**AN ANALYSIS OF TEACHING SPEAKING SKILLS
THROUGH PROJECT-BASED LEARNING
AT SEVENTH GRADE OF SMP NURIS JEMBER
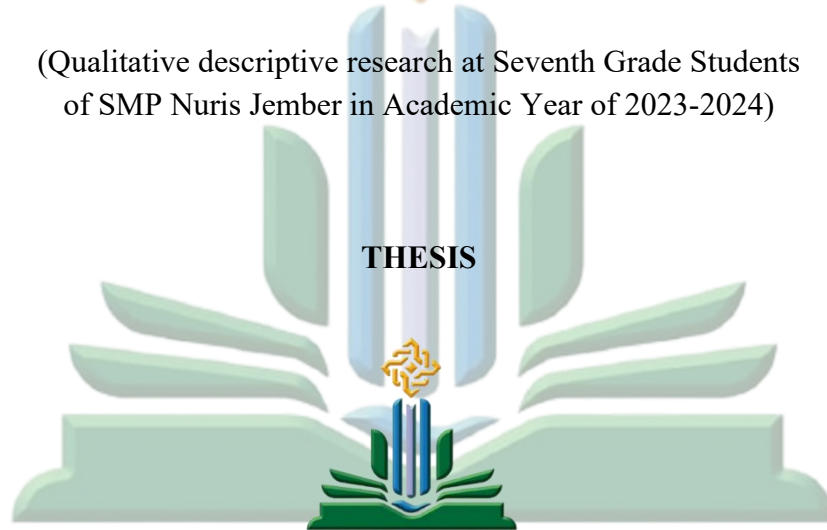IN ACADEMIC YEAR 2023-2024**

THESIS

by:

**Achmad Hanif Bahtiar Fathoni
NIM T20176018**

**STATE OF ISLAMIC UNIVERSITY
KYAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
JUNE 2024**

AN ANALYSIS OF TEACHING SPEAKING SKILLS
THROUGH PROJECT-BASED LEARNING
AT SEVENTH GRADE OF SMP NURIS JEMBER
IN ACADEMIC YEAR 2023-2024

(Qualitative descriptive research at Seventh Grade Students
of SMP Nuris Jember in Academic Year of 2023-2024)

THESIS

By:

ACHMAD HANIF BAHTIAR FATHONI
NIM T20176018

Supervisor:

As'ari, M.Pd., I.

STATE OF ISLAMIC UNIVERSITY
KYAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
JUNE 2024

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AN ANALYSIS OF TEACHING SPEAKING SKILLS THROUGH PROJECT-BASED LEARNING AT SEVENTH GRADE OF SMP NURIS JEMBER IN ACADEMIC YEAR 2023-2024

THESIS

Submitted to State Institute of Islamic Studies of Jember
in partial fulfillment of the requirements for bachelor's degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

By:

ACHMAD HANIF BAHTIAR FATHONI
NIM T20176018

Has been approved by advisor

As'ari M. Pd.,I.
NIP. 197609152005011004

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AN ANALYSIS OF TEACHING SPEAKING SKILLS
THROUGH PROJECT-BASED LEARNING
AT SEVENTH GRADE OF SMP NURIS JEMBER
IN ACADEMIC YEAR 2023-2024

THESIS

Has been examined and approved by the board examiners
In fulfillment of the requirment for the Education Bachelor Degree
of Sarjana Pendidikan (S.Pd)
Tarbiyah and Teacher Training Faculty
Islamic Education and Language Department
English Education Study Program

Day: Monday
Date: 10 June 2024

The board of examiners

Chairperson	Secretary
Dewi Nurul Qomariyah S.S, M.Pd.	**Dr. Nimuk Indrayani, M.Pd.**
NIP.197901272007102003	NIP.197802102009122002

Members:

1. Dr. Suparwoto Sapto Wahono M.Pd.   (   )

2. As'ari M.Pd., I.   (   )

This been approved by
Dean of Faculty of Tarbiyah and Teacher Training

Dr. H. Abdul Mu'is, S.Ag.,M.Si.
NIP.197304242000031005

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MOTTO

وَقُوْلُوْا لِلنَّاسِ حُسْنًا

"And say kind words to other humans"

(Q.S Al Baqarah: 83)[*]

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[*] Tafsir Al- Quran and Hadist, https://tafsir.learn-quran.co/id/surat-2- al-'Baqarah/ayat-83

DEDICATION

This thesis is dedicated to:

1. My dearest parents Mr. Drs. Achmad Suhaimi and Mrs. Zainatul Fiadah for being born into the world and being my parents who always support me in any situation, Allah knows how much I love you.

2. My brother and little sisters M. Hamim Farobi, Ismi Faidah Ramdani, A. Fahmi Nur Faidzin, may Allah always give you blessing on your live.

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6. Also thank you to myself who has struggled to get this special stage.

7. Last but not least, thank you very much to who cannot be mentioned individually support me as the researcher in finishing this thesis.
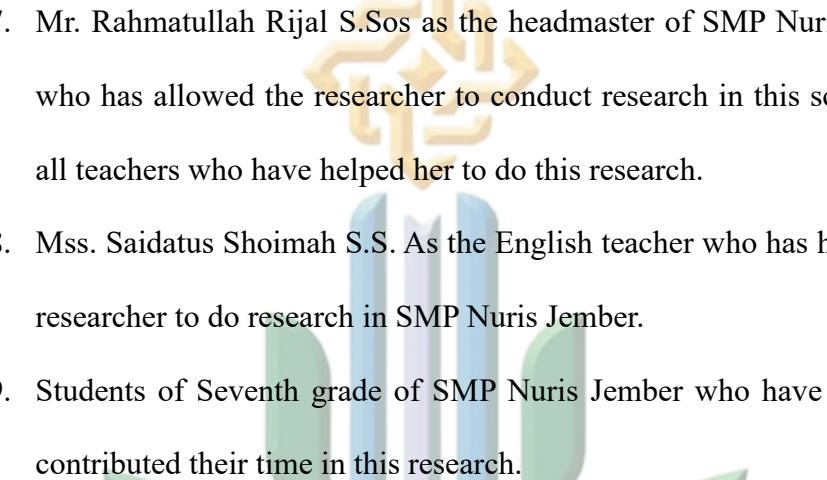
By all those, I have been built as who I am today, thank you very much for all of them and may Allah give all of you more than what I have got to be.

ACKNOWLADGEMENT

Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, Sholawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to the following people:

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7. Mr. Rahmatullah Rijal S.Sos as the headmaster of SMP Nuris Jember who has allowed the researcher to conduct research in this school and all teachers who have helped her to do this research.

8. Mss. Saidatus Shoimah S.S. As the English teacher who has helped the researcher to do research in SMP Nuris Jember.

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I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, 20 May 2024

Achmad Hanif Bahtiar Fathoni

ABSTRACT

Achmad Hanif Bahtiar Fathoni, 2024. *An Analysis of Teaching Speaking Skills Trough Project-Based Learning at Seventh Grade of Smp Nuris Jember in Academic Year 2023-2024*

Keyword: Project-based Learning, speaking skill

As an international language, English connected people around the world. Its use and need increase rapidly. The high need of English can be felt by academics whose references generally come from English language literature. Meanwhile the information contained in the computerized system is presented and stored in English. This imply that the demand of English in the academic and work is increasing and varied.

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 Nuris Jember?, 2) How is the implementation of project-based learning in teaching speaking skills at the seventh-grade students of SMP Nuris Jember ?, 3) How is the evaluation/assessment of project-based learning in teaching speaking skills at the seventh-grade students of SMP Nuris Jember ?.

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 Nuris Jember, 2) To describe the implementation of project-based learning in teaching speaking skills at the seventh-grade students of SMP Nuris Jember, 3) To describe the evaluation/assessment of project-based learning in teaching speaking skills at the seventh-grade students of SMP Nuris Jember.

This research used qualitative approach. The object of the research was the seventh-grade students of SMP Nuris Jember. To collect the data, the researcher used observation, interview, and document review. To analyses 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 was 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 could bring out students' creativity, communicated with others for the students to work in a team, collaboration with others and make students more interested in learning because they could 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.
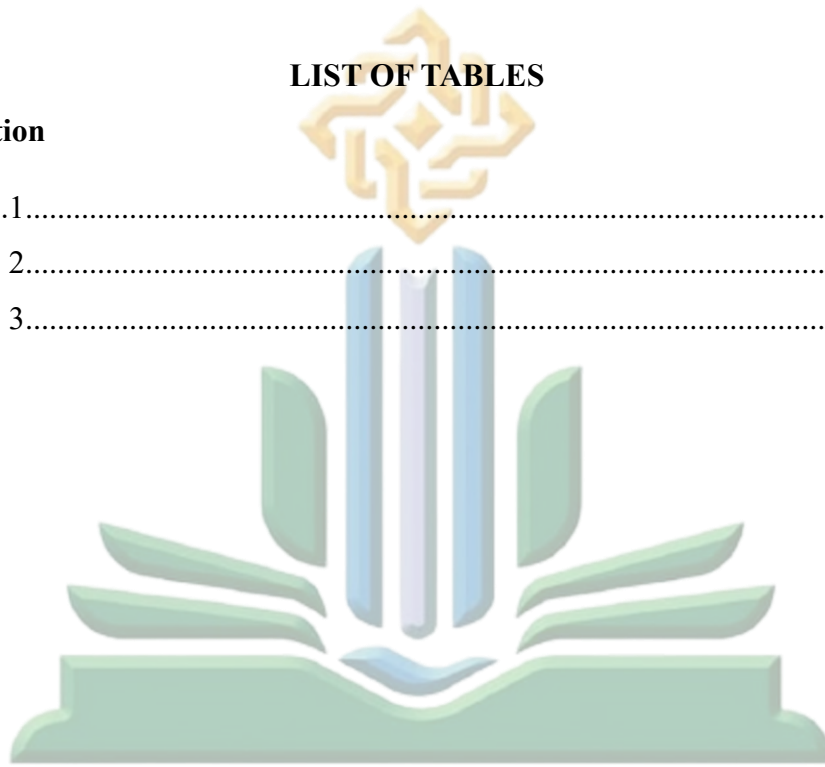
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CHAPTER I
INTRODUCTION

A. Background of the study

As an international language, English connected people around the world. Its use and need increase rapidly. The high need of English can be felt by academics whose references generally come from English language literature. Meanwhile the information contained in the computerized system is presented and stored in English. This imply that the demand of English in the academic and work is increasing and varied.[1]

As social human, people always interact and communicate one another. The first way to do the interaction and communication is by speaking. Speaking is one of the language skills which is important for second language learners to be developed.[2] Furthermore, "the mastery of speaking skill in English is apriority for many second-language or foreign language learners" (Richards, 2021: 19). Speaking is a crucial part of language learning and teaching. Learning speaking skill should be very interesting, so that the students will enjoy learning English. Richard stated that the typical learners' problems in speaking like speaking slowly, taking too long to compose utterances, incapable to participate actively in conversation, spoken English does not sound natural, poor grammar and poor pronunciation. Moreover, there are many reasons causing English learners poor in speaking skills. They are as lack of curriculum emphasis on speaking skills, teachers

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[1] Firdayanti Firdaus and Adryan Septiady, "The Effect of Project-Based Learning in The Students' Speaking Ability," Journal on Education 05, no. 03 (2023).

[2] Ica Dela et al., "The Correlation Between Student's Activities in Storytelling with Their Interest In Speaking At Grade Ix Of Smp N 3 Tembilahan," vol. 5, n.d. 2023. p.63-64

limited English proficiency, class conditions do not support oral activities, limited opportunities outside of class to practice, and examination system does not emphasize oral skills (Richard, 2021:21).

Based on Ur (1995) statement, the most problematic issues in learning speaking is students' self-motivation. Motivation in learning speaking is very essential in order to gain the success of acquiring the target language. In line with that, Murcia (1979) believes that the students will learn something if they want to do it and they will not learn anything if they do not want to do it no matter what they are forced to do. To solve this problem, task-based approach which is promoted by Thornbury (2007) can be used in teaching and learning speaking. He believes that by promoting task-based approach in the classroom, the students can have a lot of opportunity to practice to speak while learning the theory rather than learn the theory about speaking first and practice it later.

Recognizing the significance of speaking skills for English learners, it becomes imperative for English teachers to foster a speaking-friendly environment. While grappling with the challenges of selecting suitable techniques and media for teaching speaking, teachers must innovate to render speaking activities more engaging and enjoyable for students.

Thus, teachers shoulder the responsibility of guiding students through the learning journey, providing motivation to enhance their English proficiency, particularly in speaking.

Moreover, in the Islamic faith, there is a belief in the necessity of communication among people across different nations, as evidenced by Verse 13 of Surah Al-Hujurat.

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 honorable of you with Allah is that (believer) who has At-Taqwa. Verily, Allah is All-Knowing, All-Aware."[4]

The essence of the verse conveys that Allah fashioned humanity from individuals originating from both men and women, forming diverse nations. Allah's intention in human creation is for people to understand one another, emphasizing that pride in lineage or descent holds no significance, as true pride lies only in one's piety.

Following the outlined guidelines poses a challenge for teachers, particularly in English education. Creating a classroom environment that mirrors real-life communication becomes essential. Teachers can employ various teaching methodologies such as project-based learning, problem-based learning, inquiry-based learning, and text-based instruction to engage students effectively and foster interest in the subject matter. However, based on researchers' observations at SMP

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[4] Tafsir Al- Quran and Hadist, https://tafsir.learn-quran.co/id/surat-2- al-Hujurat/ayat-13, 2024)

Nuris there were several problems encountered by teachers in teaching English, especially speaking skills for Junior high school.
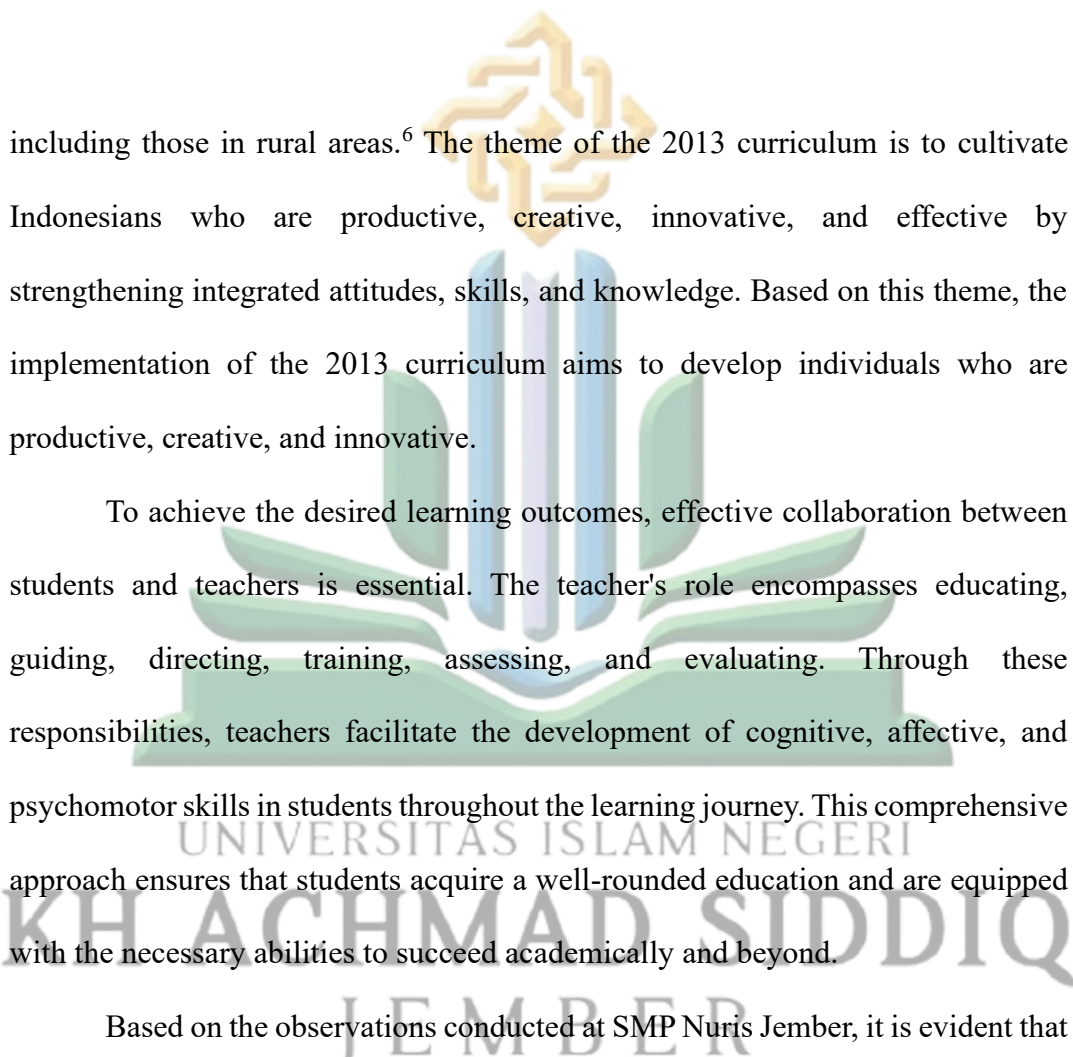
Students greatly benefit from encouragement to practice English confidently, be it from peers or instructors. Additionally, a lack of motivation in their surroundings, coupled with instances of ridicule among peers, can significantly undermine their speaking skills and erode their confidence in using English.

