CHAPTER IV

RESULT, AND DISCUSSION OF RESEARCH

This chapter explain, describes and informs the finding and discussion of data obtained from the Implementation of the Project-Based Learning model using procedural text material for speaking skill of ninth graders at SMPN 8 Pamekasan. In addition, It discusses various theoretical frameworks relevant to research. Furthermore, this chapter outlines the data collection procedures used in this qualitative research, which includes methods such as observation, documentation, and interview.

A. Result

In this research study, researchers explained the results of research on the implementation of the Project-Based Learning model using procedural text material for speaking skill of ninth graders at SMPN 8 Pamekasan, as well as the perceptions of teachers and students in the implementation of the Project-Based Learning model using procedural text material for speaking skill of ninth graders at SMPN 8 Pamekasan,

In the process of conducting the research starting with making observations and then conducting interviews related to the Implementation of the Project-Based Learning model using procedural text material for speaking skill of ninth graders at SMPN 8 Pamekasan, researchers made observations 2 times, namely on May 22, 2023 in class IX A, And May 23, 2023 still in class IX A then continued by conducting interviews with teachers and students of SMPN 8 Pamekasan.

1. The Implementation of Project-Based Learning Model Using Procedural Text Material for Speaking Skill of Ninth Graders at SMPN 8 Pamekasan.

In this research, the teacher implemented the Project-Based Learning as a framework for teaching speaking skill using procedural text material of ninth graders

at SMPN 8 Pamekasan . The researcher conducted observations during two times to analyze the implementation of this Project-Based Learning model:

a. The First Observation

On Monday, May 22, 2023, the first observation was made in class IX-A taught by Mrs. Silawati Ningsih, regarding the implementation of Project-Basd Learning using procedural text material for ninth graders of SMPN 8 Pamekasan with Describing The Project-Based Learning model itself to the student's

1) Preliminary Activities

In the preliminary activity, the teacher greets and then invites students to start the learning activity by praying together, then the teacher checks the attendance of students. The teacher explain about text procedure to the students. The teacher explains procedure text starting from its definition, types, and how to make it. the teacher give aquestion dealing with the material in order to stimulate the student such as '' Have you ever made something before? ''.

2). Core Activity

The core activity in this learning is to improving students speaking skill by using project-based learning model in the process of understanding and applying procedure text material. The teacher explain abaout project-based learning to the student the definition, the steps, and the implementation of this model.

3) Concluding Activities

In the closing activity,The teacher asks students to form groups consisting of three groups. students are asked to practice making food or drinks and the teacher asks students to present the results of their projects using English. they were asked to explain the steps and what materials were used.

b. The Second Observation

The second observation was still in class IX-A on May 23, 2023 regarding the implementation of Project-Based Learning model using procedural text material for speaking skill of ninth graders at SMPN 8 Pamekasan. with the theme '' How to make it? ''

1. Preliminary Activities

In the preliminary activity, students and teachers begin learning by praying together. Then the teacher checks the cleanliness of the class, checks the attendance of students and after that the teacher reviews the material at the previous meeting. At the beginning of learning, the teacher The teacher tells the students to join their group. and teachers don't forget to check students' readiness, such as ingredients for the food or drinks they will make.

2. Core Activities

In the core activity, the teacher supervises or monitors students during practical activities. The teacher asks students to work on this project for one hour. The teacher casually asks several questions related to something they are making. for example "what are you making?" and "was it difficult for you to make this? ".

3. Concluding Activities

In the closing activity, the teacher concluded the learning that by asking students to to present the results of their projects. The teacher asks students to explain the steps on how to make their project. The teacher also asks several questions related to their project, for example "what materials are used?", and "what tools are used?".

B. Discussion

This research aims to find out whether there is an increase in the speaking skill scores of 9th grade students at SMPN 8 Pamekasan before and after implementing Project Based

Learning model in Procedure Text material. Project Based Learning (Project Based Learning model) is an activity learning that uses projects/activities as a learning process to achieve competency attitudes, knowledge and skills. Meanwhile, the Intel Corporation defines project-based learning as an instructional model that involves students investigating compelling oral problems that culminate in authentic products.[1] According to Anatta in Trianto mentioned several advantages of project-based learning, including Increase motivation, Improving problem-solving skills, Enhance collaboration, Improve resource management skills, if implemented properly, students will learn and practice in organizing projects, making allocations of time and other resources such as equipment to complete assignments.[2] Thus, through the implementation of the Project Based Learning Model, students can be actively involved in gaining knowledge.

