

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This chapter deals with the theoretical framework and previous study that related to the present the study. The theoretical studies discuss related the theories to the present this study, while the previous study discuss the implementation of that related studies

#### **2.1 Theoretical Framework**

##### **2.1.1 Students Difficulties**

(D’Zurilla, D’Zurilla and Sanna, 2004) said that, a difficulty (or problematic situation) is defined as any life situation or task (present or anticipated) that demands a response for adaptive function- ing but no effective response is immediately apparent or available to the person or people confronted with the situation because of the presence of one or more obstacles.

Furthermore, According to Suryabrata (1994) problem is the differences between expectation and the reality, between the what sould be and and what it is. It’s means that the problem is the gap of state condition and wanted condition or the differences between where you are and where will you go.

In process of learning English, a students certainly has an difficulties experience to learn. These difficulties can lead to less than the optimal outcomes. This can happen to anyone, either they taking English study program or not (Susanto; Malik & Mitrayati, 2020).

From the explanation above, it can be concluded that difficulty is a different situation or condition that is not appropriate with the condition which should be happened.

### **2.1.2 Concept of Project Based learning**

The basic concept of PBL was occurred in the early 1990s by John Dewey with popularized learning by doing (Habók & Nagy, 2016). Dewey philosophy was students centered-learning introduced real-life situation and context into school environment (Petersen & Nassaji, 2016). His ideas were further developed by William Kilpatrick in the early 1990s in the “project method” (Kalyoncu & Tepecik, 2010). His notion was that such instruction should include four components: purposing, planning executing and judging (Foshay, 1999). Since then, a great number of studies on PBL have been carried out on the global scale and has been widely adopted to teach different subject in school and educational (Thuan, 2019)

There are many experts have defined about project based learning. George(2005) defined that approach dynamic learning in which students are actively exploring problems the real world, provide challenges, and gain more knowladge depth. Then, on statement Ministry of Educational and culture in Darmaji (2018), defines PBL is a teaching method which uses projects or activities as the core media in the teaching and learning in which the students have full authority to gain knowledge in their own way; meanwhile the teacher as a facilitator toward the students learning process. In addition Riswandi, (2018) suggest that PBL refers to a teaching method in the teaching and learning process that requires the

students to design, plan carry out an extended project and produce a publicly-exhibited output such as a product, publication, or presentation.

Furthermore, project based learning asks students to be active participant in making project. The project task lifted from the real problems in the aim to provide opportunities for to students to improve their ability and train students' to be able to solve their problems in real life. Hmelo-Silver (2004), argued that PBL also enable students to create solution- oriented products for new situation that they face by relating their learning to real life.

Likewise, Project based learning is process of learning where students are responsible in their own learning (Salomon, 2003). Furthermore, the important of PBL is not about the title of the project, but its role in leading students to think, dream, question and investigate (Katz, 1992 in Kimeziz, Dolgunsoz & Konca, 2017) . Additionally, (Permadani, 2018) mention that the most important project based learning is students learn in the process of constructing their new ideas, creating their own project, and developing their creativity In PBL students could work together or individual to accomplish the project. Stoller in (Larasati, 2015) adds that project work is part of cooperative learning. It allows students to work in their own, small, group, or in a whole class.

Aldabbus, (2008) PBL,provides valuable opportunities for the students to be engaged individually and in groups in formulating enquiry questions, setting goalsand planing forthe process of conducting and designing the project (Markham, 2003). This show the role of teacher who is seen as a facilitator and

advisor, provide students with adequate guidance and feedback. They give students more space to choose how they approach assignments that motivate students to be more independent. In addition, students must work together in groups, divide roles, help and support each other, seek information, share experiences, design activities, and reflect knowledge and social skills essential for lifelong learning.

Bell, (2010) concluded that the great benefits of PBL as it motivates students to be fully engaged the learning process and gives them a feeling of satisfaction. They also observe the PBL encourage students to collaborative with each other in solving problems; it's self promoting learn as students become more responsible in their learning; and because PBL involves a range activities, meet the various learning needs interest of students. PBL is glitter method teaching which students can find challenges and problems in the world around them. Responsibility for learning is transferred from teacher to students (Grant, 2011). Gubacs, (2004) stated that students have the opportunity to self-asses their own final goals products, they can also evaluate their classmates' projects and provide constructive feedback one another. This will help them to realiza their own strength to improve weakness to eradicate.

What distinguishes project based on PBL from the regular projects that are usually carried out by the students in the end of semester or school year is the projects do not end up in a predefined results or take restricted paths decide in advance by the instructor. Projets based on PBL creates more freedom for students, so that they can choose suitable topics, resources to which they will go consult, distribute responsibilities among group members and the way they design and show

their final product (Marwan, 2015). In a the result of the study by Thomas ,(2000) it is mentioned that students who learn with PBL are able to develop better and more social interactions on time in terms of attendance. This behavior has a positive impact on students learning.

Based on definition above it can be inferred that project based learning is a teaching technique in which students are given a problem or challenge as mean of gaining new knowledge or skills. PBL is student's centered-learning approach so it requires students to be an active learner and give students' opportunities to build and apply their knowledge with concept of the resulting project through work individually or collaboratively by exploring and solving problems in the real world.

