

CHAPTER I

INTRODUCTION

A. Background of the Study

One important language taught in Indonesian classrooms is English. An English lesson was taught to get the student ready for situations in the real world. The student can do things like apply a job, acquire information, as well as get scholarships by receiving information from all sources. Furthermore, communication with people from other countries can be easier by the English language. It makes it faster for students to transfer knowledge from one continent to another or from one country to another.

The English language has four basic skills: reading, writing, listening, and speaking. The student must comprehend the content at the junior high school level and apply their knowledge to produce work. The student must generate both written and spoken text. This indicates that both speaking and writing should be crucial components of English language acquisition.

Speaking is a challenging skill for English language learners in actual life. When learning the English language, students have some challenges, especially in their speaking abilities. Problems such a lack of motivation, fear, worry, and nervousness are examples of other factors that related to the issues.

The majority of classroom learning activities nowadays, especially in junior high school, tend to be traditional and boring. In the process of teaching and learning, the teacher often uses a traditional learning model. The teacher or the book's topic was the only one whom the students were asked to talk. When

engaged in certain activities, students had experience bored and lose interest in developing their ideas while learning English. Zainatudar (2015) states that students have too little chance to use their creativity during the learning process, particularly in speaking activities. It affects student's capacity to improve their comprehension through experiential methods. The regulations affect student intellectual development, hence decreasing their ability to learn from the environment around them.

The learner's lack of confidence in their capability to learn English is also an effect of the fact that English is not their mother tongue. If the student feels comfortable having a conversation in English class, learning the English language will be quicker for them. The effectiveness of the learning process will be increased by student involvement. When the student comprehends the teacher's instructional model, their interaction will be facilitated. The educator must establish a conducive environment for students to feel at ease while learning new knowledge.

In order to achieve learning objectives, teachers must design classes properly and effectively utilizing learning models. Trianto (2017) states that a learning model is a conceptual framework that proposes a systematic method for organizing learning experiences to achieve certain objectives, acting as a guide for teachers and instructional designers in the creation of teaching and learning activities. There are various learning models that can be implemented in the classroom depending on the needs and learning objectives. In teaching speaking skills, it is essential to employ a model that can stimulate students to actively

engage in interactions in the classroom and facilitate speaking practice. One suitable instructional model for enhancing students' speaking skills is Project-Based Learning.

Project-based learning (PjBL) is a frequently examined teaching strategy stated for solving numerous classroom issues. Suzie Boss (2015) states that Project-based Learning (PjBL) is a approach to teaching that includes collaborative projects, allowing students to get expertise in solving real-world issues and obstacles. Klein (2009) defines project-based learning as an instructional approach that gives students the freedom to independently research the material and use a range of presenting formats to show what they have learned. This learning technique believes that the initial stage in collecting and combining knowledge gained through practical action is problem-solving.

There are several advantages of using Project based learning approach to teach speaking, as stated by Fragoulis (2009) Project based learning gives students contextual and meaningful learning; 2) Project Based Learning can create a great environment for practicing speaking English; 3) Project Based Learning involves active participation from students; 4) Project Based Learning enhances students' interests, motivation, engagement, and enjoyment; 5) Project Based Learning encourages social learning that can improve collaborative skills; 6) Project Based Learning can provide students with the best chance to develop their language abilities. For the effective and optimal implementation of Project-Based Learning (PJBL), several key considerations need to be taken. There are 8 stages in implementing project based learning as stated by Seaqil (2020), namely:

choosing project topic, pre-communicative activities, asking essential questions, designing project plan, create project timeline, finishing the project, assessing the project results, evaluation the project.

Based on the observation that was conducted at SMP Gajah Mada Medan that used PJBL learning model, the results indicate that there are eight syntax of PJBL which are not following by the teachers. It is known that teachers who implemented project based learning are still not precise, the syntax is not appropriate, and the characteristics of PJBL have not been accomplished.

The pedagogical approaches of Teacher 1 (FNT) and Teacher 2 (TE) exhibit significant differences in their adherence to structured project stages and communicative methodologies. In Stage 2 (pre-communicative activities), Teacher 1 prioritized building a linguistic foundation before moving into more complex tasks, whereas Teacher 2 approach lacked this preparatory phase. Teacher 2 failed to engage in these essential activities, specifically omitting the use of short stories as a vehicle for vocabulary acquisition.

In Stage 5 (creating a project timeline), both teachers deviated from the specific requirement of establishing a completion timeframe. Rather than deciding on a definitive schedule for the project, both Teacher 1 and Teacher 2 shifted their focus toward individual planning by asking each student to create a project plan. This shared deviation indicates a common instructional preference for task-oriented planning over time-management structuring at this specific juncture of the curriculum.

In Stage 8 (evaluation of the project), their methods diverged once more in terms of depth and feedback. Teacher 2 demonstrated a more formative approach by offering immediate suggestions following the assessment to improve future project outcomes. In contrast, Teacher 1 involvement was more limited, concluding the process at the assessment step without conducting a comprehensive project evaluation. Consequently, while Teacher 2 focused on iterative improvement and constructive feedback, Teacher 1 methodology remained more summative and lacked the evaluative closure necessary for student growth.

Both teachers expressed good opinions about projects in language classes and outlined a number of benefits this method has over more conventional methods of teaching languages. They do, however, have differing views on how projects should be completed and which elements of project-based learning should be given priority. Examined are the findings' implications for effective project usage in the classroom.

The implementation of learning models in the classroom is based upon the teacher's willingness and capability. With the right learning model, learning can be more active and efficient. In constructing students' knowledge, until it is very important for teachers to learn and add insight into known learning models. As stated by Aldabbus (2018), the teacher must be able to identify the various challenges they were having. These included selecting an important topic, managing time, having students lead activities, allocating time for planning,

monitoring, assessment, and dealing with a lack of facilities. Most of them related to learning model.

In review of previous studies by Ibrahim (2022) entitled The Implementation of Project based learning in Teaching Speaking At The Tenth Grade Student of Ma Al-Islam Jamsaren in Academic Year 2022/2023. In addition to identifying any issues and potential fixes, the study aims to find out how project-based learning is being used in speaking classrooms at MA Al Islam Jamsaren throughout the 2022/2023 academic year. The researcher found that teachers implemented project-based learning by asking the key question during the first meeting, creating a project plan, creating a timeline, monitoring student engagement and project progress, evaluating outcomes, and assessing on the experience in the final meeting. The teacher also discovered implementation issues, including students' failure to follow instructions while working on projects, their failure to use learning resources to develop projects, their failure to speak English, and their lack of self-discipline when working on projects.

Moreover, research conducted by Rahmawati (2020). The Implementation of Project Based Learning. The study aims to know the project based learning implementation for high school teachers in a big city. The researcher draws multiple findings in her journal. The teacher initiates project-based learning by asking fundamental questions that will attract students' attention and interest. The second task involves formulating strategies for projects that require student involvement. Third, the schedule has been set to provide a deadline for submitting projects. Fourth, students and project progress are checked by the teacher to

remind them to stay focused on the project and the deadline. Fifth, the teacher assesses students' projects to evaluate whether the learning objectives are achieved.

Furthermore, Aziz (2023) conducted the research. Project-based learning techniques are employed to enhance students' speaking abilities. This study will employ the project-based learning methodology to enhance students' speaking skills. The study's results prompted the researcher to conclude that project-based learning may enhance students' speaking abilities. Consequently, students engaged more actively in the educational process. The study's findings indicated an enhancement in pupils' speaking skills. Ultimately, the project-based learning methodology enhances students' speaking skills.

This research aims to evaluate the comparative implementation of Project-Based Learning by two educators for ninth grade at SMP Gajah Mada Medan, using previous research. Project-based learning includes the stages of the learning process and defines the teacher's responsibilities within it. The stages of project based learning start from choosing project topic, pre-communicative activities, asking essential questions, designing project plan, creating project timeline, finishing the project, assessing the project results, evaluating the project.

B. Problem of the Study

Based on the phenomena elaborated in the background of the study, the research problems are formulated as follows:

1. How is the implementation of project based learning in teaching students' English speaking performance?

C. Objective of the Study

Based on the problem statement above, the objective of the study is to analyze the implementation of project based learning in teaching speaking performance.

D. Scope of the Study

This research is limited to the analyzing of two teachers (FNT and TE) in the implementation of project-based learning to enhance speaking performance for ninth-grade students at SMP Gajah Mada Medan in second semester for 2024/2025 academic year. The researcher is going to analyze the subject matter of the narrative and procedure texts.

E. Significance of the Study

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

a. Theoretically

- a. The researcher expects that the outcomes of this study will serve as a reference for the speaking learning and teaching process through the implementation of projects in the educational framework.

- b. The researcher expects that the findings of this study will help readers interested in the application of projects within project-based learning for teaching speaking skills.

b. Practically

- a. For the English teachers, the findings of this study can be a comparison in implementing the Project based learning in teaching speaking performance for grade 8 in SMP Gajah Mada Medan.
- b. For the school, The researcher hopes that SMP Gajah Mada Medan might use this research as a reference. in order for the English teacher to become more proficient in improving the process of teaching and learning English.