CHAPTER I

INTRODUCTION

1.1 Research Background

Language is very crucial; it is the language that can unite many people in a variety of ways, such as communicating and expressing feelings and ideas that are in one's head (Ratminingsih, 2014). The diversity of languages used worldwide has resulted in a global language currently being used, English. English is a global language, the language of residents in every hemisphere. English education is very necessary at this time because essential English is needed in every activity (Anwas et al., 2020). Project-based learning can be quite helpful in teaching English in studying international languages today. Learning English that is given to students has many unique methods which will undoubtedly increase students' understanding of learning the language. Learning English at universities is not only used as a short course; as stated by (Yu & Dong, 2022), learning English in advanced education beyond the high school level is learning that will increase students' abilities in improving language skills, analyzing, interpreting, and understanding the language psychologically and socially.

Learning during this pandemic has undergone significant changes, especially in teaching methods and assessment methods. As stated by Nambiar (2020), students have psychological limitations during a pandemic because they should learn face-to-face and be guided by a teacher. A setback was felt, especially at the beginning of the pandemic era, when learning that was supposed to bring students together with their teachers turned into online learning (Nambiar, 2020).

This online learning will prioritize technology as the central intermediary for learning during this pandemic. This change certainly impacts learning conditions, especially in teaching English.

Learning English is the key to improving students' 21st-century skills. As is known by learning English, it is more likely for someone to learn more about what they don't know (Fitriati & Prayudi, 2021). 21st-century skills that have many things such as critical thinking, creativity, being able to organize a group, and being able to communicate well are things that must be fulfilled. In the current year 2023, skills that were previously counted as 4c skills have developed into 6C skills which add to a student's ability to grow character and have good citizenship. 21st-century skills precipitate more student activity as learning centers so that here students are required to be more active than teachers (Griffin & Care, 2015). In its development, 21st-century learning develops learning that prioritizes technology as a learning tool. Learning methods using technology are very commonly used today. So many technologies are used such as laptops, and smartphones as learning support tools.

The use of technology is an excellent solution to use considering the current conditions in the field, where there are still many calls for not crowding. The use of technology at this time is also effortless to do considering the growing era, and the media needed to support this technology are very easy to find, such as gadgets and internet connections. Hence, distance learning is very effective, and digital-based literation can be done without knowing the time and the place. However, in every school, many teachers are still not too familiar with the technology. As has been researched by Yulianti & Gunawan (2019), who in their article said that many teachers at elementary schools wanted to use technology in their teaching methods

but were constrained by the lack of technology, they are unfamiliar with technology.

During this pandemic period, many students still have not used technology to learn well. Because online learning can be done anytime and anywhere, it makes students less skilled in solving problems in learning. This also happens because many educators are still not very familiar with the use of learning techniques such as virtual meetings, online courses, and some online quizzes that can be a learning tool for students (Yulianti & Gunawan, 2019). In this online learning, educators usually give some simple tasks such as just giving a reading from a lecture topic and a video from YouTube. This causes students to only collect assignments without knowing whether the learning has been able to develop language skills in a student. Seeing the problems that occur at this time, the use of PjBL in language skill learning can be considered in line with the importance of technology as a learning medium in online learning.

Project-based learning will lighten the burden of teaching teachers and make students more active in learning, where students are the center of the learning process (Shin, 2018). Students will be given the flexibility to develop their respective learning activities so that, in the end, they will produce the desired final product or result that they wanted. The method that can be used in learning English in a university is Project-based learning teaching. A teacher here plays a role in providing the best teaching for his students, in which the learning carried out by the teacher must prioritize the progress and development of his students (Giguere et al., 2022). Project-based learning teaching will be the key that will guide student development, of course. Accompanied by the teacher as a guide for the student

process. This study can show how project-based learning can help many aspects, such as teaching and learning. This increase at the highest level will sharpen problem-solving skills and give students freedom in the learning process.

The use of Technology-Based Project-Based Learning to teach Language skills is great for developing language skills and skills in managing everyday life. Because with the use of Project-Based Learning, students remember the material they have learned more. Unfortunately, not all schools or campuses have model guidelines and lesson plans that include Project-Based Learning in their learning (Anwar et al., 2021). For example, a hotel campus actually has the ability to implement Technology-Based Project-Based Learning on its campus but still does not have a planning and guiding model for implementing Project-Based Learning on the campus. Needs analysis is needed to find out what types and characteristics are needed by a campus in designing the basic framework for implementing Technology-Based Project-Based Learning (Sleezer et al., 2014).

