CHAPTER I

INTRODUCTION

A. The Background of the Study

Oral communication is a crucial ability that individuals must develop to enhance their skills and express their ideas accurately. Several essential components make up the skill of speaking. Brown (2004:157) mentioned that speaking proficiency involves six basic elements, such as grammar, vocabulary, fluency, comprehension, pronunciation, and task execution. It is crucial to emphasize that students' motivation and interest play a vital role in facilitating their understanding during the learning process. Speaking skills require consistent practice. The more students share their thoughts and ideas, the more proficient they become as speakers.

Davison and Dowson (2009:107) stated that students must have ample opportunities to speak and listen across diverse contexts and for various purposes. This enhances their cognitive abilities and fosters practical communication skills while providing concrete examples of language in practical use to develop their explicit knowledge of speaking and listening. In merdeka curriculum speaking is an important skill for students. The tables below show the evidences of speaking skill for students.

Table 1.1 Skill Elements of Learning Outcomes

Elemen dan Capaian Pembelajaran
Menyimak _ Berbicara
Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Membaca-Memirsa
Peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.
Menulis-Mempresentasikan
Peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

Based on the table 1.1, it was concluded that speaking is important for students. It is caused by each element has part for students to show their ability in speaking. The elements are *berbicara, membaca*, and *mempresentasikan.* Students must have spoken ability to complete their learning outcomes. That means speaking skill is dominant than other skills (writing, listening, and reading).

In February 2022, Minister of Education and Culture Nadiem Karim officially launched the Kurikulum Merdeka. The minister claimed that the Merdeka curriculum was published to address the educational setbacks caused by the COVID-19 pandemic. The curriculum consists of regulations that outline the objectives, content, and teaching materials as guidelines for organizing learning activities. According to Ningsih (2019), "Merdeka Belajar" (freedom to learn) is a recent initiative introduced by the Ministry of Education and Culture in the Republic of Indonesia, initiated by the Minister of Education and Culture in the Indonesia Maju Cabinet. The concept of "Merdeka Belajar" aims to return the national education system to the essence of the law, giving schools the freedom to interpret the essential competencies of the curriculum for their assessments, as mentioned in Kholik (2021). This initiative aims to address the educational challenges and mitigate the learning loss experienced during the pandemic by providing a more flexible and adaptive curriculum that empowers schools and teachers to tailor education to their students' needs.' The existence of a curriculum aims to achieve quality education. The Kurikulum Merdeka has been socialized and implemented in all educational institutions to revitalize the learning process hindered by the pandemic. Teachers can choose their freedom to select from a diverse set of instructional resources so that learning can be appropriate to the needs and interests of the students.

The Merdeka curriculum has designed teaching tools for teachers to conduct learning activities comprehensively and systematically. One of the teaching tools in the Merdeka Curriculum is the teaching module (*Modul Ajar*). The teaching module is one of the teaching tools containing a lesson plan, and

module (materials) to guide the learning process, ensuring that learning activities achieve learning outcomes. Maipita (2021) mentioned that the teaching module of the Merdeka Curriculum is considered an essential tool for implementing new modes of learning. They are particularly crucial when linked to the transformations of the industrial and digital revolutions. The teaching modules are a practical implementation of the Learning Objective Flow (ATP) framework, developed from the Learning Outcomes (CP) framework and aimed at achieving the Pancasila Student Profile.

Table 1.2 Learning Outcomes (CP) Fase E for English

Capaian Pembelajaran (Umum)
Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

The table 1.2 showed about *Capaian Pembelajaran* (learning outcomes) for phase E of the students. Based on the table, researcher concluded that learning outcomes for merdeka curriculum were written in paragraph. The skill for students and the explanations were fulfilled in.

Rosyid (2010) mentioned that the Merdeka curriculum teaching modules refer to various systematically designed tools, module (materials), media, methods, instructions, and guidelines that are engaging and, most importantly,

tailored to the needs of learners. A teacher should align the teaching module with the curriculum in developing the module.

Tjiptiany (2016) stated that a module is a systematically and attractively arranged teaching material that contains content, model, methods, and evaluations that can be used independently. The module is designed to cater to the needs of learners in their different developmental phases and is structured around clear learning objectives (TP). Andriadi (2018) mentioned that a module should contain at least all the essential components of the teaching material.

Prastowo (2011), as cited in Tjiptono et al. (2016), stated that the use of modules in learning offers several benefits. These include enabling students to learn independently or with minimal guidance from the teacher, preventing teacher dominance and authoritarianism in the learning process, promoting honesty in students, empowering students to assess their mastery of the subject matter, and accommodating diverse levels and paces of student learning. One of the topics covered in grade 10 English class is descriptive text.

In Senior High Schools, there are various text types that students need to master as part of their learning material. One such text type is descriptive text. According to Gerot (1995), descriptive text is intended to describe a particular person, place, or object. The general structure of a descriptive text includes identifying the phenomena that characterize the parts, qualities, characteristics, and functions of language.

In simpler terms, descriptive text is used to describe the quality, parts, and characteristics of something that can be seen, smelled, or felt (Oshima,

2007). Students need to understand descriptive texts, as it is stated in the Senior High School ATP. By incorporating descriptive texts into speaking, students are expected to understand pronunciation, grammar, and spelling better. The Speaking of descriptive text can help students communicate better in English. Speaking involves constructing and conveying meaning through both verbal and non-verbal language. It is an interactive process that produces, receives, and processes information (Brown, 2007).

