THE EFFECTIVENESS OF PROJECT-BASED LEARNING TOWARDS STUDENTS' SPEAKING SKILL AT EIGHTH GRADE OF SMP N 02 BOJONG TEGAL

AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training
of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S. Pd.) Degree**

by

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  Declare that the thesis I have compiled with the title, **"The Effectiveness of Project-Based Learning Towards Students' Speaking Skill at Eighth Grade of SMP N 2 Bojong Tegal"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the material from other sources and references from work done by other people or institutions have been properly cited.

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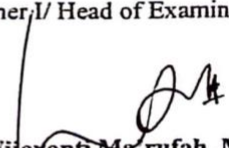# APPROVAL SHEET

This thesis, entitled:

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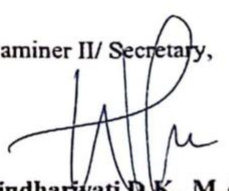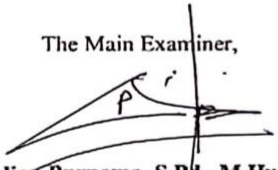
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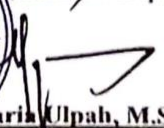Examiner II/ Secretary,

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Assalamualaikum Warahmatullahi Wabarakatuh

    After conducting guidance, review, direction, and corrections, then through this letter I convey that:
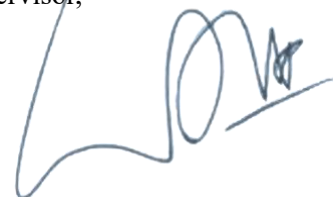
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Wassalamu'alaikum Warahmatullahi Wabarakaatuh

                 Purwokerto, June 19th, 2024

                 Supervisor,

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MOTTO

"Dare to Life a Live"

Berani Hidup, Tak Takut Mati

Takut Mati, Jangan Hidup

Takut Hidup, Mati Saja

(K.H Ahmad Sahal)

~ Iso ra Iso kudu Iso ~

DEDICATION
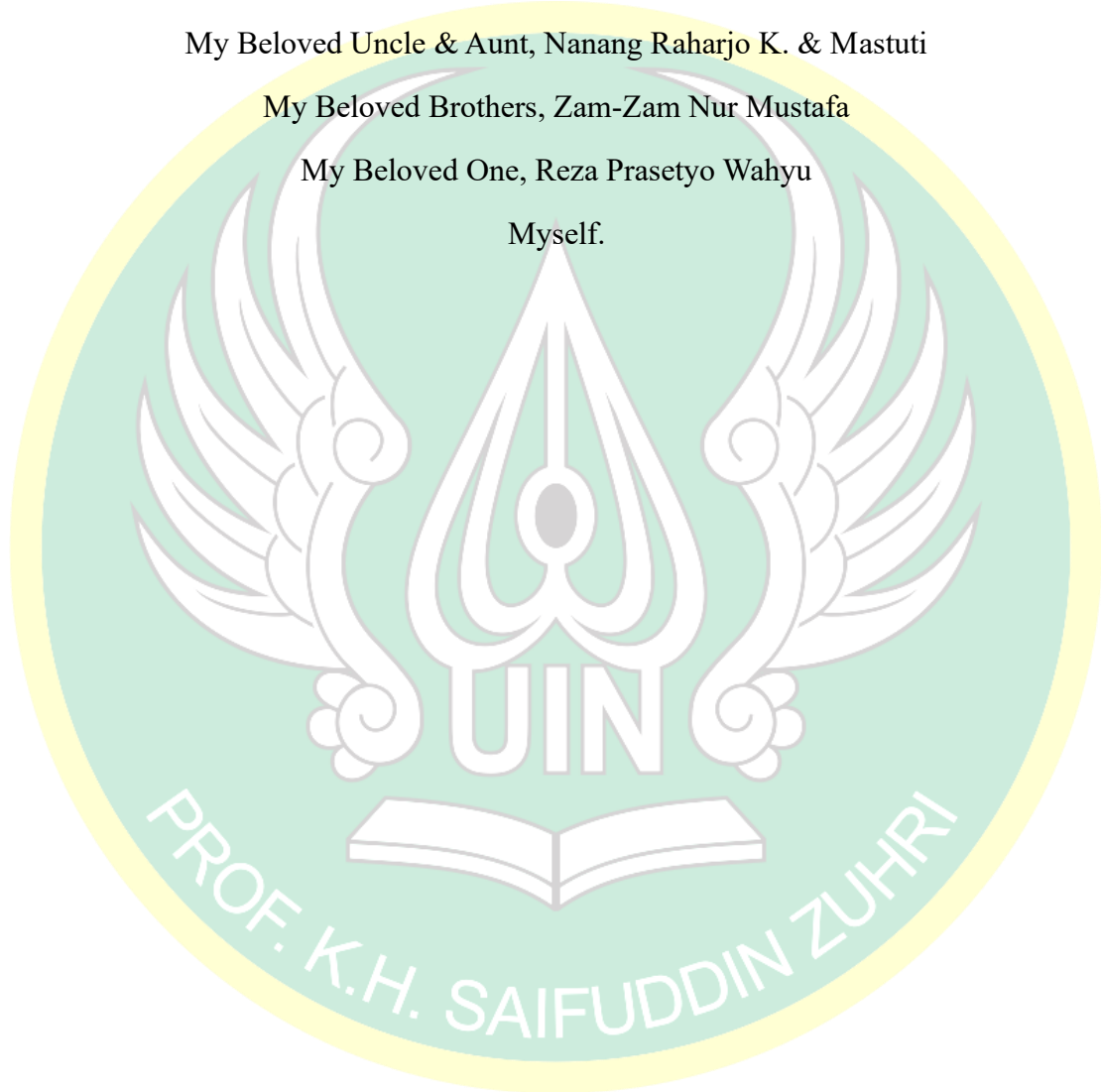
I dedicate this thesis to:

My Beloved Parents, Nur Aeni & Susilo Suratmo

My Beloved Uncle & Aunt, Nanang Raharjo K. & Mastuti

My Beloved Brothers, Zam-Zam Nur Mustafa

My Beloved One, Reza Prasetyo Wahyu

Myself.

PREFACE

In the name of Allah, the merciful and benevolent. Thanks to be Allah, the Creator of the Universe, who has enabled the author to successfully complete this thesis. Sholawat and Salam are given upon our prophet Muhammad SAW who has guided us from the darkness to the brightness.

This thesis was submitted in partial completion of the requirements for the undergraduate education degree in the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. However, this thesis will not be completed without many parties have offered assistance, inspiration, encouragement, and suggestion that are helpful for the completion of this thesis during the writing process. Therefore, the writer would like to express the sincere gratitude and appreciation to:

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ABSTRACT

This research aims to investigate the effectiveness of Project Based Learning method (PJBL) on students' speaking skill at Eighth grade of SMP N 2 Bojong Tegal. This research used a quasi-experimental design, and involved two sample class groups of students. Since this research applied a quasi-experimental design, the purposive sampling technique was used based on the teacher's English suggestions, those classes are: the experimental class who received teaching through PJBL and the control class who participated in conventional learning. Pre-test and post-test were given to measure students' speaking abilities before and after the intervention. Meanwhile, to measure the effectiveness of the PJBL method, gain data analysis or the difference between post-test and pre-test scores is used. The research results showed that Project-based learning is effective on students' speaking skill. Furthermore, in analysis data of hypothesis test was calculated with the formula of Mann Whitney U Test since the data was not normally distributed. The result of Mann Whitney test on the n gain data for the two research samples stated that sig. (2-tailed) n gain data was $0.000 < 0.05$. This indicated that the hypothesis was accepted based on Mann Whitney criteria. Therefore, it can be decided that Project-Based Learning is effective towards students' speaking skill at eighth grade of SMP N 2 Bojong Tegal. Meanwhile, based on a series of statistical analyse of gain values, it showed that project-based learning is quite effective based on the criteria scale with an effectiveness value obtained of 56.16%.
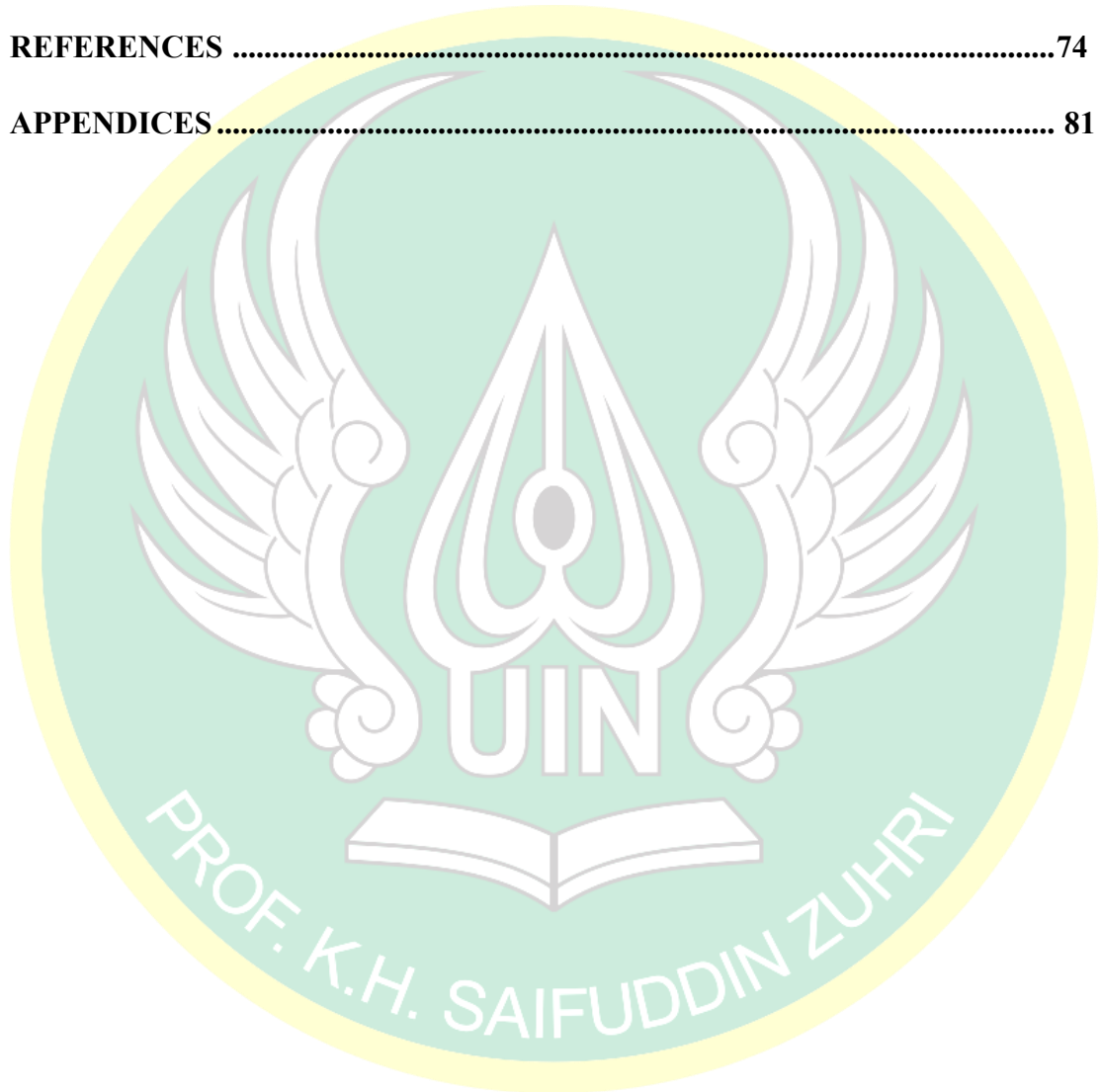
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CHAPTER 1

INTRODUCTION

This chapter deals with the study background, conceptual definition, research questions, aims and significances, and the structure of the research.

A. Research Background

21st century is an era where education prioritizes knowledge, and makes it very important thing in preparing students' future life. However, it is not enough to meet this fast industrial revolution challenges if students are only equipped with the knowledge. That is the reason why the education in 21st century is about developing intelligences (Tan, 2003). Kemdikbud in the journal of Wijaya *et al* (2016) stated that 21st century education paradigms emphasize more on student-centred learning, where education expects the students to have problem-solving skills, critical thinking, and collaboration skills. Education in 21st century is related to the students' real life in dealing with the kind of problems in their future life (Tan, 2003). In addition, the 21st century learning framework requires students to be able to do the following things; Skills in critical thinking and solving problems, abilities in communication and teamwork, skills in creativity and innovation, literacy in information, and communication technology (Wijaya *et al*., 2016). Hence, In developing these skills, the teacher has a very important role. Tan (2003) maintained that to deal with 21st century challenges, teachers have to improve professionalism in teaching, be able to develop multidisciplinary learning, independent learning, extract information, guide teamwork and develop communication skills into their curriculum. Likewise, in the journal of Wang *et al* (2008) stated that one of significant aspect that teacher should be considered to support the learning-process, in order to achieve the learning objective, and to realize 21st century skill is the use of teaching strategy during learning process.

Learning strategy contains learning procedures from the beginning to the end of the lesson. Based on Oxford in Han & Lu (2018) stand that learning strategies can be interpreted as specific steps taken by the learner to make learning simpler, quicker, more enjoyable, more autonomous, more impactful, and more adaptable to new situations. Meanwhile Janner Simarmata *et al* (2019) pointed that learning strategy is the main guide in implementing, measuring, and evaluating instructions (Simarmata *et al.*, 2019). The instructions mean by Jenner are students, learning objectives, materials, learning context, conditions, techniques, and et cetera. It can be inferred that the instructional strategy provides learning direction according to the needs of students, and provides convenience in achieving the expected learning objectives.

Teachers can employ numerous strategies to foster intelligence development. According to An & Mindrila (2020) in the *IJTES* Journal stated that there are many varieties of teaching strategy consisting of: Cooperative-Learning, Project-based Learning, Problem-based Learning, Inquiry-based Learning, Group-project, Case-studies, et cetera (An & Mindrila, 2020). This learning strategy can be used according to the context and students' need. It means that every teacher can choose the right learning strategy according to their teaching, and students' need. Therefore, with the use of appropriate teaching strategies, students are anticipated to have the ability to accept the knowledge conveyed by the teacher, and be able to develop appropriate skills such as problem solving skills, critical thinking, communication and collaboration skills, et cetera.

Discussing the skills that need to be perfected by language learner, the Speaking skill is the most essential in second language learning (SLL) and acquisition. Given the importartant of English, student have to understand the lesson well. So that, it is the teachers' responsibility to provide a good teaching style according to students' need, or in this section is especially for speaking skill (Ma'rufah, 2014). Despite it is significance, "Speaking has been underappreciated in educational institutions like schools and colleges due to

several factors, such as an emphasis on grammar and inadequate teacher-student ratios." (Leong & Ahmadi, 2017). This can cause delays in preparing students to obtain appropriate learning. Delays in English preparation can make it difficult for students to acquire English skills which consist of listening, speaking, reading and writing skills (Kusumawanti & Bharati, 2017) especially in speaking skill. Young and Ahmadi further added as quoted from Nunan (2001) that the utmost significant component in learning a second language or a foreign language is learning to speak. Students will be categoried as success student in learning a language if they possess the proficiency to communicate effectively in the language they are learning. However, it seems that language learners cannot speak effectively and accurately due to a lack of understanding in English subjects. Furhermore, Leong and Ahmadi in their research on the factors that influence students' speaking skills stating that students with low self-confidence, heightened anxiety, and diminished motivation, tend to experience greater difficulties in speaking. This is then proven again by students who have high motivation and low anxiety can speak English easily and effectively. One of the factors that need to be considered according to Leong and Ahmadi is how the teacher's attitude and learning strategies used to create a pleasant learning atmosphere. It can help students overcome difficulties in oral performance (Leong & Ahmadi, 2017).

The research had been carried out departs from the problems that occur in English Language Teaching. SMP N 02 Bojong is a junior high school that shows any indications of problems in ELT based on observations made by researchers on Tuesday, 30-05-2023. These indications refer more to the teaching strategies used by teachers in teaching. Teaching strategy used by teachers in English teaching at SMP N 02 Bojong is still used teacher-centred learning. Investigating students' need is not unfamiliar thing (Sartika, 2021). Therefore, it is necessary to analyse the intelligence needs of students. Learning strategies should align with the learning needs of the students. In terms of the English language skills that students must have at the end of their learning, students at the junior high level are expected to possess the capability to

communicate in English according to formal or informal situation with a simple verb and sentences' structure (Kemdikbud, 2022). In addition , the objectives of learning English in the Merdeka Curriculum are: "(1) Enhance proficiency in English communication through diverse multimodal texts (oral, written, visual, and audiovisual), (2) Cultivate intercultural competence to comprehend and value the viewpoints and achievements of Indonesian and foreign cultures. (3) Foster self-assurance to express oneself independently and responsibly. (4) Cultivate skills in critical and creative thinking." (Kemdikbud, 2022). It is clear, that English language is anticipated to cultivate a generation that is capable and ready to interact globally with citizens of the world in some aspects includes: education, business, trade, law, technology, and other aspects (Kemdikbud, 2022.

If the teacher expected to be able to create a learning atmosphere, have a good and directed teaching strategy for students, and English education aims to create a generation that is capable and ready to do interaction with citizens of the world in various domains, particularly in the realm of education, this study aimed to determine the effectiveness of Project Based Learning (PJBL) in English Language Teaching towards students' speaking skills. Thus, the method of Project-based learning is a teaching paradigm that assigns tasks, such as projects, to engage students in an inquiry process (Thomas, 2000). Furthermore, Thomas stated that teachers rely on students' knowledge, abilities, and attitudes for evaluation. Additionaly, Project-Based Learning positively influences students' speaking proficiency, because according to Buck Institute for Education (BIE, 2018), "the 4Cs (communication, collaboration, critical thinking and problem-solving, and creativity and innovation) are essential skills for the 21st century qualities that project-based learning may help students acquire". It had been assumed that Project-based language learning will help students develop strong speaking and writing abilities as well as effective communication skills (Hamidah, 2020). The process involved in implementing Project-Based Learning comprises: (1) Planning, (2) Implementation, (3) Reporting (Saputra, 2021). Since PJBL has been considered by BIE as a great

strategy to improve communication skills, this study has been used to measure the effectiveness of PJBL towards students' oral communication abilities.

This research was evaluated using findings from numerous experts' studies. relevant to the topic discussed, The effectiveness of project-based learning towards sudents' speaking skill. The first research came from Riswandi (2018) entitled *"The Implementation of Project-Based Learning to Improve Students' Speaking Skill"*. This study addressed specific teaching methods, which ware believed in achieving a beneficial outcome to student's learning-ability. This study aims at (1) describing to what extent the use of Project-based Learning can improve the students' speaking skill and (2) describing the teaching and learning process when Project-Based Learning is implemented in the class (Riswandi, 2018). The second research came from Dewi (2016) entitled "*Project Based Learning Techniques to Improve Speaking Skills"*. In two cycles, the study detailed how the Project Based Learning (PBL) approach was used to teach English, particularly to a speaking class, through group projects. (Dewi, 2016). Furthermore, Ardiansah (2023) which the research entitled *"A Study on Project-Based Learning (PJBL) Model and English Conversational Gambits in Classroom Speaking Practices",* seeks to assess the efficacy of a modern Project-Based Learning (PJBL) teaching style that emphasizes speaking skills improvement for students and employs English Conversational Gambits as language content (Ardiansah, 2023). Based on many studies above, this study aimed to assess the impact of Project-Based Learning on students' speaking skill at Eighth grade of SMP N 02 Bojong Tegal.

Speaking holds significant importance in English language learning, both second and foreign language learning. However, in the practice of learning English, learners are often found to have fear in showing their oral performance. This is caused by several factors including low self-esteem, low motivation, and high anxiety (Leong & Ahmadi, 2017). Therefore, it was expected for educators to foster a conducive learning environment and be able to use the right strategies in the teaching that is carried out. Furthermore, SMP N 02 Bojong is a junior

high school that has many indications of problems in English Language Teaching (ELT) based on observation (May, 30, 2023). These indications of problems refer to learning strategies was used, which still use teacher-centred learning model. Meanwhile, within the Merdeka curriculum, the learning is more emphasized on student-centred (Kemdikbud, 2022) . Then, the PJBL method was chosen based on the assessment of students' requirements in learning English for the eighth graders of SMP N 02 Bojong. The assessment of students' requirements in learning English is in accordance with the goals of English learning at the junior level (D phase) in Merdeka curriculum, where the objectives of educational learning now refer to 21st century learning. Therefore, this study focused on teachers' strategy which was the use of Project Based Learning towards students' speaking skills. Therefore, the researcher carried out the research entitled *"The Effectiveness of Project-Based Learning Towards Students' Speaking Skill at Eighth Grade of SMP N 02 Bojong Tegal"*.

B. Conceptual Definition

An essential part of explaining the variables of this research is to avoid misunderstandings. Therefore, an explanation of each variable from this study is to provide fundamental reinforcement in the material**.** This research concentrated on how effective Project-Based Learning is for students' speaking skills. These are a brief explanation of the definitions used in this study.

