# CHAPTER I INTRODUCTION

* 1. **Background of the Problem**

In this era, English is the most commonly taught second language. For

many years, English has become one of the most significant languages as a result

of globalization. The four skills in learning must be learned by the students those

are listening, reading, writing, and speaking. Speaking is one of the most important skills that must be practiced to communicate. By speaking, the students are able to know kinds of situations in the world. The students who have ability in speaking will be better in learning, communicating, sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal and non-verbal symbol in various contexts.

Speaking as a tool of communication in English is an important skill required in the global atmosphere, we can exchange information with others by communicating, it requires our speaking skills. Unlike the other three aspects, speaking skills are more difficult to learn (Andriani et al., 2020:208).

There are still many students cannot face various challenges when learning English as their second language, especially in improving their speaking skill. It is challenging for students in Indonesia to master English speaking skills because English is the foreign language to them. This obstacle is influenced by several factors, both internal and external factors faced by students while studying.

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Kusumawati (2019:3) says that speaking skill is considered as an initial skill that leads learners to develop the other communication competences (listening, reading and writing). This is in line with the saying that speaking is the skill that needs to be improved by foreign English learner to increase their communication. Speaking cannot be separated from learning process, including study English at school. However, students’ difficulties when speaking English are mostly related to vocabulary, grammar and pronunciation even their confidence. This problem occurs because the English material being taught is too complex and not specific.

Vocational high school students are basically the students who learn in an education system that is designed to provide vocational education, or technical skills required to perform the tasks of a particular and specific job. In this case those vocational high school students learn English as their foreign language, not their second language. It means that the students’ first language is not English.

Setyarini (2018:23) states that besides Vocational High School, many Working Institutions try to provide English trainings for their workers, because people have started to be aware of the urge of learning English as a mean of International Business Communication. Vocational School students mostly have a great intention to have job immediately after finishing their study. Teaching vocational school students and regular school students are different. Vocational school focus on their practical skills rather than theoretical skills of their counterpart.

In Indonesia, teaching English is based on the 2013 Curriculum, which is sponsored by the government and emphasizes students' character and skills. To

promote student learning in the 2013 curriculum, teachers should implement learning strategies such as Project-based Learning.

Ardiyani (2016: 3) says that Project-based Learning is one of learning approaches offered by 2013 Curriculum that is expected to be carried out in the instructional process. By applying Project-based Learning, it is expected that students will acquire the competences: attitudes, knowledge and skills needed in later lives through producing products individually or collaboratively.

Sutomo et al (2016: 142) states that Project-based Learning aims to make English acquisition comparable to learning so that learning is more natural and engaging and students are motivated to acquire English. It is a learning strategy centered on complex projects involving activities based on challenging issues or obstacles. Students participate in exploration, interpretation, and synthesis to achieve the learning objectives.

There are some previous researches related to the development of English- speaking materials. Those are research by Nursiti Aisyah Paputungan, H. Moon Otoluwa and Karmila Mahmud, the result of need analysis showed that in the part of students’ responded background it was found that the students have a lack experience of learning speaking English especially in nursing vocational. In the target needs and learning needs showed that students needed materials for speaking which were attractive and interesting and based on nursing vocational. The product of this study was supplementary English-speaking materials for nursing vocational. The result of the book evaluation from the expert showed that the developed supplementary English-speaking materials for nursing vocational

school were categorized as strongly agreed and suitable to be applied in the teaching learning process, and the research by Suroyo and Abdurrahaman Faridi, the researchers adopted some steps in educational research and development proposed by Borg and Gall in Vocational School 1 Kendal. The researcher chose one class of eleventh graders that had 32 students in it. In conducting the study, the researcher observed the existing materials and interviewed the teacher for the need analysis. After that, the researcher developed the ESP vocational speaking materials, then conducted the expert validation to some experts and tests and gave questionnaires to the students. The researcher, then, calculated the product’s effectiveness by using t-test. It was found out that the product was considered effective based on the t-test result and very good based on the questionnaire analysis. There were also some English-speaking materials for vocational students, but unfortunately, they were not in the form of ESP materials. The other

research by Berman Lumbannahor, Darma Husni, Muchlas Suseno. It was found

that 83% students agreed that the existing materials currently used by the students

were irrelevant with business and management program. The irrelevance materials

were then developed through CTL approach and relevant with their study program

and work life situation. The learning materials were developed into 6 units of

speaking material. The learning materials were then validated by two experts. The average score of the validation was 88, It showed that learning materials were very good, relevant and feasible.

