

**THE USE OF PROJECT BASED LEARNING IN MOTIVATING  
STUDENT LEARNING ENGLISH**

**A study of student motivation learning english in SMP N 1 Kepahiang**

**THESIS**

**This Thesis is Submitted to Fulfill  
the Requirement for 'Sarjana' Degree  
in English Language Education**



**By**

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Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan. Atas perhatiannya diucapkan terima kasih. Wassalamu'alaikum, Wr. Wb

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## PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled "The use of Project Based Learning in motivating students' learning English (A study of student motivation learning english in SMP N 1 Kepahiang).

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of Institute College For Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

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## **MOTTO AND DEDICATION**

***“Better to feel how hard education is at this time rather than feel the bitterness of stupidity, later”***

*In the name of Allah this thesis is dedicated to:*

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Thank you so much for all prays, supports, suggestions, smile, loves, cares, and attention you provided me to through this entire of life. Also for your patient, encouragement.

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## **ABSTRACT**

**Ike Nursyafitri, 2020 .The Use of Project Based Learning toward Student Motivation in Learning English ( A Study of Student Motivation Learning English in SMP N 1 Kepahiang)**

**Advisor : Jumatul Hidayah, M.Pd**

**Co-Advisor : Paidi Gusmuliana, M.Pd**

This thesis is aim to know the use of project based learning in motivating students' learning english. The kinds of research is mix method, researcher used exploratory design type of mix method in conducting the research. Exploratory mix method applied qualitative analysis first then to complete the findings by quantitative analysis, researcher use interview and questionnaire as instuments and carried out of grade VIII A in 2019/2020 academic year at SMPN 1 Kepahiang. There are two research question; 1). How does the teacher implemented project based learning in class? 2). What is the form building student motivation?. In collecting data, the findings reveal that the teacher implemented the project based learning that students in grade VIII A has low motivation in learning english because strategy that teacher use is direct instruction method make students feel bored then etacher find new strategy to increase student motivation, in project based learning students learning by doing, understanding, hands on and minds on in learning. In implementing the method teacher give procedure of strategy and steps they would take work on project to the way of present the result of project they made, studewnts find solution in solving problems guid and advice by teacher. In order to reducing bias, researcher spread the questionnaire to students grade VIII A to know how students motivation increases by using implementation of teacher with PjBL, there were 10 statement. The percentage was 883.8 divided total of statement 10 equal 88.38 multiplied 100% is 88.3% and the score of student before use PjBL is 50 after use PjBL is 78. It means that in learning english, students who were taught using PjBL have high increases than those who were taught using direct instruction method.

**Keywords : Project Based Learning, Motivation, Learning English**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

At the most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something. As H Douglas Brown points out, a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge and ego enhancement<sup>1</sup>.

According to Ronald, W on his journal of psychologist The strategies to increase student motivation is Project-based learning. Project Based Learning is a model that organizes learning around projects<sup>2</sup>. Based on definitions found in Project Based Learning handbooks for teachers, project are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities, give students the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations.

As the researcher's experience observed English teacher with interviewed and field the questionnaires to all of students at grade eight in SMP N 1 Kepahiang. The researcher found that students has serious problem on less motivation learning english in the classroom before use Project Based Learning

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<sup>1</sup>H. Douglas Brown, *Principles of language learning and teaching*, (California: 2000), p. 86

<sup>2</sup>Ronald W. Marx, *Motivating Project Based Learning; sustaining the doing supporting the learning*, (Educational psychologist press: 2011), p2

strategy, that can be seen at students' score is low from minimum standart competition then students were rarely collect assginment from english teacher, there is no enthusiasm for learning when learning english in class. So, the english teacher try to find outnew strategy and research some strategy to encourage student motivation on learning english based on Kemendikbud defines project based learning is more emphasis on individual or project carried out within a specified period. The most advantage of teacher choose Project Based Learning to motivated students in learning english was Project Based Learning encourages students to delve farther into a subject past simply recalling information for quizzes, tests or exams.

Based on pre-observation conducting by researcher in several junior high schools in Kepahiang in order to the less of motivationofstudents in learning English and strategy that teacher used to encourage students' motivation. Apparently most of junior high school do not implement specific method. However, researcher found a school where implemented specific method namely Project Based Learning.

Researchers are interested in researching at SMP N 1 Kepahiang because in this school they use a specific method to increase student motivation, namely the project based learning method, but with this method there is still no significant change. procedures so that student motivation in the class when learning English does not increase due to these problems researchers are interested in conducting research at the school after the project based learning is



carried out according to the procedure, it turns out that the results obtained are significant student motivation seen from students who are diligently present in class, doing joint assignments. group friends, able to think critically, able to solve problems and have creative ideas when given project assignments so that they are able to present the results of assignments in front of the class well and also the average score of students who initially was only 50 became in 78 in English lessons standards competency.

Based on the pre-interviews that have been taken, the teacher who teach English in SMPN 1 Kepahiang, the teacher said that she was implemented PjBL about a years ago and teaches grade eight in five class and never change the PjBL method during teaching after know that effect of this method was increase to her students' motivation.

The use of Project Based Learning in motivating students learning englishare student understand lesson that given by a teacher because there is an effort does by a student, student can develop their creativity, Project Based Learning can increase students motivation to learn english as a foreign language. Although, this strategy can be applied for students in student motivation to learn english as a foreign language.

According to John Dewey theory about project based learning is innovative because this strategy learning by doing, understanding, hands on and

minds on in learning<sup>3</sup>. Same as teacher perception that if students' has less motivation in learning English especially they will increase their motivation because of the strategy is all about learning by doing.

## **B. Research Question**

Based on the background of the study above, the problem of the research is:

1. How does the teacher implement Project Based Learning in teaching learning process?
2. What is the aspect of Project Based Learning that can improve student motivation?

## **C. Objective of the Research**

In relating to the research question above, the objective of the research is to investigate :

1. The teacher implement Project Based Learning in teaching learning process
2. The aspect of Project Based Learning improve student motivation

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

The result of the study are expected to give contribution for English teacher, student and researcher at **SMP N 1 KEPAHANG**.

1. The English Teacher

For the English teacher, the result of the research is useful information about effectiveness of project based learning as a method on language

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<sup>3</sup>John Dewey, *True learning is based on discovery guided by mentoring rather than transmission of knowledge*, (AMCO Journal press:2005), p2

learning process. The finding can give advantage on their professional works, the teacher have to know which method works best in the class considering the learning. It also motivates them to find other method in order to develop a more creative teaching using project based learning is one of teaching method in learning.

