

CHAPTER I

INTRODUCTION

1.1 Background

English has become a language that has an important role in the global society. English is considered an international language that has been extended to various aspects of global society. Mastering English is very important for communication, especially in the academic field. Many teachers and instructors recommend that their students have good communication skills to support their learning.

Speaking skill is an important skill because it is one of the keys to English communication. According to (Rao, 2019) Speaking skills are the most important skills for acquiring foreign or second language learning. Students should have the ability to speak English to communicate with others. Speaking ability means the ability to master the English language. By mastering speaking skills, students can have conversations with others, express ideas, share information, and people will be able to know the situation happening in the world (Laur, 2013, p. 12).

Meanwhile, learning process in the classroom will affect the process to convey the ideas, meaning and everything that we have in our brain especially using English. There are four skills in English language that students have to understand those are Speaking, Reading, Listening and Writing. Speaking skill is one of the crucial skill in English Language because with speaking the students can show their desire orally. Beside that Bryne states, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Afterwards the development of speaking skill can help the students to show their ideas or their emotion, with speaking also they can create their own achievement and will be able to know the meaning of someone ideas or we can get more information from the word by word which is produced.

Based on the above skills, the need for English speaking skills is an unavoidable need in this era of globalization. Speaking is a functional oral language skill for students. However, for students, speaking English fluently is a tough

challenge because students do not use English as a language of daily communication. speaking requires the development of speech processing and oral production skills, which almost always include accurate pronunciation, grammar, and vocabulary, as well as information sequencing and discourse organization (Hinkel, 2017). Speaking is one of the most important skills to be developed and improved as a means of effective communication (Leong & Ahmadi, 2017).

To convey simple things may not require special skills in speaking. However, to convey an idea/idea, opinion, or explain a rather heavy problem, not everyone is able to do it well. It takes a skill or proficiency with enough practice process to be able to perform well as a speaker. Speaking skills are considered one of the most difficult aspects of language learning. Speaking skills are something that must be mastered by everyone because speaking skills occupy the most important position that can make communicative abilities for students. According to (Permana, 2015) By mastering speaking skills, students are able to be critical in understanding learning materials. Before speaking, it certainly begins with acquiring knowledge including literacy. Speaking activities can also train students to be confident in conveying their knowledge.

However, based on the results of observations made by researchers on 08 February 2023, while conducting School Field Introduction (PLP) activities and interviews at SMP Negeri 04 Bojonegoro, the results showed that students had low speaking skills. This could be seen in students' use of non-standard and convoluted language, their halting speech that made the content of conversations unclear, their lack of courage to speak in front of the class, and some students' unwillingness to answer the teacher's questions due to embarrassment and fear of giving incorrect answers. Due to these problems, students became passive learners in the class, which also led to their disinterest in learning English. At that time, educators, especially English teachers, were faced with the challenge of motivating students with low enthusiasm to speak English. This situation made teachers contemplate the methods or strategies they would employ to foster students' interest in learning English.

In the learning process the teacher plays an important role in motivating students. According to (Jagtap, 2016) the teacher's role is as a learning facilitator.

Therefore, teachers need to find different approaches. Teaching methods, techniques, and resources to meet their interests and needs, making it easier for students to learn spoken language. The learning process must be designed to provide extensive learning opportunities for students. The learning model used by the teacher in the learning process must be in accordance with the objectives and material so that students can actively participate in learning activities. The learning model used must be able to improve the learning outcomes of students' speaking skills.

One learning model that can be used to overcome these problems is the implementation of a project-based learning model. Project-based learning is a comprehensive approach to classroom teaching and learning designed to engage students in the investigation of authentic problems. Project-based learning is one of the recommended methods to use. According to Bell (2010) Project-Based Learning refers to a method that allows students to design, plan, and carry out extended projects that produce publicly exhibited outputs such as products, publications, or presentations (Haerani & Jatiraga, 2019). This learning model can make an interaction in the class, so teachers can easily teach their students because teachers know what their students want.

The purpose of the project-based learning model is to improve students' speaking skills, because through project learning, students are directly involved in making a project so that they can better understand and develop their speaking skills. In addition to improving speaking skills, project-based learning can also increase learning motivation, improve problem solving ability, and develop students' creativity. According to (Hugerat, 2016) under a project-based teaching strategy, students conduct scientific investigations using a variety of scientific methods, including field trips and experiments. This seems to have improved their attitude and motivation to learn. Therefore, the implementation of project-based learning makes it possible to improve students' speaking skills.

Based on the exposure of learning problems above, the researcher is interested in conducting a classroom action research on the implementation of

project-based learning model to improve students' speaking skills. this research investigates the improvement of students' oral language skills when applying project-based learning. The method used in this study is project-based learning which is suitable for students in classroom action research, as this method values students' ability to demonstrate their oral ability in their own way. The purpose of this classroom action research is to improve speaking skills using project-based learning model for teaching and learning process. It is hoped that this research on the implementation of Project-based learning can improve students' skills, fluency, grammatical accuracy, pronunciation, vocabulary, and content.

Based on the description above, it is necessary to conduct a class action research to improve the learning outcomes of students' speaking skills by implementing a project-based learning model, training students to solve problems based on their own experiences, and training students to think more systematically and train students' courage to speak in front of the class. Therefore, the researcher took the title "Implementation of Project Based Learning Model to improve students' speaking skills."

1.2 Research Question

Based on the problem above, the researcher formulates research problems such as:

1. How is the implementation of Project Based Learning model in teaching junior high school?
2. Can Project Based Learning improve the students speaking skill?

1.3 Objective of the Research

The research objective to be achieved are as follows:

1. To describe the implementation of the project-based learning model which can improve the speaking skills of junior high school students
2. To fine out whether Project Based Learning model can improve students speaking skill

1.4 Limitation of the Research

In order for this research to be achieved, the research has the following problem limitations:

To overcome so that the problems to be discussed in the study are not too complex, the researcher needs to provide problem boundaries. The limitation of this problem aims so that the research to be carried out can be achieved at the target and goal properly. The problem restrictions in this study are as follows.

Researchers only focus on one class at SMPN 04 Bojonegoro, this research is limited to how to overcome the lack of student skills in speaking English and analyze the factors that cause these students. Students' speaking ability is taken with the indicators, namely: content of speech, word choice, voice quality, fluency, and attitude. The material used as the subject of research on students is recount text.

1.5 Significance of the Research

Theoretically

With the results of the research obtained, it is hoped that it can be useful for the world of education, especially English language learning. The usefulness is to provide an overview of the implementation of project-based learning models to students' speaking skills. So that it can provide additional information about the right learning model in maximizing students' speaking skills.

Practically

(1) For students

Can be used by students as a reference so that students can improve their speaking skill in learning English.

(2) For Teacher

It can be used as a guideline by teachers in determining learning models that are suitable for students. Thus, it can explore and improve students' speaking skills in an effort to improve teaching in schools.

(3) For the school

This research is expected to contribute to improving and enhancing the

quality of English language learning.

(4) For reaseacher

can train innovation and creativity in classroom learning, train researchers to find the right solution in direct learning, and provide researchers with learning from problem-solving experiences. so that it can be used as a guide in conducting learning at the next stage.

(5) For future researcher

The results of this study can be used as a reference source in the development of research.

