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Honestly declared that this thesis entitle "Project-Based Learning in Teaching Speaking Skills at the Seventh-Grade Students of SMPNU 14" have been written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as the scientific paper should.

Jember, 12 September 2019
The writer

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**PROJECT-BASED LEARNING
IN TEACHING SPEAKING SKILLS
AT THE SEVENTH GRADE STUDENTS OF SMP NU 14**

UNDERGRADUATE THESIS

Presented to State Institute of Islamic Studies of Jember
in Partial Fulfilment of the Requirements
to obtain S1 Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:
Hikmatul Hasanah
NIM: T20156021

**STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
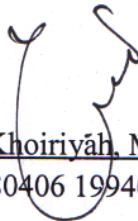ENGLISH EDUCATION DEPARTMENT
SEPTEMBER 2019**

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Day   : Wednesday

Date : October 16th 2019

The Board of Examiners

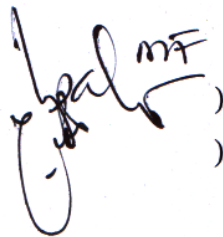The chairman   The Secretary

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MOTTO

<div dir="rtl">

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تُحِلُّوا شَعَائِرَ اللَّهِ وَلَا الشَّهْرَ الْحَرَامَ وَلَا الْهَدْيَ وَلَا الْقَلَائِدَ وَلَا آمِّينَ الْبَيْتَ الْحَرَامَ

يَبْتَغُونَ فَضْلًا مِنْ رَبِّهِمْ وَرِضْوَانًا ۚ وَإِذَا حَلَلْتُمْ فَاصْطَادُوا ۚ وَلَا يَجْرِمَنَّكُمْ شَنَآنُ قَوْمٍ أَنْ صَدُّوكُمْ عَنِ

الْمَسْجِدِ الْحَرَامِ أَنْ تَعْتَدُوا ۘ وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۚ وَاتَّقُوا

اللَّهَ ۖ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

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"O you who believe! Violate not the sanctity of the Symbols of Allah, nor of the Sacred Month, nor of the animals bought for sacrifice, nor the garlanded people or animals, and others nor the people coming to the Sacred House (Makkah), seeking the bounty and good pleasure of their Lord. But when you finish the ihram (of Hajj or 'Umrah), you may hunt, and let not the hatred of some people in (once) stopping you from Al-Masjid-Al-Haram (at Makkah) lead you to transgression (and hostility on your part). Help you one another in in Al-Birr and At-Taqwa (virtue, righteousness and piety); but do not help one another in sin and transgression. And fear Allah. Verily, Allah is Severe in punishment."[1]

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[1] Muhammad Taqiudin Al-Halili and Muhammad Muhsin Khan, *The Noble Qur'an* (Madina: Darus Salam Publications, 1996), 141.

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DEDICATION

In the name of Allah, the Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, Prophet Muhammad, his family, his companions, and all of his followers.

In finishing this undergraduate thesis, I got many guidance and motivation from people around her. It is a great honor for her to convey her sincere gratitude for them who supported her from the beginning until finishing this undergraduate thesis. In this occasion, she presents great honor to:

1. The most special person, her beloved parents (Mr. Ahmad and Mrs. Rusyati), who have given their support and prayer during my study and my process in writing this research. Thanks for their kindness and patience.

2. Beloved sister Siti Wasilah and all of my family who always give me big support.

3. Beloved friends Groovestar and Zeeand xx who always accompany me even via social media.

4. Best friends Diana Bilqis, Nila Hanafiyah Hafidz, Ifrohatul Hasanah and Surinsoh who always support me to finish this undergraduate the thesis.

5. Beloved friends C9 N0.5 members, Affection Class, KKMT SMA Pakusari who support and help the researcher during writing this undergraduate thesis.

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6. All people around my life who have given inspiration, motivation, spirit and pray for me.

ACKNOWLEDGMENT

In the name of Allah, the Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, Prophet Muhammad, his family, his companions, and all of his followers.

It is the great honor for me to convey her sincere gratitude to people who help her in finishing this undergraduate thesis.

Alhamdulillah, the researcher has finished this undergraduate thesis. Absolutely it is not an effort by herself alone; there are many "hands" which help her. In this occasion, she presents great honor to:

1. Mr. Prof. Dr. Babun Soeharto, SE., MM. as Rector of IAIN Jember, who facilitated me to conducted the research.

2. Mrs. Dr. Hj. Mukni'ah, M.Pd.I as Dean of Faculty of Tarbiyah and Teachers Training of IAIN Jember, who gave me permission letter of the research.

3. Mr. As'ari, M.Pd.I as Head of English Education Department IAIN Jember, who gave opportunity conducted the research.

4. Mrs. Dra. Khoiriyah, M.Pd as the Advicer who has patiently given valuable advice and guidance to finalize this research.

5. Mrs. Wiwin indrawati, S.Pd as the head master of SMPNU 14 and Mrs. Siska Lusiyana, S.Pd as the English teacher, and all students of VII grade SMPNU 14 for the guidance and helps.

6. All lecturers who have taught in English Education Department IAIN Jember, thank you for giving a lot of knowledge, advice, and the experience during teaching and learning process.

Finally, the researcher realizes that this research still has some weakness and mistakes. Thus, she would be grateful to accept any suggestion correction from anyone for better writing.

Jember, 12 September 2019

The Writer
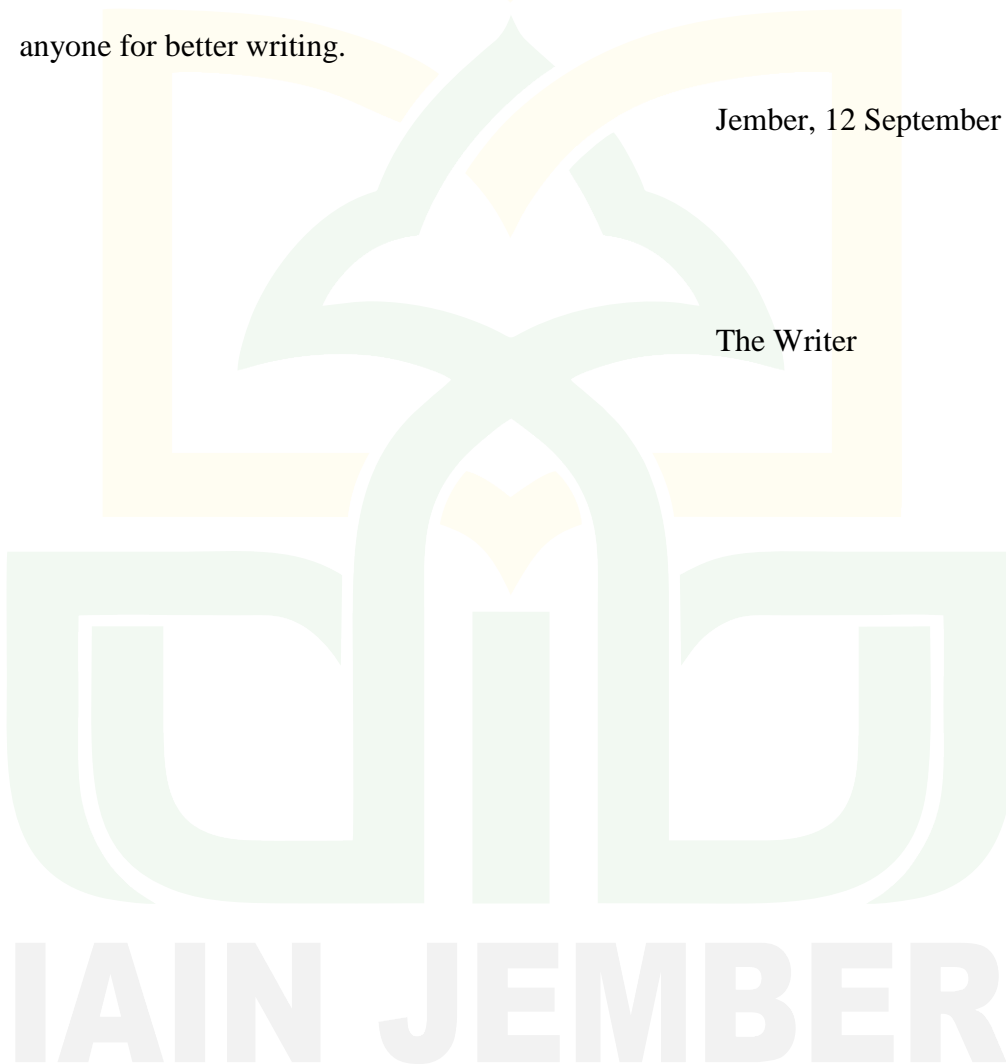
ABSTRACT

Hikmatul Hasanah. *2019. Project-Based Learning in Teaching Speaking Skills at the Seventh-Grade Students of SMP NU 14.*

In the era of industrial revolution 4.0 there are many kinds of teaching and learning process such as: project-based learning, problem-based learning, inquiry/discovery of learning, text-based instruction etc. Project-based learning is considered as 21 skills covered 4C they are: Communication, collaboration, critical thinking and creativity. There are four skills that one has to master to communicate in English they are: reading, writing, listening and speaking. Unfortunately, many students are unconfident to speak in English, because they are afraid to speak up in wrong pronunciation and wrong grammar. Project-based learning is one of the teaching English that was interesting.

The focuses of this research are: 1) How is the planning of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14?, 2) How is the implementation of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14?, 3) How is the evaluation/assessment of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14?.

The objectives of this research are: 1) To describe the planning of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14, 2) To describe the implementation of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14, 3) To describe the evaluation/assessment of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14.

This research used qualitative approach. The object of the research was the seventh-grade students of SMP NU 14. To collect the data, the researcher used observation, interview, and document review. To analyse the data, the researcher used data condensation, data display, and drawing conclusion. Data validation was conducted by the researcher used technique triangulation and source triangulation.

The result of this research shows that: 1) In the stage of planning resulted following planning are analysis of core competence and basic competence, analysis of the material, analysis of the teaching strategy, determining the project, making a lesson plan, making a schedule and determining the *KKM*. 2) In the stage of implementation resulted project-based learning can bring out students' creativity, make communication with others for the students to work in a team, collaboration with others and make students more interested in learning because they can exploit their abilities in the form of video. 3) In the stage of evaluation resulted the teacher evaluates the students from aspect of speaking skills they are: pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension.

Keywords: Project-based learning, Speaking skill.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In the era of industrial revolution 4.0 there are many kinds of teaching and learning process such as: project-based learning, problem-based learning, inquiry/discovery of learning, text-based instruction and so on.[1] Project-based learning is considered as 21 skills covered 4C they are: Communication, collaboration, critical thinking and creativity. In this case, project-based learning is one of teaching learning that was interesting.

Several previous study conducted by Muhammad Saddam Abubakar (2015) the result showed that project-based Learning (PBL) can improve the students' speaking ability through participation, performance, and project in project-based Learning (PBL). Students' participation in the project assigned by the teacher has helped them to be more active in asserting their ideas. Another research conducted by Herlina Dewi (2014) the result showed that project-based learning had positive responses in their speaking class. Based on their responses, this technique could make the students more motivated, happy, and confident to speak English. Research also related to project-based learning conducted by Endang Purwanti (2018) the result showed that project-based learning is an applicable method in the language learning process. It has been proved that the students feel interested and enthusiastic in learning English when the method is applied in the classroom.

