IMPROVING STUDENTS’ MOTIVATION BY USING PROJECT-BASED LEARNING TO THE FOURTH GRADE STUDENTS OF SDN II WONOKARTO IN THE ACADEMIC YEAR OF 2011/2012

A Thesis

Presented as partial fulfillment of the requirements for the attainment of the Sarjana Pendidikan Degree on the English Language Education

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MOTTOS

1) Parents can only give good advice or put them on the right paths. But
the final forming of a person’s character lies in their own hands. (Anne
Frank)

2) “ … The one way to really learn something is to try to teach it to
others. The learner who becomes a teacher in turn becomes a better
learner”. (Sandra J. Savigon)

3) Do all the goods you can, all the best you can, in all times you can, in
all places you can, for all the creatures you can. (Malcolm)
DEDICATIONS

THIS THESIS IS DEDICATED TO:

MY BELOVED BIG FAMILY
ACKNOWLEDGEMENTS

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Yogyakarta, July 2013

The writer

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LIST OF ABBREVIATIONS

PBL : Project-Based Learning
S  : Student
T  : Teacher
Ss : Students
ET : English Teacher
R  : Researcher
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ABSTRACT

The study is aimed at finding the impacts of the use of Project-Based Learning in improving the students’ motivation among fourth grade students of SDN II Wonokarto in the academic year of 2011/2012.

This research was conducted in two cycles. The Project-Based Learning was used by the researcher to improve the students’ motivation. The Project-Based Learning was combined with two accompanying actions; giving praise and rewards and organizing the seating arrangement. The steps were reconnaissance, planning, actions and observation, and reflection. The collected data were qualitative data. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing students, and holding discussions with the English teacher. The qualitative data were in the form of field notes and interview transcripts.

The result shows that the use of Project-Based Learning has successfully made the students’ motivation increase. Before the research was conducted, the students were passive in the class. But, in the long run the students could actively participate in the learning process. The result implied that the students made more significant progress in the English classroom by using Project-Based Learning. The Project-Based Learning could: (1) attract the students' attention to get involved in the class activities, (2) arouse students' interest in learning English, (3) ease the students to learn English without detail explanation, (4) make the teaching of English more alive because it helps the students in understanding the materials, (5) make the students love to learn English, (7) help the students to understand the teacher's explanation and instruction, (8) support and improve students’ involvement in the teaching and learning of English.
CHAPTER I
INTRODUCTION

A. Background of the Study

In Indonesia, English has been introduced in the elementary school since 1994. It is one of the government’s efforts to give the students basic knowledge of English for the next level of education. In the local content curriculum of the basic education of 1994, the teaching of English has the purpose to motivate students to be more ready and confident in learning English in the next level. Because of this reason, the government implements English as one of the subjects for the students of grade one to grade six.

In addition, based on the English Learning Guidelines in Elementary School, the target of the English curriculum of the Elementary School is to reach a performative ability in the next level. So when the students continue their studies at the secondary school, they will be able to understand some instructions in the classroom or in the environment, interact in the school and in the environment context, and read and write simple words related to children life. In other words, they are hoped to be able to use English to participate in the classroom activity, school activity or environment activity (Depdiknas Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah 2007: 6-7).

Like some elementary schools in Wonogiri, since 2001, the English lesson has been one of the subjects class from the first grade up to the sixth grade in SD N II Wonokarto. SD N II Wonokarto is located in Wonokarto, Wonogiri. This
school has 6 classrooms, a principal’s room, a teachers’ room, a library, a canteen, a computer laboratory and a parking area. This school has a headmaster, 9 teachers and 136 students. In a week, there are two meetings of the English lesson and each session has 60 minutes. The emphasis of the lesson is to make the students ready and have self-confidence to learn English. As something important, there are still many things that need to be improved. One of those things is students' motivation, which is the important key of the lesson in this school.

Motivation is regarded as a key component of a model of language learning. Because of its importance to language learning, there is growing interest in the creation of a motivation model that can help develop methodological applications to improve. Without motivation, the activity of teaching English will not achieve the goals. This means that motivation has to be keep well. Because of this, the students must be able to have self-confidence to learn English.

Unfortunately, based on the researcher’s observation, when she was at the school, there were some problems in the English learning process. One of the problems was that the students’ motivation in the English class. There were some indications that led to that problem. The first was the students’ attention. There are only 11 students in class 4, but the situation of the class was very noisy. It is because some students talked with their friends and some of them opened a book unrelated to the material. The second was the students’ activity. Everytime the teacher gave an exercise, there were several students disturbed other students who did the exercises. The third was the students’ interest. The students felt bored with
the lesson and the exercise. The fifth was the students’ effort. When they did an exercise, some of them preferred to look at their friends’ work than did it by themselves. They did not try to ask questions to the teacher. All of these occurrences indicated that the students’ motivation in the English learning at grade 4 of SDN II Wonokarto was still low.

After discussing with the class teacher, the researcher tried to find the effective solution to increase students’ motivation. There are many things that can be done to improve students’ motivation. Recently, there is a new teaching method that is introduced to the education world which is called Project-Based Learning. They can be used in the classroom activities by English teacher to improve the materials and the activities so that students will be motivated to learn reading better. They can also make the students more interested in the teaching and learning process. Therefore, a study on using Project-Based Learning to improve students’ motivation needs to be conducted.

B. Identification of the Problem

From the researcher’s observation and interview when she was at the school, she found out that there were some problems related to the students’ low motivation. Based on the discussion between the researcher and the English teacher of the school, four problems can be identified.

The first problem was related to the students. The motivation of the students in learning English was low. The students tended to make the class noisy when the teacher presented the material. Many students did not give attention to
the teacher’s explanation. They talked about their own want most of the time. This condition happened because the teacher used low voice so that the students did not have motivation to pay attention to the lesson.

The second problem was related to the English teacher’s method. It seems that the English teacher only used the same method without giving some challenging or different activities. The teacher gave activities by asking students to repeat words based on the text book, wrote a name of the occupation, asked about the kinds of occupation without using attractive media or activities. In delivering other materials, the teacher wrote the material on the blackboard and asked the students to copy it. The teacher took the exercises from the handbook and asked the students to do it by seeing the examples provided in the handbook. It made the students tend to copy the answer similar with the examples provided. As a result, the students became bored and unmotivated to the lesson.

The third problem was related to the learning material. It seemed that the learning material used in the teaching and learning process was taken from a text book. The title of the text book was *Active English 4*. At grade four, the English book was not provided for all the students. There were only six out of eleven students who had original books and the others had the copy of the books. This condition could not improve students’ motivation in the teaching and learning process. It is because the coppied book did not have colour to make the students interested whereas colour is one of way to make the students interested. So, the coppied book could not give an interesting activity that could be applied by the students in the classroom.
The fourth problem was related to the media. It seemed that the media that were used in the teaching and learning process were limited. The main media were only pictures and songs. The same song is almost always used in every teaching and learning process. As a result, the students felt bored. They could not use adequate media which were used to support their motivation in the teaching and learning process.

C. Limitation of the Problem

It is impossible to solve the problems related to all of the factors, so the researcher only focuses on the increasing students' motivation through Project-Based Learning. This limitation is based on the observation that researcher has done. The researcher, the teacher and the headmistress shared the belief that in the process of learning English, the students’ motivation had a big contribution to the improvement of the achievement in the teaching and learning activities. Actually, there are some factors that affect their motivation such as supporting environment. Young learners will feel comfortable when they study with their friends rather than study in the formal atmosphere with a teacher. They will easily share their difficulties and solve them with their friends. Project-Based Learning is a learning technique in which the learners are members of an interdependent problem-solving group in which they collaborate, share and delegate responsibilities, practice with others of varying abilities, and practice communicating with others. So it is compatible to be adapted in improving motivation of the students.
D. Formulation of the Problem

Based on the background, identification, and limitation of the problem above, the researcher formulates the problem as follows:

“How can Project-Based Learning be applied to improve students’ motivation of the fourth grade students of SDN II Wonokarto in the academic year of 2011/2012?”

E. Objective of the Study

The objective of this research is to describe the use of Project-Based Learning to improve the students’ motivation of the fourth grade students of SDN II Wonokarto in the academic year of 2011/2012.

F. Significances of the Study

It is hoped that the findings of this study will be useful for some parties. For the English teacher of SDN II Wonokarto, it will be a good opportunity to improve the quality of teaching to improve the students’ motivation and it will provide some input in making efforts to make the English teaching learning process more interesting. Second, for the researcher herself, the study becomes an experience and practice in developing her knowledge and skills in problem solving process. Third, for the English material developers, this study can be one of the meaningful studies which can be used as a reference for those who want to conduct a study concerning to the teaching in the elementary school.
CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This study is aimed at finding out that Project-Based Learning will improve motivation of the fourth grade students of SDN II Wonokarto. To support the understanding of the problem formulated in Chapter I, some theories are reviewed that are related to the concepts of Project-Based Learning and motivation. Once those theories have been reviewed, a conceptual framework is drawn for this study.

A. Project-Based Learning

Project-Based Learning is an educational approach that emphasizes student-centered instruction by assigning projects. It is a teaching and learning approach that requires the learners to plan, implement, and evaluate projects driven by the need to create an end product (Moursund, 2002; J. W. Thomas et al., 1999). There are two components that drive projects, which are project requires a real-life question or problem that needs to be solved and activities must result in the creation of a product or artefact that culminates in the driving question or problem (Blumenfeld et al., 1991:371).

The teacher or students can decide upon the question or problem to be undertaken. The students involvement could make the project more sustainable and enhance motivation (Blumenfeld et al., 1991). The students develop approaches to answer the question or solve the problem. The creation of a product or products is a great importance as generation is a process of knowledge
construction and hence represents the students’ thinking (Blumenfeld et al., 1991:372). Concreteness provides opportunities for feedback and critique by peers and the teacher, which assists the students to revise and reflect upon their products and thinking with to improve upon their learning (Blumenfeld et al., 1991).

The objective of the Project-Based Learning is to be a bridge between using English in class and using English in real life situations outside of class. It does this by placing students in situations that require authentic use of language in order to communicate (e.g., being part of a team or interviewing others). It means that the requirement of the need skills to plan, organize, negotiate, make points, and arrive at an agreement about issues such as what tasks to perform, who will be responsible for each task, and how information will be researched and presented will occurred when students work in pairs (Fried-Booth, 1997).

1. The Characteristics of Project-Based Learning

   From the definition discussed above, it can be inferred that there are five main characteristics of Project-Based Learning. Those are

a. Using Project

   A project is a term done individually or cooperatively that combines the investigating the topic and presenting it in written form illustrated with photos, pictures, and diagrams (Blumenfeld et al., 1991; demirhas, 2002; Yurtluk, 2003; Gultekin, 2005). However, it is the route to achieve this end product that makes project so worthwhile. The route to the end-product brings opportunities for students to develop their confidence and independence and to work together in a
real-world environment by collaborating on a task which the students defined for themselves and which has not been externally imposed (Blumenfeld et al., 1991).

**Figure I: Project-Based Learning**

The examples of Project-Based Learning vary in both context and implementation. In Project-Based Science, for example, emphasis is placed on a driving question to guide an investigation (Blumenfeld et al., 1991; Marx, Blumenfeld, Krajcik, & Soloway, 1997). In teams, the class performs similar experiments and collects data to help answer the driving question, and the students help determine how the data is analyzed, what it means and how the results will be presented. This inquiry process takes considerable amounts of time and requires students to work well with each other, but the process is representative of authentic scientific investigations (Scott, 1994).

**b. Constructing a concrete product**

Project work is driven by the need to create an end-product (Bell, 2010). The students ask questions, collaborate with each other in designing their investigation activities, collect and analyse data, share ideas, draw conclusions
and create final products. These active investigations enable them to learn concepts, and apply information in creating their final products which is vital in constructing new knowledge (Blumenfeld et al., 1991).

c. Making learners more creative

Project- Based Learning makes individuals think creatively. Here, it allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general. Project-Based Learning focuses on engaging students in investigation. Within this framework, students pursue solutions to nontrivial problems by asking and refining questions (e.g., interviews, Internet sites, magazine articles, primary sources). Students identify real problems to pursue and they investigate them through real-world sources of information. Because students are doing their own research, they find connections to their own (real) interests. After that, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts or products (Blumenfeld et al, 1991).

d. Using group work

A group work is a collection of people working in the same area or placed together to complete a task (Katzenbach and Smith, 1993). It is learning on how to make optimal use of time and resources while working in groups. Functioning effectively in groups involves knowing how to organize the work, distribute
responsibility, break up complex tasks, and provide useful feedback on work that is done.

Here, it relates to students’ increased social, cooperative skills, and group cohesiveness (Coleman, 1992; Papagiannopoulos et al, 2000: 36-37). When learners work in pairs or in teams, they find they need skills to plan, organize, negotiate, make their points, and arrive at a consensus about issues such as what tasks to perform, who will be responsible for each task, and how information will be researched and presented (Stein, 1995). Within the group work integral to projects, individuals' strengths and preferred ways of learning (e.g., by reading, writing, listening, or speaking) strengthen the work of the team as a whole (Lawrence, 1997).

e. Real-world relevance

In Project-Based Learning, authentic activities are tasks with real world relevance and utility that integrate across the curriculum, that provide appropriate levels of complexity, and that allow students to select appropriate levels of difficulty or involvement (Jonassen, 1991), as quoted in Herrington et al, 2003).
Figure II. Poster

For examples, field trips, experiments, model building, posters and a creation of multimedia presentations are all worthwhile activities within Project-based learning, and present multiple ways for students to demonstrate their knowledge. Posters and advertisements are a visual window into the past. Many advertisements are printed as posters. They are created to persuade individuals or groups to support an idea or cause. By looking at posters, students can understand what issues were important during different times.

