IMPROVING STUDENT'S SPEAKING SKILL USING PROJECT BASED

LEARNING TO THE EIGHTH GRADE OF SMP MUHAMMADIYAH

DARUL ARQOM KARANGANYAR

IN THE ACADEMIC YEAR 2022/2023

THESIS

Submitted as Partial Requirements for the Degree of Sarjana

By:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

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Assalamu'alikum Wr. Wb

After reading thoroughly and giving necessary. Here with, as the advisors, we state that the thesis of

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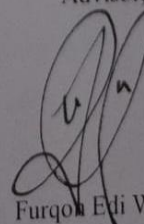
has already fulfilled the requirement to be presented before the board of examiners (Munaqosyah) to gain Degree of Undergraduated in English Language Education.

Thank You for your attention

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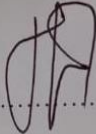
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RETIFICATION

This is to certify that the Undergraduated Degree thesis entitled "Improving Student's Speaking Skill Using Project Based Learning to The Eighth Grade at SMP Muhammadiyah Darul Arqom Karanganyar in The Academic Year 2022/2023" by Ivan Adi Firdaus has been approved by the Board of Thesis Exminers as the requirments for Undergraduated Degree in English Language Education

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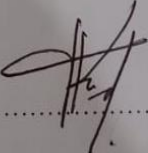
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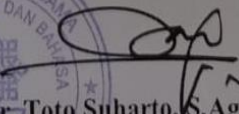Main Examiner: **Ika Sulistyarini, M.Pd**   (......................)

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DEDICATION

Alhamdulillahirabbil'alamin. Thanks to Allah SWT who has given all the blessing. I would dedicate this thesis to the people who I love so much.

1. My Beloved Parents, my mother Indarti and my father Jumadi. Thanks for all that you do. Thanks for everything you give. It all means a lot to me.

2. My Beloved Brothers, my old brother Rifai Agung Stya Pambudi and his wife Roshida Churil Sholihah and also my young brother Sulton Tahta Zulfa Adiar Alamshah. You're the best brothers in the world. Thank you for everything you give and you have done to me.

3. All My Friends of PBI 2018, especialy for PBI F. Thank you so much for always help and support me. Thank you for our friendship so that my four-years in this university becomes more meaningful.

4. My Almamater Raden Mas Said State Islamic University of Surakarta.

MOTTO

"

When life gets you down, do you wanna know what you've gotta do? Just keep

swimming!

"

DORY, FINDING NEMO

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "**IMPROVING STUDENT'S SPEAKING SKILL USING PROJECT BASED LEARNING TO THE EIGHTH GRADE OF SMP MUHAMMADIYAH DARUL ARQOM KARANGANYAR IN THE ACADEMIC YEAR 2022/2023**" is my real masterpiece. The things out my masterpiece this thesis were signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies. I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, 24 May 2023

Stated by

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis would be useful for the next researcher in particular and readers in general.

Sukoharjo, 19 May 2023

The researcher

Ivan Adi Firdaus

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ABSTRACT

Ivan Adi Firdaus. (2023). *"IMPROVING STUDENT'S SPEAKING SKILL USING PROJECT BASED LEARNING TO THE EIGHTH GRADE OF SMP MUHAMMADIYAH DARUL ARQOM KARANGANYAR IN THE ACADEMIC YEAR 2022/2023".* Thesis. English Language Education. Cultures and Languages Faculty.

This research is about improving student's speaking skill using Project Based Learning. In the project based learning method, students sit together, face each other, and talk freely about the problems. They sit in a circle and discuss problems to be solved. The objectives of this research is to know the implementation of project based learning to improve student's speaking skill at the eighth grade of SMP Muhammadiyah Darul Arqom Karanganyar.

This research was Classroom Action Research. The subject of this research were the students from classes VIII F that consist 29 female students. Data collected was carried out by two methods, namely qualitative and quantitative. In collecting qualitative data, the instruments used was observation sheet. The observation sheets was used to monitor activities carried out by the researcher and students in the classroom. In addition, to collect quantitative data, the researcher used instrument tests. There were 2 cycle in this research each cycle consisted 3 meeting. Two meetings were for teaching students by using Project Based Learning and one meeting was for cycle 1 and cycle 2 test The students were given three stages of the test, namely pre-test, post-test 1, and post-test 2.

The result showed that Project Based Learning can improve students speaking skill at the eighth grade of SMP Muhammadiyah Darul Arqom Karanganyar. The improvement was showed by the student's achievments average score in pre-test (53.44), post-test 1 (69.06) and average score in cycle II was (82.27). The researcher calculated the percentage of student score classes that reach KKM 70 that there were 26 students or 89,65% who scored above the minimum creteria. meanwhile, there were 3 students who scored below the

criteriaIt showed that there was a significant improvement in students' speaking skill. So, it can be concluded that Project Based Learning can improve speaking skill in class VIII F.

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four language skills that learners have to know such us reading, writing, listening and speaking. Among the four key language skills, speaking is deemed to be the most important skill in learning a foregin or second language (Rao, 2019). Speaking skill is meaning tools communication to other or speaking is way to bring message from one person to another interact with them (Riani, 2013). Speaking is one of ways to express our intentions, hopes, opinions, viewpoints directly and easily. It means we have to understands what people say to us.

Speaking, especially in a foreign language is a very necessary activity for all ages of learners (Waode, 2018). One of an assential skill that we must mastered when we learning foreign language is speaking skill. We know that communication is hard without speaking. So, from some skills that have been mentioned, speaking skill is one of the most importants skill. Speaking skill can be a sign that we have successfully learning new language. Although you are from non-English students it doesn't mean learning English is not an important thing. On the other hand, nowdays mastering foregin language is very important because when you want to apply for a job need speaking skill to add your value. Sometimes companies have significant relationships, especially with other foreign companies from various countries. Learning English will be useful for us because learning English is a common way to

communicate with others who speak foreign language Dewi H (2016). So, we must learning or mastering foregin language expecially English as international languange. In the speaking learning process when students try to learn how to speak there will be some problem that make the learner feel difficult. The problems are sometimes students feel confuse, not confidents and afraid to try speak in English. They afraid get criticism from their friends it makes the students feel shy to practice their speaking skill.

The researcher has conducted pre-research on 17 November 2022, besade on pre-research at eighth grade (VIII F) of SMP Muhammadiyah Darul Arqom Karanganyar in the academic year 2022/2023. The reseacher found similar problem at SMP Muhammadiyah Darul Arqom Karanganyar,such as: a) The students look difficult and confuse when they are trying to speak in English b) Students loss their confidence when try to speak in English so the students can not say something perfectly c) They look confuse to find an idea in producing sentences while speaking, they do not understand what the words that they have to say but there are students who know some words to say in their mind but they can not find an idea in forming sentences while speaking so they look confuse and hard to say something, so the students can not say something perfectly. d) The students look afraid to make mistakes when they try to speak in English. c) The teacher has never implemented or tried to use project based learning method in teaching speaking skill.

There are some reasons why the researcher choose this school especialy class VIII F of SMP Muhammadiyah Darul Arqom Karanganyar to be a subject of the research. First reason is ability of speaking in this class still low, it looks when the teacher asks students to speak in English they look confused and scared of being wrong when they speak English. The second reason, there is still a lack of students' skill in speaking, especially in pronunciation, vocabulary, fluency and grammar. So, the students can not speak in English perfectly. The researcher want to give best method to the object of research for improving speaking skill expecialy in pronunciation, vocabulary, fluency and grammar.

Based on problems above the teacher can assist learners improve their speaking and overall oral proficiency by assessing what successful speakers do, what speaking assignments might be employed in the class, and what specific needs learners report. Based on the previous statements, the researcher attempted to introduce a method that teachers can use to improve their teaching methods, especially in teaching English speaking skill. This method namely is Project Based Learning. According to Thomas (2000) he argues that Project-Based Learning is a learning model that provides an opportunity for students to actively participate in making a project within the group or individual work to improve English language skills, especially in speaking skills (ability to speak).

Furthermore, in the project based learning method, students sit together, face each other, and talk freely about the problems. They sit in a

circle and discuss problems to be solved. This situation creates free communication in which students use language freely and without shame in the classroom. So, this learning method uses a project or something as a learning activity to achieve student understanding such as attitudes, knowledge and skills competencies. There are the three main stages of project-based learning namely, planning, implementation and reporting. The first stages are a planning, planning consists of five activities: choosing a project topic, pre-communication activities, basic questions, designing a project plan, and creating a project timeline. Second, implementation by completing the project. Third, reporting by assessing the project results and evaluting the project as well as evaluating project result in learning activity should be done in this stage.

In this research the researcher uses two previous study, the first previous is a thesis from Darmaji (2018) in his thesis entitled The Role of Project-Based Learning Method in Improving The Students' Speaking Skill at SMK N 1 Kraksaan. This research was intended to investigate the effect of Project-Based Learning on the improvement of the students' speaking skill. Therefore, the research design applied was experimental research design. The instruments used in this study were speaking pre-test and post-test. The speaking tests were used as the main sources to determine the homogeneity of the students' speaking ability to prior to the treatment and to measure the effectiveness of the treatment. Darmaji said that Project-Based Learning was one of a proper teaching and learning method which provided the positive

outcomes of the teaching and learning of English. The differences between the studies of researcher conducts and the research conducted by Darmaji are used experimental research design. However, the researcher uses classroom action research. The other journal was conducted by Dewi H (2016) entitled Project Based to Improve Speaking Skills where the subject of this research is the grade eleven. The data and the findings in this study were collected from the cycles that consisted of the planning of the action, the implementation of the action, and the analysis and reflection after each of two cycles. Dewi concludes that the PBL technique is an appropriate and effective teaching-learning technique to be implemented in speaking classes. All the criteria for effectiveness in the teaching-learning of speaking showed improvement. The differences between the studies of researcher conducts and the research conducted by Dewi the research object is senior high school. However, the researcher used junior high school level as the object of the research.

Based previous study above that show how project based learning method give positive impact in improving students's speaking skill. The researcher also would like to do classroom action research under the title "Improving Students's Speaking Skill Using Project Based Learning A Classroom Action Research to eighth grade at SMP Muhammadiyah Darul Arqom Karanganyar in the academic year 2022/2023" the other reason why the researcher chose the title is because in the eighth grade at SMP Muhammadiyah Darul Arqom Karanganyar especially VIII F class, the teacher never used project based learning in teaching speaking skill so that is

why the researcher wants to help the teacher find a best method to teach speaking skill.

The novelty in this research, when this research compared with previous studies, the object used in previous studies were mostly senior high school students or college students. Whereas, this reseach will be conducted in junior high school that only consist of 29 female students. Considering the preceding issues mentioned above, researcher would like to do classroom action research under the title "**Improving Students's Speaking Skill Using Project Based Learning to The Eighth Grade at SMP Muhammadiyah Darul Arqom Karanganyar in The Academic Year 2022/2023**"

B. Identification of Problems

According to the background of study above, the researcher identifies the problems of this study that would be investigated in the study, as follows:

1. Nothing to say, the students look confuse when they try to speak in English

2. Students loss their confidence when try to speak in English so the students can not say something perfectly.

3. The students do not understand what the words that they have to say but there are students who know some words to say in their mind but they can not find an idea in forming sentences while speaking.

