

**IMPROVING DISCIPLES` ENGLISH SPEAKING
ABILITY OF DESCRIPTIVE TEXT THROUGH
PROJECT-BASED LEARNING AT PONDOK
TAHFIDH DAAR AL-QOLAM**
(A Classroom Action Research in The Level of 2020)

THESIS

Submitted in Partial Fulfillment of the Requirements
for Gaining the Degree of Bachelor of Education
in English Language Education



By:

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AT PONDOK TAHFIDH DAAR AL-QOLAM**
(A Classroom Action Research in The Level of 2020)

is definitely my own work. I am completely responsible for the content of this thesis. Other researchers' opinions or findings included in the final project are quoted or cited under ethical standards.

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Assalamu'alaikum wr. wb.

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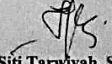
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ABSTRACT

Title : Improving Disciples` English Speaking Ability of Descriptive Text Through Project-Based Learning at Pondok Tahfidh Daar Al-Qolam
(*A Classroom Action Research in The Level of 2020*)

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This study aims to describe the implementation and identify whether and to what extent Project-Based Learning improves the disciples` English speaking ability of Pondok Tahfidh Daar Al-Qolam at the level of 2020 This study used Classroom Action Research (CAR) and was done based on Kemmis and McTaggart`s design. The research is carried out by applying two cycles: planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the observation result. Then, quantitative data were obtained from the disciples` speaking scores on the first test and final tests. The finding of this study indicated that the implementation of the Project-Based Learning technique was successful since the criteria of success were achieved. The first criterion was that 75% of students could pass the target score ≥ 65 . The finding showed that 88.1% of students had already achieved the target score. Besides, the second criterion was the students who become more actively involved in the teaching-learning process. The result of the observation showed that by using the Project-Based Learning technique, disciples were actively involved in the classroom. Based on the finding mentioned before, the researcher suggests that the English teacher could implement the Project-Based Learning technique in teaching speaking to motivate students to learn English Speaking.

Keywords: *Speaking Ability, Descriptive Text, Project-Based Learning*

MOTTO

”لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا“

{ لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا } أي ما تسعه قدرتها { لَهَا مَا كَسَبَتْ }
{ مِنْ الْخَيْرِ أَوْ ثَوَابِهِ } وَعَلَيْهَا مَا اكْتَسَبَتْ { مِنْ الشَّرِّ أَوْ زُرِّهِ وَلَا }
يُؤَاخِذُ أَحَدٌ بِذَنْبٍ أَحَدٌ وَلَا بِمَا لَمْ يَكْسِبْهُ مِمَّا وَسَّوَسَتْ بِهِ نَفْسُهُ

(Allah does not burden a person except according to his ability),
meaning only his ability.

(he gets from what he earns) in the form of goodness means the
reward (and he also gets from the results of his crime), namely his
sin.

So that person does not receive punishment for what he did not
do, it only becomes their wishful thinking and daydreaming¹.

¹ Jalaluddin Al-Mahalli and Jalaluddin As-Suyuti, Tafsir Jalalain,
ed. by Bahrin Abu Bakar (Bandung: Sinar Baru Algensindo, 2007), 48.

DEDICATION

This thesis is dedicated to everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother (Sugiyantoro and Endang Tarminingsih) who always give support, motivation, and endless love.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Praise and great gratitude submitted to Almighty God, Allah SWT who always gives His gracious mercy and tremendous blessing that has helped the writer finish this thesis. May *sholawat* and salutation are always offered to Prophet Muhammad SAW, the last messenger and the most beloved prophet of Allah.

This thesis is a requirement for accomplishing the S-1 Degree at the English Education Department of Teaching and Teacher Training Faculty in UIN Walisongo Semarang. In arranging this thesis, the writer realizes that many people were willing to help, whether directly or indirectly. Hence, in this chance, the writer would like to express great appreciation to the:

1. Prof. Dr. Imam Taufiq, M. Ag. as Rector of Universitas Islam Negeri Walisongo.
2. Mr. Dr. KH. Ahmad Ismail, M. Ag. as the Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University.
3. Mrs. Sayyidatul Fadilah, M. Pd. as the Head of the English Education Department.
4. Mrs. Dr. Siti Tarwiyah, M. Hum. as the academic advisor in writing this thesis and also guardian lecturer.
5. All of the lectures in the English Education Department and UIN Walisongo Semarang for valuable knowledge, guidance, and advice.

6. Dr. Mohammad Nasih, M.Si. as *walayatul faqih* of Pondok Tahfidh Daar Al-Qolam, has allowed and helped the writer conduct this research there. Father of Ideology who has provided knowledge, inspiration, and motivation and has always been patient in educating and guiding writers and other disciples.
7. Mr. Mokhamad Abdul Aziz, M. Sos. as Executive Director, all Mentors, and all Monash Institute ideological brothers and sisters who have taught various knowledge, inspiration, motivation, and support to writers.
8. The greatest thanks and appreciation are dedicated to the writer's beloved parents and family: Sugiyantoro, Endang Tarminingsih, Avicenna Reza Riyantoro, and so on. They always give the writer prayer, encouragement, love, spirit, motivation, and patience to the writer during finishing this thesis and waiting for the writer's graduation.
9. All disciples of Pondok Daar al-Qolam welcomed the writer into their environment and were so willingly involved in the research. Thanks for your time and help. Especially in 2020 for contribution and cooperation.
10. All Monash Institute Disciples level of 2018 (Fighter`18), thank you for the family that has been established and for accompanying the writer in finishing this thesis. Hopefully, this friendship can be maintained until the end of life.

11. Friends gathered, especially in HMI Commissariat FITK, BPL HMI Semarang Branch, as well as HMI and Kohati Semarang Branch who have given space to learn, organize, and raise sets.
12. My beloved big family of A-Class English Department 2018 and those who cannot be mentioned. Thanks for being such a great companion and the writer's history during my study at Universitas Islam Negeri Walisongo Semarang.

Finally, the writer realizes that this thesis is the way from the perfect arrangement. Therefore, the writer will happily accept constructive suggestions to improve this thesis. Last, but not least, the writer always expects that this research may be useful for the reader.

Semarang, November 2022

The Researcher,



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CHAPTER 1

INTRODUCTION

This chapter covers the background of the research, the research question, the research objective, the pedagogical significance, and the scope of the research.

A. Background of The Research

English is the main foreign language taught in secondary schools and universities in Indonesia. However, due to the importance of English, it is taught in formal schools and at pesantren.

In addition, English is not only learned by the students in public schools but also learned by the disciples in Pondok pesantren in Indonesia. Pondok Pesantren as an agent of change in society should develop its society not only in religion but also in economic and cultural aspects². Therefore, Pondok Pesantren should give information that is useful for its society, and due to its functions, English is also taught in Pondok Pesantren besides Arabic.

However, the teaching of English in Indonesia has not given a satisfying result. Based on the research findings conducted

² M Hidayat, 'The Teaching of English at Pondok Pesantren Attarbiyyah Al-Islamiyyah at Paiton Probolinggo' (UIN Malang, 2007) <<http://etheses.uin-malang.ac.id/4590/%0Ahttp://etheses.uin-malang.ac.id/4590/1/03320030.pdf>>.

by Efendi (1987) about the disciples' English proficiency at Pondok Pesantren Gontor, it is shown that the teaching and learning of English in that pesantren become successful because of some factors. Firstly, English is used regularly as a means of communication besides Arabic. Secondly, many people can speak English. Thirdly, English becomes the most important language besides Arabic.

An informal environment, particularly friends, has a very strong effect to learn a language³. When the disciples at Pondok Pesantren Gontor keep speaking English and Arabic, they directly or indirectly will create a good language learning environment.

Based on researcher observation, English is also taught in Pondok Pesantren Daar al-Qolam Semarang. Pondok Pesantren Daar al-Qolam as an educational institution is not only a place for people who want to study knowledge about the Islamic religion but is also a place for people who want to study languages. Even, logic and journalism must be studied here.

Pondok Pesantren Daar al-Qolam has some distinctive features. It tries to develop the disciples in science and technology by learning the subject from other countries through studying their books that have not been translated into Indonesian. Since it is taught to discuss and be apologetic here.

³ Albert Efendi Pohan and Sulastri Manurung, 'Speaking Skill Based On Video Dubbing Project', in *Ayra Luna*, 2020.

Besides, Daar al-Qolam tries to create a good learning environment that is especially dealing with language mastery. Another distinctive feature of Daar al-Qolam is that the disciples are expected to have the experience and knowledge to be able by establishing an English course.

Those unique characteristics of Pondok Pesantren Daar al-Qolam inspire the researcher to investigate the teaching and learning of English at Pondok Pesantren Daar al-Qolam.

As discussed in the previous paragraph, speaking ability, especially in English, was important for disciples. As a matter of fact, the English speaking ability of many disciples were still low. The condition also happened here.

Based on the observations and interviews conducted by the researcher, found some problems. Although the disciples had learned English since elementary school and outside pondok, still they were not able to speak English correctly. In the real teaching-learning of speaking here, the disciples had difficulties pronouncing certain English words since the spelling and pronunciation of the words were not the same.

Secondly, they also had limited vocabulary mastery. When they wanted to speak English properly but they did not know the words in English, they tended to use Indonesian or Arabic or a regional language. Thirdly, they were confused when the learner gave some instructions in English. They did not understand what the learner explained. Those problems made the disciples passive

and shy. They also were not motivated and not confident to speak because of those problems.

Based on the condition above, it could be concluded that the speaking ability of the disciples was low. As a solution to overcome these obstacles, there were many activities that connect to real-world and authentic problems and issues that could be employed in teaching speaking ability. Project-Based Learning was one of them. It goes beyond generating disciples' interest.

Project-Based Learning encourages active inquiry and higher-level thinking. In addition, it boosts disciples' confidence. Besides, it carries out self-directed learning activities, from memorizing and repeating to discovering, integrating, and presenting; from listening and reacting to communicating and taking responsibility; from knowledge of facts, terms, and content to understanding processes; from theory to the application of theory; from being teacher dependent to being empowered. There would be more chances for the disciples to practice speaking and being active during the lesson.

The reason a study on teaching speaking by descriptive texts done by the researcher are most of schools in Indonesia still use ordinary technique in teaching speaking such as students are asked to write down conversations between two or more people, particularly for schools in the areas which are from the city or in rural areas which do not have adequate facilities and teachers, by using descriptive text will help the students can share and tell about

what they want because they already made what they want to tell in descriptive text from, so they just speaks based on the descriptive text that they made.

Descriptive texts are used full to help students speaking skills because this text is about describe characteristic of the object and more use in simple present tense. It's very easy to students do, so students just explain about the characteristic. Based on the statement above, the writer conducted a study about how the descriptive text applied in teaching speaking, as we know the descriptive texts are a kind of texts besides others text like narrative, recount, procedure, report, etc. Descriptive text is a text that aims to describe a real object (people, places or other things). With this study the writer wants to show the readers another technique in teaching speaking.

