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INTEGRATION OF THE STUDENTS' ENVIRONMENTAL AWARENESS AND ENGLISH PRODUCTIVE SKILLS IN Universitas ENVIRONMENTAL LEARNING MODEL AT SMAN 1s Brawijaya GAMBIRAN BANYUWANGI

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Alhamdullilahi Robbil Alamin, all praises be to Allah SWT, The Lord of all existence. Thank you Gusti Allah for all the grace, providence, and blessing during the writing of this dissertation that made me able to finish it. Unive Special acknowledgements are extended to Prof. Dr. Marjono., M.Phill, Director of the Postgraduate Program and Prof. Dr. Ir. Gatot Ciptadi, DESS, IPU, Head of the Study Program. Greatest appreciationare extended to Prof. Dr. Sc. Agr. Ir. Suyadi, MS, Dr. Esti Junining, S.Pd and Wike, S.Sos., M.Si., DPAmy fabulous dissertation promotors for their patience, valuable time, meaningful guidance, and invaluable help, insight and support in finishing my dissertation. Also forProf. Dr. Ir. Zaenal Fanani., MS, Dr. Bagyo Yanuwiadi and Prof. Amin Setyo Leksono., S.Si., M.Si., Ph.D, my three wonderful examiners for their invaluable insight to make this dissertation better.

I would also like to express my sincere thanks to the Head of Banyuwangi Regional Education Office, Drs. Istu Handono, M.Pd and Dra.Addiniyah, the headmaster of SMAN 1 Gambiran, Banyuwangi,to all of the teachers of SMAN 1 Gambiran for helping me conducting my research, and to the students of SMAN 1 Gambiran especially class XI MIPA 1 and XI MIPA 4, who have been so nice and cooperative during my research.

My love and gratitude are expressed to anak-anak and cucuku, Nada Yangrifqi, Raras Fikriyanti, Arif Wibowo and Rufaidah Ramona Nizamil Putra for giving me love, invaluable supports and endless encouragements that color and bright my life.

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q awijaya		Universitas Brawijaya
awijaya	Universitas Brawijaya Universitas TABLE OF CONTENTS Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
O awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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awijaya	ACKNOWLEGEMENTS	Universitas Brawijaya
awijaya		Universitas Brawijaya
awijaya	UniverSUMMARY	Universit v ii Brawijaya
awijaya	RINGKASAN	Universitas Brawijaya
awijaya		in universitas Brawijaya
awijaya	TABLE OF CONTENTS	hiversit 💦 Brawijaya
awijaya	LIST OF TABLES	hiversitas Brawijaya
awijaya		iversitas Brawijaya
awijaya	LIST OF FIGURES	hiversit <mark>xix</mark> Brawijaya niversitas Brawijaya
awijaya awijaya	CHAPTER I INTRODUCTION	iniversitas Brawijaya
awijaya	Unive 1.1 Background of The Study	Universitas Brawijaya
awijaya		
awijaya	1.2 Research Problem	Universitas Brawijaya Universitas Brawijaya
awijaya	Universi 1.3 Hypothesis	Universita3 Brawijava
awijaya	Universita 1.4 The Objectives of Study	Universita Brawijaya
awijaya		Universitas Brawijaya
awijaya	Universitas B1.5 The Significance of Study	Universitas Brawijaya
awijaya	Universitas Universitas Universitas B1.6 Limination of the Study	Universita 5 Brawijaya
awijaya	CHAPTER II REVIEW OF RELATED LITERATURE	Universitas Brawijaya
awijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas BA. Review of Literature Rawliava. Universitas Brawliava.	Universita8Brawijaya
awijaya	2.1 Environmental Awareness	Universitas Brawijaya
awijaya	2.2 Environmental Problem	Universitag Brawijaya
awijaya	2.3 The Nature of Education	Universitas Brawijaya
awijaya	Universitian 2.3 The Nature of Education	
awijaya	Universitas Brawijay 2.3.1 Environmental Education	Universit22 Brawijaya
awijaya	2.3.2 Teaching Environmental Awareness	23 Provide and a second
awijaya	2.4 Learning Models forTeaching Environmental Awarer	
awijaya awijaya awijaya awijaya awijaya awijaya awijaya		
z awijaya	2.5.1 Problem Based Learning	Universitas Brawijava
awijaya	Universitas Brawijay 2.5.2 Project Based Learning	-Universit 26 Brawijava
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
awilava	Il niversitas Rrawijava Il niversitas Rrawijava X Iniversitas Rrawijava	

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awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas Brawijay 2.5.3 Discovery Learning
awijaya awijaya	2.5 Genres Taught on The Basis of 2013 Curriculum
awijaya	Universitas Bawijava, Universitas Brawijava Universitas Brawijava, Universitas Brawijava
awijaya	2.6 Hortatory Exposition 31
awijaya	2.6 Hortatory Exposition 31 2.7 Productive Skills 34
awijaya	Universitas B2.8 Writing Skills Itas Brawijaya. Universitas Brawijaya. Universit 34 Brawijaya
awijaya	Universitas Brawijava, Universitas Brawijava Universitas Brawijava Universitas Brawijava
awijaya	Universitas Bravijava Universitas Bravijava Universitas Bravijava Universitas Bravijava Universitas Bravijava Universitas Bravijava Universitas Bravijava Universitas Bravijava
awijaya	Universitas B2,10 Campaign raitos Brawijaya Universitas Brawijaya Universit 37 Brawijaya
awijaya	2.11 Relationship Among Students' Environmental Awareness, Parental Invovement, Community Involvement and School
awijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava
awijaya	Universitas Brawijaya Parental Invovement, Community Involvement and School sitas Brawijaya
awijaya	Universitas Brawij Environment
awijaya	Universitas B2.12 Previous Studies
awijaya	Universitas Brz awijaya Universitas Brawijaya
awijaya	Universitas B. CONCEPTOAL PRAMEWORK
awijaya	2.13 Theoretical Basis 57
awijaya awijaya	2.14 Framework Concept
awijaya	Environment 38 2.12 Previous Studies 41 B. CONCEPTUAL FRAMEWORK 57 2.13 Theoretical Basis 57 2.14 Framework Concept 75 2.15 Definition of the Research Variables 79
awijaya	2 15 Definition of the Research Varianies /9
awijaya	Uni 2.16 Analytical Framework
awijaya	2.17 The Operational Framework of Research Implementation 84
awijaya	
awijaya	Univ 2.18 Research Novelty
awijaya	2.19The Originality of Research
awijaya	Univer
	CHAPTER III RESEARCH METHODS
awijaya 	Universit 3.1 Location of Research
awijaya	Universita and Shi and Aya Universitas Brawijaya
awijaya awijaya	
awijaya awijaya	Universitas 3.3 Population, Sample, and Determinants
awijaya	Universitas B3.4 Variables, Data, Instruments, and Sources of Data
awijaya	
awijaya	Universitas 3.5 Method of Data Collection
awijaya	Universitas Brawijay 3.5.1 Writing Test wijaya. Universitas Brawijaya. Universit 94 Brawijaya
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 3.5.1.1 Developing and Constructing the Test
awijaya	
awijaya	Universitas Brawijaya Universitas 3.5.1.1.1 Developing Test Content Universitas Brawijaya
awijaya	Universitas Brawijaya Universitas Brawija Specification of the Test
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas Brawijaya Universitas 3.5.1.1.2 Writing The Test
	Universitias prawnava – Universitiae HT2144242 OP3V0151133 HV1404313, Universitiae Brawlava
awijaya	
awijaya awijaya	
awijaya awijaya awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya awijaya awijaya awijaya	3.5.1.3 Validating the Test 99 3.5.1.4 Revision 100
awijaya awijaya awijaya awijaya awijaya awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

BRAWIJAYA

repository.ub.ac.id

awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas Brawijaya 3.5.1.5 Writing Scoring Method
awijaya	
awijaya awijaya	
awijaya	Universitas Brawijaya Univ <u>3.5.1.7</u> Writing Post-test Stas Brawijaya Universita Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas Brawijay 3.5.2. Speaking Test available intersitas Brawijaya Universit 105 rawijaya
awijaya	Universitas Brawijaya Univ3.5.2.1 Speaking Scoring Method
awijaya	
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 0.5.3 Questionnaire
awijaya	Universitas Brawija 3.5.3 Observation Checklists ersitas Brawijava Universit 114 rawijava
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas B3.6 Method of Data Analysissitas Brawijaya Universit 115 rawijaya
awijaya	3.6.1 Validity Test 117 3.6.2 Realibility test 118
awijaya	Universitas Br 3.6.1 Validity Test
awijaya awijaya	Universitas 3.6.2 Realibility test iiava Universit 118 rawijava Universitas Brawijava
awijaya	Universit Universit 3.7 Data Analysis Procedure
awijaya	
awijaya	Uni
awijaya	3.7.1 Descriptive Statistical Analysis 119 3.7.2 Regression Analysis 120
awijaya	3.7.3 Inferential Analysis: PLS Mediation Approach 122
awijaya	Unit in inversitas Brawilava
awijaya	Univ 3.8 Research Schedule
awijaya	CHAPTER IV RESEARCH FINDINGS 131
awijaya	
awijaya awijaya	
awijaya	University 4.1.1 The Result of Posttest of The Experimental Universitas Brawijaya
awijaya	and Control Group
awijaya	
awijaya	Universitas B Universitas Bravijaya 4.1.3 Measurement Model (Outer model / vijaya Universitas Bravijaya Universitas Bravijaya
awijaya	
awijaya	
awijaya	Universitas Brawijay 4.1.4 Evaluation of Structural Models (Fit Model Test) 139
awijaya	Universitas Brawijaya 4.1.5 Descriptive Analysis of Each Variable
awijaya awijaya	
awijaya	
awijaya	4.1.5.2 Overview of Problem Based Learning (X1) 144
awijaya	Universitas Brawijaya Univ4.1.5.3 Overview of Project Based Learning iversitas Brawijaya
awijaya	Universitas Brawijaya Universitas Variable (X2) iversitas Brawijaya Universita 146 rawijaya
awijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava
awijaya	Universitas Brawijaya Univ4.1.5.4 Overview of Parental Involvement Universitas Brawijaya
awijaya	Universitas Brawijaya Universitas Variable (X3) iversitas Brawijaya Universita 477 rawijaya
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya	
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas Variable (X4) Universitas Brawijaya Universitas Brawijaya awijaya Univ4.1.5.6 Overview of Community Involvement iversitas Brawijaya Universitas Variable (X5) iversitas Brawijaya Universitas 152 rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 4.1.5.7 Overview of Environmental Universitas Awareness (Y2)ersitas Brawijava Universit154 rawijava 4.1.5.8 Overview of English Productive Skills awijaya awijaya awijaya 4.1.5.9 Overview of English Productive Skills Versitas Brawijaya awijaya (Speaking skill) Variables 161 awijaya 4.1.5.10 Overview of Environmental Learning versitas Brawijava Models (Z) Brawijaya Universita64 rawijaya wijaya Universitas Brawijaya awijaya awijaya 4.1.6 Comparison Test (Quasi Experimental Design) 164 awijaya 4.1.6.1 Paired Test in Writing Test Universit 164 rawijava awijaya awijaya 4.1.6.2 Paired Test in Speaking Test 167 awijaya 4.1.7 The Estimation Results and Hypothesis Testing 170 awijaya awijaya 4.1.7.1 The Results and Hypothesis Testing awijaya of Problem Based Learning (X1) 171 awijaya 4.1.7.2 The Results and Hypothesis Testing iversitas Brawijaya awijaya of Project Based Learning (X2) 172 awijaya awijaya 4.1.7.3 The Results and Hypothesis Testing iversitias Brawijava awijaya awijaya Universitas Brawijaya of Parental Involvement (X3) Universitas Brawijaya awijaya 4.1.7.4 The Results and Hypothesis Testing inversities Brawijaya of The School Environment (X4) 175 4.1.7.5 The Results and Hypothesis Testing of Community Involvement (X5) a.....iniversit 176 rawijaya awijaya 4.1.7.6 The Results and Hypothesis Testing of awijaya Universitas The English Productive Skills (Y1) Universitas Brawijaya awijaya awijaya awijaya 4.1.7.7 The Target of Students' Learning awijaya awijaya Universitas Brawijaya Brawijaya Universitas Brawijay 4.2.1, Univariate Analysis Universitae Brawijaya Universitas Brawijay 4.2.2 Bivariate Analysis Universitas Brawijaya Universita84 rawijaya itas Brawijaya Universitas Brawijaya 4.2.2.1 The Relationship Between Learning Motivation Ilniversitas Rrawijava Ilniversitas RrawijavaXIV niversitas Rrawijava Ilniversitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya and English Learning Outcomes Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universitas Brawijav4.2.3 The Students' attitude Towards PBL and PjBL sit 187 rawijava awijaya 4.2.3.1 The Students' General Impression awijaya 4.2.3.3 Benefits of Learning Writing through awijaya awijaya awiiava awijaya 4.2.3.5 PBL and PjBL in the Teaching Productive awijaya awijaya Skills and Environmental Awarenesssit 190 rawijaya awijaya awijaya 4.2.3.6 Additional Comments for PBLava vijaya awijaya and PjBL Implementation 190 rawijaya awijaya awijaya awijaya CHAPTER V DISCUSSIONS 193 Intersitas Brawijaya awijaya 5.1 Interpretation of Research Findings awijaya awijaya rsitas Brawijaya awijaya awijaya awijaya awijaya awijaya awijaya Universitas Brawijaya awijaya 7.1 Conclusions Universitas Brawijaya awijaya awijava awijaya Universiterences wijaya Universitas Brawijaya wijaya Universit230 rawijaya awijaya APPENDICES...... awijaya Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya Universitas RrawijavaXVIniversitas Rrawijava awiiava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas BLISTOF TABLES Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2.1 The genres and their social function taught in Senior High School awijaya awijaya Universita (Depdiknas, 2013) ersitas Brawijava, Universitas Brawijava, Universit 30 Brawijava Universitas Brawijaya awijaya awijaya awijaya awijaya awijaya 3.5 Scoring Rubic of Hortatory Exposition Text Adapted from Hartfiel awijaya awijaya awijaya awijaya awijaya 3.7 The Writing Post-Test awijaya awijaya awijaya 3.9 The 2013 Curriculum Speaking Performance Assessment Rubric . 106 awijaya awijaya awijaya awijaya awijaya awijaya awijaya Universitas Brawijaya awijaya awijaya

 4.1 The Summary of Pretest
 132

 4.2 The Summary of Posttest
 133

 awijaya awijava awijaya 4.3 The Normality Test Results of Experiment Class and Control Universitas Bra Univer Class Pretest Scores...... awijaya 4.4 The Normality Test Results of Experiment Class and Control awijaya awijaya niversita Class Posttest Scores as Brawijava Universitas Brawijava Universit 134 rawijava awijaya awijaya awijaya 4.6 Evaluation Summary of Measurement Models (Type B / Formative).. 136 awijaya Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 4.7 Coefficient of Determination 139 4.9 The Basic Interpretation of Indicator Scores in Research Variables.... 142 4.10 Distribution of Respondents' Responses on Motivation to awijaya Ilniversitas Rrawijava Universitas Rrawijava Winiversitas Rrawijava Universitas Rrawijava

pository.ub.ac.id

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Bra Learn English Variables.....ava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Univer4.11s Distribution of Respondents' Responses on Problem Java Universitas E Brawijaya awijaya Based Learning Variable awijaya Universitas Brawijaya Unive 4.12 The Distribution Frequency of Respondents' Responses to awijaya awijaya Unive 4.13 Distribution of Respondents' Responses on Parent Involvement ersitas Brawijaya awijaya Brawijaya Variable awijaya awijaya Unive 4.14 Parents' Job× English Learning Outcomes awijaya 4.15 The Frequency Distribution of Respondents' Responses awijaya awijaya Universitason School Environment VariableBrawilayaBrawilaya awijaya 4.16 The Frequency Distribution of Respondents' Responses awijaya to Community Involvement Variable awijaya awijaya 4.17 The Distribution of Respondent' Responses on Environmental versitas Brawijaya awijaya iversita54 Brawijaya awijaya Awareness Variable..... awijaya 4.18 Frequency Distribution of Respondents in Content Indicators...... 156 awijaya 4.19 Frequency Distribution of Respondents in Organization Indicators. 157 awijaya awijaya 4.20 Frequency Distribution of Respondents in Vocabulary Indicators...... 157 awijaya awijaya 4.21 Frequency Distribution of Respondents in Grammar Indicator...... 158 rawijaya awijaya 4.22 Frequency Distribution of Respondents in Mechanics Indicator...... 159 awijaya awijaya 4.25 Frequency Distribution of Respondents in Grammar Indicator 162 awijaya Universitas Brawijaya 4.27 Frequency Distribution of Environmental Learning Models. Universitas awijaya Brawijaya Unive 4.28 The Summary of t-Test Between Experimental Class and awijaya Control in The Writing Test... awijaya Universitas Brawijava Universitas B awijaya Brawijaya Universitas Brawijaya awijaya Unive 4.29 The Summary of t Test Between Experimental Class and awijaya rawijaya Universitas Brawijaya Universitas Brawijaya awijaya Control on The Speaking Test..... Universitas Brawijaya 4.30 The Estimation Results and Hypothesis Testing (Direct Effects).... 170 and available Brawijaya Universitas Brawijaya 4.31 The Target of Students' Productive Skills Achievement...... 180 4.32 The Target of Students' Environmental Awareness Achievement.. 180 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Ilniversitas Rrawijava Ilniversitas Rrawijava Winiversitas Rrawijava Ilniversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya 4.33 Overview of Science and Mathematic' Scores..... awijaya Universitas Brawijaya awijaya Universitas Brawijaya Unive 4.34 Students Frequency Distribution Based on Science and Math Scores182 rawijaya 4.35 Overview of Learning Motivation Skors..... Brawijaya Unive 4.36 Frequency Distribution of Students Based on Learning Motivation sites Brawijava Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Scores 183 Scores awijaya awijaya 4.38 Frequency Distribution of The Students Based on The Scores awijaya awijaya awijaya University of English Learning Outcomes...... Universita84 rawijava awijaya 4.39 The Relationship between Science and Math Scores awijaya Universitas with English Learning Outcomes (n = 68).......Brawilava...Universit185 rawijaya awijaya awijaya 4.40 The Relationship Between Learning Motivation and English awijaya awijaya awijaya

4.41 The Summary of the Students' Answers and the Interpretations versitas Brawijaya of the Questionnaire for the Students.....

awijaya awijaya

Universitas Rrawijav XVIII niversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas BLIST OF FIGURES Brawijaya awijaya awijaya Universitas Brawijay ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2.1 The three Elements of Environmental Awareness (Pertanen-Hartell awijaya awijaya iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya amework Brawijaya Universitas Brawijaya Universitas Brawijaya 2.2 The ResearchFramework awijaya awijaya awijaya awijaya awijaya 3.1 The Relationship Between Independet, Moderator, and dependent awijaya Universitas Brawijaya awijaya Universita Variabes (Glass & Singer's cited in Baron & Kenny, 1986)...... awijaya awijaya awijaya Universitas Brawijaya 3.2 Model Analysis of Moderation Variables 129 awijaya Unive 4.1 PLS Path Chart (Outer and Inner Models) awijaya awijaya

awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya

Universitas Rrawijava^{XIX}niversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Univ ersitas Brawijaya Universitas BrINTRODUCTIONtas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya Univer1.1a Background of the Study Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas B Today the world is facing various environmental problems which are very Java diaya Universitas Brawijaya Universitas Brawijaya awijaya Unive difficult to solve; pollution, global warming, climate change, waste disposal, etc. Java awijaya awijaya Unive In this case, without global rescue measures, the biosphere in which we live will have awijaya awijaya be threatened to perish. Moreover, Jong (2017) stated that studies indicate that awijaya awijaya Indonesia may be the second-biggest contributor to marine plastic debris awijaya awijaya worldwide, with an estimated 1.3 million tons originating from the archipelago awijaya awijaya annually. Furthermore, Langenheim (2017) stated that in Indonesia, the company awijaya awijaya produces small scale products such as disposable shampoo packages and awijaya awijaya sweets. In addition, poor waste management infrastructure and scale of awijaya Univerchallenges have become a sharp focus. The most severelything is during the lava awijaya awijaya Unive rainy season, thousands of tons of garbage are dumped in rivers and waterways awijaya awijava and spread on the coast of Indonesia. awijaya awijaya awijaya Children and teenagers as part of the community, it is crucial for them awijaya awijaya knowing about environmental education that becomes a prominent role to fulfill Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive the 21st century needs, since it solves environmental problem through matters awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya unive that is in line to the needs and interest of community that makes us and future awijaya awijaya generations can enjoy the benefits of our natural heritage. Moreover, UNESCO awijaya also actively helped to frame the Education 2030 agenda which is encapsulated in Sustainable Development Goal number 4 (SDG 4). It is clear that education is important in the post-2015 development agenda, and to integrate and frame Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Ilniversitas Rrawijava Ilniversitas Rrawijava Universitas Rrawijava Ilniversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijava education's role in strengthening sustainable development must be further explored. For effectively promotion these aspects, an international development doal on education must continue to support increasing of both educational Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya access and attainment. This goal is to achieve essential improvements to the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya unive quality of education in order to catalyse the transformative learning needed for awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya vijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas awijaya awijaya Universitas BAs stated in RI Laws No. 23 of 1997about Management of Environment, Java awijaya Unive the law states that the aim of environmental management is to achieve available awijaya awijaya Unive conformity, harmony, and continuity between human and the environment also to have awijaya awijaya unive ensure the interest of the current and next generations. This matter is also stated awijaya awijaya in the joint decrees of the Minister of Education and Culture and the Minister of awijaya awijaya the Environment.Kep.07/MENLH/2005 No.05/VI/KB/2005 and decided awijaya awijaya environmental education done integration with existing subjects. awijaya awijaya To implement these two ministerial regulations, school involvement is awijaya awijaya required. The role of the school here is to form the students' environmental awijaya awijaya awareness which is urgently needed. According to Cincera and Krajhanzi (2013), awijava awijaya they stated that success in producing the desired or intended school program awijaya should help students to develop knowledge, attitudes and skills that are important awijaya awijaya for the obligation of environmentally responsible behavior. Furthermore, Palmar & awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Neal cited in Cruz & Tantengco (2017) stated that the school system has its awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive segment in encouraging environmental care and education is a perfect institution lave awijaya awijaya for increasing environmental awareness and sharpening environmental skill. awijaya tas Brawijaya Universitas Brawijaya Universitas Brawijaya Since, the researcher is an English teacher, therefore the implementation of environmental education will be done in English subject. awijaya

awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Language as a media of communication is highly needed because it is awijaya knowledge and considered as the most efficient medium in exchanging awijaya information. Since English is used as an international language, it has an Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya important role in both absorbing and exchanging information, science and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya unive technology. Therefore, it is necessary to teach environment education in English awijaya lesson because like what Babcook cited in Nkwetisama (2011) that succesful awijaya awijaya language learning equally involves a successful combination of the micro and awijaya awijaya macro skills acquired into appropriate expressions of communication; and, awijaya awijaya environmental issues are rich subject matters of communication. According to, awijaya ersitas Brawijaya awijaya UNESCO (2005), establishments of instructor training have the one of a kind awijaya awijaya position in reorienting instructor education to tackle sustainability, and hiversitas Brawijaya awijaya considering that institutions of instructor education fulfill integral function in the awijaya awijaya global education community; they have the possible to bring modifications inside awijaya awijaya instructional systems that will shape the expertise and skill of future generations. awijaya awijaya awijaya To promote environmental education, since 2006, The Ministry of awijaya Unive Environment and The Ministry Education joined together to make Sekolah awijaya awijava Adiwiyata or Green School. This school aims to encourage schools to adopt awijaya behaviors that are respectful towards the environment. Through some programs, awijaya awijaya this school creates a caring school environment, supports the development of awijaya awijaya policies in the field of learning, facilities building such as development of awijaya awijaya renewable energy at school anddevelopment of a waste management system awijaya awijaya and environmental protection, creation of a healthy and clean school awijaya environment, furthermore the use of funds for activities related to solving Universitas Brawijaya awijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya SMAN 1 Gambiran is not an Adiwiyata school and this school's brand is awijaya volleyball, where various school policies related to the achievement of this sport at the provincial and national levels. As for sports-oriented schools, they should Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University provide space or a lot of places to produce oxygen for the athletes. Oxygen is Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya produced by crops, so the presence of crops in this school is important. In awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya addition, school cleanliness is also important to support healthy awijaya awijaya athletes. Therefore, the environmental awareness is needed in this school. But, awijaya awijaya based on the experience of researchers as a teacher at this school shows the awijaya awijaya students lack of environmental care. Most of them do not care about the awijaya awijaya cleanliness of class and school. Even the school has a sports brand. This awijaya awijaya statement is in line with Burke (2014) which states that the latest Mission niversitas Brawijaya awijaya Australia Youth survey released that week showed environmental degradation java awijaya awijaya number 10 in the list of youth problems facing the nation, with only 12.3 percent awijaya awijaya from 15 to 19 years - children put it in their three main problems awijaya awijaya awijaya Students as generations who will inherit nature must be aware of the awijaya Unive environment in which they live. Unfortunetly, most of the resercher's students do java awijaya not care about this. They are more interested about Kpop, gadget, fashion, movie awijaya and many things except environmental. They do not pay attention if their class is awijaya not clean yet, how many papers or plastic glasses and botols they use. The writer awijaya believes that they also do not know whether the rivers near their house have awijaya been polluted or not. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya oversitas a Technological advances are changing the way we live. This societal shift awijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya is leading to more screen time for children. Nowadays, most children are interesting to do indoors activity, such as gaming, watching TV, etc. Actually, children should have the experience about nature before they can be requested

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijava to keep our extra complicated environmental issues. It can not be denied that the role of parents are very important to form their youth conscious of the Universitas Brawijaya surrounding environment. Parents are the single-most influential effect in a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive child's life; the role of mother and father as educators, role models, and mentors Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya is very importance. As society becomes more conscious of the risks that it has awijaya awijaya imposed upon the planet, the role of parents to educate adolescents about awijaya awijaya environmental stewardship become more important. Children need the awijaya awijaya opportunity to improve a private connection with nature. As a consequence, awijaya awijaya tomorrow's leaders should be outfitted for tomorrow's challenges. In order to awijaya awijaya avoid the destruction of the environment in where we live like the data from the awijaya awijaya news mentioned above. awijaya awijaya Dealing with the teaching and learning process, there are four skills that awijaya awijaya should be taught in English teaching, one is receptive skills: listening and reading awijaya awijaya and another is productive skills: speaking and writing. Receptive skills mean

awijaya Universtudents accept the language which is sent and translate the meaning to lave awijaya awijaya Unive conceive the message. Productive skills mean students use the language that awijaya they have obtained then produce a message through words spoken or written awijaya form that they want others to understand. These four skills should be taught in an awijaya integrated way. However, we cannot deny that many students find that writing is awijaya difficult for them. Byre (1984) states that writing is difficult for students because awijaya awijaya they are required to write on their own without any interactive response or awijaya awijaya ^{ve} feedback either from peers or from the teacher. Sitas Brawlaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya This issue becomes worse since many teachers also provides less time for writing activities compared to activities for the other languge skills. According to Crandall cited in Yangrifqi (2008), there are four reasons why a teacher is

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya reluctant to teach writing. The first is the large class that the teacher handles which makes the teaching of writing is difficult. The second is that the teacher do ^{ve} not have enough time for teaching writing since it is time consuming. The third Universitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya reason is that the teachers often underestimate the students' writing ability, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya especially the beginner students. The last reason is the teachers' lack of awijaya awijaya confidence of their own writing ability. They think if they do not have good ability awijaya awijaya in writing, they wonder how they could teach writing well. Because of these awijaya awijaya reasons, many teachers choose to neglec writing skills in teaching English, awijaya awiiava instead of finding effective ways to solve the problems. awijaya awijaya Furthermore, some facts show that many teachers also provide less time awijaya awijaya for writing activities compared to activities for the other language skills. This awijaya awijaya condition is strengthened by the result of ETA (English Teacher Association), that awijaya awijaya is MGMP (Musyawarah Guru Mata Pelajaran), monthly meetings in Banyuwangi. awijaya awijaya Most of the teachers frankly said that they rarely teach their students writing awijaya awijaya Universince according to them writing is not beneficial for the students to pass the awijaya Universitional examination (UN). Thus, they are more focus more on reading and awijaya mastering vocabulary. In line with the teachers reluctant, the duration of English lessonin 2013 curriculum is only 2 hours per week, in compared to 2004 awijaya curriculum, English lesson has 4 hours per week, while the subject matter (basic awijaya competency) should be taught is so many. This makes the teachers only have a awijaya awijaya short of time to teach writing whereas teaching writing takes time consuming. awijaya awijaya Versitian The problems faced by students in writingthat most of SMAN 1 Gambiran awijaya students lack writing skills, where their writing are unsatisfactory in many ways, ranging from poor grammar and syntax to unclear organizations. Besides that, the reason and arguments of their writing are also weak. The most difficult

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya problem is the fact that students' reading skills are also bad. For example, they awijaya cannot recognize the main idea of the argument in their reading, so they cannot awijaya Unive develop these points in their writing. In addition, students' writings are not lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya universatisfactory in grammar and syntax. The organization of their writing is also Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive unclear. These are the causes of weakness of the students' writing organization lava awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas BAccording to Richards (2019), There are various reasons many students lava awijaya University evade writing task. The primary reason could be one or more as follows: a) They available awijaya awijaya the have difficulty getting started because of too many tasks, b) They have need to awijaya awijaya concentrate to write and form essays c) They struggle to use various writing awijaya awijaya mechanisms, d) They are not efficient in finding the right words to express ideas, awijaya awijaya d) They strive to evolve their ideas well, e) They struggle to find their ideas while awijaya awijaya writing them on paper, f) They feel that the writing process is boring, g) They feel awijaya awijaya that their essays have never been change as they wish, h) They realize that their awijaya awijaya work is still careless although most of their time and effort is spent, i) They are awijaya Unive dysgraphic, which causes a lot of struggle at the basic processing level, j) They lava awijaya awijava are dyslexic, which causes their spelling to be very bad and disturbing awijaya Unive automatically the mechanism of their writing. awijaya awijaya awijaya Besides the teaching writing problem, teaching speaking is also a further awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya problem in high school. We cannot deny that the speaking skill is still considered awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive by the students as the most difficult skill to be mastered besides the writing skills. awijaya awijaya Based on the writer's observation, most of the writer's students in senior high awijaya school can hardly use English for communicative objectives. When the students have already had a certain idea in their mind, they are stuck in expressing their idea orally. This problem may also exist because the students themselves are awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava reluctant to practice English. It is because of some aspects: 1) inhibition, 2) lack of idea, 3) low motivation and 4) preference to mother tongue use (Ur, 1996). Universitas According to Nunan (2003), speaking and writing are considered as productive skills due to learners have a set of circumstances to produce the awijaya awijaya language itself. They implicate producing language rather than receiving it. We awijaya awijaya use the language that we obtained and produce a message through words awijaya Universitas Brawijaya awijaya spoken or written that we want others to understand. To realize the future goals awijaya University and to overcome the problems above, some learning models used to teach ave awijaya wijaya Universitas Brawijaya awijaya Unive environmental education which is appropriate with the opportunities for students lave awijaya awijaya to construct their knowledge through engaging in self directed inquiry, problem awijaya awijaya solving, critical thinking, and reflections in a real world context. There is an awijaya awijaya assumptions which believes on, if people become more concerned about the awijaya awijaya environment and related problems, in turn, they will become more aware, so that awijaya awijaya they are more compelled to act towards the environment in more liable ways awijaya awijaya (Fahlquist, 2008 cited in Aminrad et al, 2013). Furthermore, the results of awijaya Unive Aminrad et al's study concluded that the most of students were often influenced java awijaya awijava by environmental issues had better perception about environmental subject awijaya Unive (Aminrad et al, 2013). awijaya awijaya Based on the problem above, to make the students realize that they awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya should have responsibility to their environmental and to instill the values of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive environmental awareness. This conditionshould be instilled through a systematic liava

should have responsibility to their environmental and to instill the values of environmental awareness. This conditionshould be instilled through a systematic and synergic education process by giving special attention in the form of educational curriculum nuanced environmental awareness for students from an early on. With this effort is expected to internalize environmental sustainability more real and bring goodness to the society, the researcher arranged two

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava learning models used to teach environmental education to make the students aware about their environments through the theme of environmental issues in learning activity: 1) problem based learning and 2) project based learning. These Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya models are students centered pedagogy that students learn about a subject Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive through the experience of solving problem inversitas Brawijaya Universitas Brawijaya awijaya awiiava Universitas According to 2013 Curriculum, Problem Based Learning (PBL) is a awijaya aya Universitas Brawijaya awijaya Universitas Brawijaya Universi awijaya learning model design, so that students gain important knowledge which makes Unive them capable at solving problems. While, Project-based learning (PjBL) is a java awijaya awijaya Unive learning model that is based on a constructivist approach, which includes the awijaya awijaya construction of knowledge with various perspectives in social activities, and awijaya awijava generates self-awareness to learn and know (Duffy & Cunningham, 1996 cited in awijava awijaya Tamim & Grant, 2003). Since SMAN 1 Gambiran is located in the countryside, all awijaya awijaya of the students live in the villages. Through problem based activity, the students awijaya awijaya are requested to find out the environmental problems in their village. Versitas Brawilaya awijaya In 2013 curriculum, there are 5 phases in problem based learning that awijaya awiiava need to be done: 1) Problem orientation of the students problem. 2) Group awijaya organization. 3) Group supervision. 4) Group presentation and 5) Problem solution process. After, the students have finished the three phases, they should awijaya present their work and then collect it as a report paper. awijaya awijaya To engage and strengthen the students on environmental awareness, the awijaya awiiava writer arranged project based learning through environmental campaign. They were assigned to carry out campaigns about reducing plastic waste on the X and XII grade classes, based on the study by Jong in The Jakarta Post, 2017. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya According to 2013 curriculum, there are 6 stages in project based learning that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava need to be done: Stage 1 (Starting with essential questions), Stages 2 (Designing a project), Stages 3 (Creating schedule), Stages 4 (Monitoring the students and the progress of project), Stage 5 (Assessing the outcome), and Stage 6 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive (Evaluating the experience) is Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya According to the syllabus of the 2013 Curriculum for Senior High School, awiiava Universitas Bi awijaya there are 11 text types that need to be taught: recount, descriptive, narrative, awijaya Universitas Brawijaya awijaya report, analytical exposition, explanation, hortatory exposition, news item, awijaya Unive discussion, procedure and review. The distribution of the teaching of the texts lava awijaya awijaya University are: in the first semester of grade X, the students are taught descriptive and lave awijaya awijaya unive recount, while in the second semester, they are taught narrative and report. In the lave awijaya awijaya first semester grade XI, the students are taught analytical exposition and awijava awijaya narrative, while in the second semester, they are taught explanation and awijaya awijaya hortatory exposition. In the first semester grade XII, students are taught news awijaya awijaya item and discussion, in the second semester, they are taught procedure and awijaya awijaya Unive review. awijaya awijava itas Brawijava Among those text types, the most suitable text can teach that awijava awijaya environmental awarenessthrough environmental issues such as water, air and land pollution is a hortatory exposition text. Hortatory exposition is a piece of text awijaya awijaya that presents one side of an issue (Anderson & Anderson, 1997). The purpose of awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya this text is to persuade audiences (listener/reader) that someting is should or awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive should not be the case or be done (Depdiknas, 2013). rawijaya Universitas Brawijaya awijaya The hortatory exposition text has three text organizations. They are thesis, arguments, and recommendations (Depdiknas, 2013). It has specific Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Unive language features as follows: 1) The use of words that show the author's attitude lava Ilniversitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava (modality). 2) The use of words that express feeling (emotive words) and 3) The awijaya use of words to link cause and effect (Anderson and Anderson, 1997). awijaya Furthermore, Anderson and Anderson (1997) state that the schematic structures Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive of a text are the steps for constructing a text and it can be put in a diagram. It is juya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universities Brawijava awijava According to Bramer and Sedley (1981), asking question is a good awijaya awiiava awijaya method to discover details of experience and one of the best ways to discover awijaya awijaya ideas. It is useful in narrowing down a broad subject of a manageable topic and awijaya awijaya in discovering what to say about topic. Furthermore, the results of Dewi study awijaya Jniversitas Brawijaya awijaya Univershows that the teacher faced some benefits, those are connecting students' prior lava awijaya knowledge to new concept, engaging students' attention, minimizing the level awijaya awijaya ofstudents' confusion, and building students' self-confidence in providing awijaya awijaya scaffolding in teaching writing News Item text (Dewi, 2013). In this study the awijaya awijaya researchermodifies both theories by explaning the text structuresinto questions to awijaya awijaya ease the students ability to write every element of hortatory exposition text. In the awijaya awijaya hope that writing lessons are no longer confusing but exciting and fun. The awijava Unive scaffolding of a hortatory exposition will be used in this research as follows:s Brawijaya awijaya Universitas BThe first paragraph of hortatory exposition is Thesis. There are three lava awijaya awiiaya questions to build the Thesis, 1) What is the problem in your environment? 2) awijaya awijaya Where does it happen? 3) How do you feel about that? awijaya awijaya Furthermore, the second paragraph is First Argument. To write the First awijaya awijaya Argument, there are four guestions, 1) What do you know about the problem? 2) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Does the problem harm to the people surrounding? 3) What is the evidence that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive you get from it? And 4) What is the impact to the people/villagers? Inversitias Brawijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava For the Second Argument, there are two questions, 1) What is another impact caused by the problem? And 2) What is the evidence you get from it? The forth paragraph is the Third Argument. In this argument, there are two questions, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 1) What is the worst impact caused by the problem? 2) What is the evidence you Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Univerget from it? jaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava awijaya The last paragraph is Recommendation. For Recommendation, there are awiiava awijaya five questions, 1) How do you feel about the problem? 2)What should you do to awijaya face the problem? 3)How many solution do you have to overcome the problem? awijaya awijaya 4) What are they? (If any) 5) How the people/villagers feel after that? awijaya awijaya (See appendix 1) awijaya awiiava After the students learned problem based learning model where the awijaya awijaya students conducted surveys to look for environmental problems in their village. awijaya Next assignment was project based learning model where the students were awijaya awijaya assigned to carry out campaigns in class X and XII with the theme Reducing awijaya awijaya Plastic Waste at School (See appendix 2). awijaya

School efforts to establish students to care and protect the environment through various lessons and methods are mostly done by schools that also care about the environment. There is a theory that assumes that the degree to which students understand that the context of the school is to meet their psychological needs and determines the level of student involvement in school. Furthermore, in the self-system approach, school involvement is also hypothesized to be soft and responsive to the interactions between individuals and the learning environment. (Connell, 1990; Skinner & Belmont, 1993 as cited in Wang & Helcombe, 2010).All efforts are made by schools and teachers, to improve students' learning

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava motivation and concern for their environment, but it is undeniable that the awijaya greatest motivation lies in the students themselves that formed from the families in which they are raised. Furthermore, it is undeniable that the existence of a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universociety or community where the students live and interact affects a little lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive awareness of the students' environment and their learning motivation. In the students' environment and their learning motivation. awijaya awijaya awijaya Based on the problems faced by the SMAN 1 Gambiran students, the Universitas Brawijaya Univers aya Universitas Brawijaya Universitas Brawijaya awijaya awijaya researcher solved the problem by conducting an experimental study and a awijaya University combination of problem based learning and project based learning were lave awijaya awijaya Universimplemented to examine their effectiveness. In addition, the researchers also awijaya awijaya described the relationship between parents involvement, community involvement awijaya awijaya school environment and community involvement on the students' environmental awijaya awijaya awareness.At the end of the result was a new environmental learning method in awijaya awijaya English lessons. Therefore, a quantitative descriptive study entitled Integration of awijaya awijaya the Students' Environmental Awareness and English Productive Skills in awijaya awijaya Environment Learning Model at SMAN 1 Gambiran Banyuwangi' was conducted. awijaya Universit 1.1 Research Problems awijaya awijava awijaya Universitas According to the background above, the problems of the study are java awijaya Unive elaborated as follows: awijaya Universitas Brawijaya Universitas Eran awijaya awijaya 1) How is the effect of Problem Based Environmental Learning on the awijaya Universitas Brawijaya awijaya Universitas Bstudents' environmental awareness and writing skills? Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive 2) Below is the effect of Project Based Environmental Learning on the awijaya Universitas Estudents' environmental awareness and speaking skills? Universitas Brawijaya 3) How is the environmental learning model appropriate to increase Universitas Estudents' environmental awareness?versitas Brawijava awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava

awijaya awijaya awijaya 1.2 Hypotheses awijaya awijaya Universital In order to answer the research questions, the research hypothesis related to java Universitas Brawijaya awijaya H11: there is an effect of problem based learning on the students' Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Benvironmental awareness and writing skills.s Brawijaya Universitas Brawijaya awijaya awijaya Universitian BHo: there is no effect of problem based learning on the students' java awiiava Universitas Brawijaya Universitas awijaya Universities environmental awareness and writing skills. awijaya awijaya H_{1.2}: there is an effect of project based learning on the students' Univers) awijaya awijaya jaya environmental awareness and speaking skills. awijaya awijaya students' Ho: there is no effect of project based learning on the awijaya awijaya environmental awareness and speaking skills. awijaya awijaya awijaya 1.3 Objectives of the Study awijaya awijaya awijaya Based on the research problem above, the objectives of this study are to awijaya awijaya identify, explan, measure and analyze as follows: awijaya awijava whetherthere is a significant effect of the students who are taught by Univer 1)tas awijaya awijaya using problem based learning on their environmental awareness and awijaya awijaya writing skills; awijaya awijaya Universitas E whether there is a significant effect of the students who are taught by awijaya Universitas Brawijaya awijaya using project based learning on their environmental awareness and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Bspeaking skills; andas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive 3) tas Edevelop environmental learning model which is appropriate to increse the java Universitas Estudents' environmental awareness. versitas Brawijava Universitas Brawijaya Universitas Brawijaya awijaya Il niversitas Rrawijava Il niversitas Rrawijava Il niversitas Rrawijava

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awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 1.4 Significance of the Study Brawilaya Universitas Brawilaya Universities According to Collins dictionary (2018), practical is related to the application of knowledge for useful purposes, rather than with theory, speculation, estimation etc. While, scientifik according to Merriam-Webster awijaya awijaya dictionary is carried out by means of science or in accordance with the results of awijaya awijaya investigations by science. The result of this study is expected to have both ya Universitas Brawijaya Universitas Brawijaya awijaya awijaya theoretical and practical contribution especially for English teachers and other awijaya Unive researcher. For the English teachers, the process of this research would provide java awijaya awijaya Univerthem with an alternative technique to teach environmental awareness. Other java awijaya awijaya researchers, especially who are interested in teaching environmental education awijaya awijaya are expected to replicate the process focusing on other text types and level of the awijaya awijaya students. awijaya awijaya According to Collins dictionary (2018), policy is a set of ideas or plans that awijaya awijaya are used as a reference for making decision or judgment, mainly in politics, awijaya awijaya economics, or business. This research is also expected to contribute the idea to awijaya awijaya the education policy, especially environmental education in English lesson in awijaya awijaya schools.Since, only a little matter discussed about environment in English lesson awijaya in high school. awijaya awijaya awijaya Univer1.5 Limitation of Studyersitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya Universities This study is conducted under the following limitation: awijaya Univer1)ta This study was conducted mainly for the experimentation of the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University implementation of problem based learning and project based learning in the Unive teaching of hortatory exposition writing and speaking. A combination of scaffolds lava awijaya

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awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava and survey (PBL)in writing and campaign (PjBL) as a one package in teaching students' productive skills is believed to be more effective than the conventional method in helping the students develop theirproductive skills. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2) Related to the hortatory exposition text, this study concerned in thesis, awijaya arguments and recommendation about environmental problems that students got awijaya awijaya in their village and Reducing Plastic Wastes in School as the topic of students' Jniversitas Brawijaya awijaya awijaya Unive campaign.vijaya 3) As it has been described earlier, that the objectives of the study are to identify, awijaya awijaya explain, measure and analyze the effect of problem based learning on the awijaya awijaya students' environmental awareness and writing skills and the effect of project awijaya awijaya based learning on the students' environmental awareness and speaking skills. awijaya as Brawiiava awijaya Thus to know whether the students have matched with the objective of the study, awijaya the target of students' learning achievement is presented in the following table. awijaya awijaya awijaya Table 1.1 The Target of Students' Learning Achievement awijaya No Aspects Aspect Target awijaya sitas Bra rsit Cognitive The students writing score reach above 75 in a 70 % sitas Brawijaya 0-100 scale. The students speaking score reach above 75 si**70**%rawijaya sitas Brawijaya in a 0-100 scale 2 Affective The students use dringking bottles brought 50 % rawijaya from home sitas Brawijava The students already throw garbage in the Unive 50 % rawijaya sitas Brawijaya proper places ava Universitas Brawijava The students writing score reach above 75 in a si70s% rawijaya Unive 3 Psicomotoric awijaya 0-100 scale.vijava Universitas Brawijava Univ awijaya The students speaking score reach above 75 70 % in a 0-100 scale Universitas Brawijaya Universitas Brawijaya 4) Only four classes of the eleventh graders of State Senior High School of 1 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Gambiran in the academic year 2018/2019 who are selected by SMAN 1 awijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Gambiran, Banyuwangi are chosen as the subjects. Two of the classes XI MIPA1 and XI MIPA 4 were the experimental/treatment groups and the other XI MIPA 2 universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 5) The study was conducted within the first semester of 2018/2019 academic awijaya awijaya year. For the consideration of this study, the experiment was conducted within a awijaya awijaya period of two months or 8 meetings. awijaya awijaya 6) There are many effects on using certain media and technique in the classroom awijaya awijaya the students. However, this study concentrates on investigating the on awijaya awijaya effectiveness of problem based learning and project based learning in terms of awijaya awijaya students' environmental awareness and achievement. This study also deals with awijaya awijaya parental involvement, school environment and community involvement, this study awijaya awijaya measured the findings statisticaly based on the students' answers in the Java awijaya questionnaires with the linkert scale and the observation during the process of awijaya awijaya Unive treatment. awijaya awijaya awijaya awijaya

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Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya UnREVIEW OF RELATED LITERATURES awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya UniverA: Review of Literature rsitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitias B This part presents the review of literatures. It covers 10 major sections: ujaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive environment awareness, environmental problem, environmental degradation, the lava awijaya Unive nature of education, learning models to teach environmental awareness, genres java awijaya awijaya Unive taught in basis of 2013 curiculum, hortatory exposition text, jaya the awijaya awijaya campaign, relationship between students' environmental awareness, parental awijaya awijaya involvement and school environment and the last, previous studies. awijaya awijaya awijaya 2.1 Environment Awareness. awijaya awijaya We live in the environment where it encompasses all living and non-living awijaya awijaya objects and we use all the environmental resourses like air, water and land to awijaya awijaya unive fullfil our needs. Acording to Merriam-Webser dictionary, environment is the lave

awijaya awijaya Unive circumstances, objects, or conditions by which one is surrounded (Merriam and Java awijaya Webster, 2017). Environment is a great important component in our life but awijaya awijaya Unive sometimes we ignore it. We know that all human activities have an impact to the lava awijaya awijaya environment but we only realize it, if we are in peril. As stated by Maulidya et al, awijaya awijaya that lack of people environment awareness makes the environmental problem awijaya awijaya more complicated (Maulidya et al, 2014). When we exceed the carying capacity awijaya awijaya of the environment, it creates a serious problem of environment degradation. Therefore, we need to create awareness to protect our environment. Awareness Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive is the behaviour of someone who voluntarily obeys all the rules and aware of his java Unive duties and responsibilities (Hasibuan, 2012), whereas Neolaka cited in Basahona Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Ilniversitas Rrawijava Universitas Rrawijava¹⁸iniversitas Rrawijava Universitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya (2015), stated that environmental awareness is the soul's awakening state in awijaya terms of the environment, and can be seen in the actions and behavior of each tas Brawijaya Universitas Brawijaya Univernidividual vijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Awareness of various environmental problems is needed especially for awijaya awijaya students, who will become the foundation of our future. Sustainability is not awijaya awijaya possible without awareness of the environmental situation and actions and also awijaya Universitas Brawijaya Universi awijaya improvements accompanied by training (Freire, (1972) cited in Cruz & awijaya Unive Tantengco, 2017). Furthermore, Ajzen (1991) & Sengupta et al (2000) stated that lava awijaya awijaya Environmental awareness has many meanings that accommodate various awijaya awijaya unive disciplines about the environment but also attitudes and will, trusted values, and awijaya awijaya various skills needed to solve problems related to the environment, as awijaya awijaya responsible global citizens(Sengupta et al (2000) cited in Cruz & Tantengco, awijaya awijaya 2017). awijaya awijaya 2.2 Environmental Problem awijaya

awijaya

awijaya In our lives, we are given so many things like water, air, and land, which awijaya Universe very important for our lives. We can't even live without it. The air helps us awijava awijaya Unive breathe, water can be used for drinking, washing, etc. Land is the substance that laya awijaya awijaya Unive we step on and we have it in very large quantities. Therefore, in fact, we will lave awijaya awijaya Unive never lack them, water, air and land that really have a big role in human life from lave awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas BAs time goes by, we live in an era where people think that life is not laya awijaya Unive enough with just natural elements, people need a lot of high-tech equipment and java unive most are made of chemicals and electronics. With that, life looks easy. We can love awijaya

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awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava reach many places and life becomes easier. It all makes us feel that everything is in human hands. Universitas However, some of them can be dangerous pollutants for us and for our earth. Pollutants are the designation that causes pollution, the entry of awijaya contaminants into the natural elements. Pollutants can be formed as chemicals awijaya awijaya such as pesticides. Many farmers use pesticides excessively to keep pests away awijaya Universitas Brawijaya awijaya from their crops without thinking about their effects on the soil and plants. Finally, Unive it causes contamination and damage for the environment. Environmental problem jaya awijaya awijaya University is a complex problem, and students face it in their daily life around their schools inverse awijaya awijaya neigbourhoods. According to Tapilow (2017), study in two Junior High Unive and awijaya awijaya School in Bandung, they resume that there are seven environmental problems awijaya awijaya from the students' perception : flood, cigar smoke, burning garbage, vehicle awijaya awijaya emission, polluted river, garbage strewn and industrial emisson that occur around awijaya awijaya the students. awijaya awijaya 2.3 The Nature of Education awijaya awijaya In the past, education was aimed at preparing people to find work, and awijaya this is still a major component of education. Today in the 21st century, education also teaches people about the world in which they live, which allows them to awijaya understand and appreciate their lives and how to interact with others. Apart from awijaya awijaya that education helps people make informed decisions, and also learns about the second decisions and also learns about awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive critical thinking skills while at school, which helps them make better decisions. awijaya Rabindranath Tagore in Parankimalil (2012) stated, education opens the human mind which gives inner awareness so that it can find the highest truth and love which gives importance to life. Weather, Dewey (1916 quoted in Parankimali niversitas Brawijaya – Universitas Brawijaya Universitas Brawijaya – Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava 2012) states that Education is a process of experience. Because life is growth, education means helping inner growth without being limited by age. The growth process is the process of adjustment for each phase and adds to the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive development of one's skills. Like the meaning of education, so it is very complex. awijaya Universitas Brawijaya awijaya awijaya awijaya a) Education is a lifelong process- Education is a lifelong process Universitas Brawijaya awijaya ya Universitas Brawijaya awijaya because every stage of a person's life is important from the point of education, awijaya Unive bEducation is a logical, orderly process and forms a comprehensive system - laya awijaya awijaya Unive referring to its various activities through systematic institutions and regulations, lave awijaya awijaya c)Education is an individual and community self-development - referring to the awijaya awijaya social empowerment of the community, which influences the improvement of the awijaya awijaya quality of society in every aspect, d) Education is a modification of human awijaya awijaya behavior - Modified and enhanced through the educational process, e) Education awijaya awijaya is training - the human senses, thoughts, behaviors, activities; skills are trained in Java Universitas Brawijaya awijaya awijaya unive ways that are socially constructive and desirable, f) Education is an order and lave awijaya Unive direction - referring to the direction and instructions to improve the abilities and inva awijaya unive personality of students, g)Education is a living soul - referring to education for life awijaya unive is what distinguishes humans from animals, h) Education is the rebuilding of awijaya sustainable self-experience - According to the definition of education John Dewey awijaya reconstructs and transforms our experience in a socially desirable direction. i) awijaya awijaya Education is the strength and treasure in man through which he has the right to awijaya awijaya ^{Unive} be the highest ruler on earth (Dewey cited in Parankimalil 2012). Universitas Brawijaya awijaya Therefore, the role of education is innumerable for society and mankind. It is important for every community and every nation to provide their citizen with prosperity, happiness and comfortness.

Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 2.3.1 Environmental Education avijava Universitas Brawijava Brawijaya Universitas Brawijaya Universitas BEnvironmental education is a learning process that intends to expand Unive individual information and attention about natural problems and how to overcome daya these difficulties. In addition, education instills trust and fosters attitudes, awijaya awijaya inspiration, and responsibility for solving various environmental problems and awijaya awijaya educating students to make appropriate environmental movements in the fields Universitas Brawijaya awijaya awijaya niversitas Brawijaya they are working on (Rinkesh, 2009). sitas Brawijaya awijaya awijaya Based on the Tbilisi Declaration (1977), there are five environmental awijaya awijaya education objectives: awijaya awijaya 1) Awareness - to assist social groups and individuals gain awarenes and awijaya Univ awijaya sensitivity to the total environment and allied problems. awijaya 2) Knowledge - to assist social groups and individuals gain a variety of awijaya iversitas Brawijaya experiences in, and gain a basic understanding of, the environment and lave awijaya related issues. awijaya awijaya awijaya 3) Attitude - to assist social groups and individuals obtain various values awijaya and a sense of caring for the environment and self-motivation to improvement and protection of the participate actively in the rawijaya Universitas Brawijaya awijaya environment Versus awijaya awijaya 4) Skills - to assist social groups and individuals acquire skills to identify awijaya and solve environmental problems. awijaya awijaya awijaya Universitias B5) Participants - to provide opportunities for social groups and individuals to engage passionately at all levels at work to solve environmental Universitas Brawijaya awijaya

awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 2.3.2 Teaching Environmental Awareness through Ecolinguistics Universitas Bln the era where more and more children are disconnected from the java unive nature, wheather in their hands we will inherit this planet, we need a movement that make them awere and care about environmental problems to grow the next awijaya awijaya generation of conservation leaders. The answer to that anxiety is environmental awiiava awijaya education. As Cambell (2016) stated that environmental education provides awijaya a Universitas Brawijaya Universitas Brawijaya awijaya important opportunities for students to become engaged in real world issue that Unive trancend classroom walls. They can relate their classroon studies to the complex java awijaya awijaya Unive environmental issues comforting our planet and they can acquire at once the awijaya awijaya skills they'll need to be creative problem solvers and powerful advocates. awijaya awijava Furthermore, Duncan (2010, cited in PLT Blog, 2016), stated that in the second awijava awijaya decade of the 21st century, preparing our students to be good environmental awijaya awijaya citizens is some of the most important work we can do. It is for our children, and awijaya awijaya the next generation. awijaya awijaya There are many people think seriously about environment and aware of awijaya awiiava the consequences of not going green. When a teacher helps students to understand the importance of saving our resources and protecting the awijaya environment, children will carry those green values into adulthood. With a little awijaya help from teachers and other adults who care, these kids are going to change the awijaya awijaya Unive world we live in for the better (Newingham & Beth, 2015). Java Universitas Brawijava awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya In language teaching a new science emerged that taught the concept of awiiava the environment, namely ecolingistics. This branch of linguistics was pioneered by Einar Haugen, he defined language ecology as a study of interactions between certain languages and their environment (Haugen, 1972 cited in ave

awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava Nordquist, 2019). Moreover, Fill (1999) in Dash (2019) stated language can play a role in the development and possibility of providing solutions to ecological and environmental problems. Furthermore, Dash (2019) stated that ecolinguistics is Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya unive applied linguistics that studies discourse that is beneficial or unfavorable for the awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universurvival of the Earth iversitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya 2.4 Learning Models for Teaching Environmental Awareness Universitas Brawijaya awijaya According to UNESCO, Environmental education could be a approach of implementing the goals of environmental protection. it's not a separate branch of awijaya science however long knowledge base field of study. It suggests that education awijaya awijaya towards protection associated improvement of the atmosphere and education as awijaya awijaya a development tools for rising the standard of lifetime of human communities. awijaya Traditional teaching and learning is that the method of the transmission of awijaya information from teacher to student. it's primarily a unidirectional method. This awijaya pedagogy will hinder the event of individual student's active and inventive talents, awijaya awijaya and students United Nations agency expertise solely this model of education awijaya Unive might not be thought-about comfortable for the wants of a future educated group. Unive The opposite of ancient teaching is artistic movement that essentially discuss a lava Unive theory concerning however students learn. creative person theory has been one lava among the most recent catchwords in instruction circles in recent years. It not awijaya awijaya solely emphasizes active and cooperative learning, however additionally needs awijaya awijaya students and academics to find and construct information along. Universitas BThere are some learning methods such as Problem based Learning, java Project Based Learning, and Discovery Learning considered as a constuctivist **Hniversitas Brawijava**

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awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya based learning. They are suitable to teach environmental education that contains awijaya environnmental issues that students as the citizents face every day. niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive 2.4.1 Problem Based Learning, rawijava Universitas Brawijava awijaya Universitas Problem primarily based learning (PBL) is associate educational lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya universe methodology of active, case active learning focused on the investigation and awijaya awijaya Unive backbone of untidy, hospital real-world issues. (Barrows, 1986). According to Tan java awijaya awijaya (2003), PBL is associate innovation in learning, as a result of in PBL, students' awijaya awijaya thingking ability is optimized through a scientific cluster or team work method so awijaya awijaya students will empower, sharpen, check and develop their thinking ability awijaya awijaya continously (Tan, 2013 cited in Febriasari & Supriatna, 2017). awijaya awijaya In line with Barrows and Tan, Deville (2012) defines PBL as a awijaya awijaya pedagogical stategy uses open ended / ill -structered problems that miror real awijaya awijaya world problems. The authenticity of the problems help students to transfer their awijaya awijaya knowledge and skill beyond the classroom to prepare them for the workplace and awijaya awijaya life in rapidly changing world. The open ended nature of problem gives students awijaya awijaya Unive the flexibility to approach it from different angles, to take different thematic awijaya Unive sideliness according to their personal interest. This gives them control of the lava awijaya Univelearning process, capturing their interest and motivating them to learn. Java awijaya awijaya Furthermore, according to the activity theory of learning portrays learning as the awijaya Brawijaya Universitas Brawijaya awijaya process of activelly interacting with environment. Tools are used to mediate awijaya awijaya between the students and their learning gools (Barab 2004, as cited in Devilee, awijaya awijaya 2012). Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Universitas Universitas According to Pannin (2001) there are eight stages in PBL, namely: (1) identify problems, (2) collecting data, (3) analyzing the data, (4) solve problems awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava based on existing data and analysis, (5) choose how to solve the problem, (6) plan the implementation of problem solving, (7) tested a set of plans, and (8) ve action to solve the problemas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava Universitas Brawijaya Universitas Brawijaya 2.4.2 Project Based Learning. rawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BProject-based learning (PjBL) is a teaching model which is based on the lava awijaya awijaya Unive constructivist approach to learning, which entails the construction of knowledge awijaya awijaya with multiple perspectives, within a social activity, and allows for self-awareness awijaya of learning and knowing while being context dependent (Duffy & Cunningham, awijaya awijaya 1996 cited in Tamim & Grant, 2003). awijaya awijaya Thomas (2000, cited in Tamim & Grant 2003) establishes five criteria for awijaya awijaya PjBL: projects must be central to the curriculum, focused on problems that awijaya awijaya encourage students to struggle with key concepts, engage the students in awijaya awijaya constructivist inquiry and realistic. Furthermore, Grant (2002) discusses that awijaya awijaya common features to PiBL implementation are an anchor of the activity, a task, an awijaya awijaya investigation, provision of resources, scaffolding, collaboration, and opportunities awijaya Unive forreflection and transfer. awijaya Project Based Learning is carried out based on existing questions and problems and is realized through projects or student assignments. The curriculum in higher education, encourages students to be independent by applying the concepts learned, developing them, and producing useful outcome.But no doubt, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya sometimes the topics raised by students are too broad and after going through and Unive discussions and studying the material, then students can use simpler topics.

Then students identify subtleties that were previously unknown. In general, the

limitations of assignments in PjBL are broader than assignments in conventional

awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya classes but their application can spend a lot of time in one semester, but all depend on the teacher's pedagogical goals so that students understand the Univerconcept of learning niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava There are several characteristics possessed by PjBL activities: awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive a) Starting with student questions that will become the main concept. ersites Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya b) Investigations that build knowledge must be passed by students, so students awijaya awijaya can understand the learning objectives to be achieved awijaya awijaya c) Students as the center of the project and the teacher acts as a guide and awijaya awijaya Unive facilitator awijaya awijaya awijaya d) Projects must be based on facts and be useful to students in the future as Brawilava awijaya awijaya e) There is an assignment through a process, and produce a product, in the end awijaya awijaya students and teachers reflect on it. awijaya awijaya If we learn project-based learning in the most general way, we can devide awijaya awijaya it down into the following nine steps: awijaya awijaya awijaya Universitas The teacher-coach sets the stage for students with real-life samples of the projects they will be doing. awijaya iniversitas Br 2) Students act as project designers, possibly creating a forum for display or awijaya awijaya competition. awijaya awijaya Universit 3) Students discuss and gather background information needed for their available Universitas Bdesigns. 4) The teacher and students negotiate the criteria for evaluating the projects. Universitas Brawijaya 5) Students gather the materials necessary for the project.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya 6) Students create their projects. ava Universitas Brawijaya Universita7) BStudents prepare to present their projects as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 8) Students present their projects. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universit 9) Students reflect the method and assess the project. awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas Br Bruner (1966, cited in Ikhsanudin, 2014) stated Discovery Learning can awijaya awijaya be defined as a learning in which students are not presented with the final subject awijaya awijaya matter, but students are asked to search and find it themselves.Discovery awijaya awijaya Learning is a method of Inquiry-Based Instruction learning. This theory awijaya awijaya encourages students to build on past experiences and knowledge, use their awijaya awijaya intuition, imagination and creativity, and find new information to find facts, awijaya correlations and new truths. Learning is not the same as absorbing what is said awijaya awijaya or read, but actively seeking answers and solutions. awijaya awijaya awijaya There are 5 stages of Discovery Learning Model as follows: versitas Brawijaya awijaya awijaya Stage 1: Problem Solving. awijaya awijaya Instructors/teachers should guide and motivate learners to seek for awijaya Unive solutions by integrating existing and newly acquired information and simplifying lava awijaya awijaya unive knowledge. In this way, students are the power behind learning, play an active awijaya awijaya role and build wider applications for their skills through activities that encourage awijaya awijaya unive risk, problem solving and inquiry. Wijaya Universitas Brawijaya awijaya Universitas BStage 2: Learner Management.a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Instructors should allow participants to work either alone or with others, and learn at their own pace. This flexibility makes learning the exact opposite of a static sequencing of lessons and activities, relieves learners from unnecessary Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitiess, and makes them feel they own learning sitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Stage 3: Integrating and Connecting. awijaya awijaya awijaya Universitas EStage 4: Information Analysis and Interpretation. awijaya awijaya awijaya Instructors/teachers must teach students how to combine old knowledge awijaya awijaya with new ones, and promote them to touch to the real world. Learning steps awijaya aya Universitas Brawijaya awijaya Unive known by the students form the basis of new information, promoting students to lava awijaya expand what they know and create something new. awijaya Univ Iniversitas Brawijaya awijaya awijaya Discovery Learning is oriented towards the learning process and not awijaya awijaya content based, and it refers to the idea that learning is not just a collection of awijaya awijaya facts. Students are trained to learn, analyze and interpret the information awijaya Unive obtained, rather than memorizing the correct answer. awijaya awijaya awijaya Stage 5: Failure and Feedback. awijava awijaya Learning does not only happen when we find the right answers. It also Unive happens through failure and mistake. Discovery learning does not refer on the awijaya awijaya right end result, but new things that students find in the process. And that is the awijaya awijaya teacher's awareness and obligation to provide feedback, because without it awijaya awijaya learning is incomplete (Bruner, 1961 as cited in Papas, 2014) awijaya awijaya Universitias BThe discovery learning education session must be well designed and lava interactive. The instructor/teachers must use various efforts like games, stories or Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya videos and other interesting techniques that will build interest, curiosity, and guide students in new ways of thinking, acting, evaluating and reflecting. Intversities The methods used in Discovery Learning can be different, but the aim is always similar, so that students can achieve the final results themselves.By awijaya exploring and controlling situations, trying to answer questions and controversies awiiava or doan experiment, students will tend to remember concepts and knowledge that Universitas Brawijaya Universitas Brawijaya has just been obtained. 2.5 Genres Taught on the basis of 2013 Curriculum awijaya awijaya Principally, genre is considered as a text type (Christy, 1990, as cited in awijaya awijaya Yangrifqi, 2008). Anyhow, Christie and Rothery (1994, as cited in Emilia, 2005) awijava define genre as staged, goal-oriented social process. They define genres as goal awijaya oriented because each genre has its specific goal that people should achive. awijaya Moreover, they also define genre as staged because it usually takes several awijaya stages for people to achieve their goals. In other words that genres are not just awijaya awijaya text types, but when we are looking at genres, we are interested in their way to awijaya Universitas Brawijaya ve achieve the social perpose that they usually do in several steps. The following lave Universe the genres presented alphabetically and their social functions that should be java Unive taught in 2013 curriculum for senior high school students. Java Universitas Brawijava Table 2.1 The genres and their social function taught in Senior High School (Depdiknas, 2013) awijaya GENRES SOCIAL FUNCTION awijaya Analytical Exposition To persuade the reader or listen that something is in the case. Descriptive To describe a particular person, place, or thing. To provide at least two different points of views about Discussion an issue

awijaya awijaya awiiava

awijaya awijaya awijaya awijaya	Universitas Brawijaya Univ Universitas Brawijaya Univ	ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya awijaya awijaya	Univ Explanation Univ Explanation Universitas Brawijaya Univ	activity related to natural or social-cultural phenomenon.
awijaya awijaya	Hortatory Exposition	To convince the reader or listener that something should or not should in the case
awijaya awijaya	Universitas Brawijaya Univ Universitas Brawijaya Univ	To amuse/entertain and to relate with actual vicarious experience in different way
awijaya awijaya awijaya	Universitas Brawijaya Univ Universitas Brawijaya Univ Universitas Brawijaya Univ	To inform the readers, listeners, or viewers about events of the day which are considered important or
awijaya awijaya awijaya	UniverSitas Brawijaya Univ UniverSitas Brawijaya Univ Universitas Brawijaya Univ	To describe how something is achieved through a
awijaya awijaya	Universitas Brawijaya Univ	To votall avante for the size of informing or entertaining
awijaya awijaya	Universitas Brawii	To describe the situation about natural man-made and social phenomena in our environment.
awijaya awijaya awijaya	Review	To give critique to an event or artwork for public audiences
awijaya	Univer	Universitas Brawijaya

This study focuses on hortatory exposition, this genre is presented

remaining part of this section.

2.6 Hortatory Exposition

Genre is usually defined as text type. According to 2013Curriculum, there are eight genres that should be taught to senior high school students. They are analytical exposition, descriptive, hortatory exposition, narrative, news items, procedure, recount, and report. In fact, there are only 4 out of 8 genres which are taught in the second grade of senior high school: analytical exposition (semester ersitas Brawijaya 1); procedure, report, and hortatory exposition (semester 2). Since this study Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive focuses on the genre of hortatory exposition, further elaboration of hortatory java Unive exposition is presented below Brawijava Universitas Brawijava In general, the term exposition refers to the genre whose social purpose is Universitas Brawijaya to argue (or persuade) a case or against a particular point of view or position. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive Hortatory exposition is a text type whose purpose is to persuade readers that lave

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava something should or should not happen (Depdiknas, 2013). It means that a writer is using hortatory exposition when he/she wants to persuade readers to do something concerning a particular case. To arrive at this point, the writer needs to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universecommend something for the readers to do. In line with that, Martin (1985), as awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya universited in Maria (2008) stated that hortatory is made to convince people to do awijaya awijaya something. If the term analytical suggests that the text have the function of awijaya awijaya convincing the readers that the thesis is well formulated, the term hortatory then awijaya awijaya suggests that the function of the text is to persuade the reader to do what the awijaya awijaya thesis recommends. awijaya awijaya The generic structure of hortatory exposition consists of thesis, argument, awijaya awijaya and recommendation. Thesis consists of announcement of the issue concern and awijaya awijaya writer's position. The argument consists of point of view and elaboration. The awijaya awijaya point of view is used to redefine the main argument in the thesis. The writer gives awijaya awijaya elaboration by developing and supporting each point/argument. In the awijaya awijaya Universecommendation part, the writer gives recommendations about what should or lave awijaya University should not to do. To made a writer easier to write a hortatory exposition she awijaya Universita need scaffold, according to Anderson and Anderson (1997), exposition scaffold is awijaya a schematic formed by the three steps. The steps for constucting an exposition awijaya scaffold are: Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas B1) An introductory statement va Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The author's point of view is called the thesis of the argument and this is awijaya given in the introduction. The introduction can include a preview of the arguments awijaya that will follow in the next section of the text. A question or emotional statement Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 2) A series of arguments to convince the audience awijaya awijaya Universitas BA new paragraph is used for each new argument. Each new paragraph java awijaya awijaya begins with a topic sentence that intrroduced a new argument. After the topic sentence comes details that suport the argument.Emotve words are used to awijaya awijaya sitas Brawijaya Universitas Brawijaya persuade the audience into believing the author. awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya Universitas B3). Recommendations about what should or should not to be done. as Brawijava awijaya Universitas Brawijaya Universitas awijaya awijaya Universitas The author restates his/her thesis (point of view).A recommendation what awijaya awijaya Unive has been explained in the arguments above may be include here. Iniversitas Brawijaya awijaya awijaya This study used this scaffold to help the students making a hortatory awijaya awijaya exposition text in order to make a report about the problem and the solution what awijaya awijaya they find in the field. However, the resercher adds and modifies the scaffold awijaya awijaya proposed by Anderson and Anderson (1997) above because the researcher awijaya awijaya found the constructing that they made likes an Analitycal exposition construction, Java awijaya Universe weather in hortatory, the last structure is recomendation. Furthermore, the awijaya awijaya researcher believes that it will be difficult for her students to understand the awijaya awijaya explanation about what is needed to write in every element of an exposition text awijaya awijaya in the scaffold above. Therefore, the researcher modifies the explanation in each awijaya awijaya consttruction into questions to simplify the students. awijaya awijaya Universitas BAccording to Bramer and Sedley (1981) (cited in Yangrifqi, 2008), asking java awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya unive questions is a good method for finding specific experiences and ideas. This is awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya useful in reducing comprehensive subjects to manageable topics and giving awijaya Universitas Brawijaya students the opportunity to find out what they need to be said about the topic. awijaya awijaya

awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Based on what Bramer and Sedley (1981) stated above the resercher awijaya modified the Anderson and Andeson's (1997) exposition scaffold becomes the scaffold using question presented in The Appendix 2.1. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2.7 Productive Skills versitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitias BThe main goal of most EFL students is to acquire language skills that will available awijaya awijaya Unive permit them to communicate effectively. Skills relate to various aspects of using lava awijaya awijaya language like listening, reading, writing or speaking. Skills can be divided into two awijaya awijaya types: receptive and productive. Receptive skills are used to understand reading awijaya awijaya or listening. While, productive skills comprise producing language those are awijaya awijaya speaking or writing. According to Golkova & Hubackova (2014), productive skills awijaya awijaya are also known as active skills, mean the delivery of information that a language awijaya as Brawijava awijaya user produces in oral or written form (Golkova & Hubackova, 2014). In this awijaya awijaya dissertation, researcher will focus more in productive skills. awijaya awijaya Productive skills are crucial as they give students the opportunity to awijaya awijaya practice real life activities in classroom. Productive language is the language used awijaya awijava Unive to convey information or ideas both in writing and orally. According to awijaya Unive McDonough, et al (2003), they stated that for communication speaking is needed. Java awijaya Unive It concern conveying ideas and opinions, conveying a wish or a desire to do lava awijaya awijaya something; negotiating and/or solving a particular problem. Therefore, speaking awijaya awijaya is the oral production of a language and the other hand writing is the written form awijaya awijaya of a language awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya English is compulsory subject in Indonesia, but still, English is taught as EFL (English as a Foreign Language). Thus, writing is taught as one of the skills Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava in EFL. According to Ghaith (2002), writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning to motivate communication and makes Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya thought open for reflection. When thought is written down, ideas can be Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive examined, reconsidered, added to, rearranged, and changed (Ghaith, 2002). Brawijaya awijaya awiiava awijaya Universitias ^BWhy writing is important to be taught in Senior High School, because it is Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya used extensively in higher education and in the workplace. If students do not Unive know how to express themselves in writing, they will not be able to communicate jaya awijaya awijaya Unive well with professors, employers, or just about anyone else in the future. Many of awijaya awijaya unive professional communication is done in writing: proposals, memos, reports, available awijaya awijaya applications, e-mails, and more are part of the daily life as acollege student later awijava awijaya in the future. Even if students manage to learn the material in their college awijaya awijaya classes without knowing how to write well, they will not be able to express their awijaya awijaya knowledge to the other people. awijaya awijaya According to Harmer (2004), he stated that there are four reasons for awijaya awijaya teaching writing in EFL. The first is reinforcement. This refers to an activity that awijava awijaya gives visual demonstration of language construction for both the understanding of how it all fit together and as aid to committing the new language to memory. awijaya The second is language development. It helps the student to learn as part of awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive continuing learning experiance. The next reason is the language learning style. It is a awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive refers to the students who have problems at picking up language by looking and liava awijaya Unive seeing. Writing is appropriate for the students with this kind of learning style. The last reason is it is a basic skill, which is as important as the other language skill. Univerz.9 Speaking Skills iversitas Brawijaya Universitas Brawijaya

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awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Speaking is to use language in an ordinary voice by speaking words. awijaya Besides speaking is the ability to know and use language or express themselves awijaya through words, one of them is giving a speech (Hornby, 1987). According to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Nunan (1999), Speaking is a process of interconnected and influential in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive constructing meaning which involves the activities of producing, receiving, and lava awijaya awiiava processing information. The form and meaning depends on the real space and awijaya awijaya objects in which the activity takes place, including the participants themselves, awijaya awijaya the physical environment, their experiences and the purpose for speaking. We awijaya awijaya can say that speaking is an important skill which is used to communicate with awijaya awijaya others. By speaking, people are capable to recognize what kinds of situations in awijaya awijaya the world and shares information. People who have capability in speaking will be awijaya awijaya better in communication to another. awijaya awijaya Speaking is an important aspect of second or foreign language learning awijaya awijaya and teaching. Even though its benefit, for many years, teaching speaking was awijaya awijaya unive considered as an activity of repetition or memorising the dialogues. However, at lave awijaya University this time where the aim of teaching speaking should increase students' available awijaya awijava Universita communicative skills, so students can express their intentions, feelings and ideas awijaya unive and learn how to follow social and cultural rules that are proper in each state of awijaya awijaya communicative circumstance. awijaya awijaya awijaya What is meant by teaching speaking is to teach EFL learners to: First, available awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive produce the English speech sounds and sound patterns. Second, use word and java awijaya awijaya Unive sentence stress, intonation patterns and the rhythm of the secondlanguage. awijaya as Brawijaya Universitas Brawijaya Universitas Brawijaya Third, chose suitable words and sentences according to the proper social setting, audience, situation and subject matter. Fourth, organize their thoughts in a meaningful and logical sequence. Fifth, use language as a means

awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya expressing values and judgments. The last, use the language quickly and awijaya confidently with few unnatural pauses, which is calledas fluency (Nunan, 2003). According to Harmer (2004), he stated that there are three reasons for speaking task in EFL. The first is rehearsal. This refers to an activity to get the awijaya awijaya students have a free discussion outside the classroom, such as the role playing at awijaya awijaya the hotel reception desk that gives them experience while practicing like in real awijaya Universitas Brawijava Universitas Brawijaya awijaya life. It is a way for the students to feel what communicating in the foreign awijaya Unive language. The second is feedback. This is an activity where students try to use all lave awijaya awijaya Unive the language skills they have learned, then the teacher can give a reflection on lave awijaya awijaya the student's performance. The last is engagement. Good speaking activities awijaya awijaya must be very motivating. Where all students participate fully and if the teacher awijaya awijaya organizes activities correctly, it can provide sympathetic and useful feedback awijaya awijaya (Harmer, 2004). awijaya awijaya 2.10 Campaign awijaya awijaya awijaya Public awareness is important to develop enthusiasm and support, Universitas Brawijaya awijaya awijava Unive stimulate self-mobilisation and poeople action. Awareness raising need strategies awijaya University of effective communication to get the desired outcome. One of the means is lava awijaya awijaya Unive campaign. Campaign is to organise a series of activities to try to achieve lava awijaya Universitas Brawijava Universitas awijaya something (Cambridge dictionary, 2017). The aims of awareness campaigns are awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya generally to increase concern, informing the targeted audience, creating a awijaya awijaya positive image, and attempts to change their behaviour. awijaya awijaya Universitas BPeople believe that life in all practical times is one of over consumption java Unive and environmental pollution. Global warming or mass extinction is a fact that our lava environment is being slowly trashed and over-used. A small part of the worlds

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava population slowly went green in order to make good impact for lovely planet, but that is not enough.As stated by Cruz & Tantengco (2017), Everyone has a responsibility to implement and carry out life and activities that are sustainable. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya With a variety of real activities, we will be much easier to fulfill the goals of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava awijaya 2.11 Relationship Among Students' Environmental Awareness, Parental awijaya aya Universitas Brawijaya Universitas Brawijaya awijaya Universitas BInvolvement, Community Involvement and School Environment sitas Brawijaya awijaya awijaya Lately, the lifestyle of love the environmentalor go green is familiar. Green awijaya Lifestyle has even become a trend of today's lifestyle for some societies. In line awijaya awijaya awijaya with the increasingly widespread of global warming issues, the environmentalists awijaya awijaya conservation increasingly incentive to conduct environmental awijaya awijaya movement. Unfortunately, there are some people who are less concerned about awijaya go green activities. They are more concerned with their own survival. The worse awijaya awijaya thing, they actually contribute to the destruction of nature and the environment. awijaya awijaya awijaya Learning occurs continuously in the family environment. In the family, Universitas Brawijaya awijaya Unive parents have an important role in educating their children. When children are still lava awijava awijaya University in kindergarten or elementary school, they simply want to imitate and obey their lava awijaya Unive parents. What is implanted in a child at that age will always be remembered and java awijaya awijaya applied until he grows up, than it becomes a habit for him. According to Berk awijaya awijaya vijava Universitas Brawijaya Universitas Brawijaya (2008 as cited inBlažević, 2016), the family styles of care describes as a awijaya awijaya combination of parent's behaviour in different life situations based on which the awijaya awijaya permanent educational climate iscreated in the family. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities The influence of parents is also seen in their children learning and achievement in school. According to Hill (2004), Parent involvement is where awijaya

awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava parents are actively involved in meaningful two-way communication, and involve themselves with student learning and school activities (Hill & Tyson, 2009). There are three types of parental involvement:1)Involvement of parental behavior Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universeflects home and school-based engagement strategies, such as active ava awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya unive communication between home and school, volunteering at school, and helping awijaya awijaya with homework, 2)Cognitive-intellectual parental involvement includes awijaya awijaya involvement at home and includes the role of parents in exposing their children to awijaya awijaya activities and experiences that stimulate education, 3)Parental personal awijaya awijaya involvement reflects the attitudes and desires of parents towards school and awijaya awijaya education and conveys the importance of learning by socializing about the values awijaya awijaya and benefits of education (Hill & Tyson, 2009). awijaya awijaya involvement influencesstudents' Community also environmental awijaya awijaya awareness and students' learning progress.As stated by Preston (2013) awijaya awijaya Community involvement in school is a medium to add and enhance the cognitive, awijaya awijaya Unive social, emotional, and spiritual development of students. For several reasons, rural java awijaya Unive schools are ideally positioned to foster high levels of communityinvolvement in lava awijaya awijava school. Because of size and limited student enrolment, rural schools and their awijaya unive communities tend to be socially connected and socially cohesive (Haas awijaya &Nachtigal, 1998; Mitchell, 2000; Parker, 2001 as cited in Preston, 2013). awijaya According to Humm et. al (2005), there are four indicators of community awijaya awijaya involvement: community influence (adults who feel they can influence decisions awijaya awijaya affecting their local area), community cohesion (people who feel that their local awijaya area is a place where people from different backgrounds can get on well Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive together), social capital (people who have helped or been helped by others) and lave

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya condition of the community and voluntary sector (Extent and influence of the awijaya sitas Brawijaya voluntary and community sector in the locality). awijaya Some school environments fulfill students' needs and promote their concern more effectively than others do on the students' achievement. According awijaya awijaya to Wang & Helcombe (2010), there are five aspects of school environment: awijaya awijaya 1)promotion of performance goals illustrates the extent to which students awijaya Universitas Brawijaya ya Universitas Brawijaya Universitas Brawijaya awijaya perceive that their teacher teaches social skills and social comparisons among awijaya Unive students, encourages positive competition among students, and defines efforts to lave awijaya awijaya University achieve high grades as the main objectives of learning, 2) promotion of mastery lava awijaya awijaya goals support student interpreting that their teachers encourage effort, selfawijaya awijaya improvement, reward, and value mastery as the main goal of learning 3)support awijaya awijaya of autonomy concerns students' perceptions that teachers give opportunities to awijaya awijaya them to participate in decision making related to academic assignments and awijaya awijaya school management and allow for student to share ideas in class discussion, awijaya awijaya 4) promotion of discussion maintains students' perceptions that teachers support awijaya Unive students to socialize and discuss their ideas with one another during class, and lava awijaya Universita awijaya 5)teacher social support refer to the students believe their teachers to be helpful, awijaya awijaya responsive, openly, and caring (Wang & Helcombe, 2010) . Unive supportive, awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya

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awijaya	Univ	ersitas Br				sitas Brawijaya		
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awijaya	Univ	versit O	SITAS BRA	10		sitas Brawijaya		
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awijaya	2.12	2 Previous Studies			University	sitas Brawijaya		
awijaya	Uni			-		itas Brawijaya		0
awijaya	No	Author	Title	Year	Source ivers	Research Focus	Research	Comparing with
awijaya	Uni	15			Thivers	itas Brawijaya	Approach and	This Dissertation
awijaya	Unit 1	Aminrad,Zakaria,	Relationship Between	2013	World Applied	This reseach	Result This research	This research aims
awijaya	Univ	Hadi and Sakari	Awareness,	2013	Sciences	focuses on the	used survey as a	to measure the
awijaya	Univ		Knowledge and		journal, Vol. 22	relationship	method. The	level of awareness
awijaya	Univ	(e	Attitudes Towards		Univers	between	outcome of the	on the secondary
awijaya	Univ	(en la company)	Environmental		Univers	environmental	study shows the	school students
awijaya	Univ	ers	Education Among		Univers	awareness,	high level of	whereas this
awijaya	Univ	ersi	Secondary School		a Univers	knowledge and	environmental	dissertation aims to
awijaya	Univ	ersita	Students in Malaysia		aya Univers	attitudewijaya as	awareness and	teach and engage
awijaya	Univ	ersitas			jaya Univers	objectives and	knowledge plus	environmental
awijaya	Univ	ersitas B			wijaya Univers	components of	positif attitude of	awareness on the
awijaya	Univ	ersitas Bra			awijaya Univers	environmental	the students may	senior high school
awijaya	Univ	ersitas Braw,			Brawijaya Univers	education among	come from the	students
awijaya	Univ	ersitas Brawijaya	Universities champered Unit	ersitas	Brawijaya Univers	secondary school	family situation,	
awijaya	Univ	ersitas Brawijaya	Universitas Brawijaya Univ	/ersitas	Brawijaya Univers	students	teacher, media,	
awijaya	Univ	ersitas Brawijaya	Universitas Brawijaya Univ	/ersitas	Brawijaya Univers	itas Brawijaya	private reading and school	
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awijaya	2	Maulidya,	Case Study the	2014	International	This research	The research	This research aims
awijaya	Univ	Mudzakir and	Environmental Literacy	/ersitas	Journal of	focuses on	used descriptive	to identify the
awijaya	Univ	Sanjaya	of Fast Learner Middle	/ersitas	Science and	measuring junior	method. The	environmental
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awijaya	Univ	ersitas Brawijaya	Universitas Brawijaya Univ				Environmental	and behavior
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awijaya	Universitas	SITAS BR	ijava	Universitas Brawijaya		
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awijaya	Univ	STA ANT		Universitas Brawijaya	(MSELI/S). The	school by
awijaya	Uni			hiversitas Brawijaya	result, out of	interview, whereas
awijaya	Uni			niversitas Brawijaya	environmental	this dissertation
awijaya	Uni			niversitas Brawijaya	literacy	study will use some
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awijaya	Univers			Universitas Brawijaya	cognitive skill, but	
awijaya	Universit		a	Universitas Brawijaya	unsatisfactory for	
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awijaya	Noversitas Author	The		onivorandas brawijaya	Approach and	This Dissertation
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awijaya	3 Cruz, J and	Students'	2017 Mimbar	This research	The research	This research aims
awijaya	Tantengco, N	Environmental	Pondidika	in focuses on the	used descriptive	to recognize the
awijaya	Universitas Brawijaya	Awareness and		students	method.	students'
awijaya	Universitas Brawijaya	Practises: Basis for	niversitas Brawijaya	environmental	Instrument used	environmental
awijaya	Universitas Brawijaya	Development of	niversitas Brawijaya	awareness and the	EAS	awareness and
awijaya	Universitas Brawijaya	Advocacy Program	niversitas Brawijaya	Universi practices of the	(Environmental	practices of
awijaya	Universitas Brawijaya	Universitas Brawijaya Ur	niversitas Brawijaya		Awareness	selected students
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awijaya	Universitas Brawijaya	Universitas Brawijaya Ur		0	of the study	school by
awijaya	Universitas Brawijaya	Universitas Brawijaya Ur			shows students	interview, whereas
		Universitas Brawijaya Ur		Universitas Brawijaya	manifestation	this dissertation
1 VV 1 C1 V C1				Universitas Brawijaya	moderate	study will use some
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wijaya	Uni			Thive the second	rsitas Brawijaya	environment.	awareness.
wijaya	No Author	Title	Year	Source	Research Focus	Research	Comparing with
wijaya	Univ		1 car	nive	rsitas Brawijaya	Approach and	This Dissertation
wijaya	Univ			Jnive	rsitas Brawijaya	Result	
wijaya	4 Golkova, D &	Productive Skills in	2014	Procedia Social	This research	This research is	The object of this
wijaya	Univer Hubackova, S	Second Language		and Behavioral	focused on the	descriptive study	study is
wijaya	Univers	Learning		Sciences ive	area of productive	to compare the	undergraduate
wijaya	Universit			Journalnive	skills: speaking	differences	foreigner students
wijaya	Universita			aya Unive		between Czech	in University of
wijaya	Universitas			jaya Unive		and English on	Hrade Kralove
wijaya	Universitas B			wijaya Unive	language learning	teaching	Czech Republic.
wijaya	Universitas Bra			awijaya Unive	on undergraduate	speaking and	This study also
wijaya	Universitas Braw,			Brawijaya Unive	foriegner students	writing. The result	concerned to compare the
wijaya	Universitas Brawijaya	Universities	iversitas	Brawijaya Unive	in Czech Republic	showed Czech which is a foreign	compare the teaching speaking
wijaya	Universitas Brawijaya	Universitas Brawijaya Un	iversitas	Brawijaya Unive	rsitas Brawijaya	language is more	and writing of
wijaya	Universitas Brawijaya	Universitas Brawijaya Un				difficult to learn	Czech and English,
vijaya	Universitas Brawijaya	Universitas Brawijaya Un				than English in	whereas this
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vijaya	Universitas Brawijaya	Universitas Brawijaya Un				2)Verbs in	and also teachs
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awijaya	Uni	Mutiaraningrum, I	Students' Proficiency	2010	Journ	1011/070	aimed at	descriiptive	focused o
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awijaya	Univ		Personality Learning		//	Univers	students' ava	are strong	studentsin
awijaya	Unive	1	Styles		11	Univers	proficiency in	correlation	productive
awijaya	Unive				/	Univers	writing and ability	between	skills:argumentativ
awijaya	Unive	rs				Univers	in public speaking	Indonesian EFL	writing and publ
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awijaya	2.525	rsitas Bra		1	awijaya		itas Brawijaya	speaking. 2) Both	styles: extroversic
awijaya		rsitas Braw			Brawijaya		itas Brawijaya	the proficiency in	and introversion
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awijaya			Universitas Brawijaya Universitas				itas Brawijaya	extrovert	disertation
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awijaya			Universitas Brawijaya Universitas				itas Brawijaya	students strongly	school student
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awijaya			Universitas Brawijaya Universitas				itas Brawijaya	of the two groups	environmental
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awijaya awijaya			awijaya	Universitas Brawijaya	examples of real	impact of PBL o
awijaya			Brawijaya	Universitas Brawijaya	environmental	the student
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awijaya		UnThrough Problem a Univ			classroom action	
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awijaya awijaya	Universitas Brawijaya			Univer literacy through Problem Basesd	research. The	
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awijaya			niversitas Brawijaya	learning model.	high school students and use
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awijaya		What Good Teachers 2014		This research is	This researc
awijaya		Do to Promote	Journal of Universifocus an on the		objects are th
awijaya		Effective Student	educational & attributes of	The outcome of	Polytechnic
awijaya		Learning in a Problem	Development effective teachers	the study shows	facilitators wh
awijaya		Based Learning	Psychology, Vol. in a problem-	three themes: (1)	used Probler
awijaya		Environment universita	as 314 Univer based learning		based learning i
awijaya		Universitas Brawijaya Universita	as Rrawijava Universitas Brawijava	techniques of	
awijaya		Universitas Brawijaya Universita	specifically in a	facilitators; (2) timeliness of	whereas the
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awijaya		Environmental	Practice in concentrate on the	quasi	this study is this
awijaya		Problem Based	Language effect of PBL on	experimental	research used the
awijaya		Learning on the	Studies, Vol. 7 the environment	design. The	same research
awijaya		Indonesian EFL	related on	result of the study	method that is
awijaya	100. 1	Students' Environment	vocabulary va	showed that the	quasi experimenta
awijaya		related Vocabulary	and and	students	design and also
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awijaya		4 14	jaya Universitas Brawijaya	vocabulary and their writing	class.
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awijaya	Universitas Brawijaya		dan jaya Universifocuses jaya to	quasi-experiment	focuses on the
awijaya		UnLearning Based Eco-Iniversitas		with two sample	
		Campus Toward The inversitas		classes and	solving skill and the
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autiono		UnEmotional rawijaya Universitas	Brawijaya Universi emotional aya	group design.	whereas this
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awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universita 11ive Susilowati, A., e Universitas Bra Universitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Project-Based Learning Using Mind Maps to Improve Students' Environmental Attitudes Towards Waste Management in	International journal of Education, Vol.This focus using min map to establis the effectivenes of project-base learning method is science learning through wast management an its solutions a topics to improv students' environmental attitudes.	classroom. h The results d showed that the application of s PjBL model through mind maps on waste g theme and the e waste d management was s able to improve	This reserch focuses to show the effectiveness of PjBL method Through mind maps in science learning, whereas this disertation focuses on the implementation of PjBL through campaign.

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awijaya	Uni	, iduitor		, our		HVC13	sitas Brawijaya	Approach and	This Dissertation
awijaya				1	Y	nivers	itas Brawijaya	Result	
awijaya	12	Mukra, R&	Difference of Students'	2016	Jurnal Peli	tanivers	This research	This research	This research aim
awijaya	Univ	Nasution, Y	Learning Achievement	2010	Pendidikar	100 13 100 110	focuses to	used experiment	
awijaya	Univ		by Using Project		4	Univers	determine the	research. The	difference
awijaya	Unive		Based Learning and		//	Univers	differences of	result showed	Students' Learnin
awijaya	Univ	en	Problem Based		1	Univers	students' learning	that there is a	
awijaya		ers	Learning Model on			Univers	outcomes v using	significant	using PjBL an
awijaya			Topic of Pollution and		a	Univers	PiBL model and	differences	PBL Model on topi
SVBIIWE	Univ	ersita	Environment		, iva	Univers	PBL model on	between students	of pollution and
awijaya awijaya		ersita	Environment Conservation			Univers	nicio si ci inpegia -		
awijaya	Univ	ersitas			ijaya	Univers	PBL model on topic of pollution and conservation	between students who are taught using PJBL and	
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya UniverB. CONCEPTUAL FRAMEWORK Java Universitas Brawijaya tas Brawijaya Universitas Brawijaya Unive 2.13: Theoretical Basis sitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The theories will be used to underpin this study are: Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universit A) Environmental education wijaya Universitas Brawijaya awijaya awijaya awijaya Environmental education is a method that enables people to explore awijaya University environmental problems, have interaction in drawback determination, and take lava awijaya awijaya universities at a strain of the atmosphere. As associate degree outcome, people awijaya awijaya promote a comprehensive understanding of environmental problems and have awijaya awijaya the talents to form hip and accountable selections (EPA, 2017). Furthermore, awijaya awijaya EPA has ideas about the components of environmental educatian, those are (1) awijaya awijaya caring and easy reacting to the environment and its changes, (2) environmental awijaya awijaya knowledge and understanding and the challenges of environment, (3) concern for awijaya awijaya the environmental behaviour and motivation to improve and maintain the quality lava awijaya ability to discover and resolve the challenges of java Unive of environment, (4) awijaya awijaya unive environmental, and (5) activities participation that guide to the completion of awijaya awijava environmental challenges (EPA, 2017). awijaya awijaya Universit B) Environmental Awareness awijaya awijaya Universitas Bra Universitas Brawijava awijaya According to Collins English Dictionary (2010), environment means the awijaya 'external conditions or surroundings, esp. those in which people live or work' or awijaya awijaya awijaya 'external surroundings in which a plant or animal lives, which tend to influence its awijaya awijaya and behaviour'. On the other hand, awareness development Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijava Universitas Brawijava

Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya according to Merriam-Webster Dictionary (2017) is having or showing perception, or knowledge: understanding, Consequently, concious University environmental awareness is an aware condition, having knowledge and lave Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya unive conscious about the surrounding environment where people live and work, and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universite attempted to influence the development and attitude of the community sites Brawijaya awijaya awijaya Universitias B This study will describe environmental awareness as a combination of awijaya Universitas Brawijaya Universi awijaya aya Universitas Brawijaya Universitas Brawijaya awijaya Unive motivation, knowledge and skills (see figure 1). This model was developed in the awijaya Unive project 'Strategic guidelines for improving public awareness and environmental java awijaya awijaya Unive education in the Baltic Sea area'. (Partanen-Hertell et al, 1999). Universitas Brawijava awijaya awijaya awijaya awijaya Motivation awijaya awijaya awijaya

Figure 2.1. The three elements environmental awareness ava of Universitas B(Partanen-Hertell et al. 1999).