4. The students feel afraid to make mistakes when they try to speak in English.

5. The teacher has never implemented or tried to use project based learning method in teaching speaking skill. The teacher is not used specific method to teaching speaking skill.

C. Limitation of the Problems

Besed on the background of the research above the researcher makes limitations to the both of object and subject of the research to avoid the large scope of discussion. The object of the research focuses on to know how project based learning can improve students's speaking skill to the eighth grade of SMP Muhammadiyah Darul Arqom Karanganyar in the academic year 2022/2023. The researcher want to give best method to the object of research for improving speaking skill expecialy in pronunciation, vocabulary, fluency and grammar The subject of the research is the eighth grade at SMP Muhammadiyah Darul Arqom Karanganyar in the academic year 2022/2023. The researcher chose VIII F Class for the subject of the research. The sample taken is one class (VIII F) amounting to about 29 female students.

D. Formulation of the Problems

Based on the background of study and the limitation of problem, the researcher formulates the research question, as; Is there any improvement in students' speaking skill by using Project Based Learning at the eighth grade

of SMP Muhammadiyah Darul Arqom Karanganyar in the academic year 2022/2023?

E.   Objectives of the Study

Based on the research questions, objectives of this study is to know the implementation of project based learning to improve students's speaking skill at the eighth grade of SMP Muhammadiyah Darul Arqom Karanganyar in the academic year 2022/2023.

F.   Benefits of the Study

There are many benefits of the research which can be useful for students, teachers, and also for the researcher.

a. For teacher

The English teacher can improve the teaching technique or process by using based on learning project.

b. For student

Students are expected to get better in their speaking and also they are expect to have more confident with their ability so they are not be afraid when they want to speak in English. The important thing is to encourage students to develop and practice communication skills.

c. For Researchers

The researcher gets of the utmost importance experience, which can be used to teaching speaking skill to improve learning quality.

G. Definition of Key Terms

There are some key terms to clarify this study so these are some definition of the key terms, those key terms are:

a. Speaking skill

Speaking skill is the activity of using verbal and non-verbal symbols in specific languages, situations, and contexts to express oneself in a situation or to express different ideas among people in a community (Colle, 2022).

b. Project Based Learning

Project-based learning is an active, student-centered form of instruction that is characterized by student autonomy, constructive inquiry, goal setting, collaboration, communicate and reflect within the framework of actual activities (S. Krajick Joseph, 2012). Project-Based Learning helps students improve skills in learning apart from making students active. Students are expected to be able to solve problems individually or in groups

c. Classroom Action Research

Ur (1996: 328) states that classroom action research is carried out by teachers on phenomena in their own classrooms (Khasinah, 2013). It is intended primarily to improve the quality of teacher-researchers teaching process itself and is carried out based on a cycle of inquiry, action, and reinvestigation by two or more collaborating teachers.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical review

1. The Concept of Speaking

a. Definition of Speaking

As we know speaking is one of the most productive activities in daily situations, and it is also the most crucial language skill because speaking is the essential skill required to carry on a communication. Speaking is an interactive process for constructing and receiving information (Afrizal, 2015). It means with speaking we can easy to get information from other speaker who said orraly. In addition Nunan (2003, p.48) he argues that speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning (Tugrul, 2012). Speaking is the ability in using organ to explore ideas, intentions, thought and feelings to other people as way to make the message cleary delivered and weel understood by the hearer (Bygate, 1987). Speaking is interactive and requires the abibilty to co-operate in the management of speaking turns (Thornbury, 2005) by learning speaking skill, learners or students will learn how to interact with other and the students will know how to express language communication. Speaking is the processof sharing information between speaker and listener in any circumstances" (Asrida, 2014)

From the definitions of speaking above, it can be concluded that speaking is the most improtant skill that students have to master. Besides, speaking used to sharing our ideas, information or feelings orraly with speaking students will learn some skills such as pronounciation, vocabulary and fluency in speaking english. If students can master speaking English perfecly it will be useful to communication with other people who used foregin language too.

b. Elements of Speaking

According to Harmer (1991) he argues that there are six elements in speaking (Shalihah, 2020). They are:

a) Vocabulary

Vocabulary is words that are remembered by a person or group in a language. According to Aqahtani (2015) he argues that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning.

We know that without mastering vocabbulary we can not or it is impossible to speak in every language. So, this element is importent thing to learn before students practicing speaking. Students must practice and used vocabbulary to keep them in mind.

b) Pronounciation

Pronunciation is learned by repeating sounds and correcting any inaccuracies (Branch, 2016). English

pronunciation is very important when communicating verbally with listeners and communicative competence, sometimes neglected in many language teaching programs especially in learning English.

c) Grammar

   According to Richards and Schmidt (2010: 251-252) argues that Grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences (Rakhmawati, 2017). The rules of language is grammar, grammar is a structured rule in a language that regulates the arrangement of sentences, phrases, and words in any language.

d) Fluency

   Speaking English fluently means that when you speak you are able to express what is on your mind, feelings, and ideas.

e) Comprehensibility

   Language should be easy or possible to understand, when students try to speak they should make sure that the listener can get what they say.

f) Self-confidence

   Self-confidence here, it means students can speak without feeling nervous or afraid to make mistakes when they do speaking practice.

2. Teaching Speaking

Good speaking activities may and should be incredibly interesting especially for students. They will feel immense satisfaction if they are all totally engaged in the ac process of learning, and if the teacher has properly set up the exercise and can subsequently provide sympathetic and relevant feedback. There are three main reasons for getting students to speak in the classroom (Harmer, 2007). Such us;

1) First, speaking activities provide practice opportunities - opportunities to practice speaking in real life.

2) Second, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: how successful they are, as well as what language problems they are having.

3) And finally, the more students have the opportunity to activate the various elements of language that they have stored in their brains, the more automatic the use of these elements will be.

In summary, teachers should look for ways to get students involved in productive discussions, emphasizing the need to give them opportunities to practice before discussion. The teacher should correct students during speaking assignments,

rather than interrupting them in the middle of the activity and providing comments. For example, the teacher should not correct students' pronunciation errors too often while speaking in the discussion.

3. **Project Based Learning**

   a. **Definition of Project Based Learning**

   According to Sönmez (2007) he argues that project technique can be defined as formulating and planning for the solution of a specific problem, then implementing, observing and reporting the outcome (Alacapınar, 2008). Project based learning is a form of situated learning and it based on the constructivist finding that students gain a deeper understanding of material when they actively construct their understand by working with and using ideas (S. Krajick Joseph, 2012). According to Buck Institut for Education, Project Based Learning is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects (Buck Institut For Education, 2022) Meanwhile, Hasnawati (2015) states that examples of learning using projects are activities in the learning process to achieve attitude, knowledge and skill competencies (Teknokrat, 2021).

Base on the definitions above, it can be concluded that in Poject Based Learning the teachers should provide opportunities for students to deepen their knowledge and developing abilities through problem solving and investigation activities carried out in a groups. In Project Based learning, students do not only focus on the final result of the problem but more emphasis on the process of how students can solve the problem and finaly can produce a conclusion or appropriate product. Projects should be deeply integrated into the course content and grounded in the core subject to deepen and build the student's knowledge of the relevant topic. The multifaceted nature of PBL makes it a powerful approach to interdisciplinary learning. So projects can improve students' understanding of mathematical concepts and scientific phenomena at the same time. For example, improving their speaking, reading or writing skill but in this research just focuss in improving speaking skill.

b. **Characteristics of Project Based Learning**

There are three characteristics of meaningful project based learning activities that lead to deeper student understanding (O'Brien, 2021)

a) Interdisciplinary

A project-based curriculum is designed to engage students with real-world problems. It is an interdisciplinary approach, and real-world challenges are rarely solved with a single domain of information or skills. Projects require students to engage in research, solution development, and product building to address problems and challenges. In completing their work, students often draw on substantial knowledge and skills from multiple disciplines to successfully complete their projects.

b) Rigorous

Project-based learning requires the application of knowledge and skills, not just memorization and recognition. Unlike memorization to assess single facts, PBL assesses how students apply different academic content in new contexts. When students work on a project, they start by asking questions. Exploration encourages students to think critically as they apply their academic knowledge to real-world applications. The research process leads to the development of solutions to identified problems. They demonstrate their real-world knowledge by creating products designed to bring solutions to their audiences.

c) Student-centered

The teacher role is moving from content provider to moderator/project manager. The teacher provides support only when needed and the student works more independently through PBL process. Students are encouraged to make their own decisions and demonstrate their understanding of how best to do their job.

c. **Principles of Project Based Learning**

Acording to Harmer et al (2015) argues that in project based learning there are seven primary standards as the main principles (Hamidah, 2020) such as:

a) Principle of Challenging Problem or Question

The underlying principles of problem assignments and essential questions can inspire students to discover answers. Learning begins with problems and questions, students learn what they need to be prepared for in the inquiry process, choose the type of inquiry activity, prepare tools, and procedures for solving problems and answering questions.

b) Principle of Sustained Inquiry

The teacher gives students assigning problem and questioning at the outset of learning procces is a starting

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point of an inquiry process. It can promote students'
critical thinking skills and problem-solving,
collaboration and self-maagement.

c) Principle of Authenticity

The principle of project-based learning is to connect
learning with real-life context.

d) Principle of Student Voice and Choice

The principle of student voice and choice in project-
based learning requires students to voice their ideas and
make decisions during the project implementation
process. Students are given more opportunities to voice
their ideas and select project details, and when teachers
assign some problems or key questions, students have
more chances to voice their answers.

e) Principle of Reflection

The activity aims to observe the effectiveness of the
activities carried out during the inqury procces, find out
the problems encountered during the project and solve
the problems encountered during the implementation.
This reflection also helps students develop
metacognitive knowledge in the learning process.

f) Principle of Critique and Revision

The principle of criticism and revision is common practice during project implementation. teachers, or even experts can offer or give criticism and suggestions to help students find discrepancies in project results and modify them accordingly.

g) Principle of Public Product

The principle of publishing the product, i.e. the result of the project. Project-based learning gives students the opportunity to present their project results in front of the class or in a wider environment. Presenting the results of their projects gives students a sense of satisfaction and motivates them to publish their work.

d. **Stages of project based learning**

According to Stoller (2006) he argues that there are the three main stages of project-based learning, namely planning, implementation and reporting (Hamidah, 2020).

1. Planning

Planning consists of five activities: choosing a project topic, pre-communication activities, basic questions, designing a project plan, and creating a project timeline.

2. Implementation

Implementation consists of one activity, completing the project.