1. Teaching Strategy

In teaching process, teaching strategy is among the most crucial elements which has an influence in students' learning. Herrel and Jordan (as cited in Huda, 2016) defined that strategy as "....the methods that may be used only on occasion and that are applicable to all subject areas and can help pupils learn" (Huda, 2016). Also Brown (2001) emphasizes that instructional strategies are specific techniques to achieve particular objectives. So that, Teaching strategy is a teachers' effort in carrying out planning lessons and helping students meet the designated learning goals.

2. **Project Based Learning**

Bell (2010) claims that PJBL is a revolutionary method of education that imparts a variety of 21st-century success techniques. PJBL is characterized as a student-centered form of instruction based on three constructivist principles: "(1) learning is context-specific; (2) learners actively participate in the learning process; and (3) learners accomplish their goals via social interactions and the sharing of their understandings and knowledge" (Cocco, 2006). According to Al-Balushi & Al-Aamri (2014), PJBL is recognized as a particular type of inquiry-based learning in which the learning context is provided by real-world queries and issues, leading to significant learning opportunities.

3. **Teaching Speaking**

One crucial ability that has to be acquired is speaking of the student especially in 21st century learning. In English language learning now, student must possess strong on speaking abilities. It aim to produce a generation prepared to compete with globalization (bussiness, trade, education, law, etc) (Kemdikbud, 2022). According to Cahyono and Widianti as cited in Azizah and Lestari (2017) stated that speaking has long been seen as a crucial linguistic ability for learning a second language (Azizah & Lestari, 2017). That is the reason why it allows one to get a good job or career by having good speaking skills. Hence, teaching speaking is very important to be considered in schools in relation to preparing students' future life.

C. **Research Question**

The following research questions are anticipated to be addressed based on the research background:

1. Is the use of Project-Based Learning effective towards students' speaking skill at eighth grade of SMP N 02 Bojong Tegal?

2. How effective is Project-Based Learning towards students' speaking skill at eighth grade of SMP N 02 Bojong Tegal?

D. Objectives and Significances of the Research

1. Objective of the Research

Based on the research questions above, the objectives of this research are:

a. To find out whether the use of Project-Based Learning effective towards students' speaking skill at eighth grade of SMP N 02 Bojong Tegal.

b. To measure how effective is Project-Based Learning towards students' speaking skill at eighth grade of SMP N 02 Bojong Tegal.

2. The significances of this research

In order to aid future research, this study expects that readers and teachers who are studying it will get fresh insight and knowledge regarding the efficacy of instructional techniques. Practical and theoretical significances are its two main areas of significance.

a. Theoretical Significances

This study contains the use of teaching strategy which is Project-Based Learning that can provide new insights or knowledge to readers and teachers towards students' speaking skills.

b. Practical Significances

1) For students

This research can help them easily achieve the learning goal, as well as motivate them to practice what is related to their learning, especially in speaking skills.

2) For teacher

This research can help them in teaching speaking skills, within the interest teaching strategy to liven up the class, and involves students more interesting.

3) For other researchers

Information from this study can be consulted for more research.

E. Structure of The Research

Classifying the research's structure is essential to creating a structured study. The following explanation of the research's structure is provided:

Chapter I included The study background, conceptual definition, research questions, aims, and significances.

The ideas in Chapter II, which is characterized as a literature review, are titled "The Effective of Project-Based Learning Towards Students' Speaking Skills at Eight Grade of SMP N 02 N Bojong Tegal." It contains an overview of relevant ideas about the application of project-based learning as a teaching approach for speaking, as well as some earlier studies that are connected to this one.

Chapter III covers the following topics: the sort of study, its location and timing, its population and sample, its variables, its instruments for gathering data, its methods for data collection, and its methods for data analysis.

Chapter IV covered the explanation of the findings is in. It displays the research's findings.

Chapter V covered the research's findings and recommendations are. The data will be finished in this chapter, along with research recommendations.

CHAPTER II

LITERATURE REVIEW

This chapter contains an overview of relevant ideas about the application of project-based learning as a teaching strategy for speaking, as well as some earlier studies that are connected to this one.

A. Theoretical Framework

The researcher presented findings from the review of several theories pertinent to the topic of this thesis.

1. Teaching Speaking

a. Nature of Teaching Speaking

Teaching is the process of imparting knowledge from the teacher to the students. According to Nemser & Buchmannas (2009) as cited in the journal of Ganna *et al* (2018) defined that teaching is the act of helping someone to do useful activities. It is helping someone to do some various things, including daily activities in order to create an orderly life. In concluding, teaching is helping students know and practice things that are useful to prepare them for an ever-evolving future. Accordingly, teaching must also follow existing social developments.

Teaching speaking involves assisting students to achieve their learning goals in speaking skills (Mualiyah, 2017). Meanwhile Kayi in the Journal of Ganna *et al* (2018) stated that oral communication is a multifaceted ability that demands productive activities carried out orally by students. Certainly, speaking activities are not just saying words, however it is about how the product of every spoken word can be accepted by the surrounding environment.

According to Kayi as cited in Ganna *et al* (2018) teaching speaking is helping listeners to"(1) Articulate English speech sounds and patterns, (2) Employ appropriate word and sentence stress, intonation patterns, and rhythm in the second language, (3) Choose

suitable words and sentences based on social context, audience, situation, and topic, (4) Arrange their ideas logically and coherently. (5) Utilize language to convey values and opinions. (6) Speak fluently and confidently, with minimal pauses and interruptions"(Ganna *et al.,* 2018).

b. **Teaching Speaking Based on The Applicable Curriculum**

Based on the decisions about 'Established Goal' changing in Merdeka curriculum, skills in English Language Learning consist of six mandatory skills that language learners must learn. The six skills are speaking, reading, listening, writing, viewing, and presenting (Kemdikbud, 2022). Speaking skills have garnered significant attention from researcher, because the general purpose of English language learning is students are not only required to have critical thinking, but they are also expected to have good speaking skills as well.

The goals of learning English in the Merdeka Curriculum are:

1) Enhance English communicative competence using diverse multimodal texts (oral, written, visual, and audio-visual).
2) Cultivate intercultural competence to comprehend and value perspectives and cultural products from Indonesian and foreign cultures.
3) Foster self-confidence for independent and responsible expression.
4) Cultivate skills in critical and creative thinking" (Kemdikbud, 2022).

Discussed clearly that English language education is expected to create a generation that is competent and prepared to interact globally with citizens of the world in some aspects includes: education, business, trade, law, technology, and other aspects (Kemdikbud, 2022). As for each element, whether it speaking, writing, reading and so on, has a different description of learning objectives. In speaking skills, the description of The aim of learning English is for students to

communicate ideas, thoughts, and emotions effectively in social interactions through spoken language. (Kemdikbud, 2022).

2. **Teaching Strategy**

   a. **Definition of Teaching Strategy**

   Lawton in Sarode (2022) mentioned that the teaching approach is defined as a general lesson plan which include a structure of students' behavior expacted to achieve the instructional objectives, as well as an outline of teaching and learningsteps required to implement the strategy. It means that the teaching strategy pertains to the techniques employed by the teacher to assist students in learning the required lessons content and be able to lead students to achieve learning goals for their lives in the future (Sarode, 2022). Meanwhile Kistner *et al* (2015), defined teaching and learning strategies are one of the crucial elements in implementing self learning that was carried out consistently in the classrom. This self or independent learning greatly contributes in improving students' critical thinking according to 21st century learning, where students are required to have critical thinking (SK Perubahan CP Kurikulum Merdeka). Furthermore, Cahyaningrum (2022) defined teaching strategy as teachers' profesionalism in implementing teaching plan. Then, teacher's profesionalism can be seen from how the teachers design their learning from the material, objectives, methods, and also tool and evaluation.

   Janner Simarmata et al. (2018) believe that learning strategy is the main guide in implementing, measuring, and evaluating instructions. The instructions meant by Jenner are students, learning objectives, materials, learning context, conditions, techniques, and et cetera. Based on the evidences, teaching strategy provides learning direction according to the needs of students, and provides convenience in achieving the expected learning objectives. Marcella (2010) defined" Strategy involves the skill of employing influence to accomplish goals, while adhering to policy constraints". In this case Marcella equates

strategy and policy are the same thing, because the *policy* is something that can regulate justice, control and apply the truth, prioritize the intirest of the nation and state, and human rights, in order to achieve common goals, order and economin property. Just like learning strategies, learning strategies are also useful in directing learning for it runs well and effective. While *Art*is defined as art in implementing strategy in learning. In implementing learning strategy, teachers need to choose the best strategy Towards the material being taught. This will have a positive impacts on students' ability in accepting what is conveyed by the teacher in the classroom. It is very possible that one learning strategy cannot be used in different subjects. Therefore, the teacher needs to be capable of selecting the appropriate teaching strategy, because teaching strategy which is conducted by the teacher is a way that facilitates students in attaining their learning objectives.

b. **Types of Teaching Strategy Towards Speaking Skills**

There are several strategies for teaching speaking which can be used to increase students' speaking abilities include role play, drilling, simulation, discussion, presentation, and storytelling. These teching speaking tactics or strategies will be thoroughly detailed below:

1) Role Play

A role play is a game in which the player plays the role of a certain character. In learning English, role games are very suitable to be employed for enhancing students' speaking abilities. Hence, students can communicate with others and be actively involved inconversation (Nunan, 2001). According to Harmer (2007) mentined that students can play completely distinct personalities, such as a tourist and a tour guide. The processes for role play are as follows: The teacher divides the class into groups in the first place; each group is then given a screenplay with a particular topic; finally, the teacher and the students practice conversation together; Lastly, the pupils act out the part in front of the class (Harmer, 2007).

2) Drilling

   Driling is one of game that can be used to develop students' pronunciations. As well as Sanel (2005) said that this method has benifit in teaching pronunciation since drilling is capable of producing perfect and accurate pronunciation. Additionaly, Drilling, according to Thornbury (2015), is the action of imitating and repeating words, phrases, or entire utterances. Drilling activity includes steps. First, students are required to precisely and rapidly repeat what the teacher says. Students are encouraged to practice more in this method.

3) Discussion

   Discussion is an interactive communication between one person to another person, or one group to another group to achive a certain goals.Discussion is an activity that involves group activities that are useful for exchanging opinions and gathering ideas together. Additionaly, Kayi (2006) stated that strategy aims to share students' ideas, find a solution, and make a conclusion, etc.

4) Simulation

   Simulation is an activity where students learn or practice by pretending or simulating a real life situation (Harmer, 2007). In other words, this method teaches students to speak as they are native speakers, and speak as they are living life with native speakers out there.

5) Storytelling

   According to Azizah & Lestari (2017) Storytelling is one of the best way to combine instruction and entertaintment. With this storytelling teacher can develop listening and speaking skills by interactive activities.This method also assists students in expressing and developing ideas about the characters and setting of the novel from beginning to end (Kayi, 2006).

6) Presentation

Presentation is speaking in front of the audiences to convey an idea, material, etcetera. According to Azizah & Lestari (2017), presentation is one of technique used for solving students' problem in speaking.This is because in the method of this, students must be present to speak and convey their opinions in public. Messages or ideas will not be conveyed to the audience when they do not try to convey it briefly.

3. **Project-Based Learning Strategy**

a. **Definition of Project-Based Learning**

According to Castaneda (2014), through the use of projects, students can acquire knowledge in the classroom and experience through problem-solving skills and critical thinking to find information which can increase student knowledge, and finishes with authentic product. A teaching approach called project-based learning places a strong focus on task assignment, especially when it comes to projects that allow students to engage in an inquiry process (Hamidah, 2020). The expectation is that the knowledge, skills, and dispositions that instructors will need to base their evaluations on will be taught to students (Thomas, 2000). In PJBL, products are used as a tool to gain new knowledge, new experiences, support critical thinking and teamwork (Hamidah, 2020). Therefore, there are many things that can be supported from using PJBL in the learning. In summary, project-based learning is an instructional approach that use projects as a means of imparting knowledge to students. In achieving or producing projects in learning using PJBL, "students will be trained in various skills such as: problem solver, accountable, cooperative, critical thinker, self-assured, capable of working independently, proficient in time management and work, and able to interact well with a wide range of individuals" (Larmer & Margendoller, 2015).

A teaching method called project-based learning allows pupils to conduct independent research on a subject and share what they have learned

in a variety of ways (Klein, et al., 2009). Furthermore, Rahayu & Hartono (2016), Project-based learning involves teaching students' academic knowledge within the framework of cooperating to solve a real-world undertaking that is founded on a really interesting and motivating job, challenge, or issue. The learning paradigm employed a problem as the initial step in acquiring and integrating information based on real activity.

Drawing from the aforementioned description, it can be deduced that PJBL involves learning through real-world projects that are centred around activities or issues that require resolution. These problems have an attraction for students, so that students can collaborate in groups to develop answers to the issues they encounter. This aims to produce and discover the desired new knowledge through various product presentations produced

According to Stoller (2006) as cited in Hamidah (2020) Project-based learning consists of three basic stages: planning, implementing, and reporting. Furthermore, these main stages is devided into eights steps of PJBL in the following implementation (Hamidah, 2020):

1) Choosing Project Topic,

2) Pre-Communicative Activities,

3) Asking Essential Questions,

4) Designing Project Plan,

5) Creating Project Timeline,

6) Finishing the Project,

7) Assessing the Project Result,

8) Evaluating the Project (Hamidah, 2020)

As a method of instruction, project-based learning clearly connects to other pedagogical approaches, including problem-based learning (Helle, 2006). In both instances, the focus is on students collaborating to achieve a shared goal. Throughout a project, students could encounter problems that they need to fix in order to construct and turn in the finished product as a response to the main questions (Al-Balushi & Al-Aamri, 2014). The main contrast between problem-based learning and project-based learning is that

the former demands students to provide a final product, while the latter is primarily focused on the learning process.

Some final outputs or projects in Project-based education with practical applications used to hone students' speaking skills include: debates, role-playing, speech presentations, language cafes, podcasts or vlogs, interviews, storytelling, language exchanges.

1) Debate: Setting up and taking part in debates on pertinent subjects develops one's capacity for persuasive reasoning in addition to speaking skills. Both online and classroom environments are suitable for holding debates (National Speech & Debate Association (n.d)).

2) Role-playing: Students can improve their conversational fluency and confidence by acting out various scenarios or characters through role-playing exercises. This may entail prepared lines of speech or improvisation depending on predetermined circumstances (McCafferty, 2013).

3) Speech Presentations: Giving pupils speech assignments on interesting or significant subjects enables them to hone their public speaking and effective communication abilities. Peer and teacher feedback can improve learning even further (Lucas & Katzman, 2009).

4) Language Café: This casual venue for speaking practice allows students to interact with one another in English while enjoying food or coffee. This relaxed environment creates a friendly learning group and promotes impromptu interaction (Matsuoka & Nakata, 2013).

5) Videos blogs (vlogs) or podcasts: Students can practice speaking more naturally and creatively by creating vlogs or podcasts on certain subjects. While honing their pronunciation and intonation, they might impart their ideas, perspectives, or research discoveries (Chapelle, 2009).

6) Interviews: Practicing interviews as interviewers or interviewees helps students get ready for communication scenarios they may encounter in

the workplace or during college applications. Finding areas for improvement is much easier with structured feedback (Bell, 2005).

7) Storytelling: Getting students to narrate stories whether they be made-up tales, folktales, or personal experiences helps them improve their vocabulary, coherence, and storytelling abilities. You may tell stories both alone and in groups (Gathogo, 2012).

8) Language Exchanges: Encouraging kids to engage in language exchange relationships with classmates who speak English as their first language can offer priceless chances for genuine communication and cross-cultural learning (Lavine, 2014).

b. **Stages of Project-Based Learning**

Phases of learning through PJBL is taken from Hasanatul et al (2020) which have been adapted from Stoller (2006):

1) Teacher's Activities

a) It is required of teachers to choose subjects that are connected to or represent the students' everyday lives.

b) The teacher can offer vocabulary and linguistic elements that are pertinent to the subject.

c) Providing some essential questions related to the topic before entering the learning process.

d) Assists students in designing the project in a group

e) Asks students to create project timline.

f) Helps students complete the project, conduct an observation, and get the necessary data.

g) Provides the students to consult their progress.

h) Requests that students show the outcome of their project.

i) Offers comments on the project the student submitted.

j) Accounts for the educational endeavors.

2) Student's Activities
   a) Together with the teacher deciding the topic of the project.
   b) Receiving new vocabulary, language features and other required by student in working onthe project.
   c) Answering the question given by the teacher in a project.
   d) Student design the project in a group.
   e) Students work in groups to select what to write about after conducting inquiry-based activities.
   f) In groups, the students create a timetable from project planning to reporting.
   g) Students conduct aninquiry activites, collecting the data or information needed, and create content for the project.
   h) Students complete the project or make any required revisions.
   i) Students present the project result and describe it is production process.
   j) The chance to edit the project outcome is provided to students.
   k) Considers the process of learning.
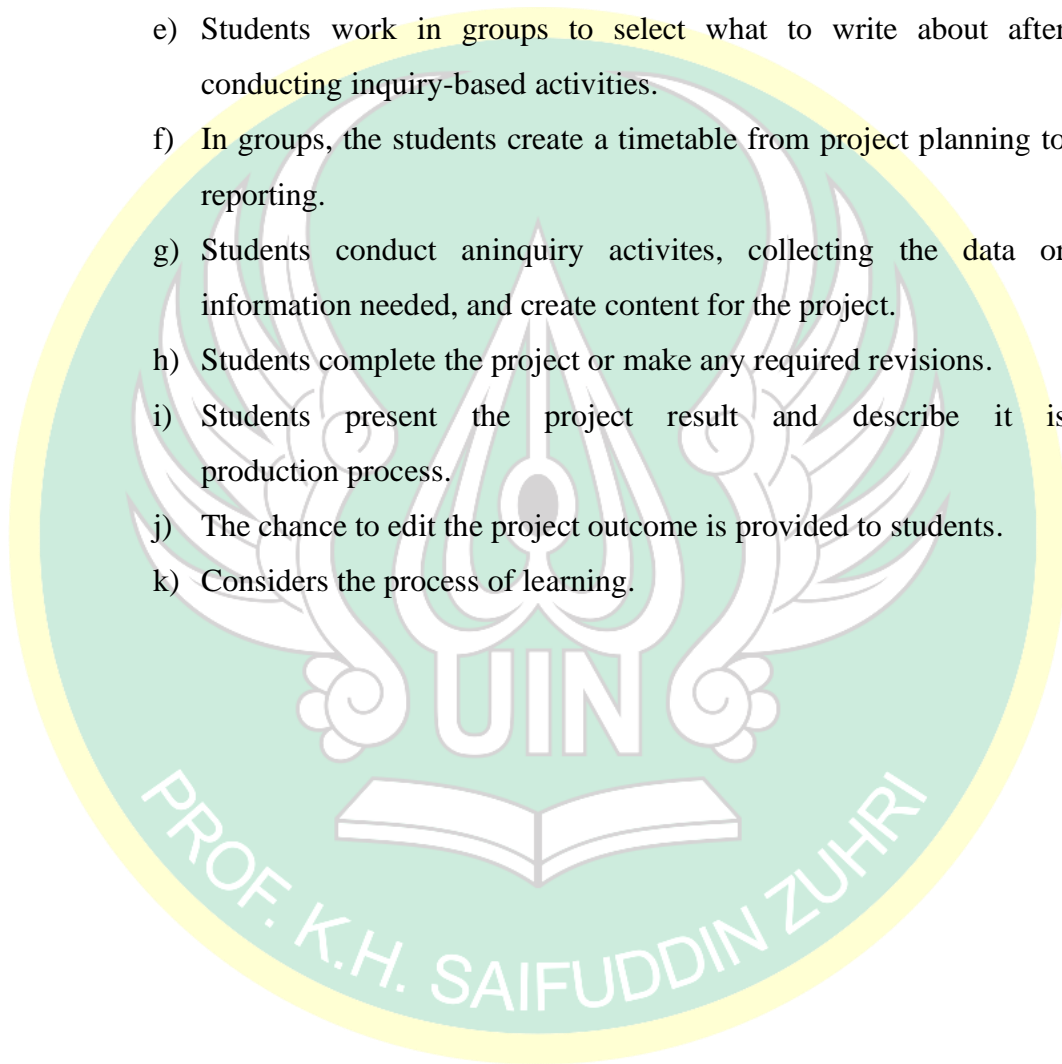
The stages of PJBL strategy can be seen in the table 2.1 that follows:

Table 2.1 Stages of PJBL in Learning (Hamidah, 2020) **.**

Stages	Teacher's Activities	Student's Activities
Choosing Project Topic	• Determines topics that are connected to or relevant to the students' actual lives.	• Together with the teacher deciding the topic of the project.
Pre-Communicative Activities	• Provides new vocabulary, language features, related to the topic.	• Receiving new vocabulary, language features and other required by student in working onthe project
Asking Essential Question	• Provides some essential questions related to the topic before entering the learning process.	• Answering and discussing the question given by the teacher.
Designing Project Plan	• Assists students in designing the project in a group.	• Student design the project in a group. • Group decision-making and writing are done by the students during the inquiry phase.
Creating Project Timeline	• Asks students to create project timeline.	• In groups, students create a timetable from project planning to reporting.
Finishing the Project	• Helps students complete the project, get the necessary data, and perform an observation. • Gives them access to their progress reports.	• Students conduct aninquiry activites, collecting the data or information needed, and

		create content for the project. • Students complete the project or make required revisions.
Assasing the Project Result	• Requests that students submit the finished project.	• Students present the project result.
Evaluating the Project	• Offers comments on the project that the student has submitted; • Takes into account the learning activities	• Students were given a chance to edit the project result • Reflects on the learning process.

c. **Project-Based Learning's Advantages and Disadvantages**

1) Advantage of Project-Based Learning

   Project-based learning has various benefits when it comes to teaching English, according to Bell (2010) especially in teaching speaking:

   a) Providing students with relevant and meaningful instruction.

   b) Establishing the ideal setting for practicing English.

   c) Supports students' identification skills

   d) Develop self-learning (individual or group), and have ability to work togather with other students

   e) Freely in expressing an idea

   f) Making students actively engage in project learning

   g) Develop communicative and collaboration skills

   h) Develop self-confidene to do an investigation

   i) Develop problem sloving skills

   j) Increase students' motivation in learning

2) Disadvantages of Project-Based Learning

The following are some disadvantages of PJBL in English language teaching, according to Ivanova (2009):

a) Students are not well prepared for learning with PJBL by prior learning experiences.

b) PJBL takes longer.

c) Since learning is more messy, anxiety may be increased.

d) Group dynamics problems can occasionally undermine the efficacy of project-based learning.

e) Less learning of topic knowledge

B. The Rationale Between Speaking and Project-Based Learning

Learning a language will be categorized as successful if students are able to communicate, convey their ideas in public, and interact with citizens of the world. As stated by Kemdikbud (2020) in the changes of Learning Objectives in the Merdeka Curriculum, especially for high school level. The objectives of learning English in the Merdeka Curriculum includes:

1. Enhance English communicative competence using diverse multimodal texts (oral, written, visual, and audio-visual).

2. Cultivate intercultural competence to comprehend and value perspectives and cultural products from Indonesian and foreign cultures.

