THE USE OF PROJECT BASED LEARNING TO IMPROVE STUDENTS’ ABILITY IN COMPOSING WH-QUESTIONS (A Classroom Action Research of Seventh Grade of MTs N Salatiga in the Academic Year 2016/2017)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Bahasa Inggris (S.Pd)
English Education Department of Teacher Training Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

By:
HIDAYATUS SARIFAH
113 12 062

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2017
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2017
DECLARATION

الرحيمالرحمناللهىسم

"In The Name of Allah the Most Gracious and the Most Merciful"

Hereby the writer declares that this graduating paper is made by the researcher herself, and it is not containing materials written and has been published by other people and other people’s ideas except the information from the references.

The researcher is capable to be responsible for her graduating paper if in the future, it can be proved of containing others’ idea or in fact, the researcher imitates the others’ graduating paper.

Thus, the declaration is made by the researcher and she hopes that this declaration can be understood.

Salatiga, 8 March 2017
The Researcher

Hidayatus Sarifah
11312062
Salatiga, 8 March 2017

Maslihatul Umami, S.Pd.I, M.A

The lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE

Case: Hidayatus Sarifah’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikumwr.wb.

After reading and correcting Hidayatus Sarifah’s graduating paper entitled “THE USE OF PROJECT BASED LEARNING TO IMPROVE STUDENTS’ ABILITY IN COMPOSING WH- QUESTIONS (A Classroom Action Research of Seventh Grade of MT’s N Salatiga in Academic Years 2016/2017)”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikumwr.wb.

Counselor

[Signature]

Maslihatul Umami, S.Pd.I, M.A

NIP. 19800513 200312 200
A GRADUATING PAPER

THE USE OF PROJECT BASED LEARNING TO IMPROVE STUDENTS' ABILITY IN COMPOSING WH- QUESTIONS (A Classroom Action

Research of Seventh Grade of Mts N Salatiga in the Academic Year 2016/2017)

WRITTEN BY:

HIDAYATUS SARIFAH

NIM. 113 12 062

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty of State Institute Islamic Studies (IAIN) Salatiga on Wednesday, March 29th 2017, and hereby considered to complete the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Boards of Examiners,

Head : Hanung Triyoko, M.Ed
Secretary : Mashlihatul Umami, M.A
1st Examiners : Dr. H. Sa'adi, M.Ag
2nd Examiners : Rr. Dewi Wahyu Mustikasari, M.Pd

Salatiga, March 29th, 2017
Dean of Teacher Training and Education Faculty of IAIN Salatiga

iv
MOTTO

“A FAILURE ONLY OCCUR WHEN WE GIVE UP”

-B.J. Habibie-

“DON’T JUDGE PEOPLE, WE WERE BORN TO BE TRUE, NOT PERFECT”

-Anonym-
DEDICATION

This work is sincerely dedicated for:

1. My beloved parents, my mother (Thowilah) and my father (Asnawi) who always pray, guide, motivate me to become better person.

2. My beloved brothers & sisters (Umi, Irul, Iwan, Adi, Dewi), my lovely niece Askana and my big family who fill my life with love and affection.

3. All of big family MTs N Salatiga, the head master, all of the teachers especially Mr. Nova Zaini, and students of VII H class.

ACKNOWLEDGEMENT

Assalamu’alaikum Wr. Wb.

Alhamdulillahirabbil’alamin, in the name of Allah, The Most Gracious and The Most Merciful who always keep me when I was in done and up. Because of Allah, I could finish this graduating paper. And not forget, bless and mercy is upon great to Prophet Muhammad SAW for his guidance that leads me to the truth.

However, this paper will not be finished without support, help, advice, guidance, and encouragement from people and institution, deepest gratitude for:

1. Dr. Rahmat Hariyadi, M.Pd., as the Rector of State Institute for Islamic Studies (IAIN) Salatiga, thanks for time I spend studying in IAIN Salatiga.

2. Suwardi, M.Pd., as the Dean of Teacher Training and Educational Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

3. Noor Malihah, Ph.D., as the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.

4. Maslihatul Umami, S.Pd.I, M.A., as counselor who has supported and given me advices, suggestions and recommendations for this graduating paper from beginning until the end. Thank you so much, I learn a lot from you and it’s all useful for me.

5. All the lecturers of IAIN Salatiga who have given much knowledge.
6. All of the staffs that have helped the writer in processing the graduating paper administration.

7. My beloved parents and my beloved brothers & sisters who always gives me everything sincerely for my future. And all of my beloved family who always inspires me for success in my life.

8. Sugiyanto, M.Pd.I as the headmaster of MTs N Salatiga, teachers and staffs of MTs N Salatiga thank you for your help.

9. Nova Zaeni Nurfuadiyan, S.Pd.I as the English teacher of MTs Negeri Salatiga, thank you for giving me contribution while I was conducting the research there, and all the students at VII H class.

10. Everybody who has helped me in finishing this graduating paper. Thank you for all supports, advices, suggestions and other helps that you all give. The writer hopes that this thesis will be useful for everyone.

Salatiga, 8 March 2017

The Writer

Hidayatus Sarifah

113 12 062
ABSTRACT

Sarifah, Hidayatus, 2017. THE USE OF PROJECT BASED LEARNING TO IMPROVE STUDENTS’ ABILITY IN COMPOSING WH-QUESTIONS (A Classroom Action Research of Seventh Grade of Mts N Salatiga in the Academic Year 2016/2017). Graduating Paper, English Education Department, Teacher Training and Educational Faculty, State Institute for Islamic Studies (IAIN) Counselor: Maslihatul Umami, S.Pd.I, M.A.

Keywords: Project Based Learning, WH-Questions

This study is a classroom action research. The general objective of this study is improving students’ ability in composing Wh-questions through Project based learning method, while the specific objectives of this research are (1) To find out whether project based learning method improve students’ ability in composing Wh-questions. (2) To find out how far the use of project based learning method improve students’ ability in composing Wh-questions. This CAR was conducted at MTs N Salatiga. The procedure of CAR consist of planning, action, observation, and reflection. The data were collected from achievement test and observation. The observation during the process of English teaching and learning was conducted with the help from collaborator. In this research, the writer acted as the observer. The tests were in the form of pre-test and post-test conducted in cycle I and cycle II. The research resulted: the students’ ability in composing Wh-questions are low before used the project based learning method on the learning process, the implementation of project based learning as the method of language teaching can improve students’ ability in composing wh-question, it is proved with the students’ improvement score of the test because mean of post-test in cycle I is higher than mean of pre-test (68,53 > 57,75) and the mean of post-test in cycle II is higher than mean of pre-test (78,4 > 64,9), and the result of t-test calculation is higher than t-table in each cycles. In cycle I t-test score is 4,13 and cycle II t-test score is 6,16 is higher than t-table N=32 (2,03).
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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning language is very important. One of the language that often used by people in the world are English language. As the Foreign language, English has been taught in almost all levels of education in Indonesia.

The implementation of English language learning should be conducted on an ongoing basis between the students and teachers. There must be interaction between students and teachers to support the qualified learning process. Students should actively participate in learning process to help them grasp the material that given by the teacher. Teaching method is the crucial thing in the language learning and teaching process, its methods need to create an effective learning. Method itself means a coherent set of such links in the sense that there should be some theoretical or philosophical compatibility among the links (Larsen & Freeman, 2000: 3). According to Jack and Theodore in Approaches and Methods of Language Teaching (1986:15) method refers to a theoretically consistent set of teaching procedures that define best practice in language teaching.

On this research, the researcher uses Project based Learning as her method in doing the classroom research. While project based learning refers to students designing, planning, and carrying out an extended project that produces a publicity-exhibited output such as a product,
publication, or presentation (Patton, 2012: 13). According to Tsiplakides (2009:113) on his journal, he states that incorporating the Project based learning has some benefits for second language and Foreign language students. First, the process leading to the end-product of project-work provides opportunities for students to develop their confidence and independence (Fried-Booth, 2002). In addition, students demonstrated increased self-esteem and positive attitudes towards learning (Stoller, 2006:27). Students autonomy is enhanced (Skehan, 1998), especially when they are actively engaged in project planning (e.g. choice of topic). And instead of that the writer believes that every student has their own uniqueness, style and character. And this method might be help the teacher to explore the potential that was noted.

As cited by Wiriaatmaja, (2005:15), Hopkins (1993:44) Stated that Classroom Action research is a research that combines the research procedures with the substantive action, an action taken in the disciplinary inquiry, or an effort that doing by person to understand what is happening, and involved in an improvement and changing process. The researcher uses this research procedure to solve the problem that finds in the classroom. The researcher chooses students of seventh grade of MTs Negeri Salatiga in the academic year 2016/2017 as the object of the research research.

The researcher finds that one of the subject matter that commonly faced by the students of MTS N Salatiga is about questioning. Some
students have lack in composing a question, where question is important thing that needed by the students to get specific information. Some students are having difficulties in composing Wh-Questions (the question words that used are What, Where, When, Why and How) particulary in deciding which question words that appropriate to the information that they are needed or the usage of the question words in the context. And the other is the dificulties in composing the grammatical construction that used in Wh-Questions. The students often makes grammatical mistakes in English usage that they are written. Concerning to the matter below, it may leads the students to the problems in the future. Because these questions will guide the students to develop their ideas or it can helps them to organize some text.

The difficulties in this subject gives the motivation to the teacher to improves students ability in composing Wh-Questions. And by doing the classroom action research using project based learning method may influences the students ability in composing Wh-Questions. Based on the reasons above, the researcher carries out a research entitled: **The Use of Project Based Learning to Improve Students’ Ability in Composing WH-Questions (A Classroom Action Research of Seventh Grade of Mts N Salatiga in the Academic Year 2016/2017).**
B. Statement of the Problems

In this research, the researcher proposes the problem statement of this research are as following:

1. Does “Project Based Learning” method improve the students’ ability in composing Wh-Questions by the students in seventh grade of MTs N Salatiga in the academic year 2016/2017?

2. How far is the use of Project Based Learning method improve the students ability in composing Wh-Questions by the students in seventh grade of MTs N Salatiga in the academic year 2016/2017?

C. Objectives of Study

Based on the statement of the problems above, the objectives of the study are as following:

1. To find out whether Project Based Learning method improve the students’ ability in composing Wh-Questions by the students in seventh grade of MTs N Salatiga in the academic year 2016/2017.

2. To find out how far is the use of Project Based Learning method improve the students ability in composing Wh-Questions by the students in seventh grade of MTs N Salatiga in the academic years 2016/2017.

