

CHAPTER I

INTRODUCTION

A. Background of the Study

Education has a major contribution in creating intelligent and moral individuals, including during the pandemic where all learning activities are carried out formally. Education is something that is specifically planned to prepare students to be more productive and have readiness to face high competition in the future in a competitive and professional manner. The education system implemented must reflect the process of humanizing humans; which means that students are given the opportunity to learn to actualize their full potential into professional abilities. Related to the education system, the role of the teacher is also very important which in the development of learning the teacher is able to provide optimal learning even in a situation where all learning activities are carried out in formal education.

Formal education is an organized education model, structured and administered by laws and norms, and subject to strict curriculum objectives, methodology and content. Generally speaking this form of education involves the instructor, students and the institution. Participants in formal education are expected to attend classes, subject themselves to assessment that is meant to take learning to the next stage and it results in the attainment of diplomas and degrees (Todaro, 1995). Unfortunately this system blames students for failures but it takes no account of students' standards and subjectivities. Additionally, students –in most cases-fail to be active participants in the learning process. The teaching methodology is not creative, it fails to consider basic learning principles and the personal growth objectives of students are neglected (Dib, 1988). The method used is Project-Based Learning (PjBL) with the application of a scientific approach in the formal education learning process.

Project Based Learning (PjBL) is a teaching method which is considered has different characteristics than conventional. PjBL is a teaching method which is based on student centered learning. Project-based Learning (PjBL) is one of the methods recommended to be applied. PjBL refers to a method

allowing “students to design, plan, and carry out an extended project that produces a publicly exhibited output such as a product, publication, or presentation” (Patton 2012). Through PjBL, the learners are engaged in determined communication to complete authentic activities (project-work), so that they have the chance to practice and use authentic language in a natural context (Fragoulis, 2009). Also, Fauziati (2014) mentioned that PjBL allows the student to work on the project that gives the students chances not only to learn and practice English but also to develop varied important skills such as teamwork, critical thinking, and presentation.

Project-based learning (PjBL) is learning designed for complex problems, emphasizing long learning activities, assignments given to students are multidisciplinary, product-oriented (Guerra and Kolmos, 2011; Mihardi et al., 2013). Learning that can help students to be orderly have creative thinking, problem solving, and interaction and assisting in investigations that lead to solving real problems is PjBL (Huang et al., 2010; Nucci et al., 2014). PjBL can stimulate motivation, process and improvement student learning achievement using problems related to certain subjects in real situations (Syakur et al., 2020; Syakur and Rakhmawati, 2014).

In learning English, students must be able to produce and understand spoken and written texts in four skills, namely listening, reading, writing, and speaking. Each skill has its own role to build students' ability to learn English. In learning English, these skills reinforce and support one another. In the early stages of learning English so that students can master the four skills of listening, reading, writing and speaking.

Writing has become a problem for students in high school. the problem faced by students is the lack of developing ideas and vocabulary (Natalia, 2016). So that students experience difficulties in developing the ideas they will write and lack of vocabulary that will refer to the topics they will write about. Since writing is a complex activity, students tend to find writing difficult and it makes them bored in writing class. This is a challenge for teachers how to make students competent in writing. It has a mission to increase student participation during the teaching and learning process. PjBL

is rooted in the process of inquiry, students can: solve problems during learning, make decisions in their learning, and have scientific actions so they can think and act critically (Ndraka, 1985:20).

Based on this research, the researcher focuses on the effect of Project Based Learning-based learning that is happening in formal education. So the researchers conducted a study entitled **“The Implementation of Project-Based Learning During the Learning Process at SMA Negeri 2 Sukoharjo”**

B. Limitation of the Study

Based on background of the study the researcher is limited the implementation of project-based learning during the learning process only to used by english teacher of eleventh language- grade at Sma Negeri 2 Sukoharjo.

C. Research Question

Based on the above background, the researcher asked several research questions as follow:

1. How does teacher implement project based learning during the learning process at SMA Negeri 2 Sukoharjo?
2. What are the problems faced by the teacher in implementing project based learning in learning process at SMA Negeri 2 Sukoharjo?
3. What is the perception of the English teacher in implementing project based learning in learning process at SMA Negeri 2 Sukoharjo?

D. Objective of the Study

Based on the research question, the objectives of the study are as follow:

1. to know the implementation project based learning during the learning process at SMA Negeri 2 Sukoharjo,
2. to find out the problems faced by teacher at the implementation project based learning during learning process at SMA Negeri 2 Sukoharjo, and

3. to find out the perception of the English teacher in implementing project based learning in learning process at SMA Negeri 2 Sukoharjo.

E. Benefit of the Study

Benefit of the study focuses on the theoretical benefit and practical benefit.

1. Theoretical Benefit

Reseachers hope that the results of this study can be used as reference in in developing the implementation of project-based learning theory and a refference for studying and references in learning about project based learning.

2. Practical Benefit

Researcher hopes that the results of this study can provide benefits for researchers and readers. For researchers, this research will help to become better analysts and can be a future reference on implementing project based learning.

For readers, this research will help readers find specific details or sources about based learning projects. If the reader is going to do similar research, the researcher hopes that the reader can use this research as a reference. Researchers hope that this research can enlighten readers about project based learning.