THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING SPEAKING AT THE TENTH GRADE STUDENT OF MA AL-ISLAM JAMSAREN IN ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirement
for the degree of Sarjana

By:

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ADVISOR'S SHEET

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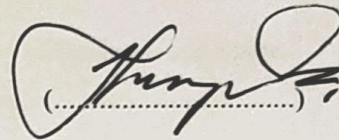> Sukoharjo, 09th December 2022
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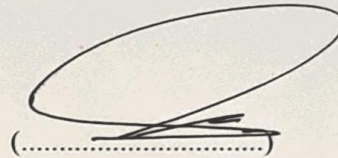>
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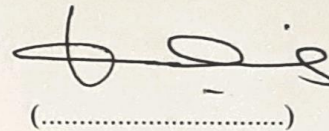NIP   19840117 201503 1 002   (...................)

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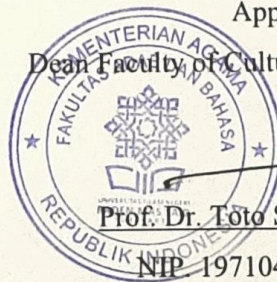NIP   19760308 200312 2003   (...................)
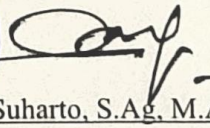
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DEDICATION

This thesis is dedicated to:

1. My beloved father and mother, Mr. Heru Wiyono and Mrs. Siti Sundari, thanks for your sincere love and support for my dream come true to finish my study.

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MOTTO

"You can't have a better tomorrow if you're still thingking about yesterday."
- Charles F Kettering-

"Believe you can, and you're halfway there."
-Theodore Roosevelt-

"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young."
-Henry Ford-

"Sometime the people with worst past, create the best future."

"Better late than never"

PRONOUNCEMENT

Name   : Afkhan Rico Toriq Ibrahim
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I hereby sincerely state that the thesis titled "The Implementation of Project-Based Learning in teaching speaking at the tenth grade student of MA Al Islam Jamsaren in Academic Year 2022/2023" 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 sanction in the form of repealing my thesis and academic degree.

Sukoharjo, 09th December 2022
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for himself in particular and the readers in general.

Sukoharjo, 09th December 2022
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ABSTRACT

Ibrahim. 2022. *The Implementation of Project-Based Learning in teaching speaking at the tenth grade student of MA Al Islam Jamsaren in Academic Year 2022/2023.* Thesis. English Education Department, Cultures and Language Faculty.

The aim of this research is to find out how is the implementation of project-based learning in teaching speaking, the problem, and the solution in implementation of project-based learning in teaching speaking at MA Al Islam Jamsaren in the Academic Year 2022/2023.

This research applied the Descriptive Qualitative method. The respondents of this research were the X IPS 2 students of MA Al Islam Jamsaren in the Academic Year 2022/2023 which consisted of 28 students. The result showed that Project-Based learning was applied well by the teacher.

The result of this research, the researcher found, the teachers Implementing Project-Based Learning by Starting with the essential question in the first meeting, designing a plan for the project, creating a schedule, monitoring the students and the progress of the project, assessing the outcome, evaluating the experience in the last meeting. Secondly, the teacher found problems in implementing: lack of student discipline in working on projects, students still having difficulty following offline learning, students' difficulty in using the learning media in making projects, and students' difficulty speaking in English. The Teacher also does some strategies to overcome the problem of implementing project-based learning by the teacher teaches students how to use media, teachers use brainstorming to increase student participation rates, the teacher allows students to use mixed language, the teacher gives extra time for students to complete the project

Keywords: Project-Based Learning, Speaking, Learning Media

CHAPTER I

INTRODUCTION

A. Background of the Study

The English language is an important language taught at schools in Indonesia. The English lesson was taught to prepare the students in facing real life. The student can get information, job, or apply for a scholarship by getting information available from every source. Furthermore, the English language can be the key tool to communicating with other people from another country. It makes it the student easier to share information or knowledge between one country to another or although one continent to the others. Brown (2000: 15) states that "language is a system of communication by sound, operating through the organ speech and hearing among members of a given community and using vocal symbols possessing arbitrary conventional meaning" this means that language has an important role in the human being.

There are four basic skills in the English language, which are reading, writing, listening, and speaking. In the basics competence at the senior high school level, the student should be able to master the material but also can create based on the material or competence that they learned in class. The student should be able to create not only written text but also spoken text. It

means that mastery of English skills is not only on writing skills but should be equal to speaking skills.

In fact in the field, speaking skill is a difficult skills for English learners. Students face some obstacles when they learn the English language, especially in speaking skills. The problems that made the difficulties such as lack of motivation, nervousness, afraid, anxiety, and practices as external factors.

Nowadays, most learning processes in the classroom, especially in Senior high school tend to be conventional and monotonous. The teacher often uses an old method in the teaching and learning process. The students were only asked to speak based on the topic given by the teacher or the topic contained in the book. Those activities make the students feel bored and have no motivation to develop their ideas when they learning English. Proven by Zainatuddar, he is (2015) stated that students do not have any chance to expand their creativity in the learning process especially in speaking. It makes the students difficult to improve their knowledge with more flexibility, based on the real situation. The student can't learn from their environment, because the rules make a barrier for the students to develop their knowledge by themselves.

Another factor that makes the learner feel unconfident in learning English because the English language is not their native language. The student will be easier to study the English language if they are confident to make interaction in the speaking class. The interaction between the student

to the teacher will be easier if the student can convey the teacher's means in the learning process. And the interaction between students will be supporting the success of the learning process. The teacher should be able to make the student feel comfortable to get new knowledge on the learning process.

The student feels difficult to talk in the English language because there are many rules, patterns, and pronunciation. The rules, patterns, and pronunciation that are usually considered sound systems of English sentences are very difficult in their language (Nihayatuzzin, 2011:2).

In addition, to have good speaking skills, the student should be able to master the knowledge of the language. Harmer on Purnomo (2016:3) states that to speak fluently, students need to master the ability to process information and language on the spot. To be a good speaker, students need to master not only grammar, vocabulary, and pronunciation but also speech production, articulation, automaticity, fluency, and other certain skills. Those skills needed to be mastered by the students to help them master the skill of speaking. Unfortunately, mastering those skills is considered an uneasy thing since English is not the native language in the process of teaching and learning English, it is a problem to solve.

To overcome that problem, the teacher should use or apply a method that can motivate the students to speak in English. One of the methods that can be used by the teacher is Project Based Learning (PBL). Blumenfield et.al (1991) defines Project Based Learning as a comprehensive approach to classroom teaching and learning that is designed to engage students in the

investigation of authentic problems. According to him, there are two essential components of a project: They require a question or problem that serves to organize and drive activities; and these activities result in a series of artifacts, or products, that culminate in a final product that addresses the driving question.

Process Based Learning (PBL) linked scientific principles and leads the students to be accustomed to the issue of discovery learning, enhances metacognitive strategies about the quality of life, and results in realistic products by following the questions and topics which are considered to be authentic ones. (Ilham 2014). In line with Thomas, 2000 stated that Process-Based Learning (PBL) is a student-centered teaching strategy in which the students encounter and learn the central concepts of the discipline through the project and there is work follows the central instructions.

Project Based Learning (PBL) is an authentic learning model or strategy in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom. It is one of the methods grounded in constructivism by supporting student engagement in problem-solving situations. In this method the students tend to be active to learn on what they know by asking questions, investigating, interacting with others, and reflecting on these experiences. In this case, the students should be used their knowledge and implied it to do the project. The student should be able to collaborate their knowledge to solve the problems during the project.

Based on observation, one of the schools that implied project-based learning in the English class is MA Al Islam Jamsaren. Project-based learning was implied in the tenth grade of MA Al Islam Jamsaren. The implementation of project-based learning is an English class that focused on speaking class. The teacher used project-based learning in filming the project.

In this research, the researcher focused on analyzing Project Based Learning in English classes. Project-based learning includes the learning process of Project-based learning such as the role of the teacher, the role of students, the role of technology, and also the stages of Project Base Learning. The stages of project-based learning start from selecting topics, making plans and doing the project, and sharing results with others.

B. Identification of the Problem

Based on the background above, the researcher has identified some problems as follows:

1. There are some difficulties faced by the students in the learning process in English-speaking classes.

2. The teachers' difficulties to teach the students to speak focused on English material.

3. The restrictiveness of the method used by the teacher which can provide the material in English speaking class.

4. The school facilities are still less to support learning activities, especially in speaking classes.

5. The students' level of participation in English class is less.

C. Limitation of the Problem

Based on the identification of the problem, the problem needs to be limited based on topics of research. The researcher focused on the implementation, the problem and the solution of the problem in implementing project based learning in teaching speaking at tenth grade student of MA Al Islam Jamsaren in Academic year 2022/2023.

D. Formulation of the Problem

Based on the background of the study explained before, the researcher formulates the problem as follows:

1. How is the implementation of project-based learning in teaching speaking at MA Al Islam Jamsaren in Academic Year 2022/2023?

2. What is the problem in implementation of project-based learning in teaching speaking at MA Al Islam Jamsaren in the Academic Year 2022/2023?

3. What is the solution of the problem in implementation of project-based learning in teaching speaking at MA Al Islam Jamsaren in the Academic Year 2022/2023?

E. Objective of the Study

Based on the problem statement above, the objective of the study are:

1. To know the implementation of project-based learning in teaching speaking at MA Al Islam Jamsaren in Academic Year 2022/2023.

2. To know the problem of project-based learning in teaching speaking at MA Al Islam Jamsaren in Academic Year 2022/2023.

3. To know the solution to the problems of project-based learning in teaching speaking at MA Al Islam Jamsaren in the Academic Year 2022/2023.

F. Benefit of the Study

The researcher classifies the benefit of the study into two parts, they are:

1. Theoretical benefit

The researcher hopes that the result of this research can be used as a reference in the learning and teaching process in speaking by using a project on the learning process.

The researcher hopes that the result of this research will be useful for readers who are interested to know the use of a project in the learning and teaching process in speaking using project based learning.

2. **Practical benefit**

   a. **The Teacher**

   The use of project-based learning in studying speaking will give an attempt for the teacher to improve the student's competence besides the speaking skill as the main object of the learning process. On the other hand, the use of project-based learning in teaching will make it the teacher easier to monitor the student speaking development. The teacher can analyze the student's development by using the result of the project. On other hand, the teacher can give more responsibility to the student to study in their own style.

   b. **The Student**

   The student will be able to improve their speaking skill by applying the knowledge that they get in the real world, and then they apply it to a speaking project.

   c. **The School**

   The researcher hoped that this research will be able to be used as a reference at MA Al Islam Jamsaren. So that English teacher gets more advanced in improving the English teaching and learning process.

G. Definition of Key Terms

1. Teaching

According to Sagala (2013:173), Teaching is implemented and delivered learning material through several activities aimed at learning objectives.

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

3. Project Based Learning

Blumenfield (in Arifin, 2013:7) defines Project Based Learning as a comprehensive approach to classroom teaching and learning that is designed to engage students in the investigation of authentic problems.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. The Nature of Speaking

The ability to speak fluently does not only mean knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2001: 269). It was assumed that the ability to speak fluently was followed naturally from the teaching of grammar, vocabulary, and pronunciation. In fact, it is much more complex than this and involves both a command of certain skills and several different types of knowledge, such as speech production, conceptualization and formulation, articulation, self-monitoring and repair, automaticity, fluency, and managing talk (Thornburry, 2005:2).

Firstly, speech production takes place in real time. It is linear. Words follow words and phrases follow phrases. Speech is produced utterance-by- utterance, in response to the word-by-word and utterance-by-utterance productions of the person people are talking to. The nature of speech is spontaneous. It is not unplanned, but the planning time is limited.

Secondly, the idea has to be mapped out or formulated first. It involves making strategic choices at the level of discourse, syntax, and vocabulary. At the formulation stage, the words need to be assigned their pronunciation. It will not only include the individual sounds of the

words, but also the appropriate placement of prominence or stress and the meaningful use of intonation or pitch direction.

Thirdly, articulation involves the use of the organs of speech to produce sounds. A stream of air is produced in the lungs, driven through the vocal cords, and shaped by among other things, the position and movement of the tongue,teeth, and lips (Thornburry, 2005:2). Vowel sounds are determined by the action of the tongue and lips, while consonant sounds are determined by the air stream is obstructed, e.g. lips and teeth, and kind of constriction the air stream is subjected to.

Fourthly, self-monitoring is a process that happens concurrently with the stages of conceptualization, formulation, and articulation. At the formulation stage, it may result in a slowing down, or a pause and the subsequent backtrackingand re-phrasing of an utterance.

Fifthly, automaticity makes speakers focus their attention on the aspect of the speaking task that immediately requires it, whether it is planning or articulation. To get any degree of fluency, automaticity is important.

The sixth is fluency. Pause is also important in speaking, especially when speaker draw breathe. However, speakers have to use appropriate placement of pauses. Natural-sounding pauses occur at the intersection of clauses, or aftergroups of words which form a meaningful unit, while unnatural pauses occur midway between related groups of words (Shumin, 2002:204). Another important factor in the perception of

fluency is the length of run. They are the number of syllables between pauses. The longer the runs, the more fluent the speaker sounds. Lastly, managing talks includes interaction, turn-taking, and paralinguistic.

The delicate moment is successfully negotiated because speakers are familiar with the rules and skills of turn-taking. Here, speakers should take turns to hold floor. It can be said that two speakers should not speak at once, at least not for any sustained period of time. Paralinguistics is the interactional use of eye gaze and gesture (Shumin, 2002:204). There is tremendous variation cross-culturally and cross-linguistically in the specific interpretation of gestures and body language (Brown, 2001:24). The process of speaking turns is not based only on words. An example of the wish to take of breath a turn is a sharp intake of breath and raising of the shoulders. Little head nod from listeners can be also used in speaking turns. The paralinguistic signals apply only in face-to-face conversation. Speakers can concern to intonation, tempo, and pausing when speaking on the phone

2. The speaking ability

Knowledge that is related to speaking can be categorized as knowledge of features of language (linguistic knowledge) or knowledge that is independent of language (extralinguistic knowledge). Speakers of language must know extralinguistic knowledge, linguistic knowledge, and speech condition. The kinds of extralinguistic knowledge that

influence speaking are topic and cultural knowledge, knowledge of context, and familiarity with the other speakers. Context knowledge makes speakers create reference to the close context.

