

**IMPROVING SPEAKING SKILL BY USING PROJECT-
BASED LEARNING FOR THE SECOND GRADE STUDENTS
OF SMPN 4 PALOPO**

A Thesis

*Submitted to the English Education Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo as Partial Fulfillment of
Requirements for S.Pd Degree in English Education*



By:

ALFATIHAH

17 0202 0102

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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STATE ISLAMIC INSTITUTE OF PALOPO**

2021

THESIS APPROVAL

This thesis entitles “Improving Speaking Skill by Using Project-Based Learning for The Second Grade Students of SMPN 4 Palopo”, which is written by **Alfatihah**, Reg. Num 17 0202 0102, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo has been examined and defended in **Munaqasyah** session which is carried out on Tuesday, October 19th 2021, coincided with Safar 12th 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

Palopo, October 19th 2021

COMMITTEE OF EXAMINATION

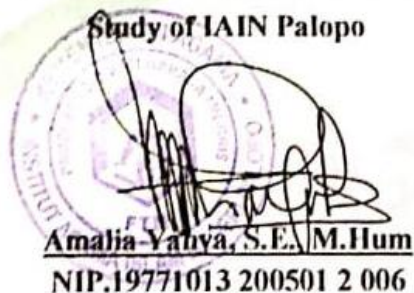
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| 1. Muhammad Iksan, S.Pd., M.Pd | Examiner I | (.....) |
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| 3. Dr. H. Rustan S, M.Hum | Consultant I | (.....) |
| 4. Andi Tenrisanna Syam, S.Pd., M.Pd | Consultant II | (.....) |

Approved by

The Dean of Tarbiyah and Teacher
Training Faculty



The Head of English Education
Study of IAIN Palopo



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I, who undersigned below:

Name : Alfatihah
Registration Number : 17.0202.0102
Faculty : Tarbiyah
Study Program : Bahasa Inggris

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Alfatihah

17 0202 0102

CONSULTANT APPROVAL

Thesis Entitled : Improving Speaking Skill by Using Project-Based Learning
for the Second Grade Students of SMPN 4 Palopo

Written By :

Name : Alfatihah
Reg. Numb : 17 0202 0102
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

It has been corrected and approved to be examined.

Palopo, September 9th, 2021

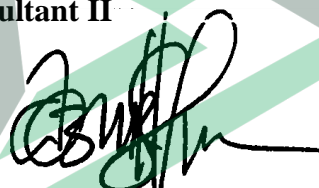
Approved

Consultant I

Consultant II



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



Andi Tenrisapna Syam, S.Pd., M.Pd.
NIP. 19860423 201503 2 005

NOTA DINAS PEMBIMBING

Palopo, 09 September 2021

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

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Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Alfatihah

NIM : 17 0202 0102

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : Improving Speaking Skill by Using Project-Based Learning
for the Second Grade Students of SMPN 4 Palopo

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Pembimbing I



Dr. H. Rustan S. M. Hum
NIP. 19651031 199203 1 054

NOTA DINAS PEMBIMBING

Palopo, 09 September 2021

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

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NIM : 17 0202 0102

Prodi : Pendidikan Bahasa Inggris

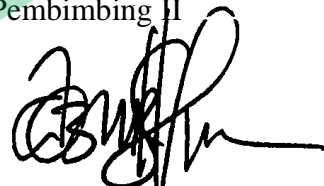
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Demikian untuk diproses selanjutnya.

Pembimbing II



Andi Tenrisahna Syam, S.Pd., M.Pd.

NIP. 19860423 201503 2 005

EXAMINER APPROVAL

Thesis Entitled : Improving Speaking Skill by Using Project-Based Learning
for the Second Grade Students of SMPN 4 Palopo

Written By :

Name : Alfatihah
Reg. Numb : 17 0202 0102
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, October 15th, 2021

Approved

Examiner I



Muhammad Iksan, S.Pd., M.Pd
NIP. 19860327 201801 1 001

Examiner II



Dr. Maghfirah Thayyib, S.S., M.Hum
NIP. 19850719 201801 2 001

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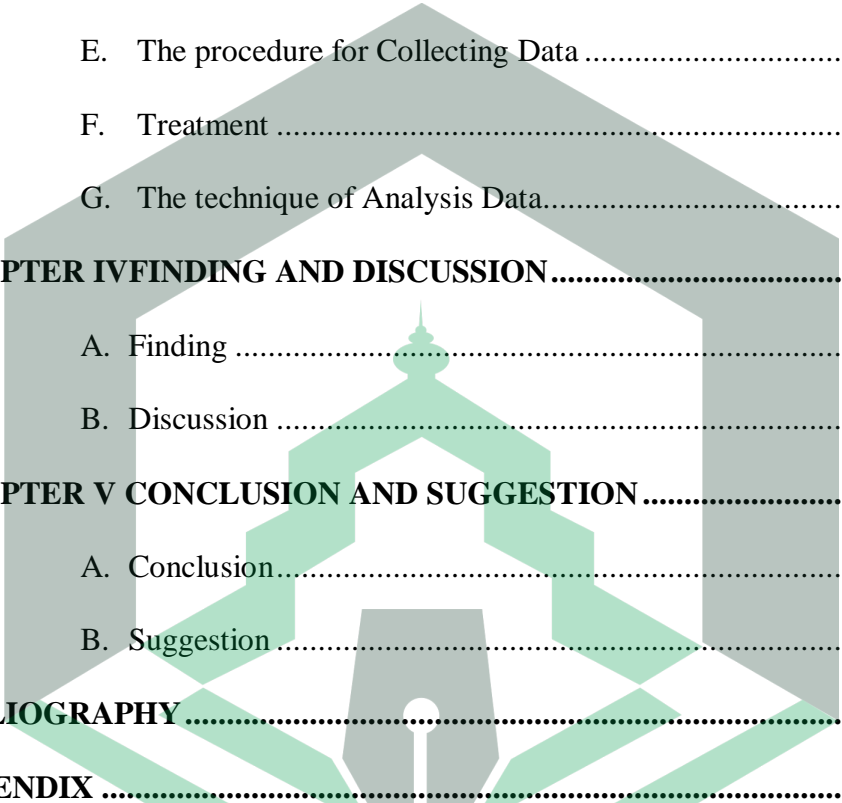
Finally, the researcher dedicates this thesis. May Allah SWT bless us. Aamiin.

Palopo, September 27th, 2021

Alfatihah

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ABSTRACT

Alfatihah, 2021. *“Improving Speaking Skill by Using Project-Based Learning for the Second Grade Students of SMPN 4 Palopo”*. A thesis of English Education Study Program. Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo. Under supervisor Dr. H. Rustan S, M. Hum as the first consultant and Andi Tenrisanna Syam, S.Pd., M.Pd as the second consultant.

The research objective is to determine whether or not project-based learning significantly improves students' speaking skills in e-learning classes and students' perceptions towards the implementation of PBL in improving their speaking skill. In this research, the researcher has applied the quasi-experimental method. The population was 120 students. The research sample was class VIII A consisted of 16 students as an experimental class, and class VIII B consisted of 16 students as a control class. The sampling technique in this research was cluster sampling. The instrument of the research was a speaking test and questionnaire. The researcher collected data through giving pre-test, treatment, post-test, and questionnaire. The data were analyzed by using SPSS program version 28. The students' result of mean score in the pre-test of the experimental class was lowest than the mean score in the post-test (35,81<64,94). The researcher found that the p-Value was 0.01 and the alpha was 0.05, therefore $p < \alpha$ (0.01<0.05). Meanwhile, the mean score of the students in the pre-test of the control class was lowest than the mean score in post-test (41.00<50,75). It means that the mean score of post-test in the experimental class is better than the mean score of post-test in the control class (64,94>50,75)—the mean score of post-test. From the results of the questionnaire show that project-based learning can significantly improve speaking skills, this is based on the results of students' perceptions questionnaire which shows the "very high" category. It could be concluded that Project-Based Learning significantly improves the students' speaking skills.

Key Words: Speaking Skill, Project-based Learning, E-learning.

CHAPTER I

INTRODUCTION

A. Background

Speaking is an interaction between two people or more in getting information where they are speakers and listeners. Richards and Renandya (2002) say that speaking is one of the elements of communication¹. Therefore, speaking is an important skill used to communicate and to share a thought. People talk to express themselves by making statements, asking questions, or negating. Brown (2004) states that speaking is an interactive process of constructing meaning involving producing, receiving, and processing information².

In learning English, speaking seems to be the most important skill because it is a productive skill in the verbal form that can show learners output. Speaking can increase a person's confidence; we can share and find much information directly; besides, speaking is one of the most important factors in developing other English skills. For example, when we learn writing or master various types of tenses so that when we speak, our grammar and vocabulary choices are not wrong. In listening when participating in listening activities or just listening to English, then at least the listener can repeat it. Moreover, in reading, which is reading the reading text, of course, it will become speaking too. Thus, the teacher can see what the students have achieved from the learning

¹Jack. C Richards and Willy. A Renandya, "Methodology In Language Teaching An Anthology of Current Practice," in *Language*, 2002, 210, <https://doi.org/10.2307/416467>.

²H. Douglas Brown, "Language Testing Book: Principles and Classroom Practice," *Book*, 2004, 314.

process and what aspects need improvement from the student's speaking performance.

Today, English is the most spoken language in the world, and it is very important to be able to speak English. However, the fact is that students think speaking English is something new for them to find some difficulties in speaking English. From the observation of teaching practice in junior high schools, students face several problems in speaking. First, students do not have sufficient vocabulary, so they are afraid to express their ideas. Second, students cannot pronounce the words correctly. It makes them feel embarrassed and can increase speaking anxiety because they are afraid of making mistakes; and third, they also have limited opportunities to speak English outside the classroom.

Currently, teaching and learning activities in Indonesia must be carried out from home. Due to the Covid-19 outbreak, which is increasingly widespread in Indonesia. Minister of Education and Culture Nadiem Anwar Makarim issued Circular Number 4 of 2020 concerning the Implementation of Education in a Coronavirus (Covid-19) Emergency, one of which emphasizes that online learning (distance far) is done to provide a meaningful learning experience. E-Learning is the best choice for education amid the Covid19 outbreak.

Ghiardini (2011:9) stated that "E-learning can offer one effective teaching method, such as practicing with related feedback, personalizing learning paths based on student needs, combining collaborative activities with

independent research, and using simulations and games.³“ However, in Indonesia, not all students are familiar with the E-Learning system, which has become a new thing that requires adaptation. From the researcher’s teaching experience when the researcher PLP, the researcher saw that student’s lack of enthusiasm in learning the E-Learning system resulted in low student motivation in the learning process. Based on the observations, the researcher found that some students had difficulty learning English, especially during online classes. Students say that the teacher’s monotonous teaching methods or strategies make them less interested in learning. Also, students consider English is a complicated subject, making students less enthusiastic about learning, primarily when the E-Learning system is implemented. Less efficient learning strategies in online classes make students less involved in the learning process. Those problems are a challenge for educators, especially English teachers, to find the right strategy to use in online classes so that students are interested in learning in online classes and actively participate in learning.

Based on the explanation above, project-based learning is one of the methods recommended to be used. Project-based learning can improve student’s speaking because, through this method, students will speak in front of many people. PBL refers to a method allowing students design, problem-solving, making, or investigating activities; allowing students to work relatively autonomously over extended periods, and publishing products or

³Ghirardini Beatrice, *Methodologies E-Learning A Guide for Designing and Developing e-Learning Courses* (Rome: FAO, 2011), p. 9, <https://doi.org/10.18848/2327-0055/cgp/v13i02/43766>.

presentation”(Patton 2012)⁴. Through PBL, the learners are engaged in purposeful communication to complete authentic activities (project-work) so that they have the opportunity to use the language in a relatively natural context (Haines 1989)⁵ and participate in meaningful activities which require authentic language use. The primary function of the PBL method is to cultivate student’s centrality, teamwork, interdisciplinary, critical thinking, and ability development related to interpersonal communication and project management (Powel & Wink, 2006 as cited in Darmaji, 2018). Project-based learning can make students active in learning because it uses a student center system that can help improve student’s speaking skills, make English lessons in E-Learning classes more fun, and motivate them to learn more. By using PBL, the students can get several positive outcomes. Firstly, they can elevate their speaking; be motivated to learn English speaking, and enhance their critical thinking in the learning process. Secondly, they can cooperate, communicate, and utilize their critical thinking under their teacher’s guided reflection until their project’s final submission and presentation. Thirdly, PBL is generally accepted as an effective teaching method because it can reduce student’s anxiety. (Roessingh and Chambers, 2011) revealed that the application of PBL improved the quality of teaching and contributed to a higher level of cognitive development concerning

⁴Alec Patton, *Work That Matters: The Teacher’s Guide to Project-Based Learning, Creative Education*, vol. 1 (Paul Hamlyn Foundation, 2012), p. 13.

⁵Iosif Fragoulis, “Project-Based Learning in the Teaching of English as a Foreign Language in Greek Primary Schools: From Theory to Practice,” *English Language Teaching* 2, no. 3 (2009): 113–19, <https://doi.org/10.5539/elt.v2n3p113>.

student's speaking skills⁶. Project-based learning can increase 4 C of students, namely, Critical Thinking, Creativity, Collaboration, and Communication. According to Fragoulis (2009), PBL provides several positive outcomes of teaching speaking skills. Namely, it can create an optimal environment for practicing speaking English, make the students actively engage in learning speaking, and improve their speaking skills.

For that reason, the researcher was interested in doing research using the title **“Improving Speaking Skill by Using Project-Based Learning for The Second Grade Students of SMPN 4 Palopo.”**

B. Research Questions

Based on the research background, the research questions are formulated as follows:

1. Does project-based learning significantly improve the student's speaking skills of the second grade at SMPN 4 Palopo?
2. What are the students' perceptions about implementing project-based learning in improving their speaking skills?

C. Objective of the Research

This current research's specific objective is to determine whether or not project-based learning significantly improves speaking skills. Besides, it is to find out students' perception about the implementation of project-based learning in improving their speaking skills.

⁶Hetty Roessingh and Wendy Chambers, “Project-Based Learning and Pedagogy in Teacher Preparation: Staking Out the Theoretical Mid-Ground,” *International Journal of Teaching and Learning in Higher Education* 23, no. 1 (2011): 60–71, <http://www.isetl.org/ijtlhe/>.

D. Significance of the Research

The significances of the research are:

1. For English Teachers, the findings of this research can provide information about the importance of Project-Based Learning. They can be used as a reference to improve the quality of the English teaching and learning process, especially in E-Learning classes.
2. For the students, the researcher expects that this research can help students improve their speaking skills and motivation to learn English in E-Learning classes and provide fun in the classroom to become more interested in learning.
3. For further researches, this research's findings are expected to be a source of material used as a reference when writing a thesis and for resource persons to obtain information related to English's teaching and learning process.

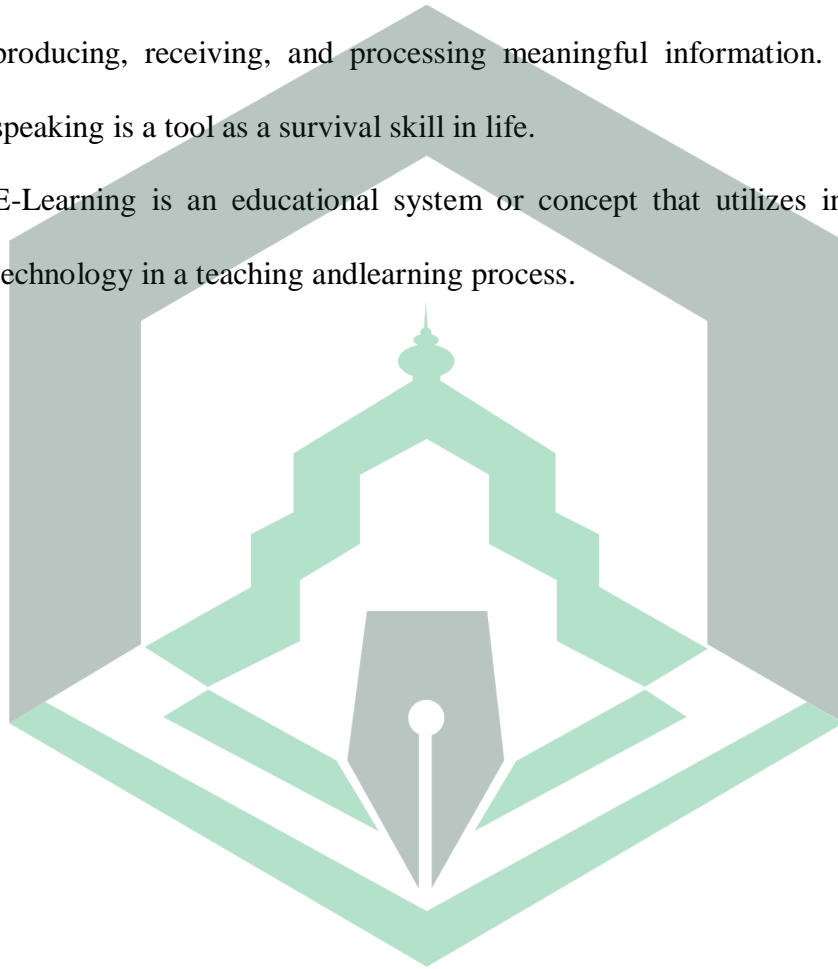
E. Scope of the Research

The scope of this research was restricted to improve the speaking skills by using project-based learning for the second grade students of SMPN 4 Palopo. The researcher assessed the students' accuracy, fluency, and comprehensibility in speaking. By content, the researcher taught recount text.

F. The Definition of The Key Term

This research has three main terms: Project-Based Learning, speaking, and E-Learning.

1. Project-based learning is a student-centered learning model to make an in-depth reference to a topic. Students constructively deepen their learning with a research-based approach to problems and questions that are weighty, real, and relevant.
2. Speaking is an interactive process of communication that involves producing, receiving, and processing meaningful information. Moreover, speaking is a tool as a survival skill in life.
3. E-Learning is an educational system or concept that utilizes information technology in a teaching and learning process.



CHAPTER II

LITERATURE REVIEW

A. Relevant Previous Research

Based on the topic of the research, the researcher puts some previous research that is closely related to this research, namely:

Pratiwi's research (2016) entitled "*Project-Based Learning to Enhance Junior High School Students' Speaking Skill and Their Motivation in Learning the Speaking Skill.*" This research aimed to present information about the effectiveness of using Project Based Learning in improving the students' speaking skills and displaying information about the effect of project-based learning in enhancing students' motivation to learn English speaking skills. The researcher adopted the experimental approach. There were 32 students taken as the sample from SMP 1 Tempel. The sources of data were questionnaires, interviews, and focus groups. The research results showed Project-based learning could improve junior high school students' motivation in learning speaking skills⁷.

Darmaji's research (2018) entitled "*The Role of Project-Based Learning Method in Improving the Students' Speaking Skill at SMKN 1 Kraksaan*". The research objective is to know whether or not PBL could significantly affect the students' speaking achievement. This research is quasi-experimental with no equivalent (pre-test and post-test) control group design. The researcher chose two classes consisting of 34 students as the experimental group and 33 students

⁷Nindyah Pratiwi, "Project-Based Learning To Enhance Junior High School Students' Speaking Skill And Their Motivation In Learning The Speaking Skill," 2016.

as the control group. The research results showed that PBL could significantly improve the student's speaking skills and be promoted by the teacher as a teaching method for English speaking skills⁸.