3. Foster self-confidence for independent and responsible expression.

4. Cultivate skills in critical and creative thinking (Kemdikbud, 2022).

It is clear that English language teaching is seen as having the capacity to generate a generation that is capable and ready to interact globally with citizens of the world in some aspects includes: education, business, trade, law, technology, and other aspects (Kemdikbud, 2022).

Apart from English learning, it requires students to have speaking skills to prepare students' future life, the 21st century learning framework requires students to be able to do the following things; "Contextual learning

abilities, information and communication technology literacy, creativity and innovation, communication and teamwork, critical thinking and problem-solving abilities, and creativity and innovation" (Wijaya *et al*., 2016). Hence, In developing these skills, the teacher has a very important role. Tan (2003) maintained that to deal with 21st century challenges, teachers have to improve professionalism in teaching, be able to develop multidisciplinary learning, independent learning, extract information, guide teamwork and develop communication skills into their curriculum. Likewise, in the journal of Wang *et al* (2008) stated that one of the crucial elements that teacher have to be considered to support the learning, in order to achieve the learning objective, and to realize 21st century skills is the use of teaching strategy in the learning.

Since education expects students to have the ability to solve problems, think critically and collaborate. Then, the researcher chose Project-Based Learning as learning's strategy used because of the similarity of objectives in it. According to Castaneda (2014), Students can acquire information through project-based learning and also experience through problem-solving skills and critical thinking to find information which can increase student knowledge, and finishes with authentic product. Also, there are several experts who put forward reasons for using project-based learning for speaking skills:

1. Constructivist learning theories, which place an emphasis on active involvement and the building of knowledge through meaningful experiences, are in line with speaking and PJBL. Speaking exercises let students actively communicate their ideas and thoughts while verbally reiterating what they have learned. Similar to this, PJBL involves students working on practical, real-world projects where they actively create knowledge by doing research, working with peers, and solving challenges (Vygotsky, 1978).

2. PJBL and speaking provide real-world learning opportunities. When students participate in speaking exercises, they frequently converse about actual subjects and have genuine conversations that mimic real-world communication situations. Similar to this, PJBL assignments are made to resemble real-world issues and difficulties, promoting real-world learning opportunities where students use their knowledge and abilities to address significant issues (Jonassen, Howland, & Marra, 2003).

3. Speaking and PJBL emphasize active engagement over passive information consumption. Speaking activities, for example, require students to actively participate in talks, debates, and presentations, which improves their confidence and communication skills. PjBL tasks, on the other hand, require students to actively solve problems, think critically, and work in groups to retain information (Thomas, 2000).

Finally, PJBL is a method which can be used to hone students' speaking skills. Students will be trained to communicate to convey ideas or solutions to problems through various forms of activities or results in the form of projects. This project encourages students to participate fully in speaking activities.

C. Review of Relevant Studies

Numerous studies have examined the effectiveness of project-based learning in improving students' speaking abilities.

The first study came from Riswandi (2018) under the title *"The Implementation of Project-Based Learning to Improve Students' Speaking Skill"*. The study focuses on particular teaching strategies that are thought to improve students' capacity for learning. A contemporary teaching strategy is project-based learning. These main goals of project-based learning were to encourage student to learn new things and to make connections between their experiences and their academic lives. This study's puposes were to (1) describe the degree to which PJBL may

help students become more proficient speakers, (2) described the process of instruction and learning which occur when PJBLwas used in the classroom. Students of VII grade at SMP 1 Surakarta were this study's subjects. The study employed two cycles of classroom action research as its approach. In addition, the data was gathered through speaking assessment (Riswandi, 2018). Meanwhile, this research utilized to determine the effectiveness of PJBL on students' speaking skills at VIII grade of SMP N 02 Bojong Tegal, based on established goal of English learning at the level. This study employed pre- and post-tests to gather data through speaking practice.

The second research was conducted by Dewi (2016) under the title "*Project Based Learning Techniques to Improve Speaking Skills*". Project Based Learning (PBL) which have been explored in this two-cycle classroom action research project was applied to teaching English, particularly to a speaking class, through group projects. Three meetings made up each cycle. The six primary phases of the study were preparation, performance, observation, reflection, and evaluation of the teaching-learning speaking process' results. The instruments used to collect the data were tests, student questionnaires, and observation sheets completed by the researcher and the students. Additionally, comparing the outcomes of the pretest and posttests might demonstrate how much the students' speaking abilities have improved. Ninety percent of the pupils chose "strongly agree" or "agree" when it came to the PBL approach being used in their speaking lesson, according to the questionnaire results. Additionally, They provided outstanding comments about the usage of the PBL approach in the teaching-learning speaking process (Dewi, 2016). Altough there is similarity in the use of PjBL towards student speaking, this research has a different object on the independent variable, where this research used to find out the effectiveness of PJBL on *students ' speaking skill at VIII grade of SMP N 2 Bojong*.

The third research was conducted by Ardiansah (2023) under the title *"A Study on Project-Based Learning (PJBL) Model and English Conversational Gambits in Classroom Speaking Practices"*. This study's purpose was evaluating the efficacy of a modern Project-Based Learning (PjBL) teaching paradigm that emphasizes speaking skills improvement and employs English Conversational Gambits as language content. This study, however, looks at the behavioral, cognitive, and emotional elements of students' views regarding using learning models. The Tasikmalayan university served as the site of the current investigation. In order to achieve its goal, this study's quantitative and qualitative designs were employed. Furthermore, the examination of the data in qualitative in this research indicated that the majority of students had favorable attitude about the use of the learning methods. This kind of study showed that using the PjBL model in conjunction with English Conversational Gambits can be an alternate approach to EFL teaching methods that can enhance students' speaking abilities (Ardiansah, 2023). Although it has similarities in the use PjBL as a teaching strategy, this study was focused more in determining the effectiveness of PjBL towards students' speaking skills in learning English. Furthermore, the researcher used a different experimental research method by applying a Quasi-Experiment Design.

Many studies have proven that PJBL is effectively used to hone students' speaking skills. Improving students' speaking skills cannot be separated from the way through cooperation, communication, and critical thinking, they were able to address issues which was starting from small groups. Rao (2019) reveals that people's desires will be fulfilled when they are able to clearly convey their ideas and opinions. It means that students' critical thinking will be supported by good speaking skills. Therefore, they need to learn communication skills, especially in learning English. Communication skills are needed to build a student's career in the next life perfectly.

D. Statistical Hypothesis

The statistical hypothesis can be viewed as:

H_0:There is no significant progress in using Project-based learning towards students' speaking skills.

H_a :There is a significant progress in using Project-based learning towards students' speaking.

Moreover, the criteria will be:

1. If the value of (sig) < 0.05 Ho is rejected.
2. If the value of (sig) ≥ 0.05 Ho is accepted (Sujarweni, 2014).
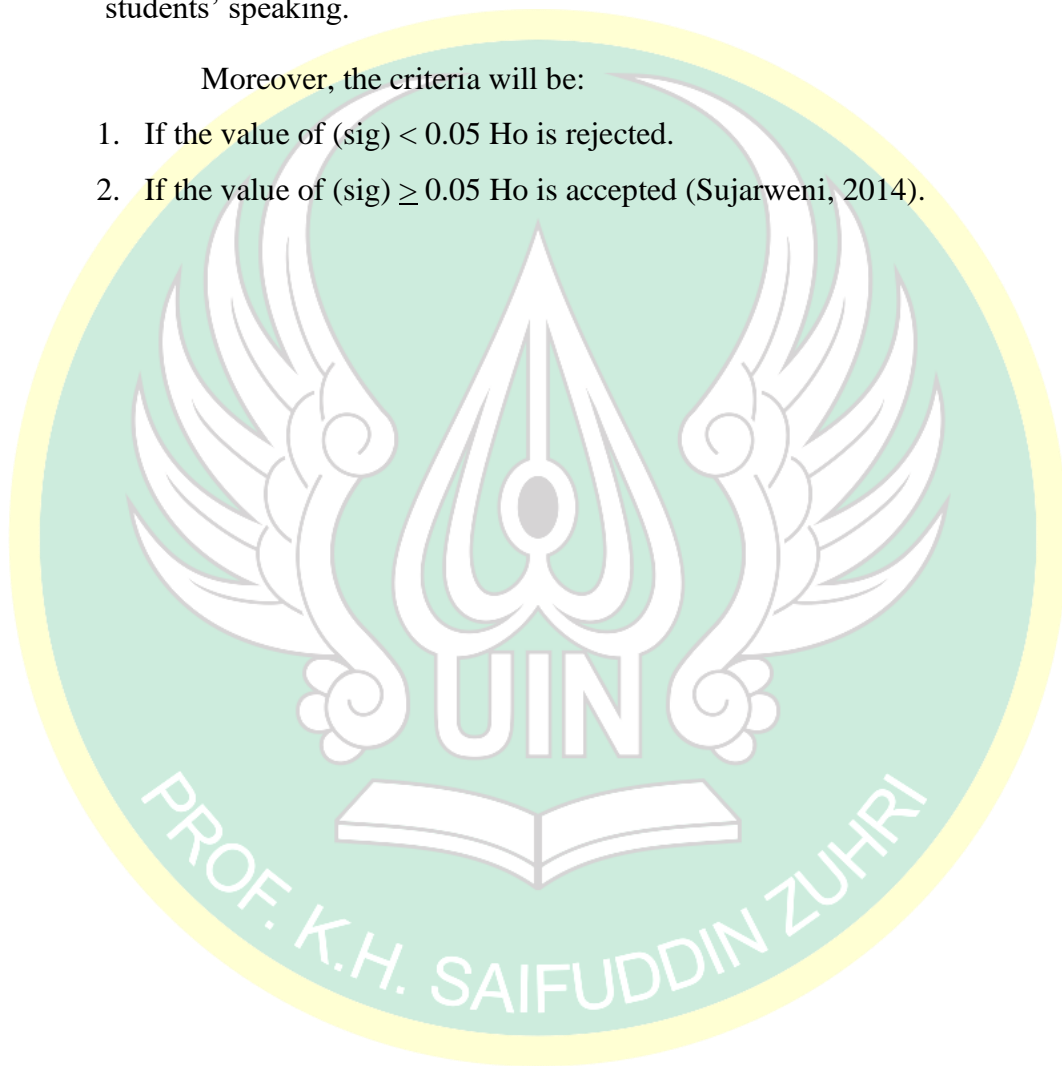
CHAPTER III
RESEARCH METHODS

This chapter deals with the research method, its location and timing, its population and sample, its variables, its instrument for gathering data, its method for data collection, and its method for data analysis.

A. Types of The Research

This study employed a quantitative methodology. According to Leedy (2019) this method is intended to predict, control and explain a phenomenon that is obtained by asking the relationship in the variable being measured. Therefore, quantitative methods are closely related to numbers and measurements that are systematic in measuring phenomena and relationships. In order to determine the effect of treatment on certain subjects in a controlled manner, experimental research was carried out.

Therefore, an quasi-experimental research design was used in this study. As stated in Azizah K. (2018) experiment research is intended to find out whether there is a result or not after treating a subject. This can be done by comparing a group or more that were given treatment with group that were not. It means that quasi-experiment is used to compare the control class with the experimental class as explained in the following chart.

Table 3.1 Quasi Experimental Design
Pretest-Posttest Control Group

Quasi Experimental Design			
Pre-Posttest Experimental Design			
Experimental Class	*Pretest*	Treatment by PJBL	*Posttest*
Control Class	*Pretest*	No Treatment	*Posttest*

(Creswell, 2016)

Therefore, this study employed a quasi-experimental design of research. According to John Rogers and Andrea Revesz (2019), quasi-experiment can include a comparison group and does not need to be the true control group in the study. The comparison group is an additional experimental group with

different experimental treatments. Therefore, quasi-experiments can be used by a researcher to draw conclusions from collected data with more clarity about the causal relationship between two variables (Rogers & Revesz, 2019). Quasi-experiment is suitable for this research in order to obtain information on PJBL's efficacy towards studets' speaking skills at VIII grade of SMP N 02 Bojong Tegal.

B. Place and Time of The Research

a. Place of The Research

This study was completed at SMP N 02 Bojong. SMP N 02 Bojong is a school that shows many indications of problems in ELT based on observations made by researchers on Tuesday, 30-05-2023. This indication refers more to teacher's method of instruction. Teacher's instruction or method used in English teaching at SMP N 02 Bojong is still use teacher-centred learning. Based on this problem, researcher was interested in conducting the research at SMP N 02 Bojong to examine whether or not project-based learning is beneficial towards students' speaking abilities at VIII grade of SMP N2 Bojong, Tegal.

b. Time of The Research

This study was completed on May to June 2024, and it was conducted in five meetings over two weeks. For the description, it can be seen in the following table

Table 3.2 Designing Meeting of The Research

Meeting	Activities
Meeting 1 (May 27, 2024)	Conducting speaking practice for pretest
Meeting 2 (May, 28 2024)	- Choosing project topic - Doing pre-communicative activities - Asking essential questions on project - Designing project plan - Creating project timeline
Meeting 3 (May 31, 2024)	Finishing the project
Meeting 4 (June 10, 2024)	- Presenting the project result - Evaluating the project
Meeting 5 (June 11, 2024)	Conducting speaking practice for posttest

C. Population and Sample of The Research

a. Population of The Research

Population is the limit of research scope according to interest and context (Casteel & Bridier, 2021). These limitations are intended so that a researchers can focus on the research. Therefore, during the school year 2023–2024, the research population consisted of VIII graders at SMP N 02 Bojong Tegal. The students in VIII class of SMP N 02 Bojong Tegal consist of 5 classes with 30 students in three classes and 31 in two classes. Therefore, there were 152 students in the research population.

Table 3.3 Population of the Research

No	Class	Population
1.	VIII A	30
2.	VIII B	31
3.	VIII C	31
4.	VIII D	30
5.	VIII E	30
Total Population		**152**

b. Sample of The Research

Gravetter & Wallnau which cited from (Casteel & Bridier, 2021) said that a sample is a collection of carefully selected numbers to represent the desired population. Adapting to the situation in the field and since the

reseache is not a true research, the researcher is not allowed to randomize existing classes with the aim of forming two new classes, so in this case the purposive sampling technique was used based on teachers' English suggestion. Those classes are VIII A and VIII E, which then devided into two groups. First group is experiment class. This class came from VIII A which consists of 30 students. Second group is control class. This class came from VIII E which consists of 30 students. So, there were sixty students in the study's overall sample.

D. Variables of The Research

A variable is an object or tool with a different value, and it is a group of logical attributes (Kaur, 2013). Attributes can be interpreted as characteristics that describe an object clearly. For example books are variables, then; math; physics; biology; English; are the attributes. So, it can be said that the physics book is an attribute of the book variable. An active variable called the independent variable influences the dependent variable. Conversely, The variable that is affected by the independent variable is known as the dependent variable (Kaur, 2013).

In this study, two different kinds of variables were employed;

a. Learning through PJBL is the independent variable. Meanwhile,

b. The dependent variable is Speaking abilities of students

E. Research Instrument

It is a tool, the research instrument for researchers in the data collection process (Rahayu S. K., 2021). As a speaking test, the experimental and control classes have each received a pretest and a posttest before and after giving the treatment in three meetings. Futhermore, there are several things that need to be considered so that students have good speaking abilities, including accurate pronunciation, use of grammar and vocabulary, fluency, and understanding or comprehension. As meeting design, materials, pretest questions, and posttest

questions, will be explained on the different pages. A rubric from Brown (2004)

was employed by the researcher.

Table 3.4 Scoring Rubric of Speaking (Brown, 2004)

No	Criteria	Scores	Description
1	Pronunciation	5	The pronunciation is clear and quite understandable for elementary students.
		4	There are some pronunciation problems, but still quite understandable.
		3	Pronunciation problem necessitate listening and occasionally lead a misunderstanding.
		2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat.
		1	Pronunciation problem so severe as to make speech virtually unintelligible.
2	Grammar	5	Errors in grammar are quite rare.
		4	There are few grammatical errors but still intelligible.
		3	Makes frequent errors grammar and word order occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns.
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
3	Vocabulary	5	Almost all vocabularies used are in a proper use.
		4	Frequently use inappropriate terms or must replace ideas but still intelligible.
		3	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary.
		2	Misuse up words and very limited vocabulary make comprehension quite difficult.
		1	ocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Able to use the language fluently, rare skip, and the speed of speech are at the normal rate.
		4	Speed of speech seem to be slightly affected by language problem.

		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant often forced into silent by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Understand most of what is said at average speed.
		4	Understand what is said at average speed, but occasional repetition may be necessary.
		3	Understand what is said is at slower than average speed repetition.
		2	Has great difficulty following what is said. Can comprehend only, "social conversation" spoken slowly and with frequent repetition.
		1	Cannot be said to understand even simple conversational English.

Score:

Pronunciation + Grammar + Vocabular + Fluency + Comprehension / Maximal score * 100% = (final Score)

25/25 * 100% = 100

F. Technique of Data Collection

In order to obtain more accurate data for this study, the researcher used data that aligned with the problem's system. Pre-post tests were employed by the researchers to gather data for this investigation.

1. Pre-Test

   Prior to beginning treatment, pre-tests were administered to the experiment class and control class. A pre-test was used to gauge the participants' speaking proficiency of VIII A and VIII E students before the experimental class was being treated or doing learning using Project-Based Learning.

The researcher completed the following tasks in the Pre-test:

a. The researcher provided five topics related to students' experiences,

b. The teacher requested the student to select one of the topics related to their experience.

c. The researcher requested the students to tell their experience based on the topic chosen orally in 2-3 minutes.

d. The students was recorded by the researcher.

e. The students was scored by the researcher.

2. Treatment

      The experimental class received the treatment after the pre-test was administered which is treatment within PJBL to find out effectiveness towards students' speaking skills at VIII A. Meanwhile the control class VIII E was given a learning without using PJBL. The step of learning using PJBL can be seen as follow:

Table 3.5 Treatment Using PjBL Taken from (Hamidah, 2020) *was Adapted from Stoller (2006)*

Topic: Celebrating Independence Day (Recount Text)		
Main Stages	Stages	Activities
Planning (1st Meeting)	Choosing project topic	In the first meeting, teacher and student decided a topic about some personal experience which is "Celebrating Independence Day" taken from the Students' book *English for Nusantara for Eighth Grade*.
	Pre-Communicative activities	The teacher gave an explanation of the term, linguistic construction, and social purpose of recount texts.
	Asking essential question	The teacher uses several questions to direct students to the project to be worked on made. 1. Do you have some memories experience? 2. What experiences have you had?

		3. When did it happen?
		4. Can you tell your friends about you experience?
		5. How do you feel in that situation?
	Designing project plan	The teacher asked student to write the project which is making recount text based on students' memorable experience on a paper.
	Create project timeline	The teacher and student together dicided on time to work on student projects in creating recount text about student experience.
		1. Deciding a topic (Memorable Experience) = 1st Meeting
		2. Making an orientation of recount text = 1st Meeting
		3. Making stages of recount text = 2nd Meeting
		4. Making reorientation of the recount text = 2nd Meeting
		5. Finishing the project = 2nd Meeting
		6. Presenting results or projects = 3rd Meeting
		The teacher provided sufficient time (90 minutes) to work on the project. The teacher asks students to pay attention to time management when working on their project.
Implementation (2nd Meeting)	Finishing the project	students dig up information about their memorable experience, look for as much information as possible from sources who have experience in participating Independence Day, and organize the information they get into recount text in a structured manner.

Reporting (3rd Meeting)	Assasing the project result	The teacher instructed the students to showcase their project outcomes in front of the entire group.
	Evaluating project	1. The project received comments from the teacher which have been presented by the student. 2. The student revised the project. 3. The teacher and student reflacted the learning

3. Post-Test

Both the experimental class and the control class took a post-test administered by the researcher at the conclusion. We can determine whether there are appreciable changes in the speaking abilities of the students following project-based learning using this post-test.