Sociocultural knowledge is knowledge about social values and the norms of behavior in a given society. From a pragmatic perspective, language is a form of social action because linguistic communication happens in the context of structured interpersonal exchange, and meaning is thus socially regulated (Dimitracopoulou, 1990). The social knowledge includes the way these values and norms are realized through language. Cultural differences cause misunderstanding or even breakdowns in communication.

In linguistic knowledge, there are genre, discourse, and pragmatic knowledge that have to be considered. In general, there are two main goals for speaking based on genre knowledge. Firstly, speaking serves the transactional function to convey information and facilitate the exchange of goods and services. Secondly, it serves an interpersonal function to establish and maintain social relations. There are also planned and unplanned speeches that differ genres.

Discourse competence is competence in knowing how to manage and connect individual utterances, as well as to map out the knowledge on to the turn- taking structures of interactive talk (Yule, 1996: 84). Speakers usually use discourse markers in conversation. Effective speakers should acquire a large repertoire of structures and discourse markers to express

ideas, show relationships of time, and indicate cause, contrast, and emphasis.

Pragmatics is the relation between language and context (Yule, 1996: 3). The knowledge is knowing how to do things with language, taking into account its context of use. There are some aspects in pragmatics including speech acts or commonly called functions, co-operative principle, politeness, register, grammar, vocabulary, and phonology.

Speech conditions play an important role in determining the degree of fluency that is achievable. The conditions can be divided into three factors. They are cognitive, affective, and performance factors. Firstly, cognitive factors include familiarity with the topic, familiarity with the genre, familiarity with the interlocutors, and processing demands. Secondly, there are feelings towards the topic and the participants and self-consciousness in affective factors. The affective factors related to learning speaking are emotions, self-esteem, empathy, anxiety, attitude, and motivation (Shumin, 2006:206). It is a complex task that is influenced by human anxiety that is related to feelings of uneasiness, frustration, self-doubt, and apprehension. Lastly, performance includes mode, degree of collaboration, discourse control, planning and rehearsal time, time pressure, and environmental conditions.

3. Micro- and macroskills of speaking

To achieve different purpose in speaking, good speakers need to master speaking skills. Brown (2004: 142-143) divides speaking skills into two elements, namely microskills and macroskills. The microskills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macroskills imply speakers' focus on the large elements, such as fluency, discourse, functions, styles, cohesion, nonverbal communication, and strategic options. These are microskills and macroskills of speaking stated by Brown (2004).

Micro- and macroskills of oral production

a. Microskills

1) Produce differences among English phonemes and allophonic variants.

2) Produce chunks of language of different lengths.

3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

4) Produce reduced forms of words and phrases.

5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.Produce fluent speech at different rates of delivery.

6) Monitor one's own oral production and use various strategic devices-pauses, filler, self-corrections, backtracking to enhance the clarity of the message.

7) Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

8) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.

9) Express a particular meaning in different grammatical forms.

10) Use cohesive devices in spoken discourse.

b. Macroskills

1) Appropriately accomplish communicative functions according to situations, participants, and goals.

2) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events, and feelings, new information and given information, generalization and exemplification.

4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

4. Speaking skills in English foreign language learning (EFL)

The aims of learners course in EFL for speaking are: (1) to help the learners to be able to cope with meaning-focused input and meaning focused output as soon as possible; (2) to motivate them in their language study by getting them to engage in successful listening and speaking; and (3) to make the early learning as relevant as possible to their language use needs (Newton, 2009:17). In speaking, speakers tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, questioning strategies) to indirect approaches which create conditions for oral interaction through group work, task work and other strategies (Richards & Renandya, 2002).

In learning a foreign language, a lack of automaticity, grammatical knowledge, and lexical knowledge influence a lack of foreign language fluency (Thornburry, 2005:28). Practice, especially in interactive speaking, is important in learning speaking. In general, there is no significant difference in terms of the stages of mental processing involved between first and foreign languages. Like the first language speakers, the foreign language speakers also produce speech through a process of conceptualizing, formulating, and articulating when they are doing self-monitoring. The skills of speaking are essentially the same and should, in theory, be transferable from speakers' first language into the foreign.

The difference between two languages is the language itself. The process of arranging the grammar or retrieving the word is not yet automatic. It may be complicated by a tendency to formulate the utterance first in the first language and then translate it into the target language with an obvious cost in terms of speed.

Interest, motivation, and confidence to speaking can be built up through interesting activities, group work, and contextualized learning activities. To maintain learners' interest, activities need to be short and varied, and to involve learners in responding to or using the language (Newton, 2009:21). Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using student-student interaction as the key to

teaching language for communication because "communication derives essentially from interaction" (Rivers, 1987: xiii). It is also because effectiveness of teaching-learning processes depends also on the mediated activities and media: reading 10%, listening 20%, seeing 30%, listening and seeing 50%, talking 70%, doing 90% (Dwyer in Pujiriyanto, 2005:6).

Learning speaking skills is more effective if it attracts the attention and interest of learners, is obviously relevant, requires action on the part of learners, and is contextualized so that learners understand how and when to apply it. The best learning experiences generally available are either high-fidelity simulations or interactive sessions with skilled facilitators. However, most learning experiences involve heavy use of texts, too many knowledge test assessments, and facilitators who might care but are not as skilled as is needed.

5. The Roles of Teachers and Students in the EFL of Speaking

In general, there are many perspectives in teaching speaking that lead to teacher-centered instruction, where teachers specify the goals of instruction and keep the classroom learning environment directed and moderately structured (Richards & Renandya, 2002: 202). However, there is a different set of assumptions about teaching-learning to apply students-centered. The assumption believes that knowledge, instead of

being objective and fixed, is personal, social, and cultural. Students build meaning through experience.

It is believed by modern school to run the teaching-learning process with learners taking an important part in instructional activities (Sugeng, 2010:5). Here, students are seen mobile, show a lot of verbal interactions, do much hand and body movement. In students-centered classes, the classrooms will look more alive than one where students sit neatly and were quiet listening obediently to teachers and copy silently everything teachers say. Richards and Renandya (2002) assumes that speaking classroom activities should be chosen by teachers on the method of problem students experience with different aspects of speaking and various interactions provided. Furthermore, teachers should consider how students will get feedback on the language they use during speaking tasks.

The students-centered model emphasizes successful classroom atmospheres in which students take part actively in class interaction. Teachers must attempt to do kinds of techniques and activities as possible to facilitate the students' learning. It is often referred to as a constructivist perspective on teaching and learning. It needs a significantly different set of behaviors for teachers and students, also different approaches to classroom management and assessment.

In the students-centered model, teachers are in charge to establish conditions for students' inquiry, involve in planning, encourage and

accept students' ideas, and provide them with autonomy and choice. Students' roles are most often active. They interact with others and participate in investigative and problem-solving activities. In planning tasks, teachers and students input are balance. It is flexible to tie to curriculum standards and goals. The learning environments of students-centered models are loosely structured, characterized by democratic processes, choice, and autonomy to think and inquire. It encourages students to explore ideas and requires a learning environment free of threat (Arends, 2009:346).

In the real teaching-learning activities, there are many roles of teachers in the teaching English as a foreign language, especially in speaking. Teachers should stimulate students to speak by providing them extensive exposure to authentic language through audiovisual stimuli and with opportunities to use the language (Shumin, 2002:208). Harmer (2001) assumes that teachers can have some roles as a prompter, a resource, or a tutor. When teachers act as a controller, they take the role, tell students things, and organize drills. It is important to be a controller when announcements must be made, when order needs to be restored, when explanations are given, or when teachers are leading a question and answer session. Then, teachers act also as an organizer. Here, they give students information, tell them how they are going to do the activity, put them into pairs or groups, and finally close things down when it is the time to stop.

Another important role of teachers is as an assessor. Teachers offer feedback and correction and grades students in various ways to make students measure themselves. Next, teachers act as a prompter that encourage students to think creatively rather than hang on teachers' every word (Harmer, 2001: 60). They have to prompt students in monolingual groups to speak English rather than using their mother tongue. Furthermore, there are times when teachers might want to join activities not as a teacher, but as a participant.

In speaking, students might ask how to say something or what a word or phrase means. In the middle of an activity, they might ask information about it or where they can get source to solve the problem in the activity. Here, teachers have a role as a resource. Afterwards, teachers can combine the roles of prompter and resource to act as a tutor. When students work in groups or in pairs, teachers can go around the class and staying briefly with a certain group or individual, offer the sort of general guidance. Students will have a real chance to feel supported and helped. Therefore, the learning result will be enhanced.

Finally, oral communicative activities give students useful group and individual feedback (Harmer, 2001: 62). Here, teachers act as an observer. They must observe simultaneously, listen, watch, and absorb so that they can make the best kind of rapport between teachers and students. If necessary, they can also judge the success of the different materials and activities that they take into lessons so they can change in

the future by acting as an observer. Teachers have to be able to switch between the kinds of roles and judge when it is appropriate to use one or other of them.

6. The Types of Classroom Speaking Performance

There are six types of classroom speaking performance based on Brown (2001) that can be used in the classroom by students. The first is imitative. Imitation can focus on some particular elements of language form. Teachers can use drilling to offer students a chance to listen and orally repeat certain strings of

language which may pose some linguistic difficulties, either logical or grammatical (Brown, 2001:272). It offers practice that is limited through repetition and allows one to focus on one element of language in a controlled activity. Furthermore, it can help to establish specific psychomotor patterns and associate selected grammatical forms with their appropriate context.

The second type of classroom speaking performance is intensive. It is designed to practice some phonological or grammatical aspect of language. It can be self-initiated or it can even form part of some pair work activities, where students are going over certain forms of language The third is responsive. Short replies to teachers or students-initiated questions or comments are usually sufficient and do not extend into dialogues. The fourth is transactional that is completed for the purpose

of conveying or exchanging specific information. It is an extended form of responsive language.

The next is interpersonal that is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The last type of classroom speaking performance is extensive in monologue. Students at intermediate to advanced levels are called on to give extended monologues in the forms of oral reports, summaries, or speeches. The monologue can be planned impromptu.

7. **Principles for Techniques in Teaching Speaking**

Brown (2001) assumes that there are some principles for techniques in teaching speaking. Firstly, teachers can use techniques that cover the spectrum of students' needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. The techniques designed in teaching speaking must help students to perceive and use the building blocks of language. The drilling in teaching language can be done as meaningful as possible so that it does not make students bored.

Secondly, the techniques should provide intrinsically motivating techniques (Rivers, 1981: 189). Teachers interest to students' ultimate goals and interest to their needs for knowledge, for status, for achieving competence and autonomy, and for being all that they can be (Brown:

2001:275). Students must understand how the techniques and activities will have advantages to them.

Thirdly, the techniques might improve the use of authentic language in meaningful contexts (Shumin, 2002:208). They may need efforts to devise authentic contexts and meaningful interaction, however, teachers can find from resource materials. Drills even can be used to fulfill the need of authentic language.

Fourthly, providing appropriate feedback and correction is the next principle for the techniques in teaching speaking (Tsang, 2002:212). Students in EFL country need much feedback to their speaking. It is important to teachers to take advantage of their knowledge to inject the kinds of corrective feedback which are appropriate for the moment (Brown, 2001: 275).

Fifthly, the techniques must capitalize on the natural link between speaking and listening. The two skills can reinforce each other. Skills in producing language are often taught trough comprehension.

The next is giving students opportunities to initiate oral communication. Teachers can give chance to students to initiate oral communication rather than initiating by themselves. That includes initiating conversations, nominating topics, asking questions, controlling conversations, and changing subject.

Finally, the techniques have to encourage the development of speaking strategies (Tsang, 2002:212). They are not developing

students' personal strategies. Students can be aware of and have an opportunity to practice some strategies like asking for clarification, asking someone to repeat something, using mime and nonverbal expression, and using fillers.

8. Project-based Learning as an Activity for Teaching Speaking

a. The definition of Project-based Learning

Project-based Learning is the instructional strategy of empowering students to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes (Klein, 2009:8). The use of Project-based Learning activities in teaching English is said to foster students' autonomy and encourage active and students-centered language practice (Philips, 1999). Learning and achieving a deeper level of understanding can be encouraged effectively by learning from examples and learning by doing. The collaborative nature of Project-based Learning promotes a greater appreciation for social responsibility (Scott, 1994).

The Buck Institute for Education (BIE) defines Project-based Learning as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully-designed products and tasks (Markham, et al, 2003:4). Students are

responsible for their own learning. They work to solve problems which are authentic, curriculum-based, and interdisciplinary cooperatively. It can be concluded that Project-based Learning aimed at problem solving in collaborative environment over a period of time. It is a hand-on experience which starts from driving questions or problems which make activities and leads to meaningful products at the end.

Project-based Learning can be assumed as an instructional approach which contextualizes learning by presenting learners with problems to solve or products to develop (Moss and Van Duzer, 1998). It is students-centered and driven by the need to make an end-product (Fried-Booth, 2002). Project-based Learning is caused by intrinsic needs of students who develop their own tasks individually or in small groups. It links language in real world with language in textbooks.

Hutchinson (1993) suggests Project-based Learning as a powerful and motivating teaching method to develop students' second and/or foreign languages through learning by doing. Students often see the target language as something outside their world since they have no chance to use the language learnt in the classroom or to use it outside the classroom. Project-based Learning allows them to work in authentic and meaningful context and they can work either

alone or in groups. They are challenged and responsible to solve authentic problems.

