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**THE USE OF PROJECT BASED LEARNING (PBL) METHOD
IN IMPROVING STUDENTS' SPEAKING ABILITY**

*(An Experimental Research at the Eleventh Grade Students of
SMA Muhammadiyah Limbung)*

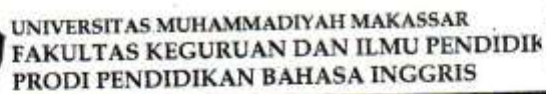


A Thesis

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
of the Requirement for the Degree of
Sarjana Pendidikan*

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**ENGLISH EDUCATION DEPARTMENT
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3 Nov, 2017		<ul style="list-style-type: none">- Be Consistent in using Class XI & Eleventh Grade!- Revise the suggestion- Add more discussion by relating with the theories in chapter 2 without referencing again	
7 Dec, 2017		<p>Some Corrections</p> <ul style="list-style-type: none">- Be consistent to:<ul style="list-style-type: none">• using 'enhancing' (title) & 'improving' (p.s.) & 'teaching' (Conclusion)- Still revise & add more discussion- Be consistent to: using Class XI & the eleventh grade	

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MOTTOS

"There is ease after every hardship."

(QS. Al-Insyirah : 6)

"A person who never made a mistake never tried anything new."

(Albert Einstein)

"The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle."

(Steve Jobs)

"Be brave, be confident, and be positive."

(Writer)

DEDICATIONS

In the name of Allah, I dedicate my thesis for:

My beloved parents, Banta and Sini,

My best sisters, my best brothers,

And all my best friends,

You are my greatest rewards.

Thanks for always supporting me and standing by my side.

ABSTRACT

RISKA. 2018. *The Use of Project Based Learning (PBL) Method in Improving Students' Speaking Ability (An Experimental Research at the Eleventh Grade Students of SMA Muhammadiyah Limbung)*. A Thesis of the English Education Department, the Faculty of Teachers Training and Education. Makassar Muhammadiyah University. Guided by H. Bahrin Amin and Radiah Hamid.

The objective of the research was to find out the improvement of the students' speaking in term of fluency and vocabulary by the implementation of Project Based Learning (PBL) Method at the Eleventh Grade Students' of SMA Muhammadiyah Limbung.

The method of this research was Pre Experimental Research consisted of eight meetings. This Pre Experimental research was done at Senior High School Muhammadiyah Limbung for English Subject. As subject in this research was Class XI IPA 1 in 2017-2018 Academic Years with students' number 35 students. Those consist of 28 women and 7 men, instruments were speaking test and observation.

The findings of the research were students' improvement of the students' speaking ability in term of fluency and vocabulary in which the mean score of pre test was 58 (Less) and the mean score of post test was 78.21 (Good). The result above indicates that there was significant improvement of the students' speaking ability in terms of fluency and vocabulary in the application of Project Based Learning (PBL) at the Eleventh Grade students of SMA Muhammadiyah Limbung.

Keywords: Project Based Learning (PBL), Vocabulary, Fluency, Speaking Ability

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The researcher would like to express her deepest prost profound and gratitude to her parents, Sini and Banta for their prayer, financial, motivation and sacrificed for her success, and also her sisters and brothers who always pray to Allah S.W.T for her success in her study. Their loves, supports, and prayers lead her to reach her success and dream.

The researcher realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore, she would like to acknowledge them:

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- f. To Headmaster, English Teacher and Eleventh Grade Students of SMA Muhammadiyah Limbung who had assisted her in collecting data during the research.
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Finally, by reciting Alhamdulillah Robbil Alamin, the researcher has been success to finish her work or research according to the target of time and also target of the research, nothing left or forgotten to do.

Makassar, January 2018

The Researcher

Riska

LIST OF CONTENTS

	Page
COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELLING SHEET	iv

SURAT PERNYATAAN	vii
SURAT PERJANJIAN	viii
MOTTO	ix
DEDICATON	x
ABSTRACT	xi
ACKNOWLEDGMENTS	xii
LIST OF CONTENTS	xv
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
CHAPTER I: INTRODUCTION	1
A. Background	1
B. Problem Statement	3
C. Objective of the Research	4
D. Significance of the Research	4
E. Scope of the Research	5
CHAPTER II: REVIEW OF RELATED LITERATURE	6
A. Review of Previous Related Findings	6
B. The Concepts of Speaking	8
1. The Nature of Speaking	8
2. Aspects of Speaking	9
3. Teaching Speaking	12
4. Problems in Teaching and Learning Speaking	13
5. Assessing Speaking	15
C. The Concept of Project Based Learning (PBL)	17
1. Definition of Project Based Learning (PBL)	17
2. The Application of PBL in Teaching Speaking	17
3. Types of PBL Tasks	20
4. The Advantages of Project Based Learning (PBL)	20
D. Conceptual Framework	21
E. Research Hypothesis	22
CHAPTER III: RESEARCH METHOD	23

A. Research Design	23
B. Research Variables and Indicators	25
C. Population and Sample	26
D. Instrument of the Research	27
E. Procedure of Collecting Data	27
F. Technique of Data Analysis	29
CHAPTER IV: FINDINGS AND DISCUSSION	31
A. Findings	31
B. Discussion	41
CHAPTER V: CONCLUSION AND SUGGESTION	44
A. Conclusion	44
B. Suggestions	46
BIBLIOGRAPHY	47
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table	
Page	
1. Table 3.1 : Research Design	23
2. Table 3.2 : List of Populations	26
3. Table 3.3 : The Assessment of Students' Speaking in Fluency	28

4. Table 3.4 : The Assessment of Students' Speaking in Vocabulary	28
5. Table 3.5 : Students' Score Classifications	29
6. Table 4.1 : The Mean Score of Students' Speaking Vocabulary	32
7. Table 4.2 : The Mean Score of Students' Speaking Fluency	33
8. Table 4.3 : The Mean Score of Students' Speaking Ability	34
9. Table 4.4 : The Percentage of Students' Speaking Improvement in Vocabulary ..	36
10. Table 4.5 : The Percentage of Students' Speaking Improvement in Fluency	38
11. Table 4.6 : The Percentage of Students' Speaking Improvement	38
12. Table 4.7 : The Comparison of T-test and T-table Score of the Students' Speaking Ability	40

LIST OF FIGURES

Figure	Page
1. Figure 2.1 : The Conceptual Framework	21
2. Figure 4.1 : The Improvement of Students' Score in Vocabulary	32
3. Figure 4.2 : The Improvement of Students' Score in Fluency	33
4. Figure 4.3 : The Improvement of Students' Score in Speaking Ability	35

5. Figure 4.4 : The Percentage of Students' Speaking Improvement in	
Vocabulary	36
6. Figure 4.5 : The Percentage of Students' Speaking Improvement in Fluency	38
7. Figure 4.6 : The Percentage of Students' Speaking Improvement	39

CHAPTER I

INTRODUCTION

A. Background

In this era of globalization, English has a very important role in our lives. English is the language that is used as a medium of communication and as an international language was first used to interact with others around the world. Through English, we can add to our knowledge for the English language as a communication tool not only internationally but also the media to develop modern science. Because of the importance of this, English lessons are intended for students ranging from elementary school, junior high school up to university.

One aspect of language skills were very important role in efforts to give birth to the next generation of intelligent, critical, creative, and cultural is speaking skills. It should be acquired by students. Speaking skill is not only used for academic purposes, but also used for International Communication because speaking is one important part of language teaching that includes one of the four basic language skills. It is the basic skill that the students should possess in order to be able to access other knowledge. In speaking, the students should be able to speak and express their opinion. In general, the aim of teaching speaking is to develop the students' skill in speaking, and to be able to tell something to the other in English.

In fact, the students have problems in learning English during the teaching process. Based on researcher's experienced when observed students at SMA Muhammadiyah Limbung, the researcher found some problems in teaching

English in the classroom especially in speaking. Most of the students think that English is the subject that always is difficult, they could not enrich reviews their speaking and sometimes got confused to start speaking in class. When the teacher asked them to speak, they were not able to express reviews their opinion, ideas thought, or share information to the teacher or other students, the class tended to be silent, only few of them was actively involved in the speaking activity. They are afraid of making mistakes, ridiculed by his/her friends, and having less confidence in their abilities. If students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose reviews their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult, to keep pace with reviews their peers in later years. Therefore, students have to study hard to master and teacher must create a good atmosphere in the classroom.

In solving this problem, teachers must pay a lot of attention on improving students' ability in speaking. The most important thing to carry out in English teaching is that the teacher has to be able to use an appropriate approach, design, and procedures. The researcher assumes that the use of project based learning in learning English is appropriate for improving students' speaking ability. Project based Learning (PBL) Method refers to a method allowing “students to design, plan, and carry out an extended project that produces a publicly exhibited output such as a product, publication, or presentation” (Patton, 2012:13). Through PBL, the learners are engaged in purposeful communication to complete authentic activities (project-work), so that they have the opportunity to use the language in a

relatively natural context and participate in meaningful activities which require authentic language use (Fragoulis, 2009).

The success of PBL implementation has been reported by Gaer in Maulany (2013) who taught speaking skill to a population of Southeast Asian refugees who had been in their beginning-level ESOL (English for Speaker of Other Language) classes. Their speaking skill is improved through PBL. Viewing the success of PBL implementation to Asian refugees in the United States by Gaer, this research try to apply PBL in Indonesian context, especially to young English learners.

After conducted this research, the researcher hopes that the use of Project Based Learning (PBL) can make students' interested in a fun way in their learning process and also can be used to teach new items and practice language forms to support the students' language development. As a result, they will be more confident and be more motivated to have a speaking class.

Related to the phenomenon above, the researcher would like to conducted a research entitled *"The Use of Project Based Learning (PBL) Method in Improving Students' Speaking Ability (An Experimental Research at the Eleventh Grade Students of SMA Muhammadiyah Limbung)"*.

B. Problem Statements

Related with the background above, the researcher formulated the following research questions:

1. Does the use of Project Based Learning (PBL) Method in teaching English improve the speaking fluency of the Eleventh Grade Students of SMA Muhammadiyah Limbung?
2. Does the use of Project Based Learning (PBL) Method in teaching English improve the speaking vocabulary of the Eleventh Grade Students of SMA Muhammadiyah Limbung?

C. Objective of The Research

The success of the teaching-learning process in the language classroom depends on the process of interaction between the teacher and the students and among the students. The degree of the interaction in the classroom is influenced by certain factors such as the materials to be taught, the methods of teaching used and the atmosphere of the class that motivates the students to learn. Therefore, the objectives of the research are to find out whether or not:

1. The use of Project Based Learning (PBL) Method in teaching English improves the speaking fluency of the Eleventh Grade Students of SMA Muhammadiyah Limbung.
2. The use of Project Based Learning (PBL) Method in teaching English improves the speaking vocabulary of the Eleventh Grade Students of SMA Muhammadiyah Limbung.

D. Significance of the Research

The result of this research are expected to be useful of teaching theoretically in order to improve the students' speaking ability by implementation of the Project Based Learning (PBL) Method in appropriate

condition, and hopefully bring meaningful of practically to use as input of teaching learning process in Senior High School especially in teaching speaking ability, where it will input in terms of vocabulary and fluency, so that the students can improve their ability in speaking ability.

E. Scope of the Research

Scope of the research was limited on teaching speaking to the Eleventh Grade Students of SMA Muhammadiyah Limbung in 2016/2017 Academic Years. The area of assessment covers the improving the students' speaking ability in term of fluency and vocabulary by using Project Based Learning (PBL) Method.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Related Findings

This review of literatures presents relevant information that is needed to understand and support the present study. Some research finding from previous researchers concern of Project Based Learning (PBL) are presented below:

The first study is done by Maulany (2013: 30) in her research entitled *“The Use of Project-Based Learning in Improving the Students’ Speaking Skill”*. The findings show that PBL could improve the students’ speaking skill. It was indicated by the improvement of the students’ speaking aspects adapted from Brown (2004) covering comprehension, vocabulary, grammar, fluency, and pronunciation. Of all the five aspects, comprehension and vocabulary were improved most significantly. As for the speaking activities used in PBL, this study used the ones proposed by Brown (2004) and Kayi (2006). Of 21 speaking activities, nine of them were used, namely drilling, storytelling, directed response, picture-cued, translation of limited stretches of discourse, question and answer, discussion, games, and role-play. Based on this study, it is suggested that Project-based Learning is implemented in teaching speaking in primary schools.

The second study is done by Anuyahong (2015). His study is *“Using Project –Based Approach to Enhance English Speaking Ability of Thai-Nichi Institute of Technology Students”*. According to the study, it was found out that English teaching-learning process by using Project-Based Approach was able to enhance students to use English in a real situation based on their interests. The

students had to help each other to do the projects they preferred under the same framework. Thus, after the experiment, the students' before and after learning by using Project-Based Approach had statistically significance differences at 0.01 levels.

The third study is done by Mujiningsih (2009) in her research entitled *"Improving Students' Speaking Ability through Project Works (A Classroom Action Research at SMK Negeri 2 Surakarta in the Academic Year 2008/2009"*. In her research found; through project work the students' self confidence improve, and the collaboration in group also increased the students can speak effectively. Furthermore, Handayani (2010) said that the students speaking competence improve, which covers: 1) Appropriateness, 2) Adequacy of vocabulary for purpose, 3) Grammar accuracy, 4) Intelligibility, 5) Fluency, 6) Relevance and Adequacy of content.