## 2. The Students

For students, this research is expected to increase their speaking skill though active learning. Students are the subject of learning, so they should be active also creatove do all activity during the teaching and learning process. Project Based Learning (PjBL) makes students do their own projects, they have to be active to look for some appropriate sources. If they are creative, they will have many ideas to get the ebst way for creating a good speaking, so they can avoid being stuck.

## 3. The Other researchers

The findings can give advantages on their professional works since they may find the methods used in this research as new method which are appropriate in teaching english. It can also motivatethem to find other techniques in order to develop a more creative teaching.

### **E. Limitation of the study**

In this research,the study of English Language engage student motivation by using project based learning. The researcher limit discussionthe use of project based learning in motivating students learning english population

of this research will be English Teacher and all of student of grade eight in **SMP N 1 Kepahiang**.

## **F. Operational Definition**

### **1. Project Based Learning**

In this research, Project Based Learning (PjBL) is an instructional strategy centered in the learner. Based on John Dewey theory on his journal “True Learning is based on discovery guided by mentoring rather than the transmission of knowledge”, Educational theorist and philosophy challenged the traditional view with his learning by doing. It means doing with understanding, hands on and minds on in learning.

Students work collaboratively to give suggest for solutions of the problem. The project development is a guided process outlined by the teacher in which the tasks are accomplish according to an individual role system. This way they develop crativity while taking responsibilities and build self confidence, A challeng and focuse driving question is the start of every good project. These kind of inquiries can not be answer by using memorize knowledge because they are not googleable question.

### **2. Motivation**

In this research, motivation theory based on Chien stated that motivation is generally believed as one factor determine learning achievement. Overall driving force in students that lead to learn activities, which ensures

continuity of learn activity and give direction, so that desired goals of learn subject can be achieve<sup>4</sup>.

Measure students' motivation in learning that is by using a questionnaire and only take to all of student of grade eight. Indicators on project based learning that motivate students is students as decision makers and make framework, students process design achieve result, students responsible obtain and managing information, evaluate, review, evaluate and present final product.

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<sup>4</sup>ChieninDja'farVeriHardinansyah,*EFL Teachers perception of university students motivation and ESP learning achievement*,(Journal of Education and Practice;IISTE press:2016),p.2

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

This chapter discusses the review of related theories and review of related finding. Review of related theories is supported with some theories which are relevant to the research.

##### 1. Project Based Learning

Project Based Learning is approach of learning strategies in English skill to act either individually or as a group based on a plan and a design which has been prepared towards achieving a particular target<sup>5</sup>. Project Based Learning develops students scientific process skills, thus enhancing their scientific problem solving skills and abilities by posing questions, debating ideas, and drawing conclusions<sup>6</sup>.

John Dewey stated that Project Based Learning is innovative, but not new. His learning when educational theorist and philosopher challenged the traditional view with learning by doing, doing means doing with understanding, hands on, minds on learning. Memorizing meaningless contents has many drawback, a lack of knowledge and abilities can be made

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<sup>5</sup>Dr. Gokhan Acar, *The effect of Project Based Learning on student motivation*, (International journal of academy research; Turkey press: 2013), p.1

<sup>6</sup>Ahmad M. Mahasneh, *The effect of Project Based Learning on Self-efficacy and achievement*, (International journal of instruction; 2018: Jordan press), p.2

up for this approach to learning Project Based Learning engages students, no matter their learning style and provides real world relevance for learning while satisfying the varied interests of the students<sup>7</sup>.

Shin Myeong Hee on her research stated that Project Based Learning is an instructional technique which has been proven to be effective because it allows students to play an active role in their own learning process. By participating in a project based learning model, students are able to construct their own knowledge and reflect upon their learning projects, resulting in increased motivation<sup>8</sup>. Jean Piaget believed that students can be provided with information directly, but to understand and use such information in a real life context, the student needs to build his own experience with Project Based Learning method<sup>9</sup>.

## **2. Implementation of Project Based Learning**

The Implementation of Project Based Learning Real Project Based Learning, by contrast, is deep, complex, rigorous, and integrated where each stakeholder in the school plays an important role. In implementing PBL, its fundamentals are four fold:

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<sup>7</sup>John Dewey,*True learning is based on discovery guided by mentoring rather than transmission of knowledge*,(AMCO Journal:2005)p2

<sup>8</sup>Shin MyeongHee,*Effect of Project Based Learning on students motivation and Self-efficacy*,(Hannam University press:2018),p1

<sup>9</sup>Riyadh Alhassan,*The effect of Project Based Learning and the ARCS motivational model on students achievement and motivation to acquire database program skills*,(Journal of Education and Practice;IISTE press:2014),p.2



- a. Create teams of three or more students to work on an in-depth project for three to eight weeks.
- b. Introduce a complex entry question that establishes a student's need to know, and scaffold the project with activities and new information that deepens the work.
- c. Calander the project through plans, drafts, timely benchmarks, and finally the team's presentation to outside panel of experts drawn from parents and the community.
- d. Provide timely assessment and/or feedback on the projects for content, oral and written communication, teamwork, critical thinking, and other important skills. Generally, PBL has some steps such as Planning, Creating, and Processing.

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

Principles of PjBL in common are as follows:

- a. Students work together in groups and collaborate on project activities: the increases in the students' collaborative abilities, characterized with the existence of cooperation among students in groups or in pairs.
- b. A real world problem that affects the life of the students is presented for investigation. The learning is design to help students develop their thinking skill, problem solving skill, and intellectual skill. Students are given a chance to think and create.

- c. Students discuss findings and consult the teacher for guidance, input, and feedback.
- d. Artifacts production and exhibition, in which students are required to make a particular product in form of real work or modeling which is then demonstrated to other friends.
- e. The maturity level of students' skills determines the degree of guidance provided by the teacher.
- f. Final products resulting from PBL can be shared with the community-atlarge, thus fostering ownership and responsible citizenship in addressing real world problems<sup>10</sup>.

