The Perception of Project-Based Learning in Extensive English Speaking Performance at UIN Sunan Ampel Surabaya

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Loreana, Yurike Risa, 2020, The Perception of Project-Based Learning in Extensive English Speaking Performance at UIN Sunan Ampel Surabaya. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Drs. Muhtarom, M.Ed. Grad. Dipl. TESOL and Rizka Safriyani, M.Pd

Key Words: Project-Based Learning, Extensive English Speaking Performance, Perception

Project-based learning is one method that is commonly used. The product of project-based learning includes video or audio. In teaching speaking performance, the teacher can explore students' speaking proficiency by using project-based learning to identify speaking performance. This study aimed to investigate the teachers' and students' perceptions of project-based learning in English speaking performance. The study used a qualitative descriptive by interviewing three lecturers and nine students. The study also distributed questionnaires to 54 students. The result showed that positive responses to the use of project-based learning in English speaking performance. Both the lecturers and the students get the benefits of applying project-based learning. The lecturers could encourage the students' creativity, the students' way to assess their own ability, and the students' results of the project. Moreover, students' could develop their ability and skills. The study also found that several challenges in using project-based learning a video in English speaking performance. The challenges faced by the lecturers such as internet connection, the student understanding, the student pronunciation, and the student concept for doing a project. Whereas, the challenges of student are an internet connection, technological knowledge, and the student's preparation.

ABSTRAK

Loreana, Yurike Risa, 2020, The Perception of Project-Based Learning in Extensive English
Speaking Performance at UIN Sunan Ampel Surabaya. A Thesis. Pendidikan Bahasa Inggris, Fakultas
Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Advisor: Drs. Muhtarom, M.Ed. Grad. Dipl. TESOL
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Kata Kunci: Pembelajaran Berbasis Proyek, Kinerja Berbicara Bahasa Inggris Secara Panjang Lebar, Persepsi

Pembelajaran berbasis proyek adalah salah satu metode yang sering digunakan dipembelajaran bahasa Inggris. Produk dari pembelajaran berbasis proyek meliputi video dan suara. Di pembelajaran kinerja berbicara, guru dapat mempeluas keahlian berbicara siswa dengan menggunakan pembelajaran berbasis proyek untuk mengindentifikasi kemampuan berbicara. Penelitian ini bertujuan untuk meneliti persepsi guru dan siswa di dalam penggunaan pembelajaran berbasis proyek video di kinerja berbicara bahasa Inggris. Penelitian ini menggunakan deskriptif kualitatif dengan melakukan wawancara dengan tiga dosen dan sembilan siswa. Penelitian ini juga, mendistribusikan kuisioner untuk 54 siswa. Hasil dari penelitian ini memperlihatkan respon yang positif saat menggunakan pembelajaran berbasis proyek a video di dalam pembelajaran kinerja belajar bahasa Inggris. Keduanya guru dan siswa mendapatkan keuntungan. Guru mendapat keuntungan yaitu meningkatkan kreativitas siswa, cara siswa menilai kemampuan mereka sendiri, dan hasil dari proyek. Selanjutnya, siswa juga mengalami beberapa kesulitan ketika menggunakan pembelajaran berbasis proyek video di dalam pembelajaran kinerja belajar bahasa Inggris. Kesulian yang dialami oleh guru yaitu koneksi internet, pemahaman siswa, pengucapan siswa, dan pemahaman konsep untuk mengerjakan proyek. Selain itu, kesulitan siswa yaitu koneksi internet, pengetahuan tentang teknologi, dan persiapan siswa.



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LIST OF ABBREVIATION

UIN Universitas Islam Negeri

PBL Project-Based Learning

ELED English Language Education Department



CHAPTER I

INTRODUCTION

This first section presents the general issues of this research that related to the background of the study. These include the background of the study, the research question, the objective of the study, the significance of the study, scope, and limitation of the study, and the definition of key terms.

A. Background of the Study

Nowadays, the most commonly used method is Project-based learning. Project-based learning means the students must produce a product, publication, or presentation. One of learning a model that makes the students more actively to participate in doing a project within individual or group work that can improve their speaking English language skills is project-based learning ¹. Product in project-based learning includes video, audio, or anything else. It depends on the teacher.

One of the skills in English is speaking. Speaking skill is considered as the aspect to develop the other skills, for example, in writing and reading skill. Speaking is the process of the people to produce the word that will be communicated with others. Speaking is to express the language orally to make other people easier to understand the meaning of language². Speaking performance is an activity that is spontaneous, open-ended, and evolving, but sometimes unpredictable. The main point of speaking is to convey thinking and meaning, which makes other people understand what we are talking about.

In practicing speaking, there are some problems faced by the teachers and students in the class when teaching process³. Those problems are the vocabulary and pronunciation of the students, English proficiency of the teacher is limited, the condition of a class does not support the speaking activity, limited chance and time to practice in the class, and the task are less suitable for the learning process of speaking English.

Some studies from Asia and the United States have been conducted the implementation of Project-based learning in primary school, which is a game-based context⁴. Moreover, project-based learning has been implemented for teaching story-based⁵, digital, and storytelling⁶. Furthermore, Project-based learning may also implement in reading comprehension⁷ and implement in speaking through video dubbing, which is a multimedia project⁸. Besides that, some researchers use the implementation of Project-based learning to investigate a point of view and experiences such as students' perceptions⁹, teacher's orientation¹⁰, and in-service teacher's experiences¹¹.

The study from Eleni Griva showed a positive impact on implementing project-based learning using a game for young learners to develop speaking skills in language the learning process. The finding shows that the teacher should make a good atmosphere to make the students feel confident, stimulate the student's motivation, and create positive attitudes¹². Another study conducted by Artemis A. Georgopoulou investigated the implementation of Project-based learning using story-based has a positive effect on the receptive and productive oral skills. This research shows the opportunities for the interaction between the teacher and the students. There are some positive impacts on

¹ Thomas, J. W. 2000. A Review of Research on Project-based Learning. San Rafael, California: The Autodesk Foundation.

² Cameron, Lynne.2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

³ R.A. Sari, Skripsi: "Students' Perceptions on the Video Project in Their Speaking Class: a Study of 11th Grade of SMAN 1 Kasihan Students" (Yogyakarta: Universitas Sanata Dharma,

⁴ Eleni Grivaa *, K. S. (2010). Early foreign language learning: Implementation of a project in a game-based context. *Procedia Social and Behavioral Sciences 2*, 3700–3705.

⁵ Artemis A. Georgopoulou, E. G. (2012). Story-based learning: implementation of a pilot project for early foreign language learning. *Procedia - Social and Behavioral Sciences* 31, 110 – 115.

⁶ Chun-Ming Hung, G.-J. H. (2011). A Project-based Digital Storytelling Approach for Improving Students' Learning Motivation, Problem-Solving Competence, and Learning Achievement. *Educational Technology & Society*, 15 (4), 368–379.

⁷ Widiseta, D. (2016). Improving Students' Reading Comprehension Through Project-based learning for Grade XI Students at SMA N 1 Teladan Yogyakarta in the academic year of 2016/2017. *UNY Journal*.

⁸ Mandasari, V. Z. (2014). Improving Students' Speaking Skills Through Video Dubbing. Surakarta: Universitas Sebelas Maret.

⁹ Efendi, T. A. (2017). The Students' Perceptions of The Implementation of Ict-Supported Project Based Learning In English Teaching. *IJET | Volume 6, Issue 2.*, 167-183.

¹⁰ Meredith A. Park Rogers, D. I.-N. (2010). First Year Implementation of A Project-Based Learning Approach: The Need for Addressing Teachers' Orientations in The Era of Reform. *International Journal of Science and Mathematics Education*.

¹¹ Sunyoung Han, B. Y. (2015). In-service Teachers' Implementation and Understanding of STEM Project Based Learning . *Eurasia Journal of Mathematics, Science & Technology Education*, 6376.

¹² Eleni Grivaa *, K. S. (2010). Early foreign language learning: Implementation of a project in a game –based context . *Procedia Social and Behavioral Sciences* 2 , 3700–3705.

students. First, each student may communicate with their classmates. Second, the students involve all activities in the classroom. Last, students may use their imagination and creativity in language learning¹³.

A study from Chun-Ming Hung found that using digital storytelling can improve the students' motivation for learning science, problem-solving skills, and learning achievement. The research conducted by Damar Widiesta also showed the positive impact of the implementation of PBL in improving the students' reading comprehension¹⁴.

Project-based learning not only improves language skills but also changes the perspective and orientation. Based on Tri A. Effendi, his study explored the students' perspective in implementing ICT project-based learning. The study showed a positive impact on the students' perception¹⁵. Moreover, a study from Sun Young et al. indicates a positive impact on the perception of the in-service teacher¹⁶.

Most of the previous studies above discussion about the implementation of PBL using technology like a game and digital storytelling that focus on the students' perception, teacher's orientation, and teachers' experience. Meanwhile, this study will analyze the teachers' perception when using Project-based learning in teaching extensive English speaking performance and investigate students' perception of using Project-based learning in extensive English speaking performance. The method used in analyzing the data is qualitative descriptive. The data field of this study is teachers and students of ELED academic year 2019 - 2020 at UIN Sunan Ampel. The aim of this study is to investigate student's and teacher's perceptions using Project-based learning in extensive English speaking performance in language teaching and learning process.

