

**THE USE OF PROJECT-BASED LEARNING TO IMPROVE STUDENTS'  
SPEAKING SKILLS AT UPT SMA 2 JENEPONTO**

**(Pre-experiment Research)**

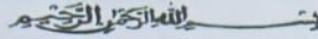


**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfilment of the Requirement for the Degree of Education in English Education Department*

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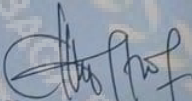
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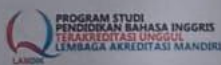
Day / Date	Chapter	Note	Sign
Selasa, 29/08/2023	I - V	- Abstract & Acknowledgment. - Ch. 3 is written using past tense - Improve Ch. 3 - Revise Problem statement.	[Signature]
Selasa, 05/09/2023	I - V	- Revisi Abstract - Revisi Ch. 3 - CV - Tambahkan teori di ch. 4	[Signature]
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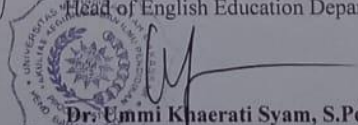
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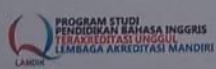
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Rabu, 6/09/2023	I-V	Chapter II part base App	f
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## MOTTO

*“Don’t stop when you are tired, stop when you are done”*

*Johnny sins*

## DEDICATION

**This thesis is dedicated to my beloved parents**

**Sakaruddin and Hartati**

**For your endless, love and support**



## ABSTRACT

*Sri Wahyuni, 2023. The Use of Project-Based Learning to Improve Students' Speaking Skills at UPT SMA 2 JENEPONTO. Under the thesis Department of English Education, Faculty of Teacher Training and Education. Makasar Muhammadiyah University. Supervised by Nunung Anugrawati and Firman.*

This research aims to find out how Project-Based Learning (PBL) improves students' speaking skills in Class Eleven Students of UPT SMA 2 Jeneponto. The research method used in this research is pre-experimental with the data analysis process using a quantitative design. The population of this study was all class XI students. The sample in this research was class XI IPA 1 students. The instrument used was a reading test via pre-test and post-test.

The research results found that using the Project-Based Learning Method could improve students' speaking skills in fluency and vocabulary in narrative texts in class eleven of UPT SMA 2 Jeneponto. The results showed that fluency increased by 29.34% and vocabulary by 12.53%. Apart from that, the t-test value is higher than the t-table value, fluency ( $10.1 > 2.045$ ) supporting details ( $13.7 > 2.045$ ) which means  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded from the results of this research that the use of the Project-Based Learning Method can improve the Speaking Skills of Class XI MIPA 1 UPT SMA 2 Jeneponto students.

*Keywords : Speaking, Project Based Learning, Dubbing Video.*

## ABSTRAK

*Sri Wahyuni, 2023. Penggunaan Pembelajaran Berbasis Proyek Untuk Meningkatkan Keterampilan Berbicara Siswa di UPT SMA 2 JENEPONTO. Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makasar. Dibimbing oleh Nunung Anugrawati dan Firman.*

Penelitian ini bertujuan untuk mengetahui bagaimana Project-Based Learning (PBL) meningkatkan keterampilan berbicara siswa pada Siswa Kelas Sebelas UPT SMA 2 Jeneponto. Metode penelitian yang digunakan dalam penelitian ini adalah pra-eksperimental dengan proses analisis data menggunakan desain kuantitatif. Populasi penelitian ini adalah seluruh siswa kelas XI. Sampel dalam penelitian ini adalah siswa kelas XI IPA 1. Instrumen yang digunakan adalah tes membaca melalui pre-test dan post-test.

Hasil penelitian menemukan bahwa penggunaan Metode Pembelajaran Berbasis Proyek dapat meningkatkan keterampilan berbicara siswa dalam kelancaran dan kosa kata dalam teks narasi di kelas sebelas UPT SMA 2 Jeneponto. Hasil penelitian menunjukkan bahwa kelancaran meningkat sebesar 29,34% dan kosa kata sebesar 12,53%. Selain itu nilai uji t lebih besar dari nilai t tabel, kelancaran ( $10,1 > 2,045$ ) rincian pendukung ( $13,7 > 2,045$ ) yang berarti  $H_0$  ditolak dan  $H_1$  diterima. Jadi dapat disimpulkan dari hasil penelitian ini bahwa penggunaan Metode Project Based Learning dapat meningkatkan Keterampilan Berbicara siswa Kelas XI MIPA 1 UPT SMA 2 Jeneponto.

*Kaa kunci : Berbicara, Project Based Learning, Dubbing Video.*

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah SWT, the Beneficent and Merciful. All praises are to Allah the lord of the universe, who has bestowed strength and health upon the research. Shalawat and Salam be upon our prophet Muhammad Saw, his family, companions and his faith followers till the end of the world.

Alhamdulillah with the grace of Allah researcher can finish this thesis after a long hard effort of writing. Therefore, she expressed deepest gratitude to his beloved father Sakaruddin and beloved mother Hartati who have poured out their love and affection and always prayed for, provided support, and encouraged the writer to finish this thesis. Therefore, the researcher would like to express deepest appreciation to:

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during studies.

13. Lastly, for myself. Thanks to myself Sri Wahyuni who has been strong through all the ups and downs that have happened. I am proud of myself, let's work together to further develop into a better person day to day.

The researcher is fully aware that this thesis is still far from being perfect. Therefore, researcher expect constructive criticism and suggestion from the parties' reader. Hopefully this research can be useful for readers and other researchers.

Makassar, 30 Agustus 2023

**Sry Wahyuni**

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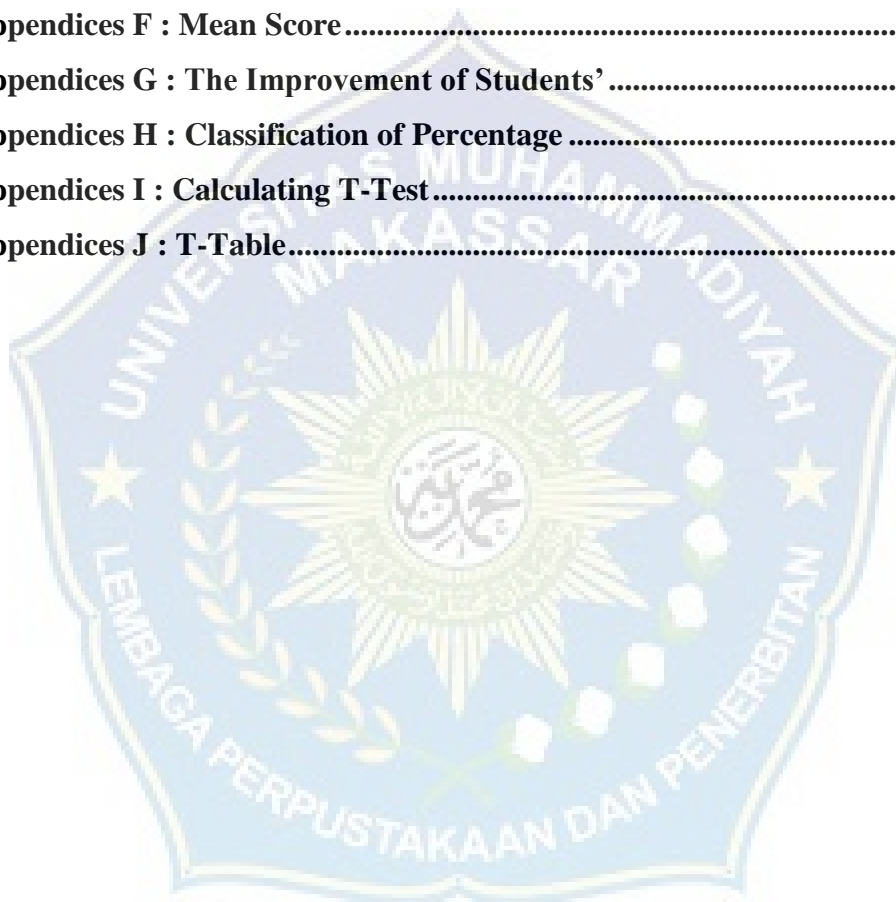
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## CHAPTER 1

### INTRODUCTION

#### A. Background

According to Ba'dulu (1974), language is a system of arbitrary symbols that allows communication and interaction among all members of a certain culture or those who have studied that culture. Language is used to study linguistics, sociology, medicine, economics, and other sectors of science and technology. In general, learning languages, mainly English, is critical for people.

English being an international language is important in many aspects of our lives nowadays as stated by Naved (2015) students must master English, particularly speaking abilities, in order to communicate with individuals from all over the world. Speaking is one of the four EFL language skills expected of students at vocational institutions. Students can improve their ability to convey themselves or their thoughts by learning to talk. Speaking is a talent that is beneficial in spoken style (Kayi, 2006).

In learning English we must use methods to improve students' speaking skills so that their speaking skills can improve. Why do teachers have to use learning methods, because to increase student motivation in learning and so students don't get bored in the learning process. As for this study, researchers use project-based learning.

Project-Based Learning is defined as in-depth research of a topic relevant to real-world attention and effort of students (Kemendikbud, 2014).

Creating a good class atmosphere, getting the class interested, selecting the topic, creating a general outline of the project, doing basic research on the topic and reporting to the class, processing feedback, putting it all together, presenting the project, and assessing and evaluating the project are the ten main techniques for implementing Project-Based Learning.

To carry out project-based learning, researchers want to use UPT SMA 2 JENEPONTO as a research location. Why do researchers want to use the school? Because, when the researchers made observations, the researchers saw that the students at the school were not enthusiastic in learning English. Because, teacher students use the lecture method which according to students is boring. And students are not active in learning because there is no interaction in the learning process. Therefore, the researcher wants to use the project-based learning method to improve speaking skills at UPT SMA 2 JENEPONTO.

## **B. Research Question**

Related to the above statement in the background, the research question follows:

1. How does the use of Project-Based Learning improve the speaking skills the fluency in terms of smoothness of XI class of UPT SMA 2 JENEPONTO students?
2. How does the use of Project-Based Learning improve the speaking skills the accuracy in terms of vocabulary of XI class of UPT SMA 2 JENEPONTO students?

### C. Objective of the Research

Based on the problem statement above, the objective of this research is :

1. To find out how Project-Based Learning (PBL) improves students' speaking skills the fluency in terms of smoothness of XI class of UPT SMA 2 JENEPONTO students.

2. To find out how Project-Based Learning (PBL) improves students' speaking skills the accuracy in terms of vocabulary of XI class of UPT SMA 2 JENEPONTO students.

### D. Significant of the Research

#### 1. Theoretical

Be a useful method for readers to use when doing research. Gather all relevant data, organize it as needed for research, and use it for the institution's benefits and other research and studies that are related to it.

#### 2. Practical

##### a. For Student

Students' knowledge of the significance of enhancing their speaking skills will be raised.

##### b. For Teacher

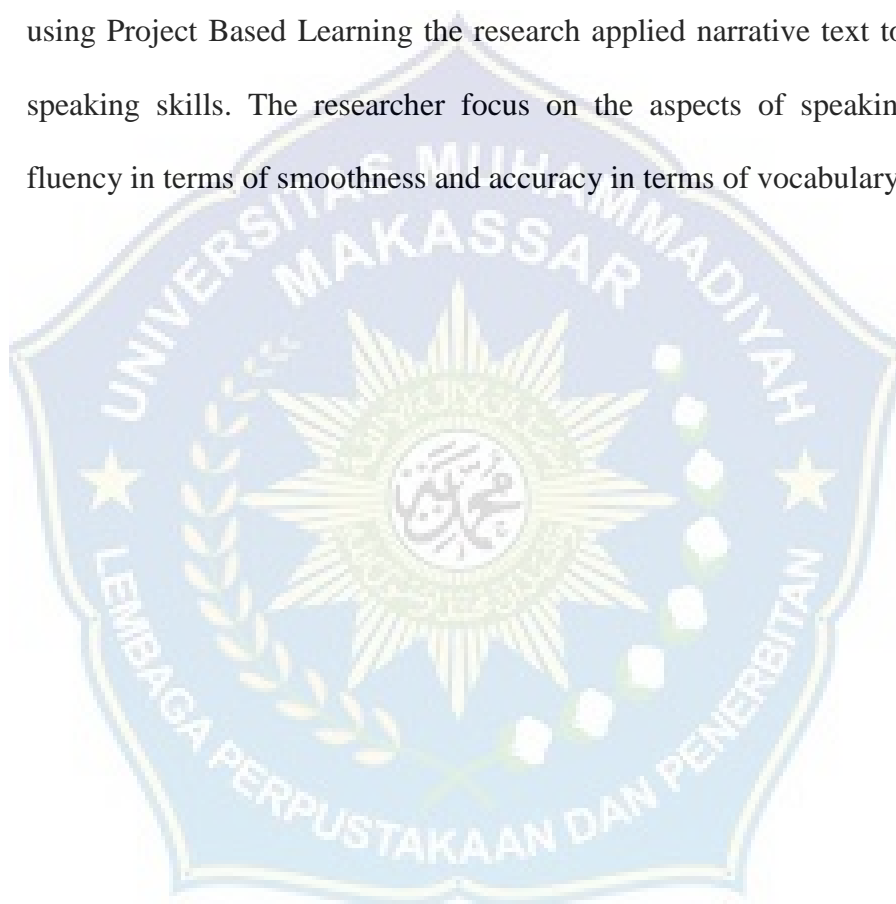
The author hopes that this researcher can help teachers about how to enhance students' speaking skills so that teachers are not overwhelmed with student problems so students can speak better.

