

AN UNDERGRADUATE THESIS

**THE EFFECT OF PROJECT BASED LEARNING ON STUDENTS'
SPEAKING SKILL AT THE ELEVENTH GRADE OF SMA N 1 BANDAR
MATARAM CENTRAL LAMPUNG**

By:

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Tarbiyah and Teachers Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2023 M

**THE EFFECT OF PROJECT BASED LEARNING ON STUDENTS'
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MATARAM CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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1444 H / 2023 M**



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APPROVAL PAGE

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OF SMA N 1 BANDAR MATARAM CENTRAL
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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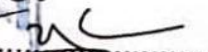
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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE EFFECT OF PROJECT BASED LEARNING ON STUDENTS' SPEAKING SKILL AT ELEVENTH GRADE OF SMA N 1 BANDAR MATARAM CENTRAL LAMPUNG. Written by Nanda Dhesfa Pramesthi student number 1901051047, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Tuesday, June 13, 2023 at 01.00-03.00 p.m

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**THE EFFECT OF PROJECT BASED LEARNING ON STUDENTS'
SPEAKING SKILL AT ELEVENTH GRADE OF SMA N 1 BANDAR
MATARAM CENTRAL LAMPUNG**

ABSTRACT

By:

NANDA DHESFA PRAMESTHI

Project Based Learning is one of the learning model that can be applied in the teaching English, especially teaching speaking skill. This research aims to find out whether the use of Project Based Learning will be able to effect the students' speaking skill at eleventh grade of SMA N 1 Bandar Mataram Central Lampung.

In this research is a quantitative research, this research was conducted in eleventh grade of SMA N 1 Bandar Mataram Central Lampung. The sample of this research was 29 students defided into two classes. There was class XI IPS as experimental class and XI IPA as control class. The data collection method of this research was used test and documentation. The writer used SPSS to analyzed the data of the research.

The result of this research showed that Project Based Learning as learning model has positive result in students' speaking skill among the eleventh grade at SMAN 1 Bandar Mataram Central Lampung. It can be proven by the students' average score from pre-test and post test. The average score of the students in experimental class on pre-test is 58.61 and the average score in post-test is 71.38. While, The average score of the students in control class on pre-test is 59.09 and the average score in post-test is 61.3. It mean that using of Project Based Learning gives the significant effect for the students speaking skill.

Keywords: *Project Based Learning, Quantitative Research, Speaking Skill.*

**PENGARUH PEMBELAJARAN BERBASIS PROYEK TERHADAP
KEMAMPUAN BERBICARA SISWA PADA KELAS XI SMA N 1
BANDAR MATARAM LAMPUNG TENGAH**

ABSTRAK

Oleh:

NANDA DHESFA PRAMESTHI

Pembelajaran Berbasis Proyek merupakan salah satu model pembelajaran yang bisa digunakan dalam pembelajaran bahasa Inggris khususnya mengajarkan kemampuan berbicara siswa. Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan dari model pembelajaran Project Based Learning akan dapat mempengaruhi kemampuan berbicara pada kelas XI SMA N 1 Bandar Mataram Lampung Tengah.

Penelitian ini merupakan penelitian kuantitatif, penelitian ini dilakukan pada kelas XI SMA N 1 Bandar Mataram Lampung Tengah. Sampel dalam penelitian ini berjumlah 29 siswa dibagi dalam dua kelas. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas XI IPS sebagai kelas experiment dan XI IPA sebagai kelas control. Instrument penelitian yang digunakan yaitu test dan dokumentasi. Serta menggunakan SPSS untuk menganalisis hasil penelitian.

Hasil dari penelitian ini menunjukkan bahwa Pembelajaran Berbasis Proyek sebagai model pembelajaran memiliki hasil positif meningkatkan kemampuan berbicara siswa kelas XI SMA N 1 Bandar Mataram Lampung Tengah. Hal ini dapat dibuktikan berdasarkan nilai pre-test dan post-test. Nilai rata-rata pre test pada kelas ekperiment nilai rata-rata pre-test 58.61 dan nilai rata-rata post test 71.38. Sedangkan hasil nilai dari kelas kontrol nilai rata-rata pre-test 59.09 dan nilai rata-rata post-test 61.3. Ini berarti bahwa penggunaan Pembelajaran Berbasis Proyek dapat memberikan pengaruh yang signifikan terhadap kemampuan berbicara siswa.

Kata Kunci: *Pembelajaran Berbasis Proyek, Penelitian Kuantitatif, Kemampuan berbicara*

STATEMENT OF RESEARCH ORIGINALITY

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Metro, June 2023

The writer



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Metro, Juni 2023

Penulis



NANDA DHESEA PRAMESTHI

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MOTTO

إِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ
فَلَا مَرَدَّ لَهُ ۗ وَمَا لَهُمْ مِّنْ دُونِهِ مِنْ وَالٍ

*"Sesungguhnya Allah tidak akan mengubah nasib suatu kaum sehingga mereka
mengubah keadaan yang ada pada diri mereka sendiri." (Q.S Ar-Ra'd: 11)*

Think Before You Speak

(Fran Lebowitz)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My dearest parents (Mr. Suroto Priambodo and Mrs. Purmiyati), thank you for being born into the world and being my parents who always support me in any situation, Allah knows how much I love you.
2. My little sisters (Jelita Pramesthi and Azarine Tri Pramesthi), may Allah always give you blessing on your live.
3. Especially my sponsor (Mrs. Rika Dartiara, M.Pd), thank you for all the knowledge, patience, and time for guiding me.
4. My best partner during my studies (Alfina, Destika, Erlin, Lilis and Lutfi) and hopefully forever, may Allah protect you always.
5. My almamater IAIN METRO, I got many value able experiences during this study.
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The researcher would to express her deepest gratitude especially to:

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3. Andianto, M.Pd, as the Head of English Education Study Program of IAIN Metro Lampung.
- 4.
5. Rika Dartiara, M.Pd, as the advisor that has given valueable her knowledge and support in finishing this undergraduate thesis.

The researcher apologizes for all the mistakes in writing and finishing this undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for other researchers in our college and every reader in generic.

Metro, June 2023



Nanda Dhesfa Pramesthi
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important for human. Language is a system communication which is used by people to communicate and interact with other people. English is a foreign language which is used by people over of the world communicated with other. Ideally, English teacher must use appropriate material to develop the students integrative skills; listening, speaking, reading, writing, and aspect of language as well. Learning is the process of the unknown to know about the little thing or to understand something new. The primary aim learning language is that the students can communicate each other in spoken or written language especially in learning English. Yet, in fact learning English is not easy. The students have many difficulties in learning English. The students find it difficult to understand when they are given in English text and they cannot understand content the text. And in learning English speaking is the main component that has to be mastered because it can measure as much as good someone language skill.

Speaking in English doesn't care about sentence structure but the accurateness of pronouncing in order that other people can understand what we say, so there will be no miscommunication. Beside that, when we speak up especially in the public, we have to be confident before, because our mental condition will influence our fluency. Speaking is component

that not only theory but also need practice. Speaking becomes the scared component by many students because of the differences between pronunciation and the written of words itself.

In fact, now many students do not like English because they are scare they can not speak fluently, low self-confidence, nervous and sometime they try to translate from their mother tongue into English.¹ It is also supported by teachers learning process and how the way they can develop students potential as well as possible.

Then, the use of appropriate learning approach also becomes one of proponent factors in speaking learning process. In this research, researcher commits pre-survey to know the difficulties of students' speaking learning.

Based on the eleventh grade survey at SMA N 1 Bandar Mataram, Central Lampung, the researcher found several problems, such as: students' speaking skill is still low, the students lack of motivation in speaking skill, the students have low vocabulary and pronunciation, and the learning process is not interesting.

Here are the result of pre-survey that is done by researcher at the eleventh grade of SMA N 1 Bandar Mataram Central Lampung.

¹ Akhyak Improving Student English Speaking Competence. "*Internasional Journal of Language and Literature*", Vol. 1. Desember 2013.

Tabel 1.1**The Percentage of The Students Scores**

No	Score	Student	Percentage %
1	≤ 75	16	88,9 %
2	≥ 75	2	11,1 %
Total		18 Students	100 %

From the table above it can be seen that the level of the students' speaking skill were low. The total subject of the research was 18 students, only 2 students with percentage 11,1 % who value ≥ 75 , because student minimum mastery criteria for English is 75 (MMC). In this case, the students' speaking skill is low. There are many students who have difficulties in speaking skill.

To solve the problem above, the researcher will use project-based learning to determine the effect on students' speaking skill at the eleventh grade of SMA N 1 Bandar Mataram Central Lampung.

Project based learning is learning model that makes students the subject or center of learning, emphasizing the learning process which has the final result in the form of a product. That is, students are given the freedom to determine their own learning activities, work on learning projects collaboratively until results are obtained in the form of a product. That is why the success of this learning is strongly influenced by the

activeness of students

B. Problem Identification

Based on the background above, the researcher identifies the problem as follow:

1. The students' speaking skill is still low.
2. The students lack of motivation in speaking skill.
3. The students have low vocabulary and pronunciation.
4. The learning process is not interesting.

C. Problem Limitation

Based on the problem study and focus on the problem identification above, the researcher will focus on the positive and significant effect by using project based learning on students' speaking skill at eleventh grade of SMA N 1 Bandar Mataram, Central Lampung.

D. Problem Formulation

Based on the problem limitation above, the researcher concludes that the problem formulation of this research is "Is there any positive and significant effect of project based learning on students' speaking skill at eleventh grade of SMA N 1 Bandar Mataram Central Lampung?".

E. Objective and Benefits of Study

1. Objective of The Study

The objective of study is to know whether the project-based

learning can give a positive and significant effect on students' speaking skill at Senior High School 1 Bandar Mataram Central Lampung.

2. Benefit of The Study

The finding of this study are expected for:

a. Students

The students will know how to improve their skill by doing the activity in the class especially their speaking skill.

b. Teachers

The result of this study can be used by the teachers in the program project -based learning on students' speaking skill for the student.

c. School

The result of the research is expected to improve the quality of English teaching and learning especially in effect of project-based learning on students' speaking skill in studying English in the class.

F. Prior Research

The first prior research was from Ustan by the title "The Effectiveness Of Project Based Learning To Improve The Speaking Skill Of The Second Semester Students At Cokroaminoto Palopo University". This research is aimed to determine the effect of Project Based Learning to improve students' speaking skill. Therefore, the principle problem was

only one, that is to what extent is Project Based Learning effective in improving speaking skill of the second semester students at Cokroaminoto Palopo University. The study was using quasi Experimental Design, exactly “Non-equivalent Control Group Design. The study involved 34 students, second semester students in 2016 of Biology Study Program of Science Faculty.

The data were analyzed using descriptive statistic (frequency, mean score, and standard deviation) and inferential statistic (independent sample t-test). The research discovers that Biology students’ speaking skill improved by the Project Based Learning model by the increase of mean score of experimental class that is 33.98 in the pre test and 53.92 in the posttest. The result of the t-test also shown that the Project Based Learning is effective to improve students’ speaking skill specially the present tense and past tense in a low level because the t-test, 2.06, is higher than t-table, 2.04 ($2.06 > 2.04$).²

The second prior research was taken from Angelina by the title “The Effect Of Project-Based Learning In Improving Students’ Speaking Ability ’ The aims of this study were to investigated the effect of Project-Based Learning in improving students' speaking ability. This research was conducted on students of grade X MIA-3 at SMAN 1 Simeulue Timur involved 31 students in the academic year of 2019/2020 and the English teacher as the research collaborator. The data of the study were in the

² Nur Afifah Rustan, The Effectiveness of Project Based Learning to Improve the Speaking Skill of the Second Semester Students at Cokroaminoto Palopo University, (Makasar, UIN Alauddin Makasar: 2016)

forms of qualitative data. The qualitative data were obtained by questionnaire and interview analysis.

The results of this research showed that the effect of the Project-Based Learning was able to improve the students' speaking ability. Based on the qualitative data, applying the Project-Based Learning method gave the students more chances to speak in English. The students became more confident to speak up English. They actively participated during the teaching and learning process. The effect of classroom English helped the students to be more familiar with English. From the result of the questionnaire and interview indicated that the Project-Based Learning method could considerable improvement in some aspects of speaking skills such as pronunciation, fluency, comprehension, grammar, and vocabulary.³

The third research is from Aziz by the title *The Implementation of Project-Based Learning in Students' Speaking Skills*. The purpose of this study is to determine the implementation of project-based learning students' speaking skills and to know the strengths and weaknesses of project-based learning in teaching speaking at MA Al Falah Putera Banjarbaru. This research use descriptive qualitative approach. Data technique collection in the form of observation and interviews. Subjects in this study are 1 class teacher and 30 students at MA Al Falah Putera Banjarbaru, meanwhile the object in this study is the application of

³ Elen Nokalia Angelina, *The Effect Of Project-Based Learning In Improving Students' Speaking Ability*, (Banda Aceh, AR-Riniry State Islamic University Banda Aceh:2020)

project-based learning methods for improve students' speaking ability. Data analysis in this study uses Miles and Huberman analysis by collecting data in the form of data reduction, data presentation and conclusion/verification. The results of this study indicate that the teacher uses four deep stages the application of project-based learning to students' speaking skills, namely: initiating the project, developing the project, implementing the project, and appraising project. the product of the activity is a drama performance.⁴

In the previous research above, the similarity between previous research and the current research is that both use project based learning. while what distinguishes it from previous research is the research product and research sample.

