

Improving Descriptive Speaking Skills by Implementing Project-Based Learning Using Flashcards and Mind Mapping

Nur Afifah Saktiana Indahwati¹, Lidwina Sri Ardiasih², Udi Samanhudi³

Magister Pendidikan Bahasa Inggris, Universitas Terbuka UPBJJ Surabaya^{1,2,3}
drajatadzim@gmail.com¹, lidwina@ecampus.ut.ac.id², udisamanhudi@untirta.ac.id³

ABSTRACT

This research aims to improve descriptive speaking skills by implementing project-based learning using flashcards and mind mapping. The main purpose of this research was to describe improving descriptive speaking skills by implementing Project-based learning using flashcards and mind mapping for Seventh Graders of SMP Negeri 2 Modung Bangkalan in The Academic Year 2022/2023. To know about it, the researcher used some instruments such as observation and tests. After analyzing the data and counting the scores of students' skills in tests, the researcher found that there were significant differences before and after the treatment. It meant that there was improving descriptive speaking skills by implementing Project-based learning using flashcards and mind mapping. To support those results, the researcher used a t-test formula to count the test results. To start calculating the data, the researcher counted the mean and the standard deviation in every Pre-test and Post-test from the experimental class and control class. Then, the result was entered into the formula. The research counted the t-table by calculating df and determined the percentage of significance. After that, the result of the t-test is compared with t-table to answer the hypothesis.

Keywords: Speaking Skills, Flashcards, Mind Mapping

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara deskriptif dengan menerapkan pembelajaran berbasis proyek menggunakan flashcard dan mind map. Tujuan utama penelitian ini adalah untuk mendeskripsikan peningkatan keterampilan berbicara deskriptif dengan menerapkan pembelajaran berbasis proyek menggunakan kartu flash dan pemetaan pikiran untuk siswa kelas tujuh SMP Negeri 2 Modung Bangkalan pada Tahun Pelajaran 2022/2023. Untuk mengetahui hal tersebut, peneliti menggunakan beberapa instrumen seperti observasi dan tes. Setelah menganalisis data dan menghitung skor keterampilan siswa dalam tes, peneliti menemukan adanya perbedaan yang signifikan sebelum dan sesudah perlakuan. Artinya ada peningkatan keterampilan berbicara deskriptif dengan menerapkan pembelajaran berbasis proyek menggunakan flashcard dan mind map. Untuk mendukung hasil tersebut, peneliti menggunakan rumus uji-t untuk menghitung hasil tes. Untuk memulai penghitungan data, peneliti menghitung mean dan standar deviasi pada setiap Pre-test dan Post-test dari kelas eksperimen dan kelas kontrol. Kemudian hasilnya dimasukkan ke dalam rumus. Penelitian menghitung t tabel dengan menghitung df dan menentukan persentase signifikansi. Setelah itu hasil uji t dibandingkan dengan t tabel untuk menjawab hipotesis.

Kata Kunci: Keterampilan Berbicara, Flashcard, Mind Mapping

INTRODUCTION

English is an important international language in many facets of our lives nowadays (Naved, 2015). Students must master English, particularly speaking, to be

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able to communicate with people anywhere in the world (Linse, 2005). In Indonesia, English is developing as a foreign language. It is not often used as a daily language of communication (Broughton, 2003). Additionally, English is only used in the classroom and is necessary for a proficiency exam in certain areas. This affects students' speaking skills and teaching English experiences many obstacles with it being not very easy to find people who communicate in English.

Sadiku (2015) stated that listening, speaking, reading, and writing are the four language necessities, also referred to as the "four skills," and they are of the greatest importance in any language-learning activity including teaching and learning English, especially mastery by the student in a foreign language. It involves a process of building and sharing feelings, ideas, or messages using the language orally. Speaking is referred to as the ability to produce language so that ideas can be conveyed orally (Ilham, et.al, 2019).

In learning English at school, the students are usually asked by the teacher to speak English such as story-telling, telling their experiences, and describing something. The students often have some difficulties like a lack of sufficient vocabulary to express their thoughts, have trouble correctly pronouncing the words and do not often get the chance to practice their English outside of the classroom.