After having a discussion with the teacher related to the disciples` speaking ability, the researcher decided to employ Project Based Learning to improve the disciples' speaking ability in the level of 2020.

B. Research Questions

Considering the background above, the researcher formulated problem statements as follows:

1. How is the implementation of Project-Based Learning to improve the disciples` English speaking ability of Pondok Tahfidh Daar Al-Qolam?

2. Can and to what extent the Project-Based Learning improve the disciples` English speaking ability of Pondok Tahfidh Daar Al-Qolam in the level of 2020?

C. Research Objectives

Following the problem statements above, the objectives of this research were:

1. To describe the implementation of Project-Based Learning to improve the disciples` English speaking ability of Pondok Tahfidh Daar Al-Qolam.
2. To identify whether and to what extent Project-Based Learning improves disciples` English speaking ability of Pondok Tahfidh Daar Al-Qolam in the level of 2020.

D. Pedagogical Significance

The results of this study are expected to provide two benefits, namely theoretical benefits and practical benefits:

1. Theoretically
 - a. This research gives new information about Project-Based Learning and its implementation towards English learning, especially to improve speaking ability at Pondok pesantren.
 - b. This research can be used as a foothold and reference for further research related to English learning especially

learning English by Project-Based Learning to improve speaking ability at Pondok pesantren.

2. Practically

a. For the researcher

The researcher will have previous knowledge, experience, and capability of using Project-Based Learning in improving speaking ability. Especially, at Pondok pesantren.

b. For the mentor or teacher

The approach conducted in this research can be used as another choice for teaching speaking. Besides, it will be increased the mentor's ability in teaching as a good mentor in the future.

c. For disciples or santri

The result of this research can improve the speaking ability of disciples or santri. Furthermore, it will help disciples to master this ability that will be useful to their future.

d. For the institution

This research can be used as a consideration in arranging an English learning program to improve English speaking ability by using Project-Based Learning.

E. The Scope of Research

This research focuses on improving the disciples` speaking ability of Pondok Tahfidh Daar Al-Qolam at the level of 2020. The research uses Project-based Learning as the model of learning to improve speaking ability.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical framework of the related literature that is relevant to the topic which is about the previous research, the definition of speaking ability, the definition of descriptive text, and the definition of Project Based-Learning.

A. Literature Review

1. Speaking Ability

Speaking is very important in second language learning. Despite its importance, speaking has been overlooked in schools and universities due to different reasons like an emphasis on grammar and unfavorable teacher-student proportions. Speaking has been absent from testing because of the problem of assessing it objectively and the time it takes to carry out speaking tests⁴.

According to Brown⁵, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing speech of sounds as the main instrument. This theory emphasizes that speaking skill is a

⁴ Lai-mei Leong and Seyedeh Masoumeh Ahmadi, 'An Analysis of Factors Influencing Learners' English Speaking Skill', *International Journal of Research in English Education*, 2.1 (2017), 34–41 <<https://doi.org/10.18869/acadpub.ijree.2.1.34>>.

⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New Yor: Pearson Longman, 1994), 140.

process of producing several sounds which have a particular meanings. In other words, speaking as a communication tool sound involves producing, receiving, and processing speech of sounds to communicate with each other. Everyone who speaks with someone else will try to convey meanings so that others can get the same meaning. It is called an interactive process⁶.

Speaking is one of the most important abilities of all the four language abilities because individuals who learn a language are referred to as the speakers of that language⁷. The main aim of English language teaching is to give learners the ability to use the English language effectively and correctly in communication⁸.

However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field. Speaking a foreign language is not an easy skill to be mastered by learners⁹. When

⁶ Resky Januarty, Abdul Asib, and Suparno Suparno, 'Junior High School Students' Internal and External Problems in Speaking: A Preliminary Study of Implementing Shadowing Technique to Improve Students' Speaking Skills', *International Journal of Multicultural and Multireligious Understanding*, 5.4 (2018), 10 <<https://doi.org/10.18415/ijmmu.v5i4.151>>.

⁷ Ur Penny, *A Course in Language Teaching. Practice and Theory* (Cambridge: Cambridge University Press, 1996).

⁸ P. Davies and E. Pearse, *Success in English Teaching* (Oxford: University Press Dincer, 2000), 490.

⁹ Sofyan A. Gani, Dian Fajrina, and Rizaldy Hanifa, 'Students' Learning Strategies for Developing Speaking Ability', *Studies in English*

we talk about speaking, we do not mean just saying words through mouth. It means conveying the message through the word of mouth. This skill is often ignored at some teachers' levels. Learners do not have enough opportunities either in their levels or outside to speak English. Unfortunately, speaking is not an important part of teachers' exams.

Albert Efendi Pohan and Sulastris Manurung¹⁰ states in general, speaking is often understood as a productive skill in communication and is often considered the basis of other abilities. According to Adam stated that speaking is a productive skill that needs active language components of grammar, vocabulary, and pronunciation in order to be able to produce it.

From all statements above, it can be concluded that speaking ability is an important skill to be mastered when someone learns about language especially foreign language. Speaking ability becomes the most important skill since people have believed that language mastery is able to be judged from how well someone speak.

In language teaching, language is essentially speech. Someone on his or her daily life needs to be able in using English as well as possible in order to make a comprehensible

Language and Education, 2.1 (2015), 16
<https://doi.org/10.24815/siele.v2i1.2232>.

¹⁰ Albert Efendi Pohan & Sulastris Manurung, *Speaking Skill Based On Video Dubbing Project*, (Ayra Luna, 2020), 2

situation in speaking. In addition, the language function should also be involved in this skill which involves the use of grammar, accuracy, fluency, and all of these should be used appropriately in social interaction. Therefore, the appropriate method and technique are needed to improve disciples' speaking ability.

Speaking ability is a productive skill in the oral mode. Like the other skill, speaking is more complicated than seems at first and involves more than just pronouncing words. There are some components of speaking ability that can be defined as follows: pronunciation, grammar, accuracy, fluency, and comprehension. To be a good speaker, English learners have to master all of the components.

However, besides those linguistic components above, there are many factors that influence speaking ability. Krishna Bista¹¹ states strategies for improving one's English Speaking Ability, include strategies that help learners improve their English speaking ability.

This factor mostly includes what learners can do daily to improve their English speaking. Most of those actions can happen outside a classroom. Learners can expand their vocabularies, pay attention to pronunciation, read aloud

¹¹ Krishna Bista, '(Re)Examining the Research on International Students: Where Are We Today?', *Journal of International Students*, 2016, I-X <<https://doi.org/10.32674/jis.v6i2.360>>.

academic materials, and notice how people explain complicated ideas. Finally, they can seek opportunities to interact with people in English.

From that statement, it can be concluded that our own motivation and also our environment are the emphasis factors in improving speaking ability. If the learners have a high motivation to improve their speaking ability, they will study hard and find many sources and model about speaking ability. The environment is the next important factor that influences learners speaking ability, because if people around the learners are able to speak well it will be easy for the learners to copy their way to speak.

According to Harmer¹², aspect of speaking can be divided as follow:

- a. Accuracy.
- b. Pronunciation
- c. Vocabulary
- d. Fluency

That statement can describe that speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning; it covers almost all of the language components. Through speaking, someone can.

¹² Jeremy Harmer, *The Practice of English Language Teaching*, 4th edn (New York: Pearson Longman, 2007).

2. Project-Based Learning

It was a learning that the delivery was done by presenting a problem, asking questions, facilitating the investigation, and opening the dialogue. This method was very potential to develop the independence of learners through solving problems that were meaningful for the life of disciples¹³.

Project-based learning was an innovative learning model that emphasizes contextual learning through complex activities. Project-based learning has great potential to provide a more engaging and meaningful learning experience for disciples. The ability to speak in English was hard for most of the disciples to attend.

Meanwhile, according to Buck Institute for Education (1999), Project-Based Learning has the following characteristics:

- a. Students make decisions and create frameworks
- b. There was a problem that the solution was not predefined
- c. Students design the process to achieve
- d. Students were responsible for obtaining and managing the information collected
- e. Students conduct continuous evaluation
- f. Students regularly look back at what they were doing

¹³ Endang Mulyatiningsih, *Metode Penelitian Terapan Bidang Pendidikan* (Bandung: Alfabeta, 2010).

- g. The result was a product and evaluated its quality
- h. The classroom has an atmosphere that gives fault tolerance and change

Other than those following characteristics, as a learning model, project-based learning has several principles also, those are:

- a. Principles of centralization

This principle asserts that project work was the essence of the curriculum. This model was central to learning strategies, where disciples learn the key concepts of knowledge through project work.

- b. Principles of a driving question

This principle asserts that project work focused on "questions or problems" that can encourage disciples to strive for the main concept or principle of a particular field.

- c. Principles of constructive investigation

The principle of constructive investigation was a process that leads to the achievement of goals, which contain inquiry activities, concept building and resolution.

- d. Principle of autonomy

The principle of autonomy in project-based learning can be defined as the independence of disciples in implementing the learning process, which was free to

choose his own choice, work with minimum supervision and responsibility.

e. Realistic principles

The realistic principle means that the project was real, not like in school.

According to Moursund (1997), several advantages of project-based learning, among others:

- a. Improve student's learning motivation.
- b. Improving problem-solving ability, making students more active and successfully solving complex problems.
- c. Ability of students to seek and obtain information will increase.
- d. Students were able to work with group and practice communication skill.
- e. Students were able to practice ability in organizing projects, and make allocations of time and other resources such as equipment to complete tasks.

3. Descriptive Text

Based on Gerot and Wignell¹⁴, Descriptive Text is a kind of text with the purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report Text which describes things,

¹⁴ P. Wignell and L. Gerot, *Making Sense of Functional Grammar* (Sydney: GerdStabler, 1994).

animals, persons, or others in general. The social function of Descriptive Text is to describe a particular person, place, or thing. A good description has a unifying idea and everything that support the idea. A description shows and allows the reader to see, hear, and feel the subject matter clearly.

The generic structure of Descriptive Text consists of Identification and Description¹⁵.

- a. Identification: Identifies phenomenon to be described.
- b. Description: Describes parts, qualities, characteristics, etc.

An understanding of these structures is important for producing good speaking. Unfortunately, learners sometimes ignore this and keep speaking based on their ideas and imagination. Therefore, the teacher's role is to help students develop materials for speaking.

Besides the structure, Descriptive Text also has some language features. The language features of Descriptive Text are very simple and easy to be taught. They usually use Present Tense. Descriptive texts contain some adjective clauses. Sometimes it also uses past tense if the thing to be described does not exist anymore. Based on Hammond, significant grammatical features:

- a. Focus on specific participants

¹⁵ J. Hammond, *English for Special Purposes* (Sydney: National Centre for Language Teaching and Research, 1992).

- b. Use of Simple Present Tense
- c. Use of Simple Past Tense if Extinct.
- d. Verbs of being and having 'Relational Processes'.
- e. Use of descriptive adjectives
- f. Use of detailed Noun phrases to give information about the subject.
- g. Use of action verbs 'Material Processes'
- h. Use of adverbials to give additional information about behavior
- i. Use of Figurative language

Those language features are important to differentiate descriptive from other texts. Therefore, researcher should be aware of that and apply it in their works. This study will emphasize those language features of descriptive text to be taught during the research.