Based on the previous findings above, the researcher can explain that this research is different from Maulany, Anuyahong, and Mujiningsih. In Maulany, her research focused on the nine speaking activities used in Project Based Learning (PBL) namely drilling, storytelling, directed response, pictured-cued, translation of limited stretches of discourse, question and answer, discussion, games, and role play. In Mujiningsih, the purpose of his study is to study undergraduate students' satisfaction with this type of project-based approach. In Mujiningsih, her research focused on to find out the effectiveness of Project Based Learning in improving students' self confidence in speaking. In this

research, the researcher introduced Project Based Learning (PBL) Method that can help students to improve their speaking focus on fluency and vocabulary.

B. The Concepts of Speaking

1. The Nature of Speaking

Speaking is the productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people can communicate with others directly or indirectly.

Mackey (in Magiono 2007: 13) defines speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning. Chaney (in Irawati 2014: 9) argues that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Tupan (in Irawati 2014: 9) also says that language is first spoken. It means that speaking is the basic competence and the most important skill of language. In addition, Harmer (2007) states that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.

From the definitions above, it can be concluded that speaking is the most important skill of language which is about expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain.

2. Aspects of Speaking

Brown (2001) states that there are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well. As a complex activity, speaking has three main aspects as follows:

1) Accuracy

According to Spratt et.al (2005: 34), accuracy in speaking is the use of correct form of grammar, vocabulary and pronunciation. Those three parts involve together in making accurate utterance.

Pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent us from making meaningful utterances. Harmer (2007) states that pronunciation teaching is not only making the students are able to differentiate sounds and sound features, but also improving their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sound.

Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability is mastering vocabulary. Harmer (2007) says that if the students have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what

they are going to say because they know the words that describe their ideas.

Grammar is very important in speaking accuracy. According to Nunan (2003: 154) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

Those three parts are very important elements to accomplish the accuracy in the effort of being able to speak well.

2) Fluency

Fluency according to Spratt et.al (2005: 34) is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the students speaking. It is a parameter of students speaking ability goal. It deals with the quality of the way they speak fluently.

Fluency is another important component that flows in our natural language activity. It is commonly used nation in foreign language teaching, frequently contrasted with accuracy especially in a communicative language teaching. In ordinary life it often has an extended meaning and is used as a synonym of overall oral proficiency. On the

contrary, in the assessment of foreign language proficiency, it is one of several descriptors of oral performance.

a) Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces forms (Brown, 1980: 267). A good clustering is to speak English with phrasal fluently. It means that speak English not word and reduce form are to use English with contraction, elisions, and reduce vowels.

b) Self-Confidence

Speaking is the oral communication, with the other people speaking need braveness. There are many students who have no self-confidence so they cannot communicate with other people. The students sometimes feel embarrassed to speak English. The face that the teacher presents to the world is rarely our real life. It is considered peculiar behavior in our part if then teacher shows in our face what the teacher rarely feel. Therefore the teacher presents must to teach other expect when the teacher are involuntarily rating to something the face the students present to the world is rarely our real face.

c) Contents

Nunan states that the oral communication is two ways process between speaker and listener and native the productive skill of speaking and the receptive skill understanding. It is important to remember that receptive skill not imply passive both in listening and reading.

d) Comprehension

According to Bull (2008: 86), comprehension is ability to understand comprehension here is closely related to good pronunciation, mastering grammar well, has a great deal with vocabularies and fluency too. For example, students are capable of speaking fluently and having majority vocabularies, but their mispronounce lots of words and cannot arrange good sentences.

That is some factors of speaking ability above that have important role in speaking. By mastering all of the factors, the teacher can produce good speech.

3) Accent

Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures the speakers have. Roach (in Irawati 2014) states that there is no speaker who can be taken to represent a particular accent or dialect in this world.

3. Teaching Speaking

Teaching four skills; listening, reading, speaking and listening become a compulsory for the English teachers to guide the students to achieve those abilities by teaching them as interesting as possible. Thus, speaking is also to be taught like the other skills.

Teaching is guiding learners in studying and getting new knowledge, skills, or attitudes. Brown (2001: 7) says that teaching cannot

be defined apart from learning, for teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.

Nunan (2003: 33) defines "teaching speaking" as to teach ESL learners to:

- 1) Produce the English speech sounds and sound patterns
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

4. Problems in Teaching and Learning Speaking

Learners sometimes have some obstacles when they want to talk in the class. They feel afraid of making mistakes because they are reluctant to be judged by the hearer. Ur (in Irawati 2014: 24) argues that some possible problems in speaking including:

- 1) *Inhibition*. Learners are often inhibited about trying things in foreign language classroom, afraid to make mistakes or to be criticized, and shy to utter words.
- 2) *Nothing to say*. Learners sometimes find fault that they do not have something to say. In other words, they cannot express themselves.

- 3) *Low or uneven participation.* Only one participant talks because some learners dominate, while other speaks a little or not at all.
- 4) *Mother tongue use.* In the class, all learners share the same mother tongue, so they feel unnatural to speak in the foreign language.

Burns and Joyce (in Nunan 1999: 231) identify three factors that may indicate students' reluctance to take part in the speaking activity.

- 1) Cultural factors. These can be related to the students' beliefs of the teaching and learning activities such as (1) they are used to being passive by tending to listen to their teacher explanation (Teacher-center) and they do not actively speak up in class, (2) they apt to know that language learning is based primarily on reading and writing from a work book, and (3) they are not familiar with communicative and learner-centered approaches to learning and expectations of teacher and learner roles.
- 2) Linguistic factors. Linguistic factors are related to the students' knowledge of the language that hampers the students to speak English. They include (1) difficulties in transferring the language from the learners' first language, (2) problems with the native speaker pronunciation of the teacher, (3) lack of grammatical understanding, and (4) unfamiliarity with the cultural or social knowledge required to process meaning.
- 3) Psychological or Affective Factors. These factors are the important factor that can widely affect language learning especially speaking. The

factors include culture shock, previous negative social or political experiences, lack of motivation, anxiety or shyness in class and perceptions. Richard & Renandya (2002: 206) add that the affective factors related to foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation.

From the theories above, those problems in speaking are possible to obstruct students' language development in the teaching-learning process. Thus, in teaching speaking, teachers should always encourage the students, not allowing students to become discouraged when they make mistakes. They have to understand that making mistakes is part of the learning process. Then, the teachers should provide some classroom speaking activities in which the students can engage actively.

5. Assessing Speaking

Assessing is different from testing. Assessment means collecting information about learner's performance in order to make judgments about their learning (Spratt, et.al, 2005: 102). It can be carried out through formal assessment and informal assessment. Formal assessment usually uses a kind of test. While, teachers can also informally assess the learners through monitoring or observing them while they are doing ordinary classroom activities. With the same idea, assessment is an ongoing process that encompasses a much wider domain (Brown, 2004: 4). Whenever a student responds to a question, offers a comment, or tries out a new word

or structure, the teacher subconsciously makes an assessment of the students' performance.

In conclusion, assessment is a process of measuring the students' performance. The teacher may choose different types of assessment as it addresses at different functions.

There are five categories of speaking assessment tasks proposed by Brown (2004: 144-182).

1. *Imitative*. This is types of speaking performance tasks that deal with the ability to imitate a word or phrase or possibly a sentence. The example of these kinds of tasks is repetition.
2. *Intensive*. This category of speaking assessment tasks related to the linguistic difficulties either phonological or grammatical aspect of language. Kinds of intensive speaking tasks are direct response, read-aloud, dialogue completion tasks and oral questionnaires, picture-cued tasks, and translation.
3. *Responsive*. This kinds of tasks include interaction and test comprehension but at somewhat length of utterance. Question and answer, giving instruction and directions and paraphrasing are categorized as responsive speaking tasks.
4. *Interactive*. Interactive speaking tasks can be described as tasks which produce interaction either transactional language or interpersonal exchange. Interview, role play, discussions and conversations, and games can be set as interactive tasks.

5. *Extensive*. These oral production tasks which are termed as monologue tasks include speeches, oral presentation, and story-telling.

C. The Concept of Project Based Learning (PBL)

1. Definition of Project Based Learning (PBL)

Project is defined as complex tasks based on problems encountered by students, conducted in certain periods of time and culminated in realistic products that might be in form of presentation, exhibition, publication, etc. (Thomas, 2000: 219). The project is supposed to be long-term, requires teamwork among students, and results in a substantial final product (Thompson & Beak, as cited in Cruz & Vik 2007: 32). It means not every task can be considered as project. According to Patton (2012: 19), in PBL students are the ones designing the project and planning what need to do to carry it out. From those statements, it can be inferred that PBL is a method in which the students are learning through a project that is decided by themselves with the help from teachers so that they can be actively engaged in the learning process.

Project-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of problem solving. Students learn both thinking strategies and domain knowledge.

2. The Application of PBL in Teaching Speaking

There are some stages of PBL implementation according to Kriwas (as cited in Bell, 2010: 349).

The first is speculation in which teachers provide the choice of project topics initially based on curriculum and discuss them with the students. In this stage, teachers and students speculate possibilities that will lead to the projects smoothly (Bell, 2010). However, for the beginner or lower level students, teachers can choose the project by themselves but still consider the students' problem. This was because it was assumed that "the students in beginner or lower level do not have the language or confidence to develop project themes" (Gaer, 1998) so that the teachers need to lead them first before they can decide by themselves.

The second stage is designing the project activities, referring to organizing the structure of a project activity that includes group formation, role assigning, concerning methodology decision, information source, etc (Bell, 2010).

The third is conducting the project activities in which the students work what had been planned and designed in the previous stage. At this stage, the students gather information, discuss it with their group member, consult problems encountered in their work with the teachers, and exhibit their final products that might be in form of presentation, performance, product, publication, etc. to wider community such as other classes, teachers, foreigners, etc.

The last stage is evaluation referring to "the assessment of activities from the participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products"

(Fragoulis, 2009: 115). Bell (2010) also says that the evaluation, towards the project organization, problems encountered during the process of working it, students attitudes toward it, etc., also includes evaluation from others and self-evaluation.

The PBL technique seems to match needs in teaching-learning English. PBL is simply defined as a technique that instructs students to solve problems and develop products (Moss & Van Duzer, 1998). According to Srikrai (2008), PBL technique activities can have characteristics as follows: (1) focus on content learning rather than on specific language patterns, (2) student-centered with the teacher as a facilitator or coach, (3) encourages collaboration amongst students, (4) leads to the authentic integration of language skills and processing information from multiple sources, (5) allows learners to demonstrate their understanding of content knowledge through an end product such as an oral presentation, a poster session, a bulletin board display, or a stage performance, and (6) bridges the use of English in class and the use of English in a real life context.

Moreover, in the PBL technique, the students sit together, face one another, and talk freely about the problem. They sit in a circle discussing the problem which needs to be solved. This situation creates free communication in which the students use the language freely in the classroom without feeling shy.

3. Types of PBL Tasks

Willis (in Rizki 2012: 20) has listed some types of PBL tasks which can be implemented. They are:

- a. **Listing:** in this task, learner's prior knowledge on the topic is employed. As a result of this a list of concepts may be developed.
- b. **Ranking Items:** students rank their most important work duties where the target language is required. The result of this activity may be the information stored according to specific criteria.
- c. **Comparing or Contrasting Items:** Students may make comparisons between different layers of the atmosphere. A group discussion activity may be done at the higher level. The outcome of this activity may be the identification of similarities and differences.
- d. **Problem-Solving Activities:** Here, students are told to find the common problems at work place and give the solutions. It develops the skill of finding the solutions.
- e. **Creative Tasks:** Such activities are challenging as they require sound preparation and integration of skills. These challenging activities require a higher level of preparation and integration of skills.

4. The Advantages of Project Based Learning (PBL)

According to Fragoulis (2009: 92), there are many benefits of implementing the Project Based Learning (PBL) technique in teaching speaking, they include the following:

1. PBL gives contextual and meaningful learning for students.

2. PBL can create optimal environment to practice speaking English.
3. PBL can also make students actively engage in project learning.
4. PBL enhances the students' interest, motivation, engagement, and enjoyment.
5. PBL promotes social learning that can enhance collaborative skills.
6. PBL can give an optimal opportunity to improve students' language skill.

According to Dörnyei (2001: 100), the advantages of project work are: it encourages motivation, fosters group cohesiveness, increases the expectancy of success in the target language, achieves “a rare synthesis of academic and social goals”, reduces anxiety, increases the significance of effort relative to ability, and promotes effort-based contributions.

D. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram.

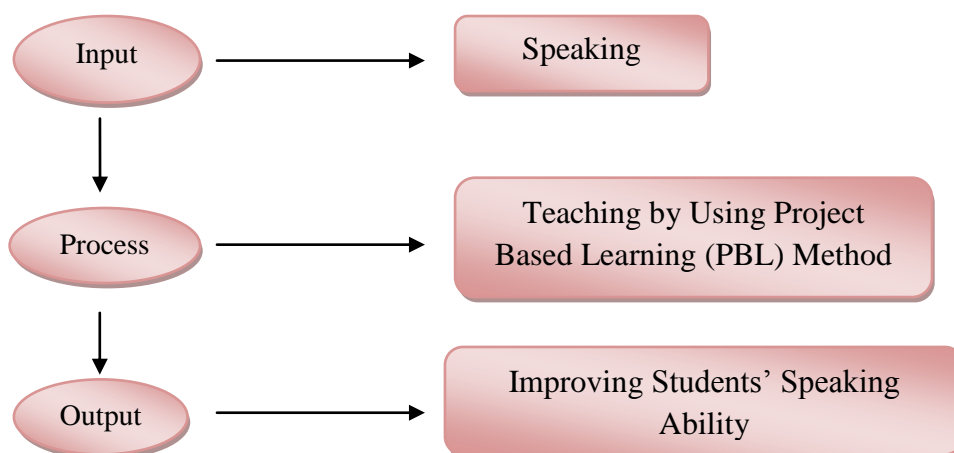


Figure 2.1: Conceptual Framework

- Input** : Refers to the students' material in speaking skill. There are two should be focused by the students' namely fluency and vocabulary.
- Process** : To improve all of them, there is a method of teaching speaking skill would apply in this research. The students would be taught used Project Based Learning (PBL) Method for six meetings.
- Output** : Refers to the improving of students' speaking skill and focused in vocabulary and fluency. After analyzing the pre test and post test, the researcher would know the improvement of students' speaking ability trough Project Based Learning (PBL) Method.

