

**STUDENTS' PERSPECTIVES ON THE USE OF GUIDED  
CONVERSATION IN PROJECT-BASED LEARNING FOR  
PRACTISING SPEAKING IN ENGLISH CLASS**

**THESIS**

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



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## ABSTRACT

**Title** : **Students' Perspectives on the Use of Guided Conversation in Project-Based Learning For Practising Speaking in English Class**

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This study aims to describe students' impression on practising speaking English and the challenges faced by teacher in class to implement practice speaking using Guided Conversation in Project-Based Learning. This study used descriptive qualitative method and narrative analysis. The participant in this study were 16 students and an English teacher. The data collection was find out by interviewing the teacher and students, also observasing the teaching learning process. Thus, based on the result of study, the researcher found some perspectives of students during using guided conversation in project-based learning. The students felt interested and enjoyed with the activity. They could improve their speaking practice, but they faced some obstacles such as lack of grammar, lack of vocabulary, lack of confident and anxiety. Beside that, the researcher also found the teachers challenges during teaching speaking by those methods. It is included of teacher met the students who have different background in speaking, especially in their accent of speaking, teacher need to fix the students' pronunciation through new and unfamiliar vocabulary, the teacher has challenges to motivate the students in practicing and improving their speaking. However, by using the Guided Conversation in Project-based learning students could get a new methods in interesting way to improve their speaking and vocabulary.

**Keywords:** Guided conversation, Project-Based Learning(PBL), Speaking Practice, Students' perspective

## **DEDICATION**

To God Almighty, the Most Compassionate and Most Merciful, Allah SWT, because of His grace the researcher was able to complete this thesis.

The researcher dedicates this thesis to all teachers wherever they are. To help them find another method or way of teaching. The researcher also dedicates this thesis to his beloved family, especially the researcher's mother, Wartini, who always prays for and supports the researcher with everything she has, including love and affection.

## MOTTO

*"Only you can change your life. Nobody else can do it for you"*

Other people will not be able to understand our struggles and difficult times, all they want to know is the success story. Fight for yourself even if no one applauds, in the future our future selves will be very proud of what we fought for today.

Orang lain nggak akan bisa paham *struggle* dan masa sulitnya kita, yang mereka ingin tahu hanya bagian *success stories* nya.

Berjuanglah untuk diri sendiri walaupun nggak ada yang tepuk tangan. Kelak diri kita di masa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini. Tetap berjuang yah!

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This research is part of the requirements for obtaining a bachelor's degree in the Department of English at the Walisongo State Islamic University, Semarang. Researchers also realize that researchers would not be able to complete this research without support, advice, prayers and assistance from various parties. Therefore, the researcher gives the greatest appreciation to:

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The researcher realizes that the preparation of this thesis is still far from perfect, may Allah SWT give multiple rewards to all parties who have helped the researcher in completing the writing of this thesis. Therefore, researchers expect suggestions and constructive criticism from readers. Finally, the researcher hopes that the purpose of writing this thesis can be achieved as expected. Thank you very much.

Semarang, 10<sup>th</sup> September 2023

The Researcher,

A handwritten signature in black ink, appearing to read 'Ida Fitria Salsabila', with a stylized flourish at the end.

**Ida Fitria Salsabila**

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## TABLE OF CONTENT

THESIS STATEMENT .....	ii
RATIFICATION .....	iii
ADVISOR NOTE .....	iv
ABSTRACT .....	v
DEDICATION .....	vi
MOTTO .....	vii
ACKNOWLEDGMENT .....	viii
TABLE OF CONTENT .....	xi
LIST OF APPENDIXES .....	xiii
LIST OF TABLE .....	xiv
CHAPTER I .....	1
INTRODUCTION .....	1
A. Backgroud of the Study .....	1
B. Research Questions .....	6
C. Objectives of the Study .....	6
D. Significance of the Study .....	7
E. Scope of the Study .....	7
CHAPTER II .....	8
REVIEW OF LITERATURE .....	8
A. Theoretical Framework .....	8
B. Teaching Speaking .....	25
C. Project Based Learning (PjBL) .....	28
D. Guide Conversation Method in Speaking .....	38
E. Students' Perspective .....	44

F. Project-Based Learning in Guided Conversation .....	46
G. Previous of Related Study .....	47
CHAPTER III .....	51
RESEARCH METHOD .....	51
A. Research Design .....	51
B. Research Setting .....	53
C. Research Participants .....	53
D. Data Collection Technique .....	53
E. Instrument of the Research .....	54
F. Data Analysis Technique .....	57
CHAPTER IV .....	59
RESEARCH FINDINGS AND DISCUSSION .....	59
A. Research Findings .....	59
B. Discussions .....	73
CHAPTER V .....	84
CONCLUSIONS AND SUGGESTIONS .....	84
A. Conclusion .....	84
B. Suggestion .....	85
REFERENCES .....	
APPENDIXES .....	1

## **LIST OF APPENDIXES**

Appendix I Research Permit Certificate

Appendix II Certificate of Completion of Research

Appendix III Students Interview Transcript

Appendix IV Teacher Interview Transcript

Appendix V Lesson Plan

Appendix VI 7<sup>th</sup> Grade Students Attendance List

Appendix VII Interview Research Analysis

Appendix VIII Documentations

## **LIST OF TABLE**

Table 2.1 The Steps of Project-Based Learning

Table 3.1 Interview Guideline Students' Perspectives

Table 3.2 Interview Guideline Teacher' Challenges

# CHAPTER I

## INTRODUCTION

This chapter presents the background of study, research questions, study objectives, importance of the investigation, and study scope are all presented in this chapter.

### **A. Background of the Study**

Speaking gives pupil the ability to verbally express their needs and ideas to others, but speaking abilities are hard to improve if they aren't regularly exercised. Many individuals all across the world are studying English to improve their ability to communicate in their own nation or even abroad. Students may be inspired to learn English more actively and thoroughly as a result. Students must be able to communicate their thoughts and ideas. During the learning process, students must also be able to ask and answer questions appropriately for their level. When leading conversations, students must be adept in expressing and defending their beliefs, debating the viewpoints of other students, or persuading other students to go along with the discussion's direction.

Speaking English is essential in this day and age. since English is a widely utilized language for communication in many fields. Business, technology, daily communication, and other areas have all employed English. Speaking is a crucial tool for learning, communicating, and thinking, (Sudarmaji, 2019). The reason English proficiency is necessary in the modern era is

because learning it can make it easier to find employment, establish social relationships, advance careers, seek knowledge, add reading material outside of one's country to gain insights into science and technology, among other advantages.

However, in practice, a lot of students still struggle with speaking English confidently, especially during class activities. Students' communication abilities are influenced by a variety of internal and environmental influences. Encouragement in students is influenced by internal characteristics like drive and self-confidence. How kids learn languages via instructors, parents, or learning materials depends on outside circumstances. The most crucial aspect of speaking English is confidence. Self-doubt stems from a variety of factors, including insecurity, a fear of making mistakes, and worries that the other person is difficult to comprehend.

The point of the student is crucial since we live in an era of media, propaganda, and mass communication. Anyone who wants to fully profit from contemporary education, library usage, research expertise, science, business, etc. should have a strong command of English and effective communication abilities. People who lack effective communication skills will suffer significantly in this competitive age compared to those who can quickly catch the attention of decision-makers and gain a higher position or responsibility to advance themselves.



Students' speaking abilities will advance with the use of proper educational strategies. With the aid of the instructor and in a natural setting, project-based learning (PjBL) is a technique that can assist students develop their speaking abilities. PjBL encourages students to take an active role in their own learning. Using PjBL to teach English as a foreign language has many benefits, including giving students contextual and valuable learning, creating an ideal environment for practicing English speaking, allowing students to actively participate in learning, and increasing interest, motivation, engagement, and the joy of learning as well as strengthening collaborative skills. The PjBL approach offers students the chance to hone their skills in authentic situations. Researchers used the Guided Conversation Method and Project-Based Learning to practice speaking English in this study, (Sahrawi, 2021).

Conversation is communication carried out by several people in order to provide views, thoughts, suggestions and solutions. In relation to English speaking practice, it means empowering students to be able to practice speaking in the easiest way. Students feel happy about English lessons because they are taught through strategies that are much more fun so that students are encouraged to learn actively and creatively. Guided Conversation is a combination of conversations or discussions carried out by students in simple English in order to facilitate

communication and improve learning outcomes in English speaking practice for students.

Guided discussions may encourage students to foster a culture of communication, provide ideas, thoughts, and reactions, as well as offer criticism while adhering to proper conversational protocol, (Zebua, 2019). A guided discussion is also regarded as an ideal approach to assist students in mastering English subject quickly and developing their speaking abilities (Kusumaningrat, 2021). The guided conversations, which instruct students on how to inquire and respond in accordance with proper English-speaking processes and provide assistance that mimics native speakers' speaking patterns. In conclusion, guided discussions may pique students' interests in a significant way, and as a result, students work hard to acquire new vocabulary and use the appropriate sentence structure in relation to the conversation's goal.

Students are powerful determinants of the learning that occurs in their classrooms. Understanding why they learn well or poorly is based on clearly maintaining their perspective on learning. After researchers conducted research, perspectives influenced students' academics.

Although there are many different perspectives on the learning process, students' perspectives are very important because ultimately they are the main reason for educational efforts. More pragmatically, students' perspectives provide

invaluable direct insight into their experiences and expectations (Dawson et al., 2019). Student perspectives are especially important when new teaching approaches are used and when new technologies or methods are introduced (Van Wart, Ni, Ready, Shayo, & Court, 2020). What shapes students' perspectives on quality integration is their own sense of learning accomplishment, satisfaction with the support they receive, technical proficiency in the process, intellectual and emotional stimulation, comfort with the process, and a sense of learning community. Therefore, researchers use the student's perspective to prove that the Guided Conversation in Project-Based Learning method is very effective for practicing speaking English in the classroom, (Montgomery Van Wart et al., 2020).

One approach created to overcome the difficulties in teaching speaking skills is the Guided Conversation Method (GCM). This technique seeks to provide pupils a planned and methodical way to help them get better at speaking. The GCM invites students to take part in a facilitated discussion in a safe setting. Because of how this approach enables the teacher to guide the discussion, keep an eye on the students, and provide them feedback, entitled **“Students' Perspectives on the Use of Guided Conversation in Project-Based Learning For Practising Speaking in English Class”**.

An effective method for developing many skills through relevant and linked activities is project-based learning. Because

it links to challenges in the real world and enables students to use their information practically, this kind of learning is beneficial. Additionally, it encourages the learner to engage in continual inquiry and gives them the opportunity to engage in a range of meaning-seeking activities.

## **B. Research Questions**

1. How do students' impression on practicing speaking English using Guided Conversation in Project-Based Learning in the classroom?
2. What are the challenges faced by the teacher in class to implement practice speaking using Guided Conversation in Project-Based Learning?

## **C. Objectives of the Study**

1. To describe students' impression on practicing speaking English using Guided Conversation in Project-Based Learning in the classroom.
2. To describe the challenges faced by the teacher in English class to implement practice speaking using Guided Conversation in Project-Based Learning in the classroom.

#### **D. Significance of the Study**

The Guided Conversation Method and its use in language acquisition are both influenced by this study, making it important. Teachers will benefit from the study's findings in understanding how well guided conversation helps students' English communication skills. Insights on the drawbacks and advantages of employing guided conversation in the classroom will be provided by the research. Additionally, the results of this study can provide a guide for future studies on language learning.

#### **E. Scope of the Study**

This study's focus was only on using the Guided Conversation Method to teach English speaking to junior high school students in the seventh grade. The study concentrated on how the GCM affected students' English-speaking abilities, how they perceived the technique, and the difficulties the instructor had when using the approach.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter describes about some theories that support this research. The researcher also uses them to collect and analyze this research. Those theories are included of speaking skill and practicing, students' perspective, and guide conversation method. There are several previous study are:

#### **A. Theoretical Framework**

##### **1. Practising Speaking for ELF Learners**

###### **a. Natural of Speaking**

English as a foreign language is an international language which has a very important role in smooth interaction between various countries. Departing from developments in science and technology as well as the demands of increasingly advanced and modern times, it is necessary to master foreign language skills, especially English as a means of international communication. This aims to ensure that we as Indonesian citizens are able to compete in the world arena and are able to socialize with free market players in this era of globalization, (Huda, et al. 2017).

Learning English is mostly done for English purposes. The goal of learning a foreign

language is to improve your ability to communicate in English. This skill is essential to the growth and mastering of EFL. One of the key abilities in learning English as a foreign language is speaking, (Oktavia et al., 2022). From the individuals talk allows us to observe their command of the English language. It will assess whether or not there is good, fluid communication between two or more persons. Speaking may therefore be used as a gauge for how effectively English language learners have grasped the language.

Speaking is increasingly being used by pupils in their interactions. It refers to how pupils engage in conversation and interaction with others in their social environment. Speaking is utilized as a means of communication between two or more individuals in order to keep their social bonds strong, (Mulia et al., 2020). Students can communicate more freely and develop their ideas if they can talk clearly. Additionally, the pupils continue to communicate with their own flair while occasionally using incorrect terminology and sentence structure.

According to Baron, speaking is becoming a skillful to communicate and transmit to the

interlocutor, (Baron, 2020). In order to receive a response to information submitted, the communication method is utilized to express a concept to another person. Moreover, it can be a tool to transactional students' ideas in oral. They also must do in doing conversation, especially in how they are pronouncing the vocabulary by own as well as they can for their speaking improvement.

In this research, speaking is concerned on the seventh-grade students. As we know, that this grade of students is a transition class from elementary school to junior high school. The students must get an adaptation for learning English in the next level. Thus, natural speaking in this research is showed and measured when the students do speaking activity without having attention with the grammar and the structure. The students able to speak to others and understand what the people saying. So, the students able to start speaking fluently with the easier level of speaking.

#### **b. Type of Speaking**

Baile and Nunan (in Azzahra, et.al., 2019), said speaking develops the collaborative process of meaning building, which comprises the creation, production, receiving, and processing of



information, (Azzahra et al., 2019). It can be a kind of interaction process between two people or more. They can also train the speaking also find more some information, knowledge, idea and opinion with other people. In other opinion, Richards and Renandya (In Nurdin, 2020) argues further that speaking a language is difficult for people learning a foreign language because it requires linguistic proficiency to do it well in social situations, (Nurdin, 2020). Pitch, stress, and intonation are paralinguistic components of speech that are used in interaction between two or more students when speaking.

In speaking, they are some types that have categorized speaking activity. Based on Brown (In Nurdin, 2020), the speaking types are classified into five types, (Ibid, 2020). There are several speaking styles:

- 1) Imitative

People are able to talk simply or only replicate a word, phrase, or a sentence with this form of speaking. People or pupils who fall under this category only pay attention to how well they pronounce words and how well they can comprehend their meaning.

They mostly practice speaking under the guidance of the teacher. Some of them have a tendency to speak more for the course subject. They didn't understand the significance of each word or sentence they said.

2) Intensive

The speakers or pupils of this kind can generate a brief segment of spoken language. Its purpose is to show mastery of a specific range of grammatical, phrasal, lexical, or phonological relationships. In order to answer, the speaker must be aware of semantic qualities, but interaction with the interlocutor or test administrator is at most limited.

3) Responsive

This activity involves interaction and understanding tests, although only to a very restricted extent, consisting of brief conversations, polite introductions, idle chatter, straightforward requests, and remarks. Also it usually focused on speaking activity that must student mastery in early level of school. The teacher

sometimes asks the student practice speaking with the material that related with environment and around situation.

4) Interactive

In contrast to the response stage, which occasionally involves many exchanges and/or participants, the dialogue is longer and more sophisticated in this stage. This type is use in a big group. The people or students will speak in the centre of group to discuss some material. This type also can be used to do some presentation in a small group in front of the audients.

5) Extensive

Speeches, oral presentations, and storytelling are all examples of extensive oral output. The children should be able to develop their own language and original ideas at this point. This speaking activity, need speaking in a mastery level. So, they don't focus on their pronunciation, intonation or meaning for each sentence that they have spoken, but they have focus on improving their language or idea that

they have delivered in front of the audiences.

**c. Speaking Skill**

The production of speech is part of daily activity in our life that called as speaking, (Thornbury, 20050. In a civilized world, speaking is how individuals express their thoughts and interact with one another. Speaking helps pupils convey their ideas, emotions, and sentiments without being constrained by barriers imposed by other languages, cultures, and nations. Speaking skill needs particular consideration throughout the learning process, thus it should be taught and practiced in language schools since this may actually help students converse in English. To acquire it the students must intention with important role for giving instruction, doing discussion, and presenting some ideas and arguments. In speaking skill, the students do not only know about linguistic feature as the language used in the message, that is more than memorization of grammar or vocabulary but also improving the speaking.

