

**THE USE OF PROJECT BASED LEARNING IN TEACHING SPEAKING
SKILL TO YOUNG LEARNERS**

*(An Experimental Research at 7th Grade of SMP Muhammadiyah 1 Kudus
in the Academic Year 2021/2022)*

A FINAL PROJECT

Submitted as a partial fulfillment of the requirement for the Bachelor Degree
(Sarjana Pendidikan) in English Education



written by:

WULAN PANGESTI

31801700030

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND COMMUNICATION SCIENCE
SULTAN AGUNG ISLAMIC UNIVERSITY**

2021

PAGE OF APPROVAL

A Final Project

THE USE OF PROJECT BASED LEARNING IN TEACHING SPEAKING SKILL TO YOUNG LEARNERS

*(An Experimental Research at 7th Grade of SMP Muhammadiyah 1 Kudus
in The Academic Year 2021/2022)*

written by:

WULAN PANGESTI

31801700030

Has been approved by the advisor and to be examined by the Board of Examiners.

Semarang, 22 November 2021

Advisor



Elok Widiyati, M.Pd.
NIK.210816030

PAGE OF VALIDATION

PAGE OF VALIDATION

A Sarjana Pendidikan Final Project on

THE USE OF PROJECT BASED LEARNING IN TEACHING SPEAKING SKILL TO YOUNG LEARNERS

*(An Experimental Research at 7th Grade of SMP Muhammadiyah 1 Kudus
in The Academic Year 2021/2022)*

prepared and presented by:

Wulan Pangesti

31801700030

Declared before the Board of Examiners

On December 3rd 2021

And Declared Acceptable

Board of Examiners

Chairman : Elok Widiyati, S.Pd., M.Pd.

Secretary : Choiril Anwar, S.Pd., M.Pd.

Member : Nani Hidayati, S.Pd., M.Pd.

Semarang, December 24th 2021

**Faculty of Language and
Communication Science**

UNISSULA

Dean

Kurniawan Yudhi N., S.Pd., M.Pd

NIK. 210813021

SURAT PERNYATAAN PENGESAHAN NASKAH SKRIPSI

SURAT PERNYATAAN PENGESAHAN NASKAH SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Yang bertanda tangan di bawah ini Dekan Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung (UNISSULA) Semarang menyatakan bahwa skripsi

Judul : The Use of Project Based Learning in Teaching Speaking Skill to Young Learners (An Experimental Research at 7th Grade of SMP Muhammadiyah 1 Kudus in the Academic Year 2021/2022)

Yang disusun oleh

Nama : Wulan Pangesti

NIM : 31801700030

Program Studi : Pendidikan Bahasa Inggris

Telah memenuhi ketentuan dan persyaratan yang ditetapkan dan oleh karenanya disetujui untuk disahkan.

Semarang, 24 Desember 2021



Kurniawan Yudhi N., S.Pd., M.Pd
NIK. 210813021

STATEMENT OF WORK ORIGINALITY

STATEMENT OF WORK ORIGINALITY

What I wrote in order to qualify for this degree was actually a work of my own. Through the various process of research, guidance, discussion, and exposure or all the test I have passed. All quotations of good directly and indirectly and kindly from other sources have been accompanied by information about their source in the manner in which scientific writing is customary.

Semarang, 22 November 2021



Wulan Pangesti
NIM. 31801700030

MOTTO AND DEDICATION

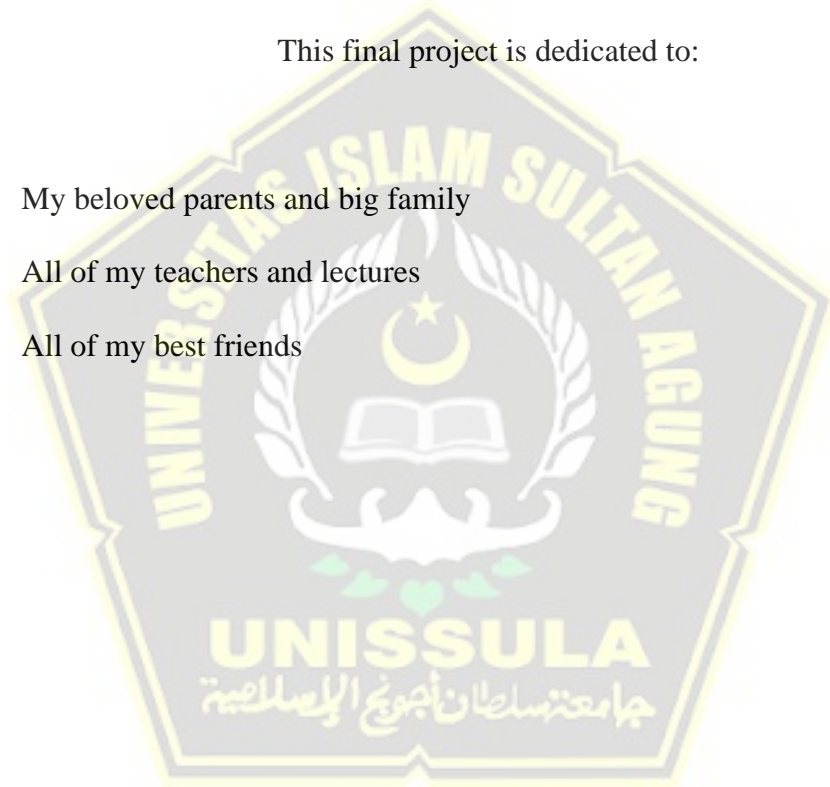
“No matter how tough your day, from the middle of the rain cloud there must be a rainbow”

(Wulan Pangesti)

DEDICATION

This final project is dedicated to:

- My beloved parents and big family
- All of my teachers and lectures
- All of my best friends



ABSTRACT

Pangesti, Wulan. (2021). “The Use of Project Based Learning in Teaching Speaking Skill to Young Learners (*An Experimental Research at 7th Grade of SMP Muhammadiyah 1 Kudus in The Academic Year 2021/2022*)”. A final project. *English Language Education Program*. Faculty of Language and Communication Science. Sultan Agung Islamic University. Elok Widiyati, S.Pd., M.Pd as the advisor.

This study objectives to find out the effectiveness of using Project Based Learning to improve students' speaking skills at the seventh grade of SMP Muhammadiyah 1 Kudus. The subjects of this study were 59 students which were from two classes, 7B as the experimental class and 7C as the control class. This study used experimental research design which was quantitative research. The instrument of the study used speaking test. The steps on this study were pre-test, treatment, and post-test. The pre-test had been given earlier the treatment conducted in order to find out the prior knowledge of students. Then, after the treatment had been given the post-test conducted to find out the significant improvement of the students. Based on the findings, the results shows that the mean scores of the students' speaking ability in pre-test were 65.17 and 63.67 in control class, and 68.97 and 68.71 in experimental class. Therefore, the students' mean scores of post-test were 69.43 and 68.50 in control class, and 77.07 and 77.24 in experimental class. It means that the mean scores of post-test was higher than pre-test. However, in hypothesis testing used independent sample T-test, which was Sig. value (2-tailed) was lower than 0.05. It showed was on first and second question were ($0.013 < 0.05$) and ($0.004 < 0.05$). It can be concluded that the using of project based learning in students' speaking ability for seventh grade students of SMP Muhammadiyah 1 Kudus had a significant difference. By using this method, it made the students more fun, active, and interactive. It also increased their creativity through this project.

Keywords: *Project Based Learning, Young Learners, Speaking Skill*

INTISARI

Pangesti, Wulan. (2021). “The Use of Project Based Learning in Teaching Speaking Skill to Young Learners (*An Experimental Research at 7th Grade of SMP Muhammadiyah 1 Kudus in The Academic Year 2021/2022*)”. *Skripsi. Pendidikan Bahasa Inggris. Universitas Islam Sultan Agung. Elok Widiyati, S.Pd., M.Pd sebagai dosen pembimbing.*

Penelitian ini bertujuan untuk mengetahui efektifitas penggunaan pembelajaran berbasis proyek untuk meningkatkan keterampilan berbicara siswa kelas VII di SMP Muhammadiyah 1 Kudus. Subyek penelitian ini berjumlah 59 siswa yang berasal dari dua kelas, yaitu kelas 7B sebagai kelas eksperimen dan kelas 7C sebagai kelas kontrol. Penelitian ini menggunakan desain penelitian eksperimen yang mana merupakan penelitian kuantitatif. Instrumen penelitian ini menggunakan tes berbicara. Langkah-langkah dalam penelitian ini adalah pre-tes, treatment, dan post-tes. Pre-tes telah diberikan sebelum treatment diberikan untuk mengetahui pengetahuan awal siswa. Kemudian setelah treatment diberikan, post-test dilakukan untuk mengetahui peningkatan yang signifikan dari siswa. Berdasarkan temuan dari penelitian, hasil penelitian menunjukkan bahwa nilai rata-rata kemampuan berbicara siswa pada pre-test adalah 65.17 dan 63.67 di kelas kontrol, 68.97 dan 68.71 di kelas eksperimen. Artinya, nilai rata-rata pada post-tes lebih tinggi daripada nilai pre-tes. Namun, pada pengujian hipotesis menggunakan uji independen T-tes yang mana hasil nilai signifikan harus lebih rendah dari 0.05. Hasil menunjukkan bahwa pada pertanyaan pertama dan kedua nilai signifikan lebih rendah dari 0.05 yaitu ($0.013 < 0.05$) dan ($0.004 < 0.05$). Dapat disimpulkan bahwa penggunaan pembelajaran berbasis proyek dalam meningkatkan kemampuan berbicara siswa kelas VII di SMP Muhammadiyah 1 Kudus memiliki efek yang signifikan. Dengan menggunakan metode ini, pembelajaran siswa menjadi menyenangkan, aktif, dan interaktif. Hal ini juga meningkatkan kreativitas mereka melalui pembelajaran berbasis proyek ini.

Kata Kunci: *Pembelajaran Berbasis Proyek, Pelajar Muda, Kemampuan Berbicara*

ACKNOWLEDGEMENTS

Assalamu'alaikum Wr. Wb.

Alhamdulillah, in the of Allah SWT, the benefience and the merciful. The great and thankfulness is dedicated to Allah SWT for the blessing and inspiration that led the writer to complete this final project. The writer would like to express the sincere gratitude to:

1. Drs. H. Bedjo Santoso, M.T., Ph.D. as the Rector of Sultan Agung Islamic University
2. Kurniawan Yudhi Nughroho, S.Pd., M.Pd. as the Dean of Language and Communication Science Faculty.
3. Elok Widiyati, S.Pd., M.Pd. as the advisor and the guardian lecture who patiently guided and assited the writer to finish this study by giving correction, suggestion, and motivation.
4. All lecturers and staffs of Language and Communication Science Faculty for their guidance and assistance during the study.
5. Ali Zamroni S.Pd., M.Pd, as the headmaster of SMP Muhammadiyah 1 Kudus and Imam Kuncoro, S.Pd. as the writer's guide teacher for study, all the officials' employees of school, and the students in the academic year 2021/2022 especially for the class VII A, B, and C

6. The writer's beloved parents, Edi Saleh and alm. Sri Yani who always give uncountable love, support, prayer, and everything to the writer. Thank you for always beside on the writer
7. The writer's brother, sister, and big family who always gives support and motivation to finish the writer's study
8. R. Rismanto Cahyo Purna K and Nurul Aini Rizqina, thank you for always stand, support, and cherish by the writer in up and down condition in every time
9. All the writer's friends in the English Education 2017 program that the writer cannot mention all. Thank you for your togetherness
10. Everyone who has helped the writer to conduct this study and write this final project

The writer realizes that this final project is still far from being perfect. The writer hopes that this is can be usefull for the researcher in particular and the readers in general.

Wassalamu'alaikum Wr. Wb.

Semarang, 22 November 2021



Wulan Pangesti
NIM. 31801700030

TABLE OF CONTENTS

COVER	i
PAGE OF APPROVAL	ii
PAGE OF VALIDATION	iii
SURAT PERNYATAAN PENGESAHAN NASKAH SKRIPSI	iv
STATEMENT OF WORK ORIGINALITY	v
MOTTO AND DEDICATION	vi
ABSTRACT	vii
INTISARI.....	viii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	xi
LIST OF TABLE	xiv
LIST OF APPENDICES	xv
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	4
1.3 Statement of the Problem.....	4
1.4 Objective of the Study	5
1.5 Hypotheses of the Study	5
1.6 Limitation of the Study	5
1.7 Significance of the Study	5
1.8 Definition of Key Terms.....	6
1.9 Organization of the Study	7
CHAPTER II: REVIEW OF RELATED LITERATURE	8
2.1 Speaking	8
2.1.1 Definition of Speaking.....	8

2.1.2 Purposes of Speaking.....	9
2.1.3 Types of Speaking	10
2.1.4 Aspects of Speaking.....	11
2.1.5 Problems of Speaking.....	12
2.2 Project Based Learning.....	14
2.2.1 Definition of Project Based Learning.....	14
2.2.2 Advantages of Project Based Learning.....	15
2.2.3 Disadvantages of Project Based Learning	16
2.2.4 Application of Project Based Learning.....	17
2.3 Young Learner	18
2.3.1 Definition of Young Learner	18
2.3.2 Characteristics of Young Learner.....	20
2.4 Review of Previous Studies	21
CHAPTER III: METHOD OF STUDY	25
3.1 Design of the Study	25
3.2 Subject of the Study.....	25
3.3 Data for the Study.....	27
3.3.1 Types of Data.....	27
3.3.2 Variable of The Data	27
3.4 Instruments of The Study.....	28
3.5 Technique for Collecting Data.....	28
3.6 Validity and Reliability.....	30
3.6.1 Validity	30
3.6.2 Reliability	31
3.7 Data Collecting Procedure.....	31

3.9	Data Analysis.....	31
3.9.1	Scoring System	33
3.10	Time Schedule	35
3.10.1	Time.....	35
3.10.2	Place.....	36
CHAPTER IV: DATA ANALYSIS & DISCUSSION.....		39
4.1	The validity and reliability of the instrument	39
4.1.1	Validity	39
4.1.2	Reliability.....	40
4.2	Treatments Analysis	41
4.3	Normality Test.....	44
4.4	Homogeneity Test.....	46
4.5	Comparison of The Data.....	47
4.5.1	Comparison of The Pre-test.....	47
4.5.2	Comparison of The Post-test	48
4.6	T-test.....	49
4.7	Discussion of Research Finding	51
4.7.1	Students' Speaking Skill.....	51
4.7.2	Project Based Learning.....	55
CHAPTER V: CONCLUSION & SUGGESTION		40
5.1	Conclusion	40
5.2	Suggestion	40
REFERENCES.....		60
APPENDICES		63

LIST OF TABLE

Table 1. The study design	25
Table 2. The data of the students' birth year	26
Table 3. The List of Scoring Rubric adapted by Brown (2004).....	34
Table 4. Time schedule of the study	35
Table 5. Tha validity of the question 1	39
Table 6. The validity of question 2	39
Table 7. The reliability of question 1	40
Table 8. The reliability of question 2	41
Table 9. Normality data of pre-test of first question.....	44
Table 10. Normality data of pre-test of second question	45
Table 11. Homogeneity data of the pre-test	46
Table 12. Comparison of the pre-test.....	47
Table 13. Comparison of the post-test	48
Table 14. T-test of the first question	49
Table 15. T-test of the second question	50
Table 16. The error of grammatical	52
Table 17. List of mispronunciation	53
Table 18. The error of vocabulary.....	54

LIST OF APPENDICES

Appendix A: Permission Letter	64
Appendix B: Certificate of Research	65
Appendix C: Validation	66
Appendix D: Instrument of Study	70
Appendix E: Lesson Plan	74
Appendix F: Students' Score of Try-out Test	82
Appendix G: Students' Score of Pre-test	84
Appendix H: Students' Score of Post-test	88
Appendix I: Validity and Reliability	92
Appendix J: Normality and Homogeneity	98
Appendix K: T-Test	101
Appendix L: Transcript of The Study Result	103
Appendix M: Documentation	108

CHAPTER I

INTRODUCTION

This chapter explains about the background of the study, the reasons for choosing the topic, the statement of the problem, the objective of the study, the hypotheses of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

1.1 Background of the Study

Many people already know that English is a global or international language. This is because English is a tool of communication and interaction with people between countries in the globalized world. It is also based on the number of people who speak it. In English worldwide, it roughly 1.5 billion people in the world who speak in English as an international language. It consisted of 325 million native speakers, English as the second language consisted of 425 million, and 750 million people learning English as the foreign language (Gunantar, 2016). In Asia, native English speakers have few relatively. However, based on second language or foreign language category this continent has a large number of people speak English. It can be concluded that some of Asia's country has capable to speak English.

Indonesia is one of countries which use English as a foreign language. This language has the function to interact on some of sectors such as education, medical, media, business, traveling, and so on. In daily life, the society of this

country rarely uses English as medium language to interact with the others. It is used in the classroom only and a proficiency test of some particular requirements (Riswandi, 2018). English is one of subjects which taught in any level of school. It means that this subject has limited time to teach on the class.

In Indonesia, English teaching process does not include variant of activities, especially in speaking. The teachers do not encourage on interaction and communication but simply focus on some skills such as drilling grammar and reading comprehension (Fitria, 2013). Teacher also use monotonous method then makes students bored and low interest on the subject. In this case, it makes students have problems in speaking English and still low because they rarely practice and do speaking activities in the class (Riswandi, 2018). The other case, the students cannot express their idea because they are unconfident to try practicing and make the learning process is impeded. Moreover, if the teachers are not enough support students to speak, the students are not willing to participate actively and the learning's goal cannot reach it.