3. Reporting

Assessing the project results and evaluting the project as well as evaluating project result in learning activity should be done in this stage.

e. The Procedure of teaching Speaking Using Project Based Learning

According to Kriwas (1999) cited in Maulany (2013) There are some procedures of teaching speaking using project based learning, such as:

1. The first is choosing project topics initially based on the curriculum and discuss them with students.

2. The second is the design of project activities. This refers to organizing the structure of project activities, including forming groups and assigning roles.

3. Third is conductingt the project. At this stage, students gather information, discuss it with group members, and consult with teachers about problems encountered on their work.

4. The final procedure is for each group to present their project results in front of the class.

B.   Previous Related Studies

A Journal that was conducted by Riswandi (2018) entitled The Implementation of Project-Based Learning to Improve Students' Speaking Skill where the subject of this study is one of Junior High Schools in Surakarta. The participants were IX grade students which consist of 28 students. Qualitative approach using an Action Research (AR) method was employed in this study. To collect the data, the researcher used some instruments such as observation checklist, field notes, performance tests, questionnaire, and interview. The findings reveal that the implementation of project-based learning can improve students' speaking skill and motivation.

In addition, Riswandi said that the students actively involved in learning activities and had high motivation when they work in a group in the speaking class. Sharing an idea using English in a group can help the students train their pronunciation, enrich their vocabulary, and make them easier to find an idea in producing sentences while speaking. Riswandi also said that students can improve their pronunciation, expand their vocabulary, and find it simpler to find an idea in forming sentences while speaking by sharing a concept in English with a group. Students will be more confident in dealing with the lesson since they will not only rely on their speaking abilities but also on their comprehension. The similiarity between the studies of researcher conducted by Riswandi is the use of project based method learning in teaching speaking skill. The differences between the studies of researcher conducts and the research conducted by Riswandi are

techniques to collect the data. The researcher used two techniques to collect the data, namely speaking test and documentation. However, Diki Riswandi using observation checklist, field notes, performance tests, questionnaire, and interview.

Darmaji (2018) in his thesis entitled The Role of Project-Based Learning Method in Improving The Students' Speaking Skill At SMK N 1 Kraksaan. This research was intended to investigate the effect of Project-Based Learning (PBL) on the improvement of the students' speaking skill. Therefore, the research design applied was experimental research design. The instruments used in this study were speaking pre-test and post-test. The speaking tests were used as the main sources to determine the homogeneity of the students' speaking ability to prior to the treatment and to measure the effectiveness of the treatment. Darmaji said that Project-Based Learning was one of a proper teaching and learning method which provided the positive outcomes of the teaching and learning of English. One of the positive outcomes was PBL highly enhanced the students' motivation and interest to learn especially for speaking skill. In addition, it also can enhance the students' critical thinking, motivation, interest to learn English, especially for the eleventh grade students of SMKN 1 Kraksaan. The similiarity between the studies of researcher conducted by Darmaji is used project based method learning in teaching speaking skill. The differences between the studies of researcher conducts and the research conducted by

Darmaji are used experimental research design. However, the researcher uses classroom action research.

The other journal was conducted by Dewi H (2016) entitled Project Based to Improve Speaking Skills where the subject of this research is the grade eleven, Accounting one students of SMKN 1 Banda Aceh in the academic year 2014/2015. The data and the findings in this study were collected from the cycles that consisted of the planning of the action, the implementation of the action, and the analysis and reflection after each of two cycles. Dewi concludes that the PBL technique is an appropriate and effective teaching-learning technique to be implemented in speaking classes. All the criteria for effectiveness in the teaching-learning of speaking showed improvement. It can be summarized that the PBL technique was effective in improving the speaking skills of the students. The similiarity between the studies of researcher conducted by Dewi is used classroom action research. The differences between the studies of researcher conducts and the research conducted by Dewi are the research object is senior high school. However, the researcher used junior high school level as the object of the research.

The last previous study was conducted by Kamisah (2013) entitled Improving Students' Speaking Skill through Project Based Learning Technique at Class III-B of Third Semester Students. The researcher took 44 students as the sample. The fact is also found from the List of their Score (DKN) in (STKIP) "Tapanuli Selatan" Padangsidimpuan. 54% of the students got "C" and 46 % they got "B". Meanwhile, the expectation is 75

% it means they should get "B", from the finding and discuss that the project (PBL) is very interesting to be implement to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in their project. So, the researcher concluded that project based learning technique is very useful in teaching speaking The similiarity between the studies of researcher conducted by Kamisah, Mukhaiyar & Desmawati Radjab is used classroom action research. The differences between the studies of researcher conducts and the research conducted by Kamisah, Mukhaiyar & Desmawati Radjab the research object is senior high school. However, the researcher used junior high school level as the object of the research.

Table 2.1 The Comparison of Previous Studies with Current Research

NO	Researcher	Title of Research	Similiarities	Differences
1.	Kamisah, Mukhaiyar, Desmawati Radjab (2013)	*Improving Students' Speaking Skill Through Project Based Learning Technique at Class III-B Of Third Semester Students*	**Research Design:** Used classroom action Research.	**Research object:** Class III-B Of Third Semester Students.
2.	Herlina Dewi (2016)	*Project Based to Improve Speaking Skills*	**Research Design:** Used classroom action Research.	**Research object:** Students in senior high school.
3.	Didik Darmaji	*The Role Of Project-Based*	**Variable of the research:**	**Research Design:** The

	(2018)	*Learning Method In Improving The Students' Speaking Skill at SMKN 1 Kraksaan*	Used project based method learning in teaching speaking skill.	researcher uses classroom action research. However, Didik Darmaji uses experimental research design.
4.	Diki Riswandi (2018)	*The Implementation of Project-Based Learning to Improve Students' Speaking Skill*	**Variable of the research:** Used project based method learning in teaching speaking skill.	The researcher used two techniques to collect the data, namely speaking test and documentation. However, Diki Riswandi using observation checklist, field notes, performance tests, questionnaire, and interview.

C. Rational

Speaking skill is one of important skill for students to indicate if they are successful in learning English especialy in learning speaking. So, the students should be able to speak and express their opinion in English. In this research, the reaercher expected that the students can develop the students' skill in speaking, and to be able to tell something to the other in English.

Based on the pre research, facts show that still found many students can not speak in english fluently and confidently. The researcher also found some

problems in procces teacing and learning in eighth grade at SMP Muhammadiyah Darul Arqom Karanganyar. a) Nothing to say, the students look confuse when they try to speak in English b) Students loss their confidence when try to speak in English so the students can not say something perfectly c) The students do not understand what the words that they have to say but there are students who know some words to say in their mind but they can not find an idea in forming sentences while speaking d) The students feel afraid to make mistakes when they try to speak in English. In addition, teacher's problem in classroom is lack of option in chosing larning method.

So, related to those probems, the researcher plans to use the project based learning method in this research. The researcher try to help the students improve their speaking skill and help the teacher to find out the best method to teaching speaking skill. This research will try to helps students to improve they speaking skill with using peoject based learning. As previously stated, project based learning is an effective method for conveying the goal of speaking to students and improving their speaking skill. Furthermore, using project based learning technique can encouarage the students to participate actively during the learning process.

D. Action Hypothesis

Based on the theories and the basic assumption above the hypothesis of using Project Based Learning will be success for improving students's

speaking skill to the eighth grade at SMP Muhammadiyah Darul Arqom

Karanganyar.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable of Research

1. Variable

In this resaerch, the researcher uses Classroom Action Research (CAR) method. Action here used the model by Kemmis and McTaggart (1998). There are components or activities consisted of planning, acting, observasing and reflecting that should be done in one cycle. The researcher would highlight a factor that can be involve in practical teaching and learning process in the class. That factor here will be called as Variable. According to Nwankwo and Emunemu (2014) argues that variables are therefore the names that are given to the variance we wish to explain and it is very critical to the research because the way the researcher uses or handles them in the research process could determine the nature and direction of the research (Oyebanji, 2017).

In summary, the researcher needs a variable to conduct and observed in the research. There are two variable that the researcher will discuses in this research, such as:

1) Independent Variable (X)

Independent variable of this research is using Project Based Learning. Project Based Learning is a technique or method that be used by researcher to [assist students in improving their speaking

skill. Especially students at SMP Muhammadiyah Darul Arqom Karanganyar in the academic year 2022/2023

2) Dependent Variable (Y)

The improving of the students's speaking skill is dependent variable in this research, it because effect or result from the project based learning.

B. Research Setting

1. Place of The Research

The researcher will conducted this Classroom Action Research to the at eighth grade at SMP Muhammadiyah Darul Arqom Karanganyar in the academic year 2022/2023. This school located in St. AW Monginsidi No.6, Manggeh, Tegalgede, Karanganyar, Central Java.

2. Time of research

The research conduct during the English teaching-learning at SMP Muhammadiyah Darul Arqom Karanganyar in the second semester in the academic year 2022/2023. In conducting the actions, the researcher is following the school schedule. English lesson in eight grade (VIII F) of SMP Muhammadiyah Darul Arqom Karanganyar is held 2 times a week, namely on Monday and Wednesday.

Table 3.1 Research Schedule

No	Activity	Month 2022/2023						
		Nov	Dec	Jan	Feb	Mar	Apr	May
1.	Observation and pre-Research	■						
2.	Proposal draft	■	■	■				
3.	Seminar on proposal				■			
4.	Conducted the research					■		
5.	Analyzing data					■	■	
6.	Examination of munaqosyah							■

C. Subject of The Research

The subject of research is the eighth grade (VIII F) of SMP Muhammadiyah Darul Arqom Karanganyar in the academic year 2022/2023. This class consist of 29 female students. There are some reasons why the researcher choose this school especialy class VIII F of SMP Muhammadiyah Darul Arqom Karanganyar to be a subject of the research. First reason, it looks when the teacher asks students to speak in English they look confused and scared of being wrong when they speak in English. The second reason, there is still a lack of students' skill in speaking, especially in pronunciation, vocabulary, fluency and grammar. So, the students can not speak in English

perfectly. The researcher want to give best method to the object of research for improving speaking skill expecially in pronunciation, vocabulary, fluency and grammar.

D. Action Plan

This research is conducted by using Classroom Action Research. This study is conducted in three steps, such us: pre cycle, cycle 1 and cycle 2. The model of procedure in this research will use based on Kemmis and McTaggrat (2012). There are components or activities consisted of planning, acting, observing and reflecting that should be done in one cycle.
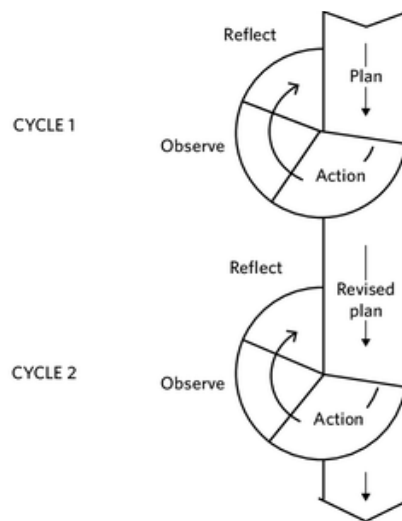
Model of Classroom Action Research by Kemmis & Mc Taggart

The researcher conducted the pre cycle before entering cycle 1 to understand the condition of students before they were tought using project based learning. The result of pre cycle was given the researcher information about student's speaking skill, like pronounciation, vocabular, fluency and grammar.