Speaking involves the creation of speaking abilities, which may be divided into two primary groups: correctness and fluency. It is first required

to learn the language's elements in order to speak English more fluently. According to Suwartono & Pertiwi, the effectiveness of communication depends on the speaker's ability to grasp a number of crucial elements, including pronunciation, grammar, vocabulary, and intelligibility, (Suwartono et al., 2020). Moreover, Tokoz-Goktepe (2014) said that the elements of language come in vocabulary, grammar also pronunciation, (Goktepe, 2014). It shows that those aspects is the crucial factor to gain more the speaking skills.

Aziz and Atiyatul Kamilah, there are five main components that must exist in speaking skills, (Aziz et al., 2020):

- 1) Pronunciation

Segmental characteristics of speech include vowels and consonants, pressure patterns, and intonation patterns. By appropriately pronouncing their words, students may speak more clearly. The phonological process, which is the section of grammar that includes of the elements and rules that describe how sounds change and pattern in a language, is the

subject of the article. Phonemes and supra segmental qualities are both aspects of pronunciation. The researcher concluded from the aforementioned statement that pronunciation refers to the study of how words in a particular language are produced clearly when people converse. Speaking clearly is vital to make the communication process easier to grasp.

## 2) Grammar

Grammar is component that need in mastering speaking up to secondary level. Students must learn how to construct a proper sentence in discussion. Students can modify structure and recognize acceptable grammatical form in appropriateness when they engage in speaking activities. Grammar is useful for learning the right approach to become proficient in a language both orally and in writing.

### 3) Vocabulary

The proper diction that is employed in communication is referred to as vocabulary. One cannot communicate successfully or express their ideas in both writing and conversational form without a suitable vocabulary. Another obstacle that prevents language learners from acquiring a language is having a small vocabulary. Without language, nothing can be communicated, and without grammar, very less can. The researcher therefore came to the conclusion that without fully understanding vocabulary, English learners will not be able to speak or write English effectively.

### 4) Fluency

Fluency is speaking component that focuses on ease and speed of speech flow. Fluency is the capacity for reading, speaking, or writing with ease, fluidity, and expression. In other words, the speaker is able to relate meaning and context while reading,

understanding, and responding in a language. Speaking properly and fluently is a quality that can be characterized as fluency. One of the goals of many language learners is to talk with fluency. The ability to speak at a moderate pace with few pauses or "ums" or "ers" is a sign of fluency. These indicators show that the speaker did not spend a lot of time looking for the linguistic components required to convey the idea. The researcher came to the conclusion that fluency is another key element based on the aforementioned concepts. The capacity to talk properly and eloquently is known as fluency.

#### 5) Comprehension

For oral communication, The prerequisite for speaking is understanding, which calls for a subject to initiate and respond to communication. Also a component asks speakers to master and to understand what the meaning of



speaking. They also must to focus on the struggle of speaking that they have met during speaking process.

**d. Difficulties of Speaking**

According to Mooneeb et al., the fundamental skill for communicating messages and information is speaking, (Ali et al., 2020). Or to spread an information. For English Foreign Learner (EFL), speaking have some difficulties. The students often confuse when they want to speak or just respond the other people who have spoken with them.

When students speak English, they experience difficulties. This results from pupils' limited ability to learn the speaking component. Additionally, neither within nor outside of the classroom, kids seldom ever practice speaking English. Giving pupils several opportunities to practice their English in and outside of the classroom can help them with their speaking issues. English language instruction in the classroom should be engaging and use effective approaches to help students develop their speaking abilities and enjoy the learning process.

In doing speaking, the students get a difficult to practice or understand what the speaking content. There are some factor difficulties in speaking that speakers or students have met, they are included of:

1) Pronunciation

Based on (Abrar et al. 2018), (Huwari, 2018) (Fitriani et al., 2019) stated the most common problem found in students is pronunciation errors. Mostly, the students get them feel error in pronunciation. They get difficult to make a different between one word to other word. Thus, the majority of English learners struggle with pronunciation. Students make poor pronunciation errors that they are unaware of. Mispronunciations can lead to misunderstandings or even make the listener incapable of understanding what is being said. As a result, speaking's objective cannot be fully attained. When someone talks in a presentation, bad pronunciation will also be lethal.

## 2) Lack of vocabulary

Someone will find it easier to speak English since they will have a large vocabulary. Vocabulary is one of the most important skills to learn while learning how to talk. For someone with a limited vocabulary, learning how to speak English will be difficult. The children don't understand the jargon. They shift to Indonesian when speaking English is necessary. This illustrates that one of the most common problems with speaking English is a vocabulary lack. Lack of vocabulary may make it difficult for us to improve our speaking talents. As stated by Mooneeb et al. (2020), students' inability to talk is caused by a lack of vocabulary, which also causes issues in speaking. We are therefore compelled to employ our mother tongue, which we have learned, when there is a dearth of vocabulary, which prevents the development of our English-speaking abilities. Similar issues frequently arise in English presentations.

### 3) Lack of grammar

Lack of grammar refers to a lack of comprehension of grammar. Grammar is the way language is constructed or the pattern of the production of sentences that will be produced when speaking, hence speaking abilities and grammar are always associated. If someone doesn't grasp grammar, it's because speaking comes naturally to them. According to Fitriani & Zulkarnain (2019), language issues are too complicated and challenging for pupils to grasp, thus they are not free to use English. Knowing grammar makes it simpler for us to put sentences together while speaking English, which facilitates language skill improvement.

Suwartono & Pertiwi (2020) cite the primary issues with oral communication that are caused by psychological factors:

#### 1) Lack of Self-confidence

One of the key components to acquiring speaking abilities is self-confidence. Someone who is confident will attempt to speak English. Students' willingness to talk

incorrectly in English is increased, and their desire to improve their speaking abilities is strengthened. Someone who lacks confidence is always reluctant and scared to talk in English. Speaking in front of large audiences in English might be difficult due to lack of confidence. According to Suryani et al. (2020), things that prevents on improving speaking abilities is a lack of confidence. Speaking fluently when providing presentation information can be aided by confidence. However, if you lack confidence, eating will make the presentation less fluid. Due to a lack of self-assurance while speaking English in front of others, the delivery of the subject will be slowed down. Even if we have a large vocabulary, a solid grasp of grammar, and strong pronunciation, it will be challenging to develop our speaking abilities due to our lack of confidence. Every kid has a serious issue with self-confidence. To make it simpler for students to develop English speaking abilities in presentations or in public, this issue has to be fixed as soon as possible.

## 2) Shyness

Students who lack confidence in themselves are likewise reluctant to talk in English. According to Khatoony (2020), nervousness might make it difficult for pupils to concentrate when speaking in front of an audience and impair their ability to speak English. This demonstrates how shyness impairs concentration and causes public speaking anxiety in pupils.

## 3) Anxiety

One of the difficulties students have when speaking English is anxiety. Panic brought on by anxiety might make it challenging for someone to converse in English. When students talk incorrectly or forget the appropriate words, they worry that the lecturer or teacher will punish them and are terrified of being chastised. This demonstrates how students who suffer significant anxiety when lecturers or professors comment on their command of the English language become reluctant to speak in front of large crowds, especially when giving presentations in English.

#### 4) Fear of making mistakes

The incorrect grammar or vocabulary when speaking in English, makes their mates make fun of them. Because of this, students may avoid speaking in English and remain mute during presentations. The majority of them think that if they pronounce a few words incorrectly, others would laugh at them, which makes pupils fear speaking English.

### **B. Teaching Speaking**

The understanding the English language is crucial. They enlist in various institutions to study English. where they are taught English by English teachers. It is not an easy task for teachers to instruct non-English speakers in the English language. A successful teacher must be able to see issues, provide the greatest learning conditions for their pupils, and motivate them to learn.

There are many various aspects to teaching a language. A teacher aids, enables, and encourages students to have excitement, a positive attitude, and motivation towards English in addition to teaching and paying attention to students' language abilities, such as reading, writing, listening, and speaking. The instructor also has to be aware of what the kids are learning, how and why it impacts them, and how the

teachings can help them in the future. Consequently, language teachers must instruct pupils on how to build their academic and personal skills, (Munmary, 2017).

### **1. Principles of Teaching Speaking**

Anuradha et al (2014) stated the princip of teaching skills are, (Anuradha, 2014):

- a. Stimulate students to speak from day one so that they are trained and accustomed to speaking English in class.
- b. Tolerance when there is a repetition from students.
- c. Be patient for every question.
- d. Let the student speak.
- e. Propose structure and kins to use in various situations.
- f. Improve back-chaining or tail-forwarding techniques to create long sentences by combining more than ten sentences.
- g. Plan role plays and pair projects, and guide pupils to remedy active mistakes and engage passive ones.
- h. Maka a lesson plan for teaching.
- i. Let the students make mistakes and make correction.

### **2. Teachers' Challenge in Teaching Speaking**



There are several challenges faced by teachers when implementing speaking practice using Project-Based Learning combined with Guided Conversation Method including:

- a. Not all English students are motivated to learn. Most of them think that English is difficult. Here the teacher must be able to motivate how to make them willing also want to learn English. So, for several meetings the teacher has to prepare interesting games so that students don't get bored in class.
- b. In this school they are too focused on the material so that they are lacking in practicing speaking English. A challenge for teachers is to get them used to practice as the basic, such as introductions using English. At the opening of each class the teacher must prepare an icebreaker to make the student cheer up.
- c. The teacher must maintain concentration on other English abilities like writing, reading, and listening because if not, those skills would be forgotten. English is a necessary course for junior high school students in Indonesia. Reading English texts, studying grammar and memorizing are the main teaching and learning

activities in these schools. Instead of emphasizing conversational use of English, these often concentrate on mastering the rules of the English language.

### **C. Project Based Learning (PjBL)**

One learning design that constructs participants' communication competencies, students think to be able to: be critical, technological, solve problems and collaborate is Project Based Learning. Project Based Learning (PjBL) is learning that refers to the principle that students are the main focus for exploring real problems in social life, (Seftika et al., 2021). Students are fully involved in a meaningful task to solve a problem. There are important aspects in project based learning, including starting with a question or challenge, building motivation to gain new knowledge, bringing a question or problem to gain new knowledge, encouraging critical thinking, communication, cooperation and technological skills, providing feedback. feedback and revision, creating a product or output that can be published, and giving students the opportunity to have opinions and choices in completing the project. In the field of translation, Li (2015) stated that project based learning can be used to teach translation classes. Although this approach is not yet effective

for the acquisition of specific translation skills, in general it can improve many skills.

One of them is that in the translation learning process, students try to think critically, carry out interpersonal communication, collaborate in work teams, and gain technology and presentation skills. Hanney (2018) revealed that project based learning is useful for synthesizing professional practice where students gain learning experiences that are almost the same as real world practice. In addition, Greenier (2020) stated that project based learning helps students have social and affective capacities, linguistic knowledge, and communication skills to produce good projects.

What makes project-based learning different from ordinary projects, such as problem-based learning, discovery learning and others, is that the project does not end with a predetermined result or take a limited path predetermined by the instructor. Project-based learning provides more freedom for students, so they can choose appropriate topics, resources to consult, distribution of responsibilities among group members and the way they design and present their final product. The way students carry out the project, the materials to be used and the student's role grows their intellectual strength through problem solving, thinking and reflecting skills at various stages of the project, (Aldabbus, 2018).

## **1. Definition of Project Based Learning**

The constructivist process, which is the research conducted by an individual based on their viewpoint and reasoning, was inseparable from project-based learning, (Jalinus, 2017). It also could help students encourage their fluency and flexibility, (Chen et al., 2019). Project-based learning is centered on active learning in which students investigate real-world problems or tasks, create strategies, think about how to evaluate solutions, and produce a variety of ideas. According to Blumenfed, project-based learning is a thorough teaching strategy that can encourage students to reflect on their work rather than just concentrate on finishing it, (Smith, 2016).

Through project-based problem-solving activities, the project-based learning paradigm may help students improve their creativity. According to Abidin, the project-based learning approach is one of the best ways to help students acquire the fundamental abilities they need, including problem-solving, creativity, and decision-making, (Abidin, 2014). In this instance, the students will create a project as part of their education. Students work cooperatively on projects that can be either individual or group projects over the course of a set amount of time, generating a

final product that will be shown or presented. This claim is consistent with other studies' findings that project-based learning techniques can inspire students to approach challenges in novel ways, (Tiantong et al, 2013). So that, project based learning is the best way to develop students's skills.

Bell (In Fathurrohman), explain the definition, as below:

- a. Curriculum fueled and standards based
- b. Each student is asked a question or given a problem to solve in a project-based learning setting.
- c. Model that makes students asked to research issues and topics that address real-world problems while integrating subjects from throughout the curriculum.
- d. Project-based learning is a type of instruction that emphasizes students' comprehension of how to explore, evaluate, analyze, and synthesize knowledge in meaningful ways.
- e. According to the definition provided above, project-based learning may be described as a teaching strategy that encourages students to use critical thinking, problem-solving techniques,

and understanding of the actual problems and difficulties they confront.

## **2. The Characteristic of Project Based Learning**

As an illustration of learning, the project-based learning paradigm (PBP) includes students directly in the learning process through research activities to work on and complete a particular project. Project based learning has a close relationship with the students' learning process. This approach differs from the one that teachers and students often employ in the classroom for learning. Several qualities of project-based learning enable the instructor to assess the students' learning progress. According to Sani, project-based learning has the following characteristics, (Sani, 2014):

- a. Direct students to investigate important ideas and questions;
- b. This method is inquiry process.
- c. Depends on students' background.
- d. Student centered to create something independently;
- e. Conduct a creative and critical thinking to do investigations also make conclusion and make product.;

- f. Associated with authentic real-world problems and issues.

Buck Institute for Education (1999) in Trianto (2014: 43) explains the PjBL characters, (Trianto, 2014):

- a. Students as decision makers who develop frameworks
- b. On occasion, the solution is not affected prior.
- c. In order to get outcomes, students create processes.
- d. Students are in charge of gathering and managing the data gathered.
- e. Constantly conduct evaluations.
- f. Students frequently reflect on their work.
- g. A product serves as the ultimate output, and its quality is assessed.
- h. Mistakes and alterations are accepted in the environment of the class.

### **3. The Steps of Project Based Learning**

The capacity of instructors to successfully condition learning by inspiring students, supporting and leading students throughout learning determines the success of project-based learning implementation in

the classroom. The 'cognitive load' of pupils will be lessened with effective PjBL learning training. This cognitive load is what pupils must bear when performing specific activities that use their cognitive system. So, in doing project based learning, the teacher and students must to collaborate several steps for doing it well. According to Jalinus, et.al., there are several steps that consider to project based learning, (Jalinus et al., 2017):

- a. Creating the intended learning objective;
- b. Comprehending the idea of the instructional materials;
- c. Developing skills;
- d. Creating the project subject;
- e. Creating the project proposal;
- f. Carrying out the project's activities; and
- g. Presenting the project report.

It has similarity with Wajdi that divide project based learning into six stage as follow, (Wajdi, 2017):

- a. Start with questions The first stage in learning is to pose challenging questions that might point students toward the reading material that will be addressed in the assignment. Teachers may conduct contextual questions before doing



in-depth research. Then, teachers give the students assignments for monitored activity.

- b. Project planning, The development of projects involving student-teacher collaboration is an aspect of continuing education. It is essential to explain everything while putting this project together for the students, from establishing the rules to the final presentation, including the activities to carry out in order to address major issues, distributing roles and duties among group members, picking tools and resources, and more.
- c. Determining the schedule of activities. Based on the planned activities, students must create a schedule of project execution tasks. Only the instructor will work with the pupils throughout this stage of creating the timetable. So that students may comprehend that correct preparation is required in order to complete a project, good and methodical scheduling must be used.
- d. Supervising the project implementation process During the course of a project, pupils will work autonomously while the teacher

keeps an eye on them. This is done to oversee student work and direct project operations.

- e. Assessment. The teacher will assess the students' attainment of the necessary skills when the project has been completed.
- f. Project evaluation. The learning process ends with this project evaluation exercise. Students and the teacher reflect on the project during this exercise.

Due to the fact that every student has a unique learning style of PjBL gives students the chance to investigate topic or material in a variety of ways that are important to them and to carry out experiments. An in-depth examination of a real-world subject through project-based learning will be beneficial to students' attention and effort. Table 1 of the project-based learning phases includes the following.

**Table 2.1 The steps of Project-Based Learning**

<b>Steps of Project-Based Learning</b>	<b>Description of Learning Activities</b>
Step 1: Project Determination	Teachers and students agree together on the theme or topic of the project

<b>Steps of Project-Based Learning</b>	<b>Description of Learning Activities</b>
Step 2: Project Planning and Completion	The teacher facilitates students to design types, project steps, and completion and project management
Step 3: Preparation of project implementation schedule	The teacher accompanies (facilitates) students in scheduling project activities
Step 4: Project completion	The teacher monitors and facilitates the implementation of the project designs that have been prepared
Step 5: Report preparation	The teacher facilitates the design of reports and presentations of projects that have been implemented

<b>Steps of Project-Based Learning</b>	<b>Description of Learning Activities</b>
Step 6: Evaluate the project process and results	Teachers and students reflect on the implementation, and the results of the project at the end of the lesson.

