THE USE OF GROUP PROJECT BASED LEARNING (PBL) ASSISTED BY TOWN MAP MEDIA IN IMPROVING STUDENTS' SPEAKING ACHIEVEMENT

SKRIPSI

Submitted In Partial Fulfillment as the Requirement
For the Degree of Sarjana Pendidikan
English Education Program

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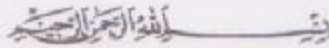**Dr. Hj. Dewi Kesuma Nst. SS, M.Hum**

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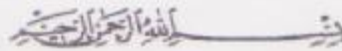Yang membuat pernyataan,

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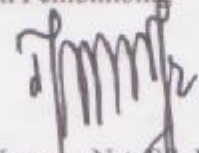
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ABSTRACT

Nur Hadani (1402050126) The Use Of Group Project Based Learning Assisted By Town Map Media Improving Students' Speaking Achievement in Descriptive text, at Smp Negeri 1 Batang Kuis, Skripsi, English Department of the Faculty of Teacher Training And Education University of Muhammadiyah Sumatera Utara, Medan 2018.

It concerns with improvement students' speaking achievement through learning activity exploration at VIII grade students of SMP Negeri 1 Batang Kuis. In this class there is one class which consist of 36 students, the number of male are 19 students and the number of female are 17 students. The study deal with descriptive text. It was found that students speaking achievement still low. Relate research of this research are "Project Based Learning to improving students' speaking achievement". This study used a Classroom Action Research (CAR) which is conducted to solve the students problem in speaking. The Classroom Action Research (CAR) was done based on Prof. Mohammad Ali's design. The application of the approach to action research in two cycles namely, cycle I and cycle II. Action research continuously in some cycles that consist of planning, action, observation, and reflection. This study applied qualitative and quantitative data. The qualitative data analyzed from the interview and observation sheet. The quantitative data taken from computing the score of speaking test students. The finding of this study indicated that improvement students' speaking through project based learning was successful since the criteria of success were achieved. Based on the result in cycle1, the data showed the mean score was 63, 50. There were only 10 students or 27, 77% of students who got the score passed the KKM. In cycle 2, the data showed the mean score was 75, 64 here were 21 students or 58, 33% of students who got the score passed the KKM. In this case, those score showed the successful of the classroom action research toward students VIII grade of SMP Negeri 1 Batang Kuis. The writer suggests that the English teacher could implement Project Based Learning in teaching speaking in order to improve students' speaking achievement.

Key Word : Project Based Learning, Town Map Media, Speaking Achievement, Descriptive Text, Class Action Research

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CHAPTER I
INTRODUCTION

A. Background Of The Study

English is an important language in the world. Now, it is one of important subject in the school, so the students has to study it. But, not all students like to learn it, because they thought English is difficult, uninteresting and unnecessary in their daily life. Language is the most important aspect in the life of all beings. It is used to express their feelings, purposes, ideas, even in spoken or in written way. In modern era, communication in the second or foreign language is important. Ahmad Izzan (2010:1) states English as second and international language is mostly used in all countries in this word. English is used in almost every aspect in our life, such as science, education, technology, business, and news. English itself has been taught from the elementary school level up to the university level even now, it has been taught in kindergarten school level as well.

In teaching English, there are four skills that people need to comprehend English using writing, reading, listening, and speaking. The four skills of language are important to be taught mastered the aspect of lessons. Speaking and writing are classified as productive while listening and reading are receptive. To convey ideas directly with other and daily life, we use speaking as the tool. Greene (1963:91) defines speaking as an exchange of thoughts and ideas of one or more topics between two or more speaking. Speaking is an

1

interactive processing information. Students should have ability to speak English in order that they can communicate with others.

Speaking is the verbal use of language to communication with others. Speaking is the action of conveying information or expressing human's thoughts and feelings in spoken language. According to Fulcher (2003:23) "speaking is a process of communication between speaker and a listener". People put the ideas into world, talking about perceptions or feelings that they want other people to understand them. Teaching speaking is a second language that is not easy. It needs hard work and a long process at least there are five elements in speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Vocabulary and grammar are included in components of speaking. Speaking becomes productive skill of language learning. It involves communicative performance and other important elements. They should be taught in any language learning to make the learners be able to use the target language to communicate.

Based on the researchers' observation through the result of students' study in Grade VIII SMPN1 Batang Kuis, many students have many problems when they want to speak English, most of students can not communicate in speaking English actively and are not interested in speaking. The student's problem in speaking are they did not know how to speak up their mind. The student's lack in vocabulary and feel shy to talk in front of other students. They tend to be silent because they do not want to show their weakness in

speaking English, it becomes the problem for the teacher when assigning the students to speak in front of the class.

These strategies have been designed to recommended differences in learning styles and reflect contemporary learning theory such as problem based learning (PBL). PBL has potential to arise curiosity in the learns. Sonmez and Lee (2005: 1) state that PBL is an instructional strategy that challenges learners. To seek solutions to real word (open-ended) problem themselves or in groups, in engages learns in developing skills are self-directed learns. It means through PBL, the students are challenged with some simple and unstructured problem, they are required to find the solution of the problem by working in small groups of 4-5 each. Duch, Groh, and Allen (2001) describe that PBL can be the students' ability to think critical, analyze and solving complex, real-word problems, to find evaluate, and communication skills, and to use intellectual skills to become continual learns. It the world and found successful and effective. Gijbels et al (2008:23) have mentioned a fairly long list of disciplines and contexts where PBL was applied and found effective. PBL has also been applied in the context of secondary education and experimented in the context of English writing skill too and the results and findings were quite encouraging. In line with the background previously, it is needed to study

The Use Of Group Problem Based Learning (PBL) Assisted By Town Map Media Improving Students' Speaking Skill. It will describe the students' achievement in speaking skill after and before they are taught by using PBL.

There are some advantages of using Town Map media in teaching:

1. Learning will be attract more students so that they can grow learning motivation

2. Learning materials will be more clear meaning that can be better understood by students and enable them to master and achieve learning objectives

3. Teaching methods will be more varied, not merely verbal communication through the words by the teacher, so that students do not get bored and the teacher does not run out of energy, especially if the teacher taught at every lesson

4. Students can learn more because they not only listen to the teacher's description but also other activities such as observing, performing, demonstrating, playing, and others.

B. The Identification of the Problem

Based on the background above, the problem was formulated as follows:

1. The students have low motivation in speaking skill

2. The students have many problems in learning speaking skill

C. The Scope and Limitation

The scope of the study is focused on the students' achievement in speaking and limitation on the material about describing place.

D. The Formulation of The Problem

Based on the background of the study, the problem of the study is formulated as follow: *"Does the project based learning (PBL) assisted by town map media improve the students' speaking achievement?"*

E. The Objectives of the Study

The objective of the study is to improve the students' speaking achievement by using project based learning.

F. The Significance of the Study

The findings of the research was divided into two categories:

1. Theoretically, this research is expected to support to existing theories and empirical evidences of the working knowledge and principles of English language teaching particularly to the students' achievement in speaking skill by town map media improving speaking achievement.

2. Practically, the study was considered to be in its nature that is to provide the education feedback.

   1. Students

   To help students understand the material given by the teacher. This finding also hoped can increasing students' motivation and confidence, creating new habit and new atmosphere which was increase their achievement too.

   2. Teacher

To help teacher determining the methods and the techniques of teaching as the way to create new atmosphere and new habit which can improve student's motivation and confidence in learning English especially teaching speaking skill.

3. Researcher

To increase knowledge about project based learning (PBL) method.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied. The concept must be clarified to avoid confusion among the readers by quoting some experts view from some books in the related fields. The concepts will be lead to a better analysis of the variable taken because they will be help the research to limit the scope of the problem. The following concepts are used in this studied.

1) The Use

Language use (Text) is structured in response to the needs of people as social beings. The use of language in order to fulfill three functions in their lives is known as meta functions, namely to represent, to exchange, and to organize experience (Saragih, 2010:1).

2) Method

According to Beare (2005) a method is a programmed procedure that is defined as part of a class and included in any object of that class. A class (and this an object) can have more than one method. A method in an object an only have access to the data known to that object, which ensures data

integrity among the set of objects in an application. A method can be re-used in multiple objects.

3) Group Project Based Learning (PBL)

Project Based Learning is a learning strategy that is intended to involve learning in authentic tasks in the real world in order to expand student learning. Project based learning is an innovative learning model or approach, which emphasizes learning the context of tual through complex activities (CORD, 2001; Thomas, Mergendoller, & Michaelson, 1999; Moss, Van-Duzer, Carol, 1998).

Project Based Learning focuses on the location of learning on the concepts and core principles of a study discipline, it involves learning in problem-solving investigations and other meaningful task activities that provide students with the opportunity to work autonomously by constructing their own knowledge to produce a real product. (Thomas, 2000).

A more comprehensive definition of Project Based Learning according to the Gorge Lucas Education Fundation (2005) is as follows:

1. Project Based Learning is curriculum fueled and standards based. Project Based Learning is a learning approach that requires a

standard of contain in the curriculum. Through Project Based Learning, the inquiry process begins by generating guiding questions and guiding learners in a collaborative project that question in answered, the learner can directly see the various major elements as well as the various principles in a discipline that is being studied.