Putri's research entitled (2018), "*The Effect of Project-Based Learning Implementation on Students' Participation and Achievement in English Speaking Course.*" This research was aimed to determine the effect of using PBL on student participation and achievement in speaking English courses. The researcher adopted experimental research. There were 26 students taken as the participants from SMAN Modal Bangsa. The data collection technique was observations, pre-test, post-test, questionnaires, and interviews. The result of the research showed that using PBL significantly increased the students' achievement. Another finding was that using PBL encouraged students to participate actively in the learning process, such as discussed in a group, asking questions, and sharing ideas⁹.

The difference between previous research and this research is in the learning system. This research was conducted in online learning and focused on students' speaking skills, especially in recount text material.

⁸Didik Darmaji, "THE ROLE OF PROJECT-BASED LEARNING METHOD IN IMPROVING THE STUDENTS' SPEAKING SKILL AT SMKN 1 KRAKSAAN" (2018),

⁹Sri Warthani Putri, "The Effect of Project Based Learning Implementation on Students' Participation and Achievement in English Speaking Course," 2018.

B. Some Pertinent Ideas

1. Project-Based Learning

a. Definition of Project-Based Learning

Project-Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Nowadays, project-based learning is suggested to apply in teaching-learning activities because Project-based learning is a learning method that is not new in English as a Second Language and is thought to be relevant to teaching and learning of English 21st century. Poonpon (2011) states that project-based learning is suitable for English teaching and learning. Project-based learning is an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop. PBL is a learning process where teachers and students choose and utilize optimal learning resources around a specific learning project, acquire complete and particular knowledge in practice experience, internalize absorption, explore innovation, form specialized skills, and get fully developed learning (Solomon, 2003).

Duffy & Cunningham (1996) stated that project-based learning (PBL) is an instructional model based on the constructivist approach to learning, which entails constructing knowledge with multiple perspectives within a social activity and allows for self-awareness of understanding and knowledge while being context-dependent. Furthermore, Grant (2002)

discusses that common features of PBL implementation are an anchor of the activity, a task, an investigation, provision of resources, scaffolding, collaboration, and opportunities for reflection and transfer¹⁰. Project-based learning, sometimes referred to as project work, can be seen as an extensive problem-based learning activity. Students need to find ways to verify a phenomenon or solve a problem. As such, the skills set and the appropriate attitudes and abilities required of students include critical thinking, creative thinking, the ability to manage time, and the ability to work cooperatively with others (Ngeow & Kong, 2001).

In project-based learning, teachers make learning alive. Students work on a project over a long period to solve real-world problems or answer complex questions. They demonstrate their knowledge and skills by creating a product or public presentation for a real audience. At the same time, teachers' tasks in the Project-Based Learning model need to systematically design a task or project. The purpose of this system design is that students can learn about knowledge and skills through searching or excavating. The search and excavation process is carried out in a structured and complex manner. Also, the teacher is the task of formulating a guidance process. As a result, students develop in-depth content knowledge, critical thinking, collaboration, creativity, and

¹⁰Michael M. Grant, "Getting a Grip on Project-Based Learning: Theory, Cases and Recommendations," *Meridian* 5, no. 1 (2002).

communication skills¹¹. In brief Project Based Learning releases creative energy that is contagious between students and teachers.

From several explanations, it can be concluded that Project Based Learning is a learning method that uses projects/activities as student-centered media to carry out an in-depth investigation of a topic. In projects, students are likely to read, research, work in teams, consult experts, use various technologies, write, create media, and speak publicly in the learning cycle process¹². So, there is student engagement in the learning process. Students constructively deepen their learning with a research-based approach to problems and questions that are significant, real, and relevant to produce various learning outcomes.

There are several objectives of Project-Based Learning. The first is to improve students' ability to solve project problems. The second is to gain more abilities from the model applied. The third is to make students more active in the learning process, develop and enhance student skills, and the last is also to increase collaboration and interaction between students with other students because project learning is a group or team.

b. Characteristic of Project-Based Learning

Effective project-based learning has the following characteristics:

1. Leads students to investigate important ideas and questions
2. It is framed around an inquiry process

¹¹Joseph c.l Tan and Ann Chapman, *Project-Based Learning For Academically-Able Students* (Rotterdam: sense, 2016), 14, <http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>.

¹²Jane Krauss and Suzie Boss, *Thinking Through Project-Based Learning: Guiding Deeper Inquiry.*, *Library Media Connection*, vol. 32, 2014, p. 11 <http://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=94059735&site=ehost-live>.

3. It is differentiated according to student needs and interests
4. It is driven by student independent production and presentation rather than teacher delivery of information
5. Requires the use of creative thinking, critical thinking, and information skills to investigate, draw conclusions about, and create content
6. Connects to real-world and authentic problems and issues
7. Flexible

Teachers can plan learning experiences to gain insight into the content's important ideas with these characteristics in mind. Because students are driving learning, they can use their strengths and create projects that include their interests, native language, cultural background, abilities, and preferences for using different media types.

English Language Learners, in particular, thrive in a project-based learning environment because projects allow them to learn with others through the peer-to-peer exchange, to develop their academic vocabularies through conversation, to use their strengths and cultural backgrounds, and to accelerate their language acquisition at the same time that they are learning about topics of interest. Project-based learning requires the production of authentic (oral and written) language from ELLs¹³.

¹³Krauss and Boss, 7.

Srikrai 2008, as cited in Darmaji(2018), suggests that project-based learning method activities can have such characteristics as:

1. Focusing on content learning rather than on specific language patterns;
2. Focusing on the student-centered with the teacher as a facilitator or coach;
3. Encouraging collaboration among students;
4. Leading to the authentic integration of language skills and processing information from multiple sources;
5. Allowing the students to demonstrate their understanding of content knowledge through an end product such as an oral presentation, a poster session, a bulletin board display, or a stage performance; and
6. It bridges the use of English in class and the use of English in a real-life context¹⁴.

c. The Advantage of Project-Based Learning

Fragoulis (2009) states several benefits of applying the PBL method in teaching and learning English. They are as follows:

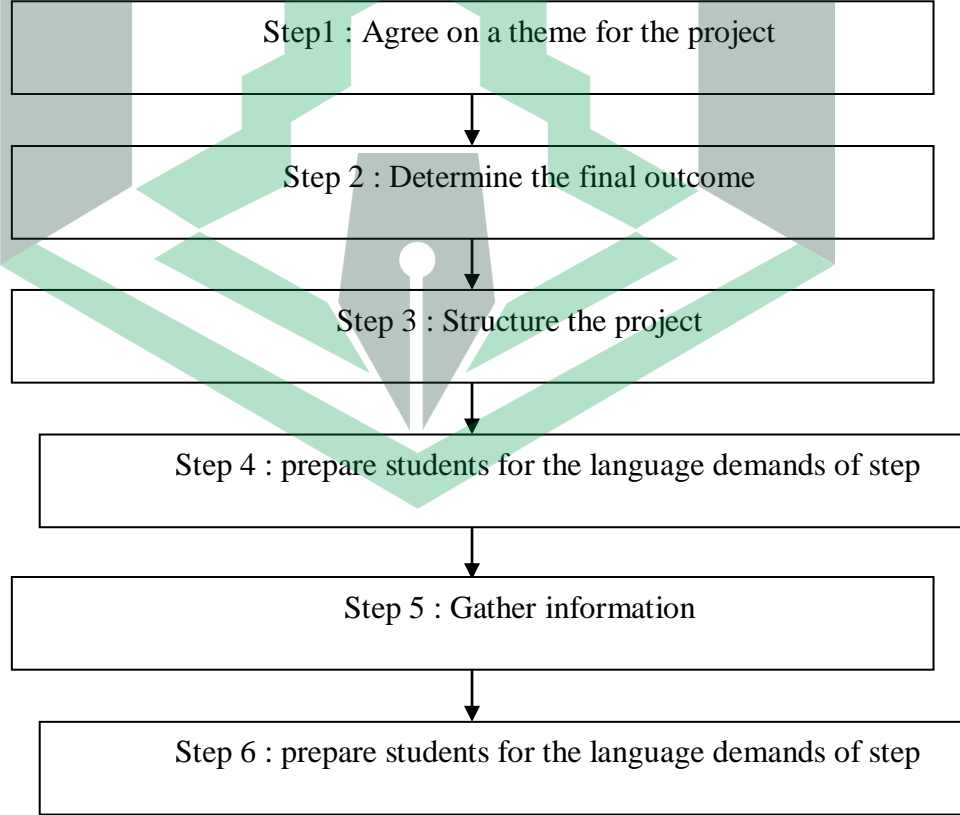
1. Project-based learning provides contextual and meaningful learning for students;
2. It can create an optimal environment in the process of learning;
3. Students actively engage in project learning;

¹⁴Didik Darmaji, "THE ROLE OF PROJECT-BASED LEARNING METHOD IN IMPROVING THE STUDENTS' SPEAKING SKILL AT SMKN 1 KRAKSAAN" (2018): 7.

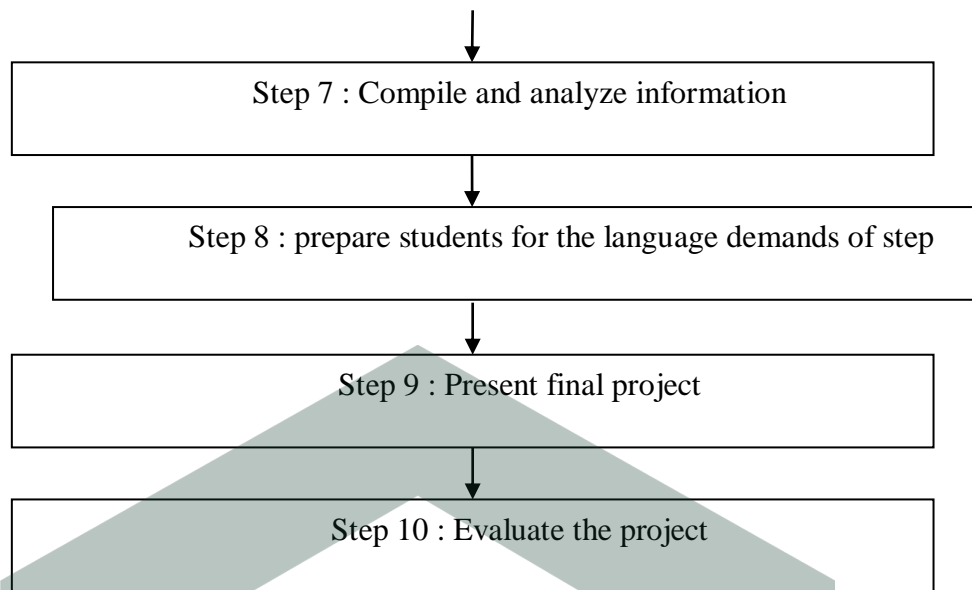
4. Increase interest, motivation, engagement, and enjoyment;
5. Promote social learning that can improve collaboration skills¹⁵.

d. The Steps of Project-Based Learning

To get maximum PBL results, of course, teachers have to go through steps in its application. According to Stoller (1997), there are ten steps in implementing PBL. The revised model provides an effective way to manage structures for project work and guides teachers and students in developing meaningful projects that facilitate learning content and provide opportunities for critical moments in the project. Language intervention measures (4,6, and 8) are optional in teacher education courses, depending on their abilities and needs.



¹⁵Fragoulis, “Project-Based Learning in the Teaching of English as a Foreign Language in Greek Primary Schools: From Theory to Practice.”



Step 1, the teacher gives the students an opportunity and encourages them to adjust the project theme. Step 2, students determined the outcome. Then step 3, students structure the “body” of the project. Step 4, the teacher explains the language intervention lesson which they acquire for gathering information. Step 5, students collect information inside or outside the classroom. Next, in step 6, the teacher discusses the students’ techniques for compiling and analyzing the large amounts of accumulated information, always with the final project outcome in mind. Step 7, students think about what they had collected, how one part relates to the other. Step 8, students again receive input from the teacher on possible language demands in the last activity. Step 9, each student is ready to present their project and findings to classmates and teacher. Step 10 is a time for reflection and evaluation of the entire

project work. In this step, the teacher can ask each student's perception in applying PBL through the questionnaire¹⁶.

Through these steps, PBL has the potential to motivate, empower, and challenge students; this usually can build student self-confidence, self-esteem, and improve language skills, learning content, student engagement, and student cognitive abilities.

2. Speaking

a. Definition of Speaking Ability

Speaking is the most important skill in English language teaching. With this skill, people can deliver their ideas and opinion. Nunan (1991) argues that speaking skills are the single most crucial aspect of learning a second or foreign language because learning is measured in carrying out a conversation in the target language¹⁷.

Adam (2005:78) stated that the understanding that speaking is an oral communication between two or more people; the purpose is to express the idea of talking to each other¹⁸. Therefore, speaking is also a social skill since more than one person sends a message on one side and receives it. According to Cameron (2001), speaking refers to the productive activity of language used to express and share meanings with

¹⁶Richards and Renandya, "Methodology In Language Teaching An Anthology of Current Practice."

¹⁷David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (preference hall international english language teaching, 1991), 39.

¹⁸Yuni MAHTAWARMI, "IMPROVING STUDENTS" SPEAKING SKILL BY USING PROBLEM BASED LEARNING (PBL) MODEL (A Study at Second Grade Junior High School of SMP N 1 Timang Gajah)." (AR-RANIRY STATE ISLAMIC UNIVERSITY DARUSSALAM – BANDA ACEH, 2019),

others. Speaking is labeled as a productive skill because a speaker actively produces language to make meaning. So, in speaking, we have to express our opinion, feeling, and ideas correctly so every single person can understand the message.

In addition, Rizkiah (2014) says that speaking conveys information and expressing the feeling. Teaching speaking is obviously to allow the students to speak the target language and express themselves. So that, the students should be given the big chances to practice speaking English. This can be done by setting up effective learning activities to be involved and motivated in all activities. Harmer (2021) describes that speaking activities lead the students to be influential speakers who can process language in their heads and put it into coherent order so that it comes out in comprehensible forms and convey the intended meanings.

Based on some definitions, speaking is the way someone or people describe something with oral communication as an activity. The usage of speaking has many different purposes, and each purpose involves other skills such as expressing our ideas, clarifying the information, and persuading someone or something. Besides, speaking is one important skill in expressing ideas, opinions, or feelings to others. Speaking also plays an essential role in life because all activities of life are done with communication. By communication, people can create a relationship, inform, share, and find information. In other words, people can do

whatever they need through communication. In this case, speaking is the students' skill to convey their ideas for easy communication.

b. Component of Speaking

Heaton (1988) wrote the theory rating scale to value the degree of learners speaking ability. The rating scale includes accuracy, fluency, and comprehensibility¹⁹. Based on the statement, the researcher divides speaking skills into three main components, as follows:

1. Accuracy

Accuracy in speaking means when someone can produce correct sentences in pronunciation, grammar, and word choice to be understood. There are three components of accuracy. They are pronunciation, vocabulary, and grammar.

2. Fluency

Fluency is the ability to produce one's wish to say smoothly and without undue hesitation. Fluency refers to communicating the idea without thinking too much about the things to say or having to stop.

3. Comprehensibility

Comprehensibility is the process of understanding the utterances sent by the speaker done by the listener. Also, comprehensibility in

¹⁹J. B. Heaton, *Writing English Language Test* (new york: Longnam Group UK, Company, 1988), 100.

speaking means that people can understand what we say and understand what they say.

Teaching and learning take place as the result of a communication process. The learning ability of individuals is mostly related to how effective students use oral communication skills.

3. E-Learning

a. Definition of E-Learning

The rapid development of information and communication technology has encouraged various educational institutions to utilize e-learning systems to increase learning effectiveness and flexibility. Through e-learning, learning materials can be accessed anytime and from anywhere. In addition, the material can be enriched with various learning resources, including multimedia which the teacher can quickly update. Naidu says that “E-learning is commonly referred to as the intentional use of networked information and communications technology in teaching and learning²⁰.” One general definition of e-learning is given by Gilbert & Jones (2001) in Suartama (2014), namely: sending learning materials through electronic media such as the Internet, intranet/extranet, satellite broadcast, audio/videotape, interactive TV, CD-ROM, and computer-based training (CBT). According to Fee, e-learning is an approach to learning and developing a collection of learning methods using digital technology that enables the distribution and enhancement of

²⁰Som Naidu, *E-Learning A Guidebook of Principles, Procedures and Practices, E-Learning* (Melbourne: Commonwealth Educational Media Center for Asia, 2006), 1.

learning²¹. In addition, the term e-learning includes various applications and processes such as computer-based learning, web-based learning, virtual, and classrooms. Fundamentally, they all refer to the educational process that uses information and communication technology to mediate asynchronous and synchronous learning and teaching activities, so it can be understood that e-learning is related to electronic media use in transferring supporting the teaching and learning process.

b. Component of E-Learning

According to Beatrice, there is some components of e-learning include e-learning content, e-tutoring, collaborative learning, and virtual classroom²².

1. E-learning contents

E-learning contents include simple learning resources, interactive e-lesson, and electronic simulation. The simple learning resource is noninteractive resources such as documents, PowerPoint presentations, videos, or audio files. So, the students can only read or watch the content. Next is interactive e-lesson. Interactive e-lesson is a sequence of screens that include text, animations, graphics interactivity in the form of questions and feedback, and recommend reading a specific topic and electronic simulation. An electronic

²¹K Fee, *Delivering E-Learning, A Complete Strategy for Design, Application*, 2009, http://samples.sainsburysebooks.co.uk/9780749457310_sample_128957.pdf.

²²Ghirardini Beatrice, *Methodologies E-Learning A Guide for Designing and Developing e-Learning Courses* (Rome: FAO, 2011), p. 11.

simulation is a specific form of web-based training that brings the students into the real world.

2. E-tutoring

E-tutoring is an individual teacher who supports and gives feedback to the students through online tools. E-tutoring helps the students improve their performance by improving understanding, responding to the students' problems, challenging them, and providing feedback.

3. Collaborative learning

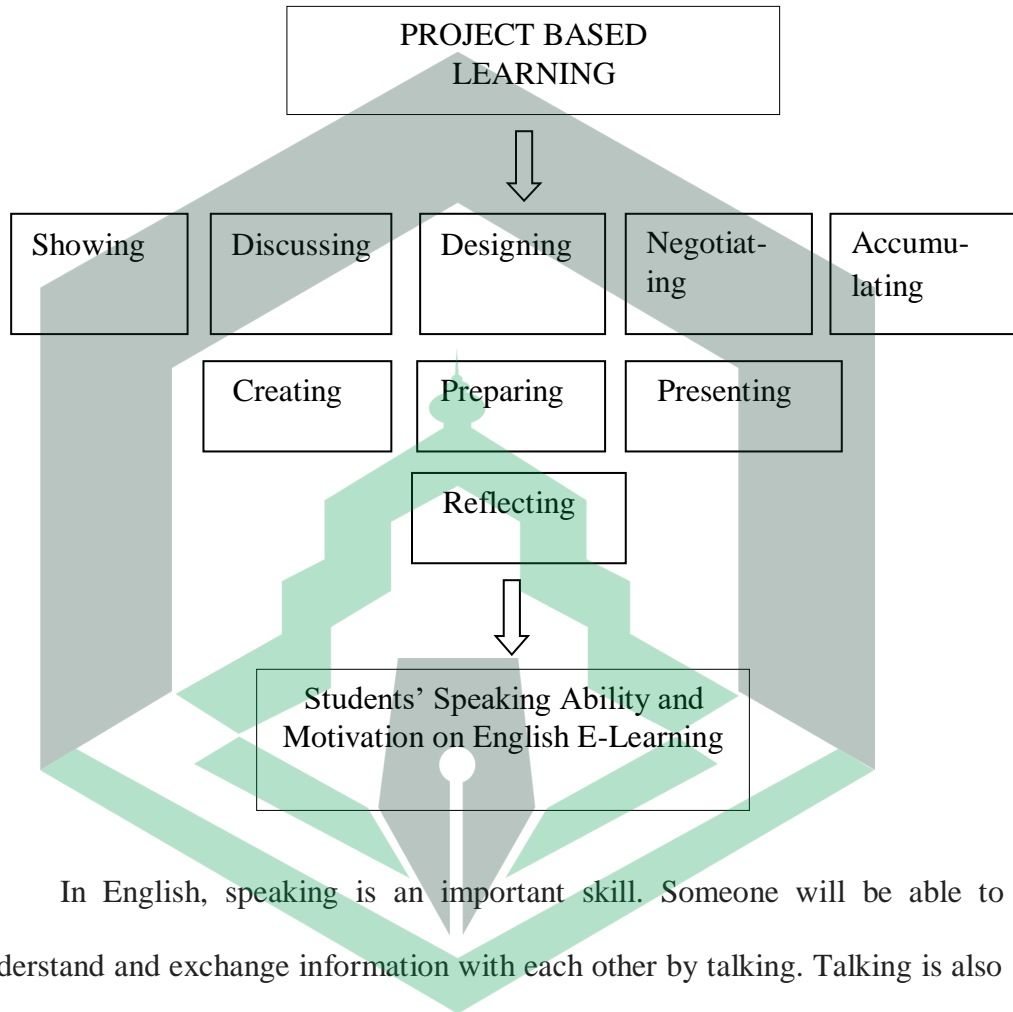
Collaborative learning is learning discussion and sharing knowledge to work together on a common project. The students use social software such as chats, discussion forums, and blogs to collaborate in collaborative learning. Online discussion is designed to facilitate communication and knowledge-sharing among the students. The students can comment and exchange ideas about the lesson in learning by sharing their knowledge.