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1. **Cycle 1**

    1. Planning

        a) Selecting the material

        b) Preparing the lesson plans (RPP)

        c) Preparing present list

        d) Preparing speaking test

        e) Preparing the speaking score sheet

    2. Action

        The next stage of implementation is to conduct teaching and learning activities in accordance with the learning plan that has been made. In this case researcher use project based learning to improvig students's speaking skill.

    3. Observation

        a) The researcher observed using speaking test to know know how can project based learning be implemented in improving students's speaking skill.

        b) The researcher observed the situation of learning and teaching process.

        c) The speaking test give at the end of first cycle

        d) Analyzing and evaluating the students's achievement in speaking English

        e) Analyzing the problem and the success of learning proccess in teaching the objectives.

4. Reflection

   a) Analyzing the data from the observation

   b) Discussing the result of the observation with the teacher and then making a conclusion from cycle 1.

2. Cycle 2

   1. Planning

      a) Preparing the material

      b) Preparing observation sheet

      c) Preparing lasson plan of cycle II

      d) Preparing speaking test

      e) Preparing the speaking score sheet

   2. Acting

      The next stage of implementation is to conduct teaching and learning activities in accordance with the learning plan that has been made. In this case researcher use project based learning to improve students's speaking skill.

   3. Observation

      a) The researcher observed by using observation sheet in order to know how can project based learning be implemented in improving students's speaking skill.

      b) The researcher observed the situation of learning and teaching process.

      c) The speaking test give at the end of second cycle

d) Analyzing and evaluating the students's achievement in speaking English

e) Analyzing the problem and the success of learning proccess in teaching the objectives.

4. Reflecting

a) Analyzing the data after conducted the observation.

b) Discussed the results of the observation with the teacher.

c) Compared the results between pre-observation, cycle 1 and cycle 2 to to know how can project based learning be implemented in improving students's speaking skill. If the researcher still find same problem, the researcher will move to the next cycle until solved the problem.

E. Techniques of Collecting The Data

a. Speaking test

The researcher uses speaking test in each cycle to get information about students's speaking improvement before and after the researcher give the material using project based learning. This study consisted of two cycle, each cycle consisted of three or four meeting. The researcher uses speaking test to examine speaking pronounciation, vocabulary, grammar and fluency.

In the last activiti of every cycle the researcher gave speaking test for the students to get the data about improvment students speaking skill.

In this research the researcher focuses in pronounciation, vocabulary, grammar and fluency.

b. Observation Chekclist

The act of focusing one's entire attention on a research object is known as observation. It will be used to determine the condition of the the class, the teaching-learning process, as well as students's difficulties, the problems and understanding of material presented by the researcher. The data were in the forms of observation sheets. Collaborator also assisted in the observation process the researcher observed the improving of the students in speaking skill and their motivation in English lesson. Observation were used to gather the qualitative data.

F. Research Instrument

In this class room action reseach, the researcher utilized the following instruments to collect data in this study:

1. Speaking test

The speaking test be given three times, the first one in the bigining of the research and the second one in the end of cycle 1 the the last one in the end of cycle 2. Speaking test is use to determine the pre-test and post-test results. The results of each cycle be compared and analyzed to know the students improvment on speaking skill. The result of the test can indicate project based learning can improve the students's speaking skill or not.

a) The Blueprint of Speaking Test

Class/Semester : VIII/2

Material : Recount Text

Core Competence :

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

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

Basic Competence	Indicator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.	• Mengidentifikasi fungsi sosial Recount text dan struktur kebahasaan dalam sebuah teks tulis. • Menganalisis struktur teks dan unsur kebahasaan yang ada pada teks recount tulis (C4)
4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial,struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Merancang sebuah teks recount lisan dan tulis terkait peristiwa yang ada pada gambar yang diberikan oleh guru sesuai kaedah dan unsur kebahasaan • Menceritakan ulang teks recount yang telah di buat.

Indicator Question	Cognitive Level	Question Number	Key Answer	Type of Task
The students can make recount text and pay attention with the generic structure and also the language feature	C4	1	Based on the students' answer	Oral

b)   Scoring Rubric

According to Harris (1969) cited in (Siahaan, 2019) the students' test be assesd by using oral test, as follow;

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Table 3.2
Oral Test

NO	CATEGORIES	ASPECTS	RANGE
1.	**Vocabulary**		
	Unsatisfactory	Very limited vocabulary, make comprehension quite difficult.	1
	Fair	Frequent uses wrong speech limited to simple vocabulary	2
	Good	Sometimes uses Inappropriate terms about language because of inadequate vocabulary.	3
	Very Good	Rarely has trouble.	4
2.	**Pronounciation**		
	Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1
	Fair	Error of basic pronounciation	2
	Good	Few noticeable errors	3
	Very Good	Understandable	4
3.	**Grammar**		
	Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1

	Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	2
	Good	Occasional grammatical errors which do not obscure meaning.	3
	Very Good	No more than two errors/speech generally natural	4
4	**Fluency**		
	Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1
	Fair	Some definite stumbling, but manage to rephrase and continue	2
	Good	Speech is generally natural.	3
	Very Good	Understandable.	4

Note :

1 = Unsatisfactory (45-59)

2 = Fair (60-69)

3 = Good (70-84)

4 = Very Good (85-100)

Final score = Obtained score X 100%   (Siahaan, 2019)
                     Max. score

2. Non-test instrument

   Meanwhile, observation chekclist is the non-test instrument in this study. Observation cheklist used to determine the condition of the the class, the teaching-learning process, as well as students's difficulties, the problems, understanding of material presented by the researcher and improving speaking skill.

G. Techniques of analyzing the Data

   The researcher needs to conduct an analysing the data after collecting the data from the results that have been obtained. In this research the researcher uses quantitative and qualitative data. The quantitative data is used to analyze score and to see improving of students's speaking skill in the class. Meanwhile, the qualitative data is used to know or to discribe the learning and teaching process in the class.

   a. The Quantitative Data

      Analyzing data in quantitative, the researcher uses speaking test as quantitative data The researcher calculates the mean of the students score by using formula (L.R, 2019):

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

Where :

X   = The mean of the students score

$\sum x$ = The total score

N   = The member of the students

Then, to categories the member of master students, Where: the researcher used the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P   = The percentage of students who get the point 70

R   = The number of students who get point up to 70 above

T   = The total of students who do the test

b. The Qualitative Data

Analyzing data in qualitative, the researcher uses observation as qualitative data. Observation checklist used to determine the condition of the the class, the teaching-learning process, as well as students's difficulties, the problems and understanding of material presented by the researcher.

H. INDICATORS OF SUCCESS

There are some indicators of success in this research and the researcher will finised the research if all indicators are succeed.

1. Improving students's speaking skill based on the end of the cycle test is stated increases or success if the learning process there is an increase the number of students who success to improve their speaking skill based on the rated categories (pronunciation, vocabulary, fluency and grammar) from cycle 1 to the next cycle with the criteria of 75% of the total students in the class.

2. When in process learning, it can be seen that there is an increase in student learning activities from minimum learning activities to be students are categorized as active or good.

3. The percentage of student learning outcomes has increased from cycle 1 to cycle next with the Minimum Targer of Creterion (70.0)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Findings

This chapter discuss about research finding and discussion, research finding is taken from the beginning until last of teaching learning process. This study consisted of two cycle, each cycle consisted of two meeting and one meeting to conduct the post-test. The finding can be described as follows:

1. Pre-research

The researcher conducted pre-research before implementing the classroom action research to improve students's speaking skill using project based learning. It was carried out to beseline data on the condition of students's sepaking skill before the research was implemented. In addition, it was to know the problems of teaching and learning procces especialy in English speaking skill.

The researcher was did the pre-cycle before entering cycle 1 to understand the condition of students before they were tought using project based learning. The pre-research was conducted on 17 November 2022, besade on pre-research at eighth grade (VIII F) of SMP Muhammadiyah Darul Arqom Karanganyar in the academic year 2022/2023. The reseacher found problems at SMP Muhammadiyah Darul Arqom Karanganyar, such as: a) The students look difficult and confuse when they are try to speak in English b) Students loss their confidence when try to speak in English so the students can not say something

perfectly c) They look confuse to find an idea in producing sentences while speaking, they do not understand what the words that they have to say but there are students who know some words to say in their mind but they can not find an idea in forming sentences while speaking so they look confuse and hard to say something, so the students can not say something perfectly. d) The students feel afraid to make mistakes when they try to speak in English. c) The teacher has never implemented or tried to use project based learning method in teaching speaking skill.

1. **The Result of Pre-Cycle Test**

   The researcher gave pre-test before entering cycle 1 and cycle 2 to know the student's speaking skill. The result of pre-test show that the students' speaking skill in this class is still low when the researcher gave speaking test to the students of VIII F, only three students made the passing grade.

2. **Research Implementation**

   This research was conducted by using Classroom Action Research. This study is conducted in three steps, such us: pre cycle, cycle 1 and cycle 2. The research implementation in each cycle is described in the following section:

1.1 Implementation of Cycle 1

Cycle 1 was conducted in three meetings. Two meetings were for teaching students by using Project Based Learning and one meeting was for cycle 1 test.

Table 4.1
Schedule of cycle 1

Cycle	Meeting	Activities	Date
1	1	Teaching Speaking Skill by Using Project Based Learning	February 28, 2023
1	2	Teaching Speaking Skill by Using Project Based Learning	March 2, 2023
1	3	Cycle 1 Test	March 7, 2023

The process of cycle 1 is as follow:

a. Planning

The researcher did observation and gave pre-test to the students before implementing the action. The test was to determine the condition of students students' speaking skill. The researcher used the Project Based Learning method to improve students' speaking skill after the researcher was identyfying the students' problems and the cause of the problem. The researcher selected the material, prepared the lesson plans, prepared present list, prepared speaking test and prepared the speaking score sheet.

b.   Action

The researcher conducted the action of cycle one in two meeting and one meeting for doing post-test. The activites

1.   First meeting

The first meeting was conducted on Thuesday 28 February 2023. The duration of this meeting was 90 minutes. At the first meeting in cycle I, the researcher open the material with greeting to the students then the researcher introduces hisself and researcher giving motivation for them. The researcher informed the class that he will teach them English at the next meeting and introducing students about Project Based Learning. There are some stages that should be done, such us: choosing a project topic, pre-communication activities, basic questions, designing a project plan, and creating a project timeline. After that the researcher delivered one topic that would be present in this meeting. The researcher choose Recount text then the reseacher delivered study aims to the students. The main activity, the researcher divided the class into 7 groups. Each groups consisted of four person (pair) but there was 1 group that consisted 5

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person because the class consist in 29 students with the group provides an opportunity for students to actively participate in making a project within the group or individual work to improve English language skills, especially in speaking skills (ability to speak).