2. Project Based Learning asks a question or process a problem that each student can answer. Project Based Learning is a learning model that requires educator to develop guiding questions. Given that each learner has a different learning style, the Project Based Learning provides an opportunity for learners to explore the content by using various means that are meaningful to themselves, and conduct collaborative experiments. This allow each learner to finally be able to answer the guiding question.

3. Project Based Learning asks students to investigate issues and topic addressing real word problems while integrating subjects matter. Through this path, learners can see knowledge holistically. More than that, project based learning is an in-depth investigation of a real-world topic, it will be value able to the attention and effort of learners.

4. Project Based Learning is a method that fosters abstract, intellectual tasks to explore complex issues. Project Based

Learning is a learning is a learning approach that takes into account understanding. Learners do exploration, assessment, interpretation and synthesize in a meaningful way.

The advantage of learning method with Project Based Learning is:

(1) Trains learners to use reasoning in overcoming business problems.

(2) Training participants in making hypotheses in problem solving based on simple business concept.

(3) Practice critical and contextual thinking skills with the real business problems faced.

(4) Train students to experiment in proving hypotheses

(5) Train in decision making on problem solving by :

    a. Encourage learners to participate actively and concentrate in discussions

    b. Stimulate the learners to think by returning questions to them

    c. Encourage learners to make problem analysis, problem synthesis, conduct evaluation, and compile a summary of evaluation results, and

d. Helping learners in identifying sources, references, and principles (materials) as regards troubleshooting and alternative troubleshooting.

Learning process with Project Based Learning Method:

The things that need to be prepared by the trainer with the method Project Based Learning, among others : determine the learning materials with the selection of real problems, compile a list of learners desire for fin learning process, designing the presentation of problems to be able to guide learners, designing the presentation of problem to be able to guide learners, allocate time and lesson schedules, organize learning groups, design learning resources, design learning environments, and design process assessment formats and learning out comes.

The role of educators in the learning of Project Based Learning method is as controlling the learning process. Educators act as watchdogs, mediate conflicts among learners, encourage group collaboration and dynamics. Group behavioral observers in the learning process. Educators and encourage group interaction and courage to convey opinions, encourage learners to develop and appreciate their abilities and realize their weaknesses. The learning steps with the method of Project Based Learning are as follows:

1. Learners are divided into small groups and each group carries out a real Project (connecting the problem).

2. Each group is given an explanation of the tasks and responsibilities (setting the structure) that should be done by the group in practice.

3. Students in each group try their utmost to identify the business problem (visiting the problem) faced according to their knowledge:

   a) Identify problems thoroughly to find the core business problems that are being encountered, and

   b) Identify ways to solve problems.

4. Learners in each group seek information from various sources (books, guides and other sources) or ask an accompainyng expert to gain a re-understanding of the problem.

5. Armed with the information obtained by learners working together and discussing in understanding the problem and looking for solution (produce the product) to the problems encountered and directly applied. The coach acts as a companion.

6. Each group disseminates experience in solving problems to other groups to again input and evaluation from other groups.

The steps of learning with the method Project based Learning in the opinion of Delise (1997: 27-35) that there are 6 steps Project based Learning as follows:

1) Connecting with the problem. That is, the trainer chooses, designs and conveys issues relate to the day-to-day life of learner, relate to the problem.

2) Setting up the structure. One the learner has been involved with the problem, the educator creates a structure to work through the problem at hand. This structure will provide the design of the tasks that the learner should do. The structure become the key to the whole process of how the trainess think through the real situation and reach the clarification.

3) Visiting the problem. Educators focus on ideas that trainers on how to solve problems. The focus is directed to generate facts and list items that require further clarification.

4) Revisiting the problem. After students in small groups have completed their own tasks, they must immediately rejoin the class to find the problems. Educators first ask small groups to report the observations. At that time educators perceive the source they use as a reference, the time spent, and the effectiveness of the action plan that they will perform.

5) Producing a product / performance. Create problem-solving results delivered to educators to evaluate the quality of content and skill mastery.

6) Evaluating performance and the problem. The educator asks to evaluate the performance of the problem study and the alternative solution proposed.

The learning procedure with project based learning method, can be described in the groove from the delivery of problems to the participants until the activity evaluated performance achieved they can be seen in Picture 2.1 :

Delivering contextual issues in the project

Giving the task Implement the project

Observe real fact-based problems in the field

Discussion with group members to discuss real problems faced

Retrieve the most predictable Troubleshooting

Retrieve the most predictable Troubleshooting alternative
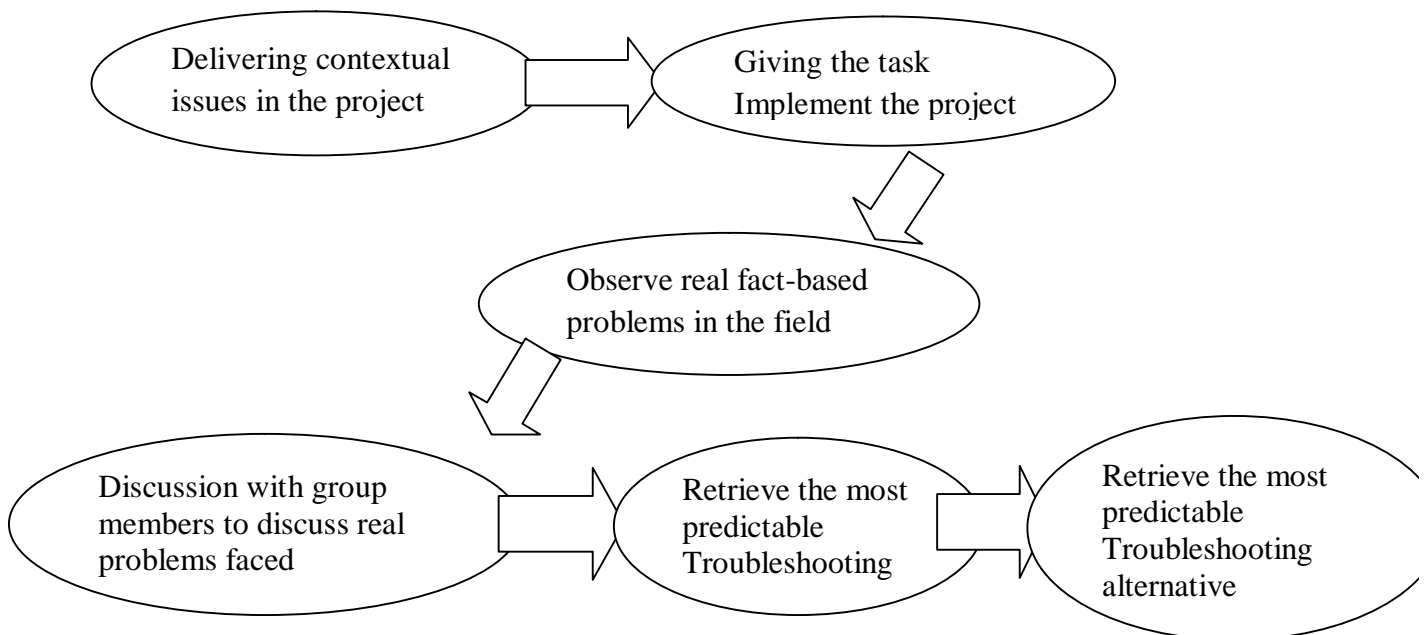
Picture 2.1 Learning Cycle Of Project Based Learning Method.

Method Project Based Learning is used to involve learners on real objects optimally in the learning process. The physical, mental and mental involvement of pesertaini will be able to encourage the motivation of learning, decision-making skills, and train critical thinking and innovative work in solving various problems encountered. Advantages and Disadvantages Project Based Learning Project

based learning is a comprehensive approach that provides guidance for learners, works individually or in groups, and deals with real-world topics. Implementation of a good project based learning can provide a useful ability for learners. The success of project based learning occurs when learners get high motivation, feel active in their learning, and produce high quality work. Here are some advantages with project based learning approach (Purnawan, 2007):

1) Motivate learners by involving them in their lessons, allowing their interests, answering questions and for making decisions in the learning process.

2) Provide learning opportunities of various disciplines.

3) Helping the interconnectedness of life outside the school, paying attention to the real world, and developing real skills.

4) Provide unique opportunities as educators build relationships with learners, as trainers, facilitators, and co-learners.

5) Provide opportunities to build relationships with large communities.

6) Make learners more active and successfully solve complex problems.

7) Encourage learners to develop and practice communication skills.

8) Provide experience to learners and practices in organizing projects, and make allocations of time and other resources such as equipment to complete the task.

9) Provide a learning experience that involves learners complex and designed to evolve according to the real world.

10) Make the learning atmosphere fun, so that learners and educators enjoy the learning process. Project-based learning does have many advantages, but on the other hand project-based learning like this also has weaknesses. Weaknesses in project based learning include: it takes a lot of time to solve problems, requires considerable cost, many educators are comfortable with the traditional classroom, where educators play a major role in the classroom, the amount of equipment that should be provided, learners who have weaknesses in experiments and information gathering will be difficult, there is the possibility that learners are less active in group work, when the topics given to each group are different, and it is feared that learners cannot understand the topic as a whole.