##### c. For Research

The results of this study can be a guide or reference for future researcher who will examine the problem of how to enhance students' speaking skills.

#### **E. Scope of the Research**

The study will be limited to teaching students the skills to speak by using Project Based Learning the research applied narrative text to teaching speaking skills. The researcher focus on the aspects of speaking namely fluency in terms of smoothness and accuracy in terms of vocabulary.



## CHAPTER II

### REVIEW OF LITERATURE OF REVIEW

#### A. Previous Related Research Findings

This section presents the previous findings of some studies many studies on Project-Based Learning (PBL) that have been conducted by various scholars. The following past study findings were discussed:

There are numerous studies on Project-Based Learning. The first study was conducted by titled "Project-Based Learning Techniques to Improve Speaking Skills" (Dewi, 2016). The study's goal was to see if project-based learning might be utilized as an alternate technique to improve students' speaking skills. The participants in the study were in the eleventh grade at SMKN 1 Banda Aceh in 2014/2015. This study's research design use classroom action research in two cycles to determine how project-based learning was implemented in teaching speaking. The data and findings of the study are the results of action planning, action implementation, and analysis and reflection after each of two cycles. The researcher's and students' observation sheets, tests, and student questionnaire sheets were use to collect data for the study. The findings of this study indicated that the PBL approach can be use to improve students' speaking skills during the teaching learning process. It climbed from 67 in the pretest to 71 in the post test on cycle 1, then from 67 in the pretest to 79 in the post-test on cycle 2. However, the pupils' reactions to employing this method were good.



The second study was conducted by title "The Implementation of Project-Based Learning to Improve Students' Speaking Skill" (Riswandi, 2018). This journal, as the title suggests, illustrates how students' speaking skills can be improved through project-based learning. The study's goal was to characterize the extent to which this method can improve students' speaking skills and to describe the teaching-learning process when this method is use in class. In this study, the researcher worked with a group of 28 ninth-grade students from one of Surakarta's junior high schools. The study research approach was action research with two cycles. The research had several steps, including starting the project, reporting to the class, and evaluating the effort. The study instrument was covered by speech evaluation. The data were gathered through qualitative, interpretive forms of inquiry, as well as data collected by teachers. The instrument use in this study included a pre-test and post-test, a speaking observation checklist, field notes, a performance test, questionnaires, and an interview. The study's findings revealed that the post-tests mean score was greater than the pre-tests. Students will be more motivated and enjoy class if this method is use. However, the student's intensive and extensive speaking performance has improved.

The third study conducted by Rochmawati (2015), the study's goal is to focus on promoting students' critical thinking through Project-Based Learning with 25 STAIN Ponorogo fourth-semester TEFL 1 students. The devices employed are observation sheets and interview guidelines. According

to the study's findings, students had a considerably favourable attitude toward the adoption of Project-Based Learning.

The Fourth conducted according to the findings of Ermalia (2015), the hypothesis test of variations in degrees of confidence is 95%. It demonstrates the use of Project-Based Learning approaches in learning to write effective news writing. There was a considerable value difference between the experimental and comparative groups.

The Fifth was conducted by Ratnawati (2015), did research and discovered the population for this study comprised all students from class XI SMP Negeri Banda Aceh, which consisted of seven classes. The sample was drawn at random from one of the classes. This study took the form of descriptive research, with a quantitative technique use to determine the student's learning competence and a qualitative approach use to determine the students' limits. To collect quantitative data, researcher employed research tools in the form of tests related to the material set in the form of a description problem (essay). Data were collected from student answer sheets and analyzed using t-test statistics.

According to past research findings, the writer believes that Project Based Learning can be use to teach any English subject, particularly speaking skills. Following the discussion of positive references to the use of Project-Based Learning above, the writer anticipates some good results, although in the same area of English skills, specifically speaking. Although prior studies on teaching speaking have been conducted, more understanding on teaching

speaking is required, particularly when employing the Project-Based Learning method. Furthermore, the participants differ, which may result in varied outcomes; additionally, there is insufficient research on the influence of Project-Based Learning as a technique for teaching speaking subjects to enhance their pronunciation and fluency. The author is also concerned with assisting senior high school pupils at UPT SMA 2 JENEPONTO in improving their public speaking skills.

## **B. Concept of Speaking**

### **1. Definition of Speaking**

Speaking according to Webster's New World Dictionary is to say words orally to communicate as though by talking, to make a request, and to make a speech. According to Brown (2014) Speaking is an interactive process of meaning creation that includes information production, reception, and processing. Spoken text refers to a collaboration between two or more people in a shared time and context. Speaking is a fun activity that requires the capacity to work with others to arrange speaking turns. According to Rizki (2017), speech is interactive and involves the ability to cooperate in the management of speaking turns.

Mackey (2007) states that speaking is an oral expression that requires not only the correct pattern of fluency and rhythm but also the use of the appropriate words to convey the correct meaning. Speech according to Harmer (2007), is a talent that has become an important part

of human daily existence since it allows people to develop social relationships as human beings. Wulandari (2014) defines speaking as "the activity of constructing and communicating information, ideas, or opinions in a variety of situations using verbal and nonverbal signals."

Speaking is the most significant language ability, according to the definition above, because it is used to express our ideas, opinions, or feelings about something to others through the use of words or sounds of articulation to inform, entertain, or persuade the other or the other listener.

## **2. Types of Speaking**

Brown (2004) states that there are five types of speaking as in the following taxonomy namely:

### **1. Imitative**

A very small percentage of classroom speaking time may legally be speech-generating "human tape recorder speech," in which learners, for example, practice a fluency contour or attempt to pinpoint a certain vowel sound. This type of imitation is done with the aim of meaningful engagement but with an emphasis on a specific feature of language form.

### **2. Intensive**

To demonstrate competence, intensive speaking pays attention to grammatical, phrasal, lexical, and phonological factors such as stress, rhythm, and intonation.

### 3. Responsive

This sort of test includes interaction and comprehension tests. However, it only allows for extremely brief conversations such as greetings and small talk, simple requests, and comments. Furthermore, this type is a short answer type, such as instructions and directions.

### 4. Interactive

Responsive speaking and interactive speaking have differences in the width and elaboration of the interaction. However, this difference has multiple exchanges and various participants.

### 5. Extensive

This category includes speeches, oral representations, and storytelling. The listener's convenience in oral contact is either extremely limited. Students at the intermediate to advanced levels are required to deliver extended monologues in the form of oral reports summarizing possibly brief talks.

This explanation leads to the conclusion that there are five forms of speaking. Each of these categories has a distinct purpose. Knowing each of these sorts, on the other hand, will make learning the levels of the speaking level easier.

### **3. Aspect of Speaking**

There are several aspects of speaking during the speaking process. As for the important aspects of speaking skills are fluency and vocabulary Mora (2014) as follows:

#### **1. Fluency**

Spratt (2005) states that speaking fluently is employing related words fluidly while maintaining a consistent rate of speech. It focuses on how comfortable children are speaking, how effortlessly their words flow, and whether or not there are large pauses and gaps in their speech. It is part of the speaking ability goal for students. That has to do with how well they communicate.

#### **2. Vocabulary**

According to Alam (2014), The importance of vocabulary cannot be overstated. It is one of the elements that connect the four skills of speaking, writing, reading, and listening. It will be impossible to learn a language if you do not have a vocabulary. The more vocabulary we have, the better we will be able to converse, read, write, and listen. In this situation, in order to interact effectively with people in English, pupils must acquire a sufficient number of words and understand how to use them correctly.

### **4. Teaching Speaking**

Teaching the four English skills of reading, listening, speaking, and writing becomes important for all English teachers in order to assist

their students in acquiring those talents in the most enjoyable way possible. As a result, speaking is taught in conjunction with other English skills.

The process of directing students in their studies and learning new knowledge, skills, and attitudes is known as teaching. According to Brown (2014) teaching and learning are inextricably linked since teaching directs and supports learning while also enabling the learner to learn and setting the conditions for learning. Nunan (2003), teaches speaking to English Foreign Language (EFL) learners as follows:

1. Make an English sound and pattern.
2. Use word and sentence emphasis, fluency pattern, and rhythm to your advantage.
3. Select appropriate words and sentences based on the social environment, audience, situation, and issue.
4. Use words to express your values and opinions.
5. To gain fluency, use the language quickly and fluently, with few awkward pauses.

## **C. Project-Based Learning**

### **1. Definition of Project-Based Learning**

Project-Based Learning is a student-centered pedagogy that entails a dynamic classroom method in which students develop information and skills by working on an authentic, engaging, and complicated issue, problem, or challenge over a prolonged period of

time. As a result, students can gain extensive subject knowledge as well as critical thinking, cooperation, creativity, and communication abilities. From the expert, there are numerous definitions of Project-Based Learning.

Project-Based Learning is an instructional technique that allows students to explore content knowledge on their own and exhibit their acquired knowledge through a variety of presentation styles. It is the learning model in which a problem is employed as the initial stage in gathering and integrating knowledge based on real-world action. Klein (2009), Project-Based Learning is a method of teaching academic information to students through authentic, real-world projects based on a highly motivating and engaging issue, task, or challenge.

The writer concludes from the explanation of Project-Based Learning above that it is a method that employs projects or activities as media, where the learner can investigate, assess, and offer information to achieve various forms of learning outcomes. Project-Based Learning is a learning technique that modifies or flips the face of regular classrooms. Using this method, the learning process in class, which is commonly employed in conventional learning, becomes more innovative.



## **2. Objectives of the Project-Based Learning**

The goal of project-based learning was to engage pupils in teaching and learning activities while also familiarizing youngsters with their surroundings. Project teaching allows youngsters to work and share knowledge in a beneficial way. Teachers merely watch and monitor the progress of teaching and learning activities in and out of the classroom.

## **3. Characteristic of Project-Based Learning**

Project-based learning is a novel learning methodology that focuses on contextual learning through complicated activities. Project-based learning can give students a more interesting and meaningful learning experience.

Most kids found it difficult to attend school since they could not communicate in English. Usually, the following factors contributed to difficulty speaking:

1. The idea is difficult to communicate orally. As a result, kids were unable to communicate.
2. Limited vocabulary (vocabulary), making it difficult for kids to speak smoothly and for long periods of time.
3. Limited linguistic competence (grammar). As a result, conversing with the appropriate set is difficult.
4. Pronunciation (pronunciation) difficulties. The word was tough to pronounce correctly.

5. Fear of being wrong prevents people from speaking out.

Meanwhile, project-based learning has the following features, according to the Buck Institute for Education (1999):

1. Students make decisions and develop frameworks.
2. There was an issue with no preset solution
3. Students designed the procedure to accomplish results
4. Students were responsible for collecting and managing the information
5. Students conducted a continual evaluation
6. Students often reflect on what they were doing
7. The ultimate result was a product, and its quality was rated 10
8. The classroom environment fosters fault tolerance and change.

