

Chapter One

Introduction

This chapter presents the background of the research, statement of the problem, limitation of problem, research question, the objective of the research, and the significant of the research. In the background, the researcher will explain about why the researcher takes this topic. Also, the researcher will explain about what kind of problem that find by the researcher and find the solution of the problem. The next is limitation of problem. In this part, the researcher will explain about the limitation of the problem. It aims to make the research not too general and focused about the research topic. Furthermore, there will be a question of the research that aim to know the scope of the research according to background of the research, statement, and limitation of the research. Next part is objective of the research. Objective of the research is arranged according to research question. And the last is the significances of this research which part will contain the significances of the research.

Background of the Research

Nowadays, English is a global language. In most countries, people usually use English to communicate with foreigner. According to Rohman (2005), English is known as a global public property. It travels and uses in most countries around the world. English language comes in touch with many people and their interaction using English makes it more worldwide. Additionnaly, English is used as their foreign language. English as an international language makes many countries attach it to their educational curriculum. Furthermore, several countries that use English as their foreign language will have challenges in their English teaching and learning process. It can be found when teachers or lecturer need more approaches in their

teaching method. According to statement above, teaching and learning English should have more variety. It will be more challenging for teacher in their implementation of teaching strategies.

Problem-Based Learning (PBL) is a kind of study approach that uses scenario problem in it. In this study approach, students are willing to identify several of learning topics for further exploration and research. To find the solution, students usually work in small group to discuss the topic or problem that given by the teacher as (Savery, 2015). Moreover, Camp et al. (2014) said one of the main futures of PBL is to encourage students to find solution. In PBL, based on Yew and Grew (2016), students construct meanings through engagement interaction and communication with their peers and teacher. According to Watson (2001), students are divided into group to work together. They will come up with problem solution, communication, and self-assessment skill which help them to develop their individual and group work skill. Additionally, Torp and Sage (2002) also added that PBL approach will create learning environment in which teacher lead the students thinking and guide their learning inquiry to understanding the subject matter. Concluding sentence?

In English teaching and learning process, there are several types of teaching approaches. One of teaching approaches that usually used is Problem-Based Learning (PBL). According to Van den Bosch et al. (2004), PBL as a teaching approach is more effective than traditional method. As a teaching approach, PBL can be used to develop several students' skills. As mentioned by Baden (2000), the focus aims of using PBL as a method in teaching and learning are to develop several student skills, such as student individual skill, developing content, language learning, and the sensitivity of social environment. In addition, Ansari et al. (2015) found in their study that the implementation of PBL as teaching and learning approach has already succeed in developing students' skills such as critical thinking ability, leadership

qualities, self-directed learning, professional and interpersonal skills, team working skills, management skills, collaborative learning, English speaking qualities, practicing empathy and many more.

Topic sentence? Furthermore, Othman et al. (2016) also stated that using PBL method will increase students' critical manners to present their argument and provide sufficient supporting material on illustrating their argument. PBL also can provide teaching and learning process more interactive between student and teachers. It means that students will be more active in the classroom and make the classroom situation more attractive in learning process. More advantages in applying the PBL approaches also added by Barron (2002) who stated that PBL will make teacher actively to ask and review their students understanding about the problem that used on the learning process as cited from (Hmelo-Silver, 2004).

However, to create an ideal PBL utilization in teaching, there are several criteria that teacher should understand. Based on Deliese (1997), there are three main criteria that teacher should know in using PBL approach. First, teacher should be able to give the problem or subject that relate with the students. Teachers' role in this method as a facilitator that leads students to encourage their interest in the problem that used in learning process is needed. Second, the teacher should make sure that the students understand about the given subject material or the problem. The student will be guided by the teacher to create proper strategies to solve the problem. The last, the teacher should review the students understanding about the given subject material or the problem by asking them or writing the summary about their opinion.

Besides, PBL also have some obstacles on its implementation. According to dolman and Wolfhagen (2005), teacher sometimes give an easy problem to the students, this case usually

makes the students have less skill on critical thinking. This problem also makes the student less active on discussion the problem and makes teacher dominates the learning process. Hendry et al. (2003) also added another problem of PBL approaches in which the students are still directed and assisted in solving the problem (as cited in Dolmans et al., 2005). Concluding sentence?

Based on the researcher's undirected observation, some lecturers in English Language Education Department in one of private university at Yogyakarta apply PBL as their teaching approach. For example, in the class that talks about issues language teaching and learning, the lecturer divides the students into several group. The lecture gives a problem to be discussed by students with their group. Indirectly, the students that do not usually use this method will have challenges in their learning process. Furthermore, some students have less confident to deliver their argument during the discussion forum. This kind of problem makes lecturer need more attention in guiding the student learning process. Based on the problem above, researcher is interested in investigating the challenges and the effectiveness in implementing the PBL approach as their teaching method.

Statement of Problem

In English language education department in one of private university in Yogyakarta, there are several courses that apply PBL approach. For instance, the class that discuss about English as a foreign language, the class that learn how to write an argumentative paper and interpretation in reading, the class that discuss about how to design the curriculum in teaching and learning, and the class that discuss about the issues in English teaching and learning. In those courses, the lecturer uses PBL to run the class. Students will get the problem given by the lecturer to discuss. However, this method has several problems on their applying. Several students who is not familiar with PBL approach will find it difficult to follow the learning

process. Consequently, they will be less confident in arguing and minimum participation in doing discussion with their group. Therefore, the lecturer needs more attention and giving an extra instruction. Furthermore, the problem also happens when the teachers dominate the teaching and learning process. According to Hendry et al. (2015), teachers who dominate the classroom will cause the discussion forum not running well, it will hinder the students on their discussion. Another problem found in the implementation is that students cannot relate about the problem that given by the teachers. As a result, it will make the learning process not too effective. This kind of problem makes researcher interested in investigating the implementation of PBL in teaching and learning. Researcher will conduct research to know the perceptions of the lecturers about the challenges and the effectiveness about this teaching approach.

Delimitation of the Problem

The researcher will only focus on the lecturer perception in applying the PBL in their teaching method. This research is conducted in one of English language education department (ELED) in one of private university on Yogyakarta. Lastly, the research focuses on the challenges and the effectiveness of the implementation of PBL in teaching and learning according to lecturer's point of view and their experiences of applying it.

Research Questions

Following are the research questions as a guideline to conduct the research. The research questions are presented as follows:

1. What are the lecturers' challenges in implementing PBL in teaching English?
2. What are the lecturer's perceptions about the effectiveness of the implementation of PBL as a teaching approach in teaching English?

Significances of the Research

There are several significances of this research which are the researcher hopes that the significances of this research will give impact for:

The Lecturer

Researcher hopes this research can help teachers or lecturer in their teaching process. From this research, teachers or lecturers who have not used PBL approach yet are able to know the effectiveness and the challenges of implementation of problem-based learning. Furthermore, they will have an idea how to deal with the challenges and have more preparation to face it.

The students

For the students, the researcher hopes this study can help them to know the effectiveness of PBL implementation in their learning process. The students also will have more points of view about the implementation of PBL in their learning process. Furthermore, they will have more preparation to join the class when their teacher or lecturers implementing the PBL approach.

Future researcher

For the result of this study, the researcher hopes that this study can be used as reference to other researchers in investigating their study related to PBL implementation in teaching and learning.