Among other characteristics, authentic activities have real-world relevance, provide the opportunity for students to examine the task from different perspectives, enhance collaboration and reflection, and allow competing solutions and diversity of outcome (Reeves et al, 2002). In addition, Project-based learning provides opportunities for the natural integration of language skills (Stoller, 2006:33).
2. The Benefits of Project-Based Learning in Language Learning

There are some benefits of using Project-Based Learning in English language teaching for children. For teachers, additional benefits include enhanced professionalism and collaboration among colleagues, and opportunities to build relationships with students. Additionally, many teachers are pleased to find a model that accommodates diverse learners by introducing a wider range of learning opportunities into the classroom (Thomas, 2000). For students, benefit of Project-Based Learning include academic gains equal to or better than those generated by other models, with students involved in projects taking greater responsibility for their own learning than during more traditional classroom activities (Boaler, 1997; SRI, 2000).

In more specific explanation, there are two main benefits of Project-Based Learning. The first benefit of Project-Based Learning is providing students with the opportunity to learn in an authentic, challenging, multidisciplinary environment, to learn how to design, carry out, and evaluate a project that requires sustained effort over a significant period of time, to learn to work with minimal external guidance, both individually and in groups, to gain in self-reliance and personal accountability with the teacher as guide for the students within the set boundaries of the temporal, methodological, and scientific requirements. The teacher provides feedback and space for reflection processes appropriate to the students’ needs and takes control only when needed and hands the responsibility back to the students as soon as possible (Brown and Palincsar, 1989; Moursund, 1999).
Second benefit is that because project work progresses according to the specific context and students’ interests, students have enhanced motivation, engagement and enjoyment. From a motivational perspective, projects being authentic tasks, are more meaningful to students, increase interest, motivation to participate, and can promote learning (Brophy, 2004). Enjoyment and motivation also stem from the fact that classroom language is not predetermined, but depends on the nature of the project (Larsen-Freeman, 2000:149).

B. English Teaching and Learning in the Elementary School

A review of the teaching of English for young learners covers a wide variety of topics and discussion. In this study, the discussion of the teaching of English for young learners is mainly related to two aspects that are related to the topic of the study. There are characteristics of young learners in language learning and teaching English in the elementary level.

1. Characteristics of young learners

To successfully teach children a second language requires specific skills and intuitions that differ from those appropriate for adult teaching (Brown, 2001:87). Children are unique learners who have different characteristics from adults. The awareness of the learning characteristics of young learners is seen as key point to create an effective teaching in the elementary school. Below, four characteristics of young learners in learning a language are presented.
a. Short attention span

Children have the short attention span in learning a language. For example, children may easily feel bored in learning or doing things. The short attention span comes when young learners have to deal with materials that are boring, useless, or too difficult (Brown, 2001:8). Since the lesson can be difficult for children, the teacher should make the language lesson lively and interesting.

In learning a foreign language, children tend to lose attention in doing the class activities because they feel unfamiliar with the second language. In this case, the teacher needs to build the young learner’s interest in learning the second language by using an interesting method. Meanwhile, the project can be one of the methods. It can be an excellent way to get the learners to learn words and structures. In implementing the project, the teacher needs to be animate, lively, and enthusiastic about the subject matter (Brown, 2001:88-89).

b. Active sense-makers

Young learners are active sense-makers. It means that young learners actively construct their own knowledge. They build about their knowledge about the world by observing their environment. When young leaners observe their environment, they tend to keep people’s responses to problems and develope their knowledge to the problem solving by doing assimilation and accomodation (Cameron, 2001,2-4). Assimilation is the process when young learners solve the problem by using similar action done by people in the environment without any change, whereas accomodation is the process of the students’ thoughts in building
new concept by looking for the new possibilities offered by their own language potentials.

In language learning, young learners are excellent observers and have natural ability to grasp meaning in the first language from a variety of sources such as body language, intonation, facial expression, and all. In learning a second language, they try to find and understand the meaning of words in this language by linking them with their knowledge of the meaning of the words in the first language. The teacher can help young learners grasp meanings of new words by ensuring that language use is contextualized and has visual support such as pictures. Pictures or illustrations are needed as an aid that can help young learners to build their senses about the word meanings (Cameron, 2001: 4-5; Brewster, Ellis and Girard, 2002: 40).

c. Physical energy

Young learners are likely very active and enthusiastic about learning. They are also more physically restless than older children and require activities which are short, varied and which occasionally allow them to burn off energy. They may be unstable emotionally and have sudden emotional outbursts. For very young children, learners need to develop a sense of confidence and self-esteem, to have other children to share and play with, to be involved in learning where they are physically active, have routines that provide a sense of security and a warm, encouraging classroom atmosphere, where they feel they have opportunities to succeed in their learning and receive praise (Brewster, Ellis and Girard, 2002: 27-28).
d. Easily distracted

Children can be easily distracted. It indicates that their learning activities focus or concentration can diverge easily to unplanned activity that makes them leave in the middle activity. Each time children are distracted away from a core language target, and then come back to it, they will need to recall what they have learned. Children also have the limited concentration span and they learn more slowly and forget things easily. It indicates that children need to be given events in a serial way so that they can see the pattern and feel routine of the events (Brewster, 2003: 28).

2. The teaching of English in Elementary School in Indonesia

Teaching English as a foreign language to children, in this case the elementary school students should be different from teaching English to adult or adolescence. It is because young children do not have specific foreign language needs, although some may be under pressure, usually from their parents or the school system, to pass the English examinations (Brewster and Ellis, 2004: 27). Therefore, the aims of learning a foreign language to children should also be different from the aims of learning a foreign language to adults.

According to Depdiknas (2006), establishing English as a local content subject in Elementary school aims to support the readiness of the elementary school graduates in facing the learning English process at the higher level (secondary school). In addition, English instruction in elementary school is intended to develop language ability used to accompany the action or in other
words called language accompanying action. In this case, English is used for interaction and it is characterized by “here and now”. Meanwhile, the objectives of English subject in the elementary school areas follows:

1) The students should have the competence to develop the ability of communicating in the school context.

2) The students should have the awareness of the importance of English in global.

In Indonesia, School Based Curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan) is used as the guide for the teaching and learning implementation in all levels of educational institutions including elementary schools. Based on the curriculum 2006, the English instruction in Indonesia aims to develop four language skills so that the students are expected to be able to communicate to each other based on their literacy. There are four levels of literacy stated in the curriculum 2006, namely: performative, functional, informational and epistemic. At the performative level, learners are able to read, write, listen, and speak within various symbols used. At the functional level, learners are able to practice the language in their daily live, at the informational level, learners are able to access knowledge through their language ability, and meanwhile at epistemic level learners are able to express knowledge to the target language. Understanding each level of literacy, the teaching of English in the elementary school aims to reach the performative level.

Therefore, teaching English in elementary schools should be based on the school based curriculum. Teaching should also be based on the standard of
competencies and basic competencies decided by the government. By considering the standard of competencies and basic competencies, the teachers will know the scope of materials that will be taught.

C. Motivation

Motivation is a kind of internal drive, pushing someone to do things in order to achieve something (Harmer, 2001). Furthermore, William and Burden (1997) in Harmer (2001) suggest that motivation is a set of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set goal. In addition, Brown (2000:115) states that motivation is an inner drive or stimulus, which can be like self-esteem, be global, a situational, or task oriented. He also states that success in any task is due simply to the fact that someone is motivated. It is easy, to claim that in the second language learning, a learner will be successful if they have high motivation.

Brewster and Ellis (1991:218) suggest that motivation has been seen as a set of beliefs, thoughts, feelings that are turned into action. Motivation is the key factor that influences the rate and success of the second or foreign language learning. Being motivated to learn a language is the first impetus since the motivation will bring the learners to the feelings of enjoyment, challenge to success in learning the language.

From the definition above, it can be concluded that motivation is an inner strength in order to achieve a set of goal in which there is a physical or intellectual
efforts as well. It influences the success or failure of the second or foreign language learning. Learners with higher motivation will be more successful than those with lower rate of motivation.

1. Types of Motivation

There are two types of motivation. They are intrinsic motivation and extrinsic motivation.

a. Intrinsic motivation

Intrinsic motivation is motivation which comes from within the individual (Harmer, 2001:51). Thus, a person might be motivated by the enjoyment of the learning process itself or by desire to make the person feel better. Deci in Brown (2001:76) states that intrinsically motivated activities are ones for which there is no apparent reward except the activities themselves. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internal consequences, namely, feelings of competence and self-determination.

Based on Marsh (1996:27) intrinsic motivation refers to motivation without any apparent external reward. Motivation for learning comes entirely for performing a particular task. Students will be motivated to undertake a certain task because of some personal factors. They might include needs, interests, curiosity and enjoyment. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward. In the simplest terms, intrinsic motivation in the classroom is what students will do to achieve without any type of external persuasion.
The motivation arises from internal factors such as a child’s natural feeling of curiosity, exigent, confidence and satisfaction when performing a task. People who are involved in a task because of intrinsic motivation appear to be engaged and even consumed, since they are motivated by the activity itself and not some goal that is achieved at the end or as a result of the activity.

For example, children play games for no other reward than the fun they get from the game itself or students who are intrinsically motivated may study hard for a test because the students enjoy the content of the course. The long term benefits of instilling intrinsic motivation in the classroom carries far into a student's life. Encouraging the development of intrinsic motivation in the classroom can increase the feelings of self-worth and self-accomplishment in students. These are valuable assets for the students to carry with them throughout life, applicable in most any situation. They are also traits that describe a successful and high achieving individual.

b. Extrinsic Motivation

Extrinsic motivation is a kind of motivation which is caused by any number of outside factors, such as the need to pass an exam, the hope of financial reward, or the possibility of future travel (Harmer, 2001).

In addition, Brown (2000) states that extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Furthermore, Marsh (1996:28) suggests that students experience extrinsic motivation when they receive a reward, avoid punishment, or in some other ways
unconnected with the task, earn the approval for a particular behavior. Then in the technical terms, it refers to reinforcement, which is the external stimulus, which follows as a result of a certain response. If it is a positive reinforcement, the stimulus or event results in improved learning.

Teachers use extrinsic motivation to stimulate learning or encourage students to perform in a particular way. It is one of the most powerful motivations. It is operative when an individual is motivated by an outcome that is external or somehow related to the activity in which she or he is engaged. In other words, extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity (Morris & Maisto, 2002). This motivation arises from the use of external rewards or bribes such as food, praise, free time, money or points toward an activity. These incentives are all external, in that they are separated from the individual and the task. For example, a child may do chores not because he enjoys them but because doing so earns an allowance and students who are extrinsically motivated may study hard for a test in order to obtain a good grade in the course.

In conclusion, intrinsic and extrinsic motivations are both used in the classroom learning. Extrinsic or external motivation can be demonstrated by an effective teacher to encourage students to be more confident and independent and, in a long term, to become intrinsically motivated.
2. **Motivation in Learning Process**

The main idea of motivation is to capture the children’s attention and curiosity and channel their energy towards learning. Davis (1999) proposes some strategies in motivating the students. They are

a. **Capitalizing on student’s existing needs**

Students learn best when incentives for learning in the classroom satisfy their own motives for enrolling in the course. Some of the student’s needs may bring to the classroom in learning something or completing a particular task/activity, seeking new experiences skills, overcoming challenges, competency, success and doing well, and feeling involved and interacting with other people. Satisfying such needs is rewarding in it, and such a reward sustained learning more effectively and than do grades, assignments, in-class activities, and some discussion questions were done to address this kind of needs.

b. **Making students active participants in learning**

Students learn by doing, making, writing, designing, creating and solving. Passivity dampens student’s motivation and curiosity. It is suggested not to tell students something when the teacher can ask them. It is so suggested to encourage to suggest approaches to a problem or to guess the result of an experiment. There are many methods that can be done to make students participate actively in the classroom. They are using small group work, leading discussion, supplements and alternative learning, and collaborative learning.
c. Asking students to analyze what makes their classes more/less motivating

Students’s feedback will be very useful for the teacher whether the teacher teaches successfully or not. Students can make a list of specific aspects of the classes that influence their level of motivation, and students then meet in small groups to reach the consensus on characteristics that contribute to high and low motivation.

d. Helping students set achievable goals for themselves

Failure to attain an unrealistic goal can make the students disappointed and frustrated. Encouraging students to focus on their continued improvement, not just on their grade of any one test or assignment and helping students evaluate their progress by encouraging them to criticize their own work, analyzing their strengths, and working on their weakness will be very useful. For example, consider asking students to submit self-evaluation forms with one or two assignments.

e. Being enthusiastic about the subject

An instructor’s enthusiasm is a crucial factor in improving student’s motivation. If the teacher becomes bored or apathetic, students will too. Typically, an instructor’s enthusiasm comes from confidence, excitement about the content and genuine pleasure in teaching. If the teachers find that they are uninterested in the materials, they should think back on what attracted the teachers to the field and bring those aspects of the subject matter to life for the students.