4. Virtual classroom

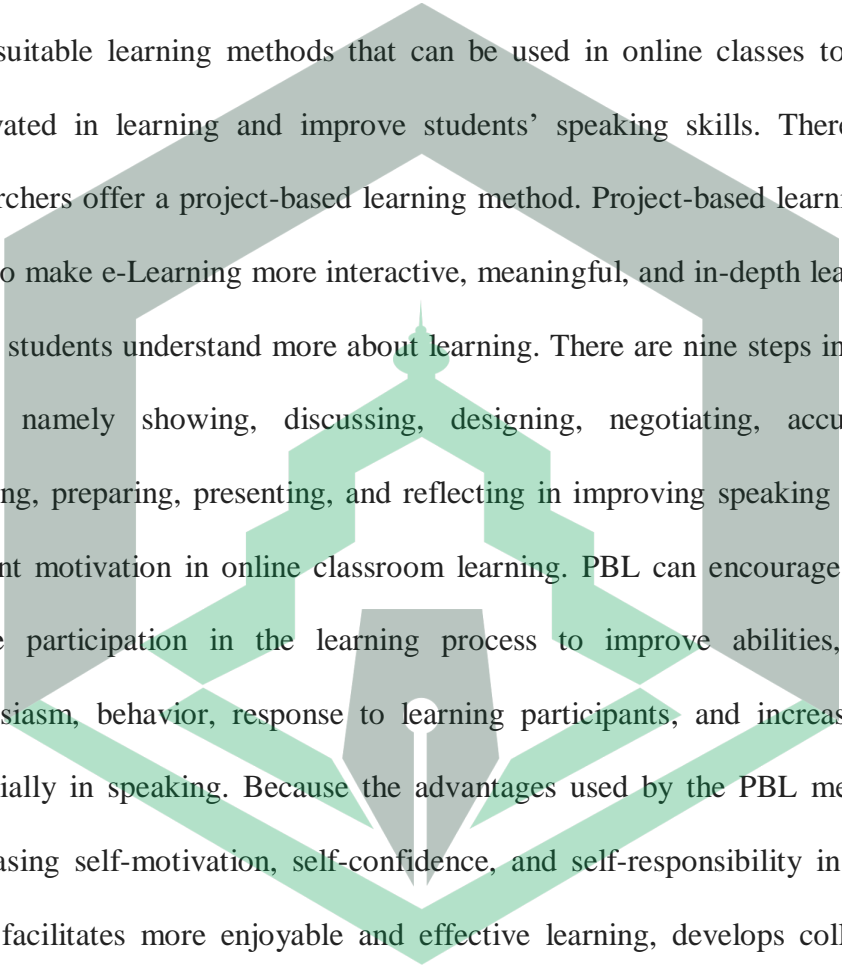
The virtual classroom is e-learning that an instructor teaches remotely and in real-time to students group using PowerPoint slides, audio, or video materials. A virtual classroom not only makes the learning materials available to the students but also provides a live, contextual and interactive environment for the students. There are

several online tools in a virtual classroom: online calendars, online help guides, online assessments books, examinations, emails, instants messages, discussion boards, chat rooms, and file transfers.

C. Theoretical Framework



In English, speaking is an important skill. Someone will be able to understand and exchange information with each other by talking. Talking is also an activity that students can apply to use language in communication. From the observations, the researcher found that students' problems in developing speaking skills included lack of vocabulary, difficulty with students' pronunciation, lack of self-confidence, and most importantly. Students thought that learning to speak English was a difficult subject so that it made students less motivated to take part in lessons to develop their speaking skills. Currently, the

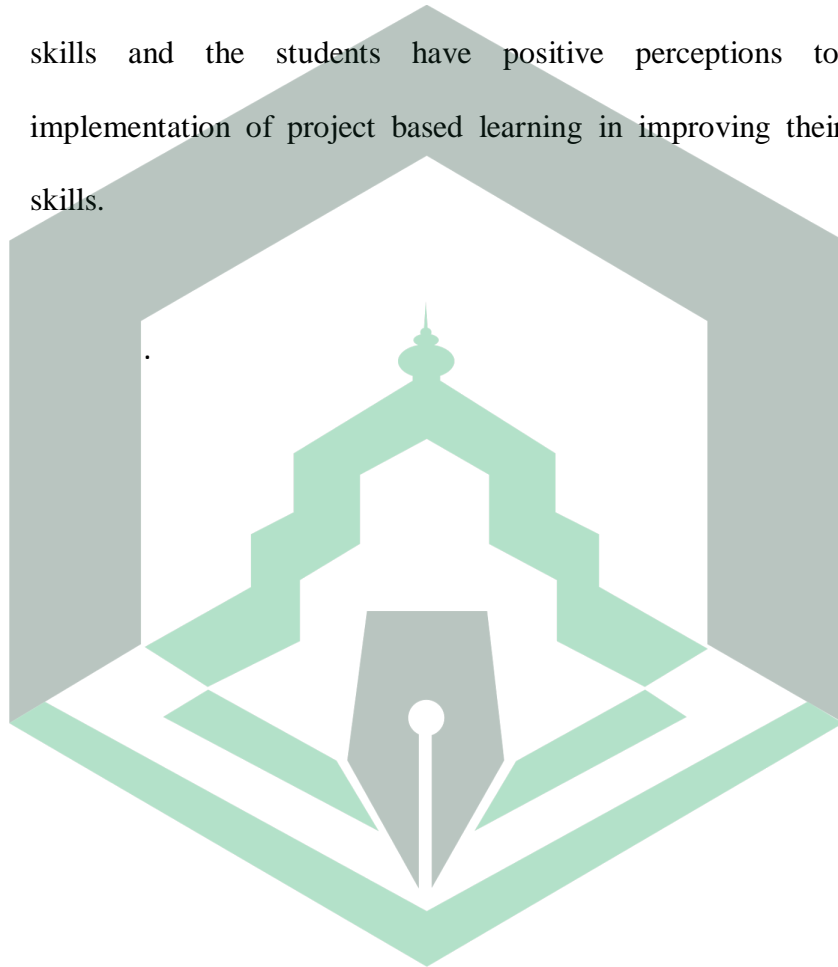


online learning system is being implemented so that teacher teaching methods are less effective, which reduces interaction between students and teachers so that students become less concerned and rarely speak English because they are not motivated and stimulated to communicate. This makes many students think that online learning is very boring. Of course, this is a challenge for teachers to find suitable learning methods that can be used in online classes to be more motivated in learning and improve students' speaking skills. Therefore, the researchers offer a project-based learning method. Project-based learning is one way to make e-Learning more interactive, meaningful, and in-depth learning and make students understand more about learning. There are nine steps in applying PBL, namely showing, discussing, designing, negotiating, accumulating, creating, preparing, presenting, and reflecting in improving speaking skills and student motivation in online classroom learning. PBL can encourage students' active participation in the learning process to improve abilities, increase enthusiasm, behavior, response to learning participants, and increase grades, especially in speaking. Because the advantages used by the PBL method are: increasing self-motivation, self-confidence, and self-responsibility in learning, PBL facilitates more enjoyable and effective learning, develops collaboration and communication skills, trains students to be reflective, and assesses themselves and other people's work.

D. Hypothesis

Based on the previous related literature and the problem statement above, the researcher tries to put some forward by hypothesis as follows:

1. H0: project-based learning does not significantly improve students' speaking skills and the students do not have positive perceptions toward the implementation of project based learning in improving their speaking skills.
2. H1: project-based learning significantly improves students' speaking skills and the students have positive perceptions toward the implementation of project based learning in improving their speaking skills.



CHAPTER III

RESEARCH METHOD

This chapter describes the research method which is implemented in the present research. This chapter consists of the method and design of research, population and sample of the research, variable of research, the instrument of the research, the procedure of collecting data, treatment, and techniques of analysis data.

A. Research Design

The design of the research was conducted by using quasi-experimental design, especially non-equivalent control group design. This method used cluster sampling to choose the sample et al. (friends, the non-equivalent control group design should be familiar with the pretest-posttest control group design. The only difference is that it involves the random assignment of intact groups to treatments, not the random assignment of individuals). There were two classes in this method: the experimental class and the control class. In the experimental class, the project-based learning was conducted, and pre-test and post-test, and the controlled class only got pre-test and post-test. This method is appropriate in the research because it can describe whether Project Based Learning is effective or not.

Experimental Group: A 01 ---- X ---- 02
Control Group: B 03 ----- 04

Where:

01 = pre-test for experimental group

02 = post-test for experimental group

03 = pre-test for control group

04 = post-test for control group

X = treatment²³

B. Population and Sample

1. Population

The population is the total number of subjects that should be observed in the research. The researcher concludes that the population was eight grade students of SMPN 4 Palopo, with 120 students in the 2020/2021 academic years.

2. Sample

Sample of the research, the researcher, used total sampling. The researcher took VIII A as an experimental class and VIII B as a control class. Each class consists of 16 students, and the total students are 32 students. The researcher took the students as a sample because they lacked speaking skills.

C. The Variable of the Research

In this research, there are two variables consist of independent and dependent variables. The independent variable is Project-Based Learning, and the dependent variable is students' speaking skills.

D. The Instrument of the Research

A research instrument is a tool used to collect data in research. The instruments used in this research were the speaking test, was the pre-test in the

²³John w Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, fourth edi. (new jersey: Pearsong Education International, 2008), p. 310.

first meeting, and the post-test in the last meeting. This is used to measure or to find out the speaking score of students' abilities. This test is built on the outline of the eighth-grade subjects in the curriculum. The researcher also observed the books used by the teacher as a reference.

Furthermore, the questionnaire is used to determine the extent of students' perception of learning by used project-based learning to improve their speaking skills. It contained 16 questions. The statements in the questionnaire will be arranged by using Indonesian, and it makes students understand all the statements easily. The Likert Scale items for "Strongly disagree" to "Strongly Agree" are implemented to make the judgment easier. The lowest score is used for the negative answer "Strongly disagree," and the highest score was for the positive answer "Strongly Agree."

E. The procedure of Collecting Data

In this study, researchers focused on the application of PBL, which focused on students' speaking skills, and data collection was carried out by means of tests (pre-test and post-test) that were adapted to the learning material being taught. Because this study used the Pretest-Posttest Control Group Design, the pre-test was carried out on two selected classes. The initial test is adjusted to the material according to the syllabus used in school.

1. Pre-test

Before doing the treatment, the researcher gave the pre-test. The researcher asked the students to speak about their spiritual experiences topics in front of the class for a maximum of three minutes using 100 words.

After being given a pre-test, then the experimental class was given treatment. The treatment used is Project-Based Learning, where students are given projects based on the syllabus while the control class is taught by non-project-based learning. The project is presented in front of the class. After that, a post-test will be conducted on students from both classes, which will be assessed.

2. Post-test

After doing the treatment, the post-test was given to the students, both experimental and control classes, which was supplied the same test in the pre-test to find out the students' speaking improvement. The post-test ran in 5 minutes.

After conducting pre-test and post-test assessments, the authors then analyzed and gave questionnaires to students.

F. Treatment

The treatment was carried out for four meetings. The treatment steps in the experimental class refer to the Project-Based Learning steps by Stoller, as follows:

1. First meeting

- The researcher explained the recount text.
- The researcher asked the students to make a group.
- The researcher introduced *project-based learning* to the students.
- The researcher explained the recount text with the topic of someone's experience through Project-Based Learning.

- The researcher asked each group to discuss recount text and understand someone's experience that had been prepared.
- The researcher asked the representatives of each group to retell the story (story telling their experience).
- The researcher gave several questions about the stories that have been retell.

2. Second meeting

- The researcher explained the recount text project assignment to students.
- The researcher asked each group to present a short talk show presentation online about their brief experience.
- The result of the project assignment from students is story telling their experience.
- Students answer the questions from researchers or their friends about the stories they have presented.
- The researcher gives feedback to the groups.

3. Third meeting

- The researcher explains the recount text project assignment to students.
- Researchers asked students to develop information results about recount text that became scripts for video talk show products. For example, in a group, there will be resource persons who will share about their life experiences, a host who will guide the talk show, and an audience who will listen and provide questions about the experiences shared by the resource person. The researcher asks each group to discuss.

- The researcher asks students to discuss the project assignment given.
- The researcher allows students to prepare a talk show project from the recount text that has been discussed.

4. Fourth meeting

- Students perform their project talk show in front of the class, and every member of the group should perform as a character.
- Students give peer evaluation to the other groups for their performance.
- The teacher and researcher fill the analytic rubric to decide the student's Talk Show performance score.
- The researcher or teacher gives feedback to the groups.

While in control class, the researcher taught the recount text using non Project Based Learning, conventional learning models, and task-based learning methods. The steps were described as follows:

- The researcher explains the material.
- The researcher asked the students to retell their experiences.
- The researcher gave feedback on a students' assignment.
- The researcher reviews what the students have understood about the recount text.

G. Techniques of Analysis Data

Before analyzing the data, the researcher collected the data and analyzed them by using the procedure as follow:

1. The researcher scored students' speaking by using a rubric for evaluating speaking. All items were adapted from Heaton.

- a. Fluency
- b. Accuracy
- c. Comprehensibility²⁴

Table 3.1 an Analytical Rating Scale for Evaluating Speaking Performance

a. 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 pauses.
Good	4	Although students have to make an effort and search for words, there are not many unnatural pauses. Fairly smooth and delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for desired meaning—frequently fragmentary and halting delivery. Almost give up making an effort at times—the limited range of expression.
Poor	2	Long pauses while he searches for desired meaning. Frequently fragmentary and halting delivery. Almost give up making an effort at times. It has a limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting

²⁴Heaton, *Writing English Language Test*, 100.

and fragmentary delivery. At times gives up making an effort—very limited range of expression.

b. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation only very slightly influenced by the mother tongue, with two or three grammatical errors.
Very Good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors, but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue but has no serious phonological errors—a few grammatical and lexical errors, some of which cause confusion.
Average	3	Pronunciation is seriously influenced by mother tongue: only a few serious phonological errors and several grammatical and lexical 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 approaches and areas practiced in the course.

c. Comprehensibility

Classification	Score	Criteria
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Excellent	6	Easy for the listener to understand the speaker, attention, and general meaning. Very few interruptions and clarification are required.
Very Good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by listeners for the sake of clarification are necessary
Good	4	Most of the speaker says it is easy to follow. His intention is always clear, but several interruptions are necessary to help him convey the message or seek clarification.
Average	3	The listener can understand a lot of what is said but must constantly seek clarification. I cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is to listen to the speaker.
Very poor	1	Hardly anything of what is said can be understood, even when the listeners make a great effort or interruption. The speaker is unable to clarify anything they seem to have said.

Table 3.2 Students' Score Classification

Criteria	Score
Very good	86 – 100
Good	71 – 85
Average	51 – 70
Poor	25 – 50
Very poor	0 – 25

(Heaton, 1989)

- Measuring the results of the questionnaire using a Likert scale, the score of each statement is as follows:

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Table 3.3 The Score Criteria

No.	Criteria	Score	Meaning
1.	Very High	4,51 – 5,0	Most respondents strongly agree with the statement
2.	High	3,76 – 4,50	Most respondents agree with the statement
3.	Fair	3,36 – 3,75	Most respondents are not sure
4.	Low	2,51 – 3,25	Most respondents disagree with the statement
5.	Poor	00 - 2,50	Most respondents strongly disagree with the statement

- Calculating the mean score, finding out the standard deviation of the pre-test and post-test, computing the frequency and the rate percentage of the student's scores using SPSS 28.0.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

As the researcher explained in the previous chapter, the researcher used a pre-test, post-test, and questionnaires to collect data in this research. The pre-test and post-test aim to collect data on students' speaking ability in two groups, namely the experimental and the control group. Teaching in the experimental class uses project-based learning, while the control class uses conventional teaching. At the same time, the questionnaire is used to find out students' perceptions of project-based learning in e-learning classes. In the following description, the research results are presented.

1. The Result of Students' Speaking Test

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. This section deals with presenting the result of the students' speaking ability in the pre-test and post-test of the experimental group compared with the control group by using the project-based learning strategy.

a. Scoring classification of the students' pre-test and post-test in the experimental class

Students' scores on the test were also classified into five classifications: very good, good, average, poor, and very poor. The frequency and the rate percentage of the students' score of pre-test in the experimental and control group are presented in the following:

Table 4.1 the Rate Percentage and Frequency of Students' Scores of Pre-Test and Post-Test In Experimental Class

Criteria	Score	Pre Test		Post Test	
		F	%	F	%
Very Good	86-100	-	-	2	12%
Good	71-85	-	-	3	19%
Average	51-70	4	25%	7	44%
Poor	25-50	7	44%	4	25%
Very Poor	0-25	5	31%	-	-
Total		16	100%	16	100%

Based on Table 4.1, the pre-test in the experimental class, there was no student who got “very good” and “good” scores, while there were 4 or 25% students in the “average” score. 7 or 44% of students got “poor” scores, and 5 or 31% of students got “very poor” scores. While in the post-test experimental class, there were 2 or 12% students in “very good” score, 3 or 19% students were “good” score, 7 or 44% students got average, and then, 4 or 25% students got “poor,” and none or 0% students were in “very poor” score.

The comparison of the results in the experimental class between pre-test and post-test showed a significant difference in students' speaking ability. It was proved by the result of the post-test in the experimental class in which most of the students in the experimental group were categorized as “average,” and some of them were in the “good” and “very good” categories.

The following table shows the students' pre-test and post-test results in each speaking component in the experimental class. The table shows the frequencies of scale components.

