TEACHING SPEAKING SKILL THROUGH PROJECT BASED LEARNING MODEL AT THE FIRST YEAR STUDENT OF SMPN 8 PALOPO

A THESIS

Submitted to the English Study Program of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in English Education

By,

SITI SUSANTHY

Reg.Num : 10.16.3.0130

ENGLISH EDUCATION PROGRAM OF TARBIYAH DEPARTEMENT STATE COLLAGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2015

TEACHING SPEAKING SKILL THROUGH PROJECT BASED LEARNING MODEL AT THE FIRST YEAR STUDENT OF SMPN 8 PALOPO

A THESIS

Submitted to the English Study Program of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in English Education

By,

SITI SUSANTHY

Reg. Num : 10.16.3.0130

Under Supervision of:

1. **Dr. Rustan S, M.Hum.**
2. **Drs. Hilal Mahmud, MM.**

ENGLISH EDUCATION PROGRAM OF TARBIYAH DEPARTEMENT STATE COLLAGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2015

NOTA DINAS PEMBIMBING

Perihal   : Skripsi

Lampiran   : -

Kepada Yth,

Ketua Jurusan Tarbiyah STAIN Palopo

Di –

    Tempat

Assalamua 'Alaikum Wr.Wb.

Setelah melakukan bimbingan skripsi terhadap mahasiswa tersebut di bawah ini:

Nama   : Siti Susanthy

Nim   : 10.16.3 0130

Program Studi : Bahasa Inggris

Jurusan   : Tarbiyah

Judul Skripsi : *"Teaching Speaking Skill through Project Based Learning Model at the First   Year Students of SMPN 8 Palopo".*

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan .

Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr.Wb.

Palopo, December 8th 2014

Pembimbing I

Dr. Rustan   S.M.Hum.
NIP.19651231 199203 1 054

CONSULTANT APPROVAL

Thesis Entitled   : **Teaching Speaking Skill through Project Based Learning Model at   the First Year Students of SMPN 8 Palopo.**

Written By:

      Name   : Siti Susanthy

      Reg.No   : 10.16.3.0130

      Department : English Study Program

Has been corrected and approved to be examined.

Palopo, December 8th 2014

Consultant I   **Consultant II**

Dr. Rustan   S.M.Hum.   **Drs.Hilal Mahmud,MM**
NIP.19651231 199203 1 054   **NIP.19571005 1983031024**

PRONOUNCEMENT

Signatured by:

      Name   : Siti Susanthy

      Reg.Number   : 10.16.3.0130

      Study Program: Bahasa Inggris

      Department   : Tarbiyah

Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Departement, the State College for Islamic Studies Palopo entitled, "Teaching Speaking Skill through Project Based Learning Model at the First Year Students of SMPN 8 Palopo", is truly my original work. It does not incorporate any materials previously written or published by another person except does indicated in quotations and bibliography. Duo to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, December 8th 2014

Reseacher

<u>SITI SUSANTHY</u>
NIM.10.16.3.0130

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Alhamdulillahi Rabbil Alamin, praise and thanks to the Almighty God, Allah SWT, without His blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State Collage for Islamic Studies (STAIN) Palopo. To our beloved prophet, the chosen one Muhammad SAW, safety and peace be upon him.

The researcher realizes that support and encouragement from many people have been important to the researcher in the preparation of this thesis. Therefore, the researcher would like to acknowledgement them.

1. Dr. Abdul Pirol, M.Ag, as the chief of STAIN Palopo, who always supports and gives motivation to their collegian during study at STAIN Palopo.
2. Dr. Rustan S, M.Hum, as the first deputy of STAIN Palopo, who always advises the researcher during her studying.
3. Drs. Nurdin K., M.Pd, as the chief of Tarbiyah Department of STAIN Palopo, who always gives the explanation in writing this thesis.
4. Jufriadi, S.S., M.Pd, as the chief of English Department of STAIN Palopo, who always gives support, encouragement and idea to researcher during her studying at Stain Palopo.
5. Dr.Rustan S, M.Hum and Drs.Hilal Mahmud,M.M, as the first and the second consultant. Thanks for the suggestion, idea, help, explanation and guidance since the preliminary until the researcher can complete this thesis.
6. All the lecture of STAIN Palopo. Thanks for guidance, attention, knowledge and motivation in learning English language. And also for all staffs in STAIN Palopo, thanks for helping and kindness.

7. Big family of SMPN 8 Palopo, Abd.Zamad, S.Pd. M.Si as head masters, thanks to the teacher and staff office of SMPN 8 Palopo, give time to do research.

8. Her deepest love along with her gratitude goes to both of her parents (Muh. Santoso and alm.Suarti), and my stepparents (Abd.Salam and Sunarti) who always give the best to researcher until now.

9. The writer's special thanks to my beloved brother and sisters: (Ricy alamsyah, Agus Sunaryo, Zalman alfaridzi, Sahrul Ramadani,Ismail Marzuki, Siti Sundari, Sinta Nabila, Latifah Azzahra, Nur Zamzam) who have given the researcher support, motivation and strength to finish the thesis.

10. All of my best friends in STAIN Palopo (Roby al sidiq. Suheni, Nur Hayati, sulfia, tiwi, Sandra, Nunu, Susi, vera, ayu, rita, andi, fia, all friends in Wafiq bording house and all her friends name could not all be written here). Thanks for the nice friendship, support and helping during our togetherness.

11. All of her friends who ever join in ACCA FM Palopo. (Gugun Virgo, Wawan Virgo, Ivan, Fany, Ririn, Arlan, aya susanti, vera, zulkifli, irvan, andri,saldi, hari, vivit, erna, yube,ikram). Thanks for our nice brotherhood and all unforgettable experience during our togetherness in Acca FM.

Finally the researcher prays to the God may Allah SWT, shower divine judgment of their service who has given to the researcher excepts that this thesis can give a lot of contribution for all readers for regional, nation and state. Therefore, it can be a charity.

Palopo, December 8th 2014
The researcher

Siti Susanthy

TABLE OF CONTENTS

List of Table

ABSTRACT

Siti Suanthy, 2014, **Teaching Speaking Skill through Project Based Learning Model at the First Year Students of SMPN 8 Palopo.** Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo. Under Supervisor: Dr.Rustan S, M.Hum as the first consultant and Drs. Hilal Mahmud, M.M as the second consultant.

Key Words: Teaching, Speaking Skill, Project Based Learning Model.

This thesis focused on the improvement of students' speaking skill at SMPN 8 Palopo by using Project Based Learning Model. This thesis focused on the problem statement of this thesis: Is Project Based Learning Model effective to teaching speaking in the First year at SMPN 8 Palopo, and how is the students' perception the use of Project Based Learning Model in learning speaking?

In this researcher used pre experimental method with pre-test and post-test design. The pre-test was given to know the students' improvement in speaking skill after given the treatment, and researcher used project based learning as a model.

The population of this research was the first year students of SMPN 8 Palopo in academic Year 2014 and the researcher used purposive sampling which taken from class VII.4 consist of 20 students as the samples that used by researcher.

The result of this research showed that there were significant improvements on students' speaking skill at the first year students of SMPN 8 Palopo after conducting the treatments by using Project Based Learning Model than before get treatment. It means that project based learning model gives significant improvement to students' speaking skill.

CHAPTER I

INTRODUCTION

A. Background

In our life English is one of the most important language. Because English is an international, language. It has important roles in many areas such as education, economic, politic matter and so on. All countries in the world have set English as one of the compulsory subject studied at school. In fact, there are many jobs that need people to have English ability, particularly speaking skill because it is used as international language for communication.

There are four skills in language namely listening, reading, writing and speaking. Speaking is one of skill that should be paid much attention by the students, if they will interact to other people in their surrounding. By speaking we can comunication with the other people, get ideas and information, make relationship by communicating each others. Speaking language is especially difficult for foreign language learners because effective oral communicative requires the ability to use the language appropriately in sosial interaction.[1]So improving speaking skill very important in learning English.

---

[1] .Jack C. Richard and Willy A.Renandya, *Methodology In Laguage Teaching,* (Ed. L ; New York: Cambridge University Press,2002), p.204.

The quality of English has based competence skill has big role in imporving students English. By understanding speaking English someone will be able to interact among people. So that speaking is an important thing to open our mind set in our life to get what we want. Realizing that problem teacher or leacturers have to formulate new strategy or teaching their students, so that students should be more active and creative to take out their ideas that theteacher or lecturer in the classroom.

Most of the learning model used isconventional, whereas in conventional learning thestudents typically become a passive learner. In this case,the current weakness of model learning in teaching shortfunctional text frequently happened in teaching andlearning process nowadays. There are many strategies or techniques are used by the teachers or lecturers to practice speaking in learning process. One of the learning models which is suitable to teach speaking skill is Project-Based Learning Model. It is stated in the theory from Larmer and Mergendoller, a classroom filled with the students' project may suggest that students have been engaged in meaningful learning. It is because the project is a series of tasks for the students to learn the content of material in depth comprehension in a group or individually.

Project Based learning is a learning model that provides an opportunity for students to actively participate in making a project within the group or individual work to improve English language skills, especially in speaking skills (ability to speak). It can be seen from the uniqueness of presentation and exhibition where the

learners possibly discuss issue based on PBL principles.[2] Through this learning model the researcher expects to know students' speaking and observes whether students feel comfortable and happy to express their opinions and their ideas to be delivered orally through the implementation of this learning method.

Project Based Learning Model is a learning experience which aims to provide students with the opportunity to synthesize knowledge from various areas of learning, and critically and creatively apply it to real life situations. This process which enhances students' knowledge and enables them to acquire skills like collaboration, communication and independent learning, prepares them for lifelonglearningandthechallengesahead.

Sometimes, there are many students still lack of speaking skill, especially at the first and second class. Based on the observation that the researcher did on October 2013, by interviewing the students and English teacher of SMPN 8 Palopo, the students at first year of SMPN 8 Palopo were still less of speaking skill. Moreover, the students who are considered being the best in the class also have lack of speaking English well and based on that, the writer got from the speaking test with the students at the first year of SMPN 8 Palopo, most of the students could not answer the question perfectly. From the observation that the writer did at SMPN 8 Palopo, the writer tries to do a research about English, especially in improving speaking skill.

---

[2]Nasmi Maulida, *Speaking Assessment Techniques in Teyl Using Project Based Learning (A Descriptive Qualitative Research at One of Elementary School in Bandung),*Universitas Pendidikan Indonesia, 2013. P:1(Online),accessed Mei 21,2014, 12:47 pm.

Hopefully, the students at the first year of SMPN 8 Palopo could spend more time to speak English especially in giving ideas, asking question and responding or answering in English through project based learning model, which then is hoped to diction them to speak truly without feeling anxiously, becoming more proficient and creative. The write chose project based learning model in improving students' speaking skill in order that the students can learn to express their ideas, they learn to make a good presentation and they can try to get imagination.

In relation to the problem of speaking English faced by the students, the researcher would like to searcher the effect of project based learning model to improve the students' speaking skill and their interest in learning speaking. Considering the statement above, the researcher carried out the research under the title"*TeachingSpeaking Skill through Project Based Learning Modelat the First Year Student of SMPN 8 Palopo"*.

B. Problem Statement

Based on the background above, the researcher of this research as follows:

1. Is the Project Based Learning Model effective to teaching speaking in the First year at SMPN 8 Palopo?

2. How is the students' perception the use of Project Based Learning Model in learning speaking?

C. Objective of the Research

The success of the teaching-learning process in the language classroom depends on the process of interaction between the teacher and the students and among the students. The degree of the interaction in the classroom is influenced by certain factors such as the materials to be taught, the methods of teaching used and the atmosphere of the class that motivated the students to learn. Therefore, the objectives of the study are:

1. To find outwhether the use to Project Based Learning Model effective in teaching English the students' speaking skill or not.
2. To find out the students' perception to speak English by Project Based Learning model at the first year of SMPN 8 Palopo.

D. Significance of the Research

The result of this research expected to be useful information to the English learner as a foreign language and generally to improve their English speaking skill. Especially the result of this research was useful:

1. To give contribution to the English learners at SMPN8 Palopo in finding out the way in improving English speaking skill.

