

## CHAPTER I INTRODUCTION

### A. Research Background

Language is the most necessary thing for everyone to communicate with others, it is known as a social instrument that is expanding as a unity in an interaction between individuals.<sup>1</sup> The significance of appropriate modes of communication has been increasing very rapidly in this globalization era, so it is undeniable fact that a common language to communicate with the present growth of commerce and education is needed. English is recognized as an international language in which all people around the world are interacting with the people of other countries. It is widely used in international trade, business, mass entertainment, education, international telecommunication and scientific publication.<sup>2</sup>

English becomes an interesting topic to discuss because it is well-spread and used in our daily life, especially in education sectors.<sup>3</sup> The students have to learn the four skills and some elements. The four skills are speaking, listening, reading, and also writing. These skills cannot be separated and should be taught on an ongoing basis in the teaching-learning process of English subjects.<sup>4</sup> By mastering that skills the students can get a good competence in English learning and it

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<sup>1</sup> Lilly K. Yazdanpanah and Jill Brown, "UNDERSTANDING THE ROLE OF LANGUAGE: INTERACTIONS BETWEEN ENGLISH LANGUAGE TEACHER KNOWLEDGE AND IDENTITY," in *Understanding the Role of Language* (Newcastle upon Tyne: Cambridge Scholars, 2014), 74.

<sup>2</sup> Parupalli Srinivas Rao, "THE ROLE OF ENGLISH AS A GLOBAL LANGUAGE," *Research Journal of English* 4, no. 1 (2019): 66.

<sup>3</sup> Angela Rogers, "MULTILINGUALISM IN EDUCATION: THE ROLE OF FIRST LANGUAGE," *Indonesian Journal of Applied Linguistics* 4, no. 1 (2014): 3, <https://doi.org/10.17509/ijal.v4i1.596>.

<sup>4</sup> Ananda Rifna Humairoh and Oikurema Purwati, "The Implementation of Project-Based Learning to Teach Speaking A Spoken Advertisement for the Eight Graders of SMPN 40 Surabaya," *RETAIN* 2, no. 1 (2014): 2.

is useful to support the teacher in the teaching-learning process.<sup>5</sup>

One of the four skills that must be mastered is speaking skills and it can be applied through continuous practice in our daily life. In short, speaking is primarily important for interacting with others and it is needed to be taught at the elementary level to high school.<sup>6</sup> These skills become the objectives of teaching and learning English as a foreign language. However, students need to realize that speaking is one of the skills that they should gain well. It has a significant function in communication and it is used for getting better jobs position or work in the future.<sup>7</sup>

There are many speaking definitions. It can be defined as one of the language abilities that focus on verbal interaction that produce, send, or receive information accurately and smoothly.<sup>8</sup> Before the students can perform effective communication, they need to acquire the elements of good speaking. Elements of speaking itself have two classifications. First, language feature which covers pronunciation, intonation, stress, pitch, fluency, and grammar. Second, the ability to process information covering the language comprehends, interacting with others to make the conversation sound natural and effective.<sup>9</sup>

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<sup>5</sup> Eva Faliyanti and Ridho Mela Prasesti, "AN ERROR ANALYSIS ON STUDENTS' PRONOUNCIATION IN SPEAKING," *INOVISH JOURNAL* 1, no. 1 (2016): 22–23, <https://doi.org/10.37671/sb.v1i1.4>.

<sup>6</sup> Marsika Sepyanda, "THE IMPORTANCE OF ENGLISH SUBJECT IN ELEMENTARY SCHOOL CURRICULUM," *English Language Teaching and Research* I, no. 1 (2017): 206.

<sup>7</sup> Chrisce Juonata Kaunang, "Using Project-Based Learning in Enhancing Students' Speaking Skill at SMA PSKD 7," *JET (Journal of English Teaching)* 3, no. 2 (2018): 120, <https://doi.org/10.33541/jet.v3i2.704>.

<sup>8</sup> Aseptiana Parmawati and Ratih Inayah, "IMPROVING STUDENTS' SPEAKING SKILL THROUGH ENGLISH MOVIE IN SCOPE OF SPEAKING FOR GENERAL COMMUNICATION," *ELTIN Journal* 7, no. 2 (2019): 44.

<sup>9</sup> Ani Marisah and Rr. Hasti Robiasih, "THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO

Besides, in the English teaching-learning process, there are some speaking problems. The first problem is inhibition. The students are worried to make mistakes when they want to say something.<sup>10</sup> It makes a lack of students' participation in a class in which a large number of students have very little time for talking. They were passive rather than active because they are afraid and shy to speak uncertain words and wrong pronunciation.<sup>11</sup> The second problem is motivation. Some students do not have a strong motivation to learn English. They assumed that English speaking is difficult to understand. Another factor that influences this problem is the teacher who still uses a traditional model of teaching that makes them feel bored.<sup>12</sup> English teachers usually use standardized pedagogical approaches without considering the certain needs, habits, cultural context, and the weakness of the students they teach.<sup>13</sup> The other source state that the main problems faced by the students are two areas; knowledge factors and skills factors because they have less confidence.<sup>14</sup> Some students are hesitant, reluctant, fear of making mistakes, and it is called speaking anxiety. Speaking anxiety is a common phenomenon in EFL learning. Students are more anxious in English

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IMPROVE VOCATIONAL STUDENTS' SPEAKING SKILLS," *Journal of English Language and Language Teaching (JELLT)* 1, no. 2 (2017): 27.

<sup>10</sup> Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill Lai-Mei," *International Journal of Research in English Education* 2, no. 1 (2017): 36, [http://ijreeonline.com/files/site1/user\\_files\\_68bcd6/sma1357-A-10-26-1-fefa0eb.pdf](http://ijreeonline.com/files/site1/user_files_68bcd6/sma1357-A-10-26-1-fefa0eb.pdf).

<sup>11</sup> Marisah and Robiasih, "THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO IMPROVE VOCATIONAL STUDENTS' SPEAKING SKILLS."

<sup>12</sup> Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (2017): 36, <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

<sup>13</sup> Syafrizal and Cucum Rohmawati, "Teacher ' s Speaking Strategies at Vocational High School," *The Journal of English Language Studies* 02, no. 01 (2017): 66.

<sup>14</sup> Scott Thornbury, *How to Teach Speaking* (England: Person Education Limited, 2005).

speaking because they have no ability and less practice in their real life.<sup>15</sup>

As a matter of fact, students of vocational high school certainly have speaking English problems because there are some differences between teaching English in vocational high school and teaching English in senior high school. In vocational high school, English teachers face the challenges of making their teaching-learning process suitable to the vocational program needs in different grades because every major has its own characteristic and different closely vocabularies related to the major.<sup>16</sup>

Students of SMK Walisongo Pecangaan Jepara also have speaking problems stated above. Moreover, the online learning makes the students rarely practice their English speaking skills in their daily life so they get difficulties when the teacher asks them to speak English spontaneously in the online class. It is caused less interaction between the teacher and students. They also have less motivation in English learning. Mostly in an online class, they just become a passive participant without understanding the material that the teacher delivers. They often delay the assignment given by the teacher because the teacher does not see them directly.<sup>17</sup> If these problems do not fix immediately, it will bring bad effects for their future both for students who continue their studies and students who apply for a job after graduation.

Furthermore, the new challenge faced in educational institution is Novel Corona virus (Covid-19) pandemic. Recently, the Novel Corona virus (Covid-19) pandemic

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<sup>15</sup> Gaya Tridinanti, "The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang," *International Journal of Education and Literacy Studies* 6, no. 4 (2018): 36, <https://doi.org/10.7575/aiac.ijels.v.6n.4p.35>.

<sup>16</sup> Army Irhani Asmin, "Teachers' Strategies in Teaching English At Vocational High School," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 7, no. 2 (2019): 263, <https://doi.org/10.24256/ideas.v7i2.1040>.

<sup>17</sup> An interview with Dinda Damayanti, one of the students of SMK Walisongo on WhatsApp, 26 Februari, 2021.

spreads become significant disruption in human history.<sup>18</sup> This pandemic also affects the educational sector. The education sector is undergoing changes due to Covid-19 pandemic because Indonesian government imposed the lockdown that have interrupted conventional schooling. The students must rely more in their own resources to continue the learning through internet, Youtube, Google Classroom, the Zoom, WhatsApp, etc. The teachers also must adapt to an appropriate pedagogical principles and approach of teaching, for which they may not have been trained before.<sup>19</sup> It is aimed to avoid the spread of Covid-19 by applying physical distancing. Therefore, many schools and university decided to move into online learning in mid-March 2020 that interrupts the learning process. Hence, the teacher should know the appropriate approach to use in online learning effectively and efficiently.<sup>20</sup>

To deal with these problems, English teachers especially in Indonesia to faces this pandemic need to apply an appropriate English teaching-learning online method that should encourage the students to use language with an emphasis on communicative purposes in real-life settings, rather than only focus on accuracy as in traditional teaching. Hence, the students should be encouraged to deliver messages more than concerned about grammatical rules.<sup>21</sup>

One of interesting technique that seems to match to overcome the problems stated above and can help students to have problem solving, critical thinking, and interaction as well as to assist in the investigation that leads to the completion of

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<sup>18</sup> Abdullah A Balkhair, "COVID-19 Pandemic: A New Chapter in the History of Infectious Diseases," *Oman Medical Journal* 35, no. 2 (2020): 2, <https://doi.org/10.5001/omj.2020.41>.

<sup>19</sup> Alchamdani Alchamdani et al., "The Impact of Covid19 Pandemic on Online Learning Process in the College at Southeast Sulawesi," *Jurnal Kesehatan Lingkungan* 12, no. 1 (2020): 130, <https://doi.org/10.20473/jkl.v12i1si.2020.129-136>.

<sup>20</sup> Tira Nur Fitria, "Teaching English through Online Learning System during Covid-19 Pandemic," *Pedagogy: Journal of English Language Teaching* 8, no. 2 (2020): 139, <https://doi.org/10.32332/pedagogy.v8i2.2266>.

<sup>21</sup> Kornwipa Poonpon, "Enhancing English Skills through Project-based Learning," *The English Teacher* 40, no. 2 (2017): 2.



real issues is Project-based learning. Project-based learning is a technique that refers to a method allowing the designing, planning, and carrying out tasks in order to produce, publish, and present a product.<sup>22</sup> It is an innovative learning strategy which emphasizes contextual learning through meaningful assignment. Project-based learning focuses on the ideas and values of discipline, student-centered, involving students' problem-solving skill, and giving the students opportunities to work cooperatively to complete the project.<sup>23</sup>

It can be concluded that the main goal achieve in English education is to encourage the students to become good learners and have knowledge competencies, attitudes and skills to solve the problems faced by students in real life that are increasingly globalized.<sup>24</sup> This technique has been reported as a successful and commonly used in a variety of EFL class. Many studies have shown that Project-based learning is an effective method to increase students' motivation to learn and grow up teamwork participation in learning process especially<sup>25</sup>

## B. The Research Focus and Scope

In this paper, there are two things will be done: describing the implementation of Project-based learning to encourage students' self-confidence in speaking ability and finding out some challenges that will be faced in applying Project-based learning on online learning system of students in twelfth-grade

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<sup>22</sup> Alec Patton, *Work That Matters: The Teacher's Guide to Project-based Learning, Creative Education*, vol. 1 (London: Paul Hamlyn Foundation, 2012).

<sup>23</sup> Eko Indrawan, Nizwardi Jalinus, and Syahril, "Review Project Based Learning," *International Journal of Science and Research* 8, no. 4 (2019): 1015, [www.ijsr.net](http://www.ijsr.net).

<sup>24</sup> Novitasari, Erlina Wiyanarti, and Jupri, "The Implementation of Project Based Learning To Improve Students Responsibility in Social Studies Learning," *International Journal Pedagogy of Social Studies* 3, no. 2 (2018): 22, <https://doi.org/10.17509/ijposs.v3i2.14468>.

<sup>25</sup> C. L. Chiang and H. Lee, "The Effect of Project-Based Learning on Learning Motivation and Problem-Solving Ability of Vocational High School Students," *International Journal of Information and Education Technology* 6, no. 9 (2016): 709, <https://doi.org/10.7763/ijiet.2016.v6.779>.

in SMK Walisongo Pecangaan Jepara in the academic year of 2021/2022.

### **C. Research Questions**

1. How is the implementation of Project-based learning to encourage students' self-confidence in speaking ability on online learning system of students in twelfth-grade in SMK Walisongo Pecangaan Jepara in the academic year of 2021/2022?
2. How are the challenges of Project-based learning implemented to encourage students' self-confidence in speaking ability on online learning of students in twelfth-grade in SMK Walisongo Pecangaan Jepara in the academic year of 2021/2022?

### **D. Research Objectives**

1. To describe the implementation of Project-based learning to encourage students' self-confidence in speaking ability on online learning system of students in twelfth-grade in SMK Walisongo Pecangaan Jepara in the academic year of 2021/2022
2. To describe the challenges of Project-based learning implemented to encourage students' self-confidence in speaking ability on online learning system of students in twelfth-grade in SMK Walisongo Pecangaan Jepara in the academic year of 2021/2022

### **E. Research Significances**

This research expects to provide some significant contribution both theoretically and also practically, which are as follows:

1. Theoretical significant

This research expects to be useful for the development of language science especially in the English Education Department of Tarbiyah faculty in IAIN Kudus and the speaking skills of students in general education. And also the results of this research is useful as a basis for further research and the last can be meaningful to add insight and develop knowledge related to speaking ability and as an additional reference to provide innovation in the use of

learning methods especially by using Project-based learning.

## 2. Practical significance

Practically the result of this research expects to be useful, as follows:

### a. For students

- 1) Students are expected to be more interested and more active in increasing their speaking ability after having done the English learning process by using Project-based learning.

### b. For teacher

- 1) The teacher can increase the effectiveness of the English learning process especially in speaking by using innovative methods to attract students' interest in English learning.

### c. For school

- 1) The school can develop the quality of the teaching-learning process to achieve academic purposes.

## F. Definition of Key Terms

There are some key terms of this research, they are:

1. Speaking is an interactive process that comprises producing, processing, and receiving information.<sup>26</sup>
2. Students' self-confidence. Defining the students' self-confidence is psychological feeling of trust in skills, qualities, and has a sense of life control.
3. The Project-based Learning is a student-centered teaching technique that will be revealed in a project that will be given to the students to be presented through oral presentation or video in English.

## G. Organization of Thesis

This paper is divided into five chapters, which are follows:

**Chapter I:** Introduction. It contains the Research Background, Research Focus and Scope, Research Questions, Research Objectives,

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<sup>26</sup> Parupalli Rao Srinivas, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal(ACIELJ)* 2, no. 2 (2019): 8.



Research Significances, Definition of Key Terms, and Organization of Thesis.

**Chapter II:** Review of Related Literature. It contains Theoretical Description, Theoretical Framework, and Review of Previous Study.

**Chapter III:** Research Methodology. It contains Research Method, Research Setting, Research Participants, Instruments and Data Collection Technique, Research Data Validity, Data Analysis Technique, and Research Ethical Considerations.

**Chapter IV:** Research Findings and Discussion. It contains Research Results and Discussion

**Chapter V:** Contains Conclusion and Recommendation.