From the existing problems, it is necessary to find solutions to these problems so the students' speaking skill can improved. This also presents the use of PjBL combining guided conversation method in the English speaking practice of class VII students at MTs Al Khoiriyyah Semarang.

#### **D. Guide Conversation Method in Speaking**

The researcher chose to use the Guided Conversation method because it can be seen that the word Guided means to guide, direct, lead, inform, show and encourage and from the meaning of the vocabulary about Guided it can be described that in the learning process one of the teacher's tasks is to provide, guide and guide students as best as possible to get something they want. From the several meanings of the word Guided above, what is closely related to the process of learning

English speaking skills is "guiding and directing" students in learning.

Guiding and directing have the same meaning and purpose because both words both guide students in the direction of being brilliant (able to speak) English. This kind of guidance is carried out by teachers in the process of learning English speaking skills inside or outside the classroom to strengthen students' utterances in the form of simple conversations. From the continuous guidance provided by the teacher, it is believed that students' English speaking has increased. With this method students can practice speaking English easily.

Conversation is communication carried out by several people in order to provide views, thoughts, suggestions and solutions. In relation to English speaking practice, it means empowering students to be able to practice speaking in the easiest way. Students feel happy about English lessons because they are taught through strategies that are much more fun so that students are encouraged to learn actively and creatively. Guided Conversation is a combination of conversations or discussions carried out by students in simple English in order to facilitate communication and improve learning outcomes in English speaking practice for students. Guided Conversation provides inspiration for students to create a communicative

atmosphere in providing ideas, thoughts and responses as well as providing criticism in correcting the conversation.

Guided Conversation is also an appropriate design to help students gain fast learning techniques and be able to master English material while being able to develop speaking skills. Another connection related to Guided Conversation is guiding students on how to ask and answer questions properly and correctly according to English speaking procedures accompanied by guidance that approaches the speaking style of native speakers. Guided Conversation can really stimulate students' interest and students try to acquire new vocabulary with the right sentence structure regarding the target of the conversation. It is clear that developing English speaking skills through Guided Conversation can increase students' creativity in learning English.

### **1. Definition of Guide Conversation Method**

Molinsky and Bliss (in Kusumaningrat, 2021) claims that discussions and activities with a guide are the primary teaching tools. The session starts with a sample guided discussion that serves as an example of how to use one or more functions and the necessary supporting structures in the context of a meaningful communication interaction. The goal of the educational process is to increase students' capacity for

active learning, enjoyment, and genuine interest in the subjects being studied, particularly English. The English word "*guided*" has the meanings of "*guide, direct, inform, show, and encourage.*"

A discussion group with a moderator, whose role it is to keep participants on topic, is the ideal example of a directed conversation. Teachers must prepare fresh material for guided discussion because students may not have anticipated the emergence of a new so that there are a range of questions and responses, in addition to reproducing the practice of speaking skills with the new vocabulary. The instructor helps the kids by using language that is simple to comprehend and by gently guiding their speech, which has not yet been adequately guided, so that the students can grow. The instructor establishes a connection between the subject matter and the student's learning process. Both links make it easier for students to practice their speaking abilities repeatedly.

Through guided conversation, students can master English material more quickly and develop their speaking abilities. Guided conversation also encourages students to foster a communicative environment by offering ideas, thoughts, and responses as well as criticism and conversation correction. A good

way to teach students how to study quickly, grasp English subject, and develop their speaking abilities is through guided conversation.

## **2. Types of Guide Conversation Method**

Guide Conversational Method has several types to help students practice speaking skills (Zebua, 2019):

- a. The guided discussions are used as a type of brainstorming to improve speaking English. The pupils themselves may learn something new via the English teacher's use of new terminology, phrases, and forms. When pupils speak incorrectly, the instructor gently corrects them so that they can grow. The teacher also helps students to expand their minds by using simple language.
- b. The facilitated discussions touch on role-playing. Students who are prepared to conduct talks with a mature mind in line with their intended career may benefit from this training. Become a character that needs a certain type of job, like a doctor, and more.
- c. The purpose of the lead dialogues is to improve speaking abilities. The goal is students ready to choose the topic of



conversation in particular forums, so they could have brief talks concerning English classes, talk about their likes and dislikes, accept or decline an offer, engage in debates, deliver presentations, and ask questions.

- d. The facilitated dialogues center on developing effective English communication skills. The student's capacity for speaking in both open and private settings is crucial in this situation. It is still not possible for students to converse at a professional level in English since this level demands constant, ideal practice.

### **3. The Way of Guide Conversation Method**

Molinsky and Bliss stated the teaching procedure to guide conversation are:

- a. Utilize the example discussion to rehearse the session's goals, structure, and vocabulary.
- b. Encourage students' imaginations as they create the conversation's environment and character.
- c. Show each instance of a sentence from a discussion that includes a footnote expression and a substitute to the students.

- d. Request that the students deliver the model discussion to the class in pairs.
- e. Instruct the students to perform each activity in pairs while utilizing the definition's alternate meaning from the footnote.
- f. Request that after they complete their task, they present the activity to the class.

## **E. Students' Perspective**

Based (MerriamWebster) "Visual scenery, interconnectivity in which subjects or components are mentally observed, or mental perspectives or prospects. Therefore, perspective is someone's viewpoint on something, and each individual has a unique perspective. In the Collins Dictionary, "Perspective is a certain way to think about something, especially one that is influenced by your beliefs or experience."It demonstrates the value of considering viewpoint, (Mulyana, 2021).

Physical, psychological, and physiological viewpoints can all be used to describe perspective. However, for the sake of this study, it shall be restricted to its hypothesized scope, which is the manner in which we assess or evaluate others. The concept of perspective may be used to describe how students observe particular circumstances or places. The capacity of pupils to see, hear, feel, present, or comprehend everything

about their surroundings in both their everyday lives and their school lives can be regarded as this mental image, concept, or knowledge of environmental aspects through bodily sensations.

Koentjaraningrat (2011) explains that "Perspective is the entire process of human reasoning that is conscious in describing the surrounding environment." According to the aforementioned notion, a student's viewpoint refers to how they feel about anything they have experienced or something they have received from others, such as teachings from a teacher. The method through which students accept or interpret events so that they can draw conclusions or understand what they are given is sometimes referred to as the students' viewpoint.

The purpose of this study was to determine if students found it challenging to learn English through speaking and how the students' perspectives linked to the guided conversational approach for the students' speaking ability. Additionally, the researcher interested in learning whether having students practice speaking in class on a regular basis will help them become more fluent in the language. This has to do with how students' shows their English proficiency. It all relies on the students' point of view as to whether or not asking them more in practice may be deemed successful. Consequently, the researcher chose to carry out a descriptive study to ascertain students' perspectives on using the Guided Conversation Method to practice speaking English.

## **F. Project-Based Learning in Guided Conversation**

In this new learning era, there are many ways of new learning models to meet the gaps in learning objectives, namely improving the quality of learning materials and activities. The use of Project Based Learning (PjBL) is considering the right model to improve students' English speaking skills. In addition, Project Based Learning is a learning model that involves students and teachers in the classroom so that students can learn more about language based on projects by teachers. Thus, students can do their work individually or in groups in achieving standard learning objectives. In English-speaking classes, PjBL will help improve speaking skills through conversational practice in class in pairs or groups. Because to achieve the main objective of oral communication, students must be actively involved in English communication activities. This involves learning the initial conversational steps in English, which serve as opening statements in a conversation, (Karyawati et al., 2018).

There are many activities that students need to learn, such as class discussions, conversation exercises, presentations, etc. Conversation is one method of helping pupils improve their speaking abilities. During the conversation in speaking class, students always find it difficult to express their opinion and keep the conversation going. There are still many students who feel confused about how to express or express opinions of

English use cause of lacking in vocabulary, lack of confidence, embarrassment and so on. Therefore, researchers use project-based learning in the form of guided conversations by getting used to practicing conversations in groups or in pairs in class. Guided conversation here the teacher can write and explain vocabulary that is not yet known to students and exemplify correct and appropriate pronunciation.

To improve students' speaking skills through class activities, two methods can be applied. First, the PjBL Model. Second, using guided conversation method because it can help foster creativity and learning in language. This method has the potential to greatly increase proficiency. In short, this study aims to determine the application of the project-based learning model (PjBL) with guided conversation method as a method to improve students' English speaking skills. Kusumawati (2019) states that PjBL in teaching speaking English is very useful for organizing students' creative ideas and stimulating student activity to expand their statements using their own words. The combination of the PjBL model and guided conversation can be a way of teaching techniques.

## **G. Previous of Related Study**

In this research, there are related study that have written before. For the first previous study is from Al-Hassaani, and Qaid, (2021). This research looks at the difficulties and

instructional methods for Yemeni EFL students learning speaking skills. The problem of an inadequate syllabus and improper teaching materials for the English-speaking skills course also caused the students to feel anxious and afraid of making errors. As stated, this research also uses English strategy to improve the EFL speaking progress. But for differentiation, this research use guide conversation method as the tool for students speaking mastery.

The second preliminary study is entitled “Teachers’ Strategies In Teaching Speaking at SMP Negeri 18 Medan”. That was conducted by Nisya Anizar, Beatrik Nuyen Saragih, Tria Wahyuni Feronika Sinaga (2019). The researcher employed content analysis in this qualitative study to examine interviewers' replies. Two eighth-grade English instructors from SMPN 18 Medan are the study's participants. The goal of this study was to understand the tactics instructors employed and the difficulties they encountered while trying to teach speaking skills. Based on the study's findings, the researcher has come to the conclusion that speaking skills are the English language abilities that students at SMP Negeri 18 in Medan find the most challenging to utilize because they lack vocabulary, are reluctant to talk, and lack enthusiasm to speak. English instructors at SMP Negeri 18 Medan use a unique technique called Repeat, Drill, Practice to help pupils understand speaking content. This research has a similarity with this study.

This research use students from secondary school as objective research and the focus of this research mostly about students concern in learning speaking skill. But, the method that students use in this research is different with this study. This research use Guided conversational method as a tool to help the students in their speaking progress.

The third previous study is from Muhammad Ikram with the title Using Guided Conversation as a Strategy to Enhance student's speaking skill (2022). The results shows a considerable difference in the students' speaking abilities after guided conversation instruction. The average pre-test score for the students was 41.48. After that, the students' mean post-test score was 66.52. In other words, the eighth-grade students at Aceh Besar's Islamic Junior High School benefitted greatly from guided discussion in terms of improving their speaking abilities. As a result, using guided discussions as a teaching tool might help students' English-speaking abilities.

The last previous study is from Juniardi, et.al (2020). This study compares how well speaking skills are developed in EFL students using computer- and mobile-assisted learning. Thirty kids participated in this study, which was done at one public junior high school in Banten Province. This study uses a smartphone and Macromedia Flash to improve students' speaking abilities. Its research methodology was classroom action research (CAR). This research has similarity in focus on

EFL students speaking skill. But it makes different with the method that have increased through that study. This research focus on speaking skill in offline learning, not using computer based that has explained before.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter covers the study design, research environment, research participants, data collecting method, research tool, and data analysis process.

#### **A. Research Design**

The approach for the study was descriptive qualitative. based on Kim et al. (2017). Data from qualitative descriptive research is produced that provides a subjective account of "who, what, and where events or experiences" In-depth, clear, and more detailed descriptions of the field circumstances are provided in qualitative descriptive research, (Kim et al., 2017).

A qualitative descriptive research seeks to provide a thorough overview of a certain person or group in common language. According to the events experienced by individuals, Sugiyono (2005) method is a method used to describe or analyze, stating research results descriptively but not making broader conclusions.

Researcher use narrative analysis to communicate their stories to others and, in the process of interviewing informants and analyzing their narratives, researcher discovered various implications to ponder. Therefore, researcher will use the results of researcher's interview as an example in this thesis, as a means to actualize the topic in question. Researcher will begin by highlighting several aspects of the data collection process

through qualitative interviews – narratives – and analyzing the data.

The basis of narrative analysis is case study research through interviews. Interviews can be conducted in various ways: structured, semi-structured, and unstructured are the first and most important strategies used in doing so. The stories told by interviewees, their narratives, form the basis of analysis. Narratives, namely stories told by informants, are the material needed to examine a person's understanding of reality from the perspective of the party who knows best: the narrator himself.

Narrative analysis, as already mentioned, has proven to be a powerful tool in qualitative research. It involves the careful reading of a text to interpret and give meaning to the information it reveals. Qualitative research strategies allow interviewees to tell their experiences in their own words, from their own perspective and with their own emotional emphasis, a collection of stories experienced by themselves, or retold. The aim is for informants to be able to reconstruct their own life history and for researchers to be able to accept the narrative and give meaning to the meaning that has been given, (Moen, 2006).

However, in qualitative research methodologies, interviews and observation were used to collect the data for this study. The data were acquired as a consequence of the descriptive qualitative investigation. With the use of this design, the researcher was able to learn more about how the students felt

about the usage of Guided Conversation in PjBL for English class speaking practice, also the difficulties teachers in the classroom for speaking practice.

## **B. Research Setting**

The research was conducted at MTs Al Khoiriyyah, Bulustalan III A street, Number 256, Bulustalan, South Semarang, Semarang City, Central Java 50245. This research planned on October 2022.

## **C. Research Participants**

The participants were 16 class VII students of MTs Al Khoiriyyah Semarang. In class VII there are still many students who cannot speak English, because the researcher did not know how English was taught at school before, therefore the researcher chose class VII as the starting class in this particular junior high school level. The researcher chose this class because it was very appropriate with the topic.

## **D. Data Collection Technique**

The most crucial stage of study is data collecting. Data for this study were collected using two instruments by the researcher. Both observation and interviews are used as research tools. Qualitative research is used by researchers. In order to gather data, researchers used procedures including interviewing and making observations. Researchers interviewed participants and observed lessons in the classroom while doing so. Chapter IV

contains a complete documentation and explanation of the information acquired.

## **E. Instrument of the Research**

Two types of steps that researchers used in this study to collect data for investigating the students' perspectives on Guided Conversation in Project-Based Learning for practising speaking in English class for students at MTs Al Khoiriyah Semarang, namely observation and interviews.

### **1. Observation**

This is a tool that researchers can use to record observations during English classes at MTs Al Khoiriyah Semarang. The checklist should include items that capture aspects of the guided conversation method, such as the materials used, the level of interaction between students, and the feedback provided by the teacher. This is a series of open-ended questions that the researcher can use to facilitate group discussion with a group of students. This guide should be designed to encourage learners to share their thoughts and feelings about spoken English and guided conversation methods.

### **2. Interview**

In qualitative research, interviews are frequently employed as a data gathering method. They are frequently employed as a research technique to learn more about participants' perspectives, experiences, and beliefs on a

certain topic or phenomena. Interviews, according to Sandelowski (2002), are the most used method for gathering data in qualitative research, (Coughlan, 2009).

Structured, semi-structured, and unstructured interviews are all possible. While the semi-structured interview type allows the researcher to add or delete any section of the pre-planned questions, the structured interview format requires the researcher to ask the exact same questions to every participant. A number of important questions that assist identify the study field are included in the semi-structured interview, (Alamri, 2019).

The interview model used was structured interview, and researcher used interview to find out students' perspectives on practising speaking English using project-based learning combined with guided conversation method.

**Table 3.1 Interview Guideline Students' Perspectives**

<b>Number</b>	<b>Statement</b>
1.	How do you feel about using the guided conversation in project-based learning to practice speaking in English class?
2.	What obstacles did you encounter when using this method?

3.	How is your English speaking after using this method, is there any improvement?
4.	Please give your ideas for a better implementation of guided conversation in project-based learning in facilitating your speaking skills in English class?

**Table 3.2 Interview Guideline Teacher’  
Challenges**

<b>Number</b>	<b>Statement</b>
1.	What challenges did you encounter when teaching English, especially speaking skills?
2.	What is your opinion about using the guided conversation in project-based learning to practice speaking English in class?
3.	Please provide your ideas for better implementation of project based learning which incorporates guided conversation in facilitating students' English speaking skills?

## **F. Data Analysis Technique**

The researcher analyzes the data after it has been collected. Researchers used descriptive qualitative data analysis when analyzing the data. The stages of analysing data are, (Miles et al., 2014):

### **1. Data Reduction**

Data reduction is the process of choosing and simplifying important data. The data were categorised and identified once the information from the interviews was gathered. The researcher made full use of the interview findings. The preparation of pertinent data for the data presentation procedure follows the conceptualization of the problem and the study objectives. Data is analyzed to determine how students feel about utilizing guided discussion in project-based learning to practice speaking English.

### **2. Data Display**

After the required information was gathered and identified, the data was displayed in the form of a description of the student's viewpoint on the usage of guided conversation in project-based learning for practicing speaking in English class.

