

**SIMPLE PROJECT-BASED LEARNING SYNTAXES TO
TEACH SPEAKING (FLUENCY ELEMENT)**

THESIS



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STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION

DEPARTMENT OF LANGUAGE, ART, AND HUMANITIES

HAMZANWADI UNIVERSITY

2024

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A Thesis

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ABSTRACT

This research examines the effectiveness or impact of simple project-based learning is effective to teach speaking specially for fluency element of speaking. The research method in this research used pre-experimental research and to collect the data, the researcher used pre-test, treatment, and post-test. The participants included 16 students as sample at SMAN 1 Sembalun. Findings reveal that was a significant contribution of simple project-based learning is effective to teach speaking specially for fluency element of speaking. The data showed that the research findings indicated that the mean score on the pre-test was 48.75 with a standard deviation of 8.851 On the post-test, the mean score increased to 71.56 and the standard deviation decreased to 9.953 Based on this result indicated that value signification is <0.05). The result showed that hypothesis of the researcher was accepted, it was mean that simple project-based learning was effective to teach speaking specially for fluency element of speaking.

Key words: Project Based-Learning, Teaching Speaking Skill, and Speaking fluency.

ABSTRAK

Penelitian ini menguji efektivitas atau dampak pembelajaran berbasis proyek sederhana dalam mengajar keterampilan berbicara, khususnya untuk unsur kelancaran berbicara. Metode penelitian yang digunakan adalah penelitian pra-eksperimental, dan untuk mengumpulkan data, peneliti menggunakan pre-test, perlakuan, dan post-test. Partisipan penelitian terdiri dari 16 siswa sebagai sampel di SMAN 1 Sembalun. Hasil penelitian menunjukkan bahwa terdapat kontribusi signifikan dari pembelajaran berbasis proyek sederhana dalam mengajar keterampilan berbicara, khususnya untuk unsur kelancaran berbicara. Data menunjukkan bahwa skor rata-rata pada pre-test adalah 48.75 dengan deviasi standar 8.851 Pada post-test, skor rata-rata meningkat menjadi 71.56 dan deviasi standar menurun menjadi 9.953 Berdasarkan hasil ini, nilai signifikansi adalah <0.05 , yang menunjukkan bahwa hipotesis peneliti diterima, yang berarti pembelajaran berbasis proyek sederhana efektif untuk mengajar keterampilan berbicara, khususnya untuk unsur kelancaran berbicara.

Kata kunci: Pembelajaran Berbasis Proyek, Mengajar Keterampilan Berbicara, dan kelancaran Berbicara.

DECLARATION

I declare this thesis does not contain material which has been accepted for the award of any others degree of diploma in any university, not does it contain material previously published or written by any other person, accept where due reference is made in the next of the thesis

Pancor, 24th Juny 2024



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APPROVAL

**SIMPLE PROJECT-BASED LEARNING SYNTAXES TO
TEACH SPEAKING (FLUENCY ELEMENT)**


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by the advisors for further defense.

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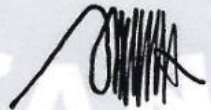
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DEDICATION

This thesis is presented with love and gratitude to my beloved parents, my diamonds, who always support me, who always try to give me everything in my life. To all my family, especially my mother and my grandmother, to all my friends Ahmad Khatami, Luri dini ayu, Jetmika Aripadana and Hare Wisnu.

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MOTTO

**“APAPUN ITU JIKA KITA PERJUANGKAN DAN USAHAKAN PASTI
AKAN TERCAPAI, DENGAN TETAP MEMEGANG PRINSIP
TEGUH, TAWWAKAL, USAHA DAN SABAR”**

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Finally, present researcher hopes the readers, teacher, and students could contribute to give comment and criticism for this thesis because this thesis is far from perfection. The present researcher hopes this thesis is useful for all of us.

Pancor, 24th Juny 2024

RANGKUN
WARI GUNAWAN

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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is one of the English skills, and played an important role as it was the most spoken language in many countries and served as a tool to convey ideas Islam (2022). Having a good speaking skill is one of the guarantees to obtain better achievements and communication skills. Having good communication skills drove people to collaborate with others. Generally, it was pointed out that a large number of language learners studied English in order to develop proficiency in speaking, (Maysuroh et al., 2022). To engage in social interaction with people from other countries, one had to master it. (Laila Wati et al., 2022) stated that mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Therefore, it could be concluded that speaking played a significant role for learners who were learning English. Today, people realized the importance of mastering speaking as the key to participating in activities in education, science, technology, sports, and business. For instance, in Indonesia, university students who wanted to continue their studies to a higher level had to pass an English test designed to measure students' comprehension for international communication.

In addition, speaking was the expected skill that was always promoted at school and university. According to (Laila Wati et al., 2022) mastering the art of speaking is the single most important aspect of learning a second or foreign

language, and success was measured in terms of the ability to carry out a conversation in the language. Consequently, learners often evaluated their success in language learning as well as the effectiveness of their English courses based on how well they felt they had improved in their spoken proficiency. Based on these statements, it could be said that most language learners targeted speaking skills as the main skill that should be mastered.

The ideal class for teaching speaking showed interactive communication during the process. The interaction between lecturers and learners, as well as peer interaction among learners, was a good learning model rather than learners just knowing the theory or function of the language. A good speaking class always allowed learners to actively talk and practice speaking, meaning they learned to use the language.

Obviously, they had to be free to talk without hesitating about making mistakes because the atmosphere of the class had been designed as an enjoyable place to express their ideas. In addition, teachers built up the confidence of each student to always try to talk.

Meanwhile, in some non-English classes, learners found it totally difficult to express their ideas. This happened because speaking English was a strange thing to them. They did not speak English in their daily classes as students in English classes did. When they learned English, only a small number of students directly practiced speaking English. Many learners were silent in class. They did not enjoy the class and even became very reserved.

The present researchers also found one condition where the class was not very interactive. Only the teacher talked, while the students were mostly silent and just paid attention to the teacher's explanations. This was caused by the students' inhibition and lack of interest. In reality, many teachers forgot to always stimulate students to try to speak. They used much more Bahasa Indonesia than English. The language used by teachers had a significant impact on students. If teachers continued to use English more than their mother tongue, students would become more familiar with it. However, the current situation showed that teachers in non-English classes used too much of their mother tongue in delivering lessons. This influenced students to stick with their mother tongue rather than speak English.

Additionally, the common problems faced by students in non-English classes were a lack of vocabulary and grammatical structures. These made students afraid to make mistakes, which made it difficult for them to speak because they did not know how to construct words correctly. A good teacher had to care more about students and be creative in thinking about appropriate techniques for better understanding among students... An interesting fact showed that students enjoyed talking with their friends rather than just paying attention to the teacher's explanations. From this situation, solutions could be created to overcome the problem and make students feel comfortable speaking. Simple-Project-Based Learning were very relevant to be designed based on the students' conditions. It was better for teachers to let students learn

with their friends through group discussions. The discussions among students would give them opportunities for communicative learning.

This was about how to avoid meaningless discussions in studying speaking. Every forum had to have a leader who acted as the teacher's representative in each group. The role of the teacher was taken on by students who acted as leaders. They became peer educators who had to take responsibility to ensure their friends understood everything. During discussions, there was active communication stimulated by the leader of each group.

To overcome the problem, the researchers intended to conduct research on the implementation of Simple Project-Based Learning syntaxes to teach speaking, specifically for the comprehension element of speaking, for the second grade of SMAN 1 Sembalun in the school year 2023/2024.