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

Effective project-based learning has the following characteristics:

- 1. Leads students to investigate important ideas and questions
- 2. Is framed around an inquiry process
- 3. Is differentiated according to student needs and interests
- 4. Is driven by student independent production and presentation rather than teacher delivery of information
- 5. Requires the use of creative thinking, critical thinking, and information skills to investigate, draw conclusions about, and create content

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<sup>10</sup>Waro sumarni, *The strengths and weaknesses of the implementation of Project Based Learning: A review international journal of science and research*, (International journal of science and research; Central Java Indonesia press: 2015), p.480

6. Connects to real world and authentic problems and issues With those characteristics in mind, teachers can plan learning experiences that result in in-depth understanding of important ideas in the content. Because students are driving the learning, they can draw upon their strengths and create projects that incorporate their own interests, native language, cultural background, abilities and preference for using different types of media. English Language Learners, in particular, thrive in a project-based learning environment because projects give them the opportunity to learn with others through peer-to-peer exchange, to develop their academic vocabularies through conversation, to use their own strengths and cultural backgrounds, and to accelerate their language acquisition at the same time that they are learning about topics of interest. Project-based learning requires the production of authentic (oral and written) language from ELLs.

### **5. The Elements of Project Based Learning**

There are a wide range of project types—service learning projects, workbased projects, and so forth, but authentic projects all have in common these defining features :

1. Student centered, student directed
2. A definite beginning, middle, and end
3. Content meaningful to students; directly observable in their environment
4. Real-world problems
5. Firsthand investigation

6. Sensitivity to local culture and culturally appropriate
7. Specific goals related to curriculum and school, district, or state standards
8. A tangible product that can be shared with the intended audience
9. Connections among academic, life, and work skills
10. Opportunity for feedback and assessments from expert sources
11. Opportunity for reflective thinking and student self-assessment
12. Authentic assessments (portfolios, journals)

## 6. Student Motivation

In this research according to Elliot, Kratochwill, Cook and Travers the definition of student motivation is an internal state that arouse the students to action, pushes the students in a particular direction and keeps them engaged in certain activities<sup>11</sup>. Wiseman and Hunt stated that students who are having the high level of motivation will be able to make a better performance in the learning process or even lend to be the highest achiever in class. Therefore, in this research, the researcher is going to know what extent the students can increase their motivation when teacher uses Project Based Learning in the classroom<sup>12</sup>.

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<sup>11</sup>Elliot in Septa Aryanika, *The correlation between the students' writing and the writing ability*, (English education journal adris bahasa Inggris; IAIN Raden Intan Lampung press: 2016), p.5

<sup>12</sup>Wiseman in Katharina Sieberer Nagler, *Effective classroom management & positive teaching*, (Canadian center of science education press: 2015), p.163

According to B.F. Skinner, Motivation in school learning involves arousing, persisting, sustaining and directing desirable behavior<sup>13</sup>. Woodworth states that motivation is the state of the individual which disposes him to certain behavior for seeking goal<sup>14</sup>. Richardson stated motivation is positively associated with behavioural engagement and achievement, although these associations are in general not very strong<sup>15</sup>. Ellis and Hamer assert that motivation is a combination of attitudes and affective state which have impact on the learners' levels of effort to acquire second language<sup>16</sup>.

Chien in Dja'far Veri Hardinansyah said motivation generally is believed as one factor determining learning achievement<sup>17</sup>. From the definition above, the researcher concludes that motivation is the overall driving force in students that leads to learning activities, which ensures continuity of learning activities and gives direction to learning activities, so that the desired goals of the learning subject can be achieved.

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<sup>13</sup>B.F. Skinner in Dale H. Schunk, *Learning theories an educational perspective*, (The university of north Carolina at Greensboro; Boston press 2012), p.138

<sup>14</sup>Woodworth in Edwin A. Locke, *Intrinsic and extrinsic motivation: time for expansion and clarification*, (American Psychological Association press: 2018), p.3

<sup>15</sup>Richardson in Dja'far Veri Hardinansyah, *EFL Teachers perception of university students motivation and ESP learning achievement*, (Journal of Education and Practice; IISTE: 2016), p4

<sup>16</sup>Ellis, R., *The study of second language acquisition*, (Oxford university press; 2008), p.25

<sup>17</sup>Chien in Dja'far Veri Hardinansyah, *EFL Teachers perception of university students motivation and ESP learning achievement*, (Journal of Education and Practice; IISTE: 2016), p4

## 7. Project Based Learning and Motivation

Blumenfeld stated that to increase the benefits of Project Based Learning or any other instructional methods is to think and design the courses in a way that increases the motivation of students participating in the course<sup>18</sup>. They were conducted a literature review on the effect of Project Based Learning which affect the level of motivation experiences by students. According to his study, the first aspect which has to be considered in Project Based Learning design is authenticity of project. Students are more motivated to bring out and test their ideas and increase their level of understanding when they are confronted with authentic projects and problems. However, Blumenfeld said that the evidence does not fully support this hypothesis. Regardless of how interesting and meaningful the projects are from the students' point of view, they may not want to put in the effort necessary to acquire the knowledge and develop their skills in order to complete the project. They propose that several components might explain more deeply how motivating the project is from the students' perspective. Among one of these components is interest and value.

## 8. Learning English

Learning English in non English learners has many obstacles, because the process of foreign language learning strongly influenced from learners' weakness, both motivation or their language skill. This paper can

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<sup>18</sup>Blumenfeld in JukkaHilvonen,*Student motivation in project based learning*,(Finland press:2000),p.3

be given understanding about English as a foreign language and students' need. Where, in learning English students are not only encouraged to master 4 skills of language; reading, writing, listening and speaking, but also the need of motivation both internal and external, because motivation as a driving force in gaining students purpose related with their learning English.

### **B. Review of Related Finding**

In this research, there are some related finding, the first previous research is from Ruiqi Zhou in her research "The impact of achievement motivation on project based autonomous learning from correspondence". In her research, she analyze project based learning is one such practice, under the rule of project based learning teacher give a whole print of what the project is and which goals the learners are supposed to achieve, leave students themselves to seek out material need to understand then solve the problem<sup>19</sup>.

The result from her research was the first final result is the highest score 72,58 than second group score 40,39 thus both result accord with thory of Pang and Little emphasizes effective of autonomous elarning strategies learning process also greater learner autonomy correalte with more successful sustain to learning result.

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<sup>19</sup>Ruiqi Zhou,*The Impact of Achievement motivation on Project Based Autonomous Learning*,(Canadian center of science and education press:2018).p.35



The second previous research is from Shin Myeong Hee in title “Effects of project based learning on students’ motivation and self-efficacy”. Her research aim to investigate the effect of project based learning on students’ motivation and their self-efficacy. By participating in a project based learning model, students are able to construct their own knowledge and reflect upon their learning projects, result in increase motivation and self efficacy<sup>20</sup>.