Students can develop their language skills and communicative competence when they see that language can be used in their lives and beneficial to their tasks and needs. It will also gain confidence, cooperation, imagination, independence, and self-discipline. Therefore, they can communicate about their life, culture, and world in the target language. Guo in 2006 said that it is an activity that enhances language and content learning in English as a foreign language.

b. The significance of using Project-based Learning

Project-based Learning can be an interesting activity for teaching speaking. They help and encourage many learners to sustain their interest to speak. A Project-based Learning activity can be ideal vehicle to teach junior high school students for a number of reasons. Firstly, it is an integrated unit of work (Phillips, 2008:6). It is a recognizable unit of work with a beginning, middle, and end. Students can gain a real sense of achievement with worthwhile activities that are linked to form an end product. Students have to make something to be showed to their parents and friends. In the process of project, students will be encouraged to speak unconsciously.

Secondly, it educates all students (Phillips, 2008:6). Besides improving language skills, the use of project will also improve their intellectual, physical/motor, social, and learner independence skills. It encourages emotional and personal development. Learning that involves an emotional aspect will make the students memorize what they have just learnt effectively. Students can work both in groups and individually. When they work individually and are given opportunity to speak, they will reflect their ideas, tastes, and interest. They can also encourage expressing their feelings and opinions orally by using the project.

Thirdly, the Project-based Learning gives students an opportunity to bring their knowledge of the world into the classroom (Beglar, 2002:197). They will use their general knowledge into the classroom, so it can be contextual learning. It can encompass a wide range of topics.

Fourthly, the Project-based Learning can be experiential learning. It integrates language knowledge and skills (Beglar, 2002:197). Students are forced to produce something with their hands and to use the language that is needed for the successful completion of the activity so students will get worth experience. It can introduce and practice language skills in natural way that is needed to teach speaking. They will use language as a means to achieve rather than as a body of knowledge to be learned. It will

provide repeated exposure so that patterns of a second language can be internalized by the students as well as the first language.

Fifthly, the Project-based Learning can improve learner independence. The experiential learning, like the project, enables students to continue their learning independently of the teacher. Project-based Learning forces students to make choices and take responsibility for their own work. They can also start developing the research and study skills that they need in all subjects in their junior high and further education.

Sixthly, the Project-based Learning suits for mixed-ability classes. Every class in a school may have different abilities, needs, and interests. It can be helped by the project work since it gives opportunities for different students to make different contributions, depending on their capabilities. Their individual contribution will be valued, so their confidence will be encouraged. Therefore, they will feel positive to speak English and motivated to speak well. Finally, the project is flexible within curriculum. It can be supplement, compliment, even the main activity to be designed in syllabus.

c. **The roles of teachers and students in Project-based Learning**

Traditionally, Indonesian teachers have been such kind of center in the classroom. Students become passive participants with no degree of control, especially in content language production.

Nowadays, learning grammatical rules is emphasized rather than communicative approach. It has to be changed since there is Communicative Language Teaching (CLT) that focuses on using the language for communication purposes. There is interaction in the target language between teachers and students and other students that is emphasized. The use of authentic and meaningful language is also introduced. Teachers act as a facilitator, a resource, and an advisor in the teaching-learning process. They monitor the process of learning.

Project-based Learning is based on Communicative Language Teaching (Richards, 2005). Teachers do not only play a role as a facilitator, but also act as an advisor. The advisor should establish rapport with students and care for students by helping them to get their journey of learning (Newell: 2003). Teachers need to support and encourage students psychologically and morally to make them confident and motivated throughout their project (Fried-Booth, 2002). They should be aware of the abilities, aptitudes, and learning styles of students so that they can facilitate their different paces of learning. Teachers need to become a knowledgeable master in the project so that the project can run smoothly.

Students have a great role in project since it is student-directed learning (Diffily, 2001). They act as a self-directed learner, a team member/collaborator, and a knowledge manager/leader. They design

their learning goal that helps with stimulation and motivation from the beginning to the completion of the project. At the completion of the project, students can demonstrate their results, understanding, and knowledge development through their meaningful and high-quality products.

9. Designing Speaking Assessment Tasks and Rubrics

Speaking is a productive skill that can be observed directly and empirically and is related to the listening skill. In the performance, the oral and written stimulus must be specific enough to elicit output. To evaluate disparate responses is to assign not one but several scores for each response, each score representing one of several traits including pronunciation, fluency, vocabulary use, grammar, and comprehensibility (Brown, 2004: 140).

Brown (2004) assumes that there are five basic types of speaking, including imitative, intensive, responsive, interactive, and extensive. They have different characteristics. To assess each basic type of speaking, it is needed good design of speaking assessment tasks. There are some tasks that can be designed to the five basic types of speaking.

Firstly, in designing an assessment to imitative speaking, the tasks have to be noticed and focused on a specific phonological criterion. In a simple repetition task, test-takers repeat stimulus in forms of a pair of

words, a sentence, or perhaps a question. Scoring specifications must be clear in order to avoid reliability breakdowns.

Secondly, in intensive speaking, the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, and phonological relationships. There are some tasks to assess speaking including directed response tasks, reading aloud, sentence and dialog completion, limited picture-cued tasks, and translation up to the simple sentence level.

Thirdly, to assess responsive type, it includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like (Hingle & Linington, 2002:355). The assessment can be forms of question and answer, giving instructions and directions, and paraphrasing

Fourthly, interactive is different from responsive in the length and complexity of the interaction. It includes more than one participant and exchange. It can be transactional or interpersonal exchanges. The forms of the assessment are interview, role play, discussion and conversation, and games.

Lastly, extensive oral production tasks include speeches, oral presentations, and story-telling. Language style is more deliberative or needs planning and formal for extensive tasks.

In assessing speaking tasks done by students, it is needed a speaking rubric. It is also called analytic scale for assessing speaking. Below is the example of it that is adapted from Nakatsuhara (2007).

Table 2.1: Analytic Scale for Assessing Speaking

Aspects	Score	Indicators
Pronunciation	4. Excellent	No consistent/conspicuous mispronunciation; approaches native-like pronunciation with good intonation and juncture.
	3. Good	Some identifiable deviations in pronunciation, but with no phonemic errors. Non-native accent evident with occasional mispronunciations that do not interfere with understanding.
	2. Fair	Identifiable deviations in pronunciation with some phonemic errors. Non-native accent requires careful listening, and mispronunciations lead to occasional misunderstanding.
	1. Poor	Frequent pronunciation errors with a heavy non-native accent. Many phonemic errors that make understanding difficult.
Fluency	4. Excellent	Speech is effortless and smooth, with speed that approaches that of a native speaker.
	3. Good	Speech is mostly smooth but with some hesitation and unevenness caused by rephrasing and groping for words.
	2. Fair	Speech is slow and often hesitant and jerky. Sentences may be left uncompleted, but speaker is able to continue, however haltingly.
	1. Poor	Speech is very slow and exceedingly halting, strained, stumbling except for short or memorized expressions. Difficult for a listener to perceive continuity in utterances and speaker may not be able to continue.

Aspects	Score	Indicators
Grammar/ Accuracy	4. Excellent	Very strong command of grammatical structure and some evidence of difficult, complex patterns and idioms. Makes infrequent errors that do not impede comprehension.
	3. Good	Good command of grammatical structures but with imperfect control of some pattern. Less evidence of complex patterns and idioms. Limited number of errors that are not serious and do not impede comprehension.
	2. Fair	Fair control of most basic syntactic patterns. Student always conveys meaning in simple sentences. Some important grammatical patterns are uncontrolled and errors may occasionally impede comprehension.
	1. Poor	Any accuracy is limited to set or memorized expressions. Limited control of even basic syntactic patterns. Frequent errors impede comprehension.
Vocabulary	4. Excellent	Very good range of vocabulary with evidence of sophistication and native-like expression. Strong command of idiomatic expressions. Infrequent use of circumlocution because part words are rarely lacking.
	3. Good	Good range of vocabulary with limited evidence of sophistication. Some expressions distinctly non-native but always comprehensible. Limited evidence of idiomatic expressions. Speaker is comfortable with circumlocution when lacking a particular word.
	2. Fair	Adequate range of vocabulary with no evidence of sophistication. Some distinctly non-nativeexpressions or errors in word choice may impedecomprehension. No evidence of idiomatic expressions. Speaker has difficulty with circumlocution when lacking a particular word.
	1.Poor	Limited range of vocabulary. Lack of repertoire and frequent errors in word choice often impede comprehension. Speaker shows no attempt at circumlocution when lacking a particular word.

B. Academic Nuance in MA Al Islam Jamsaren

1. Student academic nuance in MA Al Islam Jamsaren

In terms of quantity, the number of students at MA Al-Islam Jamsaren Surakarta is 219 students. While the number of existing classes is 9 classes. The average student per class there is 24 students. For the details of the number of students, it consists of X MIA with 22 students, X IPS 1 with 26 students, X IPS 2 with 21 students, XI MIA with 28 students, XI IPS 1 with 25 students, XI IPS 2 with 25 students, XII MIA with 26 students, XII IPS 1 there are 22 students, and XII IPS 2 there are 24 students.

For the annual student admission ratio of 75 students. The quality can be seen from the achievements obtained. Both academic and non-academic achievements. Class division decisions with an equal system. This is to avoid the gap between smart and less intelligent students. In addition, it is also to equalize the level of intelligence so that there is no achievement gap that will appear.

Related to coaching students in terms of discipline, extracurricular development, and counseling guidance. In order to explore the talents and abilities of students, MA Al-Islam Jamsaren provides various extracurricular coaching.

2. Curriculum used in MA Al Islam Jamsaren

MA Al-Islam Surakarta uses the 2013 curriculum for all subjects. Although under the Ministry of Religion, MA Al-Islam Surakarta also uses the SMK curriculum on automotive and fashion subjects. The addition of these two subjects is expected so that students at MA Al-Islam Surakarta have more abilities, especially in the field of entrepreneurship.

The curriculum management system at MA Al-Islam Jamsaren Surakarta is carried out with the following activities:

a. Distribution of teacher tasks
b. Distribution of teaching tasks
c. Class management
d. Class schedule management
e. Academic calendar management.

C. Previous Related Studies

The researcher provided some information from other researcher to prove the originally of the study. The researcher uses first previous study is entitle "A Study on the implementation of project based learning in teaching writing skill too English Education Department students of mahasaraswati University Denpasar in Academic Year 2013/2014". Thus thesis was written by Rat Dwiyana Putra, a post graduate program Ganesha University of Education Singaraja. Based on his objective the study on his analysis are (1) How is the implementation of Project based learning in Essay writing classroom, (2) To what the extent is the effectivness of PBL approach in

improving students essay writing skill, and (3) how do students respond to the application of PBL in teaching essay writing. This study was descriptive study which is employed sequential Exploratory Design of Mixed method.

The second previous study, the researcher uses thesis entitled "Project based learning method to teach integrated reading and writing at the teth grade accounting program of SMKN 3 Sukoharjo in the academic year 2018/2019". Thus thesis was written by Zahidah Nur Fatimah. a post graduate program IAIN Surakarta. Based on her objective that are (1) to describe the implementation of project based learning method to teach integrated reading and writing at the tenth grade accounting program of SMK N 3 Sukoharjo. (2) to know the problems faced by the teacher in implementing project based learning method at the tenth grade accounting program of SMK N 3 Sukoharjo. (3) To know how the teacher solve the problems in implementing Project Based Learning method at the tenth grade accounting program of SMKN 3 Sukoharjo. Thus study was descriptive qualitative research as the research design.

Based on the previous study above, it has similarities between the previous study. The similarities are about the variable, it is project-based learning and the differences are on the problem statement and research design. The research design of the first previous study is a Sequential Exploratory Design of Mixed method, the second previous study is qualitative research. So, in this research, the researcher wants to describe the implementation of project based learning method in teaching speaking

at the tenth grade students of MA Al Islam Jamsaren in the academic year 2022/2023. To know the problems faced by English teacher in teaching speaking at the tenth grade students of MA Al Islam Jamsaren in the academic year 2022/2023, and to know the teacher solves the problems faced by English teacher in teaching speaking at the tenth grade students of MA Al Islam Jamsaren in the academic year 2022/2023.

So, the research is end titled**: "The Implementation of Project Based Learning in teaching speaking at the tenth grade student of MA Al Islam Jamsaren in Academic Year 2022/2023".**

Table 2.2 : Previous Study

No	Title	Similarities	Differences
1	A Study on the implementation of project-based learning in teaching writing skill too English Education Department students of mahasaraswati University Denpasar in Academic Year 2013/2014	The variable, it is project-based learning.	The differences are on the problem statement and research design.

2	Project based learning method to teach integrated reading and writing at the teth grade accounting program of SMKN 3 Sukoharjo in the academic year 2018/2019	The variable, it is project-based learning.	The differences are on the problem statement and research design.

CHAPTER III

RESEARCH METHODOLOGY

Research method is a systemic investigation to answer a problem. Research method is also a procedure or way that used in achieving a certain purposed of study. This chapter discusses the methodology of the research which included with research design, research setting, subject of the research, data and source data, the trustworthiness, of the data and the technique of analyzing data.

A. Research Design

In this study, the researcher uses the descriptive qualitative method. Sugiyono (2014: 20), stated that descriptive research is a kind research which have basic form to describe the phenomena which happen that naturally or fiction. According to Arikunto (2007: 10) quallitative research is a kind of research which used to describe the phenomenon without statistics formula.

The researcher uses descriptive qualitative method because this study focuses on describing the data which get from observation and interview of teaching speaking process at English class in MA Al Islam Jamsaren.

Based on background of the study, this research is focus to seek for the aspect of the student speaking skill in which PBL is implemented. Therefore the aspect of speaking ability of the students will be able to be

seen through the product of PBL. In line with that, the researcher wants to observe the implementation of PBL in fasiliting student's speaking ability and the second is to know the results of the project that is shown by making a presentation to know how far the students' ability.