B. Research Questions

The research questions are related to the background above, and it will be analyzed what are the teachers' and students' perceptions of the use of Project-based learning in extensive English speaking performance at ELED of UIN Sunan Ampel?

C. Objective of the Study

Based on the statement of the research questions above, the research will be aimed to find out to explore the teachers' and students' perceptions using Project-based learning in extensive English speaking performance at ELED at UIN Sunan Ampel.

D. Significance of the Study

This research finding has expected to give benefit and contribution to the students, the lecturers, and also the further researcher.

1. For students/ pre-service

The findings of this study can be a reference for the students or pre-service teachers to use Project-based learning in English speaking performance.

2. For experienced teachers/lecturer

This study can be a reference for experienced teachers/lecturers to use Project-based learning techniques in the classroom to teach English speaking performance.

3. For further research

The research findings can be beneficial and reference for the future researchers who want to conduct the similar qualitative research for using project-based learning in other skill, in different level of student learning or other related topics such as the challenges or the benefit of the students and the teacher for using project-based learning.

E. Scope and Limitation of the Study

This research scope is what the teachers' and students' perception of using Project-based learning in creativity recorded extensive English speaking performance. Moreover, this research is limited to the second-semester academic year 2019 – 2020 in Spoken English Class of ELED at UIN Sunan Ampel. The topic of Project-based learning will be determined by the lecturers.

F. Definition of Key Terms

In this study, the researcher has few terms to make the readers have the same thought and concept to understand this research.

¹³ Artemis A. Georgopoulou, E. G. (2012). Story-based learning: implementation of a pilot project for early foreign language learning. *Procedia - Social and Behavioral Sciences* 31, 110 – 115.

 $^{^{14}}$ Widiseta, D. (2016). Improving Students' Reading Comprehension through Project Based Learning (PBL) for Grade XI Students at SMA N 1 Teladan Yogyakarta in the academic year of 2016/2017. {\it UNY Journal.}

¹⁵ Efffendi, T. A. (2017). The Students' Perceptions of the Implementation of Ict - Supported Project Based Learning In English Teaching. *IJET | Volume 6, Issue* 2., 167-183.

¹⁶ Sunyoung Han, B. Y. (2015). In-service Teachers' Implementation and Understanding of STEM Project Based Learning. *Eurasia Journal of Mathematics, Science & Technology Education*, 6376.

1. Speaking

Speaking is to express the language orally to make other people easier to understand the meaning of language¹⁷. In this research, speaking implies a form of the students' performance to be able to express ideas using English orally to make other people easier to understand the meaning of the language.

2. Extensive English Speaking Performance

The form of oral practice to explore the student's speaking proficiency. The activities in this type can be summary, oral report, or short speeches¹⁸. In this research, the student's activity in extensive English speaking performance is individual presentation.

3. Project-Based Learning

Project-based learning is the techniques to design, plan, and carry out an extended project that produces a product, publication, or presentation that make the students participate more actively in doing a project within the group or individual work¹⁹. In this research, Project-based learning means the students must produce a recorder in extensive English speaking performance.

4. Teacher's Perception

Teacher's perception is the process of teacher thinking something in their surrounding environment using physical sensory²⁰. In this research, the teacher's perception means the process of the teacher thinks about project-based learning in extensive English speaking performance by using their opinion.

5. Student's Perception

Student's perception is the process of student thinking something in their surrounding environment using physical sensory²¹. In this research, student's perception means the process of the student thinking about Project-based learning in extensive English speaking performance by using their opinion.



¹⁷ Cameron, Lynne.2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

¹⁸ Brown, H.D. (2001). Teaching by Principles: An Active Approach to Language Pedagogy. (2nded). San Francisco: Addison Wesley Longman, Inc. 271

¹⁹ Thomas, J. W. 2000. A Review of Research on Project-based Learning. San Rafael, California: The Autodesk Foundation

²⁰ Jerry Anak Ahen, Student's Perception toward English for Self-Expression.

²¹ Ibid.

CHAPTER II

REVIEW OF RELATED LITERATURE

The second section discusses several theories and previous studies to support this study about the perception of Project-based learning in extensive English speaking performance at UIN Sunan Ampel

A. Theoretical Framework

1. Teachers' and Students' Perception

According to Jerry, perception is the process of someone thinking something in their surrounding environment using physical sensory²². In addition, Sharma stated that perception is the process of people's interpretation and the sensation of our sense. However, perception also from our experience because when someone has passed something is easier to compare with what someone new experience. In other words, perception is the way of people comparing the experience, interpretation, and sensation when thinking something.

Each person has their perception as long as proven by facts. Different person has a different perception; it affected by the individual need and interest. From the statement above, perception in this research is that the teachers and students may have different perceptions. The teachers and students experience perceive the interpretation and sensation when in using Project-based learning as video in English speaking performance. The important to understand the teachers' and students' perceptions in this study is to see whether the use of Project-based learning suitable for teaching English speaking performance.

2. Project-Based Learning

The current technique of the teacher may implement for the students to create something creatively. The technique used is Project-based learning²³. This technique in the teaching-learning process should make the students take action and have leadership in the classroom. Moreover, Barak &Raz²⁴ and Barak & Doppelt²⁵ suggested that Project-based learning may explore the new knowledge, discover the scientific issues, and integrate subjects from different knowledge.

Therefore, Project-based learning means the students who design, plan, and carry out an extended project that produces a product, publication, or presentation that develops the students to participate more actively in the project process within the group or individual work²⁶. In this research, the students must produce project-based learning as a video recorder about extensive English speaking performance.

3. Video as Teaching Media

In the 21st century, the students are more familiar with technologies. One of the technologies is video. A video may be used in the teaching media. A video is a technology that is used for processing, recording, capturing, storing, reconstructing, and transmitting the image to represent the motion and scenes²⁷. The video may provide the sounds and images it be used for monitoring the students' activities in spoken language²⁸. This line suggested by Berk a video is one effective technique for novices and visual learners in teaching and learning activities. The video can integrate the presentation with the narration or dialogue.

The video as project-based learning is learner-centered, active learning and collaboration, and cooperative learning. The students must be creative, actively, have high motivation, have critical thinking, high-spirited to challenge themselves to make a product, presentation, or performance to develop their English skills²⁹. Moreover, the video as project-based learning has some advantages.

Firstly, make the students think about how way to make a creative video project that is related to the topic. Secondly, authentic because they must make the video originally from their ideas. Last, make the students have the plan to get a good achievement of their video Project-based learning. In this research, the video means the students produce the lecturers will determine a recorder of student's extensive speaking performance about the material.

22 Ibid

²³ Markham, T., Larmer, J., & Ravitz, J. (2003). Project-Based Learning Handbook: a Guide to Standards Focused Project-Based Learning for Middle and High School Teachers.

²⁴ Barak, M. & Raz, E. (1998), 'Hot Air Balloons: Project Centered Study as a Bridge between Science and Technology Education', Science Education 84, 27-42.

²⁵ Barak, M. & Doppelt, Y.: 2000, 'Using Portfolios to Enhance Creative Thinking', Journal of Technology Studies 26(2), 16–24.

²⁶ Thomas, J. W. (2000). A Review of Research on Project-based Learning. San Rafael, California: The Autodesk Foundation

²⁷ Arum Mustikawati, The Effectiveness of Using Video in Teaching Speaking for the Eight Grade Student of SMP N 1 Manisrenggo.

²⁸ Renandya, W.A. & Richards, J.C. (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press.

²⁹ David Moursund, Project-Based Learning Using Information Technology, 1st ed. (Oregon: International Society for Technology in Education, 2016), 12.

4. Teaching Speaking in EFL Classrooms

Teaching is to help someone to do something, to give the instruction, to provide with the knowledge, to guide the study something, and to know or to understand the study³⁰. Teaching is an activity to facilitate the students to learn. Teaching English must be in real situations³¹. Teaching English has four basic skills that are listening, reading, writing, and speaking. Teaching English speaking is select the appropriate words or sentences to speak, express the values and judgment for something, use the correct intonation and rhythm, and use the language fluency³².

The most important in teaching English speaking is the ability of someone to express without hesitation, precisely, accurately, reasonably, and intelligently³³. In this research, teaching English speaking performance is the process of the teacher gives the instruction and transfer the knowledge to facilitate the students in learning English speaking performance that emphasizes the activities to make the students more active and creative.

Speaking is the process of the people to produce the word that will be communicated with others. Speaking is one of the four language skills. Speaking is to express the language orally to make other people easier to understand the meaning of language³⁴. Speaking is an activity that often spontaneous, open-ended, and evolving, but sometimes unpredictable. The main point of speaking is to convey thinking and meaning, which makes other people understand what we are talking about.

There are some problems when practicing speaking³⁵. First, the vocabulary and pronunciation because when someone listens to the new vocabulary and pronunciation that uncommon vocabulary, they will be confused about how to understand it. Second, teachers have limited English proficiency. Third, the classroom condition does not support spoken activities. Fourth, limited chance to practice the English speaking performance in the classroom. Last, the assignment does not emphasize the English-speaking performance. According to the problem above, the researcher wants to explore that using project-based learning as a video recorder can resolve the problems when practicing English-speaking performance.

