THE USE OF PROJECT-BASED LEARNING AS A SOCIAL STRATEGY IN IMPROVING THE VOCABULARY MASTERY OF 8th GRADERS AT SMPN 10 KOTA BENGKULU

(A Classroom Action Research at the Eighth Grade Students of SMPN 10 Kota Bengkulu in Academic Year 2022/2023)

THESIS

Submitted as A Partial Requirements for the degree of S.Pd
***(Sarjana Pendidikan)* in English Language Education**

By:

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RATIFICATION

This is to certify the thesis entitled **"THE USE OF PROJECT BASED LEARNING AS A SOCIAL STRATEGY IN IMPROVING THE VOCABULARY MASTERY OF 8TH GRADERS AT SMPN 10 KOTA BENGKULU (A Classroom Action Research at the Eighth Grade Students of SMPN 10 Kota Bengkulu in Academic Year 2022/2023)"** by Tias Wiji Lestari, NIM: 1811230064.

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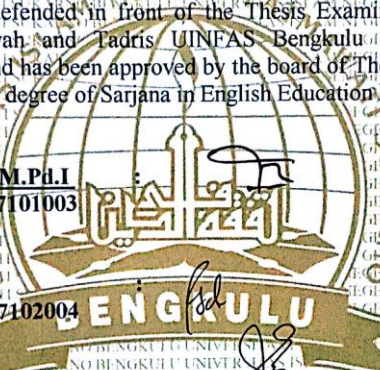
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MOTTO

"Success It Was Created Not Only Awaited"

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"**Allah tidak membebani seseorang melainkan sesuai**

dengan kesanggupannya" -QS. Al Baqarah 286

Manusia Itu Harus Punya Prinsip Hidup, Kalau Tidak Maka Kita

Akan Terombang Ambing Terbawa Oleh Tujuan-Tujuan Lain

Yang Tidak Jelas.

DEDICATION

This thesis is dedicated to:

- ➤ My Almighty God, Allah SWT, I am very grateful to You because without You Alhamdulillah, I am nothing in this world.

- ➤ Dear Father and Mother, thank you for your prayers, advice, patience, love, and support both material and immaterial. I love you.

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- ➢ And all my friends out there that I can't mention one by one, thank you very much for your support and prayers.
- ➢ My almamater is UIN-FAS Bengkulu.

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Use Project Based Learning As A Social Strategy In Improving The Vocabulary Mastery 8th Graders At Smpn 10 Kota Bengkulu (A Classroom Action Research at the Eighth Grade Students of SMPN 10 Kota Bengkulu in Academic Year 2022/2023)." is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ABSTRACT

Tias Wiji Lestari.2022. The Use of Project Based Learning As a Social Strategy in Improving The Vocabulary Mastery at 8th Graders SMPN 10 Kota Bengkulu. *(A Classroom Action Research at the Eighth Grade Students of SMPN 10 Kota Bengkulu in Academic Year 2022/2023).* Thesis. English Education Study Program, Tarbiyah and Tadris Faculty. UIN-FAS Bengkulu.

Advisors: 1. Fera Zasrianita, M.Pd., 2. Endang Haryanto, M.Pd

This study aims to increase students' vocabulary through the Learning method in class VIII SMPN 10 Bengkulu City in the 2022/2023 academic year. This research is a classroom action research which consists of four steps; planning, acting, observing, and reflecting. The subjects of this study were students of class 8C SMPN 10 Kota Bengkulu in the academic year 2022/2023, totaling 28 students. The data is in the form of qualitative data and is also supported by quantitative data. The data was taken from a vocabulary test in the form of a multiple choice test. To get the results of the study, the researchers conducted tests on how much of the students' English vocabulary mastery, interviews, observations and documentation. The results of this study indicate that there is an increase in vocabulary mastery using the Project-Based Learning (PjBL) method. The purpose of this study is to investigate how project-based learning can benefit students in acquiring English vocabulary in descriptive text lessons. Based on the results of the tests that have been carried out, it shows an increase in students' vocabulary and project-based learning as a social strategy shows student achievement in increasing the vocabulary of class VIII students of SMPN 10 Kota Bengkulu. The increase in students' vocabulary is indicated by the average score of students; pre cycle is 40; cycle 1 is 57.5; and cycle 2 is 90.71. The researcher also found that the increase in student activity was good in class. It is also found that students pay attention to the lesson during class. It was concluded that the

project-based learning method turned out to provide a different approach in carrying out the teaching and learning process during descriptive text lessons by increasing vocabulary and understanding the meaning of vocabulary in eighth grade students of SMPN 10 Kota Bengkulu in the 2022/2023 academic year.

Keywords: *Vocabulary, Project Based Learning, social strategy, Descriptive Text*

ABSTRAK

Tias Wiji Lestari.2022. Penggunaan Project Based Learning Sebagai Strategi Sosial dalam Meningkatkan Penguasaan Kosakata Siswa Kelas 8 SMPN 10 Kota Bengkulu. (Penelitian Tindakan Kelas Pada Siswa Kelas Delapan SMPN 10 Kota Bengkulu Tahun Pelajaran 2022/2023). Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris. UIN-FAS Bengkulu.

Pembimbing : 1. Fera Zasrianita, M.Pd., 2. Endang Haryanto, M.Pd

Penelitian ini bertujuan untuk meningkatkan kosa kata siswa melalui metode Pembelajaran pada siswa kelas VIII SMPN 10 Kota Bengkulu tahun ajaran 2022/2023. Penelitian ini merupakan penelitian tindakan kelas yang terdiri dari empat langkah; merencanakan, bertindak, mengamati, dan merenungkan. Subjek penelitian ini adalah siswa kelas 8C SMPN 10 Kota Bengkulu tahun ajaran 2022/2023 yang berjumlah 28 siswa. Data tersebut berupa data kualitatif dan juga didukung oleh data kuantitatif. Data diambil dari tes kosa kata dalam bentuk tes pilihan ganda. Untuk mendapatkan hasil penelitian, peneliti melakukan tes seberapa banyak penguasaan kosa kata bahasa inggris siswa, wawancara,observasi dan dokumentasi. Hasil penelitian ini menunjukkan bahwa ada peningkatan penguasaan kosa kata menggunakan metode Pembelajaran berbasis proyek (PjBL). Tujuan dari penelitian ini adalah untuk menyelidiki bagaimana pembelajaran berbasis proyek dapat bermanfaat bagi siswa dalam perolehan kosakata bahasa Inggris dalam pelajaran deskriptif text. Berdasarkan hasil tes yang telah dilakukan menunjukkan peningkatan kosakata siswa dan pembelajaran berbasis proyek sebagai strategi sosial menunjukkan prestasi siswa dalam meningkatkan kosakata siswa kelas VIII SMPN 10 Kota Bengkulu. Peningkatan kosa kata siswa ditunjukkan dengan nilai rata-rata siswa; pra siklus adalah 40; siklus 1 adalah 57,5; dan siklus 2 adalah 90,71. Peneliti juga menemukan bahwa peningkatan aktivitas siswa baik di kelas. Hal ini juga ditemukan bahwa siswa memperhatikan pelajaran selama kelas.

Disimpulkan bahwa metode pembelajaran berbasis proyek ternyata memberikan pendekatan yang berbeda dalam melakukan proses belajar mengajar selama pelajaran teks deskriptif dengan meningkatkan kosa kata serta memahami makna kosa kata pada siswa kelas delapan SMPN 10 Kota Bengkulu tahun ajaran 2022/2023.

Kata Kunci : *Kosa Kata, Pembelajaran Berbasis Proyek,Strategi Sosial,Teks Deskriptif*

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The researcher realizes that the preparation of this thesis will not be achieved without the help of various parties. Therefore, on this occasion the researcher would like to express his deepest gratitude to all those who have helped, advised, and guided the researcher during the process of preparing this thesis. This is for :

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The researcher hopes that this thesis can be useful and become a bridge for further researchers. The researcher also realizes that the preparation of this thesis is still far from perfect. Therefore, the researcher expects constructive criticism and suggestions from the reads in order to correct any shortcoming in the preparation of this thesis.

Bengkulu,   2022

The researcher

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CHAPTER I

INTRODUCTION

A. Background of Research

English is considered as an international language that has penetrated into various aspects of global society. Mastering English is very important to communicate, especially in the academic field. In addition, language acquisition has been proposed by experts, researchers and writers. Even these theories are then wrapped into a single unit and used as guidelines in carrying out teaching and learning to master language skills. There are so many teachers and instructors who suggest their students have vocabulary skills to support their studies. However, the conditions found in the field (SMP Negeri 10) at this time, vocabulary learning tends to only rely on a few vocabularies that they memorize. This is low order of thinking skills and even almost 8th graders that I observed had a lack of confidence to speak English due to lack of vocabulary, while both equally important. Even more important is vocabulary. Why is

that? Finally, without adequate vocabulary it is difficult for students to learn English.

According to (Hardan, 2013) social strategies are activities that students use to seek opportunities faced in settings where practice is possible. This strategy is very important because learning a language is a social activity that has an impact on improving their language skills. A student must collaborate with classmates to complete a given assignment, ignoring any differences or circumstances they may face while completing the assignment. In addition, (Mandasari & Oktaviani, 2018) students can use social strategies to investigate cultural and social norms, seek help with language assignments, try to talk to native speakers, and get confirmation and clarification of their questions. very helpful Understanding the target language and culture is useful.

According to (Alqahtani, 2015) communication is impossible without sufficient vocabulary. Vocabulary is very important to be mastered by learners. Mastery of vocabulary

is needed to express our ideas and understand what others are saying. Also mentioned by (Öncesi et al., 2015), it is very important to have a broad vocabulary to understand the message conveyed both orally and in writing. Lack of vocabulary makes students lose motivation to learn the language. As a second language, vocabulary is needed so that students can master the language.

Vocabulary is the foundation for developing language, which acts as the basis for communication. Thus, vocabulary is a basic and important lesson that must be learned when learning a language (Sari & Sutopo, 2018). It is very important for everyone learning a language to understand and expand their vocabulary because the more words we can understand, the more words we will know. There are several ways to increase and enrich our vocabulary, for example with vocabulary. Animal names, picture media to get a lot of words. Teachers have an important role to expand children's vocabulary. In order for teachers to deliver subjects effectively according to student characteristics, they need to

have knowledge of teaching elements such as methods, strategies, approaches, and resources. (Lelawati et al., 2018).

In this study, the Project Based learning model is being used. The Project Based Learning learning model was chosen to change the teacher-centered learning style into student-centered learning by providing space for students to foster creativity so as to produce a product as a problem solving faced. The benefits of Project Based Learning learning models include: (1) Increased motivation, (2) Improved problem solving skills, (3) Improved library research skills, (4) Increased collaboration, and (5) Improved resource management skills. (Erick Suryadi et al., 2019).

The stages start with [1] selecting a topic, [2] planning for the project, and [3] finding information about a topic of the project. They continue to [4] developing and implementing plans to complete the project and [5] presenting and evaluating an output of the project and students' efforts to finish the project. (Gai Mali, 2016)

From the results of observations made, namely by carrying out a written English vocabulary test, and asking for opinions on the implementation of a vocabulary test, conducting interviews and testing the "simple present tense" material that has been taught by the teacher. pay attention to vocabulary mastery. English, and the results of observational research conducted in particular that there are some children who master vocabulary in the range of 20%, and some use the help of an English dictionary in the range of 30% and some have not mastered it at all or only guess 50%. And for learning readiness and children's motivation to learn English is still lacking, for their reason the learning is less interesting and boring so that it makes children bored and also the lack of vocabulary that they master is one of the things that affects the learning process, even with the help of a dictionary, it is not close the possibility that there are still many who do not know much about the vocabulary in the dictionary. This makes the teaching and learning process less effective. so the problem faced above is the lack of student motivation in

learning English because: 1) students think that learning English is difficult, 2) students think too much that learning English is useless 3) teaching and learning activities are less interesting and make students bored, 4) students lack confidence both in asking questions and practicing speaking English with the teacher, and as for adjustments to the method applied by the current teacher, 1) the learning strategy applied only adjusts to the lesson plan, 2) the teacher only races on the book. packages, student worksheets and existing media only. 3) lack of practice in memorizing English vocabulary or speaking English.

Therefore, based on the statement above, my focus is on the latest learning model, namely "Project based learning" which will be the main ingredient in the English learning process, especially in increasing students' vocabulary, which has been clarified in the statement. According to (Rusdin, 2018) 4C must prioritized in the teaching and learning process, especially communication, critical thinking, cooperation, and creativity. It is a 21st century type of

learning where students are responsible for the learning and teaching process and collaborative learning is encouraged. As a result, using project-based learning as a social strategy will assist students in improving kata within the allotted timeframe. Since collaborative work corresponds to the 4C aspect, students will be able to work together, solve problems, creatively convey their ideas, and provide feedback. Many studies have been done to help students improve their vocabulary. However, using project-based learning as a social tactic in ESL lessons can help students expand their vocabulary while also allowing them to work at their own pace. The aim of this study was to see how project-based learning could be used as a social strategy to help children improve their vocabulary.

Therefore, researchers are interested in conducting problem-solving action research using this learning model whether or not it will be effective in teaching English with the research title **"The Use Project Based Learning as a social strategy in improving vocabulary mastery of 8th grade students of SMPN 10 Bengkulu City".**

B. **Identification of Problem**

Based on the preliminary study above, there are several problems in grade 8 students of SMPN 10 Bengkulu as follows:

1. Students are less interested in learning English because of the lack of vocabulary they memorize.

2. Students tend to be less confident to speak and pronounce English words.

3. Students tend to be passive in the process of teaching and learning activities in the field of English and only rely on some of the vocabulary they memorize.

4. Teachers only use textbooks and worksheets in teaching English.

5. The student's score in English vocabulary is still low and does not meet the minimum completeness standard (KKM) is 75 and is declared not to have.

C. Research Questions

Based on the limitation of the problems above, the researcher state the research question is: How does project-based learning method improve student's English Vocabulary Mastery at the 8th grade Students of SMPN 10 Kota Bengkulu in academic 2022/2023?

D. The Objective of The Study

Based on the research questions above, the purpose of this study is to improve their ability to master vocabulary and have high motivation to learn English by using a project-based learning model at 8th grade Students of SMPN 10 Kota Bengkulu.

E. Limitation Of Research

This researcher focuses on the purpose of conducting research on student learning problems, especially in the field of English, namely increasing English vocabulary specifically

for grade 8 at SMPN 10 Bengkulu City by using a project-based learning model. Based on problem identification, this research is limited to adolescents who experience obstacles in obtaining English learning, especially the lack of vocabulary improvement.

Based on the description above, this research will be carried out based on the research objective, entitled **The Use Of Project-Based Learning As A Social Strategy In Improving Vocabulary Mastery Of 8th At Smpn 10 Bengkulu City**

F. **Significance Of Research**

This research is expected to provide some significant advances in teach vocabulary. The significance of this research is:

1. For students in general, learning can increase student motivation and improve students' vocabulary mastery.

2. For teachers, learning provides input in enriching their teaching media so that implemented in the classroom.

3. For schools, learning will enrich teaching media in schools.

4. For the writer, this research can lead him to a better understanding of improve students' vocabulary mastery and make a practical contribution to he is about how to improve students' vocabulary mastery using a project-based learning model.

G. Definition Of Keys Term

1. Improving Vocabulary Mastery in Students

The definition of the word "improvement" is "the process of enhancing quality or productivity in order to become better." The term "student" refers to a person who is enrolled in a college or university to pursue a course of study. The knowledge or capacity to control in understanding new terms in language is referred to as vocabulary mastery.

Based on the preceding reasons, the writer believes that enhancing students' vocabulary mastery is a process

that helps students improve their ability to learn new words in a foreign language.

2. Project Based Leaning

 Project-Based Learning is a student-centered teaching technique which the students acquire a deeper knowledge through active exploration of real-world challenges and problems.
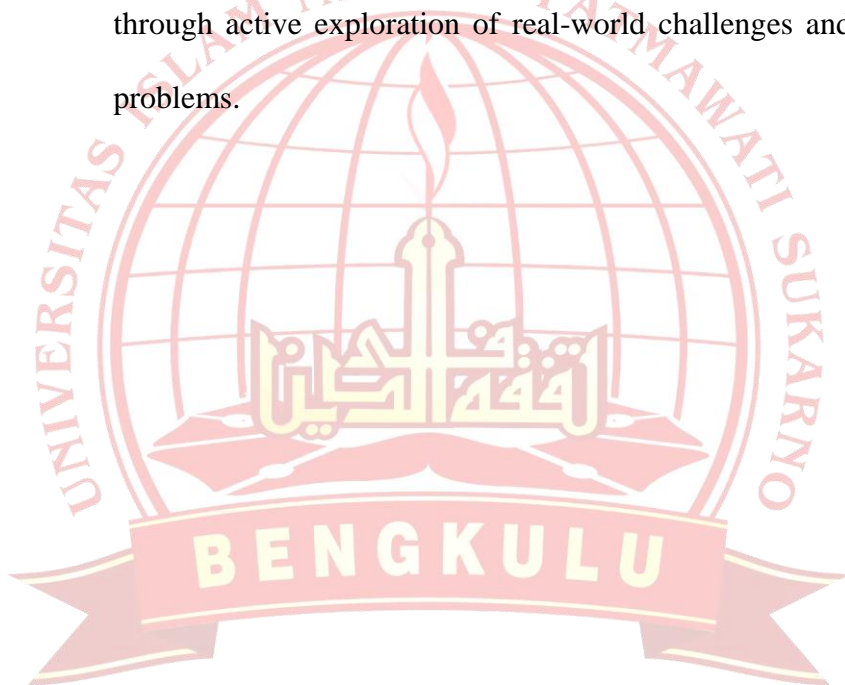
CHAPTER II

REVIEW OF LITERATURE

A. The TheoryProject Based Learning

1. Defintion of Project Based Learning(PjBL)

Project Based Learning is an approach which encompasses contextual and meaningful learning. The learning takes both teachers and pupils into real life situation, real problems, and real solution in such a way that the pupils cannot see barriers between what they learn inside and outside the class (Nasruloh, 2013).

