

CHAPTER I

INTRODUCTION

the researcher shows the introduction, problem identification, research limitation, statement of problems, research subject and object, and the research's significance on this chapter. This was explained as follows:

1.1 Research Background

Teaching English is one of the challenges for the teacher; English Instruction in the school can give students a professional life to access global information. According to Dutta (2020) English is the most used language and has become the second language of many countries. Therefore, giving English instruction in vocational schools is essential and relates to the government programs' purpose. Vocational school is a program that prepares students to be professionals working in the future. According to Mulyah & Aminatun, (2020) Teaching in vocational schools is required to provide different knowledge in terms of materials, methods and learning strategies. The students' ability in English learning depends on how the learning occurs. It means the teacher should be creative and design the learning process based on the students' needs. The vocational school teacher needs to care about student improvement in the learning process. According to Pertiwi & Pusparini, (2021), in Indonesia, the government raised vocational schools to develop good attitudes to improve human resource quality and prepare them for social life, politics, and economic demand. Therefore, both of the process of learning in vocational and regular school is quite different with how the teacher teaches and gives instruction more

valuable. In addition, as stated before, the vocational school aims to prepare human resources to have a good attitude in the real world to face the challenge in job life.

Moreover, in vocational high school, they do more practice than theory based on the statement before. That's why, the teacher on the educational system should give practice more than theory to increase students' abilities in learning English properly. Based on the previous statement, teachers must give relevant teaching strategies or models to achieve the study's goals. Additionally, implemented a strategy for students, is challenging for the teacher because the teacher has to know about their students' needs and learning goals because suitable learning models are essential to increasing students' abilities and skills. The strategy has to give a good attitude for students because the level of students' attitude in the learning process is essential to know how the teaching models affect students' improvement.

According to the current statement, teachers should teach students with relevant models. Therefore, project-based learning can be the solution to increasing students' abilities to learn English. Besides that, according to Sirisrimangkorn, (2018), on the definition, project-based learning is the model of learning to build students' quality to be ready to face real-world situations and practically increase students' knowledge. Moreover, Hidayah et al., (2021) stated that PjBL approach is an inquiry-based learning strategy to involve students in building knowledge and developing products in the real world. This model allows students to improve and explore their selves.

Based on the statement from Igamawati Giawa, (2022) the characteristic of PjBL is learning with a student-centered technique. In addition, Students have the opportunity to control their work, and the learners can represent their knowledge in the project. The course should stimulate the students to increase their ability, and it has to sustain inquiry, reflection, and critique on their revision process. Lastly, the students have a voice and choice in the learning process. Therefore, this teaching model was suitable for students in this era because this model's related to today's educational system in Indonesia.

Nevertheless, learning in implementation of project-based is the new interactive instructional approach used in classrooms to inspire and motivate students. Teaching with a model is one of the efforts that students must carry out under the goals achieved in the learning process. Several stages need to know in the implementation of PjBL for students. Sutirman,(2013) states that as a teacher, there are several stages to implement PjBL for students, such as orientation, Design, production, and evaluation. Therefore, this strategy uses a student-centered learning system, so students are the main success factor in this learning. In this model of the learning strategy, the teacher is the facilitator for students. Therefore, the teacher allowed students to explore their abilities and skills.

The engagement of the learning model with project-based learning can show from the level of students' attitudes. Students' attitudes are the main issues in the learning process. According to Susanti, (2019), attitude is the factor that influences the environment of teaching and learning it also builds students' behavior in the learning process. In addition, students' attitudes toward learning

English essential to increase their learning abilities and knowing how they respond to the learning process. In students' attitudes, several concepts set the attitude, and those are cognitive, affective, and behavioral. Paris & Rafiq, (2021) states that three components of attitude are based on the attitudinal aspect, each related to the students' engagement in the learning process. Therefore, this study searches how the implementation of PjBL method with students' attitudes, especially in the vocational school.

In the research conducted by Sirisrimangkorn, (2018), the researcher on this study conducted research on the implementation of project-based in learning students speaking skills with the subject of drama. In this study, there were three stages used in implementing PjBL. On the first stage, teacher conducted planning. In the planning stage, the teacher discusses with the students the project's purpose, and the students are allowed to divide into groups in the class and discuss and share their ideas and their level of language ability. In the second stage is implementation. In the implementation stage, students can divide the roles and characters as agreed. The role of the teacher at this stage is very important because the teacher must support and act as a facilitator when students cannot reach a joint decision. And finally, in the third stage, namely evaluation and presentation. The final product of this project-based learning implementation is a drama performance performed by each group using English as agreed. Each group performed with the elements of drama, at the same time, the teacher assessed the student's speaking skill. The project-based learning that implement on this study explicitly improves students' ability to make decision, communication, collaboration, critical thinking, creative thinking and reading

when reading script, confidence, and so on. On the other hand, in this study, some students were a little nervous when performing drama, and there were still students who were not maximized in using their abilities.

