

CHAPTER I

INTRODUCTION

This chapter briefly explains the whole study, including the background, questions and purposes of the research, its significance, research scope, the research framework, and previous studies related to this research.

A. Background of Study

Krajcik and Blumenfeld (2006) stated that almost all students are bored in class. Teachers need to be able to select a learning model that motivates students' interest in learning. The learning model must facilitate the learning process by actively involving students in the practice of their critical thinking abilities and competencies (Thomas et al., 2000). Project-based learning is a learning model that can inspire student motivation. Jalinus et al. (2017) asserted that in project-based learning, students are the focal point of the educational process.

Project-based learning has been widely recognized as one of the innovative and effective learning models for enhancing students' critical thinking, collaboration, and problem-solving skills. According to Moursund (1999), The project development process in project-based learning permits and encourages students to explore, undertake discovery-based learning, learn from their failures, and tackle unexpected and complicated problems. Furthermore, Megayanti et al. (2020) found that project-based learning has contributed to the growth of various skills, including critical thinking, teamwork, problem-solving, creativity, communication, student motivation, and vocational abilities.

Project-based learning is an educational model wherein students engage actively in the learning process through the execution of authentic projects. Thomas et al. (2000) assert that project-based learning is a model that focuses learning activities on the execution of projects. In addition, Ferwati et al. (2023) discovered that in project-based learning, students not only learn theoretical concepts but also actively participate in planning, designing, and executing real-

world projects. As a result, students not only memorize the material but can also apply knowledge in a broader context, which can improve learning quality.

Implementing project-based learning in English, especially in teaching announcement text, has excellent potential to improve students' language skills. Announcement text is essential for students to master because it is often used in everyday life, both in academic and non-academic contexts. Yuliyani et al. define an announcement as a text communicated to others and presented by the public. An announcement text serves to inform individuals about an event (Arifah & Subekti, 2020). Moreover, Brutus and Tanjung (2019) stated that the purpose of an announcement is to alert individuals or readers about information so that they understand what, when, and where it is happening.

Vasiliauskiene et al., (2020) stated that in the implementation process of project-based learning faces several problems and challenge. Limited resources are one of the challenges in implementing project-based learning. Project-based learning often requires access to technology, materials, and external expertise. In many schools in Indonesia, especially in remote areas or with limited resources, facilities, technology, and teaching materials are often the main obstacles to implementing project-based learning. Cintang et al. (2019) discovered that limited resources can hinder the full realization of projects, influencing the quality and depth of students' learning experiences. This can affect the expected quality of learning.

Concerning the variability in teacher proficiency, not all educators possess the requisite knowledge and skills to implement project-based learning effectively. Many teachers may not be familiar with this model or have not received adequate training, implementing PBL less than optimal. Furthermore, Nurkhamidah (2023) discovered that some teachers implement teacher-centered learning, where the teacher acts as the primary resource of knowledge in implementing project-based learning.

In student participation and engagement, the implementation of project-based learning relies heavily on the active involvement of students. However, in some contexts, students may lack motivation or be unfamiliar with more independent

and project-based learning methods, which may hinder the effectiveness of PBL. Giri (2016) found that the majority of students encounter difficulties with project-based learning due to their familiarity with conventional teaching methods. Examining problems and solutions in this context is imperative for several reasons. The researcher aims to investigate the implementation of project-based learning, the problems faced by teachers, and potential solutions to address these difficulties.

Project-based learning was implemented in one of the schools in SMPN 17 Bandung. When the researcher conducted teacher training at the school, the researcher found that the teacher employed a project-based learning model for teaching procedure text in class IX. The researcher saw that the teacher could carry out the learning well in the implementation. The learners seemed very actively involved and enthusiastic in choosing the project topic. However, even when applying a good learning model, problems must be encountered. As a result, the researcher intends to explore the problems teachers face in implementing the project-based learning model in teaching announcement text and the solution to solve the problems.