B. Research Setting

The research will conducted at MA Al Islam Jamsaren. The school is located at Jl. Veteran No. 263, Serengan, Kec. Serengan, Kabupaten Surakarta, Central Java 57155. The researcher chooses this school because schools acceditation is A. In addition the teacher have various method in teaching speaking class. The researcher focuses on teacher of tenth grade class in English lesson.

The researcher did premiliminary observation at tenth grade of MA Al Islam Jamsaren on February 2022. The research schedule in this research as follows:

Table 3.1: Research Schedule

No.	Activities	Time in Years 2022				
		08	09	10	11	12
1.	Pre-research					
2.	Create Proposal	■	■			
3.	Proposal examination			■		

| 4. | Conduct the research | | | ■ | ■ | |
| 5. | Munaqosyah | | | | ■ | |

C. Research Subject

The subject of the research is the English teacher and studends at tenth grade of MA Al Islam Jamsaren in 2022/2023 academic year. The researcher limited the study just in one classes and a teacher at tenth grade class. The researcher only conducted a teacher of tenth class whom applying Project Based Learning (PBL) method in teaching speaking. The students from tenth grade class which consist of X IPS 2.

D. Data and Source of the Data

1. Data

The data of the research is Implementation of project-based learning made by the teacher at MA Al-Islam Jamsaren.

2. Source of Data

Data source of this study are:

a. The researcher did a deep interview with English teachers of MA Al-Islam Jamsaren to ask about the implementation, problems, and the solution of the problem in implementing project-based learning.

b. The researcher takes documentation of teaching documents as

supporting data.

c. The researcher doing observation of teaching to collecting data.

E. Research Instrument

In identyfying the study, the researcher use instruments to support in collecting the data. Thus, the instrument will make the researcher easier to finish the research. Then the instrument in this research is the researcher himself.

F. Technique of Collecting Data

The technique of collecting data applies in the research are a follows:

1. Observation

In this research, the researcher do observation to collect the data of how is the teacher implement project based learning in the teaching-learning process. As Ary et al., 2010 stated that the observation helps to capture all the phenomena that happen in the classroom in which it will very useful for the researcher when the teacher performed Project Based Learning to teach speaking of simple present tense because while observing, the researcher will be able to pick a right spot in every moment and details which will happen in the class during the teaching and learning process

Observation is a kind of effort on research with observing behaviour or activity which held to get information. Observation held with directly on the class X IPS 2 on the speaking class. So, everything that happens in class about the project based learning in the speaking class set as research data.

2. Interview

Interview is a meeting which held between to person to change over the information or ideas through question. In this research, there are two informant as interviewee. The first interviewee is Mr. Khoirul, he is English teacher at X IPS 2 class. Then, Aisyah as the interviewee from the student of X IPS 2 class. From the explanation, interview which got set to be research data.

3. Documentation

Documentation is note about a event that happened in the past. In this research, the researcher collecting the data through documentation in learning process at X IPS 2 of MA Al Islam Jamsaren.

Documentation refers to public document (newspaper, minutes of meeting, official reports) or private documents (personal journal, diaries, letter, email etc.). It enable the researcher to obtain a language and words of participants (Creswell, 2014:269).

G. Trustworthiness of the Data

According to Moelong (2018:330), Trustworthiness of Data is used for find the validity or trustworthiness of data which used to checking or comparing the data. Trustworthiness of data contain the model of validity and reability of research data, which used to get appropriate data with this research and focus on the research problem.

To find the trustworthtiness of the data, the researcher used triangulation. The triangulation which used in this research is theoritical triangulation. According to Moelong (2018:332), Theoritical triangulation is checking data with used theories from the experts which appropriate and correspond to discuss the problem. There are several theories that used in this researh, that are Project based learning, teaching speaking, implementation, problem and solution.

H. Technique of Analyzing the Data

According to Bogdan (in Sugiyono, 2009: 244), stated that data analysis is a process to find and constructing as sistematics of data which acquired from interview result, fieldnote, and documentation with organizing data, and described into units, and syntheses, constructing into patern, choosing the most important to learn, and make a conclusion which easier to comprehend. Technique of analysing data which used in this research is interactive analysis by Miles and Hubberman (in Sugiyono, 2009: 244), there are three component analysis, there are:

1. Reducing Data

Data reduction is a process of analysis to focusing, clustering, directing, casting the data which not relevan, and coordinating the data, so can formulate the conclusion.

Therefore, the data reduction will be happen during the research. The data reduction used to clustering the observation data result and interview with focused on the research about the project based learning in teaching speaking at tenth grade of MA Al Islam Jamsaren.

2. Presenting the Data

Data presentationn can be definite as an informations that arranged to give an conclusion and take an action. By using the data presentation on the research, the researcher will knows the event during the analysis data.

3. Drawing Conclusion

On the data collecting, data reduction, and data presentation, then draw an conclusion. Based on the conclusion, the researcher will find the relation of the paterns, similarity, differences, from the result of the research. Drawing the conclusion proses aimed to find the pattern of relation, similarity or differences, cause and effect, and opinion assumption. Based on the data which had collected during the research,

then there is draw a conclusion to formulate the opinion composition

which completed and validity of the data.

Table 3.2 : Milles and Hubberman Analysis
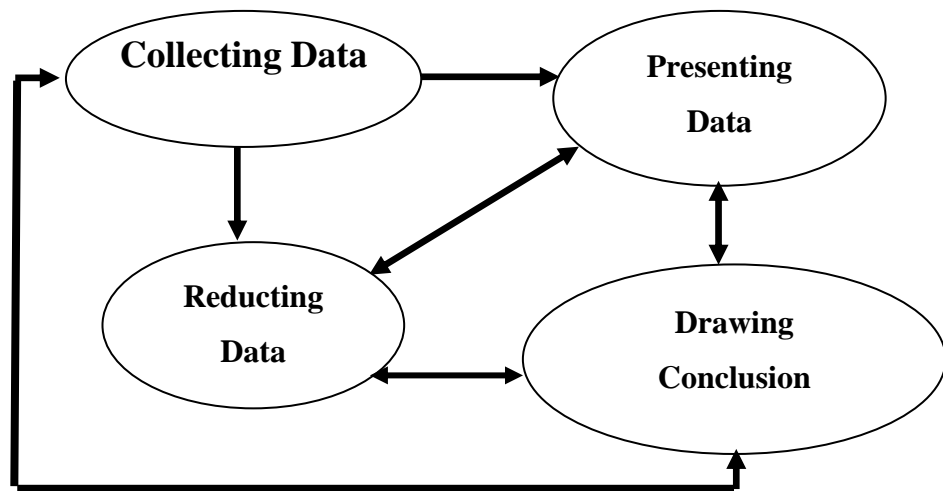
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the result of this research. The result concerns about the implementation, problem, and solution on implementation of project-based learning in teaching speaking at MA Al-Islam Jamsaren in the academic year 2022/2023. The researcher obtained the data through interviews and documentation.

A. Research Findings

The researcher did the interview on November, 08th 2022 at the teachers' office of MA Al-Islam. To find out deep information about the implementation, problem, and solution on implementation of project-based learning in teaching speaking at MA Al-Islam Jamsaren in the academic year 2022/2023, the researcher has interviewed English teachers and students from MA Al-Islam Jamsaren. The English teacher taught at the tent grade class and the student from X IPS 2 class.

1. The implementation of Project-Based Learning in teaching speaking

The researcher conducted the observation of the implementation of project-based learning at MA Al-Islam Jamsaren for 2 meetings, each meeting consisting of 2 x 45 minutes. At the first meeting, the teacher

focused on aspects of theory and knowledge. At the second meeting, the teacher emphasized the achievement of speaking skills.

The class object of this study is class X IPS 2. The researchers made observations in class X IPS 2 because the students of that class had good achievements among other social studies classes. The competence to be achieved in this learning is the student's speaking ability. As for the achievement indicators, students can make good projects and presentations.

Based on the learning schedule, the first observation was conducted on November 1, 2022, from 07.00 - 08.30 am. In the X IPS 2 classroom. The number of students in the class is 28 people. There is the following description of the learning activities that occur in the classroom:

Table 4.1 : Observation day 1

Introduction	- The teacher asked the student to made their seat. - The teacher asked the class leader to lead a prayer. - The teacher greeted the students using English. - The teacher checked the students' attendances. - The teacher asked the student about previous material. - The teacher gave apperception about next material.

		• The teacher asked the students to read textbooks.
Main Activity	Observing	The Students observing conversation between the teacher and their friend.
	Questioning	With the teacher help, the students asked question about something they did not understand.
	Exploring	• The teacher using English to command the student. • The teacher asked the student to explore about showing intention/plan. • The student chatting with their friend.
	Associating	The Students created sentences example about showing intention/plan.

	Communicating	The Students perform their task about example showing intention/plan.
Closing		• The teacher and the students concluded the material together. • The students had been given chance to give comment, suggestion or question of today' material and meeting. • The teacher also give assignment to make project. • The teacher closed the meeting by saying hamdalah together.

a. Introduction

In the introduction, the teacher enters the classroom by greeting the students, to prepare the physical and psychic conditions of the students in receiving learning. Before starting the lesson, the teacher asked the students to make their seats. After that, the teacher asks the class leader to lead a prayer before studying. Then, after praying the teacher starts the lesson by saying the greetings using English.

T : Assalamu'alaikum Wr. Wb.

S : Wa'alaikumussalam Wr. Wb.

T : Good Morning Students?

S : Good Morning, Sir.

T : How are you this Morning?

S : Fine, Thank you, and you?

T : I'm fine too, thank you.

After greeting the students, the teacher checked the attendance by call one by one to find out the students who were not present that day. Students seemed enthusiastic about answering the question.

Before the teacher conveys the learning material, the teacher asked the students about the relevance of the previous material. After that, the teacher conveys the basic competencies and learning objectives to be achieved. The teacher conveys this by relating it to real life. After that, the teacher gives an apperception to the students.

T : " What do you know about showing intention?"

S : " About planning sir?"

T : " So, If you want to go to market, what will you say to show your intention?"

(Because, there is no student that replied the teacher question, the teacher choose a student to answer)

T : " Aisyah, What will you say, If you want to go to market?"

S : " I would like to go to the market to buy some foods, Sir."

T : " Good example, Aisyah."

It aims to give students an initial understanding of the material to be studied. Next, the teacher gives assignments to students to read textbooks about showing intention/plan. After students read the material being studied, the teacher provides an understanding about structure, and linguistic rules contained in it at a glance. The teacher and students ask each other about the material.

b. Main Activity

In the core learning activity, the teacher asks students to re-read the material about asking or showing intention/plan. After skimming, the teacher asks students to analyze about structure based on the material they have read. Then the teacher asks one of the students to convey the results of his analysis. Then teacher give assignment to make example of sentence about showing intention and the response.

Table. 4.2 : Student assignment in the first observation.

T : "After read the material, make 5 example of asking or showing intention or plan complete with its response."
Student working the assignment about making 5 examples of asking or showing intention.

In addition, The teacher ask the student to read the result in front of the class. Then other students give feedback on the results of their friend's work. Some students seemed to actively express their different opinions accompanied by arguments. After that, the teacher and other students applaud as a form of appreciation for students who have dared to express their opinions.

Then, the teacher explains the simple future tense structure along with examples. At this stage, students are very enthusiastic about their difficulties in understanding the simple future tense structure. However, some students seemed unfocused, so they received a warning from the teacher.

Entering the second half of learning, the teacher gives assignments to students. Assignments given to students are related to the material that students have learned in this lesson. The task given by the teacher to students is to make a project. The students are directed to make a project in the form of a power point (PPT), that contains material about the simple future tense. The teacher gives directions to students regarding the sequence and steps to make the project.

Then, the teacher asks students to use technology in the process of collecting assignments to the teacher. The teacher starts to mention one of the technologies that can be used to collect assignments by students. The teacher then teaches students how to use email, in the process of submitting assignments. In the learning process, the teacher

uses a projector as a medium used to show students how to use email. Then some students asked about the use of e-mail. The teacher also gave an example of how to send an email.

Picture 4.1 : The teacher used LCD Projector in learning proses.

c. Closing

Before closing the meeting, the teacher asked the students to complete the given task at the next meeting. Besides that, the teacher also reflects on the learning that has been done and concludes the learning material. Then students are guided to make a summary of the material that has been learned. In the process, the teacher gives each other feedback on the simple future tense material. The teacher then ends the lesson by praying and saying greetings.

From observations at the first meeting in class X IPS 2, learning about the simple future tense material has been done well. Teachers use technology as learning media such as LCD projectors, laptops, and power points. However, several aspects are not considered by the

teacher during the learning process, namely the allocation of time at each stage.

According the first observation, the teacher did two stage of project-based learning. The first stage about selecting topics about the project, and the second about making plans and doing the project. In this meeting the teacher explained about expressing intention and response. This topic as the project that assigned to the student. Then the teacher directed the student how to create the project, by explained the material and also media to create the project. In this meeting, the student learnt about how to use media and also the sequence of creating project.

Based on the learning schedule, the second observation was conducted on November 8, 2022, from 07.00 until 08.30 am. In the X IPS 2 classroom. The number of students in the class is 28 people. The observation on that day was conducted to determine the process of implementing project-based learning in learning speaking. There is the following description of the learning activities that occur in the classroom:

Table 4.3. Observation day 2

Introduction	• The teacher asked the student to made their seat.
	• The teacher asked the class leader to lead a prayer.

	- The teacher greeted the students using English. - The teacher checked the students' attendances. - The teacher asked the student about previous material. - The teacher gave apperception about next material. - The teacher asked the students to read textbooks.	
Main Activity	Observing	The Students observing conversation between the teacher and their friend.
	Questioning	With the teacher help, the students asked question about something they did not understand.

	Exploring	• The teacher using English to command the student. • The teacher asked the student to explore about showing intention/plan. • The student chatting with their friend.
	Associating	The Students created sentences example about showing intention/plan.
	Communicating	The Student perform their project about example showing intention/plan. The student state question and comment to their friend project presentation.
Closing		• The teacher and the students concluded the material together. • The students had been given chance to give comment, suggestion or question of today' material and meeting.