4. The Implementation of Project-Based Learning to Improve Disciples` Speaking Ability of Descriptive Text

John Dewey¹⁶, an academic and philosopher, argued that students could gain practical and efficient knowledge when experiencing and practicing things related to real-life contexts. Dewey's concept is known further as "Learning by doing". In addition, Dewey also proposed that experience is the best way for students/ disciples to gain knowledge.

¹⁶ Hasanatul Hamidah dkk, *HOTS-Oriented Module: Project-Based Learning* (Jakarta: SEAMEO QITEP in Language, 2020).

English is an international language. So, it is necessary to master speaking ability in order to communicate with. Project-based learning is one of the appropriate strategies to improve student speaking ability.

The implementation of Project-based learning provides an opportunity for students to be free in making projects. Learning using the project this learning method has many benefits. In addition to improving speaking ability, project-based learning also improves thinking and creative abilities. Therefore, the project-based learning method is important to appropriate to improve students speaking ability in explaining the result of their design products.

A final result of the project designed by disciples will be presented through in project. Disciples are forced to extend their ideas and opinions in group work using English. In this case, it will increase disciples' confidence in speaking because they can speak divided into small groups. One point is that project can realize their English language skill and improve their skill in the context of daily life.

Projects are often assessed through presentations having students present more often helps students develop better communication ability many times. Project assignments allow disciples to work with their hands and complete tasks. They need to have developed some of these 21st-century life ability. Projects are assigned as a group being able to work

with others is a necessary component of countless fields of work. PBL really comes in handy for those situations where disciples are just plain old bored of learning. The best part of PBL is that it increases disciples' engagement. Disciples will actually enjoy working on these projects and be much more pleasant while working.

Project work begins with a question that finally produces a final product. It stimulates disciples to improve their speaking ability by explaining their ideas. In this activity, disciples are using real language in asking questions, designing ideas, making predictions, collecting data, analyzing them, drawing conclusions, discussing ideas with others, and creating a product.

5. Criteria of the Action Success

Classroom Action Research (CAR) is able to be called successful if it can exceed the criteria which have been determined. In this study, the research would be succeeded when there is 75% of students/disciples could pass the assessment score ≥ 65 based on the minimum standard score—*Kriteria Ketuntasan Minimal (KKM)*—which is adapted from the school agreement¹⁷.

In addition, the success of the action is not only measured by the achievement of disciples' speaking scores

¹⁷ Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006).

but also the Project-Based Learning technique can motivate the disciples and they become more active in the learning process. If the criterion of the action successess achieved, it means that the next action of the Classroom Action Research (CAR) would be stopped. Otherwise, if this condition has not been reached yet, the alternative action would be done in the next cycle.

B. Previous Research

Many studies had reported exposing the identification of the students` interest in learning English to make the teaching and learning process more effective, some of the researches` findings were cited concisely below:

Lawarn Sirisrimangkor¹⁸ explore 31 second-year undergraduate learners` opinions on the use of project-based learning using presentation who majored in Business English. The research instruments in this study included speaking tests, project-based learning instructions, questionnaires, and interviews in EFL instruction to promote learners` language learning and ability. The findings from the interviews revealed that the project-based learning using presentation was positive for learners` speaking ability according to their presentation tasks, scaffolding activities,

¹⁸ Lawarn Sirisrimangkor, 'Improving EFL Undergraduate Learners' Speaking Skills Through Project-Based Learning Using Presentation', *Advances in Language and Literary Studies*, 12.3 (2021), 65 <<https://doi.org/10.7575/aiac.alls.v.12n.3.p.65>>.

and practice of integrative ability. A cooperative learning environment is perceived as useful for learners' speaking skill improvement. However, time constraints posed a major challenge in the study.

On thesis by Chrisnaji Banindra Yudha¹⁹, he aims to improve students' ability in writing a paper in the Classroom Action Research (CAR) subject using Project-Based Learning. The research subjects are the students of Elementary School Training Teacher in the First Semester of Academic Year 2018/2019. Data collection techniques use qualitative descriptive analysis techniques and there were three cycles. For the result: The first cycle is 61.87%, the second is 83.03%, and the last is 87%. It concludes that the students have the ability in writing CAR with the rules listed in the research indicators and PBL is an alternative method for delivering CAR subjects to the students.

Meanwhile, Li Hui's research²⁰ was implemented to second-grade students of level 0902 of the Business English Department of Changsha Vocational and Technical College in China. The writer used Classroom Action Research and the research findings indicated that CBI was effective in improving speaking competency and improving classroom situations.

¹⁹ Chrisnaji Banindra Yudha, 'Penerapan Project Based Learning Dalam Mata Kuliah Penelitian Tindakan Kelas', *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 3.1 (2019), 30 <<https://doi.org/10.20961/jdc.v3i1.32084>>.

²⁰ Li Hui, *Improving Students' English Speaking Skill through Content-Based Instruction*, 2011.

On thesis by Sri Kamaliasari and Amrizal²¹ is aimed to investigate the English learning activities at Nurul Hidayah boarding school in developing students' speaking performance with their strengths and weaknesses. This research is descriptive qualitative research with triangulation analysis. Methods for obtaining data were carried out through interviews and documentation. English learning activities at Nurul Hidayah Islamic Boarding School are divided into two; activities in the classroom and outside of the classroom. The classroom activities refer to KMI Gontor. The activities outside of the classroom are Daily Conversations, English Video Screenings, English Speech Exercises, and English Contests and Games. The advantages of the activities are that the boarding school already has a good and effective English learning system and method in training the student's English language ability.

On Thesis by Muhammad H. Ichsan²², there was implemented to 36 eleventh-grade students of SMA Negeri 3 Sintang. The writer used Classroom Action Research with three

²¹ Sri Kamaliasari and Amrizal, 'Aktifitas Pembelajaran Bahasa Inggris Di Pondok Pesantren Nurul Hidayah Bantan Dalam Meningkatkan Speaking Performance Santri', *Akademika* (Sekolah Tinggi Agama Islam Negeri Bengkalis, 2021) <<https://ejournal.kampusmelayu.ac.id/index.php/akademika/article/view/211>>.

²² M. Ichsan, R. Apriliawati, and E. Rosnija, 'Improving Students Speaking Skill Through Project-Based Learning' (FKIP UNTAN Pontianak, 2017).

cycles and Project-Based Learning as the method of research. Through observation and measurement techniques, the finding of this research is speaking ability through Project-Based Learning, particularly in accuracy and fluency.

These previous studies contributed a lot in helping the researcher get through the research. These studies have similarities with the present study. However, there was a difference and new problems set by the researcher to produce original new work in terms of the sample, teaching material, and the activities in the learning process.

C. Action Hypotheses

Project-Based Learning can improve the disciples` English speaking ability of Pondok Tahfidh Daar Al-Qolam in the level of 2020.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is needed to obtain and analyze the data of this study. This chapter outlines the specific steps that are used in conducting research. It covers the research design, the setting of the research, data source, data collection, and data analysis.

A. Research Design

The researcher uses Classroom Action Research (CAR). According to McNiff, Classroom Action Research is reflective research conducted by teachers to develop their teaching ability²³. CAR is the process of studying the problem of learning at the level through reflection in an effort to solve the problem by undertaking various planned actions in real situations and analyzing each influence of the treatment²⁴. It can be seen that Classroom Action Research is to solve teachers' problems in learning.

The researcher is about to take action and change the speaking problem of disciples. To change the disciples' speaking ability, the researcher tries to use a Project-Based Learning model. The researcher selects this technique based on the statement that

²³ Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas* (Jakarta Barat: PT. Indeks, 2009).

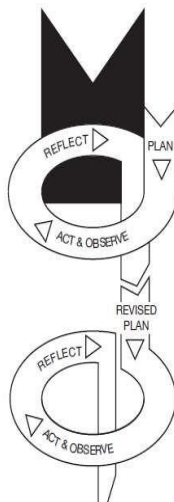
²⁴ Wina Sanjaya, *Penelitian Tindakan Kelas* (Jakarta: Kencana Prenada Media Grup, 2012).

the disciples` speaking ability is low in English, especially speaking. The material that will be applied is Descriptive Text.

Because of this fact, this research is conducted by the researcher in order to explain whether Project Based Learning can improve the disciples` speaking ability of Pondok Tahfidh Daar Al-Qolam in the level of 2020.

The researcher chooses Kemmis & McTaggart as the design uses in this study. This model is spiral and consists of four action research components in a continuous system. The components are planning, action, observation, and reflection. The first cycle and second cycle are the series of activities that purpose to get information to improve disciples` speaking ability.

It can be described as follows:



Picture 3. 1 Kemmis & McTaggart Model

The Kemmis McTaggart model²⁵ is a development of the basic concept introduced by Kurt Lewin as stated above. However, the active component with observation is used as a single unit. The unification of the two components is due to the fact that the implementation of acting and observing are two inseparable activities. That is, both activities must be carried out in one unit of time.

B. Setting

The writer held the research Pondok Tahfidh Daar Al-Qolam, which is located on Tanjungsari Barat Street RT.07/RW.08, Tambakaji, Ngaliyan, Semarang, Central Java. The research was conducted in the even semester. The writer did the Action Research from 20 April 2022 up to 15 May 2022.

C. Subject

The subjects of this research are disciples. The participants of the research are disciples in the level of 2020 which are college students of some universities in Semarang. The total participants are 14 disciples: 10 women and 4 men.

The role of the researcher in Classroom Action Research is as the English Teacher in the level of 2020. The researcher also made a lesson plan and test and then collected and analyzed the

²⁵ Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas* (Bandung: PT. Remaja Rosdakarya, 2008).

data. After that, the researcher reported the results of the research. In doing Classroom Action Research, the researcher collaborated with the real English teacher of the 2020 level (Ms. Dhea Rahmatika) who becomes the observer in the Classroom Action Research.

D. Research Cycle

Table 3. 1 Research Cycle

Diagnostic Test	Cycle 1	Cycle 2
D-test	C1	C2

Classroom Action Research is the description of classroom activities. The steps of this research are arranged in three phases, those are pre-cycle, cycle I, and cycle 2. The first cycle consists of two meetings and the second cycle also consists of two meetings. Four activities should be done in one cycle using Kemmis McTaggart's design: planning, acting, observing, and reflecting. The steps in this kind of research are using some cycles and it is implemented to improve disciples' enthusiasm to solve their problems. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems. Therefore, it is necessary to continue to the second cycle in line with the same concept as the first cycle.

This stage only describes the stages of the cycle. Before entering Cycle 1, the researcher does the pre-cycle to know the

initial condition of disciples in learning to speak. The results of the pre-cycle give information about disciples' speaking ability before they are taught using Project Based Learning.

The description of each cycle includes action planning (a learning scenario), the performance of action (the learning process description), the performance of observation (the presentation of data analysis), and a reflection (a review of performance indicators on the results and the learning process and critical analysis of each cycle).