Table 4.2 Frequencies of Scale Criteria in Experimental Class

Scale	Criteria	Pre Test			Post Test		
		F	A	C	F	A	C
1	Very Poor	9	5	-	-	-	-

2	Poor	3	6	8	4	-	-
3	Average	4	5	4	6	6	5
4	Good	-	-	4	1	5	3
5	Very Good	-	-	-	5	5	6
6	Excellent	-	-	-	-	-	2
Total		16	16	16	16	16	16

F = Fluency

A = Accuracy

C = Comprehensibility

The table above shows a significant increase in the scores obtained by students in each component of speaking. In the fluency component in the pre-test, most students got the “very poor” category; on the accuracy and comprehensibility components, students got the “poor” category. After treatment, the post-test results from the experimental class on the fluency component were “average,” accuracy “average,” and comprehensibility “very good.”

b. Scoring classification of the students’ pre-test and post-test in the control class

Students’ scores of pre-test and post-test were also classified into five classifications. The frequency and the rate percentage of the students’ score of pre-test and post-test in control class are presented in the following:

Table 4.3 the Rate Percentage and Frequency of Students’ Scores of Pre-Test and Post-Test In Control Class

Criteria	Score	Pre Test		Post Test	
		F	%	F	%
Very Good	86-100	-	-	-	-
Good	71-85	-	-	2	12%
Average	51-70	4	25%	6	38%
Poor	25-50	10	63%	6	38%
Very Poor	0-25	2	12%	2	12%
Total		16	100%	16	100%

Based on the data shown in table 4.2, the result of pre-test and post-test of the control class is none students got “very good,” in the pre-test also none or 0% students got “good” score, 4 or 25% students got “average” score, 10 or 63% students got “poor” score, and 2 or 12% students got “very poor” score. In line with the result of the post-test in the control group shown in table above, none of the students got “very good,” 2 or 12% of students got “good” score, 6 or 38% of students got “average” and “poor” score, and 2 or 12% students got “very poor” score.

The comparison of pre-test and post-test scores in the control class shows that there was a difference. It was proved by the post-test result in which most of the students were categorized as “average,” and some of them were in the “good” category.

The following table shows the students’ pre-test and post-test results in each speaking component in the control class. The table shows the frequencies of scale components of speaking.

Table 4.4 Frequencies of Scale Criteria in Control Class

Scale	Criteria	Pre Test			Post Test		
		F	A	C	F	A	C
1	Very Poor	4	5	-	2	2	-
2	Poor	6	4	5	7	3	3
3	Average	6	6	5	5	5	4
4	Good	-	1	6	2	6	5
5	Very Good	-	-	-	-	-	2
6	Excellent	-	-	-	-	-	2
Total		16	16	16	16	16	16

F = Fluency
A = Accuracy
C = Comprehensibility

The table above shows the pre-test and post-test results on the speaking component in the control class. In the pre-test, students get the fluency component in the “poor” category for accuracy “average” and the comprehensibility “good” score. While on the students’ post-test results, for the fluency and accuracy components, students get the “good” category, and on the comprehensibility component, students get “average” even “good” and “very good” scores.

c. The comparison between the students’ scores of pre-test and post-test in experimental and control groups.

The following tables result from the students’ pre-test and post-test scores in the control and experimental group. The tables show the difference score on the mean score and standard deviation of both groups.

Table 4.5 the Mean Score and Standard Deviation of the Students’ Pretest Score

Group	Sample	Mean Score	Standard Deviation
Experimental	16	35.81	13.814
Control	16	41.00	13.387

Based on Table 4.5 above, the mean score of the pre-test in the control class was 41.00, and the experimental class was 35.81. From the table above, it can be concluded that the mean score of the experimental class was the same as the control class because both groups were in the same category. In line with this, we can conclude that both the experimental and control classes have the same or relatively the same baseline knowledge in speaking. Furthermore, the researcher presents the difference in the students’ speaking ability after treatment to experimental and control classes. The experimental class was taught by using

a project-based learning method, while the control class was not. The result of the post-test is as follows.

Table 4.6 the Mean Score and Standard Deviation of the Students' Post-test Score

Group	Sample	Mean Score	Standard Deviation
Experimental	16	64.94	15.788
Control	16	50.75	17.392

Table 4.6 shows that the mean scores of both experimental and control classes were different after treatments. The mean post-test score for the experimental class is higher than the control class ($64.94 > 50.75$), and the standard deviation for the experimental class was 15.788, and the control class was 17.392. It means that after giving the treatment, the result of the experimental group on the mean score was higher than the control group. It proved that the treatment by using a project-based learning method gave improvement to students' speaking skills.

2. The Statistically Analysis Result

a. Paired Sample *t*-Test Analysis in Experimental Class

This part described and analyzed the test after the experimental class gave the treatment to the students.

Table 4.7 the Mean Score of Pre-Test and Post-Test in Experimental Class

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score Pre Test Experimental	35.81	16	13.814	3.454
	Score Post Test Experimental	64.94	16	15.788	3.947

Based on the table above, the mean of speaking ability pre-test in the experimental class was 35.81, and the standard deviation was 13.814. The mean of speaking ability post-test in the experimental class was 64.94, and the standard deviation was 15.788.

Table 4.8 the Paired Samples Test of Experimental Class

		Paired Differences				T	df	Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			One-Side d p	Two-Side d p	
					Lower	Upper				
Paired Samples	Pre Test	-29.125	6.582	1.645	-32.632	-25.618	-17.701	1	<.001	<.001
	Post Test							5	1	1

The result of the paired sample t-test, paired sample difference in mean between pre-test of speaking ability in the experimental class was -29.125 with the standard deviation of 6.582 with standard and t-obtained -17.701 at the significant level of 0,05, and the degree of freedom 15 and the critical value of t-table for the tailed test was 1,70.

From the table above, it can be seen that the significant value is 0.001, which is smaller than 0.05. It can be stated that the research hypothesis (H1) is accepted, and the null hypothesis (H0) is rejected. This means a significant difference instudents' speaking ability before and after using the project-based learning method in the experimental class.

b. Paired Sample t-Test Analysis in Control Class

This part described and analyzed the test after the treatment was given to the students in the control class.

Table 4.9 the Mean Score of Pre-Test and Post-Test in Control Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score Pre Test Control	41.00	16	13.387	3.347
	Score Post Test Control	50.75	16	17.392	4.348

Based on the table above, the mean of speaking ability pre-test in the control class was 41.00, and the standard deviation was 13.387. The mean of speaking ability post-test in the control class was 50.75, and the standard deviation was 17.392.

Table 4.10 the Paired Test in Control Class

		Paired Differences			T	df	Significance	
		Mean	Std. Deviation	Std. Error Mean			95% Confidence Interval of the Difference	One-Sided p
					Lower	Upper		
Pair 1	Pre Test - Post Test	-9.750	7.188	1.797	-5.426	5.426	<.001	<.001

The result of the paired sample t-test, paired sample difference in mean between pre-test of speaking ability in the control class was -9.750 with a standard deviation of 7.188 with standard and t-obtained -5.426 at the significant

level of 0,05, and the degree of freedom 15 and the critical value of t-table for the tailed test was 1,70.

From table 4.10, it can be seen the significant value is 0.001, which is smaller than 0.005 ($0.001 < 0.05$). It can be stated that the research hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected.

3. Questionnaire

The questionnaire was distributed to the experimental class after the treatment. The questionnaire consisted of eight positive items and eight negative items based on the concepts of student-centered learning, PBL, speaking, and motivation. The concepts helped the researcher find out students' perception of project-based learning in improved students' speaking skills in e-learning classes. The items were designed on a Likert scale and were assessed with values ranging from 1 to 5, namely, Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1). The score interpretation of the questionnaire result is presented in the table below.

Table 4.11 The Score Criteria

No.	Criteria	Score	Meaning
1.	Very High	4,51 – 5,0	Most respondents strongly agree with the statement
2.	High	3,76 – 4,50	Most respondents agree with the statement
3.	Fair	3,36 – 3,75	Most respondents are not sure
4.	Low	2,51 – 3,25	Most respondents disagree with the statement
5.	Poor	00- 2,50	Most respondents strongly disagree with the statement

From the table, the very high score rate indicates that most respondents strongly agree with the statement in the questionnaire. In line with it, the high score rate also provides that most respondents agree with the statement. The fair score category shows that most respondents are not sure about the statement given on a certain topic. The low and the poor score rate indicate the respondent disagrees and strongly disagrees with the statement. Thus, the higher the result, the more respondents positively respond to the questionnaire's statement.

Table 4.12 The Interpretation of the Students Perceptions Questionnaire Result

No.	Questions	Score	Mean	Criteria
1.	Project-Based Learning provides an opportunity for me to be more active in speaking English.	73	4.56	Very High
2.	Tasks in project-based learning help / provoke me to be more courageous in speaking English.	71	4.43	High
3.	Learning through project-based learning motivates me to speak English.	73	4.56	Very High
4.	Project-based learning assignments in the form of talk shows helped me dare to speak English, converse with friends in front of the class according to the content of the talk show displayed.	74	4.62	Very High
5.	I feel happy and comfortable learning speaking using Project-Based Learning in online classes.	69	4.31	High

6.	I work on project-based learning tasks with pleasure and not because I have to.	70	4.37	High
7.	The teacher explained each command in each task, but my friends and I worked on the project to completion.	67	4.18	High
8.	Project-Based Learning makes online learning more fun.	75	4.68	Very High
9.	Learning to speak using Project-Based Learning makes it difficult for me to understand the material.	26	1.62	Poor
10.	I lack confidence in answering questions from the teacher after a presentation or discussion in which project-based learning takes place.	38	2.30	Poor
11.	For me, project-based learning has no effect on learning motivation and is not suitable for learning speaking.	25	1.56	Poor
12.	Project-Based Learning makes the learning process tedious.	25	1.56	Poor
13.	The learning materials delivered by the teacher are not related to the project assignments given.	24	1.5	Poor
14.	Without motivation, I can learn harder.	33	2.06	Poor
15.	Project-Based Learning has less effect on student/class activity in online learning.	31	1.93	Poor

16	The application of Project-Based Learning in online learning does not affect my speaking ability.	30	1.87	Poor
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From the table above, it can be seen that the results of the questionnaire indicate that students agree with positive statements and disagree with negative statements. It means that project-based learning has a positive effect on students. The highest prone score is 4.51-5.00 in the “very high” category. The results of the student questionnaire showed the “very high” category, so it can be concluded that students strongly agree that PBL in improving students’ speaking skills in online classes can be used and well-received by students, as evidenced by the results of the questionnaire data that have been distributed. The score was obtained through the number of respondents who answered the approval items in the questionnaire.

B. Discussion

The experimental and control classes have the same level of speaking ability as indicated by the speaking pre-test given before the treatment. The mean score of the pre-test in the experimental class was 35.81, and the mean score of the control class was 41.00.

Based on the result of the research, the following interpretations were presented to strengthen the value of the study. After conducting the post-test, the results showed a statistically significant effect on speaking skills between students who were taught using project-based learning and those who were not. It is because, in the experimental class, the learning process used project-based learning so that at each meeting, students will be more motivated in learning

because project-based learning can increase students' creativity and curiosity and provide a new learning atmosphere for students especially in online learning. The learning process in the experimental class used an e-learning virtual classroom system (Google meet and WhatsApp), e-learning content (Powerpoint presentation and video), and collaborative learning. While in the control class, the learning process uses conventional methods (not project-based learning), which tend to be task-based learning. The mean score of the post-test in the experimental class (64.94) was higher than the mean score of the post-test control class (50.75). It was understood that project-based learning had a significant effect on students' speaking skills. The value t-obtained is -17.701 at a significant level of 0.05 in testing two tails with df is 15. The significant value is 0.001 which is smaller than 0.005 ($0.001 < 0.005$) it can be stated that the research hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected. It means that there are significant differences in the speaking skill of students taught using project-based learning.

There were 16 students in the experimental group and 16 students in the control group in this research. Based on the analysis of the result above, it can be interpreted that using project-based learning in teaching speaking can enhance the students' ability in speaking. It proved from the results on the students' perception questionnaire who agree with the project-based learning could help them to improve their speaking skills.

The questionnaire aims to determine students' perceptions of Project-Based Learning in improving students' speaking skills. This can be proven from

the questionnaire results that have been distributed to students, which shows the “very high” category for all items on the questionnaire. The “very high” category given by students showed that project-based learning is beneficial to students. They agree on the positive statement and disagree on the negative statement. It means that, students have positive perceptions towards the implementation of project-based learning.

This research was in line with a previous researcher by Nadiyah Pratiwi (2016), who found that project-based learning can improve students’ speaking ability and motivation. Project-based learning is more effective than the traditional technique in teaching speaking, especially in online classes. Zare-Behtash and Sarlak (2017) confirm that PBL significantly enhances speaking skills compared to the traditional teaching and learning process²⁵. Meanwhile, project-based learning is an instructional method centered on learners, and project-based learning offers an approach that will help involve the student’s interaction and communication (Grant 2002).

According to Fragoulis (2009), several positive outcomes of implementing the PBL method in speaking skill areas are teaching and learning. PBL provides contextual and meaningful learning for students; it increases their interests, motivation, engagement, and enjoyment; it creates an optimal environment for speaking English and actively engages in project learning²⁶. The

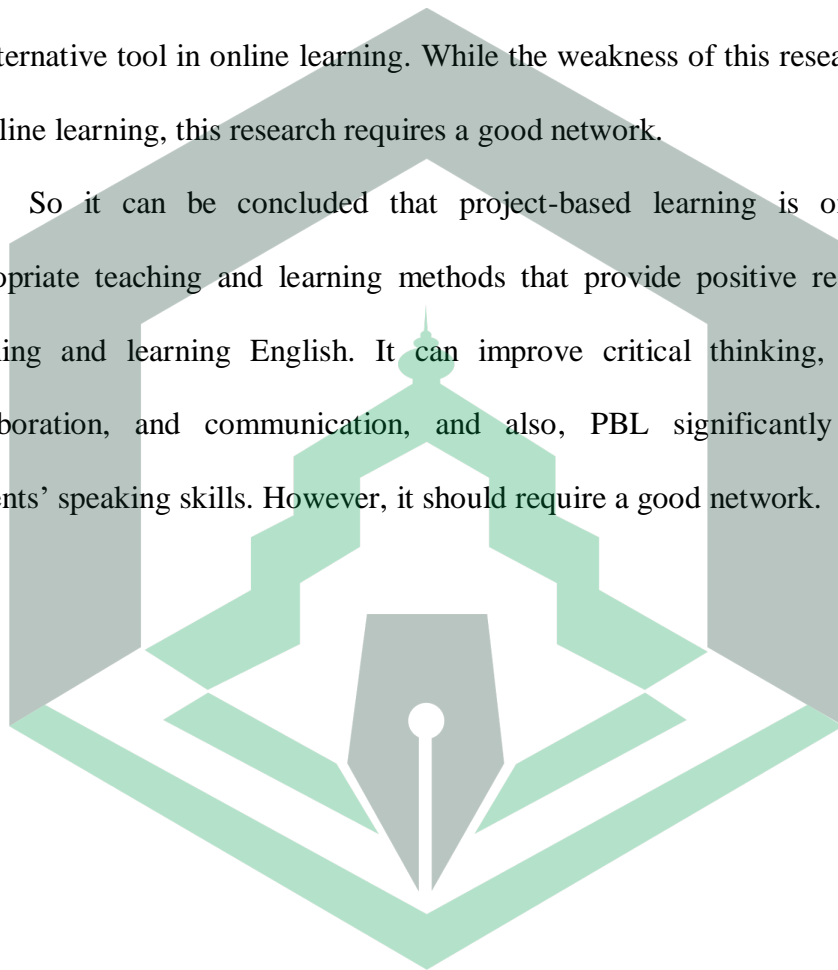
²⁵Esmail Zare-Behtash and Tayebe Sarlak, “The Effect of Project Based Learning (PBL) on the Components of Speaking Ability of Iranian EFL Beginner Learners,” *Journal of Applied Linguistics and Language Research* 4, no. 3 (2017): 119–130.

²⁶Fragoulis, “Project-Based Learning in the Teaching of English as a Foreign Language in Greek Primary Schools: From Theory to Practice,” 113.

result of implementing project-based learning in this research showed project-based learning benefits as evidence of Grant and Fragoulis's theory.

This research has strengths and weaknesses. It can be used in online and offline learning. Besides that, this research can allow students to express their creativity through the given project assignments and this research can be used as an alternative tool in online learning. While the weakness of this research is that in online learning, this research requires a good network.

So it can be concluded that project-based learning is one of the appropriate teaching and learning methods that provide positive results from teaching and learning English. It can improve critical thinking, creativity, collaboration, and communication, and also, PBL significantly enhances students' speaking skills. However, it should require a good network.



CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings, data analysis, and the discussion in the previous chapter, the researcher came to the research conclusion and suggestion as follows:

A. Conclusion

Having analyzed the data findings, analysis, and the discussion in the previous chapter, the researcher had come to the following conclusions:

Based on the data which have been analyzed, the use of project-based learning can improve students' speaking ability. The procedure shows a significant difference between before and after giving a treatment by project-based learning. From the pre-test and post-test results done by the students in the experimental class, the mean score of the post-test was higher than the mean score of the pre-test (64.94 > 35.81). Furthermore, there was statistical significance because of the t-test of post-test where probability skill value was lower than alpha ($0.001 < 0.05$). The student's achievement based on the post-test result is better than their pre-test score, indicating that the treatment is effective and contributes to the students' speaking skills, as seen from the difference score. So, it can be concluded that project-based learning can be utilized and adapted to promote speaking ability because this method meaningfully improved the students' speaking skills.

Based on the questionnaire result, learning through PBL is potentially motivating, empowering, and challenging to language learners. In the questionnaire result, the students gave positive perceptions that show project-

based learning provides them many beneficial points. Through the task of talk shows can make them more confident to speak English. By the result, it can be concluded that project-based learning has an effect and can improve students' speaking skills.

B. Suggestion

Based on the result of data analysis and conclusion, the researcher proposes some suggestions are as follow:

1. For the teacher

English teachers must be selective in choosing teaching methods expected to overcome students' difficulties in learning English, especially in online classes. Project-Based Learning can be used as an alternative method of teaching English online, especially in improving students' speaking skills and motivation in English e-learning classes. This research indicates that students have high scores in the speaking test and are more enthusiastic about participating in learning. In addition, teachers can use Project-based learning with various types of projects that can allow students to explore their language competence.

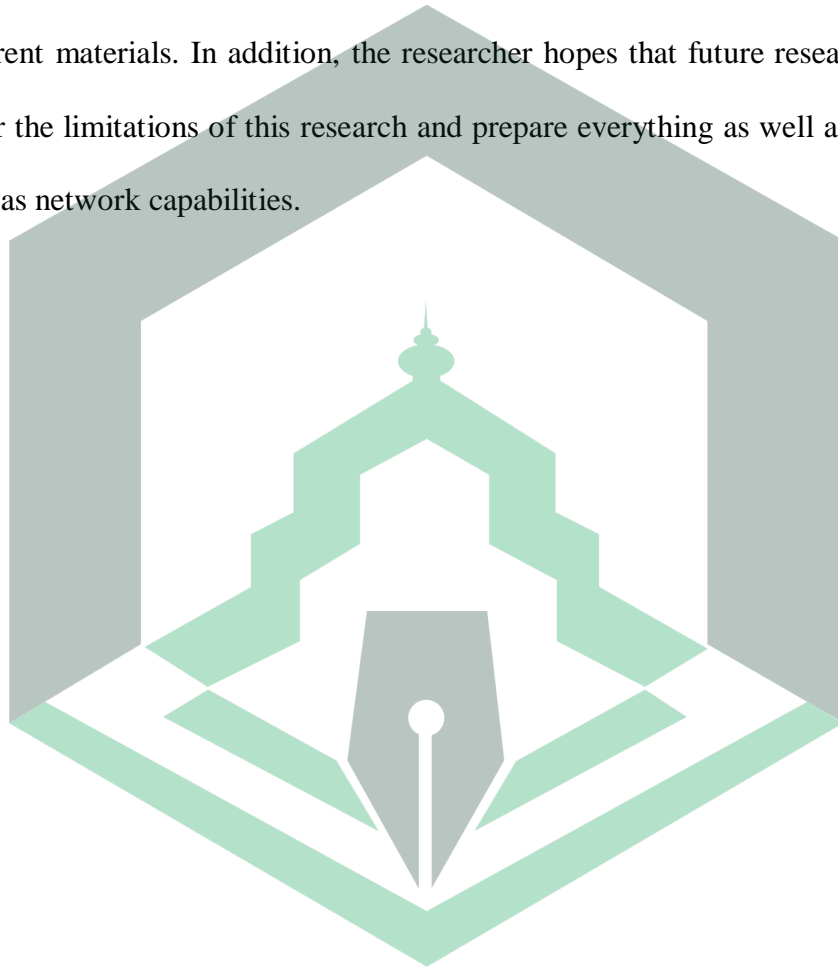
2. For the students

The students have extraordinary abilities and creativity in their minds. However, sometimes, they are confused about the right way to express it. Therefore, the researchers hope they can learn how to express their creativity and abilities through project-based learning. Using project-based learning will develop students' self-confidence so that they can express their skills and

creativity. In addition, it can improve their English to be more communicative and their motivation in learning

3. For the further researcher

The researcher suggests that other researchers who conduct similar research studies develop this research to improve students' speaking skills or in different materials. In addition, the researcher hopes that future researchers can cover the limitations of this research and prepare everything as well as possible, such as network capabilities.



