

CHAPTER I

INTRODUCTION

A. Backgrounds of the study

The book of "Language and Society", language is a means of communication (Downes, 1998). It can be understood that language is the ability of humans to interact with other humans. Therefore, when someone knows and understands a language, those people will be able to speak and be understood by others who also know that language. The existence of language is very important as an expression of thoughts and feelings. Globalization recently forces people around the world to master a foreign language in addition to their mother tongue. By mastering a foreign language, people can share their thoughts and feelings with one another. English, Mandarin, Hindi, Spain, Arabic, France, and Russian are the languages that are widely spoken in the world. Based on the data contained in Ethnologue, the research center for language intelligence by The Summer Institute of Linguistics (SIL), which is a referral resource of basic information about characteristics, classification, and geographical distribution of the world's languages, it showed that English language is the most widely spoken language all over the world. It was due to the British Empire's colonial impact, but later due to the development of American culture.

English rapidly spread around the world in recent decades. Many countries officially declare English to be their primary language. Currently English is still popular and in demand by the public. Crystal (2003) stated that English is a global language. Almost all global information is conveyed in English. Learning and understanding English becomes a necessary thing that cannot be avoided. As a global language, English has a very big role and purpose. English language becomes one of the important points that a person

must be mastered in the modern era. The ability of someone in speaking English will make them easier to interact and communicate across languages and cultures. Therefore, many people in the world have improved their English skills to be able to learn and compete with people from various countries. The great English speaking skill will be easier for someone to show their proficiency to other people.

Many experts have been trying to discover the right method of English language teaching. It regularly changes about every quarter of a century, and the revolutions of the method have emerged as a response to the previous bad theories of learning. The Method of Teaching English as a Foreign Language book was mentioning four approaches that have emerged throughout the history of foreign language teaching, they are Traditional Method, Designer Method, Communicative Approach, and Scientific Approach (Fauziati, 2014). The 21st-Century is currently known as the era of information technology and communication. The complexity manifested in this era requires students to have several skills to achieve success and compete with the global community. Therefore, to guarantee that adolescents are prepared to compete in the changing workforce, there is a movement to foster them called the 21st-Century Skills, (Ball, Joyce & Butcher, 2016). In this regard, several organizations including the Partnership for 21st Century Skills (P21), the American Association of School Librarians (AASL), and the International Society for Technology in Education (ISTE) provide frameworks and guidelines that outline the core skills required to fulfill the challenges of the times modern. Although the three proposed frameworks differ in some ways, they all emphasize the importance of focusing on three main categories of skills: learning and innovation (e.g., creativity, critical thinking, collaboration); information, media, and technology (e.g., digital literacies); and life and career skills, the focus of this paper (Ball at al., 2016). The Partnership for 21st- Century Skills emphasizes the importance of focusing

education on both basic academic subject mastery and the development of the 21st-Century Skills. And English is one of the basic academic subjects in the 21st- Century Skills. The usage of English is a must-have skill for everyone in responding to and facing the challenges that arise in the 21st-Century. And to achieve 21st-Century Skills, teachers are expected to apply different strategies and methods in the English language teaching process.

The goal of national education for the 21st-Century Skills is not only directed to make a learner knowledgeable, but also to adopt a scientific attitude (i.e., critical-logical thinking, inventive-innovative thinking, consistent, and adaptable) and cultivation of noble values and commendable attitudes in social life oriented (Afandi, Sajidan, Akhyar & Suryani 2019). The regulation of the minister of education and culture of the Republic of Indonesia number 103 of 2014 stated that "Learning process in the 2013 Curriculum uses a scientific approach or a scientific process-based approach". In English language teaching (ELT), Scientific Approach as the new strategy in K13 is considered capable to fulfill the challenges that exist in the 21st century. The pedagogues can use technology in the learning process and combine it with the skills desired in the 21st century.

Project-Based Learning (Pj-BL) is one of the methods included in Scientific Approach. Gaer, who taught speaking skill to a population of Southeast Asian refugees in their beginning level of ESOL (English for Speaker of Other Language) classes, reported on the efficacy and success of Project-Based Learning (Pj-BL) implementation in teaching English as a foreign language in 1989. Project-Based Learning helps them enhance their speaking ability.

In Indonesia, the application of the scientific approach, especially Project Based Learning method in teaching English has been nearly implemented in formal and non-formal education. Formal education can be found in primary and secondary schools, and non-formal education can be

found in course institutions. One of the English courses that apply Project-Based Learning method is *ENGLISH HOME SOLO RAYA*. This course focuses on improving speaking skills. There are 4 programs offered by this course institution, namely General English (private and non-private classes), Conversation, Translation, and TOEFL class. The application of a scientific approach in the ELT process in this course is to support the Minister of Education and Culture Regulation in achieving the 21st-century skill for Indonesian students and to adapt to 21st-century learning standards which contain several skills that must be mastered by students.

Based on those phenomena, the researcher will arrange the study entitled **“THE IMPLEMENTATION OF PROJECT BASED-LEARNING UNDER SCIENTIFIC APPROACH IN TEACHING SPEAKING ENGLISH AT ENGLISH HOME SOLO RAYA COURSE”**

B. Research Questions

Based on the previous explanation in the background of the study, the current study's concern is “How is the implementation of Project-Based Learning under Scientific Approach in teaching speaking English at English Home Solo Raya course?”

Following up on the previous concern, this study formulates the research questions as follows:

- a. How did the tutors apply the procedures of Project-Based Learning method?
- b. What were the teaching techniques used by the tutors in teaching speaking?

- c. What were the students' responses to the difficulties in learning to speak English using Project-Based Learning method?

C. Objectives of the Study

In general, this study aims to find out the implementation of Project-Based Learning under Scientific Approach in teaching speaking English at English Home Solo Raya course. It specifically describes:

- a. The procedures of Project-Based Learning method applied by the tutors.
- b. The teaching techniques used by the tutors in teaching speaking.
- c. The students' responses to the difficulties in learning to speak English using Project Based Learning method.

D. Significances of The Study

Based on the objectives above, this study provides some significance. Those significances are as the following:

1. Theoretical significance
 - a. The result of this study can be used as a reference for the next researchers in the future who conduct a similar topic.
2. Practical significance
 - a. The result of this study can provide a positive contribution for students to find out the problem in speaking.
 - b. The result of this study can be used as a reflection for English teachers in teaching speaking skill.
 - c. The result of this study can be useful for English teachers to improve the quality of teaching speaking skill.