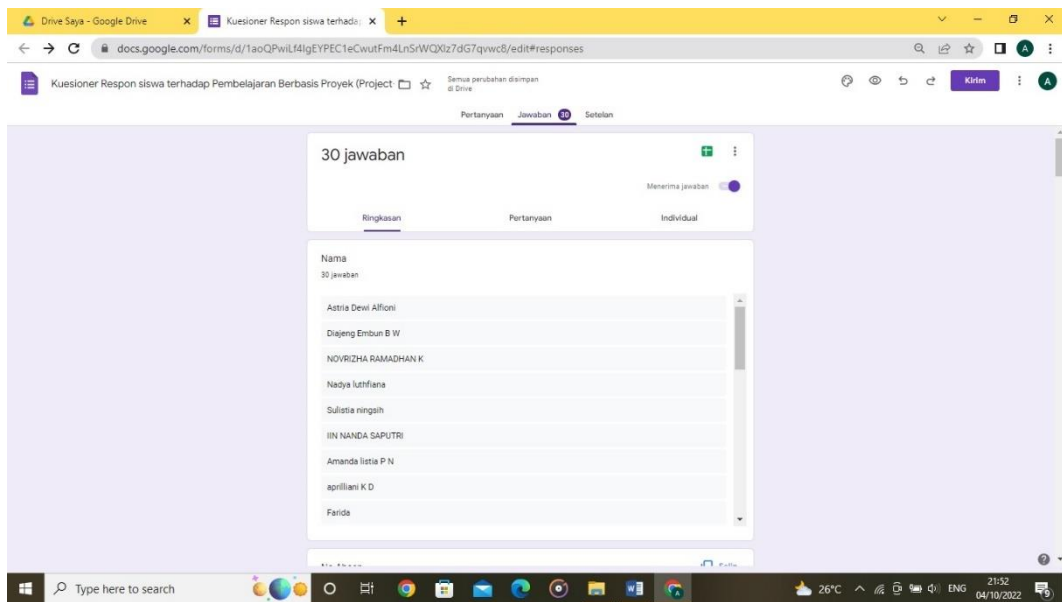
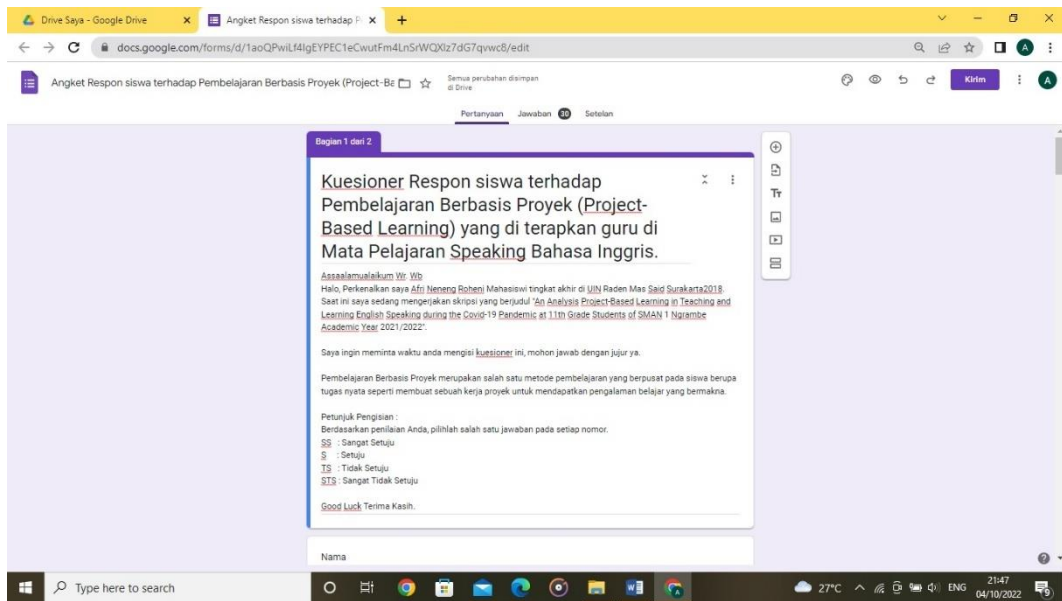






APPENDICES 4

Documentation of Questionnaire



APPENDICES 5

Documentation of Interview

