

## CHAPTER I

### INTRODUCTION

#### 1.1 Research Background

In order to cope with the 21st-century learning and globalization, learners need to be prepared for advancing 21st-century skills. The students are expected to master four competencies. Those are critical thinking, communication, collaboration, creativity and innovation. According to the Ministry of Education of Ontario (2016) as cited in Sahroni & Nurhajati (2017), creativity is identified as the activity of producing new ideas, concepts, or even products in order to fill the need in this era. Innovation deals with elements of creativity and is often discussed as the application of a new idea in a case to produce a valuable contribution to a particular field.

According to Cator (2010) as cited in Karyawati & Ashadi (2018), in order to support the students to succeed in the 21<sup>st</sup> century, teachers could arrange some strategies to prepare the prospect of students' careers by developing their critical thinking and their interpersonal communication skills. These two skills are needed in the 21<sup>st</sup> era (Partnership for 21st Century Skills 2009). As a result, it is better for the teachers to combine these skills in the processes of teaching and learning to help the students improving their 4c skills. Furthermore, a proper learning model is necessary to be made in which it is better to be developed from an early age for the students.

Encouraging the young learners to study English in teaching activity has been consistently developing for recent years. Many of the learners' parents deem that by learning English from the earliest age, their children will have such an improvement in the future. They also have a faith that their kids will have a great life if they study English as early as possible (Jazuly & Indrayani, 2018). In fact, English is considered as a main language to connect with people around the world. It significantly roles as a channel of communication (Kannan, 2009, cited in Derakhshan & Shirmohammadli, 2015). It is also utilized as a medium for different purposes, for examples, business, education, travel industry, governmental issues, etc. In term of education, there are four talents that need to be mastered by the students in learning English which are listening, reading, writing, and speaking. English, particularly in Indonesia, is considered as the foreign language which is learnt and taught in every level of education. Since it is a foreign language, many problems have been appeared during the learning and teaching activities.

Teaching English subject at primary schools for younger student in Indonesia is actually to introduce students that there is another language beside their mother tongue (Suwanto, 2018). Therefore, English should be taught through activities which relevant to the children's world. In fact, students are assigned with translation, grammar rules, and tasks with ambiguous instructions from the teacher (Suyanto, 2003 as cited in Suwanto, 2018)

Furthermore, research conducted by Widodo & Dewi (2018) also showed that some problems found in teaching English to young learners in Indonesia. Those problems including 1) students are lack of discipline during teaching and learning

process, for instance lack of concentration and focus on the lesson taught, 2) being sleepy and disruptive, 3) chatting and playing with friends when the teachers give explanation, and 4) laziness to engage with the lesson because they were not interested with the lesson.

In line with those findings, Yulia (2013) on her research also mentioned that the students showed negative outlook towards English by describing it like a ‘monster’ as the same as what they see on mathematics subject. This happened due to the strict English rules that needed to be remembered by the students rather than the teachers’ efforts to create some fun learning activities for their students.

Regarding to the problems of teaching English to young learners, for this situation, the learners need to be the center of the learning by which they construct new knowledge by themselves. This is related to an approach that is considered suitable for the objective of achieving the learners-center activity which is the constructivist approach. Hoover (1996) mentioned that there are two important notions encompass constructivism. To begin with, the students develop new understandings with something they already recognized. The previous information affects what new or altered information that they will recreate from the new learning encounters. Next, learning is dynamic instead of inactive. Students arrange their comprehension considering what they experience in the new learning circumstance. The student’s comprehension can change to accommodate new experience if what they experience is not the same like their present comprehension. Students stay dynamic all through this process. In this way, constructivism has significant involvement for educating.

An appropriate educating and learning design which depends on constructivist learning theory is Project-Based Learning. It is a learning model focusing on exercises which endeavor to create learning item in form of project works. Besides, it is categorized as an approach and intends to accomplish the 21st-century abilities (Harun, 2006). It is different to repetition lesson and remembering, project-based learning works on personal strengths, and permits people to investigate their interests and abilities. Project-Based learning provide a chance to build productive and enjoyable classroom condition through the integration of students' information, outlooks and aptitudes.

