

CHAPTER I

INTRODUCTION

This chapter elaborates the background of the study, statement of the problems, aims of the study, significance of the research, research methodology, clarification of key terms, and organization of the paper.

1.1 Background

Project work was not a new method in Western countries. Several subjects such as History, Science, and Geography used project work. Since 1990s, project work had been used to teach English (Hutchinson, 1991). Project work was used to modify activities in teaching some subjects. Besides, project work helps students to develop their cognitive skill, affective skill, and experience. In Indonesia education system, there is a type of education known as vocational school which has similiar level as senior high school. However, English language teaching in the vocational school has different aims from those in senior high school. One of them is to make the students ready for their future job. Nonetheless, English language teaching in vocational school emphasizes in teaching grammar instead of preparing the students with communications skills, which will be benefitable for their job (Hersulastri, 2012 cited from Bramantyo at okezone.com). Thus, project work is one of the techniques that is expected to facilitate both students and teacher in English language teaching in vocational school which will help the students to be ready for their future job.

Project work is a teaching technique that requires the students to collect some information from many kinds of sources. The collected information is organized into certain structures, among other is poster. According to Morris (2002: p.65-66), poster is *“an informal mode of presentation in which speaker display the key element of their project and the interested audience can browse the display and discuss the project with the speaker on a one and one informal*

basis". Poster used in this project is an educational poster. This kind of poster is used to publish the result of the students' work. Therefore, this study uses poster because it contains many things that can stimulate the students' creativity. Afterwards, the information is written into poster form. Picture, map, diagram, or words can be added to the project. At the end, the project is presented by the students in the classroom. By presenting the project, the students are expected to be familiar with one form of English communication skills, which will be useful for them when they have jobs.

In line with this, Ursula (1988) conducted research in project work. Project work was used to teach an English course for immersion program. The samples were teenagers from 12 to 19 years old. The theme for this project was shopping. Then, the students were divided into some groups and they visited shopping centers to get information by interviewing the visitors and taking brochures. As a common project work, Ursula used the common stages, for instance preparation, presentation, and evaluation. Related to this study, the researcher used similar procedures and techniques in conducting project work. However, there are some modifications in presenting the project and collecting data.

This research conducted at the first grade of a vocational school in Bandung. It took several days to conduct project work. The research explained what project work is presenting the project in front of the class. Because project work needs a lot of information and materials, the combination of techniques is used by the researcher. By using discussion and jigsaw techniques, the researcher can deliver some chapters of the lesson quickly and after that the students just find out some additional information and materials.

Project work is not a new technique in teaching and learning English, however only a few teachers use it. Moreover, the students in this research say that they never heard or try project work technique in learning English so that it is important to develop and do the research in project work. In line with this, the context of this research is vocational school so that project work is adapted with english lesson for vocational school. The lesson was taken from the first grade

syllabus and it is combined with another sources. Furthermore, most of project work theorists, Hutchinson (1991), Ribe and Vidal (1993), Philips et al (1999), agrue that a project usually has 3 steps: preparation, presentation, and evaluation. However, when this research is conducted the last step cannot be conducted, because the time is limited and there are a lot of students in the class. Thus, the research should be done because the need in using certain technique in teaching English.

1.2 Statements of Problems

1. How does the project work run in an English classroom?

1.3 Aims of The Study

In every research, there are aims that should be achieved. Here are the aims :

1. To describe how a project work runs in an English classroom.

1.4 Significance of The Research

This study is expected to contribute new things in teaching English both theoretically and practically. Theoretically, it expands the knowledge about project work, generalizes the steps of project work, and catagorize the level of project work. This research is expected to enrich a reference for using project work. Furthermore, some theories in project work is quite hard to be understood. This research tries to generalize the complicated theory of project work, particularly the steps. Beside that, general school is quite different from vocational school and this research shows how a project work is implemented. Practically, it expected to add more techniques in teaching speaking.

1.5 Research Methodology

To gain the data, the researcher chooses 37 students of the first grade of one private vocational school in Bandung as participants. The students' ages are between 15-16 years old and most of them speak Bahasa Indonesia or Sundanese as their mother tongue. This research employed a qualitative method. The data gathered by observation, questionnaire, and interview. First, observation and teaching are done at the same time. In this part, the researcher teaches and observes more detail about the sequence of activities and interaction between one participant toward others.

Then a set of questionnaire was distributed to all participants, however only 24 students. The researcher recorded every interview session, wrote the transcription, and stored the data in a computer file to be analyzed. To analyze the data, the researcher conducted interviews and carried out observation. First, Interview and observation use three steps namely transcriptions, coding, and categorization. Initially, the researcher views, reviews, and listens to field notes and videorecord. Field notes and videorecord are put into a transcriptions and this is the way to start the analysis. Second, questionnaire uses some formulas and the formulas are based on descriptive statistic. In analyzing the questionnaire, it is categorized into 5 classification. The formula used to classify is :

$$\text{Interval range} = \frac{\text{Range}}{\text{Total level}}$$

Then calculate the percentage of each response based on the frequency by using this formula:

$$P = \frac{F_o}{N} \times 100\%$$

Where : P = percentage

F_o = frequency of answers

N = total response

1.6 Clarification of Key Terms

Project Work : in this study refers to a method in which students foster their communicative skills, cognitive skills, and personality experience through different kind of activities (Hutchinson 1991; Ribe and Vidal 1993: p.5; Philips, Burwood, and Dunford 1999; Haines as cited from Stoller 2002)

Speaking : in this study refers to a productive skill developed through the simultaneous use of various kind of abilities and roles rely on the situation and context (Harris 1969: p.81; Cameron 2001; Thornbury 2005; Chaney c.f. Kayi 2006).

1.7 Organization of paper

This paper consists of five chapters namely introduction, theoretical foundation, research methodology, findings and discussion, and conclusion and suggestion.

The elaboration of each chapter as follow:

Chapter 1: Introduction

In this chapter, the paper elaborates the background of the study, statement of problems, aims of the study, significance of the research, research methodology, clarification of terms, and organization of paper.

Chapter 2 : Theoretical Foundation

This chapter elaborates related theories used in this study. Speaking theory is put forward by definition of speaking, definition of presentation, elements of good presentation, basic knowledge of speaking, teaching speaking as well as accuracy and fluency in teaching speaking. Then, project work theory is started by the definition of project work and procedure in using project work.

Chapter 3 : Research Methodology

This chapter discusses the research method which includes formulation of problems, research method, data collection, data analysis and interpretation.

Chapter 4 : Findings and Discussion

This chapter provides the outcome of the study after conducting experiment and gaining the data. It consisted of data analysis, research findings, and discussion.

Chapter 5 : Conclusion

This chapter reports conclusion and suggestion on the basis of the findings of the research.