### **2.1.3 Characteristic of Project Based Learning Method**

PBL is becoming increasingly existence in general education as well as in English foreign language (Darmaji, 2018). There are some of characteristic of PBL are consistent among educators who studied and implemented this teaching method ( Ministry of Education and culture, 2013; Herrington, 2005; Markham et al., 2003; Newell, 2003 & Fried-Booth, 2002 cited in Simpson, 2011; Diffily, 2001)

#### **2.1.3.1. PBL as an authentic learning.**

Authentic learning allows students to experience relevant and real-world tasks. It makes their learning more meaningful by connecting prior knowledge to their current study. Herrington and Herrington, (2005) stated that students in authentic learning environment are “engaged in motivating and challenging activities that require collaboration and support”. Authentic activities are one of the main features of PBL as students have an opportunity to connect to real world

situations while completing their projects. (Markham et al., 2003). A PBL project allows students to engage in authentic situations and practices, for example, communication with people outside the classroom and using problem-solving, teamwork and critical thinking skills. They have the opportunity to use other than their textbooks, they need to search and investigate their project through the use of other resource for examle internet, local community, advertising materials, and verbal communication in the real word (Blumenfeld, Soloway, Marx, Karjcik, Guzdial & Plinscar 1991)

#### 2.1.3.2. PBL is teacher is a facilitator

A teacher in PBL is a facilitator of skill acquisition and an advisor. As a facilitator, the teacher generates activities and students have opportunities to draw and strengthen their skills in inquiry, critical thinking and problem-solving (Newell, 2003 & Fried-Booth, 2002 cited in Simpson, 2011). Teachers need to establish an environment conducive to constructive inquiry and create and encourage risk taking and thinking (Blumenfeld et al., 1991).To ensure that successful environments flourish, teachers can help learners develop goals, monitor the process of learning, answer questions raised by students and suggest options whenever students reach a deadlock (Woodward & Cuban, 2001 cited in Simpson, 2011). In addition, teachers need to maximise students' thinking and learning and help students who struggle to find solutions (Simpson, 2011). In the early stages of PBL, teachers need to help students to develop an assessment tool such as a rubric, which is used at different stages of the project lifecyclo to help students clearly understand what is expected

of them. Involvement in devising rubrics helps students become motivated and develop a sense of ownership of their own learning (Marwan, 2015)

During learning or creating projects, students may have difficulties and struggle to create high quality artefacts. For this reason, the teacher needs to model, guide and support learners so that they can undertake projects successfully (Markham, et al., 2003 cited in Simpson, 2011). Furthermore, teachers need to monitor progress, give feedback and evaluate overall learning while not placing focus on performance, such as grades and right or wrong answers. With too much focus on performance, students tend to avoid risk taking and are afraid of making an error in class. They therefore make “less use of cognitive and metacognitive learning strategies” (Blumenfeld et al., 1991). Clark, (2006) emphasised that teachers have to be careful not to put their ideas into students’ projects as students need to investigate their own ideas, design their own learning and construct their own artefacts. Postholm (2005) stated that students’ voices should be heard in the classroom, and that they should be treated as responsible learners who need to find out what they want from their learning and develop their “intrapersonal competence or intelligence” (p. 533). Once students have a chance to question, imagine, struggle for answers, guess answers, challenge each other, compare facts and create outcomes, they are motivated and fully engaged in their in-depth study (Katz & Chard, as cited in Clark, 2006).

In addition, Teachers need to be equipped to handle foci for both short-term and long-term second language projects. (Fragoulis, 2009) stated that for short-term projects, language and grammatical structures can be predicted so the teacher can

easily monitor language use and examine students' comprehension. On the other hand, for long-term projects, it is difficult to predict what language points the students will need as students' knowledge of language and grammatical structures gradually rises during the processes of discovering their learning (Sikrai, 2008). Teachers usually generate the language content or specific grammar points after seeing the knowledge gaps of students and assist them in achieving their learning goals. The teacher may also need to assist in establishing the project, timeline and goals (Herrington & Herrington, 2005)

#### 2.1.3.3. Students centered.

Project-based learning focuses on students to be an active learner. The role of the student in PBL is of great importance. As PBL involves student-centered learning (Diffily, 2001), the student needs to be involved in three major roles: (a) as a self-directed learner, (b) as a team member/collaborator and (c) as a knowledge manager/leader (Mcghee & Kozma, 2003). As self-directed learners, students choose the topic that is related to their experiences and interests. They design their learning goal which helps with stimulation and motivation from the beginning to the completion of the project. They assign tasks within the group based on individual interests, undertake their projects, find resources to use, choose artefacts, evaluate and revise their work and generate artefacts (Clark, 2006). Besides being self-directed learners, students widen their role to become peer-helpers who in turn help other learners to complete tasks. They also depend on each other as their work forms part of the overall project (Murchú, 2005). It gives students wide opportunities to discover the solution to the given project using their skills and

knowledge. As Savery, (2006) said that In project-based learning, students are responsible for their own learning. Moreover, through project-based learning, students are urged to plan, complete, and present the task (Simpson, 2011).