Teaching on junior high school students we need to know and to understand about their characteristic. Young learners have differentiated with the adults on some aspects in learning such as teaching style, methods, learning materials, lesson plan, and the way of getting on them. On teaching language, young learners also have different on some extent, such as on responding the meaning, focusing on situation of design lesson, having all five senses stimulated, and having a short attention (Juhana, 2014). It means that the junior high school's teachers have the responsibility to make the students enjoy on the learning process.

Considering the facts, the writer suggests “Project Based Learning (PBL)” as a method that makes improving students’ speaking easily. It is a great method to train students in their speaking. It is also make students more creative and imaginative because trying to design, plan, and carry out the project into and out of the brain (Patton, 2012). This method also create the output such us as a product, publication or presentation. This method helps the students to organize the project and engage in purposeful communication in completing the activities easily and naturally (Maulany, 2013). It can be concluded that this method is an appropriate way for young learners which gives the opportunities to speak English for them.

Looking at the fact, the students of seventh grade in SMP Muhammadiyah 1 Kudus have not spoken English fluently. There are some reasons why they have low ability in speaking English. The problems caused by the lack of practice which causes lack of vocabularies and inappropriate pronunciation, the use of inappropriate methods in the language learning process, and the assumption that speaking English is something 'new' because it is not found in the environment. Those several factors, the use of inappropriate methods becomes the main point, therefore, efforts what needs to be done in improving the process of learning English is by using project based learning method.

According to the problems that mentioned above, the purpose of using project based learning is to improve students’ speaking skill. There are many researchers conducted the study about applying this method to improve students’ speaking skill on adult learners. However, few researchers executed this study on young learners. And then, this study is focused on analyzing whether or not project based learning method in learning process can improve speaking skill. It is hopefully will be useful for them to

improve students' speaking skill. Based on the background, the writer has great willingness to conduct a study under the title: *“The Use of Project Based Learning in Teaching Speaking Skill to Young Learners (An Experimental Research at 7th Grade of SMP Muhammadiyah 1 Kudus in the Academic Year of 2021/2022)”*.

1.2 Reasons for Choosing the Topic

The study takes judgment for the following reasons:

1. Young learners are children having all of enjoyable activities. It will motivate them to study well if English is taught with other interestingly method.
2. Students' speaking abilities are low because they still feel shy, nervous, and less of confidence when speaking on process. In addition, they usually get bored in learning process because the conventional method is not interesting in any interaction. Project Based Learning can be an alternative method to teach English and to increase their confidence.
3. Speaking skill is one of aspects important for young learners because it recognizes to the other skills, there are listening, reading and writing.

1.3 Statement of the Problem

Based on the background of the study above, the writer formulates the problem of question becomes:

“Is there any significant difference on using Project Based Learning towards students' speaking skill at 7th grade students of SMP Muhammadiyah 1 Kudus?”

1.4 Objective of the Study

Based on the statement of the problems above, the objective of the study is stated as follows:

“To analyze whether or not Project Based Learning (PBL) in learning process has a significant difference on students’ speaking skill at 7th grade of SMP Muhammadiyah 1 Kudus.”

1.5 Hypotheses of the Study

H₀ : Project Based Learning has no a significant difference on students’ speaking skill at seventh grade of SMP Muhammadiyah 1 Kudus

H₁ : Project Based Learning has a significant difference on students’ speaking skill at seventh grade of SMP Muhammadiyah 1 Kudus

1.6 Limitation of the Study

The limitation of the study is limited to the subject and object investigated. The subject of this study is the seventh year students of SMP Muhammadiyah 1 Kudus in the academic year of 2021/2022. The object of this study is focused on analyzing Project Based Learning (PBL) in speaking skill for formal operational stages.

1.7 Significance of the Study

The significance of the study is expected to be used practical significance and pedagogical significance:

1. Practical Significance

- a. The significance of the study is suggested to apply Project Based Learning (PBL) in the class.

- b. The use of Project Based Learning (PBL) in speaking can make the students are more enjoyable in doing tasks and make teaching-learning process successful.

2. Pedagogical Significance

- a. The significance of this study is giving a contribution in English teaching-learning process.
- b. This study as a beneficial reference for further researchers who want to study PBL more in speaking skill on young learners.

1.8 Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. Speaking Skill

Speaking is one of the productive skills to process the interaction between speakers to build meaning through producing, receiving and processing information (Bailey, 2006).

2. Project Based Learning

Project-Based Learning (PBL) is the name of the teaching method that represents students to learn by the group which is an instructional approach to plan, build and do the real tasks in solving the challenges to make a project (Goodman, 2010).

3. Young Learners

Young learners refer to learners with the four stages; sensory-motor between 0-2 years old; pre-operational between 2-7 years old; concrete

operational between 7-11 years old; and formal operational between 10-15 years old (Piaget, 1967).

1.9 Organization of the Study

Chapter I discusses about the Introduction. It includes of the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problems, the Objective of the Study, the Hypotheses of the Study, the Limitation of the Study, the Significance of the Study, the Definition of the Key Terms, and the Organization of the Study.

Chapter II is a Review of Related Literature. It discusses about the underlying theory of the research. It includes the explanations of some terms.

Chapter III is about Method of Study which is used in conducting this study. It consists of Design, Subject, Data for the Study, Technique for Collecting Data, Data Collecting Procedure, Data Analysis, and Time Schedule.

Chapter IV is about Data Analysis and Discussion. It discusses about the finding of the study. On this chapter, it consists The Validity and Reliability, The Normality and Homogeneity, The T-test, The Comparison of Data, and Discussion of The Study.

Chapter V is about Conclusion and Suggestion. It explains about the conclusion of the study's finding. Then, the suggestion explains about the writer's suggestion about the study.

Last part consists of References and Appendices.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about speaking, project based learning, and review of the previous studies. Specifically, young learner is delivered into some points to support about the topic. While the previous studies deliver about some reviews from the previous researchers to know how the impact of this method is.

2.1 Speaking

This sub-chapter explains about the main theory of this study. It includes definition, purposes, types and aspects of speaking.

2.1.1 Definition of Speaking

There are many definitions about speaking that have been stated by the experts in language learning. Based on an expert states that speaking is an interactive process in making meaning consists of producing, receiving, and processing information (Burns and Joyce, 1997). It means, the speaker makes and shares an information and received by the listener. In the other meaning is a process of creating and sharing mind by using verbal and nonverbal in different perspective (Chaney, 1998). However, the speaker giving the idea to the listener orally.

According to Siahaan (2008), one of productive skills as known as speaking. It means that is a skill to produce sound that has a meaning and can be accepted by other then it create a good communication. The other expert states that this skill is to communicate to the other (Fulcher, 2003). It means that speaking is the activity that

includes of two or more people are both as speaker and listener. Speaking is a process interaction between speaker and listener to create meaning over producing, receiving and processing information (Bailey, 2006). However, the speaker shares their mind and it will be reacted by listener then both have intention to each other.

According to definition above, it can be stated that speaking is one of the productive skills which produces words or sentences personally. In other word, this skill is communicative and activity of interactive which speaker and listener offer and accept meaning expressed between them. The speaker shares their idea, mind, message, and opinion to the listener for giving a response and making communicative relation. It means that on speaking process there are speaker, listener, message, and feedback.

2.1.2 Purposes of Speaking

A tool to distribute a mind which is delivered by speaker to the listener is called speaking. It means that this is very important to communicate to the other is called speaking. This skill has four of purposes such us to inform, to entertain, to persuade, and to discuss (Tarigan, 2008).

The purpose of informing means that the speaker informs and shares to the listener about ideas, information, opinion, and gives knowledge as well in specific purpose. However, a fact is informed by the speaker.

The purpose of entertaining means that the speaker makes the listener feels happier with the components which are chosen mainly based on entertainment value. The speaker tells the funny story to the listener as the example of entertaining. However, the listener will enjoy with the speaker says.

The purpose of persuading means how to affirm the listener to do something or activity by the speaker. The activity must have the actions to make listener interests to do action with speaker's wants.

The purpose of discussing means that the speaker discusses something to make decisions or plans to the listener. Discussion gets more consideration from listener to solve a problem from speaker.

From the explanation above it can be summarized that speaking is a tool of communication which makes someone inform his mind to make some decisions.

2.1.3 Types of Speaking

According Brown (2004), there are five speaking types as in the following taxonomy such as imitative, intensive, responsive, interactive, and extensive.

The first type is imitative, it means that ability in copying a word or phrase or sentence naturally. On this type, pronunciation is being tested because of parrot back.

The second type is intensive speaking which pays attention in grammatical, phrasal, lexical, and phonological such as stress, rhythm, and intonation to present the competence.

The third type is responsive speaking. It means that on this type involves interaction and comprehension test. However, it has the limited level of very short conversations such as greetings and small talk, simple request and comments. In addition, this type is a short answer type such as giving instructions and directions.

The fourth of speaking types is interactive speaking. Responsive speaking and interactive speaking have differences in the width and elaboration of the interaction. However, this difference has multiple exchange and various participants.

The fifth of speaking types is extensive or monologues. This type consists of speeches, oral representations, and storytelling. It has convenience in oral interaction from listener is either highly limited.

According to the explanation, it can be summarized that speaking has five types. Each of these types has a different role. However, with knowing each of these types will make it easier to learn the speaking level stages.

2.1.4 Aspects of Speaking

There are several aspects of speaking during speaking process happened. The important aspects of speaking skills are comprehension, fluency, grammar, vocabulary and pronunciation (Mora, 2014).

The first aspect of speaking is comprehension. This aspect is to know how students understand a language well. It is the important aspect which measures the discerning of conversation. It can be concluded that this aspect as the ability to discern of spoken English.

The second aspect of speaking is fluency. This skill measures how fast and how frequent student speaks without hesitation. The reasons of hesitation can be from functionless repetitions, self-corrections, and false start in coping. However, this aspect is to know the speaking quality of being adequate without hesitation.

Grammar is the third aspect in speaking skill. This aspect is a structure system of language. It means that the student must be taught by using this aspect to help them speak fluently. Selecting the suitable words which match the appropriate context will gain the right level of accuracy. Sometimes, the students apply a word with a different context, then it becomes unclear or ambiguous words. In short, the students must be able

to practice and to express the words correctly.

Vocabulary is the important aspect in speaking skill. Without this aspect, people cannot communicate to express themselves effectively. Experts state that without grammar, very little can be said but without vocabulary, nothing can be said (Willis, 1990). To come to the point, that this aspect is an appropriate diction to be used in communication.

The last aspect of speaking is pronunciation. This aspect is the way how people assemble language clearly when they speak. In learning this aspect, the students must know the stress, intonation, and tone of each word. Therefore, they must comprehend the phonological rules (Leong & Ahmadi, 2017). By comprehending this rule, they can realize the various ways of sound and pronunciation. In conclusion, with all of the elements in this aspect can help students speak English easily and effectively.

It can be concluded that speaking skill has several aspects that must be considered. These aspects can make it easier for someone to have good speaking skills. Then, without having one of these aspects, it can be said that the ability in speaking is lacking. Therefore, mastering these aspects can produce effective and meaningful in speaking.

2.1.5 Problems of Speaking

Speaking can be stated as one of the core problems in learning English. Students think that this skill is difficult and hard to learn. The inhibition, lack of topical knowledge, low participation, and mother tongue are the speaking issue (Tuan & Mai, 2015). However, teachers have to know the main problem that faced by students.

The first problem is inhibition, this problem can be found in the class. According to Littlewood (2007) states that inhibitions and apprehensions might be found in the

students in the language classroom. On this problem, students get into trouble or get stuck in expressing the opinions. It means, in making mistakes and getting criticized are two big scourge for the students. However, if the student do and get those, they are embarassed because obtain students' attention against themselves.

Lack of topical knowledge is the second problem of speaking. Oftenly, the students complain that they cannot express anything (Leong & Ahmadi, 2017). It means that they get difficulties when they think to say anything. They also lost motivation to explicit themselves because the students are not familiar with the topic that the teachers given to them. However, it makes the students better to be quiet because they do not know what they will convey in speaking.

The third problem of speaking is the low of participation which means there is an impulse in the class. In speaking class, there are the large of group consist of many students. In this situation each student will have less time because there is only one student talks and then the other students will try to listen what him or her says (Leong & Ahmadi, 2017). It can be concluded that a student who is active will dominate and more often speaking in the class than the passive students who just listening even never speaking at all.

The last problem that related with speaking is the mother tongue use. It can happen when students have the same mother tongue, they will talk in the class every time because they feel comfort and easy. This is supported Harmer (1991) there are several causes why students usage the mother tongue in the class. The first reason is when they speak a topic that given by teacher which they unfamiliar, they will talk with their mother tongue spontaneous. The second reason is the nature applied of

mother tongue used by students. It means that the use of it will automatically be used by students to explain something to their classmates if teachers do not urge to speak English. The last reason is the fact that students are comfortable in learning if teacher uses mother tongue in class. It can be concluded that the use of mother tongue is easier than target language (English) which the students are more able to prompt themselves and more comfortable when in learning speaking process.

2.2 Project Based Learning

The sub-chapter explains about the theory of this study. It includes definition, purpose, benefit and application of project based learning.

2.2.1 Definition of Project Based Learning

Project based learning (PBL) includes student-centered on learning and creating through problem solving experience. Through this method, it makes students in increasing flexible knowledge, having effective problem solving skills, learning in self-directed, being effective on collaboration skill, and increasing motivation on learning (Dewi, 2016). It can be summarized that project based learning is one of teaching method which is focused on student-centered on learning process.

This method makes students learn about problem solving and knowledge. The problems that faced by students as a task which handled in certain period and resulted a project. The criteria of the project are long term, requires teamwork among students, and substantial result in final product which means not every task can be deliberated as a project (Maulany, 2013). However, the output of this method can be a product, publication or presentation.

On this method, students allow to design, to plan and to accomplish the project. According to Patton (2012), this method makes students design the project and plan what they need to do. It means that, students try to make a concept for their project and arrange the steps about they are going to do. This method also permits the students decided by them to learn through the project and combine on help by teacher (Riswandi, 2018). However, it makes them implicated in the learning process actively.

Assumed from the explanation above, in conclusion project based learning is a method that consisted of students centered learning which result the output of project. Through this method, the student can design a project and arrange the plan that will improve the communicate among students.

2.2.2 Advantages of Project Based Learning

Project based learning has some benefits on the implementation. According to Sumarni (2013) the benefits of this method are:

1. Improving students' learning motivation.
2. Improving students' academic achievement.
3. Improving cooperation or collaboration ability.
4. Improving communication ability.
5. Improving on managing learning resources students' skill.
6. Creating fun learning.
7. Improving students' attitudes toward learning.
8. Improving students' creativity.
9. Being lower students' anxiety level in the learning process.
10. Improving problem solving ability.

11. Improving resource management skill.

It can be summarized that one of method which is can increase students' output in learning process is project based learning.

In the other hand, based on Larmer (2015) there are several advantages of using this method:

1. Encourages the students.
2. Organizes students for careers and citizenship.
3. Helps students find the ideal and do on test to demonstrate and thinking skill.
4. Permits teacher to teach in delightful way.
5. The best way for school to communicate with the parents, the community, and the expanded world.

It can be concluded that the advantage of using this method is to foster student motivation in learning and also increase students' creativity and thinking skills.

2.2.3 Disadvantages of Project Based Learning

In a learning method, there must be advantages and disadvantages in applying it. The advantaged of the project based learning method have been explained in the previous point. In addition, according to Daryanto and Raharjo (2012), this learning method also has disadvantages there are:

1. Taking a lot of time to complete the task.
2. Requiring a lot of money.
3. Requiring a lot of equipment that must be provided.
4. The teacher feels comfortable with the traditional classroom which plays a major role in the classroom.

6. Students have weakness in experiments and information gathering.
7. Possible students who are less active in group work.
8. Students fear that it is difficult to understand the topic as a whole.

In conclusion, the disadvantages in this learning method can be overcome by limiting the time students complete the project in terms of time, minimizing costs and using simple materials on the problem costs and tools. In addition, the most important thing is the teacher as a facilitator and creates a pleasant learning atmosphere so that students feel comfortable in learning and face problems in this learning method.

2.2.4 Application of Project Based Learning

According to Fauziati (2014), there are some stages of project based learning application particularly starting the project, developing the project, reporting to the class, and assessing the project. On the other hand, the other expert mentions four stages of this application there are speculation, designing the project, conducting the project, and evaluating (Bell, 2010). It can be concluded that both experts have the same stages in the application of this method.

Speculation is the first stage of this application. On this stage, the teacher adds the project topic list and discusses it with the students. And then, the project will be reflected by students and teacher. Nevertheless, the teacher will choose the project and will recognize the problem for the beginner or lower students. Beginner or lower students do not have the determination to increase project themes (Gaer, 1998:22). It can be concluded that the teacher has an obligation to lead the students before they can choose it for themselves.

Designing the project is the second stage of this application. Group formation,

assigning roles, and methodology decision are combined to construct the structure of the project (Dewi, 2016). However, this stage is one of important thing to decide how the project is run well.

