

CHAPTER 1

INTRODUCTION

This chapter presents the general issues related to the present study. These include the background of the study, research questions, the purpose of the study, the significance of the study, limitation of study, definition of key terms central to the study, and organization of the thesis.

1.1 Background of the study

The Project-based learning (PjBL) is a teaching model in the scientific based approach which is recommended in the recent trend of teaching and learning English of 2013 curriculum (see Permendikbud No 58, 2014). A Project-based learning is the teaching and learning model that organizes learning process around projects (Thomas, 2000). The use of project based learning in language teaching in 2013 Curriculum is criticized by some teachers and experts (Mulyasa, 2013; Richards in Wahyudin, 2015). Some experts argue that project-based learning is not appropriate in the teaching and learning English because project-based learning practiced in subject areas such as engineering, science, mathematics, social science, medical and humanities (Kolmos, 2009; Harris, 2014; Hogue et al., 2011). In Indonesia, project-based learning was firstly assigned only for vocational high schools (Sumarni, 2015). Despite that, other experts stated that project-based learning can be implemented in language teaching context because a project based learning integration in second and foreign language instruction has been growing around the world since the 1980s (Zaki, 2015).

There are many benefits of project based learning model for instance: as one of the approaches in student-centered learning (SCL) (Stroller, 2007), providing students problem solving skills, providing a concrete experience and good knowledge, and promoting them to be autonomy because the project will give students the opportunity to work and apply their knowledge autonomously and

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produce authentic product (Thomas, 2000; Boss and Krauss, 2007; Patton, 2012; Rouvrais, 2006).

Numerous studies showed that project-based learning has beneficial effects on teaching and learning process. Tamim & Grant (2013) and Dauletova (2014) examined the teachers' perception of PjBL. The finding of their research showed that the teachers perceived project based learning has some advantages on the teaching and learning. In the context of English as a foreign language, Fragoulis (2009) and Zaki (2015) on their studies found that project based learning can effectively replace the conventional classroom instruction. Affandi (2015) found project-based learning is effective to increase students' writing ability and writing achievement. Azies (2015) found that project-based learning enhanced students' social awareness through speaking.

In addition, project based learning is believed as a solution to achieve the nation's English education purpose namely "to develop the students' skill in doing communication of interpersonal, transactional, and functional spoken and written accurately/acceptable based on the nation's character" (Permendikbud RI No 60, 2014). Moreover, according to the Professional Development Center for Educators of Ministry of Education and Culture, the previous teaching models were unable to fulfill those demands. So, project based learning is certainly deserved to be tried and implemented in the teaching and learning English in current curriculum.

However, the project based learning can be implemented in teaching and learning English by considering two factors namely well designed planning and highly qualified teachers (Kemdikbud, 2013a). A good planning is one of the necessary keys towards the success of project-based learning (Kalabzová, 2015). Again, Güven (2014) states that project-based learning can be very useful in EFL (English as a Foreign Language) program if the projects are developed through carefully planned and managed instructional benchmarks. A planning for the teaching and learning process must be in line with the curriculum goals and objectives to empower the students to achieve successful learning (Duncan & Met, 2010). In other words, the instructional planning must be in line with the

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current curriculum. Therefore, with a well-designed planning, all important aspects in a lesson plan such as the key issues in the topic, the learning objectives, resources required, type of approach, target groups, duration of the class or unit, methods, and procedures during the class can be identified and implemented (Masemann, 2012).

Meanwhile, the role of teachers is very significant for a successful curriculum since “qualified teachers” seem to associate their effectiveness at work with both personal traits and pedagogical skills (Ramsay, 1993; Wayne & Youngs, 2003; Handler, 2010; and Liakopoulou, 2011). Moreover, the attitudes of the qualified teachers would affect their degree of commitment to their duties, the way they teach and treat their students, as well as how they perceive their professional growth (Liakopoulou, 2011). This implies that, teachers should develop the learning process. Therefore, it highly requires teachers who are also creative. The ability to solve problems and to improve the content knowledge and skills is a challenge, especially to deal with students with low ability, lack of motivation and lack of focus.

