

**IMPROVING STUDENTS' SPEAKING SKILL AT REPORTING
ANNOUNCEMENT TEXT USING PROJECT-BASED
LEARNING FOR GRADE 8TH
AT SMPN 3 MALILI**

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*



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This thesis entitles ***“Improving Students’ Speaking Skill at Reporting Announcement Text Using Project-Based Learning for Grade 8th at SMPN 3 Malili”***, which is written by **Nur Wani**, Reg. Num. 17.0202.0133, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on Friday, November 12th 2021, coincided with Rabiul Akhir 7th 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

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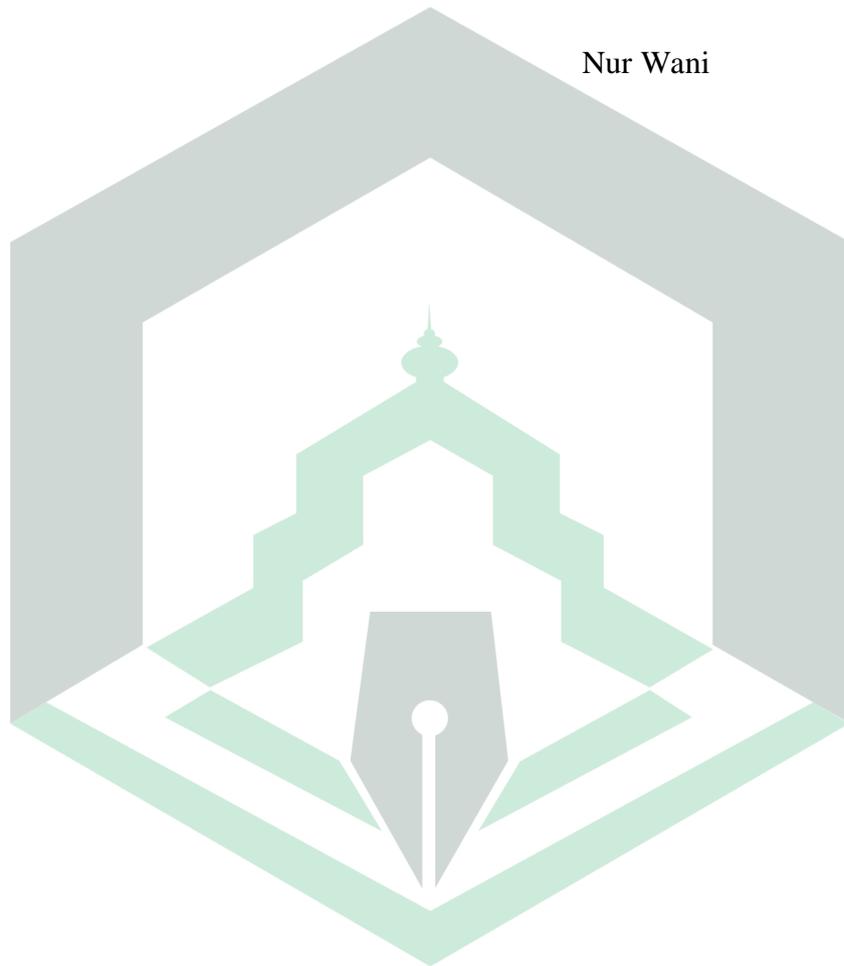
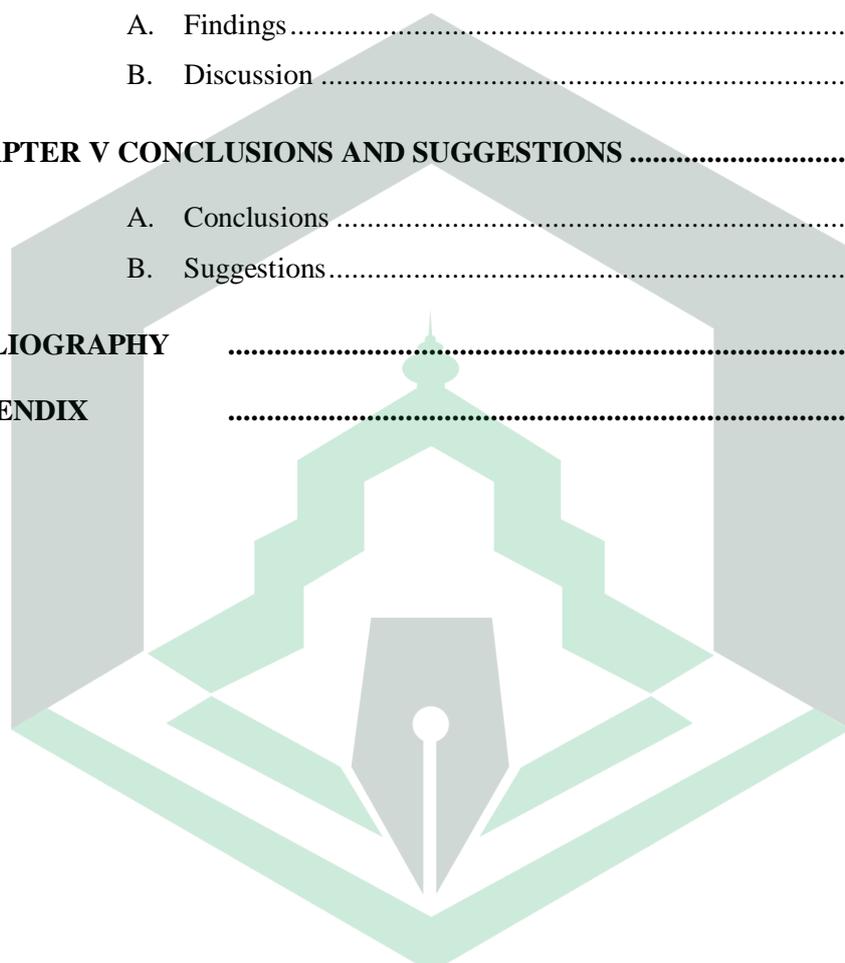


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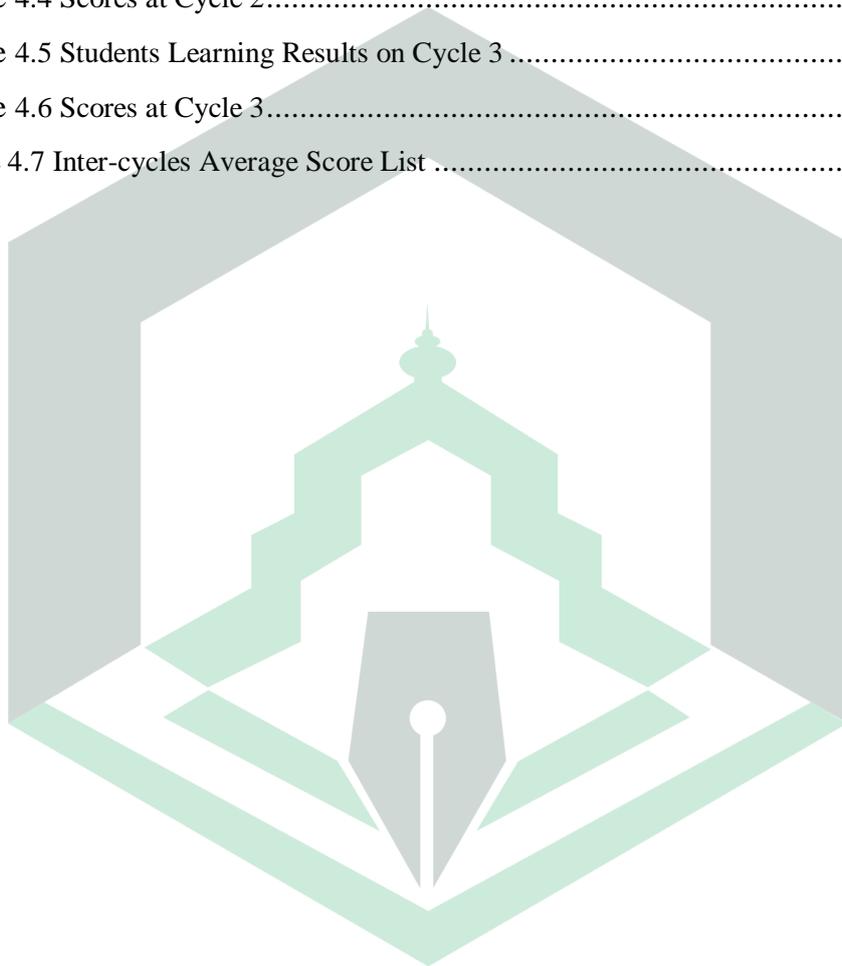
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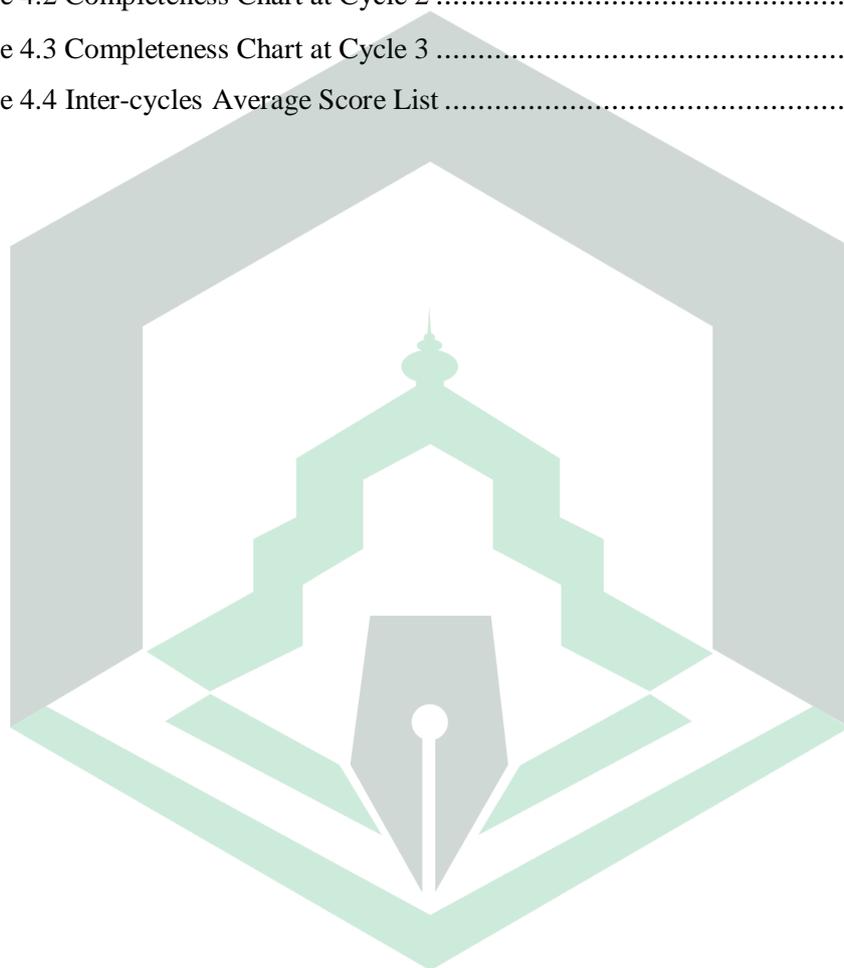
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ABSTRACT

Nur Wani, 2021. *“Improving Students’ Speaking Skill at Reporting Announcement Text Using Project-Based Learning for 8th Grade at SMPN 3 Malili”* A thesis of English Education Study Program. Tarbiyah dan Teachers Training Faculty, State Islamic Institute of Palopo. Under supervisor H. Madehang, S.Ag., M.Pd as the first consultant and dan Fadhliah Rahmah Muin, M.Pd. as the second consultant.

The research objective is to determine whether or not Project-Based Learning significantly improves students speaking skills at 8th grade SMPN 3 Malili. In this research, the researcher was applied online Class Action Research (CAR) with three cycles. The steps of the Class Action Research are Planning, Action, Observation, and Reflection. The number of the population was 98 students. The samples were class VIII 1 consisted of 19 students. The instrument of the research was speaking tests and observation sheets. This study suggests that Project-Based Learning can improve students’ speaking skills at 8th grade at SMPN 3 Malili announcement text material. The results can know this increase of each cycle. On cycle 1, completed students amount to 3 students or 15, 79% with an average score of 61, 57. On cycle 2, completed students amount to 7 students or 36, 84% with an average score of 77, 63. On cycle 3, completed students amount to 15 students or 78, 94% with an average score of 87, 82. This can be concluded that students’ speaking ability can continue to increase through each cycle using online Project-Based Learning.

Key Words: Problem-Based Learning, Speaking, Announcement, Online Learning

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problem identification, problem restriction, objectives, significance, and scope of the research.

A. Background of the Study

In the learning process, a teacher requires creative learning delivery so that students don't get bored. Therefore it takes good class management from the teacher. With good class management, it will attract the interest and students will in attending the lesson. When the teacher was teaching monotonously, it made students saturated to take the study. Because basically in the performance of learning requires effective learning methods.

Learning methods play a crucial role in the learning process. The technique used should match the intended goal. With appropriate learning methods expected students to become active and can influence students learning results.

Based on the observation and interview conducted on December 10, 2020, on the second grade of SMPN 3Malili. The English teacher said the students still have difficulties in speaking English. In terms of lack of vocabulary, mispronunciations, and fear of making mistakes. Furthermore, students also feel anxiety when asked to communicate, even they know what they want to say, but it is hard to say. Moreover, it is also proved that their

speaking ability had not reached competence; students still have trouble doing conversations, presentations, expressing, and even understanding daily activity conversations.

Most students at school are still not confident to speak up. Neither with their anxiety becomes the cause of "will not talk" problem, lack of adequate vocabularies, mispronunciations, and lack of practical books or media to help them learn English. Therefore, teachers need to seek various approaches, methods, techniques, and teaching resources to attract their interest and needs and make it easier for students to learn speaking. The learning process should be designed in such a way as to provide broad opportunities for students to learn.

To solve those issues, project-based learning gives a solution for the teaching-learning process; as Barak and Dory (Stated in ChanLin, 2008)¹ in recent years, project-based learning has increasingly been supported by computer technologies and has contributed to fostering student-directed scientific inquiry of problems in a real-world setting.

Project-Based Learning (PBL) refers to students designing, planning, and carrying out an extended project that produces a publicly exhibited output such as a product, publication, or presentation (Patton, 2012)². These practices include moving away from rote learning and memorization to providing more challenging and encouraging cooperative learning. This is

¹ Chanlin L.J, *Technology Integration Applied to Project Based Learning*, (Science Innovations Journal Taylor & Francis 2008), 55-65

²Alec Patton, *Work that matters The Teacher's Guide to Project-Based Learning*, (Paul Hamlyn Foundation, 2012), 13.

where the teacher's ability to facilitate and act as a coach plays an essential part in the success of a project. The teacher will have brainstormed ideas with the students to come with project possibilities, discuss possibilities, and options, help the students to form a guiding question and be ready to help the students throughout the implementation process.

Project-based learning is a model for a classroom activity that shifts away from the usual classroom practices of short, isolated, teacher-centered lessons and is integrated with real-world issues and practices. It is a method that fosters abstract, intellectual tasks to explore, make judgments, interpret, and synthesize information in meaningful ways.

In elaboration, the teacher and the students discuss the material. This activity aims to introduce the students to the topic. For example, the subject is an announcement text. The teacher also explains the purpose, the generic structure and gives an example. In confirmation, the teacher gives the task to write then present an announcement, giving an assignment to the students based on the student's experience. In this case, a student's experience is defined by the student's grade. Therefore, it will be better for the teacher to give a chance to the students to choose the topic, and for the next steps, the teacher ends the activity by providing the conclusion, reflection, giving feedback, etc.

In this phase, the writer focused on the data collection using several tools to improve the data collection and validity, such as an observation sheet. The writer gathered the data through an observation checklist to

indicate the evaluation of the observed activity. All the statements on the observation checklist were the activities that the writer expected to improve.

B. Problem Statement

Based on the background of the issues presented, the following problems arise:

1. Lack of effectiveness in learning English is considered difficult and tedious
2. The Process of English learning in 8th grade at SMPN 3 Malili still centers on teachers
3. Many students are passive when they follow the learning process
4. Teachers have not used the learning model Project-Based Learning

Based on the problem statement, the researcher formulated the research question is: Does the application of an online Project-Based Learning improve students' speaking ability at the 8th grade SMPN 3 Malili in the academic year 2021/2022?

C. The Objective of The Research

The research objective is to find whether or not Project-Based Learning can improve students's speaking skill for grade 8th at SMPN 3 Malili.

D. Significance of the Study

1. Theoretical Benefit

This study is expected to learn new theories or knowledge to increase students' learning through project-based learning.

2. Practical Benefits

a. Students

This learning process can help improve students learning in English at the Announcement text material through project-based learning, especially in speaking skill.

b. Teacher

Developing a teachers ability to improve students learning outcomes at speaking skill through the Project-Based Learning.

c. Researcher

This research can be used as an experience doing class action research using project-based learning.

d. School

The school, through the principal, provided innovative learning models; among them is Project-Based Learning.

E. Scope of The Research

In this research, the researcher used Project-Based Learning model in improving students' speaking skill at reporting announcement material.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous research, some pertinent ideas, conceptual framework, and hypothesis.

A. Previous Research

There are some relevant studies related to this research that will be explained here. The first is Pratiwi's research (2016) entitled, "Project Based Learning to Enhance Junior High School Student's Speaking Skill and Their Motivation in Learning The Speaking Skill" The results demonstrate the usefulness of Project-Based Learning in improving students' speaking ability, which is backed up by quantitative studies. It may be noticed that the improved performance on the post-test of 32 students in the experimental group was 9.06, while the mean in the post-test was 10.8. The mean pre-test score of 32 students in the control group was 9.69, and the mean post-test score was 9.8. The post-test results show that the students have improved. The students' post-test scores are higher than their pre-test scores, indicating that the treatment is beneficial and contributes to the students' speaking ability, as seen by the score difference.³

The second is Ichsan's research entitled, "Improving Student's Speaking Skill Through Project-Based Learning" by Muhammad Hunafatul Ichsan. Research shows that the application of the Project-Based Learning

³ Nindyah Pratiwi, "Project-Based Learning To Enhance Junior High School Students' Speaking Skill And Their Motivation In Learning The Speaking Skill," 2016.

model in improving students' speaking ability by using measuring techniques and observations. The results of this study suggest an increase in students' speaking ability. Student's responses indicate that they are interested in speaking through Project-Based Learning. On the first cycle, the average students score 74, 44%. On the second cycle, the average students score 78, 06%. In the third cycle, student scores increase to be 81, 04%. So it may be concluded that by using Project-Based Learning, the students speaking ability can be improved.⁴

The last study is Dewi' research (2016) entitled, "Project Based Learning Techniques to Improve Speaking Skill" According to the research, the Project-Based Learning technique can help students enhance their speaking skills. According to the survey results, 90% of the students voted "Yes" or "Very Agree" to implement the Project Based Learning technique in their speaking lesson. They also liked how the Project-Based Learning technique was used in the teaching-learning process of speaking.⁵

Unlike previous studies, there are several differences related to this study. The first difference, the three previous studies used only two cyclea, while this research used three cycles in the process. The second difference, almost all in previous studies used qualitative analysis while this research used quantitative analysis. The third difference is that the three previous studies were conducted offline at the school, but because of the problems of the corona pandemic, this research was carried out in online class using whatsapp application.

⁴ Muhammad Hunafatul Ichsan, Eni Rosnija, and Rahayu Apriliaswati, "Improving Student's Speaking Skill Through Project-Based Learning", 2016.

⁵ Herlina Dewi, "Project-Based Learning Techniques to Improve Speaking Skill", 2016.

B. Some Pertinent Ideas

1. Project-Based Learning

According to the NYC Department of Education (2009:8), project-based learning is a learning strategy. Students should build knowledge of their content and demonstrate new understanding through various forms of representation.⁶

Nanang Hanafiah and Cucu Suhana give another premise about project-based learning (2009:30). This learning model is an innovative learning model that involves project work in which learners work independently to correct it in a tangible product.⁷

Buck Institute for Education said that Project Based Learning is a systematic teaching method involving students in learning knowledge and skills through a structured process, objective, and through an experience designed to produce product (Sutirman, 2013)⁸.

