

CHAPTER ONE INTRODUCTION

1.1 Background of the study

Nowadays, Covid-19 disease has become a severe pandemic around the world. Many human life aspects slowly changed from the spread of covid-19 disease. Its massive impact has influenced numerous areas, such as, economy, education, politic, health, homegrown correspondence inside one nation and global correspondence among numerous nations worldwide. The government of Indonesia takes action by making social distancing and also self-quarantine to minimize the transmission of infectious Covid-19 diseases.

From the rise of covid-19 disease, the education sector has been one of the significant areas that impact Covid-19 disease. In order to minimize the transmission of infectious diseases, the students should study from home. The Education Ministry of Indonesia has changed the teaching and learning process with an online systems strategy. Implementing an online systems strategy indirectly forces teachers and students to master of technology in learning process. Regardless of advantages and disadvantage of online learning, technology plays an essential role in teaching and learning during the online learning process. Online learning is needed to facilitate the teacher delivering the material to students during the pandemic situation.

Besides the advantages and disadvantages of online learning, online learning has become popular during pandemic situations because of its potential for giving more adaptable admittance to substance and guidance whenever, from anywhere. Bartley

& Golek (2004 in Evans & Haase, 2001) stated that Online Learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years. According to As (2011), Online Learning platforms can reduce the workload of lecturers, improve the educating and learning measures inside and outside the classroom. It entirely changes face-to-face learning in classroom situations into online learning, while teachers, students, and parents have access to public resources, communication tools, and information, both inside and outside the classroom during online learning.

However, online learning provides more flexible access to content and instruction at any time, from any place. The teaching and learning process in online learning gives disadvantages to teachers and students. One of the examples of disadvantages of online learning is uncertainty toward the learning model. Teachers need an appropriate learning model to make all students study effectively during online learning. Because online learning causes students to learn from home and teachers teach from home too, there will be a new problem raised from this situation. Based on the Indonesian Child Protection Commission survey, there are two most significant obstacles for students dealing with online learning: stacking assignments and internet bandwidth cap issues (Detiknews, 2020).

On the other hand, when I was in PPL (Praktek Pengalaman Lapangan) at SMK Budi Karya Natar, several teachers use online learning models, especially English teachers who teach in 10th grade. One of way teaching and learning models used by the teacher in online learning is a project-based assignment. Implementation of

Project-Based assignments used to make the online learning process not in one-way learning, means teachers do not dominate online learning. Meanwhile, during online learning, the teacher does not know how to make sure students are active during the learning process. By implementing project-based assignments, be expected to indirectly engage students in the learning process by creating a project at the end of the lesson. Therefore, even though the learning process changes into the online system, the learning process still makes the student active in the learning process and can create a good learning environment that makes students comfortable and interested in learning.

Look at this condition. It is suitable to use Project-based assignments as a Learning model during online learning. The Project-Based Learning Technique offers many advantages in teaching-learning process. Boss, Krajcik, & Patrick (1995), stated that some of the advantages of Project-Based Learning techniques in learning are Project-Based Learning increases in student motivation. The students can choose their topics, the extent of content, and the presentation mode. They build their projects to suit their interests and abilities. These kinds of activities are highly motivating for students. Then, students are easier to solve the learning problems. Project-Based Learning encourages students to engage in complex and ill-defined contexts. From the beginning, students identify their topics and their problems and then seek possible solutions. By participating in independent work and collaboration, students improve their problem-solving skills, thereby developing their critical thinking skills.

Not only that, Project-Based Learning improves the students' media research skills. Project-Based Learning provides a real-world connection to context. Meanwhile, use multiple information resources, students conduct research. Their research skills develop and improve by locating themselves as resources. Project-Based Learning increases the student's collaboration. In the processing stages, students create and organize their groups. They share knowledge and collaboratively construct their products. While social communication skills and obtain multiple perspectives develop through collaboration.

Furthermore, Project-Based Learning increases resource-management skills. Successful Project-Based Learning provides learners with experience in project organization and time management with the necessary resources. Based on the explanation, the researcher will study the implementation of project-based assignments in online Learning and students' perception of implementing project-based assignments as online Learning model during the Covid-19 Pandemic.

1.2 Research Questions

1. How is the implementation of project-based assignment in online learning during covid-19 pandemic at SMK Budi Karya Natar in academic year 2020/2021?
2. What is students' perception toward implementation of project-based assignment in online learning during covid-19 pandemic?

1.3 Research Objectives

1. To describe the implementation project-based assignment in online learning during the covid-19 pandemic at SMK Budi Karya Natar in academic year 2020/2021
2. To describe students' perceptions on the implementation of project-based assignment as a learning model in online learning during a covid-19 pandemic.

1.4 The Uses of the Study

1.4.1 Theoretically

This study is expected to improve in teaching knowledge to teach English, particularly in SMK Budi Karya Natar. It is important to improve the learning process, quality and bring the teacher to make productive learning, and create innovation as one of adaption in new era to find better methods for learning.

1.4.2 Practically

The research findings are expected can give valuable contribution not only for the writer to fulfill the requirement but also for these stakeholders as follow:

1.4.2.1 For teachers

The research is expected to provide a good technique for teaching the English process to find suitable methods during pandemic situations. So, the teacher can improve teaching process to become more active, effective, and efficient even through online methods during the pandemic situation.

1.4.2.2 For students

The research findings are expected to give an effective learning model during pandemic situations to improve students' English skills. Meanwhile, hopefully, project-based assignment can improve students' skills and enhance student motivation in learning English.

1.4.2.3 For school

The result of this research hopes to be helpful for the school in having empirical data about implementation of Project-Based assignment in English classroom to provide teachers data about learning model.

1.5 Scope of Research

Based on the background of the study, this study has scope. The scope of this study focuses on the implementation of the Project-Based assignment method in English online learning classes during the pandemic situation. This study used a formal situation setting in which the authentic teaching and online learning process of English occurs. Project-Based assignment means students will be given a task in which the students find and build their knowledge through active learning. The writer discusses two main aspects of this research: the implementation of project-based assignments as an online learning method and the analysis of students' perceptions toward implementing of project-based assignments as an online learning method during the pandemic situations. Meanwhile, Project-Based assignments implement during the pandemic situation that expects to produce students faithful, creative, and innovative.

For the place, the research will conduct at SMK Budi Karya Natar. For the subjects, the chosen students in the 10th grade in the second semester of SMK Budi Karya Natar. The site of this study is in English class. The reason for choosing this setting is because the researcher had experience conduct PPL (Praktek Pengalaman Lapangan) at this grade and this school.