⁴ Abdul Aziz, The Implementation Of Project-Based Learning In Students' Speaking Skills,(Banjarmasin, Antasari State Islamic University Banjarmasin:2022)

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Skill

1. The Definition of Speaking Skill

Gert and Hand states that speaking or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. It mean that when someone interacts with other by using a language as a mean, certainly, they want to convey something important, for example, they want to utter their feeling and thought. It this strongly impossible for someone to make a communication with other without having any purpose.¹

Nunan states that speaking is the single most important aspect of learning a second of foreign language, and success in measured in term of the ability to carry out a conversation in the language.² In other hand, Tomburly states that speaking is a speech production that becomes a part of our daily activities, speaking mean creative process; an active interaction between speaker and listener that involves thought

¹ Gert and Hans in Efrizal ,Dedy. Improving Students' Speaking throught Communicative Language Teaching Method at Mts Ja-alhad, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia, October 2012, 127.

² David Nunan. "*Language Teaching Methodology*". Prentice Hall Oxford University Press. P. Teaching Methodology". Prentice Hall Oxford University Press. 39.

and emotion.³ In other word speaking is a process to transfer the information in people daily activities.

Then, Brown states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skills.⁴

At the end, Combleet states that speaking is activity that speaker first of all has to produce sound by controlling the various aspects of the human anatomy and physiology involved in speech production.⁵

Moreover , speaking is productive skill in the oral mode. It is like the other skills, is more complicated that it seems at first and involves more than just pronouncing words.⁶ Based on the statement above, it can be concluded that speaking is an interactive process to communicate as by talking to build and share the meaning through the use of verbal and non-verbal symbols to convey message to the listener.

³ Akhyak, Improving Student English Speaking Competence. *“International Journal of Language and Literature, Vol. I, December 2013, 19.*

⁴ Brown h. Douglas *“Teaching by Principles an interactive Approach to Language Pedagogy”*. Longman. 140.

⁵ Sandra Combleet & Ronal cater. *“The Language of Speech and Writing”*. New York: Routledge, 2001. 17.

⁶ Mariam Bashir, *Factor Effecting Student' English Speaking Skill*, (pakistan: british Journal Publishing, 2011), Vol.2 No.1, 38.

2. Types of Speaking in Classroom

According to Douglas Brown, there are six activities can be applied to the kind of oral production that students are expected to carry out in the classroom:⁷

a. Imitative

In this kind of speaking performance learners try to imitate what the teacher says. For example the learners practice an intonation or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be selfinitiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

c. Responsive

This kind of speaking is short replies to the teacher or student-initiated question or comments. And these replies do not extend

⁷ H Douglas Brown, Op.Cit., p.271

into dialogues. For example: Teacher: How are you today?

Student: Pretty good, thanks, and you?

d. Transactional

Transactional language is an extended form of responsive language. The purpose of this kind of speaking performance is to delivering or exchanging specific information.

e. Interpersonal

The other form of conversation is interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Extensive (monologue) is more formal and deliberative.

These types of speaking performance need creative teachers who will always measure speaking ability of his or her students through many kinds of techniques that are agreed by students and suitable with their level, whether beginner, intermediate or advanced students. Beside those kinds of speaking activities in the classroom, we have to consider the aim of activity when we talk about it whether the activity is given to improve student's accuracy, or to improve student's

fluency. In accuracy activity, teacher perhaps want to make sure the students get enough practice in a particular point of grammar, vocabulary, or pronunciation, because their purpose is to make sure the students get something right. The teacher will often work with the whole class.

3. Problem in Speaking

Other problems that may become a barrier for the students to become a good English speakers is the psychological problems. Xinghua states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self confident and afraid to speak. These problems may affect students performance in their speaking. This emphasizes that psychological problems also affect students performance in speaking.⁸

a. Linguistics problems

Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. According to Spolsky & Hult generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation.

⁸ Dea Aries Fitriani, Rahayu Apriliaswati, Wardah, *A Study On Student's English Speaking Problems In Speaking Performance*, English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty of Tanjungpura University, Pontianak, p: 4-6

Linguistics problems are those problems which make students speaking ability become poor. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation.

- 1) Vocabulary is an individual word or a set of words which have specific meaning. The words come in at least two forms; oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. While print vocabulary consists of those words for which the meaning is known when we write or read silently. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how to combine the vocabularies into a good sentence.
- 2) Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. Grammar becomes difficult because learners do not learn structures one in a time. Even the learners appear to have mastered a particular structure; it is not uncommon to find backsliding occurring with the introduction of new forms to the learners' interlanguage.

3) Pronunciation English has become a language which connects people all over the world. Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar.

b. Psychological Problems

Psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance.

c. Lack of Self-Confidence

Lack of Self-Confidence Over a quarter of a million people in this world have problems towards their confidence. Self-confidence is knowing that we have the capacity to something good and being positive thinking. Concept of self-confidence relates to self-assuredness in one's personal judgement, ability, power, etc, sometimes manifested excessively. Good self-confidence comes from a focus on the self (self-consciousness). Lack of self-confidence can be made-up of

several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc. Depression can actually be a result of a lack of selfconfidence. Here are some of the characteristics of lack self-confidence:

- 1) A major confidence crisis
- 2) A lack of faith in themselves to take on new challenges
- 3) Difficulty of being assertive
- 4) Fear of confrontation
- 5) An extremely low opinion on themselves
- 6) Difficulty in one area such as speaking in social group
- 7) Social phobia.

d. Anxiety Generally

Anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened automic nervous system activity, a state that can have negative and positive effects, and which motivates and facilities as well as disrupting cognitive action such as learning. In this case, the stdents may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better. Students themselves have to realize their own psychological

problems and they also have to deal with their own anxiety states.

So the students can speak English better in the future.

4. Reason for Teaching Speaking

According to Jeremy Harmer, the students have three main reasons to speak in the classroom. Firstly, speaking activities give training opportunities for the students to practise real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know to feedback for the teacher and students. The last, the more students have opportunities to activate in the elements of language they have save in their brains, the more automatic their use of these elements become.⁹

From that the reasons, teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful assignments that enhance English speaking skills. This can happen when students collaborate in groups to achieve an indicator or complete a task.

5. The Function of Speaking

Several language experts have attempted to categorize the function of speaking in human interaction. According to Brown and Yule, as quoted by Richard the function of speaking are classified into three; they are talk as interaction, talk as transaction, and talk as

⁹ Jeremy Harmer, *How To Teach English*, (Longman 2007). P. 123.

performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

The functions of speaking are classified into three, they are:

1) Talk as Interaction

Talk as interaction is a speaking function as interaction refers to conversation activities that are usually carried out and related to social functions. They use formal language or language that is often used in everyday life. Such exchanges may be either casual or more formal depending on circumstances and their nature has been well described.

2) Talk as Transaction

Talk as transaction is an activity in conversation that provides information or an announcement to the public or someone directly.

3) Talk as Performance

Talk as performance is talking to friends or other people through social media or electronics that they can understand in the use of language.¹⁰

¹⁰ Jack C. Richards, *Developing classroom speaking activities from theory to practice*. Cambridge University Press, Cambridge, 2006, 2

6. The Component of Speaking

Harris states five components are generally recognized in analyses of speech process; there are pronunciation, grammar, accuracy, vocabulary, and fluency.

a) Pronunciation

It is a skill to pronounce the target language with its accent and includes the segmental of features vowel, consonants, and the stress and intonation patterns.

b) Grammar

Grammar is the set of structural rules that govern the composition of clauses, phrases and word in any given natural language.

c) Accuracy

Accuracy is a word that can be understood and accordance with its truth, good in structure and is well in capturing the meaning of language messages without error and no doubt in interaction.

d) Vocabulary

Vocabulary is a list or collection of word arranged in alphabetical order that we use to talk.

e) Fluency

Fluency is the ability to speak quickly, effortlessly and efficiently

with good and meaningful expression.¹¹

7. The Measurement of Speaking

According to professor Weir Cyril, there are some indicators that be supposed to score to test speaking:¹²

Indicators of Speaking Measurement

Aspect	Category	Indicators
Fluency	4 (good very)	General natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (fair)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (bad)	The student speaks so little that no „fluent“ speech can be said to occur.
Pronunciation	4 (very good)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm, intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (bad)	Words are unintelligible.
	4 (very good)	Effective use of vocabulary for the task with few improprieties.

¹¹ H Douglas Brown, *Teaching by Principles an Interactive to Language Pedagogy*, Secon Edition, (San Frasisco: State University, 2001), 271.

¹² Cyril J. Weir, *“Language Testing and Validation”*, United States: Palgrave Macmillan, (2005), 195-196.

Vocabulary	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2	Limited use vocabulary with frequent in
	(fair)	appropriate.
	1 (bad)	Inappropriate and inadequate vocabulary.
Grammar	4 (very good)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (fair)	Speech is broken and distorted by frequent errors.
	1 (bad)	Unable to construct comprehensible sentences.
Accuracy	4 (very good)	The errors present in speech are so minor so that the message would be easily comprehended
	3 (good)	The speech is still understood although it consists of many errors
	2 (fair)	The errors present in speech would frequently create confusion
	1 (bad)	The serious errors present in speech makes the message difficult to understand

B. The Concept of Project-Based Learning

1. The Definition of Project-Based Learning

Project-based learning is a learning model that makes students the subject or center of learning, emphasizing the learning process which has the final result in the form of a product. That is, students are given the freedom to determine their own learning activities, work on learning projects collaboratively until results are obtained in the form of products.

Project Based Learning as a form of instruction has clear connections with other pedagogical approaches, such as problem based learning.¹³ Project-based learning has also been compared to other pedagogical practices such as experiential or collaborative learning. Project work is a form of collaborative learning because all participants need to contribute to a common outcome and having an element of experiential learning with active reflection and conscious engagement rather than passive experience is important.

Thomas identified five important characteristics of projects: 1. Centrality, 2. Driving questions, 3. Constructive investigation, 4. Autonomy and 5. Realism, with the importance of student collaboration, reflection, rearrangement, and presentation emphasized in other publications. The uniqueness of project-based learning is the construction of the final product, a 'concrete artifact' that represents students' new understanding, knowledge and attitudes about the problem being investigated often presented using videos, photographs, sketches, reports, models and other collections artifacts.

It is argued that it can help encourage independent learning and can promote students' conceptual knowledge in a systematic process of documenting and reflecting on learning. Students learn to be independent through goal setting, planning and organization, they develop collaboration skills through social learning and become

¹³ Helle, L., Tynjala, P. & Olkinuora, E. (2006). Project-Based Learning in pos-secondary education-theory, practice and rubber sling shots, *Higher Education*, 51, 287-314.

intrinsically motivated by being encouraged to practice the elements of choice while learning at their own level. Project-based learning has been explored in various contexts and in various phases of schooling from the early stages of education through primary and secondary schools to tertiary education.

2. The Implementation of Project Based Learning in Teaching English

There are some stages of Project Based Learning implementation according to Kriwas.

a. Speculation

The first is speculation, According to Bell, Speculation in which the teachers provide the choice of project topics initially based on curriculum and discuss them with the students. In this stage, the teacher and students speculate possibilities that will lead to the projects smoothly. However, for the beginner or lower level students" problem. This is because it is 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.

b. Designing

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.¹⁴

c. Conducting

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 teacher, and exhibit their final products that might be in form of presentation, performance product, publication, etc.

d. Evaluation

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”. The evaluation, towards project organisation, problems encountered during the process of working it, students attitudes toward it, also includes evaluation from others and self evaluation. The PBL method seems to match needs in teaching-learning English. PBL is simply defined as a technique that instructs students to solve problems and develop products. According to Srikrai, PBL technique activities can have characteristics as follows:

¹⁴ Bell, S. 2010. Project Based Learning for the 21st Century: Skills for the Future. *The Clearing Home: A Journal of Educational Strategies, Issues and Ideas*. Volume 83, 39-43.

(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 method, 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.

3. Types of Project-Based Learning Tasks

Willis has listed some types of PBL tasks which can be implemented. They are:

- a) Listing: In this task, learners 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.
- f) These challenging activities require a higher level of preparation and integration of skills.¹⁵

4. The Advantages of Project Based Learning

Bell as quoted in Maulany states that many the benefits of implementing Project-Based Learning in teaching English as a Foreigner Language, especially in teaching speaking.

- a) Project Based Learning provides contextual and meaningful learning for student.

¹⁵ Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. The Clearing House, 8(3), 39-43.

- b) Project-Based Learning can create an optimal environment for practice speak English.
- c) Project-Based Learning can also make students actively involved in projects learning
- d) Project-Based Learning increases interest, motivation, engagement, and enjoyment.
- e) Project-Based Learning promotes social learning that can enhance collaborative skill
- f) Project Based Learning can provide optimal opportunities for development students' language skill

In conclusion, the advantages of project based learning can give significant effect on students' speaking skill and also appropriate in teaching. they can discuss and cooperate in group work. This learning model also give more experience to the students in learning process and also make the students more active in class during the learning process.