B. Scope of Study

From the elaboration in the background, the researcher scoped the broad problem areas in order to have a distinctive focus.

1. The subject of this study is the second grades students of *SMAN 1 Sembalun* in school year 2023/2024.
2. The object of this study is focus on Simple Project-Based Learning Syntaxes to teaching speaking specially for comprehension element of speaking.

C. Statement of Problem

To get the right information, researchers conducted research on how these methods or techniques could bring about new innovations for educators, focusing on three research questions as follows:

1. Is there a any effectiveness of Simple Project-Based Learning Syntaxes to teaching speaking specially for fluency element of speaking?
2. To know what extant is the effectiveness of Simple Project-Based Learning Syntaxes to teaching speaking specially for fluency element of speaking?

D. Purpose of Study

According to current curriculum requirements, the purpose of this study was to determine and assess the effect of content-based instructions on English reading skills in language acquisition. In particular, this study seeks to:

1. To know whether the implementation of Simple Project-Based Learning Syntaxes is effective to teach speaking specially for fluency element of speaking. cause the average students problem lies in fluency, whether in grammar, vocabulary ,and reading, that is what we will address in the research we will conduct.
2. To find out the extent of Simple Project-Based Learning Syntaxes is effective to teach speaking specially for fluency element of teaching speaking. In conducting this is research, we will solve the problem of how students can be fluent in English, both in speaking, understanding vocabulary, and understanding grammar.

E. Significance of Study

This study was intended to give theoretical and practical contributions to the teaching of speaking at the senior high school level.

1. Theoretically

The result of this study was expected to provide valuable knowledge in teaching speaking through Simple Project-Based Learning Syntaxes, especially for the fluency element of speaking.

2. Practicality

The data and information that were gathered in this study were expected to be useful for the teacher and the students.

a. For the teacher.

The result of this study was expected to give contribution to solved the shortcoming of teaching speaking.

b. For the students.

All the participants during the process of implementing Communicative Technique increased their speaking through a new learning strategy that increased their motivation and improved their speaking achievement.

CHAPTER II

LITERATUE OF REVIEW AND HYPOTHESIS

A. Language

1. Theory of language

Language is a tool of communication. (Wati et al., 2024) stated “language is the functional view that language is a vehicle for expression of functional meaning.” In addition, language is interactional view, it sees language as a vehicle for realization of interpersonal relations and for the performance of social transaction between individuals.

From those theories of language, language is a tool used to communicate which is more completed and effective to convey the idea, message, purpose, feeling, and opinion to other people, it is one of the implementation of language function in society (Maysuroh et al., 2022). Language theory as a communication tool in interaction which deviates from previous habit that emphasized the structure of language. In this theory, language as seen no more than system of grammatical structure,

but language is seen as a communication system that to develop communication competencies in learning. Language theory need to be seen as the part of general theory which is consisted of communication and culture. In addition, someone who has communication competencies need knowledge and ability to use the language.

English language as communicative interactive communication has enough theories, although it is still not too integral which is specially intended to support the theories about this strategy (Laila Wati et al., 2022). There are some characteristics from language theories as a tool of communication:

1. Language is a system for express the meaning.
2. Main function of language is communication and interaction.
3. Language structure reflected the use functional and communication.
4. The unit of language not only about the grammatical characteristic and the structure, but also in category of functional and communicative.

2. The Nature of Communication

Human activity as called of communication is a complicated phenomenon and continuously change. There are some characteristics we can find in communication. Those characteristics have relevance with language teaching. We can say that as communication if there are two or more people do interaction, seem as speakers and listeners, readers and writers. (Wati et al., 2024) stated that “interaction implies both

reception and expression of message between senders and receivers, readers and writers, and listeners.”

There are some reasons in communication, such as:

- a. They want to do interaction. In communication, people have their own choice to talk or not.
- b. Having the purpose of communication. The speakers get the feedback from what they have stated.
- c. Choosing the language code and the right word to achieve the communication objective.

Communication is an exchange of ideas, concepts, information between two persons and more. In doing communication, at least, there are two persons, speaker and listener. (Fikni et al., 2024) provides a definition of communication as; “The exchange and negotiation of information between at least two individuals uses verbal and non-verbal symbols, oral and written/visual modes, and production and comprehension processes.”

lists the following characteristics of communication as.

- 1) A form of social interaction
- 2) Involving a high degree of unpredictability and creativity
- 3) Taking place in discourse and sociocultural contexts that constrain appropriate language use.
- 4) Limited by psychological constraints

- 5) Having a purpose
- 6) Involving authentic language
- 7) Being judged as successful or not by the achievement of the communicative purpose.

From those limitation and explanation about language before, it is much clear that knowledge and communication skill are important in life. Communication strategy is a way to express a meaning, in second language or foreign language, a student who has limit mastery of the language.

It must be claimed that communication which has been delivered before cannot be separated from interaction even it will be achieved only if there were interaction. Furthermore, he stated that messages of communication can be found whether in verbal or nonverbal communication. At the same time, the interaction happens as long as there is interest between speakers and listener. As what wells revealed that: Linguistic interaction is a collaborative activity involving the establishment of triangular relationship between the senders, the receiver, and the context of situation by (Laila Wati et al., 2022)

3. Language Functions in Communicative Actions

When someone communicates (communicative actions), it is always use language by utilizing the potential of communicative language functions to convey a message. Thus, every communication action carried out always contains illocutionary acts (utterances), locuti actions

(contained in utterances), and perlokusi actions, effects that arise on the listener, may not negate the communicative function of the language.

The term language function can be identical to the term language usage by (Surayya et al., 2023). So, the function of language can be interpreted as "the way people use language". Theoretically, language functions can be defined in two, namely macro functions and micro functions by (Wati et al., 2021). Language macro functions can be explained as follows and for micro functions already included.

- a. An informative function that contains information
- b. Transactional functions are used to talk about something between one person and another
- c. Interactional functions are used to interact
- d. The communicative function is used to express ability or rejection
- e. The referral function is used to send facilities, specialties, etc.
- f. Expressive function is used to express feelings
- g. The setting function is used to control the soul
- h. The function of orchids is to gain knowledge and get to know the environment
- i. The instrumental function is to manipulate the environment so that it causes certain events
- j. Imaginative function is to create imaginary ideas that contain beauty

4. Language Teaching Strategy

The ability to teach is the ability to choose, organize, package and present teaching materials in conveying educational messages through certain fields of science and technology or arts, in accordance with the demands of curriculum and educational programs. Implicit in the summary, to have the ability to teach, especially in teaching English, there are two main abilities that must be mastered, namely what must be taught and how to deliver or teach by (Agustina & Zuchdy, 2020). Talking about teaching English, it cannot be separated from teaching strategies that must be applied to achieve learning goal.

In generally the word "strategy" implies an accurate plan about activities to achieve specific goals. In the field of language teaching and learning, the term strategy and techniques are often used interchangeably, both of them are synonymous. To understand the meaning of a strategy or technique more firmly, it is usually associated with the terms approach and method. This is in line with the opinion of Anthony (1988) who argues that:

- a. An approach is a set of correlative assumption dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught.
- b. Method is an overall plan for the orderly presentation of language material, no part which contradicts, and all of which

is based upon the selected approach, a method is procedural within one approach there can be many methods.

- c. a technique is implementation that which actually take place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well.