5. Type of Speaking Performance

There are six categories of speaking performance to carry out in the classroom; that explanation is given below³⁶.

a. Imitative

Imitative is the type of speaking performance focusing on the element of language rather than the meaning of the interaction. The purpose of type speaking performance is to imitate a native speaker's pronunciation. Drilling is one of the activities of this category.

b. Intensive

An intensive is an oral practice that is more concerned with grammatical or phonological aspects. The conversation is only based on the context. The learning activity in this type can be self-initiated or pair work. The example activity in this category is doing the interview section.

c. Responsive

Responsive means someone giving comments or requests, ask questions and make small talk, but they do not want to continue into dialogue. In this category, giving a critic is something that happens is one of the example activity.

d. Transactional (dialogue)

This type of speaking performance is an extended form of responsiveness. The purpose is to convey or exchange specific information. Discussion is one of the activities in this category.

e. Interpersonal (dialogue)

Interpersonal means the interaction of someone that consist of two forms. Those are the purpose of maintaining and sustaining social relationships more complex than responsive. One of the activities of interpersonal is debate.

f. Extensive (monologue)

The form of oral practice in this type can be a summary, oral report, or short speeches. The student's speaking proficiency can be seen in this type of speaking performance. The activity in this category is presented.

³⁰ Brown, H.D. (2001). Teaching by Principles: An Active Approach to Language Pedagogy. (2nded). San Francisco: Addison Wesley Longman, Inc.

³¹ Fried-Booth, D. L. (1997). *Project Work*. (8th Ed.) Oxford: Oxford University Press

³² Nunan, D. (2003). Practical English Language Teaching. New York: McGraw Hill.

 $^{^{\}rm 33}$ Penny, Ur. (1996). A Course in Language Teaching. Cambridge: Cambridge University Press.

³⁴ Cameron, Lynne. (2001). Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

³⁵ R.A. Sari, Skripsi: "Students' Perceptions on the Video Project in Their Speaking Class: a Study of 11th Grade of SMAN 1 Kasihan Students" Yogyakarta: Universitas Sanata Dharma

³⁶ Brown, H.D. (2001). *Teaching by Principles: An Active Approach to Language Pedagogy*. (2nded). San Francisco: Addison Wesley Longman, Inc., 271.

Those types of speaking performance make the teachers more variety in teaching English speaking skills in the classroom. The teacher is able to choose one of the types of speaking performance, which can be taught with the appropriate material. In this research, the researcher only focusses on extensive speaking performance because the researcher wants to investigate the student's perception in exploring their speaking proficiency when they practice individually. Moreover, in extensive speaking performance, the students speaking English in monologue, so the students must prepare well and understand what they want to explain the material.

B. Previous Studies

Some studies have investigated the implementation of Project-based learning. One of them was Eleni Griva, entitled "Early Foreign Language Learning: Implementation of a Project in a Game-Based Context³⁷." This study showed a positive impact on implementing project-based learning using a game for young learners to develop speaking skills in classroom practices. A study by Artemis A. Georgopoulou investigated the implementation of Project-based learning also found a positive effect on oral receptive and productive skills. This study found that there were opportunities for the interaction between the teacher and the students when applying Project-based learning³⁸.

The next previous studies were done by Chun-Ming Hung³⁹. This study observed a project-based digital storytelling approach for improving the learning performance of students. The result showed that using digital storytelling could enhance student motivation for learning science, problem-solving skills, and learning achievement. Another study was done by Damar Widiesta also showed the positive impact that implemented of PBL to improve the students' reading comprehension⁴⁰. Furthermore, the PBL gave the improvement when implemented in speaking through video-dubbing based on Vivy Z. Mandasari⁴¹.

Project-based learning not only to improve or implement in language skill but also may investigate the perspective and orientation. The first study was done by Tri A Effendi explored the students' perspective when implemented of ICT-supported PBL showed a positive impact from the students' perception⁴². The second study was done by Sun Young et al.,⁴³. This study focused on in-service teachers' implementation and understanding of STEM PBL. It also indicates a positive impact on the perception of in-service teachers. Thus, the study was done by Meredith A park et al., investigated that PBL may increase the teachers' orientation when implemented PBL approach⁴⁴.

Additionally, the similarity of the previous studies above is that all of the previous studies discuss project-based learning. Meanwhile, each previous studies above have different subjects and objects of the research. Moreover, in this research, the researcher also discusses Project-based learning. The conclusion, the researcher can compare the previous studies to support this research.

³⁷ Eleni Grivaa *, K. S. (2010). Early foreign language learning: Implementation of a project in a game –based context . *Procedia Social and Behavioral Sciences* 2, 3700–3705.

³⁸ Artemis A. Georgopoulou, E. G. (2012). Story-based learning: implementation of a pilot project for early foreign language learning. *Procedia - Social and Behavioral Sciences* 31, 110 – 115.

³⁹ Chun-Ming Hung, G.-J. H. (2011). A Project-based Digital Storytelling Approach for Improving Students' Learning Motivation, Problem-Solving Competence, and Learning Achievement. *Educational Technology & Society*, 15 (4), 368–379.

⁴⁰ Widiseta, D. (2016). Improving Students' Reading Comprehension through Project-based learning for Grade XI Students at SMA N 1 Teladan Yogyakarta in the academic year of 2016/2017. *UNY Journal*.

⁴¹ Mandasari, V. Z. (2014). Improving Students' Speaking Skill through Video Dubbing. Surakarta: Universitas Sebelas Maret.

⁴² Efendi, T. A. (2017). The Students' Perceptions of The Implementation of Ict-Supported Project Based Learning In English Teaching. *IJET | Volume 6, Issue 2.*, 167-183.

⁴³ Sunyoung Han, B. Y. (2015). In-service Teachers' Implementation and Understanding of STEM Project-Based Learning. *Eurasia Journal of Mathematics, Science & Technology Education*, 63-76.

⁴⁴ Ibid.

CHAPTER III

RESEARCH METHOD

This third section discusses the research methodology of this study and how the way the researcher collects the data. It explains the detail below.

A. Research Design

This research design used a qualitative descriptive. Qualitative descriptive method is one of the research designs to describe situations or phenomena in the depth of exploration and interpretation when analyzing the findings⁴⁵. This research investigated the importance, improvement, challenge, and benefit of the teachers' and the students' perception of using Project-based learning in extensive English speaking performance at ELED academic year 2019 - 2020 at UIN Sunan Ampel. This research described the data narratively based on the real situation.

B. Research Subject and Setting

This study took place in ELED academic year 2019- 2020 in Spoken English Class at UIN Sunan Ampel. It is located on Ahmad Yani Street No.117, Jemur Wonosari, Wonocolo, East Java, 60237. Furthermore, this research was conducted for the teachers and the students. The researcher used purposeful sampling⁴⁶. The subjects are three lecturers who interviewee and 54 students who filled out the questionnaire in ELED at UIN Sunan Ampel.

This major is selected as the setting and subject of this research because of some considerations. First, the researcher is the students of ELED at UIN Sunan Ampel based on that the researcher has easy access to do research there. Second, the selection of the semester for doing this study is limited to the second-semester academic year 2019 – 2020 in Spoken English Class because the specific skill being the focus of this research is allocated in that semester. The last, some lecturers use project-based learning in English speaking performance at ELED of UIN Sunan Ampel. This research only focuses on the teachers' and students' perceptions of using Project-based learning in extensive English speaking performance.

C. Data and Source of Data

This part will be discussing two parts. There are data and sources of data.

1. Data

The data of this study are the teachers' and the students' perceptions of using Project-based learning in English speaking performance. In the first data of this research is the teachers' perception when using Project-based learning in Spoken English Class, this data was collected from the interview. Moreover, in the second data of this research is students' perception of using Project-based learning in English speaking performance, it was collected from the questionnaire and interview.

2. Source of Data

The first source of data in this study is the recording from an interview with the lecturers of Spoken English Class who teach English using project-based learning in English speaking performance. The second source of data is the students of Spoken English Class who filled the questionnaire of using Project-based learning in English speaking performance. Moreover, the researcher interviewed WhatsApp and distributed the questionnaire through Google Form because of the Covid-19 Pandemic in Indonesia, which was impossible to do face to face data collection.

D. Data Collection Technique

This study used two techniques for collecting the data for answering this research, those are:

1. Interview

Unstructured, semi-structured, and structured questions that are the types of interviews stated by Uwe Flick⁴⁷. Based on the statement above, the researcher uses a semi-structured question. In this type, the researcher will have an interview guideline, but the interview guideline questions can modify related to the answer of interviewees⁴⁸. The purpose of doing an interview is to investigate the teachers' perception of using Project-based learning in English speaking performance. Related to Creswell, interviewing means collect the data the researcher can do by face to face or phone with the interviewees⁴⁹.

2. Questionnaire

The data of the questionnaire is the step to gain information on the students' perception of using Project-based learning in English speaking performance at ELED of UIN Sunan Ampel. Students only can choose one of the

⁴⁵ John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th ed. (Boston: Pearson, 2012), 183.

⁴⁶ John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th ed. (Boston: Pearson, 2012), 207.

