CHAPTER I

INTRODUCTION

This chapter consists of Background, Problem Statement, Objective of the Research, Significance of the Research, and Scope of the Research.

A. Background

Speaking is one form to build communication with people, providing ideas an exchange information. Speaking is a skill which everyone can improve through practice. Beside that the speaking ability of the learner should be applied as best as possible in the classroom, which is the ability to speak directly and not through the mediator.

There are many factors of the difficulties in speaking such as, the lack of confidence, nervous to be standing on stage, and lack of vocabulary. For these reasons, many people could not express themselves in front of other people despites of their bright mind. Sometimes people call other person smart if he or she is fluent in speaking even though that other person is cleverer than the fluent person might be.besides that, there are also causes that make students feel less interested when teachers teach English among the methods and media used.

Studying speaking is not as easy matter as we have in our mind. It is proved by the students' achievement in speaking ability at number schools in Indonesia for example: in a observation at SMA Negeri 9 Pinrang the researcher found that the student's ability is still low. Their mean score is 55. This score is

categorized as low achievement based on standar of minimum completeness of mastery learning.

The students' problems were mostly due to the use of imethod in teaching speaking. This data was collected by questions to the student and researchers found about 70% of students who stated that they were dissatisfied and not interested in the methods used by the teacher while teaching. Related to this case, teacher should provide a change in model of learning which give an opportunity to students to develop their creativity in learning language. In traditional teaching, the role of teacher is as the center of knowledge, but in modern teaching the role of teacher is as a facilitator.

To solve those problems, project-based learning give a solution for teaching learning process. Project-Based learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. Project-based learning is a learning model that provides an opportunity for students to participate actively in making a project within the group or individual work to improve English language 4skills, particularly in speaking skill.Project-based learning also able to create fun, more meaningful learning, increase students' high curiosity, build critical thinking in students and collaboratively

Therefore, based on a little explanation above, the writer wants the problem mentioned above to be used as a study material with the title “Teaching speaking of the second grade student at SMA NEGERI 9 PINRANG Through projec based learning (PjBL)”.

B. Problem Statements

The lack of speaking in English especially at SMA NEGERI 9 PINRANG is the main problem. Therefore, researchers formulated this problem in the form of question sentences as follows: Is the use of project base learning (PjBL) effective to inprove the speaking skill of the second grade student at SMANEGERI 9 PINRANG?

C. Objective of the Research

Based on the problem statement above, the objective of the research is to find out the use strategy group project in project base learning (PjBL)isefektive to improve or not speaking skill of student SMA NEGERI 9 PINRANG

D. The Benefits of the Research

The research result are expected to provide benefits and input for all parties, especially students, teachers, schools, and researchers. The benefits expected from this research are

1. For students, it is hoped that int will be useful in receiving learning while at home with this courageous system for COVID-19 pandemic
2. For teachers, as a mette of consideration for taking action to improve students' english languae outcomes in learning during the COVID-19 pandemic.
3. For schools, it is hope that this researchh can be an input in an effort to improve improve students' english languae outcomes in learning during the COVID-19 pandemic.

4. For next researchers, it can then become useful information and sources for further research and can create new creative, interactive, and effective writing methods..

CHAPTER II

REVIEW OF RELATED LITERATURE

In This Chapter there are some sections that will be explained. They are some previous research findings, some pertinent ideas, conceptual framework. The following will be explained as follow.

A. Some Previous Related Research Findings

The research about the Improving Students'Speaking Ability in Describing Local Tourism Objects Througt Project Based Learning (Utari, 2019).The aim of this research is to find out how does Project-Based Learning Technique improve the students‟ speaking ability. In SMKN 1 Kota Bengkulu, the studentsstill have low motivationespecially in speaking activities, they do not understand many aspects in speaking English, because the teacher use monotous activities and need more interesting strategy in English class. This research applied Classroom Action Research (CAR) method. The result of the research showed that the use project based learning wass able to improve the students'speaking ability.

The researh about The Effectiveness of Project Based Learning to Improve the Speaking Skill (Rustam,2016). This research is aimed to determine the effect of Project Based Learning to improve students' speaking skill, The study was using quasi Experimental Design, exactly "Non-equivalent Control Group Design. The study involved 34 students, second semester students in 2016 of Biology Study Program of Science Faculty. The result of the research showed that the use of Project Based Learning to improve their speaking skill especially for their fluency, accuracy and comprehensibility.

The research about The Effectiveness of Project-based Learning Strategy on Ninth Graders' Achievement Level and their Attitude towards English in Governmental Schools (Nassir, 2014). This study aimed to investigate the effectiveness of Project–Basedlearning strategy on developing ninth graders' achievement level in English. Furthermore, it measured the effect of the Project–Based Learning strategy on the students' attitudes towards English.Project–based learning strategy was used in teaching the experimental group. the result of the research showed that the use of Project Based Learning effective to improve their speaking skill.

The research about The Role of Project Based Learning Methode in Improving the Students'Speaking Skill (Darmaji, 2018). This research was intended to know whether or not PjBL could give a significant effect on the students' speaking achievement. This research employed quasi-experimental with none equivalent (Pre-Test and Post-Test) control group design. Moreover, this research was conducted at SMKN 1 Kraksaan, specifically at the eleventh grade. The result of the research PjBL could contribute significant effect on improving the students' speaking skill and it can be promoted by the teacher as a teaching method to English speaking skill.

The research about Improving the Students'Speaking Ability Throught Project Based Learning (Kurniawan,2020). This study aims to find out the effectiveness of Project-Based Learning to improve thestudents'speaking skillsat theeighth grade of SMP Buq‟atun Mubarakah.This study used experimental research design and used speaking test as the instrument. Before the treatment was

given, the researcher conducted pretest to the students in order to find out the prior knowledge of the students at the eighth grade. The result of the research thestudents' speaking ability can be improved effectively by using Project Based Learning.

The research about Improving Students' Speaking Ability through Project Work (Iqbal, 2013).The objective of this study was to look at some given theories and research findings on the use of Project Work in teaching speaking. The discussion of the thesis focused on the Project Work as the method that should be used in teaching speaking. Teaching speaking using Project Work, which is one of active learning method, will give positive impact to the success of teaching because it makes student more confident, creates live teaching atmosphere, increases students' participation and improves students'interest.