4) Media

a) Definition of media

Generally, media mean all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goals. Heich (2002) states that the word media is comes from the latin word medium, which means intermediatery or sender of communication from the source and receiver. Gerlanch and Ely (1971) says that media is human, material, or events that establish the conditions that enable the people to acquire knowledge, skills, or attitudes.

b) The learning media

In process of teaching and learning source is needed. Media is one of learning resources that can help students to understand the material. Media is the communication tools, but there is some definition that said media is a intermediary tool. Anderson (1987) conveys that learning media is tools to build communication between teacher and students. AECT states that learning media is all form and channel that used to convey a massage or information. It is the intermediary that sends the information between source and receiver (AECT, 1997:245).

c) The characteristics of learning media

There are some general characteristic of media mentioned by arsyad (2013:6). They are : (a) Education media has a physical sense is now known as the hardware, which is something that can be seen , heard, or touched by the five senses; (b) Education media has a sense of nonphysical known as software , the content of the massage contained in the hardware which is the content you want delivered to students; (c) Emphasis of education media contained in audio and visual; (d) Education media has a sense as tools in the learning process both inside and outside the classroom; (e) Education media is used in the context of communication and interaction of teacher and students in the learning process; (f) Education media can be used for mass (Example : radio,

television), large groups and small groups (Example : films, slide, video, OHP), or individual (Example : modules, computer, radio tape/ cassette, video recorder).

Gerlach and Ely (1980: 247) states that it is an indication why the media is used and what can be done by the media by the teacher may not be able (or less efficient) to do so.

d) Benefits of learning media

Media is a sources of learn. Media can help teacher in learning process, it help teacher to explain the material and make learning process become easy.

Sudjana and Rivai stated some advantages of media in student learning process. They are :

(1) Teaching process would interest the students attention, so it could motivate the students.

(2) Teaching material would be meaningful, so it could be understood by the students and it might master and teach the teaching purposes.

(3) Teaching method will be variety, so the students would not be bored and the teacher wouldn't be tired.

(4) Students not only listen to the teachers' explanation but also do anything else, for example: observation, demonstration, action, etc.

5) Town Map Media

A process of learning, teachers and students become the perpetrators of the implementation of learning objectives. Learning is not effective when the child just sits sweet and the teacher only explains the material on the board. Therefore required a learning method that can increase interest and motivation to learn so that the goals and objectives of learning can be achieved well. One method of learning English is the method Picture Description (Town Map). Where this learning method can present interactive learning materials and interesting so that will increase the motivation to learn and maximize student learning outcomes.

One of the characteristics of this learning media is that this media contains and carry messages or information to the recipients of the students. However, the most important is the media prepared to meet the learning needs and abilities of students, and students can actively participate in the learning process. In purpose to train Speaking, Vocabulary and learning Preposition of place.

There is also a way of Teaching with this method is:

1. Teacher Hanging Picture City Map in front of Class.

2. Students are divided into groups and asked to identify names of places or buildings in the map in English. For example: city park, Post Office, Station. This first activity will help students add to their vocabulary about the places and buildings they normally encounter daily in the city. Once

you've finished identifying all the places and buildings on the map. Each group representative with the help of the teacher is asked to come to the front of the class and recite the name of the place or building in English by showing it on the map.

3. After knowing all the names of places and buildings in English. Students learn about the preposition relating to the location of a building or place on the map. First the teacher gives explanations about the preposition of place to the students and their examples.

   For examples:

a.	On	=	On Sudirman Street
b.	At	=	At National Bank
c.	Beside	=	Beside Bookstore
d.	Near	=	Near Station
e.	Next To	=	Next To Post Office
f.	Along	=	Along Sudirman Street
g.	Between	=	Between Police Office And Mall
h.	Behind	=	Behind Supermarket
i.	In The Middle Of	=	In The Middle Of Sudirman Street
j.	Away From	=	Away From City Park

4. After students learn about the preposition of place, they are asked to identify all the places or buildings in the map with the group assisted by the teacher. Each group is asked to present the results of their discussion in front of the class.

5. After learning vocabulary and Preposition of place well. Students then practice speaking skills with a friend's seat.

6) Improving

According to Kants (2001: 45) that the word "improvement" has three sense, namely :

a. The act of improving something

b. A change for the better progress in development

c. A condition superior to an earlier condition

It means that improvement is an act to make a change for the better in a certain condition, in this research, the improvement it meant as a good result which the students achieve in studying descriptive text by using town map media.

7) Speaking Achievement

The word achievement is derived from "achieve". Based on the Oxford Advanced learner's Dictionary according to wehmeier (2005:12). "achieve" means 1) to succeed in teaching the particular goal, status or standard, especially by effort, skill, courage. Etc. 2) to succeed in doing something or causing to happen, while "achievement" means 1) a thing done successfully especially with effort and skill 2) the act or process of achieving something . therefore, score gained after certain practice of certain goal can be categorized as achievement .

Speaking is an interactive process between speaker and listener. In speaking, there is process of communication which conveys the massage

from a speaker to listener. A speaker has to ancode the massage from a listener has to decode or interpret the massage which contain information.

B. Conceptual Framework

Speaking is one of four basic language skill that used by people to communicate one another. The purpose of teaching speaking is to enable the students to speak and interpret the massages the occur communication process. Unlike another subject, speaking is very difficult to be mastered because it has to be practiced every time.

Most of the students have learned English for several years but they still get difficulties in speaking. In line with the situation, the writer chooses one technique by using media to increase students ability. In this study, the writer wants the use project based learning (PBL) assisted by town map media improving students speaking achievement. It puts stress on how students can use their English knowledge in their daily conversation. In order to be good at speaking, the students are given many exercises in the form descriptive text. By doing this, they are expected to be able express the idea not only in any kind of conversation or words, but also the ability to communicate the ideas and produce the right meaning.

C. Relevant Studies

The research from Rosikhur Rosyidin entitled "Application of Project Based Learning on creating dynamic web to improve activity and learning outcomes in SMK PGRI 3 Malang by Rosikhur Rosyidin ". Results research suggests that the application of the Project learning model Based Learning has an average learning outcome of 72.98 with completeness students 57.14% in cycle I, then average 76.19% with student completeness 76.19% in cycle II and average 79.17 with 90.48% completeness in cycle III. Activities assessed are activities see and hear, oral activities, emotional activities, activities drawing, and metal activities. Average learning outcomes already complete in cycle II and III because it has reached more than 75% the standard value of mastery. and also student activity increased from 66.67% in cycle I to 72.30% in cycle II and increase again 78.61% cycle III.

The study of Devita Syam Ekaputri entitled "Application of the method Project Based Learning with Team Teaching strategy to improve motivation, liveliness, and student learning outcomes on productive subjects multimedia in SMK Competence multimedia expertise ". The results of that study done Devita Syam Ekaputri shows that learning with Project Based Learning method with Team Teaching Strategy is capable improve motivation, liveliness, and student learning outcomes. This can be seen from the increase in motivation at the beginning of the first cycle of 75.75%, the end the first cycle was 82.04%, and at the end of the second cycle reached 85.10%. As for learning activeness also experienced an increase in the cycle I equal to 65,10%

and in cycle II reach 76,03%. So are the results learning is also improved as shown in the first cycle the average grade of 66.87 with the percentage of learning mastery classical 41.03% and at the end of cycle II has increased the average class of 81.41 with the percentage of learning mastery classical of 94.87%. %. And the average result of the project in cycle I is 82,12 experience improvement in cycle II that is equal to 85,13.

CHAPTER III

METHOD OF RESEARCH

A. Location

The research was conducted at SMPN 1 on Jln. Desa Baru Kec. Batang Kuis. The reason for choosing this school because this school was also location of the researcher while doing field experience practice (PPL), and the researcher found some problem about students speaking.

B. Subject Of The Research

The subject of this research was eight grade students VIII-5 of SMPN 1 Batang Kuis in the academic year of 2017/2018 that consisted of 36 students.

C. The Research Design

The research was conducted by using classroom action research. Classroom action research (CAR) is an observation of an activity that appeared consciously in a class. Burns (2010:2) says that action research relate to the ideas of "reflective practice" and "the teacher as research". Actions research involves taking a self – reflective and critical explore teaching contexts. It deals to the aim of the improvement is considered either by scoring the quality of students work or by observing attitude of the class. Furthermore, it is a research carried out in the classroom by the teacher of the

course, mainly with the purpose of solving a problem or improving the teaching/learning process.

There are two cycle in this class action research. A cycle process adapted from model by Kemmis and Mc. Taggart which each cycle consists of four main activities: planning, action, observer, and reflection.

1. **Cycle I**

   a. Planning

   Planning was the first step of arrangement in conducting action research. In planning the writer prepared everything needed in teaching and learning process. The following points were the specification of the planning in the first cycle: .b. Action

   b. Action

   Action was the process of doing things. In action, the speaking implemented all points that planned in planning. In this step, all of the things planed were done in the class. The students were taught to speaking descriptive text through project based learning teaching method.

   c. Observation

   The observation was done in classroom while teaching learning process run. The research observed the situation occurred during the teaching and learning process. Form the observation sheet and town map media, the writer saw a able to.

d. Reflection

Reflection was the last phase of the cycle. Reflection was the feedback process from the action that had been done. It was very necessary to help the writer to make decision what to do or to revise. The research took the feedback from the teaching and learning process that had been done. The research reflected on everything that the research did and made evaluation or even conclusion. Dealing with the purpose the research to increase students motivation and achievement in speaking descriptive text, the research reflected on everything that done and made conclusion. After reflection, the writer made a decision that he needed to continue that research into cycle II.