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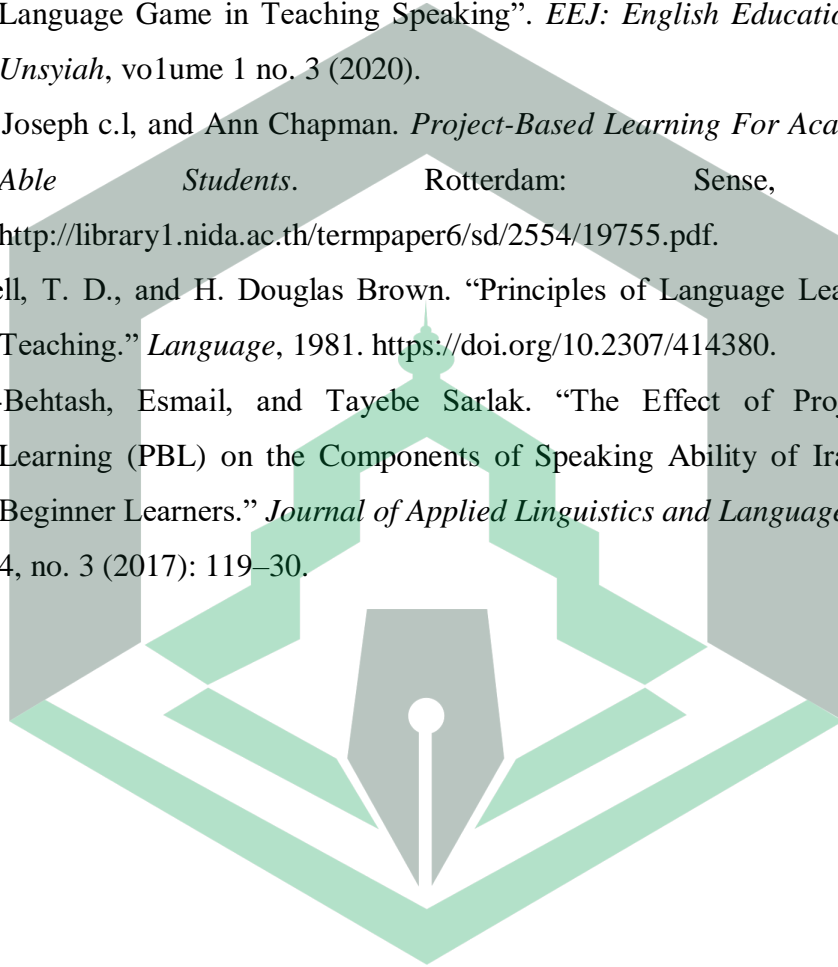
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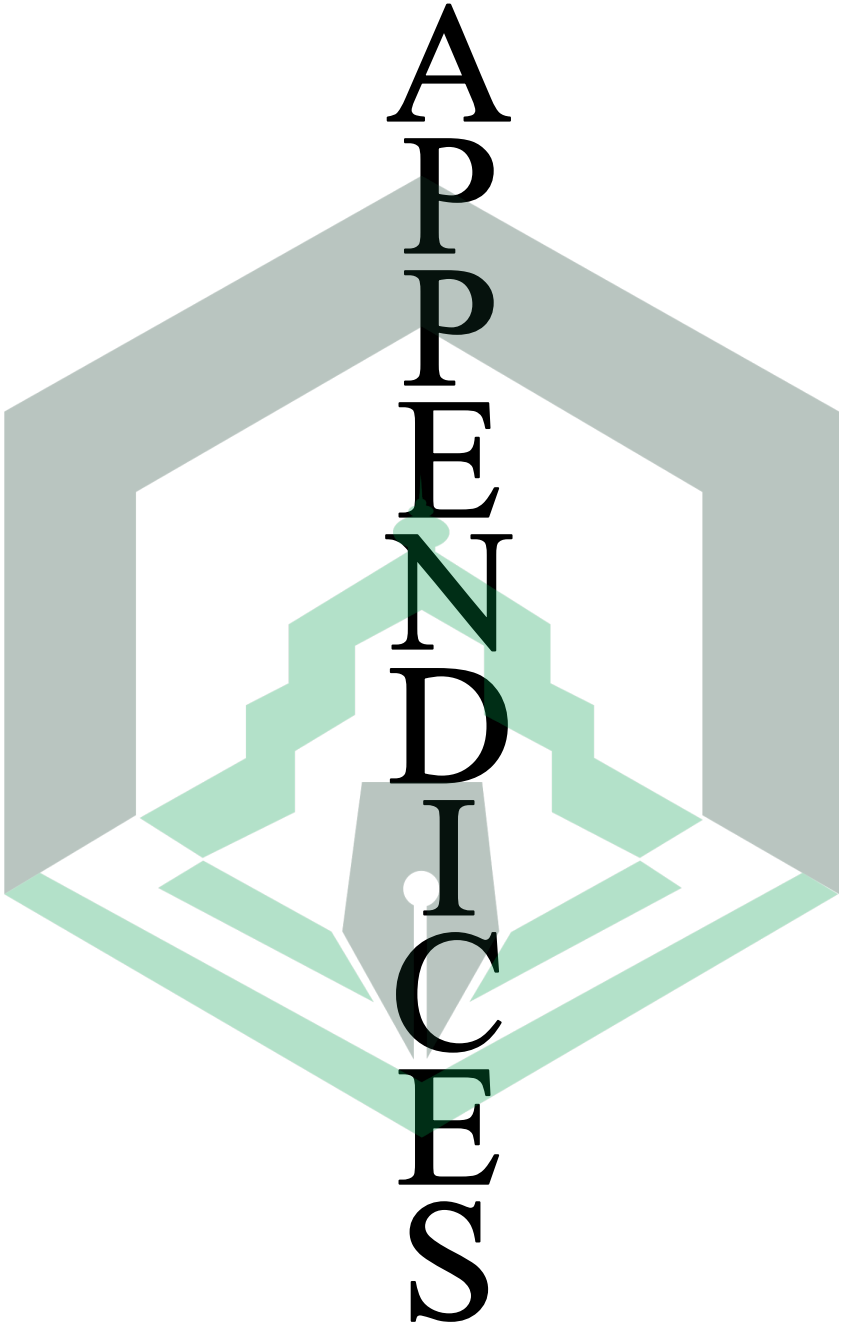
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APPENDICES

Appendix I



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 4 PALOPO

Alamat Jl. AndiKamboTelp. (0471) 22193 Palopo

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/107/SMP.04/VIII/2021

Yang bertandatangan dibawah ini Kepala SMP Negeri 4 Palopo

Nama : KARTINI, S.Pd.,M.Si
NIP : 1967031198 03 2014
Pangkat/ Gol : Guru Madya,IV/b
Jabatan : Kepala SMP Negeri 4 Palopo

Menerangkan bahwa :

Nama : ALFATIHAH
Nim : 17 0202 0102
Pekerjaan : Mahasiswa

Telah melakukan penelitian di SMP Negeri 4 Palopo dalam rangka penyusunan karya tulis ilmiah (Skripsi) dengan judul "**IMPROVING STUDENTS SPEAKING SKILL AND MOTIVATION TROUGH PROJECT – BASED LEARNING ON ENGLISH E – LEARNING CLASSES**" Tanggal 06 Mei s/d 25 Juni 2021

Demikian surat keterangan ini dibuat untuk digunakan seperlunya.

Palopo, 26 Agustus 2021

Kepala sekolah,



KARTINI, S.Pd., M.Si.
NIP: 196703111988032014

Appendix II

Angket Penelitian

MENINGKATKAN KEMAMPUAN BERBICARA DENGAN MENGUNAKAN PROJECT BASED LEARNING UNTUK SISWA KELAS DUA SMPN 4 PALOPO

Keterangan :

Daftar pertanyaan ini bertujuan untuk mendapatkan informasi tentang pengaruh Project Based Learning terhadap peningkatan kemampuan speaking siswa. Untuk hal itu, saya mengharapkan kesediaan adik-adik untuk bekerjasama dengan memberikan jawaban sejujur – jujurnya sehingga hasil penelitian ini dapat diperoleh dengan baik. Atas partisipasinya diucapkan banyak terimakasih.

Penjelasan dan petunjuk pengisian angket :

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan angket ini.
2. Pada setiap pertanyaan di sediakan 5 (lima poin) yaitu : Sangat Setuju (SS), Setuju (S), Tidak Memilih (TM), Tidak Setuju (TS), Sangat Tidak Setuju (STS).
3. Berilah tanda checklist (✓) pada pilihan anda.

Identitas Responden :

Nama :

Kelas :

No.	Pertanyaan	SS	S	TM	TS	STS
1.	Pembelajaran berbasis proyek (Project-Based Learning) memberikan kesempatan untuk saya lebih aktif berbicara bahasa inggris.					
2.	Pembelajaran berbasis proyek					

	(Project-Based Learning) membuat proses pembelajaran menjadi membosankan.					
3.	Tugas – tugas dalam pembelajaran berbasis proyek membantu/memancing saya lebih berani dalam berbicara bahasa inggris.					
4.	Belajar speaking melalui Project-Based Learning memotivasi saya untuk berbicara bahasa inggris.					
5.	Tanpa motivasi, saya bias belajar dengan lebih giat.					
6.	Materi pembelajaran yang disampaikan oleh guru tidak berkaitan dengan tugas proyek yang diberikan.					
7.	Saya merasa senang dan nyaman belajar speaking menggunakan Project-Based Learning dalam kelas online.					
8.	Pengaplikasian Project-Based Learning dalam pembelajaran online tidak berpengaruh terhadap kemampuan speaking saya.					
9.	Belajar speaking menggunakan Project-Based Learning membuat saya sulit untuk					

	memahami materi.					
10.	Saya kurang percaya diri dalam menjawab pertanyaan dari guru setelah presentasi atau diskusi dalam pembelajaran berbasis proyek berlangsung.					
11.	Bagi saya pembelajaran berbasis proyek (Project-Based Learning) tidak berpengaruh terhadap motivasi belajar dan tidak sesuai diterapkan dalam pembelajaran speaking .					
12.	Tugas pembelajaran berbasis proyek dalam bentuk talk show membantu saya berani tampil berbicara bahasa inggris, bercakap cakap dengan teman di depan kelas sesuai dengan isi talk show yang ditampilkan.					
13.	Saya mengerjakan tugas – tugas pembelajaran berbasis proyek dengan senang hati dan bukan karena terpaksa.					
14.	Guru menjelaskan masing – masing perintah dalam setiap tugas, tapi saya dan teman – teman saya mengerjakan proyek tersebut sampai selesai.					
15.	Project-Based Learning kurang berpengaruh terhadap keaktifan					

	siswa/kelas dalam pembelajaran online.					
16.	Project-Based Learning membuat proses pembelajaran online lebih menyenangkan.					



Appendix III

LESSON PLAN :

IDENTITAS PEMBELAJARAN

A. TUJUAN PEMBELAJARAN

Siswa diharapkan dapat memahami, mengetahui, merancang, menganalisis, mengimplementasikan, berbagi dan mengidentifikasi dan keterampilan melakukan baik secara lisan dan tulisan recount text sederhana :tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsisosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

B. MATERI DAN STRATEGI PEMBELAJARAN

1. Materi Pembelajaran

Guru menyampaikan materi recount text dan siswa memahami, dan mengidentifikasi materi recount text kemudian siswa membuat recount text sesuai criteria materi tentang personal recount text dan mempresentasikannya di depan kelas dalam bentuk sebuah produk (Talk Show) dengan memperhatikan struktur teks, dan unsure kebahasaan, secara benar.

2. Strategi Pembelajaran:

- a. Teori : Constructivism; Cognitivism
- b. Pendekatan : Contextual; Collaborative
- c. Model : Project Based-Learning
- d. Metode : Diskusi; Tanya Jawab; Latihan/Praktik(*drill*)
- e. Teknik : Talk Show
- f. Fasilitas : RPP, Buku, Silabus, PPT, Media (WAG, Google Meet, Youtube, Moda (daring))

C. ASSESSMENT/EVALUASI PEMBELAJARAN

1. Tes
2. Non Tes

Pembelajaran inidiharapkanberorientasi pada speaking skill (*Critical thinking, Creative thinking, Collaboration, Communication, and Conviction* dan produk hasil pembuatan video Talk Show yang telah dibuat).

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Negeri 4 Palopo

Kelas / Semester : VIII A / Genap

Materi Pokok : Recount Text

Alokasi Waktu : 8 JP

KEGIATAN PEMBELAJARAN

Pertemuan Ke- 1

a. Pendahuluan Kegiatan Awal (5 menit)

- Melakukan kegiatan dengan salam pembuka, berdoa, dan absensi
- Memperkenalkan diri dan menjelaskan model pembelajaran PBL
- Memberi apersepsi/memotivasi siswa dalam memulai pembelajaran dengan mengajukan pertanyaan kepada peserta didik tentang materi yang akan dipelajari

b. Inti (50 menit)

- Peneliti menjelaskan materi recount text
- Peneliti meminta siswa untuk membuat kelompok
- Peneliti menjelaskan Project-Based Learning kepada siswa
- Peneliti menjelaskan recount text dengan topic pembelajaran someone's experience melalui project-based learning
- Peneliti meminta setiap kelompok untuk berdiskusi tentang recount text dan memahami contoh someone's experience yang telah disiapkan
- Peneliti meminta perwakilan setiap kelompok untuk menceritakan kembali cerita yang telah didiskusikan
- Peneliti memberikan beberapa pertanyaan tentang cerita yang telah diceritakan kembali

c. Penutup (5 menit)

- Guru menanyakan pendapat siswa mengenai perasaan mereka selama proses pembelajaran berlangsung
- Guru mengucapkan salam

Pertemuan ke 2

a. Pendahuluan (5 menit)

- Salam dan tegur sapa, berdoa.
- Memberi apersepsi/memotivasi siswa dalam memulai pembelajaran dengan mengajukan pertanyaan kepada peserta didik tentang materi yang akan dipelajari
- Meriview kembali pelajaran yang telah di pelajari

b. Inti (50 menit)

- Peneliti menjelaskan kepada siswa tugas proyek recount teks
- Peneliti meminta setiap kelompok untuk menampilkan talk show singkat secara online tentang pengalaman mereka
- Siswa menjawab pertanyaan dari peneliti atau dari kelompok lain tentang cerita yang telah ditampilkan
- Peneliti memberikan masukan

c. Penutup (5 menit)

- Guru mengajak peserta didik merangkum materi yang sudah mereka pelajari
- Guru memberikan tugas berkelompok kepada siswa untuk menganalisis recount text, dan memahami recount text yang telah mereka pelajari meliputi generic structure, language feature, dan social function. Mengirimkan hasilnya melalui WAG
- Guru memberikan penguatan dan umpan balik positif kepada peserta didik
- Guru mengucapkan salam

Pertemuan ke 3

a. Pendahuluan Kegiatan Awal (5 menit)

- Melakukan kegiatan dengan salam pembuka, berdoa, dan absensi
- Menanyakan kepada siswa mengenai materi yang telah dipelajari sebelumnya
- Memberi apersepsi/memotivasi siswa dalam memulai pembelajaran
- Menyampaikan tujuan pembelajaran

b. Inti (50 menit)

- Peneliti menjelaskan tugas proyek teks recount kepada siswa (talk show).
- Siswa diminta mencari tahu/mencari informasi lebih tentang recount text dan model talk show
- Peneliti meminta siswa untuk mengembangkan hasil informasi yang mereka dapat tentang teks recount dan menjadikannya naskah untuk produk talk show. Misalnya, siswa akan membuat naskah tentang talk show yang akan mereka tampilkan, isi talk show berhubungan dengan sharing their personal experience (recount text), nantinya dalam sebuah kelompok akan ada nara sumber yang akan berbagi tentang pengalaman hidupnya, dan pembawa acara yang akan memandu talk show
- Peneliti meminta setiap kelompok untuk berdiskusi.
- Peneliti mempersilahkan siswa untuk mempersiapkan proyek talk show dari teks recount yang telah dibahas.

c. Penutup (5 menit)

- Guru memberikan siswa kesempatan untuk bertanya tentang proses pembelajaran yang telah berlangsung
- Guru memberikan penguatan dan umpan balik positif kepada peserta didik
- Guru mengucapkan salam

Pertemuan ke 4

a. Pendahuluan Kegiatan Awal (5 menit)

- Melakukan kegiatan dengan salam pembuka, berdoa, dan absensi
- Menanyakan kepada siswa mengenai materi yang telah dipelajari sebelumnya
- Memberi apersepsi/memotivasi siswa dalam memulai pembelajaran

b. Inti (50 menit)

- Siswa memberikan penilaian dan komentar kepada kelompok lain yang telah mengirimkan link video talk show yang telah di upload di youtube masing-masing kelompok melalui Google Meet
- Guru dan peneliti memberikan penilaian kepada setiap kelompok sesuai dengan rubrik penilaian yang telah disediakan
- Peneliti atau guru memberikan umpan balik kepada kelompok.

c. Penutup (5 menit)

- Guru memberikan siswa kesempatan untuk bertanya tentang proses pembelajaran yang telah berlangsung
- Guru memberikan penguatan dan umpan balik positif kepada peserta didik
- Guru mengucapkan salam

Palopo, 31 Mei 2021

Mengetahui

Guru Mata Pelajaran

Mahasiswa

Sulaiha, S.Pd.

