CHAPTER I

INTRODUCTION

In this chapter, the researcher writes some point that related to the theoretical of study. Those points are background of the study, the research problem, the objective of study, the scope of study, the significance of study, definition of key term and hypothesis.

1.1 Background of study

Education is a dynamic field that continuously evolves to meet the changing needs of students and society (Sandmann:2023). Driven by factors such as technological advancements, shifting societal values, globalization, and insights from research on learning, education adapts to equip students with the skills, knowledge, and competencies necessary for success in an ever-changing world. As industries transform, job markets shift, and cultural contexts diversify, education responds by embracing innovative pedagogical approaches, inclusivity measures, and personalized learning strategies. This ongoing evolution reflects the commitment of educators and policymakers to provide relevant, effective, and equitable educational experiences that empower individuals to thrive and contribute to a rapidly evolving global landscape.

One crucial aspect of education is language acquisition, particularly the development of speaking skills. According to Syahputra (2023), the goal of learning a language is to be able to communicate in that language on every day. In actuality, hardly all students can speak or write in English fluently, even if they have studied the language from elementary school through university or taken an

English course. Language serves as a vital tool for expressing thoughts, sharing knowledge, collaborating with others, and engaging in various aspects of life. The ability to articulate ideas clearly and confidently not only enhances academic achievement but also supports personal growth and professional advancement.

Proficient speaking skills enable individuals to participate actively in classroom discussions, engage in critical thinking, and convey their understanding of complex concepts. Moreover, in an increasingly interconnected world, where cross-cultural communication is paramount, strong speaking skills foster cultural awareness, empathy, and the capacity to bridge linguistic and societal divides. As such, prioritizing language acquisition and speaking proficiency in education empowers individuals to navigate diverse contexts, contribute meaningfully to society, and seize opportunities in a rapidly changing global landscape.

According to Fantini (2009), effective communication is essential in today's globalized world, and educators are constantly seeking innovative approaches to enhance students' language proficiency. One of the expressive language elements is speaking skill. Speaking is the most common and important means of providing communication among humans beings. Because speaking is linked to success in life, as it important position both individually and socially. But, there is many problems by some people especially student when they want to explore their idea orally and they difficult to express their capability in English skill.

Pollard (2012) states that speaking is one of the most difficult aspects for students to master. Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved

when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with any learner of a foreign language can confirm how difficult speaking is. It means that learning to speak a foreign language, in this case English is difficult.

According to Jenep (2010), there are two factors that cause low levels of student skills in speaking that is, external factors and internal factors. External factors, including the use of Indonesian influence in my family environment and society even in everyday communication, many students still use the mother tongue of business students learn to speak with pronunciation, intonation, and spelling are correct in speaking skills, except that students lack confidence to express publicly. Therefore, to guide the students speak English in the classroom, teachers should have an interesting technique of teaching. It means that the teachers are required to create an appropriate learning strategy.

Therefore, Project-Based Learning (PBL) emerges as a promising solution to address the challenges of speaking in education (Boss:2022). PBL is an innovative pedagogical approach that centers around student engagement, collaboration, and real-world application. By immersing students in dynamic projects that require research, critical thinking, and presentations, PBL provides a holistic framework for enhancing speaking abilities.

One key advantage of PBL is its emphasis on authenticity. Traditional language learning often lacks meaningful context, causing students to view speaking as an isolated exercise rather than a tool for practical communication.

PBL projects, on the other hand, embed language use within genuine scenarios. Whether it involves preparing a debate, creating a multimedia presentation, or engaging in a mock business negotiation, PBL tasks require students to communicate effectively to achieve project goals.

Moreover, PBL fosters active participation and collaboration. Students work together to plan, brainstorm, and execute their projects, necessitating ongoing discussions and exchanges of ideas (Zarouk:2020). These collaborative interactions naturally encourage verbal communication, as students engage in debates, negotiate roles, and present their findings to peers and possibly even a wider audience. This not only enhances their speaking skills but also cultivates crucial skills such as teamwork, adaptability, and problem-solving.

Furthermore, PBL provides a platform for students to build confidence in their speaking abilities. As they immerse themselves in projects that align with their interests and resonate with real-life situations, they become more invested in the learning process. This increased engagement often translates into higher motivation to participate in spoken activities and to share their perspectives openly.