Figure 3.1: cyclical process of action research (Arikunto, 2010:37)

	Planning	
Reflecting	**CYCLE I**	Acting
	Observing	
	Planning	
Reflecting	**CYCLE II**	Acting
	Observing	
	?	
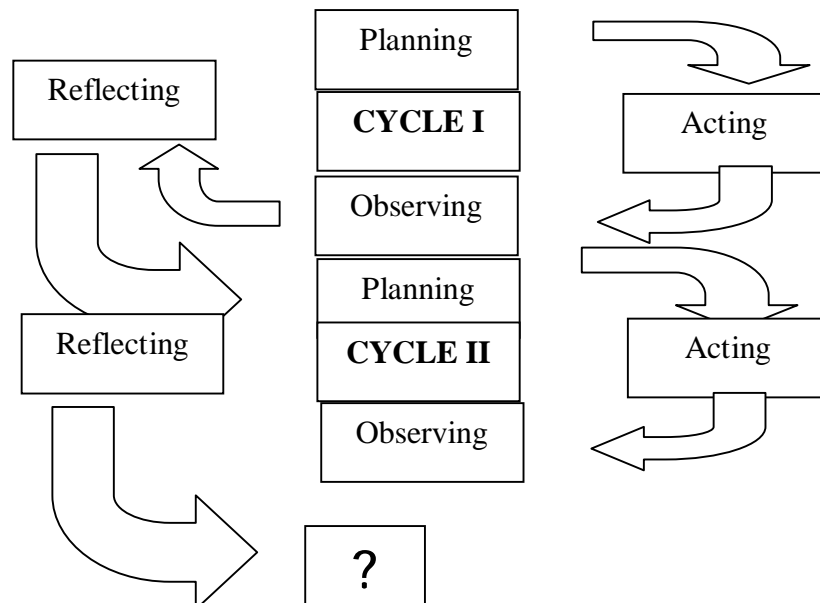
This research was consists of pre cycle, cycle I and cycle II. Before conducted the cycle I, the researcher did the preliminary research (pre cycle) to measure the students' ability in speaking a descriptive text before they were given treatment and found the problems of the students in speaking a descriptive text.

The detail teacher description is explained as follows:
Table 3.1 cycle I

Pre Test and Cycle I	Teacher	Students
Planning	The teacher prepare lesson plan and material that needed. The teacher asked to the students about definition of descriptive text to identify the problem. After, that the teacher plans the solution. The solution should be appreciate to the problems.	1. The students give more attention for teacher. 2. The students listened what the topic 3. The students ask the teacher what they do not know
Acting	1. The teacher did what have designed in planning, in this stage was RPP. The teacher was accompanied with the collaborator who help the	1. The students ask the teacher about today's learning material. 2. The students listened what the topic

	teacher to collect the data. The collaborator in this research was English. Teacher in SMPN 1 Batang Kuis at Eight grades. 2. The teacher give the pre-test to the students 3. The teacher explain about project based learning method. 4. The teacher taught about definition, language feature, generic structure and kinds of descriptive text. And also the teacher give the example of descriptive text by using project based learning method. 5. The teacher give the post-test to the students.	3. The student listened carefully the explanation. 4. The students answered what they look from the picture. 5. The students do the pre-test
Observing	Observing is the activity to monitor the effect of the implementation. The focus of the observation will be on the data related to the criteria of success that have been decided. To get information, the teacher used	1. In this step, the teacher answered the test and interview sheet from the teacher.

	observation, interview sheet, and test.	
Reflecting	Reflecting was done in the end of planning, acting, and observing. It is for analyzing everything in implementation, such as the score and obstacle that happened. It was very necessary to help the researcher to make decision what to do or to revise.	Teacher : 1. The teacher hope that students learn well by using PBL method. 2. The teacher should be even more diligent in addressing students who are not active in learning Student : 1. The student become more understanding in learning because using the method 2. The students become more enthusiastic about learning because using of this method.

2. Cycle II

If the revision is needed in cycle I, it was revised and continued in cycle II.

D. Instrument of Collecting Data

The researcher used four instruments, they were observation sheet, test, interview sheet, camera recorder.

1. Observation sheet

Observation sheet was used to observer all activities that was happened during the teaching learning process. The activities was included teacher and students activities.

2. Test

Test is sequence of practice which was used measure skills, intelligence, ability and attitude own by individual or group. The instrument of test is speaking test. Test was taken by using a picture of daily activity.

3. Interview sheet

Interview is a questioning and answering activity which was done by researcher by asking to the English teacher and the students to collect the data about the students and teaching learning process.

The interview in this study was conducted with teacher and students at SMPN 1 Batang Kuis. The first interview was done with English teacher to know about specific information of English teaching activities such as problem, the method, and strategy in learning process. The second

interview was done with the students. The researcher was asked their interest in English, their problem in English and their mask in English.

4. Camera

Camera was functioned to take all of activities in teaching learning process.

E. Technique of Collecting Data

There are some procedures in collecting data:

1. Pre-test

Pre-test was given before the treatment. The function of the pre-test to know the mean scores of students before giving a treatment. The test is speaking test.

2. Treatment

The treatment was given to the students through project based learning using town map media in teaching speaking. The treatment was given in cycle I and cycle 2.

3. Post-test

After the treatment, test will be given to the students. The research was given an essay picture test to find out their speaking opinion. The lowest score is 75. It is according to the standart English score (KKM) in tenth grade at the school.

F. Technique of Analyzing Data

Qualitative and quantitative data was used in this study. The qualitative data will be used to describe the situation during the teaching-learning process, and the quantitative and was used to analyze the students' score.

The qualitative data was analyzed from the observation sheet, interview sheet, and documentation to describe the implementation of the students' speaking achievement project based learning.

Assessing Speaking Assessing speaking is not something easy to do because there are some factors that may influence the teacher's impression on giving score. Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. The score of speaking may be different from one teacher to others. For example in assigning a score ranging from 1 to 5 is not something simple to do because the line of distinction between levels are quite difficult to pinpoint. To overcome that problem, the teacher needs to assign several scores for each response, and each score representing one of several traits like pronunciation, grammar, vocabulary use, fluency, and comprehensibility (Brown, 2004:140).

There are two main methods in assessing oral speech. They are holistic and analytical scoring. The analytical scoring is done by breaking down the objective of the final product into criteria parts, and each part is

scored independently (Tuan, 2012:1). It specifies at least two characteristics to be assessed at each performance level and provides a separate score for each characteristic. The procedure of this method involves the separation of the various features of a discourse (Park, 2004 in Tuan, 2012:1). It is used to see 25 strengths or weaknesses and detailed feedback about students' performances.

However, the holistic method uses a single global numerical rating to assess the student's performance (Iwashita and Grove, 2003:26). The procedure of this method is used to see a quick snapshot of achievement when a single dimension is adequate to define quality. Each of method has their own advantages and disadvantages. The holistic dimension method is more practical, quick scoring, provides an overview of student achievement; and efficient for large group scoring. The disadvantage of this method is it does not provided detailed information, it does not diagnostic, and it may be difficult for scorers to decide on one overall score. The major disadvantage of the analytical scoring is it takes a lot of time to rate speaking performance since the teacher is required to make more than one decision for every speaking performance but this method provides more useful diagnostic information about the students' speaking abilities.

The categories of speaking assessment according to Brown (200 : 172-173) are :

Table 3.2 : The Speaking Assessment Rubric

No	Criteria	Rating Scores	Description
1.	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, thought one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2.	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word order errors that do

			not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order. So, severe as to make speech virtually unintelligible.
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes use inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misues of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually

			impossible.
4.	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5.	Comprehension	5	Appears to understand everything without difficult.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower that normal speed without repetition.

| | | 2 | Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. |
| | | 1 | Cannot be said to understand even simple conversation. |

CHAPTER IV
THE DATA AND DATA ANALYSIS

A. The Data

1. The Result of Pre-test

The data were collected from the pre-test which was conducted on the 13th February 2018 to measure students' speaking achievement at first, and it was done before implementing Clasroom Action Research. At pre-test, the students speaking skill is not good. It could be seen from the table list here in test speaking evaluation.

