CHAPTER I
INTRODUCTION

This chapter deals with the background of the study, statement of problems, purposes of the study, scope and limitation, significance of the study and the definition of key terms. Each point will be presented as follows:

1.1 Background of Study

Nowadays, a rapid and massive growth of technology and information explosion mark the dawned of a new era called the Digital Age. Digital age students are immensely different from students who graduated 10 to 15 years ago. They are well-equipped with advanced technology and they easily gain new information in their everyday life. Seeing those current condition, educators overcome those challenges and formulate the 21st century skills in order to engage a life-long learning in which those are what actually needed by students today (Riley, 2010, pp: 7).

In line with the challenges in this 21st century world, it is not deniable that the status of English as an International language makes English proficiency highly required for many occupations and workplaces as a communication tool. As a result, among the four English skills (listening, speaking, reading and writing), the mastery of English speaking skill is considered as one of the most important skills for EFL (English as a foreign language) learners. In addition, Richard (2008) stated, “Students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency” (pp: 19).
In Indonesia, in 2013, the government released a new curriculum in line with 21st century learning skills called as the Curriculum 2013. This curriculum is designed to put emphasis on learners’ creativity and morality. Students are obliged to develop their creativity through several learning activities. They create a class project cooperatively, learn collaboratively, discuss critically, and many others. The objective of teaching and learning process based on the Curriculum 2013 is to achieve a balance learning objectives in cognitive, affective and psychomotor domain.

Based on the Curriculum 2013, Teaching English in Indonesia is focused on the four language skills. Those are listening, speaking, reading and writing that should be taught in an integrated way. The goals of teaching English at senior high school level are as follows: (1) developing the competence of communication in oral and written form in order to reach the informational literacy level, (2) having awareness about the importance of English in order to increase the potency of global society, and (3) developing students’ understanding about the correlation between language and culture (Kemendikbud, 2013, pp: 153). Seeing those goals, speaking is considered as the most important skill to be taught in English subject in order to increase students’ potency in global society.

However, in this 21st century, the aims of teaching English speaking are not only to help students to have a good speaking skill but also to integrate speaking skill with other demanded skills, the 21st century skills. Indeed, teaching speaking is also claimed to present more challenges since one of its core competences based on the Curriculum 2013 in teaching English speaking at senior high school level is that students are demanded for processing, analyzing and
presenting developments of the concrete and abstract domains of the learned materials and being able to apply various methods according to scientific principles. As a result, students are expected to be able to enhance their skill in their own way through scientific principles while teachers must design teaching methods that are related to the scientific principles.

One of teaching methods that has been implemented for teaching speaking in senior high school level related to the scientific principles is Project-Based Learning. According to Kemendikbud (2013), “Project-Based Learning is a teaching method which uses project or activities as the core media to foster students’ motivation in the class” (pp: 2). Students learn the subject through exploring, assessing, interpreting, synthesizing, and gaining information in order to produce varied learning outcomes.

As a matter of fact, a few school are ready to implement this method since this method is newly introduced in the Curriculum 2013. Fortunately, after joining teaching internship in SMAN 3 Malang, the researcher found that teachers in SMAN 3 Malang have implemented Project-Based Learning method for teaching speaking at the eleventh grade in the early 2013/2014 academic year. SMAN 3 Malang is one of the best school in Malang. This school, along with its students, often gets many achievements in every year both in academic and non-academic competition. Moreover, SMAN 3 Malang is one of the 10 best schools in Indonesia (Kemendiknas, 2012).

The researcher intended to conduct this research in SMAN 3 Malang since this school is appointed by the government to be a school model for implementing the Curriculum 2013. As a result, in academic year 2013/2014, English teachers in
SMAN 3 Malang have already implemented several teaching methods based on the Curriculum 2013, especially Project-Based Learning. English teachers have already joined the Curriculum 2013 training programs conducted by the Ministry of Education and Culture for several times and granted several certificates with good results. They are well-trained to implement Project-Based Learning in the class since they have had the manual of Project-Based Learning method from Kemendikbud and MGMP Bahasa Inggris (English teacher association) in Malang. Moreover, Dinas Pendidikan Kota Malang (Malang Education Office) has appointed SMAN 3 Malang as Ketua Cluster (the head committee) for the Curriculum 2013 training program in Malang. The teachers in SMAN 3 Malang also serve as the model for other teachers around Malang municipality. SMAN 3 has already organized the Curriculum 2013 training, along with its implementation of teaching method in the class.

Based on the researcher’s preliminary interview with one of English teachers in SMAN 3 Malang, the teacher said that Project-Based Learning was suitable with students in teaching English speaking at eleventh grade. Through implementing Project-Based Learning, students in his class were highly motivated to work together to gather and present information. They were enthusiastic to speak and learn about the material discussed while they were presenting their project in front of the class. It also promoted students’ critical thinking when they analyzed and gave feedback toward their friends’ work. As a result, speaking class was immensely dynamic and interesting. Furthermore, student’s projects were also very creative and innovative. The objective of learning process was achieved based on the criteria of basic competences in teaching speaking. It can be said that
Project-Based Learning was successful to motivate students to speak, to facilitate students to learn collaboratively, to promote students creativity and critical thinking, and to enhance students’ speaking skill.