#### 2.1.3.4. PBL is cooperative learning.

Through project-based learning, students can work together as a group. Project-based learning allows students to work collaboratively and cooperatively to solve problems and investigate what they learn for the success of the project. As team members, they need to have a sense of ownership and empowerment of their own project (Murchú, 2005). Individual students work at their own pace to complete their assigned task and present their progress, obstacles or queries about their learning to their group or to other groups, as each person is responsible for the final product. Since the final outcome is in part their responsibility as part of the whole class or group work, students need to be team members willing to work and put in effort to make it right (Chiang & Lee, 2016). According to the features of cooperative learning, PBL is seen as the pedagogical practice that is structured around cooperative learning (Stoller, 2006). In PBL, students' learning activities are normally organised in small groups with the emphasis on achieving the objective under the direction of the group members who have shared goals. Each member of the group is a centre of learning, and responsible not only for learning but also for helping other members learn and to give support. Learners work through the project with support from the teacher and feedback from teachers, peers and field specific experts throughout the project (Blumenfeld et al., 1991)

#### 2.1.3.5. PBL leads to the integration skills.

Project-based learning assimilates students' skills and knowledge. Stoller (2002) states that through project-based learning, students need to process information from various sources. The tasks given project-based learning also mirrors real-life tasks. Project-based learning entails students to merge their knowledge and skills to be able to complete the given task. The integration of skills is an essential component of project-based learning and should be identified in the project outcomes. Students need to learn, practice, apply, and extend these skills as part of the project design. Furthermore, through project-based learning, language which is introduced and practiced within a project is directly related to the tasks that the students do. Thus, the project introduces and practices language, as well as integrates language skills in a natural way (Stoller, 2006)

#### 2.1.3.6. PBL culminates in an product.

Project-based learning results in the tangible product. The result of the product can be shared and shown with others. The products can be in the form of presentation, poster, bulletin board, wall magazine, report, or performance (Stoller, 2002). The value of the product lies both in the final product and in the process of making the product as the project work has a process and product orientation (Stoller, 2002). Other than that, through the final product that the students produce, the students will get the real sense of achievement as they have something which can be shown as the indication of the progress they make (Blumenfeld et al., 1991)

#### **2.1.4 Types of project based learning**

There are various ways PBL can be characterized and sorted out. It depends on many factors including the age of the students, their level and interest, the

constraints of time and space or the level and the extent of teacher's experience with PBL (Habok & Nagy, (2016). William Kilpatrick, the founder of the project method, cited on Bass, (2011) distinguished only three types of project work, in consideration of the aims First is challenge-based learning is a rebranded version of the popular problem-based teaching method that excited educational circles with its emphasis on student-led solving of real-world problems (Hmelo-Silver 2004). In this method, students are encouraged to use technology and develop solutions to problems in their homes and communities (Heong et al., 2012). They build skills in problem solving, research, and potentially social skills while being engaged in learning also challenges, or problems, to target can be found in a variety of sources, including newspapers, books, movies, case studies, and magazines (Kavlu, 2017).

The second is Place-based education uses the local community including its culture and heritage, landscapes, and opportunities and experiences to study across a range of subjects (Bass, 2011). It may include service projects for an organization and/or community, but it may not involve "projects" in the traditional sense at all (Goldstein, 2016). Through place-based education, students benefit from inquiry-based, relevant learning that is personalized and grounded in local communities. Grant, (2011) said that Place-based education focuses on the setting rather than the solution of a distinct problem as in challenge-based learning, but both learning methods can, and often do, extend across ELA, math, science, social studies, and other subject areas. Like challenge-based learning, students are driven by their own motivations and interests, following Piaget's constructivist (learners creating their own meaning) approach to education. Place-based education has many names,

including experiential learning, community-based education, environmental/sustainability education, and even service learning (Grant, 2011)

Third is Activity-based learning emphasizes the constructivist approach through hands-on activities (Hmelo-Sliver 2004). Students “construct” meaning through manipulatives and experiments (Grant, 2011). Castaneda, (2014) claimed that activity-based learning may be very useful in homeschools where there are children learning at different levels. Like problem-based learning and place-based learning, it is a child-centered approach. In some versions of activity-based learning, like those popularized in India, activity cards are created, and each child chooses from the cards containing a variety of activities (i.e., games, artwork, music) to encourage understanding of a concept. Once a group of cards is completed, a milestone is reached, and the child can choose an assessment card.

Nevertheless, today’s classification is much more variable, the following over-all summary was originally formed by J.Valenta, later loosely adjusted by J. Kratochvilova (2011) cited in Kalabzova, (2015)

**Table 1.1 The classification and types of project**

The viewpoint of classification	The types of project
The proposer of projects	<ul style="list-style-type: none"> <li>• Pupils spontaneous projects</li> <li>• Teacher’s artificially prepared</li> <li>• Combination of preceding</li> </ul>
The main aim of projects	<ul style="list-style-type: none"> <li>• Problem-based</li> <li>• Intellectual-based</li> <li>• Construction-based</li> </ul>

