

CHAPTER I

INTRODUCTION

A. Research Context

Language is a tool of communication that is very important in human's daily life. Because of language, we can exchange ideas and informations with others and express our feelings, desires, opinions and needs of one individual to another individual. As we also know that human's life cannot be separated from language activities. Language is a tool to communicate between humans as they are considered as social creature.¹ Thus, English subjects that being taught at schools are really needed for every level of education. Language lessons in schools are expected to not only focus on theory, but also the practical use as well so that the students are also required to be able to use language as a function in daily life.

Besides as a tool of communication, English also has a status as an international lingua franca, and it makes scholars and educators have prompted to find out ways or methods to develop successful language learners. Therefore, The success of a learning process involves a number of factors that educational management component is closely related to the overall management of the learning process includes the use of a wide

¹ Alan Jaelani and Olivia Widad Zabidi, "Junior High School Students' Difficulties of English Language Learning in the Speaking and Listening Section," *ELT Forum: Journal of English Language Teaching* 9, no. 1 (July 21, 2020): 46, <https://doi.org/10.15294/elt.v9i1.38287>.

range of innovative learning model.² This teaching model is needed for the teachers in order to deliver the English subjects in classroom activities. One of the learning models that can be applied by the teacher in the class is Project Based-Learning (PjBL) that also will be studied in this research by the researcher.

Project-based learning is a model that manages learning by doing projects.³ Project-based learning is a kind of authentic learning model or strategy in which teachers are going to plan, implement, and evaluate a certain project that the applications are beyond the classroom itself.⁴ It is one of the teaching models that supports student's engagement in problem-solving situations. Project-based learning can also increase the motivation of students. Teachers tend to take a note involving the students' improvement in attendance, higher class participation, and greater willingness to do homework. If the teachers successfully implement project-based learning, the students will be able to feel highly motivated, feel actively involved in their own learning, and produce complex, high-quality work.

Project-based Learning is an effective approach that allows the teachers to develop multiple skills through an integrated, meaningful activity. This type of learning is valuable since it is connected to real-world issues and enables learners to demonstrate their knowledge in

² Zakiyah Ismuwardani, Agus Nuryatin, and Mukh Doyin, "Implementation of Project Based Learning Model to Increased Creativity and Self-Reliance of Students on Poetry Writing Skills," 2019, 52.

³ Pryla Rochmahwati, "Project-Based Learning to Raise Students' Speaking Ability: Its' Effect and Implementation (A Mix Method Research in Speaking II Subject at STAIN Ponorogo)," *Kodifikasia* Volume, 9 No. 1 (2015): 201.

⁴ Peter S. Westwood, *Teaching Methods*, What Teachers Need to Know About (Camberwell, Vic: ACER Press, 2008), 5.

practical ways. It also encourages the students in sustained investigations and allows them to participate in a variety of tasks that seek meaningful interactions among individuals.

In the classroom, Project-based Learning really helps the teachers a lot in teaching English as a foreign language. So far we have been considering English as a second language. But in the rest of the world, English is also considered as a foreign language.⁵ It is because English is taught in schools, often widely, but it does not play an essential role in national or social life in a certain country, especially in Indonesia. For example, the average citizen of Indonesia does not need English or any other foreign language to live his daily life or even for social or professional advancement. Learners of English as a foreign language have a choice of language variety to a larger extent than second language learners. In Indonesia, both British and American varieties are equally acceptable and both are taught. The choice of variety is partly influenced by the availability of teachers.⁶

According to John Dewey in Hasanatul, By the use of Project-based Learning, the students could gain practical and efficient knowledge when experiencing and practicing things related to real life context, not only that, the teacher will be able to motivate the learners to increase their ability to communicate with each other. Besides that, Project-based Learning can be a media for the students to interact by applying authentic activities such as observing, asking questions, exploring and

⁵ Dr Geoffrey Broughton et al., *Teaching English as a Foreign Language.*, 2002, 6–7, <http://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=170015>.

