

CHAPTER I

INTRODUCTION

1.1 Research Background

English as an international language has been used by most groups of students around the world. As explained by Kusuma (2018) This happens because many people use English as their interest in various things. According to Cyrstal (2003) one of the benefits of using English is being able to communicate globally. Through English, people can connect and communicate with many people in various parts of the world to talk about many things, such as business, education, travel and so on. Through English, people can also access various information such as academic journals, news and so on from around the world. In addition, many people use language to expand career opportunities. Based on the explanation given by McKay (2003) that English can help people to continue their studies abroad and study at the world's top universities.

Therefore, English is often referred to as a tool of international communication nowadays. As explained by Mappiase and Sihes (2004) English as an international language has been used by more than two billion people with different accents and levels of competence. It happens because of the influence of history in the past. Which, Lauder (2008) said, since ancient times English speakers have established English as a language in the world of commerce, business, research and publication, until now this is still going on in both the business and teaching world.

Formal education that provides English language teaching is one of the universities, both public and private. In some universities, English is one of the

subjects that must be taken by students. English becomes the subject that must be mastered by university students. According to Chedar (2005), it due to English will affects to students understanding and easy to looking for many sources of information. In another words, English will be able to help student in enriching their knowledge because they can get the information around the world using English.

In higher education, Santoso (2013) state if English is often used as a communication medium for international conferences, paper writing and so on. Besides Subiyati (1995) explained that, globalization makes the world's population especially scholars from all over the world meet and interact. Through English they held the meeting to conduct conferences, seminars, discussions, negotiations, compatriot activities and education. Which, English is indeed necessary to implement those activities.

In Indonesia, English is the first foreign language taught in subjects in secondary and higher education. The purpose of the English language debriefing is to provide the ability to read English reading text books in certain fields. The application of English teaching policies in universities seems to explain the importance of the role of English as the key to mastering science. As we know that many sources of knowledge such as books, journals, articles and so on are published in English. Additionally, by mastering English, we can open the initial gate of science.

Nowadays many formal educations provide English language teaching in some institution such as public or even private universities. In some universities, English is one of the subjects that must be taken by students. English which is a

global language is the first step offered by universities to students to be able to compete globally. It was done not without good reason. Some experts like Jekins (2009); Dudey & John (1998) explain that English can be used as an international mobility that teaches and focuses on students' specific needs and goals. Therefore, English is highly recommended as a first step to be taught to students.

Learning English for students is a good first step to communicate with other people internationally. Since 1750-1900 various sciences and technologies have been written in English. It affects students and academics to be able to understand the language. Described in his writings, these sources are in the form of books, articles, and journals that become references to be able to create and present useful breakthroughs in the international arena.

In response to the benefits of English for students, Roinah (2019) explained that there are several reasons why English is important for students to learn at various universities. The first is that by having good English skills, students can get more job opportunities. The ability to speak two languages is of course an added value for students to get a career path globally. Second, English is the common language. By using English, students are expected to be able to communicate with various global communities. Then the third is knowledge. English is often referred to as the language of knowledge. Because a lot of information is conveyed using English. In order to get this knowledge, of course students must be able to understand any form of literacy that uses English.

However, behind its good function, the implementation of learning in Indonesia is still not optimal. Some cases show that the results of teaching English in Indonesia have so far not been optimal and unsatisfactory. According to

Darsina (2018) it happens because there are several problems such as; 1) low ability to speak English because they are not accustomed to using English as a daily language, 2) the lack of vocabulary owned by students, 3) find it difficult to speak English because they do not understand the correct grammar, and 4) lack of interest learning strategies implemented by the teachers. Then Wiramarta (2021) added the biggest challenge faced by teachers in teaching English in universities is the lack of motivation of students during the learning process.

In order to overcome these problems, an appropriate learning method is needed. Learning method is defined by Djamarah (2006) as a method used by teachers to achieve learning objectives. Meanwhile, As explained by Afandi et.al (2013) learning methods are needed by teachers, in which there are media, techniques and learning strategies. From this explanation, the researcher can conclude that the learning model is a systematic procedure or pattern used by teachers as a guide to achieve learning objectives and includes several things, namely; techniques, strategies, methods, media and teaching materials.

The learning method in the Independent Curriculum systematics offers several activities that can accommodate the needs of students in interacting, discovering knowledge, and solving problems during the learning process using the knowledge they have. In its implementation, the independent curriculum that focuses on student centered learning learning methods. The practice of the Independent Curriculum year (2022) highlights the kind of clear direction of learning and teaching process which used student-centered learning. It can be concluded that the learning processes the Independent Curriculum year (2022) has

clear direction of SCL that fostering students' activeness in conducting critical thinking and autonomy in the learning process.

