# CHAPTER II REVIEW OF LITERATURE

* 1. **English Specific Purpose**

Juliana & Juliani (2020: 80) explain that the increasing importance of English in this era of globalization forces us to acknowledge that English has a significant impact on all aspects of life; therefore, learning English is essential. Previously, English study at Indonesian universities was restricted to General English and English for General Purposes, which are now general subjects. The term "specific" in English for Specific Purposes (ESP) refers to learning English with specific objectives in mind. Students approach the study of English through familiar and pertinent fields. This means that they can promptly apply what they learn in ESP classes to their academics and careers. The ESP approach increases the relevance of what students are learning and allows them to use what they already know of English to learn more English because their field-specific interest will motivate them to interact with the speaker and the text. In ESP classes, students are shown how subject matter content is expressed in English. Teachers can make maximum use of students' knowledge of the subject matter, thereby helping them learn English faster.

Many non-English departments study English for Specific Purposes (ESP) to improve students' abilities related to their field. English is by far the most used language in the world when we consider not only native speakers but also those who use it as a second or foreign language (Anthony, 2018: 45).

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Based on the explanation above, the researcher found that English for Specific Purposes aims to equip learners with the language skills and knowledge they need to succeed in their chosen field or area of study, providing them with the linguistic tools necessary for effective communication and performance within

their professional or academic context.

# English for Broadcasting

Mengrui (2021: 2) states that the major of broadcasting and hosting art in China started in the 1950s. In order to meet the needs of the media development for broadcasters and hosts at that time, the Communication University of China began to recruit the first batch of students from the broadcasting department. With the development of the times, the traditional media in the 21st century are constantly reformed and innovated.

Saputra (2018:45) says that English learning for student broadcasters is needed in order to improve the competitiveness and existence of radio. The era of globalization has defined English as an international language and a basic need for media in Indonesia to exist, not least for radio, moreover for campus radio, as it is a means of education for students and society that cannot be separated from intellectuality. Broadcast requires the existence of an active and communicative language. Thus, of course, the learning must refer to the ability of students to be able to communicate well.

The researcher concludes that English for broadcasting is a specialized subset of English for Specific Purposes (ESP) that focuses on providing language skills and knowledge tailored to the needs of individuals working in the field of

broadcasting. This includes professionals such as journalists, news anchors, radio hosts, television presenters, producers, and other media personnel who communicate through various broadcasting platforms.

# English Speaking Skill

One of the four skills that students must develop is speaking. Students need to acquire the fundamental skill of speaking to learn another knowledge. In speaking, students must be able to speak and express their opinions. In general, the purpose of teaching speaking is to develop students' speaking skills and to be able to say something to others in English properly and correctly (Armas et al, 2023:266).

Lastari et al (2024: 84) states that the four communication skills in teaching English are categorized based on their direction and modality. Communication directed at the learner, such as reading or listening, is termed receptive. Meanwhile, language generated by the learner, like speech or writing is called productive. Consequently, speaking is defined as productive oral skill that involves of generating systematic verbal utterances to convey meaning. However, in in communicating using English, speaking is commonly considered to be a principal skill among others.

Saifuddin (2024: 469) says that English still becomes the most widely used language in education. Its importance leads major universities in Indonesia treat English as study program. As for the higher education students are required to conduct research for their final study and by considering the fact that majority of literature are written in English, this language is

learned in university level even by non-English major students.

Pakula (2019: 95) states that Speaking is one of the most important skills when it comes to English learning. In this modern era, the need of mastering speaking ability is quite high for high school students. Due to the students have to keep up with the globalization where everything is changing so quickly. They need to adapt with the situation where everyone is competing to get a better future.

Based on the statements above, the researcher conclude that English

speaking skill refers to the ability to communicate effectively and fluently in the

English language. It involves using vocabulary, grammar, pronunciation, and

intonation to convey ideas, express opinions, ask questions, and engage in

conversation with others. English speaking skill is a crucial component of overall

language proficiency and is essential for various personal, academic,

professional, and social contexts. To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.