However, both in the teacher trainings of 2013 curriculum and in the module of 2013 curriculum only focused on the implementation of scientific approach in general. Most of the training modules focused on how to conduct the teaching processes by observing, questioning, experimenting, associating, and communicating steps (Sumarni, 2015). So, understanding the overall project-based learning cannot be done immediately, only through the training program conducted by Education Quality Assurance Agency or Ministry of Education and Culture with limited time. Moreover, the way to implement the project-based learning in teaching and learning English is not written explicitly both in Permendikbud no 81 a, 2013 on 2013 Curriculum Guidelines and Permendikbud no 103, 2014 on the Primary and Secondary School Level

Therefore, this study aimed at observing teacher’s processes in teaching and learning English by implementing project-based learning and identifying the teacher’s difficulties in implementing the project-based learning in teaching and learning English. The participant of the study was an experienced-teacher and she

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was chosen as teacher model in the implementation of new programs such as lesson study and 2013 curriculum training programs.

1.2 Research questions

From the introduction explained above, this study focused on:

1. How does the teacher implement project based learning in teaching and learning English?
2. What difficulties does the teacher encounter in implementing project based learning in teaching and learning English?

1.3 Purpose of the study

Based on the focus mentioned above, the purposes of this study are:

1. To describe the teacher's process of teaching and learning English by implementing project based learning.
2. To identify the teacher's difficulties in implementing project based learning in teaching and learning English.

1.4 Significance of the study

This study will be significant for three reasons. Theoretically, this study is expected to enrich the literature for further improvement and further study dealing with the primary issue in the implementation a new teaching model in 2013 curriculum. Practically, this study is expected to provide information concerning on how to implement project based learning in teaching English. Professionally, this study is expected to encourage English teachers to apply project based learning in teaching and learning English.

1.5 Limitation of the study

This study was conducted to describe the processes of the project based learning implementation in teaching and learning English based on 2013 curriculum. In order to make the study specifically focus on certain problem, the limitations of the study are the teacher's process of teaching and learning English and the teacher's difficulties in implementing project based learning.

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The sample was a teacher of English at Junior High School in Bangka Tengah- Bangka Belitung. She was a trainer teacher of MGMP in Bangka Tengah regency.

1.6 Definitions of key terms

The following are several key terms in the study that are defined to avoid misunderstanding.

1. **Project-based learning** is an instructional approach that requires teachers and students to work collaboratively to solve authentic problems guided by a driving question and often make use of technology for research and the presentation of findings. (Roessingh and Chambers, 2011; Harris, 2014:1).
2. **English Foreign Language acquisition** takes place in a setting in which the language to be learned is not the language spoken in the local community (Bot et al., 2005: 7). English as a foreign language is generally refers to the learning of a nonnative language in the environment in which that language is not spoken (Gass & Selinker, 2008).
3. **Teaching English** in this study refers to the practice of English teaching in Indonesia. English is a compulsory subject in Junior and Senior school levels although the curriculum changes are often regulated by the government. Even, English is considered as one of the subjects which is tested in the final examination (Ujian Nasional) to date (Permendikbud RI No 5, 2015).

1.7 Organization of the Thesis

This thesis consists of five chapters. Chapter one is an Introduction. This chapter elaborates the background of the study, research questions, purposes of the study, significance of the study, limitations of the study, clarification of key terms central to the study, and organization of the study. Chapter two is theoretical framework. This chapter presents relevant theories of this study. The

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theories deal with theory of methods of project based learning including basic principles of project based learning, benefits of applying project based learning, stages of applying project based learning, and challenges in implementing project based learning. Chapter three describes a conceptual framework consisting research design, methods of data collection, research instruments and data analysis. Chapter Four serves the findings and discussion. Chapter five concludes the restatement of the research problems and findings. In this chapter, the recommendations for further research are also stated in the last section.