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[1] Kementrian Pendidikan dan Kebudayaan, *Materi Penyegaran Instruktur Kurikulum 2013 Sekolah Menengah Pertama* (t.tp: t.p., 2018)

However, those previous research are emphasized on SMK and SMA, there is also in MTS but the second year students. Does previous research does not discuss about how the seventh-grade students of SMP using project-based learning, the seventh-grade students of SMP communication with others, collaboration, make a creativity, have a critical thinking because the seventh-grade students of SMP are still childish.

In this globalisation era, there are four skills that one has to master to communicate in English. Those skills are reading, writing, listening and speaking.[2] Speaking is one of the four skills that students should master. It is the basic skill that the students should process to be able to access other knowledge. Speaking is the ability to express oneself in one situation or the ability to report art or situation in precise words or the capability to express sequence or ideas fluently.[3] Speaking is well known as the action of conveying information or expressing one's feelings in speech. In speaking, the students should be able to speak and express their opinion. Most speakers need active listeners who will directly respond to what they say and directly show understanding and joining the interaction. Learning to speak is different from learning to write. It should be learned consciously what demanded a lot of practice and confidence. In general, teaching speaking aims to develop the students' skills in speaking and be able to tell something to the other in English.

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[2] H. Douglass Brown, *Teaching by Principle: An Interactive to Language Pedagogy*, Second Edition. (San Fransisco: Longman, 2001), 232.
[3] R. Lado, *Language Testing.* (London: Longman Group, 1961), 240.

Realizing that speaking is very important for English learners, it is essential for English teachers to encourage the students to speak. They seem to have difficulties in deciding what techniques and media must be used and how to teach speaking appropriately, but they must be able to find out the ways of how to make speaking easier and be the fun activities for the students to learn. In this case, teachers have responsibilities to guide the students during the learning process and to give motivation to them to improve their English, especially in speaking skills.

Besides that, Islam religion considers that all the people must communicate one another between one country to another country. It is proven by Al-hujurat verse 13.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

"O mankind! We have created you from a male and female, and made you into nations and tribes, that you may know one another. Verily, the most honourable of you with Allah is that (believer) who has At-Taqwa. Verily, Allah is All- Knowing, All-Aware."[4]

The mean of the verse is Allah creating you from a man and a woman and making you nations. And Allah created humans to know each other and not proud of each other height nasab or descent because actually pride is only judged in terms of piety.

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[4] Muhammad Taqiudin Al-Halili and Muhammad Muhsin Khan, *The Noble Qur'an* (Madina: Darus Salam Publications, 1996), 700.

Based on the rules above, it will be a challenge for the teacher in the teaching and learning process, especially for English subject. The teacher should make an atmosphere in the classroom like in real life communication. The teacher may used teaching and learning process such as: project-based learning, problem-based learning, inquiry/discovery of learning, text-based instruction, and so on. Teaching is needed by the teacher in the teaching learning process to make the students interested in the material given. But, based on the researcher observation in SMP NU 14, there are some problems encountered by teacher in teaching English especially speaking skill for SMP.

The students really need support to practice English confidently, whether it is from their friends or their teacher. Besides that, they also have less motivation from their environment; some of them mock each other. This case will be a negative impact on the students' speaking skill and they do not confident anymore to speak English.

To cope with the problem, there are so many teaching media to help the teacher delivers the materials or to make the students easily get the concept of the material. The use of media allows students to be involved in the teaching and learning process Because of this, project-based learning is one of the methods recommended to be used. Project-based learning' refers to the method allowing students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or

presentation.[5] Through project-based learning, the learners are engaged in purposeful communication to complete authentic activities (project-work) so that they have the opportunity to use the language in a relatively natural context.

Active learning is learning that involves students with various activities to explore more information from many sources to enrich the material to be discussed so that it becomes an experience that not only get new knowledge but also students' skills. This is in line with the development of the curriculum in Indonesia. In the current curriculum, the 2013 curriculum, learning directed so that students learning by doing. Students are expected to apply the knowledge they have learned from school. The curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today. The theme of the 2013 curriculum is generating Indonesian people which are: productive, creative, innovative, effective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of the 2013 curriculum is expected to produce a productive, creative, and innovative human. It is also mentioned on Republic of Indonesia Minister of National Education Regulation Number 104 of 2014 concerning authentic assessment conducted in the 2013 curriculum that demands assessment of student learning outcomes is seen from the attitudes, skills, and knowledge gained from learning so that it can be applied by students to situations in real life. To achieve learning

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[5] Allec Patton. *Work That Matters: The Teacher's Guide to Project-Based Learning.* (The Paul Hammy In Foundation, 2012), 13.

outcomes that are expected to require good cooperation between students and teachers, the role of a teacher is to educate, guide, direct, train, assess and evaluate. With this role, the teacher instills cognitive, affective and psychomotor abilities in students through the learning process.

For the more Islam religion considers that we must help someone in doing something, it is proven by Al-maidah verse 02.

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۚ وَاتَّقُوا اللَّهَ ۖ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

"Help you one another in in Al-Birr and At-Taqwa (virtue, righteousness and piety); but do not help one another in sin and transgression. And fear Allah. Verily, Allah is Severe in punishment."[6]

The mean of the verse is Allah creating you to help each other to solve the problem together. It is the same with the concept of project-based learning that we are doing something together to create a project.

Based on the observation conducted at SMP NU 14 that there is essential think of project-based learning bale student social skills, to make communicate, in order, the students work in a team. The researcher used this teaching in the observation because speaking skills closely make interaction with others, make a relationship with others. Its better if the students are provided to share the situation, they can make teamwork by making such a product and building relationships with each other.

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[6] Muhammad Taqiudin Al-Halili and Muhammad Muhsin Khan, *The Noble Qur'an*, 141.

So, based on the explanation above, the researcher intended to conduct a research entitled "Project-based Learning in Teaching Speaking Skills at the Seventh-Grade Students of SMP NU 14"

B. Research Questions

Based on the background described above, it can be determined the research questions of this study are:

1. How is the planning of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14?

2. How is the implementation of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14?

3. How is the evaluation/assessment of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14?

C. Research Objectives

The Objective of the study is an overview of what will be addressed in conducting the research.[7] The objectives of this study are:

1. To describe the planning of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14.

2. To describe the implementation of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14.

3. To describe the evaluation/assessment of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14.

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[7] Tim penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2015), 45.

D. Scope of the Research

This research emphasizes project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14.

E. Significance of the Study

The result of the study is expected to be theoretically and practically used for implementation project-based learning in teaching speaking skills.

1. Theoretically

The results of this study are expected to provide significant benefits for all parties; especially those who are competent with the issue raised and can enrich the treasures and insights of knowledge about the use of project-based learning in teaching speaking skills.

2. Practically

The practical significance there are:

a. The Researcher

The result of this research is expected to give the researcher more knowledge, especially in improving the researcher's English ability in the implementation of project-based learning in teaching speaking skills.

b. Students

The result of the research is expected to help the students in learning English, especially speaking so that students can improve their ability. They can increase their speaking skills and find an interesting learning process.

c. Teacher

The result of this research can be a reference for English teachers in teaching speaking. They can get another way to increase students speaking skills and it also makes the students speaking achievement better than before.

d. Other Researcher

The result of the research is expected to be the reference of other researchers who conducted similar studies.

F. Definition of Key Terms

To avoid misunderstanding of terms that will be used in this research, the researcher will define as follows:

1. Project-Based Learning

Project-based learning is a teaching which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging, and complex question, problem or challenge and produce a project together in a team. It means that project-based learning is a teaching learning that involves a project in the learning process.

2. Speaking Skill

Speaking is to say what you think, in a very direct way. It means that speaking is a way to convey messages directly from our minds to other people. Furthermore, speaking skills are the skills that give us the ability to communicate effectively.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Several research studies have conducted and related to this research, such as:

a. Improving the Second Year Students' Speaking Ability Through Project-based Learning (PBL) at MTSN Model Makassar.

The researcher used classroom action research. This research conducted at MTSN Model Makassar. The result of this research showed that the students' speaking ability at the second-year students of MTSN Model Makassar tends to be improved after applying project-based learning (PBL) as a method. The implementation of Project-based Learning (PBL) can improve the students' speaking ability through participation, performance, and project in Project-based Learning (PBL). Students' participation in the project assigned by the teacher has helped them to be more active in asserting their ideas. The students' attitude towards Project-based Learning (PBL) implementation is generally positive as the students seemed to enjoy the discussion and the performance based on what the students had made through the project assigned by the teacher.[8]

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[8] Muhammad Saddam Abubakar, *Improving the Second Year Students' Speaking Ability Through Project-based Learning (PBL) at MTSN Model Makassar* (Jurnal, Uin Alauddin Makassar, Makassar, 2015), 226.

b. Project-based Learning Techniques To Improve Speaking Skills at SMKN 1 Banda Aceh

The researcher used classroom action research. This research was conducted at SMKN 1 Banda Aceh. The result of this research, the researcher has concluded that the application of the PBL technique could improve the students' speaking achievement. The students' improvement in cycle 1 increased from 67 in the pre-test to 71 in cycle 1 post-test, a test improvement of 4 in the first cycle. The greatest improvement was in cycle 2; the students' test results in the second cycle post-test were 79, an increase of 8 from the first cycle post-test which meant that the success indicator of 76 for this research had been surpassed. As for the result of the students' responses toward the PBL technique, the students had positive responses in their speaking class. Based on their responses, this technique could make the students more motivated, happy, and confident to speak English.[9]

c. The Implementation of Project-based Learning Method in Teaching Speaking Skill of the First-Grade Students of SMAN 1 Baturetno, Wonogiri Academic Year 2017/2018.

The researcher used a qualitative descriptive. This research was conducted at SMAN 1 Baturetno. The result of that research, it is determined that the implementation of Project-Based Learning is an applicable method in the language learning process. It has been proved that the students feel interested and enthusiastic in learning English when the

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[9] Herlina Dewi, *Project-based Learning Techniques To Improve Speaking Skills* (English Education Journal (EEJ), Banda Aceh, 2014), 355-356.

method is applied in the classroom. It was shown when they do the project, they ask friends to solve the problem and finished the project well. The teacher has conducted the steps of Project-Based Learning so that the students easily follow the instruction and enable them to explore their activities in creating the project.[10]

Table 1.1
The Similarities and the Differences
Between Previous Researches
with the Current Research

No	Name	Title of The Research	Similarities	Differences
1	2	3	4	5
1	Muhammad Saddam Abubakar	Improving the Second Year Students' Speaking Ability Through Project-based Learning (PBL) at MTSN Model Makassar	a. Both of the research discussed about Project-based Learning b. Both of the research focued on speaking	a. Saddam's thesis used classroom action research, while this research used qualitative descriptive. b. Saddam researched second-year

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[10] Endang Purwanti, "The Implementation Of Project-Based Learningmethodin Teaching Speaking Skill Of The First Grade Students of SMAN 1 Baturetno, Wonogiri Academic Year 2017/2018" (Thesis, The State Islamic Institutes of Surakarta, Surakarta, 2018), 89.