In the research, the researcher will use Descriptive text which is the easiest, simplest, and richest in vocabulary at the junior high school level, especially seventh grade. The researcher focused on testing students' comprehension of Descriptive text regarding speaking with an assessment according to the speaking rubric. One of the interactive learning models used by teachers in teaching descriptive speaking skills is Project Based Learning. According to Fauziati (2014), Project-based Learning allows students to work on projects that help them learn and practise English while also developing a variety of crucial skills like presentation, critical thinking, and teamwork. The project-based learning can be applied in a class by providing projects or assignments to students as a final product. Projects given to students can be in the form of simple products or media that students can use as materials for learning. In this research, the products that students can make simply and easily only take a short time; flashcards, and mind mapping.

This means improving descriptive speaking skills as the final product is carried out by implementing the steps in Project-based learning using flashcards and mind mapping. So, the students are given assignments or projects to create flashcards and mind mapping to improve students' speaking skills by implementing steps in Project-based learning. Then, the project result sheet is presented in class to obtain an assessment of students' speaking skills using the criteria in the speaking rubric. The skill to access and withdraw information from the enormous library in your brain using mind mapping is incredible (Buzan, 2008). Using mind mapping, students could make connections between one keyword and other keywords to make connections between ideas. Moreover, images or symbols, colors, branches, or emotional significance can be added to mind mapping to help students feel comfortable and enjoy thinking of ideas.

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Windura (2008) suggests that mind mapping can be used as a teaching tools for learning effectiveness to expand the level of students' thinking. It is possible to interpret mind mapping as a useful and effective tool for enhancing students' speaking skills by helping them describe, compare, classify, organize, and decide on the most effective way to present their ideas. Flashcards have been appealing for starters because they contain images that keep students' minds refreshed. According to Wong et al. (2021), a flashcard is a simple image on a piece of paper or card that serves as a visual reference during the teaching process.

The researcher discovered some previous studies of Project-based learning using flashcards and mind mapping to improve speaking skills. Kusumaningtyas (2021) reported that the use of flashcards can enhance students' speaking skills by following flashcard instructions. Another study conducted by Astuti, et.al (2021) indicates that using the project-based learning method can improve students' speaking ability in report text using the Direct Method. Umayiah (2023) concluded that the mind mapping method is successful in enhancing students' speaking skills. However, apart from previous studies that only focused on improving students' speaking skills by using a technique, the current study focuses on improving descriptive speaking skills by implementing Project-based learning using flashcards and mind mapping gathered to be the final product of the seventh grade at SMP Negeri 2 Modung.

Descriptive speaking skills using flashcards and mind-mapping media have not been studied and used together in implementing project-based learning before. Flashcards and mind mapping are important to lead the students to map their minds or what they are thinking and improve students' speaking skills. One includes helping in developing ideas through a series of mind mapping by providing images in flashcards that can hone creative and interactive ideas in the learning process.

This research examines flashcards and mind mapping on students' descriptive speaking skills. This research also uses project-based learning by considering several considerations in supporting the use of flashcards and mind mapping. Flashcards and mind mapping are created by students in conjunction at learning class which are useful for implementing project-based learning. Flashcards also have the benefit of being able to be studied at any time, taken anywhere, and very easy for students to remember because these cards have pictures that attract them (Saputri, 2020). Mind mapping allows students to hone the power or depth of their creative thinking and understanding of the material received (Refarmzanah, 2021).

Based on the focus of the research and some relevant previous studies, the writer would like to perform the research on "Improving Descriptive Speaking Skills by Implementing Project-Based Learning Using Flashcards and Mind Mapping."

RESEARCH METHODE

Research Design

This study used experimental research; a type of quantitative analysis based on the existence of data. Experimental research describes what will be when specific

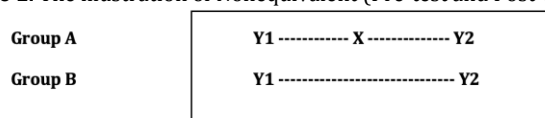
variables are carefully controlled or manipulated, according to Best (1973: 25). The variable relationships are the focus. Deliberate manipulation, as used here, is always a component of the experimental design.