### **3. Data Conclusion**

Data analysis turns data conclusions into research findings. The study's findings are offered as an overview of the opinions of the participants on how guided conversation in project-based learning might help students practice speaking English. This study involved students because it aimed to verify the accuracy and validity of the data. This can help ensure that data analysis reflects student perspectives and experiences. Drawing conclusions from the data that has been examined is referred to as verification.

Researchers know the results of observations, and interviews after collecting data. Researchers analyze the information obtained from observations, then provide an explanation of the findings. The researcher draws conclusions from the interview results to analyze the use of guided conversation in PjBL in students' English-speaking practice. Mostly, the responses given in the structural interview were checked by the researcher. An outline was then obtained from most of the responses, enabling the researcher to draw conclusions from the participants' responses regarding the use of guided conversation in project-based learning in students' English speaking practice.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses the study's conclusions as they relate to the use of guided conversation in project-based learning for speaking practice in MTs Al Khoiriyah English classes.. The data was taken from the interview guideline that have mentioned in previous chapter. The research's finding and discussion were displayed below with the research description result.

#### **A. Research Findings**

The researcher describes based on observation and the interview result. Our analysis focalizes on the students' perspectives on the use of Guided Conversation in Project-Based Learning and also the Teacher's challenges on practicing speaking English using Guided Conversation in Project-Based Learning. There are 16 students who seat on the seventh grade of MTs Al Khoiriyah and an English teacher. The students answer 4 items question related to the students' perspectives on the use of Guided Conversation in Project-Based Learning for practising speaking in English class. The English teacher also answer only three items question that related with the Teacher's challenges on practicing speaking English using Guided Conversation in Project-Based Learning. From those questions that have delivered to the participant of the research, the researcher

classified the result into two part. The result of the interview displayed in the explanation below:

### **1. Students' Perspectives on the Use of Guided Conversation in Project-Based Learning For Practising Speaking in English Class**

The researcher has gleaned a variety of opinions from the interview data by implementing guided conversation in project-based learning to improve the students' speaking abilities. first, how they felt about applying such techniques to improve their English-speaking abilities. Most of the pupils claimed that using such methods makes learning to speak interactive. The students have already known about methode that their teacher used. Several students also explained to the researcher that their teacher often use some projects in English learning, specifically in speaking learning process. They explain that Mr Yulih asked the students to make a project in role play activiy. Mr Yulih asked the students to practice some dialog in many expression that related with material. Before that, he will give the students some instruction and example how to pronounce some vocabularies and sentences. Then, the students can imitate the pronunciation from the voocabulary and the sentences that have explained before.

*Ilham said “ Benar bu, biasanya Pak Yulih memberikan projek pekerjaan Bahasa Inggris untuk kita, tapi sebelumnya harus ada pengarahan terlebih dahulu dan setelahnya juga ada pembetulan kosakata yang kita ucapkan begitu”*

Based on the data above, the students' explained how the process of guided conversation in project-based learning in facilitating speaking. However, the students got other feeling during the learning process, such as bored or just got not interesting.

*Bunga Said, “Ya kadang menyenangkan kadang membosankan”*

Bunga got bored feeling because sometimes, she forgot about the difficult vocabularies that have explained. It makes her also sleepy in many times. In other side, the students got an enjoy learning, because they can improve their speaking fluently.

For the next questions is talking about students' obstacles during the learning process by using Guided Conversation in Project-Based Learning. The

researcher concluded from the data that pupils faced several challenges during the learning process. These are among them:

- a. The students got miss voice during listening teacher explaied a vocabulary and the sentence with a pronunciation. In this case, the students gave the additional information that he/she can't heard, because the class is too noise.

*Apha : “Kalo kesulitan sih jelas ada bu. Sewaktu kelas rame terus guru itu membenahi pengucapan kosakatanya. Pasti kan gak denger ya. Jadi kadang anak – anak itu bilang “Ha, gimana pak, enggak kedengeran pak” gitu”*

- b. The students forgot several difficult vocabularies that teacher have explained. In this case, teacher gave instruction and gave the way to pronounce it. But, those words are unfamiliar for the students. So they forgot and missed it.

*Bunga: Ada bu, kadang masih lupa dengan kosakata yang diucapkan hehehe...*

- c. The students confused to imitate the pronunciation of difficult vocabularies and long vocabularies. In this case, the students got a confusion was caused of the unfamiliar vocabularies or the similar sound in pronouncing vocabularies.
- d. The students don't be confident with themselves. When the teacher asked students to present and practiced the dialog or other project that involed with speaking activity, they sometime loss their consentration and do not brave to speak fluently. It caused, they loss thier confident for themselves. They looked the others students who spoke very fluent and express their speaking easily. They also confused about what they wanted to talk in front of their class.

Data 1

*Yani: Tapi kadang saya kurang berani  
untuk berkreasi lebih dalam  
explore percakapannya*

Data 2

*Naufal: tapi kadang yang masih kurang  
PD nya kalo ngong didepan  
orang banyak*

Data 3

*Haidar: kalau waktu berkelompok dan  
berpasangan itu harus  
menyesuaikan dulu*

The third finding research, the researcher has found any improvement in speaking fluently for the students. Several of students gave their perspective about the effect of using Guided Conversation in PjBL. Some of them felt that their speaking skill improved to be fluently. They have to speak during presenting and practicing the project. So, they got many knowledge about pronunciation and words meaning during speaking and learning process that have taught by the teacher. The students were able to understand what the vocabulary that they were not know and understand before.

*Naufal: Ada, Saya bisa agak fasih dan memahami beberapa kosakata dan istilah yang belum saya kenal dan pahami sebelumnya*

In other side, the researcher has found that the students still confused with their speaking. They got a little improvement in their speaking and learning process. It caused of the way the students got their focus during learning process. Thus, mostly the students got their confidence when their speaking influence or otherwise they can control their speaking and their nervous during presenting the project result.

*Alpha: Speaking saya jadi agak ada perkembangan. Kayak jadi tau kata kata yang susah pengucapannya, terus jadi percaya diri aja waktu praktek berbicara didepan kelas.*

The last, the researcher has found several implementation idea that have thought and explained by the student during practicing Guided Conversation in Project-Based Learning in facilitating speaking skill. The students metioned that they want to implement those methods when introducing the theirsself. They suggested it because it always use in naturally life, thus

the earlier learning process have practiced well. The students also wanted to implement those method in presentating their discussion in team work or just practicing a lot of expression of English, such as giving opinion, offering help and others.

Data 1

*Brian: Mungkin seperti memberikan opini atau juga bisa kayak presentasi bu.*

Data 2

*Daris: Mungkin bisa lebih di variasikan lagi bu tentang topik dari dialog percakapannya. Biar kita bisa mengembangkan ke percakapan yang lain juga gitu*

Data 3

*Naufal: Pinginnya sih kayak yang diskusi gitu bu atau kayak pengenalan diri didepan kelas gitu bu. Kan itu sering digunakan dalam kehidupan sehari – hari.*

In other side, the students thought that they can implement those methods in storytelling or just telling unforgottable moment or speech or game. In this case, the students were able to explore their speaking and



knew some new vocabularies with their good pronunciation.

Data 1

*Bunga : Kalo ide mungkin kayak dialog panjang atau storytelling gitu. Namun diberikan pengarahan pengucapan kosakata atau kalimatnya terlebih dahulu*

Data 2

*Haidar : Mungkin lebih kayak waktu pidato atau cerita pengalaman seru di depan kelas gitu bu. Jadi kita bisa bener – bener inprove sendiri soal kata – katanya*

Data 3

*Alpha : Kalo untuk pengimplementasian itu mungkin bisa dicoba saat penggunaan game atau kayak prakarya yang lain gitu. Biar lebih seru lagi gitu loh. Jadi kita bisa lebih seru lagi waktu praktek berbicara.*

## **2. Teacher's challenges on practicing speaking English using Guided Conversation in Project-Based Learning for practising speaking in English class.**

In this reaseach, the researcher has interviewed the English teacher. Then, the reseracher has found many challenges that teacher faced. Those challenges

were supported with the condition of students who are getting a transition from elementary students becoming a junior high school student. The teacher also found there are many different skill improvement during learning English. A little of students have already proficient in speaking English. The others needed to explore and influence their English learning, specifically in speaking skill. Based on the interview result, the teacher's challenges on practicing speaking English using Guided Conversation in Project-Based Learning, as follow:

- a. Teaching speaking for students who have different background

In teaching process, the teacher has found some students in different background. Its mean, there are students who have good in speaking and there are students who have not good in speaking. It cause, before they were sitting on the junior high school, some of the practicing thier speaking in frequently, but the other just be a listener or have a little chance to practice their speaking. In this case, the teacher must handle wit a good stategy and method to generalize their speaking skill. So, the students can follow the English learning process,

specifically in practicing speaking with guided conversation in project-based learning.

- b. Fixing the students pronunciation through new and unfamiliar vocabulary

When the students read or just practiced their speaking, they will face some unfamiliar vocabularies. They don't know how to pronounce well. So, in this case, the researcher found that the teacher gave the direction to pronounce some vocabularies who got unfamiliar or confused vocabulary. The teacher gave an example how to pronounce the vocabulary to the students. The teacher gave some direction at the beginning for explaining material and the end for the students' evaluation.

*Mr Yulih: saya kadang melakukan pembedaan saat sebelum dan sesudah mereka praktek speaking sebagai bahan evaluasi dan bahan persiapan praktik speaking disetiap materi yang dilibatkan*

In other side, the teacher explained that the students have different accents in speaking English. In this case the teacher need to fix their pronunciation with a good accent and minimalizir the uncorrect pronunciation.

*Mr Yulih : dalam berbicara bahasa inggris itu mereka masih ke bawa pengucapan bahasa indonesianya, malah terkadang anak anak itu berbicara degan logat yang daerah miliki. Sehingga itu pr buat saya untuk menyelaraskan cara pengucapannya.*

c. Motivating the students in practicing and improving their speaking

In interview result, the researcher has found that the teacher mentioned a challenges during teaching speaking by using guided conversation and project based learning. It was giving the students motivation for practicing and improving their speaking skill. In this case, the researcher has found that several of students

still afraid to speak English. They confused with the word pronunciation and not confidence when they spoke in front of the class (nervous). So, the teacher sometime repeated some vocabulary that related with their speaking. So, they will know the correct pronunciation and already got their confidence in speaking activity.

- d. Dealing with the students who have lack of vocabulary

The teacher has explained that some of studnets have different background, specifically in speaking. It caused with the vocabulary that they have. Lack of vocabulary can be a primary problem in practicing and influencing their speaking. The students often imitated the vocabulary that have mentioned with their friend although it has different place and meaning. So, when we looked in meaning side, it was a good sentence for speaking. But, when we looked in grammatical and the purpose of speaking, it was being uncorrect words.

*Mr. Yulih: Satu lagi yang menjadi tantangan dalam mengajar speaking, yaitu menghadapi anak – anak yang mempunyai bendahara kosakata bahasa inggris yang sedikit tapi dia tidak ada kemauan untuk mencari tahu lagi didalam kamu, dia lebih memilih mencontek dan meniru kosakata yang temannya ucapkan tanpa membenahi tatanan kosa kata. Seperti kalimat “saya sudah makan”, nah ada beberapa anak yang justru mengartikannya satu persatu. Jadi bukan “I have eaten”, melainka “i after eat” . jadi lucu bahasa inggris dan maknanya begitu.*

## **B. Discussions**

Previous research from Muhammad Ikram with the title *Using Guided Conversation as a Strategy to Improve Students' Speaking Skills* (2022). The results show quite large differences in students' speaking abilities after guided conversation learning. The average student pre-test score was 41.48. After that, the students' post-test average score was 66.52. In other words, class VIII students of SMP Islam Aceh Besar benefited greatly from guided discussions in terms of improving their speaking skills. The difference in this research is that the researcher used observation and interview instruments to find out the results of his research. Researchers also examined what factors make students less confident to practice speaking English in class. Therefore, the use of guided discussions as a teaching tool can help students' English language skills.

In this study, researchers only focused on the seventh grade of MTs Al Khoiriyyah Semarang. The place of research is the place where the researcher carried out practical field experience during the seventh semester, so many of the teachers there already know the abilities of us, students of UIN Walisongo Semarang. Researchers suggest that for further research it is advisable to investigate other speaking problems at other academic levels. Future researchers can also continue this research by using better

teaching and learning techniques than this research, because researchers know that this research is still far from perfect.

### **1. Students perspectives on the use of Guided Conversation in Project-Based Learning for practising speaking In English class.**

Baron stated that speaking is becoming a communication skill that a person possesses in order to articulate ideas and thoughts to transmit to the interlocutor, (Baron, 2020). In order to receive a response to information submitted, the communication method is utilized to express a concept to another person. Speaking can also help transactional pupils express their views orally. They also must do in doing conversation, especially in how they are pronouncing the vocabulary by own as well as they can for their speaking improvement.

In this research found out some perspectives of students when they use guided conversation combined in project-based learning in facilitating their speaking. Their speaking activities are mostly categorized as responsive and extensive speaking. It proves with dialog and presentation activity that have been being the students' activity. The students express their dialog with their own word, but needed the teacher's direction in pronunciation. However, responsive type of speaking



consider with speaking activity that must student mastery in early level of school. The teacher sometimes asks the student practice speaking with the material that related with environment and around situation. In other side, extensive type of speaking is consider to oral production includes speeches, oral presentations, and storytelling. This speaking activity, need speaking in a mastery level. So, they don't focus on their pronunciation, intonation or meaning for each sentence that they have spoken, but they have focus on improving their language or idea that they have delivered in front of the audiences.

For the obstacles of speaking, the researcher has found similarity with the theory of difficulty of speaking. The students are getting lack of vocabulary, lack of grammar, lack of confidence, lack of pronunciation, shyness and anxiety. The students get lack of pronunciation because they practice speaking in less frequently. They get difficult to make a different between one word to other word. Thus, the majority of English learners struggle with pronunciation. Students make poor pronunciation errors that they are unaware of. Mispronunciations can lead to misunderstandings or even make the listener incapable of understanding what is being said. When forced to speak English, they also

speak Indonesian. This demonstrates that a vocabulary deficit is among the most prevalent issues while speaking English.

Along with their lack vocabulary and pronunciation, the students also exhibit lack grammar. The teacher said that when the students speak, they often mimic a bit of vocabulary and blend it with the statement they intend to use. For example, the students want to give state that they have eaten, but, they use an uncorrect vocabulary such as the teacher said:

*Mr Yulih:Seperti kalimat “saya sudah makan”, nah ada beberapa anak yang justru mengartikannya satu persatu. Jadi bukan “I have eaten”, melainkan “i after eat”*

The students also get lack of confidence. Sometime, they get nervous in speaking. Students are always reluctant and fearful to talk in English. Speaking in front of large English-speaking crowds might be difficult if one lacks confidence. Suryani et al. (2020) claim that one of the factors preventing students from improving their speaking abilities is a lack of confidence. Speaking fluently when providing presentation information can be aided by confidence.

However, if you lack confidence, eating will make the presentation less fluid. The delivery of the topic will be slowed down because of apprehension about speaking in front of an audience in English.

In this students' perspective already have similarity with the problem of research of Nisya and friends (2019). They also found that the students give a perspective about speaking activity. According to the research, pupils have a limited vocabulary, are reluctant to speak up, and lack enthusiasm for doing so. As a result, the teacher uses a particular way for deepening speaking content with students by using the Repeat, Drill, and Roleplay method in order to improve students' speaking abilities. Then, those are similar to this research's findings.

## **2. Teacher's challenges on the use of Guided Conversation in Project – Based Learning for practising speaking in English class.**

Project-based learning is centered on active learning in which students investigate real-world problems or tasks, create strategies, think about how to evaluate solutions, and produce a variety of ideas. As a thorough educational strategy, project-based learning can encourage students to reflect on their work rather than just get it done, (Smith, 2016). Through project-

based problem-solving exercises, the project-based learning approach may help students foster their creativity.

In this research, using guided conversation method in teaching speaking. The teacher gives a project to the students that correlated with some expressions. The teacher want the students make some processes to get a creativity skills and perhaps get their own problem skills. According to Abidin, the project-based learning paradigm is one of the best for helping students acquire the fundamental abilities they need, such the ability to make decisions, be creative, and solve problems. The pupils will create a project in this instance for their educational process. An in-depth examination of a real-world subject through project-based learning will be beneficial to students' attention and effort.

*Mr Yulih: PBL (project based learning) itu sekarang sering saya gunakan. Karena kurikulum yang kita gunakan sekarang itu kurikulum merdeka, jadi segala aktivitas itu mengarah ke siswa, menuntut siswa untuk semakin aktif berkreasi dalam pembelajaran.*

The teacher tells that for now using PjBL suitable with the national curriculum in Indonesia. The teacher's activity has a similarity with the step PjBL that have explain in previous chapter. They are included project determination. Before going on, the teacher has a discussion on the topic with the students then gon on to the conclusion. The researcher has learned from the interview's findings that the teacher watches the pupils as they practice speaking. While they are writing their reports, the teacher gives the students the assignment of practicing dialog to explain the results of their learning project.