E. Research Hypothesis

In this research, the researcher would like to find out whether there is a significant difference achievement in teaching speaking ability before and after giving the treatment in the class. To accomplish this objective, the researcher proposes two hypotheses to be tested:

H_0 : There is no a significant difference of the students' speaking ability before giving the treatment through using Project Based Learning (PBL) Method.

H_1 : There is a significant difference of the students' speaking ability after giving the treatment through using Project Based Learning (PBL) Method.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed “*Pre Experimental Research*”. The experimental class was treated by applying Project Based Learning (PBL) Method in the classroom of the students of class XI IPA₁ in SMA Muhammadiyah Limbung with one group pre-test and post-test design which involves Pre-Test (O_1), Treatment (X), and Post-Test (O_2). The formula of this design is showing in the table 3.1 below:

Table 3.1 Research Design

Class	Pre-test	Treatment	Post test
XI IPA ₁	O_1	X	O_2

Where: O_1 = Pre-test

X = Treatment

O_2 = Post-test

1. Pre Test

Before conducted the pre test, the researcher prepares the situations in the classroom to make the condition well. The researcher attracted about the study attention of the students before introducing the treatment, when the researcher control over the condition in the room, the researcher explained about the goal of Project Based Learning (PBL) Method.

In the pre test, the researcher gave the test to the students to know the prior knowledge. The students spend time 30 minutes. The researcher

explained to the students about topic that the students were discuss with friends, the test collected after finished by the students, the pre test in the first meeting was gave to them, test form like control speaking.

2. Treatment

After gave the pre-test to know the first knowledge of the students, the researcher applied the project based learning to the students, the treatment conducted in 6 times. The procedures of the treatment were:

1. The researcher provides the choice of project topics initially based on curriculum and discuss them with the students. The researcher can choose the project by themselves but still consider the students' problem.
2. After that, the students designed the project activities, referring to organizing the structure of a project activity that included group formation, role assigning, and information source.
3. Then, the students conducted the project activities in which the students work what had been planned and designed in the previous stage. At this, the students gather information, discuss it with their group member, and consult problems encountered in their work with the teachers.
4. The students demonstrated effective oral presentation of their final products that might be in form of presentation, performance, product, publication, etc.

Those are the procedures of the treatment that conducted by the researcher in treatment. This treatment was expected to make the students stimulated the speak English, how to speak with self confidence.

3. Post Test

After the treatment, the post test distributed to find out the students' progress. Like the researcher doing in the pre test that the researcher gave the students a topic that the students discuss, after the students discuss about the topic, the students presented about their result. During the presentation, the researcher record about what the students say. This test was applied to know students' improvement after getting the treatment through Project Based Learning (PBL) method.

B. Research Variables and Indicators

1. Variables

This research consists of two variables, dependent variable and independent variable.

a. Independent Variable

Independent variable was PBL in improving students' speaking ability.

b. Dependent Variable

The dependent variable was the students' speaking ability especially problem in fluency and vocabulary.

2. Indicators

The indicators of the research were speaking ability in fluency and accuracy focused on vocabulary.

C. Population and Sample

1. Population

The population of the research were all of the Eleventh Grade Students of SMA Muhammadiyah Limbung of science program in the 2017/2018 academic years. It consists of two classes; they were XI IPA1 and XI IPA 2. The numbers of population were 70 students. As you can see the table of number population below:

Table 3.2 List of Population

Class	The Number of Students
XI IPA 1	35
XI IPA 2	35

(Source: Tata Usaha SMA Muhammadiyah Limbung, 2017)

2. Sample

The sample of this research taken used Purposive Sampling technique, this sampling technique determining sample with specific consideration. Because the population is large, the researcher taken only one class as the sample, it was students of the Eleventh Grade Students of IPA 1 in SMA Muhammadiyah Limbung. The numbers of sample were 35 students. The reason to pick up this class as the sample because the students still difficult to speak and got confused to speaking in the class so it a good challenge for the researcher to improve their speaking ability.

D. Instrument of the Research

In collecting data, the researcher used a test that consists of pre-test and pos-test (presentation for 3 minutes/person). During the presentation, the researcher record and then make a script about what the students say. The researcher gave students the topics to measure the students' competence in speaking before treatment and post-test to measure the students' speaking after treatment.

E. Procedure of Collecting Data

In collecting data, the researcher used some procedures as follow:

1. The students were given a pre-test on speaking. In this activity, all of the students were given speaking test. The students were asked to think about their last holiday that related with their material that they have learned and then presented in oral presentation in front of class.
2. The students were treated by applying Project Based Learning (PBL) Method about six meetings for experimental.
3. After the treatment, the students were given a post-test. The researcher had measured their ability in speaking and proceeded to account for difference between pre-test and post-test scores by reference to the effects of the treatment.
4. In students scoring of pretest and posttest, firstly students gave a time to think about a topic and then they presented in oral presentation. After that the researcher recording the sound of students.

1. The Assessment of Students' Speaking Ability

Table 3.3: The Assessment of Students' Speaking in Fluency

Classification	Score	Criteria
Excellent	91-100	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	75-90	Although he/she has to make effort and search for word, there are not unnatural pauses. Fairly smooth, delivery mostly, in conveying the general meaning. Fairly range expression.
Fair	61-74	Has to make effort for much of time. Often has to reach for the desire the effort at time limited range of expression.
Less	51-60	Long pauses while he/she searches for desire meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	X<51	Full of long and natural pauses. Very halting and fragmentary delivery. At the time gives us making the effort, very limited range of expression.

(Heaton in Alwidin, 2005: 34)

Table 3.4: The Assessment of Students' Speaking in Vocabulary

Classification	Score	Criteria
Excellent	91-100	The speaker uses relevant, adequate and correct vocabulary and word collocations (within her level of language proficiency).
Good	75-90	Almost appropriate range of words with few difficulties Occasionally uses inappropriate words and word collocations.
Fair	61-74	Vocabulary range is somewhat limited which might sometimes prevent communication of the message. Sometimes uses incorrect word collocations and some misunderstandings may arise from inaccurate word choice.
Less	51-60	Frequent misuse of word and limited vocabulary make comprehension quite difficult.
Poor	X<51	Vocabulary is irrelevant, inadequate even for the most basic parts of the intended communication. Vocabulary is extremely limited.

(Torky, 2006: 170)

F. Technique of Data Analysis

The data from the pre test and post test analyzed by using these formulate as follow:

1. Classifying the students' score into five classifications.

Table 3.5 Students' Score Classifications

Score	Classification
90-100	Excellent
75-90	Good
61-74	Fair
51-60	Less
X<51	Poor

(Torky, 2006: 171)

2. Calculating mean score of the students test by using the formula:

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

Where:

\bar{X} : Mean score

$\sum X$: The sum of all score

N : The number of subjects/sample

(Suhadirman, 2011: 127)

3. Calculating the percentage of students improvement based on pre-test and post test:

$$P = \frac{\bar{x}_2 - \bar{x}_1}{\bar{x}_1} \times 100\%$$

Where:

P : The percentage of the student improvement score

\bar{x}_2 : The mean score of post test variable

\bar{x}_1 : The mean score of pre test variable

(Arikunto, 2011: 109)

4. Finding out significant different between mean score of the students' by calculating the value of the t- test. The formula is seen as follow:

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

Where:

T : Test of significant differences

\bar{D} : The mean of difference score

$\sum D$: The sum of D scores

$(\sum D)^2$: The square of $\sum D$ scores

N : The total number of samples

(Gay, 2006: 355)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of the finding of the research and discussion. The findings present the improvement of students' speaking ability, the percentage of students' progress and students' participation during the teaching and learning process. The discussions of the research cover further explanation of the findings.

A. Findings

The findings of the research explain about the used Project Based Learning (PBL) Method in teaching speaking which was used to know whether there was the improvement or not to the students' speaking ability. The effectiveness of the method was known from the result of the data were collected by administrating the test, the tests were done twice namely pre-test and post-test, the pre-test was given before the treatment and the post-test was given after treatment. The researcher compared the result of pre-test and post-test. If the result of the post-test was higher than pre-test, it means that this method was effective.

Therefore, for the clear explanation about the students' improvement can be seen in the following table:

1. The Improvement of the Students' Speaking Ability in Term of Vocabulary

The improvement of the students' speaking ability in term of vocabulary by using Project Based Learning (PBL) Method have different in pre-test and post-test, it can be seen clearly in table 4.1.

Table 4.1
The Mean Score of Students' Speaking in Vocabulary

Pre Test	Post Test	Improvement (%)
59.83	80.4	Pre Test – Post Test
		34.38 %

Table 4.1 indicates that the improvement of the students' speaking ability by using Project Based Learning (PBL) Method in vocabulary was successful. The students' mean score in pre-test was 59.83 (*fair*) and the students' mean score in post-test was 80.4 (*good*). So, the improvement of the students' vocabulary between pre-test to post-test was 34.38 %.

Based on the result of analysis above, it is seen that the students' score of post-test was higher than pre-test. It means that, there was improvement of the students' achievement in speaking ability in term of vocabulary.

It is more clearly showed in the chart 4.1 below:



Figure 4.1: The Improvement of Students' Score in Vocabulary

2. The Improvement of the Students' Achievement in Speaking Ability in Term of Fluency

The improvement of the students' speaking ability in term of fluency by using Project Based Learning (PBL) Method have different in pre-test and post-test, it can be seen clearly in table 4.2.

Table 4.2The Mean Score of Students' Speaking in Fluency

Pre Test	Post Test	Improvement (%)
56.17	76.03	Pre test – Post test
		35.36 %

Table 4.2 indicates that the improvement of the students' speaking ability by using project based learning was successful. The students' mean score in pre-test was 56.17 (*less*) and the students' mean score in post test was 76.03 (*good*). So, the improvement of the students' fluency between pre-test to post-test was 35.36 %.

Based on the result of analysis above, it is seen that the students' score of post-test was higher than pre-test. It means that, there was improvement of the students' achievement in speaking ability in term of fluency.

It is more clearly showed in the chart 4.2:

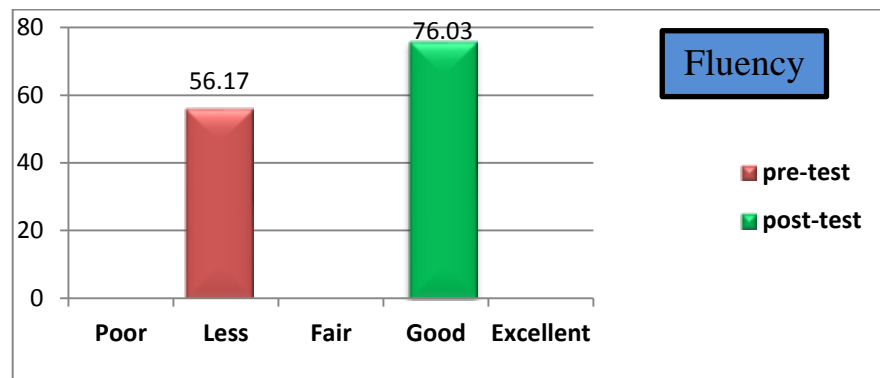


Figure 4.2: The Improvement of Students' Score in Fluency

Based on the result of the data achievement from both elements above, the researcher conclude that there was a significant improvement between the result of pre-test and post-test. So, the application of project based learning was successful and effective in improvement of the students' speaking ability in term of vocabulary and fluency.

3. The Improvement of the Students' Speaking Ability by Using Project Based Learning (PBL) Method

The improvement of the students' speaking ability by using Project Based Learning (PBL) Method have different in pre-test and post-test, it can be seen clearly in table 4.3.

Table 4.3
The Mean Score of Students' Speaking Ability

No	Indicator	Mean score		Students' Improvement (%)
		Pre-Test	Post-Test	Pre-test to Post-test
1	Vocabulary	59.83	80.4	34.38%
2	Fluency	56.17	76.03	35.36%
ΣX		2030	2737	34.83%
X		58	78.21	34.84%

Table 4.3 shows the mean score of students' achievement in speaking ability both of vocabulary and fluency. Based on the table, it indicated that the improvement of the students' speaking ability by using Project Based Learning (PBL) was successful. The students' mean score in pre-test was 58 classified into *Less* score and the students' mean score in post-test was 78.21 classified into *Good* score. So, the improvement of the students' speaking ability between pre-test to post-test was 34.84 %. Based on the percentages above there are significant improvement of students' speaking ability by using Project Based Learning (PBL). To see clearly the improvement of the students' speaking ability, the following chart is presented.

The data can also be seen in form chart 4.3 below:



Figure 4.3: The Students' Improvement in Speaking Ability

Chart 4.3 shows that, the improvement of the students' improvement in speaking ability in pre test to post test (34.84%). The give score are classified from *Less* to *Good*. After evaluation in pre test and post test, there was a significant improvement of the students' that shown

clearly in the chart after taking a treatment by using Project Based Learning (PBL) Method.

