

**MODEL PEMBELAJARAN BERBASIS PROYEK VIDEO DALAM
PEMBELAJARAN KEMAMPUAN BERBICARA BAHASA INGGRIS DI
MASA PANDEMI COVID-19**

SKRIPSI

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Sarjana
Pendidikan Progam Studi Teknologi Pendidikan



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Skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Sarjana Pendidikan pada Fakultas Ilmu Pendidikan

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ABSTRAK

Rahmat Handiko (1603732). Model Pembelajaran Berbasis Proyek Video dalam Pembelajaran Kemampuan Berbicara Bahasa Inggris di Masa Pandemi Covid-19.

Skripsi. Departemen Kurikulum dan Teknologi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Tahun 2021

Kemampuan berbicara atau *speaking* merupakan salah satu komponen penguasaan bahasa Inggris yang memerlukan praktik secara langsung sehingga guru dapat memberikan penilaian kemampuan verbal dengan sesuai. Namun, saat ini peserta didik dihadapkan dengan keterbatasan untuk memperoleh pengalaman belajar pada aspek kemampuan berbicara dalam mata pelajaran bahasa Inggris yang disebabkan oleh implementasi sistem pembelajaran dalam jaringan melalui *learning management system* yang dianggap tidak dapat memfasilitasi atau membatasi peserta didik untuk melaksanakan pembelajaran *speaking*. Maka dari itu, diperlukan model pembelajaran alternatif yang dapat menunjang pelaksanaan pembelajaran kemampuan berbicara dalam bahasa Inggris secara *online*. Melalui metode deskriptif, penelitian studi kasus ini bertujuan untuk mengobservasi bagaimana persepsi dan kendala peserta didik, serta pengaruh model pembelajaran berbasis proyek video dalam pembelajaran kemampuan berbicara bahasa Inggris di masa pandemi Covid-19. Data penelitian ini didapatkan dari 30 peserta didik kelas 10 Ilmu Bahasa dan Budaya di SMAN 15 Bandung melalui kuesioner terbuka serta wawancara. Selanjutnya, data dianalisis dengan mengacu pada teori dari Kleinke (1978) yang meliputi hubungan antara persepsi dan pembelajaran. Temuan penelitian menunjukkan bahwa walaupun mengalami beberapa kendala, mayoritas peserta didik merasa puas dengan hasil proyek pembuatan video mereka karena dapat membantu menambah kosa kata dalam bahasa Inggris (*vocabulary*) serta cara pelafalannya (*pronunciation*). Temuan ini mengidikasikan bahwa peserta didik memiliki persepsi yang baik terhadap model pembelajaran berbasis proyek video. Maka dari itu, dapat disimpulkan bahwa model pembelajaran berbasis proyek video memberikan pengaruh positif dalam pembelajaran kemampuan berbicara bahasa Inggris.

Kata kunci: Persepsi, model pembelajaran berbasis proyek video, Kemampuan Berbicara Bahasa Inggris

ABSTRACT

Rahmat Handiko (1603732). *Video Project-based Learning Model in Learning English Speaking Skills during Covid-19 Pandemic*

Thesis. Department of Curriculum and Educational Technology. Faculty of Education, Indonesia University of Education, 2021.

Speaking skill is one of the components in mastering English language that requires hands-on practice in order to provide the teacher an appropriate speaking assessment. However, currently students are faced with the limitations in obtaining learning experience of speaking skills in English subjects caused by the implementation of online learning through a learning management system which is considered insufficient to facilitate or limit students to conduct speaking learning. Therefore, an alternative online learning model that can support the implementation of speaking activities is needed. Through descriptive method, this case study research aims to observe students' perceptions and barriers, as well as the influence of the video project model in learning English speaking skills during the Covid-19 pandemic. The data of this study were obtained from 30 students of 10th grade majoring at Language and Culture at SMAN 15 Bandung through open-ended questionnaire and interview. Furthermore, the data were analyzed with reference to the theory of Kleinke (1978) which includes the relationship between perception and learning. The research findings showed that despite of experiencing some obstacles, the majority of students were satisfied with the results of their video projects since it can help them to increase their English vocabulary and how to pronounce the words. This finding indicated that students had a good perception of the video project model. Hence, it can be concluded that video project model has a positive influence in learning English speaking skills.

