

Chapter One

Introduction

In this chapter, the researcher conveys some ideas that become the primary concern of this study. Those ideas are organized into the background of the research, which includes a brief outline of the main reasons for the research. The next main point is identifying the problem in which the researcher mentions some problems related to the topic. The third part is the limitation of the problem. In this part, the researcher presents the scope of the study. The next point is research questions presenting the questions of this study. The sixth part is the objectives of the research, which concern more to present the aims of this research. The seventh part of this chapter is the significance of the research in which the researcher explains the advantages of this study addressed for particular parties. The last part is organization of the research.

Background of the research

In this era, mastering English has significantly benefited everyone in many aspects of life. This point affected the development of the education field, which became an essential concern for everyone. Therefore, using suitable strategies while learning English is an essential point. In the education field, there are some kinds of methods in the teaching and learning process. Two of which are Teacher-Centered Learning and Students-Centered Learning. As stated by Djami and Kuswandono (2020), Teacher-Centered Learning causes great control by a teacher in the learning process. The teacher provides only a lot of exercises that affect less

understanding of the concept of learning and lack student engagement. This method creates the type of students who only understand facts and materials.

In this era, student-centered learning is a suitable method based on the principles and activities that encourage students to gain more knowledge and some needed skills. According to Motjolopane (2021), Students-Centered Learning is an approach that increases critical thinking and promotes a long-life learning process, helping transition from the traditional approach in which teachers need to feed students by providing learning, being active learning that allows students to think and comprehend a learning process, improving students' responsibility for learning and evaluating from the teacher and students itself.

Project-Based Learning Strategy, abbreviated as PjBL itself, is a part of the learning strategy from the Student-Centered Learning Method. As explained by Cuong and Tuan (2021), PjBL is one of the strategies that implemented experiential learning, which allows students to integrate a piece of knowledge, skills, and value through a real-world experience. In addition, Sutomo et al. (2021) also explained that PjBL is one of the strategies that provide an organized outcome composed of challenging tasks and questions or problems, allowing students to perform an investigation, elucidation, and combination purposely to catch a goal of learning.

We understand that this strategy is appropriate to be used by the teacher in this 21st century, which plays an essential role in producing a generation with the skills needed to create real solutions to real-world problems. Based on Cuong and Tuan (2021), PjBL shapes a fundamental principle of students, namely autonomy capacity, which is the capacity of students to make decisions. Supported by Sayuti

et al. (2020), PjBL increases students' communication ability, critical thinking ability, creativity, and teamwork abilities, which are an essential skill for them. Those things happened because PjBL encourages students to be involved with real-life issues, complicated solutions, and genuine knowledge, which can help them to cope with several reasons during PjBL sessions with a teacher and other students.

There are several types of exciting activities sourced from PjBL to increase student's English skills. According to Sayd and Benu (2022), PjBL is implemented and combined with creating a creative blog, specifically in online learning. Besides increasing an English skill, it also increases motivation, activeness, independence, and creativity. Suprayogi and Eko (2020) clarified that implementing PjBL can be done through a virtual exhibition project for tourism classes. Students have an opportunity to gain an authentic experience and become a real tour guide and exhibitors. Therefore, students increase creativity skill and independent learning skills.

However, a teacher implementing this method needs to understand the steps in conducting this method. According to Edy et al. (2020), some steps exist in implementing PjBL for online classes. Firstly, in PjBL, teachers have to realize their primary role. It is because, in PjBL, the teacher becomes a facilitator that provides students to be more active and interactive to gain an objective and materials well. Moreover, a teacher should communicate about the group discussion and divide the students into groups to discuss the explained objective. At this moment, students must encourage their group and be responsible for discussing the materials and identifying the problems discovered during the learning process. Also, they solve

the problem as best as they think, and students prepare their thoughts and ideas about the solution. After that, students share their results with the teacher. They have to analyze the result and discuss it with the teacher in purpose to increase students' thinking patterns and students' characters. The last step is for students to collect their results in a portfolio in a learning process. Finally, PjBL is one of the teaching methods that can also be done in online learning. It helps students to increase their critical thinking, creativity, and independence. This study focuses on the implementation of PjBL in class.