The result from her research wasIn summary, students' participation in project-based learning using technology has motivated them to learn. Particularly, it showed that sub-factors of motivation influenced attitude and relevance. Thus, in order for learning to happen, it was found that the students had to be interested in learning, and the relevance of the project must be related to the students' experience, purpose of learning, and real life. In terms of self-efficacy, students who had low self-efficacy tended to avoid to doing difficult class activities, while students with high self-efficacy tended to accept challenges. After participating in the project, the survey results show that students' perception of project-based learning is very positive. They not only learn more vocabulary and language usage, but also improve learning motivation and attitudes by learning English through the project.

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<sup>20</sup>Shin Myeong Hee, *Effects of Project Based Learning on students’ motivation and self-efficacy*, (Hannam university press:2018), p.101

The difference this research with the previous ones is This research want to know increases of students' motivation by using Project Based Learning, The average point of students before use Project Based Learning significantly increase after use Project based Learning. It conclude that students is not lazy anymore and do the project task tenaciously and enthusiast, The English teacher conclude that not only students motivation increases but also the achievement.

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

This chapter will explain the method adopted by this research. This chapter will mention every component involved in conducting this research from population, population frame and sampling techniques used for the interview. Finally, this chapter provides a detail explanation of the selected mode of analysis used and data collection method.

#### **A. Kind of the Research**

This research used exploratory design type of mixed method there are qualitative and quantitative method. Exploratory mixed method is apply qualitative analysis first then complete the findings with quantitative analysis. Mixed Method consist of Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem and Quantitative research intend to answer questions such as how much and how many<sup>21</sup>.

#### **B. Subject of the Research**

The Subjects of this research was English teacher and students of grade eight in SMP N 1 Kepahiang. The researcher used interview for english teacher

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<sup>21</sup>Hasan Basri.Ph.D,*Using Qualitative Research in Accounting and Management Studies;Not a New Agenda*,(David publishing press:2014)p.833

to know how does the teacher implement project based learning in class. The interview was taken by WhatsApp application answer by english teacher and the questionnaire in chosen sample in grade eight at A class.

### C. Technic of collecting data

According to Hasan Basri Ph.D, one of order to collecting the data is giving the value or score. In scoring the ordinal scale is used which is wrong one way to determine the score. Ordinal scale is a scale that states both categories and rankings, where the rank indicates a ranking order. In terms of this scale used is 1 to 5. Then the answer to each question item using an ordinal scale can be determined the level of value is as follows: Determination of the score in this study is the answer to that question contained in the questionnaire analyzed using a scale of 1-5, with the lowest answer getting point 1 and the highest answer get point 5<sup>22</sup>.

Score	Judgement
5	Strongly Agree
4	Agree
3	Uncertain
2	Disagree
1	Strongly Disagree

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<sup>22</sup>Hasan Basri Ph.D, *Using Qualitative Research in Accounting and Management Studies: Not a New Agenda*, (David publishing press) p.833

## **D. Research Instrument and Equipment**

Regarding the instrument of the research, Lincoln and Guba in Sugiyono state that: “The instrument of choice in naturalistic inquiry is the human. we shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. If the human instrument has been used extensively in earlier stages of inquiry, so that the instrument can be constructed. It is grounded in the data that the human instrument has product.” From the explanation above, the researcher became the key of instrument. Furthermore, the researcher used other instruments for completing the data. The instrument are Interview and Questionnaire<sup>23</sup>.

### **1. Interview**

An Interview is a conversation for gathering information. A researcher interview involves an interviewer, who coordinates the process of the conversation and asks questions and an interviewee who responds to those questions. In this research, researcher use over the E-mail to interview the interviewee.

The interview are an appropriate method when there is a need to collect in-depth information on people’s opinions, thought, experiences and

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<sup>23</sup>AudiniaMaudinia,*The Analysis of Customer Retention and Customer’s Emotional Experience in Local Coffee Shop (Case study Nomad Coffee Shop)*,(Unsrat press:2020)p.375

feelings. Interviews are useful when the topic of inquiry relates to issues that require considerable probing.

### Blueprint of Interview

Indicators	Sub-indicators	Question
Project Based Learning	1. Implement of Project Based Learning	<ol style="list-style-type: none"> <li>1. Can you explain what are the procedure when you implemented Project Based Learning in class?</li> <li>2. What are the principle of Project Based Learning that you use when apply this method?</li> <li>3. Do the PjBL have characterisric?</li> <li>4. In Project Based Learning is there element on it?</li> </ol>

	<p>2. Interest and sharpness of students attention</p>	<p>5. What are the factors that make students' interest in learning English?</p> <p>6. How do you make students sharpness and attention when learning English ?</p>
	<p>3. Students' ability to solve the problem and find solution in learning English?</p>	<p>7. How does the students solve their problem on project?</p> <p>8. Do you give advice and suggestion for student while they try to solve problem?</p> <p>9. Is there any progress of student's while solve problem?</p>

		<p>10. After use PjBL on student learning English what aspect that make students motivation increase?</p>
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#### 4. Questionnaire

The questionnaire is an affective way to gather data because it can be used for large amount data of respondents. In addition, the resepondents willnot spend much time to work on the questionnaire because it is done by fulfilling the questions in written form. According to Burns, there are three kinds of response items used in questionnaires ; closeed items, scale items, and open-ended items. Closed items are involving the respondents to select from fixed alternatives, such as; yes or no questions<sup>24</sup>. While scale items are related to the degree of agreement or disagreement. Thus, the respondents have to response amongst a set fixed alternatives. The last, open-ended items that are more flexibible because it is done by respondents' free will answering the questions; meaning to say that the aim of

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<sup>24</sup>Burns,*Exploration of coping patterns in burned adults;cluster analysis of the coping with burns questionnaire (CBQ)*,(Elsevier press:2002),p.550



a questionnaire is that to explore the respondents' perception, belief or opinion and to provide an opportunity for unforeseen responses.

In this research, the researcher used scale items questionnaire. The researcher used scale items to gather the data. The researcher decided to use scale items because it was effective. It was in the form of four scales, strongly disagree, disagree, agree and strongly agree. In this case, the effectiveness was on answering the statement, so that there would not be time consuming to answer the statements of the questionnaire. The questionnaire consisted of 10 questions related to the use of Project Based learning, term motivating student in learning english.

