



**PROJECT BASED LEARNING PROCESS IN SPEAKING TO  
ACHIEVE 21<sup>ST</sup> CENTURY SKILLS FOR COLLEGE  
STUDENTS**

**THESIS**

Presented as a Partial Requirement for a Master Degree  
in English Education Graduate Program

By:

**DEVI RUFIANA**

**A2B014109**

ENGLISH EDUCATION GRADUATE PROGRAM  
DEPARTMENT OF LANGUAGES AND ARTS  
FACULTY OF TEACHERS TRAINING AND EDUCATION  
UNIVERSITAS BENGKULU  
**2017**

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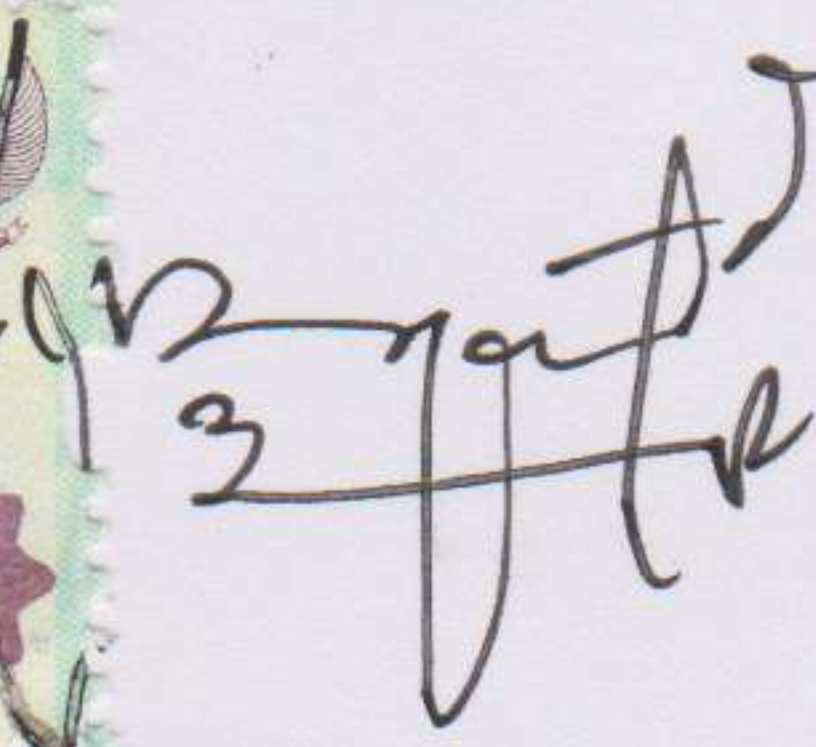
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*I dedicate this thesis to  
my dearest daddy and my little brother*





Rufiana, Devi. 2017. Project Based Learning Process in Speaking to Achieve 21<sup>st</sup> Century Skills for College Students. Thesis of English Education Postgraduate Program of Universitas Bengkulu. Supervisors: (I) Dr. Alamsyah Harahap, Dip.TESL., M.Lib, (II) Dr. Arono, M.Pd.

### **ABSTRACT**

The aims of the application of Project Based Learning are to find out the stage of Project Based Learning that gives prominent contribution to the students' speaking ability and to examine the students' responses toward the process of the project. Further, the process of Project Based Learning aimed should represent the students' speaking ability regarding to the 21<sup>st</sup> century skills. A project brief given to students is listed and example of output work of students through a semester are presented for the students of Biology Department at Universitas Bengkulu (UNIB). The design of the study is descriptive research with the presented findings are based on the analysis of both qualitative and quantitative data. The process of PBL applied in this study is represented by conducting 6 stages of PBL. The following six stages are starting with the essential question, designing a plan for the project, creating a schedule, monitoring the students and the progress of the project, presenting and assessing the outcome and the last evaluate the experience. Among the 6 stages, the fifth stage, presenting the project gave the most contribution for students' speaking ability with percentage of 93.10 % of the students. The students' responses toward the project are generally positive. In applying this model, it recommends to control and watch the process of the project by monitoring more in every stage and manages the allocation time.

Key Words: Project Based Learning Process, Speaking Ability

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## **ABSTRAK**

Tujuan dari penerapan Pembelajaran Proyek Berbasis adalah untuk mengetahui fase dari Project Based Learning yang memberikan kontribusi paling besar terhadap kemampuan berbicara siswa dan membahas respons mereka terhadap proses Project Based Learning. Lebih lanjut, proses Project Based Learning yang diharapkan mampu mewakili kemampuan berbicara siswa yang dibutuhkan pada keterampilan abad ke-21. Proyek yang diberikan kepada siswa terlampir dan contoh hasil karya siswa selama satu semester dipresentasikan oleh mahasiswa Prodi Biologi FMIPA di Universitas Bengkulu (UNIB). Rancangan penelitian ini adalah penelitian deskriptif dengan hasil yang disajikan berdasarkan analisis data kualitatif dan kuantitatif. Proses PBL dalam penelitian ini dilakukan dengan 6 tahap. Enam tahap dimulai dengan pertanyaan penting tentang apa itu PBL, merancang rencana untuk proyek ini, membuat jadwal, memantau siswa dan kemajuan proyek, mempresentasikan dan menilai hasilnya, dan yang terakhir mengevaluasi pengalaman tersebut. Diantara 6 tahap, tahap kelima, presentasi proyek memberikan kontribusi paling besar dengan presentase 93.10% untuk kemampuan berbicara. Respons siswa terhadap proses Project Based Learning secara umum adalah positif. Dalam penerapan model ini, diharapkan untuk memperhatikan setiap tahap dan alokasi waktu dari proses Project Based Learning.

Kata Kunci: Proses Pembelajaran Berbasis Proyek, Kemampuan Berbicara

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Bengkulu, Juli 2017

The Researcher

## TABLE OF CONTENT

	<b>Page</b>
<b>ABSTRACT</b> .....	<b>i</b>
<b>ABSTRAK</b> .....	<b>ii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>iii</b>
<b>TABLE OF CONTENT</b> .....	<b>v</b>
<b>LIST OF TABLES</b> .....	<b>v</b>
<b>LIST OF FIGURES</b> .....	<b>vi</b>
<b>LIST APPENDICES</b> .....	<b>vii</b>
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background.....	1
1.2 Limitation of the Research .....	6
1.3 Research Questions .....	6
1.4 Research Objectives.....	6
1.5 Significance of the Research .....	7
1.6 Definition of Key Terms .....	7
<b>CHAPTER II LITERATURE REVIEW</b>	
2.1 The Principle of The Research.....	9
2.2 Project Based Learning Theory.....	10
2.1.1 The Advantages of Project Based Learning.....	14
2.1.2 The Procedures of Project Based Learning .....	16
2.2 Project Based Learning for 21 <sup>st</sup> Century Skills .....	20
2.3 Project Based Learning for Speaking.....	23
2.4 Review of Related Study.....	26
<b>CHAPTER III METHODOLOGY</b>	
3.1 Research Design .....	30
3.2 Research Setting .....	31
3.3 Technique of Collecting the Data .....	31

3.4 Research Procedures .....	34
3.5 Technique of Analyzing the Data .....	36

**CHAPTER IV RESULT AND DISCUSSION**

4.1 Results of the Study .....	42
4.1.1 Description of the Stages of Project Based Learning.....	42
4.1.2 Result of Research Question 1 .....	46
4.1.3 Result of Research Question 2 .....	57
4.2 Discussion .....	67
4.2.1 Stages on Project Based Learning .....	67
4.2.2 The most prominent stage in giving contribution to speaking .	67
4.2.3 The Students' Responses toward The Project.....	70

**CHAPTER V CONCLUSION AND SUGGESTION**

5.1 Conclusion .....	76
5.2 Suggestion .....	77

<b>REFERENCES .....</b>	<b>78</b>
-------------------------	-----------

<b>APPENDICES.....</b>	<b>82</b>
------------------------	-----------

## LIST OF TABLES

<b>Tables</b>	<b>Page</b>
Table 1 Project Timeline .....	34
Table 2 Speaking Presentation Rubric.....	38
Table 3 Scoring Scale of Speaking Presentation Rubric.....	39
Table 4 Evaluation Criteria of the Questionnaire.....	40
Table 5 Students' responses to the item 1 .....	47
Table 6 Students' responses to the item 2.....	48
Table 7 Students' responses to the item 3.....	48
Table 8 Students' responses to the item 4.....	49
Table 9 Students' responses to the item 5.....	50
Table 10 Students' speaking level based on the presentation .....	55
Table 11 Students' responses of Stage 1 .....	58
Table 12 Students' responses of Stage 2 .....	59
Table 13 Students' responses of Stage 3 .....	59
Table 14 Students' responses of Stage 4 .....	60
Table 15 Students' responses of Stage 5 .....	61
Table 16 Students' responses of Stage 6 .....	61

## LIST OF FIGURES

<b>Figures</b>	<b>Page</b>
Figure 1 Triangulated Data for RQ 1 .....	39
Figure 2 Triangulated Data for RQ 2 .....	41
Figure 3 Summary of the results for RQ 1 .....	56
Figure 4 Summary of the results for RQ 2 .....	66
Figure 5 Mean Score RQ2 .....	70



## LIST OF APPENDICES

	<b>Page</b>
Appendix 1 Reliability Analysis .....	83
Appendix 2 Mean Scores and Standard Deviation.....	85
Appendix 3 Instrumentations .....	86
Appendix 4 Interview and Presentations Transcript .....	87

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents an introduction of a research that consists of seventh sections. They are background, identification of problem, limitation of the problem, research questions, and the objective of the research, significance of the research, and operational definition.

### **1.1 Background**

In this early part of the 21<sup>st</sup> century, the range of technologies available to use in language learning and teaching has become very diverse and are being used in classrooms all over the world. The ways how English is taught and learnt are now undergoing some adjustments in order to keep up with the advancement of information and communication technology. Technologies such as overhead projectors, interactive whiteboards, laptop computers and wireless internet have opened up the classroom to the outside world.

In Indonesia, Minister of Education and Culture Republic of Indonesia, through its substantial policy stipulated in Indonesian Qualification Framework (Kementerian Pendidikan Nasional Republik Indonesia, 2012), appears to issue the use of technology into teachers' teaching practices. The government has turned to technology as a cost-effective way to expand learning and ensure more people – not just school – are able to access education (Oxford Business Group, 2017). The government has made improving basic education a priority, and indicated

that it sees technology as a way to provide teachers with the means to teach innovative lessons.

21<sup>st</sup> century era has significant implications for higher education since the students need to master 21<sup>st</sup> century skills to be success in the future. 21<sup>st</sup> century skills identifies as achieving 21<sup>st</sup> century learning through digital age literacy, inventive thinking, effective communication, and high productivity (the North Central Regional Educational Laboratory, 2003). Much success of it lies in being able to communicate, share, and use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to command and expand the power of technology to create new knowledge. In addition, the skills include shared decision-making, information sharing, collaboration, innovation, and speed that are essential in today's enterprises.

The skills above, knowledge and expertise are one pack of 21<sup>st</sup> century skills that students must master to succeed in college and work life. It means that college needs to apply the 21<sup>st</sup> century skill as one of the main expectations regarding to the future goal. In this case, the English teaching and learning is hoped to help the students to able to compete among others in real life or work place as a graduate student.

Since 21<sup>st</sup> century skill is very close to technology, an effective student of the 21<sup>st</sup> century must be able to exhibit a range of functional and critical thinking skills related to information, media and technology (p21, 2015). As a good starting point, the technology such as LCD, Wi-Fi,

computer or laptop is available in almost all colleges in Indonesia, especially Universitas Bengkulu. In this case, technology supports the teaching and learning process in order to have effective students of the 21<sup>st</sup> century skills.

Universitas Bengkulu offers English course as an obligatory subject for all of non-English students called MKU English (General English Course). It is an English course taught commonly in the beginning of the year, the first or second semester. The students come from non-English department such as Economics, Agriculture, Law, Social and Politic Science, Medicines, Math and Natural Science, as well as Teachers Training and Education.

The material given in MKU English is more focused on reading skill which is believed to be appropriate for the students in accordance with their major. Thus, others skills, for example, speaking is less to be taught. Meanwhile, through MKU English, the students are expected to be able to communicate English well after the course. It means that rather than the others skills of English, speaking is the crucial one since having a good speaking performance represent having fluent in English.

To respond to these complex demands, the model that is match to adapt 21<sup>st</sup> century skill and speaking ability is Project Based Learning. It is introduced as a model which is proven to be an essential ingredient in school redesign which refers to students designing, planning, and carrying out an extended project that produces a publicly exhibited output such as a product, publication, or presentation (Patton and Robin, 2012). Project-

Based Learning (PBL) is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century (Bell, 2010). The process and the outcome are very close to the 21<sup>st</sup> century skill.

Instead of writing book reports, students in a literature project might produce audio reviews of books, post them on a blog, and invite responses from a partner class in another city or country. Projects give students a real-world context for learning, creating a strong "need to know" (Boss, 2011). Projects offer students freedom to choose and suggest the material, personalizing the learning experience by open-ended design. This means students need to consider and evaluate multiple solutions and, perhaps, defend their choices. All these activities engage higher-order thinking skill. A project should give students opportunities to build such 21<sup>st</sup> century skills as collaboration, communication, critical thinking, and the use of technology, which will serve them well in the workplace and life (Larner and Mergendoller, 2010).

The assumptions above had been proven by many experts and researchers who conducted Project Based Learning as the model of teaching and learning process. Both Behtash, Khoshsima, & Sarlak (2013), Yunanto (2015), Kamisah., Mukhaiyar., Desmawati, & Radjab (2013) and Anuyahong (2015), and Puspa (2016) are conducting PBL in achieving speaking ability of the students with 3 phases; designing, creating, and presenting the project.

On the process of Project Based Learning, unlike the previous studies, the research is willing to apply the stages of PBL suggested by Edutopia (2007) since Project Based Learning, as with all lessons, requires much preparation and planning. The following six stages are starting with the essential question, designing a plan for the project, creating a schedule, monitoring the students and the progress of the project, assessing the outcome and the last evaluate the experience.

In conducting the strategy, firstly, the researcher would investigate the role of Project Based Learning in the process of teaching and learning English which gave the most prominent contribution to the students' speaking ability among the six stages. Secondly, this study analyzed further to the students' responses toward the stages of Project Based Learning. The result was going to be presented descriptively in both quantitative and qualitative data.

## **1.2 Limitation of The Problem**

In this research, the researcher focused in finding out how the process of Project Based Learning plays its role toward students' speaking ability. In addition, the researcher also specified on analyzing the students perceive value of Project Based Learning applied in the class. Other condition other than that those aspects would not be observed. Students' improvement of score after the model implemented was only as an additional discussion. Moreover, the results of this study might not be

over-generalized. The results might only be applicable to the subjects on the similar qualifications (age, study level, technology skill).

### **1.3 Research Question**

Based on the background above, in this research the researcher investigated the following questions:

1. What stage on the process of Project Based Learning played prominent contribution toward the students' speaking ability?
2. How were the students' responses toward the process of Project Based Learning?

### **1.4 Research Objective**

Based on the research questions, specifically the objectives of this research can be stated as follow:

1. To find out which stage on the process of Project Based Learning plays prominent contribution toward the project?
2. To investigate how the students' responses toward the process of Project Based Learning.

### **1.5 Significance of Research**

The research findings are expected to be useful both theoretically and practically. Theoretically, it is hoped to be useful as the input of information about students centered project integrated with technology

and the methodology of teaching English, as well as an additional reference for the next researcher who wants to conduct a similar research.

And practically for English instructors / lecturers, the result of this research can be used as an optional model of teaching and learning speaking. And for the students, hopefully this learning model can help them to enrich their learning experiences.

### **1.6 Definition of Key Terms**

To avoid ambiguity or misinterpretation of the research, the key terms are defined as follow:

1. Project Based Learning in this research has defined as the model of teaching and learning speaking while conducting the 6 stages suggested in Project Based Learning which is focusing on the process of the stages run.
2. Students' speaking ability in this research has defined as the students' ability to speak by implementing the 6 stages of Project Based Learning where the outcome will be looked further on the last stage called presentation of project given.
3. Prominent contribution in speaking assumes as which stage of Project Based Learning that supports a lot toward the development of the students' speaking performance.
4. The students' responses mean the students' attitude toward the implemented method; Project Based Learning. The responses are in positive or negative depended on the result.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains about the review of related theories. The review of related theories includes the Theory of Project Based Learning, The Advantage of Project Based Learning, The Procedure of Project Based Learning, Project Based Learning for 21<sup>st</sup> Century Skills, Project Based Learning for Speaking, and Previous Studies.

#### **2.1 The Principle of the Research**

The principle of the research means how the concept of the study in implementing the model to the teaching and learning English is. The main objective of this study is to investigate and develop method, procedure, and technology which are applicable to the teaching and learning English, in this case speaking class from the viewpoint of teaching method.

The teaching method applied in this study is Project Based Learning. Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge by following the stages/procedures (Bie.org, 2016). Thus, in this research the students follow the procedures of the teaching method, implement the procedures, then in the end there is a product that should be presented into public.

The role of the teacher/researcher is to investigate the procedures of the teaching, observe the implementation of the procedures, and examine the product made by the students. After conducting the procedures, then the researcher gathers the result of data from the instruments of the study to answer the research questions. The data is presented quantitatively and qualitatively.

## **2.2 Project Based Learning in Theory**

Project Based Learning's time has come. The experience of thousands of teachers across all grade levels and subject areas, backed by research, confirms that Project Based Learning (PBL) is an effective and enjoyable way to learn and develop deeper learning competencies required for success in college, career, and civic life. Project-based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes (Stripling, 2009).

Effective project-based learning has the following characteristics; Leads students to investigate important ideas and questions, it is framed around an inquiry process, it is differentiated according to student needs and interests, it is driven by student independent production and presentation rather than teacher delivery of information, it requires the use of creative thinking, critical thinking, and information skills to investigate, draw conclusions about, and

create content, it connects to real world and authentic problems and issues (Striping, 2009).

With those characteristics in mind, teachers can plan learning experiences that result in in-depth understanding of important ideas in the content. Because students are driving the learning, they can draw upon their strengths and create projects that incorporate their own interests, native language, cultural background, abilities and preference for using different types of media.

English Language Learners, in particular, thrive in a project-based learning environment because projects give them the opportunity to learn with others through peer-to-peer exchange, to develop their academic vocabularies through conversation, to use their own strengths and cultural backgrounds, and to accelerate their language acquisition at the same time that they are learning about topics of interest (Stripling, 2009). Project-based learning requires the production of authentic (oral and written) language from ELLs.

To capture the uniqueness of Project-Based Learning and to provide a way of screening out non-examples from this review, the following set of criteria are offered. These criteria do not constitute a definition of PBL, but rather are designed to answer the question, "what must a project have in order to be considered an instance of PBL?"

The five criteria are centrality, driving question, constructive investigations, autonomy, and realism (Thomas, 2000).