1	2	3	4	5
			skills	students of MTsN Model Makassar, while the researcher chose the seventh-grade students.
2	Herlina Dewi	Project-based Learning Techniques To Improve Speaking Skills at SMKN 1 Banda Aceh	a. Both of the research discussed about project-based learning b. Both of the research focused on speaking skills	a. Herlina's thesis used classroom action research, while this research using qualitative descriptive. b. Herlina conducted her research at SMKN 1 Banda Aceh, while the researcher conducted her research at SMP NU 14.

1	2	3	4	5
3	Endang Purwanti	The Implementation of project-based learning method in Teaching speaking skill of the first-grade students of SMAN 1 Baturetno, Wonogiri academic year 2017/2018	a. Both of the research discussed about project-based learning b. Both of the research focused on speaking skills c. Both of the research used qualitative descriptive	a. Endang conducted her research at SMAN 1 Baturetno, while the researcher conducted her research at SMP NU 14.

B. Theoretical Framework

1. Speaking

   a. The definition of speaking

   According to Kang Sumin in Jack Richards and Willy a. Renandya that speaking a language is especially difficult for foreign language learners because effective oral communication requires the

ability to use the language appropriately in social interactions.[11] Where communication is the output modality and learning is the input modality of language acquisition.[12]

As a human being, we always need communication to express our idea to do everything, what's more, as students or learners they have to speak with their teacher as long as in learning process to express their idea.[13]

> "Communication in the classroom is embedded in focused meaning activity. This requires teachers to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills develop. Consequently, the give and take exchanges of messages will enable them to create a discourse that coveys their intention in real life communication".

Therefore, the informal environment between teachers and students have to always interact to make communication. In fact, most of our daily communication remains interactional. It can interact in an essential language. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about a relevant topic by using interaction as the key to teaching language for communication because communication derives essentially from the interaction.

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[11] Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching* (USA: Cambridge University Press. 2002), 204.

[12] H. Brown Douglas, *Principle of Language Learning And Teaching* (New York: Prentice Hall.1980), 210.

[13] Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching,* 208.

In another view, speaking is a fundamental and instrumental act.[14] Speakers talk to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence they will bring just this effect.

b. The Aspect of Speaking Skills

According to Harris, the aspects of speaking skills commonly used are pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension.[15] It means the students must learn it deeply, to help them be successful in learning speaking.

1) Pronunciation

Pronunciation is a difficult component in learning speaking ability. Pronunciation itself is defined as how a word is pronounced. It refers to the ability to produce comprehensible utterances to fulfill the task requirements. According to Harmer that provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds, spelling, and stress.[16]

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[14] Herbert H. Clark And Eve H. Clark, *Psychology And Language* (USA : Harcout Brace Javanovich inc.1997), 223.

[15] P. David Haris, *Testing English Language Teaching* (London: Longman, 1969), 81-82.

[16] Jeremy Harmer, *How to Teach English* (Malaysia: Longman, 1998), 28-33.

Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

2) Grammar

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Concerning contexts, a speaker should consider the following things:

a) Who the speaker is.

b) Who the audience is.

c) Where the communication takes place.

d) What communication takes place before and after a sentence in question.

e) Implied versus literal meaning.

f) Styles and registers.

g) The alternative forms among which produce can choose.

3) Vocabulary

Vocabulary is the basic knowledge to be own by language learners. There will be a big problem for a language learner if they do not have sufficient vocabulary. They will not be able to communicate effectively in term or producing and constructing English sentence.

According to Thornbury suggests three usual things used by speakers in what they are being said:[17]

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[17] Thornbury, *How to Teach Speaking* (Harlow:Longman, 2005), 22.

a) When people speaking, they are involving a high proportion of words and expressions that express their attitude (stance) to what is being said.

b) Speakers usually employ words and expressions that express positive and negative appraisals because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they can express solidarity.

c) A speech also usually employs deictic language, for example, words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

4) Fluency and Accuracy

Fluency is the smoothness or flows with which sounds, syllables, words, and phrases are joined together when speaking. While accuracy focuses on issues of appropriation and other formal factors. It related to the use of grammar, pronunciation, and vocabulary. Sometimes fluency is also used to measure that someone is capable or incapable of using the language. Fluency is the learners' ability to speak understandably in order not to break down communication because listeners may lose their interest.

According to Thornbury states that people can be said as fluent speakers if they fulfill the following features:[18]

a) Pauses may belong but not frequent.

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[18] Thornbury, *How to Teach Speaking*, 08.

b) Pauses are usually filled.

c) Pauses occur at meaningful transition points

d) There are long runs of syllables and words between pauses.

5) Comprehension

Comprehension refers to the understanding of language including comprehending what the speaker says. If someone says something beyond the topic discussed, it can be said that he or she has no comprehensibility towards the topic. In other words, comprehensibility determines how well the speaker interprets and responds to the messages received. Comprehensibility is defined as a measurement of how much interpretation is required to understand the others' responses. For oral communication, it requires someone to respond to the speech if someone cannot understand and comprehend someone speech, he or she cannot respond to what other speaker says automatically.

The researcher concludes that someone who wants to speak a foreign language has to know the aspects of that language, such as pronunciation, grammar, vocabulary, fluency, comprehension, word formation, and apply them properly in communication to make speaker and listener can get the purpose of the communication.

c. Micro and Macro Skills of Oral Communication

1) Micro Skills of Oral Communication

a) Produce chunks of the language of different lengths.

b) Orally produce differences among the English phonemes and allophonic variants.

c) Produce English stress patterns, words in stressed and unstressed positions, rhytHmic structure, and intonational contours.

d) Produce reduced forms of words and phrases.

e) Use an adequate number of lexical units to accomplish a pragmatic purpose.

f) Produce fluent speech at different rates of delivery.

g) Monitor your oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking.

h) Use grammatical word classes (noun, verb), systems (tense, agreement), word order, patterns, rules.

i) Produce speech in natural constituent.

j) Express particular meaning in different grammatical forms.

k) Use cohesive devices in spoken discourse.

l) Use appropriate registers, implicature, pragmatic conventions.

m) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings

2) Macro Skills of Oral Communication

Speaking can be an intimidating experience, even in your native tongue, let alone when learning a new language. The best way to learn how to speak, though, is by practicing, so put your inhibitions aside and strike up a conversation whenever you are allowed to do so.

When speaking, be aware of your pace and try not to mumble, speak clearly. Consider being expressive when you talk; avoid a monotonous tone. Expression adds interest and depth to what you are saying and it will keep your listener interested.[19]

d. Types of Speaking

There are six similar categories applied to kinds of oral production that students are expected to carry out in the classroom.[20]

1) Imitative

Imitation is carried out not for meaningful interaction, but for focusing on some particular element of language form. For example, learners practice an intonation contour or try to pinpoint a certain vowel sound.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

3) Responsive

Responsive is short replies to the teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

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[19] Robina Sharma, "Four micro Skills of Communication", https://www.theclassroom.com/four-macro-skills-communication-8313176.html (03 Mei 2019).

[20] Douglass, *Teaching by Principle,* 271.

4) Transactional (dialogue)

Transactional language carried out to convey or exchange specific information on a conversation in the extended form of responsive language.

5) Interpersonal (dialogue)

Interpersonal language carried out more to maintain social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, a covert "agenda".

6) Extensive (monologue)

Extensive are types of classroom speaking performances for students at intermediate to advanced levels to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

e. How Makes Speaking Skill Difficult

There are some characteristics can make speaking difficult. As Brown demonstrates some characteristics of spoken language can make oral performance easy as well as, in some cases difficult:[21]

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[21] Douglass, *Teaching by Principle*, 270-271

1) Clustering

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

2) Redundancy

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

3) Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

4) Performance Variable

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

5) Colloquial Language

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

6) Rate of Delivery

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

7) Stress, Rhythm, and Intonation

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

8) Interaction

Learning to produce moves of language in vacuum-without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

2. Project-Based Learning

a. The K13 English curriculum

Subjects are the smallest organizational unit of basic competence. For curriculum SMP / MTs organization curriculum basic competence is done through an integrated *(integrated curriculum)* by considering the continuity between classes and lessons by core competencies. Based on this , there was a reorganization of subject competency so that the structure of the SMP / MTs curriculum became simpler because the number of subjects and material was reduced.

Especially for local content, basic competence relating to the arts, culture, and the skills, as well as regional languages are integrated into the subjects of cultural arts and crafts subjects. While local basic competence content relating to sport and game areas are integrated into the subjects of physical education, sport, and health.

b. The Nature of Teaching English at SMP

Teaching English at SMP consists of two mind competence, that they are core competence and basic competence. There are four kinds of core competence and the second one is basic competence.

The first competence appreciates and lives up to it the teachings of his religion. This core competence, elaborate to basic competence is being grateful for the opportunity to learn English as the medium of instruction for international communication is realized in the spirit of learning.

The second competence appreciates and live honest behavior, discipline, responsibility, caring (tolerance, cooperation), polite, confident in interacting effectively with the social and natural environment within the range of association and existence. These core competencies, elaborate to three basic competencies are:

1) Showing the students' attitude and care in carrying out interpersonal communication with teachers and friends.

2) Showing the students' honest behavior, discipline, confidence, and responsibility for implementing transactional communications with teachers and friends.

3) Showing the students' responsible, caring, cooperative, and peaceful, in implementing functional communication.

The third competence appreciates understanding knowledge (factual, conceptual, and procedural) based on his curiosity about

science, technology, art, culture related to visible phenomena and events. These core competencies, elaborate to thirteen basic competencies are:

1) Understanding the social function, the structure of the text, and linguistic elements in the expression of greeting, farewell, gratitude, and per request an apology, and the response, according to the context of its use.

2) Understanding social functions, text structure, and linguistic elements in expressions an intro yourself, as well as response, according to the context of its use.

3) Understanding social functions, text structure, and linguistic elements from the text for state and ask the name of the day, month, name of time in a day, time in the form of numbers, dates, and years.

4) Understanding social functions, text structure, and linguistic elements from the text of exposure identity, according to the context of its use.

5) Understanding social functions, text structure, and linguistic elements in the text for stated and ask for the name and number of animals, objects, and building public that is close to students' daily lives.

6) Understanding social functions, text structure, and linguistic elements from the text label name (*label*) and list of items (*list*), according to the context of their use.

7) Understanding the social function, the structure of the text, and the text's linguistic elements stated and ask the nature of people, animals, objects according to the context of their use.

8) Understanding the social function, the structure of the text, and the text's linguistic elements stated and ask behavior/action/function people, animals, objects, according to the context of their use.

9) Understanding the social function, the structure of the text, and linguistic elements of text instruction *(instruction),* the sign of a tau sign (*short notice*), sign warning *(warning/caution),* according to the context of its use.

10) Understanding social functions, text structure, and linguistic elements from descriptive texts by stating and asking about descriptions of people, animals, and objects, very short and simple, according to the context of its use.

11) Understanding the social function and elements of language in the song.