This current study will explore the problems faced by teachers in implementing project-based learning and the solutions they employ to address these issues. This study will be conducted at a junior high school to investigate the teacher's response to the implementation of this learning model and to describe the implementation process.

B. Research Questions

In light of the previously outlined study background, the researcher articulates the problems as follows:

1. How is project-based learning implemented in teaching announcement text?
2. What is the teacher's problem with implementing project-based learning in teaching announcement text?
3. What is the teacher's solution to the problem of implementing project-based learning in teaching announcement text?

C. Research Purposes

The aim of the study is derived from the previously mentioned problem statement. The objective of the study is:

1. To describe the implementation of project-based learning in teaching announcement text
2. To find out the teacher's problem with the implementation of project-based learning in teaching announcement text
3. To find out the teacher's solution to the problem of the implementation of project-based learning in teaching announcement text

D. Research Significances

This research is expected to provide some implications, both theoretical and practical.

1) Theoretical Significances

Theoretically, this study is expected to enhance English teaching and learning theories while providing valuable information, knowledge, and reference material for applying project-based learning models in teaching announcement text.

2) Practical Significances

This research can produce practical guidelines for teachers to implement Project-Based learning in teaching announcement texts, including step-by-step instructions and example projects that can be directly utilized in classroom instruction.

E. Research Scope

This study investigates the implementation process of project-based learning in teaching announcement texts, focusing on the problems teachers encounter and the solutions she use to overcome problems. The study involves a teacher from SMPN 17 Bandung as the participant. The primary emphasis is on the implementation of project-based learning, the problems faced by teachers in its application, and the solutions employed to address these problems. The research is conducted at SMPN 17 Bandung.

F. Conceptual Framework

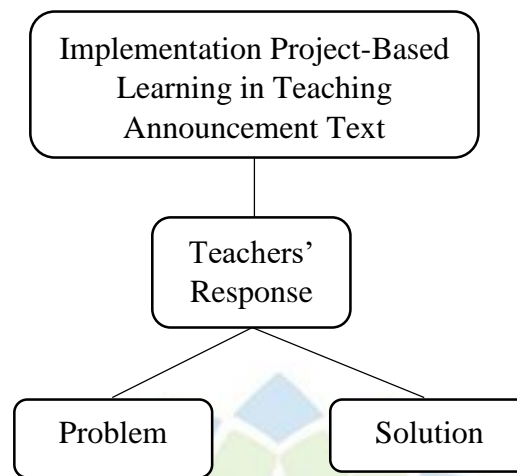


Figure 1. 1 Conceptual Framework

This research explores the process of teaching announcement texts to junior high school students through project-based learning and examines the study's conceptual framework. As shown in the figure, this framework outlines the study's approach, which includes using project-based learning to teach announcement texts to junior high school students. Moreover, the study delves into the teachers' problems when using project-based learning and the solutions they use to address them.

Project-based learning differs significantly from traditional teaching methods. Thomas et al. (2000) characterize project-based learning as a framework that organizes education around projects. This model engages students actively in their learning, fostering the development of their competencies (Jalinus et al., 2017). Because project-based learning emphasizes student-driven activities, students are actively involved in planning, designing, and executing projects in real-life contexts, working alongside their peers and under the guidance of a teacher who provides support throughout the learning process (Giri, 2016). This model stands in contrast to traditional teaching. Bo et al. (2022) state that traditional education primarily focuses on delivering content and receiving

instruction, where the teacher is the central figure in the classroom, transmitting knowledge that students are expected to passively absorb and apply to pass exams and achieve good grades. Hafeez (2021) suggests that traditional learning leads to passive students, whereas project-based learning fosters active and creative learners.

Various project activities, such as creating news articles and e-posters, can be carried out. According to Hoang (2022), making news is an outstanding instance of project-based learning. Integrating technology into group projects additionally assisted students in improving their creativity, communication, and cooperation abilities, which are all necessary for 21st-century learning (Winasih et al., 2019). However, when implementing project-based learning, teachers often experience challenges. Some challenges that often arise and become obstacles in implementing maximum project-based learning are assessment, time, student engagement, classroom management, teacher capability, and resource availability.

