

**THE USE OF PROJECT-BASED LEARNING MODEL IN
TEACHING ENGLISH VOCABULARY AT THE EIGHTH
GRADE OF SMPN 8 PALOPO**

A Thesis

*Submitted to Partial Fulfillment of Requirement for Obtaining a Bachelor of
Education Degree (S.Pd) to the English Language Education Study Program of
Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2023

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2023

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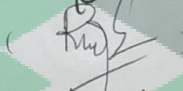
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THESIS APPROVAL

This thesis entitled The Use of Project-Based Learning Model in Teaching English Vocabulary at the Eighth Grade of SMPN 8 Palopo, which is written by Nur Ainis, Reg. Num 1902020012, English Language Education Study Program, Education and Teacher Training Faculty, State Islamic Institute of Palopo, and has been examined and defended in Munaqasyah session which is carried out on Monday, August 14th 2023. Coincided with Muharram 27th 1445 H. It is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program (S.Pd).

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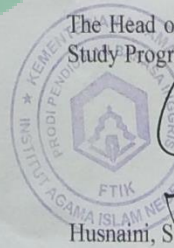
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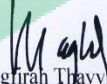
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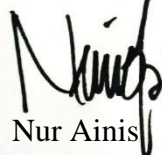
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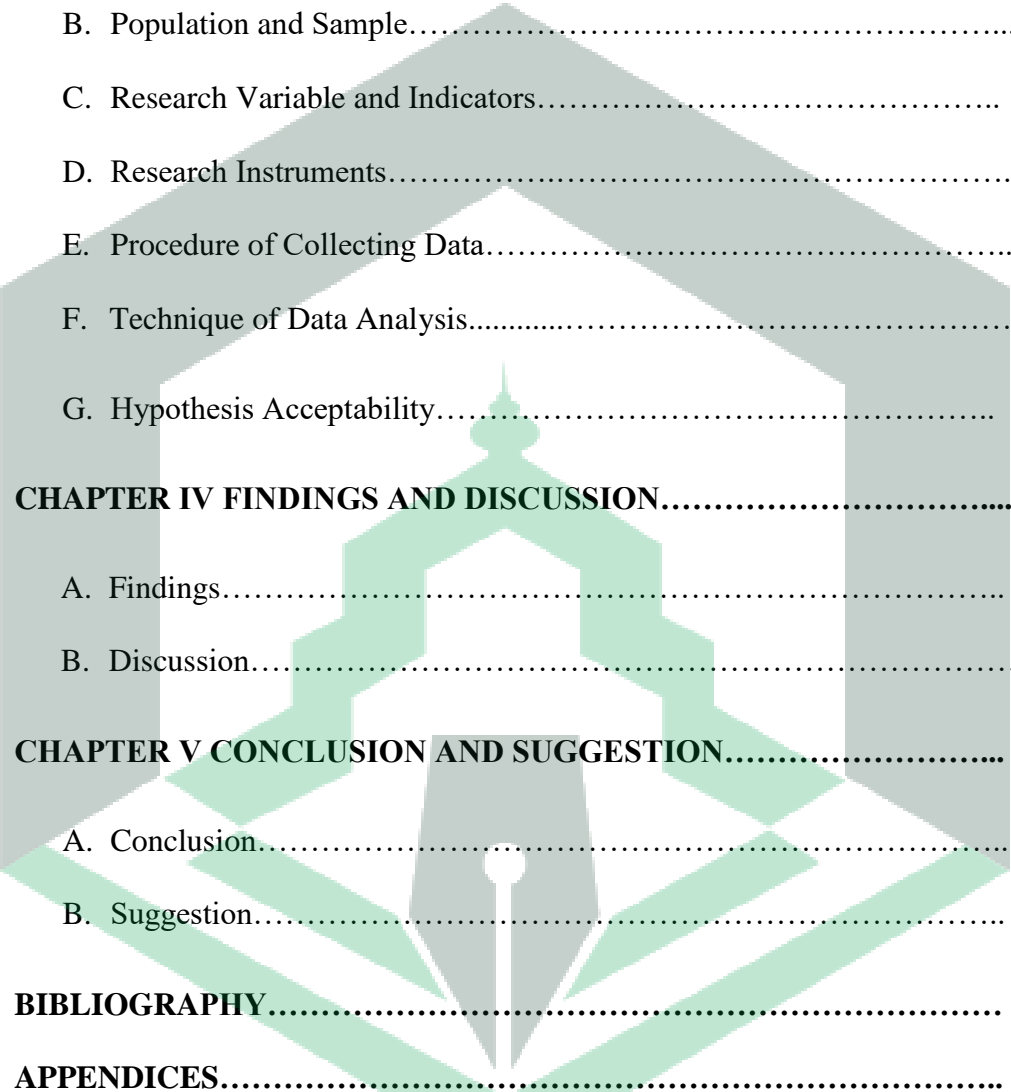
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ABSTRACT

Nur Ainis, 2023. *“The use of Project Based Learning model in Teaching English Vocabulary at the Eighth Grade of SMPN 8 Palopo.”* Thesis of English Language Education Study Program in the State Islamic Studies Palopo Supervised by Rustan Santaria and Magfirah Thayyib.

This study aims to determine whether project-based learning model effectively develops vocabulary mastery in the eighth grade of SMPN 8 Palopo. This study adopted an experimental method. The population in this study was 210 students of SMPN 08 Palopo, while the sample consisted of 33 students. The researcher collected data through pre-test, treatment, and post-test. The pre-test mean score on the exam was 61.36 classified as poor and the post-test mean score was 90 classified as very good. Investigation revealed that the average post-test score was higher than the pre-test ($90.00 < 61.36$). The paired sample test illustrates that the value of t_o (t_{count}) is -11.853 with a df (degree of freedom) value of 32 while t_t (t_{table}) for a standard significant level of 0.05 at df (degree of freedom) = 32 is 2.021. This means that the t-count value is higher than the t-table value. The table significant value (2-tailed) = .000 which means it is less than 0.05 (the value for the standard level of significance). That the research H_1 (alternative hypothesis) is accepted, and H_o (null hypothesis) is rejected. The results of the student's scores on the post-test were higher than on the opponent's test, which showed the effectiveness of the treatment in helping students develop their vocabulary mastery.

Keywords: Experimental, Project-Based Learning Model, Vocabulary Mastery

CHAPTER I

INTRODUCTION

A. Background

Language as a communication system with sound is very important in our lives, which are used to share information and communicate with others to express our ideas, feelings, and desires.¹ Language is a system arbitrary, vowel, symbol that allows everyone in a particular culture or others who have studied that culture system, to communicate or interact.² Language is also the key to learning science and technology linguistics, sociology, medicine, economics, etc. Inside are proportions, learning language is very important for us, especially learning English language. Because English in international language, we must learn it. English is a foreign language in Indonesia which consists of four skills, namely listening, speaking, reading and writing. These four skills are usually considered as an inseparable system because they support each other. Language is a very important communication tool in every aspect and interaction in our daily lives, so that other people can understand what we are talking about and there is no miscommunication. Language is a conventional sign system used in communication by the whole society.³

¹ F Gaynor Pei, M., *Dictionary of Linguistics*, (New Jersey: Littlefield, Adam & Co, 1954), 119.

² Bte Abdul, *The Teaching of English to the Students of English Department at Muhammadiyah University of Makassar*, (In Makassar: Muhammadiyah University of Makassar, 2016).

³ A. C. Gimson, *An Introduction to the Pronunciation of English*, (London: Edward Arnold, 1980).

Teaching language is a complex activity, and this complexity comes mainly from the diversity of perceptions and goals of the various participants who play a role in the teaching-learning process.⁴ Perception is a process in which people express their feelings and experiences or when people arrange their interpretation to produce meaningful experiences.⁵ Indeed, if all participants had the same perception about the nature and purpose of language teaching, teaching would be much more explicit and more accessible to do than usual, there would be no gap between teacher and student. Thus, language teaching can be understood in terms of different interactions rationality of teachers and students rather than the enactment of one rationally. As an educator, the teacher is always required to create an atmosphere of teaching that optimally impacts the achievement of learning outcomes. Teachers must be able to teach well, effectively, and efficiently to help improve learning and student achievement in the learning process.

Based on information from a eighth grade English teacher students of SMPN 8 Palopo, the ability of students to learn English is still low. Most of the students of SMPN 8 Palopo also think that English is a language hard to learn. The students seemed not interested in learning English. Students get bored when the teacher gives an explanation of the subject English. It happens because they lack vocabulary and they do not have any ideas about subject matter.

⁴ Palmer W P, "Some Ideas about Concepts," *The Journal of the Science Teacher Association of the Northern Territory* 11 (1992): 54–61.

⁵ H. Douglas Brown, *Prinsip Pembelajaran dan Pengajaran Bahasa*, (New York: Prentice Hall. 1980), 210.

There are several ways that can be used to teach English. In this case, researcher tries to find an effective way to use in teaching English to student. The model to be used is Project Based Learning. Project based learning (PBL) is an application of active learning. Simply project based learning defined as teaching try to link between technology with student life problems familiar with everyday or with school projects.⁶ According to Erni Muniarti, project based learning is a learning method that can be applied at all levels of education. Learning with applying this learning method can make students became more active and creative, by learning from environment.⁷ In addition, according to L. Heny Nirmayani et al., the results of this study indicate that the project based learning in the form of learning syntax and has very good validity.⁸ Students learn about the subject by working for a long time investigate and respond to complex questions, challenges, or problems. This is an active learning styles and inquiry based learning.⁹ The researcher expect with the use of Project Based Learning model in Teaching English Vocabulary at the eighth grade of SMPN 8 Palopo.

Based on the explanation above, the researcher conducted research entitled **"The Use of Project Based Learning Model in Teaching English Vocabulary at the Eighth Grade of SMPN 8 Palopo"**. The researcher takes this title because she saw the students' need for more enthusiasm in learning English due to the lack

⁶ Ni Wayan Rati, Nyoman Kusmaryatni, Nyoman Rediani, "Model Pembelajaran Berbasis Proyek, Kreativitas dan Hasil Belajar Mahasiswa," April 1, 2017. <https://ejournal.undiksha.ac.id/index.php/JPI/article/download/9059/6325>

⁷ Erni Muniarti, "*Penerapan Metode Project Based Learning dalam Pembelajaran*" (April 28, 2016), <https://ejournal.undiksha.ac.id/index.php/JP2/article/view/39891>.

⁸ L. Heny Nirmayani, Ni Putu Candra Prastya Dewi, "Model Pembelajaran Berbasis Proyek (Project Based Learning) sesuai pembelajaran abad 21" *Jurnal pedagogi dan pemebelajaran*, no 3 (October 25, 2021):378-385.

⁹ Thomas, *Project Is Defined*, (Buck Institute for Education: Trianto, 2007), 41.

of vocabulary they knew. To increase students' vocabulary, the researcher used a project-based learning model.

B. Research Question

Based on the above background, the researcher formulates the research questions as follows:

1. Was the project based-learning model effective in teaching English for the eighth grade students of SMPN 8 Palopo?
2. How is students' response to project-based learning model in teaching English for the eighth grade of SMPN 8 Palopo?

C. Objective of the Study

Related to the research question above, the objectives of this research is to find out:

1. To know was the effective of project-based learning model in teaching English for the eighth grade students of SMPN 8 Palopo.
2. To know how is the students' responses to project-based learning model for the eighth grade of SMPN 8 Palopo.

D. Significance of the Study

The result of this study is expected to be beneficial both theoretically and practically elaborated in the following section:

a. Theoretically

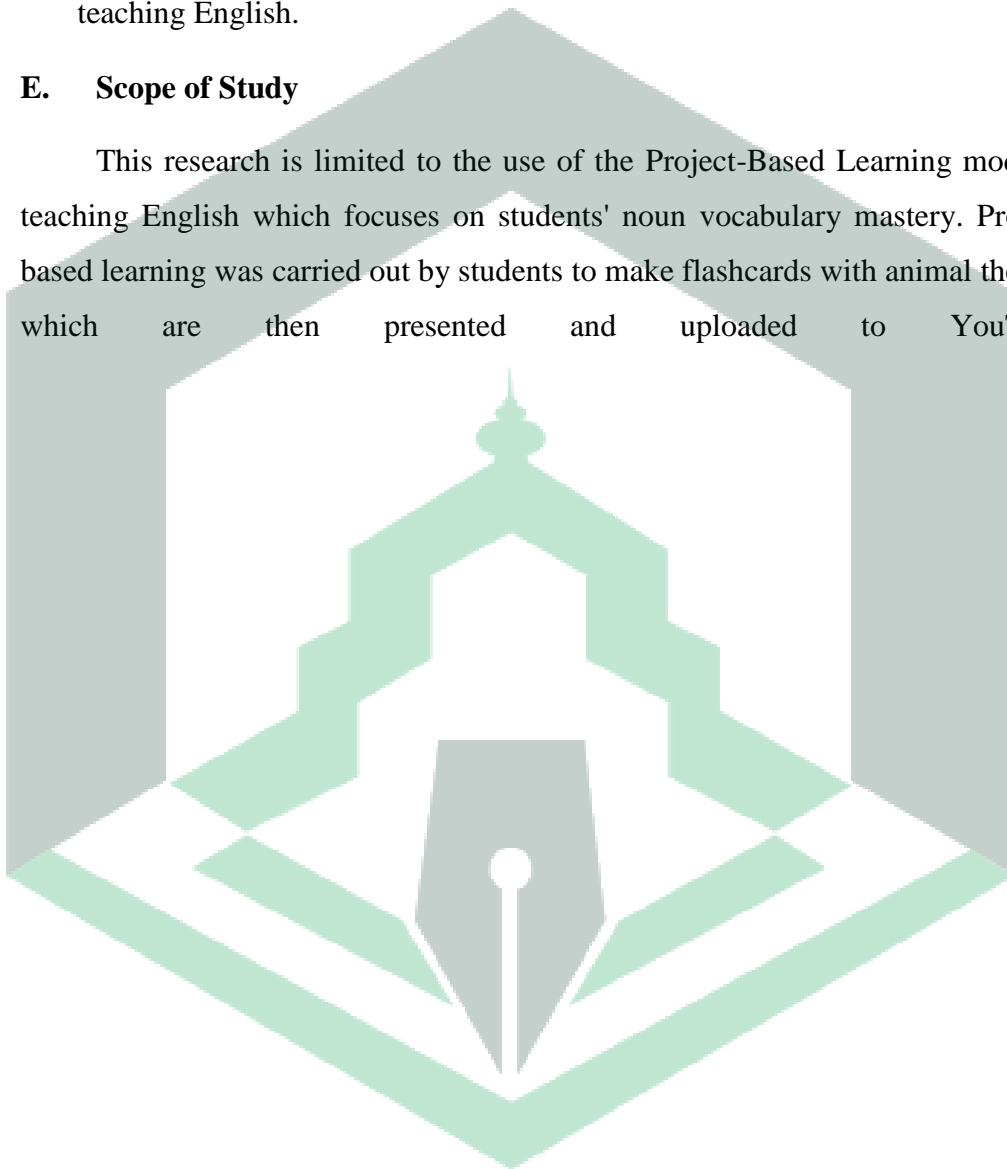
Theoretically it is expected to enrich the learning theory in English language teaching.

b. Practically

Practically, it is to facilitate teacher and students in teaching and learning English, expected use of Project-Based Learning model can be attractive in teaching English.

E. Scope of Study

This research is limited to the use of the Project-Based Learning model in teaching English which focuses on students' noun vocabulary mastery. Project-based learning was carried out by students to make flashcards with animal themes, which are then presented and uploaded to YouTube.



CHAPTER II

REVIEW OF LITERATURE

A. Related Research Findings

The researcher found some related researches that using project based learning model in teaching vocabulary as follows:

1. Triyanti et al., *Promoting Students' Motivation in Learning English Vocabulary through a Collaborative Video Project*. The purpose of this research is to study was to motivate students in learning English vocabulary by using collaborative video Project, video project experience can engage students to learn English and provide them an opportunity to participate in tasks as well as enrich their vocabularies. Twenty-five students in the participated in this study. This research is in the form of an experiment. The results of is study demonstrates that video Project can be a great tool for promoting students' motivation and participation in learning English, enriching their vocabulary and can be an effective and powerful tool to create fun, interactive, and collaborative learning environments.¹⁰

2. Vivi Rizki Aulina, *The Effectiveness of Project Based Learning to Improve Students' Vocabulary Mastery at Seventh Grade of SMPN 12 Tarakan*. The purpose of this study was to find the effectiveness of using a project-based learning model to improve students' vocabulary in class VII descriptive texts at SMPN 12 Tarakan. This Research is in the form of a quasi-experiment. The

¹⁰ Tryanti, Abdulrahman, Noni B, "Promoting Students' Motivation in Learning English Vocabulary through a Collaborative Video Project," *Culture, English Languange Teaching & Literature* 19, no 1 (January 1, 2019). <https://doi.org/10.24167/celt.v19i1.493>

researcher is looking for differences in student achievement in class before and after being taught using project-based learning models and problem-based learning. The subjects of this study were students in class VII consisting of 61 students at SMPN 12 Tarakan. The results of this study also show that this learning model has significant changes to increase students' vocabulary, makes the learning process more interesting and also provides many opportunities for students to convey their ideas. Then it can be concluded that the Project-Based Learning Model is Proven Effective in Increasing Vocabulary Understanding of Class VII Students at SMPN 12 Tarakan.¹¹

3. Fatimah Mulya Sari, *Enhancing Student's Vocabulary Mastery through Project Based Learning in the EFL Classroom*. The purpose of this study was to reveal the effectiveness of project-based learning using vocabulary journals and explore students' perspectives on implementing vocabulary journals as their projects in vocabulary classes. This study uses a mixed methods design. The research subjects were 44 undergraduate students of the Department of English Education. Data obtained from tests, interviews, questionnaires, and observation. In the vocabulary class, students are encouraged to use a vocabulary journal to enrich their vocabulary lists. The findings of this study show significant results from students' achievement in vocabulary mastery and positive results from students' responses to the use of vocabulary journals in their language learning.

¹¹ Aulina Vivi Rizki, *The Effectiveness Of Project Based Learning To Improve Students' Vocabulary Mastery At Seventh Grade Of SMPN 12 Tarakan*, (Perpustakaan UBT: Universitas Borneo Tarakan, 2019).