The student-centered learning (SCL) learning approach model has various definitions. In response to this matter, Acat & Dönmez (2009) explained that SCL is known as a flexible learning model, independent learning, open or distance learning, participative learning, or self-managed learning. Besides, according to Indrianti (2012) and Kidwell & Triyoko (2012) the term student-centered learning (SCL) refers to various educational programs, learning experiences, instructional approaches, and academic support strategies that are intended to address different learning needs, interests, aspirations, or even cultural backgrounds of individual students and groups of students. In response to this, Collins and o'brien (2003) cited in (Jeffrey Froyd, 2008) explain that, Student-centered learning (SCL) is an instructional approach in which students influence the content, activity, material, and pace of learning. In addition, SCL emphasizes students as learners and what students do to succeed in learning compared to what the teacher does.

Furthermore, Collins and O'Brien (2003) give some perspective about student-centered learning (SCL). They stated that student-centered learning is an instructional approach in which students influence the content, activities, materials, and pace of learning this learning model place student (learners) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches those in the skills they need to do so effectively.

The student-centered approach includes techniques such as substituting active learning experiences for lectures, assigning open-ended problems requiring

critical thinking that cannot be solved by following text examples, involving students in simulations and role-plays, and using self-paced and cooperative (team-based) learning. By implementing SCL can increase motivation to learn, more excellent retention of knowledge, deeper understanding, and a more positive attitude towards the subject being taught.

Students of midwifery department of a institution in Jambi are expected to have professional competence in their fields. For this reason, various courses are offered by the campus to improve the quality of education and the quality of midwifery students at the national and international level. For this reason, the English for Specific Purpose program has been offered to field students at the institution to improve their abilities and professionalism globally.

According to Hutauruk (2015) ESP course is attempted to develop students' capability in mastering the English related their field of knowledge. English for specific purposes (ESP) in midwifery students is an English language teaching program aimed at teaching English in the health sector to midwifery students at the institution. In relation to the present study, ESP is used to improve and prepare midwifery students' English language skills as a form of their professional career, especially in the health sciences.

ESP for midwifery students is not easy to be implemented. For this reason, before carrying out the research, the researcher had done pre-observation. Which, it aims to find out about the implementation of ESP learning in the midwifery department at the institution. Based on the results of pre-observation, the researcher found several interesting things at the institution. Firstly, the researcher found that some of the English lecturers have been implemented SCL as a

teaching method and Project based learning (PjBL) as learning approach to teach English speaking skills for midwifery students. Secondly, the researcher found that the implementation of English courses in the midwifery class only had 2 credits. Or in other words, English lectures are only done once a week.

Based on the findings from the pre-observation, the researcher considers this to be an interesting matter. The reason is why project-based learning is one of the approaches to implementing the SCL method. As stated by Jacobs (2016) Project Based Learning is an instruction of an active student-centered learning. PjBL approach also covered some of activity that will conduct by students such as; constructive investigation, setting the goal, doing collaboration, building communication, and making reflection within the real-world practices.

Several studies have shown that PjBL has a positive effect on learning English speaking skills in several fields such as engineering, medical and mathematics classrooms that use English as a medium for learning instruction. The research conducted by Wulandari (2019) proves that the use of PJBL as a type of SCL learning approach is able to help nursing students in mastering their language skills and developing their critical thinking skills.

Besides Wulandari (2019) find more positive attitude and higher learning motivation showed by the nursing students after PJBL has been implemented. Moreover, study by Albanese (2010) proved that the PJBL can be able to improve medical undergraduates' English skills as well. Besides, research conducted by Manalu et.al (2021) revealed that the PjBL as a type of learning method can improve students' English skills, especially in writing skills. In addition, Whorter et.al (2012) explained that PjBL is a learning type that can be used by teachers to

improve students' language skills in both receptive and productive skills. Based on the results of previous studies above, the researcher concluded that the SCL method and the implementation of the PjBL approach were able to improve the students' English language skills through scientific fields.

However, the researcher found that there were some research gaps from previous researches. Whereas, the research gap has not been studied by many researchers. Therefore, based on the review study that the researcher done, it is known that the implementation of PjBL as learning type of SCL approach only conducted at the high school and university level in certain scientific fields. Thus, the research is still general in nature and has not focused on specific skills such as speaking skills for the midwifery department that teach English for specific purposes.

Then in previous research conducted by Lightbown (2013); Elis (2003); Wiggins (2005) also found that there were positive perceptions from teachers and students regarding the process of improving speaking skills using the PjBL learning approach and the application of student-centered learning (SCL) in English for Specific Purposes (ESP) classes. However, the researcher underlined that from this study, the researchers had not disclosed and explored the role of teachers in preparing and implementing project-based learning (PjBL) learning using the Student-Centered Learning (SCL) model in English for Specific Purposes (ESP) to enhance students' speaking skill. Even though it is important to carry out an investigative process that examines how teachers prepare and implement the English language learning process for ESP classes using a project-

based learning (PjBL) approach to help students face and anticipate challenges in learning specifically speaking learning.