D. Hypothesis

The researcher tries to determine the hypothesis of this research. The hypothesis is the use of Project Based learning method can help the students to improve their ability in composing Wh-Questions.
E. Benefits of the Study

There are benefits of this research:

1. Theoretically

   Expected to enhance the knowledge, especially about teaching methodologies. That can help teacher to vary their method in teaching english.

2. Practically

   a. For another researcher

      This research can contributes and helps another researcher to find out and determining the best method to improves students ability in composing Wh-Questions.

   b. For the students

      This research expected to:

      1) Improve students ability in composing Wh-Questions.

      2) Motivate the students to enhance their ability in compasing Wh-Questions.

      3) Encourage students to express their ideas.

   c. For the Teacher

      1) Motivate the teachers to enrich their teaching strategies.

      2) Motivate the teachers to use Project Based Learning method for their classroom.
d. For the school

1) Giving benefit for the institution through the improvement of students mark in English subject.

2) Improve the school quality because it has more creative, innovative and professional teachers.

F. Definition of the Key Terms

1. Project Based Learning

   According to “Project Based Learning Handbook” by Ministry of Education Malaysia (2006: 3) Project Based Learning is a model for classroom activity that shifts away from the usual classroom practices of short, isolated, student-centered lesson.

   Moreover, according to Patton (2012: 13) Project based learning refers to students designing, planning, and carrying out an extended project that produces a publicity-exhibited output such as a product, publication, or presentation.

2. Improve

   According to Oxford Advance Learner’s Dictionary of Current English, the term improve has meaning make or become better (1987: 427).

3. Students

   According to Oxford Advance Learner’s Dictionary of Current English, students means person who is studying at a college, polytechnic, or university, also boy or girl attending school or anyone
who studies or who is devoted to the acquisition of knowledge (1987: 859).

4. WH-Questions

According to Eastwood (1994: 28) WH-Questions begins with a question word. There are nine question word: who, whom, what, which, whose, where, when, why and how.

G. Graduating Paper Outline

The paper consists of five chapters

Chapter I is Introduction, which consist of background of study, statement of problem, objectives of study, hypothesis, benefit of the study, the definition of key terms, review of the related literature, and the outline of study.

Chapter II consist of the underlying theories or literature review which consist of definition, steps, and the advantages of Project Based Learning Method.

Chapter III is methodology of research, which consist of the setting of research, the school situation and the research methodology.

Chapter IV is the Implementation of the research which contains about the cycle 1,2 and discussion.

Chapter V is conclusion and suggestion.
CHAPTER II

THEORITICAL FRAMEWORK

A. Review of the Previous Researches

In this research, the researcher would like to analyze the use of Project Based Learning to improve the students’ ability in composing Wh-Questions by the students in seventh grade of MTs N Salatiga in academic years 2016/2017. The researcher would like to present another research that related to this subject matter, which have very important contribution to the present research.

The first research is “An Error Analysis in Making Wh-Questions” which has been research by Hikmah Irfaniah, The students of Syarif Hidayatullah State Islamic University Surakarta. Based on her research finding, the students comprehension in making Wh-Questions is still low. The type of errors that students committed in making Wh-Questions are omission of helping verb, archi-form of helping verb, archi-form of verb, archi-form of question word and misordering. The intralingual transfer are the most serious errors.

The Second research by Yohannes Sunyan from Teachers Training and Education Faculty Tanjung University. The title is “Teaching Speaking Through Wh-Questions Technique. The result of the research show that the students score is qualified increased between the pretest and post test. It means that guided Wh-Questions can improve the students’
ability in speaking English especially for eight grade students of SMP Negeri 1 Toba.

The third research is “Project Based Learning in the Teaching of English as a Foreign Language” by Lakovos Tsiplakides from University of Loannina Greece. This research deals with the implementation of project-based learning in the teaching of English as foreign language in Greek States Primary Schools. The participant is Sixth grade students of Aichaia, Greece. The result of this research show that the students willingness to participate in learning activities increased, their social skill and collaborative skill improved. Most students show an improvement in all four language skills (writing, reading, speaking, listening).

This research deals with the implementation of project-based learning as the method in teaching Wh-Questions. Its focus is on the students ability in composing Wh-Questions. Meanwhile, in the previous research focus on the students’ errors in making Wh-Questions.

B. Project based Learning

1. Definition of Project Based Learning

Project-based learning is a method in teaching. The definition of project-based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes (NYC Department of Education, 2009: 8). Moreover, according to
Patton (2012: 13) Project based learning refers to students designing, planning, and carrying out an extended project that produces a publicity-exhibited output such as a product, publication, or presentation. So, it can be summarize that project based learning is a method where the students find their own understanding through an activity or project that produces an exhibition or presentation.

Effective project based learning has the following characteristics:

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

((NYC Department of Education, 2009: 8).

2. Stages in Project Based Learning

The implementation of project based learning consist of some stages. This stage uses for the guidance in the implementation of project based learning. According to Tsiplakides(2009:113) on his
The following general stages can be used for successful project implementation. They constitute a practical guide for the sequencing of project activities for teachers who want to implement projects in their classrooms (Kriwas, 1999).

1. Speculation
   This stage includes choice of project topic and sensitization about it, aiming at arousing interest and developing a climate conductive to speculation and investigation that will lead smoothly to the research process. Topic is chosen after a dialogue among all members of the group, and the teacher. The initial stimulus may emerge from the curriculum, or after a discussion about a contemporary local or wider topic of interest, or from reading a newspaper or magazine article (Brinia, 2006:79).

2. Designing the project activities
   This stage includes formation of groups and assigning of roles, decisions concerning methodology, sources of information, activities that will take place, and places outside the classroom that students will visit. The better organized and more analytical the structuring of the activities, the easier and faster the research will be conducted (Fragoulis, 2008).

3. Conducting the project activities
At this stage the groups implement the activities designed in the previous stage. Students gather information, process and organize it. If deemed necessary, there may be intervals of information and feedback, in which students discuss issues related with cooperation among group members, problems of personal relations, and possible changes in group composition.

The next phase is synthesis and processing of information gathered. The final procedures are displayed in the school or the wider community, and become a stimulus for thought and action for other students, teachers and local community. The project moves away from school and becomes social intervention, connecting the school with the community and real life (Fragoulis, 2008:35).

4. Evaluation

The last stages in implementing project based learning is Evaluation. Evaluating project is very important. Evaluation refers to the assessment of the activities from participants and discussion about whether the initial aims and goals have been achieved, implementation of the process and final product (Brinia, 2006:82). Although there are many studies focusing on the theoretical underpinnings for project-based learning in foreign language teaching, there are relatively few empirical studies linking theory with practice, evaluating the impact of project
work in the context of foreign language instruction. In this context, our study examines the practical aspect of implementing project work in primary school setting, reporting difficulties encountered, benefits from project works, and pedagogical implications.

(Tsiplakides, 2009: 114-115)

3. Characteristics of Project Based Learning

A method needs some characteristic to differentiate them with the other method. Project based learning has some characteristic that can differentiate it with other method. According to Thomas (2009) in Rofiah (2014), the characteristic of project based learning is as follow:

1. Centrality
   In Project based learning, the project is the main of the learning.

2. Driving question
   Project based learning focused on the question or the problem that lead the students to find the solution that appropriate with the concept and principle of its discipline.

3. Constructive investigation
   On project based learning, students built their knowledge by doing the investigation by theirself (teachers as facilitator).
4. Autonomy

Project based learning is student centered, students as the problem solver.

5. Realisme

The students activity focused on the project that equal to the actual situation. This activity integrate the autentic project and profesionalism as the result.

B. WH-Questions

In the seventh year of junior high school, one of basic competence in english is to asking for information. To ask for information we use question. As states by Easwood (1994: 25), we use question to ask for information and also for request, suggestion, offers, and etc. There are two main kind of questions. First is Yes/No Questions and the second is Wh-Questions. In this chapter, we will only focuses on the Wh-Questions.

Hudges (1981: 38) states the basic forms of Wh-Questions is who, whom, whose, what, which, when, where, how and why. The simple form in formulating Wh-Questions in a sentences is as follow:

<table>
<thead>
<tr>
<th>Question Words</th>
<th>Auxiliary verb</th>
<th>Subject</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>Does</td>
<td>John</td>
<td>live?</td>
</tr>
<tr>
<td>When</td>
<td>is</td>
<td>Joan</td>
<td>leaving?</td>
</tr>
<tr>
<td>What</td>
<td>can</td>
<td>Ben</td>
<td>do?</td>
</tr>
</tbody>
</table>
1. **Wh- Questions (The simple present tense)**

   We often call *where, when, what, why, who, how,* and *how many* Wh- Questions words because most of them start with the letters *wh* (Broukal, 2004: 80). We use Wh- Questions words to get information. We put question words before *do* and *does*. Frequency adverbs like *usually* come after the subject in a question.

<table>
<thead>
<tr>
<th>Wh- word</th>
<th>Do/Does</th>
<th>Subject</th>
<th>Base Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>Do</td>
<td>I</td>
<td>do?</td>
</tr>
<tr>
<td>Where</td>
<td>Does</td>
<td>He</td>
<td>live?</td>
</tr>
<tr>
<td>When</td>
<td>Do</td>
<td>They</td>
<td>sleep?</td>
</tr>
<tr>
<td>Why</td>
<td>Do</td>
<td>You</td>
<td>get up early?</td>
</tr>
<tr>
<td>Who</td>
<td>Does</td>
<td>She</td>
<td>call?</td>
</tr>
<tr>
<td>How many</td>
<td>Do</td>
<td>They</td>
<td>have?</td>
</tr>
<tr>
<td>How</td>
<td>Do</td>
<td>You</td>
<td>go?</td>
</tr>
</tbody>
</table>

2. **Wh- Questions (The simple past tense)**

   (Broukal, 2004: 167)
A question word can be subject, object, complement or adverbial. To note whether it is a subject, object, complement or adverbial is by transforming the Questions becomes the positive statements. Compare the positive statements (in brackets) below.

Subject : Who can give me some help?

(Someone can give me some help.)

Object : What will tomorrow bring?

(Tomorrow will bring something.)

Compliment : Whose is this umbrella?

(this umbrella is someone’s.)

Adverbial : When are you coming back?

(you are coming back some time.)

Where is this bus going?

(this bus is going somewhere.)

Why did everyone laugh?

(everyone laughed for some reason.)

(Easwood, 1994: 28)
3. Using *Who*, *Who(m)*, and *What*

Example:

**Who** came?  
**Someone** came

s  
s

**Who(m)** did you see?  
I saw **someone**

O  
s  
s  
o

In the first example **who** is used as the subject (s) of the question. And in the second example **who(m)** is used as the object (o) in a question.