Classroom Action Research procedures consist of pre-study and cyclical action research²⁶. To make clear what happens in every phase, here are the explanations:

1. Planning

In this stage, the researcher will plan. The researcher designed a lesson plan which consulted with the English teacher, creating the topics that are appropriate to the matter, and preparing materials that will be used during the cycle. The writer also makes the evaluation form to know about students' achievements at the end of this cycle.

- a. Conducting preliminary observation.
- b. Looking for the most appropriate lesson plan model for teaching speaking.

²⁶ Saur Tampubolon, *Penelitian Tindakan Kelas* (Jakarta: Penerbit Erlangga, 2014).

- c. Select the material for the speaking level that will be used in teaching.
- d. Making the lesson plan for speaking level.
- e. Preparing a present list to know disciples' activeness in joining the teaching-learning process.
- f. Preparing observation sheet and speaking score sheet.

2. Acting

In this step, the researcher will carry out the teaching activities that will be conducted on the lesson planning later.

- a. Conditioning a study room for disciples and the collaborator.
- b. Researcher carries out learning and research by using learning devices according to learning scenarios in lesson planning through the early activity stages and core activity.
- c. Assess the first cycle test.
- d. Final activities to conclude and further learn material information.

3. Observing

During the implementation, the disciples' learning process and their involvement or engagement, their responses, and their attitude toward the learning progress at the speaking level will be observed and recorded by the researcher through direct observation.

- a. At the time of learning, the researcher and collaborator conduct an assessment of the implementation of learning in the classroom using research instruments for the implementation of learning in the classroom, namely observation sheets.
- b. The collaborator and researcher observe the activeness of disciples in groups.

4. Reflecting

After carrying out the teaching and learning activities under Project-based Learning, the researcher in this stage evaluates the result to see the effectiveness of the action program. By conducting the reflection, the researcher will find whether it is improved or not.

- a. Analyzing the data from observation and test.
- b. The collaborator and the researcher discuss the results of the observation and score test.
- c. Making conclusions from cycle I to plan the next cycle to stop the cycle.

The researcher is about to take action and change the speaking problem of disciples. To change the disciples' speaking ability, the researcher tries to use a Project-Based Learning model. The researcher selects this technique based on the statement that the disciples' speaking ability is low in English, especially speaking. The material that will be applied is Descriptive Text.

Because of this fact, this research is conducted by the researcher in order to explain whether Project Based Learning can improve the disciples` speaking ability of Pondok Tahfidh Daar Al-Qolam in the level of 2020.

E. Methods of Collecting Data

In completing the data, the researcher used two types of data (quantitative and qualitative data) that have been collected in this research. Qualitative data will be taken from observation, while quantitative data getting from speaking tests to see the success of the achievement of disciple indicators that consist of some tests²⁷.

1. Observation

Observation is defined as systematic observation and recording of the symptoms that appear on the object of research. Bottorff in Morse (1994) explain that qualitative researchers must use extensive direct observation to study human behavior and experiences as they occur in daily life problems in various settings and contexts²⁸.

Observations are made by observing the conditions around the research subject who will be the source of research data. It is used to collect data about disciples learning

²⁷ Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2009).

²⁸ Mayang Sari Lubis, *Metodologi Penelitian* (Yogyakarta: Penerbit Deepublish, 2018).

activities and the implementation of Project-Based Learning. The observation during the speaking level to know the situation of speaking classroom which influences disciples to improve their ability.

Observation is one of the techniques to collect the data used by the researcher to get the information related to the research. In this research, the researcher becomes the observer who actively participates in the learning process in the classroom and uses a direct object where observations are made by the observer when an event occurs and there is no action to change the environment in which the event occurs.

In this case, the writer uses unstructured observation to get information about the real condition in teaching-learning activities. The writer makes observation notes about the situation at the level while the teaching-learning process occurred, the teacher's performance in teaching speaking, and the students' speaking ability.

2. Test

The test was one of the instruments used to collect the data and information needed in this research. According to Sudijono (2003), a test is a measuring tool or procedure used in the framework of measurement and research²⁹. Tests can be used to organize the amount of knowledge an individual gets

²⁹ Sudaryono, *Metode Penelitian Pendidikan* (Jakarta: Prenamedia Group, 2016).

from a single subject matter that is limited to a certain level. Based on the type, the researcher here uses the type of achievement test to measure a person's achievement after learning something.

It was intended to find out the disciples' ability before and after the treatment is carried out. Besides, the researcher applies a speaking test to assess and examine the disciples' speaking ability. The researcher gives tests in each cycle to find out the improvement of the disciples' speaking ability. Specifically, the tests were used to find out the disciples' achievements in terms of fluency, grammar, word choice, pronunciation, and comprehension.

The researcher uses an oral test for the students. The test used in this study is collected twice. The first test is done before implementing Project-Based Learning. It is to measure disciples' speaking ability at first. Meanwhile, the final test is implemented after using Project-Based Learning. The disciples' test will be scored by using the rating scores of the oral test by David P. Harris³⁰. (See Appendix 3)

F. Methods of Analyzing Data

The collected data found in this research are analyzed qualitatively and quantitatively. It means that all the data gathered

³⁰ David P. Harris, *Language Testing English as a Second Language* (Bombay: Tata McGraw-Hill Publishing Company Ltd, 1977).

from the observations during the teaching-learning process is analyzed qualitatively. While the data obtained from tests are analyzed descriptively quantitatively (percentage)³¹.

1. Qualitative

In analyzing the collected data, the researcher used descriptive qualitative data analysis methods. The method of qualitative descriptive analysis is that after there is data related to the research, it is compiled and classified using the data obtained to describe the answers to the questions that have been formulated.

Researchers collected data obtained from the results of research on the implementation of classroom learning: observation of student activity and learning outcomes.

2. Quantitative

In completing the numerical data, the researcher tries to get the average disciples' speaking score before the implementation and every cycle to know how well the Project-Based Learning in the classroom. This cycle of research will be easy when the learning process and the learning result have reached the set target.

It is the formula:

$$\bar{X} = \frac{\sum x}{N}$$

³¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2009).

Where:

\bar{X} = Rate Percentage

$\sum x$ = total score of all students

N = frequency of total students

The point above is an indicator of how much research is carried out in the cycle. For example, in the first cycle of student learning processes not being accomplished properly, only a percentage of 70% and the average student's learning result is 65. Thus, teachers/researchers can continue the cycle of research.

And then, to know the percentage of the disciples' improvement by using the formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

P = Rate Percentage

X₁ = 1st cycle

X₂ = 2nd cycle

(Gay in Bau Edar, 2011: 38)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers research findings and discussion, including preliminary research and observation results of teacher and students on their English learning activities using the Descriptive Text and Project Based-Learning model.

A. Preliminary Research

This observation was conducted in order to know the teaching-learning process directly before implementing the Classroom Action Research (CAR). Based on the observation notes conducted, it was known that in teaching speaking at the level of 2020, the teacher usually used the teacher-centered learning method, in which she gave students material and talked to students. In this case, the students listened to her.

Sometimes, students are ordered to make a dialogue and then performed it in front of the class. The performance is not perfect and there are many shortcomings. Students cannot freely express words and have difficulty understanding meanings. They have never told the usage of expressions they are practicing. Furthermore, students have never been given chances to expose their ability to speak and to develop a more communicative conversation using their own way.

The use of a strategy like this would be an ongoing problem for students in learning and understanding oral English usage. Moreover, students whose vocabulary was were limited unable to say anything to communicate. It brings about silence toward students and is lacking in speaking ability primarily in using expression likely in real communication. The writer and the teacher made a plan for the action based on the problems faced by students toward speaking with insufficient competence: wrong diction, error in grammar and pronunciation, and lack of understanding.

The researcher decided to employ Project Based Learning to improve the disciples' speaking ability in the level of 2020. Project-based learning is one of the appropriate strategies to improve student speaking ability. Project-based learning improves thinking and creative abilities. A final result of the project designed by disciples will be presented throughout in project. Disciples are forced to extend their ideas and opinions in group work using English. In this case, it will increase the disciples' confidence in speaking because they can speak divided into small groups. One point is that project can realize their English language skill and improve their skill in the context of daily life.

B. Description of Cycle 1

1. Planning

In this phase, the writer and the teacher made a plan for the action based on the problems faced by students toward

speaking ability. In this case, the writer determined the selected material and exercises into a lesson plan. The writer also prepared observation guidelines to observe the students' and the teachers' activities in the teaching-learning process whether it was in line with the lesson plan made before or not. And the writer also prepared Test 1 to collect the data, to know whether there are some students' improvement scores from the first test to the final test.

2. Acting

The action of the first cycle was done on April 23rd and 24th 2022. The writer implemented the teaching-learning process based on the lesson plan that had been made. In the first meeting, the teacher started to convey what materials would like to be learned by the student, and the writer began the presentation. The writer taught descriptive text through Project-Based Learning and asked the students to make a group and discuss the material that had been given.

In pre-activity, the teacher greets, attends, and invites students to check the tidiness followed by praying. The teacher conditions a pleasant learning atmosphere. The teacher checks the mastery of students' competence in the previous subject matter through questions and answers with students about the descriptive text. The teacher conveys the learning objectives and outline of the scope of material and activities that will be carried out with Project-Based Learning,

namely at the stages of project completion and assessment/presentation of project results, and evaluation of project processes and results. The teacher also conveyed the scope of the assessment and the assessment technique that will be used.

In Asking Essential Question session, students pay attention to video shows about examples of descriptive text and are guided by the teacher to brainstorm about problems that arise based on video shows. They are guided by the teacher to determine the theme of the project, namely "Historical Places in Semarang" with the product in the form of video conversations in groups. In addition, the teacher discussed the criteria for making video assessments.

In the Designing Project Plan session, students with the facilitation of the teacher arrange steps to make the project and instrument design. The teacher asks students to identify pictures of historical buildings that are given and analyze social functions, text structure, and language features. Then, the teacher asks students to look for pictures of historical buildings in Semarang.

In Creating the Schedule session, students in groups prepare a project schedule that consists of the implementation time of project activities in detail. The activity ended with a presentation of the project design and schedule of activities

that had been prepared to receive input from the teacher and other groups.

And then, the teacher monitors the students and the progress of the project. The teacher assessed the project and evaluate the learning.

In the second action of the first cycle, the students seemed more focus because of the project. Then, the teacher could do intensive guide to students in made project. After teaching learning process finished, in this observing phase was also carried out the test 1.

3. Observing

In this phase, the observer observed the teaching-learning process through observation guideline; it might be about situation, students' response, and the teacher's performance in presenting the material. Related to the students' response, some of students did not pay attention on teacher explanation, therefore they just chatted with their friend when teacher gave a task. Then, they gave up and lazy if they didn't find some words that they are going to speak or answer the questions.

The teacher had taught in line with the lesson plan had been made, but she didn't give clear explanation of the material. Next, she didn't explain the material with louder voice, it could be seen that the situation of the classroom was noisy. She couldn't control the level.

