

CHAPTER I

INTRODUCTION

This chapter describes the background of the research, the formulating of the research, the objective of the research, the significance of the research, the scope and limitation of the research, and the definition of the key term.

A. Background of The Research

Teaching English in the 21st century comes with its own set of challenges. A teacher does not only teach and pay attention to the students skills, such as reading, writing, listening and speaking, but also helps, facilitates, and encourage students to have enthusiasm, good attitude, and motivation towards English. Furthermore, teachers have to understand what students learn, how and why learning could influences them, how lesson could be beneficial for them in the future (Derakhshan, 2015). Hence, language teaching requires teachers to teach students to develop both academic and personal abilities.

In Indonesia, English being a foreign language. According to Khan (2011) teaching English as a foreign language is deminding task when it comes to the place were English serves limited exposure. So that, Indonesia people find difficulties in learning English. According to Tambunsari & Galingging (2021) in there are three general problems to learning English; the teacher had an uncomfortable attitude, the teaching methods from the English teacher is passive, and the English teacher does not have enough knowledge in English.

Based on that problem, one of teaching method can be used to encourage students learning English is project based learning (PjBL). PjBL is defined as a learning strategy which is organized around project (Bell, 2010). Thomas (2000) stated that PBL is a model that organizes learning around project which are complex tasks based on challenging questions or problems. From some studies were conducted, in Kavlu (2015) PBL were applied and found that there was a significant positive improvement in the class using PBL as the teaching method.

Teaching English in this era are used in *Merdeka Curriculum*, the *Merdeka Curriculum* is expect to be able to respond to the rapid globalization that has entered the 21st century. The need education is no exception, including English subject which are the needs of the community, especially students. The implementation of *Merdeka Curriculum* in teaching English requires a lot of process, time, and readiness which cause some changes in the learning system. It is carried out as comcomfortably as possible in order to facilitate the process of interaction between teachers and students (Sari, 2023).

In *Merdeka Curriculum* is suggest to apply project based learning (PjBL) to support characters development in accordance with the *Pancasila* student profile. The goal of PjBL to familiarize children with using existing knowledge and implementing it in project learning activity. Students can also solve problem that exist within themselves or problem that exist in their environments (Aisyah, 2009). In the implementation PBL, students will be faced with challenging tasks, which require them to

have ability to solve problems, make decisions to complete their products within the specified time (Pearlman, 2000), in line with Boaler (2002) that PBL can make students more responsible for learning.

Combain the problem of learning English as a foreign language and learning model by project based leaning in merdeka curriculum hope that students can easier study English and helps them to master English. Thereby, this research is conducted in School-Based International Standard, SD Islamic International School PSM Kediri. This school implements the English as a working language program. Therefore, students are required to be able to master English.

Various relevant studies that have been conducted related to the *PjBL* in teaching speaking. A research from Sari (2023), disucusses the implementation of project based learning in teaching speaking. In this study was explained the implementation of *PBL* in teaching speaking, the problem, and the solution .

Furthemore, research conducted by Lutfiyanto (2022), regarding the teaching writing skill using project based learning, the goals, the materials, and the steps of teaching writing skill.

In other previous study was write by Anggreani (2022), examine the effect of projevt based learning in teaching Writting. This study discover the students' enhancement in writing descriptive text before and after using project based learning. The result of the study showed that teaching using project based learning in teaching writing descriptive text can improve their writing ability.

In similar previous study was done by Wulandari (2022), discuss about an analysis of project based learning implementation that involve 21st century skill in teaching English. The result of the study are project based learning implementation is carried out through three steps, pre-activity, main activity, and post activity. It also explain the challenge faced by the teacher, such as the lack of the student interest in learning.

The other previous study was finished by Siska, Rusli and Suaib (2022), discuss about analysis of project based learning method during the pandemic covid 19. It was conducted to describe the teachers process of teaching English by impelenting project based learning method. The result showed that project based learning the teacher apply four steps; creating a set schedule, monitoring student's project, assessing student's outcomes, and evaluating student's experience.