In the module (Hamidah et al., 2020) on the Historical Review in Ulrich (2016) stated that the concept of project-based learning came from the great ideas of an academic and philosopher, John Dewey. He argues that students can gain practical and efficient knowledge when experiencing and practicing things related to real-life contexts.

1. The Implementation Of Project Based Learning

In the 2013 curriculum, character education aims to improve the quality of educational processes and outcomes, resulting in the development of students' overall character and noble character, which is integrated and balanced in accordance with the competency standards of graduates in each educational unit.

The implementation of project based learning in the 2013 curriculum aims to equip students with the skills needed in the 21st century. (Hallermann et al., 2011) states that "Project Based Learning is a systematic teaching method that engages students in learning important knowledge and 21st-century skills through an extended, student influenced inquiry process structured around complex, authentic Questions and carefully designed products and learning tasks". The process of learning in a class that implements project based learning directs the students'

active role in the learning process. In addition to observing the development stage of student thinking, learning activities also need to pay attention to the diversity of learning styles and characteristics of students.

First, teachers believed that project based learning can polish the material being studied. This reason is based on the concept of learning while doing. When students learn while doing, what is learned will stay in the long-term memory. Second, project based learning develops children's skills through the provision of real experience. The teacher believes that students can develop their skills through project based learning, because each student has their own capabilities that differ from each other. Third, Project based learning provides an opportunity to apply the knowledge learned before. Project-based learning gives students the opportunity to 'be able to do', not just 'know things. Fourth, project based learning can facilitate the

teachers in knowing the potential or talent of students. Teachers who have implemented project based learning argue that through project based learning, it is easier for the teachers to choose and assign students who should join a competition. (Cintang et al., 2017)

2. **The Role of Teachers and Students in Learning**

   - **Role Of Teacher**

     All teacher informants agreed that in the implementation of project-based learning, teachers tend to be passive in teaching activities. However, the intensity of providing guidance to students at the elementary school level is still dominant. High school students still need teacher supervision in completing their projects. Four teacher roles are found in the implementation of project-based learning.

     a. Teacher as a facilitator Teachers play a role in facilitating the students in developing their skills by providing guidance.

b. Teacher as a supervisor : The teacher plays a role in supervising, monitoring and reminding. The teacher acts in controlling the execution of project to match the time specified. The teacher monitors the students' readiness, and supervise whether anyone is having problems finishing the project. (Hallermann et al., 2011) agree that teacher plays a vital role in farming the experience through careful planning, facilitating inquiry process, assessing learning, and managing logistics.

c. Teacher as a motivator : In addition to guiding and directing, it is important for teachers to act as motivators. It aims to increase students' enthusiasm in completing projects. This finding supports the research results of (Habók & Nagy, 2016) which states that more than half of teachers consider the importance of motivation in PjBL.

d. Teacher as an evaluator : Aside from being a facilitator, a supervisor, and a motivator, the teacher will also act as an evaluator at the end of project-based learning. As an evaluator, the teacher assesses and evaluates the process of project execution.

- **Role of the Students**

Students play an active role in project based learning activities. In the process of project based learning activities, students have more activities than the teacher. (Cintang et al., 2017).

a. First, students act as implementers of project-based learning activities. As implementers, students are more enthusiastic about carrying out projects to complete them. The role of students as implementers is not only to prepare and carry out projects but also to present projects that have been completed. Students are very enthusiastic in applying this concept.

b. Second, students act as planners of project based learning activities. As a planner, the student will create a project execution plan from the beginning of the project until it is completed. In the planning process, students will learn about time and group management. Students can set the deadline for their project execution.

c. Third, students act as designers of project-based learning activities. In a high school project, students play as mini designers. That is, high school students make designs in the form of products that can conceptually solve real problems.

3. **The Characteristics of project-based learning**

There are four main characteristics of project-based learning by (Rochmahwati, 2015), namely:

1. self-responsibility for thinking and learning;

2. awareness of social responsibility;

3. thinking and acting from the scientific perspective but in a practical application;

4. relating both group process and product with professional practice

4. Principles of Project Based Learning

In addition to knowing the project specifications in this lesson, the teacher must also understand the main principles in implementing project-based learning in the classroom. According to (Larmer et al., 2015), project-based learning has seven main standards as the main principles, including:

1. The Principle of Challenging Problems or Questions

The principle underlying problem-assigning or essential questions is that it stimulates students to find answers. Learning begins with problems and questions that allow students to learn about what to prepare in the

inquiry process, the types of inquiry activities to choose, tools to prepare, and steps to take to solve problems or answer questions.

2. Principles of Continuing Research

This is the principle of an ongoing process of inquiry. Giving problems and questions at the beginning of learning is the starting point of the inquiry process. The inquiry process can improve students' critical thinking skills and problem solving, collaboration, and self-management.

3. Authenticity Principle

The authentic principle in project-based learning is to connect learning with real-life contexts.

4. Principles of Voice and Student Choice

The principle of student voice and choice in project-based learning requires students to express ideas and make their choices

throughout the process of doing the project. The principle of sound and student choice is one of the activities to achieve critical thinking and problem solving skills. For example, students are given more opportunities to express ideas or choose project details, and students are given more opportunities to express their responses when the teacher presents some important problem or question.

5. Reflection Principle

The principle of reflection in project-based learning is not only for students, but also for teachers. This activity aims to observe the effectiveness of the activities carried out in the inquiry process, to find out the problems encountered during the project and how to overcome the problems found during the process. This reflection also helps students to

develop their metacognitive knowledge in the learning process.

6. Principles of Criticism and Revision

The principle of criticism and revision is a common practice during the project. Groups, teachers, or even experts can provide criticism and suggestions to make it easier for students to find things that are inappropriate in the project results and revise them accordingly.

7. Public Product Principle

The principle of publishing a product, namely the result of the project. Project-based learning provides opportunities for students to present their project results in front of the class or even in a wider environment. By presenting their project results, students get satisfaction and motivation to present their work.

5. Stages Of Project Based Learning

The stages of project-based learning for language learning in general according to Stoller, (2006) in the book (Hamidah et al., 2020) consist of three main stages, namely the planning, implementation and reporting stages.

1. Planning

Planning consists of five activities, namely selecting project topics, pre-communicative activities, asking important questions, designing project plans and making project schedules.

2. Application

The implementation consists of one activity, namely completing the project.

3. Reporting

There are two activities in this stage, namely assessing project results and evaluating projects as well as evaluating project results and learning activities.

The following is a schematic of the stages of the project-based learning model in sequence.

1) Choose a project topic

2) Pre-communicative activities

3) Ask important questions

4) Designing a project plan

5) Evaluating the project

6) Assess project results

7) Completing the project

8) Create a timeline project

2. Definition Social Strategy

Recent research has analyzed one of the language learning strategies that has a trend in its use. One of the learning strategies is a social strategy. A finding says that student performance increases through the dominant social learning strategy used. The greatest contribution of social strategies to the language learning process is the

emphasis on the importance of the social environment and oral communication (Mehmet, 2016).

Among the functions of social strategy there are such as asking questions in a foreign language, receiving answers, correcting mistakes, establishing cooperation, trying to learn the feelings and thoughts of people from the targeted culture (Rae L. Lan, 2005).

In social strategy, students purposefully look for chances to put their knowledge to use and interact with speakers of the target language (i.e. they try to speak with native speakers in order to practise the language, listen to radio, watch films or TV, read books in English, etc.). (Buresova, 2007).

Some social strategies that can be used to learn a foreign language are as follows: 1. Reaching clarity: Explanation and giving a definition of information that is not understood or not completely understood in the process of language learning. 2. Confirmation of knowledge: Correction, giving a definition - with the help

of different sources - of situations, in which the students are not sure and make mistakes. 3. Establishing cooperation: Making cooperation in order to bring the targeted language into the part of the students" life during the process of language learning; the cooperation is established with people who have enough knowledge and skills in the target language. 4. Cultural sensitivity: The attempts of the students to learn in the process of language learning the feelings and thoughts of their friends who belong to different cultures.

Learning the discussion method as the of social strategy

Another type of learning strategy is to use the discussion method, namely by confronting students with a problem to find the right solution.

Advantages:

1. Can stimulate students to think more creatively.

2. Can train students in expressing their opinions.

3.   Can train students to respect each other's point of view.

Disadvantages:

1.   Discussion activities are often only controlled by certain people.

2.   Can obscure conclusions in a lesson, because the topic can be wider.

3.   Often there are differences of opinion that lead to emotions.

4.   It takes a long time to learn a certain subject.

3. Definition of Vocabulary

There are several definitions of vocabulary put forward by several experts:

The vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.2 If the students have less vocabulary, it is hard for them to express what they want to speak, listen, read, and write. Their problem is compounded when they need to produce language.

Similar to Scott, He said that "finding the right word to fit the intended meaning is frustrating when their store of words is limited."3 Clearly, vocabulary is very important in learning English because it can influence four skills.

According to (Nugroho, 2019), Vocabulary is the foundation to develop languages, which has a role as a basis in communication. Vocabulary is a fundamental and necessary skill that must be mastered when attempting to learn another language (Sari & Sutopo, 2018) In other words, vocabulary mastery plays an important role in the whole process of learning a second language (Giessen, 2019). By learning vocabulary, it will be easier to know four skills in English, specifically speaking, reading, writing, and speaking (Indasari et al., 2018).

a. **Type of Vocabulary**

This section will cover various types of vocabulary. There are many ways to categorize vocabulary types. 1) In terms of semantics: vocabulary into national words, such as nouns,

pronouns, adjectives, numbers, verbs, and adverbs; they name objects, actions, and qualities, among other things. Articles, prepositions, conjunctions, interjections, and so on are examples of functional words. 2) In terms of teaching communicative language: the difference between receptive and productive vocabulary. Learners' understanding of vocabulary when they hear or read it is referred to as receptive vocabulary. In other words, the word order that students recognize when they listen, speak, read, or write. Understanding of words or phrases in spoken or written scenarios is demonstrated by receptive vocabulary. (Taebenu & Katemba, 2021)

b. **Challenges of Improving Vocabulary Application**

Improving vocabulary mastery is not easy. Many students have difficulty connecting new words. (Susanto, 2017) says that the factor that affects student learning is characterized by a lack of vocabulary knowledge due to a lack of understanding of its

application and meaning. Having an understanding strategy is another challenge in improving their vocabulary mastery. According to (Khan, 2016), with all of the difficulties or challenges in learning vocabulary, It is likely that it will cause English as a foreign language learners to lose interest and motivation in their studies. In the end, students who learn English will have a low intelligence quotient (IQ).

c. **Teaching Vocabulary**

Teachers need to teach vocabulary in a fun way, because: (1) Using interesting and fun activities can develop students' interest and help them both memorize and remember (Asyiah, 2017). (2) The idea is smart because students like to play so that learning and understanding vocabulary does not become stressful (Bakhsh, 2016). (3) Fun teaching will increase student motivation. In addition, (Khaisaeng & Dennis, 2017) concludes that parts of speech fall into

eight categories: nouns, pronouns, verbs, adverbs, adjectives, prepositions, determiners, and conjunctions help students read the weekly online student magazine. This means that the part of speech used can be said to be an indicator of vocabulary.

d. **Views on Vocabulary Learning**

Some people may hold the wrong view that the grammatical system of a language is more important than its vocabulary. However, it may just be the opposite. As (Thornbury, 2002) points out, "It may be the case that mastery of the grammar system depends on there being a critical mass of vocabulary to work with". After stating the importance of vocabulary with this sentence, Thornbury warns teachers not to fear that they are wasting their time teaching vocabulary.

Recently, it has always been a source of interest for the teachers to know how learners learn vocabulary. As long as we know more about the strategies used successfully by the learners; what

works best and what does not work well, we can help learners acquire more profitable strategies. Thornbury reports that some people considered being the leading authority in language learning some years ago claimed that vocabulary could not be taught. They said: "It can be presented, explained, included in all kinds of activities, and experienced in all manners of associations… but ultimately it is learned by the individual. As language teachers, we must arouse interest in words and a certain excitement in personal development in this area… We can help our students by giving ideas on how to learn, but each will finally learn a very personal selection of items, organized into relationships in an individual way (Öncesi et al., 2015)

6. **Size of Vocabulary**

As for the size of the learner's vocabulary, when planning the vocabulary goals of a long-term study program, it is suggested that we can consider three types of information to help decide how much

vocabulary we need to learn: "the number of words in the language, the number of native speaker words and the number of words required to use the language." The size of a learner's vocabulary is also important for successful word guessing in a context, as it will affect the density of foreign words in a text.

According to (Read, 2000) the term 'vocabulary size' refers to the number of words a person knows. In fact, Read's description of 'vocabulary size' is the most common in the language learning literature. However, it has always been a source of interest to find out if there is a threshold of language knowledge that the Nation says marks the boundary between not having and having sufficient language knowledge for successful language use.

How many words do we need to know? A good answer to this question comes from King (2000) in the journal (Öncesi et al., 2015) He says we need a vocabulary that is sufficient to express ourselves

clearly and confidently, and a vocabulary that allows us to understand any communication – from vacation flyers to tax forms, magazines to novels – with ease and fun. An effective and balanced vocabulary should involve a sufficient amount of knowledge of verbs (with collocations), adverbs, and adjectives. Vocabulary studies of native speakers seem to show that second language learners need to know a large number of words because they perceive each word as having equal value to the learner. However, frequency-based studies show that this is not the case and some words are much more useful for learners than others. (Öncesi et al., 2015)

7. Problems In Learning Vocabulary

There are several problems in the teaching-learning process, especially in learning vocabulary. The obstacles experienced by students include low understanding of English, lack of motivation to learn vocabulary, and difficulty in translating English

sentences. In addition, teachers who teach still use conventional methods, where teachers only provide English text, and students are asked to translate using a dictionary. This method makes students bored and spends a long time understanding the sentences given.

Based on all the problems above, the researcher conducted a study to improve students' vocabulary by using a project-based learning model to solve problems in learning English vocabulary. The purpose of This research is to improve students' achievement and interest in vocabulary learning for eighth graders at SMPN 10 Kota Bengkulu.

8. Aspects of Vocabulary Mastery

There some aspects of vocabulary that should be mastered by students as proposed They are as follows:

1. Pronunciation and orthography

The Students must understand the pronunciation and spelling of a word.

2. Grammar

The grammatical rules ought to be understood by student after they learn a group of latest words.

3. Meaning

The Students must know the meaning of words that are there to make it easier to remember the vocabulary that is being studied.

B. Related Previous Study

The researcher has guidelines for carrying out this new research. the author writes several summaries of several previous studies and explains why this research is different from the previous study:

The first research is from Novitasari (International Journal Pedagogy Of Social Studies 3(2), 2018)"The Implementation of Project Based Learning To Improve Students Responsibility in Social Studies Learning". This research is motivated by the results of preliminary research on social studies learning activities carried out by one of the teachers at

MTs Al MusyawarahLembang which shows that the application of the project based learning (PBL) model can increase student responsibility in social studies learning. The PBL model needs to be developed by the teacher during the process of learning activities so that students have a sense of responsibility towards themselves, the community, the environment, and the nation so that students are able to bear the risk of decisions and have the provision to face challenges in learning in the future. The similarity of this research with mine is the application of the project-based learning model and equations in the data collection technique. The method used in this research is descriptive method and the participants are social studies teacher and class VIII-AB MTs Al MusyawarahLembang, consisting of 42 students divided into 21 female students and 21 male students. Data collection techniques used are observation, interviews and documentation. and as for the difference from my research, in particular, I prefer to apply this project-based learning model in improving English vocabulary.