Based on the explanation above one of the ways to initiate the interest of the students in learning is to provide them with a happy condition in learning and
a comfortable situation. As they love to have interaction with their friends, they need a kind of strategy that forces them to interact with their friends in English, such as having group discussions with their friends and do something that needs interaction. By Project-Based Learning the students will feel happy because they do not feel that they are learning but they will feel that they are having a fun activities by having interactions with their friends. This situation will initiate their motivation in learning.

D. Conceptual Framework

Basically, stay in the class to get some learning materials is a kind of boring activity for the students. It is very hard for them to learn in a very formal situation every day. It also happened in the class of fourth grade students of SDN II Wonokarto. They felt bored in the class although the teacher had already initiated them to actively follow the learning process especially in speaking activities. But the students still keep silent if they were asked to speak in English. If they have to speak in English, they say it words by words without confident. That is way they need a different way to learn their learning materials. They need a kind of learning strategy that makes them happy in their learning process.

This study is called Project-Based Learning. Project-Based Learning is a teaching method that emphasizes student-centered instruction by assigning projects. It differs from other teaching method because it involves the students in exploring important and meaningful questions through a series of investigations and collaborative activities. These students ask questions, collaborate with each
other in designing their investigation activities, collect and analyze data, share ideas, draw conclusions and create a final product individually or cooperatively and presenting it in a written form illustrated with photos, pictures, diagrams, etc. Hopefully this strategy will initiate their motivation in the learning process especially English.

There are at least five characteristics of Project-Based Learning supporting the improving of students’ motivation in the classroom. The first is that Project-Based Learning uses project. The second is that Project-Based Learning focuses on constructing a concrete material. The third is that the Project-Based Learning could make the learners more creative. The fourth is that Project-Based Learning uses group work. The fifth is that Project-Based Learning encourages students with the real-world relevance. By using the activities that contain the student-centered instruction, the students are trained to be familiar with the form of different activities.

In conducting this study, the researcher completed some steps. Firstly, the researcher observed the school where the researcher conducted the research. In this observation the researcher identified some problems related to the students’ motivation in the field. After finding some problems about teaching technique the researcher thought about solving the problem. Finally, the researcher decided to use the Project-Based Learning to improve the students' motivation.

The conceptual framework of the study can be diagrammed as in Figure VI below. This diagram begins with the problems of lack of motivation and ends with the improvement of students' motivation.
Figure III. Diagram of students motivation by using Project-Based Learning

Characteristics of Project-Based Learning:
- Using project
- Constructing a concrete product
- Making learners more creative
- Using group work
CHAPTER III
RESEARCH METHOD

A. Research Design

This study was qualitative research in nature. This research employing observations, semi-guided interviews, and revisable cycles, aimed to improve students' motivation in the teaching learning process. The data were used as a source for the evaluation and reflection so that the researcher could revise her plan to be more effective one.

B. Subjects of the Research

The research involved the principal, the English teacher, the students of the fourth grade of SDN II Wonokarto and the researcher. The class had 12 students; there are 7 female and 5 male students. The age of the students was eight up to nine years old. They lived near the school and some of them rode a bicycle to go to school. Most of them came from the middle class economic background.

C. Research Setting

This study was carried out in class four at the SDN II Wonokarto. Data collection was done once a week with duration of 60 minutes in every session. This study was carried out in the first semester in the academic year of 2011/2012.
The research took place according to the English learning process schedule on Tuesday at 09.50 a.m.

D. Data Instrument of the Research

The main instrument was the researcher herself because she undertook the planning, the actions, the observation, reflection, and then made the report. Besides, the researcher used observation guides, interview guidelines, field notes, and some photographs as the other instrument to collect the data.

E. Data Collection of the Research

The data of this research were qualitative. The data were in the forms of lists of problems, transcripts of interview, and vignettes of classroom observation. The qualitative data were obtained by interviewing the English teacher and students and observing the English teaching and learning process of fourth grade students of SDN II Wonokarto in the academic year of 2011/2012.

F. Data Analysis of the Research

The analysis of the data was presented by the reflection of cycles of the research. The data were derived by doing classroom observations and interviews. They were in the form of field notes, interviews transcripts and photographs. Then, all the data were interpreted and analyzed. Next, they were connected to the relevant theories. After that, the outcomes of the data were reported from the beginning to the end.
G. Procedure of the Research

This research adapted the Kemmis and McTaggart model. There were four main stages in each cycle; they were planning, action, observation, and reflection. The process of the cycle can be seen in following figure.

![Diagram of Kemmis & McTaggart's Action-Research Cycle](image)

**Figure IV. Kemmis & McTaggart’s Action-Research Cycle**

*(Burns, 1999: 33)*

1. The Problem Identification or Reconnaissance

The first step in reconnaissance was identifying the field problems. The researcher observed the class to identify the obstacles and the problems. The researcher conducted interviews to the English teacher, the headmistress and the fourth grade students. The researcher and the English teacher identified and listed the problems which were necessary and visible to be solved collaboratively.
The second step was selecting the problems which were concerning the students' motivation. The researcher and the English teacher selected the problems which were based on the level of urgency. After that, the researcher and the English teacher determined the visible problems to be solved.

2. Planning

After deciding the problems, the researcher and the English teacher planned some actions in improving students' motivation. The researcher prepared the lesson plan based on the curriculum and the syllabus from the school. Meanwhile, the materials and other instruments which are needed in the research were selected based on the media that were implemented in the action. She also tried to find the suitable materials based on the syllabus and lesson plans. After that, the researcher organized the steps in implementing Project-Based Learning in the teaching and learning process.

3. Action and Observation

After planning the actions, the researcher and the English teacher implemented the actions in the teaching and learning process. The actions were conducted until the improvement had been achieved. The researcher did the actions in two cycles. In doing the actions, the researcher was acting as the teacher. However, the English teacher also observed the actions process in the classroom. Then, the researcher interviewed the students and the English teacher after the teaching and learning process ended.
4. Reflection

After conducting the action, the researcher, the English teacher and the students discussed the teaching-learning process. They gave comments of the actions done. The result was a determination that will be done in the next action.

H. Validity of the Research

In this research there were five validities of the research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialog validity. The validities are described as follows:

1. Democratic validity relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In getting the democratic validity, the researcher interviewed the English teacher and the students. In the interview, they were given chance to present ideas, opinion, and attitudes toward the problem faced. The interview was focused on finding the problem solving. The interview was conducted during the research.

2. Outcome validity relates to the notion of actions leading to outcomes that are successful within the research context. In order to get the outcome validity, the research not only focused on the problem solving at SDN II Wonokarto but also planned to make new questions. This case was done when the researcher did the reflection.

3. Process validity raises questions about depend-ability and competency of the research. To get the process validity, the researcher collected the data by
doing observation and noted the process during the actions. The researcher noted anything in the teaching and learning process.

4. Catalytic validity relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. The researcher got the catalytic validity through the cycle of plans, implementation, and reflection that were done at the fourth grade students of SDN II Wonokarto.

5. Dialog validity parallels the processes of peer review which are commonly used in academic research. The dialog validity was gotten by doing dialog. The dialog was done collaboratively with the critical partner or other practitioner researchers who are critic. This process was done when the researcher did the reflection.

To get the trustworthiness and avoid subjectivity in analyzing the data, the researcher used triangulation. According to Burns (1999), the aim of triangulation is to collect multiple perspectives on the situation being studied. In this research, the investigator triangulation was used. This implies that there is more than one observer used in the same research setting. This helps researcher in avoiding observer bias and providing checks on the reliability of the observations. It was done by letting the English teacher to observe the implementation of the actions. Then, it was continued by conducting a discussion with the English teacher.
I. Reliability of the Research

In order to ensure the reliability, the researcher shows the interview transcripts or use different resources to get the same data. To obtain the data about teaching process, the researcher interviews the related teacher, observes the teaching learning process, or interviews the students who have just attended the lesson.
This chapter presents and interprets the findings of the study that answer the research questions mentioned in Chapter Two. This action research was done in two cycles. There were some steps in the research. They were reconnaissance, planning, action and observation, and reflection. In the reconnaissance step, the researcher observed and identified the problems that occurred in the teaching and learning process. The second step was planning. After the problems had been identified, the researcher decided some plans to be implemented in the action stage. During the implementation, the English teacher observed the teaching and learning processes. Finally, in the reflection stage, the researcher and the English teacher worked together, discussed, and reflected the actions which had been implemented. They identified the effective and ineffective actions so that the researcher could design the better plans for the next cycle.

A. Reconnaissance

At the beginning of this study, the researcher had a discussion with the English teacher about the English teaching learning processes in the class four, conducted the interviews with the fourth grade elementary students, and did observation of the English teaching learning processes. The results are presented as follows:
1. **Identification of The Field Problem**

Based on the discussion and observation during the study, the researcher identified 12 problems related to the English teaching learning processes in the 4th class. The problems are shown in Table 3 below.

**Table 1. The field problems concerning the teaching learning process of English in the fourth grade of SDN II Wonokarto**

<table>
<thead>
<tr>
<th>No.</th>
<th>Problems</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students easily got bored during English class activity.</td>
<td>S</td>
</tr>
<tr>
<td>2</td>
<td>The students had low motivation in learning English.</td>
<td>S</td>
</tr>
<tr>
<td>3</td>
<td>There were not many media in the English teaching and learning process.</td>
<td>LM</td>
</tr>
<tr>
<td>4</td>
<td>The teacher did not use interesting teaching techniques to present the materials.</td>
<td>TT</td>
</tr>
<tr>
<td>5</td>
<td>The teacher did not create the English materials into interesting activities.</td>
<td>LM</td>
</tr>
<tr>
<td>6</td>
<td>The teacher rarely gave motivation to the students</td>
<td>T</td>
</tr>
<tr>
<td>7</td>
<td>The students were considered as noise makers.</td>
<td>S</td>
</tr>
<tr>
<td>8</td>
<td>The students’ discipline in English teaching learning process was low.</td>
<td>S</td>
</tr>
<tr>
<td>9</td>
<td>The teacher often did not give response to the students’ questions in English.</td>
<td>T</td>
</tr>
<tr>
<td>10</td>
<td>The students were only asked to write and answer the question by writing the answers.</td>
<td>T</td>
</tr>
<tr>
<td>11</td>
<td>The students had less opportunity to practice their English in class.</td>
<td>TT</td>
</tr>
<tr>
<td>12</td>
<td>The teacher could not handle the students well</td>
<td>T</td>
</tr>
</tbody>
</table>

**NB:**

S : Student  
LM : Learning Media  
T : Teacher  
TT : Teaching Technique

From the table above, it can be seen that the problems occurring in the teaching learning process of English are related to the teacher, the students, the teaching technique, and the teaching media. Since the researcher focused only on the students’ motivation, she selected the problems that were related to the students’ motivation.
### Table 2. The problems related to the students’ motivation

<table>
<thead>
<tr>
<th>No</th>
<th>Problems</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher rarely gave motivation to the students</td>
<td>T</td>
</tr>
<tr>
<td>2.</td>
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<td>S</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher did not use interesting teaching techniques to present the materials</td>
<td>T</td>
</tr>
<tr>
<td>4.</td>
<td>The teacher did not create the English materials into interesting activities</td>
<td>T</td>
</tr>
<tr>
<td>5.</td>
<td>The students had less opportunity to practice their English in the class</td>
<td>S</td>
</tr>
<tr>
<td>6.</td>
<td>The students easily got bored during English class activity</td>
<td>S</td>
</tr>
</tbody>
</table>

NB:

S : Student

T : Teacher

TT : Teaching Technique

### 2. Determining the Action to Solve the Field Problems

After having discussions with the English teacher, the researcher determined some actions expected to offer some solution to the problems. In conducting the actions, the researcher used three stages of the teaching learning process. They were presentation, practice and production. Based on the identification of the most important problems that needed to be solved soon and discussion among the research members, the research team agreed that those problems were related to the students’ motivation. Motivation is the most important aspect in language learning. Because of this, the research team wanted to improve the students’ motivation through interesting ways, so the students could enjoy the teaching and learning process, and then, it could make the students feel more motivated.
Table 3. The actions to solve the field problems

<table>
<thead>
<tr>
<th>No</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Implementing project-based learning in the classroom</td>
</tr>
<tr>
<td>2.</td>
<td>Using praise and rewards</td>
</tr>
</tbody>
</table>

3. The Relationship between the Field Problems and the Actions

After the actions had been designed, the researcher related the field problems to the actions designed. The following table shows which field problems were related to the actions that had been designed.

Table 4. The Relationship between Field Problems and the Actions

<table>
<thead>
<tr>
<th>No</th>
<th>Problems</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td></td>
</tr>
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<td>3.</td>
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<td></td>
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<tr>
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<tr>
<td>6.</td>
<td>The students easily got bored during English class activity</td>
<td>Using praise and rewards</td>
</tr>
</tbody>
</table>
To solve the problems number 1,2,3,4,5, the researcher used Project-Based Learning as the interesting learning technique. The use of Project-Based Learning could encourages emotional and personal development. Wherever possible, the students are given an opportunity to produce work which is personal and individual, which reflects their ideas, tastes, and interests. They are encouraged to express their feelings, and their opinion are valued. Besides, the project could attract the students' enthusiasm in joining the tasks activities. The project could also avoid the students’ boredom in joining the learning process.

