CHAPTER I

INTRODUCTION

1.1 Research Background

Education is an essential part of human/people life that must be obtained to help humans prepare for a better future. Besides that, people say education is one of the demands in life and is believed to help the community in future. Nowadays, everyone is required to get proper education because it is essential for their future. According to PERMENDIKBUD Number 19 (2016), children in Indonesia must carry out universal secondary education or pilot compulsory education of 12 (twelve) years. One of the government's programs is "Indonesia pintar", which was implemented by the government to make education equal and mandatory for Indonesian children.

Further, related to education, English is one subject that has been put into the curriculum. English is a Lingua Franca in which English is utilized as a contact language between individuals whose first language was not English, so English is an important subject that should be taught at school as early as possible. According to Aedi & Amaliyah (2016), learning English can be learned from elementary school and kindergarten. In this case, English is an essential subject for students, children, and even adults. Further, Alsayed (2003) said improving foreign language teaching is based on understanding how the language learning process can improve students' understanding to become successful language learners. Moreover, English is essential to be taught in education because globalization requires students to be able to use English to communicate with others.

Currently, education in Indonesia uses the 2013 Curriculum as the newest curriculum. The curriculum of 2013 is the national curriculum designed to improve the quality, knowledge, and skills of

education in Indonesia in terms of science (Zulhernanda, 2018). According to Padmadewi et al. (2017), The 2013 curriculum is a curriculum improvement from the previous curriculum which is considered to be developed for the better, namely KTSP curriculum (Education Unit Level Curriculum). In addition, the 2013 Curriculum is a product or tools of an educational change in the 21st century education. Therefore, the curriculum was developed to solve several cases in Indonesian education. The 2013 curriculum, in terms of concepts is the inclusion of core competencies (Core Competencies), namely KI-I (attitudes), KI-II (social), KI-III (knowledge), and KI-IV (skills). Kurniawan (2017) explains the 2013 Curriculum, better known as K-13, using the Scientific Approach. According to Padmadewi et al. (2017), Scientific Approach expects students to be more active, think critically, and find concepts of specific topics through cooperative learning during the teaching and learning process. Furthermore, to realize the quality of students' skills in critical thinking, problem-solving, collaboration, and innovation, 21st century education is essential to implement. As we know, 21st century education encourages students to have 6C skills, including communication skills, collaboration, creativity, critical thinking, computational logic, and compassion.

The 21st century learning is a pattern of education used in Indonesia. The design is no longer teacher-center but student-center. As we know, 21st century education emphasizes that students can think critically and independently in facing the demands of the development of science, technology, and art. The 2013 curriculum mandates active learning outside the classroom through scientific approaches such as inquiry learning, discovery learning, problem based learning, project based learning, and cooperative learning (Sudarmin, 2016). On the other hand, this curriculum is designed to emphasize the creativity and morality of students. Students are required to develop their creativity through several classrooms or environment learning activities. They do class projects cooperatively, study together, discuss critically,

communicate, and others. The purpose of the teaching and learning process based on the 2013 curriculum is to achieve balanced learning objectives in the cognitive, affective, and psychomotor domains.

Project based learning, known as PjBL, is a learning model where students center the learning process (Boondee, Kidrakarn, & Sa-Ngiamvibool, 2011). PjBL is believed to encourage students toward 21st century educational skills, namely communication skills, collaboration, creativity, critical thinking, compassion, and computational logic. PjBL is an approach where collaboration between students is needed to find and build their knowledge through active learning, which is required for the present and future eras (Alsamani, 2015). According to Solomon (2003), Project based learning provides a learning process through real-world experiences so that students can critically think, solve problems, work cooperatively, find their learning resources, find information, and evaluate their findings. This learning model can motivate and involve cooperation and communication (Sawamura, 2010). This learning model can strengthen students' ability to learn new knowledge in publications (Klein et al., 2009:8). The teacher is a facilitator who prepares everything needed in the learning process (Trisdiono, 2014).

Several studies have been conducted on implementing project-based learning in the teaching and learning process. Simpson (2011) researched and investigated whether Project based learning could improve students' English skills, learning abilities, and confidence in using English for everyday use. The results showed that Project based learning improved students' learning abilities, namely teamwork and higher-order thinking skills. Poopon (2011) also researched the application of project based learning in the teaching and learning. This research focuses on how teachers apply to implement PjBL and what challenges teachers face while implementing learning using the PjBL perspective. The results showed that teachers believed implementing Project Based Learning improved their English language skills and

critical thinking. Two previous studies revealed that PjBL benefits English teaching and the learning process. On the other hand, PjBL also demonstrates 21st century educational skills, as shown by the previous studies above.