The second research from Fatimah Mulya Sari (2nd International Conference on English Language Teaching and Learning 2019) "Enhancing Student's Vocabulary Mastery Through Project-Based Learning In TheEfl Classroom". The purpose of this study is to reveal the effectiveness of project-based learning using vocabulary and explore perspectives in applying vocabulary as their project in vocabulary class. This study uses a mixed methods design. what they have in common with my research is that they both use project-based learning in applying vocabulary with the aim of investigating how project-based learning can benefit students as well as using qualitative data. This study uses mixed methods and data obtained from tests, interviews, questionnaires, and observations. In vocabulary class, students are treated to using a vocabulary journal to enrich their vocabulary lists. and the difference from my research is that my research uses the method of description and for data acquisition, I obtain data from tests, interviews, documentation. and in vocabulary

class, students will study in groups using media and make it more interesting and easier to understand.

The journal by NorfaezaZakaria, (The International Journal Of Humanities & Social Studies) "Project Based Learning as Social Strategy in Enhancing Students' Vocabulary". English is the second language taught in all Malaysian schools. This requires a broad vocabulary among students in acquiring a second language. To develop vocabulary among students, project-based learning as a social strategy is seen as a medium that can help students acquire language. What this research has in common with mine is its focus on developing and improving students' vocabulary. and has the same goal which is to investigate how project-based learning can benefit students in acquiring English vocabulary in ESL lessons. 30 students aged 10 years were selected from a school in Pahang, Malaysia to see their performance in improving vocabulary through a survey using a questionnaire. The results of the post-survey showed increasing students' vocabulary and project-based learning as a social strategy

showed students' achievement in increasing students' vocabulary. and the difference with my research is that I put more emphasis on direct application in the field with the description method and this research uses quantitative data while I am qualitative.

CHAPTER III

METHODOLOGY

A. Research Design

According to (Patrick J. M. Costello, 2003), the CAR technique is suitable for use in educator-led education because it is beneficial for both teachers and students, especially in terms of strengthening students' special skills. The classroom action research approach was used in this study, which will be carried out in two cycles. Planning, action, observation, and reflection are part of every cycle. Observations, field notes, pictures, interviews, questionnaires, and tests will be used to collect data for the study (pre-test and post-test). For qualitative data, the data analysis approach includes collecting data, coding data, comparing data, constructing interpretations, and reporting results. The findings of this study indicate that using guided writing strategies can help students improve their writing skills in classroom conditions.

Futhermore, action research is a process by which educators carefully assess their own practice in a systematic way using research methods. Participants design research questions, collect data throughout the year, analyze what they have found, and then present their results in writing. Participants often make use of observations, interviews, surveys, and journals to gather information for their research.(Khasinah, 2013)

B. **Research Subject**

The subjects of this research are students of SMPN 10 Kota Bengkulu and the researcher will only focus on class VIII which consists of 28 students which is divided into 2 rooms. The sample population consisted of 18 male students and 10 female students. The researcher chose grade 8 because some of the students in grade 8 had low processing of their English vocabulary, usually get bad grades on the assignments given. That means they have problems in the field of English during teaching and learning English in class.

Table 3.1

Subject of Research

Class	Gender		Total
	Male	**Female**	
8th B Class	18	10	28
Total	**18**	**10**	**28**

(Data Taken From: TU SMPN 10 Kota Bengkulu on January 20th 2022)

Based on the table above, there were 28 students who were taken by researchers as subjects. This is due to several reasons: first, based on the observations that have been made, grade 8 B has more problems in learning English, especially in mastery of vocabulary. This is indicated by their average score is 50 ; while the minimum score criterion (KKM) is 70. Second, the students in this class are heterogeneous. That means they have different skill levels, both in speaking English and

vocabulary mastery. Therefore, the most appropriate research focus is grade 8th as the research subject.

In addition, classroom action research was also carried out collaboratively. The English teacher as a collaborator and researcher prepares all the procedures in the research. Hopefully the results of this study can solve problems in the ability to master English vocabulary, especially at SMPN 10 Kota Bengkulu

C. **Research of Instrument**

In this study, the researcher used four instruments to collect data. The instruments used are: Vocabulary Test, Observation Checklist, Interview, And Documentation. The instrument can be described as follows:

1. **Vocabulary Test**

Vocabulary test will be designed as the main instrument in this research. This test is intended to determine students' vocabulary mastery skills using project-based learning methods. In this classroom action research, a vocabulary test will be given after

the action is given, namely at the meeting to be determined. There are different types of tests, especially vocabulary tests, researchers use multiple choice and types of translation.

"What's the point of testing something?" Thornbury explains that we can ask all things the same way. The main purpose of the test is to provide information about how well students are progressing in their English studies. It provides useful feedback for teachers and students. in addition, if the teacher informs his students that a vocabulary test is coming soon, it is more likely that students will start studying words more diligently than before, resulting in a positive effect (129).

The criteria for the ability to master English vocabulary can be seen in the following table:

Table 3.2

Criteria of measuring the effectiveness vocabulary test

No.	Aspects
1	In the test students should show more of their knowledge than just in word translation, for example, knowledge of passive vocabulary, knowledge of synonyms, antonyms, ability to create a sentence of a particular meaning etc.
2	The test should provoke students´s thinking
3	The test should show their ability of using words in context.
4	The test should be interesting, challenging but not stressful or too demanding.
5	The test should contribute to keeping the vocabulary in students´ long-term memory.
6	The test should be achievable for the majority of students.
7	The test should not be much demanding to prepare and to correct for the teacher.

(source: Brno 2009)

Table 3.3
Students' Score Categories

The Score	Classification
80-100	Execellent
70-79	Good
60-69	Moderate
50-59	Poor
0-49	Very Poor

(Heaton,1988)

2. Observation Checklist

The function of observation in a study is to monitor the condition of the class and students and to find out the students' difficulties with the materials and methods that will be used during the teaching and learning process. Therefore, in conducting observations, the researcher uses an observation checklist to more systematically contain a list of activities or events that may occur during the study.

In addition, in conducting observations, researchers were assisted by collaborators. Researchers observed what happened in the classroom during learning, from opening to closing of learning activities. Then the researcher also observed what happened in the classroom. The main focus of observing student activities through the process as below:

a) Preparation;

b) Application of project-based learning methods;

c) students' attitudes during the lesson;

d) Closing activities.

Then, the researcher also prepared a checklist of observations for him to observe, which the collaborators observed. The purpose of this observation is to control the stability of the researcher in improving students' vocabulary mastery. Overall observations for both teachers and students will be carried out at each meeting of each cycle.

3. Interview

In this study, the researcher used unstructured interviews to collect data. The researcher asked the research subjects several questions related to what was happening in the classroom. In other words, in interviewing students the researcher is not only based on the questions that have been prepared, but the researcher explores these questions based on the current conditions in the classroom to get in-depth data needed to be interpreted in this study.

4. Documentation

Documentation is used to support the description of the data in the study. Documentation can be all documents collected as data, such as; student worksheets, archival notes, video of student performances, interview transcripts, and photographs during the research process. In other words, the documentation in this study aims to prove the authenticity of the data.

D. Data Collection

In qualitative research, which is used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, the data collection technique is carried out by triangulation (combined), and the results of qualitative research emphasize meaning rather than generalizations, and also data collection techniques in the form of participant observation and in-depth interviews, the researchers must interact with data sources. Thus, qualitative researchers must know the person providing the data.

Because this is a descriptive qualitative research, the main instrument of this research is the researcher himself as a teacher in the classroom. The data is held within a certain time, the material is discussed with collaborators about its level and suitability for the research subject. In this study, a vocabulary test will be conducted to measure the ability of students to master

English vocabulary by applying cycles such as planning, acting, observing, and reflecting.

E. Data Analysis

Analysis Technique for Qualitative Data

(Ahyar et al., 2020) this research qualitative data came from a variety of sources, including an observation checklist, interview findings, and documentation. The researcher used Miles & Huberman's interactive data analysis technique to analyze the data. The three primary components of data analysis are (1) data reduction, (2) data display, and (3) conclusion drafting and verification (Miles & Huberman, 2004). The elements listed above can be summarized as follows:

1. Data Collection

   Data is collection in qualitative research by observation, in-depth interviews, documentation, or a mix of the three. Data collection takes days, if not months, therefore there will be a lot of data. The researcher begins by doing a general exploration of

the situation/social object under investigation, recording everything that is seen and heard. As a result, researchers will have access to a big and diverse set of data.

2. Data Reduction

Data reduction happens all the time during the analysis. It happens in the early phases by editing, segmenting, and summarizing the material. It happens in the middle stages through coding and memoing, as well as tasks like detecting themes, clusters, and patterns. It happens in the latter stages through conceptualizing and explaining, because establishing abstract concepts is also a technique of reducing data.

3. Data Display

Information can be organized, compressed, and assembled in a variety of ways. In this study, the data will be displayed using graphs, charts, and diagrams to make the information more understandable.

5. Conclusion Drawing/Verification

According to Miles and Huberman, the final phase in qualitative data analysis is to draw findings and judgments. In qualitative research, conclusions are novel results that have never been discovered previously. Findings can take the shape of a description in the form of an image of an object that will be before obscure or dark but has become apparent following inquiry.

F. Research Procedures

In research, procedures play a significant role. A systematic technique is required to give the necessary steps in doing research. In the classroom, the action research cycle is repeated. This signifies that the transition from one cycle to the next is seamless. Planning, action (doing), observation, and reflection are all steps in each cycle. This is backed up by (Kemmis et al., 2014) assertion that action research comprises four key steps: planning, activity, observation, and reflection.

Figure. 3.1 The Scheme of Research Procedure
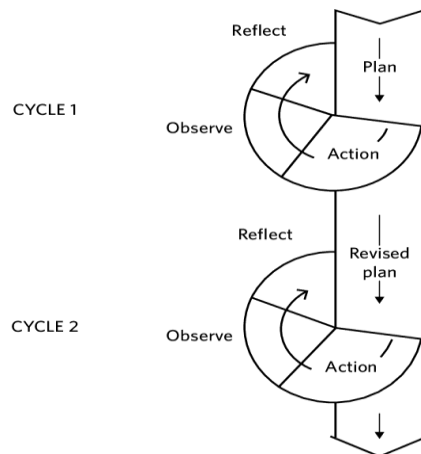
Due to the figure 3.1, the activities that would be done in a cycle are as follows:

1. Planning

    According to (Kemmis et al., 2014) planning refers to the suggested research strategies that will be developed and deployed. The study schedule is set by the researcher. The researcher discusses what, why, where, who, and how the action will take place during the planning stage. The teacher, for example, demands early observation of the class and students' situation as

a result of the reflective observation outcome. The teacher will gain a general summary of the problem in the class from this activity. Following that, the teacher and observer observe the learning process in the classroom. The focus of the observation is on the attitudes of students and teachers toward learning. The teacher's attitude can be observed in the way she or he assists students in learning. The researcher does joint research with two separate people as the teacher and observer. Its purpose is to keep objectivity in measuring, valuing, and deciding actions in order to achieve the optimal result. The researcher acts as a teacher while the English instructor acts as an observer when doing action research.

2. Action

Action is a teaching and learning process in which the teacher executes a plan to collect information or data. According to (Kemmis et al., 2014), all activities created in the scenario are implemented in this step.

Researchers act as research scenarios, while other teachers act as observers. The research scenario uses a project-based learning approach.

3. Observing

   The term "observing" refers to the act of observing a phenomena that occurred in class. Every meeting includes an observation sheet that collects data and identifies the problem. The purpose of observation is to collect data that will serve as success indicators as a result of previously planned actions (Kemmis et al., 2014).

4. Reflecting

   Reflecting is the previous action or treatments for the next cycle. The researcher and the teacher examine the data and come to a conclusion based on the information acquired, then compare it to the success criteria (Kemmis et al., 2014). This step involves the researcher and the observer or teacher discussing the researcher's teaching and learning process. If the prior

action had a flaw, the researcher and observer debate how to rectify it in the following meeting. The result of the reflection, or its conclusion, is used as the starting point for the next action cycle.

G. Indicator of success

This study's success indicators are based on the following quantitative and qualitative indicators:

1. Quantitative Indicators

   Passing ratings were based on the assessment needs of the school. The KKM (Minimum Completeness Criteria) score for the English language test is 75. As a result, if a significant number of students receive a passing mark at the end of the study, it is statistically effective (75).

2. Qualitative Indicators

   - When 75% of students succeed, this is the quality of their qualities.

   - Increased self-confidence, creativity and motivation in learning English makes them more

enthusiastic about learning English, especially in improving vocabulary mastery.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

In this chapter, the researcher explains and discusses the research results. As mentioned in the previous chapter that in this study, the researcher explained the use of the PjBL method to improve students' vocabulary mastery and to identify students' English skills after being taught the PjBL method. It aims to determine students' English skills. In this finding, the researcher describes the results of the study and analyzes the data collected, namely pre-cycle and two cycles consisting of cycle I and cycle II. The description of the results of all cycles is as follows:

1. Pre-cycle

The pre-cycle was carried out by the researcher through a pre-cycle test. In the pre-cycle test, the researcher gave a test to students in the form of an English vocabulary test that had been prepared by the researcher. The score will be the basic score of students' vocabulary

learning abilities before they get several cycles of action from the researcher using the Project Based Learning (PjBL) method. Therefore, the pre-cycle results determine the starting point of students' ability to improve vocabulary mastery. This may be due to several possibilities, such as facilities that are less supportive in English lessons, for example, there are no interesting techniques or media in the teaching and learning process.

In addition to the pre-cycle test, the researcher also made observations. And the observation checklist is used in this activity. From observations, the researchers found several problems in learning English such as lack of vocabulary and difficulty memorizing vocabulary, and students were less interested in learning English because they were constrained by the lack of vocabulary pronunciation. These problems are seen when learning begins, students tend to be passive in learning to recognize simple vocabulary and examples are objects and words in daily activities, when the teacher explains

the discussion of the material, students are silent. They find learning English difficult to understand and they are not confident in their English vocabulary. Furthermore, the students' English Vocabulary scores did not meet the minimum completeness score standard (KKM) of 75 and were declared incomplete.

Based on the pre-cycle test, students' scores in the vocabulary comprehension test are the extent to which they know some simple English vocabulary in everyday life before using the Project Based Learning (PjBL) method as shown below:

Figure 4.1 Students' Vocabulary Score Distribution on Pre-Cycle
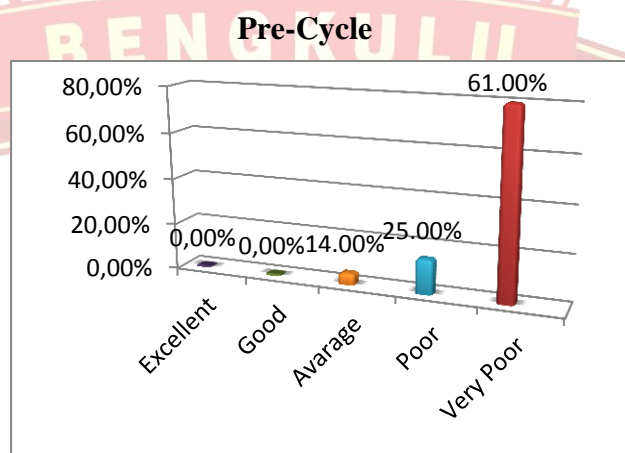
Table 4.1: The Students' Category in Pre-Assesment Test.

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80-100	Excellent	-	0%
2	70-79	Good	-	0%
3	60-69	Avarage	4	14.00%
4	50-59	Poor	7	25.00%
5	0-49	Very poor	17	61.00%

Based on Figure 4.1 shows the results of the pre-cycle shows That the vocabulary ability of students consists of 61% of students who are very poor, 25% of students are poor, and 14% of students who get a medium category, none of which gets a good or very good category. The data also shows that the average score of students' English vocabulary is low, this is indicated by an average score of 40. The highest score is 60 and the lowest score is 10. Based on the above results, the students' average English vocabulary ability is very poor. .

This value is still lower than the minimum standard value (KKM), which is 75.

Furthermore, based on observations, student participationin the pre-cycle is still passive. The problem is related to class activities. Activities carried out by students are still conventional where the use of worksheets is still dominant. They were asked to do the exercises from the worksheets and submit them to get a score. In addition, there are no various activities that offer different challenges for students with different abilities. The activities are monotonous and lack of interaction and activity so that students cannot develop competence in learning English. Therefore, the use of Indonesian is also dominant during English class activities or vice versa, the use of English which is not equipped with a translation so that students complain because they do not understand the meaning in English, this makes students think learning English is difficult and less interesting.