Table 4.1
The Students' Speaking Score of Pre-test

Students' Initial	Pron	Grammar	Vocab	Fluency	Compre	Score
ARS	3	3	4	3	3	64
AH	1	2	1	1	2	28
ARW	1	1	1	1	1	20
AWN	2	2	3	1	2	40
AS	2	2	3	1	2	40
AA	3	3	4	3	3	64
AR	2	2	3	2	2	44
BS	2	2	2	2	3	44
DS	3	3	3	3	3	60
DD	3	3	3	2	3	56
DD	3	3	2	2	3	52
DDS	3	3	4	3	3	64
DS	3	3	3	3	3	60
DIH	2	3	3	2	3	52

3	3	3		2	3	56
DK	3	3	2	2	3	52
DF	2	3	3	2	3	52
FS	3	3	2	2	3	52
FE	3	2	3	2	2	48
MA	2	2	3	1	2	40
MA	3	3	3	2	3	56
MF	2	3	3	2	3	52
MRH	3	3	2	2	3	52
NAW	3	3	3	2	3	56
NZ	3	2	3	2	3	52
NIR	3	3	3	2	3	56
PA	2	2	3	2	2	44
PR	2	2	3	2	3	48
RA	3	3	3	3	3	60
RFS	3	3	2	3	3	56
RP	2	2	3	2	2	44
RL	3	2	3	2	2	48
SSBN	1	1	2	1	2	28
SL	3	3	2	2	3	52
VR	3	3	3	3	3	60
YDTP	3	3	4	3	4	68
Total						1820

Based on the data above, the writer highlited the students who passed KKM (75), and to get the result of pre-test, firstly, the researcher calculated the mean score by employing the formula :

$$x = \frac{\sum x}{n}$$
$$= \frac{1820}{36}$$
$$= 50,56$$

Next, to know the percentage that passed the target score of minimal mastery level criterion-Kriteria Ketuntasan Minimal (KKM) the researcher used the following formula :

$$P = \frac{F}{N} \ x \ 100\%$$

$$= \ \frac{0}{36} \ x \ 100 \ \%$$

$$= \ 0 \ \%$$

Based on the result of pre-test, the data showed that the mean score of pre-test was 50,56 . There were no students who got the score passed the minimal mastery level criterion (KKM).

After analyzing the result of pre-test, it could be concluded that the most of the students at VIII-5 clas of SMP N 1 Batang Kuis had difficulty in speaking ability. So, it needs to find out the solution to overcome this problem. Here, the reseacher use Project Based Learning method in every cycle of Classroom Action Research to overcome the problem and to develop students' speaking achievement.

B. The Implementation of the Action

1. Cycle 1

a. Planning

In this phase the writer and the teacher arranged the lesson plan that included competition standard and selected the appropriate material. The lesson plan was focused in giving interpersonal response, and there are two lesson plans in cycle one, the topics are "favorite place". These topics discussed about description of a place.

b. Acting

Acting phase is the implementation of the planning phase that has been planned by the teacher and the researcher as well. Here, the writer acted as the teacher who did the action by teaching students at eight grade of SMPN 1 Batang Kuis used Project Based Learning method. The acting in the firt cycle was done on February 17th and 20th 2018. In teaching the lesson, the research used three phase methods; a method that contains about three phases, those are: Pre-test, treatment, and post-test. In this acting, the writer tried to integrate students to participate in the classroom activities. In detail, the writer presented in the following action :

Frist meeting

Describing a place

Day/date: Saturday, February 17th 2018

   i. Pre teaching activity

       The writer opens the class by saying greeting and asking students' condition. Besides, she also asked students readiness to learn.

   ii. While teaching activity

       In the while teaching activity, the writer introduced Project Based Learning method in teaching English by using the topic that has been determined, then the writer gave a picture which that showed a place, after the researcher asked the students to practice the picture in pair,

then researcher give lists new vocabularies for students, after that researcher explained the descriptive text.

To ensure students understanding of the materials, the researcher trained students by giving a town map, in town map the researcher only give a situation and what the students was, such as :

1) The researcher give the picture, the researcher give information about the picture

2) One of the students come in front of the class to describe the picture

3) The other students give comment, suggestion, or critic to their friend explanation about the picture.

After the students got a town map the researcher asked the students to make a group, then researcher gave a time for students to discuss together what they researcher say, and next the researcher let them all try out the Project Based Learning privately, before calling on one or two group to act out in front of the class.

iii. Post teaching activity

Before closing the class, firstly the researcher asked the students difficulties during the teaching and learning process. If it might there someone questions concerning with the materials, the researcher will a bit explain and give the answer. Some advices were given to students to motivate them to always practice their

English. While to close the class, the teacher closed in by saying greeting or salam.

Second meeting

Describing a place

Day/date: Tuesday February 20th 2018

i. Pre teaching activity

The writer opens the class by saying greeting and asking students' condition. Besides, she also asked students readiness to learn.

ii. While teaching activity

In this meeting the researcher explained the describing place and giving service firstly, then researcher used scripted Project Based Learning in teaching learning activity,

iii. Post teaching activity

The researcher asked students difficulties of the material during the learning process. She also gave feedback concerning with the students' work. The last, she closed the class by saying salam.

c. Observing

In observing phase the teacher as an observer observed students' respone, participation, achievement and everything which

were found during the teaching and learning process, researcher also observed the teacher's activity. In order to make this phase real and concrete the observer also takes observation note in order to know how far the technique influence students' speaking achievement in classroom. Based on the observation note that has been taken, some of the students did not pay attention to the instruction and the students look like confused in doing a project based learning activity. The classroom condition was still uncontrolled yet, there were still someone trouble makes who disturbed the other students while the learning process was processing. The observer then suggested the teacher to clarify the instruction, and give more explanation and example in Project based Learning activity, if the teacher still cannot control students, the observer suggested her to give punishment.

d. Reflecting

In this phase the researcher and the teacher discussed the strengths and the weakness of the actions and the first post-test. Based on data that have been collected and analyzed by the teacher and the research, it was found that students' grammar and pronunciation are still low in speaking, because they are clearly need to practice orally not only in the form researcher, the students also still confused to speak English before they researcher want they want to say, so the teacher should give more attention

and exercise to the students in order to make them braver and more confident to speak English, the teacher also needed to improve her class and time management in teaching.

From the result of first post-test, it showed that only sevent students (19,44%) who had passed the target score of the minimal mastery level criterion (KKM). So, the teacher and the researcher still needed at least twenty nine students (80,55%) who could pass the KKM since the target of action success was 75% students passed the minimal mastery level criterion (KKM).

Since both observation and the test result indicated that the action in first cycle did not achieve the action success yet, so the teacher and the researcher had to move on the next cycle.

2. Cycle 2

a. Planning

The cycle 2 was carried out to solve the problems that had been found in cycle 1, wich were students still low in speaking achievement, especially to speak spontaneously. The material still related to descriptive text and the topics is "favorite place".

b. Acting

The action of the cycle 2 was done on February 24th and 27th 2018. The action was done based on the lesson plan. In cycle two, the researcher would teach students by using the same method. Here, the researcher

wished to have more development of students speaking score than in previous section.

Here are the actions :

First meeting

Expressing like and dislike

Day / Date : Saturday, February 24th 2018

    i. Pre teaching activity

The researcher started the class by saying salam, asked students' condition, and asked students favorite food and favorite drink, and a small discussion was needed to give students opportunities to share their experience.

    ii. While teaching activity

Relate to the theme that was made, the researcher gave the material to students about descriptive text such us:

After the researcher gave a new vocabulary to the students, and then the researcher asked the students to repeat the dialogue after the researcher read it for them. Next the researcher invite two students to perform the dialogue in front of the class. It has aim to give the example of dialogue that could be used for the next activity. However, the writer did not write the dialogues on the whiteboard in order that the students did not copy the dialogues.

To ensure the students understanding of the material, the writer asked them to use their imagination and their ability to

create the dialogue to describe the picture that they were seen on their own way, then they had to act out it in front of the class.

   iii. Post teaching activity

Before closing the class, firstly the writer asked students difficulties during the teaching and learning process. If were some questions concerning with the materials, the researcher would give a bit explanation and the answer. Then the researcher called the students' name to ensure that they attended the class. After finishing it, the researcher closed the class by saying salam.

<u>Second meeting</u>

Descriptive Text

Day / Date : Saturday, February 27th 2018

i. Pre teaching activity

The researcher started the class by saying salam, asked students' condition, and asked students favorite food and favorite drink, and a small discussion was needed to give students opportunities to share their experience.

ii.   While teaching activity

Relate to the theme that was made, the researcher gave the material to students about descriptive text such us:

After the researcher gave a new vocabulary to the students, and then the researcher asked the students to repeat the dialogue after the researcher read it for them. Next the researcher invite two students to perform the dialogue in front of the class. It has aim to give the example of dialogue that could be used for the next activity. However, the writer did not write the dialogues on the whiteboard in order that the students did not copy the dialogues.

To ensure the students understanding of the material, the writer asked them to use their imagination and their ability to create the dialogue to describe the picture that they were seen on their own way, then they had to act out it in front of the class.

iii.   Post teaching activity

Before closing the class, firstly the writer asked students difficulties during the teaching and learning process. If were some questions concerning with the materials, the researcher would give a bit explanation and the answer. Then the researcher called the students' name to ensure that they attended the class. After finishing it, the researcher closed the class by saying salam.

