# CHAPTER I

## Introduction

This chapter discusses several topics, including the research background, the research questions, the problem identification, the research objectives, and the research significance

## 1.1 Research Background

Since the implementation of *Kurikulum Merdeka* in 2022, Project Based Learning (or hereafter, PjBL) has had special recognition. This is because this teaching method gives ample particular opportunities for students to develop their learning in general, or learning English as a Foreign Language. They learn in a team (group work) and collaboratively make a decision about the project, determine their strategies, have a discussion, work together collaboratively, and present their product. These activities can be expected to accelerate their competencies in the English language, especially in productive speaking and writing skills. Most activities to achieve productive skills are rarely used integratively if PjBL is not implemented. Previously before PjBL was used in EFL classes, it was very common that the learning of the English language involved so many repetitions and following examples given by the teacher (Kusnayat, 2020).

As has been widely known, the launching of *Kurikulum Merdeka* was inspired by the phenomena of learning loss of around 3 percentile points, or 0.08 standard deviation, as shown by the data (Engzell, 2021). Learning loss resulted from the closure of schools over two years during the pandemic. According to Engzell (2021), studying at home has little to no benefit for students and the losses are worse in nations with less developed infrastructure or longer school shutdown periods. To lessen the learning loss resulting from the COVID-19 pandemic, which lasted more than two years, the Central Government established a policy to implement an independent curriculum beginning in the 2022/2023 academic year. This policy was confirmed in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning

Recovery.

The K*urikulum Merdeka* according to Naufal (2020), is a new policy program introduced by the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim. If instructors and students already feel free in their teaching and learning, independent learning might be seen as a form of thinking freedom. However, because they are dependent on principles, instructors who don't feel independent will not be able to help kids learn to their full potential. *Kurikulum Merdeka* occurs not just in the classroom but also outside of it, whenever and wherever students discover new information that fits with their learning interests, aptitudes, and styles.

According to Hermawati (2023), *Kurikulum Merdeka* has different writing formats in terms of categorizing the learning objectives that students need to master. When it comes to *Kurikulum Merdeka,* it refers to Capaian Pembelajaran/CP (*Learning Outcomes*), while in *Kurikulum 2013* it refers to KI-KD (Core Competence - Basic Competencies). In Kurikulum Merdeka the competency issue is expressed as one phrase that is organized into several points. In addition, there is a distinction made in *KI-KD* between the domains of attitude, knowledge, and skills. Paragraphs or narratives are used in CP to outline some important ideas and abilities that students should master. CP is built on competencies and key information from each topic rather than attitudes, understanding, and abilities. Based on Hermawati (2023), a further difference is that the 2013 curriculum places a higher priority on learning activities in the classroom, whereas the learning process in the *Kurikulum Merdeka* can be completed whenever and wherever it suits the requirements and skills of the instructor and the students being taught. While Jam Pembelajaran (Study Hours) in the *Kurikulum Merdeka* are established annually based on stages, JP in the 2013 curriculum is set weekly for each topic.

The primary features of this curriculum that facilitate learning recovery include project-based learning, which helps students develop soft skills and character in line with the Pancasila student profile; emphasis on core content to allow for ample time for in-depth learning of fundamental skills like reading and math; and flexibility, which allows teachers to implement differentiated instruction based on student's abilities (Hermawati, 2023). Students have the chance to expand

their knowledge, hone their abilities, and reinforce their initiative to enhance the Pancasila student profile. Students will have the chance to delve deeply into significant themes or concerns including business, technology, mental health, culture, sustainable lifestyles, tolerance, and democratic life through this project (Hermawati, 2023).

Related to the implementation of *Kurikulum Merdeka* several schools have tried to apply the use of project-based learning methods. PjBL, or project-based learning, is an active student-centred method of education that emphasizes student autonomy, productive inquiry, goal-setting, cooperation, communication, and reflection within the context of practical applications. It has been studied in a variety of settings and academic levels, from elementary to higher education. According to Kokotsaki (2016), achieving a good balance between didactic instruction and in-depth inquiry techniques requires factors like current digital technology, high-quality group procedures, and teachers' abilities to effectively scaffold students' learning and give guidance and support.

Project-based learning is student-centered, emphasizes the fundamental ideas and principles of a topic, and makes it easier to do research, solve problems, and complete other worthwhile activities. It also results in tangible deliverables. Several actions must be taken while using project-based learning. A basic question serves as the first stage in putting project-based learning into practice, and the development of project work using the project-based learning model serves as the second. Because the project-based learning model is focused on students' actions that will result in a product after the class, it may be used in the learning process (Zakiyah Ismuwardani, 2019).