- a. *PBL projects are central, not peripheral to the curriculum.* This criterion has two corollaries. First, according to this defined feature, projects are the curriculum. In PBL, the project is the central teaching strategy; students encounter and learn the central concepts of the discipline via the project. There are instances where project work follows traditional instruction in such a way that the project serves to provide illustrations, examples, additional practice, or practical applications for material taught initially by other means. However, these "application" projects are not considered to be instances of PBL, according to this criterion. Second, the centrality criterion means that projects in which students learn things that are outside the curriculum ("enrichment" projects) are also not examples of PBL, no matter how appealing or engaging.
- b. *PBL projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline.* This criterion is a subtle one. The definition of the project (for students) must "be crafted in order to make a connection between activities and the underlying conceptual knowledge that one might hope to foster." PBL projects may be built around thematic units or the intersection of topics from two or more disciplines, but that is not sufficient to define a project. The questions that students pursue, as well as the activities, products, and performances that occupy their time, must be

"orchestrated in the service of an important intellectual purpose" (Blumenfeld et al., 1991 cited in Thomas, 2000).

- c. *Projects involve students in a constructive investigation.* An investigation is a goaldirected process that involves inquiry, knowledge building, and resolution. Investigations may be design, decision-making, problem-finding, problem-solving, discovery, or model-building processes. But, in order to be considered as a PBL project, the central activities of the project must involve the transformation and construction of knowledge (by definition: new understandings, new skills) on the part of students (Bereiter & Scardamalia, 1999 cited in Thomas, 2000). If the central activities of the project represent no difficulty to the student or can be carried out with the application of already-learned information or skills, the project is an exercise, not a PBL project. This criterion means that straightforward service projects such as planting a garden or cleaning a stream bed are projects, but may not be PBL projects.
- d. *Projects are student-driven to some significant degree.* PBL projects are not, in the main, teacher-led, scripted, or packaged. Laboratory exercises and instructional booklets are not examples of PBL, even if they are problem-focused and central to the curriculum. PBL projects do not end up at a predetermined outcome or take predetermined paths. PBL projects incorporate a good deal more student autonomy, choice, unsupervised work time, and responsibility than traditional instruction and traditional projects.

e. *Projects are realistic, not school-like.* Projects embody characteristics that give them a feeling of authenticity to students. These characteristics can include the topic, the tasks, the roles that students play, the context within which the work of the project is carried out, the collaborators who work with students on the project, the products that are produced, the audience for the project's products, or the criteria by which the products or performances are judged. PBL incorporates real-life challenges where the focus is on authentic (not simulated) problems or questions and where solutions have the potential to be implemented.

From the definitions above, it can be determined that PBL is a teaching and learning approach that allows learners to study and practice independently under the observation of teachers by creating plans, designing the process, and evaluating the project. Learners are offered opportunities to study on the topics that interest them. They use the language skills and other skills naturally. PBL also promotes the learners' personal abilities in real-world situations. Learners learn through hands-on experience. After the project is finished, they should be able to present the work and apply their knowledge in real world.

### **2.2.1 The Advantages of Project Based Learning**

Many educators across around the world interested in this teaching method because it is a combination of timeless reasons and

recent developments (Bie.org, 2016). Here are some advantages of Project Based Learning (PBL):

- a. PBL makes school more engaging for students. Today's students, more than ever, often find school to be boring and meaningless. In PBL, students are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.
- b. PBL improves learning. After completing a project, students understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations.
- c. PBL builds success skills for college, career, and life. In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.
- d. PBL helps address standards. The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.

- e. PBL provides opportunities for students to use technology. Students are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, teachers and students can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.
- f. PBL makes teaching more enjoyable and rewarding. Projects allow teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students.
- g. PBL connects students and schools with communities and the real world. Projects provide students with empowering opportunities to make a difference, by solving real problems and addressing real issues. Students learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents and community members can be involved in projects.

### **2.2.2 The Procedures of Project Based Learning**

Project-based learning, as with all lessons, requires much preparation and planning. It begins with an idea and an essential question. When designing the project and the essential question that will launch the activities, it is important to remember that many content



standards will be addressed. With these standards in mind, devise a plan that will integrate as many subjects as possible into the project.

Here are steps that are recommended by Edutopia (2007) for implementing PBL, which are detailed below:

### **1. Start with the Essential Question**

The question that will launch a PBL lesson must be one that will engage the students. It is greater than the task at hand. It is open ended. It will pose a problem or a situation they can tackle, knowing that there is no *one* answer or solution.

Take a real-world topic and begin an in-depth investigation. Base the question on an authentic situation or topic. Select a question about an issue students will believe that, by answering, they are having an impact on. Make it relevant for them. The question should be a "now" question -- a question that has meaning in students' lives.

### **2. Design a Plan for the Project**

When designing the project, it is essential in mind which content standards will be addressed. Involve the students in planning; they will feel ownership of the project when they are actively involved in decision making. Select activities that support the question and utilize the curriculum, thus fueling the process. Integrate as many subjects as possible into the project. Know what materials and resources will be accessible to the students to assist them. Be prepared to delve deeper into new topics and new issues that arise

as the students become increasingly involved in the active pursuit of answers.

### **3. Create a Schedule**

Design a timeline for project components. Realize that changes to the schedule will happen. Be flexible, but help the students realize that a time will come when they need to finalize their thoughts, findings, and evaluations. Consider these issues when creating a schedule: time allotment will be given to the project, whether this project be conducted during the entire school day or during dedicated blocks of time, how many days the project will be devoted.

Enable success by practicing the following tactics: Help students who may not perceive time limits, set benchmarks, give students direction for managing their time, teach them how to schedule their tasks, remind them of the timeline, help them set deadlines, keep the essential question simple and age appropriate, and initiate projects that will let all students meet with success.

Also, allow students to go in new directions, but guide them when they appear to digress from the project. When a group seems to be going in a different direction, ask the students to explain the reasoning behind their actions. They may have an insight to a solution you haven't seen. Help the children stay on course, but don't accidentally set limitations.

### **4. Monitor the Students and the Progress of the Project**

To maintain control without preventing students from taking responsibility for their work, follow these steps: Facilitate the process and the love of learning, teach the students how to work collaboratively, designate fluid roles for group members, have students choose their primary roles, but assume responsibility and interactivity for all group roles, remind them that every part of the process belongs to each individual and needs each student's total involvement, provide resources and guidance, and assess the process

#### **5. Assess the Outcome**

Assessment meets many needs. It provides diagnostic feedback, helps educators set standards, allows one to evaluate progress and relate that progress to others, gives students feedback on how well they understand the information and on what they need to improve, and helps the teacher design instruction to teach more effectively.

Whenever possible, give the students the opportunity to conduct self-assessment. When a student's assessment and the teacher's assessment don't agree, schedule a student-teacher conference to let the student explain in more detail his or her understanding of the content and justify the outcome.

#### **6. Evaluate the Experience**

Little time for reflection is available in the busy schedule of the school day, yet reflection is a key component of learning. The expectation is high to the students to synthesize new knowledge if

they are not given time to reflect on what they have discovered. Designate a time for reflection of the daily activities. Allow for individual reflection, such as journaling, as well as group reflection and discussion. (For example, validate what students have learned and make suggestions for improvements.)

To enable effective self-evaluation, follow these steps: Take time to reflect, individually and as a group, share feelings and experiences, discuss what worked well, discuss what needs change, and share ideas that will lead to new questions and new projects.

This procedure has been implemented by some researchers who conduct PBL, Abubakar (2015), Behtash, Khoshsima, & Sarlak (2013), Yunanto (2015), Anuyahong (2015). The gap is the stages of Project based Learning. This study conducted *monitoring the students' progress* stage. While, the previous studies only applied 3 stages; designing the project, creating and presenting. The previous studies are explained more on the next part on literature review.

### **2.3 Project Based Learning for 21<sup>st</sup> Century Skills**

Access to technology is an important first step in the digital conversion of school systems; however, for the conversion to be successful, it is critical to move the focus beyond the technology itself, to how technology enables teaching and learning (McKnight et al, 2015). ICT technology goes beyond the traditional boundaries of 'educated'

communities to laymen, English, to some extent, has also been parts of broader English users' communities.

The *Harvard Business Review* defines the set of 21st century skills as the ability to “compete on analytics.” In general, these skills incorporate the principal proficiencies of communication, collaboration, and critical thinking. Teaching that facilitates these skills aims to prepare pupils to solve real-life problems by mastering content while constructing, integrating, and gauging information from a range of subjects and sources with an understanding of and veneration for diverse cultures (Talat & Chaundhry, 2014). Achieving education's goals in our times is shaped by the increasingly powerful technologies we have for communicating, collaborating, and learning (Trilling & Fadel, 2009).

Collaboration and communication are synonymously depicted as “ways of working” under the ATC21S framework. Collaboration is seen as a key outcome of teaching strategies and methodologies, and refers to the ability to coordinate with one's peers in constructing viable solutions to a problem (Roshchelle & Teasley, 1995). Specifically, collaboration is the process of “joint problem-solving” (Dillenbourg, 1999). However, effective interpretation and collaboration require one to be able to communicate information and ideas clearly. Effective communication also lays the groundwork for professional success and can entail using verbal and nonverbal means (Trilling & Fadel, 2009).

To be a productive contributor to society in our 21<sup>st</sup> century, students need to be able to quickly learn the core content of a field of

knowledge while also mastering a broad portfolio of essential learning, innovation, technology, and career skills needed for work and life (Trilling & Fadel, 2009). The literature highlights the importance of 21<sup>st</sup> century skills in nurturing creativity and competitiveness among students; how these skills are imparted is equally significant (Talat & Chaundrhy, 2014). Their constructs can be gauged by integrating several measures, such as designing complex tasks, setting open-ended problems, making student thinking and reasoning visible, and adopting innovative approaches that employ new technology and models (Lai & Viering, 2012).

In 21<sup>st</sup> century, students use computers in very advanced ways, but students need guidance to use technology safely and effectively. Technology as a means, not an end, enables students to experiment with different technologies for all aspects of Project Based Learning (Bell, 2010). An authentic use of technology is highly engaging to students, because it taps into their fluency with computers. Students participate in research using the Internet. During this phase of Project Based Learning, students learn how to navigate the Internet judiciously, as well as to discriminate between reliable and unreliable sources. It is important to set parameters to ensure that students can explore safely.

Students can use a multitude of applications, including Web 2.0, for their projects. Students may use a wiki to share knowledge or blog with other students to troubleshoot during the process segment of their projects. In the presentation phase, students may use various technologies to display their learning. Their audience may receive a

podcast, a video, a photo story, a comic, and so forth. These uses of technology provide instruction to the student by demonstrating innovative usage of various applications. These applications also help students realize appropriate ways to use technology. When students share their work or challenges, a brainstorming session often helps them build on each other's ideas for future possibilities. This exercise promotes serious creativity and out-of-the-box thinking (Bell, 2010).

The Project Based Learning approach values student choice and aligns 21<sup>st</sup> century skills with learning-by-doing (Bell, 2010). Project Based Learning (PBL) provides opportunities for students to learn deep content knowledge and 21<sup>st</sup> century skills. While PBL practices vary depending on grade level and subject area, projects should allow for some degree of student voice and choice, and should be carefully planned, managed, and assessed to connect rigorous academic content to 21<sup>st</sup> Century Skills (such as collaboration, communication & critical thinking) through student development of high-quality, authentic products and presentations (Ravitz, Hixson, English, Mergendoller, 2012).

Project Based Learning provides students the opportunity to learn by conducting in-depth inquiry and applying critical thinking skills in order to solve the problem at hand (Talat & Chaundhry, 2014). Project Based Learning practices vary by grade and allow students to exercise choice. The approach also connects curricula to 21<sup>st</sup> century skills (communication, collaboration, and critical thinking) (Ravitz, Hixson, English, & Mergendoller, 2012).

## **2.4 Project Based Learning for Speaking**

Speaking is the way for students to express their emotion, communicate needs, interact to other person in any situation and influence the others. There are some of meanings of speaking that is explained by Nunan in Kayi (2006). First, speaking is produce the English speech sounds and sounds patterns. Second, use words and sentence stress, intonation patterns and the rhythm of second language. Third, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. Fourth, organize their thoughts in a meaningful and logical sequence. Fifth, use language as a means of expressing values and judgments. Sixth, use the language quickly and confidently with few unnatural pauses, which are called fluency.

For those reasons, in teaching speaking it is necessary to have clear understanding involved in speech In order that they can carry out the successful speaking, they have to fulfill some characteristic of successful speaking activity (Mora, 2010), such as:

Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

Participant is even. Classroom discussion is not dominated by a monitory of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.



Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

The use of Project Based Learning technique improves uses in teaching speaking process (Kamisah, 2013). Typically, the project is very interesting to be implement to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in their project. However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom.

The study of Humairoh (2014) Project-Based Learning has been encouraged the students' interest of learning, so that they can achieve a good presentation in speaking. There are some factors that influence speaking through Project Based Learning technique such as the improvement activation of the students background knowledge, the real life topic given, given peer response to other friends project and group work. This project makes students became critical thinking.

The implementation of Project Based Learning (PBL) in improving the students' speaking ability is also suggested by Abubakar (2015). In his study the students' speaking improved through the participation, performance and project in Project Based Learning (PBL). Students' participation in the project assigned by the teacher has helped them to be more active in asserting their ideas. Through performance, the students are enabled to be actively involved in presenting and giving feedback which are acquired from small and big group discussion. Through the

project, the students could interact with their friends in small group before the students spoke in a big group to enhance their speaking ability.

Further, Project Based Learning technique can improve the students' speaking skill and influences some factors of the students' speaking skill in terms of accent, grammar, vocabulary, fluency, and comprehension and their confidence as well (Kamisah, 2013). It can be implied that project based learning technique is very useful for speaking.

## **2.5 Review of Related Study**

A lot of researches regarding to Project Based Learning have been done. These similar previous studies showed the similar result in supporting teaching and learning process by using Project Based Learning. One of them is Behtash, Khoshsima, & Sarlak (2013) from Chabahar Maritime University in their journal entitled "The Effect of Project Work on the Speaking Ability of Iranian EFL beginner Students", the present research endeavored to illustrate the effect of PW on students' speaking skill. The participants were selected from a mixed-class students enrolled a general English course in Islamic Azad University of Chabahar (IAUC). The outcomes demonstrated that while the control group and the experimental group were homogeneous before the treatment, their speaking performances were significantly different after implementing PW. Therefore, the researcher concluded that PW influences total speaking ability of elementary adult EFL students.

Another research comes from Kamisah., Mukhaiyar., Desmawati, & Radjab (2013) with entitled "*Improving Students' Speaking Skill Through Project Based Learning Technique At Class III-B Of Third Semester Students*". The result showed that the use of Project Based Learning technique improves uses in teaching speaking process. Typically, the project is very interesting to be implement to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in their project. However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom. There are some factors that influence speaking through Project Based Learning technique such as the improvement activation of the students background knowledge, the real life topic given, given peer response to other friends project and group work. This project made students became critical thinking.

Such effectiveness of Project Based Learning model also was also conducted by Yunanto (2015) from University of Nusantara PGRI Kediri in his research entitled "The effectiveness of project based learning model in teaching English to the tenth grade students of SMAN 1 Kediri". With all advantages that can be concluded as (1) PBL model allowed the students showed their competitive work in class; (2) it also gave students a chance to improve their speaking fluency with self-confident which allowed the students an opportunity to use the language in a relatively natural context and participated in meaningful activities which required authentic language use; (3) PBL model trained the students work with group; (4) PBL model

could create a positive atmosphere which allowed the students be more creative in learning narrative text

Next study with entitled “Using Project–Based Approach to Enhance English Speaking Ability of Thai- Nichi Institute of Technology Students” by Anuyahong (2015) also supported Project Based Learning for English speaking class. The results were as follows; The students’ speaking achievement after the project-based approach was significantly higher than before, with projects constructed at 0.01 level. The students’ satisfaction towards studying project-based approach to enhance English speaking ability of TNI students after the first project, second project and third project was at high and the highest level respectively.

Finally, the last but not the least comes from Puspa (2016) with her study entitled “Student-Made Video Project to Enhance Students’ Learning Experience”. Based on the analysis of the data, it was revealed that the most developed English skill during student-made video project is speaking. The students’ speaking particularly developed on the aspects of fluency, pronunciation, vocabulary, and confidence. Further, regarding the students’ responses toward the project, it can be inferred that although the students encountered some difficulties in running the project, they positively responded to this activity. The students claimed that the project enhances their learning experience in relevance to 21<sup>st</sup> century skills.

All of the studies agree that Project Based Learning supports the development of speaking and 21<sup>st</sup> century skills. The gap among them is on the methodology and the phase used in Project Based Learning

procedure. Both Behtash, Khoshima, & Sarlak (2013) and Yunanto (2015) study are conducting experiment method where they examined the effectiveness of PBL in achieving speaking ability of the students. Unlike this study, they applied only 3 phases in conducting the project; designing, creating, and presenting the project.

Meanwhile, Kamisah., Mukhaiyar., Desmawati, & Radjab (2013) and Anuyahong (2015) used Classroom Action Research in improving the students' speaking ability by using Project Based Learning. Thus, the stages of PBL are 4 phases; planning the project, creating the project, observing the result, and reflecting the project. The first stage (Giving Information of PBL) suggested by Edutopia (2007) is in the planning phase. The second (designing) and third stage (creating) are in the creating phase. The fourth stage is same. The fifth (presenting) and last stage (reflecting) are in reflecting phase of Action Research.

Last but not least, Puspa (2016) was conducted Project work to see the development of the most prominent skill of the students. There were 3 phases used in the study; preparatory phase, creating phase, and presenting phase. Puspa (2016) applied same methodology, descriptive research, which the data was explained quantitatively and qualitatively.

## **CHAPTER III**

### **METHODOLOGY**

This chapter describes the methodological aspects of the research. This chapter includes the Design, Setting, Technique of Collecting the Data, Research Procedures, and Technique of Analyzing the Data.

#### **3.1 Research Design**

Selecting the appropriate research method involves the review of two methods: quantitative and qualitative. However, research methods combining the two have become increasingly popular (Borg and Gall, 1989). It tests the consistency of findings obtained through different instruments to assess some of the threats or multiple causes influencing the results. Descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation (Key, 1997).

Descriptive research can be either quantitative or qualitative. The Association for Educational Communications and Technology (2001) described that descriptive research can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation.

Since this study implemented a model in learning English, the researcher applied descriptive research where the data was presented in quantitative and qualitative. Data collection was obtained from research instruments. For quantitative data, it was gathered by spreading questionnaire, while the qualitative data was obtained by the interview and observation-checklist.

### **3.2 Research Setting**

The subject of this study was the first semester students of non-English Department of Universitas Bengkulu who took English course as one of their obligatory courses. The sample of this research was class of Biology students. The class was consisted of 29 students with 17 female and 12 male. The sample was selected by using purposeful-sampling technique. The researcher selected the class that could best help her in conducting the project. The research was carried out in about 4 weeks starting from the first of December 2016 to the end of December 2016 at Room 3 of Gedung Belajar V of Universitas Bengkulu where the teaching and learning process took place.

### **3.3 Technique of Collecting The Data**

There were three main instruments used in this research; group questionnaire, semi-structured interview and observation checklist.

## 1. Questionnaire

The designed questionnaires are administered to the subjects of 29 students of Biology class. The closed-ended questionnaires are used to collect the quantitative data. The closed-ended questionnaires are composed of three main aspects: personal information of the participants, the students' development of English skills in making the project, and the students' responses toward the project. The questionnaire are validated by the experts and piloted before used in the studied class.