As far as the researcher observation in SMK Swasta of Dwi Tunggal 1 at

Tenth Grade, the students’ speaking skill is categorized lower and need to be

increased. It is because the students do not have enough time to practice speaking because the teacher spends too much time teaching structure and reading. Students in vocational school need English material for specific purposes especially in speaking, but it is still limited and still available which make the teaching and learning process could not effective.

From the explanation above, the researcher viewed that Project-based Learning was the most appropriate teaching method suggested in Curriculum 2013. It consisted of effective methods and integrated processes that assist vocational school students in overcome their English-learning difficulties. Teachers might evaluated the teaching and learning process facilitated by Project- based Learning by gaining knowledge of their perceptions about its implementation.

In this case, the researcher focused on developing students’ speaking skill material by implementing Project-based Learning for vocational school students of Dwi Tunggal at Tenth Grade. As the researcher found in the observation, the students fluency was very hesitanted to practice because they have limited vocabulary and they think English is so difficult, and it made them lazy and they did not have bravery to speak. This research has attempted to develop English- speaking materials taken from the book they use. Particularly, from Chapter V in book of Splash Smart Path to Learning English for SMK/MAK Grade X published by Erlangga. Therefore, the researcher decided to study about *Developing English-Speaking Materials by Implementing Project-based Learning*

*for Broadcasting Students at Tenth Grade of SMK Swasta Dwi Tunggal 1 in 2024/2025.*

# The Identification of the Problem

Related to the background of the research, some problems are identifying as follows:

1. English-speaking Materials for Broadcasting students used in SMK Swasta Dwi Tunggal 1 are not specific.
2. English-speaking Materials for Broadcasting students in SMK Swasta Dwi Tunggal 1 are not integrated with Project-based Learning completely.
3. The implementation of Project-based Learning on English-speaking Materials for Broadcasting students is still limited.

# The Limitation of the Problem

This research focused on English studied by Tenth grade vocational students at SMK Swasta Dwi Tunggal 1. Particularly, the materials has been taken from Chapter V page 150 about Share Your Story in book of *Splash Smart Path to Learning English for SMK/MAK Grade X* published by Erlangga.

# The Problem of the Research

The researcher deals with implementing project-based learning, the problem of the research formulated as follow

1. How are the English-speaking materials taught for Broadcasting students?
2. How is the development of the students English-speaking materials by implementing Project-based learning for Broadcasting students at tenth grade of SMK Swasta Dwi Tunggal 1?
3. How the students English speaking skill after implementing Project-based learning in speaking material for broadcasting?

# The Objective of the Research

Based on the formulation of the problem, the objective of the research are:

1. To investigate the English-speaking materials taught for Broadcasting students
2. To develop students English-speaking materials by implementing Project- based learning for Broadcasting students at tenth grade of SMK Swasta Dwi Tunggal 1
3. To increase the students English speaking skill after implementing Project- based learning in speaking material for broadcasting.

# The Significances of the Research

This research is intended to implement project-based learning to develop English-speaking materials.

# Theoretically

This research is expected that the findings of the research can be useful and give benefit for:

1. For students, the result of this research can be useful to improve their speaking skill in order to prepare them to face the field study.
2. For teachers, the result of this research can be a guidance to improve speaking skill for the students of broadcasting major.
3. For the researcher, this research will encourage them to conduct relevant studies in different cases.

# Practically

Practically, this research is expected to:

1. Give contribution to English teacher in teaching English for broadcasting students.
2. Develop English-speaking materials through English moduls for Broadcasting
3. Give contribution for the government regarding the technology in teaching English