Thus, project-based learning using a vocabulary journal can be assumed as an alternative way of teaching vocabulary.¹²

4. Azadeh Shafaei et al., *Use of Project-Based Learning in Increasing Students' Vocabulary Knowledge and Communicative Ability*. The purpose of researchers using Project-Based Learning (PBL) increase students' vocabulary knowledge. Research conducted in several private institutes for some Iranian junior high school students. After applying the approach and doing a post-test, a significant difference was observed. This approach can be used as training tool to help acquire vocabulary. This Research is in the form of a pre-experiment Project Based Learning Approach (PBL) in education often generates justifiable enthusiasm among those who have become frustrated with the limitations of traditional lecture-based education. In recent years, it has expanded recognizes that classes designed using Project Based Learning (PBL) are effective in improving students' problem solving abilities. In a PBL-based classroom, students work group and try to apply their knowledge to solve their own problems; because of that, such classes are effective in increasing students' vocabulary and communication knowledge ability.¹³

5. Stevens Salazar Correa et al., *Teaching Vocabulary through the Implementation of Project Based Learning*. Learning planning aims to seek the urgency of our goal to promote values in the classroom in relation to social issues presented at this time as well as improve their English vocabulary, and

¹² Fatimah Mulya Sari, *Enhancing Student's Vocabulary Mastery Through Project-Based Learning in the EFL Classroom*, (Universitas Lampung, 2019).

¹³ Azadeh Shafaei, Mona Poorverdi, Behnaz Parvisi, *Use of Project-Based Learning in Increasing Students' Vocabulary Knowledge and Communicative Ability*, (Faculty of Humanities Islamic Azad University, 2015), 21–34.

professionally and personal growth that demands the implementation of this project. It is also important to highlight that several authors support it helpful use of Project Based Learning methodology in English classes build and design the main aspects of this class of projects, some of these characteristics grouping students according to their needs and interests, involving students in search strategies, and motivate learners to share their project ideas and results with them partners. This Research is in the form of an Experiment. The results of this teaching leave a significant contribution in our development as a future language teacher since the emergence of issues that arise throughout the planning and implementation of activities, these concerns lead us to determine an accurate material design as well as the integration of student interests in the material and activities presented every session.¹⁴

Based on previous description above, the researcher concludes that the similarities between this research and previous research are the same in using project based learning to increase vocabulary. However, the differences are previous researchers used EFL classroom and used quasi experiment, while this research used experimental.

¹⁴ Salazar Correa Stevens, Anggelica Maria Murillo Cano, *Teaching Vocabulary Through the Implementation of Project Based Learning*, (Lengua Inglesa Pereira, 2016).

B. Teaching English Vocabulary

Teaching is processes of paying attention people's needs, experiences and feelings, and intervenes accordingly learn certain things, and go beyond that given.¹⁵ Teaching is helping others to learn certain things, is a daily activity in which a lot people are involved regularly and help students to learn and provide materials teachers can teach using a blend of art, science and skills.¹⁶

Therefore, it can be concluded that teaching English is a process pay attention to the needs of the community to optimally use teaching components, other people's feelings and intervene so they learn something definite.

In the process of teaching English there are several components of teaching English.¹⁷

a. Objective

Objective is an educational goal that interprets from the vision, the mission of an important institution as a teaching component and is a goal that is achieved after the teaching process. Therefore, it is important as a component of teaching English.

b. Student or participant

In the process of teaching and learning, students have a very important role. Students are required to be more active and innovative in learning process.

¹⁵ Palmer W P, "Some Ideas about Concepts," *The Journal of the Science Teacher Association of the Northern Territory* 11 (1992): 54–61.

¹⁶ Deborah Loewenberg Ball and Francesca M. Forzani, "The Work of Teaching and the Challenge for Teacher Education," *Journal of Teacher Education* 60, no. 5 (2009): 497–511.

¹⁷ Hamalik, *Pengembangan Kurikulum Dasar dan Tujuannya*, (Bandung: Remaja Rosda, 2004).

Students must actively search for meaning and try to find it regularly and regularly for world events in complete absence complete information.

c. Teacher

In teaching English, the teacher does not only conduct hold teaching process technically, but also embodying his work and responsibilities as possible. Therefore, the effectiveness of teaching English based on the teacher's role. Teaching success is also based on teacher quality.

C. Vocabulary

1. Definition of Vocabulary

The definition of vocabulary taken from the same source: Vocabulary is all the words that a person knows or uses all the words in a language, list of words and their meanings, especially in books for learning foreign languages.¹⁸

Vocabulary is important in learning a language. It is impossible to learn a language without knowing the vocabulary. Vocabulary is one of the components of language and there is no language without words. The words are sung to ideas. They are the means by which people exchange their tongue. The more words we learn, the more ideas we should have, so that we can communicate ideas more effectively.¹⁹

Vocabulary is knowledge of words and word meanings. However, the vocabulary is more complex than this definition. First, words come in two forms: spoken and full stop. The spoken vocabulary includes two words that we

¹⁸ Ocford Learner's Pocked Dictionary, New Edition, (New York: Oxford University Press, 2005).

¹⁹ Pater A. Napa, *Vocabulary Depeloment Skill*, (Yogyakarta: Kanisius, 1991), 6.

recognize and use in listening and speaking. Print vocabulary includes words that we recognize and use in writing and reading. Second, the word knowledge also comes from two, namely receptive and productive. Receptive vocabulary includes the words we use when we speak or write.²⁰

Vocabulary can be defined as the words we teach in a foreign language. However, new vocabulary items may be more than one word: for example, post office and mother-in-law, which are two or three words but express one idea.²¹

Based on some of the opinions above it can be concluded that vocabulary is all the words listed in a language because without vocabulary it cannot form a language. In addition, vocabulary is someone's words that contain all the information about the meaning and use of words in that language.

2. The Types of Vocabulary

In learning vocabulary there are several types that are always used by students as follows:²²

a. Reading Vocabulary

A person's reading vocabulary is all the words he can recognize while reading. This is the simplest type of vocabulary because it includes the others.

b. Listening Vocabulary

A person's auditory vocabulary is all the words that he can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

²⁰ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 1992).

²¹ Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1991).

²² Suheni, *Improving Students Vocabulary Through Quotes at the Eight Year of SMP Negeri 5 Palopo*, 2018.

c. Writing Vocabulary

A person's writing vocabulary is all the words he or she can use in writing. Opposite or two of the previous types of vocabulary, writing vocabulary is stimulated by its users.

d. Speaking Vocabulary

Someone who speaks vocabulary is all the words he can use in speaking. Because of the spontaneous nature of spoken vocabulary, words are often misused.

In detail, vocabulary is divided into four types of vocabulary, namely:

1. Active speaking vocabularies are words that speakers can use in speaking.
2. Passive listening to vocabulary, words the listener recognizes but don't necessarily produce chicken utterances.
3. Passive reading vocabulary refers to words that are recognized by the reader but are not necessarily produced.
4. Active writing vocabulary, words that can be used by writers in writing.²³

From the explanation above, the researcher can conclude that vocabulary is not only to be known but must be understood and applied because without vocabulary, we cannot say something to express our ideas.

3. Vocabulary Teaching Strategy

There are several strategies for teaching vocabulary:

- a. Visual strategy: Flash cards, photos, mime, and gestures.

²³ Kenji Kitao and S. Kathlen Kita, "Testing Vocabulary," November 10, 2018, Online: <https://www.Mifi.Gof/PartnrshipForreading.2023/juli/30>.

- b. Verbal strategy: use of illustrative situations, use of synonyms and definitions, contracts and vice versa, scale.
- c. Translation
- d. Ask other people (friends or teachers)
- e. Using a dictionary
- f. Contextual guesswork.²⁴

4. The Vocabulary at Junior High School

The purpose of teaching English is to make students communicate. Communication can be applied in various ways such as through speaking, writing, listen and read. To understand these skills, students need enough vocabulary. Communication can run well if students have sufficient intelligence vocabulary.²⁵

The number of words that make up a language is a collection of vocabulary.²⁶ In this case, the writer explained only nouns:

a. Noun

A noun is a term that refers to a particular entity or group of things, such as living things, objects places, activities, properties, circumstances existence, or concept. Conversely, nouns are not semantic category. Hence it cannot be explained in terms of its meaning. Therefore, verbs can express quality, and

²⁴ Ruth Gairms and Stuart Redman, *Working with Words*, (Cambridge University:1989).

²⁵ SA Lutfisari, *Technique of Teaching Vocabulary: A Case Study at the 8th Grade of Junior High School Students at SMP Negeri 15 Malang*, (Malang, 2016).

²⁶ UA Zahro, Noermansyah, and Syafradin, "Mastery of Indonesia Vocabulary," *Development of free learning curriculum*89, (October 21, 2020): 187-198. <https://ejournal.unib.ac.id/index.php/semiba/issue/view/959/>.

adverbs can express place. A noun is a word that denotes a person, thing, place, plants, animal, ideas, and so on.²⁷

There are examples of nouns, namely animals:²⁸

1. Common Insects

Ant, bee, mosquito, butterfly, spider, fly.

2. The Others Animals

Hedgehog, snail, snake, frog, worm, seal, peacock, pigeon, bat, parrot, seagull, eagle, crab, whale.

3. Wild Animal

Monkey, leopard, gorilla, zebra, giraffe, elephant, bear, camel, tiger, lion.

4. Pets

Sheep, pig, cow, buffalo, horses, chicken, goat, bird, rooster, mouse/mice, rabbit, cat, dog.

D. Project Based Learning (PBL)

1. Definition of Project Based Learning

Project is defined as complex tasks based on problems encountered by students, conducted in certain periods of time and culminated in realistic products that might be in form of presentation, exhibition, publication, etc. The project is supposed to be long term, requires teamwork among students, and results in a

²⁷ Rustan Santaria et al., *Fundamental English Dasar-Dasar Penguasaan Bahasa Inggris*, (Malang, Intimedia: Wisma Kalimetro, 2014), 1.

²⁸ UA Zahro, Noermansyah, and Syafryadin, "Mastery of Indonesia Vocabulary," *Development of free learning curriculum*89, (October 21, 2020):187-198. <https://ejournal.unib.ac.id/index.php/semiba/issue/view/959/>.

substantial final product.²⁹ That's means not every task can be considered a project. In project based learning it is students who design and plan what needs to be done implement it. From that statement, it could be concluded that project based learning is a method in which students are learn through self-determined projects with assistance from the teacher, so that they can be actively involved in learning process.³⁰

Based on the explanation above, the researcher concludes that Project-Based Learning (PBL) is innovative and systematic teaching methods that promote student engagement through in-depth inquiry complex question. That it is learning by doing. PBL focuses on impart specific knowledge and skills while inspiring students to ask questions actively, think critically, and draw connections between them real world studies.

2. The Application of Project Based Learning in Teaching English

There are several stages of implementing Project-Based Learning, namely:³¹

a. Speculation

The first is speculation, where the teacher gives a choice of project topic initially based on the curriculum and discusses it with the student. At this stage, teachers and students speculate on the possibilities that lead to the project smoothly. However, for beginners or lower-level students problems. This is because it is assumed that students at the beginner level or lower need more

²⁹ Thomas, *Project Is Defined*, (Buck Institute for Education: Trianto, 2007), 41.

³⁰ Patten, Kriu, beirgeigh "Effectiveness of Contact-Based Education for Reducing Mental Illness-Related Stigma in Pharmacy Students," *BMC Medical Education* 12, no. 1 (December 5, 2012), <https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449>.

³¹ Kriwas, *Project Based Learning Implementation*, (Universitas Sebelas Maret, Surakarta, Indonesia: dikiriswandi, 2010).

language or confidence to develop the project theme, so the teacher must lead them first before they can decide on themselves.³²

b. Designing

The second stage is designing project activities, referring to organizing the structure of a project activity that includes group formation, assignment of roles, methodological decisions, information sources, etc.³³

c. Conducting

The third is doing project activities where students do what has been planned and designed beforehand. At this stage, students collect information, discuss it with their group members, consult the problems found in their work teachers, and showcase what their final product might be presentations, product performances, publications, etc.

d. Evaluation

The final stage is an evaluation which refers to the "assessment of activities of the participants and discussion about whether initial aims and objectives have been achieved, the implementation of process, and final product."³⁴ The evaluation of the project organization could have been more problematic during the work process. Student attitudes towards it also include evaluation from others and self-evaluation.³⁵

³²Gaer S, *Less Teaching and More Learning: Turning From Traditional Methods to Project-Based Instruction*, (NCSAL, 1998).

³³Stephanie Bell, "Project-Based Learning for the 21st Century: Skills for the Future," *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 83, no. 2 (January 29, 2010): 39–43. <https://www.jstor.org/stable/20697896>.

³⁴L Fragoulis, "Project-Based Learning for the 21st Century," *Skills for the Future* 83, no. 2 (July 8, 2010): 39–43, <https://doi.org/10.1080/00098650903505415>.

³⁵L Fragoulis, "Project-Based Learning for the 21st Century," *Skills for the Future* 83, no. 2 (July 8, 2010): 39–43, <https://doi.org/10.1080/00098650903505415>.

The project based learning model suits the needs of teaching and learning English. Project based learning is a technique that instructs students to solve problems and develop products. Project based learning model activities can have the following characteristics:

1. Focus on content learning rather than on specific language patterns.
2. It is centered on students, with teachers as facilitators or trainers.
3. We are encouraging collaboration between students.
4. Leads to authentic integration of language skills and processing information from various sources.
5. Enable learners to demonstrate their understanding of content knowledge through end products such as oral presentations, poster sessions, bulletin board displays, or stage performances.
6. Bridge usage of English in class and the use of English in real-life contexts.

Moreover, in the project based learning model students sit face to face with others, and talk freely about their problems. They sat in a circle while discussing problems that needed to be solved. This situation creates freedom communication in which students use language freely in class.

3. Types of Project Based Learning Tasks

Several types of project based learning assignments can be implemented namely:³⁶

- a. **Checklist:** In this task, the learner's initial knowledge of the topic is employed. As a result of this list of concepts can be developed.

³⁶Okta Rizki, *The Application of Project Based Learning in Improving the Students of Twelfth Graders Achievement on Speaking and Writing Skills of Public Vocational High School 3 Kayuagung*, 2012.

- b. **Ranking Items:** Students rank their most important work assignments where the target language is required. The results of this activity perhaps information is stored according to certain criteria.
- c. **Compare or Compare Items:** Students can create comparison between the different layers of the atmosphere. Group Discussion activities can be carried out at a higher level. Result of This activity can be in the form of identification of similarities and difference.
- d. **Problem Solving Activity:** Here, students are asked to find common problems at work and provide solutions. It's growing solution finding skills.
- e. **Creative Assignments:** Such activities are challenging because they need it good preparation and integration of skills. Its challenging activities require a higher level of preparation and integration Skills.

Based on the types of Project Based Learning above, the researcher used four types, namely: checklist, compare or compare items, problem-solving activity, and creative assignments.

4. The Advantages of Project Based Learning (PBL)

There are many benefits of apply the Project Based Learning (PBL) model in learning, including the following:³⁷

- a. Project-based learning provides contextual and meaningful learning for students.
- b. Project-based learning can create an optimal environment for practice read.

³⁷ L. Fragoulis, *Project-Based Learning in Teaching of English as A Foreign Language*, (in Greek Primary Schools: From Theory to Practice, 2016).

- c. Project-based learning can also make students actively involved in projects study.
- d. Project-based learning increases interest, motivation, engagement, and enjoyment.
- e. Project-based learning promotes social learning that can enhance collaborative skills.
- f. Project-based learning can provide optimal opportunities for development students' language skills.

5. The Disadvantages of Project Based Learning (PBL)

The disadvantages in applying the Project Based Learning (PBL) model in learning are as follows:³⁸

- a. Takes a lot of time to solve problems.
- b. Requires a lot of money.
- c. A lot of equipment needs to be provided.
- d. Students who have weaknesses in information gathering experiments experience difficulties.
- e. It is possible that students are less active in work groups.
- f. When the topics given to each group are different, it is feared that students will not be able to understand the topic as a whole.

³⁸ L. Fragoulis, *Project-Based Learning in Teaching of English as A Foreign Language*, (in Greek Primary Schools: From Theory to Practice, 2016).

6. Steps to Practice Project Based Learning

The steps of Project Based Learning according to The George Lucas Education Foundation are as follows:³⁹

1. Maintain basic questions

Learning begins with essential questions, namely questions that can give students assignments in carrying out an activity. Questions are prepared by taking topics that are in accordance with real world realities and starting with an in-depth investigation. The questions that are prepared are not easy to answer at one time and can direct students to make projects. Such questions are generally open (divergent), provocative, challenging, require high-order thinking skills, and are related to student life. The teacher tries to make the topics raised relevant to students.

2. Develop project planning

Planning is carried out collaboratively between teachers and students. That way, students are expected to have a sense of "owning" the project. Planning contains the main rules, the selection of activities that can support in answering important questions, by integrating various possible materials, and knowing the tools and materials that can be accessed to help complete the project.

3. Arranging a schedule

Teachers and students collaboratively arrange a schedule of activities in completing the project.

³⁹George Lucas Education Foundation, Doppelt, Laboy Rush, "Jenis-Jenis Model Pembelajaran Project Based Learning (PBL) oleh Para Ahli," January 7, 2022, <https://naikpangkat.com/jenis-jenis-model-pembelajaran-project-based-learning-pbl-oleh-para-ahli/>.

4. Monitor students and project progress

The teacher is responsible for monitoring student activities while completing the project. Monitoring is done by facilitating students in each process. Namely, the teacher acts as a mentor for student activities. In order to simplify the monitoring process, a rubric is created that can record all important activities.

5. Assessment of results

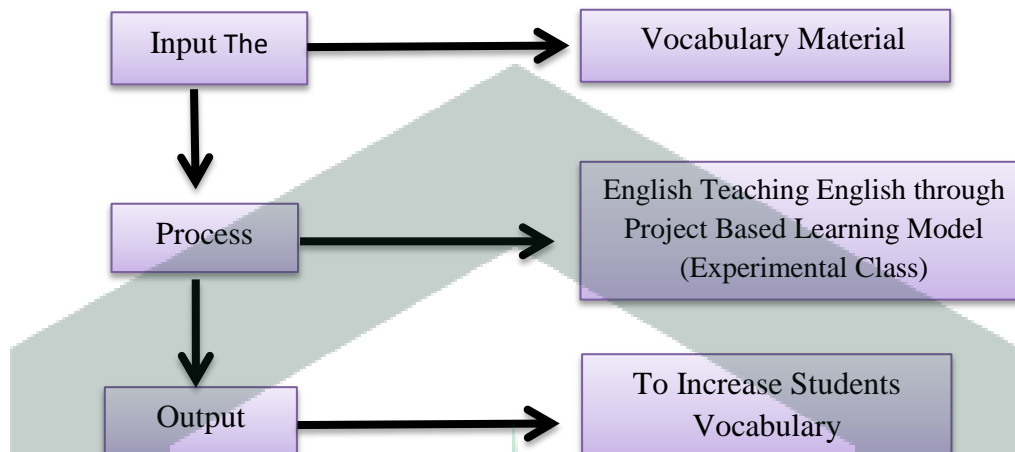
Assessment is carried out to assist teachers in measuring the achievement of competency standards, play a role in assessing the progress of each student, provide feedback about the level of understanding that has been achieved by students, and assist teachers in developing the next learning strategy.