In various teaching languages can be found that the terms methods and approaches are often used interchangeably. However, basically both terms are not true synonym. (Fikni et al., 2024) states that the method is a combination of elements of syllabus, approach, and strategy.

The syllabus refers to the subject matter content of a given course or series of courses and the order in which it is presented; the approach is, ideally, the theoretical basis or bases which determine the ways in which the syllabus is treated; a strategy or technique is an individual instructional activity as it occurs in the classroom; method consists of combinations of these three factors, although some combinations are more congruent with course goals than others.

In the field of applied linguistics, specifically, the term strategy implies procedures used in learning, thinking and others as a way to achieve a goal. Briefly, it can be concluded that strategy or technique is procedures used to achieve an agreed goal.

(Surayya et al., 2023) defines a language teaching strategy as ‘a globally conceived set of pedagogical procedures imposing a definite learning strategy on the learner directly leading to the development of competence in the target language. Those procedures are derived from a set of correlative assumptions concerning the nature of language and language functions. Language teaching techniques are directly linked to the notion of developing competencies and success in obtaining and maintaining practical mastery of English by (Wati et al., 2021).

The main purpose of the teaching strategy is to provide ease of learning, so that in teaching, great attention must be given to students. The conclusion, the purpose of using the teaching strategy is to influence the state of motivation and effectiveness of the learner to select, obtain, organize or integrate knowledge.

B. Project-Based Learning

1. Definition of Project-Based Learning

Project-Based Learning is a learning model that makes students the subject or center of learning, emphasizing the learning process which has an end result in the form of a product by Almulla (2020). It means that students are given the freedom to determine their own learning activities, work on learning projects collectively collaboratively until a result is obtained in the form of a product. That's why it's successful. This learning is greatly influenced by the activeness of students. As a constructivist,

Project-Based Learning provided learning in real problem situations for students so they can give birth to permanent knowledge.

Project-Based Learning provides opportunities for a centered learning system in students, more collaborative, students are actively involved in completing projects independently and working together in teams and integrating problems real and practical (Maysuroh et al., 2022). The goals to be achieved for students are very diverse, for example thinking skills, social skills, psychomotor skills, and skills process. Learning curriculum aims to improve qualities in imagination and creativity; acquire human values, developing one's potential, developing critical thinking, and develop a committed and responsible personality. The current curriculum requires students to have cognitive skills and abilities in the real world, and have noble character and be more active. Transition from teacher as information sources become facilitators of learning carried out by students constructing their own knowledge through the habit of producing products learn it. Because learning leads to independent learning of students constructing their own knowledge is still very low. Even though it's learning has been directed through the Student Activity Sheet (LKS) which aims to Learning is not centered on the teacher and there is discussion material and questions, but the teacher always plays a big role in solving the questions presented in the worksheet.

The lack of total student involvement in learning is due to students not making enough effort to find information themselves, and this reduces the meaning of active and effective learning. Students tend to learn to be able to answer test questions by memorizing the subject matter rather than understanding, analyzing a problem, and solving problems that may be faced every day, so their critical thinking is less trained.

As a result, from a cognitive perspective it is also lacking, as evidenced by the average achievement. The value of learning outcomes in previous competencies is still less than the minimum competency standard, often teachers have to carry out remedial measures. Efforts to overcome this problem require effective learning activities to form students so they can learn independently without forgetting cognitive, affective and psychomotor aspects, one of which is by using project-based learning. Project-Based Learning is an innovative learning approach that really emphasizes contextual learning through complex activities.

The focus of learning lies in Projects on the core concepts and principles of a study discipline, involving students in investigations of solving learning problems, giving students the opportunity to autonomously construct their own knowledge by producing real products. Project learning is identical to science-based learning as carried out by scientists. Students who are involved in the project as a whole will choose a topic, decide on an approach, conduct experiments, draw conclusions and communicate the results of the project they have worked on.

A learner will be motivated for a job if there is attention to arouse and maintain curiosity and interest, there is relevance to students' needs, there is confidence to develop positive expectations, and satisfaction, which provides extrinsic and intrinsic reinforcement for trying. At the same time, according to (Usuluddin et al., 2024) it needs to be continuously encouraged through giving rewards so that student motivation increases.

Project-based learning provides the opportunity to kind of imitate what scientists do and it is very interesting and fun if done well. According to (Surayya et al., 2023) through project learning students can freely cross scientific disciplines to solve problems by giving students the freedom to explore themselves. In this way, students are motivated to explore when they are in learning which frees them up without many rigid rules like when learning in the classroom. The role of the mentor in this case is the teacher when Project-Based Learning is very important, because it will guide their thinking patterns so that students' creativity and critical thinking emerge from the surrounding environment. Project-Based Learning is a learning model that has been developed in many countries. developed like the United States. If translated into Project Indonesian, Project-Based Learning means Project-Based Learning.

Project-Based Learning is a learning approach that pays attention to understanding. Students explore, assess, interpret and synthesize information in a meaningful way. Active learning is closely related to

creative individuals. According to (Laila Wati et al., 2022), individual creativity can bring out student creativity as a result of completing their learning with certain projects. Project-Based Learning is an active type of learning that involves students independently with the criteria that this learning will also increase students' thinking skills towards metacognition such as critical thinking about projects that will be worked on through problems found by students.

This Project-Based Learning is authentic; indirectly this learning will involve students in constructive investigations. The hope is that through autonomous learning, student responsibility can be better and can give rise to students' creative ideas, because when working on projects they will definitely be different in their work from traditional projects or conventional learning.

According to (Husnu et al., 2022) explains that students in project-based learning have autonomy in investigating and responding questions of complex problems, or challenges, practicing skills demanded in the 21st century (collaboration, communication and critical thinking).

Critical thinking that uses basic thinking to solve problems, by analyzing, arguing, evaluating, determining what steps should be taken, concluding and generating insight into each problem. A meaningful learning model will not only be useful for students but also for teachers in creating a classroom culture that can foster a kind of inclination, sensitivity and ability to reach further and be flexible.

Project-Based Learning improves the quality of learning and leads to higher levels of cognitive development through student engagement with complex problems

(Maysuroh et al., 2022). The hope is that students will have the ability to solve problems with all the creativity they have. By it, students' cognitive abilities will increase.

In the Project-Based Learning approach, the teacher acts as a facilitator for students to obtain answers to guiding questions. Meanwhile, in "conventional" classes, the teacher is considered the person who best understands the material and therefore all information is given directly to the students.

In the Project-Based Learning class, students are accustomed to working collaboratively, assessments are carried out authentically, and learning resources can be greatly expanded. This is different from "conventional" classes which are used to individual class situations, assessment is more dominant on the outcome aspect rather than the process and learning resources tend to be stagnant.

Project-Based Learning is a learning model in the form of real tasks such as project work, in groups, and in depth to gain a meaningful learning experience.

2. The simple Project-Based Learning

The syntaxes in using simple project-based learning as follows:

Step 1: Grouping the class into some groups.

Step 2: The teacher introduces the material or a new vocabulary by showing a real object, uncomplete picture series.

Step 3: The teacher tells the story based on the uncomplete picture series.

Step 4: Each group retell the story based on the uncomplete picture.

Step 5: Each group finish the story based on their own group version.