On the other hand, based on students' interview transcripts, and pre-cycle scores of English vocabulary on students and after discussing with English teachers and supervisors, the researcher identified several problems that occurred in the eighth grade students of SMPN 10 Kota Bengkulu. There are problems identified as follows:

Table 4.2

The Field Problems in Vocabulary Class at 8th Grade of

SMPN 10 Kota Bengkulu

No.	Field Problems	Code	Indicators
1	The students had low motivation in learning English	S	Some students do not have the enthusiasm to pay attention to the lesson
2	Students are less interested in learning English because of lack of vocabulary and The students felt learning English is difficult to understand	S	Students tend to be passive in learning English in class

3	The score of the students" English speaking is still low	S	It does not meet the value minimum standard comp-leteness (KKM) is 75 and Declared incomplete.
4	Teacher doesn't use anything method for teaching English vocabulary in class	T	Teachers only use textbooks and student worksheets in the teaching and learning process

S : Problem related to the students

T : Problem related to the English teacher

Based on the explanation above, the ability of English vocabulary is not satisfactory. The researcher realized that most of the students in grade 8 still had difficulties in English, especially in understanding a text that consisted of many vocabularies. From the description above, it can be concluded that students; attention, participation, activity, and low English vocabulary learning process during the English learning process. Then, the researcher hopes that the use of the Project based learning (PjBL) method as a social strategy in teaching English in the

classroom can improve vocabulary mastery which is still low in grade 8 students. Therefore, the researcher intends to use the PjBL method for further activities so that students are interested and happy in the learning process.

Due to the identification of field problems, it can be seen that the teaching and learning process of English in grade 8 SMPN 10 Bengkulu City needs to be improved. Researchers designed several plans to overcome the problems of 8th graders at SMPN 10 Bengkulu City. The researcher decided to apply Project Based Learning (PjBL) as a teaching and learning method in improving English vocabulary. The students are expected to make some improvements in their vocabulary performance using the PjBL method.

2. **Cycle 1**

The first cycle was held on September 6 - October 22, 2022, the students' scores on the material describing people in the pre-cycle have not been met. So, researchers

and English teachers decided to use the Project Based Learning (PjBL) method to teach avocabulary mastery.

a. Planning

Considering the problems identified in the pre-cycle step, the researcher decided to focus on improving students' vocabulary mastery through the use of Project Based Learning (PjBL) methods. To support the importance of efforts to improve students' vocabulary mastery, there are several actions taken during the teaching and learning process. These actions involve students by involving them through the use of PjBL methods in presentation, practice and production activities, and using English during the teaching and learning process in the classroom. The actions that will be taken during the teaching and learning process are presented in the table below.

Table 4.3 Planning the Actions

No.	Field Problem	Solution
1	The students had low motivation in learning English	Project-based learning will be the main strategy in implementing learning to hone students' skills in improving their vocabulary which is still low. The researcher also plans to encourage students to be actively involved in creative learning by applying the methods that have been chosen by the researchers to help solve problems faced by students in class and to increase students' motivation in learning English.
2	Students are less interested in learning English because of lack of vocabulary and The students felt learning English is difficult to understand	To overcome this, the researcher chose a strategy where students played an active role in individual or group activities using the media, tools and materials that had been provided. And make

		students learn to be more creative in solving a problem and find solutions in class learning to make it more fun and increase students' interest in learning English. Especially hone students' English vocabulary skills by completing the assigned tasks. In addition, you can also add new vocabulary both in daily life and in various other sources.
3	The score of the students" English speaking is still low	Therefore, the researchers tried to focus on students so that they more often do vocabulary tests on each side of the learning process so that they meet the standard of completeness score (KKM) = 75 and until they are declared complete.
4	Teacher doesn't use anything method for teaching English	One way to make learning more interesting and fun is to fully involve students in the

	vocabulary in class	learning process, with creative learning strategies, for example using media that can attract students to the object, such as making a project work in groups or games that make it easier for children to learn and can increase students' creativity in learning English to be effective and not boring.

b. Action

In this research activity, the researcher becomes a teacher and uses strategies to be applied in the classroom. In the first cycle, the topic is descriptive text, which is part of describing people, students pay attention to researchers in explaining descriptive texts about people and then students will try to learn how to describe people. There were 28 students present. In class, students are given the opportunity to practice thinking by using the vocabulary they have mastered to complete descriptive texts about people. After that,

students were assigned in groups to create a project that was to describe a person entitled "My idol", made in the form of a "Mini magazine" as attractively as possible.

Next, students present the results of their project work in front of the class per group and other groups listen and understand every vocabulary that is conveyed and provide responses. The act of involving students through the use of Project based Learning (PjBL) methods in presentation activities generally motivates students to learn English. It can also improve their pronunciation, vocabulary, grammar and confidence to perform by reading English sentences while understanding every written vocabulary.

c. Observing

Based on observations made in cycle 1, there was an increase in student participation during the teaching and learning process. The students were very enthusiastic and enjoyed while practicing the Project

based learning (PjBL) method. During the PjBL method practice, there were some students who asked the researcher what is a descriptive text? and the steps for making a descriptive text? and there are some students who talk more. This is due to desirable behavioral measures such as asking questions, volunteering for class activities, etc.

When students make presentations by speaking in front of the class, students still do not have high self-confidence so they are very embarrassed and afraid if they will make mistakes in their pronunciation because students not only lack vocabulary but also use grammar which is not good enough. And the students used the simple present tense when they told the description of "my idol" in the work project. But students are quite active in this activity.

d. Reflecting

Due to the implementation of the actions in Cycle I, there were several successful and unsuccessful

actions. The descriptions of successful and unsuccessful actions are as follows:

1. Efforts to increase students' enthusiasm in the process of learning vocabulary in descriptive texts were successful. Actions by giving points are very effective in attracting students' interest in teaching and learning. They feel happy when they get points. Students are more involved in these activities. They can solve problems by discussing with their teammates. The interaction between group members is well developed. However, some students are passive in the teaching and learning process. They are cool alone, often joke and chat with their friends.

2. The use of the Project Based Learning (PjBL) method as an interesting method in the descriptive text learning process succeeded in attracting students' interest in the material. The students enjoy learning the material through the Project

based learning (PjBL) method. Students also feel more relaxed and not bored when learning descriptive text material through the PjBL method. It can minimize student boredom in class.

3. Project based learning as an interesting method. This activity is effective in increasing students' interest and involvement in the process of learning vocabulary in descriptive texts. Students said that this activity was interesting because they gained knowledge and had fun. In addition, they can practice their skills in arranging vocabulary and grammar into a good and correct descriptive sentence.

In addition, most students can answer questions about the text. This implies that the meaning conveyed in the text is understood by the students. When discussing key words, some students can answer what the words mean. In fact, some students still tend to be silent when they are

not know the meaning of these words. Meanwhile, descriptive text helps students to understand grammar rules. However, some students sometimes need personal guidance to understand the material in descriptive texts.

Therefore, after the researcher used the PjBL method to teach making a descriptive text in the classroom, the researcher gave a test to the students.

The results of the first cycle can be seen in the image below:

Figure 4.2 Students' Vocabulary Score Distribution on Cycle I
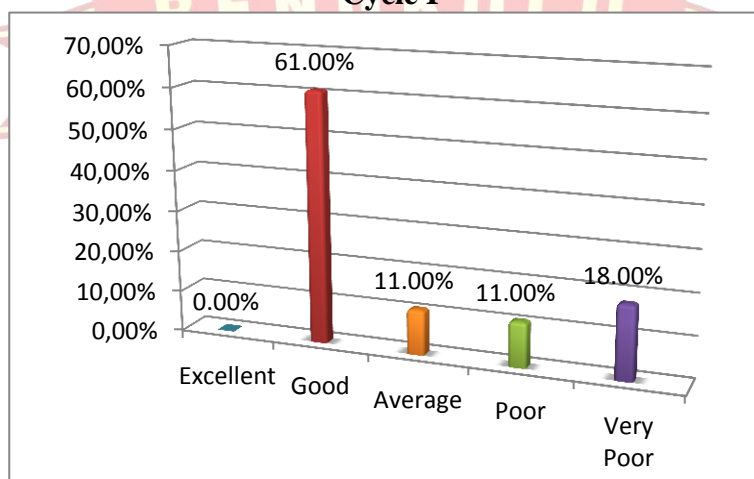
Based on Figure 4.2, the results of cycle 1 show that students' vocabulary skills consist of 18% of students who are very poor, 11% of students are poor, 11% of students are moderate, 61% of students are good and no students get very good category. The data also shows that the students' average vocabulary score is 57.5. The highest score is 70 and the lowest score is 10. Due to the above results, the students' average mastery of English vocabulary is low. However, the average student test results increased by 17.5. From 40 to 57.5. The researcher concluded that the students' vocabulary mastery increased, but the students' scores in cycle 1 did not meet the KKM (75). So the researcher did the next cycle with some improvements for the best results.

3. **Cycle 2**

Cycle 2 was held on September 22 to October 11, 2022. This cycle was carried out because the results of the previous cycle did not reach the KKM (75).

a. Planning

In this cycle, researchers tried to improve students' abilities. enthusiastic to increase their involvement in the process of learning vocabulary in descriptive texts. The researcher plans to make the teaching and learning atmosphere more interesting, such as giving rewards. In the teaching and learning process, there are class presentations, group discussions, exercises, and student performances. During class presentations students must pay attention and discuss together. They must provide feedback on project work that is presented and discussed with their classmates. After that, students work on individual worksheets in the form of multiple choice exercises. At the last meeting of the cycle, there is individual performance. It is the task of understanding the vocabulary in the text describing people in terms of individual performance.

b. Action

In this cycle, the topic is about describing animals. Thereis 28 students. No student was absent that day. Before the teacher starts the teaching and learning process, he asks students to pay more attention to the lesson. Then as a warm-up, the teacher asked some questions that provoked the students.

In this cycle, the researcher uses the Project based Learning (PjBL) method by making project work using rainbow colored cardboard and pictures of the selected animals designed as attractive as possible and containing vocabulary that describes animals starting from the head, body, legs, size and the daily activities of the animal. The students will be divided into groups, 1 group consists of 7 people. so overall have 4 groups. In his class, making project work is standard in doing a practice, while increasing vocabulary through learning to describe animals can improve students' mindsets by looking for words that

can complete sentences and compose vocabulary that will be made according to the parts of the animal. this is a challenge and a problem for them. in any way they must be able to complete the challenge to get points and rewards. Even if students have errors in their performance, they can retain participation points because points are awarded mainly for teamwork and communication efforts in the classroom.

The quiz that was carried out was translating vocabulary from Indonesian to English on the parts of the animals that were done on the blackboard, the researcher would try some students who wanted to come forward randomly to write down the answers to the translation of the vocabulary provided by the researcher. for students who participate and fill in correctly, students will be given additional points. Then the next activity is giving practice questions. Students are given practice on the material that has been discussed previously. It's about describing

animals. Students work individually to answer questions. Each student must determine their answer on the question sheet that has been given. The researcher gave time for the students to do the exercise.

To attract students' interest, prizes are given in the form of: good comments and stuff. Giving good comments when they try to be active in the teaching and learning process is done to appreciate students. It is hoped that students will be interested in learning English because they will feel rewarded for doing assignments successfully.

c. Observing

Based on observations in cycle 2, students were very enthusiastic and enjoyed the project work being carried out, during practice students also asked a lot of examples of vocabulary used and some were just silent or had fun joking with other friends, and they used a dictionary as a source of help. but there

are also some students who are still confused and do not understand. In cycle 2, students looked more confident and dared to ask questions and work on material project work describing animals in detail according to the animal parts that the researcher had exemplified with the correct choice of vocabulary, and the Project based learning method in cycle 2 was very good and effective.

d. Reflecting

Based on reflection, researchers and collaborators agree that the process of using the Project based learning (PjBL) method in learning vocabulary in descriptive texts and the accompanying actions in Cycle 2 was successful. Efforts to increase students' enthusiasm in the process of learning vocabulary in descriptive texts were successful. Actions by giving rewards and positive comments are very effective in attracting students' interest in the teaching and learning process. They feel happy when

they get points and encouragement. The implementation of individual tasks also succeeded in increasing student involvement in the learning process.

The use of the PjBL method as an interesting method in the process of learning vocabulary in descriptive texts succeeded in attracting students' interest in the material. The students enjoy learning the material through the PjBL method. Students also feel relaxed and not bored while studying. This can minimize students' boredom because they learn while being creative, so they can issue ideas while memorizing the vocabulary they get both in everyday life and in others.

The use of this PjBL method is an interesting thing effective in increasing student interest and engagement in the learning process, especially descriptive text material. The students said that this activity was interesting because they gained

knowledge and fun. In addition, they can practice their
skills in memorizing everyday vocabulary so that they
can learn to compose words, correct grammar and
speak English. Some of them also stated that it
challenged them when making presentations by
reading English sentences in front of the class quite
well even though the pronunciation was not perfect,
but their confidence level was very good. However,
after the researcher used the PjBL method to improve
students' vocabulary skills, the researcher gave a test
to the students.

Figure 4.3 Students' Vocabulary Score Distribution on Cycle II
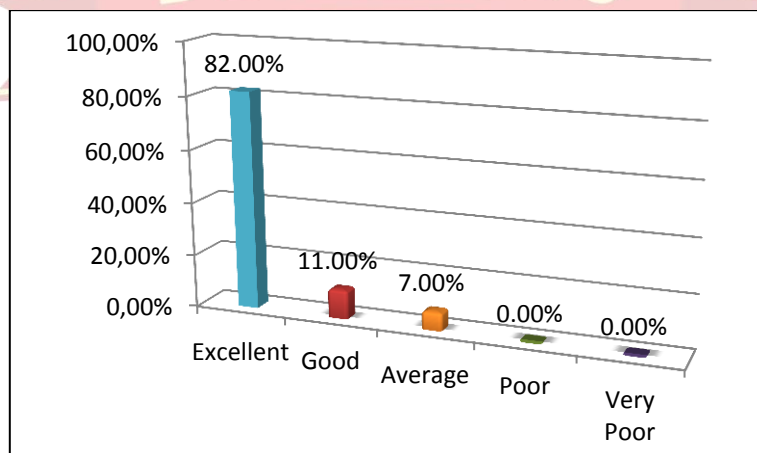
Based on Figure 4.3, the results of cycle 2 show that the increase in students' vocabulary consists of no students who get the very bad category, less. This increased to 7% in the medium category, 11% in the good category and 82% in the very good category. The data also shows that the average vocabulary score in students' descriptive texts is 90.71. The highest score is 100 and the lowest score is 60. Due to the above results, the average increase in students' vocabulary is high. The average test results of students increased. From 57.5 to 90.71. The researcher concluded that the increase in vocabulary in the descriptive text of the students increased and fulfilled the KKM (75). So the researcher decided to stop at this cycle. Teachers and researchers concluded that the increase in vocabulary in descriptive texts was more significant after being given treatment using the PjBL method from cycle I to cycle II.

The data above shows that the increase in vocabulary is more significant after being given treatment using the

PjBL method from cycle I to cycle II. Regarding the findings of cycle 2 that all actions succeeded in increasing students' involvement and enthusiasm, especially in practicing some daily vocabulary and the research objectives were achieved, the researcher and collaborators agreed to end this research in this cycle.

B. Discussion

In this sub-chapter, after the researchers applied the Project based learning (PjBL) method in teaching English vocabulary in descriptive texts, the researchers obtained data on increasing students' vocabulary using the PjBL method. The data were analyzed from each cycle and the researchers got the results of classroom action research as follows:

Table 4.4 Students' Vocabualary Score Improvement

Average Score		
Pre-Cycle	**Cycle I**	**Cycle II**
40	**57,5**	**90,71**

Figure 4.5 Students' Vocabulary Score Improvement
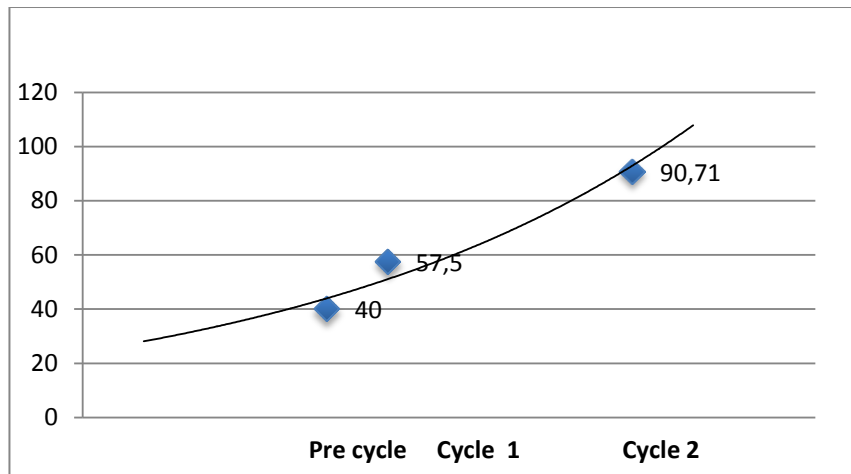
That is the result of the student's average score from pre-cycle to cycle 2. From the table above, the researcher can see that there is an increase in vocabulary mastery by using the Project Based Learning (PjBL) method. Based on the results of the tests that have been carried out, it can be explained that the use of the PjBL method in the process of learning English in class VIII SMPN 10 Bengkulu City can improve students' vocabulary mastery. Actually the use of the right strategy can make students easy to understand the material

presented by the teacher. Learning uses effective interesting techniques to encourage students' abilities. This can stimulate students to be active.

The PjBL method is not only appropriate for teaching vocabulary in descriptive texts, but also suitable for teaching speaking, grammar, listening, writing, etc. with social strategies that can develop children's potential and self-confidence, both individually and in groups. The PjBL method can motivate students to be more active, creative in the classroom, learning while being creative is very fun for students, especially junior high school students and is also a model for students to be active in communicating.