2. To give contribution for the English teacher in general especially at SMPN 8 Palopo inthe effort to motivate the students and to improve the quality of English learning in speaking skill.

3. To give solution or suggestion how to improve English speaking skill

E. Operational Definition

Based on the title that is"Teaching Students' Speaking Skill through Project Based Learning Model at the First year student of SMPN 8 Palopo, the researcher gives definition as follows:

1. Teaching Speaking

Teaching speaking in this study is a process of how the teacher teach student to speak up in English with the Project Based Learning (PBL) model.

2. Speaking Skill

Speaking skill is the oral capacity, proficiency that measure based on competence features, performance features, there are consisting of fluency, accuracy and comprehensibility. Speaking is a fundamentally an instument

3. Project Based Learning Model

Project Based Learning Model is an innovative and comprehensive instructional approach centered on the learner which teaches multiple strategies to engage students to develop their problem – solving, decision – making, and investigation skills. This approach gives a great deal for students to learn autonomously and responsible for their own learning. In addition, the

approach demands the students to make a realistic product or presentation in a certain period of time- which later represents what they have learnt.[3]

F. Scope of The Research

This research would be restricted to the teaching of speaking skill by Project Based Learning model where the researcher focus on three main aspects of speaking assessment, namely fluency, accuracy, and comprehensibility. Specially in using expression to answer the question about picture.

---
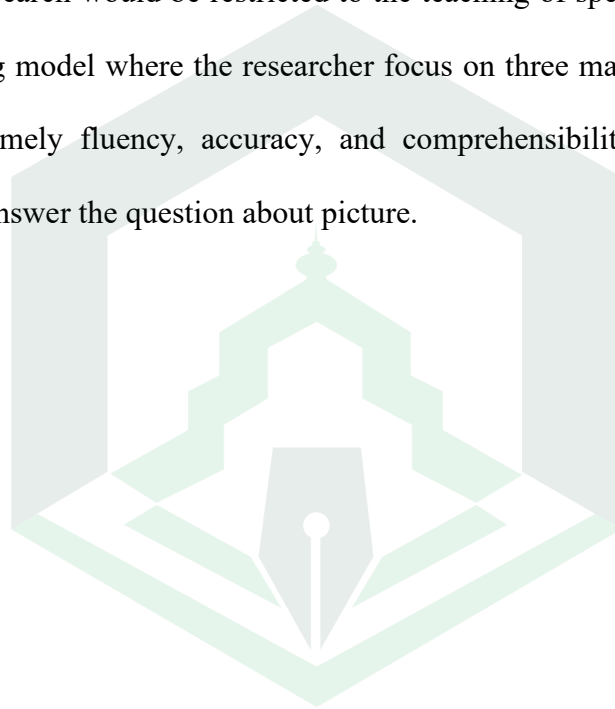
[3]Nazmi Maulida, *op.cit.*,p.5

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Study*

In writing this thesis, the researcher found some researches closely related to this research as follows:

1. Darini Bilqis Maulany, in her thesis entitled "The Use of Project Based Learning in Improving Students' Speaking Skill. (A classroom Action Research at One of Primary Schools in Bandung), she found that using PBL to improves the students' speaking skill. It was proved by the improvement of speaking aspect proposed by Harries (1984) and Brown (2004) that is used as the frame work of this study.[12]

2. Sifa Fauziah Permatasari in her thesis entitled "Improving Students' Speaking Skill through Project Based Learning for Second Graders of SMPN 1 Kawedanan, Magetan. She found that the implementation of Project Based Learning for Second Graders of SMPN 1 Kawedanan, Magetan for Improving Students' Speaking Skill was successful. When the teacher managed to imple-

---

[12]Darini Bilqis Maulany, *The Use of Project Based Learning in Improving Students' Speaking Skill*.Universitas Pendidikan Indonesia.2013.p:4 Online),(http://repository.upi.edu.pdf).accessed June 8,2014.1:18.pm

ment this method, it will produce significant change in students' motivation and their attitude during the teaching learning process.[13]

3. Muhammad Taufiq Ismail in his thesis entitled" Improving Students' speaking ability through problem solving method to the eleventh year students of tourism department SMKN 1 PALOPO" He found that through problem solving method, students could express their opinion and thoughts without pressure, they are enjoying talking with an interesting problem.[14]

B. The Concept of Speaking

Speaking is the ability to talk in English.[15] On the other word, speaking is an inseparable component of communication. In communicating something to the other we should have many vocabularies to explain our idieas. In formal and formal communication we should understand what the other says and he understand what we say too.

There are many learners who study English encountered problem of how to speak to the other people well. Problem of speaking is problem all of the learners who study English as foreing language and it seems to be undergone by the students'

---

[13]Sifa Fauziah Permatasari**,** *Improving Student's Speaking Skill Through Project Based Learning for Second Grader of SMPN 1 Kawedanan,Magetan.*(Universitas Negeri Malang) p.1 (Online),(http://www.articel/project Based Learning.htm), accessed June 8, 2014.1:03.pm

[14]Muhammad Taufiq Ismail,*Improving Students' Speaking Ability Through Problem Solving Method to the Eleventh Year students of Tourism departement'* (Palopo: Sekolah Tinggi Ilmu Agama Islam Negeri Palopo)p:66

[15]M. Solahuddin, *Kiat-kiat Praktis Belajar Speaking,* (Jakarta: Diva Press, 2008)

English program at SMPN 8 Palopo, specially the first year. It is mean that speaking is harder than the other skill. It is provided by statement of David Nunan:

> Many people feel thet speaking in a new language is harder than reading, writing or listening. For two reasons, first unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then second, when you speak, you cannot edit and revise what you wish to say,as you can if you are writing.[16]

Therefore, in formal environment between teachers and students always interaction to take communication. Where communication is the output modality and learning is the input modality of language acquisition.[17] Because in fact, much of our daily communication remain interactional. Being been able to enter act in a language is essential.To create a good interaction, people should understand each other. People produce sound and word when they are speaking but sound and word are worth nothing is they are not constructed in right direction. Each speaker has unique ways to convey some information and message to the listener, sometimes the message has been trasferred by the speakers could not be accapted by the listener perfectly and clearly. It is caused by the difference that people faced. For excample culture, behavior, tradition and etc. Those problems become more complicated if people want to learn foreing language and it means that people shoould know how to speak as perfect as they can. According to Jack Richards and Willy, speaking proticiencyas

---

[16] .David Nunan, *Practical* English Teaching, (united states of America: International editor) p.55.

[17]H.Douglas Brown, *Principle of Language Learning and Teaching ,* (New York : Practice Hall, 1980), P.87

depending as grammatical competence, discourse competence, sociolinguistic competence and strategic competence.[18]

1.   Strategiesfor Teaching Speaking Skill

Speaking a language is difficult for foreign language learners especially because effective oral communication requires the ability to use the language appropriately in social interaction. Speaking skill at the advance level involves multiplicity of structures and lexical items which have been learning over a period of years. The students must select from the stored knowledge in the lexical items. Accepted phrases and structures most appropriate to the expression of the intended mening.[19]

Students often think that the ability to speak a language is the product of language learning process, but speaking is also lecture to teach students speaking strategies using minimal responses, reorganization scripts and using language to talk about language.[20]

a. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while other do the

---

[18]Jack. C Richard S and Willy. A Renandya, op.cit,. P.201

[19] Wilga M Rivers, *Teaching Foreing Language Skill*,(London: The University Of Chicago Press, 1981),P.238.

[20] Pati, *The Effectiveness of Communicative Approach in Teaching Speaking Skill at the Second Year Students of SMK Analisis Kimia Palopo,* (A thesis: STAIN Palopo, 2008). P.28

talking. One way to encourage such learners to begin participate is to helping them to build up a stock of minimal responses that they can use in defferent types of exchages, such responses can be expeially useful for beginners.

b. Recognizing Script

Some communication situations are assonated with prides table set of spoken exchange script gratings, apologies, compliment, uvitationt and other function.

c. Using Language to Talk about Language

In communicating a language we can not be releazed from vocabulary as media to enter act or illustrate our ideas to the other in learning classroom, the teacher should use the language to make an interaction with their students to talk about certain language.

2. Tyeps of Classroom Speaking Performance

According to Brown there are six types of classroom speaking performance that students are expected to carry out in the classroom.

a. Imitative

A very limited portion of claslsroom speaking time many legitimately be speech generating "human tape recorder speech", where for excample learner practice an intonation control or try to point acertain vowel sound and word.

b. Intensive

Intensive speaking goes to one step beyond imitative to include any speaking performance that in designed to practice some phonological aspect of language.

c. Responsive

A good deal of students speaking in the classroom is responsive, short replies a teacher or students imitated question or comment

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific imformation is an extended form of responsive language.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining social relationship them for the form unction of fact and information. Learners would need interlocutor, casual style, and sarcasm are called linguistically in this conversation.

f. Extensive (monologue)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral report summaries or perhaps shots species.[21]

After the teacher know about the types of situation during the learners their speaking, they can predict the situation probably happen at the time. Beside that teacher can make situation of class be enjoyable and fun by students' spontaneity and directly without a good plaining before.

3. Problem of Speaking

There are some characteristics can make speaking difficult as Brown demonstrates some of characteristic of spoken language can make oral performance easy as well as, in some case difficult:

a. Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning cleaner through the redundancy of language. Learners can capitalize on this feature of spoken language.

---

[21]. H. Douglas Brown, *Teaching by Principles,*(Second edition: New York, Addison Wesley Logman, Inc, 2002),p.274

c. Redunce forms

Contraction, elisons, reduced vowels, etc., all form special problems in teaching spoken English.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

e. Colloquial language

Make sure your students reasonable well acquainted with the words. Idiom abd phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed of fluency.

g. Stress, Rhythm, and Intonation

The most important characteristic of English pronunciation, as well be explained below. The sterss times rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Learning to produce moves of language in vacuum without inter locutor would rob speaking skill it is rides component: the creativity of compensational negotiation.[22]

4. Aspect of Speaking

Based on the statement of the main aspects of speaking skill into five main components, as follows:

a. Fluency

Fluency is the ability to produce what tou want to say smoothly and without hesitation and improper searches. Speaking without a great effort for quite a variety of expression.

b. Accuracy

Accuracy is the ability to use the target language that is clear, understandable, pronunciation, in particular, grammatical accuracy, and lexical. That accuracy is achieved for the same by following the students to focus on the elements of phonology and grammar discourse in between spoken out put.

c. Diction

Diction refers to the author's choice of words. Choice of words especially with regard to correctness, clearness, or effectiveness.

d. Intonation

---

[22] Risma Wardi, *Teaching The Eleventh Year Students English Speaking Skill through Self Talk Startegy at SMA Negeri 4 Palopo,* (Palopo: STAIN Palopo,2010),p.9

Intonation means the way someone's voice rises and falls as they are speaking.

e. Comprehensible

Comprehensible is the ability to understand the topic well enough to nomination with enough repitition and repeat. Understanding is an exercise to improve the understanding.

All components are also highly influential in speaking skill. In speaking skill three components of fluency, accuracy and comprehensible communication is very important in this process because without all three components can be said that the speaking skills that have one less than maximum.

5. Purpose of Speaking

English language learning goals set by the goverment through Decree No. 22 in 2006 intended that learners have the following capabilities:

a. Developing competence to communicate in spoken and written form to achieve the level of informational literacy.

b. Have an awareness of the nature and importance of English to improve the nation's competitiveness in a global society.

c. Develop an understanding of the students about the relationship between language and culture.

Referring to the learning objectives of the above, it can be the common thread that all the English learning activities so that learners have the competencies active communication both orally and in writing, with the ability to have the above

expected output competitiveness and playing an active role in the world that will

woke global culture, because we are part of the comunity.[23]

    6.   Characteristic of Successful Speaking

Penny Ur explains some characteristics of successful speaking activities which include: learners talk a lot, participant is even, motivation is high, and language is of an acceptable level. Each characteristic is explained as follows:[24]

    a.   Learners talk a lot

    As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher's talk pauses.

    b.   Participant is even

    Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

    c.   Motivation is High

    Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

    d.   Language is of an acceptable level

---

[23] Sholikin, *Proses Belajar Mengajar Speaking Skill* (ketrampilan berbicara) teks review, accessed November 13,2012.