B. The Report of the Cycles

1. Cycle I

a. Planning

The field problems found was used as the bases to formulate the actions to solve the problems. The English teacher gave comment, opinion, and suggestion of the action. The researcher and the English teacher agreed to use project-based learning in order to improve the students’ motivation. They not only decided to use project-based learning but also combined them with the use of praise and rewards and also the seating arrangement. It was used to facilitate the use of project-based learning so that the students could comprehend the material well and the teaching of English could run well. The actions plans can be described as follows:
1) Implementing project-based learning

Using project was the main activity in order to improve students’ motivation. During the teaching of English, the researcher applied interesting projects to the students in doing group tasks and individual tasks for constructing a concrete products. In a project there are a lot of activities that could be done such as matched the pictures with the statements.

2) Using praise and rewards

Praise and rewards were used to encourage the students. The researcher planned be fair in distributing the praise and all students should receive praise and rewards. Giving positive things to say about a students’ work even when pointing out problems or mistakes with the work. Some might receive praise for bigger accomplishments than others but even the lower performers need a regular pat on the back. The researcher also gave praise and rewards to the class as a whole to encourage the class and also build team unity.

b. Action and Observation in Cycle 1

The actions were carried out four times, on 12 January 2012, 17 January 2012, 19 January 2012, and 24 January 2012. The actions focused on the use of project-based learning and the use of praise and rewards. In the teaching of English, the researcher acted as the teacher and the English teacher as the observer.
1) Implementing project-based learning

In the first meeting the researcher tried to introduce about the project, the theme of a project and the end-product. In conducting the project approach as the instruction given to the students, there are some phases that researcher can apply.

Phase 1: Getting started/ beginning the project

In this phase, the students and the researcher discuss the topic. We select and refine a topic to be investigated. We are invited to recall the memories and experiences about the topic and examine their current understanding and misunderstanding related to the topic. Moreover, there are some criteria that need to be considered in selecting the topic. To begin, the topic “should be closely related to the children's everyday experience.” (Katz, 1994). At least few of them should have enough familiarity with it.

Here, an example of a birthday card was shown to attract students' attention and asked students to give opinion about the pictures. The students seemed enthusiastic with the card. The students were invited to talk about the birthday party.

![Figure V. The example of a birthday card](image-url)
The birthday card help the students to take new vocabulary items in Bahasa Indonesia by themselves, so the researcher did not need to translate the vocabulary items. For example, “Happy 6th birthday from Siro and Twyla”, from the picture above, the students could conclude that the words mean a congratulation for someone without translating the text. The researcher only took a short time to explain the meaning of the text. So the students could comprehend what the text tells about. The process could be seen in the field note below.

*Pertama R bertanya* “Ok, I have something to give out, but firstly, do you know what it is?” *Nanti saya bagikan, sekarang, is there anyone of you can tell me what it is?” R menunjukkan contoh Kartu ucapan selamat Ulang tahun. Beberapa Ss menjawab “ kartu ulang tahun, Miss!” dengan antusias. “Right, betul. Bahasa Inggrisnya apa?” Seorang Ss menjawab “Birthday Card!” .Ok. Good! A birthday Card.”

(Field notes 2)

The students already feel familiar with the words from their daily life. One of the characteristics of project-based learning is using the item that was related to the real life so that could help the students in memorizing the materials. It also motivated the students to think wider. It showed when the students worked in groups. Afterward, the students were requested to fill the birthday card. They wanted to do it; thus, making a birthday card was the topic of the project.

Phase 2: Field work/ developing the project

This phase is also called as the inquiry phase because in this phase the students pursue answers to their own questions, based on the topic, using firsthand
resources (Hertzog, 2007). This is the core of the project where the students are investigating, drawing, constructing models, observing closely and recording findings, exploring, predicting, and discussing and dramatizing their new understandings (Chard, 2000).

Regarding to the study, in this phase, the students went to interview each other to get some information about a birthday event. After that, they made any writings for their birthday card. They made their project with their groups. They shared their opinion with each other. The process could be seen in the field notes below.

Setelah sepuluh menit R membagikan lembar contoh kartu ucapan dengan bagian- bagian yang harus diisi sesuai informasi yang didapat dari wawancara tersebut. Beberapa Ss tampak bingung kemudian tiba- tiba seorang Ss nyeletuk “Oh! Aku tahu!” kemudian dia memberitahukannya kepada teman sekelompoknya dengan antusias.

(Fiel notes 2)

From the field notes above, the students could answer the questions well although sometimes they used Indonesian. Some students were active in answering the questions and some other students were still passive. The students did the comprehension task in groups after they have interviewed. It made the students have more opportunities to communicate and interact with their friends. Besides, it made the students work faster and more confident in doing the tasks.
Phase 3: Culminating and debriefing events/ closing the project

Phase 3 includes preparing and presenting reports of results in the form of displays of findings and artifacts, talks, dramatic presentations, or guided tours of their constructions. Related to the study, in this final phase, the students presented their birthday card and stick it on the board in the classroom to be read by other students.

In the first and second meetings, the researcher gave some questions orally for feedback while discussing the project. She gave questions spontaneously to check the students’ understanding. She questioned about the problems of the project. The students very excited and wanted to do another project. It was shown in the field notes on 12 January 2012, 17 January 2012.

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(field notes on, 17 January 2012)

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Project-based learning also aroused students’ interest in learning English. Project-based learning gave them a different kind of learning situation than before which contained tasks only. When they found that learning English was not only tasks, but something easy and interesting, they would be motivated in learning English. It was indicated in the interviews with the students on 24 January 2012 in the break time.
R: Researcher; S1: Student 1; S2: Student 2

R : Siska, Tika. Miss ngajar pake Project-Based Learning kalian suka nggak?
(―Siska, Tika. I taught you by using project-Based Learning. Did you like it?)
S1 : ―Seneng, Miss."
(―Yes, I did.)
S2 : ―Suka banget kok, Miss.”
(―I like it very much.)
R : ―Kenapa kalian senang?"
(―Why did you like it?)
S1 —Kegiatannya macem-macem..pake gambar.., Miss.”
(―Using different tasks..using pictures, Miss.)
S2 : ―Paling suka pas presentasi, Miss.”
(―presentation is the activity that I like most, Miss.)
R : ―Tapi kalian paham materinya kan?”
(―But, you do understand about the material, right?)
S1 : ―Iya, Miss.
S2 : ―Iya, Miss.
(Yes, Miss)

(Source: Interview Transcript 24 January 2012)

R : "Aini, Ardila. Tadi seneng ga ngerjain project?”
(―Did you enjoy doing the project?)
S1,S2 : ―Senang, Miss.”
(―Yes, Miss.)
R : ―Senangnya kenapa?”
(―Why did you enjoy them?)
S1 : ―Karena ga cuma ngerjain LKS terus.”
(―Because they were not only doing LKS.1)
S2 : ―Iya Miss.”
(―I agree, Miss.l)

(Source: Interview Transcript 24 January 2012)

Another quotation was taken from the conversation between the researcher and the English teacher in the break time:

R : "Apakah siswa menyukai aktivitas-aktivitas tersebut?" (Did the students like those activities?)
T : “Iya Mbak. Gini kan lebih menarik dan banyak kegiatannya jadi nggak
ngebosenin." (Yes, Miss. Those activities were more interesting with a lot of tasks so that did not make the students bored)

R : "Lalu, kalau penggunaan Project-Based Learning dalam aktifitas ada peningkatan nggak Bu? (So, is there any improvement during the Project-Based Learning activity?)

T : "Anak-anak jadi lebih semangat dan antusias ya.." (Students giving positive responses and showing more entusiasm.)

(Source: Interview Transcript 24 January 2012)

In this phase most students were able to complete their birthday card based on the result of their interview and present the artifact. On the other hand, they found difficulties in retelling the result in simple sentences although there was some meaning of vocabulary items which were written in the sheet. It was shown in the interview below:

R: Researcher; S1: Student 1, S2: Student 2
R : —Azis, Olga. Miss mau tanya nih. Tadi tugasnya susah ga?
(I want to ask you. How was the task? Was it difficult?)
S1 : “Yang gampang cuma yang tugas ngisi teks, Miss. Tugas presentasi susah ngerjainnya”
(The task that fill the blank was easy, but presentation was difficult, Miss.)
S2 : —Iya, Miss. Yang ngisi gampang banget, presentasinya susah banget..”
(Yes, Miss. Task A was very easy, but task B was very difficult.)
(—Why you could not do it? You only asked to go in front and tell your project. There were some vocabulary items in the sheet which can help you in presenting your project.)
S1 : —Tadi aku Cuma baca aja, Miss.”
(I was just read the text, Miss.)
S2 : “Iya, Miss. Nggak bias ngomong. hehehe.”
(Yes, Miss. I cannot speak. hehehe)

(Source: Interview Transcript 24 January 2012)
The conversation between the researcher and the English teacher in the break time also indicated that the students never had the task to retell about any stories before.

R: Researcher; ET: English Teacher

ET: —Tugas presentasi tadi tu emang menurut saya agak susah untuk anak-anak karena mereka jarang saya kasih tugas untuk maju ke depan apalagi presentasi.

(In my opinion, the presentation was difficult for the students because I rarely asked them to do the task in front of the class or even presentation.)

R: “Iya, Bu. Hasilnya juga mereka hanya membaca yang ada dalam teks saja.”

(—Yes, Ma’am. They only read the texts)

(Source: Interview Transcript 24 January 2012)

From the interviews above, it indicated that the students found difficulties in presenting the project. Thus, the researcher and the English teacher considered it necessary to make plans for the next actions.

2) Using Praise and Reward

Based on the description above, it could be concluded that the teacher never give praise or rewards during the English class. These moments always
happened from time to time so there was no significant improvement in the teaching of English. The interview below indicated that the teacher rarely used praise and rewards.

<table>
<thead>
<tr>
<th>R: Researcher; ET: English Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>R : “Bu, gimana kelas Bahasa Inggrisnya?”</td>
</tr>
<tr>
<td>(—Ma'am, how was your English class?)</td>
</tr>
<tr>
<td>ET : — Yaa, seperti yang mbak liat tadi.”</td>
</tr>
<tr>
<td>(—Yeah, it’s like what you have seen.)</td>
</tr>
<tr>
<td>R : — jarang kasih pujian ya, Bu? Misalnya waktu murid menjawab dengan benar gitu?”</td>
</tr>
<tr>
<td>(—It means that you rarely give praise, for example when the students give the right answer?)</td>
</tr>
<tr>
<td>ET : “Ya begitulah, mbak. Paling-paling cuma bilang “bagus” aja.”</td>
</tr>
<tr>
<td>(—Yes, that’s right. I only said “bagus”. That’s it)</td>
</tr>
<tr>
<td>(Source: Interview Transcript 10 Januari 2012)</td>
</tr>
</tbody>
</table>

The researcher then explained to the English teacher that there should be a change and improvement in the teaching of English. It was very important for the teacher to give praise or reward to the students with English words and sentences. Therefore, the researcher and the English teacher agreed to use praise and reward.

The easiest praise could be given without even saying anything. Here, for examples include: smiling, giving the “OK” hand gesture, giving the thumbs up, whistling, or giving gestures indicating excitement and success. Praise could be a motivational tool in the classroom if the reinforcement was descriptive and the involvement of using the students’ name, choosing appropriate praise words carefully and describing precisely the behavior that merits the praise. The researcher used the same way in the class. It was indicated in the field notes with the students on 12 January 2012 in the break time.
Based on the field notes above the researcher tried to use reward statements in a positive way and the right tone of speak. For examples such as “Right!” and “Ok. Good!” promote intrinsic motivation on behalf of the students.

The students seemed to find the English lesson difficult to understand. It could be observed through their reactions to the lesson like when they did not understand the instructions or words; they were just silent and did nothing. Even they said that they did not know the meaning of the words. To help motivate them, the researcher used some techniques such as giving praise and rewards several times, using gestures, and translating into Indonesian. By using these techniques, the researcher could make them motivated so that they could respond correctly. It was indicated in the interview with the students on 17 January 2012.

<table>
<thead>
<tr>
<th>R</th>
<th>S1: Student 1; S2: Student 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>R :</td>
<td>“Ika, Nigel, tadi seneng ga sama pelajarannya?”</td>
</tr>
<tr>
<td></td>
<td>(—Did you enjoy the lesson?)</td>
</tr>
<tr>
<td>S1 :</td>
<td>“Seneng, Miss. Suka kalau di kasih hadiah.”</td>
</tr>
<tr>
<td></td>
<td>(—I enjoyed it. I like it when you give me rewards.)</td>
</tr>
<tr>
<td>S2 :</td>
<td>“Iya, Miss. Jadi semangat jawabnya, Miss”</td>
</tr>
<tr>
<td></td>
<td>(—Yes, Miss. I’m excited to answer, Miss.)</td>
</tr>
<tr>
<td>R :</td>
<td>“Berarti suka ya kalo dikasih hadiah?”</td>
</tr>
<tr>
<td></td>
<td>(—So you like it if I give you reward?)</td>
</tr>
<tr>
<td>S1:</td>
<td>“Iya, Miss. Aku mau maju teruslah.”</td>
</tr>
<tr>
<td>S2 :</td>
<td>(—That’s right, Miss. I want to keep answering.)</td>
</tr>
</tbody>
</table>

(Source: Interview Transcript 17 February 2012)
The researcher used some expressions such as “Yes, it is correct” in checking the students’ work when the researcher found the students do the tasks correctly; and when the researcher found mistakes in the students’ work, the researcher asked “Is that right?”, “Is it correct?” and “Is it true?”. The clarification expressions like “Is it true?” and —True or false?” were used to attract students’ attention. In the first time, the students did not respond it. After they were given the praise and rewards when they get it right, they could respond correctly. Sometimes the expressions like “Good!” with a thumb up were given to motivate them to do their work. After the expressions used for several times in the classroom, the students could give the appropriate response. They answered immediately like —Yes —No or —Finish when the researcher asked them.

c. Reflection

After implementing the actions in Cycle I, the research team conducted a discussion. In the discussion, they analyzed the data from the observations and the interviews to evaluate the actions that had been conducted. Everyone was free to voice their opinions, feelings, and suggestions related in the implemented actions. The following were results of the reflection.