The research about The Benefits of Project Work in ELT (Terezie, 2008). The research was based on a project which was carried out with high school students. The thesis focused on the benefits of project work therefore the research hypothesis deals with the advantages of projects as well. It focused especially on communication and using individual skills and talents in project work. The research method used was a questionnaire which was answered twice by the students: before and after the project. Their answers were processed and interpreted.

The research about The Effect of Project Based Learning Implementation on Students' Participation and Achievement in English Speaking Course(Putri, 2018). His studyin vestigated the effects of using PBL on students' participation

and achievement in English speaking course.Todo so, three research questions were addressed, including: (1) How did the implementation of PBL improve students'achievementin speaking English? (2) How did using PBL improve students'participation to engage in learning process of English speaking subject? (3) How did the students' perceive the use of PBL in learning English Speaking subject?To answer the research questions, this study used mixed methods. Quantitative data were analyzed by using SPSS,where as qualitative data were by descriptive analyses. The research showed that using PBL significantly in creased the students'achievement, although few did not.

The research about The Implementation of Project Based Learning to Improve Students' Speaking skill (Riswandi, 2018). This study aims at (1) describing to what extent the use of Project-based Learning can improve the students' speaking skill and (2) describing the teaching and learning process when Project-Based Learning is implemented in the class.The method of the study was classroom action research with two cycles.The result of the research showed that PBL was improvement in the students' speaking skill. Some aspects which are improved including students' fluency, vocabulary, pronunciation, grammar, and comprehension.

By reviewing those studies,the researcher tries to explore more in finding how Project-Based Learning can be effective for enhancing students in learning the speakingskill.

B. Some Pertinent Ideas

1. Concept of Speaking

a. The Definition of Speaking

Speaking is one of the most important language skills and must be mastered by every student (Saswita,2019).Speaking is the productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. Speaking must be learned because Speaking is able to provide information to the listener so that misunderstandings occur(Hape,2018). Speaking becomes an important part of everyday interaction because, the ability to speak is the first impression of a person in daily interactions(RahmawatyAyu at all, 2017). Angreyni (2014) also states that Speaking is one of the skills in English, speaking ability can show the identity and status of the speaker.

From the description of definition of speaking, the writer can concludes that speaking is one of the skills that must be mastered by every student, because speaking ability can determine the quality of students. Speaking also needs to be studied well so that there is no misunderstanding in conveying information

b. Aspect of Speaking

Brown (2011) states that there are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, that's should be mastered in order to be able to speak well. As a complex activity, speaking has three main aspects as follow

1) Accuracy

As Marry Spratt and friend stated, accuracy in speaking is the use of correct form of grammar, vocabulary and pronunciation. Those three parts involve together in making accurate utterance.

Pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent us from making meaningful utterances. Harmer (2011) states that pronunciation teaching is not only making the students are able to differentiate sounds and sound features, but also improving their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sound.

Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability is mastering vocabulary. McCarty (1990) states that the biggest component of any language courses is vocabulary. In addition, Harmer (2011) says that if the students have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

Grammar is very important in speaking accuracy. According to Nunan (2013:154) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will

certainly help students speak more accurately. Those three parts are very important elements to accomplish the accuracy in the effort of being able to speak well.

2) Fluency

Fluency is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the student's speaking. It is a parameter of students" speaking ability goal. It deals with the quality of the way they speak fluently.

3) Accent

Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures the speakers have. There is no speaker who can be taken to represent a particular accent or dialect in this world.

c. Types of Spoken Language

According to Brown (2011:251) spoken language divides into monologue and dialogue. In monologue of spoken language, when one speaker uses spoken language for any length of time, the hearer must process long stretches of speech without interruption. In a monologue, the stream of speech will go on whether or not the hearer comprehends.

Monologue is categorized into two subtypes. They are planned and unplanned monologues. Brown (2011) states that planned monologues usually create a little redundancy and are therefore relatively difficult to comprehend

while unplanned monologues exhibit more redundancy, which is made for ease in comprehension but the presence of more performance variables and other hesitations can either help or hinder comprehension. So, it can be said that planned monologue is well prepared than unplanned monologue which contains more redundancy.

Meanwhile, dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those whose purpose is to convey proportional or factual information (transactional). Those subcategories are classified further into familiar and unfamiliar categories. In each case, participants may have a good deal of shared knowledge (background information, schemata). Therefore, the familiarity of the interlocutors will produce a conversation with more assumptions, implications, and other meanings hidden between the lines. References and meanings have to be made more explicit to assure effective comprehension within conversations between or among participants who are not familiar with each

A dialogue is the use of oral language involving two or more people. Within dialogues, there are two main sub-categories which are interpersonal and transactional. Interpersonal dialogues encourage the development of personal relationships. Such dialogues that involve asking people how are they or talking over dinner may fall in this category.

From the definition the research can conclude there are two types for spoken language Monologue is typically a tedious speech said by one person during a conversation; An absence of interaction at work, this is when someone talks to

you. In contrast, a dialogue is a conversation between two or more people.When someone talks with you. Talking with someone means that everyone involved in the conversation is prepared to listen

2. Concept of Project Based Learning

a. The Definiton of Project Based Learning

According to Thomas (2015), Project-Based Learning is a learning model that provides an opportunity for students to actively participate in making a project within the group or individual work to improve English language skills, especially in speaking skillsa(ability to speak). It can be seen from the uniqueness of presentation and exhibition where the learners possibly discuss issue based on PBL principles. Project-based learning which use contemporary technologies is a strategy certain to turn traditional classrooms upside down. Then students learn by engaging in real-world projects. Nearly every aspect of their experience changes. The teacher's role shifts. Teacher is no longer the content expert, finding out information in bite-sized pieces. Student behavior also changes. Instead of following the teacher's lead, learners pursue their own questions to create their own meaning.

Project-based Learning helps students develop skills for living in a knowledge-based and highly technological society. Solving highly complex problems requires students to have both fundamental skills and Digital Age skills. With this combination of skills, students become directors and managers of their learning, guided and mentored by skilled teacher. Project-based learning bring real-life context and technology to the curriculum through project. Students are

encouraged to become independent workers, critical thinkers, and lifelong learners.