Table 4. 1 Teacher Activity Observation Sheet Cycle 1

Activity	Yes
<i>Start With the Essential Question</i>	
• Giving an introduction at when the start of the lesson (prayer, checking attendance list, motivation)	✓
• Accuracy of giving a concrete example	
• Establishing students asking the question	✓
• Divide students into work in the group	✓
<i>Design a Plan for The Project</i>	
• Guiding students in analyzing problems associated with descriptive text	
• Guiding students in looking for a solution	✓
• Guiding students in designing project	
<i>Create a Schedule</i>	
• Set the timeline and deadline	✓
• Setting criteria for project appraisal	
• Facilitating presentations project design	✓
• Settings turn/opportunity to students for asking questions or opinion	✓
• Guiding students when they make a move that does not match to project	
<i>Monitor the Students and the Progress of the Project</i>	
• Supervise/monitor project progress	

• Facilitate students in the project creation process	
• Ask students to report the progress project	✓
<i>Assess the Outcome</i>	
Assess creative products according to the rubric	✓
<i>Evaluate the Experience</i>	
• Doing reflection on activities and the results of creative products that have been carried out	
• Ask students to express feelings and experiences during the project creation process	
• Draw conclusions to answer the essential question submitted earlier learning.	✓

Table 4. 2 Students` Activity Observation Sheet Cycle 1

No.	Activity	Yes
1.	Are the students have the initiative, be active, and are able to build questions?	
2.	• Are the students able to analyze problems associated with descriptive text?	
	• Are the students able to design a project?	✓
3.	Is there teamwork and a clear division of tasks?	
4.	• Are the students systematic in practice and pay attention to work in steps?	

	· Are the students able to ask questions or opinions?	✓
5.	· Are the students skilled in "Performance?"	
	· Did the students finish the project on time?	
6.	Are the students able to express feelings and experiences during the project creation process?	

4. Reflecting

In this phase, the researcher and the teacher discussed the conclusion of implementing the action. Then, they tried to modify the action in order students' speaking ability and in order for 75% of students in the level could pass the Minimum Standard Score - *Kriteria Ketuntasan Minimal (KKM)* because in the result of final test 1 showed only 35.7% of students who passed the Minimum Standard Score - *Kriteria Ketuntasan Minimal (KKM)*.

Meanwhile, observation sheet showed that the teaching learning activities has done well although there were some problems that should be solved. From the reflecting phase, there must be more efforts to improve students' speaking ability through Project-Based Learning. It needed to be improved again in the next cycle.

Table 4. 3 Disciples` Score Test Cycle 1

No.	Name	Test 1
1	AMH	32
2	DAJS	84
3	EF	64
4	IS	28
5	MF	76
6	MNM	32
7	NH	32
8	UC	44
9	ULA	40
10	SH	80
11	WA	65
12	ZM	24
13	ZN	24
14	ZAS	84

Table 4. 4 Reflection Cycle 1

Teacher	Students
<p>Teacher was good in starting learning with the essential question. She gave an introduction at when the start of the lesson like prayer, checking attendance list and giving motivation, but she was not giving a concrete example for her learning. And she made students confused.</p>	<p>Because of some mistakes of teacher, students confused and did not active in learning.</p> <p>They did not have initiative to start.</p> <p>The progress of teamwork and presentation was very lack.</p> <p>In addition, students could not share their feelings about the learning.</p>
<p>She only guided students in designing project, not for analyze and problems and look for solution.</p>	
<p>Teacher only set the deadline and hasty in a hurry. She did not give students a chance to presentate the project design.</p>	

Teacher only focused on project, not the students. She did not give facilitate and supervise the progress.	
Teacher did not give students to express the feelings and share experience.	

C. Description of Cycle 2

1. Planning

The planning phase of the second cycle was implemented into a lesson plan. In this case, the writer modified the previous lesson plan based on the result of the reflecting phase in the first cycle. The lesson plan which was used is still related to Project-Based Learning in learning speaking. There were not significant differences with the previous lesson plan. The material still related to descriptive text but it is focus on other themes. However, there were some modifications in the second cycle; that was the teacher needed to give interesting explanation by using picture related to the topic to the students in presentation and asked students to bring dictionary. Beside of that, the writer still also prepared observation sheet to note the classroom activities and also prepared the Test 2 to collect the data.

Table 4. 5 Planning Cycle 2

Reflection Cycle 1	Plan
Teacher was not giving a concrete example for her learning.	Teacher must give a concrete example to clarify the learning.
Teacher only guided students in designing project, not for analyze and problems and look for solution.	Teacher analyzes problems and try to look for solution.
Teacher only set the deadline and hasty in a hurry. She did not give students a chance to presentate the project design.	Teacher try to do in carefully and slowly, sees the time. Teacher gives students a chance to presentate the project design.
Teacher only focused on project, not the students. She did not give facilitate and supervise the progress.	Teacher has to focus at the students also, give facilitate and supervise for the students` progress
Teacher did not give students to express the feelings and share experience.	Teacher makes sure to give students a chance to express the feelings and share experience.

2. Acting

The action of the second cycle was done on May 14th and 15th 2022. In the first meeting, the writer introduces a new topic and asked the students to make group facilitated by the dictionary. In the second meeting, the students were asked to create video. The final draft was the data for the final test 2.

In pre-activity, as usual, the teacher greets, attends, and invites students to check the tidiness followed by praying. The teacher conditions a pleasant learning atmosphere. The teacher checks the mastery of students' competence in the previous subject matter through questions and answers with students about descriptive text. The teacher conveyed the learning objectives and outline of the scope of material and activities that will be carried out with Project-Based Learning, namely at the stages of project completion and assessment/presentation of project results, and evaluation of project processes and results. The teacher also conveyed the scope of the assessment and the assessment technique that will be used.

In Asking Essential Question session, students pay attention to video shows about examples of descriptive text and guided by the teacher to brainstorm about problems that arise based on video shows. They are guided by the teacher to determine the theme of the project, namely "Famous Tourism in Indonesia" with the product in the form of video

conversations in groups. In addition, the teacher discussed the criteria for making video assessments.

In Designing Project Plan session, students with the facilitation of the teacher arrange steps to make the project and instrument design. The teacher asks students to identify pictures of historical buildings that are given and analyze social functions, text structure, and language features. Then, the teacher asks students to look for pictures of famous tourist places in Semarang.

In Creating the Schedule session, students in groups prepare a project schedule that consists of the implementation time of project activities in detail. The activity ended with a presentation of the project design and schedule of activities that had been prepared to receive input from the teacher and other groups.

And then, the teacher monitors the students and the progress of the project. The teacher assessed the project and evaluate the learning.

In the second action of the second cycle, the students seemed more focused because of the project. After teaching learning process finished, in this observing phase was also carried out the test 2.

3. Observing

In the second cycle, generally, the level condition in the learning process was better than in the previous cycle. It

could be seen from the result of the observation sheet that the students who were able to focus and pay attention on the teacher's explanation and when they followed the speaking lesson, enjoyed doing exercises. Then, most of them were enthusiastic.

Related to the teacher's performance, she looked to masters the technique and the material teacher gives. She checked the students' work by walking to the students' table and giving comments. Then, her voice more loud, it could be seen students could understand easily because the teacher's explanation was not so low. Automatically, it led good feedback from students' responses in conveying their ideas and students were helped by the teacher to comprehend the text. Next, students did not give up when they found unfamiliar words because they could look up in their dictionary as suggested their teacher. In the second action of cycle two, the teacher was held on final test 2 regarding students' speaking ability.

Table 4. 6 Teacher Activity Observation Sheet Cycle 2

Activity	Yes
<i>Start With the Essential Question</i>	
<ul style="list-style-type: none"> Giving an introduction at when the start of the lesson (prayer, checking attendance list, motivation) 	✓

• Accuracy of giving a concrete example	✓
• Establishing students asking the question	✓
• Divide students into work in the group	✓
<i>Design a Plan for The Project</i>	
• Guiding students in analyzing problems associated with descriptive text	✓
• Guiding students in looking for a solution	✓
• Guiding students in designing project	✓
<i>Create a Schedule</i>	
• Set the timeline and deadline	✓
• Setting criteria for project appraisal	✓
• Facilitating presentations project design	✓
• Settings turn/opportunity to students for asking questions or opinion	✓
• Guiding students when they make a move that does not match to project	✓
<i>Monitor the Students and the Progress of the Project</i>	
• Supervise/monitor project progress	✓
• Facilitate students in the project creation process	✓
• Ask students to report the progress project	✓
<i>Assess the Outcome</i>	

Assess creative products according to the rubric	✓
<i>Evaluate the Experience</i>	
• Reflection on activities and the results of creative products that have been carried out	✓
• Ask students to express feelings and experiences during the project creation process	✓
• Draw conclusions to answer the essential question submitted earlier learning.	✓

Table 4. 7 Students Activity Observation Sheet Cycle 2

No.	Activity	Yes
1.	Are the students have the initiative, be active, and are able to build questions?	✓
2.	Are the students able to analyze problems associated with descriptive text?	✓
	Are the students able to design a project?	✓
3.	Is there teamwork and a clear division of tasks?	✓
4.	Are the students systematic in practice and pay attention to work in steps?	✓
	Are the students able to ask questions or opinions?	✓
5.	Are the students skilled in "Performance?"	✓

	Did the students finish the project on time?	✓
6.	Are the students able to express feelings and experiences during the project creation process?	✓

4. Reflecting

The reflection of Classroom Action Research (CAR) was carried out after getting the result of observation sheets and final test 2. The writer and the teacher felt satisfied in as much their efforts to improve the students' speaking ability had been realized. The result of the final test 2 showed that 88.1% of the students got the score above the Minimum Standard Score- *Kriteria Ketuntasan Minimal (KKM)*. So that it has met criterion of success that 75% of the students must get the score above the Minimum Standard Score - *Kriteria Ketuntasan Minimal (KKM)*.

Therefore, the writer and the teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded. According to the result of the evaluation between the writer and the teacher, it could be assumed that the implementing of Classroom Action Research in improving disciples' speaking ability through Project-Based Learning was appropriate with the planning that had been discussed by the writer and the teacher previously. In this case, every action

was planned as good as possible so that the speaking activities could be accomplished well.

Table 4. 8 Disciples` Score Test Cycle 2

No.	Name	Test 2
1	AMH	64
2	DAJS	92
3	EF	80
4	IS	65
5	MF	76
6	MNM	60
7	NH	72
8	UC	76
9	ULA	72
10	SH	88
11	WA	80
12	ZM	65
13	ZN	65
14	ZAS	92

Table 4. 9 Reflection Cycle 2

Teacher Activity Observation Sheet	Students Activity Observation Sheet
The teacher fixed all the mistakes and did learning in a better way.	Students understand enough and can do more activities, be active, and the initiative increases

D. Discussion

The implementation of Project-based learning provides an opportunity for students to be free in making projects. Learning using the project this learning method has many benefits. In addition to improving speaking ability, project-based learning also improves thinking and creative abilities. Therefore, the project-based learning method is important to appropriate to improve students speaking ability in explaining the result of their design products.