The fourth competence are experimenting, processing, and presenting in the concrete realm (using, parsing, stringing, modifying, and making) and the realm abstract (writing, reading, counting, drawing, and writing) according to what is learned in school and other sources that are the same in viewpoints/ theories. These core competencies, elaborate to fourteen basic competencies are:

1) Arranging simple oral texts to say and respond to greetings, farewells, thank you, and apologies, taking into account social functions, text structure, and elements correct language and corresponding context.

2) Developing simple oral and written texts for stated, asking and responding to self-introduction, with a very short and simple, with attention to social functions, the structure of the text, and the elements correct language and corresponding context.

3) Arranging oral and written texts to state and ask for the name of the day, month, time name in the day, time in the form of numbers, dates, and years, with elements correct language and corresponding context.

4) Capturing the meaning of very short and simple oral and written self-explanations.

5) Arranging oral text and written for explaining and ask for identity, very short and simple, paying attention to social function, text structure, and correct language elements and corresponding context.

6) Developing oral and written texts for clearer rights and ask the names of animals, objects, and building public that is close to student life everyday, with pay attention function social, structure text, and element linguistic right and corresponding context.

7) Arranging written name labels (*labels*) and list of items (*list*), taking into account social functions, text structure and elements correct language and corresponding context.

8) Developing oral and written texts for clearer rights and ask the nature of people, animals, and objects, taking into account the social function, the structure of the text and elements correct language and corresponding context.

9) Arranging oral and written texts to express and ask about behavior/actions/functions of people, animals, and objects, with elements correct language and corresponding context.

10) Capturing the meaning of the instruction text (*instruction*), sign or sign (*short notice*), warning (*caution*), oral and written is very short and simple.

11) Arranging instruction text (instruction), sign or sign (*short notice*), warning (*caution*), oral and written, very short and simple, with pay attention function social, text structure, and element linguistic right and corresponding context.

12) Catching means in text descriptive oral and write, very short and simple.

13) Arranging text descriptive oral and write, very short and simple, about people, animals, and things, with pay attention function social, structure text, and element language, correctly and corresponding context.

14) Capturing the meaning of the song.

According to *Permendikbud_Tahun2016_Nomor022*, there are five stages of presenting material according to K13 curriculum are:

1) Observation

In the stage of observation, the students are allowed to observe anything related to learning resources such as observing the video, observing the film, observing the real object, observing the text.

2) Question

After observing the text conducted by the students, the teachers make a question.

3) Verification

In this verification after conducting a question and answer, students are giving the opportunity to make verification.

4) Generalization

The students talking time, it means the teachers not talking much in the classroom.

5) Communication

The last stage is communication, either oral or spoken.

c. The Definition of Project-Based Learning

Teaching learning that used project it called project-based learning. Project-based learning is one of the approaches that facilitate students to work together in one team, it is an approach that low students to make final project within a group to make socialization interrelationship among others in the group.

Project-based learning is an innovative learning student-centered and sets the teacher as a motivator and facilitator, where students are allowed to work autonomously to construct learning.[22]

According to Daryanto, project-based learning is learning that uses projects or activities as media.[23] The project-based learning is the

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[22] Donni Junni Priansa, *Pengembangan Strategi & Model Pembelajaran Inovatif, Kreatif dan Prestatife dalam Memahami Peseta Didik* (Bandung: CV PUSTAKA SETIA, 2017), 206.

assignment of assignments to all students to be done individually, students are required to observe, read and research.[24]

Based on some of these definitions, the researcher concluded that that the learning model is a learning pattern that is illustrated from the beginning to the end, the learning process that is presented typically by the teacher to achieve learning goals.

The project-based learning is learning focuses on the activities of students to be able to understand a concept and principle by conducting in-depth research on a problem and finding relevant solutions and learners learn independently and the results of this learning are products.

d. The Procedure of Project-Based Learning

Project-based learning , namely students as decision-makers, and create a framework.

1) There are problems whose solutions are not predetermined.

2) Students as process designers to achieve results.

3) Students are responsible for getting and managing the information collected.

4) Conduct continuous evaluation.

5) Students regularly look back on what they are doing.

6) The final result is product and quality evaluation.

7) Classes have an atmosphere that tolerates mistakes and changes.[25]

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[6]Daryanto, *Pendekatan Pembelajaran saintifik kurikulum 2013* (Yogyakarta: Penerbit Gava Media, 2014), 42.
[24] Zainal Aqib, *Model-Model, Media dan Strategi Pembelajaran Kontekstual (inovatif)* (Bandung: CV Yrama Widya, 2013), 66.

According to Trianto, there are six steps of learning in Project-based Learning are:[26]
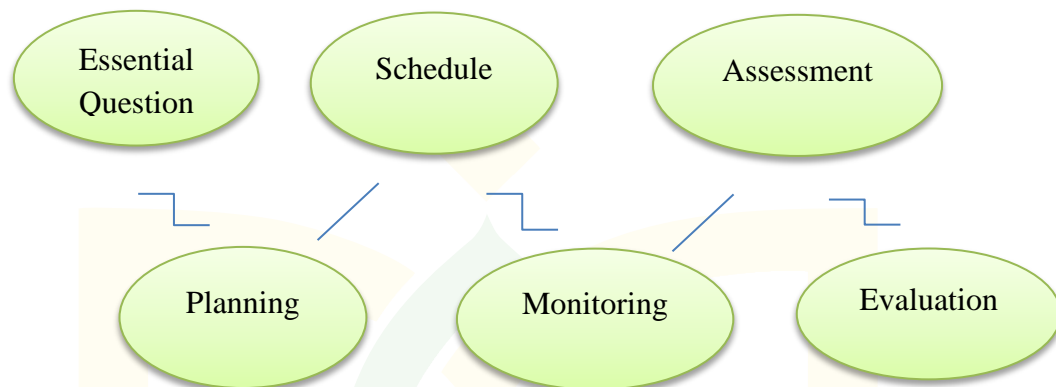
1) Starting with Essential Questions

Taking topics that match the realities of the real world and begin with an in-depth investigation. Essential questions asked for provoking students' knowledge, responses, criticisms, and ideas about the theme of the project to be appointed.

2) Planning the Project Execution Rules

Planning contains the rules of the game, the selection of activities that can support in answering essential questions, by integrating various possible subjects and knowing tools and materials that can be accessed to assist in the completion of the project.

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[25] Zainal Aqib, *Model-Model, Media dan Strategi Pembelajaran Kontekstual (inovatif)* , 23.
[26] Trianto, *Model Pembelajaran Terpadu: Konsep, Strategi, dan Implementasinya dalam Kurikulum Tingkat Satuan Pendidikan (KPS)* (Jakarta: Bumi Aksara, 2012), 52-53.

3) Make an Activity Schedule

Educators and students collaboratively schedule activities to complete projects. This schedule is structured to find out how long the project will take.

4) Monitoring the Development of Student Projects.

Educators are responsible for monitoring the activities of students while completing the project. Monitoring is done by facilitating students in each process.

5) Assessment of Student Work Outcomes

Assessment is done to help educators in measuring standard achievement, play a role in evaluating the progress of each student, giving feedback about the level of understanding that has been achieved by students, helping educators in preparing the next learning strategy.

6) Evaluate the Learning Experience of Students

At the end of the learning process, educators and students reflect on the activities and results of the projects that have been carried out. The process of reflection is done both individually and in groups. At this stage, students are asked to express their feelings and experiences while completing the project.

e. The Advantages of Project-Based Learning

The advantages of project-based learning include:

1) Increase motivation, where students persevere and strive to achieve projects and feel that learning in the project is more fun than other curriculum components.

2) Improving problem-solving skills, from various sources that describe project-based learning environments make students more active and successfully solve complex problems.

3) Increasing collaboration, the importance of group work in the project requires students to develop and practice communication skills.

4) Improve the skills of managing resources, if implemented well, students will learn and practice internally. Organizing projects, making time allocations and other resources such as equipment to complete tasks.

5) Improve the student's skills in managing learning resources.

6) Encourage students to develop and practice communication skills.

7) Providing learning experiences that involve complex students and are designed to develop according to the real world.

8) Making the learning atmosphere fun, so that students and educators enjoy the learning process.[27]

f. ADDIE Model

ADDIE model is one of the most common models used in the instructional design field as a guide to producing an effective design.[28] This model is to help the teacher to design the teaching process in the

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[27] Daryanto, *Pendekatan Pembelajaran saintifik kurikulum 2013*, 25.
[28] Nada Aldoobie, *ADDIE Model,* vol.5 (Colorado: American International Journal of Contemporary Research, 2015), 68.

school. This model is represented by acronym ADDIE, which stands for the important components in the process of creating the instructional design, which are Analysis, Design, Development, Implementation, and Evaluation. Each phase in the ADDIE model is related to and interacts with each other.

1) Analysis

The analysis stage is the most important phase in this process. When instructional designers do the analysis phase before creating the plan, developing, or even implementing, they save a huge amount of courses, effort, and time. In order to carry out the analysis phase we have to analyze four things, like we have to analyze the learners (where they are at, their skills and needs, etc.), develop an instructional analysis (to provide the necessary steps and present opportunities to learn and use new information in an instruction), create instructional goals (aimed at specifying the end desired result), and analysis's learning objectives (how to measure the attainment of goals).

2) Design

Design is really about applying the instruction. In fact The instructional designer in this step thinks about how to design instruction that can be effective in ways that facilitate people's learning and interaction with the materials you create and provide. Furthermore, in the design phase, the instructional designer evolves

and focuses on designing assessment for (his/her) topic, select a form of the course, and creating their instructional strategy.

3) Development

This phase depends on the first two phases, which are the analysis and the design phase. That means, if we did these phases correctly the development will be easier. In this third phase, the instructional designers integrate the technology with the educational setting and process. Also, keep in mind the backup plan in case the technology that we choose does not work.

4) Implementation

This phase is about transforming our plan into action. To go through this phase, we have to consider three major steps, which are training the instructors, preparing the learners, and organizing the learning environment.

5) Evaluation

The final process in the ADDIE model is Evaluation. It is very important to evaluate each step to make sure that we achieve our goals using the instructional design and materials to meet the learner's needs.

CHAPTER III

RESEARCH METHODOLOGY

A. Research and Research Design

The researcher used a qualitative approach. It helped the researcher to get information about project-based learning in teaching speaking skills at the seventh grade of SMP NU 14.

In this qualitative research, the researcher used descriptive qualitative research. This means that the researcher want to examine more deeply and describe how the creativity of the English teacher in teaching project-based learning. Qualitative research focuses on the process that is occurring as well as the product or outcome.[29] So this research will be descriptively collecting the data.

By using this research , the researcher wants to obtain the information of the material and media used in teaching speaking skill by using project-based learning, how the procedure and how the evaluation of this teaching-learning process. The researcher described the problem that becomes this research problem based on the reality in the learning process.

B. Location of the Researcher

The research conducted at SMP NU 14 located at PP. Mambaul Falah, Muncek, Wonosuko, Tamanan, and East Java. The school was chosen because this school is in a collage.

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[29] John W. Cresswell, *Qualitative Inquiry & Research Design; Choosing AMONG Five es (Second Edition)* (Thousand Oaks: Sage Publication, 2007), 22.

