

CHAPTER I

INTRODUCTION

A. Background of Study

Education is a continuous experiment that will run forever, as long as the existence of humankind. Education is the highest role in making better human resources that can compete in developing science and technology, so education needs to keep improving to be better each day to achieve the maximum result.

Technology has been growing quickly for the past few years. This phenomenon triggers innovations in every field, especially in education. Technology and education undoubtedly influence one another. There is a lot of improvements in technology that assist teacher and students perform various learning activity and achieving certain goals. Technology can shape the new way of teaching, especially the use of new form of teaching methods and learning media.

Adapting current technology is a fundamental in the making of powerful teaching in the modern era. Good learning is learning that prioritizes the use of technology to improve learning outcomes. This aligned with the message from Al-Quran, surah An-Naml verse 29-30:

قَالَتْ يَا أَيُّهَا الْمَلَأُوٓءَلِيَ الَّذِي أُلْقِيَ إِلَيَّ كِتَابٌ كَرِيمٌ ٢٩ إِنَّهُ مِنْ سُلَيْمَانَ وَإِنَّهُ بِسْمِ اللَّهِ الرَّحْمَنِ

الرَّحِيمِ ٣٠

According to Tafsir Kemenag, the verse tells the story of Prophet Solomon and how was the technology is used for the teaching of Islam. Prophet Solomon sent a letter to the Queen using a letter by animal which in this era was considered a sophisticated technology. The Queen referred the letter as noble because it contained ethical, wise, and wisdom utterances. In the later verse, the story is telling about a competition between a Jinn and a knowledgeable person who was at the end winning due his knowledge. Therefore, in the learning environment, Islam suggests to use a good media to communicate and teach students and also use it with wise and ethical. By adjusting with current technology, learner will be more engaged and connected with the lesson.

Learning media take a big part of students learning accomplishment. By using the suitable media, it will encourage students to more engage in the learning process, as well as facilitate students to understand the materials. Pribadi (2017) states that in making decision choosing the suitable media, it is important to focus on these aspects: Accessibility, Cost, Technology, Interactivity, Organizational change, Novelty, and Speed.

The implementation of learning media greatly influences students to be more responsive while learning. This makes learning process quality increases to be more effective, more active, and creative while using learning media. As well as powering student interest and motivation in learning. For such importance the learning media is, teacher skills are required not only for their professionalism and competency in their field, but also their ability to

utilize and improve the learning media, and are able to improve learning achievement in accordance to competency standards, basic competencies and indicators.

The vast majority of young students nowadays are exposed to internet and technology. Many aspects of their lives can't be separated to technology devices, specifically smartphones. Out of various technology devices such as computers and laptops, smartphone is the most simple and accessible for students to master. By using smartphone, students access social media to interact and exchanging information with their friends and watch current trends in the internet. One of popular social media apps for the past few years is Instagram. This platform provides users the freedom to make content. This familiarity must be taken into the good hands of a teacher. Teachers can utilize smartphones as a learning media where student can perform their tasks and achieve their learning goals.

Beside sophisticated learning media, the important aspect that teacher also need to consider is the right learning approach or teaching method. With the appropriate learning approach, students will easily engage on the lesson the teacher delivers. Astawa et al. (2017) explain the teachers' role as facilitators, the teacher should provide opportunities for collaborative work and authentic tasks which enhance students' problem-solving skills.

The globalization and digital era, to a certain degree, shift the focus in the learning process. Students are not always the ones who sit and listen. Assisted by technology, students are more confident and independent these days.

Moreover, the current educational system encourages students to perform tasks on their own, make decisions, and use their prior knowledge for solving the problem. Hence, the teacher needs to adapt to this situation by implementing a suitable learning approach that facilitates these students' characteristic.

Project-based Learning (PjBL) is a learner-centered and focused approach which most likely suitable with current students' characteristic. This approach put students as the prominent roles and encourage them to be more active and creative. As Astawa et al., (2017) argue that a successful execution of PjBL in the classroom is able to increase students' motivation by being fully involved and engaged to the learning activities. Asfihana et al. (2021) state a similar idea that modern students tend to have a strong connections between their learning and technology experience especially in PjBL environment. Haryati (2017) also add that PjBL motivates student to be more communicative with friends. Students share and work together on problems they found. In case of adaptation to technology, Calvin et al. (2018) found that project-based learning build student's confidence in embracing technology.