⁴⁷ Uwe Flick, An Introduction to Qualitative Research, 4th ed. (Los Angeles: Sage Publications, 2009), 223.

⁴⁸ Alan Bryman, Social Research Methods, 471.

⁴⁹ John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th ed. (Thousand Oaks: SAGE Publications, 2014), 234.

questionnaire answers. The researcher gives five points of the questionnaire answer those are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), whom the students can choose with their appropriate opinion. The question of the questionnaire is adopted from Tri Akhmad Efendi's theory. The data will be described in the qualitative descriptive method.

E. Research Instrument

In this study, two instruments were used to collect the data, namely;

1. Interview guideline

This research has used the interview guideline to gain the first research question about the teachers' perception that adapted from Chun Miu's theory. There are three lecturers of Spoken English Class academic year 2019 - 2020 of ELED at UIN Sunan Ampel were interviewed by a semi-structured or open-ended question. It consists of eight questions. The question is about the importance, challenge, and benefit of using Project-based learning in English speaking performance. Moreover, the researcher also used an audio recorder and field note to write important information from the lecturers. (*see appendix 1*)

2. Questionnaire

According to Creswell, the questionnaire checklist aims to gain important information from the participant⁵⁰. In this research, the purpose of the questionnaire checklist is to investigate the opinion of the students when using project-based learning in English speaking performance. The question in the questionnaire checklist is about student's development, challenge, and benefit of using Project-based learning in English speaking performance. The questionnaire checklist contributed to the students of the ELED academic year 2019 – 2020 in Spoken English Class at UIN Sunan Ampel. (*see appendix 2*)

F. Data Analysis Techniques

After collecting the data, the researcher did some techniques to analyze the data based on the information that has been collected. According to Creswell, there are six steps to analyzing data⁵⁹. First, collecting the data, data collected by interviewing, and questionnaire. Second, organized the data, it was classified into different types depending on the source of the data. Third, transcribing the data, the researcher extracting the audio-recording of the interview into the written form.

Furthermore, the transcript of the questionnaire session was analyzed based on Google forms chart calculation. Fourth, coding the data, this step identified the data into some categories based on the teachers' and students' perception of using Project-based learning. The next step, analyzing the data from interview and questionnaire that has been categorized by the researcher. This step also interpreted the results in detail in the finding and discussion about the teachers' and students' perception of using Project-based learning in extensive English speaking performance. The last, explaining the conclusion of the teachers' and students' perception of Project-based learning in extensive English speaking performance.

G. Researches Stages

The researcher following some stages for conducting this study. The steps are to find the theories and previous studies, find the gap or problem that different from the previous studies, make the research questions, collect the data for finding the answer of research questions, trustworthiness, analyze the data, and interpret the result.

H. Trustworthiness of Data

In this research used triangulation to check the validity of data. Triangulation checks or compares the relevance of different types of data in order to examine evidence from data collection, as stated by Creswell⁵¹. In this research, triangulation means combining the data collected from the interview and questionnaire into one finding of this research to avoid the prejudice of the data collection.

⁵⁹ John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th ed. (Thousand Oaks: SAGE Publications, 2014), 247.

⁵¹ John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th ed. (Thousand Oaks: SAGE Publications, 2014), 191.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section discusses the research finding and discussion of the study about the perception of Project-based learning in extensive English speaking performance. The detail information of the findings and discussion is explained in the following sections:

A. Research Findings

In this chapter, the findings are described based on the research questions of this study. The research questions are what are the teachers' and students' perceptions of the use of project-based learning in extensive English speaking performance at ELED of UIN Sunan Ampel?. To obtain the data related to the detailed explanation about the perception of Project-based learning in extensive English speaking performance, this research interviewed three lecturers who taught in Spoken English Class and shared the online questionnaire to the student who took in Spoken English Class. The type of questionnaire is a close-ended question. Fifty-four students have filled out the online questionnaire. After the students filled out the questionnaire, the researcher took nine students with an equivalent answer to be interviewed. The researcher gathered the data from 27^{th} April -5^{th} May 2020 in Spoken English Class of ELED at UIN Sunan Ampel. The findings of this research explained descriptively as follows:

1. Teacher's Perception of Project-Based Learning in Extensive English Speaking Performance

The data to answer the first subject of research question was collected from the lecturers' interview. In the interview section, eight questions are divided into three aspects. Those are; the importance of using Project-based learning a video, the challenges of using Project-based learning a video, and the advantages of using Project-based learning a video. The researcher conducted interviewed with three lecturers from three classes of Spoken English Class in ELED, which using Project-based learning a video. The result of lecturer's perception in every aspect will be described below:

a. The Importance of Using Project-Based Learning in Extensive English Speaking Performance

The result indicated that lecturers were aware that using Project-based learning a video was important to vary in teaching speaking performance. They found some aspects that important in doing it. Moreover, the lecturer uses project-based learning; a video in teaching speaking must be accompanied by goals and guidance. In these aspects, Lecturer 3 argued that "Project-based learning using a video useful in teaching speaking performance, but it must be accompanied by goal and guidance so that the learning objectivities are achieved." Furthermore, using project-based learning (PBL), a video the lecturer could notice and check the student's understanding and pronunciation about the material, Lecturer 2 stated that "In project-based learning (PBL) using a video we can check their pronunciation and what they are already learning about the material. By video, I can notice which students understand the material and which students are not."

In teaching English speaking performance it related to the production of the student's mimic, body gesture and way of speaking, Lecturer 1 asserted that "using video the students' performance saw not only but also heard, in speaking we do not only hear the voice, but we can also see their mimic, the way of speaking, the body gesture." Therefore, using project-based learning (PBL) a video the lecturer could know that the students could not do reading their draft than the students having a record, Lecturer 1 also agreed that "Try to differentiate between recording and also having project-based using a video because the students can read their draft while they are recording their voices however in having video the possibility of doing that is much minimum than having the record."

The result of the lecturer's interview showed that each lecturer encountered the importance of using Project-based learning. Table 4.1 summarize the importance of using Project-based learning in extensive English speaking performance.

Table 4.1 The Importance of Using Project-Based Learning in Extensive English Speaking Performance

	Teaching speaking must be accompanied by goals and guidance
The importance of using Project-based learning in extensive English speaking performance	Check the student's understanding and pronunciation about the material
	The student' production of the student's mimic, body gesture, and way of speaking

Depend on the table above, and it was concluded that using project-based learning a video was very important for the lecturer more varied and also had a good impact on teaching English speaking performance.

b. The Challenges of Using Project-Based Learning in Extensive English Speaking Performance

According to the interview, the researcher found the lecturer's challenges in using project-based learning a video. The lecturer's challenges are shown in the table:

Table 4.2 The Challenges of Using Project-Based Learning in Extensive English Speaking Performance

The challenges will be stated in the description of the statement as proof. The first challenge in using project-based learning a video is the internet connection. This is the most common challenges faced by the lecturer. Moreover,

	Internet connection
The challenges of using Project-based learning in extensive English speaking performance	Check the student's result
	The student's understanding of the topic

Lecturer 1 stated that the technology could become the problem; the internet connection is one of the weaknesses when she/he asked the students to use video on an online platform in using project-based learning a video. Besides, Lecturer 2 asserted that the internet connection is not only the problem of using Project-based learning a video but also the introvert students when using Project-based learning a video and the lecturer's time when checking the result. "The technical since related how to uploaded and how to created however it is not a weekly task then I do not think is a problem for the students, that is why it is important to variety task rather than only giving them project-based task making a video." (Lecturer 1)

"Maybe for the introvert students they will force to do that activity it is wasting their quota actually, or the internet connection is one of the problems." (Lecturer 2)

Meanwhile, another challenge in using project-based learning (PBL) a video the lecturer must pay more attention to when doing correction in the video because they must be concerned about the students' pronunciation and what the topic that they explain in the video related to the instruction of the lecturer or not. Besides, some of the lecturers stated that they are also concerned in the capacity of the video because it is one factor that influenced when uploading the video in any online platform.

"I think there some weaknesses that I found whenever I ask them to use video on online platforms; one of them is the internet connection. The biggest challenges or difficulties, I think, is about when they need to upload the capacity of the video is not small, so the capacity they need a good connection in order to upload or send it to the lecturer. The second one, when they create it whenever they make mistakes they try to avoid, or they try to re-record, they try to make another video that is better than their previous video, so they need time to create a video." (Lecturer 1)

"The challenges are they have to understand first, about what they want to say and they have to arrange what they have to say in the video and how they have to express in their video. For the speaking ability, because they are just second-semester students, not all of them have good pronunciation, so maybe the challenges to make sure that the pronunciation is well, correct and they know what they have to say, they know what the audience will listen to them, or do their speaking English related to the topic that they have to explain in the video". (Lecturer 2)

"The students must determine their concept of the project to be worked on, and they must choose what concept that they want, they also think about whether it is easy or difficult, and also they must determine whether it is interesting or not. Other challenges are their less attention to pronunciation and their intonations, maybe another challenge maybe the quota and internet connection". (Lecture 3)

Dealing with the challenges, the lecturer had different ways to overcome it. Most of them overcome it by did not give the student to a long period of the due date, asked the student to make a draft before making the video, and checked the pronunciation of a word in a dictionary. On the other hand, Lecturer 3 asserted that to overcome it, the lecturer must give suggestions, give more explanation, and also give motivation.