Daryanto (2009:407), Project-Based Learning is the freedom of thought to students can relate to the content of teaching materials and the intended purpose.⁹

Boss and Kraus said a project-based learning model is a learning model that emphasizes students activities in solving the most open-ended

⁶ NYC Department of Education, "Project Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning", (New York : 2009), 8.

⁷ Nanang Hanafiah and Cucu Suhana, *Konsep Strategi Pembelajaran*, (Bandung: Refika Aditama, 2009), 30.

⁸ Sutirman, *Media dan Model-Model Pembelajaran Inovatif*, (Yogyakarta: Graha Ilmu, 2013).

⁹ Daryanto, *Panduan Proses Pembelajaran Kreatif dan Inovatif*, (Jakarta: Publisher, 2009), 407.

problem and develop their knowledge of a project to produce a specific product (Abidin,2007:167)¹⁰.

Based on the definitions above, it can be concluded that Project Based Learning is an English-language teaching method that greatly influences developing students' way of thinking centered on student learning activities, allowing them to engage in activities consistent with their skill, comfort, and learning enjoyable. This model provides an opportunity for students to determine for themselves the project they will work on in formulating questions that will be answered, chooses a topic, and the researcher activities to be carried out. The teacher's role is as a facilitator, provides the material, encourages students to discuss, solve problems, and make sure students are still excited as long as they do the activity.

a. Learning Models and Characteristics

Project-Based learning has characteristics, which are as follows (Winastaman Gora and Sunarto, 2010:119):¹¹

- 1) Developing questions or problems, which means learning must develop knowledge possessed by students
- 2) Have relations with the real world, authentic learning, and students are facing the problem of the real world
- 3) Emphasizing a student's responsibility, students process to access information to find solutions that are being faced

¹⁰ Zainal Abidin, *Analisis Eksistensial*, (Jakarta: Raja Grafindo, 2007), 167.

¹¹ Winastaman Gora and Sunarto, *Pakematik Strategi Pembelajaran Omovatif Berbasis TIK*, (Jakarta: Flex Media Komputindo, 2010), 119.

4) Valuation is done during the learning process, and the results of the project students are working

According to Stripling, Project Based Learning has several characteristics as follows (Sani, 2014:173-174):¹²

- 1) Direct students to investigate essential ideas and questions
 - 2) It is an inquiry process
 - 3) Related to the needs and interests of the students
 - 4) Centered on the students by making the products and do the presentation independently
 - 5) Using creative thinking skills, critical, and getting information to research, draw conclusions, and produce an effect
 - 6) Authentic problems and issues of the real world
- b. Project Based Learning Steps

According to Amir (2016:24),¹³ the Project Based Learning model process will be action-degree if the teacher is prepared with all the necessary materials (problems, complementary forms, etc.). The Project-Based Learning steps are as follows:

Learning Step	Teacher Behaviour	Student Behaviour
Step 1: Organizing the students to the problem	Teachers give a project to students	Students accepted a project
Step 2: Organizing students to search for information	The teacher inform and direct students of the materials associated with	Students draw information from various sources regarding the

¹² Sani Abdullah and Ridwan, *Pembelajaran Saintifik untuk Implementasi Kurikulum 2013*, (Jakarta: Bumi Aksara, 2014), 173-174.

¹³ Taufik Amir, "Inovasi Pendidikan Melalui Project Based Learning", (Jakarta:Kencana, 2016), 24.

<p>Step 3: Assist self-investigation</p>	<p>the given project The teacher first explains or tells a little about the activity to be done. Teacher as facilitator give input to activities students do and make an observation to assess students attitudes</p>	<p>project to be solved Students pay attention to the information provided by the teacher</p>
<p>Step 4: Develop and present the work</p>	<p>Teacher give assessment and response to activities that have been done</p>	<p>Students accentuate the results of their actions by making a report</p>
<p>Step 5: Analyze and evaluate the project process</p>	<p>The teacher help students reflect on the problem investigation and give the evaluation</p>	<p>Students exclaim the learning reflection performed and do the test given by the teacher</p>



2. Speaking

Skill is the ability, sophistication, or ability to do things well and carefully. Speaking skills include one of the four language skills a person must master while learning language skills in addition to writing, reading, and listening.

a. Definition

Speaking is essentially a communication process in which one party (communicator) transmits messages to the other (communion). The message to the connection was changed to symbols understood by both sides¹⁴ (Abd. Gofur in Kundharu Saddhono & Slamet, 2014: 6).

According to Henry Guntur Tarigan (2008: 16)¹⁵ Speaking is the ability to articulate or articulate sounds or words to express, express or convey thoughts, ideas, and feelings. Speaking is also defined as a means by which to communicate ideas composed and developed according to the needs of the hearer and the bearer.

Whereas, according to Djago Tarigan (1990) in Kundharu Saddhono & Slamet (2014: 34), speaking is the skill of delivering messages through speech. Kundharu Saddhono & Slamet (2014: 34), Revealing that speaking, in general, maybe a meaningful presentation may be one's thoughts, thoughts, heart to another. Brown (2001), in Kundharu Saddhono & Slamet (2014: 57), Revealed that speaking was an aspect of a language ability that

¹⁴ Kundharu Saddhono dan St. Y. Slamet, *Meningkatkan Keterampilan Berbahasa Indonesia (Teori dan Praktik)*, (Bandung: Karya Putra Darwati, 2014), 6.

¹⁵ Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung:Angkasa, 2008), 16.

served to convey information by word of mouth. That opinion is also strengthened by the view expressed by Lee (2009) in Kundharu Saddhono & Slamet (2012: 58), Stating that speaking is an event of purpose (one's idea, thought, heart) to another by using spoken language so that another understands the intent. In essence, speaking is an expression of one's thoughts and feelings in language sounds.

Based on several opinions above, it is concluded that speaking is an activity of language ability to convey an idea, idea, thought, mind, and content to others in communicating within the sphere of daily life.

b. Understanding of Speaking Skill

Speaking skills are mechanical skills. The more one practices, the more one is mastered and skillful in speaking. No one is immediately skillful in speaking without going through the exercise process (Kundharu Saddhono and Slamet, 2014: 36). According to Iskandarwassid & Dadang Sunendar (2011: 241)¹⁶, speaking is the skill of reproducing the flow of an articulated sound system to convey the will, need of feeling, and desire to others. In this case, completeness of one's speech is a genuine requirement that allows for producing a wide range of vocal sounds, pressures, tones, silence, and speech. A similar thought is also expressed by Muammar (2008: 320) like the following.

"Speaking skills are the skill of articulating or speaking words to tell, express, express, convey thoughts, ideas, and feelings to others with the

¹⁶ Iskandarwassid, dan H. Dadang Sunendar, *Strategi Pembelajaran Bahasa*, (Bandung: PT Remaja Rosdakarya, 2011), 241.

confidence to speak normally, to be honest, to be right, and to be responsible, and to eliminate psychological problems such as shame, inferiority, tension, the weight of the tongue, and so on."¹⁷

Based on a number of the above insights, identifying skill in speech is one's ability to convey both wills, feelings, ideas, and ideas to others by word of mouth.

c. Purpose of Speaking Skills

The primary purpose of talking is to communicate. Communicating is good for the speaker to understand the meaning of everything he wants to share (Henry Guntur Tarigan, 2008: 16). Kundharu Saddhono & Slamet (2014: 36) reveals that speaking can be used to allocate ideas, feelings, and volitions, as well as to add more knowledge.

Speaking has a general-purpose to convey. There are three common meanings to speaking, which are:

- 1) Informing and reporting
- 2) Comfort and entertain)
- 3) Persuasive, inviting, urgent, and persuade (Henry Guntur Tarigan, 2008: 16-17)

Agrees with the above opinion, Djago Tarigan (1990) in Kundharu Saddhono & Slamet (2014: 37). Stating that the purpose of speech includes:

- 1) Consoling
- 2) Informing

¹⁷ Muammar, *Pembelajaran Berbicara yang Terabaikan pada Mata Pelajaran Bahasa Indonesia Sekolah Dasar*, (Yogyakarta: UNY dan Tiara Wacana, 2008), 320.

- 3) Stimulating
- 4) Convincing
- 5) Moving.

According to Mudini Salamat Purba (2009: 4-5)¹⁸, In general, the purpose of the conversation is:

- 1) To encourage or stimulate
- 2) To reassure
- 3) To move
- 4) To inform
- 5) To comfort

The purpose of an outline is said to encourage or encourage when a speaker tries to encourage and motivate the listener to live. The expected reaction is to inspire or arouse the emotions of the listener. The purpose of an outline is said to be persuasive when the speaker tries to influence the listeners' confidence, opinion, or attitude. An essential tool in the description is an argument, and this requires concrete evidence, facts, and examples that can strengthen the report to convince the listener. The expected reaction is to conform confidence, opinion, or attitude to the issues presented. The purpose of a description is called moving when the speaker wants the actions or actions of the hearers. Take, for example, a call of approval or disapproval, a fund-raising, a signing of a resolution, a social activity. The basis of that act or act is a deep belief or a feeling of emotion. The purpose of an outline is

¹⁸ Mudini dan Salamat Purba, *Pembelajaran Bercerita*, (Jakarta: Modul Suplemen KKG Bermutu, 2009), 4-5.

said to inform when the speaker wants to give information about something that the listener can understand and understand. Such as a teacher giving a lesson in class, a doctor presenting environmental cleanliness issues, a policeman delivering traffic control issues, and so on. The purpose of a description is comforting when the speaker means to please or please the audience. These discussions are usually held data reception, a birthday, a party, or some other happy assembly. The expected response is to find joy, delight, and delight in the hearts of the listeners.

Based on several goals set out above, the purpose of speaking can be deduced: to inform, console, inform and convince others to communicate to increase knowledge and to the horizon.

d. Speaking Steps

Talking is a series of processes. In speaking, there are steps that a speaker must understand well. The following are the steps that a good speaker must master:

- 1) Selecting topics, speaker interests, speaking skills, audience interests, hearing ability, the time provided.
- 2) Understanding and testing the topic, understanding the listener, circumstances, audience background, level of ability, means.
- 3) Formulating a framework of speech, introduction, content and conclusion

(Kundharu Saddhono dan Slamet, 2014: 6).

e. Factors that Support The Effectiveness of Speech

The activity of speaking is influenced by the factors that contribute to the versatility of speaking itself. These factors are of two kinds: language and non-language elements. Here are details of each of these aspects.

1) Linguistic factors as a basic for the effectiveness of speech, such as the following:

- a) Accuracy of speech
- b) Appropriate tone and duration
- c) Word choice (diction)

2) Non-language factors as a basis for the effectiveness of speech, such as the following:

- a) Calm and loose attitude
- b) Sight must be directed at the person speaking
- c) willingness to respect the opinions of others
- d) Proper gestures and mimics
- e) The thrill of the voices also very decisive
- f) Fluency
- g) Relevance or logic

f. Kinds of Speaking

Talking has different kinds. In an extended way, talking can be divided over:

1) *Public speaking*, which includes four kinds, that is:

- a) Speaking in suggestive or reporting situations; (informative speaking)

- b) Speaking in familial situations, friendship (fellowship speaking)
 - c) Speaking in persuasive situations, inviting, and urgent
 - d) Speaking in negotiated situations calmly and carefully (deliberative speaking)
- 2) *Conference Speaking*, which includes:
- a) Group discussion
 - b) Debate (Henry Guntur Tarigan, 2008: 24-25)

Talking consists of formal and informal speech. Here is the formal speaking classification by Mudini Salamat Purba (2009: 5):

- (1) Discussion
- (2) Speech
- (3) Interview
- (4) Sharing (formal circumstances)

Whereas informal speech, according to Mudini Salamat Purba (2009: 5), consists of:

- (1) Reason
- (2) Conversation
- (3) Delivery of news
- (4) Instruct.

Speaking may be covered from two things: art and science as the opinion expressed by Kundharu Saddhono & Slamet (2014: 38). As follows.

"Talking may be reviewed as art and as science. Speaking as an art of emphasizing its application as a means of communication in the

community, and its attention to others (1) speaking in public, (2) group discussion, and (3) debate. Speaking as a study of matters relating to (1) speaking and hearing mechanisms, (2) basic exercises of speech and voice, (3) the sounds of language, and (4) speech pathology."

The kinds speak a lot. Gorys Keraf (1977) in Kundharu Saddhono & Slamet (2014: 38), Distinguishes types speak into three types, which are persuasive, instructive, and re-creative. Including the influential type is encourage, convince, and act. Informative speech aims to let people know. The re-creative talk seeks to please. Such kinds of speech want the reaction of different listeners. The persuasive speech will be a reaction from listeners to get inspiration or inspiration. Or arouse emotions; get opinions, intellect, and conviction; And get a specific act or deed from the listener. They are speaking instructive, desiring the reaction of the hearer with the correct understanding. In comparison, re-creative speaking will be the reaction of the listener with interest and excitement.

According to Puji Santosa, dkk. (2011: 35)¹⁹, Speaking is classified based on its purpose, circumstances, manner of speech, and the number of listeners. The classification is explained as follows.

- a. Speaking based on the purpose
 - 1) To inform and report
 - 2) Speaking consolingly
 - 3) Talking with persuasive, inviting, convincing, or moving

¹⁹ Puji Santoso, *Materi dan Pembelajaran Bahasa*, (Jakarta: Universitas Terbuka, 2011), 35.

- b. Speaking based on the situation
- 1) Formal speaking
- 2) Informal speaking
- c. Speaking based on the manner of delivery

- 1) Speak suddenly
- 2) Speak from the record
- 3) Speak by rote
- 4) Speaking from the script
- d. Speaking based on the number of listeners

- 1) Talk interpersonal
- 2) Speak in small group
- 3) Speaking in large group

Speaking activities have a common underlying principle. According to Brooks, 1964 in Henry Guntur Tarigan, 2008: 17-18, some common principles underlying the action of speaking, some are as follows.

- 1) Needs at least two people
- 2) Uses a standard linguistic code
- 3) Receive or acknowledge general reference area
- 4) Is an exchange between participant
- 5) Connect every conversation with the others and to the environment
- 6) Involved only apparatus related to the voice/sound of language and auditory (vocal and auditory apparatus)

3. Announcement

a. Definition

In everyday life, we often find the products of text like advertising, announcement, or any others. In English, there is the commonly used and available text which is the announcement.

According to Collins Dictionary, an announcement is a statement made to the public or the media which gives information about something that has happened or will happen. Such information is commonly written or delivered orally in public places²⁰, and this is because the information conveyed can be concerning a large number of people. Announcements may also be uploaded via the internet or social media. There are two types of announcement, that is, written announcement and spoken announcement. The written announcement can be read on bulletin boards, in the magazine, and in the newspaper, and spoken announcement is a type of announcement preached orally.

- 1) Places Where Spoken Announcement are Customary
 - a) School
 - b) Airport
 - c) Train station
 - d) Hospital
 - e) Bank
 - f) Library

²⁰ Collins Dictionary. <http://www.collinsdictionary.com>, 28 April 2020.

g) Supermarket

h) Cinema

2) The purpose of Announcement

Announcement were made in order to give important information to others.

3) Expressions

Announcement!

Attention to all...

Attention for all the people...

I would like to inform that...

There is an announcement that...

I would like to announce that...

In order to celebrate...

For all the passenger at...

This announcement is addresses to...

For more information...

For the people at...

Announcement for all...

C. Conceptual Framework

Education is the most crucial aspect of human empowerment efforts. Students can be shaped and directed through the educational development of potential, personality, intelligence, skill, and morals. In learning, a teacher often uses only the talk method that causes students to be passive. Improper use of methods causes students to be lazy, bored, passive, and less eager to learn, eventually affecting the learning results. Therefore the method to

benefits must match the goal to be achieved. One method that can improve students' learning is the reporting method of honing students speaking ability.

Earlier studies have shown that models reporting project-based learning can improve students' learning results. Based on this, it is hoped that project-based learning and reporting methods could enhance students' knowledge from 8thgrade at SMPN 3 Malili. The chart can be seen in figure 2.

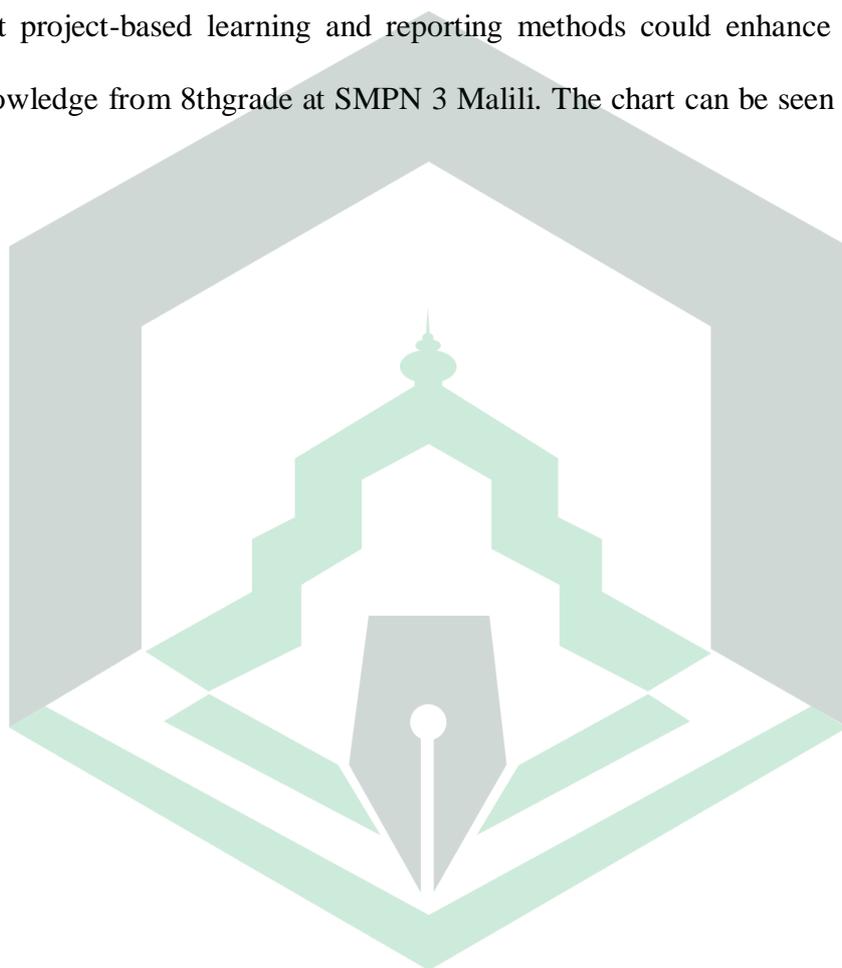
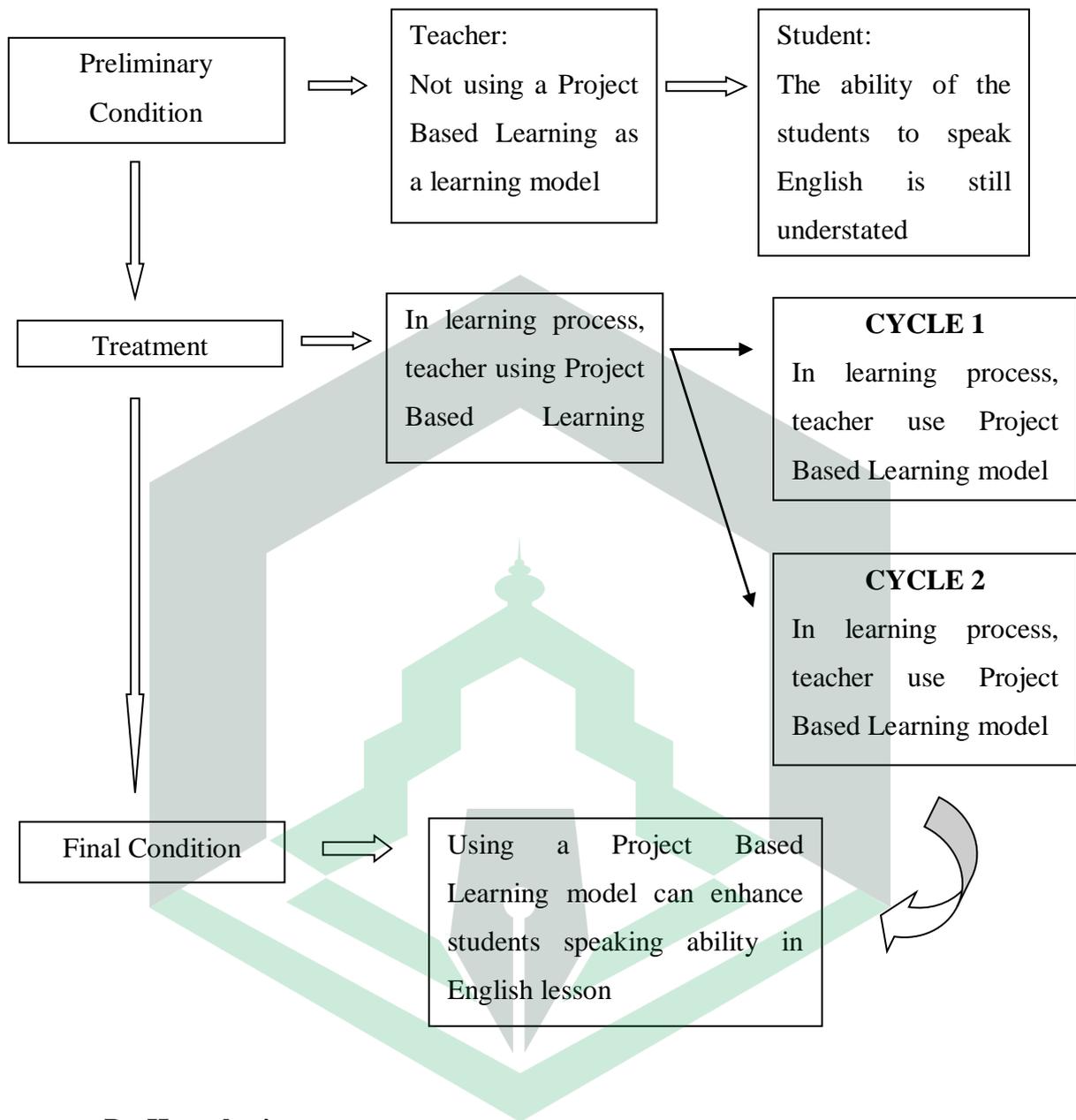


Figure 2. Chart of Theoretical Framework



D. Hypothesis

Based on the theoretical and chart of theoretical framework, the action hypothesis in this research is whether the study of students from 8th grade at SMPN 3 Malili can improve by applying the Project-Based Learning model at reporting announcement text.

