

CHAPTER I

INTRODUCTION

This chapter shows the research background, research problem, research delimitation, research objectives, research significance, and definition of key terms.

1.1. Research Background

According to (Rao, 2019), despite some differences in habits, cultures, traditions, regions, and peculiar features, the world has become smaller, more approachable, shareable, and familiar for everyone living on Earth in the twenty-first century because English is spoken by all. Around the world, English is widely used in the subject of education. Because English is used so much in literature related to higher education, learning it has become imperative. In many educational disciplines, English is the major language used by researchers, educators, and students globally. The fact that English is widely used in printed and electronic books and journals which contain a huge amount of information is evidence of this.

Language is the primary tool that facilitates communication since it allows us to communicate and exchange ideas. With all of the world's nations using English, it is now a worldwide language of great importance in today's globally connected world. One of the languages that is used the most widely around the world is English (Ilyosovna, 2020).

Effective communication is crucial for achieving success in various domains within our interconnected global society. Language serves as the fundamental tool

for communication, and without it, individuals would find it challenging to engage in meaningful exchanges. Furthermore, without employing appropriate language to convey thoughts and ideas, individuals would struggle to fulfill their aspirations, objectives, and goals. Consequently, the necessity arises for a language that enables communication among individuals from diverse regions, states, countries, and continents worldwide. Given its status as an international language spoken throughout the globe, English fulfills this purpose by facilitating communication with people from different linguistic backgrounds across the world (Rao, 2019).

One of the most crucial abilities to hone in order to communicate effectively is speaking. Speaking is frequently seen as one of the most difficult components of learning a language. This can be seen in some students who are proficient in the theory of English subject but are still not fluent in pronunciation. It is an interactive activity used by individuals to communicate with others, and it permeates various aspects of our daily lives. When individuals engage in speaking, they interact with others and utilize language to express their ideas, emotions, and thoughts. Moreover, through speaking, they share information with others, facilitating effective communication.

To enhance student's speaking skills in English, junior high schools must prioritize the teaching and learning of the language. Students should aim to attain fluency in both oral and written English. Speaking, which encompasses conversation, dialogue, and monologue, is a fundamental aspect of effective communication. Proficiency in speaking serves as a significant indicator of language development during junior school. For this reason, in order for students to successfully navigate

their daily lives both now and in the future, they must acquire a variety of speaking skills, especially in English. In order to do this, educators should use captivating teaching techniques that pique students' interest, particularly when teaching difficult subjects like foreign languages. One such technique is the application of project-based learning, which can help students learn English more effectively.

Since the early 1980s, project-based learning (PjBL) has been helpful for educational practice, and the communicative approach has had a significant influence on PjBL as an acceptable and effective method (Han & Du, 2016). PjBL is also referred to as a student-centered model that organizes learning and studying around projects. PjBL is a way of learning in which students work on real tasks or projects to understand the lesson. Students work together in teams, gather information, plan, and create things such as presentations or products. This helps students learn more about the subject, critical thinking skills, and how to apply knowledge in everyday life. Project-based learning makes learning something more alive for students. This method also helps students to learn actively independently, as stated (Dewi, 2016) that the PBL technique can improve students' speaking achievement.

According to (Riswandi, 2018) the implementation of PjBL in teaching speaking can improve students' speaking skills and motivation. Implementation of Project Based Learning is a concrete step taken to implement lesson plans in the classroom. This involves the use of planned methods, strategies, open materials, and teacher-student interactions. All of this aims to create a good learning experience. This implementation also includes how teachers teach, how students interact in class, and how to measure student understanding and achievement.

This research was conducted at SMP Kristen Palangka Raya with eighth-grade students as the samples. This research chose this class because based on the interview with the English teacher of SMP Kristen Palangka Raya, the students have several problems in speaking English, such as; a lack of knowledge of vocabulary, anxiety when Speaking English, embarrassed to speak English words or sentences, etc. Referring to the implementation of English teaching, the student's ability in learning English is still low, it is proved by the mean score of the student's achievement in learning English. Therefore, because of the reason, this research wants to know, if there is an effect on student's speaking skills when project-based learning is applied. SMP Kristen Palangka Raya is also using the Curriculum 2013 (K-13), which is consistent with the project-based learning materials that was be applied.

The project-based learning approach that applied to eighth-grade students is the "role play" learning technique material. Role play is a communication activity in which students act as certain characters, allowing them to develop their ideas and expand their imagination while practicing speaking using a variety of appropriate expressions (Asriyani, Suryawati, & Anggayana, 2019). Role play is implemented in groups so that students are not reluctant or embarrassed when they come to the front of the class. This learning technique can improve speaking activity and student learning outcomes. In the learning that have been implemented, the researcher was teaching using lesson plans for classroom teaching strategies.

There is some previous research that is similar to this research. The first research is the research by Sri Wathani Putri, University Darussalam-Banda Aceh

with the title “The Effect of Project Based Learning Implementation on Students’ Participation and Achievement in English Speaking Course”. This study looks into how PBL use affects class XI MIA 3 students' involvement and performance in an English-speaking course at SMAN Modal Bangsa Banda Aceh. The outcomes demonstrated that using PBL considerably raised student achievement. In summary, the implementation of Project-Based Learning along with its corresponding activities yielded positive results in terms of the students' speaking abilities.

