**CHAPTER I**

**INTRODUCTION**

* 1. **Background of the Research**

Talking about English today, people will focus on speaking skills. It happens because communication is everything in this era. English as a global language means that it influences the daily lives of many people. Students are forced to learn English because of society's demands. An employer wants a worker who has good communication skills. Sidabalok, Margaretha & Cahyani (2019) provide an example of the fact that CEOs and large companies in Asia require their workers to have good English skills for international investment. This is why speaking is one of the most important skills to be mastered.

In Indonesia learning ~~to~~ speak English properly is difficult. The results of learning English for at least six years from junior high school to senior high school are not optimal for mastering the four basic skills of English. This happens because most lecturers in Indonesia still use their mother tongue rather than English in teaching and learning situations even though they teach English. Most of the undergraduate students are now studying their subjects using the old 2006 curriculum where learning is not integrated. Subjects are even categorized based on whether each subject is aimed at shaping a student's personality, skills, or knowledge. This makes them unable to connect lessons with other related topics or subjects because they are used to complete separation. This makes them unable to apply their knowledge in everyday life.

As a consequence, when students enter a university, lecturers and teaching staff at the university are forced to review and revise information students have previously learned. Language is a skill and must be practiced and used in real life. Actualization of students as the next generation is seen from their speaking ability (Lumettu & Runtuwene: 2018). Unfortunately, students tend to use English exclusively in class. Due to the limited use of English, they still experience many difficulties in using English in their daily lives. Since they do not speak English regularly to become fluent in speaking, lecturers are forced to think about ways to design lessons as closely as possible to situations that occur in real life. This is where contextual learning emerges.

Contextual learning is integrated learning where students learn a topic from various activities related to real-life situations (Schunk: 2012). For example, when a student is learning about directions, He can learn new vocabulary about them, listen and watch videos about them, draw directions maps, practice asking and giving directions in role-plays, etc. active participants in their learning experience. For students to improve their speaking skills and use them actively, contextual learning is chosen because it provides links between discussion topics and real-life applications and also stores experiences in long-term memory for future use in life (Surdin: 2018). Still using the same topic of directions, if they are traveling abroad whether for work, vacation, or further study, they can use their knowledge to ask locals for directions (if they are traveling to remote areas without internet, Google Maps, or low cellphone battery). They will remember the previous experiences they had in the role play. They can also go to tourist spots where there are lots of foreigners and try to help them when they ask how to get to a certain place. The situation above illustrates the importance of learning with constructivism.

Based on this research background, the researcher conducted a study on the development of Making Your Dictionary in the form of a collection of various vocabularies needed by Health Students. The existence of this independent dictionary can increase their vocabulary and speak English. In addition, the researcher hopes that the creation of their dictionary can motivate students to speak English. Therefore, researchers conducted research with the title “Developing English Speaking Materials Based on Project Based Learning (PjBL) at STIKES Darmais Padangsidimpuan”

* 1. **Identification of the Problem**

Based on the background described above, can identify:

1. The students at STIKES Darmais, Padangsidimpuan are not interested in learning about the English-language material.
2. The students at STIKES Darmais, Padangsidimpuan lack vocabulary.
3. The design used in English-speaking materials has not been able to improve students' abilities English Speaking Skills at STIKES Darmais, Padangsidimpuan
	1. **Problem Limitation**

Based on the consideration that has been identified, the researcher limits the problem by focusing on Developing English Speaking Materials Based on Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan.

* 1. **Formulation of the Problems**

Based on the background of the study above, the researcher would like to formulate the problems as follows:

* + 1. How is the development of English speaking by using English-speaking materials through Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan?
		2. How is the validity of the development of English speaking by using English-speaking materials through Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan?
		3. How is the effectiveness of the development of English speaking by using English-speaking materials through Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan?
	1. **Purpose of the Research**

In line with the formulation of the problem above, the purpose of this research is:

1. To find out the development of English speaking by using English speaking materials through Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan.
2. To find out the validity of the development of English speaking by using English speaking materials through Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan?
3. To find out the effectiveness of the development of English speaking by using English-speaking materials through Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan.
	1. **Significance of the Research**

The results of the research entitled " Developing English Speaking Materials Based on Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan " are expected to benefit:

**F.1 Theoretical Significance**

This research gives a solution to finding out English speaking Materials Based on Project Based Learning (PjBL).

**F.2 Practical Significance**

* + 1. For Students
			1. Students are expected to be more interested in English, especially be able to English speaking.
			2. Students are expected to be more active in improving their mastery of learning English vocabulary through the process of learning it using Project Based Learning (PjBL) related to improving their English-speaking materials.
		2. For English lectures
			1. Lecturers can use the time to explain the importance of English speaking.
			2. Lecturers can increase the effectiveness of learning English-speaking material, especially vocabulary.
		3. For College
			1. College can use this English-speaking material as a learning aid.
			2. Colleges can improve the quality of learning to produce higher quality learning so that students are motivated to speak English.
	1. **Basic Assumption**

The basic assumption is something that is believed to be true by researchers which will serve as a foothold for them in carrying out their research. The basic assumption in this research is Developing English Speaking Materials Based on Project Based Learning (PjBL) at STIKES Darmais Padangsidimpuan.