CHAPTER I

INTRODUCTION

A. The Background of the Study

This study try to investigate the implementation of Project Based Learning in the eleventh grade of SMAN 1 Pancur Batu in narrative text material to improve students' speaking ability in english. This research observes the stages of the implementation of Project Based Learning in the eleventh grade of SMAN 1 Pancur Batu and look what are the challenges of teacher and students in the implementation of this learning model.

This research conducted because Project Based Learning is new to teachers and students at SMAN 1 Pancur Batu, so the researcher wants to see if the stages in the Implementation of Project Based Learning are correct based on experts and whether there are challanges in implementing this model. Project Based Learning is new to teachers and students at SMAN 1 Pancur Batu so there must be problems or difficulties experienced.

Nadiem Makarim changed and established the Merdeka Curriculum as an improvement from the 2013 curriculum on December 10, 2019. Starting with the four Merdeka Belajar policies described by the Ministry of Education and Culture, (2021a), including first, in 2020 replacing the National standardized School Examination (USBN) to a test or assessment organized by the school with an assessment of student competence that can be carried out in various forms that are more comprehensive, which gives teachers and schools the freedom to assess their students' learning outcomes. Second, in 2021 the National

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Examination changes to the Minimum Competency Assessment (AKM) and Character Survey which focuses on literacy, numeracy, and character as an effort to encourage teachers and schools to improve the quality of learning that refers to the good practices of international assessments such as PISA and TIMSS. Third, simplification in the preparation of the Learning Implementation Plan (RPP), which originally consisted of 13 components into 3 core components including learning objectives, learning activities and assessment. This is so that teachers have more time to prepare and evaluate learning in addition to effectiveness and efficiency. And fourth, a more flexible policy in the admission of new learners in order to be able to sustain inequality in terms of access and quality in the regions.

Teaching today's modern, changing, and productive students is a complex activity. a complex activity that requires teachers to identify, select, and implement the best combination of strategies that best promote meaningful learning. Project-Based Learning offers many new and updated examples of digital tools that make a difference for student learning and teacher productivity and collaboration.

The purpose of English education is to focus students so they can utilize the language for communication and as a tool to advance their academic careers.

They are unable of effectively and appropriately communicating. Due to this, students lack self-assurance and avoid speaking with fluent English speakers. Based on the preliminary data was conducted in SMA Negeri 1 Pancur Batu by researcher. According to early data, during interview with teacher.

R: Has this school implemented the independent Curriculum?

T: The independent curriculum, yes, it has been running for years.

R: In the independent curriculum, there is something called project-based learning. Have you applied it in your learning?

T: yes, I have applied it, either using audio-visual media or student projects.

R: Examples of what learning materials have you applied in using Project Based Learning.

T: like yesterday they have made a letter in English, in then they prepare themselves to sing in English, but not all can be applied using project- based learning because it will definitely take a long time.

R: In this case mam, what exactly do you feel or see the student's problems in English?

T: The most is that they don't have a lot of vocabulary because they are not equipped from before, when they don't have a lot of vocabulary how can they practice speaking in English. Then they still feel that English is difficult because yes, the model was the wrong strategy from the beginning.

R: Based on what mam explained, is there a certificate difference in the level of student activeness with the Implementation of project-based learning, mam?

T: Maybe in student activeness, I feel students are more active and feel more interested and not boring.

R: In this case mam, what might be the shortcomings or problem in implementing project-based learning in the classroom?

T: Project Based Learning is too time consuming, so the learning outcomes may take a long time to see, because it requires a planning stage and several more stages to evaluation while if teaching English is only 2 less which is 2x45 minutes so it might take a few weeks to get the results.

R: As mam said earlier, students lack vocabulary so what solutions can you give them?

T: Every week I give them vocabulary for them to memorize and then the next week will be spoken in front of the class. now at the end of project-based learning there is an evaluation where I give a score and choose the best and if there are those who do not make their projects I only add vocabulary to their memorization, but rarely do not do their projects.

R: Thank you, mam, For information.

Note:

T = Teacher

R = Researcher

The condition of language learning and teaching at School is in the period of implementing an independent curriculum or currently adjusting teaching to make it more interesting and innovative. Based on observations at the school, it was found that class eleventh was already using independent curriculum and teacher also try to using innovative teaching like they have made a formal and informal letter in English. Then they prepare themselves to sing in English, but not all can be applied using project-based learning because it will definitely take a long time. etc. This is the teachers way of increasing students' activeness in learning English.

B. The Problems of Study

There are following questions for this research, namely;

1. What are the teacher and students challenges in implementing of Project Based Learning at eleventh grade in SMA Negeri 1 Pancur Batu?

2. How is the implementation of Project Based Learning at eleventh grade in SMA Negeri 1 Pancur Batu in Narrative text?

C. The Objectives of the Study

1. To find out the challenges of the implementing Project Based Learning in SMA Negeri 1 Pancur Batu.

2. To investigate the implementation of Project Based Learning in teaching narrative text to eleventh grade students at SMA Negeri 1 Pancur Batu.

D. The Scope of Study

The scope of study is to look at the implementation of Project Based Learning for teaching speaking skills at eleventh grade senior high school students SMA 1 Negeri Pancur Batu. This study limited simplest in narrative text.

E. The Significances of the Study

The findings of the study are expected to give theoretical and practical contributions, as follows:

1. **Theoretically**

The findings of study was broaden and enrich the theoretical horizons related to the areas on the use of project- based learning models to teach narrative text to eleventh grade senior high school.

2. Practically

The findings of the study will become a recommended media of teaching speaking skill the eleventh-grade students of senior high school, because it will motivate their enthusiasm and willingness to learn and express their words in spoken language.

a. For English teachers

The results of this research can be a reference for evaluating practice teaching English and to correct some existing weaknesses push to make something better. This can encourage students to learn English.

b. For students

The researcher hopes that this can help grade XI students of SMAN 1 Pancur Batu to more easily choose a learning strategi that is suitable for themselves, especially for students who have introverted characters.

c. Other researchers

As a reference for those who want to conduct a research about the Implementations of Project Based Learning in Narrative Text.