

CHAPTER I

INTRODUCTION

A. Background of Study

In learning English students need to learn four skills, those are listening, speaking, reading and writing. Speaking skills in English is one of the ways that can upgrade the quality of the nation. Speaking skill is the most important skill to acquire foreign language learning. Among the four key of language skills, speaking is deemed to be the most important skill in learning foreign language. Speaking skill is being important in learning English because this skill is a skill that used in real life and many people use it for communication by other people. So, most of people emphasize that the criteria of success in learning English is the ability to speak English well (Rao, 2019).

Speaking is an oral language skill that is useful in daily life. Because we can obtain and transmit information by speaking. Speaking cannot be separated from listening, and neither can it be separated from pronunciation. We create meaningful text when we speak. We can find speakers, listeners, messages, and feedback in communication. It can be said that speaking skill is a key of communication. However, speaking is the most important ability in learning English for asking and delivering information. It indicates that both of speaker and listener at least can communicate and understand about the topic.

In the digital version of the Holy Qur'an published by Kementrian Agama Surah Thaha verse 25-28 of the 20 chapter of the Holy Qur'an discusses the significance of learning speaking skills (Agama, 2020).

رَبِّ اشْرَحْ لِي صَدْرِي. وَيَسِّرْ لِي أَمْرِي. وَاخْلُغْ عِقْدًا مِن لِّسَانِي.
يَفْقَهُوا قَوْلِي

From the verse above Allah teaches human that the ability to speak clearly and fluently is really needed for good communication. The good communication it will make simplify in interaction with other people, exchange the opinions, share the ideas and give some suggestion.

Besides its importance for asking and delivering information, speaking has become the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. The students were shy to speak English, the students tended to keep silent in the class and many of them was afraid to get errors when speaking English (Zhang, 2019).

Furthermore, research conducted by Widodo`s and Dewi`s also showed that some problems found in teaching English in Indonesia. Those problems including 1) students are lack of discipline during teaching and learning process, for instance lack of concentration and focus on the lesson taught, 2) being sleepy and disruptive and 3) chatting and playing with friends when the teachers give explanation (Widodo, 2018). Regarding to the problems of teaching English, for this situation, the learners need to be the center of the learning by which they construct new knowledge by themselves. This is

related to an approach that is considered suitable for the objective of achieving the learners-center activity which is the constructivist approach.

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).

An appropriate educating and learning design which depends on constructivist learning theory is Project-Based Learning. It is a learning model focusing on exercises which endeavor to create learning item in form of project works. Project-based learning works on personal strengths, and permits people to investigate their interests and abilities. Project-Based learning provide a chance to build productive and enjoyable classroom condition through the integration of students' information, outlooks and aptitudes. 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" (Suha, 2013).

Teachers must also be aware of their students in order for the teaching and learning process to run smoothly. It is critical to include students' perceptions of the technique in their subject. The way students think and perceive can assist teachers in reflecting and adjusting their teaching strategies (Bashir, 2017).

With all due respect, the researcher is interested in a study that examines how project-based learning is being used to teach speaking at MTs Raudhatusyubban Banjarmasin, which is situated in Sungai Lulut, Banjarmasin, South Kalimantan. The

identified research's official title is: "The Implementation of Project-Based Learning in Teaching Speaking ".

B. Definition of Key Terms

1. Speaking

Speaking based on interactional skills which involve making decision about communication. Speaking as a two-way process involving a true communication of ideas, information or feelings.

2. Teaching Speaking

Teaching of speaking are a vital part of any language education classroom, not only does the spoken language for learning as the main communicative medium of the classroom, but it is also an important component of learning outcomes.

3. Project-Based Learning

Project-based learning is a learning model that can be applied to course development because it focuses on student activity during the learning process and leads to post-learning work.

4. Difficulties

A difficulty is anything that makes life difficult. Difficulties are typically heavy or difficult to overcome. In this study, the teacher considers the process and the problem or difficulties when the teacher implemented of project-based learning in teaching speaking.

A. Research Questions

The researcher developed the following research problems based on the context of the study:

1. How does the implementation of project-based learning in teaching speaking?
2. What are the difficulties faced by the teacher when using project-based learning in teaching speaking?

D. Objectives of Study

The goals of this study are described as follows based on the research questions mentioned above:

1. To explore the implementation of project-based learning in teaching speaking.
2. To describe the difficulties faced by the teacher when using project-based learning in teaching speaking.

E. Significance of Study

1. Theoretically

Theoretically, this research can enhance theory which involve students` speaking ability in using Project-Based Learning. It also adds the theory about the relationship between speaking and PjBL as a test reference.

2. Practically

Practically, this research has result that will give contribution for the teacher and first semester students of nineth grade of MTs Raudhatussyuban Banjarmasin and also for others researcher.

a. For English Teacher

The researcher trust from this research that the analysis of this study is able to help the teacher to identify the impact of how the students feel about using project-based learning to teach speaking.

b. For Students

This research will be useful for a student because students can figure about how influence speaking through the project in a process learning. The use of project-based learning models aims to engage students and help them learn, understand, and communicate effectively.

c. For Other Researcher

The researcher of this study hopes that it will provide as an example and an authority of motivation for other researchers who may decide to conduct related research or develop theories in response to it.