5. The Disadvantages of Project Based Learning

With such great benefits and advantages of project-based learning, it also has some disadvantages that cannot be ignored when choosing this approach of education for students. According to Daryanto and Raharjo, the disadvantages project-based learning as follows:

- a) Project-based learning takes a lot of time to solve complex problems.

- b) Many parents of students feel aggrieved because they add costs to enter the new system.
- c) Many instructors are comfortable with traditional classes, where the instructor play a major role in class. It's a tough tradition, especially for less tech-savvy instructors.
- d) Number of equipment to be provided. Therefore, it is suggested to use team teaching in learning.
- e) Students have weaknesses in experiments and gathering information will experience difficulties.
- f) There is possibility that students are less active in group.
- g) If the topics given to each group are different, it is feared that students will not understand the topic as a whole.

In implementing project based learning, the teachers and students must focus on the project to minimize these problems.

C. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.¹⁶ The descriptive text is a text which says what a person or a thing is like. Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such

¹⁶ Artono Wardiman, et. al. *English in Focus: for Grade VII Junior High School*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), P. 122

as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.¹⁷

2. Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures for our writing to be true. The arrangement is:

- Identification: contains about the introduction of a person, place, animal or object will be describe.
- Description: contains a description of some thing such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

3. The Purpose of Descriptive Text

Descriptive presents the appearance of things that occupy space, whether they are object, people, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words. And descriptive text to describe person or place in specific and to describe a particular person, thing or place.¹⁸

D. Theoretical Framework and Paradigm

1. Theoretical Framework

Surachmad stated “theoretical framework is a concept which

¹⁷ George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p. 128

¹⁸ Elizabet Cowan, *Writing Brief Editin*, (Texas: Scott, foresman, and company), p. 148

comprising relation of casual hyphotesis between independent variable and dependent variable in order to giving answer to problem of accurate.¹⁹ In this research have two variables. The independent variable (X) is using Project Based Learning and the dependent variable (Y) is the students' speaking skill.

The indicator of variable (X) is strating with essensial questions, designing project plans, making schedules, supervising students working on projects, assessment an evaluating project results. And the indicator of variable (Y) is pronunciation, grammar, vocabulary, fluency and acuracy. The students' speaking skill could be better and they were active in learning English especially in speaking.

The theoretical framework in this research is if project based learning impelemented correctly, students' speaking skill will be good. On the other hand, if project based learning is not impelemented properly, students' speaking skill will be poor.

¹⁹ Winarno Surachmad, Introduction to Basic Scientific Research Methods and Techniques (Bandung,1994), P.73

2. Paradigm

Research paradigm is link pattern between one and other variable that will be researched.²⁰ Based on the theoretical framework above the researcher describes the paradigm is following.

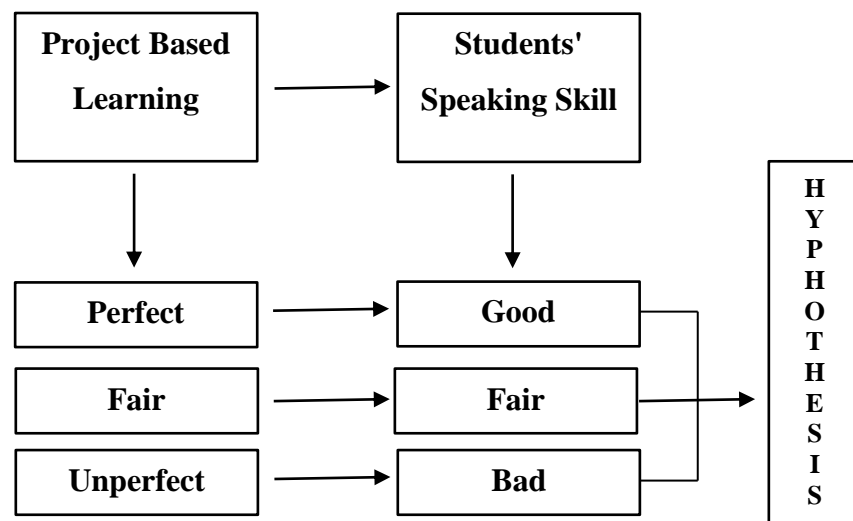


Figure 2.1

The Effect of Project-Based Learning on Students' Speaking Skill

Based on the paradigm above the research hypothesis of this research is using project based learning as the effective of the students speaking skill will increase. It mean that there is a positive and significant the effect of project based learning on students speaking skill. Moreover, if using project based learning is not effective the

²⁰ Ibid, P.38

students' speaking skill will low it means that there is not positive and significant the effect of project based learning.

3. Hypothesis Formulation

Hypothesis are predictions the research hold about the relationship among variable.²¹ Based on the frame of the theories above, the writer formulates the hypothesis as follows:

1. Alternative Hypothesis (Ha) :

There is a positive and significant the effect of project based learning on students' speaking skill at eleventh grade of SMA N 1 Bandar Mataram Central Lampung.

2. Null Hypothesis (Ho) :

There is no a positive and significant the effect of project based learning on students' speaking skill at eleventh grade of SMA N 1 Bandar Mataram Central Lampung.

3. Statistical Hypothesis

If $F_o > F_t$: Ha is accepted and Ho is rejected

If $F_o < F_t$: Ha is rejected and Ho is accepted

²¹ Jhon W. Creswell, Research Design: *Qualitative, Quantitative and Mixed Method Approaches* second edition, (California: sape publicasi, 2003), 18.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted in Senior High School 1 Bandar Mataram is located Jln. Vetran, Mataram Udik, Bandar Mataram, Central Lampung. There are research design, population and sampling technique, the operational definition variables, data collection method, research instrument, and last data analysis technique.

In this research is quantitative research. According to Creswell, quantitative approach is one in which the investigator primarily uses positive claims for developing knowledge (i.e. cause and effect thinking, reduction to specific variable and hypotheses questions used for measurement and observation and the test of theories).¹ Such as Daniel Muijs said that Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistic).

This research was intended to investigate whether there is any significant effect project based learning on students' speaking skill in learning English.

¹ Jhon W. Creswell, Research Design: *Qualitative, Quantitative and Mixed Method Approaches* second edition, (California: Sage Publications, 2003), 18.

B. Population and Sampling Technique

1. Population

Population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed. It means that the population was all subject that would be observed in this research.

The population of this research is Senior High School 1 Bandar Mataram. The total of population in this research is 90 students.

2. Sample

Geoffrey defined sample is a subset of the population.² The sample of the research is class XI IPA as the control class and XI IPS as the experimental class. The research will take two classes that is XI IPA which consist of 11 students and XI IPS class which consist of 18 students. Therefore, there were 29 students in this sample.

3. Sampling Technique

The researcher will use cluster random sampling as sampling technique in this research. In cluster sampling the sample units contain groups of elements instead of individual members or items in the population.²⁸

² Geoffrey Marczyk et.al., *Essential of Research Research Design and Methodology*, New Jersey, John Wiley and Sons Inc., 2005, 18.

C. The Operational Definition Variables

Variable are general class of object, event, situation, characters and attributes that are of interest to the researches.³ There are two variables the research, while the operational definition of variables as follow:

1. Independent Variables

Independent variables can be understood at the factor that is measured, manipulated, selected or controlled by the researcher. It is the major variables which is hoped to investigate. Independent variables (X) of this research is project based learning.

2. Dependent Variables

The dependent variables is variable which someone measure to determine the effect of the Independent variables. Its mean that dependent variable is variable that depend on the independent variable and it is the result of the effect of independent variable. Dependent variable (Y) of this research is the students' speaking skill.

³ Mark and Peter, Introduction Quantitative Research Method, (New Delhi: Sage Publication,2001), 26.

D. Data Collection Method

In collecting the data, the writer will describe as follows:

1. Test

According to Anderson and Arsenault, “instrument includes test and questionnaire, observation schedules and any other tools used to collect data.”⁴ Test is the string of question or exercise to measure the knowledge skill, intelligence, ability or the talent that individual or group have. In this research will be conducted pre-test and post-test either for experimental class or control class.

a. Pre-test

Hatch and Farhady state that “a pretest is administrated to capture the initial differences between the group”.⁵ In accordance with the statement, the researcher administrated pre-test in the first meeting before doing treatment in order to find out the initial differences between the students how have similar level before use project based learning. The researcher would give the students pretest at the first meeting. The kind of test is oral test.

b. Post-test

The post test was given in the last meeting after three treatments in order to find out whether achievement in the

⁴ Gary Anderson, with Nancy Arsenault, *Fundamental of Educational Research*,(USA: Falmer Press,2005), 94.

⁵ Hatch and Farhady, *Research Design and Statistic for Applied Linguistics*, Massachosutts: Newbury hous Publisher,1982, 22.

experimental. The improvement can be seen if the mean scores of the experimental student is higher than the control student or if there are significant differences between the pretest scores and the posttest scores of the experimental students.

2. Documentation

Documentation is the method which is used to get information from written language or documents such as books, magazine, rule, note and other. This research uses this method to get data about the history of the school, the sum of teacher, official employed and student and others.

E. Research Instrument Blueprint

The instrument which is used to measure the students' speaking skill is a test. The test is an oral test, it consists of pre-test and post-test. The pre-test is the speaking test given before treatment and post-test that is given after treatment. The researcher given test consists of retelling of an object and the student to speak in front of class. The instrument which will be used in the documentation method is document guidance.

F. Data Analysis Technique

Data analysis is processing information or data that has been gathered in order to draw a conclusion. It is a process of organizing the data in order to gain regularity of the pattern and form of the research.

In applying experimental research to find out the differences between two samples and to investigate whether there is any significant

effect of project based learning on students' speaking skill at eleventh grade of SMA N 1 Bandar Mataram Central Lampung, the researcher analyzes the data by using SPSS.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. The Description of Research Location

a. History of SMA N 1 Bandar Mataram

SMA N 1 Bandar Mataram Central was established on June 30, 2015 and stands on a land area of 1,800 m² based on the Operational Permit Decree Number: 287.A/KPTS/D.1/2015. SMA N 1 Bandar Mataram located at Vetran street, Mataram Udik, Bandar Mataram, Central Lampung. In carrying out its duties and functions, SMA N 1 Bandar Mataram is guided by the strategic plan that has been prepared and disseminated to all stakeholders. SMA N 1 Bandar Mataram in order to become a quality school needs improvement in various fields, including management, facilities and infrastructure, learning processes, and educational administration.

b. Vision and Mission of SMA N 1 Bandar Mataram

- **Vision**

- 1) The realization of authoritative high schools with graduates who are insightful, innovative and creative, cultured and pious.

- **Mission**

- 1) Empower educators and educational staff who meet the standards set.
- 2) Instilling discipline through clean culture, orderly culture, and society.
- 3) Fostering an appreciation of regional culture and art so that it becomes a source of creative behavior and social life.
- 4) Fostering innovation in everyday life that can support the development of professionalism.
- 5) Empowering all school components and optimizing school resources in developing students' potential and interests optimally.

c. Number of the students at SMA N 1 Bandar Mataram

The number of the students at SMA N 1 Bandar Mataram can be identified as follows:

Table 4.1
Number of the students at SMA N 1 Bandar Mataram

No.	Class	Sum
1.	X IPA	35
2.	X IPS	0
3.	XI IPA	11
4.	XI IPS	18
5.	XII IPA	15
6.	XII IPS	11
Total		90

(Source: the school archive given by the administration staff of SMA N 1 Bandar Mataram)

2. Description of Research Data

a. The results of Pre-test score (Control Class)

To measure the speaking skill of students in the control class, a pre-test score test was held in the control class at the beginning of the meeting and from the results of this test, the researcher obtained data that would later be used as comparison material between the control class and the experimental class that has undergone project based learning. In this pre-test, the type of test that was carried out was an oral test with the following results:

Table 4.2
The result of Pre-test (Control Class) on students' speaking skill at eleventh grade of SMA N 1 Bandar Mataram

No.	Name	Score	Category
1.	ARA	55	Fair
2.	ALW	60	Fair
3.	BMS	75	Good
4.	DU	65	Fair
5.	DP	55	Fair
6.	NMS	60	Fair
7.	RL	50	Bad
8.	SS	65	Fair
9.	WJO	50	Bad
10.	YDA	55	Fair
11.	IKR	60	Fair

TOTAL	650	
AVERAGE	59,09	
The Highest Score	75	
The Low Score	50	

Based on the results of the pre-test above, it shows that out of 11 students, there is one student who gets the highest score with a score of 75 and there are students who get the lowest score of 50, with a total score of 650 with an average of 59.09. Then from the results of the pre-test data it also shows that the class interval in this study is 6, this can be seen more clearly through the following table:

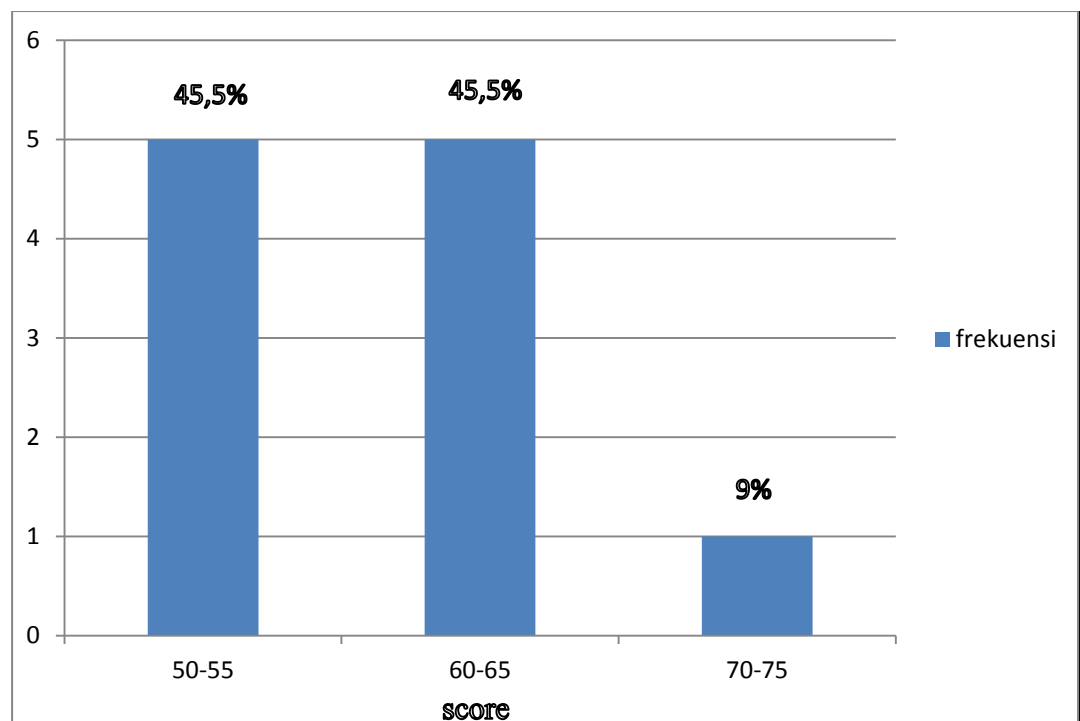


Figure 4.1 Frequency Diagram of Pre-Test Percentage Values

Based on the diagram above, it can be shown that of the 11 science students who are in the control class, there is a percentage of 45.5% in the 50-55 range, while the 60-65 range has the same percentage of 45.5%, and the highest score in the percentage of 9% in the 70-75 range.

b. The results of Post-test score (Control Class)

After several weeks later, the researcher finally conducted the test again to the control class without using project-based learning, from the post-test control class the results were as follows:

Table 4.3
The result of Post-test (Control Class) on students' speaking skill at eleventh grade of SMA N 1 Bandar Mataram

No.	Name	Score	Category
1.	ARA	60	Fair
2.	ALW	65	Fair
3.	BMS	80	Good
4.	DU	70	Fair
5.	DP	55	Fair
6.	NMS	60	Fair
7.	RL	50	Bad
8.	SS	65	Fair
9.	WJO	50	Bad
10.	YDA	55	Fair
11.	IKR	65	Fair
	TOTAL	675	
	AVERAGE	61,3	
	The Highest Score	80	

The Low Score	50	
----------------------	-----------	--

Based on the results of the pre-test above, it shows that of the 11 students, there is one student who gets the highest score with a score of 80 and there are students who get the lowest score is 50, with a total score of 675 with an average of 61.3. Then the results of the post-test data also show that the class interval in this study is 6, this can be seen more clearly in the following table:

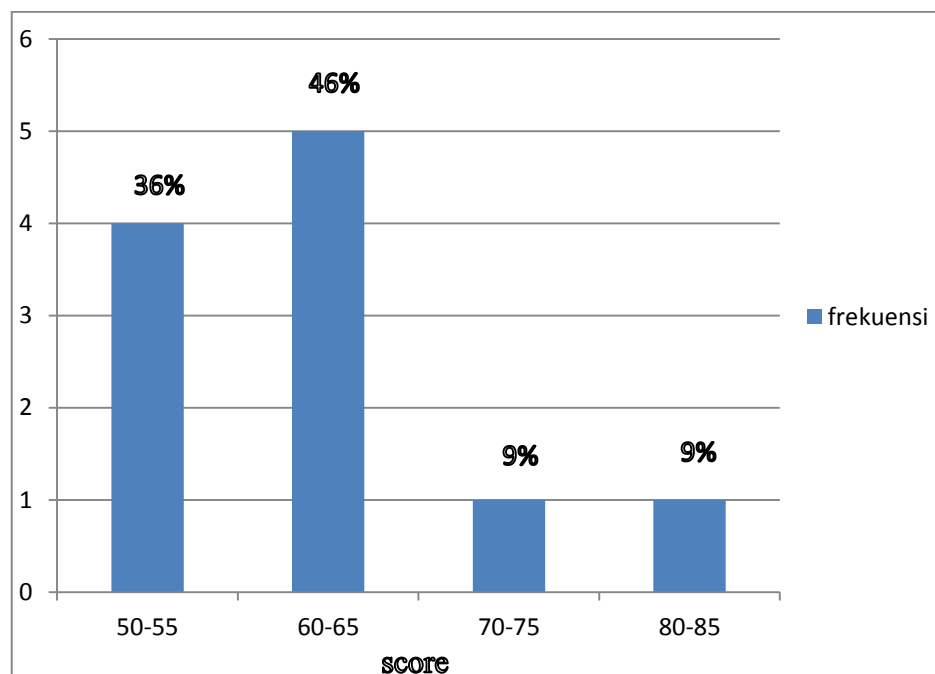


Figure 4.2 Frequency Diagram of Post-Test Percentage Values

Based on the diagram above, it can be shown that of the 11 students who are in the control class, there is a percentage of 36% in the range 50-55 and a percentage 46% for the range 60-65, in the post-test study the control class has the highest percentage, for the range 70-75 has a percentage of 9%, and for the highest score in the control

class post-test this was achieved by 1 student with a score of 80 with a percentage of 9% of 11 students.

c. The results of Pre-test score (Experimental Class)

To measure students' speaking skill in this study the researcher used a pre-test at the first meeting before conducting it to find out the initial differences between students who had similar levels before using project-based learning. The researcher gave a pre-test to students at the first meeting with the type of test is an oral test with the following results:

Table 4.4
The result of Pre-test (Experimental Class) on students' speaking skill at eleventh grade of SMA N 1 Bandar Mataram

No.	Nama	Score	Category
1.	AD	65	Fair
2.	AY	55	Fair
3.	APD	60	Fair
4.	DN	50	Bad
5.	ES	55	Fair
6.	EYS	65	Fair
7.	FAP	50	Bad
8.	GG	60	Fair
9.	HGS	50	Bad
10.	LAP	75	Good
11.	PWL	65	Fair
12.	RD	70	Fair
13.	RI	60	Fair
14.	SC	50	Bad

15.	SB	55	Fair
16.	SW	60	Fair
17.	YS	50	Bad
18.	AM	60	Fair
TOTAL		1055	
AVERAGE		58,61	
The Highest Score		75	
The Low Score		50	

Based on the results of the pre-test above, it shows that of the 18 students, there is a highest score of 75 and the lowest score is 50 with a total student test result of 1055. Then from the results of the pre-test data it also shows that the class interval in this study is 6, This can be seen more clearly through the following table:

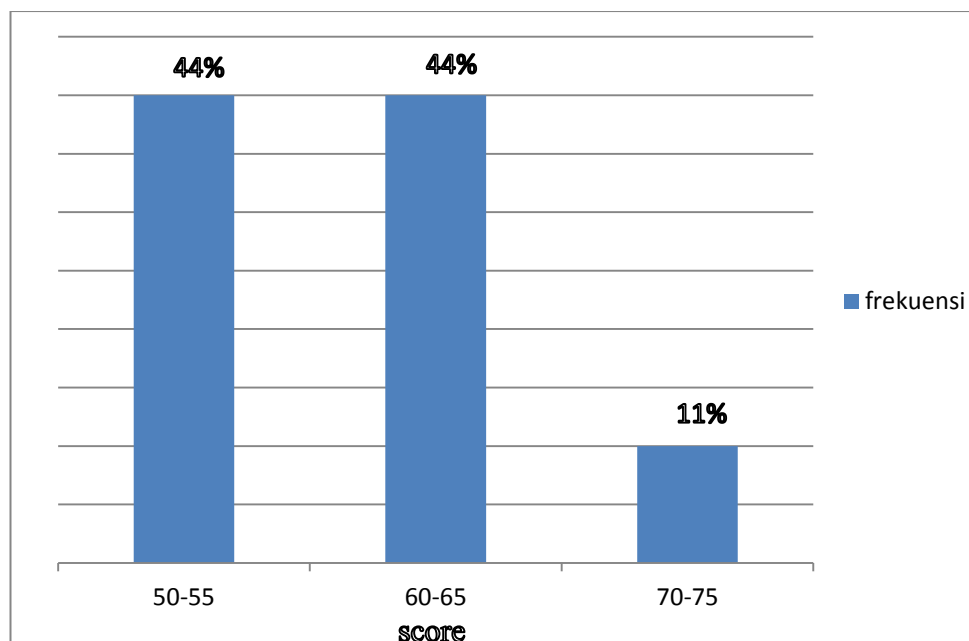


Figure 4.3 Frequency Diagram of Pre-Test Percentage Values

Based on the diagram above, it shows that out of 18 students, many students get the lowest score with a score of 50-55 with a percentage of 44%, while students with a score of 60-65 also have the same percentage, namely 44% and students who have high scores with a percentage 11%, only 2 students by obtaining a percentage of 11% of 18 students.

d. The results of Post-test score (Experimental Class)

After several meetings, the researcher finally found out the weaknesses of the students and how students understood speaking skill, so the researcher carried out a treatment to help students improve their speaking skill and after the treatment was carried out the following results from the experimental class post-test were as follows:

Table 4.5
The result of Post-test (Experimental Class) on students' speaking skill at eleventh grade of SMA N 1 Bandar Mataram

No.	Name	Score	Category
1.	AD	75	Good
2.	AY	70	Fair
3.	APD	75	Good
4.	DN	65	Fair
5.	ES	60	Fair
6.	EYS	75	Good
7.	FAP	70	Fair
8.	GG	75	Good
9.	HGS	65	Fair

10.	LAP	85	Vey Good
11.	PWL	70	Fair
12.	RD	80	Good
13.	RI	65	Fair
14.	SC	70	Fair
15.	SB	75	Good
16.	SW	70	Fair
17.	YS	65	Fair
18.	AM	75	Good
TOTAL		1285	
AVERAGE		71,38	
The Highest Score		85	
The Low Score		60	

Based on the results of the post-test above, it shows that out of 18 students, the highest score in this post-test was 85, and the lowest score was 60 with a total of 1285 students' overall post-test results. Then from the results of the post-test data it also shows that the class interval in this study was 6, this can be seen more clearly in the following table:

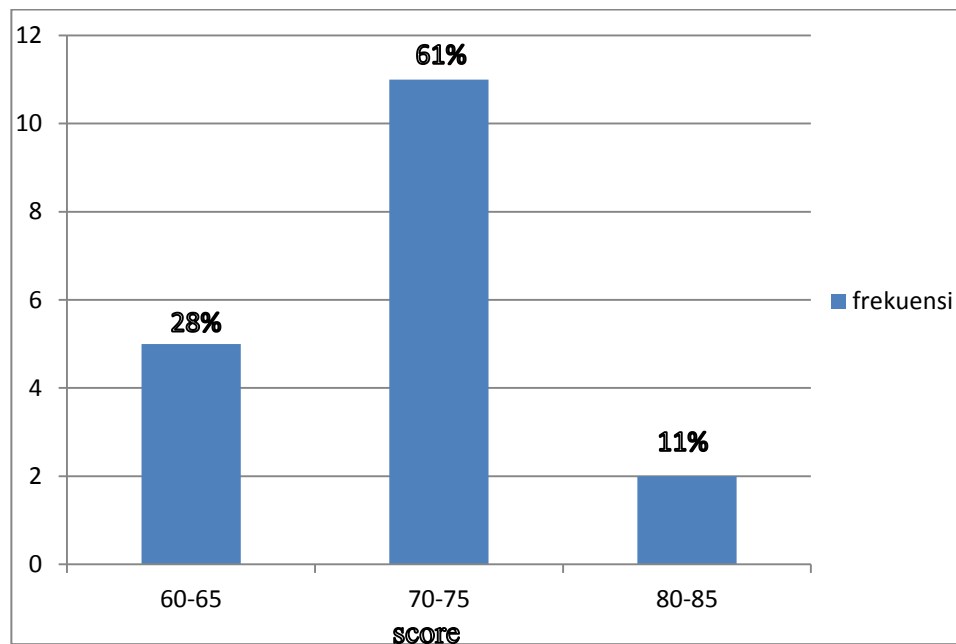


Figure 4.4 Frequency Diagram of Post-Test Percentage Values

Based on the diagram above, it shows that out of 18 students, there are students in the 60-65 score who have a percentage of 28%, while those in the 70-75 range have the largest percentage of 61% and for the highest score in this post-test is 80-85 range with a percentage of 11%.

B. The Effect of Project Based Learning on Students' Speaking Skill at Eleventh Grade of SMA N 1 Bandar Mataram Central Lampung

In this stage the researcher has conducted several series of tests for students of SMA N 1 Bandar Mataram to obtain data that has been tested using the SPSS application, from these data the evidence is tested whether there is a significant effect of project based learning on students' speaking skill at eleventh grade of SMA N 1 Bandar Mataram Central Lampung.