#### Blue print of Questionnaire

<b>Objcyives</b>	<b>Variable</b>	<b>Indicator</b>	<b>Sub-indicator</b>
To figure out aspect of Project Based Learning that can improve students' motivation.	Project Based Learning in motivating students	1. Students are able to work together.	1. Students are motivated to learn with Project Based Learning because they work together.
		2. Students interested in learning English with Project Based Learning method.	2. Project Based Learning is able to provide opportunities for students to express their ideas.

		3. Students able to solve problems in project.	3. Students are responsive to other students if they have difficulties in working on project.
		4. Students are able to find solutions.	4. Students work together to solve problems and find solutions for their project and get creative ideas.
		5. Students attendance in every English lesson.	5. Students are attendance in every English lesson because interest with PjBL method.
		6. Students are able to improve motivation.	6. Students able to independent ly find solutions for results of their project better. 7. Students motivated learning

			English with opportunity outside of class to work on project.
		7. Students are able to find solutions and their own decision about the project.	8. Students able to find solutions from books and internet. 9. Students able to work on project at home. 10. Students create their critical thinking when learning English.

### E. Validity of Instrument

Intrument can be called as valid if there is same between data has collected with real data in the object of the research. Valid is the instrument that can collect data. Validity instrument when those data is fact and can collect what will collect. In this research, the researcher used content validity to instrument the validity qualitative and quantitative data. Content validity us determined by

expert judgement. There is no formula in which it can be computed and there is no way to express in mix method.

## F. Technique of Data Analysis

According to Riduwan, "Estimate or by determining the magnitude of influence quantitative of an (some) event against a (several) other events, and predict / predict other events. An event can be expressed as a change in the value of a variable. Process Data analysis starts with reviewing all data obtained well through the results of the questionnaire and interview assistance"<sup>25</sup>.

In this research, researcher obtained the data from the questionnaires. Then, the researcher analyzed the factors whichh caused the participants motivation learning english by using Project Based Learning, based on the questionnaire filled by the participants. Further explanations would be given as the result of the study in the next chapter. In order to analyze the data, the researcher calculated the data using the following formula :

1. To Find the point of frequency

$$x = (f SA \times 5) + (f A \times 4) + (f U \times 3) + (f D \times 2) + (f SD \times 1)$$

Based on the choices, this research used Liker Scale; therefore, each of frequency h<sup>2</sup> their own point. Here are the details :

Strongly Agree : 5

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<sup>25</sup>Riduwan, *Belajar mudah penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2004), p.80

**CHAPTER IV**  
**FINDING AND DISCUSSION**

This chapter discusses the result of the study. The result is divided into for discussions as follows :

**A. Research Findings**

The findings of this research are presented on the basis of research questions, the data comprises 1. The teacher implement Project Based Learning in teaching learning process 2. The aspect of Project Based Learning improve student motivation.

**1. The teacher implement Project Based Learning in teaching English**

Indicators of Project Based Learning	Implementation		Explain
	Yes	No	
Create teams work	√	–	Teacher divided student into three or more students to work on project in class.
Introduce a complex entry question	√	–	Teacher introduce complex entry question that establishes a students need to know and scaffold the project with activitied and new information that depends the work in group.
Calander the project plans, drafts, timely benchmarks and presentation	√	–	Teacher plans and design drafts for students project.

Provide timely assessment and feedback on the projects	√	–	Teacher make students create teamwork for critical thinking, written communication and other important skills that they use on project.
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From four indicators of Project Based Learning the teacher implement all of them according to the context of classroom. In summary the theory of John Dewey stated that implementation of Project Based Learning are create teams work in depth project, introduce them a complex entry question, calander the project through plans and provide timely assessment and feedback on projects.

## 2. The aspect of Project Based Learning improve student motivation

Indicators	Sum of students answer	Percentage
Students able to independently find solutions for results of their project better.	30	94.6 %
Students create their critical thinking when learning English.	30	93.3 %
Students able to find solutions from books and internet.	30	92 %
Students work together to solve problems and find solutions for their project and get creative ideas.	30	92 %
Students are attendance in every English lesson because interest with Project Based Learning	29	90 %

method.		
Students are responsive to other students if they have difficulties in working project.	29	89.3 %
Students motivated learning English with opportunity outside of class to work on project.	29	89.3 %
Students able to work on project at home.	30	85.3 %
Project Based Learning is able to provide opportunities for students to express their ideas.	28	80 %
Students are motivated to learn with Project Based Learning because they work together.	26	75.3 %

From ten indicators of questionnaire Project Based Learning students field in summary that aspect group discussion can improve students motivation it can seen from the presentation and average in the questionnaire number 1 percentage is 75.3 % , 3 is 89.3 % and 4 is 92 %.

## **B. Discussion of The Research**

### **1. The teacher implemenent Project Based Learning in teaching learning process**

From the data that researcher get interview the teacher to know the implementation of project based learning on student motivation in learning english at SMP 1 Kepahiang. The teacher shared her implementation of project based learning to motivating student in learning english. The transcript of the interview with the teacher that follow is considerably selected to represent the implementation of project based learning in on

motivation student learning english. The teacher stated that based on **question interview number 1** : *“Can you explain what are the procedure when you implemented Project Based Learning in Class?”*.

“ The implementation of procedure Project Based Learning are Create teams of three or more students to work on an in depth project, Introduce to them a complex entry question that establishes a student’s need to know and scaffold the project with activitied and new information that depends the work, Calander the project through plans, drafts, timely benchmarks and finally the teams presentation to outside panel of experts drawn from parents and the community, Provide timely assessment and feedback on the projects for content, oral and written communication, teamwork, critical thinking and other important skills. Generally, Project Based Learning has come steps such as planning, creating and processing.

**The teacher stated based on question number 2** : *“What are the principle of Project Based Learning that you use when apply this method?”*.

“The are several principle of Project Based Learning that I use are the first is students work together in group and collaborate on project activities the increases in the students collaborative abilities, characterized with the existence of cooperation among students in group or in pair, the second is a real world problem that affects the life of the students is presented for investigation, the learning is design to help students develop their thinking skill, problem solving skill and intellectual skill and students are given a



chance to think and create, the third is students discuss finding and consult the teacher for guidance input and feedback, the fourth is artifacts production and exhibition in which students are required to make a particular product in form of real or modeling which is they demonstrated to other friends, the fifth is the maturity level of students skill determines the degree of guidance provided by the teacher, the last one is final product resulting from PjBL can be shared with the community at large thus fostering ownership and responsible citizenship in addressing real world problems.”