To conduct the post-test, the researcher followed these procedures:

a. The researcher provided five topics related to students' experiences

b. The teacher requested the student to select one of the topics related to their experience.

c. The researcher requested the students to tell their experience based on the topic chosen orally in 2-3 minutes.

d. The student were recorded by the researcher.

e. The students were scored by the resarcher.

G. **Validity and Reliability Testing**

1. Validity

Kimberlin & Winterstein (2008) state that the measuring instrument's validity and reliability serve as the primary markers of its quality. According to the test's intended usage, validity refers to how much the interpretation of test findings is warranted (Kimberlin & Winterstein, 2008). The researcher employed content validity and construct validity to determine the validity of the measure.

a. Content Validity

The degree to which a test's or measuring tool's content accurately reflects the subject matter it is intended to assess is known as content validity (Kimberlin & Winterstein, 2008). In simple terms, validity measures whether the test questions are relevant and comprehensive enough to assess what they are supposed to assess.

In relation to English language learning, the validity of the test instrument must represent the stated objectives which have been analyzed from the stages at each level. Each Phase has Learning Objectives which then divided into six elements, include: "Listening, Reading, Viewing, Speaking, Writing and Presenting" (Kemdikbud, 2022). These elements have been described and tailored to each level of students' demands in terms of learning the English language.

This research focuses on the speaking ability of students in class VIII at SMP N 2 Bojong Tegal. This means that the test's validity refered to the suitability of the test's content or instrument used with what must be measured in keeping with the goals of studying English within speaking element.

According to Phase D for junior high school level, the phase's learning objectives are: "students use spoken, written and visual texts in English to interact and communicate in more diverse contexts and in formal and informal situations. Students can use various types of texts such as narratives, descriptions, procedures, special texts (short messages, advertisements) and authentic texts to become the main reference in learning English in this phase. Students use English to discuss and express desires/feelings. Their understanding of written texts continues to develop and inference skills begin to emerge when understanding implied information. They produce written and visual texts in structured English with a more diverse vocabulary. They understand the purpose and audience when producing written and visual texts in English" (Kemdikbud, 2023).

At the conclusion of Phase D (Viewing & Speaking), "Students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses" (Kemdikbud, 2020).

Therefore, the Learning Objectives for students' speaking skill in Phase D can be analyzed and explained as "Students can understand how to express/tell memorable experiences and try to apply it in their daily life". The text used to achieve this learning is the Recount text. Recount texts are often based on students' personal experiences, making it easier for them to speak with confidence and detail. Talking about personal experiences also increases students' emotional engagement and motivation to participate in speaking assignments (Hyland, 2004). From this explanation, the research uses Recount text material to hone students' speaking skills, because it starts from students' experiences and basic knowledge. So, it is hoped that when speaking in class, students will have greater confidence because they are faced with real situations based on their experience. To make it easier, it is explained in the table below.

Table 3.6 Content Validity

Phase D: "students use spoken, written and visual texts in English to interact and communicate in more diverse contexts and in formal and informal situations. Students can use various types of texts such as narratives, descriptions, procedures, special texts (short messages, advertisements) and authentic texts to become the main reference in learning English in this phase. Students use English to discuss and express desires/feelings. Their understanding of written texts continues to develop and inference skills begin to emerge when understanding implied information. They produce written and visual texts in structured English with a more diverse vocabulary. They understand the purpose and audience when producing written and visual texts in English"	
Element of Viewing & Speaking in Phase D	"Students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses".
Establish Goal	Students can understand how to express/tell memorable experiences and try to apply it in their daily life.
Text used (Material)	Recount Text
Technique	Speaking Practice
Instrument	Pretest Posttest

Recount text is the material that students are tested on in this study. It was acceptable for students in class VIII of SMP N 2 Bojong, Tegal.

b. Construct Validity

The extent to which a test possesses construct validity or measuring tool accurately captures the theoretical concept or characteristic that it is intended to capture. It concerns whether the test measures the underlying psychological theory or notion that it is intended to capture with sufficient accuracy (Cronbach & Meehl, 1955). Along with this statement, Brown (2004) stated that construct validity is essentially evaluating how well your theories and/or concepts have been implemented into practical measurement methodologies.

Five components make up speech aspects, according to Brown (2004): Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. Speaking should be evaluated using these five factors as a good guide. In this research, the speaking test used with regard to these 5 criteria as a basis for measuring good and correct speaking. Researchers asked students to tell their memorable experiences for a predetermined duration of 2 minutes. Therefore, the construct validity of speaking is established by using this test.

2. Reliability

According to Nunnally & Bernstein (1994) The degree to which an evaluation instrument produces steady and consistent outcomes is referred to as its reliability. Furthermore, when an instrument is used repeatedly to measure the same item, it will produce consistent results. This is what makes it dependable. Reliability testing was carried out using IBM SPSS 24. Reliability coefficient guidelines according to Triton in Sabrina (2023) are presented in the following 3.6 table:

Table 3.7 Cronbach's Alpha Interpretation Based on Triton

Cronbach's Alpha	Interpretation
< 0,20	Less reliable
0,21 – 0,40	Rather reliable
0,41 – 0,60	Quite raliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very reliable

IBM SPSS 24 was used by the researcher to verify the empirical reliability in this study. The results indicated that the pretest's Cronbach's Alpha score was 0,874, and the posttest's was 0,889, both with df = 60. The computation statistic indicates in tables 3.7 and 3.8 that the instrument or test was very dependable or reliable.

Table 3.8 Case Processing Summary of PreTest and PostTest

			N	%
Pre-Test	Cases	Valid	60	100.0
		Excluded[a]	0	.0
		Total	60	100.0
			N	%
Post-Test	Cases	Valid	60	100.0
		Excluded[a]	0	.0
		Total	60	100.0

Table 3.9 Realibility Statistic of PreTest and PostTest

	Cronbach's Alpha	N of Items
Pre-Test	.874	5
Post-Test	.889	5

The computation's outcome was classified as a *very reliable test* in accordance with Triton's criteria for reliability testing.

H. Technique of Data Analysis

The Data have been obtained from research through pretest and posttest which is the result of measuring speaking practice in the form of a total score. The purpose of pretest is to measure students' initial speaking abilities before

learning is carried out. The results of this initial test are presented descriptively. Therefore, *Statistics Descriptive Analysis* was used in this technique of data analysis. This kind of data is intended to provide general information used by the research (Sudiyono, 2008). The data in descriptive statistic was presented by using SPSS version 24 in a simpler and easier to understand form that is produced by more complex data. Meanwhile the posttest is used to see the extent of students' speaking abilities after using PjBL method in the learning. Posttest data for each group is also attempted at measuring students' speaking abilities by determining the Gain or difference in scores between the experimental class and the control class.

The pretest and posttest findings from the experimental class and the control class were then used as the basis for a number of statistical tests. The students' speaking abilities before and after learning utilizing the Project-Based Learning technique were then compared by comparing the average normalized gain (N Gain) between the experimental class and the control class. The following represents the N-Gain formula:

$$N\ Gain = \frac{Score(posttest) - Score(pretest)}{Score(max) - Score(pretest)}$$

According to the efficiency scale ruling from Hake (1999), as follows:

Table 3.10 N Gain Category Acquisition

Precentage (%)	Criteria
00 – 40	Ineffective
40 – 55	Less- Effective
56 – 75	Effective- Enough
76 – 100	Effective

Based on the average N Gain score, each gain score is used to assess how well PJBL has improved students' speaking abilities. Data is extracted from analysis using the subsequent procedures:

1. Normality Test

The purpose of this test was to ascertain whether or not each sample group's data was regularly distributed (Liliefors, 1967). Data that goes through the normality test is pretest, posttest, as well as gain from the the two research classes.

The data distribution was compared to the normality test using the conventional normal distribution with the Kolmogorov-Smirnov test. IBM SPSS version 24 for Windows was utilized for this test. Whether the distribution is normal or not. The pre- and post-test results between the experimental and control classes, with the significance level specified at $\alpha = 0.05$, make this clear. The following concludes the interpretation of the normality test:

a. If the value of Sig > 0.05, the data was obtained from populations that follow a normal distribution.
b. If the value of Sig < 0.05, the data distribution is not normal.

2. Homogenity test

To ascertain if many groups or samples are from populations with the same distribution, a statistical technique called a homogeneity test is employed (Fleiss et al, 2003). The aim of this test is to ascertain data from each sample group may have the same population variance or a different one.

If both groups are normally distributed then continue by testing the homogeneity of variance of the two groups using *Levene's test* with a 5% significance threshold at IBM SPSS 24 program for Windows. The following are the test criteria:

a. If the significance value (sig) is less than 0.05, it indicates that the population from which the data originates has non-uniform variation.
b. The data originates from a population with homogenous variance if the significance value (sig) is greater than 0.05.

3. Hypothesis Test

IBM SPSS 24.0 was utilized by the researcher to examine the experimental and control groups' pre- and post-test results. T-tests were carried out. When α is less than 0.05, hypotheses for the investigation can be developed as below:

Ha : PJBL is effective towards students' speaking skill for students at VIII grade of SMP N 2 Bojong Tegal.

Ho : PJBL is not effective towards students' speaking skill for students at VIII grade of SMP N 2 Bojong Tegal.

The outcome of the t-test is assessed using the following criteria:

a. If the value of (sig) ≥ 0,05 α, then H_O is accepted. It means that average score of the experimental class is higher than the control class. The use of PjBL is effective towards students' speaking skill

b. If the value of (sig) < 0.05 α, H_O is rejected. It means, the mean score of the experiment class is same or it is lower than the control class. The use of PjBL is not effective towards students' speaking skill

1) The t-test using Independent Sample t Test statistics is employed if the data is not homogenous and is normally distributed (equal variances not assumed).

2) In cases when the data is in non homogenous and not normally distributed, non-parametric Mann-Whitney statistical tests are employed to determine the degree of similarity between two classes. The researcher utilized IBM SPSS 24.0 in this instance.

4. Analyzing data through hypothesis testing and the results will be used as a reference to draw the conclusions.

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes both the findings and the discussions of this research.

A. FINDING OF THE RESEARCH

This chapter presents the results of the study and the data analysis. The outcomes of the speaking practice exam were the significant information that is analyzed in this fourth chapter. Several analyses were needed in data processing in order to get the intended outcomes. Analysis of the students' starting skills, where the *pretest* data will be analyzed. After doing the learning, where the *posttest* data would also be processed, students' speaking abilities. Lastly, the success of the PJBL approach on students' speaking ability is assessed using N-gain data, with scores derived from the discrepancy between pretest and posttest results.

1. Analysis Data of Pre-Test Score

The initial communication abilities of each student in both research courses were measured using a pretest before to the commencement of therapy. Ensuring the efficiency of the PJBL approach on student speaking is crucial, as it allows for the drawing of final conclusions. Figures 1 and 2 present the pretest data collected from the experimental class and the control group. below showed the pretest score diagram for the experimental class and the control class.
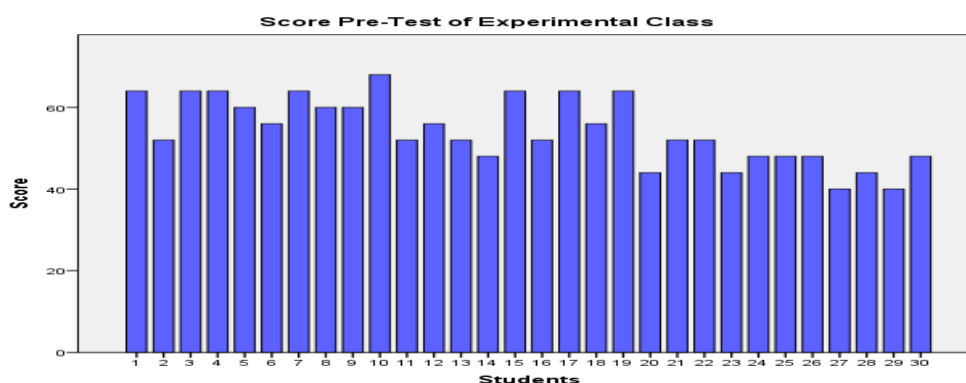
Figure 1. Pre-Test Score of Experimental Class
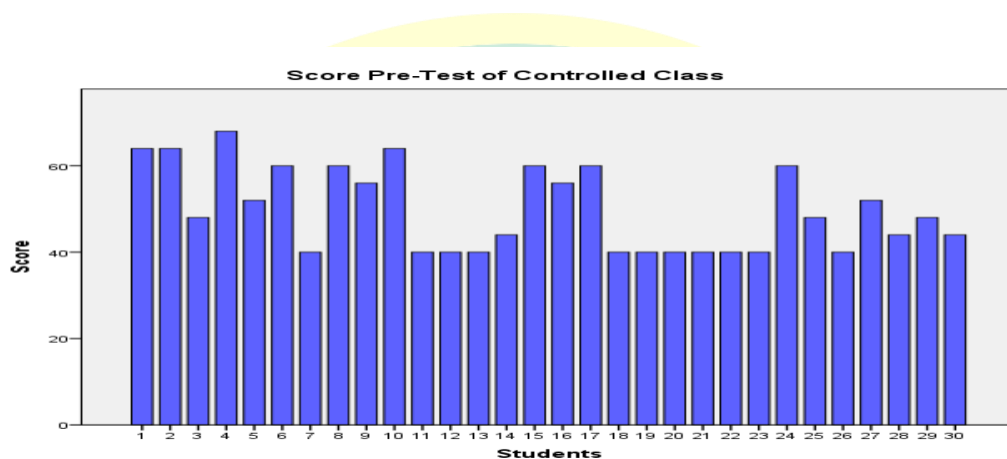
Figure 2. Pre-Test Score of Controlled Class

The descriptive statistics table provides an explanation of the Pre-Test results for the experimental and control groups. This table offers a variety of data, including mean, median, standard deviation, and much more, that researchers require to assess the data they have collected. Table 4.1 below provides general information about the pretest results for the experimental and control classes.

Table 4.1 Statistic Descriptive of Pre-Test Data

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Score Pre-Test of Experimenttal Class	30	40	68	1628	54.27	8.115
Score Pre-Test of Controlled Class	30	40	68	1492	49.73	9.667
Valid N (listwise)	30					

The average pretest score that the experimental class received was 54.27, with a standard deviation of 8.115, according to the descriptive statistics of pretest scores in table 4.1 above. In the meantime, the control class's average pretest score was 49.73, with a standard deviation of 9.667. Table 4.1 makes it evident that there is a 4.54 points difference in pretest results between the experimental and control classes.

a. **Normality Test**

      After acquiring descriptive statistics on the pretest scores from the experimental class and control class, the following step was to perform a normality test on the data from the two research classes. This test's goal is to determine whether or not the information gathered from the two samples is regularly distributed (Liliefors, 1967). IBM SPSS 24.0 was used to perform the Kolmogorov-Smirnov test with a significance threshold of 5% in order to test for normalcy. Table 4.2 below displays the findings of the Kolmogorov-Smirnov normalcy test study.

Table 4.2 Normality Test of Pre-Test Data

		Kolmogorov-Smirnov[a]		
	Class	Statistic	Df	Sig.
Score of Pre-Test	Score Pre-Test of Experimental Class	.151	30	.077
	Score Pre-Test of Controlled Class	.210	30	.002

      The results of the Kolmogorov-Smirnov normality test presented in table 4.2 show very clearly significant values of 0.077 and 0.002 in the experimental class and control class, respectively. The experimental class pretest data has a value of 0.077 which is considered normally distributed because it has a significance value of more than 0.05. On the other hand, the control class pretest data with a significance value of 0.02 is not normally distributed because the significance value

obtained is smaller than the significance value of 0.05. For greater clarity, the pretest score data for the experimental class and control class are presented graphically in the form of a histogram and Q-Q plot.

Figure 3. Histogram of Experimental Class Pre-Test Score
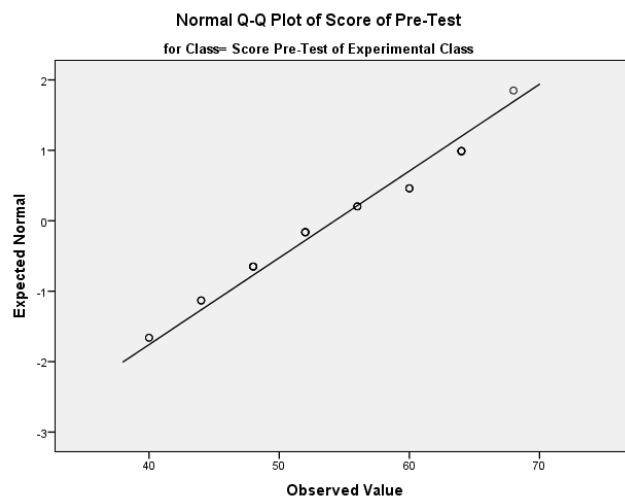
Figure 4. Plot of Experimental Class Pre-Test Score

As demonstrated in Figure 4, the experimental class pretest data plot demonstrated that the majority of the plots were linear. It is rather evident that the pretest data for the experimental class had a regular distribution. Next, using the data distribution in the control class shown in Figures 5 and 6 below, the researcher attempted to compare it.
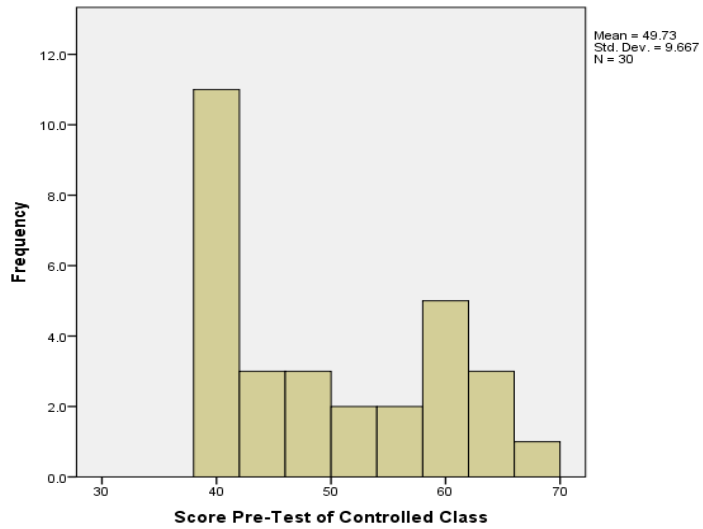
Figure 5. Histogram of Controlled Class Pre-Test Score
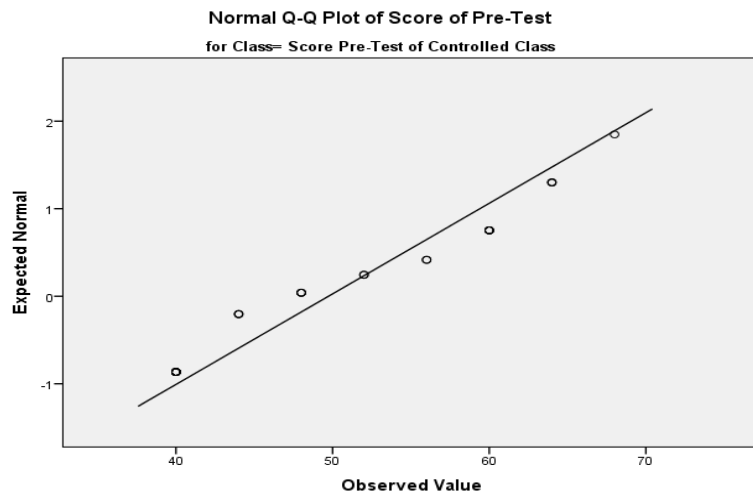
Figure 6. Plot of Controlled Class Pre-Test Score

As can be observed in Figure 6, the pretest control data plot is mostly outside of a straight line when compared to the distribution of data in the experimental class. Thus, it may be said that the control class's pretest data is not regularly distributed.

b. Homogenity Test

The step taken by the researcher after carrying out a normality test on the pretest data for the two research classes was a homogeneity test using the Levene test with an acceptable significance level of 5%. Levene's test is used to test the dissimilar or equality of characteristics (variance) of the two samples being compared.

The following is the form of the hypothesis for the homogeneity test of two versions:

H_o: There is no a significant difference varience in both research classes.

H_a: There is a significant differences variences in both research classes.

The criteria for this test are:

1) If the value of (sig) < 0.05 then H_o is rejected.

2) If the value of (sig) ≥ 0.05 then H_o is accepted.

The result of homogenity test using Levene can be known through the table 4.3 below.

Table 4.3 Homogenity Test Result of Pre-Test

Levene Statistic	df1	df2	Sig.
2.625	1	58	.111

The significance value (sig), which indicates that the value is more than 0.05, is 0.111 based on the given table. As a result, Ho is approved when decisions are made using criteria. Thus, it might be said that the variances of the two groups are the same, or that both classes originate from populations with homogenous variances.

c. Hyphotesis Test

By conducting the following test, which involves comparing the two classes' average pretest scores using the Mann Whitney test, it will be possible to determine and draw conclusions about the differences between the students' starting speaking abilities in the experimental and

control groups. The Independent Sample t Test was replaced with the Mann Whitney test as the pretest results in the control class indicated that the data was not normally distributed. IBM SPSS 24.0 for Assistant was used to do the Mann Whitney test, with a significance level of 0.05.