1. Prerequisite Test

a. Normality test

The normality test is a test that aims to assess the distribution of data in a group of data or variables, from this test it will be seen whether the distribution of the data is normal or not normal, and in this test we can see these results in the Kolmogorov-Smirnov and Shapiro-Wilk columns.

Ho : data normally distributed

Ha : the data is not normally distributed

Table 4.6
The Result of Normality Test By Using SPSS 23

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statisti c	df	Sig.	Statistic	df	Sig.
Results	Pre-Test Experimental Class	.178	11	.200*	.919	11	.312
	Post-Test Experimental Class	.161	11	.200*	.938	11	.498
	Pre-Test Control Class	.154	18	.200*	.909	18	.083
	Post-Test Control Class	.167	18	.200	.940	18	.285

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the normality test table above, it can be concluded as follows:

1) Kolmogorov-Smirnov

a. Pre-test control class sig = 0.20 > 0.05 Ho is accepted and Ha is rejected.

This means that the data collected in the control class is normally distributed.

b. Post-test control class sig = 0.20 > 0.05 Ho is accepted and Ha is rejected.

This means that the data collected in the control class is normally distributed

c. Pre-test experimental class sig = 0.20 > 0.05 Ho is accepted and Ha is rejected. This means that the data collected in the experimental class is normally distributed.

d. Post-test experimental class sig = 0.20 > 0.05 Ho is accepted and Ha is rejected. This means that the last test data collected in the experimental class is normally distributed.

4) Shapiro-Wilk

a. Pre-test control class sig = 0.312 > 0.05 Ho was accepted and Ha was rejected. This means that the data collected in the control class is normally distributed.

b. Post-test control class sig = 0.498 > 0.05 Ho was accepted and Ha was rejected. This means that the data collected in the control class is normally distributed.

c. Pre-test experimental class sig = 0.083 > 0.05 Ho is accepted and Ha is rejected. This means that the data collected in the experimental class is normally distributed.

d. Post-test experimental class sig = 0.285 > 0.05 Ho is accepted and Ha is rejected. This means that the data collected in the experimental class is normally distributed

b. Paired Test

The paired T-Test is a parametric test that can be used on two paired data with the aim of seeing whether there is an average difference between two paired or related samples.

1) Paired Samples Test

Table 4.7
The Result of Paired Samples Test By Using SPSS 23

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre.Test.Control.Class - Post.Test.Control.Class	- 2.273	2.611	.787	-4.027	-.519	- 2.887	10	.016
Pair 2 Pre.Test.Experimental. Class - Post.Test.Experimental. Class.	- 12.77 8	4.918	1.159	- 15.223	- 10.332	- 11.02 4	17	.000

1. Based on the output of pair 1, a significant value was obtained in the sig column (2-tailed) of $0.016 > 0.05$, so in this study there was no difference in the average student learning outcomes for the control class pre-test and the control class post-test without implementation project based learning.
2. Based on the output of pair 2, a significant value was obtained in the sig (2-tailed) column of $0.000 < 0.05$, so in this study there was a difference in the average student learning outcomes for the pre-test of the experimental class and the post-test of the experimental class, thus it can be concluded that there is a significant effect by using project based learning on students' speaking skill.

2) Paired Samples Statistics

Table 4.8
The Result of Paired Samples Statistics By Using SPSS 23

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre.Test.Control.Class	59.09	11	7.355	2.218
Post.Test.Control Class	61.36	11	8.970	2.704
Pair 2 Pre.Test.Experimental. Class	58.61	18	7.437	1.753
Post.Test.Expeimental. Class	71.39	18	6.137	1.447

Based on the paired sample statistics table, it shows that the pre-test in the control class is 59.09 while the post-test in the control class without the application of PBL is 61.36, so in this study there is only

2.21 in the average difference between the pre-test control class and the post-test control class without the implementation of PBL, while in pair 2 there was an experimental class pre-test which had an average of 58.61 and after being given project based learning the average value increased to 71.39 in the post-test of the experimental class, with the difference between the pre-test and post-test of the experimental class was 12.78, this clearly strengthens the conclusion that there is a significant effect of using project based learning on students' speaking skill.

c. Homogeneity test

Homogeneity test is a test conducted to find out that the research data is homogeneously distributed. In this study the homogeneous test used was the Levene statistic: a 5%, with the help of the SPSS application.

Ho : Data is homogeneously distributed

Ha: The data is not homogeneously distributed

Table 4.9
The Result of Homogeneity test By Using SPSS 23

Test of Homogeneity of Variances

Student Learning Outcomes

Levene tatic	df1	df2	Sig.
2.588	1	27	.119

Based on the output test of homogeneity of variances, it is known that the significance value (Sig) is $0.119 > 0.05$, so it can be concluded that the variance of the control class post-test data and the experimental class post-test are the same or homogeneous.

d. T test

The T test is a statistical test performed with the aim of testing the truth or falsity of the null hypothesis.

1) Independent Samples t-test

Table 4.10
The Result of Independent samples t-test By Using SPSS 23

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student Learning Outcomes	Equal variances assumed	2.588	.119	-3.351	27	.002	-9.571	2.856	-15.431	-3.710
	Equal variances not assumed			-3.035	15.397	.008	-9.571	3.153	-16.277	-2.865

Based on the output above, sig. (2-tailed) equal variances assumed line of $0.002 < 0.05$, it can be concluded that there is a

significant effect by using project based learning on students' speaking skill.

2) Group Statistics

Table 4.11
The Result of Group Statistics By Using SPSS 23

	Class	N	Mean	Std. Deviation	Std. Error Mean
Results	Post-Test Control Class	11	61.82	9.293	2.802
	Post-Test Experimental Class	18	71.39	6.137	1.447

Based on the table above, we can see that there is a difference between the control class post-test and the experimental class post-test is 71.39. So it can be concluded that there is a significant effect by using project based learning on students' speaking skill.

C. Discussion

This reserach observed on the students' speaking skill among at the eleventh grade of SMA N 1 Bandar Mataram Central Lampung. The researcher used this class because the students' speaking skill is still low, the students lack of motivation in speaking, the students have low vocabulary and pronunciation and the learning process is not interesting. So, based on

the problem the researcher apply project based learning to help the students in learning English especially to make the students feel enjoy and happy to speak English because this learning model a lot of advantages.

Before conducting the research, the researcher apply pre-test in order to find out the basic performance of the students before treatment. The result show that the highest score is 75 while the lowest is 50 and the average score is 58.61. Then, after finishing the treatment, the researcher apply post-test. The result of the post-test show that the higher score is 85 while the lowest score is 60 and the average score is 71.38.

According to Ronald D. Yockey, the provisions for independent t-test if $p \leq .05$, the null hypothesis (H_0) is rejected, and it is assumed that was not significant. If $p > .05$, the null hypothesis is not rejected and it is assumed that alternative hypothesis (H_a) is rejected.¹ Therefore, to determine there is a significant differences by looking at the results of the Sig (2-tailed) output in the independent t-test table whether is is more then .05 or less than .05.

Based on data analysis, this research shown that the result of independent sample t-test is Sig 0.002 was smaller than 0.05. The mean score in experimental class of pre-test that build up from 58.61 before treatment up to 71.38 after treatment. So, based on the discussion above, the researcher take a conclusion that the students' speaking skill build up after they were taught with project based learning. It means that there is a

¹ Ronald D. Yockey, *SPSS Demistified: A Step-by-Step Guide to Successful Data Analysis* (New York: Routledge, 2017), 77.

significant effect in speaking skill between the students who are taught by using project based learning in experimental class, and the students who are not taught with project based learning in control class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher concludes that Project Based Learning helps students in speaking. The students got low score in pre-test, after the treatment given, the students can speak easily by using Project Based Learning. It is proved by result of pre test and post test of the students.

The students' post test scores are higher than their pre test scores. It can be seen from the results of the T test in the sig column (2-tailed) row equal variances assumed, in the column and row it shows that student learning outcomes are $0.002 < 0.05$. It means that there is a significant effect of using Project Based Learning on students' speaking skill at the eleventh grade of SMA N 1 Bandar Mataram Central Lampung

B. Suggestion

Based on the research that the researcher has done, there are several suggestions that the researcher gives to students, teachers and headmaster of SMA N 1 Bandar Mataram. The first, it is suggested that the students, to be more active and enthusiastic in carrying out the learning process. The second, it is suggested that the teachers, I hope this research can be a reference that this project based learning has an effect on student learning

outcomes, and hopefully this project based learning can be applied to all subjects. The third, it is suggested that the headmaster, to give more facilities to the students in order to the students can be more excite in English learning. And the last, it is suggested that the other researcher, find out not only the theoretical side of Project Based Learning on the students' speaking skill but also how to apply it so that students' speaking skill can improve. Therefore it is hoped that this research can strengthen research was processed by other researcher.

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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-5085/In.28/J/TL.01/11/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMAN 1 BANDAR
MATARAM
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **NANDA DHESFA PRAMESTHI**
NPM : 1901051047
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : **THE EFFECT OF PROJECT-BASED LEARNING ON
STUDENTS SPEAKING SKILLS AT SMAN 1 BANDAR
MATARAM**

untuk melakukan prasurvey di SMAN 1 BANDAR MATARAM, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 November 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BANDAR MATARAM**

Jl. Veteran, Kampung Mataram Udik Kec. Bandar Mataram, Kab. Lampung Tengah
NSS. 30.1.12.03.18.058 NPSN. 69900098
E-mail : smansabatara@gmail.com Kode Pos 34169



TERAKREDITASI B

SURAT KETERANGAN

Nomor:421 /004/C.28/01/2023

Saya yang bertanda tangan di bawah ini:

Nama : **HUSNUL MARATI, S.Ag.,M.Pd.I**
NIP : 196911141998022001
Pangkat/Golongan : Pembina Tk. I/IV b
Jabatan : Kepala Sekolah
Instansi : SMAN 1 Bandar Mataram

Dengan ini menerangkan bahwa:

Nama : **NANDA DHESFA PRAMESTHI**
NPM : 1901051047
Jurusan : Tadris Bahasa Inggris
Universitas/Fakultas : IAIN Metro Fakultas Tarbiyah dan Ilmu Keguruan
Judul Skripsi : *The Effect of Project-Based Learning on Students Speaking Skills at SMAN 1 Bandar Mataram*

Telah melaksanakan kunjungan ke SMAN 1 Bandar Mataram pada hari Rabu tanggal 04 Januari 2023, dan telah diberikan izin untuk melakukan prasurvey dan kegiatan penelitian untuk Judul Skripsi yang diajukan.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bandar Mataram, 04 Januari 2023
Kepala SMAN 1 Bandar Mataram


HUSNUL MARATI, S.Ag.,M.Pd.I.
NIP. 19691114 199802 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-1344/In.28.1/J/TL.00/03/2023
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Rika Dartiara (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **NANDA DHESFA PRAMESTHI**
NPM : 1901051047
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE EFFECT OF PROJECT BASED LEARNING ON STUDENTS`SPEAKING SKILL AT ELEVENTH GRADE OF SMAN 1 BANDAR MATARAM CENTRAL LAMPUNG**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Maret 2023
Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-1374/In.28/D.1/TL.01/03/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **NANDA DHESFA PRAMESTHI**
 NPM : 1901051047
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 BANDAR MATARAM, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF PROJECT BASED LEARNING ON STUDENTS' SPEAKING SKILL AT ELEVENTH GRADE OF SMAN 1 BANDAR MATARAM CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 27 Maret 2023

Mengetahui,
 Pejabat Setempat

Yuliana Setyapwati, S.Pd.,M.M.
 NIP. 19690705 199203 2 008

Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1373/In.28/D.1/TL.00/03/2023

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA SMAN 1 BANDAR

MATARAM

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1374/In.28/D.1/TL.01/03/2023, tanggal 27 Maret 2023 atas nama saudara:

Nama : **NANDA DHESFA PRAMESTHI**
NPM : 1901051047
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 BANDAR MATARAM, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF PROJECT BASED LEARNING ON STUDENTS' SPEAKING SKILL AT ELEVENTH GRADE OF SMAN 1 BANDAR MATARAM CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 Maret 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BANDAR MATARAM**

Jl. Veteran, Kampung Mataram Udik Kec. Bandar Mataram, Kab. Lampung Tengah

NSS. 30.1.12.03.18.058 NPSN. 69900098

E-mail : smansabatara@gmail.com Kode Pos 34169

TERAKREDITASI B



Nomor : 421.3/ 062/V.01/SMA/2023
Lampiran : 1 Lembar
Perihal : Surat Balasan

Yth. INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Di
METRO

Menindaklanjuti Surat Permohonan Izin Pelaksanaan dari IAIN Metro, dengan Nomor Surat : B-1374/ln.28/D.1/TL.01/03/2023 Tanggal 27 Maret 2023 dengan ini ,menerangkan bahwa:

Nama Mahasiswa : Nanda Dhesfa Pramesthi
NPM : 1901051047
Semester : 8 (delapan)
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : *"THE EFFECT OF PROJECT BASE LEARNING ON STUDENTS' SPEAKING SKILL AT ELEVENTH GRADE OF SMAN 1 BANDAR MATARAM CENTRAL LAMPUNG"*

Pihak sekolah menerima permohonan Mahasiswa tersebut untuk melakukan penelitian di SMA Negeri 1 Bandar Mataram Kabupaten Lampung Tengah.

