CHAPTER 1

INTRODUCTION

1.1 Background

English is one of obligatory languages for students in Indonesia since it is an international language and widely used for communicating with different people and in different contexts (Lauder, 2008). There are several roles of English as Savielle and Troike (2006) explain: English as a second language, a foreign language, a library language, and an auxiliary language.

In Indonesia, English is used and taught as a foreign language (Lauder, 2008). According to Hetrakul (1995), as a foreign language, most of students find difficulties in practicing English, especially in speaking as a communicating skill, due to lack of adequate language exposures and, precisely speaking task criteria that are not complied. In addition, Randholp (cited in ugm.ac.id 2006), says that in reality, one of speaking tasks for students in Indonesia is to memorize vocabularies and pattern of sentence structure which might not be practical in real context of speaking.

Focusing on speaking task criteria in English language teaching, Thornburry (2005) says that the best speaking practices are those that arise naturally and spontaneously, either because of something personal that students report or because the topic found in the textbook triggers them to a debate. There are some criteria of speaking task:

a. Productivity: speaking task needs to maximize language production.
b. Purposefulness: speaking task must be conducted in meaning purpose.
c. Interactivity: speaking activity must require the learner to have interaction with his or her audience.
d. Challenge: speaking task needs to be challenging so that the learners will measure their ability, and feel the sense of achievement.

e. Safety: at the same time, when doing speaking task, the learners need to be confident.

f. Authenticity: speaking task needs to be like in real-life language use.

Considering the difficulty of finding teaching speaking skill method, which complies those speaking criteria above, Project Based Learning (PBL) is assumed to be a suitable method that meets the speaking task criteria.

PBL is a method in which the students are learning through a project that is decided by themselves with the help from teachers so that they can be actively engaged in the learning process (Thomas, Thompson, Beak, Patton, as cited in Maulany, 2013, p. 3). Project itself refers to "complex tasks based on problems encountered by students, conducted in certain periods of time and culminated in realistic products that might be in the form of presentation, exhibition, and publication" (Thomas, 2000).

Similar to the definition above, PBL is a multi-dimensional learning in which it involves various skills development: team work, self-confidence, critical thinking, project planning, and problem-solving. Learners are likely to use authentic materials to communicate and find pertinent information about a certain issues that will be investigated and solved. These characteristics of PBL enhance students' critical thinking and problem solving skills (Almanza D *et.al*, 1997).

While doing the project progress, students will report their progress findings by using oral presentation, and students will report the final product in the form of exhibition. These two main speaking practices will improve students' speaking ability because it complies whole speaking task criteria that are discussed above. Firstly, the learners will enthusiastically present their findings, because it is based on their understanding and it is purposeful speaking. It is also challenging because it derives from problems. They are confident because they have prepared and practiced it well. The last, English language used is authentic or used in real situation.

In implementing PBL, it should be based on the curriculum (Thomas *et.al*, 1999, as cited in Agustina L, ND). As the research took a site in Indonesia, the curriculum used currently is the new national curriculum of 2013. Based on the syllabus that derives from new national curriculum of 2013, an analytical exposition text, which focuses on speaking skill, is considered as a teaching material that is suitable to use during conducting this research because the core and objective of the text is in line with one of PBL characteristics which is to build criticaln thinking, problem-solving, and collaborative learning.

Viewing the success of PBL implementations in the form of product-based like student-made-magazine (Agustina, ND), a case story (Moss, in Almanza, *et al*, 1997), and a debate session on American election from cons and pros perspectives (Richard and Renaandya, 2011), the product resulted from the project under this research, which is analytical exhibition project and exhibition, may have not developed yet. On the basis of the theories, this study entitled "The Use of Project-Based Learning in Teaching Analytical Exposition Text in Improving Students' Speaking Skill" is conducted to investigate how PBL in teaching analytical exposition text is implemented and its effects to enhance students' speaking ability.

1.2 Statement of Problem

This research will be conducted to answer this following question

1. How does the implementation of PBL in teaching analytical exposition text improve students' speaking ability?

1.3 The Purpose of the Research

Based on the statement of the problem, the purpose of this research is as follows

1. To find out the process of PBL implementation in teaching analytical exposition text to improve students' speaking ability

1.4 The Scope of the Research

The research covers the analyses of the process of speaking enhancement resulted from the implementation of PBL through teaching analytical exposition text. In addition, it also covers speaking aspects being improved resulted from PBL implementation using analytical exposition text and speaking activities used in PBL implementation using analytical exposition text.

1.5 Significance of the Study

The present research is believed to have several significances for theoretical, practical, and professional benefits:

1. Theoretical Benefits

   The research findings can be used as the contribution toward the research about Project Based Learning to improve students' speaking ability particularly to 11th graders of senior high school who are learning analytical exposition text.

2. Practical Benefits

   The research findings will be beneficially useful for teachers, students, and the readers who are interested in teaching analytical exposition text.

3. Professional Benefits

   The research problem can help teachers to improve the quality of teacher, create collaborative learning, increase critical thinking of the students, and to create interesting language learning.

1.6 Limitation of the Study

The focus of this research is how effective PBL in improving speaking ability of students through learning analytical exposition text. Furthermore, the context of this study was limited on teaching analytical exposition text in senior high school, especially in 11th grade.

1.7 Clarification of the Key Terms

There are some terms in this research, which need to be clarified. The definition of them as follows:

- PBL here specifically refers to a model lesson that organizes learning around mini projects.
- Project itself means complex tasks that are based on challenging question and problem, that involve students in all steps of project which are: designing, problem-solving, data or information investigation, and oral presentation report (in this research, it is presented in form of exhibition). (Thomas, 2000)
- Speaking is to talk to someone about something, or to have a conversation (Longman dictionary, 1999).
- Analytical exposition text is a persuasive text that comprehensively explains about one problem or issue which is carefully supported by arguments. It aims to persuade to the reader to believe something by presenting one side of the argument. (Analytical Exposition, 2014)

1.8 Organization of the Paper

This research will be organized in four chapter. Each chapter has some subtopics which help the reader to clarify and give detail on the information what the writer input to this research. The paper of this study is organized as follows:

Chapter I Introduction

This chapter provides the information on background of the research, purpose of the research, hypotheses, significance of the research, limitation, research methodology, clarification of terms, and organization of paper.

Chapter II Theoretical Foundation

This chapter consists of theoretical foundations; this part elaborates in detail theories which are relevant to the research.

Chapter III Research Methodology

This chapter will discuss the methodology in conducting this research. It includes the preparation stages, procedures, instrument, techniques and the result of the research.

Chapter IV Result and Discussion

This chapter will explain findings and discussions; this chapter describes the result of the instruments analysis, such as pre-test data analysis, post-test data analysis, and the data from questionnaire, and the interpretation of the findings from the study.

Chapter V Conclusion and Suggestion

This chapter contains conclusion, which describes the results of the research and suggestions were given for future research.