

CHAPTER I

INTRODUCTION

A. Background

Project-Based Learning is a learning method that can be applied at all levels of education. In this learning method, the educator acts as a facilitator. Project-Based Learning aims to find solutions to problems, while also providing students with learning. draft method solution to problem and develop critical thinking skills. In learning critical thinking concepts and skills, students work together in groups to research real-life problems. Learning by applying learning methods This expect can make participant educate become again active and creative, by learning from what they Look from the environment. (Fathurrohman, 2016).

In this era of globalization, every nation is involved in very tight competition. dynamic between One with other. In the Asia Southeast, Indonesia has entered the *ASEAN Economic Community (AEC) era*. Skilled workforce and educated will be capable to win competition. On the contrary Unskilled and uneducated workers would be marginalized.

Education that is oriented towards life skills, competency-based learning, and a learning process that is expected to produce valuable products, requires a rich and real learning environment that is able to provide learning experiences in the competency dimension. integratively.

Environment learning is intended to be marked by (1) Situation learning, environment, content and task which relevant, realistic, original, and serve the natural complexity of the “real world”; (2) Primary data sources are used to ensure authenticity. And complexity world real; (3) Develop life skills and not the reproduction of knowledge; (4) The development of these skills is in the individual context and through social negotiation, collaboration and experience.(5) Competence previously, belief, And attitude regarded as prerequisite; (6) Skills details problem, thinking level high, and deep understanding is emphasized; (7) Students are given the opportunity to learn in a certain way apprenticeship where there is an increase in the complexity of tasks, the acquisition of knowledge and skills; (8) The complexity of knowledge is reflected by pressure Study on connectedness conceptual, and Interdisciplinary learning; (9) Cooperative and collaborative learning is prioritized to expose students to alternative views; and (10) Measurement is authentic and becomes an integral part of learning activities (Simons, 2007).

Various innovative learning models have been created to anticipate the needs and problems of the 21st century (Sopandi, 2017). These learning models include inquiry learning models, Project Based Learning (PBL), and Problem Based Learning (PBL). Innovative learning models have been tested in the many kinds of Study And proven top solution Problems about

thinking skills high level and century skills 21 other people Madhuri and others. (In 2012) Fitri and others (2018), The beauty of Nurhayati and Angraeni (2017), Fatchiyah (2016), Trilling and Fadel (2009). However, in the Indonesian context, these innovative learning models do not necessarily wards the quality of learning. The current quality of education in Indonesia is likely due to teachers in the field experiencing difficulties implementing these innovative learning models, which could be considered problematic. in educational practices in Indonesia.

Efforts towards the quality of education are very dependent on the emergence of ideas/concepts and behavior creative which related beginning from central level, area, and also school. Signal element temporary party, achievement educational outcomes that are still less than satisfactory at school and national levels are often not found due to teaching skills. low, but more due to teachers' lack of creativity in learning. The learning activities implemented are passive, less interesting, one-way, less able to motivate students, less able to provide a pleasant learning atmosphere, less able to involve student activities and so on, which ultimately leads to low student learning outcomes. Therefore, there is a need towards the quality of education, both in the learning curriculum, teaching staff and learning strategies. In order to increase creativity in learning, teachers strive to present a thinking model

equipped with a set of guidelines and strategies that can be used by teachers as a guide or a reference for developing ideas and creative behavior in implementing the learning process for students. One model that can be used in learning is the Project-Based Learning model. Project-Based Learning is an innovative learning model or approach that emphasizes contextual learning through complex activities.

One learning medium that teachers can use to develop age-appropriate characters for eighth-grade students is picture cards or puppets, played by each student based on Bengkulu customs, with the aim of fostering respect for existing differences. Picture cards are used as a character learning medium and can be made from various materials such as animal skin, paper, and others.

Card pictures can become media learning which is used by teachers to teach character to students. Picture cards are essential to help students understand and practice the character traits taught by Teacher. Solution from lack of media this learning is actually there is in front of us a picture card.

Learning media functions as a learning aid, a component of the learning process that must be included, planned, and organized by teachers in learning activities. The role of media in the learning process is towards learning outcomes and the quality of learning outcomes. Study.

In Indonesia, particularly at SMPN 20 Bengkulu,

implementing this method can be an innovative step towards the English skills of eighth-grade students. However, challenges such as limited resources, lack of teacher training, and time constraints often arise. However, the benefits, such as increased creativity, collaboration, and student engagement, far outweigh the challenges (Tapilin, 2023).

Therefore, this study aims to understand how PBL can be implemented at SMPN 20 Bengkulu and explore the benefits and challenges of this approach. The findings of this study are expected to help teachers wards English teaching methods in schools. In Indonesia, particularly at SMPN 20 Bengkulu, the implementation of this method can be an innovative step towards the English skills of eighth-grade students. However, challenges such as limited resources, lack of teacher training, and time constraints often arise. However, the benefits, such as increased creativity, collaboration, and student engagement, far outweigh the challenges (Tapilin, 2023).

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B. Identification of problems

Conventional teaching methods are still less effective in enhancing students', so a more interactive approach is needed, such as the use of Project Based Learning to attract students'

attention and cater to various learning styles.

Students often face difficulties in understanding due to their limited skills, which can be overcome by integrating visual, audio, and digital elements in learning.

C. Research Question

Based on the background of the problem, the problem formulation in this research is:

Is there a significant effect the implementation of project-based learning on students reading test score?

D. Research Objective

Based on the background of this study research aims to determine whether there is a significant effect the implementation of project-based learning on students reading test score.

E. Research Limitations

The effectiveness of Project-Based Learning depends heavily on the availability of resources such as technological devices and digital platforms, which may not be equally accessible across all educational settings. This limitation aligns with findings highlighting challenges in integrating multimodal approaches due to infrastructure gaps and inadequate teacher training.

This research may not fully capture the diverse learning

needs of all students, as multimodal literacy skills vary widely among individuals. Students with minimal exposure to digital devices may struggle more than their peers, as research on uneven multiliteracy development in classrooms suggests.

F. Significances of the Research

Research hope that after conducting this research, many benefits would obtain, such as the following:

1. Theoretical Significance

This study provides an opportunity for researchers towards language skills and text comprehension. Integrating multimodal narrative texts in Project-Based Learning helps students wards their language skills. In addition to reading skills, students also learn to interpret and produce texts that include both visual and verbal forms. This approach aligns with new literacy theory, which emphasizes the importance of reading and producing texts across various media formats, which are increasingly needed in the digital world.

2. Practical Significance

- a. For teacher, this research can be a guide for teachers in choosing and implementing project-based learning in English language learning.
- b. For readers, this research provides insight into how the application of Project-Based Learning and multimodal narrative texts can wards students' reading and comprehension skills. This approach also has the potential

to enhance social and emotional competencies, such as empathy and communication skills, which are essential for students' personal development.

- c. For further research, the results of this study can serve as a basis for further research on the application of Project-Based Learning in various disciplines and provide practical guidance in designing and implementing more effective teaching methods. Overall, this research offers significant benefits in improving the quality of education through a more dynamic and inclusive approach.

