THE EFFECTIVENESS OF VIDEO PROJECT TO IMPROVE STUDENTS' SPEAKING SKILL AT ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 9 MAKASSAR

A THESIS

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

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2019

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Dian Agri Busman

MOTTO

"YOU ONLY LIVE ONCE. BUT IF YOU WORK IT RIGHT, ONCE IS ENOUGH"

-Fred Allen

I dedicate this thesis to my parents, my brothers, my sister, and all my friends.

Thank you for supporting

ABSTRACT

Dian Agri Busman, 2019. *The Effectiveness of Video Project to Improve Students' Speaking Skill at Eleventh Grade of SMA Muhammadiyah 9 Makassar (A Pre-Experimental Research),* the thesis of English Education Department, the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, supervised by Nurdevi Bte Abdul and Saiful.

This research aimed at finding out the effectiveness of the students' speaking skill by using Video Project as media in teaching at Eleventh Grade Students of SMA Muhammadiyah 9 Makassar.

This research used Pre-experimental Design with one group pre-test and post-test design. The sample of the research was class XI MIA of SMA Muhammadiyah 9 Makassar taken by purposive sampling technique which consisted of 15 students.

The research findings indicated that using Video Project was effective in improving the students' speaking skill in term of fluency. It was proved by the means score in terms of fluency of pre-test was 72. 2 and means score of post-test 82. 26. It means that, the means score of post-test was greater than the means score of pre-test. Then the improvement of the students' speaking skill in terms of fluency was 13. 57 %.

Then the calculating the value of t-test in fluency was greater than t-table value (14. 7 > 1.761). (H1) is accepted and null hypothesis (H0) is rejected. Thus, the researcher concluded that there was significant difference between pre-test and post-test by teaching students using video project in speaking skill of SMA Muhammadiyah 9 Makassar.

Keywords: *Video Project, Speaking Skill.*
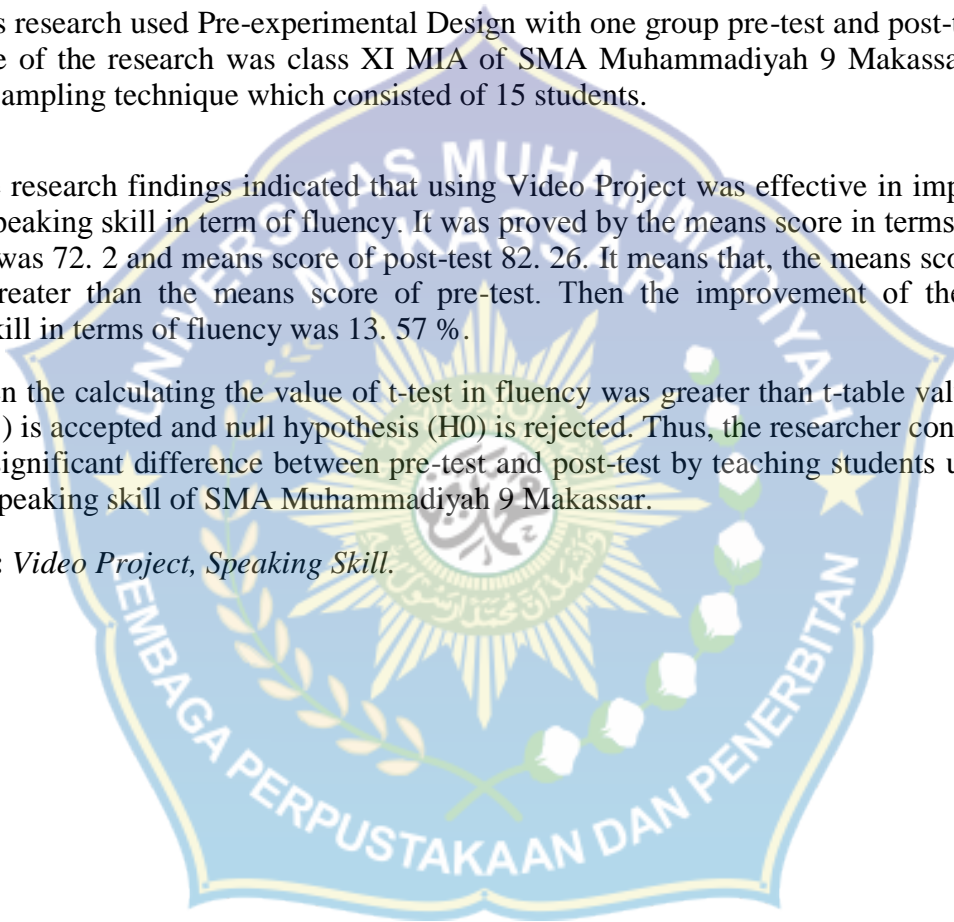
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بسم الله الرحمن الرحيم

Alhamdulillahi Rabbil Alamin, the researcher expresses her highest gratitude to the almighty Allah SWT, Who has given her guidance, blessing and mercy to her in completing this thesis. Salam and Shalawat are addressed to the beloved and chosen messenger, the prophet Muhammad SAW.

Many problems and difficulties had been encountered in finishing this thesis. She does realize that in conducting the research and writing this report, she got invaluable contribution and assistance from a great number of people. Therefore, she would like to acknowledge them:

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CHAPTER I

INTRODUCTION

This first chapter discussed the introduction of the research. This chapter elaborates the research background, problem statement, and research objective, significances of the research and scope of the research.

A. Background

As an international language, English has been taught as a foreign language based on the guidance namely curriculum. As a subject, English language taught from elementary school up to university level. As stated by Daulay (2017), "Indonesian students in school have to learn English as one of the target languages". Furthermore, English is used all over the world as a tool of communication. Thus, we can easily associate with other people whenever and wherever we are.

Maxom in Armasita (2017) states that speaking is one of the most important skill in English language teaching to be mastered in school. It is the process of sharing information through the use of verbal communication. Therefore, people who have ability in speaking will be able to send and receiving information to another and know what kinds of situation in the world. Besides, speaking is used in a real communication for helping people interact each other to create a good communication. So it needs to be practiced as often as possible. Then, speaking can improve students' knowledge in the fields of technology. It means that using technology can help the students' in the learning process.

In reality, learning English as a foreign language most of students cannot speak English well. It is caused some factors. These factors caused by the teacher and students. The factors from the students, first is limitation of the vocabulary. It makes students difficult to speak. Second, the students feel nervous when they will speak so it causes the students cannot express their ideas. Third, the students are not ready to learn. While factors from the teacher are the teachers teach just focus on grammar. It is difficult for the students to remember the grammar when they speak because grammar is very complex. Based on the researcher observation at Eleventh Grade Students of SMA Muhammadiyah 9 Makassar it shows that the mean score of the students' speaking skill must be improved.

Dealing with those problems, English teacher should be creative in developing their teaching and learning process to improve the students speaking skill. It can be improved by providing learning facilities for the students. The development of technology facilitates the students to learn easier. To follow the era of technology we need object to do it, such as video project. A video is one of the technologies that can be used as a teaching media. According to Mckinnon (2000), a video is an interesting teaching media because it provides real situation and native speakers.

Furthermore, Harmer in sari (2016) state that an activity which is can improve speaking skill is creating a video project. The use of a video can be a project for the students to create a documentary video about themselves in English. Through practicing their speaking skill in front of a camera, they accustomed to speak English. Besides that, using video project the students is

expected to understand the material easily. By watching their own documentary videos, they can get feedback from their performance in delivering speech, understand more about the topic which is being discussed, and perform self-reflection on their performances.

Based on the case above, the researcher conducted a research under the title "The Effectiveness of Video Project to Improve Students' Skill in Speaking at Eleventh Grade Students of SMA Muhammadiyah 9 Makassar".

B. Problem Statement

Based on the background of the problem, the researcher formulated the research problem as follows:

"Is Video Project effective to improve students' skill in speaking at Eleventh Grade Students of SMA Muhammadiyah 9 Makassar?"

C. Research Objective

The objective of this research is to find out whether the use of Video Project effective to improve students' skill at Eleventh Grade Students of SMA Muhammadiyah 9 Makassar.