In research conducted by Bakhtiar, (2020), project-based learning model was implemented to improve speaking skills in students at vocational schools with subject recount text. In this study, the implementation of PjBL, the teacher applies five stages in three meetings. The teacher conducted orientation, design, and planning in the first meeting. In the orientation stage, the teacher gave important questions and video examples to stimulate the students. In the second stage, the teacher designed the project by providing instructions and discussions about the project with the group. In the next stage in the first meeting, the teacher gave instructions to allow students to plan their project. The teacher also gave goals for this learning. In those three stages, some students' skills have been developed by the teacher, and there were skills to find information, students' choice and voice, collaboration, communication, and critical thinking skills. However, the researcher stated that some students lost focus in the discussion. Next, at the second meeting, the teacher conducted stage monitoring of students, and the teacher, as a facilitator, controlled the progress made by students. At this stage, students allowed to continue planning and finding information about the project and conducting discussions with the group. At this stage, the researcher revealed that students developed the skills of making decisions, seeking knowledge, collaborative, critical thinking, self-learning, motivation, and response. On the third meetings, the teacher implemented the evaluation and presentation stages. At this stage teacher allowed students to perform the

project's results that was planned previously. Together the teacher and students gave comments and feedback to the group, reflecting on the teaching and learning progress. Students develop speaking, communication, collaboration, and other skills in this stage.

After looking at the two previous studies, the researcher can conclude that the teacher implements project-based learning in several stages to achieve maximum results. In both studies, the researcher saw that teachers used different stages for project-based learning implementation. In a study from Sirisrimangkorn (2018), the researcher showed that the teacher used stages to implement PjBL, such as (Planning, Implementing, Performance/presentation, and Evaluation). However, the study from Bakhtiar, (2020) the researcher showed that the teacher used stages as the implementation of PjBL, such as (Orientation, Design, Planning, Monitoring, presentation and Evaluation). Moreover, from those stages, the teacher purpose was to improve students' skills, abilities, motivation, learning responses, and learning outcomes based on the goals of the learning process.

Based on the primarily observation at SMK N 2 Singaraja, teachers used different methods, strategies, and media to teach their students. On the observation, When teacher implemented project-based learning, the teacher implemented project-based learning by using the subject of procedure text, and video was the project result or the product. In this study, the researcher found differences between the students' attitudes. Some students seemed unenthusiastic and lacked student focus in the learning process, such as talking out of the topic, singing during the discussion, and playing with handphones, and

there were problems in groups. This issue showed that students' attitude on the affective aspect and behavior was still lacking from some students. On the other hand, there students were more focused and enthusiastic in the learning process towards the implementation of project-based learning, such as dividing the roles of the group, searching for information related to the project, discussing the plan, self-regulating, communicating, enthusiasm in discussion, seemed motivated, and very excited in designing the given project. The researcher noticed that some of these students had a very good attitude in the 3 components of attitude, namely cognitive, affective, and behavior. Therefore, the phenomena of different student attitudes in the process of implementing project-based learning, the researcher is interested in examining how teachers implement project-based learning and how students' attitudes toward the learning process of that model.

1.2 Problem Identification

Teaching students the English language is challenging. Therefore, teachers must use a variety of learning models and can be right on target. In addition, In the implementation of project-based learning models to students also needs to be considered in each stage because the stages in teaching are essential to clarify the purpose of the learning model implementation. Students' attitudes in response to learning models must be considered to implement the learning model effectively. Based on the preliminary observation, the researcher found some differences in students' attitudes toward the implementation of project-based learning in English learning. Some students could not focus on learning, some were less enthusiastic, singing on the discussions, and talking out of the context about the implementation of project-based learning. However, there students

were more focused and enthusiastic in the learning process towards the implementation of project-based learning, such as dividing the roles of the group, searching for information related to the project, discussing the plan, self-regulating, communicating, enthusiasm in discussion, seemed motivated, and very excited in designing the given project. On those phenomena the researcher was interested in investigating how teachers implement project-based learning and how students' attitudes toward the learning process with the model.

1.3 Research Limitation

On the research limitation, the researcher wants to find out how teachers at SMK N 2 Singaraja implemented project-based learning as English language learning and students' attitude towards the implementation of the model in English language learning. In addition, project-based learning is currently the learning model applied by teachers at SMK N 2 Singaraja to teach students. Therefore, the researcher is finding out about how teachers implement PjBL and students' attitudes towards the implementation of project-based learning.

1.4 Statement of Problems

In this study, the researcher has formulated two research question to guide the study as follow:

- 1) How was project-based learning implemented in English instruction at SMK N 2 Singaraja?
- 2) How were students' attitudes when Project-based learning was implemented in English instruction at SMK 2 Singaraja?

1.5 Research Objective

In this study, there several objective needs to figure out in this research, as follows:

1. General Objective

From the objective, the researcher aims to investigate the implementation of project-based learning in English instruction and the students' attitudes toward the implementation of project-based learning in English classes.

2. Specific Objective

From the specific objective, the researcher aims:

- 1) To observe the implementation of Project-Based learning in English instruction at SMK N 2 Singaraja
- 2) To investigate the students' attitudes when project-based learning was implemented in English instruction at SMK 2 Singaraja

1.6 Research Significant

1.6.1 Theoretical Significant

This research is expected to benefit people who want information about how teachers implement project-based learning and students' attitude towards the model in SMKN 2 Singaraja.

1.6.2 Practical Significant

a) For Teacher

This study can help the teacher know students' improvement on their skills, abilities, and knowledge and their attitudes toward the implementation of Project-based learning.

b) For Students

From this study, the students know the purpose of implemented project-based learning in English instruction. Hopefully, the students learn more about the benefit of learning through projects than other strategies.

c) For Researcher

This research helped the researcher determine how project-based learning is implemented and students' attitudes toward the learning process, and it can be used as a learning model for the future.

d) For Reader

This study helped the readers understand how project-based learning was implemented. This also gives the readers a reference for their knowledge.