4. The Percentage of the Students' Improvement in Speaking Ability by Using Project Based Learning (PBL) Method

a. Vocabulary

Table 4.4 and chart 4.4 show the percentage of students' achievement in speaking ability in term of vocabulary before and after application of Project Based Learning (PBL) Method.

Table 4.4
The Percentage of Students' Speaking Improvement in Vocabulary

No	Score	Classification	Pre-test		Post-test	
			Freq	(%)	Freq	(%)
1	91-100	Excellent	0	0	1	2.86
2	75-90	Good	0	0	28	80
3	61-74	Fair	11	31.43	6	17.14
4	51-60	Less	21	60	0	0
5	X<51	Poor	3	8.57	0	0
TOTAL			35	100	35	100

Table 4.4 shows the result of students' speaking ability in vocabulary in pre-test and post-test. In pre-test, 3 students (8.57%) got *Poor* score, 21 students (60%) classified into *Less*, 11 student (31.43%) classified into *Fair*, and no body got *Excellent* and *Good* in pre-test. In post-test, there were 6 students (17.14%) classified into *Fair* score, 28 students (80%) classified into *Good* score, and nobody classified into *Poor* and *Less* score. The data was also shown in the chart 4.4:

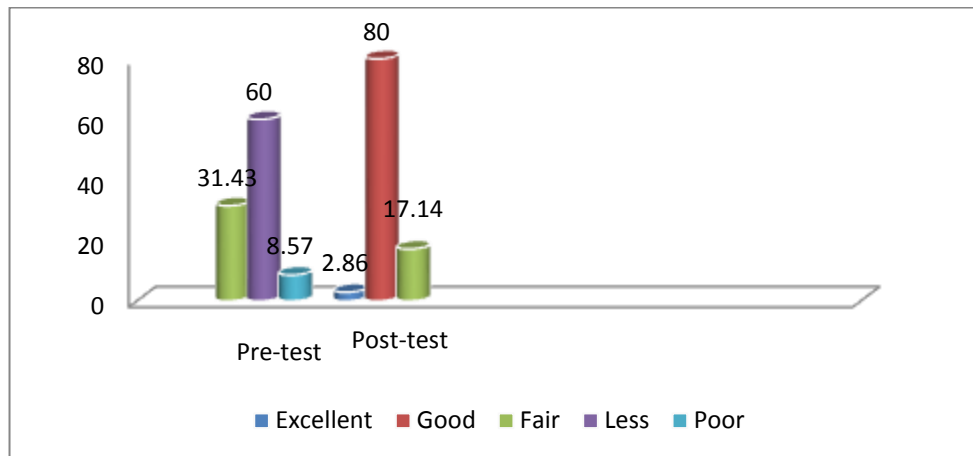


Figure 4.4: The Percentage of the Students' Speaking Improvement in Vocabulary

b. Fluency

Table 4.5 and chart 4.5 show the percentage of students' improvement in speaking ability in term of fluency before and after application of Project Based Learning (PBL) Method.

**Table 4.5:
The Percentage of Students' Speaking Improvement in Fluency**

No	Score	Classification	Pre-test		Post-test	
			Freq	(%)	Freq	(%)
1	91-100	Excellent	0	0	0	0
2	75-90	Good	0	0	22	62.86
3	61-74	Fair	6	17.14	12	34.29
4	51-60	Less	17	48.57	1	2.86
5	X<51	Poor	12	34.29	0	0
TOTAL			35	100	35	100

Table 4.5 shows the result of students' speaking ability in fluency in pre test and post test. In pre test, 12 students (34.29%) got *Poor* score, 17 students (48.57%) classified into *Less*, 6 students (17.14%) classified into *Fair* score. Nobody got *Good* and *Excellent* score in pre test. In post test, there were 1 student (2.86%) classified into *Less* score, 12 students

(34.29%) classified into *Fair* score, 22 students (62.86%) classified into *Good* score, and nobody got *Excellent* in post test.

The data was also shown in the chart 4.5 below:

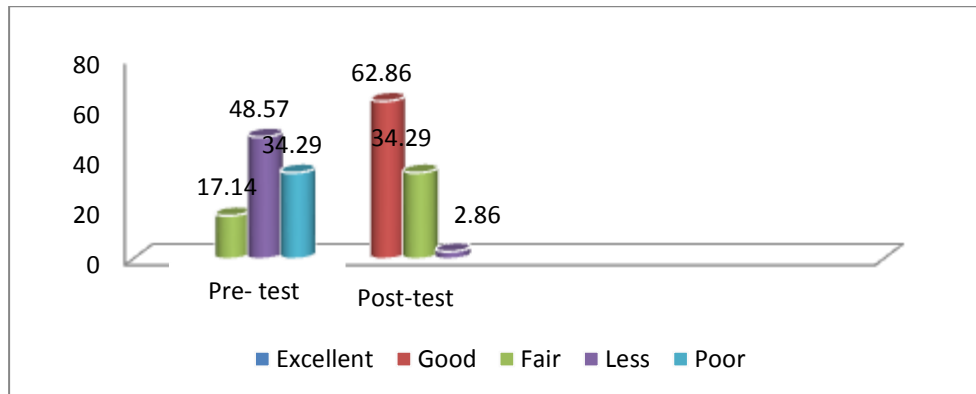


Figure 4.5: The Percentage of Students' Speaking Improvement in Fluency

c. Speaking Ability

Table 4.6 and chart 4.6 show the percentage of students' improvement in speaking ability before and after application of Project Based Learning (PBL) Method.

**Table 4.6:
The Percentage of Students' Speaking Improvement**

No	Score	Classification	Pre-test		Post-test	
			Freq	(%)	Freq	(%)
1	91-100	Excellent	0	0	1	2.86
2	75-90	Good	1	2.86	25	71.43
3	61-74	Fair	11	31.43	9	25.71
4	51-60	Less	20	57.14	0	0
5	X<51	Poor	3	8.57	0	0
TOTAL			35	100	35	100

Table 4.6 shows the result of students' speaking ability in pre test and post test. In pre test, 3 students (8.57%) got *Poor* score, 20 students (57.14%) classified into *Less*, 11 students (31.43%) classified into *Fair* score, only 1 student (2.86%) classified into *Good* and nobody got

Excellent score in pre test. In post test, there were 9 students (25.71%) classified into *Fair* score, 25 students (71.43%) classified into *Good* score, 1 student (2.86%) classified into *Excellent* score, and nobody got *Lees* and *Fair* score in post test.

The data was also shown in the chart 4.6 below:

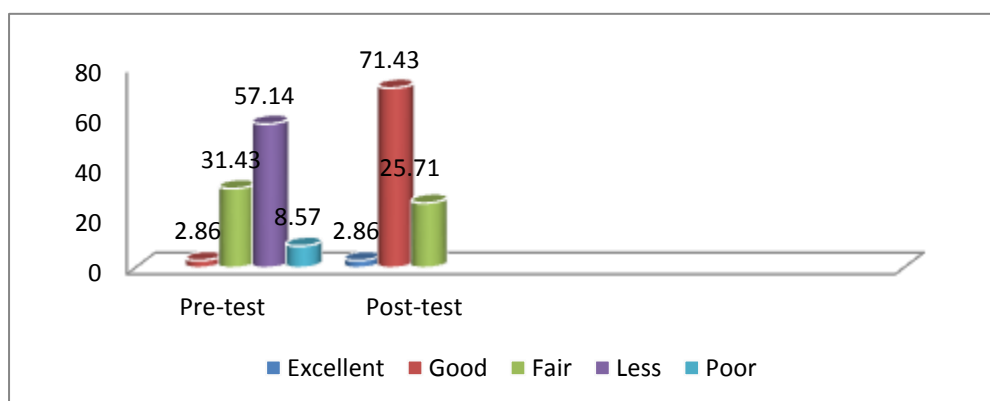


Figure 4.6: The Percentage of Students' Speaking Ability

5. Hypothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the writer used t-test (test of significance) for independent sample test, that was a test to know the significant difference between the result of students' mean scores in pretest and posttest the writer used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of subject (35 students) then the value of t-table was 2.03224 the t-test statistical, analysis for independent sample was applied.

The result of the data analysis t-test of the students' reading comprehension by using Project Based Learning (PBL) Method in Table 4.7:

Table 4.7: The Comparison of T-test and T-table Score of the Students' Speaking Ability

Indicators	t-test	t-table	Description
Vocabulary	14.3	2.03224	Significance
Fluency	15.96	2.03224	Significance
X	30.26	2.03224	

Table 4.7 showed that the value of the t- test is higher than the value of t-table. The t-test value of vocabulary was greater than t-table ($14.3 > 2.03224$) and t-test value of fluency are greater than t-table ($15.96 > 2.03224$) The result of calculating t-test of the indicators in the students' t-test in vocabulary and fluency was greater than t-table ($30.26 > 2.03224$).

The value of the t-test was greater than t-table. The score in variable of Speaking Ability was ($30.26 > 2.08$). It is said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It meant that there was a significance difference between the result of the students' vocabulary and fluency in speaking by using Project Based Learning (PBL) Method after treatment.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom (df) 35 ($N-1=35-1$), thus the alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. In contrary, if the value was lower than t-table at the level of significance 0.05 and the degree freedom 34, thus the alternative hypothesis (H_1) was rejected and null hypothesis (H_0) was accepted.

B. Discussions

In this part, the researcher would like to discuss the result of findings.

The discussion aimed at describing the students' speaking for vocabulary and fluency by using Project Based Learning (PBL) Method.

1. The Improvement of the Students' Speaking in Vocabulary by Using Project Based Learning (PBL) Method

The improvement of students' speaking in vocabulary by using Project Based Learning (PBL) Method had effective effect. It supported by the mean score of students on pre-test and post-test in vocabulary was 59.83 (*Less*), it means that frequent misuse of word and limited vocabulary make comprehension quite difficult and 80.4 (*Good*), it means that student almost appropriate range of words with few difficulties. Occasionally uses inappropriate words and word collocations.

The improvement of Students' Speaking Ability in term of vocabulary can be seen between pre-test and post-test. The students' result is significantly different before and after applied Project Based Learning (PBL) Method in teaching speaking. In pre-test, the students' vocabulary limited, they make comprehension quite difficult, and sometimes do not have something to say. In other words, they cannot express themselves. Therefore, the students have to study hard to master vocabulary because vocabulary is a foundation of a language. This relate to the opinion of Harmer (2007: 17) create meaningful utterance or sentences; it needs to use appropriate vocabulary to express something. Besides that, the requirement for students who want to have a good speaking ability is mastering vocabulary. If the students have more vocabularies

at least 1000 words, they do not take a long time to expressing what they are going to say because they know the words that describe their ideas.

Based on the problem, the researcher gave the treatment by using Project Based Learning (PBL) Method, so that in learning process, students seem very enthusiastic to learn English. After applied Project Based Learning (PBL) the students' vocabulary improved and the students make comprehension easily. It was indicated that by using Project Based Learning (PBL) Method can be effective in learning process, can improve students' speaking aspects covering comprehension and vocabulary that improved most significantly, and PBL can create optimal environment to practice speaking English and increase the significance of effort relative to ability. This is relate to the research conducted by Maulany (2013: 30), it was found that English teaching-learning by using Project Based Learning (PBL) Method could improve the students' speaking aspects adapted from Brown (2004) covering comprehension, vocabulary, grammar, fluency, and pronunciation.

2. The Improvement of the Students' Speaking in Fluency by Using Project Based Learning (PBL) Method

The improvement of students' speaking in fluency by using Project Based Learning (PBL) Method had effective effect. It is supported by the mean score of students on pre-test and post-test was 56.17 (*Less*) and 76.03 (*Good*). Before applied Project Based Learning (PBL) Method, when the students speaks they long pauses while they searches for desire meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at times and limited range of expression. But after applied Project Based Learning (PBL)

Method, although a student has to make effort and search for word, there are not unnatural pauses. Fairly smooth, delivery mostly, in conveying the general meaning. Fairly range expression. It means that the using of Project Based Learning (PBL) Method effective on the improving students' speaking ability.

The improvement of Students' Speaking Ability in term of fluency can be seen between pre-test and post-test. The students' result is significantly different before and after applied Project Based Learning (PBL) Method in teaching speaking. In the pre-test, when the students speak, they are often inhibited about trying things in foreign language classroom and sometimes cannot express themselves. Whereas, Spratt (2005: 34) have explained that the good fluency in speaking is when the speaker speaking at a normal speed without hesitation, repetition and with smooth use of connected speech.

Based on the problem, the researcher gave the treatment by using Project Based Learning (PBL) Method to improve students' fluency in speaking. Fluency is another important component that flows in our natural language activity. It is commonly used nation in foreign language teaching, frequently contrasted with accuracy especially in a communicative language teaching. After applied Project Based Learning (PBL) Method, the students' fluency in speaking at post test is better than pre-test. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pause in the students speaking.

By seeing the improvement of the students' vocabulary and fluency in speaking ability after applied Project Based Learning (PBL) at the Eleventh

Grade students of SMA Muhammadiyah Limbung, the researcher concludes that by using Project Based Learning (PBL) Method could improved the students' speaking ability in term of vocabulary and fluency, where the students' mean score in post-test was higher than pre-test. It indicate that, there many benefits of implementing Project Based Learning (PBL) Method in teaching speaking include; PBL gives contextual and meaningful learning for students, PBL can create optimal environment to practice speaking English, PBL Method can also make students actively engage in project learning, and PBL can give an optimal opportunity to improve students' language skill.