CHAPTER III

RESEARCH METHOD

This chapter discusses the method and design of research, the variable of the study, time and place, population and sample, the instrument of the study, the technique of data analysis, and the procedure of collecting data.

A. Method and Design of Research

1. Method

This research applied class action research. It will use to find out whether using Project-based Learning can improve students' speaking skills at SMPN 3 Malili.

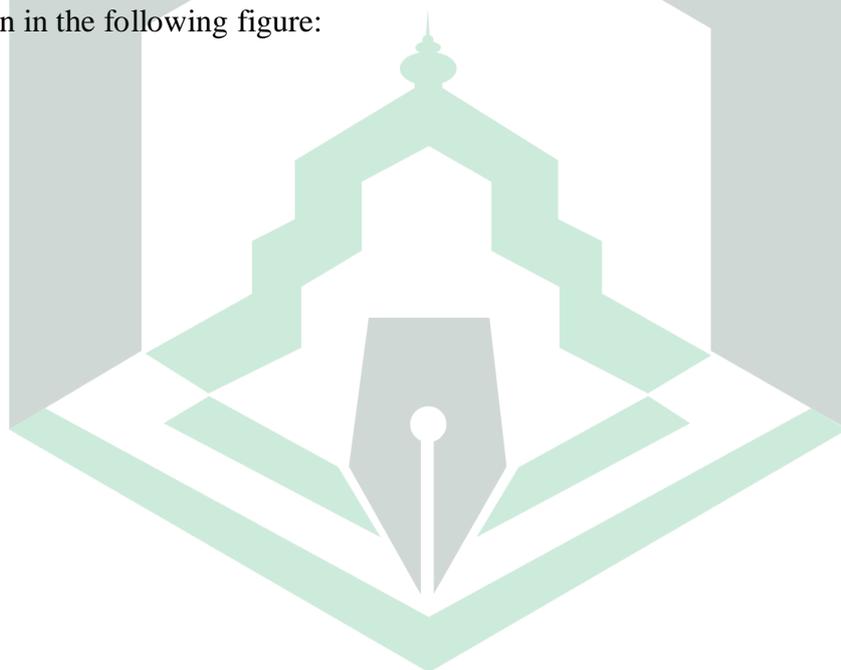
2. Design

This research design used Class Action Research; according to Suharsimi Arikunto (2008:3), three meanings can be explained:

- a. *Research*, pointing to an activity noting an object by using specific methods and rules of methodology to obtain valuable data or information in improving a matter that interest the researcher.
- b. *Action* refers to a motion or activity intentionally made with specific landmarks. In research is shaped like a series of the cycle of student activity.

c. *Class*, it's a group of students at the same time, receiving the same lesson, receiving a lesson from the same teacher.²¹ The class here is meant to be confined to the classroom, and a group of children must be studying wherever it is.

From three insights, it may be inferred that the Class Action Research is an application of the learning activity of an action, which is deliberately shown and occurs in class together. In broad terms, the performance of these actions involves the four stages of planning, the implementation of an action, observation, and reflection. As for a Class Action Research model can be seen in the following figure:



²¹ Suharsimi Arikunto, "Penelitian tindakan kelas", (Jakarta: PT Bumi Aksara, 2008), 3.

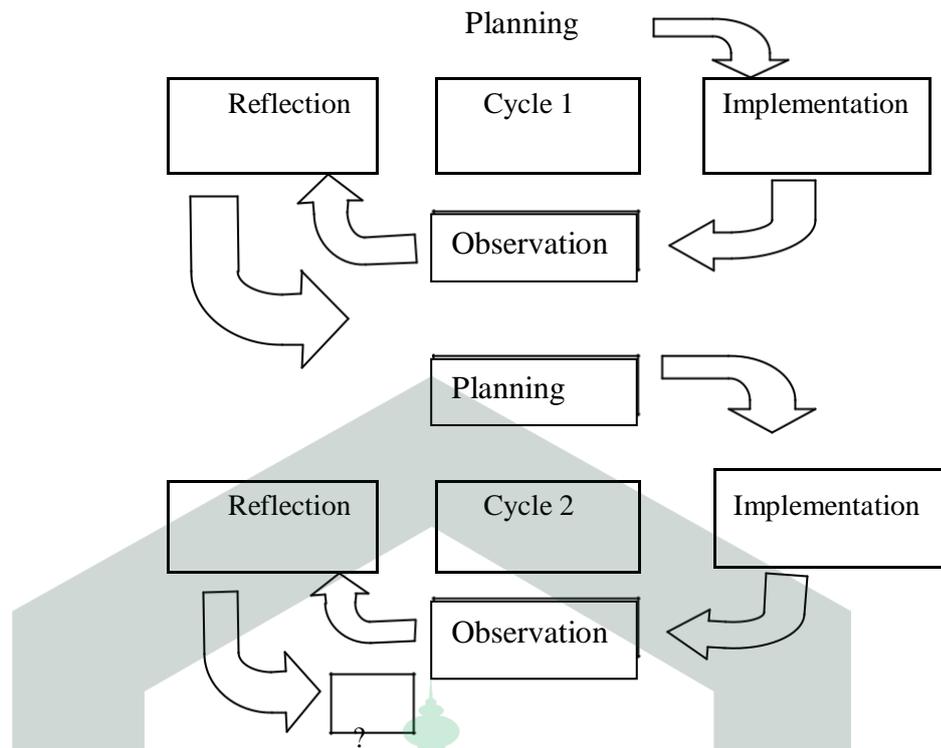


Figure 3. The trajectory of the Class Action Research of the Kemmis and Taggart model (Suharsimi Arikunto, dkk, 2008:16)

B. Time and Place of the Research

The study is conducted at SMPN 3 Malili, located in District Malili of East Luwu. This study was conducted in 8th grade at SMPN 3 Malili in the academic year 2021/2021. As for the time carrying out this Class Action Research conducted in August 2021.

C. Population and Sample

1. Population

The population of this research is SMPN 3 Malili at 8th grade. There are five classes at the 8th grade of this school; there are 8.1, 8.2, 8.3, 8.4, and 8.5. It consists of 19 students of 8.1, 20 students of 8.2, 20 students of 8.3, 19 students of 8.4, and 20 students of 8.5. The total population is 98 students.

2. Sample

The sampling technique in this research used the purposive sampling technique. The researcher took one class as a sample of 19 students at 8.1 class at SMPN 3 Malili.

D. Research Procedure

The Class Action Research that the researcher is conducting this time consists of three cycles. Each cycle is carried out according to the purpose of learning that the researcher has not achieved, which is that the performance of a student's learning increases after an action. At this stage of the study that per-action and action activities are presented. The steps of research can be explained as follows:

1. Pre-action activity

The pre-action activity of this research is carried out preliminary studies of the school's conditions to be studied. In this pre-action activity researcher is also carrying out other activities, among other things:

- a. Request a research permit from the State Islamic Institute of Palopo
- b. Present the license to the principal of the SMPN 3 Malili
- c. Specifying the research subject is the students from the second grade at SMPN 3 Malili

2. Action Operation

According to the research design, the action study is carried out in 3 cycles.

a. Cycle 1

1) Planning

- a) Prepare brief material of announcement text
- b) Prepare an example of announcement text
- c) The teacher gives an example of how to report announcement text
- d) The teacher provides direction to the students and includes time to read and mastering the material and examples of announcement text that has been given
- e) The teacher gives time to students to make a video about the students reporting the announcement text as a test
- f) The teacher is constantly monitoring, so the students don't forget to make the video
- g) At the end of the lesson, the teacher gives an assignment relating to the next meeting

2) Action

- a) Students took a turn to understand the announcement text material
- b) Students will know about examples of announcement text
- c) Students will know how to report an announcement text based on the example that the teacher has given

- d) Students will be directed to make a video about reporting announcement text
- e) Students were given time to work on the test to assess their ability and understanding of the announcement text material and reporting
- f) Students didn't forget about their assignments because the teacher constantly monitoring
- g) Students will learn by themselves about the announcement material

3) Observation

The observation stage is made during learning so that it runs concurrently with action. The activity carried out at this stage is to make observations using the observation sheet and record all necessary matters and take place during the course action.

4) Reflection

Results obtained in the observation process are collected and analyzed. From the analysis, the researcher reflected whether the Project Based Learning application could improve students' speaking ability at reporting announcement text for the grade 8th at SMPN 3 Malili. From this outcome, the teacher designs action for the second cycle.

b. Cycle 2

The activity on cycle II is essentially the same as the activity on cycle one, which includes the activities of planning, execution, observation, and reflection. But the action on cycle two is based on the reflection results on cycle one and leads to improvement in cycle two.

1) Planning

- a) The teacher gave the same material and several different examples from the previous meeting
- b) The teacher provided a correction and input on the video the students had made at the previous meeting
- a) The teacher gives material as steps so that the ability of the students to speak can increase
- b) The teacher records audio provides some new vocabulary for the students, and then asks the students to recapture in line with the way the teacher exemplifies the pronunciation
- c) The teacher asks students to create a sample of announcement text based on a prescribed theme
- d) The teacher asks students to make an audio recording of the announcement text they have made and collect it before the class hour is over

2) Action

- a) Students can strengthen their knowledge of the material that has been given and can understand it more deeply
- b) Students may know a lack of their speaking ability through the correction presented by the teacher
- c) Students learn some ways to speak English more fluently
- d) Students may know some new types of vocabulary and learn how to pronounce it

- e) Students can self-study about various examples and how to make announcement text according to the theme given by the teacher
- f) Students are more accustomed to figuring out how to pronounce English words and even having the opportunity to ask teachers if they do not understand something

3) Observation

This observation activity includes observation of the learning planning, the performance of cycle two action, and the student's attitude toward the following learning.

4) Reflection

This is reflected at the end of cycle two. The purpose of the activity involved:

- a) Analyzing cycle two action
- b) Evaluate the results of cycle two
- c) Doing the insight and deductions of data obtained

The results of this cycle two reflection provide the basis for the compilation of research reports. The researcher is also used as a basis for deciding whether or not the stated criteria are reached. Generally, the stages of cycle 2 are identical to cycle one. What distinguishes is an improvement-improvement of the learning design based on actions on the less maximum felt cycle one.

c. Cycle 3

The activity on cycle 3 is essentially the same as the activity on cycle one, which includes the activities of planning, execution, observation, and

reflection. But the action on cycle two is based on the reflection results on cycle two, which leads to improvement in cycle three.

1) Planning

- a) The teacher gives the same material but the different examples from the previous meeting
- b) The teacher provides correction and input about the assignment that the students had made at the previous meeting
- c) The teacher made an audio recording giving several new types of vocabulary to the students then asked the students to make audio recording following the way the teacher exemplified the pronunciation
- d) The teacher asks the students to create a sample of announcement text based on the theme given
- e) The teacher asked students to make an audio recording of the announcement text they had made and collect it two days later in the afternoon

2) Action

- a) Students can strengthen their understanding of the materials being studied
- b) Students may know a lack of their speaking ability through the correction presented by the teacher
- c) Students can identify some new types of vocabulary and learn how to pronounce each word

- d) Students can independently find out about various examples and how to create announcement text
- e) Students can be more accustomed to figuring out how to pronounce the different new vocabularies they discover

3) Observation

This observation activity includes observation of the learning planning, the performance of cycle three action, and the student's attitude toward the following learning.

4) Reflection

This is reflected at the end of cycle 3. The purpose of the activity involved:

- a) Analyzing cycle three action
- b) Evaluate the results of cycle three
- c) Doing the insight and deductions of data obtained

The results of this cycle three reflection provide the basis for the compilation of research reports. The researcher is also used as a basis for deciding whether or not the stated criteria are reached. Generally, the stages of cycle 3 are identical to cycle one and cycle two. Only what distinguishes is an improvement-improvement of the learning design based on actions on the less maximum felt on the cycle before.

E. Instrument of the Research

A research instrument is a tool used to collect data in research. The instruments used in this research were test to measuring students' speaking ability, observation sheet, and documentation.

F. Procedure of Collecting Data

The techniques for data collection and instruments on this research are being done to the fullest extent possible to obtain genuinely valid data. The researcher is doing the following data collection:

1. Observation

Observation is the attempt to record all of the events and activities during the restoration act with or without assistance. In the Classroom Action Research, observation is focused on both process and the action and all the events surrounding it.²²

The observation used in this study is observation in focus. In these observations, the target is designated as desirable behavior. This observation is used to collect data on the increasing results students learning during essential competence study presents illustrative examples taking place using the model Project-based learning in reporting announcement text.

²² Tatag Yuli Eko Siswono, "Mengajar dan Meneliti", (Surabaya : Unesa University Press, 2008), 25.

2. Test

The data retrieval using learning with the test is to know the students' learning performances during the Project-Based Learning method. In the use of tests, the researcher used instruments consisting of various test issues.

3. Documentation

Documentation is used to know student's data. The document used in this study is test sheet, learning media, learning plan (RPP), videos, and photos.

On the learning process, by using Project-Based Learning at reporting announcement text, the percentages correction is used as follows to calculated test results:²³

$$P = \frac{f}{N} \times 100\%$$

Description:

P: Percentage

f: The complete number of students

N: Total number of students

The test was given in the form of a treatise. The test was compiled by researchers and consulted with the field teacher. Data retrieval of test results takes place at each end of the cycle.

²³ Agung Purwoko, "Panduan Penelitian PTK", (Semarang: Unnes Press,2001), 130.

G. The Technique of Data Analysis

Data analysis is a method used in data processing closely related to the formulation of problems raised so that they can be used to conclude. For a student's success rate analysis after the teaching-learning process takes place on each cycle, done by evaluating a test at the end of each cycle. This analysis is calculated using simple statistics with simple formulas as follows:

1. Learning result assessment (Test)

The researcher adds the number of students that the students received, in turn, was divided by the number of students in the class, resulting in an average score. The average value is obtained using a formula:²⁴

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

Description:

X = Average score

X = Total score of the students completed

N = Total of the students

2. Personal Acuity

A student is said to have learned only when they have reached a minimum score or have met the minimum criteria (KKM). For KKM on the

²⁴ Suharsimi Arikunto, "Penelitian Tindakan Kelas", (Jakarta: Bumi Aksara, 2010), 264.

English subject at SMPN 3 Malili, which is 80. A student is said to meet minimum criteria when:

- a. Students gain an ≥ 80 score, then the student is said completely
- b. Students gain an ≤ 80 score, and then students are said to be incomplete.

3. Classified Intelligence

The class is said to be complete when 85% of the students have reached the \geq KKM score. To calculate the score using the formula as follows:

$$P = \frac{f}{N} \times 100$$

Description:

P: Percentage

F: The complete number of students

N: Total number of students

The research obtained is then classified into student rating paper via the default criteria of SMPN 3 Malili:

90-100 : Very Good

70-89 : Good

50-69 : Bad

0-49 : Very Bad

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses finding and discussion about the research.

A. Findings

In this section, the research results and objectives are to know that the Project-Based Learning model can improve students' speaking skills to eighth-grade students at SMPN 3 Malili for reporting announcement text material in academic years 2021/2022. This research uses an online class action research with three cycles.

In this study, the researcher obtained data from test results. This measures the extent of the application of the Project-Based Learning model to enhance student speaking skills. In this study, there are three cycles. Analyze each cycle as follows:

1. Analyze of Each Cycle Activity

Based on instruments that have been prepared as data collection tools done by the researcher regarding the learning process on cycle one, cycle two, and cycle three results in the following:

a. Data Analysis of Cycle 1 Activity

1) Planning

In cycle one, the researcher prepares to learn a lesson plan with Project-Based Learning model-based online learning, announcement text materials, and online test assessment sheets. The learning documents are attached to an appendix.

2) Action

Cycle one in this study implementation of class action research on Thursday, August 05, 2021. Learning begins by giving materials to students related announcement materials. In turn, the teacher enriches the student's vocabulary by giving the student the new vocabulary, on this activity the teacher sends the voice mail the way the vocabulary is pronounced first, and then asks the students to send their voice messages to imitate the example given by the teacher. While giving some new vocabulary, the teacher also gives some expressions regarding announcement materials to make it easier for students to understand the material that is studied. Once the vocabulary and expression related activity is over, the teacher gives students the opportunity to ask questions if they do not understand something. After ensuring that no more students would like to ask any questions or opinions, the teacher gives the student a text announcement and then asks the student to present the content of the text by making a video recording.

3) Observation

During the learning activity, teachers also participate in an observation activity to observe obstacles encountered during the learning activity. As in cycle 1, the student seems to have a slight objection to the collection of tasks of video recording, with some of the students even complaining out loud to the teacher. In addition, another problem lies in students who are not punctual when joining in the learning process. There is

also a problem with some students who claim to be unable to fulfill assignments on the basis of their very limited Internet quotas.