1) Implementing project-based learning

The uses of project-based learning to improve students’ motivation were effective. It could attract the students to be involved in the teaching of English. Moreover, the use of project-based learning could motivate the students to learn in their own way. The project-based learning helped the students to learn creatively by themselves, so the teacher did not need to interfere their idea and just being
facilitator. They also build the students’ interest in learning English. Project-based learning gave them a different learning situation that different with the situation before which contained tasks only. When they found that learning English was not tasks only, but something easy and interesting, they would be motivated in learning English. Therefore, the students also could comprehend the material well.

2) Using praise and rewards

Practicing using praise and rewards was expected to motivate the students more active in the class. At the first time, the students found many difficulties in responding to the researcher's instructions and questions. For example, if the researcher did not ask them a question, then the students were just silent. Eventually the students became more active during the lesson. They could understand the instructions, explanation, and they could answer the questions without hesitation. Though it was still difficult for them, they tried hard to respond to the teacher in English. This action was considered as an effective way in helping the students to gain more motivation in asking and answering simple questions in English. Therefore, it would be continued in the next cycle. The combination with more gestures would be used when give a praise. It was expected that the students could be more active in the class.

On the other hand, there were still problems that should be solved. They are:

a) Some students still made noise

Some students sitting in the back row were still made some noise. They shouted to each other and they made some jokes about their friends.
b) Some students were still passive

There were some students who were reluctant to participate in the class discussion because they were afraid if their answer was wrong. They put their head on the table. They did not get involved in the English teaching and learning process.

2. Cycle II

a. Planning

The two actions done in the first cycle were successful in improving the students’ motivation. On the basis of the discussion between the researcher and the English teacher, it was determined that Cycle II would still focus on the same problems in Cycle I. Here, the researcher still used the actions in Cycle I to be implemented in Cycle II. Those actions were implementing Project-based learning and using praise and rewards. However, there was an additional action, organizing the seating arrangement of the students. Those were taken from the results of the observation and discussion done by the researcher and the English teacher. These were the description of the actions implemented in Cycle II.

1) Implementing Project-Based Learning

There were some differences between Cycle I and Cycle II. In Cycle I, the researcher applied a project with the theme “Birthday Card” to the students in doing group tasks and individual tasks such as interviewing and drawing the card. In Cycle II the researcher applied project with the theme “O’clock” such as write down the correct sentences below the pictures and arranged the sentences into a correct order.
2) Using Praise and Rewards

As the implementation of classroom English in Cycle I was successful to make the students more active, the researcher decided to use it in Cycle II. However, different from the previous cycle, in this cycle the researcher gave more several of the gestures to make the students understand the expressions. The use of praise and rewards in this cycle was still the same as that in cycle I.

3) Organizing the Seating Arrangement

The researcher planned to organize the seating arrangement for the students who still made some noise. This action was planned based on the reflection of Cycle I revealing that some students were still made some noise and disturbed the other students. Therefore, by organizing the seating, the researcher hoped that the students would be well-ordered in joining the lesson.

b. Action and Observation in Cycle II

The actions were carried out three times, 26 January 2012, 31 January 2012 and 2 February 2012. The actions focused on the use of Project-Based Learning, the use of praise and rewards, and organizing the seating arrangement. The description of the research was presented as follows.
1) Implementing Project-Based Learning

In the first meeting, the researcher also tried to introduce the new project, the theme of a project and the end-product. In conducting the project approach as the instruction given to the students, the researcher also used the same phases.

Phase 1: Getting started/ beginning the project

In this phase, the students and the researcher discussed the topic. The researcher and the students selected and refined a topic to be investigated. The students are invited to recall the memories and experiences about the topic and examined their current understanding and misunderstanding related to the topic. Moreover, there were some criteria that needed to be considered in selecting the topic. To begin, the topic “should be closely related to the children's everyday experience.” (Katz, 1994). At least few of them should have enough familiarity with it.

Here, a picture of o’clock was shown to attract students’ attention and asked students to give opinion about the picture. The students also seemed enthusiastic with the picture. The students were invited to talk about the use of a.m. and p.m. and about daily activity.
Figure VI. The picture of o’clock

From the picture above, the students could conclude about the time without translating the text. The picture facilitated the researcher to explain the material became easier. When the researcher asked the students “What time is it?” while showing the picture most of students answered it right. Using pictures in project-based learning also made the students love to learn English. They felt happy and enjoyed the lesson. They liked the use of pictures because they were interesting and funny. It was indicated from the following interview:

<table>
<thead>
<tr>
<th>R: Researcher; S1: Student 1; S2: Student 2; S3: Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>R : ―Tadi gimana pelajaran Bahasa Inggrisnya? Kalian senang nggak?‖</td>
</tr>
<tr>
<td>(—What about our English lesson? Did you enjoy it?)</td>
</tr>
<tr>
<td>S1 : ―Seneng Miss.‖</td>
</tr>
<tr>
<td>(—I liked it Miss.)</td>
</tr>
<tr>
<td>S2 : ―Gambare bagus-bagus Miss.‖</td>
</tr>
<tr>
<td>(—The pictures were interesting.)</td>
</tr>
<tr>
<td>R : &quot;Jadi kalian suka enggak penjelasan pakai gambar?&quot;</td>
</tr>
<tr>
<td>(—So, do you like the use of the picture?)</td>
</tr>
<tr>
<td>S3 : ―Iya suka Miss. Bagus je, ora mboseni,jadi paham juga&quot;</td>
</tr>
<tr>
<td>(—Yes Miss. It made me love to learn. It was not boring. And also I knew what the lesson was about.)</td>
</tr>
</tbody>
</table>

(Source: Interview Transcript 26 January 2012)

The teacher also made statement about the use of pictures in the project-based learning:

<table>
<thead>
<tr>
<th>ET: English Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET : —Mbak pakai gambarnya bagus ya. Saya cuma pake yang ada di buku. Anak-anak pasti suka itu.‖</td>
</tr>
<tr>
<td>(—The use of the picture was very nice. I only used pictures in the textbook. The students must be very happy with them.)</td>
</tr>
</tbody>
</table>

(Source: Interview Transcript 31 January 2012)
From the interview and statement above, the use of pictures in the project-based learning made the material more appealing. In the teaching of English, students found something interesting from the project-based learning. With the help of pictures, students love to learn English. Students were more visually oriented.

The students had already familiar with the picture from their daily life. It was also motivate the students to think broader. Afterward, the students were requested to learn about their own daily activity. They wanted to do it; which was, making agenda was the topic of the project.

Phase 2: Field Work/ Developing Project

In this phase the students search answers to their own questions, based on the topic, using firsthand resources (Hertzog, 2007). This is the core of project where the students are investigating, drawing, constructing models, observing closely and recording findings, exploring, predicting, and discussing and dramatizing their new understandings (Chard, 2000).

Regarding to the study, in this phase, the students went to resume their information about their daily activity. After that, they made an agenda about their daily activity. They made their project with their groups. They shared their opinion with each other. The researcher gave them an example, the guided questions and some of tasks to help the students in making their agenda. The process could be seen in the field notes below.

R lalu menjelaskan langkah-langkah yang harus dilakukan oleh Ss. Pertama Ss membaca contoh sebuah agenda kegiatan sehari-hari. Setelah itu Ss menjawab pertanyaan tentang contoh bacaan tersebut. Mereka antusias mengerjakan pekerjaan menjawab pertanyaan dan menyelesaikan. Dalam waktu sepuluh menit
Ss telah menyelesaikan tugas tersebut. R lalu mendiskusikan bersama jawaban tugas tersebut bersama dengan Ss.

(Field notes 7)

Moreover, guided questions also gave students additional information about the project. By looking at the example, students got the visualization about the situation, background and even characteristics of an agenda. It was shown in the interview transcript on 31 January 2012.

R : —The project is easy, right?
S : —Yes, Miss. Contohnya membantu.
(Yes, Miss. The example is very helping)
R : —Good. Jadi kamu tahu kan bagaimana menulis agenda.
(So, you know how to write your own agenda right?)
S : —Yes, Miss.

(Source: interview transcript on 31 January 2012)

From the interview transcript above, the students could gather the information that they needed to write their own agenda with the examples and the guided questions given. In this phase, the researcher also gave some questions orally while discussing the example given. She gave questions spontaneously. The students tried to answer the questions in English when the researcher asked the students to use English.

R : —Whose agenda is it?
Ss : —Andi, Miss.
R : —What is the agenda tells about?
Ss : —e ee eee about Andi’s daily activity.
R : —What time did he go to school?
Ss : —at 07.30 am.
R : —Great. Where did he go at 03.00pm?
Ss : —playing football, Miss.
R : —Good job.

(Source: interview transcript 26 January 2012)

From the interview transcript above, the students could answer the questions well. Most of the students were active in answering the questions. In this phase, group work gave a big contribution to the implementation of the action. It made the students happy and could cooperate well with their friends in their group. It could be known from the interview quote below:

R: Researcher; S1: Student 1; S2: Student 2; S3: Student 3
R : —Menurut kamu gimana dengan kerja kelompoknya?”
(—What do you think about the group work?)
S1 : —Seneng Miss. Bisa membantu satu sama lain dalam menyelesaikan tugas.”
(—It was fun Miss. We could help one another in finishing the task.)
R : “Menurut kamu gimana?”
(—What about you?)
S2 : “Suka, Miss. Jadi ada temennya.”
(—I like it, Miss. I have friends)
R : —Kalo kamu gimana?”
(—What about you?)
S3 : —Kalo aku sih seneng bisa ngerjain bareng-bareng.”
(—I was happy because I could work with other students.)

(Source: Interview Transcript 31 January 2012)

Group work also made the students busy so that it could decrease the possibility of being sleepy and bored. It also made the students work faster. Moreover, it made the students confident in doing the task.

Phase 3: Culminating and debriefing events/ closing the project

Phase 3 includes preparing and presenting reports of results in the form of displays of findings and artifacts, talks, dramatic presentations, or guided tours of
their constructions. Relating to the study, in this final phase, the students presented their agenda in front of the class.

In this phase most students were able to complete their agenda based on the result of their investigation from the example and present the artifact. Most students were able to present their project clearly. The students were enthusiastic in joining the activity.

2) Using praise and rewards

In Cycle II, praise and rewards were used in all the meetings. It was similar to that in the previous cycle; the researcher used to show good respect to the students by giving good comments and rewards to the students when they tried to be active in the teaching of English and it was done to motivate the students.

Like what had been done in Cycle I, the researcher still used some techniques such as repeating the expressions several times, translating into Indonesian, and using gestures. It was expected that the students would be more motivated in learning English because they would feel that they got rewards in doing the task successfully. This plan was implemented by saying “That’s great” “Well done” “Right” “Good job” “Excellent” when the students tried to answer the questions or did anything they were asked to do. The implementation of giving rewards in the form of good comments can be seen from the interview transcript below:

<table>
<thead>
<tr>
<th>R: —Whose agenda is it?</th>
<th>Ss: —Andi, Miss.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R: —What is the agenda tell about?</td>
<td>Ss: —It’s about Andi’s daily activity.</td>
</tr>
<tr>
<td>R: —Was time did he go to school?</td>
<td>Ss: —at 07.30 am.</td>
</tr>
</tbody>
</table>
R: —Great. Where did he go at 03.00pm?
Ss : —playing football, Miss.
R: —Good job. (Source: interview transcript, 26 January 2012)

The students liked to imitate the good comments that there searcher said such as —Good — Good job and —Excellent because they rarely heard it from their English teacher. They were also asked to give applause to their friend who had tried to do the instructions.

Since the students had to know the value of learning, rewards were not always given in every activity. They learn English not because of the rewards or the points but they had to know the meaning of their learning. The main reward was given in the end of the cycle. The researcher promised to give prizes to the quickest in group work. All the students were very enthusiastic in joining the group work. They did the task secretly so the other groups would not see their group’s work. They tried to answer the questions correctly and they wanted to get prize.

The effect of the implementation of giving reward in the form of snacks can be seen from the interview below:

R: Researcher; S: Student
R : “Pas tadi kamu bisa jawab, kamu senang nggak di kasih snack gitu?”
(—When your got the answer right, you got the snacks, didn’t you? Are you happy?)
S : ”Seneng banget! jarang banget dapat hadiah snack kalo lagi belajar di sekolah. Makasih ya Miss.”
(—Yes, I am so happy because I didn’t get the snacks as the prize in classroom activity before this. Thank you, Miss.)
(Source: Interview Transcript 2 Februari 2012)
From the description, the goal of the teaching of English was achieved. Generally, the goal could be achieved since all students were involved in the teaching of English and they improved their motivation. The teaching of English became more interesting. The students did not easily get bored.

