

CHAPTER I

INTRODUCTION

A. Background

English has been taught as a foreign language at every level of education in all regions of Indonesia both in urban and rural areas. However, there are differences in the quality of teaching English between urban and rural areas. Usually, the quality of teaching English in urban areas is better than in rural areas. Due to geographical and socioeconomic differences, the education quality in urban and rural schools will differ significantly. (Kemaloglu-Er & Sahin, 2022). It is challenging to teach English as a foreign language in rural schools. Because most rural schools lack decent technology, such as audio-visual support, it has an impact on the teachers' learning strategies and techniques.

Students in rural schools have difficulty learning English because the teacher still becomes the learning center. The inappropriate teaching methods influence the students' motivation when learning English. Howard (2003) as cited in Susanto (2018) says that "motivation is the key factor in successful language learning – teaching process, because those students who can study a language will be better if there is a motivation by the teacher". Talking about motivation, sometimes in the learning activities, teachers do not utilize an appropriate method to encourage students to communicate actively. As a result, it will be complicated to express their thoughts in English (Latifah, et. al, 2019).

As a foreign language, English is not the language that is utilized in students' daily lives. Rohmah (2013) claims that a foreign language is a language that is not used in daily life by the person and society where they live and they acquire, speak, and use it after their first and second language. According to Harmer (2009), EFL described situations in which students were learning English to communicate with people from all over the world. Consequently, in teaching English to students, teachers should use appropriate teaching methods and strategies, especially for students in rural schools. In this research, the method that will be discussed is from a teaching approach namely Project-Based Learning. Fried-Booth (2002) claimed that Project-Based Learning is a teaching model that encourages learner-centered

instruction through inquisitive, creative, and interactive activities that extend beyond the classroom.

In EFL classroom, Project-Based Learning has been variously integrated in recent years to advance genuine English teaching and learning (Sirisrimangkorn, 2021). According to Poonpon (2011, as cited in Wahyudin, 2017), Project-Based Learning has a favorable impact on students' English learning achievement and skills. Project-Based Learning aims to promote learners' skills through significant project-based activities so it is an effective method that supports the development of learners' speaking skills (Rochmahwati, 2015 as cited in Sirisrimangkorn, 2021). From that explanation, Project-Based Learning can be proven as an effective way to assist and motivate EFL learners in learning English.

There are some previous studies related to the Project-Based Learning in ELT. The first is Wuntu, Singal, and Rorintulus (2022) which research the Project Based Learning implementation to enhance students' speaking ability. This study aims to figure out the effectiveness of implementing Project-Based Learning to enhance students' speaking ability. Second, a study from Ngadiso, Sarosa, Asrori, Drajadi, and Handayani (2021) about the use of Project-Based Learning in EFL learning. The research aims to investigate the teachers' and students' experiences and perceptions toward the implementation of Project-Based Learning in EFL classes. Last, there is a study from Kemaloglu-Er and Sahin (2022). The study is about the use of Project-Based Learning in ELT at a rural school in Turkey. It has purpose to contrive a Project-Based Learning model for English classes at a rural school and to explore the effect of Project-Based Learning on English teaching.

This study differs from previous research in that it employs a case study research design in a qualitative approach. The previous research above focuses on the improvement and the effect of the implementation. However, this study will investigate the implementation of Project-Based Learning, and besides that, this study also aims to know the teacher's and students' perceptions of the teaching model. This research directs to a teaching model implementation in teaching English in an EFL classroom at a rural school, where the students typically have low motivation to learn English due to ineffective teaching methods.

B. Research Questions

This research has three questions that come from the problem stated in the background. The following are the questions of this study:

1. How is the implementation of Project-Based Learning in EFL classroom at rural schools?
2. What are the teachers' perceptions toward the implementation of Project-Based Learning in EFL classroom at rural schools?
3. What are the students' perceptions toward the implementation of Project-Based Learning in EFL classroom at rural schools?

C. Research Purposes

Look at the questions of this research, the researcher seeks to obtain the following research objectives:

1. To describe the implementation of Project-Based Learning in EFL classroom at rural schools.
2. To know the teachers' perceptions toward the implementation of Project-Based Learning in EFL classroom at rural schools.
3. To figure out the students' perceptions towards the implementation of Project-Based Learning in EFL classroom at rural schools.

D. Research Significances

Practically, this study is useful for teachers and students. For teachers, especially in rural schools, this study is beneficial for improving their teaching English strategy using the Project Based Learning model. For students, they can enhance their motivation and their abilities in Learning English because they will practice more when using the Project-Based Learning model. Theoretically, this research can be a reference and guide for future researchers, especially for those who are interested in the same field.

E. Research Scope

This study aims to investigate the Project-Based Learning implementation in EFL classroom at rural schools. In this case, the researcher intends to know the teachers' and students' perceptions at rural schools toward the implementation of the Project-Based Learning model in an English classroom. The subject, object, and

research site are included in this research's scope. First, the subject is classes of ninth-grade students in the school because this grade has implemented the teaching model, and then English teachers who have implemented the Project-Based Learning model in an English classroom. Second, the objective of this study is to examine the teachers' and students' perceptions of the Project-Based Learning model in English classroom. Third, the site of this research is located at three Islamic Junior School in West Java Province, they are in Subang Regency, Bandung Regency, and Garut Regency.

