

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

This research focuses on what the components Speaking of teacher in teaching speaking skill for grade nine in SMP Gajah Mada Medan and the Implementation of Project-Based Learning in teaching speaking skill for grade nine in SMP Gajah Mada Medan. Several learning models had been launched in the 2013 curriculum through the Scientific approach. The model that will be discussed in this research is Project-Based Learning. The selection of learning models in the classroom using a scientific approach is handed to the teacher by adjusting to the characteristics of the material being taught. Project-based learning is a student-centered learning model and provides a meaningful learning experience for students.

Education is faced with several obstacles in developing the improvement of Education Sukraningsih (2015; as cited in Apriliadewi, 2017). In Indonesia, the government issued the 2013 curriculum in 2013, a curriculum that is in line with 21st-century learning skills. This curriculum is intended to emphasize the creativity and morality of students. Students will be encouraged to express themselves creatively through several learning activities. They collaborate to create class projects, study together, discuss critically, and do many other things. Based on the 2013 curriculum syllabus, students are expected to be able to process learning activities well, and to reason and express opinions related to the development of learning in schools independently. For this reason, a Project-

Based Learning model was developed which aims to train the proactive nature of students in solving a problem, and hone students' skills in exploiting existing tools and materials to support creativity in learning.

According to Andari, Ni Wayan, and IB Surya (2016) Project Based Learning model is learning that involves a project in the learning process. Projects done by students can be in the form of individual or group projects and are carried out in a collaborative within a certain period, producing a product, the results of which will then be displayed or presented. Kokotsaki, Menzies, & Wiggins (2016; as cited in Siska, S., Rusli T.I., & Syuaib, N.R.A., 2022) stated that Project-Based Learning is defined as active student-centered teaching that includes student autonomy, constructive inquiry, goal setting, collaboration, communication, and reflection in real-world practice.

In learning the teacher must understand her/his role, don't make the class a place where the teacher shows her/his skills, but let the class become a stage for students to show their abilities. For this reason, teachers must think creatively by making learning student-oriented, finding available natural resources to develop learning, understanding that students' characteristics are different, and realizing that they are diverse, not uniform. Because of that, the teacher must understand the characteristics of students so that learning can be designed according to the nature of each student. With the implementation of Project-Based Learning, teachers can create learning comfort for students, which not only gives students the freedom to determine what projects they want to do but can also improve creativity and the spirit of cooperation among students in their groups. Fostering

the spirit of teamwork in groups to achieve the project targets that the students designed together.

The Project-Based Learning model has great potential in providing a more interesting and meaningful learning experience. Teachers as an implementer of Project-Based Learning facilitate students to investigate, lead students to solve problems, provide student-centered learning, and guide students to produce real products in the form of project results. Wibowo, Suratsih, & Widowati (2015).

There is a theory of the steps for implementing learning using Project-Based Learning according to George Lucas Education Foundation (2005; as cited in Susilowibowo, J., & Hardini, H. T.2019) begins by giving essential questions, designing a plan for the project, creating a schedule, monitoring student and progress of the project, assessing outcome, and ending with an evaluation of the experiences. The purpose of these steps for implementing project-based learning is to provide an interesting and meaningful learning experience.

There is a theory of components speaking skill according to Syakur (2010; as cited in Masbiran, G., & Fauzi, A. 2018) speaking is a complex skill because at least it is concerned with components consist of four components: grammar, vocabulary, pronunciation, and fluency.

The benefits of the Project-Based Learning model according to Hosnan (2014) include: 1) gaining new knowledge and new skills in learning, 2) increasing students' ability to solve problems, 3) making students more active in solving complex problems with real product results in form goods or creation, 4) develop and improve the skills of students in managing resources/materials/tools

to complete tasks, 5) increase the collaboration of students who are individual and group.

Project-Based Learning has characteristics in its implementation, namely a learning style designed by teachers with creativity so that students know learning with real project concepts. According to Wulandari and Misbahul (2018) the characteristics of Project Based Learning are: 1) Making complex tasks based on the questions and problems given by the teacher, 2) Requiring students to design a project, solve problems, make decisions and conduct investigations, 3) Require students to work and study independently, 4) Involve students in problem-solving activities, 5) At the end of the lesson, students are required to present a product as a result of project learning. With Project Based Learning, teachers can realize the learning objectives to be achieved.

From the explanation above, the implementation of Project-Based Learning is a suitable way to realize the learning objectives to be achieved. The implementation of Project-Based Learning can push students to new knowledge and new skills, play an active role in solving complex problems, and increase students' skills in managing natural resources available for a product or creation. Based on the description above, it is necessary to research on Project-Based Learning Implementation in Teaching Speaking for Grade nine in SMP Gajah Mada Medan. SMP Gajah Mada Medan is one of the schools that has implemented Project-Based Learning. Therefore, the researcher is interested in choosing a study with the title "The Implementation of Project-Based learning Model in Teaching Speaking Skill for Grade Nine in SMP Gajah Mada Medan".

1.2 The Research Problems

Based on the Background of the study, the research questions were formulated as follow:

1. What are the componens of Project-Based Learning Model in teaching speaking skill for grade nine in SMP Gajah Mada Medan?
2. How is the implementation of Project-Based Learning model in teaching speaking skill for grade nine in SMP Gajah Mada Medan?

1.3 The Research Objectives

The objectives of this study such as:

1. To analyze the componens of Project-Based Learning Model implementation in teaching speaking skill for grade nine in SMP Gajah Mada Medan.
2. To investigate the implementation of Project-Based Learning model in teaching speaking skill for grade nine in SMP Gajah Mada Medan.

1.4 The Scope of the Research

There are many learning models in classroom teaching, such as Project-Based Learning model, Problem Based Learning model, Inquiry Learning model and Discovery Learning model. However, this research is only focused on the learning process when teacher implementing of Project-Based Learning model. Besides, there are four skills that must be possessed in English language mastery including writing, reading, speaking and listening, but this study is limited to speaking skill only. Moreover, there are many genres in speaking, such as, recount

text, descriptive text, narrative text, procedure text, report text, explanation text, advertisement text and many more. but the genre in this study is limited to the advertisement text genre analysis in the implementation of Project-Based Learning model.

1.5 The Significances of the study

The significances of this study are expected to be advantages and giving contributions theoretically and practically :

1.5.1 Theoretically

Theoretically, researcher hopes this research will provide reader with useful information about the implementation of Project-Based Learning in teaching advertisement text for speaking. This research should be used as a reference for future researchers to use Project-Based Learning in teaching Speaking especially on advertisement text material. Beside that, the result of this research will also help teachers to improve her skill in teaching speaking skill by using Project-Based Learning as learning model.

1.5.2 Practically

1. For the teacher, the result of this research as additional knowledge and contribution in teaching speaking skill through Project-Based Learning in enhancing students' speaking skill.
2. For the next researchers, the result of this research can be used as a reference and comparison of Project-Based Learning (PjBL) for their own research



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