

CHAPTER I

INTRODUCTION

This chapter presents a general explanation on some fundamental reasons of the paper, consisting of the background of the study, scope of the study, research questions, aims of study, significance of the study, clarification of main terms, organization of the paper and concluding remark.

1.1 Background

Communication is an important skill that should be acquired by people as social creature, because when they communicate with others they can share and gather information. In order to share and gather information, acquiring communication skills is needed by people as social creature. On the other hand, speaking is one of the productive skills which are well known as an important skill that people need in communication. In line with that, Yang (2014) states that speaking fluency is an important dimension of communication. The importance of acquiring speaking skill is crucial because mostly people use speaking as a way of sharing their ideas, feelings, thoughts in certain issues.

Meanwhile, English as lingua franca has an important role in terms of sharing and gathering information for people who communicate in different languages. Therefore, when people from different background language share their ideas, feeling and thoughts in certain issues, mastering English speaking skill is needed in order to make the communication process goes well.

However, mastering English speaking skill as foreign language is not an easy matter. There are several aspects that affect this situation such grammatical, lexical and phonological

problems (Gan, 2012). If non-native English speakers want to acquire English speaking skill, it is a must for them to understand the pattern and to be able to pronounce each word of the language. Moreover, “the ability to speak fluently needs not only knowledge of language features, but also the ability to process information and language at the same time” (Harmer 2002, p. 269). In acquiring English speaking skills, we cannot rely only on knowledge without practice. Consequently, the complexities of English speaking skills force the non-native English speakers who want to acquire this skill to learn both of knowledge and practice as an entity.

In addition, the problems in teaching and learning speaking classroom basically based on the teachers’ mistake in arranging the classroom activities and learners’ personality and attitudes to the learning speaking process. Sometimes the teachers believe that teaching speaking skill is as same as teaching the other skills. They too focus to present the material such as topic, language features, and grammar without giving much opportunities to the students to speak. This situation can make the students feel bored when they learn speaking. On the other hand, Ur (1995) states that there are several problems that occur in teaching and learning speaking class, there are the students’ fear of making mistakes, losing face, criticism, and shyness; students hard to find motives to speak, they also hard to formulate opinions or relevant comments; the tendency of some students to dominate in the group; and students usually find it easier to speak using their native language or their mother tongue.

Based on Ur (1995) statement, the most problematic issues in learning speaking is students’ self-motivation. Motivation in learning speaking is very essential in order to gain the success of acquiring the target language. In line with that, Murcia (1979) believes that the students will learn something if they want to do it and they will not learn anything if they do not want to do it no matter what they are forced to do. This statement give us understanding

that students' motivation when they learn speaking is very important. Students should have a positive attitude toward the teaching and learning speaking process. In order to keep students' interest, the teachers should have strategies and good concept in teaching speaking when they arrange the teaching and learning speaking activities.

To solve this problem, task-based approach which is promoted by Thornbury (2007) can be used in teaching and learning speaking. He believes that by promoting task-based approach in the classroom, the students can have a lot of opportunity to practice to speak while learning the theory rather than learn the theory about speaking first and practice it later. In line with that, the task-based approach can be covered in Project-Based Learning activity because Project-Based Learning (PBL) is designed to support more engaged learning and constructivist-based instructional approach is used in PBL learning activity (Brooks & Brooks, 1993). In the process, this approach use projects in encouraging students' motivation and providing the results about what they have learnt.

Furthermore, one of the essentials of Project-Based Learning (PBL) is promoting 21st Century skill. Here, the technologies take a big part in order to help the students in creating their project as their task in learning speaking. Focusing on improvisation in education, in this modern era, the use of technologies in assisting language learning are rapidly growing. Many educators try to apply technology in their teaching and learning process in order to get the better teaching and learning outcomes, to help learners in the process of reaching their learning objectives, to help teacher in managing teaching and learning activities, and to help teacher in assessing students outcome related to the teaching and learning topics. According to Godwin-Jones (2011), the uses of technology with enhanced capabilities have dramatically increased the interest level, including among language educators.

The technology is used to support students' project as their task in learning speaking skill is video production project. Video production project in teaching and learning activity can help students to engage their learning. It is because the application of video production can help students in explaining their deepest understanding toward the learning content (Solomon & Sentlowitz, 2009). This also applies in teaching and learning language. The application of video production can help students to learn all English skills include speaking. The way when students performing their understanding on video, they also learn how to improve speaking and performance skills.