**Whom** is used in formal English. In everyday spoken English, who is usually used instead of **whom**:

Formal : Whom did u see?

Informal : Who did you see?

(Azar, 1992: 132)

The uses of **what** according to Thomson & Martinet (1986: 71) is as follow:

a. **What** is a general interrogative used for things.

For the example:

What birds is that?

What makes that noise?

What country do you come from?

What did he say?

What did you do that for? = Why did you do that?

c. *What* + be... like? Is a request for a description and can be used for things or people:

What was the exam like? It was very difficult

What was the weather like? It was very windy

What’s the food like in your hostel? It’s quite good.

Used for people it may concern either appearance or character:

What does he/she/it look like? He’s short and fat and wears glasses.

d. *What* and *how* in question about measurement

We can use what + age/ depth/ height/length/width but in conversation it would be more usual to say How old/deep/high/tall/long/wide?

What size and/weight? Is usual when an exact answer is required, though how big/heavy? is also possible.

What age are you? What is your age? / how old are you?

What heigh is he? What is his height? / how tall is he?

What is the weight of the parcel? / How heavy is it?

What size do you take in shoes?

4. Using *Which*

Based on Azar (1992, 139) Which is used when the speaker wants someone to make a choice, when the speaker is offering
alternatives: *this one or that one; these or those*. Which also can be used with either singular or plural nouns.

Example: Which pen do you like?

**Which earrings are you going to buy?**

5. Using *Whose*

*Whose* is noted to asks about posession. For example:

- **Whose (book)** is this?  
  It’s John’s (book).

- **Whose (books)** are those?  
  They’re mine (my books).

- **Whose car** did you borrow?  
  I borrowed Karen’s (car).

(Azar, 1992: 141)

6. Using *Why*

*Why* (not) can come before a noun phrase or a verb.

a. Why the panic?  
   (=what is the reason for the panic?

b. Look at our Prices- why pay more?  
   (= why should you pay more?)

c. Why not stay for a while?  
   (=why don’t you stay for a while?)

(Easwood, 1994: 31)

7. Using *How*

There are some kinds to expressing *How* according to Eawsood (1994: 31)

a. *How* can express means or manner.

Example:
**How** do you open this bottle? (You open this bottle somehow)

b. *How* expresses degree, *how* can come before an adjective or adverb.

Example:

How soon can you let me know? (Very soon/Quite soon?)

c. *How* as an adjective or adverb in friendly enquiries about someone’s well-being, enjoyment or progress.

Example:

How are you? (Fine, thankyou.)

How did you like the party? (oh, it was great.)

8. Affirmative verb after *who, whose, etc.* Used as subjects

Johnson and Martinet (1986: 48) states that as a subject *Who,* whose, which, and what are commonly followed by an affirmative, not an interrogative verb:

Who pays the bills? (affirmative verb)

Whose/which horse won? (affirmative verb)

What happened?/What went wrong? (Affirmative verb: possible answer: we missed the train/ had an accident).

The overview of the use of question word is; who is used for subject, whom is used for object, who and whom are used if the subject and object on the sentence are living things, what is used to ask the subject or object of the question, what is used the subject or object is not a living things, when is used to ask about time and why is
used to ask about reason. In formal written English, the use of wh-word who would be whom.

<table>
<thead>
<tr>
<th>Question Word</th>
<th>Example</th>
<th>Word class</th>
<th>Positive expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who, whom</td>
<td>Who won?</td>
<td>Pronoun</td>
<td>Someone</td>
</tr>
<tr>
<td>What</td>
<td>What happened?</td>
<td>Pronoun, Determiner</td>
<td>Something A sport, some sport</td>
</tr>
<tr>
<td></td>
<td>What sport(s)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which</td>
<td>Which is/ are best?</td>
<td>Pronoun, Determiner</td>
<td>One of them, some of them One of the sport, some of the sport</td>
</tr>
<tr>
<td></td>
<td>Which sport(s)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whose</td>
<td>Whose was the idea?</td>
<td>Pronoun, Determiner</td>
<td>Someone’s Someone’s</td>
</tr>
<tr>
<td></td>
<td>Whose idea was it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td>Where shall we go?</td>
<td>Adverb of place</td>
<td>Somewhere</td>
</tr>
<tr>
<td>When</td>
<td>When did it happen?</td>
<td>Adverb of time</td>
<td>Sometime</td>
</tr>
<tr>
<td>Why</td>
<td>Why are you here</td>
<td>Adverb of reason</td>
<td>For some reason</td>
</tr>
<tr>
<td>How</td>
<td>How do you open it?</td>
<td>Adverb of means</td>
<td>Somehow</td>
</tr>
<tr>
<td></td>
<td>How did they behave?</td>
<td>Adverb of manner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How wide is it?</td>
<td>Adverb of degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How are you?</td>
<td>Adjective</td>
<td></td>
</tr>
</tbody>
</table>

(Easwood,1994: 32)

9. Indicators of Students’ ability in composing WH-Questions.

The indicator uses to measures the students ability in composing the Wh- Questions appropriate to the rule and right structure. According to Valian and Casey (2003:118-119), Wh-
Questions requires the integration of several pieces of knowledge. The first is consider the case of Wh-Question formation that begin with appropriate wh-words. The second is the wh word appears at the front of the sentence. The third is that the sentence must be tensed and that tense must be placed on the main verb, or on auxiliary but not both. The forth is the equivalence class of elements which can invert with the subject. They consist of tense (present or past), and agreement (person, number), modals (can, will, may and, etc), have (either main verb or auxiliary form) and be (either main verb or auxiliary form). The brief explanation is as follow:

1. Appropriate choice of Wh-Questions word.
2. Correct position of the Wh-Questions word (at the front of the sentence/ the main clause).
3. Correct position of the auxiliary verbs for a Wh-Questions (after the Wh-Questions words).
4. Correct category of auxiliary verb (be, have, do or modals).
5. Correct subject-auxiliary verbs or subject-verb agreement (person or number).
6. Correct tense of auxiliary verbs (past or present).
7. Correct punctuation (question mark).
CHAPTER III

RESEARCH METHOD

A. Location of the Research

This Research was carried out in MTs Negeri Salatiga at Tegalrejo street, no.1 Argomulyo district, Salatiga. MtsN Salatiga was the only state MTs in Salatiga. At first, it was alteration of 1st, 2nd, 3rd grade of Pendidikan Guru Agama Negeri (PGAN) 6 years in Salatiga according to Ministry of Religious Affairs RI (KMA RI), number 16 in 1978. The curriculum that used at that time was Kurikulum madrasah Tsanawiyah that was settle by KMA no. 74 in the years of 1976. And the present was shifted period applied two curriculums, they were Curriculum KTSP and curriculum 2013 for Religion major in the seventh grade.

B. The Subject of the Study

The Subject of the study was the VII H class of MTs Negeri Salatiga in academic years of 2016/2017. This class consisted of 32 students, there were 11 female students and 21 male students.

C. Method of Research

In this research, the researcher used Classroom Action Research as her research method. There were some definitions of classroom action research. According to Cohen (2007:298), Action research was designed to bridge the gap between researcher and practice (Somekh 1995:340), thereby striving to overcome the perceived persistent failure of
research to impact on, or improve, practice. Meanwhile, according to Taniredja, Irma and Nyata (2010: 16-17) defined that Classroom Action Research is a research that raises the actual problems that performs by the teachers that is accurateness of learning activity in the forms of corrective actions and improves instructional practices in the classroom more professionally.

Based on the definition above, the researcher could conclude that classroom action research is forms of research that performs by the teachers by applying some actions to fix and improve the learning activity to be better.

The researcher used classroom action research since using this method, she could analyzed the real problems that was faced by the students. By experiencing the real process and collected the data theirself in learning activity, the researcher could determines the best treatments or methods to solve the problem. Instead of improving students ability in composing Wh-Questions, it also could be the reference for the teacher to improve their performance in teaching.

D. Principles of Classroom Action Research

There were some principles of classroom action research. According to Hopkins (1993) in Taniredja, Irma and Nyata, (2010:17), suggested that the principles of classroom action research were the following:

1. The teacher’s primary job is to organize the good and quality learning.
2. Researching is an integral part of the learning that is not demand on the specificity of time and methods of data collection.

3. The research activities that are an integral part of learning must be lean on the procedures and scientific principles.

4. The problem that must be handled are real problems worrying about professional responsibilities and the commitment to the diagnosis of the problem that lean on the real case in the real context of learning.

5. Need the consistency in attitude and awareness in fixing and increasing the quality of learning.

6. Scope of classroom action research problems not only limited to the issues in the classroom but can also be extended at the level outside the classroom.

E. Characteristics of Classroom Action Research

Classroom action research had special characters that differentiate it with other research. According to Basrowi in Taniredja, Irma and Nyata, (2010:19) stated that the characteristics of classroom action research were (1) the problem in classroom action research should be raised from the teacher’s daily learning practices, and can be done collaboratively with other researchers. (2) there are specific actions to fix the process in learning and teaching in the class.
F. Procedures of Research

Procedures were used to guide the researcher in conducting their research. In this research the researcher had 2 cycles that consisted of two meeting. Lewin (1946:1948) in Cohen (2007:304) codified the action research process into four main stages: planning, acting, observing and reflecting.

![Diagram of the cycle of classroom action research according to Lewin](image)

Figure 3.1 the cycle of classroom action research according to Lewin (Taniredja, Irma and Nyata, 2010:23)

a. Planning

The activities in the planning were:

1) Preparing materials and lesson plan.
2) Preparing the supporting facilities in class.
3) Preparing the instruments of observation to record and analyze the data in the process of research.
4) Preparing some test to measure students achievement.

b. Acting

1) Pretest
2) Teaching English class using Project Based Learning method.

3) Giving opportunity to students to ask any problems or difficulties,

4) Post test

c. Observing

Observation was the activity of monitoring (data collecting) by documenting the implication of action that was undertaken to the subjects.

d. Reflecting

In this part, the researcher analyzed the process and problems of action. And then, the data were used to find the effect of the method implementation.

F. Techniques of Collecting Data

The researcher collected the data by using observation, test and documentation.

1. Observation

The researcher did the observation by joined the class. In this case, the researcher acted as the observer and collaborator as the teacher. The observer used field note to observe and to know the general description while the research was conducted during the teaching learning process.
2. Documentation

Documentation needed to collect the secondary data to know students achievement, condition of teachers, students, staffs and the school.