Step 6: Presentation

3. The advantages and disadvantages of Project-Based Learning

(Usuluddin et al., 2024) have proven that Project-Based Learning can encourage students to increase creativity and other abilities involved in the learning process. This model is also applied by Damşa & de Lange (2019) in learning in higher education which focuses on the main (central) concepts and principles of a discipline, involving students in problem solving activities and other meaningful tasks, providing opportunity. Students work autonomously to construct their own learning, and ultimately produce valuable and realistic work products. The implementation of Project-Based Learning in the teaching and learning process is very important to improve student academic achievement Chen & Yang (2019). If they get a learning model that applies Project-Based Learning, then this will really help them to be ready to enter the world of skill-based work. Project-based learning conditions their learning on how to lead them to complete projects independently and work together in teams on problems that arise. exists in the real world (work environment), so it will help the process of adapting to the work environment in the

future. Project-Based Learning according to Pande & Bharathi, (2020) is a learning method that originates from a constructivist approach which leads to problem solving efforts. Constructivism gives learners independence to plan and carry out their own learning or collaborate under the coordination of a teacher or lecturer. In such a learning context, learners are required to have a good sense of independence (self- 12 Project-Based Learning Tutorial regulated learning) as the main modality in constructivist learning. The Buck Institute for Education (1999) in Saad & Zainudin (2022) states several things related to the characteristics of PJBL, including: students are decision makers and create frameworks, there are problems whose solutions are not determined beforehand, students as designers of processes to achieve results, and students are responsible for obtaining and managing the information collected.

Takes a lot of time to solve the problem, Requires quite a lot of money, Many educators feel comfortable with the traditional classroom, where the educator plays a major role in class, A lot of equipment that must be purchased, Students who have weaknesses in experimenting and gathering information will experience difficulties, There is a possibility that some students are less active in group work, so It is feared that students will not be able to understand the topic as a whole.

C. Speaking

1. Definition of Speaking

There are many definitions of speaking that have been revealed by some experts about speaking skill. Yolanda et al (2022) said that speaking is an ability to produce articulation sounds or words to express feelings, ideas or opinions. (Fikni et al., 2024) revealed that speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the role of speakers and listeners use to communicate an information, ideas, and emotions to others using oral language. Without speaking, people must remain in most total isolation from any kinds of society.

From the definitions by the experts, it can be said that speaking is about the way to communicate with others in constructing information, ideas, and emotion so that listener understand what we want to produce.

2. Aspects of Speaking

There are five components of speaking namely Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

- a. Comprehension or Intelligibility is refers to the property of the speaker which can be understood with little or no conscious effort on the part of listener.
- b. Word pronunciation accuracy is sound accuracy refers to produce individual sounds (consonant and bowel) properly.
- c. Grammatically accuracy is refers to the ability to use grammatically structure properly.

- d. Lexical accuracy is refers to the ability to use vocabulary properly.
- e. Fluency is refers to properly of a person that delivers information smoothly and effortlessly.

Relating to the aspects of speaking, the present researcher will limit the focus on aspect of fluency to improve in teaching speaking.

3. Aspect fluency of Speaking

According to Hughes (Cambridge University Press, 2003), There are five components of speaking namely Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

- a. Comprehension or Intelligibility refers to the property of the speaker which can be understood with little or no conscious effort on the part of the listener.
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- d. Lexical accuracy is refers to the ability to use vocabulary properly.
- e. Fluency is refers to properly of a person that delivers information smoothly and effortlessly.

Relating to the aspects of speaking, the present researcher will limit the focus on aspects of grammar to prove in teaching speaking.

D. Relevant Study

The Simple Project-Based Learning in Teaching Speaking implemented as one of the proper efforts for the betterment process of teaching speaking for learners. This study looked at the previous studies which were related to this study. The following studies were used by present researcher:

The study was conducted by Esmail Zare-Behtas and the title was *The Impact of Project-Based Learning on the Speaking Abilities of Iranian EFL Beginner Learners*. The aim of this study was to evaluate the impact of Project-Based Learning (PJBL) on the components of speaking proficiency (pronunciation, vocabulary, grammar, fluency, and organization) among beginner EFL learners in Iran. Data collection methods involved pre-tests and post-tests administered to both groups (control and experimental) to measure changes in speaking abilities. The study involved 45 participants divided into two groups, where one group used PBL method and the other group used traditional teaching methods. The total sample size was 45 participants, divided into two groups: the experimental group and the control group.

The difference between previous and current research was in the data collection, setting of research and sample, where the previous research used experimental class and control class while the current research used experimental class only. However, the similarities were in method that used quantitative research and pre-experimental.

The second study was conducted by Theerapong Kongduang with title was *Project-Based Learning (PJBL): The Implementation of Sentence Patterns to Improve Learners' English Competency*. The study aimed to investigate the

effectiveness of implementing Project-Based Learning in English sentence patterns to enhance students' English competency, particularly in preparing for TOEIC. The research was conducted using the Project-Based Learning approach over one academic semester, involving needs assessment surveys, pretests, and posttests to measure competency improvement.

The difference between previous and current research was in the purpose was to investigate the effectiveness of implementing Project-Based Learning in English sentence patterns to enhance students' English competency, particularly in preparing for TOEIC for previous research while current research aimed to investigate the significant contribution of simple project-based learning is effective to teach speaking specially for fluency element of speaking. However, the similarities were in method that used Project-Based Learning.

E. Theoretical Framework

This research was built by some theories which are connected each other and related to Simple Project-Based Learning Technique as the ideal technique in teaching speaking. Those are theories of speaking skill and Simple Project-Based Learning.

First of all, Caín Yuquilema (2019) revealed that speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the role of speakers and listeners use to communicate an information, ideas, and emotions to others using oral language.

And the second, The Buck Institute for Education (1999) in Saad & Zainudin (2022) states several things related to the characteristics of PJBL, including: students are decision makers and create frameworks, there are problems whose solutions are not determined beforehand, students as designers of processes to achieve results, and students are responsible for obtaining and managing the information collected.

Relating to this condition, it is a must to think the proper technique to achieve the students' betterment in speaking. The researcher will provide the fresh technique as an effort to overcome the problem namely Simple Project-Based Learning technique. This strategy will be great opportunity for everyone to experience the valuable learning. Hopefully in the future, the ability of students in speaking will be better.

F. Hypothesis

Based on the relevant study above, the researcher can conclude that there was a significant contribution of Simple Project-Based Learning was effective to teach speaking specially for fluency element of speaking. Students' speaking skills are improved, with improved pronunciation, stress, intonation, and word usage.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

To find out whether the Simple Project-Based Learning significantly impact to the students' speaking ability the present researcher used the quantitative research. This study was a kind of pre-experimental design. We gave the treatment to the samples to see the developing through the Simple Project-Based Learning strategy. The researcher compared the data both pre-test and post-test result before and after giving the treatment.

Table 1

One group pre-test and post-test design

Experimental group	Pre-test	Treatment	Post-test
E	O1	X	O2

E : Group of Experimental

O1 : Pre-Test

X : Treatment

O2 : post-test

B. Setting of the Study

The research was conducted within three months. It was started in March to Juni 2024. The location of this research was at the *SMAN 1 Sembalun*. The researcher conducted the *pre-test* to know the basic of the whole students. After that, the researcher gave treatment to the population in two meetings.

The researcher then gave the *post-test* after treatment. So, there were four meetings of conducting research. The following was the research schedule

Table 2
Research Time Schedule

No	Activities	March	April	May	June	July
1.	Arranging proposal	✓				
2	Making instrument			✓		
3	Conduct research				✓	
4	Analyzing the data				✓	
5	Making report					✓

C. Population and Sample

1. Population

The population of this study was the students of *SMAN 1 Sembalun*. The researcher took class of the eleven grade. They had been the respondents in proving whether the Simple Project-Based Learning was effective.