In experimental research, the researcher alters specific stimuli, therapies, or environmental factors while observing how the subject's condition or behaviour is affected. They must be aware of additional variables that might affect the result and take steps to eliminate or control them so they can logically connect the manipulated variables to the observed effects.

Based on the theories from Creswell in *Research Design* (2009: 158), the researcher decided to take the experimental research design in this study. The goals of using this approach were to put the knowledge and language skills that the researcher acquired while in college to use, as well as to put flashcards and mind-mapping to use in improving the student's descriptive speaking skills.

Exactly, the researcher determined to use a quasi-experimental design; nonequivalent (Pre-test and Post-test) Control-Group Design that has an experiment group and control group. In a quasi-experimental design, the researcher employs control and experimental groups but does not randomly assign participants to groups (e.g., they may be intact groups available to the researcher).

Figure 1. The illustration of Nonequivalent (Pre-test and Post-test)

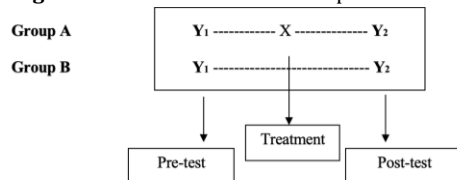


Control-Group Design

This subject is not selected by random sampling but uses purposive sampling that is done to take samples based on a certain purpose of research and 2 times observation (pre-test and post-test) for students which aims to determine students' descriptive speaking skills. Purposive Sampling means the researcher chooses a sample to reach a specific research purpose (Riyanto, 2007:67). It means a representative sample.

From that decision, the researcher uses two classes for seventh graders in SMP Negeri 2 Modung. One class is the experimental class for the study, and one is the control class. Pre-tests and post-tests are given to both of those classes, but only one experiment class will receive treatment following a pre-test or before the post-test.

Figure 2. The illustration of an experimental class



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Population and Sample

In research, especially in a quantitative design, it is commonly known the terms population and sample as the subject of the research. The population is an area for generalization made up of things or subjects chosen by researchers to be studied and used as the basis for conclusions (Sugiyono, 2010: 117). The researcher can imply that the generalization region is made up of objects and subjects that integrate certain criteria that are established by the researcher to learn about them and then draw conclusions. The researcher decided the population is all students of the seventh grade in SMP Negeri 2 Modung in the Academic Year 2022/2023". The sample is a member of the population that is considered representative (Soetriono and Hanafie, 2007: 175). It means that members of the population are considered to represent. The functions of deciding the sample are to get information about the subject by observing only a part of the population and to get easy generalizations from the result of the whole research. In this research, the researcher uses purposive sampling because the population just consists of two classes. The researcher took the research sample from a seventh grader; the experiment class is VII – A and the control class is VII – B.

Experimental Class

The class used as an experimental class is VII-A. The number of students is 21 students consisting of 10 males and 11 females. The researcher chose this class because the students are active in the teaching-learning process.

Control Class

The class used as the control class is VII – B. The number of students is 21 students consisting of 11 males and 10 females. The researcher chose this class because the students are more active in the teaching-learning process.

Participant Observation

In this observation, the researcher plays a role and actively takes a part in the situation which is observed. In this type, the researcher should be clever to hide as well as possible to avoid the researcher's subject awareness of the researcher's existence among them.

Non-participant Observation

In this observation, the researcher does not take part in the situation which is observed. This type is the opposite of participant observation in which the researcher observes the research object at a certain distance and does not bring himself to play a role actively.

Systematic / Structured Observation

In this type, the researcher uses certain systematic guidance as the observation instruments.

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Non-systematic Observation

This observation is done by the researcher without using observation instruments.

Experimental Observation

This type of observation is done by giving a certain treatment to the research subject. The subject of research is brought to a certain situation and condition created as well so that the researcher can observe the indication that appeared in the research process. Therefore, the research subject can be set and controlled by the researcher. From that statement above, the researcher decided to take participant observation, systematic and experimental observation. As a reason, using participant observation because the researcher plays an active role in observing the situation that takes place. The researcher must be very clever to hide as best as possible to avoid the subject of the research being aware of the researcher's existence among them. It is intended that the researcher obtain interaction classes when they rediscover strategies and present or obtain information concerning the application of flashcards and mind mapping as learning media for understanding speaking material. Then, using systematic observation because the researcher uses certain systematic guidance as the observation instrument; a checklist for making it easier to get data or information in observation.