#### **4. The Implementation of Project-Based Learning**

According to kemekdibud (2014) project based learning implementation based on several phases as follows: the implementation of the project based learning method in video dubbing to support students' speaking skill improvement. These are :

1. Designing a project plan; Watching Video In this session, students watch a narrative text video carefully to train them to speak like native speakers,
2. Arrange a schedule: students make plans about their video dubbing.

3. Monitor students; students record videos that they have arranged through the device
4. Students presented each of their videos
5. Test results: the teacher assesses the student's video
6. Evaluation

## 5. The Advantages of Project-Based Learning

According to Sumarni (2013) there are several benefits to using Project-Based Learning in the classroom for teaching speaking. As follows:

- 1) Project-Based Learning encourages self-motivation and self-responsibility in the classroom.
- 2) Project-Based Learning promotes more pleasurable and efficient learning.
- 3) Project-Based Learning engages students in relevant and meaningful learning.
- 4) Project-Based Learning improves students' collaboration and communication abilities.
- 5) Project-Based Learning encourages social learning, which helps improve collaboration skills.
- 6) Project-Based Learning may provide an excellent opportunity for students to develop their language skills.

## 6. The Disadvantages of Project-Based Learning

In a learning method, there must be advantages and disadvantages in its application. The benefits of project-based learning were discussed in the previous point. Daryanto (2012) claims that learning methods also have some disadvantages, which are as follows:

- 1) Taking an inordinate amount of time to perform the work.
- 2) Requiring a large amount of equipment, which must be provided.
- 3) The teacher is at ease in the traditional classroom, which plays an important role in the classroom.
- 4) Students' experimentation and knowledge-collecting skills are lacking.
- 5) Potential students who are less active in group projects.
- 6) Students are concerned that understanding the issue as a whole would be challenging.

In conclusion, the disadvantages of this learning method can be overcome by limiting the time students complete the project in terms of time, minimizing costs, and using simple materials on the problem costs and tools. In addition, the most important thing is the teacher as a facilitator and creates a pleasant learning atmosphere so that students feel comfortable in learning and face problems in this learning method.

## **D. Concept of Narrative Text**

Narrative text are texts that relate and relate a series of events in sequence. This type of text features imaginative characters or fictional stories designed to entertain the reader. In general, narrative text presents conflicting stories to keep the reader's interest. Finally, the writer will end it with a happy or sad ending.

According Nielsen (2008:172) A narrative can be defined as a sequence of events. its basic composition is the chronological order of events themselves (history), their verbal or visual representation (text) and the act of storytelling or writing (narrative)”. Also explained, although the story and plot are technical is a narrative element. Based on some definitions above: Narrative is an event that can and cannot lead to different situations limited to one event, but where multiple events occur at the same time chronologically or sequentially.

## **E. Concept of Video Dubbing**

### **1. Definition of Video Dubbing**

Dubbing is a technique for replicating the voices of actors in a film. *In other words, it is a process approach that replaces the original actor's voice in the video* (Juliana, 2018). In another meaning, a dubbing video is a video with the music soundtrack turned off argues (Wati, 2019). It is most commonly use to refer to a recorded sound that is not the actual players. The objective of the voiceover is to make the characters' talks more acceptable in the local community's culture.

The following processes are carried out during the post-production stage: dubbing, editing, and rendering. This dubbing procedure includes voice recording for the narrative as well as voice recording for each main character and supporting character.

## **2. Advantages and Disadvantages of Video Dubbing**

There are two advantages of applying video dubbing, especially for students, for example:

- 1) Overcome the language barrier. Dubbing and subtitling enable students to effectively connect with diverse audiences in their native language. A native language video can be subtitled in English or any other language.
- 2) Keep viewers glued to the screen. A subtitled video can keep the viewer hooked to the screen. This retention is feasible because the viewer is trying to avoid missing the message. This exercise successfully communicates both visual and auditory messages.

Film dubbing practice for students has its drawbacks as well. Video dubbing is an expensive, time-consuming, and difficult procedure. There is much more to change than just the repetition of words in different languages. Editors frequently strive to match language with character lip movements.

## **3. Teaching Speaking through Video Dubbing**

According to Navisha (2019) dubbing is another approach to acquiring students' pronunciation when speaking. Several researcher

have proposed approaches to a dubbing project for use in students learning English. The dubbing approach provides a common chance for imitation of English pronunciation and intonation within a contextualized script. Navisha (2019) created the following dubbing procedure:

- 1) As you watch the video, make sure you understand it.
- 2) Rewrite the dialogue and translate it into Indonesian.
- 3) Write the dialogue/text for your part and continue to practice.
- 4) Insert the video into the editor program.
- 5) Turn off the video's original voice.
- 6) Record and input your voice according to your portion.
- 7) Match your lips to the dialog or text.
- 8) Save your video project.

#### F. Conceptual Frameworks

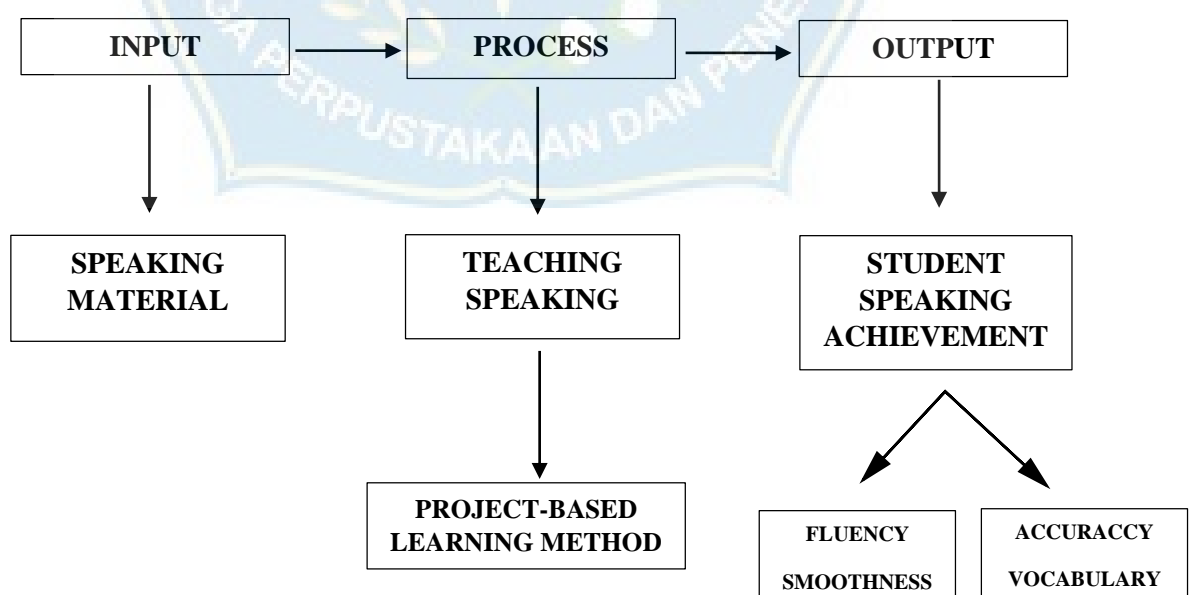


Figure 2. 1 Conceptual Frameworks

1. Input: refers to the pre-test that is being made to measure how well students can speak.
2. Process: refers to the treatment of speaking ability.
3. Output: refers to how much a student's speaking skills have improved This is measured by Fluency and Vocabulary.

### G. Hypothesis

**Table 2.1 Hypothesis Testing**

No.	Testing	Null Hypothesis (H0)	Alternative Hypothesis (H1)
1.	$t\text{-test} > t\text{-table}$	Rejected	Accepted
2.	$t\text{-test} < t\text{-table}$	Accepted	Rejected

This research formulates the hypothesis as follows:

1. Null Hypothesis (H0): The use of the Project-Based Learning method is not improving students' speaking ability at UPT SMA 2 JENEPONTO.
2. Alternative Hypothesis (H1): The use of Project-Based Learning method is improving students' speaking ability at UPT SMA 2 JENEPONTO.



### CHAPTER III

#### RESEARCH METHOD

Because the researcher wishes to determine whether the independent variable causes changes in the dependent variable, this study would employ quantitative research with a pre-experimental design. In experimental research, researcher change at least one independent variable, regulate other dependent variables, and follow the effects on one or more dependent variables (Ledyard, 2020).

#### A. Research Design

The method used in this research was a pre-experimental design that involves one class. The research used "Project-Based Learning in Teaching Speaking Ability" in the experimental class. The research used the pre-test and posttest design in the experimental class. The aimed would to find out the used of Project-Based Learning in teaching speaking. The method used in this research was a pre-experimental design that involves one class. In the experimental class, the researcher employed the pre-test and post-test design. The goal were to investigate the application of Project-Based Learning in the teaching of public speaking.

<b>EXPERIMENTAL CLASS</b>		
O <sub>1</sub>	XI	O <sub>2</sub>

Explanation:

O<sub>1</sub> : Result of a pretest

XI : Treatment that was given in the class by using Project

Based Learning method

O<sub>2</sub> : Result of post test

(Gay, 1981)

Based on the table above, in the experimental class, a pre-test (O1) given to find out students' knowledge before given treatment. Furthermore, treatment (XI) applied used Project-Based Learning and post-test (O2) apply to determine student achievement.

## **B. Population and Sample**

The population of this research was the first-grade students of UPT SMA 2 JENEPONTO. Meanwhile, the sample of this research presented the second-grade students of UPT SMA 2 JENEPONTO in class IPA which consisted of 30 students. The sampling technique that will used in this study was purposive sampling. In purposive sampling the writer handpicks the cases to be included in the sample on the basis of their judgment of their typical. In this way, they built up a sample that was satisfactory to their specific needs.

## **C. Research Variable and Indicators**

### **1. Independent Variable**

Independent variable was the variable that could influence or respond to the dependent variable. In this research, the independent variable used Project Based Learning.

## **2. Dependent Variable**

Dependent Variable was a variable cause or influenced by another variable. Dependent variables in this research were students speaking skills.

## **3. Research Indicators**

The research indicator in this study was to measure the enhance of students' speaking skills in terms vocabulary and fluency

### **D. Research Instrument**

A speaking test was used as the research instrument. This was done in the pre-test and post-test sections. The first meeting included an initial test to determine students initial speaking knowledge. Despite the fact that the goal of this post-test was to determine the improvement in students' speaking skills through the Project Based Learning method and the last meeting would be held.

The researcher gave the first exam in the form of a test such as a gave questions to students. The researcher then examined their ability to appropriately interpret the words. In addition to used their score on the first test as a consideration score. The researcher then treated pupils in four meetings by teaching English through a voiceover project.

For the final assessment or post-test, the researcher administered a test in the form of a text, such as an article or tale, which was read correctly based on the information gathered in the previous meeting. The post-test findings was used to assess the program's or intervention's success.

## a. Fluency Smoothness

**Table 3.1 Fluency Scoring**

<b>Classifications</b>	<b>Score</b>	<b>Criteria</b>
Excellent	100	They speak effectively and are excellent of using smoothness.
Very Good	80	They speak effectively and are very good of using smoothness.
Good	60	They speak effectively and are good of using smoothness.
Fairly Good	50	They speak sometimes hastily, but fairly well
Fair	40	They speak sometimes hastily, fairly smoothly.
Poor	30	They speak hastily, and more sentences are not appropriate in smoothness.
Very Poor	20	They speak very hastily, and more sentences are not appropriate using smoothness and little or no communication.

(Harmer cited in Sugiarti, 2014)

## b. Vocabulary

**Table 3.2 Vocabulary Scoring**

<b>Classifications</b>	<b>Score</b>	<b>Criteria</b>
Excellent	100	They speak effectively and are excellent of using vocabulary.
Very good	80	They speak effectively and are very good of using vocabulary.
Good	60	They speak effectively and use good vocabulary.
Fairly Good	50	They speak sometimes hastily but with fairly good vocabulary.
Fair	40	They speak sometimes hastily, fair in vocabulary.
Poor	30	They speak hastily, and more sentences are not appropriate in vocabulary.
Very Poor	20	They speak very hastily, and more sentences are not appropriate using vocabulary and little or no communication.

(Harmer cited in Sugiarti, 2014)

## **E. Data Collection Technique**

Musdalifah (2018), defined data collection as the process of acquiring and measuring information on certain variables in a systematic manner, allowing one to answer relevant questions and evaluate outcomes.