	• The teacher also gave feedback to the students' project. • The teacher closed the meeting by saying hamdalah together.

a. Introduction

In the introduction activity, the teacher opened the lesson by greeting, then students answered the greeting. Then the teacher and students start the lesson by praying together. After finishing praying, the teacher asked about the students' attendance and attendance, some students answered the questions enthusiastically. In apperception activities, the teacher recalls the material that has been studied at the previous meeting. The teacher recalls the material from the previous meeting by stimulating students to ask questions. But none of the students raised their hands to ask questions related to the previous learning material. Because of these conditions, the teacher finally gave questions to the students. The teacher said, if there were students who could answer the questions, they would get additional marks from the teacher. Because there is an additional value, students immediately raise their hands and answer questions from the teacher. From several students' answers, the teacher re-explains the material that has been delivered by emphasizing the core part.

After explaining the previous material, the teacher asked the students to demonstrate the material according to the problem in a real context in the environment. Then the teacher relates the context to the material to be studied in class. The teacher also conveys the basic competencies and learning objectives at the meeting.

b. Main Activity

In the main activity, the teacher asks students about the tasks given previously. The teacher also asked if he had sent the assignment to the email address given by the teacher at the previous meeting. Then the teacher opens the email and checks the names of students who have sent assignments to the teacher's email address. For students who have sent assignments to the teacher's email address, the teacher asks the students to prepare to present the PowerPoint that has been made in front of the class. The teacher gives the students 5 minutes to prepare to present their project in front of the class. Then the teacher explains the rules for students in presenting their work. Then the teacher invites students who are ready to present their work in front of the class. In practice, students who present their work do not fully use English, because the teacher gives students the freedom to use English and Indonesian.

In each student presentation, the teacher invites students who want to ask questions to state their questions to the students who make

the presentation. Then the students who made the presentation had the opportunity to answer the question. However, if students have difficulty, the teacher does not directly answer the student's questions and gives students the opportunity to re-understand the material presented. The students tend to be active in asking about the material presented by the presenter in front of the class.

Picture. 4.2 : The student presents their project

After students finished asking the presenter the teacher gave feedback to students related to the project. The teacher provides an evaluation related to the results of student work and also the delivery of material presented by students. The teacher also gives an assessment of the student's ability to speak in English. This is based on the delivery of students in the presentation. The teacher gives an appreciation for students who are able to use English well. But the teacher also

appreciates students who still use mixed languages in delivering their presentations.

Picture 4.3 : The teacher give feedback to students' project.

c. Closing

In the closing activity, the teacher reflects on learning by asking questions to students. In addition, the teacher also concludes the learning material that has been delivered. Before ending the lesson. The teacher reminds students who have not had their turn to present their work, to prepare themselves to present at the next meeting. Then the teacher ends the lesson by greeting and saying thank you.

Based on the second observation, the teacher did two stage of project-based learning. The first stage that applied by the teacher is assessing the outcome. In this stage, the teacher asked the student to present the project in front of the class by oral presentation. Then, the

teacher gave the other student to stating question and comment to their friends' presentation. The second stage that applied by the teacher is Evaluating. The teacher evaluating the students' project after the student present their project in front of the class. The teacher gave feedback about the student ability on deliver the presentation and result of the project.

Based on observations made by researchers, overall learning using Project-Based Learning went well. This is aimed at student-centered learning students must be more active in seeking and finding information. It gave more opportunity to the student to involve in the learning activity, because the student got more chance to stating their idea during the learning process.

2. **The problem of implementation of project-based learning in teaching speaking**

The researcher gets the data on the problem in the implementation of Project-Based Learning in teaching speaking by conducting interviews with the teacher and students. The researcher conducted the interview in Bahasa in order for the teacher to get the meaning of it. These are the following explanation of the interview results.

The problem of implementation of project-based learning in teaching speaking:

a. Lack of student discipline in working on projects

The data gained from interviews and documentation. The teachers stated that the student lack of discipline in working on projects that were given by the teacher. This statement was stated when the researcher asked about difficulties or problems faced by the teacher during implementing Project-Based Learning in teaching speaking.

> "Hambatan yang saya temui pada saat pembelajaran, kedisipilinan siswa dalam menggunakan media dalam pembelajaran".

Related to the lack of student discipline, the teacher explained further, that students had been given a time limit for students to work on the assigned project. The teacher sets one week to complete the project. However, at the specified time limit, there are still students who have not submitted assignments. Based on the observation, the researched found that several students had not finished the assignment. It caused the teacher to rearrange the student presentation schedule. It has an impact on the presentation schedule that has been determined by the teacher.

b. Students still have difficulty following offline learning

Based on interviews conducted by researchers, the teacher also mentioned that students had difficulty participating in offline learning. As mentioned by the teacher, in the previous school year they were still taking online learning, so students were still trying to develop good interactions with teachers and other students. In online learning, students take part in learning through online learning media through internet media. This is different from offline learning because in offline learning students come face to face with teachers and other students.

> "Selain itu dikarenakan pembelajaran sudah lama dilakukan dengan metode daring sehingga siswa masih belum terbiasa dengan pembelajaran tatap muka, sehingga dari segi kesiapan siswa masih perlu ditingkatkan Kembali."

Some students still have difficulty adjusting to the offline learning environment. Because on several occasions students still do not dare to respond to the interactions built by the teacher.

c. Students have difficulty using the learning media used in making projects

Based on interviews conducted by researchers, the teacher also stated that students had difficulties in using the media used in project-

based learning implemented by the teacher. Moreover, not all the students have laptop to create the project that assigned to the student.

> "Terkait hambatan dalam menggunakan teknologi, dikarenakan siswa belum memahami penggunakan media dalam pelaksaanan proyak tersebut, selain itu siswa tidak mau atau tidak berani bertanya mengenai hal yang belum dipahami dalam penggunaan medianya. "

Based on interviews with teachers, students have difficulty using some of the media used such as email, PowerPoint, and laptops. In this learning, the teacher uses email as a medium for collecting assignments. Students who have finished working on the project send the created project to the teacher's email address. Then the student confirms with the teacher regarding the collection of assignments via WhatsApp messages.

In addition, the teacher also mentioned that not all students have laptops to work on the given project. It affects the performance of students in completing the project in accordance with the specified time.

d. Students rarely speaking in English

Based on interviews conducted by researchers, researchers obtained data that students had difficulty applying English in working

on assigned projects. The teacher gives an example of the project results that students collect, there is still some student work in the form of power points that use Indonesian. In addition, in the process of presenting projects in front of the class, students still use mixed languages.

"Dari segi Bahasa, siswa masih belum terbiasa menggunakan Bahasa inggris dalam pembelajaran, dikarenakan mungkin pada jenjang sekolah sebelumnya di SMP tidak menggunakan Bahasa Inggis sebagai Bahasa pengantar, sehingga siswa masih harus di biasakan untuk menggunakan Bahasa inggris."

The student obstacle of speaking in English caused of lack vocabulary and they are unconfident to speaking English. Moreover, the student afraid to make mistake while speaking English. It is made the teacher difficult to applied speaking English during learning process. The teacher should be active to motivate the student to speak in English.

The researcher gets the data on the problem in the implementation of Project-Based Learning in teaching speaking by conducting interviews with the teacher and students. The researcher conducted the interview in Bahasa in order for the teacher to get the meaning of it. These are the following explanation of the interview results.

3. The solution of the problem in the implementation of project-based learning in teaching speaking

The researcher gets the data on the solution to the problem in the implementation of Project-Based Learning in teaching speaking by conducting interviews with the teacher and students. These are the following explanation of the interview results.

a. The teacher teaches students how to use media

Based on interviews and observations made by researchers, teachers use several media used in the learning process. The media used by teachers include LCD projectors, laptops, and email. Teachers use LCD projectors to display learning materials. In addition, the teacher also uses a laptop that is used to access information and materials as well as student work projects. The teacher also uses power point as a medium to display the material. In the project-based learning process carried out by the teacher, students are required to be able to use the media used by the teacher in learning. Students must be able to use the media because the teacher gives a project with the results in the form of a PowerPoint, so students must be able to operate the media to complete the project.

"Untuk antisipasi hambatan siswa, saya terlebih dahulu memberikan informasi kepada siswa dalam segi penggunaan media melalui LCD Proyektor, hal itu untuk

> mengantisipasi kesulitan yang dialami siswa dalam penggunaan media, dimana tidak semua siswa terbiasa menggunakan media yang saya gunakan dalam pembelajaran tersebut."

In fact, students have difficulty using media because they have never or are not used to using media. Therefore, to overcome the obstacles experienced by students, the teacher provides brief training related to the use of learning media.

b. Teachers use brainstorming to increase student participation rates

The teacher gives the material to the students using the brainstorming method to build understanding between the teacher and the students. In the implementation of project-based learning, the teacher does not directly refer to the material to be studied, but the teacher first stimulates students to explore information through the reality that exists in the environment. After students capture the initial information that the teacher is trying to extract, then students will spontaneously become more interested and more active in participating in learning.

> "Saya mengajak siswa untuk berdiskusi terkait materi yang dipelajari, mengajak siswa untuk berfikir mengenai

penerapan materi di kehidupan nyata, hal itu mendorong siswa untuk lebih aktif di kelas."

c. Teacher allows students to use mixed language

Based on interviews and observations conducted by researchers with teachers, students have difficulty speaking English in learning using the Project-Based Learning method. To overcome these obstacles the teacher allows students to use mixed languages in the English learning process. It is intended to train students to dare to speak using English in class. By allowing students to use mixed languages, students are more daring to speak in class and are more active in responding to questions.

"Saya memberikan kesempatan bagi siswa untuk menggunakan Bahasa campuran dengan Bahasa Indonesia dan Bahasa inggris agar memudahakn siswa dalam mempresentasikan materi di depan kelas."

d. The teacher gives extra time for students to complete the project

The teacher gives a time limit for project work. It aims to train student discipline. But in practice, some students still do not complete the task on time. Related to this, the teacher provides additional time for students to work on projects.

B. Discussions

Based on the findings of the researchers implementing Project-Based Learning in teaching speaking at tenth-grade students at MA Al-Islam Jamsaren, the learning process will be discussed which includes the implementation of learning, problems, and solution of the problem in the implementation of project-based learning.

1. The implementation of Project-Based Learning in teaching speaking

The first finding of this study is implementation of project-based learning in speaking classes at tenth grade class of MA Al-Islam Jamsaren. Hosnan (2014: 325) generally mentions the steps of Project Based Learning, as follows : project determination, design of project completion steps, preparation of project implementation schedule, completion of projects with teacher facilitation and monitoring, preparation of reports and presentations/project publications, evaluation of project processes and outcomes.

a. Starting with the essential question in the first meeting,

Teachers actually used two levels of PBL. The teacher started with basic questions and outlined a plan for the project. The teacher prepared the project by first asking the students what they had to do in the last meeting. The teacher tried to push the student into an extended task according to the previous task where the task was already prepared for the class. A dialogue took place between the teacher and the student. The teacher indicates that he wanted to bridge the student's activity and project from the previous meeting

to remove the assumption that the project was separate from the student's daily work. Furthermore, through this dialogue, teachers wanted to draw attention to the fact that their projects were of their own making. It's an important question directly to the project.

b.   Designing a plan for the project next,

The teacher implemented the second step of PBL. It was designing a plan for the project by asking students to negotiate and discuss with their friends. This step was also conducted in the first meeting after the students completed a guided task from the teacher. In this part, the teacher gave some descriptions and directions on how to do the project. The topics were given by the teacher, and in this part, the students would choose the most proper and interesting topic themselves. In addition, the topics were related to materials that were studied before.

From the discussion, it is noted that the students were English foreign language learners so, they felt hard to speak in English, and the teacher felt difficulty asking students to speak more in English. The students also might speak in bahasa. In this part the teacher facilitated them.

c. Creating a schedule

Creating a schedule as the third step of PBL was applied by the teacher in the second meeting. At first, the teacher asked the students to decide on the planning of their schedule. The teacher asked students to discuss their project. At this point, the students were asked in making a project individually, but some of the students may help their friends in doing the project. Then in the discussion, the teacher explained what the students need to decide, like the date of the processing and material the students might need in the project. The teacher used English and Bahasa to ensure all the students understood about what they needed to discuss. Teachers actively participated in student discussions, answered project questions, and asked students to present their plans to the front of the class.

d. Monitoring the students and the progress of the project

At the meeting, the teacher specifically designed a class that uses the fourth step of PBL. Monitor student and project progress. Teachers interviewed students to check project progress and evaluate student performance. In this part, teachers have come up with deadlines by which students must submit and share their projects. In addition to what and how they say things, it is also important to evaluate their projects.

e. Assessing the outcome

Student results in project implementation were closely related to this step. Assessing the result as the fifth step of PBL had different application. In this meeting, the teacher assessed the students' outcome in presenting their project trough oral presentation. The teacher used live monologue or presentation to assess the students' ability to perform social communication. In this part, the teacher assessed four components of speaking, such as content, grammar, vocabulary, and pronunciation.

f. Evaluating the experience in the last meeting,

The teacher asked the students to present their project in front of the class. They had to explain point by point to make other students understand their project. In this chance, the teacher applied two things; assess the outcome of the students that was students' ability in delivering and responding the opinion and the last step of PBL that is evaluating the experience.

2. **The Problem of Implementation of Project-Based Learning in Teaching Speaking**

The second finding of this study is that teachers find some difficulties in implementing project-based learning in speaking classes. Majid & Chaerul (2014: 164) mentions the weaknesses in implementing Project Based Learning (project-based learning), namely as follows:

a. It takes a lot of time to complete the project.

b. Requires a lot of money.

c. Many teachers feel comfortable with traditional classes, where the teacher plays a role in classroom learning.

d. The amount of equipment needed.

e. Students who have weaknesses in experiments and gathering information will experience difficulties.

f. It is possible that students are not active in group work.

g. When the topics given to each group are different, it is feared that students cannot understand the topic as a whole.