3) Organizing the Seating Arrangement

Seating arrangements play an important role in a language classroom. Organizing the seating arrangement can help to increase students’ interaction and make eye contact with everyone else in the group and thus interact much more naturally.

This plan was implemented by using group work when the students worked in the project. Here, the students were separated in the small groups in separate tables. In this arrangement, the researcher worked as a facilitator who moved around and monitors the students activity.

Figure VII. The students worked in groups

In Cycle II, the seating arrangement was used in all the meetings. Although it was similar to that in the previous cycle, the researcher implemented some condition before organizing the seating arrangement. Before setting up the
seating arrangement, the researcher needed to decide who can be grouped or paired with whom considering some other factors such as what lowers their academic stamina, whether they misbehave or not, whether one student is comfortable with his/her group and all.

The effect of the implementation of theseating arrangement in the form of groups can be seen from the interview below:

<table>
<thead>
<tr>
<th>R: Researcher; S1: Student 1; S2: Student 2; S3: Student 3</th>
<th>(Source: Interview Transcript 31 January 2012)</th>
</tr>
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<tbody>
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<tr>
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<td></td>
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<tr>
<td>S2 : “Suka, Miss. Jadi ada temennya.”</td>
<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

The researcher also used some changes of the arrangement such as if a new project then the students have the new arrangement. In this cycle, the students could give the appropriate responses. They got more interested in the classroom activities because it made them feel that they are in a new place.

c. Reflections

After implementing the actions in Cycle 2, the English teacher and the researcher did some reflections. It was based on the observations during the
teaching and learning process, the students’ opinion, and interviews with English teacher. The results of the reflections were as follows:

1) Implementing Project-Based Learning

The Project-Based Learning was used to attract the students’ attention to the use of the language taught. It made the teaching of English more alive because they could help and motivate the students in understanding the lesson. Project-Based Learning also made the students love to learn English because they found something interesting from the process. By using Project-Based Learning, the students also could comprehend the materials easily without much interfered from the teacher. Moreover, Project-Based Learning also gave various activities and atmosphere in learning the materials. These actions helped the students to increase their motivation in learning English because they got the different situation from before.

2) Using praise and rewards

When this action was done, there were more active students. They were more motivated. They always competed in doing the activities to get the rewards. The researcher also gives appreciation to the students’ work by saying “That is great” “Well done” “Right” “Good job” and “Excellent” accompanied with positive gestures.

3) Organizing the seating arrangement

The seating arrangement was done to create a positive learning environment. To motivate the low-achieving students, the researcher set up the arrangement in such a manner where there were mixes of high-achieving students
and low-achieving students. When low-achieving students see others working and doing well, they became motivated to do their class works. This way, high-achieving students helped the low-achieving ones. The researcher did not need to go to all of the students personally to solve their problems, which saved the researcher’s time.

C. General Findings

The cycles in this research had been finished. Several findings taken from the implications of actions are as follows.

1) Giving explanation by using pictures and guided question needs to be implemented continuously because it could make the students try to find out the answers. It was good to do every day to make the students active.

2) The use of interesting tasks was effective to make the students able to answer the questions well. Also, it could overcome the students’ boredom. The tasks were fun. The students got not only knowledge but also pleasure.

3) The use of project-based learning was successful to create a meaningful step of the English teaching and learning process in the classroom. The students were engaged and involved in every activity conducted in every phase. The phases of this approach were successful to help the students to be more motivated. They did not feel bored and were enthusiastic in joining every phase in this approach. The students got the valuable knowledge from joining the class activity. The students got motivated to do different kinds of project.
4) Project-Based Learning also aroused students' interest in learning English. Project-Based Learning gave them a different learning situation from before which contained tasks only. When they found that learning English was not doing tasks only, but something easy and interesting, they would be motivated in learning English.

5) The combination of English and Indonesian could help the students to understand the teacher's explanation and instruction. It was also useful when the teacher used gestures so that the students could get the better understanding in teacher's explanation and instruction.

6) Giving praise and rewards could support and improve students' involvement in the teaching and learning of English. The rewards also could make the students more enthusiastic in joining the class.

7) Organizing the seating arrangement was good for the class since there was enough space in the classroom for the teacher to move and work with the students. Moreover, both the teacher and the students could keep eye contact with each other which was very important for the teacher to monitor the students.

8) Learning language by using Project-Based Learning was an interesting technique for the students. The students’ low motivation problem could be overcome. There was improvement in the students’ motivation that became more active in the classroom.

The following are changes occurring in the teaching of English between first cycle and second cycle. In the first cycle, the students still felt unmotivated
but in the second cycle they could enjoy the lesson, felt happy and were active in doing the class activities.

Table 5. The Changes Occurring in the Teaching of English

<table>
<thead>
<tr>
<th>Pre-action</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher rarely give motivation to the students</td>
<td>The teacher still rarely give motivation</td>
<td>The teacher still rarely give motivation</td>
</tr>
<tr>
<td>The students’ discipline in English teaching learning process was low</td>
<td>Some of the students still have low discipline</td>
<td>The students are have high discipline in the English teaching and learning process</td>
</tr>
<tr>
<td>The teacher did not use interesting teaching techniques to present the materials</td>
<td>The researcher used Project-Based Learning to present the materials.</td>
<td>The researcher did not always explain in detail because the students could think independently. The researcher just give them more guided questions</td>
</tr>
<tr>
<td>The teacher did not create the English materials into interesting activities.</td>
<td>The researcher used pictures in explaining the project. But some students still make some noise</td>
<td>The researcher used picture in explaining the project and added more guided question so that the students could focus to the lesson.</td>
</tr>
<tr>
<td>The students had less opportunity to practice their English in the class</td>
<td>The researcher used Project-Based Learning where there was presentation but some students still felt shy</td>
<td>The students were very active to do the presentation</td>
</tr>
<tr>
<td>The students easily got bored during English class activity</td>
<td>The researcher used praise and rewards to make the students be motivated. Some students still passive</td>
<td>The researcher put more gestures when praised and gave rewards to the students more so that the students did not get bored</td>
</tr>
</tbody>
</table>
CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The aim of this study was improving students’ motivation in the teaching and learning process through PBL. The research findings and discussions in Chapter IV showed that the students’ motivation in the teaching and learning process at the fourth grade of SDN II Wonokarto was improved. The actions were carried out in two cycles. Those actions were combined with the use of praise and rewards and seating arrangement. The result of the research showed successes and failures. Assigning PBL was successful to improve the students’ motivation so that the students could actively participate in the English class. However, in case of using praise and rewards, it was not successful in the first cycle. The researcher as the teacher was not enough active in giving the praise. In the second cycle, the researcher gave more intense praise using gestures. Also, giving appreciation and rewards to the students were also effective to motivate the students in joining the lesson.

Furthermore, the researcher found that Project-Based Learning could: (1) attract the students’ attention to get involved in the class activities, (2) arouse students’ interest in learning English, (3) ease the students to learn English without detail explanation, (4) make the teachings of English more alive because it help the students in understanding the materials, (5) make the students love to learn English, (7) help the students to understand the teacher’s explanation and
instruction, (8) support and improve students’ involvement in the teaching and learning of English.

There were some changes including the way of thinking and behavior of the involved members in this study. Those changes are related to the following:

1. **The changes in the teaching of English**

   The teaching and learning process of English was active, alive and enjoyable. Using Project-Based Learning could improve the students’ motivation. They could actively engage in the learning process. Before the actions were conducted, the students were passive. They understand the material but they did not want to be active in the class.

2. **The changes happening to the students**

   Before the researcher implemented the actions, the students were very passive and did not pay attention to the teacher’s explanation. After the researcher conducted the actions, the students were actively involved in the learning process and paid attention to the teacher. They looked very interested and enthusiastic with the teaching and learning process.

3. **The changes happening to the English teacher**

   After observing the research, the English teacher became interested and motivated with the actions implemented in the teaching of English. Before observing the research, she could not handle the class properly. She realized that she would think more to find out the fun, enjoyable and interesting techniques to teach the English lesson. This study gave her inspiration to do the best in the
teaching English so that the students were interested and paid attention to her explanation.

B. Implications

Based on the findings, three implications can be proposed. Those are related to the importance of PBL in attracting students' positive attitudes, the importance of PBL in improving students' motivation, and the importance of PBL for the teacher.

First, the results of the study imply that Project-Based Learning need to be implemented in the classroom since those activities can give students' positive attitudes. Due to these positive attitudes, students become enthusiastic to do PBL activities and give good comments about the project in PBL activities.

Second, the findings carry the implication that it is important to PBL in the classroom since these activities can improve students' motivation. By using Project-Based Learning in the classroom, students often get involved in the task. This will improve students' motivation.

Third, PBL can be used as one of the techniques in the teaching of English. PBL can help the teacher to give interesting activities in the classroom and build students' confidence in using English.

C. Suggestions

Based on the conclusion and the implications, some suggestions are offered for the English teachers and other researchers. These are presented as follows.
1. The English Teacher

It is suggested that the English teachers use PBL for classroom instruction from the beginning of the fourth grade. As students are familiar with PBL, they will be motivated in learning English. This will help solve problems of the English teaching such as presented by this study.

2. The other Researchers

It is necessary to follow-up this study to get more actions to improve students' motivation by the use of PBL. For example, an additional testing technique like self-assessment can be applied to involve students to find out the willingness in learning English.
FIELD NOTES

Field notes 1

Rabu, 10 Januari 2012


Field notes 2

Kamis, 12 Januari 2012

Pertemuan I


Setelah menyapa dan berkenalan satu per satu kemudian R mengajak Ss untuk berkenalan dengan tema yang akan disampaikan hari ini. Pertama R bertanya tentang hari ulang tahun dari beberapa siswa dan bertanya berapa umur mereka. “OK, I have something to give you out, but firstly do you know what it is? Nanti saya bagikan, sekarang do you know what it is?” R menunjukkan contoh kartu ulang tahun. Beberapa Ss menjawab “Kartu ulang tahun, Miss!” dengan antusias. “Right, betul. Good! Bahasa Inggrisnya apa?” Seorang Ss menjawab “Birthday Card!” “OK, good! A birthday Card.


Dalam setiap kelompok R meminta Ss untuk mewawancarai teman sekelompoknya tentang pengalaman hari ulang tahun masing-masing dan menulisnya dalam buku. Saat Ss dibagi menjadi kelompok, tiap kelompok Ss tidak ada interaksi dan hanya sibuk dengan kegiatan masing-masing. Setelah sepuluh menit R mebagikan lembar contoh kartu ulang tahun dengan bagian-bagian kosong yang harus diisi sesuai informasi yang didapat dari hasil wawancara tersebut. Beberapa Ss tampak bingung kemudian tiba-tiba seorang Ss nyeletuk, “Oh! Aku tahu!” kemudian dia memberitahukannya kepada teman sekelompoknya dengan antusias.

Waktu tinggal sepuluh menit, R kemudian memberikan feedback dan memberitahukan tentang hasil dari project hari ini. R berkata, “OK, jadi projectnya kita bikin kartu ulang tahun ya.” Beberapa Ss menjawab, “Kita bikin sekarang aja, Miss!” “Iya, Miss sekarang aja.” R mengatakan membuatnya untuk minggu depan dan menyarankan Ss untuk membawa peralatan gambar mereka untuk pertemuan selanjutnya. Setelah itu R menutup pelajaran dengan menyuruh Ss untuk berdoa terlebih dahulu sebelum pulang.

Field notes 3

Selasa 17 Januari 2012

Pertemuan II


Field notes 4

Kamis, 19 Januari 2012

Pertemuan III


Field notes 5

Selasa, 24 Januari 2012

Pertemuan IV


Sebelum memulai pelajaran, R mengucapkan salam “Good morning” yang dibalas dengan antusias oleh Ss. R kemudian berkata, “OK class. Are you ready for the presentasion? Siap ya untuk [resentasi?]”


Sebelum pelajaran selesai R memberikan feedback kemudian mengumumkan kalau pertemuan selanjutnya akan ada tema project yang baru dan memberikan hadiah makanan untuk hasil kerja keras mereka.
Pertemuan V

Pagi itu R masuk kelas sembari mengucapkan salam dan Ss menjawab dengan penuh semangat. R meminta siswa berhitung untuk memberikan presensi dengan menggunakan Bahasa Inggris.

R mengambil gambar dari dalam tas kemudian menunjukkannya kepada Ss. “look at the picture. There is o’clock here. Do you know what the time at this clock is?” kemudian R menjawab, “It is ten o’clock.” R berkata,”great!right!”

R kemudian menjelaskan materi tentang bagaimana cara pengucapan penyebutan waktu dengan benar dalam Bahasa Inggrs. Pada awalnya Ss masih merasa bingung, kemudian R menggambar sebuah gambar jam besar d papan tulis dan menjelaskan dengan pelan-pelan. Untuk memastikan pemahaman Ss, R menyedakan latihan untuk maju ke depan. Seorang Ss yang maju ke depan bertanya,”harusnya paka a.m atau p.m ya, miss?” Kemudian R menjawab,” OK, good question Olga. Ada yang bisa bantu?” Kemudian seorang ss menjawab,” harusnya pakai p.m kan?” R menjawab, “right, good job!”


Pertemuan VI

R tiba di sekolah lima menit sebelum pelajaran Bahasa Inggris dimulai. ET juga sudah datang. Sambil menunggu guru mata pelajaran lain selesai mengajar kelas.


Setelah memastikan pemahaman SS, R mulai menjelaskan tentang project hari ini dan membagikan material untuk project. Sebelum R selesai menjelaskan langkah-langkah mengerjakan project, SS sudah berebutan mengajukan pertanyaan. SS bertanya, “Ini dirangkai ya, Miss?” kemudian “Gambar jam dan daily activity-nya dicocokkan ya?”

R lalu menjelaskan langkah-langkah yang harus dilakukan oleh SS. Pertama SS membaca contoh sebuah agenda kegiatan sehari-hari. Setelah itu SS menjawab pertanyaan tentang contoh bacaan tersebut. Mereka antusias mengerjakan pekerjaan menjawab pertanyaan dan menyelesaikannya. Dalam waktu sepuluh menit SS telah menyelesaikan tugas tersebut. R lalu mendiskusikan bersama jawaban tugas tersebut bersama-sama dengan SS.

R kemudian menyuruh SS bekerja berpasangan untuk mempraktekkan suatu mini role play yang dilakukan di depan kelas. R lalu bertanya, “hayo siapa yang mau maju duluan?” kemudian SS menjawab, “me!me!saya, miss” lalu R menjawab, “Alright. Olga’s group first.”

Di tengah-tengah kelompok yang maju melakukan role play di depan kelas, seorang SS berkata, “Miss, sekarang jadi sering ada kegiatan pakai Bahasa Inggris.Pakai project terus aja, Miss. Banyak nggambar dan nulisnya.” Kita jadi semangat jadinya.”

Field notes 8
Kamis, 2 Februari 2012
Pertemuan ke VII

R kemudian mengucapkan salam “Good morning” yang dibalas dengan semangat oleh Ss. Suasana kelas saat tidak begitu panas sehingga Ss terlihat lebih tenang dari biasanya. R kemudian menjelaskan bahwa hari ini project terakhir yang akan dipresentasikan. R kemudian meminta Ss untuk membuat kelompok. Kemudian R menjelaskan langkah-langkah dalam mengerjakan project tersebut. R membagikan material untuk menunjang mengerjakan project Ss. R membagikan gambar jam dinding dalam potongan kecil.


Ss telah selesai mengerjakan project dan R bertanya lagi siapa yang ingin presentasi terlebih dahulu. Kemudian Ss menjawab, “Saya mau, Miss.” Kelompok pertama yang maju bertanya,”Miss, boleh bawa papannya?” kemudian R memperbolehkan.
INTERVIEW TRANSCRIPTS

R: Researcher; S1: Student 1; S2: Student 2
R : "Siska, Tika. Miss ngajar pake Project-Based Learning kalian suka nggak?"  
(―Siska, Tika. I taught you by using project-Based Learning. Did you like it?)
S1 : ―Seneng, Miss.”  
(―Yes, I did.)
S2 : ―Suka banget kok, Miss.”  
(―I like it very much.)
R : ―Kenapa kalian senang?’’  
(―Why did you like it?)
S1 : ―Kegiatannya macem-macem..pake gambar.., Miss.’’  
(―Using different tasks..using pictures, Miss.)
S2 : ―Paling suka pas presentasi, Miss.”  
(―presentation is the activity that I like most, Miss.)
R : ―Tapi kalian paham materinya kan?’’  
(―But, you do understand about the material, right?)
S1 : ―Iya, Miss.
S2 : ―Iya, Miss.
(Yes, Miss)

(Source: Interview Transcript 24 January 2012)

R: Researcher; S1: Student 1, S2: Student 2
R : “Aini, Ardila. Tadi seneng ga ngerjai project?”  
(―Did you enjoy doing the project?)
S1,S2 : ―Senang, Miss.”  
(―Yes, Miss.)
R : ―Senangnya kenapa?’’  
(―Why did you enjoy them?)
S1 : ―Karena ga cuma ngerjain LKS terus.”  
(―Because they were not only doing LKS.1)
S2 : “Iya Miss.”  
(―I agree, Miss.l)

(Source: Interview Transcript 24 January 2012)

R : "Apakah siswa menyukai aktivitas- aktivitas tersebut?" (Did the students like those activities?)
T : “Iya Mbak. Gini kan lebih menarik dan banyak kegiatannya jadi nggak ngebosenin.” (Yes, Miss. Those activities were more interesting with a lot of tasks so that did not make the students bored)
R: "Lalu, kalau penggunaan Project-Based Learning dalam aktifitas ada peningkatan nggak Bu? (So, is there any improvement during the Project-Based Learning activity?)

T: "Anak-anak jadi lebih semangat dan antusias ya."
(Students giving positive responses and showing more enthusiasm.)
(Source: Interview Transcript 24 January 2012)

R: Researcher; S1: Student 1, S2: Student 2

R: —Azis, Olga. Miss mau tanya nih. Tadi tugasnya susah ga? (—I want to ask you. How was the task? Was it difficult?)
S1: "Yang gampang cuma yang tugas ngisi teks, Miss. Tugas presentasi susah ngerjainnya."
(—The task that fill the blank was easy, but presentation was difficult, Miss.)
S2: "Iya, Miss. Yang ngisi gampang banget, presentasinya susah banget."
(—Yes, Miss. Task A was very easy, but task B was very difficult.)
(—Why you could not do it? You only asked to go in front and tell your project. There were some vocabulary items in the sheet which can help you in presenting your project.)
S1: "Tadi aku Cuma baca aja, Miss."
(—I was just read the text, Miss.)
S2: "Iya, Miss. Nggak bias ngomong.hehehe."
(Yes, Miss. I cannot speak.hehehe)
(Source: Interview Transcript 24 January 2012)

ET: —Tugas presentasi tadi tu emang menurut saya agak susah untuk anak-anak karena mereka jarang saya kasih tugas untuk maju ke depan apalagi presentasi.
(In my opinion, the presentation was difficult for the students because I rarely asked them to do the task in front of the class or even presentation.)
R: "Iya, Bu. Hasilnya juga mereka hanya membaca yang ada dalam teks saja."
(—Yes, Ma’am. They only read the texts)
(Source: Interview Transcript 24 January 2012)
R: Researcher; ET: English Teacher

R : “Bu, gimana kelas Bahasa Inggrisnya?”
(―Ma'am, how was your English class?)
ET : —Yaa, seperti yang mbak liat tadi.”
(―Yeah, it's like what you have seen.)
R : — jarang kasih pujian ya, Bu? Misalnya waktu murid menjawab dengan benar gitu?”
(―It means that you rarely give praise, for example when the students give the right answer?)
ET : “Ya begitulah, mbak. Paling-paling cuma bilang “bagus” aja.”
(―Yes, that's right. I only said “bagus”. That’s it)
(Source: Interview Transcript 10 Januari 2012)

R: Researcher; S1: Student 1; S2: Student 2
R : “Ika, Nigel, tadi seneng ga sama pelajarannya?”
(―Did you enjoy the lesson?)
S1 :—Seneng, Miss. Suka kalau di kasih hadiah.”
(―I enjoyed it. I like it when you give me rewards.)
S2 : —Iya, Miss. Jadi semangat jawabnya, Miss”
(―Yes, Miss. I’m excited to answer, Miss.)
R : “Berarti suka ya kalo dikasih hadiah?”
(―So you like it if I give you reward?)
S1 : —Iya, Miss. Aku mau maju teruslah.”
S2 (—That’s right, Miss. I want to keep answering.)
(Source: Interview Transcript 17 February 2012)

R: Researcher; S1: Student 1; S2: Student 2; S3: Student 3
R : —Tadi gimana pelajaran Bahasa Inggrisnya? Kalian seneng nggak?”
(―What about our English lesson? Did you enjoy it?)
S1 : —Seneng Miss.”
(―I liked it Miss.)
S2 : —Gambare bagus-bagus Miss.”
(―The pictures were interesting.)
R : ”Jadi kalian suka enggak penjelasan pakai gambar?”
(―So, do you like the use of the picture?)
S3 : —Iya suka Miss. Bagus je, ora mboseni.jadi paham juga”
(―Yes Miss. It made me love to learn. It was not boring. And also I knew what the lesson was about.)
(Source: Interview Transcript 26 January 2012)
ET: English Teacher

ET: "Mbak pakai gambarnya bagus ya. Saya cuma pake yang ada di
buku. Anak-anak pasti suka itu."

("The use of the picture was very nice. I only used pictures in
the textbook. The students must be very happy with them.
(Source: Interview Transcript 31 January 2012)

R: "The project is easy, right?
S: "Yes, Miss. Contohnya membantu.
(Yes, Miss. The example is very helping)
(So, you know how to write your own agenda right?)
S: "Yes, Miss.
(Source: Interview transcript on 31 January 2012)

R: "Whose agenda is it?
Ss: "Andi, Miss.
R: "What is the agenda tells about?
Ss: "ee about Andi’s daily activity.
R: "What time did he go to school?
Ss: "at 07.30 am.
R: "Great. Where did he go at 03.00pm?
Ss: "playing football, Miss.
R: "Good job.
(Source: interview transcript 26 January 2012)

R: "Menurut kamu gimana dengan kerja kelompoknya?"
("What do you think about the group work?)
S1: "Seneng Miss. Bisa membantu satu sama lain dalam
menyelesaikan tugas."
("It was fun Miss. We could help one another in finishing the
task.
R: "Menurut kamu gimana?"
("What about you?)
S2: "Suka, Miss. Jadi ada temennya."
("I like it, Miss. I have friends)
R: "Kalo kamu gimana?"
("What about you?)
R: Researcher; S: Student
R: “Pas tadi kamu bisa jawab, kamu senang nggak di kasih snack gitu?”
(—When your got the answer right, you got the snacks, didn't you? Are you happy?)
S: ”Seneng banget! jarang banget dapat hadiah snack kalo lagi belajar di sekolah. Makasih ya Miss.”
(—Yes, I am so happy because I didn't get the snacks as the prize in classroom activity before this. Thank you, Miss.)
(Source: Interview Transcript 2 Februari 2012)

R: Researcher; S1: Student 1; S2: Student 2; S3: Student 3
R: “Menurut kamu gimana dengan kerja kelompoknya?”
(—What do you think about the group work?)
S1: “Seneng Miss. Bisa membantu satu sama lain dalam menyelesaikan tugas.”
(—It was fun Miss. We could help one another in finishing the task.)
R: “Menurut kamu gimana?”
(—What about you?)
S2: “Suka, Miss. Jadi ada temennya.”
(—I like it, Miss. I have friends)
R: “Kalo kamu gimana?”
(—What about you?)
S3: “Kalo aku sih seneng bisa ngerjain bareng-bareng.”
(—I was happy because I could work with other students.)
(Source: Interview Transcript 31 January 2012)
INTERVIEW GUIDE

List of the questions for the English teacher and the students that related to the aspects.

Note:  
T: teacher  
S: students

1. Apakah Ibu melibatkan para siswa untuk membuat project yang berhubungan dengan materi pelajaran? T

2. Menurut Ibu dengan melibatkan para siswa dalam membuat project dapat meningkatkan motivasi siswa dalam belajar Bahasa Inggris? T

3. Apakah siswa senang ketika dilibatkan dalam proses membuat project tersebut? T

4. Menurut Ibu proses pembuatan project dengan melibatkan siswa dapat memperkenalkan mereka pada konteks dan kosa kata yang berhubungan dengan materi? T

5. Apakah Ibu meminta para murid untuk mempresentasikan pekerjaan mereka di depan kelas? T

6. Menurut adik dengan project-based learning dapat membantu kamu untuk lebih mudah mempelajari Bahasa Inggris? S

7. Menurut adik dengan project-based learning dapat membantu kamu lebih percaya diri mengerjakan tugas-tugas? S

8. Menurut adik apakah kegiatan project-based learning dapat meningkatkan motivasi dalam belajar Bahasa Inggris? S
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

NAMA SEKOLAH : SDN II Wonokarto
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IV/2
Standar Kompetensi : 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas
Kompetensi Dasar : 5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan
Alokasi Waktu : 2 x 30 menit
Tujuan Pembelajaran : Siswa dapat merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima

Indikator :
• Siswa mampu mengucapkan kata atau kalimat seputar umur.
• Siswa bisa menuliskan kata atau kalimat seputar umur dengan benar.
• Siswa bisa bercakap-cakap tentang umur dengan pengucapan dan intonasi yang benar.
• Siswa bisa membaca nyaring kalimat seputar umur dengan ucapan dan intonasi yang benar.
• Siswa bisa menulis kata atau kalimat seputar umur dengan benar.
• Siswa mampu menulis kartu ulang tahun dengan benar.
• Siswa memahami isi dari sebuah kartu ulang tahun.

Tujuan Pembelajaran:
Siswa bisa berkomunikasi lisan dan tertulis dengan baik pada tataran sederhana yang berkaitan dengan umur.

Metode Pembelajaran:
Three-phase techniques (Presentation, Practice, Production)

Langkah-langkah Aktivitas Pembelajaran:
A. Pertemuan ke-1
1. Kegiatan Awal (5 Menit)
   - Guru memberi salam kepada siswa dalam bahasa Inggris dan siswa merespon.
   - Guru menanyakan kabar siswa dan siswa menjawab.
   - Untuk brainstorming, guru menanyakan hari ulang tahun dan umur siswa tertentu dan meminta siswa menjawab.
   - Guru memberitahu bahwa dalam pertemuan ini siswa mempelajari cara membuat kartu ucapan selamat ulang tahun menanyakan umur.