The following was a chronological explanation of the data collection process utilized in the test:

### **1. Pre-test**

The pre-test is to determine a student's basic knowledge or readiness for an educational experience or program of study. Before giving treatment, the researcher gave a pre-test for the experimental class. The researcher gave a speaking test as a pretest. The format of the test was in the form of a written text of an article or a fairy tale. It aimed to determine students' speaking mastery.

### **2. Treatment**

Treatment is the explanatory variable that is manipulated by the researcher. The treatment procedures given were as follows:

1. Designing a project plan; Watching Video In this session, students watch a narrative text video carefully to train them to speak like native speakers,
2. Arranging a schedule: students made plans about their video dubbing.
3. Monitoring students; students recorded voices that they have arranged through the device

4. Students presented each of their videos
5. Test results: the teacher assessed the student's video
6. Evaluation

### 3. Post-test

Post-test is a test given to students after completion of an instructional program or segment and is often used in conjunction with a pre-test to measure their achievement and the effectiveness of the program. After giving the treatment, the researcher gave the post-test for the experimental class by distributing the same test. It aimed to find out the result of the treatment.

#### F. Technique of Data Analysis

1. To find out the individual score research by used follow

$$\text{Formula: } \frac{\sum X}{N} \times 100$$

Where :

$\sum X$  = Score of the students

N = Score maximum

(Gay, 1981)

2. To calculate the percentage of the students' improvement based pre-test and post-test:

Formula:

$$\bar{X} = \frac{\sum X}{N} \times 100$$

Where:

$\bar{X}$  = Mean score

$\sum x$  = The row score

N = The number of students

( Sudjiono,2003:78 )

3. To calculate the percentage of the students' improvement phased pre-test and post-test:

Formula:

$$P = \frac{K2-K1}{K2} \times 100 \%$$

Where:

P = percentage

K2 = Average score of Post test

K1 = Average of Pre-test

(Sudjana, 2003:76)

4. There were seven categories utilized to categorize the pupils' scores, and they were as follows:



**Table 3.4 Table of Score**

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Poor
56-65	Fair
36-55	Poor
0-35	Very Poor

De Jong and Hulstijn, (2009)

5. To find out the improvement of students' vocabulary, the researcher used a t-test:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$t$  = Test of significant difference

$D$  = The mean of the difference score

$\sum D$  = The sum of all score

$\sum D^2$  = The square of the sum for difference

$N$  = The total number of sample

( Sudjiono, 2003: 326 )

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presented the result of the data. The researcher obtained two kinds of data ; score of pre-test and post-test.

#### A. Findings

The findings of this research deal with mean score, the classification, the improvement, and hypothesis analysis of students' pre-test and post-test in term of fluency and vocabulary. In this part, the researcher analyzed the data obtained from the students score with pre-test and post-test.

#### The Improvement of the Students' Speaking Fluency and Vocabulary by Using Storytelling

##### a. The Classification of Students Pre-test and Post-test Scores in Fluency and Vocabulary

**Table 4.1 The Students' Score Classification in Fluency**

NO	CLASSIFICATION	SCORE	Pre-test	Post-test
1.	Excellent	96-100	0	0
2.	Very Good	86-95	1	8
3.	Good	76-85	1	9
4.	Fairly Good	66-75	1	8
5.	Fair	56-65	30	4
6.	Poor	36-55	13	1
7.	Very Poor	0-35	5	0
<b>TOTAL</b>			<b>30</b>	<b>30</b>

From the table above we can see that most of students got “Average” scores in pre-test even in the post test, the table showed the students have a highest change for fluency after treatment, but the table shows “Fair” scores had an significant effect from 9 students to 4 students, “Good” scores achieved from 1 students to 9 students and “Very Good” scores achieved from 1 students to 8 students. From the description above, it can be concluded that the students score for fluency have a highest improvement.

**Table 4.2 The Students’ Score Classification in Vocabulary**

NO	CLASSIFICATION	SCORE	Pre-test	Post-test
1.	Excellent	96-100	0	0
2.	Very Good	86-95	0	7
3.	Good	76-85	8	15
4.	Fairly Good	66-75	7	5
5.	Fair	56-65	12	3
6.	Poor	36-55	0	3
7.	Very Poor	0-35	0	0
<b>TOTAL</b>			<b>30</b>	<b>30</b>

From the table above we can see that most of students got “Average” scores in pre-test even in the post test, the table showed the students did not have a highest change for vocabulary after treatment, but the table shows “Fair” scores from 12 students to 3 students and “Good” scores achieved from 8 students to 15 students and “Very Good” scores from 0 students to 7 students. From the

description above, it can be concluded that the students score for vocabulary have a highest improvement.

**b. The rate percentage of the students in fluency and vocabulary cores in pre-test and post-test**

**Table 4.3 The rate percentage of the students fluency scores in pre-test and post-test**

NO	CLASSIFICATION	SCORE	FREQUENCY		PERCENTAGE (%)	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent	96-100	0	0	0%	0%
2.	Very Good	86-95	1	8	3%	27%
3.	Good	76-85	1	9	3%	30%
4.	Fairly Good	66-75	1	8	3%	27%
5.	Fair	56-65	9	4	30%	13%
6.	Poor	36-55	13	1	44%	3%
7.	Very Poor	0-35	5	0	17%	0%
<b>TOTAL</b>			<b>30</b>	<b>30</b>	100.0%	100.0%

From the table above, there are no students who get the top three score classifications. In the pre-test, most of the students were included in the good category, also good, and the rest were in the less good category. Whereas in the post test there were 9 students at a less good level where previously there were 4 students who occupied it. Most of the students were classified as good and quite

good where the previous good level was lacking and at a very good level there were 2 students who occupied it.

**Table 4.4 The rate percentage of the students vocabulary scores in pre-test and post-test**

NO	CLASSIFICATION	SCORE	FREQUENCY		PERCENTAGE (%)	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent	96-100	0	0	0%	0%
2.	Very Good	86-95	0	7	%	24%
3.	Good	76-85	8	15	27%	50%
4.	Fairly Good	66-75	7	5	23.33%	17%
5.	Fair	56-65	12	3	40%	10%
6.	Poor	36-55	3	0	10%	0%
7.	Very Poor	0-35	0	0	0%	0%
<b>TOTAL</b>			<b>30</b>	<b>30</b>	<b>100.0%</b>	<b>100.0%</b>

From the table above, there are no students who get the top three score classifications. In the pre-test, most of the students were classified as very unfavorable, also quite good, and the rest were in the less good and quite good categories. Whereas in the post test there were 11 students again at a good level where previously there were 9 students who occupied it. Most students were classified as good and quite good where at a excellent level there are 5 students who occupy it.

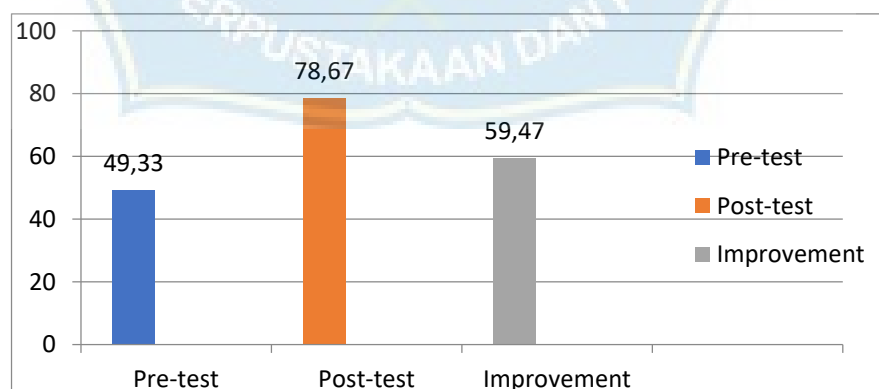
### c. Students' mean score in Speaking Fluency

The improvement of the students' fluency in speaking can be seen through the mean score of indicator in pre-test and post-test. The improvement of the students speaking fluency at UPT SMAN 2 Jeneponto can be seen clearly in the following table:

**Table 4.5 The mean score of the students' speaking fluency**

INDICATORS	MEAN SCORE		THE IMPROVEMENT (%)
	PRE TEST	POST TEST	
FLUENCY	49.33	78.67	59.47%

Table 4.5 above showed that the score of fluency in expressing ideas was improved (29.34%) from the mean score 49.33% in pre-test to be 78.67% in post test. Significantly different. It was proved by looking the percent improvement pre-test and post-test in fluency was 29.34% it means the students' speaking fluency was improved after using project based learning at UPT SMAN 2 Jeneponto.

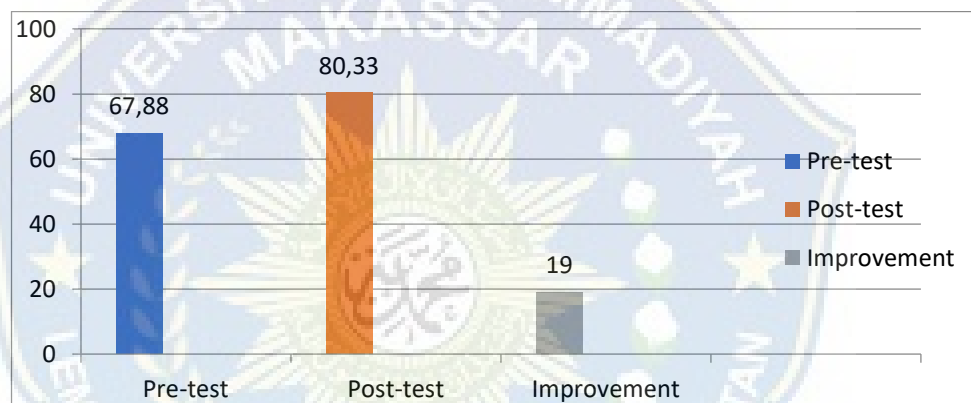


**Chart 4.1 The mean score of students' speaking skills in terms of fluency**

The supporting details score increased (59.47%) from the average pre-test score 49.33 and post-test of 78.67. It is known that the speaking fluency score for each indicator in the post-test is higher than the pre-test.

#### d. Students' mean score in Speaking Vocabulary

The improvement of the students' vocabulary in speaking can be seen through the mean score of indicator in pre-test and post-test. The improvement of the students speaking vocabulary at UPT SMAN 2 Jeneponto can be seen clearly in the following table:



**Chart 4.2** The mean score of students' speaking skills in terms of vocabulary

The supporting details score increased (19%) from the average pre-test score of 67.88 and post-test of 80.33. It is known that the vocabulary score for each indicator in the post-test is higher than the pre-test.

**Table 4.6** The mean score of the students' speaking vocabulary

INDICATORS	MEAN SCORE		THE IMPROVEMENT (%)
	PRE TEST	POST TEST	
VOCABULARY	67.8	80.83	18.48%

Table 4.6 above showed that the score of vocabulary in expressing ideas was improved (12.53%) from the mean score 67.58% in pre-test to be 80.83% in post test. Significantly different. It was proved by looking the percent improvement pre-test and post-test in vocabulary was 12.53% it means the students' speaking vocabulary was improved after using project based learning at UPT SMAN 2 Jeneponto.

From fluency data, in the pre-test, the students' average score was 49.33% and students were in the "good enough" classification in fluency. After being given treatment with project based learning, in the post-test the average score of students increased by 78.67%. Initially there were no students in the excellent category, but after being given the post-test there was an increase where 8 students were in the Very Good category. Then the percentage increase from pre-test to post-test is 29.34%.

From the vocabulary data, in the pre-test the students' average score was 67.58% in the "good enough" classification in vocabulary. After being given treatment with project based learning, in the post-test the average score of students increased by 80.33%. Initially there were no students who got the excellent category, after being given a post-test there were 7 students who got the Very Good category. Then the percentage increase from pre-test to post-test was 12.53%. That is, students' fluency and vocabulary in speaking increased after doing project based learning.

#### **e. Hypothesis Testing**

The test variable (pre-test and post-test) are statistically different on alpha



( $\alpha$ ) = 0.05, at the degree of freedom (df)  $N-1 = 29$  to see the difference.