3. Test

This research consisted of two cycles; cycle I and Cycle II. In every cycles, the researcher conducted pre-test and post-test in each cycle to know the improvement of the students achievement before and after the implementation of Project Based Learning Method.

The rubric of scoring for the pre-test and post-test were as followed:

**Table 3. 1**

**Rubric of scoring**

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The correct choice of Wh- Words</td>
<td>5</td>
</tr>
<tr>
<td>Correct structure of Wh- Questions</td>
<td>5</td>
</tr>
<tr>
<td>Correct use of auxiliary verbs</td>
<td>5</td>
</tr>
<tr>
<td>Correct punctuation (Question mark)</td>
<td>5</td>
</tr>
<tr>
<td>Total :</td>
<td>20</td>
</tr>
</tbody>
</table>

Final Score = total score x the amount of questions
G. Technique of Data Analysis

In this research, the researcher used quantitative and qualitative technique to collect the data. After collecting the data, the next action were analyzed the data. This technique used to know the result of the post-test and the pre-test. The following step were:

1. Qualitative data

The data from observation sheet which has been drawn up by the researcher used to know the students’ behavior during the teaching learning process and how the Project Based Learning improve the students ability in composing Wh-Questions.

2. Qualitative data

The formulas that used to know the students’ score in each cycle were:

a. Mean

\[ M = \frac{\sum X}{N} \]

Explanation:

\[ M \] = Mean of students’ score

\[ \sum X \] = The sum of students’ score

\[ N \] = The total number of students
b. Standard Deviation

The formula of SD is as follows:

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Explanation:

SD = Standard deviation for one sample test
D = Difference between pre-test and post-test
N = Total number of sample

c. T-test

After calculating the Standard deviation, the researchers calculated the T-test to know if there was significant difference between pre-test and post-test.

\[ t_0 = \frac{\left(\frac{\sum D}{N}\right)}{SD} \sqrt{\frac{N}{N-1}} \]

\( t_0 \): T-test for the differences of pre-test and post-test

SD : Deviation Standard for one sample t-test
D : Difference between pre-test and post-test
N : Number of observation in sample
CHAPTER IV
DATA ANALYSIS

In this chapter, the researcher analyzed and discussed about the findings. As stated in the previous chapter, the researcher wants to describe about the use of project based learning to improve students’ ability in composing Wh-Questions. The researcher uses Classroom Action Research method. This research aimed to describe students’ ability in composing Wh-Questions after taught by using Project Based Learning method. In this research, the researcher collected the data from thirty-two students of seventh grade of MTs Negeri Salatiga in the academic years of 2016/2017. The data consisted of pre-test and post-test of cycle 1 and cycle 2. The data of pre-test and post-test showed the improvement of students skill in composing Wh-Questions.

A. Cycle 1

1. Planning

Before conducting the research, the researcher prepared the instruments of the research, there are as follows:

a. Lesson plan

In order to control the learning and teaching process, the researcher used the lesson plan as guidance for the teacher’s activities in the class. The lesson plan used project based learning as the method. In project based learning, according to Tsiplakides (2009:113) there are 4 steps in the
implementation of project based learning, there are; speculation, designing the project activities, conducting the project activities, and the last is evaluation.

b. Materials.

c. List of students.

d. Instruments of observation to record and analyze the data in the process of research.

e. Teaching aids.

The teacher prepared some instruments for project work, such as paperboard, markers of various colors, and texts.

f. Test (pre-test and post-test)

Pre-test is a test that given before the teaching and learning process. Meanwhile, post-test is a test that given after the teaching and learning process. The objective of the test is to know whether the use project based learning can improve students’ ability in composing Wh-Questions.

2. The implementation of actions

On Monday 30 January 2017, the teacher Khafidlatul Arifah and the collaboration entered the classroom at 11.35 a.m. The teacher opened the lesson by greet the students and lead them to pray before started the lesson. After praying, she introduced herself to the students.
The teacher greeted the students “Assalamualaikum warahmatullahi wa barakatuh, Good morning everybody”. And the students answered “Waalaikumussalam warahmatullahi wa barakatuh, good morning miss”. After greeting the students, the teacher led the students to pray together and checked their attendance list. The teacher praised the students because all the students attended the class.

After checking the students attendance list and introduction, the teacher conducted the pre-test and gave them 15 minutes to finished the pre-test. The teacher walked around the class in order to checked whether the students were doing the pre-test or not. She found that most of the students looked confuse when they were doing the pre-test. Some of them asked the teacher how to answer the question because they were confuse. After the students finished the pre-test, she collected the pre-test and began the teaching learning process.

The teacher handed out the material to the students. After handed out the material, the teacher asked the students did they know what is the material that will be discussed, and the the students said “No”. Then, the teacher asked them to read the text. And if the students had questions, they could ask her. The teacher gave 5 minutes for the students to read the material. The material consisted of the explanation about Wh- Questions, the
formula in composing Wh- Questionss, and the examples of Wh-questions sentences. After that, some of them asked the teacher about Wh- Questions. They asked about how to use “what, where, who, which, when, whose and how”, and how to differentiate in using the auxiliary verb. Then the teacher gave some explanation about the students question.

After the question and answer session, the teacher gave project work to the students. The teacher asked the students to choose their own group member. They worked in groups, the groups consist of 5-6 students. The project work were making some questions using Wh- Questions according to the text that given by the teacher. The teacher gave them felt- tip markers and papperboard for each group to write down their project. She asked the students to cooperate with their partner. The teacher walked around the class and asked the students wether they had difficulties or not. After finishing the project work, the teacher asked the students to present their project. She asked the other groups to give some feedback to their friends project and evaluated it together.

Later, the teacher conducted the post-test. When they did the post-test, the students seemed more ready with the test than the pre-test session. After the post test, the teacher asked students to collect the task and then, the teacher closed the meeting.
3. Observation

In the first cycle, the teacher and the collaborator observed the teaching learning process by monitoring the activities during the action. Some students still confused in composing the Wh-Questions. They could not differentiate how to use the auxiliary verb and some of them were lack of vocabulary that make them difficult in composing the question.

The result of this action, the researcher could see that the students were not ready yet in learning Wh-Questions. Many of them looked confused in organizing the idea, how to use auxiliary verb and how to use wh-words.

Further more, to know there is a significant improvement in composing Wh-Questions, the researcher analyzed the data by using t-test calculation from the result of pre-test and post-test. Before analyzed the t-test, the researcher showed the data presentation of pre-test and post-test.

Table 4.1

The result of pre-test and post-test of cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test 1 (X)</th>
<th>Post Test 1 (Y)</th>
<th>Post-pre (D)</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aditya Surya Putra Pradana</td>
<td>56</td>
<td>76</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>Afif Mutahar Fuadi</td>
<td>60</td>
<td>68</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Lutfi Naa’il Asyhari</td>
<td>52</td>
<td>96</td>
<td>44</td>
<td>1936</td>
</tr>
<tr>
<td>4</td>
<td>Akmal Farras Ramadhani</td>
<td>68</td>
<td>64</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
<td>Age</td>
<td>Test 1</td>
<td>Test 2</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------</td>
<td>--------</td>
<td>-----</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>5</td>
<td>Annur Mila Amalia</td>
<td></td>
<td>56</td>
<td>64</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Arum Febriayani</td>
<td></td>
<td>60</td>
<td>84</td>
<td>24</td>
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<tr>
<td>7</td>
<td>Claresta Zulfa Suwardo</td>
<td></td>
<td>52</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
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<td>Danial Ahmad Habibie</td>
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<td>56</td>
<td>0</td>
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<tr>
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<td>28</td>
</tr>
<tr>
<td>10</td>
<td>Gema Yudha Ramadhani</td>
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<td>-16</td>
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<tr>
<td>11</td>
<td>Hassan Nurrokhim</td>
<td></td>
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<td>64</td>
<td>8</td>
</tr>
<tr>
<td>12</td>
<td>Mario Eko Prasetyo</td>
<td></td>
<td>76</td>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>Mikail Abdullah</td>
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<td>64</td>
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<tr>
<td>14</td>
<td>Muhammad Salahudin Perdana Putra</td>
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<td>Muhammad Asnawi</td>
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<td>40</td>
<td>60</td>
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<td>18</td>
<td>Muhammad Dloifilla Al Mansyur</td>
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<td>Nidaul Silvina Ayu Septiani</td>
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<td>72</td>
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<td>32</td>
<td>Tuhfatus Salma</td>
<td></td>
<td>28</td>
<td>68</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>∑</td>
<td></td>
<td>1848</td>
<td>2193</td>
<td>345</td>
</tr>
</tbody>
</table>

a. Mean of pre-test 1

\[
M = \frac{\sum X}{N}
\]

\[
M = \frac{1848}{32}
\]

\[M = 57,75\]

b. Mean of post-test 1

\[
M = \frac{\sum Y}{N}
\]

36
M = 32

M = 68, 53

1) Mean of pre-test = 57.75

2) Mean of post-test = 68.53

3) Mean of pre-test ≤ than post-test

4) There is an improvement of students ability in composing Wh- Questions, between pre-test 1(before the action) and the post-test (after the action).

c. Standard deviation of pre-test and post-test

From the data above, the researcher calculated Standard Deviation of pre-test and post-test of experiment class:

\[
SD_d = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{10505}{32} - \left(\frac{345}{32}\right)^2}
\]

\[
= \sqrt{328.28 - 116.23}
\]

\[
= \sqrt{212.05}
\]

= 14.56

d. T-test Calculation

\[
t_o = \frac{\left(\frac{\sum D}{N}\right)}{\sqrt{\frac{SD}{N-1}}}
\]
\[ t_o = \frac{\left( \frac{345}{32} \right)}{\frac{14.56}{\sqrt{32-1}}} \]
\[ = \frac{10.78}{\frac{14.56}{\sqrt{31}}} \]
\[ = \frac{10.78}{\frac{14.56}{5.56}} \]
\[ = \frac{10.78}{2.61} \]
\[ = 4.13 \]

If the calculation is greater than t-table with level of signification 5% so Ho (null hypothesis) is rejected. The calculation of t-test = 4.13, t-table with Df=31 in t-table = 2.039. The result is t-test=4.13 > from t-table = 2.039. So, t-test calculation is greater than t-table. It is showed that Ho is rejected. That means there is significant influence between pre-test and post-test.