It was a learning that the delivery was done by presenting a problem, asking questions, facilitating the investigation, and opening the dialogue. This method was very potential to develop the independence of learners through solving problems that were meaningful for the life of disciples.³²

³² Endang Mulyatiningsih, *Metode Penelitian Terapan Bidang Pendidikan*, (Bandung: Alfabeta, 2010), 8.

This research was conducted at Pondok Tahfidh Daar Al-Qolam in the level of 2020. The writer used one level of 14 disciples. The writer applied Project-Based Learning program to improve the disciples' speaking skill. Both final tests as the instrument for collecting the data. The results of those tests were analyzed by the writer to get to know the significance result of Project-Based Learning to improve the disciples' speaking skill.

1. The Result of Final Test 1

The result of final test 1 showed that the mean score of the level derived 50,6 in which five students passed the Minimum Standard Score - *Kriteria Ketuntasan Minimal (KKM)* 65. The writer needs to calculate the mean score first, to know the result of students' speaking. The mean score is derived from the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{709}{14}$$

$$\bar{X} = 50,6$$

To get the level percentages that pass the Minimum Standard Score criteria - *Kriteria Ketuntasan Minimal (KKM)* 65, the writer uses the formula:

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

$$P = \frac{5}{14} \times 100\%$$

$$P = 35,7\%$$

The data showed that the mean score of final test 1 was 50.6. There were only five students or 35.7% of the students who got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*, meanwhile the other nine students were below that criterion.

There was a slight improvement in students' mean scores from the students' speaking in the preliminary study to the students' speaking in the first cycle. The improvement percentage derived from the formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

$$P = \frac{50,6 - 39,7}{39,7} \times 100$$

$$P = 27,4\%$$

The data showed that the mean score of the previous score was 39, 7 and the mean score of the students' speaking on the first cycle was 50, 6. That means that there was a 27,4% of mean score improvement.

2. The Result of Final test 2

The calculation of the mean of students' score in speaking final test 2 gained 74,7. It was derived from:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1047}{14}$$

$$\bar{X} = 74,7$$

Then, the calculation of level percentage about the students who passed the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)*:

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

$$P = \frac{12}{14} \times 100\%$$

$$P = 85,7\%$$

Finally, the calculation of the improvement percentage is gained from the following formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

$$P = \frac{74,7 - 39,7}{39,7} \times 100$$

$$P = 88,1 \%$$

Based on the result of the students' speaking, there was better improvement of students' mean score from the students' speaking in the preliminary study to the students' speaking in the second cycle. The mean score for the first one was 50,6 and the mean score of speaking final test 2 in the second cycle was 74,7. It means that there was 85,7% of mean score improvement. The students passed the Minimum Standard Score - *Kriteria Ketuntasan Minimal (KKM)* were 12 students or 88.1% into level percentage.

It indicated that the criterion of success has been achieved. The following was the table of students' speaking score.

Table 4. 10 Disciples` Speaking Score

No.	Name	First Test	Final Test 1	Final Test 2
1	AMH	20	32	64
2	DAJS	84	84	92
3	EF	40	64	80
4	IS	20	28	65
5	MF	44	76	76
6	MNM	20	32	60
7	NH	24	32	72
8	UC	24	44	76
9	ULA	24	40	72
10	SH	76	80	88
11	WA	48	65	80
12	ZM	24	24	65
13	ZN	24	24	65
14	ZAS	84	84	92

CHAPTER V

CLOSING

In this chapter, the researcher presents conclusions and suggestions for the following finding of the study.

A. Conclusion

Researching teaching speaking Pondok Tahfidh Daar Al-Qolam through Project-Based Learning shows that it can improve the disciples' speaking competence in the level 2020.

The finding of this study indicated that the implementation of the Project-Based Learning technique was successful since the criteria of successes were achieved. In short, using Project-Based Learning can improve students speaking ability. As stated in the results and discussion, showed that during the final test activity some of the students has difficulty to spoke up because nervous or afraid to make mistakes. But, after the method implement it, showed that the method helped the students to be able to speak and the most important to do not feel afraid to make a mistake. Besides that, during the implementation, the students showed their interest in the method because it helped them to improve their speaking ability as we knew English is not our first language.

The use of Project-Based Learning as a teaching technique improved the disciples' speaking competence in the

level 2020. The improvement in their speaking competence is quite significant. It was reflected in the student's ability inside the level during the English teaching-learning process. The finding showed that 88.1% of students had already achieved the target score.

B. Suggestion

Having concluded the result of students' activities in every cycle, the writer would like to propose some suggestions for English teachers, students, and other researchers. The suggestions are as follows:

1. For English Teachers

The teacher should learn the characteristics of the students, including their psychological condition before conducting the teaching-learning process and also improve the classroom management on pedagogical and professionalism aspect.

2. For the disciples

The disciples can study English not only in the classroom, but also everywhere, as long as they have the motivation to do it. And also, do more practice in speaking.

3. For the Other Researchers

The writer is aware that this research is not the end of the problems being studied. The result of the study doesn't prove yet that the output of this research is absolutely good for all time.

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APPENDICES

LESSON PLANNING CYCLE 1

Institution : Pondok Tahfidh Daar Al-Qolam
Subject : English
Level / Semester : 2020 / IV
Topic : Place
Time : 2 x 40 minutes (Meeting 1)

A. Core Competence

1. Disciples understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science and apply procedural knowledge to specific areas of study appropriate to solve problems.
2. Disciples can do processing, reasoning, praying, and creating in concrete and abstract realms related to the development of the studied independently and effectively, creatively, and use methods according to scientific rules.

B. Basic Competence and Indicators of Achievement Competence

Basic Competence	Indicators
Compiling descriptive texts orally and written, short and simple, related tourist attractions and famous historical buildings, concerning social functions, text	Create descriptive texts related to famous tourist attractions and historic buildings.

structures, and language features, correctly and according to context	Demonstrate descriptive texts related to tourist attractions and famous historical buildings.
---	---

C. Learning Objectives

Through project-based learning activities on this material, students are expected to be able to:

1. Determine the social function of Descriptive Text according to the topic of material correctly.
2. Analyze the generic structure of Descriptive Text related according to the topic of material appropriately.
3. Find the language feature of Descriptive Text related to the topic of material correctly.
4. Present Descriptive Text through videos with communicative language.

D. Learning Material

<p style="text-align: center;">Descriptive Text</p> <p>Definition</p> <p>Descriptive text explains what a person or an object is like, its form, properties, amount, and others.</p> <p>Social Function</p> <p>It is used to show, report, describe, and present information.</p>
--

Generic Structure

1. **Identification:** Identifies or introduces the object that will be described.
2. **Description:** Describes parts, qualities, or characteristics.

Language Features

1. Specific object/participant (certain and unique).
2. Using adjectives to clarify nouns and verbs in the provision of detailed information.
3. Present Tense.
4. Action verb

E. Learning Method

Learning Approach : Scientific Approach
Method : discussion, asking a question
Model : Project-Based Learning

F. Media, Tools, and Resources

Media : PowerPoint, Text
Tool : LCD Projector, Laptop, whiteboard, markers

G. Learning Resources:

Internet : <https://www.youtube.com/watch?v=PDMsVjQtfNE>
Dictionary : Hasan Saddily

H. Learning Steps

Learning Step	Description
Pre-activity	<ul style="list-style-type: none">- Greeting and asking the level leader to lead the prayer before starting the learning activities.- Checking the students' attendance list- Giving apperception in the form of pictures related to the learning theme, namely travel/tourism, and asking questions to stimulate students' curiosity about the learning theme.- Giving an illustration of the benefits of the material learned in daily life.- Delivering the learning objectives.- Explain the mechanism of implementing the learning experience under the learning steps. <p><i>Asking Essential Questions</i></p> <ul style="list-style-type: none">- Students pay attention to video shows about examples of descriptive text.- Students are guided by the teacher to brainstorm about problems that arise based on video shows.

	<ol style="list-style-type: none"> 1. What is the place called? 2. Have you ever been there? 3. Where is the location? <ul style="list-style-type: none"> - Students in groups (5-6 people) are guided by the teacher to determine the theme of the project, namely "Historic Places in Semarang" with the product in the form of video conversations. - In addition, the teacher discussed the criteria for making video assessments.
Main Activity	<p><i>Designing Project Plan</i></p> <ul style="list-style-type: none"> - Students with the facilitation of the teacher arrange steps to make project and instrument design. - The teacher asks students to identify pictures of the given historical buildings. - Students analyze social functions, text structure, and language features. - The teacher asks students to look for pictures of historical buildings in Semarang.
Post-activity	<ul style="list-style-type: none"> - The teacher facilitates students to make conclusions about the learning material that has been studied

	<ul style="list-style-type: none"> - The teacher and the students identify the advantages and disadvantages of learning activities through reflection - The teacher gives feedback to students in the learning process and results by giving oral questions - The teacher gives assignments to students to complete a project with other friends in the group. - The teacher conveys information about upcoming learning activities, namely processing and compiling project reports.
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I. Assessment

1. Knowledge Assessment

a. Instrument Grid

Basic Competence	Indicator	Technique
Compiling descriptive texts oral and written, short and simple, related tourist attractions and famous historical buildings, concerning social functions, text structures, and elements	Demonstrate descriptive texts related to tourist attractions and famous historical buildings.	Test

of language, correctly and according to context		
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b. Instrument

Analyze the structure and characteristics of the language in descriptive text appropriately!

c. Scoring Rubric

No	Indicator	Score (1-5)
1.	Students can correctly analyze the structure of the text in descriptive text.	
2.	Students can correctly analyze language features in descriptive text.	

Criteria		Score
Understandably understand		5
Understand		4
Understand enough		3
Less understand	Almost not understand	2
Not understand		1

2. Ability Assessment

a. Instrument Grid

Basic Competence	Indicator	Technique
Compiling descriptive texts oral and written, short and simple, related tourist attractions and famous historical buildings, concerning social functions, text structures, and elements of language, correctly and according to context	Demonstrate descriptive texts related to tourist attractions and famous historical buildings.	Speaking

b. Instrument

- Make a dialogue of two to three people about the topic of the subject.
- Practice both and record the activity by paying attention to pronunciation, expression, structure/grammar, fluency, speaking ability, content
- Video recordings are made with a short duration (less than 5 minutes) concerning the accuracy of the structure, vocabulary, documentation, and timely delivery. The video will be sent via YouTube.

c. Scoring Rubric

No.	Group Name	1	2	3	4	Final Score
		Pronunciation (0-3)	Intonation (0-3)	Fluency (0-3)	Grammar (0-1)	
	...					

$$\text{Speaking score} = \frac{\text{Total score}}{10} \times 100\%$$

Semarang, April 2022

Knowing,



English Teacher,
Dhea Rahmatika, S. Ag.