6. Experience Evaluation

At the end of the learning process, teachers and students reflect on the activities and results of the projects that have been carried out. The reflection process can be done individually or in groups. At this stage, students are asked to express their feelings and experiences while completing the project. Teachers and students develop discussions to improve or evaluate performance during the learning process. Apparently, in the end found a new finding (new inquiry) to answer the problems raised in the first stage of learning.

E. Conceptual Framework

The conceptual framework is presents in the following diagram:



The three variables in the table above are explained as follows:

1. **Input:** Before implementing the model in class, the researcher does it observation and tests to find out students' prior knowledge about talk in class.
2. **Process:** For the experimental class, researcher used Project Based Learning as a model in the experimental class.
3. **Output:** Refers to the achievement of students' Vocabulary in learning English.

F. Hypothesis

The hypothesis of this research was formulated as follows:

1. Null Hypothesis (H_0)= Project based-learning model is not effective in teaching English Vocabulary for the eighth grade students of SMPN 8 Palopo.
2. Alternative Hypothesis (H_1)= Project based-learning model is effective in teaching English Vocabulary for the eighth grade students of SMPN 8 Palopo



CHAPTER III

RESEARCH METHOD

A. Research Design

The research used an experimental design, precisely one group pre-test, and post-test. Experimental design is the research design focused on one group or class that is given the test (pre-test and post-test) and treatment without any class comparison. One group pre-test and post-test design can be seen in Table 3.1.

Table 3.1 The Design of One Group Pre-test and Post-test

Pre-test	Treatment	Post-Test
O_1	X	O_2

Where:

O_1 : Pre-test

O_2 : Post-test

X: Treatment⁴⁰

B. Population and Sample

1. Population

The population of this study was the eighth-grade students of SMPN 8 Palopo. The eighth grade students contained seven classes a total population of 210 students.

⁴⁰ Sugiono Siyota, *Metode Penelitian Kuantitatif, Kualitatif Dan R & D, 1 Edition*, (Bandung: Alfabeta, CV, 2012).

2. Samples

The sample of this research was class VIII students of SMPN 8 Palopo, which consisted of 210 students from seven classes, and the researcher took one class of 33 students from a sample of VIII.5 students due to the students' low English vocabulary skills. Based on information from an eighth grade English teacher. The students seemed not interested in learning English. The sample was being selected using purposive sampling.

C. Research Variables and Indicators

There are two variables in this study, namely, the independent variable and the dependent variable. The variables are as follows:

1. Research Variable
 - a. The independent variable is Project Based Learning model.
 - b. The dependent variable is the Teaching of English.
2. Research Indicators

The indicator of students is increasing vocabulary.

D. Research Instruments

1. Test

In this case, this study used a test to find out and measure students' vocabulary skills in the pre-test. A pre-test is given before treatment. This aims to determine the significance of the student's vocabulary before and after treatment. The post-test is given after the pre-test. This study gave students a vocabulary

Zookeeper using "multiple choices." With book title: English Book "When English Rings a Bell."⁴¹

2. Questionnaire

The researcher prepares a questionnaire consisting of 12 statements about their interests, feelings, and responses about teaching and the learning process and its uses for English proficiency. Statements were structured using Indonesian, so students more easily understood all statements. The questionnaire has four choices, namely agree, strongly agree, disagree, and strongly disagree.

E. Data Collection Procedures

In collecting data, the researcher applies several procedures that can be explained as follows:

1. Pre-Test

The researcher gave a pre-test to measure students' abilities before being given treatment. Before giving the pre-test to students, the researcher introduces herself before starting class. Then the researcher introduces the lessons and student learning outcomes, motivating students to be interested in learning and reducing student anxiety.

2. Treatment

The next step was applied after giving a pre-test to students in the treatment. At this stage, the researcher introduced a project-based learning model to increase students' vocabulary. There are four meetings in the treatment stage. The time allocation for each meeting is 60 minutes.

⁴¹ Siti Wachidah et al., *Bahasa Inggris 'When English Rings a Bell*, (Jakarta: Kementerian Pendidikan dan kebudayaan, 2017).

The steps for providing care are as follows:⁴²

A. First meeting

1. The researcher introduced herself to the students.
2. The researcher took attendance of the students.
3. The researcher explained about project-based learning model.
4. The researcher divided the students into four groups.
5. The researcher explained the task of each group.
6. The researcher asked basic questions about the topic used in making the project.
7. The researcher collaborated with students in making a project, namely making flashcards which were presented by making a video and then uploaded on YouTube.
8. The researcher provided the rules for working on the project.
9. Researcher and students collaboratively developed a schedule of activities to complete the project.

B. Second Meeting

1. The researcher took attendance of the students.
2. The researcher opened the lesson.
3. The researcher taught the vocabulary that they made the project.
4. The researcher showed an example of flashcards.
5. The students discuss their projects.

⁴² George Lucas Education Foundation, Doppelt, Laboy Rush, "Jenis-Jenis Model Pembelajaran Project Based Learning (PBL) oleh Para Ahli," January 7, 2022, <https://naikpangkat.com/jenis-jenis-model-pembelajaran-project-based-learning-pbl-oleh-para-ahli/>.

C. Third meeting

1. The researcher took the attendance of the students.
2. The researcher opened the lesson.
3. The researcher monitored students in continuing to make projects.

D. Fourth meeting

1. The researcher took attendance of the students.
2. The researcher evaluated some of the students' project results.
3. The researcher gave appreciation to the students.
4. The students continued their flashcard and video presentation projects at home.
5. The researcher reminded the students about the deadline for the project. The time given to students to work on this project is one week.
6. The researcher monitored the students on WhatsApp Group and Google Meet during the Project creation.

3. Distributing Questionnaires

After giving the post-test, the researcher used a questionnaire to obtain students' response about using project based learning model to improve their vocabulary. The questionnaire contains 12 statements. Answers given a Likert scale from number 1 to 4, where number 1 is the lowest score "strongly disagree" then number 2 is "disagree", then number 3 is "agree", and the highest score is 4, where students "strongly agree" with project based learning model.

F. Data Analysis Techniques

The data collected was analyzed quantitatively. Quantitative is used for analysis namely scores.

1. Scoring Students' Vocabulary

There are two points of students scoring, as follow:

a. Classification of scoring Vocabulary

Table 3.2: Classification of Scoring in Vocabulary⁴³

No	Rated aspect	Criteria	Score
1.	Define of vocabulary	Students can interpret English vocabulary well.	20
		Students have not been able to interpret English vocabulary properly.	10
2.	Reading vocabulary	Students can read English vocabulary well.	20
		Students have not been able to reading English vocabulary properly.	10
3.	Pronounce vocabulary	Students can pronounce English vocabulary fluently	20
		Students have not been able to pronounce English vocabulary fluently	10
4.	Writing vocabulary	Students can write English vocabulary well and quickly in notebooks	20
		Students have not been able to write English vocabulary properly and quickly in	10

⁴³Tri Lestari, Nela, VR, "Rubrik Penilaian Vocabulary," February 8, 2023. <https://www.scribd.com/document/395693009/Rubrik-Penilaian-Vocabulary#>.

		notebooks.	
5.	Use vocabulary in learning.	Students can use English learning vocabulary in class.	20
		Students have not been able to use English learning vocabulary in class.	10

Maximum score: 100

Explanation:

A = If a student gets a score of 90-100

B = If a student gets a score of 80-89

C = If a student gets a score of 65-79

D = If a student gets a score < 64

b. Formula of Scoring

1) Looking for Score

$$\text{Score} = \frac{X}{N} \times 100$$

Note:

X: Score of the students⁴⁴

N: Score maximum

2) Looking for Mean Score

$$X = \frac{\sum x}{N} \times 100$$

Where:

X = Mean Score

$\sum x$ = Total Score

⁴⁴Sudjana, Muthmainnah, Agus Fatwadi "Guidelines for Standard Scores of Student Learning Activities," November 5, 2015. https://www.researchgate.net/figure/Guidelines-for-standard-scores-of-student-learning-activities-tbl1_336558967.

N = The Number of students⁴⁵

3) The Classification of Score

Classification	Score
Very Good	90-100
Good	80-89
Fair	65-79
Poor	< 64

2. Measuring the evaluation of the questionnaire using a likert scale, namely rating of each statement as shown:

Table 3.3: The Likert scale

Strongly Disagree	Disagree	Strongly Agree	Agree
1	2	3	4

Table 3.4: Classification positive and negative of the questionnaire

Positive Questionnaire		Negative Questionnaire	
Alternative Answers	Score	Alternative Answers	Score
Agree	4	Strongly Disagree	1
Strongly Agree	3	Disagree	2
Disagree	2	Strongly Agree	3
Strongly Disagree	1	Agree	4

⁴⁵L.R.Gay, Geoffrey E. Mills, Peter Airasian, "Educational Research Competencies Analysis and Application Tenth Edition. In Pearson Education," December 10, 2012. <https://doi.org/10.1017/CBO9781107415324.004>.

For classifying the students' score in questionnaire, it used percentages of the score classification as follows:

$$P = \frac{FQ}{N} \times 100\%^{46}$$

Where :

P = Percentage

FQ = Frequency of Items

N = Total

0 - 39, 99 = strongly agree (negative)

40 - 59, 99 = disagree (negative)

60 - 79, 99 = agree (positive)

80 - 100 = strongly agree (positive)⁴⁷

G. Hypothesis Acceptability

The researcher calculated the mean score, standard deviation, test of significance, and standard value using SPSS 22 and used t_{table} distribution to choose the score of t_{count} (t_o). Besides knowing whether the pre-test and post-test were significantly different and also to see the acceptability of the hypothesis, the researcher used the criteria of hypothesis acceptability, which were:

If: $t_o \geq t_t =$ Reject the null hypothesis

If: $t_o < t_t =$ Received null hypothesis

⁴⁶ Subana, *Dasar-Dasar Penelitian Ilmiah*, (Bandung: Pustaka Setia, 2022), 136.

⁴⁷ M.Si Drs. Taufiqurrachman, "Cara Hitung Kuesioner Pada Skala Likert," June 18, 2022. <https://saintekmu.ac.id/myblog/taufiqurrachman/read/cara-hitung-kuesioner-pada-skala-likert>.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents statistically analyzed and tabulated data, including student pre-test and post-test scores, pre-test and post-test score classifications, and pre-test and post-test mean and standard deviation scores. The pre-test and post-test are to gather the learner's vocabulary mastery according to the pre-experimental method. The researcher use project-based learning as a teaching tool when using this model. The following are the results of the research:

1. The Results of the Student Vocabulary Test in the Pre-Test and Post-Test

The researcher has done a pre-test before doing the treatment. Before giving treatment with project-based learning model, the researcher analyzed the results of the students' pre-test, which produced the data presented in the table below:

Table 4.1 The Students' Pre-Test Score

No	Student	Correct Answer Vocabulary	Score
1.	S1	15	75
2.	S2	12	60
3.	S3	14	70
4.	S4	12	60

5.	S5	13	65
6.	S6	15	75
7.	S7	12	60
8.	S8	11	55
9.	S9	14	70
10.	S10	12	60
11.	S11	12	60
12.	S12	5	25
13.	S13	15	75
14.	S14	12	60
15.	S15	15	75
16.	S16	13	65
17.	S17	14	70
18.	S18	14	70
19.	S19	8	40
20.	S20	15	75
21.	S21	15	75
22.	S22	13	65
23.	S23	9	45
24.	S24	6	30
25.	S25	15	75
26.	S26	14	70
27.	S27	9	45
28.	S28	12	60
29.	S29	14	70
30.	S30	9	45
31.	S31	15	75
32.	S32	15	75
33.	S33	6	30
Total score			2.025

Calculating the mean score of the students' vocabulary pre-test:

$$X = \frac{\sum x}{N} \times 100$$

$$X = \frac{2.025}{33} \times 100$$

$$= 61.36$$

Where:

X = Mean Score

$\sum x$ = Total Score

N = The Number of students

Based on Table 4.1 above, the researcher concluded that the lowest and highest scores were obtained from 33 students in the experiment. In the experimental, the lowest score in the pre-test was 25, and the highest score was 75. Therefore, based on the classification, it shows the results of the vocabulary mastery score before applying the treatment using project-based learning as a model. The cumulative mean score for vocabulary mastery on the pre-test for all students was 61.36 classified as a "poor" score.

Table 4.2 The rating percentage of students score in the pre-test

No	Score	Classification	Frequency	Percentage (%)
1.	90-100	Very Good	-	-
2.	80-89	Good	-	-
3.	65-79	Fair	18	55
4.	< 64	Poor	15	45
Total				100 %

The table above shows that the students of SMPN 8 Palopo percentage of the students' nouns were none students (0%) classified as very good and good, 18 students (55%) classified as fair, 15 students (45%) classified as poor.

Table 4.3 The student's post-test score

No	Students	Correct Answer Vocabulary	Score
1.	S1	19	95
2.	S2	17	85
3.	S3	20	100
4.	S4	17	85
5.	S5	19	95
6.	S6	19	95
7.	S7	19	95
8.	S8	20	100
9.	S9	20	100
10.	S10	16	80
11.	S11	15	75
12.	S12	17	85
13.	S13	18	90
14.	S14	17	85
15.	S15	20	100
16.	S16	19	95
17.	S17	16	80
18.	S18	19	95
19.	S19	16	80
20.	S20	17	85
21.	S21	17	85
22.	S22	19	95

23.	S23	15	75
24.	S24	17	85
25.	S25	20	100
26.	S26	19	95
27.	S27	18	90
28.	S28	16	80
29.	S29	20	100
30.	S30	20	100
31.	S31	20	100
32.	S32	16	80
33.	S33	17	85
Total score			2.970

Calculating the mean score of the students' vocabulary post-test:

$$X = \frac{\sum x}{N} \times 100$$

$$X = \frac{2.970}{33} \times 100$$

$$= 90.00$$

Where:

X = Mean Score

$\sum x$ = Total Score

N = The Number of students

After implementing project-based learning model in the treatment, a post-test was given. Then the lowest score on the post-test was 75, and the highest score was 100. The findings presented in Table 4.3 show that giving the post-test to students developed their vocabulary mastery. Furthermore, this is indicated by the fact that the students' mean score on the post-test was 90.00 points, which a score is considered to be in the

very good. Therefore, this is evidence that students are progressing as a result of the treatment they receive.

Table 4.4 The rating percentage of students score in post-test

No	Score	Classification	Frequency	Percentage (%)
1.	90-100	Very Good	18	55%
2.	80-89	Good	13	39%
3.	65-79	Fair	2	6%
4.	< 64	Poor	-	-
Total				100 %

Based on the percentage table above all student scores, the researcher found that 18 students (55%) classified as very good, 13 students (39%) classified as good, 2 students (6%) classified as fair and none students (0%) classified as poor.

Table 4.5 The Mean Score and Standard Deviation of Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	33	25	75	61.36	14.538
Post-Test	33	75	100	90.00	8.197
Valid N (list wise)	33				

Table 4.5 shows that the standard deviation in the pre-test is 14.5, and the post-test is 8.1. It also shows that the student's average score on the post-test was 90.00. The table above shows that the average score of students on the post-test is higher than that of students on the pre-test. It was concluded that the use of project-based learning model was effective in increasing vocabulary.

Table 4.6 The Paired Sample Statistic Test of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	61.36	33	14.538	2.531
	Post-Test	90.00	33	8.197	1.427

The results of the paired sample statistical test scores are shown in the data in the table above. According to the data obtained, N is equal to 33, which represents the number of students. The pre-test standard deviation was 14,538 points, while the mean score on the exam was 61.36 classified as poor. In addition, the post-test standard deviation was 8.197, and the post-test mean score was 90.00 classified very good.

Table 4.7 The Paired Sample Correlation of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	33	.361	.039

Table 4.7 displays the results of the correlation analysis between the pre-test and post-test. The correlation between the two variables is .361, and the degree of significance is .039. These results reveal a correlation increase students' vocabulary skills before and after treatment.

Table 4.8 The Paired Sample Test of Pre-Test and Post-Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-28.636	13.879	2.416	-33.557	-23.715	-11.853	32	.000

The researcher found that in table 4.8, the paired sample test illustrates that the value of t_o (t_{count}) is -11.853 with a df (degree of freedom) value of 32 while t_t (t_{table}) for a standard significant level of 0.05 at df (degree of freedom) = 32 is 2.021. This means that the t-count value is higher than the t-table value.

The table above shows a significant value (2-tailed) = .000 which means it is less than 0.05 (the value for the standard level of significance). The weights in the table above prove that the research H_1 (alternative hypothesis) is accepted, and H_o (null hypothesis) is rejected. These results confirm that the use of project based learning model in teaching English is effective for the eighth grade of SMPN 08 Palopo.

2. Analysis of Questionnaire

To find out students' responses to vocabulary skills using project-based learning model, the researcher created a questionnaire consisting of 12 items. The percentage of student scores presented using tables. It would be explained one by one following the statement and can be seen in the following table.

Table 4.9 Questionnaire number 1

No	Statement	Classification	Frequency	Percentage
1.	I feel happy when learning English using the project-based learning model.	Agree	24	73%
		Strongly Agree	6	18%
		Disagree	2	6%
		Strongly Disagree	1	3%
		Total	33	100%

Table 4.9 shows that most students agree. It was proved that 73% of students chose to agree, 18% chose to strongly agree, 6% chose to disagree, and 3% chose to strongly disagree. It means that students are thrilled to use based learning model.

Table 4.10 Questionnaire number 2

No	Statement	Classification	Frequency	Percentage
2.	Project Based Learning is not suitable to be applied in learning vocabulary.	Agree	-	-
		Strongly Agree	-	-
		Disagree	11	33%
		Strongly Disagree	22	67%
		Total	33	100%

Table 4.10 shows that most of the students said strongly disagree. It was proved that none 0% of students agree and strongly agree, 33% of students chose to disagree, and 67% chose strongly disagree. It means that students strongly disagree that project-based learning is not suitable for increasing vocabulary.