2. Sample

By using random sampling, the researcher took the samples by using the attendance of the class. The samples were chosen randomly as the sample of the study. Eleven grade students become the sample on this research.

D. Instrument of the study

To create the instrument of this study the present researcher used oral test. Researcher had the samples to record themselves and constructed their ideas about short story. This was to measure the students' fluency element of speaking. In case of expressing idea on short story, the test was concerning on simple and compound sentence.

The recording of the samples was marked into particular scores. It was including the pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, based on the research, this study only focused on fluency element. It could be seen in table 3

Table 3

Rubric scoring

Elements	Score	Criteria
Fluency	5	Speak very fluently, native-like fluency.
	4	Speak less fluently due to few problems of vocabulary.
	3	Occasionally have problems in speaking due to selection of words, so that there are several pauses during speaking.
	2	Regular pauses and hesitancy.

	1	Very slow speaking due to serious language problems.
Grammar	5	Very few mistakes without deducing the meaning of information.
	4	Occasionally making mistakes, e.g. order of words, but the meaning can be understood.
	3	Making several mistakes, thus repetition is necessary to strengthen meaning.
	2	Making many mistakes, so that meaning is unclear.
	1	Making regular mistakes so that it is difficult to understand.
Vocabulary	5	Accurate selection of words, native speaker-like.
	4	Very few mistakes in word selection, but it does not deduce the meaning.
	3	Occasionally uses inaccurate words, so that clarification of meaning is necessary.
	2	Regular wrong uses of words which make meaning difficult to understand.

	1	Serious problems in using accurate words, so that it is unable to understand.
Pronunciation	5	Accurate pronunciation with native-like accent.
	4	Accurate pronunciation with mother tongue accent.
	3	Good pronunciation with one or two mistakes.
	2	Having problems in pronunciation, thus it is difficult to comprehend.
	1	Having problems in pronunciation, thus it is unable to comprehend.
Comprehension	5	Very good understanding of the material so that the story could be expressed nicely.
	4	Good understanding of the material, but occasionally make repetitions in expressing the story.
	3	Having comprehension problems, but not serious and directly understand after having some repetitions so that the story could be expressed.

2	Having difficulties to comprehend the material so that unable to express the story.
1	Unable to comprehend the material so that unable to express the story.

Scoring interpretation

Score	Category
80-100	Very high
60-79	High
40-59	Modest
20-39	Low
00-39	Very low

E. Data Collecting Technique

1. Pre-test

To know the basic of the students, the present researcher gave the pre-test before implementing the Simple Project-Based Learning procedure in teaching speaking specially for fluency element of speaking. Pre-test was conducted on the first day of the research.

2. Treatment

In this case the present researcher guided the students for about four meetings at least. They were threatened by using the Simple Project-Based Learning procedure in teaching speaking and learning.

3. Post-test

After conducting the treatment, the present researcher assessed whether the Simple Project-Based Learning procedure impacts to the students' capability. The post-test was designed as the same with Pre-test and both scores were compared at the end.

F. Data analysis

After collecting the data, the researcher analyzed the data to know whether the Simple Project-Based Learning procedure had significant contribution in improving students' speaking ability.

1. Descriptive Statistics

In describing the data, the researcher used IBM SPSS Statistics 22 for Windows. The data analysis began with descriptive statistics. The most common descriptive statistics include frequency distribution, percentile values, central tendency dispersion, and distribution.

2. Statistics Required for Testing Hypothesis

Examining the values of significant level, we found whether the contribution of Simple Project-Based Learning Syntaxes was significant. The common significance level was .05, meaning that if

the value of the significance level was lower than the decision significance level, the null hypothesis was rejected and the alternative hypothesis was accepted.

In checking whether the distribution of pre-test and post-test, the present researcher used normal distribution test. It was normal or not. It was found that on post-test.

3. Hypothesis Test

a. Hypothesis testing

To know the contribution of Simple Project-Based learning procedure was to find whether the data was homogenous. The present researcher used SPSS Statistics 22 for Windows. As the output, the SPSS Statistics showed the result of the descriptive which indicated that the hypothesis was accepted or rejected.

b. Hypothesis (Null)

Hypothesis null in this research was: Simple Project-Based Learning Syntaxes to teaching speaking specially for fluency element of speaking was significantly improving students' speaking ability.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Descriptive statistics

In this research, the present in this research, the present researcher used descriptive statistics in analyzing the data. The result of this research indicated that the mean score on pre-test was 48.75 and standard deviation was 8.851. While, on post-test the mean score was 71.56 and standard deviation was 9.953. Based on the data gained on students' reading skill, it was indicated that the mean score and standard deviation of students in post-test were higher than the mean score in pre-test. So, researcher conclude the existence of a tendency while researcher used simple project-based learning syntaxes to teaching speaking specially for fluency element of speaking in class that the mean score after having the treatment was higher than before having treatment, in which the mean score of post-test was higher than the mean score of pre-test.

2. Statistics Required for Hypothesis Testing

a. Normality testing

The significance value (p) in the Kolmogorov-Smirnov test for the pre-test was 0.006, which was lower than 0.05 ($p < 0.05$), and for the post-test, it was 0.009, which was also lower than 0.05 ($p < 0.05$). This

indicated that both the pre-test and post-test data were non-normally distributed, requiring a non-parametric test to assess the hypothesis. Additionally, the significance value (p) in the Shapiro-Wilk test for the pre-test was 0.006, indicating it was lower than 0.05 ($p < 0.05$). For the post-test, the significance value was 0.041, which was higher than 0.05 ($p > 0.05$). Therefore, based on the Shapiro-Wilk test results, the data were not normally distributed, necessitating a non-parametric test to assess the hypothesis.

b. Homogeneity testing

The homogeneity test was aimed at determining whether the variance of the data analyzed was statistically homogeneous or not. The formula used by this researcher was one-way ANOVA. Homogeneity testing was conducted to determine whether the data were homogeneous. Moreover, the data are said to be homogeneous if the values of the level of significance are higher than $p = 0.05$. As a result found the value of significance level was 0.558 and the Levene's statistic was 0.189. The value of significance level was greater than 0.05, it means that the distribution of the data was homogeneous.

Test of Homogeneity of Variance

The details of the scores' criteria for the pronunciation test are explained in the scoring rubric above. The researcher will account for the students' scores by the formula below:

$$X = \Sigma S$$

$$S_{max.} \times 100$$

Notes:

X = The students' score

ΣS = The total of students' point

$S_{max.}$ = The maximum of students' score

To calculate the mean score of the results of the pre-test and post-test on the student's ability in fluency skills using the Based-Learning Teach Speaking (Fluency)

application, the researcher will use the following formula:

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

Where :

\bar{x} : Mean Score

Σx : Total raw score

N : The number of samples

In this research, the researcher will use SPSS 22.0 because SPSS will probably be the most common statistical data analysis software package used in educational research and will be available at most institutions of higher education

3. hypothesis testing

The result of the data was shown after the researcher compared the results of the pre-test and the post-test. Furthermore, to analyze the

hypothesis testing, which aimed to know whether the hypothesis was accepted, the researcher used SPSS Statistics 22 for Windows.