The try out had been given to the same students. The total of questionnaire is 16 items which is divided into 6 parts of the Project Based Learning stages. Every stage consisted of 4 items. After giving the try out, there are 2 items of the questionnaire that are invalid. Thus, for the studied class, the total of the questionnaire is 14 items. (See appendix)

In order to reach the same understanding, the questionnaire is orally translated into *Bahasa Indonesia* while being administered to the students in the classroom. For the students' responses, the students will be asked to rate the degree of agreement on each item. The rating criteria are five point Liker scales: 5=Strongly Agree; 4=Agree, 3=Neutral (neither agree nor disagree); 2=Disagree; 1=Strongly Disagree. (See appendix)



## 2. Semi-structured Interview

Interviewing is a common means to collecting qualitative data, involving person to person encounter in which one person elicits information from another. The main purpose of an interview is to obtain a specific kind of information. Interview allows us to find out things that could not directly observe. In this case, in order to gain more in-depth data, the interviews were conducted at the end of the course, out of class, and phone-recorded. (see appendix)

However, not all of the participants were interviewed. For each group, two group members beside the group leader have been randomly selected and interviewed. The interview sessions for each student lasted approximately 5 to 10 minutes, are semi-structured and employ for the purpose of triangulating with the results of the distributed questionnaire.

The semi-structured interview was the less formal type of interview in which although sets of questions may be used, the interviewer freely modified the sequence of questions, changed the wording and sometimes explained them or adds to them during the interaction. All of the interviews were conducted in *Bahasa Indonesia*, but sometimes mixed with English in order to prevent language difficulty and anxiety, which led to the participants being unable to respond truthfully.

### 3. Observation Checklist

Observation is the way to collect data by observing or direct observation of the object under study. This research applied *systematic observation* which means that it is done by observer through guidelines as the observation instrument (Arikunto, 2010). This observation guideline contains the list of activities that possibly occur and will be observed by 2 (two) observers, the teacher and researcher. In the process of observation, the observers give a sign or tally on the column of the occurred activities called *sign system* (Arikunto, 2010). Then, the observation checklist was filled by the teacher and the researcher during the process to monitor the project work in every stage.

#### 3.4 Research Procedures

The following table illustrates the project procedures in the study.

**Table 1.** Project Timeline

<b>Stages</b>	<b>Activity</b>	<b>Allocation Time</b>
1	<b>Giving clear information and role of project</b> <ul style="list-style-type: none"><li>• The teacher sets the stage for students with real-life samples of the projects they will be doing.</li><li>• Students take on the role of project designers, possibly establishing a forum for display or competition</li></ul>	Week 1
2	<b>Designing a plan for the project</b> <ul style="list-style-type: none"><li>• The teacher and students negotiate the criteria for evaluating the projects.</li></ul>	Week 1

	<ul style="list-style-type: none"> <li>• Students discuss and accumulate the background information needed for their designs</li> <li>• Students accumulate the materials necessary for the project</li> </ul>	
3	<b>Creating a schedule and project</b> <ul style="list-style-type: none"> <li>• Students discuss and accumulate the schedule of the project</li> <li>• Students create their projects</li> </ul>	Week 2
4	<b>Monitoring the students and the progress of the project</b> <ul style="list-style-type: none"> <li>• Students reports the progress</li> <li>• Students prepare to present their projects</li> </ul>	Week 3
5	<b>Assessing the outcome</b> <ul style="list-style-type: none"> <li>• Students present their projects</li> </ul>	Week 4
6	<b>Evaluating the experience</b> <ul style="list-style-type: none"> <li>• Both teacher and students reflect on the process and evaluate the project</li> </ul>	Week 4

Adopted by Puspa (2016)

After the material given, first, the teacher explains to the students what they will do by giving clear information and the stages of the project. In this stage, the students are divided into groups which each group consists of 3-4 students. The students also take the role of project and decide which tourism place they will explore to be their project. In the second stage, the students design and discuss a plan for the project as well as gather the necessary information based on the material given.

Third, students began to create the schedule or allocation time to their project in order to get on time till the presentation stage. Fourth, during the process of designing the project, the teacher monitored the students' project progress by reporting it each week. For the fifth stage, the deadline came. The students presented their project by using power point and documentation needed. In the last stage, both teacher and students reflected the process and evaluated the project.

### **3.5 Technique of Analyzing The Data**

This research was using triangulation method in analyzing the data. Triangulation method means using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection.

Elliot & Edelman (in Burns, 1999) asserted that triangulation is a research method that involves three participants with their different points of view: the teacher, the students, and a participant observer. The experts consider that triangulation is to help us gather and analyze data in a less subjective way.

These three techniques for each research question helped the researcher to work under the triangulation principles for validating data. In connection to this, Burns (1999) stated that when different research techniques are used in the same problematic situation and obtained the

same results, the investigation is valid. The researcher also followed Silverman (cited in Burns, 1999) when he argued that triangulation helps to see if different research techniques in collecting data produce similar results with regard to the same investigation question.

Among experts in triangulation in the social sciences, there continues to be a general consensus on the usefulness of the four types of triangulation originally identified by Denzin (1970) in UNAIDS: (1) data triangulation; (2) investigator triangulation; (3) theory triangulation; and (4) methodological or method triangulation. Methods triangulation involves checking out the consistency of findings generated by different data collection methods. It is common to have qualitative and quantitative data in a study.

The first instrument, questionnaire was analyzed to answer the two research questions. For the first questionnaire, it contained 5 items with a choice of the 6 stages. To get the validity and reliability of the quantitative data from the questionnaire, it had been reviewed by the expert to get feedback for its refinement. The expert is the senior lecturer in English Education Study Program of Universitas Bengkulu. The questionnaire was then guided before actually conducted for gathering the data.

In analyzing the data from questionnaire, the result was shown in percentage. The data was analyzed by using formula of percentage of frequency (Arikunto, 2008):

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

P = Percentage  
 F = Frequency  
 N = Total Respondents

To collect the qualitative data, the second instrument, semi-structured interview and the group presentation score were applied. The interview was conducted to explore the topic more openly and allow the respondents to express their perceptions or opinions in their own words. The interview was recorded, and transcribed to help the researcher in analyzing the students' perceptions of Project Based Learning process.

For the group presentation was analyzed by two observers, the researcher and the teacher. The results of the analysis were compared as a way to minimize subjectivity. If the two analyses meet at least 30% of similarity then the results are considered as valid and the data can be justified.

**Table 2.** Speaking Presentation Rubric

<b>Language Observed: Speaking</b>		<b>Date: Administered by:</b>			<b>Signature</b>
<b>Measured Aspects</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Fluency</b>	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Speaks smoothly, with little hesitation that does not interfere with communication	
<b>Pronunciation</b>	Frequent problems with pronunciation and intonation	Pronunciation and intonation errors sometimes make it difficult to understand the student	Pronunciation and intonation are usually clear/accurate with a few problem areas	Pronunciation and intonation are almost always very clear/accurate	
<b>Vocabulary</b>	Uses only basic vocabulary and expressions	Uses limited vocabulary and expressions	Uses a variety of vocabulary and expressions, but makes some errors in word choice	Uses a variety of vocabulary and expressions	
<b>Confidence</b>	Presents ideas showing little physical involvement.	Displays few feelings and emotions through gestures, facial expressions, eye	Confidently displays some feelings and emotions congruent with ideas through gestures, facial	Displays feelings and emotions congruent with ideas through gestures, facial	

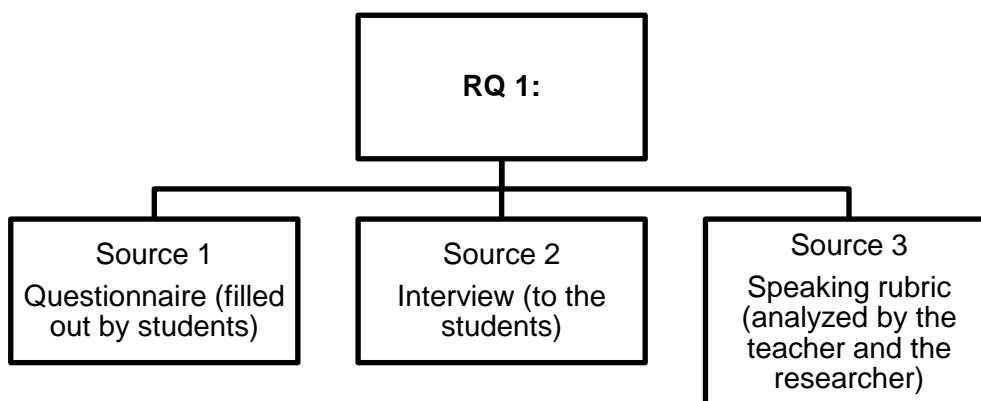
		contact, posture, etc.	expressions, eye contact, posture, etc.	expressions, eye contact, posture, etc.
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Adapted from Authentic Assessment for English Language Learners by J. Michael O'Malley and Lorraine Valdez Pierce, Addison-Wesley Publishing Company. 2005.

**Table 3** Scoring Scale of Speaking Presentation Rubric

Scoring Scale	Level
13-16	Capable
9-12	Meet standard
5-8	Approaching standard
1-4	Poor

Adapted from Authentic Assessment for English Language Learners by J. Michael O'Malley and Lorraine Valdez Pierce, Addison-Wesley Publishing Company. 2005.



Thus, the triangulated data was described on the figure below:

**Figure 1** Triangulated Data for RQ 1

The students' responses were analyzed by using SPSS version 22 which must be valid and reliable first before it was used. Moreover, particularly for the questionnaire for the second research question, the evaluation criteria of the open-ended questionnaire was done by analyzing the mean score by using SPSS version 22. The criteria are as follows:

**Table 4** Evaluation Criteria of the Questionnaire

1.00-1.80	The positive attitude towards the process of Project Based Learning is very low.
1.81-2.60	The positive attitude towards the process of Project Based Learning is low.
2.61-3.20	The positive attitude towards the process of Project Based Learning is moderate.
3.21-4.80	The positive attitude towards the process of Project Based Learning is high.
4.81-5.00	The positive attitude towards the process of Project Based Learning is very high.

Adopted from Wanchid and Wattanasin (2015)

Further, the reliability of the qualitative data for second research question was ensured with assisted by research collaborator in analyzing the data. The instrument applied was observation checklist where the results were compared to minimize the subjectivity. To determine the tolerance of observed differences, observational reliability testing technique is used. This formula is put forward by J.J.X. Fernandes (1984: 40, cited from Arikunto, 2010), then the results are considered as valid and the data can be justified. The formula is:

$$IKK = \frac{n}{N}$$

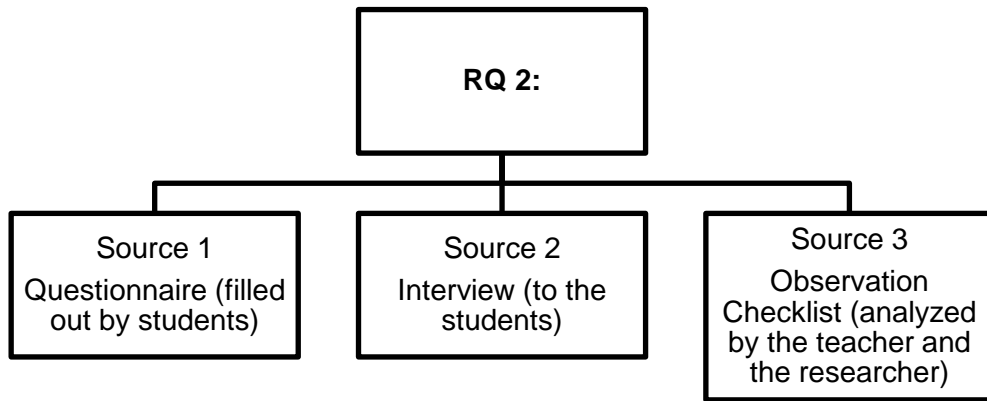
IKK = Crude Index Agreement

n = Agreed, the same amount of code for the same object

N<sub>1</sub> = The number of the observed object



The figure below represented the triangulated data for the second



research question:

**Figure 2** Triangulated Data for RQ 2

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This chapter explains the result and discussion of this research. It will be presented in describing the data analysis. The data of this research were collected since 6<sup>th</sup> of December, 2016 until January of 2017 and have been analyzed to get the result of this research. All the data and the result of the research are presented as follows.

#### **4.1 Results of The Study**

##### **4.1.1 Description of The Stages on Project Based Learning**

###### **a. Giving Clear Information and Role of Project**

The stage would launch a PBL lesson to be one that engage the students. This stage was conducted on the first week of four before doing the project on December 6<sup>th</sup> 2016. The researcher explained first what Project Based Learning is to the students as well as how they would do the project. The stages of Project Based Learning during the process would be their guidance to conduct the project.

The project itself was making a presentation of one of tourism places in Bengkulu. Thus, they must go to the tourism place to gather information completely about it, and made sure that they were in there by proving some photographs of them during recording it. They could make a video as a supporting proof

regarding to the tourism place they chose, and they must speak English on the video.

After giving clearly explanation, the students were divided into 7 groups consisted of 4 or 5 members. In the end, the project would be in presentation form using power-point presentation. The researcher also described the 5 next stages that would be run later where all the activities were observed by both teacher and researcher.

#### **b. Design a Plan for the Project**

In designing the project, the students negotiated the criteria in evaluating the project on the next week, December 13<sup>th</sup> 2016. The students discussed the tourism place they would take for the project. The researcher would guide every group while they were discussing the project. By involving the students in planning; they would feel ownership of the project when they were actively involved in decision making

This stage was taking around 30 minutes for discussing the design of the project. The researcher asked the group to report the chosen tourism places. They were Fort Marlborough, Wahana Surya, Kampung Cemara, Taman Satwa, Soekarno's House, Fatmawati's House, and Museum Bengkulu.

#### **c. Create a Schedule**

At this stage, the students designed a timeline for project components. It was conducted right after they designed a plan for the project. The researcher warned the students that changes to the schedule would happen, and helped the students realize that a time would come when they needed to finalize their thoughts, findings, and evaluations.

To enable the successful of the project, the researcher gave directions for managing their time since they only had 2 weeks to create the project, and initiated the project that would let all students meet with success.

#### **d. Monitor the Students and the Progress of the Project**

Since the students had 2 weeks to create the project, the researcher monitored the progress every meeting. The researcher asked the groups the obstacles occurred during the process of making the project. The researcher used observation sheet to monitor the students' work.

In this stage, together the researcher and the groups discussed the obstacles or any necessary thing to conduct the project. It was important since they would apply some technology tools, such as hand phones, camera, computer/laptop, and others requirements due to the project. The researcher also reminded the groups to put into their own photographs in order to make it easier for them to present the project.

**e. Present the Outcome**

Assessment meets many needs. It provides diagnostic feedback, helps educators set standards, allows one to evaluate progress and relate that progress to others, gives students feedback on how well they understand the information and on what they need to improve, and helps the teacher design instruction to teach more effectively.

In this stage, the students presented the made project on January 3<sup>rd</sup> 2017. Every group had 5 minutes to deliver it. Each member got his own part to give explanation over the project. Since the project was a bunch of photographs of the tourism place, it would be easier for the group to split the presentation as a whole. Thus, each member had a duty to present the project in spoken form. The researcher assessed the group presentation by using speaking presentation rubric. The presentation was also recorded by voice memo to evaluate the students' speaking presentation.

**f. Evaluate the Experience**

For the last stage, the researcher evaluated the students' presentation right after they presented the project. Together with the students, to enable effective self-evaluation, the researcher took time to reflect, individually and as a group, shared feelings and

experiences, discussed what worked well, discussed what needs change, and shared ideas that led to new questions and new projects.

The researcher also explained the groups' lack and good in presenting the project. It was due to motivate them that doing English project was fun and enjoyable.

#### **4.1.2 RQ1: What stage on the process of Project Based Learning plays prominent contribution toward the students' speaking ability?**

The data was collected in 4 weeks. The participants followed the stages given. For the first research question, the data was obtained from questionnaire, semi-structured interview, and observation during the process. The data was divided into quantitative and qualitative data. The questionnaire covered the quantitative data, and others described the qualitative data.

##### **a. Quantitative Data**

The data was gathered from questionnaire given to the students regarding to the stages applied in the process of making the project. The results were displayed for each question. First, third, and fourth questions are used to ask toward the process of project. While second and fifth questions asked the stages toward the students' speaking ability. The first question described on which stages the students considered as the difficult one to do. The results were shown on the table below.

**Table 5** Students' responses to the question: Which stages do you consider difficult to put into during the process?

Stages	Number of students	Percentage
1. Giving clear information and role of project	1	3.44%
2. Designing a plan	4	13.79%
3. Creating the project	5	10.35%
4. Reporting the progress	-	-
5. Presenting the project	19	65.51%
6. Evaluating the project	-	-

The table above described that 65% of the students argued stage 5 considered to be difficult to put into during the project process. From the total of 29 students, 3 of them agreed that stage 1 considered as difficult one to put into, 4 students said phase 2 (*Designing a plan*) was hard to do, *creating the project* (stage 3) was chosen by 3 of 29 students as the hard one, and half of the students with the total of 19 students considered stage 5 (*presenting the project*) as the difficult phase.

This description suggested that more than a half of the students considered stage 4 as the most difficult phase to put into during the process of Project Based Learning with the percentage of 65.51%. Meanwhile, no one chose *Reporting the Progress* (stage 4) and *Evaluating the Project* (stage 6) as the arduous phase.

The second question described about which stages gave the most contribution for the students' speaking ability. The result were shown on in Table 5.

**Table 6** Students' responses to the question: which stages give the most contribution for speaking ability?

Stages	Number of students	Percentage
1. Giving clear information and role of project	1	3.44%
2. Designing a plan	1	3.44%
3. Creating the project	-	-
4. Reporting the progress	-	-
5. Presenting the project	27	93.10%
6. Evaluating the project	-	-

From the results above, it showed that 27 students considered *Presenting The Project* (Stage 5) giving the most contribution to their speaking ability with percentage 93.10%. Stage 1 (*Giving Information of the project*) and stage 2 (*Designing the Project*) had each one student. While no students considered the rest stages giving the most contribution in the speaking performance.

The third question displayed about the stages that the students considered as the easiest one to do during the process of making the project. The results was described on the table below.

**Table 7** Students' responses to the question: Which stages do you consider the easiest one to do during the process of project?

Stages	Number of students	Percentage
1. Giving clear information and role of project	16	55.17%



2. Designing a plan	3	13.79%
3. Creating the project	5	17.24%
4. Reporting the progress	5	17.24%
5. Presenting the project	-	-
6. Evaluating the project	-	-

Among 29 students, 16 students chose stage 1 (*Giving Information*) the easiest one with percentage of 55.17%. Stage 2 (*Designing The Project*) had 3 students with percentage 13.79%, and 5 students with percentage 17.24% for each stage 3 (*Creating The Project*) and stage 4 (*Reporting The Project*).

The results suggested that more than a half students considered stage 1 as the easiest one to do during the process of the project. The table also described that 2 stages, *Presenting the Project* and *Evaluating the Project*, could be possibly as the hard ones to put into.