Therefore, there is a need for an analysis of how the needs of technology-based PjBL if it is carried out on a private tourism campus. On the tourism campus, the development of understanding foreign languages for students in the world of tourism is significant because, in the future, these students will be dealing directly with foreign tourists (Poletaeva et al., 2022). In many studies that have been found by researchers, not many private tourism campuses have been analyzed regarding what they need in developing Technology-Based Project-Based Learning teaching methods. This research will show what is needed by the Monarch Singaraja campus in implementing Technology-Based Project-Based Learning in Teaching Language Skills.

1.2 Problem Identification

The phenomenon that makes this research very important is that the ongoing pandemic situation causes an unfavorable impact on the world of education because learning cannot be carried out face-to-face. In this era learning is carried out quite easily by preparing gadgets and internet connections. However, when the situation is less supportive in the implementation of this learning, the use of technology increases because when face-to-face learning cannot be implemented, online face-to-face technology and online task collection are often carried out. Even so, in a private tourism campus not many of them use project-based learning as their learning method even though from a technological point of view they are quite guaranteed. In connection with the current problems, researchers see that the use of Technology-Based Project-Based Learning di a private tourism campus has not been fully done well. Therefore, the researchers in this study analyzed the needs of a campus to develop Technology-Based Project-Based Learning in language learning.

1.3 Limitations of The Study

This study focuses more on analyzing the need in implementing Technology-Based Project-Based Learning by lecturers in teaching English. This study is also limited to analyzing what types and characteristics of Technology-Based Project-Based Learning are needed by Private Tourism Campuses in using these methods for learning there.

1.4 Research Question

1. What kind of Project-Based Learning with Technology is needed by lecturers in teaching Language skills in Monarch Singaraja?

2. What are the characteristics of Project-Based Learning with Techology needed for teaching language skills by the lecturers in Monarch Singaraja?

1.5 The Objectives of The Study

1. To analyze the kind of Project-Based Learning with Technology needed by the lecturers in Monarch Singaraja

2. To analyze the characteristics of Project-Based Learning with Technology needed in teaching language skills in Monarch Singaraja

1.6 The Significance of The Study

This research aims to help provide the theory and practice importance for learners and educators. The result is like the following sections:

1. Theoretically

    The results of this study will provide an overview of what is needed in designing the Technology-Based Project-Based Learning in Teaching Language Skills learning method on campus according to the situation and conditions of the campus.

2. Practically

    a. For Learners

        Students, it is hoped that this study can help students understand the readiness needed to start lessons using the Project-Based Learning method.

    b. For Educators

For educators, it is hoped that this study can guide them in designing language learning using Technology-Based Project-Based Learning.

c. For Other

This research can be used as a guide in researching topics that have similarities in future research.

1.7 Definition of Key Terms

1. **Language Skill**

Language skills are skills that are learned for the first time when trying to communicate. Language skills in English are skills that include the initial or basic skills learned. The first skill categorized as active is speaking skills that allow us to speak English well with good grammar and proper politeness (Giguere et al., 2022). The second skill is listening, which is used to receive communication messages from other people. The next skill is reading and writing, which is categorized as a written mode language skill. This skill will develop over time and as the quality of learning carried out by students increases. Language learning carried out at the beginning will be carried out during the initial learning period, namely elementary school, while the next stage, namely in junior high school to high school, will focus on how words are assembled and how to pronounce them correctly according to grammar (Husain, 2015).

2. **Online Learning**

Online learning is carried out through the intermediary of the internet network. This learning has high flexibility and students can do this

learning anywhere. In today's digitalized world, online learning is an option for collaborating with traditional learning (Fatirul & Walujo, 2020). In the current pandemic, learning is a must because face-to-face learning cannot be carried out simultaneously with the coronavirus during this pandemic. Anggraini (2021) said technology has a big enough role in improving students' learning abilities during online learning. Online will provide many new teaching methods to teachers or lecturers.

3. **Technology-Based Project-Based Learning**

According to Eliyasni et al. (2019), project-based learning is learning where this learning uses student-centered learning strategies. Students will be more active in learning than in conventional learning, which is more teacher-centered. Project-based learning is learning that has an output as a product. The final product that will be produced can be in the form of individual or group results. As stated by (Tinenti, 2018), group activities that produce products in project-based learning can train students to collaborate. In line with the general definition of project-based learning, project-based learning with technology is a learning method that emphasizes the achievement of 21st century skills with technology as a learning aid (Mulyani, 2021). Project-based learning with technology can be carried out by using many media platforms at this time such as the Learning Management System or media such as schoology and google classroom.