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awijaya awijaya Each element of environmental awareness comprises some aspects as awijaya awijaya Univerfollows:rawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universite 1. Motivation, values and attitudes: Universitas Brawijava awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 1) B concern about environmental problems, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 2) Sunderstanding of one's own empowerment, s Brawijaya Universit 3) Bunderstanding of responsibility and iversitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava

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awijaya awijaya awijaya Universit 4) willingness to act. Brawijaya Universitas Brawijaya Universit 2. Environmental knowledge including: versitas Brawijaya ersitas Brawijaya Universita1) Binformation about environmental problems, as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 2) knowledge of environmental problem causal relationships and esites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universit 3) sinformation about structural possibilities of environmental friendly avai awijaya awijaya Universitas Bactivities. awijaya Universitas B Universitas B awijaya Skills and ability to act: awijaya awijaya Universitas E different levels of waste, vehicles, residences, edification, involvement. awijaya awijaya political and organizational actions; awijaya awijaya different spheres of life: home, work, leisure, hobbies; and inversitas Brawijaya 2) awijaya awijaya habits vs. deliberate action (Partanen-Hertell et al. 1999). awijaya awijaya awijaya According to Harju-Autti (2013), Environmental awareness is a conscious awijaya state, possessinginformation concerning, and being responsive to the external awijaya awijaya unive surroundings within which individuals live and work, and that keep to affect the awijaya awijaya development and behavior of people. The upper degree of awareness in awijaya awijaya aware environmental acutely permits decisions to act in associate awijaya awijaya environmentally friendly manner.Furthermore, she stated that motivation is awijaya awijaya basically supported person's values and attitudes, as well as concern concerning awijaya awijaya environmental issuesand appreciation of someone'scognizance. Environmental awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive information includes info concerning environmental issues and information of the lave awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive causal relationships of environmental issues. Skills are personal talents to act in lava awijaya awijaya unive several levels of waste, vehicles, housing, education, participation, political and awijaya Universitas Brawijaya Universitas Brawijaya organizational activities etc (Harju-Autti, 2013). Universitas Brawijaya Universitas Brawijaya awijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya A motivation determine to improve the environment is based on values awijaya awijaya Universitas Bi and attitudes. Value is a form of appreciation and conditions that benefit for awijaya awijaya Unive humans as a determinant and reference in assessing and doing an action. Dietz Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya et al. (2005) discuss and analyse the relationship between values and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya unive environmentally significant behaviour from many angles. They conclude that awijaya awijaya values influence individual decisions and that individual decisions are awijaya awijaya consequential in shaping individual, and ultimately group, behaviour with regard awijaya awijaya to the environment. Attitude is a person's perspective of a thing or behaves awijaya awijaya according to his perspective, or in other words a relatively stable and enduring awijaya Universitas Brawijaya awijaya predisposition to behave or react in a characteristic way. awijaya awijaya Knowledge is a systematic study that is obtained through observation, awijaya awijaya research, and has been tested which leads to a determination with the nature or awijaya awijaya in the form of the principle of something being studied, investigated, awijaya awijaya etc. The knowledge a person has about his/her environment is central to the awijaya awijaya development of his/herenvironmental awareness. Understanding of the causeawijaya Unive effect relationships within our environment is especially important. However, lava awijaya awijava knowledge about environmental problems isnot sufficient to make people behave awijaya awijaya environmental friendly. In fact, underlying any change inan individual's behaviour awijaya awijaya is a decision based on a personal assessment. awijaya awijaya awijaya Universitas BThe third major factor of environmental awareness is skills. A skill is a lava awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University person's ability to operate a job more easily and precisely (Depdiknas, 2013). awijaya awijaya Even if someone was very motivated to improve the environment and was awijaya knowledgeable about environmental issues, she might not be able to behave environmental friendly. Skills and abilities to act in ways thatimprove the

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava environment are also needed. Learning suitable skills, like practical recycling, takes time and effort, both from individuals and societies. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit C) Constructivism Paradigm wijaya Universitas Brawijaya awijaya Universitas Constructivism is basically a theory based on observation and scientific Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya University, it is about how people learn and understand. According to Elliott et al in available awijaya awijaya McLeod (2019) Constructivism is learning that discusses people who actively awiiava Universitas Brawijaya Universitas awijaya build or create their own knowledge and thoughts that are determined by the awijaya awijaya experience of students. Furthermore Bada (2015) said that constructivism is a awijaya awijaya place for learning and learning, based on the premise as cognition (learning) is awijaya awijaya the result of mental construction. In other words, students learn by entering new awijaya awijaya information that they already know. To do this, we must ask questions, explore, awijaya awijaya and assess what we know. Based on Bloom taxonomy in Depdiknas (2013), awijaya awijaya there are 6 catagories in the result of learning process: awijaya awijaya 1) Cognitive awijaya awijaya Knowledge a. awijaya awijava This level emphasizes the ability to recall material that has been awijaya studied, such as knowledge of terms, special facts, conventions, lava Universitas Bray trends and sequences, classification and categories, criteria and java awijaya Universitas Bray methodology. This level is the lowest degree but it is a prerequisite for awijaya awijaya the next level. At this level, students answer questions based on the awijaya Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya memorization only. awijaya awijaya Operational verbs that can be used in this level are: to quote, mention, Universitas Brawexplain, describe, numerate, identify, register, show, label, index, pair, Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawname, Umark, read, realize, memorize, imitate, record, repeated, lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Braw reproducing, reviewing, selecting, stating, studying, tabulating, coding, awijaya Universitas Brawijava Searching, and writing. Universitas Brawijava Universitas Bb. Comprehensionas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrawAt this level, understanding is determined as the ability to understand java awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawcertain material being studied. These capabilities are: Universitas Brawijava awijaya awijaya Translation (the ability to change symbols from one form to awijaya Universitas Brawijaya Universitas Brawijaya another) awijaya awijaya Universitas Brawija Interpretation (ability to explain material) awijaya awijaya awijaya Extrapolation (the ability to expand meaning). awijaya awijaya At this stage, students answer questions in their own words and by Jniversitas Brawijaya awijaya awijaya Iniversitas Brawijaya giving examples of both principles and concepts. awijaya Operational verbs that can be used in this level are: estimating, awijaya awijaya characterizing, categorizing, detailing, vassociating, java explaining. awijaya awijaya comparing, calculating, contrasting, changing, maintaining, describing, awijaya awijaya exemplifying interweaving, distinguishing, discussing, exploring, awijaya awijaya exemplifying, explaining, modeling, expand, conclude, predict, awijaya summarize, and describe 4.6 awijaya C. Application Application is determined as the ability to apply information in real awijaya Universitas Brawijava Universitas - remainava universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawsituations, where the students are able to apply their understanding by lava awijaya awijaya Universities Brawusing it in the real situation. In this level, the students are supposed to have awijaya awijaya be able to apply the concepts and principles that they have in new awijaya awijaya situations that have never been given before. Operational verbs that can be used in this level are: assigning, sorting,

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya calculating, constructing, accustoming, preventing, using, assessing, training, exploring, expressing, adapting, investigating, operating, Universitas Braw operating ve questioning, conceptualizing, implementing, predicting, lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawproducing, processing, linking, compiling, simulating, solving, doing, java awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawandaabulatingitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Bd., Analysis iversitas Brawijava Universitas Brawijava awijaya **Brawilaya** awijaya It can be said that analysis is the ability to break down a material into awijaya clearer components. This ability can be: awijaya awijaya Element analysis (analysis of material parts) awijaya awijaya Relationship analysis (relationship identification) awijaya awijaya Analysis of organizing principles (organizational identification) awijaya At this stage, students are asked to break down information into awijaya awijaya several sections to find assumptions, and to distinguish opinions and awijaya facts and find causal relationships. awijaya awijaya Operational verbs that can be used in this level are: analyze, audit, awijaya awijaya solve, confirm, detect, diagnose, select, detail, nominate, diagram, awijaya correlate, rationalize, test, enlighten, explore, explore, conclude, find, review, maximize, maximize, order, edit, associate, select, measure, java awijaya train and transfer. Universitas BeawSynthesisversitas Brawijaya Universitas Brawijaya awijaya awijaya Universities Bran Synthesis is determined as the ability to produce and combine awijaya Universitas Brawijaya Universitas Brawija awijaya elements to form a unique structure. This ability can be in the configuration of producing unique communications, plans or activities Universitias Braw that are intact, and a set of abstract relationships. Universitas Brawijay Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya At this level, students are required to produce their own hypotheses or Universitas Braw theories by combining various sciences and knowledge. Universitian Braw Operational verbs that can be used in this level are: abstract, lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braworganize, animate, collect, categorize, code, combine, compose, java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawcompose, construct, cope, connect, create, create, correct, correct, java Universitas Braudesign, plan, dictate, enhance, clarify, clarify, , facilitate, form, repair, display, formulate, generalize, combine, integrate, limit, prepare, produce, summarize, and reconstruct. Universitas Bra Evaluation Evaluation is determined as the ability to obtain benefits for certain things in accordance with clear criteria. This activity deals with the niversitas Brawijaya value of an idea, creation, method or method. At this stage, a person is guided to gain new knowledge, better understanding, new applications and unique new ways of analysis and synthesis. According to Bloom there are at least 2 types of evaluation, namely: Evaluation based on internal evidence

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Evaluation based on external evidence

awijaya Universitas Brawijaya Universities Bray Operational verbs that can be used in this level are: compare, beat, lave Universitas Brawijaya Universitas Entimer Universitas Brawjudge, rotate, criticize, weigh, decide, discuss, predict, clarify, assign, java Universitas Bray support, climb, defend, detail, measure, summarize, prove, validate, lava test, support, choose, and project. (Bloom as cited in Kurikulum Universitas Brawijava 2013)). Universitas Brawijay

At this level, participants discuss information, than making decisions. will available

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awijaya awijaya 2) Affective Universitas BrawijayThe affective domain is the domain that deals with attitudes, java Universitas Evalues, feelings, emotions and the degree of acceptance or rejection of an inversion Universitas Brawijava object in teaching and learning activities.Kartwohl & Bloom in Depdiknas awijaya awijaya (2013) divided the affective domains into 5 categories, namely: awijaya Universitas Brawi Receiving Presitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Univers awijaya awijaya Universitas BrawThis category is the lowest level of affective which includes passive lava awijaya awijaya Universitas Bravacceptance of problems, situations, symptoms, values and beliefs. wijaya Universitas Brawijaya awijaya Acceptance is a kind of sensitivity in receiving stimulation or external awijaya awijaya stimulation that comes to students. This can be exemplified by the awijaya awijaya attitude of students when listening to educators' explanations carefully awijaya awijaya where they are willing to accept the values taught to them and they awijaya have the willingness to join themselves or identify themselves with awijaya those values. awijaya awijaya Operational verbs that can be used in this category are: choosing, Java awijaya questioning, following, giving, adhering, obeying, and interested. Brawijaya awijaya b. Responding awijaya This category deals with answers and the pleasure of responding or awijaya realizing something that is in accordance with the values held by the awijaya community. Or this matter can also be stated that responding is an awijaya awijaya attitude that indicates active participation to involve itself in certain awijaya awijaya Universitas Brawphenomena and react to it in one way. This can be exemplified by Java awijaya Universitas Brawsubmitting an assignment report on time. Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava Universitas Braw Operational verbs that can be used in this category are: answer, help, propose, compromise, like, welcome, support, approve, display, Universitas Brawreport, vote, say, sort out, reject. versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BcawValuing / Assessment wijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Braw This category deals with providing value, appreciation and trust in a law awijaya awiiava particular symptom or stimulus. Students are not only willing to accept awijaya awiiava the values taught but also have the ability to assess the phenomenon awijaya as good or bad. This can be exemplified by being honest in teaching awijaya awijaya and learning activities and being responsible for everything during the awijaya sītas Brawijaya awijaya learning process. awijaya awijaya Operational verbs that can be used in this category are: assuming, awijaya niversitas Brawijaya believing, completing, convincing, clarifying, initiating, sit inviting, ijaya awijaya awijaya combining, proposing, emphasizing, and contributing. awijaya d. Organization / Manage awijaya awijaya This category includes the conceptualization of values into a value awijaya awijaya system, as well as the stabilization and priority of values that have awijaya been owned. This can be exemplified by the ability to weigh the awijaya positive and negative consequences of a scientific progress on human java Universitas Brawijaya awijaya Universitas Brawlife. Universitas BrawOperational verbs that can be used in this category are: adheres to, java awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Branchanges, organizes, classifies, combines, maintains, builds, forms awijaya awijaya opinions, integrates, manages, negotiates, and talks. Universitas Bra Characterization Brawijaya Universitas Brawijaya Universitas Brav This category deals with the integration of all the value systems that a Universitas Brawperson has that affect personal patterns and behavior. The value Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawinternalization process ranks highest in the value hierarchy. This is exemplified by the willingness to change opinions if there is evidence Universitas Brawthat does not support his opinion.versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Braw Operational verbs that can be used in this category are: changing lava awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya universitias Brawbehavior, having good character, influencing, listening, qualifying, available awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawserving, showing, proving and solving. as Brawijava awijaya Universitas Brawijaya Universitas Devijaya Universitas Brawijaya awijaya awijaya Unive 3) The psychomotor awijaya awijaya This domain includes the competence to do work by involving students awijaya awijaya limbs as well as competencies related to physical (motoric) movements awijaya awijaya consisting of reflex movements, basic movement skills, perceptual abilities awijaya awijaya accuracy, complex skills, as well as expressive and interperative. awijaya awijaya Categories included in this domain are: awijaya awijaya awijaya Imitate a. awijaya awijaya This category of imitation is the ability to do something with an example that awijaya awijaya is observed even though the meaning or essence of that skill is not yet awijaya awijaya understood. awijaya Universit Operational verbs that can be used in this category are: activating, adjusting, lava awijaya awijaya combining, applying, organizing, gathering, weighing, minimizing, building, awijaya awijaya changing, cleaning, positioning, and constructing. awijaya awijaya awijaya Universitab. BManipulating iversitas Brawijaya Universitas Brawijaya awijaya This category is the ability to take action and choose what is needed from Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

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68 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Operational are: correcting, verbs that can be used in this category demonstrating, designing, sorting, training, refining, identifying, filling, placing, versitemaking, manipulating, repairing, and mixing. Itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BExperience Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universit This category is an appearance of action where the thing taught and used as java awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universit an example has become a habit and the movements are displayed more awijaya awijaya niversitas Brawijaya Universitas Brawijaya Universit convincingly. awijaya awijaya awijaya Operational verbs that can be used in this category are: transfer, replace, awijaya awijaya rotate, send, move, push, pull, produce, mix, operate, package, and wrap. awijaya awijaya Articulation d. awijaya awijaya awijaya This category is a stage where a person can perform a more complex skill ava awijaya especially related to interpretive movements. awijaya awijaya awijaya Operational verbs that can be used in this category are: to shift, sharpen, niversitas Brawijaya awijaya awijaya shape, match, use, start, drive, type, stick, sketch, loosen, and weigh awijaya awijava Universit (Depdiknas,2013) awijaya D) Factors Influencing the Learning Achievement awijaya awijaya Universitas Brav Universitas Every activity that we do has factors that influence it, wheiter motivate or laya awijaya awijaya Unive demotivates factors. Learning achievement is one of the activity result, and it also have awijaya awijaya influenced by some factors. According to Muhibbin Shah (2008 as quoted in awijaya Pearson, 2012) states that learning achievement is the level of student success awijaya awijaya in learning subject matter at school expressed in the form of scores obtained from test results on certain subject matter. The factors that influence learning

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matter. The factors lava Universitas Bra ljava Universitas Bra ljava Universitas Bra ljava Universitas Bra

fluence learning Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya achievement can be divided into two general groups, namely internal and awijaya external factors. Universitas Brawijaya Universitas Brawijaya Unive 1 Internal Factor Universitas Brawijaya Universitas Brawijaya awijaya Internal factors consist of two general groups, they are physiological factors and awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive psychological factors versitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya a. Physiological factors Envilaya Universitas Brawijaya awijaya awijaya awijaya Universitas BThere are two kinds of physiological conditions. The first is a general lava awijaya awijaya physiological condition. This condition affects the learning process of students. awijaya awijaya Students who have good health will have good learning capacities. While awijaya awijaya students who are ill or have bad health conditions, will have a weak physique, so awijaya awijaya that their sensory and motor nerves become weak. As a result, these students awijaya awijaya will find that it is difficult to learn because they become tired, dizzy, sleepy, and awijaya awijaya lack of concentration to study. The second is certain physiological conditions awijaya Unive related to the function of the five senses in the learning process, especially vision awijaya awijaya unive and hearing, and also other physical disabilities will disrupt student concentration awijaya awijava A 5 in the learning process. awijaya awijaya awijaya Unive b. Psychological factors awijaya awijaya Asvio et al (2017) divides psychological factor into five types, they are as awijaya awijaya follows: Universitas Brawijaya awijaya awijaya awijaya Univer(1) aInterestiava awijaya Interest is a tendency that causes someone trying to find or try activities in certain fields. Activities that are of interest to a person, are paid attention to constantly accompanied by a sense of pleasure. And interest is also a awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava psychological factor found in everyone so that interest in something or certain activities can be owned by everyone. If someone is interested in something, jaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawilava Lack of interest can result in students disliking existing subjects making it awijaya awijaya difficult to concentrate and difficult to understand the contents of the subject and awijaya awijaya ultimately affect the learning outcomes. Interest can be expressed through a awijaya Universitas Brawijaya awijaya statement that shows that students prefer one thing to another, it can also be awijaya Unive manifested through participation in an activity. Students who have an interest in a laya awijaya awijaya Universaticular object tend to pay greater attention to that object. So, from this available awijaya awijaya understanding it can be understood that the occurrence of interest is due to the awijaya awijaya encouragement of feelings of pleasure and the attention to something. awijaya awijaya awijaya (2). Intelligence awijaya awijaya According to David Wechsler as cited in Plucker (2016), Intelligence is the awijaya awijaya ability or the whole capacity of individuals to act consciously, to think logically and awijaya awijaya Unive be actively involved with their environment. Intelligence is people ability to think awijaya Iniversitas Brawijaya awijaya and act in order to master the environment effectively. Intelligence factor is awijaya Unive related to IQ. Every people have different IQ level. If someone has IQ 110-140, java awijaya Unive he/she is categorized as smart people, and if someone has IQ over 140 he/she is lava awijaya awijaya categorized as genius. This category has potency to finish their study in under awijaya

graduated. But, if people have IQ less than 90 are categorized as dullards and have many difficulties in learning. This aspect has big impact for students learning achievement. If someone intelligence is low and he/she doesn't get help from teacher and parents, his/her effort in learning will get a bad result or event fail.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya (3). Talent Universitas BCrow and Crow in Savitra (2017) also define talent as a quality that is java unive owned by every person which is in a very diverse level with each other. Talent is the ability to learn. Talent is the potential possessed by someone as an inborn awijaya awijaya from birth. For example, someone who is talented in painting will do his painting awijaya awijaya faster than someone who is less talented. The innate potential of students to awijaya Universitas Brawijaya awijaya become talents associated with intellectual intelligence (IQ) of students. The level awijaya Unive of intellectuality of ordinary talented students tends to be above average. But java awijaya awijaya Universite students with high intellect do not always show talented students. For example, juva awijaya awijaya artistic talent and sports both require strategy, tactics and logic related to awijaya awijaya intelligence. Thus, generally gifted students do have a level of intelligence above awijaya awijaya awijaya

the average

awijaya awijaya

awijaya

(4). Motivation

awijaya Motivation means that everything that drives a person to do something awijaya awijaya (Purwanto, 1985) there is motivation that comes from ourselves and from outside. awijaya awijaya Unive Motivation encourage someone to get good achievement and success. Java awijaya ava Universitas Brawijaya Unive Motivation as internal factor has function to becomes a basic and directs learning lava awijaya Unive process. Motivation can determine the way of the student to reach the goal, so lava awijaya learning success is as big as motivation. Someone who has big motivation will awijaya awijaya study hard, never give up, and always study to increase his/her achievement. In awijaya awijaya contrary, someone who has low motivation, he/she does not care with the lesson, awijaya awijaya and always disturb learning process. Therefore, she/he easy to give up gets Universitas Brawijaya Universitas Brawijaya many difficulties. awijaya Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya (5). Intelligence/ Cognitive abilities awijaya Universitas Brawijaya Universitas EAccording to Michelon (2006), cognitive abilities are brain-based skills we have need to carry out any task from the simplest to the most complex. They have more to do with the mechanisms of how we learn, remember, problem-solve, and awijaya awijaya pay attention, rather than with any actual knowledge. In general intelligence is awijaya awijaya defined as the psycho-physical ability to react to stimuli or adapt to the awijaya Universitas Brawijaya Universitas Brawijaya awijaya environment through appropriate means. Intelligence is the most important awijaya Universide psychological factor in student learning processes, because it determines the lava awijaya awijaya Unive quality of student learning. Students who have a normal level of intelligence can have awijaya awijaya unive succeed well in learning, if he learns well, meaning learning with an efficient awijaya awijaya learning method and the factors that influence his learning have a positive awijaya awijaya influence. Therefore, it needs guidance of learning from others, such as teachers, awijaya awijaya parents, and so forth. As an important psychological factor in achieving learning awijaya awijaya success, every knowledge and understanding of intelligence needs to be awijaya awijaya possessed by every professional teacher so that they can understand the level of ave awijaya Unive intelligence. awijaya awijava awijaya 2. The External Educational Factors awijaya Univer1) Parental Involvement awijaya awijaya awijaya Grolnick and Slowiaczek (1994), defines parental involvement as parental awijaya awijaya obligations to children in a given domain. They describe three types of awijaya awijaya involvement in children's education: behavior, cognitive-intellectual, and personal. awijaya Unive Parental behavior is their participation in activities at school (eg, attending parent-ijava unive teacher conferences and school activities) and at home (eg, helping with homework, asking about school). Cognitive-intellectual involvement involves awijaya

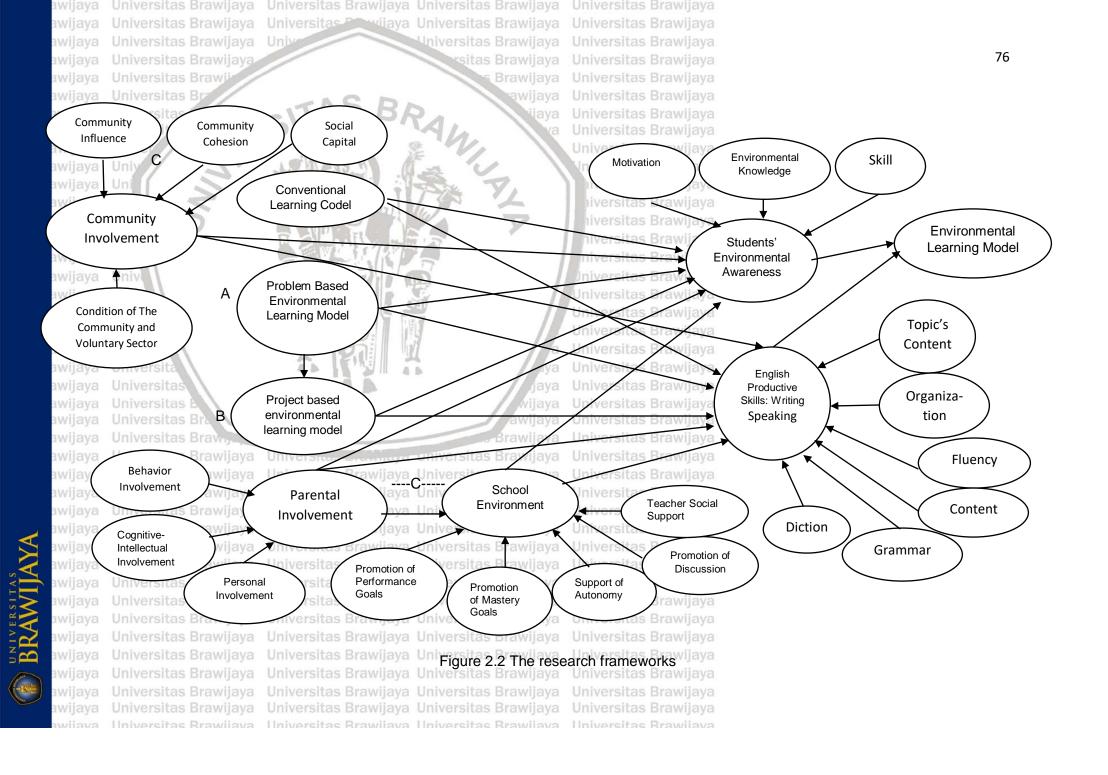
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava bringing children closer to intellectually stimulating activities such as going to the about current events. The third category, library and talking personal awijaya ^{ve} involvement, is knowing and following what happens with children in school. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawilava The family is the first environment that influence various aspects of child awijaya awijaya development, including social development. Conditions and ordinances of family awijaya awijaya life are a conducive environment for the socialization of children. In the family, awijaya awijaya they apply the norms, of family life, and they also manipulate the behavior and awijaya Unive culture child. Educational process that aims to develop the child's personality is lave awijaya awijaya Unive more determined by the family. Social pattern and norm in putting child towards lave awijaya awijaya Unive the environment is usually set and directed by the family. awijaya awijaya awijaya According to Gregory, he stated that parents in urban areas were often awijaya awijaya challenged by circumstances that did not exist, such as a difficult environment, awijaya and had to work for their families. Studies show that parental and community awijaya awijaya involvement is a key factor in determining student academic success. Apart from awijaya awijaya a few common misperceptions, many successful urban students come from awijaya awijaya homes who have high expectations for their children, have good communication, awijaya awijaya value literature, monitor the media influence of their children, maintain a good awijaya home environment, and have a system appreciation for the success of their awijaya awijaya children (Gregory, (2000) cited in Jones, 2012). In addition Coleman (1988, awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 1990), cited in Jones, 2012, stated that if parents hope and want their children to awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive succeed, they must be fully involved and have a strong relationship with their available awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijava **Hniversitas Brawilava** awijaya

awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava Unive 2) School Environment Sitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas BAccording to the National Center for Supporting Learning Environments Java (2018), they state that the school environment is broadly characterized by facilities, classrooms, school-based health support, and disciplinary policies and awijaya awijaya practices. These are external factors that affect students. Furthermore, Konishi et awijaya awijaya al. (2007) cited in Jones, (2012) writes that when there is an environment of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya unive nurture and trust, schools will succeed. A positive school environment will create awijaya Unive a pleasant learning environment, so students have room to develop themselves. awijaya awijaya Unive Successful schools have a vision to have the same understanding of goals, available awijaya awijaya Unive principles and expectations for everyone in the learning community. Versitas Brawijava awijaya awijaya awijaya 3) Community Involvement awijaya awijaya According to Preston (2013), a community is the existence of people who awijaya awijaya form groups and reside in certain places or regions, where people have the same awijaya awijaya characteristics, values, knowledge, and activities which are realized through awijaya awijaya Unive things such as ethnicity, culture, language, religion, recreation, business / lava awijaya awijaya University organization, closeness, and lifestyle. In addition, he defines community awijaya aya Universitas Brawijaya Unive involvement as a school that focuses on students - community connections that lava Unive directly or indirectly support students' physical, social, emotional, and intellectual java awijaya needs (Preston, 2013). Meanwhile according to Epstein, (2011) and Gregoric, awijaya awijaya (2013) as cited in Preston, (2013), community resources that increase community awijaya awijaya involvement in schools including people, programs, businesses, activities, facilities, policies, finance, and norms local, beliefs, and attitudes - anything that can help improve student success. The research also highlights that schoolversitas Brawijava Universitas Brawijaya Universitas Brawijaya community partnerships positively influence the overall health, attitudes, and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

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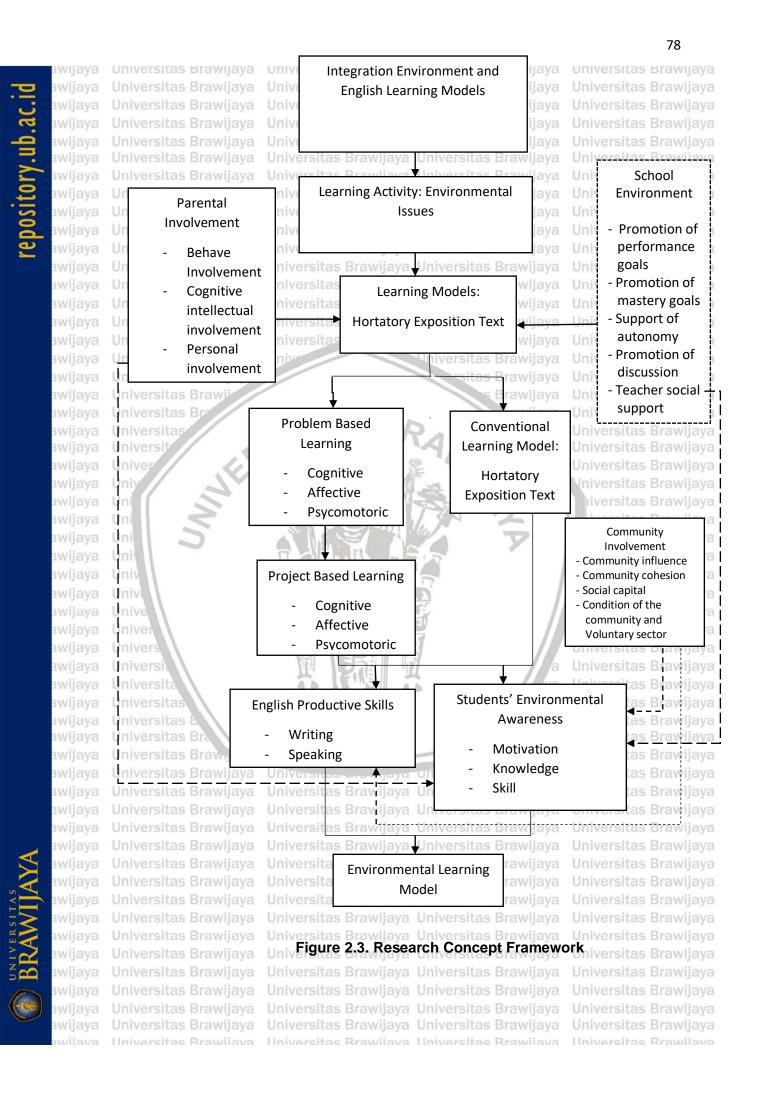
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya behavior of students (Patrikakou, Weissberg, Redding, & Walberg, 2005 as cited in Preston, 2013). Indicators of community involvement are community influence, community cohesion, social capital and the condition of the community and the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive voluntary sector (Humm et al., 2005) ya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 2.14. Framework of Concept Brawijaya Universitas Brawijaya awijaya awijaya The conceptual framework of theoretical relationship relating to awijaya awijaya Integration of the Students' Environmental Awareness and Productive Skills in awijaya awijaya EnvironmentalLearning Model at SMAN 1 Gambiran Banyuwangi, which are awijaya awijaya expected to identify, explan, measure and analyzethe theoretical research awijaya awijaya questions are as follows: awijaya awijaya whetherthere is a significant effect of the students who are taught by 1) awijaya awijaya using problem based learning on their environmental awareness and awijaya awijaya writing skills; awijaya awijaya whether there is a significant effect of the students who are taught by 2) awijaya awijaya using project based learning on their environmental awareness and awijaya awijaya speaking skills; and awijaya

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awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Where: A and B are exogenous (independent) variables and C is moderator. This scheme will be explain brief and detail on page 104. Universitias The concept of framework in this study is investigating the relationship between learning activities with the topic of environmental problems which use awijaya awijaya two models of learning: Problem Based Learning(PBL) and Project Based awijaya awijaya learning (PjBL) and students' environmental awareness. Each learning model awijaya awijaya also teaches productive skills, PBL teaches writing skill and PjBL develops awijaya Unive students' speaking skill. Both exogenous variables that are learning models PBL java awijaya awijaya and PjBL have indicators: cognitive, psychomotor and affective. While the awijaya awijaya unive indogenous variables that is students' environmental awareness has indicators: awijaya awijaya motivation, environmental knowledge and skills. awijaya awijaya awijaya The relationship between exogenous variables and endogenous variable awijaya also influenced by moderator variables involving parents and school environment. awijaya awijaya The existence of moderator variables are to measure how much strength the awijaya awijaya relationship between exogenous variables and endogenous variable. Parental awijaya involvement variable has three indicators: behaviour involvement, cognitiveawijaya awijaya awijaya intelectual involvement and personal involvement. While the school environment awijaya awijaya variable has five indicators: promotion of performance goals, promotion of awijaya awijaya mastery goals, support of autonomy, promotion of discussion and teacher social awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive support. Furthermore, the relationship between learning model variables with the lave awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive students' environmental awareness variable and the moderator variable of parent lava awijaya awijaya unive involvement and school environment can be described with the research concept Universitas Brawijaya awijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Theoretical framework is the theoretical flow that will be discussed to identify and analyze the problems in this study. To make more clear about the theoretical basis that the researcher uses in this study, then the theoretical Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive framework is arranged as in figure 3.2.a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Based on the research framework, the hypotheses which are designed in awijaya Universitas Bi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya awijaya 1) H_{1.1}: there is an effect of problem based learning on the students' awijaya awijaya environmental awareness and writing skills. awijaya awijaya on the students' 2) H_{1.2}: there is an effect of project based learning awijaya awijaya environmental awareness and speaking skills. awijaya awijaya 2.15 Definition of The Research Variables awijaya awijaya awijaya There are seven variables that need to be defined as they are used in this awijaya awijaya context of the study. The variables are as follows: awijaya awijaya 1. Environmental awareness is being aware of the natural environment and awijaya awijaya take action that is beneficial rather than damaging the earth (Sullivan, Brawiiava awijaya 2018). Motivation, values and attitudes: awijaya Universitas Brawa, concern about environmental problems, awijaya awijaya awijaya Universitas Brawbayunderstanding of one's own empowerment, jaya awijaya Universitas BrawCay understanding of responsibility and as Brawliava awijaya awijaya Universitas Brawd., willingness to act., wijava Universitas Brawijava awijaya Universitas Brawii Universitas BrawEnvironmental knowledge: a. information about environmental problems, Universitas Brawijaya Universitas Brawb, knowledge of environmental problem causal relationships and Brawlaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya c. information about structural possibilities of environmental friendly awijaya Universitas Brawij Universitas Brawijayactivities. rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw Skills and ability to act: Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya a. different levels of waste, vihicle, residences, edification, political awijaya Universitas Brawactions, involvement, organizational actions; awijaya awijaya awiiava b. different spheres of life: home, work, leisure, hobbies; and habits vs. awijaya awijaya deliberate action (Partanen-Hertell et al. 1999). awijaya Universitas E awijaya Problem-based learning is a method of direct learning, active case Universitas B awijaya awijaya learning, which centered on systematic examination and the action of awijaya awijaya solving messy real-world problems. (Barrows, 1986). awijaya awijaya Project-based learning is a learning model that refers on a constructivism 3. awijaya approach, which includes the construction of knowledge with various awijaya awijaya perspectives, in social activities, and allows self-awareness to learn and awijaya awijaya know while depending on the learning context (Duffy & Cunningham, awijaya awijaya 1996 cited in Tamim & Grant, 2003). awijaya awijaya Productive skills are also known as active skills, mean the information awijaya awijava dispatch that a speaker generate in either oral or written format awijaya (Golcofva & Hubackova, 2014). awijaya awijaya Universit a. Writing is one of the productive skills of English that needs to be mastered java Universitas Brawijava Universitas - ----awijaya Universitas by English learners because writing is a communication tool and it is available awijaya awijaya believed to be an indicator of communication competence of the target awijaya awijaya language. Good writing skills represent the ability of students to awijaya awijaya communicate through English. Written language is used to communicate with others who are separated in time and space (Nunan, 1999). Universitas ^BFurthermore, Harmer (2004) states that writing is the only skill that allows Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

80

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya students to produce tangible products, where the product can be touched, Universitas Bread, and can still be useful for a long period of time. b. Speaking is an interactive process for arranging meaning related to the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian B production and reception and processing of message (Brown, 1994; Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitian Burns & Joyce, 1997). Furthermore, speaking lessons can follow the awijaya awiiava stages of the pattern such as: preparation, presentation, practice, awijaya evaluation, and usual development. The teacher can use preparatory awijaya awijaya awijaya steps to set the speaking assignment context, such as with whom, when, awijaya awijaya where and why students will implement the assignment. To start niversitas Brawijaya awijaya awijaya awareness of the speaking skills to be targeted (ask for explanations, awijaya awijaya emphasize key words). In the presentation, the teacher can give students awijaya iversitas Brawijaya a preproduction model that is easier to understand awijaya and help them java awijaya become observers of the language use. awijaya awijaya Practice involves students in reproducing targeted structures, usually in a awijaya awijaya programmatic way. Whereas evaluation pays attention to the skills being awijaya awijaya tested and asks students to observe and assess their own progress. At awijaya awijava last, the manifestation of the activity is to ask students to use strategies or lave awijaya skills in different contexts or authentic communicative situations, or to java awijaya Universitian Bintegrate the use of new skills or strategies with previously acquired skills java Universitas Brawijaya Universitas Entre awijaya Universitas B(Carter & McCarthy, 1995). java Universitas Brawijava Universitas Brawijava awijaya awijaya 5. Parental involvement is the obligation of parents to children in certain awijaya ersitas Braw awijaya domains and Larocque, Kleiman, and Darling (2011) state that family awijaya awijaya involvement in general can be defined as a form of caring parents or caregivers in the education of their children, more specifically the Universitas Binvolvement of people Parenting is a behavior of parents at home and lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya school intended to support the advancement of their children's education Universitas ^B(El Nokali, Bachman, and Votruba-Drzal, 2010). tas Brawijaya Universitas B-awInvolvement of parental behavior reflects home and school-based lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawengagement strategies, such as active communication between home Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitian Brawand school, volunteering at school, and helping with homework (Hill & java awijaya awijaya Universitas Braw Tyson, 2009) sitas Brawijaya Universitas Brawijaya awijaya niversitas Brawi awijaya awijaya Universitas Braw awijaya awijaya awijaya awijaya awijaya 2009). awijaya awijaya awijaya awijaya awijaya awijaya awijaya (Hill & Tyson, 2009). awijaya awijaya 6. School environment means awijaya awijaya Promotion of performance goals awijaya awijaya Promotion of mastery goals awijaya Autonomy support awijaya Universitas B+ Promotion of discussion awijaya awijaya Universitas B- Teacher social support (Wang & Helcombe, 2010).ava awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 7. Community Involvement awijaya awijaya awijaya Universitas Community influencetas Brawijaya Universitas Brawijaya awijaya Universita-Community Cohession^S Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Social capital iniversitas Brawijaya Universitas Brawijaya

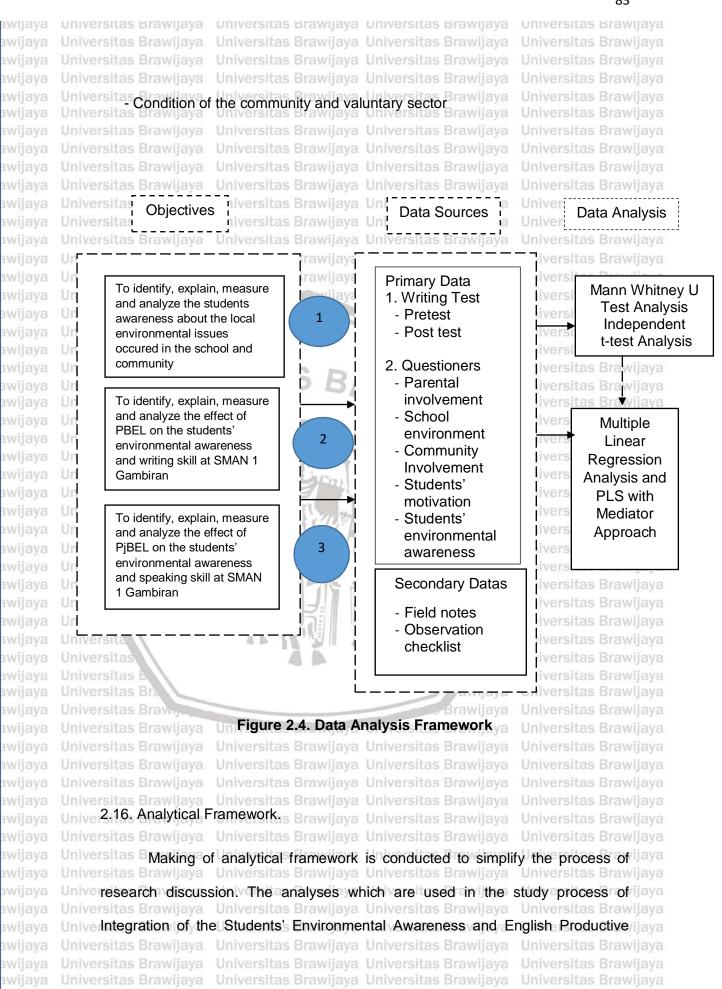
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Cognitive-intellectual parental involvement includes involvement at home and includes the role of parents in exposing their children to activities and experiences that stimulate education.(Hill & Tyson, ersitas Brawijaya

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Parental personal involvement reflects the attitudes and desires of parents towards school and education and conveys the importance of learning, by socializing about the values and benefits of education.



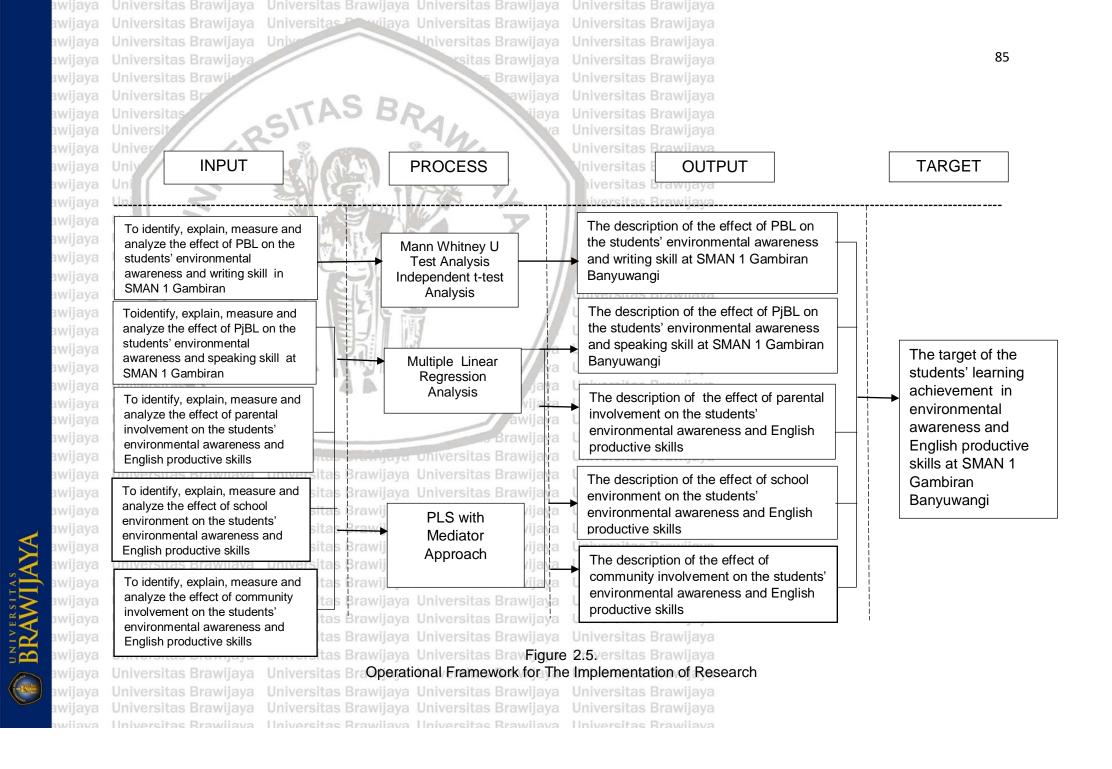


83

Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Skills in Environmental Learning Model at SMAN 1 Gambiran Banyuwangi are 1) descriptive quatitative analysis; to analyze the effect of learning models PBL and awijaya PiBL on students' environmental awareness, and 2) PLS analysis with mediator Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya approach to know the dominant factors affecting students' environmental Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awareness. The phase of the data analysis process is depicted as in Figure 2.4 awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 2.17. The Operational Framework of Research Implementation awijaya awijaya awijaya The process of Integration of the Students' Environmental Awareness and awijaya awijaya English Productive Skills in Environmental Learning Model at SMAN 1 Gambiran awijaya Banyuwangiwill be done systematically, ranging from data collection to the awijaya awijaya iversitas Brawijaya awijaya preparation of recommendations. The stage of this process is illustrated as in awijaya Figure 3.6 below: awijaya awijaya awijaya awijaya awijaya awijaya awijaya

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Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitian B Due to lack of literatures to support the environmental education in the most high school curriculums, therefore students do not able to achieve the skills to understand their environment. Besides a lack of survey on awareness, awijaya awijaya knowledge and attitude about environment (Yaghaubi, 2003 cited in Aminrad et awijaya awijaya al, 2013). Moreover from several previous studies (Maulidya, et al, 2013; Cruz & Universitas Brawijaya Univers awijaya Universitas Brawijaya awijaya Tatengco, 2017; Gulcova & Hubackova, 2014; Wiek, et al, 2014), it appears that awijaya awijaya Universearches only concern on the learning and teaching process and the lava wijaya Universitas Brawijaya awijaya unive environmental aspects. While, Integration of the Students' Environmental awijaya awijaya Unive Awareness and English Productive Skills in Environmental Learning Model awijaya awijaya study showed the diverse results depending on the aspects of the study and the awijaya awijaya research locations. Moreover, the comprehensive study in Indonesia which awijaya awijaya pollution, parental include environmental learning models, behaviour, awijaya awijaya involvement, school environment, environmental involvement, community awijaya awijaya Unive awareness, and productive skills on high school students in the villages in lave awijaya Unive Indonesia is lacking. So, the study's results are expected to be a new model of awijaya awijava environmental learning in English subjects. awijaya Universitas awijaya awijaya awijaya 2.19. The Originality of Research awijaya Universitas Brawijaya awijaya The originality of the study presents similarities and differences in the field awijaya awijaya

of research with previous research. This is to avoid repeating the study of the

same things. Thus it will be known what things distinguish and what are the similarities with previous research. The table below will describe the research Univeroriginality.wijaya

	awijaya	universitas	s Brawijaya	universitas B	rawijaya univ	versi	tas Brawijaya	universitas Brawijaya
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2	awijaya	UniverNo	Author, Yea	r and Title	Similarities	versi	Differences	Originality of
•	awijaya	Universitas	Brawijaya	Universitas B	rawijaya Univ	versi	tas Brawijaya	Research
1110	awijaya	Universita	Iswandari, [D. C., et al.	The focus of	yersi	Through PBL	Developing
	awijaya	Universitas	2017. Effec		the research		this study ava	environmental
	awijaya	Universitas		tal Problem	is similar,	versi	only focuses	awareness of
2	awijaya	Universitas	Dubbu Lot	arning on the	using text		ons Brawijaya	class XI as Brawijaya
-	awijaya			Universitas B	exposition		environmental	studentsas Brawijaya
	awijaya	Universitas		nvironment-B	hortatory in		vocabulary in	throughtas Brawijaya
	awijaya	Universitas		abularysitas B	introducing		students'ijaya	environmental vijaya
	awijaya	Universitas		d Writingtas B	rthejaya Univ		writingawijaya	vocabulary in avijaya
	awijaya			tyniversitas B	environment and writing		tas Brawijaya	writing itas Brawijaya
	awijaya			Universitas P	skills learnin	-	tas Brawijaya	hortatory exposition.
	awijaya		Brawijaya	Unive	This researc	ch	tas Brawijaya	
	awijaya		Brawijaya		also used	CYC61	tas Brawijaya	Universitas Brawijaya
	awijaya	Universitas			quasi		e Brawijaya	Universitas Brawijaya
	awijaya	Universitas	s Bra	TAS	experimenta	al	awijaya	Universitas Brawijaya
	awijaya awijaya	Universita: Universit		SIL	design		Haya	Universitas Brawijaya Universitas Brawijaya
	awijaya				analysis.	4	-	
	awijaya	Univer2	2016. Differ	Nasution, Y.	This sudy used PBL		This study is to explain the	Using PBL and PjBL to
	awijaya	Uni	Students' Lo	MIN - HEA MAY HILL WHITES	and PjBL to		differences in	develop as Brawijaya
	awijaya	Uni	Achieveme		develop	1.000	student	students's Brawijaya
	awijaya	Uni		ed Learning	students'		learning	environmental vijava
	awijaya	Uni	and Probler		environment		outcomes	awareness.Brawijaya
	awijaya	Univ	Learning Mo	odel on	awareness.		using PBL	niversitas Brawijaya
	awijaya	Univ	Topic of Po	A 104 DI ADDE 100	This study		and PjBL	Universitas Brawijaya
	awijaya	Unive	Environmer		was		learning	Universitas Brawijaya
	awijaya	Univer	Conservatio		experimenta		models in the	Universitas Brawijaya
	awijaya	Universit	Wachyu, M	18	study. This study		Biology class This study is	Using PBL
	awijaya	Universit	Rukmini, D.		used PBL		to determine	and PJBL to
	awijaya	Università		s of Project	and PjBL to		the Aya	develop Brawijaya
	awijaya	Universitas	Based Lear		increase		differences in	students's Brawijaya
	awijaya	Universitas	Problem Ba	sed	students'		students	writing skills ^{3rawijaya}
	awijaya 	Universitas	Learning Fo		writing ability		learning	in writing Brawijaya
	awijaya	Universitas	Biography T		in high	and the second se	outcomes	Biography Brawijaya
	awijaya	Universitas			school. This		using PBLaya	ltextersitas Brawijaya
	awijaya			tudentsitas B Universitas B	study is qua		and PjBL Jaya	Universitas Brawijaya
	awijaya awijaya		Brawijaya	Universitas B			learning jaya models in aya	Universitas Brawijaya Universitas Brawijaya
	awijaya	and the second sec	Brawijaya	Universitas B			writing	Universitas Brawijaya
C	awijaya		Brawijaya	Universitas B			Biography	Universitas Brawijaya
	awijaya		Brawijaya	Universitas B			text. Brawilava	Universitas Brawijaya
7	awijaya		s Brawijaya	Universitas B	rawijava Univ	versi	tas Brawijaya	Universitas Brawijaya
	awijaya		Brawijaya				itas Brawijaya	Universitas Brawijaya
	awijaya	Universitas	s Brawijaya	Universitas B	rawijaya Univ	versi	itas Brawijaya	Universitas Brawijaya
ANNU	awijaya	Universitas	s Brawijaya	Universitas B	rawijaya Univ	versi	itas Brawijaya	Universitas Brawijaya
à	awijaya		s Brawijaya	Universitas B	rawijaya Univ	versi	itas Brawijaya	Universitas Brawijaya
>	awijaya		s Brawijaya				itas Brawijaya	Universitas Brawijaya
	awijaya		s Brawijaya				itas Brawijaya	Universitas Brawijaya
	awijaya awijaya		s Brawijaya s Brawijaya				itas Brawijaya itas Brawijaya	Universitas Brawijaya
	10/11/21/21	THVPRIDA	- manananana	THINGS IN STREET	CANADARSE TIMIN	1001.001	ISAN INFRAMILANS	THIVEISING BRAWIIAVA

Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas Bravijaya Universitas Brawijaya ersitas Brawijaya Universitas RESEARCH METHOD Brawijava awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas ^BThe location of the study is SMA Negeri 1 Gambiran in Banyuwangi. It is awijaya jaya Universitas Brawijaya Universitas Brawijaya Unive located at JI. Sriwijaya No. 11, Wringinaging village, Gambiran subdistrict, ava awijaya awijaya Unive Banyuwangi regency. This school has twenty five classes, two science ava awijaya awijaya laboratories, three IT classes, one library, one local traditional music orchestra awijaya awijaya (Banyuwangi's gamelan orchestra) studio, two basketball courts, three volleyball awijaya awijaya courts and one musholla (Islamic Prayer Room). This school is not an Adiwiyata awijaya awijaya school, this school has branding as a mainstay school in volleyball in Banyuwangi awijaya awijaya regency and also in East Java Province. So, that more school policies are awijaya awijaya focused on developing and looking for talented volleyball athletes. The excel awijaya Unive students (volleyball athletes) from various districts in East of Java study here. awijava awijaya awijaya 3.2. Design of Research awijaya awijaya awijaya Universitias This study was aimed at identifying the effect of learning models: problem lava awijaya Unive based learning and project based learning in experimental group, as compared to have awijaya awijaya the control group utilizing the conventional teaching tehnique on the students' awijaya awijaya achievement on environmental awareness. According to Ary, et al. (2002), awijaya awijaya correlational research seeks to examine the strength and direction of relationship awijaya awijaya among two or more variables. This study used Quasi experimental design, since the purpose of this study was to examine how effective PBL and PjBL learning Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya models in the experimental class compared to conventional methods in the Unive control class. From the results of the research data on the writing and speaking lava awijaya Ilniversitas Rrawijava Ilniversitas Rrawijava⁸⁸niversitas Rrawijava Ilniversitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya awijaya tests there were abnormal outliers datas so that the data abnormally were awijaya distributed, therefore this study used the Mann Whitney test. awijaya Universitas B This study also used quantitative approach with multiple linear regression Universitas Brawijaya Universitas Brawijaya and Structural Equation Modeling (SEM), mediation approach and spatial awijaya awijaya this research consists of many variables and expected inter analysis. Since awijaya awijaya variables are interconnected with each other and have a multilevel model, this awijaya awijaya Unive study will use SEM method. However, because of the small number of population awijaya Unive (respondent), this research used the PLS method for data analysis. Partial Least awijaya awijaya Square (PLS) is a powerful analytical method because it is not based on many awijaya awijaya unive assumptions. Data does not have to be normally distributed in a multivariate awijaya awijaya manner, both reflective and formative indicators on a nominal, ordinal scale, awijaya awijaya intervals and even ratios can be used in the same model, besides that the awijaya awijaya minimum sample needed does not have to be large (Schuberth et. al., 2018). awijaya awijaya Furthermore, descriptive quantitative analysis was utilized to explain the students' awijaya awijaya environmental awareness in SMAN 1 Gambiran. Moreover, Mediation approach awijaya Unive in Partial Least Square (PLS) analysis was used to evaluate the dominant factors ava awijaya awijava which influance the students' environmental awareness and formulate the awijaya awijaya students' environmental awareness model. Since, the samples are less than 100 awijaya awijaya students, and they are only 68. According to Hair, et al., (2010), they stated that awijaya awijaya PLS can produce result even with a very small sample even less than the number awijaya awijaya of variables. awijaya awijaya Unive 3.3. Population, Sample and Determination versitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BPopulation is the whole object of the research, it includes all members of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya a defined class of people, events, or objects. The population of this study is the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya eleventh grade students in Math and Science program of SMAN 1 Gambiran Banyuwangi in first semester in the academic year 2018/2019. The researcher selects this school and Math and Science program for some reasons as follows: Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 1) SMAN 1 Gambiran is one of the school that need attention due primarily Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitian both the achievement of volleyball and the lack of concern for the awijaya awijaya Universitas Benvironment, iversitas Brawijaya Universitas Brawijaya awijaya 2) The appropriate genres for teaching environmental awareness are awijaya awijaya hortatory exposition and analytical exposition text, and both are taught in awijaya awijaya class XI. awijaya awijaya This study utilized Problem based learning and project based learning 3) awijaya niversitas Brawijaya awijaya models. On the application of problem-based learning model, students hiversitas Brawijaya awijaya were assigned to look for pollution problems (water, land or air) in their awijaya village. The problem of pollution is closer to math and science program, awijaya since it deals with biology and chemistry subjects. On the application of awijaya project based learning, students were assigned to do a campaign in X and awijaya awijaya XII grades classes. The campaign' topic was reducing plastic wastes in awijaya school. awijaya The population of the study is 173 students, it is presented in the following lava awijaya Universitable: UniverTable 3.1 The Population of The StudyUniversitas Brawijava awijaya s Brawijaya awijaya rsitas Brawijaya Classersitas Number of Students awijaya Unive Unive sitas Brawija XI MIPA 1 sitas awijaya Brawi36 Universitas Bra XI MIPA 2 34 Unive Universitas Brawijaya sitas Brawija XI MIPA 3 Universitas Brawi35 **Universitas Bra** Unive XI MIPA 4 34 Unive Universitas Bra rsitas Brawija XI MIPA: 5 sitas Brawijay Universitas Brawi34/a 173 Total

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Universitas Brawijaya Universitas Brawijaya 90

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awijaya	Universitas Brawijaya		aya universitas Brawija			
awijaya	Universitas Brawijaya		aya Universitas Brawija			
awijaya	Universitas Brawijaya	Universitas Brawija	aya Universitas Brawija	ya Universitas Brawijaya		
awijaya	Universitas Brawijaya		aya Universitas Brawijay			
awijaya	Universitas Bravijavas	earch simple rando	m sampling was carred	out sinceevery set of		
awijaya						
awijaya	individuals has a	n equal chance to b	be in the selected sample	e. It was carried out		
awijaya	Universitas Brawijaya	Universitas Brawija	aya Universitas Brawija	ya Universitas Brawijaya		
awijaya	Unive by doing lottery	. The lottery was	caried out towards th	e five class of the		
awijaya	Universitas Brawijaya	Universitas Brawija	aya Universitas Brawija	ya Universitas Brawijaya		
awijaya	Unive population. Hence	e, basically, each c	of the group had the sa	ame possibility to be jaya		
awijaya				ya Universitas Brawijaya		
awijaya	Unive the sample of the	e researchas Brawija	aya Universitas Brawija	ya Universitas Brawijaya		
awijaya				ya Universitas Brawijaya		
awijaya	Universitas BHowever.	in establishing the	subject into two aroups	, each was selected		
awijaya	Universitas Brawijaya	Universitas Provis	aya Universitas Brawija	a Universitas Brawijaya		
awijaya	Unive at random to be	experimental group	(X.1) class X MIPA 1	and XI MIPA 2 and ava		
awijaya	Universitas Brawijaya			ya Universitas Brawijaya		
awijaya	Unive another was a co	ontrol group (X.2) cla	ass XI MIPA 3 and XI M	IPA 4. The design of Jaya		
awijaya	Universitas Bra	ACE	awija	ya Universitas Brawijaya		
awijaya	Unive this study is illust	rated in Table 3.2		a Universitas Brawijaya		
awijaya	Universit	5.		a Universitas Brawijaya		
awijaya	Unive Table 3.2 Nonra	ndomized Control	Group, Pretest-Posttes	t Design rsitas Brawijaya		
awijaya	Univ GROUP	PRETEST	INDEPENDENT	POSTTEST		
awijaya	Uni	ENTER	VARIABLES	hiversitas Brawijaya		
awijaya	Uni	Shi Friday	VARIADLES	iversitas Brawi aya		
awijaya	Uni DE	Y1 👻	X1 7	hiver y2 as Brawi aya		
awijaya	Unit	Y1		hiversitas Brawi aya niversitas Brawi aya		
awijaya	Univ					
awijaya	Univ			Universitas Brawijaya		
awijaya	Unive			Universitas Brawijaya		
awijaya	Unive Where:	FRI ETT	Ter	Universitas Brawijaya		
awijaya	Univers			Universitas Brawijaya		
awijaya		erimental group	1	a Universitas Brawijaya		
awijaya	Universita		46 /4	ya Universitas Brawijaya		
awijaya	UniverCitas = the con	troi group	jaj			
awijaya	Universitas E	any ation of the proto	wijay			
awijaya	UniverY1as B= the observation of the pretest awijaya Universitas Brawijaya					
awijaya	Universitas Braw,	ormation of the post	toot in Brawijay			
awijaya		· · · · · ·	test universitas Brawijay			
awijaya			aya Universitas Brawijay			
awijaya			aya Universitas Brawijay			
awijaya			aya Universitas Brawijay			
awijaya		-,		e same time with the jaya		
awijaya				plied. They took the		
awijaya			ayano noutriont mao ap			
awijaya	pretest to see th	eir homoaenitv befo	pre the treatment and po	ost test after it. With		
awijaya						
awijaya	the analysis of	the data of the	posttest scores, it rev	vealed whether the		
awijaya						
awijaya	independent vari	able really had the in	mpact on the dependent	variable.		
awijaya	Universitas Brawijaya	universitas Brawija	aya Universitas Brawijay	ya Universitas Brawijaya		

awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

91

awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya At the beginning of the experimentation, the subjects in both the control awijaya and experimental groups were observed using a writing test. The test, the called awijaya pretest, was intended to examine the initial mastery of the subjects' writing Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya achievement prior the treatment. Next, the experimental group was exposed to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya the PBL and PjBl, while the control group experienced of the conventional awijaya awijaya teaching method. Finally, after the experimentation, any change of the subjects' awijaya awijaya characteristics in both groups were observed or measured by means of the awijaya writing test which functioned as a post-test. awijaya awijaya awijaya 3.4. Variable, Data, Instrument and Source of Data awijaya awijaya awijaya The data sources in this study are first, the subjects of the study, the awijaya awijaya second year students in SMAN 1 Gambiran, Banyuwangi and the selected awijaya awijaya students are also as the respondents of this study. Second, the documents, in Java niversitas Brawijaya awijaya awijaya the form of pretest and posttest, questionnaires for the students, observation java awijaya checklist and field notes. awijaya awijaya awijaya In the terms of the datas, there were two kinds of data colected in this awijaya awijaya Universitudy namely primary data and secondary data. The main data was used to awijaya ava Universitas Brawijaya University arrange the corellation of the study which are collected from the students' writing java awijaya awijaya Unive test and questioner. awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Rrawijava Universitas Rrawijava

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Table 3.3 Variables, Indicators and Data Sources.

Universitas Brawijaya Universitas Brawijaya sitas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya wawijaya Universitas Brawijaya Njaya

awijaya	University		*		Universitas Brawijaya		
awijaya	UniverNo	Aspects	A AM	Factors Af	fecting The Process and Lea	arning Outcomes	
awijaya	Uni 1	Factors	Endogenous		hiversitas BrawExoge	nous	
awijaya	Uni				piversitas Brawijava		
awijaya	Uni 2	Variables	Psycological	Learning Models:	Parental Involvement	School Environment	Comunity Involvement
awijaya	Uni		R ALLAR	-Problem Based Learning	hiversitas Brawijaya		
awijaya	Univ			- Project Based Learning	niversitas Brawijaya		
awijaya	Univ			- Floject based Learning	İniversitas Brawijaya		
awijaya	Unive			- Conventional	Universitas Brawijaya		
awijaya	Univeration 3	Indicators	- Interest	- Cognitive	- Behave Involvement	- Promotion of	- Community influence
awijaya 	Univers	1	월 글고:		Universitas Brawijaya		
awijaya 	Universit		- Intelligence	- Affective	- Cognitive Intelectual	performance goals	- Community cohesion
awijaya	Universit		- Talent	- Psycomotoric	Involvement Brawijaya Brawijaya	- Promotion of mastery	- Social capital
awijaya awijaya	Universita Universita		A A	jaya	U-iversitas B Personal		
awijaya	Universita		- Motivation	awijaya	Universitas Brawijaya	goals	- Condition of the
awijaya	Universita		- Cognitive Ability	Brawijaya	Involvement Brawijaya	 Support of autonomy 	community and
awijaya	Universita	as Brawijaya	Universites champeye	universitas Brawijaya	Universitas Brawijaya	- Promotion of discussion	Voluntary sector
awijaya	Universita	as Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya		
awijaya	Universita	as Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	- Teacher social support	
awijaya	Universita	Data Types	Primary	Primary	Primary	Primary	Primary
awijaya	Universita		Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya		
awijaya	Univer5ita	Data Source	Univers Respondents ava	Uniter Pretest/Postest	Unive Respondents jaya	Respondents	Respondents
awijaya	Universita		Universitas Brawijaya	- Observation	Universitas Brawijaya		
awijaya		as Brawijaya as Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya		
awijaya awijaya	Universita Universita		Universitas Brawijaya		Universitas Brawijaya		
awijaya		as Brawijaya	Universitas Brawijaya	- Field Notes	Universitas Brawijaya		
awijaya	and the second sec	as Brawijaya		Universitas Brawijaya	Universitas Brawijaya		
awijaya		as Brawijaya		Universitas Brawijaya	Universitas Brawijaya		
awijaya		as Brawijaya		Universitas Brawijaya	Universitas Brawijaya		
awijaya		as Brawijaya		Universitas Brawijaya	Universitas Brawijaya		
wijava	I Iniversit:	as Rrawiiava	Ilniversitas Rrawijava	Ilniversitas Rrawijava	93 iversitas Rrawilava		

awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 3.5 Method of Data Collection awijaya awijaya s Brawijaya Universitas Brawijaya The four kinds of instruments were used to take the datas; test as the primary data and questionnaires, observation checklist and field notes as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universecondary data. The primary data as the main source was used to decide the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive effectiveness of the study while secondary data was used to support the success lava awijaya awiiava of the study. Table 4.4 shows the function of each instrument. awijaya Universitas Brawijaya Universitas Pravijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya awijaya

Table 3.4 Research Instruments and Variables to Measure Universi

awijaya	Unive	No	Br In	struments	D	Variables to M	easure ^{rsitas} Brawijaya
awijaya		sitas		CITAS	D	ijaya	Universitas Brawijaya
awijaya	Univer	SIN /	Pre-test	2	S	tudents environmental	
awijaya	Unive		1	St. Alto		riting and speaking be	Universitas Brawijaya
awijaya	Univ	/	2	AT 10 1 ST.			interenties Brannjay
awijaya	Uni	2	Post-test		S	tudents environmental	
awijaya	Uni				Con w	riting and speaking afte	er treatment
awijaya	Uni		D				inversitas brawijaya
awijaya	Uni	3	Question	naires	100	Students' motivation, P	BL, PjBL;sitas Brawijaya
awijaya	Univ			THE W	p	arental involvement, sc	nool
awijaya	Univ	1				nvironment and commu	Dhiversitas Brawijaya
awijaya	Unive	11					onintersitus brunijuy
awijaya	Univer			R ET			awarenes tas Brawijaya
awijaya	1.1.1.1.1	9			- 11 -1	The Students' attitude	Fowards PBL
awijaya	1.12	Sil		הפו יע		1.4	
awijaya	Univer	sita		45 11 3	a	nd PjBL. Aya	Universitas Brawijaya
awijaya		sijas	Observati	ion checklist 🧖 📕	S	tudents' activeness dur	ing the ersitas Brawijaya
awijaya	Unive				tr	eatment	
awijaya	Unive		Bra			amjaje	I I I I I I I I I I I I I I I I I I I
awijaya		sigas	Field note	es	C	lassroom conditions the	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
awijaya	Unive			Universites Pres	m	easured by other instru	Universitas Brawijaya
awijaya			Brawijaya	Universitas Bray	vijayo	Universitas brawijaya	Universitas brawijaya
awijaya awijaya			Brawijaya Brawijaya			Universitas Brawijaya Universitas Brawijaya	
awijaya			Brawijaya			Universitas Brawijaya	
awijaya	Univer	citac	Brawijaya	Universitas Bray	vijava	Universitas Brawijaya	Universitas Brawijaya
awijaya	Univer	3.5.1	Writing Te	sts	vijava	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
awijaya						Universitas Brawijaya	
awijaya							rity level of the two
awijaya						Universitas Brawijaya	
awijaya							s of the study after
awijaya			Brawijaya			Universitas Brawijaya	
			Brawijaya			Universitas Brawijaya	
awiiava		~					
awijaya awijaya		sitas	Brawijava	Universitas Bray		Universitas Brawijava	Universitas Brawilav
awijaya awijaya awijaya	Unive		Brawijaya Brawijaya			Universitas Brawijaya Universitas Brawijaya	

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava the treatments. The posttests were achievement test which were used to learn how much of a course the learners have actually learned. niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive 3.5.1.1 Developing and Constructing the Testersitas Brawlava awijaya Universitas BAs mentioned previously, this study was conducted to investigate the Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya universe of scaffolds and conferencing, as compared to the conventional awijaya unive method, in helping the students to write hortatory exposition text. The scaffolds awijaya Universitas Brawijaya Universitas awijaya and conferencing were effective if the students' writing score improved. For this awijaya reason, two tests of writing were developed, hortatory exposition writing test as awiiava awijaya pre-tests and one hortatory exposition writing test as the post-tests. awijaya awijaya In developing the tests, the researcher took several steps: 1) developing test awijaya awijaya content specification of the test, 2) writing the test, 3) experts validation, 4) tying awijaya awijaya out the test, 5) analyzing the try out test and 6) assembling the final form. The awijaya awijaya following discussion presents how each of the steps was conducted during the awijaya awijaya instrument development process. awijaya awijaya 3.5.1.1.1 Developing Test Content Specification of the Test awijaya . awijaya Test content specification or blueprint deals with identifying the syllabus, determining the object of the test, kind of test, the topic of the test, time awijaya allocation, and scoring. Identifying the syllabus was important to do to ensure the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive content validity of the test. The test should correspond to the objective of the awijaya awijaya unive course. Fulcher and Davidson (2007) assure that the test should measures awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya accurately what is intended to measure. To be consistent with the concept of content validity, the writing test (writing prompt) should fit the knowledge which is intended to measure. Thus, to meet the content validation procedure, the researcher went through this step before determining the objective of the test. Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava Another type of validity that should be taken into an account when constructing a test is construct validity. Construct validity refers to whether the test matches with the theory behind it (Brown, 1996). More clearly, in order to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya have a high degree of construct validity a test has to be clear of what task a test Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive taker has to perform. For example, a test of writing has to ask the test taker to java awijaya awijaya Universites Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya Universitas Brawijaya Universitas Devijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas BThe syllabus of SMAN 1 Gambiran, Banyuwangi for the eleventh graders awijaya University in the first semester reads that basic competence of writing is the students are lave awijaya awijaya University able to express meaning accurately, fluently and appropriately in real life context awijaya awijaya Unive in the form of hortatory exposition texts awijaya awijaya awijaya 3.5.1.1.2 Writing the Test awijaya awijaya After developing the blue print of the text, the next step to do was writing awijaya awijaya the tests by preparing writing direction. Since the test developed was a test of awijaya awijaya writing that used to measure the students' achievement. awijaya awijaya Preparing the Writing Test awijaya Univerai awijava awijaya Since the objective of the tests is to test the ability of the students in awijaya expressing relevant ideas (content), well-organized manner, and using Universitas Brawijaya awijaya awijaya acceptable English (appropriate vocabulary, correct grammar, and mechanics) in lave Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive writing, in the test the students were required to write hortatory exposition essays java awijaya Unive based on the topic given. They had then to organize their writing in a good awijaya content and organization, using appropriate and acceptable English (grammar, vocabulary, and mechanics) to convey their ideas. The test items developed were in the form of writing prompt that enabled the students to write essays in which they had to perform their skills in writing hortatory exposition text. Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

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awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universities In order to arrive at the characteristics of good writing test, the test in this awijaya awijaya study was developed based on some considerations to help students write at awijaya awijaya their best performance. First, the test should be developed based on the right Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya level of difficulty. The failure to match the level difficulty specified by learning Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya universe outcomes resulted on lower validity. Another point to be considered in the awijaya awijaya development of test was the clarity of the task. A test should provide clear awijaya awijaya instructions or directions that it is free from ambiguity and lead to the same awijaya awijaya interpretation. Ambiguous statements in the test items or in the test directions awijaya awijaya contribute to misinterpretations and confusions. awijaya awijaya In addition, it was also important to consider the allocated time to awijaya awijaya complete the task. The time which is too long lead the students to cheat or make awijaya awijaya noise that disturb others. Contrastively, a test time which is too short blocks the awijaya awijaya students to show their true performance. The two conditions imply on the awijaya awijaya reliability of the scores resulted in the test. Finally, the test layout should not be layer awijaya awijaya unive neglected in the process of test task development. The test should be readable awijaya Unive for the test takers. A good layout of the test including the clear typing, the correct lava awijaya awijaya unive spelling, and the right punctuation helps students to understand the test easier. awijaya awijaya As the result, they did not waste their time only to figure out what the test tells awijaya awijaya Unive about. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya By considering all the points above and the objective of the study to awijaya Unive develop students' environmental awareness, the researcher decided for pre test awijaya awijaya Unive of hortatory exposition text, the writing test was in the form of picture. While for awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the post test, since the students have been tought about air, water and land tas Brawijaya pollution, the post test was in the topic of pollution. awijaya Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

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awijaya awijaya awijaya sheet. They were asked to give feedback and comment on the quality of the test awijaya by referring to the feedback sheet delivered to them. Brawijaya tas Brawijaya Universitas Brawijaya Unive 3.5.1.3 Validating the Test as Brawijaya Universitas Brawijaya awijaya Universitas BValidity is another important feature of a good test. In developing and Java awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya constructing a test to assess the students' skills and knowledge, a crucial awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive consideration should be made so that the test can get a valid result. Validity is juva awijaya Universitas Brawijava Universitas awijaya defined as the extent to which an instrument measured what it claimed to awijaya awijaya measure (Ary et al, 2006). In other words, in measuring the subjects' skills or awijaya awijaya knowledge the test must measure appropriately the intended skills or knowledge awijaya awijaya so that the result of the test will be a convincing measurement that reflects the awijaya awijaya subjects' correct, right, or appropriate performance. Because validity of the result awijaya awijaya of the assessment is something abstract, it can merely be predicted through lave awijaya providing validity evidence (Latief, 2010). awijaya awijaya awijaya To get the validity evidence, after the process of writing the test finished, awijaya awijaya the researcher asked an English teacher who has been teaching English for awijaya Jniversitas Brawijaya awijaya Unive eighteen years in the school where the study is conducted and also an instructor lave awijaya Unive for English Teachers on senior high school and vocational school in Banyuwangi. Java awijaya awijaya Universitas Brawijaya Unive She also has been a lecturer of the English Department in a private university in java awijaya University Banyuwangi who teachs writing courseto validate the test. To do this, the awijaya awijaya researcher gave them the test with enclosed test specification and the feedback awijaya awijaya sheet. They were asked to give feedback and comment on the quality of the test awijaya awijaya by referring to the feedback sheet delivered to them (see appendix 4). awijaya Universitas Brawijava **Hniversitas Brawijava** Universitas Brawijava Universitas Brawijava

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In order to get highly reliable scores on the students' writing, the interrater awijaya awijaya reliability was employed. The students' writing were scored by two different raters. The first rater is an English teacher in the school where the study is conducted. He has been teaching English for 18 years in senior high school. The awijaya second rater is a vocational school teacher in Banyuwangi. She is an instructor for English Teachers on senior high school and vocational school in Banyuwangi. Unive She also has been a lecturer of the English Department in a private university in Java Unive Banyuwangi. With their sufficient experiences of teaching English in high school Unive and university level, both of the raters found no difficulty in assessing students' and Unive writing.ra ve 3.5.1.6 Writing Pre-Test Itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya At the beginning of the experimentation, the subjects in both the control awiiava and experimental group were observrd using a writing test. The test is called pretest, it was intended to examine the initial mastery of the subjects' writing achievement prior the treatment. Students were assigned to write a hortatory /ersitas Brawijaya Universitas Brawijaya essay based on the picture given in approximately 150-200 words, they should

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya pay attention to the content, organization, vocabulary, grammar and mechanics awijaya of their writing and did it in 80 minutes. The writing pretest as in the following awijaya Univertable Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Table 3.6 The Writing Pre-Test awijaya awijaya Unive Writing Test ava Universitas Brawijaya : Writing a Hortatory Exposition Text Date Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya GradeBrawijaya 1XI versitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Time Allotment : 80 minutes Milaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Directions: Java Unive Universitas Brawijaya 1. Write a hortatory exposition essay based on the pictures bellow, in awijaya Unive approximately 150 - 200 words awijaya Unive wijaya Pay attention to the content, organization, vocabulary, grammar and 2. awijaya Unive mechanics of your writing. awijaya Unive Universitas Brawijaya 3. Do it in 80 minutes Universitas Brawijaya awijaya Unive awijaya Universitas Brawijaya Iniversitas Brawijaya awijaya awijaya iversitas Brawijaya awijaya iversitas Brawijaya awijaya hiversitas Brawijaya hiversitas Brawijaya awijaya awijaya niversitas Brawijaya awijaya Iniversitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya awijaya Universitas Brawijava awijaya Universitas Brawijaya Universitas Brawijaya Unive awijaya Universitas Brawijaya awijaya Universitas Brawn Universitas Brawijaya universitas Brawijava awijaya awijaya awijaya 3.5.1.7 Writing Post-test sitas Brawijaya Universitas Brawijaya itas Brawijaya Universitas Brawijaya awijaya awijaya Universitiant of the objective of the writing test is to test the ability of the students in awijaya awijaya expresing relevant ideas about environmental issues (air, water, or land pollutions) and well – organized manner using in writing. In the test the students Universitas Brawijaya are requaired to write hortatory exposition essays based on the topic: air, water awijaya Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava or land pollution in approximately 150-200 words, they should pay attention to the content, organization, vocabulary, grammar and mechanics of their writing and ^e did it in 80 minutes. The writing post test as in the following table. Universitas Brawijaya versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Table 3.7 The Post-Test tas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Writing Test : Writing a Hortatory Exposition Text Date Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya School rawijava : SMAN 1 Gambiran/a Universitas Brawijava Universitas Brawijaya GradeBrawijava 1XIversitas Universitas Brawijava Time Allotment : 80 minutes Universitas Brawijaya Directions: Universitas Brawijava 1. Write a hortatory exposition essay. Choose one of the topics below: Air pollution Universitas Brawijaya Water pollution awijaya Universitas Brawijaya Land pollution, Universitas Bra awijaya Write in approximately 150 - 200 words 2. awijaya Pay attention to the content, organization, vocabulary, grammar and 3. awijaya mechanics of your writing. iversitas Brawijaya 4. Do it in 80 minutes hiversitas Brawijaya awijaya 3.5.2 Speaking Test awijaya awijaya Speaking is an interactive process of constructing meaning that involves awijaya awijaya Unive producing and receiving and processing information (Brown, 1994; Burns & ava Joyce, 1997). A speaking or oral test is defined as a test in which a person is encouraged to speak, and then assessed on the basis of that speech. It can be used alone or combined with tests of other skills (Underhill (1997) as cited in awijaya awijaya Drossou, 2018). In the 2013 curriculum, speaking has three general intentions: to awijaya awijaya inform and report, to entertain, and to persuade. Since, the subject matter in this Iniversitas Brawijava Universitas Brawijaya study is hortatory exposition text, then the goal is to teach the students to be able Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive to persuade the other students to keep the environment. In this study, speaking java Univertests will be conducted only once, when students arrange environmental campaigns in other classes, the theme is a simple way to reduce plastic waste Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

awijaya awijaya awijaya

awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya and they should pay attention to the content, fluency, grammar and diction of ve their presentation. They did it in 10 minutes. sitas Brawijaya Universitas Brawijaya Unive Table 3.8. The Speaking Test rawijaya Universitas Brawijaya Speking Test 2 : Campaign Brawliaya Universitas Brawliaya Universitas Brawijaya Date Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya GradeBrawijaya : Xi versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Time allotmenta: 10 minutes for a group inversitas Brawijaya Directionsvijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya 1. Conduct a campaign in other class. awijaya Universitas Brawijaya Universitas Brawijaya awijaya 2. The theme is simple way to reduce plastic waste. awijaya Universitas Brawijaya awijaya Unive 3. Pay attention to the content, fluency, grammar and diction of your awijaya Universitas Brawijaya presentation. awijaya Universitas Brawijaya jaya awijaya Unive Do it in 10 minutes Universitas Brawijaya awijaya awijaya

3.5.2.1 Speaking Scoring Method

awijaya The general purpose of speaking in English lesson is to enable the awijaya awijaya students to communicate orally and to communicate information efficiently. In awijaya awijaya Unive scoring of the result of the test, this study uses scoring rubic, the scoring rubic is lave awijaya Unive developed based on the need in scoring hortatory exposition speaking in the awijaya awijaya 2013 curriculum. In this study, the researcher decides is focus on the awijaya fluency, content, grammar and diction components according to the assessment awijaya awijaya of speaking on the 2013 curriculum. awijaya awijaya awijaya Unive Table 3.9 The 2013 Curriculum Speaking Performance Assessment tas Brawijaya awijaya Universitas BraRubric Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya SCORE SCALE **INDICATOR** CRITERIA awijaya Has complete fluency in raises Brawi awijaya Universitas Brawijaya ava 21-25 language Universitas Brawijaya Speaks fluently with only rare Universitas Brawijaya versitas B16-20aya Unive repetition or self-correction; Universitas Eluency ya Fluency is disturbed due to the versitas Blawlfaya Unive Universitas Brawijaya language problems niversitas Brawi Universitas Brawijaya Often hesitated and stoped due to aya 6-10

language limitations iversi

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	awijaya awijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya U Universitas Brawijaya U		Universitas Brawijaya
	awijaya	Universitas Brawijaya	Universitas Brawijaya I		Universitas Brawijaya
ac	awijaya	Universitas Brawijaya	Universitas Brawijaya I		Universitas Brawijaya
p.	awijaya	Universitas Brawijaya	Universitas Brawijaya (In how we have the second second	Hadron Mary Downlines
n.	awijaya	Universitas Brawijaya		Speak breaks off presentation is no	
٢Y	awijaya	Universitas Brawijaya	Universitas Brawijaya I	Jniversitas Brawijaya	Universitas Brawijaya
to	awijaya	Universitas Brawijaya	Universitas Brawijaya U 21-25	The explanation i	s appropriate and
repository.ub.ac.id	awijaya	Universitas Brawijaya	Universitas Brawijaya I	Univer relevant. wijaya	Universitas Brawijaya
bd	awijaya	Universitas Brawijaya	Universitas B ₁₆₋₂₀ aya I		tion even there is a jaya
re	awijaya	Universitas Contentaya	Universitas Brawijaya I	little mistake The explanation i	s quite relevant
	awijaya	Universitas Brawijaya	Universitas Brawijaya I	The explanations	are hard to
	awijaya	Universitas Brawijaya		understand ava	Universitas Brawijaya
	awijaya	Universitas Brawijaya	Universitas Brawijaya I		irrelevant as Brawijaya
	awijaya	Universitas Brawijaya	Universitas Brawijaya I	Inive explanation ava	Universitas Brawijaya
	awijaya	Universitas Brawijaya	Universitas Povijava I	There is no or a li	ttle grammatical
	awijaya	Universitas Brawijaya	Un 21-25	error	Universitas Brawijaya
	awijaya awijaya	Universitas Brawijaya Universitas Brawij		Sometimes make	
	awijaya	Universitas Bra	16-20	errors but it does meaning	not affect the Brawijaya
	awijaya	Universites	TAS BO		nmatical errors that
	awijaya	Universit Grammar	G 11-15		Universitas Brawijaya
	awijaya	Univer			al errors that S Brawijaya
	awijaya	Uni	6-10		and often rearrange
	awijaya	Uni		sentences Many Grammatic	al errors that they
	awijaya	Uni S	1-5	are hard to under	
	awijaya	Uni	ALL ALL	Y	hiversitas Brawijaya
	awijaya	Uni	21-25		appropriately Brawijaya
	awijaya	Unit	16-20	Sometimes use in vocabulary	nappropriate s Brawijaya
	awijaya	Diction	11-15		opriate vocabulary
	awijaya	Univer	6-10	Use wrong and lir	nited vocabulary
	awijaya awijaya	Univers		that so difficult to	
	awijaya	Universit	1-5	Vocabulary is ver	y limited and tank
	awijaya	Universita			Universitas Brawijaya
	awijaya	Universitas		jaya	Universitas Brawijaya
	awijaya	Universitas E		wijaya	Universitas Brawijaya
	awijaya		g, each component is		
	awijaya	Universitas Braw			Universitas Brawijaya
	awijaya		oral communication: flue		
	awijaya	Universitas Brawijaya grammar (25) po	ints and diction (25) poin	Jniversitas Brawijaya	Universitas Brawijaya
	awijaya				Universitas Brawijaya
	awijaya awijaya		Universitas Brawijaya I Universitas Brawijaya I		Universitas Brawijaya Universitas Brawijaya
A	awijaya				Universitas Brawijaya
X	awijaya	3.5.3 Questionna	aire Universitas Brawijaya I Universitas Brawijaya I	Universitas Brawijaya	Universitas Brawijaya
J _A s JA	awijaya		Universitas Brawijaya U		Universitas Brawijaya
	awijaya		ere two questionnaires fo		
BRAWIJAYA	awijaya		Universitas Brawijaya I		
≥ 2	awijaya		tudy implemented a que	2 2	
B	awijaya	Universitas Brawijaya	/ includeed closed-ende	Iniversitas Brawijaya	Universitas Brawijaya
	awijaya				
	awijaya	Universitas Brawijaya	Universitas Brawijaya I		Universitas Brawijaya
	awijaya	Universitas Brawijaya	Universitas Brawijaya I Universitas Brawijaya I		Universitas Brawijaya
			111111111215 112111121/2	TELEVISION PRODUCTS IN THE PARTY OF THE PART	THEFT AND A REAL PARTY AND A PARTY

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava the environmental issues which the students found in their village, teaching and learning process in PBL and PjBL, the parents involvement in their learning achievement, school environment, community involvement and the students on Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive learning English and environmental awareness and the students attitude towards lave Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya the method. Since the focus of the study was the developing students' awijaya awijaya environmental awareness and productive skills, this questionnaire was only to check students' attitude towards this procedure. This questionnaire was adapted from Rifgi's (2012) study. While, questionnaire about motivation to learn English awijaya awijaya based on Adhiartho (2013) researched, while questionnaire about parents awijaya Jniversitas Brawiiava awijaya involvement based on Grolnick, et al (1997) researched, school environment awijaya awijaya questionnaire based on Wang & Helcombe (2010) researched and community hiversitas Brawijaya awijaya involvement questionnaire based on Humm, et al (2005). Furthermore, available questionnaire about environmental awareness based on Harju-Autti (2013) awijaya researched. The instrument develops in this study consists of five point Likert type response scale levels and agree and disagree response section. awijaya

Unive Table 3.10 Questionnaire List

awijaya	Universita		Ques	tionnaire List	Universitas Brawijaya
awijaya awijaya	Universität	Research Variable	Indicator	Sub Indicator	Question Total Number
awijaya awijaya	Univ ersita: Universita:	Motivation to learn English	Experiance of learning English	1. Do you watch TV or video that contains	Universitas Brawijaya
awijaya awijaya	Universita	Brawijaya Un	iversitas Brawijaya	English? as Brawijaya	Universitas Brawijaya Universitas Brawijaya
awijaya awijaya			iversitas Brawijaya	Do you listen to the radio that contains	Universitas Brawijaya
awijaya	10.00 (10.00) (10.00)		iversitas Brawijaya	English?as Brawijaya	Universitas Brawijaya
awijaya awijaya			iversitas Brawijaya iversitas Brawijaya	Do you listen to Engl songs sitas Brawijaya	Universitas Brawijaya
awijaya			iversitas Brawijaya	4. Do you read English	
awijaya awijaya			iversitas Brawijaya iversitas Brawijaya	books or as Brawijaya Magazines?	Universitas Brawijaya Universitas Brawijaya
awijaya	Universita	Brawijaya Un	iversitas Brawijaya	Do you ever speak English with your relative	Universitas Brawijaya
awijaya awijaya			iversitas Brawijaya iversitas Brawijaya	or friend?	Universitas Brawijaya
awijaya		s Brawijaya Un	iversitas Brawijaya	6. Does your mother/fa	ther branch brawijaya
awijaya awijaya		· · · · · · · · · · · · · · · · · · ·		Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya
awijaya awiiaya				Ilniversitas Brawijaya	Ilniversitas Brawijaya

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	awijaya	universitas	s Brawijaya	Uni	versitas Brawijaya	universitas Brawijaya	Univ	ersitas Bi	rawijaya
•	awijaya	Universitas	s Brawijaya	Uni	versitas Brawijaya	Universitas Brawijaya	Univ	/ersitas Bi	rawijaya
	awijaya	Universitas	s Brawijaya	Uni	versitas Brawijaya	Universitas Brawijaya	Univ	/ersitas Bi	rawijaya
repository.up.ac.	awijaya	Universitas	s Brawijaya	Uni	versitas Brawijaya	Universitas Brawijaya	Univ	/ersitas Bi	rawijaya
ġ,	awijaya	Universita	s Brawijaya	Uni	versitas Brawijaya	teach you English?	Univ	ersitas Bi	awijaya
	awijaya		s Brawijaya	Uni	versitas Brawijaya	7. Do you ever speak		ersitas Bi	
\subseteq	awijaya	것 것 이 이 것 같아. 이 아파 가 있는 것 같아?	s Brawijaya		versitas Brawijaya	English with your parer	ts?	ersitas Bi	
2	awijaya		s Brawijaya		versitas Brawijaya	8. Do you study English	ו?	ersitas Bi	
2	awijaya	Universita	s Brawijaya	Uni	versitas Brawijaya	Universitas Brawijaya	Univ	ersitas B	rawijaya
Ľ	awijaya	Universita	s Brawijaya	Uni	The importance	1.English can help	my	er 9-14	rawijaya
2	awijaya	Universita	s Brawijaya	Uni	of Englishawijaya	career in the future.	Univ	ersitas Bi	rawijaya
	awijaya		s Brawijaya	Uni	versitas Brawijaya	2. It's a pleasure to st	udy	ersitas Bi	rawijaya
	awijaya	Universita	Brawijaya	Uni	versitas Brawijaya	English?tas Brawijaya	Univ	ersitas Bi	rawijaya
	awijaya	Universitas	s Brawijaya	Uni	versitas Brawijaya	3. English can help		ersitas Bi	and the second second second
	awijaya	Universitas	s Brawijaya	Uni	versitas Brawijaya	meet foreigners & ava	Univ	ersitas Bi	rawijaya
	awijaya	Universitas	Brawijaya	Uni	versitas Pov ilaya	learn about for	eign	ersitas Bi	rawijaya
	awijaya	Universitas	Brawijaya	Uni		countries	Univ	ersitas Bi	rawijaya
	awijaya	Universitas	Brawijaya			4. My parents can sp English	eak	ersitas Bi	rawijaya
	awijaya	Universitas	Brawii			5. My parents encour	ane	ersitas Bi	rawijaya
	awijaya	Universita	Br		ZAC D	me to learn it	age	ersitas Bi	rawijaya
	awijaya	Universita		C	JAJ R	6. English is an impor	tant	ersitas Bi	
	awijaya	Universit	1.0	2	1	school subject.	Univ	ersitas Bi	rawijaya
	awijaya	Univer	0		Liking for	1. English is enjoyable	e to	15 - 22	
	awijaya	Univ	2	ste	learning English	learn.	Univ	ersitas B	
	awijaya	Uni	1			2. English is important		ersitas Bi	
	awijaya	Uni	V		M Sim	an international langua		ersitas Bi	
	awijaya	Uni	2			3. English broadens o		ersitas Bi	
	awijaya	Uni			SHW MAN	outlook.		ersitas Bi	
	awijaya	Univ		T		4. It's important to ga			
	awijaya	Univ		1		mastery of English. 5. English helps one	Univ	ersitas Bi	
	awijaya	Unive		1		meet foreigners.	101111	ersitas Bi	
	awijaya	Univer			R ETT	6. English is useful	for	ersitas Bi	
	awijaya	Univers				one's career	Unn	ersitas Bi	
	awijaya	Universit				7. English is necessary	for	ersitas Bi	
	awijaya	Università				travel.	QIIII	ersitas Bi	
	awijaya	Universita			48 IP	8. The teacher is nice.		ersitas Bi	
	awijaya awijaya	Universita	S Br			wijaya		ersitas B	
	awijaya	UniverNo ^{as}	Researcl Variable	n	Indicator	Sub Indicator	Univ	Question	
	awijaya				Linguistic			Number	rawijaya
	awijaya		Based		Related Items	1. Problem based learn (PBL) learning improve			
	awijaya				versitas Brawijaya	my writing skills wijaya			
	awijaya		Brawijaya		versitas Brawijaya	2. Problem based learn			
	awijaya	and a second sec	Brawijaya		versitas Brawijaya	(PBL) improves my	-	ersitas Bi	
	awijaya		Brawijaya		versitas Brawijaya	English vocabulary		ersitas Bi	
	awijaya		Brawijaya	Uni		1. Problem based learn			rawijaya
4	awijaya		Brawijaya	Uni	Related Items	(PBL) teaches me to ca	100	ersitas Bi	
		and a second second second second second	Brawijaya		versitas Brawijaya	about environmental	Univ	ersitas Bi	
		UTITYCISILA			versitas Brawijaya	problems around me.		ersitas Bi	
TAA	awijaya		Brawilava	Uni	VCISILOS DIQVIIQVO		.0100		
(INA)	awijaya awijaya	Universita	s Brawijaya s Brawijaya			2. Problem based learn	ing	100 C 2 C 2 C 2 C 2 C 2 C 2 C 2 C 2 C 2 C	
DKAWI	awijaya awijaya awijaya	Universita: Universita:	Brawijaya	Uni	versitas Brawijaya versitas Brawijaya versitas Brawijaya	(PBL) increases my	ing	ersitas Bi	rawijaya
	awijaya awijaya	Universitas Universitas Universitas	s Brawijaya Brawijaya	Uni Uni	versitas Brawijaya	Innversitas Brawilava	Univ	100 C 2 C 2 C 2 C 2 C 2 C 2 C 2 C 2 C 2 C	rawijaya rawijaya
J BKAW	awijaya awijaya awijaya awijaya	Universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya	Uni Uni Uni	versitas Brawijaya versitas Brawijaya versitas Brawijaya	(PBL) increases my awareness to love the	Univ Univ	ersitas Bi ersitas Bi rersitas Bi	rawijaya rawijaya rawijaya
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	awijaya	Universitas	s Brawijaya	Univ	ersitas Brawijaya	Universitas Brawijaya	Univ	ersitas Brav	wijaya
4	awijaya		s Brawijaya		ersitas Brawijaya	environment.	Univ	ersitas Bra	
	awijaya		s Brawijaya		ersitas Brawijaya	3. Problem based learn	ina	ersitas Bra	
	awijaya		Brawijaya		ersitas Brawijaya	(PBL) teaches me not t	O	ersitas Bra	
t	awijaya	Universita	s Brawijaya	Univ	ersitas Brawijaya	(PBL) teaches me not t litter.	Univ	ersitas Bra	wijaya
repository.ub.ac.id	awijaya	Universita	Project Bas	sed	ers Linguistic Jaya	1. Project based learning	nginiv	28-29	wijaya
d	awijaya	Universita	B Learning	g Univ	Related Items	(PjBL) / campaign	Univ	ersitas Bra	wijaya
re	awijaya	Universitas	s Brawijaya	Univ	ersitas Brawijaya	improves my speaking	Univ	ersitas Bra	wijaya
	awijaya	Universitas	s Brawijaya	Univ	ersitas Brawijaya	skillsersitas Brawijaya	Univ	ersitas Bra	wijaya
	awijaya	Universitas	s Brawijaya	Univ	ersitas Brawijaya	2. Project based learning			
	awijaya	Universitas	s Brawijaya	Univ	ersitas Brawijaya	(PjBL) / campaign _{aya}		ersitas Bra	wijaya
	awijaya	Universitas	Brawijaya	Univ	ersitas Brawijaya	increases my confidence		ersitas Bra	wijaya
	awijaya	Universitas	Brawijaya	Univ	Environmental	1. Project based learning	gniv	er 30-31	wijaya
	awijaya	Universitas	Brawijaya	Univ	Related Items	(PjBL) / campaign	Univ	ersitas Bra	wijaya
	awijaya	Universitas	Brawijaya			increases my awarenes	SSIniv	ersitas Bra	
	awijaya	Universita				to protect the environm	1 1 1 1 1 1	ersitas Bra	
	awijaya	Universita				2. Project based learnin		ersitas Bra	
	awijaya	Universitas		~1	tad Bi	(PjBL) / campaign teacl me to reduce the use o		ersitas Bra	
	awijaya	Universit	1 0	5		plastics.		ersitas Bra	
	awijaya	Unive No	Researc	h	Indicator	Sub Indicator	Univ	Question	Total
	awijaya	Univ	Variable		malcator	Oub indicator	Univ	Number	wijaya
	awijaya	Uni 2	Parental	3 5	Behaviour	1. Does your parent	hiv	32-36	wijaya
	awijaya	Uni	Involvemer	nt 🧖	Involvement	believe that school is	niv	ersitas Bra	wijaya
	awijaya	Uni	5			preparing you for future	? hiv	ersitas Bra	wijaya
	awijaya	Uni		T.J	ALL ROLL	2. How often does your		ersitas Bra	wijaya
	awijaya	Univ				parent attend the school	ol (niv	ersitas Bra	wijaya
	awijaya	Univ				event? (take student's		ersitas Bra	
	awijaya	Unive				semester report)		ersitas Bra	
	awijaya	Univer			2 576	3. How often do your		ersitas Bra	
	awijaya	Univers				parent talk with the		ersitas Bra	
	awijaya	Universit				teacher before or after		ersitas Bra	
	awijaya	Universita				school? 4. Does your parent att			
	awijaya	Universita				4. Does your parent att	ena	ersitas Bra	wijava
	awijaya	Universita				PTO meeting? 5. Does your parent set	10.000	ersitas Bra	
	awijaya	Universitas				thing to class? (books,	iu -	ersitas Bra	
	awijaya	Universitas	Braw			Brawijaya	Univ	ersitas Bra	wijaya
	awijaya	Universitas	Brawijaya	Univ	Cognitive	1. Did your parent rea	d to	er 37-40 ra	wijaya
	awijaya	Universitas	Brawijaya		Intellectualwijaya	you when you were			
	awijaya	Universitas	Brawijaya		Involvementijava	child?rsitas Brawijaya			
	awijaya	Universitas	Brawijaya	Univ	ersitas Brawijaya	2. Did your parent t	12 12 12 12 12		
	awijaya	Universitas	Brawijaya	Univ	ersitas Brawijaya	you to the book store?	Univ	ersitas Bra	wijaya
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2	awijaya	Universita	is Brawijaya	Universitas	Brawijaya	you out when you hav	/e a	ersitas Bra	wijaya
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	awijaya	Universita	Awarenes		C D	cycle, you walk or ride		versitas Bra	wijaya
	awijaya	Universita		CITA	S D	bicycle to the grocery s		ersitas Bra	
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H.	awijaya		s Brawijaya	Universitas		such as fertilizers and		ersitas Bra	
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	awijaya	and there are a subject of	s Brawijaya	Universitas		4. How do you feel abo	Univ	ersitas Bra	wijaya
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	awijaya		s Brawijaya	Universitas		local well? 5. how do you feel abo	Univ	ersitas Bra	wijaya
	awijaya		is Brawijaya	Universitas		5. Now do you reel abo	Univ	versitas Bra	wijaya
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	awijaya	Universitas Brawijaya	universitas Brawijaya	universitas Brawijaya	universitas Brawijaya
p	awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
с. і	awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
repository.ub.ac.id	awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
q	awijaya	Univ ersitas Brawijaya	Universitas Brawijaya	the population of anima	Universitas Brawijaya
·./	awijaya	Universitas Brawijaya	Universitas Brawijaya	such as fish, birds and	Universitas brawijaya
E.	awijaya	Universitas Brawijaya	Universitas Brawijaya	mamals?	Universitas Brawijaya
Ĕ.	awijaya	Universitas Brawijaya	Universitas Brawijaya	6. How good is the	Universitas Brawijaya
OS	awijaya	Universitas Brawijaya	Universitas Brawijaya	environmental state of	Universitas Brawijaya
d	awijaya	Universitas Brawijaya	Universitas Brawijaya	Banyuwangi? awijaya	Universitas Brawijaya
2	awijaya	Universitas Brawijaya	Universita:Skillawijaya	1. Do you participate in	
	awijaya	Universitas Brawijaya	Universitas Brawijaya	outdoor experiences su	
	awijaya	Universitas Brawijaya	Universitas Brawijaya	as camping and fishing 2. Do you recycle many	
	awijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya	household items, such	Oniversitas Brawijaya
	awijaya		Universitas Brawijaya Universitas Powijaya	paper, plastic bottles, n	nilkniversitas Brawijaya
	awijaya awijaya	Universitas Brawijaya Universitas Brawijaya	Universitat	jugs, batteries, steel	Universitas Brawijaya
	awijaya	Universitas Brawijaya	UTI	containers, glass and	Universitas Brawijaya
	awijaya	Universitas Brawijaya		much more?	Universitas Brawijaya
	awijaya	Universitas Bra		much more? 3. Have you ever clean	ed Universitas Brawijaya
	awijaya	Universitas	ATAS BI	toilets and household gear,on your own witho	
	awijaya	Universit	S	being told to do so?	Universitas Brawijaya
	awijaya	Univer		4. Have you ever plante	
	awijaya	Univ	JUN ALS	and cared for trees and	Universitas Brawijaya
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TJAS	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya	Community cohesion Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	disagree that your pare can influence decisions that affect your local and 2. Do you agree or disagree that your neighbours can influend decisions that affect yo local area? 1. Do you agree disagree that this lo area (within 15/20 minutions) walking distance) is a place where people f different backgrounds get on well together? 1. In the last 12 months have you friends or you neighbours done any of things unpaid for you? (transporting you to	nt nii ersitas Bra vijaya ea?ii ersitas Bra vijaya Unii ersitas Bra vijaya Oor ersitas Bra vijaya Oor ersitas Bra vijaya Unii ersitas Bra vijaya can ersitas Bra vijaya Unii ersitas Bra vijaya
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VERSITAS	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	In resitas Brawijaya Uni versitas Brawijaya	disagree that your pare can influence decisions that affect your local and 2. Do you agree or disagree that your neighbours can influend decisions that affect yo local area? 1. Do you agree disagree that this la area (within 15/20 minu walking distance) is a place where people f different backgrounds get on well together? 1. In the last 12 months have you friends or you neighbours done any of things unpaid for you? (transporting you to school, hospital, etc)	nt niversitas Brawijaya Jniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Or ersit ₇₉ Brawijaya Or ersit ₇₉ Brawijaya Universitas Brawijaya
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awijaya	onnoisitus biunijuju		onnoisitus brunnjuju	
	Universitas Brawijaya	 Universitas Brawijaya 	Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya	Condition of the	1. In the last	82-85
awijaya	Universitas Brawijaya	community and	twelve months, do you	Universitas Brawijaya
awijaya	Universitas Brawijaya	Voluntary	to any groups, clubs or	Universitas Brawijaya
awijaya	Universitas Brawijaya	Universit sector	organisations?	Universitas Brawijaya
awijaya	Universitas Brawijaya		2. What are your group	Universitas Brawijaya
awijaya	Universitas Brawijaya	Universitas Brawijaya	or organisation's main	Universitas Brawijaya
awijaya	Universitas Brawijaya			14. ACT 14. AC
awijaya	Universitas Brawijaya			niversitas Brawijaya
awijaya	Universitas Brawijaya			c)Iniversitas Brawijaya
awijaya	Universitas Brawijaya		3. Do you agree that yo	
awijaya	Universitas Brawijaya		group, club or organisa	
awijaya	Universitas Brawijaya		can influence the decis	ioniversitas Brawijaya
awijaya	Universitas Brawijaya		making in school meeti	ng?iversitas Brawijaya
awijaya	Universitas Brawijaya		4. How many people ga	ave
awijaya	Universitas Brawijaya		unpaid help to your clu	0/
			organisation in the pas	
awijaya	Universitas Bra	TAS PI	year?	Universitas Brawijaya
awijaya	Universitas	GINO DI	laya	Universitas Brawijaya
awijaya	Universit	2.5		
awijaya	Univer		ε · · · ·	Universitas Brawijaya
awijaya	Table 3.11 Que	estionnaire of Students	' Attitude to PBL and F	BL Brawijaya
awijaya	No	Topic of the Questic	ons F	lesponses
awijaya	Uni			liversitas Brawijaya
awijaya	Uni 1 The stude	ents' general impression	on problem	niversitas Brawijaya
awijaya		rning and project based	learning	hiversitas Brawijaya
awijaya		gs from hortatory scaffol	lds and	niversitas Brawijaya
awijaya	Univ			Universitas Brawijaya
awijaya		of learning writing and sp	eaking by	Universitas Brawijaya
awijaya		PBL and PjBL		Universitas Brawijaya
awijaya	Univer4 Weakness	ses of PBL and PjBL	影 //	Universitas Brawijaya
awijaya	Universi		a a	Universitas Brawijaya
awijaya		ose of using PBL in lear	ning writing and	Universitas Brawijaya
awijaya	OTHYGICAL	arning speaking	jaya	Universitas Brawijaya
		ents' experience in learni		
awijaya	Oniversites D	-		
awijaya awijaya	Universita skills and	environmental awarenes		Universitas Brawijaya
	Oniversites D	-	DDI DDI	Universitas Brawijaya
awijaya	Universita skills and	environmental awarenes	ss using PBL	Universitas Brawijaya Universitas Brawijaya
awijaya awijaya	Universita skills and and PjBL	environmental awarenes	ss using PBL avijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya awijaya awijaya	Universita Universita Universitas Brawijaya Universitas Brawijaya	environmental awarenes	ss using PBL avijaya Bravijaya oniversitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya awijaya awijaya awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	environmental awarenes Universitas Statilijaya Universitas Brawijaya	ss using PBL avijaya Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya awijaya awijaya awijaya awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive 3.5.4 Observat Universitas Brawijaya	environmental awarenes Universitas Brawijaya ion Checklists Brawijaya Universitas Brawijaya	ss using PBL Arvijaya Bravijaya Oniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive 3.5.4 Observat Universitas Brawijaya	environmental awarenes Universitas Brawijaya ion Checklists Brawijaya Universitas Brawijaya	ss using PBL Arvijaya Bravijaya Oniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	environmental awarenes ion Checklists ly, the observation check	ss using PBL Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Cklists was used to gatl	
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awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya learning and project based learning. The observation form was shown to the collaborator before he came to the class and did the observation. He observed: 1) the students attention toward the presenting materials, 2) the students interact Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya university of the process by questioning and answering, 3) the students actively Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya unive involved in the activities set by the teacher, individually or in group and 4) the awijaya awijaya students collect the work required by the teacher. The scores based on the awijaya awijaya students' activities: the scores 1 if < 40 % of the students do, score 2 if 40 % up awijaya awijaya to 59 % of the students do, score 3 if 60 % up to 74 % of the students do, score 4 awijaya awijaya if 75 % up to 84 % the students do, and score 5 if 85 % up to 100% the students awijaya Univerdo. awijaya VIJA awijaya awijaya 3.5.5 Field Notes awijaya awijaya awijaya The field notes aims to give any information that could not be reached by awijaya observation checklist and questionare. The good points and things to consider awijaya awijaya notes on every meeting will be presented. Factors which are suspected to effect awijaya awijaya the condition of teaching and learning process during the experiment are awijaya awijaya displayed. The form of field notes was given to the observer during the awijava awijaya experiment. Unive 3.6 Method of Data Analysis awijaya awijaya awijaya As it has been described earlier, that the objectives of the study are to awijaya awijaya identify, explain, measure and analyze the effect of problem based learning on Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya the students' environmental awareness and writing skills and the effect of project awijaya Universisted learning on the students' environmental awareness and speaking skills. Java Unive Thus to know whether the students have matched with the objective of the study, java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the target of students' learning achievement is presented in the following table. Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijava Table 3.12 The Target of Students' Learning Achievement No Aspect Target rait 70 % The students writing score reach above 75 in a 0-100 scale. awijaya ijaya 2 70 % The students speaking score reach above 75 in a 0-100 scale ijaya awijaya 3ita ijaya The students use dringking bottles brought from home ers 50 % raw ersitas Brawijaya awijaya Unive Universitas Brawijaya Universitas Brawijaya awiiava 4ita The students already throw garbage in the proper places. ers 50 % rawijava Unive ersitas Brawijava awijaya Universitas Dowijaya Universitas Brawijaya awijaya awijaya awijaya Universitias B This study utilizes two data analysis methods, t-test with Mann Whitney U awijaya Universitas Brawijaya awijaya test and SEM with PLS. T-test and Mann Whitney U test were used to present awijaya aya Universitas Brawijaya awijaya Unive the result of writing and speaking pretest and post test scoresand Partial Least awijaya Square (PLS) to analyze the questionnaere datas.PLS is designed to overcome awijaya awijaya the limitations of the Structural Equation Modeling (SEM) method. In SEM awijaya awijaya method, it requires large data, no missing values, must be normally distributed, awijava awijaya and should not have multicollinearity, while PLS uses a distribution free awijaya awijaya approach, where the data can be distributed. In addition, PLS can also be used awijaya awijaya on small samples. Since the sample in this study is small (68 students), the awijaya Universeasercher uses PLS design. PLS was used to measure motivation, available awijava awijaya Unive environmental knowledge and skills of the students environmental awareness, lava awijaya Univerparental involvement, community involvement and school environment using available awijaya awiiaya Unive questioner as one of the instruments in this study. as Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas ^BThe questionnaire in this study used Likert scale. According to Ary, et al Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive (2002), likert scale is a measurment scale consisting of a series of statements laya awijaya awijaya Unive followed by five response catagories, typically ranging from "strongly agree" to java "strongly disagree". The questioner in this study used five alternative answers in the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