Commanding the project activity is the next stage, it means the students accomplish what have schemed and arranged in the prior. There are many activities on this stage, the students collect the idea and examine with their group. Thereafter, the problems that have been faced in their work and advertised their final product by group will be deliberated with the teacher. The result of final product can be a presentation, a performance, a product, or a publication then which will be present to the class or wider community.

Conducting the project is the last stage of this application. The students perform their result project in front of the class. On this stage covers the assessment of the activity by members. However, the main purpose has been attained and completed of the process are discussed by the students.

2.3 Young Learner

The sub-chapter explains about the theory of this study. It includes definition and characteristic of young learner.

2.3.1 Definition of Young Learner

Many experts state about types of young learners. Based on Curtain & Dahlberg (2004) there are four types of young learners based on age, pre-school (2 until 4 years old), primary student (5 until 7 years old), intermediate student (8 until 10 years old), and early adolescent student (11 until 14 years old). The other explanation states that

there are 3 types of young learners, very young learner (3 until 6 years old), young learner (7 until 9 years old), and older or late young learner (10 until 12 years old) (Ersoz, 2007). However, it means that the average of young learner is above 12 years old.

Teaching on young learners is a challenge for the teacher in learning process. Teacher has to facilitate the learning and give the way how to learn in teaching practice. Then, the young learner will give their best on learning process. Piaget (1967) stated that children develop through specific stages, such as:

1. Sensory-Motor Stage

In this stage, the learner age range is from 0 until 2 years old. The children learn through physical interaction with the world around them.

2. Pre-operational Stage

In this stage, the learner age range is from 2 until 7 years old. To process idea, the children need concrete situation.

3. Concrete Operational Stage

In this stage, the learner age range is from 7 until 11 years old. Although the children still learn best by doing, they start to conceptualize and do some abstract problem solving.

4. Formal Operational Stage

In this stage, the learner age range is from 11 until 15 years old. Abstract thinking is able to use by children on this stage.

In conclusion, it can be assumed that there are several levels in young learner. Each level has different characteristics. Therefore, as a teacher must know the level of

this young learner in order to be able to face the appropriate learning method according to the characteristics of each level.

2.3.2 Characteristics of Young Learner

Teaching on young learners has different with adult learners. Young learners have their own characteristic than adult learners. In the learning process, they just follow what they want and like. It means, they do not really give attention and just enjoy their own activity. However, they love playing, like moving, enjoy working in groups and do out things directly.

There are many experts explain the characteristic of young learning. The characteristic of young learners such as moody, have short attention span, have highly motivation on things they like, have big curiosity, like talking and concrete things, and like physical activities. The other expert stated the characteristic of them are, have particular point of view, can describe the difference between fact and fiction, have curious of asking questions, have believed of what is said, have distinct option, and can cooperate people (Fajriana, 2017). However, the teacher has to create the teaching process based on young learner characteristic.

In conclusion, it can be concluded that young learners more active than adult learners. They do not pay attention because they are playing and being happy while learning. With that case, the teacher should be attractive, happy, and cheerful to the student on teaching process. Then, teacher will feel what their students feel on the class. However, the teachers prepare how to make them without any forcing then they will be more enjoy on the class while on learning process.

2.4 Review of Previous Studies

Related to the present study, the writer needs to review the previous studies of similar topics in order to find out the more information about the result of “*The Use of Project Based Learning in Speaking Skill on Young Learners (An Experimental Research at 7th Grade of SMP Muhammadiyah 1 Kudus in the Academic Year of 2021/2022)*”.

The previous study by (Maulany, 2013) with the title is “*The Use of Project Based Learning in Improving the Students’ Speaking Skill (A Classroom Action Research at One of Primary Schools in Bandung)*”. The purpose of the study was investigating what speaking activities were used in PBL to improve their speaking skill. This study examined whether Project Based Learning could improve young learners’ speaking skill or not and what speaking aspects were improved through PBL. The participant of the study was conducted at an elementary school in Northen Bandung with the participants were year 4B consisting of 29 students, and only 18 students were included as participant of the study. The research design used an action research method in the form of two reflecting cycles consisted of four process: planning, action observation, and reflection. The instrument of the study covered speaking assessments. The test had been qualified in terms of five aspects there are comprehension, vocabulary, grammar, fluency, and pronunciation. The result of this study showed that the effect of project based learning method was significant on the participant by post test. It drew, on pre test of 18 students only 9 students has significant, and on post test of 18 students achieve 14 students has understand everything easily. It meant that trough this method, it made more effective toward students’ speaking skill.

The next previous study with the title is “Project Based Learning Techniques to Improve Speaking Skills” by (Dewi, 2016). The purpose of the study was finding out whether project based learning could be used as an alternative method to improve students’ speaking skill. The participant of the study was eleventh grades in one state SMKN 1 Banda Aceh 2014/2015. The research design of this study used classroom action research in two cycles which wanted to know how the implementation of project based learning in teaching speaking was. Planning of the action, the implementation of the action, and the analysis and reflection after each of two cycles are the data and the findings of the study. The instrument of the study included; collecting the data were the researcher’s and the students’ observation sheets, tests, and student questionnaire sheets. The result of this study showed that PBL method can be used to make improvement students’ speaking skill in teaching learning process. It drew on cycle 1 increased from 67 in the pre test to 71 in the post test, then on cycle 2 increased 67 from pre test to 79 in the post test. However, the reaction for the students on using this method responded positively.

The last previous study’s title is “*The Implementation of Project Based Learning to Improve Students’ Speaking Skill*” by (Riswandi, 2018). As the title, this journal explains about proving the result of improving speaking skill through project based learning for the students. The purpose of study was to describe to what extent the use of this method can improve the students’ speaking skill and describe the teaching learning process when this method is implemented in the class. In this study, the researcher was collaborated with the ninth grade students of one of Junior High School in Surakarta consisted of 28 students. The study research method used an action research which

conducted two cycles. The research used some stages namely starting the project, reporting to the class, and assessing the project. The instrument of the study covered by speaking assessment. The data were collected by qualitative, interpretive modes of inquiry and data collection by teacher. Based on this study, the instrument were a pre-test and post test, speaking observation checklist, field notes, performance test, questionnaire, and interview. The studies result showed that the mean score of post-test was higher than the pre-test. By applying this method, the students could more motivated and enjoyed in the class. However, the student have an increase in intensive and extensive speaking performance.

Based on the description above, the three journals have something in common, namely using project based learning which aims to improve students' speaking skills. The objects studied in the three students' speaking skills, the object studied were elementary and high school students. In the research conducted, the researcher examined this learning method in 7th grades at SMP Muhammadiyah 1 Kudus. This study conducted had differences with three journals that had been mentioned above. The researcher used quasi experimental research in this study which needs three classes. The researcher used this design method because the conditions were not possible to use the action research. Thus, it hoped by using this design, the researcher got the information needed in this study.

CHAPTER III

METHOD OF STUDY

This chapter explains about the design of the study, the subject, the data for the study, the types of data, the variable, the instrument, the technique for collecting data, the data collecting procedure, the data analysis, and the time schedule.

3.1 Design of the Study

Before doing a study, the most important thing that must be done first is to determine the study design. This is as a guideline for researchers in conducting study stages (Mulyadi, 2012). Therefore, determining the study design will make it easier for researcher to examine an object because it already has guidelines in study.

Experimental class was used by the researcher in this study. This study design aims to find a certain effect on controlled conditions (Sugiyono, 2013). Thus, this method is a research method that manipulates the object of research for finding out whether or not there is a cause-effect of the group given the treatment. The quasi-experimental design was used in this study by researcher. It aimed to choose the samples are not randomly. It included three classes on this study, one class as try out class, and two classes as experimental class and control class. Non sample class had been held before doing the research, it as a try out class which was to find the validity and the reliability. Then, for sample class research could be designed as follow (Sugiyono, 2006):

Table 1. The study design

O1	X	O2
O4		O4

Information:

O1 : Pre-test in experimental class

O2 : Post-test in experimental class

O3 : Pre-test in control class

O4 : Post-test in control class

X : The treatment which applied the Project Based Learning method in the experimental class

3.2 Subject of the Study

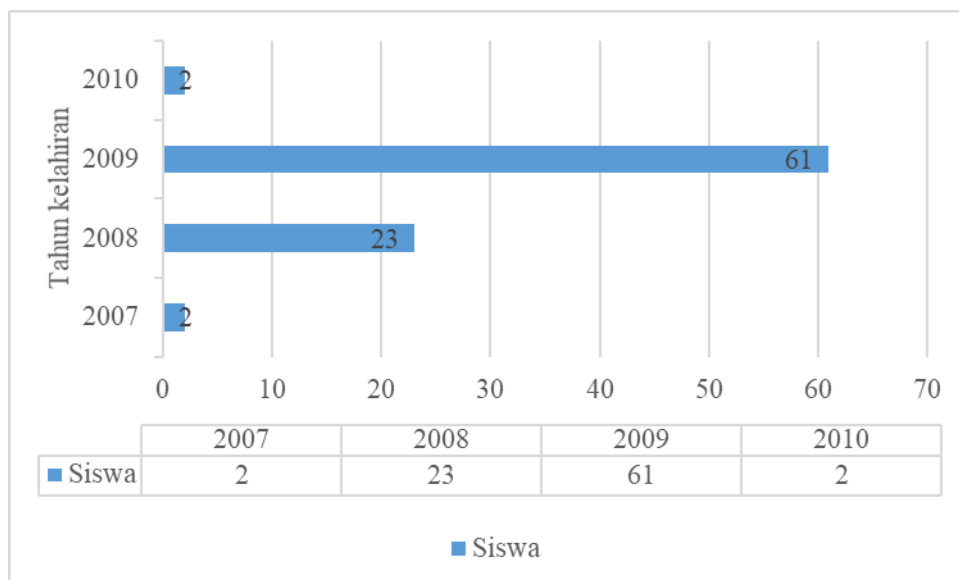
According to Siyoto (2015), population consists of subject and object that have specific characteristic in generality area which are determined by researcher to study and create conclusion. The site for this study was one of Islamic Private Schools in Kudus, that was SMP Muhammadiyah 1 Kudus in the academic year 2021/2022. In this school, has three grades there are VII, VIII, and XI grades with the total of classes are 23.

The participants of the study were from the students of seventh grades which consists of 29-32 students. The purposive cluster was used as sampling technique on this study. It aims to target an individual based on the character of the study (Turner, 2020). It took three classes to did the study. One class as the try out class in VII A, one class as the control class in VII C, and one class as the experimental class in VII B which were based on school agreement. On try out class, there were 32 students that joined on the try

out test. On experimental class, it consisted of 29 students and control class consisted of 30 students.

On this study, the participants were the young learners. As we know that on chapter two, there are four stages namely sensory-motor stage, pre-operational stage, concrete operational stage, and formal operational stage. On this study, the researcher found the data of young learners on the students there were:

Table 2. The data of the students' birth year



Assumed of the data above, it stated that the data were taken from three classes, namely the try out, control, and experimental class. The year of birth of students on average was in 2009 with a total of 61 students, and 2008 with a total of 23 students. While the year of birth of students in 2010 and 2007 each found 2 students. It can also stated that 2010 is 11 years old, 2009 is 12 years old, 2008 is 13 years old, and 2007 is 14 years old. Then, with the results mentioned, it said that the young learners' stage that had been studied was the formal operational stages which was the students were 11-15

years old.

3.3 Data for the Study

This sub-chapter explains about the data for the study. It includes types of the data and variable of the data.

3.3.1 Types of Data

Data is an empirical fact that is needed and collected by researcher to solve problems or to answer questions from their study. According to Siyoto (2015), research data comes from various sources that were collected using various techniques in the study. In this study that had be carried out, the data that used was quantitative data.

The data in the form of numbers or scoring as known as quantitative data (Sugiyono, 2014). It means that this data can be analyzed using statistical techniques. The data obtained can be in the number form which are gained custom the data instruments and the result in the a value or score form.

Using quantitative data with experimental method has aim to solve the problem and to prove whether the method is effective or not. It means, the researcher wants to know whether project based learning method has a significant in improving students' English speaking skill or not.

3.3.2 Variable of The Data

In the study, variable is one of important thing which as a a factor that has a role in the research or the symptoms to be studied. According to Siyoto (2015), an element and quality or value of people, factors, treatment of objects that have been decided by

researchers to be studied and then draw conclusions is called variable. On this study, it was divided into two variables, there were dependent variable and independent variable:

1. Dependent Variable

The dependent variable as can be called the outcome variable. It is a variable which is influenced or the independent variable result. The students' improvement in speaking skill was the dependent variable of the study.

2. Independent Variable

The independent variable or it can be called the stimulus variable, predictor, antecedent is a variable that influences the causes of the change. The independent variable of this study was Project Based Learning.

3.4 Instruments of The Study

In conducting a study, it is necessary to pay attention in research instruments to get good quality research results. According to Arikunto (2010), an instrument is a tool selected and used by researchers in their research to be systematic. It means, the instrument as a tool in data collection to make it convenient for researchers to retrieve the data.

The researcher used test as the instrument in this study to assemble the data of this study. This instrument was the form of the speaking result test which was used for define the students' ability, for the examples are the students' score and the individual score after applying the strategy.

3.5 Technique for Collecting Data

In the research, the most important thing to do is data collection. In the process of

collecting this data, what the researcher must do have a way or technique to get good and structured data or information. Then, the correctness of the information obtained in the research results can be justified.

In this study, the technique which was used to collecting data is test. Test is one of commonly used assessment tools in education to collect the data and information about the student progress. In measuring the quality, ability, skill or subject's knowledge, a test is designed to measure these points to be acceptable or not (Adom, 2020). It means in this case, the test is used to assess the students' speaking ability as well as fluency, grammar, pronunciation, and vocabulary.

The researcher examined the students' speaking skill in the extensive or monologues type. This type has the function of delivering a speech, oral presentation, and story telling. However, the researcher asked to examine the oral presentation.

In conducting this test, the researcher gave two test, namely pre-test and post-test. Which pre-test was done to determine the students' ability before being given treatment. Then, the post-test was carried out to find out the results obtained after getting treatment. The following is an explanation of the test will be carried out in the study:

a) Pre-test

On the pre-test did in the first meeting to assess the students' ability before applying the treatment. In this phase, the students were asked to speak about introduction for at least one minute. After the students collected the video, the researcher and the rater gave the value of presentation. It aims to analyze the ability of students' speaking skill which consists of grammar, fluency, pronunciation, and vocabulary.

b) Post-test

On the post-test, the researcher found out the developing of the students' speaking after applying the treatment. The students were asked to speak the specific topic that was introducing their family. After the students collected the video, the researcher and the rater analyzed it to know whether there was any improvement after given the treatment.

3.6 Validity and Reliability

In this validity and reliability section, the researcher explains about the validity and reliability of test in try out class. To measure these data, the researcher counted by using SPSS (Statistical Product and Service Solutions) version 16. Here the explanation about the data.

3.6.1 Validity

Validity is an assess that shows the validity level of an instrument (Arikunto, 2010). It means, the validity is done to find out the truth of an instrument. A data will be said as valid, if the data reported is the same as the data obtained by the researcher. The validation of an item can be searched by correlating the item's score with the item's total. Based on Ghozali (2011), the data can be assumed valid if the r -value is higher than r -table with the $df = n-2$ (n means sample). Meanwhile, the data can be said invalid if the r -value lower than r -table. To find the coefficient value, the researcher used the Pearson Product Moment to count this validity data.

3.6.2 Reliability

Reliability is a tester used in research to perceive the consistency of measuring instruments whether the measuring instrument used is reliable or not (Dewi, 2018). It means the instrument can be said to be reliable if the result is consistent in over time. There are five types of reliability testing; Cronbach's Alpha, the Flanagan formula, the KR (Kuder-Richardson)-20 formula, the KR-21, and the Anova Hoyt method. In this study, the researcher used Cronbach's Alpha. It aimed to test the items consistency in the research instrument. This test has the rules, the data can be said reliable if the $t\text{-value} > t\text{-table}$, meanwhile the data can be said unreliable if the $t\text{-value} < t\text{-table}$ (Widiyanto, 2010).

3.7 Data Collecting Procedure

The procedure of study that had be conducted as follows:

1. Asking permission of the headmaster and English teacher in SMP Muhammadiyah 1 Kudus to carry out the study.
2. Choosing one class as a non sample class, two classes as sample class there were experimental and control class which were the seventh grades of SMP Muhammadiyah 1 Kudus in the academic year 2021/2022.
3. Conducting the study by implementing project based learning to improve students' speaking skill.
4. The researcher collected and analyzed the data.

