

THESIS

Using Project-Based Learning Method to Facilitate Students' Learning Motivation

Submitted in Partial Fulfillment of Requirement for Gaining The
Bachelor Degree of Education in English Language Education



By

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ABSTRACT

Title : Using Project-Based Learning to Facilitate Students' Learning motivation

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This study aims to explain how effective project-based learning is to facilitate students' learning motivation, and how the project-based learning supports students' learning motivation. The subject is tenth graders of SMA Ky Ageng Giri in the 2022/2023 academic year as participants of 28 students. The sample was students of X-1. The method used are quantitative and qualitative with the pre-experimental design conducted in one class. The data collection method used pre-test and post-test, questionnaire, and reflection sheets. The formula used to analyze the data was Wilcoxon test using SPSS16 version and description. After collecting the data, the writer found from the data of questionnaire that 75% sample or 21 students of class X-1 was motivated well during the English lesson using Project-Based Learning Method, and then the data used SPSS, the mean score of pre-test was 43.57 and post-test was 86.43, and sig. Was $0.00 < 0.05$. So the findings here students motivated when learning used Project-based learning, strenghten by the SPSS results which stated that the hypothesis alternative is accepted, and hypothesis null is rejected. And then from the reflection sheets writer found the teacher and students felt the same point of view about project-based learning is effective method and students are motivated well. Therefore, this study indicates that using project-based learning method can facilitate students' learning motivation well.

Keywords: Project-Based Learning, Learning Motivation

MOTTO

حَسْبُنَا اللهُ وَنِعْمَ الْوَكِيلُ نِعْمَ الْمَوْلَى وَنِعْمَ النَّصِي

“Allah is sufficient for us, the best protector and the best helper for us”

DEDICATION

- My Beloved Parents and Sister
- My Friends
- The Teachers of SMA Ky Ageng Giri
- My Partner and myself

ACKNOWLEDGEMENT

First, thank to Allah SWT, who has bestowed His grace and guidance. Therefore, the author can complete this thesis with the title **Using Project-Based Learning to Facilitate Students' Learning Motivation** as one of the requirements to complete the undergraduate program (S1) majoring in the English Education Department.

The author realizes that this thesis could not have been completed without the support, assistance, guidance, and advice from various parties during the preparation of this thesis. On this occasion, the writer would like to thank and sincerely:

1. Dr. Ahmad Ismail, M.Ag, M.Hum. as the dean of education and teacher training faculty.
2. Sayyidatul Fadhillah, M.Pd. as the head of the English Education Department.
3. Dr. Hj. Siti Tarwiyah, M.Hum. as my supervisor who always takes time to provide guidance, advice, and direction in preparing this thesis.
4. Prof. Dr. H. Muslih, M. A. as the author's supervisor during my lectures at UIN Walisongo Semarang.
5. All the teachers at SMA Ky Ageng Giri who have give me permission to do research at the school.
6. All students of X-1 at SMA Ky Ageng Giri who have become the object of my research, and cooperative during the research.
7. My beloved father and mother (Agus Widigdoyono and Almh. Pariyah) always gave love, care, prayer, support in every situation and condition.
8. My beloved sister, who always tries to give the best support and everything I need.
9. My best friend, Asti who always been together since the first time of college until now.

10. My partner, who always give the best support and love. And for myself, I would say thank you and sorry, for everything we go through. Thank you for our hardwork and our continuity to learn and fight. And sorry for many disappointing things.

The author realize that this thesis is still not perfect in terms of preparation, language, and writing. Therefore, the author expect constructive criticism and suggestions from all readers to be a reference so that the author can be even better in the future.

Hopefully, this thesis can add insight to the readers and be helpful.

Semarang, 26 Desember 2022

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CHAPTER I

INTRODUCTION

A. Background of the Research

The teaching and learning process requires learning method that make students more active and can support students' learning motivation. One of them is by applying the learning method Project-Based Learning. According to Purnawan (2007) cited by Erni Murniarti that one of the benefits of using Project-Based Learning method is to motivate students by involving them in their learning, allowing them according to their interests, answering questions and makin decisions in the learning process.¹

Project-Based Learning is a refinement of Problem-Based Learning. Project-Based Learning is a learning strategy that is oriented toward the CTL (Contextual Teaching and Learning) process (Jones, Rasmussen & Moffit, 1997) cited by Erni Murniarti.² CTL is a concept that helps educators relate learning materials to real-world situations and encourages students to use their knowledge so that it can be applied in life as members of society.³

Project based learning is a learning approach that gives students the freedom to plan learning activities, carry out projects collaboratively, and ultimately produce work products that can be presented to others.⁴ Through the process of creating the project, they learn important problem-solving skills by indetifying a problem, developing a plan, testing a plan, and reflecting on the process. Projects allow for trial and error to occur and for the students to be the leaders of their own learning.

Project based learning puts students in the driver's seats and gives them more control over what and how they learn.⁵ They also discover and apply important life skills of how to work with others, think critically about a topic, and how to be more self-sufficent. These are skills that are lacking in many middle school and high school students, but are soft skills that are necessary to be successful in the world we live in today. Project-based learning seems to be a possible solution to the growing problem

¹ Erni Murniarti, 'PENERAPAN METODE PROJECT BASED LEARNING', 369–80.

² Murniarti.

³ Murniarti.

⁴ I Wayan Eka Mahendra, *Project Based Learning bermuatan etnomatematika dalam pembelajaran matematika*, Jurnal Kreatif vol.6 No 1 P-ISSN: 2303-288X E-ISSN:2541-72007

⁵ Abigal J Ash, 'The Effect of Project-Based Learning on Student Motivation and 21st Century Skills', 2021.

of low student motivation and the required soft skills needed to be a productive member of society.⁶

Project-based learning is also related to student learning motivation. Because one of the benefits of using the Project-Based Learning method is to increase student learning motivation.⁷ Motivation is a significant psychological concept in education because it drives and strengthens the students to learn and improve in their academic performance because of the connection with daily living.⁸ Motivation is essential to learning since some motivation underlines everything students do, including students' motivation complete tasks that build knowledge.

In addition, found out that self-motivation is necessary among students because many of the tasks that educators want their students to perform are not inherently interesting or enjoyable. Therefore, the strategies for motivation should be wedded into the everyday learning and teaching process.

The opposite of motivation is amotivation, which was defined as the absence of intrinsic or extrinsic incentives for behaviour and growth. A motivated student's behaviour lacks intentionality and personal causation because they do not value the behaviour, do not feel competent at the behaviour and not believing the behaviour will yield the desired outcome. The observation that children are very motivated to learn when they are young but the motivation seems to dissipate as they go up the grades was confirmed in a study in Brazil. They presented an assessment of the quality of motivation of elementary school students using a questionnaire. The results revealed that lack of motivation increased as students advanced in grades. This makes one wonder what happens to the learners' self-concept as they proceed up the degrees that make them lose self-motivation. Several studies have considered the causes and effects of motivation.

Furthermore, from a study in Canada, (Legault L, Green-Demers I, Pelletier L. 2006) found that motivation precedes and predicts academic behaviour and therefore, motivational orientation is a reliable and accurate predictor of academic success. Besides, a review of the motivation theories in learning found out that motivation and learning process are connected for educational success. In Self-Determination Theory (SDT), categorized motivation into extrinsic and intrinsic

⁶ Abigail J. Ash.

⁷ Murniarti.

⁸ Sylvester J O Odanga, 'Strategies for Increasing Students' Self-Motivation Strategies for Increasing Students' Self-Motivation', July 2018, 2019 <<https://doi.org/10.9734/ARJASS/2018/41354>>.

motivation. They defined intrinsic motivation as referring to doing something because it is inherently interesting or enjoyable; and extrinsic motivation as referring to doing something because it leads to a separable outcome.

This is not a first research who discusses about students' learning motivation. From several previous research, there are differences such as the focus of this research, which is about students' learning motivation and also the factors that affect students' motivation. This research was conducted in a senior high school, which has a background of some students in this school is a santri in Pondok Pesantren Giri Kusumo.

Based on observations made by researchers, teachers at SMA Ky Ageng Giri not only focused on student academic achievement. But also on students' learning motivation. Because of this, the researchers took the initiative to implement Project-Based Learning to see if there was an increase in student learning motivation, which suddenly resulted in the effectiveness of the Project-Based Learning method to facilitate student learning motivation. And also, researchers want to know what factors support this method. So the researcher raised a title "**Using Project-Based Learning Method to Facilitate Students' Learning Motivation**".

B. Research Questions

1. How effective is Project-based Learning method to facilitate students' learning motivation?
2. How does Project-Based Learning support students' learning motivation?

C. Research Objectives

This research is intended to gain these following objectives:

1. To prove the effectiveness of using project-based learning method to facilitate students' learning motivation
2. To explain supporting factors of students' learning motivation

D. Significances of the Research

This research entitled Using Project-Based Learning Method To Facilitate Students' Learning Motivation, is expected to have contribution based on the objectives as follows:

1. Theoretically

In theoretical point of view, this research has some advantages as follows:

- a. This research give a related information about the project-based learning method to facilitate students' learning motivation
- b. This research can be used as a foothold and reference for futher researches related to students' learning motivation

2. Practically

a. For the Researcher

The researcher will have previous knowledge, experience, and new information about students' learning motivation and project-based learning in another point of view

b. For the Teacher

This research gives useful information and contribution to the teacher to use teaching method that more appropriate so it can changes student learning motivation and have an impact on learning outcomes

c. For the Institution

For the institution this research gives useful information and contribution which help to provide solution related to students' learning motivation problems, which can be used as a consideration for the continuity of the teaching and learning process

d. For the Reader

By reading this research, the reader would know the other benefits of using project-based learning method, and knowing more information about students' learning motivation

E. Previous Research

Actually, this research is not the new one. The researcher choose some relevant previous researches related to this current research. So, the researcher used some previous researches as guidance, those are:

The first previous research is a thesis written by Abigal J. Ash in 2021. This thesis summarizes several types research on project-based learning methods obtained

in other studies. And focus on student motivation and engagement, “soft” skills or 21st-century skills, and impacts of implementing project-based learning.

There were some limitations found within the research itself. Many of the studies found were focused on high school and college level application of PjBL. There were some elementary level studies but very few studies focusing on motivation and engagement of middle school students in correlation with project-based learning. The majority of the studies also centered around the sciences or did not specify a specific subject as the focus of the study. The study researched all contained different definitions of project-based learning, as well as differing views on using technology as a component of project-based learning. These irregularities found in the research can cause inconsistencies between data sets and make it more challenging.

This research shown that students’ motivation, and most importantly intrinsic motivation, can be significantly increased through the use of project-based learning. Students of all ages thrived on the ability to design their own experience of learning. It allowed them to find value in what they were learning. Project-based learning also provided a vehicle for students to gain valuable life skill such as critical thinking and collaboration.

The similarity with the research to be carried out is discussed student motivation in project-based learning method. The difference is, that this thesis contains only a summary of research that has been carried out previously.

The second, a journal written by Myeong-Hee Shin, 2018. Effects of Project-based Learning on Students’ Motivation and Self-efficacy. This research was carried out with 79 participants who took an English course. This means that the participants are college students. This research is quantitative and used quasi experimental design. This research has a result that project-based learning can incorporate the use of English vocabulary and the actual language in use when performing a team project. It can also stimulate student motivation in English learning. This study can facilitate students’ motivation to learn English and cause them to be more attentive to their class activities, and can help the teacher ensure that activities are relevant to daily life.

This research has similarities in discussing project-based learning and its impact on students’ learning motivation. The difference is the participants, the researcher will carry out students of senior high school. This study also discusses self-

efficacy and student's perceptions of project-based learning while used in the teaching and learning process.

The third, a journal written by Pengyue Guo, Nadira Saab, Lysanne S. Post, Wilfred Admiral, 2020. A review of Project-Based Learning in higher education: student outcomes and measures. This research used federated search service provided by some believable sources, focus on discusses learning outcomes related to project-based learning in higher education.

This review has found four categories of student learning outcomes in pjbl in higher education and eight corresponding measurement instruments. More studies should be conducted to evaluate student learning processes and the performance of students' artifact. The quality of measurement should be reported and the way of data analysis should be enhanced.

This combination of several journals has similarities in discussing project-based learning on students. Is there any influence or may have no role on student learning process. And has the difference, this journal is a compilation of other journals which discuss the same thing.

The fourth, a thesis written by Moch. Ainul Cholidian, 2018. Learning Motivation in Project-Based Learning Model of X Grade Student in Islamic Religious Education Learning in State Senior High School 7 Malang. This study discusses the motivation of students in learning Islamic religious education. This study used a project-based learning method to try to handle existing cases. Such as students who are bored with the teacher's teaching method, so which has an impact on student's outcomes.

This thesis has a result that project-based learning is one of the active learning models applied in SMA N 7 Malang to be one of the solution to increase the motivation to learn in PAI or Islamic Religious Education learning. Evident when student learning has a high curiosity by participating in the learning such as asking, trying to answer and convey his opinion.

Has similarities with the research to be carried out, which is related to project-based learning and also focused on student learning motivation. Using high school students as participants. And have differences in the subjects, namely Islamic Religious Education.

The fifth, a journal written by Abdul Syakur, Lailatul Musyarofah, Sulistiyarningsih, and Wike, 2020. The Effect of Project-Based Learning (PjBL)

Continuing Learning Innovation on Learning Outcomes of English in Higher Education.

This study aims to see how continuous learning technologies like PjBL influence the English learning outcomes of students enrolled in Brawijaya University's English Education study program. This study has something in common, using project-based learning as a teaching method to determine students learning outcomes. This study has a result that studying in higher education, especially in the field of education, in addition to providing sufficient theories, related to technical skills, is also required to have good personal abilities. Personal abilities such as soft skills are abilities that are absolutely fulfilled by individual students before and when they enter the workforce. As a solution to the above mentioned, continuous learning based on Project-Based Learning can be concluded to have a significant effect on learning outcomes of e-learning based TOEFL and its influence is 0.433.

And this study has a difference, this study focused on learning innovation and learning outcomes that can be created using project-based learning on teaching method. And also using the TOEFL test treatment as a research medium.

CHAPTER II

LITERATUR REVIEW

1. Project-Based Learning

Project based learning is a teaching technique, or strategy, where students get to create a project of their own. Through the process of creating the project, they learn important problem-solving skills by identifying a problem, developing a plan, testing a plan, and reflecting on the process. Projects allow for trial and error to occur and for the students to be the leaders of their own learning. Teachers are there to guide and help students when they get stuck but are not directing the project.

According to the Buck Institute for Education, “project-based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.” There is no single definition of PjBL, another definition according to Bowen & Paterson, 2019 real-world application provides students with “the opportunity to participate in authentic experiences, [and] they feel a sense of purpose and ownership over their learning”.⁹ As a result of participating in an authentic experience that the student chooses, students experience a higher level of motivation and engagement.^a

Solomon, 2003 said in project-based learning, students solve challenging and authentic problems by working in collaboration with each other.¹⁰ Therefore, project-based learning not only has students apply their knowledge to their experience, but it also lets students work in teams to solve problems. Small group activities play an important role in project-based learning for cooperative decision-making and problem-solving among team members. Sometimes it is very easy for students to develop individual plans for a project, but it is necessary to determine the best solution through agreement and negotiation within the team.

Things that need to be prepared by the trainer using the Project Based Learning method include: determining learning materials with the selection of real problems, compiling a list of students' wishes so that the learning process is fun, designing problem presentations to guide students, designing problem presentations to

⁹ Ash.

¹⁰ Myeong-hee Shin, ‘Effects of Project-Based Learning on Students’ Motivation and Self-Efficacy’, 73.1 (2018), 95–114 <<https://doi.org/10.15858/engtea.73.1.201803.95>>.

guide students. students, determine the time allocation and schedule learning, organizing study groups, designing learning resources, designing learning environments, and designing learning process and outcome assessment formats.

The role of educators in learning the Project Based Learning method is as a controller of the learning process. Educators act as custodians of time, mediate conflicts between students, encourage collaboration and group dynamics. Observers of group behavior in the learning process. Educators encourage the occurrence of group interaction and the courage to express opinions, encourage students to develop and appreciate their abilities and realize his weakness. The steps of learning with the Project Based learning method according to Delise's opinion (1997: 27-35) that there are 6 steps of Project Based Learning as follows¹¹:

1. Connecting with the problem. That is, the trainer selects, designs and conveys problems that are related to the daily lives of students, related to the problem.
2. Setting up the structure. After the students have been involved with the problem, the teacher creates a structure for working through the problem at hand. This structure will provide a design for the tasks that the students must do. Structure is the key to the whole process of how students practice thinking through real situations and reaching the right solution.
3. Visiting the problem. Educators focus on the ideas that the trainees have on how to solve problems. The focus is directed to produce facts and a list of items requiring further clarification.
4. Revisiting the problem. After students in small groups have completed independent assignments, they must immediately rejoin the class to rediscover these problems. Educators first ask small groups to report their observations. At that time educators assess the resources they use as a reference, the time used, and the effectiveness of the action plan that will be carried out.
5. Producing a product/performance. Create problem solving results that are submitted to educators to be evaluated on the quality of content and mastery of their skills.

¹¹ Murniarti.

6. Evaluating performance and the problem. Educators ask students to evaluate the work (performance) of the problem study and alternative solutions proposed.

2. Motivation

According to Odanga “Motivation is a construct that explains goal directed behavioural force to face severe and challenging circumstances characterized by initiation, direction, intensity, persistence, and quality of behaviour.” Brophy J “motives in the other hand, are hypothetical construct used to explain why people are doing what they are doing.¹²” According to Legault L et al, the opposite of motivation is a demotivation, as the absence of intrinsic or extrinsic incentives for behaviour and growth. So, motivation is a willingness that comes from within a person to do something, or to achieve a goal. Usually, people who have been motivated will do something to satisfy their desires, and optimism begins to arise within themselves.

Basic way to classify the types of motivation is intrinsic motivation and extrinsic motivation. In intrinsic motivation, the motive itself is associated with the rewarding activity, so it is not the same as reward and punishment. It is distinguished from extrinsic motivation by external factor, Pintrich&Sunk cited (Myeong-Hee Shin,2018).¹³

a. Intrinsic Motivation

Intrinsic motivation is defined as “the inherent tendency to seek out novelty and challenges, to extend and exercises one’s capacities, to explore, and to learn” Ryan&Deci cited by (Abigal J. Ash, 2021).¹⁴ In more simplistic terms, intrinsic motivation is doing something because it appeals rather than doing it due to some external factor. Intrinsic motivation requires personal satisfaction or interest in order to exist.

When a person has a intrinsic motivation in himself, he will consciously perform an activity that does not require motivation from the outside. In learning activities, intrinsic motivation is necessary, especially self-study. Someone who does

¹² Odanga.

¹³ Shin.

¹⁴ Ash.

not have intrinsic motivation have a difficult to do continuous learning activities. Someone who has intrinsic motivation always wants to progress their activities. So this the main purpose that the student have intrinsic motivation can be better than other because they always doing some different to get something good.