Demikian Surat ini dibuat untuk digunakan sebagaimana mestinya.

Bandar Mataram, 30 Maret 2023

Mengetahui,

Kepala SMA Negeri 1 Bandar Mataram



Yuliana Setvowati, S.Pd., M.M

NIP. 19690705 199203 2 008



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**



Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nanda Dhesfa Pramesthi
NPM : 1901051047

Jurusan : TBI
Semester : 8


No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 06/2023 /03	Rika Dartiara, M.Pd	Revise PPP and pre-test.	
2.	selasa /14-03- 2023	Rika Dartiara, M.Pd	ACC APD Continue to research.	

Mengetahui,
Ketua Jurusan TBI



Andianto, M.Pd
NIP. 119871102 201503 1 004

Dosen Pembimbing



Rika Dartiara, M.Pd
NIDN. 2015099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507. Faksimili (0725) 47296. Website www.tarbiyah.metrouin.ac.id. e-mail tarbiyah.iaim@metrouin.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nanda Dhesfa Pramesthi
NPM : 1901051047

Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 15/2023 /05	Rika Dantiara, M.Pd	<ul style="list-style-type: none"> - Make history of school into 1 or 2 paragraphs. - Delete the building of school and the organization of school. - Should be consistent in the use of the word researcher, writer or author. - Change using simple past tense - In the discussion added based on theory. - In the section suggestion are added to other researcher. 	
2.	Rabu, 24/2023 /05	Rika Dantiara, M.Pd	<p>Revise Abstract . complete all item . See me soon .</p>	
3.	Senin /25 mai 2023	Rika Dantiara, M.Pd	<p>Acc for munggal . good luck .</p>	

Mengetahui
Ketua Jurusan TBI

Andhanto, M.Pd
NIP/11971102 201503 1 004

Dosen Pembimbing

Rika Dantiara, M.Pd
NIDN. 2015099101

SILABUS PEMBELAJARAN

Sekolah : SMA Negeri 1 Bandar Mataram
 Mata pelajaran : Bahasa Inggris
 Kelas : XI (Sebelas)
 Semester : Genap
 Kompetensi Inti : Berbicara (Speaking)

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi pembelajaran	Kegiatan Pembelajaran	Indikator	penilaian	Alokasi waktu	Sumber Belajar
1.1.Mengungkapkan makna dalam teks lisan fungsional pendek dan tidak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.	Menerangkan makna dalam konteks fungsional pendek yang berbentuk descirptive teks. 1. What do you know about descriptive text? 2. Speak up in front of the class!	1. <i>Reading</i> kosakata terkait topic yang akan dibahas (noun verb, adjective verb). 2. <i>Listening</i> guru memberikan contoh terkait materi. 3. <i>Speaking</i> mengulang	➤ Speak dan mengungkapk an cerita yang termaksud descriptive text ➤ Mengamati alur cerita yang dideskripsikan	1. <i>Lisan</i> Lisan singkat 2. <i>Practice</i> Practice and tell about narrative text	2x40 menit	Sumber dari internet, seperti: https://missslulu.english.wordpress.com/2020/11/13/descriptive-text-bahasa-inggris-kelas-10/ https://www.jagoanbahasaing

	<p>3. Mendengarkan apa yang teman mereka katakan dan mempraktekannya.</p> <p>4. Siswa mendengarkan dan menceritakan apa yang mereka ketahui dan apa yang mereka dengar.</p>	<p>cerita tentang materi terkait.</p> <p>4. <i>Asking</i> berbagai informasi yang terdapat dalam cerita.</p> <p>5. Merespon pertanyaan yang ditanyakan guru</p>	<ul style="list-style-type: none"> ➤ Merespon ungkapan dan merespon perintah ➤ Berbicara didepan kelas dan menceritakan kembali tentang cerita descriptive text ➤ Menjawab pertanyaan yang ditanyakan guru ➤ Menjawab dan mengungkapkan 		<p>gris.com/2017/02/kumpulan-deskriptive-text-beserta-artinya.html?m=1</p> <p>English book</p>
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA Negeri 1 Bandar Mataram
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Materi	: Ecotourism in Indonesia
Alokasi Waktu	: 2 x 90 menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, bertanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
<p>4.4 Menangkap kontekstual makna terkait fungsi sosial, truktur teks deskriptif, lisan pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>4.4.1 Memahami arti kosa kata benda (nouns) dan kata sifat (adjectives).</p> <p>4.4.2 Mempelajari kosa kata baru terkait bangunan dan tempat wisata bersejarah di Indonesia (Way Kambas National Park & Parangtritis Beach) dalam teks deskriptif.</p>
<p>4.5 Mengungkapkan makna dalam teks lisan fungsional pendek yang berbentuk descriptive text, dan menceritakannya kembali.</p>	<p>4.5.1 Menyusun teks deskriptif lisan pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal di indonesia (Way Kambas National Park & Parangtritis Beach) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

C. Tujuan Pembelajaran

1. Siswa mampu memahami teks deskriptif yang berkaitan dengan tempat wisata dan bangunan bersejarah terkenal di Indonesia (Way Kambas National Park & Parangtritis Beach)
2. Siswa mampu menceritakan ulang secara lisan dan singkat tentang tempat wisata dan bangunan bersejarah terkenal di Indonesia

D. Metode Pembelajaran

Model : Project Based Learning

Metode : Tanya Jawab, diskusi

E. Media dan Alat Pembelajaran

Media : Gambar tempat wisata dan bangunan bersejarah

Alat : Spidol, whiteboard, laptop

F. Sumber Pembelajaran

Video youtube : <https://youtu.be/w33-m8-geuM>

G. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Mengucapkan salam dan mengarahkan siswa untuk berdo'a. • Menyanyikan lagu nasional. • Guru memeriksa kehadiran peserta didik. • Memberikan motivasi dan menyampaikan tujuan pembelajaran hari ini. • Memberikan ice breaking untuk mengkondisikan suasana belajar yang menyenangkan. 	10 menit
Kegiatan inti	<ul style="list-style-type: none"> • Guru menyampaikan materi dan tujuan pembelajaran yang akan disampaikan. • Guru mengajukan pertanyaan yang ada kaitannya dengan materi yang akan disampaikan. 	60 menit

	<ul style="list-style-type: none"> • Dengan bimbingan guru siswa merumuskan pernyataan tentang cara mendeskripsikan benda. • Siswa membaca dan mengamati teks deskriptif yang berkaitan dengan tempat wisata dan bangunan bersejarah di Indonesia (Way Kambas National Park) dengan lebih cermat. • Secara berkelompok siswa menentukan poin poin/gagasan pokok teks deskripif tentang objek ekowisata di Indonesia dan mempresentasikan nya secara lisan didepan kelas. • Siswa memilih satu topik tentang objek ekowisata di Indonesia. • Secara berkelompok siswa membuat rancangan untuk pembuatan mini encyclopedia. • Guru menjelaskan step by step pembuatan mini encyclopedia. 	
Penutup	<ul style="list-style-type: none"> • Sebelum pelajaran ditutup, guru meminta peserta didik melakukan refleksi kesimpulan belajar hari ini kegiatan tersebut berupa: <ul style="list-style-type: none"> ➢ Apa yang telah kamu pelajari hari ini? ➢ Apa yang kamu sukai dari pembelajaran hari ini? ➢ Apa yang belum kamu pahami daripembelajaran hariini? ➢ Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya. • Peserta didik dan guru berdo'a dan mengucapkan salam. 	10 menit

Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Mengucapkan salam dan mengarahkan siswa untuk berdo'a. • Menyanyikan lagu nasional. • Guru memeriksa kehadiran peserta didik. • Memberikan motivasi dan menyampaikan tujuan pembelajaran hari ini. • Memberikan ice breaking untuk mengkondisikan suasana belajar yang menyenangkan. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Guru menyampaikan materi dan tujuan pembelajaran yang akan disampaikan. • Guru mengajukan pertanyaan yang ada kaitannya dengan materi yang akan disampaikan. • Dengan bimbingan guru siswa merumuskan pernyataan tentang cara mendeskripsikan sesuatu objek. • Siswa membaca dan mengamati teks deskriptif yang berkaitan dengan tempat wisata dan bangunan bersejarah di Indonesia (Parangtritis Beach) dengan lebih cermat. • Secara berkelompok siswa menentukan poin poin/gagasan pokok teks deskripif tentang objek ekowisata di Indonesia. • Siswa secara berkelompok diarahkan untuk membuat mini encyclopedia tentang topik yang sudah mereka pilih. • Siswa mempresentasikan hasil 	60 menit

	mini encyclopedia secara lisan.	
Penutup	<ul style="list-style-type: none"> • Sebelum pelajaran ditutup, guru meminta peserta didik melakukan refleksi kesimpulan belajar hari ini kegiatan tersebut berupa: <ul style="list-style-type: none"> - Apa yang telah kamu pelajari hari ini? - Apa yang kamu sukai dari pembelajaran hari ini? - Apa yang belum kamu pahami dari pembelajaran hari ini? - Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya. - Peserta didik dan guru berdoa dan mengucapkan salam. 	10 menit

Bandar Mataram, Maret 2023

Collaborator

Researcher

Dhiny Febri R., S.Pd

Nanda Dhesfa Pramesthi

NPM. 1901051047

PRE-TEST

INSTRUMENT OF STUDENTS' SPEAKING SKILL

Direction:

- Please confidence to tell in front of class.
- Please be honestly.

Instructions:

- Choose one of the topic bellow!
 - Candi Prambanan
 - Danau Toba
 - Candi Borobudur
- One person choose one topic.
- Please tell and perform in front of class orally.

TREATMENT

INSTRUMENT OF STUDENTS' SPEAKING SKILL

- **Instruction:**

Please retell to your friends in front of the class about Way Kambas National Park!

“Way Kambas National Park”



Gambar 1. (Sumber: www.wikipedia.com)

Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant, Way Kambas National Park was named the Elephant Training Center / *Pusat Latihan Gajah* (PLG), but the last few years this name was changed into Elephant Conservation Center / *Pusat Konservasi Gajah* (PKG).

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya Sepit. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Papendang Timur and some other birds.

TREATMENT

INSTRUMENT OF STUDENTS' SPEAKING SKILL

- Instruction:

Please retell to your friends in front of the class about Parangtritis Beach!

“Parangtritis Beach”



Gambar 2. (Sumber: www.wikipedia.com)

One of the mainstays of Yogyakarta City tourism is Parangtritis Beach. Precisely Parangtritis Beach is located in Kretek district, Bantul, Yogyakarta Special Region. This beach is located about 27 km south of Yogyakarta. The view of Parangtritis Beach is very charming. On the left, we can see a very high cliff. On the right we can see a large rock that seems ready to guard against the onslaught of the waves that come at any time. The beach is clean with white foam grading and a combination of green is really beautiful.

The beauty of the beach feels perfect in the afternoon. In the afternoon, we can see the sunset which is a very special moment. The number of tourists who always visit Parangtritis Beach makes this beach never empty of visitors. On this beach we can see a crowd of children playing in the sand. Young and old enjoying the fresh sea breeze.

POST-TEST

INSTRUMENT OF SPEAKING SKILL

Direction:

- Please confidence to tell in front of class.
- Please be honestly.

Instructions:

1. Choose one of the topic about ecotourism in Indonesia.
2. One person choose one topic.
3. Everyone has a different topic.
4. Please tell and perform in front of class orally based your knowledge.