As for the observational results obtained in the performance of Cycle one is how far the execution of online class action research is. The observation sheet is attached to the appendix, whereas the students learning results are as follows:

Table 4.1 Students Learning Results on the Cycle 1

No	Students	Score	Completed	Incompleted
1	S1	83,33	√	
2	S2	77,77		√
3	S3	83,33	√	
4	S4	55,55		√
5	S5	61,11		√
6	S6	55,55		√
7	S7	55,55		√
8	S8	55,55		√
9	S9	50		√
10	S10	55,55		√
11	S11	61,11		√
12	S12	61,11		√
13	S13	83,33	√	
14	S14	61,11		√
15	S15	55,55		√
16	S16	55,55		√
17	S17	55,55		√
18	S18	55,55		√
19	S19	77,77		√
	Total	1.199,92		
	Average	63,15		
	Percentage of Students		15,79%	84,21%

With minimum score criteria (KKM), English subject material announcement text for grade 8.1 at SMPN 3 Malili student year 2021/2022 at Cycle 1 is ≥ 80 . Table 4.1 can be described as follows:

a. Average test results at Cycle 1

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

$$X = \frac{1.199,92}{19}$$

$$X = 63,15$$

b. Percentage values of students who completed test results at Cycle 1

$$P = \frac{\sum n1 \text{ (students completed)}}{\sum N} \times 100\%$$

$$P = \frac{3}{19} \times 100\%$$

$$P = 15,79\%$$

c. Percentage values of students Incompleted test results at Cycle 1

$$P = \frac{\sum n1 \text{ (students in-completed)}}{\sum N} \times 100\%$$

$$P = \frac{16}{19} \times 100\%$$

$$P = 84,21\%$$

Table 4.2 Scores at Cycle 1

No	Rate	Scores Completeness	Total Students	Percentage
1	≥ 80	Completed	3	15,79%
2	< 80	Incompleted	16	84,21%
Total			19	100%

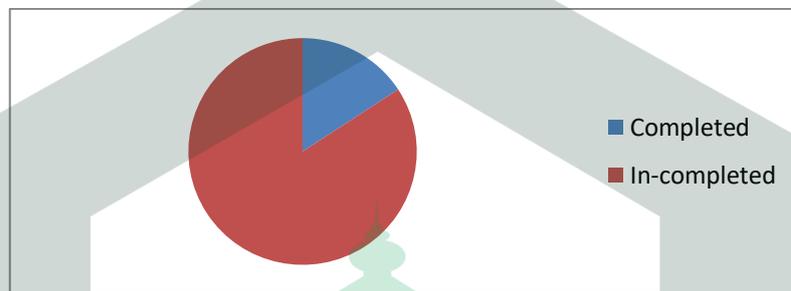


Figure 4.1 Completeness Chart at Cycle 1

4) Reflection

Sharpness in the indicators at 63,15 for students completed just 15,79% and students who Incompleted aggregate 84,21%, and the data obtained at Cycle 1 still does not reach KKM, so the researcher needs improvement of action to take place in Cycle 2. The reflection of these Cycle 1 actions is to know the level of success to be evaluated for further action.

Based on the obstacles mentioned at observation point, it must be used to improve learning performance on the next cycle, Cycle 2. The researcher should do the following reflection:

- a) Teachers were even more involved in conditioning the class by giving suitable materials and explaining the better material.

- b) Teachers can manage a maximum amount of time, and this can be done using discussions and debriefing so that the learning can be done in a better way.
- c) The teacher changes the task collection method from video to voice recording to unburdening students when following the learning process.

Cycle 1 reflection will be used as a basis for Cycle 2, where students are expected to do further learning with more enthusiasm to follow online learning to support students' grades to achieve standard values and meet the targeted rating indicators.

b. Data Analysis of Cycle 2 Activity

Cycle 2 is carried out because research on Cycle 1 has not yet reached the standardized acuity (KKM) and therefore needs to improve on Cycle 2 and the learning stages of Cycle 2.

1) Planning

On Cycle 2 researcher prepared a learning device, consisting of a lesson plan (RPP) Project Based Learning model-based online, announcement text, online observation sheet, and online test sheet. The learning document is attached to an appendix.

2) Action

Implementation of Cycle 2 using class action research is Thursday, August 12, 2021. Unlike previous cycles, on this cycle of learning begins by giving feedback to students related to tasks they have previously worked on. The teacher notifies a student's deficiency and provides a solution so that it

will not affect the student's ability to speak again. The teacher also provides opportunities for students to recall the previous material by giving a new example. Includes giving new vocabulary as well as new expressions related to announcement materials so that students' knowledge of the material deepening and they are easier to understand. Just like the previous cycle, on this cycle the teacher keeps sending voice messages to students on how to read and the meaning of some already given vocabulary and expression, after which inviting students to join the voice mail copying the teacher's example. Once the vocabulary and expression related activity is over, the teacher gives students the opportunity to ask questions if they do not understand something. After ensuring that no more students would like to ask any questions or opinions, the teacher gives the student a text announcement and then asks the student to present the content of the text by making a sound recording..

3) Observation

During the learning activity, teachers also participate in an observation activity to observe what problem they may encounter during the learning activity. In the cycle 2 this time, students seem to prefer the way the task collection consists of audio recordings, so the teacher decides to use that method indefinitely. Furthermore, as with previous cycles, students do not appear to be able to adjust their time as the learning schedule begins and is also linked at the time of the gathering of assignments that are always so far behind the given deadline, some have even complained that it is because

there is not only one subject in one day, That's why they find its little difficult if the time they give them tends to be short while there are other chores they have to do in one day.

As for the observation that is obtained in the performance of Cycle 2 is how far the performance of the class action research is. The student's observation sheet is attached to the appendix. The results of students learning in reporting the announcement text are as follows:

Table 4.3 Students Learning Results on the Cycle 2

No	Students	Score	Completed	Incompleted
1	S1	83,33	√	
2	S2	83,33	√	
3	S3	83,33	√	
4	S4	77,77		√
5	S5	77,77		√
6	S6	77,77		√
7	S7	77,77		√
8	S8	77,77		√
9	S9	77,77		√
10	S10	83,33	√	
11	S11	83,33	√	
12	S12	77,77		√
13	S13	88,88	√	
14	S14	77,77		√
15	S15	77,77		√
16	S16	77,77		√
17	S17	77,77		√
18	S18	77,77		√
19	S19	83,33	√	
	Total	1.522,1		
	Average	81,68		
	Percentage of Students		36,84%	63,16%

With minimum score criteria (KKM), English subject material announcement text for grade 8.1 at SMPN 3 Malili student year 2021/2022 at Cycle 3 is ≥ 80 . Table 4.3 can be described as follows:

a. Average Students Score at Cycle 2

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

$$X = \frac{1.522,1}{19}$$

$$X = 81,68$$

b. Percentage Completed Score at Cycle 2

$$P = \frac{\sum n1 \text{ (students completed)}}{\sum N} \times 100\%$$

$$P = \frac{7}{19} \times 100\%$$

$$P = 36,84\%$$

c. Percentage Incompleted Score at Cycle 2

$$P = \frac{\sum n1 \text{ (students in-completed)}}{\sum N} \times 100\%$$

$$P = \frac{12}{19} \times 100\%$$

$$P = 63,16\%$$

Table 4.4 Scores at Cycle 2

No	Rate	Score Completeness	Total Student	Percentage
1	≥ 80	Completed	7	36,84%
2	< 80	Incompleted	12	63,16%
		Total	19	100%

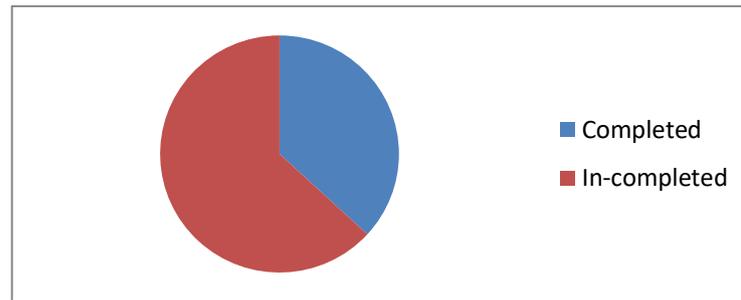


Figure 4.2 Chart of Completeness Score at Cycle 3

4) Reflection

Sharpness in the indicators at 81,68 for students completed just 36,84% and students who Incompleted aggregate 63,16%, and from the data obtained at Cycle 1 still does not reach KKM, so the researcher needs improvement of action to take place in Cycle 2. The reflection of these Cycle 1 actions is to know the level of success to be evaluated for further action.

Based on the aforementioned obstacles, it must be used to improve the performance of learning on the next cycle, Cycle 3. The researcher should do the following reflection:

- a) Teachers were even more involved in conditioning the class by giving suitable materials and exciting media and by explaining the better material.
- b) Based on complaints raised by the students, the teacher changed the limit of the student's task collection to two days later in the afternoon so that students could focus more and pay more attention to how to make their speaking assignment in better ways.

Cycle 2 reflection will be used as a basis for Cycle 3, where students are expected to do further learning with more enthusiasm to follow online learning to support students' grades to achieve standard values and meet the targeted rating indicators.

c. Data Analysis of Cycle 3 Activity

Cycle 3 is carried out because research on Cycle 2 has not yet reached the standardized acuity (KKM) and therefore needs to improve on Cycle 3, as well as the learning stages of Cycle 3.

1) Planning

On Cycle 3 researcher prepared a learning device consisting of a lesson plan (RPP) Project Based Learning model-based online, announcement text, online observation sheet, and online test sheet. The learning document is attached to an appendix.

2) Action

Implementation of Cycle 3 using class action research, on Thursday, August 19, 2021. The learning on cycle 3 begins by giving materials to the student related materials announcements, but giving feedback first to the student's previous duties, in this case the teacher tells where the student is wrong then gives a solution to correct the mistake. Next, the teacher keeps giving the new vocabulary to the students, on this activity the teacher records in his voice mail the way the vocabulary is spoken first, then asks the students to send their voice messages to imitate the example given by the teacher. While giving some new vocabulary, the teacher also gives some

expressions regarding announcement materials to make it easier for students to understand the material that is studied. Once the vocabulary and expression related activity is over, the teacher gives students the opportunity to ask questions if they do not understand something. After ensuring that no more students would like to ask any questions or opinions, the teacher gives the student a text announcement and then asks the student to present the content of the text by making a sound recording.

3) Observation

During the learning activity, teachers also also monitor students and ask back if they do not understand while engaging in an observation activity to observe obstacles encountered during the learning activity. Unlike the previous two cycles, on this cycle the problem at hand is no longer troubling. There were only a few students who were late to their assignments and still didn't have the courage to ask their questions if the teacher didn't ask first. By continuing to give correction as well as examples of delivery or pronunciation of some of the students' less erring vocabulary, this cycle 3 May well conclude that their abilities are growing better. No more students complained which meant that previous application of reflection was well received by the students.

As for the observation that is obtained in the performance of Cycle 3 is how far the performance of the class action research is. The student's observation sheet is attached to the appendix. The results of students learning in reporting the announcement text are as follows:

Table 4.5 Students Learning Results on the Cycle 3

No	Students	Score	Completed	Incompleted
1	S1	94,44	√	
2	S2	94,44	√	
3	S3	88,88	√	
4	S4	88,88	√	
5	S5	77,77		√
6	S6	88,88	√	
7	S7	77,77		√
8	S8	77,77	√	√
9	S9	88,88	√	
10	S10	94,44	√	
11	S11	94,44	√	
12	S12	77,77		√
13	S13	94,44	√	
14	S14	94,44	√	
15	S15	94,44	√	
16	S16	94,44	√	
17	S17	94,44	√	
18	S18	88,88	√	
19	S19	88,88	√	
	Total	1.694,65		
	Average	89,19		
	Percentage of Students		78,94%	21,06%

With minimum score criteria (KKM), English subject material announcement text for grade 8.1 at SMPN 3 Malili student year 2021/2022 at Cycle 3 is ≥ 80 . Table 4.5 can be described as follows:

a. Average Students Score at Cycle 3

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

$$X = \frac{1.694,65}{19}$$

$$X = 89,19$$

b. Percentage Completed Score at Cycle 3

$$P = \frac{\Sigma n1 (\text{students completed})}{\Sigma N} \times 100\%$$

$$P = \frac{15}{19} \times 100\%$$

$$P = 78,94\%$$

c. Percentage Incompleted Score at Cycle 3

$$P = \frac{\Sigma n1 (\text{students in-completed})}{\Sigma N} \times 100\%$$

$$P = \frac{4}{19} \times 100\%$$

$$P = 21,06\%$$

Table 4.6 Scores at Cycle 3

No	Rate	Score Completeness	Total Student	Percentage
1	≥80	Completed	15	78,94%
2	<80	Incompleted	4	21,06%
Total			19	100%

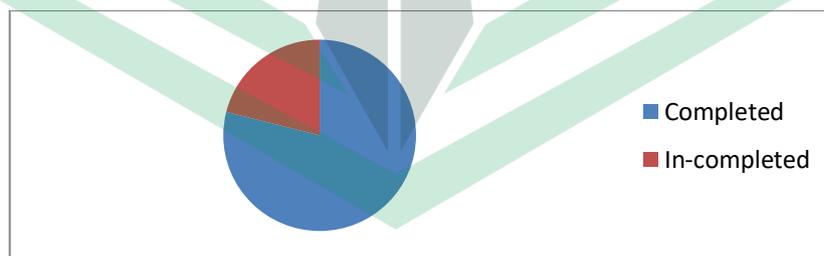


Figure 4.3 Chart of Completeness Score at Cycle 3

4) Reflection

Reflection upon observing the learning process is obtained results that the performance of learning activities goes well compared with Cycle 1, Cycle 2, and Cycle 3 learning. During the process, students actively ask questions that they do not understand and thus positively impact the Project-Based Learning model application in learning activities that are already many students incompleteness of learning. There is 78,94% of students that successfully reach the completeness scores, which is an indicator of the success of class action research. The students have begun to understand the material of the announcement text. Based on Cycle 3, it could be said that the study of English for 8.1 grade at SMPN 3 Malili student years 2021/2022 using the Project-Based Learning was successful so that the study was terminated in Cycle 3.

2. The Interplanetary Assessment

This section is presented to know the comparisons between cycles that will be presented as follows:

Table 4.7 Inter-cycles Average Score List

No	Cycle	Percentage Completeness
1	Cycle 1	15,79%
2	Cycle 2	36,84%
3	Cycle 3	78,94%

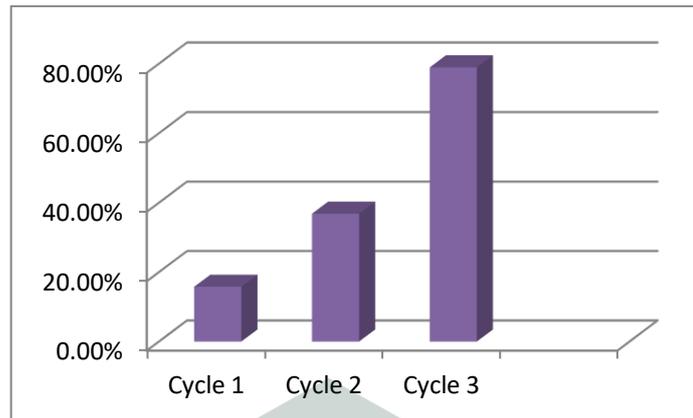


Figure 4.4 Inter-cycles Average Score List

According to table 4.7, the average value recapitulation between cycles may be stated that the application of the Project-Based Learning model to reporting announcement text to students for grade 8.1 at SMPN 3 Malili. Experiencing repairs from Cycle 1 (15,79%) to Cycle 2 (36,84%), to Cycle 3 (78,94%). This is in accordance with the rating indicator that if the class average reaches a minimum of 80 marks of the number of students in the 8.1 grade, the class students should be said to have reached the completeness score minimum (KKM).

B. Discussion

Today's community activities should be done in the home, which works, study, and worship or could be called WFH (Work From Home). This is happening because of the Covid-19 pandemic outbreak worldwide. As of June 26, 2021, East Luwu was one of the areas of the orange zone (moderate risk). Hence the whole activity is online, including the learning activity at

SMPN 3 Malili, where the research took place.²⁵ The obstacle facing learning online, according to (Dewi 2020:59)²⁶ stating that not all children have access to the internet because their parents are still working, some parents stutter technology, and it takes time for students to adapt to the changing learning process. It is similar to (Regianti 2020:299) , stating that network access is scarce, teachers have difficulty observing the student's development, and lack parental supervision.²⁷

Alternate to solve the problem in class are tried by combining the study of online Project Based Learning but not face to face. According to (Arsika, 2016:6), defining project-based learning is learning that uses problems, and students must do information searching to solve the problem²⁸. Study of the Project-Based Learning model was also developed to help students learn how to report announcement text by connecting situations in the real world.

Based on the online class action research conducted on August 05 in class 8.1 SMPN 3 Malili student years 2021/2022, there are three cycles with an online Project Based Learning model to see the student's ability to reporting announcements text. Cycle 1 researcher implementing Project-Based Learning models using Whatsapp application. Researcher preparing

²⁵ Abdul Azis Alimuddin, <https://bit.ly/3m3KqDG>, 31 August 2021.

²⁶ Putri, G.K., Ami, Y., and Dewi, S., "Pengaruh Model Pembelajaran Jarak Jauh Berbasis Google Classroom Effect-Based Distance Learning Model", (Al-Fikrah, 2019), 60-79.

²⁷ Regianti Henry Aditia, "Kendala Pembelajaran Guru Sekolah Dasar di Kabupaten Banjarnegara", (Jurnal Elementary School,2020), 299.

²⁸ I Made Arsika, *Buku Pedoman Problem Based Learning*, (Denpasar: Universitas Udayana, 2016), 6.

material like lesson plan (RPP), announcement text material, and observation sheet. The researcher began studying at the Whatsapp group based on the lesson plan and afterward gave a test of asking students to create a video that shows their speaking ability before receiving treatment.

From the study of Cycle 1, the average score data is 63,15. There are three students, or 15, 79% of the students completed, and there are 16 students Incompleted or 84,21%. The information points out that students still have several obstacles that researchers found. Many students have not paid close attention to the material. Some have been delayed on the internet and have not used their time in better ways. So researchers reflect on the learning to make sure students pay close attention to the material by filling out students' attendance by giving a task related to the material. On students ability to speak on Cycle 1, many students still do poorly on videos without regard for their pronunciation, text structure, and fluency, and the data obtained on Cycle 1 has not met the standard score (KKM) and classified intelligence, so the researcher still research the next cycle.

Based on Cycle 1 researcher is trying to improve the learning process with a Project-Based Learning model that will apply to Cycle 2. Cycle 2 is to minimize children not to run out of internet quotas and memory storage. The researcher constantly monitors the students' performance doing their assignments, gives them steps to speak English fluently, and then asks them to question things they don't understand. All activities include opening and providing of materials, are done using the Whatsapp application.

Because the result of Cycle 2 does not yet reach the score minimum completeness (KKM), the average score data is 81,68. There are seven students, or 36,84% of the students completed, and there are twelve students Incompleted or 63,16%. The data points out that students still have several obstacles that the researcher found. The students complain to the teacher that their time to submit their assignments is too short. They have many other assignments from another subject so they can't do their homework well with better preparation. So the researcher makes improvements at Cycle 3 to make sure the students don't have another complaint about the learning process. At Cycle 3, based on objections raised by the students, the researcher changed the limit of the student's task collection to two days later in the afternoon so that students could focus more and pay more attention to how to make their speaking assignment better ways.

During learning activities, the researcher discusses material related to announcement text. According to Amir (2016:24), Project-Based Learning is done by forming a small group²⁹. Still, in this research, because of the coronavirus, the task is to make the announcement text and to make the video, as well as the audio recording, are done individually. In the next Cycles, the researcher is still implementing the Project-Based Learning model using the whatsapp application. The Researcher prepare material consisting of a lesson plan (RPP), observation sheet, and some material that support the learning process.

²⁹ Taufiq Amir, *Inovasi Pendidikan Melalui Projek Based Learning*, (Jakarta:Kencana, 2016), 24.

