

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English as a foreign language remains in basic education as per the Revised 2013 Curriculum (Zein, n.d.). In early 2020, the Ministry of Education and Culture announced the Merdeka Belajar policy to modernize higher education in Indonesia. Its strategy intended to close the gap between higher education, business, and industry (Maipita et al., 2021). The Ministry desires to develop human capital that is prepared for the Fourth Industrial Revolution (4.0) by implementing a number of liberating policies for higher education namely the *Merdeka Belajar-Kampus Merdeka* (hence, MBKM) program, often known as the "Freedom to Learn-Merdeka Campus" initiative, aims to grant campus autonomy (Krishnapatria, 2021). Changing curriculum is needed because of Covid 19 Pandemic, Nadiem as The Education, Social, and Culture Ministry encouraged independent schools (Sekolah Merdeka) for the high school and independent campuses (Kampus Merdeka) for universities. Merdeka Belajar is a fundamental change in the education paradigm based on rights. In this change, there was a transitions period full of tension for teachers and students. The one of ways to decrease tension for teachers and students by providing educational services for students to make individual choices is the fulfillment of the right to Merdeka Belajar (Yuhastina et al., 2020). Merdeka Curriculum encourages students to have the freedom to learn. It helps students explore their thoughts and ideas. English as a compulsory subject, which has four skills of language such as listening,

reading, speaking, and writing must be learnt by students starting from elementary school to university.

The Indonesian government passed the Merdeka Curriculum to revitalize learning by emphasizing essential materials while simultaneously fostering students' competence and character. The new curriculum characterized by constructivist learning entails more student-centered, interactive, and collaborative teaching-learning activities (Norawati & Puspitasari, 2022). This curriculum are characterized by (a) Project Based Learning (PjBL) for character building and soft skills that fit the profile of Pancasila students profile, (b) Concentrate on the essentials to allow enough time for in-depth study of fundamental skills like literacy and numeracy, (c) flexibility for teachers to adapt material and situations locally and (d) provide differentiated instruction based on students' ability (Kebudayaan, 2022). It implies that teachers and students are given the chance to engage in genuine problem solving and knowledge development in an actual professional situation. Besides, the need to link what is learned in class with real-world experience is an inevitable issue in teacher education.

Teachers' knowledge and experience of teaching is more than just a collection of scientific information and theories; it is also highly experiential and socially formed, based on their own experiences and classrooms. Language teaching requires good methods to improve students' abilities. Various methods can be implemented in the class, according to Afandi et al., (2013) kinds of teaching methods namely Direct Instruction, Problem-Based

Instruction (PBI), Project Based Learning (PjBL) Contextual Teaching and Learning, Cooperative Learning, Talking Stick, etc. Teaching methods refer to a collection of interconnected and progressive processes teachers and students take to accomplish specific learning abilities as outlined in the curriculum or syllabus. Studies of teaching methods is important because teaching methods affect all types of learning in the cognitive, affective and psychomotor domains (Gloria, 2021). An effective learning model was required for the teaching and learning process.

Almulla (2020) found that the Project Based Learning (PjBL) technique increases student engagement by allowing for knowledge and information sharing and discussion. On the other hand, the application of Project Based Learning (PjBL) approach through interactive learning resources is ideal for academic learning. Utilizing media during the learning process can benefit students by presenting pertinent and engaging material, facilitating data interpretation, and condensing knowledge (Sari & Ardianti, 2021). Using Vlogs as learning media in improving speaking skills is very suitable to be applied in students' speaking learning. Students must think creatively in teamwork to complete a project (Zubaidi & Suharto, 2021). The implementation of Project-Based Learning (PjBL) is an effective method used to teach speaking skills because it encourages students to do hands-on practice. In addition, interactive learning media can also help students in learning English speaking ability easily.

After the Covid 19 Pandemic ended, a new habit of technology-based learning was formed. Especially using social media as a tool for education. In an educational environment, students are dependent on Collaborative Learning (CL) to improve their learning performance (Khan et al., 2021). The formation of learning habits using learning media in the shape of social media. The opportunity for the development of the internet and technology is gaining momentum learning independence ((Ningrum, 2022). Some social media that have become the trend of today's youth in Indonesia are Facebook, Youtube, Twitter, and Instagram (Woods et al., 2019). Thus, the teachers and students can interact in learning activities using social media anytime and anywhere, not limited by space and time. Using social media in teaching and learning is more relevant for students in the era after the Covid-19 pandemic (Pujiono, 2021). Social media fulfills the criteria as learning media which can be utilized or used by educators in teaching and learning language. Numerous services offered by various social media platforms can be used as a media to connect with or speed up the teaching and learning of languages. It can increase students' English speaking skills to be more active and creative with the many references that we can get from existing social media.

SMK YASEMI is a vocational high school institution that was established in Karangrayung since 2010 with a skills program Automotive Light Vehicle Engineering (*TKRO*), Computer and Network Engineering (*TKJ*), Motorcycle Engineering and Business (*TBSM*), ACCOUNTING and Dressmaking (*Tata Busana*). This school is located on Jl. Raya Karangrayung - Godong Village,

RT.02/RW.04, Mojoagung, Grobogan Regency, Central Java. Its strategic location, very comfortable infrastructure and facilities make students and teachers feel comfortable so that many students study at Yasemi Karangrayung Vocational School. The reason the researcher chose Yasemi Vocational School as the research location was (1) Yasemi Vocational School is a school that the researcher knows has implemented the Merdeka Curriculum. This school has implemented project-based learning in English classes. The existence of research places that are easily accessible and reachable by researchers; (2) The researcher chooses a research location that is relevant to the theme or research topic being investigated. SMK Yasemi is considered to be able to provide significant insight and data related to the research objectives; (3) With the phenomenon of changing the curriculum, researcher want to know how the teachers implement Project Based Learning in teaching speaking skills on Curriculum Merdeka at SMK Yasemi

## **B. Research Problem**

Based on the background of the study above, the researcher states the problem of the study as follows:

1. How do the teachers implement Project-Based Learning (PjBL) in teaching speaking skills on Merdeka Curriculum at SMK Yasemi?
2. What are the obstacles faced by teachers in the implementation of Project-Based Learning (PjBL) in teaching speaking skills on Merdeka Curriculum at SMK Yasemi?

### **C. Research Objective**

Based on the statement of the problem, the objective of the study are stated as follows:

1. To find out the teachers implement Project-Based Learning (PjBL) in teaching students speaking skills on Merdeka Curriculum at SMK Yasemi.
2. To find out the obstacles faced by the teachers in implementation of Project-Based Learning (PjBL) in teaching students speaking skills on Merdeka Curriculum at SMK Yasemi

### **D. The Limitation of The Research**

This research focuses on how to the teachers' implementation of Project-Based Learning (PjBL) in teaching students speaking; the obstacles faced by the English teachers in implementation of Project-Based Learning (PjBL) in teaching students speaking skills on Merdeka Curriculum at SMK Yasemi and the teachers' perception Merdeka Curriculum at SMK Yasemi.