The next question was talking about the stages the students considered as the most important one to do during the process of project.

The results was shown on the Table 7.

**Table 8** Students' responses to the question: which stages do you consider the most important one to do during the process of project?

Stages	Number of students	Percentage
1. Giving clear information and role of project	17	58.62%
2. Designing a plan	2	6.89%
3. Creating the project	1	3.44%
4. Reporting the progress	2	6.89%

5. Presenting the project	6	20.68%
6. Evaluating the project	1	3.44%

As the table above shown, there were 17 students chose stage 1 (*Giving Information of The Project*) to be the most important one. The next place was stage 5 (*Presenting the Project*) with the total of 6 students. Stage 2 (*Designing the Project*) and stage 4 (*Reporting the Project*) had same total of 2 students for each stage. The rest students were for each stage (stage 3 and 6).

The table 7 displayed that more than a half of students considered stage 1 as the most important one to do during the process of making the project with percentage of 58.62%. While the rest students had chosen the stages orderly *Presenting, Designing, Reporting, Creating and Evaluating* as the most important phase to do in making the project.

The fifth question was about the stages that the students considered not giving much contribution for speaking ability. The table 8 described the number of students for each stage.

**Table 9** Students' responses to the question: Which stages do you consider not giving much contribution for speaking ability?

Stages	Number of students	Percentage
1. Giving clear information and role of project	19	65.51%
2. Designing a plan	4	13.79%
3. Creating the project	5	17.24%
4. Reporting the progress	-	-
5. Presenting the project	-	-

6. Evaluating the project	1	3.44%
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The table above showed that stage 1 (*Giving Information of The Project*) did not give much contribution for the students' speaking ability for the first place. The second place was stage 3 (*Creating the Project*) with the total of 5 students, then followed by stage 2 (*Designing the Project*) with the total of 4 students, and stage 6 (*Evaluating the Project*) for 1 student.

The results described that more than a half of 29 students considered stage 1 not giving much contribution to their speaking ability. Stage 4 (*Reporting The Project*) and stage 5 (*Presenting The Project*) could be possible giving much contribution in the process of making the project since no students chose both stages to put into.

In conclusion, based on the description above, the stage giving the prominent contribution for the students' speaking ability was stage 5 (*Presenting The Project*) with the total of 27 of 29 students and percentage 93.10%. Meanwhile the result showed that stage 5 is not considered as the important one to put into for speaking. From the result, stage 5 also became the most difficult one for the students to do during the process in making the project. In the process of PBL, stage 1 was considered as the important one to put into the project.

In the last question of questionnaire, stage 1 was considered as the phase that was not giving much contribution for speaking ability. Only stage 4 and 5 that were considered giving much contribution. It supported the result that *Presenting the Project* was the stage giving prominent

contribution to the students' speaking ability during the process of making the project.

In order to prove this assumption, an interview was conducted to gather the data, and the analysis of the students' presentation had been done. The results was described qualitatively.

#### **b. Qualitative data**

At this point, an interview was applied to gather the data called semi-structured interview. The students were asked several question regarding to the process of making the project. It was due to dig deeper the information and to find out the aspects the students considered stage 4 (*Presenting the Project*) as the prominent phase to give contribution to their speaking ability.

Based on the interview, the students said that they got motivated more to speak in stage 4 when they presented the project. One of the student commented;

Student 1

Indonesian Version:

*"Yang paling banyak kasih kontribusi untuk speaking itu sebenarnya di presentasi miss, stage yang kelima. Karena kita harus ngomong pakai Bahasa Inggris, isi-isi nya juga harus disampaikan menggunakan Bahasa Inggris. Kalau di stage yang lain menggunakan Bahasa Indonesia."*

(S1. Rec: 20170105 093631)

English Version:

*"The most stage giving much contribution for speaking was actually in presentation miss, stage 5. Because we must speak English, the contents must also deliver in English. The others stages used Bahasa Indonesia."*

(S1. Rec: 20170105 093631)

Furthermore, the groups also stated that in presentation stage, they could practice speaking more before presenting the project. They had to improve vocabulary since they needed to make English sentence in presenting the project. The students said that:

Student 2

Indonesian Version:

*"Kalau di presentasi itu kan kita harus menjelaskan pictures. Kita ga bisa menghafal karena pasti lupa. Jadi kita harus liat gambar dan menjelaskannya. Terus kita juga dituntut untuk membuat kalimat Bahasa Inggris, so we must know many vocabularies."*

(S2. Rec: 20170105 092400)

English Version:

*"When presenting, we have to explain the pictures. We could not memorize because we would forget it. So, we must look at the pictures and describe them. Further, we also have to make English sentence, so we must know many vocabularies"*

(S2. Rec: 20170105 092400)

Another had the same opinion that *presenting the project* was giving much contribution for speaking. Since they acknowledged that their presentation would be evaluated, they must prepare well and practice more in case to be fluent to the presentation of the project. One of them commented that:

Student 3

Indonesian Version:

*"Pada saat presentasi itu yang banyak speaking nya. Karena kita kan harus berbicara Bahasa Inggris dan mendeskripsikan gambar-gambar yang kita ambil. Jadi kita udah bagi-bagi bagian untuk dijelaskan. Terus latihan sendiri sebelum presentasi supaya lancar, karena ada penilaian juga."*

(S3. Rec: 20170105 091451)

English Version:

*"Presentation stage made us speaking a lot. Because we must speak English and describe the pictures we took. So, we have got our own part to be explained. Then, we practiced before presenting in order to be able to speak fluently since the presentation was evaluated."*

(S3. Rec: 20170105 091451)

Even the students commented that stage 5 gave most contribution to their speaking, they had inferred it as the hardest part to do during the process of making the project. The statement had the background for the students in case they have to prepare and practice well for the project presentation.

Those comments above described that among the 6 stages of Project Based Learning, stage 5 was considered as the phase which gave prominent contribution for speaking. It supported the result of questionnaire before. Though the students had different reason regarding to their perfective that *presenting the project* was the stage making them speaking a lot rather than others.

Having questionnaire and interview data, the researcher analyzed the students' presentation. In order to analyze the presentation detailed, it was recorded with voice memo. The researcher and the teacher had analyzed the presentation by using speaking rubric to see what level the students' speaking was. The result of both observer 1 and observer 2 was presented on the table below:

**Table 10** Students' speaking level based on the presentation

Group	Measured aspects				Level
	Fluency	Pronunciation	Vocabulary	Confidence	
1	Speaks with some hesitation, but it does not usually interfere with communication	Pronunciation and intonation are usually clear/accurate with a few problem areas	Uses a variety of vocabulary and expressions, but makes some errors in word choice	Displays few feelings and emotions through gestures, facial expressions, eye contact, posture, etc.	Meet standard
2	Speaks with	Pronunciation	Uses a variety	Confidently	Meet

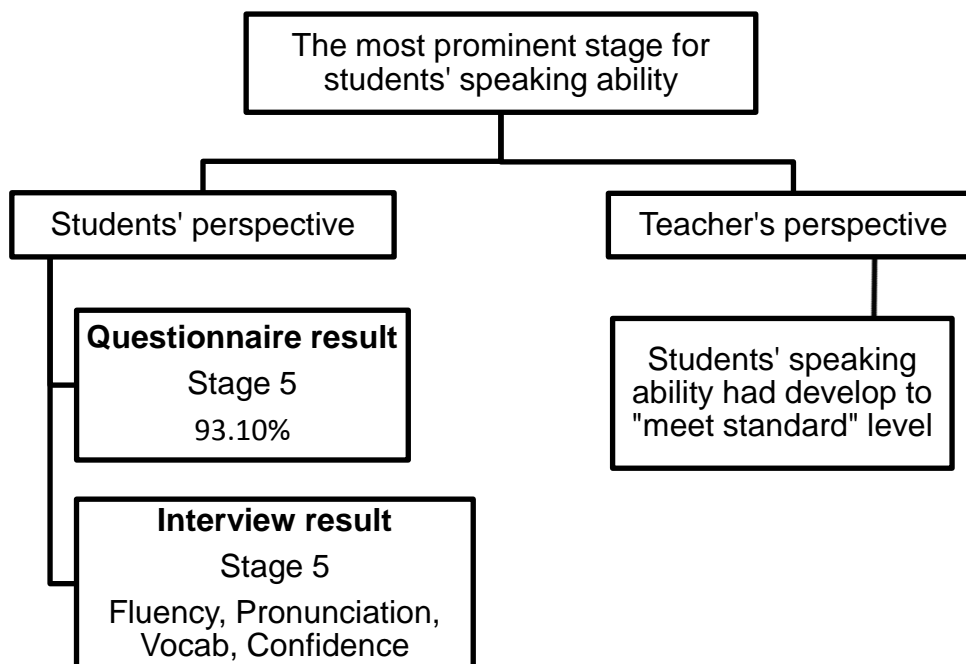
	some hesitation, but it does not usually interfere with communication	and intonation are usually clear/accurate with a few problem areas	of vocabulary and expressions, but makes some errors in word choice	displays some feelings and emotions congruent with ideas through gestures, facial expressions, eye contact, posture, etc	standard
Group 3	Speaks with some hesitation, but it does not usually interfere with communication	Pronunciation and intonation are usually clear/accurate with a few problem areas	Uses a variety of vocabulary and expressions, but makes some errors in word choice	Confidently displays some feelings and emotions congruent with ideas through gestures, facial expressions, eye contact, posture, etc	Meet standard
4	Speaks with some hesitation, but it does not usually interfere with communication	Pronunciation and intonation are usually clear/accurate with a few problem areas	Uses a variety of vocabulary and expressions, but makes some errors in word choice	Confidently displays some feelings and emotions congruent with ideas through gestures, facial expressions, eye contact, posture, etc	Meet standard
5	Speaks with some hesitation, which often interferes with communication	Pronunciation and intonation errors sometimes make it difficult to understand the student	Uses limited vocabulary and expressions	Displays few feelings and emotions through gestures, facial expressions, eye contact, posture, etc.	Approaching standard
6	Speaks with some hesitation, which often interferes with communication	Pronunciation and intonation errors sometimes make it difficult to understand the student	Uses a variety of vocabulary and expressions, but makes some errors in word choice	Displays few feelings and emotions through gestures, facial expressions, eye contact, posture, etc.	Approaching standard
7	Speaks with some hesitation, but it does not usually interfere with communication	Pronunciation and intonation are usually clear/accurate with a few problem areas	Uses a variety of vocabulary and expressions, but makes some errors in word choice	Confidently displays some feelings and emotions congruent with ideas through gestures, facial expressions, eye contact, posture, etc	Capable

As described on the table above, it could be seen that the level of the groups were variant. The groups have *approaching standard* to *capable* level. There are 2 (two) groups that got *approaching standard* level. For *meet standard* level, there are 4 groups, while only one group that is considered to achieve *capable* level. It showed that more than a half of the students, their speaking ability is in *meet standard* level with the range of score of 9-12. (See appendix)

The result showed that the students were able to speak more in *presenting the project* phase (stage 5). As described previously in questionnaire and interview, the students had opportunity to develop their speaking in this stage. They could speak with some hesitation, accurate pronunciation, use variety of vocabulary, and show feelings or emotion in presenting the project.

Thus, the analyzing of the result is in line with the previous data from questionnaire and interview. The information from the three instruments could be summarized in the figure below:





**Figure 3** Summary of the results for RQ 1

Based on the figure 4.1, it could be concluded that the most prominent stage for the students' speaking ability is stage 5 (*presenting the project*). The students' speaking on the aspects of fluency, pronunciation, vocabulary, and confidence had developed to the level of *capable*.

#### **4.1.3 RQ 2: How were the students' responses toward the project?**

After having the data of the stage that gives the most prominent contribution to the students' speaking ability, the researcher investigated the students' responses toward the process of the project. Thus, the data would be explained in every stages of PBL, starting from giving information of the project (stage 1), designing the project (stage 2), creating the project (stage 3), reporting the project (stage 4), presenting the project (stage 5), and evaluating the whole project (stage 6).

**a. Quantitative Data**

To get the quantitative data, questionnaire was applied which was described the 6 stages with each stage had 4 questions. Thus, the questions had 24 items with a choice of five rating scale responses (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral which means neither agree nor disagree, 4 = Agree, 5 = Strongly Agree). The responses of Strongly Agree (SA) and Agree (A) were classified as positive response, while the responses of Disagree (D) and Strongly Disagree (SD) were categorized as negative responses. The responses were calculated by using the mean score of SPSS version 22.

**1) Students' responses of Stage 1 (Giving Information about The Project)**

The questions has 4 items to be questioned that asked about how their feeling when they got the project. The result is shown by the table below:

**Table 11** Students' responses of Stage 1

Question	Frequency (F)					F x W					Mean Score	Category
	SA	A	N	D	SD	5	4	3	2	1		
Stage11	14	15	0	0	0	70	60	0	0	0	4,48	High
Stage12	3	22	4	0	0	15	88	12	0	0	3,97	High
Stage13	12	11	6	0	0	60	44	18	0	0	4,21	High
Stage14	9	16	4	0	0	45	64	12	0	0	4,17	High

The table showed that the students got enthusiast to the project. Moreover, the information and the instructions regarding to the project were given clearly to them. Thus, the students understood very well what would be they going to do. Further, the mean scores described on the category are showing a good rank. It meant that the students' positive responses toward the first stage are high.

## 2) Students' responses of Stage 2 (Designing a plan for the project)

After eliminating the invalid items on the questionnaire, stage 2 left 3 questions that led the students to answer the teamwork aspect. This stage questioned the students' responses toward the process of Project Based Learning in designing a plan for the project. The result is displayed on the table 4.8:

**Table 12** Students' responses of Stage 2

Question	Frequency (F)					F x W					Mean Score	Category
	SA	A	N	D	SD	5	4	3	2	1		
Stage22	1	20	8	0	0	5	80	24	0	0	3,76	High
Stage23	5	17	7	0	0	25	68	21	0	0	3,93	High
Stage24	4	20	5	0	0	20	80	15	0	0	3,97	High

The table above displaying the same result as the first stage. No one gave negative response to the items on both stage 1 and 2. Only few of them stood as neutral side. The mean score showed that the students' positive responses toward the process of Project Based Learning in designing the project stage is high.

### 3) Students' responses of Stage 3 (Creating a schedule of the project)

For the next stage, it was concerning on the process of creating the project. It included discussing the project, managing the allocation time, and collecting the necessary things in conducting the project. The result is shown on table 12 below:

**Table 13** Students' responses of Stage 3

Question	Frequency (F)					F x W					Mean Score	Category
	SA	A	N	D	SD	5	4	3	2	1		
Stage31	5	15	8	1	0	25	60	24	2	0	3,83	High
Stage32	4	19	6	0	0	20	76	18	0	0	3,93	High
Stage33	4	14	11	0	0	20	56	33	0	0	3,76	High
Stage34	2	19	6	1	0	10	76	18	2	0	3,76	High

From the table, it could be concluded that the students who gave high positive responses are more than 70% toward the third stage. In contrary, there was one student argued the negative response over it. In the end, the mean score put high positive responses toward the third stage for all the item of the questionnaire.

### 4) Students' responses of Stage 4 (Reporting the progress of the project)

While creating the project, the students reported the progress of the project. Starting from the group project schedule, the issues they face, and the teamwork as well. Table 13 explained the result in detail below:

**Table 14** Students' responses of Stage 4

Question	Frequency (F)					F x W					Mean Score	category
	SA	A	N	D	SD	5	4	3	2	1		

Stage41	5	16	8	0	0	25	64	24	0	0	3,9	High
Stage42	2	15	12	0	0	10	60	36	0	0	3,66	High
Stage43	3	15	10	1	0	15	60	30	2	0	3,69	High
Stage44	5	15	9	0	0	25	60	27	0	0	3,86	High

As the last 3 stages, the category showed high. It meant that the students followed the schedule they arranged, helped each other in using English, and overcame the issues while doing the group project. Thus, the students' responses toward this stage are positive.

### 5) Students' responses of Stage 5 (Presenting the project)

As well as the second stage, the fifth stage had been eliminated one item. So, the rest are talking about the students' ability in using the technology since in this stage the students used laptop and LCD in presenting the group project. In addition, their responses toward the presentation were also questioned. The result was on the table below:

**Table 15** Students' responses of Stage 5

Question	Frequency (F)					F x W					Mean Score	Category
	SA	A	N	D	SD	5	4	3	2	1		
Stage51	3	18	8	0	0	15	72	24	0	0	3,83	High
Stage52	3	16	9	1	0	15	64	27	2	0	3,72	High
Stage53	0	19	9	1	0	0	76	27	2	0	3,62	High

The table told that the students stood positive responses toward this stage. The students assumed that they were able in using the technology with high number of the students. The mean score concluded that the students have high positive responses in presenting the group project.

## 6) Students' responses of Stage 6 (Evaluating the whole project)

Stage 6 was talking about the students' responses after they made the group project. Since it was a group project, they needed to cooperate each other. Moreover, the motivation to speak more was also questioned. The result is displayed on table 15:

**Table 16** Students' responses of Stage 6

Question	Frequency (F)					F x W					Mean Score	category
	SA	A	N	D	SD	5	4	3	2	1		
Stage61	10	12	7	0	0	50	48	21	0	0	4,1	High
Stage62	4	9	13	3	0	20	36	39	6	0	3,48	High
Stage63	4	17	8	0	0	20	68	24	0	0	3,86	High
Stage64	5	17	7	0	0	25	68	21	0	0	3,93	High

In the end, the students and the teacher evaluated the group project. The table described that the project increased their ability in cooperating, made them become braver to distribute their ideas, and allowed them to speak more. Even the percentage on the item 6.2 showed disagree scale to the question, the mean score indicated that the students' positive responses is in high category.

### b. Qualitative data

The data was gathered from interview and observation checklist done by the researcher and collaborator. Both interview and observation checklist were done to collect and gain deeper information related to the students' responses toward the process of Project Based Learning.