Table 4.11 Questionnaire number 3

No	Statement	Classification	Frequency	Percentage
3.	I am more enthusiastic about learning English vocabulary by using Project Based Learning.	Agree	15	46%
		Strongly Agree	13	39%
		Disagree	5	15%
		Strongly Disagree	-	-
		Total	33	100%

Table 4.11 shows that most students said to agree, it was 46% of students agree, 39% of students strongly agree, 15% of students chose to disagree, and 0% of students

as strongly disagree. Students agree and are enthusiastic about using Project Based Learning to learn English vocabulary.

Table 4.12 Questionnaire number 4

No	Statement	Classification	Frequency	Percentage
4.	Learning vocabulary using project-based learning motivated me to develop vocabulary skills in English.	Agree	12	36%
		Strongly Agree	19	58%
		Disagree	-	-
		Strongly Disagree	2	6%
		Total	33	100%

Table 4.12 shows that most of the students said strongly agree, it was 36% of students agree, 58% of students strongly agreed, none, 0% of students disagreed, and 6% of students it has strongly disagreed. It means that students strongly agree that motivated students develop vocabulary skills in English by using Project Based Learning.

Table 4.13 Questionnaire number 5

No	Statement	Classification	Frequency	Percentage
5.	Activities using project-based learning are enjoyable and make me enjoy the learning process.	Agree	12	36%
		Strongly Agree	13	40%
		Disagree	6	18%
		Strongly Disagree	2	6%
		Total	33	100%

Table 4.13 shows that most of the students said to agree, it was 36% of students agree, 40% of students as strongly agree, that were 18% of students disagreed, and 6% of students it strongly disagree. It means that students agree that activities using project-based learning are very fun and make students enjoy the learning process.

Table 4.14 Questionnaire number 6

No	Statement	Classification	Frequency	Percentage
6.	Learning by using project-based learning makes it difficult for me to understand learning.	Agree	2	6%
		Strongly Agree	3	9%
		Disagree	11	33%
		Strongly Disagree	17	52%
		Total	33	100%

Table 4.14 shows that the majority of students strongly disagree, namely 6% of students agree, 9% of students strongly agree, 33% of students disagree, and 52% of students strongly disagree. This means that students strongly disagree with learning that using project-based learning makes it difficult for students to understand learning.

Table 4.15 Questionnaire number 7

No	Statement	Classification	Frequency	Percentage
7.	Vocabulary learning taught by the teacher has nothing to do with project-based learning.	Agree	-	-
		Strongly Agree	-	-
		Disagree	12	36%
		Strongly Disagree	21	64%
		Total	33	100%

Table 4.15 shows that the majority of students disagree, that was 0% of students agree and strongly agree, 36% disagree, and 64% strongly disagree. This means that students disagree that learning vocabulary taught by the teacher is not related to project-based learning.

Table 4.16 Questionnaire number 8

No	Statement	Classification	Frequency	Percentage
8.	Instructions for implementing project-based learning are easy to understand.	Agree	17	52%
		Strongly Agree	13	39%
		Disagree	2	6%
		Strongly Disagree	1	3%
		Total	33	100%

Table 4.16 shows that most students said to agree, that was 52% of students agree, 39% of students strongly agree, 6% of students disagree, and 3% of students strongly disagree. It means that students agree that instructions for implementing project-based learning are clear and easy to understand.

Table 4.17 Questionnaire number 9

No	Statement	Classification	Frequency	Percentage
9.	Instructions for implementing project-based learning are unclear and not easy to understand.	Agree	2	6%
		Strongly Agree	-	-
		Disagree	11	33%
		Strongly Disagree	20	61%
		Total	33	100%

Table 4.17 shows that most of the students said strongly disagree, that were 6% of students agree, that were none 0% of students strongly agree, 33% of students disagree, and 61% of students strongly disagree. That is students strongly disagree that the instructions for implementing project-based learning are unclear and cannot be understood.

Table 4.18 Questionnaire number 10

No	Statement	Classification	Frequency	Percentage
10.	The project-based learning provided helped me to learn vocabulary.	Agree	12	36%
		Strongly Agree	20	61%
		Disagree	1	3%
		Strongly Disagree	-	-
		Total	33	100%

Table 4.18 shows that most students said strongly agree, that were 36% of students agree, 61% of students strongly agree, 3% of students disagree, and 0% strongly disagree. It means that students strongly agree that helped students to know vocabulary by using project-based learning.

Table 4.19 Questionnaire number 11

No	Statement	Classification	Frequency	Percentage
11.	I cannot improve my vocabulary after learning English using project-based learning.	Agree	-	-
		Strongly Agree	1	3%
		Disagree	14	42%
		Strongly Disagree	18	55%

		Total	33	100%
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Table 4.19 shows that most students strongly disagree, that were none 0% of students agree, 3% strongly agree, 42% disagree, and 55% strongly disagree. This means that students strongly disagree that students cannot improve their vocabulary after learning English using project-based learning.

Table 4.20 Questionnaire number 12

No	Statement	Classification	Frequency	Percentage
12.	Learning English by using project-based learning makes me increase my vocabulary even more.	Agree	6	18%
		Strongly Agree	22	67%
		Disagree	4	12%
		Strongly Disagree	1	3%
		Total	33	100%

Table 4.20 shows that most of the students said strongly agree, that were 18% students agree, 67% students as strongly agree, 12% students disagree, and 3% students strongly disagree. It means that students strongly agree that learning English by using project-based learning makes students increase their vocabulary even more.

Table 4.21 The students' score in questionnaire

No	Students	Number of Items												Score
		1	2	3	4	5	6	7	8	9	10	11	12	
1.	S1	4	1	4	3	4	2	1	4	2	3	2	3	33
2.	S2	2	2	2	1	2	4	2	2	4	2	3	2	28
3.	S3	4	1	3	3	3	1	1	3	1	3	1	3	27
4.	S4	4	2	4	4	3	2	2	4	1	4	1	2	33

5.	S5	4	1	3	4	4	1	1	4	1	4	1	3	31
6.	S6	3	1	3	3	3	1	1	3	1	3	1	3	26
7.	S7	3	1	3	3	3	1	2	3	1	4	2	4	30
8.	S8	4	1	4	4	4	1	2	3	2	3	2	3	33
9.	S9	4	2	2	4	4	2	2	3	2	4	1	3	33
10.	S10	4	1	4	4	4	1	1	4	1	4	1	4	33
11.	S11	4	2	4	3	3	3	2	3	2	3	1	3	33
12.	S12	4	1	2	4	2	3	2	1	4	3	1	3	30
13.	S13	3	2	3	3	4	3	1	4	1	4	1	4	33
14.	S14	3	1	3	3	3	1	1	3	1	3	1	3	26
15.	S15	4	1	3	3	3	1	1	3	1	3	1	3	27
16.	S16	4	1	4	3	2	2	2	4	2	3	2	3	32
17.	S17	4	1	3	3	3	1	1	3	1	3	1	3	27
18.	S18	4	1	2	4	4	2	1	4	1	4	2	3	32
19.	S19	4	2	4	3	1	2	1	4	1	4	2	2	30
20.	S20	3	1	4	3	3	2	2	4	1	3	1	3	30
21.	S21	2	2	2	3	2	4	2	3	2	3	1	2	28
22.	S22	4	1	4	3	3	1	1	4	2	4	2	3	32
23.	S23	4	1	3	3	4	1	1	3	2	3	2	4	31
24.	S24	4	2	4	3	2	2	1	4	1	3	2	3	31
25.	S25	4	1	4	4	4	1	1	4	1	4	1	4	33
26.	S26	4	2	4	4	4	2	1	4	1	3	2	3	33
27.	S27	4	2	4	4	2	1	2	4	2	3	2	3	33
28.	S28	3	1	3	3	3	1	2	4	1	3	1	3	28
29.	S29	4	1	4	1	3	2	1	4	1	4	1	4	30
30.	S30	4	1	3	3	3	1	1	3	1	3	2	3	28
31.	S31	4	1	3	4	4	2	1	4	2	3	2	3	33
32.	S32	4	1	3	4	4	1	1	3	2	3	1	3	30
33.	S33	1	2	4	3	1	1	1	2	1	4	2	1	23

By adding up the scores of students' answers to the statements in the questionnaire given to students, it can be concluded that the lowest score is 23 and the highest score is 33.

Table of the frequency distribution of students' scores on the learning process with project based learning model. To find out more about student questionnaire data can be seen in the following table.

Table 4.22 Distribution Frequency of Student's Interest

Score	Frequency	Percentage
33	11	34%
32	3	9%
31	3	9%
30	6	18%
28	4	12%
27	3	9%
26	2	6%
23	1	3%
$\Sigma = 1.000$	$N = 33$	100%

Based on the table above, it can be seen that class VIII.5 students of SMPN 08 Palopo, students who got a high score 33 were eleven students (34%), and students who got the lowest score of 23 were one student (3%). Moreover, eleven students got a score of 33 (34%), three students (9%) got a score of 32, three students got a score of 31 (9%), six students got a score of 30 (18%), four students (12%) got a score 28, three students got a score 27 (9%), two students got a score 26 (6%), and one student got a score 23 (3%).

In general, specification of students' answer toward the questionnaire in positive items and negative items can be seen in the table as follow:

Table 4.23 The Total Score of Students in Positive Items and Negative Items

No	Students	Score Questionnaire	Total Score	Explanation
1.	S1	33	100	Positive
2.	S2	28	84,84	Positive
3.	S3	27	81,81	Positive
4.	S4	33	100	Positive
5.	S5	31	93,93	Positive
6.	S6	26	78,78	Positive
7.	S7	30	90,90	Positive
8.	S8	33	100	Positive
9.	S9	33	100	Positive
10.	S10	33	100	Positive
11.	S11	33	100	Positive
12.	S12	30	90,90	Positive
13.	S13	33	100	Positive
14.	S14	26	78,78	Positive
15.	S15	27	81,81	Positive
16.	S16	32	96,96	Positive
17.	S17	27	81,81	Positive
18.	S18	32	96,96	Positive
19.	S19	30	90,90	Positive
20.	S20	30	90,90	Positive
21.	S21	28	84,84	Positive
22.	S22	32	96,96	Positive
23.	S23	31	93,93	Positive
24.	S24	31	93,93	Positive

25.	S25	33	100	Positive
26.	S26	33	100	Positive
27.	S27	33	100	Positive
28.	S28	28	84,84	Positive
29.	S29	30	90,90	Positive
30.	S30	28	84,84	Positive
31.	S31	33	100	Positive
32.	S32	30	90,90	Positive
33.	S33	23	69,69	Positive

Table 4.24 Classification of the students' score

Score		Items of Choice	Positive		Negative	
(+)	(-)		Items		Items	
			F	P	F	P
4	1	Agree	3	9%	-	0%
3	2	Strongly Agree	30	91%	-	0%
2	3	Disagree	-	0%	-	0%
1	4	Strongly Disagree	-	0%	-	0%
		Σ	33	100%	0	0%

Based on the table above, it can be seen that the majority of students stated that they strongly agreed which were classified as positive. In positive items, 3 students got a score 9% as agree, 30 students got a score 91% as strongly agree, none student got a score 0% as disagree, strongly disagree and the negative items, none student got a score 0% as strongly disagree, disagree, agree, strongly agree. This means that students really like learning English using project-based learning.

B. Discussion

In this study, the researcher measured the students' vocabulary improvement by using project-based learning model. This discussion concerns the research results of students' vocabulary improvement from pre-test and post-test.

1. Project based-learning model effective in teaching English

Before implementing project-based learning based on the results of the pre-test, the researcher found that the students' vocabulary mastery was still low. In classifying students' vocabulary mastery, many students received fair and poor classifications. This proved that students' vocabulary mastery was not good. Students still lack vocabulary. This is due to the absence of supporting media in increasing students' vocabulary. In line with Anita Anggraeni Sainuddin, in her research, students find it difficult to master vocabulary because they do not have media to develop their vocabulary. However, they should practice their vocabulary in their daily activities. The teacher should strongly attempt to show students what they still need to learn without being discouraged. Sometimes, vocabulary mastery cannot be reached optimally. It needs a long time and determination of students to be mastered.⁴⁸

When introducing project-based learning model, students needed clarification about using project-based learning. After explaining project-based learning, students began to understand because it was their first time hearing this model. After explaining how project-based learning would occur, students were divided into four groups and discussed the agreed-upon assignments. Some students needed to be more attentive when learning began.

⁴⁸ Anita Anggraeni Sainuddin, "Improving Students Vocabulary Mastery Through Vocabulary Self-Collection Strategy," April 3, 2019. <http://repository.iainpare.ac.id/938/1/14.1300.051.pdf>.

After receiving treatment from the project-based learning method, by giving them the task of making animal flashcards in groups and then making a presentation video, they will upload it to YouTube within an agreed time of one week. They were confident enough to share their ideas during the video making activity. Most of them were able to overcome their fears and relaxed enough to expand their vocabulary. In every meeting held online or offline, they had a difficulty, which was how to pronounce the vocabulary in the flashcards they made. However, after being given a solution using U-dictionary or Google translate, they found it easy to pronounce the vocabulary in making videos. It can also increase their vocabulary because every word they repeat, after finishing making videos for one week, then reviewing the vocabulary they know in class. In line with Sutirman, in her research, Project-based learning is a systematic teaching model that engages students in learning knowledge and skills through a structured process, a real-world and holistic experience designed to produce a product.⁴⁹ In line with Boss and Kraus in Yunus Abidin, in her research, project-based learning model is a learning model that emphasizes student activity in solving various open-ended problems and applying their knowledge in working on a project to produce a certain authentic product. This learning model is further seen as a very good learning model used to develop learning motivation, improve problem-solving skills, and familiarize students with honing their thinking skills.⁵⁰

⁴⁹ Sutirman, "Model Pembelajaran Project Based Learning" January 10, 2023. <https://123dok.com/model-pembelajaran-project-based-learning.z1d0p1pz&ved>.

⁵⁰ Boss and Kraus in Yunus Abidin, "Penggunaan Model Project Based Learning Untuk Meningkatkan Kerjasama Siswa Pada Tema Indahnya Kebersamaan Dalam Pembelajaran," February 14, 2016. <http://repository.unpas.ac.id/6502/>.

The pre-test and post-test questions are about nouns. From the results of student work, most students experienced difficulties in answering questions. For example, in the pre-test, S12 got a score of 25, S24 got a 30, and S33 got a 30. However, after the treatment, there was a significant increase in the post-test. He got a score of S12 score 85, S24 got a score of 85, and S33 got a score of 85. Based on the analysis of student assessment in the pre-test, the mean pre-test score on the exam was 61.36 classified as poor. In addition, the post-test mean score was 90.00 classified very good.

The results of the research show that the use of project-based learning model is effective in improving vocabulary mastery in class VIII of SMPN 8 Palopo. The success of the research is shown by the increase in the learning outcomes of students who are the subjects of the study.

2. Students' response to project-based learning model in teaching English

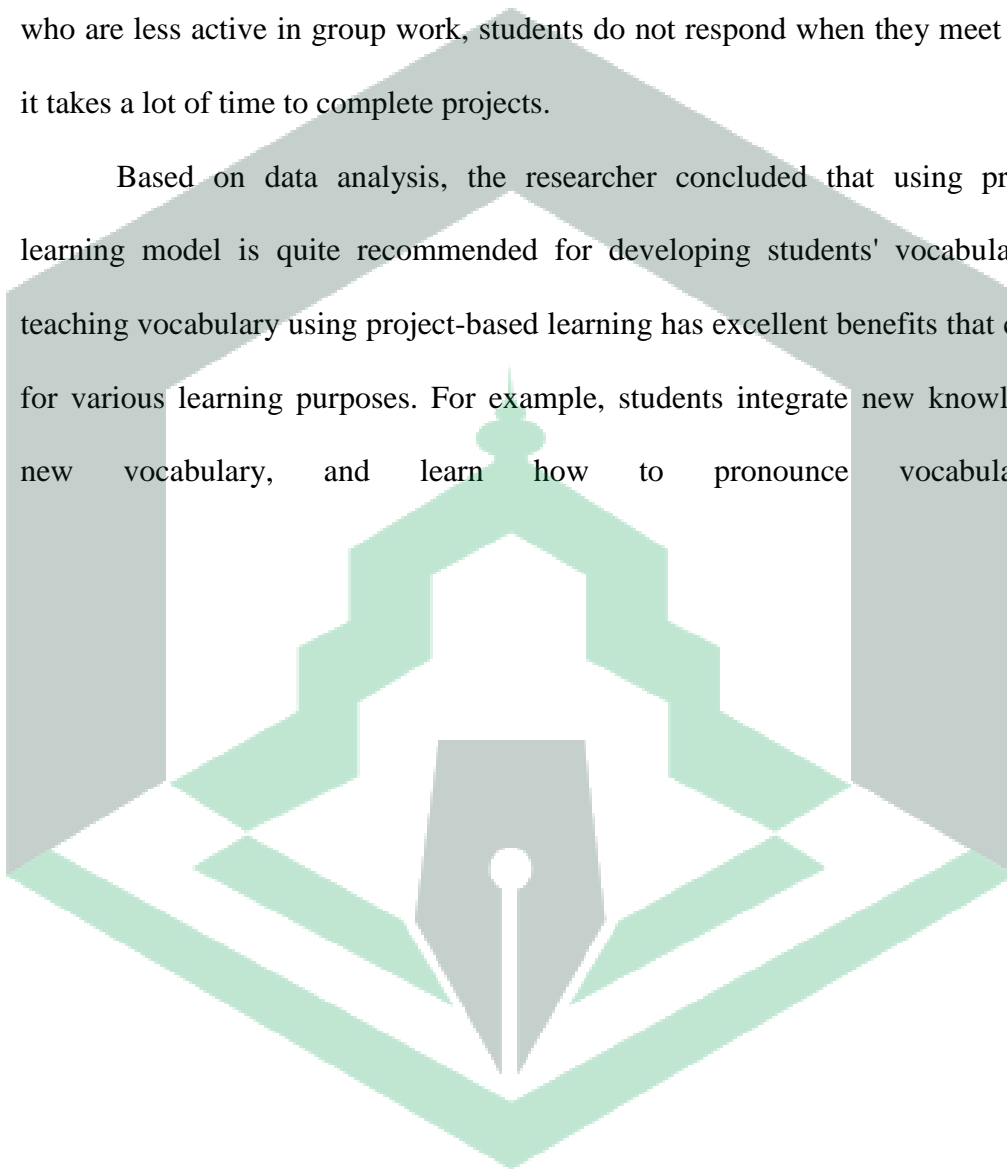
After conducting the post-test, the researcher gave a questionnaire to the students on how much they liked learning by using project-based learning. In positive items, 3 students got a score 9% as agree, 30 students got a score 90% as strongly agree, none student got a score 0% as disagree, strongly disagree and the negative items, none student got a score 0% as strongly disagree, disagree, agree, strongly agree.