The students sit together, face each other, and talk freely about the problems. They sit in a circle and discuss problems to be solved. This situation creates free communication in which students use language freely and without shame in the classroom. The researcher explained the material about Recount text to the students and gave example of recount text then the researcher gave opportunity to the students to make a question related the topic before action in the class. After that the teacher and students designing a project plan, and creating a project then asked students to present their work in the front of the class. The teacher help and give suggestion to the students about their work. In the first meeting was not all students can present their work in the fornt of the class. So, te teacher asked them to present their work next meeting.

Finally, the researcher gave suggestion so that they were better action in next time. Closing activity the researcher gave conclusion related material than gave one topic for them that will be study next meeting learning. (Appendix 1 lasson plan, 74)

2. **Second meeting**

The second meeting was conducted on Thursday 2 March 2023. At the second meeting in cycle I, the researcher checked their name than the researcher explained about continue material and and gave motivation for them. The main activity, the teacher explained again to the students about procedure of Project Based Learning then the teacher divided the class into 7 groups. The researcher asked the students about the material that they have discussed in the last meeting. After that the teacher asked the students to designing a project plan, and creating a project. The project will be an assignment for the students for next meeting. In the closing activity, the researcher gave opportunity to the students make a question to the researcher about problem in speaking english then the researcher conclusion the material. This meeting of the first cycle of learning, some students were still

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bored to speak. The researcher work hard to guide and give motivate the students to be more active.

3. Third meeting

It was Thusday 7 March 2023. That day, the researcher asked students to presented their work to complete speaking assignment. The researcher gave the students a post-test in order to know the students achievement. There were 29 students who took a post-test. The students asked to make recount text and pay attention with the generic structure and also the language feature with free topic.

c. Observation

In the observation, the researcher involved the English teacher A as an collaborator to help observed the condition of students and the researcher while teaching. The detail explanation can be describe as follows:

1) Especially at the first meeting the students still look passive when the teacher asked for them. They still confused if the teacher explained with English languange. Learning situation was still noise, and some students did not enthusiastic when they were learning.

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2) There were many students did not bring their dictionaries, the dictionaries were very importent in the English lesson. So, the researcher suggested them to borrow it with their friends.

3) There were some students that still did not understand about the procedures of Project Based Learning because it was new for them to learn English epecially speaking by using specific teaching strategy. The researcher still found some students did not sit with their group members and still did not care about their projects.

4) The students showed bad attituded during the lasson, they chatted with their friend while the researcher explained the material. So, the class was a little trouble. It happened because the students had lack of motivation in learning English especially speaking class.

The researcher and the English teacher A as an collaborator have the same results about the observation during learning teaching process. There were some things that must be recognized and changed by the researcher for better improvement in the cycle two.

d.   Reflection

There were some progress and good things that had been achieved by the students after the researcher implemented Project Based Learning in the first cycle. However, there also some things that should be reorganized and changed for better improvement in the next cycle.

There were some things that must be recognized and changed by the researcher for better improvement in the cycle two, they were:

1)   In preparing stage, There were many students did not bring their dictionaries, the dictionaries were very importent in the English lesson. So, to solve this problem, the researcher would check the student's dictionaries before learning was started and for the indiscipine students would be fined.

2)   In implementing the Project Based Learning, There were some students that still did not understand about the procedures of Project Based Learning because it was new for them to learn English epecially speaking by using specific teaching strategy. The researcher still found some students did not sit with their group members and still did not

care about their projects. To make them familiar for this learning activites by using Project Based Learning, the resaecher repeated the procedures and application several item.

3) Student's attitude during the lesson, the researcher found some students that chatted with their friend while the researcher explaned the material. So, the class was a little trouble. The researcher would gave a question and ask the students to come in front of classroom for the students who made noise.

e. The Result of Cycle 1 Test

After getting the action for two meetings, the students should be evaluated to know about their learning progress. Cycle 1 test was conducted on March 14, 2019. The result of cycle 1 test can be seen as the following table:

Table 4.2

The Student's speaking score of Pre-Test and Post-Test 1

NO	NAMA	Pre test	Post test 1
1.	Student 1	45	70
2.	Student 2	47	61
3.	Student 3	81	87
4.	Student 4	63	67
5.	Student 5	50	67
6.	Student 6	60	70
7.	Student 7	46	65
8.	Student 8	67	72
9.	Student 9	50	65
10.	Student 10	56	73
11.	Student 11	62	68
12.	Student 12	50	65
13.	Student 13	50	65
14.	Student 14	52	62
15.	Student 15	45	60
16.	Student 16	45	65
17.	Student 17	47	65
18.	Student 18	80	86
19.	Student 19	80	86
20.	Student 20	45	75
21.	Student 21	51	76
22.	Student 22	42	77
23.	Student 23	46	66
24.	Student 24	50	67
25.	Student 25	42	58
26.	Student 26	50	65
27.	Student 27	57	70
28.	Student 28	45	65
29.	Student 29	46	66
Total	X	1550	2003
Mean	$\sum$	53.44	69.06

From the calculation results, the mean score on post-test 1 was 69.06. The highest score of the pre-test was 81, while the lowest score was 42. While the mean

score on the pre-test was 53.44. So it can be concluded that there is a fairly significant increase in the results of pre-test and post-test 1. After that is to determine the percentage of classes that reach KKM 70 was 37,93% The data showed that there are only 11 students or 37.93% who score above the minimum creteria. Meanwhile, there were 18 students who scored below the criteria. After that, the researcher calculated the percentage of improvement from pre-test to post test.

2.1 Implementation of Cycle 2

Cycle 2 was conducted in three meetings. Two meetings were for teaching students by using Project Based Learning and one meeting was for cycle 1 test.

Table 4.3
Schedule of cycle 2

Cycle	Meeting	Activities	Date
2	1	Teaching Speaking Skill by Using Project Based Learning	March 9, 2023
2	2	Teaching Speaking Skill by Using Project Based Learning	March 14, 2023
2	3	Cycle 2 Test	March 16, 2023

The process of cycle 2 is as follows:

a. Planning

The researcher used the Project Based Learning method to improve students' speaking skill after the researcher was identyfying the students' problems and the cause of the problem.

b. Action

In the observation, the researcher involved the English teacher A as an collaborator to help observed the condition of students and the researcher while teaching.

1. First Meeting

At the first meeting in cycle II, the research checked students' name. After that researcher explained the new material and than divided into some groups. The researcher choose Recount text then the reseacher delivered study aims to the students. Every students had new partner so that the students did not bored. There are some stages that should be done, such us: choosing a project topic, pre-communication activities, basic questions, designing a project plan, and creating a project timeline like the first cycle. After that the teacher and students designing a project plan, and creating a project then asked students to present

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their work in the front of the class. The researcher asked the students to make a recount text and present their work in the front of the class. After that, the researcher gave suggestion to students. Then, gave conclusion as a closing class. The students showed signs of interest in learning approach although many of among the students still need teacher guide.

2. **Second Meeting**

At the second meetings in cycle II, the researcher checked their name. The researcher explain the correlation the last material and gave motivation and than the researcher gave opportunity to students about their problem before acting in the class. And than the researcher give solution about that problem. After that the teacher and students designing a project plan, and creating a project then asked students to present their work in the front of the class. In the finished act, the researcher correction their pronunciation to make better and confidence in the next meeting. Every finished study the researcher gave the topic for present in next meeting. Closed the

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studied with greeting. This meeting the students look active and enjoy although there among students need guidance.

3. **Third Meeting**

It was Thusday 16 March 2023. That day, the researcher asked students to presented their work to complete speaking assignment. The researcher gave the students a post-test in order to know the students achievement. There were 29 students who took a post-test. The students asked to make recount text and pay attention with the generic structure and also the language feature with free topic.

c. **Observation**

In the observation, the researcher involved the English teacher A as an collaborator to help observed the condition of students and the researcher while teaching. In this stage, all of data and information in cycle 2 had been collected throught observation sheets. The detail explanation can be describe as follows:

1) In cycle 2 the students more active when the teacher asked for them. They more focussed and

understanded when the teacher explained with english languange. Learning situation was more quite, and the students seemed more enthusiastic and excited when they were learning.

2) Students more confidence when they speak in English, they did not look confuse anymore in producing sentences while speaking because they more confidence than before. The students did not afraid anymoret to make mistakes when they try to speak in English. All students tried their best when they speak in English. There were many students can speak without looking at the text.

3) There were only few students did not bring their dictionaries. The dictionaries were very importan in the English lesson. So, the researcher suggested them to borrow it with their friends.

4) In implementation of Project Based Learing, many students could follow most of procedures of Project Based Learing because it was not really new again for students to learn English by using Project Based Learning. They have learned it for

some meeting in the classroom. So, they could follow teaching and learning activities.

5) The student's attitude during teacing and learning procces showed good attitude. Although, the researcher still found some students chatted with their friends. Most of them paid attention to the researcher's explanation.

The researcher and the English teacher A as an collaborator have the same results about the observation during learning teaching process. Almost all students have better improvement in this cycle.

d. Reflection

There were some progress and good things that had been achieved by the students after the researcher implemented Project Based Learning in the second cycle. The students progress and good improvement during cycle II were:

1) The student's achievement in speaking skill in cycle 2 was better improved and it reached the research target. There were 26 students or 89,65% who scored above the minimum creteria. The researcher have found out the mean score on

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post-test 2 was 82.27. Compering to the post-test 1, the student's mean score was 69.06.

2) The number of active students, the students more active in teaching and learning process they ask a lot of questions when they don't get the point about the material. They were also more active in discussing the project with their group.

3) The students had implemented Project Based Learning. Almost all students could follow the procedures of Project Based Learing because it was not really new again for students to learn English by using Project Based Learning. It means that, Project Based Learning was very helpful for students to improve theirs speaking skill.

f. The Result of Cycle 2 Test

Post-test 2 was be held on Thusday, March 14, 2023. There are 29 students who take the post-test 2. This assessment on the second cycle was carried out as the case in cycle 1. The researcher calculated the results of post-test 2 to calculate the increase in the score value in this second post- test.