3.9 Data Analysis

Data analysis can be carried out after the researcher had obtained the required data. The process in calculating the data, the researcher calculated the data by counting

the SPSS version 16. In the study that had be conducted, the researcher used data analysis using statistical computation. It aimed to determine the results and differences between the two classes. The classes had been tested namely the experimental class and the control class which were compared using the T-test. In applying this test, there are two terms that must be fulfilled according to the standards of normality and homogeneity. Thus, this test can be carried out after these two terms are done.

a. Normality Test

Standard normality of data is used to test whether a variable is normal or not. This standard can be identified using the *Kolmogorov-Sminorv* test using the SPSS version 16. In this test, the data can bes said to be normal, if the significant value is higher than 0.05 (Sig. value > 0.05). Moreover, the data can be said unnormal, if the significant value lower at 0.05 (Sig. value < 0.05).

b. Homogeneity Test

Homogeneity standarts are used to test whether the two groups to be tested come from population that have the same or homogeneous variations. This test is obtained from post-test data from experimental and control class. Thus, the level of significance is $\alpha = 0,05$. This homogeneity test can be used with SPSS which have the criteria:

- the variant can be said to be homogeneous if the Sig. value > 0.05 or significant value is higher than 0.05

- the variant can be said to be not homogeneous if the Sig. value < 0.05 or significant value lower than 0.05

c. T-Test

After the two terms are fulfilled, the t-test used to investigate the difference in the mean among the independent data. On this study, the researcher used independent sample t-test, it aims to know the differences of average in score between the experimental and control the class. It had the rules that if the Sig. value (2-tailed) > 0.05 , the H_0 is accepted and the H_1 is rejected. Meanwhile, the H_0 is rejected and H_1 is accepted if the Sig. value (2-tailed) < 0.05 (Sujarweni, 2014). The interpretation of this statistical test can be carried out with the following conditions:

- a. The null hypothesis (H_0) is rejected if Sig (2-tailed) > 0.05 . It means that Project Based Learning has no significant difference on the students' speaking skill at seventh grade of SMP Muhammadiyah 1 Kudus.
- b. The null hypothesis (H_1) is accepted if Sig (2-tailed) < 0.05 . It means that Project Based Learning has significant difference on the students' speaking skill at seventh grade of SMP Muhammadiyah 1 Kudus

3.9.1 Scoring System

In determining assessment criteria in learning, the teacher needed an scoring rubric. Therefore, the reseacher tried to compile a scoring rubric in this study to define the capacity of students' speaking skill. This scoring rubric had be used in the pre-test and

post-test. The total on scoring rubric is 20 points for the maximum score, which means the students have good speaking skills. Furthermore, the minimum score of scoring rubric is 4 points in which the students have not achieved good speaking skill. The scoring rubric is explained in below:

Table 3. The List of Scoring Rubric adapted from Brown (2004)

Aspects	Score	Explanation
Fluency	5	Language flows perfectly during the whole speech.
	4	Language flows smoothly during the whole speech.
	3	Some hesitation during the speech.
	2	Frequent hesitation during the speech.
	1	Hesitation is shown in the whole speech.
Grammar	5	Master in a variety of grammatical structure.
	4	Uses a variety of grammatical structure with some errors.
	3	Uses a complex sentence.
	2	Grammars are difficult to understand.
	1	Errors in grammar in the whole speech.
Pronunciation	5	Pronunciation is almost appropriate and easily understood.
	4	Pronunciation is hardly inappropriate in whole speech.
	3	Pronunciation is some of inappropriate in whole speech.
	2	Pronunciation is not clear, but it can be understood.
	1	Pronunciation is very poor in whole speech.
Vocabulary	5	Uses wide of vocabulary range.
	4	Uses inappropriate vocabulary sometimes.
	3	Uses inappropriate vocabulary frequently.
	2	Uses very limited vocabulary.
	1	Uses vocabulary limitation in extreme and often repeat some words.

In measuring the result, the score on each component was added to get the maximum score. After that, the total score was divided from four aspects with the maximum score and multiplied by 100. It describes as follows:

$$\text{Final Score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

3.10 Time Schedule

Time schedule is a description of the time and place of implementation when the study begins.

3.10.1 Time

In conducting a study, the researcher need a time schedule in carrying out the agenda to be studied. Here the following a table of research schedules that had been carried out:

Table 4. Time schedule of the study

No	Activities	September					October				November
		1	2	3	4	5	1	2	3	4	1
1.	Asking permission to headmaster and discussion with teacher (Rater 2)										
2.	Try Out Test										
3.	Pre-Test (Control Class)										
4.	No activities (Mid Term Test)										
5.	Try Out Test (Experimental Class)										
6.	Treatment										
7.	Treatment										
8.	Treatment										
9.	Treatment										
10.	Post-Test										
11.	Leaving the school										

3.10.2 Place

This study was conducted at SMP Muhammadiyah 1 Kudus. It is located in JL. KHR. Asnawi No.7 Kudus, Jawa Tengah.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

Data analysis and the discussion are described on this chapter. On the data analysis clarify about the finding of the research such as the validity and reliability, the normality and homogeneity, the t-test, and the comparison of data. Meanwhile on the discussion, the argument and interpretation of the findings will be explained further.

4.1 The validity and reliability of the instrument

In this subsection, it will explain about the validity and reliability of the research instrument. In testing these two, the researcher examined in the try out class. This test also the hold at the beginning of the research before doing the next steps. Here are the detailed results of validity and reliability in the test.

4.1.1 Validity

To find out whether the instrument is valid or not, it is necessary to test the validity of the instrument to be given. In testing the validity, the researcher examined into try out class. The researcher gave two questions to the class that had been tested. In addition, in the assessment, there were four aspects that will be examined by rater one and rater two. Namely fluency, grammar, vocabulary, and pronunciation. The data can be said to be valid if the r-value is higher than r-table (Ghozali, 2011). Here the following results:

Question 1

Rater 1

Table 5. The validity of the question 1

Aspects	r-value	r-table 5% (30)	Description
Fluency	0.914	0.361	Valid
Grammar	0.905	0.361	Valid
Vocabulary	0.803	0.361	Valid
Pronunciation	0.887	0.361	Valid

Rater 2

Aspects	r-value	r-table 5% (30)	Description
Fluency	0.877	0.361	Valid
Grammar	0.809	0.361	Valid
Vocabulary	0.705	0.361	Valid
Pronunciation	0.751	0.361	Valid

According on the first question of table, it stated that each rater gave a value on per aspects. In calculating the validity test, it was determined by r-value which must be higher than r-table (r-table at $df = 32 - 2 = 30$ is 0.361). Then, based on the table on the first and second rater had r-value that was higher than r-table. However, the instrument data in the first question could be said to be valid.

Question 2

Rater 1

Table 6. The validity of question 2

Aspects	r-value	r-table 5% (30)	Description
Fluency	0.862	0.361	Valid
Grammar	0.788	0.361	Valid
Vocabulary	0.801	0.361	Valid
Pronunciation	0.871	0.361	Valid

Rater 2

Aspects	r-value	r-table 5% (30)	Description
Fluency	0.883	0.361	Valid
Grammar	0.771	0.361	Valid
Vocabulary	0.701	0.361	Valid

Pronunciation	0.767	0.361	Valid
---------------	-------	-------	-------

In the second question of table, it stated that each rater had a different value. As in the first question, the r-table on the data is 0.361. The first and second rater had values above the r-table. Then, it could be concluded that the instrument data in the second question was also valid.

Assumed from the table and description above, it stated that in the first and second questions the value of the r-value had exceeded r-table. In which each aspects had a value of higher than 0.361. Moreover, it could be concluded that the instruments in the first and second questions were valid and could be used on the next steps.

4.1.2 Reliability

After testing the validity of the data, the next step was to calculate the reliability of the data. It aims to measure whether the given instrument is reliable or not, or in other words it is consistent or not. This reliable data was also tested in a try out class after counting the validity data was found. This data was calculated by Cronbach Alpha which can be said to be reliable if r-value is higher than r-table (Widiyanto, 2010). The reliability results could be stated as follows:

Question 1

Table 7. The reliability of question 1

Rater	r-value	rtabel 5% (32)	Description
Rater 1	0.555	0.349	Reliable
Rater 2	0.553	0.349	Reliable

In the first question, it showed that the rater produced a different r-value. Where the first rater had the r-value of 0.555 and the second rater had 0.553. The data could be said to

be reliable if the r-value had a higher than r-table, where r-table had a value of 0.349 with N=32 (see on the appendix). It could be concluded that the results of the first and second raters are said to be reliable.

Question 2

Table 8. The reliability of question 2

Rater	r-value	rtable 5% (32)	Description
Rater 1	0.554	0.349	Reliable
Rater 2	0.553	0.349	Reliable

Furthermore, based on the table in the second question, it showed that the r-value given by the first and second rater were different. Where the value of the r-value on the first rater was 0.554 and the second rater was 0.553. As previously known, the data could be said to be reliable if the r-value was more than the r-table, which was 0.349. With the results above, it can be summarized that in the second question of the data could be said to be reliable.

According to the explanation of the data above, it stated that the first and second questions were assessed by two raters had different values. Where each r-value was higher than r-table, it was 0.349. Then, with this explanation it can be stated that the data in the first and second questions were reliable or the data was consistent.

4.2 Treatments Analysis

After the data had been declared valid and reliable, the next step was conducted a pre-test in the control and experimental class by the researcher. Each of them got the same questions, in order to determine the students' ability at the beginning before the treatment was applied.

After the pre-test data was obtained, the treatment was conducted by the researcher in the experimental class with applying the project based learning method. Afterwards in the control class, conventional method was conducted on learning process. The treatment had been given to the experimental class was three meetings. This treatment had been carried out on 29th September, 6th October, and 10th October 2021. Each meeting was conducted around 30 minutes. With the Covid-19 pandemic still hitting, the learning conditions in the research were conducted in limited face-to-face learning. However, the class was divided into two sessions and still adapting to these conditions. Thus, the researcher also adapted to these conditions by doing research in first and second sessions.

In this study, the researcher as a student facilitator in this learning. At each meeting, the researcher carried out a learning stage with three stages, namely opening, core activities, and closing. In the opening activity, the researcher opened the class, motivated students, and did student attendance. In the core activity, the researcher provided material and applied project based learning methods. And the last was closing activity, with the students, the researcher reviewed the material and closed the lesson. The material provided by the researcher was the introduction myself and relatives material. This material was given in accordance with the learning plan which was implemented in the first semester of the 2021/2022 academic year.

The first meeting was conducted on 29th September, 2021. In this meeting, the researcher gave a stimulus about introducing myself. Then, the students were asked to find out the information about the function and example of introducing myself. The researcher also explained and gave examples of how to introduce themselves well. After explained it,

the students were asked to do an exercise to practice introducing myself. However, it can be stated that students can introduce themselves well.

The second meeting was on 6th October 2021. At this meeting, the researcher gave a stimulus regarding the introduction relatives. The researcher asked the students to find out information about the introduction relatives. Then, the researcher explained how to introduce the others, by paying attention to the grammar such as pronouns (subjective, objective, possessive). After knowing about it, students were asked to compare with the previous meeting's material. Before the lesson was closed, students were asked to find the information about their families according to the material that had been explained before.

At the third meeting, it was on 10th October 2021. With the students, the researcher reviewed the previous material, namely the introduction myself and relatives. On this session, the researcher asked students to make a form groups which consisted of two students. With the information that had been obtained previously, students were given a project scheme from the researcher. In groups, students discussed to complete the given task and designed a family tree. In designing a family tree, the researcher was a supervisor and facilitator students if there were obstacles. In addition, the tasks given were discussed together in groups.

After the treatment was given, a post-test were given to the students in the last meeting. The post-test given was in the form of making a video about introduction the family with the family tree poster design which had been made previously, and also making a voice note about introducing a favorite family member. The post-test assignments were sent via the researcher's personal message. After the students collected, the researcher gave

comments and appreciation about the tasks. However, this post-test aims to regulate whether there was a significant difference after applying this method.

4.3 Normality Test

In this subsection of the findings, the researcher tested the results of the normality in each of the tested classes, particularly the experimental and control class. This test was carried out on the pre-test before the treatment. In this study, the researcher conducted a pre-test with a total of the two questions.

In the normality test, the data to be analyzed used the Kolmogorov test with the data normality criteria. The data used a general significance data level of more than 0.05. Which means, the significance of the data in formula is when $\text{Sig.} > 0.05$ or higher than 0.05 is normal, and when $\text{Sig.} < 0.05$ or lower than 0.05 is not normal. The following are the normality test results:

Table 9. Normality data of pre-test of first question

Question 1

One-Sample Kolmogorov-Smirnov Test

		Pre_Experimental	Pre_Control
N		29	30
Normal Parameters ^a	Mean	68.966	65.167
	Std. Deviation	10.8668	9.0003
Most Extreme Differences	Absolute	.174	.150
	Positive	.174	.150
	Negative	-.101	-.096
Kolmogorov-Smirnov Z		.939	.821
Asymp. Sig. (2-tailed)		.341	.511

a. Test distribution is Normal.

b. Calculated from Data.

According to the table above, it stated that the first question on the experimental class had Sig. (2-tailed) 0.34, and the control class was 0.51. The Sig. both experimental and control were higher than 0.05. Therefore, it concluded that the first question in the experimental and control class had fulfilled normality value.

Table 10. Normality data of pre-test of second question

Question 2

One-Sample Kolmogorov-Smirnov Test

		Pre_Experimental	Pre_Control
N		29	30
Normal Parameters ^a	Mean	68.707	63.667
	Std. Deviation	10.3644	8.2716
Most Extreme Differences	Absolute	.140	.205
	Positive	.140	.205
	Negative	-.105	-.095
Kolmogorov-Smirnov Z		.754	1.120
Asymp. Sig. (2-tailed)		.620	.162

a. Test distribution is Normal.

b. Calculated from Data.

Normality test on the second question, it showed that the normality value on experimental and control class got Sig. (2-tailed) 0.62 and 0.16. It means, the normality had fulfilled requirement which is more than 0.05. Therefore, in the second question of the experimental class and control class, the data was said to be normal.

Based upon the data in 9 and 10 tables, it can be decided that the first and second questions were normal. The value of each classes had higher value than 0.05. In case, after the data was said normal, it could be conducted on the next steps.

4.4 Homogeneity Test

The researcher tested the homogeneity test after conducting the normality test. This test aims to measure the homogeneity of the data. To identify whether the data is homogeneous or not, it must know the requirements. If $\text{Sig.} \geq 0.05$ the data is said to be homogeneous, but if $\text{Sig.} \leq 0.05$ the data is said to be inhomogeneous. In the study that had been done, this test was carried out in the experimental class and the control class. This data came from these classes which were two questions that have been tested. Here the homogeneity test results are described below:

Table 11. Homogeneity data of the pre-test

Question 1

Test of Homogeneity of Variances

SCORE_PRETEST

Levene Statistic	df1	df2	Sig.
.933	1	57	.338

Question 2

Test of Homogeneity of Variances

SCORE_PRETEST

Levene Statistic	df1	df2	Sig.
1.026	1	57	.315

Assumed of the table data above, it showed that the value of Sig. in the first question from experimental and control class was 0.34. Then, on the second question the homogeneity data were 0.31. The results of these data had fulfilled the requirements of the Sig. value of more than 0.05. it can be concluded that in the first and second questions the data declared homogeneous.

4.5 Comparison of The Data

In this subchapter, the researcher clarifies about the comparison between pre-test and post-test in the experimental and control class. It aims to determine whether each has a different value. The comparison results are explained in the following points.

4.5.1 Comparison of The Pre-test

In the research had been done, the researcher conducted the pre-test in 7B as the experimental class and 7C as the control class. It aims to test the students before getting treatment. There are the following comparison results of the pre-test on the experimental and control class:

Pre-test

Table 12. Comparison of the pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EC Question 1	29	55	98	68.97	10.867
EC Question 2	29	55	95	68.71	10.364
CC Question 1	30	50	92	65.17	9.000
CC Question 2	30	50	88	63.67	8.272
Valid N (listwise)	29				

Derived from the table above, it can be summarized that the results of the pre-test in the experimental and control class had different values. The minimum scores for the first and second questions in the experimental each got a score of 55, then the score was 50 on control class. For the maximum score, the first and second questions got a score of 98 and 95 in experimental class, and the control class got a score of 92 and 88. Therefore, the average score on experimental class got 68.97 on the first question and 68.71 on the second

question. Meanwhile, the average score on control class got 65.17 on the first question, and 63.67 on the second question.

4.5.2 Comparison of The Post-test

After conducting the pre-test and the treatments, the researcher had tested the post-test. It was conducted in the experimental and the control class which aims to compare the scores of the students who have received treatment or not. In addition, it also compares whether there are differences in student scores before and after getting treatment. The post-test results are explained as follows:

Post-test

Table 13. Comparison of the post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EC Question 1	29	60	100	77.07	12.321
EC Question 2	29	60	100	77.24	12.199
CC Question 1	30	60	88	69.42	10.519
CC Question 2	30	55	85	68.50	10.289
Valid N (listwise)	29				

With the results that had been obtained, it can be summarized that the result of the post-tests in experimental and control class got different scores. In the minimum value of experimental class, the scores were 60 and 60 on the first and second questions. In the minimum value of control class, the scores were 60 and 55 on the first and second questions. For the maximum value, the experimental class got 100 and 100, on the first and second questions. And for the control class, got the scores of 88 and 85 at the maximum value. Therefore, the average score was 77.07 and 77.24 on the first and second questions in the

experimental class. Then, 69.42 and 68.50 in the control class for the first and second questions.

4.6 T-test

In knowing the results of the hypothesis, the researcher used a t-test which was to define whether the use of project based learning method could have significant difference on students' speaking. To find out the different scores between experimental and control class, the Independent Sample T-test was used to test the post-test on this study. On this test had the rules there were; if the Sig. value (2-tailed) > 0.05 , the H_0 is accepted and the H_1 is rejected; if the Sig. value (2-tailed) < 0.05 , H_0 is rejected and H_1 is accepted (Sujarweni, 2014). Below are the t-test results:

Table 14. T-test of the first question

Question 1

Independent Samples T-test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post- Equal test variances assumed	.807	.373	2.569	57	.013	7.65230	2.97907	1.68681	13.61779
			2.562	54.995	.013	7.65230	2.98714	1.66592	13.63868

Based on the table above, it confirmed that the Sig. value (2-tailed) was 0.013. It indicates, the Sig. value (2-tailed) was lower than 0.05 or $0.013 < 0.05$. Therefore, on the first question there was a significant difference on project based learning method, and the H_1 was accepted.