From the description of definition of project basedlearning, the researchcer can concludes that project based learning is a learning method that uses projects or activities as a medium. Project-based learning provides opportunities to expand knowledge and develop skills through problem solving and investigation. In traditional approach, teacher becomes the center and handles the activities. The students listen to the explanation that their teacher delivers, write the lesson, and mostly do the grammar-translation activities. They will lose the opportunity to develop their creativity. The classroom activities are focused in delivering the material and asking the students to write and memorize the language rules. After understanding the differences between PjBLand traditional approach, here the researcher also tries to describe the similarities and differences between project Based Learning and Task Based Learning because both of them are familiar approach recently and sometime people misunderstand them. They have similar character in focusing the learning process. They focus heavily on students,, involvement. It can be said that TBL is also a student-centered learning, like PBL.

b. Elements of Project Based Learning

Acording to Buck Institute for Education, the key elements to project design include :

1) Key Knowledge, Understandings, and Success Skills

Whether you're planning a PBL or a project, you always start with mastery objectives and content. PBL goes the extra step of defining 21st century success

skills, including critical thinking and problem solving, collaboration, self-management, and digital literacy.

2) Challenging Problem or Question

A good PBL begins with a meaningful, authentic problem to solve or question to answer. You can also get creative and imagine a scenario in which students are expected to operate or adopt a role. A good challenging question is open ended, has a real world context, and provides opportunities for answers touching on multiple subject areas.

One way to introduce this challenge or question is with an engaging entry event. Introducing an exciting PBL should go beyond a simple handout or shared doc – it should be captivating, interesting, and spark curiosity. This is another good way to collaborate with other teachers, outside experts, or try something new like a guest speaker, Hangout, or field trip.

3) Sustained Inquiry

Rather than incorporating inquiry in a defined step at the beginning of a project, a PBL promotes inquiry throughout. In other words, answers to questions generate more questions. Sustained inquiry is the key to enabling students to chart their own course to a solution or answer to the challenging problem.

4) Authenticity

Your PBL exists in a real world context. It may utilize a real world question or macro issue, such as climate change, poverty, or gun control. It can also be more focused, such as designing a tool to accomplish a specific task. Either way, your PBL should utilize real world processes, tools, and standards. Ideally, this

authenticity also touches on students' own lives and communities. This is a good means of integrating projects that are meaningful to the local community.

5) Student Voice & Choice

Many projects limit choice to a research topic. A good PBL will enable student choice and voice about the type of product groups create, how they work, how time is managed, and what resources are utilized. This is also where teacher guidance is essential. Breaking students out of a traditional mindset of being told what to do and helping them to think independently and creatively can be a worthwhile goal for a PBL all by itself.

6) Reflection

Much like inquiry and voice, reflection should not be limited to a single step in the process. Rather, your PBL should provide opportunities for students to reflect on not only *what* is being learned, but *how* it is being learned. Promoting metacognition and self-evaluation can also help achieve 21st century success skills.

7) Critique & Revision

Including processes for peer feedback is important in order to promote constant revision and improvement. It can also drive sustained inquiry and help students incorporate new perspectives and ideas.

8) Public Product

On its most simple level, a public product takes the results of a PBL outside of the classroom. The extent of this publicity is dependent on the class, project scope, and potential effect, but regardless of what you choose, having students present and demonstrate what they've learned builds in accountability and meaning.

c. Strategies to Employ PBL in Teaching Speaking

The following steps constitute a practical guide for the sequencing project activities in which the teacher can maximize the potential benefits of PjBL method. According to Ministry of Education and Culture (2013), there are six stages of PBL method in the teaching and learning process as follows:

1) Starting with the essential question The question that will be offered in PjBL lesson must be engage the students. It is an open-ended question which means that the students may explain and find out different information to answer the question. In this stage, there are several considerations such as: (1) the students should take a realworld topic and begin for in depth investigation; (2) the question must be 9 authentic topics and situations; (3) the teacher should require the students to make an impact by answering the question or solving the problem; (4) the teacher should take the relevant question to the students in their live or realworld.
2) Designing a plan for the project In designing the project, the first essential part is select the content standards to be addressed by the teacher to involve the students in the planning process. After selecting the topic, the teacher and

students determine the final outcomes of the projects such as written report, debate, letter, handbook, oral presentation, video, and performance of role play.

3) Creating a schedule After the topics and final outcome of the projects are determined, the teacher and students work out the project in details from opening activities to the completion of the project. In this step, the students consider their roles, responsibility, and collaborative work groups then they consult a deadline for projects completion with the teacher. Finally, the students with their group discuss on the timing for gathering, sharing, and compiling information, and presenting their final projects.
4) Monitoring the students and progressing of the project In this stage, the teacher and students have different role. The students are ready to work to complete their project in groups, organize the information and discuss the value of the data that they have collected. The goal is to identify the information that is crucial for the completion of their projects. While the students are working on their project, the teacher monitors the students' 10 activities and their project progress. After that the teacher reminds the students in every part of the process belongs to them and needs their total involvement. It can be a clear assessment if the teacher assesses the process through creating team rubrics and project rubrics. Team rubrics state the expectation of each team member while project rubrics refer to evaluate the requirements of projects.

5) Assessing the outcome Before assessing the outcome, the students present the final outcome of their projects based on their agreement before. They discuss about their friends' project, give feedback on it and provide several questions or comments to the students who are presenting their project in order to build the students' critical thinking. After that, the students reflect on the language mastered and the subject matter acquired during the project. In addition, the students are asked to make recommendations that can be used to enhance similar projects in the future. Moreover, during this stage, the teacher also provides the students with feedback on their language and content learning about how they understand the information and what they need to improve on their skills.

6) Evaluating the experience In the busy schedule of a school day, there is often little time for reflection which is a very important of the learning process. Indeed, the teacher allows the students to do individual reflection such as journaling, as well as group reflection and discussion. The teacher also guides the students to share their feelings and experiences, and discuss what work well and need to change.

3. Concept of ScientificApproach Using the Discussion Method

a. Definition of ScietificApproach Using the Discussion Method

The scientific method is a systematic procedure or procedure used by scientists to solve the problems they face. The scientific method has a close relationship with scientific work. The scientific method or in English is known as the scientific method is process. Thinking to solve problems systematically,

empirically, and controlled. The scientific method is a thinking process to solve problems.The scientific method departs from a problem that needs to be answered or solved. The process of scientific thinking in the scientific method does not depart from an assumption, or conclusion, nor based on specific data or facts. Thinking process to solve problems more based on real problems. To start a scientific method, then with thus, it must first be formulated what problems are being faced and are being sought the solution. The formulation of this problem will guide the next process. In the Scientific Method, the thinking process is carried out systematically In the scientific method, the thinking process is carried out systematically in stages.