D. The Significances of the Research

The researcher expected that the results of the research gave some benefits to the students, the teacher and the researcher. They are as follows:

a. Students

Provide early information to students about Video Project and provide information that Video Project can help them to learn and improve their speaking skill.

b. Teachers

Provide information to teachers about the effectiveness of Video Project to improve students' skill in speaking and provide media for the teachers to help their learning process.

c. Researcher

By doing this research, the researcher can gets a valuable experience which can be used for conducting a better research in the future. The results of the research can be applied by the researcher for teaching the students in the future.

E. Scope of the Research

The scope of this research was the use of video project to improve students' Speaking skill. In this case, the researcher focused on speaking fluency particularly in invitation and asking opinion.
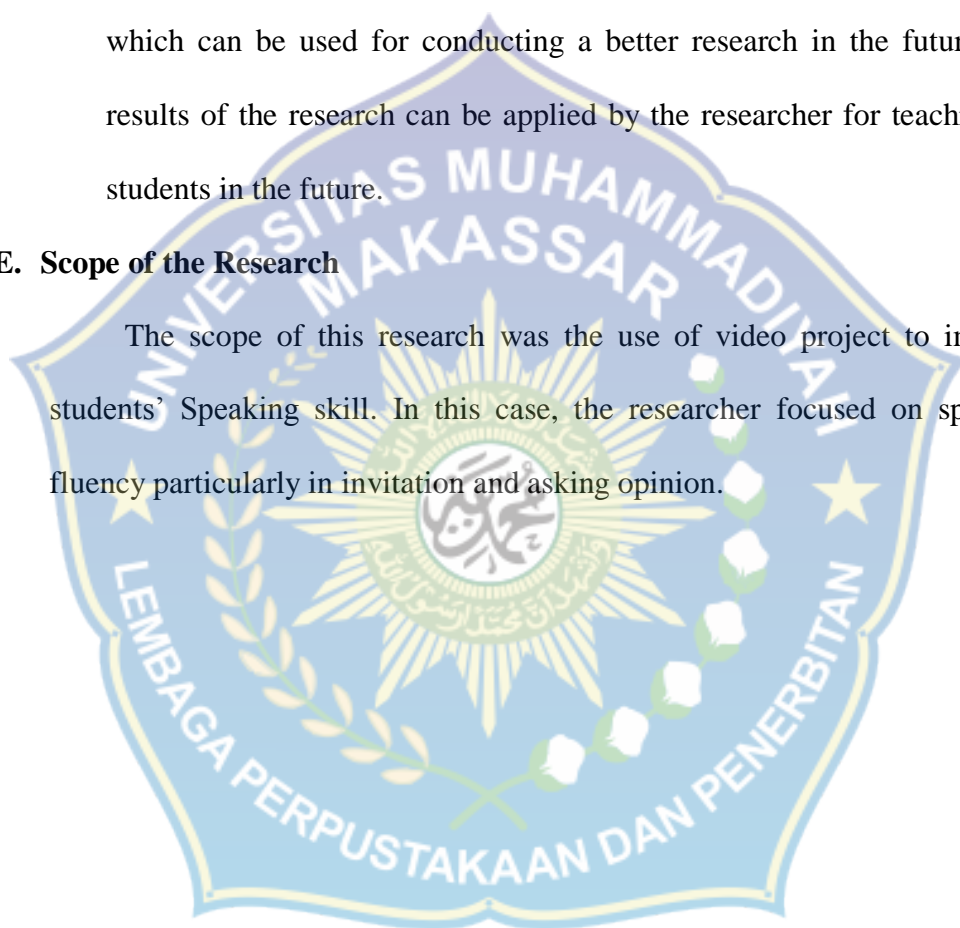
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous of related findings, concept of speaking, concept of video project, conceptual framework and hypothesis of the research.

A. Previous of Related Findings

There are several findings have been done discussed about Video Project.

1. Huang (2015) examined the language learning and motivational effects of a video project, including students' perceptions of the processes, and the impact of peer evaluations. He founds forty-three intermediate EFL learners in Taiwan communicated their thoughts in multimodal formats by producing a video that involved searching online materials and integrating music and pictures to illustrate their ideas. Results from a one-way ANOVA showed that the language learning effects were more obvious in the low proficiency group than in the high proficiency one. Results from t-test analyses of pre- and post- motivation questionnaires showed that students increased their learning motivation, and interview data showed that students felt that making videos boosted their confidence and improved their technological capability. The evaluative results of this exploratory study show that students increased their motivation to learn and offered positive feedback on the process. Students learned how to express their ideas in multi-media formats and select information to enrich their video content. Students considered the

project fun and informative, and they felt motivated to do similar projects in the future.

2. Aksel and Kahraman, (2014) examined the effectiveness of video project assignments (VPA) on foreign language learning. They found the subjects of the study were students at School of Foreign Languages, Uludağ University in Turkey. The instrument that they used is questionnaire had five point Liker scale, the results of the survey showed that the assigned videos affected the participants' foreign language education positively. Similarly, with the aid of their projects, they acquired the knowledge of how ICTs can be used to make their learning more creative. Through these projects, the students found opportunities to practice English outside formal context.

3. Zhylkybay et.al (2014) examined the students' competence formation and future development opportunities. They found the main idea of project teaching method is an opportunity for the students to self-study, to show their knowledge, and their scientific practical abilities. It plays a crucial role in forming the competitive person, which answers all requirements of modern society. The result of the Project teaching technology gives opportunities to form informative, problem solving, communicative, cultural competencies, as well as social-cultural competencies of the students.

4. Ting (2013) examined students' perception on producing a video project for their English assignment through their feedback in their online reflection journal entries. He found the participants were assigned to create a short, teenage-themed video clip with the students themselves as the principal actors. Window Movie Maker was used to edit the raw video shot using

camcorders. Upon completion of the video project, the students submitted a reflection journal entry to the blog – The English Learning Voyage. These responses were analysed qualitatively and categorized into four themes: 1) Implementation of the video project; 2) Obstacles faced during the production; 3) Level of satisfaction upon completion of the video; 4) Elements that led to the success of the video project; and 5) Relevance of video project to language learning .The result of the study video project is able to draw out the students' creativity in integrating language with computer skills and cooperative learning was practiced when the students learned to tolerate different opinions, negotiate meaning and come to collective decisions. Students also responded that the video project has elevated their self-esteem and they were more willing to express themselves using English.

5. Lee and Liang (2012) investigated the difficulties which EFL students encounter in English public speaking by combining visual materials and a novel approach to data. They found speech footages in English are taken from the Internet and used as a means of introducing visual perceptions of speaking skills, in which 9 speech abilities are further identified to define the student competence in English public speaking. 26 students study and reflect on these inspiring videos. Afterward, the data of perceptions of speech ability difficulties are obtained from the students. The result of the study offers a valuable reference for improving course design in EFL public speaking class. It can improve classroom teaching because instructors hereby develop better teaching strategies with more focused course design. It also help the students

adjust learning strategies to acquire the public speaking skills more effectively.

Based on the previous findings above, researchers have investigated the Video Project in the speaking learning process. Each previous researches have examined the use of video project in improving speaking skill in terms of perception, motivations and students' social cultural competencies, None of the studies have examined the use of video project in improving students' speaking skill in term of fluency.

B. Concept of Speaking

1. The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Cameron (2001) states that speaking is the active use of language to express meaning so other people can make sense of them. Caroline in Alfi (2015) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behaviour. Additionally, Kayi (2006: 1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

2. Teaching Speaking

Teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. Then it can be stated that teaching speaking is guiding and facilitating learners to speak, enabling

learner to learn speaking, and setting the conditions for learning speaking (Brown, 2007: 7).

According to Davies and Pearse (2000: 82) state that there are some clear implications for teaching speaking. The first point is trying to create a relax atmosphere in the class such as pairs and group works. The second one is exposing the learners as much as possible. It is for pronouncing speech naturally and developing speaking skills in general if they do not hear enough natural speech. The third point is accustoming the learners to combine listening and speaking in real time or in natural interaction. She adds that the most important opportunity for this is the general use of English in the classroom.

According to Dornyei in Rohman (2016), there are three types of strategy to make the class more interesting and enjoyable. Those are:

a. The teacher is able to break the monotony of learning.

b. The teacher is able to make the tasks more interesting.

c. The teacher is able to increase the involvement of the students.

