

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Learning various foreign languages is deemed necessary to support education. Islam also teaches the importance of seeking knowledge as much as possible. In fact, because of the importance and great benefits of learning the languages of other nations, we can build communication and relationships between human beings.

Based on the Qur'an surah Ibrahim verse 4:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ ۚ لِيُبَيِّنَ لَهُمْ ۖ فَيُضِلُّ اللَّهُ مَن يَشَاءُ وَيَهْدِي مَن يَشَاءُ ۚ وَهُوَ  
الْعَزِيزُ الْحَكِيمُ

Based on the verse above, it is explained that is important for us to study the language more diligently in order to create good communication with other people, so that there is an adjustment in communication between the two parties. This is very much needed today, especially in the field of education in order to create good communication between students and teachers.

At various points in the history of education on our planet, foreign language learning—especially English—has been used as a tool and a strategic approach for human resource development. English is considered an important topic in Indonesia because it is a global language. Elementary, middle and high schools all offer courses for English because English is one of the subjects tested

in the National Examination, teaching English has improved since students are in junior high school. As a result, studying English as a second language is crucial, particularly in the field of education. This is further supported by Balan's (2011) argument, which highlights the value of English as a global language at all-levels of educational and cultural exchange.

To assist students learn to converse in English, senior high schools should stress the teaching and study of the language. They need to be fluent in both spoken and written English. One of the macrolanguage abilities associated to the capacity for oral communication, including conversation, dialogue, and monologue, is speaking. Bygate in Torkey (2006) uses an interactional skills-based definition of speaking that includes decision-making towards communication. There are various reasons why skills are vital. Speaking ability is one of the key measures of language development in high school. One of the last objectives in language acquisition is to do this (BSNP, 2006). Speaking English well is also a crucial communication tool. People frequently communicate verbally rather than in writing with one another in daily life. Speaking abilities are also necessary for many vocations. According to Thornbury (2004), "speech is such a part of daily life that we take it for granted." To foster a culture of open communication at their workplace, employees need to be able to communicate effectively with one another. In order to communicate and conduct business with other organizations, they must also have effective communication skills. Speaking, according to Thornbury (2005), is an interactive process that necessitates cooperation in order to manage the speaking

turn. This explains why students need a variety of speaking abilities, particularly in English, to use in their everyday lives both now and in the future. Teachers must thus also employ teaching strategies that pique students' interest in difficult-to-understand subjects, particularly foreign languages. Speaking skills may be taught through a variety of exercises that are based on genuine problems and difficulties from the actual world. It includes project-based learning (Klein, 2009).

According to Suha and Michael (2013), project-based learning has the ability to promote intrinsic motivation and build a range of competencies, making it "an outlet for every student to feel achievement." Project-based learning is claimed to increase student autonomy and active, student-centered language practice when used in the teaching of English (Nguyen Van Loi, 2017). Additionally, PBL might acquire attitudes or propensities to behave in specific ways, as well as emotions like self-worth and confidence (Suha & Michael, 2013). Additionally, when engaging in independent learning activities, students move from memorization and repetition to discovery, integration, and presentation, from listening and responding to speaking and taking initiative, from knowing terms, concepts, and content to understanding processes, from theory to application of theory, and from dependence on the teacher to empowerment (Candau, 2003). There will be additional opportunities for pupils to practice speaking and be involved during the learning. Many schools tout the advantages that project-based learning offers as justification. One of the schools that applies the PBL model is the MA Al-Falah Putera Banjarbaru school.

At MA Al-Falah Putera, the Implementation of project-based learning to develop students' ability to solve project problems, acquire new knowledge and skills in learning. In addition, this model makes students more active in solving complex project problems with real product results. Although there are some students who cannot speak English well, have difficulty in vocabulary, Grammar, pronunciation, fluency, comprehension, and lack of confidence when speaking. However, this school still uses the PBL model because it can improve students' the critical thinking skills section, which can influence and improve students' speaking.

After discussing with the teacher related to students' speaking skills, the researcher decided to take the title “The Implementation of Project-Based Learning in Students' Speaking Skills”.

## **B. Research Problems**

To address the limitation of the problems above, this research proposes the problems as follows:

1. How is the implementation of project-based learning in students' speaking skills?
2. What are the strengths and weaknesses of project-based learning in teaching speaking?

### **C. Objective of Study**

To obtain the research objectives, this researcher provides the following objectives:

1. To know the implementation of project-based learning in students' speaking skills.
2. To know the strengths and weaknesses of project-based learning in teaching speaking.

### **D. Significance of Study**

This research is expected to be able to give some benefits to students, teachers, schools, and other researchers.

1. Theoretical Benefits
  - a. The results of this study can contribute to the literature on the use of project-based learning models.
  - b. The results of this study can be used as a reference for the development of studies that can be used by teachers for MA and SMA students.
2. Practical Benefits
  - a. For Researchers

The results of this study can increase knowledge, insight, and experience about the use of project-based learning models in teaching speaking for MA and SMA students.

b. For Students

The use of project-based learning models is an effort to arouse students' interest to be interested, understand and have the ability to speak.

c. Benefits for Teachers

- 1) The results of this study can provide innovation in learning to speak.
- 2) The results of this study can provide input in using appropriate and varied speaking learning models.

d. Benefits for Schools

These results can be used as material for consideration to complete learning facilities and infrastructure in supporting the improvement of the quality of student learning outcomes.

