CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a communication tool used by humans to communicate (Asrial et al., 2019). Language is very important to learn because it can make it easier for humans to communicate with other human beings. There are many languages in the world according to countries and even their respective regions. Meanwhile, English is an international language that everyone in the world needs to master. Therefore, it is very important to introduce English to the public from an early age. Learning languages is very important for young learners at this time. This is because young learners can be familiar with the language they are learning. In addition, providing language teaching, especially English, to young learners can create a good initial foundation for them to be able to master English. Therefore, education currently provides English learning for young learners (Handayani & Aminatun, 2020). In mastering learning English, students need to master various English vocabulary words. This is because, with students learning a large vocabulary, they can automatically communicate easily in English (Nurmala Sari & Aminatun, 2021).

In teaching language, of course, the teacher need to use appropriate learning techniques or methods so that students can more easily understand the material presented by the teacher (Handayani & Aminatun, 2020). One of the appropriate learning methods teachers use in language teaching is the project-

based learning (PBL) method. Project-based learning involves students directly according to their experiences and abilities in building a completion process through real projects (Yunita et al., 2021). In addition, project-based learning is a teaching strategy in learning from "tutor telling" to " learners doing" in which students receive projects based on inquiries or issues to include students in understanding, solving issues, making choices, investigative abilities, and reflection (Wardani et al., 2020). Project-based learning (PBL) is a teaching method teachers use to train students to be more creative and innovative through various projects provided by the teacher.

Project-based learning is a teaching method that focuses on students (student-centred) so that the teacher is only a facilitator in learning. Project-based learning is considered superior to traditional teaching methods because it produces deep understanding and provides real-world relevance, making it easier for students to remember it long-term (Bateman, 2019). Project-based learning is also regarded to increase students' abilities in the projects assigned by the teacher and in enhancing other talents based on what they obtain through the learning process. In addition, project-based learning is an innovative learning alternative for developing students' 21st-century skills (Sudjimat et al., 2020).

The benefits of implementing project-based learning in learning are very real and clear, so many researchers apply it to learning, including learning English. Project-based learning can run effectively when students can build their understanding actively and work collaboratively in an authentic learning environment structured with cognitive tools (Markula & Aksela, 2022). Project-based learning provides opportunities for students to acquire and increase

knowledge and can produce ideal results in learning (Suteja & Setiawan, 2022). In addition, using project-based learning can increase student attendance in class due to students' pleasure in developing, creating, and testing the products they do (Nainggolan et al., 2020). Besides that, project-based learning can also develop the character and values of life skills, and students can process authentic learning.

Project-based learning is an effective model for enriching students' English vocabulary in the classroom learning process because this method involves students working independently in constructing their learning and culminating in a real product (Kholis & Aziz, 2020). In addition, many studies have analyzed the use of project-based learning at the adult learners level, such as universities (González-Domínguez et al., 2020). For example, the research from Sari & Indonesia (2020) stated that project-based learning could increase the achievement of students majoring in English education in vocabulary mastery, especially in learning with vocabulary journals. However, there is little research on using project-based learning among children, especially in learning that uses authentic materials. This gap inspired the researcher to conduct this research. In addition, what makes this research very important is that project-based learning will be implemented according to the level of development of young learners who like learning while playing, imaging, and drawing. They also still think from the concrete to the abstract.

Referring to the benefits of project-based learning and the characteristics of elementary school students in learning English, using the shape poem technique is beneficial for authentic learning for students. A technical shape poem is a poem whose shape is described in words. A shape poem is also known as a concrete

poem, namely a poem written in various forms of objects to describe it (Schoone, 2021). Based on Rocque, (2022), shape poems have some benefits, including: (1) Students can make poems according to the size or shape they want or what inspires them. (2) Students are also free to be creative through the writing they put into the shape of poetry. (3) the use of shape poems emphasizes the use of short words in the form of poems so that it can be beneficial for students in developing their vocabulary skills. (4) Using the shape poem technique is also beneficial among young learners because it can improve student communication and increase their creativity from an early age. Therefore, using the shape poem technique can provide many benefits for students' development in learning English at school.