To address this challenge, a variety of teaching media can assist educators in delivering course materials effectively and ensuring students grasp concepts readily. Incorporating such media enables active student participation in the learning process. Consequently, project-based learning emerges as a highly recommended approach. Project-based learning involves students designing, planning, and executing an extensive project that culminates in a tangible output like a product, publication, or presentation.[5] This methodology fosters purposeful communication as learners engage in authentic activities, providing opportunities to apply language skills in relevant contexts.

The K13 Curriculum established by the Indonesian government through the Ministry of Education in 2013, replaced the KTSP Curriculum. This curriculum was mandated for implementation in all public and private schools across Indonesia,

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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.

including those in rural areas.[6] The theme of the 2013 curriculum is to cultivate Indonesians who are productive, creative, innovative, and effective by strengthening integrated attitudes, skills, and knowledge. Based on this theme, the implementation of the 2013 curriculum aims to develop individuals who are productive, creative, and innovative.

To achieve the desired learning outcomes, effective collaboration between students and teachers is essential. The teacher's role encompasses educating, guiding, directing, training, assessing, and evaluating. Through these responsibilities, teachers facilitate the development of cognitive, affective, and psychomotor skills in students throughout the learning journey. This comprehensive approach ensures that students acquire a well-rounded education and are equipped with the necessary abilities to succeed academically and beyond.

Based on the observations conducted at SMP Nuris Jember, it is evident that project-based learning plays a crucial role in enhancing students' social skills, facilitating communication, and fostering teamwork. The researcher opted for this teaching method during the observation due to the close connection between speaking skills and interpersonal interaction. Providing students with opportunities to engage in collaborative tasks allows them to work together on projects, thereby strengthening relationships among peers.

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[6] Hariyanti Djafar et al., "The Curriculum Changes Impact on School and English Learning Process in Senior High School at Rural Area North Maluku," *Indonesia Journal of Namibian Studies*, vol. 34, 2023.

Based on the explanation above, the researcher undertook the study entitled "An Analysis of teaching speaking Skills Through Project-Based learning at SMP Nuris Jember in academic year 2023-2024"

B. Research questions

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

1. How is the planning of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024?
2. How is the implementation of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024?
3. How is the evaluation/assessment of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024?
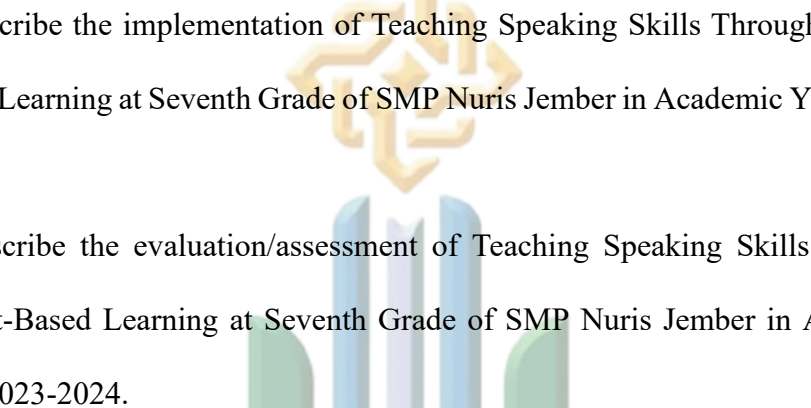
C. Research Objectives

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 Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024.

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[7] Tim penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: UIN KH. Achmad Shiddiq Jember Press, 2021), 45.

2. To describe the implementation of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024.

3. To describe the evaluation/assessment of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024.

D. Scope of the research

This research emphasizes An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024.

E. Significance of the study

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

1. Theoretically

The result of this research is expected to give the researcher more knowledge, 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.
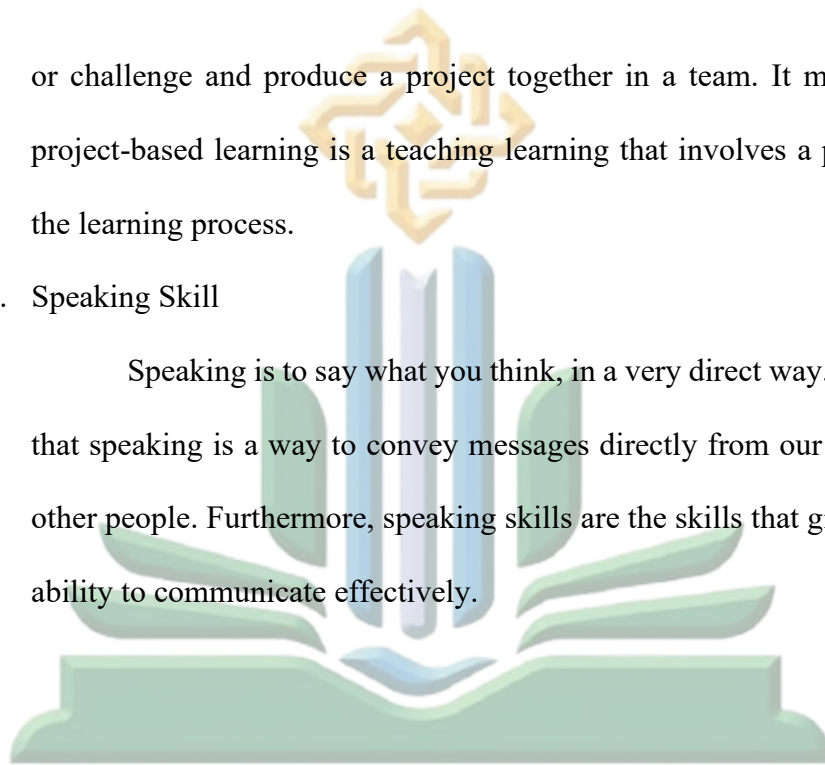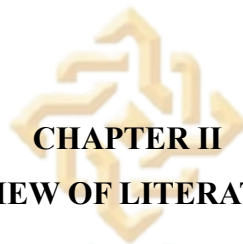
CHAPTER II
REVIEW OF LITERATURE

A. Previous Research

a. The Effect of Using Project-based Learning Method Towards Students' Writing Skill of The Eleventh Grade Of SMAN 1 Rengat Barat

This research using experimental research. There is consist of two group, control group and the experimental group for differences between pre-test and post-test. The result of this research based on the data in the previous chapter. There is a significant effect of using project-based learning method toward student's writing skill of the students. Then, student's result in experimental class was satisfied and higher than control class. The data was calculated and analyzed by using paired sample T-test thru SPSS 22 version program. In accordance with the result, the data indicated that to was 13,968 and to was 27. It could be analyzed that is higher than table, of 0,05 on the significance rttable (13,968>0,381). Then, the null hypothesis (Ho) was rejected, whereas the alternative hypothesis (Ha) was accepted. It can be summarized that there is a significant effect of using project-based learning method towards students' writing skill of the eleventh grade of SMAN 1 Rengat Barat.[8]

b. The Implementation of Project-Based Learning in Teaching Speaking in Indonesian EFL Classroom.

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[8] Puspa Arum Kinanti, "The Effect Of Using Project-Based Learning Method Towards Students' Writing Skill Of The Eleventh Grade Of SMAN 1 Rengat Barat" (Thesis (Other), Universitas Islam Riau, 2021).

The purpose of this study is to determine the effect of the implementation of project-based learning in Indonesian EFL classroom in order to enhance students' speaking skill. Experimental design was adapted in this study. The participants of this study is twelfth grade students of SMAN 2 SIDRAP in the academic year 2023/2024. Through a random sampling technique, the students of XII MIPA 6 was selected to be the research sample. The research instrument was speaking tests which conducted through pre-test and post-test. The result of the implementation of project-based learning in teaching speaking in Indonesian EFL classroom shows that the students' speaking skill improved significantly. It was proved by result mean score of students' pre-test and post-test which the students' mean score in pr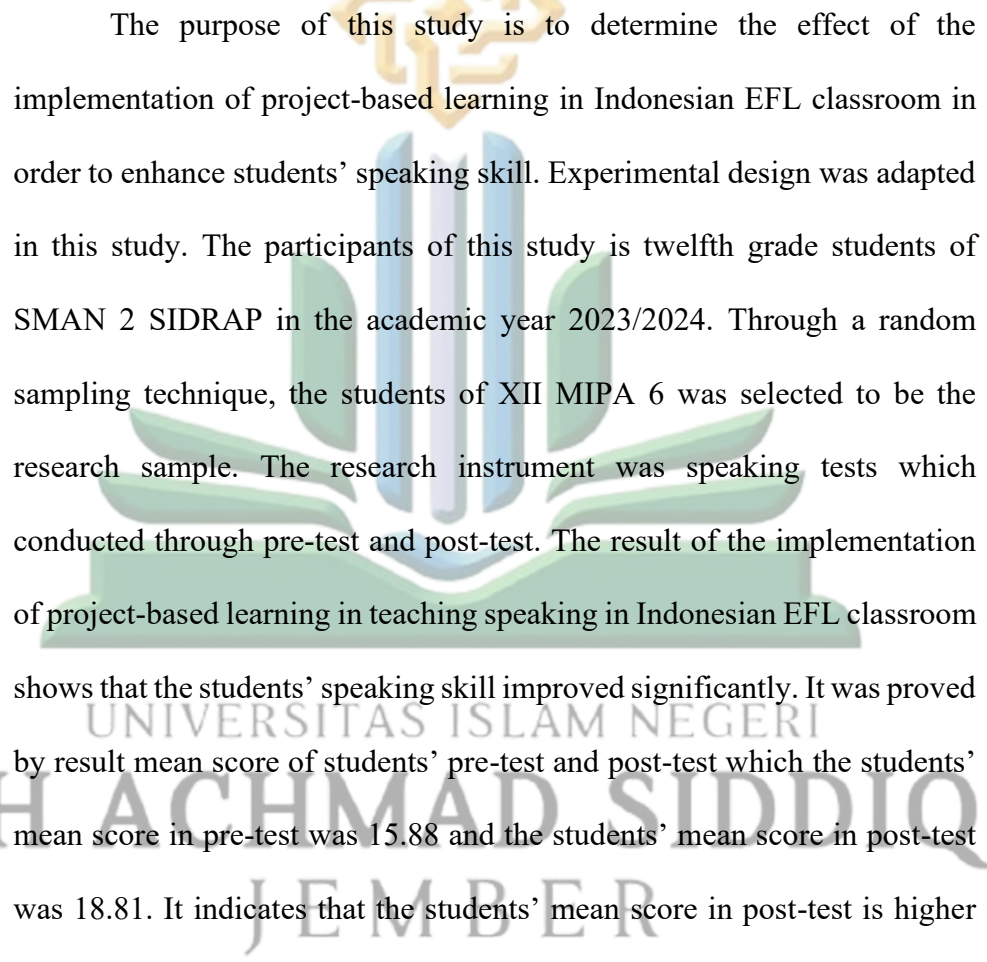e-test was 15.88 and the students' mean score in post-test was 18.81. It indicates that the students' mean score in post-test is higher than the students' mean score in pre-test with the percentage of enhancement is 18.5%. It could be concluded that the implementation of project-based learning in teaching speaking in Indonesian EFL classroom can enhance students speaking skill.[9]
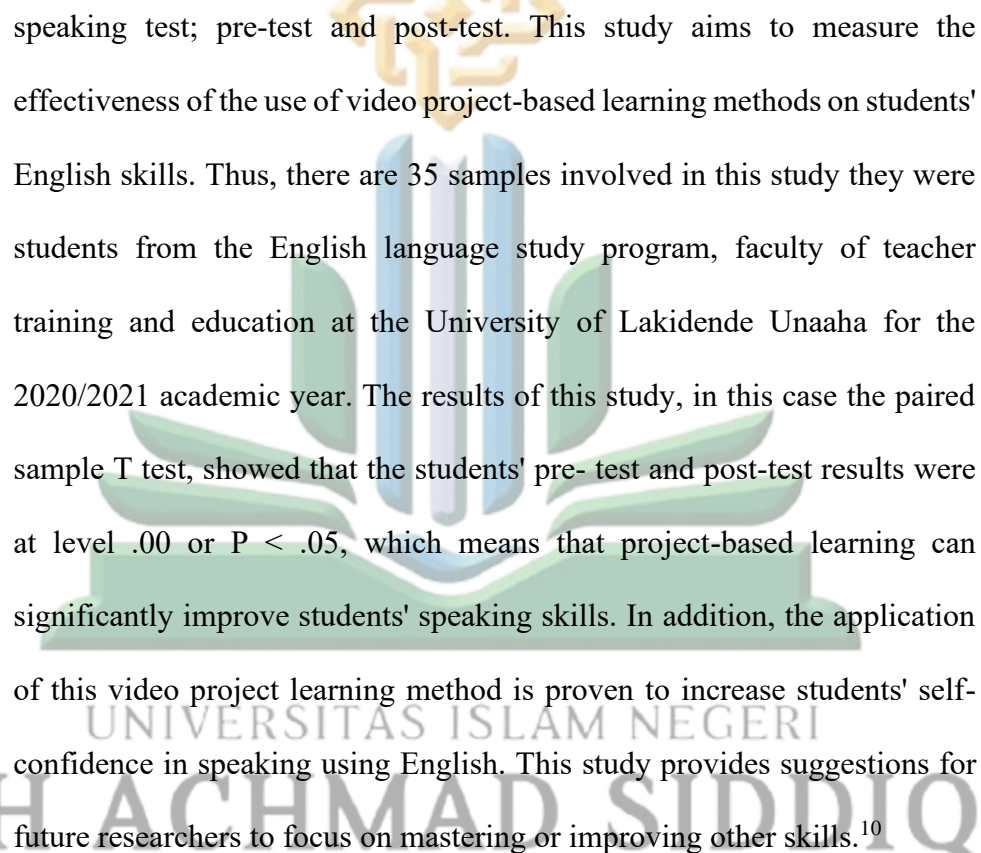
c. The Effect of Video Project-Based Learning on Students' Speaking Skill

This research is entitled "Effectiveness of Video Project-Based Learning on students' English skills. This research employed a pre-experimental method. The data in this study were collected through a

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[9] Ahsan Muzri S, Abdullah Abdullah, and La Sunra, "The Implementation of Project-Based Learning in Teaching Speaking in Indonesian EFL Classroom," *ARRUS Journal of Social Sciences and Humanities* 4, no. 3 (May 29, 2024): 344–56, https://doi.org/10.35877/soshum2589.

speaking test; pre-test and post-test. This study aims to measure the effectiveness of the use of video project-based learning methods on students' English skills. Thus, there are 35 samples involved in this study they were students from the English language study program, faculty of teacher training and education at the University of Lakidende Unaaha for the 2020/2021 academic year. The results of this study, in this case the paired sample T test, showed that the students' pre- test and post-test results were at level .00 or $P < .05$, which means that project-based learning can significantly improve students' speaking skills. In addition, the application of this video project learning method is proven to increase students' self-confidence in speaking using English. This study provides suggestions for future researchers to focus on mastering or improving other skills.[10]

d. The Effect of Project Based Learning on Students' Speaking Skill at the Eleventh Grade of SMA N 1 Bandar Mataram Central Lampung

Project Based Learning is one of the learning model that can be applied in the teaching English, especially teaching speaking skill. This research aims to find out whether the use of Project Based Learning will be able to effect the students' speaking skill at eleventh grade of SMA N 1 Bandar Mataram Central Lampung.