"When ask them to create the video I do not give them to a long period of recording because it will be pardon for them to record and also to uploaded, I never ask them to record or to create video more than 5 minutes, it is usually under 5 minutes." (Lecturer 1)

"To overcome that problem, I always ask my students to have a note before they video taking and about the pronunciation they can check the pronunciation in a dictionary, in an electric dictionary, or an internet dictionary so that they can pronounce each word correctly." (Lecturer 2)

"Giving suggestions, giving more explanation of the guidance, and answering all the questions they asked, and also giving motivation." (Lecturer 3)

Depend on the result of the interview above, and it was concluded that the challenges of using Project-based learning a video were the internet connection, the student's understanding, the student's pronunciation, and the student's concept for making the video. Moreover, each lecturer had their way to overcome the challenges in using

project-based learning a video. For instance, giving the students limit time to do the project, make a draft before doing a project, check the pronunciation independently, give more explanation about the project, give the suggestion, and also give the motivation.

d. The Advantages of Using Project-Based Learning in Extensive English Speaking Performance

In using a project-based learning (PBL) video, the lecturer thought that there were several advantages when using this method. The researcher found three main points of the advantages that faced by the lecturer. Those are; increase the students' creativity, the students' way to assess their ability, and students' results of doing the project a video. The researcher will explain the detailed information of the analysis below.

The first advantage was increased the students' creativity. Most of the lecturers mentioned that using a project-based learning a video could improve the students' creativity. Moreover, Lecturer 1 also stated that using a project-based learning a video increases not only the students' creativity but also the attributes of speaking performance, for instance, gesture and mimic. Furthermore, Lecturer 2 stated that using a project-based learning (PBL) video, the students also can learn the way how to make a good video.

"It is also awake to foster the students' creativity and also to take all out the attributes of speaking so it is not only their sound or speaking but also their gesture, their mimic it is important for the ILETS examination later or in other examination tests." (Lecturer 1)

"The students can make the creative video, and they can learn the way how to make a good video also by their friend, and they discuss that. By making the video, all of the students have to speak, and they have their creativity to make their video interesting." (Lecturer 2)

"It can be that they will be more creative." (Lecturer 3)

The second advantage in using project-based learning (PBL) a video was the students' assessed their ability in English speaking performance. The result revealed that all the lecturers thought that using project-based learning (PBL) a video, the students can correct their pronunciation and also vocabulary because they do this project individually. Moreover, Lecturer 2 asserted that by using project-based learning (PBL), a video the students force themselves to speak or to perform the best of their speaking ability and also the lecturer could know the real ability of the students. Furthermore, Lecturer 1 stated that using project-based a video, the student can reflect themselves in their speaking ability. While Lecturer 3 argued that using project-based learning (PBL), a video can make the students learn more about vocabulary and new phrases.

"They will learn from what they do. Learn vocabulary and also new phrases. They learn from the video examples that they watch, and they think they are good. They also learn the application of speaking that they learned in class." (Lecturer 3)

"The advantages all of the students can speak and do not feel shy actually, the lecturer can get the real ability of the students, because sometimes in a classroom, the students do not want to speak. They can improve the speaking ability by having the video because the more they train themselves to speak, the more they have good pronunciation, and their speaking ability will increase." (Lecturer 2)

"The advantages related to the opportunity of them in reflecting their performance and trying to be better in the future when they are doing speaking again. Then, after had the video they can reflect on themselves about how they speak, what are the weaknesses, what are the strengths about they need to improve, so I guess it is not related to change their learning strategy but know their weaknesses or know their strengths, know what things that can their improve that may also influence their speaking in the future." (Lecturer 1)

The last advantage of using Project-based learning a video was students' results in doing a project a video. Lecturer 3 stated that the advantages of using project-based learning (PBL) in preparation were the period of the due the product and the quality of the final project a video result.

"The difference is in the duration of due to the task and the quality of the final result. If I do a speaking performance in the class, the questions and answers can spontaneously do, but if I do a project for speaking performance, the students get a long time to prepare for getting the maximum result." (Lecturer 3)

2. Student's Perception of Project-Based Learning in Extensive English Speaking Performance

After finding the first research question, the researcher focused on the second research question which is what are the students' perceptions of the use of Project-based learning in extensive English speaking performance in ELED of UIN Sunan Ampel, the data was obtained from the interview and distribute the online questionnaire with the students of Spoken English Class who were taught by the lecturers that also the participant in this research. In the online questionnaire, 54 students filled the questionnaire, who are already taking Spoken English Class of ELED.

Moreover, the interview was conducted with nine students from three classes of Spoken English Class of ELED. The researcher took only three students from each class to be interviewed.

According to the online questionnaire and the interview, the researcher found three aspects that covered the students' perception of using Project-based learning a video. Those are; the development of English speaking performance of using project-based learning a video, the challenges of using project-based learning a video, and the benefits of using project-based learning a video. The result of the student's perception in every aspect will be explained below:

a. Develop English Speaking Performance of Using Project-Based Learning in Extensive English Speaking Performance.

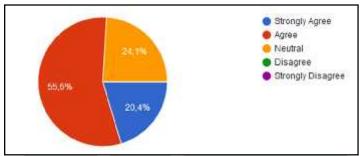


Figure 4.1 Project-based learning using a video can enhance the students' English speaking performance

Based on figure 4.1 above, 11 students (20.4%) strongly agree that Project-based learning using a video can enhance the students' English speaking performance, 30 students (55.6%) agree that Project-based learning using a video can enhance the students' English speaking performance, and 13 students (24.1%) neutral that Project-based learning using a video can enhance the students' English speaking performance. It concluded that all of the students, when using Project-based learning, a video can enhance the students' English speaking performance.

Because using Project-based learning a video can enhance the students' English speaking performance, it also can help the students to learn more English words. It saw in figure 4.2 below:

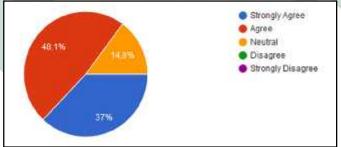


Figure 4.2 Project-based learning using a video helps the students to learn more English word

From the figure 4.2 above, 20 students (37%) strongly agree that Project-based learning using a video helps the students to learn English word, 26 students (48.1%) agree that Project-based learning using a video helps the students to learn English word, and eight students (14.8%) neutral that Project-based learning using a video helps the students to learn English word. In conclusion, when using project-based learning (PBL), a video, all of the students can learn more the English word.

Project-based learning (PBL) using a video not only help the students learn about the English word but also learns about grammar. It is shown in figure 4.3 below:

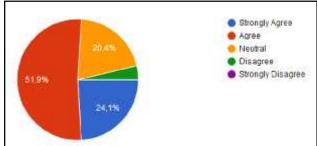


Figure 4.3 Project-based learning using a video helps the students to learn grammar

The figure 4.3 shown that 13 students (24.1%) strongly agree that Project-based learning using a video helps the students to learn grammar, 28 students (51.9%) agree that Project-based learning using a video helps the students

to learn grammar, 11 students (20.4%) neutral that Project-based learning using a video helps the students to learn grammar, and two students (3.6%) disagree that Project-based learning using a video helps the students to learn grammar. It concluded that most of the students are agree that using Project-based learning a video can help them to learn grammar.

Moreover, project-based learning (PBL) using a video also make the students learn about the use of language fluency because it is one of the important things when learning English speaking performance. It saw in figure 4.4 below:

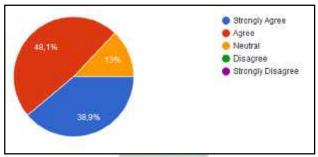


Figure 4.4 Project-based learning using a video makes the students learn about the use of language fluency in English speaking performance

Based on figure 4.4, 21 students (38.9%) strongly agree that Project-based learning using a video makes the students learn about the use of language fluency in English speaking performance, 26 students (48.1%) agree that Project-based learning using a video makes the students learn about the use of language fluency in English speaking performance, and seven students (13%) neutral that Project-based learning using a video makes the students learn about the use of language fluency in English speaking performance. It concluded that all of the students are agree that using project-based learning (PBL) a video can make the students learn about the use of language fluency in English speaking performance.

Besides that, the students learn about the use of language fluency means that they have also learned about how to pronounce the word with good intonation. It is shown in figure 4.5 below:

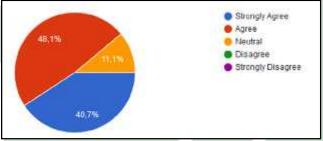


Figure 4.5 Project-based learning using a video makes the students learn about the correct intonation in English speaking performance

The figure 4.5 above shown that 22 students (40.%) strongly agree that Project-based learning using a video makes the students learn about the correct intonation in English speaking performance, 26 students (48.1%) agree that Project-based learning using a video makes the students learn about the correct intonation y in English speaking performance, and six students (11.1%) neutral that Project-based learning using a video makes the students learn about the correct intonation in English speaking performance. Based on the interview, the students that agree with the statement above argued that when practicing project-based learning (PBL) a video, can help to know how to pronounce a word with good intonation.