## **E. Definition of key Terms**

### **1. Implementation**

According to (Salamah, 2016). Implementation means carrying out a plan in the form of a process where the interaction between students and teachers in the school context process is carried out both in the classroom and outside the classroom to achieve educational goals. So, the implementation referred to by the researcher is a form of interaction between teachers and students when teaching English with a project-based learning model in the classroom to achieve learning objectives.

## 2. Project-Based Learning

According to (Bell, 2010). Project-based learning is learning whose delivery is done by presenting problems, asking questions, facilitating investigations and opening dialogue. In this study the PBL model was carried out by giving drama assignments and presentations to students to increase students' interest in learning English, improve their speaking skills, and help students to think critically.

## 3. Students' Speaking Skills

According to Brown (2004) there are several indicators for speaking, namely vocabulary, grammar, pronunciation, fluency, and understanding. Banchi & Bell (2008), students can improve their vocabulary mastery by studying several projects as the main activity, so that students can use the right range and flexibility of vocabulary to tackle topics to express ideas. Mikulec's (2011) theory as cited in Moyer (2013), Project-Based Learning allows students to practice and improve the language skills they already have, while focusing on foreign grammatical structures and cultural connections at one time. Prince & Felder (2006) which states that Project-Based Learning can help improve students' pronunciation. Millar and Abrahams (2008) which states that in Project-Based Learning, students can develop fluency in English by using English to communicate with various purposes. Bell (2010) as quoted in Maulany (2013) who said that Project-Based Learning provides contextual and meaningful learning for students and an optimal environment to practice

speaking English. In this study the implementation project-based learning to improve students' speaking skills.

## **F. Previous of Study**

In review of previous studies conducted by researchers. The first research conducted by Agelia. E.N. (2020). *The Effect of Project-Based Learning in Improving Students' Speaking Ability*. The aims of this study were to investigate the effect of Project-Based Learning in improving students' speaking ability. The study's data came in the form of qualitative information. By using questionnaire and interview analysis, the qualitative data were collected. The findings of this study demonstrated that project-based learning had a positive impact on students' speaking abilities. Using the project-based learning approach gives the students additional opportunities to communicate English, according to the qualitative data. The kids gained increased self-assurance to speak English aloud. Throughout the teaching and learning process, they engaged fully. English in the classroom had a positive impact on the pupils' English proficiency.

According to the results of the questionnaire and interview, the Project-Based Learning approach may significantly increase speaking abilities in terms of pronunciation, fluency, understanding, grammar, and vocabulary. It is possible to draw the conclusion that project-based learning can help students speak more fluently while also giving them the chance to express themselves more creatively and actively participate in conversations.



The second research was conducted by Marlina. H (2021). *Improving Students' Speaking Ability Through Project-Based Learning (PBL) at smk muhammadiyah 4 tallo*. The purpose of this study was to learn whether project-based learning helped students talk more fluently and clearly, as well as to enhance their pronunciation. The researcher conducted preliminary experiments. The information was gathered via a speaking exam. Pre-test and post-test in this instance.

The results of the study showed that after project-based learning was implemented, the performance of first-year students at SMK Muhammadiyah 4 Tallo Makassar improved. It was demonstrated by the mean pronunciation pre-test score of (45) and post-test score of (78.75). Additionally, the mean pre-test fluency score was 45.62, while the post-test fluency score was (84.37). The usage of the project-based learning method improved students' speaking abilities, as evidenced by the fact that the t-test result was higher than the t-table for students' pronunciation ( $18.74 > 2.160$ ) and fluency ( $15.06 > 2.160$ ).

It may be concluded from the foregoing description that project-based learning was successfully used to develop speaking skills. To put it another way, project-based learning can help teachers develop their students' speaking abilities.

Based on previous research, researchers may compare the outcomes of each project-based learning application's impact on students' speaking abilities. They can also ascertain the impact of project-based learning on aiding teachers in picking up English. The teaching and learning process was the focus of the

earlier study. The goal of this study was to determine if project-based learning was effective in improving speaking abilities. The author aims to achieve good outcomes, but in the same area of English language proficiency, namely speaking, after addressing the favorable references for the usage of project-based learning above. Although there have been previous research on teaching speaking, it is still vital to acquire additional knowledge, particularly when employing the Project Based Learning technique. Additionally, there is no evidence on the effectiveness of project-based learning as a technique for instructing speaking topics to enhance their pronunciation and fluency, and various participants may have varying results. The researcher also wants to help high school students at MA Al-Falah Putera Banjarbaru to improve their speaking skills.

## **G. Writing System**

To make it easier to see and know the discussion that is in this thesis as a whole, it is necessary to put forward a systematic which is a framework and guidelines for writing a thesis. The systematic writing is as follows:

The presentation of this thesis report uses the following writing systematics:

### **1. The Beginning of Thesis**

The initial section contains the front cover page, logo page, title page, statement of authenticity, approval, validation, abstract, acknowledgement, contents, and appendixs.

## 2. The Main Part of Thesis.

The main part is divided into chapters and sub-chapters as follows:

Chapter I : This chapter consists of background of study, definition of key terms, research problems, objective of study, significance of study, previous of study, and writing system.

Chapter II : This chapter includes a theoretical basis which contains a discussion of the meaning of Project-Based Learning, speaking skills, teaching speaking, and the relationship between speaking and project-based learning.

Chapter III : This chapter contains the research method which contains a discussion of research design, research setting, participant, data of collection, and technique of data analysis.

Chapter IV : This Chapter a description of the findings and discussions from the investigation and analysis are presented in this chapter.

Chapter V : This chapter contains conclusions and suggestions.

## 3. The Final Part of Thesis.

The final part of this thesis contains a bibliography and a list of attachments.