This research was conducted in eleventh grade of SMA N 1 Bandar Mataram Central Lampung. The sample of this research was 29 students

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[10] Wahyudi Iin, "The Effect Of Video Project-Based Learning On Students' Speaking Skill," Prosodi 16, no. 2 (October 16, 2022): 127–35, https://doi.org/10.21107/prosodi.v16i2.15980.

defided into two classes. There was class XI IPS as experimental class and XI IPA as control class. The data collection method of this research was used test and documentation. The writer used SPSS to analyzed the data of the research.

The result of this research showed that Project Based Learning as learning model has positive result in students' speaking skill among the eleventh grade at SMAN 1 Bandar Mataram Central Lampung. It can be proven by the students' average score from pre-test and post-test. The average score of the students in experimental class on pre-test is 58.61 and the average score in post-test is 71.38. While, the average score of the students in control class on pre-test is 59.09 and the average score in post-test is 61.3. It means that using of Project Based Learning gives the significant effect for the students speaking skill.[11]

e. The Effect of Project-Based Learning (Pjbl) And Creative Thinking on Student's Writing Skill Of Narrative Text (A Quasi-Experimental Research In The Tent Grade Students Of SMK Muhammadiyah 9 Jakarta)

This study is using quasi experimental method. The aim of this study was to gather empirical evidence regarding the impact of Project-Based Learning (PjBL) and creative thinking on the narrative writing skills of 10th-grade students at SMK Muhammadiyah 9 Jakarta. A quantitative method employing a quasi-experimental design was utilized to analyze how

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[11] Nanda Dhesfa Pramesthi, "The Effect of Project Based Learning on Students' Speaking Skill at the Eleventh Grade of SMA N 1 Bandar Mataram Central Lampung" (Thesis, IAIN METRO, 2023).

PjBL and creative thinking influenced students' narrative writing skills. The study's findings indicate that: (1) There was a significant difference in students' narrative writing skills between those taught through PjBL and those under direct instruction, (2) No significant difference was observed in narrative writing skills between highly creative students taught through PjBL and those under direct instruction, (3) There was a significant difference in narrative writing skills between low creative students taught through PjBL and those under direct instruction, and (4) There was an interaction between teaching method and creative thinking on students' writing skill.[12]

Table 1.1

The similarities and differences

between previous research with the current research

No	Name	Tittle of the research	Similarities	Difference
1.	Puspa Arum Kinanti	The Effect of Using Project-based Learning Method Towards Students' Writing Skill of The Eleventh Grade of SMAN 1 Rengat Barat	Both of this study discuss about project-based learning.	This research is used experimental research while the researcher using qualitative descriptive.

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[12] Debi Ratna Wati, "The Effect of Project-Based Learning (PjBL) and Creative Thinking on Students' Writing Skill of Narrative Text (A Quasi-Experimental Research in the Tenth Grade Students of SMK Muhammadiyah 9 Jakarta" (tesis, FITK UIN Syarif Hidayatullah Jakarta, 2018), https://repository.uinjkt.ac.id/dspace/handle/123456789/39885.

2	Muzri S A, Abdullah A, Sunra L	The Implementation of Project-Based Learning in Teaching Speaking in Indonesian EFL Classroom	Both of this research discuss about project-based learning	This research used Experimental research while the researcher using qualitative descriptive
3.	Wahyudi Iin	The Effect of Video Project-Based Learning on Students' Speaking Skill	Both of this research discuss about project-based learning	This research is used quantitative research while the researcher using qualitative descriptive
4.	Nanda Dhesfa Pramesthi	The Effect of Project Based Learning on Students' Speaking Skill at the Eleventh Grade of SMA N 1 Bandar Mataram Central Lampung	Both of this research discuss about project-based learning.	This research conducted her research at senior high school while the researcher conducted his research

				at junior high school.
5.	Debi Ratna Wati	The Effect Of Project-Based Learning (Pjbl) And Creative Thinking On Student's Writing Skill Of Narrative Text (A Quasi-Experimental Research In The Tent Grade Students Of SMK Muhammadiyah 9 Jakarta)	Both of this research discuss about project-based learning.	Debi's research using quasi-experimental research while the researcher using qualitative descriptive.

Based on previous research, the researcher wants to analyze the problems faced by students at SMP Nuris Jember in learning English and what the teacher's implementation are in overcoming these problems and then how the teacher applies them in teaching speaking skills. Then, the researcher wants to find the

evaluation/assessment of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024.

B. **Theoretical framework**

1. Speaking

   a. Definition of speaking

   Jack Richards and Willy A. Renandya, points out that speaking a language poses particular challenges for foreign language learners. This difficulty arises from the need for effective oral communication, which demands the ability to use the language appropriately in social interactions.[13] Where, communication serves as the output modality, while learning operates as the input modality in the process of language acquisition. [14]

   Communication serves as an essential aspect of human interaction, enabling individuals to express their ideas and undertake various activities. Particularly for students or learners, engaging in communication with their teachers is crucial throughout the learning process to articulate their thoughts and facilitate understanding.[15]
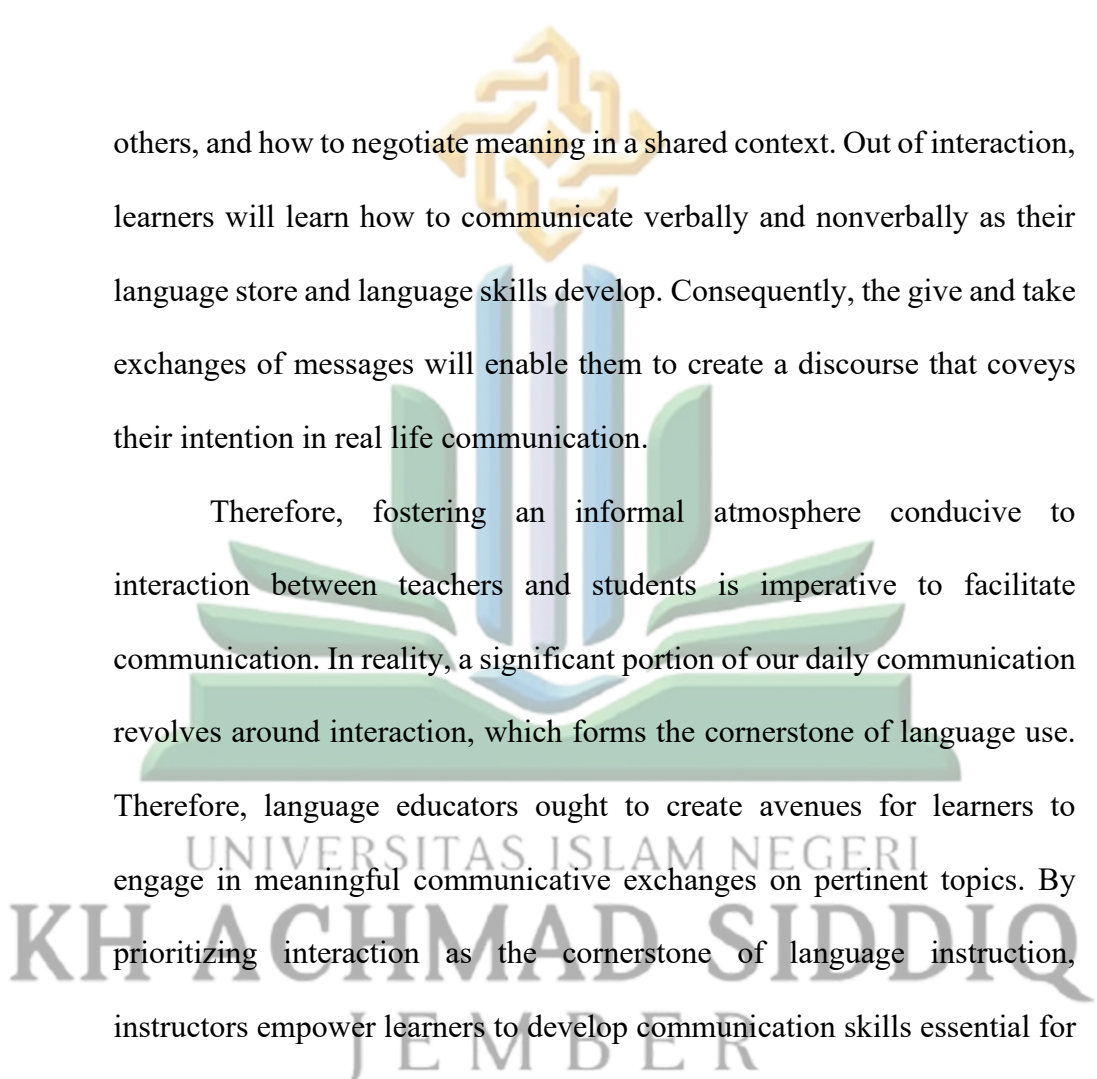
   Communication in the classroom is embedded in focused meaning activity. This requires teachers to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with

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

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

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

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, fostering an informal atmosphere conducive to interaction between teachers and students is imperative to facilitate communication. In reality, a significant portion of our daily communication revolves around interaction, which forms the cornerstone of language use. Therefore, language educators ought to create avenues for learners to engage in meaningful communicative exchanges on pertinent topics. By prioritizing interaction as the cornerstone of language instruction, instructors empower learners to develop communication skills essential for real-world contexts, as communication fundamentally arises from interaction.

From a different perspective, speaking is not merely an act of conveying information but a fundamental and influential action.[16] Speakers communicate with the intention of eliciting specific responses from their listeners. They make assertions to alter their listeners' understanding, pose questions to gather information, make requests to prompt action, and employ promises, warnings, and exclamations to influence their audience in

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

various ways. The nature of each speech act should wield significant influence over the speech production process. Speakers commence with the intention of shaping their listeners' responses in a particular manner. Accordingly, they carefully choose and articulate sentences designed to achieve precisely this desired effect.

b. The Aspect of Speaking Skills

According to Harris, speaking skills encompass several key aspects, including pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension. Mastery of these components is crucial for students as they strive for success in speaking proficiency. Therefore, students must delve deeply into these areas to enhance their ability to communicate effectively.

1. Pronunciation

Pronunciation poses a significant challenge in developing speaking proficiency. It entails how words are articulated, focusing on producing understandable speech to meet communication needs. Harmer delves deeper into pronunciation issues, highlighting factors such as pitch, intonation, individual sounds, spelling, and stress as crucial elements to consider. Mastering these aspects is essential for achieving clear and effective verbal communication.[17]

Indeed, pronunciation holds considerable importance as it imbues meaning into spoken language. Incorrect pronunciation can lead to misunderstandings or even offend individuals engaged in a conversation.

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

Clear and accurate pronunciation is essential for effective communication, ensuring that messages are conveyed accurately and received as intended.

2. Grammar

The structure of language, known as grammar, dictates how words are organized and related within sentences. In various contexts, speakers must contemplate several factors: their own identity, the audience's characteristics, the location of communication, preceding and subsequent discourse, implied versus explicit meanings, stylistic choices, and the array of linguistic options available.

3. Vocabulary

Vocabulary serves as the fundamental knowledge essential for language learners. Insufficient vocabulary poses a significant challenge, hindering effective communication and sentence construction in English. According to Thornbury, speakers commonly utilize three elements in their discourse:[18]

a) Speakers often incorporate a considerable number of words and expressions that convey their stance or attitude towards the subject matter during communication.

b) Positive and negative appraisals are frequently expressed through words and expressions in speech, as interpersonal communication frequently involves identifying preferences and dislikes to foster solidarity.

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

c) Deictic language, including words and expressions referencing place, time, and participants within the immediate or broader context, is typically employed in speech.

4. Fluency and Accuracy

Fluency refers to the smooth and continuous flow of sounds, syllables, words, and phrases during speech, whereas accuracy pertains to the correct use of grammar, pronunciation, and vocabulary. Fluency is often considered an indicator of language proficiency, as it reflects a speaker's ability to communicate without disruptions that may lead to listener disengagement.[19]

Thornbury outlines several features that characterize fluent speakers:

a) Pauses, if present, are infrequent.

b) Pauses are typically filled with content.

c) Pauses occur at significant transition points in speech.

d) There are extended sequences of syllables and words between pauses, contributing to the overall fluidity of speech.

