

## CHAPTER I

### INTRODUCTION

This part provided background knowledge about the subject of the research. It discussed the background of the research, Focus and Sub-Focus of research, problem formulation, objectives of the research, and significance of the research.

#### **1.1. Background**

Speaking, or using spoken language to express thoughts, ideas, and feelings, is a basic component of human communication. Speaking is seen to be the most important of the four fundamental language abilities for learning a foreign or second language. (Rao, 2019). One of the most important skills for developing in order to communicate effectively is speaking. (Leong et al., 2017). Speaking is an activity that includes multiple people and can be useful (Wael et al., 2018). Naturally, mastering these abilities takes a lot of time. It is difficult for students, especially those in higher education institutions, to perform successfully at work when they have poor oral skills (Ramamurthy et al., 2021). Speaking skills are prioritized among students at higher education institutions, nevertheless. It is considered a very important skill because it's utilized for conveying messages, obtaining information, and expressing thoughts. As such, it had to be learned.

For Indonesians, the ability to understand English is not easy, both in terms of mastery of vocabulary, pronunciation and sentence structure (Alrajafi, 2021).

According to (Jaya et al., 2019):

*“The way that English is taught has evolved in Indonesia, but so has the level of English speaking skill among students. Despite this, the Education First-English Proficiency Index (EF-EPI) revealed that Indonesia has improved its*

*standing over the previous three years in terms of English proficiency scores. Indonesia was ranked 34th out of 44 nations in 2016, indicating a poor performance level. With a score of 53.31 in 2012, it rose to 27th place out of 44 nations, remaining in the poor proficiency category. Indonesia scored 53.44 in 2013, placing it at the 25th place out of 60 nations, indicating a modest proficiency level. When compared to some Asian nations, Indonesia comes in behind Malaysia (Rank 11) and Singapore (Rank 12), both of which are considered high proficiency nations”.*

However, one local instance did not see an increase in Indonesia. During the last three years at Universitas PGRI Palembang, there had been a variable improvement in the students' English speaking proficiency. It was still at an ordinary level, though.

It might be both easy and difficult for students studying English as a second language to judge if they were successful or not when speaking the language, especially when it came to speaking. The main problems of speaking were linguistic and psychological, include grammar, vocabulary, and pronunciation issues, while psychological problems include lack of self-confidence and anxiety (Fitriani et al., 2015) in Speaking English (e.g., anxious, nervous, shy to speak etc.).

In dealing with self-confidence, the students of Universitas PGRI Palembang discovered many problems when they were asked to speak English. The factors affecting the emergence of their fear of public speaking among students of English Education at Universitas PGRI Palembang, as identified, include: 1. Experiencing Panic and Dread: This factor encompasses feelings of shame, being alone, and perceiving something as a significant danger or threat, 2. Fearing the Fear Itself: Students exhibited symptoms such as pounding heart, trembling/shaking, lightheadedness, numbness, and fear of losing control, 3.

Negative Beliefs about Themselves and the Audience (Viera Valencia & Garcia Giraldo, 2019).

The emotional element was one of the aspects that determines how well a person learns to talk. It had to do with one's emotional condition, which included self-confidence in oneself. Self-confidence influenced a student's ability to express their viewpoints by speaking, whether they succeed or fail in achieving so. The affective domain, which encompasses a wide range of personality qualities including motivation, emotion, attitude, anxiety, personality, and self-confidence, is the emotional aspect of human behavior (D. Brown, 2000). Among these, self-confidence was one of the elements that affects learning the most. It was one of the primary human motivations and had the power to shape a person's life, both positively and negatively. A person's conviction in their own talents, skills, and judgment is referred to as self-confidence. It was linked to a sense of certainty and faith in oneself, which promoted a positive approach and the capacity to successfully face problems (Saaida, 2023). A person's emotional thoughts about himself, including how accepting he was of his abilities and problems, how confident he was in his abilities, and how much he loved himself, all contribute to his level of self-confidence. Additionally, students with high self-confidence found it easy to express their opinions while speaking; in addition, those with low self-confidence experience anxiety and fear when speaking.

The role of teachers was to assist students in increasing their skills in speaking. Teachers must use strategies that allow students to explore their abilities and developed their self-confidence in speaking English. Project-Based Learning

was one of the strategies researcher would propose in this research (PBL). For teaching and learning to be successful, teachers must lead the class and interact with the students. This was especially important when it came to helping students develop the range of abilities that make up communication skills (Lesiana et al., 2023).