This statement relates to the activities implemented in this chosen English Language Education Department from One Private University in Yogyakarta. The teacher created the name of every class with a related subject that students took, which helped students to imagine the objectives of the subject they learned during the semester. Starting from the first meeting, teachers enlightened students with explanations about the class rules, syllabus and activities, deadlines, and scores (minimum and maximum), which students probably got. Besides, Both teachers and students discussed the class time. Currently, students have a vast chance to negotiate with teachers when they start the class and limited time for both of them to attend the class. This activity involved the agreement from students, which affected the role and the responsibility of students to their class. After that, teachers gave students materials and discussed some issues related to this subject. The teacher divided students into several small groups and tried to analyze the materials. In every meeting, the teacher always makes sure that students have the correct understanding of each material. Sometimes, the teacher can ask students several

questions related to the materials or ask students to conclude every material. Then, in creating an outcome with a small group, students also have a chance to have an evaluation session with the teacher and report on their progress. At the end of the class, every student presents every outcome in front of the class.

Identification of the problems

One English Language Education Department at a private university located in Yogyakarta implemented PjBL as a primary learning strategy for some courses in online learning since the pandemic happened, which inspired the researcher to carry out this research. PjBL provides practical activities and supports independent learning, essential for students to reach their learning goals. It also increases essential skills needed in this 21st century. This principle is suitable in this era because it produces a high-value generation that can independently gain knowledge and solve problems based on experience. In implementing PjBL, students become the objects required to participate in learning activities. Students have a big responsibility for the group and their projects. Besides, implementing PjBL improves students' skills in education activities, such as critical thinking, problem-solving, and independence.

Meanwhile, there are also some challenges in implementing PjBL, which some students perceive. This phenomenon happens when some students start working in a group to create an outcome, and they start showing different behavior. Some of them dominate the group, and some of them become a passive person. In comparison, this outcome should be done by all students equally. Another challenge experienced by students is during the process of making the final project. Students

face difficulty determining the direction of work on outcomes and decisions while creating the outcome. This condition affects the process of making an outcome because students experience decreased motivation in studying and completing an outcome. It also causes frustration for students who are diligent but surrounded by less contributing group members. Therefore, the outcome produced by them becomes suboptimal.

Delimitation of the problems

This study focuses on the benefits and the challenges of implementing PjBL. This research will gather the needed data using qualitative research methods and gain information from batch 2020 ELED students who joined the course affected by applying PjBL as a method.

Research questions

There are two research questions formulated in this study. The research questions are presented below:

1. What are the benefits of implementing Project-Based Learning Strategy in learning English as perceived by ELED students?
2. What are the perceived challenges that students face in implementing Project-Based Learning Strategy in learning English?

Objectives of the research

There are two purposes, according to the research. The objectives of the research are presented below:

1. To find out the benefits of implementing Project-Based Learning Strategy in learning English as perceived by ELED students

2. To discover the perceived challenges that students face in implementing Project-Based Learning Strategy in Learning English

Significance of the research

This research serves students' perceptions about the implementation of using PjBL in learning English. There are some advantages and challenges that can be obtained by students, teachers, and other researchers. The explanation is presented below:

For students. By reading this study, students can understand more about the implementation of PjBL in Learning English, especially from students' point of view. Students can learn more about the benefits and challenges probably affected by the implementation of PjBL. This research can inspire students to solve problems that happen in real life and are similar to this research. Hopefully, this study will provide a deep understanding of the main topic described in this research.

For teachers. From this research, teachers can get information about the advantages of the implementation of PjBL that inspire the teachers to make an innovation for various materials suitable for the students and motivate the students to learn about the project and the subject. In addition, the teacher can gain some opportunities to increase their abilities as a reliable and professional educator. Teachers can learn about the challenges from the application of PjBL, therefore teachers are able to know how to overcome the challenges and prepare the suitable solution, when delivered the project to the students. In this case, PjBL can become an effective approach and give the students opportunity to develop more knowledge.

For the other researcher. According to this research, the researcher assures that the result of this research can be useful for other researcher who are interested in doing research using similar topics.

Organization of the research

This study consists of three chapters. Those are introduction, literature review, and methodology. The first chapter contains of background of the research, identification of the problems, research questions, objectives of the research, significance of the research, and organization of the research.

The second chapter concerns more about PjBL which was organized into several points such as the definition, the purpose, the technique, the characteristic, the principle, the benefits. In addition, review of related studies and conceptual framework are also presented in this chapter.

The third chapter is about methodology. This chapter consists of several points, namely research design, research setting, research participants, data collection method, data collection procedures, and data analysis.