

CHAPTER I INTRODUCTION

This Chapter about The Background of study, The identification of problem, scope and Limitation, Research Question, Objective of study, and the significance of study.

A. Background Of study

English Has become a language that has important role in the global community. English is considered as international language which has been expanded to various aspect of a global society. Mastering English is Very important for communicating especially in the academic field. There are so many teachers and instructors who suggest their students have a good communication skill to support their study. In Indonesia, English language proficiency, particularly speaking skills, is considered a crucial component of the national curriculum. As part of the educational framework, students are expected to not only grasp grammar and vocabulary but also use English in everyday communication. However, despite the importance of speaking skills, many students struggle with speaking English confidently and fluently. At the Junior High School (MTs) level, there is often a gap between knowledge of the language and the ability to use it in real-life contexts (Richards, 2008).

According to Harmer (2007), language skills development requires a balance between receptive and productive skills, with speaking being a key area that needs more focused attention in classroom settings. Speaking skills is an important skill because one of the keys to English communication. Cording to Nunan (2004, p.26)” speaking is a process consisting of short, often fragmentary utterances in a range of pronunciation” The students should have the ability to speak English in order to communicate with others. Ability to speak means the ability to master English.by mastering speaking skills, the students can carry out a conversation with others, expressing ideas, sharing information, and people will be able to know the situation that happens in the world (Laur,2013,

p.12).

Speaking skills in English are one the important aspects of mastering English .however, many students still experience difficulties in speaking English .project Based learning is one of the Effective learning methods in improving speaking skills in English .therefore ,this study aims to understand students Experience in learning speaking through PBL at Mts Atthahiriyah .with the hope of providing useful information to improve the quality of English language learning at the institution .this study is also expected in the context to help teachers and educators understand how PBL ca be applied in the context of Education At Mts Atthahiriyah. so they can improve students speaking skills in English. By Exploring students Experience in learning speaking through PBL this study can provide insight into the potential Of PBL to improve students motivation. provide authentic Learning Experiences .and improve in speaking skills.

One promising approach is Project Based learning, which emphasizes collaborative learning critical thinking and real –word application of language skills. In PBL student work on Project that require them to use the target language to complete tasks. Present findings or solve problems, this methods encourages students to speak more actively, interact with peers, and use English in meaningful context, thereby enhancing their communicative abilities. while PBL has been widely discussed in educational literature. its implementation and effectiveness in improving speaking skills among junior high school students in Islamic school like Mts Atthahiriyah underexplored. understanding how students Experience learning speaking through PBL including their challenge, perceptions, and improvement can provide valuable insights for teachers curriculum developers, and policymakers aiming to Enhance English Speaking instruction.

According to Ba'dulu (1974), Language is a system of arbitrary symbols that allows communication and interaction among all members of a certain culture or those who have studied that culture. Language is use to study linguistic sociology, medicine economics, and other sectors of a science and technology.in

general learning Language, mainly English, is critical for people. Project -Based Learning is defined as in -depth research of a topic relevant to real world attention and effort of students (Kemendikbud , 2014).

According to Klein, et al (2009)as cited is Hosnan (2014,p.319) Project -Based Learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understanding through a variety collecting and integrating knowledge based on real activity. Based on the explanation of the use of Project Based learning, students speaking skills hopefully can be improved from time to time. It can successfully improve the students' speaking skills because of Project Based Learning creates a situation that should be acted by doing a project by cooperatively solving the problem. One of the primary challenges faced in many schools, including MTs Atthahiriyah, is the traditional teaching approach that prioritizes grammar, reading, and writing over speaking practice.

This leads to a lack of opportunities for students to actively engage in verbal communication (Nunan, 2003). The majority of students, when asked to speak in English, exhibit reluctance and fear due to the absence of a supportive environment that encourages active speaking. According to Thornbury (2005), this lack of speaking practice leads to students' anxiety and insecurity when they are required to use the language in public. Project Based Learning (PBL) is a teaching method that emphasizes active, inquiry-driven learning where students work on long-term projects, solving problems and engaging in real-world tasks (Thomas, 2000).

PBL encourages collaboration, critical thinking, and the application of language skills in a meaningful context. It offers students the opportunity to use English not only as a subject of study but as a tool for achieving a project goal. This approach has been shown to increase students' engagement and motivation, as well as their speaking skills, by involving them in tasks that require communication, presentation, and interaction with others (Bell, 2010) At MTs Atthahiriyah, there is a growing awareness of the importance of improving students' speaking abilities in English. Implementing PBL in the

classroom presents a promising solution to address the challenges students face in speaking. Through PBL, students at MTs Atthahiriyah would have the opportunity to engage in collaborative projects where speaking English becomes necessary for discussion, presentation, and problem-solving. As noted by Gokhale (1995), collaborative learning through group projects enhances students' language proficiency, particularly speaking skills, as they have to communicate their ideas and thoughts in English.

This study aims to explore the effectiveness of using PBL to enhance students' speaking skills at MTs Atthahiriyah. By integrating PBL into the curriculum, it is expected that students will be able to practice their speaking skills in a real-world context, thereby boosting their confidence and proficiency. According to Project-Based Learning experts, such as Dewey (1938), learning by doing is essential for the development of language skills, and through PBL, students can see the direct application of what they learn in the classroom to authentic, real-life scenarios.

This research is significant as it will contribute to the understanding of how PBL can be implemented to address the issue of low speaking proficiency in English among students. The findings are expected to offer valuable insights for educators and policymakers on how to design more effective and engaging teaching strategies that foster better language skills. Furthermore, the study aims to provide a basis for further research on PBL in language education, which has shown to promote deeper learning and greater student engagement (Krajcik & Blumenfeld, 2006).

1. Expert Opinions on PBL in Language Education

Quote perspectives from renowned scholars in the field of education or language acquisition who support the use of PBL to enhance speaking skills. For example, insights from experts like Thomas Markham, John Dewey, or Linda Darling-Hammond.

Example

"As Thomas Markham (2011) asserts, 'PBL provides a robust framework for developing critical communication skills, as students engage in

project work that requires them to collaborate, discuss, and present their ideas.' This highlights the effectiveness of PBL in fostering spoken communication."

2. Studies and Research Supporting PBL for Speaking Skills

Present research findings and studies that demonstrate the success of PBL in improving speaking skills. Cite studies by authors like Thomas (2000), or more recent research that evaluates PBL in the context of language learning.

Example statement:

"A study by Thomas (2000) found that PBL significantly enhances student engagement and communication skills, particularly in second language acquisition. Students involved in PBL reported higher levels of confidence in speaking, as they had more opportunities to practice language in authentic contexts."

3. Challenges and Obstacles in Implementing PBL for Speaking Skills

Address some of the challenges or barriers to implementing PBL effectively, such as classroom management issues, limited language proficiency among students, students' anxiety about speaking.

Example Statement

"While PBL has clear benefits, there are challenges in its implementation. Some students may experience anxiety when asked to speak in front of peers, and classroom management can become more complex with group activities. Furthermore, students with limited language proficiency may struggle to participate fully in discussions and presentations. "This background provides a comprehensive foundation for the topic, integrating the concept of Project-Based Learning (PBL) with academic references that support the effectiveness of this approach in enhancing students' speaking skills.

Project -Based Learning can be implemented in the grade of Mts Atthahiriyah Madurejo sambung Makmur, this technique is also considered as new technique to attract the students in the class.it also flexible to be conducted because it has many variations in the choice of materials. Based on the ideas a Bove, the researcher conducts a study entitled” An Exploration Of Student’s Experience In Learning Speaking Through Project Based Learning At Mts Atthahiriyah “So the aim of this research is for students to further improve their

speaking skills in using English Effectively, innovatively and interesting. which can then be applied in everyday life.

B. Identification Of Problem

1. Main Problem (TopLevel)

The speaking skills of students at MTs Atthahiriyah are still underdeveloped and require improvement. This affects their ability to communicate effectively, both in Indonesian and foreign languages. Based on classroom observations, students face difficulties in public speaking, organizing ideas verbally, and speaking confidently in various situations.

2. Specific Problems (Middle Level)

a. Lack of Verbal Interaction:

Students tend to be passive during speaking activities in class, which limits the development of their speaking skills. Traditional speaking lessons, such as lectures and limited practice, do not engage students enough to speak actively.

b. Limited Interactive Learning Methods:

The teaching methods employed in the classroom focus more on memorizing content or theory rather than on practical speaking. Therefore, project-based learning (PBL), which could encourage students to speak more and collaborate actively, has not been fully implemented.

1. Low Student Motivation in Speaking:

Many students feel anxious or shy when asked to speak in front of the class. This prevents them from practicing speaking freely and in unstructured settings, which is essential for enhancing their speaking abilities.

3. Solutions and Approach (Bottom Level)

a. Implementation of Project-Based Learning (PBL):

PBL is an approach that allows students to work in groups, collaborate, and complete projects related to real-life situations. In this context, PBL can be used to improve students' speaking skills through presentations, discussions, and teamwork

b. Practice Oriented Learning:

By using PBL, students will engage more in real speaking situations where they must communicate, negotiate, and present their project results. This encourages them to speak actively in diverse situations, thus boosting their confidence and speaking skills

c. Enhancing Social and Collaborative Skills:

PBL can also improve students' social skills, such as the ability to work together, listen to others, and communicate ideas clearly. These skills are crucial for the development of speaking skills in broader social contexts.

Urgency of the Topic:

Improving Communication Competence: Good speaking skills are essential for students' academic and professional futures. Given the importance of this skill, the application of PBL will provide an opportunity for students to develop better speaking abilities, both in Indonesian and foreign languages.

Supporting Active and Collaborative Learning: PBL can address the limitations of current teaching methods by encouraging students to participate actively in speaking activities, collaborate with peers, and solve problems together.

Boosting Student Confidence: Students will become more confident in speaking when they are involved in project-based learning that is relevant to their experiences. This will also help reduce the anxiety or fear associated with speaking in public.

C. Scope and Limitation

1. General Level (Overall Context)

Main Issue: How can the implementation of Project-Based Learning (PBL) enhance students' speaking skills at MTs Atthahiriyah?

2. Educational Context (Focus on Education)

Educational Context: The application of interactive and project-based learning methods in teaching English at MTs Atthahiriyah.

Importance of Speaking Skills: Speaking skills in English are essential for both daily communication and proficiency tests, highlighting the need for

effective teaching methods.

3. PBL Implementation Level (Method Used)

PBL Implementation: The use of Project-Based Learning (PBL) in English lessons to improve speaking skills through collaborative projects that engage students in relevant and practical activities.

Involved Projects: Students work in groups to create projects that stimulate the active use of English in real-life contexts, such as presentations, discussions, or video creation.

4. Student Population Level (Focus on Students)

Target Students: Students at MTs Atthahiriyah, who have varying levels of English proficiency but possess the potential to improve through a more hands-on and contextual learning approach.

Impact of Projects on Speaking: How projects can boost students' confidence, fluency, and proficiency in speaking English.

5. Evaluation Level (Effectiveness Measurement)

Success Indicators: Measuring improvements in speaking skills through direct observation, presentation recordings, as well as feedback from teachers and peers. **Implementation Duration:** The assessment is conducted before and after PBL implementation to evaluate students' speaking progress objectively.

6. Challenges and Obstacles Level

Challenges Faced: Ensuring active participation from all students, limited time for each project, and managing a classroom with diverse English proficiency levels.

7. Resources Level (Supporting Facilities)

Required Resources: Learning tools such as videos, presentation media, classrooms that support discussions and collaboration, as well as teacher training for effective PBL implementation.

D. Research Question

1. How can the implementation of Project-Based Learning (PBL) improve students' speaking skills at MTs Atthahiriyah?
2. What challenges do teachers and students face when implementing Project-Based Learning to enhance speaking skills at MTs Atthahiriyah?

E. Research Objective

This study aims to investigate the effectiveness of using the Problem-Based Learning (PBL) approach to enhance students' speaking skills at Atthahiriyah. Specifically, the study will: Analyse the impact of PBL on the improvement of students' speaking skills, focusing on fluency, confidence, and verbal interaction. Identify the challenges faced by students in applying PBL to speaking skills and how they overcome these obstacles. Evaluate students' perceptions of the PBL approach, including their views on its effectiveness in improving their speaking abilities. Provide practical recommendations for teaching speaking at Atthahiriyah, based on the findings of the study, aimed at improving speaking instruction more effectively.

F. Significance of Study

Research Benefits:

1. Benefits for Students

Improve students' English-speaking skills, boosting their confidence and communication abilities. Helps students become more comfortable speaking in public and enhances their presentation skills. Develops problem solving skills and teamwork abilities through collaboration on project Based activities.

2. Benefits for Teachers

Provides new insights and strategies for teachers in implementing project-based learning, improving their professionalism in teaching English. Helps teachers create a learning environment that supports the development of

students' speaking skills. Enhances and assessment techniques, focusing on real outcomes from student projects.

3. Benefits for the Educational Institution (MTs Atthahiriyah)

Serves as a reference for developing a more innovative curriculum aimed at improving students' English language proficiency. Enhances the school's reputation as an institution committed to advancing the quality of English language teaching and learning.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains conclusion, suggestion. All information is presented in descriptive form, as follows.

A. CONCLUSION

Based on the researcher's explanation, it can be concluded that many students lack understanding and vocabulary, and lack English language skills. Teachers strive to provide motivation, guidance, and explanations related to English learning. Therefore, teachers have their own methods and approaches in teaching English to improve their students' English skills, especially speaking.

Therefore, in this study, teachers used the Project-Based Learning (PBL) method in English instruction, which improved students' speaking skills at MTs Atthahiriyah. This method allows students to learn actively and creatively, while also enhancing their ability to communicate effectively.

The method currently used by teachers does require considerable time, but teachers strive to provide everything they can to support students in understanding and comprehending the material presented.

B. SUGGESTIONS

1. Suggestions for Students:

Be active in the learning process: Students should be active in the learning process and not just passively receive information. Develop speaking skills: Students should strive to develop their speaking skills by practicing regularly. Collaborate with peers: Students should learn to collaborate with their peers in working on projects. Build confidence: Students should strive to build their confidence in speaking in front of others Utilize technology: Students should utilize technology to improve their speaking skills, such as recording videos or audio.

2. Suggestions for Teachers:

Use innovative learning methods: Teachers should use innovative and engaging learning methods to increase student motivation. Support students in developing speaking skills: Teachers should support students in developing their speaking skills by providing regular practice opportunities. Evaluate the learning process: Teachers should regularly evaluate the learning process to ensure that the methods used are effective. Provide constructive feedback: Teachers should provide constructive feedback to students to help them improve their speaking skill Collaborate with students: Teachers should collaborate with students in developing effective learning plans.

3. Suggestions for Schools

Provide adequate facilities and infrastructure: Schools should provide adequate facilities and infrastructure to support the learning process. Develop teacher capacity: Schools should provide opportunities for teachers to develop their skills in using innovative learning methods. Monitoring and evaluation: Schools should conduct regular monitoring and evaluation to ensure that the learning process is effective. Integrate technology: Schools should consider integrating technology into the learning process to improve student skills. Collaborate with parents: Schools should collaborate with parents to support student learning.

4. Suggestions for Future Research:

Develop learning methods: Future research can develop more effective learning methods to improve students' speaking skills. Use of technology: Future research can explore the use of technology in improving students' speaking skills. Comparative study: Future research can conduct a comparative study between different learning methods to improve students' speaking skills. It is hoped that this research will contribute to the improvement of education quality at MTs Atthahiriyah and other schools.

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