The first difficulty experienced by teachers in implementing project-based learning is the lack of student discipline in working on projects. Regarding the lack of student discipline, the teacher explained further, that students were given a time limit for students to work on assigned projects. The teacher gives one week to complete the project which has been discussed with the students before starting the project. However, at the specified time limit, there are still students who have not submitted their assignments. This has an impact on the student presentation schedule that has been determined by the teacher. This causes the student presentation schedule is not optimal.

The teacher gives a time limit for project work. It aims to train student discipline. But in practice, some students still do not complete the task on time. Related to this, the teacher provides additional time for students to work on projects.

The second problem experienced by the teacher relates to students not being used to participating in offline learning. This is related to the habits of students participating in online learning. in online learning, students take part in learning through online media such as zoom, google meet, Edmodo, and others online learning media. whereas in offline learning, students must meet face-to-face with teachers and other students. it encourages students to make adjustments to the environment and learning atmosphere in the classroom. students who are still unable to adjust to offline learning tend to be more passive.

Third, teachers also find students' difficulties in using learning media. In project-based learning, teachers apply several learning media to support learning such as email, PowerPoint, LCD/projector, and laptops. in the implementation of learning students use laptops as a tool to work on projects whose results are in the form of PowerPoint presentations. In addition, students also use e-mail as a medium to submit assignments to the teacher according to a schedule agreed upon with students. as well as in the process of displaying project results, students use LCD/projectors to display project results that have been made by students. In the process the teacher still finds students having difficulties in using e-mail, this is because students are still not used to using e-mail in the learning process. This finding is corroborated by the case of students who have not submitted their assignments due to undelivered e-mails. Students also have difficulty using PowerPoint to work on projects. In addition, some students also do not have laptops.

Fourth, the teacher's obstacle in implementing project-based learning in teaching speaking is the lack of students' ability to use English. In learning English, teachers still find students not confident to speak using English. This happens when students present the projects they have made. In addition, on some of the project results made by students, some of the presentation results used Indonesian. Regarding these obstacles, teachers still have difficulty implementing English in project-based learning in teaching speaking.

3. **The Solution of the Problem in the Implementation of Project-Based Learning in Teaching Speaking**

Based on the findings on the implementation of project-based learning in teaching speaking, teachers apply solutions to overcome problems in the implementation of project-based learning in teaching speaking.

Based on interviews and observations made by researchers, students have difficulty in using learning media applied by teachers, such as LCD projectors, laptops, and emails. The teacher used an LCD projector to display learning material. In addition, the teacher also uses a laptop which is used to access information and materials as well as student work projects. The teacher also uses power point as a medium to display material. In addition, PowerPoint is also a project that will be made by students. According to the Sanjaya (2011)"media is applicable to a variety of

activities or business, such as the delivery of messages in   the media, introductory magnet media or heat in the engineering field." In the process of learning media is also very easy to use in helping students to receive knowledge. To overcome the difficulties experienced by students in using learning media, the teacher provides brief training related to the use of learning media. in the process, the teacher also gives students the opportunity to ask questions and provide feedback regarding the use of media, so that students understand the use of media appropriately.

In addition, the teacher also found problems related to students who had not been able to adapt to participating in offline learning. in online learning, students are accustomed to participating in learning through online learning media such as zoom, Edmodo, Google Meet, and others learning media. where students are not required to interact directly with teachers or other students. this makes students tend to be passive in offline learning because students have not been able to adjust to the offline learning environment, where teachers and students interact directly in class. To overcome these obstacles, the teacher applies the brainstorming method to invite students to interact in class. According to Makarao (2009) there are 8 objectives of brainstorming, namely; 1). Encourage the delivery of ideas or learning experiences that are very helpful for reflection in the group. Get as many opinions, ideas from learning about the problem being discussed. 2). Fostering learning in combining and developing creative thinking through emerging ideas. 3). Stimulate participation in learning. 4). Creating a fun

atmosphere. 5). Train students' creative thinking power. 6). Train students to express new ideas according to their imagination. 7) Gather a number of opinions from the study group that come from realities in the field. Through brainstorming, the students are invited to think about the material they are learned, so that, students become more interested in participating in learning. Through this method, students become more able to participate in learning by conveying their ideas in class.

In applying project-based learning in teaching speaking, the teacher also found students' difficulties in applying English to communicate in the classroom. In the learning applied by the teacher applying project-based learning, students used English to discuss material, convey ideas, and present project results in front of the class. even so, students still have difficulty communicating in English. then, the teacher applies bilingualism to overcome these obstacles. by applying bilingualism, students can understand the information conveyed by the teacher, in giving instructions, as well as the material presented by the teacher. In addition, by applying bilingualism, students become more active in interactive learning, where students are more active in conveying ideas and answering questions from the teacher.

In project-based learning implemented by the teacher, the teacher finds problems related to student discipline in working on projects. in working on a project that has been given by the teacher. the teacher has implemented a schedule to work on the project. but in the process students

still have difficulty following the schedule. due to the lack of discipline, causing learning to be disrupted. Regarding the constraints of students who are not disciplined in working on projects that have been given by the teacher, the teacher provides evaluations for students who have not completed the project on time, and provides additional time for students who have not completed the project.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and the suggestion of the research were presented by the researcher in this chapter according to the research findings and discussions that were shown in the previous chapter.

A. Conclusion

Based on the data analysis and discussion that has been carried out in the study and referring to the formulation of the problem and research objectives, the following conclusions are obtained:

1. The Implementation of Project-based learning in Teaching Speaking

    The teacher starts with basic questions and outlines a plan for the project. The teacher prepares the project by first asking students what they should do at the last meeting. There is a dialogue between the teacher and the student. The teacher indicated that he wanted to bridge student activities and projects from the previous meeting to remove the notion that the project was separate from the student's daily work. Furthermore, through this dialogue, teachers want to draw attention to the fact that their project is their creation. The teacher implemented the second step of PBL. It was designing a plan for the project by asking students to negotiate and discuss with their friends. This step was also conducted in the first meeting after the

students completed a guided task from the teacher. In this part, the teacher gave some descriptions and directions on how to do the project. The topics were given by the teacher, and in this part, the students would choose the most proper and interesting topic themselves.

Creating a schedule as the third step of PBL was applied by the teacher in the second meeting. At first, the teacher asked the students to decide on the planning of their schedule. Then in the discussion, the teacher explained what the students need to decide, like the date of the processing and material the students might need in the project. The teacher monitors student and project progress. Teachers interviewed students to check project progress and evaluate student performance. In this part, teachers have come up with deadlines by which students must submit and share their projects. Assessing the result as the fifth step of PBL had a different application. In this meeting, the teacher assessed the students' outcomes in presenting their project through oral presentation. The teacher used live monologues or presentations to assess the student's ability to perform social communication. In this part, the teacher assessed four components of speaking, such as content, grammar, vocabulary, and pronunciation. To evaluate the outcomes, the teacher asked the students to present their projects in front of the class. In this chance, the teacher applied two things; assess the

outcome of the students which was the students' ability in delivering and responding to the opinion, and the last step of PBL which is evaluating the experience.

2. The Problem of implementing Project-Based Learning in Teaching Speaking,

The finding of this research is that teachers find some difficulties in implementing project-based learning in speaking classes. The first difficulty experienced by teachers in implementing project-based learning is the lack of student discipline in working on projects. Regarding the lack of student discipline, the teacher explained further, that students were given a time limit for students to work on assigned projects. The second problem experienced by the teacher relates to students not being used to participating in offline learning. This is related to the habits of students participating in online learning. students who are still unable to adjust to offline learning tend to be more passive. Third, teachers also find students' difficulties in using learning media. In project-based learning, teachers apply several learning media to support learning such as email, PowerPoint, LCD/projector, and laptops. Fourth, the teacher's obstacle in implementing project-based learning in teaching speaking is the lack of students' ability to use English. In learning English, teachers still find students were not confident to speak using

English. This happens when students present the projects they have made.

3. The solution to the problem of the implementation of project-based learning in teaching speaking

Based on the findings on the implementation of project-based learning in teaching speaking, teachers apply solutions to overcome problems. Based on interviews and observations made by the researcher, students have difficulty in using learning media applied by teachers, such as LCD projectors, laptops, and emails. To overcome the difficulties experienced by students in using learning media, the teacher provides brief training related to the use of learning media. The teacher also found problems related to students who had not been able to adapt to participating in offline learning. This makes students tend to be passive in offline learning because students have not been able to adjust to the offline learning environment, where teachers and students interact directly in class. To overcome these obstacles, the teacher applies the brainstorming method to invite students to interact in class. Through this method, students become more able to participate in learning by conveying their ideas in class. The teacher also found students' difficulties in applying English to communicate in the classroom. Then, the teacher applies bilingualism to overcome these obstacles. By applying

bilingualism, students can understand the information conveyed by the teacher, in giving instructions, as well as the material presented by the teacher. In addition, by applying bilingualism, students become more active in interactive learning, where students are more active in conveying ideas and answering questions from the teacher. In project-based learning implemented by the teacher, the teacher finds problems related to student discipline in working on projects. Regarding the constraints of students who are not disciplined in working on projects that have been given by the teacher, the teacher provides evaluations for students who have not completed the project on time and provides additional time for students who have not completed the project.

B. Suggestion

Based on the results of the discussion and conclusions of this study, the suggestions that the researcher can convey are as follows:

1. For the student

The effort to realize the success of the learning process, especially in the application of project-based learning, students should do the following:

a. The students must increase their activeness in participating in learning. the quality of learning based on the level of student activism.

b. The students must increase their motivation to take part in learning, so that they have the enthusiasm to follow each stage of learning.

c. The students must be unyielding and competitive in completing the tasks given by the teacher.

2. For the Teacher

To achieve the objectives of project-based learning, here are some things that teachers can do:

a. Teachers must choose learning methods and models that can attract students' attention, so students feel happy and enthusiastic about participating in learning.

b. Teachers must be innovative in developing media and learning materials that are in accordance with the characteristics of students.

c. The teacher must be able to guide and direct learning activities properly so that students are fully involved in following the stages planned by the teacher.

3. For the Institution

      The success of the learning process is also inseparable from the institution, namely the school. Here are some things that schools need to do:

a. Schools must increase infrastructure facilities that are used to support student learning.

b. Schools should increase references and learning resources to help students complete their assignments.

c. The school principal supervises regularly the learning activities carried out by the teacher.

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APPENDICIES

THE SCRIPT OF TEACHER INTERVIEW

(QUESTIONS AND ANSWERS)

Nama : Bapak Khoirul Masyhur ESP, S.Pd

Kelas ajar : X IPS 2

1. Apa saja yang Bapak siapkan sebelum mulai pembelajaran menggunakan project based learning?

   " Untuk memulai pembelajaran menggunakan project based learning saya menyiapkan materi yang akan di sampaikan, kemudian menyiapkan media yang akan saya gunakan dalam menyampaikan materi ke siswa."

2. Apa saja yang Bapak lakukan terhadap siswa sebelum memulai aktivitas pembelajaran menggunakan project based learning?

   " Sebelum memulai pembelajaran saya mengajak siswa untuk memahami materi berdasarkan konteks nyata di masyarakat, saya memancing siswa untuk masuk ke dalam materi yang akan saya sampaikan."

3. Perangkat atau media apa yang Bapak gunakan dalam menerapkan pembelajaran speaking dengan menggunakan Project-Based Learning?

    " Untuk media yang saya gunakan saya menggunakan ppt (powerpoint), LCD proyektor, laptop."

4. Bagaimana cara bapak menentukan jenis penugasan yang diberikan kepada siswa?

    " Untuk project saya yang menentukan, tetapi untuk ppt saya bebaskan kepada siswa untuk mengolah sebaik mungkin, dari segi design maupun content."

5. Berapa lama waktu yang bapak berikan untuk mengerjakan proyek yang bapak berikan?

    " Untuk waktu yang saya berikan untuk mengerjakan waktu 1 minggu."

6. Bagaimana cara Bapak memberikan penilaian atas pekerjaan siswa?

    " Untuk penilaian terhadap proyeknya saya tekankan kepada kesesuaian content dengan materi yang dipelajari, serta pemahaman siswa. Untuk penyampaian dalam presentari saya nilai berdasarkan kelancaran dalam presentasi serta urutan penyampaian presentasi dari opening hingga closing."

7. Apakah Bapak sudah mangantisipasi adanya hambatan dalam pembelajaran speaking dengan menggunakan Project-Based Learning?

" Saya mengantisipasi ketidak efektifan penggunaan media dengan memilah media yang akan saya gunakan dalam penyampaian materi serta pengerjaan proyek. Karena siswa terkadang menggunakan media yang digunakan untuk bermain, sehingga tidak sesuai dengan tujuan pembelajaran."

8. Apa saja hambatan yang Bapak temukan dalam pembelajaran speaking dengan menggunakan Project-Based Learning?

" Hambatan yang saya temui pada saat pembelajaran, kedisipilinan siswa dalam menggunakan media dalam pembelajaran, selain itu dikarenakan pembelajaran sudah lama dilakukan dengan metode daring sehingga siswa masih belum terbiasa dengan pembelajaran tatap muka, sehingga dari segi kesiapan siswa masih perlu ditingkatkan Kembali."

9. Menurut Bapak, mengapa hambatan itu terjadi dalam pembelajaran speaking dengan menggunakan Project Based Learning?

" Terkait hambatan dalam menggunakan teknologi, dikarenakan siswa belum memahami penggunakan media dalam pelaksaanan proyak tersebut,

selain itu siswa tidak mau atau tidak berani bertanya mengenai hal yang belum dipahami dalam penggunaan medianya. "

" Dari segi Bahasa, siswa masih belum terbiasa menggunakan Bahasa inggris dalam pembelajaran, dikarenakan mungkin pada jenjang sekolah sebelumnya di SMP tidak menggunakan Bahasa Inggris sebagai Bahasa pengantar, sehingga siswa masih harus di biasakan untuk menggunakan Bahasa inggris."