In conclusion, the problem of speaking proficiency in education is a multifaceted challenge that can hinder students' holistic development and future success. Project-Based Learning offers a dynamic and transformative solution by integrating language learning into authentic, collaborative, and engaging projects. By doing so, PBL not only enhances students' speaking skills but also equips them with the communication prowess necessary to thrive in an interconnected and

communication-driven world.

Based on the researcher's observation during Asistensi Mengajar at SMAN 1 Geumpang, the researcher see that the activity in the class during the process of teaching and learning speaking English was only the practice of conversation between two students in the front of the class. Before the conversation, every student is required to memorize the dialogue. This activity was done repeatedly in every speaking class. Consequently, the students only focused on memorizing the dialogue to make sure that they would speak fluently regardless understanding the context, meaning, and the purpose of the dialogue.

Moreover, the student did not focus on the whole conversation because they only focused on their part in the conversation. This could happen because the teacher only assessed the students' performance when the spoke their part in the conversation fluently. Furthermore, the time was not efficient because every meeting could not cover all students in the class so the next meeting would still be the same material. Besides that, the students were bored to face the similar material and way of learning.

The lower scores of students at SMAN 1 Geumpang may be attributed to a combination of factors including traditional teaching methods that hinder active engagement and critical thinking, limited access to up-to-date resources and technology, potential gaps in teacher training and professional development, as well as challenges stemming from students' home environments and personal well-being. Addressing these issues requires a comprehensive approach that involves adopting modern and interactive teaching approaches, providing necessary

training and resources for teachers, promoting a supportive learning environment, and addressing individual student needs to enhance motivation, comprehension, and overall academic performance.

Therefore, the implementation of Project-Based Learning has the potential to address the challenges associated with traditional language teaching methods and offer a transformative learning experience for students at SMAN 1 Geumpang. By immersing students in dynamic projects that require active participation and communication, this approach aims to enhance their speaking performance, preparing them to thrive in an increasingly interconnected and communication-driven world.

The first research by Yanuar Eko Saputra (2016) with the title “application of the Project Based Learning model (PjBL) to increase activity and learning results of control system engineering students in class XII 3 SMKN 3 Wonosari", This research is motivated by the low level of student engagement and learning outcomes in class XII EI 3 at SMK Negeri 3 Wonosari, as observed in the initial assessment. The research aims to assess the improvement in student engagement and learning outcomes through the implementation of the project-based learning (PBL) model. The results indicate that the use of the PBL model successfully increased student engagement from 35.33% in the pre-cycle to 79.4% in cycle II, and improved student learning outcomes from 71.28 in cycle I to 79.89 in cycle II. Thus, the research hypothesis was accepted, indicating that the use of the PBL model is effective in enhancing the engagement and learning outcomes of Class XII EI 3 students at SMK Negeri 3 Wonosari.

The second research by Sari Rahayu Rahmawati (2018) is that “The Implementation of Project-based Learning”, Department of English Education Study program language and Arts Education Teacher Training, State University of Surabaya. This study to investigate the implementation of Project-based Learning for improvement of students’ speaking ability, this research used a qualitative design and was conducted in the classroom. The subject of this study was a senior high school teacher in a big city. The data were collected through observation. After the data were collected, they were analyzed through three steps transcribing, categorizing, and interpreting. The result of this study showed that there are six steps of implementation of Project-based learning, namely: giving essential question, designing a plan for a project, creating a schedule, monitoring the students and progress of the project, assessing the outcome, and culminating in the evaluating experience.

Even if some researchers had done the same research, but there are differences between this research. After the first researcher done the research at Junior high school, the researcher interested to research at senior high school especially at SMAN 1 Geumpang. On the other hand, the second researcher focus to implement PBL in the classroom. Therefore, the writer is interested to conduct research under the title "The Implementation of Project Based Learning Model to Increase the Students’ Speaking Performance at The First Semester of Eight Grade at SMAN 1 Geumpang in the Academic Year of 2022/ 2023".

1.2 Research problem

Based on the research problem above, the research question is formulated "Does the implementation of the project-based learning in teaching speaking English at SMAN 1 Geumpang improve the students' speaking performance?"