3. **Speaking Process**

According to Tarigan (1990:12) states that there are three stages to teach speaking skills. The first one is introducing new language to the students. In speaking skill, teachers need to introduce a new language to the students. The second is a practice. Speaking skill is not a skill which can be dealt with memorizing only. Student need to practice their speaking skills and make it as a habit. The third is a communicative activity. A communicative activity can be done by doing an interview or having conversation. It is easier

for the students to train their speaking skill if they can express what they want to say with other people, so there will be a response for them. By doing a communicative activity, it trains students' brains to think spontaneously. According to Wallace (1978:98), speaking skill will be meaningful when students are able to aid on what they are saying. By paying attention on it, students can improve their ways to express themselves with acceptable pronunciation and dictions.

4. **Aspect of Speaking**

According to Harris (1969: 81-82) there are some aspect that should be recognized by language learners inlearning speaking, namely:

a. Pronunciation

Pronunciation is difficult component in learning speaking ability. Pronunciation itself is defined as the way in which a word is pronounced.

b. Grammar

Grammar is the rule in language for constructing and combining sentences. It is important to be learned by language learner to produce sentence correctly.

c. Vocabulary

Vocabulary is the basic knowledge to be own by language learners. There will be a big problem for a language learner if he or she does not have sufficient vocabulary. He or she will not be able to communicate effectively in term or producing and constructing English sentence.

d. Fluency

Sometimes fluency is also used to measure that someone is capable or incapable of using the language. Fluency is the speed of the flow of the speed; it is the quality of being fluent in using the language suited with flow or thinking and correct grammar.

e. Comprehension

Comprehension refers to the understanding of language including comprehending what the speaker says. For oral communication, it requires someone to response the speech if someone cannot understand and comprehend someone speech, he or she cannot respond what other speaker says automatically.

5. **Elements of Speaking**

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2001:269).

a. Language Features

Among the elements necessary for spoken production, are the following:

1) Connected speech: effective speakers of English need to able not only to produce the individual phonemes of English in connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through construction and stress pattering). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterance, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction).

3) Lexis and grammar: spontaneous speech id marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.

4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what are saying.

b. Mental/social processing

If parts of a speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that necessitates.

1) Language processing: effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

2) Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a

good deal of listening. An understanding of how the other participants are feeling. And a knowledge of how linguistically to take turns or allow others to do.

3) (On the spot) information processing: quite apart from our response others' feeling. We also need to able to process the information they tells us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.

6. Types of Classroom Speaking Performance

Brown (2001: 271-274) describes six categories of speaking skill area. Those six categories are described as follows:

1) Imitative

This category includes the ability to practice the pronunciation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The teacher uses drilling in the teaching learning process. By using drilling, students will get opportunity to listen and orally repeat some words.

2) Intensive

This is the students' speaking performance. They practice some phonological and grammatical aspects of language. It usually places students in doing the task in pair or group work, for instance, reading aloud including reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3) Responsive

Responsive performance includes interaction and test comprehension. Sometime it includes very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. The example is conversation which is done in pair work.

5) Interpersonal (dialogue)

It is carried out for the purpose of maintaining social relationships. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6) Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, storytelling and short speeches.

C. **Concept of Video Project**

1. **Project Based Learning**

   Based on Taveras, et al (2009: 8), Project Based Learning (PBL) is instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation models. "The core idea of Project Based Learning is that real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new

knowledge in a problem-solving context. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience" David (2008: 80). PBL can take place both inside or outside classrooms. Alan and Stoller in Erna (2017) stated that Project Based Learning (PBL) allows instructor to teach the four cores of English skills (along with related cultural elements) while giving both instructors and students freedom in what project they choose and how they carry it out. It is advisable that teachers do not seize full control of projects but rather leave many things to be determined by students.

2. **Procedure of Applying Project Based Learning**

According to Fragoulis (2009: 113) conducts four stages in doing project based learning. They are:

Stage 1: Speculation

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

Stage 2: Designing the project activities

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

Stage 3: Conducting the project activities

At this stage the groups implement the activities designed in the previous stage. Students gather information, process and categorize it. If deemed necessary, there may be intervals of information and feedback, in which students discuss issues related with cooperation among group members, problems of personal relations, and possible changes in group composition. The next phase is synthesis and processing of information gathered. The final products are displayed in the school or the wider community, and become a stimulus for thought and action for other students, teachers and local community. The project moves away from school and becomes social intervention, connecting the school with the community and real life.

Stage 4: Evaluation

Evaluation refers to the assessment of the activities from participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products (Brinia in Erna 2017). Evaluation also entails assessment of the experience at individual and group level, identification of errors and problems, but also appraisal of

the rich cognitive and experiential material gathered. Evaluation includes

evaluation from others, as well as self-evaluation.

Korkmaz and Kapten in Bas (2008: 5) evaluated the project based

learning in context of six steps. The processes and roles in these steps

have been shown below:

Table 2.1 The Processes and Roles of Project Based Learning

	Application process	Things that will be done
a.	Stating the subject and sub subject, organizing the groups	Students explore the resource and in order to create a frame for the project they state questions
b.	Groups create projects	Group members make a project plan
c.	Application of the project	Group members are organized and analyse the data and information
d.	Planning of the presentation	The members define the essential points in their presentation and then decide on how to present the project.
e.	Making the presentation	Presentations can be made in any places.
f.	Evaluation	Students share the feedback of everyone on their project. Both the students and the teacher share the project(s) with everyone.

3. The Advantages and Disadvantages of Project Based Learning

There are many advantages of project based learning. According to

Railsback (2002: 9-10) and Ivanova (2009- 14), the advantages of project

based learning are:

a. Project work is student centered

Students have a significant voice in selecting the content areas and nature

of the project that they do. There are considerable focuses on students

understanding what it is they are doing, why it is important, and how they will be assessed.

b. Preparing children for the workplace

Students are exposed to a wide range of skills and competencies such as collaboration, project planning, decision making, and time management.

c. Increasing motivation

Project work is potentially motivating, stimulating, empowering and challenging. Teachers often note improvement in attendance, more class participation, and greater willingness to do homework.

d. Connecting learning at school with reality

The students retain more knowledge and skills when they are engaged in stimulating projects. With projects, the students use higher order thinking skills rather than memorizing facts in an isolated context without a connection to how and where they are used in real world.

e. Providing collaborative opportunities to construct knowledge

Project work is cooperative rather than competitive. Collaborative learning allows students to bounce ideas off each other, voice their own opinions, and negotiate solutions, all skills that will be necessary in the workplace.

f. Increasing social and communication skills

Students will learn how to communicate with other people in their group when they are doing a certain project. It will automatically increase their social and communication skill because they have to interact with different people who have different ideas and point of view.

g. Increasing problem solving skills

There could be some problems or misunderstanding among members of the group. They are demanded to solve their own problem.

h. Enabling students to make and see connections between disciplines each students has his/ her responsibility in finishing a project. It means that they have to do what group has told them to do.

i. Providing opportunities to contribute to their school or community

One kind of contributions can be the product they have made. Project work culminates in an end product that can shared with others and giving the project a real purpose.

j. Increasing self-esteem

Students take pride in accomplishing something that has value outside the classroom.

k. Allowing students to use their individual learning strengths and diverse approaches to learning. Project work leads to the authentic integration of skills and processing of information from varied source, mirroring real life tasks.

l. Providing a practical, real world way to learn to use technology.

m. Project work focuses on content learning rather than on specific language targets.

Ivanova (2009: 21) says that the disadvantages of project based learning are as the following:

a. The learners use their own language

b. Some of learners do nothing

c. The groups work as different speeds

d. The students has lack of enthusiasm

e. The learners fail to see the value in project work

f. There is mismatch in expectations between learners and teachers.

4. **Video Project**

Harmer in sari (2016). Say that an activity which can improve speaking skill is creating a video project. According to Nikitina (2009), with the help of video projects, language learners have a chance to practice the target language in a more meaningful way and to develop useful strategies that can easy their learning process.