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C. Subject of the Study

The subject of this research is the students of SMP NU 14. The class chosen by the researcher is seventh-grade students, in this class, there are 30 students. The researcher chose this class as the subject because the teachers said that this class is recognized as active students in the teaching-learning process.

D. Source of Data

Information data in this research will be obtained from:

1. Primary Data Resources

Primary data is data obtained or collected directly by the researcher from the field.[30] In this study, the primary data was obtained through in-depth interviews in a face-to-face manner between the researcher and 2 or more informants. Informants were selected based on the consideration that the informants in this study knew well about the research according to the title is project-based learning in teaching speaking skill at the seventh-grade students of SMP NU 14:

a. The seventh-grade students of SMP NU 14.

b. The English teacher of SMP NU 14.

c. The school principal in charge of the curriculum of SMP NU 14.

d. The headmaster of SMP NU 14.

e. Lesson plan

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[30] Lexy J. Moleong, *Metodologi Penelitian Qualitative* (Bandung: PT Remaja Rosdakarya, 2008), 157.

2. Secondary Data Resources

Secondary data is data needed in research to implement information obtained from primary data.[31] Secondary data in this study are in the form of researcher notes, teacher notes and document review.

E. Data Collection Technique

In qualitative research, the following data collection means can be utilized: observation, interview, case studies, personal experiences, and documents.[32] In this research, the researcher used observation, interview, and document review.

1. Observation

Observation is a way of collecting data through the process of observing. It is also well known as the activity of loading attention to an object by using all sensory tools.[33] Observation is classified as a participatory study, so the researcher as the observer has to engage herself in the setting where the respondents are. It can be done while taking notes or doing the recording.

The researcher observed the seventh grade of SMP NU 14. In this research, the researcher used participant observation. Where the researcher only an observer and take a part in the teaching and learning process.

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[31] Lexy J. Moleong, *Metodologi Penelitian Qualitative*, 157.
[32] Larra G. Porras, "Stakeholder Opposition in a Foreign Direct Investment: Case Botnia's Pulp Mill in Uruguay", *Master's Thesis,* (December, 2016), 31.
[33] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), 155.

Observations made in to obtain and know directly the object to be examined. In this case, the object to be examined is how the teacher using project-based learning in teaching speaking skill.

2. Interview

Interview is a process of converting to construct about people, events, activities, organizations, motivations, feelings and so on that carried out by two parties, namely interviewers who ask a question to the people interviewed.

Through interviewing, techniques researchers can stimulate respondents to have a broader range of experiences. By interviewing the researcher can explore important questions that have not been thought of in his research plan. The researcher used semi-structured interviews. In this interview, the respondents give information freely based on the question from the researcher.

3. Document Review

The third technique is document review. Document review means the effort to collect data by investigating the written object.[34] In the document review, the researcher used the documents of SMP NU 14 as follows:

a. History of SMP NU 14

b. Profile of SMP NU 14

c. Teacher and Employee Data of SMP NU 14

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[34] Mundir, *Metode Penelitian Kualitatif dan Kuantitatif* (Jember: STAIN Jember Press, 2013), 86.

d. Students data of SMP NU 14

e. Lesson plan

F. Data Analysis Technique

Data analysis is an ongoing process that requires continuous reflection of the data, asking analysis questions and writing brief notes throughout the study. The first step for researchers in analyzing the data that has been collected by reviewing the research proposal to examine the plan for presenting the data and implementing the predetermined analysis from the beginning.

So in this research, the researcher used descriptive qualitative data analysis. The researcher applied the steps of descriptive qualitative to analysis the data that will be collected. The steps are namely data condensation, data display and conclusion drawing.[35]

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming of data that appear in the full corpus (body) of writing- up field notes, interview transcripts, documents, and other empirical materials. In this study described as follows:

a. Selecting

In selecting the data the researcher must act selectively, which is determining which dimensions are more important, relationships which ones might be more meaningful and as a consequence, what information can be collected and analysed.

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[35] Matthew B. Miles, A. M Huberman, and J. Saldana, *Qualitative Data Analysis, A Methods Sourcebook,* Edition 3, (USA: Sage Publications, 2014). 8.

b. Focusing

Focusing data is a form of pre-analysis. At this stage, the researcher focus on data related to the formulation of the research problem. This stage is a continuation of the data selection stage. The researcher only limits data based on the formulation of the problem.

c. Abstracting

Abstracting is an attempt to make a summary of the core, process, and statements that need to be maintained so that they remain in them. At this stage, the collection of data is evaluated, especially those that have been collected evaluated, especially relating to the quality and adequacy of data.

d. Simplifying and Transforming

The data in this study are further simplified and transformed in various ways, namely through rigorous selection, through summary or brief description, classifying data in one broader pattern and so on.

2. Data Display

The next step is data display, which is an important thing to do after data condensation. In this stage, the researcher easier to understand what is happening and also to do something-further analysis on that understanding. It is also well-known as the process of showing data simply in the form of words, narrative, able to get the appropriate conclusion at the end. So, in this research, the researcher used an essay in displaying the data, which is very commonly used in qualitative research.

3. Conclusion Drawing

The last step is the stage of drawing conclusions based on findings and verifying data. As explained above, the initial conclusions put forward are still temporary and will change if strong evidence is found to support the next stage of data collection. This process of obtaining evidence is called data verification. If the conclusions expressed at the initial stage are supported by strong evidence in a sense consistent with the conditions found when the researcher returns to the field, the conclusions obtained are credible.

G. Data Validity

The data validation is based on certainty whether the research results are accurate from researchers, participants or readers in general. In terms of checking the data validation, the researcher used a triangulation technique, which was interpreted as a technique for checking the data validation that used something else.[36]

The researcher used source triangulation and triangulation techniques and to validate the data validation. In the triangulation technique, three objects used to find out unknown objects. So, in this research the researcher used techniques of data collecting, those are observation, interview, and document review. While in a triangulation source, the researcher used a person to check the data accurately.

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[36] Lexy J. Moleong, *Methodologi Penelitian Kualitatif*, 330.

H. Research Procedure

In this section, the researcher explained the research stages starting from preliminary research, design development, actual research and report writing. The stages of the research need to be described to make easier for the researcher to compile research designs that include activities of planning, implementation, data analysis and report writing, the procedure of this are as follows:

1. Pre-field Research Procedure

   In the pre-field research there were six procedures, there are:

   a. Develop a research plan

   b. Select the research field

   c. Manage licensing

   d. Explore and assess the state of the field

   e. Choosing informants

   f. Prepare research instrument

2. Procedure of Field Work

   The activities of this stage include:

   a. Understand the background of the research and prepare yourself.

   b. Enter the field

   c. Participate while collecting the data

3. Data Analysis Phase

   This is the last stage of the research procedure that was discussed before. There are four activities, are:

a. Data Condensation

b. Data Display

c. Data Conclusion

CHAPTER IV

FINDING AND DISCUSSION

A. Description of Research Object

1. The History of SMP NU 14

   SMP NU 14 is a junior high school located in a village, which is precisely located in Wonosuko, Tamanan, Bondowoso. SMP NU 14 School is established in 2012 by considering alumni of an elementary school in Wonosuko who did not continue their education to a higher level. This SMP NU 14 was established to receive the elementary school graduates, in other that all of the elementary school graduates could continue to the junior high school level. It is to implement the 9-year educational program launched by the government.[37]

2. The profile of SMP NU 14

Tabel 4.1
The Profile
Of SMP NU 14

No	School Identity	
1	2	3
1	School name	SMP NU 14
2	NPSN	69830367
3	Educational level	Junior High School
4	School Status	Junior High School

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[37] Document review, *SMP NU 14*, August 20th, 2019.

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1	2	3
5	Address	Jln. Tasnan No. 01
6	Postal code	68 263
7	Village	Wonosuko
8	sub-district	Kec. Plants
9	Regency / City	Kab. Bondowoso
10	Province	Prov. East Java
11	Country	Indonesia

Source: Document Review 2019

Tabel 4.2
The Facilities
Of SMP NU 14

No	Facilities	Total
1	2	3
2	Classroom	1
3	Headmaster's room	1
4	Teachers' room	1
5	Administrations' room	1
6	UKS room	1
7	Computer Laboratory	1
8	Counselling room	1
9	OSIS room	1

1	2	3
10	Language Laboratory	1
11	Science Laboratory	1
12	Mosque	1
13	Library	1
14	Sport hall	1
15	Toilet	4

3. Structure of SMP NU 14

Headmaster : Wiwin Indrawati, S. Pd

Committee : Ust . Kamaluddin

Vice Headmaster : Nurul Qomariyah , S.Pd

Treasurer : Siti Wasilah, S.Pd

Curriculum : Sajuri, S.Pd

Administration : Moh. Taufik, S.Pd

Facilities and infrastructure: Ulfatun Hasanah, S.Pd

Public Relations : Iwan Budianto, S.Pd

Student Affairs : Siska Lusiana, S.Pd

Coaches of OSIS : Deco Susanto, S.Pd

4. The Geographical Location of SMP NU 14

The location of SMP NU 14 located on Jln. Tasnan No. 01, Wonosuko, Tamanan, Bondowoso.

5. Vision, Mission, and Objective of SMPNU 14

   a. Vision

      The vision of SMP NU 14 as follows:

      The presence of excellent service education form intelligent people " intelligent, spiritual, and emotional "

      1) Orient ahead by paying attention to the present potential.

      2) According to community norms and expectations.

      3) Encouraging enthusiasm and commitment throughout the school community.

      4) Encourage the better generation.

   b. Mission

      Organizing education in a professional, innovative and always trying to improve services and stakeholder satisfaction.

      To realize the mission that has been formulated, the concrete steps that must be taken by the school are:

      "Discipline in work, creating family management, cooperation, excellent service by increasing friendship ".

      1) Carry out effective learning and guidance so that each student develops optimally by following their potential.

      2) Growing the spirit of excellence intensively for all school members.

      3) Encourage and help each student to recognize his potential, so that he can develop optimally.

4) A growing and encourage excellence and application of science, technology, and art.

5) A growing appreciation of the religious teachings adopted and national culture so that students who are competent and have noble character are built.

6) Encourage qualified graduates. Participating, having a high character and devotion to the Almighty God.

c. Objective

Based on the Vision and Mission that has been formulated in the next 5 years, the objectives an expected to be achieved by schools are:

1) The National Examination Score always better than before.

2) Have extra-curricular activities that advance and excel in all fields.

3) The realization of high discipline from all school members.

4) The realization of a daily social atmosphere based on faith and devotion.

5) The realization of transparent and participatory school management, involving all school members and related interest groups.

6) Realizing comfortable environment.

B. Research Finding

The research finding was taken from the result of the implementation of the teaching and learning process, interview and documents related to the research.

1. The Planning of Project-Based Learning in Teaching Speaking Skills at the Seventh-grade Students of SMP NU 14.

Planning is the first stapes before going to another. Based on the observation that the planning of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14 they are:

a. Analysis of Core Competence and Basic Competence

In the stage of analysis of core competence and basic competence, the teacher took from third core competence and four core competence, and the teacher also took the basic competence from KD 3.1 and KD 4.1.