Table 4.4

The Student's speaking score of Post-Test 2

NO	NAMA	Score
1.	Student 1	86
2.	Student 2	90
3.	Student 3	95
4.	Student 4	90
5.	Student 5	86
6.	Student 6	90
7.	Student 7	89
8.	Student 8	89
9.	Student 9	79
10.	Student 10	85
11.	Student 11	80
12.	Student 12	82
13.	Student 13	72
14.	Student 14	72
15.	Student 15	71
16.	Student 16	82
17.	Student 17	85
18.	Student 18	94
19.	Student 19	91
20.	Student 20	91
21.	Student 21	76
22.	Student 22	77
23.	Student 23	66
24.	Student 24	67
25.	Student 25	72
26.	Student 26	88
27.	Student 27	88
28.	Student 28	85
29.	Student 29	68
	Total	2386
	$\sum$	82.27

The researcher have found out the mean score on post-test 2 was 82.27. While the mean score on pre-test was 53.44 and post-test 1 was 69.06. The

highest score of the post-test 2 was 95, while the lowest score was 66. The highest score of the pre-test was 81 while the lowest score was 42 and post-test 1 the highest score was 86 and the lowest score was 60. So, it can be concluded that there is a fairly significant increase in the results of post-test 1 and post-test 2. Then, the researcher calculated the percentage of student score classes that reach KKM 70 that there were 26 students or 89,65% who scored above the minimum creteria. meanwhile, there were 3 students who scored below the criteria. After that, the researchers calculated the percentage of improvement from post-test 1 to post-test 2, showed that the post-test 2 can increase up to 51,72%.

Table 4.5
Summary Table

Test	Mean Score
Pre-Test	53.44
Post-Test 1	69.06
Post-Test 2	82.27

The researcher concluded based on all the data calculations that have been calculated by the researcher, it showed that there was a significant improvement in students' speaking skill. This proves

that Project Based Learning can be used to improve speaking skill in students of class eighth grade (VIII F) of SMP Muhammadiyah Darul Arqom Karanganyar. Therefore, the researcher concluded that this study should not be continued because the CAR study has been completed.

B. Discussions

This part discussed how the project based learning can improved student's speaking skill and this part showed that project based learning effect to the studentn'speaking skill on the improving speaking skill.

The researcher gave pre-test before entering cycle 1 and cycle 2 to know the student's speaking skill. The result of pre-test showed that the students' speaking skill in this class is still low. The mean score on the pre-test was 53.44. The highest score of the pre-test was 81, while the lowest score was 42. The researcher gave speaking test to the students of VIII F, only three students made the passing grade. The resut of the pre-test above indicates that the researcher should give actions to the students. In other hand, the researcher should give improvement to the student's speaking skill. There were two cycle in this research to improve the students to reach the research goal.

First Cycle, Cycle 1 was conducted in three meetings. Two meetings were for teaching students by using Project Based Learning and one meeting was for cycle 1 test. The mean score on post-test 1 was 69.06. The highest

score of the pre-test was 81, while the lowest score was 42. While the mean score on the pre-test was 53.44. So it can be concluded that there is a fairly significant increase in the results of pre-test and post-test 1. After that is to determine the percentage of classes that reach KKM 70 was 37,93% The data showed that there are only 11 students or 37.93% who score above the minimum creteria. Meanwhile, there were 18 students who scored below the criteria. So, they need more improvement.

The failure in this stage was caused by some factors. At the first meeting the students still look passive when the teacher asked for them. They still confused if the teacher explained with english languange. Learning situation was still noise, and some students did not enthusiastic when they were learning. Therefore, only few students who gave to the classroom activities. In implementing the Project Based Learning, there were some students that still did not understand about the procedures of Project Based Learning because it was new for them to learn English epecially speaking by using specific teaching strategy. The researcher still found some students did not sit with their group members and still did not care about their projects. Howerver, there were some progress and good things that had been showed by the students. Some progress and good things was: thee student's achievment in speaking skil, the mean score on post-test 1 was 69.06. While the mean score on the pre-test was 53.44. So it can be concluded that there is a fairly significant increase in the results of pre-test and post-test 1 but the mean score still needed improvement to reached the target of the research.

Second Cycle, cycle 2 was conducted in three meetings. Two meetings were for teaching students by using Project Based Learning and one meeting was for cycle 1 test. The result showed that there was a significant improvement in students' speaking skill. The researcher have found out the mean score on post-test 2 was 82.27. The highest score of the post-test 2 was 95 while the lowest score was 66. While the mean score on post-test 1 was 69.06. So it can be concluded that there is a fairly significant increase in the results of post-test 1 and post-test 2. Then, the researcher calculated the percentage of student score classes that reach KKM 70 that there were 26 students or 89,65% who scored above the minimum creteria. meanwhile, there were 3 students who scored below the criteria. After that, the researchers calculated the percentage of improvement from post-test 1 to post-test 2, showed that the post- test 2 can increase up to 51,72 %.

There were some factors that make this stage success. They were: The number of active students, the students more active in teaching and learning process they ask a lot of questions when they don't get the point about the material. They were also more active in discussing the project with their group. In presenting theirs work, they were tried so hard to speak in English so they found their confident to speak in English. Students more confidence when they speak in English, they did not look confuse anymore in producing sentences while speaking because they more confidence than before. The students did not afraid anymoret to make mistakes when they try to speak in

English. All students tried their best when they speak in English. There were many students can speak without looking at the text.

In the last post-test, they had good basic speaking skill because they always practice to speak in the class. In implementation of Project Based Learning, many students could follow most of procedures of Project Based Learning because it was not really new again for students to learn English by using Project Based Learning. They have learned it for some meeting in the classroom. So, they could follow teaching and learning activities. The student's attitude during teaching and learning process showed good attitude. Although, the researcher still found some students chatted with their friends. Most of them paid attention to the researcher's explanation.

So, it can be concluded based on the explanation above that the result of implementation project based learning in improving student's speaking skill at eighth grade (VIII F) of SMP Muhammadiyah Darul Arqom Karanganyar in the academic year 2022/2023 was success. It means that project based learning was really helpful for English teacher who have some problems in teaching speaking skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

According to the results and discussion in the previous chapter of this research, the researcher concluded that Project Based Learning can improve speaking skill of class VIII F SMP Muhammadiyah Darul Arqom Karanganyar students. It has been proved in every cycle that the students' speaking skill was improved after applying the Project Based Learning method. The mean score on post-test 1 was 69.06 while the mean score on the pre-test was 53.44. So, it can be concluded that there was a fairly significant increase in the results of pre-test and post-test 1. It also happened after the researcher conducted the post-test 2, the researcher have found out the mean score on post-test 2 was 82.27. The highest score of the post-test 2 was 95, while the lowest score was 66. While the mean score on post-test 1 was 69.06. So, it can be concluded that there was also a fairly significant increase in the results of post-test 1 and post-test 2. Then, the researcher calculated the percentage of student score classes that reach KKM 70 that there were 26 students or 89,65% who scored above the minimum creteria. Meanwhile, there were only 3 students who scored below the criteria. The researchers also calculated the percentage of improvement from post-test 1 to post-test 2, showed that the post- test 2 can increase up to 51,72%. Related to the response of students when the researcher used Project Based Learning method, which showed that students more active in teaching and learning

process they ask a lot of questions when they do not get the point about the material.

B. Suggestion

The follow up on the research findings of this research, there are several suggestion are proposed to the following parties:

1. For the Teacher

   The teacher should be more innovative in choosing the method that will use in teaching especialy teacing speaking skill for students. The teacher also should be aware about choosing the mathod that can make students enjoyable when they learn speaking in the class. The teacher can uses Project Based Learning in teaching speaking.

2. For The Students

   The students who wants improve their speaking skill in foreign languange should be more active when teaching and learning process. The students should practice their speaking and do not have to be afraid when they try to speak in english.

3. For Other Researcher

   The researcher hoped that the result of this research can be used for the further researcher in additional reference who used Project Based Learning in improving students' speaking skill.

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A. Appendix of Lesson Plan

Lesson Plan in Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMP Muhammadiyah Darul Arqom Karanganyar
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Siklus (cycle) : 1
Materi Pelajaran : Recount Text
Alokasi Waktu : 90 menit (**Pertemuan 1**)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

3.11.1 Menganalisis (C4) teks personal recount terkait liburan yang meliputi fungsi sosial, struktur teks dan unsur kebahasaan teks personal recount tulis.

3.11.2 Membandingkan (C5) teks personal recount dengan memberi dan meminta informasi terkait pengalaman liburan di waktu lampau meliputi fungsi sosial, struktur dan unsur kebahasaan teks.

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C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi fungsi sosial dan struktur kebahasaan dalam sebuah teks recount tulis dengan benar.
2. Peserta didik dapat menganalisis unsur kebahasaaan dalam sebuah teks recount dengan benar.
3. Peserta didik mampu merancang sebuah teks recount lisan terkait peristiwa yang ada pada gambar yang diberikan oleh guru sesuai kaedah dan unsur kebahasaan.
4. Peseerta didik mampu menceritakan ulang teks recount menggunakan bahasa sendiri dengan baik.

D. Metode Pembelajaran

1. Project Based Learning

E. Media, Alat, dan Sumber Pembelajaran

1. Media   : -
2. Alat   : Papan tulis, Spidol & Penghapus
3. Sumber Pembelajaran   : Buku Materi Pembelajaran Bahasa Inggris untuk SMP/Mts.

F. Proses Pembelajaran

Kegiatan	Pembelajaran	Alokasi Waktu
Pendahuluan	• Guru membuka pembelajaran dengan memberikan salam dan berdoa bersama dengan peserta didik. • Guru mengechek kehadiran peserta didik dan kesiapan siswa baik secara fisik maupun mental agar dapat mengikuti pembelajaran dikelas dengan baik. • Guru menyampaikan kepada peserta didik agar selalu mematuhi protokol kesehatan yaitu selalu memakai masker didalam kelas. • Guru memberikan motivasi dan apersepsi kepada peserta didik. • Guru menyampaikan tujuan pembelajaran yang harus dicapai oleh peserta didik. • Guru menjelaskan mekanisme pelaksanaan belajar sesuai dengan langkah-langkah pembelajaran. • Guru membuat 7 kelompok yang tiap kelompoknya berisi 5 peserta didik. • Guru menyampaikan garis besar materi	30 menit

	yang akan diajarkan.	
	• Guru menjelaskan metode belajar dari Projct Based Learning dan peserta didik untuk memperhatikan penjelasan guru	
Kegiatan Inti		

Planning	➢ **Penentuan pertanyaan mendasar (start with essential question)**
	• Guru memberikan contoh teks recount
	• Peserta didik mengamati contoh teks recount
	• Guru bertanya kepada peserta didik mengenai contoh teks recount tersebut
	    ▪ What is the text tell us about?
	    ▪ Do you have same experience with that person in the text?
	    ▪ Can you mention the activities do by the person in the text?
	• Guru dan peserta didik melakukan tanya jawab terkait text yang telah diberikan
	• Guru menjelaskan tentang teks recount (pengertian, generic structure, tenses yang digunakan)
	• Guru kembali memberikan pertanyaan menggunakan guiding questions:
	    ▪ Can you tell me your experience during your holiday?
	    ▪ What was your experience about?
	    ▪ Where did it happen?
	    ▪ When did it happen?
	    ▪ What happened first, second, third and so forth?
	• Guru memberi kesempatan kepada peserta didik untuk bertanya hal yang belum dipahami.
	➢ **Mendesain Perencanaan Produk**
	• Guru menginformasikan grup proyek Make a recount text based on the topic !
	• Guru memfasilitasi setiap kelompok untuk menentukan ketua kelompok dan mendeskripsikan tugas masing-masing setiap anggota kelompok. (kerjasama)
	• Guru menjelaskan prosedur menulis recount text.
		50 Menit