In the interview, the students' responses were positive and supported the result of the questionnaire. The students felt enthusiast in doing the project with a reason that this was the first time for them to make

an English group project. They stated that it would be fun since the groups went to the tourism places in Bengkulu. One of the student commented:

Student 4

Indonesian version:

*“Waktu pertama dengar akan buat projek dan harus pergi ke tourism places itu senang miss. Karena kami belum pernah buat projek seperti ini sebelumnya. Terus juga bisa datang dan liat tempat wisata nya untuk pertama kali. Jadi excited banget doing the projek”*

(S4. Rec: 20170105 094616)

English version:

*“When the first time we heard about the project and must go to tourism places, it sounded nice, miss. Because we have never done it before. And then we could also come and see the tourism place for the first time. So, we were really excited to do the project.”*

(S4. Rec: 20170105 094616)

The other student also commented that this project made them fun since they got many tasks and reports of science subject from another lecturer. Thus, by doing this project, the students could learn and play in the same time. One of the student declared:

Student 5

Indonesian version:

*“Kami antusias miss ketika disuruh buat projek ini. Karena kita dapat banyak tugas-tugas dan laporan-laporan. Jadi, projek ini bikin refreshing karena kan bisa belajar, jalan-jalan, dan main juga.”*

(S5. Rec: 20170105 092400)

English version:

*“We got enthusiast miss to conduct the project. Because we had many tasks and made reports. So, this project was so refreshing since we could study English, take a walk, and play too.”*

(S5. Rec: 20170105 092400)

Moreover, the group members were able to give contribution to the project discussion such as deciding the place, time and tools regarding to the project. Further, they could manage the issue before during the process of the project. The members also shared ideas to overcome the issue. One of the student stated that:

Student 6

Indonesian version:

*“Di designing itu kita ada sedikit kendala. Ketika kita sudah menentukan tempat dan waktu nya ke Wahana Surya, ternyata grup lain sudah terlebih dahulu datang kesana miss. Jadinya kan kita harus cari ide dan tempat lain. Setelah diskusi, akhirnya kami memutuskan ke Taman Family.”*

(S6. Rec: 20170105 094616)

English version:

*“In designing stage, we got a little bit problem. After we have decided the place and time to Wahana Surya, the other group was there first, miss. So, we must find other idea and place. After discussing, finally we decided to go to Taman Family.”*

(S6. Rec: 20170105 094616)

After designing the schedule, the students started to select each duty for the group project. Since the member had their own task, the project run well. They succeed to manage the allocation time to go the destination, to collect the photos or video, to edit the presentation slide, and to resolve together the issues faced. In here, the students are challenged to apply technology. The group said that:

Student 7

Indonesian version:

*“Kami kerjasama miss untuk buat projeknya. Sebelumnya kan bagi-bagi tugas dulu supaya projek nya jalan. Ada yang bawa kamera, hp, tongsis, dan laptop. Kita juga sepakat untuk kumpul dikampus untuk buat projek nya kayak kumpulin foto, edit slide, karena lebih mudah bagi mereka yang ga punya kendaraan.”*

(S7. Rec: 20170105 085236)



English version:

*“We did teamwork miss to do the project. Before it, we divided our own duty in case to get the project run well. So, one brought the camera, hand-phone, selfie-stick, and laptop. We did a deal to gather in campus in creating the project; such as collecting the photos, editing the slide. Because it would be easier to access for the members.”*

(S7. Rec: 20170105 085236)

Since the group could manage the issues they faced, the reporting stage run well too. Thus, they focused on the next stage, *presenting the project*. In this stage, based on the result of RQ1, the students agreed that this is the difficult one to do. Even this stage made them to speak more than other stages, they had nervous. Thus, before presenting the project, each member practiced their speaking by preparing the words.

Overall, in evaluating the project, the students concluded that this project pushed them to speak more. They believed that their English is improving, such as getting more new words and learning how to pronounce the words. One of the student commented that:

Student 8

Indonesian version:

*“Di projek ini miss kita jadi nambah speaking nya. Kita jadi tahu dan terbiasa dengan kata Bahasa Inggris yang ga biasa kita pakai dan cara bacanya. Terus kita juga tahu karakter teman-teman kita gimana karena ini semester pertama kita kuliah selama projek itu.”*

(S8. Rec: 20170105 083903)

English version:

*“In this project our speaking improves. We do know and are used to speak English words that is rare for us to use and how to pronounce the words. Further, we get to know closer our friends characters during the project since we are freshmen in this college.”*

(S8. Rec: 20170105 083903)

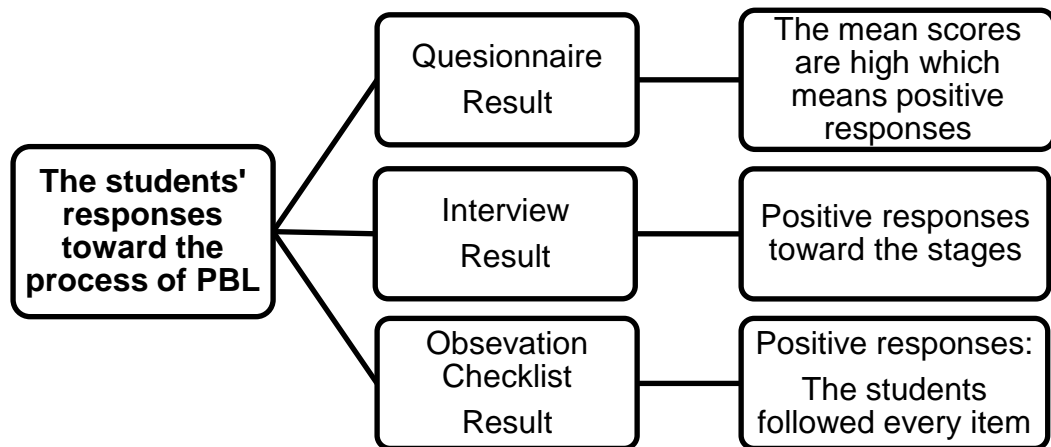
From the project, the students also said that they became more cooperative with friends. Thus, indeed the teamwork worked well during the group project. Furthermore, when the students were asked to do the same project for the future, they got motivated. It meant that the students gave positive responses toward Project Based Learning.

Based on the observation checklist, both researcher and teacher agreed that the students espoused the items in every stage. In the first stage, the students listened to the teacher's explanation. They also involved on the information about the project even though only few of them who took part to. The next stage, the researcher and students negotiated the criteria for evaluating the projects, collected the background information needed for the project, and accumulated the necessary materials for the project.

While observing the next stage, the students discussed the schedule of the project, and started creating the project. Besides, according to the researcher's note, in this stage, the groups split up a task for each member, such as taking the camera and providing the laptop for editing. It concludes that the note and the students' interview result are in line. The teacher noted that the students did not use English much during the discussion. In fifth stage, the group presented the project, but there was not suggestion from other groups to the group's presentation. Then the last stage, the teacher and students together talked about the experiences of the whole process.

The result of the interview and observation checklist are in line. These also supported the questionnaire result that the mean scores are high. Therefore, the results showed that the students' responses toward the process of Project Based Learning are positive.

After examining the information gathered through the three different instruments - questionnaires, interview, and group observation checklist, the results can be summarized in the figure below:



**Figure 4** Summary of the result of RQ2

## **4.2DISCUSSION**

### **4.2.1 Stages on Project Based Learning**

A successful teaching strategy for project-based learning is modeling the process of inquiry. This project has the steps that guided them to create the project. In creating the project, the students were

divided into groups. Project-based learning is suitable when the students are working in teams in order to create a product or service within a limited amount of time (Amaral, Gonçalves, Hess, 2015). Thus, the students were provided with project's themes (specifications of a final product or service to be created) and were oriented to follow well defined projects' phases.

In this study, Project Based Learning promoted the 6 stages in creating the project. The researcher had scheduled first the allocation time 1 week for every stage. In fact, stage 1 and 2 could be applied in the same day. After giving the information to the students regarding what they would do due to the project, the researcher took them into groups and asked them to design the schedule. On the next meeting, the students started to investigate the chosen place and took necessary things for making the project. The groups had 2 weeks to create the project, while for the last week, they presented the project followed by reflecting the whole project.

#### **4.2.2 The most prominent stage in giving contribution to speaking**

After following the steps, the data was gathered with the conclusion that the most prominent stage for the students' speaking ability is stage 5 (*presenting the project*). The first RQ was answered with the proof of both questionnaire and semi-structured interview results.

Based on the questionnaire result, the stage giving the prominent contribution for the students' speaking ability was stage 5 (*Presenting the Project*) during the process of making the project with the total of 27 of 29 and percentage of 93.10%. While in the process, the students are

considered the stage 1 as the important one to put into for speaking in the project process.

From the comments on the interview, among the 6 stages of Project Based Learning, stage 5 also was considered as the phase which gave prominent contribution for speaking. The result of the students' presentation on the aspects of fluency, pronunciation, vocabulary, and confidence had developed to the level of *meet standard*. It supported the result of questionnaire before. Though the students had different reason regarding to their perfective that *presenting the project* was the stage making them speaking a lot rather than others.

Further, based on the result, more than a half of the students considered stage 5 as the most difficult phase to put into with the percentage of 65.51%. The rest of them chose other stages as the tough one. One of student commented that:

Student 9

Indonesian version:

*"Kalo yang paling susah itu adalah ketika manage waktunya miss. Itu ada di stage ke 3 ketika creating the project. Karena posisi rumah kita jauh. Ada yang tinggal di Seluma, alasan lain susah bangun, atau ada kegiatan lainnya miss"*

(S9. Rec: 20170105 090537)

English version:

*"The most difficult one is when we manage the time miss. It's on stage 3 when creating the project. It is because of the position of our house that is far. Some live in Seluma, other reasons are difficult to get up early or having other activities."*

(S9. Rec: 20170105 090537)

Projects give them the opportunity to learn with others through peer-to-peer exchange, to develop their academic vocabularies through conversation, to use their own strengths and cultural backgrounds, and to

accelerate their language acquisition at the same time that they are learning about topics of interest (Stripling, 2009). This assumption is accordance with the result of the study.

The students agreed that their vocabulary was developed through the process of Project Based Learning. The stage 5 supported the group to explore English words more. It was proven from the interview result. One of the student commented that:

Student 11

Indonesian version

*“Bahasa inggris nya jadi nambah ketika presentasi. Banyak kosa baru yang kita dapat. Karena ini harus dilakukan dan dinilai, jadi kita prepare sebaik mungkin termasuk perbanyak kosa kata bahasa inggris miss.”*

(S11. Rec: 20170105 091451)

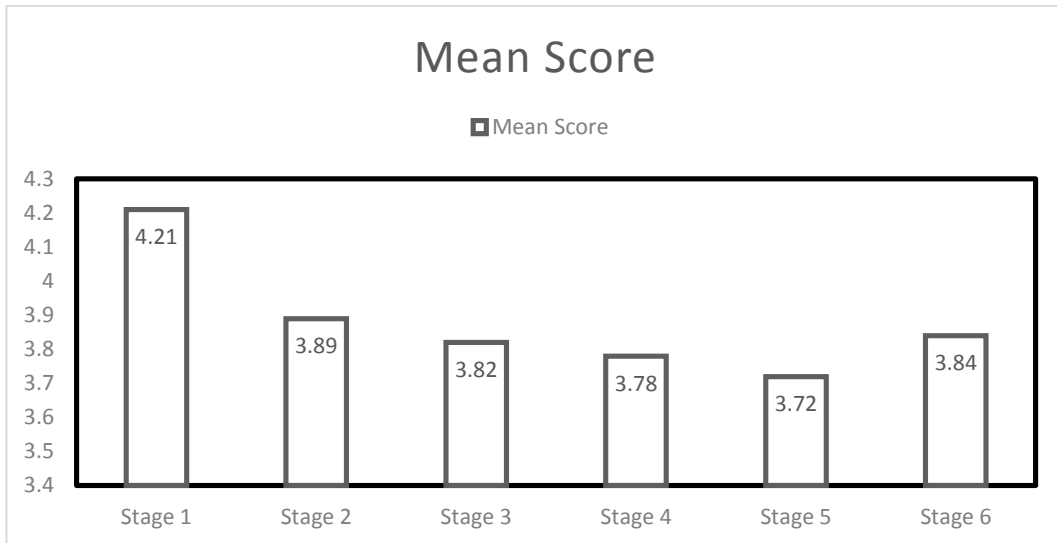
English version:

*“Our English is improving on the presentation. Many new vocabularies we get. Because we have to do it and it is evaluated, so we prepare as good as possible by increasing English vocabulary miss”*

(S11. Rec: 20170105 091451)

#### **4.2.3 The students' responses toward the project**

Moreover, the students gave positive responses toward the process of Project Based Learning. The result of the questionnaire is displayed on the figure 4.3 below:



**Figure 5 Mean Score RQ2**

The table showed that the students got enthusiastic to the project in the first stage. Moreover, the information and the instructions regarding to the project were given clearly to them. The stage 2 led the students to answer the teamwork aspect and questioned the students' responses toward the process of Project Based Learning in designing a plan for the project. In the third stage, it included discussing the project, managing the allocation time, and collecting the necessary things in conducting the project. The fourth stage is talking about the group project schedule, the issues they face, and the teamwork as well. The next stage is talking about the students' ability in using the technology since in this stage the students used laptop and LCD in presenting the group project. Stage 6 was talking about the students' responses after they made the group project and questioned their motivation to speak more.

All of the stages on figure 7 displayed high mean scores. It is the average of the questions in every stage. If the mean scores are among

3.21-4.80, it indicates that the positive attitude is high (Wanchid and Wattanasin, 2015). The result of the interview and observation checklist are in line. These also supported the questionnaire result that the mean scores are high. Therefore, the results showed that the students' responses toward the process of Project Based Learning are positive.

The use of Project Based Learning increases the student engagement for speaking. It helped the students to develop academic vocabulary and English pronunciation. In addition, personal competences are also developed. Students learn to work in teams, potentiating their personality and taking them closer to reality. The methodology, in this case Project Based Learning arouses a spirit of investigation and innovation, creativity for the generation of new knowledge, productive thought, and motivation to learn and solve problems (Rios et all, 2010).

On the interview, the students were asked about the use of technology since the project drives them to apply technology. The application of technology to learning and instruction has led, in general, to an interest in using technology as a "cognitive tool" and, in particular, to the incorporation of computer hardware and programs into Project-Based Learning as extensions of and models for student capabilities (Thomas, 2000). Indeed, the students responded that they were able to use technology such as camera for capturing the pictures or video, laptop/computer for editing the presentation, and LCD for displaying the project.



The student already recognized the application of technology. Thus, there is no big issue over it. One of the student said that:

Student 10

Indonesian version:

*“Untuk penggunaan teknologi kami udah paham semua miss. Untuk presentasi itu, pakai laptop dan LCD. Di proses editing juga ga berat, karena kami pakai aplikasi yang mudah untuk digunakan. Jadi, ga ada kendala yang berarti”*

(S10. Rec: 20170105 093631)

English version:

*“For the use of technology, we already know all miss. In the presentation, we are able to use laptop and LCD. In the editing process, we use simple application in order to be easy to use. So, there is no significant problems”*

(S10. Rec: 20170105 093631)

The comment above explained that the students have knowledge in applying technology. The utilizing of these technology is one of 21<sup>st</sup> century skill. It could be assumed that the students have mastered one of 21<sup>st</sup> century skill. Thus, this assumption can answer the questioning problem on the background that the students have mastered technology. It means that the students have applied the 21<sup>st</sup> century skill as one of the main expectations regarding to the future goal.

Some authors Larmer & Mergendoller (2010), Thomas, Mergendoller & Michaelson (1999) point out one of the essentials elements of Project Based Learning that the students must have a significant content, develop in students 21<sup>st</sup> century competencies, allow in-depth inquiry and include driving questions. Therefore, in the result, the students could accumulate the content of the project, be able to apply the technology, overcome the issues faced during the process of the project.

Project presents opportunities for authentic investigations and presentations (Stripling, 2009). There is a real reason for students to learn something and for them to present their learning since it is a project. Students identify real problems to pursue and they investigate them through real-world sources of information (e.g., Internet sites, human sources). Because students are doing their own project, they find connections to their own interests in creating the project. The students overcome the problem by seeking the internet or asking human sources such as the use of technology.

Among the advantages of Project Based Learning, based on the interview to the students, they expressed some obstacles occurred during the project. Managing time while creating the project work is the first issue comes. Many factors caused them hardly to face this problem such as location of the object place, member's another activity and the use of technology.

Overall, the process of Project Based Learning gives chances for students to explore more their ability to work collaboratively as a teamwork, to gain the application of technology, and to improve their speaking ability. These abilities are required in the 21<sup>st</sup> century workplace and in college. Whereas Project Based Learning success requires more than basic knowledge and skills. In this project, students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.

The results of this study support the result of similar previous studies. Unlike this study, Kamisah (2013), Zare-Behtash, et.al (2013), Yunanto (2015), Anuyahong (2015), Puspa (2016) have not implemented Project Based Learning with 6 stages. As described on the related review of study, the previous ones applied PBL in different methodology, subject and object. Most of them used only 3 stages; designing, creating, and presenting the project. Yet, the result of the implementation of project work with the six stages succeed developing 21<sup>st</sup> century skills in the students' speaking ability and learning experiences.

Over the success of Project Based Learning in enhancing 21<sup>st</sup> century skills for the students' speaking ability, this study has limitation in the implementation which cannot be generalized for next/further study. The subject was the students from Biology Department in Universitas Bengkulu who got second position in learning English after English Department (Suwarno, 2017). They have been able to use technology. It means that the students' capability of English and technology are in and above standard than others. Thus, the researcher did not need extra time to teach technology first to the students.

For the result, it is hoped to be useful as the input of information about students centered project integrated with technology and the methodology of teaching English, as well as an additional reference for the next researcher who wants to conduct a similar research.

For English instructors / lecturers, the result of this research can be used as an optional model of teaching and learning speaking on how to

improve or develop the students' speaking ability with more practice of using oral communication in their real and natural communication activities, as relevant knowledge about the teaching of speaking, and as information the use of technology. And for the students, hopefully this learning model can help them to enrich their learning experiences as part of 21<sup>st</sup> century skills.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter represents the conclusion of the results from the triangulated instruments; questionnaire, semi-structured interview and observation checklist, and performs suggestion for the teacher or the next further study.

#### 5.1 Conclusion

Based on the results of the research discussed on the previous chapter, the researcher concludes that:

1. Based on the questionnaire result, the stage giving the prominent contribution for the students' speaking ability was stage 5 (*Presenting the Project*) with the total of 27 of 29 students among the stages and with percentage 93.10%. In addition, the result of the students' presentation on the aspects of fluency, pronunciation, vocabulary, and confidence had developed to the level of *capable*.
2. The students' responses toward the process of Project Based Learning are generally positive. The mean scores from result of the questionnaire are high. The mean scores are among 3.21-4.80, it indicates that the students' positive responses is high. The result of interview and observation-checklist conclude that 21<sup>st</sup> century skills are applied in the process of Project Based Learning. The project gives chances for students to explore

more their ability to work collaboratively as a teamwork, to gain the application of technology, and to improve their speaking ability.

## **5.2 Suggestion**

A lot expectations stated in this research, some of them could not be reached and hopefully come true in the future. For the better implementation of this research, here are the suggestion that can be followed.

1. Since the project requires technology, it is recommended to both teacher or next researcher and students to acknowledge the use of technology. The teacher or researcher who is willing to conduct the same study need to control and watch the process of the project by monitoring more in every stage.
2. To maximized the result, that important to notice; remind the students to manage the allocation time carefully and the application of technology as well.