Table 15. T-test of the second question

Question 2

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Result Equal variances assumed	.443	.508	2.979	57	.004	8.7414	2.9343	2.8656	14.6172
Equal variances not assumed			2.970	54.752	.004	8.7414	2.9428	2.8432	14.6396

Based on the table, it stated that the Sig. value (2-tailed) was 0.004. It implies that the Sig. value was lower than 0.05 or $0.004 < 0.05$. It can be declared that on the second question the H_1 was accepted, it implies there was significant difference on using project based learning.

According to the results table on the first and second questions, it could be concluded that the Sig. value (2-tailed) in each question was lower than 0.05, namely $0.013 < 0.05$ and

$0.004 < 0.05$. It means that there was a significance effect on using project based learning in teaching speaking. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

4.7 Discussion of Research Finding

In the sub-chapter this discussion will explain the interpretation of the findings from the research results.

4.7.1 Students' Speaking Skill

In the research that has been done, the researcher has four speaking aspects in study including fluency, grammar, pronunciation, and vocabulary. Here, the discussion of those aspects will be discussed as follows:

a. Fluency

One of the important aspects of speaking is fluency. A someone's fluency stated from the number of pauses, this is because a lot of thinking to avoid mistakes in speaking. Based on Littlewood (2007), students get into stuck in expressing the opinions. It means, the lack of fluency can also occur due to confusion in expressing. In this research had been done, the researcher found that students experienced a lack of fluency. As an example:

"I study in SMP Muhammadiyah one Kudus. I seven grade. My hobby is ... umm watching Youtube. And my favorite color is black. My favorite food is ... umm noodle. I like noodle because that is ... aaa delicious food."

Based on the example above, it stated that students experience a lack of fluency such as pausing, and thinking about what to say. The researcher found that

the fluency in speaking was initially low in the pre-test, although in the post-test has an increase in this aspect.

b. Grammar

Language structure is one of the most crucial aspect in speaking English. In case, there is an error in the selection of the structure, it causes a change in meaning. In this research had been done, the researcher assessed aspects of grammar in students' speaking. The language structure used in this study is the simple present tense which tells about the facts. The results showed that on the pre-test result were lower than the post-test result. Students did some grammatical errors in speaking, for example in the inverse word order, to be, pronoun, article, regular and irregular words, and countable words. Here the example of the errors grammar are:

Table 16. The error of grammatical

Error Grammatical	Should be
I have four uncle.	I have four <u>uncles</u> .
I seventh grade.	I <u>am</u> seventh grade.
My father is a employee.	My father is <u>an</u> employee.
I have a mother, he is a housewife.	I have a mother, <u>she</u> is a housewife.
My father is name is Mr. Budi.	My father's <u>s</u> name is Mr. Budi.
My mother like cooking.	My mother <u>likes</u> cooking.
My hobby is cooking and drawing.	My hobby <u>are</u> cooking and drawing.

Based on the example above, it explained that students still have grammatical error in speaking. There are the factors why students experience this, namely the

lack of language then these errors can occur (Leong & Ahmadi, 2017). In addition, students were often confused and doubtful then made students did not realize that had grammatical error. Researcher conducted the treatment to improve students' grammatical. Thus, students can minimize the occurrence of grammatical errors.

c. Pronunciation

In this aspect, the researcher detected that the students' pronunciation result in try out test was low. It caused a lack of clarity in speaking or mispronunciation in speaking English. There were several aspects on this, including the students' unaccustomedness in speaking, the influence of the mother tongue as a first language, the choice of words that are difficult to pronounce, and unfamiliar words (Harmer, 1991). In addition, students also often said Indonesian words because they did not know how to read the words to be spoken. For the example in this mispronunciation are:

Table 17. List of mispronunciation

Vocabulary	Mispronunciation	Should be
my	/mi/	/maɪ/
live	/laɪf/	/lɪv/
birth	/brɪð/	/bɜːθ/
employee	/əmploɪi:/	/ɪmˈplɔɪi:/
family	/famili/	/ˈfæməli/
brother	/broter/	/ˈbrʌðər/
child	/chil/	/tʃaɪld/
people	/pepel/	/ˈpiːpl/
because	/bekaus/	/bɪˈkəz/

study	/studi/	/'stʌdi/
introduce	/introju:s/	/,intrə'du:s/

In overcoming this mispronunciation, the researcher gave the treatment to pronounce in the right way. Then, students could improve their speaking pronunciation. Thus, it stated in the post-test outcome of students that has increased from the previous test or pre-test.

d. Vocabulary

After the three aspects described above, vocabulary is the most important aspect. Vocabulary is the most important foundations in speaking, because if there is no vocabulary then communication will not occur. In the study that had been done, the researchers found students who were still minimal in using vocabulary. According to Harmer (1991), the nature applied of mother tongue used by students. In addition, students also still used their mother tongue if the students did not know the vocabulary in English. As an example:

Table 18. The error of vocabulary

Vocabulary	Should be
My date of birth is <i>delapan belas Juli dua ribu delapan.</i>	My date of birth is eighteen July, two thousand and eight.
My date of birth twenty three, address Prambatan Lor RT <i>dua</i> RW <i>dua.</i>	My date of birth is twenty three January, two thousand and nine. I live in Prambatan Lor, RT two, RW two.

Based on the example above, it stated that students were minimal in using vocabulary. This was due to two factors namely, still using the mother tongue, and

not knowing the vocabulary to be used. In addition, confusion, and fear of being wrong was also one of the factors why it happened. However, in this study, the results of vocabulary aspect of the post-test increased than of the pre-test.

Based on the points that described above, it can be concluded that the students had difficulty in speaking English. It stated from students' lack of fluency, mispronunciation, missed grammar, and lack of vocabulary. These were caused by several factors, namely students' lack of knowledge, unfamiliarity in using English, and lack of practice in everyday life.

4.7.2 Project Based Learning

In the research that had been done, the researcher used project based learning as a learning method in study. As we know that, this is one of learning method which produces an output in the form of a project. Learning with this method can help students overcome understanding, increasing the flexible knowledge, and increasing motivation in learning (Dewi, 2016). It could be found that when applying this method, students were very active in participating in learning. Students could also hone their creativity in producing a project. In addition, this learning was considered more fun than conventional learning.

In improving students' speaking skill, the researcher was used this method. It stated that students' speaking was quite weak. This showed in the students' pre-test result that had been carried out before being given the treatment. In this study, there were several aspects that were assessed on students' speaking, namely fluency, grammar, pronunciation, and vocabulary. From some of these aspects, it stated the measurement of the students' ability to speak English.

The research results from data analysis indicated that learning with the project based learning method has increased. This showed from the pre-test data with a total score of 68.97 and 68.71, and increased in the post-test data, namely 77.07 and 77.24. Before the treatment, the post-test data results had increased. Moreover, the comparison between the experimental class which used this method has a improvement score compared to the control class which did not use this mehod. It explained from the post-test data with scores of 77.07 and 77.24 in the experimental class, and scores of 69.42 and 68.50 in the control class.

From the conclusion of the test that have been carried out, the null hypothesis was rejected. It means, there was a significant difference between the experimental post-test and the control-class. The class that had been given treatment had increased compared to the class that has no received treatment. Therefore, project based learning was proven to be effettive as a learning method in teaching students' speaking than conventional method learning.

CHAPTER V

CONCLUSION AND SUGGESTION

On this chapter organizes about the conclusion and suggestion. The conclusion is according to the data analysis, findings, and discussion of research. On the suggestion sub-bab presents some suggestion formed on the conclusion of the study.

5.1 Conclusion

Determine from the result of the data analysis and discussion on the study, it could be accomplished that there was significant difference in the students' speaking after using project based learning. It explained from the outcome of the post-test experimental class which used project based learning method to get the higher score that was 77.07 and 77.24. Then the results of post-test control class which used conventional method, that was 69.42 and 68.50. Therefore, in improving students' speaking skill could use one of the learning method, namely project based learning. Moreover, the used of this method could increase students' enthusiasm, creativity, and motivation in learning English especially for the seventh-grade students in SMP Muhammadiyah 1 Kudus.

5.2 Suggestion

On this sub-bab, the researcher puts some suggestions on this study. Hopefully can be valuable, especially for the students, English teacher, and further researchers. The suggestions as follows:

1. The students are suggested to do confident and practice more their speaking ability in inside and outside the classroom.
2. The English teachers are suggested to use creative technique such as project based learning in teaching as an alternative method, because it can make students have enthusiasm, active, motivate to learn English, and improve the students' speaking ability.
3. For next researcher who will research English Speaking are suggested to continue this research, to investigate the speaking issues in any level of students.

REFERENCES

- Adom, D. (2020). *Test, Measurement, and Evaluation: Understanding and Use of The Concepts in Education*. Ghana: Kwame Nkrumah University of Science and Technology.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Bailey, K.M. (2006). *Issues in teaching speaking skills to adult ESOL learners*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bell, S. (2010). Project-Based learning for the 21st century: Skills for the future. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(2), 39-43.
- Brown, H. D. (2004). *Language Assessment: Principle and Classroom Practice*. New York: Pearson Education.
- Burns, A., & Joyce, H. (1997). *Focus on Speaking*. Sydney: National Center for English Language Teaching and Research.
- Chaney, A. (1998). *Teaching Oral Communication in Grades K-8*. Boston: A Viacom Company.
- Daryanto & Raharjo. (2012). *Model Pembelajaran Inovatif*. Yogyakarta: Penerbit Gava Media.
- Dewi, D. (2018). Modul Uji Validitas dan Reliabilitas. *Researchgate, October*, 1-15. www.researchgate.net/
- Dewi, H. (2016). *Project Based Learning Techniques to Improve Speaking Skills*. Banda Aceh: English Education Journal (EEJ).
- Fauziati, E. (2014). *Methods of Teaching English as A Foreign Language: Traditional Method, Designer Method, Communicative Method, and Scientific Approach*.
- Fitria, S. (2013). English Education Study Program of Indonesia University of Education. *Journal of English and Education*, 1(2), 90-102.
- Fulcher, G (2003). *Testing Second Language Speaking*. London: Pearson Education Limited.
- Gaer, S. (1998). *Less teaching and more learning: Turning from traditional methods to project based instruction*. Retrieved from <http://www.ncsall.net/index.html?id=385.html>
- Ghozali, I. (2011). *Aplikasi Analisis Multivariate Dengan Program IBM SPSS19*, Semarang: Badan Penerbit Universitas Diponegoro.
- Goodman, B. (2010). *Why Use It ?*. Educational Psychology, ESPY 505.
- Gunantar, D.A. (2016). The Impact of English as an International Language on English Language Teaching in Indonesia. *Journal of Language and Literature*.

- Harmer, J. (1991). *The Practice of English Language Teaching. The 3th Edition*. Longman: London and New York.
- Juhana. (2014). *Teaching English to Young Learners: Some points to be Considered*. Universitas Terbuka.
- Leong, L.M., & Ahmadi S.M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, vol.2, no.1, pp. 34-41.
- Littlewood, W. (2007). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Maulany, D.B. (2013) The Use of Project-based Learning in Improving the Students' Speaking Skill. *Journal of English and Education* 2013, 1(1), 30-42.
- Mora, M. (2010). *Teaching Speaking in Classroom*. Retrived from www.scribd.com/doc/27235175/teaching-speaking-In-Classroom.
- Mulyadi, M. (2012). "Riset Desain dalam Metodologi Penelitian." *Jurnal Studi Komunikasi dan Media*, vol. 16, no. 1, 2012, pp. 71-80, doi:[10.17933/jskm.2012.160106](https://doi.org/10.17933/jskm.2012.160106).
- Patton, A. (2012). *Work That Matters: The Teacher's Guide to Project-Based Learning*. London. The Paul Hamlyn Foundation.
- Riswandi, D. (2018). The Implementation of Project-Based Learning to Improve Students' Speaking Skill. *International Journal of Language Teaching and Education*, 5(2), 32-40.
- Siahaan, S. (2008). *The English Paragraph*. Yogyakarta: Graha Ilmu.
- Siyoto, S. (2015). *Dasar Metodologi Penelitian*. Sleman: Literasi Media Publishing.
- Sugiyono. (2006). *Metode Penelitian Kuantitatif Kualitatif dan R&B*. Bandung: Alfabeta.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R&B*. Bandung: Alfabeta.
- Sugiyono. (2014). *Metode Penelitian Kuantitatif Kualitatif dan R&B*. Bandung: Alfabeta.
- Sujarweni, W. (2014). *Metode Penelitian: Lengkap, Praktis, dan Mudah Dipahami*. Yogyakarta: Pustaka Baru Press.
- Sumarni, W. (2013). The Strengths and Weakness of the Implementation of Project Based Learning: A Review. *International Journal of Science and Research (IJSR). Chemistry Education Program of Semarang State University*. vol.2 Issue 3, pp. 478-484.
- Tarigan. (2008). *Berbicara sebagai Suatu Ketrampilan Berbahasa*. Bandung: Angkasa.
- Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at LE Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8-23.

- Turner, D. (2020). Sampling Methods in Research Design. *Headache: The Journal of Head and Face Pain*. 60. 8-12.
- Widiyanto, J. (2010). *SPSS for Windows Untuk Analisis Data Statistik dan Penelitian*. Surakarta: BP-FKIP UMS.
- Willis, D. (1990). *The Lexical Syllabus*, London: Collins CO BUILD.

A P P E N D I C E S

APPENDIX A

PERMISSION LETTER



YAYASAN BADAN WAKAF SULTAN AGUNG
UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)
Jl. Raya Kaligawe Km.4 Semarang 50112 Telp.(024) 6583584 (8 Sal) Fax.(024) 6582455
email: informasi@unissula.ac.id web : www.unissula.ac.id

FAKULTAS BAHASA DAN ILMU KOMUNIKASI

Bismillah Membangun Generasi Khaira Ummah

Nomor : 017/D.1/FBIK/X/2021
Lamp. : 1 (satu) berkas
Hal : Permohonan Izin Mengadakan Penelitian

Semarang, 24 Shafar 1443 H
2 September 2021 M

Yth. Bapak/Ibu Kepala SMP Muhammadiyah 1 Kudus
Jl. KHR Asnawi No.13, Pejaten, Damaran, Kec. Kota Kudus,
Kabupaten Kudus, Jawa Tengah 59316

Assalamu'alaikum wr. wb.

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami:

Nama	: Wulan Pangesti
NIM	: 31801700030
Program Studi	: Strata 1 Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :
"The Use of Project Based Learning in Teaching Speaking Skill to Young Learners"

dengan Dosen Pembimbing : Elok Widiyati, S.Pd., M.Pd.
(NIK. 210816030).

Untuk itu dengan segala hormat dan kerendahan hati, kami bermaksud memohon kepada Bapak/ Ibu untuk bersedia menerima dan mengijinkan mahasiswa tersebut di atas untuk melakukan penelitian di tempat yang Bapak/ Ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan, atas kerjasama dan perkenan yang diberikan kami ucapkan terima kasih.

Assalamu'alaikum wr. wb.

Kurniawan Yudhi Nugroho, S.Pd., M.Pd.
NIK. 210813021

Tembusan:

1. Yang bersangkutan
2. Arsip

APPENDIX B

CERTIFICATE OF RESEARCH

**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
PRODI PENDIDIKAN BAHASA INGGRIS
FBIK UNISSULA**

Yang bertanda tangan di bawah ini :

Nama : Wulan Pangesti

NIM : 31801700030

telah melaksanakan penelitian skripsi di

Nama Sekolah /Instansi : SMP Muhammadiyah 1 Kudus

Alamat : Jl. KHR. Asnawi No.13, Pejaten, Damaran, Kec. Kota Kudus, Kabupaten
Kudus, Jawa Tengah.

Terhitung mulai tanggal : 3 September 2021

Sampai dengan tanggal : 2 November 2021

Dengan judul : *The Use of Project Based Learning in Teaching Speaking Skill to Young
Learners*

Demikian keterangan yang saya sampaikan.

Kudus, 3 November 2021

Mengetahui

Kepala SMP Muhammadiyah 1 Kudus



Mahasiswa



Wulan Pangesti

APPENDIX C

VALIDATION

A. Teacher's Validation Sheet

LEMBAR VALIDASI INSTRUMEN TEST

Judul Penelitian : The Use of Project Based Learning in Teaching Speaking Skill to Young Learners
Nama Peneliti : Wulan Pangesti
NIM : 31801700030
Nama Validator : Imam Kuncoro, S.Pd

I. Petunjuk dan pengisian lembar validasi

1. Lembar validasi ini diisi oleh validator yang menilai penelitian yang akan digunakan dalam penelitian.
2. Bapak/Ibu dapat memberikan validasi dengan memberi tanda check (√) pada kolom skor 1, 2, 3, 4, atau 5 sesuai dengan hasil penelitian dengan skala sebagai berikut:
5 = Sangat Baik
4 = Baik
3 = Cukup Baik
2 = Kurang Baik
1 = Tidak Baik
3. Jika Bapak/Ibu ingin memberikan komentar atau pun saran, silahkan mengisi isian pada bagian III (Komentar atau Saran Umum).
4. Berilah tanda centang (√) pada salah satu pilihan mengenai hasil penilaian Bapak/Ibu pada Bagian IV (Kesimpulan Hasil Penilaian).