A more powerful category of reward is one which is intrinsically driven within the learner. (Gage and Berliner) said that intrinsic motivation can be found such as in students' interest, need, and goal on learning. Moreover, hobby exemplifies intrinsic motivation.¹⁵

1) Interest, students with an interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it either for what it can lead to or for its own sake. Interest can refer to selection of stimuli or attending to something. Interest is the factor which determines an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be success if they have hugh interest.

2) Need, a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing. it means that need is a circumstance in which something is necessary.

The characteristics of the three types of needs are¹⁶:

- a) Need for achievement, involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.
- b) Need for affiliation, people high in this need seek to be liked by others and to be held in high regard by those around them.
- c) Need for power, power is not about reaching a goal but about having control over other people. people high in this need would want to have influence over others and make an impact on them.

¹⁵ D W I Gitawaty, Faculty O F Tarbiyah, and Teachers Training, 'THE CORRELATION BETWEEN THE STUDENTS ' LEARNING MOTIVATION AND THEIR (A Correlational Study in the Eight Class of " MTs Al-Hamidiyah ")', 2010.

¹⁶ Gitawaty, Tarbiyah, and Training.

3) Hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time.¹⁷ So hobby is an activity which is done for pleasure and it is usually something that you people really enjoy to do it.

4) Goal, we have said that motivation is closely bound up with a person's desire to achieve a goal. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.

All people have a goal in their life. Before they do what they wanted to do, they have decided a goal first.

In teaching and learning activity, the students have to know and decide to a goal, because it can be great motivation for them. If the students know the appropriate goal, they will prepare everything that can help them to achieve their goal.

b. Extrinsic Motivation

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation is an active and functioning motive due to an external stimulus. Learning motivation said to be extrinsic when students put their learning objective out of the learning situation factors. Students learn because they want to achieve goals that lie beyond the things they studied. For example, to achieve high numbers, diplomas, degrees, honors, and so on.

Extrinsic motivation does not mean necessary and bad motivation in education. Extrinsic motivation is required for students to learn. Various ways can be done so that students are motivated to learn. Teachers who successfully teach are teacher who are good at arousing learners' interest in learning, by utilizing extrinsic motivation in various forms. Misuse of extrinsic forms of motivation will be detrimental to the students. As a result, extrinsic motivation does not serve as a driver, but it makes students lazy to learn.¹⁸

While the goal of education is to get students to be intrinsically motivated and engaged in their learning, that is not always the case, as evidence by a high school drop out rate due to "boredome", Bridgeland et al cited by(Ash. Abigal J, 2021).¹⁹ Even with implementing Project-Based Learning to combat this issue, sometimes students will have a topic they are not personally excited about researching. In these

¹⁷ <http://www.artipot.com/articles/397167/do-you-want-to-increase-your-intrinsic-motivation.htm>

¹⁸ Moch. Ainul Cholidian, 'LEARNING MOTIVATION IN PROJECT BASED LEARNING MODEL OF X GRADE STUDENT IN ISLAMIC RELIGIOUS EDUCATION LEARNING IN STATE SENIOR HIGH SHCOOL 7 MALANG', 2018.

¹⁹ Ash.

instances, Ryan & Deci cited by (Ash. Abigail J, 2021) argued that as long as the “projects” have some component of autonomy and authenticity, students will be extrinsically motivated. Virtue and Hinnant- Crawford (2019) had a student state that although completing their project was somewhat satisfying, the more valuable part to them was knowing their work would be important to others.²⁰

We can find many sources of motivation, but actually motivation only has two big sources, the first source comes from within the individual itself or known as intrinsic motivation, and second is extrinsic motivation, which appears or comes from teacher, parents, and environment.²¹

1) Teacher, a major factor in continue of a students’ motivation is the teacher. Teacher has an important role in teaching learning activity. The teacher is not only a person who transfer the knowledge to the students, but also a motivator who can motivate or support the students in learning activity.

2) Parents, a part from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial.²² And students who are encouraged by their parent will try new things and try to give high performance to get reward from their parent. As a result, they will get better achievement.

3) Environment, outside any classroom there are attitudes to language learning and the English learning in particular. The learning of English is important to be considered in the society. In a school situation, the language learning is part of the curriculum of thing status, the cultural images associated with English are positive.

All these views of language learning will affect the students’ attitude to then language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues. Even where adult have made their own decision to come to a class to study English, they will bring their attitudes from the

²⁰ Ash.

²¹ N.L. Gage & David C. Berliner, *Educational Psychology*

²² Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*

society they live in, developed over years, whether these attitudes are throughly positive or somewhat negative.²³

Students who are motivated by their environment will have encouragement to learn English. In the other words, if their home environment and the atmosphere of classroom and also the quality of facilities are good, they will do their best to achieve more better.

Generally, it has been known that to determine someones' learning, motivation is not only from individual factor, but also environment factor. Environment is everything which exists around us which has correlation influences in ourselves. And motivation produces a good attitude just like respecting others. And make motivated people more active in certain things, and interested to do certain things. And try to produce the best product according to their respective abilities.

3. Learning Motivation

Learning motivation is defined as the tendency of people to discover and benefit from meaningful learning activities. There is substancial evidence that motivation is positively related to educational outcomes. Motivated learners consider learning activities meaningful and valuable and try to gain from them. It is the defining factor that affects the achievement of a specific goal and the learning behaviour that continues until the goal is achieved.²⁴ In general, motivation refers to the reason for a specific action, that is, is has the characteristics of inducing certain behaviors, presenting a sense of direction and continuing it. In other words, it is the power to initiate action, determine direction, and determine the persistence and intensity of action.

According to Printrich et.al.(Myeong-Hee Shin, 2018), motivation emphasizes the idea that potential student behaviour will depend on the achievement of students as well as the value of the target goal. As for velue, it is the belief of students that they can participate in their class activities.²⁵ Brophy cited by (Myeong-Hee Shin, 2018) also suggest that learning motivation is caused by various internal and external factors

²³ Jeremy Hramer, *The Practice of English Language Teaching 3rd Edition*

²⁴ Shin.

²⁵ Shin.

such as intellectual curiosity, competitiveness, satisfaction, and reward, and it gives not only for action but also the power and direction of action.²⁶

So, learning motivation is a desire in students that can come from themselves or from other parties, to learn and achieve targets in academic. And students who are motivated to learn will at least finish their school years well. And some have an ambitious nature to achieve something and have more results than others. And usually it is indicated that students who have learning motivation will be active during learning, cooperative in every direction, interested in the material and also the class atmosphere, and better understand the context of the learning itself.

4. The importance of Project-Based Learning on students' learning motivation

Bradford cited by Abigail J. Ash(2018) indicated that a lack of encouragement is a primary reason for high student drop out rates. This point is further supported by Bridgeland et al cited by Abigail J. Ash(2018) who revealed that nearly 50 percent of surveyed students who dropped out of high school left school because they were "bored".²⁷ Project-based learning is a teaching strategy that has been implemented by teacher as a way to combat boredom and increase student motivation. In a later section, studies will be presented that provides examples of how Project-Based Learning had a positive impact on student motivation. In order to understand why project-based learning had a positive impact of motivation, it must first be understood "how" people become motivated.

However, Keller (1999) cited by Shin Myeong-Hee(2018), recognize the importance of motivation among studies on cognition and information processing, and incorporated the motivational aspects of learning into teaching theory. Keller's ARCS model stands for Attention, Relevance, Confidence, and Satisfaction. And ARCS is an important component of motivation.²⁸ In other words, a motivational activity is one that focuses the students' attention, confirms the relevance of learners' interest in short and long term, aims to inspire confidence that students can acquire new abilities, and makes them satisfied with the results of successful learning tasks.

Keller (1987) believe that the motivation factors of attention, relevance, confidence, and satisfaction (ARCS) and the motivational design process that induces

²⁶ Shin.

²⁷ Ash.

²⁸ Shin.

and maintains each sub-element are reflected and integrated in the whole course design to incorporate into the actual class.²⁹ Keller (1999) cited Shin Myeong-Hee (2018) also noticed that when students want to learn, they want to engage in high work-related activities and do not want to get confused by unnecessary motivation activities.³⁰ Several previous studies have shown the benefits of project-based learning for English learning. That is to say, it can motivate students to participate in class activities and help them enjoy learning English (Richards & Rodgers, 2001) cited by Shin Myeong-Hee (2018).³¹

Coper et al cited by Abigail J. Ash(2018) went on to state that when students participate in activities they are interested in, they are in turn motivated to complete them. Project-based learning provides a curriculum that helps motivate students, both intrinsically and extrinsically. Students are provided autonomous and authentic project that evoke motivation. The evoked motivation is both intrinsic and extrinsic in nature. Therefore, both types need to be examined how understand how project-based learning impacts student motivation. Ryan and Deci cited by Abigail J. Ash (2018) they are the top researcher for motivation, and their research from 2000 provides important connection between motivation and education.³²

Also Project based learning is a comprehensive approach that provides instructions for students, works individually or in groups, and deals with topics in the real world. A good application of project based learning can provide useful abilities for students. The success of project based learning occurs when students get highly motivated, feel active in their learning, and produce high-quality work.³³ Here are some of the advantages of using a project based learning approach:

(Purnawan, 2007)³⁴:

1. Motivating students by involving them in their learning, let according to his interests, answer questions and to make decisions in the learning process.
2. Provide learning opportunities for various disciplines.
3. Helping the connection of life outside of school, paying attention to the real world, and develop real skills.

²⁹ Shin.

³⁰ Shin.

³¹ Myeong-hee Shin, 'Effects of Project-Based Learning on Students ' Motivation and Self-Efficacy', 73.1 (2018), 95–114 <<https://doi.org/10.15858/engtea.73.1.201803.95>>.

³² Ash.

³³ Murniarti.

³⁴ Murniarti.

4. Provides unique opportunities as educators build relationships with participants students, as trainers, facilitators, and co-learners.
5. Provide opportunities to build relationships with large communities.
6. Make students more active and succeed in solving complex problems.
7. Encourage students to develop and practice communication skills.
8. Provide students with experience in learning and practice in organizing projects, and making allocations of time and other resources such as equipment to complete assignments.
9. Provide learning experiences that involve students in a complex manner and are designed to develop according to the real world.
10. Make the learning atmosphere fun, so that students and educators enjoy the learning process.

Hypothesis

1. Hypothesis Alternative (H_a)

Hypothesis alternative (H_a) states that there is effectivity between variable X and variable Y. Then the hypothesis alternative in this research states that there is an effectivity of using project-based learning method on students' learning motivation.

2. Hypothesis Null (H_0)

Hypothesis null (H_0) is formulated to disprove what is expected to happen by the researcher. In the other words, hypothesis null states that there is no effectivity between variable X and variable Y. Then the hypothesis null in this research states that there is no effectivity of using project-based learning method on students' learning motivation.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied a pre-experimental design (one group pretest and posttest) and qualitative descriptive. Pre-experimental design involved one group that is pretest (O1), expose to treatment (X) and posttest (O2). Then for the qualitative using reflection to used as a benchmark on factors supporting student learning motivation.

B. Research Setting

The primary data of this research are students, pretest and posttest, and reflection. Those data are derived from participant of this study that are students at Tenth Grader of SMA Ky Ageng Giri Mranggen in the academic year of 2022/2023 that amount 122 students. There are 4 classes for tenth grader in SMA Ky Ageng Giri. The appropriate location of SMA Ky Ageng Giri Mranggen is on Girikusumo RT. 04/ 03, Barang, Banyumeneng, Kecamatan Mranggen, Kabupaten Demak. And the setting of this research would be held on

C. Population and Sample

1. Population

The population is generalization region that consist of object or subject that has quality and certain characteristic that made by the researcher for learning and then take a conclusion (Sugiyono, 2017). While the population of this reseacrh is the students at Tenth Grader of SMA Ky Ageng Giri Mranggen in academic year of 2022/2023 that amount 122 students. There are 4 classes for tenth grader in SMA Ky Ageng Giri

2. Sample

Sample is part of the number and characteristics of which ae owned by the population. When a large population, and researcher may not learn all that there is in

population, then researches may use samples taken by the population. What is learned from the sample, the conclusion will be able to apply to the population. For that samples taken from the population should be exactly representative (Sugiyono, 2016).³⁵

The sampling used in this research is a purposive sampling technique. Purposive sampling is a sampling technique with certain considerations in Sugiyono(2016).³⁶ The reason for using this purposive sampling is that it is suitable for use in quantitative research, or studies that do not generalize, according to Sugiyono(2016). Sampling consideration points include the characteristic of students in understanding English subject matter, data on odd semester PTS scores, daily assessments, same background that they are santriwati in Pondok Pesantren Giri Kusumo, and as well as the results of discussions with the English teacher.

And based on the references, researcher choose class X-1 as the sample of this study, and class X-1 contains 28 students.

D. Variable and Indicator

Theoretically, variable is defined as someone's attribute, or object, that has a variation between each other or between a subject with another subject. It named variable because it has a variation. Variable that has not variation that is uncalled by variable. To be able having a variation, the research must be based on a group of source data or a variation object.

According to the definition above, a variable research is an attribute, characteristic, or a value from someone, or an activity that has a certain variable research is divided into two kinds, there are independent variable and dependent variable. Independent variable is variable that is influenced (Sugiyono, 2016)³⁷

From those variables can be concluded into some indicators, they are:

1. Independent variable is using Project-Based Learning Method to facilitate students' learning motivation (X)

(Sugiyono, 2017) said that, independent variable can be called *stimulus*, *predictor*, or *antecedent*.³⁸ Independent variable is variable which has the influence or the cause of change or make the existence of independent variable. So, the

³⁵ Sugiyono, 2016

³⁶ Sugiyono, 2016

³⁷ Sugiyono, 2016

³⁸ Sugiyono, 2017

independent variable in this research is project-based learning method as X variable. The researcher measures it by giving a pretest and posttest, and here the indicators:

- 1) Knowing how a group work
- 2) Understand the material as well as they can

2. Dependent variable is Students' Learning Motivation (Y)

This variable usually called by variable of output, criteria, and consequence. The dependent variable in this study is effectivity student's learning motivation as Y variable. The researcher measeures it by giving a pretest and posttest, and here the indicators:

- 1) There is encouragement and need in learning
- 2) The existence of hopes and aspirations for the future

E. Methods of Data Collection

To get the accurate data, the researcher used questionnaire, pretest and posttest, reflection, and in collecting data.

1. Questionnaire

According to Suharsimi Arikunto, a questionnaire/questionnaire is a list of questions given to other people who are willing to respond according to user requests. The questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to the respondent to answer. (Sugiyono, 2005:162).

Questionnaire data collection is done by giving question in writing to the respondent to be answered. The questionnaire is a method of collecting data that can be expected from the respondent.³⁹ The main purpose of using questionnaire in data collection is:

- a. To get a relevant information with the aim of research.
- b. To collect the information of high reliability and high validity.

The scale that used by this questionnaire is *Likert Scale* that aimed to measure the attitude, behavior, and learning motivation of the respondent. In the *Likert Scale* variable that will be verified to be indicator variable, then the indicator used as a

³⁹ Sugiyanto, 2017

starting point to arrange the items of the instrument that can be in form of a question or statement. Instrument that using *Likert Scale* can be made in multiple choice.

2. Test

A test is “a series of questions or exercises used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups”. Meanwhile according to Anas Sudijono, the test is “a tool or procedure used in the framework of measurement or assessment”.

This method is used to obtain data about students learning outcomes from Permission, Obligation, and Prohibition materials after receiving experimental treatment or using a project-based learning method.

In this research, the writer will do the research by using pretest and posttest to know the effectivity of project-based learning to facilitate students' learning motivation.

3. Reflection

Reflection is an activity to restate what has happened and has been done (Suharsimi Arikunto, 2001)⁴⁰. Also Reflection is a critical self-evaluation effort carried out by researchers and collaborators. Reflection must be done openly and carried out by carrying out discussions between researchers and collaborators.

Reflection is done at the end of the lesson. And reflection is an activity to restate what has been done. Reflection activities are very appropriate when the teacher has finished taking the action, then dealing with the researcher to discuss and analyze the activities that has been carried out.

Reflection will be done by discussing the problem in the research class, that is class X-1. The activity carried out is to analyze the learning process using Project-Based Learning method, whether it is in accordance with the actual flow, whether it has been properly facilitated by the teacher. Then further discussion about the ongoing learning method whether it has an impact on students. Which make students more active, more motivated in learning, and also has another positive impact, namely the ability to cooperate and socialize with the existing environment.

⁴⁰ Suharsimi Arikunto, 2001

Reflection is an activity to restate what has happened and has been done (Suharsimi Arikunto, 2001).⁴¹ After carrying out learning for two meetings, and according to the project-based learning method. Students and researcher both fill in the reflection on how learning goes by project-based learning method. Whether it has a good effect on students and classroom situation or not.

F. Instruments

1) Pre-Test and Post-Test

In this research, the writer will do the research by using pre-test and post-test to know the effectivity of using project-based learning to facilitate students' learning motivation, which mean the writer do this research to find out the effectiveness of this method and how project-based learning supports students' learning motivation. The pre-test and post-test attached to the appendix 3 and 4.

2) Reflection

Reflection is a critical self-evaluation effort carried out by researchers and collaborators. Reflection must be done openly and carried out by carrying out discussions between researchers and collaborators.

Reflection is done at the end of the research. Reflection will be done by discussing the problem in the research class, that is class X-1. The activity carried out is to analyze the learning process using Project-Based Learning method, whether it is in accordance with the actual flow, whether it has been properly facilitated by the teacher. Then further discussion about the on going learning method whether it has an impact on students. Which make students more active, more motivated in learning, and also has another positive impact, namely the ability to cooperate and socialize with the existing environment. This reflection asks students to fill in according to what is happening in the field by giving checklist (√) sign for each statement in it. The reflection attached to the appendix 2.

3) Questionnaire

⁴¹ Suharsimi Arikunto, 2001

Questionnaire data collection is done by giving question in writing to the respondent to be answered. The questionnaire is a method of collecting data that can be expected from the respondent.⁴² The main purpose of using questionnaire in data collection is:

- c. To get a relevant information with the aim of research.
- d. To collect the information of high reliability and high validity.

The scale that used by this questionnaire is *Likert Scale* that aimed to measure the attitude, behavior, and learning motivation of the respondent. In the *Likert Scale* variable that will be verified to be indicator variable, then the indicator used as a starting point to arrange the items of the instrument that can be in form of a question or statement. Instrument that using *Likert Scale* can be made in multiple choice.

The answer of each instrument's item that using *Likert Scale* has gradation from too positive until too negative as like words. Every question in this questionnaire has different point. Positive question are that 'Always' has 5 points, 'Often' has 4 points, 'Sometimes' has 3 points, 'Seldom' has 2 points, and 'Never' has 1 point.⁴³ Negative questions are that 'Always' has 1 point, 'Often' has 2 points, 'Sometimes' has 3 points, 'Seldom' has 4 points, and 'Never' has 5 points. The writer used questionnaire to collect some data about respondents' learning motivation when learning used Project-Based Learning method.