⁶ Broughton et al., 7.

communicating during the teaching and learning activity of English as a foreign language.⁷ With those activities in which mostly related with their real-world and their daily life, teacher can provide a good and familiar learning environment to the students, so that they can take a part during the material discussions.

The researcher had already done a preliminary research at 8th Grade of SMPN 1 Rubaru, in which it can be known that the teacher uses Project-based Learning as a model in teaching English as a foreign language to the 8th Grade students. This teaching model helps the students to master and understand the materials being taught.⁸ While the teacher, who conduct and control the class, makes the classroom activities as the opportunity for the students to think critically and mostly encourage them to be more active in the discussion since this teaching model is using student-centered pedagogy. The teacher also believed through the implementation of PjBL, the teacher can improve the students' English skill.

Based on the explanation above, the researcher is interested to analyze the use of Project Based Learning in teaching English as foreign language and also the researcher would like to investigate how the teachers can apply that kind of teaching models and what advantages and disadvantages can be gotten by the students in learning EFL. So that is why in this study, the researcher conducted a study entitled "Analysis of

⁷ Hasanatul Hamidah et al., *HOTS-Oriented Module: Project-Based Learning*, First edition (Jakarta Selatan: SEAMEO QITEP in Language, 2020), 17, www.qiteplanguage.org.

⁸ Sri Wahyuni, The English Teacher of the 8th Grade of SMPN 1 Rubaru, Direct Interview (22nd April 2022, 08.10 WIB)

Project Based Learning Model Used by Teacher in Teaching English as Foreign Language at 8th Grade of SMPN 1 Rubaru in 2022/2023 Academic Year”.

B. Research Focus

According to Creswell, research problems are defined as educational issues, controversies, or concerns that can guide the need of researchers in conducting a study.⁹ Based on the research context as described above, this research is focused on the formulation of the problems consist of three questions as follow:

1. How are the implementation of Analysis of Project Based Learning Model Used by Teacher in Teaching English as Foreign Language at 8th Grade of SMPN 1 Rubaru?
2. What are the advantages and the disadvantages of Analysis of Project Based Learning Model Used by Teacher in Teaching English as Foreign Language at 8th Grade of SMPN 1 Rubaru?

C. Research Objective

John W. Creswell stated in his book that a purpose is the major intent or objective of the study used to address the problem.¹⁰ Research objectives are usually short statements to indicate the purpose of a study. Based on the research problems above, researcher has the following objectives to be achieved:

⁹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 627.

¹⁰ Creswell, 59.

1. To know the implementation of Analysis of Project Based Learning Model Used by Teacher in Teaching English as Foreign Language at 8th Grade of SMPN 1 Rubaru.
2. To identify the advantages and the disadvantages of Analysis of Project Based Learning Model Used by Teacher in Teaching English as Foreign Language at 8th Grade of SMPN 1 Rubaru.

D. Significance of Study

Significance of study can be described as the usefulness or urgency of research, both scientific use (theoretical) and social use (practical).¹¹ Theoretically, this study is expected to be knowledge supermacy as an effort to improve students' understanding in learning English as a foreign language, especially in the use of Project Based-learning in teaching EFL to the students at 8th grade of SMPN 1 Sumenep.

Practically, this study is expected to give some benefits to some elements as below:

1. For the English teachers

The research will help the teachers to facilitate their teaching activity by using PjBL.

2. For the other researchers

The research will provide a significance to the next researchers for further research in the future dealing with the related problem.

¹¹ *Pedoman Penulisan Karya Ilmiah*, Edisi Revisi (Institut Agama Islam Negeri Madura, 2020), 19.

3. For the schools

The result of this research is hoped to be useful for the school in applying PjBL in the class in order to provide teachers with training or workshop of PjBL.

E. Definition of Key Term

Creswell stated that a research begin his/her study by narrowing the topic of their study into some key terms which used one or two words or short phrase.¹² To avoid misunderstanding about the topic, the researcher states some definition of key term as follow:

1. Project Based Learning

Project-based Learning is a teaching and learning model that allows the teachers that focuses on student-centred in which in its implementations is by giving the students a particular project or task that must be done in extended period of time in which at the end of the meetings, the students must present and discuss about each of their projects.