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# APPENDICES

## Appendix 1. Reliability and Validity Analysis

### Reliability Statistics

Cronbach's Alpha	N of Items
,914	24

### Validity Analysis

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Stage1.1	89,28	73,921	,753	,907
Stage1.2	89,79	77,741	,315	,914
Stage1.3	89,55	73,613	,493	,911
Stage1.4	89,59	74,251	,536	,910
Stage2.1	89,41	77,180	,297	,914
Stage2.2	90,00	76,000	,505	,911
Stage2.3	89,83	74,291	,539	,910
Stage2.4	89,79	76,956	,351	,913
Stage3.1	89,93	74,924	,400	,913
Stage3.2	89,83	74,362	,591	,909
Stage3.3	90,00	74,643	,474	,911
Stage3.4	90,00	74,786	,507	,911
Stage4.1	89,86	75,337	,425	,912
Stage4.2	90,10	73,882	,616	,909
Stage4.3	90,07	71,567	,721	,906
Stage4.4	89,90	75,453	,401	,913
Stage5.1	89,93	75,067	,511	,911
Stage5.2	90,03	72,820	,622	,908
Stage5.3	90,14	75,337	,524	,910
Stage5.4	89,76	79,547	,159	,915
Stage6.1	89,66	69,734	,809	,904
Stage6.2	90,28	70,493	,650	,908
Stage6.3	89,90	71,739	,795	,905
Stage6.4	89,83	73,148	,646	,908

From the reliability statistics, it could be seen that the alpha value was > 0.80 with Cronbach's Alpha value of 0.94. This meant that almost all items were reliable and all tests were internally consistent because they had strong reliability. Otherwise, on the validity statistics, question items of *stage21* and *stage54* were not valid with index correlation score < 0.3. After the two items were eliminated, the result was seen in the tables below:

#### Reliability Statistics

Cronbach's Alpha	N of Items
,916	22

#### Validity Analysis

##### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Stage11	80,93	69,352	,742	,910
Stage12	81,45	72,899	,322	,916
Stage13	81,21	69,384	,459	,915
Stage14	81,24	69,690	,525	,913
Stage22	81,66	71,520	,476	,914
Stage23	81,48	69,759	,525	,913
Stage24	81,45	72,185	,352	,916
Stage31	81,59	70,037	,416	,916
Stage32	81,48	69,544	,606	,911
Stage33	81,66	69,805	,487	,914
Stage34	81,66	70,163	,500	,913
Stage41	81,52	70,544	,433	,915
Stage42	81,76	68,975	,642	,911
Stage43	81,72	66,921	,726	,908
Stage44	81,55	70,828	,393	,916
Stage51	81,59	70,323	,516	,913
Stage52	81,69	68,293	,613	,911
Stage53	81,79	70,741	,512	,913
Stage61	81,31	65,293	,802	,906
Stage62	81,93	65,852	,657	,910
Stage63	81,55	66,970	,814	,907
Stage64	81,48	68,330	,664	,910

The Cronbach's Alpha value increased to 0.916 and all question items were valid. Thus, the questionnaire was reliable and justified data.

## Appendix 2. Mean Score and Standard Deviation

Item Statistics			
	Mean	Std. Deviation	N
Stage11	4,48	,509	29
Stage12	3,97	,499	29
Stage13	4,21	,774	29
Stage14	4,17	,658	29
Stage21	4,34	,614	29
Stage22	3,76	,511	29
Stage23	3,93	,651	29
Stage24	3,97	,566	29
Stage31	3,83	,759	29
Stage32	3,93	,593	29
Stage33	3,76	,689	29
Stage34	3,76	,636	29
Stage41	3,90	,673	29
Stage42	3,66	,614	29
Stage43	3,69	,712	29
Stage44	3,86	,693	29
Stage51	3,83	,602	29
Stage52	3,72	,702	29
Stage53	3,62	,561	29
Stage54	4,00	,378	29
Stage61	4,10	,772	29
Stage62	3,48	,871	29
Stage63	3,86	,639	29
Stage64	3,93	,651	29

## QUESTIONNAIRE

Please fill the questionnaire truthfully according to your experience on the process of project! The data will be used only for research inquiries.

You may choose more than one optional by giving tick (√) that best indicates response to the questions.

**Stage 1: Giving clear information and role of project**

**Stage 2: Designing a plan for the Project**

**Stage 3: Creating a schedule and project**

**Stage 4: Reporting the progress of the project**

**Stage 5: Presenting the project**

**Stage 6: Evaluating the whole project**

No	Questions	Stages					
		1	2	3	4	5	6
1	Which stages do you consider difficult to put into?						
2	According to your experience, which stages give the most contribution for speaking ability?						
3	According to your experience, which stages do you consider the easiest one to do during the process of project?						
4	According to your experience, which stages do you consider the most important one to do during the process of project?						
5	According to your experience, which stages do you consider not give much contribution for speaking ability?						

*Directions:* For items 1 – 6, identify how you feel about the group project by giving tick (√) that best indicates response to the statements.

Categories of PBL		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>1</b>	<b>Stage 1</b> The information of every stage of Project Based Learning given are clear					
	I get enthusiast to the project					
	The teacher explains the instruction clearly					
	I understand what I and group will do in the beginning of stage					
<b>2</b>	<b>Stage 2</b> The project encourages me to exchange knowledge with my friends					
	I share ideas to the group in doing the project					
	I contribute to the project discussion in group					
	The project can develop my knowledge to find creative ideas					
<b>3</b>	<b>Stage 3</b> I get motivated to speak during the process of the project					
	The process of discussion encourages me to speak					
	The group can manage the allocation time					
	Every member of group collects the necessary things regarding to project					
<b>4</b>	<b>Stage 4</b> The report makes the group project scheduled					
	I learn about my English ability from my friends' suggestions while doing the project.					
	All member of the group contribute in the process of project					
	When there is a problem while doing the project, my friends and I can solve it together.					
<b>5</b>	<b>Stage 5</b> I capable in using the technology					
	The group shares each duty in presenting the project					
	I feel confident in presenting the project					
	I and the group practice our speaking before presenting					



<b>6</b>	<b>Stage 6</b>					
	The project increases the skill of cooperating with others					
	I am able to speak in every stage					
	The project makes me become braver to say what I think					
	The project makes me speak a lot					

Adopted from Puspa (2016)

## **SEMI STRUCTURED INTERVIEW**

The semi-structured interview was the less formal type of interview in which although sets of questions may be used, the interviewer freely modified the sequence of questions, changed the wording and sometimes explained them or adds to them during the interaction. All of the interviews were conducted in *Bahasa Indonesia*, but sometimes mixed with English in order to prevent language difficulty and anxiety, which led to the participants being unable to respond truthfully.

1. Which stages do you consider difficult to put into?
2. Which stages give the most contribution for speaking ability?
3. Which stages do you consider the easiest one to do during the process of project?
4. Which stages do you consider the most important one to do during the process of project?
5. Which stages do you consider not give much contribution for speaking ability?
6. In the first stage, do you understand clearly what the direction is?
7. In the second stage, are all member participating on the discussion in designing the project, such as deciding the place and dividing the tasks?
8. In the third stage, is there any problem in creating the project?
9. Can you operate the technology? Camera, HP, laptop/computer?
10. In the fourth stage, do you share the ideas or additional information regarding to the project?
11. Is there any problem in editing the project?
12. Do all the members do each task/duty?
13. In presentation stage, do all the member cooperate?
14. Is the presentation stage improving your English?
15. Are you confident in delivering the project?
16. What do you get from the project?
17. Are you willing to do the same project for the next one?
18. Overall, do you enjoy doing the project? Why?

## OBSERVATION CHECKLIST AND NOTE

Stages	Activity	Yes	No	Note
1	<p><b>Giving clear information and role of project</b></p> <ul style="list-style-type: none"> <li>• The students listen to the teacher's explanation</li> <li>• The students ask about the information enthusiastically</li> </ul>			
2	<p><b>Designing a plan for the project</b></p> <ul style="list-style-type: none"> <li>• The teacher and students negotiate the criteria for evaluating the projects.</li> <li>• Students discuss and accumulate the background information needed for their designs</li> <li>• Students accumulate the materials necessary for the project</li> </ul>			
3	<p><b>Creating a schedule and project</b></p> <ul style="list-style-type: none"> <li>• Students discuss and accumulate the schedule of the project</li> <li>• Students create their projects</li> </ul>			
4	<p><b>Monitoring the students and the progress of the project</b></p> <ul style="list-style-type: none"> <li>• Students reports the progress of each group</li> <li>• Students discuss the process of the project</li> <li>• The students ask more about the project</li> </ul>			
5	<p><b>Assessing the outcome</b></p> <ul style="list-style-type: none"> <li>• The groups are ready to</li> </ul>			

	<p>present the project</p> <ul style="list-style-type: none"> <li>• Others groups give suggestion to the group presentation</li> </ul>			
6	<p><b>Evaluating the experience</b></p> <ul style="list-style-type: none"> <li>• The students respond to the teacher's talk</li> <li>• The students like to talk about the experiences during the project</li> </ul>			

Adopted from Rufiana (2013)

### Table of Distribution Scores of The Research Subjects

N = 29 correspondents

No	Questions	Stages					
		1	2	3	4	5	6
1	Which stages do you consider difficult to put into?	1	4	5	-	19	-
2	According to your experience, which stages give the most contribution for speaking ability?	1	1	-	-	27	-
3	According to your experience, which stages do you consider the easiest one to do during the process of project?	16	3	5	5	-	-
4	According to your experience, which stages do you consider the most important one to do during the process of project?	17	2	1	2	6	1
5	According to your experience, which stages do you consider not give much contribution for speaking ability?	19	4	5	-	-	1

### The Table Percentage of Scores

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

P = Percentage, F = Frequency, N = Total

Respondents

Questions	Stages					
	1	2	3	4	5	6
Which stages do you consider difficult to put into?	3.44%	13.79%	10.35%	-	65.51%	-
According to your experience, which stages give the most contribution for speaking ability?	3.44%	3.44%	-	-	93.10%	-
According to your experience, which stages do you consider the easiest one to do during the process of project?	55.17%	13.79%	17.24%	17.24%	-	-
According to your experience, which stages do you consider the most important one to do during the process of project?	58.62%	6.89%	3.44%	6.89%	20.68%	3.44%
According to your experience, which stages do you consider not give much contribution for speaking ability?	65.51%	13.79%	17.24%	-	-	3.44%

**TABLE OF COEFFICIENT AGREEMENT**

Category	Observer 1	Observer 2
1	Yes	Yes
2	Yes	Yes
3	Yes	Yes
4	Yes	Yes
5	Yes	Yes
6	Yes	Yes
7	Yes	Yes
8	Yes	Yes
9	No	Yes
10	No	Yes
11	Yes	Yes
12	No	No
13	Yes	Yes
14	Yes	Yes

**Table of Agreement Contingency**

		Observer 1		
		Yes	No	The total
Observer 2	Yes	1, 2, 3, 4, 5, 6, 7, 8, 11, 13, 14 11	9, 10 2	13
	No	0 0	12 1	1
		11	3	14

$$IKK = \frac{n}{N} = \frac{11}{14} = 0.7$$

IKK = Crude Index Agreement

n = Agreed, the same amount of code for the same object

N<sub>1</sub> = The number of the observed object

### PRESENTATION OF GROUP 3

- Student 1 : (noise) We will.... Er.... We will give our story about our holiday at Kampung Cemara. And the first picture with (long noise)... Okay, this is a video (long noise)... Sorry, we will skip it and we will.. er..go to the next speaker.
- Student 2 : Okay.. this is.. okay.. this is a (noise).. the (noise) ...tree. And can ... can.. and (long noise)... and it can... Okay next. In this photo we can see the wood table, tree, and flying fox... (noise) and flying fox. We can see... next.
- Student 3 : We take... We take a picture the.. near the field of wood. There we saw a river and we are trying to catch it but we failed. And we didn't get a chance to take picture with people or our friends (noise)
- Student 4 : Okay guys we went to... we went to.. we want to play a flying fox... we go straight of the road.. of the road to.. to.. playing a flying fox. It is a we are take a pic and a flying fox. In this pic we can see a "benteng" of it is road and green grass. In the flying fox we can see.. er.. I.. I take a pic of people, when she play a flying fox I take a pic of.. I take a pic by myself.
- Student 1 : In this photo we were on the beach, the beach is right behind "Kampung Pesisir". As you can see the view there is... there are.. there are.. many street lights and there are also many stones.. yeah.. Next. And it is (noise) *masih di Pantai Panjang...*
- Student 5 : And I will explain about this picture. This is a view from "Kampung Cemara", it is the *cemara* trees.. er.. and this.. er.. left picture you can see we take a picture behind the is "Pantai Panjang" and there's many green grass too.. and er.. er.. this our candy we take from "Kampung Cemara" too and this left side you can see many.. er.. er.. trash. And this is our duty to keep our natural.. yes our.. okay okay, this is our brochure. You can see that there is "Kampung Cemara" with many.. many trees you can see that.. er.. And this is cheap just fifteen thousand rupiahs and with flying fox.. er.. I think is there.. there is our presentation of our holiday in "Kampung Cemara" so thank you for your attention. Thanks.

## PRESENTATION OF GROUP 7

- Student 1 : Good morning. First of all I'll say thanks for Almighty God for chance of being here. Second, we would say thank for our lecture for giving us a chance for our presentation. Our presentation is about Sungai Suci.
- Student 2 : Sungai Suci is one of the place in Bengkulu. The located.. the located of Sungai Suci is in Bengkulu Tengah. We can.. eh we will just read about Sungai Suci so you can join us to visit Sungai Suci. My friends will describe about it.
- Student 3: Er.. in Sungai Suci.. er.. We can see.. er.. beach. Er.. and then as beautiful.. er.. beautiful.. beautiful beach in the Sungai Suci. Er.. you can have.. er.. a holiday and refreshing in the beach. And also you can many view in there.
- Student 4: I.. I.. Er.. Large beach.. a lot of.. a lot of tree.. much of stone.. and also much of sand. We suggest you to visit the Sungai Suci in the afternoon because in the afternoon you can see.. er.. sunset.. beautiful sunset ya.. In Sungai Suci you can find parking place so you can pay it with 2000.. only 2000 rupiahs. If you are hungry in Sungai Suci, you can find any can.. any canteen. The menu yes.. fried noodle, ice tea, meatballs, and etc. so my friends.. er.. you can.. you also can find a couple-bridge.. couple-bridge.. the first bridge.. beach.. bridge.. the first bridge is enter bridge and the second bridge is exit bridge. So we suggest you my friends to visit Sungai Suci because in there you can find the great view. That's all our presentation, thank you.



## PRESENTATION OF GROUP 5

- Student 1 : We are from group 5. We will explain about Taman Wisata. Introduce my group. In the first picture will be explained my friend .....
- Student 2 : in this picture, one can get... eh.. and many flying fox. The second picture, many the forest, many the trees, and there is a river behind the cottage. The color the cottage is red and white.
- Student 3 : here, a there is many tree, and .... And in the left there is a stair, there is a shit, a there is many in Taman Family.
- Student 4 : okay, here is Taman Family, to buy the ticket is for 10000-25000 rupiah. Guys, you have to go over there.
- Student 5 : okay this is the parking lot. There are many plants, many trees, and .... And flying fox (long silence). There is one picture about .... (long silence). You can go there 5000 rupiah. Okay this is the presentasion of our group. Thank you. Wassalamualikum wr, wb.

## Recording 20170105 085236

- Researcher : Alright, good morning everyone.
- Student 1 : Good morning.
- Researcher : Okay, eh today eh we are going to talk about your opinion regarding to the project that we made before. Jadi, kita kan mau bahas tentang proyek yang udah kalian buat. So, would you like to speak in English or Indonesian or both, mixed?
- Student 1 : Indonesia.
- Student 2 : Indonesia.
- Researcher : Indonesia aja. Itu kemaren kan ada six stages, ada enam stages. Stage pertama, I give you information of instruction. Kalian mau bikin apa. Kemudian stage kedua, kalian mulai designing. Itu yang namanya designing mulai membuat. Yang ketiga, yang benar-benar buat, terjun ke lapangan. Yang keempat, kalian laporin hasilnya. Yang kelima, baru kalian presenting ya kan. Kemudian yang keenam, baru ada evaluasi. Oke, mulai dari stage pertama, di stage pertama itu, informasi yang Miss kasih jelas nggak sih, kalian tu disuruh apa?
- Student 1 : Jelas.
- Student 2 : Jelas.
- Researcher : Terus, ngerti ya mau ngapain waktu itu. Oke, Di stage kedua, kalian mulai design. Di grup itu kalian mulai design, ada kendala nggak ketika kalian, ada problem nggak di sana?
- Student 1 : Kendalanya.
- Student 2 : Ada kendala.
- Researcher : Apa?
- Student 2 : Hmm, flashdisk, dibawa teman. Terus, flashdisk-nya hilang. Cuma ada fotonya lagi, disuruh buat ini, laptop sempat nggak ada. Terus, nggak ada yang buat.
- Researcher : Jadi?
- Student 1 : Kalo yang planning-planning mau buat yang rencana pertama itu, nggak ada sih Miss. Kan karna kita kan nentuin bareng-bareng kan mau ke mana kira-kira. Karna itu lagi musimnya UTS, jadi kan kita serba sibuk juga kan, UTS, praktikum.
- Student 2 : Ya, Miss.
- Researcher : Oke. Kemudian di stage kedua, designing, designing. Ketika kalian design itu, eh berbagi ide nggak kalian? Semua member berbagi ide nggak atau cuman dua orang tiga orang aja yang sibuk?
- Student 1 : Bareng-bareng sih Miss kami. Kompak bareng-bareng. Kita ke situ. Siapa yang kasih saran, kita ke sana gitu, ya udah ke sana dulu. Kita coba-coba foto-foto. Kita ambil-ambil nanti kan bisa dipilihin lagi mana yang lebih bagus gitu fotonya.
- Student 2 : Jadi kita turutin yang satu ini maunya ke situ, jadi ke situ dulu gitu. Yang satunya ke situ, ya ke situ gitu.
- Researcher : Oke. Berarti, share idea ya.
- Student 1 : Hu-uh.
- Researcher : Di stage ketiga kalian mulai buat, berarti kan kalian harus pergi ke sana ya.
- Student 1 : Iya
- Researcher : Di situ hmm kalian cuma foto-foto aja atau mulai diskusi juga?
- Student 1 : Di situ kami baru, nggak sih, baru foto-foto dulu kan. Foto-foto dulu, belum dikerjain itunya apa videonya tu belum dikerjain karna baru foto-foto.
- Researcher : Terus, setiap anggota member itu kasi kontribusi yang besar nggak ketika buat? Misalnya, cuman ngikut aja. Atau misalnya ketika buat kan kalian butuh laptop nih, butuh ini yang lain, apakah semua member ikut serta dengan kekurangan grup?

Student 1 : kerjasama sih, Miss. Ada yang bawak laptop, sewa kamera videonya. Terus, buatnya juga di kampus, jadi sama-sama buatnya yang itunya tu.

Student 2 : Hu-uh. Kerjasama.

Researcher : Jadi bareng ya semuanya ikut.

Student 1 : Hu-uh. Di kampus. Pas lagi ada jam kosong kan di kampus kan, jadi nggak ribet. Kalo harus pulang dulu kan, takutnya nanti nggak dateng. Jauh lah, ada yang nggak punya motor kan. Kalo di kampus kan, nggak. Udah sekalian di kampus.

Researcher : Nah, ketika ada masalah itu, sama-sama nggak kalian mecahinnya atau cuman kamu aja atau kamu aja, kalian berdua aja atau gimana? Ada masalah flashdisk itu.

Student 1 : Ya, kalo flashdisk tu, susah juga sih masalah flashdisk tu.

Researcher : Atau misal ada dari member yang nggak peduli atau semuanya justru kalian khawatir atau berbagi.

Student 1 : Ya meskipun ada kendala di sana, akhirnya kami sama-sama pecahin masalahnya miss. Jadi beres semua.

Researcher : di stage presentasi, apakah semua member bisa menggunakan technology? Seperti laptop, LCD.