C. The Result of Post-Implementation of the Action

1. The Result of Post-test I (Cycle I)

To know the result of students' speaking of first post-test we can see from the table here:

Table 4.2
Students' 2ⁿᵈ Post-test Score (Cycle 1)

Students' Initial	Pron	Grammar	Vocab	Fluency	Compre	Score
ARS	4	3	4	4	4	76
AH	2	2	3	2	2	44
ARW	2	2	3	2	2	44
AWN	3	3	4	3	4	68
AS	3	3	3	2	3	56
AA	4	3	4	4	4	76
AR	2	3	2	2	3	48
BS	3	3	4	3	4	68
DS	4	3	4	4	4	76
DD	3	3	3	3	4	64
DD	3	2	3	2	3	52
DDS	4	3	4	4	4	76
DS	4	3	4	3	4	72
DIH	2	2	3	2	3	48
DA	3	3	3	3	3	60
DK	3	3	4	3	4	68
DF	3	2	2	2	3	48
FS	3	3	3	3	4	64
FE	3	3	3	3	3	60
MA	3	2	3	2	4	56
MA	3	3	3	2	3	56
MF	4	3	3	3	4	68
MRH	3	3	4	3	3	64
NAW	3	4	3	3	4	68
NZ	3	3	3	3	3	60
NIR	4	3	4	3	3	68
PA	3	3	4	3	3	64
PR	3	3	3	2	3	56
RA	3	4	4	3	4	72

RFS	4	3	4	3	4	72
RP	2	3	3	3	3	56
RL	3	4	3	3	4	68
SSBN	2	3	3	2	4	56
SL	3	3	4	3	3	64
VR	4	4	4	3	4	76
YDTP	4	4	4	3	4	76
	Total					2268

From the table above, the researcher could calculates the mean of students' score, the percentage of the students who pass the minimal mastery level criterion (KKM), and the improvement of students' score in speaking from the pre-test to the first post-test.

The mean score derived from the following formula :

$$x = \frac{\sum x}{n}$$
$$= \frac{2268}{36}$$
$$= 63$$

Then, to know the percentage that passed minimal mastery criterion kriteria Ketuntasan Minimal (KKM) the researcher used the formula :

$$P = \frac{F}{N} \; x \; 100\%$$

$$= \frac{7}{36} * 100\ \%$$

$$= 19,4\ \%$$

3. The Result of Post test II (Cycle II)

Table 4.3
Students' 2nd Post-test Score (Cycle 2)

Students' Initial	Pron	Grammar	Vocab	Fluency	Compre	Score
ARS	4	4	4	5	5	88
AH	3	3	3	4	3	64
ARW	3	3	3	3	3	60
AWN	4	4	4	4	4	80
AS	3	3	4	4	4	72
AA	4	4	4	5	5	88
AR	3	3	3	4	4	68
BS	3	4	4	4	4	76
DS	4	4	4	5	4	84
DD	3	4	4	4	4	76
DD	3	4	3	4	4	72
DDS	3	4	4	5	5	84
DS	4	4	4	4	5	84
DIH	3	3	4	3	4	68
DA	3	4	4	3	4	72
DK	4	4	4	4	4	80
DF	3	3	4	3	4	68
FS	3	4	4	4	4	76
FE	3	4	4	4	4	76
MA	3	3	4	4	4	72
MA	3	4	4	3	4	72
MF	4	3	4	4	4	76
MRH	4	4	3	4	4	76
NAW	3	4	4	4	5	80
NZ	3	3	4	4	4	72
NIR	3	4	4	4	4	76
PA	3	4	3	4	4	72
PR	3	4	4	3	4	72
RA	4	4	4	4	5	84
RFS	4	4	5	4	4	84
RP	3	4	4	3	4	72
RL	3	4	4	4	4	76
SSBN	3	4	3	4	4	72
SL	3	4	4	4	4	76

VR	4	4	4	5	4	84
YDTP	4	4	5	5	4	88
Total						2740

From the table above, the researcher could calculates the mean of students' score, the percentage of the students who pass the minimal mastery level criterion (KKM), and the improvement of students' score in speaking from the pre-test to the second post-test.

The mean score derived from the following formula :

$$x = \frac{\sum x}{n}$$
$$= \frac{2740}{36}$$
$$= 76,11$$

Then, to know the percentage that passed minimal mastery criterion kriteria Ketuntasan Minimal (KKM) the researcher used the formula :

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{21}{36} \times 100\% \quad = 58,33\%$$

D. The Quantitative Data

The quantitative data were taken from result were carried out in the first meeting (pre-test) before cycle I and in the end of each cycle. The improvement of students' achievement in speaking through Project Based

Learning method can be seen from the mean of students' speaking test cycle I and test cycle II.

E. The Qualitative Data

The qualitative data were taken from observation sheet and Interview sheet.

1. Observation Sheet

The observation sheet showed that in the first cycle they were in low desire, but after they were told back the purpose of research, they paid more desire, so in the second cycle, they were very active and serious. Even though some students still found it hard to share their opinion in English but at last they could master it.

F. Data Analysis

F.1 Analysis of The Observation Sheet

F.1.1 Observation Sheet From The Student

In observing phase the researcher as an observer observed the students' response, participation, achievement and everything which were found during the teaching and learning process. Based on the observation note that has been taken, some of students did not competent in solving the questions given and showing enthusiastic or interest of the learning

activities. The researcher suggested the students more active and listen to the explanation of the teacher in teaching learning process.

Of the 36 students there are some students whose learning interests are still small, their desire to learn is still lacking. There are some students who want to share experiences or share strategies in solving a problem from statements that have been given by teachers to their students they are very enthusiastic in doing and solving tasks that have been given by the teacher. They are very happy if given the task and they are very competent in completing their tasks, not a few students who are lazy in completing the task of the teacher, there are also some students who are lazy and very lazy if the command to write or do the task. There are also many students who are able to demonstrate their desire to learn it shows that the teaching and learning process has a special interest for students who really have the desire to really study.

Students are very calm and conducive to learning, they can condition themselves while studying and serious in learning, not a few are also students who do not pay attention to the teacher while in teaching process take place they cannot bring himself when serious in learning. They are students who should be in the attention that should be in the discourse so that students do not get bored in lazy again while studying. Students listen and pay attention to the teacher while the teacher is explaining the material below or the material to be taught.

When in the division of tasks to students always start after the teacher explains the material while in the learning process, students are able to complete whatever tasks have been given by the teacher. They are very diligent when given the training almost all students want to do the exercises given by the teacher every time the teacher explained the student's material is always in the assignment of the use point so that students are accustomed and trained in solving or solving problems. Sometimes also just before the learning takes place the teacher always asks the students about the previous material learning materials that have been studied. This is done in order to warn the mindset of students about the previous material.

Sometimes teachers also give the same question to different students, this is done so that students pay attention when the process of learning takes place, when students are thrown the same question students are able to answer questions from the teacher it's useful why students should pay attention to teachers and friends while in process question and answer. And here the teacher teaches students to respect each other. Then the students ask back to the teacher about more understanding of the material already taught by the teacher. Students are asked to make a conclusion and the teacher adds the conclusion and then the teacher gives reinforcement about the descriptive text.

F.1.2 Observation Sheet From The Teacher

The teacher opens the lesson by greeting and then the students answers the teacher's greetings, the teacher checks the student's attendance with the student's accent. Then the teacher review the lesson of the previous meeting and ask questions to his or her students after having understood the lesson that the teacher has to continue with the new learning materials for different purposes. The teacher gives the material today about descriptive text. Before going into the subject matter the teacher asks the students whether they know what descriptive text is, there are some students who know what is descriptive there are also students who are silent because they do not know, some students answer descriptive text is describe the image or object and there are also students who say descriptive text is a picture or say someone or form

Student answers are close to true. After the students have understood a bit about descriptive text then the teacher explains the meaning of descriptive text, its purpose, generic structure, language feature, and characteristic of the descriptive text. after these points in explain the teacher asked the students if they already understand about the descriptive text, it turns out students understand they understand because previously this has been studied

The teacher displays the image, then the teacher asks the students whether the students know what picture is in front of the whiteboard. Apparently almost all students know that it is a picture of a mosque,

highway. Then the teacher asked again to the students about where the mosque is located and the teacher also asked the students whether the students had visited that place?.

After the student understands with the picture the teacher gives the text sheet to the students, the teacher asks the students to answer the questions in the paper, the student's job is to answer 5 questions already given, with the picture already the teacher put in front of the board is very helpful once for students to answer the questions.

Teaching and learning objectives in accordance with the implementation plan of learning, materials that are given to students in accordance with the existing material in the prepare lesson plan. Teachers teach materials that are taught by using the media, teachers are able to explore the material that is taught to students so that students understand. When process learn to teach students in conducive circumstances. During the learning process takes place the teacher gives students the opportunity to ask questions, then the teacher answers the students' questions with the language they are able to understand. In this case the teacher is not monotonous and boring while teaching in the classroom. During the learning process the teacher gives positive reinforcement to the students he teaches.

Teachers are patient in responding to questions from students, teachers make students active in learning because teachers teach by using the media images so that students are happy and eager in learning, while in

process learning of teachers using good language and teachers always show friendly attitude to students**.**

F.2 The Analysis of Interview Sheet

F.2.1 Interview Sheet The Students

Students are interviewed about their problems in learning English, there are some students who find difficulties and fear in learning English is the main factor is the lack of student behavior, not confident, and timid to speak English. Sometimes students also find speech difficulty speaking.

student participation in learning, sometimes students calm during the lesson there are also some students who cannot be conducive while studying it because they are bored and do not want to learn. The condition is the teacher who does not pay attention to the desire of the students and the teacher just focus with the material just not concerned with the students who make more students reach in the class.

What makes students often bored when learning English is because teachers always give the task for students and ordered students to always write, and there are also some teachers who while teaching does not use the media, there are also teachers who, when talking is always monotonous, what the teacher say uninteresting, the teacher only focuses on the material-that's it, the less study time makes the students so lazy to learn, the teacher often uses full English so that students are difficult to

understand it, the method used by the teacher is not conventional so students feel bored when learning English.