Based on the result, hypothesis testing show that the Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_1) is accepted. So, the researcher concludes that there is significant improvement in improving the students' speaking ability by using Project Based Learning (PBL) Method at the Eleventh Grade Students' of SMA Muhammadiyah Limbung.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and findings in the previous chapter. Then, the second part presents some suggestions based on the findings and conclusions of this research.

A. Conclusions

Based on the result of data analysis of findings and conclusions in the previous chapter, the researcher concludes that:

1. The use of Project Based Learning (PBL) Method improves the students' speaking ability in term of vocabulary at the Eleventh Grade Students of Class IPA 1 SMA Muhammadiyah Limbung, it was proved by the mean score of vocabulary before and after giving treatment was 59.83 becomes 80.4 improve 34.38% with the t-test value was greater than t-table ($14.3 > 2.03224$).
2. The use of Project Based Learning (PBL) Method improves the students' speaking ability in term of fluency at the Eleventh Grade Students of Class IPA 1 SMA Muhammadiyah Limbung, it was proved by the mean score of fluency before and after giving treatment was 56.17 becomes 76.03 improve 35.36% with the t-test value fluency was greater than t-table ($15.96 > 2.03224$). The result of calculating t-test of the indicators in the student's t-test speaking ability (vocabulary and fluency) was greater than

t-table $30.26 > 2.03224$. It means that there was significance difference between before and after giving the treatment.

B. Suggestions

Based on the conclusion presented above, some suggestions given for English teacher, the next researcher and anyone who read this thesis as follows:

1. For the English Teacher at the Eleventh Grade Students of SMA Muhammadiyah Limbung
 - a. Project Based Learning (PBL) Method was one of the methods that can be considered in teaching English in order to help improve the students' speaking ability.
 - b. It is suggested to use Project Based Learning (PBL) Method as the alternative in the teaching and learning process because it can give enough opportunity to the students to practice their speaking and it is enjoyable way for learning.
2. For the next researchers
 - a. It was suggested to the next researcher to use this thesis as an additional reference or further research with different discussion.
 - b. There were still many things have to be observed by the next researcher related to the English subject, especially in speaking ability.

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A P P E N D I C E S

LIST OF APPENDICES

APPENDIX A : LESSON PLANS

APPENDIX B : TEACHING MATERIALS

APPENDIX C : INSTRUMENTS

APPENDIX D : DATA ANALYSIS

APPENDIX E : ATTENDANCE LIST

APPENDIX F : DOCUMENTATIONS

APPENDIX G : LETTERS

APPENDIX A

Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Muhammadiyah Limbung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / 1

Alokasi Waktu : 4 x 45 menit

Topik Pembelajaran : Report Text

Aspek/Skill : Speaking

A. Standar Kompetensi

Berbicara

4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 4.2 Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi makna dalam teks fungsional pendek berbentuk report.
2. Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berbentuk report.
3. Menyampaikan isi dari sebuah teks fungsional pendek berbentuk report secara lisan.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi makna dalam teks fungsional pendek berbentuk poster.

2. Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berbentuk poster.
3. Menyampaikan isi dari sebuah teks fungsional pendek berbentuk poster secara lisan.

E. Materi Pokok

-Report Text

F. Metode Pembelajaran/Teknik:

-Project Based Learning (PBL) Method

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> ▪ Membahas unsur dan langkah retorika dalam teks report. ▪ Membacakan cerita kepada kelompok atau kelas (monolog). 	<ul style="list-style-type: none"> ▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi. ▪ Membahas unsur dan langkah retorika dalam teks report. 	<ul style="list-style-type: none"> ▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk report di luar tugas tatap muka dan terstruktur yang diberikan guru. ▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

Pertemuan ke-1

Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)

- Menyapa Peserta didik (greeting) & Mempersiapkan kelas oleh leader.
- Memeriksa lingkungan belajar.
- Memeriksa kehadiran dan memotivasi peserta didik.
- Mereview materi sebelumnya.
- Menjelaskan tujuan pembelajaran.

Kegiatan inti (60 menit)

Mengamati(observing)

- Peserta didik mengamati teks report tentang orang.

Menanya (questioning)

- Dengan bimbingan dan arahan guru, peserta didik menanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan teks report tersebut.
- Peserta didik menuliskan tentang teks report.

Mengumpulkan informasi /Experimenting

- Peserta didik membaca lebih cermat teks report.

Mengasosiasi (associating)

- Peserta didik dibentuk beberapa kelompok yang terdiri dari 5 orang tiap kelompok.
- Peserta didik menyusun teks report pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar.
- Peserta didik menuliskan teks tersebut pada kertas berwarna.
- Peserta didik menempelkan rangkaian gambar yang telah ada dan kertas berwarna yang berisi teks report yang telah disusun pada manila karton.
- Peserta didik menghiasi hasil projectnya agar terlihat menarik.

Mengomunikasikan (networking)

- Setiap kelompok mempresentasikan hasil kerja kelompok
- Guru memberikan refleksi dengan memberikan koreksi terhadap struktur teks dan unsur kebahasaan.

Penutup (10 menit)

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (Refleksi).
- Guru memberikan penugasan kepada peserta didik berupa pekerjaan rumah membuat teks report tentang benda.
- Guru memberikan penugasan berupa tugas kelompok kepada peserta didik, tiap kelompok mencari 1 gambar tentang benda untuk bahan pada pertemuan selanjutnya

- Guru menyampaikan agar peserta didik membawa perlengkapan seperti: manila, karton, gunting, kertas berwarna, spidol, lem, dan bahan untuk hiasan untuk pertemuan selanjutnya

The leader close the class.

Pertemuan ke-2

Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (5 menit)

- Menyapa Peserta didik (greeting)
- Mempersiapkan kelas oleh leader
- Mereview materi sebelumnya
- Mengecek kehadiran dan memotivasi Peserta didik
- Mengumpulkan PR
- Menjelaskan tujuan pembelajaran

Kegiatan inti (70 menit)

Langkah- langkah Pelaksanaan Tugas project

Menentukan pertanyaan mendasar

- Identifikasi dan tulislah hal-hal tentang benda.

Menyusun perencanaan Project

- Peserta didik dibentuk beberapa kelompok yang terdiri dari 5 orang tiap kelompok.
- Peserta didik menyusun teks report pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar
- Peserta didik menuliskan teks tersebut pada kertas berwarna.
- Peserta didik menempelkan rangkaian gambar yang telah ada dan kertas berwarna yang berisi teks report yang telah disusun pada manila karton.
- Peserta didik menghiasi hasil projectnya agar terlihat menarik.

Menyusun jadwal

- Pembentukan kelompok : 5 menit

- Mengidentifikasi hal-hal menarik : 10 menit
- Menyusun hal-hal menarik : 20 menit
- Mengevaluasi pengalaman : 10 menit
- Memonitoring : pada saat proses
- Menguji hasil : 25 menit

Memonitoring

- Guru mengecek pekerjaan peserta didik dan mengingatkan tentang waktu yang harus digunakan dalam mengerjakan tugas

Mengevaluasi pengalaman dan menguji hasil

- Peserta didik mempresentasikan hasil kerja mereka.

Penutup (5 menit)

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (Refleksi).
- Mengumpulkan hasil project.
- Menempelkan hasil project.
- The leader close the class.

H. Sumber/Bahan/Alat

- manila karton
- gunting
- kertas berwarna
- spidol
- lem

I. Penilaian

Keterampilan : Praktek

- a. Bentuk Penilaian : Project
- b. Bentuk Instrumen : Membuat wall magazine yang berisi gambar orang/benda dan teks report tentang gambar tersebut kemudian dipresentasikan di depan kelas.

Rubrik Penilaian

✓ The Assessment of Students' Speaking in Fluency

Classification	Score	Criteria
Excellent	91-100	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	75-90	Although he/she has to make effort and search for word, there are not unnatural pauses. Fairly smooth, delivery mostly, in conveying the general meaning. Fairly range expression.
Fair	61-74	Has to make effort for much of time. Often has to reach for the desire the effort at time limited range of expression. Long pauses while he/she searches for desire meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at times. Limited range of expression.
Less	51-60	Full of long and natural pauses. Very halting and fragmentary delivery. At the time gives us making the effort, very limited range of expression.
Poor	X>51	

✓ The Assessment of Students' Speaking in Vocabulary

Classification	Score	Criteria
Excellent	91-100	The speaker uses relevant, adequate and correct vocabulary and word collocations (within her level of language proficiency).
Good	75-90	Almost appropriate range of words with few difficulties Occasionally uses inappropriate

		words and word collocations.
Fair	61-74	Vocabulary range is somewhat limited which might sometimes prevent communication of the message. Sometimes uses incorrect word collocations and some misunderstandings may arise from inaccurate word choice.
Less	51-60	Frequent misuse of word and limited vocabulary make comprehension quite difficult.
Poor	X<51	Vocabulary is irrelevant, inadequate even for the most basic parts of the intended communication. Vocabulary is extremely limited.

Penentuan Nilai: Nilai Siswa = $\frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

Makassar, Oktober 2017

Mengetahui;

Guru Mapel Bahasa Inggris

Mahasiswa Peneliti

Nur Andriani, S.Pd.
NBM : 1056259

Riska
NIM: 10535545113

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Muhammadiyah Limbung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Alokasi Waktu : 4 x 45 menit
Topik Pembelajaran : Report Text
Aspek/Skill : Speaking

A. Standar Kompetensi

Berbicara

4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 4.2 Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

4. Mengidentifikasi makna dalam teks fungsional pendek berbentuk report.
5. Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berbentuk report.
6. Menyampaikan isi dari sebuah teks fungsional pendek berbentuk report secara lisan.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

4. Mengidentifikasi makna dalam teks fungsional pendek berbentuk poster
5. Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berbentuk poster.
6. Menyampaikan isi dari sebuah teks fungsional pendek berbentuk poster secara lisan.

E. Materi Pokok

-Report Text

F. Metode Pembelajaran/Teknik:

-Project Based Learning (PBL)

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> ▪ Membahas unsur dan langkah retorika dalam teks report. ▪ Membacakan cerita kepada kelompok atau kelas (monolog). 	<ul style="list-style-type: none"> ▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi. ▪ Membahas unsur dan langkah retorika dalam teks report. 	<ul style="list-style-type: none"> ▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk report di luar tugas tatap muka dan terstruktur yang diberikan guru. ▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

Pertemuan ke-3

Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)

- Menyapa Peserta didik (greeting) & Mempersiapkan kelas oleh leader.
- Memeriksa lingkungan belajar.
- Memeriksa kehadiran dan memotivasi peserta didik.
- Mereview materi sebelumnya.

- Menjelaskan tujuan pembelajaran.

Kegiatan inti (60 menit)

Mengamati(observing)

- Peserta didik mengamati teks report tentang hewan.

Menanya (questioning)

- Dengan bimbingan dan arahan guru, peserta didik menanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan teks report tersebut.
- Peserta didik menuliskan tentang teks report.

Mengumpulkan informasi /Experimenting

- Peserta didik membaca lebih cermat teks report.

Mengasosiasi (associating)

- Peserta didik dibentuk beberapa kelompok yang terdiri dari 5 orang tiap kelompok.
- Peserta didik menyusun teks report pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar.
- Peserta didik menuliskan teks tersebut pada kertas berwarna.
- Peserta didik menempelkan rangkaian gambar yang telah ada dan kertas berwarna yang berisi teks report yang telah disusun pada manila karton.
- Peserta didik menghiasi hasil projectnya agar terlihat menarik.

Mengomunikasikan (networking)

- Setiap kelompok mempresentasikan hasil kerja kelompok
- Guru memberikan refleksi dengan memberikan koreksi terhadap struktur teks dan unsur kebahasaan.

Penutup (10 menit)

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (Refleksi).
- Guru memberikan penugasan kepada peserta didik berupa pekerjaan rumah membuat teks report tentang tempat menarik di Makassar.

- Guru memberikan penugasan berupa tugas kelompok kepada peserta didik, tiap kelompok mencari 1 gambar tentang tempat menarik di Makassar untuk bahan pada pertemuan selanjutnya
 - Guru menyampaikan agar peserta didik membawa perlengkapan seperti: manila, karton, gunting, kertas berwarna, spidol, lem, dan bahan untuk hiasan untuk pertemuan selanjutnya
- The leader close the class.

Pertemuan ke-4

Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (5 menit)

- Menyapa Peserta didik (greeting)
- Mempersiapkan kelas oleh leader
- Mereview materi sebelumnya
- Mengecek kehadiran dan memotivasi Peserta didik
- Mengumpulkan PR
- Menjelaskan tujuan pembelajaran

Kegiatan inti (70 menit)

Langkah- langkah Pelaksanaan Tugas project

Menentukan pertanyaan mendasar

- Identifikasi dan tulislah hal-hal tentang tempat menarik yang pernah dikunjungi.

Menyusun perencanaan Project

- Peserta didik dibentuk beberapa kelompok yang terdiri dari 5 orang tiap kelompok.
- Peserta didik menyusun teks report pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar
- Peserta didik menuliskan teks tersebut pada kertas berwarna.

- Peserta didik menempelkan rangkaian gambar yang telah ada dan kertas berwarna yang berisi teks report yang telah disusun pada manila karton.
- Peserta didik menghiasi hasil projectnya agar terlihat menarik.

Menyusun jadwal

- Pembentukan kelompok : 5 menit
- Mengidentifikasi hal-hal menarik : 10 menit
- Menyusun hal-hal menarik : 20 menit
- Mengevaluasi pengalaman : 10 menit
- Memonitoring : pada saat proses
- Menguji hasil : 25 menit

Memonitoring

- Guru mengecek pekerjaan peserta didik dan mengingatkan tentang waktu yang harus digunakan dalam mengerjakan tugas

Mengevaluasi pengalaman dan menguji hasil

- Peserta didik mempresentasikan hasil kerja mereka.

