

# CHAPTER I

## INTRODUCTION

This chapter intends to show the students' perception of the use of Project-Based Learning in EFL learners in IAIN Kendari. This chapter is going to discuss the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study and the definition of the study.

### 1.1 Background of the Study

In this era, the teaching and learning of English emphasize more on the communicative and cooperative approaches that have led to the emergence of communicative, cooperative teaching and learning methods (Irawati & Jumariati, 2017). The approaches engage students in more active and communicative ways of learning the language than the traditional teacher-based approach (Souza et al., 2019). There are many strategies of teaching that require students' active learning among which is task-based learning and Project-Based Learning (PBL).

Furthermore, PBL is one of the approaches in which cooperation among the students in finding and building their knowledge through active learning (Schmidt et al., 2009; Alsamani & Daif-Allah, 2015). The latter which is originally developed in the medical field and has been proven to be effective (Chappell, 2006; Bethell & Morgan, 2011; Cho & Brown, 2013) has spread to the field of language teaching.

In general, students' perceptions of the implementation of PBL are also investigated. A study by Chappel (2006) reported that the Geography students had

positive opinions towards the benefits of PBL in developing their collaboration skills and increasing knowledge on the content regardless, in the beginning, they felt shocked as the method was different from the traditional lecture they were already familiar with. Another investigation by Hallinger and Lu (2011) found that business undergraduate students and teachers in Thailand had positive perceptions of PBL as it increases learning engagement. On the other hand, another research found that students taught using PBL performed better than those taught using non PBL (Meyer & Wurdinger, 2016); El-Maaddawy et al., 2018; D. R. Adams, 2018). Meanwhile, a study by Hu et al., (2015) revealed that PBL brought a positive effect on Thai upper secondary school.

In the Indonesian context, students' perception of 21st-century skills development through the implementation of PBL has been analyzed by Fatmawati at Indonesia University (2018). The result of the study is the students agree that the PBL can develop their 21st-century skills. Identify the students' perception of PBL is very important in the language classroom. Likewise, a study by Trisnowati and Ismawati explores students' perception of the project-based learning model at Tidar University in Magelang (2018). The result of the study shows that the perception of students' interest in the implementation of the project-based learning model is good perception and the students' interest with the PBL method.

Furthermore, in this research some issues dealing with students' negative perceptions in the learning process since the lack method in teaching. The first is many students' perception that English is difficult (Irawati & Jumariati, 2017). Students' perception that is English is difficult since the students cannot easy to

understand the English material. The students have a negative perception in the learning process since the teacher does not use appropriate methods with students' needs (A. Fatmawati, 2018). As a teacher, we need to use an effective method to make student essay to understand the materials.

The second is the students' perception there is English is not interest (Fatmawati, 2018). Indrawan, Jalinus and Nizwardi (2018) stated students' interest as a students' engagement which involved their positive learning values, enthusiasm interest, and pride to success. So, if students tent English is not interesting they cannot succeed in the learning process. The perception of the student about learning can be one of the factors that can influence the students' academic performance which includes the involvement of the student in the class (Challenges, 2017).

The last is students' thought the learning method used does have vary (Fatmawati, 2018). Students feel the learning process is monotone, just a teacher has a role in the class, and students just listen to the explanation by the teacher and students do have the power to direct in their learning (Challenges, 2017). Besides, as a teacher need to use a good method in the learning process to make student active in the class. Meyer and Wurdinger (2016) stated one of the good methods to use in the class and make students canter in the class is the PBL (Project-Based Learning) method.

By the problem above, it is very important to know student perception when teachers use Project-Based Learning appropriate with students' needs or not. It is important to give reference to teachers how to teach use PBL effectively

(Fatmawati, 2018) since the teacher can identify the students' needs in the learning process. So, teachers are essaying to design the PBL instruction to make students good perception when teachers use the PBL method. Furthermore, the perception, organization, and interpretation of stimuli create behavior responses (Hu et al., 2015). It means that if someone has a positive perception toward something, he will respond it with positive behavior. Therefore, for students, if they have a positive perception of the English subject, they will create positive behavior on it (Sauro Beckett & Miller, 2008).

In the Indonesian context, there is a little bit of study investigates students' perception of Project-Based Learning in the EFL context. Most studies only focus on medical, 21st-century skill, business, and English specific Purpose. Then, we need to explore students' perception of Project-Based Learning in EFL Context to see the PBL method appropriate with student needs or not and how the students' perception of it. Based on the explanation above in this research focus on students' perception of use Project-Based Learning in EFL context in the Syntax Class in IAIN Kendari.

## **1.2 Scope of the Study**

This study then aims to find out students' perceptions of the use of Project-Based Learning in English language learning at IAIN Kendari, especially in the English Education Department of the fifth semester in class A Syntax challenge project in the academic year 2019/2020.

### **1.3 Research Questions**

This answer the following question:

1. What are the perceptions of fifth-semester students of IAIN Kendari on the use of Project-Based Learning in the learning process?

### **1.4 Purpose of the Study**

The purpose of this study is to describe the students' perception of the use of Project-Based Learning of the fifth-semester students of IAIN Kendari.

### **1.5 Significance of the Study**

This study offers some important insights into several aspects of theoretical and practical benefits. The finding of this study can be used as references for those who want to research analyzing students' perceptions on the use of project-based learning in EFL learning. Moreover, it can give positive impacts for all level of academic society, such as it will be helpful for the institution, IAIN Kendari to improve the quality of teaching and training to students since the institution have authority to shape student teacher to be the best teacher in all aspects.

#### **1.5.1 English Teachers**

The result of this research hopefully will be beneficial to the English lecture of IAIN Kendari and English teachers in general. The English teachers can know deeper about the PBL method from the students' perceptions of the use of PBL in the English classroom. Thus, they can reflect the result of the research to their teaching-learning activities whether they want to apply this method in their

classroom. for the teacher, it helps to rectify teaching strategy to improve the better result for equal integrated skills of students. Afterward, the writer hopes this study will be helpful for students in developing their positive perception in English language learning, also they can find their desire and define their main reasons to learn English.

### **1.5.2 Another researcher**

This research hopefully will be beneficial for other researchers who would like to conduct similar research and interested in the implementation of the PBL method. They can use this research as their reference.

### **1.6 Definition of Key Terms**

For the purpose of this study, the terms to be defined are listed as the following.

*Students Perceptions:* Students Perception is defined as the process of selecting, organizing, and interpreting sensory data that is considered an important process in helping people define their world (J. B. Biggs, 1989). Perception also is a mental and cognitive process that makes people interpret and understand their surroundings. In this study, perceptions refer to how the five-semester students in class Syntax Challenge of IAIN Kendari perceive the implementation of Project-Based Learning in their learning English in the classroom.

*Project-Based Learning:* In this study, Project-Based Learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.