4. Reflection

In the pre-test, teacher asked the students to make questions based on the given answers. Then, in the post-test, teacher asked the students to make questions based on the wh-words that have been prepared by the teacher. The students’ problems were on the appropriate choice of wh-words, category of auxiliary verb, grammar, vocabulary and organizing ideas.
From the questions made by the students, the researcher found that many students made wrong choice of wh- words. The correct choice of wh-words is important to get the appropriate answer. And some of them also made wrong choice of auxiliary verb and positioning the auxiliary verb.

After analyzing the result, the researcher concludes that the teacher should be more intensed in explaining about the correct choice of wh-words and how to use auxiliary in composing Wh-Questions.

The result of Cycle 1 shows that the students can improve their skill in composing Wh-Questions after being taught using project based learning method. Their average of post-test 68.85, it was greater than their pre-test result 57.75. The passing grade (krriteria ketuntasan minimal) is 72. The researcher expected 80% students could pass the passing grade. The result of post-test showed that students who complete the passing grade was more than the pre-test. In pre-test there were 26 students who still had score less than 72. And in the post-test there were 17 students that have score less than 72. The result was less than 80% students did not passed the passing grade, the researcher would conduct the next cycle.
B. Cycle II

In the first cycle, there are still 17 students that have score less than the passing grade 72. It means that more than half of the students are not passed the passing grade. Based on the result of the cycle 1, it is necessary to continue to the next cycle:

1. Planning

Before conducting the research, the researcher prepared the instruments of the research, there are as follows:

a. Lesson plan
b. Materials.
c. List of students.
d. Instruments of observation to record and analyze the data in the process of research.
e. Teaching aids.

The teacher prepared some instruments for project work, such as paperboard, markers of various colors, and texts.
f. Test (pre-test and post-test)

Pre-test is a test that given before the teaching and learning process. Meanwhile, post-test is a test that given after the teaching and learning process. The objective of the
test is to know whether the use of project based learning can improve students’ ability in composing Wh-Questions.

2. The Implementation of the Action

On Monday 6 February 2017, at 10.35 a.m. the teacher Khafidlatul Arifah and her partner entered the classroom to teach English. The teacher began the class by greet the students and prayed together. After prayed, the teacher checked the students attendance list, there are two students that not attended the class. Before start the lesson, as in the cycle I, the teacher gave pre-test to students and giving 15 minutes to finished the pre-test.

After pre-test, she began to teach the students using Project Based Learning Method. She handed out the materials about Wh-Questions to students, and they started to read the material. After that, she stimulated the students to review what they have read by asking whether they still remember or nor about the material they have learnt yesterday. The students answered that they still remember about what they have learnt yesterday. It proved when the teacher asked the students about the formula in composing Wh-Questions and the students answered it correctly. The students seemed more familiar with the material because they
have been taught Wh-Questions on the previous cycle. The students mentioned the formula in composing Wh-Questions.

The teacher asked the students whether they had questions or had something that they did not understand. And she answered their question and explained it. After discussing the material, the teacher gave the project work to the students. She asked the students to make some groups, and asked them to work in groups. Every group consists of 5-6 students.

The students did the group work and cooperated with their partner. The teacher walked around the class and asked whether the students had difficulties or not. And the collaborator also walked around the class observing the students' activity while they did the project work. The students looked enthusiastic while they did the project, they cooperated with each other with their group partner. After finishing the project work, the teacher asked some students to delegate to present their project.

After the presentation, the teacher gave some feedback to the students' presentation and reviewed what they have learnt today. Then, The teacher conducted post-test to the students. She gave 15 minutes to the students to finish the post-test. Some students finished the post-test before the time was up. After all of
them finished the post-test, she closed the meeting and prayed together in the end of the class.

3. Observation

In this part, observation is carried out during the implementation of action. The collaborator walked around the class and observed the students' activity during the action. The students seemed more active in the class, they gave their opinions, asked questions to the teacher and helped the teacher to answer their friends' questions. The students seemed more confident to convey their ideas. But, some of them still got difficulties when composing Wh-Questions. They got difficulties in relating the question to the answer. And the other still had difficulties in choosing the proper auxiliary verb. The project work helped those who still did not understand. In the group they cooperated with each other and helped their partners who had difficulties. While they did not find the solution, they asked the teacher to help them.

Compared to the cycle 1, the pre-test and post-test also increased in cycle II. The result of pre-test and post-test of cycle II are as follows:
## Table 4.2

The result of pre-test and post-test cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test 2(X)</th>
<th>Post-Test 2(Y)</th>
<th>Post-Pre (D)</th>
<th>D²</th>
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<tr>
<td>2</td>
<td>Afif Mutahar Fuadi</td>
<td>84</td>
<td>92</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Lutfi Naa’il Asyhari</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>60</td>
<td>92</td>
<td>32</td>
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<tr>
<td>5</td>
<td>Annur Mila Amalia</td>
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<td>80</td>
<td>32</td>
<td>1024</td>
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<td>6</td>
<td>Arum Febriayani</td>
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<td>88</td>
<td>8</td>
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<tr>
<td>7</td>
<td>Claresta Zulfa Suwardo</td>
<td>68</td>
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<td>16</td>
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<td>76</td>
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<td>92</td>
<td>28</td>
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<tr>
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<td>96</td>
<td>24</td>
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<tr>
<td>16</td>
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<td>4</td>
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<td>18</td>
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<td>4</td>
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<td>19</td>
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<td>92</td>
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<td>72</td>
<td>24</td>
<td>576</td>
</tr>
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<td>Rizqi Alif P</td>
<td>Sugiono</td>
<td>Taufik Izzuddin</td>
<td>Tuhfatus Salma</td>
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<td>64</td>
<td>16</td>
<td>256</td>
<td></td>
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<tr>
<td>Σ</td>
<td>2076</td>
<td>2508</td>
<td>432</td>
<td>10688</td>
<td></td>
</tr>
</tbody>
</table>

a) Mean of pre-test cycle II

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{2076}{32} \]

\[ M = 64,9 \]

b) Mean of post-test cycle II

\[ M = \frac{\sum y}{N} \]

\[ M = \frac{2508}{32} \]

\[ M = 78,4 \]

1) Mean of pre-test = 64,9

2) Mean of post-test = 75,44

3) Mean of pre-test ≤ than mean of post-test

4) There is an improvement of writing skill between pre-test and post-test.

Mean of the pre-test ≤ than post-test. There is an improvement of students ability in composing wh question, between pre-test (before the action) and the post-test (after the action).

c) SD of post-test and pre-test
From the data above, the researcher calculated SD of pre-test and post-test.

\[
SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{10688}{32} - \left(\frac{432}{32}\right)^2}
\]

\[
= \sqrt{334 - 182.25}
\]

\[
= \sqrt{151.75}
\]

\[
= 12.3
\]

d) T-test calculation

\[
t_o = \frac{\left(\frac{\sum D}{N}\right)}{\frac{SD}{\sqrt{N-1}}}
\]

\[
= \frac{\left(\frac{432}{32}\right)}{\frac{12.3}{\sqrt{31}}}
\]

\[
= \frac{13.5}{6.16}
\]

\[
= 6.16
\]

It means, if the calculation is greater than the t-table with level of signification 5%, so null hypothesis (Ho) is rejected. The calculation of t-test is 6.16 and
the calculation of t-table with df=31, in t-table = 2,039.

T-test 6.16 > t-table 2.039, it shows that Ho is rejected.

So, there is significance influence between pre-test and post-test.

4. Reflection

In the cycle II, the students’ score in composing Wh-Questions were better than the first cycle. But, there was some students who still made mistake in choosing wh-words and determined the subject.

In this action, the Wh-Questions that is composed by the students is better than in the previous cycle. They could arrange the Wh-Questions with correct structure. They used appropriate auxiliary verb, and correct choice of wh-words. In other side, the writer still found some problem in students’ formulation of Wh-Questions. Some of them misplaced the subject and the auxiliary verb, and the other were committed error in using subject-auxiliary verb or subject-verb agreement.

Based on analysis of the cycle II, The results of the test showed that in the pre-test the students who got score more than 72 only 16 students of 32 students. While, in post-test the students who got score more than 72 is 27 students from 32 students. It can be concluded that using
Project based learning improve students’ ability in composing Wh- Questions.

C. Discussion

1. Test Analysis

Based on the data in cycle I, and cycle II, the researcher analyzed the students’ improvement from cycle I and cycle II. The improvements are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of pre-test</td>
<td>57.75</td>
<td>64.9</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>68.53</td>
<td>78.4</td>
</tr>
<tr>
<td>2</td>
<td>T-table N=32</td>
<td>2.03</td>
<td>2.03</td>
</tr>
<tr>
<td>3</td>
<td>T-calculation</td>
<td>4.13</td>
<td>6.16</td>
</tr>
</tbody>
</table>

Null hypothesis (Ho) is rejected if the t-calculation is greater than the t-table. The table above shows that t-calculation is greater than the t-table, so Ho is rejected. It means that there are significant differences between mean of pre-test and post-test. It can be concluded that Project based learning can improve students’ ability in composing Wh- Questions. Moreover, the results of each test were increased for each cycle. It is shown by...
the results of t-calculation in cycle I is 4,13, and in cycle II is 6,16.

The implementation of project based learning can improve students’ ability in composing Wh-Questions. The improvement can be examined from the results of the test that was implemented in the classroom. Before the project based learning method was implemented, the students encountered many difficulties in composing Wh-Questions. They could not make the Wh-Questions correctly and confused on how to use the wh-words.

Table 4.4

<table>
<thead>
<tr>
<th>No</th>
<th>Total of students who reached the passing grade (≥72)</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>7(21.8%)</td>
<td>15(46.9%)</td>
</tr>
<tr>
<td>2</td>
<td>Post-test</td>
<td>16(50%)</td>
<td>27(84.3%)</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>50%</td>
<td>84.3%</td>
</tr>
</tbody>
</table>

The data above proves that the students’ ability in composing Wh-Questions improves in each cycle. The score in each increases. This improvement can influence the students’s score. The score of pre-test which is greater than the post-test
means that students ability in composing Wh- Questions increases after the implementation of problem based learning method.

Related to the researcher’s finding in previous research, the implementation of Project based learning method shows that the students’ willingness to participate in learning activities increases, their social skill and collaborative skill improves. And based on the test results, it can be seen that most of students improves in all four language skill (writing, reading, speaking, listening). Based on this research findings and the previous research findings, the researcher concludes that using Project based learning in English teaching and learning process is appropriate with the situation and the condition of students of MTs Negeri Salatiga.
BAB V

CLOSURE

In this chapter, the researcher presents the conclusion and suggestion related to research finding and discussion.