	<ul style="list-style-type: none"> <li>• Evaluation-based</li> <li>• Aesthetic-based</li> </ul>
The source of informations	<ul style="list-style-type: none"> <li>• Free (students take care of the materials and information sources)</li> <li>• Bounded (information source and material is provided to students)</li> <li>• Combination of free and bounded source</li> </ul>
The duration of the project	<ul style="list-style-type: none"> <li>• Short-term</li> <li>• Medium-term</li> <li>• Long-term</li> <li>•</li> </ul>
The surrounding of projects	<ul style="list-style-type: none"> <li>• School Individual</li> <li>• Domestic</li> <li>• Combination of school and domestic</li> <li>• Outside the school</li> </ul>
The number of people involved	<ul style="list-style-type: none"> <li>• Individual</li> <li>• Collective</li> </ul>
The way of incorporation the project into the curriculum	<ul style="list-style-type: none"> <li>• Concerning one subject</li> <li>• Comprising more subjects</li> <li>• Cross-curricular subjects</li> <li>• Distinctively aiming at key competencies</li> </ul>
The focus of the content	<ul style="list-style-type: none"> <li>• Focusing at general education areas</li> <li>• Focusing more at areas of specialized training</li> </ul>

(Adapted from Jezberova et al, 2011)

### 2.1.5 The steps of conducting project based learning in English classroom

It emerges that although PBL offers students great space for autonomy, it must not be considered as unprepared which oriented solely on student's interest. Quite on the contrary, PBL is necessary to plan for one thing from one thing from the viewpoint of time and position of the project within the curriculum. For another planning should cover knowledge of the educational goals that should be met and level their difficulties (Kalabzova, 2015). Preparation is the key to making project work a success and Hutchinson (1992) claimed that the understanding of project work and the ability to deal with it lies in learner-centered characteristic of PBL which dwells not in the question *what?*, but rather in the question *who?* Who makes the decision? He has been mentioned that in PBL the teacher usually who provides the basic topic, nevertheless the content and products are determined principally by the learners who on the one hand are given the space for creative work and independent decisions, yet, on the other hand, all that happens in a carefully prepared teachers' plan.

The first thing to consider when teacher want to introducing PBL into the lessons Marwan, (2011) argued that indispensable to get ready in three areas; The first thing to ponder is whether students are ready for kind of method. Is it not correct to present PBL method to them without any preliminary practice. The second point is that teachers who have never implemented any project work are not likely to lead students towards a successful realization of PBL and therefore must familiarize with the issue of it and correspondingly gather information from more experienced teachers or their work. Then, the third point is that teachers

should plan very carefully their first project work, so called “pilot project”, which sounds as a matter of course.

There are various authors suggest different division in implemented PBL, for the sake of this work there is a model of PBL described which carried out within the framework and documentation of project management alongside basic steps advocated by Allan and Stoller (2005). Marwan, (2011) argued that principles in implemented PBL divided into four major phase which are; preparation phase, next realization phase, then presentation phase and finally evaluation phase.

The firstly is Preparation phase. Bell, (2010) argued that the main thing teachers should bear in mind is to help students to create authentic, engaging and relevant projects and following instructions help teachers to guide them through the sequence of preparation steps. Though these steps must be at least partially pre-planned by teacher, the content is mainly class-generated and thus it meets the central demand that project is an enterprise of students (Ribe & Vidal, 1993). The preparation phase is gradually recorded a logical framework from and covers; Selecting the purpose; determination of educational aims; selecting the final product; creating a general structure, timeline and check-ins; forming teams; and producing the final framework.

The first point in selecting the purpose. In order to create a compelling students projects, it seems to be a crucial point how to awake students inner motivation. As it was said spontaneous projects are rare and random, thus if teachers plan to meet educational purpose in PBL and keep the project under control it may be *them* who suggest theme, not students, however, there is a great emphasis on

how they do it. For instance, Mergendoller and John, (2001) advise that before introducing the project work itself, teacher should launch it with an “entry event” that arouses students interest and initiates their questioning. The motivation props could be anything from featuring a film, music or showing a mock correspondence to arranging a lively discussion, or an invitation of a guest speaker (Kalabzova, 2015). the result of this crucial steps Ribe and Vidal (1993) see in eliciting an idea that becomes the basis of the whole project what Lamer (2012), call a “Driving Question”. According to him a good driving question should be open-ended, provocative, complex and should link to the core of educational goals that a teacher intends to teach students.

The second point in determination of educational goal. Once the topic and consequently driving question are selected the teacher with the help students formulate the driving question into clear, concrete, particularly attainable and measurable objectives of PBL (Mergendoller & John, 2001). Marwan, (2015) claim that a well chosen educational goal lays in learning both new content and language skills. On this point, Patton (2012) advise teacher carry out “backward planning” that states everything students are expected to learn in the project from knowledge to specialist skill or competence and think the ways of assessing them. In addition, students should also agree on the choice of suitable title for the whole project.

The third point in selecting the final product. (Patton, 2012) distinguishes three main types of final outcome which may be a product, a performance or a service. Alan & Stoler (2005) was give some example in final project in the table below.