2. Teaching English as Foreign Language

Teaching English as foreign language is an activity that involves interaction between teacher and student in learning a language that is being taught in schools, in which the language is widely taught but does not play an essential role in national or social life where the average citizen does not need English or any other foreign language to live his daily life or even for social or professional advancement.

¹² Creswell, *Educational Research*, 82.

F. Previous Study

Actually, the researcher found three previous studies. From the thesis *“The Use Of Project Based Learning In Teaching English At Second Grade Of SMP Negeri 1 Barru.”* Written by Widia Astuti, the result of this study is describe what language learning strategies of speaking used by successful and unsuccessful students in speaking and how they used it.¹³

The similarity of the previous study with this research is that both of research have the same in studying about the use of project based learning used by the teacher but the different is the previous study used quantitative research method, while in this research, the researcher uses qualitative research method. Another difference is that in this research, the researcher would identify the application of PjBL used by the teacher in teaching English as foreign language in the. Meanwhile another difference between the first previous study with this research is that on applying the PjBL, the previous study used the theory from Kriwas, while the researcher uses the theory from Stoller.

Another previous study is *“Project Based Learning In English Reading Classroom (A Qualitative Case Study of Two Junior High Schools in Bogor)”*¹⁴ written by Vetty Kurnely, the focus of this study is that the

¹³ Widia Astuti, “THE USE OF PROJECT BASED LEARNING IN TEACHING ENGLISH AT SECOND GRADE OF SMP NEGERI 1 BARRU” (Makassar, Makassar Muhammadiyah University, 2020), 1.

¹⁴ Vetty Kurnely, “Project Based Learning in English Reading Classroom (A Qualitative Case Study of Two Junior High Schools in Bogor),” 2018, 152.

researcher tried to find out the use of PjBL in teaching reading classroom, I in which the teacher must be able to have a beneficial impact on the learners. The conclusion of the previous study is that the PjBL was found to improve the students' creativity, self-directed learning, confidence, and collaborative learning skills. The result of this research suggested to English teacher and other researchers are expected to dig up more information about project based learning and select the materials that were suitable with this model of teaching.

The similarity of the previous study with this research is both of research are same in study about the application of project based learning in teaching English as a Foreign Language, and another similarity between both studies is that both studies uses qualitative research method. However, the difference between both studies is that this research focus on the application of project based learning in English reading classroom, while this research is focused on the application of PjBL in teaching English as foreign languag. Another difference that can be found is that on the previous study, the researcher used the theory of PjBL from Ozdemir, while the researcher uses the theory of PjBL from Thomas.

The third study that is found to be useful for this research is that a study that was conducted by Mirah Setia Dewi in which her title of the study is about "The Effect of Project Based Learning and Learner Autonomy on Students' Speaking Skills". In her study, she investigated the effect of project-based learning on speaking skills of the eighth grade students at SMPN 5 Kuta Selatan. In this study, it had been found out that

there is no differences in students' speaking ability between the students who were taught by using project-based learning and who were taught by using conventional method.¹⁵

The author of the previous research conducted her study by using quantitative research method in which it becomes a main difference between this research and the previous study. Not only that another difference of the previous study is that it was focused on the effect of using PjBL on students' speaking ability, while this study is mainly aimed at analyzing the usage of PjBL in teaching English as a foreign language. Another difference of both studies is that the previous study used the theory from Bell, while the researcher of this study uses theory from Thomas. The only similarity of this study and the previous study is that both studies are using the same variable which is aimed at investigating the PjBL.

¹⁵ Mirah Setia Dewi, Marhaeni, and Ramendra, "The Effect of Project Based Learning and Learner Autonomy on Students' Speaking Skills," *Journal of Educational Research and Evaluation* Volume 3, Number 3 (2019): 139–46.