Student 1 : Bisa miss

Student 2 : Iya bisa miss

Researcher : Stage yang paling sulit yang mana?

Student 1 : Ketika creating. Seperti manage waktu, kumpul member nya juga.

Student 2 : iya miss itu yang sulit

Researcher : Stage yang paling banyak kontribusi buat speaking yang mana?

Student 1 : di presentasi miss.

Researcher : Stage yang paling mudah untuk dilakukan yang mana?

Student 2 : Stage yang pertama

Researcher : Ketika pertama kali mendapat project ini, kalian antusias ga? Atau biasa saja?

Student 1 : Antusias miss, karena kan bisa sekalian refreshing.

Researcher : Tahap yang paling penting yang mana?

Student 1 : di tahap pertama, tentang apa yang akan kita buat.

Student 2 : Iya, karena itu instruksi pertama

Researcher : Tahap yang ga kasih kontribusi banyak untuk speaking yang mana?

Student 2 : Di stage terakhir. Cuma refleksi aja. Dengerin apa yang kurang dan lebihnya. Dan nilainya

Student 1 : iya,

Researcher : Okay, thank you for your time.

## Recording 20170105-090537

- Researcher : Good morning everyone.
- Student 1 : Morning, Miss.
- Student 2 : Morning, Miss.
- Researcher : Okay, today we are going to do interview. I'm going to interview you some questions regarding our project yesterday. Jadi, Miss akan ngasi beberapa pertanyaan tentang proyek yang kita buat kemaren. So, would you like to speak in Indonesian or English?
- Student 1 : Indonesian.
- Student 2 : Indonesian.
- Researcher : You are from group?
- Student 2 : Four.
- Student 1 : Empat.
- Researcher : Empat. Oke, jadi kemaren kita ada, kan Miss udah jelasin ya ada enam step. Step pertama itu informasi. Miss suruh apa instruction-nya. Kalian harus gini, gini, gini. Yang kedua itu kalian mulai desain rencananya ya kan. Yang ketiga kalian mulai buat. Ke situ, ke mana misalnya ke mana kalian kemaren. Yang keempat itu kalian mulai editing sama laporan ya. Ada kan yang Miss Tanya itu progresnya. Yang kelima, kalian mulai presentasi. Yang keenam baru evaluasi. Yang kalian udah presentasi, kan Miss kasi evaluasinya. Gini, gini, gini, apa yang kurang. Mulai dari yang pertama dulu deh. Di stage itu, ketika when I give you ketika Miss kasih instruction, "Kalian buat ini proyek". Itu kalian antusias nggak atau biasa aja?
- Student 1 : Eh, menurut kami, antusias, Miss.
- Researcher : Kenapa antusias?
- Student 1 : Eh, soalnya itu kan proyeknya seperti jalan-jalan kan, Miss.
- Researcher : Hu-uh.
- Student 1 : Kan kami eh sudah capek buat laporan. Eh, jalan-jalan menjadikan sebagai refreshing dan juga belajar.
- Researcher : Oh, oke. Kamu juga itu?
- Student 1 : Iya, miss. Tetap teringat laporan, tapi ga pusing lagi.
- Researcher : Oh, gitu. Nggak, nggak bosan ya jadinya ya diisi jalan-jalan. Oke. Terus, mulai kalian eh bikin rencananya. Rencana mau ke mana, mau ke mana. Itu ada kendala nggak ketika itu? Atau kalian bentrok ide atau gimana?
- Student 1 : Bingung. Terus kan bentrok kelompok, terus kami rembukan sekelas aja. Hmm, bagi per grup. Terus bagi-bagi per kelompok mau pilih tempat yang mana.
- Researcher : Oh gitu, jadi kalian rembuk sekelas ya.
- Student 1 : Iya, Miss.
- Student 2 : Ya, Miss.
- Researcher : Oke. Terus, kalian ketika di designing itu di ketika kalian merencanakan rencananya. Itu ada bentrok waktu mungkin atau apa?
- Student 1 : ada miss. Harus tunggu teman-teman yang molor waktu.
- Researcher : Semua member kontribusi nggak ke rencana itu atau cuma ngikut aja? Atau cuman kalian berdua aja mungkin yang sibuk atau yang lain biasa aja?
- Student 1 : Sibuk semua sih, Miss.
- Student 1 : Ya.
- Researcher : Kalian bagi-bagi ya?
- Student 1 : Hu-uh.
- Researcher : Kemudian ketika buat, ketika buat eh udah, udah misalnya udah take pictures, udah made videos. Itu kan mulai kalian creating yang lain-lain. Itu apakah semua membernya kontribusi nggak ke pembuatan itu atau cuma beberapa orang aja?
- Student 1 : Kami ikut semua kan di di videonya kami buat lima, jadi kami bagi satu-satu. Jadi fokus ke slide video mereka masing-masing.

Student 2 : Misalnya, E... ni yang ini. Saya yang ini.

Researcher : Oke. Kemudian di stage keempat, itu kan mulai kalian mulai laporan ya. "Ini gimana progresnya?" Gitu, gitu. Itu ka ada masalah yang parah nggak?

Student 1 : Nggak, Miss.

Student 2 : Nggak ada, Miss.

Researcher : Nggak ada ya. Ketika misalnya di proses editing-nya nggak ada masalah?

Student 1 : Nggak.

Student 2 : Nggak ada, Miss.

Researcher : Di stage kelima, kalian mulai presentasi, pede nggak?

Student 1 : Pertama emang deg-degan, Miss. Tapi saling membantu lah.

Student 2 : Latihan-latian dulu sebelum presentasi.

Researcher : Kemudian ada di stage keenam, yang terakhir. Keenam itu bikin kalian, projek ini buat kalian nambah nggak speaking-nya?

Student 1 : Eh, iya Miss nambah. Biasanya di SMA nggak pernah bikin projek seperti ini

Student 2 : Projek-projek belum ada Miss. Biasanya buat tugas-tugas aja Miss.

Researcher : oke. Semua member bisa nggak mengaplikasikan teknologi misalnya kayak HP, kamera, atau laptop? Atau cuma beberapa orang aja yang bisa?

Student 1 : Bisa semua, Miss.

Researcher : Nah, di antara enam stage kemaren, itu yang paling susah yang mana?

Student 1 : yang me-manage waktu.

Student 2 : Me-manage waktu, Miss. Soalnya susah ngumpulkan semuanya. Di creating itu. Mau pergi ke tempat nya.

Student 1 : Mau pergi ke tempatnya. Buat projeknya, buat schedule-nya. Itu yang paling sulit. Ya, soalnya ada yang dari Seluma. Itu yang nunggu lama.

Researcher : oke, Terus, yang mana stage yang paling banyak beri kontribusi dalam ngomong, speaking?

Student 1 : Presentasi, Miss.

Student 2 : Presentasi.

Researcher : Ketika presentasi. Kenapa di presentasi?

Student 1 : Di pas presentasi kami lebih melatih berbicara.

Student 2 : Hu-uh. Kan itu kan sudah dibagi-bagi kan Miss. Dibagi masing-masing tugasnya.

Researcher : Yang paling gampang yang mana sih proses itu, di antara enam itu?

Student 1 : Eh, edit.

Student 2 : Edit.

Researcher : Editing paling gampang?

Student 1 : Ya kan cuma dimasukkan foto, terus. Kan dari HP, dimasukkan ke laptop

Researcher : Itu yang paling gampang. Oke. Kemudian yang paling penting stage yang mana nih? Apakah ketika dengerin instruksi atau mulai mau buat, membuatnya, lapirin laporan atau presentasi atau ketika penilaian?

Student 1 : Waktu instruksi.

Researcher : Instruksi. Berarti, stage yang pertama ya. Itu yang paling penting. Yang mana yang nggak terlalu banyak bikin kalian ngomong?

Student 1 : Hmm, editing.

Researcher : Editing, berarti masih di, masih dalam creating ya. Oke. Do you like the project?

Student 1 : Sangat.

Student 2 : Sangat. Suka banget.

Researcher : Strongly agree ya. Oke, itu aja. Thank you ya.

## Recording 20170105-091451

- Researcher : Good morning everyone.  
Student 1 : Good morning, Miss.  
Student 2 : Good morning, Miss.  
Researcher : Eh, today we are going to talk about, our project yesterday. So, would you like to speak in English or Indonesian or mixed?  
Student 1 : Mixed.  
Student 2 : Mixed.  
Researcher : Mixed. Ehem, oke. First of all, what's your name?  
Student 1 : My name is Putri Larasati.  
Student 2 : My name is Yunike ... (tak jelas terdengar).  
Researcher : From group?  
Student 1 : Four.  
Student 2 : Four.  
Researcher : Four. Right, kelompok empat. So, kemaren kan ada there are six six stages, semuanya udah Miss jelaskan. Yang pertama itu, ketika when I ask you to do the project. Yang kedua, kalian mulai mendesain rencananya kalian mau ke mana. Terus, siapa yang ini, siapa yang itu. Berbagi-bagi. Yang ketiga, kalian mulai buat projeknya, yaitu bisa pergi ke sana, foto-foto dan lain-lain termasuk editing. Kemudian yang keempat ada reporting. Reporting tu ketika Miss tanya-tanya itu lho "Gimana projek kalian?" Ada kan yang itu? Yang kelima, kalian mulai presentasi. Yang keenam, evaluasi. Yang Miss kasi tau "Apa kurangnya?". Nah, menurut kalian, yang paling sulit itu yang mana?  
Student 1 : Kalau sama aku sendiri kan Miss, lebih sulit yang pas waktu kami pergi ke tempatnya itu. Ngumpulin waktunya.  
Student 2 : Waktu mulai creating the schedule the project itu yang paling sulit.  
Researcher : Yang mana yang paling banyak ngasi kontribusi di speaking? Yang bikin kalian ngomong banyak.  
Student 2 : Di presenting. Presentasi.  
Student 1 : Ya.  
Researcher : Presenting. Oke, kenapa di presentasi?  
Student 2 : Karena diharuskan ngomong.  
Student 1 : Jadi ya mau nggak mau ngomong.  
Student 2 : Ngapalin dan mendeskripsikan picture nya. Kayak ada kursi udah tau, bahasa Inggrisnya kursi chair. Dibagi-bagi juga tugasnya di presentasi.  
Researcher : Yang mana yang paling gampang stage-nya?  
Student 2 : Planning.  
Student 1 : Rencana. Cuma desain rencana-rencana ya. Mau ke sini, mau ke sini.  
Researcher : Ehem, terus eh yang stage yang paling penting yang gak boleh terlewatkan?  
Student 1 : Yang pergi ke tempatnya itu, Miss.  
Student 2 : Pergi ke tempat itu ya. Meskipun dengerin, tapi kalo nggak pergi ke tempatnya, nggak jadi ya.  
Researcher : Sama aja enggak ya. Itu yang paling penting. Kemudian, eh yang mana yang nggak terlalu banyak buat kalian ngomong?  
Student 2 : Yang paling pertama.  
Student 1 : Yang di evaluasi juga.  
Researcher : Oke, nah agak lebih dalam lagi dari stage-stage itu, semua member kontribusi nggak atau Cuma kalian berdua aja atau cuma beberapa orang aja yang sibuk?  
Student 1 : Kontribusi masing-masing, Miss.  
Student 2 : Ya kalo kami udah planning kan sebelumnya, Miss.  
Researcher : Oh gitu. ketika Miss kasi tau ini "Okay, now you are going to make a project bla bla bla bla you must go to the tourism places. Did you get enthusiast or biasa aja? Kalian antusias nggak? Excited nggak atau gimana?  
Student 1 : Antusias, Miss. Antusias.

Student 2 : Soalnya kan kami banyak tugas, laporan banyak. Laporan praktikum. Jadi disuruh jalan-jalan, senang lah.

Researcher : Oh ya. Is it, is that your first time to go to Bung Karno's house?

Student 1 : Iya miss.

Student 2 : First time.

Researcher : next question, nambah speaking kalian nggak projeknya itu?

Student 1 : Nambah, Miss. Apalagi yang kata masuk there is a, nambah vocab miss.

Student 2 : Jadi bisa dicari tau. Pertamanya nggak tau bahasa Inggrisnya, jadi kita tau.

Researcher : Sebelumnya di itu ada di stage kelima, sebelum presentasi kalian ada latihan dulu nggak?

Student 2 : Ada, Miss. Latihan. Dibagiin dulu bagian-bagiannya supaya lancar. Kan ada penilaian juga disana

Researcher : Pede nggak ketika presentasi?

Student 1 : Kalo aku sendiri nggak pede, Miss.

Researcher : Kenapa nggak pede?

Student 1 : Alasannya kayak ada yang kurang gitu Miss, selalu ada pikirannya tu. Semua takut salah, jadi salah.

Student 2 : Hu-uh sama, Miss. Selama ada di depan teman-teman tu agak gerogi.

Researcher : Hmm, nervous ya. Oke, nah di stage terakhir itu kan mulai evaluasi, itu penting nggak menurut kalian?

Student 2 : Penting Miss dikasi tau apa yang salah dan bagusnya.

Student 1 : Penting, yang mana yang salah. Yang mana yang harus diperbaiki lagi.

Researcher : Hasilnya memotivasi kalian untuk mungkin bikin projek yang lain mungkin?

Student 1 : Ya, memotivasi, Miss.

Student 2 : Buat projek yang lebih bagus kayaknya, Miss.

Researcher : So, do you love the project?

Student 2 : I love it.

Student 1 : Love.

Researcher : You love it. Okay, that's the good answer. Thank you for your time.

Student 2 : Yes, Miss.

Student 1 : You are welcome.

### Recording 20170105-092400

Researcher : Good morning everyone.  
Student 1 : Morning, Miss.  
Student 2 : Morning, Miss.  
Researcher : How are you today?  
Student 1 : I'm fine.  
Student 2 : We are fine.  
Researcher : Okay, eh so we are going to talk about the project that you made before. Would you like to speak in English or Indonesian or mixed?  
Student 1 : Mixed.  
Student 2 : Mixed.  
Researcher : You are from group?  
Student 1 : Group seven, Miss.  
Researcher : Oke, so the project actually has six stages, ada enam stages yang kemaren Miss jelasin. Yang pertama itu stage-nya ketika when I give you the instruction, when I give you the information what you are going to do. Stage kedua kalian mulai design the plan. Kalian mau ke mana, mau ngapain. Yang stage three, create the project. Kalian mulai pergi ke sana, foto-foto, bikin video, dan yang lain-lain termasuk editing. Yang ke empat, itu ada progresnya, reporting progress. Ada kan yang Miss tanya "Gimana kelanjutannya itu? Udah, udah ke sana belum? Udah ke sini belum?". Yang kelima, kalian mulai presentasi. Yang keenam ada evaluasi. Ada kan yang sesudah kalian maju, Miss kasi ini kurangnya di sini, di sini, sini. Nah, stage yang paling sulit itu stage yang mana? The most difficult?  
Student 1 : Waktu create.  
Student 2 : Ya, Miss creating.  
Researcher : Kenapa? Kenapa dalam membuatnya itu susah?  
Student 1 : Eh, itu kan rekanain tempat. Plan, plan-nya mau ke mana gitu, Miss. Eh, nggak mungkin kan sama kan sama-sama sama kelompok yang lain kayak gitu na, Miss. Terus, to make the video, Miss. We must eh banyak tau tentang Kota Bengkulu untuk ini, Miss. Itu paling sulitnya, Miss.  
Student 2 : Yes, Miss. Mulai editing juga.  
Researcher : Oke, yang paling banyak ngasi kontribusi untuk speaking yang mana?  
Student 1 : Presentation.  
Student 2 : Presentation.  
Researcher : Kenapa di presentasi menurut kalian?  
Student 1 : kalo kita menghapalnya kayak itu kan Miss pasti kan la lupa karna pengaruh apa segala macam, jadi kita harus menjelaskannya lewat gambar itu sendiri kan Miss biar lebih gampang ngejelasinnya. Terus, dituntut kitanya untuk ngomong.  
Student 2 : Untuk bisa membuat kalimat kayak gitu.  
Student 1 : So, we must know much vocabularies.  
Researcher : Vocabularies. Nah, itu kan tau vocabularies, member-membarnya ngebantu nggak? Misalnya, kan ada yang, ada yang nggak tau jadi tau atau gimana atau kaliah "Eh, ini bahasa Inggrisnya apa? Ini bahasa Inggrisnya apa? Atau cuman latian sendiri-sendiri aja?  
Student 2 : Ya. Saling berbagi.  
Student 1 : Give the contribution to presentation. Semuanya  
Researcher : Oke, yang paling gampang dibuat itu yang mana? Yang paling gampang dilakukan stage yang mana? 1, 2, 3, 4, 5, 6?  
Student 1 : Foto-fotonya, Miss.  
Student 2 : Take a picture.  
Researcher : Oke, Yang paling penting?  
Student 2 : I think eh the most important is the first presentation. ... presentasi.  
Student 1 : Ya, sama. Pas presentasi.



Researcher : Pas di presentasi yang paling penting. Oke, yang mana yang nggak terlalu banyak ngasi kontribusi untuk speaking kalian?

Student 1 : Editing.

Student 2 : Yes, Miss. Ya. Editing.

Researcher : Itu kalian termotivasi sama project nya?

Student 1 : Termotivasi, Miss. Eh karna kan itu menyenangkan juga ya Miss.

Researcher : Itu kalian antusias atau biasa-biasa aja atau gimana? Ketika Miss kasi tau kalian harus buat ini projek.

Student 1 : Antusias.

Student 2 : Antusias.

Researcher : Antusias. Kenapa antusiasnya?

Student 1 : Selain bisa liburan, seru-seruan. Jalan-jalan.

Student 2 : Ada belajarnya juga.

Researcher : Oh ya, kemudian eh itu ketika designing kalian mulai mendesain, semua member ngasi ide-ide nggak atau ngikut aja?

Student 2 : Ngasi ide.

Student 1 : Ngasi ide. Mau tempatnya ke mana. Ada yang dari Bengkulu, ada yang dari luar. Jadi, mereka ngasi ide “Ke sini bagus lho, ke sini bagus lho” gitu.

Student 2 : “Untuk projeknya cocoknya di sini”. Terus, untuk percakapannya juga ada yang kasih tau.

Researcher : Saling berbagi ya. Nah, di stage keempat itu, mulai ada kayaknya mulai edit-edit. Yang selama proses, ada kendala yang nggak terpecahkan atau gimana?

Student 1 : Kayaknya nggak terlalu ada kendala ya Miss karna kita semua kerjasama, bagi-bagi tugas biar biar cepat selesai gitu, Miss.

Researcher : Oke, so di stage kelima, bisa semua kalian menggunakan teknologi itu?

Student 2 : Bisa.

Researcher : Jadi gimana caranya kalian, itu kan tadi ada eh mulai kita harus tau cara editing, Otodidak aja atau belajar dari orang atau gimana?

Student 1 : Eh, kita campur sih, Miss, Kita ada yang searching cara buat ini, tanya teman juga dan teman juga terus ngotak-atik sendiri.

Researcher : Jadi, nambah pengetahuan berarti ya. Di stage terakhir, itu nambah kemampuan kalian buat bersosialisasi keteman-teman yang lain.