The researcher also uses experimental observation because it is accomplished by treating the research subject in a particular way. For the researcher to see the indications that surfaced during the research process, the subject research is placed in a specific scenario and has additional conditions created. As a result, the researcher has control over the research subject. However, this experimental observation is only given by researchers in experimental classes because this class is a class category where students are active in the teaching and learning process in the class that receives treatment.

Test

The test consists of several exercises that are used to evaluate a person's or a group's knowledge, skills, attitudes, and talents (Riyanto, 2007: 90). The test can be interpreted by the researcher as a series of exercises used to evaluate an individual's or group's knowledge, skills, attitude, intelligence, or talent. There are some kinds of tests, such as:

1. A personality test reveals one's personality, measuring self-concept, creativity, discipline, special skills, etc.
2. An aptitude test is a test used to measure or know someone's talent.
3. Intelligence test is a test used to hold the estimated or forecast of a person's intellectual level by providing a variety of tasks to the person who will be measured for his / her intelligence.

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4. An attitude test is a test used to conduct measurements of various people's attitudes.
5. Measure of interest is a test used to explore one's interests against something.
6. An achievement test is a test used to measure the achievement of someone after learning something.

According to Riyanto (2007: 91), experiment research usually uses tests which are pre-test (in the beginning before giving treatment) and post-test (in the end after giving treatment). Tests are also divided to be written tests and oral tests. Determine types of tests in the research, it also depends on the type and purpose of research. The researcher uses experiment research in this study. As a result, the researcher used an oral test as a pre-test and a post-test. This test is done by speaking individually to take students' scores. The test is also done two times to measure the students' speaking achievement; pre-test and post-test for the control class and experimental class. The control class does not get the treatment and the experimental class gets treatment. This test was also used to collect data about the achievement of the student's learning and improving descriptive speaking skills by implementing project-based learning using flashcards and mind mapping.

Procedure of Collecting Data

Firstly, the researcher asked permission from the headmaster before doing the research. Then, the researcher investigated and observed the condition of the school, facilities, and the class where the students learn.

After getting permission, the researcher prepared for how the research process is done. The researcher did participant observation directly related to the observing process of teaching and learning descriptive text in the class and took the data by bringing herself to their activities. The researcher is an English teacher in SMP Negeri 2 Modung who would teach the students directly and implement project-based learning using flashcards and mind-mapping to improve their descriptive speaking skills. However, the researcher keeps herself to avoid the students from knowing the purpose of the research among them for the researcher can get interactive classes when they explore their skills, and strategies and present the application of flashcards and mind mapping for improving descriptive speaking skills.

Then the English teacher gave a pre-test to reach the students' beginning achievement in the descriptive text by speaking individually with their ideas. It meant that they could explore their idea about speaking descriptive text on a theme determined by the teacher or chosen by students.

Then, the English teacher continued to start giving the treatment to the students in the experimental class. The English teacher taught the social function of descriptive text, its generic structure, and generic features by using PowerPoint presentation slides and examples of descriptive text using flashcards and mind mapping. Later, the English teacher gave a post-test by speaking descriptive text individually using flashcards and mind mapping.

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The researcher who is also an English teacher proves the result of the research which can be in the form of a score sheet, checklist, flashcards, and mind map worksheet.

In collecting data, the researcher uses observations and tests

Observation

The researcher observes the classroom to enhance the student's speaking skills to collect setting data. The goal is to learn more about the interaction class's recovery of the strategy and to present or gather data regarding the use of flashcards and mind mapping as a teaching strategy to aid students in understanding speaking materials. The researcher gained knowledge of the actual English teaching and learning process through this activity.

Test

A pre-test and a post-test are two of the different types of tests that can be used to gather data. Despite being used at various times, both can be identical. Speaking in front of other students individually is how the test is administered. The test is used to assess the students' oral communication skills.