There are two kinds of questionnaire. In this case, the writer used closed-ended questionnaire. Closed-ended questionnaire is a questionnaire that presented in a form which the respondents are asked to choose one answer that suits the characteristics by giving the checklist (√). The questionnaire attached to the appendix 5 and 6.

G. Methods of Data Analysis

The data analysis method which used in this research is quantitative and qualitative analysis.

As state in the earlier chapter, the researcher takes 28 students as the sample.

After present the questionnaire, pretest, posttest and reflection , the researcher count

⁴² Sugiyanto, 2017

⁴³ Sugiyono, 2017

and analys the result of the questionnaire, pretest, posttest, and reflection that have been answered by the students as the data description.

To obtain data is analys to find out the effectivity of project-based learning on students' learning motivation. The researcher use wilcoxon tets and descriptive analysis.

1. Analyze students' questionnaire using the instruments:

- Try Out instrument of questionnaire

No.	Dimensi	Indikator	No Item Positif	No Item Negatif	Jumlah
1.	Ketekunan dalam belajar	a. Kehadiran di sekolah	1	2	2
		b. Mengikuti KBM di sekolah	3	4,5	4
		c. Belajar diluar jam sekolah	6	7,8	3
2.	Memiliki perilaku yang baik	a. Sikap menghargai dan menghormati	9	10,11	4
		b. Sikap dan usaha menghadapi kesulitan	12	13,14	2
3.	Minat, ketajaman perhatian, dan keaktifan dalam belajar	a. Kebiasaan dalam mengikuti pelajaran	15	16,17	3
		b. Semangat, aktif, dan tertarik dalam mengikuti KBM	18,19, 20	21, 22	3
4.	Berprestasi dalam belajar	a. Keinginan untuk berprestasi	23	24	3
		b. Kualitas hasil	25	26	2
5.	Mandiri dalam belajar	a. Penyelesaian tugas atau PR	27	28	2
		b. Menggunakan kesempatan diluar jam pelajaran saat di sekolah	29	30	2
Jumlah			13	17	30

No	Pilihan Jawaban	Skor	
		Jawaban Positif	Jawaban Negatif
1.	Selalu (SL)	5	1

2.	Sering (S)	4	2
3.	Kadang-Kadang (KK)	3	3
4.	Jarang (J)	2	4
5.	Tidak Pernah (TP)	1	5

(Sugiyono, 2017)

- Instrument of Questionnaire effectivity of using Project-Based Learning to facilitate students' learning motivation

No.	Dimensi	Indikator	No Item Positif	No Item Negatif	Jumlah
1	Ketekunan dalam belajar	d. Kehadiran di sekolah	1	2	2
		e. Mengikuti KBM di sekolah	-	5	1
		f. Belajar diluar jam sekolah	6	8	2
2	Memiliki perilaku yang baik	c. Sikap menghargai dan menghormati	9	10,11	3
		d. Sikap dan usaha menghadapi kesulitan	12	13	2
3	Minat, ketajaman perhatian, dan keaktifan dalam belajar	c. Kebiasaan dalam mengikuti pelajaran	15	17	2
		d. Semangat, aktif, dan tertarik dalam mengikuti KBM	18,19, 20	21	4
4	Berprestasi dalam belajar	c. Keinginan untuk berprestasi	23	-	1
		d. Kualitas hasil	25	26	2
5	Mandiri dalam belajar	c. Penyelesaian tugas atau PR	-	28	1
Jumlah			10	10	20

No	Pilihan Jawaban	Skor	
		Jawaban Positif	Jawaban Negatif
1	Selalu (SL)	5	1
2	Sering (S)	4	2
3	Kadang-Kadang (KK)	3	3
4	Jarang (J)	2	4

5	Tidak Pernah (TP)	1	5
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(Sugiyono, 2017)

2. Analyze students' pretest and posttest score using the instrument :

Pedoman Penilaian

No	Aspek yang dinilai	Skor
1.	Mengetahui <i>Modals verb of permission</i> Siswa mampu menjawab pretest dan posttest dengan jawaban benar	1
2.	Mengetahui <i>Modal verbs of Obligation</i> Siswa mampu menjawab dengan jawaban benar	1
3.	Mengetahui <i>Modal verbs of prohibition</i> Siswa mampu menjawab pretest dan posttest dengan jawaban yang benar	1

Petunjuk Penskoran:

Skor persoal adalah 1

Perhitungan skor akhir menggunakan rumus :

Jumlah skor $\times 2 \div 3$

Peserta didik memperoleh nilai :

Sangat Baik : apabila memperoleh skor 96 – 100

Baik : apabila memperoleh skor 86 – 95

Cukup : apabila memperoleh skor 78 – 85

Kurang : apabila memperoleh skor < 78

Instruments of Validity and Reliability Test of Pre-Test and Post-Test

After doing the pretest and posttest, the mean score was searched for both, followed by frequency, then paired t test with the formula :

1. Scoring the students' percentage of pre-test and post-test as follows :

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

Where :

P = scoring

fq = correct answer score

N = maximum score

2. The score of the students classify into five levels as follows :

Score	Classification
91 – 100	Excellent
76 – 90	Good
61 – 75	Average
51 – 60	Poor
0 – 50	Very Poor

(Depdiknas, 2017 :13)

3. Calculating the mean score by using the following formula. The calculating of students pre-test post-test by using the following formula :

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

Where :

X = Mean score

$\sum x$ = The sum of all score

N = The number of student

4. Finding the improvement of pre-test and post-test, the researcher used the percentage techniques as follows :

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

Where :

P = Percentage of the students

X1 = The mean score of pre-test

X2 = The mean score of post-test

5. Normality Test

Normality test is a sampling data which sources from population normal distribution. In this normality test, researcher used Saphiro-Wilk statistic technique because the respondents are less then 50. Minimum standart of normality test is 0.05. ⁴⁴ The researcher took the result from SPSS program.

Table Tests of Normality

KELAS		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
HASIL BELAJAR	STUDENTS' MOTIVATION	.134	28	.200	.971	28	.604
	PRE-TEST	.150	28	.109	.943	28	.129
	POST-TEST	.266	27	.000	.881	27	.005

From the calculation of the instrument, the normality of the score that researc her gets 0.604,0.129 and 0.04. From the calculation above, we can conclude that students' motivation and pre-test is normal and post-test is not normal.

6. Finding out the significant different between the pre-test and post-test. The formula :

$$Z = \frac{T - \sigma_T}{\sigma_T}$$

⁴⁴ Gitawaty, Tarbiyah, and Training.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The objectives of this research was to find out whether Project-Based Learning is effective in facilitating student learning motivation, and also how the Project-Based Learning method provides support to increase student learning motivation at the tenth grade of SMA Ky Ageng Giri. This research was started on 4th November at SMA Ky Ageng Giri Mranggen in academic year 2022/2023 with the students at the tenth grade as a population. The researcher used test and reflection as a instrument, there were pre-test and post-test and reflection sheets. The test that used by the researcher were conducted to get the data of students' pre-test and post-test.

This chapter presents the findings and discussion of this research. The finding of this research was analyzed students' reflection sheets, scoring the students pre-test and post-test, classifying students score and calculating the mean score. Then the finding also deal with statistic test by using Wilcoxon Test.

A. Research Findings

1. The Effectiveness of Project-Based Learning to Facilitate Students' Learning Motivation

a. The Classification of the Students' Questionnaire

1. Try Out of Questionnaire

Try out carried out as a first step in conducting research using a questionnaire. Based on the data, in the questionnaire trial there were 30 questions with 33 respondents. Grid and questionnaire attached on appendix 5 and 6. With the following results :

Table 4.1. Try Out of Questionnaire

Respondent	Question														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
R1	5	5	5	5	5	5	4	3	5	5	4	5	3	4	3
R2	5	4	5	4	5	4	4	5	5	5	4	4	2	4	2
R3	5	5	5	5	5	5	1	1	3	3	3	3	3	4	3
R4	4	3	5	5	5	5	3	2	4	4	3	5	5	4	3

R5	4	4	4	4	5	5	3	2	5	4	2	5	5	3	5
R6	5	5	5	5	5	5	5	3	4	5	5	5	5	4	5
R7	4	2	4	4	2	2	4	2	2	4	4	2	2	4	2
R8	5	4	5	5	5	5	2	2	2	3	3	3	3	4	3
R9	4	5	4	4	5	5	2	4	4	4	4	3	1	2	4
R10	5	5	5	5	5	5	4	2	4	5	5	5	5	4	5
R11	5	5	5	5	5	5	4	2	4	5	5	5	5	4	5
R12	5	5	5	5	5	5	3	1	3	5	5	5	5	5	1
R13	4	3	5	5	4	4	3	1	1	4	2	2	3	5	1
R14	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4
R15	5	3	5	5	5	5	5	1	3	3	3	3	3	3	2
R16	4	5	4	4	5	5	2	4	4	4	4	3	1	2	4
R17	5	5	5	5	5	5	4	2	4	5	5	5	5	4	5
R18	5	5	5	5	5	5	4	2	4	5	5	5	5	4	5
R19	4	4	4	4	5	5	3	2	5	4	2	5	5	3	5
R20	5	5	5	5	5	5	5	3	4	5	5	5	5	4	5
R21	4	2	4	4	2	2	4	2	2	4	4	2	2	4	2
R22	5	4	5	5	5	5	2	2	2	3	3	3	3	4	3
R23	4	5	4	4	5	5	2	4	4	4	4	3	1	2	4
R24	5	5	5	5	5	5	4	2	4	5	5	5	5	4	5
R25	5	5	5	5	5	5	4	2	4	5	5	5	5	4	5
R26	5	5	5	5	5	5	3	1	3	5	5	5	5	5	1
R27	4	3	5	5	4	4	3	1	1	4	2	2	3	5	1
R28	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4
R29	5	3	5	5	5	5	5	1	3	3	3	3	3	3	2
R30	5	5	5	5	5	5	4	3	5	5	4	5	3	4	3
R31	5	4	5	4	5	4	4	5	5	5	4	4	2	4	2
R32	5	5	5	5	5	5	1	1	3	3	3	3	3	4	3
R33	4	3	5	5	5	5	3	2	4	4	3	5	5	4	3

Respondent	Question															Total
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
R1	4	5	5	4	4	5	4	5	5	4	4	4	4	4	4	131
R2	4	5	4	4	3	4	5	4	4	5	5	4	4	4	4	125
R3	4	4	3	4	4	4	2	3	3	5	3	4	5	4	5	111
R4	5	4	4	3	4	4	3	4	4	3	4	3	4	3	4	116
R5	3	5	4	3	3	3	2	4	5	3	5	1	3	2	2	108
R6	5	4	3	5	5	4	4	4	4	5	3	3	5	3	4	132
R7	4	2	2	4	2	2	4	2	2	4	2	4	2	4	2	86
R8	4	3	2	3	2	2	4	4	4	3	3	3	3	3	4	101
R9	4	4	4	4	4	4	4	4	4	4	4	4	1	5	5	114
R10	5	5	5	5	4	5	5	5	3	4	5	3	3	2	1	129
R11	5	5	5	5	4	5	5	5	2	5	5	3	3	2	1	129
R12	5	5	3	5	5	5	1	5	5	5	5	3	5	5	1	126
R13	4	3	1	3	1	1	5	3	3	4	3	3	2	3	1	87
R14	4	4	4	4	2	4	4	2	4	4	2	4	4	4	4	113
R15	5	3	3	3	2	2	4	2	2	4	2	3	3	3	1	86

R16	4	5	5	4	4	5	4	5	5	4	4	4	4	4	4	131
R17	4	5	4	4	3	4	5	4	4	5	5	4	4	4	4	125
R18	4	4	3	4	4	4	2	3	3	5	3	4	5	4	5	111
R19	5	4	4	3	4	4	3	4	4	3	4	3	4	3	4	116
R20	3	5	4	3	3	3	2	4	5	3	5	1	3	2	2	108
R21	5	4	3	5	5	4	4	4	4	5	3	3	5	3	4	132
R22	4	2	2	4	2	2	4	2	2	4	2	4	2	4	2	86
R23	4	3	2	3	2	2	4	4	4	3	3	3	3	3	4	101
R24	4	4	4	4	4	4	4	4	4	4	4	4	1	5	5	114
R25	5	5	5	5	4	5	5	5	3	4	5	3	3	2	1	129
R26	5	5	5	5	4	5	5	5	2	5	5	3	3	2	1	129
R27	5	5	3	5	5	5	1	5	5	5	5	3	5	5	1	126
R28	4	3	1	3	1	1	5	3	3	4	3	3	2	3	1	87
R29	4	4	4	4	2	4	4	2	4	4	2	4	4	4	4	113
R30	5	3	3	3	2	2	4	2	2	4	2	3	3	3	1	86
R31	5	4	4	3	4	4	3	4	4	3	4	3	4	3	4	116
R32	5	5	5	5	4	5	5	5	3	4	5	3	3	2	1	129
R33	3	5	4	3	3	3	2	4	5	3	5	1	3	2	2	108
TOTAL																1584

From the data above that obtained from try out of questionnaire of students' learning motivation, then looked for the validity and reliability test using SPSS 16, those can be explained as follows:

The validity of questionnaire is if the results of validity test show $r_{hitung} > r_{tabel}$. And invalid if $r_{hitung} < r_{tabel}$. With 33 respondents, the minimum score is 0.514 with a percentage of 5%.

Table 4.2. Validity Score of Students' Try Out

No	Question	Score	Result
1.	1	0.522	Valid
2.	2	0.776	Valid
3.	3	0.335	Invalid
4.	4	0.207	Invalid
5.	5	0.619	Valid
6.	6	0.547	Valid
7.	7	0.207	Invalid
8.	8	0.433	Invalid
9.	9	0.669	Valid
10.	10	0.731	Valid
11.	11	0.696	Valid
12.	12	0.856	Valid
13.	13	0.447	Invalid
14.	14	0.051	Invalid
15.	15	0.481	Invalid
16.	16	0.387	Invalid
17.	17	0.853	Valid

18.	18	0.766	Valid
19.	19	0.700	Valid
20.	20	0.833	Valid
21.	21	0.926	Valid
22.	22	-0.029	Invalid
23.	23	0.758	Valid
24.	24	0.425	Invalid
25.	25	0.438	Invalid
26.	26	0.641	Valid
27.	27	0.055	Invalid
28.	28	0.545	Valid
29.	29	-0.077	Invalid
30.	30	0.193	Invalid

From the table of validity, the results showed that 16 questions were declared valid and 14 questions declared invalid.

And then for the next test is reliability test, this test used to check whether the questionnaire is reliable or not. In the other words, if the questionnaire is repeated several times it has reliable results. Used SPSS 16 the results:

Table 4.3. Reliability

Statistics	
Cronbach's Alpha	N of Items
.894	30

From the table of reliability statistic, the result showed that the questionnaire were declared reliable with score 0.894, which score exceeds the reliable limit of 0.6.

2. Experiment Questionnaire Effectivity of Project-Based Learning on Students' Learning Motivation

- a. The questionnaire was given to respondents, students of X-1 SMA Ky Ageng Giri in order to find out the effectiveness of Project-Based Learning Method o students' learning motivation. 20 question were given, with the grid and questionnaire attached to appendix 8 and 9. And the results of the questionnaire as follows:

Table 4.4. Students Learning Motivation

No	Students	Score
1.	S-1	86
2.	S-2	87

3.	S-3	86
4.	S-4	90
5.	S-5	88
6.	S-6	82
7.	S-7	83
8.	S-8	88
9.	S-9	88
10.	S-10	85
11.	S-11	89
12.	S-12	83
13.	S-13	88
14.	S-14	90
15.	S-15	96
16.	S-16	87
17.	S-17	89
18.	S-18	90
19.	S-19	86
20.	S-20	92
21.	S-21	88
22.	S-22	92
23.	S-23	87
24.	S-24	90
25.	S-25	93
26.	S-26	88
27.	S-27	87
28.	S-28	92

Based on the data table above that obtained from questionnaire of students' learning motivation, then looked for the descriptive analysis as follows :

Table 4.5. Descriptive Statistics (Total)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic

Q_MOTIVASI	28	14	82	96	2470	88.21	.592	3.131	9.804
Valid N (listwise)	28								

Based on the table 4.5. the lowest score that obtained from the questionnaire is 82. Then for the highest score is 96. And looking for the mean score is 88.21. Then for the standard deviation score is 3.131.

Then making score with standard five (Azwar, 2012)⁴⁵:

1. $M + (1,5 \text{ SD}) = 88,21 + (1,5 \cdot 3,131) = 88,21 + 4,70 = 92,91$ rounded 93
2. $M + (0,5 \text{ SD}) = 88,21 + (0,5 \cdot 3,131) = 88,21 + 1,56 = 89,77$ rounded 90
3. $M - (0,5 \text{ SD}) = 88,21 - (0,5 \cdot 3,131) = 88,21 - 1,56 = 86,65$ rounded 87
4. $M - (1,5 \text{ SD}) = 88,21 - (1,5 \cdot 3,131) = 88,21 - 4,70 = 83,51$ rounded 84
5. $M - (1,5 \text{ SD}) = 88,21 - (1,5 \cdot 3,131) = 83,51$ rounded 84 down

Table 4.6. Quality Category Variable of Students' Learning Motivation

Interval Score	Qualification	Frequency	Percentage
93to the top	Excellent	1	5%
90 – 93	Very Good	8	27%
87 – 89	Enough	12	43%
84 – 86	Poor	4	14%
<84	Very Poor	3	11%
Total		28	100%

From the data above can be known that the mean score of students' learning motivation 88,21 that rounded to be 88. That means being in the category "enough" on the interval 87-89.

Based on the data that has been collected above, which explained the results of questionnaire effectivity Project-Based Learning method by students of class X-1

⁴⁵ Saifuddin Azwar, *Penyusunan Skala psikologi*, Pustaka Pelajar, 2012

SMA Ky Ageng Giri. The questionnaire contains 20 questions, and 28 students in class X-1. The results is, students who are sufficiently qualified to the best, with a score range of more than 87 as many as 21 students, which in percentage is 75% of students. Then also stated in the table of data questionnaire results that as many as 4 students qualified as poor, the range of score 84-86. Which can be expressed as a percentage, as many as 14% of students from the sample are qualified 'poor'. Then 3 students from the whole sample qualified 'very poor', which got a results of less than 84. Which was presented as much a 11%.

As a supporting data, the researcher carried out the pre-test and post-test during the study. As numerical data that strenghtens the oppinion of researchers regarding the effectiveness of the Project-Based Learning method to facilitate students' learning motivation.

3. The Classification of the Students' Score Pre-Test and Post-Test

According to Anas Sudijono, the test is "a tool or procedure used in the framework of measurement or assessment". In this research, researcher provided the students with a pre-test and post-test that was related to the material. The test is used to measure students score in akademik, before and after being given treatment or learning by doing Project-Based Learning method. The pre-test is given at the first meeting before the lesson begins, and the post-test is given at the last meeting after the lesson is over.