# Project-based Learning

According to Megayanti et al (2020: 2) Project-based Learning is one of the models that allow students to get more involved in the learning process. A lot of strategies critical for enhancing the 21st-century skills are taught in an innovative approach of Project-based Learning. It is usually done by dividing

students into groups to achieve shared goals. In its implementation, students are asked to work on a project in a long time, from one week to one semester. Students are required to solve a real case or answer questions with high complexity.

Chen and Yong (2019: 45) state that Project-based Learning is generally considered an alternative to traditional, teacher led education. It has a medium to large positive effect on students’ academic achievement compared to traditional education. It also to bear in mind, that Project-based Learning cannot replace traditional education.

It is an efficient method for the development of 21st-century skills because it supports critical thinking and problem solving, interpersonal communication, information, and media literacy, cooperation and leadership. Lubis (2020: 16) states that Project-based Learning and digital media is the suitable collaboration in Indonesian students to improve their self-confidence and communication skill.

Based on the explanation above, the researcher conclude that Project-

based Learning is an educational approach that emphasizes learning through

active exploration and engagement in real-world projects of learning. In Project-

based Learning, students work collaboratively to investigate and respond to complex questions, problems, or challenges.

# Project-based Learning in EFL/ESL Classroom

One of the learning strategies that increase students' abilities to: communicate, think critically, technologically, solve problems, and collaborate is

Project-based Learning. Armas et al (2023: 263) defines that Project-based Learning is learning refers to the principle that learners are the main focus to be able to explore real problems in social life. Learners are fully involved in a meaningful task to solve a problem. Project-based Learning as a learner-centered learning approach that allows for in-depth topic research. Students engage in research-based learning that deepens their understanding of important, pertinent, and genuine topics and questions.

Wijayanti and Budi (2023:108) state that Project-based Learning has its

variation in the span of time. It depends on the teacher's planning of the lesson.

Sometimes it could be done only in one session or it could be done more than

three or four meetings. This more complex set of instruction will allow all the

students to engage in gathering the information, processing it then reporting it to

the audiences.

According to Lubis (2020: 12) Project-based Learning is a model in learning that can activate students’ thinking ways productively in increasing their knowledge along with students’ metacognitive as the students let follow the representative instructions and communicate each process that the students have been through during their project completion.

# Stages of Project-based Learning

Project-based Learning has been implemented in educational contexts, including language teaching and science education (Guo et al., 2020). According to Rais (2015) cited by Armas et al (2023: 265) the stages of the Project-based Learning are as follows:

1. Opening the lesson with a challenging question. A motivating question that can assign students to complete a project activity will serve as the starting point for learning. The subjects chosen ought to start with a thorough examination and be in line with real-world realities.
2. Planning the project. Collaboration between teachers and students is used when planning. The planning process includes deciding on activities that can help answer key questions by fusing several supporting topics, as well as deciding on the equipment and supplies that will be needed to finish the project.
3. Developing a schedule of activities. Students and teachers collaborate to plan activity schedules for finishing tasks. The deadline for the project must be made clear, and students must be given instructions on how to manage their time.
4. Supervising the progress of the project. Teachers are responsible for following up on students' task activities. By assisting students in each procedure, monitoring is accomplished. In other words, teachers supervise student projects as mentors.
5. Assessing the resulting product. Assessment is done to help teachers gauge how well students have understood the material, to assess each student's development, to give teachers feedback on how well the students have understood the material, and to help teachers plan the next learning strategy.
6. Evaluating the experience. At the end of the learning process, educators and students reflect on the activities and project results that have been carried out.

The reflection process is carried out both individually and in groups.

# Advantages of Project-based Learning

Project-based Learning offers many advantages and challenges when implemented in the classroom. There are some strategies to successfully meet these challenges.

Based on Boss, Krajcik, and Patrick (1995), cited by Armas (2023: 270) some of the advantages of the Project-based Learning technique in learning are:

1. Increase in motivation: learners can choose their own topics, the extent of content, and the presentation mode. Learners build their projects to suit their own interests and abilities. These kinds of activities are highly motivating for learners.
2. Increase in problem-solving abilities: Project-based Learning encourages learners to engage in complex and ill-defined contexts. From the beginning, learners identify their topics and their problems, and then seek possible solutions. By participating in both independent work and collaboration, learners improve their problem-solving skills thereby developing their critical thinking skills.
3. Improves media research skills: Project-based Learning provides a real-world connection to context. Learners conduct research using multiple information resources. By locating the resources themselves, their research skills develop and improve.
4. Increases in collaboration: in the processing stages, learners create and organize their own groups. They share knowledge and collaboratively

construct artifacts. Through collaboration, they develop social communication skills and obtain multiple perspectives.

1. Increases in resource-management skills: successful Project-based Learning provides learners with experience in project organization and time management with necessary scheduling of resources.

# Characteristic of Project-based Learning

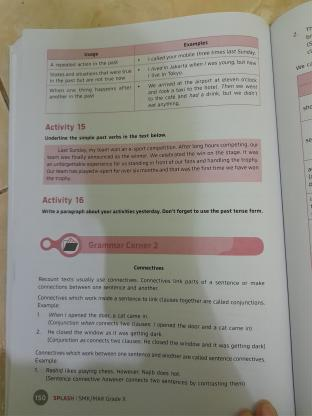
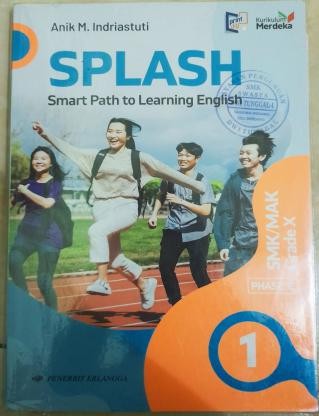
Ariyana et al (2018: 34) says that Project-based Learning is a learning model that involves students' activeness in solving their problems, it will carry out in groups or individually through scientific stages with a certain time limit which is outlined in a product to then be presented to others.

The characteristic of Project-based Learning based on Ariyana are:

1. Completion of tasks is carried out individually starting from the planning, preparation, to product presentation stages
2. Students are responsible for the projects that will be produced
3. Projects involve the students, teachers, parents, and the community
4. Train the students’ creative thinking skills
5. The classroom situation is very tolerant with the lack and the development of idea.

# English-speaking Materials for Broadcasting Students

In this research, the researcher used book of Splash Smart Path to Learning English for SMK/MAK Grade X published by Erlangga in Activity 16 page 150 and the material is about Students’ activities yesterday. This book is

used in SMK Swasta Dwi Tunggal 1 as material in their teaching and learning process in English. From this book especially in chapter V about Share Your Story, it is related with the students’ material to develop their English-speaking Materials by implementing Project-based Learning.

English material for students’ vocational school especially for broadcasting students should be more interesting. Teacher’s creativity is needed to deliver the material by redesigning instructional method or media. Project- based Learning is a learning method that puts students at the center of learning processes. From chapter V about Share Your Story in Activity 16, students had to made the video mini vlog related to their activities yesterday. This activity used Project-based learning and the video as media and it made the students being the center in learning. Project-based learning focuses on teaching and learning around each project is driven by the question or problem authentic as a central subject or curriculum, including building a community of learners, and culminating in the submission/presentation of students' work to outsiders.

# Developing English-Speaking Materials

The goal of learning English is to make students able communicating in English. English-speaking materials is English course for specific group of learners with specific situation and needs. In this case, English-speaking materials will develop in tenth grade of SMK Swasta Dwi Tunggal 1 Tanjung Morawa in Broadcasting program.

The researcher chooses to develop English-speaking materials in students’ broadcasting program because it is related to this major where the students are expected to be able to communicate in English fluently. Project-based learning used in teaching makes it easier for students to participate in learning process. The material in activity 16 in page 150 will be developed by researcher because it is related to the student's major in the broadcasting program. This material is good to develop because it develops students' critical thinking skills and increase their confidence in speaking.