Researcher,
Algazella Sukmasari

Institution : Pondok Tahfidh Daar Al-Qolam
 Subject : English
 Level / Semester : 2020 / IV
 Topic : Place
 Time : 2 x 40 minutes (Meeting 2)

A. Core Competence

1. Disciples understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science and apply procedural knowledge to specific areas of study appropriate to solve problems.
2. Disciples can do processing, reasoning, praying, and creating in concrete and abstract realms related to the development of the studied independently and effectively, creatively, and use methods according to scientific rules.

B. Basic Competence and Indicators of Achievement Competence

Basic Competence	Indicators
Compiling descriptive texts oral and written, short and simple, related tourist attractions and famous historical buildings, concerning social functions, text structures, and elements of	Create descriptive texts related to famous tourist attractions and historic buildings. Demonstrate descriptive texts related to tourist attractions

language, correctly and according to context	and famous historical buildings.
--	----------------------------------

C. Learning Objectives

Through project-based learning activities on this material, students are expected to be able to:

1. Determine the social function of Descriptive Text according to the topic of material correctly.
2. Analyze the generic structure of Descriptive Text related according to the topic of material appropriately.
3. Find the language feature of Descriptive Text related to the topic of material correctly.
4. Present Descriptive Text through videos with communicative language.

D. Learning Material

Descriptive Text

Lawang Sewu

Semarang is a very important place in Java and is noted for all the attractive tourist spots here. Lawang Sewu is a very important place in Semarang and for many years tourists have been returning to Semarang only to have a glimpse of this amazing place here. The Lawang Sewu is immensely popular for the famous Thousand Doors which is the ticket to fame for the place. The place is distinguished simply for the numerous doors and windows found here. The building

was christened as the Gedung Lawang Sewu and tourists love coming here simply because of the distinctive Dutch Symbolism and the immensely long corridors leading to the offices on the other side.

Lawang Sewu is famous for the doors and windows. The place is famous for the Thousand Doors and windows and the fascinating stained glasses windows representing the Dutch Symbolism of the places like The Hague and Rotterdam and also the Royal family.

The building has numerous long winding corridors which open out to the offices on one side of the office and the other end of the building on the other hand. It is a famous landmark in the region of Semarang and a pride for Java. The place was built as the Dutch's main colonial office and was then taken over by the Japanese government. This place was important because it was the main military hub for the Indonesians and was used for giving shelter to the soldiers and army men here. The place was often considered to be haunted place as many truly and sincerely believed that the place was inhabited by spirits and ghosts and thus many people used to feel scared to visit the place fearing the obvious. However later the place was converted in to a heritage site and many came to visit the place during their holidays or vacations while coming to visit the Semarang. Other places also deserve mention, but Lawang Sewu stands out among the rest. (<https://ayoraihprestasi.blogspot.com>)

E. Learning Method

Learning Approach : Scientific Approach
Method : discussion, asking a question
Model : Project-Based Learning

F. Media, Tools, and Resources

Media : PowerPoint, Text
Tool : LCD Projector, Laptop, whiteboard, markers

G. Learning Resources:

Internet : <https://www.youtube.com/watch?v=0bx5vbT-N-U>
Dictionary : Hasan Saddily

H. Learning Steps

Learning Step	Description
Pre-activity	<ul style="list-style-type: none">- The teacher greets, attends, and invites students to check the tidiness followed by praying.- The teacher conditions a pleasant learning atmosphere- The teacher checks the mastery of students' competence in the previous subject matter through question and answers with students about descriptive text- The teacher conveys the learning objectives

	<ul style="list-style-type: none"> - The teacher conveys an outline of the scope of material and activities that will be carried out with Project-Based Learning, namely at the stages of project completion and assessment/presentation of project results, and evaluation of project processes and results. - The teacher conveys the scope of the assessment and the assessment technique that will be used
Main Activity	<p><i>Monitoring the students and the progress of the project</i></p> <ul style="list-style-type: none"> - The teacher provides briefing and direction on what to do while collecting data. - Students begin to look for the appropriate data. - Students are guided by teachers to process data by making story maps to analyze text structure and language features.

	<p><i>Assessing the outcome</i></p> <ul style="list-style-type: none"> - Each group presents the results project in front of the level at this stage. <p><i>Evaluating the experience</i></p> <ul style="list-style-type: none"> - Students and teachers evaluate the activities and project assignments
Post- activity	<ul style="list-style-type: none"> - The teacher facilitates students to make conclusions about the learning material that has been studied - The teacher and the students identify the advantages and disadvantages of learning activities through reflection - The teacher gives feedback to students in the learning process and results by giving oral questions - The teacher gives assignments to students to complete a project with other friends in the group. - The teacher conveys information about upcoming learning activities, namely processing and compiling project reports.

I. Assessment

1. Knowledge Assessment

a. Instrument Grid

Basic Competence	Indicator	Technique
Compiling descriptive texts oral and written, short and simple, related tourist attractions and famous historical buildings, concerning social functions, text structures, and elements of language, correctly and according to context	Demonstrate descriptive texts related to tourist attractions and famous historical buildings.	Test

b. Instrument

Make a mind map by paying attention to the text structure and language features elements!

c. Scoring Rubric

No.	Indicator	Score (1-5)
1.	Originality	
2.	Fluency and flexibility	

3.	Elaboration	
4.	Link	
5.	Structure	

$$\text{Speaking score} = \text{Total score} \times 20$$

2. Ability Assessment (Project)

a. Instrument Grid

Basic Competence	Indicator	Technique
Compiling descriptive texts oral and written, short and simple, related tourist attractions and famous historical buildings, with regard to social functions, text structures, and elements of language, correctly and according to context	Create descriptive texts related to famous tourist attractions and historical buildings.	Writing

b. Instrument

- Make a drama about the topic of the subject.

- Practice and record the activity by paying attention to pronunciation, mimick, structure/grammar, and speaking ability
- Video recordings are made with a short duration (less than 5 minutes) with regard to the accuracy of the structure, vocabulary, documentation, and timely delivery. The video will be sent via YouTube.

c. Scoring Rubric

N o.	Group Name	1	2	3	4	Final Score
		Pron uncia tion (0-3)	Inton ation (0-3)	Flue ncy (0-3)	Gram mar (0-1)	

$$Speaking\ score = \frac{Total\ score}{10} \times 100\%$$

Semarang, April 2022

Knowing,



English Teacher,
Dhea Rahmatika, S. Ag.



Researcher,
Algazella Sukmasari

LESSON PLANNING CYCLE 2

Institution : Pondok Tahfidh Daar Al-Qolam
Subject : English
Level / Semester : 2020 / IV
Topic : Person
Time : 2 x 40 minutes (Meeting 1)

A. Core Competence

1. Disciples understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science and apply procedural knowledge to specific areas of study appropriate to solve problems.
2. Disciples can do processing, reasoning, praying, and creating in concrete and abstract realms related to the development of the studied independently and effectively, creatively, and use methods according to scientific rules.

B. Basic Competence and Indicators of Achievement Competence

Basic Competence	Indicators
Compiling descriptive texts oral and written, short and simple, related tourist attractions and famous historical buildings,	Create descriptive texts related to famous tourist attractions and historic buildings.

concerning social functions, text structures, and elements of language, correctly and according to context	Demonstrate descriptive texts related to tourist attractions and famous historical buildings.
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C. Learning Objectives

Through project-based learning activities on this material, students are expected to be able to:

1. Determine the social function of Descriptive Text according to the topic of material correctly.
2. Analyze the generic structure of Descriptive Text related according to the topic of material appropriately.
3. Find the language feature of Descriptive Text related to the topic of material correctly.
4. Present Descriptive Text through videos with communicative language.

D. Learning Material

Descriptive Text
<p>Definition</p> <p>Descriptive text explains whether a person or an object is like, its form, properties, amount, and others.</p> <p>Social Function</p> <p>It is used to show, report, describe, and present information.</p> <p>Generic Structure</p> <ol style="list-style-type: none"> 1. Identification: Identifies or introduces the object will be described.

2. **Description:** Describes parts, qualities, or characteristics.

Language Features

1. Specific object/participant (certain and unique).
2. Using adjectives to clarify nouns and verbs in the provision of detailed information.
3. Present Tense.
4. Action verb

E. Learning Method

Learning Approach : Scientific Approach

Method : discussion, asking a question

Model : Project-Based Learning

F. Media, Tool, and Resources

Media : PowerPoint, Text

Tool : LCD Projector, Laptop, whiteboard, markers

G. Learning Resources:

Internet :

<https://www.youtube.com/watch?v=PDMsVjQtfNE>

Dictionary : Hasan Saddily

H. Learning Steps

Learning Step	Description
Pre-activity	<ul style="list-style-type: none">- Greeting and asking the level leader to lead the prayer before starting the learning activities.- Checking the students' attendance list- Giving apperception in the form of pictures related to the learning theme- Giving an illustration of the benefits of the material learned in daily life.- Delivering the learning objectives.- Explain the mechanism of implementing the learning experience in accordance with the learning steps. <p><i>Asking Essential Questions</i></p> <ul style="list-style-type: none">- Students pay attention to video shows about

	<p>examples of descriptive text.</p> <ul style="list-style-type: none"> - Students are guided by the teacher to brainstorm about problems that arise based on video shows. - Students in groups (5-6 people) are guided by the teacher to determine the theme of the project, with the product in the form of video conversations. - In addition, the teacher discussed the criteria for making video assessments.
Main activity	<p><i>Designing Project Plan</i></p> <ul style="list-style-type: none"> - Students with the facilitation of the teacher arrange steps to make project and instrument design.

	<ul style="list-style-type: none"> - The teacher asks students to identify pictures of a famous person that is given. - Students analyze social functions, text structure, and language features. - The teacher asks students to look for pictures <p><i>Creating the Schedule</i></p> <ul style="list-style-type: none"> - Students in groups prepare a project schedule detailing project activities' implementation time - The activity ended with a presentation of the project design and schedule of activities that had been prepared to receive input from the teacher and other groups.
Post-activity	<ul style="list-style-type: none"> - The teacher facilitates students to make conclusions about the

	<p>learning material that has been studied</p> <ul style="list-style-type: none"> - The teacher and the students identify the advantages and disadvantages of learning activities through reflection - The teacher gives feedback to students in the learning process and results by giving oral questions - The teacher gives assignments to students to complete a project with other friends in the group. - The teacher conveys information about upcoming learning activities, namely processing and compiling project reports.
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I. Assessment

1. Knowledge Assessment

a. Instrument Grid

Basic Competence	Indicator	Technique
Compiling descriptive texts oral and written, short and simple, related tourist attractions and famous historical buildings, concerning social functions, text structures, and elements of language, correctly and according to context	Demonstrate descriptive texts related to tourist attractions and famous historical buildings.	Test

b. Instrument

Analyze the structure and characteristics of the language in descriptive text appropriately!!

c. Scoring Rubric

N o.	Indicator	Score (1-5)
1.	Students can correctly analyze the structure of the text in descriptive text.	
2.	Students can correctly analyze language features in descriptive text.	