Study by Ardiansah (2023), regarding a study of project based learning (PjBL) model and English conversation gambits in classroom speaking practices. the study aims to determine the effectiveness of contemporary teaching model of project based learning in using english conversational gambits as language material which focuses on improving student speaking skill.

Furthemore, Armas Nur Aeni and Fitri (2023), discuss about the application of project based learning in speaking class. This study aims to describe the application of project based learning in speaking class. The result is the students speaking skill and learning motivation have increased

after the application of the project based learning method in the extensive speaking class.

The next previous study discuss about implementation of project based learning in improving critical thinking skill in early child hood. This study investigate the implementation of project based learning as a mean to improve critical thinking skill in early childhood. The research finding so that PjBL has proven to be an effective approach in improving early chilhood critical thinking skill, Hatuwe, Nurul and Okta (2023).

Hanifa, Nadya and Hatima (2022) examine implementation of project based learning in the life skill. This study aims to determine the implementation of project based learning. The result of the application of project based learning and the inhibiting and supporting factors for the application of PjBL learning.

Study by Amalina, Auha and Yuli (2023) explain about teacher perception towards project based learning in teaching english to younglernes. The result showed that the teacher used PjBL and its bring a possitive impact to younglerness language acquisition. The study also mention students get engage with the real world, being self regulated learness motivated collaborative critical and communicative.

The purpose of this study is to examine the teaching English by using project based learning and to a certain the implementation of project based learning have positive impact to the students and the teacher. Therefore, the title of the present study is “The Implementation of Project

Based Learning in Teaching English for Fifth Grade Students of Islamic International School PSM Kediri”.

B. Formulating of The Research Question

1. How is the implementation of project based learning in merdeka curriculum for teaching english at SD Islamic International School PSM Kediri?
2. What are the weakness and strength from the implementation of project based learning in merdeka curriculum for teaching english at SD Islamic International School PSM Kediri?

C. Objectives of The Research

1. To investigate the implementation of Project Based Learning in Merdeka Curriculum for teaching English at SD Islamic International School PSM Kediri?
2. To ascertain the weakness and strength from the implementation of Project Based Learning in Merdeka Curriculum for teaching English at SD Islamic International School PSM Kediri?

D. Significane of The Research

The findings of the study will be useful and provide additional knowledge to teachers, students, readers, and future researchers. Teachers can get information about the weakness and strength from the implementation of Project Based Learning in Merdeka Curriculum for teaching English at SD Islamic International School PSM Kediri, which can be a reference for teachers to use project based learning as one of the English teaching model. Students can be motivated to learning English in

easy and fun way by using project based learning. This study can also be used as a reference for readers or future researchers.

E. Scope and Limitation of The Research

This study uses descriptive qualitative. In order to avoid misunderstanding, this research focused on investigate the implementation of project based learning in *Merdeka Curriculum* for teaching English at SD IIS PSM Kediri, the procedures, the purposes, and the students' perception towards it.

F. Definition of Key Terms

1. Project based learning

Blumenfield (in Arifin, 2013:7) defines Project Based Learning as a comprehensive approach to classroom teaching and learning that is designed to engage students in the investigation of authentic problems.

2. Merdeka Curriculum

The National Education Standards Agency, or BSNP, defines a Merdeka curriculum as one with a varied intracurricular learning component and better content to provide students the opportunity to hone their skills and explore ideas. The instructor is able to select from a wide range of instructional resources during the teaching process in order to customize instruction to the requirements and interests of each student. The Minister of Education, Culture, Research, and Technology (Mendikbud Ristek), Nadiem Makarim, introduced the curriculum, or Merdeka Belajar program, as a means of assessment for enhancing the 2013 curriculum.

3. Implementation

Implementation means the act of making something that has been officially decided start to happen or used (*Oxford Dictionary Advanced Learner's*). In this research, implementation means the act of making Project Based Learning that has been officially decided to be used.