According to Rusman (2015), the scientific approach is a learning approach that provides broad opportunities for students to explore and elaborate on the material being studied, in addition to providing opportunities for students to actualize their abilities through learning activities designed by the teacher.

According to Hosnan (2014), the scientific approach is a learning process designed so that students actively construct concepts, laws, or principles through observing, formulating problems, proposing/formulating hypotheses, collecting data with various techniques, analyzing data, drawing conclusions, and communicate.

According to Karar and Yenice (2012), the scientific approach is a learning process designed in such a way that learners actively construct concepts, laws or principles through the stages of observing (to identify or find problems), formulating problems, formulating hypotheses, collecting data in various ways.

techniques, analyze data, draw conclusions, and communicate concepts, laws or principles found

b. Criteria of Scientific Method

There are seven criteria to determine whether a method of teaching is scientific or not. They are (1) the teaching materials are based on facts or phenomena which can be logically or reasonably explained. They are not based on prediction, approximation, imagination, legend, or myth, (2) the teachers' explanation, students' responses, and teacher-student interaction are not based on subjectivity and wrong logic, (3) the teaching materials support and inspire students to be critical in thinking and analyzing, and accurate in identifying, understanding, and resolving problems, and applying the materials learned, (4) the learning materials foster and inspire students to hypothetically think when seeing diversities, similarities and links in the learning materials, (5) the learning materials foster and inspire students to understand, apply, and develop objectivity and rational thinking in responding to the learning materials, (6) the materials are built on the basis on empirically valid concepts, theories, and facts, and (7) the formulation of learning objectivesis simple, clear, but attractive (Directorate General of Junior High School Management, 2014)

c. Step in Scientific Method

In the context of Curriculum 2013, it is stated in the Regulation of Minister of Culture and Education Number 103 of 2014, when implemented in the teaching and learning process scientific method is conducted through a number of steps.

1) Observing The aspects of a phenomenon are observed by using the senses (listening, watching, smelling, feeling, or tasting) with or without a tool to identify problems.
2) Questioning Questions related to the problems are formulated. In this step hypotheses or temporary answers are formulated based on the exisiting knowledge. The activities can be asking questions, asking and answering questions, and discussing what is not understood or additional information to find out as clarification.
3) Experimenting (collecting data or information) using various techniques In this step some activities can be carried out, for example exploring, trying, conducting experiments, discussing, demonstrating, immitating certain movements, and reading various other resources (in addition to textbooks), and collecting data from resource persons through interviews or questionnaires.
4) Associating (Analyzing) The data that have been collected are analyzed to draw conclusions by categorizing them, associating or relating phenomena or information to find certain patterns, and finding arguments and concluding the interrelationship between two facts/concepts, and making interpretations.
5) Communicating In this fifth step, the answers of the questions (conclusions) as the product of analyzing (associating information/data) are presented either in the written or oral form, for example written or oral reports, charts, diagrams, graphs, etc. Upto this step, factual, conceptual, procedural, and/or metacognitive knowledge are already constructed.

6) Creating Due to the different natures of various subjects, the five steps above can be followed by creating. This step is not explicitly mentioned in the regulation. In this step, products or ideas are created and/or innovated by using the knowledge that has been constructed. What is created constitutes the application of the constructed knowledge and can be either tangible or non tangible. The five or six steps do not have to be covered in one single meeting. For instance, in the first meeting only observing, questioning, and experimenting are carried out. The second meeting will continue with the steps of associating (analyzing data or information). Finally, creating is done in the third meeting. In scientific method, teachers play important roles, such as functioning as resource persons or facilitators, managing/guiding the learning activities, providing feedback, and giving explanation. Teachers are expected to not merely let the students find or construct their own knowledge, but also to provide the students with guidance

C. Conceptual framework

1) Input

Speaking is a basic means of human communication. In EFL teaching and learning, it is often considered the most demanding of the four skills. There are many factors that can make speaking difficult for most students and also for teachers. Some of them are related to the limitations of students meeting oral language and also the opportunity to practice it verbally.

On the other hand, teachers also face difficulties finding suitable activities that can support the process of learning English in their class. As a result, there is

often no significant improvement in students' speaking skills.Therefore, teaching media and teaching methods are one of the most important elements that influence the teaching and learning process of English, including teaching speaking. The application of appropriate learning media and teaching methods such as the use of group projects in project-based learning is very important in determining the success of teaching and learning.

Project-Based Learning refers to students designing, planning, and executing extended projects that produce publicly displayed outputs such as products, publications, or presentations. With publications that encourage students to study harder in order to produce quality projects. In this case, PBL can generate students' learning motivation. In addition, PBL also helps teachers create a pleasant learning atmosphere that can maximize the effectiveness of the teaching and learning process in speaking.

2) Process

The researcher introduced the speaking material about the prosedure text with topick cooking.

The material were delivered in two classes through different treatments. in experimental class,students are taught procedural text material then students are divided into several groups, each group is directed to make products and display and explain the process of making products using English, every project making process is documented and uploaded on social media. Meanwhile, in the control class, students are taught to speak using a scientific approach using the discussion method. The researchers have provided learning with procedural text material,

researchers display an overview of the material to be given then ask students to observe, then the teacher always asks students questions so that students are able to explore their thoughts so that discussions run smoothly.

3) Output

As a result, researchers gave tests of speaking ability in both the experimental and control classes to measure student improvement after giving care in each class.