The hypothesis used in this test includes:

H_0: There is no variations or differences in students' initial speaking skill in the experimental class and the control class.

H_a: There is variations or differences in students' initial speaking skill in the experimental class and the control class

The criteria used are as follows:

a. If the value of (sig) < 0.05 then H_0 is accepted.

b. If the value of (sig) ≥ 0.05 then H_0 is rejected.

The Data from Mann Whitney test are given in table 4.4 as follow.

Table 4.4 Pre-Test Data in Mann Whitney Result

	Score of Pre-Test
Mann-Whitney U	313.500
Wilcoxon W	778.500
Z	-2.042
Asymp. Sig. (2-tailed)	.041

The estimated Z from the Mann Whitney test findings was -2.042 with value of 0.041 significance, indicating that it was less than 0.05. Consequently, H0 is accepted in accordance with the Mann Whitney test's decision-making standards. As a result, it is assumed that students in both research classes had starting speaking abilities that were roughly equal or same.

Based on the conclusion on the previous finding, it can be analyzed that the two research classes did not receive any treatments; neither project-based learning nor conventional learning were used in students' learning process. This explains why there was no difference in the starting speaking abilities of the students in the experimental class and the control class. Therefore, the pretest results are obtained purely

from students' understanding and students' initial speaking abilities without teacher guidance before.

2. Analysis Data of Students' Post-Test Score

      The purpose of the posttest was to gauge students' speaking abilities both in the experimental class (where project-based learning was used to assess speaking abilities) and in the control class (where conventional learning was used to evaluate speaking abilities). The posttest results in this study were computed using a 100-point scale. The posttest results data for the two research classes are shown by the researcher in the following graphs in Figures 7 and 8.
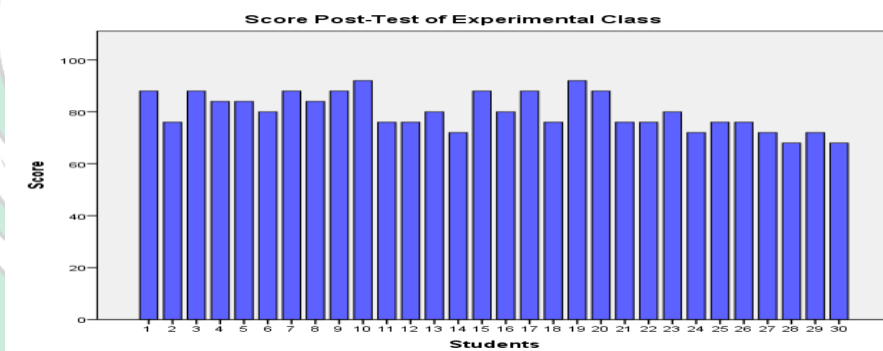
Figure 7. Post-Test Score of Experimental Class
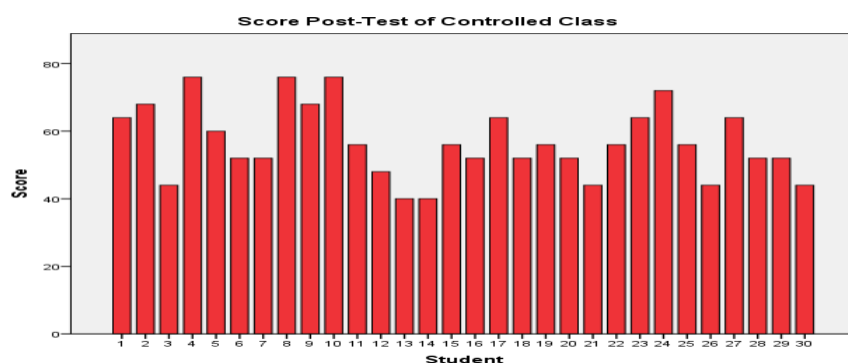
Figure 8. Post-Test Score of Controlled Class

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To gather the information required by researchers for the following study phase, the posttest results of the experimental class and control class were then subjected to a descriptive analysis. The posttest findings are statistically described in the table 4.5 that follows.

Table 4.5 Statistic Descriptive of Post-Test Data

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Post-Test of Experimental Class	30	68	92	2404	80.13	1.293	7.084
Post-Test of Controlled Class	30	44	76	1832	61.07	2.144	11.741
Valid N (listwise)	30						

With a computed standard deviation of 7.084, the average experimental class posttest score of 80.13 is well demonstrated by the statistical analysis data in table 4.5. In the meantime, the control class's average posttest score was 61.07, with an 11.741 standard deviation.

a. **Normality Test**

IBM SPSS 24.0 have been applied , the Kalmogorov-Smirnov test was used to perform the normality test at a significance level of 5%. Table 4.6 below displays the findings of the Kalmogorov-Smirnov normalcy test study.

Table 4.6 Normality Test of Post-Test Data

	Class	Kolmogorov-Smirnov[a]		
		Statistic	Df	Sig.
Post-Test	Post-Test of Experimental Class	.187	30	.009
	Post-Test of Controlled Class	.134	30	.181

Table 4.6. The posttest data's Kolmogorov-Smirnov normality test findings are displayed below, with significance values of 0.009 and 0.53 for the experimental class and control class, respectively. Because the significant value of the experimental class post-test was less than the significance value of 0.05, data with a significance value of 0.009 was classified as not regularly distributed. In the meanwhile, because the control class post test data had a significance value of higher than 0.05, and a value of 0.181, it was determined to be regularly distributed data. For greater clarity, the pretest score data for the experimental class and control class are presented graphically in the form of a histogram and Q-Q plot.
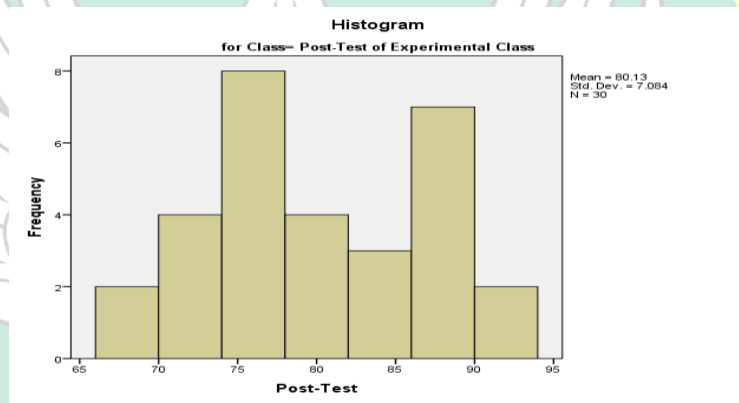
Figure 9. Histogram of Experimental Class Post-Test Score
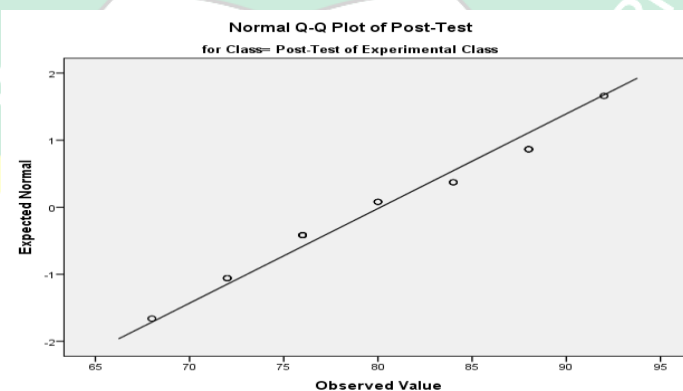
Figure 10. Plot of Experimental Class Post-Test Score

As demonstrated in Figure 10, the experimental class posttest data plot demonstrated that the majority of the plots were not in linear. It is rather evident that the pretest data for the experimental class had not a regular distribution. Next, using the data distribution in the control class shown in Figures 11 and 12 below, the researcher attempted to compare it.
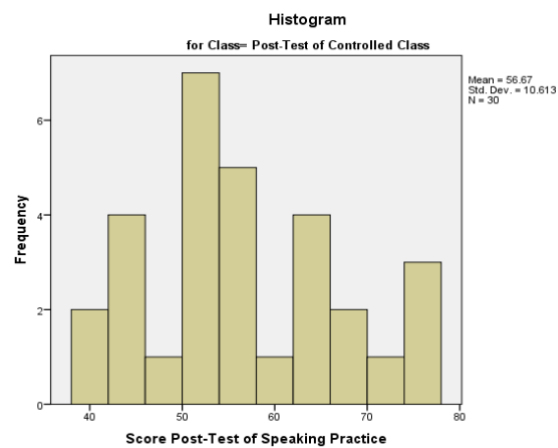
Figure 11. Histogram of Controlled Class Post-Test Score
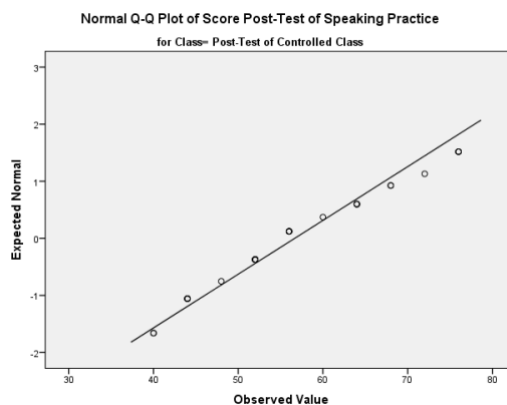
Figure 12. Plot of Controlled Class Post-Test Score

The plot depiction in Figure 12 above illustrates how the control class's post-test results are mostly represented by a straight line. It is possible to guarantee that the control class posttest data is normally distributed since a distribution plot of the control class data was acquired in the posttest.

b. Hypothesis Test

        The distinctions in the results of students' speaking abilities between the experimental class and the control class after receiving treatment can be tested using the T-test. However, because one of the sample data, namely the control class posttest data, was not normally distributed, the researchers agreed to use the Mann Whitney Test. This test was carried out to measure the abilities of students in the experimental class and control class after using the PJBL method in the experimental class. So that, the results of this analysis can determine the effectiveness of using the PJBL method on student speaking. IBM SPSS 24.0 was conducted with 0.05 of the significance of the level taken.

        The hypothesis which was employed as follows:

H_a: There is difference in students' speaking skills between the experimental and control classes after learning using the project-based learning method for the experimental class.

H_o: There is no difference in students' speaking skills between the experimental and control classes after learning using the project-based learning method for the experimental class.

        The criteria utilized are as follows:

1) If the value of (sig) < 0.05 then H_o is rejected.

2) If the value of (sig) ≥ 0.05 then H_o is accepted (Sujarweni, 2014).

        The results from Mann Whitney Testing on the students' posttest speaking results are presented in table 4.7 below.

Table 4.7 Mann Whitney Test of Post-Test Data

	Post-Test
Mann-Whitney U	73.500
Wilcoxon W	538.500
Z	-5.603
Asymp. Sig. (2-tailed)	.000

By carefully reviewing table 4.7, the results of the Mann Whitney test on the posttest data for the two research samples stated that Sig. (2-tailed) posttest data $0.000 < 0.05$. Thus, by determining the criteria in the Mann Whitney test results, it can be said that Ha is accepted and Ho is rejected. Therefore, it can be said that after learning there were differences in the posttest results of students' speaking skills in the experimental and control classes. Furthermore, considering the variations in students' speaking results in the experimental class after participating the lesson, it can be concluded that the project-based learning methodology had an impact, and it was effective on students' speaking abilities.

3. **Analyzing the Effectiveness of Project-Based Learning Methods on Students' Speaking Skills**

The Researcher tested the effect of project-based learning techniques on students' speaking abilities using N-Gain Data Analysis. The effectiveness of PJBL on speaking skills is evaluated using N-Gain, which compares the posttest and pretest scores of two study samples (the experimental class and the control class). IBM SPSS 24.0 was utilized by researchers to assist in the analysis of Gain statistical data during the gain test.

Below in table 4.8 is a descriptive statistical analysis regarding the differences in data or N-gain data between the experimental class and the control class.

Table 4.8 Statistic Descriptive of N Gain Data

	Class			Statistic	Std. Error
N Gain Percent	Experiment	Mean		56.1621	1.79707
		95% Confidence Interval for Mean	Lower Bound	52.4867	
			Upper Bound	59.8375	
		5% Trimmed Mean		55.8547	
		Median		53.5897	
		Variance		96.884	
		Std. Deviation		9.84294	
		Minimum		42.86	
		Maximum		75.00	
		Range		32.14	
		Interquartile Range		16.67	
		Skewness		.556	.427
		Kurtosis		-.966	.833
	Control	Mean		17.8444	2.62695
		95% Confidence Interval for Mean	Lower Bound	12.4716	
			Upper Bound	23.2171	
		5% Trimmed Mean		17.5479	
		Median		17.6923	
		Variance		207.026	
		Std. Deviation		14.38840	
		Minimum		-7.69	
		Maximum		50.00	
		Range		57.69	
		Interquartile Range		20.40	
		Skewness		.228	.427
		Kurtosis		-.182	.833

The N-gain test results in table 4.8 clearly showed that the average gain value for the experimental class with the Project Based Learning learning method is 56.162, with a maximum score achieved by students of 75.00% and a minimum score of 42.86%. Therefore, the gain criteria obtained by the experimental class show that the use of PJBL in student speaking is *Effective Enough*. Meanwhile, the average N Gain score in the control class showed 17.8444. with the maximum average score obtained by students being 50.00% and with a minimum average score of -7.69, conventional learning in the control class is included in the Ineffective category. The data in this case has been explained clearly in table 4.9.

Therefore, it follows that the use of the PJBL method is effective enough in learning English for students' speaking skills with the recount text material for eighth grade SMP N 2 Bojong Tegal. Meanwhile, the implementation of conventional teaching methods is ineffective for teaching speaking skills for 8th-grade students at SMPN 2 Bojong Tegal.

a. **Normality Test**

IBM SPSS 24.0 have been applied , the Kalmogorov-Smirnov test was used to perform the normality test at a significance level of 5%. Table 4.9 below displays the findings of the Kalmogorov-Smirnov normalcy test study.

Table 4.9 Test of Normality of N Gain Score

| | Class | Kolmogorov-Smirnov[a] | | |
		Statistic	Df	Sig.
N Gain	N Gain of Experimental Class	.201	30	.003
	N Gain of Controlled Class	.068	30	.200[*]

Table 4.9. The n gain data's Kolmogorov-Smirnov normality test findings are displayed below, with significance values of 0.003 and 0.200 for the experimental class and control class, respectively. Because the significant value of the experimental class post-test was less than the significance value of 0.05, data with a significance value of 0.003 was classified as not regularly distributed. In the meanwhile, because the control class post test data had a significance value of higher than 0.05 and a value of 0.200, it was determined to be regularly distributed data. For greater clarity, the n gain score data for the experimental class and control class are presented graphically in the form of a histogram and Q-Q plot be seen graphically in the form of a histogram in Figure below.
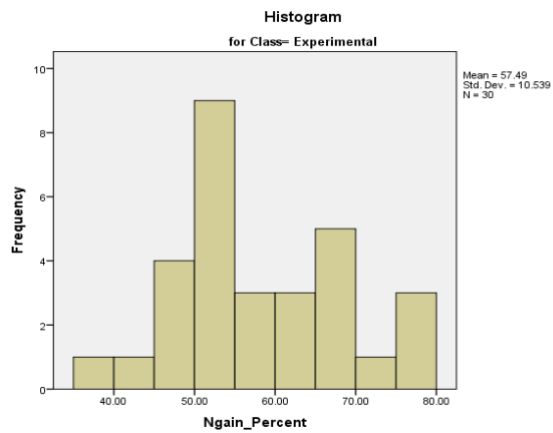
Figure 13. Histogram of Experimental Class N Gain Score
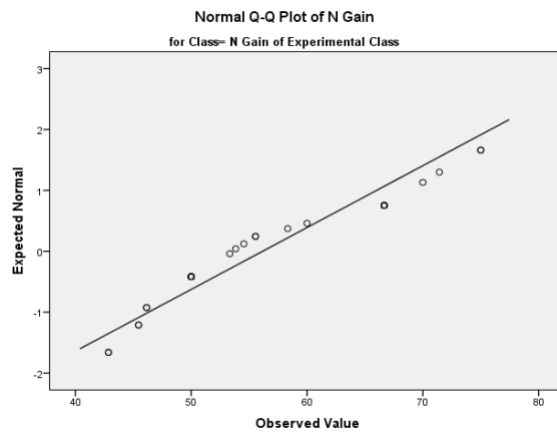
Figure 14. Plot of Experimental Class N Gain Score

As demonstrated in Figure 14, the experimental class n gain data plot demonstrated that the majority of the plots were not in linear. It is rather evident that the n gain data for the experimental class had not a regular distribution. Next, using the data distribution in the control class shown in Figures 15 and 16 below, the researcher attempted to compare it.
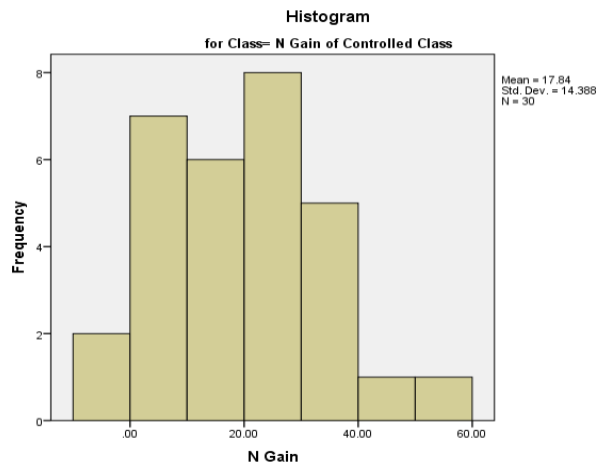
Figure 15. Histogram of Controlled Class N Gain Score
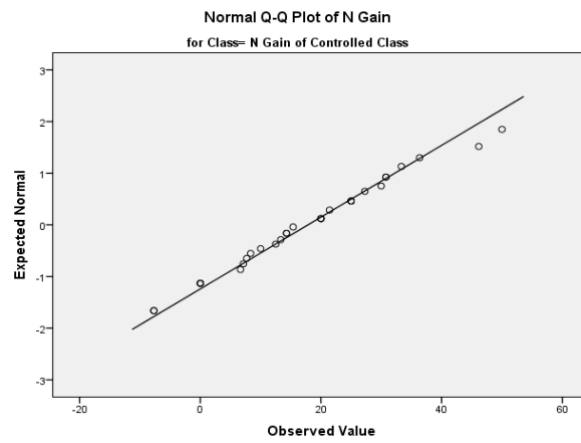
Figure 16. Plot of Controlled Class N Gain Score

The plot depiction in Figure 16 above illustrates how the control class's n gain results are mostly represented by a straight line. It is possible to guarantee that the control class posttest data is normally distributed since a distribution plot of the control class data was acquired in the n gain.

b. **Hypothesis Test**

The Researcher tested the effect of project-based learning techniques on students' speaking abilities by conducting T-test. However, because one of the sample data, namely the experimental class

n gain data, was not normally distributed, the researchers agreed to use the Mann Whitney Test. The effectiveness of PJBL on speaking skills is evaluated using N-Gain, which compares the posttest and pretest scores of two study samples (the experimental class and the control class). IBM SPSS 24.0 was utilized by researchers to assist in the analysis of Gain in Mann Whitney test.

The hypothesis which was employed is as follows:

H_a: Project-Based Learning is Effective towards students' speaking skill at Eighth grade of SMP N 2 Bojong Tegal.

H_0: Project-Based Learning is Not Effective towards students speaking skill at Eighth grade of SMP N 2 Bojong Tegal.

The criteria utilized are as follows:

1) If the value of (sig) < 0.05 then H_0 is rejected.

2) If the value of (sig) ≥ 0.05 then H_0 is accepted (Sujarweni, 2014).

Below in table 4.10 is a Mann Whitney test of N-gain data between the experimental class and the control class.

Table 4.10 Mann Whitney Test of N Gain Score

	N Gain
Mann-Whitney U	15.000
Wilcoxon W	480.000
Z	-6.446
Asymp. Sig. (2-tailed)	.000

By carefully reviewing table 4.10, the results of the Mann Whitney test on the n gain data for the two research samples stated that Sig. (2-tailed) n gain data $0.000 < 0.05$. Thus, by determining the criteria in the Mann Whitney test results, it can be said that Ha is accepted and Ho is rejected. So, based on the criteria of Mann Whitney test, H_a was accepted. Meanwhile, Ho was rejected. Therefore, it can be decided that Project-Based learning is **Effective** Towards Students' Speaking Skill at Eighth Grade of SMP N 2 Bojong Tegal.

4. Treatment

This research is constrained primarily by the limited time allocated for its execution. Specifically, this research was conducted in five meetings which devided from four meetings during English learning hours and one meeting during substitute learning. The treatment was carried out three times after carrying out the pretest and before carrying out the posttest. The total of meetings used was five meetings with the details as followes.

a. First Meeting

The initial meeting took place on May 27, 2024. Because the pretest used was speaking practice, the first meeting was mostly used for speaking practice. In this case, the pretest is utilized to assess students' initial speaking skills before learning using project-based learning is carried out.

b. Second Meeting

May 28, 2024 was the second meeting. At this second meeting the researcher introduced the topic or lesson that would be held "Celebrating Independence Day". The theme is taken from the English for Nusantara student book. The research begins the lesson by explaining learning-goals to be achieved, namely "students at the end of the lesson can tell about their memorable experiences orally". The researcher used various trigger questions to direct them to learning that comes from students' experiences regarding the Celebration of Independence Day. Students are then divided into 4 groups. The research distributed student a recount text. Then, researcher appointed one of the student (Amanda) for reading the text about the experience of someone participating in the Independence Day celebration, and this was continued by other students. From the text that has been read, the researcher explains the definition of Recount Text, its structure, and its language focus attempted in the recount text material. After that, each group was

distributed a different recount text with the same theme. Students were requested to analyze the language focus attepted in that recount text. To ensure their understanding of the structure of Recount Text, the researcher asked each student in each group to:

1) Decide a memorable experience that student want to tell.