2. Kegiatan Inti (15 Menit)
   - Fokus pertemuan ke-1 ini adalah memperkenalkan tentang bagian-bagian dari kartu ulang tahun dengan menunjukkan gambar contoh.
   - Memperkenalkan cara bertanya jawab tentang umur yang hanya terbatas pada \textit{How old are you?} dan jawaban \textit{I am ... years old}.
   - Guru mempresentasikan topik petemuan ini.
   - Siswa mendengar penyebutan umur yang diucapkan guru dan mengulanginya secara klasikal.
   - Guru memperhatikan pengucapan siswa dan membetulkan jika salah.
   - Guru meminta siswa mempraktekkan penyebutan umur dan bagian-bagian kartu ulang tahun sudah disiapkan secara lengkap.
   - Guru meminta siswa melakukan tanya jawab tentang umur dan beberapa bagian dalam kartu ucapan.
   - Guru juga meminta siswa mengerjakan latihan interview.

3. Kegiatan Penutup (10 Menit)
   - Guru meminta siswa memperlihatkan hasil pekerjaan mereka sehubungan dengan materi.
   - Guru merangkum materi yang telah dipelajari lalu meminta siswa mengulanginya di rumah.

B. Pertemuan ke-2
1. Kegiatan Awal (5 Menit)
• Guru memberi salam kepada siswa dalam bahasa Inggris dan siswa merespon.
• Guru menanyakan kabar siswa dalam bahasa Inggris dan siswa menjawab.
• Guru merevisi materi pertemuan ke-1 seperti sudah disiapkan.
• Guru memberitahu siswa bahwa dalam pertemuan kali ini siswa mempelajari cara menanyakan dan menjawab pertanyaan tentang umur dengan fokus How old is he/she/your brother/your father/your mother? dan jawaban He/She/My brother/My father/My mother is ... years old.

2. Kegiatan Inti (15 Menit)
• Fokus pertemuan ke-2 ini adalah memperkenalkan cara menanyakan dan menjawab pertanyaan tentang umur dengan fokus How old is he/she/your brother/your father/your mother? dan jawaban He/She/My brother/My father/My mother is ... years old.
• Guru mempresentasikan materi ajar untuk pertemuan ke-2 ini.
• Guru menyuruh siswa secara berkelompok untuk membuat dan mendiskusikan tentang project membuat kartu ulang tahun yang tetap berhubungan dengan umur.

3. Kegiatan Penutup (10 Menit)
• Sebagai latihan penutup, guru meminta siswa secara berpasangan untuk melakukan tanya jawab tentang umur.
• Guru memberikan latihan penutup sebelum meringkas materi yang telah dipelajari dan meminta siswa mempelajari kembali materi pertemuan ke-1 dan ke-2 ini di rumah.

C. Pertemuan ke-3
1. Kegiatan Awal (5 Menit)
• Pertemuan ke-3 ini bertujuan mendalami materi pertemuan ke-1 dan ke-2.
• Guru secara acak meminta siswa menjawab pertanyaan tentang ke-1 dan ke-2.
• Kalau siswa tidak ingat, guru membantu ingatan siswa tentang apa yang telah mereka pelajari pada pertemuan ke-1 dan ke-2.
2. Kegiatan Inti (15 Menit)
- Guru merevisi materi yang telah dibahas pada pertemuan ke-1 dan ke-2 sambil menguji ingatan siswa tentang bahan yang telah diajarkan pada 2 pertemuan itu.
- Tidak ada materi baru yang dipresentasikan pada bagian ini selain pengulangan materi pada tiga pertemuan sebelumnya itu. Karena itu, fokus utama pertemuan ke-3 ini adalah pada mematangkan hasil project yang dikerjakan oleh siswa.

3. Kegiatan Penutup (10 Menit)
- Selain merangkum materi yang sudah dibahas, pada bagian ini guru juga memberikan ide-ide yang dapat membantu siswa menyelesaikan project mereka.
- Guru meminta siswa untuk mempelajari kembali topik yang sudah dibahas di rumah untuk dipersiapkan presentasi minggu depan.

Sumber/Bahan/Alat Pembelajaran:
1. Gambar-gambar yang berkaitan dengan materi ajar
2. Buku-buku lain yang relevan

Penilaian:
1. Aspek yang dinilai:
   - **Listening/Speaking**: Pengucapan, kelancaran, akurasi, intonasi, ekspresi wajah, grammar
   - **Reading** : Pengucapan, intonasi, kelancaran, akurasi
   - **Writing** : Ejaan, kerapian tulisan tangan, keakuratan

2. Teknik Penilaian :
   - Tes lisan/tertulis
   - Observasi kelas
   - Penilaian guru

3. Contoh Penilaian:
- Teknik : Tes lisan
- Bentuk : Tanya jawab tentang umur.
- Contoh instrumen :

![Birthday Party Invitation](image1.png)

![Smiley Card](image2.png)

**FORMAT KRITERIA PENILAIAN**

**Produk (Hasil Diskusi)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek</th>
<th>Kriteria</th>
<th>Skor</th>
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</thead>
<tbody>
<tr>
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<td>* semua salah</td>
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PERFORMANSI

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CATATAN:
Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

Mengetahui

Kepala Sekolah                     Guru Mapel Bahasa Inggris

........................................

NIP: ........................................
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

NAMA SEKOLAH : SDN II Wonokarto
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IV/2
Standar Kompetensi : 7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas
Kompetensi Dasar : 7.1 Membaca nyaring dengan ucapan yang tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana
Alokasi Waktu : 2 x 30 menit
Tujuan Pembelajaran : 1. Siswa dapat melafalkan kata, frasa, dan kalimat dengan benar
                     2. Siswa dapat membaca kata, frasa, dan kalimat dengan intonasi yang benar
                     3. Siswa dapat membaca nyaring dengan baik dan benar

Indikator :
• Siswa mampu mengucapkan kata atau kalimat seputar waktu dalam sistem dua belas jam.
• Siswa bisa menuliskan kata atau kalimat seputar kegiatan sehari-hari dengan benar.
• Siswa bisa bercakap-cakap tentang waktu dengan pengucapan dan intonasi yang benar.
• Siswa bisa menulis kata atau kalimat seputar waktu dengan benar.

Tujuan Pembelajaran:
Siswa bisa berkomunikasi lisan dan tertulis dengan baik pada tataran sederhana yang berkaitan dengan waktu.

Metode Pembelajaran:
Three-phase techniques (Presentation, Practice, Production)

Langkah-langkah Aktivitas Pembelajaran:
A. Pertemuan ke-1
1. Kegiatan Awal (5 Menit)
- Guru memberi salam kepada siswa dalam bahasa Inggris dan siswa merespon.
- Guru menanyakan kabar siswa dan siswa menjawab.
- Untuk brainstorming, guru menanyakan tentang waktu.
- Guru memberitahu bahwa dalam pertemuan ini siswa mempelajari tentang cara mengekspresikan waktu dan membuat agenda.

2. Kegiatan Inti (15 Menit)
- Fokus pertemuan ke-1 ini adalah memperkenalkan tentang waktu dengan menunjukkan gambar jam analog.
- Memperkenalkan cara bertanya jawab tentang umur yang hanya terbatas pada *Could you tell me what time is it?* dan jawaban *Yes, it’s seven o’clock*.
- Guru mempresentasikan topik petemuan ini.
- Siswa mendengar penyebutan waktu yang diucapkan guru dan mengulanginya secara klasikal.
- Guru memperhatikan pengucapan siswa dan membetulkan jika salah.
- Guru meminta siswa mempraktekkan penyebutan waktu yang sudah disiapkan secara lengkap.
- Guru meminta siswa melakukan tanya jawab tentang waktu dan tentang kegiatan sehari-hari.

3. Kegiatan Penutup (10 Menit)
- Guru meminta siswa memperlihatkan hasil pekerjaan mereka sehubungan dengan materi.
- Guru merangkum materi yang telah dipelajari lalu meminta siswa mengulanginya di rumah.

B. Pertemuan ke-2

1. Kegiatan Awal (5 Menit)
- Guru memberi salam kepada siswa dalam bahasa Inggris dan siswa merespon.
- Guru menanyakan kabar siswa dalam bahasa Inggris dan siswa menjawab.
- Guru merevisi materi pertemuan ke-1 seperti sudah disiapkan.
• Guru memberitahu siswa bahwa dalam pertemuan kali ini siswa mempelajari cara menanyakan dan menjawab pertanyaan tentang waktu.

2. Kegiatan Inti (15 Menit)
• Guru mempresentasikan materi ajar untuk pertemuan ke-2 ini.
• Guru menyuruh siswa secara berkelompok untuk membuat dan mendiskusikan tentang project membuat sebuah agenda.

3. Kegiatan Penutup (10 Menit)
• Sebagai latihan penutup, guru meminta siswa secara berpasangan untuk melakukan tanya jawab tentang waktu dan kegiatan sehari-hari.
• Guru memberikan latihan penutup sebelum meringkas materi yang telah dipelajari dan meminta siswa mempelajari kembali materi pertemuan ke-1 dan ke-2 ini di rumah.

C. Pertemuan ke-3
1. Kegiatan Awal (5 Menit)
• Pertemuan ke-3 ini bertujuan mendalami materi pertemuan ke-1 dan ke-2.
• Guru secara acak meminta siswa menjawab pertanyaan tentang ke-1 dan ke-2.
• Kalau siswa tidak ingat, guru membantu ingatan siswa tentang apa yang telah mereka pelajari pada pertemuan ke-1 dan ke-2.

2. Kegiatan Inti (15 Menit)
• Guru merevisi materi yang telah dibahas pada pertemuan ke-1 dan ke-2 sambil menguji ingatan siswa tentang bahan yang telah diajarkan pada 2 pertemuan itu.
• Tidak ada materi baru yang dipresentasikan pada bagian ini selain pengulangan materi pada tiga pertemuan sebelumnya itu. Karena itu, fokus utama pertemuan ke-3 ini adalah pada mempresentasikan hasil project yang dikerjakan oleh siswa.
3. Kegiatan Penutup (10 Menit)
- Guru memberikan pendapat tentang project yang dibuat siswa
- Guru meminta siswa untuk mempelajari kembali topik yang sudah dibahas di rumah.

Sumber/Bahan/Alat Pembelajaran:
1. Gambar-gambar yang berkaitan dengan materi ajar
2. Buku-buku lain yang relevan

**FORMAT KRITERIA PENILAIAN**

### PRODUK (HASIL DISKUSI)

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**CATATAN:**

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.
Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

Mengetahui
Kepala Sekolah

Guru Mapel Bahasa Inggris

NIP:
## SILABUS PEMBELAJARAN

Sekolah : SDN II Wonokarto  
Kelas : IV (Empat)  
Mata Pelajaran : BAHASA INGGRIS  
Semester : 2 (Dua)  
Standar Kompetensi : 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 5.1.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan | Contoh:  
Guru: How old are you?  
Siswa: I'm ....years old | • Siswa bersama-sama merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima  
• Masing-masing siswa merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima | • Siswa mampu mengucapkan kata atau kalimat seputar umur.  
• Siswa bisa menulis kata atau kalimat seputar umur | Unjuk kerja  
Performance | Act out the dialogues in front of the class  
2 x 30 menit | Buku “Project with Young Learners” written by Diane Phillips, Sarah Burwood & Helen Dunford, published on 2008 by Oxford: Oxford University Press  
Media: Blackboard/Whiteboard |
• Siswa bisa bercakap-cakap tentang umur dengan pengucapan dan intonasi yang benar.
• Siswa bisa membaca nyaring kalimat seputar umur dengan ucapan dan intonasi yang benar.
• Siswa bisa
<p>| | | | | | | |</p>
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</tbody>
</table>

- Siswa mampu menulis kartu ulang tahun dengan benar.
- Siswa memahami isi dari sebuah kartu ulang tahun.
## SILABUS PEMBELAJARAN

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<td>Standar Kompetensi</td>
<td>: 7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas</td>
</tr>
</tbody>
</table>

### Materi Pokok/Pembelajaran

7.1 Membaca nyaring dengan ucapan yang tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana

### Kegiatan Pembelajaran

- Contoh:
  
  A: *Could you tell me what time is it?*
  
  B: *Yes, it’s seven o’clock.*

- Menirukan ujaran dalam ungkapan sangat sederhana

### Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Teknik</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrumen</th>
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<tbody>
<tr>
<td>Performance</td>
<td>Repeat the expressions with the correct pronunciation and intonation.</td>
<td></td>
</tr>
<tr>
<td>Siswa: <em>What time is it?</em></td>
<td></td>
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<tr>
<td>Siswa: (mengulang)</td>
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</tr>
</tbody>
</table>

### Penilaian

- Unjuk kerja
- Performance

### Alokasi Waktu

| Alokasi Waktu | 2 x 35 menit |

### Sumber Belajar

- *Script percakapan*
- Buku teks
- Alat peraga
Mengetahui,
Kepala SD ……………………

…………………………
Guru Bahasa Inggris

(_______________________)
NIP : ……………………………

(_______________________)
The researcher was explaining the materials in the presentation stage while the students pay attention to the picture.

The students were paying attention to the researcher’s explanation seriously.

The students were doing an individual task seriously.
The students were doing a task in pairs.

The students were doing a task in groups.

The students were discussing the answer of the tasks in practice stage which were done in pairs.
The students were put glues in the production stage.

The students present their work in front of the class.