**The teacher stated based on question number 3 :** *“Do the Project Based Learning have characteristic?”*

“There also several characteristic of Project Based Learning the first one is leads students to investigate important ideas and questions, the second framed around an inquiry process, differentiated according to student needs and interest, the third driven by student independent production and presentation rather than teacher delivery of information, the fourth requires the use of creative thinking, critical thinking and information skills to investigate, draw conclusions about and create content, the last one is connects to real world and authentic problems and issues with those characteristics mind, plan learning experiences ythat result in depth understanding of important ideas in the content”.

**The teacher stated based on question number 4 :** *“In Project Based Learning is element on it ?”*.

“Ofcourse it have elements, the first is student centered and directed, the second a definite beginning, middle and end, the third content meaningful to students directly observable in their environmen, and real world problems”.

**The teacher stated based on question number 5 :**“*What are the factors that make students’ interest in learning English ?*”.

“In my experience of teaching english on students the factors is Project Based Learning because before using this method student is less motivation and feel bored while learning English but with the aspect of project based learning which is students work on group and then students are able to change their own critical thinking and creative ideas with other students, it’s quitly different when I use direct method on student in learning English”.

**The teacher stated based on question number 6 :**“*How do you make students sharpness and attention when learning English ?*”.

“First of all I did not put too much pressure on students while wok on project because if they feel under pressure ofcourse their sharpness and attention on learning English will unable to concentrate”.

**The teacher stated based on question number 7 :**“*How does the students solve their problem on project?*”.

“The strategy of students when facing problem to solve is bring ideas together in groups, create critical thinking, find solutions on books and internet and then their also evaluate the problem on project”.

**The teacher stated based on question number 8 :** *“Do you give advice and suggestion for student while they try to solve problem?”*.

“Ofcourse, I will give advice if they have trouble finding and also I give them guide and supervise as long as students work on project”.

**The teacher stated based on question number 9 :** *“Is there any progress of student’s while solve problem?”*.

“There any progress of students while them solve problem they can improve their ideas, critical thinking, investigate important ideas and questions, they connects to real world problem issue with their characteristics in mind”.

**The teacher stated based on question number 10 :** *“After use Project based Learning on students learning English what aspect that make students motivation increase?”*.

“The aspect that most encourage students motivation is students work group, before use this method student have less otivation that can seen from their attendance on English class and they rarely collect assignment and feel bored when learning English also they have low score”.

From the data of interview above,the implement of teacher use project based learning in class are guide students on the procedure and process of project task, give advice, give a chance to students solve the problem, help them to elaborate their critical thinking of ideas. Project Based Learning is quite challenging strategy for teacher because maintain students interest and do the project task is difficult and have many obstacle.

## **2. The aspect of Project Based Learning improve student motivation**

The survey result using a questionnaire to all respondents in grade 8 A at SMP 1 Kepahiang 2019/2020 academic year were taken on the 10<sup>th</sup> of June 2020. Of 30 questionnaires distributed to respondents who filled in the questionnaire to know the implementation of project based learning on student motivation in learning english. Hence, the total number of respondents taking part in this survey as the samples of the current study is 30 people. The questionnaire was made with 10 items to investigate student motivation in learning english by using project based learning method.

All respondents' responses were calculated statistically. In the table below, the researcher took the most frequent frequency to investigate students motivation in learning english by using project based learning whether increased or not increased.

The data presented as the result of questionnaire. The researcher examines methodic and discusses the data that have been resumed before and explained the data. The data questionnaire of motivation students learning english by using Project Based Learning

To find the result of the research, the researcher analyzed the data in project based learning of questionnaire that answered by students. After analyzing the students answer of questionnaire in project based learning. The researcher focused on the motivation of student learning english by using Project Based Learning at SMP N 1 Kepahiang with sampling technique.

From the data from questionnaire about The use of Project Based Learning in motivating, **Statement 1** (I am motivated to learn English using project based learning by work on group) showed that there were 4 students choose uncertain, 17 students choose agree and 9 students choose strongly agree. The total score is 113 and has percentage 75.3 %.

**Statement 2** (I can express ideas well when studying English in class) showed that there were 2 students choose uncertain, 20 student choose agree and 8 students choose strongly agree. The total score is 120 and has percentage 80%. **Statement 3** (When there are other students having trouble finding a solution for a project then I will help them find a solution) showed that there were 1 student choose uncertain, 14 students choose agree and 15 students choose strongly agree. The total score is 134 and has percentage 89.3%. **Statement 4** (I discussed with a group of friends to bring together creative ideas for problems faced in the project) showed that there were 12 students choose agree and 18 students choose strongly agree. The total score is 138 and has percentage 92%. **Statement 5** (I attend every English lesson because I am interested in the project based learning method) showed that there were 1 student choose uncertain, 13 students choose agree and 16 students choose strongly agree. The total score is 135 and has percentage 90 %.

**Statement 6** (I can think critically when learning English using the project based learning method) showed that there were 1 student choose uncertain, 11 students choose agree and 19 students choose strongly agree. The total score is

142 and has percentage 94.6 %. **Statement 7** (I can find a solution for the project independently) showed that there were 16 students choose agree and 14 students choose strongly agree. The total score is 134 and has percentage 89.3 %. **Statement 8** (I am very motivated to learn English because not only learn in class but also learn outside the classroom) showed that there were 12 students choose agree and 18 students choose strongly agree. The total score is 138 and has percentage 92 %.

**Statement 9** (I can find a solution for the project from books and the internet) showed that there were 22 students choose agree and 8 students choose strongly agree. The total score is 128 and has percentage 85.3%. **Statement 10** (I can study and work on projects at home according to project based learning procedures) showed that there were 10 students choose agree and 20 students choose strongly agree. The total score is 140 and has percentage 93.3%.

From the answer of students fields the 10 statement in questionnaire scale item after the use project based learning strategy based on procedure students became more confidence to stated their ideas and critical thinking, enhance english skills, increases motivation such as attend in every english class and collect assignment, repeat english lesson at home, enthusiast and dilligent work on project. Based on result from total of students each percentage 883.8 divided total of statement was 10 is equal 88.38 multiplied 100 % equal 88.3%. So the percentage of students motivation increasses in learning english by using project based learning strategy based on procedure.