Alfatihah

NIP. 198010042007012006

NIM. 17 0202 0102

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Negeri 4 Palopo

Kelas / Semester : VIII B / Genap

Materi Pokok : Recount Text

Alokasi Waktu : 8 JP

KEGIATAN PEMBELAJARAN

Pertemuan ke 1

a. Pendahuluan (5 menit)

- Salam dan tegur sapa, berdoa.
- Guru melakukan apersepsi dengan membahas hasil pre-test dipertemuan pertama.
- Guru menyampaikan materi pembelajaran selanjutnya (review), menghubungkannya dengan pre-test yang telah dilakukan.

b. Inti (50 menit)

- Menjelaskan kepada siswa apa itu recount teks
- Meminta siswa untuk membaca dan memahami contoh dari recount text, personal experience yang telah disiapkan.
- Guru memintasiswa untuk menceritakan kembali cerita yang telah mereka baca secara singkat.
- Peneliti memberikan beberapa pertanyaan tentang cerita yang telah diceritakan kembali oleh siswa.

c. Penutup (5 menit)

- Guru mengajak peserta didik merangkum materi yang sudah mereka pelajari

- Guru memberikan tugas kepada siswa untuk menganalisis recount text, dan memahami recount text yang telah mereka pelajari meliputi generic structure, language feature, dan social function. Mengirimkan hasilnya melalui WAG
- Guru memberikan penguatan dan umpan balik positif kepada peserta didik
- Guru mengucapkan salam

Pertemuan 2

a. Pendahuluan Kegiatan Awal (5 menit)

- Melakukan kegiatan dengan salam pembuka, berdoa, dan absensi
- Memberi apersepsi/memotivasi siswa dalam memulai pembelajaran dengan mengajukan pertanyaan kepada peserta didik tentang materi yang akan dipelajari
- Meriview kembali pelajaran yang telah di pelajari

b. Inti (50 menit)

- Guru meminta siswa untuk mempresentasikan hasil dari recount text yang telah dianalisis(menceritakan kembali dan menjelaskan generic structure, language feature, dan social function)
- Siswa menjawab pertanyaan dari peneliti dan siswa lain setelah presentasi
- Guru memberikan umpan balik kepada siswa

c. Penutup (5 menit)

- Guru menanyakan pendapat siswa mengenai perasaan mereka selama proses pembelajaran berlangsung
- Guru mengajak peserta didik merangkum materi yang sudah mereka pelajari
- Guru memberikan penguatan dan umpan balik positif kepada peserta didik
- Guru mengucapkan salam

Pertemuan ke 3

a. Pendahuluan Kegiatan Awal (5 menit)

- Melakukan kegiatan dengan salam pembuka, berdoa, dan absensi
- Menanyakan kepada siswa mengenai materi yang telah dipelajari sebelumnya
- Memberi apersepsi/memotivasi siswa dalam memulai pembelajaran
- Menyampaikan tujuan pembelajaran

b. Inti (50 menit)

- Siswa diminta mencari tahu/mencari informasi lebih tentang recount text
- Peneliti meminta siswa untuk membuat recount text dari personal experience dengan tetap memperhatikan unsure unsur dari recount text yang telah dipelajari.
- Peneliti mempersilahkan siswa untuk mempersiapkan teks recount yang akan dibuat.

c. Penutup (5 menit)

- Guru memberikan siswa kesempatan untuk bertanya tentang proses pembelajaran yang telah berlangsung
- Guru memberikan penguatan dan umpan balik positif kepada peserta didik
- Guru mengucapkan salam

Pertemuan ke 4

a. Pendahuluan Kegiatan Awal (5 menit)

- Melakukan kegiatan dengan salam pembuka, berdoa, dan absensi
- Menanyakan kepada siswa mengenai materi yang telah dipelajari sebelumnya
- Memberi apersepsi/memotivasi siswa dalam memulai pembelajaran

b. Inti (50 menit)

- Siswa menampilkan teks recount yang telah dibuat dengan cara menceritakannya kembali di depan kelas melalui Google Meet

- Guru dan peneliti memberikan penilaian siswa.
- Peneliti atau guru memberikan umpan balik kepada kelompok.

c. Penutup (5 menit)

- Guru memberikan siswa kesempatan untuk bertanya tentang proses pembelajaran yang telah berlangsung
- Guru memberikan penguatan dan umpan balik positif kepada peserta didik
- Guru mengucapkan salam

Palopo, 31 Mei 2021

Guru Mata Pelajaran

Mengetahui

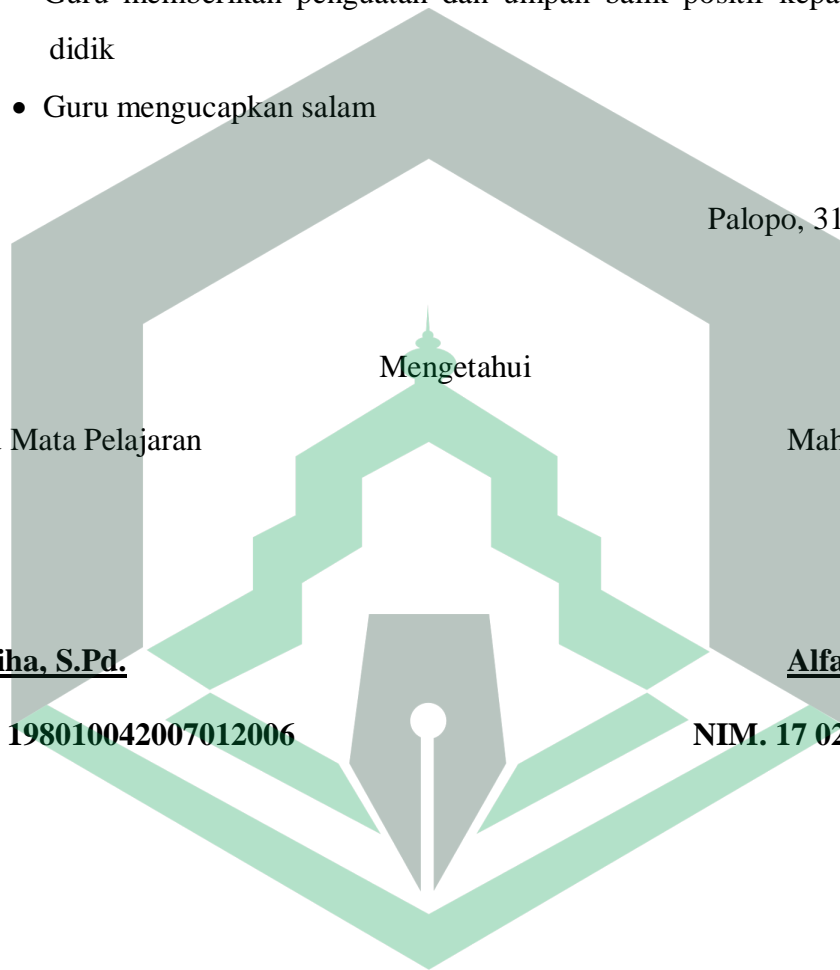
Mahasiswa

Sulaiha, S.Pd.

Alfatihah

NIP. 198010042007012006

NIM. 17 0202 0102



Appendix IV

Transcript Pre-test and Post-test

a. Experimental Class

Pre-test

Student 01

Assalamu'alaikum warahmatullahi wabarakatuh. One day I went to Malino with my family, because it was Lebaran So We went on vacation to Malino Because I was a kid Went 1 time And I didn't feel the cold and the scenery, when I was almost going to Malino Turns out there was a sweeping mask because we all wore masks so we can enter Safely And peacefully continue to go A walk around seeing the city of Malino, when we stopped we looked to see something like flowers. It turns out that there is a passion fruit that grows at an altitude of 600-1600 meters above sea level So we tried it, it looks delicious the seeds and prove it when eaten the taste is delicious and sweet. After that, we went to Malino Highland. On our way to Malino highland, we saw a horse being ridden. I wonder why it used to be deserted from now on when the horses were about to reach Malino, we saw a Strawberry garden and a tea garden covering acres of hectares. We saw a very beautiful view and the air was very cool and we enjoyed the view while eating. And we returned to Makassar back at 7 pm. Thank you.

Student 02

Hello... My name is Ade Limiya from class VIII A so here I will tell you about my experience during the fasting month last year. During the fasting month, after every morning prayer, my sister and I recite the qur'an together. Besides that, in the afternoon, my friends and I always go to the mosque together to clean and help other friends prepare food to break the fast together at the mosque. I'm very excited because in the month of fasting besides we can fast we can also collect more rewards by helping others.

Student 03

The spiritual experience I've ever had was when my friends and I went to visit the Jami Mosque, Palopo City. There I saw many historical Islamic relics. There is very cool and comfortable. In addition, there I saw many people who came to pray together. In front of the mosque, several religious books and clothes seem to be for sale. I am very happy because I can visit with friends. at the time of Asr's prayer, my friends and I decided to join the congregational prayer and after that, we went back to our respective homes.

Students 04

My Ramadhan experience this year was quite pleasant because it was still possible to be with my family, but the 5th year did not welcome Ramadhan with grandpa, and this year the 2nd Eid year at home because there is still a Covid 19. I always Tarawih prayer at home because the mosque from my home is far away and my mother also forbids me from leaving the house, I also read the Koran at home but this year Ramadhan I didn't finish the Qur'an because of my period

Student 05

Assalamualaikum wr wb.. My name is A. Zahra Centya Syahril from class 8A. My personal experience during the fasting month of Ramadan this year was that I did not fast fully, because I was absent from before Ramadan. During my first fast, in the evening I went to pray Tarawih with my family at the Nur Divine mosque. After I come home from Tarawih I usually watch TV and have dinner together after that I go back to rest. That's my daily experience during the month of Ramadan.

Student 06

My name is Asmiranda Achmad from class VIII-A. One morning I went to Latuppa with my family and there I really enjoyed playing with my family while taking a bath and after that I burned the fish and ate it, after that I continued to take a bath and went home. Thank you assalamu'alaikum wr wb

Student 07

Assalamu'alaikum wr wb. My experience during the fasting month is that every morning I always help my mother to sell in the market. Usually, we leave at 08.00 am to sell. My mother and I sell while fasting. Sometimes I feel thirsty and hungry during the day, especially when helping my mother sell. We came home at 15.00 me and my mother then cleaned our bodies and rested for a while, after that, I also helped my mother to prepare Iftar. I went through everything with a happy heart, even though I was thirsty and hungry but I still maintained my fast. Assalamu'alaikum wr wb.

Student 08

Assalamualaikum wr wb. My name is Cahya Wulan from class VIII A. in the holy month of Ramadhan Alhamdulillah I was able to do. Ramadhan fasting even though I was heated by an obstacle in the middle of the day team I stop the obstruction I continued the Ramadhan fast. Day by day I treat to carry out my five daily prayer activities and pray tarawih congregation at the most. Wean after many down prayers I always recite the Qur'an. Even though I always feel great taste to do the activity.

Student 09

Assalamu'alaikum wr wb, I will tell you about my story. So, one time in the morning me and my mom went to Makassar, I was very happy because finally we went on vacation, we took a private car to leave, in the middle of the road the car tire burst. We had to stop to fix it luckily someone helped me with my mom. Two hours later the tires of the car have been repaired, it's late at night me and my mom set off again to go to Makassar.

Student 10

Assalamu'alikum wr wb.. My name is Diva Ratna but you can call me Diva. I will tell you about my experience. So, last year's Eid, my family and I were just at home. This is due to the government's ban on going home to prevent the

spread of corona. it feels very lonely because usually all the family gathers at home to celebrate Eid but this time not. It felt very different, Auntie's grandmother and cousin didn't come so we just kept in touch by telephone. I hope that next Eid we can all get together again.

Student 11

Assalamu'alaikum wr wb. One day my family and I went back to the village to celebrate Eid there. Me, my father, mother, and my younger siblings prepared all our needs in the evening. We left in the morning to avoid traffic jams. We left at 08.00 am, on the way the vehicles started to get crowded. Many vehicles that carry a lot of goods. I'm sure these vehicles also carry people who want to go home just like us. The trip to the village is about 3 hours. So along the way my sister and I spent time telling stories, seeing sights and sleeping because we were fasting too. The journey feels increasingly distant because the roads are starting to get jammed. Did not feel we arrived, we were warmly welcomed by the family in the village.

Student 12

Assalamu'alaikum wr wb, hi my name is Muh. Ardiansyah. I've had an experience that I will never forget. at the end of last year, my family and I took our time off to go on an excursion to the beach in our city. We left at 09.00 am, did not feel we even got there. We went straight to the small gazebo that was there. While enjoying the sea breeze, we ate together first. While enjoying the food I was amazed to see the beauty of the beach. After eating, I decided to swim for about 15 minutes. While there I enjoyed playing with water and sand. I didn't realize it was already noon, my mother asked us to clean up, after that, we prayed dhuhr in congregation at the nearest prayer room. After praying we rushed back to the house. I feel that our vacation this time was very pleasant. Thank you

Student 13

During my fasting month after dawn and after my Tarwih follow tadarrus at the mosque near my house, I am very happy to be able to follow it every year because I can facilitate my recitation, I am also happy to be able to Tarwih with friends, I also pray 5 times during the month of Ramadhan, and in the month of fasting I visited the orphanage there, it can make us realize that there is something more troubled than ourselves. I visited the great mosque, there are many who recite the atmosphere, the atmosphere is calm, the recitation can also make us close to Allah.

Student 14

Hi, I will tell you about my experience when I participated in the Islamic religious quiz competition. So at that time my two friends and I had the opportunity to represent as if we were participating in one of the activities, namely a religious quiz competition. Almost every day after school the three of us always study together and practice answering questions quickly of course we were accompanied by our teacher. Until the time of the competition arrived, my friends and I didn't target anything because we knew that our opponent was great, so we just wanted to do our best for the school. The first half was over and it turned out that we had qualified for the second round. in the second half, we tried to answer the questions more quickly and calmly, because our opponents were getting smaller and more powerful. Until the announcement of the third round arrived, we didn't expect that we would qualify to advance to the third round. we are very happy and grateful. In the third round, we were more focused because the questions were getting more difficult. At first, I was pessimistic that our school would get a third place but I was wrong, as if we got second place, wow... I didn't expect it, we also feel happy because we have managed to bring home the trophy for our school

Student 15

Before I explain my presentation I will introduce myself, my name is Naura Novinta Bentong I am in class 8A actually I am the only student in this class who does not embrace Islam but it's okay now I will explain my experience. One day my friends and I go, I went to the Islamic Center and it was my first time there. My friends and I saw a large and beautiful building on top of the dome, I saw beautiful carvings there also we took pictures there, we also had time to meet our Scout brothers Seeing them competing we also asked the take picture with one of the scouts so it didn't feel like it was almost dark and we each went home so from me, more or less, please forgive me. Thank you.

Student 16

Hi..my name is Syakira Eka Winata and you can call me Caca. So, this time I want to share my experience as a child. When I was 5 years old, I went to Saudi Arabia specifically Meccah and Madinah. I went there with my mother I was there for 9 day, at there I stayed at the hotel North Fav from the Grand Mosque. During my time is my time in Mecca I always bought Ice Cream. The ice cream there is very delicious. In Mecca, there is Kakbah that is quite large covered with a black coat. That is it's wrapped in the holly precious of Allah. There I did worksheet activities as a Muslim sincerely too. After a few days in Mecca, I moved to Medinah. In Medinah I bought a lot of toys and also yogurt, the yogurt there that's really good and I like it. In Medina, I stayed at a hotel that was quite unique. The hotel is joined by a supermarket, below to hotel to be the first floor is a huge supermarket. After being for Madinah at it had been for 9 days in Saudi Arabia I return to Indonesia. That's a little story about my experience as a child. Thank you.

Post-test

Student 01

Assalamu'alaikum wr wb.. Hi... My name is Abhinanda Galang Asmara, my nickname is Abi, I will tell an experience of my cycling around Palopo. Okay, just start one morning I went cycling and enjoying the cool air walking literally without feeling restless. After going touring everywhere I went to the harbor and also I enjoyed the air and after I arrived it turned out that there were two ships there were stopped namely the ships from Batam but one I don't know. after that, I saw the scenery which was very beautiful or amazing, but what I feel was the scene, the scene was like the atmosphere of war. Because of the different people he felt so just, yes... He fought because of the different people he thought he felt so I just understand. then after that, I wanted to home, and on the way, I saw there was a hole and I wanted to step on this step on it hesitation all the result of my tire leaking straight away and I regret stepping on it because I came home on foot. after I wanted to go home I was seen by people so much, so I'm not good but I think must be strong with the same because even if people see as logic and at this, it's not necessarily good and I expect help from people but only to see but I don't expect he anymore because I'm annoyed with people who rarely help and just watched. And I walked walked and I get home my dad is in angry. But when he asked me "Abi let's go fix that bike" I am initially actually told him that their tire was leaking. Suddenly he got angry with advice. And we got we immediately stuck the tire and finished. Thank you

Student 02

Assalamu'alikum wr wb.. My name is Ade Limiya. Here I will share my experience. Last semester I was very happy because my report cards were good. I also feel more happy because I can go on an excursion to Grandma's house in Masamba. My family and I left in the morning, when my grandmother's house was about 1.5 hours away. When we got there grandma had prepared us food. There is so much food. My sister and I hugged my grandmother and aunt, thank God they were all healthy. We ate together on the floor while eating we told

each other. In the afternoon I went around the village to see the scenery there were many rice fields and a very cool breeze. On a rainy night, Grandma prepared us warm drinks, while drinking Grandma opened the photo album stored in the cupboard while telling stories. Until I was sleepy and rushed to sleep. I feel very happy during the holidays at Grandma's house. Assalamu'alaikum wr wb.

Student 03

Assalamu'alaikum wr wb, I am Afdal Suleman from class VIII-A. Yesterday my family and I didn't go on vacation, so my vacation was filled with relaxing at home. During the holidays, I play my favorite video game. I feel very happy because when I go to school I can only play on Sundays. I invited my two neighbors as well as my best friend to play together. They are the same age as me so we are both on holiday, but our schools are different. We also play games with us using a lose and replace system. The first time I played against Anto, it was a very exciting match that in the end, I lost. Then it was Putra's turn against Anto, while waiting for them to play me I read my favorite comic. I didn't realize that time was running fast, Putra managed to beat Anto, then it was my turn to fight Putra again. While playing we also accompanied our jokes. Until finally I won and fought Anto again. hahaha.. Very simple but fun for us. I feel that it is very fun to spend my holidays playing games with friends at home, apart from having a vacation outside the house.

Student 04

Assalamu'alaikum wr wb.. My name is Anastasia Putri from class VIII-A. I will tell you about my experience. I've seen my friend in the past. On the first day everything was normal but on the second day at night my friend complained of pain all over his body and we were all worried and we quickly took him to the UK, a few moments later he felt hot all over his body, and he got angry suddenly and on at that time there was no coach and one of our friends called the coach in his room and our friend who was in a semblance suddenly fainted and at that

moment the coach had arrived and the coach helped to resuscitate our friend who was in a trance and he came home after realizing it, and after the camp was over we all I went straight home and I told all the events that happened at the camp to my parents and in the morning I went to school and met a friend who had a similarity and he told what he felt and what he saw.

Student 05

Assalamu'alaikum wr wb. My name is Andi Zahra Centya. I will tell my experience while on vacation at my grandmother's house. My grandmother's house is not so far from the city, only about 20 minutes. I arrived there in the afternoon, when I got there I immediately ate my grandmother's cake while enjoying the view in the village. In the evening I had dinner with my grandmother, there were vegetables, rice and fried fish, it tasted really good. 10:00 at night I started to feel sleepy and decided to sleep, I slept with my grandmother using a mosquito net, it felt very comfortable. The next day I helped my grandmother cook and brought it to the rice fields for my grandfather. in the rice fields the atmosphere is very cool and calm. I really like the atmosphere there. In the afternoon I said goodbye to my grandparents and went back to town. Thank you.

Student 06

Here I will tell my experience that I will not forget. When I was in 6th grade, I represented my Al-Qur'an Education Park to take part in an Islamic lecture competition in the month of Ramadan. The competition was held at the Islamic Center mosque in Palopo. Many participants participated in representing their respective TPAs and there were also many types of competitions, one of which was Islamic lectures. When I got there I took the registration number accompanied by my ustadzah and my mother and sister. While waiting for the race schedule to start, I took the time to practice with my friends and my ustadzah. It didn't feel like the race had started. I was very nervous. Fortunately, there was my mother and ustadzah who tried to calm and reassure me. until it

was my turn to perform, I started with bismillah and greeted. After performing, I felt a sense of relief, but there was still curiosity and anxiety about whether I could win the championship or not. At 05.00 pm the announcement of the winners of each competition was announced, I felt very nervous until the serial number and my name were mentioned and I won 2nd place, thank God I felt very happy and grateful as well as the ustadzah, my mother and sister, even though they were champions 2 they are still proud. When I got home I was very happy and told my father proudly.

