

# CHAPTER I

## INTRODUCTION

### A. Research Background

In the era of the fourth industrial revolution, there is an issue that must be handled quickly and academically. Among these issues is that technology has replaced most human activities, consequently making it challenging for teachers to provide students with more valuable abilities that technology cannot return, which refers to 21<sup>st</sup>-century skills through effective teaching models (Maulidah, 2019). To create innovative generations, teachers must prepare creative teaching skills and improve the students' competencies of 21<sup>st</sup>-century skills, namely the 4C competencies (Critical thinking, Creativity, Collaboration, and Communication). Teachers are required to implement appropriate models to engage the students in active learning. In this current era, some different teaching approaches have been developed by education experts. The learning models were developed to help the students develop their knowledge and skills related to the 21<sup>st</sup>-century skills.

One learning model that is appropriate for developing the 4C skills is Project-based Learning (PjBL). PjBL is a model of learning that employs projects as the first step in gaining and integrating new knowledge based on real-life activity experience (Ardiansyah & Fahira, 2023). Supported by Bell (2010), PjBL is an innovative learning model that offers various skills essential for advancement in the twenty-first century. PjBL is a learning model that stimulates student creativity in problem-solving through

collaboration or cooperation by allowing students to construct knowledge or experience to think critically about situations. Capraro (in Riani et al., 2017) explained that PjBL centered on real-world, student-centered, and team collaboration. Therefore, teachers are expected to build students' necessary learning skills by implementing project-based learning. Haryanti (2020) explained that the PjBL model positively affect pupil achievement and instill a cooperative attitude essential for daily life. Students must have a cooperative attitude when dealing with situations that occur in the 21<sup>st</sup> century when overwhelming rivalry exists in many aspects of life globally. Therefore, it is hoped that students from teacher training and education study programs can master learning models to improve their 4c skills.

One of the English materials in the vocational school that implements the *Merdeka* curriculum is Narrative text. This material tells a story about a series of chronological and interconnected events. Narrative texts include fables, myths, legends, folklore, fairy tales, and personal experiences. The purpose of the text is to amuse or entertain the reader with the story, which can be fiction or non-fiction. However, in real-life situations, teaching narrative text is considered problematic. Based on the findings, Yusismi and Jufri (2017) said that most students need more vocabulary to understand a narrative text.

Moreover, they spend much time finding the meaning of the words to get information. Most English teachers often use the same learning model in teaching narrative text; for instance, teachers ask their students to read a text and find difficult words, explain the meaning of those words, and ask

them to answer questions related to a text. Baa'syir (2014) added that lately, throughout the process of teaching and learning ways in narrative texts class, both students and teachers acknowledged that this material was highly challenging and that students felt monotonous, so it was difficult for the teacher to convey their proficiency in teaching Narrative text.

PjBL is a learning model for achieving the goals of 21st-century education because it involves the 4C skills (critical thinking, communication, collaboration, and creativity) (Zubaidah, 2016). The PjBL learning model improves critical thinking skills; fosters work creativity, empowers motivation to learn, and boosts interpersonal relationships in group work. Teachers are required to have knowledge and skills to implement PjBL in the class. This study explores teachers' competencies in applying the PjBL model in teaching narrative text in English classes and identifies teachers' challenges in implementing PjBL in teaching narrative text.

★ In teaching narrative text material, students will learn to observe the moral values that can be taken from a story related to life problems so that it will provide a new perspective and improve critical thinking skills from a life problem. In learning narrative texts, the students will be given material that narrative texts might convey the emotions of someone about life events and give critical insights (Ramadhan et al., 2020). Therefore, it can improve the ability of vocational students who lag in critical thinking; this was supported by Kamdi (2012), who states that senior high school graduates were more absorbed in employment because they have higher thinking skills

than vocational school graduates. The findings of this study delivered a practical understanding of the challenges faced by English teachers' experience in vocational high schools regarding the implementation of PjBL in teaching narrative text.

## **B. Research Questions**

1. How do English teachers in vocational high school implement a project-based learning model in teaching narrative texts?
2. What challenges do English teachers in vocational high school face in implementing project-based learning in teaching narrative texts?

## **C. Aims of the Research**

According to the research questions that have been presented above, the researcher indicates the purposes of this study are:

1. To describe the implementation of PjBL in teaching narrative text by English teachers in vocational high schools
2. To identify English teachers' challenges in vocational high school implementing project-based learning in teaching narrative text.

## **D. Significances of the research**

The result of this study is expected to be beneficial both theoretically and practically, as follows:

1. Theoretically
  - a. The result of this study can be helpful for teachers as feedback on their teaching activities to know the difficulties in implementing project-based learning.

- b. The result of this study can be used as enrichment for those who want to research project-based learning in teaching narrative text.

2. Practically

- a. The result of this study can be helpful for teachers in selecting the appropriate model for teaching narrative text.
- b. The results of this study can be helpful for designers of teaching materials who want to design appropriate methods for teaching English from the English curriculum design.