Keywords: Perception, Video project-based learning model, English Speaking Ability

DAFTAR ISI

LEMBAR PENGESAHAN	iii
PERNYATAAN	Error! Bookmark not defined.
KATA PENGANTAR	Error! Bookmark not defined.
UCAPAN TERIMAKASIH.....	Error! Bookmark not defined.
ABSTRAK.....	iv
ABSTRACT.....	.v
DAFTAR ISI.....	vi
DAFTAR TABEL.....	ix
DAFTAR GAMBAR	x
DAFTAR LAMPIRAN	xi

BAB I PENDAHULUAN.....	Error! Bookmark not defined.
-------------------------------	------------------------------

1.1 Latar Belakang Penelitian	Error! Bookmark not defined.
1.2 Rumusan Masalah	Error! Bookmark not defined.
1.3 Tujuan Penelitian	Error! Bookmark not defined.
1.3.1 Tujuan Umum	Error! Bookmark not defined.
1.3.2 Tujuan Khusus	Error! Bookmark not defined.
1.4 Manfaat Penelitian	Error! Bookmark not defined.
1.5 Cakupan Penelitian.....	Error! Bookmark not defined.
1.6 Definisi Operasional.....	Error! Bookmark not defined.
1.7 Susunan Penulisan Skripsi.....	Error! Bookmark not defined.

BAB II KAJIAN TEORI	Error! Bookmark not defined.
----------------------------------	------------------------------

2.1 Definisi Persepsi	Error! Bookmark not defined.
2.1.1 Faktor-faktor Persepsi	Error! Bookmark not defined.
2.1.2 Indikator Persepsi	Error! Bookmark not defined.
2.1.3 Proses Persepsi	Error! Bookmark not defined.
2.1.4 Hubungan antara Persepsi dan Pembelajaran ...	Error! Bookmark not defined.
2.2 Konsep Kemampuan Berbicara dalam Mata Pelajaran Bahasa Inggris	Error! Bookmark not defined.
2.2.1 Definisi Kemampuan Berbicara	Error! Bookmark not defined.
2.2.2 Komponen Kemampuan Berbicara.....	Error! Bookmark not defined.
2.2.3 Jenis-jenis Aktivitas Kemampuan Berbicara	Error! Bookmark not defined.
2.2.4 Tahap dalam Pengajaran Kemampuan Berbicara	Error! Bookmark not defined.

- 2.2.5 Masalah-masalah dalam Kemampuan Berbicara **Error! Bookmark not defined.**
- 2.2.6 Penyebab Kemampuan Berbicara yang Rendah **Error! Bookmark not defined.**
- 2.2.7 Jenis-jenis Uji Kemampuan Berbicara **Error! Bookmark not defined.**
- 2.2.8 Faktor Pendukung Peserta Didik dalam Kemampuan Berbicara **Error! Bookmark not defined.**
- 2.2.9 Kondisi Kemampuan Berbicara Peserta Didik dapat diterapkan **Error! Bookmark not defined.**
- 2.3 Model Pembelajaran Berbasis Proyek **Error! Bookmark not defined.**
- 2.3.1 Karakteristik Model Pembelajaran Berbasis Proyek **Error! Bookmark not defined.**
- 2.3.2 Langkah-langkah Model Pembelajaran Berbasis Proyek **Error! Bookmark not defined.**
- 2.3.3 Manfaat Model Pembelajaran Berbasis Proyek **Error! Bookmark not defined.**
- 2.4 Konsep Proyek Video **Error! Bookmark not defined.**
- 2.4.1 Pembuatan Video **Error! Bookmark not defined.**
- 2.5 Konsep Pembelajaran dalam Jaringan **Error! Bookmark not defined.**
- 2.5.1 Pengertian Pembelajaran dalam Jaringan **Error! Bookmark not defined.**
- 2.5.2 Karakteristik Pembelajaran dalam Jaringan **Error! Bookmark not defined.**
- 2.5.3 Manfaat Pembelajaran dalam Jaringan **Error! Bookmark not defined.**
- 2.5.4 Keuntungan dan Kerugian Pembelajaran dalam Jaringan **Error! Bookmark not defined.**