II. Penilaian ditinjau dari beberapa aspek

No.	Aspek yang Diamati	1	2	3	4	5
1.	Kesesuaian soal dengan tujuan penelitian				√	
2.	Kejelasan petunjuk pengerjaan soal				√	
3.	Kejelasan maksud dan soal					√
4.	Kemungkinan soal dapat terselesaikan				√	

5.	Rumusan kalimat soal menggunakan Bahasa yang sederhana bagi siswa, mudah dipahami dan menggunakan Bahasa yang dikenal siswa				√	
----	---	--	--	--	---	--

III. Komentar dan saran umum

.....

.....

.....

.....

IV. Kesimpulan Hasil Validasi

Instrumen Tes untuk Penelitian "*The Use of Project Based Learning in Teaching Speaking Skill to Young Learners*" ini dinyatakan:

- ☒ Layak untuk Uji Coba Lapangan
- ☐ Layak untuk Uji Coba Lapangan dengan Revisi
- ☐ Tidak Layak untuk Uji Coba Lapangan

Kudus, 1 September 2021

Validator


IMAM KUYURO. S.Pd

B. Lecture's Validation Sheet

LEMBAR VALIDASI INSTRUMEN TES

Judul Penelitian : The Use of Project Based Learning in Teaching Speaking Skill to Young Learners
Nama Peneliti : Wulan Pangesti
NIM : 31801700030
Nama Validator : Elok Widiyati, M.Pd

I. Petunjuk dan pengisian lembar validasi

1. Lembar validasi ini diisi oleh validator yang menilai penelitian yang akan digunakan dalam penelitian.
2. Bapak/Ibu dapat memberikan validasi dengan memberi tanda check (✓) pada kolom skor 1, 2, 3, 4, atau 5 sesuai dengan hasil penelitian dengan skala sebagai berikut:
5 = Sangat Baik
4 = Baik
3 = Cukup Baik
2 = Kurang Baik
1 = Tidak Baik
3. Jika Bapak/Ibu ingin memberikan komentar atau pun saran, silahkan mengisi isian pada bagian III (Komentar atau Saran Umum).
4. Berilah tanda centang (✓) pada salah satu pilihan mengenai hasil penilaian Bapak/Ibu pada Bagian IV (Kesimpulan Hasil Penilaian).

II. Penilaian ditinjau dari beberapa aspek

No.	Aspek yang Diamati	1	2	3	4	5
1.	Kesesuaian soal dengan tujuan penelitian					v
2.	Kejelasan petunjuk pengerjaan soal				v	
3.	Kejelasan maksud dan soal				v	
4.	Kemungkinan soal dapat terselesaikan					v
5.	Rumusan kalimat soal menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan					v

	menggunakan bahasa yang dikenal siswa					
--	---------------------------------------	--	--	--	--	--

III. Komentar dan saran umum

Durasi waktu dapat menyesuaikan kondisi siswa

IV. Kesimpulan Hasil Validasi

Instrumen Tes untuk Penelitian “*The Use of Project Based Learning in Teaching Speaking Skill to Young Learners*” ini dinyatakan:

- ☒ Layak untuk Uji Coba Lapangan
☐ Layak untuk Uji Coba Lapangan dengan Revisi
☐ Tidak Layak untuk Uji Coba Lapangan

Semarang, 1 September 2021

Validator



Elok Widiyati, M.Pd

APPENDIX D

INSTRUMENT OF THE STUDY

A. Try-Out Test & Pre-Test

Instruction:

Make two individual videos based on task. You may fill the blank based on the text. Then, you have 2 minutes to tell each task. The video can be collected by Whatsapp (085 803 398 443)

(Isilah tabel di bawah ini, lalu buatlah 2 video berdasarkan tabel yang telah diisi. Kumpulkan video di nomor whatsapp 085 803 398 443)

1. Introduce yourself

Name	
Date of birth	
Address	
School	
Class	
Hobby	
My favourite colour	
My favourite food	

Example:

Hello! My name is Nabila Karmela. You can call me Lala. My date of birth is 6th June 2012. I live in Manggo street, no.9 Kudus. I study in SMP Muhammadiyah 1 Kudus. I am seventh grade. ...

2. Introduce your family

Member of Family	Job
Father	
Mother	
Brother	
Sister	
Me	

Example:

Hi! I have a family. There are four people in my family: father, mother, brother, sister, and me. My father's name is Mr. Joko. He is a teacher in one of state school ...

B. Post-Test Experimental Class

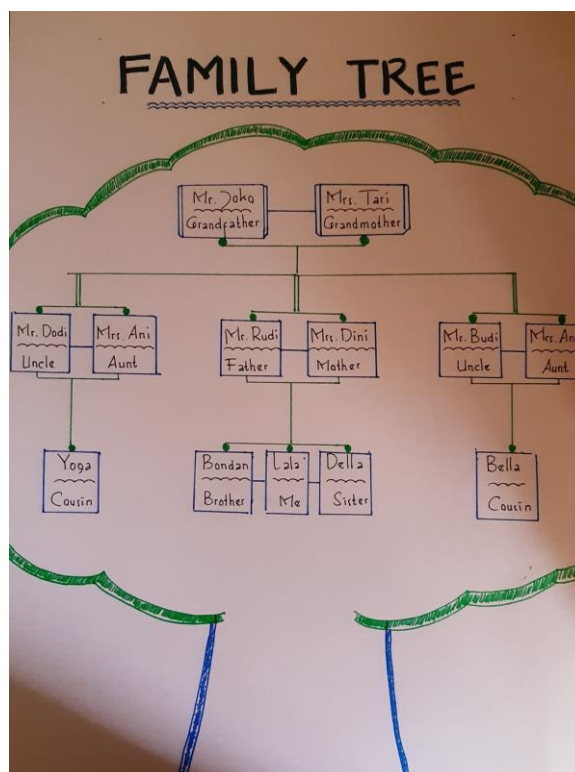
Instruction:

Make two individual videos based on task. You may fill the blank based on the text. Then, you have 2 minutes to tell each task. The video can be collected by Whatsapp (085 803 398 443)

(Isilah tabel di bawah ini, lalu buatlah 2 video berdasarkan tabel yang telah diisi. Kumpulkan video di nomor whatsapp 085 803 398 443)

1. Introduce your family and makes the family tree!

Example:



Hello, I'm Wulan Pangesti. I would like to tell you about my family tree. In my family tree, there are my family. I have a grandpa and a grandma, their name are Mr. Joko and Mrs. tari. Then, I have two aunts and two uncles. Their name are ...

2. Introduce your favorite person in your family

Name	
Date of birth	
School	
Class	
Hobby	
Favourite colour	
Favourite food	

Example:

I want to introduce about my two favorite people in my family. There are my mother and my sister. My mother's name is mrs. sari Mentari, her nickname is mrs. sari ...

C. Post-Test Control Class

Instruction:

Make two individual videos based on task. You may fill the blank based on the text. Then, you have 2 minutes to tell each task. The video can be collected by Whatsapp (085 803 398 443)

(Isilah tabel di bawah ini, lalu buatlah 2 video berdasarkan tabel yang telah diisi. Kumpulkan video di nomor whatsapp 085 803 398 443)

1. Introduce your parents

Name	
Date of birth	
Address	
Job	
Hobby	
Favourite colour	
Favourite food	

Example:

Hello! I have parents, there are father and mother. They live in Sunggingan, Kudus. My father's name is Mr. Jono. His date of birth is 1st August 1987. He is a teacher. His hobby is fishing, ...

2. Introduce your brother/sister

Name	
Date of birth	
School	
Class	
Hobby	
Favourite colour	
Favourite food	

Example:

Hi! I have a big brother. His name is Angkasa Putra, you can call her Putra. ...

APPENDIX E

LESSON PLAN OF THE STUDY

Nama Satuan Pendidikan	: SMP Muhammadiyah 1 Kudus
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/1 (Experimental Class)
Materi	: Introduction
Skill Pembelajaran	: Speaking
Alokasi Waktu	: 3 Pertemuan

A. Tujuan Pembelajaran

1. Siswa dapat menangkap makna deskripsi dengan tepat.
2. Siswa dapat mengungkapkan jati diri orang disekitarnya dengan tepat.
3. Siswa dapat berbicara monologue mendeskripsikan jati diri dan orang disekitarnya dengan baik dan benar.

B. Kompetensi Dasar

- 3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek, dan sederhana sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosakata terkait hubungan keluarga; pronoun (*subjective, objective, possesive*)
- 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Sumber Pembelajaran

1. LKS Bahasa Inggris Pustaka Indah
2. When English Rings a Bell

- D. Model/Metode Pembelajaran
1. Pendekatan : *Scientific Approach*
 2. Metode : *Project-Based Learning*
- E. Kegiatan Pembelajaran

Pertemuan I	
Langkah-langkah Pembelajaran	Alokasi Waktu
<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru dan siswa berdoa sebelum pembelajaran dimulai 2. Guru menanyakan kabar dan melakukan presensi 3. Mengaitkan materi yang akan dilakukan dengan pengalaman siswa 4. Guru menyampaikan motivasi (tujuan&manfaat) dalam mempelajari materi ini 	5 menit
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Guru memberikan stimulus tentang introduce myself 2. Siswa menggali informasi tentang fungsi introduction dengan sumber lain yang telah disediakan 3. Guru memberikan penjelasan materi tentang introduction myself 4. Siswa mengerjakan latihan untuk mempraktikkan introduction myself 5. Siswa memberi pertanyaan kepada guru mengenai materi yang belum dipahami 	20 menit
<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Bersama siswa, melakukan review pembelajaran 2. Guru dan siswa berdoa sebagai penutup pembelajaran 	5 menit

Pertemuan II	
<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru dan siswa berdoa sebelum pembelajaran dimulai 2. Guru menanyakan kabar dan melakukan presensi 3. Guru mengulas pembelajaran sebelumnya dan melanjutkan pelajaran selanjutnya 4. Guru menyampaikan motivasi (tujuan&manfaat) dalam mempelajari materi ini 	5 menit
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Guru memberikan stimulus tentang introduction family 2. Siswa menggali informasi tentang fungsi introduction the family dengan sumber yang telah disediakan 3. Guru memberikan penjelasan materi tentang introduction the family 4. Siswa membandingkan materi yang telah dipelajari sebelumnya 5. Siswa memberi pertanyaan kepada guru mengenai materi yang belum dipahami 	20 menit
<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Bersama siswa, melakukan review pembelajaran 2. Guru dan siswa berdoa sebagai penutup pembelajaran 	5 menit
Pertemuan III	
<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru dan siswa berdoa sebelum pembelajaran dimulai 2. Guru menanyakan kabar dan melakukan presensi 3. Guru mengulas pembelajaran sebelumnya dan melanjutkan pelajaran selanjutnya 4. Guru menyampaikan motivasi (tujuan&manfaat) dalam 	5 menit

memperlajari materi ini	
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Guru memberikan stimulus dengan menanyakan materi yang telah diberikan sebelumnya 2. Siswa dibentuk dalam beberapa kelompok yang beranggotakan 2 siswa untuk mendiskusikan sebuah proyek “Family Tree” 3. Guru memberikan skema proyek kepada siswa 4. Guru memantau siswa dalam mengerjakan proyek 5. Siswa memberi pertanyaan mengenai materi yang belum dipahami <p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Bersama siswa, melakukan review pembelajaran 2. Guru dan siswa berdoa sebagai penutup pembelajaran 	<p>20 menit</p> <p>5 menit</p>

Guru Mata Pelajaran

Mahasiswa



Imam Kuncoro, S.Pd

Wulan Pangesti
NIM. 31801700030

LESSON PLAN OF THE STUDY

Nama Satuan Pendidikan	: SMP Muhammadiyah 1 Kudus
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/1 (Control Class)
Materi	: Introduction
Skill Pembelajaran	: Speaking
Alokasi Waktu	: 3 Pertemuan

A. Tujuan Pembelajaran

1. Siswa dapat menangkap makna deskripsi dengan tepat.
2. Siswa dapat mengungkapkan jati diri orang disekitarnya dengan tepat.
3. Siswa dapat berbicara monologue mendeskripsikan jati diri dan orang disekitarnya dengan baik dan benar.

B. Kompetensi Dasar

- 3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek, dan sederhana sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosakata terkait hubungan keluarga; pronoun (*subjective, objective, possesive*)
- 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Sumber Pembelajaran

1. LKS Bahasa Inggris Pustaka Indah
2. When English Rings a Bell

- D. Model/Metode Pembelajaran
1. Pendekatan : *Scientific Approach*
 2. Metode : *Direct Method*
- E. Kegiatan Pembelajaran

Pertemuan I	
Langkah-langkah Pembelajaran	Alokasi Waktu
<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru dan siswa berdoa sebelum pembelajaran dimulai 2. Guru menanyakan kabar dan melakukan presensi 3. Mengaitkan materi yang akan dilakukan dengan pengalaman siswa 4. Guru menyampaikan motivasi (tujuan&manfaat) dalam mempelajari materi ini 	5 menit
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Guru memberikan stimulus tentang introduce myself 2. Guru memberikan penjelasan materi tentang introduction myself 3. Guru memberikan soal kepada siswa mengenai materi introduction myself 4. Siswa mengerjakan latihan untuk mempraktikkan introduction myself 5. Siswa memberi pertanyaan kepada guru mengenai materi yang belum dipahami 	20 menit
<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Bersama siswa, melakukan review pembelajaran 2. Guru dan siswa berdoa sebagai penutup pembelajaran 	5 menit
Pertemuan II	

<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru dan siswa berdoa sebelum pembelajaran dimulai 2. Guru menanyakan kabar dan melakukan presensi 3. Guru mengulas pembelajaran sebelumnya dan melanjutkan pelajaran selanjutnya 4. Guru menyampaikan motivasi (tujuan&manfaat) dalam mempelajari materi ini 	5 menit
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Guru memberikan stimulus tentang introduction family 2. Guru memberikan penjelasan materi tentang introduction the family 3. Guru memberikan soal mengenai materi introduction the family 4. Siswa mengerjakan latihan dan mempraktikkan introduction the family 5. Siswa memberi pertanyaan kepada guru mengenai materi yang belum dipahami 	20 menit
<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Bersama siswa, melakukan review pembelajaran 2. Guru dan siswa berdoa sebagai penutup pembelajaran 	5 menit
Pertemuan III	
<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru dan siswa berdoa sebelum pembelajaran dimulai 2. Guru menanyakan kabar dan melakukan presensi 3. Guru mengulas pembelajaran sebelumnya dan melanjutkan pelajaran selanjutnya 4. Guru menyampaikan motivasi (tujuan&manfaat) dalam mempelajari materi ini 	5 menit

<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Guru memberikan ulasan mengenai introduction myself and family 2. Guru memberikan pertanyaan mengenai materi sebelumnya 3. Siswa mengulas materi yang telah diberikan 4. Siswa memberi pertanyaan mengenai materi yang belum dipahami 	20 menit
<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Bersama siswa, melakukan review pembelajaran 2. Guru dan siswa berdoa sebagai penutup pembelajaran 	5 menit

Guru Mata Pelajaran

Mahasiswa



Imam Kuncoro, S.Pd

Wulan Pangesti
NIM. 31801700030

APPENDIX F

STUDENTS' SCORE OF TRY OUT TEST

QUESTION 1

No.	Students' Code	Aspects				Score				Total Score
		F	G	V	P	Writer	Total	Teacher	Total	
1	TO-1	3	3	3	3	12	60	12	60	60
2	TO-2	3	3	3	3.5	12	60	13	65	62.5
3	TO-3	3	3	3	3.5	12	60	13	65	62.5
4	TO-4	4	4	3	3	14	70	14	70	70
5	TO-5	4	4	4	4.5	17	85	16	80	82.5
6	TO-6	3	3	3.5	3	13	65	12	60	62.5
7	TO-7	2.5	3	3	2.5	10	50	12	60	55
8	TO-8	3	3	4	3	13	65	13	65	65
9	TO-9	3	3	4	3.5	13	65	14	70	67.5
10	TO-10	2.5	3	2.5	2.5	9	45	12	60	52.5
11	TO-11	3	2.5	2.5	3	10	50	12	60	55
12	TO-12	3	2.5	2.5	3	10	50	12	60	55
13	TO-13	2.5	2.5	2.5	2.5	8	40	12	60	50
14	TO-14	2.5	2.5	3	3	10	50	12	60	55
15	TO-15	4	4	4	3	15	75	15	75	75
16	TO-16	4	4	3	3	14	70	14	70	70
17	TO-17	3.5	3.5	3	3.5	12	60	15	75	67.5
18	TO-18	3	3	3	3	12	60	12	60	60
19	TO-19	4	4	4	4	16	80	16	80	80
20	TO-20	4	4	4	4	16	80	16	80	80
21	TO-21	3	3	3	3	12	60	12	60	60
22	TO-22	3	3	3	3	12	60	12	60	60
23	TO-23	4	4	4	4	16	80	16	80	80
24	TO-24	4	4	3.5	4	16	80	15	75	77.5
25	TO-25	4	3.5	3.5	4	16	80	14	70	75
26	TO-26	2.5	2.5	3	2.5	9	45	12	60	52.5
27	TO-27	4	3	3	3.5	13	65	14	70	67.5
28	TO-28	4	3	3	4	14	70	14	70	70
29	TO-29	4	4	4	4	16	80	16	80	80
30	TO-30	3	3	3	3	12	60	12	60	60
31	TO-31	3	3.5	3.5	3	13	65	13	65	65
32	TO-32	2	2.5	3	2.5	9	45	11	55	50