F. Conceptual Framework

Project-Based Learning is an instructional strategy that has been used to assist students improve their learning skills and English fluency (Siririmangkorn, 2021). John Dewey, an educational reformer, is recognized as one of the early proponents of project-based education or at least its principles through his idea of “learning by doing”. The characteristics of Project-Based Learning are the students participate in significant assignments, problem-solving, and collaborative learning and decision-making (Howard, 2002 as cited in Siririmangkorn, 2021). In this teaching model, students will get more practices because they have to do some projects. This teaching model also applies a learner-centered approach. It means that students are the center of learning activities. Dupin-Bryant (2004) employs that learner-centered teaching is defined as a collaborative, responsive, problem-centered, and democratic instructional style in which both students and the teacher decide how and when learning takes place.

This research will be conducted in an English classroom at a rural school. Rural school is located significant distances away from urban centers that are often geographically isolated (Greene, Zugelder, & Manner, 2020). A rural school, therefore, is an educational establishment that is far from the cities. Kemaloglu-er and Sahin (2022) stated that in rural schools, it is a common problem that there is a lack of parental interest in education and the students' proficiency in English. They also added that according to research on the subject, ELT in rural education is also a difficult field of work in international contexts.

This research aims to know the teacher and students' perception toward the implementation of Project-Based Learning. According to Eggen, Kauchak, & Garry (2001, as cited in Yurika, Munir, & Farahdiba, 2023), the process through which individuals assign meaning to their experiences is known as perception. In order to perceive and assign meaning to the stimuli they are exposed to, people must first organize and interpret it and this process is known as perception (Yurika, Munir, & Farahdiba, 2023). In this study, the perception will be obtained from English teachers and students in an EFL classroom. Their perceptions will be collected after implementing and experiencing Project-Based Learning in the English classroom.

According to Polat and Celik (2023), "Teacher perceptions refer to the cognitive, emotional, and attitudinal perspectives and beliefs held by educators regarding various aspects of their professional roles, the teaching and learning process, and the educational environment". These perceptions are subjective but they have the potential to affect teaching practices, decision-making, and interactions with students, colleagues, and administrators. There are four aspects to analyze the students' perceptions according to DeMonbrun, Finelli, Prince, Borrego, Shekhar, Henderson, & Waters (2017). They are value, positivity, participation, and evaluation. The level to which learners consider the activity to be useful and use cognitive process is defined as value. Positivity refers to how enthusiastic or pessimistic students are about the activity and it uses an affective-emotional process. The level to which students participate or display resistance (behavioral) is referred to as participation. Evaluation is the way students evaluate the teachers or lessons at the end of the learning activities.

According to the George Lucas Educational Foundation (2005, as cited in Hanifa, Hatimah, and Pramudia 2022), there are six stages of Project-Based Learning, they are:

1. Starting with an essential question (Determination of fundamental questions)
2. Designing project (Compile Project Planning)
3. Creating Schedule
4. Monitoring the students and the progress of the project
5. Assessing the outcome

6. Evaluating of the experience.

This research explores teachers' and students' perceptions toward the Project-Based Learning implementation in teaching speaking skills in an EFL classroom. This study explores key issues in Project-Based Learning as grasped from the implementation, teacher's perception, and students' responses.

G. Previous Studies

Project-Based Learning has become a topic that has been discussed by many researchers. There are some previous studies about Project-Based Learning related to English language teaching. First, a study from Wuntu, Singal, and Rorintulus (2022) researched the implementation of Project-Based Learning in enhancing students' speaking ability. This study was held at SMA YADIKA Kopandan II. A quantitative approach and experimental design were utilized in this study. This research aims to figure out the effectiveness of Project-Based Learning in enhancing students' speaking skills. As the results of this study, there was a significant distinct in the students' speaking performance between the controlled class and the experimental class. The results indicate that the implementation of Project-Based Learning helped enhance students' speaking skills. This current study is distinct from the study explained above because this study uses a qualitative approach and it will be conducted in Islamic Junior High Schools.

Second, the study by Mafruudloh and Fitriati (2020) entitled the impact of Project-Based Learning on students' speaking skills. The Project-Based Learning method was implemented in English for Management class. The research aimed to reflect the implementation of Project-Based Learning in non-English department classes and to figure out the impact of Project-Based Learning on students' speaking skills. This study used a pre-experimental research design. It was found that Project-Based Learning has a significant impact on the students' speaking skills. This teaching method was an effective method for teaching speaking since it encouraged learners to be more active and innovative in completing tasks and participating in the classroom. As a result, it is advised to use this Project-Based Learning teaching in speaking as an alternative method of enhancing students' speaking ability. The difference from this research is that this research focuses on the teacher and

students' perceptions rather than the impact of Project-Based Learning in EFL Classroom.

Third, the study from Ngadiso, Sarosa, Asrori, Drajadi, and Handayani (2021) about the use of Project-Based Learning in EFL learning. This study aims to explore the teachers' and students' experience in implementing Project-Based Learning in EFL classroom. The researcher investigates the class situation before and after implementing Project-Based Learning in three different schools. The findings show that there are positive responses from the students and teachers from the three schools. This study is different from the third study because this study is focused to conduct in schools located in rural areas.

Another study is from overseas. It is from Kemalolu-Er and Sahin (2022). It is about the use of Project-Based Learning in ELT at a rural school in Turkey. The researcher used a case study to devise Project-Based Learning in ELT classroom and to investigate the effect of Project-Based Learning on English Teaching. The results indicated that Project-Based Learning can be an effective teaching model to enhance the quality of ELT in rural education. Even though the study above is conducted in a rural school but it is conducted in different country which has different curriculum and other policies in education.

This study is different from previous research in that this study uses a qualitative approach and a case study as the research methods. This study focuses on the teachers' and students' perception after implementing the Project-Based Learning model in an EFL classroom at a Junior High School in a rural area. This study will not generalize the results but will explore deeply the phenomenon and experience of implementing the learning model in the class.