In addition, these results are in accordance with previous studies. First, (Norfaeza: 2019) concluded that project-based learning as a social strategy can improve students' vocabulary skills. Students can not only share their ideas and creativity in project-based learning with peers and teachers but their vocabulary has also been

developed. Second, (Novitasari: 2018) also concluded that the planning was prepared by the teacher in applying the project-based learning model

To increase student responsibility, it has been designed by arranging plans that include lesson plans, learning media, materials to be delivered and assessments. (Bell, 2010) suggests that project-based learning is a learner-centered learning method. Students develop questions and are guided through research under teacher supervision.
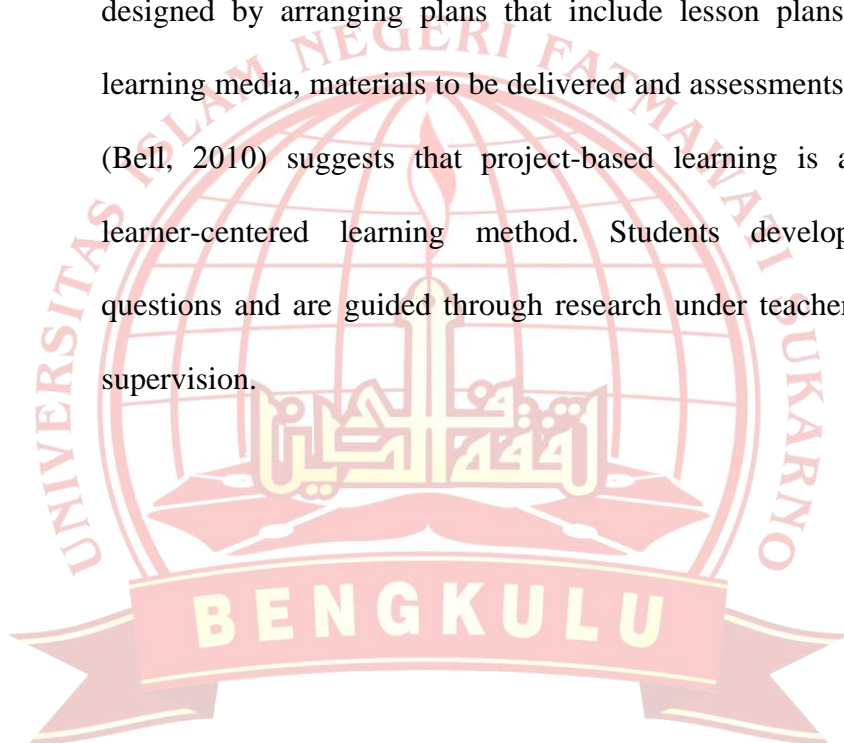
BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Research conclusions are presented based on the research questions in chapter I. The results of the students' average scores in the pre-cycle are 40; cycle 1 is 57.5; cycle 2 is 90.71. It can be seen that the project-based learning method can make students' active participation in completing projects increase their interest in acquiring as much vocabulary as they can. Both teachers and students benefit from this research because students have the freedom to be creative in presenting their projects while the teacher facilitates them during the teaching and learning process. The PjBL method can reduce students' boredom, stimulate students who have low motivation and can increase the value of students' vocabulary skills from one cycle to another. Based on the results of this study, it can be concluded that the project-based learning method

(PjBL) as a social strategy has helped to improve vocabulary mastery in 8th grade students of SMPN 10 Bengkulu City in the 2022/2023 academic year.

B. Suggestion

Based on the conclusions above, the researcher proposes several suggestions as follows:

1. Teaching English to young students or to students who are just learning basic English, the teacher must create a fun situation, and not monotonous so as not to make students easily bored and always enjoy every explanation given by the teacher. and what must be known that education is the learning of knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching, training, or research.

2. Teachers must choose the most appropriate and suitable language learning strategies for them so that they can learn actively and effectively.

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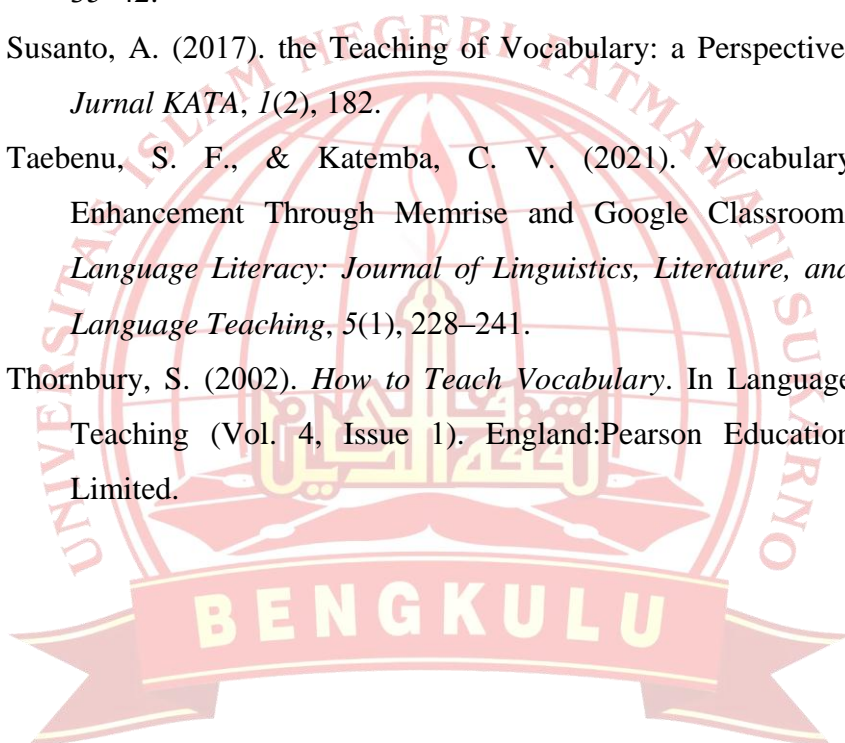
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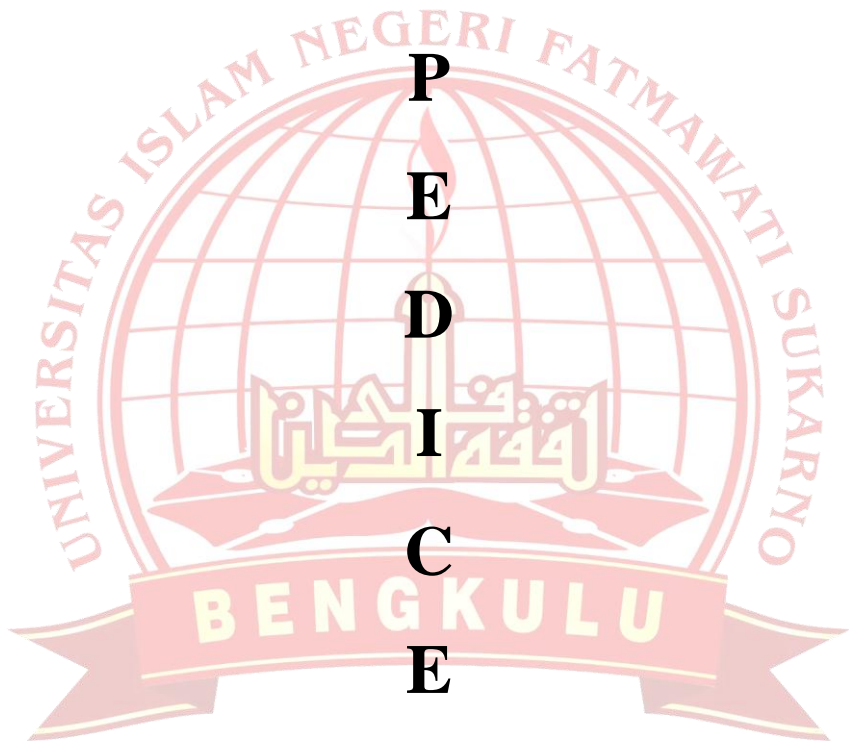
RENCANA PELASANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 10 Kota Bengkulu

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VIII/ I

Materi Pokok : Describing People

Alokasi Waktu : 4 x pertemuan

Cycle : 1

A. Kompetensi Inti
   1. Menghargai dan menghayati ajaran agama yang dianutnya.
   2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
   3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
   4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	1.1.1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.
1.2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	1.2.1. Menunjukkan perilaku peduli dalam pembelajaran
1.3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya	1.3.1. Memberi nama benda 1.3.2. Mengidentifikasikan sifat benda 1.3.3. Mendeskripsikan benda 1.3.4. Menyebutkan fungsi sosial teks deskriptif.

1.4. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	1.4.1. Menemukan gambaran umum dari sebuah teks.
	1.4.2. Menemukan informasi tertentu dari teks sederhana.
	1.4.3. Menemukan informasi rinci dari teks sederhana.
1.5. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	1.5.1. Melengkapi teks deskriptif sederhana tentang benda

C. Tujuan Pembelajaran
1. Diberikan sebuah teks deskriptif, siswa dapat mengidentifikasi fungsi sosial teks deskriptif terkait deskripsi orang dengan tepat.
2. Diberikan sebuah teks deskriptif, siswa dapat menemukan informasi rinci tersirat mengenai deskripsi seseorang dalam teks deskriptif dengan tepat.

3. Siswa dapat menggunakan kosa kata yang tepat dan berkaitan dalam menyusun kalimat deskriptif teks.

4. Diberikan sebuah projek, siswa mampu menyusun teks deskriptif tulis dengan menggunakan media *mini magazine* terkait deskripsi orang

D. Materi Pembelajaran

Teks deskriptif orang beserta gambar

The Essential Questions

How to describe a person?

1. Do you know descriptive text?
2. Why do we need to study descriptive text?
3. Who is your favorite person?
4. How do she/he looks like?

Fungsi Sosial: Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.

Contoh teks Deskriptif

My Friend

His name is kevin anggara, kevin anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.

Generic Structure Deskriptif teks

1. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
2. Description (Deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat,atau orang yang dideskripsikan

E. **Metode Pembelajaran**

Project Based Learning

F. Media Pembelajaran

1. Laptop
2. Picture
3. Video

G. Sumber Pembelajaran

1. Pupin Buku pengayaan bahasa inggris SMP.
2. Buku: When English Rings a Bell (SMP/MTs Kelas VIII kurikulum 2013)

H. Langkah-Langkah Kegiatan Pembelajaran

1. Kegiatan awal (10 menit)
   a. Guru masuk kelas, menyapa dan mengawali kegiatan belajar dengan berdoa bersama.
   b. Guru mengecek kehadiran siswa.
   c. Guru mengajukan pertanyaan menantang pada siswa
   d. Guru menyampaikan manfaat materi pembelajaran
   e. Guru mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran.
2. Kegiatan inti (30 menit)
   1. Siswa mengamati video terkait dengan penggunaan ungkapan dalam sapaan dan ucapan terima kasih yang ditampilkan oleh guru.
   2. Dengan bantuan guru membaca dan mengidentifikasi generic structure descriptive text dengan benar.
   3. Dengan bantuan guru, peserta didik menemukan kosakata penting terkait teks deskripsi dan mencari tahu artinya masing-masing lalu membaca bersama-sama.
   4. Peserta didik dengan ditunjuk oleh guru menyebutkan kosa kata dan artinya secara bergantian.
   5. Peserta didik dengan bantuan guru menjawab pertanyaan terkait teks deskripsi dengan baik.

6. Peserta didik menerima materi tentang Describing People.
7. Peserta didik diminta untuk berdiskusi mengenai struktur kalimat, penggunaan kata sifat, kata kerja, dan kata benda yang ada dalam teks tersebut.
8. Peserta didik diminta membentuk kelompok untuk melaksanakan suatu project yang sesuai dengan materi yang telah disampaikan.
9. Peserta didik ditunjukkan contoh Project Work yaitu "mini magazine" yang telah dibuat oleh guru untuk ditugaskan kepada peserta didik.
10. Peserta didik diminta untuk mempresentasikan nama kelompok mereka dan siapa yang akan mereka deskripsikan.
11. Diakhir setiap kelas, total poin partisipasi yang diterima oleh setiap siswa akan dihitung;

3. Kegiatan Penutup
   a. Guru menyimpulkan materi yang telah dipelajari hari tersebut.
   b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
   c. Memberikan umpan balik terhadap proses dan hasil pembelajaran.

      • Please mention some vocabulary about describing people!

   d. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

      • Next meeting, we are going to learn to describe animals.

   e. Guru menanyakan kesulitan siswa.
   f. Guru memberikan motivasi kepada siswa.

g. Peserta didik bersama guru menutup pembelajaran dengan berdoa

I. Project Work

MY IDOL

Alat dan Bahan

1. Pensil/pulpen/spidol
2. Kertas buffalo (dipotong menjadi ukuran A5)
3. Alat perekat (Lem, double tape, selotip, dll)
4. Alat pewarna
5. Alat dekorasi (kertas lipat, stiker, pita, dll)
6. Gambar / foto

Petunjuk Pengerjaan

1. Bentuklah kelompok beranggotakan 4 orang
2. Buat 1 teks deskripsi mengenai tokoh idola secara berkelompok.
3. Buatlah outline teks deskriptif yang akan ditulis.
4. Setelah outline selesai, susunlah teks deskriptif pada kertas buffalo
5. Hiaslah dengan menggunakan gambar, alat pewarna, pita dll, agar lebih menarik.

J. Penilaian

1. Pengetahuan

	Indikator	Butir Instrumen
1.	Diberikan sebuah teks deskriptif, siswa dapat mengidentifikasi fungsi sosial teks deskriptif terkait deskripsi orang dengan tepat.	Soal A
2.	Diberikan sebuah teks deskriptif, siswa dapat mengidentifikasi struktur teks deskriptif terkait deskripsi orang dengan tepat.	Soal A

3.	Diberikan sebuah teks deskriptif, siswa dapat menjelaskan unsur kebahasaan teks deskriptif terkait orang dengan tepat.	Soal A

2. Indikator Penilaian

Aspect	Performance Descriptive	Score
Content (C) 30 % **- topic** **- detail**	The topic is complete and clear and the details are relating to the topic	4
	The topic is complete and clear but the details are almost relating to the topic	3
	The topic is complete and clear but the details are not relating to the topic	2
	The topic is not clear and the details are not relating to the topic	1
Organization (O) 20 % **- identification** **- description**	Identification is complete and descriptions are arranged with proper connectives	4
	Identification is almost complete and descriptions are arranged with almost proper connectives	3
	Identification is not complete and descriptions are arranged with few misuse of connective	2
	Identification is not complete and descriptions are arranged with misuse of connectives	1
Grammar (G) 20 %	Very few grammatical or agreement inaccuracies	4

	Few grammatical or agreement inaccuracies but not effect on meaning	3
	Numerous grammatical or agreement inaccuracies	2
	Frequent grammatical or agreement inaccuracies	1
Vocabulary (V) 15 %	Effective choice of words and word Forms	4
	Miss use of words and very limited vocabulary make comprehension quite difficult	3
	Limited range confusing words and word forms	2
	Very poor knowledge or words, word forms, and not understandable	1
Mechanics (M) 15 % **- Spelling** **- Punctuation** **- Capitalizati on**	It uses correct spelling, punctuation and capitalization	4
	It has occasional errors of spelling,punctuation and capitalization	3
	It has frequent errors of spelling, punctuation and capitalization	2
	It is dominated by errors spelling, punctuation and capitalization	1

3. Cara Penilaian

No	Nama Siswa	Kriteria					Jumlah
		C	O	G	V	M	
1							
2							
3							
4							

5						
Dst.						

Mengetahui   Bengkulu,………………..2022

Guru Mata Pelajaran   Peneliti

ROSY, S.Pd   **TIAS WIJI LESTARI**

NIP.197908172010012015   **NIM. 1811230064**

RENCANA PELASANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMPN 10 Kota Bengkulu

Mata pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/ I

Materi Pokok   : Describing Animals

Alokasi Waktu   : 4 x pertemuan

Cycle   : 2

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.6. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	1.6.1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.
1.7. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	1.7.1. Menunjukkan perilaku peduli dalam pembelajaran
1.8. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya	1.8.1. Memberi nama benda 1.8.2. Mengidentifikasikan sifat benda 1.8.3. Mendeskripsikan benda 1.8.4. Menyebutkan fungsi sosial teks deskriptif.

1.9. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	1.9.1. Menemukan gambaran umum dari sebuah teks.
	1.9.2. Menemukan informasi tertentu dari teks sederhana.
	1.9.3. Menemukan informasi rinci dari teks sederhana.
1.10. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	1.10.1. Melengkapi teks deskriptif sederhana tentang benda

C. Tujuan Pembelajaran

1. sebuah teks deskriptif, siswa dapat mengidentifikasi fungsi sosial teks deskriptif terkait deskripsi orang dengan tepat.
2. Diberikan sebuah teks deskriptif, siswa dapat menemukan informasi rinci tersirat mengenai deskripsi seseorang dalam teks deskriptif dengan tepat.