Student 2 : Iya miss. Jadi bisa kerja sama dengan grup yang lain juga. Lebih kenal anak-anak kelas juga.

Researcher : Alright, english kalian improve ga dengan project ini?

Student 1 : Of course miss.

Researcher : Have you ever done project before?

Student 2 : No miss, this is our first time

Student 1 : yes, first time pergi ke tourism place nya.

Researcher : The last question, do you like making the project?

Student 1 : yes, excited sekali miss

Student 2 : Mau lagi buat project yang sama.

Researcher : good, oke, thank you for your time.

### Recording 20170105-093631

- Researcher : So good morning.  
Student 1 : Morning.  
Student 2 : Morning.  
You : How are you today?  
Student 1 : I'm fine.  
Student 2 : Fine.  
Researcher : So we are going to talk about our project yesterday. Kita akan membicarakan tentang projek kemaren. Ee, would you like to speak in English or Indonesian or mixed?  
Student 1 : Indonesia.  
Researcher : Oke, kan kemaren itu ada six stages, ada enam stages yang Miss kasi tau kemaren kan. Yang pertama itu ada giving clear information. Miss kasi instruksinya. Stage kedua, setelah kalian dapat informasi, kalian mulai mendesain, mulai rencananya mau ke mana. Yang ketiga kalian mulai buat, creating. Keempat, kalian reporting progres yang Miss tanya "Gimana progresnya? Udah sampai sini Miss. Udah ke sana. Mulai editing". Yang kelima kalian mulai presentasi. Yang keenam, ada evaluasi. Evaluasi yang Miss ini kurangnya di sini ada kan yang Miss. Nah, di antara enam itu, yang paling sulit yang mana?  
Student 2 : Yang paling sulit yang mulai desining plan.  
Researcher : Kenapa? Why?  
Student 1 : Soalnya pertama waktu setiap grup menentukan tempat tujuan, kami pertama memilih Tebing Kandang di Bengkulu Utara. Tapi, minggu-minggu itu kami banyak laporan. Jadi, tempatnya juga jauh, kami tidak bisa pegi. Terus, kami akhirnya memutuskan untuk pergi ke museum, Museum Bengkulu. Setelah sampai situ, museumnya sedang dalam renovasi. Akhirnya kami ganti lagi. Dan akhirnya kami di taman satwa Bengkulu.  
Student 2 : Presentasi juga miss. Soalnya kan baru berhadapan dengan orang banyak. Gak terlalu pede dan nervous. Jadi kadang yang mau disampain tu hilang.  
Student 1 : Gerogi Miss. Sedangkan bahasanya gak gak seperti bahasa biasanya. Kita pake bahasa Inggris.  
Researcher : Oke. Dari keenam stage itu, yang mana yang kasi kontribusi banyak untuk speaking?  
Student 1 : Presentasi miss. Karena di presentasi pasti kita menyampaikannya kan bahasa Inggris. Menyampaikan isi-isinya juga dalam bahasa Inggris. Kalau di stage lain banyak menggunakan Bahasa Indonesia.  
Researcher : Dalam bahasa Inggris. Semuanya full English. Kalau di creating?  
Student 2 : Creating masi pake banyak bahasa Indonesia.  
Researcher : Oh ya. Yang paling gampang dalam proses enam itu yang mana? Stage yang mana?  
Student 1 : Kayaknya waktu evaluasi. Soalnya kita udah mengerjakan. Hanya mendengarkan apa yang kurang jadi kita ngerti.  
Researcher : Oh gitu ya. Yang paling penting stage yang mana?  
Student 1 : Pertama.  
Student 2 : Yang pertama. Gak ada pertama, gak buat. Kalau nggak tau, nggak bisa.  
Researcher : Oke, stage yang mana yang nggak terlalu ngasi banyak kontribusi?  
Student 1 : Kalau menurut saya yang pertama karena pake bahasa Indonesia semua.  
Reseracher : Semua. Oh ya. Jadi kalian cuma dengar aja ya Miss bilang apa. Oke, next. Ketika in stage one, pertama Miss suruh "Kalian bikin projek". Eh, did you get enthusiast or biasa-biasa aja atau kalian merasa excited atau antusias sekali atau gimana?  
Student 2 : Antusias, Miss. Soalnya projek pertama dari kami untuk pengambilan tempat tempat wisata itu luar biasa rasanya, Miss.  
Researcher : Jadi sebelumnya belum pernah buat di SMA atau?

Student 1 : Belum pernah.

Student 2 : Belum, Miss.

Researcher : Oh ya. Yang kedua, kalian mulai buat designing, mulai mendesain. Ini rencananya kalian ke sini, ke sini, ke sini. Nah itu, setiap membeinya kasi kontribusi nggak?

Student 1 : Ada, Miss.

Student 2 : Kontribusi semua, Miss. Kerja sama tim.

Researcher : Hmm, oke. Terus, mulai, kalian buat, did you make the video?

Student 1 : Buat.

Student 2 : Buat sendiri.

Researcher : Itu kan harus mulai speak English. Itu termotivasi nggak untuk speak more atau biasa-biasa aja?

Student 1 : Termotivasi soalnya bahasa Inggris kan seru, tapi terkadang belum menguasai jadi takut.

Researcher : Takut. Oh ya. Eh, jadi semua member eh kasi kontribusi ya? "Apa lagi yang kurang? Apa lagi yang kurang?" gitu. Nah, ketika mulai, selama proses deh, ada gak problem yang nggak bisa diselesaikan?

Student 2 : Dalam proses penentuan hari, Miss. Soalnya kami kan banyak di labor bikin praktikum dan lain-lain.

Researcher : Jadi di situ yang susah ya, nentukan waktu ya. Oke. Di stage kelima, kalian mulai mempresentasi dan editing. Itu bisa semua nggak pakai teknologi kayak laptop atau kayak gimana cara bikin video ketika presentasi? Itu bisa semua nggak? Atau mungkin dulunya nggak bisa, ya sekarang bisa?

Student 2 : Kalau untuk buat powerpoint, kami bikin sama-sama biar tau semua.

Student 1 : Editing powerpoint kami pake yang biasa-biasa aja, jadi kami ngerti.

Researcher : Nah itu, tertantang nggak kalian untuk buat kalau misalnya ada next project lagi? Mau gak? Misalnya ya, I give you another project. Do you want to make it again?

Student 1 : Ya.

Student 2 : Selagi ada waktu, pasti, Miss

Researcher : Selagi ada waktu, mau. Ya oke. So did you like the project?

Student 1 : Yes, I liked it so much.

Student 2 : So much, Miss.

Researcher : Good. Nambah gak speaking kalian di projek ini?

Student 1 : Nambah.

Student 2 : Sedikit banyak nambah, Miss.

Researcher : Sedikit banyak nambah. Kenapa? Di bagian mana yang nambah? Apa yang menurut kalian itu nambah?

Student 1 : Kami kan ingin menyampaikan apa yang kita dapat tu pake bahasa Inggris. Jadi nambah vocab.

Student 2 : Sewaktu pengambilan pengambilan video video, kami kan pake bahasa Inggris. Itu juga melatih. Baca dulu.

Researcher : Oke, itu aja. Thank you ya.

## Recording 20170105-094616

- Researcher : Good morning everyone.  
Student 1 : Morning, Miss.  
Student 2 : Morning, Miss.  
Researcher : So, how are you today?  
Student 1 : I'm fine.  
Student 2 : I'm fine.  
Researcher : Good, so we are going to discuss about our project yesterday. Would you like to speak in English or Indonesian?  
Student 1 : Indonesian.  
Researcher : You are from group?  
Student 2 : Five.  
Researcher : Five. Oke, so kemaren kan udah Miss jelasin bahwa itu ada enam stage. Nah, di enam stage itu kan yang pertama ada giving clear information. So, I give you instruksi. Stage kedua kalian mulai desain rencananya, mau ke mana, pembagian tugas, kapan. Nah itu ya. Yang ketiga, kalian mulai buat. Mulai buat itu termasuk kalian pergi ke tempatnya, mulai buat video, editing gitu ya. Yang keempat, kalian mulai laporkan progresnya. Ada kan yang Miss tanya "Gimana? Udah sampai mana, Nak?". "Udah ini Miss, udah nentuin tempatnya. Udah ke sini". Yang kelima, kalian mulai presentasi. Stage keenam adalah evaluasi dari Miss. Yang Miss bilang eh "Itu kalian kurangnya di sini ketika presentasi kurangnya di sini. Oke. Jadi ada enam ya. Nah, yang paling sulit yang mana? Stage yang mana?"  
Student 1 : Yang designing, Miss.  
Researcher : Yang design. Kenapa ketika design itu susah?  
Student 1 : Kami tu bingungnya di ini Miss, waktu buat itu bingung ngatur-ngaturnya gitu, Miss.  
Student 2 : Ya, hu-uh. Ngatur waktunya kan kami tu juga ini, cak mano dak. Kemaren tu waktu kumpul-kumpul, ada yang kurang on time gitu Miss. Jadi waktu buat nya tu agak telat juga. Masukin gambar ada yang terpotong dan berubah gitu Miss.  
Researcher : Oke. Yang mana yang paling banyak ngasi kontribusi untuk speaking? Yang buat kalian mau banyak ngomong.  
Student 1 : Pas presentasi, Miss.  
Researcher : Untuk speaking. Kenapa pas presentasi?  
Student 2 : Kan kita menjelaskan di depan, Miss. Apa aja yang kita lakukan di lokasi. Termasuk describe picture ya. jelasin gambar.  
Researcher : Alright. Next, yang paling gampang untuk dilakukan stage yang mana? Apakah mendengarkan Miss ngomong tentang project atau ketika merencanakan proyeknya atau buatnya? Laporan progresnya atau presentasi atau malah evaluasi? Yang mana?  
Student 1 : Yang pertama miss. Ketika Miss jelasin di depan apa yang harus kami lakukan.  
Student 2 : Dengerin aja ya. Nggak ngapa-ngapain ya. Ngikutin aja.  
Researcher : Oh gitu. Yang paling penting stage yang mana sih? Ketika buatlah atau ketika mendengarkan atau ketika presentasi atau mungkin evaluasi?  
Student 2 : Ketika membuatnya sama dengan dan presentasi aja, Miss. ....  
Researcher : Ketika buat, di antara dua itu yang mana dulu?  
Student 1 : Buatnya dulu, Miss. Kalo tidak ada materinya, gak bisa presentasi.  
Researcher : Oh ya ya, bener. Di antara enam itu yang mana yang nggak terlalu banyak ngasi kontribusi untuk speaking kalian?  
Student 1 : Pas terjun ke lokasi. Creating, ngambil picture-nya, Miss.  
Student 2 : Nggak banyak ngomong ya. Hanya moto-moto doang.  
Researcher : Nah, ketika di stage pertama, kan Miss I ask you to do the project. Miss suruh kalian buat projek. Itu kalian antusias atau biasa-biasa aja?

Student 1 : Antusias .... Apalagipas ngeliat lokasinya, Miss, antusias.  
Student 2 : Ya.  
Researcher : Ke mana kalian?  
Student 1 : Ke Taman Wisata Family yang di Sungai Hitam itu.  
Researcher : Excited ya. Kenapa? Have you ever done it before? Kalian pernah buat gak proyek-projek kayak gini sebelumnya?  
Student 1 : Belum.  
Student 2 : Belum. Pertama sekali.  
Researcher : Pertama sekali juga pergi ke sana?  
Student 2 : Eh, iya, Miss. Jadi, excited ya?  
Researcher : Yang kedua, di stage kedua itu ada kalian mulai designing rencananya. Itu susah nggak? Kendala?  
Student 1 : Bingungnya mau nentuin ke mana gitu, Miss.  
Student 2 : Iya, Miss. Terus, dapatlah yang di Taman Family.  
Researcher : Taman Family. Oke, nggak nggak terlalu kendala berarti ya, cuma gitu aja. Itu kalian termotivasi untuk ngomong nggak, jelasin tempatnya? Atau ya harus speaking English jadinya mau nggak mau harus ngomong?  
Student 2 : Nggak, Miss. Termotivasi, Miss.  
Researcher : Termotivasi. Oke. Ada nggak masalah problem yang nggak bisa diselesaikan?  
Student 1 : Kayaknya nggak ada, Miss.  
Researcher : Semua anggota kontribusi nggak ke proyeknya atau cuma beberapa aja yang aktif?  
Student 1 : Aktif-aktif semua miss.  
Researcher : Aktif. Di stage lima itu kalian mulai itu kan harus presentasi, nah mau nggak mau kan harus bisa pakai komputer atau bisa pake laptop. Nah itu, mem semua member bisa nggak atau dulu saya nggak bisa jadi bisa? Atau kalian sudah dari dulu dah tau cara gimana cara mengaplikasikan powerpoint atau?  
Student 1 : Iya, kalau kemaren kan Cuma pake powerpoint point. Alhamdulillah kemaren kami udah, waktu SMA udah pernah dipelajarin.  
Student 2 : Jadi udah bisa.  
Researcher : Udah bisa ya. Berarti, semua member gitu, udah bisa semua. Oke. Sebelum presentasi, kalian practice dulu nggak, latihan dulu nggak?  
Student 2 : Latihan, Miss. Sebelum presentasi maju terus kami latihan, Miss.  
Student 1 : Latihan ngomong, tangannya ada yang gini, gitu Miss. Tapi waktu presentasinya malah nge-blank, Miss.  
Researcher : Oke, di stage keenam itu mulai evaluasi misalnya "Kalian kurangnya di sini, di sini, sini". Itu motivasi kalian nggak untuk buat projek selanjutnya?  
Student 1 : Termotivasi, Miss.  
Student 2 : Termotivasi. Kan itu yang sebelumnya kita ada yang kurang misalnya, kan ada kesempatan satu kali lagi, kita bisa lebih sempurna gitu, Miss.  
Researcher : Oke, menambah ya. So, do you like the project?  
Student 1 : Like, Miss.  
Student 2 : Of course kami suka.  
Researcher : Kenapa suka? Why?  
Student 1 : Kita lebih mengetahui gimana caranya presentasi di depan gitu, Miss. Ya, seru-seruan, Miss. Karna jalan-jalan.  
Student 2 : Yang tadinya belum bisa bahasa Inggris, malu, terus waktu presentasi berani dan bisa.  
Researcher : Berani, oh ya. Confident ya. Yaps, oke gitu aja. Thank you.

### Recording 170105 083903

- Researcher : Alright, good morning everyone.
- Student 1 : Good morning.
- Student 2 : Good morning miss.
- Researcher : Okay, eh today eh we are going to talk about your opinion regarding to the project that we made before. Jadi, kita kan mau bahas tentang proyek yang udah kalian buat. So, would you like to speak in English or Indonesian or both, mixed?
- Student 1 : Mix.
- Student 2 : English dan bahasa.
- Researcher : You are from group?
- Student 1 : Group 3.
- Researcher : Indonesia aja. Itu kemaren kan ada six stages, ada enam stages. Stage pertama, I give you information of instruction. Kalian mau bikin apa. Kemudian stage kedua, kalian mulai designing. Yang ketiga, yang benar-benar buat, terjun ke lapangan. Yang keempat, reporting. Yang kelima, presenting, baru ada evaluating. Dari semuanya yang mana the most difficult one to do?
- Student 1 : Presenting. Nervous miss. We must talk much. And pengambilan nilai. Takut jelek.
- Researcher : Oke nervous ya. Nah, yang paling banyak kasih kontribusi buat speaking, stage yang mana?
- Student 1 : itu when we make the project. Itu stage ke 3. Because we make 2 videos.
- Student 2 : Di 2 videos itu full Bahasa Inggris. Jadi terlatih speaking nya.
- Researcher : Oke, untuk stage yang paling mudah untuk dilakukan?
- Student 1 : Stage 1. Karena Cuma mendengarkan penjelasan miss.
- Researcher : Kalo untuk stage yang paling penting?
- Student 1 : itu yang evaluation. Because itu kan penilaian, jadi takut mistakes nya gimana.
- Student 2 : Apa aja yang kurang juga. Sama berapa nilai yang didapat per group.
- Researcher : Terus stage mana yang tidak terlalu banyak kasih kontribusi di speaking?
- Student 1 : yang kedua kayaknya miss. In designing. Karena kan Cuma design, jadi dikusinya juga pake Bahasa.
- Researcher : waktu buat projectnya, are all the member contributing to the project?
- Student 1 : yes, all member contributed di project.
- Student 2 : Kalo ada masalah, all member bisa handle.
- Researcher : Udah project ini, improve ga speaking kalian?
- Student 2 : Improve miss. Kayak ada kata-kata yang kita ga tau jadinya tau. Saling membantu sama teman-teman juga. Nambah vocabulary miss.
- Student 1 : ada kata-kata yang ga biasa kita pakai jadi nambah English nya.
- Researcher : di stage yang kelima, presenting. Kesulitannya apa?
- Student 1 : Its not really hard for me in presenting because we only speak. But other members feel nervous. Kayak cara bacanya gitu takut salah.
- Researcher : sebelumnya latihan dulu ga di stage 4 itu?
- Student 2 : iya miss ada latihan. Kan tiap member punya bagian tugas masing-masing. Tapi karena hanya menghafal, jadi nervous dan lupa.
- Researcher : ketika creating the project, bisa manage waktu ga?
- Student 1 : we have 2 days in making the project. First go to the place, then the next day we create the power point.
- Student 2 : Jadi, bisa manage time nya miss.
- Researcher : Oke, di project ini kalian antusias ga?
- Student 1 : excited miss. Karena bagi kelompok nya juga fair. Jadi bisa lebih kenal teman-teman kita. Kita kan juga freshman, jadi lebih ada quality time sama teman-teman.
- Researcher : so, you know more your friend closer ya. Then di stage ke 2 designing, kalian berbagi ide ga?

Student 2 : iya miss, dalam buat project nya kami udah mikirin power point mau gimana di setiap stages nya. Harus gimananya.

Student 1 : Jadi, kami sama-sama mikirin bagus tempatnya dimana dan alokasi waktu nya juga supaya all members bisa hadir.

Researcher : Project nya nambah speaking nya ga?

Student 1 : Waktu buat video itu kita paling banyak ngomong

Student 2 : Kita juga having fun waktu buatnya.

Researcher : Okay, that's all. Thank you.

## CURRICULUM VITAE



Devi Rufiana, the first and the only daughter of Ruhin (Alm) and Kuntari, was born in Bumi Sari on December 1<sup>st</sup>, 1990. She started her formal education at Public Elementary School Number 35 of Bengkulu City in 1996. She then continued her high schools at Junior High School 8 of Bengkulu City and Senior High School 4 of Bengkulu City. She went to Universitas Bengkulu in 2008 for her undergraduate education, and took English Education Study Program of Teachers Training and Education Faculty. During her college years she got an opportunity to participate as an English interpreter in Tendon Valiant Exercise IX held in Bengkulu organized by United States Army and Indonesian militaries in 2011. On April 2013, she graduated and got her bachelor degree. Her passion in English leads her to dedicate herself in English teaching and learning activity. She started her teaching career right after her graduation at UPT Bahasa Universitas Bengkulu. She also taught General English and ESP to non-English Department students from various faculties. Having two years of working experience, she decided to continue her study at Magister Program of English Education on the same university. She finished her master degree in 2017. Until now her main activities are teaching English for various purposes.