Fraser and Oram in Sari (2016). There are four reasons why a video project is meaningful for the students. The first reason is active because through a video project, the students can put all their creativities to create the video. A video project facilitates them to explore their knowledge to produce good videos. The second reason is constructive. It is the way the students relate video projects as new experience with their previous experiences. During the process of learning, they are able to change their conceptions on the video project.

The third reason is intentional. In the learning process, the students should set their goals to achieve, and then this learning method can be applied in the future. The fourth reason is authentic. In the video projects, students have to make videos about their own biographies. They have to be able to decide with the real issues. The last reason is cooperative. It is usually needed when the students work in groups. When students work individually, they

need to be cooperative with the teacher when the teacher explained about the projects. They need to understand the method and stages they will use in creating video project. Besides, video projects also give students a reason to be personally involved in language tasks and take ownership as well as pride in their achievement (Masterman, 1980).

D. Conceptual Framework
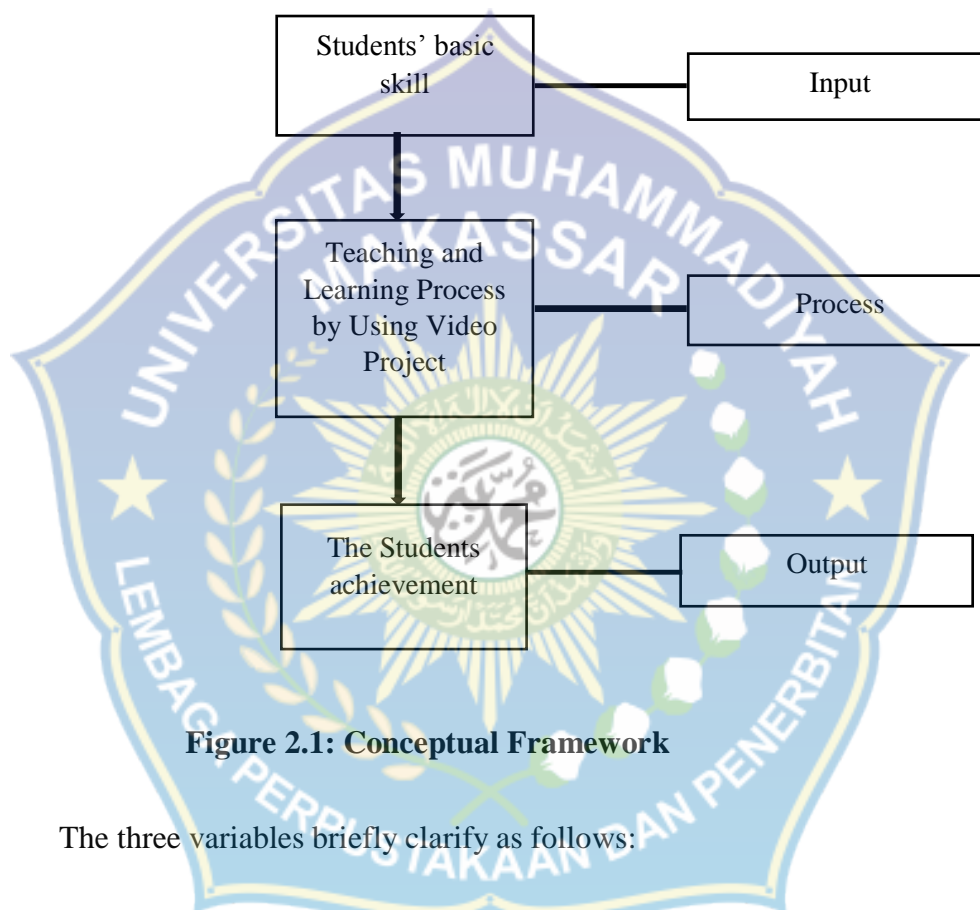
Figure 2.1: Conceptual Framework

The three variables briefly clarify as follows:

1) Input refers to the speaking material namely invitation and giving opinion.

2) Process refers to the media is use in teaching speaking namely video project.

3) Output refers to the students' improvement after using video project.

In this conceptual framework, the students face many problem in learning English, especially in speaking. Based on the problem, the researcher applied video project to overcome the problem in speaking. Video project can be the solution for solving the problem. This media is expected to improve the students' skill.

E. Hypothesis

Based on the problem research, the researcher formulated the following hypothesis:

1. Alternative hyphotesis (H_1):

   In this research the alternative hyphotesis (H_1) said that video project is effective to improve students' skill in speaking.

2. Null hypothesis (H_0):

   In this research the null hyphotesis (H_0) said that video project is not effective to improve students' skill in speaking.
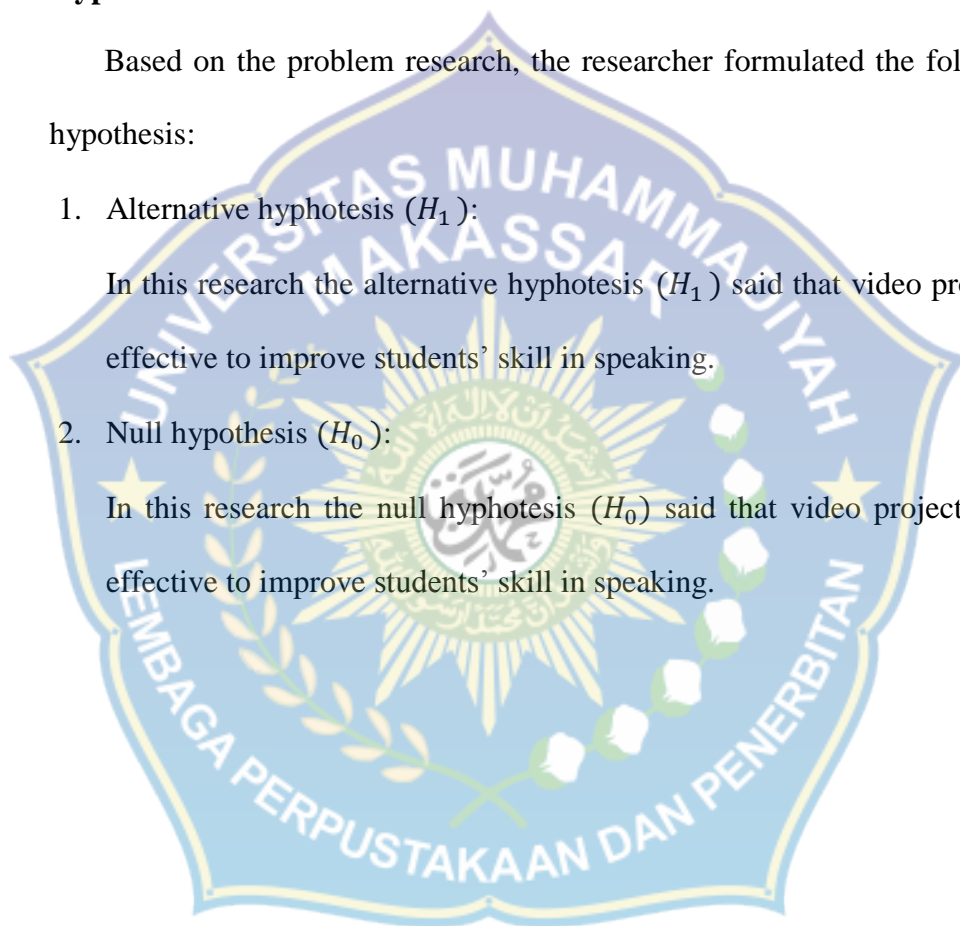
CHAPTER III

RESEARCH METHOD

This chapter discussed the method of the research, participants, the research variables, research instrument, procedures of collecting data, and technique of data analysis.

A. Research Design

This research was pre-experimental design using quantitative approach. The researcher used Pre-Experimental design because the researcher want to measure the effectiveness of Video Project to improve students' speaking skill at Eleventh Grade Students of SMA Muhammadiyah 9 Makassar. Therefore, in this research the researcher just took one group or class to used pretest and posttest design to know the result of treatment. The design is represented as follows:

$$O_1 \times O_2$$
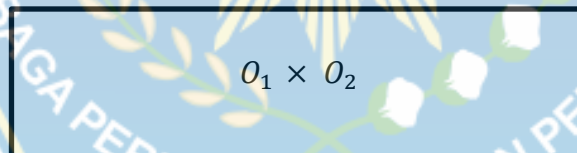
Sugiyono (2017)

Explanation:

O_1 : Pre-test (Before Treatment)

X   : Treatment

O_2 : Post-test (After Treatment)

In this study, the researcher found the effectiveness of video project in improving students' speaking skill at Eleventh Grade Students of SMA Muhammadiyah 9 Makassar. The effectiveness was known after finding out the significant difference between the students' achievement before and after using video project by comparing pre-test and post-test score.