[24] H.Douglas Brown, *Teaching by Principles,*(Second edition: New York: Addition Wesley Longman,Inc,2002),p.274.

Learners express themselves in utterances that are relevant, easy compre-
hensible to teach others and of acceptable level of language accuracy.
Speaking is the ability to use the language in ordinary way be speech. It is
not only a matter of transferring some message to other persons but is also
communication, which needs more than one person to communicate with,
when people speak, they construct ideas in words, express their perception,
their feelings and intentions, so that interlocutors grasp meaning of what the
speakers mean. If the learners do not have speaking skill, do not understand
the English words that are said by the speaker, do not acknowledge the lan-
guage, they cannot grasp meaning of what the speaker mean. In that condi-
tion, they cannot be said successful in learning English, because they do not
have a meaningful interaction of English conversation. Due to it, students
who want to speak English well need to learn and practice it as much as
possible. As proverb says' practice makes perfect'. Therefore, students must
practice to speak English as often as possible so that they are able to speak
English fluently and accurately.

7. Project Based Learning Model (PBL)

"The emergence of Project-based Learning Model is the result of two im-
portant developments over the last 25 years. There has been a revolution in learning
theory. Research in neuroscience and psychology has extended cognitive and   be-

havioral models of learning, which support traditional direct instruction, to show that knowledge, thinking, doing, and the contexts for learning are inextricably tied.[25] We now know that learning is partly a social activity, it takes place within the context of culture, community and past experiences. Research shows that learners not only respond by feeding back information, but they also actively use what they know to explore, interpret, and create. They construct solutions, thus shifting the emphasis toward the process of learning.

PBL is an individual or group activity that goes on over a period of time, resulting in a product, presentation, or performance as quoted in IAE-Pedia. PBL is defined as "instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop"[26]

Project-Based learning model refers to studentsdesigning, planning, and carrying out an extended project that produces a publicly-exhibited output such asa product, publication, or presentation.[27]In this study, students will be instructed to make a project. By holding this project,students are going to inquire the basis learninganddefinethefeatureofproject.

---

[25]Vlasta Rousova, *Project Based Learning Halloween Party,* Masaryk University BRNO Faculty of Education.2008.p.14.(Online).accessed on June 8,2014.12.53 pm.

[26]Moss, D., & Van Duzer, C. 1998. *Project-based learning for adult English learners*. Eric.Digest. (Online), (http://www.ericdigest.org/1999-4/project.htm), accessed June 8, 2014.1:03.pm

[27]Patton, Alice, *The Teacher Guide to Project Based Learning,* London: 2012. Paul Hamlyn Foundation.

PBL is different from traditional instruction in which it emphasizes learning through student-centered, interdisciplinary, and integrated activities in real world situations. More importantly, PBL is both process and product oriented. Studies indicate that PBL: (a) has a positive effect on student's content knowledge and the development of skills such as collaboration, speaking, critical thinking, and problem solving; (b) benefits students by increasing their motivation and engagement; and (c) is challenging for teachers to implement, leading to the conclusion that teachers need support in order to plan and enact PBL effectively while students need support including help setting up and directing initial inquiry, organizing their time to complete tasks, and integrating technology into projects in meaningful ways.[28]

Project Based Learning Model unlike traditional syllabuses based on grammatical items, structures or functions, projects are focused on meaningful tasks, real life problems and interesting topics or themes.

Through PBL, the learners are engaged in purposeful communication to complete authentic activities (project- work), so that they have the opportunity to use language in a relatively natural context and participate in meaningful activities which require authentic language use.[29]

There are many reasons why the writer takes project learning to improve the students' speaking ability:

---

[28]Sifa Fauziah Permatasari, *lop.cit.*

[29]Darini Bilqis Maulany, *lop.cit.*

a. *First,* project learning focuses on content learning rather than on specific language targets. Real-world subject matter and topics of interest to students can become central to students.

b. *Second,* project learning is student-centered, though the teacher plays a major role in offering support and guidance throughout the process.

c. *Third,* project learning is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way.

d. *Fourth*, project work culminates in an end product (e.g., oral presentation, a poster session, a bulleting board display, a report, or a stage performance) that can be shared with others, giving the project a real purpose. The value of the project, however, lies not only just in the final product but also in the process of working towards the end point. Thus, project learning has both a process and product orientation and provides students with opportunities to focus on fluency and accuracy at different project learning stages.

Finally, project learning is potentially motivating, stimulating, empowering, and challenging. It usually results in building students' confidence, self-esteem, and

autonomy as well as improving students' language skills, content learning, and cognitive abilities.[30]

8. Procedure of PBL in English Teaching

Teachers need various technique when teaching English in the classroom. One of teaching is playing educating, interesting and fun to increase students' motivation to learn English.

PBL is one of method that can create optimal environment to practice speaking English. It is basically an attempt to create new instructional practices that reflect the environment in which children live and learn. The PBL classroom procedure below is the one suggested by Finocchiro and Brumfit.[31]

1. Presentation of a brief dialog or several mini-dialog, and authentic test preceded by a motivation relating the dialog or topic situation to the learners' probable community experiences and a discussion of the function and situation people, roles, setting, topic, and the informality or formality of the language which the function and situation demand. (At the beginning levels, where all the learners understand the same native language, the motivation can well be given in their native tongue).

---

[30](http://www.moe./improving Students' Speaking Ability through Project Work/) 21 Mei 2014: 12:52 pm.

[31]Verawati, *Improving Students Speaking Skill by Using CTL(Communicative Language Teaching) Approach at the Seventh Year Students of MTS Batusitanduk,*2014.Palopo: STAIN Palopo.p.25

2. Oral practice of each utterance of the dialog or authentic test segment to be presented by teacher (entire class repetition, half class, groups, and individuals).

3. Questions and answers based on the dialog topics and situation itself.

4. Questions and answers related to the students' personal experience but centered on the dialog theme.

5. Study one of the basic communicative expression in the discussion or one of the structures which exemplify the function. You will wish to give several additional examples of the communicative use of the expression structure with familiar vocabulary in unambiguous utterances or mini-dialogs (using pictures, simple real objects, or dramatization) to clarify the meaning of the expression or structure.

6. Learner discovery of generalization or rules underlying the functional expression or structure.

7. Oral recognition, interpretative activities (two to five depending on the learning level, the language knowledge of the students, and related factors).

8. Copying of the dialog or mini-dialogs or modules if they are not in the class text.

9. Sampling of the written homework assignment, if given.

10. Evaluation of learning (oral only), e.g. "How would you ask your friend to_____? And how would you ask me to___? (cited in Richards and Rodgers,1986:81)

Here the teacher as a tutor who guides the course of learning speaking using PBL. This action will be divided into three sections, the steps in teaching speaking skill using PBL as follows:

a. Warming Up

- Teacher asks the students about their identity

- Teacher divides students into four groups and gives the material about mention and ask name of animals, things, and public places.

- In turn, teacher about the step of activity

b. Presentation

- The teacherreads the dialog

- The students repeat after the teacher read the dialog

- Teacher guides the students to identification picture about name and quantity of animals, things, and public place using expression *"There is/ are ..., how many..., what is it...,what do you think about it..*

c. Practice

- A pair of students comes forward to practice a dialog.

  Example dialog:

a. Dialog

A: how many hats do you have?

B: I have five hats

A: how many bags does she has?

B: she has one bag

A: how many pets do they have?

B: they have three rabbits

A: how many pets does he has?

B: he has two cows

C. *The Conceptual Framework*

In this research, the researcher took the number of samples from population where the students was be given test by the researcher to know their ability in speaking before giving treatment. In this case, it is called input. After knowing students' ability in speaking, then they would be given some treatments as a process of learning speaking by using project based learning model, the treatment conducted in group. The process is expected to give development to the students' skill.

After conducting both items, the researcher come to the last, it is namely giving test of the students to know whether any significance development to the students or the output after giving treatment.

The processes are formulated as follow:

```
                    ┌─────────────────┐
                    │    PRE- TEST    │
                    └─────────────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │ Students' Ability of │
                    │  SMPN 8 Palopo  │
                    └─────────────────┘
                             │
                             ▼
              ┌─────────────────────┐      ┌──────────┐
              │ Treatment by Project │─────▶│ In Group │
              │  Based Learning      │      └──────────┘
              │      Model           │
              └─────────────────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │    POST-TEST    │
                    └─────────────────┘
```

```
┌─────────────┐      ┌─────────────┐      ┌──────────────────┐
│   Fluency   │      │  Accuracy   │      │ Comprehensibility │
└─────────────┘      └─────────────┘      └──────────────────┘
```
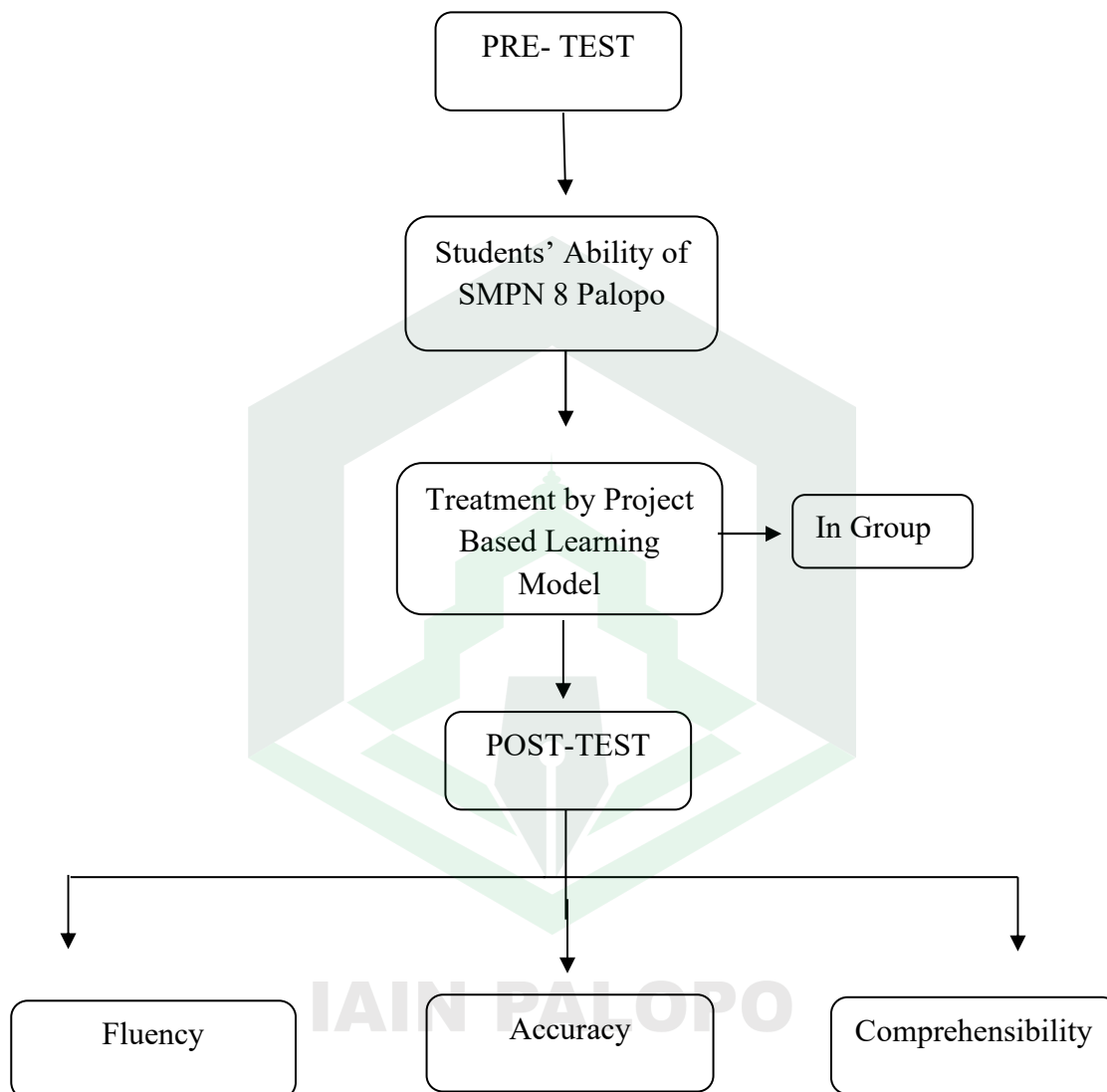
In this case researcher gives pre-test to know the ability of the students in speaking using some pictures. The researcher asked the students to explain about a

name and quantity of animal, thing, public place. After giving pre-test, the treatment was given to the students in group using some picture and mini dialog. This researcher is expected to improve their accuracy, fluency, and comprehensibility speaking. The post test was done after treatment has conducted. The form of posttest was the same as the pre-test. The realization of their speaking ability could be identified, classified, tabulated and analyzed.

