

CHAPTER I

INTRODUCTION

1.1. Research Background

The more advanced the world's growth, the more the world is confronted with the Coronavirus pandemic, also known as Covid-19, which has a significant impact on all levels of education worldwide. Because of the pandemic, the learning process encountered numerous obstacles and challenges, ranging from student activities that were not permitted to conduct face-to-face learning. As a result, our government is taking steps to implement online-based learning activities as a temporary substitute for teaching and learning activities. In this case, the process of teaching English is aided by the use of learning models that can motivate students to improve their English skills, one of which is the "Model Technology Based Project-Based Learning." Given the benefits of the "Project-Based Learning Model," which can drive students to create a project or authentic work that can develop their abilities, using this model is the best approach for teachers and students to overcome issues. This is consistent with the principles that guided the development of the 2013 Curriculum, which include a scientific approach to teaching and learning, as well as process and product-based learning outcomes assessment through activities such as observing, asking, exploring, associating, and communicating. In foreign language education, more emphasis is currently placed on language production. Students in foreign language programs must be able to listen, write, read, and speak fluently and

understandably in the intended target language. However, for students to achieve those skills, they must be placed in the appropriate learning environment that will enable them to learn and use a foreign language effectively. As a result, teaching language skills has been shown to motivate students to gain proficiency in studying English as a foreign language.

"Project-Based Learning Model" (PjBL) is a learning model that involves students in a project based on a problem, intending to produce real work at the end" and PjBL focuses on student activities such as gathering information and using it to create something useful for their own lives or the lives of others, but it cannot be separated from the applicable curriculum. Nakada et al., 2018 as cited in (Nurhadiyati et al., 2020) The "Project-Based Learning Model" (PjBL), according to Hodgins (2010), emphasizes a student-centered learning model in which students as the subject of learning activities are more independent in completing authentic works as a result of learning. Tresna Dermawan et al. (2008: 30) defined Project-Based learning as a systematic learning method that involves students in learning knowledge and skills through a long and structured inquiry process directed at authentic and complex questions, as well as tasks and products carefully designed. According to Mahanal and Wibowo (2009), Project-Based learning generally consists of three steps: planning, creating, implementing, and processing.

Regarding the use of Project-Based Learning. Technology is a good solution to use at this time because of the conditions in the field, which have many demands in the teaching and learning process, on the one hand, the entire community is prohibited from gathering. The use of technology is

currently one of the simplest things to do given the rapidly changing times and increasing media support for the communication process. Weaknesses in current technology use can only be seen in the need for quotas and inadequate networks, as well as electronic devices that not everyone believes they can afford. On the other hand, the impact of distance learning is felt very quickly; people can get the effect of learning anywhere and at any time without having to think about time constraints because distance learning is very effective today when we are faced with different distances and times. However, it should be noted that not all schools make effective use of today's technology. According to Prasetyo's (2020) research, many teachers in several schools are still unable to effectively use technology in their elementary schools because they are constrained by the network and technological tools used when teaching students at school.

Considering the issues that arise, the decision to use PjBL as a means of learning language skills can be viewed in light of the importance of current technology as a medium of learning in online learning. As a result, it is critical to evaluate the success of implementing Project-based Learning with Technology on private campuses, particularly in terms of improving English language skills. Developing an understanding of foreign language concepts for students in their future application as language teachers is considered very important in the English language study program because students will become a milestone for the future of the nation's children. Not many private universities have examined the need for using Project-based learning in the

form of technology to see and demonstrate the effectiveness of using this teaching method in improving language skills.

Project-based learning is very helpful in the process of developing students' language skills, particularly in the area of English, according to the findings of previous research on the topic. This is required so that students can observe, plan, process, improve skills, solve problems, and create products in accordance with the knowledge provided through project-based learning. In the previous study, most researchers only examined the need for project-based learning in elementary school, middle school, and high schools. Additionally, a private university has never been used as a research location for the process of analyzing project-based learning with technology in a conceptual context and the characteristics necessary in teaching language skills subjects.