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 Iniversitas Brawijaya Furthermore, the research instrument is tested the validity and reliability as follows: as follows: 3.6.1 Validity Test Iniversitas Brawijaya Iniversitas Brawijaya Iniversitas Brawijaya Iniversitas Brawijaya Iniversitas Brawijaya Iniversitas Brawijaya
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Wijaya University Validity is another important feature of a good test. In developing and jaya
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constructing a test and questionnare to assess the students' awareness, skill
wijaya Universita and knowledge, a grugiel consideration should be made as that the test can get a
valid result. Validity is the extent to which a measure actually taps the underlying
concept that is purposes to measure (Ary, et al, 2002). In other words, in
measuring the subjects' skill or knowledge of learning based competence the test
wijaya Unive must measure appropriately the skill or knowledge so that the result of the test jaya
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wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya wijaya Universitas Brawijaya performance. While, to measure the subjects' motivation , attitude, and action, the parental involvement and school environment as the external factors which
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya factor that is students' psychological factor are a crusial consideration should be made too, so that the questionnare can also get a valid result. Validity tests are used to examine the instruments, so that the instruments can deliver the results Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive that appropriate with its purposes.vijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya The validity of the data will be tested by PLS model convergent validity awijaya awijaya awijaya and discriminant validity. According to Alarcon & Sanchez (2015), "the Universitas Brawijaya awijaya awijaya convergent validity of the measurement model can be assessed by the Average awijaya Unive Variance Extracted (AVE) and Composite Reliability (CR). AVE measures the awijaya awijaya level of variance captured by a construct versusthe level due to measurement awijaya awijaya error, values above 0.7 are considered very good, whereas, the level of 0.5 is awijaya awijaya acceptable. CR is a less biased estimate of reliability than Chonbachs Alpha, awijaya awijaya theacceptable value of CR is 0.7 and above" awijaya awijaya awijaya AVE =awijaya awijaya $\Sigma \lambda_i^2 + \Sigma_i$ var(ɛ,) awijaya awijaya

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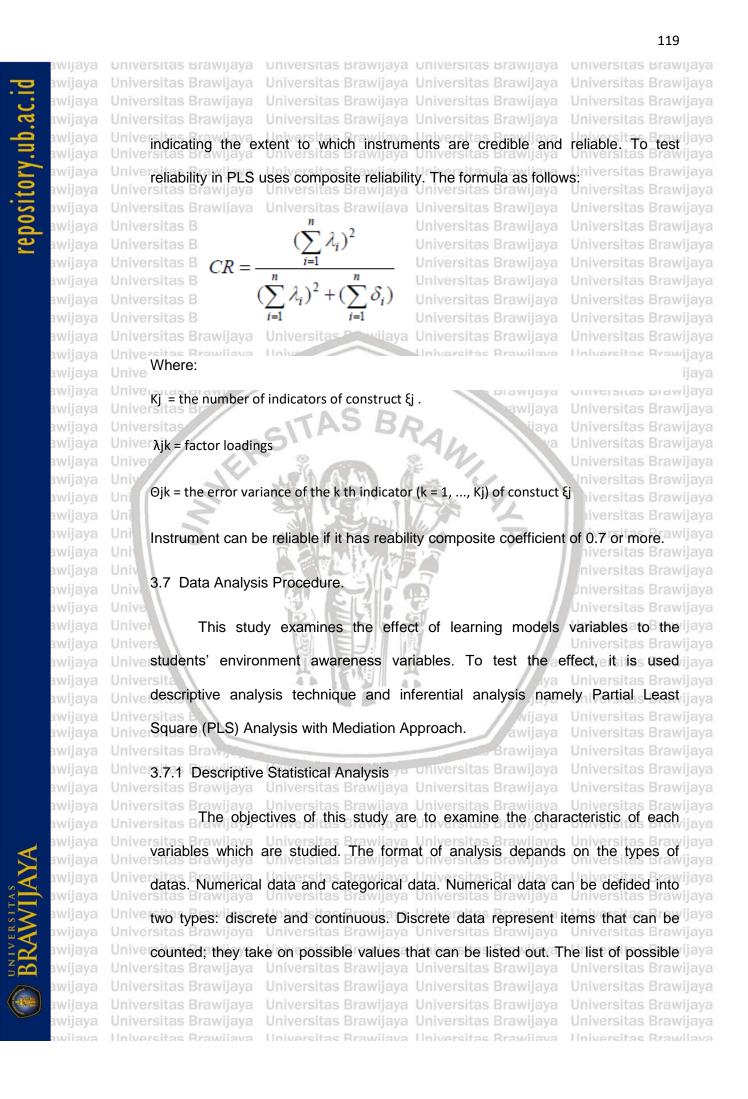
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AVE B = Average Variance Extracted

 Σ = correlation covariance matrix Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya itas Brawijaya Univers Universitas Bratactor loadings sitas Brawijaya Universitas Brawijaya awijaya Unive 3.6.2 Realibility Testversitas Brawijava Universitas Brawijava awijaya awijaya Realibility is the extent to which a measure yields consistent results and Universitas Brawijaya the extent to which scores are free of random error. Reliability is an index Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava



awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya values may be fixed (also called finite); or it may go from 0, 1, 2, on to infinity awijaya (making it countably infinite). Continuous data represent measurements; their awijaya awijaya possible values cannot be counted and can only be described using intervals on Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive the real number line. While, categorical data represent characteristics such as a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya university person's gender, marital status, hometown, or the types of movies they like. awijaya awijaya Categorical data can take on numerical values (such as "1" indicating male and awijaya awijaya "2" indicating female), but those numbers do not have mathematical meaning. awijaya awijaya Universitas BOn the instrument which is used in this study, the answers are obtained lava awijaya awijaya University scores. The scores based on the Likert scale, the response catagories, available awijaya awijaya unive typically ranging from "strongly agree" to "strongly disagree". The questioner in awijaya awijaya this study uses five alternative answers in a set of statements, which has a awijaya awijaya positive meaningful range up to a negative meaning about the topic with a awijaya awijaya predetermined answer scores between 1 and 5. The interpretation is: strongly awijaya awijaya agree is given score 5, agree is given score 4, quite agree is given score 3, awijaya niversitas Brawijaya awijaya Universities disagree is given score 2, and strongly disagree is given score 1. Universities Brawijava awijaya 3.7.2 Regression Analysis awijaya awijaya awijaya Universitas Regression analysis in this study is to examine whether problem based java awijaya awijaya Unive learning, project based learning, parents involvement and school environment java awijaya University awijaya give effect on the students' environmental awareness in SMAN 1 Gambiran, awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya To know whether there were significant relationship between independent awijaya University variables and dependent variable that is students' environmental awareness (Y), java this study used multiple linear regression analysis model. Multiple Linear Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Regression is the most common form of linear regression analysis. As a awijaya awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

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awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava predictive analysis, the multiple linear regression is used to independent variables. This analysis wants to find the relationship between Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya cognitive (X1), attitute (X2) and action (X3). The formula which is used as follows: Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya

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β1 –β3 regression coefficient

= regression constant

 $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$

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relationship between one continuous dependent variable and two or more

error

The hypothesis is a simple proposition that can be proved or disproved through various scientific techniques and establishes the relationship between independent and some dependent variable. It is capable of being tested and verified to ascertain its validity, by an unbiased examination. Testing of a hypothesis attempts to make clear, whether or not the supposition is valid. There are some tests in regression coefficient, they are Ftest, t-test and Coefficient of Unive Determination (R²). The F statistical test basically shows whether all the independent variables included in the model have a mutual influence on the Unive dependent variable iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya T test is used to test the significance of the partial influence of the independent variable to the dependent variable. This test provides to test the significance of the constants of each independent variables to the dependent variable. This test is done by comparing t-count and t table with significance level Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive t <0,05 (5%) and on the level of free degree df = n-k-1. If t count > t table then the laya Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava partial independent variables significantly influence the independent variable vice versa. Coefficient of determination is used to measure the percentage of variation of dependent variable which is described by all independent variables. awijaya awijaya Coefficient of determination lies between 0 and 1 ($0 < R^2 < 1$), where the higher of awijaya awijaya R² value of a regression or it is closer to 1, then the regression results will be awijaya awijaya better. This means that the independent variables provide almost all the awijaya University information needed to predict the dependent variable. rawijaya awijaya awijaya 3.7.3 Inferential Analysis: PLS Mediation Approach awijaya awijaya awijaya The purpose of the second study in this study is the dominant factors that awijaya awijava affect students' environmental awareness, and it requires a structured analysis java awijaya awijaya tool for its completion. Environmental awareness consists of motivation, awijaya awijaya knowledge and skill. Motivation is largely based on student's values and awijaya awijaya attitudes, including concern about environmental problems and understanding of awijaya awijaya one's responsibilities. Environmental knowledge includes knowing about Universitas Brawijaya awijaya awijava University environmental problems and the cause-effect relationships of environmental available awijaya Unive problems. Skills are studentabilities to act in different levels: waste, participation, java Unive campaign or socialisation. For that required, it needs the hypotheses that adjust java awijaya Universion awijaya Unive the students' environmental awareness. Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas BIn static terminology, there are three types of variables that are included in Uava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Univerthis study, those are versitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brav 1. Independent variable: a variable that is antecedent to the dependent variable; also called the experimental or treatment variable. Universitas Brawijaya awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Hypotheses 1 and 2 are tested by t test and directly Partial Least Square. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Based on the study problems, hyphothesis and research design, the data java awijaya Unive collectingin this study will be analized by quantitative method, Structural Equation Modeling (SEM) technique with Partial Least Square (PLS) approach. PLS is a awijaya awijaya statistical method that produces some relation to principal components awijaya awijaya regression, PLS is also an analytical technique used to test the hypothesis awijaya Universitas Brawijava awijaya between variables. It has a linear regression model by designing the predicted awijaya Unive variables and the observable variables to a new space. PLS can also at the same awijaya awijaya wijaya Universitas Brawijaya Unive time analyze the constructs formed with reflexive and formative indicators. S Brawijava awijaya awijaya awijaya There are 2 (two) basic evaluations in PLS, namely model evaluation of awijaya awijaya outer model measurement results and evaluation of structural model (inner awijaya awijaya model). Outer model of Partial Least Square is to know the validity and reliability niversitas Brawijaya awijaya of indicators that measure latent variables. Criteria validity test in a study refers to awijaya awijaya the amount of outer loading each indicator of the latent variable. While, inner awijaya awijaya model or structural model testing is done to see the relationship between awijaya awijaya construct, significance value and R-square of research model. awijaya awijaya Universitias The testing steps of the PLS-based empirical research model with java awijaya Unive SmartPLS software are as follows: awijaya awijaya nive 1. Model Specifications Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas BThe relationship of path analysis between variables consists of: sitas Brawijava awijaya awijaya a. Outer model, that is the specification of the relationship between latent awijaya variables with the indicator. It is also called outer relation or measurement model. It defines the characteristics of the construct with its manifest Universitas Evariables. The reflexive indicator model can be written as follows: awijaya Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

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awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay $\chi = \int_{X} \xi r + i \epsilon x$ Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya = Ay, 9r5 Eys Brawijaya Universitas Brawijaya awijaya Universitas BWhere x and y are indicators for exogenous and endogenous latent laya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitian B variables. While Ax and Ay are loading matrices which describe such available awijaya Universitian Bsimple regression coefficients that connect latent variables with their lave awijaya awijaya indicators. Residuals measured by ɛx and ɛy can be interpreted as awijaya awijaya measuring errors or noise. awijaya awijaya awijaya The equation of formative indicator model can be written as follows: S Brawlava awijaya awijaya $\xi = \Pi x Xi + \delta x$ awijaya awijaya awijaya $n = \Pi y Yi + \delta y$ awijaya awijaya Where ξ , η , X and Y are equal to the previous equation. If x and I y are awijaya awijaya like multiple regression coefficients of the late variable toward the awijaya awijaya indicator, while be and by are the residuals of the regression. Versitas Brawliava awijaya awijava b. Inner model, thai is the specification of the relationship between latent awijaya variables (structural model) which is called the inner relation, describing awijaya the relationship between latent variables based on the substantive awijaya awijaya awijaya Universitias ^Btheories of research. Without losing the general nature, it is assumed that Universitas Brawijaya awijaya niver awijaya Universitas B the latent variables and the manifest indicators or variables on the zero Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya means scale and the variance unit are equal to one, so the location awijaya Universitas Bparameters (constants parameters) can be removed from model. The java Universitas Bequation model can be written as follows: tas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya = $\beta \eta v = \Gamma_s \xi + \zeta_s rawijaya$ Universitas Brawijaya awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava

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awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Where η represents the endogenous variable vector (dependent), ξ is the awijaya vector of the exogenous latent variable and ζ is the residual vector Universitian B (unexplained variance). Since PLS is designed for recursive models, then Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities B the relationships between latent variables hold that any latent variable is lave Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Bdependent n or often called casual chain system of latent variables. They will available awijaya awijaya Universitas B can specified as follows: wijava Universitas Brawijava awijaya vijaya Universitas Brawijaya Universitas Brawijaya Universitas awijaya Universitas Brawijaynį $= \Sigma i \beta ji ni + \Sigma i y jb \xi b + \zeta 1 niversitas Brawijaya$ awijaya awijaya Where yib (in the form of a matrix denoted by Γ) is the path coefficient that awijaya awijaya links endogenous latent variables (η) with exogenous (ξ). While the β ji (in awijaya awijaya the form of the matrices denoted β) is the path coefficient that connects awijaya awijaya endogenous latent variables (n) with endogenous (n); for index range i awijaya sitas Brawijava awijaya b. The parameter ζ_j is a variable inner residual. and awijaya awijaya In the PLS model, the inner model is expressed in the system equation as awijaya awijaya follows: awijaya awijaya η1 = γ1 ξ1 + γ2 ξ2 + ζ1awijaya awijaya η2 = β1 η1 + γ4 ξ2 + ζ1Unive 2. Model Evaluation awijaya Universities The structural model or inner model is evaluated by looking at the awijaya awijaya awijaya percentage of variance. It is described by looking at R2 for laten,t dependent awijaya awijaya constructs using the Stone-Geisser Q Sqaure test size and also looking at the awijaya magnitude of its structural path coefficients. The stability of this estimate is unive evaluated using the t-statistic test obtained through the bootstrapping procedure. Universitas Brawijava Universitas Brawijava Universitas Brawijava

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awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava Goodness of Fit Model is measured using R-square dependent latent variable with the same interpretation as regression. Q-Square predictive relevance for structural models, it measures how well the observed values Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya generated by the model and its parameter estimates. The Q-square value > 0, awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive indicates the model has predictive relevance; otherwise if the value of Q-square silva awijaya awijava 0, indicates the model lacks predictive relevance. Q-square calculation is done awijaya 💓 🛄 💭 🗠 🗠 🗠 🗠 🗠 🗠 🗠 🗠 🗠 🗠 🗠 🗠 🗠 awijaya by the formula as follows: awijaya awijaya Universitas BQ2 = 1 - (1 - R1 2) (1 - R2 2) ... (1 - Rp 2) Brawijaya awijaya awijaya awijaya where R_1^2 , R_2^2 Rp² is the R-square of the endogenous variable in the equation awijaya awijaya model. awijaya awijaya Hypothesis Testing awijaya awijaya awijaya Hypothesis testing (Y and p) is done by Bootstrap resampling method awijaya awijaya developed by Geisser & Stone. The test statistic used in this research is t-statistic awijaya Unive or t test. Therefore, the assumption of free distributed data does not require java awijaya awijaya Unive normal distribution assumptions and does not require large samples. erstas Brawlava awijava awijaya 4. Moderator Analysis Using Partial Least Square (PLS) Universitas Moderation describes a situation in which the relationship between two lava awiiava constructs is not constant but depends on the values of a third variable, referred awijaya awijaya to as a moderator variable. The moderator variable (or construct) changes the awijaya awijaya strength or even the direction of a relationship between two constructs in the model. Moderating relationships are hypothesized a priori by the researcher and specifically tested. The testing of the moderating relationship depends on Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya whether the researcher hypothesizes whether one specific model relationship or lave Unive whether all model relationships depend on the scores of the moderator. Sites Brawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

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awijaya Universitas Brawijaya awijaya awijaya One method for analyzing moderation variables is moderation regression. awijaya awijaya Regression analysis of moderation is a regression analysis involving moderating awijaya awijaya variables in building the relationship model. In the regression analysis of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya moderation, all assumptions of regression analysis apply, meaning that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya University assumptions in the regression analysis of moderation are the same as average awijaya awijaya unive assumptions in the regression analysis. Moderation variables can be known from awijaya awijaya the influence of two-way interaction between predictor variables and moderation awijaya variables in predicting dependent variables. awijaya awijaya awijaya If X1 be the predictor variable, X2 as the moderating variable (X2 = M) awijaya awijaya with the dependent variable (Y) then in the regression model, the two variables awijaya awijaya X1 and X2 = M are called the main effects and in the moderation regression awijaya awijaya model, the main effect will be added the interaction effect between X1 and X2 = awijaya awijaya M (X1 * X2 = X1 * M). The effect of this interaction that distinguishes whether the awijaya awijaya variable X2 = M as a moderation variable or not. The relationship equation model awijaya awijaya Unive in moderation regression analysis is as follows: awijaya Iniversitas Brawijaya awijaya awijaya

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 $\hat{Y}_i = b_0 + b_1 X_{1i} + b_2 M_i + b_3 X_{1i} * M_i$

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas BrawiCHAPTER IV as Brawijaya Universitas Brawijaya Universitas Brawijaya RESEARCH FINDINGS awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya This chapter elaborates research findings and verification of the hypotheses awijaya awijaya awijaya of the research. It presents result of the posttest score and the analysis using t-test awijaya awijaya and the hypothesis testing after analysis the questionnaires and posttest score as awijaya Unive the main findings. Besides, it also explains the result of minor findings, the screening awijaya awijaya result of the students' Mathemetic and science scores in the second semester where awijaya awijaya the students were in the X grade and learning motivation with the students' English awijaya awijaya language skills awijaya awijaya awijaya Univ 4.1 Major Findings awijaya awijaya This chapter discusses the analysis of data obtained from the primary awijaya awijaya research data. Secondary data is data obtained by researchers from library sources awijaya awijaya or reports. Secondary data in this study were obtained from semester 2 report cards awijaya awijaya students of class XI MIPA 1 and XI MIPA 4. A sample of 68 students consisted of 36 awijaya

science and learning motivation with the results of learning English. The major data as the main sourch of the decision whether or not the procedure applied was effective are the posttest scores that were calculated by means of statistical procedure. When the mean scores of the experimental classes and a statistical procedure. When the mean scores of the experimental classes and a statistical procedure. When the mean scores of the experimental classes and a statistical procedure. When the mean scores of the experimental classes and a statistical procedure. When the mean scores of the experimental classes and a statistical procedure. When the mean scores of the experimental classes and a statistical procedure. When the mean scores of the experimental classes and a statistical procedure. When the mean scores of the experimental classes and a statistical procedure. When the mean scores of the experimental classes and a statistical procedure. When the mean scores of the experimental classes and a statistical procedure. When the mean scores of the experimental classes and a statistical procedure. When the mean scores are statistical procedures are statistical procedure applied was a statistical procedure. When the mean scores of the experimental classes are statistical procedure. When the mean scores are statistical procedures
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average score 55.97 with standard deviation (SD) = 8.43.

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awijaya	Uni	EAVIG		X V	. 11		Brawijaya
awijaya	Uni 74.53 with the	standard deviat	ion (SD) =	7.17, while	in the F	ostest Ex	periment
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awijaya	Unive 4.1.2 Normality					Jniversitas	
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awijaya	Table 4.3 The N	Jormality Test	Results of I	Experimen	t Class a	and Contro	Brawijaya
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awijaya	Universitas BFrom the	able above, it	can be seen	that at a si	gnificant l	evel α = 0.0	05 and a
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Univers	Kelas	p-value	Alpha	Conclusion	Jaya
Univers	Experiment Class	0,082	0,05	Data is normally distributed	laya
Univers	Control Class	0,000	0,05	Data is not normally distributed	jaya

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From the table above, it can be seen that at a significant level α = 0.05 and the sample sizes were 8, a *p*-value was 0.082 for the Experimental Class and 0,000 for the Control Class. It turns out that the *p*-value of one group of data was smaller

than alpha, that is in the Postest Control class. This shows that the control class

posttest score data was not normally distributed.

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awijaya Based on all the results of the abnormality data testing, it is known that there awijaya University are violations of the assumptions of parametric statistical testing. Therefore, and awijaya awijaya University alternative test was used, namely the Mann-Whitney test. Thus, the comparative test awijaya Universitas Brawijava Universitas Entrementer awijaya which was then used was the non-parametric statistical testing method namely Manawijaya Whitney. The test used the SPSS version 13.0 program application and the output awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya results are as follows: results are as follows: awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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<u> </u>	awijaya awijaya	Universitas Fest vija	Group	Total	Mann-	P-value	Explanation	aya aya
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	awijaya	Statistical Hy	phothesis:	DR	A .		niversitas Brawij	
	awijaya		priotriesis.		14.		niversitas Brawij	
	awijaya	Univer	1	i je			niversitas Brawij	
	awijaya	Univ H ₀ : Both data	a groups tend to be	the same (non significa	antly differe	nt)versitas Brawij	aya
	awijaya awijaya	H₁: Both grou	ups of data tend not	t to be the s	ame (signifi	cantly differ	hiversitas Brawij ent) _{rsitas} Brawij	
	awijaya			25-12 May			niversitas Brawij	
	awijaya	unie α: 5%				×	niversitas Brawij	
	awijaya	Univ Test criteria:		1 P. D.			niversitas Brawij	
	awijaya	Univ Reject Ho if p	-value < q		ř.		niversitas Brawij	
	awijaya	Unive					niversitas Brawij	
	awijaya	Unive Accept H ₀ if µ	o-value > α			/ U	niversitas Brawij	aya
	awijaya	Univers The F	Pretest data testing	of the Exp	erimental C	lass group	got a total rankir	ng/a
	awijaya	Universit				a U	niversitas Brawij	aya
	awijaya	Unive 4992.5 and t	he Pretest datas ir	the Contro	ol Class gro		-	
	awijaya	Universitas	Appa Whitpov LLT		00 10/1 5		niversitas Brawij	
	awijaya awijaya	UniverSo that the M Universitas Bra	Mann-Winney 0-16	est value w	as 1041.5 v		niversitas Brawij	
	awijaya	Univervalue of p-va	alue > α (0.073> 0	.050), the s	statistical hy			
	awijaya		And and a second s					
	awijaya	Universitas Brawia means that	there is non si	gnificant d	lifference b	etween th	e groups of th	neva
	awijaya	Universitas Brawija	aya Universitas Br	awijaya Ur	niversitas Bi	awijaya U	niversitas Brawij	aya
	awijaya	Experimental	Class data and the	e Control Cl	lass data gr	oup in the F	retest test.	aya
	awijaya	Universitas Brawija	aya Universitas Br	awijaya Ur	niversitas Bi	awijaya U	niversitas Brawij	aya
X	awijaya	Universitas Bitheij		•		• •	•	•
N _s	awijaya	Universitas Brawija						
1	awijaya	Unive number 5905					•	
K ^R S1	awijaya awijaya	Universitas Brawia unive number 314	0. So that, the Ma	ann-Whitne	v U-Test va	alue was 9	29 with a <i>p-val</i> u	aya Je
BRAWIJAYA	awijaya	Universitas Brawija	ava Universitas Br	awijava Ur	iversitas Bi	awijava U	niversitas Brawii	ava
Buz	awijaya	0,000. Due t	o the <i>p-value</i> < α	(0,000 < 0	,050), the s	tatistical hy	pothesis stated	toya
	awijaya	Universitas Brawija					niversitas Brawij	
C C C C C C C C C C C C C C C C C C C	awijaya	Universitas Brawija					niversitas Brawij	
	awijaya	Universitas Brawija					niversitas Brawij	
	awiiaVa	Universitas Rrawiis	ova universitas Ri	awnava IIr	IVARSITAS RI	awnava H	Inversitas Krawli	av/2

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya reject H₀. Therefore, the one that applies was H₁, means that there is a significant Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive difference between the Experimental Class data group and the Control Class data Univergroup in the Post test. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 4.1.3 Measurement Model (Outer model / Measurement Model) Universitas Brawijaya Universitas diaya Universitas Brawijaya Measurement model is a model with the results of calculations based on calculations using the PLS program. The purpose of the measurement model is to describe which indicators have the dominant influence as a direct measure of the latent variable. This evaluation is done by looking at the value of the loading factor (outer loading) on each indicator. If the T Statistics value is more than 1.96 then it can be said that the indicator is valid, while to find out which indicator is the most dominant one can be seen through the ranking value on each factor weight, Rank 1/a is the most dominant indicator.

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Table 4.6

awijaya	Universit Evalua	ation Summa	ary of Meas	urem	ent Models ((Type B / Form	native)s Bra	awijaya
awijaya	Universita	4.6		W	eight Factor	aya Univ	Indeper	ndence
awijaya awijaya awijaya	Universitas Latent Universita Variable Universitas Br	Observed Variable	Weight Estimate	Ra nk	t Statistics	Conclusion	Multicol- linearity	Con - clusion
awijaya	Universitas Problem	X11	0,606	1	7,011	Significant	er 2,372 Bra	Valid
awijaya	Based Learning (X1)	X12	0,460	2	^{ver} 5,099 ^{Br}	Significant	2,162	Valid
awijaya	Project Based	X21	0,337	2	2,413	Significant	2,192	Valid
awijaya awiiava	Learning (X2)	X22	0,699	a Un	5,151	Signifikan	1,884	Valid
awijaya	Universitas Brawijaya	Unx31 sita	5 0,232 ay	a <u>2</u> n	ver1,173 Br	Not Significant	er 2,901 Bra	Valid
awijaya awijaya	Involvement (X3)	UnX32 sita	0,226	a Un a 3n	ver1,432 Br	Not Significant	2,486	Valid
awijaya	Universitas Brawijaya	X33 ^{sita}	0,664	a µn	5,868 Br	Significant	2,525	Valid
awijaya awijaya	Univer sitas Brawijaya Universitas Schooljaya	Universita UnX41 sita	0,043	a Un a <mark>4</mark> n	0,562	Not Significant	1,661	Valid
awijaya	UniversitEnvironmenta	Unx42 sita	0,820	a Un	10,573 ^{Br}	Significant	1,846	Valid
awijaya awijaya	Universitas E(X4)/ijaya Univer sitas Brawijaya	X43	0,075	3	1,078	Not Univ	1,541	Valid
awijaya	Universitas Brawijaya	Universita	s Brawijay	a Un	iversitas Br	awijaya Univ	ersitas Bra	awijaya

awijaya	universitas Brawijaya	universitas	s вrawijaya	Un	versitas Br	awijaya uni	versitas Bra	wijaya
awijaya	Universitas Brawijaya	Universitas	s Brawijaya	Uni	iversitas Br	awijaya Uni	versitas Bra	wijaya
awijaya	Universitas Brawijaya	Universitas	s Brawijaya	Uni	iversitas Br	awijaya Uni	versitas Bra	wijaya
awijaya	Universitas Brawijaya	Universitas	s Brawijaya	Uni	iversitas Br	awijaya Uni	versitas Bra	wijaya
awijaya	Universitas Brawijaya	Universitas	Brawijaya	Uni	iversitas Br	awijaya Uni	versitas Bra	wijaya
awijaya	Universitas Brawijaya	Universitas	s Brawijaya	Uni	iversitas Br	awijaya Uni	versitas Bra	wijaya
awijaya	Universitas Brawijaya	Universitas	s Brawijaya	Uni	iversitas Br	awijaya Uni	versitas Bra	wijaya
awijaya	Universitas Brawijaya	Universitas	s Brawijaya	Uni	iversitas Br	awijaya Uni	versitas Bra	wijaya
awijaya	Universitas Brawijaya	Universitas	s Brawijaya	Uni	versitas Br	Significant	versitas Bra	wijaya
awijaya	Universitas Brawijaya	X44	0,188	2	2,304	Significant	2,721	Valid
awijaya	Universitas Brawijaya	Universitas	s Brawijaya	Uni	versitas Br	Not	versitas Bra	wijaya
awijaya	Universitas Brawijaya	Unix45 sitas	0,008 aya	5ni	ver0,113 Br	Significant	er1,926 Bra	Valid
awijaya	Universitas Brawijaya	X51	0,694	i V ni	^{ver} 5,181 ^{Br}	Significant	2,082	Valid
awijaya	Universitas Brawijaya	Universitas	Brawijaya	Uni	versitas Br	a Not ya Uni	versitas Bra	wijaya
awijaya	Community Involvement	UnX52 sitas	-0,084	4ni	0,694 Br	Significant	1,946 _{Bra}	Valid
awijaya awijaya	Universitas (X5) Universitas Bravijaya	Universitas u-X53	0,047	3	0,548	Not va Significant	1,812	Valid
awijaya	Universitas Brawijaya	X54	0,475	2	4,695	Signifikan	2,284	Valid
awijaya	Universitas Brawii	Y12	0,197	2	1,103	Not Significant	1,883	Valid
awijaya	Universitas Bra	Y13	0,811	1	5,514	Significant	2,142	Valid
awijaya awijaya	English Productive	SW	0,166	3	1,462	Not a Uni	2,377	Valid
awijaya	Univer Skills (Y1)	Y14		能		Significant Not	versitas Bra	wijaya
awijaya	Univ	Y15	0,019	4	0,187	Significant	er 3,235 Bra	Valid
awijaya awijaya	Uni Uni	Y16	-0,168	5	1,729	Not Significant	2,914	Valid
awijaya	Environmental	Y21	0,435	1	4,399	Significant	2,463	Valid
awijaya	Awareness	Y22	0,385	2	4,134	Significant	3,424	Valid
awijaya	Univ (Y2)		0,373	3	2,919	Significant	3,241	Valid
awijaya	Univ	Y23	0,373	3/	2,919	Significant	versitas Bra	wijaya
awijaya	Unive			E		Uni	versitas Bra	wijaya

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(Multicollinearity) < 10 (Valid). While the results of t Statistics are significant and not significant. Thus, in general, the results of local optimization (outer model) are stated as good and feasible for further analysis. In detail, in order to find out the most awijaya dominant indicators in contributing to latent constructs are explained as follows. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B1. The best indicator in forming the Problem Based Learning (X1) variable is a awijaya awijaya X11 (Linguistic Related Items) with the highest weight of 0.606. therefore, if the decision maker wants to increase the value of Problem Based Learning (X1), the statistic recommendation is to prioritize the increase in value on the X11 (Linguistic Related Items) indicator. versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Based on the table above, it can be seen that all values of VIF

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya awijaya Universities B2. The best indicator in forming the Project Based Learning (X2) variable is a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive X22 (Environmental Related Items) with the highest weight of 0.699, so that if the decision maker wants to increase the value of Project Based Learning (X2), the awijaya awijaya statistical recommendation is to prioritize the increase in value on indicator X22 awijaya awijaya ujaya Universitas Brawijaya Universitas Brawijaya (Environmental Related Items). awijaya awijaya Universitas B3. The best indicator in forming the Parental Involvement variable (X3) is X33 awijaya awijaya (Personal Involvement) with the highest weight of 0.664. therefore, if the decision awijaya awijaya maker wants to increase the value of Parental Involvement (X3), the statistic awijaya recommendation is to prioritize the increase in value on the X33 indicator (Personal awijaya awijaya Involvement). awijaya awijaya 4. The best indicator in forming the School Environment (X4) variable is X42 awijaya awijaya (Promotion of mastery goals) with the highest weight of 0.820, so that if the decision awijaya awijaya maker wants to increase the value of School Environment (X4), the statistic awijaya awijaya recommendation is to prioritize the increase in value in indicator X42 (Promotion of awijaya awijaya mastery goals). awijaya ersitas 5. The best indicator in forming the Community Involvement (X5) variable is awijaya awijaya X51 (Community influence) with the highest weight of 0.694, so that if the decision awijaya awijaya maker wants to increase the Community Involvement value (X5) then the statistic awijaya awijaya recommendation is to prioritize the increase in value on the X51 indicator (Community influence) ersitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijava Universitas Brawijava Universitas 6. The best indicator in forming the English Productive Skills (Y1) variable is Y13 (Vocabulary) with the highest weight of 0.811, so that if the decision makers Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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awijaya significance (Ghozali, 2008). awijaya

Table 4.7 Coefficient of Determination

University of Determin	ation	ljaya	Universitas Brawijaya
Univer	R Square	wijaya	Universitas Brawijaya
Unive Community Involvement (X5)		awijaya	Universitas Brawijaya
Unive ELM (Z)	0,910720	Brawijaya	Universitas Brawijaya
Unive English Productive Skills (Y1)	0,811900	sitas Brawijaya	Universitas Brawijaya
Unive Environmental Awareness (Y2)	0,723927	sitas Brawijaya	Universitas Brawijaya
Unive Parental Involvement (X3)		sitas Brawijaya	Universitas Brawijaya
Unive Problem Based Learning (X1)	0,706679	sitas Brawijaya	Universitas Brawijaya
Unive Project Based Learning (X2)	0,774946	sitas Brawijaya	Universitas Brawijaya
Unive School Environment (X4)	0,359655	sitas Brawijaya	Universitas Brawijaya
Universitas Brawijaya Universitas Brawij	jaya Unive	rsitas Brawijaya	Universitas Brawijaya
Universitas Brawijaya Universitas Brawij	jaya Unive	rsitas Brawijaya	Universitas Brawijaya
Universitas BGoodness of fit model tes	ting is do	ne by using the	total determination
Universitas Brawijaya Universitas Brawij	jaya Unive	rsitas Brawijaya	Universitas Brawijaya
coefficient, where the test results of	an explain	how much the p	bath model formed is
			Universitas Brawijaya
Universitas Brawijaya Universitas Brawij	jaya Unive	rsitas Brawijaya	Universitas Brawijaya
Universitas Brawijaya Universitas Brawij	jaya Unive	rsitas Brawijaya	Universitas Brawijaya
Universitas Brawijaya Universitas Brawij	jaya Unive	rsitas Brawijaya	Universitas Brawijaya
Universitas Rrawijava Universitas Rrawi	iava Unive	reitae Rrawiiava	Ilniversitas Rrawilava
	Community Involvement (X5) ELM (Z) English Productive Skills (Y1) Environmental Awareness (Y2) Parental Involvement (X3) Problem Based Learning (X1) Project Based Learning (X2) School Environment (X4) Goodness of fit model test coefficient, where the test results of	Community Involvement (X5) ELM (Z) 0,910720 English Productive Skills (Y1) 0,811900 Environmental Awareness (Y2) 0,723927 Parental Involvement (X3) Problem Based Learning (X1) 0,706679 Project Based Learning (X2) 0,774946 School Environment (X4) 0,359655 Goodness of fit model testing is do coefficient, where the test results can explain Inversitas Bravitava Inversitas Bravitava Inversitas Bravitava School Environment (X4)	R Square Community Involvement (X5) ELM (Z) 0,910720 English Productive Skills (Y1) 0,811900 Environmental Awareness (Y2) 0,723927 Parental Involvement (X3) 0,706679 Project Based Learning (X1) 0,706679 Project Based Learning (X2) 0,774946 School Environment (X4) 0,359655 Goodness of fit model testing is done by using the coefficient, where the test results can explain how much the participation of the state of the st

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya able to represent the observed data. The total coefficient of determination ranges Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive from 0.0 to 100.0%, where the higher the total coefficient of determination, the higher a awijaya Unive the path model is able to represent the observed data. The results of the calculation a awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Univer R² Total = 1- $(1 - R_1^2) \times (1 - R_2^2) \times (1 - R_3^2) \times (1 - R_4^2) \times (1 - R_5^2)$ inversitas Brawijaya sitas Brawijaya awijaya awijaya Total =1 – (1 – 0.706) x (1 – 0.773) x (1 – 0.362) x (1 – 0.786) x (1 – 0.726) \mathbb{R}^2 awijaya awijaya 0.998 (99.8%) awijaya awijaya The Total Determination Coefficient obtained from the structural model is awijaya awijaya 0.998 which means that 99.8% of the data that is owned can be explained by the awijaya awijaya formed path model and the remaining 0.2% is explained by other factors outside the awijaya awijaya research. In detail the results of standard measurements of the inner model testing awijaya awijaya Unive criteria based on the total of determination coefficients are as follows. arsitas Brawijaya awijaya awijaya Table 4.8 The Strength Level of Structural Models (Global Optimization) awijaya awijaya **R-Square Criteria Standart R-Square** No Explanation awijaya Total Va Interval Kategori awijaya Universitas B 1 0,000 - 0,299 Very Week Universitas Brawijaya awijaya 2 0,300 - 0,499 Week UniStrongs Brawijaya awijaya 0.998 0,500 - 0,699 Moderat 3 Universitas Brawijaya awijaya 4 0,700 - 1,000 awija Strong/ersita s Brawijava Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava awijaya awijaya The table above is global optimization information that tests how strong the awijaya confirmation of the theory is based on the constructed model. It is known that the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya total determination coefficient is 0.998, where the value is in the range of 0.700 -Unive 1,000. Based on the standard R-Square testing criteria, the constructed model is

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relatively strong to confirm the theory. So that the use of the path construction is Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

awijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya declared appropriate and feasible to test the hypothesis. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 4.1.5 Descriptive Analysis of Each Variable awijaya awijaya Universitian B Descriptive analysis technique aimed to explain the entire data collected by a awijaya awijaya describing, classifying, and classifying into tables which are then given an awijaya awijaya explanation based on the most dominant indicators and the weakest indicators. The awijaya awijaya research data was obtained by researchers from respondents 'answers to a number awijaya awijaya of questions, namely respondents' answers to the questions in the questionnaire that awijaya awijaya supported the research. awijaya iversitas Brawijava awijaya In this section we present the frequency distribution of the scores of each awijaya awijaya variable item and the mean of each variable item. To describe the mean value of awijaya awijaya each item, indicators and variables in this study used criteria with class intervals awijaya awijaya obtained from the calculation results: awijaya awijaya Interval Class = (<u>The highest answer score value – The lowest answer score value</u>) awijava awijaya 4 number of classes / categories awijaya awijaya awijaya The respondent's answer score in this study refers to a 5-point scale of the awijaya awijaya Likert scale (Sugiyono, 2015), so the highest value of the respondent's answer is 5 awijaya awijaya and the lowest answer value is 1. The number of classes / categories used in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive preparing the criteria is adjusted to the scale used that is 5 classes, so the class awijaya interval is (5-1): 5 = 0.8. While the basic interpretation of the average value used in awijaya this study proposes the interpretation of scores according to Sudjana (2013). Thus the criteria for describing the mean values that have been obtained for each item, indicator, and variable can be described in table 5.9 as follows:

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awijaya	universitas Brawijaya	universitas Brawilava	universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
awijaya awijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
awijaya awijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya		blei4.9sitas Brawijaya	Universitas Brawijaya
awijaya awijaya awijaya			cator Scores in Resea	
🕘 awijaya	Universitas Brawijaya	Value / Score	Universit Interpretation	11 1
awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya	Universit a 1,8rawijaya	Universit Very low / Ba	dJniversitas Brawijaya
awijaya	Universitas Brawijaya	> 1,8 - 2,6	Universitas Brawijava	Universitas Brawijaya
awijaya	Universitas Brawijaya	Universitas Brawijaya	Low / Not go	Universitas Brawijaya
awijaya	Universitas Brawijaya	Univ > 2,6 - 3,4 viava	Universit Moderate / Fa	i Universitas Brawijaya
awijaya	Universitas Brawijaya	Univ 24 42	Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya	> 3,4 - 4,2	High/ Good	oniversitas brawijaya
awijaya	Universitas Brawij	> 4,2 - 5,0	Exelent / Very C	Goodversitas Brawijaya
awijaya	Universitas Br	ZAS DI	rawijaya	Universitas Brawijaya
awijaya	Universitas	CITAS DA	iiaya	Universitas Brawijaya
awijaya	Universit			Universitas Brawijaya
awijaya		v of Motivation To Learr	n English	Universitas Brawijaya
awijaya	Univ		A C V	Universitas Brawijaya
awijaya	The varia	able motivation to learn	n english is measured	using 22 indicators.
awijaya	Uni	SM - SPIL		liversitas Brawijaya
awijaya	Each answer has	s a value of 1-5, then th	e answer score is accur	nulated which is then
awijaya awijaya	Uni			hiversitas Brawijaya
		ze the variables based	on the respondents' av	
awijaya awijaya	University of the second secon	optod froguopov distribu	ution of respondents' re	Universitas Brawijaya
awijaya	Univer		ation of respondents re	Universitas Brawijaya
awijaya	Unive motivation to lear	rn english.	R //	Universitas Brawijaya
awijaya	Universit			Universitas Brawijaya
awijaya	Universite			Universitas Brawijaya