	• Guru membimbing Peserta didik untuk menentukan topik recount text yang akan dibuat dalam kelompok. • Peserta didik melakukan identifikasi topik yang diberikan. (berfikir kritis, kerjasama) • Peserta didik berdiskusi dalam satu kelompok membuat rancangan proyek. (kerjasama) • Peserta didik merancang proyek dan jadwal kegiatan yang telah disusun untuk menerima masukan dari guru dan kelompok lainnya. ➤ **Menyusun Jadwal Kegiatan.** • Peserta didik berdiskusi dengan kelompoknya, menyusun rencana pembuatan proyek meliputi pembagian tugas, persiapan alat, bahan, media. • Guru memberikan bimbingan dan arahan kepada setiap kelompok • Guru dan peserta didik membuat kesepakatan tentang jadwal pembuatan proyek. • Peserta didik berdiskusi dalam kelompoknya menyelesaikan proyek dengan memperhatikan batas waktu yang telah ditentukan bersama. (disiplin, tanggung jawab)	
Penutup		
	• Guru bersama peserta didik membuat kesimpulan mengenai materi yang sudah diajarkan. • Memberikan kesempatan bertanya tentang materi yang telah di pelajari. • Guru memberikan penjelasan singkat mengenai materi yang akan dipelajari dipertemuan selanjutnya. • Guru menutup pembelajaran dengan berdoa bersama dan ditutup dengan salam.	10 menit

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMP Muhammadiyah Darul Arqom Karanganyar
Mata Pelajaran   : Bahasa Inggris
Kelas   : VIII
Siklus (cycle)   : 1
Materi Pelajaran : Recount Text
Alokasi Waktu   : 90 menit (**Pertemuan 2**)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

4.11 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan struktur bahasa.

4.11.1 Menyusun (P5) teks recount acak terkait pengalaman liburan dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

4.11.2 Membuat (P5) teks recount terkait pengalaman liburan di waktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Metode Pembelajaran

1. Project Based Learning

D. Media, Alat, dan Sumber Pembelajaran

1. Media   : -
2. Alat   : Papan tulis, Spidol & Penghapus
4. Sumber Pembelajaran   : Buku Materi Pembelajaran Bahasa Inggris untuk SMP/Mts.

E. Proses Pembelajaran

Kegiatan	Pembelajaran	Alokasi Waktu
Pendahuluan	• Guru membuka pembelajaran dengan memberikan salam dan berdoa bersama dengan peserta didik. • Guru mengechek kehadiran peserta didik dan kesiapan siswa baik secara fisik maupun mental agar dapat mengikuti pembelajaran dikelas dengan baik. • Guru menyampaikan kepada peserta didik agar selalu mematuhi protokol kesehatan yaitu selalu memakai masker didalam kelas. • Guru memberikan motivasi dan apersepsi kepada peserta didik. • Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik terhadap materi sebelumnya.	10 menit
Kegiatan Inti		
Implementation Reporting	➢ **Memonitor Keaktifan dan Perkembangan Proyek.** • Peserta didik melaksanakan proyek secara berkelompok sesuai dengan tugas masing-masing. (Kerjasama, tanggung jawab) • Peserta didik dalam kelompok menyampaikan perkembangan kegiatan projeknya, serta menyampaikan permasalahan dan perkembangan kegiatan proyek yang dilakukan untuk kemudian diberikan tanggapan dan saran oleh guru. ➢ **Menguji Proses dan Hasil Belajar** • Guru memantau keterlibatan peserta didik, melihat produk dan presentasi. • Peserta didik dengan percaya diri mempresentasikan hasil proyek berupa recount text untuk dipaparkan kepada kelompok lain.(mengkomunikasikan)	60 Menit
Penutup		

	• Guru bersama peserta didik membuat kesimpulan mengenai materi yang sudah diajarkan. • Memberikan kesempatan bertanya tentang materi yang telah di pelajari. • Guru memberikan penjelasan singkat mengenai materi yang akan dipelajari dipertemuan selanjutnya. • Guru menutup pembelajaran dengan berdoa bersama dan ditutup dengan salam.	10 menit

Lesson Plan Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMP Muhammadiyah Darul Arqom Karanganyar
Mata Pelajaran : Bahasa Inggris
Kelas   : VIII
Siklus (cycle)   : 2
Materi Pelajaran : Greeting Card & Contextual Clue
Alokasi Waktu   : 90 menit (**Pertemuan 1**)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

3.11.1 Menganalisis (C4) teks personal recount terkait liburan yang meliputi fungsi sosial, struktur teks dan unsur kebahasaan teks personal recount tulis.

3.11.2 Membandingkan (C5) teks personal recount dengan memberi dan meminta informasi terkait pengalaman liburan di waktu lampau meliputi fungsi sosial, struktur dan unsur kebahasaan teks.

C. Tujuan Pembelajaran

1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks greeting card.
2. Peserta didik dapat menunjukan struktur teks dan unsur kebahasaan dari teks greeting card.
3. Peserta didik dapat menjawab pertanyaan yang berkaitan dengan kosakata yaitu berhubungan dengan memberi selamat.
4. Peserta didik dapat menerjemahkan teks greeting card sesuai dengan konteks dan sesuai dengan struktur teks dan unsur kebahasaan.

D. Metode Pembelajaran

1. Project Based Learning

E. Media, Alat, dan Sumber Pembelajaran

1. Media   : -
2. Alat   : Papan tulis, Spidol & Penghapus
3. Sumber Pembelajaran   : 1). Buku Materi Pembelajaran Bahasa Inggris untuk   SMP/MTs.
4. Proses Pembelajaran

Kegiatan	Pembelajaran	Alokasi Waktu
Pendahuluan	- Guru membuka pembelajaran dengan memberikan salam dan berdoa bersama dengan peserta didik. - Guru mengechek kehadiran peserta didik dan kesiapan siswa baik secara fisik maupun mental agar dapat mengikuti pembelajaran dikelas dengan baik. - Guru memberikan motivasi kepada peserta didik. - Guru menjelaskan kembali mekanisme pelaksanaan belajar sesuai dengan langkah-langkah pembelajaran.	10 menit

	• Guru membuat 7 kelompok yang tiap kelompoknya berisi 5 peserta didik. • Guru menyampaikan garis besar materi yang akan diajarkan. • Guru menjelaskan metode belajar dari Projct Based Learning.	
Kegiatan Inti		
Planning	• Guru menjelaskan kembali tentang teks recount (pengertian, generic structure, tenses yang digunakan) secara singkat. • Guru memberikan contoh teks recount. • Guru memberi kesempatan kepada peserta didik untuk bertanya hal yang belum dipahami. • Peserta didik merancang proyek dan jadwal kegiatan yang telah disusun untuk menerima masukan dari guru dan kelompok lainnya.	60 Menit
Implementation **Reporting**	➤ **Memonitor Keaktifan dan Perkembangan Proyek.** • Peserta didik melaksanakan proyek secara berkelompok sesuai dengan tugas masing-masing. (Kerjasama, tanggung jawab) • Peserta didik dalam kelompok menyampaikan perkembangan kegiatan projeknya, serta menyampaikan permasalahan dan perkembangan kegiatan proyek yang dilakukan untuk kemudian diberikan tanggapan dan saran oleh guru. ➤ **Menguji Proses dan Hasil Belajar** • Guru memantau keterlibatan peserta didik, melihat produk dan presentasi. Peserta didik dengan percaya diri mempresentasikan hasil proyek berupa recount text untuk dipaparkan kepada kelompok	

	lain.(mengkomunikasikan)	
Penutup		
	• Guru bersama peserta didik membuat kesimpulan mengenai materi yang sudah diajarkan. • Memnerikan test lisan kepada peserta didik. • Mengumpulkan hasil kerja peserta didik. • Memberikan kesempatan bertanya tentang materi yang telah di pelajari. • Guru memberikan penjelasan singkat mengenai materi yang akan dipelajari dipertemuan selanjutnya. • Guru menutup pembelajaran dengan berdoa bersama dan ditutup dengan salam.	10 menit

Lesson Plan Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Sekolah : SMP Muhammadiyah Darul Arqom Karanganyar
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Cycle : 2
Materi Pelajaran : Greeting Card & Contextual Clue
Alokasi Waktu : 90 menit (**Pertemuan 2**)
A. Kompetensi Inti (KI)
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan

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humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

4.11 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan struktur bahasa.

4.11.1 Menyusun (P5) teks recount acak terkait pengalaman liburan dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

4.11.2 Membuat (P5) teks recount terkait pengalaman liburan di waktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks greeting card.
2. Peserta didik dapat menunjukan struktur teks dan unsur kebahasaan dari teks greeting card.
3. Peserta didik dapat menjawab pertanyaan yang berkaitan dengan kosakata yaitu berhubungan dengan memberi selamat.
4. Peserta didik dapat menerjemahkan teks greeting card sesuai dengan konteks dan sesuai dengan struktur teks dan unsur kebahasaan.

D. Metode Pembelajaran

1. Project Based Learning

E. Media, Alat, dan Sumber Pembelajaran

2. Media : -
3. Alat : Papan tulis, Spidol & Penghapus
4. Sumber Pembelajaran : 1). Buku Materi Pembelajaran Bahasa Inggris untuk SMP/MTs.