The first interview was done before the first cycle. In the first session, they were interviewed about their problems in speaking, Based on the students' answer, the students' participation in learning English before the researcher use the strategy is not good and they have problem in grammar, vocabulary and also tenses.

After do the PBL method while teaching, the researcher was observed that the students' participation in learning English is good. The students have more confident and more active to speak in the class. It concluded that the PBL Method was a good method in teaching speaking and it could be an effective way to help the students' achievement in speaking and could motivate the English teacher to use it.

From the explanation above, it could be drawn the general conclusion from the pre interview and observation the students and class after the interview that the PBL Method gave positive response to the students.

F.2.1 Interview Sheet The Teacher

From the results of the interview the teacher said that the English learning process in the class sometimes runs well sometimes does not depend on the condition and condition of the students. if the English lessons in the morning fresh and eager students to learn, if the teacher does

not use English students completely to participate in learning and process learn and teach even fairly easy and fun.

Activities conducted on speech learning are students instructed by the teacher to read the text of the conversation in the source book of the student manual, the teacher asks the students to read the conversation with a colleague's friend and then continue with the other students until the conversation in the book runs out. In addition, teachers correct reading or greeting students, whether the words spoken by students there are wrong, some are not clear, or even true.

Skill is considered the most difficult students is to speak, because less vocabulary students make students less for English, and the lack of students to practice in English makes them difficult and also afraid to speak.

Constraints in teaching speaking is difficult for students to speak exactly with what is spoken by the teacher and not all students are able to follow the same words that as spoken by the teacher. This happens because they never practice to train their mouth and tongue to speak so the pronunciation that the students say becomes complicated. Until now this is the biggest obstacle student.

Participation of students in speaking teaching is happy students during speaking lessons. Just because speaking is difficult pronunciation students become lazy to speak students are also lazy to practice-practice for fear of wrong again in the pronunciation that students say.

This research, five meetings conducted and one of them was for pre-test. The writer gave speaking test in the end of each cycle. In orientation test, the students got low scores. But from the beginning of first cycle until the end of second cycle of this research, students' speaking achievement improved.

F.3 Speaking Test

Students' speaking was scored by calculating five components scales: pronunciation, grammar, Vocabulary, fluency, and comprehension. The students' achievement increased from the orientation test to test cycle I and to test cycle II.

The improvement of the students' achievement in speaking through Project Based Learning method can also see from the mean of the students' score in every cycle test. The mean of students' score in the first meeting was the lowest of all meetings (50,56). It was the test which was done before the treatment of Project Based Learning given. The mean of the test cycle I was increased from 50,56 to 63, 00. And in the test cycle II the mean of students' score increased from 63,00 to 75,11. It meant that the students' achievement in speaking improved.

The student achievement in those three test had variation. In the orientation test, the lowest score was 20 and highest one was 68. In the test

of cycle I, the lowest score was 44 and the highest one was 77. In test cycle II, the lowest score was 60 and the highest one was 88. The comparison of students' achievement can be seen in table below.

After analyzing all the data, it was conclude that the students' achievement in speaking had improved for each student from the pre- test to test cycle II through Project Based Learning method. It was described as follows.

There were 27, 77 % of the students who got improvement scores about 15-21 point. The score improvement was not too high. Twenty one students had achieved up to 75 in cycle II, they were competent in dialog about destination to Lake Toba. But the other students were not active in the class. They were serious during the teaching-learning process and they not ask the teacher if there was something unclear.

There were 52,77 % of the students who got improvement score about 22-28. The step of Project Based Learning method helped them in descriptive about Lake Toba. It provided effective way for them, they were not kept silent in the class. They were serious during the teaching-learning process and learnt from the mistakes. Half of them has satisfying score up to 75 and the rest only could pass the standard score. It was caused by not paying attention when the teacher gave explanation about how to make conversation about Lake Toba and Project Based learning method.

There were 8,33 % of the students who got improvement score about 29-35, there were 8,33 % of the students who got improvement score about 36-42 and there were 2, 77 % of the students who got improvement score about 43-49. They were active during the teaching-learning process. Almost all of them got standard score in cycle II, they always pay attention when the teacher gave explanation. They were active, serious, and enthusiastic from the first meeting until the last meeting. Twenty one students got up 75 in cycle II, it did not mean that they were not serious. Their score kept improving in every speaking test.

Based on the analysis, it could be conclude that all the students got improvement on their score. They were high improvement and also low improvement.

G. The Research Finding and Discussion

The finding showed that the application of Project Based Learning method was potential to improve the students' speaking achievement. It was proved by the data, which showed that the mean of the students in second cycle (76, 11) was higher than in the first cycle (63, 00) and also in the descriptive text.

Diary notes, interview and observation sheet supported that the method was able to improve students' achievement in speaking. It was

shown by students' comment and attitude toward speaking. They were active and excited express their idea in learning process.

The teacher motivated student to give the best, asked the student to give question if they did not understand about the topic given. The teacher moved from one student and to another student to make sure that all students participate in the field. The teacher admonished the student who could not control their voice directly.

In the first cycle, did not move from one student to another student so the student could no ask helping when they needed. Students also were not given time to ask anything that they saw in field. As a result, many students did not have chance to express their idea.

As a reflection, in the next cycle the teacher must improve her ability in teaching speaking through Project Based Learning method and the students must be active in group active in discussing the topic given. Most of the students had improve their score from the first cycle to second cycle. More over the students who got improvement score, it means that they were active in teaching and learning process. They admitted that they could share their opinion.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

1. Observation

Based on the observation note that has been taken, some of students did not competent in solving the questions given and showing enthusiastic or interest of the learning activities.

During the learning process takes place the teacher gives students the opportunity to ask questions, then the teacher answers the students' questions with the language they are able to understand

2. Interview

From the conclusion pre interview and observation the students and class after the interview that the PBL Method gave positive response to the students. The writer gave speaking test in the end of each cycle, in orientation test, the students got low scores. Students' speaking was scored by calculating five components scales: pronunciation, grammar, Vocabulary, fluency, and comprehension. The students' achievement increased from the orientation test to test cycle I and to test cycle II.

3. Speaking test

After analyzing the data, was found that the students' achievement in speaking increased from the descriptive test until second test. It is shown from the improvement of the mean of the students score namely the mean of the descriptive test (50, 06), the mean of the cycle I test of the first cycle (60,03) and the mean of the cycle II test (72,74). It can be stated that the score continuously improved from the descriptive test until the cycle II test. Therefore, it can be concluded that Project Based Learning method can improve students' achievement in speaking.

B. Suggestions

The result of the study shows that the use of Project Based Learning method improves the students' achievement in speaking. These following suggestion are offered;

1) To English teacher, it is better to use Project based learning method in teaching speaking because it can improve the students' achievement.

2) To the students, it is suggested to use relevant topic to conduct your friend research by using Project Based Learning method.

3) For all readers, may this research will bring you into good understanding how to improve students' achievement in speaking through Project Based learning method,

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Appendix

Documentation

1. First Meeting

Picture 1 : The Students give Greeting to Teacher

Picture 2 : The teacher give Pre-test for students

Picture 3 : The students do the pre-test

2. Second Meeting

Picture 4 : The teacher explain the material

Picture 5 : The students writer the material

Picture 6: The students question to the teacher

3. The third meeting

Picture 7 : The teacher say "What do you know in this picture"

Picture 8 : All of student know about the picture

Picture 9 : The students answering the sheet paper of cycle 1

4. The Fourth Meeting

Picture 10 : The teacher say "What do you know in this picture"

Picture 11 : All of the students know about this picture

5. The Fifth Meeting

Picture 12 : The teacher give instructions for student

Picture 13: The students making a conversation with friends

Picture 14: The students write the conversation

The Interview Sheet for The Students' Problem

1. What is the problem that the students have in learning English?

2. Why the students feel afraid to speak English while teaching and learning process?

3. Why the students feel bored when they learn English?

4. how the students' participation in teaching learning process?

5. what is the students' difficulties in speaking English?

The Result Interview Sheet of The Students' Problem

1. The students had difficulties to express idea orally, The students still had difficulties in pronunciation

2. Most the students were shy and less confident to speak

3. Because the teaching and learning process did not use media

4. The students did not fully participate in the activities, because most students were silent and passive

5. The students had difficulties with grammar and the students lacked vocabulary mastery

APPENDIX II

LESSON PLAN

(C YCLE I)

Location   : SMPN 1 BATANG KUIS

Subject   : Bahasa Inggris

Class / Semester   : VIII / 1

Topic   : Descriptive Text

Aspec / Skill   : Speaking

Time and Location   : 2 X 40 Minutes

A. Core Competence

KI 1:   Appreciate and live the religious teachings that it embraces.

KI 2:   Respect and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident behavior, in interacting effectively with the social and natural environment within the reach of interaction and existence.

KI 3: Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.

KI 4: Cultivate, decorate, and reason in a concrete realm (using, parsing, stringing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

B. Basic Competence

3.10. Apply text structure and linguistic elements to carry out the social function of descriptive text by declaring and inquiring about the description of persons, animals, and objects, short and simple, in the context of their use.