2) Make an orientation sentence or introduction (Orientation) to the story that is owned and written in the student's book.

3) Create story lines (Stages) from students' experiences and write them in points.
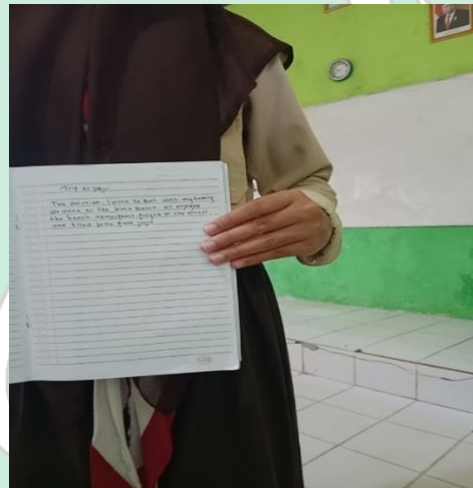
Figure 17. Deciding Topic and Creating Reorientation of The Recount Text

4) Make a closing sentence (Reorientation) that relates to students' feelings about their experience.

At the second meeting, students only completed 2 stages, namely being able to choose an experience topic and create an orientation sentence regarding their memorable experience.

c. Third Meeting

On May 31, 2024. Was the third meeting, students were reuested to continue the learning that had been carried out on May 27 2024.
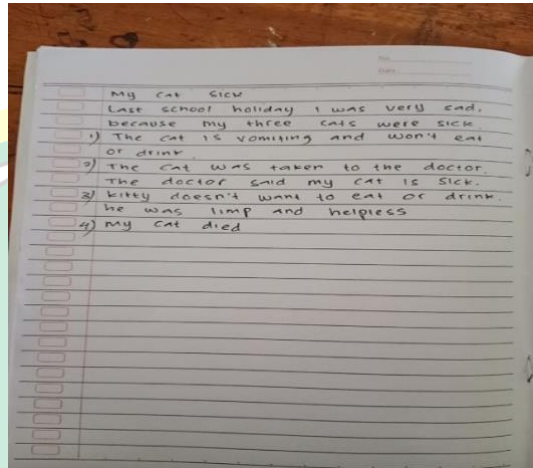
Figure 18. Telling Events of The Recount Text in Points

At the third meeting, students created a flow and reorientation of their experiences and wrote them down in a book. They work in small groups as a means of exchanging ideas with each other.

d. The Fourth Meeting

June 10, 2024 was the 4th meeting. in this meeting, students completed a project to create a memorable experience in the form of a good recount text. Researchers provide opportunities for students to consult on their projects after work is completed to obtain feedback before presentation.
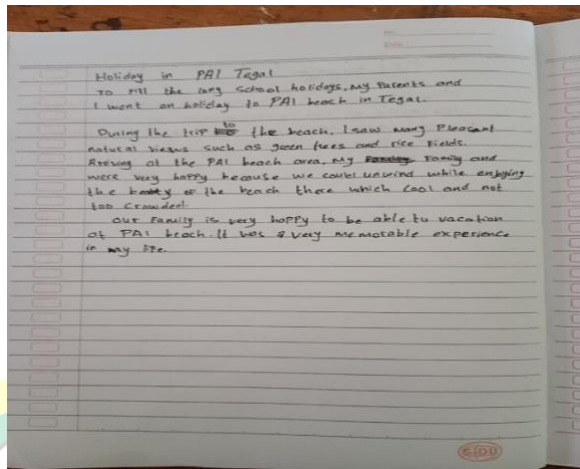
Figure 19. Finishing The Project of Making Recount Text

Upon finishing their project, students are required to present their project findings in front of the class.

Figure 20. Presenting the Project

e. The Fifth Meeting

June 11, 2024 was the fifth meeting. To fulfill the posttest requirements, at this meeting students presented their projects in front of the class. This research records each student's in presenting their project. For the last in learning recount text, the researcher

provided conclusions regarding the learning that has been carried out.

B. Discussion

Through analysis of research data, statistical test results have been obtained in the form of findings that can answer the research questions. The test results are explained in the following discussion. Learning methods and students' speaking abilities are the main factors observed in this research. So, this research aimed to find out whether learning English using the PJBL method is effective for students' speaking abilities. To determine the effectiveness of the PJBL method, pretest data is needed to measure students' initial speaking abilities, posttest data to measure the extent of students' speaking abilities after learning using the PJBL method, and finally the gain resulting from student differences. Pretest and posttest data are used to determine the effectiveness of PJBL on students' speaking skills. From the data obtained by researchers in the form of student speaking results in the pretest-posttest and gain, the mean, median, standard deviation and other information needed by researchers in descriptive statistical analysis can be determined. General information from the results of descriptive statistical analysis is the researcher's first step before proceeding to the next research stage.

Gain was utilized, as was discussed in chapter 3, to determine the effect of the PJBL-based learning model on students' speaking abilities. The distinction between the posttest score and the final pretest score yields gain. However, data analysis was done on the pretest scores of the two sample groups before the researcher examined the gain values. Furthermore, in analysis data of hypothesis test was calculated with the formula of Mann Whitney U Test since the data was not normally distributed. Before offering treatment, researcher evaluated students' speaking skills using pretest analysis. Although the descriptive statistical analysis revealed that the average experimental pretest score is higher than the control group's, the pretest data analysis indicated that there was no apparent distinction in the

starting speaking abilities of the students between the experimental group and the control group.

For students' initial capabilities of two sample classes being homogeneous, the research was carried out according to previously established procedures. The learning was carried out in five meetings with recount text material. two meetings to carry out the pretest and post test and three meetings for learning using PJBL for the experimental class. The three meetings were held based on learning steps using PJBL starting from "Selecting a project topic, engaging in pre-communicative activities, posing critical questions, planning the project, establishing a project timeline, completing the project, assessing the project outcome, and evaluating the projects" (Hamidah, 2020).

Regarded the results of observations that have been made at each meeting, at the beginning of learning, students seemed still stiff and unfamiliar, class conditioning was still lacking because students had not yet adapted to the learning methods implemented, and very passive in using English to communicate. There are many factors that underlie students' reluctance to speak English due to their fear of making errors, embarrassed, and feeling inappropriate. So that, at the first meeting the learning did not run optimally. However, in the next lesson, there was an increase in student activity. in the second lesson students began to be grouped based on academic ability and were heterogeneous. Students are starting to get used to the learning methods used and carrying out other learning stages well. Students are starting to understand what they have to achieve in the process of learning this time. Learning then was in groups because group learning indirectly creates students who are more independent and more active in expressing their opinions and responding to ideas from their group friends. According to Johnson & Johnson (1998) Students gain vital interpersonal and social skills via group work, including communication, cooperation, and dispute resolution, which are useful outside of the classroom (Johnson,

Johnson, & Holubec, 1998). So the researcher intended to hone students' speaking skills starting from the habit of speaking in small groups first.

Throughout the learning process, it was evident that the most dominant activities of researcher was observing student activities during the learning process, guiding students if there are things that students do not understand and cannot be resolved as a group, motivating students, and delivering important material both at the beginning and end of process of learning. From the implementation of the learning carried out by the researcher, it can be said that the teacher in learning using the PJBL method acts as a facilitator, in this case the researcher or teacher guided students when only necessary. This learning prioritizes students to learn independently and actively through discussions in small groups, assignments with given projects, and so on (Barr & Tagg, 1995). However, at certain times, researchers must guide students who experience difficulties in following the lesson.

Furthermore, after the pretest and posttest data for the two samples were obtained and analyzed, the research step taken was to analyze the gain to find out how effective the PJBL method was on students' speaking skills. The results in table 4.9 have been obtained. Based on table 4.9 regarding descriptive analysis of gain data, it is known that the average gain score for the experimental class is statistically better, namely 56.16 compared to the average gain score for the control class with a total of 17.84. In line with the researcher's statement in this study, Puangpunsi (2021), stated that the vast majority of research participants stated that using PJBL to teach learners increased their degree of responsibility for learning, allowed them to learn on their own, and made sure they understood every learning objective. Students' abilities to communicate, cooperate and work as a team, be flexible, and adapt are also strengthened. (Puangpunsi, 2021). Based on this statement, students' speaking skills in Puangpunsi's research can also improve after learning using the PJBL method.

The Sentire description above, shows that in general learning using the PJBL was effective on students' speaking skills. different from the control class. As stated by Yaman (2014) "PJBL is an effective way for learners to get better at speaking. Very clear descriptive statistics have demonstrated significant disparities in learners' speaking ability" (Yaman, 2014). By the use of Hake (1999) decision-making efficiency scale, which may be utilized as a reference to decide the level at which the PJBL approach has a positive effect on students' speaking abilities, may be demonstrated and observed in actual and statistical terms in Table 4.9 about the N-Gain findings analysis. The average gain value for the experimental class, which is 56.16, or 56%, makes it evident that PJBL has an effective enough on students' speaking skills
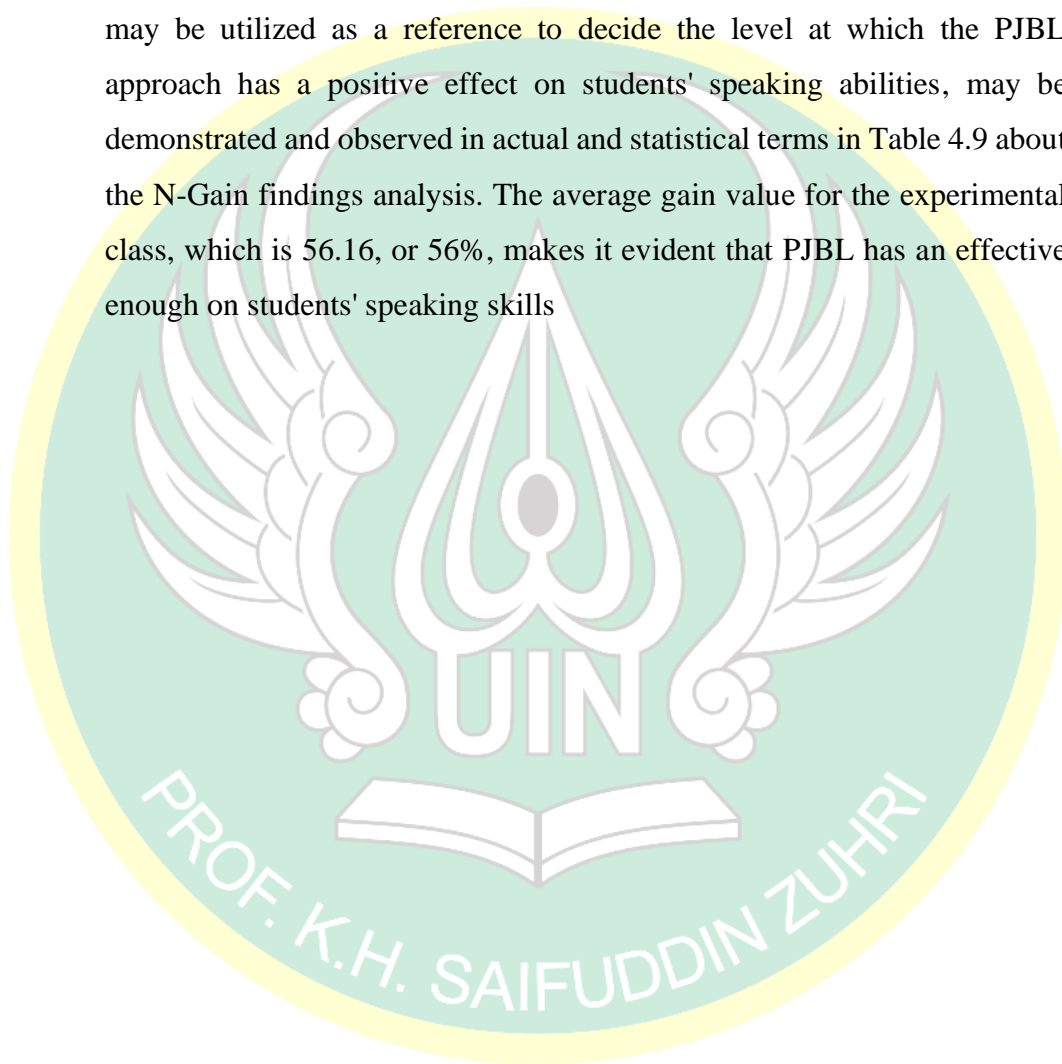
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter covered the research's findings and recommendations. The data will be finished in this chapter, along with research recommendations.

A. Conclusion

Taking into account the problem's background, the research objectives, the results analysis, and several discussions from the previous chapter, this study concludes that students who use project-based learning methods differ from those who use conventional learning in terms of their speaking abilities. It is concluded that PJBL is effective enough in on students' speaking abilities based on the statistically demonstrated difference in speaking ability. Numerous verifiable statistical data analyses back up this assertion.

The analysis data of hypothesis test was calculated with the formula of Mann Whitney U Test since the data was not normally distributed. The result of Mann Whitney test on the n gain data for the two research samples stated that sig. (2-tailed) n gain data was $0.000 < 0.05$. This indicated that the hypothesis was accepted based on Mann Whitney criteria. Therefore, it can be decided that Project-Based Learning is effective towards students' speaking skill at eighth grade of SMP N 2 Bojong Tegal. Furthermore, the examination of n gain data between the two classes has revealed the effects of the project-based learning approach on students' speaking abilities. Each data processing outcome has been thoroughly and rationally explained using descriptive statistical analysis. The average increase value for the experimental class is 56.16%, which indicates that the data acquired is quite different from one another. The experimental class's average value ranged from 42.86% to 75.00%, with a maximum of that percentage attained. In contrast, the control class saw an average gain value of 17.44%. Still, the control class's lowest and greatest percentages were -7.69% and 50.00%, correspondingly. designed to assess the PJBL method's efficacy using the

Hake scale criteria. Thus, the experimental class falls into the "effective enough" category with an average gain value of 56.16. Conversely, the typical learning-based control class, which had an average gain value of 17.44, was deemed "ineffective" category. This assertion is supported by collected statistical data.

Hence, it can be concluded that the use of the Project Based Learning method is effective enough in learning English for students' speaking skills with the recount text material for eighth grade SMP N 2 Bojong Tegal. Meanwhile, the use of conventional learning methods is not effective for learning speaking in class 8 with recount text material for students in eighth grade of SMP N 2 Bojong Tegal.

B. Limitations of The Study

It has been explained previously that this research has limitations in terms of time for carrying out the research. The treatment was only carried out in 3 meetings, and in accordance with the procedures established by the research site. Time limitations can result in less than optimal treatment. This is based, among other things, on several factors: Students are not used to studying in groups, students are not used to the PJBL method applied in learning, and students are passive in practicing speaking English. That is why the time given is very limited in optimizing research.

Another limitation is regarding speaking activities with presentations which were unfamiliar activities for students. This has the impact that the data obtained tended to have extreme data or values, and produced data that was not normally distributed. So, in analysing the hypothesis test, Mann Whitney test used as a substituted for Independent Sample T-test.

C. Suggestion

In light of the aforementioned observations, the researcher would like to make the following numerous recommendations:

1. For teachers

Teachers must choose project-based learning methods in teaching because this method is appropriate for use with materials related to projects. In teaching, teachers need to improve their teaching methods. A good teacher is a teacher who can guide his students to achieve learning goals well. learning objectives that refer to 21st century learning, where students need to be proficient in a variety of areas, including creativity, technology literacy, critical thinking, teamwork, and contextual learning. One technique that may be used to actualize pre-existing talents is project-based learning.

2. For school

School may use the project-based learning approach for both general academic and English language study. PJBL is a teaching approach that helps students acquire the competencies needed for learning in the twenty-first century. Through personal study and group projects, this approach encourages students to become more self-assured while speaking English and helps them become more focused in their studies, in order for students to actively participate in memorable learning.

3. For future researchers

Taking into account the limitations of this study, it is suggested that future researchers increase methodological integration in similar areas or use this study as a guide for future research on project-based learning strategies for speaking abilities in a variety of teaching fields.

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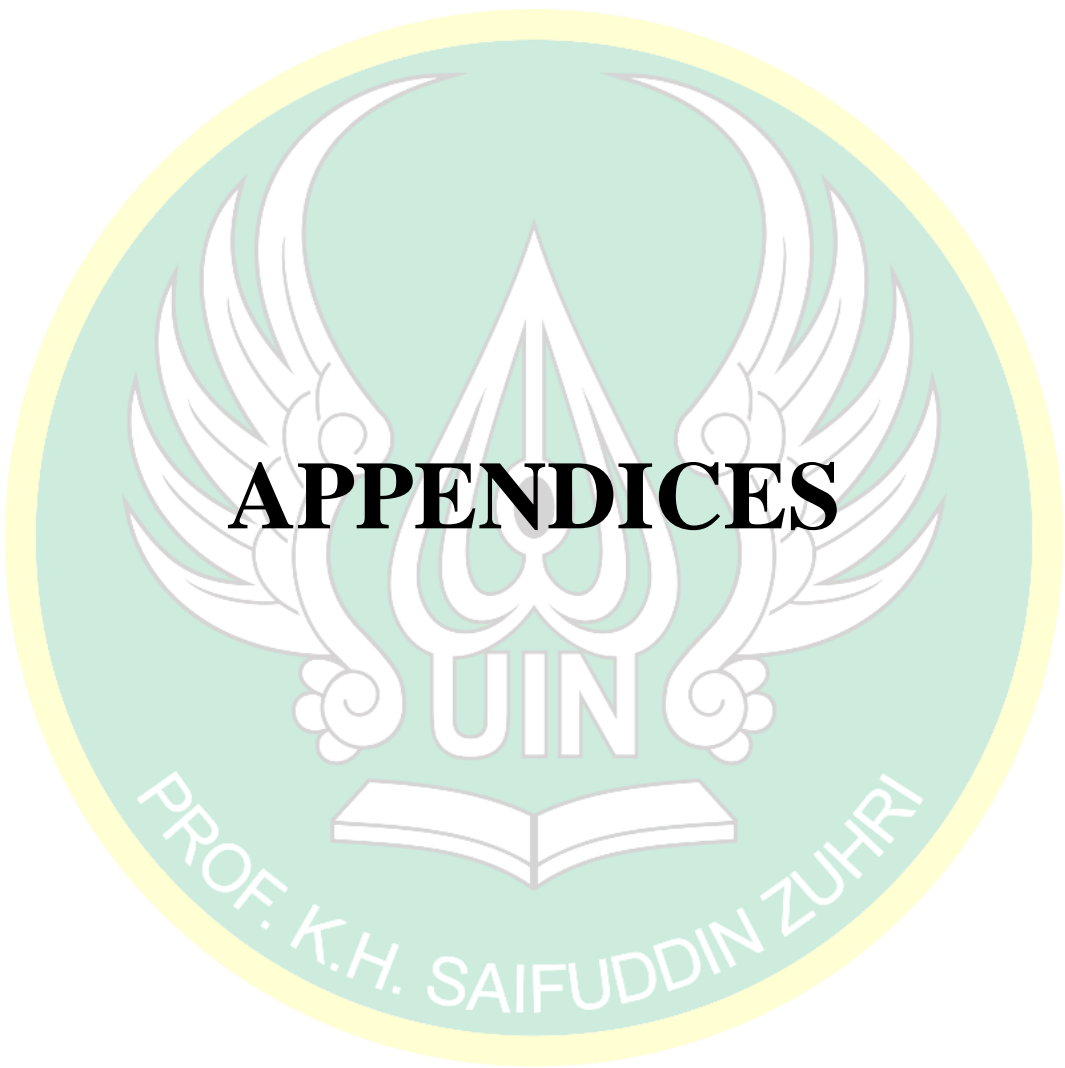
APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor	: B.m.2054/Un.19/D.FTIK/PP.05.3/05/2024	06 Mei 2024
Lamp.	: -	
Hal	: **Permohonan Ijin Riset Individu**	

Kepada
Yth. Kepala SMPN 2 BOJONG
Kec. Bojong
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama	: Sukma Laelatul Hida
2. NIM	: 2017404143
3. Semester	: 8 (Delapan)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Alamat	: Jl. Sangkanayu, Desa Sangkanayu, Kecamatan Bojong, Kabupaten Tegal
6. Judul	: The Effectiveness of Integrated Problem Based Learning and Predict-Observe-Explain (PBL-POE) Strategy Towards Students' Speaking Skill at Eight Grade of SMP N2 Bojong Tegal

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek	: Siswa Kelas 8 SMP N2 Bojong
2. Tempat / Lokasi	: SMP N2 Bojong
3. Tanggal Riset	: 07-05-2024 s/d 07-07-2024
4. Metode Penelitian	: Quantitative Research

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Tembusan :

1. Guru Bahasa Inggris

PEMERINTAH KABUPATEN TEGAL
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 BOJONG
Alamat : Desa Danasari Kecamatan Bojong Kabupaten Tegal Kode Pos 52465

Nomor	: 000.9.2 / 215.a / 2024	8 Mei 2024
Lampiran	: -	
Hal	: Pemberian Izin Riset Individu	

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri

di Purwokerto

Berdasarkan surat dari Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto nomor : B.m.2054/ Un.19/D.FTIK/PP.05.3/ 05/2024 tertanggal 6 Mei 2024 tentang Permohonan izin riset individu untuk mahasiswa :

Nama	: Sukma Laelatul Hida
NIM	: 2017404143
Semester	: 8 (Delapan)
Jurusan / Prodi	: Tadris Bahasa Inggris
Tahun akademik	: 2023/2024

maka dengan ini kami memberikan izin kepada mahasiswa tersebut di atas untuk melaksanakan riset individu dalam rangka pengumpulan data guna penyusunan skripsi dengan judul **"The Effectiveness of Project-Based Learning Towards Students' Speaking Skill at Eight Grade of SMP N 2 Bojong Tegal"**.