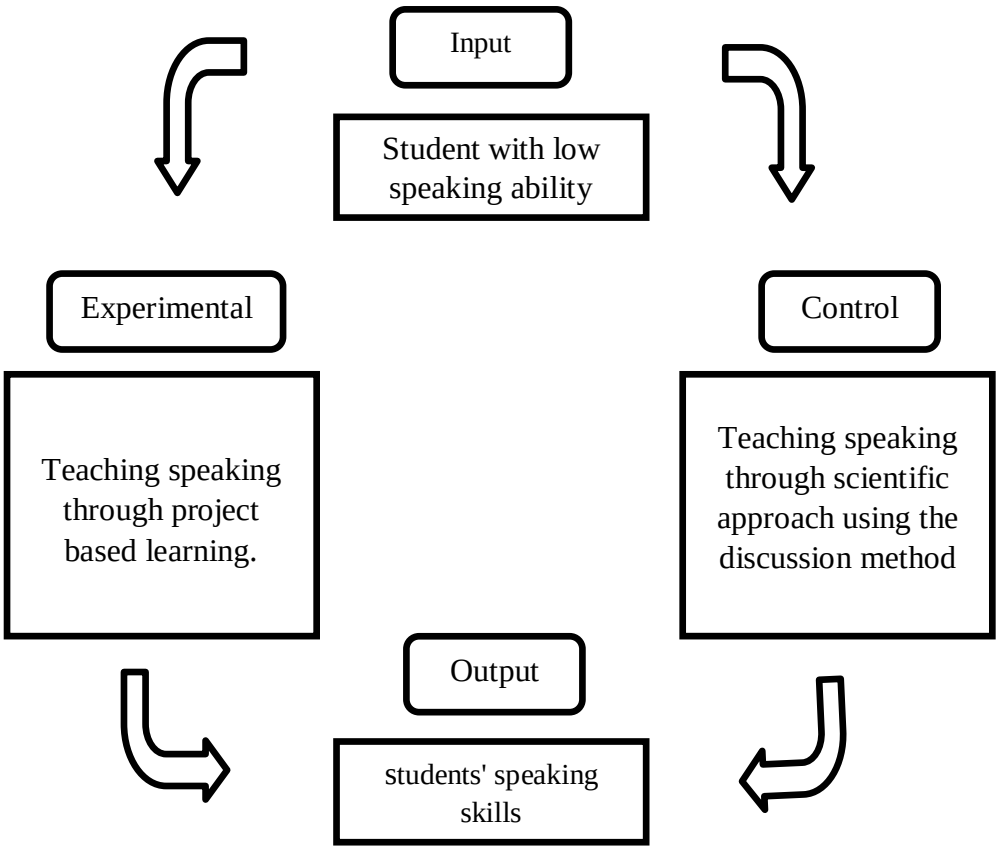


Figure 2.1: Conseptual Framework

D. Research Hypothesis

Based on the previous related literature, some partinent ideas, and conceptual framework above, the researcher formulated the hypotesis is the students speaking ability of second grade at SMA 9 PINRANG who are thought using project based learning is better then those who are thought using scientific approach using the discussion method.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, research procedure and variables, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

The design of the research conduct by using quasi-experimental desaign.in this methode, there are two class, which are experimental class and controled class. In the experimental class, the Project Based Learning conducted as well as pretest, treatment, and posttest and the controlled class will only get pretest and posttest. This method is appropriate in the research because it can describe whether Project Based Learning is effective or not. This design illustrated as follows:

Table 3.1. The Research Design

Class	Pre-test	Treatment	Post-test
E	0_1	X1	0_2
C	0_1	X2	0_2

(Gay,et, al. 2019)

Where:

0_1 : Pre-test for experimental group

0_2 : Pos-test for experimental group

0_3 : Pre-test for control group

0_4 :Pos-test for control group

X : Treatment

B. Research Variables and Definition of Variables

1. Research Variables

Arikunto (2010) says that there are two variables in this research namely independent variable and dependent variable. The variable which gives an effect called the independent variable (X), while the variable that was influenced called the dependent variable (Y).

a.) The independent variable is project based learning (PjBL)

b.) The dependent variable is speaking skills of second grade student at SMA 9 PINRANG through projec based learning (PjBL)

2. Operational definition of the variables:

1. project based learning is a learning method used by research to teach speaking second grade student at SMA 9 PINRANG. Especially in the experimental class, the researcher teaches students offline and divides them into several groups then the researcher will give lessons and ask students to make projects and make explanatory video documentation in the project creation stage. Videos of projects that have been carried out are uploaded on social media. For the control class, the researcher will teach with a scientific approach with a discussion method. The researcher will explain the material and show some learning pictures then ask students to identify.
2. Student's speaking skill is speaking skill of second grade student at SMA 9 PINRANG after they are learn thought through projec based learning (PjBL) method and scientific aproach using discussion method.

C. Population and Sample

1. Population

The population of this research is thesecond grade student of SMA Negeri 9 Pinrang school in the academic year 2021/2022. There are 5 class, class XI.Ipa 1 consist of30students,class XI.Ipa 2 consist of 27students, class XI.Ipa 3 consist of 25 students, class XI.IPS 1 consist of 27 students, and class XI.IPS 2 consist of 30 students. So the total number of population is139students.

2. Sample

The sample is taken by using cluster sampling technique. One for experimental class and one for control class. In the teaching-learning of speaking class, the experimental calass (XI.Ipa 1) consist of 30 stdents used Project based learning while the controll class (XI. Ipa 2) consist of 27stidents usedscientific approach using the discussion method.

D. Instrument of The Research

The instrument that was used to collect data of this research is achievement test. The achievement test was an oral test that was systematically done by a guidance of rubric of speaking. According to Grant (2012) says that rubrics, on the other hand, allow assessment to be more objective and reliable across learners. When created prior to the project, teachers can communicate their expectations for the project in the rubric, and the students are more aware of how their work will be evaluated (Picketta& Dodge, 2011). The instrument measured the students' speaking skill in both experimental class and controlled class. The pretest and

posttest were the same difficulty level so it can to know the students' speaking progress after giving the treatment.

E. The Procedure of Collecting Data

The data were collected by using test (pre-test and post-test) that was assessedbased on speaking rubric. Because the research used Pretest-Posttest Control GroupDesign, the pretest conducted in the two classes that has been chosen. The pre-testsused oral test that the material were based on the curriculum used at the school. After giving the pre-test, then the treatment was given to the experimentalclass. The treatment was Project Based Learning where the students were given a project that was based according to the curriculum while the control class was taught by using group project model. The project was presented by making a video and uploading it on social media. After that, the post-test will be conducted to the students of the two classes.