Data Analysis

Analyzing data was done after giving treatment, and the counting of test results and process of data collection has been finished. It was done so that all results of data could be completed. Furthermore, it would not cause problems for the researcher in the end section of the research. This research used a quantitative design, so the researcher determined some steps for analyzing data as follows:

The researcher determined the outcome of the observation and examined the different issues that students run into when learning the descriptive text. The researcher also tried to come up with some different creative solutions for the issues the students were having.

The researcher examined the results of the pre-tests and post-tests that had been administered to the students. The researcher will compare the test results, compute the results using a statistical formula, and then decide whether implementing project-based learning using flashcards and mind mapping can improve students' English descriptive speaking skills.

In this case, the researcher used the t-value (t) as the formula to test the significant count of the differences in mean scores. Arikunto (2006: 151) states that this formula is used to test a hypothesis about experiment research that uses an experimental group and control group which also have pre-test and post-test.

The data has been collected and must be analysed to get accurate results for conclusion. It means that data analysis the researcher presents and gets the processes of calculation score of tests.

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Based on the theories from Riyanto (2007: 95) in *Metodologi Penelitian Pendidikan Kualitatif dan Kuantitatif*, the researcher presented the counting process as follows:

In this research to get accurate data analysis (t-test), the researcher used a formula by Yatim Riyanto (2007:95) which:

$$t = \frac{\bar{Y}_1 - \bar{Y}_2}{\sqrt{\frac{S_{y1}^2}{n_1} + \frac{S_{y2}^2}{n_2}}}$$

Note:

- t = t-score for testing the significance of the difference in mean
- \bar{Y}_1 = the mean score of the experimental group
- \bar{Y}_2 = the mean of the control group
- S_{y1}^2 = statistical variance of the experimental group
- S_{y2}^2 = statistical variance of the control group
- n_1 = number of students in the experimental group
- n_2 = number of students in the control group

Here, the researcher used the t-test score because the researcher tested the hypothesis. Before calculating the t-test score, the researcher passed several stages of calculation. First, the researcher must get and calculate the mean pre-test and post-test scores from the experimental class and control class. After getting and calculating the mean score, the researcher continues calculating the standard deviation pre-test and post-test of the experimental and control classes. But, before getting the standard deviation, the researcher calculates statistical variance, and then from the statistical variance result, the researcher roots the statistical variance to get the standard deviation. To get the t-score valid, the researcher collected the experimental and control classes' post-test scores and then included them in the t-test formula. To calculate the mean score, the researcher used Moh. Nazir's (2005: 282), formula, the formula is:

To calculate the mean of the pre-test score

$$\bar{X} = \frac{\sum_i^n X_i}{n}$$

Note:

- \bar{X} = mean score of pre-test
- $\sum_i^n X_i$ = the total score of students
- n = number of students

To calculate the mean of the post-test score

$$\bar{Y} = \frac{\sum_i^n Y_i}{n}$$

Note:

\bar{Y} = mean score of post-test

$\sum_i^n Y_i$ = the total score of students

n = number of students

After we calculated the mean score, we must calculate statistical variance to get the standard deviation of the data and according to Moh. Nazir's (2005: 282), the formula is:

To calculate Statistical Variance and Standard Deviation of pre-test score

$$S_x^2 = \frac{\sum_i^n (X_i - \bar{X})^2}{n-1}$$

Where:

= Statistical Variance of pre-test score

X_i^2 = pre-test score of each student

\bar{X} = mean of pre-test

n = number of students

$$S_x = \sqrt{S_x^2}$$

S_x = Standard deviation of pre-test score

To calculate Statistical Variance and Standard Deviation of post-test score

$$S_y^2 = \frac{\sum_i^n (Y_i - \bar{Y})^2}{n-1}$$

Where:

= Statistical Variance of post-test score

\tilde{Y}_i^2 = post-test score of each student

\bar{Y} = mean of post-test

n = number of students

$$S_y = \sqrt{S_y^2}$$

S_y = Standard deviation of the post-test score

Finding out the Degree of Freedom (df)

$$df = n - 1$$

Note: df = Degree of Freedom

n = number of subjects (students)

