CHAPTER I

INTRODUCTION

1.1 Background of the Study

In Indonesia, English is established as a foreign language that is mostly used only for academic purposes and job vacancies' requirements. With the status of English as a foreign language, it is also impacted by how English is acquired in Indonesia. According to Elis 2015, foreign language acquisition occurs in settings where the language plays no significant role in the community and is primarily learned only in the classroom. As exposure to English in use is very limited outside of the classroom, teachers of English should use English as much as possible during the session in the classroom (Musthafa, 2010). With that being said, in foreign language acquisition, English teachers' role is quite important in the teaching and learning process. In practice, teaching English in the classroom somehow can be challenging for some teachers. There are too many skills that need to be taught but too limited time that is provided to let the students practice them. According to Gultom 2015, the limited time allotment provided for English lessons is also one of the problems in English teaching in Indonesia. In general, the time for English lessons is not enough for the students to learn and use the language.

Speaking skill is one of the most time consuming skills to teach and practice in classroom. It is because unlike writing tasks that can be easily delivered to students by using paper-based tasks and can be done by all the students simultaneously, in speaking tasks, the execution is somehow more complicated. To assess students' speaking skill, the teachers need to ask students to speak one by one in order to get the accurate result from their speaking in which hard to achieve if they only rely on the English lesson period in the classroom, considering the size of most classrooms of Indonesian school is pretty big with the average of 25 to 40

students in each class. It will take too much time to assess students' speaking one by one. With that. problem, the teachers need to consider another alternative method that can give a better way to teach speaking and allows students to practice their speaking skill not only in the English lesson period in the classroom.

The alternative way to give students' opportunity to practice their English speaking skill that does not require to be conducted in the classroom is by giving them a speaking task that can be done outside English lesson period in the school. Speaking task is good for students as stated by Thornbury 2005, because it can give students the opportunity to rehearse, receive feedback, and engage with the language. Time to researchers allows students to practice their English outside the classroom. The speaking task also gives teachers more time to assess and leave feedback about the performance so that students will learn something and not repeat the same mistakes. It also offers students the engagement of the task itself. It means that if the speaking task is planned well by the teacher and is finished successfully by the students, the speaking task might become an enjoyable and exciting activity for themselves. Besides, speaking tasks also helps students improve mastery of new vocabulary and grammar, decrease shyness while bolstering confidence, and develop fluency.

With the use of technology in this digital era that is rapidly growing, student can utilize mobile devices as an extension for learning in the new environment. In the pedagogical area, the mobile device can give more benefits such as learning opportunities, situated learning, and personal learning for students as long as it can be utilized well. Mobile device such as mobile phone is the technology-supported device that is very close to Indonesian students. Not only can it be used as communication tools, but also it supports other activities that students can engage in because of the portability, connectivity, and the full features of the device which supports students' social activities. With the extensive use of mobile phones in

this era, teachers need to take advantage of it by using some of the features and utilize it as a tool for students to practice their English Speaking. These days, almost all mobile phones are equipped with a camera that can be used as photography and videography purpose. Thus, teachers can use the video recording features from the camera to make students produce a self-video of their monologue in English to practice their speaking skill. There has been research dealing with the video recording tool from a smartphone camera. That is a case study conducted by (Gromik 2013), which investigated the use of cellphone video recording to enhance speaking skill. The result of the study revealed that the activity worked well toward language learning especially in improving speaking skill.

Technology has also been an integral part of the context of teaching and learning. It is an important part of the profession of teachers, from which they can use it to promote learning for learners. When the researcher talk about technology in teaching and learning, the word 'integration' is used. Despite technology becoming part of our daily lives, it's time to reconsider the idea of integrating technology into the curriculum and aim to incorporate technology into teaching to support the process of learning. In other words, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning activities to teaching and learning process (Eady & Lockyer, 2013).