- BAB III METODE PENELITIAN** **Error! Bookmark not defined.**
- 3.1 Metode Penelitian **Error! Bookmark not defined.**
- 3.1.1 Pendekatan Penelitian **Error! Bookmark not defined.**
- 3.1.2 Desain Penelitian **Error! Bookmark not defined.**
- 3.2 Subjek penelitian Penelitian **Error! Bookmark not defined.**
- 3.3 Pengambilan Data **Error! Bookmark not defined.**
- 3.4 Prosedur penelitian **Error! Bookmark not defined.**
- 3.5 Analisis data **Error! Bookmark not defined.**

- BAB IV TEMUAN DAN PEMBAHASAN** **Error! Bookmark not defined.**
- 4.1 Deskripsi Temuan Penelitian **Error! Bookmark not defined.**
- 4.1.1 Pelaksanaan Penelitian **Error! Bookmark not defined.**
- 4.2 Temuan Penelitian Berdasarkan Rumusan Masalah **Error! Bookmark not defined.**

4.2.1 Kisi-Kisi Indikator Penentu Persepsi Positif dan Negatif Peserta Didik terhadap Model Pembelajaran Berbasis Proyek Video dalam Kemampuan Berbicara Bahasa Inggris	Error! Bookmark not defined.
4.2.2 Pengaruh Model Pembelajaran Berbasis Proyek Video terhadap Kemampuan Berbicara Bahasa Inggris	Error! Bookmark not defined.
4.2.3 Kendala dalam Pelaksanaan Model Pembelajaran Berbasis Proyek Video	Error! Bookmark not defined.
4.2.4 Dampak Kendala dalam Pelaksanaan Model Pembelajaran Berbasis Proyek Video dalam Pembelajaran Kemampuan Berbicara Bahasa Inggris	Error! Bookmark not defined.
4.3 Pembahasan Temuan Penelitian	Error! Bookmark not defined.
4.3.1 Kisi-Kisi Indikator Penentu Persepsi Positif dan Negatif Peserta Didik terhadap Model Pembelajaran Berbasis Proyek Video dalam Kemampuan Berbicara Bahasa Inggris	Error! Bookmark not defined.
4.3.2 Pengaruh Model Pembelajaran Berbasis Proyek Video terhadap Kemampuan Berbicara Bahasa Inggris	Error! Bookmark not defined.
4.3.3 Kendala dalam Pelaksanaan Model Pembelajaran Berbasis Proyek Video	Error! Bookmark not defined.
4.3.4 Dampak Kendala dalam Pelaksanaan Model Pembelajaran Berbasis Proyek Video dalam Pembelajaran Kemampuan Berbicara Bahasa Inggris	Error! Bookmark not defined.
4.4 Keterbatasan Penelitian	Error! Bookmark not defined.
BAB V KESIMPULAN DAN SARAN.....	Error! Bookmark not defined.
5.1 Simpulan	Error! Bookmark not defined.
5.2 Implikasi	Error! Bookmark not defined.
5.3 Rekomendasi.....	Error! Bookmark not defined.
DAFTAR PUSTAKA	12
LAMPIRAN-LAMPIRAN.....	Error! Bookmark not defined.
Lampiran A	Error! Bookmark not defined.
Lampiran B	Error! Bookmark not defined.
Lampiran C	Error! Bookmark not defined.
Lampiran D	Error! Bookmark not defined.

DAFTAR TABEL

Tabel 3. 1 Kategori kuesioner terbukaError! Bookmark not defined.
Tabel 3. 2 Tabel pengolahan data untuk kuisionerError! Bookmark not defined.