First is the test of Validity and Reliability instruments :

Table 4.7. Try Out of Pre-Test

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	1	1	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	7
2	1	1	0	0	1	1	0	1	0	1	1	1	1	0	1	0	0	1	0	1	12
3	1	1	0	0	0	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	12
4	1	1	0	0	0	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	12
5	1	1	0	0	0	0	0	1	1	1	0	1	1	1	1	1	0	1	1	0	12
6	1	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	0	0	0	0	5
7	1	1	0	0	1	0	0	0	1	1	0	0	0	0	1	1	0	0	1	1	9
8	1	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	5
9	1	0	0	1	1	0	0	0	1	0	0	1	0	1	0	1	0	1	1	1	10
10	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	4
11	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	0	1	15

12	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	1	0	7
13	1	1	0	0	0	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	12
14	0	1	0	1	0	1	0	1	1	1	1	1	0	0	0	1	1	0	0	1	11
15	1	1	0	0	1	1	0	1	1	1	0	0	0	0	1	0	0	0	1	0	9
16	1	1	0	1	0	1	0	1	1	1	1	0	0	0	1	1	1	0	0	0	11
17	1	1	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	5
18	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	5
19	1	1	0	0	1	1	0	1	1	1	0	0	0	0	1	0	0	1	1	0	10
20	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	4
21	1	1	0	0	1	1	0	1	1	1	0	0	0	0	1	0	0	1	0	1	10
22	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
23	1	1	0	0	1	0	0	1	1	0	0	1	0	0	1	0	1	1	1	0	10
24	1	0	0	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	1	1	7
25	1	0	0	0	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	6
26	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	8
27	0	1	0	1	0	1	0	1	1	1	1	0	0	0	0	1	1	0	0	1	11
28	1	1	0	0	0	1	0	1	1	1	1	0	0	1	0	1	1	0	0	1	12
Total																				242	

From the data above that obtained from try out of pre-test of material modal verbs, then looked for the validity and reliability test using SPSS 16, those can be explained as follows:

The validity of pre-test is if the results of validity test show $r_{hitung} > r_{tabel}$. And invalid if $r_{hitung} < r_{tabel}$. With 28 respondents, the minimum score is 0.374 with a percentage of 5%.

Table 4.8. Validity Score of Pre-Test Try Out

No	Question	Score	Result
1.	1	0.420	Valid
2.	2	0.577	Valid
3.	3	0.241	Invalid
4.	4	0.375	Valid
5.	5	-0.87	Invalid
6.	6	0.455	Valid
7.	7	-0.350	Invalid
8.	8	0.485	Valid
9.	9	0.489	Valid
10.	10	0.469	Valid
11.	11	0.599	Valid
12.	12	0.499	Valid
13.	13	0.136	Invalid
14.	14	0.364	Invalid
15.	15	0.194	Invalid
16.	16	0.487	Valid

17.	17	0.603	Valid
18.	18	0.284	Invalid
19.	19	0.117	Invalid
20.	20	0.643	Valid

From the table of validity, the results showed that 12 questions were declared valid and 8 questions declared invalid.

And then for the next test is reliability test, this test used to check whether the pre-test is reliable or not. In the other words, if the pre-test is repeated several times it has reliable results. Used SPSS 16 the results:

Table 4.9. Reliability Statistics of Pre-Test

Cronbach's Alpha	Part 1 Value	.648
	N of Items	8 ^a
	Part 2 Value	.733
	N of Items	7 ^b
	Total N of Items	15
Correlation Between Forms		.494
Spearman-Brown Coefficient	Equal Length	.662
	Unequal Length	.662
Guttman Split-Half Coefficient		.659

From the table of reliability statistic, the result showed that the pre-test were declared reliable with score 0.659, which score exceeds the reliable limit of 0.374.

Table 4.10. Try Out of Post-Test

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19
5	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	15
6	1	1	0	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	15
7	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	14
8	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	19
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19
11	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	18
12	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	12
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
14	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	17
15	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	15
16	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	17
17	1	0	1	0	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	14
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19
20	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	19
21	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	16
22	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	16
23	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
24	0	0	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	14
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19
26	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	16
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20

Table 4.11. Validity Score of Post-Test Try Out

No	Question	Score	Result
1.	1	0.723	Valid
2.	2	0.508	Valid
3.	3	0.714	valid
4.	4	0.714	Valid
5.	5	0.638	valid
6.	6	0.543	Valid
7.	7	0.540	valid
8.	8	0.521	Valid
9.	9	0.495	Valid
10.	10	0.145	Invalid
11.	11	0.277	Invalid
12.	12	0.362	Invalid
13.	13	0.096	Invalid
14.	14	0.108	Invalid
15.	15	-0.450	Invalid
16.	16	0.145	Invalid
17.	17	0.339	Invalid

18.	18	0.024	Invalid
19.	19	0.108	Invalid
20.	20	0.108	Invalid

Table 4.12. Reliability Statistics of Post-Test

Cronbach's Alpha	Part 1	Value	.830
		N of Items	7 ^a
	Part 2	Value	.446
		N of Items	7 ^b
		Total N of Items	14
Correlation Between Forms			.348
Spearman-Brown Coefficient	Equal Length		.516
	Unequal Length		.516
Guttman Split-Half Coefficient			.462

From the table of reliability statistic, the result showed that the post-test were declared reliable with score 0.462, which score exceeds the reliable limit of 0.374.

The students scores in pre-test and post-test are presented in the following table :

Table 4.7. The Students' Score and Classification in Pre-Test

No.	Code	Pre-Test Score	Classification
1.	D1	35	Very Poor
2.	D2	60	Poor
3.	D3	60	Poor
4.	D4	60	Poor
5.	D5	60	Poor
6.	D6	25	Very Poor
7.	D7	45	Very Poor
8.	D8	25	Very Poor
9.	D9	55	Very Poor
10.	D10	20	Very Poor

11.	D11	75	Average
12.	D12	35	Very Poor
13.	D13	60	Poor
14.	D14	55	Very Poor
15.	D15	45	Very Poor
16.	D16	55	Very Poor
17.	D17	25	Very Poor
18.	D18	25	Very Poor
19.	D19	50	Very Poor
20.	D20	20	Very Poor
21.	D21	50	Very Poor
22.	D22	5	Very Poor
23.	D23	50	Very Poor
24.	D24	35	Very Poor
25.	D25	35	Very Poor
26.	D26	40	Very Poor
27.	D27	55	Very Poor
28.	D28	60	Poor

The data from pre-test was given to know the results of students' achievement before being given the Project-Based Learning method treatment for several meetings. The table above show 21 student classified very poor, 6 students classified poor, 1 was classified average. From the table above, the lowest score was 5 and the highest score was 75. And the results of the pre-test showed that students who got an very poor classification are the most numerous compared then students that classified in average, and poor. It means that students score in modals verb was low. It can be seen in the graphic below :

Figure 4.1 Graphic of Students Pre-Test Score

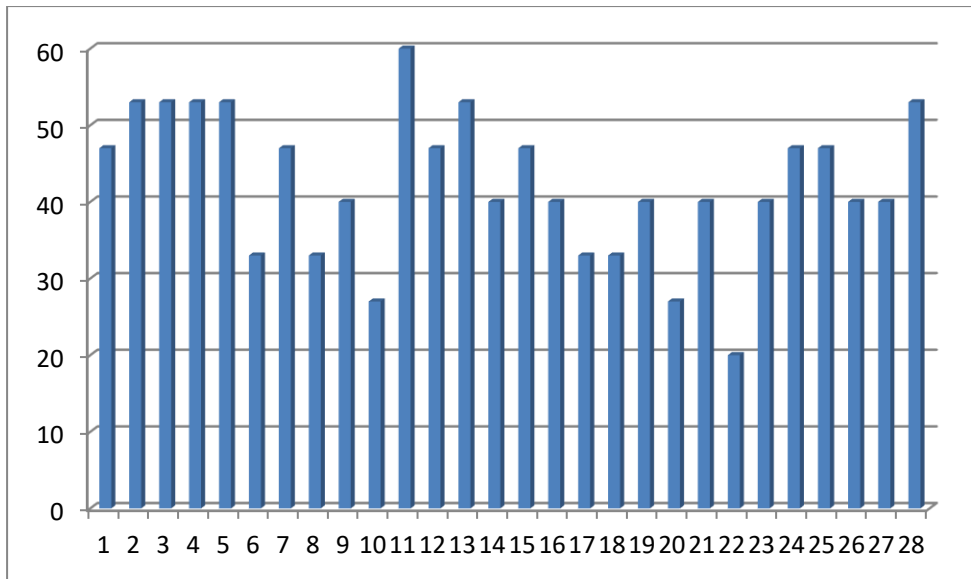


Table 4.8. The Students' Score and Classification in Post-Test

No.	Code	Post-Test Score	Classification
1.	D1	100	Excellent
2.	D2	93	Excellent
3.	D3	100	Excellent
4.	D4	93	Excellent
5.	D5	80	Good
6.	D6	80	Good
7.	D7	73	Average
8.	D8	93	Excellent
9.	D9	93	Excellent
10.	D10	93	Excellent
11.	D11	87	Good
12.	D12	67	Poor
13.	D13	100	Excellent

14.	D14	87	Good
15.	D15	80	Average
16.	D16	87	Good
17.	D17	73	Average
18.	D18	93	Excellent
19.	D19	93	Excellent
20.	D20	93	Excellent
21.	D21	80	Good
22.	D22	80	Good
23.	D23	80	Good
24.	D24	73	Average
25.	D25	93	Excellent
26.	D26	80	Good
27.	D27	93	Excellent
28.	D28	100	Excellent

The data from post-test was given to know the results of students' achievement after being given the Project-Based Learning method treatment for several meetings. The table above show 1 student classified poor, 7 students classified average, 6 was classified good, and 14 students was classified excellent. From the table above, the lowest score was 67 and the highest score was 100. And the results of the post-test showed that students who got an excellent classification are the most numerous compared then students that classified in good, average, and poor. It means that Project-Based Learning can increase students' learning outcomes that supports the statement of Project-Based Learning is effective and can increase students' learning motivation. It can be seen in the graphic below :

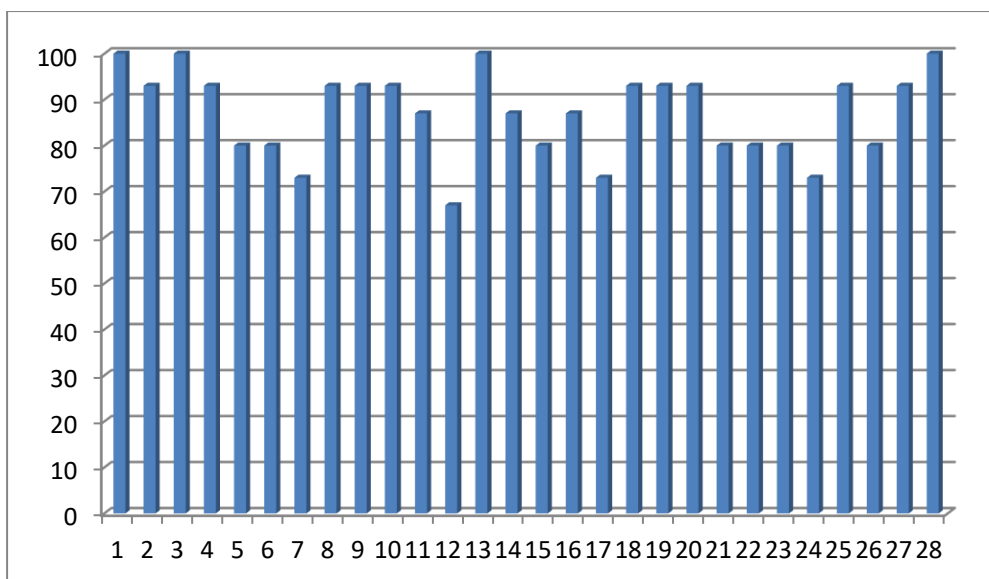


Table 4.9. The Students' Frequency and Percentage in Pre-Test and Post-Test

Valid	Classification	Score	Pre-Test		Post-Test	
			F	P	F	P
	Excellent	91 – 100	0	0%	14	50%
	Good	76 – 90	0	0%	5	21.4%
	Average	61 – 75	1	3.6%	8	25%
	Poor	51 – 60	10	35.7%	1	3.6%
	Very Poor	0 – 50	17	60.7%	0	0%
Total			28		28	

Based on the table 4.3. above, it showed the rate percentage of the students pre-test and post-test. So, for the data of the pre-test 60.7% of the students got very poor score, 35.7% of the students got poor score, 3.6% of the students got average score, 0% student got good score, and 0% student got excellent score. Then the highest percentage was gotten by 17 students (60.7%)

While the data post-test, 50% students got excellent score, 21.4% of the students got good score, 25% of the students got average score, 3.6% of students got

poor score, and 0% student got very poor score. Then the highest percentage was gotten by 14 students (50%).

4. The Mean Score and Standard Deviation of the Students' Pre-Test and Post-Test

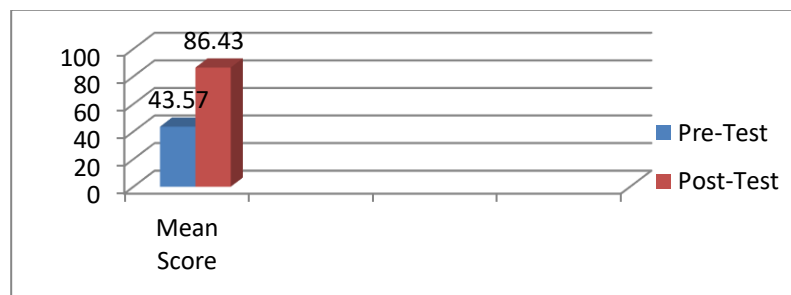
After calculating the result of students' pre-test and post-test score, the calculating the mean score that were presented in the following table below :

Table 4.10. Statistical Description of Pre-Test and Post-Test

	Pre-Test Score	Post-Test Score
Valid N	28	28
Minimum	5	60
Maximum	75	100
Sum	1220	2420
Mean	43.57	86.43
Median	47.5	92.5
Std. Deviation	16.714	11.616

The table 4.4. above show the descriptive statistic of the students' score both in pre-test and post-test. The mean score of the students' pre-test and post-test was different, where the mean score of post-test was higher than the mean score of pre-test. The mean score of students' pre-test was 43.57 and the mean score of students' post-test was 86.43. It was clearly shown in graphic below :

Figure 4.5. The Mean Score of the Students' Pre-Test and Post-Test



5. The Improvement of the Students' Pre-Test and Post-Test

The following table showed the improvement in Pre-Test and Post-Test, as supporting data showed students' learning motivations directly proportional to learning outcomes.

Table 4.11. The Improvement of the Students' Pre-Test and Post Test

Component	Pre-Test	Post-Test	Improvement
Accuracy of answer	43.57	86.43	98,37%

Table 4.12. Linearity ANOVA

The table 4.5. above showed that the students' improvement from pre-test to post-test in which post-test was greater than pre-test. Pre-test was 43.57 and post-test was 86.43. from pre-test to post-test can improve on 98.3%.

6. Linearity Test of Effectivity Project-Based Learning Method to Facilitate Students' Learning Motivation

Test of linearity is a kind of test to find out whether the distribution of data tested same with the distribution of linear. This test is aimed whether the data that we have in accordance with the linear or not. Then, the increasing or the decreasing of the quality of one variable will be followed linearity by increasing and decreasing of the quantity another variable.

The basic of taking decision on linearity test is as follows:

- 1) If sig. or significance on Deviation From Linearity sig. $> 0,05$ then the relationship between variable is linear.
- 2) If sig. or significance on Deviation From Linearity sig. $< 0,05$ then the relationship between variable is not linear.

Here is the result of linearity test about variable Students' Learning Motivation that got from the questionnaire that has distributed to 28 respondents using SPSS 16:

	Sum of Squares	Df	Mean Square	F	Sig.	
students' learning motivation Between Groups (Combined)	1928.274	10	192.827	1.912	.115	
* using PJBL to facilitate students learning motivation	Linearity	124.347	1	124.347	1.233	.282
	Deviation from Linearity	1803.927	9	200.436	1.987	.106
Within Groups	1714.583	17	100.858			
Total	3642.857	27				

From Anova table 4.12. above can be seen that the score of *Deviation from Linearity* sig. Is 0,106. That means the score is higher than 0,05 ($0.106 > 0.05$). in can be concluded that using project-based learning method to facilitate students' learning motivation and students learning motivation was Linear.

7. Test of Significant Difference Pre-Test and Post-Test on Using Project-Based Learning Method to Facillitate Student's Learning Motivation

The last formulation of this research here is to know wheter or not significant difference after conducting pre-test and post-test. The researcher used non-parametric Wilcoxon Test by SPSS 16 Version for hypothesis test, significant difference would be easier to analyzed. The following table shows the Wilcoxon Test.

Table 4.13. Statistical Description of Students' Pre-Test and Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	28	5	75	43.57	16.714
Post-Test	28	60	100	86.43	11.616
Valid N (listwise)	28				

Based on the table 4.13. above, the mean score for the pre-test was 43.57 in which the standar deviation score was 16.714, then the mean score of post-test was 86.43 in which the standar deviation score was 11.616. Then, before found out the significant difference of using project-based learning to facillitate students' learning motivation, the writer found out the Wilcoxon Test asymp.sig >0.05 .

In this research, the Null hypothesis stated that there is no effectivity of using project-based learning method to facillitate students' learning motivation. While the alternative hypothesis stated that there is effectivity of using project-based learning method to facillitate students' learning motivation if the asymp.sig <0.05. If the asymp.sig lower than 0.05, so H₁ accepted and H₀ rejected.

Table 4.7. The Result Non-Parametric Wilcoxon Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-Test - Pre-Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	28 ^b	14.50	406.00
	Ties	0 ^c		
	Total	28		

Test Statistics ^b	
	Post-Test - Pre-Test
Z	-4.632 ^a
Asymp. Sig. (2-tailed)	.000

The result of the Wilcoxon test stated that asymp.sig. (2-tailed) was 0.00. The result given that the sig.(2-tailed) table was smaller than 0.05. So, the alternative hypothesis is accepted and the hypothesis null is rejected. It means that there is significant difference between pre-test and post-test. So, Project-Based Learning method is effective to facilitate students' learning motivation.

2. The Way Project-Based Learning Supports Students' Learning Motivation

1. Teacher Reflection Sheets

Reflection is a critical self-evaluation effort carried out by researchers and collaborators. Contains how students' attitudes during the research process. The

research lasted for 3 days or 3 meetings. And teacher writes down the reflections one by one meeting. Of the three reflections filled out by the teacher, the three results show that students have a good attitude, and students are able to provide results that are quite appropriate in the material that being taught, and also students are able to adapt to the class situations and also the environment that exists during the learning process while doing Project-Based Learning method.