A. Conclusion

Based on the theoretical framework and the implementation of the study, the researcher can draw the conclusion of this graduating paper as following:

1. Project based learning could improve students’ ability in composing Wh- Questions. It could be seen from students’ score that increases in each cycles. The score of post-test is greater than the pre-test. The cycle I showed that the score of pre-test is 57,75 and the score of post-test is 68,53. And in the cycle II, the score of pre-test is 64,9 and the post-test is 78,4. It means that there is significant difference mean between pre-test and post-test. This indicates that project based learning can improve students’ ability in composing Wh- Questions of seventh grade students’ of MTs N Salatiga in academic years 2016/2017.

2. The extent of the use of project based learning can be proved by t-test calculation. T-test is a formula to know the significant differences between pre-test and post-test. The t-test of this research for cycle I is 4,13 and t-test for cycle II is 6,16.it means that the use of project based learning can improve students’ ability in composing Wh- Questions.
B. Suggestion

At the end of this chapter, the researcher would like to propose some suggestions that hopefully would be useful as follow:

1. For the students

The students should take part actively in learning process. it can be start by proposing question when they are studying in the class. Because by asking question, they will get the answer and solution from their difficulty in studying. In English learning and teaching process, the students get difficulty in asking question not because they understand the material, but because they have difficulty in composing question. So, it is very important for students to study Wh- Questions.

2. For the teacher

The teacher should apply the appropriate method in order to give students better concept and new experience in study. Teacher also should well prepared in preparing the subject including choose the suitable topic, the appropriate method and appropriate material to support the learning process.

3. For the researcher

The writer would like to suggest the other researcher to investigates other method in language teaching in helping students to increase students ability in composing Wh- Questions.
4. For institution

School as an education institution should provides facilities in teaching and learning activity. So the teaching and learning activity will last effectively.
REFERENCES


Sunyan, Y. *Teaching Speaking Through Wh- Questionss Technique*. Teachers Training And Education Faculty Tanjungpura University.


APPENDICES
CURRICULUM VITAE

Full Name : Hidayatus Sarifah
Nick Name : Hida
Place/ Date of birth : Salatiga/ October 25th, 1994
Address : Kalilondo, RT 01/RW 04, Kec. Tingkir, Sidorejo Kidul, Salatiga
Faculty : English Department
Email / Phone : ida_tuzz@yahoo.co.id / 085640602301

Education History :

1. MI ASAS ISLAM Kalibening Graduated in 2006
2. MTs Negeri Salatiga Graduated in 2009
3. SMAN 02 Salatiga Graduated in 2012
4. IAIN Salatiga Graduated in 2017

Salatiga, February 27th 2017

HIDAYATUS SARIFAH
11312062
Kepada
Yth. Maslihatul Umami, S.Pd.I, M.A
Di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : HIDAYATUS SARIFAH
NIM : 113-12-062
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi : THE USE OF PROJECT BASED LEARNING TO IMPROVE STUDENTS’ ABILITY IN COMPOSING W-H QUESTIONS

Apabila dipundang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 02 Maret 2016
a.n. Dekan,
Wakil Dekan Bidang Akademik

Mufiq, S.Ag., M.Phil.
NIP. 19690617 199603 1004

Tembusan : 1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
Nomor : B-102 /In.21/D1/PN.03.00/01/2017
Lamp : -
Hal : Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala MTsN Salatiga
di Tempat

Assalamualaikum w.w.,

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : Hidayatus Sarifah
NIM : 113-12-062
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.
Judul skripsi :
THE USE OF PROJECT BASED LEARNING TO IMPROVE STUDENTS’ ABILITY IN COMPOSING WH-QUESTION
Dengan Pembimbing : Maslihatul Umami, M.A
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 30 Januari 2017 s.d selesai
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 27 Januari 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

(Suwardi, M.Pd.
NIP. 19670121 199903 1002

Tembusan : 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomcr: 7/ Mts.11.32.118/PP.00.9/02/2017

Yang bertandatangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri Salatiga menerangkan bahwa:

Nama : HIDAYATUS SARIFAH
NIK : 113-12-062
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan ilmu keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Yang bersangkutan telah mengadakan penelitian di MTs Negeri Salatiga mulai 30 Januari 2017 s.d. selesai, guna penyusunan Skripsi.

Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Salatiga, 07 Pebruari 2017.
Kepala

[Signature]
# LEMBAR KONSULTASI SKRIPSI

**Nama Mahasiswa:** Hidayatus Sarifah  
**NIM:** 13-12-062  
**Dosen Pembimbing:** Maslihahul Ummi, S.Pd.I., M.A  
**Judul:** The Use of Project Based Learning to Improve Students' Ability in Composing Wh-Question (A Classroom Action Research of Seventh Grade of MTS N Sulistia in the Academic Year 2016/2017)**

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<td>20 April 2016</td>
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<td>Perbaiki Grammar</td>
<td>24</td>
</tr>
<tr>
<td>8.</td>
<td>21 Februari 2017</td>
<td>Konsultasi bab 4 9 5</td>
<td>Menambah, menguji dengan discussion dengan proposal research.</td>
<td>24</td>
</tr>
</tbody>
</table>
| 9.  | 27 Februari 2017 | Konsultasi bab 1-5 | Perbaiki grammar bab 5 dan  
- Abstract  
- Tambah method of data collection  
- Method of data analysis. | 24    |
| 10. | 6 Maret 2017 | Konsultasi abstract |  | 24    |

**CATATAN:**  
Setiap konsultasi lembar ini harus dibawa

Dosen Pembimbing: [Signature]

Maslihahul Ummi, M.
### SHEET FOR CLASSROOM OBSERVATION

#### Cycle 1

**Instruction:**

Give marks using (✓) according to the research findings.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>Teacher greet the student friendly</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Teacher ask the students condition</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Praying before start the lesson</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Teacher prepare the material well</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Teacher use the time effectively</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Teacher convey the material well</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Teacher give evaluation after the lesson</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Teacher ask the students difficulties</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Students feel enthusiastic to follow the lesson</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>Students give attention to the teacher’s explanation</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Students understand to the teacher explanation</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>Students active in the learning process</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>Students collaborate with their partner</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>Students do the presentation</td>
<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>Students do evaluation</td>
<td>✓</td>
</tr>
</tbody>
</table>
FIELD NOTE

Class : VII H
Date : 30 January 2017

Teacher enter the class at 11.30 O'clock. The teacher greet the students and lead to pray together before start the lesson. After that, teacher check the students attendance list. She use English and bahasa to interact with the students.

The teacher give the Pre-test to the students. She ask the students to do the Pre-test. The students look confuse with the Pre-test. Some of them ask the teacher because of confuse. She give them 15 minutes to finished the Pre-test. After Pretest the teacher give the material, and ask them to read the material. After read, some students ask about the material, and teacher give them the explanation. Students actively asking and questioning during the lesson.

After that, the students make some group, each group consist of 4-6 students. They start to do the project.
The class started at 8.30 o'clock. The teacher greeted the students and gave some intermezzo while waiting for some students that late. Then, the teacher checked the students' attendance list. One of the students, Muhammad Asmawi, was absent.

The students did the group project. They collaborated with each other to finished the project. The teacher helped the students when they needed a help. The students presented their project in front of the class. After that, they evaluated it together. After the evaluation, the teacher gave the post test to the students.
# SHEET FOR CLASSROOM OBSERVATION

## Cycle II

**Instruction:**

Give marks using (✓) according to the research findings.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher greet the student friendly</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Teacher ask the students condition</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Praying before start the lesson</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
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<td>✓</td>
</tr>
<tr>
<td>5</td>
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<td>6</td>
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<td>✓</td>
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<td>11</td>
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<td>✓</td>
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<tr>
<td>12</td>
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<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>Students do evaluation</td>
<td>✓</td>
</tr>
</tbody>
</table>
FIELD NOTE

Class: VII H
Date: 6 February 2017

The teacher enter the class at 10:35 O'clock. She greet the students and lead them to pray before starting the lesson. After that, she check the students' attendance list. There are 2 students that didn't attend the class. She start to give the pre-test to the students. She give 15 minutes to finish the pre-test. After pre-test, the teacher give the material, the students start to read the material. They seemed more familiar with the wh-question. They start to reviewed what they read and what they learn at the previous meeting (cycle I). After discussing the material, the teacher give the project work. The students do the project work. They make a questions based on the text that have been prepared by the teacher. The teacher walk around the class to check students' group work. They cooperated each other. After do the project work, they wanted to do the presentation. The teacher ask students to give feedback back to their friends presentation.

After presentation, the teacher evaluate the materials. Once more, the student I ask about how to differentiate of using do, does, is, am, are (the aux) and the teacher explain to them. Then she gave the post-test. In the post-test, the students more confident in answering the test, but some of them, only few of them, still make mistake in using the auxiliary verb, and determinate the subjects. Some also made mistake in using wh-word. But most of them seemed understand with what they do. After do the post-test, the collect it and the teacher close the meeting today by saying Thankallah together and enclosure.
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Negeri Salatiga
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester  : VII/ II
Materi Pokok     : Wh-Question
Alokasi Waktu    :

A. Kompetensi Inti

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

B. Kompetensi Dasar

<table>
<thead>
<tr>
<th>No</th>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1.</td>
<td>1.1.1 Membawa buku bahasa Inggris.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.2 Menjawab salam di awal dan akhir pembelajaran.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>menggunakan bahasa Inggris.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1.1.4</td>
<td>Mengikuti proses pembelajaran dengan baik.</td>
<td></td>
</tr>
</tbody>
</table>

|   | 2.1. | Menunjukkan perilaku santun dan **peduli** dalam melaksanakan komunikasi interpersonal dengan guru dan teman. | 2.1.1 | Menunjukkan sikap santun dan peduli kepada guru dan teman. |

|   | 2.2. | Menunjukkan perilaku **jujur**, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. | 2.2.1 | Menunjukkan sikap jujur dalam proses pembelajaran. |
|   |   |   | 2.2.2 | Menunjukkan sikap percaya diri dalam proses pembelajaran. |

|   | 2.3. | Menunjukkan perilaku tanggung jawab, peduli, **kerja sama**, dan cinta damai. | 2.3.1 | Mampu bekerja sama dengan guru dan teman selama proses pembelajaran. |

|   | 3.4.1 | Mampu menyusun kalimat tanya dengan ungkapan yang bervariasi |

| 3. | 4.1 | Menanyakan fakta dan fenomena (*asking for information*) dengan ungkapan bervariasi yang terkait dengan lingkungan sosial dan lingkungan alam tempat tinggal melalui kegiatan berbicara. | 3.4.1 | Mampu menyusun kalimat tanya dengan ungkapan yang bervariasi |
C. **Tujuan Pembelajaran**

Setelah kegiatan pembelajaran, siswa dapat:

1. Membiasakan diri mengucapkan salam di akhir dan diawal pembelajaran menggunakan Bahasa Inggris.
2. Menunjukkan sikap bertanggung jawab dalam kehidupan sehari-hari.
3. Menunjukkan sikap peduli dan jujur dalam kehidupan sehari-hari.
4. Menunjukkan sikap mau bekerja sama dalam kehidupan sehari-hari.
5. Menyusun kalimat tanya menggunakan *Wh-Questions* dengan ungkapan yang bervariasi.