3. Siswa dapat menggunakan kosa kata yang tepat dan berkaitan dalam menyusun kalimat deskriptif teks.
4. Diberikan sebuah projek, siswa mampu menyusun teks deskriptif tulis dengan menggunakan media *mini magazine* terkait deskripsi orang

D. Materi Pembelajaran

Teks deskriptif orang beserta gambar

The Essential Questions

- **Can you describe your pet?**
- **Can you tell us your rabbit?**
- **How does your cat look like?**
- **How is the giraffe like?**
- **What do think about dog?**
- **What do you know about fish?**

Fungsi Sosial: Vocabulary about Animal's Body is important to learn, to make it easier to describe animals in English vocabulary.

Contoh teks Deskriptif

Cat

Cat is my lovely pet. My cat is female, I named her as Mora. Mora has three different fur colors, namely black, yellow, and white with a striped pattern. Her whisker is long and white. Mora has a long tail that she always wags when she wants to catch a mouse or lizard. Mora is a nosy cat, she usually pokes anyone who passes beside her. Besides being nosy, Mora is also adorable. She will look for a soft place to sleep, for example on a sofa, mattress, etc.

Translate :

Kucing adalah hewan kesayanganku. Kucingku betina, saya beri nama Mora. Mora memiliki tiga warna bulu yang berbeda yaitu hitam, kuning, dan putih dengan corak garis-garis. Kumisnya panjang dan berwarna putih. Mora memiliki

ekor yang panjang sehingga ia selalu mengibaskannya ketika ingin menangkap tikus atau cicak. Mora adalah kucing yang usil, dia biasanya mencolek siapa saja yang lewat di sampingnya. Selain usil, Mora juga menggemaskan. Ia akan mencari tempat yang empuk untuk tidur, misalnya di atas sofa, kasur, dll.

Parts of Animals Body

Pada bagian animal's body, kami akan membedakan dalam tiga bagian yaitu: kosakata pada bagian **Head** (kepala), **Body** (badan), dan **Leg** (Kaki).

Head	**Body**	**Leg**
• Kepala : head	• tubuh : body	• kaki : leg / foot
• Tanduk : horn	• punggung : back	• kuku : nail
• Telinga : ears	• perut : stomach	• cakar : claws
• Mata : eyes	• sirip : fin	• capit : tweezers
• Hidung : nose	• sisik : scales	• ekor : tail
• lubang hidung : nostril	• cangkang : shell	
• kumis : whiskers	• bulu (kucing) : fur	
• paruh : beak	• bulu (ayam) : feathers	
• mulut : mouth	• sayap : wings	
• gigi : teeth	**Animals Activity**	
• taring : tusk	• berjalan : walk	
• lidah : tongue	• berlari : run	
• belalai gajah : trunk	• melata : slither	
• insang : gill	• memanjat : climb	
• antenna : antenna	• melompat : jump	
	• terbang : fly	
	• berenang : swim	
Animals Size	• merayap : crawl	
• Besar :	• menggonggong : bark	

big
• kecil   :
  small
• pendek :
  short
• tinggi   :
  tall
• panjang :
  long
• tajam   :
  sharp
	• maraum : roar
	• mengeong : purr

E. Metode Pembelajaran
Project Based Learning

F. Media Pembelajaran
4. Laptop
5. Picture
6. Video

G. Sumber Pembelajaran
3. Pupin Buku pengayaan bahasa inggris SMP.
4. Buku: When English Rings a Bell (SMP/MTs Kelas VIII kurikulum 2013)

H. Langkah-Langkah Kegiatan Pembelajaran
4. Kegiatan awal (10 menit)
    f. Guru masuk kelas, menyapa dan mengawali kegiatan belajar dengan berdoa bersama.
    g. Guru mengecek kehadiran siswa.
    h. Guru mengajukan pertanyaan menantang pada siswa
    i. Guru menyampaikan manfaat materi pembelajaran
    j. Guru mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran.
5. Kegiatan inti (30 menit)
    1. Siswa mengamati video terkait teks deskripsi yang ditampilkan oleh guru.

2. Dengan bantuan guru membaca dan mengidentifikasi generic structure descriptive text dengan benar.

3. Dengan bantuan guru, peserta didik menemukan kosakata penting terkait teks deskripsi dan mencari tahu artinya masing-masing lalu membaca bersama-sama.

4. Peserta didik dengan ditunjuk oleh guru menyebutkan kosa kata dan artinya secara bergantian.

5. Peserta didik dengan bantuan guru menjawab pertanyaan terkait teks deskripsi dengan baik.

6. Peserta didik menerima materi tentang Describing Animals.

7. Peserta didik diminta untuk berdiskusi mengenai struktur kalimat, penggunaan kata sifat, kata kerja, dan kata benda yang ada dalam teks tersebut.

8. Peserta didik diminta membentuk kelompok untuk melaksanakan suatu project yang sesuai dengan materi yang telah disampaikan.

9. Peserta didik ditunjukkan contoh Project Work yaitu "Mini Magazine" yang telah dibuat oleh guru untuk ditugaskan kepada peserta didik.

10. Peserta didik diminta untuk mempresentasikan nama kelompok mereka dan siapa yang akan mereka deskripsikan.

11. Diakhir setiap kelas, total poin partisipasi yang diterima oleh setiap siswa akan dihitung;

6. Kegiatan Penutup

h. Guru menyimpulkan materi yang telah dipelajari hari tersebut.

i. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

j. Memberikan umpan balik terhadap proses dan hasil pembelajaran.

• Please mention some vocabulary about describing animals!

k. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.

l. Guru menanyakan kesulitan siswa.

m. Guru memberikan motivasi kepada siswa.

n. Peserta didik bersama guru menutup pembelajaran dengan berdoa

I. Project Work

Animals (….)

Alat dan Bahan

a. Pensil/pulpen/spidol

b. Kertas Kartoon pelangi

c. Alat Perekat (Lem,Double tape,Selotip dll.)

d. Alat dekorasi (kertas lipat, stiker, pita,Bingkai dll)

e. Gambar/Foto

Petunjuk Pengerjaan

1. Bentuk kelompok, dalam 1 kelompok beranggotakan 7 orang

2. Buat 1 teks deskripsi dengan susunan kosa kata pada bagian-bagian hewan yang akan dideskripsi secara berkelompok.

3. Setelah selesai, susunlah kosa kata sesuai dengan hewan yang dideskripsikan seperti bagian kepala, badan, kaki, aktivitas, dan ukuran dari hewan tersebut.

4. Hiaslah dengan menggunakan gambar, alat pewarna, pita,stiker dll, agar lebih menarik.

J. Penilaian

1. Pengetahuan

	Indikator	Butir Instrumen
1.	Diberikan sebuah teks deskriptif, siswa dapat mengidentifikasi fungsi sosial teks deskriptif terkait deskripsi orang dengan tepat.	Soal A
2.	Diberikan sebuah teks deskriptif, siswa dapat mengidentifikasi struktur teks deskriptif terkait deskripsi orang dengan tepat.	Soal A
3.	Diberikan sebuah teks deskriptif, siswa dapat menjelaskan unsur kebahasaan teks deskriptif terkait	Soal A

2. Indikator Penilaian

Aspect	Performance Descriptive	Score

Content (C) 30 %
  - topic
  - detail
	The topic is complete and clear and the details are relating to the topic	4

	The topic is complete and clear but the details are almost relating to the topic	3
	The topic is complete and clear but the details are not relating to the topic	2
	The topic is not clear and the details are not relating to the topic	1

Organization (O) 20 %
  - identification
  - description
	Identification is complete and descriptions are arranged with proper connectives	4

	Identification is almost	3

	complete and descriptions are arranged with almost proper connectives	
	Identification is not complete and descriptions are arranged with few misuse of connective	2
	Identification is not complete and descriptions are arranged with misuse of connectives	1
Grammar (G) 20 %	Very few grammatical or agreement inaccuracies	4
	Few grammatical or agreement inaccuracies but not effect on meaning	3
	Numerous grammatical or agreement inaccuracies	2
	Frequent grammatical or agreement inaccuracies	1
Vocabulary (V) 15 %	Effective choice of words and word Forms	4
	Miss use of words and very limited vocabulary make comprehension quite difficult	3
	Limited range confusing words and word forms	2
	Very poor knowledge or words, word forms, and not understandable	1

Mechanics (M) 15 %
  - Spelling
  - Punctuation
  - Capitalizati on
	It uses correct spelling, punctuation and capitalization	4

	It has occasional errors of spelling,punctuation and capitalization	3
	It has frequent errors of spelling, punctuation and capitalization	2
	It is dominated by	1

		errors spelling, punctuation and capitalization	

3. Cara Penilaian

No	Nama Siswa	Kriteria					Jumlah
		C	O	G	V	M	
1							
2							
3							
4							
5							
Dst.							

Mengetahui   Bengkulu,……………..2022
Guru Mata Pelajaran   Peneliti

ROSY, S.Pd   **TIAS WIJI LESTARI**
NIP.197908172010012015   **NIM. 1811230064**

Appendix 2. List of research activity assessment

List of pre-cycle assessments at SMPN 10 Kota Bengkulu

No.	Name	L/P	Pre Cycle	KKM	Keterangan
1	Afif Fahman M.	L	50	75	Unfinished
2	Agung Agil P.	L	30	75	Unfinished
3	Ahmad Rakha A.	L	40	75	Unfinished
4	Aura Dwi Febriani	P	30	75	Unfinished
5	Davin Febrikho	L	30	75	Unfinished
6	Elsa Febriani	P	30	75	Unfinished
7	Fahiza Rahmania	P	30	75	Unfinished
8	Farhan Oktodari	L	30	75	Unfinished
9	Ferdi Firmansyah	L	60	75	Unfinished
10	Galang Pahlephi	L	30	75	Unfinished
11	Intan Marsela	P	50	75	Unfinished
12	Keysa Novrita	P	30	75	Unfinished
13	Marvel Putra	L	40	75	Unfinished
14	M.Fariz Widyanto	L	50	75	Unfinished
15	M.Alfairuz	L	40	75	Unfinished
16	M. Arga Febrian	L	50	75	Unfinished
17	M.Fahlevi	L	40	75	Unfinished
18	M.Fariz El Hakim	L	60	75	Unfinished
19	M.Qais Ansa	L	50	75	Unfinished
20	M.Zaki	L	60	75	Unfinished
21	Naila Salsabila	P	30	75	Unfinished
22	Radhit Orion	L	30	75	Unfinished
23	Salsa Asifah	P	50	75	Unfinished
24	Siva Tahira	P	10	75	Unfinished
25	Tiara Anugrah	P	60	75	Unfinished
26	Tiara Larassati	P	50	75	Unfinished
27	Zalfazy Dwi J.	L	30	75	Unfinished
28	Rizki Farel	L	30	75	Unfinished
	Jumlah		**1120**		
	Rata-Rata		**40**		

The highest score : 60
Lowest Value: 10
Completed: 0
Unfinished: 28

List of assessments in cycle 1 at SMPN 10 Kota Bengkulu

No.	Name	L/P	Cycle 1	KKM	Keterangan
1	Afif Fahman M.	L	10	75	Unfinished
2	Agung Agil P.	L	70	75	Unfinished
3	Ahmad Rakha A.	L	70	75	Unfinished
4	Aura Dwi Febriani	P	70	75	Unfinished
5	Davin Febrikho	L	70	75	Unfinished
6	Elsa Febriani	P	60	75	Unfinished
7	Fahiza Rahmania	P	70	75	Unfinished
8	Farhan Oktodari	L	70	75	Unfinished
9	Ferdi Firmansyah	L	70	75	Unfinished
10	Galang Pahlephi	L	60	75	Unfinished
11	Intan Marsela	P	70	75	Unfinished
12	Keysa Novrita	P	50	75	Unfinished
13	Marvel Putra	L	70	75	Unfinished
14	M.Fariz Widyanto	L	70	75	Unfinished
15	M.Alfairuz	L	70	75	Unfinished
16	M. Arga Febrian	L	70	75	Unfinished
17	M.Fahlevi	L	70	75	Unfinished
18	M.Fariz El Hakim	L	70	75	Unfinished
19	M.Qais Ansa	L	70	75	Unfinished
20	M.Zaki	L	20	75	Unfinished
21	Naila Salsabila	P	70	75	Unfinished
22	Radhit Orion	L	10	75	Unfinished
23	Salsa Asifah	P	40	75	Unfinished
24	Siva Tahira	P	50	75	Unfinished
25	Tiara Anugrah	P	50	75	Unfinished
26	Tiara Larassati	P	10	75	Unfinished
27	Zalfazy Dwi J.	L	70	75	Unfinished
28	Rizki Farel	L	60	75	Unfinished
	Jumlah		**1610**		
	Rata-Rata		**57,5**		

The highest score : 70
Lowest Value: 10
Completed: 0
Unfinished: 28

List of assessments in cycle 2 at SMPN 10 Kota Bengkulu

No.	Name	L/P	Cycle 1	KKM	Keterangan
1	Afif Fahman M.	L	90	75	Complete
2	Agung Agil P.	L	100	75	Complete
3	Ahmad Rakha A.	L	90	75	Complete
4	Aura Dwi Febriani	P	100	75	Complete
5	Davin Febrikho	L	100	75	Complete
6	Elsa Febriani	P	100	75	Complete
7	Fahiza Rahmania	P	100	75	Complete
8	Farhan Oktodari	L	100	75	Complete
9	Ferdi Firmansyah	L	100	75	Complete
10	Galang Pahlephi	L	80	75	Complete
11	Intan Marsela	P	90	75	Complete
12	Keysa Novrita	P	70	75	Complete
13	Marvel Putra	L	80	75	Complete
14	M.Fariz Widyanto	L	100	75	Complete
15	M.Alfairuz	L	100	75	Complete
16	M. Arga Febrian	L	90	75	Complete
17	M.Fahlevi	L	100	75	Complete
18	M.Fariz El Hakim	L	100	75	Complete
19	M.Qais Ansa	L	80	75	Complete
20	M.Zaki	L	60	75	Complete
21	Naila Salsabila	P	100	75	Complete
22	Radhit Orion	L	90	75	Complete
23	Salsa Asifah	P	70	75	Complete
24	Siva Tahira	P	80	75	Complete
25	Tiara Anugrah	P	70	75	Complete
26	Tiara Larassati	P	100	75	Complete
27	Zalfazy Dwi J.	L	100	75	Complete
28	Rizki Farel	L	100	75	Complete
	Jumlah		**2540**		
	Rata-Rata		**90,71**		

The highest score : 100
Lowest Value: 60
Completed: 24
Unfinished: 4

Topic : Descriptive Text (Describing People)

Instrument Order :

Please make an example of descriptive text (describing people) according to the structure of the descriptive text and the write ahead on the whiteboard!

Student Response:

Maudy Ayunda

- **Identity :** Maudy Ayunda is a famous artist from Indonesia. Her full name Ayunda Faza Maudya. She was born in Jakarta on December 19, 1994.
- **Appearance :** Maudy is a good looking girl. She has thin lips. Oval face, and short black hair.
- **Personalities :** She has a very nice smile, an innocent look and very friendly. She is a smart and educated woman.
- **Hobby :** Her Hobbies are singing,swimming,writing,and playing musical instrument, she can play piano and guitar. She likes to create a song using guitar and piano.
- **Habits :** Maudy Ayunda is used to getting up early and taking the time to exercise, schedule activities, and study hard.

Topic : Descriptive Text (Describing Animals)

Instrument Order :

1. Please make an example of descriptive text that is Describing Animals!
2. From the text that has been made, arrange them by grouping from head to leg, size and activity according to how much vocabulary you know about the animal and then write ahead on the whiteboard!

Student Response:

Lion is often referred to call as the king of the jungle because lion is a very wild and malignant animal. Their big body and sinister face coupled with a long mane makes his enemy fears against them.

Their Weight can reach 225kg for males and 150 kg for females. In general, lion age could reach 10 to 15 years in the wild but if they are kept in a cage, they could reach 20 years old. This is because the lions kept alive by human, their foods will be guaranteed.

Vocabulary:

Head	Body	Leg
Head :kepala Nose :hidung Near :telinga Eye :mata Mouth :mulut Moustache :kumis Hair :rambut Lip :bibir Tangue :lidah Tooth :gigi	Body :tubuh Back :punggung Stomach :perut	Foot :kaki Hand :tangan Nail :kuku Tail :ekor Buttock :Bokong

Animal Size	Animal Activity
Big :Besar Tall :tinggi	Walk :berjalan Run :berlari Jump :melompat Roar :mengaum Preyon :memangsa

Appendix 4. Instrument for Observation Checklist for Students'
Activities

OBSERVATION CEKLIST IN CYCLE I
STUDENTS' ACTIVITIES IN THE CLASSROOM

School   : SMPN 10 Kota Bengkulu

Class   : 8 C

Date   : 6 – 20 September 2022

Topic   : Describing people

Directions: Give checklist the number which presents your

response!