**Table 4.4 Hypothesis testing**

Variable	t-test Value	t-test Table
Fluency	10.1	2.045
Vocabulary	13.7	2.045

Based on the hypothesis testing table above, the t-test value for fluency (10.1) is greater than the t-table value (2.045), and t-test value for vocabulary (13.7) also greater than the t-table value (2.045). This shows that there is an increase in fluency and vocabulary on students, which means the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

## **B. Discussion**

Project-Based Learning is an instructional technique that allows students to explore content knowledge on their own and exhibit their acquired knowledge through a variety of presentation styles. It is the learning model in which a problem is employed as the initial stage in gathering and integrating knowledge based on real-world action. Klein (2009), Project-Based Learning is a method of teaching academic information to students through authentic, real-world

projects based on a highly motivating and engaging issue, task, or challenge.

Researcher conducted this research at UPT SMAN 2 Jenepono. It takes three activities, namely pre-test, treatment, and post-test. Then, after getting the data, it is calculated using manually. Based on data analysis, It can be concluded that there is an effect of using the Project Based Learning as a learning medium on improving students' fluency and vocabulary in speaking at UPT SMAN 2 Jenepono.

The treatment was carried out by teaching in class where the researcher explained briefly about the narrative text material and the researcher also introduced the dubbing method to the students. Students learn about video dubbing and practice it. as for what is dubbed is narrative text about fable. While learning about narrative text using the dubbing method, the researcher also gives questions related to the topic and then students answer according to their abilities. If there is a mistake in a word or sentence in the pronunciation, a friend or researcher can correct the sentence. This is also very influential on the results of the post-test.

Each student has different grammar, vocabulary, pronunciation, fluency and understanding abilities. Based on the indicators contained in chapter three, the researcher only focuses on fluency and vocabulary. And when the researcher conducted a pre-test (before the treatment was carried

out by project-based learning) in class XI SMAN 2 Jeneponto, most of the students still experienced problems in their fluency and vocabulary and some even did not know at all (poor category). ). Only one or two students were categorized as quite good in vocabulary and fluency, they sometimes spoke in a hurry but their fluency was quite good.

After the researcher gave treatment using project based learning, students' fluency and vocabulary in the post-test increased and included in the extraordinary classification. In the post-test after this treatment, another improvement can be seen in the comparison of the scores table for speaking fluency and speaking vocabulary between the pre-test and post-test. In the post-test the researcher is also equipped with a post-test analysis which calculates the average score of each to make it easier to monitor student progress in speaking fluency and vocabulary levels.

Based on the average scores in tables 4.5 and 4.6 above, other improvements made by students on the level of fluency of words or sentences are mastery of more vocabulary and fluency that is good and right, level of articulation, and also the total number of fluency every minute. They still have difficulty when they have to say a word, especially at the level of those who are said to be unfamiliar with English. This also happens because they rarely use English in everyday life.

After being given treatment, the improvement that occurred in students' fluency in speaking English was that they were able to say word

for word with better fluency than during the pretest. It can be seen from the data presented above that after the treatment, the students' fluency and vocabulary in speaking English increased.

Researchers found that after using the Project-Based Learning Method to improve speaking skills, the average post-test score for students' learning was higher than the pre-test score. Table 4.5 and table 4.6 shows that the average fluency on the pre-test is 49.33. The average post-test score after using the Project-Based Learning Method was 78.67 and showed an increase of 29.34%. Meanwhile, in the pre-test, the average vocabulary was 67.8. The average post-test score after using the Project-Based Learning Method was 80.83 and showed an increase of 12.53%.

In conclusion, using the project based learning method can improve students' speaking skills in fluency and vocabulary. This can be seen from the students' oral tests during the pre-test and post-test. In the pre-test, some students had difficulty pronouncing the correct words, so they were not fluent when speaking. Meanwhile, on the speaking post-test, they showed improvements such as they became more confident in speaking and they could do it fluently. Thus, it can be concluded that the use of the project based learning method can improve students' speaking skills in terms of fluency and vocabulary in class XI SMAN 2 Jenepono.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of research findings and discussion in the previous chapter, it can be concluded that:

1. Project Based-Learning method improves students' speaking ability in fluency. This can be seen from the students' progress: the average student pre-test score was 49.33 and the average post-test score was 78.67, with an increase percentage of 59.47%.
2. Project Based Learning method improves students' speaking skills in their vocabulary. This can be seen from the students' progress: the average student pre-test score was 67.8 and the average post-test score was 80.33, with an increase percentage of 18.48%.

The result is that the null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_1$ ) is accepted. This can be proven by t-test value for fluency (10.1) is greater than the t-table value (2.045), and t-test value for vocabulary (13.7) also greater than the t-table value (2.045). This shows that there is an increase in fluency and vocabulary on students, which means the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. The score shows that the use of project-based learning works well and is useful for practice teaching, especially for speaking skills.

#### B. Suggestions

The researcher would like to give some suggestions related to this research especially for English teachers, students, and other research, The researcher

hopes that these suggestions would be a contribution for them all.

1. For English Teachers

To make the learning process more interesting, the teacher must apply any media or strategies that can attract students' attention and interest. The Project Based Learning as teaching material is one of the effective method that can be used in teaching speaking in the classroom.

2. For Students

Students should better prepare themselves as well as the material that will be studied in order to more easily understand and achieve better results maximally in participating in learning English, especially speaking ability.

3. For Next Researcher

Because this study focuses on the effectiveness of learning how fluency the and the vocabulary, the researcher hope that future researchers can use effective project based learning to develop the progress of teaching English in Senior High School.

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# APPENDICES

## APPENDICES A

Direction:

1. This test is only used for research purpose, and it will not influence your score

Instruction;

Understand and Tell this story in your own words

### PRE-TEST

#### The Ant and the Dove

Once upon a time, a very thirsty ant was drinking water from the river. Suddenly, the ant lost his balance and fell into the river water. “help, help, help!” cried the ant. But no one could hear his cries. A dove, sitting on a tree nearby, saw that the ant was in trouble. She quickly plucked off a leaf from the tree and dropped it into the water. The ant climbed on the leaf. He thanked the Dove for saving his life.

After a few days, the Dove was sitting on a tree. The ant saw hunter aiming his arrow at the dove. The ant knew that his friend, the Dove, was in danger. He quickly bit the hunter’s leg. The hunter cried in pain. The hunter’s arrow missed the dove. This time, the ant saved the Dove. The Dove thanked the ant for saving her life. And they became friends forever.

## APPENDICES B

Direction:

1. This test is only used for research purpose, and it will not influence your score

Instruction;

Understand and retell the story according to what you know

### POST-TEST

#### True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

**Let's Discuss :**

1. **What do you think about this story ?**
2. **What is the value that we can learn from the story ?**

## APPENDIX C

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan : UPT SMA 2 JENEPONTO**

**RPP Mata Pelajaran : Bahasa Inggris**

**Kelas : XI**

**Materi : Teks narrative**

**Tahun Pelajaran : 2023/2024**

**Alokasi Waktu : 2 x 40 Menit**

**Pertemuan : 1**

#### **A. Kompetensi Inti**

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

#### **B. KD & Indikator Pencapaian Kompetensi (IPK)**

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Memahami unsur kebahasaan dari teks naratif sesuai dalam memberi dan meminta informasi terkait legenda rakyat.

4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	4.4.1 Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi. 4.4.2 Siswa dapat mengetahui nilai-nilai moral yang terdapat pada cerita.
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### C. Tujuan Pembelajaran

Dalam proses pembelajaran ini peserta didik diharapkan dapat:

1. Siswa mampu memahami unsur kebahasaan dari teks naratif sesuai dalam memberi dan meminta informasi terkait legenda rakyat
2. Siswa mampu membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.
3. Siswa mampu mengetahui nilai-nilai moral yang terdapat pada cerita.

Dengan rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik.

### D. Materi Pembelajaran

1. Language features of Narrative Text
    - Use simple past tense. e.g.
      - My mother went to Ancol last week.
      - The woman found a bag yesterday.
    - Adverb of time. e.g.
      - Once upon a time
      - One day, etc.
    - Time conjunction. e.g.
      - When, then
      - Suddenly, etc.
    - Specific character. The character of the story is specific, not general.
      - Cinderella, Snow White, Alibaba, etc.
    - Action verbs. A verb that shows an action.
      - Killed, dug, walked, etc.
    - Direct speech. It is to make the story lively (the direct speech uses present tense).
      - Snow White said, "My name is Snow White".
- e.g.

### E. Metode Pembelajaran

- a. Pendekatan : Scientific TPACK.
- b. Model : Project Based Learning
- c. Metode: video dubbing task.

### F. Media, Alat, dan Sumber Pembelajaran

- a. Media: Video.
- b. Alat: Laptop, proyektor.
- c. Sumber belajar:
  - i) Buku Pembelajaran SMA Bahasa Inggris Kelas XI
  - ii) Kamus Bahasa Inggris
  - iii) Pengalaman peserta didik dan guru

### G. Kegiatan Pembelajaran

<b>Kegiatan Pendahuluan (10 menit)</b>	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi: <i>Teks naratif</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
<b>Kegiatan Inti (60 Menit)</b>	
<ul style="list-style-type: none"> <li>• <b>Pertanyaan mendasar</b></li> <li>• <b>Designing project planning</b></li> <li>• <b>Menyusun jadwal</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mengajukan pertanyaan mendasar tentang apa yang akan dilakukan pada kegiatan dubbing</li> <li>• Guru memastikan setiap peserta didik mengetahui prosedur pembuatan video dubbing yang akan dihasilkan.</li> <li>• Peserta didik menonton video tentang “The Ant and the Dove” .</li> <li>• Guru memberikan informasi mengenai latar belakang dari cerita “The Ant and the Dove”.</li> <li>• Guru dan peserta didik membuat kesepakatan tentang jadwal pembuatan proyek (tahapan-tahapan dan pengumpulan)</li> </ul>
<b>Kegiatan penutup (10 menit)</b>	

- Peserta didik dan guru merefleksi kegiatan pembelajaran
- Peserta didik dan guru menarik kesimpulan dari hasil kegiatan pembelajaran.
- Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan kepada peserta didik yang kinerjanya baik.
- Menugaskan peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan dipelajari.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan : UPT SMA 2 JENEPONTO**

**RPP Mata Pelajaran : Bahasa Inggris**

**Kelas : XI**

**Materi : Teks narrative**

**Tahun Pelajaran : 2023/2024**

**Alokasi Waktu : 2 x 40 Menit**

**Pertemuan : 2**

### A. Kompetensi Inti

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

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3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Memahami unsur kebahasaan dari teks naratif sesuai dalam memberi dan meminta informasi terkait legenda rakyat.



<p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.</p>	<p>4.4.1 Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.</p> <p>4.4.2 Siswa dapat mengetahui nilai-nilai moral yang terdapat pada cerita.</p>
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### C. Tujuan Pembelajaran

Dalam proses pembelajaran ini peserta didik diharapkan dapat:

1. Siswa mampu memahami unsur kebahasaan dari teks naratif sesuai dalam memberi dan meminta informasi terkait legenda rakyat
2. Siswa mampu membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.
3. Siswa mampu mengetahui nilai-nilai moral yang terdapat pada cerita.

Dengan rasa rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik.

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1. Language features of Narrative Text
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    - Suddenly, etc.
  - Specific character. The character of the story is specific, not general.
    - Cinderella, Snow White, Alibaba, etc.
  - Action verbs. A verb that shows an action.
    - Killed, dug, walked, etc.
  - Direct speech. It is to make the story lively (the direct speech uses present tense).
    - Snow White said, "My name is Snow White".

### **The Ant and the Dove**

Once upon a time, a very thirsty ant was drinking water from the river. Suddenly, the ant lost his balance and fell into the river water. “help, help, help!” cried the ant. But no one could hear his cries. A dove, sitting on a tree nearby, saw that the ant was in trouble. She quickly plucked off a leaf from the tree and dropped it into the water. The ant climbed on the leaf. He thanked the Dove for saving his life.

After a few days, the Dove was sitting on a tree. The ant saw hunter aiming his arrow at the dove. The ant knew that his friend, the Dove, was in danger. He quickly bit the hunter’s leg. The hunter cried in pain. The hunter’s arrow missed the dove. This time, the ant saved the Dove. The Dove thanked the ant for saving her life. And they became friends forever.