D. **Materi Pembelajaran**

- **Wh-Questions**

  We use question to ask for information and also for request, suggestion, offers and etc. There are two kind of Question. First is Yes/No Question and Wh-Question.

  The basic form of Wh Question is Who, whom, whose, what, which, when, where, how and why.

  The Formula of Wh-Question:

  \[
  \text{Question Word} + \text{Aux verb} + \text{subject} + \text{Main verb}
  \]

Example:

<table>
<thead>
<tr>
<th>Question Word</th>
<th>Auxiliary verb</th>
<th>subject</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>does</td>
<td>John</td>
<td>live?</td>
</tr>
<tr>
<td>When</td>
<td>is</td>
<td>Joan</td>
<td>leaving?</td>
</tr>
<tr>
<td>What</td>
<td>can</td>
<td>Ben</td>
<td>do?</td>
</tr>
</tbody>
</table>

The use of Question words:

d. Who is used for subjects.

e. Whom is used for objects.

f. Who and whom are used if the subject and object on the sentence are living things.

g. What is used to ask the subjector object of a question.
h. What is used if the subject or object is not a living thing.

i. When is used to ask about time.

j. Why is used to ask about reason.

k. How many and how much are used to ask about amount of thing.

l. How far is used to ask about distances or gap.

Sumber: A Handbook of Classroom English (Glyn S. Hudges).

E. Metode Pembelajaran

Project Based Learning

Pada proses pembelajaran ini, guru menggunakan metode *Project-Based Learning* (pembelajaran berbasis proyek) atau biasa disingkat PBL. PBL merupakan model pembelajaran dimana siswa memiliki wewenang untuk menggali pengetahuannya sendiri dan menunjukkan pemahamannya dengan melakukan presentasi (NYC Departement of Education, 2009:8).

F. Kegiatan Pembelajaran

1. Kegiatan Awal (15 menit)
   a. Mengucapkan salam pembuka dengan ramah ketika masuk ruang kelas.
   b. Menanyakan keadaan siswa
   c. Membaca doa
   d. Absensi
   e. Guru menyampaikan peraturan didalam kelas.
   f. Memberikan Pre-test

2. Kegiatan inti /Pembentukan Kompetensi (20 menit)

Pada kegiatan inti, guru menerapkan metode Project-based Learning, metode ini terdiri dari beberapa langkah kegiatan, yaitu:
1. **Speculation (spekulasi)**

   Pada tahap ini guru membangun minat siswa dan suasana kelas untuk menggiring siswa pada topik /materi yang akan dipelajari. Guru juga memberikan stimulasi kepada siswa tentang topik yang akan dipelajari.

   a. Siswa membaca materi tentang Wh- Question yang diberikan oleh guru.
   
   b. Untuk menstimulasi siswa, guru memberikan kesempatan kepada siswa untuk menanyakan atau menyatakan pendapatnya mengenai materi yang diberikan oleh guru sebelumnya.

2. **Designing the project activities (merencanakan proyek)**

   Tahap ini terdiri dari pembentukan kelompok beserta tugas setiap individu, metode yang digunakan, sumber informasi, dan lokasi pengerjaan.

   a. Siswa membentuk kelompok dengan memilih sendiri rekananya, setiap kelompok terdiri dari 4-5 orang siswa.
   
   b. Setiap kelompok diberikan lembar kerja (proyek).
   
   c. Siswa menentukan tugas masing-masing didalam kelompok.

3. **Conducting the project activities (pelaksanaan kegiatan proyek)**


   a. Siswa mendiskusikan dan mengerjakan proyek yang telah diberikan sesuai dengan peran masing-masing didalam kelompok. (proyek berupa teks dimana siswa menyusun kalimat tanya menggunakan Wh-Question berdasarkan teks yang telah diberikan).
b. Setelah selesai, siswa menpresentasikan hasil kerjanya didepan kelas.

4. Evaluation (evaluasi)

Evaluasi yaitu penilaian dari kegiatan yang telah didiskusikan. Penilaian tentang apakah sudah mencapai tujuan yang ingin dicapai, dan penilaian hasil dari kinerja atau proyek tersebut.

a. Siswa memberikan feedback ataupun penilaian terhadap hasil kerja kelompok lain.

5. Kegiatan Akhir (10 menit)

a. Siswa mengerjakan tugas individu (post test).

b. Siswa dan guru melakukan refleksi terhadap jalanya proses pembelajaran yang telah ditempuh.

c. Mengucapkan salam penutup sebelum meninggalkan kelas.

G. Sumber Belajar

- Buku Handbook of Classroom English (Glyn S. Hudges)
- Internet
  Artikel Rumus dan contoh kalimat Wh-question(wwwsmile.com)

H. Penilaian

Penilaian pre-test dan post-test

Aspek yang dinilai:

<table>
<thead>
<tr>
<th>aspek</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penggunaan Wh-Question yang tepat</td>
<td>5</td>
</tr>
<tr>
<td>Struktur kalimat Wh-Question yang tepat</td>
<td>5</td>
</tr>
<tr>
<td>Tenses yang tepat</td>
<td>5</td>
</tr>
<tr>
<td>Tanda baca yang tepat</td>
<td>5</td>
</tr>
</tbody>
</table>
Benar Total = 20
Soal 5
Nilai Benar total X 5 : 20 X 5 = 100

Salatiga,

Mengetahui,
Kepala Sekolah

Guru Bahasa Inggris

Drs. Sugianto, M.Pd.I
NIP. 1961 1217 1998 03 1 001

Nova Zaeni Nuruadiyan, S.Pd.I
NIP. 1981 1102 2005 01 1 002
This is Tony, He is a student in New York City. Tony lives in New York City, but he comes from Singapore. He misses his family. His brother and sister come to visit him in New York every year. He is very happy when they are with him. He goes to school everyday. He speaks English and wants to be an actor. In the evening, he works in a restaurant. He is a waiter. He is very good waiter. People love him.
Pre-Test

Please make Questions using Wh- question words (what, where, who, when, why, how and, etc) for the answers below!

1. A: .......................................?
   B: My favourite food is chicken soup.
2. A: .......................................?
   B: my birthday is in July 21st.
3. A: .......................................?
   B: I live in Jakarta.
4. A: .......................................?
   B: that is Tina’s book
5. A: .......................................?
   B: Because I am too sad.
Post Test

Arrange some Question using Wh- Question words below!

1. Who
2. How many
3. Whose
4. What
5. Where
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Negeri Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII/ II
Materi Pokok : Wh-Question

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<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>1.1.1 Membawa buku bahasa Inggris. 1.1.2 Menjawab salam di awal dan akhir pembelajaran menggunakan bahasa Inggris.</td>
</tr>
<tr>
<td>2.</td>
<td>2.1.</td>
<td>Menunjukkan perilaku santun dan <strong>peduli</strong> dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>2.2.</td>
<td>Menunjukkan perilaku <strong>jujur</strong>, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3.</td>
<td>Menunjukkan perilaku tanggung jawab, peduli, <strong>kerja sama</strong>, dan cinta damai.</td>
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<td>4.1</td>
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</tbody>
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4. Menunjukkan sikap mau bekerja sama dalam kehidupan sehari-hari.
5. Menyusun kalimat tanya menggunakan *Wh- Questions* dengan ungkapan yang bervariasi.

D. **Materi Pembelajaran**

- **Wh-Questions**

  *Wh-Question is a question that start with Wh Words. Such as: Who, whom, whose, what, which, when, where, and how. We use wh-question words to get information.*

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Your name?</td>
<td>My name is kelly.</td>
</tr>
<tr>
<td>What are these?</td>
<td>They are pens.</td>
</tr>
<tr>
<td>Where is joe?</td>
<td>He is at home.</td>
</tr>
<tr>
<td>Where are you from?</td>
<td>I am from mexico.</td>
</tr>
<tr>
<td>Who Is he?</td>
<td>He is my brother.</td>
</tr>
<tr>
<td>Who are they?</td>
<td>They are visitor.</td>
</tr>
</tbody>
</table>

Wh-Word + Be + Subject

<table>
<thead>
<tr>
<th>Wh-Word</th>
<th>Do/Does</th>
<th>Subject</th>
<th>Main Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>do</td>
<td>I</td>
<td>do?</td>
</tr>
<tr>
<td>Where</td>
<td>does</td>
<td>He</td>
<td>live?</td>
</tr>
<tr>
<td>When</td>
<td>do</td>
<td>They</td>
<td>sleep?</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>Why</td>
<td>do</td>
<td>You</td>
<td>get up early?</td>
</tr>
<tr>
<td>Who</td>
<td>does</td>
<td>She</td>
<td>call?</td>
</tr>
<tr>
<td>How many</td>
<td>do</td>
<td>They</td>
<td>have?</td>
</tr>
<tr>
<td>How</td>
<td>do</td>
<td>you</td>
<td>go?</td>
</tr>
</tbody>
</table>

In the simple past tense form, we use *Did* example:

*What did I do?*

*How did you go?*

*Why did you get up earlier?*

- Whose
  
  Whose is use for Possessive  
  For example:  
  Whose pencil is that? That pencil is mine.  
  Whose car did you borrow? Tania’s car

- Which
  
  Which is used for giving choice.  
  For example:  
  which pen do you like? I like the blue one.  
  which one is your book? My book is the one in the table.

Sumber: A Handbook of Classroom English (Glyn S. Hudges).