According to Hudiananingsih (2019), PjBL is a moderately successful learning paradigm. By increasing students' participation in the learning process, equipping them with methods and skills will make their education more meaningful. To help students apply the knowledge they have just learned in a real-world setting, PjBL implementation needs to be done correctly. To ensure that students truly get the model, one attempt is to give them a more thorough introduction to the notion of models. This justification demonstrates how the project-based learning approach, which prioritizes student participation and lets

them realize their full potential, is utilized successfully in the educational process. According to Saglamel (2015), students may struggle to decide whether to focus their attention on language or writing during the COVID-19 epidemic. particularly in cases where students' academic writing falls short of expectations. Many students believe they are not mature enough to handle the demands of writing text because they are not prepared to portray conventional ideas effectively. Achieving this requires striking a balance to depict the relationship between language and writing. This difficulty is influenced by several factors, such as (1) learning is done online, which makes students less engaged in the learning process, (2) lack of interest in learning is caused by boring teaching techniques, (3) lack of creativity on the part of the students in completing the assignments given by the teacher, (4) lack of independence on the part of the students in building and acquiring knowledge, and (5) the media used is still limited to a cell phone. This leads the researcher to believe that to address learning issues, a project-based learning approach must be used (Saglamel, 2015).

Some studies have been carried out on the idea of project-based learning to help students write better. Those studies have utilized the theory in the past to enhance learning using various substances. Anggara (2017), who already carried out the research named "Implementation of Project-Based Learning Model to Improve Student Writing Ability" came to the following conclusions. (1) The adoption of the project-based learning model was acceptable to students since they might be more motivated in learning activities. This is shown through the students' excitement for learning activities and their participation in discussions. (2) According to Anggara (2017) Following the implementation of the project-based learning method, students are no longer embarrassed to raise questions and engage in peer discussion. (3) There has been an increase in the students' independence in completing tasks and collaboration in group discussions. (4) The bravery of the students during presentations and group debates. Students gain the ability to communicate what they have learned through presentation discussions, adding to their prior knowledge.

As part of the purpose of learning English, students must acquire four language abilities. Listening, speaking, reading, and writing are examples of

language abilities. According to Kumala (2018), writing is the most difficult skill for children to learn. To generate words, phrases, and paragraphs with perfect English grammar, writers must have extensive information and a rigorous thought process. Writing is difficult to learn because the writer must organize, arrange, and edit to transmit meaning in words or phrases. Writing requires the ability to arrange and synthesize information into cohesive and logical paragraphs and ideas. Students must use the five key components of the writing process: content, form, grammar, style, and mechanics. According to Rajendran (2019), The difficulties in creating and teaching writing in school settings varied greatly around the globe. Identifying the part teacher must play in teaching for fundamental academic literacy is one of these issues. Said language is used to educate and written language is used to build higher-order cognitive abilities. Additionally, this places a strong emphasis on writing as a teaching and learning tool. According to Rajendra (2019), writing is a medium for expressing feelings and ideas, but writing occupies the last position skill to learn. Writing involves several steps that are necessary for ESL/EFL students to understand. Thinking and copying written language are the sequential steps in this process. While improving writing abilities takes time and effort, students may achieve their goals by practising and showing interest in the subject matter. As the phrase goes, practice makes perfect.

The desire of EFL learners to engage in language learning activities is increased by project-based learning. Through group discussions and collaborative writing, students may solve challenges together through project-based learning. Based on Aghayani (2019), students' writing skills are significantly impacted by project-based learning. Furthermore, project-based learning improves students' development of their writing abilities in a group setting. In summary, incorporating project-based learning into EFL/ESL lessons has the potential to enhance students' writing abilities. Furthermore, a project-based learning strategy can compensate for certain inadequacies in writing instruction. In teaching writing the PjBL provides opportunities for students to develop their skills through experimental learning. Up to now, research on the implementation of PjBl in teaching writing in English as a foreign language has not much found in the literature, especially in the teaching of English in senior high schools in Bali. According to Hua (2024), students will have

experience learning based on a real-life context, which will improve their writing skills in English as well as their active learning. Experience learning is a method by which students direct their learning of knowledge and the growth of the problem-solving abilities required for learning. Based on Hua (2024), the sense of responsibility or control that learners have over their education forms the basis of the learning process.

PjBL increases student engagement by providing relevant and hands-on learning opportunities. On the other hand, professors urge students to apply what they've learned in real-life settings. Teachers may demonstrate the practical value of each taught material by developing and supervising projects, increasing the importance of PjBL for students. This strategy has several advantages for instructors, including watching and overseeing collaborative work, honing the capacity to manage group interactions, and fostering effective cooperation. PjBL enables teachers to be flexible in incorporating the method into the learning process. As a result, enhanced adaptability leads to more resilience, flexibility in teaching, and the capacity to adjust tactics in response to project progress and student requirements.

Implementing PjBL in any topic might be difficult. The most difficult components of implementing PjBL are project creation, group work management, and a lack of planning and implementation time. The most challenging aspect of project design is determining the core topic and intended goals, which requires mutual agreement between the teacher and students. Teachers must collect a huge quantity of information to assist develop the most optimum and efficient project to be carried out in writing classes since there are several elements to consider. However, PjBL allows students to work independently or in small or big groups, which is extremely beneficial for developing collaborative abilities. PjBL also reduces the amount of time required for teacher-directed assignments or class discussions.