Judging from the scores above, students really like learning English by using project-based learning model. The questionnaire results support the test results because the students gave positive responses according to the questionnaire so that the test results are good. In line with Nugraha, dkk, in her research, explained that students'

positive responses can be used as a benchmark that students feel more comfortable with the learning media used in the learning process.⁵¹

The difficulty in carrying out this project-based learning is that there are students who are less active in group work, students do not respond when they meet online, and it takes a lot of time to complete projects.

Based on data analysis, the researcher concluded that using project-based learning model is quite recommended for developing students' vocabulary because teaching vocabulary using project-based learning has excellent benefits that can be used for various learning purposes. For example, students integrate new knowledge, learn new vocabulary, and learn how to pronounce vocabulary well.



⁵¹ Nugraha Dkk, "Respon Siswa Terhadap Media Pembelajaran Interaktif Berbasis Flash Pada Materi Sel Kelas Xi Di Sman 1 Sandai Kabupaten Ketapang," April 10, 2013. <https://repository.unmuhpnk.ac.id/812/1/SKRIPSI%20>.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings, data analysis, and discussion in the previous chapter, the researcher drew conclusion as in following:

That the research H_1 (alternative hypothesis) is accepted, and H_0 (null hypothesis) is rejected. These results confirm that the use of project based learning model in teaching English is effective for the eighth grade of SMPN 08 Palopo. It was supported by the result of the questionnaire supported the test results because the students gave positive responses according to the questionnaire so that the test results were good. Based on the findings regarding student responses, students gave positive responses to the use of project based learning in increasing vocabulary.

B. Suggestion

Several suggestions are made for participants who are closely involved in this study. The recommendations are based on research findings. Here is a list of some of them:

1. For teachers

Based on this research, the author suggests that a teacher should create a fun teaching and learning process, especially in this digital era. This project-based learning can be one of the reference media in learning. In addition, teachers should also utilize social media as one of the learning media, such as YouTube,

TikTok and Instagram. Finally, learning topics must be tailored to students' interests and knowledge so that students are motivated to learn.

2. For students

Students who are less active in group work, students respond when they meet online, students' active than the teacher in the teaching-learning process. In addition, students are expected to practice vocabulary as much as possible in their spare time. Students are expected to practice vocabulary, using flashcards that have been made or through other media.

3. For further research

The researcher suggests another technique for vocabulary research to compare the following results. Furthermore, the researcher hopes that readers or other researchers can use this study as a reference for alternative and exciting ways to teach and learn English, especially vocabulary. Researchers also hope this research can be replicated using different research objects and methods. In addition, the researcher suggests that other researchers creatively explore other skills, such as reading and speaking, using project-based learning model.

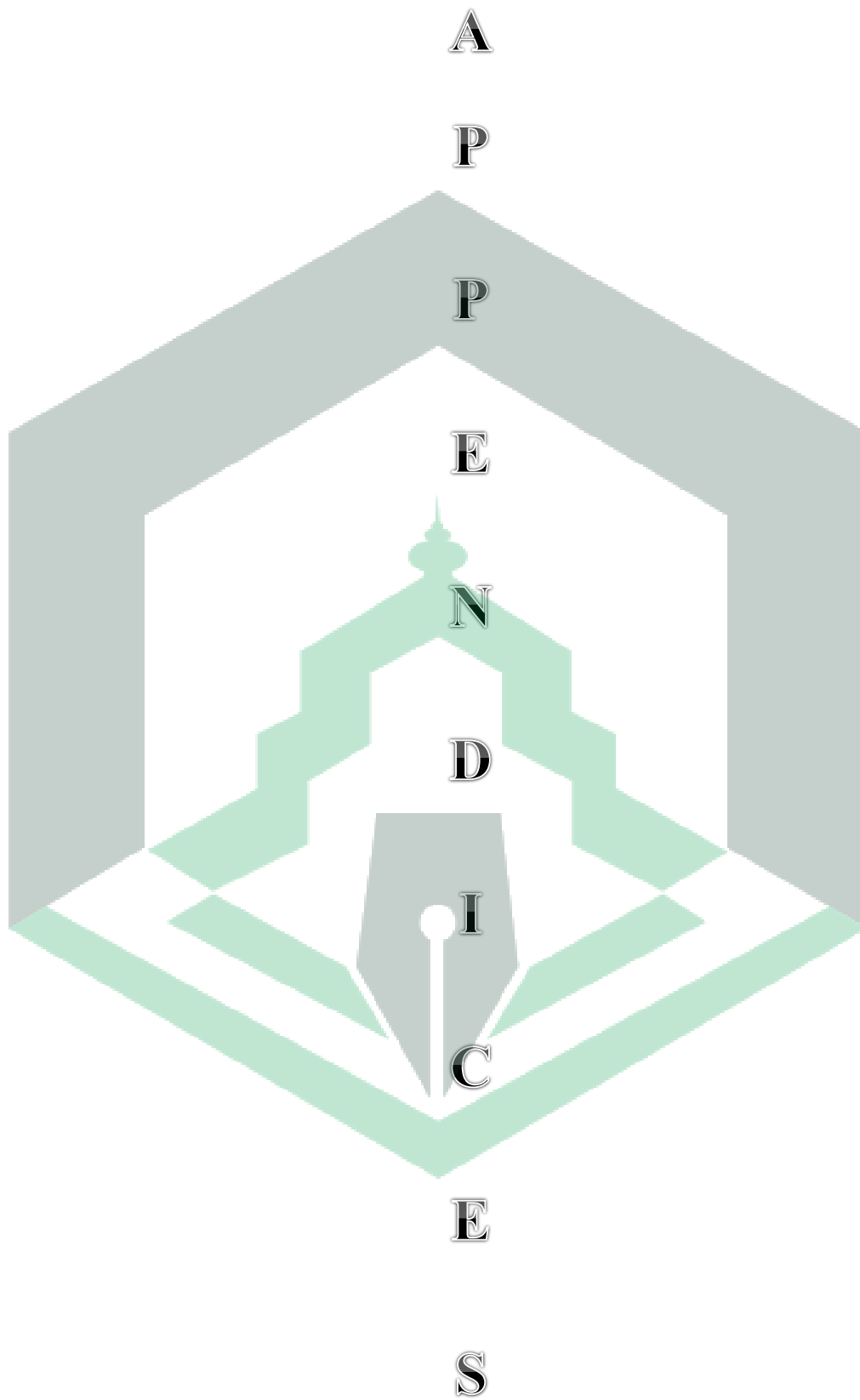
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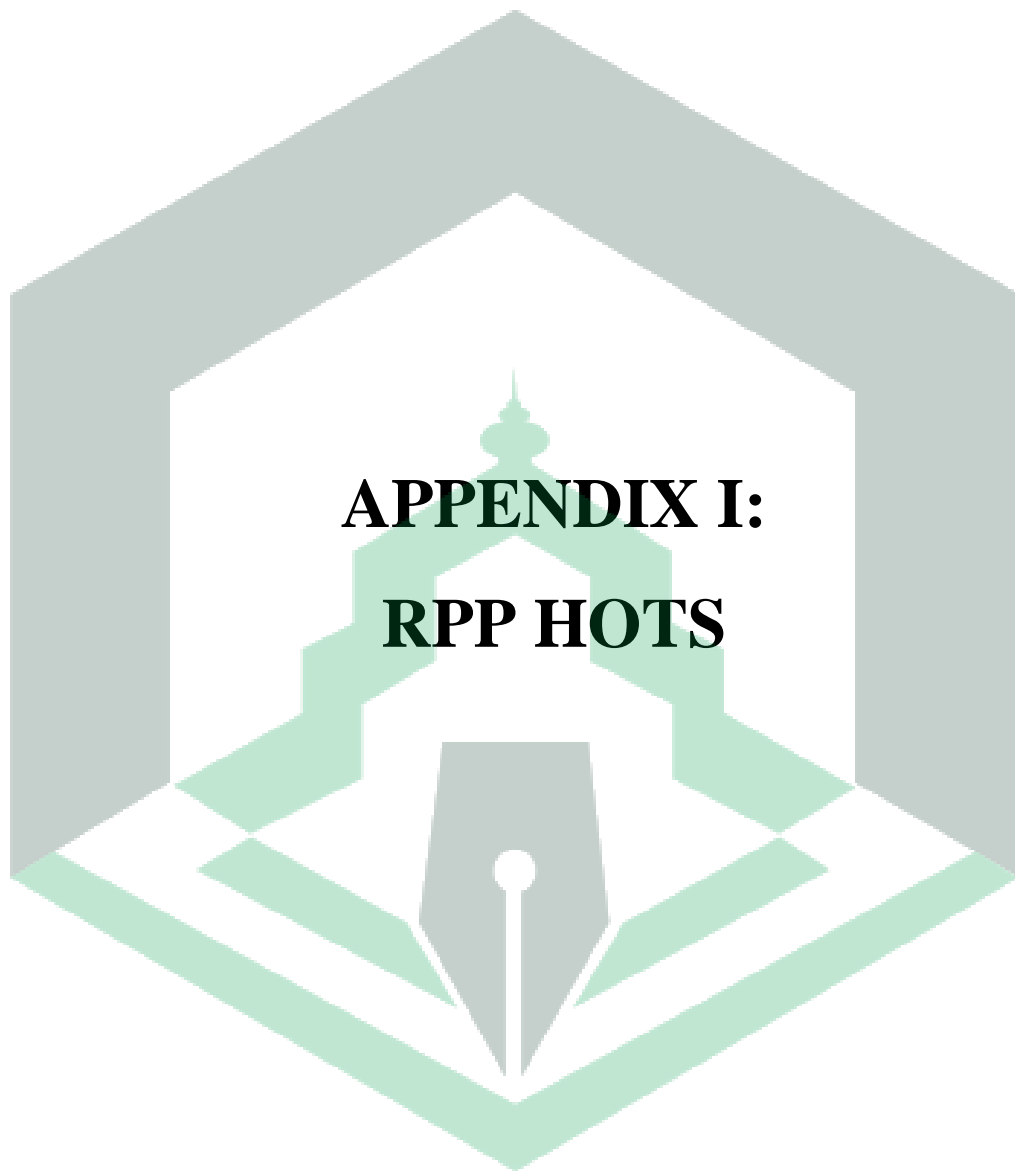
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**APPENDIX I:
RPP HOTS**

RPP HOTS (Higher Order Thinking Skill)

Sekolah : SMPN 8 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : Chapter VII My Uncle is a zookeeper

A. Tujuan Pembelajaran

Bersemerang dalam melaksanakan setiap kegiatan pada pembelajaran bahasa Inggris, menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi, menunjukkan perilaku disiplin, percayadiri dan bertanggung jawab dalam membuat sebuah project.

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran


Guru menyampaikan materi dan siswa memahami materi, kemudian siswa diberikan sebuah tugas atau project membuat flashcard yang akan dibuat dan presentasikan dirumah, dengan membuat video.

2. Strategi Pembelajaran

- a. Pendekatan : Constructivist Approach
- b. Model : Project Based-Learning
- c. Metode : Penugasan/Projek
- d. Teknik : Presentasi
- e. Perangkat : RPP, Flashcard, Video Presentasi
- f. Moda : Campuran (Offline, online)

C. Assessment/ Evaluasi Pembelajaran (mengukur semua TP dan CP)

1. Pre-test
2. Post-test



**APPENDIX II:
PRE-TEST QUESTIONS**

RESEARCH INSTRUMENT**PRE-TEST**

In the researcher gives the topics “Zoo keeper”

Direction:

- Please read the multiple choice zoo keeper
- Cross one of the correct answers (x)



1. This is a.....

- a. cat
- b. dog
- c. bird
- d. fish



2. This is a....

- a. bird
- b. elephant
- c. monkey
- d. mosquito



3. A.....has sharp teeth.

- a. ant
- b. crocodile
- c. sheep
- d. cat



4. A snake has no....

- a. mouth
- b. eyes
- c. leg
- d. tongue



5. A.....has claws.

- a. crab
- b. cat
- c. elephant
- d. bear



6. A....has honey.

- a. worm
- b. frog
- c. bee
- d. zebra

7. Which one below is a shark?



a.



b.



c.



d.



8.

This animal likes to eat a banana. It is a....

- a. Lion
- b. Zebra
- c. bear
- d. monkey



9.

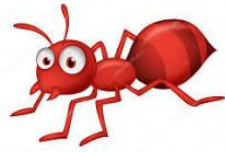
A.....has sharp thorns.

- a. snail
- b. frog
- c. snake
- d. hedgehog

10. Which one is an elephant..



a.



b.



c.



d.



11.

What are the names of these animals...

- a. cat-crab-butterfly
- b. zebra-butterfly-crab
- c. zebra-crab-cat
- d. zebra-crab-butterfly

12. Animal that eats grass is....

- a. cat
- b. dog
- c. goat
- d. shark



13.

What are the names of these animals...

- a. butterfly-frog
- b. crab-frog

- c. cat-frog
- d. crab-butterfly



14. The animal is.....

- a. rabbit
- b. cat
- c. elephant
- d. Zebra



15.

The animals are.....

- a. crab, mosquito
- b. cat, crab
- c. frog, crab
- d. crab, cat



16.

Cow eats.....

- a. leaves
- b. grass
- c. fruit
- d. meat



17. This animal likes to eat a carrot. This is a....

- a. lion
- b. rabbit
- c. bear
- d. monkey

18. Animals that eat grass are....

- a. cat-dog-goat
- b. dog-cow-crab
- c. goat-cow-sheep
- d. shark-crab-cat

19. These animals are kind of the common insect animal.

- a. duck, snake, bird
- b. tiger, lion, crocodile
- c. ant, bee, fly
- d. worm, fish, mouse

20. These animals are usually at the zoo....

- a. cat
- b. duck
- c. monkey
- d. fork



APPENDIX III
POST-TEST QUESTION

RESEARCH INSTRUMEN POST TEST

In the researcher gives the topics “Zookeeper”

Direction:

- Please read the multiple choice zookeeper
- Cross one of the correct answers (x)



1. This is a....

- a. bird
- b. elephant
- c. monkey
- d. mosquito



2. This is a....

- a. horses
- b. rooster
- c. rabbit
- d. bird



3.

This animal likes to eat a banana. This is a....

- a. Lion
- b. Zebra
- c. bear

d. gorilla

4. Animals that eats meat are....

- a. cat-dog-sheep
- b. dog-shark-bird
- c. dog-crocodile-tiger
- d. shark-crab-bee



5. A....has wings.

- a. worm
- b. frog
- c. bee
- d. zebra



6. A.....has fur.

- a. crab
- b. cat
- c. mosquito
- d. ant



7. A worm has no....

- a. eye
- b. tail
- c. leg
- d. skin

8. A.....has sharp teeth.

- a. ant
- b. crocodile
- c. sheep
- d. cat

9. .



These are.....

- a. lion-cat
- b. Tiger-leopard
- c. leopard-tiger
- d. tiger-fork

10. .



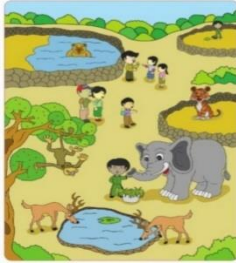
What are the names of these animal...

- a. cat-crab-butterfly-frog
- b. zebra-butterfly-crab-frog
- c. zebra-crab-cat-frog
- d. zebra-crab-butterfly-frog



11. This animal has big ears. The animal is.....

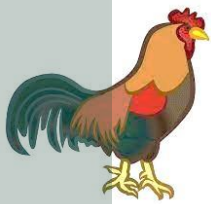
- a. rabbit
- b. cat
- c. elephant
- d. monkey



12. Look at the picture!

What animal can you find there?

- a. elephant
- b. cat
- c. snake
- d. rabbit



13. How many legs does a chicken have?

- a. one
- b. two
- c. three
- d. four



14. Crocodile eats....

- a. leaves
- b. grass
- c. fruit
- d. meat

15.is the biggest land animal.

- a. cat
- b. zebra
- c. elephant
- d. bird

16. A....can produce a milk.

- a. bird
- b. duck
- c. cow
- d. fish

17. These animal are kind of the wild animal.

- a. duck, snake, bird
- b. tiger, lion, crocodile
- c. rabbit, mouse, cat
- d. worm, fish, mouse

18. These animals are kind of pets animal.

- a. rabbit, mouse, cat
- b. duck, worm, crab
- c. dog, spider, mosquito
- d. mosquito, crab, dog

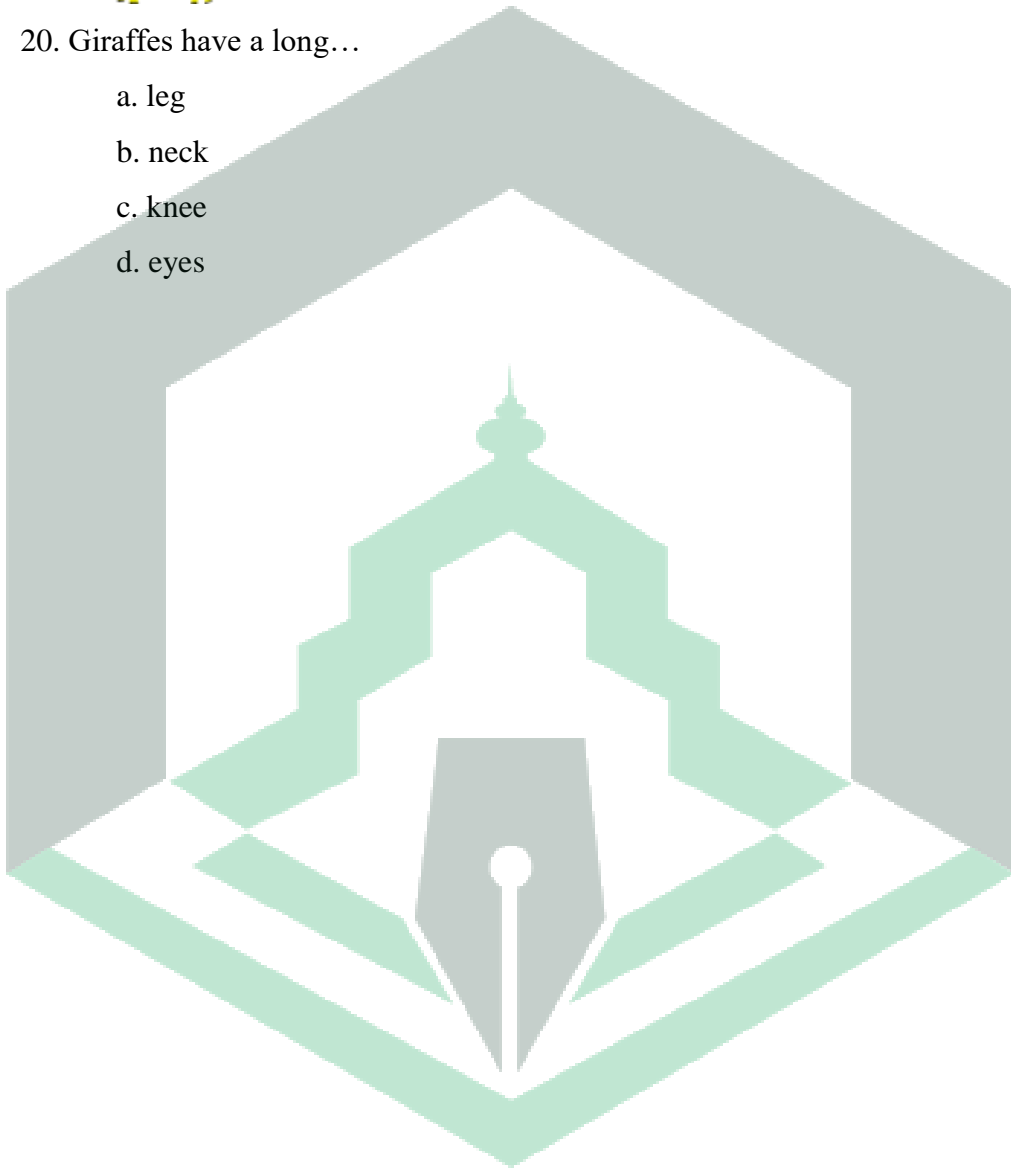
19. These animals are common insects of pets animal.....