The researcher then used the data to determine there is improve students' English descriptive speaking skills by implementing project-based learning using flashcards and mind mapping. After getting the t-score, the researcher compares the t-score with the t-table ($\alpha = 0.05$) and $df = (n-1)$. In this research, the researcher used the level of significance for hypothesis verification at a point of 5%. It means that if the result of the t-test score is the same or higher than the t-table score, the null hypothesis is rejected or an alternative hypothesis is received. If $t\text{-test} > t\text{-table}$, it means H_a is accepted (H_0 rejected). But if $t\text{-test} < t\text{-table}$, it means H_a is rejected (H_0 accepted).

RESULTS AND DISCUSSION

DISCUSSION

In this part, the researcher would like to discuss some items dealing with the introduction that the researcher stated in the previous part. The answers to the problem statements of the research were found, and the researcher felt it does not need to be placed again in this section. The researcher focused this discussion part on analyzing the suggestions of the problems faced by the students and the testing process of the research hypothesis.

Suggestion to solve the problems faced by the students.

In the previous part, the researcher found some problems faced by the students in the research location. The alternative suggestions to solve it are:

1. If the students feel a lack of understanding of the material that was taught by using English, it is better for the teacher to teach them in Indonesian. The important thing is how the students can understand well about the material they learnt. The teacher also should not force all the students to master English well because every student has different abilities and skills.
2. Based on the curriculum applied now, the material Teachers' freedom to design and plan learning for students in the learning process is related to the discussion in this research. This is done by adjusting the facilities available at the school, and the characteristics and abilities of students. Of course, it influences and gives effect to elements of English; vocabulary, pronunciation, and grammar. Moreover, they still have difficulties in meaning and understanding when they face text and use new words. Therefore, the researcher should teach those elements constantly to strengthen the student's basic knowledge.
3. Most of the students prefer to have fun and enjoy learning English. The students do not seriously like the teaching model anymore. This fact encourages the teachers of English to learn more about various learning media. So, the English teacher should try and create an interesting condition for teaching English in the classroom.

4. The English teacher should create various learning media in the teaching process, so the students would not be bored and interest in the lesson. This condition will affect students' achievement in the learning process. Moreover, many kinds of learning media can be implemented by the teacher. The teacher should be creative and smart to design the learning media in every teaching-learning process.
5. The English teacher should create various and attractive learning media. The use of them was expected can increase the students' interest and motivate them to learn English well. Good media is high quality in functions and advantages. If the school has supported equipment multimedia room, the English teacher can use many kinds of media to support teaching learning English.

Testing the research hypothesis.

The next analysis is the counting of test results to test the research hypothesis. Two kinds of hypotheses have been stated in Chapter II, they are the null hypothesis and the alternative hypothesis. The null hypothesis of the research was no improvement in descriptive speaking skills by implementing Project-based learning using flashcards and mind mapping for Seventh Graders of SMP Negeri 2 Modung Bangkalan in The Academic Year 2022/2023.

The alternative hypothesis was an improvement in descriptive speaking skills by implementing Project-based learning using flashcards and mind mapping for Seventh Graders of SMP Negeri 2 Modung Bangkalan in The Academic Year 2022/2023. To know which hypothesis would be accepted and rejected, the researcher presented the result by counting the tests in the form of a table and then counting them by using the t-value formula below.

Table 1. The Counting of Test Results

No	Y ₁	Y ₂	$(Y_1 - \bar{Y}_1)^2$	$(Y_2 - \bar{Y}_2)^2$
1	75	65	0.907	32.653
2	70	75	16.383	18.367
3	70	75	16.383	18.367
4	80	60	35.431	114.796
5	85	70	119.955	0.510
6	75	80	0.907	86.224
7	75	65	0.907	32.653
8	75	60	0.907	114.796
9	70	75	16.383	18.367
10	75	80	0.907	86.224
11	75	60	0.907	114.796
12	70	70	16.383	0.510
13	75	75	0.907	18.367