No.	Focus of Observation	Yes	No	Notes
1	Students pay attention to the new method which introduced by the teacher	✓		
2	Students get information from the material to be discussed		✓	
3	Students were discussed with their group members about the topics	✓		
4	Students were consulted with the teacher about the problem faced	✓		
5	Students have presented the topic in front of the class	✓		
6	Students have participated in desirable behaviors (Describing people)		✓	
7	Students have enthusiasm to get reward with a physical representation of the points	✓		
8	Students has more active to get total participation points received by each it is counted		✓	

9	Students have been motivated to get award at the end of each semester for the students who collect the most points.		✓	

Bengkulu,22 September 2022

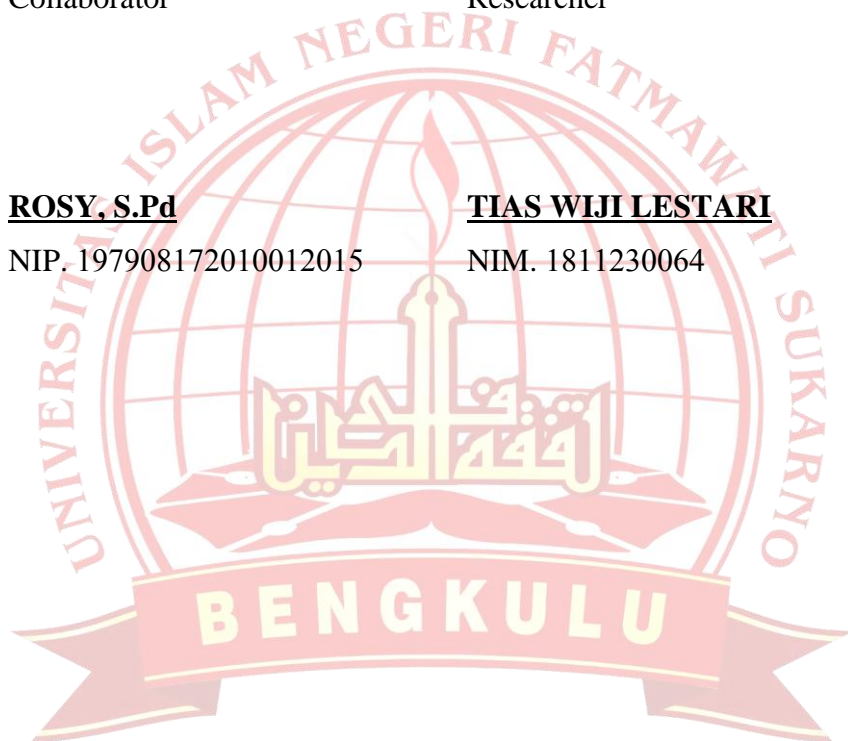Collaborator   Researcher

ROSY, S.Pd   **TIAS WIJI LESTARI**
NIP. 197908172010012015   NIM. 1811230064

OBSERVATION CEKLIST IN CYCLE II
STUDENTS' ACTIVITIES IN THE CLASSROOM

School   : SMPN 10 Kota Bengkulu

Class   : 8 C

Date   : 22 September - 13 Oktober 2022

Topic   : Describing Animals

Directions: Give checklist the number which presents your response!

No.	Focus of Observation	Yes	No	Notes
1	Students pay attention to the new method which introduced by the teacher	✓		
2	Students get information from the material to be discussed	✓		
3	Students were discussed with their group members about the topics	✓		
4	Students were consulted with the teacher about the problem faced	✓		
5	Students have presented the topic in front of the class	✓		
6	Students have participated in desirable behaviors (Describing people,Describing Animals)	✓		
7	Students have enthusiasm to get reward with a physical representation of the points	✓		
8	Students has more active to get total participation points received by each it is counted	✓		
9	Students have been motivated to get award at the end of each	✓		

semester for the students who collect the most points.			

Bengkulu, 11 Oktober 2022

Collaborator   Researcher

ROSY, S.Pd   **TIAS WIJI LESTARI**
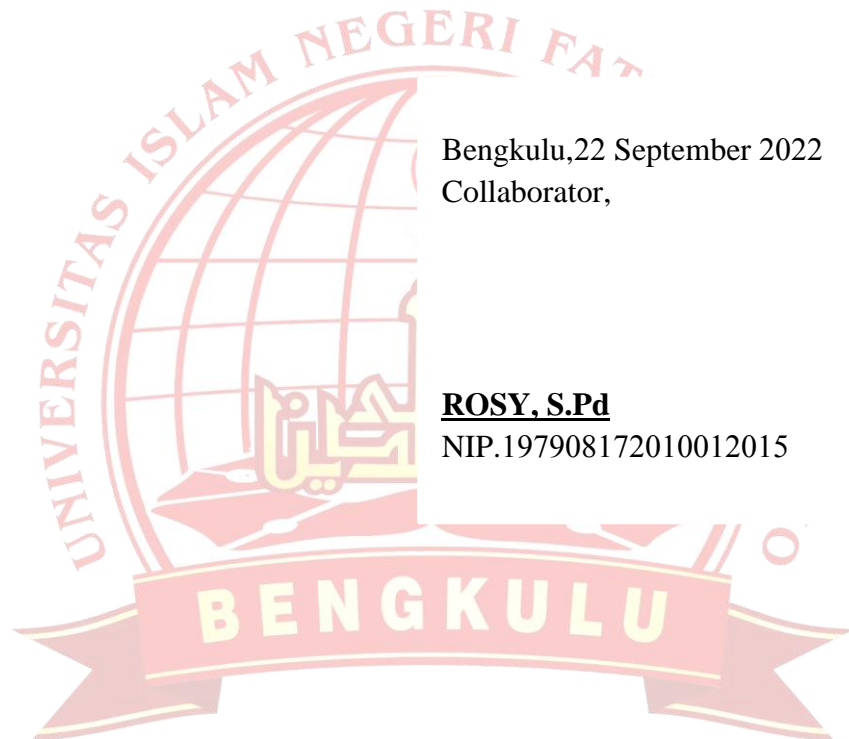NIP. 197908172010012015   NIM. 1811230064
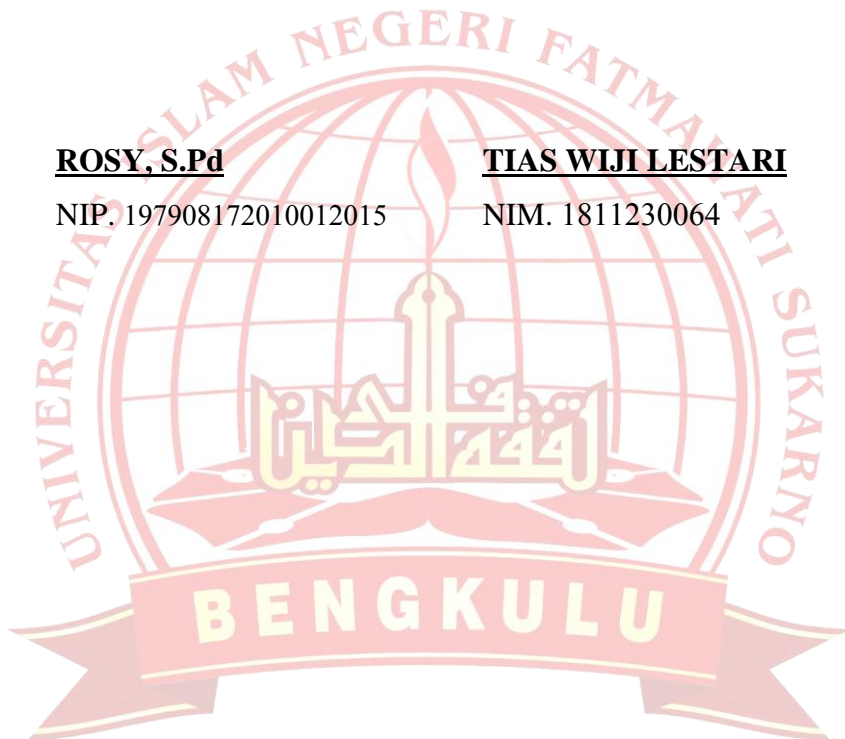
OBSERVATION CEKLIST IN CYCLE I TEACHER'S ACTIVITIES IN THE CLASSROOM

Date of Observation : 6 – 20 September 2022

Directions: Give checklist the number which presents your response!

No.	Aspects	Yes	No	Notes
1	The teacher introduces the project-based learning method (PjBL) to students	✓		
2	The teacher explained the material clearly	✓		
3	The teacher was manage the students to discussing with their group members about the topics	✓		
4	The teacher actively responded to students' problem during the lesson	✓		
5	The teacher stimulate the students to presenting the topic in front of the class	✓		
6	The teacher motivated the students to participate more in the class	✓		
7	The teacher asked question to monitor students' progress and giving some points or rewards	✓		

| 8 | The teacher provided relevant spoken test for the students | ✓ | | |
| 9 | The teacher give the students time for taking note | ✓ | | |
| 10 | The teacher helped the students to conclude the lesson | ✓ | | |

Bengkulu,22 September 2022
Collaborator,

ROSY, S.Pd
NIP.197908172010012015

OBSERVATION CEKLIST IN CYCLE II TEACHER'S ACTIVITIES IN THE CLASSROOM

Date of Observation : 22 September – 13 Oktober 2022

Directions: Give checklist the number which presents your response!

No.	Aspects	Yes	No	Notes
1	The teacher introduces the project-based learning method (PjBL) to students	✓		
2	The teacher explained the material clearly	✓		
3	The teacher was manage the students to discussing with their group members about the topics	✓		
4	The teacher actively responded to students' problem during the lesson	✓		
5	The teacher stimulate the students to presenting the topic in front of the class	✓		
6	The teacher motivated the students to participate more in the class	✓		
7	The teacher asked question to monitor students' progress and giving some points or rewards	✓		
8	The teacher provided relevant spoken test for the students	✓		
9	The teacher give the students time for taking note	✓		

10	The teacher helped the students to conclude the lesson	✓		

Bengkulu, 13 Oktober 2022
Collaborator

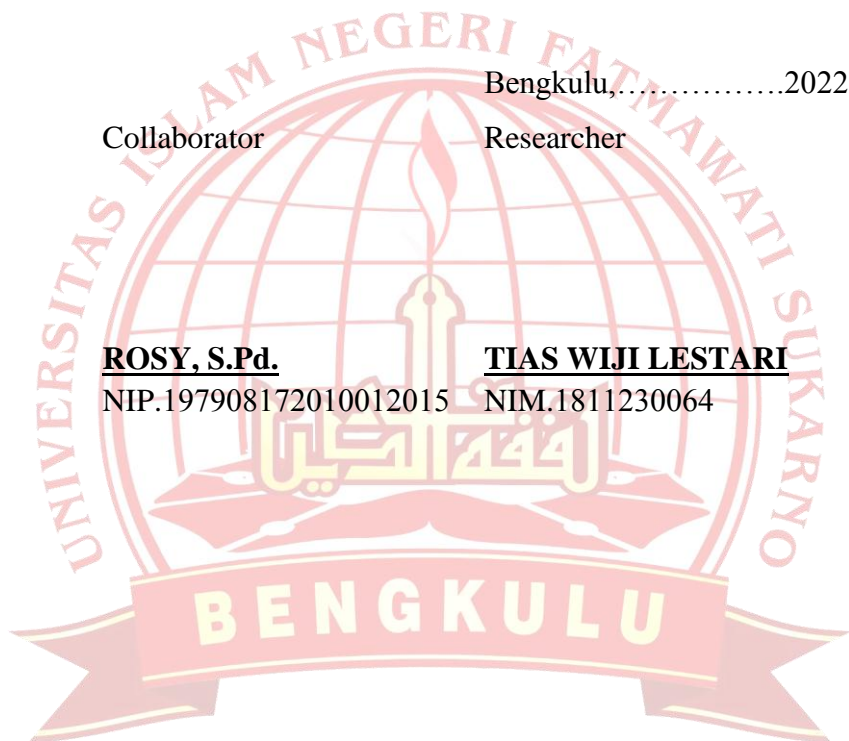**ROSY, S.Pd**
NIP.197908172010012015
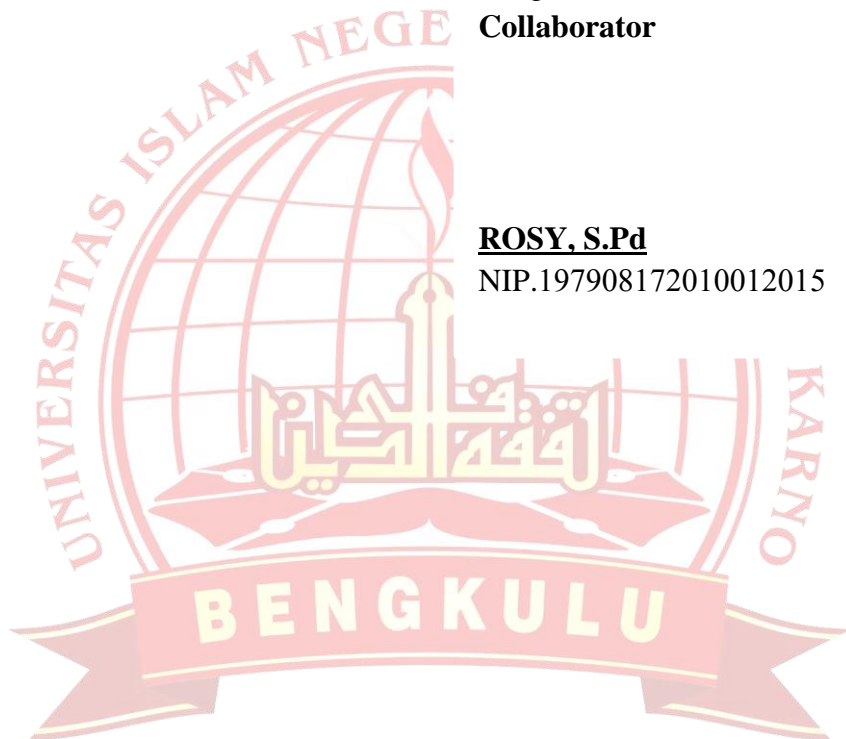
UNSTRUCTURED INTERVIEW GIUDELINE

Questions:

1. Bagaimana pendapat kamu tentang pelajaran bahasa inggris?

2. Apakah kamu sudah banyak menguasai kosa kata bahasa inggris?

3. Apakah kamu mengalami kesulitan dalam belajar kosa kata bahasa inggris?

4. Apa yang membuat kamu mengalami kesulitan dalam belajar bahasa inggris?

5. Apakah selama ini guru mengajarkan untuk mengenal kosa kata bahasa Inggris?

6. Bagaimana cara guru mengajarkannya?

7. Apakah kepribadian guru dapat membuat kamu semangat mengikuti pelajarannya?

8. Setelah menggunakan metode PjBL, apakah kamu bersemangat untuk mengikuti pelajaran bahasa Inggris?

9. Bagaimana menurutmu belajar dengan menggunakan metode Project based Learning(PjBL) ini?

10. Apakah metode Project Based Learning (PjBL) ini dapat mempengaruhi motivasi belajar bahasa inggris kamu?

11. Apakah kemampuan kosa kata bahasa Inggris meningkat setelah diajarkan menggunakan metode PjBL ini?

Note: If the information not enough, the question can be added.

Bengkulu,…………….2022

Collaborator   Researcher

ROSY, S.Pd.   **TIAS WIJI LESTARI**
NIP.197908172010012015   NIM.1811230064

JADWAL KEGIATAN PENELITIAN

SMP NEGERI 10 KOTA BENGKULU 2022/2023

No.	Hari/Tanggal	Kegiatan	Keterangan
1	Jum'at, 26/08/2022	Penyerahan kegiatan penelitian	
2	Selasa, 30/08/2022	Perkenalan diri dengan guru mata pelajaran dan siswa	
3	Selasa, 02/09/2022	Menjelaskan kegiatan-kegiatan yang akan dilakukan selama penelitian	
4	Selasa, 6/09/2022	Memberikan penjelasan tentang materi deskriptif teks secara umum dan struktur serta langkah-langkah membuat teks deskriptif	
5	Selasa, 09/09/2022	Memberikan soal Pra Siklus tentang teks deskriptif	

6	Selasa, 13/09/2022	Menjelaskan tentang describing people pada siklus 1 dan memberi contoh teks describing people menggunakan media sebuah video describing people dilaptop	
7	Kamis, 15/09/2022	Mempersiapkan alat dan bahan untuk project work tentang describing people	
8	Selasa, 20/09/2022	Mempresentasikan hasil project work kedepan kelas dan memberikan latihan soal siklus 1.	
9	Kamis, 22/09/2022	Menjelaskan materi selanjutnya yaitu describing Animals yang terdapat pada siklus 2 dan memberi contoh.	
10	Selasa, 4/10/2022	Memberikan arahan	

		mengenai project kedua dan mempersiapkan alat dan bahan yang digunakan dan memberi contoh project work yang sudah dijelaskan oleh peneliti dengan mengumpulkan kosa kata sebanyak-banyaknya	
11	Kamis, 6/10/2022	UTS	
12	Selasa,11/10/2022	Menampilkan hasil project work kedepan kelas dan evaluasi serta memberikan latihan soal siklus 2	
13	Kamis, 13/10/2022	Penarikan Penelitian dan pemberian cindramata.	