Student 07

I will tell my experience when I was in 6th grade. I still remember when I first entered the class at that time. After arriving at school, I immediately looked for a list of the names of the classes where I would study, and it turns out I'm still in the superior class with my friends again. I thought I'd get the last seat because I was late. But it turned out that when I entered the class the front seat was still empty, and I decided to sit there. The ceremony bell rang, my friends and I rushed to the ceremony field. After the ceremony, we went into our respective classes and started a series of lessons. My homeroom teacher at that time was a teacher in mathematics. At first, I thought that math was the most difficult and annoying subject, but I was wrong. My homeroom teacher delivered the material very well and made math easy and fun.

Student 08

Assalamu'alaikum wrw wb... This story happened three days ago. At that time I was walking with my friend in the shopping center of Palopo city. We were just about to go to the cinema when suddenly I heard a small child crying. I looked around me but I didn't see anyone. When I walked about five steps, I looked to my left and I saw a little girl standing in front of an escalator. I tried to approach him and asked why he was crying. He didn't say anything but looked down at the floor. I stood up and looked downstairs, it was her mother who was desperately running on the escalator trying to go upstairs to pick up the little girl. But it was

a wasted effort because he didn't realize that he was running up the escalator moving downwards. I'm sure it was because he was very nervous at the time and the only thing he was thinking about was getting to his little girl as fast as possible. I immediately made a quick decision. I held the little girl's hand gently and asked her to come downstairs. He agreed and opened his arms up so I could hug him and carry him. Then I stepped onto the escalator and walked as fast as I could and gave the little girl to her mother. Her mother was so happy that she said nothing but smiled at me. After that, my friend and I went back upstairs to continue our first goal, which was to go to the cinema. Assalamualikum wr wb.

Student 09

Assalamu'alaukum wr wb. Hi..my name is Dinara Aisyah My sister and I watched a movie last night. It was an American film called The Lost Flight. the film tells the story of how people can quickly change when they have to fend for themselves in the forest. The film begins with a plane crashing on a small empty island in the Pacific Ocean. the passengers are all safe, although no one knows where the plane crashed. So the passengers have to learn to survive by hunting for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers ate raw fish and meat. After they had been on the island for two months, three men built a boat and set sail to seek help. But their boat sank and they sank. The film ends without saying whether the passengers were rescued or not. But my sister and I enjoyed the film. Well..that's my experience, thank you.

Student 10

Hii..now I will share my story, well two nights ago I was home alone because all my family members went to my aunt's house. I was the only one who didn't go with them for one reason, I had to finish an assignment from the school that would be due soon. Suddenly there was a power outage in my neighborhood, it was very quiet and very dark, and a little scary. I was working on an assignment from school when the blackout occurred. The first thing I did was take my phone

and turn it on. I was lucky because I had a flashlight function on my phone, so I turned it on and used it to light up the room. I tried looking for a candle in the cupboard and I found it. I lit the candle and placed it on a small plate. After that, I placed the candle on the table so the light could spread throughout the room. Then I went to my room and took my blanket and went back to the chair where I stayed and waited for my family to come home. I covered my whole body with a blanket and hid under it because I was afraid. While waiting, I contacted my family to hurry home. But not after a few minutes, the lights came back on and I was very grateful, I immediately continued doing my schoolwork while waiting for my family to come home.

Student 11

I will share my experience when I first learned online because of the corona pandemic. Initially, when it was announced to work from home I was happy that meant school would also be closed. But it turns out we are still in school through online classes. At first, I was excited and thought this was a new experience for me, I was excited to do online learning for the first time. On the first day of learning everything was normal in my opinion, the teacher gave assignments and a little explanation after that gave time for collecting assignments. Everything went smoothly, but over time I became bored and tired. Because the tasks that every day are getting more and more and have a short gathering time. I feel the difference between studying at school and learning online, honestly, I really miss the atmosphere of learning at school, meeting friends and teachers. I can only hope that the corona pandemic will pass soon so that all activities can take place as usual again and so that we can go to school directly again.

Student 12

I've had a terrible day when I was offline from school. Initially, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hands while I was making breakfast. After breakfast, I got dressed so quickly that I forgot to put my socks on. Next, I ran out of the house trying to

find public transport but none came by. Another 20 minutes at 07.00 am and by that time it was Monday, of course, the schedule for the ceremony. I waited and finally, I went to school by motorcycle taxi. When he arrived at the school the gate was closed and the ceremony had begun. There were 5 other people too who were late at that time. We were allowed in but lined up off the pitch. After the ceremony, we were punished for cleaning the toilet as a punishment for being late for school. Really bad day for me. After that incident, I hope I don't have another day like that.

Student 13

Last holiday, I went to Latuppa waterfall with my friends. Before leaving, We have prepared everything. We went there by motorbike. We drove slowly while enjoying the ride. Finally, we arrived at Latuppa. We parked our motorbike and continued our journey to the waterfall. When we got there, we prepared tree branches to light a fire to burn the fish. After the fish was cooked we ate together and then enjoyed the cold water at the latuppa waterfall. did not feel the time started in the afternoon, we rushed to go home. We loved the holiday so much and we will come back again on our next vacation.

Student 14

Last weekend I spent all day lying on my bed. Sunday I wake up at 9 in the morning. I looked around me and I saw a new comic book that I just bought yesterday. I tried to drag it close to me using my feet and then grabbed it with my hands. I opened the comic and started reading it. When I just got to the middle of the story, I felt thirsty so I got up from my very comfortable bed and walked out of the room. I walked down the stairs straight to the kitchen. I opened the fridge and found a bottle of water. When I checked my cupboard again, I saw that there was a piece of Kentucky chicken leftover from last night. I decided to reheat it. After that I lift and put it on my plate with warm rice and then I have breakfast. After breakfast, I continue reading my comics. After that, I

decided to play the game on the laptop. only with activities like this, I can enjoy my weekend.

Student 15

Two years ago my family and I went to Bunaken Island. We arrived at the island by boat that we rented in Manado. It took about 50 minutes to get to the island. We stayed on the island for two days where we got to experience snorkeling and diving. We departed from Manado at 7 am and arrived on the island at 8 am. The driver parked the boat at the small pier near the island entrance. We took all our luggage off the boat and carried it to the entrance gate, where a small car was waiting for us. The car is a service from the hotel where we stayed during our vacation in Bunaken. After checking in at the hotel and putting all our stuff in our room, we rented an ATV bike and rode it to the beach. When we arrived at the beach, I changed into my bathing suit and put on a snorkel mask. I walked to the beach with my dad and we jumped into the water. I saw lots of colorful fish and corals. After seeing the beautiful view under the sea, I walked back to the beach to pick up my GoPro camera. I didn't notice that the waterproof case didn't close tightly when I jumped back into the water, and my camera was broken. I brought the camera to my father. He checked it and he said it was okay. He opened the case and took out the battery. After that, he tried to dry it with a towel. After that I continued playing on the beach, we were there for about 3 days. It feels so good that I want to go back there.

Student 16

Hello everyone, my name is Syakira Eka Winata and I want to share a little of my experience. Erm..so, two years ago I went to boarding school. I was interested recently just a few months. one night I had a nice experience. late at night, it was already 00.00 pm. all my roommates and my supervising sister were fast asleep only I was left who had not slept I just lay on my bed. Oh yeah, by the way, my friend is upstairs so my bed and my friend have stairs for me to climb up to her bed. When everyone is fast asleep I don't sleep. I can't close my

eyes I feel restless very restless that night. I also don't know why it happened. I turn my body to the left and can you see what I see?..haha right I see gosh, gosh girls might be better now as kuntilanak. I felt a little scared because I was the only one who saw it myself. She was only two meters away from me. Here she is quite long her face is a little scary, I want to scream but I can't. I am afraid of disturbing other people who are fast asleep. About five minutes I saw it, after that, I also felt sleepy suddenly. So, I slept like the others who were also asleep. The next morning I told my friends but they said I was joking. Hmm...it's okay.

b. Control Class

Pre-test

Student 01

Hello everyone, I'm A. Kayla Cgandra from VIII-B Class. I will tell you an experience when I first became a protocol at the Tarawih prayer. So, when I was in 5th grade at the mosque near my house, it gave the students to appear in public in a protocol manner, and at that time it was my turn. At first, I was very excited when I met with my ustadzah for practice and took the protocol text, there was already the name of the ustadzah who would bring the lecture and the names of the names who would bring tomorrow's iftar. at night after the Isha prayer, I was also invited to go forward and start it. Yes, that's right, I was so nervous that after I said my closing greetings, my hands were still sweating. A few minutes later I also feel calm again hehe.

Student 02

Assalamu'alaikum wr wb. My name is Adinda Azzahra. Today I will tell a little about my spiritual experience. So, when I was in 6th grade I went camping with my friends. Our habitat at 6 pm is that we usually take the time to take a shower. Usually, we take turns guarding the door. at that time my friend and I took turns, I took a shower and he was in charge of guarding the door. At first, I thought my friend was knocking on the bathroom door because he wanted to use the bathroom too but when I spoke my friend didn't answer. After that, I rushed out

and found my friend I immediately told and my friend said he never knocked on my bathroom door. Because at that time it was late at night we ran into the tent and prayed in congregation. Thank you. Assalamu'alikum wr wb.

Student 03

Assalamu'alikum wr wb. My name is Aidhil Fitrah Hasral from VIII B. Now I want to share my experience when I first learned English, the first time I learned English when I was in 6th grade. Initially I studied with my sister. Starting from some easy vocabulary and self-introduction. At that time English made me dizzy because the writing and pronunciation were different, moreover one word in Indonesian had two names in English. 1st grade of junior high school I am getting confused because it turns out that English is not only limited to vocabulary but very much hahaha ... but I still learn it through listening to songs from outside and playing games. Thank you. Assalamu'alikum wr wb.

Student 04

Aassalamu'alikum wr wb, I will tell you about my experience, but before that, my name is Almira from VIII B class. So, last Eid, my family and I were at home, we didn't go home. One day before Eid, I helped my mother make a cake, we made it not as much as the previous Eid. Other than that my mother only ordered Burasa at her friend. In the evening I help my mother cook the food that will be served the next day, such as chicken soy sauce, soup, and chicken opor. Last year's Eid was very quiet for me. I really miss the bustling and joyous Eid atmosphere. Thank you.

Student 05

One day I visited Grandma's house to celebrate Eid al-Fitr, while on the way mybrother and I went through a very ugly road, the road was muddy, muddy, and slippery, but it was very difficult to get through it but my brother tried to pass that road and finally we were able to pass that road little by little and when we got home my grandmother, me and my sister be being and resting it was a

very tiring journey and that's my experience so thank you from amelia grade eight B

Student 06

Hi..my name is Eka. I will tell you my experience, three years ago my family and I celebrated Eid in my father's village. There on the night of Takbir, my cousin and I joined Takbir around carrying torches. After that, we helped my aunt and grandmother to cook the food we would serve the next day on Eid. I am very happy because I can gather with my family.

Student 07

Approximately 5 years ago the mosque in the neighborhood where I live celebrated the birthday of the Prophet Muhammad. Everyone was very enthusiastic to welcome him. During the day the people in the neighborhood I live in work together to prepare everything. Starting from looking for banana tree trunks, collecting and boiling eggs, decorating and cleaning mosques. My friends and I are tasked with cleaning the mosque and practicing to display an offering from us. we work together and prepare everything so that tomorrow's celebration goes smoothly. I am very happy because I can be involved in celebrating the birthday of the Prophet Muhammad saw. Thank you.

Student 08

Assalamu'alikum wr wb, my name is Ichal. Now I'm going to tell you about the most unpleasant experience I've ever had. Last Sunday, my mother asked for help to buy kitchen supplies at the market, I went by motorbike. At first, all was well. I shop too. After shopping, I decided to go home. On the way home, suddenly my motorcycle tire burst. I don't know what to do. So I decided to push my bike until I found a repair shop. When I got home I also told my mother about what I experienced. The incident made me feel tired from pushing the motor. The experience was the worst experience I have ever had. Thank you, assalamu'alaikum wr wb.

Student 09

Assalamu'alaikum wr wb, let me introduce my self first. My name is Muh. Halim from VIII B. Today I will tell you about my experience. Oke, I was late for school. That's because I played online games until 03.00 am. At 05.30, Mother tried to wake me up. However, I ignored my mother's words and continued to sleep again. Suddenly, I was shocked and woke up from my sleep and saw that it was already 06.40. Without thinking, I grabbed a towel and immediately ran to the bathroom. I saw the breakfast that was served by mother. But, I didn't have time for breakfast. I finally arrived at school at 07.10. The class starts at 07.00. I ran to the classroom, but the teacher didn't let me in because it was past schedule. In the end, I had to stand outside the classroom and miss an hour of class. I was embarrassed and promised not to do it again.

Student 10

My experience during the fasting month last year I was at home alone. I do what I normally do. Starting from eating sahur, praying at dawn, reading the Qur'an and after that going back to sleep. During the day I watch tv, and in the afternoon I go out to buy preparations for the family iftar. After opening I pray maghrib and have dinner, after that I join the Isha and Tarwih prayers in congregation at the mosque. 10:00 pm I went back to bed to rest. that's my experience of activities during the fasting month last year.

Student 11

I will share my experience which I will never forget. From kindergarten to 3rd grade, I always participated in modeling competitions. In every competition I always get a winner, so that I can represent the city of Palopo to Makassar. Every time I compete I always use cute clothes and always accompanied by my mother. But since I was in 4th grade until now I have never participated in modeling competitions anymore, because I already wanted to focus on school

Student 12

Assalamu'alaikum wr wb... my name is Nurhaerunnisa from 8 B class. I will tell you about my experience in the month of Ramadan this year which was very special and enjoyable for me. I can fast and I can also do tarawih prayers in congregation in the mosque and read the qur'an at home. Although during the fasting month I do not join the iftar together at the mosque. After every Isha congregational prayer, I always wait for the Tarawih prayer while reading the Qur'an and listening to lectures, after that I return home. That's all my story during the fasting month and thank you.

Student 13

Last Sunday I accompanied my mother to the fish market in Palopo City. my mother wanted to make grilled fish so she wanted to go straight to the fish market to see it. When I got there I saw various kinds of fish being sold, including mackerel, milkfish, and even stingrays. and it turns out that besides fish there are also other marine animals for sale such as shrimp, squid, octopus, shellfish and many more. The atmosphere is very crowded because there are also many people who hunt fish in the morning hehe .. After walking around looking for the fish that mother wanted, we returned home and cooked it.

Student 14

Last Sunday was a holiday. I'm not going anywhere. I just spend time at home doing the same activities. I woke up early and did the morning prayer. After that, I had breakfast with my family. After breakfast I clean the house, such as sweeping, cleaning the room and mopping the floor. I didn't feel it, it was already 10:00. I rushed to take a shower to freshen up my body. Later, I watched my favorite TV show while helping my mother cook in the kitchen. At 13.00, I went to the bathroom for ablution and immediately performed the Zuhur prayer. Then, I have lunch. Because I was tired, I took a nap. when I woke up I heard the sound of a small child from outside the room, it turned out that the aunt came with her young child. I continued to play with my nephew until late at night.

Student 15

When I was in 5th grade, I could see things that no one else could see, in other words, I could see ghosts. I have had many experiences when I saw this, but the one that I can't forget the most is when I went for recreation to one of the tourist attractions in Palopo city, it was the hill of love. Coincidentally at that time my uncle was bringing his students for recreation, I also went with my father and mother, when I arrived there everything was fine. Towards sunset when I wanted to go upstairs I saw a woman standing under a big tree wearing white clothes and long hair. when I saw it I was just silent for a moment after a while the figure smiled at me, instantly I was shocked and fainted. I realized when I was in the car, my mother looked panicked. when I got home my mother asked what happened, I told her according to what I saw and felt. it turned out that what I saw was true, there was a figure there because when I fainted there was an old man talking to my mother about the figure, he said I was shocked when I saw his face so I fainted. Hahaha a little funny and scary but I will never forget that incident.

Student 16

Hi everyone, my name is Syahrul from 8 B class. Today, I will share about my experience. Well, when I first learned to ride a bicycle when I was 5 years old. Every afternoon my father always taught me until finally my father tried to teach me without holding me again without my knowledge. At first it was smooth, but suddenly I fell and my knee was bleeding a little, my father was shocked and helped me. my father said it's okay that means I can ride my own bike, finally I tried again until I could. I think that's all thank you. Assalamu'alikum wr wb.

Post-Test

Student 01

Assalamu'alikum wr wb. My name is A. Kayla Chandra. Yesterday afternoon I went cycling with Kirana, she is my friend. We were both in the same school but in different classes, even so, we both remained friends. We cycled to Jalan Lingkar, there were a lot of people, some were also cycling, some were running in the afternoon and some were hanging out while enjoying snacks. Well, there are a lot of snack sellers, me and Kirana decided to take a break while enjoying the snacks we bought, oh well there we can also see the sea view. After we finished our snacks we went back to the bike and returned home. It feels so good to be able to ride an afternoon bike with friends.

Student 02

Last night I went to my grandmother's house with my parents and sister because on Sunday I wanted to spend the night with my cousin. Not long after my cousin came, my parents and my sister did not stay because they only took me. At night we stayed up late because my grandmother sold yellow rice so we stayed up too late. Me and my cousin woke up in the morning, we went to pray at the nearest mosque. After sunrise we walked we ran and saw a lot of people going and running. After that we went back to our house we also helped the people at my grandmother's house who cooked for sale at night. We only stayed one night it was very short but nice to be with them. We also like to make videos and take pictures together as memories, because on Monday we will go back to school so in the afternoon we are picked up and go home to each of us.

Student 03

I will tell you about my first day in high school. I woke up very early in the morning, and I was nervous but happy, I then got ready to put on a new uniform and packed my bag, after that I had breakfast. When I went to go to school I was accompanied by my father. when I arrived at school I saw the school was big

and had a large yard. When I entered the school grounds, all the children looked bigger than me, then I met my friends from elementary school so I wasn't so nervous. When we read the announcement, it turned out that we were in the same class. I'm very happy, because it will make me less nervous because I already have friends in a new class.

Student 04

Last holiday, I went to Makassar with my sister. We spent vacation there. We went to Makassar by bus. Bus schedule from Makassar is at 09.00 pm and arrives at 05.00 am. Yeah pretty far. On the first day, at noon we went to my sister's campus after that we went to the Bintang shop. The collection of cellphone cases there is very complete. The next day, we went to Losari beach there was very crowded and we went on a food tour and enjoyed the scenery. After that, we went to Makassar bus station because we had to go back to Palopo. My vacation in Makassar was only two days but it made me happy.

Student 05

One of my hobbies in middle school was camping. Once a month my school held regular extracurricular activities, namely camping at the campsite in our city. Usually, the event is held on Saturday. One day during a camping event, we all gathered at school first before we went to the campsite together. We were all grouped into several teams with each team getting one tent. We went to the campsite. Around 4 pm we were there. We set up our respective tents before finally continuing with other activities. After we finished setting up the tent, showered and also rested, we proceeded to the agenda of the event. One of the shows that I like the most is Screams of the Night. The event took place from 10 pm to 1 am. All of us, every team, are out on a mission to find a letter in a bottle. The camp committee has prepared something to scare us, such as wearing ghost or zombie clothes and chasing us all. I'm not scared at all because the ghosts and zombies won't scare us who aren't afraid, on the contrary, they'll just chase anyone who looks scared. It was a pleasant experience that I had.