For evaluating and reflecting between the teacher and students, the teacher gives a fixed pronunciation that may uncorrect during the students' speaking practice. Those explanations have been discussed in the interview as follows:

*Mr Yulih: Beberapa kali saya menggunakannya, terutama tugas praktik siswa yang melibatkan aktivitas adu peran. Jadi saya kadang melakukan pembetulan saat sebelum dan sesudah mereka praktek speaking sebagai bahan evaluasi dan bahan persiapan praktik speaking disetiap materi yang*

*dilibatkan, seperti saat pengucapan greeting untuk menanyakan kabar, itu kan antara ke guru dan ke teman sebaya ada perbedaannya. Jadi mereka sebelum praktek speaking harus sudah memahami. Untuk selanjutnya saya akan mencatat beberapa kosakata yang miss dan melakukan pembenahan setelah mereka menyelesaikan praktek speaking, yang kemudian akan mereka tirukan.*

The teacher next provides the pupils some instructions about how to pronounce the vocabulary. With the guided conversational approach, it appears. The English term "guided" implies to lead, direct, enlighten, demonstrate, and encourage. A discussion group with a moderator, whose role it is to keep participants on topic, is the ideal example of a directed conversation.

According to Zebua (2019), the teaching and learning process are categorized with two types of guided conversation. The first, the guided dialogues, are connected to the development of English

communication abilities through brainstorming. The teacher instructed the kids to practice speaking. Together with the teacher, we chose the topic. The instructor gently corrects students' improper speech while guiding them to broaden their minds with simple-to-understand language. The instructor gives the pupils some instructions to follow. Consequently, the pupils can improve their speaking skills.

On the other hand, this study shows that role-playing is connected to directed talks. Students who are prepared to conduct talks with a mature mind in line with their intended career may benefit from this training. In this study, the instructor instructed the students to practice speaking in pairs, speaking groups, or discussion groups.

However, in teaching speaking with guided conversation in project-based learning also has a challenges. In finding research, the researcher has found teacher's challenges. It similar with the theory that have explained before. The teacher need to motivate the students in practicing and pronouncing some vocabularies. The teacher must be able to inspire students to want to study English and to be enthusiastic in doing it. So, in several meetings the teacher has to prepare interesting games so that students don't get

bored in class. In other side, the teacher must teach how to memorize the main teaching and learning activities in these schools. Instead of emphasizing conversational use of English, these often concentrate on mastering the rules of the English language.

According to the data, the reseracher has found and known that the practicing speaking English using Guided Conversation in Project-Based Learning in MTs Al Khoiriyah give a good effect for the students. Almost all the students said that they get some benefit for their speaking practice. They get a lot of new vocabulary, hence they also feel some improvement for their speaking. Beside the students' response about their perspective, the teacher also find some challenges that he met after practicing those methods. His challenges are talking about how technique that he use in managing the students during practicing English speaking. However, guided conversation in project – based Learning, can help the teacher and the students in teaching and learning process. Those methods also can increase students' speaking practice through their vocabulary.

The result showed a similarity result with the other research. The first research is from Shafira and Dony (2021). In their research, they have explained that



by using a guided conversation method in the class, the students' speaking improved. It has indeed succeeded in improving the ability to speak English with applying as long as it is fun and easy for the students to understand. In order with the result finding from Bakktiar (2020). He emphasized that project-based learning is extremely beneficial for improving students' speaking abilities since they are directly involved in the development of their speaking abilities, while the instructor serves as an observer and facilitator in the teaching-learning process. Thus, by combining with those researchs' result, the researcher also will find the similar result with this research concern.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter, the researcher present conclusions and suggestions. The conclusion is written according to the data analysis, reserach's finding and discussion. Some suggestions are also given at the end of this chapter.

#### **A. Conclusion**

According to the result of analysis, it concludes that the students give a good perspective for implementing guided conversation in project based learning method in facilitating speaking. The findings demonstrated that the study questions had been addressed. The use of guided dialogue in project-based learning can assist students improve their public speaking skills. Almost of the students' said that learning with those methods can make them happy and helpfully. They can increase their English speaking ability.

Beside a good feeling that have been identified, the researcher also found that there are students, who feel bored in implementing those method in their English speaking. It caused of they face some obstacles during practicing English speaking. They are included of lack of pronunciation, lack of grammar, lack of vocabulary, lack of confidence, and feeling shiness and anxiety during practicing speaking. Through the teacher's learning method

by improving and guiding vocabulary during speaking practice and evaluation activities, is become a solution to overcome the most problem identified. Thus, the student can have a good speaking by implementing guided conversation combined with project based learning method in practicing English speaking.

Furthermore, from the interview result, the researcher also found the teacher's challenges when implementing guided conversation in project based learning in teaching speaking. They are include of teacher meets the students who have different background in speaking, specifically in their accent of speaking. Teacher also need to fix the students pronunciation through new and unfamiliar vocabulary. The teacher has challenges to motivate the students in practicing and improving their speaking. The other one, the teacher deals with the students who have lack of vocabulary.

## **B. Suggestion**

The effectiveness of teaching speaking is not just determined by the technique of instruction, but also by the way the instructor integrates engaging activities into the lesson plan. A classroom will become more enjoyable, fascinating, and vibrant when the proper classroom management techniques are applied and are compatible with the English teaching and learning methodology. The

researcher would thus want to provide some recommendations for students, teachers, and future researchers, as follow:

1. Students are suggested to do confident and make some speaking practice inside and outside room. Then, finding your good position and method that make you feel enjoyable and interesting during practice English speaking.
2. English teacher is suggested to use some alternative technique that appropriate with teaching method. Then the teacher must add some fresh activities to motivate the students and make them feel interesting with, specifically in their speaking skill.
3. The next researchers are suggested to investigate the other speaking issue in another academic level. The next researcher also can continue this study by dealing with appropriate teaching and learning technique.

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# APPENDIXES

## Appendix I Research Permit Certificate



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

Nomor: 3543/Un.10.3/D1/TA.00.01/09/2023

11, Agustus 2023

Lamp : -

Hal : Mohon Izin Riset

Kepada Yth.

Kepala Madrasah Tsanawiyah Al-Khoiriyyah Buhustalan Semarang.

di Tempat

Assalamu'alaikum Wr.Wb.,

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

Nama : Ida Fitria Salsabila

NIM : 1903046091

Alamat : Jl. Masjid, RT.01/ RW.06, Ds. Cikandang Kec. Kersana Kab. Brebes.

Judul Skripsi : Students' Perspectives On Practising Speaking English Using Project-Based Learning Combined With Guided Conversation Method : A Descriptive Case Study

Pembimbing :

1. Dra. Nuna Mustikawati Dewi, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 2 Hari, mulai tanggal 9 September 2023 sampai dengan tanggal 11 September 2023.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



MAHFUD JUNAEDI

Tembusan :

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

## Appendix II Certificate of Completion of Research



**YAYASAN PENDIDIKAN ISLAM AL KHOIRIYAH SEMARANG**

Badan Hukum : SK Menteri Hukum dan HAM RI No. AHU-143.01.04, Tahun 2011

**MADRASAH TSANAWIYAH AL KHOIRIYAH**

**STATUS TERAKREDITASI A**

Jl. Bulustalen 3A No. 256 Semarang 50246 ☎ 024 - 3519952 ☎ 0895322087858

website: www.alkhoiriyah.sch.id, email: alkhoiriyah01@gmail.com

### SURAT KETERANGAN

Nomor : 024/KH/MTs-d/IX/2023

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Al Khoiriyah Semarang menerangkan bahwa :

Nama : Ida Fitria Salsabila  
NIM : 1903046091  
Program Studi : Pendidikan Bahasa Inggris, S-1  
Instansi : Universitas Islam Negeri Walisongo Semarang  
Jenis Kegiatan : Penelitian/Riset  
Judul Skripsi : Students' Perspectives On Practising Speaking English Using Project-Based Learning Combined With Guided Conversation Method : A Descriptive Case Study  
Tempat : MTs Al Khoiriyah Semarang  
Waktu Pelaksanaan : 9-11 September 2023

Yang bersangkutan di atas benar-benar telah melaksanakan kegiatan penelitian/riset dengan baik di MTs Al Khoiriyah Semarang.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya. Atas perhatiannya kami sampaikan terima kasih.

Semarang, 11 September 2023

Kepala MTs Al Khoiriyah,



Zuhedi, S.Pd.I., Gr.

## Appendix III Students Interview Transcript

### 1. Alpha Piersha G.

Ida : Selamat pagi Alpha, bagaimana kabarmu?

Alpha : Baik bu.

Ida : Seperti yang saya sampaikan kemarin, saya akan menanyai kamu beberapa pertanyaan terkait pembelajaran Bahasa Inggris.

Alpha : Baik bu.

Ida : Menurut pendapat alpha, bagaimana sih pembelajaran bahasa inggris?

Alpha : Bahasa Inggris itu susah bu, apalagi kalau disuruh ngomong tiba – tiba didalam kelas.

Ida : Nah, beberapa hari yang lalu itu Pak Yulih menggunakan metode pengajaran PBL dan guided conversation seperti tugas praktek itu. Nah menurutmu bagaimana sih perasaanmu tentang pembelajaran yang dilakukan dengan metode PBL yang digabungkan dengan Guided conversation itu?

Alpha : Kalo pembelajaran kemarin itu seru bu.

Ida : serunya gimana?

Alpha : Ya kan kemarin itu sebelum maju satu satu untuk praktek, ada game nya dulu. Terus setelah itu, juga ada pembetulan pengucapan kalo waktu salah ucap. Jadi kita yang awalnya gak tau bacanya, jadi bisa berbicara bahasa inggris dengan baik.

Ida : oh gitu, kira – kira ada tantangan atau kesulitan tidak waktu menggunakan kedua metode itu?

Alpha : Kalo kesulitan sih jelas ada bu. Sewaktu kelas rame terus guru itu membenahi pengucapan kosakatanya. Pasti kan gak denger ya. Jadi kadang anak – anak itu bilang “Ha, gimana pak, enggak kedengeran pak” gitu.

Ida : Bagaimana pengaruhnya untuk keahlian berbicara Bahasa Inggrismu? Apakah ada kemajuan?

Alpha : Speaking saya jadi agak ada perkembangan. Kayak jadi tau kata kata yang susah pengucapannya, terus jadi percaya diri aja waktu praktek berbicara didepan kelas.

Ida : Coba kamu bisa berikan ide implementasi yang lebih baik dari pbl dan guided conversation dalam memfasilitasi speaking bahasa inggris.

Alpha : Kalo untuk pengimplementasian itu mungkin bisa dicoba saat penggunaan game atau kayak prakarya yang lain gitu. Biar lebih seru lagi gitu loh. Jadi kita bisa lebih seru lagi waktu praktek berbicara.

Ida : Terimakasih Alpha sudah membantu Bu Ida dalam menjawab pertanyaannya

Alpha : Sama – sama bu, sudah membantu.

## **2. Brian Abinaya Khairi**

Ida : Selamat pagi Brian. Saya Bu Ida, mahasiswa dari Universitas Walisongo. Saya akan memberikan beberapa pertanyaan tentang pembelajaran Bahasa Inggris.

Brian : Baik bu Ida.

Ida : Terima kasih Brian. Pertanyaan pertama, apakah saat pelajaran bahasa inggris sering dilakukan kegiatan praktik?

Brian : sering bu, biasanya dengan berkelompok atau berpasangan

Ida : Nah, kegiatannya itu seperti apa?

Brian : Untuk kegiatannya itu biasanya kita disuruh maju dan praktek speaking gitu. Tapi sebelumnya ada pembekalan materi dulu kayak kosakata greeting gitu itu, nanti kita praktek buat teksnya terus maju ke depan untuk ngomong.

Ida : Nah, saat apa gurunya pernah membenarkan atau memberi arahan pengucapan kosakata yang baik itu gimana?

Brian : Pernah, biasanya setelah kita praktek.

Ida : Dengan pengajaran Bahasa Inggris yang seperti itu, bagaimana perasaanmu?

Brian : Ya senang.

Ida : Ada pengaruhnya tidak dengan kemampuan berbicara Bahasa Inggrismu di kelas?

Brian : Iya ada bu. Terutama saat pengucapan kosakata yang salah jadi benar. Terus kita bisa lebih paham dengan makna dan maksud dari yang kita ucapkan bu.

Ida : Apa ada kendala saat praktek berbicara Bahasa Inggris saat menggunakan aktivitas dan metode itu?

Brian : Tidak ada bu.

Ida : Apakah ada ide implementasi yang lebih baik dari metode Bahasa Inggris seperti yang dilakukan guru tadi dalam memfasilitasi speaking bahasa inggris?

Brian : Mungkin seperti memberikan opini atau juga bisa kayak presentasi bu.

Ida : Oke Brian. Terima kasih ya sudah membantu.

Brian : Sama – sama bu.

### 3. **Bunga Aida Adha Winan Saputri**

Ida : Selamat sore, Bunga

Bunga : Selamat sore bu Ida.

Ida : Boleh saya memulai wawancaranya ya?

Bunga : Siap bu, boleh.

Ida : Pernah tau pembelajaran berbasis projek belum sebelumnya?

Bunga : tau bu, kayak yang praktek – praktek gitu kan ya

Ida : Terus pernah di aplikasikan di pembelajaran Bahasa Inggris tidak?

Bunga : Pernah bu. Kita biasanya praktek berdialog gitu. Ya kadang menyenangkan kadang membosankan

Ida : Lalu adakah hambatan saat praktek berbicara dengan metode itu?

Bunga : Ada bu, kadang masih lupa dengan kosakata yang diucapkan hehehe...

Ida : Apakah ada pengaruhnya terhadap kemampuan praktek berbicara bahasa Inggris?

Bunga : Ada bu, kan setelah kita praktek atau presentasi misal, pak guru itu kasih evaluasi. Seperti membenahan pengucapan kosakata, membenahan grammarnya gitu sehingga saya bisa lebih memahami tentang apa yang saya dan teman saya praktekan dan ucapkan di kelas.

Ida : Apa ada ide implementasi yang lebih baik dari pbl dan guided conversation dalam memfasilitasi speaking bahasa inggris?

Bunga : Kalo ide mungkin kayak dialog panjang atau storytelling gitu. Namun diberikan pengarahan pengucapan kosakata atau kalimatnya terlebih dahulu.

Ida : Oke Bunga, terima kasih ya sudah membantu.

Bunga : Sama – sama Bu.

#### **4. Elok Sekar Kinasih**

Ida : Selamat sore Elok

Elok : Selamat sore Bu Ida.

Ida : Baik, saya akan mulai dengan pertanyaan yang pertama ya.

Elok : Baik bu, siap.

Ida : Bagaimana pembelajaran speaking Bahasa Inggris di sekolah?

Elok : Kalau speaking itu, kita kebanyakan praktek dialog bu. Jadi sebelumnya dijelaskan dulu dan diberikan pengarahan tentang kosakatanya. Setelah itu baru kita praktek bedialog didepan kelas begitu.

Ida : Itu kalau dalam ilmu Bahasa Inggris namanya pembelajaran Bahasa Inggris berbasis proyek yang dikombinasikan dengan guided conversation. Jadi bagaimana pendapatmu tentang metode pengajaran speaking seperti itu.

Elok : Enak, menyenangkan tapi juga kadang mengesalkan.



- Ida : Kenapa kok kesal?  
Elok : Ya karena ada kosakata yang susah pengucapannya, jadi waktu praktik agak macet – macet gitu bu.  
Ida : Tapi setelah guru menggunakan metode itu, apa speakingmu ada perubahan atau ada pengaruh lainnya?  
Elok : Ada, Bu. Karena Pak Yulih sering membenahi pengucapan kosakata, jadi sudah tidak terasa asing di telinga dan saat mengucapkan. Jadi kurang lebih speaking saya semakin lebih baik.  
Ida : Pertanyaan terakhir ya Elok. Adakah ide implementasi yang lebih baik untuk pbl dan guided conversation dalam memfasilitasi speaking bahasa inggris?  
Elok : Sejauh ini tidak ada bu. Menurut saya aktivitas yang diberikan Pak Yulih sudah cukup mendukung praktek berbicara Bahasa Inggris di dalam kelas.  
Ida : Baiklah kalau seperti itu, Elok. Terima kasih ya karena telah membantu dalam wawancara tugas saya  
Elok : Sama – sama, bu.

## **5. Ichsanul Fikri**

- Ida : Selamat pagi, Fikri.  
Fikri : Selamat pagi, Bu Ida.  
Ida : Boleh saya mulai wawancaranya sekarang?  
Fikri : Boleh, Bu Ida.  
Ida : Baik Fikri, apa yang kamu ketahui tentang pembelajaran berbasis projek?  
Fikri : Pembelajaran berbasis projek itu kita harus membuat atau mempraktekkan sesuatu yang berkaitan dengan pelajaran, seperti yang dilakukan dalam pembelajaran Bahasa Inggris. Kan di Bahasa Inggris itu ada praktek speakingnya.