Teacher Reflection

NO	REFLECTION	DAY 1		DAY 2		DAY 3	
		YES	NO	YES	NO	YES	NO
1.	Siswa mengikuti arahan guru saat proses belajar	√		√		√	
2.	Siswa berani berpendapat saat pembelajaran grup berlangsung	√		√		√	
3.	Siswa berani mengambil keputusan saat pembelajaran grup	√		√		√	
4.	Siswa tidak mudah menyerah saat proses belajar berlangsung	√		√		√	
5.	Siswa mampu mempresentasikan hasil kelompok dengan baik	√		√		√	
6.	Siswa bersedia melakukan tugas sesuai dengan pembagian dalam grup	√		√		√	
7.	Siswa aktif saat pembelajaran kelompok berlangsung	√		√		√	
8.	Siswa bersedia membantu ketikan terdapat kesulitan saat berlangsungnya proses pembelajaran	√		√		√	
9.	Siswa mampu menghargai pendapat	√		√		√	

	teman saat berkelompok						
10.	Siswa mampu menghargai guru saat proses pembelajaran berlangsung	√		√		√	
11.	Siswa mampu menghasilkan produk yang sesuai dengan materi	√		√		√	
12.	Siswa mampu menerima perbedaan yang ada disekitar dan yang terjadi pada saat proses pembelajaran berlangsung	√		√		√	
13.	Siswa merasa pembelajaran berlangsung menyenangkan dan dapat memaksimalkan kreativitas masing-masing	√		√		√	
14.	Siswa merasa tertarik untuk mencari tau lebih dalam terkait materi untuk memaksimalkan hasil produk	√		√		√	
15.	Siswa mampu menghasilkan dan menampilkan produk yang sesuai dengan hasil yang memuaskan	√		√		√	
16.	Siswa merasa senang dan puas dengan hasil proyek bersama	√		√		√	

So, it can be concluded from teacher's perspective that the Project-Based Learning method is effective in helping teacher to increase or arouse students' learning motivation. Of the three reflections filled out by the teacher, the results show that students have a good attitude, and students are able to provide results that are quite appropriate in the material that being taught, and also students are able to adapt to the class situations and also the environment that exists during the learning process while doing Project-Based Learning method.

Which is characterized by students having an interest in material during the learning process. Such as students who easily learn for the lessons, interested in the

learning atmosphere, active and also able to adapt well, also produce good and appropriate product.

2. Students' Reflection Sheets

Reflection is a critical self-evaluation effort carried out by researchers and collaborators. Contains student reviews of the learning process, both materially and methodically. As well as being a data related to students' learning motivation from the students' own point of view. This can be correlated with the teacher's reflection sheets as a form of data continuity during the research process.

(DAY 1)

Students' Reflection

NO	REFLECTION	RESULT		NOTES
		YES	NO	
1.	Guru memulai pembelajaran dengan salam, sapa, dan do'a	28	-	
2.	Guru memulai pembelajaran dengan memberikan test	28	-	
3.	Guru mengarahkan siswa untuk berkelompok	28	-	
4.	Guru memotivasi siswa selama proses pembelajaran berlangsung	28	-	
5.	Guru memberikan penjelasan terkait materi	28	-	
6.	Guru menjelaskan tugas siswa dalam proses belajar kelompok	28	-	
7.	Guru membantu menguraikan permasalahan pada saat proses belajar kelompok berlangsung	28	-	

8.	Guru membantu memberikan fasilitas untuk siswa dapat mencari sumber acuan baru untuk menyelesaikan projek	28	-	
9.	Guru mendampingi siswa selama proses belajar kelompok berlangsung	28	-	
10.	Guru membantu proses evaluasi berlangsung	28	-	
11.	Siswa merasa senang dengan metode pengajaran yang diberikan oleh guru	28	-	
12.	Siswa merasa tertarik untuk mencari tau permasalahan dari banyak sumber	28	-	
13.	Siswa mengikuti arahan guru selama proses pembelajaran berlangsung	28	-	
14.	Selama berkelompok siswa memaksimalkan kemampuan diri untuk menyelesaikan proyek	28	-	
15.	Siswa berusaha aktif selama proses pembelajaran berlangsung	28	-	
16.	Siswa menyukai situasi kelas saat proses belajar kelompok berlangsung	28	-	
17.	Siswa memahami materi dengan metode pembelajaran berkelompok dan menuntaskan proyek	28	-	
18.	Siswa memahami penjelasan teman dan guru selama proses pembelajaran berlangsung	28	-	
19.	Siswa berani mengutarakan pendapat saat berkelompok	28	-	
20.	Siswa merasa tidak terbebani dengan metode pengajaran project-based learning dan tertarik untuk	28	-	

	belajar lebih giat setelah melaksanakan proses belajar dengan metode project-based learning			
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(DAY 2)

Students' Reflection

NO	REFLECTION	RESULT		NOTES
		YES	NO	
1.	Guru memulai pembelajaran dengan salam, sapa, dan do'a	28	-	
2.	Guru memulai pembelajaran dengan memberikan test	28	-	
3.	Guru mengarahkan siswa untuk berkelompok	28	-	
4.	Guru memotivasi siswa selama proses pembelajaran berlangsung	28	-	
5.	Guru memberikan penjelasan terkait materi	28	-	
6.	Guru menjelaskan tugas siswa dalam proses belajar kelompok	28	-	
7.	Guru membantu menguraikan permasalahan pada saat proses belajar kelompok berlangsung	28	-	
8.	Guru membantu memberikan fasilitas untuk siswa dapat mencari sumber acuan baru untuk menyelesaikan projek	28	-	
9.	Guru mendampingi siswa selama proses belajar kelompok berlangsung	28	-	

10.	Guru membantu proses evaluasi berlangsung	28	-	
11.	Siswa merasa senang dengan metode pengajaran yang diberikan oleh guru	28	-	
12.	Siswa merasa tertarik untuk mencari tau permasalahan dari banyak sumber	28	-	
13.	Siswa mengikuti arahan guru selama proses pembelajaran berlangsung	28	-	
14.	Selama berkelompok siswa memaksimalkan kemampuan diri untuk menyelesaikan proyek	28	-	
15.	Siswa berusaha aktif selama proses pembelajaran berlangsung	28	-	
16.	Siswa menyukai situasi kelas saat proses belajar kelompok berlangsung	28	-	
17.	Siswa memahami materi dengan metode pembelajaran berkelompok dan menuntaskan proyek	28	-	
18.	Siswa memahami penjelasan teman dan guru selama proses pembelajaran berlangsung	28	-	
19.	Siswa berani mengutarakan pendapat saat berkelompok	28	-	
20.	Siswa merasa tidak terbebani dengan metode pengajaran project-based learning dan tertarik untuk belajar lebih giat setelah melaksanakan proses belajar dengan metode project-based learning	28	-	

(DAY 3)

Students' Reflection

NO	REFLECTION	RESULT		NOTES
		YES	NO	
1.	Guru memulai pembelajaran dengan salam, sapa, dan do'a	28	-	
2.	Guru memulai pembelajaran dengan memberikan test	28	-	
3.	Guru mengarahkan siswa untuk berkelompok	28	-	
4.	Guru memotivasi siswa selama proses pembelajaran berlangsung	28	-	
5.	Guru memberikan penjelasan terkait materi	28	-	
6.	Guru menjelaskan tugas siswa dalam proses belajar kelompok	28	-	
7.	Guru membantu menguraikan permasalahan pada saat proses belajar kelompok berlangsung	28	-	
8.	Guru membantu memberikan fasilitas untuk siswa dapat mencari sumber acuan baru untuk menyelesaikan projek	28	-	
9.	Guru mendampingi siswa selama proses belajar kelompok berlangsung	28	-	
10.	Guru membantu proses evaluasi berlangsung	28	-	
11.	Siswa merasa senang dengan metode pengajaran yang diberikan oleh guru	28	-	
12.	Siswa merasa tertarik untuk mencari tau permasalahan dari banyak sumber	28	-	
13.	Siswa mengikuti arahan guru selama proses pembelajaran berlangsung	28	-	

14.	Selama berkelompok siswa memaksimalkan kemampuan diri untuk menyelesaikan proyek	28	-	
15.	Siswa berusaha aktif selama proses pembelajaran berlangsung	28	-	
16.	Siswa menyukai situasi kelas saat proses belajar kelompok berlangsung	28	-	
17.	Siswa memahami materi dengan metode pembelajaran berkelompok dan menuntaskan proyek	28	-	
18.	Siswa memahami penjelasan teman dan guru selama proses pembelajaran berlangsung	28	-	
19.	Siswa berani mengutarakan pendapat saat berkelompok	28	-	
20.	Siswa merasa tidak terbebani dengan metode pengajaran project-based learning dan tertarik untuk belajar lebih giat setelah melaksanakan proses belajar dengan metode project-based learning	28	-	

As in the teachers' reflection sheets, students also fill out the reflection form after the learning process ends. Which means there are 3 reflection from 3 times the learning process with the Project-Based Learning method takes place. Based on students reflection sheets, information can be described that at the first meeting the teacher has carried out teaching using the appropriate steps of Project-based Learning method. Then there are informations that students feel motivated based on approval of statements regarding indications of students' learning motivation. And they are able to produce product from existing projects, according to the material and as much as they can.

Then, at the next meeting, data from student reflection sheets showed that the teacher had carried out learning using Project-Based Learning method in appropriate

steps. And there are also data that they feel motivated, based on their agreement with statements that indicated students are motivated during the learning process. And produce the best product as well as they can. And for the last meeting, the results of the students' reflection sheets have the same results as the reflection sheets at the first and the second meetings.

Which further strengthens the assumptions that indications of students being motivated in learning already exist in students during the learning process by doing Project-Based Learning method. And the results of students' reflection sheets are directly proportional to the teacher's reflection sheets. That the perspective of teacher and students regarding the Project-Based Learning method used during the learning process are same. That is, students are indicated to be motivated to learn or in the other words, the Project-Based Learning method effective for bringing/increasing students' learning motivation.

B. Discussion

The discussion of the research could be interpreted from the results of using project-based learning method to facilitate students' learning motivation. Mario Alberto et.al. stated from his research that the findings advocate integrating Project-Based Learning method throughout the whole academic programme of a course to generate positive evaluations from students once they fulfill all the previous requirements to create and present a project.

In this part, the researcher discusses the data analysis of the data taken from the pre-test, post-test, questionnaire and reflection sheets. The research took one class of sample and gave the students the same types of reflection and test. The pre-test and post-test contains 20 number of question, the questionnaire contains 20 number of questions, and for the reflection sheets contains 20 number statements. The role of this research is after giving a pre-test, then giving a reflection after treatment, that means 3 times to fill out the reflection sheets, and last is post-test after all the treatment was done in 3 times. And then the very last instrument is questionnaire that filled out by students after the study.

This discussion is intended to know how project-based learning facilitate students' learning motivation. Based on the results, after being given treatment using project-based learning method for three meetings, from the questionnaire based on the data, which can be concluded as much as 75% of students are motivated in learning English with the Project-Based Learning method provided by the teacher. And as much as 25% of entire sample is not motivated in learning English by using Project-Based Learning method. The figure of 75% shows that more than half of the students from class X-1 which is the sample, are well motivated when learning using Project-Based Learning method. This is able to answer the first question from the researcher, namely 'How effective is Project-Based Learning method to facilitate students' learning motivation?'. Which can be concluded that the Project-based Learning method is effective for facilitating students learning motivation during English lesson, in class X-1 SMA Ky Ageng Giri.

As a supporting data, the researcher carried out the pre-test and post-test during the study. As numerical data that strengthens the opinion of researchers regarding the effectiveness of the Project-Based Learning method to facilitate students' learning motivation.

And then students showed a significant increase in learning outcomes (pre-test to post-test) and from the statements in the reflections sheets students felt happy, interested, and motivated during the learning process.

It is supported by students agree to all statements which contain indications students feel motivated. And filled in three meetings and have the same results. The teacher also fill out the reflection sheets for teacher where each statements contain indications that learning situations, and conditions and also methods can motivate students or increase students' learning motivation.

And then the another support data is the mean score of pre-test was 43.57 that classified as very poor and the mean score of post-test was 86.43 that classified as good classification. It means that the score of post-test was higher than the mean score of pre-test. The different mean score between pre-test and post-test is 42,86. While the standard deviation of the students' pre-test was 16.714 and post-test was 11.616. It means that standard deviation of the students' post-test was higher than pre-test.

To know the whether there is significant difference or not, researcher not only know from the mean score but also from paired test. Researcher used Wilcoxon test, and the result obtained a asymp.sig. (2-tailed) value of $0.00 < 0.05$, it means that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. That means there was significant different between the result pre-test and post-test. Using project-based learning method can significantly effective to facillitate students' learning motivation. And project-based learning can enhance not only for the attitude but also for the academic output.

Based on the data, when the researcher was giving the pre-test, students felt hard to fill the test because they cant interpret the meaning of several modal verbs that look same. Or in another word, students do not familiar about the placement of modal verbs. So they difficult to answer the questions. But after the students gave the treatment using project-based learning to learn about modal verbs, they could answer and understand about the modal verbs easily.

So, the researcher can conclude how effective is and how Project-Based Learning support students' learning motivation, because this method or Project-Based Learning method can make an exciting athmosphere in learning environment. Make students learn more by finding out based on their ability. And arouse the curiosity more and more. This method can make students maximize what are around them that can help for learning and satisfy their curiosity. And also in the reflection sheets filled out by the students there are statements related to students' feelings during the learning process, which illustrates that students are happy and interested in the learning process. That way, it has been explained that the teaching and learning process that used Project-Based Learning method, effective and support for students' learning motivation.

From this discussion, the researcher can conclude that students in tenth grade in SMA Ky Ageng Giri had motivated well and had a good output after giving learning about modal verbs using Project-Based Learning method.

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapter, the researcher has discussed about the introduction of the study, the review of related literature, the method of the research, the findings and discussion. This final chapter presented the conclusion and suggestion were derived from analysis of the study.

A. Conclusion

Motivation is very important in everything we do, include in learning. Motivation make people more excited, interes to do something. It also done in learning motivation. All of students need a big learning motivation. Because learning motivation makes students enthusias and interested in learning. And this is certainly one of the teacher's concentrations in carrying out their duties. And with increasing students' learning motivation it is also believed to be able to reduce the students drop out due to discomfort and lack of desire or motivation to learn.

This research was conducted to explain whether how Project-Based Learning facillitate students' learning motivation and how Project-Based Learning support students' learning motivation. By using questionnaire, reflection sheets, and test (Pre-test and Post-test) researcher wants to know there are any differences before and after giving Project-Based Learning on students. From the data on findings chapter, based on reflection sheets that fill out by teacher and students, both show that during the learning process using Project-Based Learning method, students were indicated to be motivated in learning and were able to produce the appropriate output. And from the questionnaire it can conclude that 75% students was motivated well during the English lesson using project-based learning method. More than half of the sample is well motivated. This amount is considered by the researcher to be sufficient to conclude that students are motivated to learn when learning takes place using the Project-Based Learning method. And from the calculating data of pre-test and post-test, the researcher found the result of the mean score of pre-test was 43.57, while the

mean score of post-test was 86.43. It means that the mean score of post-test was higher than pre-test. And the improvement from pre-test to post-test is 98.3%.

This study indicates that Project-Based Learning is effective to facilitate students' learning motivation. And by doing this method, students can feel more excited, happy and interested in the lesson. This is one way to make learning better in the era that has so many technology-based facilities for students to learn.

B. Suggestions

Based on the research findings and discussion, the researcher would like to give the recommendation some suggestion to the readers, the students, and teachers, as follows :

1. For the readers, the study can be references about how project-based learning method facilitate students' learning motivation and how project-based learning support the students' learning motivation.
2. For the students, motivation is an important thing, also in learning. So, just try to always have motivation for learning in your life. Because education helps you to survive in life.
3. For the teachers, the teachers are suggested to using project-based learning method to teach the lesson related to projects that lead to products. This method is felt to be able to make students motivated and interested in learning. And also students are free to explore what they have, able to gain knowledge according to the learning.

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APENDIX 1
INSTRUMENT OF REFLECTION

Teacher's Reflection

NO	REFLECTION	RESULT	
		YES	NO
1.	Siswa mengikuti arahan guru saat proses belajar		
2.	Siswa berani berpendapat saat pembelajaran grup berlangsung		
3.	Siswa berani mengambil keputusan saat pembelajaran grup		
4.	Siswa tidak mudah menyerah saat proses belajar berlangsung		
5.	Siswa mampu mempresentasikan hasil kelompok dengan baik		
6.	Siswa bersedia melakukan tugas sesuai dengan pembagian dalam grup		
7.	Siswa aktif saat pembelajaran kelompok berlangsung		
8.	Siswa bersedia membantu ketikan terdapat kesulitan saat berlangsungnya proses pembelajaran		
9.	Siswa mampu menghargai pendapat teman saat berkelompok		
10.	Siswa mampu menghargai guru saat proses pembelajaran berlangsung		
11.	Siswa mampu menghasilkan produk yang sesuai dengan materi		
12.	Siswa mampu menerima perbedaan yang ada disekitar dan yang terjadi pada saat proses pembelajaran berlangsung		
13.	Siswa merasa pembelajaran berlangsung menyenangkan dan		

	dapat memaksimalkan kreativitas masing-masing		
14.	Siswa merasa tertarik untuk mencari tau lebih dalam terkait materi untuk memaksimalkan hasil produk		
15.	Siswa mampu menghasilkan dan menampilkan produk yang sesuai dengan hasil yang memuaskan		
16.	Siswa merasa senang dan puas dengan hasil proyek bersama		

Students' Reflection

NO	REFLECTION	RESULT		NOTES
		YES	NO	
1.	Guru memulai pembelajaran dengan salam, sapa, dan do'a			
2.	Guru memulai pembelajaran dengan memberikan test			
3.	Guru mengarahkan siswa untuk berkelompok			
4.	Guru memotivasi siswa selama proses pembelajaran berlangsung			
5.	Guru memberikan penjelasan terkait materi			
6.	Guru menjelaskan tugas siswa dalam proses belajar kelompok			
7.	Guru membantu menguraikan permasalahan pada saat proses belajar kelompok berlangsung			
8.	Guru membantu memberikan fasilitas untuk siswa dapat mencari sumber acuan baru untuk			

	menyelesaikan proyek			
9.	Guru mendampingi siswa selama proses belajar kelompok berlangsung			
10.	Guru membantu proses evaluasi berlangsung			
11.	Siswa merasa senang dengan metode pengajaran yang diberikan oleh guru			
12.	Siswa merasa tertarik untuk mencari tau permasalahan dari banyak sumber			
13.	Siswa mengikuti arahan guru selama proses pembelajaran berlangsung			
14.	Selama berkelompok siswa memaksimalkan kemampuan diri untuk menyelesaikan proyek			
15.	Siswa berusaha aktif selama proses pembelajaran berlangsung			
16.	Siswa menyukai situasi kelas saat proses belajar kelompok berlangsung			
17.	Siswa memahami materi dengan metode pembelajaran berkelompok dan menuntaskan proyek			
18.	Siswa memahami penjelasan teman dan guru selama proses pembelajaran berlangsung			
19.	Siswa berani mengutarakan pendapat saat berkelompok			
20.	Siswa merasa tidak terbebani dengan metode pengajaran project-based learning dan tertarik untuk belajar lebih giat setelah melaksanakan proses belajar dengan metode project-based learning			

APENDIX 2
INSTRUMENT OF PRE-TEST

-
PRE-TEST

NAMA :

KELAS :

ABSEN :

Choose the right answer!

