

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Education greatly influences progress and civilization, so every country needs special rules to develop it. Improving the quality of education in Indonesia requires a sound education system, curriculum, and learning process. *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemendikburistek)* issued a policy to develop the *Kurikulum Merdeka*, which was given to education units as an additional option to restore learning during 2022-2024 and improve the quality of education. This curriculum prioritizes project-based learning strategies.

Project-based learning is mainly used in teaching and learning English classes in Indonesia. Project-based learning is a learning model that uses projects or activities as the learning center. This statement is based on the explanation from Kamaliyah and Alrianingrum (2022) that project-based learning is a learning model that focuses on the importance of student processes or activities in project design. One of the junior high schools in Tasikmalaya has implemented project-based learning in English learning. Thus, this research was conducted at the school because this school was the chosen school that had used the *Kurikulum Merdeka* and had used project-based learning before the *Kurikulum Merdeka* was implemented. One of the activities carried out by students according to essential competencies in the context of expression material (congratulations, hopes, and prayers) is that the students do their final project, a mini-drama in groups.

Many schools in Indonesia have implemented project-based learning as a learning method through activities with projects in the classroom. Astawa et al. (2017) implemented project-based learning on students' productive skills in English at public junior high schools in Bali. Also, Salehudin et al. (2020) implemented Instagram to support creative learning and project-based learning activities in Samarinda. Sugiharyanti (2022) implemented project-based learning assisted by Moodle e-learning to improve English learning achievement in Ponjong, Gunungkidul. Moreover, Kamaliyah and Alrianingrum (2022) implemented the

project-based learning model to investigate the influence on students' understanding of history learning in X *IPS* class at *SMA Negeri 20* Surabaya. In addition, Rodriguez (2020) implemented project-based learning to improve oral communication in an EFL classroom.

Meanwhile, in one of the junior high schools in Tasikmalaya, English learning has implemented project-based learning by using a mini-drama. First, the teacher gives an explanation and example about the expression material (congratulations, hopes, and prayers). Next, the teacher provides a project to the students in the form of a mini-drama project about the expression material (congratulations, hopes, and prayers). The teacher provides an offer about the role, theme, making a script, setting the place, and gives the choice of shooting, which will be in the shooting video or live performance in class, all of which are free as students like as long as they are still related to the material. When the project creation process runs in the classroom, students make scripts, divide roles, practice for performances, and others. The teacher engaged with the students to provide appropriate advice and direction. Then students work on their shooting projects, students must send the video link to the teacher, which has been uploaded to YouTube, and the teacher gives a deadline for the project. After everything was done, the students and teachers watched the mini-drama video or saw the performance in class. Finally, the teacher and the students reviewed each existing video's YouTube channel or provided direct reviews for those who appeared live in class. The phenomenon discussed above is based on an interview with a teacher in one of the junior high schools in Tasikmalaya.

After many studies investigated project-based learning, as an example, Kamaliyah and Alrianigrum (2022) pointed out the influence of the project-based learning model on students' understanding of history learning in X *IPS* class at *SMA Negeri 20* Surabaya. The research showed that project-based learning positively affected students' knowledge of history teaching in X *IPS* class at *SMA Negeri 20* Surabaya. However, previous research did not specifically discuss students' experience using project-based learning. Therefore, this research investigated

students' cognitive and affective experiences performing project-based learning in English learning in English learning at a junior high school in Tasikmalaya.

## **1.2 Formulation of the Problem**

This research focused on answering the question, “What are the students' experiences performing project-based learning using mini-drama?”

## **1.3 Operational Definitions**

### **1.3.1 The Students' Experiences**

Students' experience is knowledge or skill in a particular job or activity, which students have gained because they have done that job or activity for a long time. This research focused on students' cognitive and affective experiences during English learning, referring to involvement in certain activities and feelings, such as when the students make conversation videos, do a mini-drama, and use technology as a learning assistant.

### **1.3.2 Project-Based Learning**

Project-Based Learning (PjBL) is an effective teaching method that requires students to conduct in-depth research on a subject, organize, implement, and evaluate a project successfully, and then produce a final project at the end of the class. The English learning has applied project-based learning, and the students do the mini-drama as a final project.

#### **1.4 Aim of the Research**

This research investigates the students' experiences performing project-based learning using mini-drama in English learning.

#### **1.5 Significance of the Study**

##### **1.5.1 Theoretical Uses**

This study contributes to complement the previous studies focusing on the use of project-based learning in English learning.

##### **1.5.2 Practical Uses**

This study can be used as information and reference to teachers and lecturers on using project-based learning activities based on students' experiences.

##### **1.5.3 Empirical Uses**

This study will enrich the literature about using project-based learning from the student's experiences.