Table 4.10 Distribution of Respondents' Responses on Motivation to Learn Unive English Variables rjaya Universitas Brawijaya

Jnivers	No	Question Item		Alteri	native	Answe	rs		Mean	Catagory	
Jnivers	NO.	Question item		SA	Α	Ν	DA	SDA	Wear	Category	
	. E	xperiance of learni	ng Er	nglish							
Jnivers	4	Outpation Itom 1	f	1	12	34	21	0	2.00	Madarata	
Jnivers Jnivers	1	Question Item 1	%	1.5	17.6	50.0	30.9	0.0	2.90	Moderate	
	2	Question Item 2	f	0	0	8	24	36	1.59	Very Low	
Jnivers	Z	Question item 2	%	0.0	0.0	11.8	35.3	52.9	1.59	Very LOW	
Jnivers	3	Question Item 3	f	9	40	18	1	0	3.84	High	
Jnivers	3	Question item 5	%	13.2	58.8	26.5	1.5	0.0	3.04	riigii	
Inivers	1	Question Item 4	f	0	2	24	32	10	2.26	Low	
Jnivers	4	Question item 4	%	0.0	2.9	35.3	47.1	14.7	2.20	Low	
Jnivers	F	Outotion Itom E	f	0	0	17	32	19	4.07	Law	
Jnivers	5	Question Item 5	%	0.0	0.0	25.0	47.1	27.9	1.97	Low	

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awijaya			Brawijaya	Unive	rsitas	Brawi	jaya	Univers	itas Bi	rawijaya	Univ	ersitas Braw	
awijaya	Univers	6	Question	ltom 6	f	1	4	6	28	29	1.82	Low	aya
awijaya	Univers		Question	item o	%	1.5	5.9	8.8	41.2	42.6	1.02	LOW	aya
awijaya	Univers		Oursetiers	14	f	0	0	10	18	40	4 50		aya
awijaya awijaya	Univers Univers	7	Question	item 7	%	0.0	0.0	14.7	26.5	58.8	1.56	Very Low	aya
awijaya	Univers		A		f	2	0	6	12	48			aya
awijaya	Univers	8	Question	Item 8	%	2.9	0.0	8.8	17.6	70.6	1.47	Very Low	aya aya
awijaya	Univers	Ave	rage								2.18	Low	aya
awijaya	Universi		he importa	ance of	Fnalis	sh							aya
awijaya	Univers	2. /			f	41	27	0	0	0			aya
awijaya	Univers	9	Question	Item 9	۰ %	60.3	39.7		0.0		4.60	Very High	aya
awijaya	Univers									0.0			aya
awijaya	Univers	10	Question	Item 10	f	16	45		0	0	4.13	High	aya
awijaya	Univers				%	23.5	66.2		0.0	0.0		-	aya
awijaya	Univer	11	Question	Item 11	f	33	31	4	0	0	4.43	Very High	aya
awijaya	Univ				%	48.5	45.6	5.9	0.0	0.0			aya
awijaya	Uni	12	Question	Itom 12	f	2	5	26	25	10	2.47	Low	aya
awijaya	Uni	12	Question		%	2.9	7.4	38.2	36.8	14.7	2.47	LOW	aya
awijaya	Uni	40	Question	140.00 40	f	18	35	12	3	0	4 00	Lline	aya
awijaya	Uni	13	Question	Item 13	%	26.5	51.5	17.6	4.4	0.0	4.00	High	aya
awijaya	Univ		A		f	27	36	3	1	1			aya
awijaya	Univ	14	Question	Item 14	%	39.7	52.9	4.4	1.5	1.5	4.28	Very High	aya
awijaya	Unive	Ave	rage							-	3.99	High	aya
awijaya	Univer		iking for le	arnina	Enalis	sh							aya
awijaya	Univers	0			g f	8	44	15	1	0			aya
awijaya awijaya	Univers Univers	15	Question	Item 15	۱ %	0 11.8	64.7		1.5	0.0	3.87	High	aya
awijaya awijaya	Univers				f								aya aya
awijaya	Univers	16	Question	Item 16		45	21		1	0	4.62	Very High	aya
awijaya	Univers				%	66.2	30.9		1.5	0.0			aya
awijaya	Univers		Question	Item 17	f	28	37		0	0	4.37	Very High	aya
awijaya	Univers				%	41.2	54.4		0.0	0.0		· , ···	aya
awijaya	Univers	18	Question	Item 18	f	33	34	• 1	0	0	4.47	Very High	aya
awijaya	Univers		QUOSTION		%	48.5	50.0	1.5	0.0	0.0	T. TI		aya
awijaya	Univers	10	Question	Itom 10	f	29	33	6	0	0	4.24	Von Lich	aya
awijaya	Univers	19	Question	11119	%	42.6	48.5	8.8	0.0	0.0	4.34	Very High	aya
awijaya	Univers		0	u = -	f	37	28	3	0	0		.,	aya
awijaya	Univers		Question	Item 20	%	54.4	41.2		0.0	0.0	4.50	Very High	aya
awijaya	Univers				f	19	39		1	0			aya
awijaya	Univers		Question	Item 21	۰ %	27.9	57.4		1.5	0.0	4.12	High	aya
awijaya 	Univers				f	27.3	40		0	0.0			aya
awijaya	Univers	~~	Question	Item 22							4.26	Very High	aya
awijaya	Univers			1124	%	33.8	58.8		0.0	0.0			aya
awijaya			Brawijaya									ersitas Braw	
awilava	Liniverci	Tae	srawliava	1 Inivo	reitae	Brawi	121/2	inivare	ITAC PI	awilava	1 12313	ersitas Braw	1121/2

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٢Y	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Unive	ersitas Braw	ijaya
to	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Unive	ersitas Braw	ijaya
repository.ub.ac.id	awijaya	Univers			aya
0 d	awijaya	Univers Average	4.32	Very High	aya
re	awijaya	Univers			aya
	awijaya	Univers The Average of Respondents' Answers on Motivation to	2 40	Lliab	aya
	awijaya	Univers learn English (M) Variables	3.49	High	aya
	awijaya	Univers			aya
	awijaya	Unive Source: results of data processing, 2019 Universitas Brawijaya	Unive	ersitas Braw	ijaya
	awijaya	Universitas Brawijaya Universitas Dewijaya Universitas Brawijaya	Unive	ersitas Braw	ijaya
	awijaya	Universitas E The table above is the respondent's response regard	ing the	motivation	to
	awijaya	Universitas Brawijaya	Unive	ersitas Braw	ijaya
	awijaya	Unive learn English variable. Where the question that has the highest			
	awijaya			ersitas Braw	· · · · · · · · · · · · · · · · · · ·
	awijaya	Unive question number 9, which the average is 4.60 and it includes the			
	awijaya	University of respondents as many as 41 students		rsitas Braw	
	awijaya	Unive where the majority of respondents as many as 41 students			
	awijaya	strongly agree. While the question that has the lowest average	is in a	estion num	her
	awijaya			rsitas Braw	.))
	awijaya awijaya	8, with the average is 1.47 and it includes the very low catego	ry, whe	re the majo	rity
	awijaya	Unit	aive	rsitas Braw	ijaya
	awijaya	of respondents as many as 48 students or 70.6% answered stro	ongly d	isagree.	
	awijaya	Univ	Inive	ersitas Braw	
	awijaya	The results showed that the cumulative average (Mean			
	awijaya		Unive	ersitas Braw	iiava
	awijaya	motivation to learn English variable was 3.49. So that, it can	be co	ncluded that	tijinya
	awijaya	Universit 10 551 10 La	Unive	rsitas Braw	ilava
	awijaya	general, motivation to learn english variable is included in the h	ligh cat	egory. Braw	ijaya
	awijaya	Universitas jaya	Unive	ersitas Braw	ijaya
	awijaya	Univer4.1.5.2 Overview of Problem Based Learning (X1)		ersitas Braw	
	awijaya	Universitas Bra		rsitas Braw	5 5
	awijaya	Universities The problem based learning variable is measured using the problem based learning variable	na 5 ir	dicators Ea	ijaya ach
	awijaya				
	awijaya	answer has a value of 1-5, then the answer score is accumulat	ed whi	ch is then us	sed
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya			
	awijaya awijaya	to categorize the variables based on the respondents' av	erage	answers. T	The
A	awijaya				S-9
X	awijaya	following is presented the frequency distribution of responder		rsitas Braw	
J}^∧	awijaya	Unive problem based learning variable wijaya Universitas Brawijaya		rsitas Braw	
BRAWIJAYA	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		ersitas Braw	
R s	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		rsitas Braw	
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		rsitas Braw	
2 Z	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		rsitas Braw	A
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		rsitas Braw	0.0
-	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		rsitas Braw	
6	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		ersitas Braw	
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	awijaya	universitas		univers								rsitas Braw	
.p	awijaya	Universitas		Univers								rsitas Braw	
ن	awijaya	Universitas		Univers							Unive	rsitas Braw	45 ^a
9	awijaya	Universitas		Univers	itas I	Brawija	iya Un	niversit	as Br	awijaya	Unive	rsitas Braw	ijaya
p	awijaya	Universitas		Univers								rsitas Brawi	
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	awijaya	Universitas		Univers								rsitas Braw	
to	awijaya	Universitas	Brawijaya	Univers								rsitas Brawi	
Sl	awijaya	Universitas		Univers								rsitas Braw	
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re	awijaya	Univers No	Question	ltem		Altern	ative F	Respor	ises		Mean	Category	aya
	awijaya	Univers	Quotinoi			SA	Α	Ν	DA	SDA	moun	categoly	aya
	awijaya	Universi	Linguistic F	Related Ite	ems								aya
	awijaya	Univers	a		f	37	21	5	2	3		.,	aya
	awijaya	Univers 23	Question	Item 23	%	54.4	30.9	7.4	2.9	4.4	4.28	Very High	aya
	awijaya	Univers			f	43	16	3	3	3			aya
	awijaya	Univers 24	Question	Item 24	%	63.2	23.5	4.4	4.4	4.4	4.37	Very High	aya
	awijaya	Univers			/0	03.2	23.5	4.4	4.4	4.4			aya
	awijaya		erage								4.32	Very High	aya
	awijaya	Univers										-	aya
	awijaya	onnoisi	Environmei	ntal Relat									aya
	awijaya	Univers	Question	ltem 25	f	36	23	3	4	2	4.28	Very High	aya
	awijaya	Univer	Quoolion	10111 20	%	52.9	33.8	4.4	5.9	2.9	1.20	vory mgn	aya
	awijaya	Univ	0	lu	f	43	15	5	3	2	4.00		aya
	awijaya	Uni 26	Question	Item 26	%	63.2	22.1	7.4	4.4	2.9	4.38	Very High	aya
	awijaya	Uni 🚽 🚽			f	48	12	1	2	5			aya
	awijaya	Uni 27	Question	Item 27	%	70.6	17.6	1.5	2.9	7.4	4.41	Very High	aya
	awijaya	Unit			70	70.0	17.0	1.0	2.5	7.4			aya
	awijaya		erage								4.36	Very High	aya
	awijaya	Univ											aya
	awijaya	Unive	e Average o	of Resno	nden	ts' Ans	wers o	n Prot	olem R	ased			aya
	awijaya	Universite	arning Varia							accu	4.34	Very High	aya
	awijaya	Univers	•	. ,									aya
	awijaya	Unive Sour	ce: results d	of data pi	roces	sing, 2	019			a		rsitas Braw	
	awijaya	Universita		.4.1	۱. I		4.6			aya		rsitas Braw	
	awijaya	Universitas	The state is the	ahova	is the	respo	ndent'	s rasn	onso	regardin		roblem bas	
	awijaya	Universitas Universitas	-			respo	nuont	5 1050		, of a lot of a	• o	rsitas Braw	1010
	awijaya awijaya			e. Where	the	questic	ons tha	at has				is in questi	
	awijaya	011110101000	and an ere of any series	and the second second					per contra tra	a mijenjen	10 1 1 1 H 1 H	I GINGIO MIGINI	
	awijaya	numb	oer 27, which	ch the av	/erag	e is 4.4	11 and	lit is	includ	ed in th	e very	high catego	ory,
	awijaya												
	awijaya	Universitas	e the major	ity of res	ponde	ents ar	e 48 p	eople	or 70.0	5% ansv	vering s	strongly agre	ee.
	awijaya						- FC						5.5
\mathbf{A}	awijaya	Universitas	e the quest	ions that	have	e the Ic	west a	averag	e are	in ques	tions n	umber 23 a	nd
	awijaya												
J^A S	awijaya	Universitas	Brawijava	age is 4	4.ZO	Brawila	includ	iversit	as Br	ery nign awiiava	catego	ory, where t	iiava
BRAWIJAYA	awijaya	Unive major										9%) studer	
R S	awijaya	Universitas										rsitas Brawi	
	awijaya	Unive answ										rsitas Brawi	
B ^r	awijaya	Universitas										rsitas Braw	A . A .
	awijaya	Universitas		Univers								rsitas Brawi	5 5
-189	awijaya	Universitas		Univers								rsitas Braw	
	awijaya	Universitas		Univers								rsitas Brawi	
	awiiava	Universitas		Univers								reitae Rrawi	

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universities B The results showed that the cumulative average (Mean) of all answers in the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive problem based learning variable was 4.34. So it can be concluded that in general, awijaya Univerthe problem based learning variables was in the very high category. versitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 4.1.5.3 Overview of Project Based Learning Variable (X2) Universitas Brawijaya Universitas Powijaya Universitas Brawijaya awijaya awijaya The project based learning variable was measured using 4 indicators. Each awijaya awijaya answer had a value of 1-5, then the answer score was accumulated which was then awijaya awijaya used to categorize the variables based on the respondents' average answers. The awijaya awijaya following is presented the distribution frequency of respondents' responses to the awijaya iversitas Brawijaya Project Based Learning variable. awijaya awijaya

Na	Oursetion Item		Alterr	native (Questi	ons			Category
No	Question item		SA	Α	Ν	DA	SDA	Mean	Category
1. <i>Li</i>	nguistic Related Ite	ms							
		f	38	22	3	3	2	4.0.4	Very
28		%	55.9	32.4	4.4	4.4	2.9	4.34	High
~~	Question Item 28 Question Item 29 age	f	41	18	3	4	2	4.05	Very
29	Question Item 29	%	60.3	26.5	4.4	5.9	2.9	4.35	High
A.v.o.								4.35	Very
Ave	age							4.30	High
2. E	nvironmental Relate	d Iter	ns						
30	Question Itom 20	f	46	13	4	4	1	4.46	Very
30	Question item 30	%	67.6	19.1	5.9	5.9	1.5	4.40	High
24	Question Itom 21	f	55	4	4	5	0	4.60	Very
31	Question item 31	%	80.9	5.9	5.9	7.4	0.0	4.00	High
٨٧٥	200							4.53	Very
Ave	aye							4.55	High
— .					- ·				.,
	Average of Respon ming Variable (X2)	dents	s Answ	ers on	n Proje	ct Bas	ed	4.44	Very High
Leai									riigii
	: results of data pro								

Table 4.12 The Distribution Frequency of Respondents' Responses to The

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awijaya	Universitas Brawi	jaya univers	tas B	rawijay	a un	iversita	as Bra	wijaya	univers	sitas Brawi	jaya
awijaya	Universitas Brawi	ijaya Universi	itas B	rawijay	/a Un	iversita	as Bra	wijaya	Univers	sitas Brawi	jaya
awijaya	Universitas Brawi	ijaya Universi	itas B	rawijay	/a Un	iversita	as Bra	wijaya	Univers	sitas Brawi	aya
awijaya	Universitas Brawi	ijaya Universi	tas B	rawijay	/a Un	iversita	as Bra	wijaya	Univers	sitas Brawi	jaya
awijaya	Universitas Brawi									sitas Brawi	
awijaya	Universitas Brawi									sitas Brawi	
awijaya	Universitas Brawi									sitas Brawi	
awijaya	Universitas Brawi									sitas Brawi	
awijaya	Universitas Brne										
awijaya	Universitas Brawi	T								sitas Brawi	S. S.
awijaya	Unive learning va			•				•	•		
awijaya	Universitas Brawi										
awijaya	그가 잘 것이 잘 하고 가슴을 때 것 같은 것 같은 생각이 갔었다. 한 것									54745.50.50 ST-47575.000	
awijaya	category, w	here the main	ority o	f respo	nden	ts were	e 55 s	tudents	or 80.9	9% answer	ed
awijaya											
awijaya	strongly ag	ree. Whereas	the qu	uestion	s that	had th	ne low	est ave	rage wa	is in questi	on
awijaya awijaya											5. 5.
awijaya	number 28,	, with the ave	rage	was 4.	34 ar	nd it in	cludeo	l in the	very h	igh catego	ry,
awijaya	Universitas braw						- Did		Univer.	Situs Diawi	Jaya
awijaya	where the n	najority of resp	onder	nts as i	many	as 38	(55.9%	b) answ		ongly agree	
awijaya	Universit	2511			12	11.		va		sitas Brawi	a
awijaya		results showe	d that	t the cu	umulat	tive av	erage	(Mean)			
awijaya	Univ		A	5	15-		1		Univer	sitas Brawi	jaya
awijaya	Uni project base	ed learning va	riable	was 4.	44. S	o, it ca	n be c	onclude	ed that i	n general t	heya
awijaya	Uni		ichler	Line 1					nivers	sitas Brawi	jaya
awijaya	Uni project base	ed learning vai	lables	s was in	n the v	very ni	gn cale	egory.	nivers	sitas Brawi	jaya
awijaya	Unit		MAN I	3/1 2		7	- V		hiver	sitas Brawi	jaya
awijaya	Univ 4.1.5.4 Ov	erview of Pare	ental Ir	nvolver	ment v	/ariable	e (X3)		niver	sitas Brawi	jaya
awijaya	Univ	30	The	-	00				Univer	sitas Brawi	jaya
awijaya	Unive Pare	ental involvem	ient v	ariable	s wa	s mea	sured	using	12 indi	cators. Ea	ch
awijaya	Univer	Field		18	TIER			//	Univers	sitas Brawi	jaya
awijaya	Unive answer had	a value of 1-5	5. The	answe	ers' sc	ores w	ere ac	cumula			
awijaya	Universit	122	2		Y.			a		sitas Brawi	
awijaya	Unive to categori	ze the variab	les b	ased	onth	e resp	oonder	- ANN -	•		
awijaya	Universitas	procented th	o frog		diatril	hution	of roo			sitas Brawi	a
awijaya awijaya	Unive following is Universitas Bra	presented in	e neq	luency	uistiii	oution		•	•	sitas Brawi	
awijaya	Unive parental inv	olvement varia	able							sitas Brawi	
awijaya	Universitas Brawi	And and a second			d Un	and the second se					
awijaya	Universitas Brawi										-
awijaya	Universit Distribu										
awijaya	Univers	non or Kespt	nuei			Answe			Venien		aya
awijaya	Univers No Que	estion Item						804	Mean	Category	
awijaya	Univers A Dehew		4	SA	Α	N	DA	SDA			aya
awijaya	Univers 1. Benav	ior Involvemen									aya
awijaya	Univers 32 Que	estion Item 32	f	33	24	5	4	2	4.21	Very High	aya
awijaya	Univers		%	48.5	35.3	7.4	5.9	2.9	-	,	aya
awijaya	Univers 33 Que	estion Item 33	f	34	18	7	5	4	4.07	High	aya
awijaya	Univers		%	50.0	26.5	10.3	7.4	5.9	4.07	riigii	aya
awijaya		estion Item 34	f	7	8	30	16	7	2.88	Moderate	
awijaya	Universitas Brawi									sitas Brawi	
awijaya	Universitas Brawi										
awiiava	Universitas Brawi	lava Universi	Tas R	rawlia	a lln	IVersit:	as Kra	wiiava	Iniver	sitas Krawi	lava

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tas E	Brawijaya	Universi		Brawija	ya Un	iversit	as Bra	wijaya	Univer	sitas Brav
			%	10.3	11.8	44.1	23.5	10.3		
35	Question I	tem 35	f	29	18	13	0	8	3.88	High
00	Question		%	42.6	26.5	19.1	0.0	11.8	0.00	riigii
36	Question I	tem 36	f	6	2	11	18	31	2.03	Low
00	Question		%	8.8	2.9	16.2	26.5	45.6	2.00	LOW
4ve	rage								3.41	High
2. C	ognitive In	tellectua	l Invo	olvemei	nt					
37	Question I	tem 37	f	5	17	15	17	14	2.74	Moderat
01	Quotion		%	7.4	25.0	22.1	25.0	20.6	2.7 1	
38	Question I	tem 38	f	9	19	25	10	5	3.25	Moderat
	Question		%	13.2	27.9	36.8	14.7	7.4	0.20	moderat
39	Question I	tom 30	f	6	10	27	17	8	2.84	Moderat
55	Question		%	8.8	14.7	39.7	25.0	11.8	2.04	moderat
40	Question I	tom 10	f	12	26	19	7	4	3.51	High
40	Question		%	17.6	38.2	27.9	10.3	5.9	5.51	riigii
Ave	rage								3.08	Moderat
3. P	ersonal Inv	olvemen	t							
41	Question I	tom 11	f	14	14	26	10	4	3.35	Moderat
41	Question		%	20.6	20.6	38.2	14.7	5.9	5.55	moderat
42	Question I	tom 12	f	22	12	23	7	4	3.60	High
42	Question	16111 42	%	32.4	17.6	33.8	10.3	5.9	3.00	riigii
43	4 Questior	tom 2	f	13	13	27	11	4	3.29	Moderat
43		r item 5	%	19.1	19.1	39.7	16.2	5.9	5.29	Moderat
Ave	rage								3.42	High
Tho	Average of	Bosnon	donte	Anow	ore or	Dara	ntal			
	lvement Va					i i aici	nai		3.31	Modera
		•								
urce	the results	of data p	roces	sing, 20	19 UN	versit	as Bra	wijaya	Univer	sitas Brav
as E	Brawijaya	Universi	tas E	Brawija	ya Uni	iversit	as Bra	wijaya	Univer	sitas Brav
as E	Brawijaya	Universi	tas E	Brawija	ya Un	iversit	as Bra	wijaya	Univer	sitas Brav
	The table									
	Brawijaya				-					
	ement varia									0
	guestion n									
	Brawijaya									
gh ca	ategory, wh	nere the	majo	rity of I	respor	dents	as ma	ny as 3	33 stude	ents or 48
1 100 1 100					1		01.00			Service and the service servic
tas E	Brawijaya	Universi	tas E	rawija	ya un	versit	as pra	wijaya	OTHVET	Silds Did
swe	red strongl	y agree.	Whi	le que	stions	that h	ad the	lowes	t averag	ge was in
										ge was in

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universitas Brawijaya question number 36, with the average was 2.03 and it included in the low category, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya where the majority of respondents as many as 31 students or 55.9% answered Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitongly disagree. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas BThe results of the study showed that the cumulative average (Mean) of all awijaya Universitas Brawijaya Universitas diaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya answers in the parental involvement variable was 3.31. So that it can be concluded awijaya Unive that in general, the parental involvement variable is included in the medium category. awijaya awijaya awijaya Universitas Brawijaya awijaya To find out the distribution of answers from 68 students about the work of awijaya

parents in relation to English learning outcome can be seen through the cross

tabulation below.

awijaya awijaya awijaya awijaya awijaya awijaya awijava awijaya **Universitas Bra** awijaya awijaya awijaya awijaya awijaya awijaya Universitas Bra

6	Parents' Job× Eng	lish			nivoreitas	Bra
Cro	oss Tabulation		•	Learning comes	Total	Bra
			Low	High		Bra
	Farmer	f	6	8	14	Bra
		%	42,9%	57,1%	100,0 %	Bra Bra
	Farmer Worker	f	1	3	4	Bra
		%	25,0%	75,0%	100,0 %	Bra Bra
arents'	Private Sector	f	18	22	40	Bra
Job	Worker/ Entrepreneurial	%	45,0%	55,0%	100,0 %	Bra Bra
	Teacher	f	0	2	2	Bra
		%	0,0%	100,0%	100,0 %	Bra Bra Bra
	Civil Servant	f	3	5	8	Bra
		%	37,5%	62,5%	100,0 %	Bra Bra
		f	28	40	68	Bra
	Total	%	41,2%	58,8%	100,0 %	Bra Bra Bra

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas BThe table above illustrates the relationship between Parents' Job and English a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive Learning Outcomes. Of the 14 students whose their parents' job are the Farmer, the majority as many as 8 students (57.1%) tended to be stated in the High category awijaya awijaya when associated with English Learning Outcomes. Of the 4 students iwhose their awijaya awijaya parents' job are farmer worker, the majority of 3 students (75%) tended to be stated awijaya awijaya in the High category when associated with English Learning Outcomes. Of the 40 awijaya awijaya people in the private sector worker/entreprenuerial, the majority of 22 students (55%) awijaya awijaya tended to be stated in the High category when associated with English Learning awijaya Outcomes. Of the 2 people whose their parents' job are teacher, the majority of 2 awijaya students (100%) tended to be stated in the High category when associated with awijaya awijaya English Learning Outcomes. Of the 8 students whose their parents' job arecivil awijaya awijaya servant, the majority of 5 students (62.5%) tended to be stated in the High category awijaya awijaya when associated with English Learning Outcomes. awijaya awijaya Unive 4.1.5.5 Overview of School Environment Variable (X4) awijava awijaya awijaya The school environment variable was measured using 16 indicators. Each awijaya awijaya answer had a value of 1-5, then the answer score was accumulated which was then awijaya awijaya used to categorize the variables based on the average of respondents' answers. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive The following is presented the frequency distribution of respondents' responses to a awijaya Univerthe school environment variable awijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijarable 4,15 Itas Brawijaya Universitas The Frequency Distribution of Respondents' Responses on School Universitas ^BEnvironment Variable^{rawijaya} **Alternative Answers** Item Pertanyaan Mean No Category SA Α Ν DA SDA 1. Promotion of performance goals Universitas Brawijava Universitas Brawijava

	awijaya	universi	tas	вгажијауа	univer	sitas i	srawiia	ava u	niversi	tas Bra	awijaya	unive	rsitas Brawi	IIava
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1	awijaya	Universi	tas	Brawijaya	Univer	sitas I	Brawija	aya U	niversi	tas Bra	awijaya	Unive	rsitas Brawi	ijaya
to	awijaya	Universi	tas	Brawijaya	Univer	sitas I	Brawija	aya U	niversi	tas Bra	awijaya	Unive	rsitas Brawi	ijaya
Sl	awijaya	Univers				f	10	26	15	11	6			aya
d	awijaya	Univers		Question	Item 44	%	14.7	38.2	22.1	16.2	8.8	3.34	Moderate	aya
Le	awijaya	Univers				f	13	22	12	11	10			aya
	awijaya	Univers		Question	Item 45	%	19.1	32.4	17.6	16.2	14.7	3.25	Moderate	aya
	awijaya	Univers				f	7	18	20	15	8			aya
	awijaya	Univers	70	Question	Item 46							3.01	Moderate	aya
	awijaya	Univers				%	10.3	26.5	29.4	22.1	11.8			aya
	awijaya	Univers	47	Question	Item 47	f	22	30	9	4	3	3.94	High	aya
	awijaya	Univers				%	32.4	44.1	13.2	5.9	4.4			aya
	awijaya	Univers		erage								3.39	Moderate	aya
	awijaya	Universi	2. <i>I</i>	Promotion	of maste	ry goa	nls							aya
	awijaya	Universi	40	Overtion	Ham 10	f	44	15	4	4	1	4 40	Vondligh	aya
	awijaya awijaya	Univers Univers	48	Question	item 48	%	64.7	22.1	5.9	5.9	1.5	4.43	Very High	aya
	awijaya	Univer				f	27	28	7	6	0			_aya
	awijaya	Univ	49	Question	Item 49	%	39.7	41.2	10.3	8.8	0.0	4.12	High	aya aya
	awijaya	Uni				f	46	12	6	2	2			aya
	awijaya	Uni	50	Question	Item 50	%	67.6	17.6	8.8	2.9	2.9	4.44	Very High	aya
	awijaya	Uni				/0	07.0	17.0	0.0	2.9	2.9			aya
	awijaya	Uni	Ave	erage								4.33	Very High	aya
	awijaya	Univ	2 (Support of	autonom	17								aya
	awijaya	Univ	J. C	Support or	autonom	•	10	04	40	10	4			aya
	awijaya	Unive	51	Question	Item 51	f	10	21	18	18	1	3.31	Moderate	aya
	awijaya	Univer				%	14.7	30.9	26.5	26.5	1.5			-aya
	awijaya	Univers	52	Question	Item 52	f	3	15	28	16	6	2.90	Moderate	aya
	awijaya	Univers				%	4.4	22.1	41.2	23.5	8.8			aya
	awijaya	Univers	53	Question	ltom 53	f	4	12	17	18	17	2.53	Low	aya
	awijaya	Univers	55	Question	item 55	%	5.9	17.6	25.0	26.5	25.0	2.55	LOW	aya
		Univers	Ave	erage								2.91	Moderate	aya
	awijaya	Univers	4. <i>I</i>	Promotion	of discus	ssion								aya
	awijaya	Univers				f	10	37	15	4	2			aya
	awijaya			Question	Item 54	%	14.7	54.4	22.1	5.9	2.9	3.72	High	aya
	awijaya	Univers				f	9	25	22	9	3			aya
	awijaya	Univers		Question	Item 55	۱ %						3.41	High	aya
	awijaya	Univers					13.2	36.8	32.4	13.2	4.4			aya
	awijaya	Univers	56	Question	Item 56	f	4	32	24	4	4	3.41	High	aya
X	awijaya	Univers				%	5.9	47.1	35.3	5.9	5.9			aya
RAWIJAN	awijaya	Univers	Ave	erage								3.51	High	aya
T)	awijaya	Universi	5. 1	Teacher so	cial supp	ort								aya
SS S	awijaya	Univers				f	2	12	23	18	13	2.59	Low	aya
	awijaya awijaya			Question	116111 37	%	2.9	17.6	33.8	26.5	19.1	2.59	Low	aya
BR	awijaya awijaya					f	2	7	14	23	22	a + -		_aya
	awijaya	Univers	58	Question	Item 58	%	2.9	10.3	20.6	33.8	32.4	2.18	Low	aya aya
1000		CONTRACTOR NO.												
	awijaya				Univer		Brawile	ava Ib	niverei	tas Rra	awilava	Unive	rsitas Brawi	

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awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Univers	itas Braw	152
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awijaya awijaya awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		itas Braw	
awijaya	Univers f 4 5 14 29 16		a preside da posición de las	aya
awijaya	Univers 59 Question Item 59 % 5.9 7.4 20.6 42.6 23.5	2.29	Low	aya
awijaya	Univers	0.05	Law	aya
awijaya	Univers	2.35	Low	aya
awijaya	Universe The Average of Respondents' Answers on School			aya
awijaya	Universi Environment Variable (X4)	3.30	Moderate	aya
awijaya	Univers			aya
awijaya	Unive Source: the results of data processing, 2019 versitias Brawijaya	Univers	itas Braw	/ijaya
awijaya	Universitas Brawijaya Universitas Brawijaya	Univers	itas Braw	/ijaya
awijaya	Universitas Brawijava	Univers	itas Braw	/ijaya
awijaya	The table above was the respondent's response re	eyarung		iyaya
awijaya	environment variable. Where questions that had the highest	mean w	ere found	ijaya
awijaya		Univers	itas Braw	/ijaya
awijaya	question number 50, which average was 4.44 and it was inclu	uded in t	he very h	high
awijaya		Univers	itas Braw	/ijaya
awijaya	category, where the majority of respondents as many as 46			
awijaya			itas Braw	
awijaya	answered strongly agree. While the questions that had the			
awijaya		8 MW	itas Braw	
awijaya	found in question number 58, with the average was 2.18 and i			
awijaya	low category, where the majority of respondents were 23		itas Braw	
awijaya awijaya	low category, where the majority of respondents were 23		itas Braw	
awijaya	answered disagreeing.		itas Braw	
awijaya	Univers III E III III		itas Braw	
awijaya				
awijaya	University		itas Braw	
awijaya	Universitation of the school environment variable was 3.30. So that it can be			
awijaya			itas Braw	
awijaya	Unive general the school environment variable is included in the mediu			
awijaya	Universitas Braw, Brawijaya	Univers	itas Braw	/ijaya
awijaya	4.1.5.6 Overview of Community Involvement Variable (X5)	Univers	itas Braw	/ijaya
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Univers	itas Braw	/ijaya
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya			
awijaya	Universitas ECommunity involvement variables was measured using	g 9 indi	cators. Ea	ach _{/a}
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya			
awijaya	Unive answer had a value of 1-5, then the answer score was accur			
awijaya	used to categorize the variables based on the respondents' av	Univers	itas Bray	/ijaya Th≏
awijaya		Chage g	Itas Braw	/ijaya
awijaya	following is presented the frequency distribution of responder	nts' resp	onses to	the
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya			
awijaya	Universitas Brawijaya Universitas Brawijaya		itas Braw	A . S
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		itas Braw	
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Universita The Frequency Distribution of Respondents' Responses to Community Java Universitas Brawijaya Universitas Binvolvement Variable rawijaya Universitas Brawijaya

No	No Question Item			native				Mean	Categor
	-		SA	Α	Ν	DA	SDA	mean	Categor
. <i>C</i>	ommunity influence								
7	Question Item 77	f	22	32	8	2	4	3.97	High
		%	32.4	47.1	11.8	2.9	5.9	5.57	1.1.9.1
78	Question Item 78	f	7	34	20	5	2	3.57	High
/0	Question nem 70	%	10.3	50.0	29.4	7.4	2.9		111511
Ave	rage							3.77	High
2. Co	ommunity cohesion								
79	Question Item 79	f	13	23	25	5	2	3.59	High
	-	%	19.1	33.8	36.8	7.4	2.9		
	rage							3.59	High
3. Sa	ocial capital								
80	Question Item 80	f	10	15	24	16	3	3.19	Moderat
		%	14.7	22.1	35.3	23.5	4.4		
81	Question Item 81	f	6	23	24	9	6	3.21	Moderat
	-	%	8.8	33.8	35.3	13.2	8.8		
	rage			-				3.20	Modera
4.Condition of the commu									
82 Question Item 82	f	19	30	12	4	3	3.85	High	
		%	27.9	44.1	17.6	5.9	4.4		
83	Question Item 83	f	21	29	13	3	2	3.94	High
		%	30.9	42.6	19.1	4.4	2.9		-
84	Question Item 84	f	10	30	21	5	2	3.60	High
		% f	14.7	44.1	30.9	7.4	2.9		High High Moderate Moderate High High
85	Question Item 85			17 25.0	26 38.2	15 22.1	10.3	2.91	Moderat
	*0.70	%	4.4	23.0	36.2	22.1	10.5	3.58	Iliah
Ave	rage							3.30	Ingn
Гһе	Average of Respond	lents	'Answ	ers on	Comm	nunity		3.52	High
Invo	lvement Variable (X5	5)						5.52	mgn
	the results of data		assing	2010	ivorcit	ae Bra	wijava	Univer	
	rawijaya Universit								
as B	The table above		the re	spond	ent's	respo	nse re	garding	the vari
nmu	unity involvement.	The	questi	ons th	at had	d the	highest	mean	was foun
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vijaya	Universitas Braw	ijaya Univers/	itas I	Brawija	aya Ur	niversi	tas Bra	awijaya	Unive	rsitas Braw	ilaya
vijaya	Universitas Braw	ijaya Univers	itas I	Brawija	aya Ur	niversi	tas Bra	awijaya	Univer	rsitas Braw	ijaya
vijaya	Universitas Braw	ijaya Univers	itas I	Brawija	aya Ur	niversi	tas Bra	awijaya	Unive	rsitas Braw	ijaya
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/ijaya	Universitas Braw	ijaya Univers	itas I	Brawija	aya Ur	niversi	tas Bra	awijaya	Univer	rsitas Braw	ijaya
/ijaya	Unive question r	umber 77. w	hich	the av	/erade	was	3.97	and it	include	d in the hi	idh/a
/ijaya	Universitas Braw									rsitas Braw	
/ijaya	Unive category, w	where the maj	ority	of resp	onder	nts we	re 32 :	student	s or 47.	1% answer	ed/a
/ijaya	Universitas Braw	ijaya Univers	itas I	Brawija	aya Ur	iversi	tas Bra	awijaya	Unive	rsitas Braw	ijaya
/ijaya	Unive agree. Wh										
/ijaya	Universitas Braw	iiava Univers	itas I	Brawija	ava Ur	niversi	tas Bra	awilava	Unive	rsitas Braw	iiava
/ijaya	Universitas Braw Unive with the av	verage was 2.9	91 ar	nd it wa	as incl	uded	in the	medium	n catego	ory, where t	the
/ijaya											J J
/ijaya	majority of	respondents v	vere 2	26 stud	ents o	r 38.2	% ans	wered n	eutral.	rsitas Braw	ijava
/ijaya	Universitas Braw									rsitas Braw	
/ijaya	Universitas BThe		a stu	dv indi	cate th						
/ijaya	Universitas Bra		5 5100			lat un	and the second second	awijaya	•	rsitas Braw	
/ijaya	answers in	n the commu	nitv i	involve	ment	variat				at, it can	
/ijaya	Universit	S	1.20				no na	Va		rsitas Braw	0
/ijaya	concluded	that in genera	I the	variabl	es of	comm	unity ir	nvolver			
/ijaya	Univ		A	141	NF.					rsitas Braw	
/ijaya	high catego	ory.	100		.93	3	-			rsitas Braw	
/ijaya	Uni				117	13	Y	1		rsitas Braw	5 · · · · · · · ·
				Spin	1 14						<u> </u>
/ijaya		verview of Envi	ronm	ental A	warer	iess (1	(2)			rsitas Braw	S
/ijaya	Unit		\mathbb{R}^{N}	170		2				rsitas Braw	-
/ijaya	Univ The	e environmenta	al aw	arenes	s vari	able v	vas m	easured	d using	17 indicato	ors.
/ijaya			100 C	11 77 11 11	114 1 11						
/ijaya	Each ansv	ver had a valu	e of	1-5, th	en the	e ansv	ver sco	ore was	accum	ulated. It w	/as
/ijaya	oniver	1.00	1 Pe		112.4				Oniver	isitas biaw	ijaya
/ijaya	Unive used to car	tegorize the va	riable	es base	ed on t	he ave	erage o	of respo	ondents'	answers. T	he a
/ijaya	Universit	12		271				a	Univer	rsitas Braw	ijaya
/ijaya	Unive following i	s presented	the f	requen	icy di	stributi	ion of	respor		•	
/ijaya	Universitas		4				/	ijaya	Unive	rsitas Braw	ijaya
/ijaya	Unive environme	ntal awareness	s varia	ables.				wijaya		rsitas Braw	
/ijaya	Universitas Bra							awijaya		rsitas Braw	
/ijaya	Universitas Brav	And and an an			Table	4 17		awijaya		rsitas Braw	~ ~
/ijaya	Universit The Dis	tribution of R	espo	ndent'	Resn	onses	s on F	nviron	mental	Awareness	ijaya
/ijaya	Universitas Braw	ijaya Univers	itas I	Brawija	Varia		tas Bra	awijaya	Univer	rsitas Braw	ijaya
/ijaya	Univers			Alterr	native		ers				aya
/ijaya	Univers No Qu	estion Item		SA	A	N	DA	SDA	Mean	Category	aya
/ijaya	Univers	-41		JA	A	IN	DA	SDA			aya
/ijaya	Univers 1. Motiv	ation									aya
/ijaya	Univers 60 Qu	estion Item 60	f	21	20	21	3	3	3.78	High	aya
/ijaya	Univers		%	30.9	29.4	30.9	4.4	4.4	5.70	riigii	aya
/ijaya	Univers		f	44	12	5	3	4	4.0.1	.,	aya
/ijaya	Univers 61 Qu	estion Item 61	%	64.7	17.6	7.4	4.4	5.9	4.31	Very High	aya
			70	54.7	17.0	· . T	т.т	0.0			1

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e p		Univers				%	38.2	14.7	23.5	17.6	5.9	0.01		aya
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	awijaya	Univers Univers	67	Question	item 67	%	11.8	35.3	35.3	11.8	5.9	3.35	Moderate	aya
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	awijaya	Univer	68	Question	Item 68	%	11.8	13.2	45.6	19.1	10.3	2.97	Moderate	aya
	awijaya	Univ /				f	16	27	45.0	13.1				aya
	awijaya	Uni	69	Question	ltem 69						2	3.63	High	aya
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	awijaya	Univers	75	Question	ltem 75	%	16.2	39.7	29.4	8.8	5.9	3.51	High	aya
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Average

High

awijaya awijaya Source: the result of data processing, 2019 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Total

23

34

68

33.8

50.0

100.0

awijaya	Universitas Brawijaya	Universitas Brawijaya			Universitas Braw	
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awijaya	Universitas Brawijaya	Universitas Brawijaya			Universitas Braw	
awijaya	Universitas Brawijaya	Universitas Brawijaya			Universitas Braw	
awijaya	Universitas Brawijaya	Universitas Brawijaya			Universitas Braw	
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awijaya	average and hig	h category were high,	it indicates	the use of s	scaffold and probl	lem
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awijaya	based learning w	as effective to promote	students' wi	riting skill.	Universitas Braw	
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awijaya	Universit Frequence	y Distribution of Resp	ondents in	Organizati	on Indicators raw	/ijaya
awijaya	Univer Indica	ator Cate	egory	Frequency	Percentage	jaya
awijaya	Univ Organization	Decreas	e	3	4.4	jaya
awijaya	Uni	Stable		4	5.9	jaya
awijaya	Uni	Low		1	1.5	jaya
awijaya	Uni			-		jaya
awijaya	Unit	Average	;	13	19.1	jaya
awijaya	Univ	High		47	69.1	jaya
awijaya	Univ	Total		68	100.0	jaya
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awijaya awijaya	Universitas Bra	on organization indicat		, for the second	Universitas Braw	
awijaya	were the studer	ts with high categorie	s, and the	least was 1	student with a	low
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Category Indicator Frequency Percentage Universi Univers Vocabulary 9 Decrease 13.2 3 4.4 Stable Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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awijaya	Universitas Brawijaya	Universitas Brawijaya Universi	itas Brawijaya	Universitas Brav	158
awijaya	Universitas Brawijaya	Universitas Brawijaya Universi	itas Brawijaya	Universitas Brav	vijaya
awijaya	Universitas Brawijaya	Universitas Brawijaya Universi		Universitas Brav	
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awijaya	Univers	Low	13	19.1	aya
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awijaya	Universitas Brawii	on the vocabulary indicator, the	s Brawijaya	Universitas Bray	vijaya
awijaya	students based o	on the vocabulary indicator, the	majority as ma	iny as 24 student	s or Vijaya
awijaya	University 3%) were the	e students with the average cat	edory and the	least was 3 stud	ents
awijaya		e students with the average cat	egory and the	Cust was o stud	vijaya
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awijaya	indicator in avera	age and high category were mod	erate, it indicate		
awijaya awijaya	Uni and problem bas	Strain the		hiversitas Brav	
awijaya	Unit and problem bas	ed learning was effective to pror	note students v	hiversitas Brav	
awijaya	Univ			niversitas Brav	
awijaya		Table 4.21			
awijaya	Unive	ency Distribution of Responder	nts in <i>Gramma</i>	ar Indicator	iava
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awijaya	Univers	Stable	3	4.4	jaya
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awijaya	Univers	Average	23	33.8	jaya
awijaya	Univers	High	25	36.8	jaya
awijaya	Univers	Total	68	100.0	jaya
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Ö	awijaya		ncy Distribution of Respondents			
repository.ub.ac.id	awijaya		cator Category	Frequency		
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	awijaya	Universi	Decrease	10		aya
	awijaya	Universi	Stable	1	1.5	aya
	awijaya	Universi	Low	19	27.9	aya
	awijaya	Universi	Average	16	23.5	aya
	awijaya	Universi	High	22	32.4	aya
	awijaya	Universi	Total	68	100.0	aya
	awijaya	Univer Source: the rest	ult of data processing, 2019	s Brawijaya	Universitas Brav	vijaya
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	awijaya	Universit	21 44	va	Universitas Brav	
	awijaya		on mechanics indicators, the maj	orities as ma	-	
	awijaya	Univ			Universitas Brav	
	awijaya	Uni (32.4%) were s	tudents with high categories and t	ne least was	1 student with sta	able/a
	awijaya	Uni 💦	5%) Since the frequency distri	ibution of me	hiversitas Brav	vijaya rin
	awijaya awijaya	Uni categories or (1	1.5%). Since the frequency distri	ibution of me	echanics indicato	vijaya Vij <mark>a</mark> ya
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	awijaya awijaya awijaya awijaya	Uni Uni Uni average and high	gh category were moderate, it i	ndicates the	echanics indicato use of scaffold	rijin _{ya} vijaya and and
	awijaya awijaya awijaya awijaya awijaya	categories or (1 uni average and his univ problem based lo	gh category were moderate, it i	ndicates the	echanics indicato use of scaffold ng skill.	r in and vijava
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	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	University of the second secon	gh category were moderate, it in earning was effective to promote s an example of student writing befo	ndicates the tudents' writin ore and after g	echanics indicato use of scaffold ng skill. getting treatment. Universitas Bray	rijinya wijaya wijaya wijaya wijaya wijaya wijaya wijaya
	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	categories or (1 average and his problem based le Below is Before treatmen	gh category were moderate, it in earning was effective to promote s an example of student writing befo	ndicates the tudents' writin ore and after g	echanics indicato use of scaffold ng skill. getting treatment. Universitas Bray Universitas Bray	vijaya wijaya wijaya wijaya wijaya wijaya wijaya wijaya wijaya
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awijaya	Universitas Bra Indi	cator Categ	ory Frequenc	y Percentage	Brawijaya
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awijaya	Universitas	Low	11	16%	Brawijaya
awijaya	Universit		20	29%	Brawijaya
awijaya	Univer	Average			Brawijaya
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awijaya	Univers				s Brawijaya
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awijaya	Universitas Brawijaya	Universitas Brawijay			

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awijaya	Universitas	Bra			•			_	Brawijaya
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awijaya	Universitas	Bra			Stable		0	0 /0	Brawijaya
awijaya	Universitas	Bra			Low		0	0%	Brawijaya
awijaya	Universitas	Bra			Average		6	9%	Brawijaya
awijaya	Universitas	Bra			High		60	88%	Brawijaya
awijaya	Universitas	Braw	ljaya	Universi	tas Brawijaya	Universitas			Brawijaya
awijaya	Universitas	Braw	ijaya	Universi	tas Brawijaya	Universitas	Brawijaya	Universitas	s Brawijaya
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Unive	ersitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawij	aya
Unive	ersitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawij	aya
Unive	ersitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawij	aya
Unive	ersitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawij	aya
Unive	ersitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawij	aya
	ersitas Bra	Total	68	100.0 Brawij	aya
Unive	ersitas B Source: t	he result of data proces	sina. 2019	a Universitas Brawij	aya
Unive	ersitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya		~
Unive	ersitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawij	aya
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Unive	Siddeniis Dased	on Speaking Graninal		inty as many as ou t	aya
Unive	(88%) were stu	dents with high categ	ories and the least	was 2 students wi	aya
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Unive	Decrease catego	ories or (3 %). Since the	e frequency distribution	n of speaking gramma	ar/a
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		category was high, it	indicates the use of		
	ersitas	CIAS DA	iiaya	a onnoronono brannj	
		vas effective to promote	students' speaking sk		
Unive	ev /	JA ATT		Universitas Brawij	
Univ	1 3	Tal	ble 4.26	Universitas Brawij	
Uni	Frequen	cy Distribution of Res	oondents in Diction I	ndicator	
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Based on the table above, it can be seen the description of the number of

students based on Diction indicators, the majority as many as 59 or (87%) were students with high categories, and the least was 1 student with stable and Decrease categories or (1%). Since the frequency distribution of diction indicator in high category was high, it indicates the use of campaign and project based learning was effective to promote students' speaking skill.

	awijaya	Universitas Brawijaya	universitas	Brawijava	universita	s Brawijava	Universitas Brav	viiava
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ac	awijaya	Universitas Brawijaya					Universitas Brav	
b.	awijaya	Universitas Brawijava					Universitas Brav	
n.	awijaya	Universitas Brawijaya					Universitas Brav	
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to to	awijaya	Universitas Brawijaya					Universitas Brav	
Si.	awijaya	Universite 4.1.5.10 Overview	ew of Environ	mental Lea	arning Mod	els (Z)vijava	Universitas Brav	vijaya
00	awijaya	Universitas Brawijaya					Universitas Brav	vijaya
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	awijaya	Universi Models		Stable		0	0.0	aya
	awijaya	Universi		Low		1	1.5	aya
	awijaya	Universi		Average	9	36	52.9	aya
	awijaya	Universi		High	-	31	45.6	aya
	awijaya	Universi	Total	riigii				aya
	awijaya	Universi		anaina 20	10	68	100.0	, aya
	awijaya	Source: the resu	in or data proc	essing, zu		va	Universitas Brav	
	awijaya	Univer Based of	n the table at	ove it ca	n he seen	the descripti	on of the numbe	vijaya
	awijaya	Unit		, n oa		and decempt	hiversitas Bra	vijaya
	awijaya	students based	on environm	ental learr	ning model	s, the majori	ty of 36 or (52.	9%)
	awijaya	Uni	100	Sim	(1)		iversitas Brav	wijaya
	awijaya	were the studen	ts with an ave	erage cate	gory, and t	he least was	1 student with a	
	awijaya awijaya	University of (1)		177	17		niversitas Bray	
	awijaya	Category or (1.3	5%) . Since	the freque	ency distri	oution of env	Universitas Brav	
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	awijaya	Univer	i in night oute	gory was	ign, it in		Universitas Brav	
	awijaya	Unive project based le	earning was e	effective to	promote	students' Env		
	awijaya	Universi			7	a	Universitas Brav	
	awijaya	Unive Models.			4	lya	Universitas Brav	
	awijaya	Universitas				jaya	Universitas Brav	
	awijaya	Univer4.1.6 Comparise	on Test (Quas	i Evnerima	antal Desig		Universitas Brav	
	awijaya	Universitas Bra			Sintal Deolg	awijaya	Universitas Brav	
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	awijaya	Unive 4.1.6.1 Paired T	est in Writing	Test	universita	B rawijaya	Universitas Brav	
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Table 4.28 The Summary of t-Test Between Experimental Class and Control in Universitas Brawijaya Universitas Bra The Writing Tests Brawijaya Universitas Brawijaya

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ve Variabel ve	Writing Group	Ν	Ave- rage	Average Diffe- rences	T- value	P- Value (Sig.)	Explanation
versitas Brawija ver Contentawija	Experiment Class	68	8,00	niversitas ni 1,456as	Brawijay B3,112ay	a Unive a 0,002/e	Significantly
versitas Brawija	Control Class	68	6,54	niversitas	Brawijay	a Unive	Different
versitas Brawija Organization	Experiment Class	68	9,35	niversitas 2,176as	Brawijay B5,077a	a Unive a 0,000/e	Significantly
versitas Brawij	Control Class	68	7,18	G	Brawijay	a Unive	Different
Vocabulary	Experiment Class	68	2,07	0,426	1,253	a Unive 0,213	Not Significantly
versit	Control Class	68	1,65	A1.	100	a Unive	Different
Writing	Experiment Class	68	3,56	-0,029	-0,066	0,947	Not Significantly
Grammar	Control Class	68	3,59	3		nive	Different
Mechanics	Experiment Class	68	1,31	-0,044	-0,143	0,887	Not Significantly
2	Control Class	68	1,35		Y	hive	Different
Writing	Experiment Class	68	4,86	0,797	2,689	0,008	Significantly
(Overall)	Control Class	68	4,06)		Dnive	Different

Based on the table above, it can be seen that in the Content variable it is

known that the average value of the Experiment Class was 8 and the average value

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of the Control Class is 6.54 with an average difference of 1,456. The comparison of

awijaya values before and after produces t count value 3.112 with significance (p value) awijaya awijaya 0.002. Due to the significance value (0.002 < 0.05), the statistical hypothesis states awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive that the differences in the two groups of data are stated to be significantly different. It a awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya unive means the content's average score of the students' writing in the experimental group was significantly higher than the content's average score of the students' writing in control group. Universitas Brawijaya Universitas Based on the above table it can de seen that in the Organization variable it is a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

wijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya known that the average value of Experiment Class was 9.35 and the average value Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive of the Control Class was 7.18 with an average difference of 2.176. The comparison of before and after values produces t count value 5,077 with significance (p-value) awijaya awijaya 0,000. Due to the significance value (0,000 <0,05), the statistical hypothesis states awijaya awijaya that the differences between the two groups of data were stated to be significantly awijaya awijaya different. It means the organization's average score of the students' writing in the awijaya awijaya experimental group was significantly higher than the organization's average score of awijaya awijaya the students' writing in control group. awijaya Based on the table above, it can be seen that the Vocabulary variable shows awijaya awijaya that the average value of Experiment Class was 2.07 and the average value of awijaya awijaya Control Class was 1.65 with an average difference of 0.426. The comparison of awijaya awijaya before and after values produces t count value 1.253 with a significance (p-value) awijaya Unive 0.213. Due to the significance value (0.213> 0.05), the statistical hypothesis states a awijaya awijaya that the differences in the two groups of datas were stated to be not significantly awijaya different. It means the vocabulary's average score of the students' writing in the experimental group was not significantly higher than the vocabulary's average score awijaya of the students' writing in control group. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas BBased on the above table it can be seen that the Grammar Writing variable awijaya awijaya shows that the average value of the Experiment Class was 1.31 and the Control awijaya Class average value was 1.35 with an average difference of -0.029. The comparison awijaya of before and after values produces a value of t count of -0.066 with significance (pvalue) of 0.947. Due to the significance value (0.947> 0.05), the statistical hypothesis states that the differences in the two groups of data were stated to be not Universitas Brawijava Universitas Brav

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya significantly different. It means the grammar's average score of the students' writing Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive in the experimental group was not significantly higher than the grammar's average a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Based on the above table it can be seen that the Mechanic Writing variable ujaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya University shows that the average value of the Experiment Class was 3.56 and the Control awijaya Unive Class average value was 3.59 with an average difference of -0.044. The comparison awijaya awijaya of before and after values produces a value of t count of -0.143 with significance (pawijaya awijaya value) of 0.887. Due to the significance value (0.887> 0.05), the statistical awijaya awijaya hypothesis states that the differences in the two groups of data were stated to be not awijaya awijaya significantly different. It means the mechanic's average score of the students' writing awijaya awijaya in the experimental group was not significantly higher than the mechanic's average awijaya awijaya score of the students' writing in control group. awijaya awijaya 4.1.6.2 Paired Test in Speaking Test awijaya awijaya awijaya Paired t-test was used in this study to complete the data, where the t-test awijaya Unive measures each indicator in the speaking variable. awijaya awijaya awijaya Table 4.29. The Summary of t Test Between Experimental Class and Control on awijaya The Speaking Test awijaya Average awijaya Т-**P-Value** Speaking Ave-Variabel Ν Diffe-Explanation awijaya Group rage Value (Sig.) rences awijaya Experiment 68 2,96 0,000 Signifikantly 1,971 Fluency Class 5,909 Different 66 0,98 **Control Class**

3,50

0,15

15,40

3.348

14,049

6,802

34,638

Signifikantly

Different

Signifikantly

Different

0.000

0,000

68

66

68

Experiment

Content

Speaking

Grammar

Class niversit

Control Class

Experiment S1

Class niversit

	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
repository.ub.ac.id	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
2	awijaya awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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2	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
<u>.</u>	awijaya	Universitas Brawija Control Class 66 vija 1,35 versitas Brawijaya Universitas Brawijaya
bo	awijaya	Universitas Brawija Experimentsitas Brawijaya, Universitas Brawijaya Universitas Brawijaya
re	awijaya	Diction Class 68 8,49 2485 5,817 0,000 Signifikantly
	awijaya	Universitas Brawi Control Class 5 66 6,00 Versitas Fravijava Universitas Different
	awijaya	Speaking Class 68 7,58 4 585 14 725 0 000 Signifikantly
	awijaya	(Overall) Class Versitals Bray avail 4,585 14,735 0,000 to Different
	awijaya	Universitas BrawijaControl Class as 66 ujja3,00 uversitas Brawijaya Universitas Brawijaya
	awijaya	Universitas Brawijaya Universitas Provijaya Universitas Brawijaya
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
	awijaya awijaya	Based on the above table it can be seen that in the Fluency variable it is
	awijaya	
	awijaya	known that the average value of the Experiment Class was 2.96 and the average
	awijaya	Universalue of the Control Class was 0.98 with an average difference of 1.971. The
	awijaya	Univer
	awijaya	Univ comparison of Before and After values produces t count value 5.909 with a
	awijaya	Uni Viersitas Brawijaya
	awijaya	significance (p-value) 0.000. Due to the significance value (0,000 <0,05), the
	awijaya	statistical hypothesis states that the differences between the two groups of datas
	awijaya	
	awijaya	were stated to be significantly different. It means the fluency's average score of the
	awijaya awijaya	Universitas Brawijaya
	awijaya	students' speaking in the experimental group was significantly higher than the
	awijaya	Unive fluency's average score of the students' speaking in the control group.
	awijaya	Universitas Brawijaya
	awijaya	Universita Ava Universitas Brawijaya
	awijaya	Universitas Based on the table above, it can be seen that in the Content variable it is
	awijaya	known that the average value of the Experiment Class was 3.5 and the average
	awijaya	cintersitus bid
	awijaya	value of the Control Class was 0.15 with an average difference of 3.348. The
	awijaya awijaya	
	awijaya	comparison of Before and After values produces a t count value 6.802 with a
	awijaya	significance (p-value) 0.000. Due to the significance value (0,000 <0,05), the
a l	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
(A	awijaya	Unive statistical hypothesis states that the differences between the two groups of data were
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
	awijaya	Universtated to be significantly different. It means the content's average score of the
S1	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
AV A	awijaya	students' speaking in the experimental group was significantly higher than the
BRAWIJAYA	awijaya awijaya	content's average score of the students' speaking in the control group.
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universitas Based on the table above it can be seen that the Speaking Grammar variable Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya unive shows that the average value of Experiment Class was 15.4 and the average value Unive of Control Class was 1.35 with an average difference of 14.049. The comparison of awijaya awijaya Before and After values produces a t count value equal to 34,638 with a significance awijaya awijaya (p-value) 0,000. Due to the significance value (0,000 <0,05), the statistical awijaya awijaya hypothesis states that the differences between the two groups of data were stated to awijaya awijaya be significantly different. It means the grammar's average score of the students' awijaya awijaya speaking in the experimental group was significantly higher than the grammar's awijaya average score of the students' speaking in the control group. awijaya awijaya Based on the above table it is known that in the Diction variable it can be awijaya awijaya seen that the average value of the Experiment Class was 8.49 and the average awijaya awijaya value of the Control Class was 6 with an average difference of 2.485. The awijaya awijaya Unive comparison of before and after values produces a t count value 5,817 with a awijaya unive significance (p-value) 0,000. Due to the significance value (0,000 <0,05), the awijava awijaya statistical hypothesis stated that the differences between the two groups of data were stated to be significantly different. It means the diction's average score of the awijaya students' speaking in the experimental group was significantly higher than the awijaya awijaya diction's average score of the students' speaking in the control group. awijaya awijaya Universitas Based on the table above, it can be seen that in the Speaking variable a awijaya (Overall) it is known that the average value of the Experiment Class was 7.58 and the Control Class average value was 3 with an average difference of 4.585. The comparison of before and after values produces a t count value 14,735 with a significance (p-value) 0,000. Due to the significance value (0,000 <0,05), the

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wijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya statistical hypothesis stated that the differences between the two groups of data Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universe were stated to be significantly different. It means the average score of the students' Unive speaking in the experimental group was significantly higher than the average score Universitas Brawijaya Universitas Dewijaya Universitas Brawijaya Unive 4.1.7 The Estimation Results and Hypothesis Testing rawilaya

awijaya awijaya The Influence Between Latent Path CRivers Conclusion awijaya Variables Coefficient awijaya Community Involvement (X5) -> English Notawijaya 0,056 0,590 Productive Skills (Y1) Significant awijaya Community Involvement (X5) -> awijaya 0,295 2,580 Environmental Awareness (Y2) Significant awijaya English Productive Skills (Y1) -> ELM awijaya 9,517^{e1} 0,513 Significant (Z) awijaya Environmental Awareness (Y2) -> ELM awijava 0,526 9,431 Significant (Z) awijaya Parental Involvement (X3) -> English awijaya NoBrawijava 0,707 er 0,050 Productive Skills (Y1) Significant awijaya Parental Involvement (X3) -> 2,313 awijaya 0,234 Environmental Awareness (Y2) awijaya Significant /a Not Brawijaya awijaya Parental Involvement (X3) -> Problem 0,030 0,618 Based Learning (X1) Significant awijaya Parental Involvement (X3) -> Project Not -0,077 aw va 1.343 e awijaya Based Learning (X2) Significant awijaya Parental Involvement (X3) -> School awijaya 0.600 6.572 Environment (X4) Significant awijaya Problem Based Learning (X1) -> java Ur awijaya 2,779 0,410 English Productive Skills (Y1) awijava Ur awijaya Significant va s Brawi Problem Based Learning (X1) -> 0,291 2,698 Environmental Awareness (Y2) Significant itas Brav Problem Based Learning (X1) -> Project 0,581 aw va 6,143 ers Based Learning (X2) Significant Project Based Learning (X2) -> English 0.381 awi ya 3.036 ei Productive Skills (Y1) Significant

Table 4.30 The Estimation Results and Hypothesis Testing (Direct Effects)

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	awijaya	UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA	univers	tas Brawijaya
P	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Univers	itas Brawijaya
.	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Univers	itas Brawijaya
.ac.	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		itas Brawijaya
.ub.	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		itas Brawijaya
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		itas Brawijaya
5	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		itas Brawijaya
1	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Univers	itas Brawijaya
positor	awijaya awijaya	Project Based Learning (X2) -> -0,162	Univers 1,594 ers	itas Brawijaya
rep	awijaya	Environmental Awareness (Y2)	Universi	Significant
5	awijaya	School Environment (X4) -> English 0,078	1883 are	Notrawijava
	awijaya	Productive Skills (Y1)	Universi	Significant
	awijaya	School Environment $(YA) >$		itas Brawijaya
	awijaya	Environmental Awareness (Y2) 0,290	Universi	Significant
	awijaya			itas Brawijaya
	awijaya	Based Learning (X1)	7,108	Significant
	awijaya			itas Brawijaya
	awijaya	School Environment (X4) -> Project 0,379 Based Learning (X2)	3,851	
	awijaya	Universitas Bra	Univers	Significant
	awijaya	Universitas		itas Brawijaya
	awijaya	Universit	Univers	itas Brawijava
	awijaya	4.1.7.1 The Results and Hypothesis Testing of Problem Based	Learning	(X1)Brawijaya
	awijaya	Univ		itas Brawijaya
	awijaya	It is known that Problem Based Learning (X1) variate	oles have	a positive
	awijaya	Uni C C C C C C C C C C C C C C C C C C C		itas Brawijaya
	awijaya	influence on English Productive Skills (Y1). It means that the h	igher Pro	blem Based
	awijaya	Uni R ALL R ALL ALL		itas Brawijaya
	awijaya	Learning (X1) will consequently raise the English Productive	Skills ()	1) variable, a
	awijaya	Univ	Univers	itas Brawijaya
	awijaya	where the path coefficient obtained is 0.410 with CR amountin	ig to 2.7	9. Because
	awijaya	the CR value is greater than the critical value (2.779 >	1.96) th	tas Brawijava
	awijaya		Univers	nas brawijaya
	awijaya	hypothesis states that H0 is rejected, meaning that the Problem	Based L	earning (X1)
	awijaya			
	awijaya	variable has a significant influence on the English Productive S	Skills (Y1) variable. It
	awijaya	Universitas E	Univers	itas Brawijaya
	awijaya awijaya	indicates the use of problem based learning in learning acti	vity was	effective to
	awijaya awijaya	Universitas Braw, Brawijaya		itas Brawijaya
	awijaya	Unive promote students' English productive skills. Versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
	awijaya			
	awijaya	It is known that the Problem Based Learning (X1) val	riable ha	s a positive
	awijaya			
Z	awijaya	influence on Environmental Awareness (Y2). It indicates that	t the high	her Problem
	awijaya	Based Learning (X1) will consequently raise the Environmer		
S A C	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Univers	itas Brawijava
-5	awijaya	Unive variable, where the Path coefficient obtained is 0.291 with a		
ER	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
BRA	awijaya	Unive Because the CR value is smaller than the critical value (2.698		
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Univers	itas Brawijaya
	awijaya	Unive hypothesis states that H0 is rejected, meaning that the Problem	Based L	earning (X1)
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		itas Brawijaya
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		itas Brawijaya
	awiiava	Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava	Univers	itas Rrawilava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya variable has a significant influence on the variable Environmental. It indicates the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universe of problem based learning in learning activity was effective to promote students' awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas BIt is known that the Problem Based Learning (X1) variable has a positive awijaya Universitas Brawijaya Universitas ijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive influence on Project Based Learning (X2). It means that the higher Problem Based awijaya Unive Learning (X1) will consequently raise the Project Based Learning (X2) variable, awijaya awijaya Unive where the path coefficient obtained is 0.581 with a CR value amounting to 6.143. awijaya awijaya Because the CR value is greater than the critical value (6.143 > 1.96), the statistical awijaya awijaya hypothesis states that H0 is rejected, meaning that the Problem Based Learning awijaya awijaya variable (X1) has a significant effect on the Project Based Learning (X2) variable. It awijaya awijaya indicates the use of problem based learning in learning activity was effective to awijaya awijaya promote project based learning. awijaya awijaya 4.1.7.2 The Results and Hypothesis Testing of Project Based Learning (X2) awijaya awijaya awijaya It is known that the Project Based Learning (X2) variable has a positive awijaya Unive influence on English Productive Skills (Y1). It indicates that the higher Project awijaya awijaya Unive Based Learning (X2) will consequently raise the English Productive Skills (Y1) awijaya awijaya variable, where the path coefficient obtained is 0.381 with the CR value amounting to awijaya awijaya 3.036. Because the CR value is smaller than the critical value (3.036 <1.96), the awijaya statistical hypothesis states that H0 is rejected, meaning that the Project Based awijaya awijaya awijaya Learning (X2) variable has a significant effect on the English Productive Skills (Y1) variable. It indicates the use of project based learning in learning activity was Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Brawijaya Universities Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya It is known that the Project Based Learning (X2) variable has a negative Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive influence on Environmental Awareness (Y2). It means that the higher Project Based Learning (X2) will consequently reduce the variable Environmental Awareness (Y2), awijaya awijaya where the path coefficient obtained is -0.162 with a CR value of 1,594. Since the CR awijaya awijaya value is smaller than the critical value (1.322 <1.96), the statistical hypothesis states awijaya awijaya that H0 is accepted, meaning that the Project Based Learning (X2) variable has an awijaya awijaya insignificant influence on the variable Environmental Awareness (Y2). It indicates the awijaya awijaya use of project based learning in learning activity was not effective to promote awijaya awijaya students' environmental awareness. awijaya awijaya 4.1.7.3 The Results and Hypothesis Testing of Parental Involvement (X3) awijaya awijaya Parental Involvement variable (X3) is known having a positive influence on awijaya awijava English Productive Skills (Y1). It means that the higher Parental Involvement (X3) awijaya awijaya will couse the raising of the English Productive Skills (Y1) variable, where the path awijaya awijaya coefficient obtained is 0.050 with a CR value of 0.707 . Because the CR value is awijaya awijaya smaller than the critical value (0.707 <1.96), the statistical hypothesis states that H0 awijaya awijaya is accepted, meaning that the Parental Involvement variable (X3) has a nonawijaya awijaya significant effect on the English Productive Skills (Y1) variable. It indicates parental awijaya awijaya Unive involvement does not give effect to the students' English productive skills. as Brawijaya awijaya awijaya Parental Involvement variable (X3) is known having a positive influence on awijaya Environmental Awareness (Y2). It indicates that the higher Parental Involvement Universitas Brawijava Universitas Brawijava (X3) will consequently increase the variable Environmental Awareness (Y2), where the path coefficient obtained is 0.234 with a CR value of 2.313. Because the CR Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive value is higher than the critical value (2.313 > 1.96), the statistical hypothesis states a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya that H0 is rejected. It means that the Parental Involvement (X3) variable has a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universignificant influence on the Environmental Awareness (Y2) variable. It indicates a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya unive parental involvement gives effect to the students' environmental awreness. Brawijava awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas BParental Involvement variable (X3) is known having a positive influence on a diaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive Problem Based Learning (X1). It indicate that the higher Parental Involvement (X3) awijaya University will consequently raise the Problem Based Learning variable (X1), where the path a awijaya awijaya coefficient obtained is 0.030 with a CR value of 0.618 . Because the CR value is awijaya awijaya smaller than the critical value (0.618 <1.96), the statistical hypothesis states that H0 awijaya awijaya is accepted, meaning that the Parental Involvement variable (X3) has a nonawijaya awijaya significant effect on the Problem Based Learning (X1) variable. It indicates parental awijaya awijaya involvement does not give effect to the Problem Based Learning. awijaya awijaya It is known that the Parental Involvement (X3) variable has a negative awijaya awijaya influence on Project Based Learning (X2). It indicates that the higher Parental awijaya awijaya Involvement (X3) will consequently reduce the Project Based Learning (X2) variable, awijaya awijaya where the path coefficient obtained is -0.077 with a CR value of 1.343. Because the awijaya awijaya CR value is smaller than the critical value (1.343 <1.96), the statistical hypothesis awijaya awijaya states that H0 is accepted, meaning that the Parental Involvement variable (X3) has awijaya awijaya Universignificant effect on the Project Based Learning (X2) variable. It indicates awijaya Unive parental involvement does not give effect to the Project Based Learning. Itas Brawijava awijaya awijaya Universitas BParental Involvement variable (X3) is known having a positive influence on awijaya Universitas Brawijaya Universitas Brawijaya School Environment (X4). It means that the higher Parental Involvement (X3) will Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya increase the result in School Environment variable (X4), where the path coefficient Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University obtained is 0.600 with a CR value of 6.572. Because the CR value is greater than Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya critical value (6.572 > 1.96), the statistical hypothesis states that H0 is rejected, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive meaning that the Parental Involvement variable (X3) has a significant effect on the awijaya School Environment variable (X4). It indicates parental involvement gives effect to awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 4.1.7.4 The Results and Hypothesis Testing of The School Environment (X4) awijaya awijaya The School Environment variable (X4) has a positive influence on English awijaya Productive Skills (Y1). It means that the higher the School Environment (X4), the awijaya awijaya awijaya lower the English Productive Skills (Y1) variable, where the path coefficient obtained awijaya awijaya is -0,015 with a CR value of 0.165. Because the CR value is smaller than the critical awijaya value (0.165 < 1.96), the statistical hypothesis states that H0 is accepted, meaning awijaya awijaya that the School Environment variable (X4) has a non-significant effect on the English awijaya awijaya Productive Skills (Y1) variable. It indicates that school environment does not give awijaya awijaya effect to the students' English productive skills. awijaya awijaya awijaya School Environment (X4) variable has a positive influence on Environmental awijaya Unive Awareness (Y2). It means that the higher School Environment (X4) will awijaya awijaya Unive consequently raise the Environmental Awareness (Y2) variable, where the Path a awijaya awijaya coefficient obtained is 0.290 with a CR value of 2.107. Because the CR value is awijaya awijaya greater than the critical value (2.107> 1.96), the statistical hypothesis states that H0 awijaya awijaya is rejected, meaning that the School Environment variable (X4) has a significant awijaya awijaya influence on the Environmental Awareness (Y2) variable. It indicates that school ^{Unive} environment gives effect to the students' environmental awareness. Versitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The School Environment variable (X4) is known having a positive influence Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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wijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya variable. It indicates that community involvement does not give effect to the students' Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive English productive skills.sitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya It is known that the variable Community Involvement (X5) has a positive awijaya awijaya Universitas Brawii awijaya influence on Environmental Awareness (Y2). It means that the higher Community Universitas Brawijaya Universitas Brawijaya awijaya awijaya Involvement (X5) will consequently increase the variable Environmental Awareness awijaya Unive (Y2), where the path coefficient obtained is 0.295 with a CR value is 2.580. Since the awijaya awijaya CR value is greater than the critical value (2.580 > 1.96), the statistical hypothesis awijaya awijaya states that H0 is rejected. It means that the Community Involvement (X5) variable awijaya awijaya has a significant influence on the variable Environmental Awareness (Y2). It awijaya awijaya indicates that community involvement gives effect to the students' environmental awijaya awijaya awareness. awijaya awijaya 4.1.7.6 The Results and Hypothesis Testing of The English Productive Skills (Y1) awijaya awijaya and Environmental Awareness (Y2) awijaya awijaya awijaya The English Productive Skills (Y1) variable is known having a positive ava Universitas Brawijaya awijaya Unive influence on Environmental Learning Model (Z). It means that the higher English awijaya awijaya Unive Productive Skills (Y1) will increase the Environmental learning Model (Z) variable, awijaya awijaya where the path coefficient obtained is 0.513 with a CR value 9.517. Because the CR awijaya awijaya value is higher than the critical value (9.517 > 1.96), the statistical hypothesis states awijaya awijaya that H0 is rejected. It means that the English Productive Skills (Y1) variable has awijaya awijaya significant effect on the Environmental Learning Model (Z) variable. It indicates that English productive skills gives effect to the Environmental Learning Model.³⁵ Brawleya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The Environmental Awareness (Y2) variable is known having a positive Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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The path coefficients on the structural model and the value of the factor

weights of the manifest variables in the measurement model can be illustrated

through the measurement of model path diagrams and structural models as follows:

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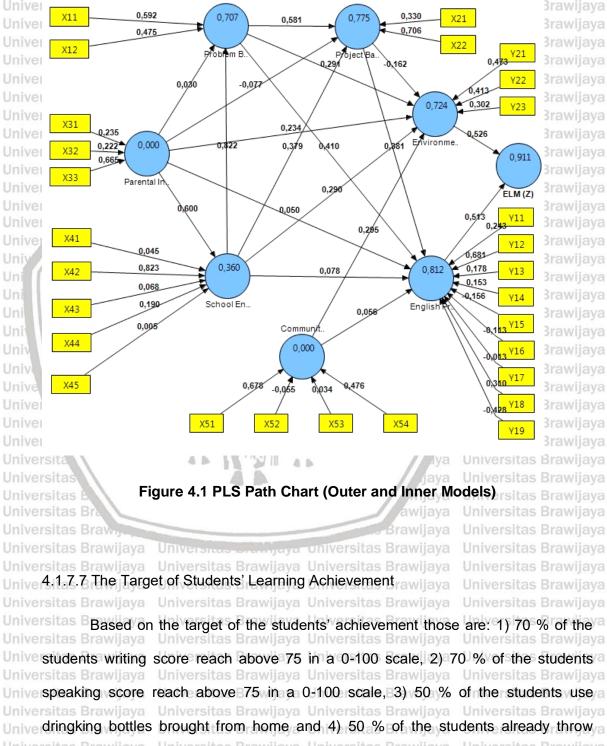
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Universidents who answer often using drinking bottles brought from home was 10 awijaya Universitas Brawijaya Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students. It means there were 36 students or (52.94 %) who use drinking bottles Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive brought from home. While, the number of the students who always throw garbage in a the proper places was 24 students and the students who answer often throw awijaya Universitas Brawijaya Universitas Brawijaya awijaya garbage in the proper places was 29 students. It means there were 53 students or awijaya awijaya already throw garbage in the proper places. It indicates that (77.94 %) who awijaya awijaya Environmental Learning Models gives effect to the students' Environmental awijaya BRAN awijaya Awareness awijaya awijaya Unive 4.2 Minor Finding awijaya awijaya The minor finding discusses the analysis data obtained from secondary awijaya research data. Secondary data is data obtained by researcher from library sources awijaya awijaya or reports. Secondary data in this study was obtained from the second semester of awijaya awijava the students' report books in class XI MIPA 1 and XI MIPA 4. A sample of 68 awijaya awijaya students consisted of 36 students in class XI MIPA 1 and 32 students in class XI awijaya awijaya MIPA 4. This study was a scanning conducted to determine the relationship between awijaya awijaya the scores of science and math and learning motivation with the results of learning awijaya English. awijaya awijaya 4.2.1 Univariate Analysis tas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitias BUnivariate analysis was used to obtain a description of the research variables Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya which are gotten from the secondary data of the study. With the following results: awijaya Table 4.31 Overview of Science and Mathematic' Scores Explanation Science and Math Scores Maximum 680 617 Minimum Universitas Brawijaya Universitas Brawijaya

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SO	awijaya	Univers Average		6	37.21	aya
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	awijaya awijaya	Universitas Brawijaya		Universitas Brawijaya Universitas Brawijaya	Universitas Braw	
	awijaya			re of student scores ob		
	awijaya			Universitas Brawijaya		1 M
	awijaya	Unive values. The high	est Science and Math	score is 680, while the	lowest score is 6	17, _{va}
	awijaya	Universitas Brawijaya	University	Universitas Brawijaya	Universitas Braw	ijaya
	awijaya	and the average	score is 637.21. Based	d on the table above, it	can be described	tne Ijaya
	awijaya	frequency distrib	oution of the number o	f students based on th	e Science and M	ath
	awijaya	Universitas Br		awijaya	Universitas Braw	IJaya
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	awijaya	Uni			1 1/ D	aya
	awijaya	United Science a	nd Math Score	Frequency (f)	Percentage (%)	aya
	awijaya	Unit High (Score ≧		25	36.8	aya
	awijaya	Univ Low (Score <	637.21)	43	63.2	aya
	awijaya	Univ	Total	68	100	aya
	awijaya	Unive Source: results of	of data processing, 2019	9	Universitas Braw	
	awijaya	Univer			Universitas Braw	
	awijaya	Univers Based or	n table 6.6, it can be s	seen, the number of st	udents based on	the
	awijaya	Universit		a a	Universitas Braw	5.5
	awijaya	scores of science	e and math, the majorit	ties 43 students or (63	2%) are the stude	nts
	awijaya awijaya	Universitas	roo and the root 25 at	udanta ar (26.00/) ara	Universitas Braw	
	awijaya	Universitas Bra	res, and the rest 25 st	udents or (36.8%) are	Universitas Braw	
	awijaya		dicates that students' s	cience and math score		S. S.
	awijaya	-		universitas Brawijaya	Universitas Braw	
	awijaya	Unive to the students' E	English learning out con	nėsiiversitas Brawijaya	Universitas Braw	ijaya
	awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Braw	
	awijaya	Table 4.35 Ove	rview of Learning Mot	ivation Skors	Universitas Braw	
	awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Braw	18
X	awijaya	Univers	Explanation	Learning N	lotivation Skor	aya
JA A	awijaya	Univers Maximum			92	aya
II V	awijaya awijaya	Univers Univers			60	aya
R S	awijaya	University Average			76.06	aya aya
SAN B	awijaya	Univers SD			7.18	aya
BRAWIJAYA	awijaya	Unive Source: results of	of data processing, 2019	Universitas Brawijaya	Universitas Braw	5.5
	awijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Braw	5 5
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	awijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Braw	
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Based on table 6.8, it can be seen the number of students based on learning motivation scores, the majority 37 students or (54.4%) are the students with low learning motivation and the rest 31 or (45.6%) are students with high learning motivation. Table 4.37 Overview of Score in English Learning Outcomes Maximum 90 Minimum 65 Average 79.87 SD 4.14 Source: results of data processing, 2019 Table 6.9 above, shows an overview of the acquisition of student scores based on the results of learning English. The highest English learning outcomes was 90, while the lowest score was 65, and the average score was 79.87. Based on the	awiiava		Universitas Brawijava	Universitas Brawijaya	a show a second s	ijaya
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Based on table 6.10, it can be seen the number of students based on the a awijaya Uni	awijaya	Univer Univer	or data processing, 2016		Universitas Braw	ijaya
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	awijaya	Based o	n table 6.10. it can be	seen the number of st	udents based on t	theya
results of learning English, the majority as many as 40 or (58.8%) are the students				Y Mar II D		
	awijaya	Uni		130 1		

with high English learning outcomes and the rest 28 or (41, 2%) are the students

awijaya with low English learning outcomes. It indicates that students' motivation to learn awijaya awijaya English does not give effect to the students' English learning out comes. awijaya awijaya

4.2.2 Bivariate Analysis

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Universitas É Bivariate analysis was used to determine the relationship between science

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and math scores and learning motivation with the results of learning English. The Universitas Brawijaya Unive results as follows: Universitas Brawijaya


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	awijaya	Univers				omes	. e. la	<u> </u>	otal	X ²	P	
	awijaya	Univers		-	ow	-	igh v	4	0/	-	value	(95% CI)
	awijaya	Electronic and	Low	<u>f</u> 21	<mark>%</mark> 30.9		<u>%</u>	f 43	<u>%</u> 63.2			
	awijaya	Universion Science	Low	21	30.9	22	32.4	43	63.Z			0 455
	awijaya	Univers Math	High	7	10.3	18	26.5	25	36.8	2.834	0.092	2,455 (0,852 -
	awijaya	Univers Scores	riigii	1	10.5	10	20.5	20	50.0	2.034	0.092	(0,852 - 7,072)
	awijaya	L L S K S S S S	otal	28	41.2	40	58.8	68	100	-		1,012)
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	awijaya	students	(63.2%)	are lov	v in sc	ience	and ma	ath so	cores.	consistir	na of 21	students
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	awijaya	(30.9%) w	ere low	English	learnir	ng out	comes a	and th	e rest 2	22 stude	ents (32	4%) were
X	awijaya											
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Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijava awijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Ratio score was 0.092 which showed that students who had high science and math Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive scores tended to have high English learning outcomes of 0.092 times compared to awijaya Universities the students who had low science and math scores. Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 4.2.2.1 The Relationship Between Learning Motivation and English Learning Universitas Brawijaya awijaya awijaya awijaya Universitas BOutcomes Univ niversitas Brawijaya Universitas Brawijaya awijaya awijaya

Table 4.40 The Relationship Between Learning Motivation and English Learning Outcomes

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nivers niver				English Learning Outcomes						Р	OR
niv 1			L	ow	Н	igh		otal	X2	value	(95% Cl)
ni l			f	%	f	%	f	%	-		
ni l	Learning	Low	14	20.6	23	33.8	37	54.4			0,739
ni l	Motivation	High	14	20.6	17	25.0	31	45.6	0.373	0.541	(0,281 -
niv	Total		28	41.2	40	58.8	68	100	-		1,951)

The p-value score was calculated based on the Chi-square Test statistical Universe test with 95% significance value. The significance value based on p value < 0.05.

Explanation:

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awijaya awijaya Unive f = number of frequencies (respondents) % = percentage Universitas awijaya UniverPivalue = value of significance rawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas B Table 5.40 shows the correlation between learning motivation and the results awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya of learning English, from 68 students, the majority of 37 students (54.4%) were low learning motivation, consisting of 14 students (20.6%) with low English learning Unive outcomes and the rest 23 students (33.8%) were high English learning outcomes. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Based on the results of statistical tests obtained p value 0.541. Since the score of p Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universalue was higher than the score of α (5%) or (0.541 > 0.05), it can be concluded that unive there is no relationship between motivation to learn and the results of learning awijaya English. In addition, it ws obtained an Odd Ratio score of 0.739 which indicates that awijaya the students who have high learning motivation tend to have high English learning awijaya awijaya outcomes of 0.739 times compared with the students with low learning motivation. awijaya It can be concluded that based on the results of the research and discussion awijaya awijaya about the scores of science and math and learning motivation with the results of awijaya learning English, it can be concluded as follows: 1) There is no relationship between awijaya awijaya the students' score of science and math and the results of learning English, 2) There awijaya awijaya is no relationship between the students' motivation to learn English and the results awijaya awijava of learning English. awijaya awijaya 4.2.3 The Students' attitude Towards PBL and PjBL UniversTable 4.41 The Summary of the Students' Answers and the Interpretations of ya

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rijaya	Universitas	100 V	e for the Student	1	sitas Brawija	iya
ijaya	Univers No	Topics of the questions	Stuc	lents' Respo	onses	ya
ijaya	Univers		Positive	Negative	Not clear	ya
ijaya	Univers 1	The students' general impression	on 62	2	2	ya
ijaya	Univers	problem based learning and proje	ct 93.9 %	1.5 %	3.0%	ya
ijaya	Univers	based learning				va
ijaya	Univers 2	Good things from hortatory scaffo	lds 64	2	-	va
ijaya	Univers	and campaign	97.0 %	3.0%		va
ijaya	Univers 3	Benefits of learning writing and	64	2	-	Va
ijaya	Univers	speaking by means of PBL and P	jBL 97.0 %	3.0 %		100
	Univers ⁴	Weaknesses of PBL and PjBL	60	6	-	y c
ijaya			90.9 %	9.1 %		γa
ijaya	Univers 5	The purpose of using PBL in lear	ning 66	-	-	Ya
ljaya	Univers	writing and PjBI in learning speaki	ng 100 %			ya
ijaya	Univers 6	The students' experience in learni	ng 64	2	-	γē
ijaya	Univers	productive skills and environment	al 97.0%	3.0 %		УЗ
ijaya	Univers	education using PBL and PjBL				ya
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2	awijaya	188
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5	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Š.	awijaya	Univers Total 168 11 2 ya Univers 93.3% 5.6% 1.1% ya
>	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
-	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
	awijaya	
	awijaya	4.2.3.1 The Students' General Impression of PBL and PjBL
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
	awijaya	Universities I In response to question no 1 in questionnaire, it can be seen that 93.9 % of
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
	awijaya	the students felt that PBL and PjBL helping them in improving their writing and
	awijaya	Universitas Brawija Stawijaya
	awijaya	speaking skills. This feeling became the general impression. However, 2 students
	awijaya	
	awijaya	(1.5 %) stated that they were sometimes confused to answer the questions in the
	awijaya	scaffold and to respond to teacher question during revision. Moreover, 2 students
	awijaya	scarou and to respond to teacher question during revision. Moreover, 2 students
	awijaya	(1.5 %) gave statement in between. They said that PBL and PjBL were so helpful
	awijaya	Uni
	awijaya	and fun for them but sometimes, they got bored and scared with them since they had
	awijaya	Unit Distance of the Inversitas Brawijaya
	awijaya	Universitas Brawijaya
	awijaya	Universitas Brawijaya
	awijaya	4.2.3.2 Good Things from PBL and PjBL
	awijaya	Universitas Brawijaya
	awijaya	Universitas Brawijaya
	awijaya	When the students were asked to see this PBL and PjBL more objectively,
	awijaya	Universita 97.0 % of the students thought that PBL and PiBL have good things. The good
	awijaya	97.0 % of the students thought that PBL and PjBL have good things. The good
	awijaya	things were in the form of making them active in writing, easily to develop the content
	awijaya	unificiente bio
	awijaya	of their writing and organize their writing and easily to differentiate the difference of
	awijaya awijaya	Universitas Drawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
	awijaya	each kind of text that they learn. Moreover, some students also stated that revision
	awijaya	그는 것이 집에서 많은 것이 같은 것이 있는 것이 같은 것이 같은 것이 같은 것이 같은 것이 같은 것이 같은 것이 많이 가지 않는 것이 같이 많이 많이 있는 것이 같은 것이 없다.
	awijaya	helped them to understand more about the feedback that the teacher gave to them.
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
	awijaya	On the other hand, 2 students (3.0 %) stated that PBL and PjBL sometimes
7	awijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava
	awijaya	made them confused since they found difficulties in answering the questions in the
	awijaya	scaffold and sharing their problems with the teacher during revision and they felt
2	awijaya	scarold and sharing their problems with the teacher during revision and they reit
	awijaya	Universities Brawilava scared when they should do campaign in the XII classes
5	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 4.2.3.3 Benefits of Learning Writing through Scaffolds and Revision Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Answering the third question, 97.0 % of the students show their positive awijaya awijaya attitude towards this procedure, yet, 3.0 % of the students did not think that PBL and awijaya awijaya PiBL would be beneficial for them. This one student kept consistent showing his ijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Univenegative attitude towards the procedure by saying that he sometimes found awijaya awijaya Unive difficulties in answering the scaffolds questions and responded to the teacher's awijaya awijaya unive questions or feedback during revision and felt scared during campaign. awijaya awijaya awijaya However, 64 students shows positive attitude towards PBL and PjBL. Most of awijaya awijaya them stated that scaffolds and campaign indeed helped them in developing the awijaya content of their writing and speaking, organize their writing, write and speak with awijaya awijaya good grammatical sentences, and build their vocabulary. They also found that awijaya awijava answering the questions in the scaffold was a fun yet challenging activities to do. awijaya awijaya Moreover through campaign, they said that it helped them to understand more about awijaya awijaya environmental problems especially plastic waste and then make them remembering awijaya awijaya for not littering. Revision also made them happy because it helped them to be close awijaya awijaya with their teacher and made them more relax to share all of their problems they awijaya Universitas Brawijaya awijaya faced in writing. In addition, PBL and PiBL also helped them to be more aware of the awijaya awijaya Universiting aspects that they should pay attention to for making their writing better and awijaya Unive they were more confidence to speak in front of the public. awijaya awijaya 4.2.3.4 Weaknesses of PBL and PjBL awijaya Universitas Brawijava Universitas Brawijava There were some weaknesses of PBL and PJBL revealed from the students' Universitas Brawijaya Universitas Brawijaya answers to question number 4. There were 60 students (90.9 %) that mentioned Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya that there were no weaknesses on PBL and PjBL. However, 6 students (9.1 %) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University mentioned there were some problems they faced in experiencing PBL and PjBL. 2 a university students who were discouraged with scaffolds mentioned that the questions in a awijaya Universitas Brawijaya Universitas Brawijaya awijaya hortatory scaffold were difficult to answer. Meanwhile for the campaign, they said awijaya awijaya that they often felt nervous and scared speaking in front of others classes. They felt awijaya awijaya afraid if they speech were wrong. Nervous is the next main problem in applying this awijaya awijaya procedure as indicated by 4 students. They tent to felt nervous speaking infront of awijaya awijaya the others classes. These students' answers showed that the learning using public awijaya speaking (campaign) was not the factor that disadvantages them, but nervous was. If awijaya these students did not speak infront of the X or XII class' students, they would agree awijaya awijaya with the use of PjBL. awijaya awijaya awijaya 4.2.3.5 PBL and PjBL in the Teaching Productive Skills and Environmental awijaya Unive Awareness awijaya awijaya awijava Responding to the question whether or not this procedure should be used in awijaya awijaya writing and speaking classes (question no.5), 100 % of the students thought that this awijaya awijaya technique should be used in teaching writing and speaking. They all agreed that awijaya awijaya scaffolds and campaign was suitable to teach writing and speaking, since scaffolds awijaya awijaya Universide and campaign gave a lot of advantages and increasing their environmental awijaya Unive awreness vijaya Universitas Brawijaya Universitas Brawijaya awijaya 4.2.3.6 Additional Comments for PBL and PjBL Implementation Universitas Brawijaya Universitas Brawijaya Universities Answering the last question, 97.0 % of the students showed their positive attitude towards PBL and PjBL. Opportunity to experience scaffolds and campaign

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya University made 5 students find writing is no longer difficult for them. They highlighted that this/a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University technique made writing no longer boring and difficult to learn. In line with these university students statements, some other students said that it was fun to learn by having awijaya Universitas Brawijaya Universitas Brawijaya awijaya revision because sometimes it was difficult for them to understand the written awijaya awijaya feedback given by the teacher without having a revision. However, the negative awijaya awijaya impression mentioned by 2 (3.0 %) students that said that sometimes they found awijaya awijaya scaffolds and campaign was quite boring and scared for them. awijaya awijaya 4.2.4 Findings of the Field Notes awijaya awijaya From the field notes, it was revealed that introducing the PBL through awijaya scaffold to the students by using a model text really helped the students to awijaya awijaya understand the use scaffold in writing their text and awijaya developing students' awijaya environmental awreness. By answering the question in the scaffold, it was easier for awijaya awijaya the students for making the draft of the text. Moreover, almost all of the students awijaya awijaya were enthusiastic in learning writing. awijaya awijaya Related to the campaign, the observer noted that it was better for having a awijaya Universitas E awijaya Unive campain by using English for some midle level students. This was good for helping a awijaya awijaya them to communicate the problems infront of the others classes that they faced awijaya awijaya around them. Moreover, it was increasing confidance the low level students todo awijaya awijaya public speaking. In addition, explaining about the environmental awareness in the building knowledge of the field stage made the students aware of environmental niversitas Brawijāva Universitas Brawijava problems around them during their writing. It also made them actively involve to

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive make their environment better. However, the observer also noted that the researcher Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University should pay more attention to time management in doing the lesson. Moreover, giving Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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students a writing checklist also helped the students to be more aware of writing Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive aspects. In addition, choosing happening and interesting topics really helped to keep Unive the students' enthusiasm during the teaching and learning activities. versitas Brawijaya Iniversitas Brawijava iversitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya awijaya awijaya awiiava Universitas Brawijaya Universitas Brawijaya Univ ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraDISCUSSIONSitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas BIn this chapter, based on the analytical computation and SEM, the results have awijaya awijaya of the present study are discussed. The discussion deals with the interpretation awijaya awijaya on the result of data analysis and relation with the earlier theories and previous awijaya awijaya Universtudies. awijaya awijaya 5.1 Interpretation of Research Findings awijaya awijaya awijaya In relation to the research findings discussed in Chapter IV, it was found awijaya awijaya that there were significant differences between the mean scores of hortatory awijaya awijaya exposition test in the experiment group. It lead to the rejection of the null available hypotheses which stated that "there is no significant differences in writing awijaya awijaya hortatory achievement between students who are taught using problem based awijaya awijaya learning and those who are taught using conventional method" and "there is no awijaya awijaya significant differences in speaking hortatory achievement between students who awijaya awijaya are taught using project based learning and those who are taught using Universitas Brawijaya conventional method" awijaya Moreover, the mean scores of the content and organization aspects of awijaya awijaya hortatory exposition writing test in the experimental group were significantly awijaya awijaya higher compared to the control group. The vocabulary aspect of the hortatory exposition test in the experimental group was also higher than the control group but it was not significantly different. In other words, the hypotheses of this study Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya worked. It means that using problem based learning in teaching hortatory unive exposition writing at the senior high school students was significantly more Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Ilniversitas Rrawijava Ilniversitas Rrawijava 193 niversitas Rrawijava Ilniversitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijava effective than using conventional method. The success of achieving better score by the experimental group on the posttest compared to the control group might Universitas Brawijaya Richards and Renandya (2002, as cited in Ratnaningsih 2016) state that awijaya awijaya writing is not easy because it is difficult to generate, organize, and translate ideas awiiava awijaya into a readable text. However, scaffolds appear to solve all these difficulty. awijaya Universitas Brawijaya Universitas Brawijaya awijaya Dealing with generating ideas, the guided guestions in the scaffolds help the Universidents to generate ideas and giving details to their writing. Related with the awijaya awijaya Unive difficulty in organizing idea, scaffolds were constructed following the generic awijaya awijaya structure of text. Thus, it is easier for the students to organize their writing awijaya awijaya following the generic structure of the text. As what Yangrifqi (2008) states that the awijava awijaya scaffold which was constructed following the generic structure of a text helped awijaya awijaya the students to organize their writing into a good order. Meanwhile, regarding the awijaya awijaya difficulty in translating ideas into readable text, after answering the guided Universitas Brawijaya awijaya awijaya Unive questions in the scaffolds, the students then convert their answers into the lave awijaya Unive complete sentences for their draft. It helps them to make correct and readable ava awiiava sentences more easily. awijaya Moreover, after finishing writing their draft by using scaffolds, the students awijaya were having group' revision with the teacher that allowed the students to receive awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive direct oral feedback from the teacher. The feedback given to the students deal awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive with all aspects of writing, i.e., content, organization, grammar, vocabulary and awiiava mechanics. Feedback on all aspects was proved to enable the students to write better (Watanabe, 2016). The improvement on the students' writing was possible because in revision, the input that the students received was specifically directed to each aspect of writing in the form of teacher oral feedback about their own

awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya work. As what Chaudron (1984, as cited in Lestari, 2008) says that the important component in the revision process is the provision of feedback from other ^{ve} readers. During revision, students received feedback to the effectiveness of their Universitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya writing and were required to respond to the teacher's feedback directly before Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya counting their product finished. This would help the students to discover that awijaya awijaya good writing involves an interaction between their ideas, the expression of the awijaya awijaya ideas, and their readers' perception and reaction to the expression. By means of awijaya awijaya feedback which made students receiving information about the effect of their awijaya awijaya writing on readers, students developed their skills in effective writing. awijaya awijaya Dealing with the organization writing, scaffolds were indeed effective in awijaya awijaya guiding the students to construct their writing. As what stated previously, awijaya awijaya Anderson and Anderson (1997) describe a scaffold as a guide for constructing a awijaya awijaya piece of text. It helps writer constructing texts just like a builder uses scaffolds awijaya awijaya when constructing a building. These scaffolds, give a writer a right structure for awijaya Unive creating a certain text type. Besides scaffolds, conferencing also contributes in Java awijaya awijaya Unive helping the students to write more well-organized essays. It was likely to happen lava awijaya awijava because during the conferencing, feedback given to the students writers was not awijaya unive only on minor aspects of writing, such as grammar, vocabulary and mechanics awijaya but also on the major aspects, i.e., content and organization. During conferences, awijaya since the teacher act as "the real audience" of the students writing who give not awijaya awijaya only written feedback but also interactive feedback, better organization was awijaya awijaya achieved by the students. This is in line with what Chen (2010) found in his awijaya research that "the involvement of teachers as audiences during revision also Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University gives contribution to the improvement of the student writing on the aspect of Unive organization^a.va Ilniversitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universities Among all aspects of writing, it is found on this study that mechanics and awijaya grammar are the aspects that improved not significantly higher in the tests than awijaya the control group. The reason why the students' gain score were not significantly Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive higher might be due to the fact that when tested they concentrated more on the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya other aspects which were more important in writing, such as content and awijaya awijaya organization, than to the mechanical and grammar aspects which were awijaya awijaya considered less important awijaya awijaya Universitas BThe reason why such condition happened is checking the correct usage lava awijaya awijaya Unive of mechanics is usually done in the last part of the writing process, editing. It is a awijaya awijaya Unive might be that during the test, the students did not have enough time to edit their lave awijaya awijaya essay as attention was mostly spent on other aspect of writing. That is why, even awijaya awijaya though during the treatment the aspect of mechanics was not neglected, their awijaya awijaya achievement for the mechanical aspect was not very encouraging. This is in line awijaya awijaya with the monitor hypothesis proposed by Krashen (1982, in Lightbown and Java awijaya Unive Spada, 2001) which says that in the acquisition process, the monitor will work if Java awijaya awijaya Unive the learners focus on form, they know the rules, and when they have enough awijaya times. In the case of the experimental group in this study, what happened was awijaya the students might not have enough time for the monitor to work on the aspect of awijaya mechanics and grammar as they were busier with other aspects which were awijaya more important. Furthermore, Alfiyani (2013) stated that the students can make a awijaya awijaya good idea in making English sentences but they find difficulties in learning awijaya ersitas Brav Unive grammatical structures in writing process. Universitas Brawijaya awijaya awijaya The mean scores of the fluency, content, grammar and diction aspects of speaking test in the experimental group were significantly higher compared to the control group. In other words, the hypotheses of this study worked. It mens that