The application of PjBL involves identifying project kinds, selecting learning materials, organising writing activities, conducting activities, and assessing projects. Thus, instructors must be provided adequate time to include planning in their teaching and learning activities. Furthermore, students' acceptance

of PjBL is a key aspect in shaping their good sentiments towards it. Previous academic research has demonstrated that applying PjBL can help students improve their writing skills. Students with weak English proficiency may struggle to adjust to PJBL because English is the primary language in writing classes. However, constant practice and the frequent adoption of good learning methodologies will help students gradually acquire English. The level of student self-discipline has a substantial impact on the success of PjBL in ESL acquisition, particularly writing skills. Furthermore, the incorporation of PjBL into English writing courses considerably enhances students' writing skills. PjBL, in particular, is viewed by students as a collaborative and enjoyable way to enhance the writing components of assigned projects. Similarly, Wardani et al. (2021) highlighted that engaging students in a collaborative atmosphere is the most effective way to enhance English writing. There were improvements in grammar, vocabulary, organisation, and substance. Furthermore, after PjBL was applied in writing classes, students' communication skills and vocabulary increased dramatically as a result of collaborative learning and engagement.

## 1.2   Problem Identification

Since the *Kurikulum Merdeka* was implemented, project-based learning is highly recommended to provide opportunities for students to develop their learning performance to the maximum. According to Ratnawati's (2020) research, project-based learning can help students in class, enhance their writing achievement, and boost student's enthusiasm to participate in English learning activities. During class observations, the researcher did not find any use for project-based learning which has systematic ways to help students learn in general or learn to write in English in particular (see the steps of implementing PjBL on page 13). Up to now, the use of project-based learning is rarely found as the daily practice in English classes in SMAN 7 Denpasar. In teaching writing, the students are expected to produce a piece of writing, but the strategy used mostly focuses on the product, meanwhile, PjBL combines process and product. The subject of this study is the 10th-grade students at SMA Negeri 7 Denpasar since it was the only grade that applied to Kurikulum Merdeka. In this research, the researcher experimented with the implementation of

PjBL in class to find out what changes occur in students when the researcher gives material using PjBL and to analyze the effect of the implementation of PjBL on student writing and speaking achievement at SMAN 7 Denpasar.

## 1.3    Research Question

1  Is there any significant effect of the implementation of PjBL on students' writing achievement in SMAN 7 Denpasar?

2  Is there any significant effect of the implementation of PjBL on students' Speaking achievement in SMAN 7 Denpasar?

3  What are students' opinions about the influence of  PjBL on their Writing and Speaking ability in English?

## 1.4    Purpose of Study

1  To analyze the effect of the implementation of PjBL on students Writing achievement in SMAN 7 Denpasar.

2  To analyze the effect of the implementation of PjBL on students Speaking achievement in SMAN 7 Denpasar.

3  To find out students' perceptions about the implementation of Project-Based Learning in the influence of writing and speaking classes in SMAN 7 Denpasar.

## 1.5    Significance of the Study

### 1.5.1    Theoretically

1  This research contribution to teaching studies, especially in effect of Project Based Learning implementation in the context of English as a foreign language teaching and learning.

2  This research would contribute to the EFL pedagogy in general or in senior high school in particular.

### 1.5.2    Practically

The results of this study are used as a reference by English teachers

in implementing project-based learning English classes. In a more specific way, the results of this study can be used as empirical evidence about how Project-based learning has been implemented in the context of Kurikulum Merdeka. The teacher can also learn from this research about what needs to be improved or adapted when they want to implement project-based learning in their classroom.

The findings of this research can also be expected to be beneficial for future researchers in the same area. They could treat the findings of this study as the first-hand reference and-improve their research by considering the limitations of this study.

## 1.6   Definition of Key Term

### 1.5.3   Kurikulum Merdeka

Based on Suryaman (2020), Kurikulum Merdeka was developed to allow students to pursue their interests and abilities without being coerced into learning subjects they don't find interesting. The curriculum used is evolving and changing as Indonesian education does as well.

### 1.5.4   Project-based Learning

According to Kokotsaki (2016), PjBL, or project-based learning, is an active student-centered method of education that emphasizes student autonomy, productive inquiry, goal-setting, cooperation, communication, and reflection within the context of practical applications.

### 1.5.5   Narrative Writing

According to Fransiska (2024), a narrative text is a piece of writing that relates a sequence of events or happenings in chronological order. Narrative writing has unique traits and components that distinguish it from other forms of text. The narrative text follows a tale framework that includes setting, characters, conflict, plot (raising the action, climax, falling action), and resolution.

1.5.6   Role  Play (Mini Dramas)

  According to Wahyu (2017), role playing is a learning strategy utilised in the teaching and learning process, particularly for speaking skills. Drama exercises use role-playing tactics to assist pupils improve their speaking abilities and self-confidence.

1.5.7   Perception

  A person's perspective is a particular way that they convey their worldview, which is shaped by a variety of social contexts. The study concluded that there are significant cultural differences in people's perceptions of themselves and other people. According to Susan (2011), these differences show up when two diverse cultures are compared. The individual's experience may also be impacted by the collision of two cultures.