Although speaking skill is not easy to be learnt, the implementation of Project-Based Learning (PBL) activity which is combine with Information and communication technology (Video Production) can be an alternative to solve this problem. In ICT era, technology has the capacity to create opportunities in developing powerful teaching and learning environments, increasing students' learning motivation, building students' critical thinking and creating students' autonomy (Yadollahi & Rahimi, 2011).

1.2 The Scope of the Study

The scope of this present study will be limited only focus on investigating the implementation of project-based learning (PBL) by using video production as a project in teaching speaking skill, analyzing the effect of project-based learning (PBL) by using video production as a project in teaching speaking skill and to find out students' responds toward implementation of project-based learning (PBL) by using video production as a project in teaching speaking skill.

1.3 The Research Questions

The study will be designed to analyze the implementation of project-based learning (PBL): video production as a project in teaching speaking skill. In order to discover the objective, the study formulates three questions as follows:

1. How is project-based learning (PBL) by using video production as a project implemented in teaching speaking skill?
2. Does the implementation project-based learning (PBL) by using video production as a project affects the students' speaking skill?
3. What is the students' responds toward the implementation of project-based learning (PBL) by using video production as a project in teaching speaking skill?

1.4 The Aims of the Study

Associated with the research question above, the present study will be proposed:

1. To investigate the implementation of project-based learning (PBL) by using video production as a project in teaching speaking skill;
2. To analyze the effect of project-based learning (PBL) by using video production as a project in teaching speaking skill; and
3. To find out students' responds toward the implementation of project-based learning (PBL) by using video production as a project in teaching speaking skill.

1.5 Significance of the Study

This present study hopefully can give general information about the implementation of project-based learning (PBL) by using video production as a project in teaching speaking skill. Besides, the statistical result of this study is expected can give a description about the effect of project-based learning (PBL) by using video production as a project in teaching speaking skill.

This study is also expected to give additional data for other researchers on the same field. The last, this study is estimated to inspire students and teachers in the process of teaching and learning speaking.

1.6 Clarification of Main Terms

Implementation	: “Implementation can be meant as a specified set of activities designed to put into practice an activity or program of known dimensions” (Fixen, Naoom, Blase, Friedn & Wallace 2005, p.5).
Project based learning	: is a model that organizes learning around projects (Thomas, 2000)
Video production	: Video production is the process of making video includes various steps which are, finding an idea, writing a script, shooting, editing, effects or graphics and sound editing (Littlefield, Hutton & Rebekka, 2012).
Teaching	: Teaching is every activities carried on both inside and beyond the classroom that must be done by the teacher in order to help pupils in learning (Ball & Forzani, 2009).
Speaking	: Torky (2013) states that speaking can be defined as orally form of transactional or interactional activities. In transactional discourse, speaking is aimed to share information. Meanwhile in interactional, speaking is aimed to maintain a relationship.

1.7 Organization of the Paper

The paper of this research will be organized as follows:

1. Chapter I Introduction

This chapter presents the background of the study, scope of the study, research questions, aims of the study, significant of the study, clarification of main terms, organization of the paper, and concluding remark in analyzing the implementation of project-based learning: video production as a project in teaching speaking skill.

2. Chapter II Theoretical Foundation

This chapter offers the linked theories from the experts and their researches in the terms of the implementation of project-based learning: video production as a project in teaching speaking skill, alongside with related literatures which are used in the research.

3. Chapter III Research Methodology

This section presents the methodology in conducting the study of the implementation of project-based learning: video production as a project in teaching speaking skill. It includes the preparation stages, procedures, instruments, method, and the result of the research.

4. Chapter IV Findings and Discussion

This chapter presents the explanation about the results study toward the implementation of project-based learning: video production as a project in teaching speaking skill.

5. Chapter V Conclusion and Suggestions

This chapter presents the conclusion of the study and suggestions to other researchers who try to conduct similar study relate to the implementation of project-based learning: video production as a project in teaching speaking skill I.

1.8 Concluding Remark

This chapter has briefly explained the background of the study, scope of the study, research questions, aims of study, significance of the study, clarification of main terms,

organization of the paper and concluding remark in analyzing the implementation of project-based learning: video production as a project in teaching speaking skill.