B. Research Variables and Indicators

1. Research Variables

In this research, the researcher also took two variables, these are:

a. Independent Variable (X)

Independent variable is variable which can give influence or response to dependent variable. In this research, the independent variable was Video Project.

b. Dependent Variable (Y)

Dependent Variable is variable which caused or influenced by other variable. Dependent variable in this research was students' Speaking skill.

2. Research Indicators

The indicator of the research was the students' speaking skill can be improved. It focused on speaking fluency.

C. Population and Sample

1. Population

The researcher defined the population before collecting the sample, including the description of the member to be included. The population of this research was the Students at Eleventh Grade of SMA Muhammadiyah

9 Makassar academic year 2018/2019 that consisted of 25 students.

2. Sample

The researcher used purposive sampling technique as sample of this research. The researcher chose the class XII MIA class that consisted of 15 students because this class was considered as a class which has low score and attracted to the modern things such as technology.

D. Research instruments

The instrument of this research was oral test. In pre-test the students in order to answer questions about "Invitation and giving opinion" to check their speaking skill before learning using video project. In post-test, the students in order to answer different questions about "Invitation and giving opinion", the post-test gave to the students in order to check their speaking skill after giving treatment through video project.

E. Procedures of Collecting Data

The procedures of the research are described as follows:

1. Pre-test

The test was given to know the students' speaking skill before giving treatment. Pre-test was administered on the first meeting. The students were asked some questions. The students' answers were recorded by smartphone.

2. Post-test

The post test was given after treatments, the purpose is to know the improvement of the students' skill in speaking after applied video project.

F. Technique of Data Analysis

The technique used in analysing the data was statistical analysis. The procedures under take in analysis as follow:

Table 3.1 the Assessment of Fluency

classifications	Score	Criteria
Excellent	96-100	They speak effectively and excellent of using smoothness
Very Good	86-95	They speak effectively and very good of using smoothness
Good	76-85	They speak effectively and good of using smoothness
Fair	66-75	They speak sometimes hasty and fairly good of smoothness
Poor	56-65	They speak sometimes hasty, fair of smoothness
Very Poor	00-55	They speak hasty and more sentences are not appropriate in smoothness

(Harmer in Pertiwi, 2014:26)

1. Classifying the students' score into the following criteria :

Table 3.2 Classify the Score of the Students

No	Score	Classification
1	80-100	Very Good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	00-39	Very Poor

(Arikunto, 2015:281)

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

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

Where:

$\overline{X}$ = Mean score

$\sum x$ = Sum of score in the group

N   = Number of sample

(Gay, 2006: 320)

3. The percentage of increasing achievement is used the following formula: X_2-X_1

$$P = \frac{X2 - X1}{X1} x100\%$$

Where: P = Percentage

X_2 = Average score of Post-test

X_1 = Average score of Pre-test

(Gay in Goestina, 2016)

4. Finding out significant differences between the pre-test and post-test by calculating the value of the test using the following formula:

$$t = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{\left(\sum d\right)^2}{N}}{N(N-1)}}}$$

Where:

T   = Test of significance

D   = The difference between the method pairs ($X1 - X_2$)

Md   = The mean of Ds

$\sum_d 2$ = The sum of the square

$(\sum_d)2$ = The square of $\sum d$

N   = Number of students

(Subana, et al, 2005)

5. The criteria for the hypothesis testing is as follows:

Table 3.3 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Subana, et al, 2005)

Table 3.3 meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter was divided into two sections, namely the findings of the research and discussion of the research.

A. Findings

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

1. The Improvement of Students' Speaking Skill by Using Video Project

a. Students' Mean Score in Speaking

The score of speaking test were listed by collected the scores of the students' audio. The mean score of students' speaking skill shown in the following table:

Table 4.1 The Mean Score of the Students' Skill in Speaking in terms of Fluency

No	Variables	The Student's Mean Score		Percent Improvement
		Pre-Test	Post-Test	13.57 %
	Fluency	72.2	82	

Table 4.1 shows that the mean score of the pre-test was 72.2 while the mean score of the post-test increased 82. Then, the improvement was

29

significantly different. It was proved by looking the percent improvement pre-test and post-test in fluency was 13.57 %. It means that the students' speaking skill improved after teaching Speaking by using Video Project as Media.
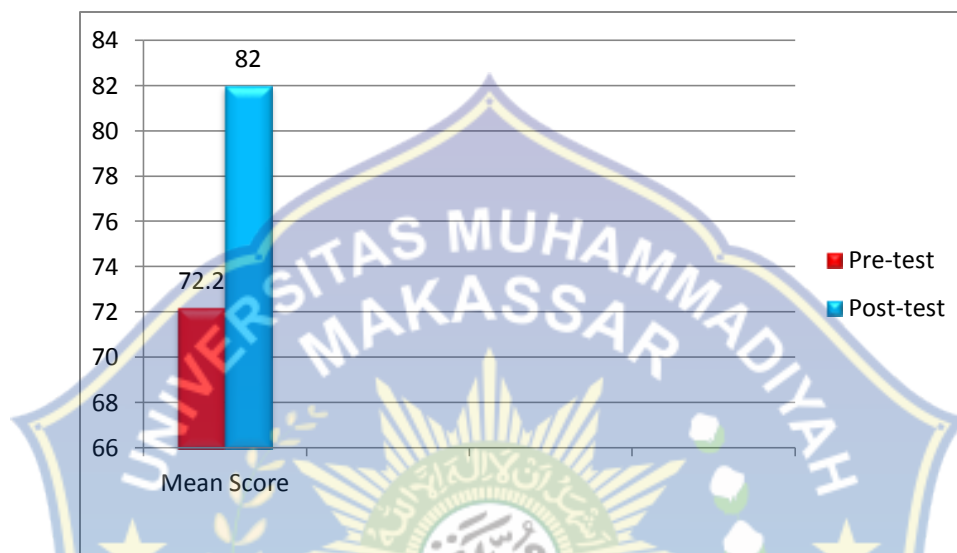
Figure 4.1.Graphic The Mean Score of the Students' Pre-test and Post-test.

The graphic 4.1 above showed that the mean score of the students' pre-test and post-test. The mean score of the students' pre-test was 72,2 and post-test was 82. It means that score of the students' post-test was higher than pret-test.

b. The Classification of Students' Pre-Test and Post-Test Scores

1. The Rate Percentage score of Students' Speaking in terms of Fluency

The rate percentage score of students' speaking fluency is show in Table 4.2

Table 4.2 The Rate Percentage Fluency of the Pre-test and Post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent	96-100				
2.	Very Good	86 – 95		4		26.66
3.	Good	76 – 85	2	10	13.33	66.66
4.	Fair	66 – 75	11	1	73.33	6.66
5.	Poor	56-65	2		13.33	
6.	Very Poor	00-55				
	Total		**15**	**15**	**100 %**	**100 %**