The second research is the research by Firdayanti Firdaus and Adryan Septiady, Potensi Utama University Medan with the title “The Effect of Project-Based Learning On The Students’ Speaking Ability”. The impact of project-based learning on students' speaking abilities was examined in this study. Both qualitative and quantitative studies were used in this. The application of project-based learning among students in the Accounting Study Program was described as qualitative. To determine the impact of project-based learning on students' speaking abilities, pre-experimental research using a One Group Pretest-Posttest design was employed in quantitative study. Thirty-five students from the first to fourth semesters of the Universitas Potensi Utama accounting study program comprised the single sample. Through observation, documentation, and interviews, the qualitative data were gathered. Pre- and post-tests were used to gather the quantitative data. Because the goal of this study was to determine how Project-Based Learning affected the students' capacity to speak, quantitative data were statistically evaluated using a paired sample t-test using IBM SPSS 22 for Windows. The analysis's conclusion demonstrated that project-based learning had a major impact on the students' capacity for speech. This

approach proved to be successful in teaching speaking because it enhances students' communication skills, fosters teamwork, sharpens their problem-solving abilities, and encourages them to be proactive, expressive, imaginative, and creative. As such, it is highly advised that it be used in speaking instruction.

The third research is the research by M.Abdul Aziz, Nahdlatul Ulama Sunan Giri University Bojonegoro with the title “The Implementation Of Project Based Learning Models To Improve Students’ Speaking Skills”. This study aims to improve students' speaking abilities through the application of the project-based learning paradigm. Thus, how may project-based learning enhance students' speaking abilities is the research topic. Classroom Action Research (CAR) is the research methodology that is thus employed. There were three cycles involved in this investigation. In addition to doing research in a single cycle, the researcher also administered pre- and post-tests; the former was done prior to the Project Based Learning model's implementation, and the latter was done following each cycle. Planning, action, observation, and reflection comprised each cycle. Tests, observations, and interviews provided the data. Exams were used to gauge how well students performed in speaking, observations were utilized to comprehend how the Project Based Learning approach was applied in the teaching and learning process, and interviews were used to monitor student progress and spot any issues with instruction. The researcher discovered that project-based learning can improve students' speaking abilities based on the findings of the study. Students were consequently more involved in the teaching and learning process. The results of the research showed that pupils' speaking abilities increased with each cycle. The average student score in cycle I was

66.125; in cycle II, it rose to 72.875; and in cycle III, it reached 75.25. In contrast, observation findings from the pre-test were only 49%, whereas an 81% score was obtained in the final post-test. It is clear from this that the project-based learning approach improves students' speaking abilities.

Based on several previous research above there are similarities and difference with this research. All the previous research also analyzes the effect of Project Based Learning on student's speaking ability. The difference between this research and the previous research above is the research subject or the sample. This research focuses on analyzing the effect of Project Based Learning on the speaking ability of eighth-grade student at SMP Kristen Palangka Raya.

Therefore, based on the description above, researchers conduct research with the title "The Effect of Project-Based Learning on The Speaking Ability of Eighth-Grade Student at SMP Kristen Palangka Raya".

1.2. Research Problem

Based on the background of the research, this research focuses to know whether this research has same result as the previous research or not. So, this research proposes the problem as follow:

"Is there an effect of Project Based Learning on the speaking ability of eighth-grade student at SMP Kristen Palangka Raya?"

1.3. Research Delimitation

This research focused on analyzing the effect of Project Based on the speaking ability of eighth-grade student at SMP Kristen Palangka Raya. The project-based learning approach was applied to eighth-grade students is the “role play” learning technique material.

1.4. Research Objective

The objective of this research is to find whether or not Project Based Learning has a significant effect on the eighth-grade students’ speaking skills at SMP Kristen Palangka Raya.

1.5. Research Significance

This research is expected to be able to give some benefits and can be useful for all readers, especially for:

1. Theoretical Benefits

The study's findings can add to the body of knowledge on the application of project-based learning methods in education.

2. Practical Benefits

a) For Students

The purpose of this research is to make students able to help improve their speaking skills.

b) For Teachers

With the results of this research, it is expected that teachers of SMP Kristen Palangka Raya can further improve student learning outcomes

by implementing Project-Based learning to improve students' speaking skills better

c) For School

The results of this study are expected to be a source for the teaching and learning process especially in teaching speaking and improving the quality of education in school.

d) For other researchers

As input for other researchers to provide references for other researchers who wish to apply further research in teaching speaking and implementing teaching methods using Project-Based learning.

1.6. Definition of Key Terms

1. Project-Based Learning

According to (Kahar & Ili, 2022) Project-based Learning is a learning model that utilizes project-based media to activate students' learning activities, both physically and psychologically, either individually or in groups. Project-based learning aims to increase students' problem-solving skills, provide them with new knowledge and abilities, and encourage them to take an active role in solving challenging challenges and producing high-quality final products. Existing activities on Project-based Learning implementation procedures have a strong potential to enhance student learning activities.

2. Students' Speaking Skills

Rao P. S. (2019) asserts that speaking abilities are critical for students to succeed in this highly competitive global environment. One of the most crucial abilities to hone to communicate effectively is speaking (Leong & Ahmadi, 2016). Project-based learning has the potential to improve students' pronunciation, expand their vocabulary, and facilitate their ability to come up with ideas for sentences when speaking (Diki, 2018). Students can acquire information more swiftly and feel more confident in facing their lessons. This is because they are not solely reliant on their speaking abilities, but also on their comprehension.