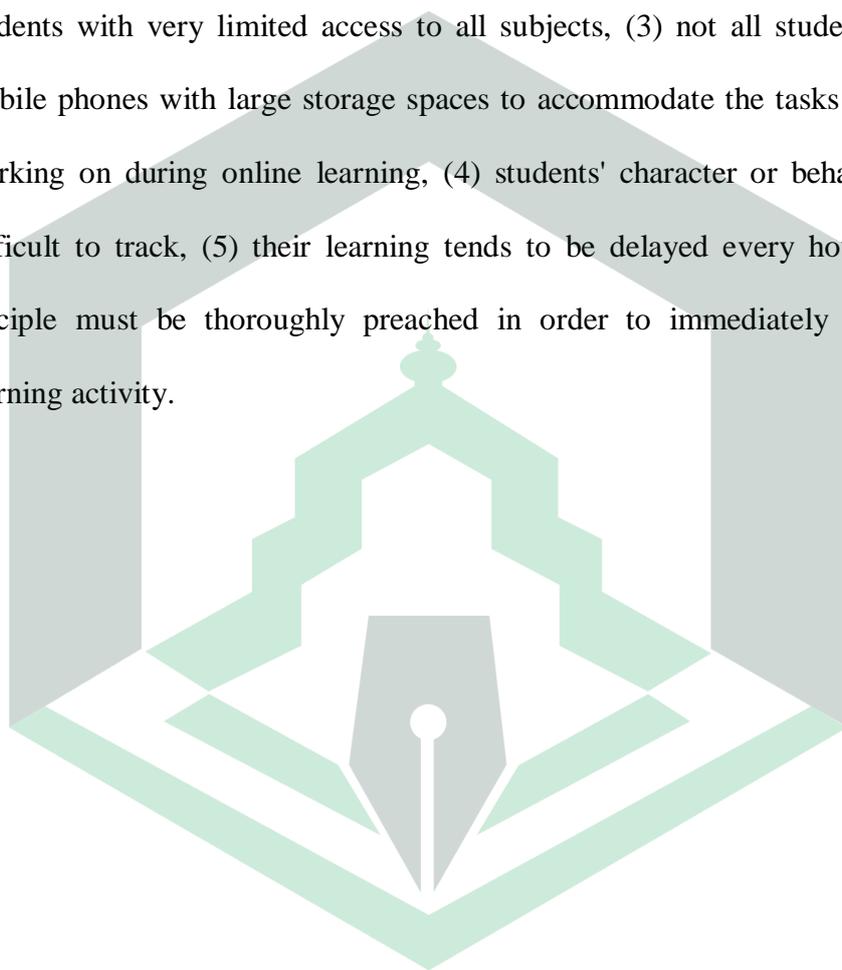
The Cycle 2 researcher performs learning improvements in which the collection of tasks is no longer in the video to incriminate the students, constantly monitor the students' assignment, and always give direction of correction so that the students' ability to speak can improve. The data obtained on Cycle 2 can be seen in table 4.3, which is the average score of the class is 81,68, whereas for completed students, there are seven students or 36,84%, and there are twelve students Incompleted or 63,16%.

The Cycle 3 researcher performs learning another improvement. The collection of the student's task has much more time than before, constantly monitoring the student's assignment's performance and always giving a direction of correction so that the student's ability to speak can improve. The data obtained on Cycle 3 can be seen in table 4.4, which is the average score is 89,19, whereas for completed students, there are fifteen students or 78,94%, and there are four students who Incompleted or 21,06%.

Inter-capitulation data between cycles can be seen in table 4.7. The class average has been raised. On Cycle 1, the percentage score completeness is 15,79%, whereas on Cycle 2 is 36,84% of that number, there is an increase of 21,05%, and for Cycle 3 is 78,94% which increases 42,1% of the previous cycle. This is because some students still do not understand the material but are embarrassed or afraid to as the teacher, and some of them have not paid serious attention to the learning process. But overall, Cycle 3 has developed a value improvement on the development of students

speaking ability at reporting announcement text, data obtained from Cycle 1, Cycle 2, and Cycle 3 increased student learning.

This research may have many weaknesses because of the researcher's limitations. As for the constraints in this research are: (1) many home locations are out of the reach of Internet networks, (2) Internet quotas of students with very limited access to all subjects, (3) not all students have mobile phones with large storage spaces to accommodate the tasks they are working on during online learning, (4) students' character or behavior are difficult to track, (5) their learning tends to be delayed every hour, Each disciple must be thoroughly preached in order to immediately join the learning activity.



CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter discusses the conclusion and suggestions related to the research.

A. Conclusion

Based on the four-phase class action research of planning, action, observation, and reflection of the 8th grade at SMPN 3 Malili at the English subject at announcement text material through online project-based learning. From data analysis and research discussions, it may be concluded that:

1. The application of project-based learning can improve students speaking ability in the 8th grade at SMPN 3 Malili student year 2021/2022.
2. The improvement has achieved the determined completion value of the magnitude ≥ 80 , and application of project-based learning can enhance students speaking ability. This can be shown by an increase in the average percentage of classes with Cycle 1 (15,79%), Cycle 2 (36,84%), and Cycle 3 (78,94) with a 21,05% increase at Cycle 1 to Cycle 2, and a 42,1% increase at Cycle 2 to Cycle 3.

According to the data, it could be said that English study announcement text material in 8th grade at SMPN 3 Malili student year 2021/2022 using project-based learning model has been successful so that research is halted on Cycle 3.

B. Suggestions

Based on the results of the research, some suggestions might be offered as follows:

1. Student
 - a. Students should be more focused on the teaching-learning process
 - b. Students should practice speaking English more often, even if they are out of the English class
 - c. Students should often look for new vocabulary to help improve the ability to speaking English in the future
2. Teacher
 - a. The teacher should give more frequently assignment of communication, so students' speaking ability can increase in the future
 - b. The teacher should provide an interesting media and may help students' to improve their speaking ability, such as by providing videos or PPT that may attract interest in learning to speak students'
 - c. The teacher must always give a new vocabulary or new expressions so that students' can play with more words to improve their ability to speak

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A P P E N D I X

A stylized graphic of an open book with a quill pen resting on it. The book is rendered in shades of light green and white, with a grey shadow on the left side. A dark green silhouette of a building with a dome is visible behind the book. The word 'APPENDIX' is written vertically in large, bold, black capital letters, centered over the book and quill.

(RPP)

SIKLUS 1, 2, dan, 3

Sekolah	: SMPN 3 Malili
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII.1/Ganjil
Materi Pokok	: Teks Announcement
Alokasi Waktu	: 3 x 2 Jam Pelajaran @30 Menit (3 x Pertemuan)

A. Kompetensi Dasar

- 1.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (*notice*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya
- 1.2 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (*notice*) lisan dan tulis, sangat pendek dan sederhana, terkait teks pesan singkat dan pengumuman/pemberitahuan (*notice*)

B. Tujuan Pembelajaran

1. Peserta didik dapat menjelaskan fungsi sosial teks *announcement*.
2. Peserta didik dapat menentukan struktur teks *announcement*.
3. Peserta didik dapat mengidentifikasi unsur kebahasaan yang digunakan pada teks *announcement*.
4. Peserta didik mampu mengidentifikasi langkah-langkah terbaik untuk melakukan kegiatan melaporkan teks *announcement*.
5. Peserta didik dapat melakukan kegiatan melaporkan teks *announcement*.
6. Peserta didik dapat mengetahui kelemahan kemampuan berbicara mereka melalui penilaian *test* yang telah diberikan pada pertemuan sebelumnya.
7. Peserta didik dapat mengetahui kosa kata baru yang berhubungan dengan teks *announcement*.
8. Peserta didik dapat berbicara dengan baik ketika melaporkan teks *announcement* yang telah mereka buat.

C. Penguatan Pendidikan Karakter

- a. Kedisiplinan
- b. Kejujuran
- c. Kemandirian
- d. Tanggung jawab

D. Materi Pembelajaran

I. Definition

Announcement is something said, written, or printed which contains information about an event that has happened or is going to happen. The purpose is to inform something to the reader/public. Announcement can be spoken (oral) or written.

II. Social Function

The purpose function and goal of announcement is giving certain people some information of what has happened or what will happen. The definition of announcement relating to learning English functional text is an official notification about something.

III. Generic Structure

- 1. Stating Purpose : the next that contains what event will be held.*
- 2. Stating Day and Date and Time : Day and Date realization. The text that contains when the event will be held.*
- 3. Stating Place : The text that contains name of the person who will be held.*
- 4. Informing Sender : The text that contains name of the person who will be contacted.*

IV. Topic

Generally, there are several things that can be used as main Topik of announcement text:

- *Events*
- *Missing persons / animals / items*
- *Winners of a competition*
- *Job vacancy*
- *Sad news*
- *Inauguration / marriage / birth*
- *New product*

Example 1 **At the Train**

Attention Please!

Ladies and Gentleman, in few minutes Argo Parahyangan will arrive in Bekasi, to all passengers to ended trip in Bekasi. Please prepare your belongings, we remind you to stay in your seat until the train stop. Thank you for using our services and see you on the next trip.

Terjemahan:

Mohon perhatian!

Tuan dan nyonya, dalam beberapa menit Argo Parahyangan akan tiba di Bekasi, untuk Semua penumpang yang menghentikan perjalanan di Bekasi. Tolong siapkan barang-barang Anda, kami ingatkan untuk tetap tinggal di tempat duduk Anda sampai kereta berhenti. Terima kasih telah menggunakan jasa kami dan sampai jumpa di perjalanan berikutnya

Example 2 **At the Airport**

Departure Announcement at Soekarno-Hatta Airport

Your attention please, passengers of Garuda Indonesia on flight number GA328 to Surabaya please boarding from door A12, Thank you.

Terjemahan:

Pengumuman keberangkatan di bandara Soekarno-Hatta

Mohon perhatian, penumpang Garuda Indonesia nomor penerbangan GA328 tujuan Surabaya silakan naik dari pintu A12, terima kasih.

Example 3

At the Plane

Ladies and Gentlemen, the Captain has turned on the "Fasten Seat Belt" sign. If you haven't already done so, please stow your carry-on luggage underneath the seat in front of you or in an overhead bin. Please take your seat and fasten your seat belt. And also make sure your seat back and folding trays are in their full upright position.

If you are seated next to an emergency exit, please read carefully the special instructions card located by your seat. If you do not wish to perform the functions described in the event of an emergency, please ask a flight attendant to reseat you.

We remind you that this is a non-smoking flight. Smoking is prohibited on the entire aircraft, including the lavatories. Tampering with, disabling or destroying the lavatory smoke detectors is prohibited by law.

If you have any questions about our flight today, please don't hesitate to ask one of our flight attendants, Thank you.

Terjemahan:

Tuan dan nyonya, kapten telah mengaktifkan tanda "kencangkan sabuk pengaman". Jika anda belum melakukannya, mohon simpan barang anda — di luggage di bawah kursi di depan anda atau di tempat sampah di atas kepala. Silakan duduk dan kencangkan sabuk pengaman anda. Dan juga pastikan kursi anda di belakang dan di dalam nampun berada dalam posisi tegak penuh mereka.

Jika anda duduk di sebelah pintu darurat, silakan baca dengan cermat kartu petunjuk khusus yang terletak di samping tempat duduk anda. Jika anda tidak ingin melakukan fungsi yang dijelaskan dalam hal keadaan darurat, silakan meminta seorang pramugari untuk duduk kembali.

Kami mengingatkan anda bahwa ini adalah penerbangan non-merokok. Merokok dilarang di seluruh pesawat, termasuk di toilet. Merusak, menonaktifkan atau menghancurkan detector asap wc dilarang oleh hukum.

Jika anda memiliki pertanyaan tentang penerbangan kami hari ini, jangan ragu untuk bertanya pada salah satu pramugari kami, terima kasih.

Example 4

At the Hospital

Attention please to all the visitors of Mount Elizabeth Hospital,

As it is already mentioned in the information board, there will be a slight change in the visiting hours. The schedule can be seen on the information board of zero floor.

We would also like to remind you to keep our hospital environment clean and safe.

Thank you very much.

Terjemahan:

Perhatian kepada seluruh pengunjung Rumah Sakit Mount Elizabeth,

Seperti yang sudah kami sebutkan pada papan informasi, akan ada sedikit perubahan waktu pada jam kunjungan. Jadwal dapat Anda lihat di papan informasi pada lantai dasar.

Kami juga ingin kembali mengingatkan Anda untuk menjaga lingkungan rumah sakit tetap aman dan bersih.

Terima kasih banyak.

V. Grammar Review

*Forming nouns from verbs. To make a noun out of a verb, we can add suffix like: -
Ion/Sion, -Ment, -Ance/ -Ence, -Al*

Example:

- *Register - Registration*
- *Inform - Information*
- *Decide - Decision*
- *Agree - Agreement*
- *Appear - Appearance*
- *Appoint - Appointment*
- *Deny - Denial*

1. We need to register soon

The registration is on a first-come basis

2. He is trying to deny the evidence that the police have presented

His denial appears very ridiculous

VI. Expression and Vocabulary Related to Announcement Text

- *Announcement!*
- *Attention to all...*
- *Attention for all the people...*
- *I would like to inform that...*
- *There is an announcement that...*
- *I would like to announce that...*
- *In order to celebrate...*
- *For all the passenger at...*
- *This announcement is addresses to...*
- *For more information...*
- *For the people at...*
- *Announcement for all...*
- *Attention*
- *Announcement*
- *Information*
- *About*
- *Celebrate*
- *More*
- *Student*
- *Passenger*
- *Address*
- *People*
- *Time*
- *Place*
- *Contact*
- *Person*

E. Model, Metode, dan Pendekatan

Model : *Project Based Learning*

Metode :

- **Diskusi** untuk memahami kosakata dan ungkapan yang tepat digunakan dalam teks pemberitahuan (*announcement*).
- **Demonstrasi** untuk melihat siswa mempraktikkan materi yang telah diajarkan yang berkaitan dengan teks lisan.
- **Latihan** untuk melatih keterampilan kepada siswa dengan merangsang, memanfaatkan dan membuat sesuatu yang berkaitan dengan teks lisan dan tulisan pemberitahuan (*announcement*).
- **Penugasan** untuk mengumpulkan informasi dan mengerjakan kegiatan yang berkaitan dengan teks lisan dan tulisan pemberitahuan (*announcement*).

Pendekatan: *Student centered approach*: Pendekatan pembelajaran yang berorientasi atau berpusat pada siswa

F. Alat dan Media

- a. *Handphone*
- b. Laptop
- c. *Whatsapp* (Aplikasi)

G. Sumber Belajar

Buku referensi :

- a) Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas VIII, Kemendikbud.
- b) Buku paket Bahasa Inggris Chapter 6 (Giving Announcement)
- c) Artikel tentang teks announcement yang relevan
- d) Kamus Bahasa Inggris

H. Langkah-Langkah

PERTEMUAN KE 1		
Kegiatan		Waktu
Kegiatan Awal	<ol style="list-style-type: none">1. Guru mengucapkan salam dan mengajak peserta didik berdoa melalui <i>whatsapp group</i>2. Guru memeriksa kehadiran peserta didik secara daring	10 menit
Kegiatan Inti	<ol style="list-style-type: none">1. Guru memberikan materi <i>announcement text</i> beserta contoh-contoh yang berkaitan2. Guru memberikan beberapa <i>expression</i> dan beberapa kosa kata baru terkait dengan materi yang diajarkan3. Guru mengirimkan rekaman suara pada siswa tentang cara baca beberapa <i>expression</i> dan juga kosa kata tersebut kemudian meminta siswa untuk mengirim pesan suara mengikuti contoh yang diberikan oleh guru4. Guru memberi kesempatan pada siswa untuk bertanya jika ada yang tidak mengerti5. Guru memberikan contoh cara memperkenalkan diri yang baik dan benar6. Guru melakukan kegiatan test untuk mengukur kemampuan berbicara setiap siswa, berupa meminta siswa untuk merekam video diri mereka melaporkan sebuah <i>announcement text</i> dengan tema yang telah diberikan.	40 Menit
Kegiatan Penutup	<ol style="list-style-type: none">1. Guru kembali mengingatkan siswa tentang tes berupa tugas merekam video agar dikumpulkan sebelum pukul dua belas siang2. Guru menutup pertemuan dengan salam dan doa	10 Menit

PERTEMUAN KE 2		
Kegiatan		Waktu
Kegiatan Awal	<ol style="list-style-type: none"> 1. Guru memeriksa kehadiran peserta didik secara daring 	10 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru memberikan materi tentang materi <i>announcement text</i> yakni tentang <i>spoken announcement</i> beserta contoh-contohnya 2. Guru memberikan beberapa <i>expression</i> dan juga beberapa kosa kata baru terkait dengan materi pembelajaran. 3. Guru merekam suara mencontohkan cara baca beberapa <i>expression</i> dan juga kosa kata tersebut kemudian meminta siswa untuk mengirim pesan suara mengikuti contoh yang diberikan oleh guru 4. Guru memberikan kesempatan pada siswa untuk bertanya jika ada yang tidak mereka mengerti 5. Guru memberikan <i>feedback</i> pada siswa tentang kemampuan berbicara mereka di pertemuan sebelumnya dan memberikan koreksi beberapa kosa kata yang kurang benar dibacakan oleh siswa 6. Guru memberikan beberapa kosakata baru pada siswa beserta sebuah rekaman suara guru memberikan contoh cara membaca kosa kata tersebut secara benar, kemudian meminta siswa untuk merekam suara mereka masing-masing mengikuti cara pengucapakan yang dicontohkan oleh guru 7. Guru memberikan siswa beberapa kosa kata baru, guru mengirimkan rekaman suara cara membaca kosakata tersebut dengan baik dan benar kemudian meminta siswa merekam suara mereka mengikuti contoh yang telah diberikan 8. Guru memberikan <i>test</i> berupa tugas yang diberikan pada siswa untuk membuat sebuah <i>announcement text</i> kemudian meminta siswa untuk merekam suara mereka melaporkan teks tersebut 	40 Menit

Kegiatan Penutup	<ol style="list-style-type: none">1. Peserta didik menerima refleksi dan evaluasi pembelajaran2. Guru mengingatkan kembali tugas yang diberikan pada siswa agar dikumpulkan paling lambat jam dua belas siang.3. Guru menutup pertemuan dengan salam dan doa	10 Menit
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PERTEMUAN KE 3		
Kegiatan	Deskripsi	Alokasi waktu
Kegiatan Awal	1. Guru memeriksa kehadiran peserta didik secara daring	10 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru memberikan materi tentang <i>announcement text</i> lengkap beserta beberapa contoh yang berbeda dengan pertemuan sebelumnya 2. Guru memberikan <i>feedback</i> pada siswa tentang kemampuan berbicara mereka di pertemuan sebelumnya dan memberikan koreksi beberapa kosakata yang kurang benar dibacakan oleh siswa 3. Guru memberikan beberapa <i>expression</i> dan juga kosakata baru pada siswa beserta sebuah rekaman suara guru memberikan contoh cara membaca kosakata tersebut secara benar, kemudian meminta siswa untuk merekam suara mereka masing-masing mengikuti cara pengucapan yang dicontohkan oleh guru 4. Guru memberi kesempatan pada siswa untuk bertanya jika ada yang tidak mereka mengerti 5. Guru meminta siswa untuk mengirimkan teks <i>announcement</i> yang telah mereka buat sebagai tugas dipertemuan sebelumnya 6. Guru membagikan sebuah untuk setiap siswa yang kemudian diminta mereka membuat teks <i>announcement</i> berdasarkan pengetahuan dan kreativitas mereka 7. Guru meminta siswa membuat rekaman suara siswa melaporkan teks <i>announcement</i> menggunakan teks dengan tema yang telah ditentukan kemudian mengirimkannya di <i>whatsapp</i> pribadi guru sebagai penilaian test. 	40 menit
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru kembali mengingatkan tentang tes berupa tugas yang diberikan pada siswa agar dikumpulkan paling lambat sore hari pada dua hari berikutnya 2. Guru menutup pelajaran dengan salam dan doa. 	10 menit

I. Penilaian Pembelajaran

Jenis dan Teknik Penilaian

1. Teknik Penilaian:

- Pengetahuan: Penugasan
- Keterampilan: Unjuk kerja

2. *Instrument*:

- Pengetahuan:

Diberikan tugas untuk membuat *announcement text* dengan memberikan tema dan arahan terlebih dahulu. Penilaiannya berdasarkan kemampuan berbicara siswa ketika diminta merekam mereka melaporkan teks *announcement*. Adapun rubrik penilaiannya adalah sebagai berikut:



Rating	Accuracy
6	<i>Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors</i>
5	<i>Pronunciation is only very slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct</i>
4	<i>Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion</i>
3	<i>Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which causes confusion</i>
2	<i>Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors</i>
1	<i>Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course</i>
	Fluency
6	<i>Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but not only one or two unnatural pauses.</i>
5	<i>Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses</i>
4	<i>Although he/she has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.</i>
3	<i>Long pauses while he/she searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.</i>
2	<i>Long pauses while he/she searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.</i>
1	<i>Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.</i>
	Comprehensibility
6	<i>Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required.</i>
5	<i>The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.</i>
4	<i>Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help them to convey the message to seek clarification.</i>
3	<i>The listener can understand a lot of what is said, but they must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences</i>
2	<i>Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.</i>
1	<i>Hardly anything of what is said can be understood. Even when the listener makes a great effort to interrupt, the speaker is unable to clarify anything they seem to have said.</i>

(J.B Heaton : 1989)

Adapun rumus perhitungannya adalah yang sesuai dengan yang dikemukakan oleh Sugiyono (2013:49)

$$\text{Nilai} = \frac{\text{Jumlah Skor}}{\text{Total Skor}} \times 100$$

Malili, 28 Juli 2021

Disetujui,
Guru Bidang Study

Munakib, S.Pd
NIP.197801102006041015

Peneliti

Nur Wani
NIM. 17 0202 0133



Documentation of the learning process

Selamat pagi semuanya. Jadi hari ini pertemuan pertama bahasa Inggris dan saya Nur Wani guru bahasa Inggris penggantian Bapak Munakib untuk beberapa pertemuan ke depannya. Tapi sebelum itu saya mau adakan teks di awal pertemuan untuk mengukur kemampuan berbicaranya adik-adik sekalian. Adapun jenis tesnya itu merekam video menyampaikan hal-hal sebagai berikut:

1. Nama lengkap : My name is Nurwani Kadir.
2. Kelas : I am in the second grade.
3. Dan teks announcement lengkap yang temanya "Anniversary School".