Moreover, the researcher have observed that almost all students were well equipped with advance technology such as smartphone and laptop. School provided them with multimedia tools such as projector, LCD screen, and audio-speaker. Students were also provided by internet connection in every class. Those facilities supported the teacher to implement Project-Based Learning method. The researcher also asked some students about the implementation of Project-Based Learning. They said that doing a project was more enjoyable rather than only listening to teacher’s explanation in the class. They could create whatever they want. Furthermore, they liked to have discussion as well as debate while they were presenting their project in front of the class. They believed that Project-Based Learning was so much fun to practice their speaking skill.

Before conducting this research, the researcher has already found some studies regarding teaching English speaking through Project-Based Learning to base the theoretical discussion of this research. Simpson (2011) investigated whether PBL could enhance students’ English proficiency, their learning skills and self-confidence in English for Tourism Course. The result of his research showed that PBL had a significant effect on the development of the low and medium ability groups of students. The findings also indicated that PBL enhanced students’ learning skills (teamwork, higher-order thinking and presentation skills) together with self-confidence. Furthermore, Poopon (2011) also conducted a
research about students’ perspective toward the implementation of Project-Based Learning in teaching and learning English. Students believed that the implementation of Project-Based Learning was appropriate for the course because they could apply both their knowledge of Information Science and English skills. Both previous studies showed that Project-Based Learning gave many benefits in teaching and learning English.

From these findings, the researcher noted that it is still important to investigate teaching speaking method through Project-Based Learning. Moreover, this method is newly introduced in the Curriculum 2013. Hopefully, the result of this study contributes in giving alternative teaching method reference in teaching English speaking. Consequently, considering some reasons as mentioned before, the researcher conducts a research entitled “Project-Based Learning Method Implemented in Teaching English Speaking Skill at The Eleventh Grade of SMAN 3 Malang”.

1.2 Statement of Problems

Based on the background of the study in the preceding statements, several research problems emerged as follows:

1. How is the implementation of “Project-Based Learning (PBL)” method implemented by English teacher in teaching English speaking at the eleventh-grade of SMAN 3 Malang?

2. What are the problems faced by English teacher in implementing “Project-Based Learning (PBL)” method in teaching English speaking at the eleventh-grade of SMAN 3 Malang?
3. How does the teacher solve the problems in implementing “Project-Based Learning (PBL)” method in teaching English speaking at the eleventh-grade of SMAN 3 Malang?

1.3 Purposes of the Study

The purpose of this study should be stated clearly from the beginning as the principle guidance of this study. In line with the statement of problems above, the purposes of the study are formulated as follows:

1. To find out the implementation of “Project Based Learning (PBL)” method implemented by English teacher in teaching English speaking at the eleventh-grade of SMAN 3 Malang.

2. To find out the problems faced by English in implementing teacher “Project Based Learning (PBL)” method in teaching English speaking at the eleventh-grade of SMAN 3 Malang.

3. To find out the teacher's strategies to solve the problems in implementing “Project-Based Learning (PBL)” method in teaching English speaking at the eleventh-grade of SMAN 3 Malang.

1.4 Significance of the Study

After conducting this research, the researcher expects that this study may contribute some benefits on English teaching and learning as follows:

1. The School

This research may as consideration in order to design the school curriculum and set the teaching and learning in the school. Moreover, this research can be as reference for the teachers in the school. Hence, teachers
can implement varied teaching method in the class in order to achieve the learning objectives.

2. English Department

For lecturer, this research may become a reference as additional information in term of teaching method for TEFL (Teaching English as Foreign Language), *Pengembangan Kurikulum* (Curriculum Development), and *PPL* (Teaching Practice) subject. For English Department students, as prospective teachers, it may give contributions as an alternative method in teaching English in order to select teaching method effectively, especially for students who will join teaching practice program.

3. The next researcher

For the next researcher, the writer hopes that this finding will be a reference and empirical evidence to conduct investigation in the same topic for further investigation.

1.5 Scope and Limitation

Based on the preceding statement of the problems, the researcher considers making the scope and limitation of this research. The scope of this research focuses on Project-Based Learning (PBL) method used by English teacher based on the Curriculum 2013. Meanwhile, this research is limited for teaching speaking English at the eleventh-grade of SMAN 3 Malang. The researcher investigates the teaching sequence in teaching speaking English through Project-Based Learning based on the Curriculum 2013 along with its problems and solutions.
1.6 Definition of Key Term

Before discussing further, it is necessary to clarify the meaning of the key terms to avoid misunderstanding and misinterpretation. Those key terms are defined as follows:

1. Speaking - students’ ability to convey a message through expressing ideas, thoughts, and feeling by showing the sounds or gestures to other person as the participant within context that become a purposeful speaking (Thornbury, 2005, pp: 1-2).


3. Teaching English Speaking – to teach learner to produce English, use and selected word, and organize language. In other words, teaching speaking is a process to lead learners active in producing oral language (Harmer, 2005, pp: 21).

4. Teaching Method – a combination of activities, roles of teacher and learners, materials, teaching procedures, and techniques that are applied in the classroom to achieve demanded teaching and learning objectives (Richard, 2001, pp: 19)

5. Project-Based Learning – a teaching method which uses projects or activities as the core media in teaching and learning process in order to foster students’ independent learning (Kemendikbud, 2013, pp: 2).