F. Treatment

The researcher gave the treatment to the student, both experimental class and control class. The experimental class was given the treatment by using project based learning while the control class usedscientific aproach using discussion method.Both the classes would be teaching the same materials.

a. Experimental Class

For the experimental class, the researcher gave the treatment in four times. The researcher uses project based learning method in teaching and learning process. The procedures of treatment that would be given are as follow:

1) First meeting
   a) The researcher prepares the class
   b) Researchers convey learning objectives,
   c) Researchers show some pictures of food,
   d) Students pay attention to the teacher's explanation then discuss,
   e) Researchers explained the material.
2) Second meeting
   a) The researcher divided the students into several groups,
   b) The researcher explained the project to be carried out,
   c) The researcher gave a topic about the project to be carried out,
   d) Each group looks for a project title according to the topic given by the researcher,
   e) Students design projects.
3) Third meeting
   a) Each group works together to create a creative project,
   b) Researchers control students in making projects,
   c) After the project is finished, the researcher checks the project made by the students whether it is worthy of publication,
   d) The researcher asks students to upload a video project made by students,

e) Students pay attention to the video project of each group.

4) Forth meeting

a) Each group works together to create a creative project,

b) Researchers control students in making projects,

c) After the project is finished, the researcher checks the project made by the students whether it is worthy of publication,

d) The researcher will ask students to upload a video project made by students,

e) Students pay attention to the video project of each group.

b. Control class

For the control class, the researcher gave direct teaching treatment usingscientific aproach using discussion method . The procedures are as follow:

1) First meeting

a) The researcher prepares the class

b) Researchers convey learning objectives,

c) Researchers show some pictures of food,

d) Students pay attention to the teacher's explanation then discuss,

e) Researchers explained the material.

2) Second meeting

a) The researcher divided the students into several groups,

b) the researcher gave the task to the students to make a procedure text

c) The researcher asked the students to analyze the social function, general structure, language future of the procedure text

d) The researcher asked the students to discuss the answers together with their group

3) Third meeteng

a) The researcher gave the task to the students to make a procedure text

b) The researcher asked the students to analyze the social function, general structure, language future of the procedure text

c) The researcher asked the students to discuss the answers together with their classmates

4) Forth meeting

a) Researchers do a small project making practice .

b) The researcher tell students to prepare tools and materials

c) The researcher controled the students in making the project.

d) Students explained the method or steps of making project while demonstrating.

G. Technique of Data Analysis

The researcher will give a posttest to the experimental class and the control class, then the results of the pretest from the two classes are analyzed. The experimental class will be given Project Based Learning treatment where students explain the steps to make a project on how to make something, while the control class will be given a scientific approach model using the discussion method. In the experimental class, to make the experiment more specific and clear, students were asked to take video documentation while they were working on a project and upload it to social media. Therefore, there will be a notebook to make the research

more believable. Then the post-test results from both classes were analyzed to see if there were any differences between them. Calculating the average value of each group.The data analyzed by employing the following procedures:

a. To score the students' speaking skill, the researcher used the formula as follows:

Table 3.2 Scoring Classification

Component feature	Score	Criteria
FLUENCY	90 – 100	Directly answer completely
	70 – 80	Answer completely while thinking
	50 – 60	Directly answer while thinking but not complete
	30 – 40	Answer while thinking but not complete
	10 – 20	Answer nothing right
ACCURACY	90 – 100	No mistake
	70 – 80	One inaccurate word
	50 – 60	Two inaccurate word
	30 – 40	Three inaccurate word
	10 – 20	More than three inaccurate
CONTENT	90 – 100	Message required is dealt with fully and effectively
	70 – 80	Message required is dealt with effectively but a little unsystematic
	50 – 60	Message required is adequately conveyed and organized but some restriction
	30 – 40	The message is broadly conveyed but with little subtlety end some lost of detail
	10 – 20	Inadequate or irrelevant attempts at conveying the message
PRONUNCIATION	90 – 100	Very good pronunciation
	70 – 80	Good pronunciation
	50 – 60	Fair pronunciation
	30 – 40	Poor pronunciation
	10 – 20	Very poor pronunciation

(Directorate of coaching, S. M. A., Education, J., & Education, M. K., 2018 : 28)

b. Calculating the students' score:

$$\text{Students' score} = \frac{students' gained score}{maximum score} x\ 100$$

(Directorate of coaching, S. M. A., Education, J., & Education, M. K., 2018 : 28)

c. Classifying the student's score:

Score 86 – 100 is classified as very good

Score 76 – 85 is classified as good

Score 56 – 75 is classified as fair

Score 45 – 55 is classified as poor

Score < 40 is classified as very poor

(Direktorat Pembinaan,S.M.A.,Pendidikan, J., & Pendidikan, M.K., 2018)

d. The formula of score percentage was presented as follows:

$$P = \frac{F}{N} x100\%$$

Where:

P = Percentage

F = Item of frequency

N = Total number of respondent

e. Calculating the mean score of the class uses the following formula:

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

Where:

$\bar{x}$: Mean score

$\sum x$: Total of row score

N : Number of students

(Gay, 2006)

The formula of standard deviation is presented as follows:

$$SD = \sqrt{\frac{SS}{N}} \qquad \text{In which } S = \frac{\sum X^2 - (\sum X)^2}{N}$$

SD : Standard Deviation

SS :The Sum Square

N : Student of Total Number

f. Finding the differences of mean score between the pre-test and the post-test by calculating the value of the t-test, the formula as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$SS_1 = \sum {X_1}^2 - \frac{(\sum (X_1)^2)}{n_1}$$

$$SS_2 = \sum {X_2}^2 - \frac{(\sum (X_2)^2)}{n_2}$$

Where:

t : Test of significance

$\overline{X}_1$: Mean score of the experimental class

$\overline{X}_2$: Mean score of the control class

SS_1 : The sum of squares of an experimental class

SS_2 : The sum of the square of the control class

n_1 : Total number of the subject of experimental class

n_2 : Total number of the subject of the control class

$\sum X_1$: The sum of all squares of an experimental class

$\sum X_2$: The sum of all squares of the control class

$(\sum X_1)^1$: The sum of scores of experimental class

$(\sum X_2)^2$: The sum of scores of the control class

(Gay, 2019)

g. Criteria for Testing Hypothesis

To test the hypothesis, the researcher will use t-test with α = 0.05 level of significance for independent sample, the formula degrees of freedom wasdf= N_1+N_2-2.