"My opinion, Project-based learning using a video is helpful to help me to know how to pronounce a word with good intonation." (Student 5)

The conclusion, the students agree that using Project-based learning a video can make the students learn about good intonation when pronouncing a word in English speaking performance.

Furthermore, when students learn good intonation, they also learn about the correct rhythm. The next figure shown that Project-based learning using a video make the students learn about the rhythm in English speaking performance, it saw in figure 4.6 below:

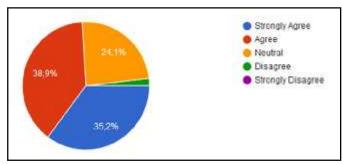


Figure 4.6 Project-based learning using a video makes the students learn about rhythm in English speaking performance

From the figure 4.6 above, 21 students (38.9%) strongly agree that Project-based learning using a video makes the students learn about rhythm in English speaking performance, 19 students (35.2%) agree that Project-based learning using a video makes the students learn about rhythm in English speaking performance, 13 students (24.1%) neutral that Project-based learning using a video makes the students learn about rhythm in English speaking performance, and one student (1,8%) disagree that Project-based learning using a video makes the students learn about rhythm in English speaking performance. On the interview, the student 6 stated that "My opinion, when using project-based a video at the same time also can train to speak correctly with the good intonation and correct rhythm." It concluded that most of the students are agree that using Project-based learning a video can make the students learn about rhythm in English speaking performance.

The next figure shows the students using Project-based learning video is required the students to think more creatively because to develop their creativity in learning English speaking performance. It is shown in figure 4.7 below:

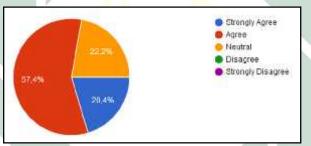


Figure 4.7 Project-based learning using a video requires the students to think creatively in English speaking performance

Based on figure 4.7, 11 students (20.4%) strongly agree that Project-based learning using a video requires the students to think creatively in English speaking performance, 31 students (57.4%) agree that Project-based learning using a video requires the students to think creatively in English speaking performance, and 12 students (22.2%) neutral that Project-based learning using a video requires the students to think creatively in English speaking performance. Based on the interview, student 8 argued that "project-based learning (PBL) using a video could develop the creativity and the confidant of the student to speak in front of the screen." The conclusion, all of the students are agree that using Project-based learning a video requires the students to think creatively in English speaking performance.

In English, speaking performance require the students to think creatively that also make the students have critical thinking to make something new from their ideas. It saw in figure 4.8 below:

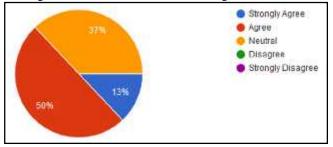


Figure 4.8 Project-based learning using a video makes the students have critical thinking in English speaking performance

From the figure 4.4 above, seven students (13%) strongly agree that Project-based learning using a video makes the students have the critical thinking in English speaking performance, 27 students (50%) agree that Project-based learning using a video makes the students have the critical thinking in English speaking performance, and 20 students (37%) neutral that Project-based learning using a video makes the students have the critical thinking in English speaking performance. It concluded that all of the students are agree that using Project-based learning a video can make the students have critical thinking in English speaking performance.

The last point was project-based learning (PBL) using a video makes the students have high – spirits to do a good project that develops their English skills in English speaking performance. It is shown on 4.9 below:

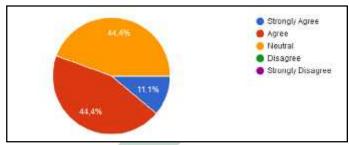


Figure 4.9 Project-based learning using a video makes the students have high – spirit to develop their English skills

The figure 4.9 above shown that six students (11.1%) strongly agree that project-based learning (PBL) using a video makes the students have high – spirit to develop their English skills, 24 students (44.4%) agree that project-based learning (PBL) using a video makes the students have high – spirit to develop their English skills, and 24 students (44.4%) neutral that project-based learning (PBL) using a video makes the students have high – spirit to develop their English skills. It concluded that all of the students are agree that using Project-based learning a video can make the students have high – spirits to develop their English skills in English speaking performance.

The Challenges of Using Project-Based Learning in Extensive English Speaking Performance.

The student's challenges in using project-based learning a video are defined as their challenges in three points. Those are an internet connection, technological knowledge, and the student's preparation. Moreover, the technological knowledge was about how to edit the good project a video. However, the student's preparation was about how are the students handle themselves in front of the camera and what they want to say in the project a video about a material.

The first challenge in using project-based learning a video is the internet connection. This is the most common challenges faced by the student. First, students, 6 argued that when uploading on YouTube, the student must have a good signal and quota. Similarly, student 4 said that uploading the project a video it must be patient because it needed a signal and many quotas. In addition, student 9 stated that the student requires to have many quotas and also has a good internet connection.

"The challenge of using project-based learning a video is when the lecturer asked the student to upload the video on youtube, and I must have a good signal and quota and also take much time when editing project a video." (Student 6)

"When doing editing and uploading the project a video, it must be patient because it needed a signal and many quotas." (Student 4)

"We must have a good ability in editing because when we are uploading the video on youtube our video, it should interest the audience, and also we need a lot of quotas and a good internet connection." (Student 9)

The second challenge in using project-based learning a video is technological knowledge. The result revealed that most students got challenges in technological knowledge. Student 5 stated that one of the challenges in using a project-based learning a video is how to edit and arrange the content of the video to be interesting and look natural on the result of the video to attract the audience. Then, student 6 argued that editing a project a video is one of the challenges because it takes time. In addition, student 7 said that when using project-based learning a video, one of the challenges is editing the project with good animation. Those statements indicated that one of the challenges in using project-based learning is the process of editing project a video.

"The challenge in using project-based learning a video that I had ever feel when I am editing and arranging the content of project a video make it interesting and look a natural on the result of the project a video to attract the audience." (Student 5)

"The challenge of using project-based learning a video is when the lecturer asked the student to upload the video on YouTube, and I must have a good signal and quota and also take much time when editing project a video." (Student 6)

"Maybe the challenge of using project-based learning a video when I must make a short video with the animation and editing it, and also make it interest to attract the audience and also easy to understand." (Student 7)

The last challenge in using Project-based learning a video is the student's preparation. The result indicated that most students got challenges in the student's preparation. Student 1 argued that when the student is preparing for using project-based learning a video, the student feels nervous and confuse about what they want to explain in the video. Similarly, student 2 said that the challenge of using Project-based learning a video is mastering the material to be delivered in the video. Then, student 3 stated that in using project-based learning, a video sometimes unconfident in front of the camera when we want to take the project a video. In addition, student 8 argued that make a title of the topic, the ability to edit the video, our intonation, our pronunciation, and also our confidence in using project-based learning a video.

"Maybe the main problem of many people when making a project video in learning is talking about the topic that they want to explain on the video, sometimes there is a person who expert in speaking English but when they want to talk suddenly he/she forget what they want to talk although he/she already prepare the material that will she/he explain in the video because she/he nervous." (Student 1)

"The challenge of using project-based learning a video is understanding about the material that we want to explain, so we must understand what we will explain in the video." (Student 2)

"Maybe the challenge of using project-based learning a video when I was taking a video I feel unconfident in front of the camera and also my ability to edit the video." (Student 3)

"My opinion in challenges of using project-based learning a video is about how to make a good title of the video, and we must use good intonation and correct pronunciation when making a video, our confidence, and also how to upload the video on youtube and the knowledge of editing the video." (Student 8)

Dealing with the challenges, the student had different ways to overcome it. Most of them overcome it by looking for a place or provider that has a stable internet connection, learn how way to edit videos from any source, and many practices of speaking in front of a camera or mirror. On the other hand, Student 5 that to overcome it, the student must have intentions, have patience, and work hard in using project-based learning a video.

"The way I handle this is by browsing or watch YouTube in order to know how way to upload and edit the video properly." (Student 9)

"I overcome the problem which has a reference from any platform, then make a text in Indonesian after that I translate in English using dictionary and tenses' book to arrange a good text, and also to overcome the pronunciation I try to pronounce the difficult words repeatedly and watch the video about how way editing video." (Student 8)

"Maybe the challenge of using project-based learning a video when I must make a short video with the animation and editing it, and also make it interest to attract the audience and also easy to understand." (Student 7)

"In my opinion, the problem of signal or connection I overcome it by looking for a place or provider that has a strong signal or connection." (Student 6)

"So to overcome the problem, I must have intentions, patient, and work hard in using project-based learning a video." (Student 5)

Depend on the result of the interview above, and it was concluded that the challenges of using Project-based learning a video were the internet connection, technological knowledge, and the student's preparation. Moreover, each student had their way to overcome the challenges in using project-based learning a video. For instance, looking for a place or provider that has a strong internet connection, learn how way to edit videos from any source, many practices of speaking in front of camera or mirror, have intentions, have patient, and work hard in using project-based learning a video.

c. The Benefit of Using Project-Based Learning in Extensive English Speaking Performance.

