

Chapter One

Introduction

This chapter presents the introduction of this research. This chapter is divided into seven sections, which are background of the research, identification of the problems, delimitation of the problem, research questions, objectives of the research, significance of the research, and organization of the research.

Background of the Study

The discourse of teaching and learning process has witnessed the development of teaching methods. There is a lot of approach in the teaching and learning process. The methods in teaching and learning process are teacher-centered learning and student-centered learning. Teacher-centered learning still applies the emphasis on memorization and this method does not really develop students' creativity, critical thinking, and independence (Zubaidah, 2017). Meanwhile, students-centered learning is the learning approach that focuses on the students as the learning object (Kurniawan, Miftahillah, & Nasihah, 2018). In addition, Rasiban (2013) stated that students-centered learning emerged as an alternative and an answer to teacher-centered learning incompatibility (as cited in Kurniawan, Miftahillah, & Nasihah, 2018). In students-centered learning, students will be involved in the activity, where they should use their creativity to finish the work, both in a group or individually. The emergence of this new method is certainly seen from the needs of students in the present era.

Project-based Learning is one type of student-centered learning approaches in this modern era. According to Thomas (2000), Project-based Learning is a learning model that organizes learning with a project. Based on Jacques (2017) and Burlbaw (2013), Project-based Learning is appropriate for elementary school to university level, as cited in Ummah,

et.al. (2019). This method also has advantages. According to Sari and Astuti (2017), this method can improve students' motivation because they will go through some processes that push students to think creatively. Sari and Astuti added, the method can help students to develop their problem-solving skills because in this method the students get involved in the activity so the students will be more active and able to solve complex problems. The students can improve their collaborative skills because they will work in a group and practice to communicate with each other. Project-based Learning can also improve the students' resource processing skill because students have the responsibility to finish their project. If this method is well implemented, it can improve students' learning and allow them to practice to organize the project.

The implementation of Project-based Learning in the field of education helps students to be more independent in learning and also responsible for what is being learned. Additionally, Trisdiono (2014) also stated that Project-based Learning involved the students to be the main participants of the learning process. A teacher only acts as a facilitator who prepares things that the students need in their learning activity. Also, the teacher will guide the students to understand any kind of problem in learning, as well as the competencies that students have to master and achieve.

Project-based Learning makes students independent and responsible for what is learned and done. In English Language Education Department of a private university in Yogyakarta, there is course implementing Project-based Learning as the method. The course is Material Design course. Based on informal interview and observations about the implementation of Project-based Learning at English Language Education Department of a private university in Yogyakarta done by the researcher, there were some differences opinion from some students. Some students could follow the activities implemented using Project-based Learning because they knew the steps that must be done in the project. Meanwhile,

some students seemed to find difficulties in Project-based Learning in developing their ideas. Difficulties faced by the students must be explored because if the difficulties are still left unaddressed, this will hamper the learning process. There is a previous research that have same issue with this research. Research entitled *Pakistani Undergraduate Students' Perception of Project-based Learning in the English Composition Course* by Sultan and Javaid (2018) found that there are benefits and challenges of Project-based Learning. The benefits can be divided into academic and non-academic. In academic, Project-based Learning allows the students to achieve deeper and more meaningful of the subject. Moreover, in non-academic, the students can enhance their skill in communication, time management, negotiation, creative, and critical thinking. Second study was conducted by Habók and Nagy (2016) entitled *In-service Teacher Perception of Project-based Learning*, the result was Project-based Learning was preferred among teachers because teachers feel they were facilitators, motivators, and they were transmitting values. The teacher did not put too much emphasis on the use of technology or emotions. In Project-based Learning, students actively participate in evaluations through oral evaluations. Another study done by Susanti, Trisusana, and Retnaningdyah (2019) found that the teacher has good experience in implementing Project-based Learning in teaching English. Besides, Project-based Learning is an effective way to teach English because students can be motivated.

The difference between previous research and this research lies in its focus and participants. For the previous research, took teachers or in-service teachers as the participants. Meanwhile, this research takes students as the participants. The focus of previous research was teachers 'perceptions of project-based learning in general, while the focus of this research was students' perceptions of project-based learning, especially regarding its advantages and challenges.

Based on the problem above, the researcher is interested in investigating the implementation of Project-based Learning in the classroom from the perspective of students as subjects who often carry out activities using the Project-based Learning method.

Identification of the Problems

In the English Language Education Department at one private university in Yogyakarta, project-based learning has been implemented in some courses. Project-based learning had advantages in its application, but this also pose as challenges to some students.