Instrumen test: Tes Lisan (Oral Test)

Aspect	Category	Score
Vocabulary	Very Good	40
	Good	30
	Fair	20
	Bad	10
Grammar	Very Good	40
	Good	30
	Fair	20
	Bad	10
Pronunciation	Very Good	40
	Good	30
	Fair	20
	Bad	10
Fluency	Very Good	40
	Good	30
	Fair	20
	Bad	10
Accuracy	Very Good	40
	Good	30
	Fair	20
	Bad	10

Score maksimum = 100

Nilai Perolehan Akhir

$$X = \frac{X_1 + X_2 + X_3 \dots + X_n}{5}$$

$$X = \frac{40 + 40 + 40 + 40 + 40}{5}$$

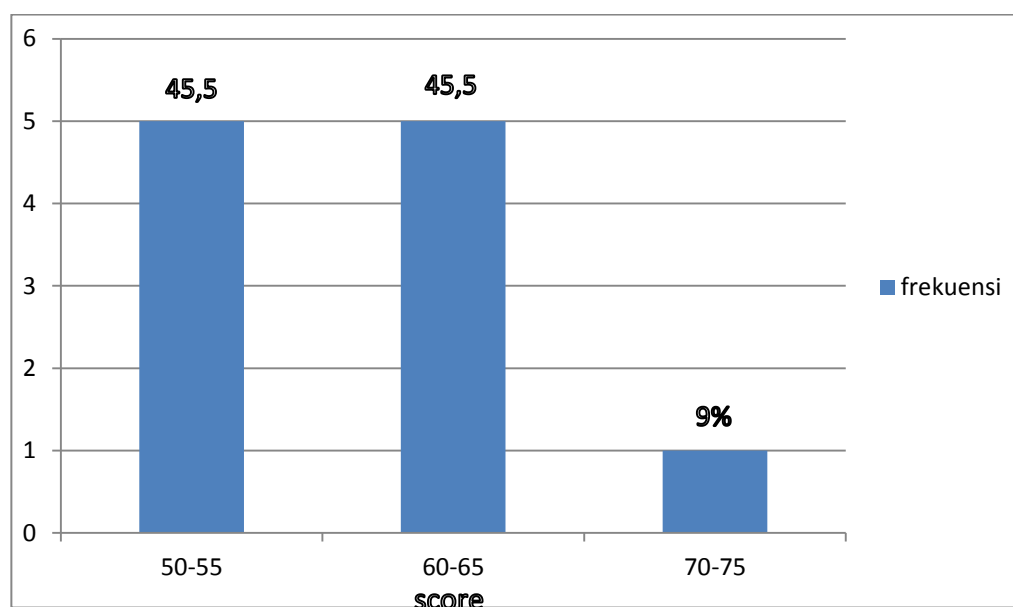
$$X = \frac{200}{2}$$

$$X = 100$$

The Results of Pre-test score (Control Class)

No.	Name	Score	Category
1.	ARA	55	Fair
2.	ALW	60	Fair
3.	BMS	75	Good
4.	DU	65	Fair
5.	DP	55	Fair
6.	NMS	60	Fair
7.	RL	50	Bad
8.	SS	65	Fair
9.	WJO	50	Bad
10.	YDA	55	Fair
11.	IKR	60	Fair
TOTAL		650	
AVERAGE		59,09	
The Highest Score		75	
The Low Score		50	

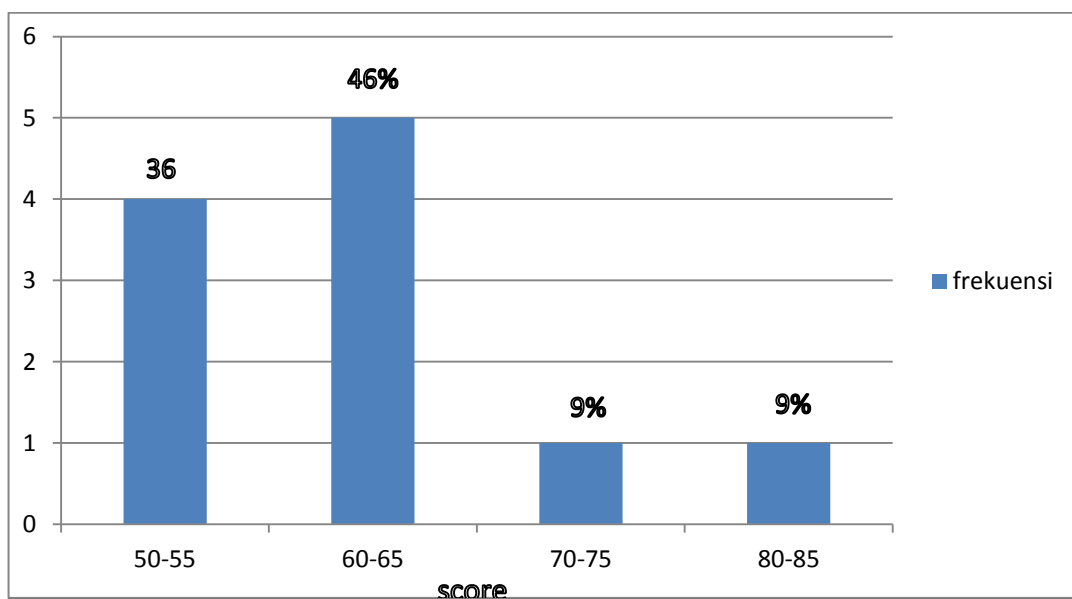
Frequency Diagram of Pre-Test Percentage Values



The Results of Post-test score (Control Class)

No.	Name	Score	Category
1.	ARA	60	Fair
2.	ALW	65	Fair
3.	BMS	80	Good
4.	DU	70	Fair
5.	DP	55	Fair
6.	NMS	60	Fair
7.	RL	50	Bad
8.	SS	65	Fair
9.	WJO	50	Bad
10.	YDA	55	Fair
11.	IKR	65	Fair
	TOTAL	675	
	AVERAGE	61,3	
	The Highest Score	80	
	The Low Score	50	

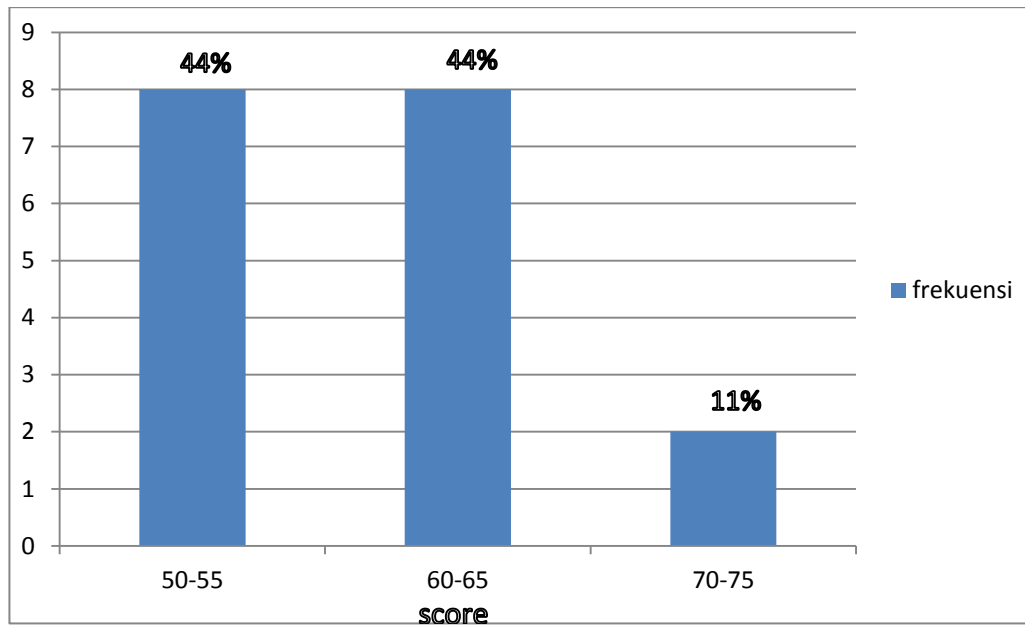
Frequency Diagram of Post-Test Percentage Values



The Results of Pre-test score (Experimental Class)

No.	Name	Score	Category
1.	AD	65	Fair
2.	AY	55	Fair
3.	APD	60	Fair
4.	DN	50	Bad
5.	ES	55	Fair
6.	EYS	65	Fair
7.	FAP	50	Bad
8.	GG	60	Fair
9.	HGS	50	Bad
10.	LAP	75	Good
11.	PWL	65	Fair
12.	RD	70	Fair
13.	RI	60	Fair
14.	SC	50	Bad
15.	SB	55	Fair
16.	SW	60	Fair
17.	YS	50	Bad
18.	AM	60	Fair
TOTAL		1055	
AVERAGE		58,61	
The Highest Score		75	
The Low Score		50	

Frequency Diagram of Pre-Test Percentage Values

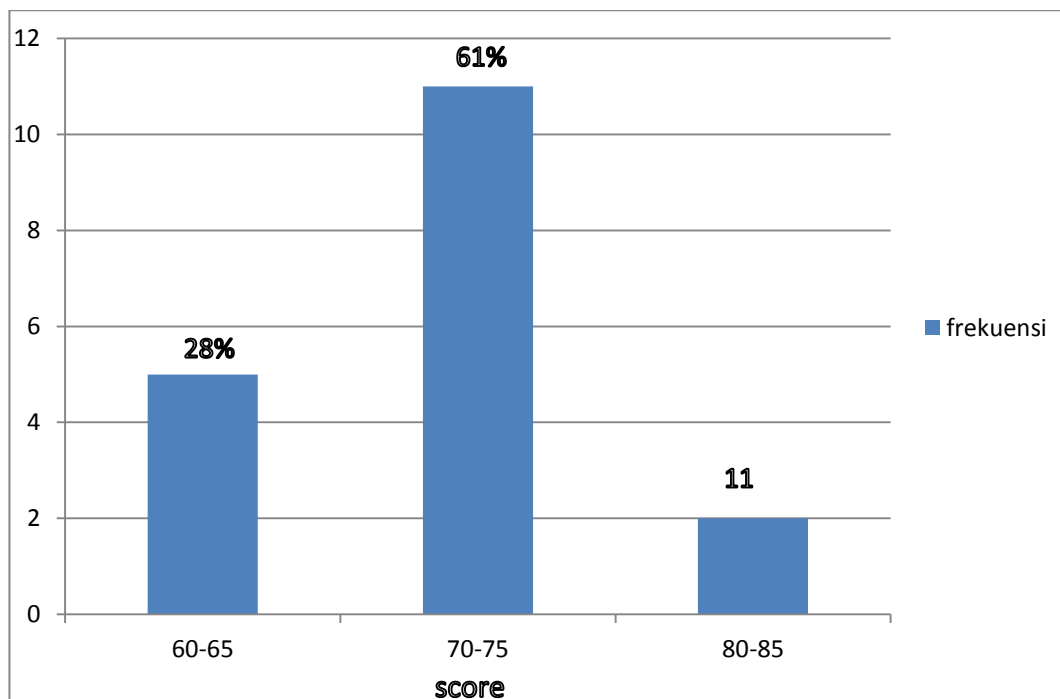


The Results of Post-test score (Experimental Class)

No.	Name	Score	Category
1.	AD	75	Good
2.	AY	70	Fair
3.	APD	75	Good
4.	DN	65	Fair
5.	ES	60	Fair
6.	EYS	75	Good
7.	FAP	70	Fair
8.	GG	75	Good
9.	HGS	65	Fair
10.	LAP	85	Vey Good
11.	PWL	70	Fair
12.	RD	80	Good

13.	RI	65	Fair
14.	SC	70	Fair
15.	SB	75	Good
16.	SW	70	Fair
17.	YS	65	Fair
18.	AM	75	Good
TOTAL		1285	
AVERAGE		71,38	
The Highest Score		85	
The Low Score		60	






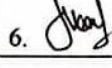

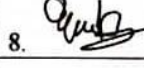

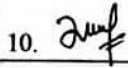

Frequency Diagram of Post-Test Percentage Values



ATTENDANCE LIST OF STUDENTS

Class : XI IPA



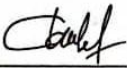




Date :

No.	Name	Signature	
1.	Abdi Rohman Aprino	1.	
2.	Astara Luhan Wijaya	2.	
3.	Bunga Mita Safitri	3.	
4.	Desti Uhmawati	4.	
5.	Dewi Puspita	5.	
6.	Ni Made Sulistyawati	6.	
7.	Rina Listiana	7.	
8.	Siti Sabela	8.	
9.	W. Jesika Olivia Dewi	9.	
10.	Yulita Dwi Ariyani	10.	
11.	I Komang Ricky Jaya S.	11.	

ATTENDANCE LIST OF STUDENTS

Class : XI IPA


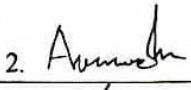







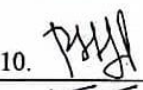



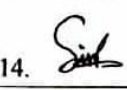




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1.	Abdi Rohman Aprino	1. 	2. 
2.	Astara Luhan Wijaya		
3.	Bunga Mita Safitri	3. 	4. 
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ATTENDANCE LIST OF STUDENTS

Class : XI IPS

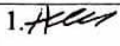


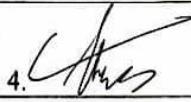





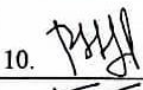
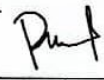
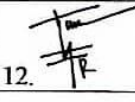

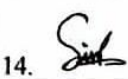




Date :

No.	Name	Signature	
1.	Aditia	1. 	
2.	Aldi Yunus		2. 
3.	Anggun Puspita Dewi	3. 	
4.	Diki Nurfalalah		4. 
5.	Erra Susanti	5. 	
6.	Evi Yunita Sari		6. 
7.	Fiola Ade Pertiwi	7. 	
8.	Gayuh Gumelar		8. 
9.	Hendri Gunawan Subing	9. 	
10.	Lidyaa Ananda Putri		10. 
11.	Putri Wiji Lestari	11. 	
12.	Rahma Destari		12. 
13.	Ristiana	13. 	
14.	Serii Cahya		14. 
15.	Shinta Bella	15. 	
16.	Sulistiyawati		16. 
17.	Yuliana Sari	17. 	
18.	Asna Malini		18. 

ATTENDANCE LIST OF STUDENTS

Class : XI IPS

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18.	Asna Malini		18. 