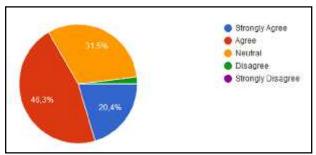


Figure 4.10 Project-based learning using a video increase my interest in learning English speaking performance

Based on the figure 4.10 above, 11 students (20.4%) strongly agree that project-based learning (PBL) using a video increase my interest in learning English speaking performance, 25 students (46.3%) agree that project-based learning (PBL) using a video increase my interest in learning English speaking performance, 17 students (31.5%) neutral that project-based learning (PBL) using a video increase my interest in learning English speaking performance, and one student (1.8%) disagree that project-based learning (PBL) using a video increase my interest in learning English speaking performance. It concluded that most of the students agree that using Project-based learning a video increase my interest in learning English speaking performance.

Moreover, the students increase not only their interest but also the students feeling enjoy when using project-based a video in learning English speaking performance. It saw in figure 4.11 below:

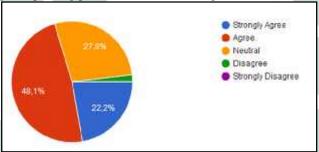


Figure 4.11 Doing project-based learning using a video makes the students enjoy in learning English speaking performance

The figure 4.1 shown, 12 students (22.2%) strongly agree that doing project-based learning (PBL) using a video makes the students enjoy in learning English speaking performance, 26 students (48.1%) agree that doing project-based learning (PBL) using a video makes the students enjoy in learning English speaking performance, 15 students (27.8%) neutral that doing project-based learning (PBL) using a video makes the students enjoy in learning English speaking performance, and one student (1.9%) disagree that doing project-based learning (PBL) using a video makes the students enjoy in learning English speaking performance. Based on the interview, student 2 stated that when using a project a video feels very happy and enjoyable because it makes me have much time to prepare the material that I want to explain in a project a video. In addition, student 5 said that using project a video, and I feel very enjoyable and fun to learn English speaking performance because it can be increased my creativity in speaking is very helpful. The conclusion is that most of the students when doing project-based learning (PBL) using a video, make them enjoy learning English speaking performance.

Furthermore, using project-based learning (PBL), a video can make the students become active learners because the students must act to practice their speaking skills. It is shown in figure 4.12 below:

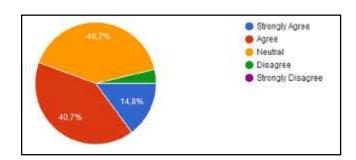


Figure 4.12 Project-based learning using a video makes the students more active learner in learning English speaking performance

Figure 4.12 above, eight students (14.8%) strongly agree that project-based learning (PBL) using a video makes the students more active learner in learning English speaking performance, 22 students (40.7%) agree that project-based learning (PBL) using a video makes the students more active learner in learning English speaking performance, 22 students (40.7%) neutral that project-based learning (PBL) using a video makes the students more active learner in learning English speaking performance, and two students (3.8%) disagree that project-based learning (PBL) using a video makes the students more active learner in learning English speaking performance. It concluded that most of the students in using Project-based learning a video make the students more active learners in learning English speaking performance.

Meanwhile, using project-based learning (PBL) a video not only can the students become an active learner but also become an independent learner because the students must learn how to pronounce the difficult words, have good intonation, how to arrange the good video, and how to upload project a video on the online platform individually. It saw in figure 4.13 below:

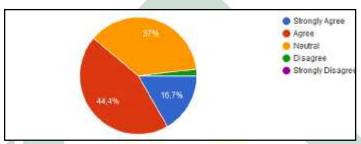


Figure 4.13 Project-based learning using a video makes the students more independent learner in learning English speaking performance

Based on the figure 4.13 above, eight students (14.8%) strongly agree that project-based learning (PBL) using a video makes the students more active learner in learning English speaking performance, 22 students (40.7%) agree that project-based learning (PBL) using a video makes the students more active learner in learning English speaking performance, 22 students (40.7%) neutral that project-based learning (PBL) using a video makes the students more active learner in learning English speaking performance, and two students (3.8%) disagree that project-based learning (PBL) using a video makes the students more active learner in learning English speaking performance. On the interviewed student 9 argued that *in my opinion, using project-based learning* (PBL) a video it can be increased creativity and make me more independent because I must find and learn new things independently. The conclusion is the most of the students in using Project-based learning a video makes the students more active learners in learning English speaking performance.

The next figure is about the student's responsibility in using project-based learning (PBL), a video when learning English speaking performance. One of the important things, when the student wants to learn something, is a responsibility because when the students have the responsibility, they will have intentions and work hard to do it.

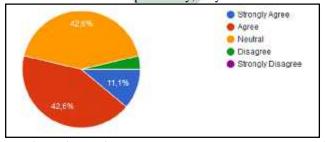


Figure 4.14 Project-based learning using a video makes the students have a sense of responsibility in learning English speaking performance

The figure 4.14 above, six students (11.1%) strongly agree that Project-based learning using a video makes the students have a sense of responsibility in learning English speaking performance, 23 students (42.6%) agree that Project-based learning using a video makes the students have a sense of responsibility in learning English speaking performance, 23 students (42.6%) neutral that Project-based learning using a video makes the students have a sense of responsibility in learning English speaking performance, and two students (3.7%) disagree that Project-based learning using a video makes the students have a sense of responsibility in learning English speaking performance. It

concluded that most of the students in using Project-based learning a video make the students have a sense of responsibility in learning English speaking performance.

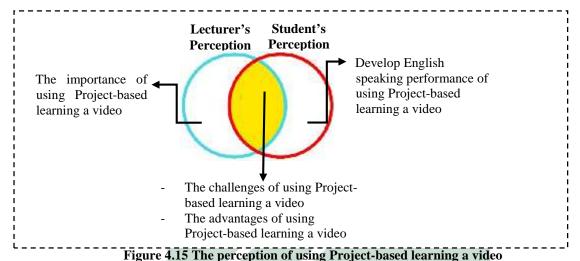


Figure 4.15 The perception of using project-based learning a video in English speaking performance

Based on figure 4.15 showed that the lecturers and the students had two aspects, which same as their perception of using Project-based learning a video in English speaking performance. Firstly is the challenges of using Project-based learning a video in English speaking performance. The main point of this aspect of the internet connection. Secondly is the advantages of using Project-based learning a video in English speaking performance. Both of them feel the benefits, even though their benefits different when using Project-based learning (PBL), a video in English speaking performance.

On the other hand, there was one aspect which is not the same perception between them. In lecturer's perception in the chart of the figure showed that using Project-based learning (PBL), a video had something important in English speaking performance. Meanwhile, in the chart, the student's perception of the figure showed that using Project-based learning (PBL), a video can develop their English speaking performance.

The conclusion, the response of the using Project-based learning a video in English speaking performance is positive because the lecturers and the students get a positive impact and benefit. Meanwhile, the lecturers and the students also get the challenges when they are using Project-based learning (PBL), a video in English speaking performance.

B. Research Discussion

This section describes the main findings of the study. The researcher will discuss each of the research findings based on the research questions by related it with the previous studies and relevant theory. The discussion focuses directly on the research questions. The research questions what are the teachers' and students' perceptions of the use of Project-based learning in extensive English speaking performance at ELED of UIN Sunan Ampel?. The detailed explanation is described in the following sections.

1. Teacher's Perception of Project-Based Learning in Extensive English Speaking Performance

Regarding the findings of the research question which the topic is the teacher's perception of Project-based learning in extensive English speaking performance. First, the finding shows that teaching English speaking is important to have guidance and goal to guide the study. According to Brown asserted that the most important in teaching English speaking is to guide the study and to understand the study by accompanied guidance and goal⁵². Moreover, there are several aspects that must be considered in teaching English, speaking the ability of someone to express without hesitation, precisely, accurately, reasonably, and intelligently⁵³. Furthermore, the media of teaching English speaking performance it can be used the project a video. In the project, a video provides the sounds and images it is used for monitoring the students' activities in learning English speaking performance⁵⁴.

Based on the theories about the importance of teaching English speaking using a project a video by the expert. It saw from the result of doing the interview, and this study showed that all of the lecturers experienced one of the importance of teaching English speaking performance using project-based learning a video. Moreover, Vivi's study supported that project-based learning can improve speaking skill through video-dubbing⁵⁵. Therefore, it concluded

⁵² Ibid.

⁵³ Penny, Ur. (1996). A Course in Language Teaching. Cambridge: Cambridge University Press.

⁵⁴ Ibio

⁵⁵ Mandasari, V. Z. (2014). Improving Students' Speaking Skill through Video Dubbing. Surakarta: Universitas Sebelas Maret.

that the finding of this research supports the theory form Brown who stated the importance of teaching English speaking.

In teaching English speaking performance for some lecturers, there found challenges faced by them when using Project-based learning a video. According to Cameron, the main point of speaking is to express the language orally, which makes other people easier to understand the meaning of language⁵⁶. The result of doing the interview, this study showed that all of the lecturers consider that one of the challenges experienced by students is how way the students deliver the material that makes the people easier to understand the material.

Moreover, there are several aspects that must be considered in teaching English speaking. Those are select the appropriate words, express of something, use the good intonation, use the correct rhythm, and use the language fluency⁵⁷. From the result of the interview, this study found that some of the lecturers consider that challenges in teaching English speaking performance is check the pronunciation, intonation, and the language of fluency, Thus, another challenge that the lectures experienced is the internet connection. Hence, it concluded that between the finding of this study and the theories above correlate with the challenges of using Project-based learning a video in teaching English speaking performance. Regarding the findings of this research, there are found many ways to overcome the challenge of using Project-based learning faced by the lecturers. From the result of the interview, this study found that some of the lecturers solving the challenges ask the student to make a draft before making the project a video. Thomas supports this finding, he says that Project-based learning means the students design, plan, and carry out an extended project in doing a project⁵⁸.