The interview result using a depth interview to the english teacher who teach grade eight of SMP N 1 Kepahiang, the implement of teacher use project based learning in class are guide students on the procedure and process of project task, give advice, give a chance to students solve the problem, help them to elaborate their critical thinking of ideas. Project Based Learning is quite challenging strategy for teacher because maintain students interest and do the project task is difficult and have many obstacle.

As presented above a lot of effort and hard work of teacher when guidance students while project tasks, also the result make teacher proud because not only motivation increases but also the achievement.

In this research, Source of the data that became as Implementation of English Teacher when use Project Based Learning in English Class. They were given Project Based Learning as a method in teaching Learning English. The class consist of 30 students, In this class divided the students into 6 group. The English Teacher use video as media to encourage students to learn about Invitation Card, On first meeting teacher introduce the technique that they will use during learn English in class. The second meeting students discuss and find the definition, purpose of invitation card they find on textbook, youtube and internet. The third meeting they still continued their finding and discuss with another students in group, then they practice to make invitation card like what they learn on youtube. Students can chose what they want to do, in the end of

meeting students presents their result project task about invitation card in front of the class.

Based on the implementation of Project based Learning by English Teacher it was found that implementation of Project Based Learning strategy make students' knowledge improve after getting the strategy. So it could be that implementation of Project Based Learning in English Class was effective if was proven with students' final score after giving approach, the invitation card using Project Based Learning as method was better than teaching invitation card using instruction method.

From the answer of students field the 10 statement in questionnaire, after the teacher use project based learning strategy students became more confidence to stated their ideas and critical thinking, enhance english skills, increases motivation such as attend in every english lesson, repeat english lesson at home, enthusiast and dilligent work on project. Based on result from total of students each percentage 883.8 divided total of statements is 10 equal 88.38 multiplied 100 % is equal 88.3 %. So the percentage of students motivation increases in learning english by using project based learning strategy.

Increases of students significantly after the teacher does project based learning for strategy to motivating students in learning english, the average point of students before use project based learning in first semester of grade eight was 50 and after using project based learning in second semester the average point was 78. It conclude that students is not lazy anymore and do the project task



tenaciously and enthusiast when learning english in classroom, the teacher conclude that not only students motivation increases but also the achievement.

It is a good approach to be applied in English Class for Junior high school students, this technique gives students opportunity to explore their ideas and allows students to develop their multiple skills. The students will be very active, busy and challenged to find information and give their own ideas to solve or finish the task given. It also encourage students in their self confidence in delivering,performing and presenting their product as the result of their project task.

So, it makes the ideal students improving motivation in English Class to be achieved since students actively discuss with other students and share their ideas in class to solve the problem of project task given.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After analyzing and interpreting obtained data in the previous chapter, the conclusion and suggestion as the last part of this research are taken. The conclusion below is the answer of the research questions while the suggestion intended to give information to the readers who are interest in doing further research in this area.

#### **A. Conclusion**

Based on the findings and discussion in the previous chapter, the conclusion from depth-interview with the english teacher and questionnaire to students of grade eight A class in SMP N 1 Kepahiang. It can be seen from the data obtained based on the principle of the english teacher does implement project based learning in class, The interview result using a depth interview to the english teacher who teach grade eight of SMP N 1 Kepahiang, the implement of teacher use project based learning in class are guide students on the procedure and process of project task, give advice, give a chance to students solve the problem, help them to elaborate their critical thinking of ideas. Project Based Learning is quite challenging strategy for teacher because maintain students interest and do the project task is difficult and have many obstacle.

From the answer of students field the 10 statement in questionnaire, after the teacher use project based learning strategy students became more confidence to stated their ideas and critical thinking, enhance english skills, increases motivation such as attend in every english lesson, repeat english lesson at home, enthusiast and dilligent work on project. Based on result from total of students each percentage 883.8 divided total of statements is 10 equal 88.38 multiplied 100 % is equal 88.3% %. So the percentage of students motivation increases in learning english by using project based learning strategy.

Increases of students significantly after the teacher does project based learning for strategy to motivating students in learning english, the average point of students before use project based learning in first semester of grade eight was 50 and after using project based learning in second semester the average point was 78. It conclude that students is not lazy anymore and do the project task tenaciously and enthusiast when learning english in classroom, the teacher conclude that not only students motivation increases but also the achievement.

## **B. Suggestion**

### **1. School**

This research can be a reference for school holders in monitoring the use of project based learning in motivating student learning english. In addition, teachers still need references from many sources about strategy to

motivate student in learning english This must also be supported by acceptable facilities, such as reading reference books and internet.

## **2. Teacher**

Teachers must be better understanding the strategy in project based learning method in order to improve the quality of teaching, because there are many techniques that can be used. In addition the teacher must create a comfortable classroom atmosphere while learning, so the students do not look a little tense and bored during the teaching process.

## **3. Other researchers**

However, this research is not without limitations. The research sample is too small to generalize findings across the country. A study with a larger sample and diverse geographical location can give different results. Thus, it is recommended for the new studies must be carried out. Furthermore, this study only focuses on students . A study that focuses on students' perceptions about the use ofproject based learning in motivating student learning english.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
 Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

**KEPUTUSAN DEKAN FAKULTAS TARBIYAH**

Nomor : Tahun 2020

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
 b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Meuingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;  
 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;  
 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;  
 5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.  
 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
 7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

**MEMUTUSKAN :**

**Menetapkan**

**Pertama**

1. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002  
 2. **Fitri Gusmutiana, M.Pd** 19840817 201503 1 004

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

**N A M A** : **Ike Nursyafitri**  
**N I M** : **16551019**

**JUDUL SKRIPSI** : **The Use of Project based Learning Toward Student Motivation In Learning English.**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;



Ditetapkan di Curup,  
 Tanggal, 07 Januari 2020

*[Signature]*  
 Dekan  
 Haidi Nurmalu

Tembusan :

1. Rektor  
 2. Bendahara IAIN Curup;  
 3. Kabag Akademik kemahasiswaan dan kerja sama;  
 4. Mahasiswa yang bersangkutan;



**PEMERINTAH KABUPATEN KEPAHIANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Jalan Aipda Mu'an Komplek Perkantoran Pemkab. Kepahiang, Telp. (0732) 3930035  
**KEPAHIANG**

**IZIN PENELITIAN**

Nomor : 579/114/I-Pen/VIII/DPMPPTSP/2020

**DASAR :**

1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Daerah Kabupaten Kepahiang Nomor 01 Tahun 2020 tentang Perubahan Ketiga Atas Peraturan Bupati Kepahiang Nomor 25 Tahun 2016 tentang Struktur Organisasi Perangkat Daerah Kabupaten Kepahiang (Lembar Daerah Kabupaten Kepahiang Nomor 01 Tahun 2020);
3. Peraturan Bupati Kepahiang Nomor 30 Tahun 2019 tentang Perubahan Atas Peraturan Bupati Kepahiang Nomor 14 Tahun 2017 tentang Pelimpahan Kewenangan Penerbitan dan Penandatanganan Perizinan dan Non Perizinan Dalam Rangka Penyelenggaraan Perizinan Terpadu Satu Pintu;
4. Surat Permohonan Izin Penelitian Nomor : 388/In.34/FT/PP.00.9/07/2020 tanggal 16 Juli 2020.