Several studies have related to project-based learning and shape poems, but no research combines project-based learning and shape poem technique. As research conducted by Kholis & Aziz, (2020) related to the effect of project-based learning on students' vocabulary attainment. In addition, research conducted by Beloufa, (2021) related to introducing visual art through concrete poetry in the EFL classroom. This research will have high novelty by combining project-based learning topics and shape poem techniques. In addition, this is a research gap, where the researcher has not found the application of the shape poem technique through project-based learning on 5th-grade students' vocabulary mastery at SD Negeri 1 Banjar Jawa. Therefore, combining English teaching with shape poem technique through project-based learning, it is hoped that it could help teachers and students achieve the learning objectives themselves and affect students' vocabulary mastery.

1.2 Problem Identification

Researchers conducted this research based on the background of the problems above. In mastering learning English, students need to be able to master various English vocabulary. This is because, with students learning a large vocabulary, they can automatically be able to communicate easily in English (Nurmala Sari & Aminatun, 2021). In learning English, students sometimes feel less interested in the learning process. This is because the characteristics of young learners are that they like fun learning. One of the fun learning that can be implemented is authentic learning. Authentic learning is very important for students, especially young learners because it can make it easier for them to understand the material presented by the teacher. Therefore, teachers need to use appropriate learning methods and strategies in the learning process. The appropriate method used by young learners today is project-based learning. Besides that, based on observations, SD Negeri 1 Banjar Jawa is an elementary school providing English learning to its students. To provide English learning to students, teachers at this school only use instructional media in the form of textbooks to make it easier for students to understand the material presented. In addition, the characteristics of students in this school are that they like fun and productive learning. Therefore, the researcher conducted this research by combining the shape poem technique with project-based learning in English language learning for young learners to affect students' vocabulary mastery. The use of the shape poem technique is considered interesting, especially for young learners. The shape poem technique can be easily integrated with project-based learning, especially in its application. The researcher believes that the shape poem

technique through project-based learning is suitable and can effectively affect students' vocabulary mastery, especially for young learners in elementary schools.

1.3 Limitations of the Study

The researcher limited this research to investigate the effect of the shape poem technique implementation on the students' vocabulary mastery of grade 5th students at SD Negeri 1 Banjar Jawa and how the teacher's perception of the shape poem technique implementation through project-based learning on vocabulary mastery of 5th-grade students at SD Negeri 1 Banjar Jawa. This study focuses on using the shape poem technique through project-based learning on students' vocabulary mastery.

1.4 Research Questions

Based on the background above, the formulation of the problem in this research is:

1. Is there any significant effect of the shape poem technique implementation through project-based learning on the vocabulary mastery of 5th-grade students at SD Negeri 1 Banjar Jawa?
2. What is the teacher's perception of the shape poem technique implementation through project-based learning on the vocabulary mastery of 5th-grade students at SD Negeri 1 Banjar Jawa?

1.5 The Objective of the Study

In line with the formulation of the problem that has been described previously, the purpose of this research is:

1. To investigate the effect of the shape poem technique implementation through project-based learning on vocabulary mastery of 5th-grade students at SD Negeri 1 Banjar Jawa.

2. Analyze teacher perceptions regarding the effect of the shape poem technique implementation through project-based learning on vocabulary mastery of 5th-grade students at SD Negeri 1 Banjar Jawa.

1.6 The Significance of the Study

The results of this research have high significance because they have enormous theoretical and practical benefits. Theoretically, this research will add to studies in the field of learning English, especially regarding project-based learning strategies in teaching English using innovative techniques in the shape poem technique. Practically, the shape poem technique is widely used for adult students, and there are no research results for its use for young learners. Therefore, the results of this study will provide a strong contribution to teaching English to young learners through innovative strategies for teaching vocabulary and literacy.

Practically, this research is expected to provide benefits for:

1) For Students

The use of innovative strategies in learning English that can be used in a real, authentic atmosphere will have a positive impact on students such as; learning English is interesting, not rigid, and full of various activities according to the development of students so that learning English does not seem difficult because students can learn while playing.

2) For Teachers

The results of this study will increase teachers' knowledge about innovative English learning techniques in teaching English to young learners (TEYL). In addition, research on this topic will improve teachers' skills regarding strategies for teaching vocabulary and literacy through the use of the shape poem technique in learning English.

3) For Schools

The research results also benefited the school where the research was conducted, namely that the school could use the research results as a reference in teaching students in English and could be used as socialization material for new teachers teaching English at the school.

4) For Ganesha University of Education

The results of this research will add to the findings in the field of learning English for children, which can be disseminated to stakeholders as material for community service activities. In addition, as an institution that prepares prospective teachers, Undiksha needs always to be able to respond to ongoing issues in society so that with this study, Undiksha can enrich its research results with current problems and be ready to be socialized to the community.