Demikianlah surat izin ini diberikan untuk dipergunakan sebagaimana mestinya.

Kepala Sekolah

Drs. Moh. Taufiq Hidayat, M.M.Pd.
NIP. 19670216 199512 1 003

PEMERINTAH KABUPATEN TEGAL
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 BOJONG

Alamat : Jln. Karangjambu Desa Danasari Kecamatan Bojong Kabupaten Tegal Kode Pos 52465 Telp

SURAT KETERANGAN
Nomor : 400.3.11 / 285 / 2024

Yang bertanda tangan di bawah ini

N a m a	:	Drs. MOH. TAUFIQ HIDAYAT, M.M.Pd
N I P	:	19670216 199512 1 003
Pangkat,Gol/Ruang	:	Pembina, IV/a
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMP Negeri 2 Bojong

Menerangkan dengan sesungguhnya bahwa mahasiswa yang beridentitas:

N a m a	:	SUKMA LAELATUL HIDA
NIM	:	2017404143
Jurusan / Prodi	:	Tadris Bahasa Inggris

Telah selesai melakukan penelitian dan pengambilan data penelitian di SMP Negeri 2 Bojong pada kelas 8 terhitung mulai 7 Mei 2024 s/d 15 Juni 2024 dalam rangka penyusunan skripsi yang berjudul "The Effectiveness of Project-Based Learning Towards Students' Speaking Skill at Eight Grade of SMP N 2 Bojong Tegal".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat digunakan sebagaimana mestinya.

Bojong, 15 Juni 2024
Kepala Sekolah

Drs. Moh. Taufiq Hidayat, M.M.Pd.
NIP. 19670216 199512 1 003

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Appendix IV Instrument of Validity Sheet

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Jendral A. Yani, No. 40A Purwokerto 53126

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Windhariyati Dyah Kusumawanti, M. A., M. Pd

Jabatan   : Dosen

Instansi   : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati intrumen penelitian berupa soal test yang akan digunakan untuk penelitian berjudul **"The Effectivenness of Project-Based Learning Towards Students' Speaking Skill at Eighth Grade of SMP N2 Bojong Tegal"** yang dibuat oleh:

Nama   : Sukma Laelatul Hida

NIM   : 2017404143

Prodi   : Tadris Bahasa Inggris

Fakultas   : Tarbiyyah dan Ilmu Keguruan

Dengan ini menyatakan instrument tersebut,

☐ Layak digunakan

☑ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Catatan (bila perlu)

....

....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 19 Juni 2024

Validator

Windhariyati Dyah
Kusumawanti, M. A., M. Pd

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Pre Test

Name :

Class :

Petunjuk :

1. **Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.**
2. **Bacalah petunjuk soal dengan seksama sebelum menjawab.**
3. **Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.**
4. **Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.**
5. **Diperbolehkan membuka kamus.**

Please read carefully the instruction.

The Pre-test in this speaking test is a project to do a performance telling. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. School Holiday
   b. Getting Sick
   c. Celebrating Eid Al-Fitr
   d. Going To Market
   e. Experiencing of Participating in an event
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Please note that your speaking test will be recorded.
7. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

Table 1. Rubrik Penilaian Speaking (Brown, 2004)

No	Kriteria	Nilai	Deskripsi Nilai
1	Pronunciation (Pengucapan)	5	Pengucapannya jelas dan cukup dimengerti oleh siswa.
		4	Ada beberapa kendala pengucapan, namun masih cukup dimengerti.
		3	Ada masalah pengucapan yang membutuhkan kejelian dalam mendengarkan dan terkadang menimbulkan kesalahpahaman.
		2	Sulit dimengerti karena masalah pengucapan, sehingga membutuhkan pengulangan.
		1	Masalah pengucapan sangat parah sehingga membuat ucapan menjadi tidak dapat dipahami.
2	Grammar (Tata Bahasa)	5	Kesalahan dalam tata bahasa cukup jarang terjadi.
		4	Terdapat sedikit kesalahan tata bahasa namun masih dapat dipahami.
		3	Sering membuat kesalahan tata bahasa. Susunan katanya sesekali mengandung makna yang tidak jelas.
		2	Kesalahan tata bahasa dan urutan kata membuat pemahaman menjadi sulit. Harus sering menyusun ulang kalimat atau membatasi penyusunannya pada pola dasar.
		1	Kesalahan dalam tata bahasa dan susunan kata sangat parah sehingga membuat ucapan hampir tidak dapat dipahami.
3	Vocabulary (Kosakata)	5	Hampir seluruh kosakata yang digunakan berada dalam penggunaan yang benar.
		4	Sering menggunakan istilah-istilah yang tidak tepat, namun masih dapat dimengerti.
		3	Sering menggunakan kata yang salah. Pengucapan menjadi terbatas karena kosakata yang tidak memadai.
		2	Penyalahgunaan kata-kata dan kosa kata yang sangat terbatas, membuat pemahaman menjadi sulit.
		1	Keterbatasan kosakata sangat ekstrim sehingga tidak dapat melakukan percakapan.
4	Fluency (Kelancaran)	5	Mampu menggunakan bahasa dengan lancar, jarang skip dan berada pada kecepatan berbicara normal.
		4	Kecepatan dalam berbicara tampaknya sedikit dipengaruhi oleh masalah bahasa.
		3	Kecepatan dan kelancaran sangat dipengaruhi oleh masalah bahasa.
		2	Ragu-ragu dan sering kali terpaksa diam karena keterbatasan bahasa.
		1	Ucapan terbata-bata dan terputus-putus sehingga hampir mustahil melakukan percakapan.
5	Comprehension (Pemahaman)	5	Memahami sebagian besar dari apa yang dikatakan dengan kecepatan rata rata.
		4	Memahami apa yang dikatakan dengan kecepatan rata rata, meskipun sesekali memerlukan pengulangan.
		3	Memahami apa yang dikatakan dengan kecepatan lebih lambat. Mengalami kesulitan besar dalam mengikuti apa yang dikatakan.
		2	Hanya dapat menggunakan bahasa pergaulan, pengucapan perlahan-lahan dan diulang ulang.
		1	Tidak dapat dikatakan memahami percakapan bahasa Inggris yang sederhana sekalipun.

Total nilai = nilai yang diperoleh/nilai maksimal * 100%

= 25/25 * 100% = 100

Table 2. Lembar Penilaian Pre- Test

No	Name	Kriteria					Nilai yang Diperoleh	Total Nilai
		Pronunciation	Grmmar	Vocabulary	Fluency	Comprehension		
1								
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28								
29								
30								

Total nilai = nilai yang diperoleh/nilai maksimal * 100%

= 25/25 * 100% = 100

Post Test

Name :

Class :

Petunjuk :

1. **Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.**
2. **Bacalah petunjuk soal dengan seksama sebelum menjawab.**
3. **Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.**
4. **Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.**
5. **Diperbolehkan membuka kamus.**

Please read carefully the instruction.

The post-test in this speaking test is a project to do a performance telling. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. Experiencing in Meeting a New Friend.
   b. School Trip.
   c. Helping People or Friends.
   d. Experiencing of Entering New School.
   e. Doing The Exam.
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Please note that your speaking test will be recorded.
7. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

Table 1. Rubrik Penilaian Speaking (Brown, 2004)

No	Kriteria	Nilai	Deskripsi Nilai
1	Pronunciation (Pengucapan)	5	Pengucapannya jelas dan cukup dimengerti oleh siswa.
		4	Ada beberapa kendala pengucapan, namun masih cukup dimengerti.
		3	Ada masalah pengucapan yang membutuhkan kejelian dalam mendengarkan dan terkadang menimbulkan kesalahpahaman.
		2	Sulit dimengerti karena masalah pengucapan, sehingga membutuhkan pengulangan.
		1	Masalah pengucapan sangat parah sehingga membuat ucapan menjadi tidak dapat dipahami.
2	Grammar (Tata Bahasa)	5	Kesalahan dalam tata bahasa cukup jarang terjadi.
		4	Terdapat sedikit kesalahan tata bahasa namun masih dapat dipahami.
		3	Sering membuat kesalahan tata bahasa. Susunan katanya sesekali mengandung makna yang tidak jelas.
		2	Kesalahan tata bahasa dan urutan kata membuat pemahaman menjadi sulit. Harus sering menyusun ulang kalimat atau membatasi penyusunannya pada pola dasar.
		1	Kesalahan dalam tata bahasa dan susunan kata sangat parah sehingga membuat ucapan hampir tidak dapat dipahami.
3	Vocabulary (Kosakata)	5	Hampir seluruh kosakata yang digunakan berada dalam penggunaan yang benar.
		4	Sering menggunakan istilah-istilah yang tidak tepat, namun masih dapat dimengerti.
		3	Sering menggunakan kata yang salah. Pengucapan menjadi terbatas karena kosakata yang tidak memadai.
		2	Penyalahgunaan kata-kata dan kosa kata yang sangat terbatas, membuat pemahaman menjadi sulit.
		1	Keterbatasan kosakata sangat ekstrim sehingga tidak dapat melakukan percakapan.
4	Fluency (Kelancaran)	5	Mampu menggunakan bahasa dengan lancar, jarang skip dan berada pada kecepatan berbicara normal.
		4	Kecepatan dalam berbicara tampaknya sedikit dipengaruhi oleh masalah bahasa.
		3	Kecepatan dan kelancaran sangat dipengaruhi oleh masalah bahasa.
		2	Ragu-ragu dan sering kali terpaksa diam karena keterbatasan bahasa.
		1	Ucapan terbata-bata dan terputus-putus sehingga hampir mustahil melakukan percakapan.
5	Comprehension (Pemahaman)	5	Memahami sebagian besar dari apa yang dikatakan dengan kecepatan rata rata.
		4	Memahami apa yang dikatakan dengan kecepatan rata rata, meskipun sesekali memerlukan pengulangan.
		3	Memahami apa yang dikatakan dengan kecepatan lebih lambat. Mengalami kesulitan besar dalam mengikuti apa yang dikatakan.
		2	Hanya dapat menggunakan bahasa pergaulan, pengucapan perlahan-lahan dan diulang ulang.
		1	Tidak dapat dikatakan memahami percakapan bahasa Inggris yang sederhana sekalipun.

Total nilai = nilai yang diperoleh/nilai maksimal * 100%

= 25/25 * 100% = 100

Table 2. Lembar Penilaian Pre- Test

No	Name	Kriteria					Nilai yang Diperoleh	Total Nilai
		Pronunciation	Grmmar	Vocabulary	Fluency	Comprehension		
1								
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34								
35								

Total nilai = **nilai yang diperoleh/nilai maksimal * 100%**

= **25/25 * 100%** = **100**

MODUL AJAR BAHASA INGGRIS

FASE D KELAS VIII

(Experimental Class)

INFORMASI UMUM	
Nama Penyusun	Sukma Laelatul Hida
Nama Institusi	UPTD SMP N 02 Bojong
Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
Tahun Pelajaran	2023/2024
Kelas	VIII
Fase	D
Target Peserta Didik	Reguler
Topic	Celebrating Independence Day
Sarana dan Prasarana	Handphone, Board Marker, Papan Tulis, Printed Media,
Pendekatan, Model, dan Metode Pembelajaran	- TPACK - Project Based Learning (PJBL) - Diskusi, Penugasan, Tanya Jawab, dan Presentasi
Sumber Belajar	Buku Siswa - English for Nusantara Kelas VIII Internet:
Profil Pelajar Pancasila	- Beriman dan Bertaqwa Kepada Tuhan yang Maha Esa - Berkebhinekaan Global - Bergotong Royong - Bernalar Kritis - Kreatif
Alokasi Waktu	6 x 40 menit (3 Pertemuan)
KOMPONEN INTI	
Capaian Pembelajaran	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan

	dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
Elemen Capaian Pembelajaran	**Menyimak – Berbicara** Pada akhir Fase C, peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar, seperti membuat pertanyaan sederhana, meminta klarifikasi dan meminta izin. Mereka menggunakan beberapa strategi untuk mengidentifikasi informasi penting/inti dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.
Tujuan Pembelajaran	1. Peserta didik mampu mengidentifikasi kosakata/istilah dalam permainan perlombaan perayaan hari kemerdekaan 2. Peserta didik mampu mengidentifiksi kalimat yang memuat pengalaman partisipasi pada perayaan hari kemerdekaan dalam bentuk dialog melalui buku siswa *English for Nusantara* 3. Peserta didik mampu mengidentifikasi dan memahami bentuk kata kerja yang digunakan untuk menceritakan pengalaman partisipasi pada perayaan hari kemerdekaan 4. Peserta didik mampu mengidentifikasi urutan sebuah peristiwa yang berhubungan dengan pengalaman partisipasi pada perayaan hari kemerdekaan 5. Peserta didik mampu mengidentifikasi their personal experience in participating Independence day 6. Peserta didik mampu menggunakan kalimat yang memuat pengalaman partisipasi pada perayaan hari kemerdekaan untuk berkomunikasi dalam bentuk lisan dan tulisan.
Pemahaman Bermakna	Manfaat yang akan di peroleh peserta didik setelah mengikuti pembelajaran ini adalah peserta didik dapat memahami cara mengungkapkan/menceritakan pengalaman berkesannya dalam berpartisipasi mengkuti perayaan hari kemerdekaan dan mencoba mengaplikasikannya dalam kehidupan sehari- hari. Hal ini sangat penting saat diterapkan untuk berkomunikasi khususnya dalam mengungkapkan kosakata baru permainan traditional perayaan hari kemerdekaan
Kompetensi Awal	Pengalaman dan pemahaman peserta didik terhadap partisipasi mereka pada perayaan hari kemerdekaan

Pertanyaan Pemantik	- "What is the name of the game?"
	- "When do the games happen?"
	- "Have you ever played the games in the pictures?"
	- "Could you tell us about it/your experience participate in the game?"
	- "What do you think about that game?"
	- "Did you find it is fun/interesting?"

KEGIATAN PEMBELAJARAN		
Kegiatan	**Prosedur**	**Alokasi Waktu**
Pendahuluan	**Orientasi** - Guru membuka dengan salam pembuka, menyapa peserta didik dengan menanyakan kabar mereka, berdoa, dan memeriksa kehadiran serta kerapihan berpakaian peserta didik. - Guru membuat komitmen belajar dengan peserta didik sebagai kesepakatan untuk membangun kultur belajar yang kondusif dan kolaboratif. **Apersepsi** - Peserta didik menjawab pertanyaan dari guru mengenai materi yang telah dipelajari di pertemuan sebelumnya. - Peserta didik menyimak dan menjawab pertanyaan dari guru dalam upaya mengetahui kompetensi awal mereka. - Peserta didik menjawab pertanyaan pemantik yang diberikan terkait. - dengan materi yang akan diajarkan. **Motivasi** - Guru menyampaikan tujuan pembelajaran yang akan dicapai dan pemahaman bermakna yang bisa diperoleh peserta didik.	**15 menit**
	STAGE 1: PLANNING (1st Meeting) **Syntax 1: Coosing Project Topic** - Guru membagikan teks kepada siswa berkaitan dengan pengalaman seseorang berpartisipasi dalam permainan yang dilaksanakan pada perayaan hari kemerdekaan (Diambil dari students'book *English for Nusantara*) - Peserta didik mengamati teks. - Guru menggunakan pertanyaan pemantik guna	

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menggali pemahaman siswa terkait teks yang dibagikan
- Peserta didik saling berbagi ide mengenai pemahaman dan pengalaman pada perayaan hari kemerdekaan or *Celebrating Independence Day*

Syntax 2: Pre-Communicative Activities
- Peserta didik dibagi kedalam beberapa kelompok.
- Guru membagikan sebuah teks recount kepada masing-masing kelompok.
- Guru menunjuk beberapa siswa untuk membacakan teks tentang personal experience pada perayaan hari kemerdekaan yang telah dibagikan yang terdapat di dalam buku *English for Nusantara.*
- Guru dan peserta didik yang lain mengamati dan memahami teks yang dibacakan.
- Guru menjelaskan materi yang berkaitan.
- Guru mengajukan beberapa pertanyaan untuk mengarahkan siswa pada pemahaman mereka akan teks conversation tersebut.
- Guru menjelaskan mengenai definisi recount text, struktur text (Orientation-Events-Reorientation), dan language features yang digunakan dalam teks recount (past verb, regular verb & irregular verb, time connectives)
- Guru meminta siswa menganalisis struktur dan language features yang digunakan untuk menceritakan some personal experience in celebrating Independence day dari teks yang telah dibacakan di buku *English for Nusantara*
- Setiap kelompok menyampaikan hasil analisis.
- Guru dan peserta didik yang lain memperhatikan dan menanggapi setiap jawaban dari masing-masing kelompok.

Syntax 3: Asking Essential Questions
- Guru menggunakan beberapa pertanyan untuk mengarahkan peserta didik pada *project* yang akan dibuat.
    1. Do you have some memorable experiences?
    2. What kind of experiences did you have?
    3. When did it happen?
    4. Could you tell you friends about your experience ?
    5. What did you feel in that situation?

Inti		210 menit

Syntax 4: Designing Project Plan
- Guru meminta peserta didik membuat teks recount tentang pengalam berkesan yang siswa miliki.
- Guru meminta peserta didik membuat teks recout berdasarkan struktur teks recount yang telah dipelajari (Orientation – Events – Reorientation).

2nd Meeting
Syntax 5: Create Project Timeline
- Guru dan siswa secara bersama-sama menyepakati waktu pengerjaan *project* peserta didik dalam membuat teks recount tentang pengalaman berkesan siswa.
    1. Deciding the topic (memorable experiences) = 1st Meeting
    2. Making an orientation of the recount text =1st Meeting
    3. Making stages of the recount text = 2nd Meeting
    4. Making reorientation of the recount text = 2nd Meeting
    5. Finishing the project =2nd Meeting
    6. Presenting the result or project =3rd Meeting

STAGE 2 IMPLEMENTATION
Syntax 6: Finnishing The Project
- Guru meminta peserta didik menyelesaikan project membuat recount text tentang pengalaman berkesannya.
- Guru membantu peserta didik dalam mengecek keselarasan struktur teks dengan pengalam yang dimilikinya.

STAGE 3 REPORTING
3rd Meeting
Syntax 7:Assasing The Project Result
- Guru meminta peserta didik mempresentasikan *project* di depan kelas.