1. All students come to school at 7 a.m.

- a. Should
- b. Has to
- c. Must
- d. Have to

2. I think you visit my parents this weekend. They say they miss you.

- a. have to
- b. should
- c. don't have to
- d. should not

3. Students eat in classroom

- a. should
- b. shouldn't
- c. mustn't
- d. must

4. Your daughter stop eating sweets. It's not good for her health.

- a. should
- b. shouldn't
- c. must
- d. mustn't

5. They park here. There is a **"NO PARKING"** sign.

- a. must not

- b. should
- c. must
- d. should not

6. You have final exams tomorrow. You study to get a good mark.

- a. should
- b. mustn't
- c. has to
- d. must

7. It's a casual event. We formal dress.

- a. must
- b. should
- c. don't have to
- d. mustn't

8. Keenan is getting married. He be very happy. He smiles all day.

- a. must
- b. has to
- c. should
- d. have to

9. We collect our project tomorrow to get A in Biology.

- a. must
- b. should
- c. mustn't
- d. shouldn't

10. You eat more fruits and vegetables for your diet menu.

- a. must
- b. shouldn't
- c. have to
- d. should

11. You look pale. You go to clinic.

- a. have to
- b. mustn't
- c. should
- d. must

12. If you go to Paris, you visit Eiffle Tower.

- a. must
- b. mustn't
- c. have to

d. don't have to

13. This porridge is a little bit tasteless. We add some salt.

a. must

b. should

c. don't have to

d. have to

14. The Aglio Olio pasta in that restaurant is amazing. You taste it. You'll like it.

a. have to

b. should

c. has to

d. must

15. We believe everything we read on online articles.

a. mustn't

b. shouldn't

c. must

d. should

16. I come early to the railway station. My train leaves at 5 a.m.

a. have to

b. should

c. has to

d. must

17. What we perform on the Farewell Party?

a. have to

b. has to

c. must

d. should

18. She wake up early because she won't go to school today

a. doesn't have to

b. don't have to

c. shouldn't

d. mustn't

19. We have driving license to drive a car.

a. must

b. should

c. have to

d. has to

20. You tell my secret I have just told you. Keep it dark.

- a. mustn't
- b. don't have to
- c. shouldn't
- d. doesn't have to

APENDIX 3
INSTRUMENT OF POST-TEST

POST TEST

NAMA :
KELAS :
ABSEN :

Choose the right answer!

1. A: Did you offer our guests something to drink?
B: Yes, but they didn't want anything. They be thirsty.
a. must not
b. must
c. should
d. should not

2. A: You've been out here working in the hot sun for hours. You be thirsty.
B: I am
a. must not
b. must
c. have to
d. don't have to

3. A: Adam has already eaten one sandwich. Now he's making another.
B: He be hungry
a. should
b. must
c. shouldn't
d. must not

4. A: I offered Holly something to eat, but she doesn't want anything.
B: She be hungry.
a. must
b. must not
c. have to
d. dont have to

5. A: Brian has a red nose and has been coughing and sneezing.
B: Poor fellow. He have a cold.
a. must
b. should
c. should not
d. must not
6. A: Fido? What's wrong, old boy?
B: What's the matter with the dog?
A: He won't eat.
B: He feel well.
a. should
b. must not
c. should not
d. must
7. A: Erica's really bright. She always gets above ninety-five percent on her math test.
B: I'm sure she's bright, but she study a lot.
a. dont have to
b. have to
c. must
d. must not
8. A: I've called the bank three times, but no one answers the phone. The bank
..... be open today. That's strange.
B: Today's a holiday, remember?
A: Oh, of course!
a. must not
b. must
c. should
d. should not
9. A: Listen, someone is jumping on the floor in the apartment above us. Look, your
chandelier is shaking.
B: Mr. Silverberg be doing his morning exercises. The something
happens every morning.
a. must
b. should

- c. have to
- d. has to

10 A: Did Professor Adams make an assignment?

B: Yes, he assigned Chapters 4 and 6, but we read chapter 5

- a. has to
- b. don't have to
- c. should not
- d. must not

A: Children, your mother and I are going out this evening. I want you to be good. You must do everything the baby sitter tells you to do. You(11) go outside after dark. It's Saturday night, so you (12) go to bed at eight. You can stay up until eight-thirty. And remember: you (13) pull the cat's tail. Okay?

B: Okay, Dad.

11. a. Should

- b. must
- c. ought to
- d. must not

12. a. Have to

- b. don't have to
- c. should
- d. should not

13. a. Must

- b. should
- c. must not
- d. should not

14. A: I'm hungry

B: You eat some food

- a. should
- b. should not

c. ought to

d. have to

15. A: I have a toothache.

B: You go to the dentist

a. have to

b. must

c. must not

d. should

16. A: I left my sunglasses at a Restaurant yesterday. What should I do?

B: You go back to the restaurant and ask about them.

a. should

b. must

c. should not

d. must not

17. A: Do you have a stamp?

B: Hmm, here.

A: Thanks. Now I go to the post office to buy stamps.

a. don't have to

b. must not

c. should not

d. must

A: My English isn't progressing as fast as I'd like. What should I do?

B: You(18) do more English Task or read some English book. That's really important when you're learning second language.

A: Do you have any other suggestions?

B: Yes, may be you(19) listen to songs or watch film that used English language.

A: That's a good idea.

B: And(20) be lazy, in order to get significant progress on learning second language.

A: You're right. Good suggestion.

18 a. Have to

b. should

c. must

d. ought to

19. a. Must

b. should

c. must not

d. should not

20. a. Don't be

b. don't have to

c. should

d. should not

APENDIX 4

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMA Ky Ageng Giri
Matapelajaran	: Bahasa Inggris
Kelas/Semester	: X / Ganjil
Materi Pokok	: Modals Permission, Obligation, Prohibition
Alokasi Waktu	: 6 JP (meeting 1, 2, & 3)

A. Kompetensi Inti (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Sebagai bukti bahwa siswa mensyukuri mendapat kesempatan belajar Bahasa Inggris 1.1.1. Siswa semangat dalam mengikuti pembelajaran Bahasa Inggris.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama , dan saling menghargai, dalam melaksanakan komunikasi fungsional.	2.3.1. Siswa mampu bekerjasama dalam kelompok belajar.
3. 14 Memahami fungsi sosial, struktur kalimat, dan unsur kebahasaan dari modal verbs permission, obligation, dan prohibition dari pengalaman pribadi sesuai dengan konteks penggunaannya.	3.14.1. Mengidentifikasi bersama dengan kelompok tentang modal verbs 3.14.2. Menguraikan sesuai dengan KD serta memberikan contoh kata atau kalimat spesifik.

<p>4.18 Mampu menggunakan modal verbs of obligation, permission, dan prohibition serta menggunakan vocabulary yang terkait dengan modal verbs tersebut berdasar pengalaman pribadi.</p>	<p>4.18.1. Siswa mampu membuat contoh dari modal verbs dan mampu menampilan di depan kelas. 4.18.2. Siswa terampil menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan pada modal verbs obligation, permission, dan prohibition.</p>
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C. Tujuan Pembelajaran

Setelah melalui proses pembelajaran dengan model *Project-Based Learning*, siswa mampu memahami makna dan mengungkapkan makna modal verbs berupa **permission**, **obligation**, dan **prohibition** secara kontekstual terkait fungsi dan struktur kalimat dari modal verbs secara lisan maupun tulisan, dan mampu menggunakan modal verbs dalam kehidupan sehari-hari dan memiliki sikap menghormati sesama serta mampu dan terbiasa akan kerjasama.

Kompetensi Sikap Spiritual dan Sikap Sosial

Pertemuan Pertama, Kedua, dan Ketiga

1. Selalu bersemangat dalam mempelajari modal verbs obligation, permission dan prohibition berdasar pengalaman pribadi.
2. Menunjukkan perilaku percaya diri dan saling menghargai dalam melaksanakan praktek lisan percakapan modal verbs.

Kompetensi Pengetahuan dan Keterampilan

Pertemuan Pertama, Kedua, dan Ketiga

1. Siswa mampu mengidentifikasi makna dari obligation, permission dan prohibition beserta dengan pola kalimat dan verbs yang digunakan.
2. Siswa mampu menjelaskan perbedaan dan menerapkan obligation, permission, dan prohibition beserta contoh spesifik kata atau kalimat.
3. Siswa terampil menunjukkan hasil pekerjaan kelompok di depan kelas berupa penjelasan secara materi maupun percakapan.

D. Materi Pembelajaran

1. Materi Pembelajaran

- a. Obligation, permission, and prohibition adalah modal verbs yang menjelaskan mengenai sikap, tingkah atau perilaku dan juga emosi pada beberapa keadaan tertentu.

Tujuan dari modal verbs obligation, permission, dan prohibition adalah agar siswa mampu menjadi manusia yang toleran, mampu menjaga lisan, memiliki kepribadian baik dan peka terhadap lingkungan.

2. Materi Pembelajaran Pengayaan

Enrichment material is given based on the basic competence or indicators that had learned to enhance students understanding about material.

E. Metode Pembelajaran

- Pendekatan : Scientific Approach
 Metode : Project-Based Learning
 Teknik : ceramah, diskusi, tanya jawab

F. Media, Alat, dan Sumber Pembelajaran

Media	Alat	Bahan
Buku Power point	Kertas warna Ballpoint	PPT terkait Obligation, dan Video terkait obligation

Sumber Belajar

- Buku grammar: Azar, Betty Schampfer.1989.*Understanding and Using English Grammar*.USA:Prentice Hall
 - <https://www.dimensibahasainggris.com>
 - YouTube
 - Buku LKS

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan 1

1. Kegiatan Pendahuluan (10 menit)	
a.	Orientasi : Melakukan pembukaan berupa salam dan sapa, dan mengisi daftar hadir sebelum memulai pembelajaran
b.	Apersepsi : <ul style="list-style-type: none"> - Mengawali kelas dengan menghubungkan siswa dengan permasalahan atau materi yang akan dibahas salah satu modal verbs yaitu obligation. Dan

	<p>menggunakan contoh yang biasa terjadi dalam kehidupan sehari-hari.</p> <ul style="list-style-type: none"> - Memberikan kesempatan kepada siswa mencari tau secara individu terkait obligation.
c.	<p>Motivasi : Menyampaikan tujuan pembelajaran dan memotivasi siswa agar mampu memahami tiap-tiap keharusan atau kewajiban yang ada di sekitar agar mampu menerapkan dalam kehidupan sehari-hari agar timbul kemampuan disiplin akan tanggung jawab masing-masing dan mampu menghormati yang ada dilingkungan sekitarnya.</p>

2. Kegiatan Inti (60 menit)		
No	Kegiatan	Deskripsi Pembelajaran
1.	Pre-Test	Memberikan pre-test kepada siswa sebagai tolak ukur awalan untuk mengetahui efektivitas metode pengajaran Project-Based Learning terhadap motivasi belajar siswa
2.	Penjelasan materi	Menjelaskan materi secara umum kepada siswa, terkait modal verbs obligation (pengertian, fungsi, susunan kata/kalimat, contoh).
3.	Mengorganisir siswa	Membagi siswa menjadi beberapa kelompok: <ul style="list-style-type: none"> - Membentuk siswa menjadi 7 kelompok yang berisikan 4 orang - Memfasilitasi project siswa yaitu percakapan - Mendampingi siswa dalam mempersiapkan project
4.	Menyusun project dan evaluasi	Mendampingi siswa dalam penyusunan project hingga pelaksanaan agar sesuai dengan alur dan tidak keluar dari pembahasan materi yang ada. Dan melakukan observasi atas respon siswa dalam pelaksanaan pembelajaran dengan metode project-based learning
5.	Penampilan siswa dan evaluasi	Siswa menampilkan setiap project yang telah dikerjakan dan juga mengevaluasi hasil project siswa

3. Kegiatan Penutup (10 menit)

- a. Peserta didik melakukan refleksi terhadap materi dan proses pembelajaran
- b. Guru memberi umpan balik dari hasil pembelajaran
- c. Guru menginformasikan rencana pembelajaran selanjutnya

Pertemuan 2

1. Kegiatan Pendahuluan (10 menit)

a.	Orientasi : Melakukan pembukaan berupa salam dan sapa, dan mengisi daftar hadir sebelum memulai pembelajaran
b.	Apersepsi : <ul style="list-style-type: none">- Mengawali kelas dengan menghubungkan siswa dengan permasalahan atau materi yang akan dibahas salah satu modal verbs yaitu permission. Dan menggunakan contoh yang biasa terjadi dalam kehidupan sehari-hari.- Memberikan kesempatan kepada siswa mencari tau secara individu terkait permission.
c.	Motivasi : Menyampaikan tujuan pembelajaran dan memotivasi siswa agar mampu memahami tentang izin atau persetujuan yang ada di sekitar agar mampu menerapkan dalam kehidupan sehari-hari agar timbul kemampuan menghormati sesama dan peka terhadap yang ada dilingkungan sekitarnya.

2. Kegiatan Inti (60 menit)

No	Kegiatan	Deskripsi Pembelajaran
1.	Pertanyaan mendasar dan penjelasan materi	Memberikan siswa pertanyaan mendasar mengenai modal verbs permission . Menjelaskan materi secara umum kepada siswa, terkait modal verbs permission (pengertian, fungsi, susunan kata/kalimat, contoh).
2.	Mengorganisir siswa	Membagi siswa menjadi beberapa kelompok: <ul style="list-style-type: none">- Membentuk siswa menjadi 7 kelompok yang berisikan 4 orang- Memfasilitasi project yaitu berupa percakapan- Mendampingi siswa dalam mempersiapkan project

3.	Menyusun project dan evaluasi	Mendampingi siswa dalam penyusunan project hingga pelaksanaan agar sesuai dengan alur dan tidak keluar dari pembahasan materi yang ada. Dan melakukan observasi atas respon siswa dalam pelaksanaan pembelajaran dengan metode project-based learning
4.	Penampilan siswa dan evaluasi	Siswa menampilkan setiap project yang telah dikerjakan dan juga mengevaluasi hasil project siswa

3. Kegiatan Penutup (10 menit)	
a.	Peserta didik melakukan refleksi terhadap materi dan proses pembelajaran
b.	Guru memberi umpan balik dari hasil pembelajaran
c.	Guru menginformasikan rencana pembelajaran selanjutnya

Pertemuan 3

1. Kegiatan Pendahuluan (10 menit)	
a.	Orientasi : Melakukan pembukaan berupa salam dan sapa, dan mengisi daftar hadir sebelum memulai pembelajaran
b.	Apersepsi : <ul style="list-style-type: none"> - Mengawali kelas dengan menghubungkan siswa dengan permasalahan atau materi yang akan dibahas salah satu modal verbs yaitu prohibition. Dan menggunakan contoh yang biasa terjadi dalam kehidupan sehari-hari. - Memberikan kesempatan kepada siswa mencari tau secara individu terkait prohibition.
c.	Motivasi : Menyampaikan tujuan pembelajaran dan memotivasi siswa agar mampu memahami tiap-tiap larangan yang ada di sekitar agar mampu menerapkan dalam kehidupan sehari-hari agar timbul kemampuan menghormati setiap larangan yang ada dilingkungan sekitarnya.

2. Kegiatan Inti (60 menit)		
No	Kegiatan	Deskripsi Pembelajaran

1.	Pertanyaan mendasar dan penjelasan materi	Memberikan pertanyaan mendasarMenjelaskan materi secara umum kepada siswa, terkait modal verbs prohibition (pengertian, fungsi, susunan kata/kalimat, contoh).
2.	Mengorganisir siswa dan menyusun rencana proyek	Membagi siswa menjadi beberapa kelompok: <ul style="list-style-type: none"> - Membentuk siswa menjadi 7 kelompok yang berisikan 4 orang - Memberikan siswa opsi project yaitu percakapan atau membuat sebuah karya berisikan obligation - Mendampingi siswa dalam mempersiapkan project
3.	Menyusun proyek	Mendampingi siswa dalam penyusunan project hingga pelaksanaan agar sesuai dengan alur dan tidak keluar dari pembahasan materi yang ada. Dan melakukan observasi atas respon siswa dalam pelaksanaan pembelajaran dengan metode project-based learning
4.	Penampilan siswa dan evaluasi	Siswa menampilkan setiap project yang telah dikerjakan dan juga mengevaluasi hasil project siswa
5.	Post Test	Memberikan post test kepada siswa pasca treatment menggunakan metode ajar Project-Based Learning sebagai tolak ukur akhir untuk mengetahui efektivitas metode pengajaran Project-Based Learning terhadap motivasi belajar siswa

3. Kegiatan Penutup (10 menit)	
a.	Peserta didik melakukan refleksi terhadap materi dan proses pembelajaran
b.	Guru memberi umpan balik dari hasil pembelajaran
c.	Guru menginformasikan rencana pembelajaran selanjutnya

H. Penilaian

Pertemuan Pertama, Kedua dan Ketiga

2) Sikap

Teknik Penilaian : Penilaian langsung oleh guru melalui pengamatan dan self assessment (penilaian pribadi)

Bentuk Instrumen : Lembar penilaian

Kisi-kisi :

No.	Sikap/nilai	Butir Instrumen
1.	Memberikan penilaian terhadap Peserta didik yang ditunjukkan dengan sikap percaya diri dan kerja sama dan saling menghargai	Lampiran Penilaian Sikap

a. Instrumen

Terlampir : Lembar Penilaian Sikap Sosial

b. Rubrik Penilaian Sikap Sosial Percaya Diri (pengamatan guru):

no	Aspek Penilaian	Skor			
		1	2	3	4
	Percaya Diri				
1.	Berani berpendapat				
2.	Berani presentasi di depan kelas				
3.	Berani mengambil keputusan				
4.	Tidak mudah menyerah				
	Kerja sama				
5.	Bersedia melakukan tugas sesuai dengan perintah				
6.	Aktif saat berkelompok				
7.	Aktif dalam menyelesaikan tugas kelompok				
8.	Bersedia membantu ketika teman mengalami kesulitan				
	Saling Menghargai				
9.	Menghargai pendapat teman				
10.	Menghargai saat guru berbicara				
11.	Menghormati perbedaan yang terdapat disekitarnya, seperti perbedaan agama, ras, suku, gender, dsb.				
12.	Menerima kekurangan orang lain				
	Total Skor				

Kriteria :

4 = Selalu, apabila siswa selalu melakukan seperti pernyataan

3 = Sering, apabila siswa sering melakukan seperti pernyataan

2 = Kadang, apabila siswa kadang melakukan seperti pernyataan

1 = Tidak pernah, apabila siswa tidak pernah melakukan seperti pernyataan

Petunjuk Penskoran:

Skor akhir menggunakan skala 1 sampai 4

Perhitungan skor akhir menggunakan rumus :

Skor ÷ skor tertinggi × 4

Peserta didik memperoleh nilai :

Sangat Baik : apabila memperoleh skor 3,20 – 4,00
 Baik : apabila memperoleh skor 2,80 – 3,19
 Cukup : apabila memperoleh skor 2,40 – 2,79
 Kurang : apabila memperoleh skor < 2,40

3) Pengetahuan

Teknik Penilaian : Teks Tulis

Bentuk Instrumen: multiple choice

Kisi-kisi:

No.	Indikator	Butir Instrumen
1.	Menggunakan pretest dan posttest dengan model soal multiple choice berisikan modals verb	Lembar Kerja Choose the right answer!

a. Pedoman Penilaian

No	Aspek yang dinilai	Skor
1.	Mengetahui <i>Modals verb of permission</i> Siswa mampu menjawab pretest dan posttest dengan jawaban benar	1
2.	Mengetahui <i>Modal verbs of Obligation</i> Siswa mampu menjawab dengan jawaban benar	1
3.	Mengetahui <i>Modal verbs of prohibition</i> Siswa mampu menjawab pretest dan posttest dengan jawaban yang benar	1

Petunjuk Penskoran:

Skor persoal adalah 1

Perhitungan skor akhir menggunakan rumus :

Jumlah skor × 5

Peserta didik memperoleh nilai :

Sangat Baik : apabila memperoleh skor 96 – 100

Baik : apabila memperoleh skor 86 – 95

Cukup : apabila memperoleh skor 78 – 85

Kurang : apabila memperoleh skor < 78

4) Keterampilan

a. Teknik Penilaian : Penampilan Kelompok

b. Bentuk Instrumen: Observasi saat siswa berkelompok dan hasil proyek siswa

c. Kisi-kisi:

No.	Indikator	Butir Instrumen
1.	Menampilkan hasil dari project yang diselesaikan secara berkelompok terkait	Sesuai hasil kerjasama

	modals verb permission, obligation, prohibition.	kelompok masing-masing.
--	--	-------------------------

d. Instrumen :

Sesuai dengan hasil project yang dikerjakan bersama dalam kelompok dan ditampilkan di depan kelas.

e. Pedoman Penilaian

No.	Nama Siswa	ASPEK												POIN TOTAL	SKOR
		AKURASI				INTONAS I				KELANCARAN					
		1	2	3	4	1	2	3	4	1	2	3	4		
1.															
2.															
3.															
4.															