Despite of the advantages of PjBL has, there is only small amount of teacher using this approach in their class, especially in junior high school. This method is well-known for its difficulty to handle, mainly due to its time-consuming process. Habók & Nagy (2016) discovered that PjBL is a highly time-consuming activity and requires great attention to detail. Teachers need

to allocate more time and effort to assess students work. Technology arguably is the best choice to overcome this problem. Teacher can observe students' progress through internet or social media.

7th grade English class of MTsN 3 Hulu Sungai Selatan, since the beginning of work from home due to COVID-19, has been using PjBL in English class. Teacher utilizes internet and smartphone devices to provide students with learning materials. By using their prior experience with smartphone, students carry out their tasks and project through smartphone apps. Due to the familiarity of working on smartphone or any other tech devices, the teacher and students continue utilize smartphone in the class.

In teaching English in Junior high school, some fundamentals need to be introduced, for example in enriching students' Vocabulary. Most Indonesian young students encounter English as a lesson at a late age. This is because the Indonesian Education Minister regulated English only as an additional lesson in elementary school instead of the main course. Hartin (2017) said that English in elementary school becomes an additional subject. The existence of English is adjusted according to the needs of each institution. So that every school at the elementary level can choose whether to include English or other subjects such as the local language.

The researcher is interested to dive more into the process of the learning activity. In this study, the researcher will collect and observe how PjBL was implemented in the 7th grade English class of MTsN 3 Hulu Sungai Selatan

by examining from the planning phase until evaluating the learning process, to find factual and accurate results.

B. Definition of Key Terms

There are several key terms in this research. The researcher decides to elaborate on some important terms to avoid double meaning and keep the perspective on the same page. They are:

1. Implementations

In this context, the implementations refer to the learning process of Project-based learning in the 7th grade English class of MTsN 3 Hulu Sungai Selatan. The term is containing the planning design of the lesson until the evaluation of the end product.

2. Project-Based Learning

Project Based learning refers to a learning method that is used by the English teacher in the 7th grade of MTsN 3 Hulu Sungai Selatan. This method is student-centered learning where the teacher's role is as the facilitator. The goal of this learning method is to create an end product that reflects students' ability in adapting and combining their prior knowledge with the instructions or problems.

3. Instagram carousel

The term refers to the feature of a smartphone app called "Instagram". In Instagram App, users can post photos or videos which will appear in their profile. The carousel feature is allowing the user to combine several photos or videos in a single post. To access all the

photos or videos in the post, the user needs to open the post and swipe to the left. Post which contains several photos or videos is indicated by a three-layered-papers symbol in the up-right corner.

C. Research Question

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

1. How is the implementation of Project-based Learning using Instagram Carousel to Learn English?
2. What are the challenges of implementing Project-based Learning using Instagram Carousel to Learn English?

D. Objective of Study

Based on the formulation of the research questions, the objectives of the study are:

1. To describe how the implementation of Project-based Learning to learn English using Instagram carousel is, in the 7th grade English class of MTsN 3 Hulu Sungai Selatan.
2. To identify challenges of the implementation of Project-based Learning to learn English using Instagram carousel is, in the 7th grade English class of MTsN 3 Hulu Sungai Selatan.

E. Significance of Study

In this study, it is expected that the results of the study can provide the following benefits:

1. Theoretical Benefits

Theoretically, the benefits of the results of this study are expected to provide information about the use of social media features "Instagram carousel" as a learning medium in the network during the Covid-19 pandemic and are expected to be used as a reference for further research.

2. Practical Benefits

a. For the researcher

The results of this study are expected to add insight into knowledge and experience which is very important in describing the implementation of Project-based Learning using Instagram carousel in the 7th grade English class of MTsN 3 Hulu Sungai Selatan

b. For students

The results of this study are also expected to encourage students' enthusiasm to be more active in English learning class, as well as train students to use and involve technology in learning activities.

c. Teachers

The results of this study are also expected to provide input and increase knowledge about the implementation of Project-based Learning to learn English using Instagram carousel, as a comparison material in improving the quality of education, and can be used as consideration for teachers in choosing an effective approach and media to use.