The formula of the statistical hypothesis in this research is one-tailed as follow:

$$H_0 = \mu_1 \geq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

(Gey, 2019)

Where:

H_0 = Null ihypotheses

H_1= Alternative ihypotheses

μ_1 =The mean score of the second-grade students' speaking ability who are using projectbased learning.

μ_2 =The mean score of the second-grade students' speaking ability who are using scientific method

1) Ifmean score of the second-grade students' speaking ability who are using projectbased learningsmaller then mean score of the second-grade students' speaking ability who are using scientific method, the null hypothesis (H_o) is accepted and the alternative hypothesis (H_1) is rejected. It indicates that there is not any significant difference between of the students speaking ability of

second grade student at SMA 9 PINRANG who are thought using project based learning is better then those who are thought using scientific approach using the discussion

1) Ifmean score of the second-grade students' speaking ability who are using projectbased learning bigger then mean score of the second-grade students' speaking ability who are using scientific method, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_1) is accepted. It indicates that there is a significant difference between of the students speaking ability of second grade student at SMA 9 PINRANG who are thought using project based learning is better then those who are thought using scientific approach using the discussion method.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deal with the findings of the research and discussions of the finddings. The findings are the students' scores obtained through the test. In the discussion stage, the researcher describes the interpretation of the findings.

A. Findings

The findings were obtained through oral test at the eleventh grade students of SMA Negeri 9 Pinrang in academic year 2021/2022. The researcher applied all the procedures that have been shown in the preview chapter, as has been explained previously in collecting data, the researcher conducted two terms of test, namely pre-test and post-test in experimental class and control class. It aims to find out the significant difference of the student from both of the classes, the researcher collected data from the tests which has been given to the students after analyzing the data, the researcher found the students' score and it was tabulated as follows :

1. Theratepercentage score of the students in experimental and control class of pre-test and post-test

a) Pre-test

In obtaining the rate score of students' speaking ability, the researcher gave oral test for the students before giving them treatment. The rate of frequency and percentage score in experimental class and control class is as follows :

Table 4.1: The Frequency and Precentage Score of the Pre-test

Score	Classification	Experiment Class		Control Class	
		F	%	F	%
86-100	Very Good	0	0	0	0
76-85	Good	0	0	0	0
56-75	Fair	2	6,66	6	22,22
45-55	Poor	8	27,67	15	55,56
≤ 40	Very Poor	20	66,67	6	22,22
	Total	30	100	27	100

Table 4.1 showed that before giving treatment in speaking, the students' pre-test score experimental class and control class was mostly poor. Based on the table, it could be councluded that the students' speaking ability was still low. Therefore, the researcher will give treatment to improve the students' speaking ability.

b) Post-test

In obtaining the rate score of students' speaking ability, the researcher gave interview test for the students after giving them treatment. The rate of frequency and percentage score in experimental class and control class is as follows:

Table 4.2: The Frequency and Precentage Score of the Post-test

Score	Classification	Experimentclass		Controlclass	
		F	%	F	%
86-100	Verygood	2	6,6	3	11,2
76-85	Good	11	36,7	15	55,5
56-75	Fair	17	56,7	9	33,3
45-55	Poor	0	0	0	0
≤ 40	Verypoor	0	0	0	0
	Total	30	100	27	100

Tabel 4.2 showed that after giving treatment in speaking ability by using project based learning the control class shows that most of the students were mostly in good and fair classification. This indicates that after giving treatment, the rate precentage of the students' speaking ability in experimental and control had improved.

2. **The Mean Score and Standard Deviation of Pre-test and Post-test**

The result of the students' pre-test and post-test, after claculating the mean score and standard deviation were presented in the table 4.3

Table 4.3: The mean score and Standard Deviation of the Students in Pre-test

Group	N	Mean	Std. Deviation
Experimental	30	38,83	9,06868
Control	27	49,81	9,24895

Table 4.3 shows that the mean score obtained by the students before giving the treatment in both experimental class and control class is almost equal. The mean score both of experimental and control were classified into poor classification. It means that the mean score of the pre-test obtained by the two classes were almost same before giving treatment.

Table 4.4: The mean score and Standard Deviation of the Students in Post-test

Group	N	Mean	Std. Deviation
Experimental	30	75,16	7,4857
Control	27	78,88	8,0064

Table 4.4 shows that the mean score obtained by the students experimental class was higher than control class. It indicates that after givingtreatment through project based learning the students' speaking ability was improved significantly.

3. **Hypothesis testing**

In testing the hypothesis, the researcher used the t-test formula at the significance level with a = 0.05. The results of manual calculations are shown as follows:

Table 4.6: The t-test value and t-table value

Test	T-Test Value	T-Test Table
Pre-test	**4,53363**	1,67303
Post-test	**1,81659**	1,67303

Table 4.6 shows that the calculating the difference of the students speaking ability between experimental calss and controll class. It was found that the t-test value (4,53363) was higher than the t-table value (1,67303). It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted. It can be conclouded that students' speaking ability who are thought by using project based learning has better than students who are thought by using scientific aproach using discussion method.

B. Discussion

In this part, the researcher explained the research bacground until the research result obtained. this research is begun after the researcher found some fact when doing observation in SMA Negeri 9 Pinrang, the facts are students think that speaking is the most difficult skill in English. before seen to explain the inportance of speaking, we need to know what is speaking actually.Speaking is one of the skills that must be mastered by every student, because speaking ability can determine the quality of students. Speaking also needs to be studied well so that there is no misunderstanding in conveying information.

There are many factors of the difficulties in speaking such as, the lack of confidence, nervous to be standing on stage, and lack of vocabulary. For these reasons, many people could not express themselves in front of other people despites of their bright mind. Sometimes people call other person smart if he or she is fluent in speaking even though that other person is cleverer than the fluent person might be.besides that, there are also causes that make students feel less interested when teachers teach English among the methods and media used.

In a observation at SMA Negeri 9 Pinrang the researcher found that the student's ability is still low. Their mean score is 55. This score is categorized as low achievement based on standar of minimum completeness of mastery learning. The students' problems were mostly due to the use of method in teaching speaking. This data was collected by questions to the student and researchers found about 70% of students who stated that they were dissatisfied and not interested in the methods used by the teacher while teaching. Related to this case, teacher should provide a change in model of learning which give an opportunity to students to develop their creativity in learning language.