Deskripsi :

1. Akurasi :

- 1) Setiap percakapan maupun penjelasan tidak bisa dipahami
- 2) Setiap percakapan dan penjelasan sedikit mudah dipahami
- 3) Setiap percakapan dan penjelasan dan pelafalan jelas dan mudah dipahami
- 4) Setiap percakapan, penjelasan, pelafalan dan maksud tersampaikan dengan baik

2. Intonasi :

- 1) Penekanan dan ritme tidak sesuai atau salah
- 2) Penekanan dan ritme sedikit bisa di pahami
- 3) Penekanan dan ritme hampir sesuai
- 4) Seluruh penekanan dan ritme dalam percakapan dan penjelasan sudah sesuai

3. Kelancaran :

- 1) Ragu dan malu saat menampilkan produk
- 2) Lancar dengan sedikit ragu dan malu saat penampilan produk
- 3) Lancar saat menampilkan produk

4) Sangat lancar saat menampilkan produk

Score = (student's score :3) X 25

Pembelajaran Pengayaan

Siswa yang telah mencapai KKM dilakukan pembelajaran pengayaan dengan mengerjakan soal-soal yang menuntut kemampuan berpikir lebih tinggi.

Demak, 4 November 2022

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

Hj. Rina Arofah, S.Ag., S.Pd., M.S.I

Salsabila Widya N.W.

APPENDIX 5

KISI-KISI TRY OUT KUESTIONER EFEKTIVITAS METODE PROJECT-BASED LEARNING PADA MOTIVASI BELAJAR SISWA KELA X-1 SMA KY AGENG GIRI

No.	Dimensi	Indikator	No Item Positif	No Item Negatif	Jumlah
6.	Ketekunan dalam belajar	g. Kehadiran di sekolah	1	2	2
		h. Mengikuti KBM di sekolah	3	4,5	4
		i. Belajar diluar jam sekolah	6	7,8	3
7.	Memiliki perilaku yang baik	e. Sikap menghargai dan menghormati	9	10,11	4
		f. Sikap dan usaha menghadapi kesulitan	12	13,14	2
8.	Minat, ketajaman perhatian, dan keaktifan dalam belajar	e. Kebiasaan dalam mengikuti pelajaran	15	16,17	3
		f. Semangat, aktif, dan tertarik dalam mengikuti KBM	18,19, 20	21, 22	3
9.	Berprestasi dalam belajar	e. Keinginan untuk berprestasi	23	24	3
		f. Kualitas hasil	25	26	2
10	Mandiri dalam belajar	d. Penyelesaian tugas atau PR	27	28	2
		e. Menggunakan kesempatan diluar jam pelajaran saat di sekolah	29	30	2
Jumlah			13	17	30

No	Pilihan Jawaban	Skor	
		Jawaban Positif	Jawaban Negatif
6.	Selalu (SL)	5	1
7.	Sering (S)	4	2
8.	Kadang-Kadang (KK)	3	3
9.	Jarang (J)	2	4
10	Tidak Pernah (TP)	1	5

APPENDIX 6

QUESTIONNAIRE TRY OUT EFFECTIVITY USING PROJECT-BASED LEARNING METHOD TO FACILITATE STUDENTS' LEARNING MOTIVATION

Petunjuk Pengisian Kuesioner:

1. Isilah data diri anda pada tempat yang telah disediakan.
 2. Bacalah dengan cermat setiap butir pertanyaan, kemudian jawablah sesuai dengan keadaan anda yang sebenarnya dengan cara memberi tanda cek (√) pada kotak jawaban yang sesuai.
 3. Kategori yang digunakan untuk menjawab soal adalah Selalu (SL), Sering (S), Kadang-Kadang(KK), Jarang (J), Tidak Pernah (TP).
 4. Selamat mengerjakan dan terima kasih atas kesediaannya mengisi angket ini.
-

Nama :

Kelas :

Absen:

Waktu: 15 Menit

No	Pertanyaan	SL	S	KK	J	TP
1.	Saya hadir di sekolah sebelum bel berbunyi.					
2.	Jika malas, saya tidak masuk sekolah.					
3.	Saya mengikuti arahan guru selama pembelajaran <i>project-based</i> berlangsung.					
4.	Saya malas mengikuti pelajaran Bahasa Inggris, siapapun guru yang mengajarnya.					
5.	Jika guru lebih dulu berada di kelas, saya cenderung memilih tidak masuk.					
6.	Setelah mengikuti kelas <i>project-based</i> saya tertarik mempelajari bahasa Inggris secara mandiri dari sumber selain buku sekolah.					
7.	Saya tidak belajar diluar jam sekolah dengan teratur.					
8.	Saya suka mengulur-ulur waktu belajar diluar jam sekolah.					
9.	Selama pembelajaran Project-based saya					

	menghargai, menghormati, dan kooperatif pada guru dan teman.					
10	Selama pembelajaran saya tidak mengikuti arahan dan kooperatif dalam pembelajaran kelompok.					
11	Saya tidak menghargai dan menghormati siapapun selama di sekolah.					
12	Apabila menemukan kesulitan selama proses pembelajaran project-based saya tetap berusaha mencari penyelesaian bersama teman dan guru.					
13	Saya memilih tidur atau mengabaikan pembelajaran project-based yang berlangsung.					
14	Apabila menemukan kesulitan selama proses pembelajaran project-based saya tidak menghiraukannya.					
15	Saya bertanya kepada guru saat mengalami kesulitan dalam memahami pelajaran Bahasa Inggris yang diajarkan.					
16	Saya tidak mendengarkan penjelasan guru dengan baik.					
17	Saya lebih senang berbicara sendiri dengan teman dan tidak mendengarkan pada saat guru menjelaskan.					
18	Saya lebih bersemangat belajar bahasa inggris pada saat guru menerapkan project-based saat pembelajaran berlangsung.					
19	Saya bisa memaksimalkan kemampuan saya baik itu komunikasi maupun tentang materi pada saat pembelajaran project-based berlangsung.					
20	Saya senang dan lebih paham terkait materi pada saat pembelajaran project-based.					
21	Saya malas memahami materi yang saya anggap sulit dengan pembelajaran project-based yang diterapkan guru.					
22	Saya merasa tidak nyaman dan tidak menyukai pembelajaran project-based.					
23	Saya selalu merasa ingin mendapatkan hasil yang lebih baik dari sebelumnya.					
24	Saya malas berprestasi jika teman mencapai prestasi yang lebih tinggi.					
25	Saya selalu berusaha untuk menghasilkan produk terbaik saat pembelajaran project-based berlangsung.					
26	Saya tidak usaha maksimal saat					

	pembelajaran project-based.					
27	Saat mendapat tugas untuk menunjang pembelajaran project-based diluar jam pelajaran, saya mengusahakannya dengan maksimal.					
28	Saya menitipkan pada teman kelompok lain untuk menyelesaikan tugas diluar jam pembelajaran project-based.					
29	Setelah mendapatkan pembelajaran project-based, saya tertarik mencari tau tentang bahasa inggris baik itu lagu atau yang lain diluar jam pelajaran.					
30	Saya menggunakan jam selain pelajaran untuk membeli makanan dan bermain dengan teman.					

APPENDIX 7

KISI-KISI KUESIONER EFEKTIVITAS PROJECT-BASED LEARNING PADA MOTIVASI BELAJAR SISWA KELAS X-1 SMA KY AGENG GIRI

No.	Dimensi	Indikator	No Item Positif	No Item Negatif	Jumlah
11	Ketekunan dalam belajar	j. Kehadiran di sekolah	1	2	2
		k. Mengikuti KBM di sekolah	-	5	1
		l. Belajar diluar jam sekolah	6	8	2
12	Memiliki perilaku yang baik	g. Sikap menghargai dan menghormati	9	10,11	3
		h. Sikap dan usaha menghadapi kesulitan	12	13	2
13	Minat, ketajaman perhatian, dan keaktifan dalam belajar	g. Kebiasaan dalam mengikuti pelajaran	15	17	2
		h. Semangat, aktif, dan tertarik dalam mengikuti KBM	18,19, 20	21	4
14	Berprestasi dalam belajar	g. Keinginan untuk berprestasi	23	-	1
		h. Kualitas hasil	25	26	2
15	Mandiri dalam belajar	f. Penyelesaian tugas atau PR	-	28	1
Jumlah			10	10	20

No	Pilihan Jawaban	Skor	
		Jawaban Positif	Jawaban Negatif
11	Selalu (SL)	5	1
12	Sering (S)	4	2
13	Kadang-Kadang (KK)	3	3
14	Jarang (J)	2	4
15	Tidak Pernah (TP)	1	5

APPENDIX 8

QUESTIONNAIRE EXPERIMENT OF USING PROJECT-BASED LEARNING METHOD TO FACILITATE STUDENTS' LEARNING MOTIVATION

Petunjuk Pengisian Kuesioner:

5. Isilah data diri anda pada tempat yang telah disediakan.
 6. Bacalah dengan cermat setiap butir pertanyaan, kemudian jawablah sesuai dengan keadaan anda yang sebenarnya dengan cara memberi tanda cek (√) pada kotak jawaban yang sesuai.
 7. Kategori yang digunakan untuk menjawab soal adalah Selalu (SL), Sering (S), Kadang-Kadang(KK), Jarang (J), Tidak Pernah (TP).
 8. Selamat mengerjakan dan terima kasih atas kesediaannya mengisi angket ini.
-

Nama :

Kelas :

Absen:

Waktu: 15 Menit

No	Pertanyaan	SL	S	KK	J	TP
31	Saya hadir di sekolah sebelum bel berbunyi.					
32	Jika malas, saya tidak masuk sekolah.					
33	Jika guru lebih dulu berada di kelas, saya cenderung memilih tidak masuk.					
34	Setelah mengikuti kelas <i>project-based</i> saya tertarik mempelajari bahasa Inggris secara mandiri dari sumber selain buku sekolah.					
35	Saya suka mengulur-ulur waktu belajar diluar jam sekolah.					
36	Selama pembelajaran Project-based saya menghargai, menghormati, dan kooperatif pada guru dan teman.					
37	Selama pembelajaran saya tidak mengikuti arahan dan kooperatif dalam pembelajaran kelompok.					
38	Saya tidak menghargai dan menghormati siapapun selama di sekolah.					

39	Apabila menemukan kesulitan selama proses pembelajaran project-based saya tetap berusaha mencari penyelesaian bersama teman dan guru.					
40	Saya memilih tidur atau mengabaikan pembelajaran project-based yang berlangsung.					
41	Saya bertanya kepada guru saat mengalami kesulitan dalam memahami pelajaran Bahasa Inggris yang diajarkan.					
42	Saya lebih senang berbicara sendiri dengan teman dan tidak mendengarkan pada saat guru menjelaskan.					
43	Saya lebih bersemangat belajar bahasa inggris pada saat guru menerapkan project-based saat pembelajaran berlangsung.					
44	Saya bisa memaksimalkan kemampuan saya baik itu komunikasi maupun tentang materi pada saat pembelajaran project-based berlangsung.					
45	Saya senang dan lebih paham terkait materi pada saat pembelajaran project-based.					
46	Saya malas memahami materi yang saya anggap sulit dengan pembelajaran project-based yang diterapkan guru.					
47	Saya selalu merasa ingin mendapatkan hasil yang lebih baik dari sebelumnya.					
48	Saya selalu berusaha untuk menghasilkan produk terbaik saat pembelajaran project-based berlangsung.					
49	Saya tidak usaha maksimal saat pembelajaran project-based.					
50	Saya menitipkan pada teman kelompok lain untuk menyelesaikan tugas diluar jam pembelajaran project-based.					

APENDIX 9

PRE-TEST AND POST-TEST DATA SCORE

	CODE	PRE-TEST SCORE	POST-TEST SCORE
1.	A1	35	100
2.	A2	60	95
3.	A3	60	100
4.	A4	60	95
5.	A5	60	75
6.	A6	25	75
7.	A7	45	70
8.	A8	25	95
9.	A9	55	95
10.	A10	20	95
11.	A11	75	90
12.	A12	35	60
13.	A13	60	100
14.	A14	55	87
15.	A15	45	75
16.	A16	55	85
17.	A17	25	70
18.	A18	25	95
19.	A19	50	95
20.	A20	20	95
21.	A21	50	80
22.	A22	5	80
23.	A23	50	75

24.	A24	35	70
25.	A25	35	95
26.	A26	40	80
27.	A27	55	95
28.	A28	60	100

APENDIX 10

PRE-TEST AND POST-TEST DATA FREQUENCY

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	3.6	3.6	3.6
	20	2	7.1	7.1	10.7
	25	4	14.3	14.3	25.0
	35	4	14.3	14.3	39.3
	40	1	3.6	3.6	42.9
	45	2	7.1	7.1	50.0
	50	3	10.7	10.7	60.7
	55	4	14.3	14.3	75.0
	60	6	21.4	21.4	96.4
	75	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.6	3.6	3.6
	70	3	10.7	10.7	14.3
	75	4	14.3	14.3	28.6
	80	3	10.7	10.7	39.3
	85	2	7.1	7.1	46.4
	90	1	3.6	3.6	50.0
	95	10	35.7	35.7	85.7
	100	4	14.3	14.3	100.0
	Total	28	100.0	100.0	

APENDIX 11

TEACHER'S REFLECTION SHEETS

7/11 Pertemuan 1

Teacher Reflection

NO	REFLECTION	RESULT	
		YES	NO
1.	Siswa mengikuti arahan guru saat proses belajar	✓	
2.	Siswa berani berpendapat saat pembelajaran grup berlangsung	✓	
3.	Siswa berani mengambil keputusan saat pembelajaran grup	✓	
4.	Siswa tidak mudah menyerah saat proses belajar berlangsung	✓	
5.	Siswa mampu mempresentasikan hasil kelompok dengan baik	✓	
6.	Siswa bersedia melakukan tugas sesuai dengan pembagian dalam grup	✓	
7.	Siswa aktif saat pembelajaran kelompok berlangsung	✓	
8.	Siswa bersedia membantu ketika terdapat kesulitan saat berlangsungnya proses pembelajaran	✓	
9.	Siswa mampu menghargai pendapat teman saat berkelompok	✓	
10.	Siswa mampu menghargai guru saat proses pembelajaran berlangsung	✓	
11.	Siswa mampu menghasilkan produk yang sesuai dengan materi	✓	
12.	Siswa mampu menerima perbedaan yang ada disekitar dan yang terjadi pada saat proses pembelajaran berlangsung	✓	
13.	Siswa merasa pembelajaran berlangsung menyenangkan dan dapat memaksimalkan kreativitas masing-masing	✓	
14.	Siswa merasa tertarik untuk mencari tau lebih dalam terkait materi untuk memaksimalkan hasil produk	✓	
15.	Siswa mampu menghasilkan dan menampilkan produk yang sesuai dengan hasil yang memuaskan	✓	
16.	Siswa merasa senang dan puas dengan hasil proyek bersama	✓	

7/11 Pertemuan 2

Teacher Reflection

NO	REFLECTION	RESULT	
		YES	NO
1.	Siswa mengikuti arahan guru saat proses belajar	✓	
2.	Siswa berani berpendapat saat pembelajaran grup berlangsung	✓	
3.	Siswa berani mengambil keputusan saat pembelajaran grup	✓	
4.	Siswa tidak mudah menyerah saat proses belajar berlangsung	✓	
5.	Siswa mampu mempresentasikan hasil kelompok dengan baik	✓	
6.	Siswa bersedia melakukan tugas sesuai dengan pembagian dalam grup	✓	
7.	Siswa aktif saat pembelajaran kelompok berlangsung	✓	
8.	Siswa bersedia membantu ketika terdapat kesulitan saat berlangsungnya proses pembelajaran	✓	
9.	Siswa mampu menghargai pendapat teman saat berkelompok	✓	
10.	Siswa mampu menghargai guru saat proses pembelajaran berlangsung	✓	
11.	Siswa mampu menghasilkan produk yang sesuai dengan materi	✓	
12.	Siswa mampu menerima perbedaan yang ada disekitar dan yang terjadi pada saat proses pembelajaran berlangsung	✓	
13.	Siswa merasa pembelajaran berlangsung menyenangkan dan dapat memaksimalkan kreativitas masing-masing	✓	
14.	Siswa merasa tertarik untuk mencari tau lebih dalam terkait materi untuk memaksimalkan hasil produk	✓	
15.	Siswa mampu menghasilkan dan menampilkan produk yang sesuai dengan hasil yang memuaskan	✓	
16.	Siswa merasa senang dan puas dengan hasil proyek bersama	✓	

8/21
11 Pertemuan 3

Teacher Reflection

NO	REFLECTION	RESULT	
		YES	NO
1.	Siswa mengikuti arahan guru saat proses belajar	✓	
2.	Siswa berani berpendapat saat pembelajaran grup berlangsung	✓	
3.	Siswa berani mengambil keputusan saat pembelajaran grup	✓	
4.	Siswa tidak mudah menyerah saat proses belajar berlangsung	✓	
5.	Siswa mampu mempresentasikan hasil kelompok dengan baik	✓	
6.	Siswa bersedia melakukan tugas sesuai dengan pembagian dalam grup	✓	
7.	Siswa aktif saat pembelajaran kelompok berlangsung	✓	
8.	Siswa bersedia membantu ketika terdapat kesulitan saat berlangsungnya proses pembelajaran	✓	
9.	Siswa mampu menghargai pendapat teman saat berkelompok	✓	
10.	Siswa mampu menghargai guru saat proses pembelajaran berlangsung	✓	
11.	Siswa mampu menghasilkan produk yang sesuai dengan materi	✓	
12.	Siswa mampu menerima perbedaan yang ada disekitar dan yang terjadi pada saat proses pembelajaran berlangsung	✓	
13.	Siswa merasa pembelajaran berlangsung menyenangkan dan dapat memaksimalkan kreativitas masing-masing	✓	
14.	Siswa merasa tertarik untuk mencari tau lebih dalam terkait materi untuk memaksimalkan hasil produk	✓	
15.	Siswa mampu menghasilkan dan menampilkan produk yang sesuai dengan hasil yang memuaskan	✓	
16.	Siswa merasa senang dan puas dengan hasil proyek bersama	✓	

Pertemuan 1.