Silahkan dikerjakan. Kalau ada pertanyaan atau yang tidak dimengerti silahkan ditanyakan.

Video yang adik-adik kirimkan sudah lumayan bagus. Namun tetap ada yang perlu dibenahi sedikit agar kedepannya bisa menjadi lebih baik. Yang nomor 1 dan paling sering itu kesalahan dibagian pengucapan. Tapi nanti bisa diperbaiki dengan lebih banyak berlatih. Dan kemudian kekurangan nomor dua itu dibagian kelancaran penyampainya, yang juga bisa diatasi dengan berlatih ke depannya.

Jadi sebelum masuk ke dalam materi, saya akan mengirimkan beberapa kosakata dalam bahasa Inggris melalui voice note dan setelah itu meminta adik-adik untuk merekam voice note menyebutkan kata-kata yang sama persis dengan yang saya ucapkan.

Adapun kosakatanya adalah :

Announcement
Reporting
Corona virus
Disease
Important
Something
Student
Urgent
Moreover
Greeting

Silahkan didengarkan dan direkam sebentar ya.

Assalamualaikum, selamat malam adik-adik. Sekedar mengingatkan untuk yang belum mengirimkan tugas membaca kosakata di pertemuan sebelumnya, harap segera dikirimkan paling lambat hari Selasa. Terima kasih

Kemudian, berikut ini ada beberapa tips bagaimana bisa berbicara dengan lancar.

1. Kuasai materi yang akan disampaikan. Seperti contohnya membaca berulang-ulang, memahami apa yang akan disampaikan, atau bahkan menghafalkannya.
2. Lakukan afirmasi diri. Maksudnya sampaikan ke diri sendiri bahwa I can do this, saya bisa lakukan ini.
3. Santai dan percaya diri. Tanamkan pada diri sendiri saya dan orang lain bisa melakukan kesalahan apapun, termasuk kesalahan pengucapan dan sebagainya.
4. Buat diri nyaman mungkin. Adik-adik bisa berbicara sambil duduk, sambil memainkan jari. Pokoknya lakukan hal-hal yang bisa buat adik-adik sekalian lebih percaya diri untuk bicara.
5. Terakhir ada latihan. Pribahasa "Practice makes better" bukan hanya sekedar omong kosong yang disampaikan tiap orang tua. Namun itu benar adanya. Dengan latihan orang-orang bisa menyampaikan apapun dengan leluasa.

Tugas pertemuan berikutnya. Saya meminta adik-adik untuk membuat rekaman suara membacakan teks announcement yang kalian buat sendiri, sesuaikan dengan aturan penulisan yang sudah saya berikan di pertemuan pertama. Dikumpulkan hari Rabu minggu depan.

Sambil menunggu pengerjaannya videonya. Sambil saya bagikan juga materi pembelajarannya ya.

I. Announcement (pengumuman) adalah pembentahan baik secara lisan maupun tulis yang ditujukan kepada orang lain/khalayak umum mengenai suatu informasi tertentu.

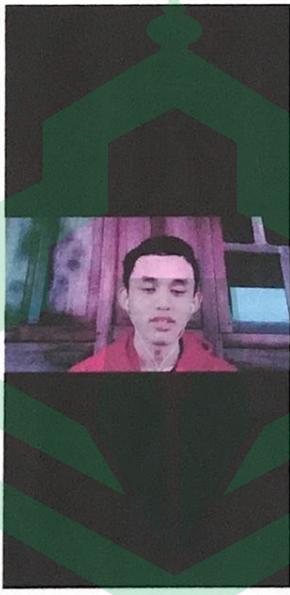
II. Social Function (Tujuan)
To give information formally to others of certain events. Yaitu untuk member informasi secara formal kepada orang lain mengenai event tertentu.

III. structure (struktur Teks)
Secara umum strukturnya adalah: Title dan Explanation/information, namun dapat dirinci sebagai berikut:

- Title (Judul)
 - Receiver (Penerima)
 - Content/Information (Isi/Informasi)
 - Sender (Pengirim)
- IV. Language Features (Unsur Kebahasaan)
Mostly we use simple present dan simple future tense. [Baca selengkapnya](#)

VI. Grammar Review
Forming nouns from verbs (Membentuk kata benda dari kata kerja). Untuk membuat kata benda dari kata kerja, kita dapat menambahkan sufiks seperti: -ion/-sion, -ment, -ance/-ence, -al.

Contoh:
- Register menjadi Registration
- Inform menjadi Information
- Decide menjadi Decision



Jadi materi untuk hari itu masih announcement text tapi di bagian materi spoke announcement? Apa itu spoken announcement?

Spoken announcement atau pengumuman lisan adalah sebuah jenis pengumuman yang diberitakan secara lisan. Biasanya dilakukan di pusat informasi dan kerap kali ditemui di tempat umum seperti bandara, rumah sakit, swalayan, bioskop, sekolah, dan tempat umum lainnya, di mana ramai terdapat kerumunan pengunjung.

Pengumuman jenis ini biasanya penting dan bersifat informatif, sehingga penting adanya untuk memahami beberapa contoh spoken announcement dalam bahasa Inggris agar di manapun kita berada, kita dapat selalu waspada akan keadaan situasi penting seperti ini, terutama jika kita berada di negara yang berbahasa Inggris.

Berikut adalah [Baca selengkapnya](#)

Dan karena masih ada beberapa dari adik-adik, maka ini akan saya kirimkan melalui link untuk

Ketik pesan

Ingat nah batas pengumpulan video itu sampai sebentar malam jam 9. Adapun isi videonya itu.

1. Nama dan asal kelas
2. Terus bacakan teks announcement

Jadi nanti itu di dalam video sebutki saja
My name is Nur wani, i am from the second grade at smkn 3 malili.

Terus baca miki ini teks:

Attention!
All members of English extracurricular at SMA N 5 Yogyakarta are highly recommended to join an English Competition held by English International Course. The competition information is in the following.
Date: 8th- 15th of January 2020
Time: 07.00 am - 12.00 pm

Mana tugastu dek? Kenapa belum dikumpulkan sampai sekarang?

Maaf bu, belum sempat ku kerja bu karna banyak tugastu yg lain bu bu. Masih bisa gih di kasih waktu untuk kerja bu?

Besok sore saja pale nah

Ohiya bu besokku ku kerja

Sampai jam berapa batas pengumpulan nya bu

Lebih ingat lebih baik dek. Kalo bisa sebelum ashar paling lambat nah

Oh iya bu makasih

Ketik pesan

Jadi materi untuk hari itu masih announcement text tapi di bagian materi spoke announcement? Apa itu spoken announcement?

Spoken announcement atau pengumuman lisan adalah sebuah jenis pengumuman yang diberitakan secara lisan. Biasanya dilakukan di pusat informasi dan kerap kali ditemui di tempat umum seperti bandara, rumah sakit, swalayan, bioskop, sekolah, dan tempat umum lainnya, di mana ramai terdapat kerumunan pengunjung.

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Berikut adalah [Baca selengkapnya](#)

Dan karena masih ada beberapa dari adik-adik, maka ini akan saya kirimkan melalui link untuk

Ketik pesan

Begitu mi ga bu

Coba rekam uangku dek, mi saja kita baca tulisannya

Annoumen
Celebrating the independens dei, the skul holds a specs kompetision for the students. Plis join en partisipet the kompetision wich will be held on Saturday, naimin august tu thousand and twen At the skul hall at seven Ey Em. If yu ar interes, plis konfirm to as befor saturday. The materiel is given bay the kommitte. Gren prias are evelevel for the compien. Preper yurself as well as posibel. Wi well be waiting for yur partisipiesien.

Okkeeee

Dan pada hari ini kakak akan menjelaskan materi tentang spoken announcement. Spoken announcement secara singkatnya bisa diartikan sebagai pengumuman lisan yang biasa ditemukan di tempat-tempat ramai seperti pasar, bandara, stasiun kereta dan sebagainya. Berikut adalah contoh dari Spoken Announcement.

"Good evening ladies and gentlemen, a wallet has been missing on the second floor of the building. If you have found it, please notify our security officer. Your cooperation will be greatly rewarded."

Untuk pengambilan nilai hari ini, saya akan membacakan teks spoken announcement terus, selanjutnya adik-adik mendengarkan suaranya dan merekam suara adik-adik mengikuti cara pengucapan saya ketika menyampaikan isi pengumuman tersebut.

Anisa
Good evening ladies and gentlemen, a wallet has been missing on the second floor of the building. If you have found it, please notify our security officer. Your cooperation will be greatly rewarded."

Anisa
1 Perambawang (2:14)

Silahkan didengarkan, diulang, dan dengarkan cara pengucapannya kemudian nanti kirim rekaman suara bacakan isi teks yang sama

Siapa nama lengkapita nak?

Hikma purnamayanti bu

Maaf miss saya ketua kelas Rm1 mau wakil teman temanku sampaikan kalo bisakah tidak merekam video miss? Karena banyak yang tidak cukup mision hpnya sama tidak cukup kuatnya kalo harus pake merekam videoku belajar.

Oke dek. Pertemuan berikutnya Inyia Allah tidak ada mi yang pakai video lagi

Iyaaa miss

Mana tugastu dek? Kenapa belum dikumpul sampai sekarang?

maaff bu belum sempat ku kerja karna ada tugass pelajaran kuu lain bisa di perpanjang waktunya dikumpul Bu?

Kalo besok sore bisajika kita kumpulkan?

Iyaaa bu

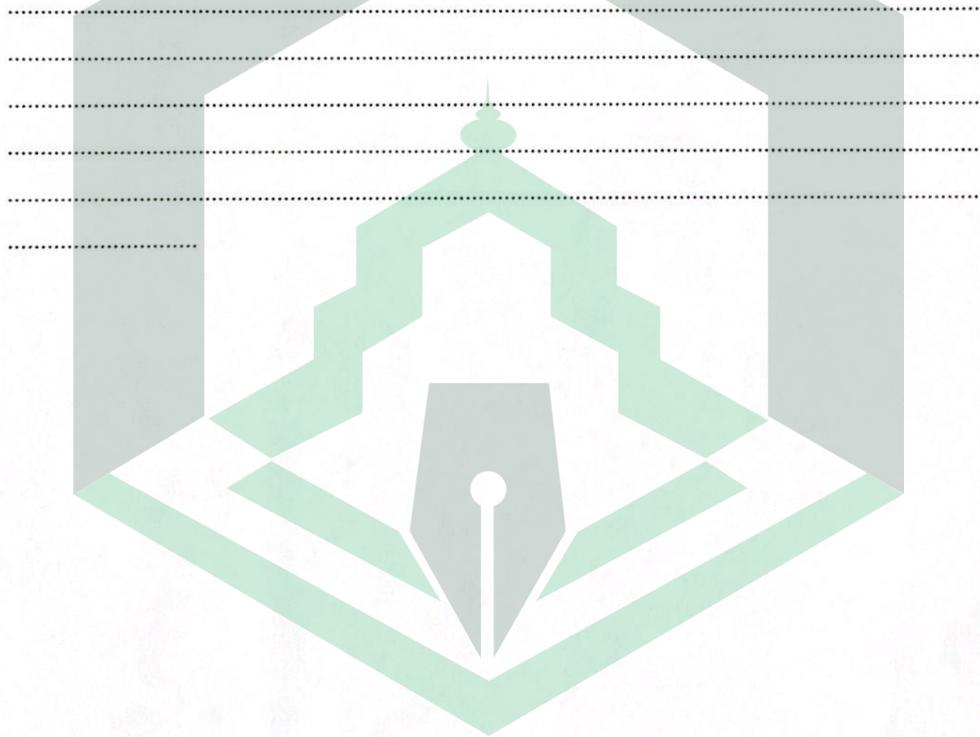
Iye besok sore saja pale setelah ashar nah Tolong ingatkanki teman-temanta yang lain

Ketik pesan

TEST
SIKLUS 1

1. Menuliskan nama, kelas, dan nomor induk siswa.
2. Menuliskan teks *announcement* dengan tema yang diberikan berdasarkan struktur teks yang sesuai.
3. Setelah itu meminta siswa merekam suara mereka menyampaikan isi teks yang telah mereka buat.
4. Batas waktu pengerjaan 40 menit.
5. Skor yang akan dihitung berdasarkan pada:
 - a. Struktur teks: Pembuka, Isi, dan Penutup.
 - b. Pengucapan

Theme: Anniversary School



Key Answer of Test Siklus 1

Name : Nur Wani
Class : VIII.1
Theme : Anniversary School

ANNOUNCEMENT

Inform to all students SMPN 3 Malili are invited to join some competitions to celebrate school anniversary. There are running, football, painting, and many other interesting competition. The event will be on:

Day/Date : Monday, 6th August 2021

Place : At school

Time : At 08.00 am

Because this is an important event, all students must attend. Please don't come late. For registration and more information please contact the organizers.

Nur
(082293011631)



TEST
SIKLUS 2

1. Menuliskan nama dan kelas siswa.
2. Menuliskan teks *announcement* dengan tema yang diberikan berdasarkan struktur teks yang sesuai.
3. Setelah itu meminta siswa merekam suara mereka menyampaikan isi teks yang telah mereka buat.
4. Batas waktu pengerjaan 40 menit.
5. Skor yang akan dihitung berdasarkan pada:
 - a. Struktur teks: Pembuka, Isi, dan Penutup.
 - b. Pengucapan

Theme: Lost Item



Key Answer of Test Siklus 2

Name : Nur Wani

Class : VIII.1

Theme : *Lost Item*

ANNOUNCEMENT

Attention shoppers,

Someone has just turned in a leather purse. It was found on the floor of the women's cloth department, if this purse is yours, please come to the customer service counter to claim it.

Thank you.



TEST
SIKLUS 3

1. Menuliskan nama, kelas, dan nomor induk siswa.
2. Menuliskan teks *announcement* dengan tema yang diberikan berdasarkan struktur teks yang sesuai.
3. Setelah itu meminta siswa merekam suara mereka menyampaikan isi teks yang telah mereka buat.
4. Batas waktu pengerjaan 40 menit.
5. Skor yang akan dihitung berdasarkan pada:
 - a. Struktur teks: Pembuka, Isi, dan Penutup.
 - b. Pengucapan

Theme: Independence Day



Key Answer of Test Siklus 3

Name : Nur Wani
Class : VIII.1
Theme : *Independence Day*

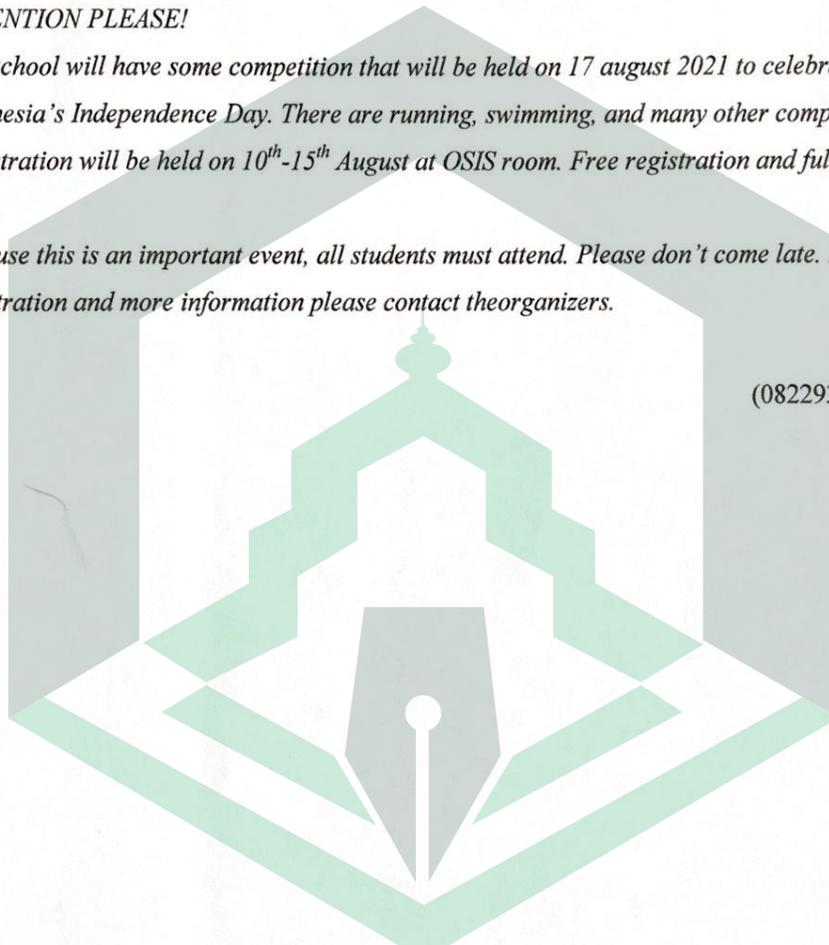
ANNOUNCEMENT

ATTENTION PLEASE!

Our school will have some competition that will be held on 17 august 2021 to celebrate Indonesia's Independence Day. There are running, swimming, and many other competition. Registration will be held on 10th-15th August at OSIS room. Free registration and full of price.

Because this is an important event, all students must attend. Please don't come late. For registration and more information please contact theorganizers.