**Table 1.2 Final outcomes of projects**

Final outcomes of projects (some possibilities)	
<ul style="list-style-type: none"> <li>• Brochure</li> <li>• Oral presentation</li> <li>• Class newspaper or wall newspaper</li> <li>• Pin and string display</li> <li>• Poster</li> <li>• Debate</li> <li>• Research paper</li> <li>• Graphic display</li> <li>• Scarapbook</li> <li>• Written report</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation</li> <li>• Handbook</li> <li>• Survey report</li> <li>• Information packet</li> <li>• Thetrical performance</li> <li>• Letter</li> <li>• Video or film</li> <li>• Marquette</li> <li>• Website</li> <li>• Multimedia presentation</li> </ul>

(Alan & Stoler, 2005)

Yet, the choice of final products above can be almost endless, depending on student’s interest, style of learning, experience or creativity. Mergendoller (2001) stated that students should be allowed the “voice and choice” in products, which will allow to use their strengths and what is more, ir keeps them engaged and invested. This opportunity to option enables students to personalize the learning and makes project meaningful to them. Besides, students and the teacher agree firmly on assesment criteria in forms of a rubric so that students would know exactly in advance what particulary they should pay attention to and what the transparent evaluating standards are. Moreover, clear criteria allow students to peer-assess or self-asses better in various tasks. As Mergendoller, (2001) state, students should be involved in developing the rubic and be able to restate in their own words, which

they may conduct easily if they are shown a model of the type of product they will be creating. Also according to Patton (2012) support that it will give them a clear vision and second, can be used a basis for assesment criteria. In connection with the final product and its presentation, students as well need to discuss and agree on their public audience, to whom and when they are going to present their work finally, apart form their classmates and their teacher.

The fourth point in general structure of the project. At this stage, first students structure the project by discussing what, why where and how decisions. Mergendoller and Thomas (2000) let students to brainstrom questions before completing a research plan. Similarly, students consider how and where the needed information will be gathered, compiled and anlyzed. Correspondengly they will decide on the provision of all tangible material project.

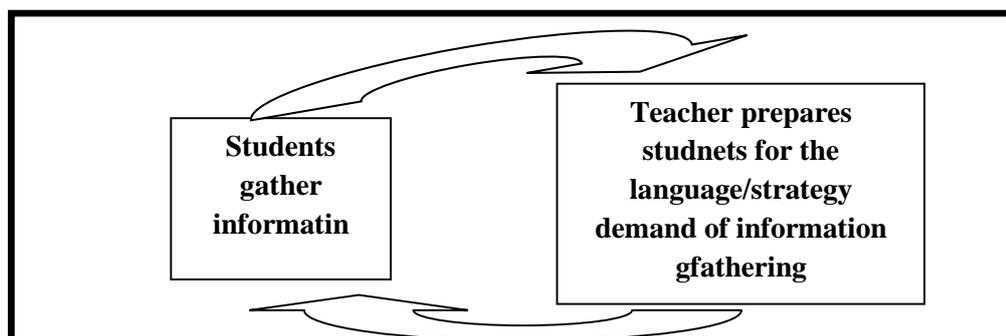
The five point in forming teams. During previous deliberations are students are devide into particular co-operative groups, managed by a group leader. On this point several authors show different attitude in terms of instructor-formed teams vs self-seleection ones. While Gubcas, (2004) prefer spontaneous group formations, which are based on specific interest or friendships; other authors advocate instructore-formed teams (Oakley & Felder, (2004); Grant, (2011); Mergendoller, 2001). They favour establishing heterogenous groups which are established by teacher's choice. There are several benefits that justyfy that attitude. Fristly, teacher are able to place behaviorally challanged, uncooperative, domineering or unpopular students in appropriate groups. Secondly, they can match the grouping pattern to the educational context or goal. Thirdtly, weak students are provided with good

modeling of effective learning approaches and tutoring from strong students. And lastly, instructor-formed groups may have fewer proensities for cheating, students do not incline toward covering one's plagiarism or failure to participate in group efforts, duea to weaker pre-existing relationships between students (Oakley & Felder, 2004) However, Clark, (2006) claimed that later on when students master PBL process, they can compile their working teams on their own.

The six poin in producing the final written logical framework. In this final stage of the preparation phase, teachers fill in the logical framework in which they specify individuals project stages and the time organization schedule (Svabodova et al. (2010 cited in Kalabzova 2015).

The second is realization phase. This phase covers stages of launching projects work;planing and realizing concrete activities along with project finishing. It consist of; information gethering cycle and information processing cycle (Alan & Stoller, 2005).

**Figure 1.1 Information gathering cycle**



(Stoller, 20013)

Alan and Stoler, (20013) claim that Information gathering cycle is first stage of the realization phase, teachers should prepare students for the language, skill and

strategy demand connected with following information gathering. At this teacher determine the language demand of the information gathering process and structure instruction activities to prepare students for each of the information gathering tasks. Teacher prepare and carefully scaffold various task to promote students understanding of the content material along with the progress of critical thinking skills. Stoler (2013) list six potential different source for the information gathering and for each different names various Specific Language and content supporting or methods