10. Apakah Bapak sudah mangantisipasi adanya hambatan siswa dalam pembelajaran speaking dengan menggunakan Project-Based Learning?

"Untuk antisipasi hambatan siswa, saya terlebih dahulu memberikan informasi kepada siswa dalam segi penggunaan media melalui LCD Proyektor, hal itu untuk mengantisipasi kesulitan yang dialami siswa dalam penggunaan media, dimana tidak semua siswa terbiasa menggunakan media yang saya gunakan dalam pembelajaran tersebut."

11. Apa saja hambatan siswa yang Bapak temukan dalam pembelajaran speaking dengan menggunakan Project-Based Learning?

" Terkait hambatan siswa yang saya antisipasi pada penggunaan teknologi, dikarenakan kondisi siswa berbeda-beda, ada yang sudah terbiasa

menggunakan media laptop, lcd maupun powerpoint dan juga ada yang masih kesulitan, sehingga untuk antisipasinya saya berikan penjelasan terlebih dahulu sebelum memulai proyek."

12. Menurut Bapak, mengapa siswa mengalami hambatan tersebut?

" Terkait hambatan Bahasa kemungkinan siswa tidak terbiasa menggunakan Bahasa inggris sebagai Bahasa pengantar."
"Dalam segi media dikarenakan siswa tidak terbiasa menggunakan media LCD, PPT."

13. Langkah-langkah apa saja yang Bapak lakukan untuk mengatasi hambatan dalam pembelajaran speaking dengan menggunakan Project-Based Learning?

" Saya mengajak siswa untuk berdiskusi terkait materi yang dipelajari, mengajak siswa untuk berfikir mengenai penerapan materi di kehidupan nyata, hal itu mendorong siswa untuk lebih aktif di kelas."

14. Langkah-langkah apa saja yang Bapak lakukan untuk mengatasi hambatan siswa dalam pembelajaran speaking dengan menggunakan Project-Based Learning?

" Dalam mengatasi hambatan yang dialami siswa, saya memberikan kesempatan siswa untuk bertanya mengenai kesulitan yang dialami siswa, selain itu saya memberikan kesempatan bagi siswa untuk menggunakan Bahasa campuran dengan Bahasa Indonesia dan Bahasa inggris agar memudahakn siswa dalam mempresentasikan materi di depan kelas."

THE SCRIPT OF STUDENT INTERVIEW

(QUESTIONS AND ANSWERS)

NAMA : Aisyah Firyal Az-Zahra

Kelas : X IPS 2

1. Apa saja yang kamu siapkan sebelum mulai pembelajaran Bahasa Inggris?

"Sebelum memulai pembelajaran Bahasa inggris saya mempersiapkan buku terlebih dahulu, selain itu membaca materi yang disampaikan oleh guru sebelumnya dan juga jika ada tugas, saya kerjakan juga."

2. Apa saja materi pembelajaran yang disampaikan guru sebelum memulai penugasan membuat Powerpoint (project based learning)?

" Untuk materinya belum dijelasin guru, kita disuruh mencari materi terlebih dahulu dengan searching di internet dan juga mencari di buku."

3. Apakah kamu dapat memahami materi yang disampaikan guru sebelum memulai penugasan membuat Powerpoint (project based learning)?

" Sebelumnya guru sudah memberikan penjelasan mengenai materi present future tense, dan juga memberikan arahan mengenai penugasan. Untuk materi

yang disampaikan sudah cukup jelas dan dapat dipahami."

4. Bagaimana penugasan yang diberikan oleh guru setelah menerima materi tersebut?

" Guru memberikan penugasan membuat PPT, dengan ppt tersebut kami mempelajari materi kemudian akan di jelaskan setelah presentasi."

5. Apakah kamu pernah mengalami hambatan membuat proyek/ penugasan membuat Powerpoint (project based learning)?

" Dikarenakan belum pernah mengerjakan tugas membuat powerpoint, awalnya kesulitan, tetapi setelah dipelajarai Langkah-langkah mengerjakannya, pada akhirnya saya dapat mengerjakan tugas yang telah diberikan. Untuk hambatan pada penggunaan email, takutnya tugas yang saya kirim tidak terkirim."

6. Apakah kamu menyampaikan keluhan/hambatan/kesulitan dalam penugasan membuat Powerpoint (project based learning) kepada guru?

" Karena tidak mengalami hambatan yang terlalu sulit, saya tidak menyampaikan ke guru,"

7. Apakah kamu kesulitan dalam membuat tugas/ proyek yang telah ditentukan?

" Dikarenakan sudah pernah menggunakan media ppt, saya tidak mengalami kesulitan. Selain itu untuk penggunaan ppt, kami dapat menggunakan template yang sudah tersedia di internet, kami hanya perlu menyiapkan materi yang sudah di pelajari."

8. Apakah kamu kesulitan menggunakan media yang digunakan dalam membuat tugas/ proyek?

" Tidak kesulitan, dikarenakan sudah terbiasa menggunakan ppt,"

9. Apa saja yang kamu lakukan untukmengatasi hambatan/permasalahan saat membuat tugas/ proyek?

" Untuk hambatan terkait teknologi, saya biasanya sharing ke teman, dikarenakan beberapa teman sudah ada yang menguasai, sehingga kita dapat berbagi informasi."

10. Apa saja yang kami lakukan untuk mengatasi kesulitan dalam menggunakan media yang digunakan dalam membuat tugas / proyek?

" Untuk hambatan terkait teknologi, saya biasanya sharing ke teman,

dikarenakan beberapa teman sudah ada yang menguasai, sehingga kita dapat berbagi informasi."

11. Terkait presentasi yang telah dilakukan apakah kamu mengalami kesulitan dalam mempresentasikannya?

" Kebetulan, saya waktu di SMP sudah mengikuti ekstrakulikuler Bahasa inggris, sehingga saya sudah mengetahui materi yang disampaikan oleh guru, sehingga mempermudah saya dalam menyampaikannya."

Appendix 2 : Documentation During Observation in X IPS 2 Class

The Student prepare themselves on before starting lesson.

The teacher preparing the learning media.

The student working the assignment from the teacher.

The teacher explain the material to the student
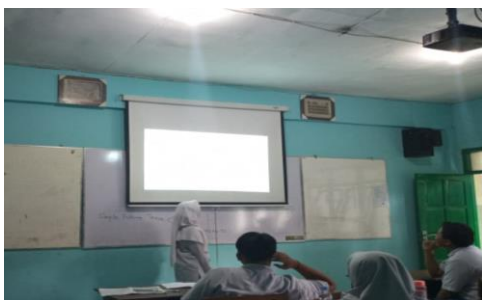
The student presenting their project in front of the class.
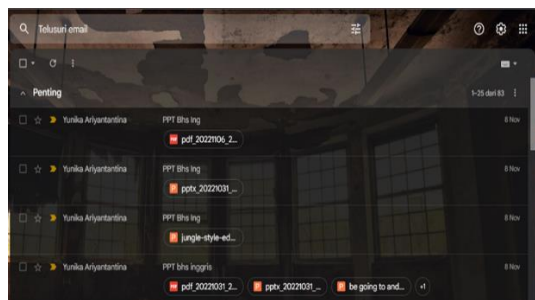
The result of project submitted through email by the student
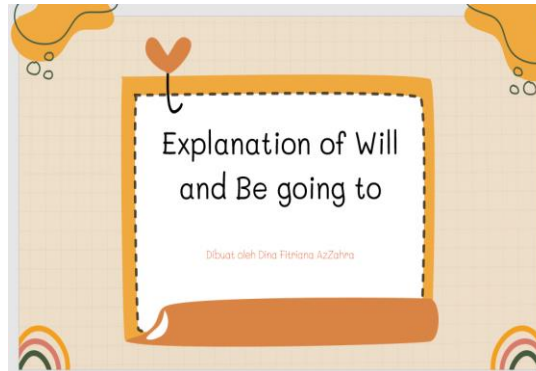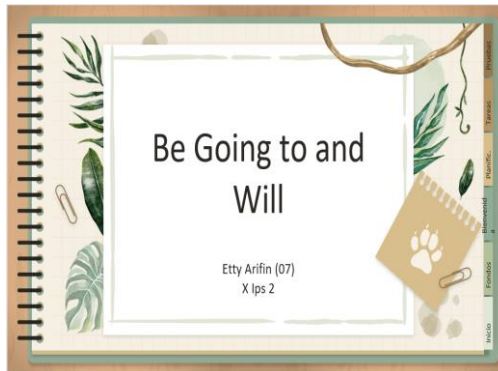
Example of students' project result.

The student presenting their project in front of the class.

The teacher give feedback to the student oral presentation.

Appendix 3 : Documentation during interview with the teacher and student

of X IPS 2 Class

The Researcher interview with teacher.   The   Researcher   interview   with
Student.

Appendix 4 : The syllabus of English lesson

SILABUS

Mata Pelajaran : **BAHASA INGGRIS - WAJIB**

Kelas : **X**

Kompetensi Inti :

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	• Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang	**Teks lisan dan tulis untuk menunjukkan perhatian (*care*)**	**Mengamati** • Siswa mendengarkan/menonton interaksi menunjukkan perhatian. • Siswa mengikuti interaksi menunjukkan perhatian. • Siswa menirukan model interaksi menunjukkan perhatian.	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber

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diwujudkan dalam semangat belajar. 2.1.Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.3.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya. 4.3.Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	*Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* Ungkapan untuk memberi perhatian dan cara meresponnya: *You look pale . Are you OK? Not, really. I've got a headache.* *Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menunjukan perhatian dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menunjukan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan**	• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:	• www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

		• Siswa menunjukan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukan perhatian dalam jurnal belajar (*learning journal*).	• Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : MA Al-Islam Jamsaren
Mata Pelajaran   : Bahasa Inggris
Kelas dan Semester   : X/ Ganjil
Tahun Ajaran   : 2022-2023
Materi Pembelajaran   : Future Tense (to be going to)
Alokasi Waktu   : 4 jam pelajaran / 2 kali pertemuan
Guru Mata Pelajaran   : Khoirul Masyhur ESP, S.Pd

Kompetensi Inti (KI)

KI. 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI. 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

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

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

Kompetensi Dasar (KD)

KD Pengetahuan 3.3 dan Indikator Pencapaian Kompetensi (IPK)

Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksionallisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks

penggunaannya. (Perhatikan unsur kebahasaan *be going to, would like to*).

- Mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan kontekspenggunaan *be going to, would like to.*
- Memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan kontekspenggunaan *be going to, would like to.*
- Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai konteks penggunaan*be going to, would like to.*
- Mengaplikasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai konteks penggunaan*be going to, would like to.*
- Menganalisis unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai konteks penggunaan *be going to, would like to.*

KD Keterampilan 4.3 dan Indikator Pencapaian Kompetensi (IPK)

Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.

- Meniru teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.
- Mendemonstrasikan teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks penggunaannya.
- Menulis teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial,

struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.

Tujuan Pembelajaran

Dengan menerapkan strategi *Discovery Learning* dan *Project Based Learning* siswa dapat mengetahui, memahami, menjelaskan, mengaplikasikan, menganalisis, meniru, mendemonstrasikan, dan menulis teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.

Materi Pembelajaran

Materi Konseptual

Fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.

Materi Faktual

Kalimat-kalimat yang berkaitan dengan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.

Materi Prosedural

Langkah-langkah mengembangkan teks teks interaksi transaksional lisan dan tulis pendekdan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.

Materi Meta Kognisi

Pemahaman dan penerapan secara komunikatif dan integrative tentang teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dalam kehidupan sehari-hari.

Strategy dan Metode Pembelajaran

Pendekatan yang digunakan adalah Pendekatan Ilmiah (Scientific Approach). Strategi yang diterapkan adalah *Discovery Learning* dan *Project Based Learning*. Sedangkan metode yang digunakan adalah diskusi, kerja kelompok,

dan presentasi.

Media dan Alat Pembelajaran

Media yang digunakan dalam pembelajaran ini adalah proyektor, pengeras suara, laptop, wifi, gadget dan alat-alat praktek pendukung lainnya.

Sumber Belajar

Sumber belajar yang digunakan terdiri dari 2 jenis sumber belajar. Sumber belajar yang utama adalah Text Book yang relevan dengan KD yang dipelajari. Sumber belajar tambahan adalah materi pendukung yang diambil dari internet.

Kegiatan Pembelajaran

Pertemuan Pertama KD 3.3 *Based on Discovery Learning*

Pendahuluan

- Guru memberikan salam dengan ramah (KI.2) kepada siswa
- Guru dan siswa memulai kegiatan belajar dengan doa (KI.1) yang serius
- Guru memeriksa fisik dan fisikis kelas (disiplin dan tanggung jawab KI. 2)
- Guru memeriksa kehadiran siswa dan mengkorfimasi keterangan kehadiran sebelumnya
- Guru menyampaikan cakupan materi pembelajaran dengan jelas tentang tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Guru menjelaskan tujuan dan target pembelajaran yang harus dicapai siswa tentang tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.

Kegiatan Inti Mengamati

- Guru menampilkan gambar yang bervariasi sesuai materi ajar lewat infokus
- Guru menampilkan cuplikan video tentang tindakan memberi dan meminta informasiterkait niat melakukan suatu tindakan/kegiatan
- Guru memperdengarkan percakapan transaksional tentang tindakan memberi danmeminta informasi terkait niat melakukan suatu tindakan/kegiatan sebanyak 2 kali
- Siswa mengamati gambar, video dan audio yang disajikan oleh guru secara individu
- Siswa menuliskan poin-poin utama informasi yang diperoleh dari pengamatan.
  (program literasi)

- Siswa dipersilahkan memberitahukan informasi yang diperoleh dari hasil pengamatan.
- Guru mempersilahkan siswa yang lain menanggapi informasi yang disampaikan oleh siswa yang lain
- Guru memeberikan umpan balik kepada siswa untuk menyamakan persepsi terkait materi yang akan dipelajari tentang tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.