Every problem must have a solution. In the context of student engagement in project-based learning, the instructor serves as a supervisor who monitors the students' progress and preparedness. In addition, teachers can also continue to motivate students to get them involved in the project. Regarding teacher capability, teachers can attend several seminars and webinars related to project-based learning. Furthermore, in time constraints, to overcome this problem, teachers can combine two related materials into one; besides that, teachers can also shorten the project time (Cintang et al., 2019).

Consequently, teaching announcement texts using project-based learning poses a unique challenge for teachers. This study examines the process of teaching announcement texts using project-based learning. This approach is highly effective in enhancing students' competencies. However, project-based learning has characteristics that distinctly set it apart from traditional teaching methods (Hafeez, 2021). Therefore, there is a substantial difference between teaching through project-based learning and traditional methods. Consequently, this study investigates how project-based learning is implemented in teaching

announcement texts, the problems teachers encounter, and the solutions they employ to overcome the problems.

G. Previous Studies

This section thoroughly reviews previous studies relevant to the current research. These studies serve as an essential resource for collecting and analyzing data, which helps to develop further and expand the existing knowledge in the field.

The first study was conducted by Sagita, Rahmat, Priyandoko, and Suryati (2023), and the study title is "Sustainability of Project-Based Learning: Challenge and Obstacles from Students Perception Point of View." The writers applied descriptive observational research as a method. This study discovers students' challenges and obstacles in implementing project studies. To collect data, a questionnaire was disseminated to seven high schools in Kota Bandung, yielding 592 replies. Data findings indicate that students encountered difficulties in collaborative activities, including participation, time management, problem-solving, collaboration, and research methodologies, attributed to insufficient self-regulation.

Nurkhamidah (2024) conducted the second study, titled "Investigating the Lecturers' Challenges in Implementing Project-Based Learning in Writing Class". The fundamental objective of this research is to discover the problems that English teachers experience when using project-based learning. To collect data, the study used a qualitative research design with interviews. The study involves five lecturers from the English Department of Media at Nusantara Citra University. The results show that teachers have obstacles in altering their lessons to facilitate group work, time, project creation, project design, group work management, project management, and project assessment.

The third study was investigated by Syafryadin et al. (2024) with the title "Unveiling Students' Challenges and Attitudes Towards Project-based Learning in English-Speaking Tertiary Classroom." The study investigates the obstacles and attitudes of EFL university students regarding Project-Based Learning (PBL) as conducted in an university speaking course. The study used a combination of methods and included 35 students from a public institution in Indonesia. Data is

collected using questionnaires and interviews that are semi-structured. The findings imply that students face issues such as an absence of optimism, pronunciation challenges limited time, a heavy workload, and performance anxieties. Despite these hurdles, the students maintained a positive attitude, stressing PBL's potential for improving speaking skills.

The last study was conducted by Evenddy & Gailea (2023), titled "Exploring the Benefits and Challenges of Project-Based Learning in Higher Education." This study examines the advantages and disadvantages of project-based learning in higher education. The data for this study were collected via a literature review and surveys. The data was examined through content analysis and quantitative analysis. The results indicate that project-based learning offers numerous advantages. Advantages encompass heightened student engagement, collaborative interdisciplinary efforts, and genuine problem-solving. Implementing Project-Based Learning in higher education introduces further challenges. This encompasses faculty hesitance and readiness, intricacies in curriculum design and evaluation, constraints in time and budget, and the imperative for effective project management protocols.

This study is similar to previous studies. It explores the implementation of project-based learning and the problems teachers face when implementing it. In addition, it explores how teachers can overcome the problem of introducing project-based learning in teaching announcement texts. This study will be conducted in a junior high school and use a qualitative descriptive method, which differs from previous studies targeting high schools and universities.