D. Hypothesis

The hypothesis of this research formulated as follows:

H0: Project Based Learning Model is not effective to teaching students' speaking skill at the first year student of SMPN 8 Palopo 2014/2015 academic year.

H1: Project Based Learning Model is effective to teaching students' speaking skill at thefirst year student of SMPN 8 Palopo 2014/2015 academic year.

H0: Ttest > ttable or ttest < - ttable: receive null hypothesis

H1: - ttable < ttest < ttable: Reject null hypothesis [32]

Project based learning model is not effective to teaching students' speaking skill at the first year students of SMPN 8 Palopo 2014/2015 academic year is rejected hypothesis. Because project based learning can improve students' speaking skill at the first year students of SMPN 8 Palopo.

Project based learning model is effective to teaching students speaking skill at the first year students of SMPN 8 Palopo 2014/2015 academic year is accepted hy-

---

[32]M.subana & sudrajat, *Dasar-Dasar Penelitian Ilmiah,* (Jabar: Pustaka Setia,2001),p:75

pothesis. Because Project based learning model is an interesting model in teaching speaking based on the observation all the students interested in learning speaking and more active during the class.

CHAPTER III

METHOD OF THE RESEARCH

A. *Research Design*

1. Method

This research applied pre experimental research method. It was be used to describe the correlation between Project based learning model and English speaking skill the students of SMPN 8 Palopo.

2. Design

The researcher used pre-test, treatment, and post-test design, the design was written as follows:

$$X_1 - T - X_2$$

Where:

X_1 = Pre test

T = Treatment

X_2 = Post test[1]

---

[1]Suharsimi Arikunto, *Prosedure Penelitian* (Jakarta: PT. Rineka Cipta ress, 1996),p.77.

In this design the research observer twice, the first is before treatment and second is after treatment. The observation done before treatment called pre-test (X_1) and the observation done after treatment is called post-test (X_2).[2]

If the result of post-test is better than pre-test, it means the program is effective. If the result of post-test is similar to pre-test it means that the program is not so effective, or if the result of post-test is lower than pre-test it means that the program is not effective.

B. *Population and Sample*

1. Population

   The population of this research is the first and the first year students of SMPN 8 Palopo academic year 2014/2015, consist of 8classes and each class has 30 students.

2. Sample

   In this research the researcherused purposive sampling,[3] based on the students' ability. The researcher took 20 students to be sample in class VII-4, because based on the observation that the researcher did at the class VII-4, the researcher found that the students in class VII-4 were still low in

---

[2]Hatch and Larazton. *The Research Manual: Design and Statistic for Applied Linguistic USA:* New burry House Publisher. 1991.p.59

[3]Riduan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2006),p.20

speaking skill, so that the researcher interested to do the research at that class.

C. *Variables of the Research*

The variables of the research included dependent and independent variables.

1. Dependent variable, there are two variables:

   a. Students; interest to speak English through project based learning model.

   b. The students' participation to speak.

2. Independent variable is the uses of project based learning model.

D. *Operational Definition of Variables*

1. Project based learning model is a technique in the form of presentation of a brief dialog or several mini-dialog which will be showed in front of the classroom.

2. Interest is reaction of the student enjoyment in learning speaking through project based learning model.

3. Students' ability to speak is the students competence do dialog on the project based learning model.

E. *Instruments of the Research*

1. Test / Guided Interview

   The researcher used speaking test, which consist of pre-test and post-test, pre-test is giving before treatment done it aim to know the students ability in speaking skill. Post- test is given after treatment done, it aims at

knowing the significance of students' ability before and after treatment. The test of pre -test and post -test were same. In this case the researcher used oral test (interview) and test dialog to measure and find out the students' speaking ability in the pre-test and post-test. Since the test is oral test and dialog, the researcher divided the score into three criteria are accuracy, fluency, and comprehension.

2. Questionnaire

The second instrument which used in this research are the sheets of questionnaire. Questionnaire which contains of some questions about project based learning to know about the students' perception toward English speaking class. There are five choice in the questioner namely strongly agree =5, agree = 4, neutral=3, disagree =2,and strongly disagree =1

3. Recording

The researcher used to record the students' performance.

F.   *Procedures of collection Data*

In collection the data, the writer did some procedures, Such as:

1. Giving pre-test

The research give the students test by giving the picture and ask some questions, and the students answer the question. It was used to know

the students speaking skill before learning speaking by using the project based learning.

2. Treatment

Steps in the treatments;

    a. Teacher gives motivation to students so that the students did not feel shy to speak in front of the class.

    b. The teachergive explains the material andreads the dialog

    c. The students repeat after the teacher read the dialog

    d. Teacher guides the students to identification picture about name and quantity of animals, things, and public place.

3. Post test

In post-test the research did the some activities as in pre-test, namely the research asked to students, and then the students explained about their answer.

G. *Procedure of data Analysis*

After collecting the data by conducting the pre-test, treatments and post-test which involve some instruments, the researcher then focused on the data analysis. Therefore, there were some procedure which done by the researcher, namely: determining the score classification to make the researcher easy to give score to the students, looking for mean score to make the researcher easy to calculate the data

collected standard of deviation to know about how far is the students deviated in speaking and the test of significance to know the final result of the research. Those procedures are explained as follows:

1.Scoring Classification

In analyzing the data which has been collected, the researchers has to determine the scoring classification which includes of accuracy, fluency, and comprehensibility those assessment criteria explained by J.B. Heaton as follows:
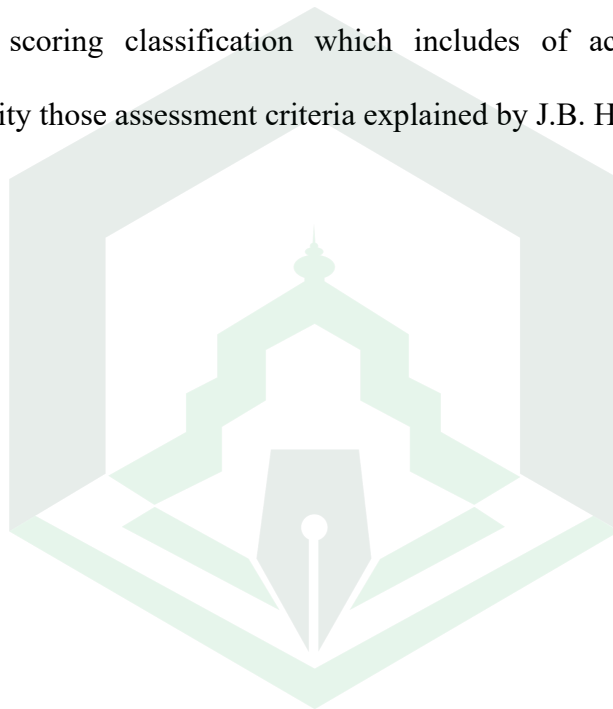
Table 3.1

The Assessment of Speaking

a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few minor grammatical and lexical errors but only causing confusions.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many "basic" grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

b. Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless smooth delivery on the whole and only a few unnatural pause.
Good	4	Although he has to make and search for words, there are too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Air range of expression.
Average	3	Has to make effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.

c. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruption by the listener for the sake of clarification are necessary.
Good	4	Most of what speaker say is easy to follow. His intention is always clear but several interruption are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said about he must constantly seek clarification. Cannot understand many of time speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentence s and phrases) can be understood who is listening.
Very poor	1	Hardly anything of what is said can be understood; even the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

2. Finding out score by using the following formula SPSS 21 using t-test.

To see the students' interest in learning English through project based learning model, the researcher used questionnaire. Each statement in the questionnaire offer five scales, the scales namely:

a. Strongly Agree is scored 5

b. Agree is scored 4

c. Neutral is scored 3

d. Disagree is scored 2

e. Strongly Disagree is scored 1

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter consists of two sections, the first dealt with finding of the researcher and the second dealt with discussion. The findings of the research covered the description of the result of the data analysis then discussed them into the discussion section research.

A. Finding of the Research

The findings of this research were showed to describe the result of the data that were analyzed statistically. It comprised of the students' score in pretest score and posttest, classification percentage of students score in pretest and posttest, the mean score and standard deviation of the students' pretest and posttest, and analysis data of questionnaires.

1. The analysis students' speaking score in pretest and posttest.

a. Pre-test

In this section, the researcher shows the complete score of the students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' speaking score in pre-test. The researcher would present them in the tables and calculate the score by using SPSS 21. For more clearly, at first the researcher would

show the complete students' score speaking ability of accuracy, fluency, and comprehensibility in pre-test. It is tabulated by following table:

Table 4.1

The Score of Students' Speaking Skill in the Pretest

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	1	2	2	5
R2	2	2	2	6
R3	1	1	1	3
R4	2	2	1	5
R5	2	3	2	7
R6	2	2	2	6
R7	1	1	1	3
R8	1	2	2	5
R9	3	3	3	9
R10	3	3	2	7
R11	1	1	1	3
R12	2	2	2	6
R13	3	2	2	7
R14	2	2	3	7
R15	3	3	3	9
R16	3	2	2	7
R17	1	1	1	3
R18	2	2	1	5
R19	2	2	1	5
R20	1	1	1	3
N=20				$\sum Y=108$

Speaking skill consisted of three aspects; they were accuracy, fluency and comprehensibility. So in this section, the researcher would present and tabulate the mean score of the students' speaking ability one by one. All of those would explain for more clearly by following tables:

1) Accuracy

Table 4.2

The score of students' Accuracy in Pre-test

Respondent	Accuracy
R1	1
R2	2
R3	1
R4	2
R5	2
R6	2
R7	1
R8	1
R9	3
R10	3
R11	1
R12	2
R13	3
R14	2
R15	3
R16	3
R17	1
R18	2
R19	2
R20	1
N=20	

For looking the mean score of students' accuracy in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to the table descriptive statistic as follows:

Table 4.3

The Mean Score of students' Accuracy in Pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy	20	2.00	1.00	3.00	38.00	1.9000	.17622
Valid N (list wise)	20						

Table 4.3 shows that the highest score of students was 3 and the lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in pre-test was 1.9 and the standard deviation error was 0.17622.

In other side, the researcher also had written the students' score of accuracy before giving treatment by using project based learning modal and it presents through the table rate percentage score. The table is shown as follows:

Table 4.4

NO	CLASIFICATION	SCORE	NUMBER OF STUDENTS	PERCENTAGE
1.	Excellent	6	0	0%
2.	Very Good	5	0	0%
3.	Good	4	0	0%
4.	Average	3	5	15%
5.	Poor	2	8	45%
6.	Very Poor	1	7	40%
	Total		20	100%

The criteria and percentage of the students' accuracy

Based on table 2 the criteria and percentage of students' accuracy indicate that there was none of students who got excellent score, very good scores and good scores. But there were 5 students (25 %) who got average scores, 8 students (40 %) who got poor scores and 7 students (35 %) who got very poor scores.