The third competence appreciates understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events. These core competencies, elaborate to thirteen basic competences, but in this core competence the teacher only take basic competence 3.1 stated that Identifying social functions, text structure, and linguistic elements of oral and written interpersonal interactions involving actions of greeting, saying goodbye, saying thank you, and apologizing, and responding, according to the context of its use.

The fourth competence are experimenting, processing, and presenting in the concrete realm (using, parsing, stringing, modifying, and making) and the realm abstract (writing, reading, counting, drawing, and writing) according to what is learned in school and other sources that are the same in viewpoints/ theories. These core competencies, elaborate

to fourteen basic competences, but in this core competence the teacher only adopt basic competence stated that arranging text interpersonal interaction written and very short and simple which involves the act of greeting, saying goodbye, saying thank you, and apologizing, and responding with regard to social functions, text structure, and linguistic elements that are correct and in context.

In the interview, the English teacher of SMP NU 14 stated that:

"I took this core competence and basic competence from the syllabus of K13 curriculum; I take it because it is the first meeting in the teaching and learning process."[38]

Based on the observation and interview, the English teacher used third core competence and four core competencies, and the teacher also took the basic competence from KD 3.1 and KD 4.1 that taken from the syllabus K13 curriculum.

b. Analysis of the Material

Analysis of the material is a very important instrument to help the learner take a part in the teaching and learning process. Based on the observation the teacher took greeting as the material in the planning of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14.

In the interview, the English teacher of SMP NU 14 stated that:

"I choose Greeting as the material in project-based learning because of this material easy to understand and this material related to their daily life."[39]

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[38] Siska Lusiana, Bondowoso, July 25th 2019.
[39] Siska Lusiana, Bondowoso, July 25th 2019.

According to the result of observation and interview, the English teacher used Greetings as the material because it's related to their daily life.

c. Analysis of the Teaching Strategy

In the stage of analysis, the teaching strategy the teacher used observes and practices as the strategy. By using this strategy the students can act in the teaching and learning process. Because this strategy is the first the students can observe the text that the teacher given and the students practice the text that has to make.

In the interview, the English teacher of SMP NU 14 stated that:

"I choose observes and practices as the strategy because by using this strategy I hope that the students can act in the teaching and learning process."[40]

According to the result of observation and interview, the teacher used observes and practices as the strategy in other that the students can act in the teaching and learning process.

d. Determining the Project

In determining the project the teacher chooses project-based learning as the project. Because this project encourages students' ability to produce a project created in groups. In this project, the teacher chooses video as the project in other that the students can practice speaking in the form of video.

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[40] Siska Lusiana, Bondowoso, July 25th 2019.

In the interview, the English teacher of SMP NU 14 stated that:

"I choose video as the project in other that the students can practice their speaking skills although in form of video. By using the video they not shy because they speak in front of the camera, not in front of their friends."[41]

According to the result of observation and interview, the English teacher used project-based learning as the project. In this project, the teacher chooses video as the project because the students can practice speaking in the form of video and they feel the confidence to speak.

e. Making Lesson Plan

Based on the observation, before going to the class, the teacher should make a lesson plan. The teacher here has made a lesson plan in every material that will be delivered which is adapted to the abilities and circumstances of students.

As stated by Mrs. Siska Lusiana as an English teacher at SMP NU 14:

"The planning of project-based learning in teaching speaking skills, I looked at competency standards that have been determined in the syllabus K13 curriculum. In the K13 curriculum where the teacher is only as a facilitator so we develop further material on learning that involves direct student experience. In this stage, I asked students to make a project in the form of a video. In other that the students can practice their speaking skills although in form of video."[42]

According to the observation, the researcher found that the English teacher made a lesson plan by using the K13 curriculum. In the K13 curriculum where the teacher is only as a facilitator so the teacher

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[41] Siska Lusiana, Bondowoso, July 25th 2019.
[42] Siska Lusiana, Bondowoso, July 35th 2019.

develops further material on learning that involves direct student experience. In this stage, the teacher asked students to make a project in the form of a video. Then the students can practice their speaking skills although in form of video.

f. Establishing schedule

Based on the observation, before the teaching and learning process, the teacher should make a schedule. At the first meeting, the students observe the text about greeting from their handbook that has been discussed before. At the second meeting the teacher chooses the project that will be used as resources to make simple text in form of Greeting. In the third meeting, the students collect the video, the teacher and the students watch the video together while the teacher evaluates the video.

g. Determining the *KKM*

In the stage of determining the *KKM*, based on the observation the teacher determine 65 as *KKM*, it is taken from the students' capability.

In the interview, the English teacher of SMP NU 14 stated that:

"I determine 65 as *KKM* because it is taken from the students' capability and the school condition."[43]

According to the result of observation and interview, the teacher determine 65 as *KKM*, it is taken from the students' capability and the school condition.

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[43] Siska Lusiana, Bondowoso, July 25th 2019.

Based on the observation, the planning of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14 are analysis of core competence and basic competence, analysis of the material, analysis of the teaching strategy, determining the project, making a lesson plan, establishing a schedule and determining the *KKM*.

2. The Implementation of Project-Based Learning in Teaching Speaking Skills at the Seventh-grade Students of SMP NU 14.

The researcher conducted the study at the seventh-grade students of SMP NU 14 used KD 3.1 stated that Identifying social functions, text structure, and linguistic elements of oral and written interpersonal interactions involving actions of greeting, saying goodbye, saying thank you, and apologizing, and responding, according to the context of its use and 4.1 Arranging text interpersonal interaction written and very short and simple which involves the act of greeting, saying goodbye, saying thank you, and apologizing, and responding with regard to social functions, text structure, and linguistic elements that are correct and in context. The material is about "Greeting" and using project-based learning in teaching speaking skills at the seventh-grade students SMP NU 14.

There are five stages of presenting material according to K13 curriculum are:

a. Observing or Simulating

At the first stage is observing and simulating. The researcher conducted the observation at the seventh-grade students of SMP NU 14.

In this stage, the teacher asks the students to observe the text about Greeting from their handbook that has been discussed before. When observing the text some students feel confused, and some students do not know how to pronouns the word.

In the second meeting, the teacher-directed choose the topic that they are going to discuss as the topic of the discussion of the project. Then the teacher divides the students in a small group that consists of two people. Then some students feel happy because they make a group, so they will not do the project alone.

According to Nurul Qomariah as students of SMP NU 14 said that:

> "I am so happy when my teacher asks me to make a small group, because I will do the project together with a friend, so I can exchange ideas with my friend."[44]

According to the result of observation and interview, when the students observe the text about Greeting from their handbook that has been discussed before, some students feel confused, and some students don't know how to pronouns the word. When the teacher asks the students to make a small group they fell happy, because they can do the project together with a friend and can exchange ideas with their friend.

b. Questioning Problem Statement

The second stage is questioning the problem statement. In this stage, the teacher asks the students what they get from the text about

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[44] Nurul Qomariyah, Bondowoso, August 10th 2019.

Greeting. And ask a question to the students what they didn't understand from the text. There are some questions from the students that related to the vocabulary. The researcher found that the students have lack vocabulary; sometimes the students look confused when they found an unfamiliar word.

Based on an interview by an English teacher at SMP NU 14:

"The students have lack in vocabulary, and then they do not know the meaning of the word or the sentence."[45]

According to Lailatul Mghfiroh as students of SMP NU 14 said that:

"I like English but I do not know the meaning of that sentence."[46]

According to the result of observation and interview, the researcher found that the students have lack in vocabulary; sometimes the students look confused when they found an unfamiliar word because they do not know the meaning of the word or the sentence.

c. Experimenting or Exploring

In this stage, the teacher asks the students to pronounce the sentence in their handbook. The teacher asked the students to follow her. The researcher found that some students low self-confidence in speak English.

According to Samsiyeh as students of SMP NU 14 said that:

"I am not confident to speak English, because I cannot pronouns that word"[47]

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[45] Siska Lusiana, Bondowoso, August 10th 2019.
[46] Lailatul Maghfiroh, Bondowoso, August 10th 2019.
[47] Syamsiyeh, Bondowoso, August 10th 2019.

The teacher asks the students to make a simple text conversation that related to greeting. After that, the teacher observes the students' performance in completing simple texts and helps if there are difficulties. When making a conversation some students feel confused about what will they make in that conversation. But the teacher orders the students to open their dictionary.

Based on an interview by an English teacher at SMP NU 14:

"They are so active when I ask them to make a conversation in a group, but some students feel confused to make the conversation. Because I said to them every English lesson to brought a dictionary, so I order them to open their dictionary"[48]

According to the result of observation and interview, the researcher found that when the teacher ordered the students to make a conversation some students feel confused. The teacher orders the students to open their dictionary.

d. Generalization

In the stage of generalization, the students check the text they have made. They check correctly what they have made in terms of their words and grammar. Then they ask the teacher to checks their text of conversation that has made. But, some of them didn't check their text because they feel their text has been right.

e. Communication

The stage of communicating is the last step of overall activities. In this stage, assessing the student's final in the form of video. Project-

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[48] Siska Lusiana, Bondowoso, August 10th 2019.

based learning in this study is raising students speaking ability based on the project they have been accomplished. The teacher and the students are watching the video while the teacher evaluates the video by using the analytical scoring rubric of speaking. [49]

According to the results of observation, the implementation of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14 there are five stages are: observing or simulating, questioning problem statement, experimenting or exploring, generalization and communication.

3. The Evaluation/ Assessment of Project-Based Learning in Teaching Speaking Skills at the Seventh-grade Students of SMP NU 14.

Some students still less confidence when asked by the teacher to speak up. They fill shy and nervous. But by using video as the project some students feel confident in front of the camera although there is some wrong pronunciation. But some students feel nervous although it just in front of the camera. The English teacher evaluates the students from two aspects they are: pedagogical and psychological aspect. From the pedagogical aspect it can be obtained from aspect of speaking skills, they are: pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension. The psychological aspect can be obtained from their self-confidence and timework. And also the teacher has informed the wrong pronunciation and the wrong grammar.

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[49] Observation, Junior High School NU 14, August 16th 2019.

As stated by Mrs. Siska Lusiana as English teacher at SMP NU 14:

"I evaluate the students from the project in the form of video that has made by the students. Based on the pedagogical aspect it can be obtained from aspect of speaking skills, they are: pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension. The psychological aspect can be obtained from their self-confidence and timework."[50]

Based on the observation, the evaluation/ assessment of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14 that the English teacher evaluates the students from two aspects they are: pedagogical and psychological aspect. From the pedagogical aspect it can be obtained from aspect of speaking skills, they are: pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension. The psychological aspect can be obtained from their self-confidence and timework.

Tabel 4.3
The Summary of the Implementation
of Project-Based Learning

1	2
The Planning of Project-Based Learning in Teaching Speaking Skills at the Seventh-grade Students of SMPNU 14	• Analysis of core competence and basic competence • Analysis of the material • Analysis of the teaching strategy • Determining the project • Making a lesson plan • Establishing a schedule • Determining the *KKM*
The Implementation of Project-Based Learning in Teaching Speaking Skills at the Seventh-grade Students of SMPNU 14.	• Observing or simulating • Questioning problem statement • Experimenting or exploring • Generalization • Communication

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[50] Siska Lusiana, Bondowoso, August 16th 2019.