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**LEMBAR OBSERVASI AKTIVITAS SISWA
SMA NEGERI 1 BANDAR MATARAM**

Nama Sekolah : SMA Negeri 1 Bandar Mataram
Mata Pelajaran : Bahasa Inggris
Kelas : XI IPS

No.	Aspek Penilaian	kurang	cukup	baik	sangat baik	Jumlah
		1	2	3	4	
1.	Mendengarkan penjelasan guru			✓		3
2.	Aktif bertanya dan memberikan tanggapan			✓		3
3.	Mengikuti pembelajaran menggunakan model pembelajaran project based learning yang sudah diberikan				✓	4
4.	Proses pelaksanaan pembelajaran menggunakan model pembelajaran project based learning				✓	4
5.	Keaktifan berdiskusi			✓		3
6.	Mempresentasikan hasil project			✓		3
Jumlah						20
Persentase						83,33%

Guru Pamong


Dhiny Febri R., S.Pd

Bandar Mataram, 05 April 2023
Peneliti



Nanda Dhesfa Pramesthi
NPM. 1901051047



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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LEMBAR OBSERVASI AKTIVITAS MAHASISWA

Nama Mahasiswa : Nanda Dhesfa Pramesthi
 NPM : 1901051047
 Jurusan : Tadris Bahasa Inggris
 Nama Sekolah : SMA Negeri 1 Bandar Mataram

No.	Aspek Penilaian	kurang	cukup	baik	sangat baik	Jumlah
		1	2	3	4	
1.	Kemampuan membuka pelajaran			✓		3
2.	Efisiensi pemilihan media untuk menyampaikan materi kepada siswa				✓	4
3.	Kemampuan untuk mendorong partisipasi siswa dikelas				✓	4
4.	Kemampuan untuk menyampaikan tujuan pembelajaran yang diharapkan dapat dicapai oleh siswa				✓	4
5.	Kemampuan untuk menyampaikan materi secara efektif			✓		3
6.	Menunjukkan kemampuan bahasa lisan dan tulis				✓	4
7.	Kesesuaian penugasan dan penilaian (assessment) dengan konteks dan kemampuan siswa				✓	4
8.	Kemampuan untuk merancang pembelajaran yang mudah diakses atau dipelajari lebih lanjut oleh siswa secara mandiri			✓		3
9.	Menunjukkan gaya (gesture) yang sesuai				✓	4
10.	Kemampuan menutup pelajaran				✓	4
Jumlah						37
Persentase						92,5%

Guru Pamong

Dhiny Febri R., S.Pd

Bandar Mataram, 05 April 2023
 Peneliti

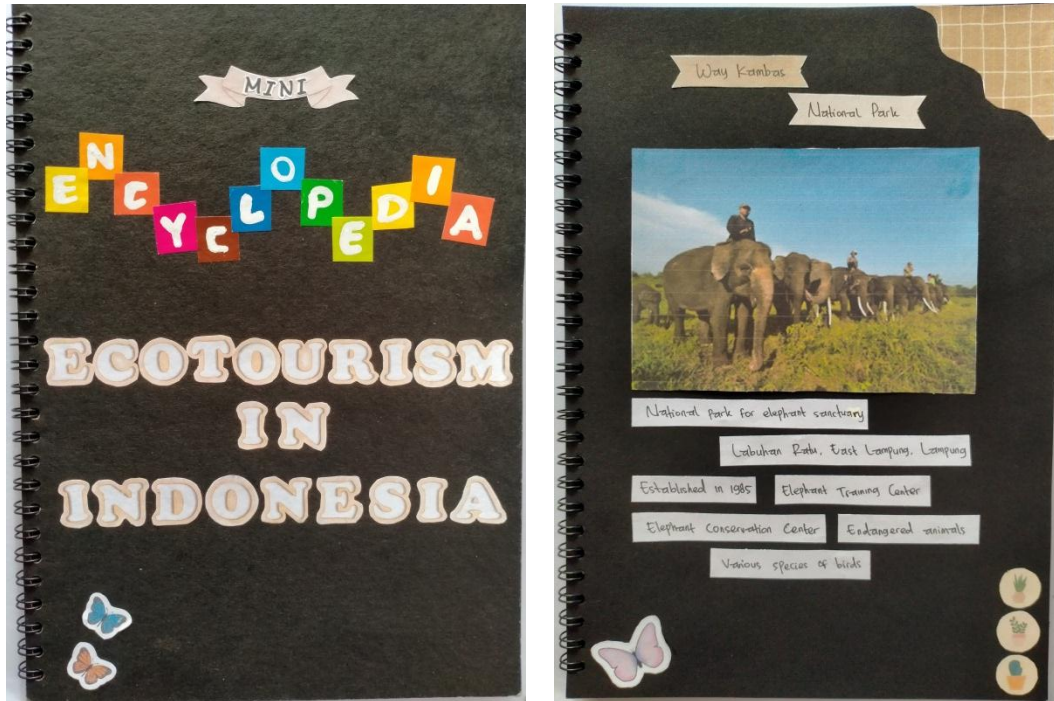
Nanda Dhesfa Pramesthi
 NPM. 1901051047

DOCUMENTATION SHEET

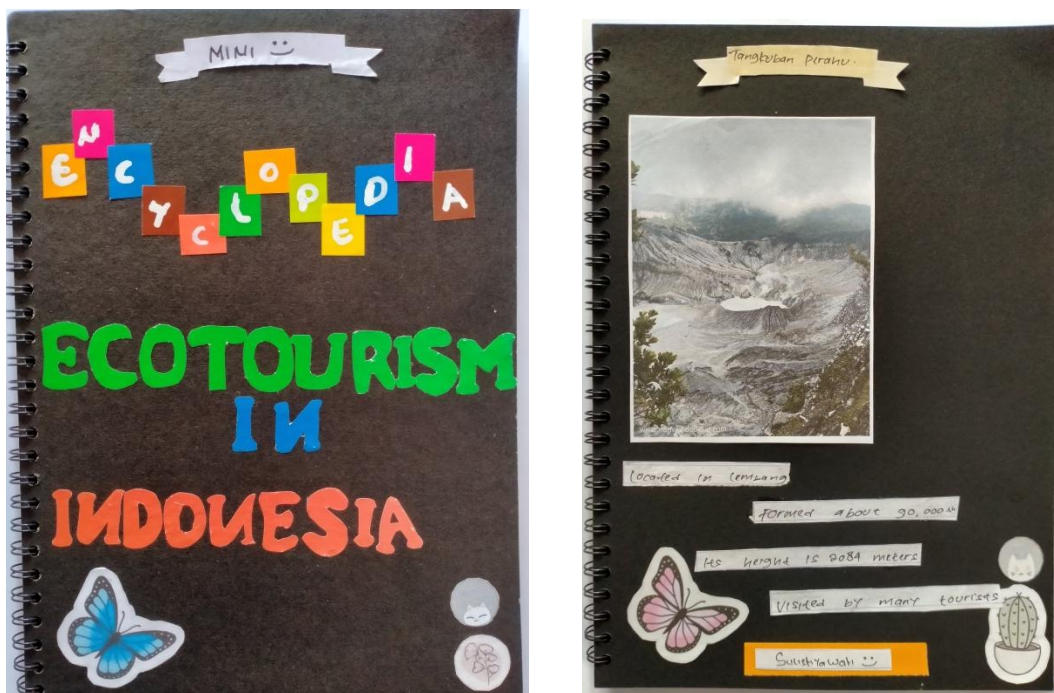
Purpose: This documentation sheet is intended data collection instrument related to complete school data consisting of school history. organizational structure, number of teachers and staff, number of students, site plan and facilities and infrastructure.

No	Documentation Aspects	Available	Inavailable
1.	History of the establishment of SMA Negeri 1 Bandar Mataram	✓	
2.	Organizational structure of SMA Negeri 1 Bandar Mataram	✓	
3.	Number of teachers and staff of SMA Negeri 1 Bandar Mataram	✓	
4.	Number of students of SMA Negeri 1 Bandar Mataram	✓	
5.	Site plan of SMA Negeri 1 Bandar Mataram	✓	
6.	Facilities and infrastructure of SMA Negeri 1 Bandar Mataram	✓	

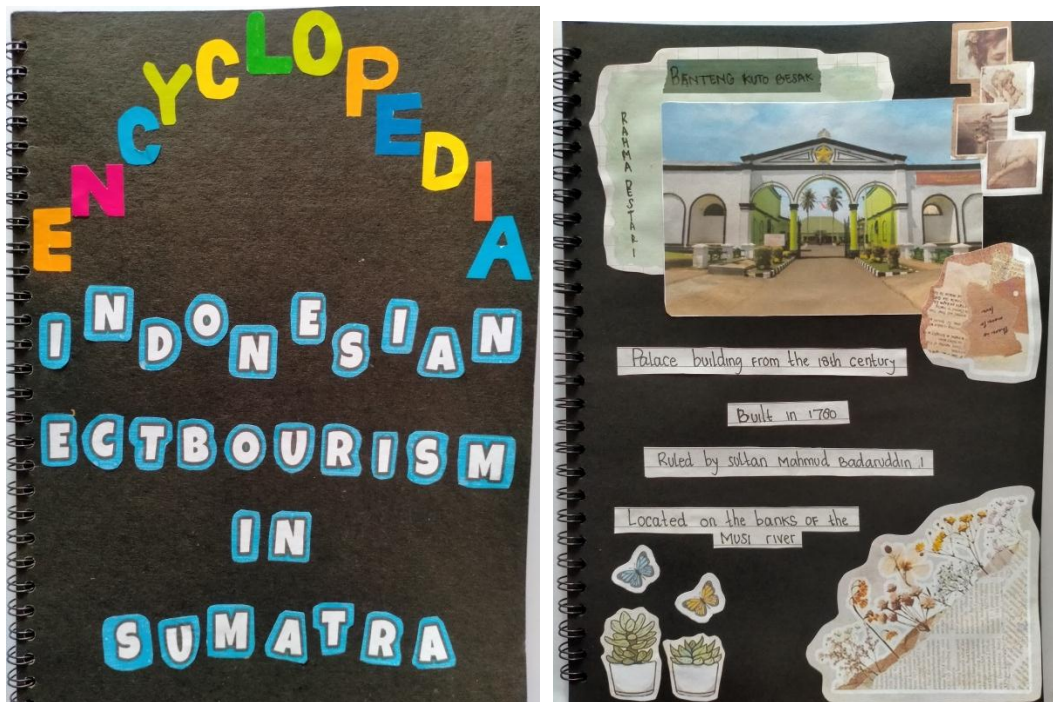
Student Project Results



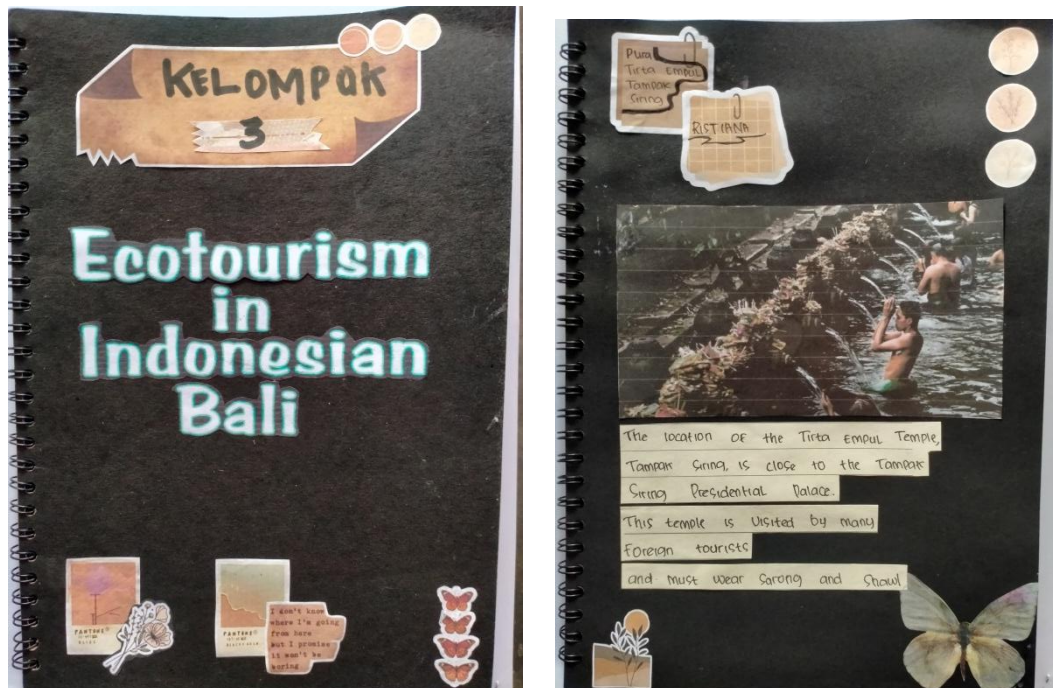
Example of mini encyclopedia from researcher



Project mini encyclopedia from group one (1)



Project mini encyclopedia from group two (2)



Project mini encyclopedia from group three (3)

Documentation of Research



The condition of the researcher is doing pretest in the control class



The condition of the researcher is doing pretest in the experimental class



The condition of the researcher is giving first treatment in the experimental class



The condition of the researcher is giving second treatment in the experimental class (make a mini encyclopedia)



The condition of the researcher is doing post-test in the control class



The condition of the researcher is doing post-test in the experimental class

CURRICULUM VITAE



The name of researcher is Nanda Dhesfa Pramesthi. She was born in Metro City, Lampung on February 27 th, 2001. She is the first child from happy couple namely Mr. Suroto Piambodo and Mrs. Purmiyati. She has graduated from Elementary School (SD N 2 Sendang Agung) on 2013. She continued her study in Junior High School (SMP TMI Rudlatul Qur'an Metro) and graduated on 2016. After that, she continued to Senior High School (SMA N 1 Bandar Mataram) and graduated on 2019. And on 2019 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro).