

CHAPTER I

INTRODUCTION

This chapter is an introduction to the research. It describes how and why the researcher chooses this topic. The basic details of the research are described as following topics: background of the study, research question, research purpose, research significances, and scopes of the research.

A. Background of the Study

English is not only about developing students' knowledge but also advancing skills and values. Therefore, students are expected to be able to master these skills well. The use of English as a second language in oral communication was a complex activity to be considered when teaching the English language (Nuraini, 2016). It is one of the four skills: listening, reading, speaking and writing, all interrelated and having the same value as each other. However, due to the many challenges in speaking skills, speaking teaching skills require extra effort for educators to strengthen students in speaking activities.

Students need to be fluent in both spoken English. One of the macrolanguage abilities associated with the capacity for oral communication, including conversation, dialogue, and monologue. According to Jaffe (2015) public speaking is an important skill to have, many of us don't like or want to give speeches. Public speaking is the process of designing and delivering something from the speaker to the audience. In Addition, Stephanie (2016) states that public speaking is audience centered, which means speakers have to understand their audience's expectations and situations before they speak in order to connect with them during the presentation.

Moreover, students are expected to have good communication skills at the university level. Along with the above, the Public Speaking course is a part of the courses in semester 2 of the English Education Study Program which aims to make students skilled at communicating in applying English skills in formal and non-formal public spaces. Being a

public speaker needs to pay attention to several things so that the delivery of messages or information can be carried out effectively. However, there are still many students who experience difficulties in Public Speaking courses, namely feeling nervous, hesitant, embarrassed to speak in public, and have difficulty finding ideas or ideas to speak.

The lecturer must design ideal teaching learning in order to can give a good impact to students' public speaking and the goal of learning a language is to help the learner in communicating with others. Related to the phenomenon itself, the researcher has an idea to develop students' public speaking that cover the motivation aspect, way of learning, and setting the material based on the students' needs. This is supported by Kulsum (2017) aspects of public speaking that need attention include intonation, material mastery, stage mastery, emotional control, body language, listener characteristics and needs.

Moreover, to deal with this case, the researcher is challenged to be as creative as possible to provide opportunities for the student to expose and to reinforce students' public speaking. To encourage the student to practice in public speaking, the lecturer sometime should ask them to have a partner in order to make him/her speak up (Ariyanti, 2016). In this case, the researcher provides the teaching learning process focused by using Project-Based Learning in public speaking class.

Patton (2012) defines Project-Based Learning as students designing, planning, and carrying out an extended project that results in a publicly displayed output such as a product, publication, or presentation. Additionally, Rohmahwati (2016), who stated that project-based learning occurs on the constructivist approach, also finds that learning is more successful and beneficial if students are active and involved in putting their knowledge into practice. According to Aldabbus (2018), Project-Based Learning is the instructional learning model of empowering students to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes.

Furthermore, students not only understand the content of the language but will also have multiple skills such as active learning and independent thought, having good speaking skills, building their self confidence when they speak in public, and all students will participate in the language class. In addition, Bell (2010) mentioned four stages in implementing Project-Based Learning, namely starting the project, designing the project, conducting the project, and evaluation. It can successfully improve the students' public speaking skills because Project-Based Learning creates a situation that should be acted by doing a project by cooperatively solving the problem.

Several researchers have implemented Project-based Learning in speaking classes. The first was conducted by Bakhtiar (2020) with the research entitled "The Implementation of Project-Based Learning in Teaching Speaking Recount Texts to the Students of Vocational High School". This study showed that the teacher has already implemented Project-Based Learning appropriately. The teacher was good enough in implementing each important step of project-based learning although there were several problems during the implementation. By the implementation of this technique, it was found that the students were actively involved to speak up in the teaching and learning process and they were brave enough to answer the question from the teacher. They also become confident presenting in front of others and giving comments or feedback during the implementation of this technique.

The other research was conducted by Riswandi (2018) with the research entitled "The Implementation of Project-Based Learning to Improve Students' Speaking Skill". In this study found that the implementation of Project-Based Learning in teaching speaking can improve the students' speaking skills and motivation. This improvement is proven by the students' speaking achievement when they do speaking performances in front of the class. In addition, the students were actively

involved in learning activities and had high motivation when they worked in a group in the speaking class.

The difference with previous research is that the researcher wants to implement of Project-Based Learning method and students' responses on the Project-Based Learning method in public speaking class. Apart from that, this research is also in line with the existing curriculum at IKIP PGRI Pontianak where students are used as learning centers to be able to complete tasks independently and be accountable for the results of tasks completed both in groups and individually. In this Project-Based Learning student public speaking activities are carried out with direct presentations in front of the class, as conveyed by Prince and Felder (2016) that the final product of project-based assignments is an official report in written or oral form. In addition, students' response according Rosenberg and Hovland in Anggoro (2017) divided response into three parts namely cognitive, affective and conative.

However, this study refers to the study of the implementation of learning methods in public speaking. Due to the importance of knowing the implementation of learning using the Project-Based Learning method in public speaking, this research focused on the Implementation of Project-Based Learning in Public Speaking class to Second Semester Students of English Education Study Program IKIP PGRI Pontianak.

B. Research Problems

The research questions in this research as follows:

1. How is the implementation of Project-Based Learning in public speaking class?
2. What are the students' responses of implementation Project-Based Learning in public speaking class?

C. Research Purposes

The research purposes in this study as follows:

1. To find how the implementation of Project-Based Learning in students' public speaking class.
2. To find out the students' responses of implementation Project-Based Learning in public speaking class.

D. Significances of Research

Significance research is literally an attempt to find, develop and test the truth of a science and a good study must provide important benefits and impacts for the subject under study, information, the environment and also further research. In this study, two meanings are obtained from the point of view of theory and practice.

1. Theoretical Benefits

The researcher hopes that in the future this research can be a reference for other researchers who want to research about the implementation of project-based learning in public speaking class as a learning method.

2. Practical Benefits

a. To Students

This study is important to students, the researcher hopes the use of project-based learning models can be an effort to arouse students' interest to be interested, understand and have the ability to speak.

b. To Lecturers

The researcher hope this study can provide innovation in teaching learning to speak and can be provide input in using appropriate and varied speaking learning method to lecturers.

c. To Other Researchers

The researcher expects that this study will assist other researchers explore more ideas, expand variables, as well as help others keep improving their analytical reasoning for a plan.

E. Scope of Research

1. Research Variable

A variable is a characteristic or attribute of an individual or an organization that (a) researcher can measure or observe and (b) varies among individuals or organizations studied. Measurement means that the researcher records information from individuals by asking them to answer questions. And when variables vary, it means that scores will assume different values depending on the type of variable being measured (Creswell, 2014:112). This study used a single variable. Single variable is a variable that doesn't impact different variables (Creswell, 2014:116). A single variable that isn't always tied to any variable. Based on the definition above, the single variable of this study was Implementation of Project-Based Learning in public speaking class.

2. Research Terminology

This observe may be describe truly and does now no longer prompted false impression of interpretation, researchers want to offer confirmation. The following are the time period incorporate withinside the name of the observe as follows:

a. Public Speaking Class

Public Speaking class is defined as the activity of speaking or communicating in front of the class in a classroom that includes presentations, discussions, or teaching in class as the technique of speaking to a group of people in a deliberately structured way intended to provide information, influence, or entertain the listener (Nikitina, 2011).

b. Project-Based Learning

Project-Based Learning is complete learning model which the study room scenario is desined to college students to have the ability to research hassle together with fabric reinforcement of topic. Project-Based Learning is mastering version which is

locate to make college students cognizance on complicated hassle required to research and expertise the mastering thru doing research (Elen, 2020).

d. Students' response

Students' response is something that students say or do to express their feeling by giving an answer, replies and reactions which might be good or bad, positive or negative, agree or disagree, correct or incorrect and other feelings and expressions (Rohmat, 2010)