1. **The Implementation of Project Based Learning Models at Ninth Grade Students**

This research was carried out by holding two meetings. This learning begins by conducting a pre-test, namely by calling students one by one to answer oral questions. Then, at the project determination stage, the researcher explains the project-based learning that will be implemented, which includes preparation stages, group formation, work methods, learning cycles, reporting and assessment forms. After that, the researcher explained the procedure text material to the students. In the second stage, namely project design, the researcher formed groups consisting of five students and distributed student worksheets to each group. Then the researcher directs students to discuss with their groups about the project they will create and fills in the student worksheet with ideas from the group. In the third stage, namely preparation of project implementation, which directs students to plan a project work schedule.

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[1] Muhammad Fathurrahman, Model-model Pembelajaran Inovatif: Alternatif Desain Yang Menyenangkan (Jogjakarta: Ar-Ruzz Media,2015), 118.
[2] Trianto Ibnu Badar Al-Tabany, Mendesain Model Pembelajaran Inovatif, Progresif, dan Kontekstual, (Jakarta : Kencana, 2014), 48.

The implementation of learning can be seen through the observation sheet of learning implementation. The observation sheet was assessed by two observers, namely the class IX-A English teacher and one student who aimed to observe the researcher objectively during the lesson. The implementation observation sheet contains learning steps. The learning implementation observation sheet consists of 24 steps which are divided into two meetings, namely the first meeting consisting of 15 steps and the second meeting 9 steps.

a. The First Meeting

At the first meeting, there were 15 steps consisting of introduction, core activities and closing. Based on table 8, the percentage of learning implementation at each meeting has different values. This is because there is one indicator (step) of learning that is not implemented optimally. Based on the results of the learning implementation that at the first meeting there were indicators (steps) that were not implemented optimally, namely the activity of providing reaffirmation of the project learning process that students would carry out at the next meeting. This is what caused the percentage of learning implementation at the first meeting to reach 93%. The activity of providing reaffirmation about the project learning process that students would carry out at the next meeting could not be carried out because it had been previously conveyed regarding project implementation at the beginning of the meeting, besides that the class conditions were busy and students tended to want to go home immediately. This is in accordance with Susanti's opinion in Trianto (2014) based on experience found in the field, project-based learning has disadvantages, namely that class conditions are difficult to control and are easily not conducive to project implementation.[3] At the meeting, one of the project-based learning steps that was implemented was the stage of asking essential questions, planning project work rules, and creating an activity schedule.

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[3] Trianto Ibnu Badar Al-Tabany, Mendesain Model Pembelajaran Inovatif, Progresif, dan Kontekstual, (Jakarta : Kencana, 2014), 49.

a. The Second Meeting

At the second meeting, the fourth stage was monitoring. Researchers accompany students during project work. Then the fifth stage is presentation. The researcher asked each group to present the results of the project and observe the students' speaking skills and give oral questions to each student. The final stage is the evaluation stage. Researchers reviewed students' learning experiences obtained during the learning process.

At the second meeting, there were 9 learning steps consisting of the introduction, core activities and closing. At the second meeting, learning activities were better than at the first meeting, namely the value of learning implementation from the second meeting received an assessment score of 100%. This is because students can adapt to the learning atmosphere using a project-based learning model. In the core activities of project-based learning there is a monitoring stage where the teacher accompanies students during project work. This increases the ability to collaborate between students in groups. Then in the presentation stage, students present the results of the project in front of the class using English. This is in accordance with Trianto's 2014 opinion that the benefits of project-based learning can improve collaboration abilities between groups as well as develop and train communication skills.[4] Thus, the average learning implementation is 97% with success criteria.

2. The Difficulty In Implementing Project-Based Learning

And in implementing project-based learning there are some difficulty, for example the class conditions are rather difficult to control and it is easy to become noisy during project implementation, because there is freedom for students so that it provides opportunities to be noisy and for this it requires teacher skills in good classroom control and management. And the second difficulty is that it is very difficult for me to get students to be united with each other,

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[4] Trianto Ibnu Badar Al-Tabany, Mendesain Model Pembelajaran Inovatif, Progresif, dan Kontekstual, (Jakarta : Kencana, 2014), 48.

And those are some of the difficulties in implementing this PJBL. It's not easy for me because this is my first time doing this project so there are definitely challenges for me