QUESTION 2

No.	Students' Code	Aspects				Score				Total Score
		F	G	V	P	Writer	Total	Teacher	Total	
1	TO-1	2.5	3	2.5	3	10	50	12	60	55
2	TO-2	3	3	3	3.5	12	60	13	65	62.5
3	TO-3	3	3	3	3.5	12	60	13	65	62.5
4	TO-4	4	3.5	3	3	13	65	14	70	67.5
5	TO-5	4	4	4	4.5	17	85	16	80	82.5
6	TO-6	3	3	3	3	12	60	12	60	60
7	TO-7	3	3	3	2.5	11	55	12	60	57.5
8	TO-8	3	3	4	3	13	65	13	65	65
9	TO-9	3	3	3.5	4	13	65	14	70	67.5
10	TO-10	2	3	3	2.5	10	50	11	55	52.5
11	TO-11	3	3	3	2.5	11	55	12	60	57.5
12	TO-12	3	3	3	3	12	60	12	60	60
13	TO-13	2	3	2.5	2	9	45	10	50	47.5
14	TO-14	2.5	3	3	3	11	55	12	60	57.5
15	TO-15	4	3.5	4	3.5	15	75	15	75	75
16	TO-16	3.5	4	3.5	3	14	70	14	70	70
17	TO-17	3	3.5	3.5	3.5	13	65	14	70	67.5
18	TO-18	3	3	3	3	12	60	12	60	60
19	TO-19	4	4	3.5	3.5	14	70	16	80	75
20	TO-20	4	4	4	4	16	80	16	80	80
21	TO-21	3	3	3	3	12	60	12	60	60
22	TO-22	3	3	3	3	12	60	12	60	60
23	TO-23	4	4	4.5	4	17	85	16	80	82.5
24	TO-24	3.5	4	3.5	4	15	75	15	75	75
25	TO-25	3.5	3	3	3.5	12	60	14	70	65
26	TO-26	2	2.5	3	2.5	9	45	11	55	50
27	TO-27	4	3.5	3	3.5	14	70	14	70	70
28	TO-28	4	3	3	4	14	70	14	70	70
29	TO-29	4	4	4	4	16	80	16	80	80
30	TO-30	3	3	3	3	12	60	12	60	60
31	TO-31	3	3.5	3	3	12	60	13	65	62.5
32	TO-32	2	3	3	2.5	10	50	11	55	52.5

APENDIX G

STUDENTS' SCORE OF PRE-TEST

A. Experimental Class

QUESTION 1

No.	Students' Code	Aspects				Score				Total Score
		F	G	V	P	Writer	Total	Teacher	Total	
1	EC-1	3	3	3	3	12	60	12	60	60
2	EC-2	3.5	3	3	3.5	12	60	14	70	65
3	EC-3	4	3	3.5	4	15	75	14	70	72.5
4	EC-4	3	3	3	3	12	60	12	60	60
5	EC-5	3.5	3	3.5	3.5	13	65	14	70	67.5
6	EC-6	4	4	3.5	4	15	75	16	80	77.5
7	EC-7	4.5	4.5	5	5	19	95	19	95	95
8	EC-8	3	3	3	3	12	60	12	60	60
9	EC-9	2.5	3	3	2.5	10	50	12	60	55
10	EC-10	4	3.5	4	4	16	80	15	75	77.5
11	EC-11	4	4	4	3.5	15	75	16	80	77.5
12	EC-12	4	3.5	3.5	4	15	75	15	75	75
13	EC-13	3.5	3	3	3	12	60	13	65	62.5
14	EC-14	3	4	4	4	15	75	15	75	75
15	EC-15	4.5	5	5	5	20	100	19	95	97.5
16	EC-16	2.5	3	3	3	11	55	12	60	57.5
17	EC-17	3	2.5	2.5	3	10	50	12	60	55
18	EC-18	3.5	3	3	3.5	12	60	14	70	65
19	EC-19	3.5	3.5	3	3	12	60	14	70	65
20	EC-20	4	4.5	4	5	18	90	17	85	87.5
21	EC-21	3	3	3	3.5	12	60	13	65	62.5
22	EC-22	3	3	3	3.5	12	60	13	65	62.5
23	EC-23	4	3	3	3.5	13	65	14	70	67.5
24	EC-24	3	3	3	3	12	60	12	60	60
25	EC-25	3	3	3	3	12	60	12	60	60
26	EC-26	4	3	3	3.5	13	65	14	70	67.5
27	EC-27	3.5	4	3	4	14	70	15	75	72.5
28	EC-28	4	4	3	4	15	75	15	75	75
29	EC-29	3.5	3	3	3.5	12	60	14	70	65

QUESTION 2

No.	Students' Code	Aspects				Score				Total Score
		F	G	V	P	Writer	Total	Teacher	Total	
1	EC-1	3	3	3	3	12	60	12	60	60
2	EC-2	3.5	3	3	3.5	12	60	14	70	65
3	EC-3	4	3	3.5	3.5	14	70	14	70	70
4	EC-4	3	3	3	3	12	60	12	60	60
5	EC-5	4	3	3.5	3.5	14	70	14	70	70
6	EC-6	4	4	3.5	4	15	75	16	80	77.5
7	EC-7	4.5	4.5	4.5	5	18	90	19	95	92.5
8	EC-8	3	3	3	3	12	60	12	60	60
9	EC-9	3	3	3	3	12	60	12	60	60
10	EC-10	3.5	3.5	4	4	15	75	15	75	75
11	EC-11	4	4	4	3.5	15	75	16	80	77.5
12	EC-12	3.5	3.5	4	4	15	75	15	75	75
13	EC-13	3.5	3	3	3	12	60	13	65	62.5
14	EC-14	3.5	3.5	3.5	3.5	13	65	15	75	70
15	EC-15	4.5	5	4.5	5	19	95	19	95	95
16	EC-16	2.5	3	3	3	11	55	12	60	57.5
17	EC-17	3	2.5	2.5	3	10	50	12	60	55
18	EC-18	3.5	3	3	3.5	12	60	14	70	65
19	EC-19	4	3.5	3	3	13	65	14	70	67.5
20	EC-20	4	4.5	4	5	18	90	17	85	87.5
21	EC-21	3	3	3	3.5	12	60	13	65	62.5
22	EC-22	3	3	3	2.5	11	55	12	60	57.5
23	EC-23	3.5	3.5	3	4	14	70	14	70	70
24	EC-24	3	3	3	2.5	11	55	12	60	57.5
25	EC-25	3	3	3	3	12	60	12	60	60
26	EC-26	3.5	3.5	3	3.5	13	65	14	70	67.5
27	EC-27	4	4	3	3.5	14	70	15	75	72.5
28	EC-28	4	4	3.5	4	16	80	15	75	77.5
29	EC-29	3.5	3	3	3.5	12	60	14	70	65

B. Control Class

QUESTION 1

No.	Students' Code	Aspects				Score				Total Score
		F	G	V	P	Writer	Total	Teacher	Total	
1	CC-1	3	3	3	3	12	60	12	60	60
2	CC-2	3.5	3.5	3	4	14	70	14	70	70
3	CC-3	4	3	4	4	15	75	15	75	75
4	CC-4	3	2.5	2.5	3	10	50	12	60	55
5	CC-5	4	4.5	5	5	19	95	18	90	92.5
6	CC-6	2.5	3	3	2.5	10	50	12	60	55
7	CC-7	3	3	3	3.5	12	60	13	65	62.5
8	CC-8	3	3	2.5	3	11	55	12	60	57.5
9	CC-9	3	3	3	3	12	60	12	60	60
10	CC-10	4	3.5	3.5	4	15	75	15	75	75
11	CC-11	4	3.5	3.5	4	16	80	14	70	75
12	CC-12	3.5	4	3	3	13	65	14	70	67.5
13	CC-13	4	3	3	4	14	70	14	70	70
14	CC-14	3	3	3	4	13	65	13	65	65
15	CC-15	2.5	2.5	3	2	9	45	11	55	50
16	CC-16	3	3	3	3.5	12	60	13	65	62.5
17	CC-17	3	3	3	3	12	60	12	60	60
18	CC-18	3.5	3	3	3	12	60	13	65	62.5
19	CC-19	3	4	3	3	13	65	13	65	65
20	CC-20	4	4	3	3.5	14	70	15	75	72.5
21	CC-21	3	3	3	3	12	60	12	60	60
22	CC-22	2.5	3	3	3	11	55	12	60	57.5
23	CC-23	3	3	3	2.5	11	55	12	60	57.5
24	CC-24	4	4	3.5	3.5	15	75	15	75	75
25	CC-25	3.5	3	3	4	13	65	14	70	67.5
26	CC-26	3	2.5	2.5	3	10	50	12	60	55
27	CC-27	3.5	3	3	3	12	60	13	65	62.5
28	CC-28	3	3	3	3	12	60	12	60	60
29	CC-29	4	3	3	3.5	13	65	14	70	67.5
30	CC-30	4	4	4	4	16	80	16	80	80

QUESTION 2

No.	Students' Code	Aspects				Score				Total Score
		F	G	V	P	Writer	Total	Teacher	Total	
1	CC-1	3	3	3	3	12	60	12	60	60
2	CC-2	3.5	3.5	3.5	4	15	75	14	70	72.5
3	CC-3	3.5	3	3.5	3.5	12	60	15	75	67.5
4	CC-4	3	3	2.5	3	11	55	12	60	57.5
5	CC-5	4	4	4.5	5	17	85	18	90	87.5
6	CC-6	2.5	3	3	2.5	10	50	12	60	55
7	CC-7	3	3	3	3.5	12	60	13	65	62.5
8	CC-8	3	2.5	2.5	3	10	50	12	60	55
9	CC-9	3	3	3	3	12	60	12	60	60
10	CC-10	4	3.5	3.5	3.5	14	70	15	75	72.5
11	CC-11	4	3.5	3.5	4	16	80	14	70	75
12	CC-12	3.5	4	3.5	3.5	15	75	14	70	72.5
13	CC-13	3.5	3	3	3.5	12	60	14	70	65
14	CC-14	2.5	3	3	3.5	11	55	13	65	60
15	CC-15	2.5	3	3	2	10	50	11	55	52.5
16	CC-16	2.5	3	3	3.5	11	55	13	65	60
17	CC-17	3	3	3	2.5	11	55	12	60	57.5
18	CC-18	3.5	3	3	3	12	60	13	65	62.5
19	CC-19	3	3.5	3	2.5	11	55	13	65	60
20	CC-20	3.5	3.5	3	3.5	12	60	15	75	67.5
21	CC-21	3	3	3	3	12	60	12	60	60
22	CC-22	3	3	3	3	12	60	12	60	60
23	CC-23	3	2.5	3	2.5	10	50	12	60	55
24	CC-24	4	3.5	4	3	14	70	15	75	72.5
25	CC-25	3.5	3	3	3.5	12	60	14	70	65
26	CC-26	2.5	2.5	2.5	2.5	8	40	12	60	50
27	CC-27	3	3	3	3	11	55	13	65	60
28	CC-28	3	3	3	3	12	60	12	60	60
29	CC-29	4	3	3	3.5	13	65	14	70	67.5
30	CC-30	4	4	4	3.5	15	75	16	80	77.5

APENDIX H

STUDENTS' SCORE OF POST-TEST

A. Experimental Class

QUESTION 1

No.	Students' Code	Aspects				Score				Total Score
		F	G	V	P	Writer	Total	Teacher	Total	
1	EC-1	4	3.5	4	4	15	75	16	80	77.5
2	EC-2	4	4	4	4	16	80	16	80	80
3	EC-3	4	3.5	4	4	15	75	16	80	77.5
4	EC-4	4	4	4	4	16	80	16	80	80
5	EC-5	4	3.5	4	4	15	75	16	80	77.5
6	EC-6	4	4	4	4	16	80	16	80	80
7	EC-7	5	5	5	5	20	100	20	100	100
8	EC-8	3	3	3	3	12	60	12	60	60
9	EC-9	3	3	3	3	12	60	12	60	60
10	EC-10	4	4	4	4	16	80	16	80	80
11	EC-11	4	4	4	4	16	80	16	80	80
12	EC-12	4	4	4	4	16	80	16	80	80
13	EC-13	3	3	3	3	12	60	12	60	60
14	EC-14	4	4	4	4	16	80	16	80	80
15	EC-15	5	5	5	5	20	100	20	100	100
16	EC-16	3.5	4	4	4	15	75	16	80	77.5
17	EC-17	3	3	3	3	12	60	12	60	60
18	EC-18	3	3	3	3	12	60	12	60	60
19	EC-19	5	5	5	5	20	100	20	100	100
20	EC-20	5	5	5	5	20	100	20	100	100
21	EC-21	3.5	4	4	3	14	70	15	75	72.5
22	EC-22	4	3.5	4	4	15	75	16	80	77.5
23	EC-23	4	4	4	4	16	80	16	80	80
24	EC-24	3	3	3	3	12	60	12	60	60
25	EC-25	3	3	3	3	12	60	12	60	60
26	EC-26	4	3.5	4	4	15	75	16	80	77.5
27	EC-27	4	4	4	3.5	15	75	16	80	77.5
28	EC-28	4	4	4	4	16	80	16	80	80
29	EC-29	4	4	4	4	16	80	16	80	80

QUESTION 2

No.	Students' Code	Aspects				Score				Total Score
		F	G	V	P	Writer	Total	Teacher	Total	
1	EC-1	4	4	4	4	16	80	16	80	80
2	EC-2	4	4	4	3.5	15	75	16	80	77.5
3	EC-3	4	4	4	3.5	15	75	16	80	77.5
4	EC-4	4	3.5	4	4	15	75	16	80	77.5
5	EC-5	4	4	4	4	16	80	16	80	80
6	EC-6	4	4	4	4	16	80	16	80	80
7	EC-7	5	5	5	5	20	100	20	100	100
8	EC-8	3	3	3	3	12	60	12	60	60
9	EC-9	3	3	3	3	12	60	12	60	60
10	EC-10	4	4	4	4	16	80	16	80	80
11	EC-11	4	4	4	4	16	80	16	80	80
12	EC-12	4	4	4	4	16	80	16	80	80
13	EC-13	3	3	3	3	12	60	12	60	60
14	EC-14	4	4	4	3.5	15	75	16	80	77.5
15	EC-15	5	5	5	5	20	100	20	100	100
16	EC-16	4	4	4	4	16	80	16	80	80
17	EC-17	3	3	3	3	12	60	12	60	60
18	EC-18	3	3	3	3	12	60	12	60	60
19	EC-19	5	5	5	4.5	19	95	20	100	97.5
20	EC-20	5	5	5	5	20	100	20	100	100
21	EC-21	3.5	4	4	3	14	70	15	75	72.5
22	EC-22	4	4	4	4	16	80	16	80	80
23	EC-23	4	4	4	4	16	80	16	80	80
24	EC-24	3	3	3	3	12	60	12	60	60
25	EC-25	3	3	3	3	12	60	12	60	60
26	EC-26	4	4	4	4	16	80	16	80	80
27	EC-27	4	4	4	4	16	80	16	80	80
28	EC-28	4	4	4	4	16	80	16	80	80
29	EC-29	4	4	4	4	16	80	16	80	80

B. Control Class

QUESTION 1

No.	Students' Code	Aspects				Score				Total Score
		F	G	V	P	Writer	Total	Teacher	Total	
1	CC-1	3	3	3	3	12	60	12	60	60
2	CC-2	4.5	4	4	4	16	80	17	85	82.5
3	CC-3	4	4	4	4	16	80	16	80	80
4	CC-4	3	3	3	3	12	60	12	60	60
5	CC-5	4	4	4.5	5	17	85	18	90	87.5
6	CC-6	3	3	3	3	12	60	12	60	60
7	CC-7	3	3	3	3	12	60	12	60	60
8	CC-8	3	3	3	3	12	60	12	60	60
9	CC-9	3	3	3	3	12	60	12	60	60
10	CC-10	4	4	4	4	16	80	16	80	80
11	CC-11	4	4	4	4	16	80	16	80	80
12	CC-12	5	4	4	4.5	17	85	18	90	87.5
13	CC-13	3	3	3	3	12	60	12	60	60
14	CC-14	4	4	4	3.5	15	75	16	80	77.5
15	CC-15	3	3	3	3	12	60	12	60	60
16	CC-16	3	3	3	3	12	60	12	60	60
17	CC-17	3	3	3	3	12	60	12	60	60
18	CC-18	4	4	4	4	16	80	16	80	80
19	CC-19	3	3	3	3	12	60	12	60	60
20	CC-20	4	4	4	4	16	80	16	80	80
21	CC-21	3	3	3	3	12	60	12	60	60
22	CC-22	3	3	3	3	12	60	12	60	60
23	CC-23	3	3	3	3	12	60	12	60	60
24	CC-24	4	4	4	3.5	15	75	16	80	77.5
25	CC-25	4	4	4	3.5	15	75	16	80	77.5
26	CC-26	3	3	3	3	12	60	12	60	60
27	CC-27	4	3.5	4	4	15	75	16	80	77.5
28	CC-28	3	3	3	3	12	60	12	60	60
29	CC-29	4	3	4	4	15	75	15	75	75
30	CC-30	4	4	4	4	16	80	16	80	80