DOCUMENTATION

The Mark SMPN 10 Kota Bengkulu

Permission and submission to conduct research activities from the school and the teacher of the subject concerned

Introduction and Pre cycle

Cycle 1

Cycle 2

Class photo with teacher and students

Finish Research

(Headmaster SMPN 10 Kota Bengkulu)   (English subject teacher)

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : ꝫ०ꝫꝫ /In.11/F.II/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan

TadrisInstitut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	Fera Zasrianita, M.Pd 197902172009122003	P I	Tias Wiji Lestari 1811230064	TBI	The Use of project-Based Learning as a Social Strategy in Improving The Vocabulary Mastery of 8th Graders Sekolah Menengah Pertama (SMP) Negeri 10 Kota Bengkulu
2	Endang Haryanto, M.Pd	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan

penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang

tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 22 November 2021

Plt.Dekan,

ZUBAEDI

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Tias Wiji Lestari, NIM : 1811230064 yang berjudul **"THE USE OF PROJECT BASED LEARNING AS A SOCIAL STRATEGY IN IMPROVING VOCABULARY MASTERY OF 8TH GRADERS AT SMPN 10 KOTA BENGKULU** (*A Classroom Action Research at 8th Grade Students of SMPN 10 Kota Bengkulu in Academic Year 2022/2023)***"**. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal   : Kamis,16 Juni 2022
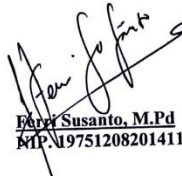
Pukul   : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu,   2022

Penyeminar I   Penyeminar II

Dr. Adisel, M.Pd   Ferri Susanto, M.Pd
NIP. 19761229200312000   NIP. 197512082014111001

Nomor	: ₃ɟ₁₂ / Un.23/F.II/TL.00/08/2022	2ᵣ Agustus 2022
Lampiran	: 1 (satu) Exp Proposal	
Perihal	: **Mohon izin penelitian**	

Kepada Yth,
SMPN 10 Kota Bengkulu
Di –
    Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"THE USE OF PROJECT-BASED LEARNING AS A SOCIALSTRATEGY IN IMPROVING THE VOCABULARYMASTERY OF 8th GRADERS AT SMPN 10 KOTA BENGKULU".*

Nama	:	Tias Wiji Lestari
NIM	:	1811230064
Prodi	:	Tadris Bahasa Inggris (TBI)
Tempat Penelitian	:	SMPN 10 Kota Bengkulu
Waktu Penelitian	:	26 Agustus s/d 10 Oktober 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

⁴ Mus Mulyadi

SURAT KETERANGAN
NOMOR : 070/2ɩg /SMPN.10/2022

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Pertama (SMP) Negeri 10 Kota Bengkulu Menerangkan bahwa :

Nama	: **TIAS WIJI LESTARI**
NIM	: 1811230064
Prodi	: Tadris Bahasa Inggris (TBI)
Fakultas	: FTT UIN Fatmawati Sukarno Bengkulu

Berdasarkan Surat Izin Penelitian dari Universitas Islam Negeri Fatmawati Sukarno Bengkulu Nomor : 3920/Un.23/F.II/TL.00/08/2022 Tanggal 26 Agustus 2022, yang bersangkutan telah melaksanakan penelitian di SMP Negeri 10 Kota Bengkulu dengan judul **"The Use Of Project – Based Learning As A Social Strategy in Improving The Vocabulary Mastery of 8th Graders at SMPN 10 Kota Bengkulu"**.

Waktu Penelitian   : 26 Agustus s.d. 10 Oktober 2022

Demikian Surat Keterangan Penelitian ini dibuat agar dapat dipergunakan seperlunya.

Bengkulu, 13 Oktober 2022
Kepala Sekolah,

Dra. Herawati
NIP. 196211091998012001

Nomor : 2552 /Un.23/F.II/PP.00.9/06/2022
Lamp. : -
Perihal: Ujian Komprehensif

Kepada Yth.
1. Drs. Suhilman Mustofa, M.Pd.I
   (kompetensi UIN)

2. Fera Zasrianita, M.Pd
   (kompetensi jurusan/Prodi)

3. Ikke Wulandari, M.Pd.I
   (Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Selasa, 07 Juni 2022

Waktu : 13.30-16.00 WIB

Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Hairil Chandra	1811230128
2	Berhessa Salsabilah Putri	1811230131
3	Dinda Tri wahyuni	1811230133
4	Vhelby Putry Anugrah	1811230159
5	Tias Wiji Lestari	1811230064

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 3 Juni 2022
Dekan

Mus Mulyadi

Nomor : 7741 /Un.23/F.II/PP.00.9/06/2022
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr. Adisel, M.Pd (Penyeminar I)

2. Fery Susanto,M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Kamis, 16 Juni 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Uswatun Nur Khasanah 1811230059	08.00-09.00 WIB	The Students' Perception Of Cooperative Learning With Think-Pair-Share Strategy In Teaching English Speaking (A Case Study Quantitative For The Second Grade Students' In MTS Al-Qur'an Harsallakum In Academic Year 2022)
2.	Tias Wiji Lestari 1811230064	09.00-10.00 WIB	The Use of Project Based Learning As A Social Strategy In Improving The Vocabulary Mastery of 8th Graders At SMPN 10 Kota Bengkulu
3.	Widi Astuti 1811230085	10.00-11.00 WIB	Promoting Students Critical Thinking Skill By Using Role-Play Strategy (A Classroom Action Research At 2nd Grade Students of SMPN 07 Kota Bengkulu In Academic Year 2022/2023)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 15 Juni 2022
An. Dekan,
Wakil Dekan I,

Ц Edi Ansyah

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

DAFTAR HADIR UJIAN SEMINAR PROPOSAL

Fakultas Tarbiyah Dan Tadris Program Studi Tadris Bahasa Inggris

Hari/Tanggal :Kamis, 16 Juni 2022

NO	Nama Mahasiswa	Judul Skripsi	Pembimbing	Tanda Tangan
1	Tias Wiji Lestari 1811230064	The Use of Project Based Learning As A Social Strategy In Improving The Vocabulary Mastery of 8th Graders At SMPN 10 Kota Bengkulu	1.Fera Zasrianita, M.Pd 2. Endang Haryanto, M.Pd	

No	Nama Dosen Penyeminar	Tanda Tangan
1	Dr. Adisel, M.Pd	
2	Fery Susanto, M.Pd	

SARAN PENYEMINAR

1	PENYEMINAR 1:
	1) Vkni pedua poneliti Pavjn. 2) Caror bilaty havd ad das 3) palui krobe poneliti

2	PENYEMINAR 2:
	Trasgutstn Theory → Instrudet → partcpan Observatn → non particpan Acton Research proes - I

AUDIEN

Nama Audien	Tanda Tangan	Nama Audien	Tanda Tangan
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Tembusan:
1.Dosen penyeminar 1 dan 2
2.Pengelola prodi
3.Subbag AAK
4.Pengelola data umum
5.Yang bersangkutan

Bengkulu, 16 Juni 2022
Dekan FTT,

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Nama Mahasiswa	: Tias Wiji Lestari
NIM	: 1811230064
Jurusan	: Tadris Bahasa
Program Studi	: Tadris Bahasa Inggris

Pembimbing II : Endang Haryanto, M.Pd

Judul Skripsi : The Use Of Project Based Learning As A Social Strategy In Improving Vocabulary Mastery Of 8th Grade At SMPN 10 Kota Bengkulu

No	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
6.	21/2 2022	Proposal	Lanjutan Revisi Bab II	
7.	8/3 2022	proposal	Revise as suggested: - Perbaikan Grammar - " -	
8.	18/5 2022	Proposal	Bab 3	
9.	23/05 2022			
10.	24/05 2022		ace seminar	

Mengetahui
Dekan

Dr. Mus Mulyadi, S. Ag, M. Pd
NIP. 197005142000031004

Bengkulu, 24 Mei 2022
Pembimbing II

Endang Haryanto, M.Pd
NIDN. 2004058601

Nama Mahasiswa	: Tias Wiji Lestari	Pembimbing II : Endang Haryanto, M.Pd
NIM	: 1811230064	Judul Skripsi : The Use Of Project Based Learning As A Social Strategy In Improving Vocabulary Mastery Of 8th Grade At SMPN 10 Kota Bengkulu
Jurusan	: Tadris Bahasa	
Program Studi	: Tadris Bahasa Inggris	

No	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	08/12 2021		SK dan Proposal	
2.	10/12 2021	Proposal	Revise as suggested: - Background of study	
3.	20/12 2021	Proposal	- Revisi teori Bab 1	
4	3/2 2022	Proposal	Revise as suggested: - Research question - significance of reseach.	
5	11/2 2022	Proposal Bab II	Revise as Suggested: - perbaikan teori project based learning -	

Mengetahui
Dekan

Dr. Mus Mulyadi, S. Ag, M. Pd
NIP. 197005142000031004

Bengkulu,...24 mei 2022
Pembimbing II

Endang Haryanto, M.Pd
NIDN. 2004058601

Nama Mahasiswa	: Tias Wiji Lestari	Pembimbing I	: Fera Zasrianita, M.Pd
NIM	: 1811230064	Judul Skripsi	: The Use Of Project Based Learning As A Social Strategy In Improving Vocabulary Mastery Of 8th Grade At SMPN 10 Kota Bengkulu
Jurusan	: Tadris Bahasa		
Program Studi	: Tadris Bahasa Inggris		

No	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
5.	25/05 2022	Proposal	- Memperbaiki bagian Pembahasan Vocabulary.	
6.	31/05 2022	Proposal	.	
7	1/06 2022	Proposal	Bab III	
8.	2/06 2022		Acc seminar.	

Mengetahui
Dekan

Dr. Mus Mulyadi, S. Ag, M. Pd
NIP. 197005142000031004

Bengkulu, 2 Juni 2022
Pembimbing I

Fera Zasrianita, M.Pd
NIP. 197902172009122003

Nama Mahasiswa	: Tias Wiji Lestari	Pembimbing I : Fera Zasrianita, M.Pd
NIM	: 1811230064	Judul Skripsi : The Use Of Project Based Learning As
Jurusan	: Tadris Bahasa	A Social Strategy In Improving Vocabulary Mastery Of 8th
Program Studi	: Tadris Bahasa Inggris	Grade At SMPN 10 Kota Bengkulu

No	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1	24/5 2022		Sk and proposal	
2	25/05 2022	Proposal	Revise as suggested: - Background of study - Identification - Definition of key term	
3.	27/05 2022	Proposal	Revise as suggested: - memperbaiki bagian Pembahasan project based learning. - teori	
4.	28/05 2022	Proposal	Revise as suggested: - Perbaikan tenses,	

Mengetahui
Dekan

Dr. Mus Mulyadi, S. Ag, M. Pd
NIP. 197005142000031004

Bengkulu, 2 Juni 2022
Pembimbing I

Fera Zasrianita, M.Pd
NIP. 197902172009122003

NamaMahasiswa : Tias Wiji Lestari

NIM : 1811230064

Jurusan : Bahasa Inggris

Program Studi : Tadris Bahasa Inggris

Pembimbing II : Endang Haryanto, M.Pd

Judul Skripsi : The Use Of Project Based Learning As A Social Strategy In Improving The Vocabulary Mastery Of 8th Graders At SMPN 10 Kota Bengkulu.

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	Senin 31/10 2022	Skripsi BAB 4	lampirkan soal tes, buka tes, - lampirkan hasil observasi,	
2.	Rabu 2/11 2022	Skripsi	- lengkapi instrumen	
3.	Rabu 9/11 2022	Skripsi	- tambahkan lampiran materi	
4.	Selasa 15/11 2022	Skripsi	- lengkapi dedication, abstrak.	
5.	Rabu 16/11 2022	Skripsi	Acc (sidang)	

Bengkulu, 16 November 2022

Mengetahui,
Dekan,

Dr. Mus Mulyadi, M. Pd
NIP. 197005142000031004

Pembimbing II

Endang Haryanto
NIDN.2004058601

Nama Mahasiswa : Tias Wiji Lestari

NIM   : 1811230064

Jurusan   : Bahasa Inggris

Program Studi   : Tadris Bahasa Inggris

Pembimbing I : Fera Zasrianita, M.Pd

Judul Skripsi   : The Use Of Project Based Learning As A Social Strategy In Improving The Vocabulary Mastery Of 8th Graders At SMPN 10 Kota Bengkulu.

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1	Jum'at 18/11 2022	Skripsi	Rapikan sesuai dengan Pedoman skripsi	
2.	Senin 21/11 2022	Skripsi	— " —	
3.	Selasa 22/11 2022	Skripsi	Lengkapi lampiran	
4.	Senin 28/11 2022	Skripsi	Mendeley	
5.	Rabu 30/11 2022	Skripsi	— " —	
6.	Jum'at 2/12 2022	Skripsi	Turnitin	
7.	Senin 5/12 2022	Skripsi	Acc.	

Bengkulu, 5 Desember 2022

Mengetahui,
Dekan,

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing I

Fera Zasrianita, M. Pd
NIP. 197902172009122003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faxsimli: (0736) 51171-51172
website: _www.uinfasbengkulu.ac.id_

Nomor   : 6102/Un.23/F.II/PP.00.9/12/2022   Bengkulu, 27 Desember 2022
Lampiran   : -
Perihal   : Jadwal Munaqasyah Skripsi   KepadaYth.

1. Dr. Qolbi Khairi, M.Pd.I
   (Ketua)
2. Rossi Delta, M.Pd
   (Sekretaris)
3. Fera Zasrianita, M.Pd
   (Penguji I)
4. Hanura Febriani, M.Pd
   (Penguji II)

Assalamu'alaikum Warohmatullahi Wabarokatuh.

Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Kamis, 29 Desember 2022
Tempat   : Ruang Munaqosyah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Tias Wiji Lestari 1811230064	13.00-14.00	The Use of Project Based Learning as A Social Strategy in Improving the Vocabulary Mastery of 8th Graduates at SMPN 10 Kota Bengkulu
2.	Santi Wulandari 1711230053	14.00-15.00	The Effect of Applying PBL Approach Using Vlog on English Students Speaking Ability at Second Semester English Study Program BKL
3.	Tasha Bella Ananda Nasution 1711230118	15.00-16.00	The Effect of Using Instagram Assisted Vlogging on EFL Students' Speaking Ability
4.	Ade Elpena 1811230094	16.00-17.00	Students' Anxiety in the Process of Learning Speaking (An Analysis at the Fifth Semester Students of Islamic Banking Study Program UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023)

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

Dekan,

Mus Mulyadi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

DAFTAR HADIR SIDANG MUNAQOSYAH SKRIPSI

Hari / Tanggal   : Kamis, 29 Desember 2022

Waktu   : 13.00 WIB s/d selesai

Tempat   : Ruang Sidang Munaqosah TBI

I.   Mahasiswa Yang Munaqosyah

Nomor Induk Mahasiswa	Nama	TandaTangan	Keterangan
1811230064	Tias Wiji Lestari		

II.   Team Penguji

No	Nama	Jabatan	TandaTangan
1.	Dr. Qolbi Khairi, M.Pd.I	Ketua	
2.	Rossi Delta, M.Pd	Sekretaris	
3.	Fera Zasrianita, M.Pd	PengujiUtama	
4.	Hanura Febriani, M.Pd	PengujiAnggota	

Bengkulu, 29 Desember 2022

SIDANG TERBUKA MUNAQOSYAH SKRIPSI
UIN FAS BENGKULU JURUSAN TADRIS

Ketua   Sekretaris

Dr. Qolbi Khairi, M.Pd.I   Rossi Delta, M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

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Website: www.iainbengkulu.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Tias Wili Terfani

NOMOR INDUK MAHASISWA : 1811230064

PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jum'at 09-04-01	08.00	Alyah Tu'al syadah	1711230050	High achieving students strategies toward e-learning practice during covid-15 pandemic (A describtive qualitative study).	
2	"		Novalia Roni jaya ti	1711230123	Students perspective of google classroom (GCR) online learning during covid-15 pandemic (Qualitative study at 2nd Year students Smab)	
3	"		Desta Darma Ulan	1711230071	Students ability in translating colocation from the Past Tense written by federico garcia lorca (study at 6th semester students of TBI IAIN bengkulu)	
4	"		Retni Kartina	1711230069	The Item Analysis of Summative test at the eight Grade of SMPN 12 Lebong In the Academic Year of 2020/2021	
5	"		Lise Margareta	1611250045	The effect of Know -Want- Write (TTW) Strategy on Students' Writing Ability in Descriptive textat Eight Grades students of Smp N 12 Seluma.	
6	"					

19/12 2022

Harura februari

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