Nur
(082293011631)



KISI-KISI TEST

Standar Kompetensi	Kompetensi Dasar	Materi	Bentuk Soal
1. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	1.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	<i>It's English Time</i>	Lisan



SILABUS

Kompetensi Dasar	Materi	Indikator	Nilai	Time	Sumber belajar	Penilaian
<p>3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaan teks pesan singkat dan pengumuman.</p>	<ul style="list-style-type: none"> • Fungsi sosial memberi informasi tindakan dilaksanakannya sesuai yang diharapkan • Struktur teks dapat mencakup: judul atau tujuan pengumuman informasi rinci yang diumumkan • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Unsur kebahasaan ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda <i>Nomina singular</i> dan <i>plural</i> dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> 	<ul style="list-style-type: none"> • Membaca dengan suara lantang setiap pengumuman/pemberitahuan, dengan ucapan dan tekanan kata yang benar • Menemukan perbedaan dan persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana dengan menggunakan analisis • Mempresentasikan hasil analisis tentang perbedaan dan persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana secara lisan dengan ucapan dan tekanan kata yang benar • Membuat pengumuman/pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas 	<p>Religius Mandiri Kejujuran Kerjasama Percaya diri Kerja sama</p>	<p>12 JP</p>	<ul style="list-style-type: none"> • Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell. Kelas VIII, Kemendikbud, Revisi Tahun 2017 • Kamus Bahasa Inggris 	<ul style="list-style-type: none"> - Lisan - Tertulis - Penugasan - Unjuk kerja - Portofolio - Tertulis
<p>3.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>) lisan dan tulis, sangat pendek dan sederhana, terkait</p>						

LEMBAR OBSERVASI SISWA SIKLUS 1

Mata Pelajaran : Bahasa Inggris
Materi : *Announcement Text*
Tanggal Pengamatan : Kamis, 05 Agustus 2021
Jumlah Siswa yang Diamati : 19 Siswa
Berilah tanda centang (✓) pada kolom skor sesuai dengan kondisi sebenarnya!

No	Students	Aspek yang dinilai					Total
		a	b	c	d	E	
1	S1	2	2	2	2	2	10
2	S2	2	2	2	2	2	10
3	S3	2	2	2	2	2	10
4	S4	2	2	2	2	2	10
5	S5	2	2	2	2	3	11
6	S6	2	2	2	2	3	11
7	S7	2	2	2	2	3	11
8	S8	2	2	2	2	2	10
9	S9	2	2	2	3	3	12
10	S10	2	2	2	2	2	10
11	S11	2	2	2	2	2	10
12	S12	2	2	2	3	3	12
13	S13	2	2	2	3	3	12
14	S14	2	2	2	2	3	11
15	S15	2	2	2	2	3	11
16	S16	2	2	2	2	3	11
17	S17	2	2	2	2	2	10
18	S18	2	2	2	2	2	10
19	S19	2	2	2	2	3	11

Aspek yang dinilai:

- a. Antusiasme siswa dalam mengikuti pembelajaran
 1. Siswa tidak antusias saat kegiatan pembelajaran berlangsung
 2. Siswa kurang antusias saat kegiatan pembelajaran berlangsung
 3. Siswa cukup antusias saat kegiatan pembelajaran berlangsung
 4. Siswa sangat antusias saat kegiatan pembelajaran berlangsung
- b. Keaktifan siswa saat bertanya
 1. Siswa tidak pernah bertanya selama kegiatan pembelajaran
 2. Siswa bertanya hanya sekali selama kegiatan pembelajaran
 3. Siswa bertanya tiga kali selama kegiatan pembelajaran
 4. Siswa selalu aktif memberikan pertanyaan selama kegiatan pembelajaran
- c. Keaktifan siswa memberikan ide dan pendapat
 1. Siswa tidak pernah memberikan ide tau pendapat
 2. Siswa satu kali memberikan ide tau pendapat
 3. Siswa tiga kali memberikan ide tau pendapat
 4. Siswa selalu memberikan banyak ide dan pendapat
- d. Pengerjaan tugas
 1. Siswa tidak pernah mengerjakan tugas yang diberikan
 2. Siswa hanya sekali mengerjakan tugas yang diberikan
 3. Siswa tiga kali mengerjakan tugas yang diberikan

4. Siswa selalu mengerjakan tugas yang diberikan
- e. Pengumpulan tugas berdasarkan batas waktu yang diberikan
 1. Siswa tidak mengumpulkan tugas yang diberikan
 2. Siswa mengumpulkan tugas terlambat sehari dari batas waktu yang diberikan
 3. Siswa mengumpulkan tugas terlambat beberapa jam dari batas waktu yang diberikan
 4. Siswa mengumpulkan tugas tepat waktu
- f. Mengerjakan tugas sesuai arahan yang diberikan
 1. Siswa tidak mengerjakan tugas yang diberikan
 2. Siswa mengerjakan tugas berbeda dengan arahan yang diberikan
 3. Siswa mengerjakan tugas sedikit melenceng dari arahan yang diberikan
 4. Siswa mengerjakan tugas sesuai dengan arahan yang diberikan

Rumus perhitungan persentase skor siswa:1

$$\frac{\text{Jumlah skor per indikator}}{\text{jumlah skor maksimal per indikator}} \times 100\%$$

Ada pun konversi persentase skor lembar observasi:

Skor	Interval Persentase (%)	Kriteria
5	$80 \leq P \leq 100$	Sangat tinggi
4	$60 \leq P \leq 100$	Tinggi
3	$40 \leq P \leq 100$	Sedang
2	$20 \leq P \leq 100$	Rendah
1	$0 \leq P \leq 100$	Sangat rendah

LEMBAR OBSERVASI SISWA SIKLUS 2

Mata Pelajaran : Bahasa Inggris
 Materi : *Announcement Text*
 Tanggal Pengamatan : Kamis, 12 Agustus 2021
 Jumlah Siswa yang Diamati : 19 Siswa

Berilah tanda centang (√) pada kolom skor sesuai dengan kondisi sebenarnya!

No	Student	Aspek yang dinilai					Total
		a	b	c	d	E	
1	S1	3	2	3	2	4	14
2	S2	2	2	2	2	2	10
3	S3	3	2	2	2	4	13
4	S4	3	2	2	2	4	13
5	S5	3	2	2	2	4	13
6	S6	2	2	2	2	2	10
7	S7	2	2	2	2	2	10
8	S8	2	2	2	2	2	10
9	S9	2	2	2	2	2	10
10	S10	3	2	2	2	4	13
11	S11	2	2	2	2	2	10
12	S12	3	2	2	2	4	13
13	S13	2	2	2	3	3	12
14	S14	3	2	2	2	4	13
15	S15	3	2	2	2	4	13
16	S16	3	2	2	2	4	13
17	S17	2	2	2	2	2	10
18	S18	3	2	2	2	4	13
19	S19	3	2	2	2	4	13

Aspek yang dinilai:

- a. Antusiasme siswa dalam mengikuti pembelajaran
 1. Siswa tidak antusias saat kegiatan pembelajaran berlangsung
 2. Siswa kurang antusias saat kegiatan pembelajaran berlangsung
 3. Siswa cukup antusias saat kegiatan pembelajaran berlangsung
 4. Siswa sangat antusias saat kegiatan pembelajaran berlangsung
- b. Keaktifan siswa saat bertanya
 1. Siswa tidak pernah bertanya selama kegiatan pembelajaran
 2. Siswa bertanya hanya sekali selama kegiatan pembelajaran
 3. Siswa bertanya tiga kali selama kegiatan pembelajaran
 4. Siswa selalu aktif memberikan pertanyaan selama kegiatan pembelajaran
- c. Keaktifan siswa memberikan ide dan pendapat
 1. Siswa tidak pernah memberikan ide tau pendapat
 2. Siswa satu kali memberikan ide tau pendapat
 3. Siswa tiga kali memberikan ide tau pendapat
 4. Siswa selalu memberikan banyak ide dan pendapat
- d. Pengerjaan tugas
 1. Siswa tidak pernah mengerjakan tugas yang diberikan
 2. Siswa hanya sekali mengerjakan tugas yang diberikan
 3. Siswa tiga kali mengerjakan tugas yang diberikan
 4. Siswa selalu mengerjakan tugas yang diberikan

- e. Pengumpulan tugas berdasarkan batas waktu yang diberikan
 1. Siswa tidak mengumpulkan tugas yang diberikan
 2. Siswa mengumpulkan tugas terlambat sehari dari batas waktu yang diberikan
 3. Siswa mengumpulkan tugas terlambat beberapa jam dari batas waktu yang diberikan
 4. Siswa mengumpulkan tugas tepat waktu
- f. Mengerjakan tugas sesuai arahan yang diberikan
 1. Siswa tidak mengerjakan tugas yang diberikan
 2. Siswa mengerjakan tugas berbeda dengan arahan yang diberikan
 3. Siswa mengerjakan tugas sedikit melenceng dari arahan yang diberikan
 4. Siswa mengerjakan tugas sesuai dengan arahan yang diberikan

Rumus perhitungan persentase skor siswa:

$$\frac{\text{Jumlah skor per indikator}}{\text{jumlah skor maksimal per indikator}} \times 100\%$$

Ada pun konversi persentase skor lembar observasi:

Skor	Interval Persentase (%)	Kriteria
5	$80 \leq P \leq 100$	Sangat tinggi
4	$60 \leq P \leq 100$	Tinggi
3	$40 \leq P \leq 100$	Sedang
2	$20 \leq P \leq 100$	Rendah
1	$0 \leq P \leq 100$	Sangat rendah

LEMBAR OBSERVASI SISWA SIKLUS 3

Mata Pelajaran : Bahasa Inggris
 Materi : *Announcement Text*
 Tanggal Pengamatan : Kamis,
 Jumlah Siswa yang Diamati :

Berilah tanda centang (√) pada kolom skor sesuai dengan kondisi sebenarnya!

No	Student	Aspek yang dinilai					Total
		a	b	c	d	e	
1	S1	3	2	3	2	4	14
2	S2	3	2	2	2	4	13
3	S3	3	2	3	2	4	14
4	S4	3	2	2	2	4	13
5	S5	3	2	2	2	4	13
6	S6	3	2	2	2	4	13
7	S7	3	2	2	2	4	13
8	S8	3	2	2	2	4	13
9	S9	3	2	2	2	4	13
10	S10	3	2	2	2	4	13
11	S11	2	2	2	2	2	10
12	S12	3	2	2	2	4	13
13	S13	3	2	2	2	3	12
14	S14	3	2	2	2	4	13
15	S15	3	2	2	2	4	13
16	S16	3	2	2	2	4	13
17	S17	2	2	2	2	2	10
18	S18	3	2	2	2	4	13
19	S19	3	2	2	2	4	13

Aspek yang dinilai:

- a. Antusiasme siswa dalam mengikuti pembelajaran
 1. Siswa tidak antusias saat kegiatan pembelajaran berlangsung
 2. Siswa kurang antusias saat kegiatan pembelajaran berlangsung
 3. Siswa cukup antusias saat kegiatan pembelajaran berlangsung
 4. Siswa sangat antusias saat kegiatan pembelajaran berlangsung
- b. Keaktifan siswa saat bertanya
 1. Siswa tidak pernah bertanya selama kegiatan pembelajaran
 2. Siswa bertanya hanya sekali selama kegiatan pembelajaran
 3. Siswa bertanya tiga kali selama kegiatan pembelajaran
 4. Siswa selalu aktif memberikan pertanyaan selama kegiatan pembelajaran
- c. Keaktifan siswa memberikan ide dan pendapat
 1. Siswa tidak pernah memberikan ide tau pendapat
 2. Siswa satu kali memberikan ide tau pendapat
 3. Siswa tiga kali memberikan ide tau pendapat
 4. Siswa selalu memberikan banyak ide dan pendapat
- d. Pengerjaan tugas
 1. Siswa tidak pernah mengerjakan tugas yang diberikan
 2. Siswa hanya sekali mengerjakan tugas yang diberikan
 3. Siswa tiga kali mengerjakan tugas yang diberikan
 4. Siswa selalu mengerjakan tugas yang diberikan

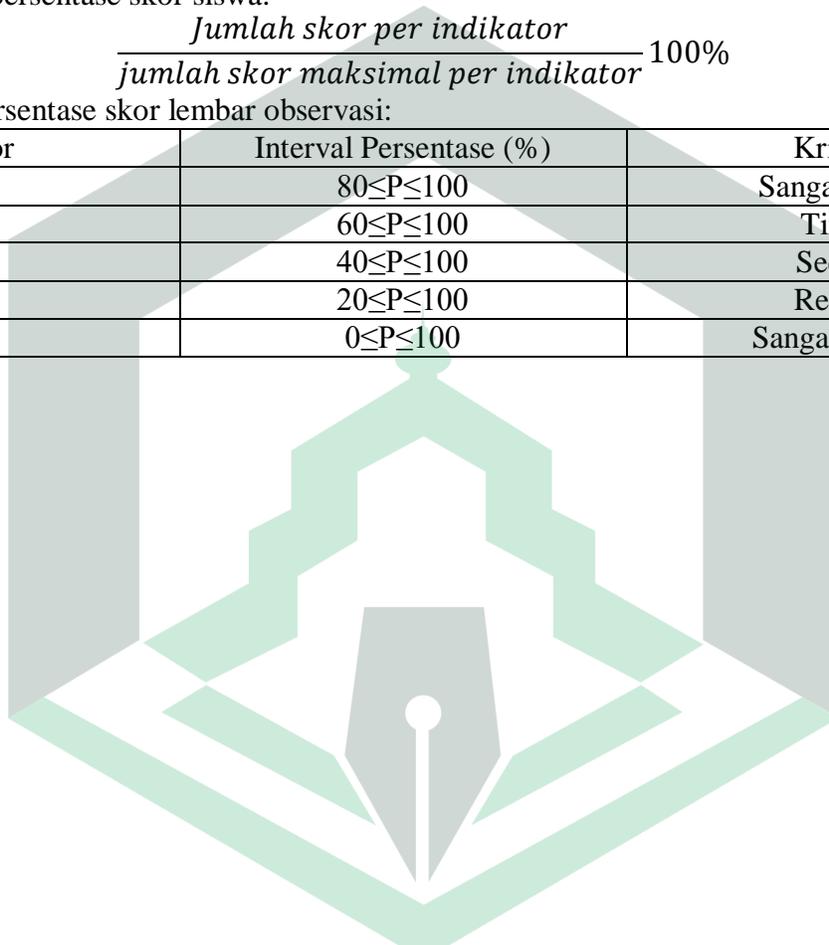
- e. Pengumpulan tugas berdasarkan batas waktu yang diberikan
 1. Siswa tidak mengumpulkan tugas yang diberikan
 2. Siswa mengumpulkan tugas terlambat sehari dari batas waktu yang diberikan
 3. Siswa mengumpulkan tugas terlambat beberapa jam dari batas waktu yang diberikan
 4. Siswa mengumpulkan tugas tepat waktu
- f. Mengerjakan tugas sesuai arahan yang diberikan
 1. Siswa tidak mengerjakan tugas yang diberikan
 2. Siswa mengerjakan tugas berbeda dengan arahan yang diberikan
 3. Siswa mengerjakan tugas sedikit melenceng dari arahan yang diberikan
 4. Siswa mengerjakan tugas sesuai dengan arahan yang diberikan

Rumus perhitungan persentase skor siswa:

$$\frac{\text{Jumlah skor per indikator}}{\text{jumlah skor maksimal per indikator}} \times 100\%$$

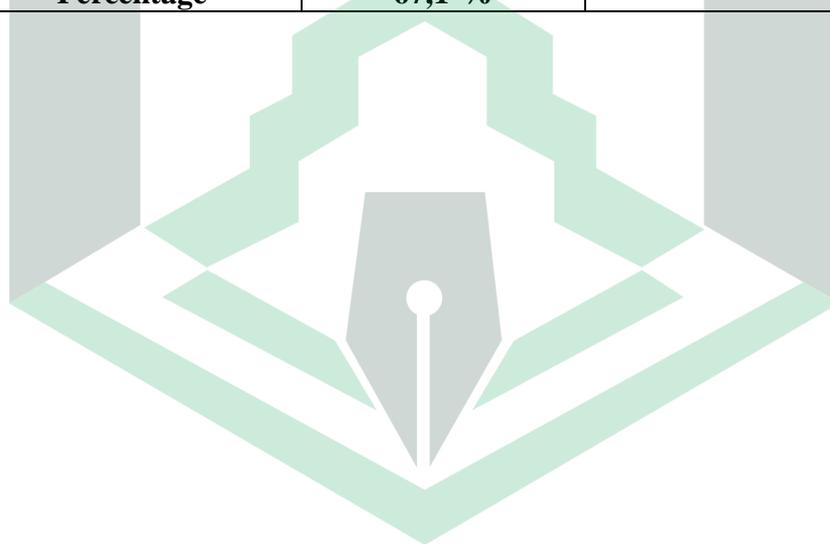
Ada pun konversi persentase skor lembar observasi:

Skor	Interval Persentase (%)	Kriteria
5	$80 \leq P \leq 100$	Sangat tinggi
4	$60 \leq P \leq 100$	Tinggi
3	$40 \leq P \leq 100$	Sedang
2	$20 \leq P \leq 100$	Rendah
1	$0 \leq P \leq 100$	Sangat rendah



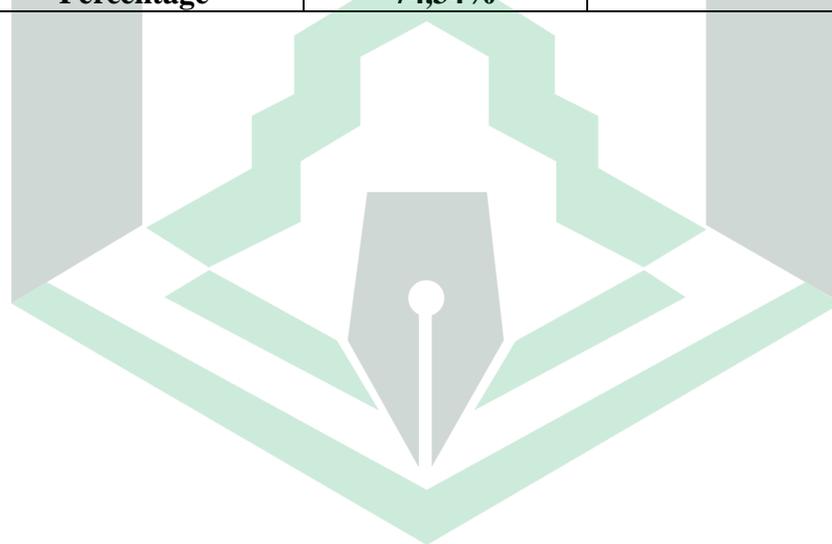
**NILAI HASIL OBSERVASI SISWA
SIKLUS 1**

No	Student	Nilai	Keterangan
1	S1	62,5	4
2	S2	62,5	4
3	S3	62,5	4
4	S4	62,5	4
5	S5	68,75	4
6	S6	68,75	4
7	S7	68,75	4
8	S8	62,5	4
9	S9	75	4
10	S10	62,5	4
11	S11	62,5	4
12	S12	75	4
13	S13	75	4
14	S14	68,75	4
15	S15	68,75	4
16	S16	68,75	4
17	S17	62,5	4
18	S18	62,5	4
19	S19	75	4
TOTAL		1.275	
Percentage		67,1-%	



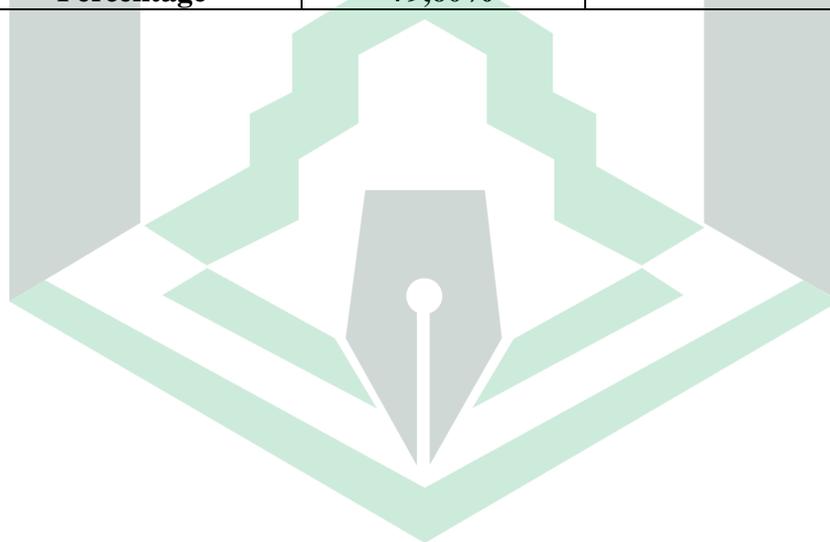
**NILAI HASIL OBSERVASI SISWA
SIKLUS 2**