In the module, the teaching model is a crucial element (Privana, 2021). Privana (2021) stated that a module contains the materials, teaching model, and learning objectives flow. One of the teaching models is Project Based Learning. Project-based learning is a teaching model that emphasizes task assignment in the form of projects. According to Thomas (2000) cited in Hasanatul et al. (2020), this approach takes students through an exploratory process. It requires a whole class or small student group to take responsibility for their decisions.

Nation (2008) argued that project-based learning is an effective way to develop students' critical thinking and problem-solving skills, and it provides them with experience in applying these skills to real-world situations. Additionally, project-based learning aims to equip prospective teachers with the necessary information, skills, and attitudes for a sustainable environment. Through effective environmental education methods, significant steps can be taken toward achieving a sustainable environment.

Based on an interview in SMAS Cerdas Bangsa Namorambe, the researcher gathered the data from the teacher. The questions' list could be seen in the appendix. The researcher took several dialogues from a teacher as follows,

R: Do you teach English in grade 10?

T: Yes, I do. I teach students in grade 10 science (IPA)

R: Do you apply Kurikulum Merdeka in grade 10?

T: Yes, of course. This school has applied to Kurikulum Merdeka for grade 10 since this semester.

R: What module do you use to learn about descriptive text?

T: We still use a revised K-13 module titled "Bahasa Inggris Kelas X". We haven't had module for Merdeka Curriculum yet.

R : Is the module appropriate to teach English speaking in science majoring class?

T : We have no English speaking module for specific majoring such as science class or social class. We just use common module which not appropriate to teach English speaking.

Based on the dialogues above, it was found that grade 10 has applied Kurikulum Merdeka in the class. The material in the module that was used by teacher was inappropriate. The teacher still used module for K13 curriculum which there were not appropriate speaking materials for each elements such as speaking, viewing, and presenting based on the learning outcome of merdeka

curriculum. In result, the module did not base on the need, want, and lack of the students.

Figure 1.1 Student's Module

The figure 1.1 showed the module was still the K13 module for English lessons. The material still did not been developed to merdeka curriculum because there were not materials or instructions that presented each elements for learning outcomes of merdeka curriculum. However, the lesson was for general majoring. It was not appropriate to students majoring (in science), especially for English speaking lesson.

The researcher also did an observation to gather the data. The researcher found that the English teacher still uses the teacher-centred model in teaching English. The teacher only focused on giving tasks to the students and explaining more materials. Student only answered the questions from the texts, which meant it would not improve students speaking ability, and students would feel bored. As a result, almost all of the students obtained scores below 70. It served as empirical evidence that they failed to get the minimum passing grade (KKM).

DAFTAR NILAI SISWA			
KELAS 10 IPA			
NAMA	TEST 1	TEST 2	TEST 3
ANISA	69	69	
AURA	70	70	
AUREL	56	60	
AZHAR	60	62	
DINDA	60	63	
EIRENE	67	67	
EVRY	69	61	
EVELINE	70	60	
FENI	60	70	
FLORA	62	69	
HENDRA	63	70	
IFANEMA	67	60	
INDAH	65	67	
INDRIYANI	70	69	
JASKIA	64	70	
KRISTI	61	60	

Figure 1.2 Student's Scores in Speaking Skill

That figure 1.2 showed that students' score in speaking were lower than the minimum passing grade (KKM). It meant that the teacher has failed to teach English by using teacher-centred model. In result, the students needed a new model to learn English especially speaking.

To resolve this problem, teachers been able to adopt the 4Cs according to Purnama (2022) creative thinking and innovation, critical thinking and problem-solving, and communication and collaboration skills. In creativity thinking and innovation skills, students can create, develop, and implement their notions creatively individually or in groups. With critical thinking and problem-solving aptitude, students can identify, analyse, interpret, and evaluate evidence, arguments, claims, and data presented in depth. In communication skills, students can communicate their notions effectively through media. In addition, in collaboration skills, students can work in a team to solve the issue.

In line with the problems, a module must be developed to Merdeka Curriculum and use the teaching model of Project Based Learning. Using Project Based Learning would make students be more practicing their speaking skill. Project Based Learning would be more effective and efficient because it gave students encouragement and expertise to develop and created notions in a project.

B. The Problem of the Study

Based on the background, the problem of the study was formulated as "How English speaking module of descriptive text was developed based on project-based learning for tenth grade at SMAS Cerdas Bangsa?"

C. The Objective of the Study

Based on the problem of the study above, the study's objective was to develop English speaking module of descriptive text based on project-based learning for tenth grade at SMAS Cerdas Bangsa.

D. The Scope of the Study

This research focused on developing an English-speaking module of descriptive text based on project-based learning for tenth-grade in IPA class that includes topic's material about "describing things". Merdeka Curriculum was implemented in developing the module.

E. The Significances of the Study

The findings expect to be useful for:

(1) Practical Significance

This research would provide the potential to encourage students in learning English, engage students in meaningful activities, and contribute to the overall quality of speaking for tenth-grade students at SMAS Cerdas Bangsa Namorambe.

The researcher also hoped this study would assist teacher to develop appropriate teaching materials, knowledge, creativity teaching model, and motivation.

(2) Further Research and Development

The researcher hoped this study will encourage other researchers to conduct additional research on developing an "Independent Curriculum" module for teaching descriptive text in different specifications.