Penutup (5 menit)

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (Refleksi).
- Mengumpulkan hasil project.
- Menempelkan hasil project.
- The leader close the class.

H. Sumber/Bahan/Alat

- manila karton
- gunting
- kertas berwarna
- spidol
- lem

I. Penilaian

Keterampilan : Praktek

c. Bentuk Penilaian : Project

- d. Bentuk Instrumen : Membuat wall magazine yang berisi gambar tempat-tempat menarik di Makassar dan teks report tentang gambar tersebut kemudian dipresentasikan di depan kelas.

Rubrik Penilaian

✓ The Assessment of Students' Speaking in Fluency

Classification	Score	Criteria
Excellent	91-100	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	75-90	Although he/she has to make effort and search for word, there are not unnatural pauses. Fairly smooth, delivery mostly, in conveying the general meaning. Fairly range expression.
Fair	61-74	Has to make effort for much of time. Often has to reach for the desire the effort at time limited range of expression. Long pauses while he/she searches for desire meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at times. Limited range of expression.
Less	51-60	Full of long and natural pauses. Very halting and fragmentary delivery. At the time gives us making the effort, very limited range of expression.
Poor	X>51	

✓ **The Assessment of Students' Speaking in Vocabulary**

Classification	Score	Criteria
Excellent	91-100	The speaker uses relevant, adequate and correct vocabulary and word collocations (within her level of language proficiency).
Good	75-90	Almost appropriate range of words with few difficulties Occasionally uses inappropriate words and word collocations.
Fair	61-74	Vocabulary range is somewhat limited which might sometimes prevent communication of the message. Sometimes uses incorrect word collocations and some misunderstandings may arise from inaccurate word choice.
Less	51-60	Frequent misuse of word and limited vocabulary make comprehension quite difficult.
Poor	X<51	Vocabulary is irrelevant, inadequate even for the most basic parts of the intended communication. Vocabulary is extremely limited.

Penentuan Nilai:
$$\text{Nilai Siswa} = \frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$$

Makassar, Oktober 2017

Mengetahui;

Guru Mapel Bahasa Inggris

Mahasiswa Peneliti

Nur Andriani, S.Pd.
NBM : 1056259

Riska
NIM: 10535545113

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Muhammadiyah Limbung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Alokasi Waktu : 4 x 45 menit
Topik Pembelajaran : Report Text
Aspek/Skill : Speaking

A. Standar Kompetensi

Berbicara

4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 4.2 Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

7. Mengidentifikasi makna dalam teks fungsional pendek berbentuk report.
8. Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berbentuk report.
9. Menyampaikan isi dari sebuah teks fungsional pendek berbentuk report secara lisan.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

7. Mengidentifikasi makna dalam teks fungsional pendek berbentuk poster.
8. Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berbentuk poster.
9. Menyampaikan isi dari sebuah teks fungsional pendek berbentuk poster secara lisan.

E. Materi Pokok

-Report Text

F. Metode Pembelajaran/Teknik:

-Project Based Learning (PBL)

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> ▪ Membahas unsur dan langkah retorika dalam teks report. ▪ Membacakan cerita kepada kelompok atau kelas (monolog). 	<ul style="list-style-type: none"> ▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi. ▪ Membahas unsur dan langkah retorika dalam teks report. 	<ul style="list-style-type: none"> ▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk report di luar tugas tatap muka dan terstruktur yang diberikan guru. ▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

Pertemuan ke-5

Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)

- Menyapa Peserta didik (greeting) & Mempersiapkan kelas oleh leader.
- Memeriksa lingkungan belajar.
- Memeriksa kehadiran dan memotivasi peserta didik.
- Mereview materi sebelumnya.

- Menjelaskan tujuan pembelajaran.

Kegiatan inti (60 menit)

Mengamati(observing)

- Peserta didik mengamati teks report tentang buah-buahan.

Menanya (questioning)

- Dengan bimbingan dan arahan guru, peserta didik menanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan teks report tersebut.
- Peserta didik menuliskan tentang teks report.

Mengumpulkan informasi /Experimenting

- Peserta didik membaca lebih cermat teks report.

Mengasosiasi (associating)

- Peserta didik dibentuk beberapa kelompok yang terdiri dari 5 orang tiap kelompok.
- Peserta didik menyusun teks report pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar.
- Peserta didik menuliskan teks tersebut pada kertas berwarna.
- Peserta didik menempelkan rangkaian gambar yang telah ada dan kertas berwarna yang berisi teks report yang telah disusun pada manila karton.
- Peserta didik menghiasi hasil projectnya agar terlihat menarik.

Mengomunikasikan (networking)

- Setiap kelompok mempresentasikan hasil kerja kelompok
- Guru memberikan refleksi dengan memberikan koreksi terhadap struktur teks dan unsur kebahasaan.

Penutup (10 menit)

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (Refleksi).
- Guru memberikan penugasan kepada peserta didik berupa pekerjaan rumah membuat teks report tentang sekolah.

- Guru memberikan penugasan berupa tugas kelompok kepada peserta didik, tiap kelompok mencari 1 gambar tentang untuk bahan pada pertemuan selanjutnya
 - Guru menyampaikan agar peserta didik membawa perlengkapan seperti: manila karton, gunting, kertas berwarna, spidol, lem, dan bahan untuk hiasan untuk pertemuan selanjutnya
- The leader close the class.

Pertemuan ke-6

Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (5 menit)

- Menyapa Peserta didik (greeting)
- Mempersiapkan kelas oleh leader
- Mereview materi sebelumnya
- Mengecek kehadiran dan memotivasi Peserta didik
- Mengumpulkan PR
- Menjelaskan tujuan pembelajaran

Kegiatan inti (70 menit)

Langkah- langkah Pelaksanaan Tugas project

Menentukan pertanyaan mendasar

- Identifikasi dan tulislah hal-hal tentang sekolah.

Menyusun perencanaan Project

- Peserta didik dibentuk beberapa kelompok yang terdiri dari 5 orang tiap kelompok.
- Peserta didik menyusun teks report pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar
- Peserta didik menuliskan teks tersebut pada kertas berwarna.
- Peserta didik menempelkan rangkaian gambar yang telah ada dan kertas berwarna yang berisi teks report yang telah disusun pada manila karton.
- Peserta didik menghiasi hasil projectnya agar terlihat menarik.

Menyusun jadwal

- Pembentukan kelompok : 5 menit
- Mengidentifikasi hal-hal menarik : 10 menit
- Menyusun hal-hal menarik : 20 menit
- Mengevaluasi pengalaman : 10 menit
- Memonitoring : pada saat proses
- Menguji hasil : 25 menit

Memonitoring

- Guru mengecek pekerjaan peserta didik dan mengingatkan tentang waktu yang harus digunakan dalam mengerjakan tugas

Mengevaluasi pengalaman dan menguji hasil

- Peserta didik mempresentasikan hasil kerja mereka.

Penutup (5 menit)

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (Refleksi).
- Mengumpulkan hasil project.
- Menempelkan hasil project.
- The leader close the class.

H. Sumber/Bahan/Alat

- manila karton
- gunting
- kertas berwarna
- spidol
- lem

I. Penilaian

Keterampilan : Praktek

e. Bentuk Penilaian : Project

f. Bentuk Instrumen : Membuat wall magazine yang berisi gambar buah-buahan/sekolah dan teks report tentang gambar tersebut kemudian dipresentasikan di depan kelas.

Rubrik Penilaian

✓ **The Assessment of Students' Speaking in Fluency**

Classification	Score	Criteria
Excellent	91-100	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	75-90	<p>Although he/she has to make effort and search for word, there are not unnatural pauses. Fairly smooth, delivery mostly, in conveying the general meaning. Fairly range expression.</p> <p>Has to make effort for much of time. Often has to reach for the desire the effort at time limited range of expression.</p>
Fair	61-74	Long pauses while he/she searches for desire meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at times. Limited range of expression.
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Poor	X>51	

✓ **The Assessment of Students' Speaking in Vocabulary**

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Excellent	91-100	The speaker uses relevant, adequate and correct vocabulary and word collocations (within her level of language proficiency).
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Fair	61-74	Vocabulary range is somewhat limited which

		might sometimes prevent communication of the message. Sometimes uses incorrect word collocations and some misunderstandings may arise from inaccurate word choice.
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Penentuan Nilai: Nilai Siswa = $\frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

Makassar, Oktober 2017

Mengetahui;

Guru Mapel Bahasa Inggris

Mahasiswa Peneliti

Nur Andriani, S.Pd.

NBM : 1056259

Riska

NIM: 10535545113

APPENDIX B

Teaching Materials

REPORT TEXT

A. Definition of Report Text

Report, dalam *Concise Oxford Dictionary Edisi 10*, diartikan sebagai 1) an account given of a matter after investigation or consideration. 2) a piece of information about an event or situation. Jika disimpulkan, secara bahasa *report text* adalah teks yang berfungsi untuk memberikan informasi tentang suatu peristiwa atau situasi, setelah diadakannya investigasi dan melalui berbagai pertimbangan.

Definisi *report text* ini juga hampir mirip dengan apa yang sering disebutkan dalam berbagai buku bahasa Inggris di tingkat menengah, "*Report is a text which present information about something, as it is. It is as a result of systematic observation and analyses.*" [Report adalah sebuah teks yang menghadirkan informasi tentang suatu hal secara apa adanya. Teks ini adalah sebagai hasil dari observasi dan analisa secara sistematis]

B. Purpose of Report Text

- The purpose of report text is to describe the general thing / person.
- Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

C. General Structure of Report Text

- a. Classification : pengantar tentang sesuatu yang akan dibahas.

b. Description : menerangkan sesuatu yang akan dibahas meliputi

- Size
- Characteristics
- Physical appearance
- Ability
- Habit

c. Language Features

- Present Tense : if thing/person is still alive.
- Past Tense : if thing/person doesn't exist anymore.

Pola grammar yang umum digunakan dalam teks report, yang meliputi :

- Use of general nouns, eg hunting dogs, rather than particular nouns, eg our dog;
- Use of relating verbs to describe features, eg Molecules are tiny particles;
- Some use of action verbs when describing behaviour, eg Emus cannot fly;
- Use of timeless present tense to indicate usualness, eg Tropical cyclones always begin over the sea;
- Use of technical terms, eg Isobars are lines drawn on a weather map;
- Use of paragraphs with topic sentences to organise bundles of information; repeated naming of the topic as the beginning focus of the clause.

Keterangan :

- General nouns, maksudnya adalah, suatu benda (baik itu hidup atau mati) yang bersifat umum. Coba bandingkan : Hunting dogs >< My dog. Hunting dogs bersifat umum; sedangkan my dog bersifat khusus.
- Relating verbs, dalam grammar disebut juga dengan *linking verbs*. Seperti to be [is, am, are: present], seem, look, taste dan lain sebagainya.
- Timeless present tense adalah salah satu penanda waktu dalam *simple present* seperti "often, usually, always" dan lain-lain.
- Technical terms, maksudnya adalah istilah-istilah yang meliputi teks report tersebut. Misalnya tentang "*music*" maka, istilah-istilah musik harus ada.

D. Example of Report Text

Komodo Dragon

Komodo dragons have thrived in the harsh climate of Indonesia's Lesser Sunda Islands for millions of years, although amazingly, their existence was unknown to humans until about 100 years ago.

Reaching 10 feet (3 meters) in length and more than 300 pounds (136 kilograms), Komodo dragons are the heaviest lizards on Earth. They have long, flat heads with rounded snouts, scaly skin, bowed legs, and huge, muscular tails.

As the dominant predators on the handful of islands they inhabit, they will eat almost anything, including carrion, deer, pigs, smaller

dragons, and even large water buffalo and humans. When hunting, Komodo dragons rely on camouflage and patience, lying in wait for passing prey. When a victim ambles by, the dragon springs, using its powerful legs, sharp claws and serrated, shark-like teeth to eviscerate its prey.

Animals that escape the jaws of a Komodo will only feel lucky briefly. Dragon saliva teems with over 50 strains of bacteria, and within 24 hours, the stricken creature usually dies of blood poisoning. Dragons calmly follow an escapee for miles as the bacteria takes effect, using their keen sense of smell to hone in on the corpse. A dragon can eat a whopping 80 percent of its body weight in a single feeding.

There is a stable population of about 3,000 to 5,000 Komodo dragons on the islands of Komodo, Gila Motang, Rinca, and Flores. However, a dearth of egg-laying females, poaching, human encroachment, and natural disasters has driven the species to endangered status.

Sumber: <http://animals.nationalgeographic.com/>

Penjelasan:

1. Paragraf pertama: General Classification. Berisi pengenalan objek bahwa Komodo adalah binatang yang telah ada sejak berjuta-juta tahun yang lalu.
2. Pada paragraf kedua dan seterusnya: Description. Berisi tentang bentuk fisik Komodo meliputi panjang, berat, maupun ciri fisiknya dan kebiasaannya mencari makan serta statistik populasi habitat Komodo di berbagai daerah.

APPENDIX C

Instruments

PRE-TEST

Type of the test : Speaking Performance (monologue)

Skill : Speaking

Instructions :

1. Think of what you did last holiday that related with the material that you have learned!

What experience?

Who were involved?

When did it happened?

Where did it took place?

What happened? What did the people do?

How was it?

2. Tell the class about your story!

POST-TEST

Type of the test : Speaking Performance (Monologue)

Skill : Speaking

Instructions :

1. Think of an unforgettable moment happened in your life that related with the material that you have learned!

What experience?