The role of students in Project-based Learning is as the main actor of the project. Students as the center of learning activity should be active and independent in the learning process. Students seem to recognize information that aims to answer their needs in the project work process. Students as the main object of learning activities seem to have responsibility for what is being done. Students are also responsible for the group while working on the project. Students act like experts in a project that is being worked on. After working on the project, students will present the projects that have been done based on the sources of information that have been obtained. However, in the reality when students work in groups, some of them seem to dominate. Meanwhile, if in groups, students must divide the work equally so that it is balanced. Under these conditions, existing problems will be a challenge for students involved in Project-based Learning.

The output of the English Language Education Department is to become a professional educator. By the implementation of Project-based Learning in one of the courses, students seem to have the motivation to learn more about the world of education. Through this project, students are motivated to develop their abilities to become professional educators. Projects in the Material Design course are in accordance with the characteristics of the Project-based Learning. Students are invited to make a text book that aims to train their

abilities and develop their skills as future educators. In this case, the project asks for the involvement of students to actively participate and make initiatives so that there are gaps related to students' motivation. Some students are motivated by Project-based Learning, while some are not. It can be said that more research on motivation are still needed. If it turns out that students' motivation is low in Project-based Learning, this will affect their grades and efforts in learning and doing assignments.

The implementation of Project-based Learning has advantages such as making students independent and responsible for the projects they are working on. However, in the English Language Education Department, students seem to find difficulties. Students seem to have difficulty in developing the material being made. In addition, students are also confused about how to develop materials that have been guided by the syllabus.

The problem above is based on prior observation with the students joining in the class that use Project-based Learning method at the English Language Education Department in a private university in Yogyakarta. The problems stated in this part are based on the researcher's informal conversation with the students.

Delimitation of the Problem

This research focuses on the students' perception of the advantages and challenges of Project-based Learning. The researcher took the data from the students who already join in courses that use Project-based Learning as the method at English Language Education Department at one private university in Yogyakarta. It was done in order to know about what is the actual advantages and challenges faced by the students during the courses.

Research Questions

There are two research questions in this research:

1. What are the advantages of Project-based Learning as perceived by the students?

2. What are the challenges of Project-based Learning as perceived by the students?

Objectives of the Research

There are two purposes of the research, namely:

1. To explore students' perception on the advantages of Project-based Learning method implemented at English Language Education Department of one private university in Yogyakarta.
2. To ascertain the students' perception on the challenges of Project -based Learning method implemented at English Language Education Department of one private university in Yogyakarta.

Significance of the Research

There are three significant points of this research that provide the contribution to the teachers, students, and future researchers. The explanation is presented below:

The students. The students can take the advantages from this research to promote their knowledge and future project if they have the same project. The students can improve their skill in any kinds of aspect especially in education. Students can look at the challenges of Project-based Learning so they can prepare better to do the project. Also, the students can do brainstorming with the group to solve issues in case they find problems during the project. By knowing the advantages from this Project-based Learning, the students can have more knowledge about Project-based Learning. Thus, later they can have meaningful result and deep understanding about the subject or the project.

The teachers. The teachers can take the advantages from this research to make various materials that can motivate students to learn deeply about the subjects or the projects. Teachers can also see some opportunities that can improve their abilities as a professional educator. The teachers can also see the challenges of Project-based Learning, so the teachers

can do more preparation to teach and prepare more on projects that will be delivered to the students. The teachers know the challenges-faced by the students so the teachers can have more solutions to overcome the problems that may occurs. By doing so, Project-based Learning can be more effective and can help the students to gain more knowledge.

The further research. The future researchers may use the finding of this research as the references in their study. Finally, this research can help the future researchers to implement Project-based Learning method in the learning process.

Organization of the Research

The organization of the research provides the information of every chapter in this research. The organization contains five main chapters. There are chapter one, chapter two, chapter three, chapter four, and chapter five.

Chapter one focuses on the introduction of the research containing the background of the research, statement of the problem, limitation of the problem, research questions, objectives of the research, and significances of the research.

Chapter two consists of the literature review including the theories about perception (the definition of perception, the importance of teachers' perception in learning process), project based learning (the definition, purpose, techniques of Project-based Learning method, steps of Project-based Learning method, forms, advantages, and challenges), context of the study, review of related study, and also conceptual framework.

Chapter three presents the methodology consisting of the research design used in this research, research setting of the study, research participant that contain number of the participants and also the criteria of the participants, data collection technique, data collection procedure, and data analysis. In this chapter, the researcher also provides the pseudonym name of the participants, also the interview guide which can be seen in Appendix section.

Chapter four explores the finding and discussion about the research. The finding and discussion present the point of view of the participants' regarding to this research. Also the comparison between their points of view and literature from the experts to complete the explanation. In-depth discussion is also provided to make this study are easy to understand.

Chapter five is the final chapter of the research. This chapter consists of the conclusion and the suggestion. The conclusion explains and concludes the result of the research. Then, the suggestion gives some advices for teachers, students, and future researchers who will deal with the result of this research.