5. Comprehension

Comprehension involves understanding language, including grasping the speaker's message. When someone deviates from the topic of discussion, it indicates a lack of comprehension. Essentially, comprehensibility gauges how well a speaker interprets and responds to

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[19] Thornbury, *How to Teach Speaking* (Harlow:Longman, 2005),p. 08.
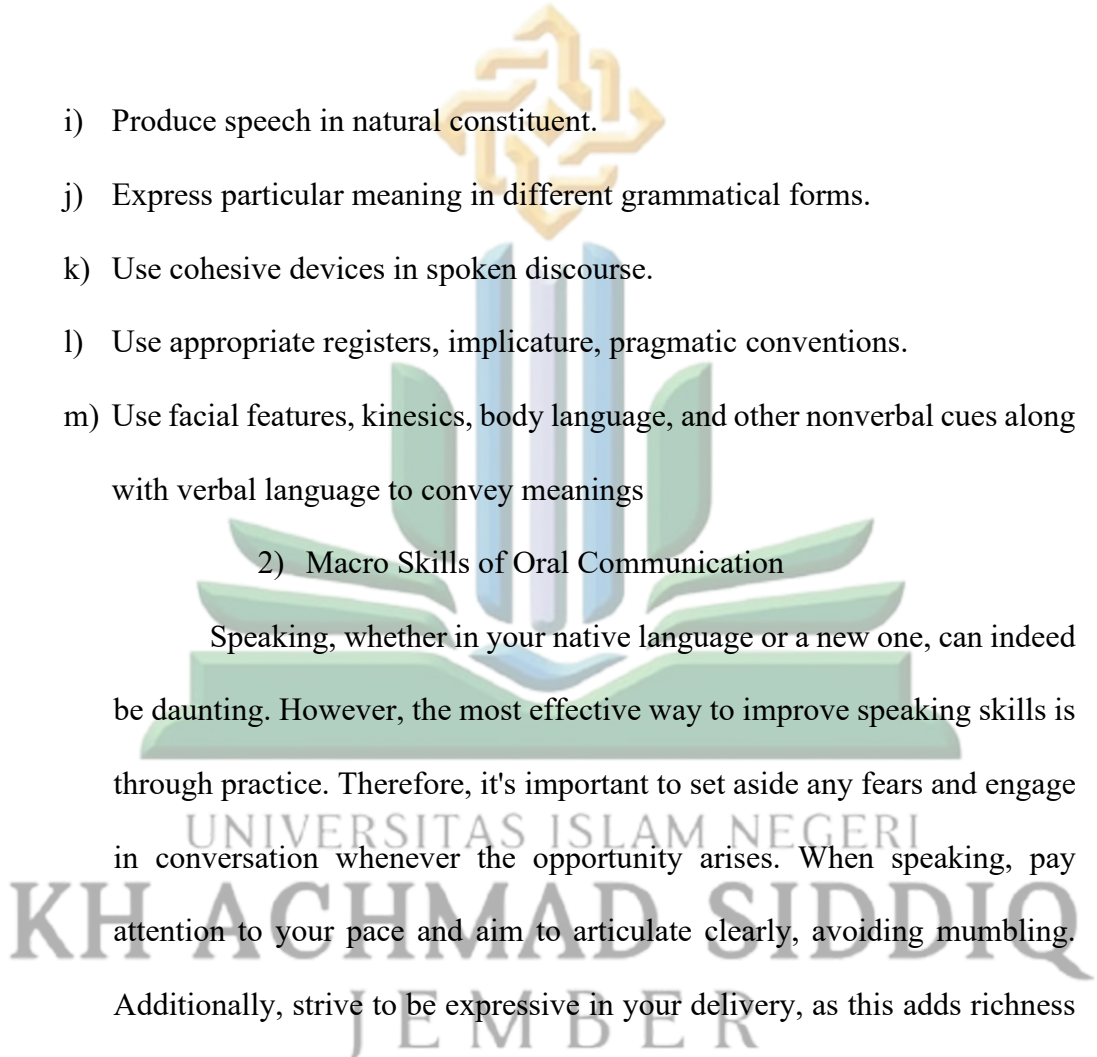
received messages. It measures the level of interpretation needed to understand others' responses. In oral communication, comprehension is essential for effectively responding to speech; failure to understand inhibits automatic response.

The researcher concludes that effective foreign language speaking requires proficiency in various language aspects, including pronunciation, grammar, vocabulary, fluency, comprehension, and word formation. Proper application of these elements facilitates communication, enabling both speaker and listener to achieve the intended purpose of 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, whether in your native language or a new one, can indeed be daunting. However, the most effective way to improve speaking skills is through practice. Therefore, it's important to set aside any fears and engage in conversation whenever the opportunity arises. When speaking, pay attention to your pace and aim to articulate clearly, avoiding mumbling. Additionally, strive to be expressive in your delivery, as this adds richness and captivation to your speech, preventing monotony and sustaining the listener's interest.[20]

d. Types of Speaking

There are six common categories used to classify types of oral production expected of students in the classroom.

1) Imitative: This involves replicating specific language elements, such as intonation contours or vowel sounds, without meaningful interaction.

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[20]Robina Sharma, "Four micro Skills of Communication", https://www.theclassroom.com/fourmacro-skills-communication-8313176.html (2 Mei 2024).

2) Intensive: Building upon imitation, intensive speaking includes practices aimed at refining phonological or grammatical aspects, whether self-initiated or as part of pair work.

3) Responsive: Students provide brief replies to questions or comments from the teacher or peers, typically without developing into full dialogues.[21]

4) Transactional (dialogue): Students engage in exchanges to convey or gather specific information, extending beyond brief responses.

5) Interpersonal (dialogue): Conversations focused on maintaining social relationships rather than transmitting information, often involving informal language and emotional nuances.

6) Extensive (monologue): Students at intermediate to advanced levels deliver extended speeches or reports, usually in a formal register, on topics ranging from oral reports to summaries.

e. How Makes Speaking Skill Difficult

Some characteristics of spoken language can facilitate oral performance, while others can pose challenges, as demonstrated by Brown:[22]

1) Clustering

Fluent speech is characterized by grouping words into phrases rather than uttering them individually. Learners can enhance

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[21] Douglass, *Teaching by Principle: An Interactive to Language Pedagogy* (2 ed.). San Fransisco : Longman. (2001), *p.*271

[22] Ibid, 270-271

their oral output by organizing their thoughts both cognitively and physically, utilizing clustering techniques.

2) Redundancy

The redundancy inherent in spoken language provides speakers with the opportunity to reinforce meaning and clarify messages. Learners can leverage this feature to ensure effective communication.

3) Reduced Forms

Contractions, elisions, and reduced vowels present challenges in teaching spoken English, as they may alter the pronunciation of words. Learners need to be familiar with and able to produce these reduced forms accurately.

4) Performance Variables

Spoken language allows for natural performance hesitations, pauses, backtracking, and corrections, which contribute to fluency. Learners benefit from practicing these elements to develop natural-sounding speech.

5) Colloquial Language

It's essential for students to be acquainted with colloquial words, idioms, and phrases commonly used in everyday speech. Practice in producing colloquial language forms helps learners communicate effectively in informal contexts.

6) Rate of Delivery

Fluency is also characterized by the pace of speech. Helping learners achieve an appropriate rate of delivery, along with other fluency attributes, is essential for effective oral communication.

2. Project-Based Learning

a. K13 Curriculum

The 2013 Curriculum is designed with the aim of improving the quality of education in Indonesia by focusing on three main aspects: knowledge, skills, and attitudes. The approach used in K13 is competency-based learning, which aims to ensure that students not only master the subject matter but also possess relevant skills and positive attitudes.[23]

According to surya, in the implementation of the 2013 Curriculum, there is a strong emphasis on character development alongside academic abilities.[24] This aims to produce graduates who excel not only academically but also possess good character and are able to interact effectively in their social environment. This curriculum encompasses the integration of various learning aspects to create individuals who are balanced between intellect and morality.

b. The Nature of Teaching English at SMP Nuris Jember

Teaching English at SMP Nuris Jember encompasses two main competencies: core competence and basic competence. Among these,

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[23] Ahmad, R., Kurikulum 2013 dan Peningkatan Kualitas Pendidikan di Indonesia. (*Jurnal Pendidikan Nasional*, 2018). 123-134

[24] Surya, M. *Meningkatkan Kualitas Pendidikan Melalui Kurikulum 2013.* (Jakarta: Pustaka Edukasi. 2017).

basic competence is the second type and constitutes one of the four categories within core competence.

The first core competence emphasizes the appreciation and adherence to religious teachings. Elaborating on this core competence, the basic competence involves being grateful for the chance to learn English, recognizing it as the medium for international communication, and approaching the learning process with a spirit of enthusiasm and dedication.

The second core competence values and embodies honest behavior, discipline, responsibility, caring (including tolerance and cooperation), politeness, and confidence in effectively interacting with both the social and natural environment within the scope of one's interactions and existence. These core competencies are further elaborated into three basic competencies:
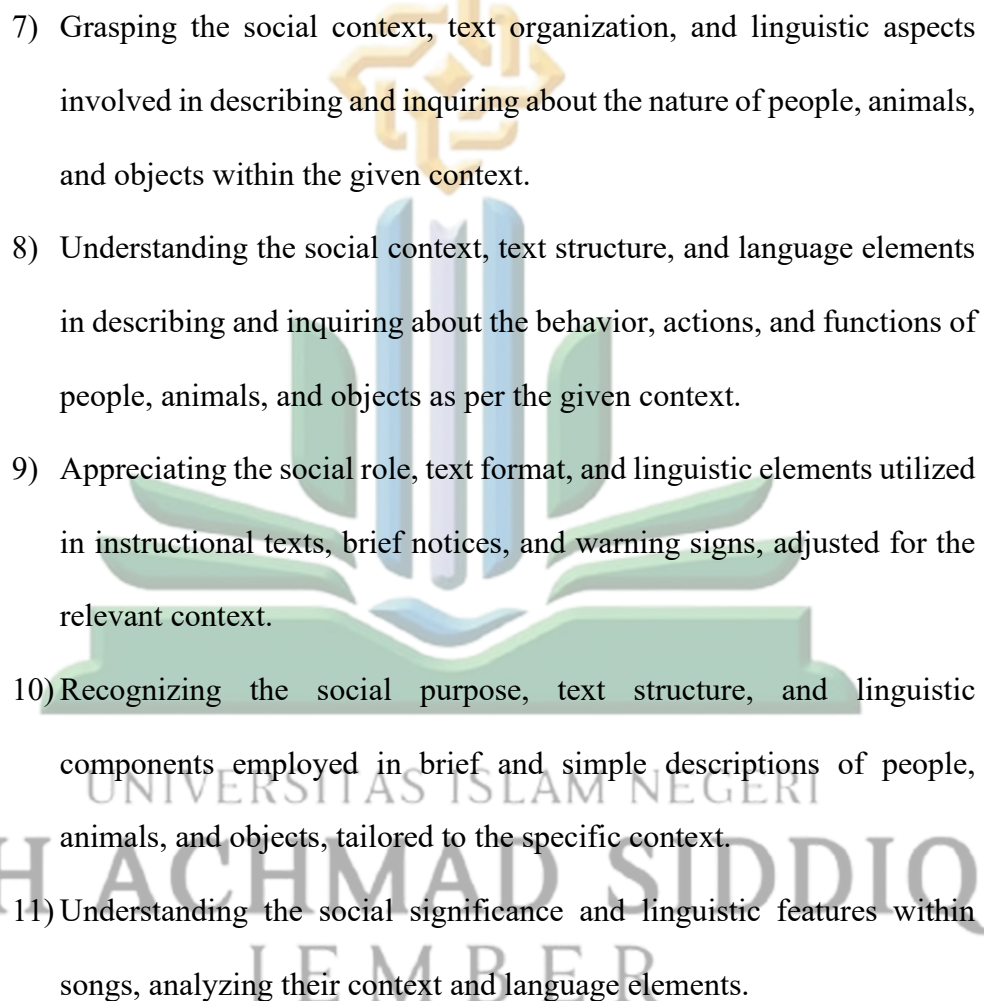
1) Demonstrating students' respect and consideration in engaging in interpersonal communication with both teachers and peers.

2) Exhibiting students' integrity, self-discipline, assurance, and accountability when engaging in transactional exchanges with teachers and peers.

3) Displaying students' sense of responsibility, empathy, collaboration, and harmony in facilitating functional communication. The third competency values the acquisition of knowledge (factual, conceptual,

and procedural) driven by their curiosity about science, technology, art, and culture pertaining to observable phenomena and occurrences.

These core competencies expand into thirteen foundational skills:
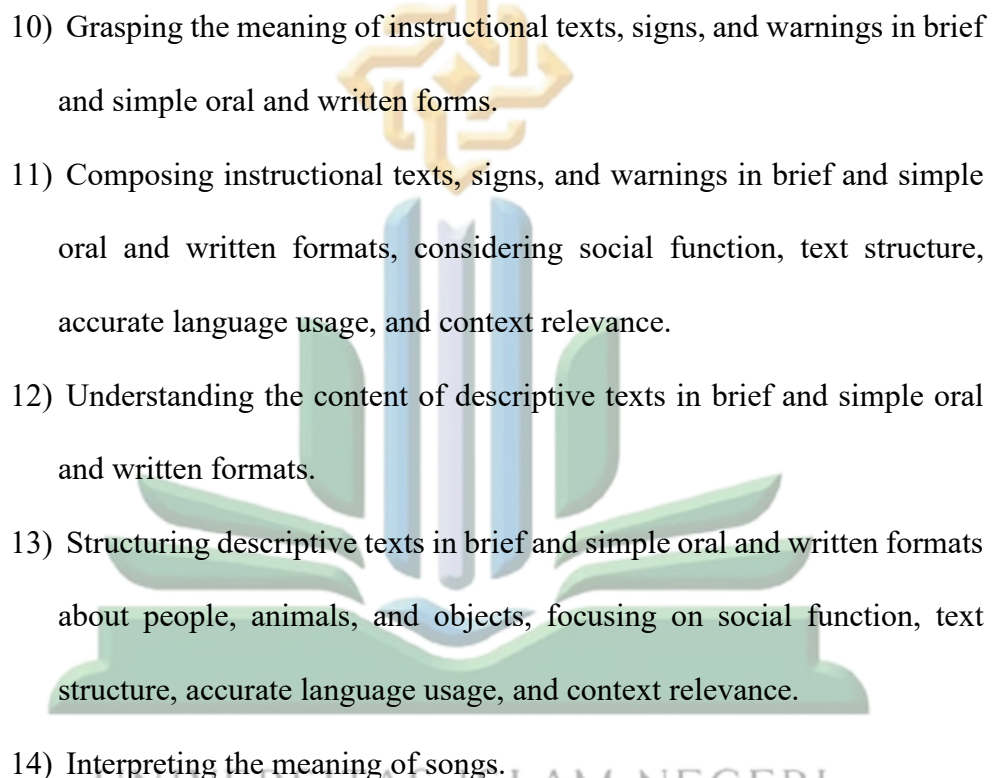
1) Grasping the social purpose, text organization, and language components involved in expressions of greeting, farewell, gratitude, apology, and their respective responses, contextualized for appropriate usage.

2) Comprehending the social roles, text structure, and linguistic features inherent in introducing oneself, as well as responding, tailored to the given context.

3) Recognizing the social significance, text format, and linguistic elements employed in discussing the days, months, time periods, numerical time representation, dates, and years within appropriate contexts.

4) Understanding the social context, text arrangement, and language features in revealing one's identity, adjusted as per the situation.

5) Identifying the social context, text organization, and language attributes in mentioning and inquiring about the names and quantities of animals, objects, and public structures relevant to daily life.

6) Familiarizing with the social context, text structure, and language usage in labeling items and listing them, suited to the specific scenario.

7) Grasping the social context, text organization, and linguistic aspects involved in describing and inquiring about the nature of people, animals, and objects within the given context.

8) Understanding the social context, text structure, and language elements in describing and inquiring about the behavior, actions, and functions of people, animals, and objects as per the given context.

9) Appreciating the social role, text format, and linguistic elements utilized in instructional texts, brief notices, and warning signs, adjusted for the relevant context.

10) Recognizing the social purpose, text structure, and linguistic components employed in brief and simple descriptions of people, animals, and objects, tailored to the specific context.

11) Understanding the social significance and linguistic features within songs, analyzing their context and language elements.

The fourth core competency involves experimenting, processing, and presenting information in both concrete and abstract realms, utilizing learned knowledge from school and other sources that share similar viewpoints or theories. These core competencies translate into fourteen basic competencies:

1) Organizing simple oral expressions to initiate and respond to greetings, farewells, expressions of gratitude, and apologies, considering social functions, text structure, correct language elements, and context relevance.