# Conceptual Framework

The main goal of this research is to develop an appropriate material of speaking for broadcasting students. Generally, the source of English material is only textbook that is used by all of students and majors. Whereas, students in Vocational High School need supporting material to develop their skill that is related to their major area. By using the material related with broadcasting major which is developed by researcher, researcher hopes that it can be an additional source for students to learn English especially for speaking skill to increase their ability in their major.

The explanation can be drawn as below:

|  |  |
| --- | --- |
| Problem Analysis | |
|  |  |
|  |  |
| English-speaking materials | |
|  |  |
| Teaching Speaking for Broadcasting Major by Implementing Project- based Learning | |

# Related Studies

There are three related studies the researcher found in this research. It will explain below:

1. Ayu Kurniasih (2023, Universitas Nahdhatul Ulama Yogyakarta) Developing

English Speaking Materials for Tenth Grade Students of Conversation

Program at Madrasah Aliyah (MA) Ali Maksum.

The purpose of this study is to develop English learning materials for MA

Ali Maksum's Conversational Program. Because the presence of English materials

in speaking classes is critical, material development may aid students in learning.

Materials that help students improve their skills and motivate them are those that are personalized to the student's situation and background.

This research and development (R&D) study employs the ADDIE instructional design model. This research consists of needs analysis, syllabus design, English speaking material development, product validation, product

testing, and final product. Interviewees include experienced English teachers, an expert in English materials design, and 10th grade students from MA Ali Maksum's Conversation Program. Student questionnaires, student and teacher

interview guides, and validation sheets for expert judgment are among the data

collection tools used. The data obtained were analyzed quantitatively and

qualitatively.

The result showed that the average interval for the English module was

1. 26 x 3.24, and material expert validation ranged from 2.80 to 3.40, classifying

this module as good and valid with several revisions. Therefore, this English

module can be used to motivate students while also assisting them in learning

English in a speaking or conversation context.

2. Elen Nokalia Angelina (2020, Universitas Islam Negri Ar-Raniry) The Effect of Project-based Learning in Improving Students’ Speaking Ability

The aims of this study were to investigated the effect of Project-Based Learning in improving students' speaking ability. This research was conducted on students of grade X MIA-3 at SMAN 1 Simeulue Timur involved 31 students in the academic year of 2019/2020 and the English teacher as the research collaborator. The data of the study were in the forms of qualitative data.

The qualitative data were obtained by questionnaire and interview analysis. The results of this research showed that the effect of the Project-Based Learning was able to improve the students‟ speaking ability. Based on the qualitative data, applying the Project-based Learning method gave the students more chances to speak in English. The students became more confident to speak

up English. They actively participated during the teaching and learning process. The effect of classroom English helped the students to be more familiar with English. From the result of the questionnaire and interview indicated that the Project-based Learning method could considerable improvement in some aspects of speaking skills such as pronunciation, fluency, comprehension, grammar, and vocabulary.

It could be concluded that students’ speaking skills could be improved through Project-Based Learning implementation and it also provided an opportunity for the students to become more creative and engaged in the interaction.

3. Dian Ardiansyah (2023, A Study on Project-based Learning (Pjbl) Model and English Conversational Gambits in Classroom Speaking Practices)

This study aims to determine the effectiveness of a contemporary teaching

model of Project-Based Learning (PjBL) using English Conversational Gambits

as language material, which focuses on improving students' speaking skills.

However, this study examines students' attitudes toward implementing learning

models in terms of behavioral, cognitive, and emotional aspects. This present

study was conducted at a university in Tasikmalaya.

This present study used quantitative and qualitative designs following the purpose of the present study. As the results of quantitative data, it was found that the sig. (2- tailed) of t-test value is .001 which is smaller than .05 value.

The results showed that the used of PjBL model improves students' proficiency in speaking by optimizing the process of EFL teaching and learning

using material of English conversational gambits. In addition, according to the qualitative data analysis, this study shows that most of the students showed a positive attitude toward the implementation of the learning model. This study demonstrated by implementing PjBL model with English Conversational Gambits

can be alternative strategy in EFL instructional techniques that can improve

students' speaking skills.