1	2

The Evaluation/ Assessment of Project-Based Learning in Teaching Speaking Skills at the Seventh-grade Students of SMPNU 14.	• Pedagogical
	  ➢ Pronunciation
	  ➢ Grammar
	  ➢ Vocabulary
	  ➢ Fluency
	  ➢ Accuracy
	• Psychological
	  ➢ Self-confidence
	  ➢ Timework.

C. Discussion

After the data obtained from the results of research using observation, interviews and document review methods, the data is presented and analyzed through the discussion of findings, which are the results of main ideas or questions that have been discussed in the previous section. This communicated with the data that exist in the field conducted by researchers during the research. Based on the research question that has been formulated previously, about "Project-Based Learning in Teaching Speaking Skills at the Seventh-Grade Students of SMP NU 14"

According to the results of research conducted through observation, interviews, and document review in this chapter, the researcher tries to make the description of the research findings with the relevant reference. There are some findings that researcher found from the field about "Project-Based Learning in Teaching Speaking Skills at the Seventh-Grade Students of SMP NU 14" as follows:

1. The Planning of Project-Based Learning in Teaching Speaking Skills at the Seventh-grade Students of SMP NU 14.

   Based on the observation, the planning of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14 they are: analysis of core competence and basic competence, analysis of the material, analysis of the teaching strategy, determining the project, making a lesson plan, making a schedule and determining the *KKM*. In making a lesson plan the teacher used the K13 curriculum. It's related to Endang Purwanti that "This school has been applying curriculum of 2013 (K-13) since it was enacted by the government."[51] These researches are support in term of determining the project, making a lesson plan, making a schedule. This research do not support in term of analysis of core competence and basic competence, analysis of the teaching strategy, determining the *KKM*.

   The teacher should have teaching materials that are appropriate and easily understood by the students. The researcher found that the English teacher has used suitable materials in teaching students speaking skills. It was related to Yulia Sophiaty in Bambang Yudi Cahyono stated that "An English teacher should be able to select the suitable materials for the pupils".[52]

   In the stage of planning resulted following planning they are: analysis of core competence and basic competence, analysis of the material,

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[51] Endang Purwanti, "The Implementation Of Project-Based Learningmethodin Teaching Speaking Skill Of The First Grade Students Of Sman 1 Baturetno, Wonogiri Academic Year 2017/2018" (Thesis, The State Islamic Institutes of Surakarta, Surakarta, 2018), 81.
[52] Bambang Yudi Cahyono, *Teaching English by Using Various Text Types* (Malang: State University of Malang Press, 2011), 184.

analysis of the teaching strategy, determining the project, making a lesson plan, making a schedule and determining the *KKM*.

2. The Implementation of Project-Based Learning in Teaching Speaking Skills at the Seventh-grade Students of SMP NU 14.

According to the results of observation, the implementation of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14, there are five stages; observing or simulating, questioning problem statement, experimenting or exploring, generalization and communication. This is related to Permendikbud_Tahun2016_Nomor 022 there are five stages of presenting material according to the K13 curriculum they are: observation, question, verification, generalization and communication. It is also related to Khoiriyah, Huda, and Aulia research that "There are five stages to implement of project-based learning are observing or simulating, questioning problem statement, experimenting or exploring, generalization and communication". In Inspirations and Innovation for English Classroom book[53]

According to the implementation in the previous section, that relevant with the theory that conducted by Trianto that there are six steps of learning in Project-based Learning they are: starting with essential questions, planning the project execution rules, monitoring the development

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[53] State University of Malang Team, *In Inspirations and Innovation for English Classroom* (Malang: State University of Malang Press, 2015), 453-456.

of student projects, assessment of student work outcomes and evaluate the learning experience of students.[54]

Does this approach support a model of ADDIE in term of analysis, design, development, implementation, and evaluation. However it does not support of the analysis of planning. Therefore project-based learning covers analysis, design, development, implementation, and evaluation.

The researcher got two inhibiting when implemented project-based learning at the seventh-grade students of SMP NU 14 are not all students can use IT and not all students have a gadget. Although there are inhibiting the application of project-based learning, they know how to solve that problem. When the students did not have gadget they borrow the gadget to their friends who have a gadget and borrow to the management of pesantren. Besides, when their ability in IT is low, they ask for help to their seniors.

Although there are inhibiting in the implementation of project-based learning , the teacher feels that by using project-based learning can help students because they do not only depend on the teacher who only provides material but also they are actively looking for information related to this project. They were very enthusiastic about the project. With this project, they feel that they can explore themselves related to the real world and to improve their experience.

In the stage of implementation resulted project-based learning can bring out students' creativity, make communication with others for the

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[54] Trianto, *Model Pembelajaran Terpadu: Konsep, Strategi, dan Implementasinya dalam Kurikulum Tingkat Satuan Pendidikan (KPS)* (Jakarta: Bumi Aksara, 2012), 52-53.

students to work in a team, collaboration with others and make students more interested in learning because they can exploit their abilities in the form of video.

3. The Evaluation/ Assessment of Project-Based Learning in Teaching Speaking Skills at the Seventh-grade Students of SMP NU 14.

Based on the observation, the evaluation/ assessment of project-based learning in teaching speaking skills at the seventh-grade students of SMP NU 14 that the English teacher evaluates the students from two aspects they are: pedagogical and psychological aspect. From the pedagogical aspect it can be obtained from aspect of speaking skills are pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension. The psychological aspect can be obtained from their self-confidence and teamwork. This is related to Harris, the aspects of speaking skills commonly used are pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension.[55] It means that the students must learn it deeply, to help them be successful in learning speaking.

In this evaluation, the teacher asked the students to make a conversation using video. Then the teacher evaluates their speaking. The researcher found that the students speak confidently in front of the camera although there are some wrong pronunciations. The teacher said project-based learning is an effective in teaching speaking skills.

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[55] P. David Haris, *Testing English Language Teaching* (London: Longman, 1969), 81-82.

In the stage of evaluation resulted the teacher evaluates the students from aspect of speaking skills they are: pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. In the stage of planning resulted following planning are analysis of core competence and basic competence, analysis of the material, analysis of the teaching strategy, determining the project, making a lesson plan, making a schedule and determining the *KKM*.

2. In the stage of implementation resulted project-based learning can bring out students' creativity, make communication with others for the students to work in a team, collaboration with others and make students more interested in learning because they can exploit their abilities in the form of video.

3. In the stage of evaluation resulted the teacher evaluates the students from aspect of speaking skills they are: pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension.

B. Suggestion

Based on the research finding, the writer would like to propose some suggestions as follow:

1. For Teacher

   a. The teacher cans implementation of project-based learning in teaching speaking skills; the teacher can help students increase their speaking skills by applying project-based learning.

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    b. Teachers should pay attention to the consultation session, to know the progress of students' projects and make the students more comfortable if they want to ask about their difficulties.

2. For Other Researcher

    a. Project-based learning in teaching speaking skills can be the reference in teaching English.

    b. Project-based learning in teaching speaking skills is the teaching learning that can improve their speaking ability.
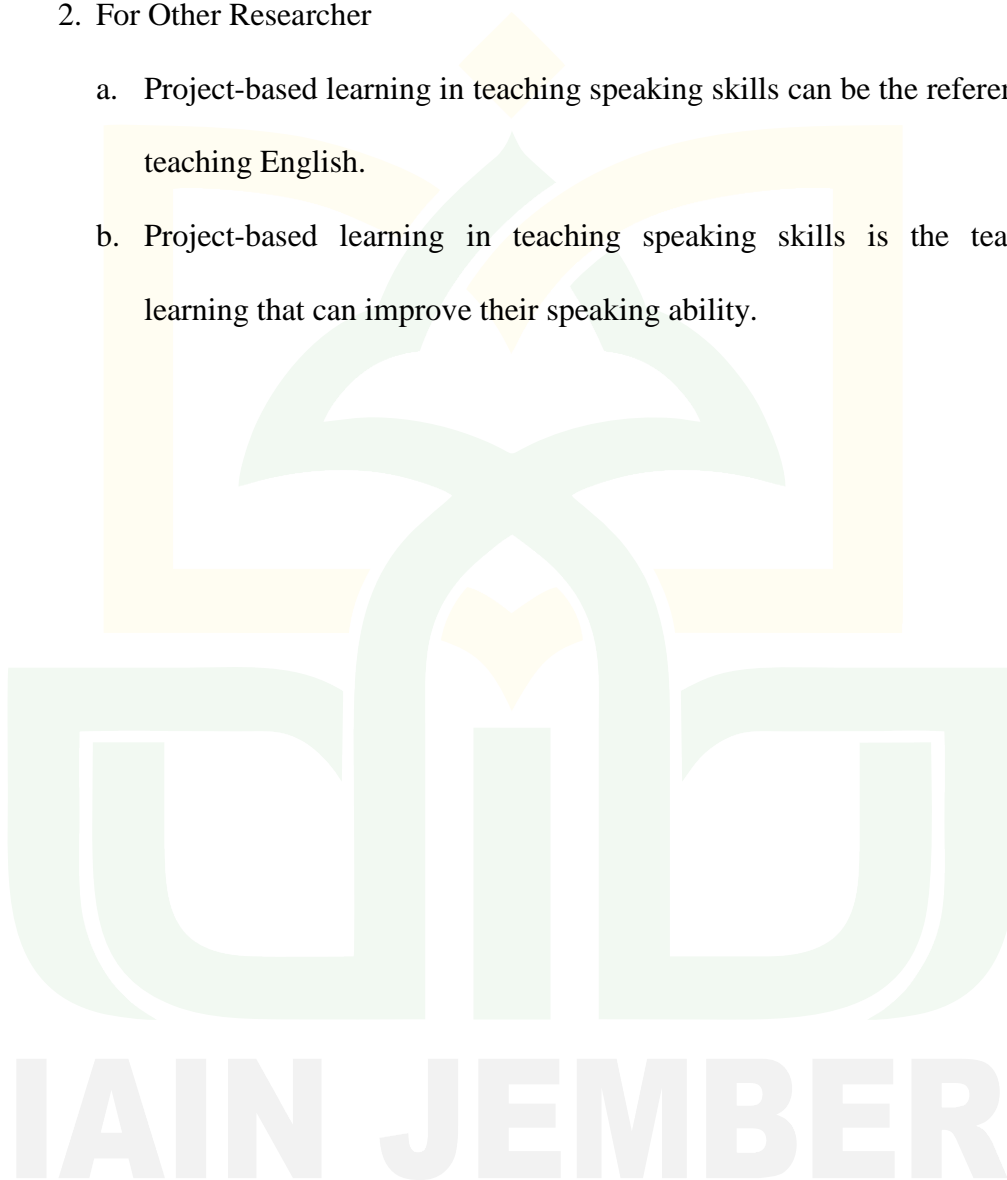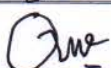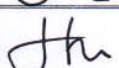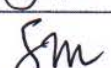
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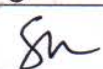Clark, Herbert H. and Clark, Eve H. 1997. *Psychology And Language*. USA : Harcout Brace Javanovich inc.