**Table 1.3 Specific Language and content supporting or methods**

Interview	Reading	Websearch	Correspondence, letters, emails)	Video/Youtu be
Question formation	Establishing a purpose for a reading	Establish a purpose	Contrast language in formal letters and emails	Establish a purpose for listening
Pronunciatio n	Make and later check predictions	Pose guiding questions	Contrast format of formal letters and emails	Pose question
Gambits to request, repetition, clarification, elabolation	Skim for main ideas	Select key words	Review conventional opening and closing phrases	Review key words and important signal words
Recasts	Scan for particular details	Preview to determine suitability	Brainstrom	Review words that might be misunderstood

Listening and note taking	Jot down notes in the lines	Skim for main ideas	Draft	Listen for the gist or specific details
Language of openings and closings	Use organizational structure for main idea comprehension	Scan for particular details	Revise: <ul style="list-style-type: none"> <li>- Word choice</li> <li>- Gramatical structures</li> <li>- Organizational structures</li> </ul>	Decide how to take notes
Topic-related vocabulary	Review vocabulary	Take notes	Peer edit/edit <ul style="list-style-type: none"> <li>- Spelling</li> <li>- Punctuation</li> </ul>	Note taking
Key grammatical structure		Use vocabulary learning strategies		Listen again to fill in missing information
		Pursue other links to determine suitability and extension		Review key grammar structures
		Review transition words		
		Navigate the web		

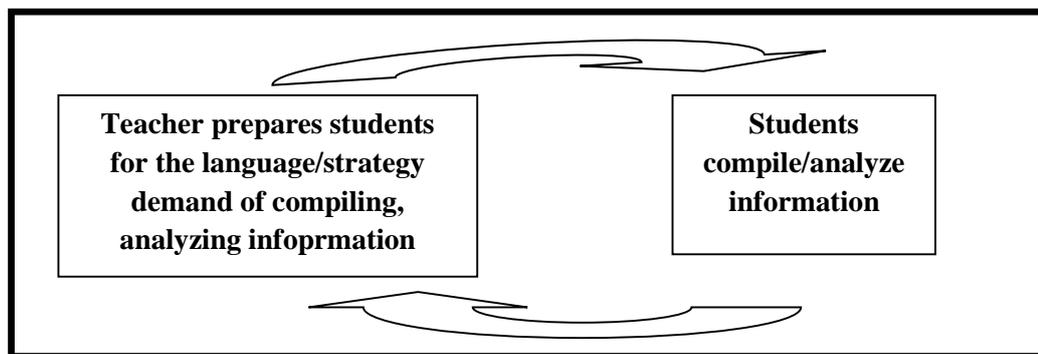
(Adapted from Stoller

2013)

Furthermore Information processing cycle is once students collected the information using diverse method of gathering, teachers have the opportunity to teach them how to process this gathered information. Stoller (2013) again sees this

a cyclical process where teachers prepare the tasks where students practice how to categorize, make comparison, identify, analyze, organize and compile the useful information for completion of the project. Students working in groups may also use various graphic organize like chart or time lines, depending on ways they were gathering the information table and furthermore they discuss the value of data they have collected. Alan and Stoler (2005) said that “the goal is to identify information that is critical for the completion of their project

**Figure 1.2 information compilation and analysis cycle**



(Stoller, 2013)

The third is presentation phase. Students presents or submit the final outcome on the bases of initial decisions and standards. Alan and Stiler (2005), describes this stage as information reporting cycle, where teachers create language activities helping studnets sucessfully present the final project outcomes. Those practicing tasks usually involve teaching of paraphrasing, presentation skills, depending on the manner in which students are going to present their work.

The fifth is Evaluation phase. PBL assesment does not concern only the final product, in fact students' are assesed throughout the process of PBL, which stresses formative assesment and accepts the necessity of final summative assesment. There

are four main source of the assesment in PBL like self- assesment, peer assessment, teacher or outside expert/audience assessment (Patton, 2012). Fuirthermore, Patton (2012) also claims that the final phase of PBL comprises written evaluation of its success rate both from the point of reaching the goals and managing the project work.

Meanwhile, Kriwas (1999) suggest the following general steps can be used for succesfull project implementation. They constitute a partical guide for the squencing of project activities for teacher who want to implement projects in their classroom (Kriwas, 1999).

Fristly speculation, this stage includes choice of project topic and sensitisation about it, aiming at arousing interest and developing a climate conducive to speculation and investigation that will lead smoothly to the project process, topic chooesn after a dialogue among all members group and the teacher . the initial stimulus may emerge from the curriculum, or after discussion about a contemporary local or wide topic of interest, or from reading a newspaper or magazine article (Clark, 2006).

Secondly, designing the project activities, this stages include formation of groups and assigning of roles, decissions concering mnethodology, source of information, activities that will take places outside the classroom that the students will visit. The better organised and more analytical the instructuring of the activities, the easier and faster the project will conduct (Fragoulis, 2009)

Thirdly conducting the project activities at this stages the groups implement the activities designed in the provious stages (Fragoulis, 2009). Students gather

information process and categorize it. If deemed necessary, there may be intervals of information and feedback, in which students discuss issues related with cooperation among group members, problems of personal relations, and possible changes in group member (Thomas. 2000).