Students' Reflection

NAMA : Nayla Salsa Bila .

ABSEN : 23

KELAS : X-1

Isilah pernyataan dibawah dengan jawaban yang sesuai! Gunakan ✓ untuk menjawab pernyataan dibawah!

NO	REFLECTION	RESULT		NOTES
		YES	NO	
1.	Guru memulai pembelajaran dengan salam, sapa, dan do'a	✓		
2.	Guru memulai pembelajaran dengan memberikan test	✓		
3.	Guru mengarahkan siswa untuk berkelompok	✓		
4.	Guru memotivasi siswa selama proses pembelajaran berlangsung	✓		
5.	Guru memberikan penjelasan terkait materi	✓		
6.	Guru menjelaskan tugas siswa dalam proses belajar kelompok	✓		

	permasalahan dari banyak sumber			
13.	Siswa mengikuti arahan guru selama proses pembelajaran berlangsung	✓		
14.	Selama berkelompok siswa memaksimalkan kemampuan diri untuk menyelesaikan proyek	✓		
15.	Siswa berusaha aktif selama proses pembelajaran berlangsung	✓		
16.	Siswa menyukai situasi kelas saat proses belajar kelompok berlangsung	✓		
17.	Siswa memahami materi dengan metode pembelajaran berkelompok dan menuntaskan proyek	✓		
18.	Siswa memahami penjelasan teman dan guru selama proses pembelajaran berlangsung	✓		
19.	Siswa berani mengutarakan pendapat saat berkelompok	✓		
20.	Siswa merasa tidak terbebani dengan metode pengajaran project-based learning dan tertarik untuk belajar lebih giat setelah melaksanakan proses belajar dengan metode project-based learning	✓		

Pertemuan 2.

Students' Reflection

NAMA : Nayla Salsa Bida

ABSEN : 23

KELAS : X.1

Isilah pernyataan dibawah dengan jawaban yang sesuai! Gunakan \checkmark untuk menjawab pernyataan dibawah!

NO	REFLECTION	RESULT		NOTES
		YES	NO	
1.	Guru memulai pembelajaran dengan salam, sapa, dan do'a	\checkmark		
2.	Guru memulai pembelajaran dengan memberikan test	\times	\checkmark	
3.	Guru mengarahkan siswa untuk berkelompok	\checkmark		
4.	Guru memotivasi siswa selama proses pembelajaran berlangsung	\checkmark		
5.	Guru memberikan penjelasan terkait materi	\checkmark		
6.	Guru menjelaskan tugas siswa dalam proses belajar kelompok	\checkmark		
7.	Guru membantu menguraikan permasalahan pada saat proses belajar kelompok berlangsung	\checkmark		
8.	Guru membantu memberikan fasilitas untuk siswa dapat mencari sumber acuan baru untuk menyelesaikan projek	\checkmark		
9.	Guru mendampingi siswa selama proses belajar kelompok berlangsung	\checkmark		
10.	Guru membantu proses evaluasi berlangsung	\checkmark		
11.	Siswa merasa senang dengan metode pengajaran yang diberikan oleh guru	\checkmark		
12.	Siswa merasa tertarik untuk mencari tau	\checkmark		

	permasalahan dari banyak sumber			
13.	Siswa mengikuti arahan guru selama proses pembelajaran berlangsung	✓		
14.	Selama berkelompok siswa memaksimalkan kemampuan diri untuk menyelesaikan proyek	✓		
15.	Siswa berusaha aktif selama proses pembelajaran berlangsung	✓		
16.	Siswa menyukai situasi kelas saat proses belajar kelompok berlangsung	✓		
17.	Siswa memahami materi dengan metode pembelajaran berkelompok dan menuntaskan proyek	✓		
18.	Siswa memahami penjelasan teman dan guru selama proses pembelajaran berlangsung	✓		
19.	Siswa berani mengutarakan pendapat saat berkelompok	✓		
20.	Siswa merasa tidak terbebani dengan metode pengajaran project-based learning dan tertarik untuk belajar lebih giat setelah melaksanakan proses belajar dengan metode project-based learning	✓		

Pertemuan 3.

Students' Reflection

NAMA : Nayla Salsa Bila.

ABSEN : 23

KELAS : X.1

Isilah pernyataan dibawah dengan jawaban yang sesuai! Gunakan \checkmark untuk menjawab pernyataan dibawah!

NO	REFLECTION	RESULT		NOTES
		YES	NO	
1.	Guru memulai pembelajaran dengan salam, sapa, dan do'a	\checkmark		
2.	Guru memulai pembelajaran dengan memberikan test	\times	\checkmark	
3.	Guru mengarahkan siswa untuk berkelompok	\checkmark		
4.	Guru memotivasi siswa selama proses pembelajaran berlangsung	\checkmark		
5.	Guru memberikan penjelasan terkait materi	\checkmark		
6.	Guru menjelaskan tugas siswa dalam proses belajar kelompok	\checkmark		
7.	Guru membantu menguraikan permasalahan pada saat proses belajar kelompok berlangsung	\checkmark		
8.	Guru membantu memberikan fasilitas untuk siswa dapat mencari sumber acuan baru untuk menyelesaikan projek	\checkmark		
9.	Guru mendampingi siswa selama proses belajar kelompok berlangsung	\checkmark		
10.	Guru membantu proses evaluasi berlangsung	\checkmark		
11.	Siswa merasa senang dengan metode pengajaran yang diberikan oleh guru	\checkmark		
12.	Siswa merasa tertarik untuk mencari tau	\checkmark		

	permasalahan dari banyak sumber			
13.	Siswa mengikuti arahan guru selama proses pembelajaran berlangsung	✓		
14.	Selama berkelompok siswa memaksimalkan kemampuan diri untuk menyelesaikan proyek	✓		
15.	Siswa berusaha aktif selama proses pembelajaran berlangsung	✓		
16.	Siswa menyukai situasi kelas saat proses belajar kelompok berlangsung	✓		
17.	Siswa memahami materi dengan metode pembelajaran berkelompok dan menuntaskan proyek	✓		
18.	Siswa memahami penjelasan teman dan guru selama proses pembelajaran berlangsung	✓		
19.	Siswa berani mengutarakan pendapat saat berkelompok	✓		
20.	Siswa merasa tidak terbebani dengan metode pengajaran project-based learning dan tertarik untuk belajar lebih giat setelah melaksanakan proses belajar dengan metode project-based learning	✓		

APENDIX 13

STUDENTS' PRE-TEST

PRE-TEST

NAMA : ulfa nuri kholifah
KELAS : X 1
ABSEN : 28

$B = 12 \times 5 = 60$

Choose the right answer!

- All students come to school at 7 a.m.
 - Should
 - Has to
 - Must
 - Have to
- I think you visit my parents this weekend. They say they miss you.
 - have to
 - should
 - don't have to
 - should not
- Students eat in classroom
 - should
 - shouldn't
 - mustn't
 - must
- Your daughter stop eating sweets. It's not good for her health.
 - should
 - shouldn't
 - must
 - mustn't
- They park here. There is a "NO PARKING" sign.
 - must not
 - should
 - must
 - should not

6. You have final exams tomorrow. You study to get a good mark.

- a. should
- b. mustn't
- c. has to
- d. must

7. It's a casual event. We formal dress.

- a. must
- b. should
- c. don't have to
- d. mustn't

8. Keenan is getting married. He be very happy. He smiles all day.

- a. must
- b. has to
- c. should
- d. have to

9. We collect our project tomorrow to get A in Biology.

- a. must
- b. should
- c. mustn't
- d. shouldn't

10. You eat more fruits and vegetables for your diet menu.

- a. must
- b. shouldn't
- c. have to
- d. should

11. You look pale. You go to clinic.

- a. have to
- b. mustn't
- c. should
- d. must

12. If you go to Paris, you visit Eiffle Tower.

- a. must
- b. mustn't
- c. have to
- d. don't have to

13. This porridge is a little bit tasteless. We add some salt.

- a. must

- ~~f. should~~
- c. don't have to
- d. have to

14. The Aglio Olio pasta in that restaurant is amazing. You taste it. You'll like it.

- a. have to
- b. should
- c. has to
- ~~d. must~~

15. We believe everything we read on online articles.

- a. mustn't
- b. shouldn't
- c. must
- ~~d. should~~

16. I come early to the railway station. My train leaves at 5 a.m.

- a. have to
- b. should
- c. has to
- ~~d. must~~

17. What we perform on the Farewell Party?

- a. have to
- b. has to
- c. must
- ~~d. should~~

18. She wake up early because she won't go to school today

- a. doesn't have to
- b. don't have to
- ~~c. shouldn't~~
- d. mustn't

19. We have driving license to drive a car.

- a. must
- ~~b. should~~
- c. have to
- d. has to

20. You tell my secret I have just told you. Keep it dark.

- ~~a. mustn't~~
- b. don't have to
- c. shouldn't
- d. doesn't have to

PRE-TEST

NAMA : Dwi Ulfa Agustina
KELAS : x.1
ABSEN : 11

$$B = 15 \times 5 = 75$$

Choose the right answer!

1. All students come to school at 7 a.m.
 - a. Should
 - b. Has to
 - Must
 - d. Have to

2. I think you visit my parents this weekend. They say they miss you.
 - a. have to
 - should
 - c. don't have to
 - d. should not

3. Students eat in classroom
 - a. should
 - b. shouldn't
 - mustn't
 - d. must

4. Your daughter stop eating sweets. It's not good for her health.
 - should
 - b. shouldn't
 - c. must
 - d. mustn't

5. They park here. There is a "NO PARKING" sign.
 - must not
 - b. should
 - c. must
 - d. should not

6. You have final exams tomorrow. You study to get a good mark.
 a. should
b. mustn't
c. has to
d. must
7. It's a casual event. We formal dress.
a. must
 b. should
c. don't have to
d. mustn't
8. Keenan is getting married. He be very happy. He smiles all day.
 a. must
b. has to
c. should
d. have to
9. We collect our project tomorrow to get A in Biology.
 a. must
b. should
c. mustn't
d. shouldn't
10. You eat more fruits and vegetables for your diet menu.
a. must
 b. shouldn't
c. have to
d. should
11. You look pale. You go to clinic.
a. have to
b. mustn't
c. should
 d. must
12. If you go to Paris, you visit Eiffle Tower.
 a. must
b. mustn't
c. have to
d. don't have to
13. This porridge is a little bit tasteless. We add some salt.
a. must

- b. should
- c. don't have to
- d. have to

14. The Aglio Olio pasta in that restaurant is amazing. You taste it. You'll like it.

- a. have to
- b. should
- c. has to
- d. must

15. We believe everything we read on online articles.

- a. mustn't
- b. shouldn't
- c. must
- d. should

16. I come early to the railway station. My train leaves at 5 a.m.

- a. have to
- b. should
- c. has to
- d. must

17. What we perform on the Farewell Party?

- a. have to
- b. has to
- c. must
- d. should

18. She wake up early because she won't go to school today

- a. doesn't have to
- b. don't have to
- c. shouldn't
- d. mustn't

19. We have driving license to drive a car.

- a. must
- b. should
- c. have to
- d. has to

20. You tell my secret I have just told you. Keep it dark.

- a. mustn't
- b. don't have to
- c. shouldn't
- d. doesn't have to

APENDIX 14

STUDENTS' POST-TEST

POST TEST

NAMA : ~~Utep p a nuri kholifah~~ Mifa nuri Kholifah
KELAS : X¹
ABSEN : 28

$B = 20 \times 5$
 $= 100$

Choose the right answer!

- A: Did you offer our guests something to drink?
B: Yes, but they didn't want anything. They be thirsty.
 a. must not
 b. must
 c. should
 d. should not
- A: You've been out here working in the hot sun for hours. You be thirsty.
B: I am
 a. must not
 b. must
 c. have to
 d. don't have to
- A: Adam has already eaten one sandwich. Now he's making another.
B: He be hungry
 a. should
 b. must
 c. shouldn't
 d. must not
- A: I offered Holly something to eat, but she doesn't want anything.
B: She be hungry.
 a. must
 b. must not
 c. have to
 d. don't have to
- A: Brian has a red nose and has been coughing and sneezing.
B: Poor fellow. He have a cold.
 a. must
 b. should
 c. should not
 d. must not

6. A: Fido? What's wrong, old boy?
B: What's the matter with the dog?
A: He won't eat.
B: He feel well.
a. should
 b. must not
c. should not
d. must
7. A: Erica's really bright. She always gets above ninety-five percent on her math test.
B: I'm sure she's bright, but she study a lot.
a. dont have to
b. have to
 c. must
d. must not
8. A: I've called the bank three times, but no one answers the phone. The bank be open today. That's strange.
B: Today's a holiday, remember?
A: Oh, of course!
 a. must not
b. must
c. should
d. should not
9. A: Listen, someone is jumping on the floor in the apartment above us. Look, your chandelier is shaking.
B: Mr. Silverberg be doing his morning exercises. The something happens every morning.
 a. must
b. should
c. have to
d. has to
10. A: Did Profressor Adams make an assignment?
B: Yes, he assigned Chapters 4 and 6, but we read chapter 5
a. has to
 b. don't have to
c. should not
d. must not

A: Children, your mother and I are going out this evening. I want you to be good. You must do everything the baby sitter tells you to do. You(11) go outside after dark. It's Saturday night, so you (12) go to bed at eight. You can stay up until eight-thirty. And remember: you (13) pull the cat's tail. Okay?

B: Okay, Dad.

11. a. Should

b. must

c. ought to

d. must not

12. a. Have to

b. don't have to

c. should

d. should not

13. a. Must

b. should

c. must not

d. should not

14. A: I'm hungry

B: You eat some food

a. should

b. should not

c. ought to

d. have to

15. A: I have a toothache.

B: You go to the dentist

a. have to

b. must

c. must not

d. should

16. A: I left my sunglasses at a Restaurant yesterday. What should I do?

B: You go back to the restaurant and ask about them.

a. should

b. must

c. should not

d. must not

17. A: Do you have a stamp?

B: Hmm, here.

A: Thanks. Now I go to the post office to buy stamps.

a. don't have to

b. must not

c. should not

d. must

A: My English isn't progressing as fast as I'd like. What should I do?

B: You(18) do more English Task or read some English book. That's really important when you're learning second language.

A: Do you have any other suggestions?

~~B:~~ Yes, maybe you(19) listen to songs or watch film that used English language.

A: That's a good idea.

B: And(20) be lazy, in order to get significant progress on learning second language.

A: You're right. Good suggestion.

18 a. Have to

b. should

c. must

d. ought to

19. a. Must

~~b. should~~

c. must not

d. should not

20. ~~a. Don't be~~

b. don't have to

c. should

d. should not

POST TEST

NAMA : ~~Nadia Dina~~ Dwi Ulva Agustina.
KELAS : X. 1
ABSEN : 11

B = 18 x 5
= 90

Choose the right answer!

- A: Did you offer our guests something to drink?
B: Yes, but they didn't want anything. They be thirsty.
 a. must not
 b. must
 c. should
 d. should not
- A: You've been out here working in the hot sun for hours. You be thirsty.
B: I am
 a. must not
 b. must
 c. have to
 d. don't have to
- A: Adam has already eaten one sandwich. Now he's making another.
B: He be hungry
 a. should
 b. must
 c. shouldn't
 d. must not
- A: I offered Holly something to eat, but she doesn't want anything.
B: She be hungry.
 a. must
 b. must not
 c. have to
 d. dont have to
- A: Brian has a red nose and has been coughing and sneezing.
B: Poor fellow. He have a cold.
 a. must
 b. should
 c. should not
 d. must not

6. A: Fido? What's wrong, old boy?
B: What's the matter with the dog?
A: He won't eat.
B: He feel well.
a. should
 b. must not
c. should not
d. must
7. A: Erica's really bright. She always gets above ninety-five percent on her math test.
B: I'm sure she's bright, but she study a lot.
a. dont have to
b. have to
 c. must
d. must not
8. A: I've called the bank three times, but no one answers the phone. The bank
..... be open today. That's strange.
B: Today's a holiday, remember?
A: Oh, of course!
 a. must not
b. must
c. should
d. should not
9. A: Listen, someone is jumping on the floor in the apartment above us. Look, your
chandelier is shaking.
B: Mr. Silverberg be doing his morning exercises. The something
happens every morning.
 a. must
 b. should
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B: Okay, Dad.

11. a. Should

b. must

c. ought to

d. must not

12. a. Have to

b. don't have to

c. should

d. should not

13. a. Must

b. should

c. must not

d. should not

14. A: I'm hungry

B: You eat some food

a. should

b. should not

c. ought to

d. have to

15. A: I have a toothache.

B: You go to the dentist

a. have to

b. must

c. must not

should

16. A: I left my sunglasses at a Restaurant yesterday. What should I do?

B: You go back to the restaurant and ask about them.

should

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c. should not

d. must not

17. A: Do you have a stamp?

B: Hmm, here.

A: Thanks. Now I go to the post office to buy stamps.

don't have to

b. must not

c. should not

d. must

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B: You(18) do more English Task or read some English book. That's really important when you're learning second language.

A: Do you have any other suggestions?

B: Yes, maybe you(19) listen to songs or watch film that used English language.

A: That's a good idea.

B: And(20) be lazy, in order to get significant progress on learning second language.

A: You're right. Good suggestion.

18 a. Have to

should

c. must

d. ought to

19. a. Must

b. should

c. must not

d. should not

20. a. Don't be

b. don't have to

c. should

d. should not

DOCUMENTATION

PRE-TEST



TREATMENT



GROUP



PRESENTATION



POST-TEST



CURRICULUM VITAE

A. PERSONALITY IDENTITY

Name : Salsabila Widya Ningrum Widigdoyono
Place of Birth : Semarang
Date of Birth : 25 November 1999
Home Address : Pucang Permai V No.7, RT 01 RW 22, Pucang Gading, Batusari, Mranggen, Demak, Jawa Tengah.
Phone : 088239420061
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B. EDUCATIONAL BACKGROUND

1. SDIT Permata Bunda
2. SMPN 14 Semarang
3. SMAN 2 Mranggen
4. UIN Walisongo Semarang