

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides a brief explanation of the whole study. It consists of the background of the study, the questions and purposes of this research, its significance, the research framework, and the previous studies related to this research.

#### **A. Background**

Teachers must consider how to select learning methods or models while planning, implementing, and evaluating learning. The suitable learning model is expected to motivate and appeal to students' interest in studying well. A learning model is a technique, approach, strategy, or method used by educators to achieve learning objectives during the learning process. The learning model should support students in the learning process by involving them in practicing critical thinking skills and abilities (Thomas, 2000).

There are numerous learning models for involving students in the learning process, one of the model is Project-Based Learning (Juvova et al., 2015 Kassem, 2018). According to Lam, N. T. V. (2011) Project-based learning (PjBL) is a type of learning model that can help students become more active, collaborative, communicative, critical thinkers, and creative. PjBL is a model of learning that focuses on the learner, with the teacher primarily serving as a facilitator and motivator. PjBL focuses on learner-centered activities that are typically integrated with real-world issues. PjBL is a useful strategy that can be used in Indonesian schools to achieve great success in teaching and learning under a credit hour system, while also training workers to meet 21<sup>st</sup>-century standards (Lam, N. T. V.,2011).

In fact, PjBL has several benefits in second and foreign language settings. PjBL encourages meaningful interactions in language classes. The interactions that occur when students deal with real issues and problems are more meaningful and authentic than the interactions that result during activities such as assigned role-play or dialogue repetition. According to Skehan (1998), the PjBL learning model allows students to be more independent, especially when students are actively

involved in project planning (e.g., topic selection), which makes students more responsible for their own learning. Another benefit, according to Lee et al., (2014), is that PjBL increases motivation, engagement, and enjoyment because project work is adapted to the particular context and interests of students. Projects that are authentic tasks are more meaningful to students, increase interest and motivation to participate, and can promote learning.

This learning model has been implemented at one of the schools in Aljawami. This learning model is used primarily in EFL classes to assess student learning outcomes. Students in the tenth grade are no longer working on tests, and depending on paper and pens. Furthermore, teachers are increasingly using project-based learning as a teaching and learning model to make classes more engaging and interactive to achieve learning objectives and communicative competencies. According to my preliminary research, students appeared to have fun and actively participated in learning in the EFL class when the project-based learning model was implemented. However, it is only a temporary observation. As a result, the researcher is interested in knowing more about how students and teachers perceive the implementation of this learning model.

Several studies have been implemented in various schools. However, this study is different in that the subjects studied are diverse. Salsabila (2018) identifies how the implementation of project-based learning can help develop students' writing ability in the form of a procedure text. Other research was conducted by Wiyanarti (2018) which reported that implementing project-based learning enhances students' sense of responsibility. Furthermore, the study by Rahayu (2022) investigates the use of video-making assignments as project-based learning to improve students' speaking abilities.

Meanwhile, this present research has a different area from previous studies. This research will be carried out at the senior High School to explore further the responses of teachers and students in implementing this learning model and describe how its implementation will be carried out in EFL classes.

## **B. Research Question**

Based on the background of the study, the research questions are:

- 1) How is project-based learning implemented in teaching procedure text in an EFL classroom?
- 2) What are the teacher's perceptions of the implementation of project-based learning in teaching procedure text in an EFL classroom?
- 3) What are the students' perceptions of the implementation of project-based learning in teaching procedure text in an EFL classroom?

## **C. Research Purposes**

The aims of the research are:

- 1) To describe how the implementation of Project Based Learning (PjBL) in teaching procedure text in an EFL classroom
- 2) To explore Teachers' perceptions on the implementation of Project Based Learning (PjBL) in teaching procedure text in an EFL classroom
- 3) To explore Students' perceptions on the implementation of Project Based Learning (PjBL) in teaching procedure text in an EFL classroom

## **D. Research Significances**

This current research is expected to provide some contributions in practically and theoretically.

### **a. Theoretical Significances**

This study is expected to enrich English teaching and learning theory, as well as serve as information, knowledge, and reference material in the application of project-based learning models to EFL classrooms.

### **b. Practical Significances**

#### **1) For the students**

Students are expected to master the material studied based on their problem-solving skills. This research provides information on appropriate learning models that include experience,

comprehension, and application of students' abilities at every level of education.

2) For the teacher

This study is expected to develop teachers' PjBL models, select and provide appropriate materials, and identify some potential difficulties. This research also aims to provide additional knowledge for other English teachers interested in implementing PjBL in their classrooms.

### **E. Research Scope**

The focus of this research is to explore the implementation of project-based learning in teaching procedure text which focuses on speaking and writing abilities and to explore the participants' responses to project-based learning in EFL classes. The Participants were students and teachers from Senior high school at MA Aljawami, which is located in Cileunyi Wetan, Bandung.

### **F. Conceptual Framework**

English language learning aims to improve students' ability to communicate effectively and correctly, both orally and in writing. Learning is more than just memorizing; students must construct knowledge in their minds. Students learn to experience and record their meaningful patterns of new knowledge rather than simply receiving it from the teacher (Rusino, 2021)

Project Based Learning (PjBL) is one of the learning models that emphasizes student participation in learning activities in order to achieve the expected learning objectives. Teachers in this learning model encourage students to create authentic work in order to improve their communication skills, such as loading interactive videos, series of sentences in text illustrated stories in English, and a collection of pictures in English. Learning through project-based learning models can be connected to the 2013 curriculum, which focuses on the scientific approach and authentic assessment of learning

outcomes through activities such as observing, questioning, exploring, associating, and communicating.

The goal of learning English in Senior High School is to: develop the ability to communicate in English, which includes reading, listening, speaking, and writing skills in a balanced manner (Depdikbud, 1999:14). In learning English, there are two types of language skills: receptive and productive. Irmayannti (2020) claims productive skills are those that produce products or things that are directly related to the implementation of language skills. As for the four language competencies, speaking and writing are crucial parts of this productive skill.

According to Amil Putri et al., (2022), writing is an important educational activity. Students are required to participate in writing lessons at school in order to complete language skills learning. Meanwhile, speaking ability is an important aspect of learning English because it determines students' success in the learning process. The learning was successful because students were able to express the material correctly. As a result, both writing and speaking abilities are critical in the learning process.

Writing and speaking practice in the Indonesian school system allows students to write any type of text. One example is procedure text. A procedure text is a type of text that describes the steps in making or doing something. Its purpose is to provide information about a specific issue. Procedure text is used in daily life to provide instructions or explanations so that someone can complete a task correctly. Procedure text is also important in explaining how to use a specific product to customers.

Students are able to express themselves through speaking and writing in PjBL. Because project-based learning model allows students to form groups to collaborate on difficult tasks such as stringing sentences and accumulating data so that the students are not bored. PjBL is not intended to develop language, but it does allow students to develop their abilities because this

learning model encourages students to collaborate in order to find vocabulary, generate ideas, and so on.

### **G. Previous Studies**

Regarding the implementation of Project-based learning, several studies have been conducted by researchers. First is the study by Poonpon (2017), this study from Thailand entitled enhancing English skills through project-based learning investigated learners' opinions on the implementation of project-based learning in language classes. Forty-seven undergraduate students taking an English course in Information Science were asked to work in groups to complete an interdisciplinary-based project. Semi-structured interviews were used to uncover the learners' opinions on the implementation of such projects and how such projects could improve their English language skills. The interview data was analyzed qualitatively. The results revealed how interdisciplinary-based projects should be implemented in language classes to improve learners' English skills.

The second study was carried out by Salsabila (2018). This study explains how project-based learning can help students develop their writing abilities and describes students' perspectives on the use of PBL in the teaching of writing procedure text. A qualitative case study design was used in the study. The data was gathered through classroom observation, student writing, and interviews, which were then qualitatively analyzed. The data show that PBL can help students improve their writing ability by teaching them about the concept of procedure text, which includes social function, schematic structure, and linguistic features.

The third study by Sukiawati & Sitti (2020) investigates the benefits of implementing Project-based learning (PjBL) in a multimodal platform based on students' experiences. The descriptive qualitative method is used in this study, and data is collected through student reflections. Participants in this study are fifth-semester students who learn in syntax courses using the PjBL model. The findings of this study revealed that PBL has

advantages in the student learning process and show that students have a positive perception of PBL implementation in their English classroom's multimodal platform.

Another study was taken in Saudi Arabia by Almulla (2020). The aim of this study is to improve the effectiveness of PjBL as a method of engaging students in learning. The primary data collection approach for this study is quantitative methodologies and questionnaires. The questionnaires were distributed to 124 individuals. According to the findings, the PjBL technique improves student participation by allowing for knowledge and information sharing and discussion. As a result, the PBL technique is highly recommended for student educational use and should be encouraged in higher education.

The last previous study was conducted by Rahayu (2022). This study researched on the use of video-making assignments as project-based learning to improve students' speaking abilities. This research used a case study design with qualitative methods. There were 15 tenth-grade students of MAN 3 Sukabumi. The data collection techniques used by researchers used observation, questionnaires, and interviews to collect data. The findings indicate that using a video-making assignment as a project-based learning activity improves students' speaking abilities.

Nevertheless, this study is different from the previous studies. The purpose of this research is to describe how to use a project-based learning model in procedure text material. It seeks to understand students' perceptions of learning through project-based learning methods, as well as teachers' perspectives on students' speaking and writing skills in learning procedure texts through video assignments as project-based learning.