According to David Moursund, the students must have high motivation to develop their English speaking skills in the video as project-based learning. Based on the theory, the result of the interview found that some of the lecturers give the motivation for solving the challenges of using Project-based learning a video in teaching English speaking performance. Moreover, other ways to solve the challenges in this study showed that some of the lecturers ask the student to correct their pronunciation or intonation individually. Therefore, the finding from Chun-Ming Hung explored that using digital can improve the student's motivation for learning, problem-solving skills, and learning achievement⁵⁹. Based on the findings above, it concluded between the finding of this study, the theories, and the previous study above correlate with the ways to overcome the challenges of using Project-based learning a video in teaching English speaking performance.

Last, this study also explores the advantages of using project-based learning (PBL) a video. As stated by David Moursund, the students must be creative, actively, have high motivation, have the critical thinking, high-spirited to challenge themselves to make a product, presentation, or performance to develop their English skills⁶⁰. Concerning the findings of this research, there are found many positive impacts in using Project-based learning. The study from Artemis A. Georgopoulou also stated that Project-based learning has a positive effect on the receptive and productive in language learning⁶¹. The result of the interview, the lecturers, mentioned that increase the students' creativity, the students' way to assess their ability, and students' results of the project a video. The conclusion, the findings of this study about the advantages of using Project-based learning a video also shows the positive impact and effect that supports the theory figured out by the expert.

2. Student's Perception of Project-Based Learning in Extensive English Speaking Performance

Concerning the finding of the research question which the topic is the student's perception of Project-based learning in extensive English speaking performance. The finding shows that student development in using Project-based learning a video of learning English speaking performance. Moreover, it is supported by the theory that figured out the aspects that can develop the English speaking skills of the students⁶². Therefore, the study from Eleni Griva showed a positive impact on using project-based learning for young learners to develop speaking skills in language the teaching and learning process⁶³. It concluded that the finding of the study supports the previous study and theory.

In learning English speaking performance, there found challenges faced by the students when using Project-based learning a video. According to David Moursund, the students must be creative in doing a project to develop their English skills⁶⁴. The findings of this research showed that students have serious problems in processing of editing the video because the students want to make the video as creative as they can but they lack of technological knowledge, proven by the interview. Moreover, the study from showed Chun-Ming Hung another challenge is the internet

57 Ibid.

⁵⁶ Ibid.

⁵⁸Ibid.

⁵⁹ Ibid.

⁶⁰ Ibid.

⁶¹ Artemis A. Georgopoulou, E. G. (2012). Story-based learning: implementation of a pilot project for early foreign language learning. *Procedia - Social and Behavioral Sciences 31*, 110 – 115.

⁶² David Moursund, Project-Based Learning Using Information Technology, 1st ed. (Oregon: International Society for Technology in Education, 2016), 12.

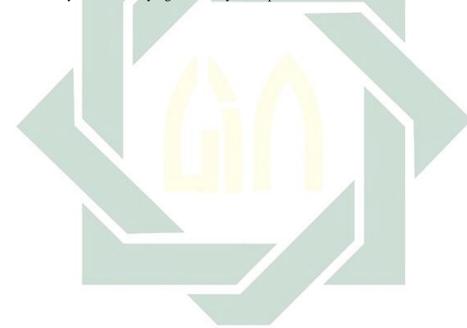
⁶³ Eleni Grivaa *, K. S. (2010). Early foreign language learning: Implementation of a project in a game –based context. *Procedia Social and Behavioral Sciences* 2, 3700–3705.

⁶⁴ David Moursund, Project-Based Learning Using Information Technology, 1st ed. (Oregon: International Society for Technology in Education, 2016), 12.

connection⁶⁵. Furthermore, there was a study done by Riski Aninda Sari in her research showed that the problem when practicing speaking that is vocabulary and pronunciation, the limited chance to practice, and the condition does not support the spoken activities⁶⁶. From the findings above, it concluded between the finding of this study and the theories above correlate with the challenge of using Project-based learning a video in learning English speaking performance.

Regarding the findings of this research, there are found many ways to overcome the challenge of using Project-based learning faced by the students. According to Barak &Raz⁶⁷ and Barak & Doppelt⁶⁸, Project-based learning may explore new knowledge and integrate subjects from different knowledge. Depend on the result of the interview, and this study found that some of the students solving the challenges must have intentions, have patient, and work hard to learn how way to edit video from any sources in using project-based learning a video. Moreover, the study from Chun-Ming Hung showed other ways to solve the challenge are much practice of speaking in front of a camera or mirror and looking for a place or provider that has a strong internet connection⁶⁹. Hence, it concluded between the finding of this study and the theories above correlate with the way to overcome the challenges of using Project-based learning a video in learning English speaking performance.

Last, this study also explores the advantages of using Project-based learning a video. According to Thomas, project-based learning makes students participate more actively in doing a project within the group or individual task⁷⁰. Based on distributing the online questionnaire that shows in figure 4.12 and 4.13, it saw that the advantages of using Project-based learning a video mostly make the students become active and independent learners. Moreover, another advantage in using project-based learning (PBL) a video makes the students enjoy and have a sense of responsibility. The study from Effendi supported that students can feel confident when using Project-based learning in English teaching⁷¹. The conclusion, the findings of this study about the advantages of using Project-based learning a video supports the previous study and the theory figured out by the expert.



⁶⁵ Chun-Ming Hung, G.-J. H. (2011). A Project-based Digital Storytelling Approach for Improving Students' Learning Motivation, Problem-Solving Competence, and Learning Achievement. *Educational Technology & Society*, 15 (4), 368–379.

⁶⁶ R.A. Sari, Skripsi: "Students' Perceptions on the Video Project in Their Speaking Class: a Study of 11th Grade of SMAN 1 Kasihan Students" Yogyakarta: Universitas Sanata Dharma

⁶⁷ Barak, M. & Raz, E. (1998), 'Hot Air Balloons: Project Centered Study as a Bridge between Science and Technology Education', Science Education 84. 27–42.

⁶⁸ Barak, M. & Doppelt, Y.: 2000, 'Using Portfolios to Enhance Creative Thinking', Journal of Technology Studies 26(2), 16-24.

⁶⁹ Chun-Ming Hung, G.-J. H. (2011). A Project-based Digital Storytelling Approach for Improving Students' Learning Motivation, Problem-Solving Competence, and Learning Achievement. *Educational Technology & Society*, *15* (4), 368–379.

⁷⁰ Ibid.

⁷¹ Ibid.

CHAPTER V

CONCLUSION AND SUGGESTION

This section presents the conclusion and suggestion of this study. The conclusion is related to the results of the study based on the finding. Therefore, the researcher provides suggestions for some fields.

A. Conclusion

There is one point that can be concluded from this research as follows:

1. Teacher's and Student's Perception of Project-Based Learning in Extensive English Speaking Performance

Firstly, the teacher's perception, when using Project-based learning in extensive English speaking performance, has a positive response. Teacher's perception of Project-based learning in extensive English speaking performance is divided into three aspects. First, the importance of using Project-based learning a video, the researcher concludes that give good impact, and the lecturer more varies in teaching English speaking performance. Second, the challenges of using Project-based learning a video is an internet connection, even though there are other challenges, for instance, the student's understanding, the student's pronunciation, and the student's concept for doing the project. Last is the advantages of using project-based learning a video. Those advantages are divide into three points, such as increase the student's creativity, the students' assess their ability, and the student's result of doing a project a video.

Secondly, a student's perception when using Project-based learning in extensive English speaking performance has a positive response. Student's perception of Project-based learning in extensive English speaking performance is divided into three aspects. The first is to develop English speaking performance. In this aspect, the researcher found that the students can develop their phonological aspect, language fluency, creativity, and spirit when using Project-based learning a video. The second is the challenges of using Project-based learning a video. The most of challenge of using Project-based learning a video is an internet connection, while there are other challenges such as knowledge of technology and the student's preparation. The last is the benefit of using Project-based learning a video. There benefit are the students become active, the students feeling enjoy, and independent learners.

B. Suggestion

Depend on the results of the study, and the researcher identified some of the following suggestions:

1. For the Students

Depend on the finding showed that using Project-based learning a video is beneficial in learning English speaking performance. Furthermore, the students of ELED of UIN Sunan Ampel they can use the project-based learning a video in English speaking performance. Therefore, this research also provides some challenges mostly faced by the students in using Project-based learning a video. The student may learn from the challenges, and they will not face the problems as found in this research.

2. For the Teachers / Lecturers

For the teachers or lecturers of the speaking course, they may explain the detailed information about the material or the topic before they ask the students to do a project and give an example of the project.

3. For the Future Researchers

The future researcher may explore other project-based learning in another university because this research only explores using project-based learning a video used by ELED of UIN Sunan Ampel. Therefore, future researchers who want to study a similar topic can investigate using project-based learning in another skill.

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