- a. cat-fly
- b. duck-fly
- c. roaster-bee
- d. fly-bee



20. Giraffes have a long...

- a. leg
- b. neck
- c. knee
- d. eyes





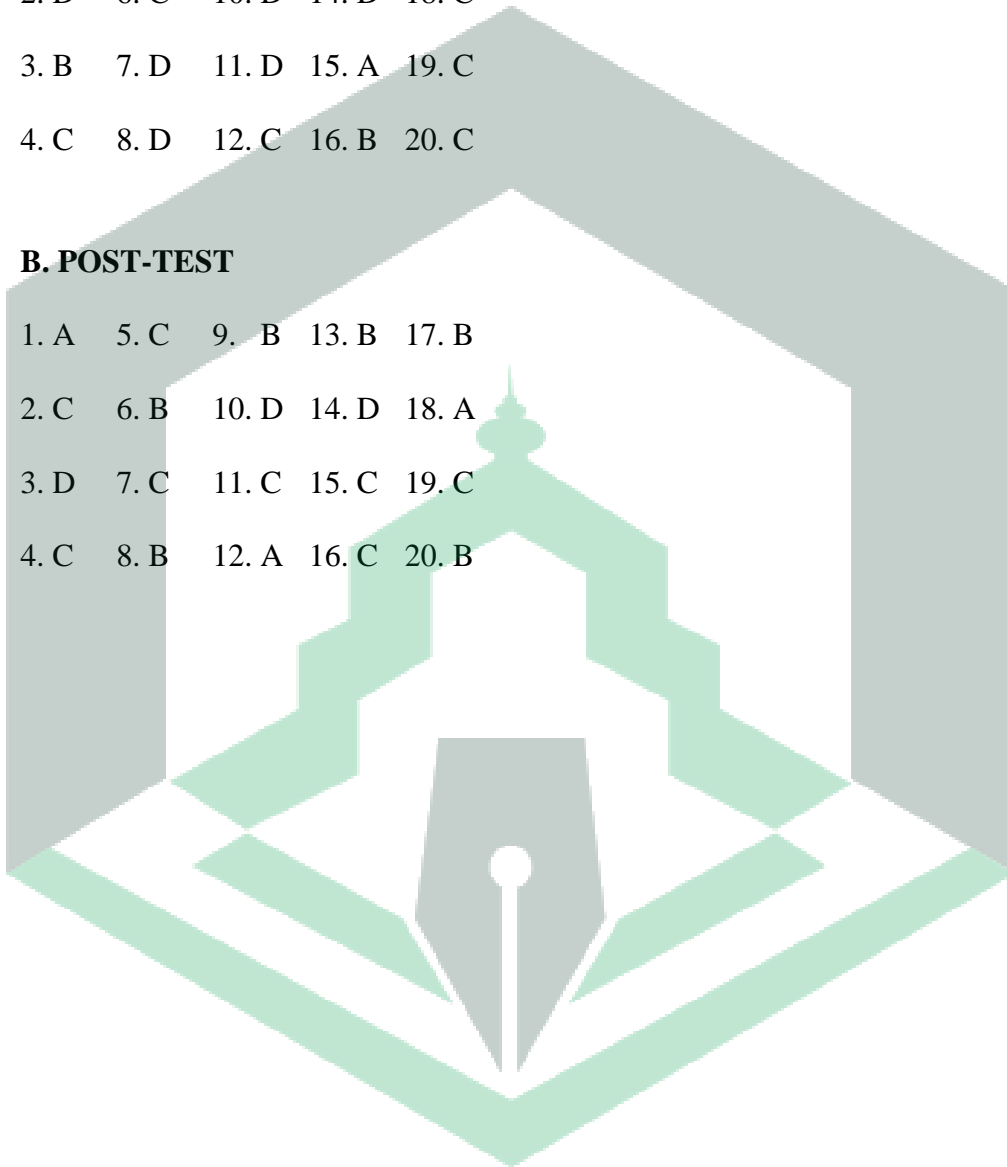
**APPENDIX IV:
ANSWER KEY PRE-TEST AND
POST-TEST QUESTIONS**

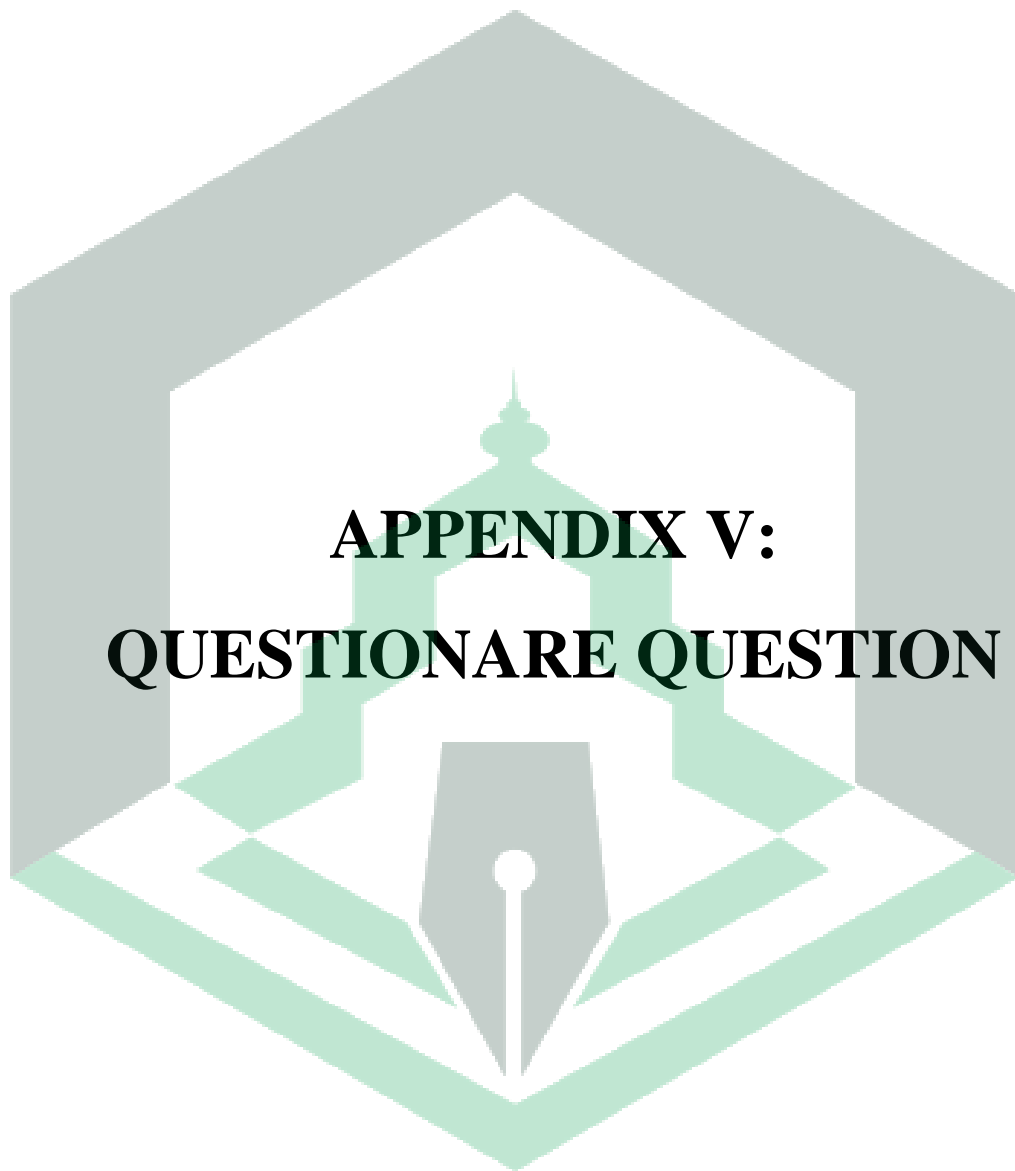
ANSWER KEY**A. PRE-TEST**

1. A 5. A 9. D 13. A 17. B
2. D 6. C 10. D 14. D 18. C
3. B 7. D 11. D 15. A 19. C
4. C 8. D 12. C 16. B 20. C

B. POST-TEST

1. A 5. C 9. B 13. B 17. B
2. C 6. B 10. D 14. D 18. A
3. D 7. C 11. C 15. C 19. C
4. C 8. B 12. A 16. C 20. B





**APPENDIX V:
QUESTIONNAIRE QUESTION**

KUESIONER PENELITIAN

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran menggunakan project based learning (vocabulary) pada mata pelajaran bahasa Inggris.

A. Identitas Siswa:

Nama :

Kelas :

Jenis Kelamin :




B. Petunjuk Pengisian Kuesioner

1. Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan project based learning pembelajaran vocabulary.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), KS (Kurang Setuju), dan TS (Tidak Setuju).
4. Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

No	Pernyataan	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika belajar bahasa Inggris menggunakan metode project based learning.				
2.	Project based learning tidak cocok diterapkan dalam pembelajaran vocabulary.				
3.	Saya lebih antusias dalam mengetahui vocabulary bahasa inggris dengan menggunakan project based learning.				

4.	Belajar vocabulary dengan menggunakan project based learning memotivasi saya untuk megembangkan kemampuan vocabulary dalam bahasa Inggris.				
5.	Kegiatan-kegiatan dengan menggunakan project based learning sangat menyenangkan dan membuat saya enjoy selama proses pembelajaran.				
6.	Pembelajaran dengan menggunakan project based learning mempersulit saya dalam memahami pembelajaran.				
7.	Pembelajaran vocabulary yang diajarkan guru tidak ada kaitannya dengan project based learning.				
8.	Instruksi dalam pengaplikasian project based learning jelas dan dapat di mengerti				
9.	Instruksi dalam pengaplikasian project based learning tidak jelas dan tidak dapat di mengerti.				
10.	Project based learning yang diberikan membantu saya menegetahui vocabulary.				
11.	Saya tidak dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan project based learning.				
12.	Pembelajaran bahasa inggris dengan menggunakana project based learning membuat saya semakin menambah vocabulary.				



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN

NOMOR : 231/IP/DPMPPTSP/III/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: NUR AINIS
Jenis Kelamin	: Perempuan
Alamat	: Dusun Parigusi Kab Luwu
Pekerjaan	: Mahasiswa
NIM	: 1902020012

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE USE OF PROJECT BASED LEARNING IN TEACHING ENGLISH AT THE EIGHTH GRADE OF SMPN 8 PALOPO

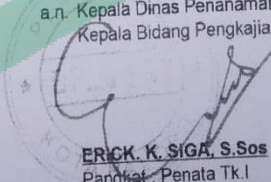
Lokasi Penelitian	: SMP NEGERI 8 PALOPO
Lamanya Penelitian	: 01 Maret 2023 s.d. 01 Mei 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 02 Maret 2023
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



ERICK K. SIGA, S.Sos
 Pangkat : Penata Tk.I
 NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO



Alamat : Jl. Dr. Ratulangi No. 66 Balandi Palopo ☎ (0471) 3201718

SURAT KETERANGAN PENELITIAN
NOMOR : 421.3 /078/SMP.8/III/2023

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa :

Nama : NUR AINIS
Tempat / Tgl Lahir : Parigi, 14 Februari 2002
NIM : 1902020012
Pekerjaan : Mahasiswi
Fakultas/Prodi : Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan Pendidikan Bahasa Inggris IAIN Palopo

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo untuk kepentingan penulisan skripsi pada tanggal 07 Maret s.d 30 April 2023 dengan judul "*THE USE OF PROJECT BASED LEARNING IN TEACHING ENGLISH AT THE EIGHT GRADE OF SMPN 8 PALOPO*".

Demikian keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 04 April 2023

Kepala Sekolah,



BASRUM SATRIA, S.Pd., M.M
NIP: 19670616 199503 1 007



SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Ermawati, S.Pd.I., M.Hum.
 Jabatan/Pekerjaan : Dosen
 Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

The Use of Project Based Learning in Teaching English at The Eighth Grade of SMPN 8 Palopo dari mahasiswa:

Nama : Nur Ainis
 Program Studi : Pendidikan Bahasa Inggris
 NIM : 19 0202 0012

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

- Perbaiki tense yang sesuai dengan arahan.
- Ganti soal yang sama.
- Tambahkan beberapa gambar yang sesuai.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 20 Februari 2023

Validator,

Ermawati, S.Pd.I., M.Hum.

NIP. 199111172020122019

*coret yang tidak perlu



**APPENDIX VIII:
HASIL PRE-TEST PENELITIAN**

S:15

$$\frac{5}{20} \times 100 = 25$$

NAME : Irsan Ibrahim

CLASS : VIII.5

INSTRUMENT PRE-TEST

In the researcher gives the topics "Zookeeper"

Direction:

- Please read the multiple choice zookeeper
- Cross one of the correct answers (x)



1. This is a....

- a. cat
- b. dog
- c. bird
- d. fish

✓



2. This is a....

- a. bird
- b. elephant
- c. monkey
- d. mosquito

✗



3. A.....has sharp teeth.

- a. ant
- b. crocodile
- c. sheep
- d. cat


✓




4. A snake has no....

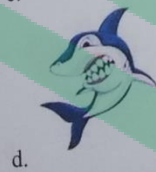
- a. ~~no~~ mouth
- b. eyes
- c. leg
- d. tanguue

✗

5.  A.....has claws.
- a. crab
 - ~~b. cat~~ ✕
 - c. elevhant
 - ~~d. bear~~ ✕

6.  A...has honey.
- ~~a. worm~~ ✕
 - b. frog ✕
 - c. bee
 - d. zebra

7. Which one below is a shark.





8. This animal likes to eat a banana. It is a....

- a. Lion
- b. Zebra
- c. bear
- d. monkey



9. A....has sharp thorns.

- a. snail
- b. frog
- c. snake
- d. hedgehog



10. Which one is an elephant..



a.



b.



c.



d.



11. What are the names of these animals...
- a. cat-crab-butterfly
 - b. zebra-butterfly-crab
 - c. zebra-crab-cat
 - d. zebra-crab-butterfly

12. Animal that eats grass is....
- a. cat
 - b. dog
 - c. goat
 - d. shark



13. What are the names of these animals...
- a. butterfly-frog
 - b. crab-frog
 - c. cat-frog
 - d. crab-butterfly



14. The animal is.....
- a. rabbit
 - b. cat
 - c. elephant
 - d. Zebra



15. The animals are....
- a. crab, mosquito
 - b. eat, crab
 - c. frog, crab
 - d. crab, cat



16. Cow eats....
- a. leaves
 - b. grass
 - c. fruit
 - d. meat
17. This animal likes to eat a carrot. This is a....
- a. lion
 - b. rabbit
 - c. bear
 - d. monkey
18. Animals that eat grass are....
- a. cat-dog-goat
 - b. dog-cow-crab
 - c. goat-cow-sheep
 - d. shark-crab-cat
19. These animals are kind of the common insect animal.
- a. duck, snake, bird
 - b. tiger, lion, crocodile
 - c. ant, bee, fly
 - d. worm, fish, mouse
20. These animals are usually at the zoo....
- a. cat
 - b. duck
 - c. monkey
 - d. fork

s: 14

$$\frac{6}{20} \times 100 = (30)$$

NAME : m. Syafwan ahmad

CLASS : VIII. 5

INSTRUMENT PRE-TEST

In the researcher gives the topics "Zookeeper"

Direction:

- Please read the multiple choice zookeeper
- Cross one of the correct answers (x)



1. This is a.....

- a. cat
- b. dog
- c. bird
- d. fish



2. This is a....

- a. bird
- b. elephant
- c. monkey
- d. mosquito



3. A.....has sharp teeth.


- a. ant
- b. crocodile
- c. sheep
- d. cat




4. A snake has no....

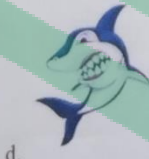
- a. ~~no~~ mouth
- b. eyes
- c. leg
- d. tanguer



5. 
A.....has claws.
a. crab
b. cat
c. elevhant
 d. bear

6. 
A...has honey.
 a. worm
b. frog
 c. bee
d. zebra

7. Which one below is a shark.





8. This animal likes to eat a banana. It is a....

- a. Lion
- b. Zebra
- c. bear
- d. monkey



9. A....has sharp thorns.

- a. snail
- b. frog
- c. snake
- d. hedgehod



10. Which one is an elephant..



a.



b.



c.



d.





11.

What are the names of these animals...