Therefore, with the use of technology in this challenging digital era and considering the problems of speaking that have been discussed before, the researcher decides to use Project Based Learning as the learning medium for students to improve their speaking skill. The researcher expects in the process of video making; the students can practice speaking as much as they can because it gives students unlimited time to rehearse and allows them to use the language outside the English lesson period in the classroom.

In this case, it is also experienced by students at SMKN 2 Terbanggi Besar, The researcher found that many students have difficulty in speaking skill. Most students still have difficulty to speaking fluently and confidently, correct grammar rules, and a students feel less interested because most schools in Indonesia still use traditional methods in teaching English to their students. They emphasize the use of grammar rather than speaking activities in class. Lack of assignments in speaking skills is a problem why many students find it difficult to speak English. This idea is reinforced by (Le, Do, and Tran in Ho and Long, 2014) who found that although English language teaching and learning has developed rapidly, students' oral performance has not fully developed. Even though the world of teaching and learning English has developed, there are still many students who fail to speak it. There are many methods that can be used to improve students' speaking skill, one of which is Project-Based Learning. A Project-Based Learning approach was adopted to transform teacher-centered learning activities into student-centered learning activities to help students how to speaking fluently and confidently in a fun learning atmosphere because, as (Ocak & Uluyol 2017) said Project-Based Learning positively increases student motivation. In addition, PBL encourages students to think critically when solving complex problems in group work.

Project-Based Learning offers student-centered, collaborative, interdisciplinary and integrated learning that contextualizes their lives. Project-Based courses provide them with the opportunity to learn to plan, implement and evaluate projects that require an on going commitment over a long period of time in an authentic, challenging and interdisciplinary environment. Project-Based Learning is a model that organizes learning around projects, completing complex tasks that usually result in a realistic product, event, or presentation to an audience (Thomas, 2017).

Researchers also facilitate students to activate their English without feeling excessively anxious. With this research, the researcher hopes to provide other ideas for teachers to maximize students' speaking training by not just relying on English lesson periods in class. Based on the explanation of the problems stated above and considering the widespread use of technology, especially cell phones, in this era, it has a beneficial impact on pedagogical goals.

Finally, this research was conducted to find out how the effect of Project-Based Learning in Improving the students' speaking skill on descriptive text at the eleventh grade of SMKN 2 Terbanggi Besar.

1.2 Research Question

In connection with the above background, the researchers asked the following questions:

1. Does Project Based Learning give a significant effect in improving students speaking skill on descriptive text at the eleventh grade of SMKN 2 Terbanggi Besar?

1.3 Research Objectives

According to the research question, the objective of this research is:

1. To find out whether Project-Based Learning has a significant effect in improving students' speaking skill of descriptive text at SMKN 2 Terbanggi Besar.

1.4 Uses of the Research

The results of this study are expected to be used theoretically and practically:

1. Theoretically

The results of this study are expected to be useful for those who are related. For the teachers and students, it is hoped to be an alternative way to teach speaking skills that can be conducted outside of the classroom and utilize the technology-supported device such as a mobile phone for teaching and learning.

2. Practically

a) For the students

For students, Project-Based Learning is a technique that very useful to improve their speaking skill especially in writing descriptive text. Moreover, it also improves their creativity.

b) For the teachers

For English teachers, this study is supposed to be one of the techniques that can be implemented in the classroom activities in order to gain the students' speaking skill of descriptive text.

c) For the other researchers

For further researchers, this study is intended to be one of the references for relevant study.

1.5 Scope of Study

The scope of the research focuses on speaking skill, especially in descriptive text by applying Project-Based Learning. The research will be conducted to the students of class XI TKJ 1 SMKN 2 Terbanggi Besar which consists of one class with total 36 students where from TKJ 1 with total 36 students consist of 14 male and 22 female, a in collecting data, researcher used quantitative methods and experimental design used pre-test, treatment and post-test. This research was conducted in the first semester of the 2023/2024 academic year.