CHAPTER I

INTRODUCTION

In this chapter, there are several things that researcher explain. The main part explained in this chapter is the background of the research problem. In addition, there is also a review of research questions and research objectives. Additionally, the researcher also explained some of the limitations of this study. The following is a further explanation related to this matter:

1.1 Background of the Research

In this era of globalization, English language skills are skills needed by generations. English is an important language which is used as a tool for communication. It is used as a medium for various purposes such as education, business, tourism, and so on. English is also used as the key to access for the students. This happens because through English students can follow the development of science. Not only that, the development of technology is also currently still related to the function of the English language itself. Therefore, educators need to ensure that the English language learning that is implemented can have maximum impact.

In achieving the goals of education, several elements that important role of education, one of them is teachers must prepare creative teaching skills and improve the students' competencies of 21st-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 21st century skills.

There are several learning models applied, one of which is project-based learning, According to Fernandes et al (2021), Project Based Learning is learning that can increase students' activeness and competencies using projects. Project Based Learning requires students to be more active in learning, because students have to create projects and complete the project in teams, while the teacher's job is as a motivator and student facilitator in order to complete the project correctly (Rumahlatu and Sangur, 2019). Students can asked the teacher about difficulties in the process of working on the project because this method is a collaboration between students and teacher. The Project Based Learning method can help students understand the causes and effects that occur in the surrounding environment because in the process, students can observe events in a real daily life as a part of a project being worked on (Fernandes et al, 2021). This method is applied with the aim that students can improve skills in collaborative, critical thinking, creativity, and communication using English. Project Based Learning methods can applied in narrative materials.

One of the English materials in the high school that is Narrative text. Narrative text is the text that describes about events that has happened in the past. According to Mark & Anderson in (Giawa, 2022) define a narrative text is a piece of text which tell a story and, in doing so, entertains or informs the reader or listener. This material tells a story about a series of chronological and interconnected events. Narrative texts include fables, myths, legends, folklore, and fairy tales. In teaching narrative text material, students will learn to observe the moral values that can be taken from a story related to life problems. This text has its characteristics, such as language and vocabulary characteristics, and the general structure distinguishing narratives from other text types.

Teaching narrative text might be implemented through some ways, one of them is know as Project Based Learning (PJBL). Project-based learning is one of the right methods to apply because students will get the theory as well as the practice, and short drama is the right product that can train students to develop their speaking skills. This research focused on speakings skill in teaching narrative text using Project Based Learning method. According to Thi & Lam in (Hidayat,et al 2024) Combine Project Based Learning method with speaking can make student skills (social, cooperative skills, group cohesiveness, problem-solving, and higher-order critical thinking sklls), Students' motivation, engagement, and enjoyment have increased as project work has been adapted to the individual context and students' interests.

Based on the experience of researcher in participating PLP MBKM at SMA N 12 Kota Jambi, it was found that EFL teacher teach narrative text by using project-based learning method. This method seems interesting to foster students' involvement and engagement in speaking. In this research, the researcher is interested in exploring deeply on how narrative text is taught by EFL teacher and what are EFL teacher's challenges in teaching Narrative text using Project-Based Learning.

1.2 The Research Question

Based on the background, the following questions can be identified:

1. How is teaching narrative text taught by EFL teacher through Project-Based Learning ?

2. What are EFL teacher's challenges in teaching Narrative text through Project-Based Learning ?

1.3 The Purpose of Research

The purpose of the research is to explore how EFL teacher use project based learning in teaching narrative text and to investigate the challenges faced by the teacher when using Project-Based Learning to teach narrative text.

1.4 The Limitations of the Research

This research focused on exploring how EFL teacher taught narrative text using the Project Based Learning method on students' speaking skills, especially the story of legend in twelfth grade at SMA N 12 Jambi City. Not only that, in the present of the research, the researcher focused to find out the challenges faced by EFL teacher in teaching narrative text using Project- Based Learning (PjBL).

1.5 The Significance of Research

After conducting the presentation of this research, the researcher hopes that the findings can contribute to the scope of the teaching process and learning process policies. The significance of this research is for teachers will get to know information about the implementation of the PJBL strategy in teaching English. The teachers will get knowledge about the kind of PJBL in teaching English, and add the knowledge about the using PJBL in teaching narrative text. Meanwhile, for English education students who will become English teachers in the future, this research is expected to contribute to improving students' teaching skills, and increase knowledge about the using PJBL for teaching English skills at the school, especially in teaching narrative texts. The researcher hopes that the findings of the present research can be a reference for readers who search for related knowledge of implementation of project-based learning in teaching narrative text.

1.6 Definition of Key Terms

    Narrative Text

According to Ramadhan et al. (2020), Narrative text is a genre of literature that effectively describe about past events or actions, presenting an event in an interesting way with the purpose of entertaining readers and providing moral lessons.

    Project-Based Learning

Project based learning is learning that requires students to produce products collaboratively (Bell, 2010). This method can stimulate student activeness by involving project to design learning objectives (Martini & Sobari, 2021)