- a. cat-crab-butterfly
- b. zebra-butterfly-crab
- c. zebra-crab-cat
- d. zebra-crab-butterfly

12. Animal that eats grass is....

- a. cat
- b. dog
- c. goat
- d. shark



13.

What are the names of these animals...

- a. butterfly-frog
- b. crab-frog
- c. cat-frog
- d. crab-butterfly



14.

The animal is.....

- a. rabbit
- b. cat
- c. elephant
- d. Zebra



15.

The animals are....

- a. crab, mosquito
- b. cat, crab
- c. frog, crab
- d. crab, cat



16.

- a. leaves
- b. grass
- c. fruit
- d. meat

Cow eats....

✗

17.

- a. lion
- b. rabbit
- c. bear
- d. monkey

This animal likes to eat a carrot. This is a....

✗

18. Animals that eat grass are....

- a. cat-dog-goat
- b. dog-cow-crab
- c. goat-cow-sheep
- d. shark-crab-cat

✗

19. These animals are kind of the common insect animal.

- a. duck, snake, bird
- b. tiger, lion, crocodile
- c. ant, bee, fly
- d. worm, fish, mouse

✓

20. These animals are usually at the zoo....

- a. cat
- b. duck
- c. monkey
- d. fork

✗

S: 19

$$\frac{6}{20} \times 100 = 30$$

NAME : Etabsdini Lewhang

CLASS : VIII.5

INSTRUMENT PRE-TEST

In the researcher gives the topics "Zookeeper"

Direction:

- Please read the multiple choice zookeeper
- Cross one of the correct answers (x)



1. This is a.....

- a. cat
- b. dog
- c. bird
- d. fish



2. This is a....

- a. bird
- b. elephant
- c. monkey
- d. mosquito



3. A.....has sharp teeth.

- a. ant
- b. crocodile
- c. sheep
- d. cat



4. A snake has no....

- a. ~~mouth~~ mouth
- b. eyes
- c. leg
- d. tanguue



5. A.....has claws.

- a. crab
- b. cat
- c. elevhant
- d. bear

X



6. A...has honey.

- a. worm
- b. frog
- c. bee
- d. zebra

X

7. Which one below is a shark.



a.



b.



c.



d.

X



8. This animal likes to eat a banana. It is a....

- a. Lion
- b. Zebra
- c. bear
- d. monkey ✓



9. A.....has sharp thorns.

- a. snail ✗
- b. frog
- c. snake ✗
- d. hedgehog

10. Which one is an elephant..



a.



b.



c.



d.



11. What are the names of these animals...
- a. cat-crab-butterfly
 - b. zebra-butterfly-crab
 - c. zebra-crab-cat
 - zebra-crab-butterfly

12. Animal that eats grass is....
- a. cat
 - b. dog
 - c. goat
 - shark



13. What are the names of these animals...
- a. butterfly-frog
 - b. crab-frog
 - c. cat-frog
 - crab-butterfly



14. The animal is....
- a. rabbit
 - b. cat
 - c. elephant
 - Zebra



15. The animals are....
- a. crab, mosquito
 - cat, crab
 - c. frog, crab
 - crab, cat



16.

Cow eats....

- a. leaves
- b. grass
- c. fruit
- d. meat

X

17.

This animal likes to eat a carrot. This is a....

- a. lion
- b. rabbit
- c. bear
- d. monkey

✓

18. Animals that eat grass are....

- a. cat-dog-goat
- b. dog-cow-crab
- c. goat-cow-sheep
- d. shark-crab-cat

X

19. These animals are kind of the common insect animal.

- a. duck, snake, bird
- b. tiger, lion, crocodile
- c. ant, bee, fly
- d. worm, fish, mouse

X

20. These animals are usually at the zoo....

- a. cat
- b. duck
- c. monkey
- d. fork

X



S:3

$$\frac{17}{20} \times 100 = 85$$

NAME : IRSON IBRAHIM
CLASS : VIII-5

INSTRUMEN POST TEST

In the researcher gives the topics "Zookeeper"

Direction:

- Please read the multiple choice zookeeper
- Cross one of the correct answers (x)



1. This is a....
- a. bird
 - b. elephant
 - c. monkey
 - d. mosquito



2. This is a....
- a. horses
 - b. rooster
 - c. ant
 - d. bird



3. This animal likes to eat a banana. This is a....
- a. Lion
 - b. Zebra
 - c. bear
 - d. gorilla

4. Animals that eats meat are....
- a. cat-dog-sheep
 - b. dog-shark-bird
 - c. dog-crocodile-tiger
 - d. shark-crab-bee



5. A....has wings.
a. worm
b. frog
 c. bee ✓
d. zebra



6. A.....has fur.
a. crab
 b. cat ✓
c. mosquito
d. ant



7. A worm has no....
 a. eye ✓
b. tail
 c. leg ✓
d. skin

8. A.....has sharp teeth.
 a. ant ✓
 b. crocodile ✓
c. sheep
d. cat



- 9.. These are.....
a. lion-cat
 b. Tiger-leopard ✓
c. leopard-tiger
d. tiger-fork



What are the names of these animal...

- a. cat-crab-butterfly-frog
- b. zebra-butterfly-crab-frog
- c. zebra-crab-cat-frog
- d. zebra-crab-butterfly-frog



11. This animal has big ears. The animal is.....

- a. rabbit
- b. cat
- c. elephant
- d. monkey



12. Look at the picture!
What animal can you find there?

- a. elephant
- b. cat
- c. snake
- d. rabbit



13. How many legs does a chicken have?

- a. one
- b. two
- c. three
- d. four



14. Crocodile eats....

- a. leaves
- b. grass
- c. fruit ✓
- d. meat

15.is the biggest land animal.

- a. cat
- b. zebra ✓
- c. elephant
- d. bird

16. A....can produce a milk.

- a. bird
- b. duck ✓
- c. cow
- d. fish

17. These animal are kind of the wild animal.

- a. duck, snake, bird
- b. tiger, lion, crocodile ✓
- c. rabbit, mouse, cat
- d. worm, fish, mouse

18. These animals are kind of pets animal.

- a. rabbit, mouse, cat ✓
- b. duck, worm, crab
- c. dog, spider, mosquito ✓
- d. mosquito, crab, dog

19. These animals are common insects of pets animal.....

- a. cat-fly
- b. duck-fly ✓
- c. roaster-bee
- d. fly-bee



20. Giraffes have a long...

- a. leg ✓
- b. neck
- c. knee
- d. eyes

S:3

$$\frac{17}{20} \times 100 = 85$$

NAME: m. SAFWAN ahmad

CLASS: VIII.5

INSTRUMEN POST TEST

In the researcher gives the topics "Zookeeper"

Direction:

- Please read the multiple choice zookeeper
- Cross one of the correct answers (x)



1. This is a....

- a. bird
- b. elephant
- c. monkey ✓
- d. mosquito



2. This is a....

- a. horses
- b. rooster
- c. ant ✓
- d. bird



3. This animal likes to eat a banana. This is a....

- a. Lion
- b. Zebra
- c. bear ✓
- d. gorilla ✓

4. Animals that eats meat are....

- a. cat-dog-sheep
- b. dog-shark-bird
- c. dog-crocodile-tiger ✓
- d. shark-crab-bee



5. A....has wings.
- a. worm
 - b. frog
 - c. bee ✓
 - d. zebra



6. A.....has fur.
- a. crab
 - b. cat ✓
 - c. mosquito
 - d. ant



7. A worm has no....
- a. ~~eye~~ ✓
 - b. tail
 - c. leg ✓
 - d. skin

8. A.....has sharp teeth.
- a. ant
 - b. crocodile
 - c. sheep ✗
 - d. cat



9. These are.....
- a. lion-cat
 - b. Tiger-leopard ✓
 - c. leopard-tiger
 - d. tiger-fork



10.

What are the names of these animal...

- a. cat-crab-butterfly-frog
- b. zebra-butterfly-crab-frog
- c. zebra-crab-cat-frog
- d. zebra-crab-butterfly-frog



11. This animal has big ears. The animal is....

- a. rabbit
- b. cat
- c. elephant
- d. monkey

12. Look at the picture!
What animal can you find there?

- a. elephant
- b. cat
- c. snake
- d. rubbit



13. How many legs does a chicken have?

- a. one
- b. two
- c. three
- d. four



14. Crocodile eats....

- a. leaves
- b. grass
- c. fruit
- d. meat

15.is the biggest land animal.

- a. cat
- b. zebra
- c. elephant
- d. bird

16. A....can produce a milk.

- a. bird
- b. duck
- c. cow
- d. fish

17. These animal are kind of the wild animal.

- a. duck, snake, bird
- b. tiger, lion, crocodile
- c. rabbit, mouse, cat
- d. worm, fish, mouse

18. These animals are kind of pets animal.

- a. rabbit, mouse, cat
- b. duck, worm, crab
- c. dog, spider, mosquito
- d. mosquito, crab, dog

19. These animals are common insects of pets animal.....

- a. cat-fly
- b. duck-fly
- c. roaster-bee
- d. fly-bee



20. Giraffes have a long...

- a. leg
- b. neck
- c. knee
- d. eyes

| 8:3

$$\frac{17}{20} \times 100 = 85$$

NAME: Claus Dwi Pribadi
CLASS: V(1)(5)

INSTRUMEN POST TEST

In the researcher gives the topics "Zookeeper"

Direction:

- Please read the multiple choice zookeeper
- Cross one of the correct answers (x)



1. This is a....

- a. bird
- b. elephant
- c. monkey ✓
- d. mosquito



2. This is a....

- a. horses
- b. rooster ✓
- c. ant
- d. bird



3. This animal likes to eat a banana. This is a....

- a. Lion
- b. Zebra ✓
- c. bear
- d. gorilla

4. Animals that eats meat are....

- a. cat-dog-sheep
- b. dog-shark-bird
- c. dog-crocodile-tiger ✓
- d. shark-crab-bee



5. A...has wings.
- a. worm
 - b. frog
 - c. bee ✓
 - d. zebra



6. A.....has fur.
- a. crab
 - b. cat ✓
 - c. mosquito
 - d. ant





7. A worm has no....
- a. eye ✓
 - b. tail
 - c. leg ✓
 - d. skin

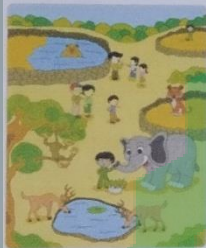
8. A.....has sharp teeth.
- a. ant ✓
 - b. crocodile ✗
 - c. sheep
 - d. cat




9. These are.....
- a. lion-cat
 - b. Tiger-leopard ✓
 - c. leopard-tiger
 - d. tiger-fork

10. 
- What are the names of these animal...
- a. cat-crab-butterfly-frog
 - b. zebra-butterfly-crab-frog
 - c. zebra-crab-cat-frog
 - d. zebra-crab-butterfly-frog ✓

- 
11. This animal has big ears. The animal is.....
- a. rabbit
 - b. cat ✓
 - c. elephant ✓
 - d. monkey



12. Look at the picture!
What animal can you find there?
- a. elephant ✓
 - b. cat ✓
 - c. snake
 - d. rabbit

- 
13. How many legs does a chicken have?
- a. one
 - b. two ✓
 - c. three
 - d. four ✓



14. Crocodile eats....
- a. leaves
 - b. grass
 - c. fruit ✓
 - ~~d. meat~~

15.is the biggest land animal.
- a. cat
 - b. zebra
 - ~~c. elephant~~ ✓
 - d. bird

16. A....can produce a milk.
- ~~a. bird~~
 - b. duck ✗
 - c. cow
 - d. fish

17. These animal are kind of the wild animal.
- a. duck, snake, bird
 - ~~b. tiger, lion, crocodile~~ ✓
 - c. rabbit, mouse, cat
 - d. worm, fish, mouse

18. These animals are kind of pets animal.
- ~~a. rabbit, mouse, cat~~ ✓
 - b. duck, worm, crab
 - c. dog, spider, mosquito
 - d. mosquito, crab, dog

19. These animals are common insects of pets animal.....
- ~~a. cat-fly~~ ✓
 - b. duck-fly
 - ~~c. roaster-bee~~
 - d. fly-bee



20. Giraffes have a long...
- a. leg
 - ~~b. neck~~ ✓
 - ~~c. knee~~
 - d. eyes



(25)

KUESIONER PENELITIAN

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran menggunakan project based learning (vocabulary) pada mata pelajaran bahasa Inggris.

A. Identitas Siswa:

Nama : *Nadine Adelia*
 Kelas : *VIII. 5*
 Jenis Kelamin : *cowi*

B. Petunjuk Pengisian Kuesioner

1. Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan project based learning pembelajaran vocabulary.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), KS (Kurang Setuju), dan TS (Tidak Setuju).
4. Isilah pertanyaan tersebut dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

No	Pernyataan	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika belajar bahasa Inggris menggunakan metode project based learning.			✓ 4	
2.	Project based learning tidak cocok diterapkan dalam pembelajaran vocabulary.	✓ 1			
3.	Saya lebih antusias dalam mengetahui vocabulary bahasa Inggris dengan menggunakan project based learning.			✓ 4	
4.	Belajar vocabulary dengan menggunakan project based learning memotivasi saya untuk mengembangkan kemampuan vocabulary dalam			✓ 4	

	bahasa Inggris.				
5.	Kegiatan-kegiatan dengan menggunakan project based learning sangat menyenangkan dan membuat saya enjoy selama proses pembelajaran.			✓ 4	
6.	Pembelajaran dengan menggunakan project based learning mempersulit saya dalam memahami pembelajaran.	✓ 1			
7.	Pembelajaran vocabulary yang diajarkan guru tidak ada kaitannya dengan project based learning.	✓ 1			
8.	Instruksi dalam pengaplikasian project based learning jelas dan dapat di mengerti			✓ 4	
9.	Instruksi dalam pengaplikasian project based learning tidak jelas dan tidak dapat di mengerti.	✓ 1			
10.	Project based learning yang diberikan membantu saya menegetahui vocabulary.			✓ 4	
11.	Saya tidak dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan project based learning.	✓ 1			
12.	Pembelajaran bahasa inggris dengan menggunakana project based learning membuat saya semakin menambah vocabulary.			✓ 4	

Total : 33

(7)

KUESIONER PENELITIAN

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran menggunakan project based learning (vocabulary) pada mata pelajaran bahasa Inggris.

A. Identitas Siswa:

Nama : Fais Ardane Hamana
 Kelas : VKI-5
 Jenis Kelamin : L

B. Petunjuk Pengisian Kuesioner

1. Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan project based learning pembelajaran vocabulary.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), KS (Kurang Setuju), dan TS (Tidak Setuju).
4. Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

No	Pernyataan	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika belajar bahasa Inggris menggunakan metode project based learning.				✓ 3
2.	Project based learning tidak cocok diterapkan dalam pembelajaran vocabulary.	✓ 1			.
3.	Saya lebih antusias dalam mengetahui vocabulary bahasa Inggris dengan menggunakan project based learning.				✓ 3
4.	Belajar vocabulary dengan menggunakan project based learning memotivasi saya untuk mengembangkan kemampuan vocabulary dalam				✓ 3

	bahasa Inggris.				
5.	Kegiatan-kegiatan dengan menggunakan project based learning sangat menyenangkan dan membuat saya enjoy selama proses pembelajaran.				✓ 3
6.	Pembelajaran dengan menggunakan project based learning mempersulit saya dalam memahami pembelajaran.	✓ 1			
7.	Pembelajaran vocabulary yang diajarkan guru tidak ada kaitannya dengan project based learning.		✓ 2		
8.	Instruksi dalam pengaplikasian project based learning jelas dan dapat di mengerti				✓ 3
9.	Instruksi dalam pengaplikasian project based learning tidak jelas dan tidak dapat di mengerti.	✓ 1			
10.	Project based learning yang diberikan membantu saya menegetahui vocabulary.			✓ 4	
11.	Saya tidak dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan project based learning.		✓ 2		
12.	Pembelajaran bahasa inggris dengan menggunakana project based learning membuat saya semakin menambah vocabulary.			✓ 4	

Total: 30

KUESIONER PENELITIAN

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran menggunakan project based learning (vocabulary) pada mata pelajaran bahasa Inggris.