1.2. Problem Identification

The pandemic situation that began two years ago has had a significant impact on the world of education, including in universities. Due to the pandemic, the learning process encountered several obstacles and challenges, including all student activities that were declared ineligible for face-to-face instruction. However, when an unfavorable situation arises during the implementation of current learning, the use of technology increases due to the use of online features, which are frequently used both in the form of online meetings and the collection of tasks carried out online. In terms of facilities, technology-based learning is quite simple; all we need is an internet connection and a device.

Project-based learning can be used as a method of instruction to boost student motivation for learning during a pandemic through previous study. In addition, project-based learning can be conducted through a variety of platforms, including Schoology, Google Classroom, and face-to-face meetings through Zoom and Google Meet. The learning process of project-based learning can make it simpler for students to explore more resources related to learning through projects. However, many students are still experiencing a learning loss as a result of their inability to properly utilize current technology. In this regard, one of the right and important solutions to be done at this time is the use of technological advances in the teaching and learning process, one of which is the use of Project-Based Learning with Technology in the teaching and learning process to develop students' language skills.

The researcher wishes to carry out a study titled " Project-Based Learning with Technology in Teaching Language Skill Subjects in LPKS Aura Sukma Insani-Tourism and Home Assistance Program: A Need Analysis Study." This study is part of a larger study, and it was analyze the need for project-based learning with technology in the teaching process of language skills subjects in the English language at the LPKS Aura Sukma Insani-Tourism and Home Assistance Program. Researchers chose LPKS Aura Sukma Insani-Tourism and Home Assistance Program as a place for the research process because this school has a program that focuses on language skill development. Furthermore, in previous studies, the process of analyzing technology-based conceptual learning and the characteristics required in

teaching language skills subjects has never taken researched at a private university as the location for research. The purpose of this study was to determine the learning requirements for developing an understanding of using technology in project-based learning methods in private universities.

1.3. Limitations of The Study

The researcher limits the study to what kind of Project-Based Learning with Technology is required for teaching students English language skills and what characteristic of Project-Based Learning with Technology is required to learn English language skills in the LPKS Aura Sukma Insani-Tourism and Home Assistance Program. This study focuses on Project-Based Learning with Technology and the features required for the English Language study program in LPKS Aura Sukma Insani-Tourism and Home Assistance Program.

1.4. Research Question

Based on the identification of the problems mentioned above-inspired researchers to research to determine the technology-based learning needed in teaching language skills. Research problems can be formulated as follows:

1. What kind of Project-Based Learning with Technology is needed by trainers in teaching English skill subjects in the LPKS Aura Sukma Insani-Tourism and Home Assistance Program?
2. What is the characteristic of Project-Based Learning with Technology needed in teaching language skills in the LPKS Aura Sukma Insani-Tourism and Home Assistance Program?

1.5. The Objective of The Study

In alignment with the research questions, the objectives of this research are as follows:

1. To analyze the kind of Project-Based Learning with Technology needed by trainers in teaching English skill subjects in the LPKS Aura Sukma Insani-Tourism and Home Assistance Program
2. To analyze the characteristics of the Project-Based Learning with Technology conceptual framework needed for learning in the LPKS Aura Sukma Insani-Tourism and Home Assistance Program

1.6. Significance of The Study

The results can contribute to the following sections:

1. Theoretical significance

In theory, the findings of this study will examine the need for Project-Based Learning with Technology in the teaching process at the university level to develop students' language skills and can assist teachers in providing the media used in Project-based learning with Technology.

2. Practical significance

- a. Educators can see how needs analysis can be used in the teaching and learning process by utilizing Project-Based Learning with Technology in the development of language skills.
- b. Researchers can use this study as a guideline for implementing Project-Based Learning with Technology in the classroom to help students develop their language skills.

1.7. Definition of Key Term

1. Language Skill

Language skills are fundamental tasks that we all perform daily. Language skills are divided into four categories: speaking skills, listening skills, writing skills, and reading skills. (Erdoğan, 2019).

2. Online Learning

Online learning is defined as learning that occurs through the use of the internet network as an intermediary. (Mohammad, 2020).

3. Project-based Learning

"Project-Based Learning Model" (PjBL) is a learning model that involves students in a project based on a problem, intending to produce real work at the end" and PjBL focuses on student activities such as gathering information and using it to create something useful for their own lives or the lives of others, but it cannot be separated from the applicable curriculum. Nakada et al., 2018 as cited in (Nurhadiyati et al., 2020).