Project-Based Learning (PBL) was a teaching strategy that gave students issues to solve or products to create in order to contextualize what they are learning. (Poonpon, 2017). Such as contribute in promoting the tourism of Palembang city. Project-based learning was a learning model that used a project or activity as a learning medium (Daryanto, 2014). Blumenfed puts project-based learning as one of the comprehensive teaching approached that could motivate children to think about what they did, not just focus on one thing (Shaunna, 2016). But it also focused on the key concepts and principles of the discipline, involving students in problem-solving activities and other meaningful tasks, giving students the opportunity to work autonomously to construct their own learning, and culminating in producing valuable, realistic student work. Unlike traditional learning models that generally involved short-term, isolated classroom practices and teacher-centric learning activities, project-based learning was preferably a learning model that gave teachers the opportunity to manage classroom learning by involving project performance. Through this project-based learning, students could dig a material using a variety of means that make sense to them (Sani, 2017). Students were used to working collaboratively, assessment was done in a way that measured, monitors and evaluated all learning outcomes and learning resources could be highly evolved.

The project base learning long-term, disciplined, student-centred, and integrated learning activities with real-world practices and issues (Ngalimun, 2012). This was because the project base learning model was designed for complex and product-oriented issues.

The city is the result of the development of the village development process (Mumford, 1938). As the oldest city in Indonesia (Sustianingsih et al., 2019), has so many historical destinations which are fascinating to visit. Given its lengthy history, Palembang offers an extensive variety of unique types of culture. This was influenced by at least two things (Syarifuddin et al., 2022). The first factor had a direct connection to this city's historical character as a center of global trade at the time. (Lussetyowati, 2015). The existence of such complex ethnic and tribal groups scattered over this city is the second element. The outcomes of the process of acculturation and cultural assimilation improve the cultural assets that now represent Palembang's diverse culture (Lussetyowati, 2015; Nurhuda, 2015). It meant that Palembang has a potential destination for tourism to find out and provide more facts. So, Palembang City one of popular tourist destination because it provides a unique blend of historical sites, culinary delights, and stunning natural beauty. Palembang offers travelers a variety of activities, from seeing historic buildings and old temples to enjoying local dishes like Tekwan and Pempek. The city offers options for outdoor activities and cultural immersion, and its gorgeous rivers, natural landscapes, and interesting cultural events only serve to enhance its attraction. Palembang City offers a variety of activities that suit a wide range of interests and provide tourists an authentic Indonesian experience. These activities

include boat rides along the Musi River, trips to Kemaro Island, and shopping at traditional markets.

Through intense experiences that were relevant to the course(s) of study and attractive to the students, project-based learning engages students in learning. (Flemming, 2000). It focused on two ideas that might help with the problems raised during speaking. Interesting activities motivated students to take interest in learning. Because the activities were engaging, students were not under pressure to participate in the learning process. It could inspire students to overcome their lack of self-confidence. Second, important course(s) indicated that although a class was planned with students' interests in mind, there was a corridor that has to be followed to make sure that the activities keep on course.

Furthermore, researcher had discovered that assigning students to ability-based groups could improve their learning. Students could provide and received comments that might help in their learning by collaborating with their classmates. Based on the above information, researcher interested to use a mixed-methods qualitative-experimental study with Universitas PGRI Palembang second semester students. As a result, researcher propose the research entitled, “The Effect Project-Based Learning Strategy on Students’ Achievement and Self-Confidence in Promoting The Tourism of Palembang City”.

## **1.2. Focus and Sub-Focus of The Research**

The primary focus of the research was to the implementation of the Project-Based Learning (PBL) strategy to increase students' speaking achievement and self-

confidence at Universitas PGRI Palembang as the effort in promoting the tourism of Palembang city.

The sub-focus of the research was to investigate the impact of the Project-Based Learning (PBL) strategy on speaking achievement and self-confidence of the students at Universitas PGRI Palembang and its broader contribute in promoting the tourism of Palembang city.

### **1.3. Problem Formulation**

This research was aimed at answering the research problem “How could Project-Based Learning strategy affect the speaking achievement and self-confidence of the students at Universitas PGRI Palembang as the effort in promoting the tourism of Palembang city?”

### **1.4. Objectives of The Research**

The objectives of the this research were to find and describe the effect of Project-Based Learning strategy in speaking achievement and self-confidence of the students at Universitas PGRI Palembang as the effort in promoting the tourism of Palembang city.

### **1.5. Significance of The Research**

The results of this research were expected to the significance aspects to the development of theoretical, pedagogy, and practical as follows:

1. From a systemic functional linguistics theoretical perspective, project-based learning in promoting the tourism of Palembang city may support EFL teacher education empirically and theoretically. From a pedagogical perspective, it offered valuable understanding of how teacher previous cognitive abilities

impact the development of their skills. In actuality, it might provide teachers with a speaking diary project-based learning experience,

2. For students, the results of this research could be used to increase confidence and learning achievement in speaking English by identifying their learning independence,
3. For teachers, the results of this research could be used as a material for consideration in choosing learning models and media to enhance students' self-confidence and achievement.
4. For researcher, this research could be used to add researcher's insights and as a reference to other researcher as well as English education study in general.