The table shows that from 15 students, there was only 4 students who categorized to very good in the posttest. Then, there was 12 students who categorized to good which is 2 in pretest and 10 in post-test. Furthermore, there was 12 students who categorized to fair divided by 11 in pre-test and 1 in post-test.
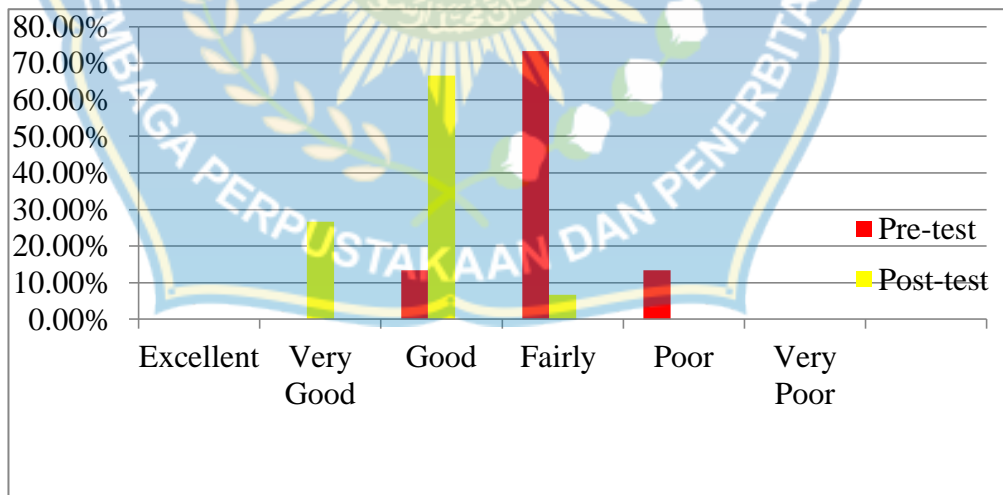
Figure 4.2. Graphic The Rate Percentage of the Students' Score in Pre-test and Post-test

The figure 4.3 above showed that the rate percentage of the students' speaking in pre-test and post-test. There was none student or 0% classified into excellent and very poor, 2 student or 13,33% classified into good and poor, 11 students or 73,33% classified into fair.

While the post-test above showed that the percentage and frequency of the students pre-test. There was none students or 0% classified into excellent, poor and very poor, 4 student or 26,66% classified into very good, 10 students or 66,66% classified into poor, 1 student 6,66%.

c. **Hypothesis Testing**

In this research, the researcher found that there was a significant different between pre-test and post-test after teaching speaking using video project. It was proved by looking at the t-test > t-table. The following explanation shows in Table 4.6 below:

Table 4.3 Test of Significance

Component of Speaking	T-test	T-table
Fluency	14.7	1.761

Table 4.3 showed that Speaking in Fluency obtained the value of t-test was greater than t-table value (14.7 > 1.761). It indicated that there was a significance difference between the result students' pre-test and post-test in terms of Fluency.

B. Discussion

In this part, the description of data collected from the students' fluency in speaking as explain in the previous section showed that the improvement of students' speaking skill in fluency through the process. It was supported by mean score, classification of students' pre-test and post-test scores, percentage of the improvement and significant difference between pre-test and post-test result. Based on the finding above, the researcher found the mean score of students' fluency was low in the pretest. It caused students still confused to speak because they were difficult to express their ideas. So, students are not confidence to talk.

After the researcher gave the treatment by using video project, so students fluency in post-test was improved that categorized as good classification. As the result, students become active and enjoy in speaking activity using video project. Thus, students able to talk confidently because during the treatment they always practice in speaking so their speaking can be upgrade.

The description of speaking test as explained to the previous finding section that the students' achievement is greater than pre-test. In the table 4.1 showed that the mean score of speaking fluency in pretest was 72.2 and mean score of seaking fluency in post-test was 80. Therefore, the writer indicated that there was a significance improvement after treatment using video project.

Then, the data provided in classification of students' pre-test and post-test scores in terms of fluency, clearly to see that in pre-test, two (13.33%) students described as good score, eleventh (73.33%) students described as fair, two (13.33%) students described as poor score. While, the rate percentage of the post-

test, four (26.66%) students described as very good score, tenth (66.66%) students described as good score and one (6.66%) students described as fair score. Thus, the researcher concluded that the students' speaking skill improved from poor to very good classification.

Besides that, the result of formula of the percentage of the improvement pre-test and post-test obtained the percent improvement of Speaking in fluency. They were 12.90%. Therefore, students' speaking skill has improved by teaching using video project.

The result of the research above also reinforced by the result of the research conducted by Zhylkybay et.al (2014) they found the main idea of project teaching method is an opportunity for the students to self-study, to show their knowledge, and their scientific practical abilities. It plays a crucial role in forming the competitive person, which answers all requirements of modern society. The result of the Project teaching technology gives opportunities to form informative, problem solving, communicative, cultural competencies, as well as social-cultural competencies of the students.

Furthermore, the result of calculation of t-test in pre-test and post-test obtained that the value of t-test in fluency was greater than t-table value (14.7 > 1.761). It means that, (H1) is accepted and null hypothesis (H0) is rejected. So, the researcher concluded that there was significant difference between pre-test and post-test.

In conclusion, using video project in teaching speaking skill could improve the students' speaking skill in fluency. It could be showed from the students' oral

test in Pre-test and Post-test. In Pre-test, some students were difficult in answering oral test fluently. In the other hand, the students' oral test in Post-test, they show their improvement such us they became more confidences in speaking and they are able to express their idea clearly. Thus, it could be concluded that using video project in teaching speaking skill in term of fluency was effective improving the XI MIA of SMA Muhammadiyah 9 Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about the impact of using video project in teaching speaking skill.

A. Conclusion

The students' speaking skill improved in terms of fluency by using video project in teaching speaking skill at Eleventh Grade Students of SMA Muhammadiyah 9 Makassar, it was proved by looking at the mean score and t-test of the students speaking skill in pre-test and post-test. The mean score of pre-test (72.2) is lower than the mean score of post-test (82). Then, there was significant effect of pre-test and post-test in speaking skill. T-test was greater than t-table value (14.7 > 1.761). So, (H1) is accepted and null hypothesis (H0) is rejected. The score indicates that this media has worked well and useful to apply in classroom.

B. Suggestion

Based on the research, the researcher gives some suggestions as follow:

1. For the teacher: The use of teaching media should be emphasized more on the visual aspects such as the use of video project to improve students' speaking skill.

2. For school: The SMA Muhammadiyah 9 Makassar is expected to provide equipment such as video project as learning media.

3. For other researcher: they can develop the researcher further by adding other variables that influence speaking skill such as parental support.

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INSTRUMENT OF PRE-TEST

School : SMA Muhammadiyah 9 Makassar

Class/semester : XII MIA/2

Subject : English (invitation, asking and giving opinion)

Oral test

Answer the question below!

1. Do you know about invitation?
2. Do you like go to the party? Why?
3. What kinds of invitation do you receive?
4. Which one do you like birthday party or wedding party? Please explain!
5. What do you think about English?
6. What is your difficulty in learning English?

INSTRUMENT OF POST-TEST

school   : SMA Muhammadiyah 9 Makassar

class/semester : XII MIA / 2

subject   : English (Invitation, asking and giving opinion)

Oral test

Answer the question below!

1. Do you ever invite your friend?
2. What do you say to invite your friend?
3. What do you say if you accept an invitation?
4. What do you say if you refuse an invitation?
5. Please mention the expression of asking and giving opinion that you know?
6. What do you think of video project as learning media?

Good Luck!

APPENDICES

APPENDIX A

The Students' Score of Pre-Test and Post-Test in Fluency

No	Name	Pre-Test Score	Post-Test Score
1	St. 1	80	88
2	St. 2	73	80
3	St. 3	74	87
4	St. 4	70	77
5	St. 5	75	86
6	St. 6	75	82
7	St. 7	70	81
8	St. 8	74	82
9	St. 9	75	87
10	St. 10	65	75
11	St. 11	76	85
12	St. 12	70	81
13	St. 13	71	78
14	St. 14	64	78
15	St. 15	71	83
	Jumlah	1083	1230

The mean score of students'

Mean score of fluency

1. Pretest

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

$$\overline{X} = \frac{1083}{15}$$

$$= 72.2$$

2. Post-test

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

$$\overline{X} = \frac{1230}{15}$$

$$= 82$$

The Improvement of the Students'