Who were involved?

When did it happened?

Where did it took place?

What happened? What did the people do?

How was it?

2. Tell the class about your story!

APPENDIX D

D.1. The List Name of Students

D.2. The Students' Row Scores of Pre-test

D.3. The Students' Row Scores of Post-test

D.4. The students' Scores of Pretest (X_1) and Post-test(X_2),

Gain/Difference between the Matched Pairs (D), and

Square of the Gain (D^2)

**D.5. Scoring Classification of the Students Pretest And
Posttest**

**D.6. Calculation of the Mean Score of Students' Speaking
Ability**

**D.7. The Percentage of the Students' Improvement in
Speaking Ability**

D.8. Calculating Test of Significance

D.9. Table Distribution of T-Value

APPENDIX D.1

THE LIST NAME OF THE STUDENTS OF CLASS XI IPA 1 SMA MUHAMMADIYAH LIMBUNG

No	Sample	Code
1	Arnida Apria Ningsi	S – 1
2	Asrianti Syaribulan	S – 2
3	Muh. Saleh Syam	S – 3
4	Muh. Syahrul	S – 4
5	Muh. Yusrifal Rauf	S – 5
6	Mulk Haerah	S – 6
7	Mutmainnah	S – 7
8	Nadirah	S – 8
9	Nurainun	S – 9
10	Nurfadillah	S – 10
11	Nurafni andriani	S – 11
12	Nurul Ridha Adha	S – 12
13	Nuuran Afillah Nursyam	S – 13
14	Rezky Ramadhani	S – 14
15	Sifa Aisyiah	S – 15
16	Muh. Qausar Febrian Samir	S – 16
17	Wardiyah Mutmainnah	S – 17
18	Nurwanda	S – 18
19	Andi Tazkirah Tawakkal	S – 19
20	Fadila Abni Utari	S – 20
21	Humaerah	S – 21
22	Nadira	S – 22
23	Nur Aidah	S – 23
24	Nur Fadilah	S – 24
25	Nurul Febrianti	S – 25
26	Sitti Mahdiah Khulwa	S – 26
27	Sri Andriani	S – 27
28	Syahrul Dahlan	S – 28
29	Nurfahira	S – 29
30	Alfiyanisa Widyaningsih	S – 30
31	Anita Firdayanti	S – 31
32	Ardiansyah	S – 32
33	Miftahul Khaerah	S – 33
34	Muh. Faried Wadjedy	S – 34
35	Mutahharah	S – 35

APPENDIX D.2

The Students' Row of Pre-test in Speaking Ability

No	Code Sample	Components of Speaking		X1 + X2	Final Score
		Vocabulary (X1)	Fluency (X2)		
1	S – 1	60	55	115	57,5
2	S – 2	65	58	123	61,5
3	S – 3	55	50	105	52,5
4	S – 4	50	48	98	49
5	S – 5	51	50	101	50,5
6	S – 6	60	62	122	61
7	S – 7	70	65	135	67,5
8	S – 8	53	55	108	54
9	S – 9	65	60	125	62,5
10	S – 10	60	55	115	57,5
11	S – 11	53	50	103	51,5
12	S – 12	58	50	108	54
13	S – 13	60	55	115	57,5
14	S – 14	60	60	120	60
15	S – 15	51	50	101	50,5
16	S – 16	68	65	133	66,5
17	S – 17	70	67	137	68,5
18	S – 18	65	60	125	62,5
19	S – 19	68	80	148	74
20	S – 20	60	51	111	55,5
21	S – 21	70	60	130	65
22	S – 22	52	51	103	51,5
23	S – 23	60	52	112	56
24	S – 24	56	50	106	53
25	S – 25	55	53	108	54
26	S – 26	57	51	108	54
27	S – 27	55	50	105	52,5
28	S – 28	60	54	114	57
29	S – 29	60	58	118	59
30	S – 30	63	60	123	61,5
31	S – 31	63	55	118	59
32	S – 32	56	52	108	54
33	S – 33	60	55	115	57,5
34	S – 34	70	68	138	69
35	S – 35	55	51	106	53
	$\sum x$	2094	1966	4060	2030
	X	59,83	56,17	116	58

APENDIX D.3

The Students' Row of Post-test in Speaking Ability

No	Code Sample	Components of Speaking		X1 + X2	Final Score
		Vocabulary (X1)	Fluency (X2)		
1	S – 1	70	68	138	69
2	S – 2	75	70	145	72,5
3	S – 3	80	78	158	79
4	S – 4	70	65	135	67,5
5	S – 5	68	60	128	64
6	S – 6	74	70	144	72
7	S – 7	85	82	167	83,5
8	S – 8	80	77	157	78,5
9	S – 9	85	80	165	82,5
10	S – 10	80	76	156	78
11	S – 11	78	75	153	76,5
12	S – 12	75	72	147	73,5
13	S – 13	86	82	168	84
14	S – 14	90	87	177	88,5
15	S – 15	79	65	144	72
16	S – 16	80	75	155	77,5
17	S – 17	88	85	173	86,5
18	S – 18	80	74	154	77
19	S – 19	85	80	165	82,5
20	S – 20	79	74	153	76,5
21	S – 21	90	87	177	88,5
22	S – 22	77	75	152	76
23	S – 23	75	70	145	72,5
24	S – 24	70	66	136	68
25	S – 25	75	73	148	74
26	S – 26	80	75	155	77,5
27	S – 27	77	75	152	76
28	S – 28	85	80	165	82,5
29	S – 29	95	90	185	92,5
30	S – 30	80	75	155	77,5
31	S – 31	88	85	173	86,5
32	S – 32	80	74	154	77
33	S – 33	85	80	165	82,5
34	S – 34	90	85	175	87,5
35	S – 35	80	76	156	78
	$\sum x$	2814	2661	5475	2737,5
	X	80,4	76,03	156,43	78,21

APPENDIX D.4

The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between the Matched Pairs (D), and Square of the Gain (D^2)

1. Vocabulary

No	Code Sample	Vocabulary		D (X2 - X1)	D ²
		Pre-Test (X1)	Post-Test (X2)		
1	S – 1	60	70	10	100
2	S – 2	65	75	10	100
3	S – 3	55	80	25	625
4	S – 4	50	70	20	400
5	S – 5	51	68	17	289
6	S – 6	60	74	14	196
7	S – 7	70	85	15	225
8	S – 8	53	80	27	729
9	S – 9	65	85	20	400
10	S – 10	60	80	20	400
11	S – 11	53	78	25	625
12	S – 12	58	75	17	729
13	S – 13	60	86	26	676
14	S – 14	60	90	30	900
15	S – 15	51	79	29	841
16	S – 16	68	80	12	144
17	S – 17	70	88	18	324
18	S – 18	65	80	15	225
19	S – 19	68	85	17	729
20	S – 20	60	79	19	361
21	S – 21	70	90	20	400
22	S – 22	52	77	25	625
23	S – 23	60	75	15	225
24	S – 24	56	70	14	196
25	S – 25	55	75	20	400
26	S – 26	57	80	23	529
27	S – 27	55	77	22	484
28	S – 28	60	85	25	625
29	S – 29	60	95	35	1225
30	S – 30	63	80	17	729
31	S – 31	63	88	25	625
32	S – 32	56	80	24	576

33	S – 33	60	85	25	625
34	S – 34	70	90	20	400
35	S – 35	55	80	25	625
	Total	$\Sigma x=2094$	$\Sigma x=2814$	$\Sigma d=721$	$\Sigma d^2=17307$

2. Fluency

No	Code Sample	Fluency		D (X2 - X1)	D ²
		Pre-Test (X1)	Post-Test (X2)		
1	S – 1	55	68	13	169
2	S – 2	58	70	12	144
3	S – 3	50	78	25	625
4	S – 4	48	65	17	289
5	S – 5	50	60	10	100
6	S – 6	62	70	18	324
7	S – 7	65	82	17	289
8	S – 8	55	77	22	484
9	S – 9	60	80	20	400
10	S – 10	55	76	21	441
11	S – 11	50	75	25	625
12	S – 12	50	72	22	484
13	S – 13	55	82	27	729
14	S – 14	60	87	27	729
15	S – 15	50	65	15	225
16	S – 16	65	75	20	400
17	S – 17	67	85	18	324
18	S – 18	60	74	14	196
19	S – 19	80	80	0	0
20	S – 20	51	74	23	529
21	S – 21	60	87	27	729
22	S – 22	51	75	24	576
23	S – 23	52	70	18	324
24	S – 24	50	66	16	256
25	S – 25	53	73	20	400
26	S – 26	51	75	24	576
27	S – 27	50	75	25	625
28	S – 28	54	80	26	676
29	S – 29	58	90	32	1024
30	S – 30	60	75	15	225
31	S – 31	55	85	30	900
32	S – 32	52	74	22	484

33	S – 33	55	80	25	625
34	S – 34	68	85	17	289
35	S – 35	51	76	25	625
	Total	$\sum x=1966$	$\sum x=2661$	$\sum d=712$	$\sum d^2=15840$

3. Speaking Ability

No	Code Sample	Speaking Ability		D (X2 - X1)	D ²
		Pre-Test (X1)	Post-Test (X2)		
1	S – 1	57,5	69	11.5	132.25
2	S – 2	61,5	72,5	11	121
3	S – 3	52,5	79	26.5	702.25
4	S – 4	49	67,5	18.5	342.25
5	S – 5	50,5	64	13.5	182.25
6	S – 6	61	72	11	121
7	S – 7	67,5	83,5	16	256
8	S – 8	54	78,5	24.5	600.25
9	S – 9	62,5	82,5	20	400
10	S – 10	57,5	78	20.5	420.25
11	S – 11	51,5	76,5	25	625
12	S – 12	54	73,5	19.5	380.25
13	S – 13	57,5	84	26.5	702.25
14	S – 14	60	88,5	28.5	812.25
15	S – 15	50,5	72	21.5	462.25
16	S – 16	66,5	77,5	11	121
17	S – 17	68,5	86,5	18	324
18	S – 18	62,5	77	14.5	210.25
19	S – 19	74	82,5	8.5	72.25
20	S – 20	55,5	76,5	21	441
21	S – 21	65	88,5	23.5	552.25
22	S – 22	51,5	76	24.5	600.25
23	S – 23	56	72,5	16.5	272.25
24	S – 24	53	68	15	225
25	S – 25	54	74	20	400
26	S – 26	54	77,5	23.5	552.25
27	S – 27	52,5	76	23.5	552.25
28	S – 28	57	82,5	25.5	650.25
29	S – 29	59	92,5	33.5	1122.25
30	S – 30	61,5	77,5	16	256
31	S – 31	59	86,5	27.5	756.25
32	S – 32	54	77	23	529

33	S – 33	57,5	82,5	25	625
34	S – 34	69	87,5	18.5	342.25
35	S – 35	53	78	25	625
	Total	$\sum x=2030$	$\sum x=2737.5$	$\sum d=707.5$	$\sum d^2=15488.25$

APPENDIX D.5

1. Scoring Classification of the Students Pre-test and Post-test in Vocabulary

No	Sample	Pre – Test	Classification	Post – Test	Classification
1	S – 1	60	Less	70	Fair
2	S – 2	65	Fair	75	Fair
3	S – 3	55	Less	80	Good
4	S – 4	50	Poor	70	Fair
5	S – 5	51	Poor	68	Fair
6	S – 6	60	Less	74	Fair
7	S – 7	70	Fair	85	Good
8	S – 8	53	Less	80	Good
9	S – 9	65	Fair	85	Good
10	S – 10	60	Less	80	Good
11	S – 11	53	Less	78	Good
12	S – 12	58	Less	75	Good
13	S – 13	60	Less	86	Good
14	S – 14	60	Less	90	Good
15	S – 15	51	Poor	79	Good
16	S – 16	68	Fair	80	Good
17	S – 17	70	Fair	88	Good
18	S – 18	65	Fair	80	Good
19	S – 19	68	Fair	85	Good
20	S – 20	60	Less	79	Good
21	S – 21	70	Fair	90	Good
22	S – 22	52	Less	77	Good
23	S – 23	60	Less	75	Good
24	S – 24	56	Less	70	Fair
25	S – 25	55	Less	75	Good
26	S – 26	57	Less	80	Good
27	S – 27	55	Less	77	Good
28	S – 28	60	Less	85	Good
29	S – 29	60	Less	95	Excellent
30	S – 30	63	Fair	80	Good
31	S – 31	63	Fair	88	Good
32	S – 32	56	Less	80	Good
33	S – 33	60	Less	85	Good
34	S – 34	70	Fair	90	Good
35	S – 35	55	Less	80	Good

The percentage of the students' achievement in vocabulary

A. Pre – Test

Classification	Frequency	Percentage
Excellent	-	-
Good	-	-
Fair	11	$\% = 11 / 35 \times 100 = 31.43\%$
Less	21	$\% = 21 / 35 \times 100 = 60\%$
Poor	3	$\% = 3 / 35 \times 100 = 8.57\%$
Total	35	100%

B. Post – Test

Classification	Frequency	Percentage
Excellent	1	$\% = 1 / 35 \times 100 = 2.86\%$
Good	28	$\% = 28 / 35 \times 100 = 80\%$
Fair	6	$\% = 6 / 35 \times 100 = 17.14\%$
Less	-	-
Poor	-	-
Total	35	100%