QUESTION 2

No.	Students' Code	Aspects				Score				Total Score
		F	G	V	P	Writer	Total	Teacher	Total	
1	CC-1	3	3	3	3	12	60	12	60	60
2	CC-2	4.5	3.5	4	4	15	75	17	85	80
3	CC-3	4	4	4	4	16	80	16	80	80
4	CC-4	3	3	3	3	12	60	12	60	60
5	CC-5	4	4	4.5	4.5	16	80	18	90	85
6	CC-6	3	3.5	3	2.5	12	60	12	60	60
7	CC-7	3	3	3	3	12	60	12	60	60
8	CC-8	3	3	3	3	12	60	12	60	60
9	CC-9	3	3	3	3	12	60	12	60	60
10	CC-10	4	4	3.5	3.5	14	70	16	80	75
11	CC-11	4	4	4	4	16	80	16	80	80
12	CC-12	4.5	4	4	4.5	16	80	18	90	85
13	CC-13	3	3	3	3	12	60	12	60	60
14	CC-14	4	4	4	3.5	15	75	16	80	77.5
15	CC-15	2.5	3	3	2.5	10	50	12	60	55
16	CC-16	2.5	3	3	3	11	55	12	60	57.5
17	CC-17	3	3	3	3	12	60	12	60	60
18	CC-18	4	4	4	4	16	80	16	80	80
19	CC-19	3	3	3	3.5	13	65	12	60	62.5
20	CC-20	4	4	4	4	16	80	16	80	80
21	CC-21	3	3	3	3	12	60	12	60	60
22	CC-22	3	3	3	3	12	60	12	60	60
23	CC-23	3	2.5	3	2.5	10	50	12	60	55
24	CC-24	4	4	4	3.5	15	75	16	80	77.5
25	CC-25	4	4	4	3.5	15	75	16	80	77.5
26	CC-26	3	3	3	3	12	60	12	60	60
27	CC-27	3.5	3.5	4	4	14	70	16	80	75
28	CC-28	3	3	3	3	12	60	12	60	60
29	CC-29	3.5	3	4	4	14	70	15	75	72.5
30	CC-30	4	4	4	4	16	80	16	80	80

APPENDIX I

VALIDITY AND RELIABILITY

QUESTION 1

RATER 1

Correlations

		FLUENCY	GRAMMAR	VOCABULARY	PRONOUNCIATION	TOTAL	SCORE
FLUENCY	Pearson Correlation	1	.819**	.553**	.819**	.914**	.914**
	Sig. (2-tailed)		.000	.001	.000	.000	.000
	N	32	32	32	32	32	32
GRAMMAR	Pearson Correlation	.819**	1	.679**	.677**	.905**	.905**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	32	32	32	32	32	32
VOCABULARY	Pearson Correlation	.553**	.679**	1	.611**	.803**	.803**
	Sig. (2-tailed)	.001	.000		.000	.000	.000
	N	32	32	32	32	32	32
PRONOUNCIATION	Pearson Correlation	.819**	.677**	.611**	1	.887**	.887**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	32	32	32	32	32	32
TOTAL	Pearson Correlation	.914**	.905**	.803**	.887**	1	1.000**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	32	32	32	32	32	32
SCORE	Pearson Correlation	.914**	.905**	.803**	.887**	1.000**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	32	32	32	32	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	N of Items
.555	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
FLUENCY	85.63	278.823	.907	.526
GRAMMAR	85.69	279.964	.898	.529
VOCABULARY	85.56	283.415	.788	.537
PRONOUNCIATION	85.69	280.415	.878	.530
TOTAL	76.13	221.661	1.000	.371
SCORE	25.38	24.629	1.000	.836

RATER 2

Correlations

		FLUENCY	GRAMMAR	VOCABULARY	PRONOUNCIATION	TOTAL	SCORE
FLUENCY	Pearson Correlation	1	.709**	.397*	.598**	.877**	.877**
	Sig. (2-tailed)		.000	.024	.000	.000	.000
	N	32	32	32	32	32	32
GRAMMAR	Pearson Correlation	.709**	1	.494**	.339	.809**	.809**
	Sig. (2-tailed)	.000		.004	.058	.000	.000
	N	32	32	32	32	32	32
VOCABULARY	Pearson Correlation	.397*	.494**	1	.404*	.705**	.705**
	Sig. (2-tailed)	.024	.004		.022	.000	.000
	N	32	32	32	32	32	32
PRONOUNCIATION	Pearson Correlation	.598**	.339	.404*	1	.751**	.751**
	Sig. (2-tailed)	.000	.058	.022		.000	.000
	N	32	32	32	32	32	32
TOTAL	Pearson Correlation	.877**	.809**	.705**	.751**	1	1.000**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	32	32	32	32	32	32
SCORE	Pearson Correlation	.877**	.809**	.705**	.751**	1.000**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	32	32	32	32	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	N of Items
.553	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
FLUENCY	90.25	109.032	.865	.516
GRAMMAR	90.28	111.047	.792	.529
VOCABULARY	90.38	112.758	.684	.539
PRONOUNCIATION	90.22	111.402	.730	.531
TOTAL	80.25	87.677	1.000	.368
SCORE	26.75	9.742	1.000	.812

QUESTION 2

RATER 1

Correlations

		FLUENCY	GRAMMAR	VOCABULARY	PRONOUNCIAT ION	TOTAL	SCORE
FLUENCY	Pearson Correlation	1	.605**	.546**	.683**	.862**	.862**
	Sig. (2-tailed)		.000	.001	.000	.000	.000
	N	32	32	32	32	32	32
GRAMMAR	Pearson Correlation	.605**	1	.555**	.568**	.788**	.788**
	Sig. (2-tailed)	.000		.001	.001	.000	.000
	N	32	32	32	32	32	32
VOCABULARY	Pearson Correlation	.546**	.555**	1	.582**	.801**	.801**
	Sig. (2-tailed)	.001	.001		.000	.000	.000
	N	32	32	32	32	32	32
PRONOUNCIATION	Pearson Correlation	.683**	.568**	.582**	1	.871**	.871**
	Sig. (2-tailed)	.000	.001	.000		.000	.000
	N	32	32	32	32	32	32
TOTAL	Pearson Correlation	.862**	.788**	.801**	.871**	1	1.000**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	32	32	32	32	32	32

SCORE	Pearson Correlation	.862**	.788**	.801**	.871**	1.000**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	32	32	32	32	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	N of Items
.554	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
FLUENCY	85.50	202.903	.850	.523
GRAMMAR	85.38	208.823	.775	.543
VOCABULARY	85.34	205.652	.785	.533
PRONOUNCIATION	85.50	201.613	.858	.519
TOTAL	75.94	161.673	1.000	.369
SCORE	25.31	17.964	1.000	.823

RATER 2

Correlations

		FLUENCY	GRAMMAR	VOCABULARY	PRONOUNCIATION	TOTAL	SCORE
FLUENCY	Pearson Correlation	1	.622**	.436*	.607**	.883**	.883**
	Sig. (2-tailed)		.000	.013	.000	.000	.000
	N	32	32	32	32	32	32
GRAMMAR	Pearson Correlation	.622**	1	.494**	.347	.771**	.771**
	Sig. (2-tailed)	.000		.004	.052	.000	.000
	N	32	32	32	32	32	32
VOCABULARY	Pearson Correlation	.436*	.494**	1	.397*	.701**	.701**
	Sig. (2-tailed)	.013	.004		.024	.000	.000
	N	32	32	32	32	32	32
PRONOUNCIATION	Pearson Correlation	.607**	.347	.397*	1	.767**	.767**
	Sig. (2-tailed)	.000	.052	.024		.000	.000
	N	32	32	32	32	32	32
TOTAL	Pearson Correlation	.883**	.771**	.701**	.767**	1	1.000**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	32	32	32	32	32	32

SCORE	Pearson Correlation	.883**	.771**	.701**	.767**	1.000**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	32	32	32	32	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	N of Items
.553	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
FLUENCY	89.28	127.757	.870	.509
GRAMMAR	89.19	132.802	.754	.535
VOCABULARY	89.28	134.273	.682	.542
PRONOUNCIATION	89.16	131.620	.747	.529
TOTAL	79.31	103.899	1.000	.368
SCORE	26.44	11.544	1.000	.809

R-TABLE

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

APPENDIX J

NORMALITY AND HOMOGENEITY

A. Normality

Question 1

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pre_Experimental	29	68.966	10.8668	55.0	97.5
Pre_Control	30	65.167	9.0003	50.0	92.5

One-Sample Kolmogorov-Smirnov Test

		Pre_Experimental	Pre_Control
N		29	30
Normal Parameters ^a	Mean	68.966	65.167
	Std. Deviation	10.8668	9.0003
Most Extreme Differences Absolute		.174	.150
	Positive	.174	.150
	Negative	-.101	-.096
Kolmogorov-Smirnov Z		.939	.821
Asymp. Sig. (2-tailed)		.341	.511

a. Test distribution is Normal.

b. Calculated from Data.

Question 2

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pre_Experimental	29	68.707	10.3644	55.0	95.0
Pre_Control	30	63.667	8.2716	50.0	87.5

One-Sample Kolmogorov-Smirnov Test

		Pre_Experimental	Pre_Control
N		29	30
Normal Parameters ^a	Mean	68.707	63.667
	Std. Deviation	10.3644	8.2716
Most Extreme Differences Absolute	Absolute	.140	.205
	Positive	.140	.205
	Negative	-.105	-.095
Kolmogorov-Smirnov Z		.754	1.120
Asymp. Sig. (2-tailed)		.620	.162

a. Test distribution is Normal.

b. Calculated from Data.

B. Homogeneity

Question 1

Test of Homogeneity of Variances

SCORE_PRETEST

Levene Statistic	df1	df2	Sig.
.933	1	57	.338

ANOVA

SCORE_PRETEST

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	212.800	1	212.800	2.145	.149
Within Groups	5655.632	57	99.222		
Total	5868.432	58			

Question 2

Test of Homogeneity of Variances

SCORE_PRETEST

Levene Statistic	df1	df2	Sig.
1.026	1	57	.315

ANOVA

SCORE_PRETEST

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	374.600	1	374.600	4.277	.043
Within Groups	4991.925	57	87.578		
Total	5366.525	58			

APPENDIX K

T-TEST

Question 1

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental Class	29	77.0690	12.32138	2.28802
	Control Class	30	69.4167	10.51852	1.92041

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Post- Equal test variances assumed	.807	.373	2.569	57	.013	7.65230	2.97907	1.68681	13.61779	
			2.562	54.995	.013	7.65230	2.98714	1.66592	13.63868	

Question 2

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Result	Experimental Class	29	77.241	12.1990	2.2653
	Control Class	30	68.500	10.2889	1.8785

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Result Equal variances assumed	.443	.508	2.979	57	.004	8.7414	2.9343	2.8656	14.6172
Equal variances not assumed			2.970	54.752	.004	8.7414	2.9428	2.8432	14.6396

APPENDIX L

TRANSCRIPT OF STUDY RESULT

Code : TO-5

Test : Try Out Test

Class : VII A – Try Out Class

Question 1
<p><i>“Hi, my name is Almira Nathania Damayanti. You can call me Nia. My date of birth is twenty two August, two thousand and nine. I live in Salam Residence number forty-one Kudus ... I study in SMP Muhammadiyah one Kudus. I seven grade. My hobby is ... watching Youtube. And my favorite color is black. My favorite food is ... noodle. I like noodle because that is ... delicious food. Thank you. Bye.”</i></p>

Question 2
<p><i>“Hi, I have a family. There are four people in my family, father, mother, brother, and me. My father name is mister Budi. He is a private employee. My mother name is missis Heni. She is a housewife and she is the beautiful mom. My brother name is Yuda. He is ... a ... creative ... brother, especially in electronic. And the last is me. I am a second child in my family. I really love my family so much. Thank you. Bye.”</i></p>

TRANSCRIPT OF STUDY RESULT

Code : EC-10

Test : Pre-Test

Class : VII B – Experimental Class

Question 1

“Hello, my name is Faza Al Faris. You can call me Faza. My date of birth is twenty-eight January two thousand and nine. I live in Jalan Kyai Telingsing no sixty two B, Sunggingan Kudus. I study in SMP Muhammadiyah one Kudus. I am seven grade. My hobby is football. I like football because ... I love sport. My favorite color is blue. My favorite food, food is seblak. I like seblak because that is delicious food. Thank you.”

Question 2

“I have a family, there are five people in my family. Father, mother, brother, sister, and me. My father name is mister Abdul. He is private sector employee. My mother name is mister shanti. She is a housewife and she is a beautiful mom. I have a brother. My brother name is Syafiq. He is student TK Batik Kudus. He is a cute brother. Emm .. My sister name is Anisa he, she is a student in SMA Muhammadiyah Kudus. She is a beautiful student. And the last is me, I am second child in my family. I really love my family so much. Thank you.”

TRANSCRIPT OF STUDY RESULT

Code : CC-5

Test : Pre-Test

Class : VII C – Control Class

Question 1

“Hi, my name is Arnia Noor Sya’bani Sadiqi. You can call me Arin. My date of birth is six August, two thousand and eight. I live in Panjang, Kudus. I study in SMP Muhammadiyah one Kudus. I am seventh grade. My hobby is dancing and singing. I like dancing and singing because ... I don’t know I just I like it. And my favorite color is black and pink. My favorite food is chicken nugget with tomato sauce. I like chicken nugget with tomato sauce because it is so delicious and so fluffy. Thank you so much, bye bye!”

Question 2

“Hi, I have family. There are five people in my family. Father, mother, brother, sister, and me. My father is name is mister Bambang. He is a founder. My mother is name is missis Mutia. He, her job is notaris. I have a brother and sister. My brother is name is Toriq. My sister is name is Nadira. Emm .. yup that’s it. Thank you so much, bye bye.”

TRANSCRIPT OF STUDY RESULT

Code : EC-7

Test : Post-Test

Result : VII B – Experimental Class

Question 1

“Hello, I am Azni Maritza Griselda Rafa. I would like to tell you about my family tree. In my family tree there are my family. I have grandpa and grandma. Their name is mister Turmudzi and missis Budi. I have three aunts and three uncles. Their name is missis Ita, missis Umi, missis Indah, mister Umam, mister Udin, and mister Taufiq. I have seven cousins. Their names are Dafa, Ranaa, Mikha, Vira, Lexa, Rayyan, and Yasmin. Next is my family. There are three people in my family. My father, my mother, and me. My parent name is mister Azka and missis Yani. I have no brother and sister. So I am the only child here. I love my family so much, thank you.”

Question 2

“I want to introduce about my two favorite person in my family. There are my father and my mother. My father name is mister Azkarim Muthoharun. Everybody calls him mister Azka. He is a notaris. Now, he is forty-five years old. My father likes gardening. He has some favorite plants. He always take cares of them. Sometimes, I help my father to water his plants. He likes grill steaks very much. His favorite drink is lemon tea. He likes black.

She is my mother. Her name is missis Apriyani. I call her mommy or missis Yani. She is an entrepreneur. She likes cooking very much. Her favorite food is meatball, and her favorite drink is tea. My mother likes yellow. Thank you.”

TRANSCRIPT OF STUDY RESULT

Code : CC-12

Test : Post-Test

Class : VII C – Control Class

Question 1

“Hello, I have parents. There are father and mother. They live in street Mayong Pancor number thirty one, Jepara. My father’s name is mister Pandu. His date of birth is twenty eight April, one thousand nine hundred and eighty two. He is a employee. His hobby is His favorite color is blue. And his favorite food .. I think my father don’t have favorite food because my father is foodies.

Then, my mother’s name is mister, missis Irina. Her date of birth is six January, one thousand nine hundred and eighty six. She is a housewife. Her hobby is cooking. She likes cooking because she likes food so much. Her favorite color is blue, and her favorite food is noodle. Thank you.”

Question 2

“Hi, I have a little brother. His name is Abdi Syaquir Faida Rassyid Wattan. You can call him Syaquir. His date of birth is six January two thousand eighteen. He is study in early childhood education and development Bustanul Athfal in Mayong. His hobby is playing. His favorite color is ... green. And his favorite food is snack. Thank you.”

APPENDIX M

DOCUMENTATION



Try out class: giving the pre-test sheet



The experimental class: giving the treatment



The control class: giving the treatment



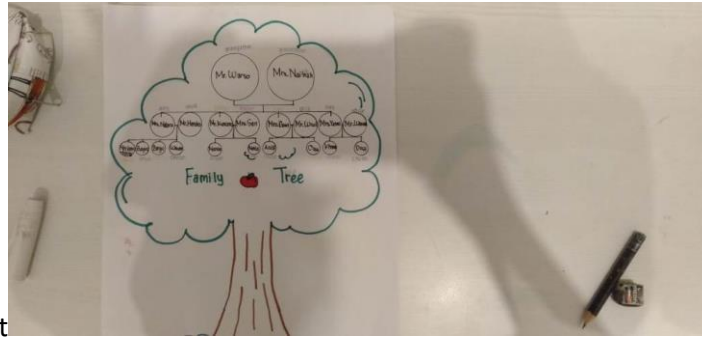
The video of try out test



The pre-test's video of
the experimental class



The pre-test's video of
control class



The project's post-test
of experimental class



The post-test's video of
experimental class