B. Discussion

This study titled "Simple Project-Based Learning Syntaxes to Teach Speaking (Fluency Element)," the findings indicated that this method was highly effective in improving students' speaking abilities, especially in terms of fluency. The use of straightforward project-based learning enabled students to actively participate in their education, leading to a deeper understanding through hands-on experience and direct engagement

Sormunen et al., (2020). After collecting and calculating the obtained data, the present researcher found the mean score and standard deviation of post-test are greater than pre-test. It clearly indicated that there is improvement of students' motivation in vocabulary mastery after treatment by using Simple Project-based Learning Syntaxes is effective to increase students' fluency

A relevant study was conducted by Esmail Zare-Behtas and the title was *The Impact of Project-Based Learning on the Speaking Abilities of Iranian EFL Beginner Learners.*

Pramesthi, (2023). Tentatively, it can be said that the treatment given by the present researcher at SMAN 1 Sembalun was successful. Employing clear and simple project structures assisted students in organizing and articulating their thoughts more effectively, which in turn enhanced their grasp of grammar and sentence construction. Additionally, project-based learning offered students practical opportunities to practice speaking within relevant contexts, which reinforced their grasp of the material

Hardika & Pratolo,(2024)The hypothesis that utilizing simple project-based learning syntaxes could enhance students' speaking skills with a focus on fluency was validated

Akhyar et al., (2024). This suggested that the approach not only succeeded in improving students' speaking proficiency but also helped them better understand and use language elements in their communication.

Miranda & Wahyudin, (2023). Therefore, this method presented a promising approach to overcoming challenges in teaching speaking and fluency. Based on the normality testing, the value of significance level either of pre-test score was more than ($p=0.05$). It means that the data are normal and based on the homogeneity testing result, the value of significant level is more than level (p)= 0.05 it means that the data are homogenous.

Meanwhile, the result of hypothesis testing, the present researcher find that the value of significant level is lower than 0.05, it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is clearly rejected. So, the result of this research can be concluded that Simple Project-based Learning Syntaxes is effective to increase students' fluency at *SMAN 1 Sembalun* based on researcher observed while treatment.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concludes that Simple Project-Based Learning Syntaxes is significantly effective to increase students' comprehension at *SMAN 1 Sembalun*. Based on the result, the value in pre-test was 48.75 and in the post-test is 71.56 Meanwhile, the result of hypothesis

testing, the present researcher found that the value of significant level was 0.000, it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is clearly rejected. Furthermore, the result of this research can be concluded that Simple Project-based Learning Syntaxes was effective to increase students' fluency at SMAN 1 Sembalun based on researcher observed while treatment.

B. Suggestion

Referring to the result of the research, the present researcher got some suggestion as follows

1. In an enthusiastic classroom setting, students find themselves engaged in an intriguing project designed specifically to enhance their speaking abilities. Each student is given the opportunity to actively participate in structured everyday fluency, applying the syntax they have learned. They set personal goals to sharpen their speaking skills and eagerly seize every opportunity to improve themselves.
2. For teacher, their teachers, as wise guides, not only teach syntax theoretically but also demonstrate its use in relevant contexts. During group discussions, teachers foster collaboration and deep fluency among students, ensuring that each student has the chance to speak and listen attentively. Regular formative assessments help teachers understand

students' individual needs, enabling them to provide tailored and effective guidance.

3. For other researchers, with their interest in the long-term effects of this project, explore how this syntax-based approach can transform language teaching paradigms. They conduct in-depth studies comparing the outcomes of traditional teaching methods with this project-based approach. Their findings, published in journals and discussed at conferences, offer valuable insights to the educational community regarding the potential of this innovative approach to enhance students' understanding of syntax and speaking abilities.

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APPENDIX 1
LESSON PLAN

School : SMA Negeri 1 Sembalun
Subject : English
Class/Semester : XI/1
Main Material : Legend
Skill : Speaking
Time Allocation : 2 x 45 minutes (3 meetings)

A. Core Competences

1. Appreciate and live the teachings of the religion he adheres to.
2. Demonstrate honest, disciplined, responsible, caring behavior (tolerant, mutual cooperation), polite, confident in interacting effectively with the social and natural environment within the reach of the association and its existence
3. Understand and apply knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to visible phenomena and events.
4. Processing, presenting and reasoning in the concrete realm (using, parsing, arranging, modifying, and creating) and abstract realms (writing, reading, calculating, drawing and composing) according to what is learned in school and other sources in the same perspective. View or theory.

B. Basic Competences

- 3.8 Distinguishing social functions, text structures, and linguistic elements of some narrative texts orally and in writing by providing information related to legend, simple, according to the context of use
- 4.8 Capturing meaning contextually related to social functions, text structure, and elements of narrative text language, spoken and written simple related to legend.

C. Indicators of Competence Achievement

- 3.8.1 Social and non-linguistic functions in simple narrative texts in the form of legend, according to the context in which they are used

- 3.8.2 Meaning of the word or sentences in narrative text Identifying meaning related to function social and linguistic elements of narrative text short story/legend
- 3.8.3 Define a generic structure on narrative text

D. Learning objectives

1. Students can read well the story that has been determined by the teacher.
2. Students can answer oral questions properly and correctly after the teacher reads the story text.
3. Students can retell what has been conveyed by the teacher.
4. Students are able to understand the meaning of narrative text
5. Students are able to identifying the generic structure of narrative text and the right grammar.

E. Learning Material

Definition of narrative text

1. Narrative text is text that contains imaginary stories, fairy tales, or true stories that have been exaggerated. Usually there is a moral value to be learned at the end of the story.
2. The purpose of narrative text
3. Narrative text aims to entertain and attract readers' interest. Narrative text presents a story or event that has a problem. These problems can lead to conflict and at the end of the story there is a resolution and have a sad or happy ending. The language features of Narrative text
 - Past tense (killed, drunk, etc.)
 - Adverb of time (Once upon a time, one day, etc.)
 - Time conjunction (when, then, suddenly, etc.)
 - Action verb (killed, walked, etc.)
4. The generic structure of Narrative text
 - a. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

b. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

c. Resolution The problem

the crisis is resolved, either in a happy ending or in a sad (tragic) ending

d. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

Example of Narrative text

Finding Nemo

Nemo was a little clownfish who lived a quiet life with his dad, Marlin, on the Great Barrier Reef. Nemo longed for adventure but Marlin worried about the dangers in the ocean. He barely let Nemo out of his sight. On the first day of school, Marlin overheard Nemo and his new friends daring each other to swim out over a steep cliff.

“Come on Nemo, how far can you go?” his friends shouted.

Marlin panicked and said, “Nemo, you know you can’t swim well.” Nemo replied, “I can swim fine Dad! Okay?” Nemo darted up toward a boat on a surface. As Nemo swam, a diver appeared behind him. The diver pulled out a net and caught Nemo. Then, he returned to his boat and sped off, accidentally knocking one of his masks overboard.

Marlin chased after the boat but it was too fast.

Marlin soon bumped into a blue tang fish named Dory who offered to help. “I’ve seen that boat and it went this way! Follow me!” Dory said. When Marlin followed, Dory whirled around. Marlin started following Dory when suddenly Dory said, “Stop following me!” On this, Marlin said, “You promised me to show the way where that boat went.” Sorry looked surprised then shook her head sadly and told him that she had been suffering from short-term memory loss.