**DENGAN INI DIBERIKAN IZIN PENELITIAN KEPADA :**

Nama : IKE NURSYAFITRI  
NPM : 16551019  
Pekerjaan : MAHASISWA  
Lokasi Penelitian : SMPN 1 KEPAHIANG  
Waktu Penelitian : 16-07-2020 S.D 16-10-2020  
Tujuan : MELAKUKAN PENELITIAN  
Judul Proposal : THE USE OF PROJECT BASED LEARNING IN MOTIVATING STUDENT LEARNING ENGLISH  
Penanggung jawab : WAKIL DEKAN I FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI CURUP  
Catatan : 1. Agar menyampaikan Surat Izin ini kepada Camat setempat pada saat melaksanakan penelitian.  
2. Harus mentaati semua ketentuan Perundang-undangan yang berlaku.  
3. Setelah selesai melaksanakan kegiatan berdasarkan Surat Izin ini agar melaporkan hasilnya secara tertulis kepada Bupati Kepahiang cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kepahiang.  
4. Izin Penelitian ini akan dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat izin ini tidak mentaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.

**BIAYA GRATIS**



Kepahiang, 10 Agustus 2020

PEMERINTAH KABUPATEN KEPAHIANG  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU  
Kepahiang, 10 Agustus 2020  
**IGNO ANTONI, S.Sos., MM**  
Pembina / IV.a  
NIP. 19810116 200502 1 001

Tembusan disampaikan Kepada yth:

1. Bupati Kepahiang (sebagai laporan)
2. Kepala Badan Kesbangpol Kabupaten Kepahiang
3. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Kepahiang
4. Camat Kepahiang



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA  
NIM  
FAKULTAS/JURUSAN  
PEMBIMBING I  
PEMBIMBING II  
JUDUL SKRIPSI

KE-NAFYAETRI  
1952109  
FAKULTAS / JURUSAN : TARBIYAH / PAWANG BAHASA NEGARA  
PEMBIMBING I : JUMARTUL ALIYAHYAH, M.Pd  
PEMBIMBING II : RITA EUPHORIA, M.Pd  
JUDUL SKRIPSI : The Use of Project Based Learning Toward Student Achievement in Learning English.  
(A Study of Student Motivation Learning English in SMP N 1 Inggilawa)

- Kartu konsultasi ini hanya dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
- Diajukan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali diindikasikan dengan kelain yang di sertakan;
- Agar ada waktu cukup untuk perbaikan skripsi sebelum diajukan di hadapan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA  
NIM  
FAKULTAS/JURUSAN  
PEMBIMBING I  
PEMBIMBING II  
JUDUL SKRIPSI

KE-NAFYAETRI  
1952109  
FAKULTAS / JURUSAN : TARBIYAH / PAWANG BAHASA NEGARA  
PEMBIMBING I : JUMARTUL ALIYAHYAH, M.Pd  
PEMBIMBING II : RITA EUPHORIA, M.Pd  
JUDUL SKRIPSI : The Use of Project Based Learning Toward Student Achievement in Learning English.  
(A Study of Student Motivation Learning English in SMP N 1 Inggilawa)

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I  
Jumartul Aliyahyah, M.Pd  
NIP. 0738022020015 2007

Pembimbing II  
Rita Euphoria, M.Pd  
NIP. 194901120032004



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	19/11/2020	Background, Problem statement, Objective of the research.	<i>[Signature]</i>	<i>[Signature]</i>
2	20/11/2020	Background, Statement problem, formal definition, previous research, case film.	<i>[Signature]</i>	<i>[Signature]</i>
3	02/12/2020	Point Guide 3	<i>[Signature]</i>	<i>[Signature]</i>
4	13/12/2020	ACC with Validator ke Validator	<i>[Signature]</i>	<i>[Signature]</i>
5	01/01/2021	Point chapter IV	<i>[Signature]</i>	<i>[Signature]</i>
6	05/01/2021	Point Discussion Bab IV	<i>[Signature]</i>	<i>[Signature]</i>
7	09/01/2021	Point Discussion of the research bab IV (point 2)	<i>[Signature]</i>	<i>[Signature]</i>
8	08/01/2021	ACC Bab I-V	<i>[Signature]</i>	<i>[Signature]</i>



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	15/03/2021	Background → ke Bab 1	<i>[Signature]</i>	<i>[Signature]</i>
2	18/03/2021	chapter II	<i>[Signature]</i>	<i>[Signature]</i>
3	02/04/2021	Principle, Bug, Informasi	<i>[Signature]</i>	<i>[Signature]</i>
4	14/04/2021	Informasi	<i>[Signature]</i>	<i>[Signature]</i>
5	23/04/2021	chapter IV	<i>[Signature]</i>	<i>[Signature]</i>
6	08/05/2021	Point Discussion bab IV	<i>[Signature]</i>	<i>[Signature]</i>
7	02/06/2021	Point Discussion bab IV (point 2)	<i>[Signature]</i>	<i>[Signature]</i>
8	01/06/2021	ACC bab I-V	<i>[Signature]</i>	<i>[Signature]</i>

## BIOGRAPHY



Ike Nursyafitri was born in Padang Pelawi, South Bengkulu on 16th June 1999. she is daughter of Mr. Horiyanto and Mrs. Erva Surihayana. She has two sister. She is the little one from 3 siblings. She finished her elementary school at SD Negeri 20 Kepahiang in 2010. Hence, she continued to the junior high school at SMP Negeri 1 Kepahiang in 2010 to 2013. After that, She carried on to Senior High School high school at SMA Negeri 1 Kepahiang in 2013 to 2016. Then, She decided to continue her education in university level at Institute