14	70	60	16.383	114.796
15	75	65	0.907	32.653
16	75	75	0.907	18.367
17	75	80	0.907	86.224
18	75	65	0.907	32.653
19	70	70	16.383	0.510
20	80	80	35.431	86.224
21	65	80	81.859	86.224
Jumlah	1555	1485	380.952	1114.286
Mean	74.048	70.714		

From the calculation above, the researcher concludes that

$$\begin{aligned}
 &= \frac{380.952}{20} \\
 &= 19.048 \\
 S_{y_1}^2 &= \frac{\sum_{i=1}^{21} (Y_1 - \bar{Y}_1)^2}{n-1} \\
 &= \frac{1114.286}{20} \\
 &= 55.714 \\
 S_{y_2}^2 &= \frac{\sum_{i=1}^{21} (Y_2 - \bar{Y}_2)^2}{n-1} \\
 &= \frac{380.952}{20} \\
 &= 19.048 \\
 t &= \frac{\bar{Y}_1 - \bar{Y}_2}{\sqrt{\frac{S_{y_1}^2}{n_1} + \frac{S_{y_2}^2}{n_2}}} \\
 &= \frac{74.048 - 70.714}{\sqrt{\frac{19.048}{21} + \frac{55.714}{21}}} \\
 &= \frac{3.333}{\sqrt{0.952 + 1.629}} \\
 &= 4.6923
 \end{aligned}$$

$$\begin{aligned}
 \text{Degree of Freedom (df)} &= n-1 \\
 &= 21-1 = 20
 \end{aligned}$$

By using $\alpha = 0.05$ and $df = (n-1)$, the researcher calculated the data and proved the data to answer the hypothesis in this thesis as below:

- If t-value > t-table, it means that there is H_a that is accepted because there is a real difference in scoring the experimental class better than the control class.
- If t-value < t-table, it means that there is H_a that is rejected because there is no real difference in scoring the experimental class.

From the statement above, the researcher concluded that the result of the calculation t-value is 4.6923 and t-table was 2.086, so t-value > t-table. It means that H_a was accepted or H_0 was rejected which proves that there is an improvement in descriptive speaking skills by implementing Project-based learning using flashcards and mind mapping. H_a was accepted because the means of the experimental class was better than the control class and the researcher used flashcards and mind mapping as a treatment in the experimental class which was not used in the control class.

CONCLUSION

After knowing the result of the observation and test the researcher found the problems by analyzing in improving descriptive speaking skills by implementing

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Project-based learning using flashcards and mind mapping for Seventh Graders of SMP Negeri 2 Modung Bangkalan in The Academic Year 2022/2023. From the research, the researcher can conclude that:

The problems that students faced in teaching learning English dealt with the elements of English such as vocabulary, pronunciation and grammar. Through this research, the researcher also realized that the teacher seldom applies the learning model and the learning media used to create a good model of the teaching-learning process. The research that improving descriptive speaking skills by implementing Project-based learning using flashcards and mind mapping has given a new atmosphere to English class and as one of the alternative learning models and learning media for the English teacher in teaching learning English.

Improving descriptive speaking skills by implementing Project-based learning using flashcards and mind mapping was like another English teaching step including pre-activities, while-activities and post-activities. This stage was shown by the researcher using a lesson plan that is seldom made by the teacher on time in every meeting when they teach their students. The materials could be shown on the whiteboard.

The main purpose of this research was to describe improving descriptive speaking skills by implementing Project-based learning using flashcards and mind mapping for Seventh Graders of SMP Negeri 2 Modung Bangkalan in The Academic Year 2022/2023. To know about it, the researcher used some instruments such as observation and tests. After analyzing the data and counting the scores of students' skills in tests, the researcher found that there were significant differences before and after the treatment. It meant that there was improving descriptive speaking skills by implementing Project-based learning using flashcards and mind mapping.

To support those results, the researcher used a t-test formula to count the test results. To start calculating the data, the researcher counted the mean and the standard deviation in every Pre-test and Post-test from the experimental class and control class. Then, the result was entered into the formula. The research counted the t-table by calculating df and determined the percentage of significance. After that, the result of the t-test is compared with t-table to answer the hypothesis.

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