1.3 The Objective of study

Based on the research question, the research objective to improve the if the implementation of project-based learning in teaching speaking English at SMAN 1 improve the students' speaking performance

1.4 Scope of study

This study will be focus on Project Based Learning Model to Increase the Students' Speaking Performance at The First Semester of Eight Grade at SMAN 1 Geumpang.

1.5 The significant of study

This study is expected to give benefit due to the improvement in speaking skill by using PBL method and for some stakeholders such as student, teacher, school, researcher.

1. Student

The study will also be useful for the students. By this research the students will understand how project-based learning influence the process of the teaching and learning. At the same time, the class will be running effectively and efficiently so they will enjoy the class because the teacher will use in in their class.

2. Teacher

This research is going to very beneficial to the teacher in order to renew the strategy in teaching English by applying the project-based learning. Additionally,

it will also become the teachers' reflection for their way of teaching by knowing the problem as written in the research and also the alternative provided by the researcher.

3. School

This research is going to be utilized when regulations are being made to enhance the grade of teaching and learning. The terms of teaching strategy, teaching method, and learning environment are also included.

4. Researchers

This study will be useful for the researcher to enlarge the writers' capability in creating the next researches that have correlations with this research. It will become an experience for the researcher to engineer such research and the experience will help the researcher to have a better way on the next researches.

1.6 Definition of key term

To make this research convenient, the writer provide some definition to help the reader understand the specific terms used in this research. These terms are as follows:

1.6.1 Speaking Skill

Speaking skill refers to the ability to effectively and fluently convey thoughts, ideas, and information through spoken language in a coherent and comprehensible manner (Rosdiana:2023). It encompasses the capacity to articulate sounds, words, and sentences with appropriate pronunciation, intonation, and rhythm. Proficient speaking involves not only linguistic accuracy but also the application of communication strategies, such as paraphrasing, clarifying, and adapting language

to various social and situational contexts. A well-developed speaking skill enables individuals to engage in meaningful conversations, discussions, presentations, and public speaking, fostering effective interpersonal communication and facilitating successful interaction in both academic and real-world settings.

1.6.2 Project Based Learning

According to Rahmawati (2018), project-Based Learning (PBL) is an innovative and student-centered pedagogical approach that immerses learners in hands-on, real-world projects to foster active engagement, critical thinking, and holistic skill development. In PBL, students collaboratively explore complex, authentic challenges that require research, problem-solving, and creative solutions. This approach encourages students to take ownership of their learning, guiding them to set goals, plan strategies, and present their findings in various formats, including presentations, reports, or creative works. PBL integrates multiple disciplines, promoting interdisciplinary understanding, and emphasizes practical application of knowledge in meaningful contexts. By navigating through PBL projects, students not only deepen their subject knowledge but also cultivate essential skills such as teamwork, communication, self-direction, and adaptability, preparing them to excel in a rapidly evolving and interconnected world.

1.7 Hypothesis

In this research is important to use hypothesis concern using project based learning method will increase student' speaking skill. There are two kinds of hypothesis, they are:

1.7.1. Null Hypothesis (H0)

A statistical hypothesis known as a null hypothesis asserts that no statistical significance can be found in a collection of provided observations. Using sample data, hypothesis testing is performed to assess a hypothesis' validity. A null hypothesis is a type of conjecture in statistics that proposes that there is no difference between certain characteristics of a population or data-generating process. Any variation between the selected attributes that you observe in a collection of data is thought to be the result of chance, according to the null hypothesis. For instance, any discrepancy between the average profits in the data and zero is caused by chance if the expected earnings for the gambling game are actually equal to zero.

H_o: Using Project Based Learning method does not develop the students' speaking performance.

1.7.2. Alternative Hypothesis (Ha)

It's important to remember that we are assessing the null hypothesis since there is some uncertainty surrounding its validity. The alternative (alternative) hypothesis includes all information that is contrary to the established null hypothesis. According to the alternative theory, using comic books to teach reading comprehension has benefits for the learners. Additionally, it can be inferred from the difference between controlled classes and experimental classes. If the population differs significantly from one another or if there is an effect, the alternative hypothesis is approved. In this study, the alternate hypothesis was the

one that was used. In order to support the research hypothesis, it had to be tested. The idea's truth or falsity needs to be demonstrated.

H_a: Using Project Based Learning method will develop the students' speaking performance.