- Ida : Apakah dalam pembelajaran Bahasa Inggris ada pembenahan dan pengarahan cara pengucapan Bahasa Inggris?
- Fikri : Ada bu, ketika kita selesai praktek speaking, Pak Yulih akan mengevaluasi kosakata kita atau grammar yang salah. Jadi kita bisa perbaiki untuk praktek yang lebih baik kedepannya begitu.
- Ida : Bagaimana perasaanmu saat pembelajaran dengan menggunakan metode itu?
- Fikri : Enak bu, cuma kadang masih susah memahami atau mengucapkan kalimat atau kata yang rumit gitu bu.
- Ida : Tapi bagaimana dengan pengaruh dengan kemampuan berbicaranya? Apakah ada perubahan atau perkembangannya?
- Fikri : Ada, sedikit perkembangan bu. Jadi saya sedikit percaya diri untuk unjuk speaking bersama – teman – teman bu.
- Ida : Baik Fikri, terima kasih ya sudah membantu saya.
- Fikri : Dengan senang hati bu.

## 6. Ilham Maulana Al Karomat

- Ida : Selamat sore Ilham
- Ilham : Selamat sore bu
- Ida : Perkenalkan saya bu Ida, mahasiswi dari universitas walisongo. Bisa saya mewawancarai Ilham sekarang?
- Ilham : Bisa bu.
- Ida : Baik Ilham, dalam pembelajaran speaking apa pernah kamu menggunakan pembelajaran berbasis projek ?
- Ilham : Benar bu, biasanya Pak Yulih memberikan projek pekerjaan Bahasa Inggris untuk kita, tapi sebelumnya harus ada pengarahan terlebih dahulu dan setelahnya juga ada pembetulan kosakata yang kita ucapkan begitu.

- Ida : Apakah selama ada pembelajaran dengan metode seperti itu, kamu menemukan adanya hambatan dan kesulitan?
- Ilham : Kalau hambatan dan kesulitan mungkin pada kalimat yang susah atau sulit begitu bu.
- Ida : Tapi bagaimana dengan perkembangan bahasa yang kamu miliki dalam berbicara Bahasa Inggris.
- Ilham : Lebih mudah memahami lagi, apalagi kalau Pak Yulih itu mengarahkan atau membenarkan itu juga dengan gurauan dan candaan begitu.
- Ida : Selain projek percakapan, apakah ada aktivitas lain selain itu?
- Ilham : Tidak ada bu.
- Ida : Adakah ide implementasi yang lebih baik untuk pbl dan guided conversation atau percakapan yang diarahkan dalam memfasilitasi speaking bahasa inggris?
- Ilham : Tidak ada bu
- Ida : Baik Ilham terima kasih ya atas waktunya
- Ilham : Sama – sama bu Ida

## 7. **Monic Hafinza Rahma**

- Ida : Selamat Pagi Monic
- Monic : Selamat pagi Bu Ida
- Ida : Baik bisa kita mulai wawancaranya?
- Monic : Bisa bu
- Ida : Apakah dalam pembelajaran Bahasa Inggris pernah menggunakan pembelajaran berbasis projek?
- Monic : Pernah bu, tapi biasanya sebelumnya diarahkan dulu terus kita juga dievaluasi secara berkelompok begitu. Khususnya saat praktek speaking. Dan itu menyenangkan.
- Ida : Apakah itu berpengaruh dengan perkembangan berbicaramu?
- Monic : Ada bu, kemampuan saya bisa meningkat meski hanya sedikit

Ida : Kenapa? Apakah ada hambatan dalam proses pembelajaran dengan kombinasi kedua metode tersebut?

Monic : Ada bu, kadang pelafalan dari pak Yulih itu gak paham bu. Apalagi waktu pelafalan kata yang panjang. Bingung saya bu.

Ida : Gitu ya Monic, tapi apakah kamu punya ide implementasi yang lebih baik untuk pbl dan guided conversation dalam memfasilitasi speaking bahasa inggris?

Monic : Tidak ada bu

Ida : Baik Monic, terima kasih ya Monic atas waktunya.

Monic : Sama – sama bu.

#### **8. Muhammad Fachri Tri Wicaksana**

Ida : Selamat Pagi Fachri

Fachri : Selamat Pagi Bu Ida

Ida : Apa kabarnya hari ini?

Fachri : Baik bu.

Ida : Kita mulainya ya wawancaranya. Untuk pertanyaan pertama. Apakah kamu tau pembelajaran berbasis projek namun dikombinasi dengan pengarahan percakapan dari guru?

Fachri : Pernah bu

Ida : Bagaimana perasaanmu dengan pembelajaran dengan metode seperti itu.

Fachri : Ya ada enak nya dan ada tidak enak nya. Enaknya bisa mengembangkan kemampuan saya berbahasa Inggris terutama pada kemampuan berbicara Bahasa Inggris, tapi gak enak nya itu ya pas bingung sama pengucapannya dan artinya gitu itu bu

Ida : Kalo soal aktivitas, Adakah ide implementasi yang lebih baik untuk pbl dan guided conversation dalam memfasilitasi speaking bahasa inggris?

Fachri : Gak ada bu kayaknya.

Ida : Oke Fachri, terima kasih ya.

Fachri : Oke siap bu.

### **9. Muhammad Haidar Hibatullah**

Ida : Selamat sore Haidar

Haidar : Selamat sore bu Ida

Ida : Langsung saja ya kita mulai wawancaranya

Haidar : Baik bu

Ida : Bagaimana pembelajaran Bahasa Inggris terutama saat praktek speaking yang diajarkan Pak Yulih?

Haidar : Menyenangkan, apalagi saat di suruh untuk praktek berdialog begitu. Kan bisa mempermudah kita berbicara Bahasa Inggris

Ida : Apakah ada hambatan yang kamu alami dengan pembelajaran bermodel seperti itu?

Haidar : Tidak bu, karena kan saya ikut les Bahasa Inggris juga di luar, jadi kalo disuruh berdialog ya langsung bisa. Cuman kalau waktu berkelompok dan berpasangan itu harus menyesuaikan dulu.

Ida : Apakah pembelajaran dengan metode itu akan mempengaruhi kemampuan berbicaramu?

Haidar : Ya bisa bu, biar makin lancar gitu.

Ida : terkait dengan aktivitas, adakah ide implementasi yang lebih baik untuk pbl dan guided conversation dalam memfasilitasi speaking bahasa inggris?

Haidar : Mungkin lebih kayak waktu pidato atau cerita pengalaman seru di depan kelas gitu bu. Jadi kita bisa bener – bener inprove sendiri soal kata – katanya.

Ida : oh gitu, keren Haidar. Terimakasih Haidar atas waktunya.

Haidar : Sama – sama bu.

### **10. Muhammad Hazza Ishamad Daris**

Ida : Selamat sore Daris

Daris : Selamat sore Bu Ida

- Ida : Langsung saja ke pertanyaan pertama ya. Bagaimana menurutmu tentang pembelajaran yang berbasis projek namun dikombinasikan dengan percakapan yang diarahkan terutama dalam kemampuan berbicara Bahasa Inggris?
- Daris : Menurut saya biasa – biasa saja bu. Karena kadang saya juga bisa mengikuti, kadang juga enggak.
- Ida : Adakah hambatan yang membuat kamu tidak bisa mengikutinya?
- Daris : Iya. Kadang saya gak bisa mengikuti kalimat yang panjang tapi susah gitu bu pengucapannya.
- Ida : Tapi apakah itu memmberikan pengaruh untuk kemampuan berbicaramu?
- Daris : Iya bu.
- Ida : Pertanyaan terakhir ya. Adakah ide implementasi yang lebih baik dengan menggunakan metode pembelajaran seperti itu dalam memfasilitasi speaking bahasa inggris?
- Daris : Mungkin bisa lebih di variasikan lagi bu tentang topik dari dialog percakapannya. Biar kita bisa mengembangkan ke percakapan yang lain juga gitu.
- Ida : Oke Daris. Terima kasih ya atas waktunya.
- Daris : Ya, sama – sama.

### **11. Naufal Rizqi Al Hafiz**

- Ida : Selamat sore Naufal
- Naufal : Selamat sore Bu Ida
- Ida : Pernah mengenal project based learning atau pembelajaran berbasis projek ?
- Naufal : Pernah bu, bagus sekali itu. Seperti pembelajaran ada prakteknya gitu tah? Biasanya ada sama pas praktek berbicara Bahasa Inggris. Tapi biasanya dicontohin atau diarahin Pak Yulih dulu cara pengucapannya

- Ida : Apakah dengan metode itu, kemampuan berbicaramu semakin baik?
- Naufal : Baik bu, tapi kadang yang masih kurang PD nya kalo ngong didepan orang banyak.
- Ida : Kenapa kok gak PD?
- Naufal : Iya kan malu bu.
- Ida : Lalu adakah ide implementasi yang lebih baik dengan menggunakan metode pembelajaran seperti itu dalam memfasilitasi speaking bahasa inggris?La
- Naufal : Pinginnya sih kayak yang diskusi gitu bu atau kayak pengenalan diri didepan kelas gitu bu. Kan itu sering digunakan dalam kehidupan sehari – hari.
- Ida : Oke terimakasih atas waktunya.
- Naufal : Sama – sama.

## **12. Qumil Laila Azahra**

- Ida : Selamat pagi Laila
- Laila : Selamat pagi Bu Ida
- Ida : Boleh saya minta waktunya untuk wawancara?
- Laila : Boleh bu.
- Ida : Langsung saja ke pertanyaan pertama ya. Bagaimana perasaanmu dengan pembelajaran berbasis projek yang dikombinasikan dengan metode percakapan yang diarahkan (guided conversation)?
- Laila : Kalau pembelajaran dengan metode itu saya suka bu. Kadang lucu kan dengar pas teman – teman berbicara Bahasa Inggris
- Ida : Apakah metode tersebut membuat kamu memiliki perkembangan dalam berbicara Bahasa Inggris?
- Laila : Iya bu, saya dapat meningkatkan kemampuan berbicara saya.
- Ida : Apakah ada hambatan yang kamu alami selama pembelajaran menggunakan metode tersebut?

Laila : Sejauh ini belum ada bu, karena materi dan pelafalan yang diarahkan Pak Yulih juga sudah jelas.

Ida : Menurutmu, adakah ide implementasi yang lebih baik dengan menggunakan metode pembelajaran seperti itu (project based learning dan guided conversation) dalam memfasilitasi speaking bahasa inggris?

Laila : Lebih ke perbanyak dalam praktek pengenalan diri dan praktek ekspresi kayak opini, meminta bantuan gitu kayaknya enak deh bu.

Ida : Baik Laila, terimakasih ya atas waktunya.

Laila : Sama – sama bu.

### **13. Raihan Syawal Tata Prahasta**

Ida : Selamat Pagi Raihan

Raihan : Selamat pagi juga Bu Ida

Ida : Langsung saja kita mulai pertanyaannya ya.

Raihan : Baik bu.

Ida : Bagaimana pembelajaran speaking Bahasa Inggris yang kamu lakukan di kelas?

Raihan : Ya biasanya hanya praktik berbicara di depan kelas gitu bu.

Ida : Apakah kamu mendapat arahan percakapan dari gurumu?

Raihan : Iya bu

Ida : Bagaimana perasaanmu dengan pembelajaran dengan kedua metode itu?

Raihan : Menyenangkan

Ida : Adakah hambatan yang kamu rasakan selama menggunakan pembelajaran dengan metode tersebut?

Raihan : Sejauh ini tidak ada.

Ida : Apa itu mempengaruhi kemampuan berbicara bahasa inggrismu?

Raihan : Iya bu karena akan membuat saya mahir berbicara Bahasa Inggrisnya.



Ida : Menurutmu, adakah ide implementasi yang lebih baik dengan menggunakan metode pembelajaran seperti itu (project based learning dan guided conversation) dalam memfasilitasi speaking bahasa Inggris?

Raihan : Tidak tau bu.

Ida : Terima kasih Raihan atas waktunya.

Raihan : Sama – sama bu.

#### **14. Raja Amar Baihaqi Ritonga**

Ida : Selamat sore Amar

Amar : Selamat sore Bu Ida

Ida : Bolehkah saya memulai wawancaranya sekarang?

Amar : Boleh bu, silahkan.

Ida : Bagaimana perasaanmu saat menggunakan pembelajaran yang berbasis proyek dan percakapan yang diarahkan (guided conversation)?

Amar : Kadang senang kadang juga bosan bu.

Ida : Senangnya gimana?

Amar : Ya kan itu bisa buat belajar saya, supaya kemampuan berbicara Bahasa Inggris saya baik dan semakin berkembang

Ida : Lalu kenapa kok membosankan? Apakah ada hambatan yang kamu temukan selama proses pembelajaran?

Amar : Ada bu, seperti kesulitan memahami kosakata atau kalimat yang rumit gitu bu. Kan kadang tulisannya akan beda dengan cara bacanya bu. Kadang juga pelafalan yang diarahkan atau ditunjukkan Pak Yulih itu juga ada yang mudah diingat, ada juga yang susah gitu bu.

Ida : Menurutmu apakah kemampuan berbicara Bahasa Inggrismu sekarang memiliki perkembangan?

Amar : Ada bu.

Ida : Menurutmu, adakah ide implementasi yang lebih baik dengan menggunakan metode pembelajaran seperti itu (project based learning dan guided conversation) dalam memfasilitasi speaking bahasa inggris?

Amar : Sejauh ini menurut saya tidak ada, karena aktivitas yang diajarkan Pak Yulih sudah sangat membantu dalam menguasai dan mengembangkan kemampuan speaking Bahasa Inggris saya begitu bu

Ida : Baik amar terima kasih atas waktunya dan bantuannya.

Amar : Sama – sama bu.

### **15. Yani Husna Inatsa**

Ida : Selamat Pagi Yani

Yani : Selamat Pagi bu.

Ida : Boleh saya memulai wawancaranya Yani?

Yani : Boleh bu silahkan

Ida : Bagaimana perasaanmu saat menggunakan pembelajaran yang menggunakan pembelajaran berbasis projek yang dikombinasikan dengan guided conversation atau percakapan terarah?

Yani : Menyenangkan, karena kemampuan speaking saya bisa berkembang. Tapi kadang saya kurang berani untuk berkreasi lebih dalam explore percakapannya. Kan soalnya percakapannya sudah diajarkan Pak Yulih, jadi saya hanya belajar dari situ saja begitu.

Ida : Oh begitu. Menurutmu, adakah ide implementasi yang lebih baik dengan menggunakan metode pembelajaran seperti itu (project based learning dan guided conversation) dalam memfasilitasi speaking bahasa inggris?

Yani : Kalo saya lebih ke aktivitas yang bisa kembangkan kosakata saya gitu, nanti kalau saya gak tau baru guru itu nunjukkin caranya melafalkan.

Ida : Baik yani, terima kasih sudah membantu saya dalam wawancara ini

Yani : Sama – sama bu.

#### **16. Zahra Maryam Safmitha**

Ida : Selamat sore Zahra

Zahra : Selamat sore bu Ida

Ida : Kita langsung saja ya mulai wawancaranya

Zahra : Baik Bu

Ida : Menurut Zahrea, bagaimana perasaanmu ketika Pak Yulih menggunakan pembelajaran yang berbasis projek dalam pelajaran speaking tapi sebelumnya diarahkan gitu?

Zahra : Aktivitas itu sering dilakukan Pak Yulih seh bu saat memberi projek kepada kami terutama soal speaking. Kalau saya sih biasa – biasa saja bu. Tapi kalau kadang ada kosakata yang susah itu sulit sekali dipahami dan dilafalkan.

Ida : Apakah dengan menggunakan metode itu kamu bisa menunjukkan perkembangan dalam berbicara Bahasa Inggris?

Zahra : Ada bu, saya bisa agak fasih dan memahami beberapa kosakata dan istilah yang belum saya kenal dan pahami sebelumnya. Lalu saya juga dapat mengembangkan melalui percakapan atau aktivitas yang lain.

Ida : Menurutmu, adakah ide implementasi yang lebih baik dengan menggunakan metode pembelajaran seperti itu (project based learning dan guided conversation) dalam memfasilitasi speaking bahasa inggris?

Zahra : Kalau menurut saya dalam pengimplementasiannya bisa dengan percakapan berbagai ungkapan atau saat perkenalan atau saat kita puisi mungkin bu. Itu akan mudah sekali dipahami dan diaplikasikan. Karena itu kan digunakan di kehidupan sehari – hari.

Ida : Baik kalau seperti itu. Terima kasih Zahra atas waktunya.

Zahra : Sama – sama bu.