Figuring Dory couldn’t help him, Marlin turned to leave and found himself face to face with a shark. The shark invited Dory and Marlin to get together in an odd sunken ship. Inside the ship were two other sharks, and

together they pledged, “Fish are friends, not food!” As they spoke, Marlin looked up and saw the diver’s mask. Dory noticed some writing on the scrap. It might be a clue to help them in finding Nemo. Marlin and Dory quickly left the party carrying the mask.

Miles away, Nemo had been taken to a dentist’s office. A goofy gang of tropical fish lived there. The fish and their friends Nigel, a pelican, passed the time by watching the dentist work. That night, Nemo learned that he would be given to Darla, the dentist’s niece. The tank gang warned him that Darla’s fish never lived for very long. Their leader Gill took charge and said, “We’re going to help him escape!”

The next day, Darla came to collect her new fish Nemo. The dentist started to hand

Nemo to Darla in a bad, but say Nemo inside, belly up, pretending to be dead. The gang cheered and shouted, “He’s going to get flushed down the toilet! He’s going to get flushed out to sea!”.

Outside, Marlin and Dory had made it to Sydney to try and find Nemo. Just then the toilet was flushed and Nemo travelled down the drains and out into sea to be greeted by Marlin and Dory. All three returned home.

Several weeks later, Nemo was ready for school again.

This time, Marlin was ready too. He knew that his son could take care of himself. Nemo waved as he swam away. He swam back and hugged Marlin and said, “Love you, dad!” Marlin smiled and said, “Love you too, son!” Now go, have an adventure!

F. Learning Method

Method : Project-Based Learning

Technique : Jigsaw

G. Media, Tools, and Learning Resources

Short story/ legend/folktale

H. Tools

LCD, Dictionary, Book, Laptop

Table 4

Lesson plan Meeting 1,2,3

Activity	Description	Time
Pre-activity	<ol style="list-style-type: none">1. the teacher make greetings2. the teacher instruct the class president to lead the prayer3. check class attendance list4. delivering basic competences that will be studied today.5. delivering learning objectives to be achieved6. motivating student related to material to be studied7. prepare learning media	10
Whilst activity	<ol style="list-style-type: none">8. Teacher distributes worksheets to all students;9. Teacher explains how to do the test;10. Students write their name on the provided sheet11. Students are provided three (3) minutes to read the items in the worksheets and get prepared for the test;12. Students do the test individually	70
Post activity	<ol style="list-style-type: none">13. When the time ends students leave the work sheets on their table;14. Teacher collects all the worksheets15. Teacher analyze the result of the pre-test	10

Meeting 2

Activity	Description	Time
Pre – activity	<ol style="list-style-type: none"> 1. Teacher greets the students; 2. Teacher leads the students to pray; 3. Teacher checks the students presence 	10
Whilst activity	<ol style="list-style-type: none"> 4. grouping the class into some group 5. the teacher introduce the material or a new vocabulary by showing a real object, un complete picture series 6. the teacher tells the story based on the un completes picture series 7. each group finish the story on the un complete picture 8. each group finish the story based on their own group version 9. presentation 	70
Post activity	<ol style="list-style-type: none"> 10. Teacher and students summarizing narrative text together 11. Provided motivation to learn 12. Greeting 	10

Meeting 3 (post test)

Activity	Description	Time
Pre-activity	<ol style="list-style-type: none"> 1. the teacher make greetings 2. the teacher instruct the class president to lead the prayer 3. check class attendance list 4. Teachers asks some questions related to the previous materials 5. delivering learning objectives to be achieved 	10
Whilst activity	<ol style="list-style-type: none"> 6. Teacher distributes worksheets to all students; 7. Teacher explains how to do the test; 8. Students write their name on the provided sheet 9. Students are provided three (3) minutes to read the items in the worksheets and get prepared for the test; 10. Students do the test individually 	70
Post activity	<ol style="list-style-type: none"> 11. When the time ends students leave the worsheets on their table; 12. Teacher collects all the worksheets 13. Teacher analyze the result of the pre-test 	10

Table 5
APPENDIX 2

PRE-TEST RESULT

NO	NAMA SISWA	NILAI
		Pre-test
1	I GEDE SUSTRA WIJAYA	40
2	I MADE SUSTRWAN	50
3	BAIQ NURUL AULIA	40
4	RIANAWATI	50
5	RIADATUL JANNAH	50
6	LINGGA	40
7	ERTINA WAHYUNI	70
8	VIVI NURHALIZA	60
9	MUHLISTIO	50
10	ZAINUL ABDI	40
11	AZIZI	60
12	ROFIK	50
13	HENDRA JUANDA	50
14	DEDE ARDIANSYAH	50
15	PIKI PUTRA	40
16	M.APANDI	40

Table 6
APPENDIX 3

POST-TEST RESULT

NO	NAMA SISWA	NILAI
		Post-test
1	I GEDE SUSTRA WIJAYA	65
2	I MADE SUSTRAWAN	70
3	BAIQ NURUL AULIA	60
4	RIANAWATI	65
5	RIADATUL JANNAH	70
6	LINGGA	70
7	ERTINA WAHYUNI	90
8	VIVI NURHALIZA	90
9	MUHLISTIO	80
10	ZAINUL ABDI	70
11	AZIZI	85
12	ROFIK	60
13	HENDRA JUANDA	70
14	DEDE ARDIANSYAH	75
15	PIKI PUTRA	65
16	M.APANDI	60

APPENDIX 4 (Instrument)

A. Blue print of research

SIMPLE PROJECT-BASED LEARNING SYNTAXES TO TEACH SPEAKING (FLUENCY ELEMENT)

(A Pre-Experimental Research at the XI Students of SMAN 1 Sembalun
the Academic Year 2024/2025)

in

Table 7

No.	Aspect of Research	Indicators	Source of Data	Technique
1.	the students' speaking skills use simple project-based learning method in teaching learning	<p>1. Teaching short story in speaking skills by using simple project-based learning method which students are able to</p> <ul style="list-style-type: none"> • Use simple project-based learning to teach speaking skills in learning • Solution for learning speaking problems <p>2. Short story</p> <ul style="list-style-type: none"> • Determine the general features of the short story • Findings intrinsic elements in the short story 	Students of Pre-Experimental Group	Pre-test, Treatment, Post-test

Table 8**a. The Research Schedule in SMAN 1 Sembalun**

No.	Time	Activity	Target
1.	May 31, 2024	Collecting school profile and base data of SMAN 1 Sembalun	Headmaster, Curriculum Staff, Administration Staff English Teacher and Students
2.	June 02, 2024	Administering Pre-test	Students of class XI
4.	June 05, 2024	The process of teaching and learning speaking skill using simple project-based learning method	Students of class XI
		Giving treatment by teaching speaking skill in short story using simple project-based learning method 1) Discussing 2) Practicing	Students of class XI
5.	June 06, 2024	The process of teaching and learning in reading skill using simple project-based learning method	Students of class XI
		Giving treatment by teaching speaking skill in short story using simple project-based learning method 1) Practicing	Students of class XI
6.	June 07, 2024	Administering Post-test	Students of class XI

Table 9

APPENDIX 5

A. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	16	40	70	48.75	8.851
Posttest	16	60	90	71.56	9.953
Valid N (listwise)	16				

Table 10

APPENDIX 6

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
The Result of Study	pretest	.256	16	.006	.827	16	.006
	posttest	.250	16	.009	.882	16	.041

Table 11

APPENDIX 7

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
The Result of Study	Based on Mean	.350	1	30	.558
	Based on Median	.166	1	30	.687
	Based on Median and with adjusted df	.166	1	29.72 1	.687
	Based on trimmed mean	.189	1	30	.667