2) Crafting simple oral and written expressions for self-introduction, involving statements, inquiries, and responses, with attention to social functions, text structure, accurate language usage, and context appropriateness.

3) Structuring oral and written expressions to state and inquire about dates, time, and chronological details, with adherence to correct language elements and contextual relevance.

4) Comprehending brief and straightforward self-explanations in both oral and written formats.

5) Structuring oral and written expressions to explain and inquire about identity in concise terms, focusing on social function, text structure, accurate language usage, and context relevance.

6) Developing oral and written expressions to describe and inquire about familiar animals, objects, and public structures, considering social function, text structure, accurate language usage, and context relevance.

7) Organizing written labels and item lists, considering social function, text structure, accurate language usage, and context relevance.

8) Crafting oral and written expressions to describe and inquire about the characteristics of people, animals, and objects, considering social function, text structure, accurate language usage, and context relevance.

9) Structuring oral and written expressions to describe and inquire about the behavior, actions, and functions of people, animals, and objects, with attention to correct language elements and context relevance.

10) Grasping the meaning of instructional texts, signs, and warnings in brief and simple oral and written forms.

11) Composing instructional texts, signs, and warnings in brief and simple oral and written formats, considering social function, text structure, accurate language usage, and context relevance.

12) Understanding the content of descriptive texts in brief and simple oral and written formats.

13) Structuring descriptive texts in brief and simple oral and written formats about people, animals, and objects, focusing on social function, text structure, accurate language usage, and context relevance.

14) Interpreting the meaning of songs.

According to Permendikbud Tahun 2016 Nomor 022, the five stages of presenting material in accordance with the K13 curriculum are as follows:

1) Observation

Students are encouraged to observe various learning resources, such as videos, films, real objects, and texts.

2) Questioning

Following the observation, teachers pose questions to the students based on the material.

3) Verification

After the question-and-answer session, students are given the opportunity to verify their understanding of the material.

4) Generalization

This stage involves students engaging in discussions, allowing them to express their thoughts and ideas, while the teacher assumes a less prominent role in speaking.

5) Communication

The final stage focuses on communication, whether it be oral or written, to reinforce learning and understanding.

c. The Definition of Project-Based Learning
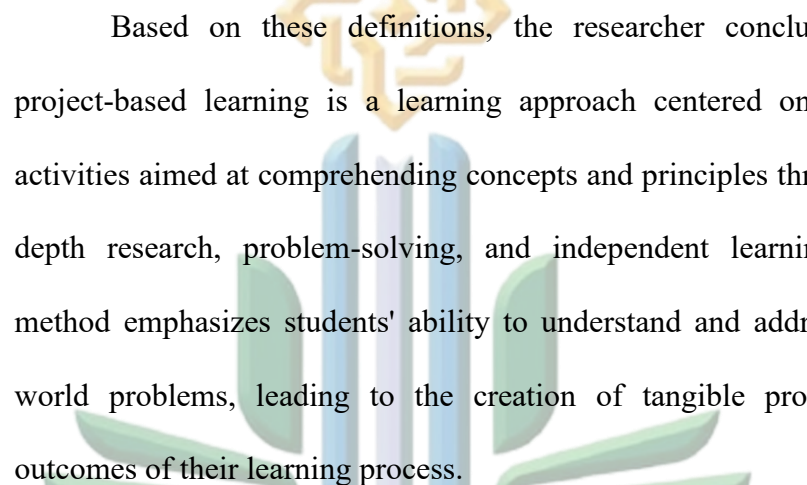
Project-based learning (PBL) is an educational approach that encourages students to collaborate within teams to complete a final project. This method fosters social interaction and relationship-building among students within the group. PBL is characterized by its student-centered nature, positioning the teacher as a motivator and facilitator. It grants students autonomy in constructing their own learning experiences.[25]

According to Daryanto, project-based learning (PBL) is a form of education that employs projects or activities as the primary medium for learning.[26] In project-based learning, all students are tasked with individual assignments that involve observation, reading, and research.[27]

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

[26] Daryanto, *Pendekatan Pembelajaran saintifik kurikulum 2013* (Yogyakarta: Penerbit Gava Media, 2014), 42.

[27] Zainal Aqib, *Model-Model, Media dan Strategi Pembelajaran Kontekstual (inovatif)* (Bandung: CV Yrama Widya, 2013), 66.

Based on these definitions, the researcher concludes that project-based learning is a learning approach centered on student activities aimed at comprehending concepts and principles through in-depth research, problem-solving, and independent learning. This method emphasizes students' ability to understand and address real-world problems, leading to the creation of tangible products as outcomes of their learning process.

d. The Procedure of Project-Based Learning

Project-based learning empowers students as decision-makers and creators within a framework where:

1) Problems with open-ended solutions are addressed.

2) Students design the process to achieve outcomes.

3) Students take responsibility for gathering and managing information.

4) Continuous evaluation is conducted.

5) Reflection on progress is regular.

6) Final results undergo product and quality evaluation.

7) The classroom environment encourages tolerance for mistakes and adaptability to change.[28]

According to Trianto, there are six steps of learning in Project-based Learning are:[29]

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

Gambar .1
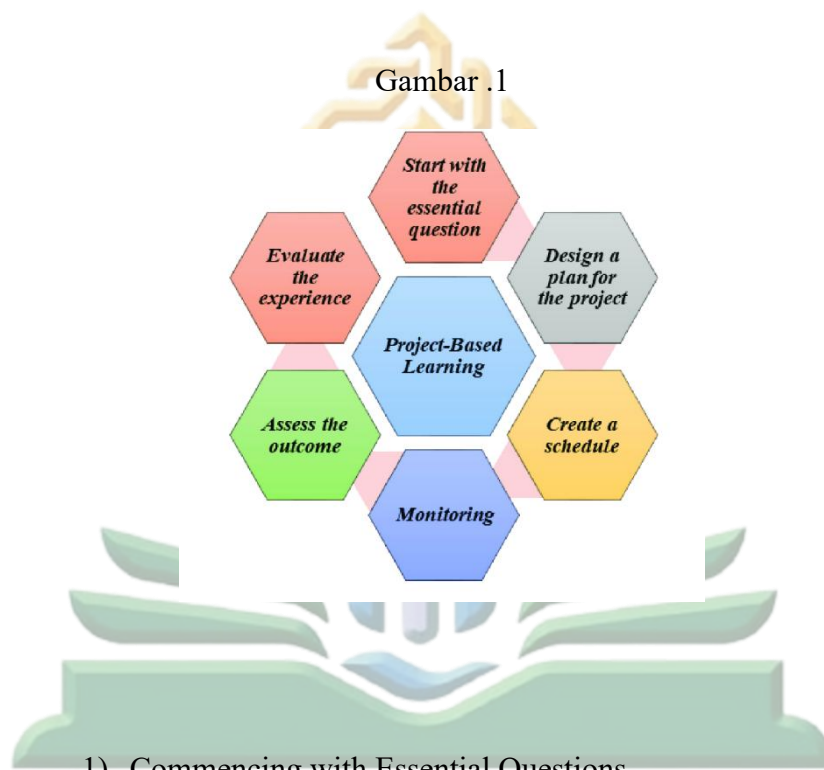
1) Commencing with Essential Questions

Initiating the project by exploring real-world topics and delving into profound inquiries. Essential questions are formulated to stimulate students' knowledge, responses, critiques, and ideas related to the project theme.

2) Establishing Project Execution Guidelines

Developing a plan that outlines the project's rules, selects activities to address essential questions, integrates various relevant subjects, and identifies tools and materials accessible to support project completion.

3) Creating an Activity Schedule

Collaboratively devising a schedule with educators and students to manage project activities efficiently. This structured timeline determines the duration required to complete the project.

4) Monitoring Student Project Progress

Educators supervise student activities throughout the project, providing guidance and support at each stage of the process.

5) Assessing Student Work Outcomes

Conducting assessments to gauge standard achievement, evaluate individual student progress, offer feedback on comprehension levels, and inform future learning strategies.

6) Reflecting on Student Learning Experiences

Concluding the learning process with reflective exercises where educators and students review project activities and outcomes. Reflection may occur individually or in groups, allowing students to share their feelings and insights gained during the project.

e. The Advantages of Project-Based Learning

The adventages of project-based learning encompass:

1) Enhanced Motivation: Students exhibit increased perseverance and enthusiasm in accomplishing projects, finding the learning experience more enjoyable compared to traditional curriculum components.

2) Improved Problem-solving Skills: Engaging in project-based learning prompts students to actively tackle complex problems, resulting in enhanced problem-solving abilities.

3) Fostered Collaboration: Emphasizing group work within projects encourages students to cultivate and refine their communication skills through collaborative efforts.

4) Enhanced Resource Management Skills: Effective implementation of project-based learning instills in students the ability to efficiently manage internal resources, including organizing projects, allocating time, and utilizing equipment to complete tasks.

5) Strengthened Self-directed Learning: Project-based learning empowers students to take charge of their own learning processes, fostering independence and self-motivation.

6) Development of Communication Skills: Project-based learning provides ample opportunities for students to develop and practice effective communication skills, vital for collaboration and problem-solving.

7) Real-world Relevance: By designing projects that mirror real-world scenarios, students engage in meaningful learning experiences tailored to prepare them for practical challenges.

8) Cultivation of Enjoyable Learning Atmosphere: Project-based learning fosters a dynamic and enjoyable learning environment, promoting enthusiasm and enjoyment among both students and educators.[30]

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[30] Daryanto, *Pendekatan Pembelajaran saintifik kurikulum 2013* (Yogyakarta: Penerbit Gava Media, 2014), 25.

CHAPTER III
RESARCH METHODOLOGY

A. Research and Research Design

The researcher employed a qualitative approach to delve into the intricacies of project-based learning in teaching speaking skills to seventh-grade students at SMP Nuris Jember.

Within this qualitative research, a descriptive qualitative research method was utilized. This approach aimed to delve deeper and provide a comprehensive description of how English teachers creatively implement project-based learning. Qualitative research emphasizes not only the final outcome but also the underlying processes taking place throughout the teaching and learning proses.[31] This study will involve the descriptive collection of data.

Through this research, the researcher aims to gather information about the materials and media utilized in teaching speaking skills through project-based learning, as well as the procedures and evaluation methods employed in this teaching-learning process. The researcher identified the research problem based on the observations made during the actual learning process.

B. Location of the Researcher

The research conducted at SMP Nuris Pangandaran street number 48 Antirogo, Kecamatan Symbersari, Kab. Jember Prov. Jawa Timur. The school was chosen because this school is in a collage.

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

C. Subject of the Study

The research focuses on the students of SMP Nuris, specifically seventh-grade students comprising a total of 30 students. This class was selected based on feedback from teachers, who have identified them as actively engaged participants 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 information that researchers gather firsthand from the field or from original sources.[32] In this research, primary data was gathered through in-depth interviews conducted face-to-face between the researcher and at least two informants. The selection of informants was based on their familiarity with the research topic, which is project-based learning in teaching speaking skills to seventh-grade students at SMP Nuris. The informants included:

1. Seventh-grade students of SMP Nuris.

2. The English teacher at SMP Nuris.

3. Document review.

4. Lesson plans.

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

2) Secondary Data Resources

Secondary data refers to information and data that are not collected directly by the researcher from the field but are obtained from existing sources. This data is utilized in research to complement and support the findings derived from primary data collection.[33] Secondary data consist of researcher notes, teacher notes, and document reviews. These sources provide additional information and context to support the findings obtained from primary data collection.

E. **Data Collection Technique**

In qualitative research, various data collection methods can be employed, including observation, interviews, and document review. These methods allow researchers to gather rich and detailed information to explore the research topic comprehensively.[34] In this research, the researcher used observation, interview, and document review.

1) Observation

Observation involves gathering data by carefully watching and paying attention to phenomena or subjects of interest. It entails focusing on an object or situation using all available sensory tools to gain insight and understanding.[35] Observation is categorized as a participatory study, requiring the researcher to immerse themselves in the setting where the

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[33] Lexy J. Moleong, *Metodologi Penelitian Qualitative*, 157.

[34] Larra G. Porras, "Stakeholder Opposition in a Foreign Direct Investment: Case Botnia's Pulp Mill in Uruguay", *Master's Thesis,* (December, 2016), 31.

[35] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), 155.

respondents are located. This involvement can involve taking detailed notes or recording observations to capture relevant data.

In this research, the researcher employed participant observation to study the seventh-grade students at SMP Nuris. This approach involved the researcher actively participating in the teaching and learning process as an observer.

Observations are conducted to directly observe and understand the object under examination. In this case, the focus is on how the teacher utilizes project-based learning in teaching speaking skills.

2) Interview

An interview is a two-party procedure that involves asking questions of those being questioned in order to construct information about individuals, events, activities, organizations, motivations, sentiments, and other topics.

Through interviewing, researchers can elicit a broader range of experiences from respondents. This technique allows researchers to explore important questions that may not have been initially considered in their research plan. In this study, semi-structured interviews were utilized, enabling respondents to provide information freely in response to the researcher's questions.

3) Document Review

Document review involves collecting data by examining written materials. This technique entails investigating various documents to gather

information relevant to the research topic.[36] In the document review process,

the researcher examined several documents from SMP Nuris, including:

    a.   Profile of SMP Nuris

    b.   Process interview

    c.   Student Data of SMP Nuris

    d.   Lesson Plans

F. Data Analysis Technique

Data analysis is a continuous process requiring the researcher to consistently reflect on the data, pose analytical questions, and jot down brief notes throughout the study. The initial step involves reviewing the research proposal to understand the planned approach for presenting and analyzing the data as per the predetermined analysis. For this research, descriptive qualitative data analysis was employed, following specific steps including data condensation, data display, and drawing conclusions.[37]

    1. Data Condensation

Data condensation involves selecting, focusing, simplifying, abstracting, and transforming the data found within the full corpus of field notes, interview transcripts, documents, and other empirical materials. Here's how these processes are described in this study:

    a. Selecting

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

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

This step involves making selective decisions about which dimensions, relationships, and pieces of information are most important and meaningful. The researcher determines what data to collect and analyze based on these considerations.

b. Focusing

Focusing data involves a form of pre-analysis where the researcher narrows their focus to data directly relevant to the research problem formulation. It is a continuation of the data selection process, with the researcher limiting the data based on the research problem formulation.

c. Abstracting

Abstracting entails summarizing the core ideas, processes, and statements that need to be preserved. The researcher evaluates the collected data, particularly focusing on its quality and adequacy for addressing the research problem.

d. Simplifying and Transforming

In this stage, the data undergo further simplification and transformation through various means. This may include rigorous selection, summarization, classification of data into broader patterns, and other techniques to streamline and clarify the data.

2. Data Display

Data display is the next step following data condensation and serves as a crucial method for enhancing the researcher's comprehension of the collected

data. This stage facilitates further analysis by presenting the data in a comprehensible manner.

Data display involves presenting the data simply, either through words, narratives, or other means, in order to derive appropriate conclusions. In this research, the researcher opted to use essays as the primary method for displaying the data, as essays are commonly employed in qualitative research for this purpose.

3. Conclusion Drawing

The final step involves drawing conclusions based on the findings and verifying the data. Initially proposed conclusions are considered provisional and subject to change pending further evidence gathered in subsequent stages of data collection. This process of acquiring additional evidence is termed data verification. If the initial conclusions are substantiated by strong evidence that aligns with the observed conditions upon revisiting the field, the conclusions are deemed credible.