#### **Appendix IV Teacher Interview Transcript**

- Ida : Selamat pagi Pak Yulih, perkenalkan saya Ida Fitria Salsabila dari universitas walisongo dalam hal ini saya akan meminta informasi terkait pembelajaran Bahasa Inggris yang bapak lakukan di kelas 7.
- Pak Yulih : Baik, mbak Ida silahkan.
- Ida : Sebelumnya pembelajaran bahasa inggris di kelas 7 itu seperti apakah pak? Apakah ada metode atau strategi tersendiri untuk mengajar di kelas 7?
- Pak Yulih : Kalau pembelajaran bahasa inggris pada dasarnya sama saja dalam pengajarannya, hanya saja untuk kelas satu biasanya saya melakukan penyesuaian bahasa inggris seperti hafalan kosa kata setiap pembelajaran. Itu dimaksudkan siswa – siswi itu keterampilan berbahasanya itu merata. Soalnya kalau kelas 7 itu apalagi ini masih awal semester itu masih transisi dari masa sekolah dasar ke sekolah menengah pertama.
- Ida : Nah, dalam pembelajaran bahasa inggris kan ada beberapa skill yang harus dipenuhi, salah satunya itu speaking. Apakah bapak mempunyai tantangan sendiri dalam mengajar speaking anak – anak?
- Pak Yulih : Tentu ada. Sebagaimana yang tadi saya bilang, di kelas 7 itu kan siswa – siswinya berasal dari sekolah yang bermacam – macam ya mbak ya. Ada yang sudah mahir terutama berbicara bahasa inggris, ada juga yang tidak bisa berbicara bahasa inggris. Nah disini menjadi tantangan saya sebagai guru mereka. Bagaimana saya mengajari anak – anak dengan latar belakang yang berbeda, bagaimana saya terus memotivasi anak – anak supaya mau mempelajari bahasa inggris, bagaimana saya bisa membenahi pengucapan bahasa inggrisnya. Soalnya dalam berbicara bahasa inggris itu mereka masih ke bawa pengucapan bahasa indonesianya, malah terkadang anak anak itu berbicara degan logat yang daerah miliki. Sehingga itu pr buat saya untuk menyelaraskan cara pengucapannya. Satu lagi yang menjadi tantangan dalam mengajar speaking, yaitu menghadapi anak – anak yang

mempunyai bendahara kosakata bahasa inggris yang sedikit tapi dia tidak ada kemauan untuk mencari tahu lagi didalam kamu, dia lebih memilih mencontek dan meniru kosakata yang temannya ucapkan tanpa membenahi tatanan kosa kata. Seperti kalimat “saya sudah makan”, nah ada beberapa anak yang justru mengartikannya satu persatu. Jadi bukan “I have eaten”, melainkan “i after eat” . jadi lucu bahasa inggris dan maknanya begitu.

Ida : Hehehehe, iya pak jadi anak anak sekarang itu lebih ke memaknai secara bebas tanpa memperhatikan bagaimana tata bahasa inggris yang baik dan benar.

Pak Yulih : Betul sekali, kadang saya justru tertawa sendiri mendengar ucapan bahasa inggris siswa jaman sekarang itu.

Ida : Baik pak Yulih, kita ke pertanyaan selanjutnya ya. Apa dan bagaimana pendapat bapak terkait penggunaan pembelajaran berbasis projek (project based learning) dengan guided conversation untuk praktik berbicara bahasa inggris di dalam kelas?

Pak Yulih : PBL (project based learning) itu sekarang sering saya gunakan. Karena kurikulum yang kita gunakan sekarang itu kurikulum merdeka, jadi segala aktivitas itu mengarah ke siswa, menuntut siswa untuk semakin aktif berkreasi dalam pembelajaran. Nah biasanya gunakan kebanyakan di prakek speaking mereka. Terus yang saya tau guided conversation itu kan seperti diberi tuntunan dan pengarahan dulu sebelum praktik speaking. Jadi menurut saya jika kedua hal itu dipadukan, akan menjadi pembelajaran bahasa inggris yang asyik menarik. Guru akan membantu siswa dalam mengarahkan cara pengucapan yang benar, sehingga guru dan siswa dapat mencapai tujuan pembelajaran dengan baik. Sedangkan siswa akan mengembangkan ide ide kreatif yang mereka miliki dalam mengolah kosakata yang diucapkan dalam praktik speaking. Mereka paham dengan yang mereka

ucapkan, tapi mereka juga tidak menyimpang saat mengucapkannya.

Ida : Apakah bapak pernah menggunakan kedua metode tersebut?

Pak Yulih : Beberapa kali saya menggunakannya, terutama tugas praktik siswa yang melibatkan aktivitas adu peran. Jadi saya kadang melakukan pembetulan saat sebelum dan sesudah mereka praktek speaking sebagai bahan evaluasi dan bahan persiapan praktik speaking disetiap materi yang dilibatkan, seperti saat pengucapan greeting untuk menanyakan kabar, itu kan antara ke guru dan ke teman sebaya ada perbedaannya. Jadi mereka sebelum praktek speaking harus sudah memahami. Untuk selanjutnya saya akan mencatat beberapa kosakata yang miss dan melakukan pembenahan setelah mereka menyelesaikan praktek speaking, yang kemudian akan mereka tirukan.

Ida : Wah, jadi begitu ya pak. Baik bapak untuk pertanyaan terakhir, tadi bapak mengatakan, sudah pernah melakukan kombinasi antara project based learning dan guided conversation. Nah, boleh bapak berikan ide terkait implementasi yang baik dari kombinasi project based learning dan guided conversation dalam memfasilitasi praktek speaking siswa didalam kelas?

Pak Yulih : Untuk implementasi itu, menurut saya lebih dilibatkan dalam aktivitas unjuk peran atau aksi peran dan dalam kegiatan diskusi. Karena saat smp apalagi dikelas 7 itu biasanya banyak diajarkan terkait ekspresi untuk mengungkapkan sesuatu, misal terimakasih, salam, pendapat dan lainnya. Kemudian untuk efeknya, siswa juga dapat melibatkan aktivitas kehidupan sehari – hari. Sehingga ketika mereka berbicara bahasa inggris, mereka sudah paham dengan kosakata dan tata bahasa yang benar. Juga mereka bisa melakukan diskusi. Maksud saya, kan dalam projek seperti membuat poster atau cerita, mereka akan memerlukan cara untuk menjelaskan kepada guru dan siswa lainnya, nah dengan ini siswa akan bisa praktek dengan benar sesuai

pembenahan dan pembetulan yang diarahkan gurunya.  
Begitu.

Ida : Wah penjelasan bapak lengkap sekali. Terima kasih bapak atas waktu dan kesempatannya dalam wawancara ini.

Pak Yulih : Sama – sama mbak, senang bisa membantu. Semoga mbak ida bisa menyelesaikan tugas akhirnya dengan baik dan segera lulus menjadi sarjana yang sukses.

Ida : Aamiin. Terima kasih bapak.



## Appendix V Lesson Plan

<p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"><li>• <b>Membuat</b> teks interaksi transaksional lisan dan tulis sangat sederhana terkait tindakan memberi dan meminta informasi benda-benda yang ada di dalam ruangan kelas dan di dalam tas. (C6)</li><li>• <b>Mengkomunikasikan</b> fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait tindakan memberi dan meminta informasi benda-benda yang ada di dalam ruangan kelas dan di dalam tas yang telah dibuat. (C5)</li></ul>
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### C. TUJUAN PEMBELAJARAN

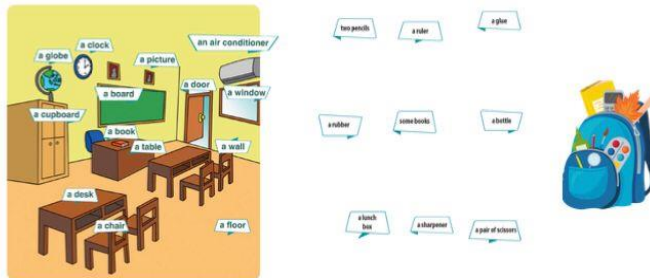
1. Dengan mengamati gambar dan mendengarkan suara yang ada pada *Media Pembelajaran Interaktif (MPI)* murid dapat **menyebutkan** nama dan jumlah benda yang ada di dalam ruang kelas dan di dalam tas dengan benar dan tepat.
2. Melalui penyelidikan secara berkelompok menggunakan *Media Pembelajaran Interaktif (MPI)*, murid mampu **mengidentifikasi** fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait tindakan memberi dan meminta informasi nama dan jumlah benda-benda yang ada di dalam ruangan kelas dan di dalam tas sesuai contoh yang ditampilkan di *Media Pembelajaran Interaktif (MPI)* dengan benar.
3. Dengan mendiskusikan apa yang telah ditemukan di *Media Pembelajaran Interaktif (MPI)*, murid mampu **membandingkan** unsur kebahasaan terkait article a dan an, plural dan singular pada teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda di dalam ruang kelas dan di dalam tas dengan benar dan jelas.
4. Dengan melihat contoh pada *Media Pembelajaran Interaktif (MPI)* dan penguatan dari guru, murid dapat **membuat** teks interaksi transaksional lisan dan tulis sangat sederhana terkait tindakan memberi dan meminta informasi benda-benda yang ada di dalam ruangan kelas dan di dalam tas sesuai dengan tata bahasa yang benar dan tepat.
5. Dengan berkolaborasi secara berkelompok, murid mampu **mengkomunikasikan** fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait tindakan memberi dan meminta informasi benda-benda yang ada di dalam ruangan kelas dan di dalam tas yang telah mereka buat secara lisan di depan kelas dengan baik dan sopan.

#### D. MATERI PEMBELAJARAN

- **Fungsi Sosial**  
Mengidentifikasi dan menyebutkan berbagai benda yang ada di dalam kelas dan di dalam tas.
- **Struktur Teks Interaksi Transaksional**
  - Meminta informasi mengenai nama dan jumlah benda yang ada di dalam kelas dan di dalam tas Peserta didik.
  - Memberi informasi mengenai nama dan jumlah benda yang ada di dalam kelas dan di dalam tas Peserta didik.
- **Unsur Kebahasaan**
  - Pertanyaan terkait benda yang ada di dalam kelas dengan *Can you tell the names of the things in the classroom?*
  - Penggunaan article; Penyebutan benda dengan *a/an*, bentuk jamak (-s)
  - Pertanyaan terkait benda yang ada di dalam tas dengan *What do you have in your bag? How many...?*
  - Penggunaan *I have, she/he has....*
  - Penggunaan *Cardinal Numbers (1,2,3,4....)*
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
- **Topik**

Teks interaksi transaksional lisan dan tulis tindakan memberi dan meminta informasi benda-benda yang ada di dalam ruangan kelas dan di dalam tas:

1. Nama-nama benda yang ada di dalam kelas dan di dalam tas.



2. Meminta informasi terkait nama benda-benda di dalam ruang kelas dan di dalam tas
  - Can you tell me the names of things in the classroom?
  - What do you have in your bag?
  - What about you?
3. Meminta informasi terkait jumlah benda-benda di dalam ruang kelas dan di dalam tas
  - How many .... do you have?
  - How many books do you have?

4. Memberi informasi terkait nama benda-benda di dalam ruang kelas dan di dalam tas
  - I have a pen
  - She has an eraser
  - He has a pencil
5. Memberi informasi terkait jumlah benda-benda di dalam ruang kelas dan di dalam tas
  - I have seven books
  - She has two pens
  - He has four rulers

#### E. METODE PEMBELAJARAN

Pendekatan	: <i>Scientific Approach</i>
Model Pembelajaran	: Problem Based Learning (PBL).
Metode Pembelajaran	: Penemuan terbimbing, Problem solving, Drilling, diskusi, presentasi dan tanya jawab.
Media Pembelajaran	: MPI berbasis Aplikasi - <a href="#">RESPECT (Real English Speaking Community)</a> dan <a href="#">Google Slide</a>

- Model pembelajaran yang digunakan pada pembelajaran ini adalah **Problem Based Learning** senada dengan Pembelajaran abad 21 yang mengedepankan **4C** (*Communication, Collaboration, Critical Thinking and Problem Solving, dan Creativity and Innovation*), **HOTS** dan **TPACK (Integrated learning memanfaatkan MPI Aplikasi Android - RESPECT)**. Problem Based Learning adalah model pembelajaran yang menggunakan masalah sebagai langkah awal dalam mengumpulkan dan mengintegrasikan pengetahuan baru.


#### F. SARANA DAN PRASARANA PEMBELAJARAN



1. Ruang kelas sebagai tempat proses pembelajaran
2. Papan tulis
3. Laptop/Chromebook
4. Proyektor
5. HP android
6. Internet (*Optional*)
7. Lembar Kerja Peserta Didik (LKPD)

#### G. Sumber Belajar

1. Wachidah, S. et al (Eds.). 2017. *Bahasa Inggris (When English Rings a Bell)*. Kementerian Pendidikan dan Kebudayaan: Jakarta
2. <https://www.freepik.com/home>
3. <https://pixabay.com/>
4. <https://www.canva.com/>
5. <https://belajar.kemdikbud.go.id/repos/FileUpload/Things%20in%20The%20Classroom79f30353-1f35-4076-9e91-f6901dd1e022/index.html>

#### H. SINTAKS / LANGKAH-LANGKAH PEMBELAJARAN

No	Tahapan Pembelajaran	Rincian Kegiatan	Alokasi Waktu
1	Kegiatan Pembuka	<p>Pada kegiatan pembuka:</p> <ol style="list-style-type: none"> <li>Peserta didik dan Guru saling memberikan salam dan saling menanyakan kabar.</li> <li>Peserta didik diarahkan oleh Guru untuk berdoa sebelum masuk ke proses pembelajaran.</li> <li>Guru mengecek kehadiran Peserta didik sebagai bentuk <b>kedisiplinan</b>.</li> <li>Guru memeriksa kesiapan dan menyiapkan peserta didik sebelum melakukan pembelajaran.</li> <li>Peserta didik mendengarkan penyampaian guru mengenai topik yang akan dibelajarkan dengan mengaitkan materi pembelajaran dengan pengalaman atau kehidupan sehari-hari peserta didik sebagai <b>Apersepsi</b>.</li> <li>Guru menyampaikan topik materi yang akan dipelajari.</li> <li>Peserta didik mendengarkan guru menyampaikan tujuan pembelajaran.</li> <li>Guru memberikan motivasi kepada peserta didik.</li> </ol>	10
2	Kegiatan Inti	<p>Pada Kegiatan inti, di:</p> <p><b>FASE 1: ORIENTASI TERHADAP MASALAH</b></p> <ol style="list-style-type: none"> <li>Setelah peserta didik mengamati benda-benda di sekitar, Peserta didik dikenalkan dengan Pembelajaran Berbasis Masalah.            </li> <li>Peserta didik menyimak dan berusaha menjawab pertanyaan dari guru mengenai <b>permasalahan</b> Kosakata yang berkaitan dengan benda-benda di dalam Kelas dan di dalam tas.           <ul style="list-style-type: none"> <li>- Benda-benda apa saja yang ada di ruang kelas, bagaimana cara menyebutkannya dalam bahasa inggris? <i>Can you tell me the things in the classroom using English?</i></li> <li>- Bagaimana cara memberi dan meminta informasi terkait nama dan jumlah benda-benda yang ada di dalam kelas dan di dalam tas kalian menggunakan bahasa inggris? <i>How to ask and give information</i></li> </ul> </li> </ol>	60