Fourthly phase is synthesis and processing information gathered. The final products are displayed in the school or the wider community, and become a stimulus for thought and action for the students, teacher and local community. The project moves away from school and becomes social intervention, connecting the school with the community and real life (Fragoulis, 2009)

Fifthly evaluation, in evaluation refers to the assessment of the activities from participants and discussion about whether the initial aims and goals have been achieved, implementation of the process and final products (Clark, 2006). Evaluation also entails assessment of the experience at individual and group level, identification of errors and problems, but also appraisal of the rich cognitive and experiential material gathered. Evaluation includes evaluation from others, as well as self-evaluation (Fragoulis, (2009).

#### **2.1.6 Types of assessment of PBL**

Assessment of PBL can be different and challenging compared to the assessment of traditional learning. Students in PBL are assessed by various means such as “traditional paper-and pencil tests to new modes of assessment: case-based assessment, self and peer assessment, performance-based assessment and portfolio assessment (Van den Bergh, Mortelmans, Spooren, Gijbels, Vanthournout, 2006).

However, in disciplines other than language teaching various assessment practice can be integrated (Simpson, 2011). For example, homework assignment, laboratory exercise, final projects papers and presentation can be employed to measure content outcomes, while implementation evaluation, informal evaluation and projects papers are used to assess scientific process learning outcomes (Thuan, 2018). In addition, assessing the overall outcomes of students can be done through a peer review form, a faculty review panel, a final research presentation and final paper (Baker, 2006). Van dan Bergh et al., (2006) explain that the assessment is complex and multi-levelled and while individual grades are given, all written outputs are jointly produced. Instructure meet before the final presentation to discuss their supervisees and jointly decide on a group mark. Next, the instructure allocated an individual mark to each studentd based on their performance over the end and the criteria for this are decided individually by each instructor. Finally, the group report is assessed by panel of instructors; and the group presentation is assessed by instructor and students (Van den Bergh et al.,2006)

In language teaching students in PBL use real communication, authentic language and learning experience to achive the goals of learning. Therefore, performance assessments are crucial in PBL as they allow a variety of assessment to evaluate students' process of learning and tasks (Taevan-Sidman & Milner-Bolotin, 2001). According to Hutchinson (1996), the accuracy of grammatical and linguistic structures of target language should not be the only focus of PBL assessment. The principal way for assessing project work is evaluating what students learn, the processes and efforts that lead to the final production and what

the learning outcomes are (Blumenfield, et al., 1991). Therefore, multiple types of formative and summative assessment should be integrated as a part of an effective assessment program (Taevan-Sidman & Milner-Bolotin, 2001)

Other courses use a combination of assessment of a group product or artefact, a presentation and a written report (Nation, 2008). Which may be produced as a group or individually. Besides teachers being assessors, peer and learners are the main source of assessment. Peer assessment allows learners to provide continuous feedback when assessing peers' projects and learning processes (Wilson, 2001 cited in Simpson, 2011). In PBL, students can evaluate their own team members' work or peers' work by offering suggestion for improvement or giving support. Having experience with peers assessment during the learning process helps learners to evaluate their peers' final project easily (Kavlu, 2015). In addition, peer assessment allows students to develop the important skill of giving constructive feedback (O'Farrell, 2004). Therefore, peer assessment is not only marking the work of others but also an important part of the learning process, as students are responsible for their comments and actively involved in giving and receiving assessment (Wilson 1997 cited in Simpson, 2011). Kavlu, (2015) also claimed that peer assessment also allow teacher to assist and supervise the learning process among students.

Even, course in other institutions involve the external client in the assessment process (Lockerey & Bisset Johnsons 2013). This then raises the question of the criteria used by external assessors, Lockrey & Bissett Johnson, (2013) describe

how separate criteria are used by industry partners and academic staff to judge the same student project

One concern raised in the literature is the difficulty of assessing the input of an individual to group work (Van den Berg et al, 2006). To address this issue, (Moehr, Protti, Lau and Grimm, 2004) describe how students are observed by their peers through a one-way mirror and videoed as they carry out distinct parts of the project. It is not clear whether this is used for formative or summative assessment but it allows the observing students to both critique and learn from other groups. Several studies also emphasise the importance of assessing the process as well as outputs. Then, Frank and Barzilia, (2004) assessed not only the physical model, the presentation and the group report, but also the personal (reflective) report and participation in weekly group meetings, which each made up 10% of the overall grade.

A survey of students' favoured assessment types (Van den Berg et al., 2006) found students were wary of self-assessment and peer assessment as being too subjective but supported co-assessment (by peers and staff) as this provided an element of peer assessment with the perceived safety net of the instructor's input. The most favoured assessment type was the reflective journal, which they felt gave an insight into process and group dynamics, served to provide feedback to the instructor and enabled students justify their performance (Van den Berg et al., 2006). Formative assessment of journals was preferred but students were also happy for part of this to be summative. However students felt it essential that the reflective journal should be confidential (other students should not see it) and entries not too

frequent. In conclusion, Van den Bergh et al., (2006) found identifying suitable assessment for the projects problematic and a tension between students wanting clear guidelines and lecturers wanting their “academic freedom” They suggest tailoring the assessment to the learning environment and using a diversity of types of assessment.