G. Data Validity

Data validation ensures the accuracy of research findings as perceived by researchers, participants, or readers in general. To verify the validity of the data, the researcher employed a triangulation technique. Triangulation involves cross-referencing data with other sources or methods to enhance reliability and credibility.[38]

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

The researcher employed both source triangulation and triangulation techniques to ensure data validation. Triangulation involves utilizing multiple sources or methods to corroborate findings and enhance the credibility of the data. In this study, the researcher employed data collection techniques such as observation, interviews, and document review as part of triangulation. Additionally, source triangulation involved cross-referencing the data with individuals knowledgeable about the subject matter to ensure accuracy.

H. Research Procedure

In this section, the researcher delineated the research stages, commencing from preliminary research, design development, actual research, to report writing. Describing these stages aids in assembling research designs encompassing planning, implementation, data analysis, and report writing. The procedures for pre-field research are outlined 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. Choose informants.

   f. Prepare research instruments.

2. Procedure of Field Work

   The activities of this stage include:

a. Familiarize with the research background and prepare adequately.

b. Enter the field.

c. Actively participate in data collection.

3. Data Analysis Phase

This final stage of the research procedure comprises four activities:

a. Data Condensation.

b. Data Display.

c. Data Collection.

d. Drawing Conclusions from Data.

CHAPTER IV
FINDING AND DISCUSSION

A. Description of Research Object

1. The History of SMP Nuris Jember

SMP Nuris is a junior high school located in a village, which is spesificaly located in Antirogo, Kecamatan Sumbersari, Jember. In 1983, Nuris Middle School (SMP) was established by KH. Muhyiddin Abdusshomad. During its inception, the school was under the leadership of Mr. Hisyam Balya (1983), followed by Mr. Muhammadun (1984), Mr. Achmad Nur Salim (1984-1989), Mr. M. Soleh Samroji (1989-2002), Mr. Hary Widyo Utomo (2002-2006), Mr. Abdus Samak, S.Pd (2006-2014), and currently, Gus Rahmatullah Rijal, S.Sos serves as the principal. Presently, Nuris Middle School has 346 students enrolled. The school's mission to educate students proficient in both religion and science has been successful, with all graduates guaranteed to have Quranic literacy and expertise in various scientific fields.[39]

2. Profile of SMP Nuris Jember

Table 4.1

The Profile of

SMP Nuris Jember

No.	School Identity	
1.	School name	SMP Nuris Jember
2.	NPSN	20523914

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[39] Document Review, *SMP Nuris Jember,* May 13th, 2024

3.	Educational Level	Junior High School
4.	School Status	Junior High School
5.	Address	Pangandaran Street Number 48
6.	Postal Code	68125
7.	Village	Antirogo
8.	Sub-District	Kec. Sumbersari
9.	Regency / City	Kab. Jember
10.	Province	Prov. East Java
11.	Country	Indonesia

Source : Document Review 2019

Table 4 2

The Facilities Of

SMP Nuris Jember

No.	Facilities	Total
1.	Classroom	17
2.	Library Room	1
3.	Laboratory Room	1
4.	Leadership Room	1
5.	Teacher's Room	1
6.	UKS Room	1
7.	Toilet	4
8.	TU Room	1

9.	OSIS Room	1
10.	Building Space	3

3. Geographical Location of SMP Nuris Jember

The location of this research conducted at pangandaran street number 48 RT 02 RW 01 dusun krajan, kelurahan antirogo, kecamatan sumbersari, kabupaten jember provinsi jawa timur.

4. Visi and Mission

a. Visi SMP Nuris Jember

Menjadi wadah pembentukan generasi yang berakhlak mulia, berprestasi dan berbudaya Islami.

b. Misi SMP Nuris Jember

1) Meningkatkan profesionalisme dan pembinaan kreatifitas pembelajaran.

2) Membiasakan perilaku yang berakhlakul karimah.

3) Melengkapi sarana dan prasarana pendidikan.

4) Membiasakan ritualisasi keagamaan dalam kehidupan seharihari.

5) Menumbuh kembangkan kreasi dan trasisi Islami

B. Research Finding

The research findings were derived from analyzing the outcomes of the teaching and learning process, conducting interviews, and examining relevant documents.

1. The Planning of **An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024.**

The first step is planning. Based on the document review that the teacher use at SMP Nuris Jember are being taught speaking skills through project-based learning, the following are planned:

a. Analysis of Core Competence and Basic Competence

The teacher analyzed core competence and basic competence and selected third and fourth core competences, as well as basic competence from KDs 3.1 and 4.1.

The third competency focuses on fostering an understanding of various forms of knowledge, including factual, conceptual, and procedural aspects, driven by curiosity about topics related to science, technology, art, and culture. This core competency is further delineated into thirteen basic competencies. However, for this particular core competency, the teacher specifically selected basic competence 3.1, which involves identifying the social functions, text structures, and linguistic elements within oral and written interpersonal interactions, such as greetings, farewells, expressions of gratitude, apologies, and responses, contextualized according to their usage.

The fourth competency involves engaging in practical and abstract activities, such as utilizing, analyzing, organizing, modifying, and creating, based on knowledge acquired from school and other relevant sources that

align with various viewpoints or theories. These core competencies are further devided into fourteen basic competencies. However, for this particular core competency, the teacher has chosen to focus on a basic competence that entails arranging short and simple written interpersonal interactions. This includes expressions like greetings, farewells, expressions of gratitude, apologies, and responses, while ensuring that the social functions, text structure, and linguistic elements are accurate and appropriate in context.

Based on interview with the teacher of SMP Nuris Jember state that:

"I selected this core competence and basic competence from the K13 curriculum syllabus because it sets the foundation for our initial teaching and learning interactions."

Based on observations and the interview, it was noted that the English teacher use the third core competence and four core competencies into the teaching plan. Additionally, the teacher use basic competences from KD 3.1 and KD 4.1, sourced from the K13 curriculum syllabus.[40]

b. Analysis the Material

Analyzing the material is crucial for enabling students to actively participate in the teaching and learning process. From the observations, the teacher selected greetings as the subject matter for planning project-based learning to teach speaking skills to seventh-grade students at SMP Nuris Jember.

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[40] Teacher, interview, Jember, 6nd may 2024

Based on interview with the teacher of SMP Nuris Jember state that:

"I chose Greeting because this material is in accordance with the curriculum that applies at school and this material is very suitable for practicing in everyday life."

Based on the result of observation and interview, the english teacher use Greeting as the material because that material are suitable with the curriculum that applies at school and this material also suitale for practicing in their daily life.[41]

c.   Analyzing of Teaching Strategy

In the analysis stage, the teacher employed a strategy of observation and practice. This approach allows students to actively engage in the teaching and learning process. Initially, students observe the text provided by the teacher, and then they practice creating their own text based on what they have observed.

Based on interview with the teacher of SMP Nuris Jember state that:

"I chose observation and practice as strategies because I hope this can enable students to actively participate in the teaching and learning process and students can enjoy the learning process."

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.[42]

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[41] Ibid.
[42] Ibid.

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 projects created in groups. In this project, the teacher chooses a video as a project where students can practice speaking according to the video provided by the teacher.

Based on interview with the teacher of SMP Nuris Jember state that:[43]

"I chose video as the work media. Students will be more interested if they use media as learning and students will also enjoy the learning process more."

Based on the result of interview and observation. The english teacher use Project-Based learning as the project. The teacher using a video as the project because it will make student interested and enjoying leaning process.[44]

e. Making Lesson Plan
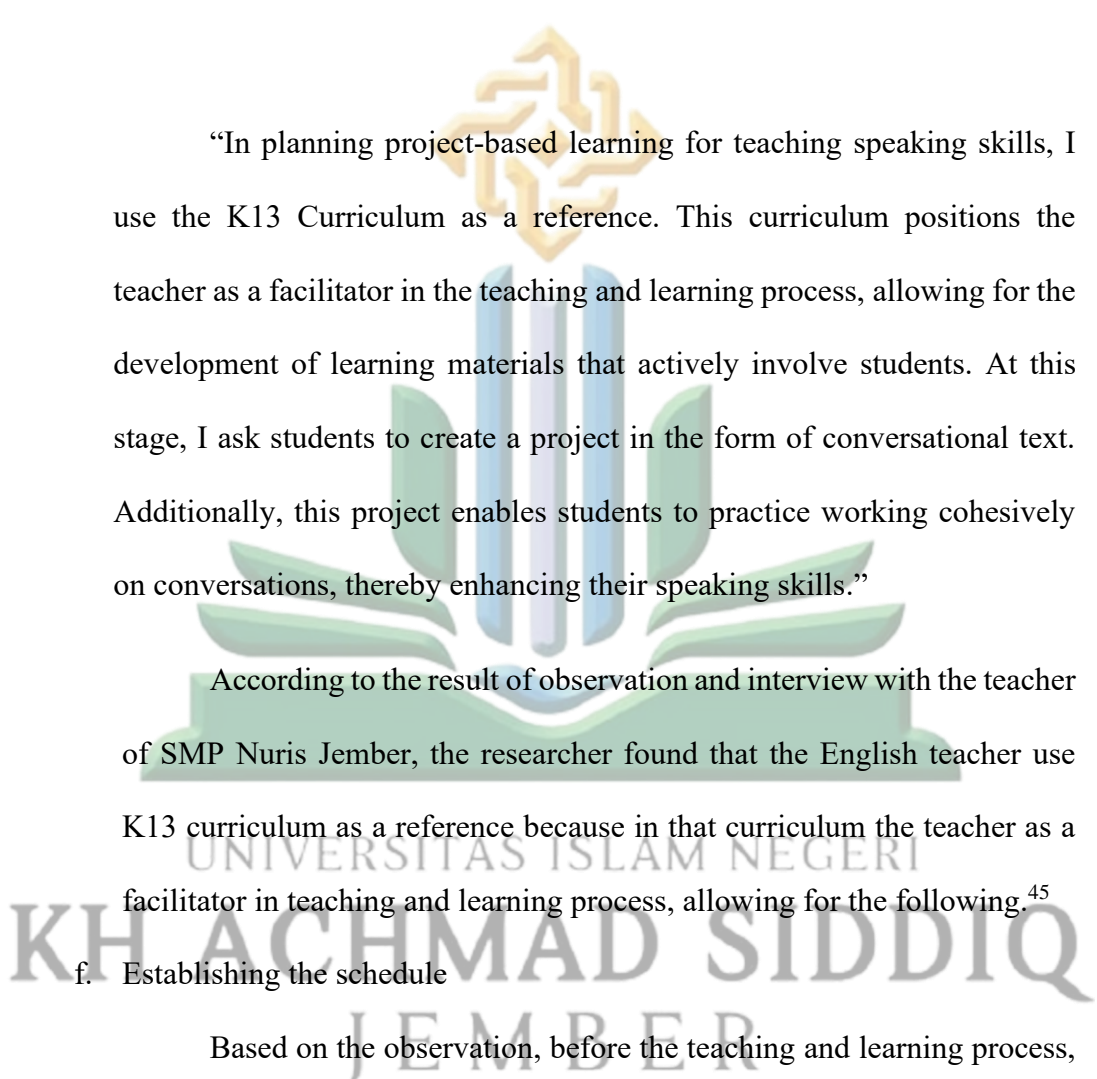
Before entering the classroom, the teacher is required to prepare a lesson plan based on observations. This lesson plan encompasses each instructional material to be conveyed, customized to the capabilities and context of the students.

Based on interview with the teacher of SMP Nuris Jember state that:

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[43] Ibid.
[44] Ibid.

"In planning project-based learning for teaching speaking skills, I use the K13 Curriculum as a reference. This curriculum positions the teacher as a facilitator in the teaching and learning process, allowing for the development of learning materials that actively involve students. At this stage, I ask students to create a project in the form of conversational text. Additionally, this project enables students to practice working cohesively on conversations, thereby enhancing their speaking skills."

According to the result of observation and interview with the teacher of SMP Nuris Jember, the researcher found that the English teacher use K13 curriculum as a reference because in that curriculum the teacher as a facilitator in teaching and learning process, allowing for the following.[45]

f. Establishing the schedule

Based on the observation, before the teaching and learning process, the teacher should make a schedule. At the first meeting the student observe the text about part of body from their book that has been discuss before. At the second meeting the teacher chooses the project that will be used as resources in teaching learning process in form of Greeting. Then, the student make some conversation in a paper and practice in front of the class after the teacher collect the paper of the students.[46]

g. Determining the KKM

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[45] Document review 7ⁿᵈ may 2024
[46] Observation, 7ᵗʰ may 2024

In the stage of determining the KKM, based on the observation the teacher determine 70 as KKM,it is taken from the students' capability.

Based on the interview with the English teacher stated that:

"I determine 70 as *KKM* because it is taken from the students' capability and the school condition."

Based on the results of observations and interviews, the teacher set the KKM (Minimum Competency Criteria) at 70, considering the students' capabilities and the school's conditions.[47]
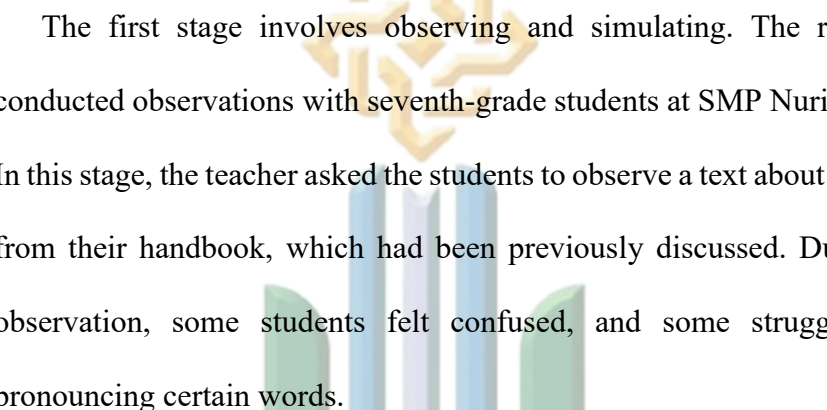
2. The Implementation of **An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024.**

The researcher conducted the study with seventh-grade students at SMP Nuris Jember, using KD 3.1 and KD 4.1 as the basis. KD 3.1 involves identifying the social functions, text structures, and linguistic elements of oral and written interpersonal interactions, such as greeting, saying goodbye, thanking, and apologizing, and responding appropriately to the context. KD 4.1 focuses on arranging very short and simple written texts for interpersonal interactions that include these actions, ensuring correct social functions, text structures, and linguistic elements in context. The material centered on "Greeting" and utilized project-based learning to teach speaking skills to the students.

    a.   Observing or Stimulating

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[47] Document review 7th may 2024

The first stage involves observing and simulating. The researcher conducted observations with seventh-grade students at SMP Nuris Jember. In this stage, the teacher asked the students to observe a text about greetings from their handbook, which had been previously discussed. During this observation, some students felt confused, and some struggled with pronouncing certain words.

In the second meeting, the teacher directed the students to choose a topic for their project discussion. The teacher then divided the students into small groups of two. Many students felt happy about forming groups, as this meant they would not have to work on the project alone.