Regarding to the implementation of Project-Based learning, students are expected to be more independent in the learning process, in which it occurs when students are not presented with a lesson in its final form, but students are expected to engage in the process. Project Based Learning (PBL) is one of the constructivist teaching methodologies and is getting increasingly more typical in instruction and it supports students to solve their problems by dynamic participation (Krajcik, Blumenfeld, Marx, & Soloway, 1994; Dopplet, 2003; Frank & Barzilai, 2004 as cited in Kizkapan & Bektas, 2017). PBL leads people who work cooperatively effectively participate in activities by taking over individual duties after the determination of the problems which are decided in accordance with the instructive achievements and the items to establish the awareness of responsibility (Duman & Yavuz, 2018).

There were many studies indicated that PBL is an efficient way to increase the students' participation and achievement in learning English. Kimsesiz et. al.

(2017) investigated the impact of Project-Based Learning in educating EFL vocabulary for youthful English learners. The study showed that PBL teaching positively influenced both students' motivation and EFL vocabulary learning improvements. PBL also examined to give an affluent input such as the normal utilization of language, commands throughout the activities, and conversation between the instructor and the learners. Besides, PBL advanced dynamic association of the learners and expanded motivation as well as cooperation among students. Therefore, the observation output showed that the young English learners were more dynamic during the classes with PBL.

Another study was conducted by Essien (2018). This research was conducted to investigate the efficacy of PBL on students' English language skill and to investigate students' perceptions of PBL. The study used both quantitative and qualitative research methods. Most of the subjects concluded that PBL has developed their critical thinking skill, independent study ability, personal and social responsibility, and strong communication skill. The result showed a great pointer for ESL teachers to set up Project- Based Learning as a teaching methodology to increase students' English language ability.

One of the primary school in Badung, Bali named Bali Kiddy Primary School has been known by the society as the school which used PBL in teaching learning process especially for young learners. Therefore, to investigate more about this, the researcher conducted a preliminary observation in Bali Kiddy Primary School. Bali Kiddy Primary School is located at Teuku Umar Barat street No. 235, Kerobokan. It is one of the primary schools in Bali which uses Indonesian

curriculum but offer education beyond the minimum requirement of the national Indonesian accreditation authorities. It is caused by the additional subjects that the students should learn which are called international basic subjects.

Based on the preliminary observation that had been done by the researcher, she found that Bali Kiddy Primary School applied project-based learning as a strategy which implemented by the educators of young English learners. By implementing PBL, it makes the students more engage in teaching learning process and more enthusiastic when they have projects. Therefore, it was a need to do an investigation in this school and the result is expected to inspire the other schools in teaching English especially to young learners.

In conclusion, in accordance with the facts above, it is really important to conduct a research to investigate the implementation of PBL in educating English. Moreover, PBL is considered as a good technique to help the students engaged in learning teaching process and having better achievement. Therefore, the researcher is highly interested and motivated to conduct a research entitled “An Investigation of Project-Based Learning Implemented by Teachers in Teaching English to Young Learners at Bali Kiddy School”.

## **1.2 Problems Identification**

Based on the phenomena of English teaching for youthful students in Indonesia which were investigated by some previous studies, the researcher identified several problems which can be described as follows.

First, students in primary schools commonly assigned with translation, grammar rules, and tasks with ambiguous instructions from the teacher. They did not have any opportunities to be engaged in an activity or project to build their excitement and attitudes in learning English. Second, young learners were lack of concentration and focus on the lesson taught, being sleepy and disruptive, chatting and playing with friends when the teachers gave explanation, and being lazy to engage with the lesson because they were not interested with the lesson. Third, students in the young age also showed negative outlook towards English by describing English like a ‘monster’ or terrifying school subject. It was caused by the educators sometimes are ‘strict’ in English formula or rules that learners need to remember rather than the teachers creativity to create some fun activities for the learners.

Considering those phenomena, the researcher highly interested to conduct a research which investigated the implementation of PBL to teach English to young students. PBL is chosen based on the study of theory and previous studies which showed that PBL is an effective teaching technique to increase the students’ participation and enthusiastic in learning English.

Bali Kiddy School is one of the school in Badung, Bali which is well-known as the school whose implementing Project-Based as a strategy in teaching learning process of English. Therefore, it is a need to do an investigation in this school regarding on the implementation of PBL in teaching English to young learners. The study’s outcome is expected to inspire the other schools to consider the application of PBL in teaching-learning process particularly in English subject.