Learning preparation is one of the factors that can support the smoothness and success of the learning process. with the level of readiness and understanding of the teachers about the PjBL approach, the learning process can be implemented properly. For this reason, teachers need to have a deep understanding of the concepts and objectives of PjBL to improve a skill that will later be mastered by students during the learning process. based on the findings from the study review results, the researcher found that there has not been much research that examines the perceptions of midwifery students and English lecturers on the role of supporting factors (the readiness of teachers in preparing and implementing learning) based on the Project-based Learning (PjBL) approach and model learning student-centered learning (SCL) in the context of ESP for learning speaking skills.

Therefore, this study was conducted to complete the research gap and the urgency of the needs of the researcher's evaluation of the implementation of the learning process at the institution. This study aims to see how the process of preparing to implement the Student-centered Learning (SCL) model and project-based learning approach used by English lecturers is to improve the English-speaking skills of midwifery students. In addition, through this study, the researcher wants to contribute a study in relations of parties regarding; English lecturers' preparation and implementation of PjBL, perception of lecturers and students towards the implementation, and challenges of the implementation of

PjBL in ESP class, and possible breakthroughs to best implement PjBL in ESP class in the future.

Based on this research gap, the researcher formulated several research questions in this study as follows:

1.2 Research Questions

Therefore, in this study, the researcher formulated several questions as follows:

1. How do lecturers create English learning situation using PjBL as the learning approach to improve English speaking skill of Midwifery students?
2. How do lecturers use PjBL to help Midwifery students in mastering English speaking skill?
3. How do midwifery students perceive on the implementation of PjBL in English speaking class?
4. What are the challenges of using PjBL to teach and learn English speaking skill among Midwifery students?
5. What the possible breakthrough to best implement PjBL in the future?

1.3. The Purpose of the Research

Based on the research question, the present study has three aims. Firstly, the researcher wanted to see on how the way teachers create English learning. Secondly, the researcher wanted to know the way English lecturers used PjBL to help Midwifery students in mastering English speaking skill. Thirdly, the researcher wanted to know the way Midwifery students perceive on the implementation of PjBL in English speaking class. Fourthly, the researcher

wanted to know the challenges of using PjBL to teach and learn English speaking skill among Midwifery students. Thus, the researcher wanted to see about the possible breakthrough to best implement PjBL in the future.

1.4 Significances of the research

After conducting this study, the researcher hopes this study can be useful for any stakeholders, lecturers, and institution to make decisions in using English learning methods in the scope of health science, especially for the midwifery department. In this regard, signs of this study as practically, the present study is expected to be useful for any lecturers who teach in the institution to evaluate the implementation of PjBL as the learning method. Then, the present study is expected to be useful for any students in order to participate during learning activity implement using PjBL. Not only that the researcher hopes that this study can be source to reflect of the implementation of learning activity using PjBL for any stakeholders in schools or universities.

1.5 Definition of Key terms

The objective of providing key terms is to specify precisely the phrases often used in this study and to ensure that the researcher and readers are saying the same thing. Below the essential terms are defined:

1. English for specific purpose (ESP)

According to Jezo (2012), ESP refers to language instruction that is tailored to the particular linguistic and communicative requirements of individual students, with a particular emphasis on the context in which they use or will use English as a second or foreign language.

2. Student - centered learning (SCL)

O'Neill and McMahon (2005) defined that student-centered learning (SCL) is an approach to education that focuses on the individual learner's needs and focus on the power relationship between the students and the teacher.

3. Project Based Learning (PjBL)

According to Patton (2012) Project based learning is defined as process and product oriented, and the instructional method used to teach students concepts and skills. PBL is a student-centered approach to teaching that focuses on problem-solving, critical thinking, collaboration, and communication skills. In a traditional classroom environment, there is a greater emphasis on teachers presenting information and expecting students to memorize facts and then communicate their understanding through summative assessments.

4. Midwifery Students

Based on Prawirohardjo & Suharsa (2015) midwifery students are people who are undergoing education in midwifery study programs who study health sciences related to the process of care, childbirth and postpartum nursing. In this context, students are given knowledge about the skills needed to become a competent person in their profession in the future.

5. Higher Education Institution

Based on the Directorate General of Higher Education, Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (2019) Higher Education (ST) is a type of higher education institution that offers study programs in various fields of science, such as social sciences, natural sciences, humanities, or applied science aims to prepare students to become

professionals who are ready to work in a particular field of science. The study programs offered at ST usually focus on knowledge and skills in certain fields, with a shorter duration of education such as diploma (D4) or diploma D (3) compared to undergraduate programs at universities.