According to Putra as students of SMP Nuris Jember said that:

"I was very happy when the teacher asked me to form a group with my friends because I could discuss with my friends without feeling confused"[48]

According to the results of observations and interviews, when students reviewed the greeting text from their handbook, which had been previously discussed, some felt confused, and some struggled with pronunciation. When the teacher asked the students to form small groups, they felt happy because they could work on the project together, exchanging ideas with a friend.

b. Questioning Problem Statement

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[48] Putra, Antirogo, May 14th May 2024

The second stage involves questioning the problem statement. In this stage, the teacher asks the students what they have learned from the text about greetings and what aspects they did not understand. Some students raised questions related to vocabulary, revealing that they often felt confused when encountering unfamiliar words. The researcher found that the students had a limited vocabulary, which contributed to their confusion.

Based on interview with English teacher at SMP Nuris Jember stated that:

> "The students have lack in vocabulary, and then they do not know the meaning of the word or the sentence"[49]

Khoirul Anam as student of SMP Nuris Jember said that:

> "I like English but I don't know what is the meaning of the sentence."[50]

According to the results of observations and interviews, the researcher found that students have a limited vocabulary. They often appear confused when encountering unfamiliar words because they do not understand the meaning of the word or the sentence.

c. Experimenting or Exploring

In this stage, the teacher asks the students to pronounce sentences from their handbook, guiding them to repeat after her. The researcher found that some students lacked self-confidence when speaking English.

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[49] English Teacher, Antirogo, May 14th May 2024
[50] Khoirul anam, antirogo, May 14th May 2024

According to Ja'far as a student of SMP Nuris Jember said that:

"I feel shy when I want to speak English, because I can't pronounce the word."[51]

The teacher asks students to write a simple conversation on a piece of paper. After that, the teacher sees the students' process while making the conversation. The teacher helps students if there are difficulties in making conversations. When making conversations, some students feel confused about what words to use when making conversations. then, the teacher helped direct him to look at the dictionary to help him make conversations.

d. Generalization

In the generalization stage, the students review the text they have created, ensuring the correctness of their words and grammar. They then ask the teacher to check their conversation texts. However, some students do not review their text, feeling confident that their work is already correct.

e. Communication

The stage of communicating is the final step of the overall activities. In this stage, the students' final work is assessed in the form of a paper. Project-based learning in this study aims to enhance students' speaking abilities based on the projects they have completed. The teacher and students watch as each student practices in front of the class, while the

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[51] Ja'far, Antirogo, may 14th May 2024

teacher evaluates their performance using an analytical scoring rubric for speaking.[52]

According to the results of the observation, the implementation of An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024 involves five stages: observing or simulating, questioning the problem statement, experimenting or exploring, generalization, and communication.

3. The Evaluation/ Assessment of **An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024.**

Some students still lack confidence when asked by the teacher to speak up, feeling shy and nervous. However, using video as the project has arrest some students' interest, and they are willing to try the activities from the video, despite some pronunciation errors when practicing in front of the class. Nevertheless, some students still feel nervous during practice. The English teacher evaluates the students based on two aspects: pedagogical and psychological. The pedagogical aspect includes speaking skills such as pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension. The psychological aspect considers their self-confidence and teamwork. Additionally, the teacher addresses any pronunciation and grammar mistakes.

Based on the English teacher stated that:

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[52] Observation, SMP Nuris jember, May 15th May 2024.

"I evaluate the students based on their project, which is a task they completed in paper form. The evaluation includes both pedagogical and psychological aspects. The pedagogical aspect focuses on speaking skills, such as pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension. The psychological aspect assesses their self-confidence and teamwork."

Based on the observation, the evaluation or assessment of project-based learning in teaching speaking skills to seventh-grade students at SMP Nuris Jember involves two main aspects: pedagogical and psychological. The pedagogical aspect includes assessments of speaking skills such as pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension. On the other hand, the psychological aspect focuses on evaluating students' self-confidence and their ability to manage their time effectively.

Table 4 3

Summary of the implementation

of project-based learning

1	2
The Planning of An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024	• Analysis of Core Competence and Basic Competence • Analysis the Material • Analyzing of Teaching Strategy • Determining The project • Making Lesson Plan • Establishing the schedule • Determining the KKM

The Implementation of An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024	• Observing or Stimulating • Questioning Problem Statement • Experimenting or Exploring • Generalization • Communication

The Evaluation/ Assessment of An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024	• The pedagogical aspect
	    o speaking skills
	    o pronunciation
	    o grammar
	    o vocabulary
	    o fluency
	    o accuracy
	    o comprehension
	 • The psychological aspect
	    o self-confidence
	    o teamwork.

C. Discussion

After collecting data through observation, interviews, and document review methods, the findings are presented and analyzed through a discussion. This involves exploring the main ideas or questions that were raised in the previous sections and comparing them with the data obtained in the field during the research. The focus is on addressing the research question formulated earlier regarding "An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024."

Based on the results of the research conducted through observation, interviews, and document review in this chapter, the researcher has compiled findings with relevant references. Some of the key findings from the field regarding "An Analysis of Teaching Speaking Skills Through Project-Based

Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024"
include:

1. The Planning of **An Analysis of Teaching Speaking Skills Through
    Project-Based Learning at Seventh Grade of SMP Nuris Jember in
    Academic Year 2023-2024.**

    Based on the observation, the planning process for "An Analysis of
    Teaching Speaking Skills Through Project-Based Learning at Seventh
    Grade of SMP Nuris Jember in Academic Year 2023-2024" includes several
    key steps: Analysis of core competence and basic competence, Analysis of
    the material, Analysis of the teaching strategy, Determining the project,
    Make a lesson plan, incorporating the K13 curriculum, Creating a schedule,
    Determining the KKM (Minimum Competency Criteria). These researches
    provide support primarily in terms of determining the project, making a
    lesson plan, and establishing a schedule. However, they do not directly
    support the analysis of core competence and basic competence, analysis of
    the teaching strategy, or determining the KKM (Minimum Competency
    Criteria). These aspects may require additional research or references to
    address comprehensively.

    The researcher found that the English teacher utilized appropriate
    materials for teaching speaking skills to the students. This finding aligns
    with the idea presented by Yulia Sophiaty and Bambang Yudi Cahyono,

who stated that "An English teacher should be able to select suitable materials for the pupils."[53]

     In the stage of planning resulted following planning 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

2. The Implementation of **An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024.**

     According to the results of observation, the implementation of An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024 comprises five stages: observing or simulating, questioning the problem statement, experimenting or exploring, generalization, and communication. This aligns with Permendikbud_Tahun2016_Nomor 022, which outlines five stages of presenting material according to the K13 curriculum: observation, questioning, verification, generalization, and communication. Additionally, Khoiriyah, Huda, and Aulia research supports this, stating that "There are five stages to implement project-based learning: observing or simulating, questioning problem statement, experimenting or exploring,

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[53] State University of Malang Team, In Inspirations and Innovation for English Classroom (Malang: State University of Malang Press, 2015). p.39

generalization, and communication," as mentioned in the book "Inspirations and Innovation for English Classroom."[54]

The implementation discussed previously aligns with the theory proposed by Trianto regarding the six steps of learning in Project-Based Learning. These steps include: Starting with essential questions, Planning the project execution rules, Monitoring the development of student projects, Assessment of student work outcomes, Evaluate the learning experience of students. The activities observed in the implementation process correspond to these steps, indicating a practical application of Trianto's theory in the context of Project-Based Learning for teaching speaking skills.[55]

Although there are challenges in implementing project-based learning, the teacher believes that it benefits students by encouraging them to actively seek information rather than solely relying on the teacher for material. The students were very enthusiastic about the project, feeling that it allowed them to explore real-world issues and enhance their experiences.

In the implementation stage, project-based learning was found to foster students' creativity, enhance their communication skills by encouraging teamwork, promote collaboration, and increase their interest in learning. This approach allows students to showcase their abilities through video projects.

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[54] Ibid. p.29

[55] Trianto, "Model Pembelajaran Terpadu: Konsep, Strategi, Dan Implementasinya Dalam Kurikulum Tingkat Satuan Pendidikan (KTSP)," Kuala Lumpur: Kemetrian Pengajaran Malaysia, 2010.

3. The Evaluation/ Assessment of **An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024.**

Based on the observation, the evaluation/assessment of "An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024" involves two aspects: pedagogical and psychological. The pedagogical aspect includes pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension, aligning with Harris's commonly used aspects of speaking skills.[56] The psychological aspect focuses on self-confidence and teamwork. This comprehensive approach ensures that students gain a deep understanding of speaking skills, aiding their success in learning to speak effectively.

In this evaluation, the teacher asked the students to write a conversation on paper and then evaluated their speaking skills. The researcher found that the students spoke confidently in front of the class, despite some pronunciation errors. The teacher stated that project-based learning is effective for teaching speaking skills.

In the evaluation stage, the teacher assesses the students based on various aspects of speaking skills: pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension.

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

CHAPTER V
CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the observation, the planning process includes several key steps: Analysis of core competence and basic competence, Analysis of the material, Analysis of the teaching strategy, Determining the project, Making a lesson plan, incorporating the K13 curriculum, Creating a schedule, Determining the KKM (Minimum Competency Criteria). The researcher found that the English teacher utilized appropriate materials for teaching speaking skills to the students.

The implementation comprises five stages: observing or simulating, questioning the problem statement, experimenting or exploring, generalization, and communication. In the implementation stage, project-based learning was found to foster students' creativity, enhance their communication skills by encouraging teamwork, promote collaboration, and increase their interest in learning.

In the evaluation stage, the teacher assesses the students based on various aspects of speaking skills: pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension. The teacher asked the students to write a conversation on paper and then evaluated their speaking skills. The researcher found that the students spoke confidently in front of the class, despite some pronunciation errors. The teacher stated that project-based learning is effective for teaching speaking skills.

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B. Suggestion

Based on the research findings, the writer proposes the following suggestions:

1. For Teachers

   a. Teachers can implement project-based learning in teaching speaking skills to help students enhance their speaking abilities.

   b. Teachers should prioritize consultation sessions to monitor the progress of students' projects and to provide a comfortable environment for students to discuss their difficulties.

2. For Other Researchers

   a. Project-based learning in teaching speaking skills can serve as a valuable reference for teaching English.

   b. Project-based learning in teaching speaking skills is an effective teaching method that can improve students' speaking abilities.

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APPENDIX I

MATRIX

TITTLE	VARIABLE	SUB VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METHOD	RESEAECH QUESTION

AN ANALYSIS OF TEACHING SPEAKING SKILLS THROUGH PROJECT-BASED LEARNING AT SEVENTH GRADE OF SMP NURIS JEMBER IN ACADEMIC YEAR 2023-2024	A. Project based learning	a. K13 Curriculum
		b. The Nature of Teaching English at SMP Nuris Jember
		c. The Definition of Project-Based Learning
		d. The Procedure of Project-Based Learning
		e. The Advantages of Project-Based Learning
			1. speaking skills
			2. pronunciation
			3. grammar
			4. vocabulary
			5. fluency
			6. accuracy
			7. comprehensio n
			
			1. self-confidence
			2. teamwork.
				1. Seventh-grade students of SMP Nuris.
				2. The English teacher at SMP Nuris.
				3. The school principal responsible for the curriculum at SMP Nuris.
				4. The headmaster of SMP Nuris.
				5. Lesson plans.
					1. Data Collection
					  a. Observati on
					  b. Interview
					  c. Document ation
					2. Miles and Huberman data analysis
					  a. Data Condensat ion
					  b. Data Display
					  c. Conclusio n Drawing
					3. Data Validation
					  a. Source triangulati on
						1. How is the planning of An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024?
						2. How is the implementation of An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in

					b. Triangulation technique	Academic Year 2023-2024?
	B. Speaking skills	a. Definition of speaking b. The Aspect of Speaking Skills c. Micro and Macro Skills of Oral Communication d. Types of Speaking e. How Makes Speaking Skill Difficult				3. How is the evaluation/assessment of An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024?

APPENDIX II

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

5. The planning of teaching learning process

6. The implementation of teaching learning process

7. 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)

APPENDIX III

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?

APPENDIX IV

Interview Guide for Student

1. Apa yang kamu ketahui tentang Project-Based Learning (PBL)?

2. Apakah kamu menikmati metode PBL? Mengapa atau mengapa tidak?

3. Bisa ceritakan proyek terakhir yang kamu kerjakan? Bagaimana pengalamanmu?

4. Apa bagian terbaik dari belajar dengan PBL menurutmu?

5. Apa tantangan terbesar yang kamu hadapi saat bekerja pada proyek PBL?

6. Apakah kamu merasa PBL membantu kamu memahami materi pelajaran dengan lebih baik? Mengapa atau mengapa tidak?

7. Bagaimana kerja sama dalam tim saat PBL? Apakah ada kesulitan dalam bekerja sama dengan teman sekelas?

8. Pertanyaan tentang Kesulitan dalam Belajar Bahasa Inggris

9. Apa pendapatmu tentang belajar bahasa Inggris?

10. Apa bagian tersulit dari belajar bahasa Inggris menurutmu?

11. Apakah kamu merasa metode PBL membantu kamu dalam belajar bahasa Inggris? Mengapa atau mengapa tidak?

12. Apakah kamu pernah menggunakan bahasa Inggris dalam proyek PBL? Bagaimana pengalamanmu?

13. Apa yang bisa guru lakukan untuk membantumu mengatasi kesulitan dalam belajar bahasa Inggris?

14. Apakah ada alat bantu atau sumber belajar yang kamu rasa sangat membantu dalam belajar bahasa Inggris? Jika ya, apa saja?

15. Apakah ada hal lain yang ingin kamu sampaikan tentang pengalamanmu dengan PBL atau belajar bahasa Inggris?

16. Terima kasih telah meluangkan waktu untuk berbagi pengalamanmu. Apakah kamu punya pertanyaan atau komentar tambahan?
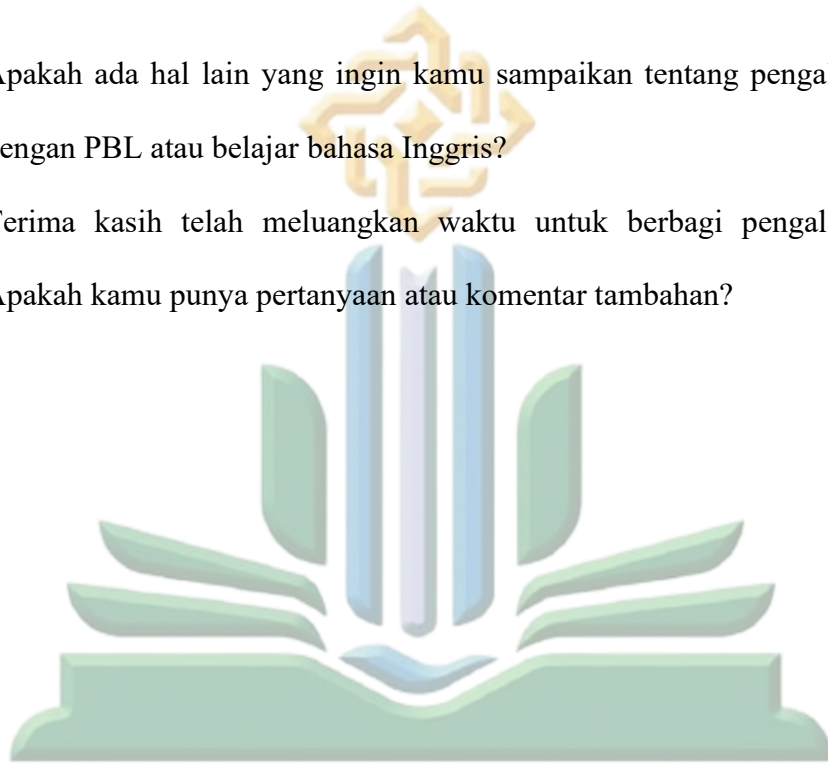
APPENDIX V

DOCUMENTATION

Interview with the student

The researcher interview the student about what is the problem that students have while learning process

Observing and stimulating

The researcher observe how the teacher teach the student and how the students response.