Student 06

Hello guys..my name is Eka. I would like to tell you my story the title is my holiday in the bath in Masamba. Let's enjoyed the story. So, I went with my family, we only had one sat there. When we arrived, we immediately went to the bathing place and there we got ready to try various pools there. There was a pool with cold waters and a pool with hot water there, it was very exciting and after that we bought snacks and drinks. After returning we are very happy and our skin is tanned heheh..

Student 07

mid-Mayour English teacher, Mrs. Sulaiha told us that in the next few weeks we will be taught by a student from the IAIN campus. I'm curious about what it will do. a few days later we were introduced directly, it turns out she is a woman she introduced herself and her purpose. She will teach us English. the first meeting started via Google meet so every morning i have to get up early to take her class. She gave us assignments and videos. I think he taught us well, relaxed and friendly. She helped me increase my confidence in learning English. I feel happy to know and be taught directly with him. Thank you mrs.

Student 08

Exactly three years ago, my family and I went to Yogyakarta for a vacation. What really impressed me about the trip was that it was my first time on a plane and it was the furthest I've ever been. For the first time I felt on a plane, there was a feeling of excitement and nervousness. The journey was quite tiring but it all paid off when I got there. There I saw the hustle and bustle of the city of Yogya and greeted those who were so friendly. I am very happy and I feel like I want to go back there once again.

Student 09

When I was a kid I fell from a mango's tree belonging to a friend of mine. At that time my friends and I wanted to eat the mango fruit that was on the tree in front of his house. The tree is very tall. We couldn't ride it because we were kids at the time. Since no one dared to climb the tree, I ventured to climb it. I knew that I couldn't climb that tall tree. But I want to show them that I'm great. Then I climbed the tree. After arriving at the top I began to look for which fruit to pick. I saw my friends praising me from below. I continued picking fruit. However, the rod I was standing on broke. I fell from the tree. I cry in pain. At that time I was escorted by my friend home. They told my mother that I fell from the mango's tree. Then my wound was treated by my mother. Until now the wound is still visible on my arm. Every time I see her I remember my clumsy childhood and love to be praised.

Student 10

Three years ago my family and I vacationed in Bulukumba. We used a private car, the journey there was quite far and tiring. We departed from Palopo in the afternoon and arrived there at dawn. We arrived at Bira beach and booked 2 rooms at the inn. We rested for a while then got ready to walk along the beach and look for souvenirs. In the afternoon we played water on the beach. That is very fun. The night atmosphere on Bira beach is very lively and fun. I was there for 2 days. The next day I went to Appalarang beach, the color of the beach is very beautiful and there are many high cliffs. While there I felt very happy because I could spend time with my family.

Student 11

Now I will tell you about the first time I fasted fully. At that time I was in grade 2 of elementary school, before I had fasted but only fasted for half a day, hehe... finally in grade 2 my mother told me to learn to fast fully. When I did it the first time it was very difficult, at 10 am I was already thirsty, at 12 noon I started to get hungry, I told my mother but my mother said it wouldn't be long. My mother

told me to take a nap so that when I woke up it was time to break the fast. I took a nap. I wake up in the afternoon then take a shower and watch my favorite movie while waiting for the time to break the fast. There was a lot of good food on the table and I broke my fast. Since then I have routinely fasted fully.

Student 12

This year's Ramadan is like the previous Ramadan. I fast, perform the tarwih prayer in congregation at the mosque and read the Qur'an at home even though it's not a full month. During the fasting month I still carry out my duty as a student, namely studying. It feels different when receiving lessons from the teacher is not like studying outside the fasting month. I got an assignment from the teacher to write down the names of the ustadz who was lecturing at the mosque where I live and write down the essence of his lecture and ask for his initials. In the evening, I went to the congregational tarwih prayer at the mosque. Don't forget to bring a Ramadan agenda book and take notes on the essence of the lectures delivered by the ustadz after the Isha prayer and before the tarwih prayer. After the tarwih prayer, I approached the ustadz and asked for his initials. Day after day I passed the month of fasting well. Every Ramadan activity I try to follow it. Doing assignments from school, praying Tarwih in congregation at the mosque, listening and recording the contents of lectures in the Ramadan agenda book. And also spend time reading the Koran at home.

Student 13

I will tell my experience while studying online. we have been learning online for more than 1 year. At first I was very excited because I thought we would be free from work and school assignments. but it turns out I was wrong. during online school assignments from school more and more. Mainly we must always prepare a quota for learning. a few weeks ago I went to the counter to buy a data card. there are quite a lot of people who also want to buy a data card. I also looked at the cellphone case while waiting for the buyer to decrease. after quiet I also bought a data card. online learning makes me have to be smarter to save quota,

because if we don't have internet quota we can't participate in learning. Yeah, this is really tiring for me. I hope that in the next learning year we can study offline again at school.

Student 14

Morning run is my routine especially in the fasting month. I used to often run in the morning with my friends. So after we prayed the morning prayer together, we went home to store the prayer tools and then ran in the morning. We ran not far from the house complex. We ran in the morning while enjoying the fresh air and the atmosphere of the morning in the month of Ramadan. When we felt we had had enough we went back home and continued our routine activities. Running in the morning in the month of Ramadan for me has its own charm.

Student 15

A week ago, i got sick from spicy food. I actually like spicy food. but at lunch, I eat my favorite meatball with my brother and put too much sauce in the meatball. After we finished eating, we went home. When I got home I felt like my stomach was on fire and rushed to the bathroom. I told my mother and it turned out that I had diarrhea. The diarrhea caused me to have a fever for 3 days. After 3 days, my condition improved and I promised not to eat too spicy food again.

Student 16

A few months ago it was Ramadan and I was so excited. As usual, I wake up early to prepare for Eid prayer which will start at 07.00 am. I pray at dawn, and take a shower before going to the mosque. I returned home at 08.00 am, after the Eid prayers and sermons were over. At home, my family always does a tradition that is a handshake to honor elders and forgiveness. After the procession ended, we usually took some pictures to capture the moment. After that we ate together. There are cakes, pastries, meatballs, fried chicken, opor and ketupat. My favorite is the opor made by my mother. When our energy was recharged, we continued

to visit neighbors and close friends. some of our relatives visited virtually heheh.. alhamdulillah in this Eid we can all get together again. I hope I can celebrate the next Eid with my big family.



The Result of Pretest and Posttest Students

1. Experimental Class

Pre test

Name	Fluency	Accuracy	Comprehensibility	Score
Abhinanda Galang	3	3	4	56
Ade Limiya	2	2	3	39
Afdal Suleman	3	3	4	56
Anastasia Putri	2	2	3	39
Andi Zahra Centia	1	1	2	22
Asmiranda Achmad	1	1	2	22
Atika Zahrani	1	2	2	28
Cahya Wulan	1	2	2	28
Dinara Aisyah	1	1	2	22
Diva Ratna Indah	1	1	2	22
Fadli Syawaluddin	1	2	3	33
Ikhlasul Amal	1	2	2	28
Kirania Putri	1	1	2	22
Muh. Ardiansyah	2	3	3	44
Naura Novwita	3	3	4	56
Syakira Eka Winata	3	3	4	56

Post test

Name	Fluency	Accuracy	Comprehensibility	Score
Abhinanda Galang	5	5	6	89
Ade Limiya	5	5	5	83
Afdal Suleman	5	5	5	83
Anastasia Putri	3	3	5	61
Andi Zahra Centia	2	3	3	44
Asmiranda Achmad	2	3	3	44
Atika Zahrani	2	3	5	56
Cahya Wulan	2	4	4	56
Dinara Aisyah	3	3	3	50
Diva Ratna Indah	3	4	4	61
Fadli Syawaluddin	4	4	4	67

Ikhlasul Amal	3	3	3	50
Kirania Putri	3	4	3	56
Muh. Ardiansyah	3	4	5	67
Naura Novwita	5	5	5	83
Syakira Eka Winata	5	5	6	89

2. Control Class

Pre test

Nama	Fluency	Accuracy	Comprehensibility	Score
A. Kayla Chandra	2	1	3	33
Adinda Azzahra	2	1	2	28
Aidhil Fitrah Hasral	2	1	2	28
Almira	2	3	4	50
Amelia Sampe.P	3	4	4	61
Eka	1	1	2	22
Fira Saputri	1	1	2	22
Ichal	2	2	3	39
Muh. Halim	3	3	4	56
Muhammad Fadil F	3	3	4	56
Nurfadillah Sari	1	2	2	28
Nurhaerunnisa	2	3	4	50
Rezky	3	3	4	56
Salsabila Farid Sisila	1	2	3	33
Suci Ramdani	3	3	3	50
Syahrul	3	2	3	44

Post test

Name	Fluency	Accuracy	Comprehensibility	Score
A. Kayla Chandra	2	3	3	44
Adinda Azzahra	2	2	2	33
Aidhil Fitrah Hasral	2	2	3	39
Almira	3	4	5	67
Amelia Sampe.P	4	4	6	78
Eka	1	1	2	22
Fira Saputri	1	1	2	22
Ichal	2	2	3	39
Muh. Halim	4	4	6	78
Muhammad Fadil F	3	3	4	56

Nurfadillah Sari	2	3	3	44
Nurhaerunnisa	2	4	4	56
Rezky	3	4	5	67
Salsabila Farid Sisila	2	3	4	50
Suci Ramdani	3	4	4	61
Syahrul	3	3	4	56

The Data of Pretest and Posttest

a. Experimental Class

(Pretest)

Statistics

Score Pre Experiment

N	Valid	16
	Missing	0
Mean		35.81
Median		30.50
Std. Deviation		13.814
Variance		190.829
Range		34
Minimum		22
Maximum		56
Sum		573
Percentiles	25	22.00
	50	30.50
	75	53.00

Score Pre Experimen

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 22	5	31.3	31.3	31.3
28	3	18.8	18.8	50.0
33	1	6.3	6.3	56.3
39	2	12.5	12.5	68.8
44	1	6.3	6.3	75.0
56	4	25.0	25.0	100.0
Total	16	100.0	100.0	

(Posttest)

Statistics

Score Post Experimen

N	Valid	16
	Missing	0
Mean		64.94
Median		61.00
Std. Deviation		15.788
Variance		249.263
Range		45
Minimum		44
Maximum		89
Sum		1039
Percentiles	25	51.50
	50	61.00
	75	83.00

Score Post Test Experimen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	2	12.5	12.5	12.5
	50	2	12.5	12.5	25.0
	56	3	18.8	18.8	43.8
	61	2	12.5	12.5	56.3
	67	2	12.5	12.5	68.8
	83	3	18.8	18.8	87.5
	89	2	12.5	12.5	100.0
	Total		16	100.0	100.0

b. Control Class

(Pretest)

Statistics

Score Pre Control

N	Valid	16
	Missing	0
Mean		41.00
Median		41.50
Std. Deviation		13.387
Variance		179.200
Range		39
Minimum		22
Maximum		61
Sum		656
Percentiles	25	28.00
	50	41.50
	75	54.50

Score Pre Control				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22	2 12.5	12.5	12.5
	28	3 18.8	18.8	31.3
	33	2 12.5	12.5	43.8
	39	1 6.3	6.3	50.0
	44	1 6.3	6.3	56.3
	50	3 18.8	18.8	75.0
	56	3 18.8	18.8	93.8
	61	1 6.3	6.3	100.0
Total	16	100.0	100.0	

(Posttest)

Statistics

Score Post control

N	Valid	16
	Missing	0
Mean		50.75
Median		53.00
Std. Deviation		17.392
Variance		302.467
Range		56
Minimum		22
Maximum		78
Sum		812
Percentiles	25	39.00
	50	53.00
	75	65.50

Score Post Control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 22	2	12.5	12.5	12.5
33	1	6.3	6.3	18.8
39	2	12.5	12.5	31.3
44	2	12.5	12.5	43.8
50	1	6.3	6.3	50.0
56	3	18.8	18.8	68.8
61	1	6.3	6.3	75.0
67	2	12.5	12.5	87.5
78	2	12.5	12.5	100.0
Total	16	100.0	100.0	

Appendix V

Transcript of the conversation in the treatment

Researcher: “So your core and final task are to make a video talk show project. I have divided your respective groups. Now, please discuss the information you have received regarding recount texts and talk shows with your group friends, then make stories about your personal experiences into scripts for talk show products. For example, you will write a script about a talk show that you will present; the contents of the talk show are related to sharing their personal experience (recount text). Later in a group, a resource person will share his life experiences and a presenter who will guide the talk shows. Until here can be understood or have questions?”

Student : “Me, ma’am, the concept of the video talk show, do we decide for ourselves?”

Researcher: “Yes, that is right, the concept of your talk show, please decide for yourself. Please bring out all your creative ideas.”

Student : “Ooo... Ok, mam, and how about the theme mam, is the theme free?”

Researcher: “The theme is about personal experience, so please discuss with your group friends about the division of your respective roles and whose story you will adopt.”

Student : “How about the duration of the video, mam.”

Researcher : “The duration of the video minimum 3 minutes.”

Student : “I am mam, how about the deadline?”

Researcher : “Good question, I’ll give you three days.”

Student : “Sorry, mam, can’t the deadline be extended?”

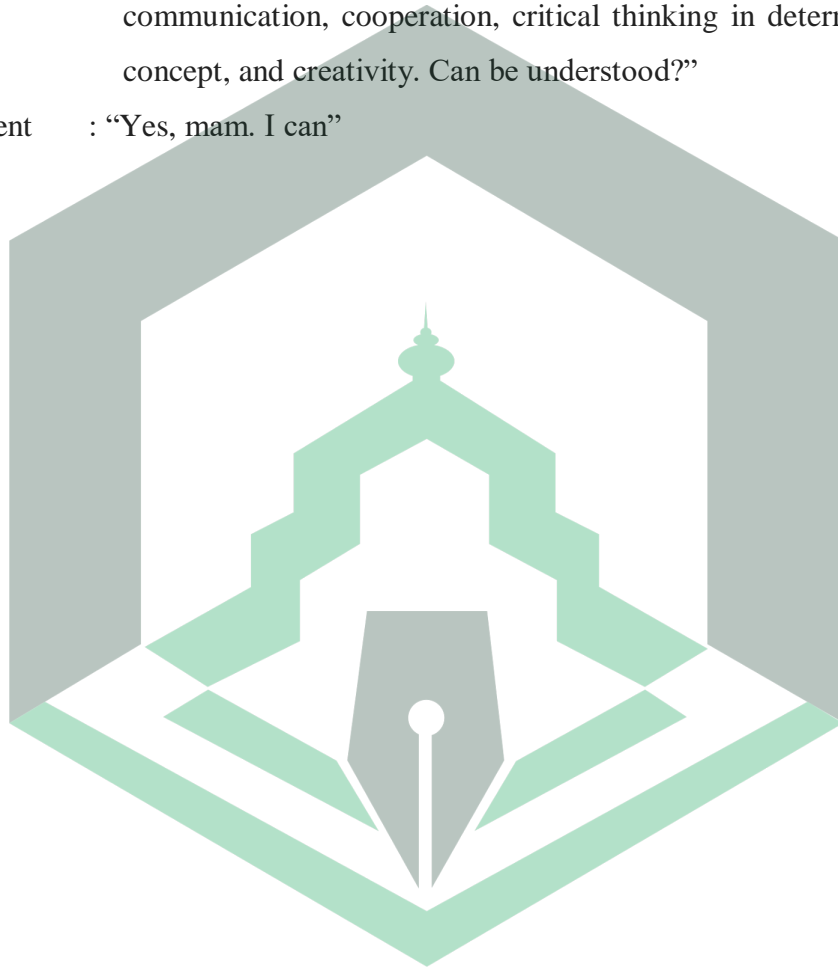
Student : “Yes, mam.”

Researcher : “Ok, a week, agree?”

Student : “Yes, mam, ok.”

Researcher: “ok, so please discuss it first with your group. During project creation, I will continue to monitor you. So I will check the progress of your project assignments through the group every two days. And while you are working, please ask if you have any problems. Remember, the key to the success of this task is good communication, cooperation, critical thinking in determining the concept, and creativity. Can be understood?”

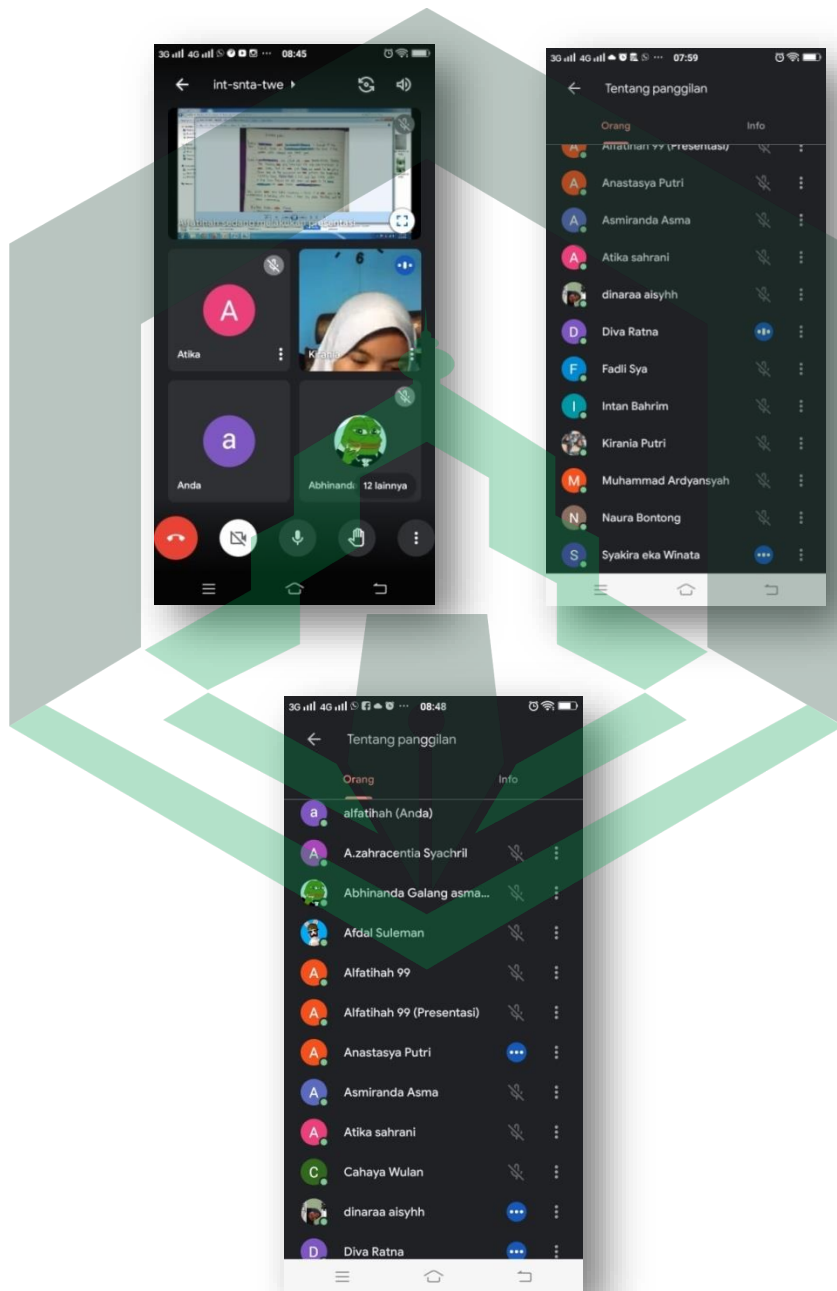
Student : “Yes, mam. I can”



Appendix VI

Documentation

Pretest and Posttest Experimental Class



Task of Project Based Learning (Treatment)





Pretest and Posttest Control Class