2) Fluency

Table 4.5

The Score of Students' Fluency in Pre-test

Respondent	Accuracy
R1	2
R2	2
R3	1
R4	2
R5	3
R6	2
R7	1
R8	2
R9	3
R10	3
R11	1
R12	2
R13	2
R14	2
R15	3
R16	2
R17	1
R18	2
R19	2
R20	1
N=20	

For looking the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to the table descriptive statistic as follows:

Table 4.6

The Mean Score of Students' Fluency in Pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	20	2.00	1.00	3.00	39.00	1.9500	.15347
Valid N (listwise)	20						

Table 4.6 shows that the highest score of students was 3 and the lowest score was 1. Besides, it also indicates that the mean score of students' fluency in pre-test was 1.9 and the standard deviation error was 0.15347.

In order side, the researcher also had written score of students' fluency before giving treatment by using project based learning modal and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.7

The criteria and percentage of the students' fluency in Pre-test

NO	CLASIFICATION	SCORE	NUMBER OF STUDENTS	PERCENTAGE
1.	Excellent	6	0	0%
2.	Very Good	5	0	0%
3.	Good	4	0	0%
4.	Average	3	4	15%
5.	Poor	2	11	45%
6.	Very Poor	1	5	40%
			20	100%

Based on the table 3, the criteria and percentage of the students' fluency indicated that there were none of students' who got excellent scores, very goodscores and good scores and there were 4 students (20%) who got average scores and 11 students (55%) who got poor scores and 5 students (25%) who got very poor scores.

3) Comprehensibility

Table 4.8

The Score of Students' Comprehensibility in Pre-test

Respondent	Accuracy
R1	2
R2	2
R3	1
R4	2
R5	3
R6	2
R7	1
R8	2
R9	3
R10	3
R11	1
R12	2
R13	2
R14	2
R15	3
R16	2
R17	1
R18	2
R19	2
R20	1
N=20	

For looking the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to the table descriptive statistic as follows:

Table 4.9

The mean Score of Students' Comprehensibility in Pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility	20	2.00	1.00	3.00	35.00	1.7500	.16018
Valid N (listwise)	20						

Table 4.6 shows that the highest score of students was 3 and the lowest score was 1. Besides, it also indicates that the mean score of students' comprehensibility in pre-test was 1.7 and the standard deviation error was 0.16018.

In order side, the researcher also had written score of students' comprehensibility before giving treatment by using project based learning modal and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.10

The criteria and percentage score of the students' comprehensibility in Pre-test

NO	CLASIFICATION	SCORE	NUMBER OF STUDENTS	PERCENTAGE
1.	Excellent	6	0	0%
2.	Very Good	5	0	0%
3.	Good	4	0	0%
4.	Average	3	3	15%
5.	Poor	2	9	45%
6.	Very Poor	1	8	40%
			20	100%

Based on the table 4.10 the criteria and percentage of students' comprehensibility indicates that there were none of students got excellent scores, very good scores and good scores, there were 3 students (15%) who got average, 9 students (45%) who got poor and 8 students (40%) who got very poor.

b. Post Test

   In this area, the researcher made the rate percentage of students' score speaking ability in post-test. The results of the students' score in post-test were presents in

the tables. The complete of the students' score speaking ability of accuracy, fluency, and comprehensibility in pre-test are tabulated as follows:

Table 4.11

The scores of Students' Speaking Skill in the Post-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	3	4	3	10
R2	3	3	3	9
R3	2	3	2	7
R4	3	3	2	8
R5	3	3	3	9
R6	4	4	4	12
R7	2	3	2	7
R8	3	3	3	9
R9	5	5	5	15
R10	3	4	4	11
R11	3	3	3	9
R12	3	4	3	10
R13	4	4	4	12
R14	5	4	5	14
R15	4	5	5	14
R16	3	4	4	11
R17	2	3	3	8
R18	3	4	3	10
R19	3	3	3	9
R20	3	3	3	9
N=20				$\sum Y=203$

In other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was presented through the table distribution frequency and percentage. It could be shown as follows:

1) Accuracy

Table 4.12

The Score of students' Accuracy in Post-test

Respondent	Accuracy
R1	3
R2	3
R3	2
R4	3
R5	3
R6	4
R7	2
R8	3
R9	5
R10	3
R11	3
R12	3
R13	4
R14	5
R15	4
R16	3
R17	2
R18	3
R19	3
R20	3
N=20	

To calculate the mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 21. The result could be presented in to the table descriptive statistic as follows:

Table 4.13

The Mean Score of Students' Accuracy in Post-test
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy	20	3.00	2.00	5.00	64.00	3.2000	.18638
Valid N (listwise)	20						

Table4.13 shows that the highest score of students were 5 and the lowest score were 2. Besides, it also indicates that the mean score of students' accuracy in post-test were 3.2 and the standard deviation error was 0.18638.

In other side, the write also has written score of the students' accuracy who had been given treatment by using project based learning modal and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.14

The Criteria and Percentage of the Students' Accuracy in Post-test

NO	CLASIFICATION	SCORE	NUMBER OF STUDENTS	PERCENTAGE
1.	Excellent	6	0	0%
2.	Very Good	5	2	10%
3.	Good	4	3	15%
4.	Average	3	12	60%
5.	Poor	2	3	15%
6.	Very Poor	1	0	0%
			20	100%

Based on table 5 the criteria and percentage of students' accuracy indicated that there was none of students who got excellent scores, there were 2 students (10%) who got very good scores, there were 3 students (15%) who got good scores and there were 12 students (60%) who got average scores and there was 3 students (15%) who got poor scores and there was none of students got very poor scores.

2) Fluency

Table 4.15

The Score of Students' Fluency in Post-test

Respondent	Fluency
R1	4
R2	3
R3	3
R4	3
R5	3
R6	4
R7	3
R8	3
R9	5
R10	4
R11	3
R12	4
R13	4
R14	4
R15	5
R16	4
R17	3
R18	4
R19	3
R20	3
N=20	

For looking the mean score of students' fluency in post-test, researcher calculated it by using SPSS 21. The result could be presented in to the table descriptive statistic as follows:

Table 4.16

The Mean Score of Students' Fluency in Post-test

Descriptive Statistic

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
fluency	20	2.00	3.00	5.00	72.00	3.6000	.15218
Valid N (listwise)	20						

Table4.16 shows that the highest score of students were 5 and the lowest score were 3. Besides, it also indicates that the mean score of students' accuracy in post-test were 3.6 and the standard deviation error was 0.15218.

In other side, the write also has written score of the students' accuracy who had been given treatment by using project based learning modal and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.17

The criteria and percentage of the students' fluency in post-test

NO	CLASIFICATION	SCORE	NUMBER OF STUDENTS	PERCENTAGE
1.	Excellent	6	0	0%
2.	Very Good	5	2	10%
3.	Good	4	8	40%
4.	Average	3	10	50%
5.	Poor	2	0	0%
6.	Very Poor	1	0	0%
			20	100%

Based on table 4.17 the criteria and percentage of students' accuracy indicated that there was none of students who got excellent scores, there were 2 students (10%) who got very good scores, there were 8 students (40%) who got good scores and there were 10 students (50%) who got average scores and there was none students who got poor scores and there was none of students got very poor scores.

3) Comprehensibility

Table 4.18

The Score of Students' Comprehensibility in Post-test

Respondent	Comprehensibility
R1	3
R2	3
R3	2
R4	2
R5	3
R6	4
R7	2
R8	3
R9	5
R10	4
R11	3
R12	3
R13	4
R14	5
R15	5
R16	4
R17	3
R18	3
R19	3
R20	3
N=20	

For looking the mean score of students' comprehensibility in post-test, researcher calculated it by using SPSS 21. The result could be presented in to the table descriptive statistic as follows:

Table 4.19
The Mean Score of Students' Comprehensibility in Post-test
Descriptive Statistic

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
comprehensibility	20	3.00	2.00	5.00	67.00	3.3500	.20869
Valid N (list wise)	20						

Table4.13 shows that the highest score of students were 5 and the lowest score were 2. Besides, it also indicates that the mean score of students' accuracy in post-test were 3.3 and the standard deviation error was 0.20869

In other side, the write also has written score of the students' accuracy who had been given treatment by using project based learning modal and it presents through the table rate percentage scores. The table is shown as follows:

IAIN PALOPO

Table 4.20

The Rate Percentages Score of Students' Comprehensibility in Post-test

NO	CLASIFICATION	SCORE	NUMBER OF STUDENTS	PERCENTAGE
1.	Excellent	6	0	0%
2.	Very Good	5	3	15%
3.	Good	4	4	20%
4.	Average	3	10	50%
5.	Poor	2	3	15%
6.	Very Poor	1	0	0%
			20	100%

Based on table 4.20 the criteria and percentage of students' comprehensibility indicated that there was none of students who got excellent scores, there were 3 students (15%) who got very good scores, there were 4 students (20%) who got good scores and there were 10 students (50%) who got average scores and there was 3 students (15%) who got poor scores and there was none of students got very poor scores.

Beside showing about the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, the researcher also would present the total mean score and standard deviation of in pre-test and post-test, and

then compare both of them. The result would be presented in to the table descriptive

statistic as follows:

Table 4.21
The Mean Score and Standard Deviation of Pre-test and Post-test
Descriptive Statistic

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	20	3.00	9.00	112.00	5.6000	1.95744
posttest	20	7.00	15.00	203.00	10.1500	2.27746
Valid N (listwise)	20					

Table 4.21 indicates that the standard deviation in pre-test were 1.95 and in

post-test were 2.27. it also shows that mean score of the students in pre-test were 5.60

and the mean score of the students in post-test were 10.15. the result of the table

above shows that the mean score of students in post-test was higher than the mean

score of student in pre-test. It is concluded that using project based learning modal

was effective in teaching speaking.

To know whether the pre-test and post-test were significantly different, and

also to know acceptability of the hypothesis of this research, the researcher used

t_{test}analysis and calculated it by using SPSS 21. The results can be shown in the table

of paired samples statistics, paired sample correlations, and paired samples test. It

was presented in the following tables:

Table 4.22

The Paired Sample Statistics of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest	10.1500	20	2.27746	.50926
	pretest	5.6000	20	1.95744	.43770

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	posttest & pretest	20	.746	.000

The table paired samples statistics of pre-test and post-test above indicates that the value of standard deviation in pre-test was 1.95744 and 2.27746 in post-test. Besides, the standard deviation error in pre-test was 0.43770 and in post-test was 0.50926. The table above also shows that mean score in pre-test was 5.60 and in post-test was 10.15. It could be concluded that the students' score improved from 5.60 to 10.15.

The table paired samples correlations of pre-test and post-test above presents that the correlation of the students' ability before and after treatment is 0.7. It means that there was a significant correlation of students' ability in teaching speaking by using project based learning modal before and after treatment.

Table 4.23

The Paired Sample Test of Pre-test and Post-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	4.55000	1.53811	.34393	3.83014	5.26986	13.229	19	.000

From the table sample test 4.23, the researcher got the data that $t_0(t_{count})=$ 13.229 and df (degree of freedom) = 19. According to the gay the value of t_t= 2.093. [1] It was the standard of signification 0.05 with degree of freedom (df) = 19. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than $t_t(t_{table})$, $t_0 > t_t$.

$$13.299 > 2.093$$

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table}, it concluded that there was a significant difference in teaching speaking before and after using project based learning modal. Because of that, the researcher assumes that project

---

[1]L.R.Gay. Geoffery E. Mills. Pette airasian, *education research.*

based learning modal was effective in teaching speaking at the first year students of SMPN 8 Palopo.

2. Analysis of Questionnaires

To get data of students' interest in learning speaking by project based learning modal, the researcher made questioner that consisted of 10 items. To find out the percentage of students in questionnaires assessment by using the formula below:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P = the percentage from the student's response[2]

F = the frequency

N = number of students.

The results and percentages of students' score would be percentages of students' score would be presented by using table. It would be explained one by one according to the indicators of interest and it could be seen by following tables:

---

[2] Husaini Umar and R. Purnomo Setiadi Akbar, *Pengantar Statistik* in Indar Susanti Thesis " *The Influence of Attending English Course toward English Speaking Skill at the Eight Year Students of SLTPN 8 Palopo".* (Palopo: Sekolah Tinggi Agama Islam Negeri, 2007), *p.* 30.