4.11. Capturing meaning in oral and written descriptive text, short and simple.

4.12. Prepare descriptive oral and written text, short and simple, about people, animals, and things, taking into account the correct and contextual function of the social, textual, and linguistic elements.

C. Indicator

After learn the material, the students must be able to :

1. Students understanding and comprehend in using PROJECT BASED LEARNING Method.

2. Students are able to indentify the meaning of simple Descriptive Text about people, places of interest, and famous historical buildings, in the context for their use.

3. Students are able to analyze generic structure, language feature contain in descriptive text.

4. Students identification of the pictures

D. Learning Objectives

1. Students understand the appilication of PROJECT BASED LEARNING Method

2. Students can read Descriptive text

3. Students can identify the meaning of a text

4. Students can analyzed generic structure, language feature on a text.

5. Students can find identification of the pictures

E. Lesson Material

- Descriptive Text

- Social Function : To communicate states and events that happen routinely or as general truths, in order to appreciate the nature, to show our pride in something, or to give good and bad samples.

DESCRIPTIVE TEXT

Ø The Definition of Descriptive Text :

Descriptive text is a text which presents information about something specifically.

Ø The Purpose of Descriptive Text :

To describe a particular person or thing, or place specifically.

Ø The Generic Structure of Descriptive Text :

1. Identification : Introduce particular person or thing, or place

2. Descripsition : Describing physical appearance, quality, behavior, etc.

Ø Language Feature of Descriptive Text :

1. Using simple present tense

2. Using Adjective

3. The use of has/have

Ø The Characteristic of Descriptive Text :

1. Using simple present tense

2. Using attribute verb (for example : is, am, are)

3. Just focus on one object that being described

4. Using connecting word (then, next, finnaly)

5. Using process material

Ø The Diffrents Between Descriptive and Repot Text

The Diffrent	Descriptive Text	Repot Text
The object	Talk about one specific thing	Talk about general thing
The resourses	Based on the objective fact of the thing	Based on the careful observation
The example (title)	My beautiful cat (describe the cat's writer)	The cat (describe cat in general)

Ø The tips how to write a good descriptive text :

1. Make the reader imagine the situation, for make the reader can imagine the situation your have to add adjective.

2. Gove additional information. The information should interesting (For example : the weather, the special thing from what you'll describe)

3. Make an interaction with the reader, example you add question word (for example : see . . . ? , how about that . . . ?).

F. Learning Method

Direct Method

G. Media Of Learning

- Tool : Laptop, Proyektor, White Board, Marker

- Media : Town Map Media

- Source : Buku Bahasa Inggris Kelas VIII *When English Rings a Bell.*

H. Teaching Learning Steps

1. Introduction

    a. Greeting and pray together

    b. Ask the condition of all students and give the motivation

    c. Check theattendances

    d. Teacher delivers the material to be learned

    e. Teacher delivers the objectives of the study

I. Learning Activities

2. Observing

- Students copy with neat handwriting some descriptive text about people, animals, and objects, very short and simple from various sources, using spelling and punctuation correctly.

- Students read and listen to the texts to understand the content of their messages.

- With the teacher guidance, students identify their social functions, text structures (including major ideas and detailed information), and the linguistic elements of each text.

3. Questioning

- With the guidance and direction of the teacher, students ask and question about the social function, text structure, and linguistic elements of each text.

4. Exploring

- Teacher gives materi for students about descriptive text.
- The teacher asks students to read descriptive text by using PBL Method.
- The teacher asks students to determine the generic structure and find new vocabulary.

5. Associating

- Teacher asks the students to answer the questions given

6. Communicating

- Students and teacher are together discussion the answer.

7. Closing

- The teacher give the conclusion of the descriptive text
- The teacher given materi for the next meet

J. Assesment Criteria of Learning

3.10. Level of achievement of social function of descriptive text about people, animals, objects, short and simple.

3.10. Level of completeness and demands in mentioning and asking about the description of people, animals, objects in derivative text.

4.11. Correctness of language elements: grammar, vocabulary, speech, word pressure, intonation, spelling, punctuation, handwriting tidiness.

4.12. The attitude of responsibility, cooperation, love of peace, and self-confidence that accompany the act of mentioning and asking about the description of people, animals, objects, in descriptive text.

K. System of Assesment

- Performance (Practice)

- Observation

- Self-assessment

- Test written

- Portfolio

Medan,   January 2018

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Score of the Students in test Cycle 1

No	Initial Name	Pro	Gram	Vocab	Fluen	Compre	Total score
1	AR	18	13	16	15	16	78
2	AH	9	10	9	8	7	43
3	ARW	9	9	9	7	9	43
4	AWN	14	13	15	13	14	69
5	AS	13	11	14	9	12	59
6	AA	18	13	16	16	16	79
7	AR	8	9	11	9	13	50
8	BA	14	15	14	11	14	68
9	DS	18	15	16	14	15	78
10	DD	13	13	11	11	14	62
11	DA	10	11	11	10	10	52
12	DDS	16	15	16	14	16	77
13	DS	16	14	14	15	16	75
14	DIH	10	10	9	9	9	47
15	DA	11	10	13	12	14	60
16	DK	13	14	14	14	15	70
17	DF	9	10	10	9	9	47
18	FS	14	13	12	13	14	66
19	FE	13	12	12	11	13	61
20	MA	10	11	12	10	14	57
21	MA	11	10	11	10	13	55
22	MF	13	13	14	13	14	67
23	MRH	12	13	14	11	14	64
24	NAW	14	13	14	13	15	69
25	NZ	10	13	11	12	14	60
26	NIR	14	13	13	13	15	68
27	PA	13	13	11	11	14	62
28	PR	11	12	13	10	13	59
29	RA	16	15	13	14	15	73
30	RFS	15	14	14	13	15	71
31	RP	11	10	10	11	13	55
32	RL	14	13	14	13	13	67
33	SBN	12	10	12	10	13	57
34	SL	13	11	13	12	15	64
35	VR	16	14	15	14	16	75
36	YDP	16	15	15	16	17	79
TOTAL							**2286**
MEAN							**63.50**

Score of the students in test cycle II

No	Students Initial	Pro	Gram	Vocab	Fluen	Compre	Total score
1	AR	18	16	17	18	18	87
2	AH	13	14	12	13	13	65
3	ARW	12	13	13	12	10	60
4	AWN	16	15	17	14	16	78
5	AS	14	13	16	13	15	71
6	AA	18	17	17	19	17	88
7	AR	13	13	15	13	15	69
8	BA	15	17	16	13	16	77
9	DS	18	16	18	17	18	87
10	DD	16	15	14	14	16	75
11	DA	14	14	13	13	16	70
12	DDS	17	17	18	16	17	85
13	DS	17	16	18	15	17	83
14	DIH	14	13	12	13	16	68
15	DA	15	13	14	14	17	73
16	DK	16	17	16	14	16	79
17	DF	14	13	13	13	15	68
18	FS	16	13	16	15	16	76
19	FE	15	16	14	13	16	74
20	MA	13	15	15	13	15	71
21	MA	12	15	13	14	16	70
22	MF	15	15	16	13	17	76
23	MRH	15	16	14	14	16	75
24	NAW	16	14	17	15	16	78
25	NZ	15	16	13	13	16	73
26	NIR	16	15	16	14	16	77
27	PA	14	16	16	13	16	75
28	PR	14	14	16	12	15	71
29	RA	17	15	17	15	17	81
30	RFS	17	16	17	14	16	80
31	RP	14	13	15	13	15	70
32	RL	15	15	16	13	17	76
33	SBN	13	15	15	13	15	71
34	SL	15	15	16	14	15	75
35	VR	17	16	18	15	17	83
36	YDP	18	17	16	18	19	88
TOTAL							**2723**
MEAN							**75.64**

Diary Note

1st Meeting 13 February 2018

The students were impressed when they were introduced with the researcher who will be the teacher of the students. They asked about the researcher identity. The researcher shared about her purpose so the research. After that the students are asked to express about the topic their favorite place. The researcher was given essay test as pre-test and the students were asked to answer the test.

2nd and 3rd Meeting 17 and 20 February 2018

The students feel happy at the first meeting. In the second meeting the researcher teach about descriptive text by using Project Based Learning Method. The researcher was done the all procedure of Project Based Learning Method when teaching descriptive text. The students pay attention to the explanation that the teacher give.

The researcher was divided the class into 6 groups. The researcher was given a picture to each group. Students work in group to describe the picture that they get. And then the students were asked to practice the conversation in front of the class. (Cycle 1)

4th and 5th Meeting 24 February 2018

Because of the students did not get score up to 70, the researcher teach the students again with the Project Based Learning Method in the class based on the procedure. And then give the test (Cycle 2) same with the previous meeting.

APPENDIX II

TEST ITEM

Activity 1:

Observe the picture, and then answer the question!

1. What will you see in the picture?

2. What is the function of the place?

3. Where is the located of the place?

4. Please describe the picture completely!

5. Mention the generic structure of the text!

Activity 2:

Work in pairs, take turn to describe the picture, make it into the conversation.

The Interview Sheet From Teacher Problem

1. What is the learning process of English in the classroom?

2. What activities are carried out in the process of teaching speaking?

3. What skills are considered the most difficult students in English lesson?

4. What are the obstacles in teaching speaking?

5. How is student participation when speaking teaching takes place?