A. Identitas Siswa:

Nama : Ericha grentino
 Kelas : VIII.5
 Jenis Kelamin : P

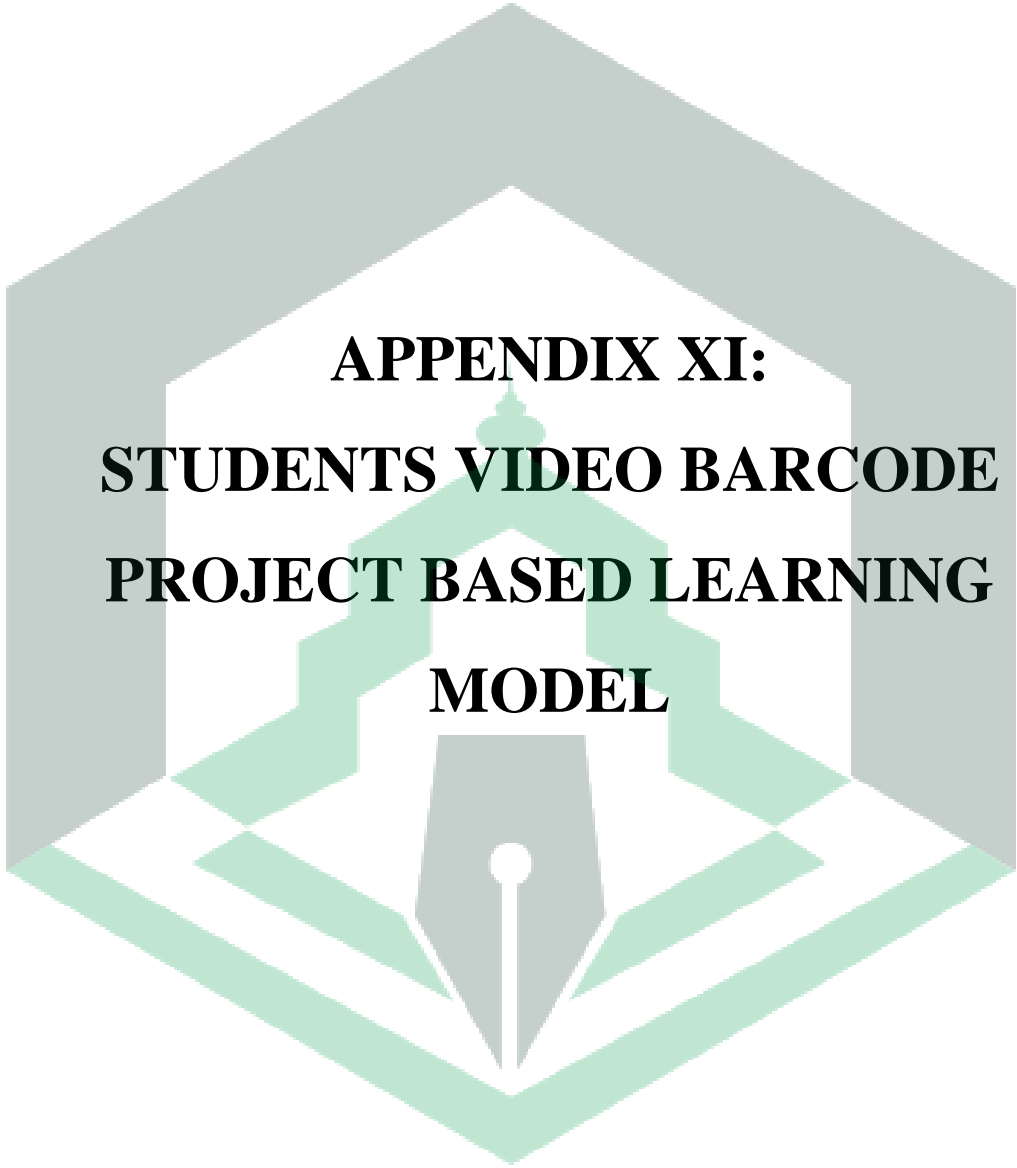
B. Petunjuk Pengisian Kuesioner

1. Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan project based learning pembelajaran vocabulary.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), KS (Kurang Setuju), dan TS (Tidak Setuju).
4. Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

No	Pernyataan	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika belajar bahasa Inggris menggunakan metode project based learning.				✓ 3
2.	Project based learning tidak cocok diterapkan dalam pembelajaran vocabulary.	✓ 1			
3.	Saya lebih antusias dalam mengetahui vocabulary bahasa Inggris dengan menggunakan project based learning.				✓ 3
4.	Belajar vocabulary dengan menggunakan project based learning memotivasi saya untuk mengembangkan kemampuan vocabulary dalam				✓ 3

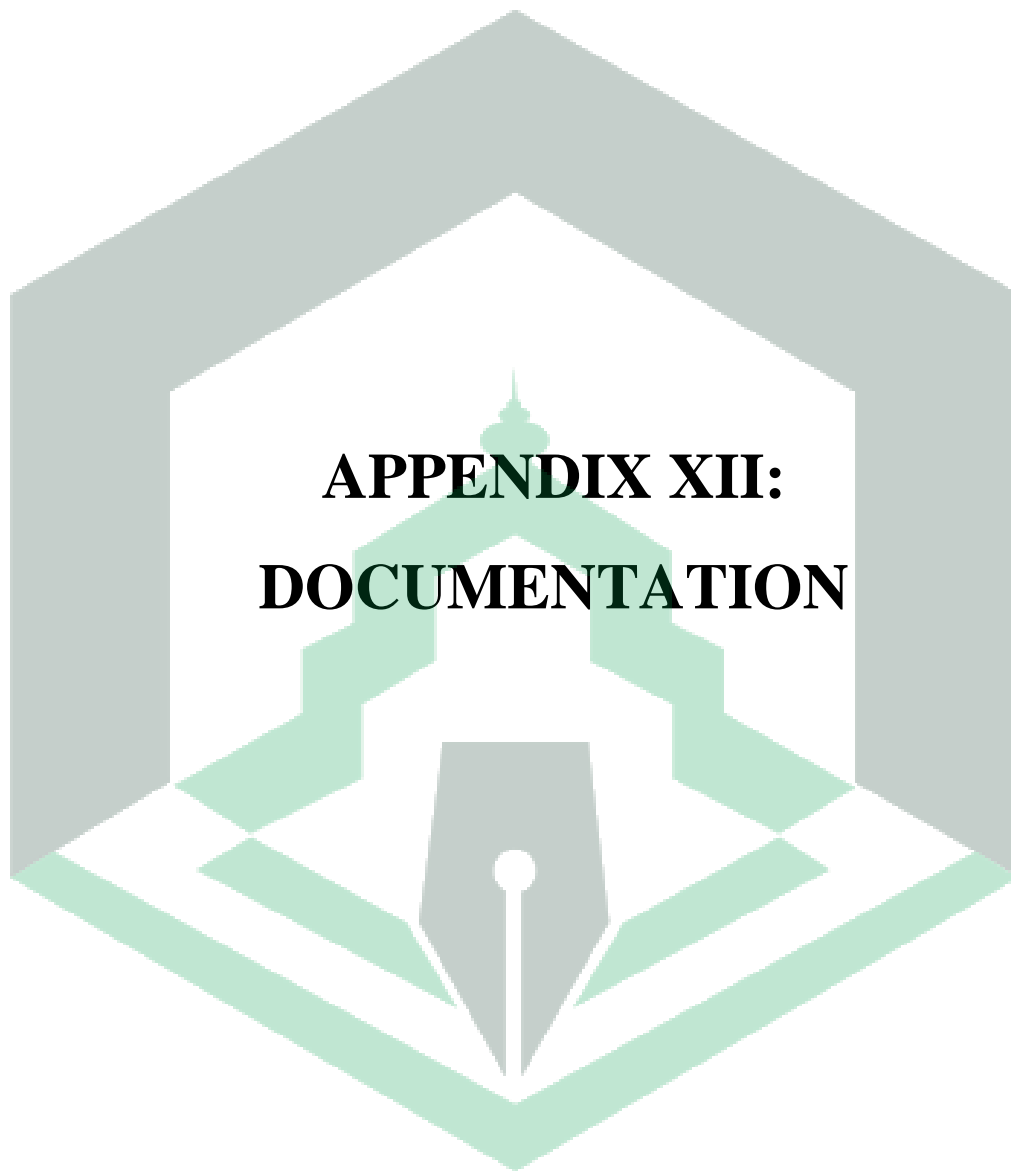
bahasa Inggris.					
5.	Kegiatan-kegiatan dengan menggunakan project based learning sangat menyenangkan dan membuat saya enjoy selama proses pembelajaran.				✓ 3
6.	Pembelajaran dengan menggunakan project based learning mempersulit saya dalam memahami pembelajaran.	✓ 1			
7.	Pembelajaran vocabulary yang diajarkan guru tidak ada kaitannya dengan project based learning.	✓ 1			
8.	Instruksi dalam pengaplikasian project based learning jelas dan dapat di mengerti				✓ 3
9.	Instruksi dalam pengaplikasian project based learning tidak jelas dan tidak dapat di mengerti.	✓ 1			
10.	Project based learning yang diberikan membantu saya menegetahui vocabulary.				✓ 3
11.	Saya tidak dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan project based learning.	✓ 1			
12.	Pembelajaran bahasa inggris dengan menggunakana project based learning membuat saya semakin menambah vocabulary.				✓ 3

Total : 26



**APPENDIX XI:
STUDENTS VIDEO BARCODE
PROJECT BASED LEARNING
MODEL**







Picture 1: students were given an explanation on how to complete the pre-test





Picture 2: Students work on pre-test question





Picture 3 : Students were treated





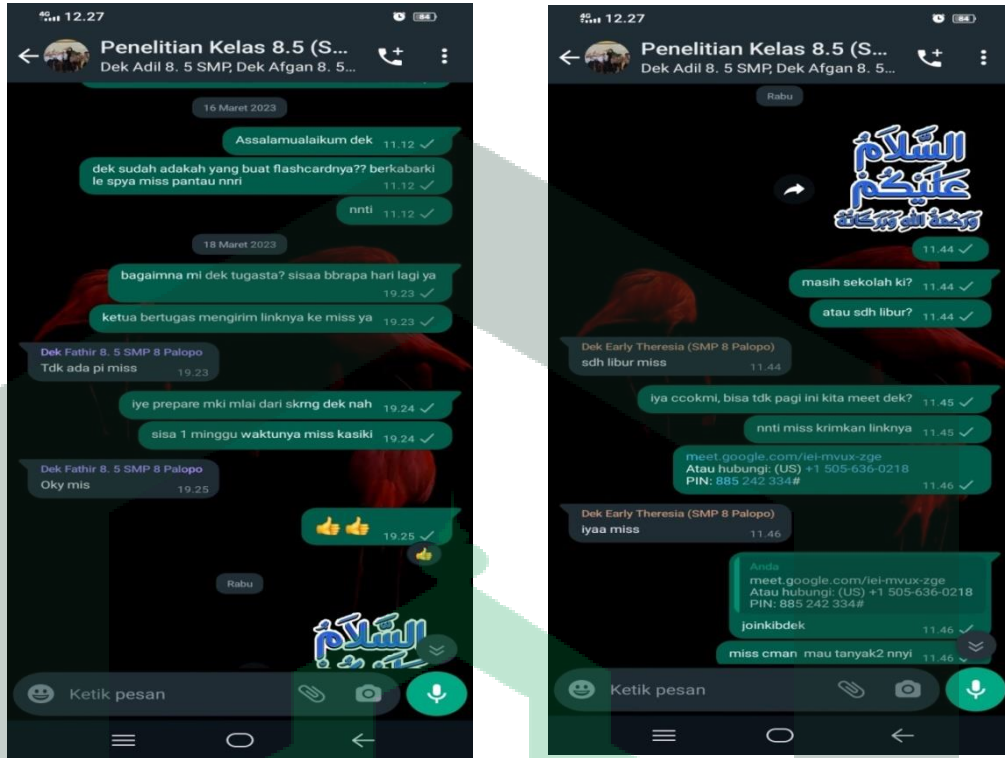
Picture 4 : Students were divided into four group and discussed the project that had been given



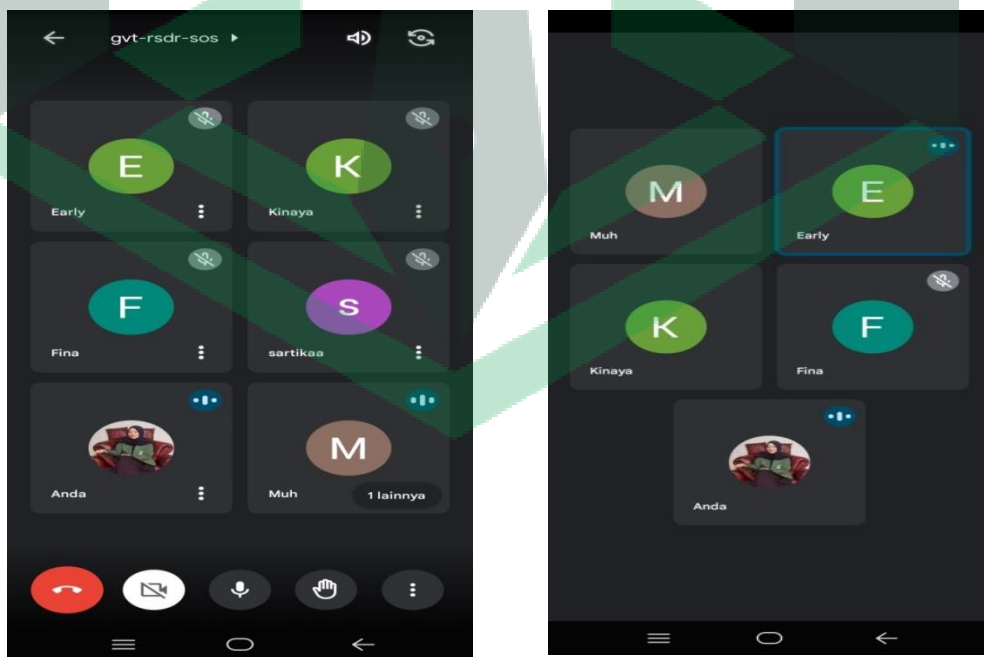


Picture 5 : Students work on post-test and questionnaire

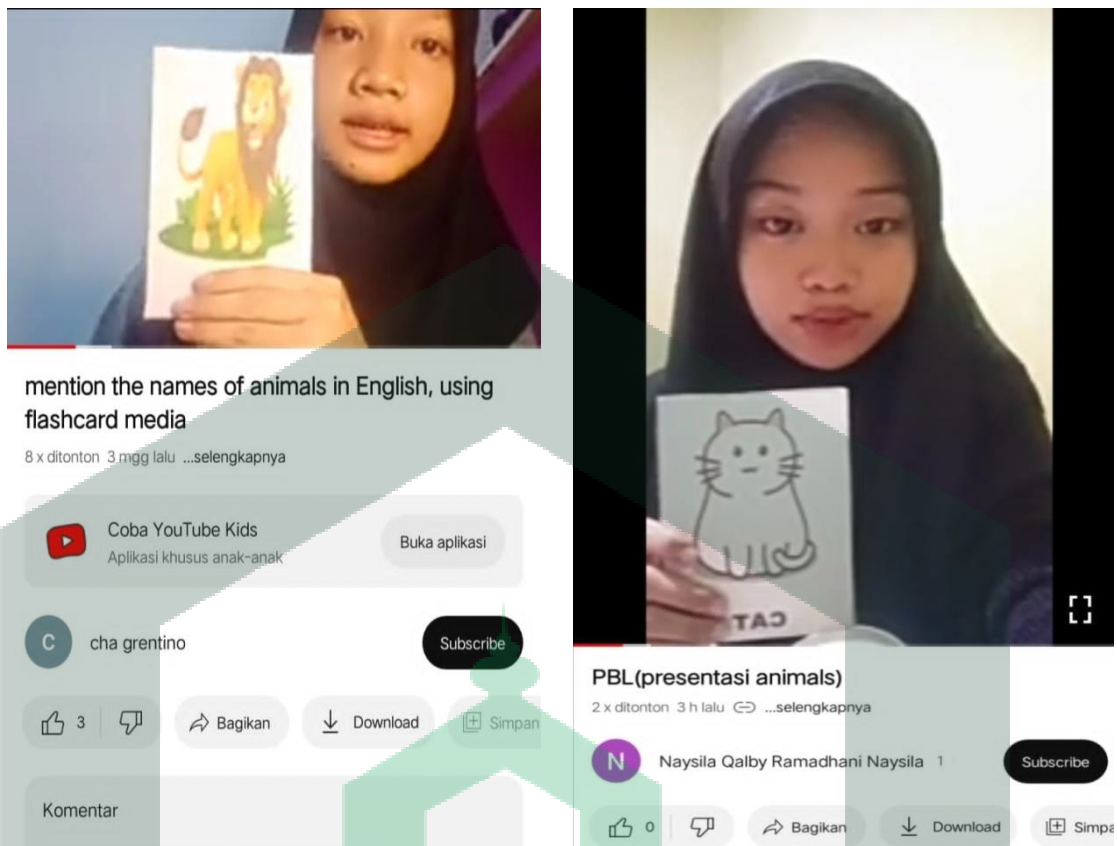




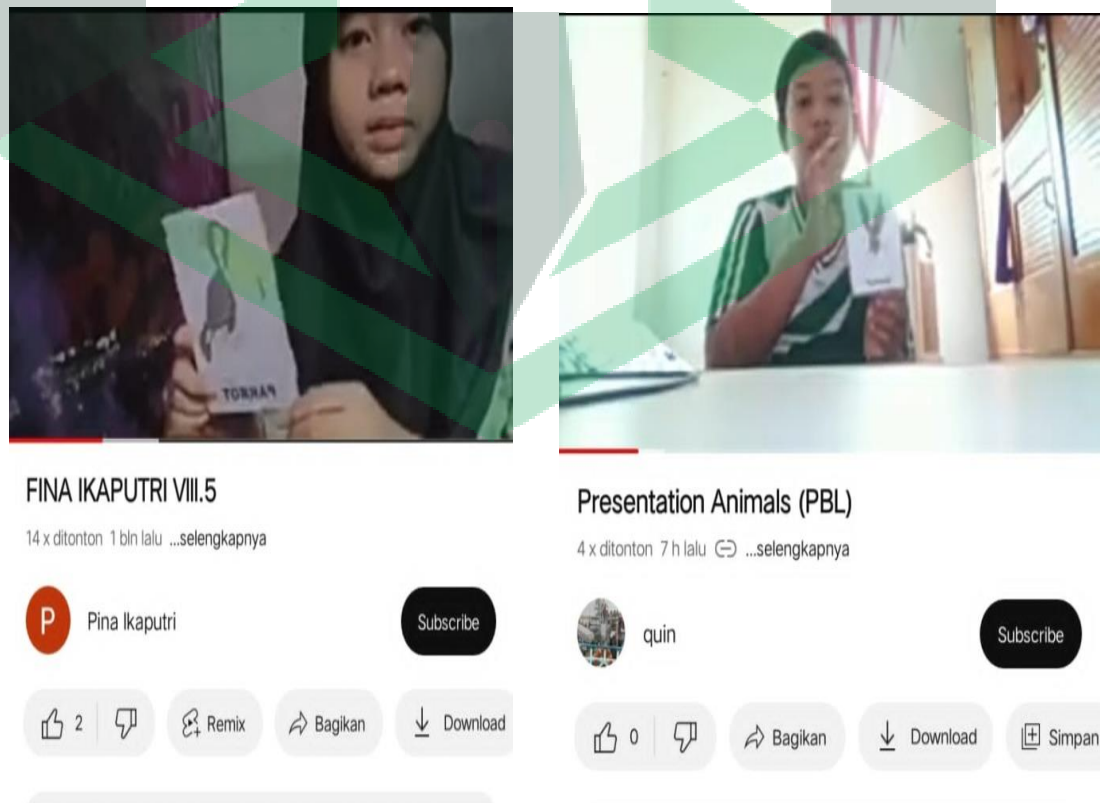
Picture 6 : Monitor students project work via WhatsApp



Picture 7 : Monitor students project work via Google Meet



Picture 8: Students Project Results





CURRICULUM VITAE



NUR AINIS was born on February 14th, 2002 in Parigusi. Her father's name is Sufriadi and mother's is Jahida. She has three brothers and two sisters. She was the fourth child in her family. She finished her study in Elementary School (SDN 362 Parigusi) and graduate in 2013. Then, she continued her study in Junior High School (MTs. Ulusalu) and graduate in 2016. After that, she continued her study in Senior High School (SMAN 05 Luwu) and graduated in 2019. Finally, she continued her study in State Islamic of Palopo (IAIN Palopo) and took English language education study program. She finished her study in 2023. In the end of her study in IAIN Palopo, she composed a thesis entitled "The use of project based learning model in teaching English vocabulary at the eighth grade of SMPN 8 Palopo."