### **1.3 Research Limitation**

In this present study, the researcher focused on investigating the implementation of project-based learning in teaching English to young learners at Bali Kiddy School. In order to focus the explanation, this research was restricted to investigate 1) kinds of projects given by the teachers, 2) procedures in implementing PBL, 3) teachers' difficulties in implementing PBL, and 4) students' attitude toward the implementation of PBL in grade 4 at Bali Kiddy School.

### **1.4 Research Questions**

In doing a research, the most important thing is to answer the important question toward the problems that have been found. Based on what has been described in the background of the research, the research problems can be formulated in the followings:

1. What kinds of project are implemented by the fourth grade English teachers in teaching English?
2. What PBL procedures are implemented by the fourth grade English teachers in teaching each of the project given?
3. What difficulties are encountered by the fourth grade English teachers in implementing PBL?
4. How is the attitude of fourth grade students toward the implementation of PBL in learning English?



## **1.5 Research Objective**

As what had been stated in the background of the research, the main objective of this research is to investigate the implementation of Project-Based Learning in grade 4 of Primary School. More specifically, this research will be aimed at:

1. Investigating and describing kinds of PBL which implemented in teaching English for grade 4 at Bali Kiddy School.
2. Investigating and describing the procedures of teaching English in teaching each of the projects given.
3. Investigating and describing the difficulties which were encountered by the educators in teaching English using PBL in the classroom.
4. Investigating and describing the students' attitude toward the implementation of PBL in learning English.

## **1.6 Research Significance**

This research is expected to have significance of the study which is divided into theoretical and practical interest for teaching and learning process in English mainly in teaching young learners. The significance of the study can be elaborated as follows.

### **1. Theoretical Significance**

Theoretically, research findings are expected to confirm the previous theory. It is also beneficial to enhance and enrich theoretical

foundation of English Language Teaching particularly in the enforcement of PBL that is used by English teacher to teach English.

## **2. Practical Significance**

Practically, these research findings are expected to be beneficial for the learners, teachers, and other researchers.

### **a. For the Students**

The students are expected to be assisted effectively in the educational process. Moreover, it is expected to encourage the students to have positive attitude towards English because it can influence the students' success in learning language.

### **b. For the Teachers**

This study is intended to be helpful for the teachers in providing a deeper understanding on effective strategy used in conducting teaching learning process of English subject. By involvng students' attitude within this research, the teacher improves his/her awareness on the importance of considering attitudes in conducting instructional process.

### **c. For other Researchers**

This research is expected to be a first-hand reference for furthers research about Project-Based learning in general or on EFL teaching and learning particularly. Furthermore, it is expected that the otther

researchers could design a more intensive research by investigating other moderator and intervening variables.

## **1.7 Definition of Key Terms**

To help the readers clearly understand about this present study, the researcher should give some operational definitions of the key terms. The key terms which used are including Young Learners and Project-Based Learning.

### **1. Conceptual Definition**

#### **a. Young Learners**

In general, Young learners (YLS) were any person under 18 or about 5-12 years old (Ellis, 2014; Ersoz, 2007 as cited in Kimseziz et al. 2017).

#### **b. Project-Based Learning**

Project-based is a piece of collaborative learning. It permits the learners to work on themselves, in a small group, or in a entire class. The project refers to compound tasks based on issues experienced by students, organized in certain periods of time and resulted in realistic items that could be in the form of presentation, exhibition, publication, and so on (Stoller, 2002; Thomas, 2000).

#### **c. Students' Attitude**

Wenden (1991; Samadani and Ibnian, 2015) categorizes attitude into three elements covering cognitive, affective and behavioral. A cognitive element covers the convictions and thoughts or arguments about the object of the demeanor. The affective element concerns about the person's feelings and

emotions about an object. It commonly reflects the ‘likes’ or ‘dislikes’. In this case, those three components are interrelated.

## **2. Operational Definition**

### **a. Young Learners**

In this present study, young learner is operationally defined as grade 4 students at 9-10 years old at Bali Kiddy Primary School.

### **b. Project-Based Learning**

Project-based learning in this study is operationally a technique utilized by the instructors of grade 4 in teaching English which depends on certain purposes. The projects done individually by the students and sometimes in group. It was organized in particular time periods and producing a real product.

### **c. Students' Attitude**

This study was looked into the idea of point of view as one of the components for achievement in learning. In detail, the attitude which investigated in this research was to the students' attitude about English language learning. Thus, three types of attitudes covering cognitive, behavioral and affective or emotional were used to determine the students' attitude of grade 4 at Bali Kiddy Primary School in learning English.