To solve those problems, project-based learning give a solution for teaching learning process. Project-Based learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation.

The design of the research conduct by using quasi-experimental desaign.in this methode, there are two class, which are experimental class and controled

class. In the experimental class, the Project Based Learning conducted as well as pretest, treatment, and posttest and the controlled class conducted as well as pretest, treatment, and posttest. The experimental class will be given Project Based Learning treatment where students explain the steps to make a project on how to make something, while the control class will be given a scientific approach model using the discussion method. In the experimental class, to make the experiment more specific and clear, students were asked to take video documentation while they were working on a project and upload it to social media. Therefore, there will be a notebook to make the research more believable. Then the post-test results from both classes were analyzed to see if there were any differences between them.

Before giving treatment, the researcher conducted pre-test for both experimental and control class to know the students in speaking ability. The pre-test gave to all the students by using 60 minute (2 lesson hours) for each class; they were experimental class and control class. After did the pre-test, the researcher gave treatment for both of class in four meeting.

The experimental class will be given Project Based Learning treatment where students explain the steps to make a project on how to make something, while the control class will be given a scientific approach model using the discussion method. In the experimental class, to make the experiment more specific and clear, students were asked to take video documentation while they were working on a project and upload it to social media.

After conducted the treatment, the research held the post-test. Post test was the last procedure in this process. Post-tes was held after all treatment was conducted for both experimental and control class to know the students speaking abiluty. The pre-test gave to all the students by using 60 minute (2 lesson hours) for each class; they were experimental class and controll class. After giving the treatment to the students, the precentage score and frequencies of students' achievement in the post test increased because there were many students got good classification, it means that teaching English speaking to the students through project based learning better than teaching speaking through scientific approach model using the discussionmethod.

This research was supported by some researcher related to this research in teaching speaking through project based learning. The first, the research about the Improving Students'Speaking Ability in Describing Local Tourism Objects Througt Project Based Learning (Utari, 2019).The aim of this research is to find out how does Project-Based Learning Technique improve the students‟ speaking ability. In SMKN 1 Kota Bengkulu, the studentsstill have low motivationespecially in speaking activities, they do not understand many aspects in speaking English, because the teacher use monotous activities and need more interesting strategy in English class. This research applied Classroom Action Research (CAR) method. The result of the research showed that the use project based learning wass able to improve the students'speaking ability.

The second, The researh about The Effectiveness of Project Based Learning to Improve the Speaking Skill (Rustam,2016). This research is aimed to determine

the effect of Project Based Learning to improve students' speaking skill, The study was using quasi Experimental Design, exactly "Non-equivalent Control Group Design. The study involved 34 students, second semester students in 2016 of Biology Study Program of Science Faculty. The result of the research showed that the use of Project Based Learning to improve their speaking skill especially for their fluency, accuracy and comprehensibility.

The third, the research about The Effectiveness of Project-based Learning Strategy on Ninth Graders' Achievement Level and their Attitude towards English in Governmental Schools (Nassir, 2014). This study aimed to investigate the effectiveness of Project–Basedlearning strategy on developing ninth graders' achievement level in English. Furthermore, it measured the effect of the Project–Based Learning strategy on the students' attitudes towards English.Project–based learning strategy was used in teaching the experimental group. the result of the research showed that the use of Project Based Learning effective to improve their speaking skill.

The fourth, the research about The Role of Project Based Learning Methode in Improving the Students'Speaking Skill (Darmaji, 2018). This research was intended to know whether or not PjBL could give a significant effect on the students' speaking achievement. This research employed quasi-experimental with none equivalent (Pre-Test and Post-Test) control group design. Moreover, this research was conducted at SMKN 1 Kraksaan, specifically at the eleventh grade. The result of the research PjBL could contribute significant effect on improving

the students' speaking skill and it can be promoted by the teacher as a teaching method to English speaking skill.

The fifth, the research about Improving the Students'Speaking Ability Throught Project Based Learning (Kurniawan,2020). This study aims to find out the effectiveness of Project-Based Learning to improve thestudents'speaking skillsat theeighth grade of SMP Buq‟atun Mubarakah.This study used experimental research design and used speaking test as the instrument. Before the treatment was given, the researcher conducted pretest to the students in order to find out the prior knowledge of the students at the eighth grade. The result of the research thestudents' speaking ability can be improved effectively by using Project Based Learning.

The research concluded that using project based learning make the students interesting and proved an English language environment that enhanced their learning. One of that research believes that can improve the students' speaking ability of the eleventh grade students of SMA Negeri 9 Pinrang is by using Project Based Learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The conclusion is portrayed based on the findings and discussion and suggestion is given based on the conclusion.

A. CONCLUSION

Based on the finding and the discussion presented, the researcher concluded that the aim of this study was to determine whether the use of project based learning method in teaching English can help improve students' speaking skills in second grade at SMAN 9 Pinrang. The researcher applied a quasi-experimental desaign.in this methode, there are two class, which are experimental class and controled class.The sample is taken by using cluster sampling technique. One for experimental class and one for control class.

Researcher gave a pretest to students before being given treatment, and the average value obtained by the researcher in their ability to speaking is in a very poor classification. After being treatment, mean score of the second-grade students' speaking ability who are using project based learning bigger then mean score of the second-grade students' speaking ability who are using scientific method. It means that teaching speaking through project based learning was effective to improve the eleventh grade students' speaking ability at SMA Negeri 9 Pinrang.

B. SUGGESTION

Based on the conclusion, the researcher gives some suggestions for some elements related to this research, as follows:

1. For the English teacher

a. The teacher is recommended to implementproject based learning method to improve stidents' speaking ability.

b. The teacher has to be more creative and up to date in information about English materials in teaching and learning process. Besides, the techer has to vary his/her teaching method in order the students would not be bored in teaching and learning process.

2. For the students

a. The students should spend a lot of time to practice their speaking ability by listening and watching more English video, movies, news, etc and enrich their vocabularies.

b. The students should practice their speaking every day in their classroom.

3. For the next researcher

Project based learning method is a method that can be implemented to improve the students' speaking ability. It is also one of the effective methods to make students more active and creative in the learning process. For the next researcher, the result of this researcher can be used as reference to create a better research in the future.

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