Interview with the teacher

The researcher interview the teacher about what is the problem while teach the students.

Student make a conversation in a group

The students make a group then make some conversation in form of the text.

Student practice in front of the class

The student practice the conversation that students make before.

APPENDIX VI

SEKOLAH MENENGAH PERTAMA
SMP NURIS JEMBER

(Terakreditasi " A ")

NSS : 204 052 403 156   NPSN: 2052394

Jl. Pangandaran 48 Antirogo – Jember 68125 Telp. (0331) 324946 Jember

Email : nurissmp@gmail.com

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMP Nuris Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VII C
Materi Pokok	: Teks lisan untuk sapaan dan pamitan
Alokasi Waktu	: 3 pertemuan (6 JP)

A. Kompetensi inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

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

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

KI 4: 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

No	Kompetensi Dasar	Indicator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	
3.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
4.	3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan dan pamitan serta responnya, sesuai dengan konteks penggunaannya.	3.1.1 Mengamati ungkapan atau tutur kata yang digunakan dalam *greetings* dan *leaving taking* 3.1.2 Mengidentifikasi ungkapan yang digunakan dalam greetings dan leaving taking.
5.	4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan dan pamitan dengan memperhatikan fungsi social, struktur teks, dan unsur	4.1.1 Menirukan ungkapan untuk greetings dan leave taking.

	kebahasaan yang benar dan sesuai dengan konteks	4.1.2 Membuat percakapan pendek dalam menggunakan ungkapan greetings dan leave taking. 4.1.3 Menggunakan struktur teks dan unsur kebahasaan ungkapan greetings dan leaving taking dengan benar dan tepat Melakukan percakapan greetings dan leaving taking secara berkelompok atau berpasangan dengan percaya diri.

C. Materi Pembelajaran

Fungsi Sosial:

Menjaga hubungan interpersonal dengan guru dan teman Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

a. Good morning, How are you? Fine, thank you. And you? dan semacamnya

b. Goodbye, Bye. See you later. See you. Take care., dan semacamnya

Unsur kebahasaan

1) Kosa kata dan tata bahasa baku.

2) Ucapan, tekanan kata, intonasi.

3) Ejaan dan tanda baca.

4) Tulisan tangan.

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.

D. Metode Pembelajaran

1. Metode Ilmiah

2. CTL

3. MI Approach (Linguistic, Visual, Matematic, antarpribadi)

E. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Kesatu

Pendahuluan (10 menit)

1. Guru memberi salam (greeting);

2. Guru memeriksa kehadiran siswa;

3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;

6. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

7. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

Mengamati

1) Peserta didik mengamati gambar mengenai bagian waktu (activity 1). (Visual)

2) Peserta didik mendengarkan rekaman dan mengucap ulang ungkapan yang didengarnya (activity 3). (Linguistic)

3) Peserta didik mendengarkan rekaman dan berlatih mengungkapkan ungkapan yang didengarnya (activity 4). (Linguistic)

4) Peserta didik mengamati ungkapan-ungkapan yang dapat digunakan dalam greetings dan leave taking (activity 5). (Linguistic, Matematic)

Menanyakan

1) Peserta didik mengajukan pertanyaan tentang isi teks, (Linguistic, Antarpeserta)

2) Peserta didik mengajukan pertanyaan tentang makna kata, (Linguistic)

3) Peserta didik mengajukan pertanyaan tentang tata bahasa, (linguistic)

4) Peserta didik mengajukan pertanyaan tentang struktur teks, (Linguistic)

5) Peserta didik mengajukan pertanyaan tentang fungsi komuikatif teks, (Linguistic)

6) Peserta didik mengajukan pertanyaan tentang hal-hal lain yang ingin diketahui dengan cara yang sederhana. (linguistic)

7) Peserta didik mengidentifikasi ungkapan yang tepat sesuai gambar (activity 7). (Linguistic, Visual)

Penutup (10 menit)

1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

3) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan Jatidiri secara sederhana yang memuat kata kerja, kata sifat, kata ganti milik, dan kata yang menunjukkan profesi seseorang.

4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

5) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kedua

Pendahuluan (10 menit)

1) Guru memberi salam (greeting);

2) Guru memeriksa kehadiran siswa;

3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;

6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

Mengeksplorasi

1) Peserta didik mendengarkan dan menyaksikan contoh interaksi mengenai greetings dan leave taking serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. (Visual)

2) Peserta didik menirukan contoh-contoh greetings dan leave taking serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. (Linguistic)

3) Peserta didik mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) ungkapan greetings dan leave taking serta responnya secara berkelompok. (Linguistic, antarpribadi)

4) Peserta didik mendengarkan rekaman dan mengisi teks rumpang dengan ungkapan greetings dan leave taking sesuai dengan yang didengarnya (activity 8). (Linguistic, interpersonal)

5) Peserta didik secara kolaboratif berlatih menggunakan bahasa Inggris dalam greetings dan leave taking (activity 8). (Antarpribadi, Linguistic)

Mengasosiasi

1) Peserta didik membandingkan berbagai ungkapan greetings and leave taking serta responnya yang

2) telah dikumpulkan dari berbagai sumber. (Linguistic)

3) Peserta didik mendengarkan rekaman dan mengidentifikasi bunyi vokal /I/ dan menghitung

4) jumlahnya(activity 9). (linguistic, Matematic)

5) Peserta didik mencari arti dari berbagai ungkapan yang berkaitan dengan greetings dan leave taking dan mengelompokkannya (Linguistic,Matematic)

6) Peserta didik menyusun percakapan yang telah diacak sesuai dengan urutan pada konteks greetings dan leave taking (activity 11). (Matematic)

Penutup (10 menit)

1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

3) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.

4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

5) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Ketiga

Pendahuluan (10 menit)

1) Guru memberi salam (greeting);

2) Guru memeriksa kehadiran siswa;

3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;

6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

Mengomunikasikan

1. Peserta didik secara berpasangan melengkapi dialog rumpang mengenai greetings dan leave taking kemudian mempraktekkannya di depan kelas (activity 12). (Limguistic)

2. Peserta didik secara berpasangan melakukan role play dengan menggunakan nama-nama Binatang yang melibatkan ugkapan greetings dan leave taking (activity 13). (Linguistic, antarpribadi, natural)

3. Guru memberikan umpan balik terhadap pemahaman konsep peserta didik tentang materi yang dipelajari..(Linguistic)

Penutup (10 menit)

1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

3) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana berbagai macam ungkapan thanking di internet

4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

5) Peserta didik dan guru mengucapkan salam perpisahan.

F. Penilaian

1. Rubrik penilaian sikap spiritual

No.	Indicator	Skor
1.	Menggunakan 8 kata positif dan dua diantaranya adalah kata "God" dan "Thank"	5
2.	Menggunakan 6 kata positif dan dua diantaranya adalah kata "God" dan "Thank"	4
3.	Menggunakan 4 kata positif dan dua diantaranya adalah kata "God" dan "Thank"	3
4.	Menggunakan 4 kata positif tanpa kata "God" dan "Thank"	2
5.	Menggunakan kurang dari 4 kata positif tanpa kata "God" dan "Thank"	1

Pedoman penskoran

$$NA = \frac{skor\ perolehan}{skor\ maksimal}\ x\ 4$$

2. Rubrik penilaian sikap sosial

Deskripsi Sikap Sosial		Nilai
Berperilaku santun, peduli, dan percaya diri dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	Selalu	2
	Kadang- kadang	1
	jarang	0,5

Pedoman penskoran

$$NA = \frac{skor\ perolehan}{skor\ maksimal}\ x\ 4$$

Konversi kompetensi pengetahuan, keterampilan dan sikap.

Predikat	Nilai kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3,66	3,66	
B+	3,33	3,33	B
B	3	3	
B-	2,66	2,66	
C+	2,33	2,33	C
C	2	2	
C-	1,66	1,66	
D+	1,33	1,33	K
D-	1	1	

3. Pengetahuan

   a. Teknik penilaian   : tes tertulis

b. Bentuk instrumen : mengisi teks rampung, menerjemahkan, dan mencocokkan

c. Kisi-kisi :

No.	Indicator	Butir instrument
1.	Peserta didik dapat mengartikan frasa kedalam bahasa Indonesia.	Activity 10
2.	Peserta didik dapat menyusun dialog yang telah diacak.	Activity 11

4. Keterampilan

a. Teknik penilain : unjuk kerja

b. Bentuk instrumen : tes kemampuan mendengarkan dan berbicara

c. Kisi – kisi :

No.	Keterampilan/ indikator	Butir instrument
Mendengarkan		
1.	Pesertaa didik dapat menyususn dialog sesuai dengan teks yang didengarnya	Actibity 7
2.	Peserta didik dapat mengidentifikasi bunyi /I/	Actibity 8
Berbicara		
1.	Peserta didik dapat melengkapi percakapan yang didalamnya terdapat ungkapan greetings dan leave taking	Actibity 9
2.	Peserta didik dapat melengkapi percakapan yang didalamnya terdapat ungkapan greetings dan leave taking.	Actibity 12
3.	Peserta didik dapat membuat percakapan yang didalamnya terdapat ungkapan greetings dan leave taking.	Actibity 13

d. Konversi keterampilan membaca dan mendengarkan. Setiap jawaban benar diberi skor 1 (satu)

$$NA = \frac{skor\ perolehan}{skor\ maksimal}\ x\ 4$$

e. Rubrik untuk penilaian keterampilan berbicara

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami • Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi • Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh • Ada masalah pengucapan yang serius sehingga tidak di pahami	4 3 2 1
Tata bahasa	• Tidak ada atau sedikit kesalahan tatabahasa • Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna • Sering membuat kesalahan sehingga makna sulit dipahami • Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	4 3 2 1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat • Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi • Sering menggunakan kosakata yang tidak tepat • Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	4 3 2 1
Kelancaran	• Sangat lancar. • Kelancaran sedikit terganggu oleh masalah bahasa • Sering ragu-ragu dan terhenti karena keterbatasan Bahasa • Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	4 3 2 1

f. Pedoman penskoran

$$NA = \frac{skor\ perolehan}{skor\ maksimal}\ x\ 4$$

Predikat	Nilai kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3,66	3,66	
B+	3,33	3,33	B
B	3	3	
B-	2,66	2,66	

C+	2,33	2,33	
C	2	2	C
C-	1,66	1,66	
D+	1,33	1,33	K
D-	1	1	

G. Media, Alat, dan Sumber Pembelajaran

1. Media

Laptop dan LCD

2. Alat

Realia benda, spidol warna, kertas spectra, kertas plano

a. Sumber Pembelajaran

b. Zaida, Nur. Bright: An English Course for Junior High School Students. Jakarta: Penerbit Erlangga.Hal. 1-10.

c. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat.

d. Sumber dari internet, seperti:

- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- http://learnenglish.britishcouncil.org/en/

Mengetahui
Kepala Sekolah

Jember, 7 Mei 2024
Guru Mata Pelajaran

Rahmatulloh Rijal, S.Sos.

Saidatus Shoimah, S.S.

APPENDIX VII

JOURNAL OF RESEARCH ACTIVITIES

NAME   : ACHMAD HANIF BAHTIAR FATHONI

NIM   : T20176018

TITLE   : AN ANALYSIS OF TEACHING SPEAKING SKILLS BY USING PROJECT-BASED LEARNING AT SMP NURIS JEMBER IN ACADEMIC YEAR 2023/2024

NO	Date	Activities	Initials
1.	6th May 2024	Pre-research interview with the seventh-grade English teacher	
2.	8th May 2024	The researcher was giving the research permission letter	
3.	13th May 2024	Interviewed the seventh-grade English teacher	
4.	14th May 2024	Interviewed Putra, the seventh-grade student	
5.	14th May 2024	Interviewed Khoirul, the seventh-grade student	
6.	14th May 2024	Interviewed Ja'far, the seventh-grade student	
7.	14th May 2024	Observation learning English	

Jember, 22nd May 2024
Kepala Sekolah

Rahmatulloh Rijal, S.Sos.

DECLARATION OF AUTHENTICITY

The undersigned below:

Name   : Achmad Hanif Bahtiar Fathoni

NIM   : T20176018

Study Program   : English Education Department

Institution   : UIN KH. Achmad Shiddiq Jember

Declare that this thesis entitled "*An Analysis of Teaching Speaking Skills Through Project-Based Learning at Seventh Grade of SMP Nuris Jember in Academic Year 2023-2024*" is my original work, gethered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this work have been personally consulted.

Jember, 10 June 2024

by

Achmad Hanif Bahtiar Fathoni

APPENDIX VIII

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-6682/In.20/3.a/PP.009/05/2024
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Nuris Jember
Jl. Pangandaran No. 48 Rt 002 Rw 001 Dusun Krajan, Kelurahan Antirogo, Kecamatan Sumber

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

NIM	:	T20176018
Nama	:	AHMAD HANIF BAHTIAR FATHONI
Semester	:	Semester empat belas
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "An Analysis of Teaching
Speaking Skills by Using Project-Based Learning At Seventh Grade of SMP Nuris
Jember In Academic Year 2023/2024" selama 15 (lima belas) hari di
lingkungan lembaga wewenang Bapak/Ibu Rahmatulloh Rijal S. Sos.
Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 Mei 2024
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

APPENDIX IX

SEKOLAH MENENGAH PERTAMA
SMP NURIS JEMBER
(Terakreditasi "A")

NSS : 204 052 403 156   NPSN: 2052394

Jl. Pangandaran 48 Antirogo – Jember 68125 Telp. (0331) 324946 Jember

Email : nurissmp@gmail.com

SURAT PERNYATAAN

Nomor: 0312/SMP-U.NI.Jbr/A/V/2024

Yang bertanda tangan di bawah ini:

     Nama   : H. Rahmatullah Rijal S.Sos.

     Jabatan   : Kepala Sekolah

Dengan ini menerangkan bahwa:

     Nama   : A. Hanif Bahtiar Fathoni

     NIM   : T2076018

     Program Studi   : Tadris Bahasa Inggris

     Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan

Adalah benar telah melakukan penelitian yang berjudul "*An Analysis Of Teaching Speaking Skills By Using Project-Based Learning At Seventh Grade Of Smp Nuris Jember In Academic Year 2023-2024*" pada tanggal 11 Maret 2024 sampai dengan 16 Mei 2024, yang bersangkutan juga telah membahas hasil penelitian nya dengan kami.

Atas perhatiannya kami ucapkan terima kasih

                                            Jember, 16 Mei 2024

                                            Kepala Sekolah

                                            Rahmatulloh Rijal, S.Sos.

CURRICULUME VITAE

Personal Information:

Name : Achmad Hanif Bachtiar Fathoni

SRN : T20176018

Gender : Male

Place, Date of Birth : Jember, 28 October 1998

Address : Jl Moch. Seruji No. 108, Lingk. Krajan, Patrang, Jember

Religion : Islam

Department/Major Courses : Language Education/English Department

Email Address : hanifbachtiar28@gmail.com

Education Background:

2005-2011 **:** SDN PATRANG 01 JEMBER

2011-2014 **:** SMP NURIS JEMBER

2014-2017 **:** SMA NURIS JEMBER