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RESEARCH OF JURNAL

No	Day/Date	Activity	Note/Informan	TTD
1	Saturday, Mei 13th 2019	Giving permission Letter	Wiwin Indrawati, S.Pd	
2	Monday, July 24th 2019	Start to observation	Siska Lusiana, S.Pd	
		The teacher gives Lesson plan	Siska Lusiana, S.Pd	
4	Tuesday, July 25th 2019	Interview	Siska Lusiana, S.Pd	
5	Monday, August 5th 2019	Classroom Observation	Siska Lusiana, S.Pd	
6	Tuesday, August 6th 2019	Classroom Observation	Siska Lusiana, S.Pd	
7	Saturday, August 10th 2019	Interview	Siska Lusiana, S.Pd	
		Interview	Nurul Qomariah	
		Interview	Lailatul Mghfiroh	
		Interview	Samsiyeh	
8	Tuesday, August 13th 2019	Classroom Observation	Siska Lusiana, S.Pd	
	Saturday, August 16th 2019	Interview	Siska Lusiana, S.Pd	
10	Tuesday, August 20th 2019	Asking data of SMP NU 14	Moh. Taufik, S.Pd	
11	Tuesday, August 27th 2019	Asking and receiving finishing letter from SMP NU 14	Moh. Taufik, S.Pd	

Bondowoso, 27 Agustus 2019

Kepala SMP NU 14

Wiwin Indrawati, S.Pd

MATRIX OF THE RESEARCH

Title	Variable	Sub Variable	Indicator	Source of Data	Research Method	Reasearch Questions
Project-Based Learning in Teaching Speaking Skills at the Sseventh-Grade Students of SMP NU 14	A. Project-Based Learning	1. English K13 curriculum 2. The nature of teaching English at SMP 3. The definition of project-based learning 4. The procedure of project-based learning 5. The advantage of project-based learning 6. ADDIE model	a. Building students social skill	1. School principle 2. School principle in chart curriculum 3. English teacher Students	1. Data Collection a. Observation b. Intervie c. Documentati on 2. Miles and Huberman data analysis a. Data Condensatio n b. Data Display c. Conclusion Drawing 3. Data Validation a. Source triangulation b. Triangulation technique	1. How is the planning of project based learning in Teaching Speaking Skills at the seventh-grade students of SMP NU 14? 2. How is the implementation of project based learning in Teaching Speaking Skills at the seventh-grade students of SMP NU 14? 3. How is the evaluation/ assessment of project based
	B. Speaking skill	1. The definition of speaking skills 2. Aspect of speaking Skills				

		3. Micro and macro skills of oral communication 4. Types of speaking	a. Pronounciation b. Grammar c. Vocabulary d. Fluency e. Accuracy f. Comprehension			learning in Teaching Speaking Skills at the seventh-grade students of SMP NU 14?
		5. How makes speaking skill difficult	a. Imitative b. Intensive c. Responsive d. Transaction e. Extensive			

Observation Guide

A. Target of the Observation

1. The teacher who teaches the class

2. Students

3. The learning process in the classroom

4. Matters related the use of learning media which include

   a. The planning of teaching learning process

   b. The implementation of teaching learning process

   c. The evaluation of teaching learning process

B. Data Observation

The data that the researcher needs to collect as follows:

1. The general description of the research questions

2. The teacher activities in teaching English (speaking)

3. The activities of students in English subject (speaking)

Interview Guide for English Teacher

1. What difficulties are faced by students in English learning process?

2. What kind of teaching method that the students like?

3. How does the speaking acquisition in the seventh-grade class?

4. How is the planning of project-based learning in teaching speaking skills at the seventh-grade students?

5. How is the implementation of project-based learning in teaching speaking skills at the seventh-grade students?

6. How is the evaluation/assessment of project-based learning in teaching speaking skills at the seventh-grade students?

7. Is the project-based learning effective and efficient in teaching students speaking skills?

Interview Guide for Students

1. Apakah kamu menyukai pelajaran Bahasa Inggris?

2. Teknik/ metode seperti apa yang kamu sukai ketika guru menyampaikan materi?

3. Kesulitan apa yang kamu alami ketika pelajaran Bahasa Inggris, khususnya speaking?

4. Apkah kamu cukup percaya diri untuk berbicara Bahasa Inggris, baik dengan teman maupun guru?

5. Faktor apa yang menghambat kamu untuk berbicara menggunakan Bahasa Inggris?

6. Bagaimana menurut pendapatmu terkait project-based learning yang telah diterapkan guru di dalam kelas?

7. Apakah kamu merasa senang ketika guru mengunakan project-based learning? Mengapa?

8. Apakah dengan diterapkannya project-based learning bias membuat kemampuan Bahasa Inggrismu bertambah?

9. Apakah kamu merasa kesulitan dengan project-based learning ini?

10. Faktor apa yang menghambat kamu untuk membuat project-based learning?

11. Apakah kamu lebih percaya diri dalam berbicara Bahasa Inggris ketika menggunakan project-based learning?

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan   : SMP NU 14
Pendidikan
Mata Pelajaran   : Bahasa Inggris
Kelas / Semester   : VII / Ganjil
Materi pokok   **:** Greeting
Alokasi Waktu   : 6 Jam Pelajaran (3x Pertemuan)

A. Kompetensi Inti

KI3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya	3.1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan teman dan guru. 3.1.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal.
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan	4.1.1 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang diperoleh dari teks interaksi interpersonal. 4.1.2 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang

menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks	diperoleh dari teks interaksi interpersonal. 4.1.3 Mendeskripsikan secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal 4.1.4 Menulis deskripsi pendek dan sederhana dengan meminta dan memberi informasi terkait dengan teks interaksi interpersonal

C. Tujuan Pembelajaran

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat:
1. Menganlisis secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal
2. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan teman dan guru melalui teks bacaan greeting dengan benar.
3. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal tentang greeting dengan menggunakan dialog percakapan dengan benar.
4. Dengan membuat video, siswa mampu mengucapkan greeting dengan benar.

D. Materi Pembelajaran

▪ **Fungsisosial**

Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.

▪ **Strukturteks**
✓ Memulai
✓ Menanggapi (diharapkan/di luar dugaan)

▪ **Unsurkebahasaan**
✓ Ungkapan-ungkapa yang lazim digunakan
✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- **Topik**

    Interaksi antara siswa di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- ❖ Pendekatan   : Scientific
- ❖ Strategi   : Observe - Practice
- ❖ Model Pembelajaran : Project-Based Learning

F. Media/Alat dan Bahan

- ❖ Board marker, Pictures, LCD.

G. Sumber Belajar

Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings a Bell*, SMP/MTs Kelas VII, Page 1 till 20. Revisi 2017

H. Langkah-Langkah Pembelajaran

TAHAP	KEGIATAN	ALOKASI WAKTU
Pendahuluan	• Guru menyapa siswa menggunakan Bahasa Inggris agar tercipta *English environment*. • Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari. • Guru mengajak siswa melihat slide tentang "Greeting". • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas. • Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai	15 menit
Inti	• Siswa mengamati teks yang disajikan oleh guru tentang Greeting • Guru menanyakan hasil pengamatan siswa terhadap teks. • Siswa menanyakan tentang hal-hal yang belum dimengerti pada teks.	55 menit

	• Siswa menemukan ungkapan ungkapan tentang Greeting. • Guru bersama siswa menentukan project yang akan digunakan. • Guru meminta siswa untuk membuat kelompok. Setiap kelompok terdiri dua orang. • Setiap kelompok membuat teks sederhana tentang Greeting. • Guru mengamati kinerja siswa dalam menyelesaikan teks sederhana dan membantu jika ada kesulitan. • Setelah membuat teks sederhana tentang Greeting Guru meminta siswa untuk membuat project di luar sekolah dalam bentuk video.	
Penutupan	• Guru meminta siswa menyimpulkan apa yang telah mereka pelajari • Guru memberikan umpan balik terhadap materi yang telah dipelajari untuk mengetahui pemahaman siswa. • Guru meminta siswa untuk mengumpulkan videonya 1 minggu setelah pelajaran. • Menginformasikan rencana pembelajaran untuk pertemuan berikutnya. • Guru mengakhiri pertemuan dengan salam	10 menit

I. PENILAIAN

1. Pengetahuan
   Teknik penilaian: Tes tulis
2. Penilaian keterampilan
   Teknik penilaian: Tes product
   Teknik penilaian: performance
3. Sikap (non tes)

Mengetahui	Bondowoso, 14 Juli 2019
Kepala SMP NU 14	Guru Mata Pelajaran
Wiwin indrawati, S.Pd	**Siska Lusiyana, S.Pd**

Observing and Simulating

The Students make a conversation in groups

The students make a video

Watching the video

Interview with the English Teacher

Interview with the student

CURRICULUM VITAE

A. Personal Information

Name	: Hikmatul Hasanah
Place, Date of Birth	: Bondowoso, January 12th 1997
Address	: Tamanan- Bondowoso
Email address	: hikmatulhasanah641@gmail.com

B. Educational Background

2001-2003	: TK Pertiwi 01 Tamanan Bondowoso
2003-2010	: SDN Kalianyar 02 Tamanan Bondowoso
2009-1012	: MTS Nurul Jadid Paiton Probolinggo
2012-2015	: MA Nurul Jadid Paiton Probolinggo

C. Organizational Experience

OSAKA MAK Nurul Jadid

ICIS IAIN Jember

UKPK IAIN Jember

Nomor   : B.2698/In.20/3.a/PP.00.9/05/2019   13 Mei 2019
Sifat   : Biasa
Lampiran : -
Hal   : **Permohonan Izin Penelitian**

Yth. Kepala SMP NU 14 Bondowoso
Desa Muncek, Kecamatan Tamanan, Kabupaten Bondowoso

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama   : Hikmatul Hasanah
NIM   : T20156021
Semester : VIII (Delapan)
Jurusan : Pendidikan Bahasa
Prodi   : Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai The Implementation of Project-Based Learning in Teaching Speaking skill at the Seventh-grade Students of SMP NU 14 Bondowoso selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.
Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah
2. Waka Kurikulum
3. Guru
4. Peserta Didik

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

. a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

YAYASAN PENDIDIKAN ISLAM
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SURAT KETERNGAN
Nomor : 189/SMPNU-14/VIII/2019

Yang bertanda tangan di bawah ini :

Nama   : Wiwin Indrawati, S.Pd

NIP   : -

Jabatan   : Kepala SMP NU 14

Menerangkan dengan sebenarnya bahwa:

Nama   : Hikmatul Hasanah

NIM   : T20156021

Program Studi : Tadris Bahasa Inggris

Institusi   : IAIN Jember

Yang bersangkutan benar-benar telah melaksanakan penelitian pada tanggal 22 Juli 2019 s.d 27 Agustus 2019 di SMP NU 14 dengan judul "Project-Based Learning in Teaching Speaking Skills at the Seventh-Grade Students of SMP NU 14"

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Bondowoso, 27 Agustus 2019

Kepala Sekolah

Wiwin Indrawati, S.Pd