F. Proses Pembelajaran

Kegiatan	Pembelajaran	Alokasi Waktu
Pendahuluan	• Guru membuka pembelajaran dengan memberikan salam dan berdoa bersama dengan peserta didik. • Guru mengechek kehadiran peserta	

	didik dan kesiapan siswa baik secara fisik maupun mental agar dapat mengikuti pembelajaran dikelas dengan baik. • Guru memberikan motivasi. • Guru membuat kelompok baru.	10 menit
Kegiatan Inti		
Planning	• Guru menjelaskan tentang teks recount (pengertian, generic structure, tenses yang digunakan) • Guru memberikan contoh teks recount. • Meminta peserta didik menonton dan memperhatikan penjelasan dan contoh teks recount singkat dan sederhana tentang orang. Peserta didik memperhatikan apa yang guru sedang sampaikan didepan kelas. • Peserta didik merancang proyek dan jadwal kegiatan yang telah disusun untuk menerima masukan dari guru dan kelompok lainnya.	60 Menit
Implementation **Reporting**	➤ **Memonitor Keaktifan dan Perkembangan Proyek.** • Peserta didik melaksanakan proyek secara berkelompok sesuai dengan tugas masing-masing. (Kerjasama, tanggung jawab) • Peserta didik dalam kelompok menyampaikan perkembangan kegiatan projeknya, serta menyampaikan permasalahan dan perkembangan kegiatan proyek yang dilakukan untuk kemudian diberikan tanggapan dan saran oleh guru. ➤ **Menguji Proses dan Hasil Belajar** • Guru memantau keterlibatan peserta didik, melihat produk dan presentasi. Peserta didik dengan percaya diri mempresentasikan hasil proyek	

	berupa recount text untuk dipaparkan kepada kelompok lain.(mengkomunikasikan)	
Penutup		
	- Guru bersama peserta didik membuat kesimpulan mengenai materi yang sudah diajarkan. - Memnerikan test lisan kepada peserta didik. - Mengumpulkan hasil kerja peserta didik. - Memberikan kesempatan bertanya tentang materi yang telah di pelajari. - Guru memberikan penjelasan singkat mengenai materi yang akan dipelajari dipertemuan selanjutnya. - Guru menutup pembelajaran dengan berdoa bersama dan ditutup dengan salam.	10 menit

C. Appendix of Scoring

Indicator Question	Cognitive Level	Question Number	Key Answer	Type of Task
The students can make recount text and pay attention with the generic structure and also the language feature	C4	1	Based on the students' answer	Oral

NO	CATEGORIES	ASPECTS	RANGE
1.	**Vocabulary**		
	Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1
	Fair	Frequent uses wrongspeech limited to simple vocabulary	2
	Good	Sometimes uses Inappropriate terms about language becauseof inadequate vocabulary	3
	Very Good	Rarely has trouble	4
2.	**Pronounciation**		
	Unsatisfactory	Had to understand because of sound, accent,pitch, difficult, incomprehensible	1
	Fair	Error of basic pronounciation	2
	Good	Few noticeable errors	3

	Very Good	Understandable	4
3.	**Accurancy**		
	Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1
	Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	2
	Good	Occasional grammatical errors which do not obscure meaning.	3
	Very Goo	No more than two errors/speech is generally natural	4
4.	**Fluency**		
	Unsatisfactory	Speed of speech and length of utterances arebelow normal, long pause, utterance left unfinished	1
	Fair	Some definite stumbling,but manage to rephrase and continue	2
	Good	Speech is generally natural.	3
	Very Good	Understandable	4

Note :

1 = Unsatisfactory
2 = Fair
3 = Good
4 = Very Good
Final score = <u>Obtained score</u>   X 100%
*   Max. score*

D. Appendix of Student's Score

a. Pre-Test

NO	NAMA	Vocabulary	Pronounciation	Grammar	Fluency	Score
1.		45	50	45	40	45
2.		45	45	50	50	47
3.		85	80	80	80	81
4.		70	60	55	70	63
5.		50	50	40	60	50
6.		60	70	60	50	60
7.		50	40	50	45	46
8.		70	70	60	70	67
9.		40	50	40	70	50
10.		55	60	70	40	56
11.		60	70	60	60	62
12.		40	50	40	50	50
13.		40	60	50	50	50
14.		60	50	40	60	52
15.		50	50	40	40	45
16.		40	50	50	40	45
17.		50	40	60	40	47
18.		85	80	70	85	80
19.		85	85	70	80	80
20.		50	50	40	40	45
21.		45	60	50	50	51
22.		50	40	70	60	42
23.		40	45	45	50	45
24.		50	50	40	60	50
26.		40	40	50	40	42
27.		50	50	50	50	50
28.		60	60	50	60	57
29.		50	50	45	40	46

POST-TEST 1

NO	NAMA	Vocabulary	Pronounciation	Grammar	Fluency	Score
1.		60	75	70	75	70
2.		70	65	50	60	61
3.		90	90	80	90	87
4.		80	60	70	60	67
5.		70	70	60	70	67
6.		70	80	60	70	70
7.		60	70	60	85	65
8.		75	70	70	75	72
9.		60	70	60	70	65
10.		75	70	70	80	73
11.		70	75	60	70	68
12.		70	50	70	70	65
13.		60	60	70	70	65
14.		60	70	60	60	62
15.		60	50	70	60	60
16.		70	60	70	60	65
17.		70	70	60	60	65
18.		90	80	85	90	86
19.		95	85	85	80	86
20.		80	70	80	70	75
21.		75	80	80	70	76
22.		80	80	70	80	77
23.		70	65	65	60	65
24.		70	70	60	70	67
25.		60	60	65	50	58
26.		60	70	60	70	65
27.		70	60	70	80	70
28.		60	70	75	60	66
29.		60	75	70	60	66

POST-TEST 2

NO	NAMA	Vocabulary	Pronounciation	Grammar	Fluency	Score
1.		82	90	85	90	86
2.		90	95	85	90	90
3.		92	98	95	95	95
4.		95	90	85	90	90
5.		85	90	85	87	86
6.		90	95	88	90	90
7.		90	89	89	88	89
8.		95	89	87	88	89
9.		80	78	80	80	79
10.		88	86	80	88	85
11.		85	85	70	80	80
12.		85	78	78	88	82
13.		70	78	72	70	72
14.		76	75	80	80	72
15.		70	72	70	72	71
16.		78	85	78	89	82
17.		85	80	88	89	85
18.		94	98	88	99	94
19.		95	85	89	98	91
20.		90	92	87	98	91
21.		75	80	80	70	76
22.		80	80	70	80	77
23.		70	65	65	65	66
24.		70	70	60	70	67
25.		70	65	67	68	72
26.		88	90	87	89	88
27.		90	88	85	89	88
28.		88	80	85	90	85
29.		62	75	70	65	68

E. Apependix of observation check list

Lembar Observasi Aktivitas KBM Siswa

Nama Sekolah : SMP N 03 Karangpandan
Kelas   : VIII B
Siklus   : 1
Pertemuan   : 1
Tanggal   : -

NO	Aspek kegiatan yang diamati	SCORE			
		Sangat baik (SB)	Baik (B)	Cukup (C)	Kurang (K)
1.	Kesiapan siswa dalam mengikuti proses kegiatan belajar dikelas.				V
2.	Siswa memperhatikan saat guru menjelaskan materi yang akan dipelajari, tujuan pembelajaran, dan langkah-langkah pembelajaran.				V
3.	Siswa mendengarkan dan memperhatikan materi yang disampaikan oleh guru.			V	
4.	Ketertarikan siswa terhadap materi yang diajarkan dengan Project Based Learning.				V
5.	Keaktifan siswa bertanya didalam kelas.				V
6.	Keaktifan siswa saat berdiskusi dengan teman sekelompoknya.			V	
7.	Keaktifan dan keikutsertaan siswa dalam menyimpulkan materi pembelajaran yang telah dipelajari.			V	
8.	Siswa diminta untuk menganalisis teks Recount dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. membuat contoh text deskriptif.			V	

9.	Siswa diberi tugas membuat contoh text Recount dalam bahasa Inggris sesuai dengan konteksnya.			V	
10.	Siswa diminta untuk mempresentasikan hasil kinerjanya.			V	

Lembar Observasi Aktivitas KBM Siswa

Nama Sekolah   : SMP N 03 Karangpandan
Kelas   : VIII B
Siklus   : 1
Pertemuan   : 2
Tanggal   : -

NO	Aspek kegiatan yang diamati	SCORE			
		Sangat baik (SB)	Baik (B)	Cukup (C)	Kurang (K)
1.	Kesiapan siswa dalam mengikuti proses kegiatan belajar dikelas.			V	
2.	Siswa memperhatikan saat guru menjelaskan materi yang akan dipelajari, tujuan pembelajaran, dan langkah-langkah pembelajaran.			V	
3.	Siswa mendengarkan dan memperhatikan materi yang disampaikan oleh guru.		V		
4.	Ketertarikan siswa terhadap materi yang diajarkan dengan Project Based Learning.		V		
5.	Keaktifan siswa bertanya didalam kelas.			V	
6.	Keaktifan siswa saat berdiskusi dengan teman sekelompoknya.			V	
7.	Keaktifan dan keikutsertaan siswa dalam menyimpulkan materi pembelajaran yang telah dipelajari.		V		

8.	Siswa diminta untuk menganalisis teks Recount dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. membuat contoh text deskriptif.		V		
9.	Siswa diberi tugas membuat contoh text Recount dalam bahasa Inggris sesuai dengan konteksnya.		V		
10.	Siswa diminta untuk mempresentasikan hasil kinerjanya.		V		

Lembar Observasi Aktivitas KBM Siswa

Nama Sekolah   : SMP N 03 Karangpandan
Kelas   : VIII B
Siklus   : 2
Pertemuan   : 1
Tanggal   : -

NO	Aspek kegiatan yang diamati	SCORE			
		Sangat baik (SB)	Baik (B)	Cukup (C)	Kurang (K)
1.	Kesiapan siswa dalam mengikuti proses kegiatan belajar dikelas.	V			
2.	Siswa memperhatikan saat guru menjelaskan materi yang akan dipelajari, tujuan pembelajaran, dan langkah-langkah pembelajaran.	V			
3.	Siswa mendengarkan dan memperhatikan materi yang disampaikan oleh guru.	V			
4.	Ketertarikan siswa terhadap materi yang diajarkan dengan Project Based Learning.	V			
5.	Keaktifan siswa bertanya didalam kelas.	V			
6.	Keaktifan siswa saat berdiskusi dengan teman sekelompoknya.	V			

No.		Sangat baik (SB)	Baik (B)	Cukup (C)	Kurang (K)
7.	Keaktifan dan keikutsertaan siswa dalam menyimpulkan materi pembelajaran yang telah dipelajari.	V			
8.	Siswa diminta untuk menganalisis teks Recount dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. membuat contoh text deskriptif.	V			
9.	Siswa diberi tugas membuat contoh text Recount dalam bahasa Inggris sesuai dengan konteksnya.		V		
10.	Siswa diminta untuk mempresentasikan hasil kinerjanya.	V			

Lembar Observasi Aktivitas KBM Siswa

Nama Sekolah   : SMP N 03 Karangpandan
Kelas   : VIII B
Siklus   : 2
Pertemuan   : 1
Tanggal   : -

NO	Aspek kegiatan yang diamati	SCORE			
		Sangat baik (SB)	Baik (B)	Cukup (C)	Kurang (K)
1.	Kesiapan siswa dalam mengikuti proses kegiatan belajar dikelas.	V			
2.	Siswa memperhatikan saat guru menjelaskan materi yang akan dipelajari, tujuan pembelajaran, dan langkah-langkah pembelajaran.	V			
3.	Siswa mendengarkan dan memperhatikan materi yang disampaikan oleh guru.	V			
4.	Ketertarikan siswa terhadap materi yang diajarkan dengan Project Based Learning.	V			

5.	Keaktifan siswa bertanya didalam kelas.	V			
6.	Keaktifan siswa saat berdiskusi dengan teman sekelompoknya.	V			
7.	Keaktifan dan keikutsertaan siswa dalam menyimpulkan materi pembelajaran yang telah dipelajari.	V			
8.	Siswa diminta untuk menganalisis teks Recount dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. membuat contoh text deskriptif.	V			
9.	Siswa diberi tugas membuat contoh text Recount dalam bahasa Inggris sesuai dengan konteksnya.	V			
10.	Siswa diminta untuk mempresentasikan hasil kinerjanya.	V			

F. Appendix of Photo