Table 4.24

1. Project Based Learning is Very Effective in Improving Students' English Efficiency at SPMN 8 Palopo

Item of Choice	Frequency	Percentage
Strongly Agree	12	60%
Agree	8	40%
Neutral	-	0%
Disagree		0%
Strongly Disagree		0%
Total	20	

Table 4.24 indicates that there were 12 students (60 %) chose "Strongly Agree" and 8 students (40 %) chose "agree". But in fact, there was none of the students (0%) chose "Neutral", "Disagree" and"Strongly disagree".

The result above shows that most of students chose strongly agree and agree, so it could be concluded that this technique is effective in improving students' English efficiency at SMPN 8 Palopo.

Table 4.25

2. Project Based Learning Modal can Motivate the Students to Speak

English

Item of Choice	Frequency	Percentage
Strongly Agree	12	60%
Agree	7	35%
Neutral	1	5 %
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.24 indicates that there were12students (60%) chose "Strongly Agree" and 7students(35%) chose "agree" and 1 student (5%) chose "Neutral". But in fact, there was none of the students (0%) chose   "Disagree" and "Strongly disagree".

The result shows that there more of the students chose "strongly agree" and "agree", it shows that the students were interested in learning speaking through project based learning modal. Because of the students realized that the project based learning modal was useful for them especially to improve their speaking skill. One of the benefits that they got from project based learning modal, it was could motivate them to speak.

Table 4.26

3. **Project Based Learning Modal can Improving the Students' Speaking**

Fluency

Item of Choice	Frequency	Percentage
Strongly Agree	7	35%
Agree	12	60%
Neutral	1	5 %
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.26 shown that there were 7 students (35%) chose "Strongly Agree" and 12 students (60 %) chose " agree" and 1 students (5%) chose "Neutral". But in fact, there was none of the students (0%) chose "Disagree" and"Strongly disagree". The statement above shows that the students' gave positive respond to project based learning modal. It can be seen from the students' answer, where some of them chose strongly agree and the others chose agree. Therefore, the researcher assumes it can be conclude that the students had big attention in learning speaking when applying the project based learning modal.

Table 4.27

4. **Trough Project Based Learning Modal Students hoped to interactive with another**

Item of Choice	Frequency	Percentage
Strongly Agree	8	40%
Agree	12	60%
Neutral	-	0%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.26 shown that there were 8 students (40 %) chose "Strongly Agree" and 12 students (60%) chose "agree". But in fact, there was none of the students (0%) chose "Neutral", "Disagree" and "Strongly disagree".

The result above shows that most of students (12) chose "agree", they realized that studying speaking subject by applying project based learning modal did not make them difficult to practice speaking English, it made them easier to practice speaking. So it can be conclude that this technique is effective to make the students at the first year of SMPN 8 Palopo can speaking English easily.

Table 4.28

5. Through Project Based Learning Modal the Students can Speak English

Easily

Item of Choice	Frequency	Percentage
Strongly Agree	13	65%
Agree	6	30%
Neutral	1	5%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.28 indicate that there were 13 students (65 %) chose "Strongly Agree" and 6 students (30%) chose "agree" and 1 students (5%) chose "Neutral". But in fact, there was none of the students (0%) chose "Neutral", "Disagree" and "Strongly disagree". The result above shows that most of students (13) chose "Strongly agree", so it means that the students interested to studying speaking by applying the project based learning modal.

Table. 4.29

6. **Using dialog very effective in learning of Project Based Learning Modal**

Item of Choice	Frequency	Percentage
Strongly Agree	2	10%
Agree	14	70%
Neutral	4	20%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.29 indicate that there were 2 students (10%) chose "Strongly Agree" and 14 students (70%) chose "agree" and 4 students (20%) chose "Neutral". But in fact, there was none of the students (0%) chose "Disagree" and "Strongly disagree". It means that the students interested to the media in learning process by applying project based learning modal. It shows from the result of students' choices which were most of them more choosing strongly agree and agree.

Table 4.30

7. Project Based Learning Modal is More Effective in Improving Students'

Speaking Skill Than Other Techniques

Item of Choice	Frequency	Percentage
Strongly Agree	4	20%
Agree	9	45%
Neutral	7	35%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.30 presentthat there were 4 students (20%) chose "Strongly Agree" and 9 students (45%) chose "agree" and 7 students (35%) chose "Neutral". But in fact, there wasnone of the students (0%) chose "Disagree" and "Strongly disagree".

The result data shows that there none of the students chose "strongly disagree" and "disagree". It can be concluded that the students interested in learning speaking by project based learning modal. Because of the students realized that the project based learning was useful for them, especially to improve their speaking skill.

Table 4.31

8. Project Based Learning Modal Gives New Nuance in Learning Process to Improve Students' Speaking Skill

Item of Choice	Frequency	Percentage
Strongly Agree	4	20%
Agree	13	65%
Neutral	3	5%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.31 indicates that there were 4 students (20 %) chose "Strongly Agree" and 13 students (45 %) chose "agree" and 3 students (35%) chose "Neutral". But in fact, there was none of the students (0%) chose "Disagree" and "Strongly disagree". It shows that the respondents find the project based learning modal is more interesting and it can help the students to speak out their idea concept easier than other methods.

Table 4.32

9. **Project Based Learning Modal can Improve the Speaking Fluency**

Item of Choice	Frequency	Percentage
Strongly Agree	12	60%
Agree	6	30%
Neutral	2	10%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.32 shows that there were 12 students (60 %) chose "Strongly Agree" and 6 students (30 %) chose "agree" and 2 students (10 %) chose "Neutral". But in fact, there was none of the students (0%) chose "Disagree" and "Strongly disagree". Therefore, the researcher assumes that project based learning modal can improve the students' speaking fluency.

Table 4.33

10. By using Project Based Learning Modal, the students can improve their

self confidence in Speaking English

Item of Choice	Frequency	Percentage
Strongly Agree	10	50%
Agree	8	40%
Neutral	2	10%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.33 indicates that there were 10 students (50 %) chose "Strongly Agree" and 8 students (40 %) chose "agree" and 2 students (10 %) chose "Neutral". But in fact, there was none of the students (0%) chose "Disagree" and "Strongly disagree". The fact that most of students chose "strongly agree" and "agree" shows that the students interested in learning speaking through project based learning modal. Based on the data above, the researcher concludes that project based learning modal made students feel self-confident to speaking.

After doing tabulation of the interest questionnaire's data, the researcher needs to analyze the items for score of the interest questionnaire, which was:

Table 4.34

The List of Students' Interest Score in Questionnaire

No	RES	Number of Items										Score
		1	2	3	4	5	6	7	8	9	10	
1.	R1	4	5	4	4	5	3	4	4	5	5	43
2.	R2	5	5	5	4	3	3	3	5	5	4	42
3.	R3	4	5	4	4	5	4	4	4	5	5	44
4.	R4	4	3	4	4	4	3	4	4	3	4	37
5	R5	4	5	5	4	4	5	3	3	4	5	42
6.	R6	5	5	4	5	5	4	4	4	5	5	46
7.	R7	5	4	5	5	4	4	4	5	5	4	45
8.	R8	4	5	4	5	5	4	5	3	5	4	45
9.	R9	4	4	4	4	4	4	4	3	4	5	41
10.	R10	5	5	5	4	5	4	4	3	4	4	44
11	R11	5	4	4	5	4	4	5	3	5	4	44
12	R12	5	4	4	4	5	4	3	5	5	4	43
13	R13	5	5	4	4	5	4	4	4	5	5	45
14	R14	5	5	4	4	5	4	3	4	4	4	42
15	R15	5	5	5	5	5	3	3	3	4	3	41
16	R16	4	4	4	5	5	4	5	5	5	5	46
17	R17	5	4	3	4	5	5	3	4	3	3	39
18	R18	5	4	5	5	5	4	5	4	5	5	47
19	R19	4	5	5	5	4	4	3	3	4	5	42
20	R20	5	5	4	4	5	4	4	4	5	5	45

By totaling the score of the students' answering toward the statements in questionnaire that was given to the students, it could be concluded that the lowest score was 37 and the highest score was 47.

The table distribution frequency about the students' interest score toward the learning process by project based learning model was showed by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make the table distribution frequency, the researcher used the single data table distribution frequency that was most of the score frequent more than one. The way that was needed to do, that was:

1. Finding out the highest score (H) and the lowest score (L) and from the data that was got, it could be showed that H=47 and L= 37. After knowing the score of H and L, the researcher arranged the score of students' interest from up to down, it started from the highest score successively until the lowest score in the first column of table distribution frequency.

2. Counting the frequency in each score that had been got, then its result was come into the second language that had been prepared, next the score was added so that it was got the total of frequency ($\sum$N) or (N).

For more knowing about the students' spreading interest data, it could be seen in the following table:

Table 4.35

Distribution Frequency of Students' Interest

Score	Frequency	Percentage
47	1	5%
46	2	10%
45	4	20%
44	3	15%
43	2	10%
42	4	20%
41	2	10%
38	1	5%
37	1	5%
∑= 863	N= 20	100%

Based on the table above, it can be seen that the students who got the high score 47 only one student (5%) and there was 1 student (5%) got the lowest score 37. The others got score 46,43, and 41 was 2 students (10%) and there was 4 students (20%) got scores 45, and 42,there was 3 students (15%) got score 44 and only one student (5%) got score 39.

B. Discussions

1. Speaking Test

This section presents the result of data analysis in findings. It discuss about the use of project based learning model in developing speaking at the first year students of SMPN 8 Palopo since the pre-test until post-test had been conducted.

In pre-test, the researcher asked the students to explain and describe thing used picture, researcher asked students to explain the picture about name and quantity of animals, things, and name of public place that near form our life to get thescore of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test. From the result showed that in **accuracy** there was none of students (0%) got *excellent* and*very good.* But there were 5 students (25%)got *average,*8 students (40%) got *poor,* and 7 students (35%) got *very poor*. Where as in **Fluency** showed that there was aslo none of students (0%) got *excellent* and *very good.* But there were 4 students (20%)got *average,*11students (55%) got *poor,* and 5 students (25%) got *very poor*. In **Comprehensibility,** there was none of students(0%) got *excellent* and *very good.* But there were 3 students (15%) got *average,* 9 students (45%) got *poor,* and 8 students (40%) got *verypoor.*

Related to the analysis of the table of classification and percentage rate of the students in pre-test and the students' mean score, the researcher conclude that the students' speaking skill was still *low.*

In post-test, its form is the same as the pre-test. The researcher gave some topics about things to the students that must be explained, they must explain the

picture about name and quantity of animals, thing, and public place in around our life used expression *there is /there are, how many do you have, what you think about..* The post-test was done after giving five treatments to the students. It was done to get the students' score in speaking ability (accuracy. Fluency, and comprehensibility) in post-test and to know the student's speaking skill improvement. It was found that in **accuracy** there was still none of them (0%) got *excellent.* But in this time, there were 2students *(*10%) got *very good,* 3 students (15 %) got *good,* 12students (60%) got *average,* and there was 3 students (15%) got *poor.* There was none of them got *very poor* in post-test. In **fluency**, it presents that there was none of them (0%) got *excellent.* There were 2students *(*10%) got *very good,* 8 students (40%) got *good,* 10students (50 %) got *average.* But in this time there was none students (0%) got *poor and very poor.* While, in **comprehensibility** there was none of them (0%) got *excellent.* But there were 3students *(*15%) got *very good,* 4 students (20%) got *good,* 10students (50%) got *average,* and there was 3 students (15%) got *poor.* the result also showed that there was none of students (0%) got *very poor.*

Some examples of the students' speaking record in pre-test and post-test:

Respondent 2 (R2) in pre-test:

T: What is this?
R: eee…table
T: How many table are there?
R: ……eee..ee..two
T: What is that?
R: e e e..b.lamp
T: How many lamp are there?
R: e…three

Respondent 3(R3) pre-test

T: what is this?
R: ....ehhm television
T: how many television are there?
R:... one
T: what is that?
R: ...e.e.e glasses
T: how many glasses are there?
R: .e. . e. ..two

Respondent 10 (R10) pre-test

T: what is that?
R: one stove
T: how many stove are there?
R: one
T: what is that?
R: that plate
T: How many plate are there?
R: five plate

Criteria of score of components:

1. Accuracy in Pre-Test

Respondent 2

Accuracy (2) = Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many "basic" grammatical and lexical errors. For example, the respondent pronounces *"lamp"* as *"lam"* and *"three"* as *"tri"* ,these are Indonesian style. She should pronounce "*lamp"* as *"laem"* and *"three"* as "*sri".*

Respondent 3

Accuracy (1) = Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course. For example, the respondent pronounces *"television"* as *"television"* he should pronounced as *"televisien"* and "glasses" as *"glase"* he should pronounced as *"gleses"*. He answer very simple example *"one"* he should answer *"this is one television"* and *"there are two glasses"*.