DAFTAR GAMBAR

Gambar 2. 1 Hubungan antara persepsi dan pembelajaran **Error! Bookmark not defined.**
Gambar 2. 2 Proses Berbicara **Error! Bookmark not defined.**
Gambar 2. 3 Karakteristik Model Pembelajaran Berbasis Proyek... **Error! Bookmark not defined.**
Gambar 2. 4 Langkah-langkah Model Pembelajaran Berbasis Proyek...**Error! Bookmark not defined.**
Gambar 4. 1 Penerimaan Peserta Didik terhadap Proyek Pembuatan
Video.....**Error! Bookmark not defined.**
Gambar 4. 2 Preferensi Peserta Didik terhadap Proyek Pembuatan Video**Error!**
Bookmark not defined.
Gambar 4. 3 Perasaan Peserta Didik selama Proses Proyek Pembuatan Video**Error!**
Bookmark not defined.
Gambar 4. 4 Tingkat Kepuasan Peserta Didik terhadap Hasil Proyek Pembuatan Video
.....**Error! Bookmark not defined.**
Gambar 4. 5 Persiapan Peserta Didik dalam Proyek Pembuatan Video .**Error! Bookmark**
not defined.
Gambar 4. 6 Sikap Peserta Didik setelah Menyelesaikan Proyek Pembuatan Video.**Error!**
Bookmark not defined.
Gambar 4. 7 Hasil Akhir yang Diperoleh dari Proyek Pembuatan Video.....**Error!**
Bookmark not defined.
Gambar 4. 8 Sisi Positif dari Proyek Pembuatan Video**Error! Bookmark not defined.**
Gambar 4. 9 Rahasia Keberhasilan Proyek Pembuatan Video**Error! Bookmark not**
defined.
Gambar 4. 10 Jumlah Peserta Didik dengan Pengalaman Proyek Pembuatan Video **Error!**
Bookmark not defined.
Gambar 4. 11 Jumlah Peserta Didik yang Menyadari terdapat Kesalahan Kemampuan
Berbicara dalam Proyek Pembuatan Video**Error! Bookmark not defined.**
Gambar 4. 12 Kesalahan Peserta Didik dalam Proyek Pembuatan Video**Error!**
Bookmark not defined.
Gambar 4. 13 Tantangan dalam Proses Proyek Pembuatan Video .. **Error! Bookmark not**
defined.
Gambar 4. 14 Tingkat Kesulitan Proses Proyek Pembuatan Video .**Error! Bookmark not**
defined.
Gambar 4. 15 Sisi Negatif dari Proyek Pembuatan Video.**Error! Bookmark not defined.**
Gambar 4. 16 Frekuensi Proses Proyek Pembuatan Video**Error! Bookmark not defined.**
Gambar 4. 17 Sikap Peserta Didik ketika terdapat Kesalahan dalam Proyek Pembuatan
Video**Error! Bookmark not defined.**
Gambar 4. 18 Sikap Peserta Didik untuk Memastikan tidak terdapat Kesalahan
Kemampuan Berbicara dalam Proses Pembuatan Video ...**Error! Bookmark not defined.**

DAFTAR LAMPIRAN

- Lampiran 1. Daftar Subjek penelitian Penelitian.....**Error! Bookmark not defined.**
Lampiran 2. Kisi-kisi Instrument Penelitian.....**Error! Bookmark not defined.**
Lampiran 3. Instrumen Penelitian**Error! Bookmark not defined.**
Lampiran 4. Expert Judgement Instrument Penelitian (Judger 1)....**Error! Bookmark not defined.**
Lampiran 5. Expert Judgement Instrument Penelitian (Judger 2)....**Error! Bookmark not defined.**
Lampiran 6. Tangkapan layar data hasil penelitian di Google Form**Error! Bookmark not defined.**
Lampiran 7. Tabulasi data hasil penelitian**Error! Bookmark not defined.**
Lampiran 8. Surat keputusan pengangkatan dosen pembimbing**Error! Bookmark not defined.**
Lampiran 9. Buku bimbingan skripsi**Error! Bookmark not defined.**
Lampiran 10. Surat izin penelitian**Error! Bookmark not defined.**
Lampiran 11. Surat permohonan expert judgement.....**Error! Bookmark not defined.**

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