Table 12

APPENDIX 8

Ranks

		N	Mean Rank	Sum of Ranks
Class - The Result of Study	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	16 ^b	8.50	136.00
	Ties	0 ^c		
	Total	16		

Source: Primary data (pre-test post-test) was processed in July 2024 by SPSS

APPENDIX 9 (Documentation)

PRE-TEST



TREATMENT



POST-TEST





PEMERINTAH KABUPATEN LOMBOK TIMUR
**BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)**

Jl. Prof. M. Yamin No. 57 Komplek Kantor Bupati Lombok Timur Blok G Lt. 3 Tlp. (0376) 21371

Selong, 15 Juli 2024

Nomor : 070/1002/PD/VII/2024
Lampiran : -
Hal : Permakluman Penelitian

Yth. Kepala SMAN 1 Sembalun
di Tempat

Bismillahirrahmanirrahim
Assalamu alaikum Warahmatullahi Wabarakatuh

Menunjuk surat Dekan Fakultas Bahasa, Seni dan Humaniora Universitas Hamzanwadi Nomor : 260/UH FBSH/LT/2024, Tanggal 15 Juli 2024, perihal permohonan izin penelitian. Untuk itu, dipermaklumkan bahwa kegiatan Penelitian dilaksanakan di Wilayah Kerja Bapak/Ibu/Saudara oleh:

Nama : RANGKUN WARI GUNAWAN
NIM : 200202086
Alamat : Bungtiang
Pekerjaan : Mahasiswa
Instansi / Badan : Universitas Hamzanwadi
Tujuan / Keperluan : Untuk memperoleh data
Judul / Tema : Simple Project-Based Learning Systaxes To Teach Speaking (Fluency Element)
Tanggal Pelaksanaan : 15 Juli s/d 15 Oktober 2024

Untuk kelancaran pelaksanaan perihal dimaksud kiranya kepada yang bersangkutan dapat dibantu seoptimal mungkin dan atas bantuan serta kerja sama yang baik kami sampaikan terima kasih

Billahittaufiq Walhidayah
Wassalamu alaikum Warahmatullahi Wabarakatuh

KEPALA BAPPEDA
KABUPATEN LOMBOK TIMUR,

H. M. ZAIDAR ROHMAN, S.STP., M.H.
Pembina Utama Muda (IV/c)
NIP 197512181995111001

Tembusan

1. Kepala Bakesbangpoldagri Kab. Lombok Timur di Selong;
2. Dekan Fakultas Bahasa, Seni dan Humaniora Universitas Hamzanwadi Selong di Selong



UNIVERSITAS HAMZANWADI
FAKULTAS BAHASA, SENI, DAN HUMANIORA

Jalan T. K.H. Muhammad Zainuddin Abdul Majid No. 112 Pancor, Selong, Lombok Timur, Nusa Tenggara Barat 83652
Telp./fax: +6237622954 Website: <http://fbsh.hamzanwadi.ac.id> E-mail: fbsh@hamzanwadi.ac.id

Nomor : 260/U11-FBSH/1.T/2024
Lampiran : 1 (Satu) Eks
Hal : **Mohon Izin Penelitian**

15 Juli 2024

Yth. Kepala BAPPEDA Kab. Lombok Timur
di-
Tempat

Bismillahirrahmanirrahim.
Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dengan hormat, kami permaklumkan bahwa untuk dapat menyelesaikan tugas akhir pada Program Studi Pendidikan Bahasa Inggris FBSH Universitas Hamzanwadi, maka mahasiswa di bawah ini:

Nama : RANGKUN WARI GUNAWAN
NPM : 200202086
Fakultas : Bahasa, Seni dan Humaniora
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi/Karya Ilmiah : SIMPLE PROJECT- BASED LEARNING SYNTAXES TO TEACH SPEAKING (FLUENCY ELEMENT)

Mohon kiranya diberikan izin melakukan penelitian di instansi/lembaga yang ada di lombok timur sesuai proposal terlampir.

Demikian, atas kerjasama yang baik disampaikan ucapan terimakasih.

Wallahul Muwaffiqul Walhadi Ila Sabilirrasylad.
Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Dekan,

Dr. Drs. H. Mohzana, S.Pd., M.Pd.
NIP. 196112311983011071

Tembusan:

1. Rektor Universitas Hamzanwadi, di Pancor;
2. Kepala P3MP Universitas Hamzanwadi, di Pancor;
3. Koordinator Program Studi Pendidikan Bahasa Inggris, di Pancor.



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Telp./Fax: +6237122954 Website: <http://hamzanwadi.ac.id> E-mail:

KONTRAK KERJA BIMBINGAN

Yang bertanda tangan dibawah ini, pihak pertama (Dosen Pembimbing Skripsi) dengan menandatangani kontrak Kerja Bimbingan dengan pihak kedua (mahasiswa bimbingan) melaksanakan bimbingan Skripsi selama enam bulan atau satu semester dengan jadwal sbb.

BULAN PERTAMA untuk Pendaftaran Proposal
BULAN KEDUA untuk Instrumen Penelitian
BULAN KETIGA-KELIMA untuk Bimbingan Skripsi

Demikian kontrak bimbingan ini dibuat dengan sebenarnya untuk dipedomani dan dilaksanakan sebagaimana mestinya

Pancor, 08-05-2024

Pihak Pertama
Pembimbing Pertama

Muhammad Husnu, M.Pd.

Pembimbing Kedua

Ahmad Husri, M.Pd.

Pihak Kedua
Mahasiswa Bimbingan

Rangku Wari Gurawan

Mengetahui
DEKAN FBSPH UNIV. HAMZANWADI

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BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa: RANSEUN WARI GUNAWAN
2. Nomor Pokok Mahasiswa: 200202086
3. Semester: 8(B)
4. Fakultas: FBSH
5. Jurusan/ Program Studi: Pendidikan Bahasa Inggris
6. Dosen Pembimbing:
 1. Muhammad Husnu, Mpd
 2. Ahmad Yusri, Mpd
7. Judul Skripsi: SIMPEL PROJECT-BASED LEARNING SYNTAXES TO TEACH SPEAKING (FLUENCY ELEMENT)

8. Jadwal bimbingan

NO	Tanggal Konsul	Materi Bimbingan	Tgl. Revisi Persetujuan	Paraf	
	Selasa 05/07 09/2024	title ok			
	Senin 05 27/2024	outline ok			

Senin 05/ 27/2024	Chapter I ok		✓
Senin 05/ 31/2024	Chapter II ok		✓
Rabu/06/ 05/2024	Chapter III ok		✓
Selasa/06/ 18/2024	proposal ok.		✓
Selasa 05/08/2024	Chapter 1		✓
Senin 05/ 29/2024	Chapter II		✓
Rabu/06/ 12/2024	Chapter III		✓
Selasa/06/ 18/2024	Proposal Acc		✓
	Chapter IV & V		✓

	Chapter IV & V				
	Acc				
	Shirin Ok				

Pancor, ✓
 Koordinator Program Studi



M. Adib Nasri M.Pd.
 (...0824038801.....)
 NIDN. ✓



UNIVERSITAS HAMZANWADI
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Nomor : 260/UH-FBSH/11/2024
Lampiran : 1 (Satu) Eks
Hal : **Mohon Izin Penelitian**

15 Juli 2024

Yth. Kepala BAPPEDA Kab. Lombok Timur
di-
Tempat

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