

# CHAPTER I

## INTRODUCTION

This chapter discusses the introduction of this research. This section included the research background, problem identification, limitations of the study, research question, the objectives of the study, and the significance of the study.

### 1.1 Research Background

Language can be interpreted as a tool that can be used as a medium of communication between the speaker and the listener, in which the occurrence of language communication will lead to an understanding between the parties involved (Putra, 2020). With language, we will easily convey feelings or other things that we want to get to others. English is an important language to be developed, especially in English language skills in higher education. It is because English language skills will support students in participating in any foreign activity. English language skills cannot be separated from developing skills in writing, reading, speaking, and listening. English skills can be defined as the ability to receive and understand communication from others (listening and reading) and the person's ability to produce understandable English, which means skills in speaking and writing (Markstrom, 2019). The need for the development of language skills is evidenced by reading the syllabus for English, which contains the ability to produce, receive, and interact, which are the main aspects to be developed in English subjects (Skolverket, 2018). These four skills are the basis for developing skills in English and macro skills. According to Supina

(2018), macro skill is the skill that we need to complete the communication with each other.

To learn this skill, we usually learn to listen to the language first, then try to speak and read with the language, and finally to write. In the world of education, especially in the EFL classroom, these macro skills are the primary key to achieving their learning goals in English because by practicing these basic skills, they will be able to accept and understand speech and written language. Also, improving their English language skills will be in line with the goals of 21st-century learning, namely increasing literacy and proficiency (Erdem, 2019). In addition, with every student's need to master English language skills, superior human resources can be created, with essential competencies including communication, collaboration, creative thinking, critical thinking, computation logic, and compassion (Nurwardani, 2020). Learning language skills is expected to develop their knowledge of language autonomously. The English Language Education Study Program is required to prepare students to master English with the 6C competencies. So that students can develop their knowledge, use their language to build networks and collaborate, and become their learning agents to carry out learning autonomy, be self-regulated, have high reasoning power, and be able to solve problems.

In line with 21st-century learning, project-based learning (PjBL) is relevant to be implemented. Alzahrani and Woollard (2013) state that project-based learning focuses on the belief that problem-solving is concerned with helping individuals think, learn, and develop. In Project-

Based Learning, projects are a means to teach essential knowledge and skills that students need to know. The learning process is centered on students working in a group together, making observations, investigating based on open-ended questions, and applying knowledge to produce products (Boss et al., 2007).

However, in this pandemic situation, the learning process faces various obstacles and challenges because the teacher must teach through online learning. During this situation, the education system must take advantage of technological advances in teaching and learning. This makes the solution very appropriate so that knowledge can be carried out properly because, with the help of technology, the teaching and learning process in the classroom will be able to run well even though it is carried out remotely. With gadgets and internet connections, digital literacy can be done all around the time and place to help keep distance learning going.

Although technology has been widely used in education, many teachers have not been able to utilize technology optimally. This will lead to a lack of learners getting their chance to develop their creativity and skills in following the learning process. In online learning, some teachers and students experience several obstacles, such as the inability to operate virtual education, low competence and knowledge of the use of technology, and lack of technical implementation of online learning (Tue & Le, 2021). Usually, instructors only share topics in documents or videos distributed through communication platforms. Then students will be asked to understand the content of the material. Students will be assessed in the form

of assignments and collected at a particular time without deepening the material from the instructors. According to Irawan & Herman (2018), several factors influence the failure of online English learning, namely teaching techniques and the ability of English teachers to use technology.

It recognizes the problems that occur in the field today. As mentioned above, considering the advantages of project-based learning and technology that were stated previously is necessary to develop project-based learning with technology. The project-based learning with technology model that is currently needed allows the delivery of learning to be done either face-to-face, online, or blended learning so that this model can continue to be applied in the future. So, it is necessary to analyze the kind and the characteristics needed in teaching language skills subject with technology.

The researcher desires to conduct a study entitled "Project-Based Learning with Technology in Teaching Language Skill Subjects in STKIP Agama Hindu Singaraja: A Study of Need Analysis." This research is a part of the bigger research, which will focus on the need analysis of project-based learning with technology conducted in teaching language skill subjects at STKIP Agama Hindu Singaraja. The researcher chose STKIP Agama Hindu Singaraja as the research object because this college already has B accreditation and has an English Language Education S1 study program. Nevertheless, analyzing the kind and characteristics needed of project-based learning with technology in teaching language skills subjects never takes a collage as the research site in the previous studies. Of course,

this information is necessary to conduct the need analysis of using project-based learning with technology in teaching language skills in the college.

## 1.2 Problem Identification

STKIP Agama Hindu Singaraja is a college located on Jalan Pulau Timor no. 24, Banyuning, Buleleng District, Bali. This college was founded by the Dana Punia foundation with three study programs: Pendidikan Agama Hindu, Ilmu Komunikasi Hindu, and English Language Education. The researcher focused on this study's bachelor of English Language Education program. This study program has a B accreditation, where each batch has an average of 20 students in each class. This study program has seven lecturers who teach English. There are some interesting problems related to learning English during the Covid-19 pandemic, namely:

- 1 The pandemic since 2020 has significantly impacted the world of education, including in universities. Due to the pandemic, the learning process encountered various obstacles and challenges, plus classroom learning could not be held face-to-face, so learning was carried out online.
- 2 Lecturers experience many adjustments in terms of teaching. Moreover, they are required to utilize technology optimally so that learning objectives can be adequately achieved. Lecturers must be able to create their creativity in developing learning methods by relying on technology.
- 3 With the importance of developing 6C competencies in 21<sup>st</sup>-century learning and technology's importance in carrying out learning in the



current pandemic era, it is necessary to create a technology-based project-based learning model. This development needs to be done so that learning can be delivered face-to-face and online.

To realize it, the lecturer may use Project-Based Learning to teach the student to develop language skills. Project-based learning provides opportunities for students to practice their creative thinking to solve problems by doing a project (Sani, 2014). In this college, the researcher wants to analyze the kind and characteristics of project-based learning with technology needed in English Language Education at STKIP Agama Hindu Singaraja.

### **1.3 Limitations of The Study**

The researcher limits the study to the kind and characteristics needed in teaching language skills through project-based learning with the technology in the English Language Education study program. It is focused on project-based learning with the technology needed for the English Language Education study program in STKIP Agama Hindu Singaraja.

### **1.4 Research Question**

Identifying the problems mentioned above inspires researchers to research to determine project-based learning with the technology needed in teaching language skills. So, the research problem can be formulated as follows:

- a. What kind of project-based learning with the technology is needed by lecturers in teaching language skills subjects in STKIP Agama Hindu Singaraja?
- b. What are the characteristics of project-based learning with the technology needed for teaching language skills subjects by the lecturers in STKIP Agama Hindu Singaraja?

### **1.5 The Objective of The Study**

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

- a. To analyze the kind of project-based learning with the technology needed by lecturers in teaching language skills subjects in STKIP Agama Hindu Singaraja.
- b. To analyze the characteristics of project-based learning with the technology needed for teaching language skills by the lecturers in STKIP Agama Hindu Singaraja.

### **1.6 The Significance of The Study**

- a. The theoretical significance of the present research is expected to support the theories related to using project-based learning with technology in teaching language skills subjects in English Language Education.
- b. Practical significance in carrying out this research in detail is helpful for:

1. It can be used as lecturers' preference in planning learning using project-based learning with technology in teaching language skills in English Language Education.
2. This study can benefit English Language Students in receiving project-based learning with technology, which is expected to develop 21<sup>st</sup> century-skills and become self-regulated students.