Bertanya

- Guru mempersilahkan siswa untuk bertanya terkait materi yang telah disajikansebelumnya
- Guru menanyakan berbagai jenis pertanyaan kepada siswa terkait informasi yangdisajikan pada bagian pengamatan.

Mengumpulkan Informasi

- Guru menginstruksikan siswa untuk membaca/mencari *(program literasi)* materi pembelajaran dari berbagai sumber seperti internet maupun perpustakaan selama 10 menit
- Siswa membandingkan *(berpikir kritis)* berbgai informasi yang dikumpulkan dari berbagai sumber-sumber yang kredibel
- Siswa mendiskusikan *(penguatan karakter kolaboratif)* informasi yang dikumpulkan secara berkelompok
- Siswa bertukar informasi dengan kelompok yang lain *(komunikatif)* terkait informasi yang dikumpulkan kelompok masing-masing
- Siswa menkritik pendapat dari kelompok yang menyajikan infomasi di depan kelas secara santun *(berpikir kritis)*
- Guru memberikan umpan balik terhadap proses pembelajaran yang telah berlangsunguntuk menyamakan persepsi antara kelompok yang satu dengan yang lain secara objektif.

Kegiatan Penutup

- Guru menanyakan kesulitan siswa dalam mengikuti proses pembelajaran
- Guru bersama dengan siswa menyimpulkan hasil pembelajaran
- Guru memberikan lembaran refleksi kepada siswa terkait proses pembelajaran yangdikutii siswa
- Guru memberikan informasi terkait materi pada pertemuan selanjutnya
- Guru mengajak seluruh siswa untuk mensyukuri kesempatan belajar yang diikuti danpengetahuan yang diperoleh (KI 1)
- Guru mengintruksikan siswa untuk tidak lupa melaksanakan kewajiban

dalam agamabaik di lingkungan sekolah maupun di rumah

- Guru mendampingi siswa untuk menata kembali kondisi ruagan kelas danmembersihkan ruang kelas sebaik mungkin (KI 2)
- Guru bersama siswa meninggalkan ruangan kelas dalam kondisi rapi. bersih dan tertib.

Pertemuan Kedua KD 3.3 Based on Discovery Learning

Pendahuluan

- Guru memberikan salam dengan ramah (KI.2) kepada siswa
- Guru dan siswa memulai kegiatan belajar dengan doa (KI.1) yang serius
- Guru memeriksa fisik dan fisikis kelas (disiplin dan tanggung jawab KI. 2)
- Guru memeriksa kehadiran siswa dan mengkorfimasi keterangan kehadiransebelumnya
- Guru menanyak ulang tentang materi pembelajaran sebelumnya
- Guru menyampaikan cakupan materi pembelajaran lanjutan dari materi sebelumnya dengan jelas dan sistematis
- Guru menjelaskan tujuan dan target pembelajaran yang harus dicapai siswa terkait materi tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.

Kegiatan Inti Mengasosiasi

- Siswa menganalisis unsur-unsur kebahasaan yang terdapat dalam ungkapan-ungkapantindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan sesuai dengan kondisi baik di lingkungan sekolah maupun di dunia usaha dan industri
- Siswa melengkapi ungkapan-ungkapan rumpang terkait tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan benar dan teliti
- Siswa menuliskan kalimat-kalimat yang berkaitan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan sesuai dengan kondisi
- Guru memeriksa hasil kinerja siswa secara berkelompok dengan objektif
- Siswa memperbaiki temuan kesalahan dari kinerja kelompok masing-masing sesuaidengan intruksi guru
- Siswa mempersiapkan hasil kerja kelompok untuk dipresentasikan di depan kelasdengan menggunakan proyektor.

Mengkomunikasikan

- Siswa secara berkelompok mempresentasikan hasil kerja kelompok masing-

masingsecra komunkiatif *(pengembangan karakter)*
- Siswa menanggapi membenarkan dan/atau menyalahkan *(berpikir kritis)* hasil kerjakelompok yang disajikan kelompok yang presentasi
- Siswa mengkonfirmasi tanggapan dari kelompok yang lain dengan sopan dan santun

(pengembangan karakter)

- Guru memberikan umpan balik terhadap perbedaan pendapat siswa untuk menyamakanpersepsi (pembuktian)
- Guru memberikan tugas terstruktur (KD Pengetahuan) kepada siswa secara individudengan batas waktu yang ditentukan.

Kegiatan Penutup

- Guru menanyakan kesulitan siswa dalam mengikuti proses pembelajaran
- Guru bersama dengan siswa menyimpulkan hasil pembelajaran
- Guru memberikan lembaran refleksi kepada siswa terkait proses pembelajaran yangdikutii siswa
- Guru memberikan informasi terkait projek yang akan dilakukan siswa pada pertemuanselanjutnya
- Guru menjelaskan bahan-bahan dan/atau alat-alat belajar yang harus disediakan siswapada pertemuan selanjutnya
- Guru memberikan tugas terstruktur kepada siswa secara individu
- Guru mengajak seluruh siswa untuk mensyukuri kesempatan belajar yang diikuti danpengetahuan yang diperoleh (KI 1)
- Guru mengintruksikan siswa untuk tidak lupa melaksanakan kewajiban dalam agamabaik di lingkungan sekolah maupun di rumah
- Guru mendampingi siswa untuk menata kembali kondisi ruagan kelas
danmembersihkan ruang kelas sebaik mungkin (KI 2)
- Guru bersama siswa meninggalkan ruangan kelas dalam kondisi rapi. bersih dan tertib.

Pertemuan Ketiga KD 4.3 *Based on Project Based Learning*

Pendahuluan

- Guru memberikan salam dengan ramah (KI.2) kepada siswa
- Guru dan siswa memulai kegiatan belajar dengan doa (KI.1) yang serius
- Guru memeriksa fisik dan fisikis kelas (disiplin dan tanggung jawab KI. 2)
- Guru memeriksa kehadiran siswa dan mengkorfimasi keterangan kehadiransebelumnya

- Guru menanyak ulang tentang materi pembelajaran sebelumnya secara sepintas
- Guru menjelaskan prosedur pembuatan projek dalam pembelajaran
- Guru menjelaskan tujuan dan target pembuatan projek yang harus dicapai siswa

Kegiatan Inti Pertanyaa Mendasar

- Guru menanyak sejauh mana pemahaman siswa tentang ungkapan-ungkapan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Guru bertanyak sejauh mana kesiapan siswa untuk membuat projek belajar berupa video percakapan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.

Menyusun Perencanaan Proyek

- Siwa alat- alat yang di butuhkan dalam pembuatan power point mengenai materi to be going to.
- Siswa secara individu menyusun materi to be going to secara lengkap disertai dengan rumus, penggunaan serta contoh penggunaannya kedalam bentuk presentasi power point.
- Guru menjelaskan bahwa hasil proyek powerpoint dikumpulakan melalui email.

Menyusun Jadwal

- Siswa merencanakan proyek pembuatan presentasi materi to be going to dalam bentuk Power Point.
- Siswa secara individu merencanakan pembuatan presentasi materi to be going to secara bertanggung jawab *(karakter)*.
- Guru menjelaskan durasi waktu pembuatan presentasi materi to be going to dalam bentuk power point dan sistem penilaiannya.

Monitoring

- Guru mengawasi siswa dalam melakukan pengembangan proyek presentasi materi to be going to dalam bentuk power point.
- Guru mendampingi siswa dalam pengembangn proyek secara individu.
- Guru menuliskan berbagai kendala dan kesulitan siswa saat mengembangkan proyekpresentasi materi to be going to dalam bentuk power point.

- Guru memberikan padangan atau rekomendasi solusi terhadap masalah yang dihadapisiswa dalam pembuatan proyek.
- Guru melakukan penilaian individu siswa selama melakukan pengembangan proyek
- guru menuliskan kronologi pelaksanaan pengembangan proyek secara detail pembuatan presentasi materi to be going to dalam bentuk power point.

Menguji Hasil

- Guru mengkondisika kelas dan fasilitas belajar yang dibutuhkan untuk menampilkanhasil pembuatan proyek
- Guru memberikan jadwal presentasi materi to be going to dalam bentuk power point secara individu.
- Siswa menampilkan hasil proyek video di depan kelas melalui proyektor
- Guru melakukan penilaian (uji proyek) terhadap hasil kerja kelompok siswa dengan menggunakan rubrik penilaian secara cermat.
- Siswa yang lain memberikan tanggapan terhadap proyek yang disampaikan olehkelompok yang presentasi.
- Siswa saling bertukar informasi (membenarkan, menyetujui, menyangkal, mengayalahkan informasi) yang dipaparkan oleh siswa yang mempresentasikan hasil proyek presentasi materi to be going to dalam bentuk power point.
- Guru memberikan beberapa pertanyaan terhadap hasil proyek yang dibuat siswa tentang materi to be going to yang di sampaikan oleh siswa.
- Guru memberikan umpan balik terhadap tanggapan-tanggapan siswa untuk menyamakan persepsi secara objektif.
- Guru memberikan Uji Kompetensi Dasar kepada siswa secara individu

Kegiatan Penutup

- Guru menanyakan kesulitan siswa dalam mengikuti proses pembelajaran
- Guru bersama dengan siswa menyimpulkan hasil pembelajaran KD 3.3 dan KD 4.3
- Guru memberikan lembaran refleksi kepada siswa dan memberikan informasi terkait materi yang akan dipelajari siswa pada pertemuan dan bab selanjutnya
- Guru mengajak seluruh siswa untuk mensyukuri kesempatan belajar yang diikuti dan pengetahuan serta keterampilan yang diperoleh (KI 1)
- Guru mengintruksikan siswa untuk tidak lupa melaksanakan kewajiban dalam agama baik di lingkungan sekolah maupun di rumah,
- Guru mendampingi siswa untuk menata kembali kondisi ruagan kelas dan

membersihkan ruang kelas sebaik mungkin (KI 2) serta meninggalkan ruangan kelas dalam kondisi rapi. bersih dan tertib.

Penilaian Pembelajaran

Penilaian dalam pembelajaran ini terfokus pada peneliaian 3 aspek. Adapun tiga aspek tersebut adalah aspek sikap *(attitude)*, aspek pengetahuan *(knowledge)*, dan aspek keterampilan *(skills)*.

Sikap (Attitudes)

Nilai Sikap	Nilai	Deskripsi Sikap Terhadap Pembelajaran
Bersyukur	1	Belum menunjukkan sikap bersyukur
	2	Belum secara eksplisit menunjukkan sikap bersyukur
	3	Menunjukkan sikap bersyukur
	4	Sangat menunjukkan sikap bersyukur
Disiplin	1	Belum menunjukkan sikap disiplin
	2	Belum tampak secara eksplisit bersikap disiplin
	3	Menunjukkan sikap disiplin
	4	Sangat menunjukkan bersikap disiplin
Kerja Sama	1	Belum menunjukkan kesediaan kerja sama
	2	Belum secara eksplisit bersedia kerja sama
	3	Menunjukkan sikap bekerja sama
	4	Sangat menunjukkan sikap bekerja sama
Komunikatif	1	Belum menunjukkan sikap komunikatif
	2	Belum secara eksplisit bersikap komunikatif
	3	Menunjukkan sikap komunikatif
	4	Sangat menunjukkan sikap komunikatif
Kreatif	1	Belum menunjukkan sikap kreatif
	2	Belum secara eksplisit bersikap kreatif
	3	Menunjukkan sikap kreatif
	4	Sangat menunjukkan sikap kreatif
Inovatif	1	Belum menunjukkan sikap inovatif
	2	Belum secara eksplisit bersikap inovatif
	3	Menunjukkan sikap inovatif
	4	Sangat menunjukkan sikap inovatif

Pengetahuan *(Knowledge)*

Untuk mengukur penguasaan pengetahuan siswa maka instrument yang

digunakan adalahtest tertulis. Test tersebut berbentuk pilihan berganda dan essay test yang memiliki tingkatbobot kesulitan yang berbeda-beda sesuai dengan level kata kerja operasional yang digunakan dalam IPK. Jumlah butir soal terdiri dari 10 butir dengan 4 opsi, yaitu A, B, C, dan D.

Nomor Urut Soal	Level Kognitif	Indikator
1	Mengetahui (C1)	Pilihan Berganda
2	Menentukan (C2)	Pilihan Berganda
3	Menerapkan (C3)	Pilihan Berganda
4	Menerapkan (C3)	Pilihan Berganda
5	Melengkapi (C3)	Pilihan Berganda
6	Menganalisis (C4)	Pilihan Berganda
7	Menganalisis (C4)	Pilihan Berganda
8	Menyusun (C3)	Essay Test
9	Memaahami (C2)	Essay Test
10	Menganalisis (C4)	Essay Test

Keterampilan *(Skills)*

Keterampilan *(competences)* yang diukur di dalam KD 4.1 ini adalah kemapuan berbicara(speaking skills). Untuk mengukur keterampilan siswa berbicara maka digunakan rubrik penilaian *Speaking Skills*.

Criteria To Be Assessed	Performance Category	Description of Speaking Skills
Pronunciation	Low	Too many mistakes
	Good	With 2 until 5 mistakes
	Very Good	Perfect pronunciation
Intonation	Low	Monotonous
	Good	Begins to vary the intonation
	Very Good	Accurate intonation
Grammar	Low	To many mistakes With 2
	Good	until mistakes
	Very Good	No mistakes in using grammar

Expressions	Low	Has not shown the use of languageexpression.
	Good	Use the language expression but not useit in a precise context.
	Very Good	Use the language expression and use it in a precise context.
Content	Low	Simple and plain Begins to
	Good	add some information
	Very Good	Add more information

Surakarta, 15 juli 2022

Menyetujui,
Kepala Sekolah   Guru Mata Pelajaran

Muchammad Syafii, S.Pd   Khoirul Masyhur ESP, S.Pd