No	Student	Nilai	Keterangan
1	S1	87,5	5
2	S2	62,5	4
3	S3	81,25	5
4	S4	81,25	5
5	S5	81,25	5
6	S6	62,5	4
7	S7	62,5	4
8	S8	62,5	4
9	S9	62,5	4
10	S10	81,25	5
11	S11	62,5	4
12	S12	81,25	5
13	S13	75	4
14	S14	81,25	5
15	S15	81,25	5
16	S16	81,25	5
17	S17	62,5	4
18	S18	81,25	5
19	S19	81,25	5
TOTAL		1.412,5	
Percentage		74,34%	



**NILAI HASIL OBSERVASI SISWA
SIKLUS 3**

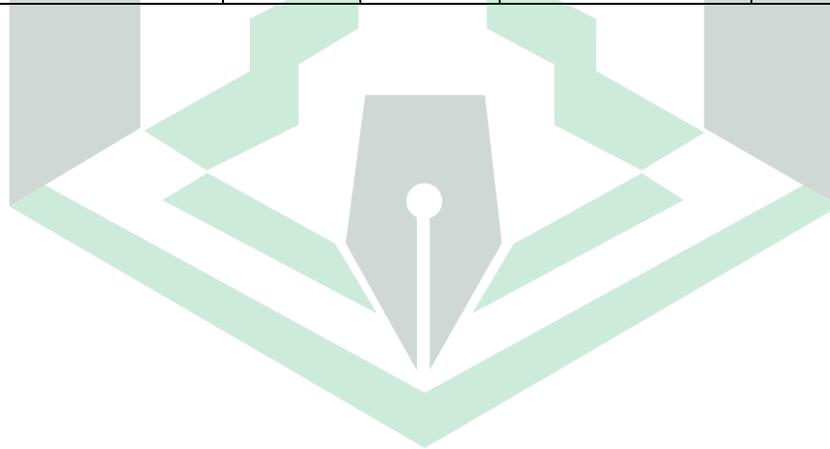
No	Student	Nilai	Keterangan
1	S1	87,5	5
2	S2	81,25	5
3	S3	87,5	5
4	S4	81,25	5
5	S5	81,25	5
6	S6	81,25	5
7	S7	81,25	5
8	S8	81,25	5
9	S9	81,25	5
10	S10	81,25	5
11	S11	62,5	4
12	S12	81,25	5
13	S13	75	4
14	S14	81,25	5
15	S15	81,25	5
16	S16	81,25	5
17	S17	75	4
18	S18	81,25	5
19	S19	81,25	5
TOTAL		1.512,5	
Percentage		79,60%	



The Result of Test Students

Cycle 1

Students	Fluency	Accuracy	Comprehensibility	Score
S1	5	5	5	83,33
S2	4	5	5	77,77
S3	5	5	5	83,33
S4	3	3	4	55,55
S5	3	4	4	61,11
S6	3	4	3	55,55
S7	3	3	4	55,55
S8	3	3	4	55,55
S9	3	3	3	50
S10	3	3	4	55,55
S11	3	4	4	61,11
S12	3	4	4	61,11
S13	5	5	5	83,33
S14	3	4	4	61,11
S15	3	3	4	55,55
S16	3	3	4	55,55
S17	3	3	4	55,55
S18	3	4	3	55,55
S19	4	5	5	77,77



Cycle 2

Students	Fluency	Accuracy	Comprehensibility	Score
S1	5	5	5	83,33
S2	5	5	5	83,33
S3	5	5	5	83,33
S4	5	4	5	77,77
S5	5	4	5	77,77
S6	5	4	5	77,77
S7	5	5	4	77,77
S8	5	4	5	77,77
S9	5	4	5	77,77
S10	5	5	5	83,33
S11	5	5	5	83,33
S12	5	4	5	77,77
S13	6	5	5	88,88
S14	5	4	5	77,77
S15	5	4	5	77,77
S16	5	4	5	77,77
S17	5	4	5	77,77
S18	5	4	5	77,77
S19	5	5	5	83,33



Cycle 3

Students	Fluency	Accuracy	Comprehensibility	Score
S1	6	5	6	94,44
S2	6	6	5	94,44
S3	6	5	5	88,88
S4	6	5	5	88,88
S5	5	4	5	77,77
S6	6	5	5	88,88
S7	5	4	5	77,77
S8	5	4	5	77,77
S9	6	5	5	88,88
S10	6	6	5	94,44
S11	6	5	6	94,44
S12	5	4	5	77,77
S13	6	6	5	94,44
S14	6	5	6	94,44
S15	6	5	6	94,44
S16	6	5	6	94,44
S17	6	6	5	94,44
S18	6	5	5	88,88
S19	6	5	5	88,88



LEMBAR VALIDASI RPP

Judul Skripsi : *Improving Students Speaking Skill at Reporting Announcement*
Text Using Project Based Learning for Grade 8th at SMPN 3
Malili

Nama Mahasiswa : Nur Wani

Nomor Induk Mahasiswa : 170202 0133

Program Studi : Pendidikan Bahasa Inggris

Penulis berharap kesediaan Bapak/Ibu validator untuk mengisi lembar validasi RPP yang dikembangkan dengan model *Project Based Learning*. RPP tersebut digunakan dalam pembelajaran dengan materi *reporting announcement* untuk siswa kelas VIII.1 SMPN 3 Malili pada semester ganjil. Hal ini bertujuan untuk mendapatkan RPP dengan kriteria valid.

Petunjuk :

1. Penilaian RPP ditinjau dari beberapa aspek, beri tanda cek (√) pada kolom skala penilaian sesuai dengan penilaian yang Bapak/Ibu berikan.

Keterangan skala penilaian:

- 1 : tidak baik
- 2 : kurang baik
- 3 : cukup baik
- 4 : baik
- 5 : sangat baik

2. Untuk penilaian RPP secara umum, beri tanda cek (√) pada kotak di samping kriteria kesimpulan penilaian sesuai dengan penilaian yang Bapak/Ibu berikan.

Kriteria kesimpulan penilaian:

- TR : dapat digunakan tanpa revisi
- RK : dapat digunakan dengan revisi kecil
- RB : dapat digunakan dengan revisi besar
- PK : belum dapat digunakan dan masih perlu konsultasi

3. Bila menurut Bapak/Ibu validator RPP ini perlu adanya revisi, mohon ditulis pada bagian komentar dan saran guna perbaikan RPP ini.

Penilaian Ditinjau dari Beberapa Aspek

No	Aspek yang Dinilai	Skala Penilaian				
		1	2	3	4	5
Format						
1	Kelengkapan RPP (memuat komponen-komponen RPP, yaitu identitas, tujuan pembelajaran, materi, metode, kegiatan pembelajara, sumber belajar, dan penilaian)					✓
2	Penulisan RPP (penomoran, jenis, dan ukuran huruf)				✓	
Isi						
3	Kesesuaian indikator pembelajaran dengan kompetensi dasar				✓	
4	Kesesuaian materi prasyarat dengan materi yang akan diajarkan				✓	
5	Kesesuaian kegiatan pembelajaran dengan model <i>project based learning</i>				✓	
6	Langkah-langkah pembelajaran dijabarkan dengan jelas					✓
7	Kesesuaian perkiraan alokasi waktu dengan kegiatan yang dilakukan				✓	
Bahasa						
8	Penggunaan bahasa sesuai dengan kaidah bahasa Indonesia yang baik dan beanr				✓	
9	Bahasa yang digunakan singkat, padat, jelas, dan tidak menimbulkan pengertian ganda				✓	

Penilaian Umum

Kesimpulan penilaian secara umum Rencana Pelaksanaan Pembelajaran (RPP) ini:

- TR, yang berarti “dapat digunakan tanpa revisi”
- RK, yang berarti “dapat digunakan dengan revisi kecil”
- RB, yang berarti “dapat digunakan dengan revisi besar”
- PK, yang berarti “belum dapat digunakan dan masih perlu konsultasi”

Komentar dan Saran Perbaikan

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.....
.....
.....
.....

Palopo, ²² Juli2021

Validator



(Dr. Masruddin, S.S., M.Hum.)



LEMBAR VALIDASI MATERI

Judul Skripsi : *Improving Students Speaking Skill at Reporting Announcement Text Using Project Based Learning for Grad 8th at SMPN 3Malili*

Nama Mahasiswa : Nur Wani

Nomor Induk Mahasiswa : 170202 0133

Program Studi : Pendidikan Bahasa Inggris

Penulis berharap kesediaan Bapak/Ibu validator untuk mengisi lembar validasi materi yang dikembangkan dengan model *Project Based Learning*. Materi tersebut digunakan dalam pembelajaran dengan materi *reporting announcement* untuk siswa kelas VIII.1 SMPN 3 Malili pada semester ganjil. Hal ini bertujuan untuk mendapatkan materi dengan kriteria valid.

Petunjuk :

1. Penilaian materi ditinjau dari beberapa aspek, beri tanda cek (√) pada kolom skala penilaian sesuai dengan penilaian yang Bapak/Ibu berikan.

Keterangan skala penilaian:

- 1 : tidak baik
- 2 : cukup baik
- 3 : baik
- 4 : sangat baik

2. Untuk penilaian materi secara umum, beri tanda cek (√) pada kotak di samping kriteria kesimpulan penilaian sesuai dengan penilaian yang Bapak/Ibu berikan.

Kriteria kesimpulan penilaian:

- TR : dapat digunakan tanpa revisi
- RK : dapat digunakan dengan revisi kecil
- RB : dapat digunakan dengan revisi besar
- PK : belum dapat digunakan dan masih perlu konsultasi

3. Bila menurut Bapak/Ibu validator materi ini perlu adanya revisi, mohon ditulis pada bagian komentar dan saran guna perbaikan materi ini.

Aspek	No	Indikator	Skala Penilaian			
			1	2	3	4
Isi	1	Bagaimana kesesuaian materi dengan indikator yang akan dicapai siswa				✓
	2	Bagaimana manfaat materi untuk penambahan wawasan pengetahuan siswa				✓
	3	Bagaimana kemudahan dalam memahami dalam memahami materi pembelajaran			✓	
	4	Bagaimana kebenaran substansi dalam materi pembelajaran			✓	
Konstruksi	5	Kebermaknaan dalam materi pembelajaran				✓
	6	Bagaimana kejelasan dalam tujuan pembelajaran				✓
	7	Pemberian motivasi				✓
	8	Bagaimana urutan penyajian dalam materi pembelajaran				✓
	9	Bagaimana sistematika materi pembelajaran				✓
	10	Bagaimana mengenai kelengkapan informasi				✓
Bahasa	11	Kejelasan dalam memberikan informasi				✓
	12	Keterbacaan			✓	
	13	Bagaimana penggunaan bahasa yang efektif dan efisien			✓	
	14	Bagaimana penggunaan teks yang menarik dan mengarah pada konsep			✓	
	15	Bagaimana penggunaan bahasa yang komunikatif			✓	

Penilaian Umum

Kesimpulan penilaian secara umum

Materi ini:

- TR, yang berarti “dapat digunakan tanpa revisi”
- RK, yang berarti “dapat digunakan dengan revisi kecil”
- RB, yang berarti “dapat digunakan dengan revisi besar”
- PK, yang berarti “belum dapat digunakan dan masih perlu konsultasi”

Komentar dan Saran Perbaikan

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.....
.....

Palopo, 22 Juli2021

Validator



(Dr. Masrudin, S.S., M.Hum.)

LEMBAR VALIDASI SOAL TEST

Judul Skripsi : *Improving Students Speaking Skill at Reporting Announcement Text Using Project Based Learning for Grade 8th at SMPN 3 Malili*

Nama Mahasiswa : Nur Wani

Nomor Induk Mahasiswa : 170202 0133

Program Studi : Pendidikan Bahasa Inggris

Penulis mengharap kesediaan Bapak/Ibu validator untuk mengisi lembar validasi soal yang dikembangkan dengan model *Project-Based Learning*. Soal tersebut digunakan dalam pembelajaran dengan materi *reporting announcement* untuk siswa kelas VIII.1 SMPN 3 Malili pada semester ganjil. Hal ini bertujuan untuk menyajikan soal *test* dengan kriteria valid.

Petunjuk :

1. Penilaian materi ditinjau dari beberapa aspek, beri tanda cek (√) pada kolom skala penilaian sesuai dengan penilaian yang Bapak/Ibu berikan.

Keterangan skala penilaian:

- 1 : tidak baik
- 2 : kurang baik
- 3 : cukup baik
- 4 : baik
- 5 : sangat baik

2. Untuk penilaian materi secara umum, beri tanda cek (√) pada kotak di samping kriteria kesimpulan penilaian sesuai dengan penilaian yang Bapak/Ibu berikan.

Kriteria kesimpulan penilaian:

- TR : dapat digunakan tanpa revisi
- RK : dapat digunakan dengan revisi kecil
- RB : dapat digunakan dengan revisi besar
- PK : belum dapat digunakan dan masih perlu konsultasi

3. Bila menurut Bapak/Ibu validator RPP ini perlu adanya revisi, mohon ditulis pada bagian komentar dan saran guna perbaikan RPP ini.

No	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan tujuan penelitian					✓
2	Kejelasan petunjuk pengerjaan soal				✓	
3	Kejelasan maksud dari soal				✓	
4	Kemungkinan soal dapat terselesaikan					✓
5	Kalimat soal tidak mengandung arti ganda					✓
6	Rumusan kalimat soal menggunakan bahasa yang sederhana bagi siswa mudah dipahami dan menggunakan bahasa yang dimengerti oleh siswa				✓	

Penilaian Umum

Kesimpulan penilaian secara umum

Materi ini:

- TR, yang berarti "dapat digunakan tanpa revisi"
- RK, yang berarti "dapat digunakan dengan revisi kecil"
- RB, yang berarti "dapat digunakan dengan revisi besar"
- PK, yang berarti "belum dapat digunakan dan masih perlu konsultasi"

Komentar dan Saran Perbaikan

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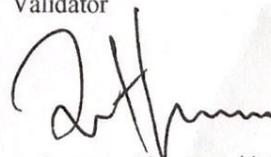
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Palopo, 22 Juli 2021

Validator



(Dr. Macruddin, S.S., M.HUM.)

LEMBAR VALIDASI LEMBAR OBSERVASI

Judul Skripsi : *Improving Students Speaking Skill at Reporting
Announcement Text Using Project Based
Learning for Grade 8th at SMPN 3Malili*

Nama Mahasiswa : Nur Wani

Nomor Induk Mahasiswa : 170202 0133

Program Studi : Pendidikan Bahasa Inggris

Penulis mengharap kesediaan Bapak/Ibu validator untuk mengisi lembar validasi lembar observasi yang dikembangkan dengan model *Project Based Learning*. Lembar observasi tersebut digunakan dalam pembelajaran dengan materi *reporting announcement* untuk siswa kelas VIII.1 SMPN 3 Malili pada semester ganjil. Hal ini bertujuan untuk mendapatkan hasil observasi dengan kriteria valid.

Petunjuk :

1. Penilaian materi ditinjau dari beberapa aspek, beri tanda cek (√) pada kolom skala penilaian sesuai dengan penilaian yang Bapak/Ibu berikan.

Keterangan skala penilaian:

- 1 : tidak baik
- 2 : kurang baik
- 3 : cukup
- 4 : baik
- 5 : sangat baik

2. Untuk penilaian materi secara umum, beri tanda cek (√) pada kotak di samping kriteria kesimpulan penilaian sesuai dengan penilaian yang Bapak/Ibu berikan.

Kriteria kesimpulan penilaian:

- TR : dapat digunakan tanpa revisi
- RK : dapat digunakan dengan revisi kecil
- RB : dapat digunakan dengan revisi besar
- PK : belum dapat digunakan dan masih perlu konsultasi

3. Bila menurut Bapak/Ibu validator materi ini perlu adanya revisi, mohon ditulis pada bagian komentar dan saran guna perbaikan materi ini.

No	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Format Observasi: a. Format jelas sehingga memudahkan melakukan penilaian b. Proporsional				✓ ✓	
2	Isi: a. Dirumuskan secara jelas dan operasional sehingga mudah diukur b. Kesesuaian dengan tujuan pembelajaran c. Dapat digunakan untuk mengukur keterampilan siswa				✓ ✓	✓
3	Bahasa dan Tulisan: a. Bahasa yang digunakan baik dan benar b. Menggunakan bahasa yang mudah dipahami c. Penyampaian petunjuk jelas d. Penulisan mengikuti aturan EYD				✓ ✓	✓ ✓

Penilaian Umum

Kesimpulan penilaian secara umum

Materi ini:

- TR, yang berarti "dapat digunakan tanpa revisi"
- RK, yang berarti "dapat digunakan dengan revisi kecil"
- RB, yang berarti "dapat digunakan dengan revisi besar"
- PK, yang berarti "belum dapat digunakan dan masih perlu konsultasi"

Komentar dan Saran Perbaikan

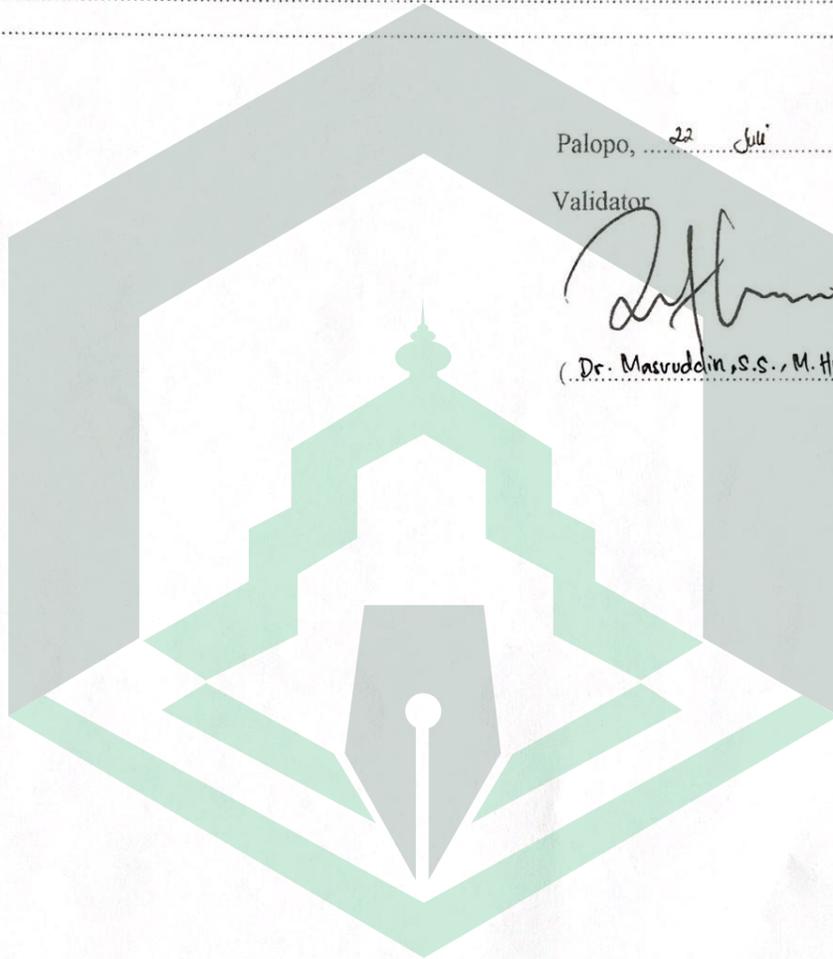
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Palopo, ²² Juli 2021

Validator



(Dr. Masruddin, S.S., M.Hum.)





INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.721/In.19/FTIK/PBI/PP.00.9/11/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Nur Wani
NIM : 17 0202 0113
Semester : X (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 11 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 09 November 2021

Mengetahui,
Ketua Prodi,

Admin Turnitin PBI,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001