Based on the previous studies above, it can be seen that there are advantages and disadvantages for both students and teaching staff in applying the Project-based learning method. According to Pompon (2011), PjBL is very different from traditional instruction in that this learning model emphasizes student-centred learning activities, disciplining students, and making students do group work. In addition to the benefits found in implementing project based learning has several difficulties stated by Pham (2018); if Project based learning is applied in large classes, teachers will have trouble increasing motivation. The second teacher has a problem making students concentrate on assignments. The teachers have difficulty helping students to connect new content with previous lessons. He also said that it might be challenging to negotiate and conduct group discussions if students did not have experience working in group greetings. If teachers are accustomed to traditional classrooms, where teachers play an essential role in this learning, it will be a difficult transition for teachers to implement project-based learning. Based on the observations when carrying out pre-observation (PPL awal) in one of the schools in Gianyar. It was revealed that most teachers still use the lecture system (traditional intrusion) to teach students in the teaching and learning process, they are also not innovative in teaching their students. Teachers teach students without rules or planning. For example, the teacher gives an assignment and then leaves the class. Based on these problems, project-based learning is a belief based on previous studies that can be an effective teaching method that accommodates the teaching and learning process to run effectively. Therefore, researchers are interested in analyzing how teachers implement project-based learning based on 21st century education, especially in the teaching and learning process

of English at SMA Negeri 1 Tegallalang. Then also analyze the challenges faced by the teacher in teaching English using skills-based project-based learning in 21st century education.

1.2 Identification of problems

The development in the field of education is currently fast. The application of future-oriented education systems is also widespread. However, most teachers still use the lecturer system to teach students in the teaching and learning process, and they are also not innovative in teaching their students. On the other hand, the learning process must accommodate the skills of 21st century, namely communication, collaboration, creativity, critical thinking skills, computational logic, and compassion. Therefore, project based learning is an effective learning model that can accommodate skills education where students are the center of the learning process. Project-based learning also provides a learning process through real-world experiences so that students can critically think, solve problems, work together, find their learning resources, find information, and evaluate their findings. Regarding this issue, project-based learning needs to be investigated and how they used in the classroom interactions based on 21st century education.

1.3 Research Questions

1. How does the teacher implement Project-based learning that involves skills of 21st century education?
2. What are the challenges faced by the teacher in teaching English using Project-based learning based on 21st century education skills?

1.4 Research Objectives

Based on the research questions, the objectives of this research are:

1. To analyze the implementation of project based learning that involves skills of 21st century education at SMAN 1 Tegallalang.

2. To analyze the challenges faced by the teacher in teaching English using project-based learning based on skills in 21st century education at SMAN 1 Tegallalang.

1.5 Limitations of The Study

This research aims to analyze how teachers implement Project based learning which involves 21st century education skills. The learning material used is Class 10 Advertisement at the senior high school level. Then, analyze the challenges teachers face in teaching English using skills-based project-based learning in 21st century education. This study took place at SMAN 1 Tegallalang. The subject was an English teacher who taught English and 10th grade science students. Project-based learning is used by English teachers in the teaching and learning process as the object of this research.

1.6 Significance of the study

Theoretical significance

This research is expected to support theory project-based learning in 21st century education. In addition, this research is expected to be useful for teachers in introducing, developing, and implementing project based learning based on skills in 21 century education.

Practical Significance

1. For teachers

    This research is expected to provide information to apply project based learning based on skills in the 21st century of education carried out in high school. In addition, it can find out the challenges of the teacher in introducing and implementing project-based learning for students.

2. For students

    This research is expected to support students learning by promoting project based learning. As a result, students are more active, think critically, and find conceptual topics through

cooperative learning during the teaching and learning process. Therefore, students can improve their abilities in productive skills, and the results are expected to equip students with knowledge and materials for students.

3. For Other Researchers

For other researchers, the results of this research are expected to provide examples of learning applying project-based learning. Effective learning offers excellent benefits and information about project-based learning so that other researchers can conduct better research on using project based learning that involves 21st century skills.