Criteria		Score
Understandably understand		5
Understand		4
Understand enough		3
Less understand	Almost not understand	2
Not understand		1

2. Ability Assessment

a. Instrument Grid

Basic Competence	Indicator	Technique
Compiling descriptive texts oral and written, short and simple, related tourist attractions and famous historical buildings, concerning social functions, text structures, and elements of language, correctly and according to context	Demonstrate descriptive texts related to tourist attractions and famous historical buildings.	Speaking

b. Instrument

- Make a dialogue of two to three people about the topic of the subject.
- Practice both and record the activity by paying attention to pronunciation, expression, structure/grammar, fluency, and speaking ability, content
- Video recordings are made with a short duration (less than 5 minutes) with regard to the accuracy of the structure, vocabulary, documentation, and timely delivery. The video will be sent via YouTube.

c. Scoring Rubric

N o.	Group Name	1	2	3	4	Final Score
		Pron uncia tion (0-3)	Inton ation (0-3)	Flue ncy (0-3)	Gram mar (0-1)	

$$Speaking\ score = \frac{Total\ score}{10} \times 100\%$$

Semarang, April 2022

Knowing,

A handwritten signature in brown ink, appearing to be 'Dhea' with a stylized flourish at the end.

English Teacher,
Dhea Rahmatika, S. Ag.

A handwritten signature in brown ink, appearing to be 'Algazella' with a stylized flourish at the end.

Researcher,
Algazella Sukmasari

Institution : Pondok Tahfidh Daar Al-Qolam
Subject : English
Level / Semester : 2020 / IV
Topic : Person
Time : 2 x 40 minutes (Meeting 2)

A. Core Competence

1. Disciples understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science and apply procedural knowledge to specific areas of study appropriate to solve problems.
2. Disciples can do processing, reasoning, praying, and creating in concrete and abstract realms related to the development of the studied independently and effectively, creatively, and use methods according to scientific rules.

B. Basic Competence and Indicators of Achievement Competence

Basic Competence	Indicators
Compiling descriptive texts oral and written, short and simple, related tourist attractions and famous historical buildings, concerning social functions, text structures, and elements of	Create descriptive texts related to famous tourist attractions and historic buildings. Demonstrate descriptive texts related to tourist attractions and famous historical buildings.

language, correctly and according to context	
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C. Learning Objectives

Through project-based learning activities on this material, students are expected to be able to:

1. Determine the social function of Descriptive Text according to the topic of material correctly.
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4. Present Descriptive Text through videos with communicative language.

D. Learning Material

Descriptive Text

Tulus

I like one singer from Indonesia, Tulus. Tulus is a singer who is unique and liked by many people. He has a fairly fat body and a distinctive voice. So Tulus is very distinguishable from other Indonesian singers. Apart from being a singer, Tulus is also a songwriter.

Tulus is also an architect who graduated from the Catholic Parahyangan University in Bandung. Tulus started his career by singing jazz music. Through several events such as community events

and campus events, Tulus further honed his talents. Through Sikuai Band, Tulus further developed his musical ability with other band members.

Tulus has the first album made by a famous producer, Ari Renaldi. The Tulus album was released by its own company, Tulus Record. Many of Tulus' songs have been able to become the top pop songs on many Indonesian radios. Even well-known magazines such as "Rolling Stone Indonesia" also named him Rookie Editor of the Year 2013. (deckarenas.com)

E. Learning Method

Learning Approach : Scientific Approach
Method : discussion, asking a question
Model : Project-Based Learning

F. Media, Tool, and Resources

Media : PowerPoint, Text
Tool : LCD Projector, Laptop, whiteboard, markers

G. Learning Resources:

Internet : <https://www.youtube.com/watch?v=0bx5vbT-N-U>
Dictionary : Hasan Saddily

H. Learning Steps

Learning Step	Description
Pre-activity	- The teacher greets, attends, and invites students to check the tidiness followed by praying.

	<ul style="list-style-type: none"> - The teacher conditions a pleasant learning atmosphere - The teacher checks the mastery of students' competence in the previous subject matter through question and answers with students about descriptive text - The teacher conveys the learning objectives - The teacher conveys an outline of the scope of material and activities that will be carried out with Project-Based Learning, namely at the stages of project completion and assessment/presentation of project results, and evaluation of project processes and results. - The teacher conveys the scope of the assessment and the assessment technique that will be used
Main activity	<p><i>Monitoring the students and the progress of the project</i></p> <ul style="list-style-type: none"> - The teacher provides briefing and direction on what to do while collecting data. - Students begin to look for the appropriate data. - Students are guided by teachers to process data by making story maps to analyze text structure and language features.

	<p><i>Assessing the outcome</i></p> <p>Each group presents the results project in front of the level at this stage.</p> <p><i>Evaluating the experience</i></p> <p>Students and teachers evaluate the activities and project assignments</p>
Post-activity	<ul style="list-style-type: none"> - The teacher facilitates students to make conclusions about the learning material that has been studied - The teacher and the students identify the advantages and disadvantages of learning activities through reflection - The teacher gives feedback to students in the learning process and results by giving oral questions - The teacher gives assignments to students to complete a project with other friends in the group. - The teacher conveys information about upcoming learning activities, namely processing and compiling project reports.

I. Assessment

1. Knowledge Assessment

a. Instrument Grid

Basic Competence	Indicator	Technique
Compiling descriptive texts oral and written, short and simple, related tourist attractions and famous historical buildings, with regard to social functions, text structures, and elements of language, correctly and according to context	Demonstrate descriptive texts related to tourist attractions and famous historical buildings.	Test

b. Instrument

Make a mind map by paying attention to the text structure and language features elements!

c. Scoring Rubric

No.	Indicator	Score (1-5)
1.	Originality	
2.	Fluency and flexibility	
3.	Elaboration	
4.	Link	
5.	Structure	

2. Ability Assessment (Project)

a. Instrument Grid

Basic Competence	Indicator	Technique
Compiling descriptive texts oral and written, short and simple, related tourist attractions and famous historical buildings, with regard to social functions, text structures, and elements of language, correctly and according to context	Create descriptive texts related to famous tourist attractions and historical buildings.	Writing

b. Instrument

- Make a drama about the topic of the subject.
- Practice and record the activity by paying attention to pronunciation, mimick, structure/grammar, and speaking ability
- Video recordings are made with a short duration (less than 5 minutes) with regard to structure, vocabulary, documentation, and timely delivery. The video will be sent via YouTube.

c. Scoring Rubrics

N o.	Group Name	1	2	3	4	Final Score
		Suitable with instructio ns (0-3)	Diction choice (0-3)	Proper Pronun- ciation (0-3)	Gram mar (0-1)	

$$Speaking\ score = \frac{Total\ score}{10} \times 100\%$$

Semarang, April 2022

Knowing,



English Teacher,
Dhea Rahmatika, S. Ag.



Researcher,
Algazella Sukmasari

SCORING RUBRIC

No.	Categories	Indicator	Score
1.	Grammar	Errors in grammar and word order so, severe as to make speech virtually unintelligible	1
		Grammar and word order error make comprehension difficult, must often rephrase sentences and or rest rich himself	2
		Make frequent errors of grammar and word order, which occasionally obscure meaning	3
		Occasionally makes grammatical and or word order errors that do not however obscure meaning	4
		Make few if any noticeable errors of grammar and word order	5
2.	Vocabulary	Vocabulary limitation is so extreme as to make conversation virtually impossible.	1
		Misuse of words and very limited vocabulary make comprehension quite difficult	2
		Frequently using the wrong using the conversation is somewhat limited because of inadequate vocabulary.	3

		Sometimes uses inappropriate terms and must rephrase ideas because of lexical inadequacies.	4
		The use of vocabulary and idioms is virtually that of a native speaker.	5
3.	Comprehension	Cannot be said to understand even simple conversational English.	1
		Has great difficulty following what is said, can comprehend only “social conversation” spoken slowly and with frequent repetition.	2
		Understand most of what is said at slower than normal speed without repetition.	3
		Understand nearly everything at normal speed, although occasionally repetition may be necessary.	4
		Appears to understand everything without difficulty	5
4.	Fluency	Speech is also halting and fragmentary making conversation virtually impossible	1
		Usually hesitant, often forced into silence by language limitation	2

		Speed and fluency are rather strongly affected by language problems.	3
		Speed of speech seems to be slightly affected by the language problem	4
		Speech is more fluent and effortless than that of a native speaker.	5
5.	Pronunciation	Pronunciation problems serve to make speech virtually unintelligible	1
		Very hard to understand because of pronunciation problems, most frequently be asked to repeat.	2
		Pronunciation problems necessities concentrated listening and occasionally lead to misunderstanding	3
		Always intelligible, though one is conscious of a definite accent.	4
		Has few traces of a foreign accent	5

Appendix 4. Pictures of The Teaching-Learning Process



Picture 1. Teacher Teaches Descriptive Text Using Project-Based Learning



Picture 2. Teacher Asks Students to Watch Video Learning



Picture 3. Discussion in a Group (1st Group)



Picture 4. Discussion in a Group (2nd Group)



Picture 5. Class Situation

Appendix 5. Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. H. M. Y. K. Semarang 50185
Telepon 024-7501295, Faksimile 024-7515367
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Semarang, 22 April 2022

Nomor : 2352/Un.10.3/D1/TA.00.01/04/2022

Lamp : -

Hal : Pengantar Riset

A.n. : Algazella Sukmasari

NIM : 1803046043

Yth.

Bapak/Ibu Wali Dosen
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitabukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Algazella Sukmasari

NIM : 1803046043

Alamat : Kp. Rahayu Raya No. 521 RT 007/RW 001, Kel. Karangturi, Kec. Semarang
Timur, Kota Semarang

Judul Skripsi : *Improving Disciples' English Speaking Ability of Descriptive Text
Through Project-Based Learning at Pondok Tahfidh Daar Al-Qolam
(A Classroom Action Research in The Class of 2020)*

Pembimbing :

1. Dr. Siti Tarwiyah, S.S., M.Hum.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut di atas selama beberapa hari terhitung mulai tanggal 22 April 2022.

Demikian atas perhatian dan terimakasihnya permohonan ini disampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.



a.n. Dekan,
Wakil Dekan Bidang Akademik

Muhammad Aunedi

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

CURRICULUM VITAE


A. Personal Identity

1. Name : Algazella Sukmasari
2. Place of Birth : Semarang
3. Date of Birth : March 5th, 2000
4. Home Address : Kp. Rahayu Raya No. 521 RT. 007/RW 001,
Kel. Karangturi, Kec. Semarang Timur,
Semarang, Jawa Tengah
5. Phone Number : 0882-2003-9130
6. E-mail : algazellas@gmail.com

B. Education Background

1. Formal Education
 - a. TK PGRI Kartini (graduated in 2006)
 - b. SD Sarirejo Kartini (graduated in 2012)
 - c. SMP N 3 Semarang (graduated in 2015)
 - d. SMK N 2 Semarang (graduated in 2018)
2. Non-Formal Education
 - a. Ma`had al-Jami`ah UIN Walisongo Semarang
 - b. Monash Institute Semarang

Semarang, November 2022
The Researcher,


Algazella Sukmasari
NIM. 1803046043