Syntax 8: Evaluating The Project
- Guru memberikan feedback pada *project* yang telah dipresentasikan peserta didik.
- Peserta didik membuat revisi dari feedback yang diberikan(Jika terdapat revisi pada *project* peserta didik)

Penutup	**Kesimpulan** - Guru menunjuk peserta didik untuk memberikan kesimpulan terkait materi yang telah dipelajari. **Refleksi** - Apakah pembelajaran hari ini terasa menyenangkan? - Apakah penyampaian materi dapat dipahami dengan baik oleh semua peserta didik? - Apakah semua peserta didik terlibat aktif dalam proses pembelajaran? **Berdoa sebelum kelas berakhir dan mengucapkan salam penutup**	**15 menit**

Penilaian	- Performance Observation - Speaking test - Summative test
Pengayaan	Bagi peserta didik yang telah mencapai target pembelaran, diberikan kegiatan pengayaan berupa tambahan materi ajar
Remidial	Bagi peserta didik yang belum mencapai target pembelajaran, perlu diberikan remidial berupa evaluasi tambahan

Tegal, 6 Juni 2024

Guru Mata Pelajaran

Sukma Laelatul Hida

MODUL AJAR BAHASA INGGRIS

FASE D KELAS VIII

(Controlled Class)

INFORMASI UMUM	
Nama Penyusun	Sukma Laelatul Hida
Nama Institusi	UPTD SMP N 02 Bojong
Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
Tahun Pelajaran	2023/2024
Kelas	VIII
Fase	D
Target Peserta Didik	Reguler
Topic	Celebrating Independence Day
Sarana dan Prasarana	Handphone, Board Marker, Papan Tulis, Printed Media,
Pendekatan, Model, dan Metode Pembelajaran	- Discovery Learning - Diskusi, Penugasan, Tanya Jawab, dan Presentasi
Sumber Belajar	Buku Siswa - English for Nusantara Kelas VIII Internet:
Profil Pelajar Pancasila	- Beriman dan Bertaqwa Kepada Tuhan yang Maha Esa - Berkebhinekaan Global - Bergotong Royong - Bernalar Kritis - Kreatif
Alokasi Waktu	4 x 40 menit (2 Pertemuan)
KOMPONEN INTI	
Capaian Pembelajaran	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks

	tulisan dan visual dalam bahasa Inggris.
Elemen Capaian Pembelajaran	**Menyimak – Berbicara** Pada akhir Fase C, peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar, seperti membuat pertanyaan sederhana, meminta klarifikasi dan meminta izin. Mereka menggunakan beberapa strategi untuk mengidentifikasi informasi penting/inti dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.
Tujuan Pembelajaran	7. Peserta didik mampu mengidentifikasi kosakata/istilah dalam permainan perlombaan perayaan hari kemerdekaan 8. Peserta didik mampu mengidentifiksi kalimat yang memuat pengalaman partisipasi pada perayaan hari kemerdekaan dalam bentuk dialog melalui buku siswa *English for Nusantara* 9. Peserta didik mampu mengidentifikasi dan memahami bentuk kata kerja yang digunakan untuk menceritakan pengalaman partisipasi pada perayaan hari kemerdekaan 10. Peserta didik mampu mengidentifikasi urutan sebuah peristiwa yang berhubungan dengan pengalaman partisipasi pada perayaan hari kemerdekaan 11. Peserta didik mampu mengidentifikasi their personal experience in participating Independence day 12. Peserta didik mampu menggunakan kalimat yang memuat pengalaman partisipasi pada perayaan hari kemerdekaan untuk berkomunikasi dalam bentuk lisan dan tulisan.
Pemahaman Bermakna	Manfaat yang akan di peroleh peserta didik setelah mengikuti pembelajaran ini adalah peserta didik dapat memahami cara mengungkapkan/menceritakan pengalaman berkesannya dalam berpartisipasi mengkuti perayaan hari kemerdekaan dan mencoba mengaplikasikannya dalam kehidupan sehari- hari. Hal ini sangat penting saat diterapkan untuk berkomunikasi khususnya dalam mengungkapkan kosakata baru permainan traditional perayaan hari kemerdekaan
Kompetensi Awal	Pengalaman dan pemahaman peserta didik terhadap partisipasi mereka pada perayaan hari kemerdekaan
Pertanyaan Pemantik	- "What is the name of the game?"

| | - "When do the games happen?"
- "Have you ever played the games in the pictures?"
- "Could you tell us about it/your experience participate in the game?"
- "What do you think about that game?"
- "Did you find it is fun/interesting?" |

KEGIATAN PEMBELAJARAN

Kegiatan	Prosedur	Alokasi Waktu
Pendahuluan	**Orientasi** - Guru membuka dengan salam pembuka, menyapa peserta didik dengan menanyakan kabar mereka, berdoa, dan memeriksa kehadiran serta kerapihan berpakaian peserta didik. - Guru membuat komitmen belajar dengan peserta didik sebagai kesepakatan untuk membangun kultur belajar yang kondusif dan kolaboratif. **Apersepsi** - Peserta didik menjawab pertanyaan dari guru mengenai materi yang telah dipelajari di pertemuan sebelumnya. - Peserta didik menyimak dan menjawab pertanyaan dari guru dalam upaya mengetahui kompetensi awal mereka. - Peserta didik menjawab pertanyaan pemantik yang diberikan terkait - dengan materi yang akan diajarkan. **Motivasi** - Guru menyampaikan tujuan pembelajaran yang akan dicapai dan pemahaman bermakna yang bisa diperoleh peserta didik.	**15 menit**
	Pertemuan 1 **Syntax 1: Stimulation** - Guru membagikan teks kepada siswa berkaitan dengan permainan panjat pinang pada perayaan hari kemerdekaan - Peserta didik mengamati teks. - Guru menggunakan pertanyaan pemantik guna menggali pemahaman siswa terkait teks yang dibagikan - Peserta didik saling berbagi ide mengenai	

		pemahaman dan pengalaman atas teks yang dibagikan - Peserta didik dibagi kedalam beberapa kelompok - Guru membagikan teks recount kepada masing-masing kelompok - Guru menunjuk beberapa siswa untuk membacakan teks dialog tentang personal experience pada perayaan hari kemerdekaan yang terdapat di dalam buku *English for Nusantara* - Guru dan peserta didik yang lain mengamati dan memahami teks dialog yang dibacakan - Guru menjelaskan materi yang berkaitan - Guru mengajukan beberapa pertanyaan untuk mengarahkan siswa pada pemahaman mereka akan teks conversation tersebut - Guru menjelaskan mengenai bentuk past verb, regular verb & irregular verb yang digunakan untuk menceritakan some personal experience pada teks dialog yang telah dibacakan - Guru meminta siswa menganalisis kata kerja bentuk lampau (past verb), regular & irregular verb yang digunakan untuk menceritakan some personal experience in celebrating Independence day dari dialog yang telah dibacakan di buku *English for Nusantara* - Setiap kelompok menyampaikan hasil analisis mengenai past verb, regular verb & irregular verb di depan kelas - Guru dan peserta didik yang lain memperhatikan dan menanggapi setiap performance dari masing-masing kelompok.	
Inti		**Pertemuan 2** **Syntax 2: Problem Statement** - Guru meminta peserta didik untuk menentukan personal experiences in participating Independence day - Guru membantu peserta didik dalam menentukan personal experiences in participating Independence day **Syntax 3: Data Collection** - Guru meminta siswa untuk menggali informasi about some personal experiences in participating Independence day - Guru membantu siswa dalam menentukan sequences cerita dan pemakaian bentuk kata kerja yang benar	**210 menit**

	Syntax 4: Data Processing	
	- Peserta didik menuliskan personal experience secara baik dan benar pada masing-masing buku peserta didik.	
	Pertemuan 3 **Syntax 5: Verification** - Guru meminta siswa untuk mempresentasikan hasil analisis mereka **Syntax 6: Generalization** - Peserta didik dan guru memberikan evaluasi terkait hasil analisis some personal experiences dari masing-masing kelompok - Guru memberikan latihan untuk mengukur tingkat pemahaman peserta didik	
Penutup	**Kesimpulan** - Menunjuk peserta didik untuk memberikan kesimpulan terkait materi yang telah dipelajari. **Refleksi** - Apakah pembelajaran hari ini terasa menyenangkan? - Apakah penyampaian materi dapat dipahami dengan baik oleh semua peserta didik? - Apakah semua peserta didik terlibat aktif dalam proses pembelajaran? **Berdoa sebelum kelas berakhir dan mengucapkan salam penutup**	**15 menit**

Penilaian	- Performance Observation - Speaking test - Summative test
Pengayaan	Bagi peserta didik yang telah mencapai target pembelaran, diberikan kegiatan pengayaan berupa tambahan materi ajar
Remidial	Bagi peserta didik yang belum mencapai target pembelajaran, perlu diberikan remidial berupa evaluasi tambahan

Tegal, 6 Juni 2024

Guru Mata Pelajaran

Sukma Laelatul Hida

Speaking Practice (Pre-Test) in Controlled Class

Learning Recount Text in Controlled Class by Conventional Learning

Speaking Practice (Post-Test) in the Experimental Class

Learning Recount Text in the Experimental Class by Using PJBL

Learning Recount Text in the Experimental Class Using PJBL

Learning Recount Text in the Experimental Class Using PJBL

Pre Test

Name : M. Bayyin Murtado

Class : 8A

56
Score

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. School Holiday
   b. Getting Sick
   c. Celebrating Eid Al-Fitr
   d. Going To Market
   e. Experiencing of Participating in an event
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 1

107

Pre Test

Name : Nika Mauia

Class : VIU A

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. School Holiday
   b. Getting Sick
   c. Celebrating Eid Al-Fitr
   d. Going To Market
   e. Experiencing of Participating in an event
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 2

Pre Test

Name : FADLlANA AJi H.

Class : VIII A

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. School Holiday
   b. Getting Sick
   c. Celebrating Eid Al-Fitr
   d. Going To Market
   e. Experiencing of Participating in an event
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2–4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 3

109

Name : M. Azril Syaukani

Class : 8A

52
Score

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. School Holiday
   b. Getting Sick
   c. Celebrating Eid Al-Fitr
   d. Going To Market
   e. Experiencing of Participating in an event
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 4

Pre Test

Name : Farkhan Ahadil .o .

Class : VIII A

44
Score

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
    a. School Holiday
    b. Getting Sick
    c. Celebrating Eid Al-Fitr
    d. Going To Market
    e. Experiencing of Participating in an event
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
    a. Pronunciation (5 points)
    b. Grammar (5 points)
    c. Vocabulary (5 points)
    d. Fluency (5 points)
    e. Comprehension (5 points)

Student 5

111

Appendix XI Students' Pre-Test Sheet of Controlled Class

Pre Test

Name : M. Hasanudin

Class : 8e

48 Score

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. School Holiday
   b. Getting Sick
   c. Celebrating Eid Al-Fitr
   d. Going To Market
   e. Experiencing of Participating in an event
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

Student 1

112

Pre Test

Name : Arrilania Retno Rinjani

Class : VIII E ⟨Delapan E⟩

40 Score

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. School Holiday
   b. Getting Sick
   c. Celebrating Eid Al-Fitr
   d. Going To Market
   e. Experiencing of Participating in an event
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 2

Pre Test

Name : Khaisa Iafa Fauzia

Class : VIII B

64
Score

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. School Holiday
   b. Getting Sick
   c. Celebrating Eid Al-Fitr
   d. Going To Market
   e. Experiencing of Participating in an event
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 3

Pre Test

Name : Aska aHandiku A.

Class : VIII F

60
Score

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. School Holiday
   b. Getting Sick
   c. Celebrating Eid Al-Fitr
   d. Going To Market
   e. Experiencing of Participating in an event
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 4

115

Name : Rsfu ABi Dagatra.

Class : 8E

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. School Holiday
   b. Getting Sick
   c. Celebrating Eid Al-Fitr
   d. Going To Market
   e. Experiencing of Participating in an event
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 5

116

Appendix XII Students' Post-Test Sheet of Experimental Class

Post Test

Name : Laras salsabila

Class : VIII A (8A)

76
Score

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Post-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
    a. Experiencing in Meeting a New Friend.
    b. School Trip.
    c. Helping People or Friends.
    d. Experiencing of Entering New School.
    e. Doing The Exam.
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
    a. Pronunciation (5 points)
    b. Grammar (5 points)
    c. Vocabulary (5 points)
    d. Fluency (5 points)
    e. Comprehension (5 points)

1

Student 1

117

Post Test

80
Score

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Post-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. Experiencing in Meeting a New Friend.
   b. School Trip.
   c. Helping People or Friends.
   d. Experiencing of Entering New School.
   e. Doing The Exam.
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 2

118

Post Test

Name : M. Qoyyim M

Class : VIII A

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Post-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. Experiencing in Meeting a New Friend.
   b. School Trip.
   c. Helping People or Friends.
   d. Experiencing of Entering New School.
   e. Doing The Exam.
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 3

119

Post Test

Name : ADib Humaidi

Class : VIII A (Delapan)

<div style="border:1px solid">

76

Score

</div>

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Post-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
    a. Experiencing in Meeting a New Friend.
    b. School Trip.
    c. Helping People or Friends.
    d. Experiencing of Entering New School.
    e. Doing The Exam.
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
    a. Pronunciation (5 points)
    b. Grammar (5 points)
    c. Vocabulary (5 points)
    d. Fluency (5 points)
    e. Comprehension (5 points)

1

Student 4

120

Name : RISMA AINURIZKI

Class : VIII A

80
Score

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Post-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. Experiencing in Meeting a New Friend.
   b. School Trip.
   c. Helping People or Friends.
   d. Experiencing of Entering New School.
   e. Doing The Exam.
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 5

121

Post Test

Name : Isvmam Amruloh

Class : 8e

56
Score

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Post-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. Experiencing in Meeting a New Friend.
   b. School Trip.
   c. Helping People or Friends.
   d. Experiencing of Entering New School.
   e. Doing The Exam.
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 1

Post Test

Name : Khalisa safa fauzia

Class : VIII E

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Post-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
    a. Experiencing in Meeting a New Friend.
    b. School Trip.
    c. Helping People or Friends.
    d. Experiencing of Entering New School.
    e. Doing The Exam.
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
    a. Pronunciation (5 points)
    b. Grammar (5 points)
    c. Vocabulary (5 points)
    d. Fluency (5 points)
    e. Comprehension (5 points)

1

Student 2

123

Post Test

68

Name : widodo Puta L.

Class : 8E

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Post-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. Experiencing in Meeting a New Friend.
   b. School Trip.
   c. Helping People or Friends.
   d. Experiencing of Entering New School.
   e. Doing The Exam.
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 3

124

Name : Lili ardiyatu Sifa

Class : VIII E

68
Score

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Post-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. Experiencing in Meeting a New Friend.
   b. School Trip.
   c. Helping People or Friends.
   d. Experiencing of Entering New School.
   e. Doing The Exam.
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 4

125

Post Test

Name : M Kafa Sabana

Class : 8E

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Please read carefully the instruction.

The Post-test in this speaking test is designed in direct practice. You will be asked to tell your experience based on the topics that have been provided by the teacher.

1. Choose one of the topics below!
   a. Experiencing in Meeting a New Friend.
   b. School Trip.
   c. Helping People or Friends.
   d. Experiencing of Entering New School.
   e. Doing The Exam.
2. Make sure you have experience related to the topic you choose.
3. The duration of your speaking practice is in 2-4 minutes.
4. Make sure the voice is loud and clear enough.
5. Tell your experience in front of your friends briefly!
6. Assessment points:
   a. Pronunciation (5 points)
   b. Grammar (5 points)
   c. Vocabulary (5 points)
   d. Fluency (5 points)
   e. Comprehension (5 points)

1

Student 5

126

Appendix XIV Students' Pre & Post Test Scoring

Pre-Test Score of Controlled Class

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Total Score
		Criteria						
1	Ahya	3	3	4	3	3	16	64
2	Dodo	3	3	4	3	3	16	64
3	Hasan	2	2	3	2	3	12	48
4	Restu	3	3	4	3	4	17	68
5	Nadi	3	2	3	2	3	15	52
6	Azka	3	3	3	3	3	15	60
7	Firda	2	2	2	2	2	10	40
8	Aura	3	3	3	3	3	15	60
9	Lili	3	2	3	3	3	14	56
10	Safa	4	3	3	3	3	16	64
11	Aola	2	2	2	2	2	10	40
12	Salma	2	2	2	2	2	10	40
13	Arila	2	2	2	2	2	10	40
14	Kafa	3	2	2	2	2	11	44
15	Rido	3	3	3	3	3	15	60
16	Fadli	3	2	3	3	3	14	56
17	Fadlan	3	3	3	3	3	15	60
18	Arul	2	2	2	2	2	10	40
19	Isyam	2	2	2	2	2	10	40
20	Eva	2	2	2	2	2	10	40
21	Rama	2	2	2	2	2	10	40
22	Fadil	2	2	2	2	2	10	40
23	Fiqi	2	2	2	2	2	10	40
24	Zaki	3	3	3	3	3	15	60
25	Alim	2	2	3	2	2	12	48
26	Deka	2	2	2	2	2	10	40
27	Alfin	2	2	3	3	3	13	52
28	Yazid	2	2	3	2	2	11	44
29	Labib	2	2	3	3	2	12	48
30	Alfan	2	2	3	2	2	11	44

Post-Test Score of Controlled Class

No	Name	Criteria					Total	Total Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	Ahya	3	4	3	3	3	16	64
2	Dodo	3	4	4	3	3	17	68
3	Hasan	2	2	3	2	2	11	44
4	Restu	4	4	4	3	4	19	76
5	Nadi	3	3	4	2	3	15	60
6	Azka	3	2	3	3	2	13	52
7	Firda	2	3	3	3	2	13	52
8	Aura	4	3	4	4	4	19	76
9	Lili	2	3	4	4	4	17	68
10	Safa	3	4	4	4	4	19	76
11	Aola	2	3	3	3	3	14	56
12	Salma	2	3	3	2	2	12	48
13	Arila	2	2	2	2	2	10	40
14	Kafa	2	2	2	2	2	10	40
15	Rido	2	3	3	3	3	14	56
16	Fadli	2	3	3	2	3	13	52
17	Fadlan	3	4	4	2	3	16	64
18	Arul	2	3	3	3	2	13	52
19	Isyam	2	3	4	2	3	14	56
20	Eva	2	3	3	3	2	13	52
21	Rama	2	2	3	2	2	11	44
22	Fadil	2	3	3	3	3	14	56
23	Fiqi	3	4	4	2	3	16	64
24	Zaki	3	4	4	3	4	18	72
25	Alim	3	2	3	3	3	14	56
26	Deka	2	2	3	2	2	11	44
27	Alfin	3	3	4	3	3	16	64
28	Yazid	2	2	3	3	3	13	52
29	Labib	2	2	3	3	3	13	52
30	Alfan	2	2	3	2	2	11	44

Pre- Test Score of Experimental Class

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Total Score
		Criteria						
1	Dannisa	3	3	3	4	3	16	64
2	Adib	2	2	3	3	3	13	52
3	Salsabila	3	3	4	3	3	16	64
4	Devita	3	3	4	3	4	16	64
5	Rohmah	3	3	3	3	3	15	60
6	Risma	2	3	3	3	3	14	56
7	Azza	3	3	4	3	3	16	64
8	Sofi	3	3	3	3	3	15	60
9	Nika	3	3	3	3	3	15	60
10	Amanda	3	3	4	3	4	17	68
11	Camelia	3	2	3	2	3	13	52
12	Laras	3	3	3	2	3	14	56
13	Tiara	3	2	4	2	2	13	52
14	Putri	2	2	3	2	3	12	48
15	Lintang	3	3	4	3	3	16	64
16	Ananda	3	3	3	2	2	13	52
17	Alvan	3	3	4	3	3	16	64
18	Bayyin	2	3	3	3	3	14	56
19	Zahra	3	3	4	3	3	16	64
20	Farkhan	2	2	3	2	2	11	44
21	Luqni	3	2	3	2	3	13	52
22	Azril	2	3	2	3	3	13	52
23	Kafa	2	2	3	2	2	11	44
24	Faza	2	2	3	2	3	12	48
25	Fardan	2	2	3	2	3	12	48
26	Hadzik	3	2	3	2	2	12	48
27	Hamdan	2	2	2	2	2	10	40
28	Itman	2	2	3	2	2	11	44
29	Fadliana	2	2	2	2	2	10	40
30	Alfin	3	2	3	2	2	11	48

129

Post-Test Score of Experimental Class

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Total Score
		Criteria						
1	Dannisa	4	4	5	5	4	22	88
2	Adib	3	3	5	4	4	19	76
3	Salsabila	5	4	5	4	4	22	88
4	Devita	4	4	5	4	4	21	84
5	Rohmah	3	4	5	5	4	21	84
6	Risma	3	4	5	4	4	20	80
7	Azza	4	4	5	5	4	22	88
8	Sofi	4	3	5	5	4	21	84
9	Nika	4	3	5	5	5	22	88
10	Amanda	5	4	5	4	5	23	92
11	Camelia	3	3	5	4	4	19	76
12	Laras	4	3	4	4	4	19	76
13	Tiara	4	4	4	4	4	20	80
14	Putri	4	3	4	4	3	18	72
15	Lintang	4	4	4	5	5	22	88
16	Ananda	4	4	4	4	4	20	80
17	Alvan	4	4	5	5	4	22	88
18	Bayyin	3	3	5	4	4	19	76
19	Zahra	4	4	5	5	5	23	92
20	Farkhan	4	4	5	5	4	22	88
21	Luqni	3	4	5	4	3	19	76
22	Azril	3	3	5	4	4	19	76
23	Kafa	3	3	5	5	4	20	80
24	Faza	3	3	4	4	4	18	72
25	Fardan	4	3	4	4	4	19	76
26	Hadzik	4	3	5	3	4	19	76
27	Hamdan	3	4	4	4	3	18	72
28	Itman	3	3	4	4	3	17	68
29	Fadliana	3	3	4	4	4	18	72
30	Alfin	4	3	4	3	3	17	68

Curriculum Vitae

A. Personal Identity

    1. Name   : Sukma Laelatul Hida
    2. Student ID Number   : 2017404143
    3. Gender   : Female
    4. Address   : Ds. Sangkanayu RT 05/ RW 01
                           Kecamatan : Bojong
                           Kabupaten : Tegal
                           Provinsi   : Jawa Tengah
    5. Email   : 2017404143@mhs.uinsaizu.ac.id
    6. Father's Name   : Susilo Suratmo
    7. Mother's Name   : Nur Aeni

B. Educational Background
    1. Formal Education
        a. SD/MI   : SD N Sangkanyu
        b. SMP/MTS   : SMP N 2 Bojong
        c. SMA/MA   : MA Darunnajat Bumiayu
        d. SI   : UIN Prof. K.H. Saifuddin Zuhri Purwokerto
    2. Non-Formal Education
        a. 2015 – 2020   : Pondok Pesantren Darunnajat Bumiayu

C. Organization Experiences
    1. 2013 – 2015   : PMR SMP N 2 Bojong
    2. 2014 – 2015   : Scout SMP N 2 Bojong
    3. 2018 – 2019   : PERSADA Darunnajat
    4. 2019 – 2020   : Riayah Darunnajat

Purwokerto, June 19th, 2024

Sukma Laelatul Hida
S.N. 2017404143