- Use simple past tense: She quickly plucked off a leaf from the tree and dropped it into the water.
- Adverb of time: once upon a time.
- Time conjunction: Suddenly.
- Specific character: the ant and the dove.
- Action verbs: bit.
- Direct speech: “help, help, help!” cried the ant.

#### **E. Metode Pembelajaran**

- a. Pendekatan : Scientific TPACK.
- b. Model : Project Based Learning
- c. Metode: video dubbing task.

#### **F. Media, Alat, dan Sumber Pembelajaran**

- a. Media: Video.
- b. Alat: Laptop, proyektor.
- c. Sumber belajar:
  - i) Buku Pembelajaran SMA Bahasa Inggris Kelas XI
  - ii) Kamus Bahasa Inggris
  - iii) Pengalaman peserta didik dan guru

## G. Kegiatan Pembelajaran

<b>Kegiatan Pendahuluan (10 menit)</b>	
Melakukan pembukaan dengan salam pembukan dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi: <i>Teks naratif</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
<b>Kegiatan Inti (60 Menit)</b>	
<ul style="list-style-type: none"> <li>• <b>Memantau siswa dan kemajuan proyek</b></li> </ul>	<ul style="list-style-type: none"> <li>• Guru memantau keaktifan para peserta didik selama melaksanakan video dubbing dan membimbing jika mengalami kesulitan.</li> <li>• Peserta didik menonton video tentang “The Ant and the Dove” sebanyak 2 kali.</li> <li>• Peserta didik melakukan pra-rekaman video dubbing.</li> </ul>
<b>Communication</b>	Setiap peserta didik berlatih dubbing video cerita “The Ant and the Dove” dengan intonasi, ucapan dan tekanan kata yang benar.
<b>Kegiatan penutup (10 menit)</b>	
<ul style="list-style-type: none"> <li>• Peserta didik dan guru merefleksi kegiatan pembelajaran</li> <li>• Peserta didik dan guru menarik kesimpulan dari hasil kegiatan pembelajaran.</li> <li>• Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan kepada kelompok yang kinerjanya baik.</li> <li>• Menugaskan peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan dipelajari.</li> <li>• Guru menyampaikan materi pembelajaran berikutnya.</li> <li>• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>	

**RENCANA PELAKSANAAN PEMBELAJARAN(RPP)**

**Satuan Pendidikan : UPT SMA 2 JENEPONTO**

**RPP Mata Pelajaran : Bahasa Inggris**

**Kelas : XI**

**Materi : Teks narrative**

**Tahun Pelajaran : 2023/2024**

**Alokasi Waktu : 2 x 40 Menit**

**Pertemuan : 3**

**A. Kompetensi Inti**

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

**B. KD & Indikator Pencapaian Kompetensi (IPK)**

<b>Kompetensi Dasar</b>	<b>Indikator</b>
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Memahami unsur kebahasaan dari teks naratif sesuai dalam memberi dan meminta informasi terkait legenda rakyat.

<p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.</p>	<p>4.4.1 Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.</p> <p>4.4.2 Siswa dapat mengetahui nilai-nilai moral yang terdapat pada cerita.</p>
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### C. Tujuan Pembelajaran

Dalam proses pembelajaran ini peserta didik diharapkan dapat:

1. Siswa mampu memahami unsur kebahasaan dari teks naratif sesuai dalam memberi dan meminta informasi terkait legenda rakyat
2. Siswa mampu membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.
3. Siswa mampu mengetahui nilai-nilai moral yang terdapat pada cerita.

Dengan rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik.

#### 2. Language features of Narrative Text

- Use simple past tense.e.g.
  - My mother went to Ancol last week.
  - The woman found a bag yesterday.
- Adverb of time.e.g.
  - Once upon a time
  - One day, etc.
- Time conjunction.e.g.
  - When, then
  - Suddenly, etc.
- Specific character. The character of the story is specific, not general.
  - Cinderella, Snow White, Alibaba, etc.
- Action verbs. A verb that shows an action.
  - Killed, dug, walked, etc.
- Direct speech. It is to make the story lively (the direct speech uses present tense).
  - Snow White said, "My name is Snow White".

e.g.

### **The Ant and the Dove**

Once upon a time, a very thirsty ant was drinking water from the river. Suddenly, the ant lost his balance and fell into the river water. “help, help, help!” cried the ant. But no one could hear his cries. A dove, sitting on a tree nearby, saw that the ant was in trouble. She quickly plucked off a leaf from the tree and dropped it into the water. The ant climbed on the leaf. He thanked the Dove for saving his life.

After a few days, the Dove was sitting on a tree. The ant saw hunter aiming his arrow at the dove. The ant knew that his friend, the Dove, was in danger. He quickly bit the hunter’s leg. The hunter cried in pain. The hunter’s arrow missed the dove. This time, the ant saved the Dove. The Dove thanked the ant for saving her life. And they became friends forever.

- Use simple past tense: She quickly plucked off a leaf from the tree and dropped it into the water.
- Adverb of time: once upon a time.
- Time conjunction: Suddenly.
- Specific character: the ant and the dove.
- Action verbs: bit.
- Direct speech: “help, help, help!” cried the ant.

#### **D. Metode Pembelajaran**

- a. Pendekatan : Scientific TPACK.
- b. Model : Project Based Learning
- c. Metode: video dubbing task.

#### **E. Media, Alat, dan Sumber Pembelajaran**

- a. Media: Video.
- b. Alat: Laptop, proyektor.
- c. Sumber belajar:
  - i) Buku Pembelajaran SMA Bahasa Inggris Kelas XI
  - ii) Kamus Bahasa Inggris
  - iii) Pengalaman peserta didik dan guru

## F. Kegiatan Pembelajaran

<b>Kegiatan Pendahuluan (10 menit)</b>	
Melakukan pembukaan dengan salam pembukan dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi: <i>Teks naratif</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
<b>Kegiatan Inti (60 Menit)</b>	
<ul style="list-style-type: none"> <li>• <b>Menguji Hasil</b></li> </ul>	<ul style="list-style-type: none"> <li>• Guru meminta peserta didik untuk mendengarkan pra-rekaman mereka sendiri dan membandingkan kinerja mereka dengan soundtrack asli untuk koreksi diri dan peningkatan diri.</li> <li>• Guru memberikan umpan balik dan saran atas penampilan peserta didik dalam pra-rekaman.</li> <li>• Peserta didik menonton video tentang “The Ant and the Dove” sebanyak 2 kali.</li> <li>• Peserta didik berlatih dan berlatih lagi dubbing video.</li> </ul>
<b>Communication</b>	Setiap peserta didik berlatih dubbing video cerita “The Ant and the Dove” dengan intonasi, ucapan dan tekanan kata yang benar.
<b>Kegiatan penutup (10 menit)</b>	

**RENCANA PELAKSANAAN PEMBELAJARAN(RPP)**

**Satuan Pendidikan : UPT SMA 2 JENEPONTO**

**RPP Mata Pelajaran : Bahasa Inggris**

**Kelas : XI**

**Materi : Teks narrative**

**Tahun Pelajaran : 2023/2024**

**Alokasi Waktu : 2 x 40 Menit**

**Pertemuan : 4**

**A. Kompetensi Inti**

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

**B. KD & Indikator Pencapaian Kompetensi (IPK)**

<b>Kompetensi Dasar</b>	<b>Indikator</b>
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Memahami unsur kebahasaan dari teks naratif sesuai dalam memberi dan meminta informasi terkait legenda rakyat.
4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	4.4.1 Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi. 4.4.2 Siswa dapat mengetahui nilai-



	nilai moral yang terdapat pada cerita
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### C. Tujuan Pembelajaran

Dalam proses pembelajaran ini peserta didik diharapkan dapat:

1. Siswa mampu memahami unsur kebahasaan dari teks naratif sesuai dalam memberi dan meminta informasi terkait legenda rakyat
2. Siswa mampu membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.
3. Siswa mampu mengetahui nilai-nilai moral yang terdapat pada cerita.

Dengan rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik.

### D. Materi Pembelajaran

#### 1. Language features of Narrative Text

- Use simple past tense e.g.
  - My mother went to Ancol last week.
  - The woman found a bag yesterday.
- Adverb of time e.g.
  - Once upon a time
  - One day, etc.
- Time conjunction e.g.
  - When, then
  - Suddenly, etc.
- Specific character. The character of the story is specific, not general.
  - Cinderella, Snow White, Alibaba, etc.
- Action verbs. A verb that shows an action.
  - Killed, dug, walked, etc.
- Direct speech. It is to make the story lively (the direct speech uses present tense).
  - Snow White said, "My name is Snow White".

e.g.

### **The Ant and the Dove**

Once upon a time, a very thirsty ant was drinking water from the river. Suddenly, the ant lost his balance and fell into the river water. “help, help, help!” cried the ant. But no one could hear his cries. A dove, sitting on a tree nearby, saw that the ant was in trouble. She quickly plucked off a leaf from the tree and dropped it into the water. The ant climbed on the leaf. He thanked the Dove for saving his life.

After a few days, the Dove was sitting on a tree. The ant saw hunter aiming his arrow at the dove. The ant knew that his friend, the Dove, was in danger. He quickly bit the hunter’s leg. The hunter cried in pain. The hunter’s arrow missed the dove. This time, the ant saved the Dove. The Dove thanked the ant for saving her life. And they became friends forever.

- Use simple past tense: She quickly plucked off a leaf from the tree and dropped it into the water.
- Adverb of time: once upon a time.
- Time conjunction: Suddenly.
- Specific character: the ant and the dove.
- Action verbs: bit.
- Direct speech: “help, help, help!” cried the ant.

#### **E. Metode Pembelajaran**

- a. Pendekatan : Scientific TPACK.
- b. Model : Project Based Learning
- c. Metode: video dubbing task.

#### **F. Media, Alat, dan Sumber Pembelajaran**

- a. Media: Video.
- b. Alat: Laptop, proyektor.
- c. Sumber belajar:
  - i) Buku Pembelajaran SMA Bahasa Inggris Kelas XI
  - ii) Kamus Bahasa Inggris
  - iii) Pengalaman peserta didik dan guru

## G. Kegiatan Pembelajaran

<b>Kegiatan Pendahuluan (10 menit)</b>	
Melakukan pembukaan dengan salam pembukan dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi: <i>Teks naratif</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
<b>Kegiatan Inti (60 Menit)</b>	
<ul style="list-style-type: none"> <li>• <b>Evaluasi Pengalaman Belajar</b></li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik merekam versi akhir video dubing mereka dan mengirimkan pekerjaan mereka ke guru.</li> <li>• Setiap peserta didik menampilkan hasil video dubbing masing-masing.</li> <li>• Pada akhir proses pembelajaran guru dan peserta didik melakukan refleksi terhadap hasil proyek yang sudah dijalankan.</li> </ul>
<b>Kegiatan penutup (10 menit)</b>	
<ul style="list-style-type: none"> <li>• Peserta didik dan guru merefleksi kegiatan pembelajaran</li> <li>• Peserta didik dan guru menarik kesimpulan dari hasil kegiatan pembelajaran.</li> <li>• Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan kepada kelompok yang kinerjanya baik).</li> <li>• Menugaskan peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan dipelajari.</li> <li>• Guru menyampaikan materi pembelajaran berikutnya.</li> <li>• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>	

**APPENDICES D**  
**DATA ANALYSIS**

**a. Fluency**

1. List sample and score of the students fluency pre-test

No	Code	Score	Classification
1.	AHAH	65	Good
2.	AA	40	Fairly Good
3.	APJ	55	Very Good
4.	AA	45	Fairly Good
5.	AM	45	Good
6.	ASM	50	Good
7.	A	60	Good
8.	A	60	Good
9.	AMZ	45	Good
10.	DAS	50	Very Good
11.	EAP	60	Fairly Good
12.	ER	65	Very Good
13.	HS	40	Fairly Good
14.	INH	40	Fairly Good
15.	IB	70	Good
16.	IMIJ	40	Very Good
17.	J	50	Very Good
18.	MAS	35	Fairly Good
19.	MA	35	Fairly Good
20.	MNAS	60	Very Good
21.	NDS	25	Good
22.	NA	35	Good
23.	NA	45	Fairly Good
24.	NRF	80	Very Good
25.	PA	60	Very Good
26.	RJ	40	Good
27.	RPS	35	Good
28.	RA	35	Good
29.	SNA	50	Very Good
30.	T	65	Good
Total Score	$\sum x$	1.480	
Mean Score	$\bar{x}$	49.33	

## 2. List sample and score of the students fluency post-test

No	Code	Score	Classification
1.	AHAH	75	Very Good
2.	AA	65	Good
3.	APJ	85	Excellent
4.	AA	65	Good
5.	AM	80	Very Good
6.	ASM	70	Very Good
7.	A	70	Very Good
8.	A	75	Very Good
9.	AMZ	80	Very Good
10.	DAS	90	Very Good
11.	EAP	70	Good
12.	ER	75	Excellent
13.	HS	50	Good
14.	INH	60	Good
15.	IB	90	Good
16.	IMIJ	80	Very Good
17.	J	75	Excellent
18.	MAS	80	Fairly Good
19.	MA	85	Fairly Good
20.	MNAS	90	Excellent
21.	NDS	95	Good
22.	NA	75	Good
23.	NA	90	Good
24.	NRF	95	Excellent
25.	PA	80	Excellent
26.	RJ	80	Very Good
27.	RPS	90	Good
28.	RA	90	Very Good
29.	SNA	75	Very Good
30.	T	80	Good
Total Score	$\sum x$	2.360	
Mean Score	$\bar{x}$	78.67	

**b. Vocabulary**

3. List sample and score of the students vocabulary pre-test

No	Code	Score	Classification
1.	AHAH	65	Good
2.	AA	54	Fairly Good
3.	APJ	82	Excellent
4.	AA	62	Good
5.	AM	70	Very Good
6.	ASM	72	Very Good
7.	A	70	Very Good
8.	A	74	Very Good
9.	AMZ	75	Very Good
10.	DAS	82	Excellent
11.	EAP	60	Good
12.	ER	83	Excellent
13.	HS	60	Good
14.	INH	65	Good
15.	IB	67	Good
16.	IMIJ	83	Excellent
17.	J	82	Excellent
18.	MAS	56	Fairly Good
19.	MA	60	Good
20.	MNAS	80	Good
21.	NDS	66	Good
22.	NA	63	Good
23.	NA	52	Fairly Good
24.	NRF	79	Very Good
25.	PA	81	Excellent
26.	RJ	55	Fairly Good
27.	RPS	60	Good
28.	RA	61	Good
29.	SNA	60	Good
30.	T	55	Fairly Good
Total Score	$\sum x$	2.034	
Mean Score	$\bar{x}$	67,5	

## 4. List sample and score of the students vocabulary post-test

No	Code	Score	Classification
1.	AHAH	80	Very Good
2.	AA	75	Good
3.	APJ	90	Excellent
4.	AA	80	Good
5.	AM	80	Good
6.	ASM	80	Good
7.	A	81	Good
8.	A	82	Good
9.	AMZ	85	Good
10.	DAS	93	Excellent
11.	EAP	75	Good
12.	ER	90	Excellent
13.	HS	76	Good
14.	INH	78	Good
15.	IB	79	Good
16.	IMIJ	90	Excellent
17.	J	91	Excellent
18.	MAS	57	Fairly Good
19.	MA	79	Good
20.	MNAS	93	Excellent
21.	NDS	70	Good
22.	NA	74	Good
23.	NA	60	Fairly Good
24.	NRF	90	Excellent
25.	PA	94	Excellent
26.	RJ	75	Good
27.	RPS	78	Good
28.	RA	80	Good
29.	SNA	80	Good
30.	T	75	Good
Total Score	$\sum x$	2.410	
Mean Score	$\bar{x}$	80.33	

**APPENDICES E**  
**THE RAW SCORE OF STUDENTS' SPEAKING SKILLS**

**a. Fluency**

No	Code	Score Pre-Test (X <sub>1</sub> )	Score Post-Test (X <sub>2</sub> )	D (X <sub>2</sub> -X <sub>1</sub> )	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub> <sup>2</sup>	D <sup>2</sup>
1	AHA H	65	75	10	4225	5625	100
2	AA	40	65	25	1600	4225	625
3	APJ	55	85	30	3025	7225	900
4	AA	45	65	20	2025	4225	400
5	AM	45	80	35	2025	6400	1225
6	ASM	50	70	20	2500	4900	400
7	A	60	70	10	3600	4900	100
8	A	60	75	15	3600	5625	225
9	AMZ	45	80	35	2025	6400	1225
10	DAS	50	90	40	2500	8100	1600
11	EAP	60	70	10	3600	4900	100
12	ER	65	75	10	4225	5625	100
13	HS	40	50	10	1600	2500	100
14	INH	40	60	20	1600	3600	400
15	IB	70	90	20	4900	8100	400
16	IMIJ	40	80	40	1600	6400	1600
17	J	50	75	25	2500	5625	625
18	MAS	35	80	45	1225	6400	2025
19	MA	35	85	50	1225	7225	2500
20	MNA S	60	90	30	3600	8100	900
21	NDS	25	95	70	625	9025	4900
22	NA	35	75	40	1225	5625	1600
23	NA	45	90	45	2025	8100	2025
24	NRF	80	95	15	6400	9025	225
25	PA	60	80	20	3600	6400	400
26	RJ	40	80	40	1600	6400	1600
27	RPS	35	90	55	1225	8100	3025
28	RA	35	90	55	1225	8100	3025
29	SNA	50	75	25	2500	5625	625
30	T	65	80	15	4225	6400	225
<b>Total score</b>	$\sum x$	<b>1480</b>	<b>2360</b>	<b>880</b>	<b>77850</b>	<b>177450</b>	<b>33200</b>
<b>Mean score</b>	$\bar{x}$	<b>49.33</b>	<b>78.67</b>	<b>29.33</b>	<b>2595</b>	<b>5915</b>	<b>1106.67</b>



## b. Vocabulary

No	Code	Score Pre-Test (X <sub>1</sub> )	Score Post-Test (X <sub>2</sub> )	D (X <sub>2</sub> -X <sub>1</sub> )	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub> <sup>2</sup>	D <sup>2</sup>
1.	AHAH	65	80	13	4225	6400	168
2.	AA	54	75	21	2916	5625	441
3.	APJ	82	90	20	6724	8100	400
4.	AA	62	80	25	3844	6400	625
5.	AM	70	80	20	4900	6400	400
6.	ASM	72	80	17	5184	6400	289
7.	A	70	81	19	4900	6561	361
8.	A	74	82	14	5476	6724	196
9.	AMZ	75	85	20	5625	7225	400
10.	DAS	82	93	17	6724	8649	289
11.	EAP	60	75	20	3600	5625	400
12.	ER	83	90	12	6889	8100	144
13.	HS	60	76	21	3600	5776	411
14.	INH	65	78	20	4225	6084	400
15.	IB	67	79	14	4489	6241	196
16.	IMIJ	83	90	16	6889	8100	256
17.	J	82	91	11	6724	8281	121
18.	MAS	56	57	2	3136	3249	4
19.	MA	60	79	12	3600	6241	144
20.	MNAS	80	93	22	6400	8649	484
21.	NDS	66	70	3	4356	4900	9
22.	NA	63	74	14	3969	5476	196
23.	NA	52	60	5	2704	3600	25
24.	NRF	79	90	12	6241	8100	144
25.	PA	81	94	14	6561	8836	196
26.	RJ	55	75	9	3025	5625	81
27.	RPS	60	78	18	3600	6084	324
28.	RA	61	80	15	3721	6400	225
29.	SNA	60	80	8	3600	6400	64
30.	T	55	75	10	3025	5625	100
<b>Total Score</b>	$\sum x$	2034	2410	441	140872	196276	7493
<b>Mean Score</b>	$x$	67.8	80.33	14.7	4695	6542	249,76

## APPENDICES F

### THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

- a. The students' means score in pre-test and post-test in terms Fluency

**Pre-test**

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{1.480}{30}$$

$$= 49.33$$

**Post-test**

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{2.360}{30}$$

$$= 78.67$$

- b. The students' means score in pre-test and post-test in terms Vocabulary

**Pre-test**

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{2.034}{30}$$

$$= 67.8$$

**Post-test**

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{2.410}{30}$$

$$= 80.33$$

## APPENDICES G

### THE IMPROVEMENT OF STUDENTS' SPEAKING SKILLS

#### a) Improvement students' in speaking skills (fluency)

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

$$\% = \frac{78.67 - 49.33}{49.33} \times 100$$

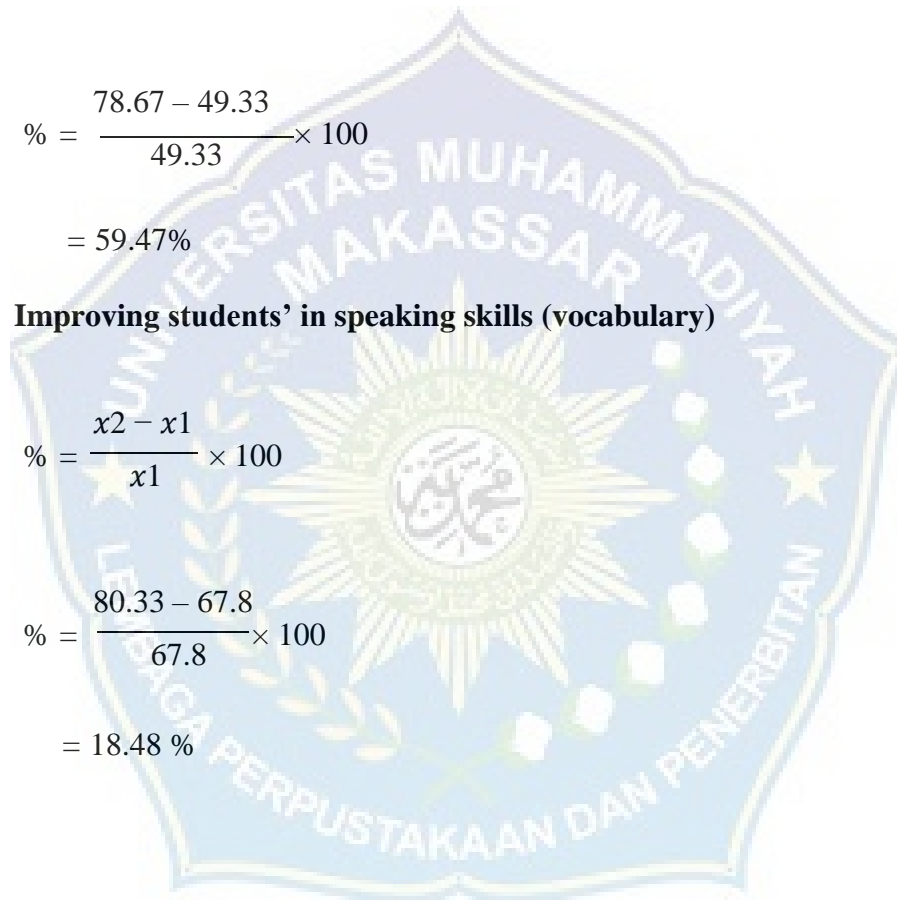
$$= 59.47\%$$

#### b) Improving students' in speaking skills (vocabulary)

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

$$\% = \frac{80.33 - 67.8}{67.8} \times 100$$

$$= 18.48 \%$$



## APPENDICES H

**CLASSIFICATION OF PERCENTAGE SPEAKING SKILLS IN PRE-  
TEST AND POST-TEST (FLUENCY)**

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	0	0
2	86-95	Very Good	1	3%	8	27%
3	76-85	Good	1	3%	9	30%
4	66-75	Fairly Good	1	3%	8	27%
5	56-65	Fair	9	30%	4	13%
6	36-55	Poor	13	44%	1	3%
7	0-35	Very Poor	5	17%	0	0
<b>Total</b>			30	100%	30	100%

**CLASSIFICATION OF PERCENTAGE SPEAKING SKILLS IN PRE-  
TEST AND POST-TEST (VOCABULARY)**

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	0	0
2	86-95	Very Good	0	0	7	23%
3	76-85	Good	8	27%	15	50%
4	66-75	Fairly Good	7	23%	5	17%
5	56-65	Fair	12	40%	3	10%
6	36-55	Poor	3	10%	0	0
7	0-35	Very Poor	0	0	0	0
<b>Total</b>			30	100%	30	100%

## APPENDICES I CALCULATING THE T-TEST ANALYSIS

a. Calculating the T-test value of students' in speaking skills ( fluency )

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{29.33}{\frac{\sqrt{33200 - \frac{(880)^2}{30}}}{30(30-1)}}$$

$$t = \frac{29.33}{\frac{\sqrt{33200 - 25.813}}{870}}$$

$$t = \frac{29.33}{\frac{\sqrt{7387}}{870}}$$

$$= \frac{29.33}{\sqrt{8.49}}$$

$$t = \frac{29.33}{\sqrt{2,9}}$$

$$t = 10.1$$

b. Calculating the T-test value of students' in speaking skills ( vocabulary )

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{14.7}{\frac{\sqrt{7943 - \frac{(441)^2}{30}}}{30(30-1)}}$$

$$t = \frac{14.7}{\frac{\sqrt{7493 - 6482}}{870}}$$

$$t = \frac{14.7}{\frac{\sqrt{1011}}{870}}$$

$$\begin{aligned} &= 14.7 \\ &\sqrt{1.16} \\ t &= 14.7 \\ &\sqrt{1.07} \\ t &= 13.7 \end{aligned}$$



**APPENDICES J**  
**TABLE DISTRIBUTION OF T-VALUE**

Degree of freedom (df) =  $N - 1 = 30 - 1 = 29$

T- table= 2.04253

Degrees of freedom (df)	.2	.15	.1	.05	.025	.01	.005	.001
1	3.078	4.165	6.314	12.706	25.452	63.657	127.321	636.619
2	1.886	2.282	2.920	4.303	6.205	9.925	14.089	31.599
3	1.638	1.924	2.353	3.182	4.177	5.841	7.453	12.924
4	1.533	1.778	2.132	2.776	3.495	4.604	5.598	8.610
5	1.476	1.699	2.015	2.571	3.163	4.032	4.773	6.869
6	1.440	1.650	1.943	2.447	2.969	3.707	4.317	5.959
7	1.415	1.617	1.895	2.365	2.841	3.499	4.029	5.408
8	1.397	1.592	1.860	2.306	2.752	3.355	3.833	5.041
9	1.383	1.574	1.833	2.262	2.685	3.250	3.690	4.781
10	1.372	1.559	1.812	2.228	2.634	3.169	3.581	4.587
11	1.363	1.548	1.796	2.201	2.593	3.106	3.497	4.437
12	1.356	1.538	1.782	2.179	2.560	3.055	3.428	4.318
13	1.350	1.530	1.771	2.160	2.533	3.012	3.372	4.221
14	1.345	1.523	1.761	2.145	2.510	2.977	3.326	4.140
15	1.341	1.517	1.753	2.131	2.490	2.947	3.286	4.073
16	1.337	1.512	1.746	2.120	2.473	2.921	3.252	4.015
17	1.333	1.508	1.740	2.110	2.458	2.898	3.222	3.965
18	1.330	1.504	1.734	2.101	2.445	2.878	3.197	3.922
19	1.328	1.500	1.729	2.093	2.433	2.861	3.174	3.883
20	1.325	1.497	1.725	2.086	2.423	2.845	3.153	3.850
21	1.323	1.494	1.721	2.080	2.414	2.831	3.135	3.819
22	1.321	1.492	1.717	2.074	2.405	2.819	3.119	3.792
23	1.319	1.489	1.714	2.069	2.398	2.807	3.104	3.768
24	1.318	1.487	1.711	2.064	2.391	2.797	3.091	3.745
25	1.316	1.485	1.708	2.060	2.385	2.787	3.078	3.725
26	1.315	1.483	1.706	2.056	2.379	2.779	3.067	3.707
27	1.314	1.482	1.703	2.052	2.373	2.771	3.057	3.690
28	1.313	1.480	1.701	2.048	2.368	2.763	3.047	3.674
29	1.311	1.479	1.699	2.045	2.364	2.756	3.038	3.659
30	1.310	1.477	1.697	2.042	2.360	2.750	3.030	3.646
40	1.303	1.468	1.684	2.021	2.329	2.704	2.971	3.551
50	1.299	1.462	1.676	2.009	2.311	2.678	2.937	3.496
60	1.296	1.458	1.671	2.000	2.299	2.660	2.915	3.460
70	1.294	1.456	1.667	1.994	2.291	2.648	2.899	3.435
80	1.292	1.453	1.664	1.990	2.284	2.639	2.887	3.416
100	1.290	1.451	1.660	1.984	2.276	2.626	2.871	3.390
1000	1.282	1.441	1.646	1.962	2.245	2.581	2.813	3.300
Infinite	1.282	1.440	1.645	1.960	2.241	2.576	2.807	3.291



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Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Sri Wahyuni

Nim : 105351108919

Program Studi : Pendidikan Bahasa Inggris

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Makassar, 09 November 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



Nursihana Gum, M.I.P  
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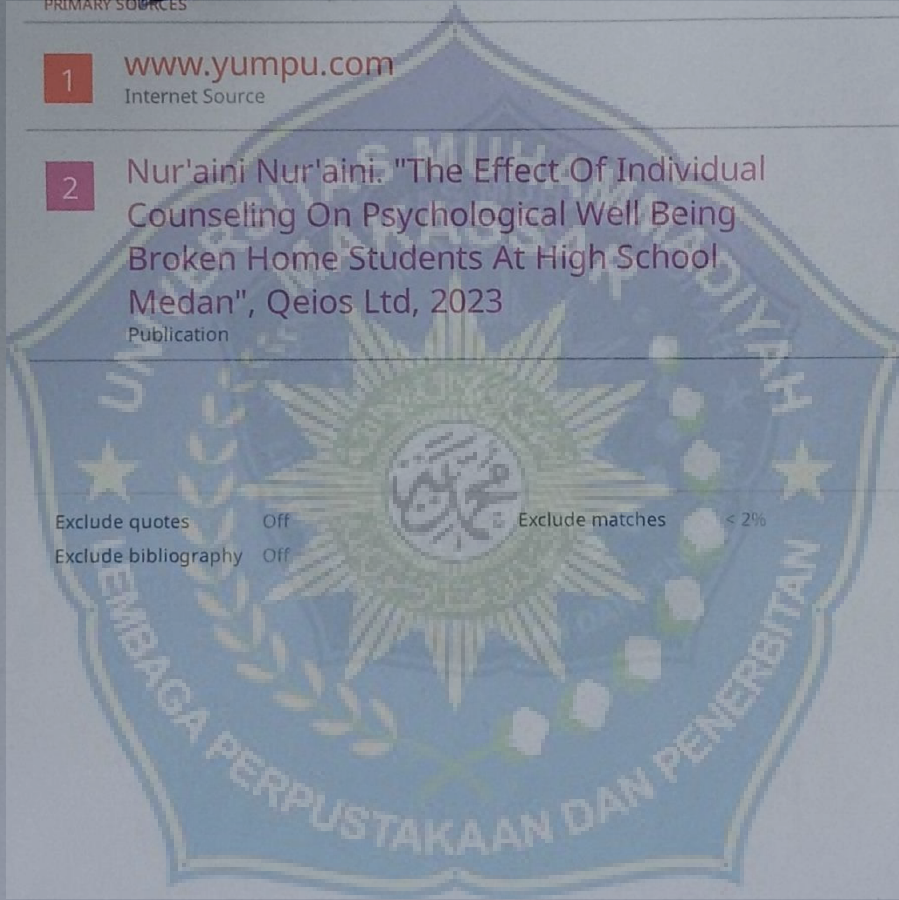
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Nomor : 14107/FKIP/A 4-II/VII/1444/2023  
Lampiran : 1 (Satu) Lembar  
Perihal : Pengantar Penelitian

Kepada Yang Terhormat  
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Di -  
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*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	Sri Wahyuni
Stambuk	105351108919
Program Studi	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	Makassar / 03-02-2000
Alamat	Jl Cassing Dg.Tiro

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE USE OF PROJECT BASED LEARNING TO IMPROVE STUDENTS SPEAKING SKILLS AT UPT SMA NEGERI 2 JENEPONTO

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*

*Wassalamu Alaikum  
Warahmatullahi  
Wabarakatuh*

Makassar, 6 Jumadai Ula 1444 H  
12 Juli 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.  
NBM. 860.934



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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14107/FKIP/A.4-II/VII/1444/2023 tanggal 12 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : SRI WAHYUNI

No. Stambuk : 10535 1108919

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"THE USE OF PROJECT LEARNING TO IMPROVE STUDENTS' SPEAKING SKILLS  
AT UPT SMA NEGERI 2 JENEPONTO"**

Yang akan dilaksanakan dari tanggal 18 Juli 2023 s/d 18 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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**Dr. Abubakar Idhan, MP.**  
NBM 101 7716



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Website : pp.umuhm.ac.id

Nama Mahasiswa : **SRI WAHYUNI**  
 NIM : **105351108919**  
 Judul Penelitian : **THE USE OF PROJECT-BASED LEARNING TO IMPROVE STUDENTS' SPEAKING SKILLS AT UPT SMA 2 JENEPONTO**  
 Tanggal Ujian Proposal : **08 JUNY 2022**  
 Tempat/Lokasi Penelitian : **UPT SMA 2 JENEPONTO**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu, 26/juni/2023	Pre - Test	Fatmawati A, S.Pd., M.Pd.	
2	Rabu, 9/Agustus/2023	Treatment	Fatmawati A, S.Pd., M.Pd.	
3	Rabu, 23/Agustus/2023	Treatment	Fatmawati A, S.Pd., M.Pd.	
4	Rabu, 30/Agustus/2023	Treatment	Fatmawati A, S.Pd., M.Pd.	



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Mengetahui, ....., 2023

Ketua Program Studi,  
FKIPd Insanuh Makassar



**Dr. Umi Khaerati Svam, S.Pd., M.Pd**  
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi



**Timung S.Pd., M.Pd.**  
NIP/ID

5	Rabu 6/September/2023	Post - test	Fatmawati A, S.Pd., M.Pd.	
6	Rabu 13/September/2023	Post - test	Fatmawati A, S.Pd., M.Pd.	
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8				
9				
10				









**DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN  
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*Alamat : Jln. Daud Dg. Lili No. 17 Tanetea Kab. Jeneponto Kode Pos 92351 Email: sman1tamalatea@ymail.com*

**SURAT KETERANGAN PENELITIAN**

Nomor : 421.3 / 162 – UPT SMA.02/JNP/DISDIK.

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 2 Jeneponto, Kabupaten Jeneponto menerangkan bahwa:

Nama	: SRIWAHYUNI
N I M	: 10535108919
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan Peneliti	: Mahasiswa ( S1 )
Lembaga	: Muhammadiyah University Of Makassar
Alamat Peneliti	: Jl. Gassing DG.Tiro Kec.Somba Opu.

Benar telah melakukan Penelitian di UPT SMA Negeri 2 Jeneponto dengan Judul “ **THE USE OF PROJECT – BASED LEARNING TO IMPROVE STUDENTS’ SPEAKING SKILLS AT UPT SMAN 2 JENEPONTO**” dari Tanggal 18 Juli s/d 18 September 2023.

Demikian surat keterangan penelitian ini di berikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Jenepono, 23 Agustus 2023

Kepala UPT,



**AHMAD M., S.Pd., M.M.**

NIP. 19700525 199903 1 006



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**LETTER OF ACCEPTANCE**  
0856/BG-FKIP/LOA/B/XI/1445/2023

Dear SRI WAHYUNI

It is our pleasure to inform you that, after reviewing your paper:  
THE USE OF PROJECT BASED LEARNING TO IMPROVE STUDENTS'  
SPEAKING SKILLS AT UPT SMA 2 JENEPONTO

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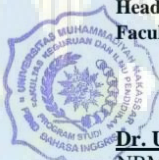
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## DOCUMENTATION













PUSTAKAAN DA

## CURRICULUM VITAE



Sri Wahyuni was born on February 03<sup>th</sup> 2000 in Makassar.

She is the first child from marriage of Sakaruddin and

Hartati her beloved parents. She started education as a

student of elementary school at MI Manggarupi and

graduated 2013. In the same year she registered as a student at SMPN 2

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MAN 1 Makassar and graduated in 2019. Next, the researcher decided to

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