Improvement of fluency

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{82 - 72.2}{72.2} \times 100\%$$

$$P = \frac{9.8}{72.2} \times 100\%$$

P = 13.57%

APPENDIX D

T-Test of fluency

$$D = \frac{\sum D}{N} = \frac{137}{15} = 9.13$$

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

$$= \frac{9.13}{\sqrt{\frac{1333 - \frac{(137)^2}{15}}{15(15-1)}}}$$

$$= \frac{9.13}{\sqrt{\frac{1333 - \frac{18769}{15}}{15(14)}}}$$

$$= \frac{9.13}{\sqrt{\frac{1333 - 1251}{210}}}$$

$$= \frac{9.13}{\sqrt{\frac{82}{210}}}$$

$$= \frac{9.13}{\sqrt{0.39}}$$

$$= \frac{9.13}{0.62}$$

$$= 14.7$$
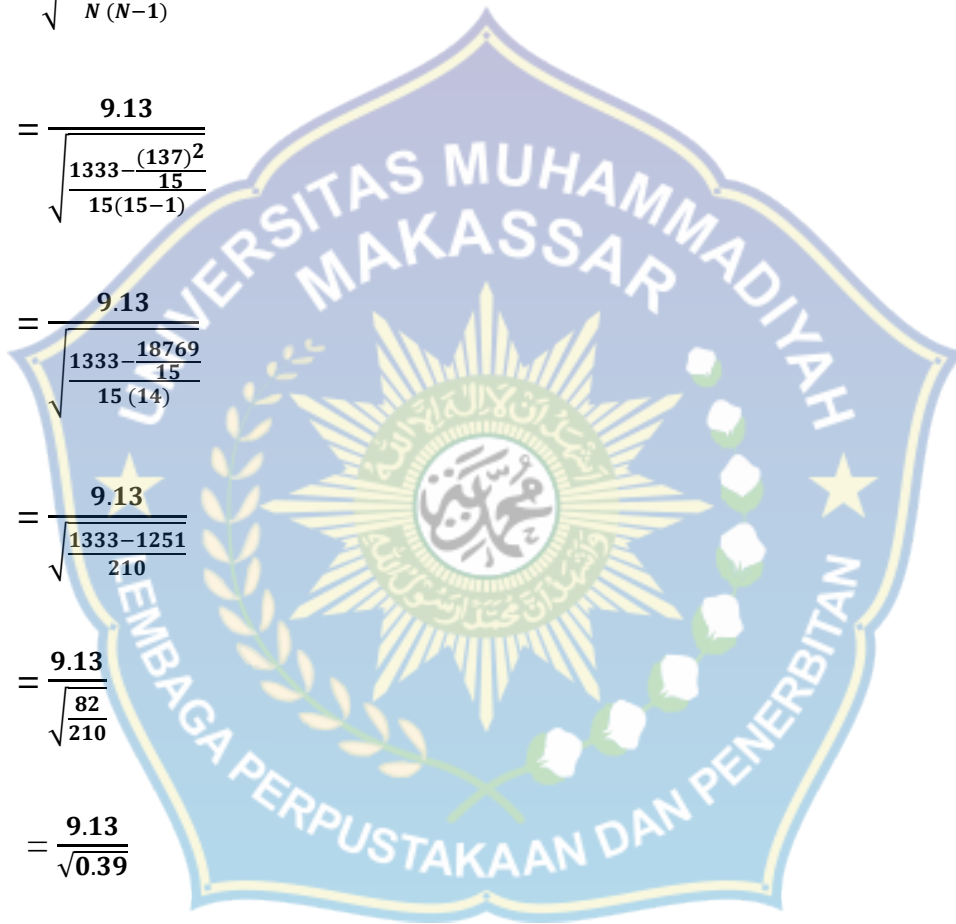
APPENDIX E

SIGNIFICANT FLUENCY

NO	X1	X2	(X1)2	(X2)2	D(X2-X1)	D(X2-X1)2
1	80	85	6400	7225	5	25
2	73	80	5329	6400	7	49
3	77	85	5929	7225	8	64
4	70	80	4900	6400	10	100
5	75	85	5625	7225	10	100
6	75	82	5625	6724	7	49
7	72	81	5184	6561	9	81
8	74	84	5476	7056	10	100
9	75	82	5625	6724	7	49
10	65	79	4225	6241	14	196
11	76	85	5776	7225	9	81
12	72	81	5184	6561	9	81
13	71	80	5041	6400	9	81
14	64	78	4096	6084	14	196
15	74	83	5476	6889	9	81
	1083	1230	79886	100940	137	1333

APPENDIX F

Level of significance for one-tailed test

Df	α (level of significance) (*one-tailed test*)					
	0.25	**0.10**	**0.05**	**0.025**	**0.01**	**0.005**
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	**1.761**	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797

25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.7798
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

(Sugiyono, 2014:332)

Df = N-1

Df = 15-1

Df = 14   t-table for (α) = **0.05 = 1.761**

APPENDIX G

Attendances List of Students Class XI SMA Muhammadiyah 9 Makassar

No	Name	Meetings					
1	Almi Paipina Tandi L	✓	✓	✓	✓	✓	✓
2	Amelia	✓	✓	✓	✓	✓	✓
3	Farhan Abdul Fatah F	✓	✓	✓	✓	✓	✓
4	Gita Rahma Utami	✓	✓	✓	✓	✓	✓
5	Imam Khoiri	✓	✓	✓	✓	✓	✓
6	M. Zaky Akbar Ramadan	✓	✓	✓	✓	✓	✓
7	Naimah	✓	✓	✓	✓	✓	✓
8	Nur Alifia Sirajuddin N	✓	✓	✓	✓		✓
9	Renaldi	✓	✓	✓	✓	✓	✓
10	Sitti Khairunnisa	✓	✓	✓	✓	✓	✓
12	Sitti Nur Azizah	✓	✓	✓	✓		✓
12	Tina	✓	✓	✓	✓	✓	✓
13	Tri Sultan K	✓	✓	✓		✓	✓
14	Ummu Kalsum M	✓	✓	✓	✓	✓	✓
15	Sheila Ayu Pratiwi	✓	✓	✓	✓	✓	✓

ORAL TEST TRANSCRIPT

R   = Researcher

S   = Student

Oral test 1

Pre-test

Day/date   = Thursday, 11 April 2019

Interviewee   = student

R : do you know about invitation?

S : yes.. I know

R : do you like go to the party? Why?

S : yes I like because.. in party many food

R : what kinds of invitation do you receive?

S : wed..ding partii and berdai parti

R : which one do you like birthday party or wedding party? Please explain?

S : wedding parti becaus I meet my pamili and can it food delicius

R : what do you think about English?

S : Englis is diffikal

R : what is your difficulty in learning English?

S : little vokeb, shy

Oral test 2

Day/date   = Thursday, 11 April 2019

Interviewee   = student

R : do you know about invitation?

S : yees.. I know laik wedding parti

R : do you like go to the party? Why?

S : no, bekauz I shy

R : what kinds of invitation do you receive?

S : birday partii and wedding

R : which one do you like birthday party or wedding party? Please explain?

S : birday partii becauz I can mit my friend

R : what do you think about English?

S : I tiing englis eeee.. englis is.. good bekauz emmm.. international langguis

R : what is your difficulty in learning English?

S : less vokabulari, eemmm..speaking, and nerves..

Oral test 3

Post-test

Day/date   = Thursday, 16 may 2019

Interviewee   = student

R : do you ever invite your friend?

S : yess

R : what do you say to invite your friend?

S : let's go to my home

R : what do you say if you accept an invitation?

S : I will say okay I will come

R : what do you say if you refuse an invitation?

S : I will say sorry I can not

R : please mention the expression of asking and giving opinion that you know?

S : example, what do you think about school? In my opinion school is good place

R : what do you think of video project as learning media?

S : I think video project is interesting media

Oral test 4

Day/date   = Thursday, 16 may 2019

Interviewee   = student

R : do you ever invite your friend?

S : yes

R : what do you say to invite your friend?

S : let's go to my home, will you come to my birday party?

R : what do you say if you accept an invitation?

S : I will say, that's a good idea, okay I will come

R : what do you say if you refuse an invitation?

S : I will say thank you but I can not

R : please mention the expression of asking and giving opinion that you know?

S : what is your opinion and I think

R : what do you think of video project as learning media?

S : In my opinion video project is good because can help me to learn english

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMA Muhammadiyah 9 Makassar
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI / Genap
Materi Pokok   : Invitation
Alokasi Waktu   : 3x pertemuan

A. Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.3 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	3.3.7 Menyebutkan unsur kebahasaan beberapa undangan resmi untuk beberapa acara yang berbeda
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya	3.4.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1) Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks undangan resmi sesuai dengan konteks penggunaannya.