E. **Metode Pembelajaran**

Project Based Learning

Pada proses pembelajaran ini, guru menggunakan metode *Project-Based Learning* (pembelajaran berbasis proyek) atau biasa disingkat PBL. PBL merupakan model pembelajaran dimana siswa memiliki wewenang untuk menggali pengetahuannya sendiri dan menunjukkan pemahamannya dengan melakukan presentasi (NYC Departement of Education, 2009:8).
F. Kegiatan Pembelajaran

1. Kegiatan Awal (15 menit)
   a. Mengucapkan salam pembuka dengan ramah ketika masuk ruang kelas.
   b. Menanyakan keadaan siswa
   c. Membaca doa
   d. Absensi
   e. Guru menyampaikan peraturan didalam kelas.
   f. Memberikan Pre-test

2. Kegiatan inti /Pembentukan Kompetensi (20 menit)
   Pada kegiatan inti, guru menerapkan metode Project-based Learning, metode ini terdiri dari beberapa langkah kegiatan, yaitu:
   1. Speculation (spekulasi)
      Pada tahap ini guru membangun minat siswa dan suasana kelas untuk menggiring siswa pada topik /materi yang akan dipelajari. Guru juga memberikan stimulasi kepada siswa tentang topik yang akan dipelajari.
      a. Siswa membaca materi tentang Wh-Question yang diberikan oleh guru.
      b. Untuk menstimulasi siswa, guru memberikan kesempatan kepada siswa untuk menanyakan atau menyatakan pendapatnya mengenai materi yang diberikan oleh guru sebelumnya.
   2. Designing the project activities (merencanakan proyek)
      Tahap ini terdiri dari pembentukan kelompok beserta tugas setiap individu, metode yang digunakan, sumber informasi, dan lokasi pengerjaan.
      a. Siswa membentuk kelompok dengan memilih sendiri rekanya, setiap kelompok terdiri dari 4-5 orang siswa.
      b. Setiap kelompok diberikan lembar kerja (proyek).
c. Siswa menentukan tugas masing-masing didalam kelompok.

3. **Conducting the project activities** (pelaksanaan kegiatan proyek)
   
   
   a. Siswa mendiskusikan dan mengerjakan proyek yang telah diberikan sesuai dengan peran masing-masing didalam kelompok. (proyek berupa teks dimana siswa menyusun kalimat tanya menggunakan Wh-Question berdasarkan teks yang telah diberikan).
   
   b. Setelah selesai, siswa menpresentasikan hasil kerjanya di depan kelas.

4. **Evaluation** (evaluasi)
   
   Evaluasi yaitu penilaian dari kegiatan yang telah didiskusikan. Penilaian tentang apakah sudah mencapai tujuan yang ingin dicapai, dan penilaian hasil dari kinerja atau proyek tersebut.
   
   a. Siswa memberikan *feedback* ataupun penilaian terhadap hasil kerja kelompok lain.

5. **Kegiatan Akhir** (10 menit)
   
   a. Siswa mengerjakan tugas individu (post test).
   
   b. Siswa dan guru melakukan refleksi terhadap jalanya proses pembelajaran yang telah ditempuh.
   
   c. Mengucapkan salam penutup sebelum meninggalkan kelas.

G. **Sumber Belajar**

- Buku Handbook of Classroom English (Glyn S. Hudges)
• Internet

Artikel Rumus dan contoh kalimat Wh-question(wordsmile. Com)

H. Penilaian

Penilaian pre-test dan post-test

Aspek yang dinilai:

<table>
<thead>
<tr>
<th>aspek</th>
<th>Nilai</th>
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</thead>
<tbody>
<tr>
<td>• Penggunaan Wh-Question yang tepat</td>
<td>5</td>
</tr>
<tr>
<td>• Struktur kalimat Wh-Question yang tepat</td>
<td>5</td>
</tr>
<tr>
<td>• Tenses yang tepat</td>
<td>5</td>
</tr>
<tr>
<td>• Tanda baca yang tepat</td>
<td>5</td>
</tr>
</tbody>
</table>

Total                                          20

Benar Total = 20

Soal 5

Nilai Benar total X 5 : 20 X 5 = 100

Salatiga,

Mengetahui,

Kepala Sekolah                               Guru Bahasa Inggris

Drs. Sugiyanto. M.Pd.I                    Nova Zaeni Nuruadiyan, S.Pd.I
NIP. 1961 1217 1998 03 1 001             1981 1102 2005 01 1 002
I have a little cat. It is a female cat. She has a long tail. She likes to lick her tail. My cat fur is white and brown. I call her “Belang”, because she has two colors. Her fur is very soft. Belang likes to eat fish than meat. I take her bath twice a week. Belang likes to play outside the house. So, I walk her to the park every afternoon. In the park, she loves running, rolling, and climbing the tree. She is so funny.
Pre-test

Please make Questions using Wh- question words (what, where, who, when, why, how and, etc) for the answers below!

1. A: .......................................?
   B: I am 12 years old.
2. A: .......................................?
   B: I have 3 books.
3. A: .......................................?
   B: I like the red one.
4. A: .......................................?
   B: He write a story.
5. A: .......................................?
   B: The bag is on the table.
Post Test

Please make Questions using Wh- question words (what, where, who, when, why, how and, etc) for the answers below!

1. A: .......................................?
   B: My favorite fruit is banana.
2. A: .......................................?
   B: I came late because of traffic jam
3. A: .......................................?
   B: I have 3 books.
4. A: .......................................?
   B: It is ten o'clock.
5. A: .......................................?
   B: he lives in bandung.
The Teacher giving pre-test

The teacher explaining the material
The students make some group
The students do the project work
The students do the presentation
Students do the post-test
Students’ Project Work

**WH - Question**

1. **What is your name?**
   - My name is Tony

2. **Where does Tony live?**
   - Tony lives in New York City.

3. **What does Tony work?**
   - He works in a restaurant.

4. **What are Tony’s brother and sister?**
   - Yes, he has a brother and sister.

5. **When does Tony go to school?**
   - He goes to school everyday.

---

**KELOMPOK 6**

1. **Who is the figure in this story?**
2. **Where does the figure live?**
3. **Where is the figure from?**
4. **Why do people love him?**
5. **When does brother and sister come to visit him?**

**ANGGOTA**
- Nada Cindy R.P
- Putu D.U
- Aturini M.K.
- Putu Nengah A
- M.H. (Ari)
- Ge.... (B)
Post Test 2

Please make Questions using Wh- question words (what, where, who, when, why, how and, etc) for the answers below!

1. A: __________________________
   B: My favorite fruit is banana.

2. A: __________________________
   B: I came late because of traffic jam.

3. A: __________________________
   B: I have 3 books.

4. A: __________________________
   B: It is ten o'clock.

5. A: __________________________
   B: he lives in bandung.

Pre-Test

Please make Questions using Wh- question words (what, where, who, when, why, how and, etc) for the answers below!

1. A: __________________________
   B: My favourite food is chicken soup.

2. A: __________________________
   B: my birthday is in July 21st.

3. A: __________________________
   B: I live in Jakarta.

4. A: __________________________
   B: that is Tina's book

5. A: __________________________
   B: Because I am too sad.
Pre-Test

Please make Questions using Wh-question words (what, where, who, when, why, how and, etc) for the answers below!

1. A: What is your favorite food?
   B: My favorite food is chicken soup.

2. A: When is my birthday?
   B: My birthday is in July 21st.

3. A: Where do you live?
   B: I live in Jakarta.

4. A: What is your book?
   B: That is Tina's book.

5. A: Why do you come late?
   B: Because I am too sad.

---

Post Test

Arrange some Questions using Wh-Question words below!

1. Who is the car?

2. How many brother do you have?

3. Whose book is that?

4. What is your name?

5. Where do you live?
Post Test

Arrange some Question using Wh- Question words below!

1. Who are you going to meet?

2. How many books do you have?

3. Whose book is this?

4. What would you like to eat?

5. Where are you going?

Nama : Abilah Allsa Litahayu
Kelas : VIII H
No A : 22

Pre-test 2

Please make Questions using Wh- question words (what, where, who, when, why, how and, etc) for the answers below!

1. A: How many years old are you?
   B: I am 12 years old.

2. A: How many books do you have?
   B: I have 3 books.

3. A: Which one do you like?
   B: I like the red one.

4. A: What are you doing?
   B: He writes a story.

5. A: Where is the bag?
   B: The bag is on the table.
Post Test

Arrange some Question using Wh- Question words below!

1. Who
   Who in the classroom?

2. How many
   How many brothers do you have?

3. Whose
   Whose book is under the table?

4. What
   What food do you like?

5. Where
   Where are you going?

Nama = Nabila Alissa Litahayu
Kelas = VIII H
No A = 22

Pre- test 2

Please make Questions using Wh- question words (what, where, who, when, why, how and, etc) for the answers below!

1. A: How old are you?
   B: I am 12 years old.

2. A: How many books do you have?
   B: I have 3 books.

3. A: Which one is the color do you like?
   B: I like the red one.

4. A: What are you doing?
   B: He writes a story.

5. A: Where is the bag?
   B: The bag is on the table.
<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>JABATAN</th>
<th>TANGGAL</th>
<th>NILAI</th>
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<td>1</td>
<td>OPAK STAIN Salatiga “Progresifitas Kaum Muda, Kunci Perubahan Indonesia”</td>
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<td>Peserta</td>
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<td>Seminar Nasional “Peran Lembaga Perbankan Syariah dengan adanya Otoritas Jasa Keuangan (UU No. 21 Tahun 2011 Tentang OJK)”</td>
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<td>Pendidikan Jurnalistik Tingkat Lanjut (PJTL) LPM Dinamika dengan tema “Idealisme Mahasiswa Sebagai Modal Utama Penggerak Jurnalistik Kampus”</td>
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<td>6-7 April 2013</td>
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<td>Seminar Nasional dan Dialog Publik dengan tema “Minimnya Pasokan Energi dalam Negeri; Pembatasan Subsidi BBM dan Peran Masyarakat dalam Penghematan Energi” oleh HMJ Tarbiyah dan Syari’ah STAIN SALATIGA</td>
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<td>Surat Keputusan Ketua STAIN Salatiga Tentang PANITIA DAN PEMATERI PELATIHAN JURNALISTIK TINGKAT LANJUT NASIONAL (PJTLN) STAIN SALATIGA TAHUN 2014</td>
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<td>26.</td>
<td>Seminar Nasional “Understanding the World by Understanding the Language and Culture” CEC IAIN SALATIGA</td>
<td>Peserta</td>
<td>4 Juni 2015</td>
<td>8</td>
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<tr>
<td>29.</td>
<td>Seminar Nasional DEMA FTK dengan tema “Peningkatan Proesionalisme Guru sebagai dalam Pembelajaran di Era Globalisasi”</td>
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<td>Sosialisasi Empat Pilar oleh Majelis Permusyawaratan Rakyat Republik Indonesia</td>
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Salatiga, 8 Februari 2017

Mengetahui,

[Signature]

Achmad Malmun, M.Ag

NIP. 19700510 199803 1003