Respondent 10

Accuracy (3) Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion. Example the respondent pronounce *"stove"* as *"stove"* in Indonesia language she should *"steuv"*. The answer very simple an there are grammatical an lexical error example *"one"* and *"five plate"* she should answer *"there is one stove"* and "there are five plates"

2. Fluency in Pre-Test

Respondent 2

Fluency (2) = She still has to make an effort to much time, very halting fragmentary delivery, almost give up making the effort at times. It is very limited range of pausing. For example, she always say *" e e e"* when she lack of ideas and cannot answer.

Respondent 3

Fluency (1) Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.

Respondent 10

Fluency (3) has to make effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.

3. Comprehensibility in pre-Test

   Respondent 2

Comprehensibility (2) = only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.

   Respondent 3

Comprehensibility (1) hardly anything of what is said can be understood; even the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

   Respondent 10

Comprehensibility (2) only small bits (usually short sentence s and phrases) can be understood who is listening.

Respondent 2 (R2) post-test

T: what is that?
R: that is a Television
T: how many television are there?
R: there is one television
T: how many chair do you have?

R: I have . . . five plate
T: what is this?
R: this is cat
T: how many cat does she has?
R: She has two cats
T: what do you think about hospital?
R: I think hospital is place to doctor give medicine to patient and nurse look after patient.

Respondent 3 (R3) Post-test
T: what is this?
R: it is glass
T: how many glass are there?
R: four glasses
T: what is this?
R: this is a knife
T: how many horse does he has?
R: he have three horse
T: what is this?
R: it is hospital.
T: what do you think about that?
R: I think garden is place to plant the vegetables and fruits.

Respondent 10 (R10)
T: what is this?
R: This is a bottle.
T: how many knife do you have?
R: I have one knife
T: how many spoon she has?
R: She has six spoon
T: how many pet do you have?
R: I have two rabbits
T: what do you think about?
R: I think the place to save our money.

Criteria of score of components:

1. Accuracy in Post-Test

   Respondent 2 (R2) post-test

Accuracy (3) Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion. The respondent answer very simple as "one television" and "plate". he should answer "one television" as "there is one television" and "plate" as " plates".

Respondent 3 (R3) post-test

Accuracy (2) Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many "basic" grammatical and lexical errors. Example respondent pronounce "glasses" as "glasses" in Indonesia language and "knife" as "knife". He should pronounce "glasses" as "gleses" and "knife" as "nife" because "k" in front consonant have to silent. About lexical respondent should answer "this glasses" as "this is glasses".

Respondent 10 (R10) post-test

Accuracy (3) Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion. Example respondent pronounce "bottle" as "bottle" and "knife" as "knife". Respondent should pronounce "bottle" as "boutel" and "knife" as "nife".

2. Fluency in Post-Test

Respondent 2 (R2) post-test

Fluency (4) although he has to make and search for words, there are too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Air range of expression.

Respondent 3 (R3) post-test

Fluency (3) has to make effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.

Respondent 10 (R10) post-test

Fluency (4) although he has to make and search for words, there are too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Air range of expression.

3. Comprehensibility in Post-Test

Respondent 2 (R2) post-test

Comprehensibility (3) The listener can understand a lot what is said about he must constantly seek clarification. Cannot understand many of time speaker's more complex or longer sentences.

Respondent 3 (R3) post-test

Comprehensibility (2) only small bits (usually short sentence s and phrases) can be understood who is listening.

Respondent 10 (R10) post-test

Comprehensibility (4) Most of what speaker say is easy to follow. His intention is always clear but several interruption are necessary to help him convey message or to seek clarification.

Bar Chart of the Students' Score in Pre-test and Post-test

The bar chart above shows that there was significant difference of students' score in pre-test and post-test. The students' score in post-test is higher than their score in pre-test. It means that there was improvement of students' score from pre-test to post-test after they learnt speaking by project based learning model. The improvement of students' score showed that there was improvement of students'

speaking skill. It presented that the students' speaking skill increase after the learnt speaking by project based learning model.

Based on the result above and the mean score of students' speaking skill (accuracy, fluency, and comprehensibility) in pre-test and post-test (see table 4.21), it could be concluded that project based learning model was effective in teaching speaking especially to improve the students' speaking skill of the students at the first year of the students of SMPN 8 Palopo. It could be seen from the mean score of students (10.15) in post-test was higher than the mean score of students (5.60) in pre-test.

Project based learning model could facilitate the students to have more motivation to use English in communication with their friends. They could practice how to express their ideas, they could also appreciate the other opinions of other students, and also they can practice.

Suparman, with in the preface of his book, explains several specific competences related to speaking, He states that: Speaking skill requires some specific competences. The specific competence comprises the mastery of vocabulary, grammar, courage to initiate speaking, continuously speaking practice based on certain guiding text book, fluency in uttering and speaking speed. These competences support one another to improve English speaking skill.[3]

---

[3]Suparman, *Practical Guide to Speak English (Yogyakarta: UII Press, 2001). P.1*

H. Douglas Brown explains several specific competences related to speaking, He states that: dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which those purpose is to convey proportional for which those purpose is to convey proportional or factual information (transactional). Study about foreign language is too difficult for beginners or learners speaking skill.[4]

Jack C Richard and Willy A. Renandya of their book explain about speaking too. Their states that: Speaking is one of the central elements of communication and used for many different purposes, and each purpose involves different skill and speaking is fundamentally on instruments act. Speaker talks in order to have some effect on their learners, and we may use speaking to describe things to explain about people's behavior, to take polite request, or to entertain people with a joke and another. In ESL teaching is an aspect that needs special attention and instruction. In other to provide effective interaction, it is necessary for teacher to be careful to examine the factors, conditions, and components that underlie speaking effectiveness.

Effective interaction divided from the careful analysis of this area together with sufficient language input and speech promotion activities will gradually help learners speak English fluently and approximately. Speaking language is especially difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction. To learn a second

---

[4]H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (Ed. II; San Francisco : Addison Wesley Longman, 2001), p.251*

language of foreign language is difficult as we learned our native language as a child.[5]

The learner cannot feedback the teacher and they find in expressing because of gaps in their linguistic repertoire. It is obvious that to build up learners' speaking skill the teacher needs to recognize well some specific competences (as like Suparman identifies as mastery of vocabulary, grammar, etc.). At the sometime the teacher should identify difficulty that make the learner reluctant to speak in order to create comfortable class atmosphere so that the learners react and behave like the teacher desire and finally reach the goal.

Harmer express what the teacher should to do overcome the difficult above. His stats that the teachers' task will be twofold: to give them (learners) confidence in English and to equip them with hitherto unknown skill in either their own mother tongue or English.[6]

Project based learning model could facilitate the students to have more motivation to use English in communication with their friends. They could practice how to express their ideas, they could also appreciate the other opinions of other students, and also they can practice.

---

[5] Jack C Richard and Willy A. Renandya. *Opcit* p.210
[6] Jeremy Harmer, *the Practice of English Language Teaching* (Ed.III; England: Pearson Education Limited,2001), p.269

2. Analysis of Questionnaire

This research presents the result of data analysis from questionnaire, in relation tp the findings of the percentage on the students' interest in learning speaking by project based learning modal, it could be indicates that there were most of the students very interested in learning speaking by promoting a product and the others were interested in learning speaking.

Learning speaking by project based learning model was one of effective and interesting ways that could be applied in the classroom. Besides, project based learning model could motivate the students' to improve speaking skill. In this method the students' were expected to contribute ideas information, opinion and feelings to others, so that way the students' could get new solution in speaking skill. This technique could improve the students' vocabulary, make the students focus active during the learning process. By applying this technique we could learn enjoying.

In addition the students' interest in learning speaking by project based learning model could be seen through the answers of the questionnaire by the students. Having analyzed the result of students' responses toward the technique applied by the researcher in this research, it shows where the data shows that there were 40% students chose strongly agree, 50% students chose agree, 10% students chose neutral, but there was none of students chose disagree and strongly disagree. Many students chose positive choices in all statements, it shows that the students gave positive response to this technique.

From the result of the questionnaire, the researcher gave the analysis about answer majority of the students. Most of students chose agree and strongly agree as their answer. The researcher concluded the students at the first year of SMPN 8 Palopo were interested in learning speaking through project based learning model.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents some conclusions and suggestion based on finding and discussion from data analysis:

A. Conclusions

Based on the findings, and discussions in the previous chapter, the researcher draws conclusions as in following:

1. Having implemented the treatment by using project based learning model, it can be concluded that project based learning model is effective teaching speaking at the first year students of SMPN 8 Palopo. The data have been analyzed by using (t_t) standard of significant 5 % with degree of freedom (df) = 19, got t_t = 2.093 and standard of significant 0.05, the result of t_0 (t_{count}) is higher than t_t (t_{table}), 13.299 > 2.093. It means that there is a significant different between students' ability before and after treatment by using project based learning model.

This research received becauseproject based learning model is an effective in teaching speaking at the first year students of SMPN 8 Palopo. It improved the students' speaking skill. Project f learning model is an interesting model in teaching speaking because based on the observation all the students interested in learning speaking and more active during the class.

2. Having analyzed the result ward the technique of students' interest toward the technique applied by the researcher in this research, the data shows that many chose positive choices in all the statements, it shows that the students gave positive response to this technique. Based on the data, the researcher concluded the students at the first year of SMPN 8 Palopo were interested in learning speaking through project based learning model.

B.   *Suggestions*

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various method or technique to manage the class more lively and enjoyable. The method and technique also help the teachers and lectures, and give much opportunity for students to be active in teaching learning process. Regarding to teaching speaking by project based learning model, the researcher gives some suggestion for the teacher, students and the next researchers as follows:

1. For the teachers, it is better to use positive topic and the topic which is very close to the students' live. The researcher suggests the teacher to use project based learning model in teaching speaking because it can simulate and motivate the students to be active in speaking English.

2. For the next researchers, this research can be one of the references for them in conducting other researchers with more detailed information about interactive activities to improve students' speaking skill.

Finally, the researcher realizes that this thesis is far from being perfect and because of that: constructive critics and advice are really expected for the perfection of this thesis. The researcher hopes that the result of this research can be useful for the readers. It is hoped that the readers will have more information about interactive activities technique in teaching speaking.

BIBLIOGRAPHY

Arikunto Suharsimi,dkk.,*Penelitian Tindakan Kelas,*(Cet.IV;Jakarta: Bumi Aksara, 2007), p.74*:*

Asep Gunawan, 2013*. When English Rings the Bell/.* Jakarta*:* Politeknik Negeri Media Kreatif, *(h.56)*

Brown H. Douglas, *Teaching by Principles,*(Second edition: New York, Addison Wesley Logman, Inc, 2002),p.274.

Brown H.Douglas, *Principle of Language Learning and Teaching,*(New York: Practice Hall, 1980),p.87.

Fitria Susi, *Speaking Activities in Young Learning Classroom the Implementation of Project-Based Learning Approach,* (Universitas Pendidikan Indonesia, 2013),p.3

Galugu Nur Saqinah, *Improving Students' Speaking Skill through Communicative Group Technique of the Third Semester Students of English Departement of STAIN Palopo,* (Palopo: STAIN, 2011), p.4

Jack C. Richard and Willy A.Renandya, *Methodology In Laguage Teaching,* (Ed. L; New York: Cambridge University Press,2002), p.204.