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava using project based learning in teaching hortatory exposition speaking at the senior high school students was significantly more effective than n using conventional method. The success of achieving better score by the experimental Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya unive group on the posttest compared to the control group might be caused by several awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universeasonsawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Speaking in public is not an easy matter, because we often assume that awijaya Universitas Brawijaya awijaya we will make mistakes and be directly judged by our audience. The most fear awijaya Unive thing is pubic embarrasshment. Tsaousides (2017) stated that fear often arises lave awijaya awijaya University when people speak in public, because they risk their ideas in front of others, java awijaya awijaya threatening credibility, image, and ways of attracting audience attention. Related awijaya awijaya to the fear and anxiety to speak in public, to overcome this problem Raja (2017) awijaya awijaya stated that fear speaking infront of the public can be solve by practicing and awijaya awijaya rehearsing before presentations or speeches. During the practicing and awijaya awijaya rehearsing, students recieve feedback directly from the members of the group. Jniversitas Brawijaya awijaya awijaya Unive This would help the students to discover their ideas about the topic, punctuality lave awijaya Unive and their audience perception and reaction to the theme of the campaign. The awijaya awijava students developed their skills in effective speaking. awijaya awijaya Based on the above explanations, they might be become the reasons why awijaya awijaya implementing campaign made the students in the experimental group achieve Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya University better in speaking hortatory exposition texts than the students in the control awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive group. Moreover, according to the finding of the guestionnaire on the students' lava awijaya opinion, most of the students found that campaign was beneficial for their speaking ability. The students specifically said that campaign helped them to develop their fluency, content, to organize their idea, and to speak in good grammatical sentences. Universitas Brawijaya Universitas Brawijaya

awijaya awijaya awijaya Problem-Based Learning (PBL) is a teaching method where students are faced with complex real-world problems in the form of concepts and principles. This is a contradiction with what students learn in the form of facts and concepts Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya through learning in the classroom (I Illinois Citl, 2019). Moreover, "PBL is also a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya unive student-centered pedagogy in which students learn about a subject through the awijaya awijaya experience of solving an open-ended problem found in trigger material" awijaya awijaya (Wikipedia, 2019). In this study, PBL learning covered students' learning awijaya awijaya experiences in seeing environmental problems in their village and explaining awijaya awijaya them in writing learning. The relationship among Problem based learning, project awijaya awijaya based learning, English productive skills and students' environmental awareness awijaya awijaya will be discussed as follows: awijaya awijaya It is known that Problem Based Learning variables have a positive awijaya awijaya influence on English Productive Skills. It means that the higher Problem Based awijaya awijaya Learning will consequently raise the English Productive Skills. From the findings awijaya Unive of the Namaziandost et. al (2018) study, revealed that the practice of writing can awijaya awijaya Unive affect the increase in student writing and also significantly increase the pre-middle liava awijaya EFL students' speaking ability.Furthermore, Poonpon (2017) states that PBL can awijaya improve students' skills and self-confidence to use English that they learned from awijaya English classes and assessment of learning is done by looking at projects awijaya undertaken by students. awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Faraj (2015) stated that teacher's scaffolding techniques in teaching awijaya awijaya Intre writing skill can help students and gives a better basis for enhancing the students awijaya to write a good and an academic piece of writing in English compared to the students that are teached conventionaly, they only get knowledge about writing process without practically practicing it through sequence of steps. In line with

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava Faraj, Wulandari et al (2014) stated that scaffolding teaching tehnique makes the awijaya students writing skill significantly improve. It can be indentified from the students awijaya writing skill achievement like: 1) developing ideas appropriate with the topic Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive provided, 2) organizing a text, 3) using vocabularies appropriate with the topic, 4) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive using grammatical pattern and sentence patterent appropriate with the topic, 5) lava awijaya awiiava spelling the words appropriately and 6) using suitable punctuation in the text. awijaya Universitas Brawijaya Universitas Prawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitian B Furthermore, it is known that the Problem Based Learning has a positive lave awijaya Unive influence on Environmental Awareness. It awijaya indicates that the higher Problem awijaya Unive Based Learning will consequently raise the Environmental Awareness. Based on lava awijaya awijaya Kuvac and Koc (2018) studied, they stated that Problem Based Learning helped awijaya awijaya the science teachers explore the nature and factors of environmental problems awijaya awijaya that can harm human activity and it also support to give solutions for real-life awijaya awijaya environmental problems and teach the students to realise the importance of awijaya awijaya taking an active role in environment healing. Moreover, Iswandari at al (2017) awijaya awijaya Universtated that teaching is carried out through an environmental PBL involving awijaya Unive eleventh grade Indonesian class students shows a significant effect on the lava awijaya awijava achievement of vocabulary and writing abilities related to the environment. awijaya awijaya Moreover, Problem Based Learning has a positive influence on Project awijaya awijaya awijaya Based Learning. It means that the higher Problem Based Learning will awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universide consequently raise the Project Based Learning. In this study, through PBL, the awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive students in experiment groups had responsibleattitudes in terms of exploring their lava awijaya awijaya village environment, realized that there are environmental threat and started awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya environmental movement activism. In other words, the students indicated that they realize about their environment and believed the environment is fragile and easily damaged by human activity. They were also willing to actively support awijaya

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awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava environmental conservation actions. In line with it, Artini & Nitiasih (2017) stated that their study significantly improve the students' productive skills in speaking and writing skills as the result of the implementation of PBL activities in English Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University as a foreign language classes. In line with them, Namaziandost et al (2018) study Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive showed that the writing practice can improve speaking skill among preawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Prawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Project-based learning is the creation of instructional materials, modules lava awijaya Unive or lessons to develop knowledge and skills students through engaging projects jaya awijaya awijaya Unive that challenge and introduce the real problems they may face (Schuetz, 2018). In awijaya awijaya PjBL learning, students are assigned to campaign to reduce plastic waste in other awijaya awijaya classrooms and presented it in speaking learning. The relationship among Project awijaya awijaya Based Learning, the English Productive Skill (Speaking skill) and Students' awijaya awijaya Environmental Awareness will be discussed as follows: awijaya awijaya It is known that the Project Based Learning has a positive influence on awijaya awijaya English Productive Skills. It indicates that the higher Project Based Learning will awijaya awijaya consequently raise the English Productive Skills. According to Tuan and Mai awijava awijaya (2015), they stated that there are many factors influencing students speaking awijaya performance one of it is topical knowledge.Students got topical knowledge from awijaya previous PBL learning, such as polution and garbage. It made them confident awijaya Jniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya University and spoke fluently infront of the students in X and XII classes. Furthermore, they lave awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive also easily answered the post test questions than the students in control classes. awijaya Universitas BHowever, Project Based Learning has a negative influence on Brawijaya Environmental Awareness. According to Abrahamse & Mathies (2012), they Jniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya stated that the provision of information is not enough to develop environmental Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya behaviour, it is only increased awareness. Furthermore that thev said environmental issues are multifarious. The informational strategies are not enough to encourage people to adopt a more environmentally friendly lifestyle, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya they need to be combined with structural intervention strategies. In line with Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Abrahamse and Mathies, Hadijah (2017) stated that environmental awareness awijaya awijaya campaign certainly is not effective to make other people who hear it changing awijaya awijaya their behaviour although it done with various appeals, it is easier if they see awijaya awijaya something and then emulate it. Therefore, it is better for parents to teach awijaya awijaya environmental awareness earlier to their children. awijaya awijaya This research involved students who have parents who worked as awijaya awijaya farmers, farm workers, private workers / entrepreneurs, teachers and civil awijaya awijaya servants. Where the amount of their parents' jobs are 14 farmers, 4 farm workers, awijaya awijaya 40 private workers/ entrepeneurs, 2 teachers and 8 civil servants. Based on the awijaya awijaya testing of the hypothesis in the research findings, there is an insignificant lave awijaya awijaya relationship between Parental Work and the Result of Learning English. Parents' awijaya University involvement in children's education has several forms. Parents who are awijaya behaviourally involved, they participate in every school activities. Parents who are awijaya cognitively involved effort their children to learn subject materrials and join awijaya activities that can boost their children knowledge. Parents who are personally awijaya involved share events that occur at school. They believe school is valuable and awijaya expect their children to as well (Mare, 2014). awijaya awijaya awijaya Persitas Parental Involvement is known having a positive influence on Problem ava awijaya Based Learning. In line with the result, Sapungan & Sapungan (2014) stated parental involvement regardless of ethnic or racial background, socioeconomic status, or parents' education level, they have benefits for children, the children

awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava tend to get achievement in grades, test scores, and well attendance and children always accomplish their homework. Moreover, Mutodi & Ngirande (2014), stated that parental involvement, such as good communication with teacher and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive school, and family support like helping their children with homework was found to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive be positively related to students' academic achievement. Waya Universitas Brawijaya awijaya awijaya Universitas BIt is known that the Parental Involvement has a negative influence on awijaya jaya Universitas Brawijaya Universitas Brawijaya awijaya Project Based Learning According to Syamsudduha and Ginanto (2017), they Universited that the role of parental involvement in two public schools in Makasar is awijaya awijaya Univerparents have been involved in school activities related on help their children on the awijaya awijaya assistance their school' assignments at home and actively involve in activities awijaya awijaya requiring parental support. Although, they do not interfere in classroom learning awijaya awijaya activities.Furthermore, Junianto and Wagiran (2013) stated that intellectual awijaya awijaya involvement and behavioral involvement are powerlessness aspects of the parent awijaya awijaya involvement variable. Aspects of behavioral involvement include enthusiasm awijaya unive commitment and tolerance, while the intelectual involvement of parents includes awijaya awijaya Universimulating children's intelligence, learning assistance at home, monitoring available awijava awijava unive children's academic development, giving models in learning and efforting the awijaya Unive writing, reading and discussion habits. awijaya Parental Involvement is known having a positive influence on English awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Productive Skills, but the Parental Involvement has a non-significant effect on the awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive English Productive Skills. In line with the result above, Dewi (2017) stated that the java awijaya unive parents' opinion about English is also influenced to the participation of what they versitas Brawijaya Universitas Brawijaya Universitas Brawijaya do. Parents who have upper cognition about the benefit of English in the future have indication to monitoring their children's English learning development and to achieve , Kalayci &Öz (2018) stated more.Furthermore, thatparental iiava awijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava involvement does not improve their children's English development. Parents believe the children's success is caused of their teacher, since their role cannot go beyond the revision of the language and vocabulary structure and language Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive exposure for the development of English students is very important. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Parental Involvement variable is known having a positive influence on awiiava awijaya School Environment and it has a significant effect on the School Environment. awijaya awijaya Parental involvement has always been an important factor for every teacher, awijaya Universtudent and school academic achievement. Parental involvement refers to the java awijaya awijaya Unive behavior of parents where they play an active role in their child's school as a form lava awijaya awijaya of their concern for children's education affairs(Bakker & Denessen in Yulianti awijaya awijaya et.al, 2018). According to Park & Holloway (2017), they stated that parental awijaya awijaya involvement has a very important role in improving student achievement at the awijaya awijaya school level, especially schools that care for low-income students. In addition, the awijaya awijaya network size of parents is a very strong predictor of progress and achievement in Uava awijaya awijaya Unive school. awijaya awijaya Parental Involvement is known positive having а influence Bra awijava awijaya Environmental Awareness and has a significant influence on the students' awijaya Environmental Awareness. In line with Erhabor & Oviahon (2018), they state that awijaya awijaya families have a stronger influence on students' attitudes, attention and awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya University environmental behavior. Beside family functions, the attitude of the community awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University environment is also seen as having a major influence on the environmental awijaya awijaya behavior of students. This shows that students from families who teach good awijaya behavior tend to behave environmentally friendly and show attention and act by protecting the environment. Brawijaya Universitas Brawijaya awijaya

203

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava Universitas E The school environment is characterized by facilities, classrooms, school Universitas Br health clinics, and disciplinary policies and practices designed to protect students from external factors. (AIR, 2019). The relationship among school environment Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University with Problem Based Learning, Project Based Learning, English productive skills Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya University and students' environmental awareness will be discussed as follows: ersitas Brawijava awijaya awiiava The School Environment variable is known having a positive influence on awijaya ava Universitas Brawijaya awijaya awijaya Problem Based Learning and has a significant influence on the Problem Based awijaya Unive Learning. School Environment also has a positive and significant influence on jaya awijaya awijaya Project Based Learning. It in line with Usaini et.al (2015), they stated that the awijaya awijaya universchool environment has a positive effect on student academic performance. awijaya awijaya Where their research showed that students from schools that have adequate awijava awijaya learning facilities, good relationships between teacher-students and a good awijaya awijaya learning environment, students will have good performance.Furthermore awijaya awijaya Rahmatika and Hernawati (2016) study stated that the students believe their awijaya awijaya Unive nonphysical school environment affects their academic achievement. awijaya awijava The School Environment variable (X4) has a positive influence on English awijava awijaya Productive Skills but it has a non-significant effect on the English Productive Skills. According to Adams (2015), she stated that ability, self-confidence, and awijaya awiiaya understanding of students are influenced positively and negatively by their Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive learning environment/ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brachool rawijaya Universitas and significant awiiava Environment positive has influence Environmental Awareness. According to Bozoglu et. al (2016), they said that environmental education in schools affects students' attitudes and behavior towards the environment. Furthermore, Borg et. al (2017), they stated that there awijaya

awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava was a positive relationship between children who learned about the sustainability and involvement of teachers in schools in discussions where children were given the opportunity to participate in discussions and practical activities, both at home Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University and at school. In fact they are able to be involved in responding to environmental Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive problems and various issues around them inversitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas BCommunity involvement is useful in all areas of life. It has many impacts Universitas Brawijaya Univers awijaya aya Universitas Brawijaya Universitas Brawijaya awijaya Unive in the humanlife, society, culture, schools, towns, and small businesses around awijaya Unive the world. According to EPA (2019), "community involvement means the process lava awijaya awijaya Unive of engaging in dialogue and collaboration with community members". ersitas Brawijava awijaya awijaya awijaya The variable Community Involvement is known positive having а awijaya awijaya influence on English Productive Skills, but it has a non-significant effect on the awijaya awijaya English Productive Skills. According to Febriana et al (2018), they stated that awijaya people in rural Indonesia did not support the development of their children in awijaya awijaya school. Parents at home do not encourage children to achieve maximum awijaya awijaya achievement and this puts a burden on the teacher. awijaya awijaya awijava It is known that Community Involvement has a positive and significant awijaya Unive influence on Environmental Awareness. According to Kammarudi et. al (2016), Java Unive they stated public awareness can be the basis of the capacity to participate in lava awijaya pro-environmental behavior, it is considered the beginning of change towards awijaya awijaya pro-environment action. It can be said schools, parents, and the community awijaya awijaya should work together to promote the students' environmental awareness, well awijaya being, and learning of all students. When schools actively involve parents and engage community resources they are able to respond more effectively to the ersitas Brawijava Universitas Brawijaya Universitas Brawijaya environment. Family and community involvements foster partnerships among Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya schools, family and community groups, and individuals. These partnerships result in sharing and maximizing resources. And they help students to develop Univerenvironmental behaviors itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Furthermore, English Productive Skills is known having a awijaya awijaya positiveinfluence and significant effect on Environmental Learning Model. In line awijaya awijaya with Setyowati (2013), she stated that from the Project work can develop the Universitas Brawijaya ya Universitas Brawijaya Universitas Brawijaya awijaya awijaya character of students through English lessons, where students will connect with awijaya Unive life outside of school and give them an awareness of environmental problems, rawijaya awijaya awijaya awijaya Moreover, Environmental Awareness is known having a positive influence awijaya awijaya effect on Environmental Learning Modelsand has significant the on s Brawijaya awijaya awijaya Environmental Learning Models. According to Li (2018), he stated that the awijaya awijaya students with better environmental awareness show more positive environmental awijaya attitudes because cognition refers to individual understanding, knowledge, and awijaya awijaya opinions of affairs and is the powerful evaluation. awijaya awijaya awijaya It is undeniable that national education in Indonesia has shown significant awijaya Universitas Brawijaya Unive progress. Many things have been achieved. Many Indonesian students win lava awijaya awijaya ava Universitas Brawijaya Universarious world activities in various fields of science. However, on the other hand it java awijaya Unive turns out that our education world has not been able to change society behavior. Java awijaya awijaya This behavior can be the outcome of the education system. A simple example is awijaya awijaya community behavior towards garbage. Bad behavior of people throwing garbage awijaya awijaya nowadays has entered the acute level. We can say that no places and activities awijaya awijaya are immune to garbage in Indonesia, especially plastic waste. Universitian Our education system is expected to play a major role in changing bad behavior, changing culture and attitudes and behavior of the students as the part awijaya

206

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awijava of society to increase awareness of their environment. Likewise, our society has awijaya been very difficult to be invited to participate in hygiene, even though they are ^{ve} educated people. To overcome this problem, the government conducts Adiwiyata Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University school program to instilling the environmental awareness value among the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya unive students. This program is carried out by the Department of Environment and the awijaya awijaya Directorate General of Primary and Secondary Education of the Ministry of awijaya awijaya Education and Culture. According to Susilowati at al. (2018), Adiwiyata School is awijaya awijaya a school that has implemented a system so that school is responsible for awijaya awijaya supporting sustainable development. But, Rahmawati and Suwanda (2015) awijaya awijaya stated that there were obstacles in Adiwiyata's school due to the students awijaya awijaya turnover every year, students' socio-economic conditions, and teachers concern. Wilaya awijaya awijaya SMAN 1 Gambiran is not an Adiwiyata school, this school has branding awijaya awijaya as a mainstay school in volleyball in Banyuwangi regency and also in East Java awijaya awijaya Province. So, that more school policies are focused on developing and looking for awijaya talented volleyball athletes. For environmental issues are not a priority. Although awijaya awijaya Unive there is a new school policy where one day in every month is held clean Friday awijaya where all the students should clean their classes and small garden in front of awijaya each class, but this activity cannot change the behavior of students, teachers and awijaya school staffs to protect the environment. According to Landriany (2014), she awijaya stated that the ineffectiveness of adiwiyata schools in two high schools in Malang awijaya awijaya because some students still did not understand the eco-school concept and the awijaya awijaya lack of community, teachers and school staff participation in the implementation awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava 5.2The Achievement of Student Learning Targets Iniversitas BIn relation to the research findings, it was found that there were significant liava differences between the mean scores of problem based learning in hortatory exposition writing test in the experiment group. It led to the rejection of the null awijaya hypotheses which stated that "there is no effectof problem based learning on the awijaya awijaya students' writing skill between students who are taught using PBL and those who awijaya Universitas Brawijaya awijaya unive are taught using conventional method" and "there is no effect of project based Unive learning on the students' speaking skills between students who are taught using laya awijaya awijaya Unive PjBLand those who are taught using conventional method". ava awijaya awijaya awijaya From the research finding showed that the mean scores of the content. awijaya awijaya organization and grammar aspects of the hortatory exposition test in the awijaya awijaya experimental group was significantly higher compared to the control group. The awijaya vocabulary aspect of hortatory test in the experimental group was also awijaya awijaya significantly higher than the control group. In other words, the hypotheses of this awijaya awijaya study worked. It meant that using PBL in teaching hortatory exposition writing at awijaya awijaya the senior high school students was significantly more effective than using awijaya conventional method. The success of achieving better score by the experimental awijaya group on the posttest compared to the control group might be caused by several awijaya Univerreasons, awijaya awijaya awijaya Parameswari et. al (2018) state that writing is not easy because it is awijaya awijaya difficult to generate, organize, and translate ideas into a readable text. However, scaffolds appear to solve all these difficulty. Dealing with generating ideas, the guided questions in the scaffolds help the students to generate ideas and giving Universitas Brawijaya Universitas Brawijaya details to their writing. Related with the difficulty in organizing idea, scaffolds were Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

208

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya constructed following the generic structure of text. Thus, it is easier for the students to organize their writing following the generic structure of the text. As what Sedita (2013) states that the scaffold which was constructed following the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya univergeneric structure of a text helped the students to organize their writing into a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya unive good order. Meanwhile, regarding the difficulty in translating ideas into readable awijaya awijaya text, after answering the guided questions in the scaffolds, the students then awijaya awijaya convert their answers into the complete sentences for their draft. It helps them to awijaya awijaya make correct and readable sentences more easily. awijaya awijaya Based on the above explanations, they might be become the reasons why awijaya awijaya Unive implementing PBL usingscaffolds made the students in the experimental group awijaya awijaya achieve better in writing hortatory exposition text than the students in the control awijaya awijaya group. The results of the field notes also confirmed the above reasons that PBL awijaya awijaya with scaffolds is beneficial for the students' writing ability. According to the field awijaya awijaya notes, scaffolds eased the students in making the draft of the text. Almost all of lave awijaya Unive the students were enthusiastic in making the draft by using scaffold. Moreover, java awijaya awijaya Unive the use of model text and scaffolds did help the students to be more aware of the java awijaya generic structures and linguistics features of a text. Dealing with the writing awijaya aspects, it was revealed that scaffolds is effective in improving students' awijaya achievements in writing hortatory exposition text, especially in term of content, awijaya organization, and grammar aspects. Furthermore, the vocabulary aspect in the awijaya awijaya hortatory writing was also significantly higher than the control group. awijaya awijaya versitas BMoreover, from the research finding it was found that the mean scores of tava awijaya the fluency, content, diction and grammar aspects of students' speaking test in the experimental group was significantly higher compared to the control group. In other words, the hypotheses of this study worked. It meant that using PjBL in

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava teaching speaking through campaign at the senior high school students was significantly more effective than using conventional method. The success of achieving better score by the experimental group on the posttest compared to the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive control group might be caused by several reasons. S Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Molinsky (2016) stated that there are many ESL students reluctant to awijaya awiiava awijaya speak because the embarrassment and shame factor. When the teacher wants Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya the students to be active they prefer to be passive, they have problem to express awijaya Unive their ideas. Related with the students reluctant to speak since they feel ava awijaya awijaya University embarrassment manly cause of difficulty in expressing their ideas. As what awijaya awijaya Humairoh (2014) stated Project-Based Learning gives opportunity for students to awijaya awijaya be active and participate and can improve students'productive skills, especially awijaya awijaya in speaking skillsrelated to their speaking components, including content, fluency, awijaya awijaya vocabulary, pronunciation, and grammar. Furthermore, campaign through awijaya awijaya presentation in other classes is useful to increase students' understanding. It is a Universitas Brawijaya awijaya awijaya Universe media for students to share with others what they have learned. It is also a lave awijaya Unive chance to challenge and expand on their understanding of the topic by having lava awijaya awijava students from others classes ask questions. awijaya Based on the above explanations, they might be become the reasons why awijaya implementing PjBL using campaign where students should make presentation awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya University about reducing plastic wastes in other classes made the students in the awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive experimental group achieve better in speaking than the students in the control awijaya group. The results of the field notes also confirmed the above reasons that PjBL with campaign is beneficial for the students' speaking ability. According to the field notes, campaign (presentation) encouraged students to speak up in public.Dealing with the speaking aspects, it was revealed that campaign in other

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya classes is effective in improving students' speaking skill, especially in term of content, organization, and grammar aspects. Furthermore, the vocabulary aspect Unive was also significantly higher than the control group.⁵ Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya In other words, on the basis of evidance above, it could be inferred that awijaya awijaya problem based learning and project based learning was more effective than the awijaya awijaya conventional method. PBL was also more effective to increase the students' awijaya awijaya writing achievement in term of content, organization, grammar and vocabulary awijaya itas Brawijaya Universitas Brawijaya awijaya University of the students' speaking lave awijaya University achievement in term of fluency, contain, grammar and diction. Therefore, the lava awijaya awijaya University finding of the research filled in position of adding the existing theory that awijaya awijaya mentioned PBL and PjBL were effective to be used in teaching hortatory awijaya awijaya

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exposition writing and speaking, especially to the senior high school students.

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Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas Bravijaya Universitas Brawijaya UniversiRESEARCH IMPLICATIONS awijava awijaya Universitias BThe implications of the research findings include two things namely available awijaya awijaya theoretical and practical implications. Thesetheoretical implicationsrelate to the awijaya awijaya contributions and the expanding of research associated to teaching methods and awijaya awijaya models to increase student awareness of the environment. While, the practical awijaya awijaya ^{Unive} implications relate to the contribution of research findings to the steps that must ^{Java} awijaya awijaya be taken by schools that consern about environmental education and moreover awijaya Education and Culture Ministryadvocates teaching and learning curriculum in awijaya awijaya class should integrateenvironmentaleducation with the subject matters for awijaya awijaya sustainability. awijaya awijaya awijaya 6.1 Theoritical Implications awijaya awijaya This dissertation contributes theoretically to the learning model in English awijaya awijaya lesson to improve and promote the environmental awareness of high school awijaya awijaya students. It can also be proven that the Problem Based Learning model teaches awijaya students to be active in seeing environmental problems around them. Through awijaya Hortatory Exposition scaffold students can write and develop the problems that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive they gotten in the field into : thesis, arguments and recommendations in a good awijaya awijaya Unive organizing text, appropriate vocabularies with the topic, good grammatical and lava awijaya sentence patterents which appropriate with the topic. It can be seen that the outputs of this study are are not much different with the result of research from Illinois University which stated PBL is a model of teaching and learning by exposing students to complex real-world problems in the form of concepts and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Rrawijava Universitas Rrawijava 12 niversitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya principles. This is a contradiction with what students learn in the form of facts and awijaya versitas Brawijaya concepts through learning in the classroom. tas Brawijaya Universitas Brawijaya awijaya Moreover, Project Based Learning model teaches students to be pay more attention to reducing plastic waste in the school environment. Through awijaya awijaya campaigns in other classes, students were suggested to bring drink bottles and awijaya awijaya food container from home and reject straws in the school canteen. This learning universitas Brawijava awijaya awijaya Universe activity teaches students to improve their capability to speak English in public. awijaya Unive Unfortunetly, the result of the study was insignificant to develop the students' available awijaya awijaya environmental awareness. According to Abrahamse & Mathies (2012), they said awijaya awijaya that environmental issues are multifarious. The informational strategies are not awijaya awijaya enough to encourage people to adopt a more environmentally friendly lifestyle, awijaya awijaya they need to be combined with structural intervention strategies. awijaya awijaya The outputs of this study are are not much different with the result of awijaya awijaya Hadijah (2017) study, that environmental awareness campaign certainly is not awijaya awijaya effective to make other people who hear it changing their behaviour although it awijaya awijaya done with various appeals, it is easier if they see something and then emulate it. awijaya awijaya Therefore, it is better for parents to teach environmental awareness earlier to awijaya awijaya their children. awijaya awijaya Unive 6.2 Practical Implications tas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas ^BThis dissertation provides two practical benefactions that can be used as ^{Java} awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya a reference for: 1) Senior high schools which are not adiwiyata schools (Green and awijaya Unive School) that care about their students' environmental awareness, 2) English java teacher who want to increse the students' productive skills 3) for athletes who Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya want to improve their speaking skills as skills that support their abilities later as awijaya Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya international athletes and 4) for Education and Culture Ministry this practical benefaction can be used as a reference for arranging a sustainable environmental awareness based on the national curriculum for all subjects. The Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya university aims expected to be generated from the integration of environmental education Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitial into the education curriculum in high school are as follows: iversitias Brawijaya awijaya awijaya awijaya 1. Reducing the amount of trash, mainly plastic waste in schools and in awijaya awijaya Universitas Braw the village where the students live ersitas Brawijaya awijaya Universitas B2. Change students behaviour not to litter in the classroom and java awijaya awijaya especially to the river. awijaya awijaya Improve students' productive skills in writing, such as content, 3. awijaya awijava organization, grammar and vocabulary and speaking skills, such as awijaya awijaya fluency, content, grammar and diction through a constructivist based awijaya learning models awijaya awijaya 4. Integrating the content of environmental education into each subject awijaya awijaya matter in the national curriculum from elementary school to the high lava awijaya school to increase student environmental awareness is a necessity. awilaya awijaya AB awijaya Building environmental awareness of the students who are also the part of community must have synergies among schools, communities, local government awijaya awijaya awijaya and law enforcement officials both the judiciary and police institutions. Without awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya university involving police and judicial institutions, local government, individuals or available awijaya Unive institutions / communities, there will not be the optimal results because there are lava awijaya awijaya Unive no real sanctions and punishments for perpetrators of littering, especially plastic lava awijaya s Brawijaya Universitas Brawijaya Universitas Brawijaya and industrial waste. If this problem is not resolved immediately, then Indonesia remains as the biggest contributor of plastic waste in the world to the sea. Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

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awijaya awijaya awijaya Universitas Bravijava Linivorsitas Bravijava Universitas Brawijaya sitas Brawijaya **CONCLUSIONS AND RECOMMENDATIONS Universitas Brawijava** awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive 7.1 Conclusions Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas From the results of the discussion on Integration of the Students' ava ijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive Environmental Awareness and English Productive Skills in Environmental available awijaya Unive Learning Model at SMAN 1 Gambiran Banyuwangi, it can be concluded as ava awijaya awijaya Unive follows: awijaya jaya awijaya awijaya 1. Problem Based Environmental Learning is a model used in learning that awijaya awijaya expands students' information and mindfulness about environmental problems awijaya around them. It provides good chance and challenge for students to take part in awijaya awijaya real environmental issue and it is also significant to foster their environmental awijaya awijaya awareness.Student environmental awareness can be formed because it is awijaya awijaya influenced by parents' behavioral involvement, the school environment and awijaya awijaya community involvement. Problem based environmental learning with scaffold awijava awijaya also could increase students writing skills in hortatory exposition organization, awijaya awijaya content and vocabulary. Grammar and mechanic are the aspects which can not awijaya awijaya improve significantly increase than the control group. Overall, it can be showed Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive that students who are taught by using PBL through scaffold achieve significantly java awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya unive higher scores in writing hortatory exposition text than students who were taught lava awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2. Project Based Environmental Learning is learning model that challenge and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya introduce students to the real problems they faced. It develops students' available University knowledge and skills about environment through engaging projects but the awijaya Universitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya campaign as a student project has not yet completely developed students' awijaya environmental awareness. It is not effective to make people hear the message awijaya awijaya and changing their behaviour. However, project based environmental learning Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive can increase students' speaking skills in students' fluency, content, grammar and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya diction. It can be showed that students who are taught by using PjBL through awijaya awijaya campaign achieve significantly higher scores in speaking than students who were awijaya awijaya taught by using conventional technique. awijaya awijaya Unive 3. Environmental awareness of class XI students in SMAN 1 Gambiran is lava awijaya awijaya Unive influenced by the environmental learning models using Problem Based Learning awijaya awijaya but Project Based Learning that uses campaign projects does not significantly available awijaya awijaya affect students' environmental awareness. Besides environmental learning awijaya awijaya model, there are parental involvement, school environment, and community awijaya awijaya involvement that influence students' environmental awareness. However, awijaya awijaya teaching environmental issues through environmental learning models in English awijaya Universitas Brawijaya awijaya Unive lessoncan develop the students' higher-order skills that promote them to lave awijaya Unive implement and use what they have learned in fun and more meaningful ways. rawijaya awijaya awijava awijaya 7.2 Recommendations awijaya awijaya Universitas BBased on the above conclusions, some suggestions are recommended to java awijaya Universitas - Universitas Brawijaya Universitas Brawijaya awijaya the further researches or teachers who wish to develop students' environmental awijaya awijaya awareness andfuse environmental education into subjects matters use awijaya awijaya Brawijaya Universitas Brawijaya Universitas Brawijaya environmental learning models. universitas Brawijaya Universitas Brawijaya awijaya awijaya Universit a. BTeachers or further researchers are suggested to use Problem Based java Universitian BLearning in teaching environment education since it helps the students to liava

awijaya Universitas Baware environmental problems. For English teachers are recommended jaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya to apply a hortatory scaffold, which covers the aspect of writing to improve awijaya the terms of organization, content, and vocabulary in writing expositition awijaya or argument text. However, since the statistical analysis result of the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Interstate grammar and mechanic aspects of the hortatory exposition writing in the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitian Bexperimental group are not significantly higher than the control group, it is leave awijaya awijaya suggested to give more emphasis on the grammar and mechanic aspects. awijaya awijaya Universitas English teachers are recommended to apply campaign as learning awijaya awijaya project, to improve students' speaking skills in the terms of fluency, awijaya awijaya content, grammar and diction, but it is not advocated to use campaign to awijaya awijaya develop students' environmental awareness since it is not effective to awijaya awijaya make other people who hear it changing their behaviour although it was niversitas Brawijaya awijaya done with various attactions, it is easier if they see something and then awijaya awijaya emulate it. It is suggested to create an assignment project where the awijaya awijaya students directly see the environmental problem and make improvements, awijaya awijaya such as planting trees on empty land, making compost from wet wasteor awijaya using certain waste to be cultivated into more beneficial items. awijaya awijaya awijava Arrange the interesting activity in each phase of Problem Based Learning awijaya that can make the students actively motivated and involved in the java awijaya awijaya Universitas Brawijaya awijaya Universitias Eteaching and learning activity and to find the solution of their local lava Universities awijaya Universitas Benvironmental problems through English lesson. A topic is the important lava awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya thing to select since the more interesting topic assigned to the students, awijaya awijaya the more enthusiastic the students do their assignment. Moreover, in order awijaya awijaya the students are more environmentally aware, to make recommended to add environmental education to local content learning Universitas Brawijay Universitas Brawijaya awijaya

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awijaya d. This research can be a reference for researchers to make mini research awijaya awijaya in the form of classroom action research for other subjects who want to awijaya awijaya Universitas Bincrease students' environmental awareness with constructivism learning Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitias Bmodels. Furthermore, to integrate environmental education with subject lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitian ematters, facilities and physical environment of the school, in order the awijaya awijaya target of green behavior achieved, the writer recommends the existence awijaya **Universitas Brawija** awijaya of green school or adiwiyata schools in the high school level in awijaya awijaya Banyuwangi and planting crops that can bind pollutants and reduce bad awijaya Universitas Bi NERSI awijaya WIJAY awijaya
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awijaya	argument	What is the evidance you get from it?	Universitas Brawijaya
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awijaya	Universitas Bra	awijaya	Universitas Brawijaya
awijaya	Universitas Braw	How do you feel about the problem?	Universitas Brawijaya
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Appendix 2 Universitas BraLESSON PLAN tas Brawijaya **MEETING I (Problem Based Learning)** Universitas Brawijaya Unive School identity Universitas Brawijaya Universitas Brawijaya viiava Universitas Brawijaya SMAN 1 Gambiran Name of school e Subject awijaya UniveEnglisRrawijaya Universitas Brawijaya as Brawijaya Universitas Brawijaya **Class/ Semester** iversitas Brawijaya Universitas Brawijaya UniveWriting Wilaya Universitas Brawijaya Languge Skill /a Text Type : Hortatory Exposition erTime Braw : 2 x 45 minutes

Kompetensi Dasar:

ya Universitas Brawijaya ya Universitas Brawijaya

3.9 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks hortatory exposition lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya

4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks hortatory exposition lisan dan tulis, terkait isu aktual

4.9.2 Menyusun teks hortatory exposition lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

Meeting I

Universi Lesson Objective

The students understand the features of hortatory exposition text knowledge based on the model text entitled crime in cities, understand how the information from the model text is put into hortatory scaffold, understand how the information in the hortatory scaffold is put in the hortatory exposition is written in the model text. II. Speciefied Objectives (Achievement Indicators) At the end of the lesson the students are able to: Identifiying generic structures and language features of a hortatory exposition text III. Materials a. Model Essay: Cime in Cities & Garbage

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brachiava in Cities Brawijaya Universitas Brawijaya Universitas Brav Universitas BrawijayCrime is a serious problem in big cities and it is getting worse jaya Universitian Bevery year. This is what police departments around the country said in java Universitias Etheir reports last week. The subways and streets are more dangerous. Universitas BYou may not even be safe in your own houses. awijava Universitas Brawijava Universitas Brawila, Why is the problem so serious now? This is not an easy question to answer. There may not be a single answer. Many problems together awijaya seem to make cities so dangerous from time to time ava Universitas Brawijaya One more of the problems is money. To fight crime a city needs police officers, cars, and guns. These cost a lot of money. But right now cities do not have much extra money. So, there are not enough police officers, cars and guns for the cities. Another problem is drugs. Crime studies have shown that many lava criminals use and sell drugs. After they start taking drugs, they want to have more. However, drugs are very expensive. So, these people have to sell drugs to other people to make money or they may steal money to get more drugs. There is an even more important cause of crime. Cities have rich and poor neighborhoods. In the poor neighborhoods, jobs are hard to find. Many young people don't have much hope for a better life. They only know one way to make a better living for themselves, that way is to sell drugs or steal. So, some of these young people have become criminals. It is not going to be easy to change these crime problems. We must first change many of laws about drugs. We must change the way cities spend their money. Until then, the crime problem will not go away and we will live our lives in fear. Garbage Garbage is a phenomenon that we often encounter in the lave community. Garbage is stuffs that can't be used anymore, and its existence is very annoying. Garbage also has bad impact for our health and environment. At first garbage looks normal when it's scattered around us, but it will caused many bad impacts if it is ignored continuously by the people. Garbage can harm our health. Rubbish that is pile up will bring smells that awijaya contaminate the air and there would be a lot of flies come. Then, pile up trash will also invited other unwanted organisms to come which subsequently bring diseases, such as diarrhea and dengue. Universitas Brawijav Besides bringing disease, garbage can also bring disaster such as java Inversition flood. Garbage which dumped into the river by the residents continuously Universitian will make the water on the river can not flow, and over time the water will overflows with heavy rains that continue to flush. If flood occurs, it will

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awiiava Universitas MEETING II, III, IV & V Brawijaya (Problem Basedd Learning) Unive I. Lesson objective(GOAL) Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The students are able to write a hortatory exposition text in group Universitappropriately. Universitas Brawijaya Universitas Brawijaya awijaya Unive II. Specified Objectives (Achievement Indicators) Brawijava awijaya Universites Writing a thesis statement to begin the essay by answering the hortatory lava awiiava Universitas scaffold.va Universitas Brawijava Universitas Brawijava awijaya Giving arguments by answering the hortatory scaffold. Giving recommendation at the end of the essay by answering the hortatory Universita scaffold .. Using technical terms and grammatical features correctly. Universita awijaya Using appropriate mechanics (spelling, punctuation, capitalization, and Universita awijaya paragraphing). awijaya Universit awijaya Instructional Materials awijaya b. Problem Based Learning Phases awijaya - Problem orientation of the students problem awijava - Group organization Group supervision - Group presentation - Problem solution process awijaya c. Generic Structure of Hortatory Exposition Text : which contains the announcement or issue -Thesis : which present reason for concern leading the -Arguments recommendation : which states of what ought or ought not to happen Recommendation d. Language Features The use of present tense The use of emotive words, e.g alaramed. Worried Universitas B- The use of words that quality statements, e.g. usual, probably The use of words that link arguments, e.g. firstly, however, on the other hand, therefore awijaya The use of compound and complex sentences - The use of modal and adverbs, e.g. can, may, certainly, get, stop awijaya awijaya Universities B- The use of subjuntive opinion using pronouns, / and we awijaya Unive IV.a Instructional Media and sources : Universitas Brawijaya niversitas A Hortatory Exposition scaffold Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Dictionary Method/Approach: Problem Based Learning/Genre-Based Approach **Teaching Procedure**

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awijaya	Universitas Brawijaya	of Text Stage	environmental problem (air, water or land
awijaya	Universitas Brawijaya	Universitas Br	pollution) in their village which they found.
awijaya	Universitas Brawijaya	a Universitas Br	2. The teacher review about the social
awijaya	Universitas Brawijaya	a Universitas Br	awijava Universitas Brawijava, Universitas Brawijava
awijaya	Universitas Brawijaya	a Universitas Br	purpose and characteristics of a hortatory
awijaya	Universitas Brawijaya	universitas Br	exposition text. awijaya Universitas Brawijaya
awijaya	Universitas Brawijaya	universitas Br	3. The students are given a hortatory
awijaya	Universitas Brawijaya		scaffold and explanation about how to
awijaya	Universitas Brawijaya	Unive	Scallold and explanation about now to
awijaya	Universitas Brawijaya		make draft using a hortatory scaffold.
awijaya	Universitas Brawii		4. The students, in group, are assigned to
awijaya	Universitas Bra		make a hortatory exposition text using
awijaya	Universitas	TAS	Nilava Universitas Drawiewa
awijaya	Universit	2511	hortatory scaffold based on the data that
awijaya	Univer		students had been obtained from their
awijaya	Univ	JON AN	village by modeling at the model text that
awijaya	Uni		had been given in the last meeting.
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awijaya	Uni		5. The teacher walks around and gives mini
awijaya	Unit	TT ALL F	lesson to correct the group's mistake if
awijaya	Univ		there is/are mistake(s) in completing the
awijaya	Univ		scaffold.
awijaya	Unive		Universitas Brawijaya
awijaya	Univer		6. The groups start to make a draft of
awijaya	Univers		hortatory exposition text of joint
awijaya	Universit		construction of text based on the scaffold
awijaya	I had to be a set of the set of t	The let	Aya Universitas Brawijaya
awijaya	Meeting III PBL' Phase	GBA' Stage	Activities Universitas Brawijaya
awijaya	Problem	Independent	1. The groups start to complete the draft until
awijaya	solution	Construction	the recomendation which contains problem
awijaya	process	of the Text	solving.
awijaya	Universitas Brawijaya	Stage	Lingaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas Brawijaya		2. The groups are assigned to revise and edit
awijaya	Universitas Brawijay		their groups' drafts while in turn each group is
awijaya	Universitas Brawijay	a Universitas Br	having discussion with the teacher for
awijaya	Universitas Brawijaya	a Universitas Br	discussing their draft and problem solving Brawijaya
awijaya	Universitas Brawijay		wilava Universitas Pravilava, Universitas Pravilava
awijaya	Universitas Brawijaya		1.5. The sludents, shill in droups, while the linal l
awijaya	Universitas Brawijay		aviava da seu on trie reeuback of trie discussion aviava
awijaya	Universitas Brawijaya	a Universitas Br	3. The groups give and collect their final draft wijaya
awijaya	Universitas Brawijaya		of independent construction of the text itas Brawijaya
awijaya	Universitas Brawijaya		awijaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas Brawijaya		4. As homework, the students are assigned and wilava
awijaya	Universitas Brawijaya	universitas Br	to prepare their presentation for the next
		11.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1	
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya meeting Meeting IV& V Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Group rawijay 1. Every student should be ready to present Independent their/works/ersitas Brawijaya Universitas Brawijaya presentation Construction awijaya wijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijay of the Text S Br 2. The teacher poins the student who will be Stageersitas Br Universitas Brawijay the speaker to present the assignment awijaya Universitas Brawijaya awijaya Universitas Brawijay 3. The groups present their works awijaya Universitas Brawijay tas Brawijaya Universitas Brawijaya power-point. Universitas Brawijay Universitas Brawijaya awijaya Universitas Brawijaya awijaya Unive Assessment va awijaya Universitaso Product : test awijaya Onversion of Asking the students to write a hortatory exposition text based on the awijaya Universitas Brenvironmental problem (air, water or land pollution) in the students awijaya villages independently. The result of writing will be scored by scoring awijaya awijaya rubric IN AL awijaya Form of instrument : observation Sample of instruments awijaya a. observation checklist awijaya b. field notes awijaya Universitas Brawijaya Universitas Brawijaya awijaya

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awijaya Universitas Braveletting VIS tas Brawijaya (Project Based Learning/Campaign) School identity Universitas Brawijaya Universitas Brawijaya iversitas Brawijaya Universitas Brawijaya Name of school : SMAN 1 Gambiran iversitas Brawijaya Unive English rawijaya Universitas Brawijaya ve Subject awijaya niversitas Brawijaya Universitas Brawijaya Class/ Semester Universitas Brawijaya Universitas Brawijaya Unive Speaking wijaya Universitas Brawijaya Languge Skill : Hortatory Exposition Text Type Time Brawija : 2 x 45 minutes versitas Brawijava Unive Kompetensi Dasar: 3.9 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa awijaya teks hortatory exposition lisan dan tulis dengan memberi dan meminta informasi awijaya terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, awijaya argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya awijaya 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks hortatory exposition lisan dan tulis, terkait isu aktual Menyusun teks hortatory exposition lisan dan tulis, terkait isu aktual, 4.9.2 dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks Universitas Brawijaya Meeting VI I. Lesson Objective The students are able present a Hortatory Exposition Text & a "Waste Reduction" campaign appropriately. II. Speciefied Objectives (Achievement Indicators) At the end of the lesson the students are able to: Brawleye awijaya Students will be able to define air, water and land pollutions awijaya - Students will understand how reduce, reuse and recycle may offsetthe overall awijaya Unive trash production in their household, and community. Brawliava - Students will discuss how they will change their attitude to improve their own awijaya Univertrash'situationa Universitas Brawijava Universitas Brawijava Universitas Brawijava Unive - Students will develop a mini-campaignpromoting the advantages of reduce and lava Universewaste in theircommunities awijaya Universitas Brawijaya III. Materials Universities BModel Campaign: Waste Reduction Video Brawilava Universitas Bhttps://www.youtube.com/watch?v=Q6TQ9nVb0qLijava

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	awijaya	- The use of modal and adverbs, e.g. can, may, certainly	, get, stop
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	awijaya	IV. Instructional media and sources.	niversitas Brawijaya
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243

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4.4 teks eksposisi

4.4.1 menangkap

makna secara

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terkait fungsi

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teks, dan unsur

kebahasaan teks

lisan dan tulis,

eksposisi analitis

terkait isu aktual

4.4.2 menyusun

terkait isu aktual,

memperhatikan

teks, dan unsur

secara benar dan

sesuai konteks

fungsi sosial,

kebahasaan,

teks eksposisi

analitis tulis,

dengan

analitis

informasi terkait 58 teks eksposisi analitis, sesuai Bravijava dengan konteks avijaya va Universitas Brawijaya penggunaannya. 3.4.2 iversitas Bravijaya Menjelask an fungsi sosial, struktur teks dan unsur kebahasaan teks interaksis Bravilava transaksional 58 lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait teks eksposisi analitis, sesuai dengan konteks penggunaannya.

3.4.3 Mengguna kan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis Brawijava yang melibatkan a vijaya

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tindakan memberi dan meminta's Brawijaya informasi terkait teks eksposisi anatis, sesuai Braw dengan konteksara vijava penggunaannya?ravijaya va Universitas Brawijaya 3.4.4 iversitas Brawijaya

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