2. Scoring Classification of the Students Pre-test and Post-test in Fluency

No	Sample	Pre – Test	Classification	Post- Test	Classification
1	S – 1	55	Less	68	Fair
2	S – 2	58	Less	70	Fair
3	S – 3	50	Poor	78	Good
4	S – 4	48	Poor	65	Fair
5	S – 5	50	Poor	60	Less
6	S – 6	62	Fair	70	Fair
7	S – 7	65	Fair	82	Good
8	S – 8	55	Less	77	Good
9	S – 9	60	Less	80	Good
10	S – 10	55	Less	76	Good
11	S – 11	50	Poor	75	Good
12	S – 12	50	Poor	72	Fair
13	S – 13	55	Less	82	Good
14	S – 14	60	Less	87	Good
15	S – 15	50	Poor	65	Fair
16	S – 16	65	Fair	75	Good
17	S – 17	67	Fair	85	Good

18	S – 18	60	Less	74	Fair
19	S – 19	74	Fair	80	Good
20	S – 20	51	Poor	74	Fair
21	S – 21	60	Less	87	Good
22	S – 22	51	Poor	75	Good
23	S – 23	52	Less	70	Fair
24	S – 24	50	Poor	66	Fair
25	S – 25	53	Less	73	Fair
26	S – 26	51	Poor	75	Good
27	S – 27	50	Poor	75	Good
28	S – 28	54	Less	80	Good
29	S – 29	58	Less	90	Good
30	S – 30	60	Less	75	Good
31	S – 31	55	Less	85	Good
32	S – 32	52	Less	74	Fair
33	S – 33	55	Less	80	Good
34	S – 34	68	Fair	85	Good
35	S – 35	51	Poor	76	Good

The percentage of the students' achievement in fluency

A. Pre Test

Classification	Frequency	Percentage
Excellent	-	-
Good	-	-
Fair	6	$\% = 6 / 35 \times 100 = 17.14 \%$
Less	17	$\% = 17 / 35 \times 100 = 48.57\%$
Poor	12	$\% = 12 / 35 \times 100 = 34.29\%$
Total	35	100%

B. Post Test

Classification	Frequency	Percentage
Excellent	-	-
Good	22	$\% = 22 / 35 \times 100 = 62.86 \%$
Fair	12	$\% = 12 / 35 \times 100 = 34.29 \%$
Less	1	$\% = 1 / 35 \times 100 = 2.86 \%$
Poor	-	-
Total	35	100%

3. Scoring Classification of the Students Pre-test and Post-test in Speaking

Ability

No	Code Sample	Pre – Test	Classification	Post – Test	Classification
1	S – 1	57,5	Less	69	Fair
2	S – 2	61,5	Fair	72,5	Fair
3	S – 3	52,5	Less	79	Good
4	S – 4	49	Poor	67,5	Fair
5	S – 5	50,5	Poor	64	Fair
6	S – 6	61	Fair	72	Fair
7	S – 7	67,5	Fair	83,5	Good
8	S – 8	54	Less	78,5	Good
9	S – 9	62,5	Fair	82,5	Good
10	S – 10	57,5	Less	78	Good
11	S – 11	51,5	Less	76,5	Good
12	S – 12	54	Less	73,5	Fair
13	S – 13	57,5	Less	84	Good
14	S – 14	60	Fair	88,5	Good
15	S – 15	50,5	Poor	72	Fair
16	S – 16	66,5	Fair	77,5	Good
17	S – 17	68,5	Fair	86,5	Good
18	S – 18	62,5	Fair	77	Good
19	S – 19	74	Good	82,5	Good
20	S – 20	55,5	Less	76,5	Good
21	S – 21	65	Fair	88,5	Good
22	S – 22	51,5	Less	76	Good
23	S – 23	56	Less	72,5	Good
24	S – 24	53	Less	68	Fair
25	S – 25	54	Less	74	Fair
26	S – 26	54	Less	77,5	Good
27	S – 27	52,5	Less	76	Good
28	S – 28	57	Less	82,5	Good
29	S – 29	59	Less	92,5	Excellent
30	S – 30	61,5	Fair	77,5	Good
31	S – 31	59	Less	86,5	Good
32	S – 32	54	Less	77	Good
33	S – 33	57,5	Less	82,5	Good
34	S – 34	69	Fair	87,5	Good
35	S – 35	53	Less	78	Good

The percentage of the students' achievement in speaking ability

A. Pre Test

Classification	Frequency	Percentage
Excellent	-	-
Good	1	$\% = 1 / 35 \times 100 = 2.86 \%$
Fair	11	$\% = 11 / 35 \times 100 = 31.43 \%$
Less	20	$\% = 20 / 35 \times 100 = 57.14 \%$
Poor	3	$\% = 3 / 35 \times 100 = 8.57 \%$
Total		100%

B. Post Test

Classification	Frequency	Percentage
Excellent	1	$\% = 1 / 35 \times 100 = 2.86 \%$
Good	25	$\% = 25 / 35 \times 100 = 71.43 \%$
Fair	9	$\% = 9 / 35 \times 100 = 25.71 \%$
Less	-	-
Poor	-	-
Total		100%

Appendix D.6

Mean Score of the Pre-test, Post-test, and Gain (D)

Data analysis of Pre test

a. Vocabulary

$$X = \frac{\sum x}{N} \qquad X = \frac{2094}{35}$$

Where :

$$X = \text{Mean Score} \qquad X = 59.83$$

$$\sum X = \text{Sum of all score}$$

$$N = \text{Total number of sample}$$

b. Fluency

$$X = \frac{\sum x}{N} \qquad X = \frac{1966}{35}$$

Where :

$$X = 56.17$$

$$X = \text{Mean Score}$$

$$\sum X = \text{Sum of all score}$$

$$N = \text{Total number of sample}$$

c. Speaking Score

$$X = \frac{\sum x}{N} \qquad X = \frac{2030}{35}$$

Where :

$$X = 58$$

$$X = \text{Mean Score}$$

$$\sum X = \text{Sum of all score}$$

$$N = \text{Total number of sample}$$

Data analysis of Post test

a. Vocabulary

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

$$X = \frac{2814}{35}$$

Where :

X = Mean Score

$$X = 80.4$$

$\sum X$ = Sum of all score

N = Total number of sample

b. Fluency

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

$$X = \frac{2661}{35}$$

Where :

$$X = 76.03$$

X = Mean Score

$\sum X$ = Sum of all score

N = Total number of sample

c. Speaking Score

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

$$X = \frac{2737.5}{35}$$

Where :

$$X = 78.21$$

X = Mean Score

$\sum X$ = Sum of all score

N = Total number of sample

The Students' Mean score of gain (D) vocabulary

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{721}{35}$$

$$Md = 20.6$$

The Students' Mean score of gain (D) fluency

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{712}{35}$$

$$Md = 20.34$$

The Students' Mean score of gain (D) speaking ability

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{707.5}{35}$$

$$Md = 20.21$$

APPENDIX D.7

The Percentage of the Students' Improvement in Speaking Ability

1. The Students' Improvement In Vocabulary

Pre Test Score is 59.83

Post Test Score is 80.4

Improvement from pre test to post test :

$$P = \frac{\bar{x}_2 - \bar{x}_1}{\bar{x}_1} \times 100\%$$

$$P = \frac{80,4 - 59,83}{59,83} \times 100\%$$

$$P = \frac{20,57}{59,83} \times 100 = 34.38\%$$

The students' improvement from pre test to post test is 34.38%

2. The Students' Improvement In Fluency

Pre Test Score is 56.17

Post Test Score is 76.03

Improvement from pre test to post test :

$$P = \frac{\bar{x}_2 - \bar{x}_1}{\bar{x}_1} \times 100\%$$

$$P = \frac{76,03 - 56,17}{56,17} \times 100\%$$

$$P = \frac{19,86}{56,17} \times 100 = 35.36\%$$

The students' improvement from pre test to post test is 35.36%

3. The Students' Improvement In Speaking Ability

Pre Test Score is 58

Post Test Score is 78.21

Improvement from pre test to post test :

$$P = \frac{\bar{x}_2 - \bar{x}_1}{\bar{x}_1} \times 100\%$$

$$P = \frac{78,21 - 58}{58} \times 100\%$$

$$P = \frac{20,21}{58} \times 100 = 34.84\%$$

The students' improvement from pre test to post test is 34.84%

APPENDIX D.8

Test of Significance

a. Test of Significance of Vocabulary

$$\begin{aligned} T &= \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}} \\ &= \frac{20.6}{\sqrt{\frac{17307 - \frac{(721)^2}{35}}{35(35-1)}}} \\ &= \frac{20.6}{\sqrt{\frac{17302 - \frac{519841}{35}}{35(35-1)}}} \\ &= \frac{20.6}{\sqrt{\frac{17302 - 14852.6}{1190}}} \\ &= \frac{20.6}{\sqrt{\frac{2449.4}{1190}}} \\ &= \frac{20.6}{\sqrt{2.06}} \\ &= \frac{20.6}{1.44} \\ &= 14.3 \end{aligned}$$

b. Test of Significance of Fluency

$$\begin{aligned}
 T &= \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}} \\
 &= \frac{20.34}{\sqrt{\frac{15840 - \frac{(712)^2}{35}}{35(35-1)}}} \\
 &= \frac{20.34}{\sqrt{\frac{15840 - \frac{506944}{35}}{35(35-1)}}} \\
 &= \frac{20.34}{\sqrt{\frac{15840 - 14484.11}{1190}}} \\
 &= \frac{20.34}{\sqrt{\frac{1355.89}{1190}}} \\
 &= \frac{20.34}{\sqrt{1.14}} \\
 &= \frac{20.34}{1.7} \\
 &= 11.96
 \end{aligned}$$

c. Test of Significance of Speaking Ability

$$\begin{aligned}
 T &= \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}} \\
 &= \frac{20.21}{\sqrt{\frac{15488.25 - \frac{(707.5)^2}{35}}{35(35-1)}}} \\
 &= \frac{20.21}{\sqrt{\frac{15488.25 - \frac{500556.25}{35}}{35(35-1)}}} \\
 &= \frac{20.21}{\sqrt{\frac{15488.25 - 14301.61}{1190}}} \\
 &= \frac{20.21}{\sqrt{\frac{1186.64}{1190}}} \\
 &= \frac{20.21}{\sqrt{0.997}} \\
 &= \frac{20.21}{0.998} \\
 &= 20.25
 \end{aligned}$$

APPENDIX D. 9

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = $N - 1 = 35 - 1 = 34$, T- table= 2.03224

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

(Subana, et al, 2005: 206)

APPENDIX E

Attendance List

ATTENDANCE LIST

NO.	NAME	MEETING							
		1	2	3	4	5	6	7	8
1	Arnida Apria Ningsi	√	√	√	√	√	√	√	√
2	Asrianti Syaribulan	√	√	√	√	√	√	√	√
3	Muh. Saleh Syam	√	√	√	√	√	√	√	√
4	Muh. Syahrul	√	√	√	√	√	√	√	√
5	Muh. Yusrifal Rauf	√	√	√	√	√	√	√	√
6	Mulk Haerah	√	√	√	√	√	√	√	√
7	Mutmainnah	√	√	√	√	√	√	√	√
8	Nadirah	√	√	√	√	√	√	√	√
9	Nurainun	√	√	√	√	√	√	√	√
10	Nurfadillah	√	√	√	√	√	√	√	√
11	Nurafni andriani	√	√	√	√	√	√	√	√
12	Nurul Ridha Adha	√	√	√	√	√	√	√	√
13	Nuuran Afillah Nursyam	√	√	√	√	√	√	√	√
14	Rezky Ramadhani	√	√	√	√	√	√	√	√
15	Sifa Aisyiah	√	√	√	√	√	√	√	√
16	Muh. Qausar Febrian Samir	√	√	√	√	√	√	√	√
17	Wardiyah Mutmainnah	√	√	√	√	√	√	s	√
18	Nurwanda	√	√	√	√	√	√	√	√
19	Andi Tazkirah Tawakkal	√	√	√	√	√	√	√	√
20	Fadila Abni Utari	√	√	√	√	√	√	√	√
21	Humaerah	√	√	√	√	√	√	√	√
22	Nadira	√	√	√	√	√	√	√	√
23	Nur Aidah	√	√	√	√	√	√	√	√
24	Nur Fadilah	√	√	√	√	√	√	√	√
25	Nurul Febrianti	√	√	√	√	√	√	√	√
26	Sitti Mahdiah Khulwa	√	√	√	√	√	√	√	√
27	Sri Andriani	√	√	√	√	√	√	√	√
28	Syahrul Dahlan	√	√	√	√	√	√	√	√
29	Nurfahira	√	√	√	√	√	√	√	√
30	Alfiyanisa Widyaningsih	√	√	√	√	√	√	√	√
31	Anita Firdayanti	√	√	√	√	√	√	√	√
32	Ardiansyah	√	√	√	√	√	√	√	√
33	Miftahul Khaerah	√	√	√	√	√	√	√	√
34	Muh. Faried Wadjedy	√	√	√	√	√	√	√	√
35	Mutahharah	√	√	√	√	√	a	√	√

APPENDIX F

Documentations





CURRICULUM VITAE



RISKA was born on August 17th, 1994 in Enrekang regency. She is the sixth child from five brother and five sisters from the marriage of her parents Banta and Sini. In 2001 the writer registered as student elementary school SDN 11 Rante Tonggo in Enrekang regency and she graduated in 2007. The next, in the same year the writer registered as a student in SMP NEG. 7 Alla graduated in 2010. Then the writer registered in senior high school, SMA Muhammadiyah Kalosi and graduated in 2013. In the same year, the writer registered to study of English Department in Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with title **“The Use of Project Based Learning (PBL) Method in Improving Students’ Speaking Ability (An Experimental Research at the Eleventh Grade Students of SMA Muhammadiyah Limbung)”**