

CHAPTER I

INTRODUCTION

The background of the study, the research question, the study's objective, its significance, and a definition of appropriate terms are all included in this chapter.

A. Background of study

Teaching and learning are both beneficial activities. A person can learn from teachers, experiences, friends, parents, and others around him by learning. Like learning, teaching allows one to impart knowledge to people around them. Verse 11 of Surah Al-Mujadalah of the Qur'an mentions the benefits of learning.

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

This verse proves that a knowledgeable person will be exalted from someone who is not knowledgeable. Learning and teaching are not just about religious learning. Learning worldly things is also essential to do, likewise, with teaching English language learning.

Students who are studying in the State of Indonesia must master the lesson of learning English. The 2013 Curriculum includes English language study and various competencies that must be attained. In truth, English instruction has long been examined on national school tests. Teachers and students continue to voice their dissatisfaction with learning English, though. According to Megawati (2016), English is a foreign language that needs to be learned in Indonesia. In reality, there are still lots of issues with learning that affect both teachers and students. In the rationale for changing the previous curriculum (KTSP/2006 Curriculum) to the 2013 Curriculum, it was stated that the development of

knowledge and pedagogy in this case neurology, psychology, *observation based (discovery) learning* and *collaborative learning* is one of the reasons for the importance of changing the curriculum. This of course has implications for the learning models used in teaching activities in schools. One of the recommended learning models to use is the project-based learning *model*. This is of course not without reason, because given the superior characteristics of this learning model that is able to accommodate the reasons mentioned above.

The project-based learning model (Project Based Learning) is one of the learning models that can be used by teachers so that teachers automatically use a scientific approach (scientific approach) in their learning. The scientific approach is a learning approach in which students acquire knowledge based on scientific work. Through this scientific approach students will be invited to walk the golden bridge so that they will not only gain knowledge but also acquire the skills and attitudes needed in their future lives. When learning to use this project-based learning model, students can practice inductive reasoning. As a learning model in a scientific approach, project-based learning is very much in accordance with the Minister of Education and Culture Regulation Number 81 A of 2013 Appendix IV regarding the learning process which must contain 5M, namely: (1) observing; (2) asking; (3) collect information; (4) associate; and (5) communicate.

Aside from teachers, additional aspects such as methodologies, models, facilities, and infrastructure contribute to the learning process. Develop the desired competencies, learning models, and techniques is equally crucial. For pupils to participate actively in their learning, teachers might organize them using

learning models. Researchers adopted a project-based learning methodology to encourage and support student creativity in this study.

The learning model is a technique that teachers can use to organize learning more efficiently. If the learning model employed matches the subject matter taught, learning becomes routine, and student knowledge progresses more quickly. The learning objectives are anticipated to be met by teachers and students with the help of their engagement and comprehension of the subject matter. This study aims to learn more about English teachers who have adopted a project-based learning approach. Students must actively participate in the learning process using the project-based learning approach. This learning approach can make it simpler for English subject teachers to adapt their lesson plans to the 2013 curriculum.

Based on pre-observation, the teacher of the 11th-grade classroom use project-based learning with their student. The teacher told the students of 11th grade MAN 1 Barabai to do a video project based on their learning materials, asking and giving an opinion. The students were asked to make groups, the teacher gave three themes about the situation or problem in society, and then the students were asked to choose one based on their group preference.

The fact that English Language Learning is required in schools makes this research significant. National exams have traditionally included English courses as a subject for testing. Researchers and educators can learn more about the efficacy of the project-based learning model in this study. This study also explains how the project-based learning paradigm can assist teachers in creating engaging and simple lessons for their pupils. Implementing the teacher who was sampled

against this model can make it easier for other teachers to find out the effectiveness of this model. In addition, both teacher and student are asked to provide individual opinions about the project-based learning model and the learning process using this model. Project-based learning is also a new learning model that has been widely used in many learning processes.

B. Research Question

The researcher can formulate the issue as follows in light of the background statement above:

1. How is Project-based Learning (PjBL) implemented in teaching English at the senior high school level?
2. What is the student's response to using Project-based Learning (PjBL) in an English classroom?

C. Objectives of the Study

Based on the previous explanation. It may be inferred that the objectives of this study are:

1. To describe the implementation of project-based learning (PjBL) in teaching English at the senior high school level.
2. To identify the students' response of using project-based learning (PjBL) in an English classroom.

D. Significance Research

The study's findings are anticipated to make a significant theoretical and practical addition to the field of knowledge:

1. Theoretical

- a. The results of this study will provide helpful information regarding how project-based learning is implemented and how students respond when it is used in English classrooms.
- b. The results of this study are anticipated to serve as a resource for future researchers who wish to carry out similar research.

2. Practical

- a. For the students

This study considers how it will aid the teacher in informing them about how project-based learning will be implemented.

- b. For the researcher

The researcher will discover new information on project-based learning implementation and teachers' challenges when teaching English at the senior high school level as a result of this study.

E. Definition of Key Terms

Some definitions are included to help make clear what variables are involved in the investigation:

1. Project-based Learning

Project-based learning is a type of learner-centered learning, according to Afriana (2015), and it allows students to engage in meaningful learning. Students learning experiences and conceptions are developed depending on the outcomes of project-based learning.

Grant's (2002) definition of project-based learning as being oriented on the potential for in-depth exploration of worthwhile topics supported Afriana's assertion. Students positively expand their learning by approaching research with challenges and questions that are significant, authentic, and pertinent.

2. English Teaching

Brown (1994) states that "teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand" Learning and teaching are inseparable concepts. According to Arends (2001), teaching is a process that aims to encourage student progress. To teach is to impart information, to instruct, or to train. Creating situations that encourage the use and acquisition of a second or foreign language is how language instruction is often defined. For the student or group of students to acquire the knowledge, skills, or attitude they are learning, it also requires an engaging interaction between the teacher and the students.

3. Islamic High School Students

Islamic high school is the institution that provides Muslim children with an environment in which they can learn and live Islam. In this research, Islamic high school students mean students who learn in MAN 1 Barabai, to be exact in the eleventh grade of IPA 2 classroom.