D. Materi Pembelajaran

Short Functional Text (Poster, Banner dan Pamphlet)

INVITATION

Definition of invitation is ask some one to join or come. The aim is to invite some one to our activities. the type of invitation of situation that used based on:

1. Who are the object?
2. Where does the situation take place?
3. What are the topiks talking about?

There are two kinds of invitation, first formal invitation and informal invitation. The expression of formal invitationas follows:

Formal situation	Accepting	Refusing
• I would like you to come to... • I wonder if you would like to... • Would you like to...? • I would like to invite you to...	• Yes, i would love to. • I would be happy to accept. • I would be glad to accept. • Well, i would like to.	• Well, I would like to, but Iam not sure I have time. • That's very kind of you, Iam busy. • I like to very much, but I should go now. • I would like to, but Iam affraid

		Im busy today.

Informal situation	Accepting	Refusing
• Will you come... • Why dont you...? • Come.. • How about coming with us to...?	• All right just a quick one. • Thanks anyway. • That's very kind of you. • What a good idea.	• Thanks anyway, but... • Iam sorry, but i have to... • Sorry... • I havent time.

E. Metode Pembelajaran

Model Pembelajaran : Project Based Learning
Metode : Ceramah, diskusi dan role play

F. Langkah-Langkah Pembelajaran

1) Kegiatan Pendahuluan
   a. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran
   b. Memeriksa kehadiran peserta didik sebagai sikap disiplin
   c. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran
   d. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
   e. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu

2) Kegiatan Inti
   a. First meeting
   - Siswa menyaksikan sebuah video project
   - PRE-TEST (oral test dengan menjawab beberapa pertanyaan)

   b. Second Meeting
   - Siswa menyimak materi invitation tentang inviting someone dan accepting invitation
   - Siswa mengidentifikasi penggunaan materi invitation yang telah dijelaskan
   - Siswa dibagi menjadi beberapa kelompok
   - Siswa diminta mempresentasikan dialog invitation didepan kelas

c. Third Meeting
- Siswa menyimak materi invitation tentang refusing invitation
- Siswa mengidentifikasi penggunaan materi invitation yang telah dijeaskan dalam dialog
- Siswa dibagi menjadi beberapa kelompok
- Siswa diminta mempresentasikan dialog invitation didepan kelas

2) Kegiatan Penutup
- Siswa menanyakan kesulitan yang dialami selama proses pengajaran dan pembelajaran
- Guru memberikan apresiasi terhadap siswa yang unggul terhadap tugas yang diberikan.
- Guru dan siswa menyimpulkan materi pembelajaran
- Guru dan siswa berdoa bersama dan mengucapkan salam.

G. Media Pembelajaran
Media:
- Worksheet atau lembar kerja (siswa)
- Lembar penilaian
- LCD Proyektor

Alat/Bahan:
- Penggaris, spidol, papan tulis
- Laptop & infocus

H. Sumber Belajar
- Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, Tahun 2016
- Buku referensi yang relevan,
- Guru
- Computer offline and online

I. Penilaian
- Teknik: Tes lisan
- Penilaian: Rubrik penilaian oleh Harmer in Pertiwi, 2014:26

classifications	Score	Criteria
Excellent	96-100	They speak effectively and excellent of using smoothness
Very Good	86-95	They speak effectively and very good of using smoothness
Good	76-85	They speak effectively and good of using smoothness
Fair	66-75	They speak sometimes hasty and fairly good of smoothness

| Poor | 56-65 | They speak sometimes hasty, fair of smoothness |
| Very Poor | 00-55 | They speak hasty and more sentences are not appropriate in smoothness |

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMA Muhammadiyah 9 Makassar
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI / Genap
Materi Pokok   : Giving opinion
Alokasi Waktu   : 3x pertemuan

A. Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.	3.2.1 Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari tekspada ungkapan menyatakan pendapat dan pikiran dengan penuh percaya diri dan bertanggung jawab.
4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.	4.2.1 Menyunting teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1) Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari tekspada ungkapan menyatakan pendapat dan pikiran dengan penuh percaya diri dan bertanggung jawab.
2) Menyunting teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

D. Materi Pembelajaran

1. *Fungsi Sosial*

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

EXPRESSIONS OF ASKING AND GIVING OPINION

(Meminta dan Memberikan Pendapat)

Opinion is including the words of opinion and argument/ reasons. Opinion dialogue is a dialog consists of two persons or more who have opinion each others. It can use the expressions, such as in my opinion, in my view, I think etc. Argument dialogue is a dialog that states the arguments or reasons. It can use the words such as first, second etc for arranging arguments.

Asking opinion :

Formal:

- Have you got any comments on …..
- Do you have any idea?
- Do you have any opinion on ……
- Would you give me your opinion on……….?
- What is your reaction to ……
- What is your opinion about……….?
- What are you feeling about………….?
- What are your views on……….?
- Please give me your frank opinion?

Informal

- What do you think of…….?
- What do you think about………?
- What is your opinion?
- Why do they behave like that?
- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?

- How do you feel about this dicition?

Giving opinion
Formal :
- I personally believe …..
- I personally consider ….
- I personally think /feel ….
- I hold the opinion ….
- My own view of the matter is ……
- Well, personally …….
- If I had my view, I would …..

Informal
- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific……..
- I think that awful/not nice/terrible…………
- I don't think much of it.
- I think that……..
- In my opinion, I would rather……….
- In my case …..
- What I'm more concerned with ….
- What I have in my mind is………
- The way I see is that…………
- No everyone will agree with me, but ….
- To my mind …..
- From my point of view ….
- If you aks me, I feel ….
- Absolutely ………

Generally:
-       Some people believe that............
-       Some people say that.........
-       It is considered..............
-       Almost everyone.............
-       Most people agree with...............

E. Metode Pembelajaran

Model Pembelajaran   : Project Based Learning
Metode   : Ceramah, diskusi dan role play

F. Langkah-Langkah Pembelajaran

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   b. Memeriksa kehadiran peserta didik sebagai sikap disiplin
   c. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran
   d. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
   e. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu

2) Kegiatan Inti

a. Fourth meeting
   - Siswa menyimak materi asking opinion
   - Siswa mengidentifikasi penggunaan materi asking opinion yang telah dijelaskan
   - Siswa dibagi menjadi beberapa kelompok
   - Siswa diminta mempresentasikan dialog asking opinion didepan kelas

b. Fifth Meeting
   - Siswa menyimak materi tentang giving opinion
   - Siswa mengidentifikasi penggunaan materi giving opinion yang telah dijelaskan dalam dialog
   - Siswa dibagi menjadi beberapa kelompok
   - Siswa diminta mempresentasikan dialog giving opinion didepan kelas

c. Sixth Meeting
   - Siswa menyaksikan video project
   - POST-TEST (oral test dengan menjawab beberapa pertanyaan)

3) Kegiatan Penutup
   - Siswa menanyakan kesulitan yang dialami selama proses pengajaran dan pembelajaran
   - Guru memberikan apresiasi terhadap siswa yang unggul terhadap tugas yang diberikan.
   - Guru dan siswa menyimpulkan materi pembelajaran
   - Guru dan siswa berdoa bersama dan mengucapkan salam.

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Alat/Bahan:
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Very Poor	00-55	They speak hasty and more sentences are not appropriate in smoothness

DOCUMENTATION

pre-test and post-test

treatment

CURRICULUM VITAE

DIAN AGRI BUSMAN was born on May 26th, 1996 in Baras. She is the last child from the marriage of her parents (Alm) Busman and Hj. Muliati She is the younger child from two brother in her family. In 2004 she started his elementary school at SD Inpres 009 Parabu and graduated in 2008. Then, she continued her study at SMP PPM Al-ikhlash Lampoko, and graduated in 2011. After that, she continued her Senior High School at SMA PPM Al-ikhlash Lampoko and graduated in 2014. At the next year he was accepted as English Department student of Faculty of Teacher Training and Education, Makassar Muhammadiyah University. At the end of her study, he could finish her thesis in 2019 entitle The Effectiveness of Video Project to Improve Students' Speaking Skill at Eleventh Grade Students of SMA Muhammadiyah 9 Makassar.