		<p><i>about things in the classroom using English?"</i></p> <p>c. Peserta didik diarahkan oleh guru untuk bekerja dalam kelompok dalam menyelesaikan permasalahan di atas yang telah disampaikan.</p> <p><b>FASE 2: MENGORGANISASI PESERTA DIDIK</b></p> <p>a. Peserta didik dibagi oleh guru menjadi 4 Kelompok yang terdiri dari 4-5 orang.</p> <p>b. Peserta didik diarahkan oleh guru untuk menuju kelompoknya masing-masing dan memberi nama kelompoknya.</p> <p><b>FASE 3: MEMBIMBING PENYELIDIKAN INDIVIDU DAN KELOMPOK</b></p> <p>a. Guru Memberikan Lembar Kerja Peserta Didik (LKPD) 1 kepada tiap-tiap kelompok.</p> <p>b. Dalam Kelompok, Peserta didik diberi instruksi pengerjaan LKPD 1 berupa bimbingan untuk menuliskan Benda-benda di dalam kelas.</p> <p>c. Secara berkelompok, Peserta didik dibimbing dan diarahkan oleh guru untuk menggunakan <i>Media Pembelajaran Interaktif (MPI)</i> Sebagai <b>Inovasi</b> dalam pembelajaran untuk melakukan <b>penelitian dan pengecekan secara berkelompok</b> arti dan pelafalan kata-kata benda yang telah ditulis di LKPD 1 dalam bahasa Inggris lalu mendengarkan cara pengucapan tiap kosakata dengan cermat.</p>   <p>d. Dalam kelompok peserta didik <b>secara bergotong royong dan bernalar kritis</b> berdiskusi dalam mengisi</p>
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		<p>LKPD 1 sesuai dengan yang telah ditemukan pada Media Pembelajaran Interaktif (MPI) berbasis Android . <b>(Collaboration and Critical Thinking).</b></p> <p>e. Kelompok yang mengalami kesulitan atau masalah, maka akan diarahkan dan dibimbing oleh guru dari apa yang mereka tanyakan dari hasil identifikasi dan pengamatan.</p> <p>f. Peserta didik dalam kelompok diminta untuk melafalkan kosa kata yang telah mereka temukan dari Media Pembelajaran Interaktif Berbasis Aplikasi Android.</p> <p>g. Guru mengoreksi dan membenarkan jika ada pelafalan yang belum benar.</p> <p>h. Masing-masing Kelompok diberikan LKPD 2 untuk dikerjakan.</p> <p>i. Guru membimbing dan mengarahkan cara pelafalan benda kalimat tanya (Asking Information) pada LKPD 2.</p> <p>j. Peserta didik diberikan penjelasan detail mengenai instruksi pengerjaan LKPD 2 agar meminimalisir kekeliruan dalam pengerjaan.</p> <p>k. Secara berkelompok peserta didik diarahkan guru untuk mengisi dengan nama dan jumlah benda-benda yang dimiliki rekannya sekelompok sesuai Lembar Kerja Peserta Didik (LKPD) 2. <b>(Collaboration)</b></p> <p>l. Peserta didik diarahkan guru untuk mempraktekkan dialog dengan rekan kelompoknya kelompok masing-masing. <b>(Collaboration and Communication)</b></p> <p>m. Guru senantiasa membimbing dan mengarahkan peserta didik jika mengalami kendala.</p> <p>n. Guru dan peserta didik mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait tindakan memberi dan meminta informasi nama dan jumlah benda-benda yang ada di dalam ruangan kelas.</p> <p>o. Guru memberikan pertanyaan kepada peserta didik untuk membuktikan fungsinya.</p> <p>p. Secara berkelompok peserta didik diarahkan untuk membandingkan secara lisan penggunaan article A, An dan Plural, Singular pada benda-benda di dalam kelas. <b>(HOTS) Critical Thinking and Problem Solving.</b></p> <p><b>Bandingkan Penggunaan Article A, An dan Plural, Singular</b></p>  <p>q. Dengan menggunakan <i>Google Slides</i> Guru memberikan penguatan dan arahan Unsur kebahasaan, dan Struktur</p>
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		<p>Teks interaksi transaksional mengenai nama dan jumlah benda di kelas dan di dalam tas mereka (A, An dan Plural, Singular) berkaitan dengan teks transaksional pendek yang ada dalam MPI dan Google Slide.</p> <p><b>FASE 4: MENGEMBANGKAN DAN MENYAJIKAN KARYA</b></p> <p>a. Masing-masing Kelompok diberi LKPD 3 untuk dikerjakan secara berkolaborasi dan berdiskusi dengan sesama kelompoknya. (<b>Collaboration</b>)</p> <p>b. Dalam kelompok, Peserta didik menganalisis dan membuat kalimat berupa jawaban dari pertanyaan pada LKPD 3 dengan kritis dan kreatif. (<b>Critical thinking and Creativity</b>)</p> <p>c. Guru Senantiasa Membimbing jika ada kendala baik dari individu maupun kelompok.</p> <p>d. Dalam Kelompok, peserta didik diminta membacakan hasil kerja LKPD 3 sebagai latihan pengucapan dan untuk dianalisis bersama.</p> <p>e. Peserta didik dalam kelompok diminta untuk membandingkan dan menganalisis unsur kebahasaan (Have, Has) dari kalimat yang telah mereka buat. (<b>Critical Thinking</b>)</p> <p>f. Guru kemudian memberikan penguatan terhadap analisis yang mereka agar lebih jelas.</p> <p>g. Secara berkelompok peserta didik diarahkan oleh guru untuk membuat dialog berupa teks transaksional terkait memberi dan meminta informasi mengenai nama dan jumlah benda-benda yang dimiliki dan yang rekan se-kelompoknya miliki sesuai dengan LKPD 3. (<b>Creativity</b>)</p> <p>h. Untuk presentasi, selain membahas LKPD yang telah mereka kerjakan, guru membagi tiap kelompok untuk membahas hal yang berbeda; Kelompok 1 membahas penggunaan a and an, Kelompok 2 membahas penggunaan plural and singular, Kelompok 3 membahas struktur teks transaksional, Kelompok 4 membahas penggunaan have and has.</p> <p><b>FASE 5: MENGANALISIS DAN MENGEVALUASI PROSES PEMECAHAN MASALAH</b></p> <p>a. Masing-masing kelompok mempresentasikan secara kolaboratif sesuai dengan yang ditugaskan sebelumnya. Kelompok 1 membahas penggunaan a and an, Kelompok 2 membahas penggunaan plural and singular, Kelompok 3 membahas struktur teks transaksional, Kelompok 4 membahas penggunaan have and has. (<b>Communication and Collaboration</b>)</p> <p>b. Guru senantiasa membimbing presentasi peserta didik jika ada yang perlu bantuan.</p> <p>c. Peserta didik diberikan kesempatan memberikan feedback langsung secara kritis. (<b>Critical Thinking</b>)</p> <p>d. Peserta didik dari kelompok yang lain diberikan kesempatan oleh guru untuk memberikan</p>	
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		<p>tanggapan, pertanyaan atau koreksi dari penampilan kelompok lain.</p> <p>e. Peserta didik dari kelompok lain <b>secara kreatif, mandiri dan bernalar kritis</b> memberikan komentar atau menanggapi hasil diskusi kelompok yang melakukan presentasi. (<b>Communication and Critical thinking</b>)</p> <p>f. Guru memberikan evaluasi kepada masing-masing peserta didik untuk dikerjakan sebagai penilaian hasil belajar. (<b>Critical Thinking and Problem Solving</b>)</p>	
3	Kegiatan Penutup	<p>Pada kegiatan ini:</p> <p>a. Peserta didik bersama guru menyimpulkan kegiatan pembelajaran</p> <p>b. Peserta didik diberikan apresiasi oleh guru yang telah mengikuti proses pembelajaran dengan baik dan telah berusaha belajar dengan baik pula.</p> <p>c. Siswa diberikan latihan berupa PR oleh guru untuk menghafal kosakata terkait materi pada pertemuan ini memanfaatkan Aplikasi <b>MPI ( Inovasi Pembelajaran berbasis <i>Flipped Classroom</i>)</b></p> <p>d. Peserta didik dan guru saling mengucapkan salam penutup.</p> <p>e. Selesai.</p>	10

**I. Penilaian**

- Penilaian Sikap berupa Observasi
- Penilaian Pengetahuan berupa tes tertulis. (*Vocabulary Test and Multiple Choice*)
- Penilaian Keterampilan berupa penilaian kinerja. (*Penilaian kelompok*)



## Appendix VI 7<sup>th</sup> Grade Student Attendance List

NO	NAMA	KELAS	Jenis Kelamin
1.	Alpha Piersha G	VII	L
2.	Brian Abinaya Khairi	VII	L
3.	Bunga Aida Adha Winan Saputri	VII	P
4.	Elok Sekar Kinasih	VII	P
5.	Ichsanul Fikri	VII	L
6.	Ilham Maulana Al Karomat	VII	L
7.	Monic Hafinza Rahma	VII	P
8.	Muhammad Fachri Tri Wicaksana	VII	L
9.	Muhammad Haidar Hibatullah	VII	L
10.	Muhammad Hazza Ishamad Daris	VII	L
11.	Naufal Rizqi Al Hafiz	VII	L
12.	Qumil Laila Azahra	VII	P
13.	Raihan Syawal Tata Prahasta	VII	L
14.	Raja Amar Baihaqi Ritonga	VII	L
15.	Yani Husna Inatsa	VII	P
16.	Zahra Maryam Safmitha	VII	P

## Appendix VII Interview Research Analysis

NAME	QUESTION			
	How do you feel about using the project based learning method combined with guided conversation method to practice speaking English?	What obstacles did you encounter when using this method?	How is your English speaking after using this method , is there any improvement ?	Please give your ideas for a better implementation of project – based learning combined guided conversation in facilitating your speaking skill in English?
<b>Alpha</b>	Kalo pembelajaran kemarin itu seru bu	Kalo kesulitan sih jelas ada bu. Sewaktu kelas rame terus guru itu membenahi pengucapan kosakatanya. Pasti kan gak denger ya. Jadi kadang anak – anak itu bilang “Ha, gimana pak, enggak kedengeran pak” gitu	Speaking saya jadi agak ada perkembangan . Kayak jadi tau kata kata yang susah pengucapannya, terus jadi percaya diri aja waktu praktek berbicara didepan kelas.	Kalo untuk pengimplementasi an itu mungkin bisa dicoba saat penggunaan game atau kayak prakarya yang lain gitu. Biar lebih seru lagi gitu loh. Jadi kita bisa lebih seru lagi waktu praktek berbicara.
<b>Brian</b>	Ya senang	Tidak ada bu	Iya ada bu. Terutama saat pengucapan kosakata yang salah jadi benar. Terus kita bisa lebih paham dengan makna dan maksud dari	Mungkin seperti memberikan opini atau juga bisa kayak presentasi bu.

			yang kita ucapkan bu.	
<b>Bunga</b>	Ya kadang menyenangkan kadang membosankan	Ada bu, kadang masih lupa dengan kosakata yang diucapkan hehehe...	Ada bu, kan setelah kita praktek atau presentasi misal, pak guru itu kasih evaluasi. Seperti pembenahan pengucapan kosakata, pembenahan grammarnya gitu sehingga saya bisa lebih memahami tentang apa yang saya dan teman saya praktekkan dan ucapkan di kelas	Kalo ide mungkin kayak dialog panjang atau storytelling gitu. Namun diberikan pengarahan pengucapan kosakata atau kalimatnya terlebih dahulu
<b>Elok</b>	Enak, menyenangkan tapi juga kadang mengesalkan	Ya karena ada kosakata yang susah pengucapannya, jadi waktu praktik agak macet – macet gitu bu	Ada, Bu. Karena Pak Yulih sering membenahi pengucapan kosakata, jadi sudah tidak terasa asing di telinga dan saat mengucapkan. Jadi kurang lebih speaking saya semakin lebih baik.	Sejauh ini tidak ada bu. Menurut saya aktivitas yang diberikan Pak Yulih sudah cukup mendukung praktek berbicara Bahasa Inggris di dalam kelas.
<b>Fikri</b>	Enak bu,	cuma kadang masih susah	Ada, sedikit perkembangan	Tidak ada

		memahami atau mengucapkan kalimat atau kata yang rumit gitu bu	bu. Jadi saya sedikit percaya diri untuk unjuk speaking bersama teman – teman bu.	
<b>Ilham</b>	Benar bu, biasanya Pak Yulih memberikan projek pekerjaan Bahasa Inggris untuk kita, tapi sebelumnya harus ada pengarahan terlebih dahulu dan setelahnya juga ada pembetulan kosakata yang kita ucapkan begitu	Kalau hambatan dan kesulitan mungkin pada kalimat yang susah atau sulit begitu bu.	Lebih mudah memahami lagi, apalagi kalau Pak Yulih itu mengarahkan atau membenarkan itu juga dengan gurauan dan candaan begitu.	Tidak ada bu
<b>Monic</b>	itu menyenangkan.	kadang pelafalan dari pak Yulih itu gak paham bu. Apalagi waktu pelafalan kata yang panjang. Bingung saya bu.	Ada bu, kemampuan saya bisa meningkat meski hanya sedikit	Tidak
<b>Fachri</b>	Ya ada enaknya dan ada tidak enaknya.	gak enakya itu ya pas bingung sama pengucapannya	Enaknya bisa mengembangkan kemampuan	Gak ada bu kayaknya

		dan artinya gitu itu bu	saya berbahasa Inggris terutama pada kemampuan berbicara Bahasa Inggris, tapi	
<b>Haidar</b>	Menyenangkan, apalagi saat di suruh untuk praktek berdialog begitu. Kan bisa mempermudah kita berbicara Bahasa Inggris	Tidak bu, karena saya ikut les Bahasa Inggris juga di luar, jadi kalo disuruh berdialog ya langsung bisa. Cuman kalau waktu berkelompok dan berpasangan itu harus menyesuaikan dulu	Ya bisa bu, biar makin lancar gitu	Mungkin lebih kayak waktu pidato atau cerita pengalaman seru di depan kelas gitu bu. Jadi kita bisa benar – benar improve sendiri soal kata – katanya
<b>Daris</b>	Menurut saya biasa – biasa saja bu. Karena kadang saya juga bisa mengikuti, kadang juga enggak.	Kadang saya gak bisa mengikuti kalimat yang panjang tapi susah gitu bu pengucapannya	Iya bu.	Mungkin bisa lebih di variasikan lagi bu tentang topik dari dialog percakapannya. Biar kita bisa mengembangkan ke percakapan yang lain juga gitu
<b>Naufal</b>	Pernah bu, bagus sekali itu	tapi kadang yang masih kurang PD nya kalo ngong didepan orang banyak	Baik bu	Pinginnya sih kayak yang diskusi gitu bu atau kayak pengenalan diri didepan kelas gitu bu. Kan itu sering digunakan dalam

				kehidupan sehari – hari.
<b>Laila</b>	Kalau pembelajaran dengan metode itu saya suka bu. Kadang lucu kan dengar pas teman – teman berbicara Bahasa Inggris	Sejauh ini belum ada bu, karena materi dan pelafalan yang diarahkan Pak Yulih juga sudah jelas	Iya bu, saya dapat meningkatkan kemampuan berbicara saya.	Lebih ke perbanyak dalam praktek perkenalan diri dan praktek ekspresi kayak opini, meminta bantuan gitu kayaknya enak deh bu.
<b>Raihan</b>	Menyenangkan	Sejauh ini tidak ada	Iya bu karena akan membuat saya mahir berbicara Bahasa Inggrisnya	Tidak tau bu
<b>Amar</b>	Kadang senang kadang juga bosan bu	Ada bu, seperti kesulitan memahami kosakata atau kalimat yang rumit gitu bu. Kan kadang tulisannya akan beda dengan cara bacanya bu. Kadang juga pelafalan yang diarahkan atau ditunjukkan Pak Yulih itu juga ada yang mudah diingat, ada juga yang susah gitu bu.	Ada bu	Sejauh ini menurut saya tidak ada
<b>Yani</b>	Menyenangkan	Tapi kadang saya kurang berani untuk	kemampuan speaking saya	Kalo saya lebih ke aktivitas yang bisa kembangkan

		berkreasi lebih dalam explore percakapannya	bisa berkembang	kosakata saya gitu, nanti kalau saya gak tau baru guru itu nunjukkin caranya melafalkan
<b>Zahra</b>	Biasa biasa saja	Jika ada kosakata yang susah dipahami	Ada, Saya bisa agak fasih dan memahami beberapa kosakata dan istilah yang belum saya kenal dan pahami sebelumnya	Percakapan dalam berbagai ungkapan atau perkenalan diri atau saat kita puisi

## Appendix VIII Documentation



**(The teacher explained the learning material)**





**(Students memorized daily vocabularies)**



**(Students practiced English Conversation about *Daily Activities* guided by the teacher)**



**(Students practiced speaking English in pairs)**





**(Interviews with students about their perspectives on using guided conversation in project based learning method on practicing speaking English)**



**(Take a photo with 7<sup>th</sup> grade students)**

**Table 2.1 The steps of Project-Based Learning**

<b>Steps of Project-Based Learning</b>	<b>Description of Learning Activities</b>
Step 1: Project Determination	Teachers and students agree together on the theme or topic of the project
Step 2: Project Planning and Completion	The teacher facilitates students to design types, project steps, and completion and project management
Step 3: Preparation of project implementation schedule	The teacher accompanies (facilitates) students in scheduling project activities
Step 4: Project completion	The teacher monitors and facilitates the implementation of the project designs that have been prepared
Step 5: Report preparation	The teacher facilitates the design of reports and presentations of projects that have been implemented
Step 6: Evaluate the project process and results	Teachers and students reflect on the implementation, and the results of the project at the end of the lesson.

**Table 3.1 Interview Guideline Students' Prespectives**

<b>Number</b>	<b>Statement</b>
1.	How do you feel about using the guided conversation in project-based learning to practice speaking in English class?
2.	What obstacles did you encounter when using this method?
3.	How is your English speaking after using this method, is there any improvement?
4.	Please give your ideas for a better implementation of guided conversation in project-based learning in facilitating your speaking skills in English?

**Table 3.2 Interview Guideline Teacher' Challenges**

<b>Number</b>	<b>Statement</b>
1.	What challenges did you encounter when teaching English, especially speaking skills?
2.	What is your opinion about using the guided conversation in project-based learning to practice speaking English in class?
3.	Please provide your ideas for better implementation of project based learning which incorporates guided conversation in facilitating students' English speaking skills?



## CURRICULUM VITAE

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Semarang, 12<sup>th</sup> September 2023

The researcher,



**Ida Fitria Salsabila**  
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