Manser Marten H., *Oxford Learner's Pocket Dictionary,*(third edition; new york: Oxford University Press, 1991)p.477.

Maulany Darini Bilqis, *the Use of Project Based Learning in Improving Students' Speaking Skill.* Universitas Pendidikan Indonesia.2013.p:4

MaulidaNasmi, *Speaking Assessment Techniques in Teyl Using Project Based Learning (A Descriptive Qualitative Research at One of Elementary School in Bandung),* Universitas Pendidikan Indonesia, 2013.p:1(Online),accessed Mei 21,2014, 12:47 pm.

Moss, D., & Van Duzer, C. 1998. *Project-based learning for adult English learners.* Eric. Digest. (Online), (http://www.ericdigest.org/1999-4/project.htm), accessed June 8, 2014.1:03.pm

Nunan David, *Practical* English Teaching, (united states of America International editor) p.55

Pati , *The Effectiveness of Communicative Approach in Teaching Speaking Skill at the Second Year Students of SMK Analisis Kimia Palopo,* (A thesis: STAIN Palopo, 2008). P.28

Patton, Alice, *The Teacher Guide to Project Based Learning.* London: 2012. Paul Hamlyn Foundation.

Permatasari SifaFauziah**,** *Improving Student's Speaking Skill through Project Based Learning for Second Grader of SMPN 1 Kawedanan, Magetan.* (Universitas Negeri Malang) p.1 (Online),(http://www.articel/project Based Learning.htm), accessed June 8, 2014.1:03.pm

Rousova Vlasta, *Project Based Learning Halloween Party,* Masaryk University BRNO Faculty of Education.2008.p.14.(Online).Accessed on June 8,2014.12.53 pm.

Scarborough, et al. *Project Based Learning and the Role of Learning Boundaries.* Sage Publications. 2014. (Online). (http://www.moe.gov.sg/education/programmes/project-work/) accessed Mei 21,2014, 12:47 pm.

Sholihin, M Ed., *Prosess Belajar Megajar Speaking Skill (keterampilan Berbicara)* teks review, (http://www.langkah-langkah dalm pembelajaran speaking.pdf) accessed on November 13,2012

Sholikin Drs., M Ed, *Proses Belajar Mengajar Speaking Skill* (ketrampilan berbicara) teks review, accessed November 13,2012.

Solahuddin M.,*Kiat-Kiat Praktis Belajar Speaking,* (Jakarta: Diva Press, 2008).

Takdir Muh., *Improving Speaking Skill by Explaining Word at the Second Year Students' English Study Program of STAIN Palopo,* (Palopo: STAIN, 2010),p.1.

Wardhani IGAK, et.al.,*Penelitian Tindakan Kelas,*(Cet.11: Jakarta: Universitas Terbuka, 2010)p.1.4

Wardi Risma, *Teaching The Eleventh Year Students English Speaking Skill through Self Talk Staregy at SMA Negeri 4 Palopo,* (Palopo STAIN Palopo,2010),p.9

Wilga M Rivers, *Teaching Foreing Language Skill,*(London: The University of Chicago Press, 1981),p.238.

http://bdksurabaya.kemanag.go.id/file/dokumen/SPEAKING.pdf

http://dictionary reference. Com/browse/ guessing

http://www.moe./improving Students' Speaking Ability through Project Work.21

Mei 2014: 12:52 pm.

Online.(http://repository.upi.edu.pdf).accessed June 8,2014.1:18.pm

APPENDIXE

CATATAN HASIL KOREKSI SEMINAR HASIL SKRIPSI

Nama	:	**Siti Susanthy**
NIM	:	**10.16.3.0130**
Jurusan/ Program Studi	:	**Tarbiyah / Bahasa Inggris**
Hari / Tanggal Ujian	:	**Senin / 22 Desember 2014**
Judul Skripsi	:	**Teaching Speaking Skill through Project Based Learning Modal at First Year Students of SMPN 8 Palopo**

…………………………………………………………………………………………....

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Palopo,   2014

Penguji

………………………….

NIP.

ANGKETPENELITIAN

Keterangan

Daftarinibertujuanmengumpulkan data tentangsikapterhadappengaplikasian Project Based Learning (PBL) modal terhadappeningkatanberbahasaInggrissiswa. Untukituandadiharapkanmemberikanjawabandengansejujur-jujurnya. Kejujurandankebenaranpenilaianandamerupakansumbanganterbesardalampenelitianinid anataskerjasama di ucapkanterimakasih.

Petunjuk:

1. Bacalahpetunjukkerjasebelummengerjakanangket di bawahini.
2. Padasetiappertanyaan di sediakan 5 kriteriayaitusangatsetuju, setuju, netral, tidaksetujudansangattidaksetuju.
3. Berilahtandacheck list padasetiapilihan.
4. Terimakasihataskejujuranandadalammengerjakanangketini.

IDENTITASRESPONDEN
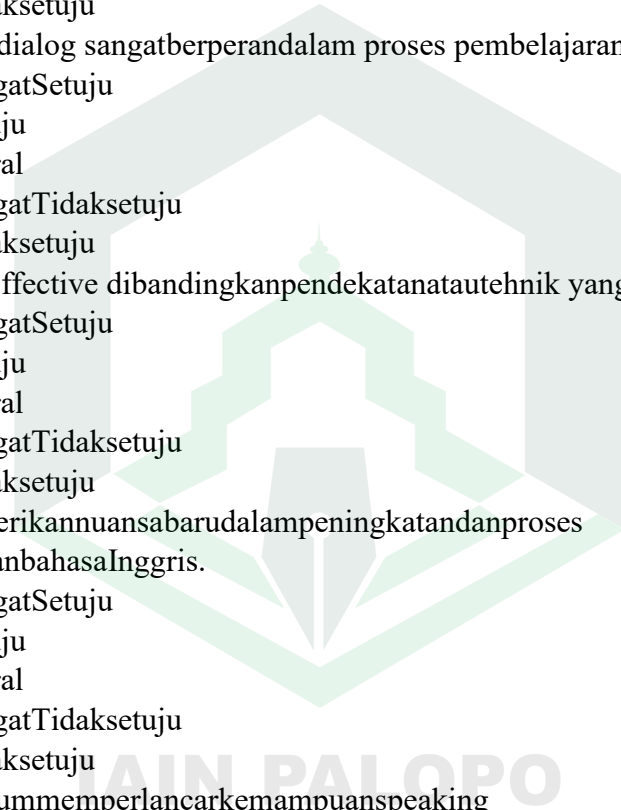
Nama :
NIM :
Kelas :

1. Project Based Learning (PBL) sangat effective dalambahasaInggriskhususnyadalampeningkatankecakapanberbahasaInggris SMPN 8 Palopo.
   a. SangatSetuju
   b. Setuju
   c. Netral
   d. SangatTidaksetuju
   e. Tidaksetuju
2. Project Based Learning (PBL) mampumemotivasidalampeningkatanberbahasaInggrisanda.
   a. SangatSetuju
   b. Setuju
   c. Netral
   d. SangatTidaksetuju
   e. Tidaksetuju
3. Project Based Learning (PBL) dapatmembantukelancaranspeakinganda.
   a. SangatSetuju
   b. Setuju
   c. Netral
   d. SangatTidaksetuju
   e. Tidaksetuju

4. Melalui Project Based Learning (PBL) siswa – siswidapatdiharapkanberinteraksidengan orang lain.
    a. SangatSetuju
    b. Setuju
    c. Netral
    d. SangatTidaksetuju
    e. Tidaksetuju
5. Melalui PBL andadapatdenganmudahberbicaradalambahasaInggris
    a. SangatSetuju
    b. Setuju
    c. Netral
    d. SangatTidaksetuju
    e. Tidaksetuju
6. Pengunaan dialog sangatberperandalam proses pembelajaran di PBL.
    a. SangatSetuju
    b. Setuju
    c. Netral
    d. SangatTidaksetuju
    e. Tidaksetuju
7. PBL lebih effective dibandingkanpendekatanatautehnik yang lainnya.
    a. SangatSetuju
    b. Setuju
    c. Netral
    d. SangatTidaksetuju
    e. Tidaksetuju
8. PBL memberikannuansabarudalampeningkatandanproses pembelajaranbahasaInggris.
    a. SangatSetuju
    b. Setuju
    c. Netral
    d. SangatTidaksetuju
    e. Tidaksetuju
9. PBL mampummemperlancarkemampuanspeaking
    a. SangatSetuju
    b. Setuju
    c. Netral
    d. SangatTidaksetuju
    e. Tidaksetuju
10. Melalui PBL kitadapatmembuatsiswa-siswipercayadiridalamberkomunikasi
    a. SangatSetuju
    b. Setuju
    c. Netral
    d. Sangat Tidak setuju
    e. Tidak setuju

Distribution of t-table

df	(Level of significances One Tailed Test)			
	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.123	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.143	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965

18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

ACTIVITY IN THE CLASS

PRE TEST

The researcher asked the students to explain about a picture. Especially the quantity and the names of animals, things and public places. Using their own words in pre-test to know the ability of their skill before being given treatments.

"What is this? "

" How many table are there?"

"How many plate do you have?"

POST TEST

The researcher asked the students to explain about a picture. Especially the quantity and the names of animals, things and public places. Using their own words in post-test to know the ability of their skill after being given treatments.

"What is this? "

" How many chairs are there?"

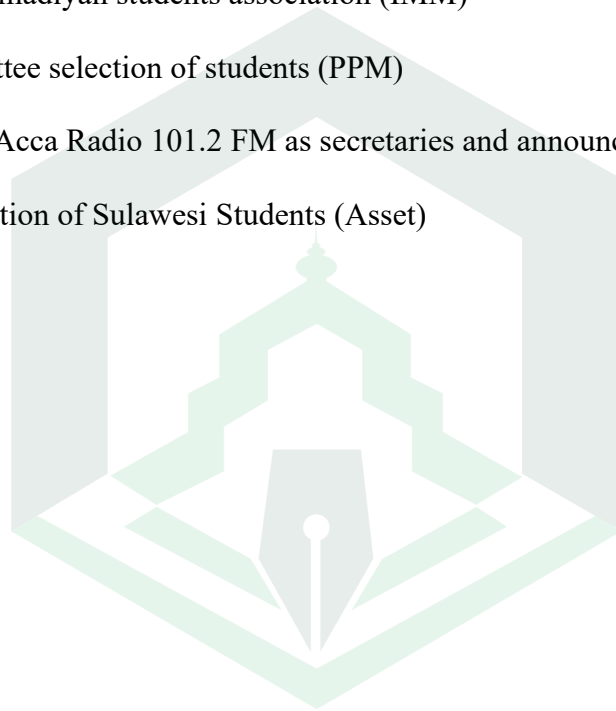*"How many plate do you have?"*

CURRICULUM VITAE

Siti Susanthy, She was born on 06th January 1992 in Sumberdadi, as the nine child from the happy and simple family. Her father's name is Moh. Santoso and her mothers' name is Suarti. She has five brothers "Riki Alamsyah, Agus Sunario, Zalman Alfaridzi, Sahrul Ramadani, Ismail Marzuki" and three sisters "Siti Sundari, Sinta Nabila, Latifah Azzahra", Nur Zamzam, who always give support to continue her studying.

She was starting her studying at the Elementary School Num. 285 Mulyorejoin 1998 and graduated 2004 and continued it in Junior High School Number 1 Lamasi in 2007. She graduated it and then continued her studying in Senior High School Superior 01 Kamanre and graduated in 2010. After that, she continued her studying at the State College for Islam Studies (STAIN) Palopo and taking English Department and she finished her studying at the State College for Islamic Studies (STAIN) Palopo in 2015. She wrote the thesis entitle "Teaching Speaking Skill through Project Based Learning Model at First Year Student of SMPN 8 Palopo".

During her studying in STAIN Palopo, she ever joined in some organizations, namely:

1. English Students Association (HMPS BIG) STAIN Palopo

2. Get U Club

3. Muhammadiyah students association (IMM)

4. Committee selection of students (PPM)

5. Join in Acca Radio 101.2 FM as secretaries and announcer

6. Association of Sulawesi Students (Asset)