### **2.1.7 Students benefits on project based learning**

Recent study are emphasizing effectiveness of using PBL in teaching foreign language has been reported in many studies (Fragoulis, 2009; Thomas ,2000; Kalabzová, 2015; Koparan & Güven, 2012; Harmer and Stroker 2014; Holm, (2011).

Fristly is project based learning develop higher order thinking skills. In project-based learning, students will have to deal with problem solving activities which reflect the real-world situation. Project-based learning requires students to solve problems using a higher order critical thinking skill (Fragoulis, 2009). Thomas (2000) reported that problem based learning can have a positive effect on students' acquisition of critical thinking skills. Project-based learning helps students to think critically to solve the problems as well as to produce the final product. The students need to decide how to complete tasks, how to get information, and how to evaluate their final product (Phillips, 1999).

Secondly is Develops equity collaborative skills. In a PBL setting, students mostly work in groups which gives the chance of sharing responsibilities amongst group members for the project and help ensure success. In doing this, students on the team are assigned an equal amount of the task based on their expertise and

strengths. During this process, students have to work in collaboration with other team members to successfully finish the process (Biasutti, 2015; Biasutti, 2011; Lin & Jou, 2013; Simpson, 2011).

Thirdly is PBL is based on authentic activities. Fargoulis (2009) viewed other authors ideas about the important the positive effects of PBL in teaching English as a foreign language for students. A frequently mentioned benefits in PBL is improved language skills. Because students engage in purposeful communication to complete the authentic activities, they have to opportunity to use language in a relatively context and participate in meaningful activities that require authentic language use (Haines, 1989). While activities are anything that students are expected to do beyond getting input through reading or listening, in order to learn, practice, apply, evaluate, or in any other way respond to curricular content (Brophy & Alleman, 1991), authentic activities are tasks with real world relevance and utility that integrate across the curriculum, that provide appropriate levels of complexity, and that allow students to select appropriate levels of difficulty or involvement (Blumenfeld et al., 1991). Among other characteristics, authentic activities have real-world relevance, provide the opportunity for students to examine the task from different perspectives, enhance collaboration and reflection, and allow competing solutions and diversity of outcome. In addition, project-based learning provides opportunities for the natural integration of language skills (Fragoulis, 2009). Furthermore Lavine (2004) stated that mostly recognized benefit of implementing project in English foreign language classroom is improved language skills. Because the students engage in communication aimed at

completing authentic activities, they have the opportunity to use deep language relatively natural context (Haines, cited in Thuan, 2019)

Fourth is promotes motivation students. (Kalabzová, 2015; Koparan & Güven, 2012; Harmer and Stroker, 2014) claimed that their researcher found that PBL improves students interest in learning enthusiasm and attitude towards. Students are motivated in learning because PBL provides them with a hands-on approach to content (Holm, 2011). There is a slightly different perspective from Worthy (2000), who suggests that students using PBL are motivated and enjoyed because they have that autonomy they miss in the traditional approach (as cited in Yam & Rossini, 2010). Yam and Rossini (2010) believe that teachers are the key figures in motivating students and creating that collaborative atmosphere in the classroom. Frank, Levy, and Elata, (2003) analyzed semi-structured interviews of engineering students who studied in the Faculty of Mechanical Engineering at the Technion. They found that the main reason for increased motivation of students is the competition element between groups.

Fifth is Improved academic achievement. Researchers provide evidence regarding the impact of PBL on the growth of academic achievement. Holm, (2011) provides a view of research studies conducted between 2000-2011 regarding the effectiveness of PBL in preschool, elementary and secondary school classroom settings. All studies indicate the positive attitudes of students towards PBL and demonstrate the growth in academic achievement after using PBL. In addition, DiEnno and Hilton (2005) found that students engaged in PBL show significantly high knowledge results because PBL provided them with the opportunity to learn

by doing (as cited in Baumgartner & Zabin, 2008). Moreover, Shachar and Fisher (2004) highlighting the fact that PBL is a group work method, found that high school students in Israel showed a significant increase in academic achievement when the PBL approach was used (as cited in Baumgartner & Zabin, 2008).

Furthermore, Baş (2011) investigated the effects of PBL on students' academic achievement and attitudes towards English lesson in a high school in Nigde, Turkey and found that PBL significantly increased 9th-grade students' academic gains in English and their attitude towards it (Baş, 2011). He compared students who were involved in PBL with non-PBL students and found that PBL group performed better than students who did not use it. According to his results, PBL group showed better academic results because students were actively working in groups, sharing ideas and tried to understand the point of views of others. Moreover, they learned to take responsibility for their groupmates.

Six is PBL increases students' attitudes toward learning Morgil, Gungor Seyhan, Ural Alsan, and Temel, 2008) found that there is a relationship between students' attitudes toward chemistry with their performance. Students will be learning a lot with web-based learning compared to traditional methods. In the application of web-based project, the students benefit from simulation experiments by determining questions of their own projects. Simulation experiment becomes their visual resource and also they can look back on when needed. The same thing as the findings obtained by (Erdem, 2012; Chang et al., 2011; Gültekin, 2005; Yalçın, Turgut & Buyukkasap, 2009; Baş & Beyhan, 2010) that PBL appears to be effective model for producing gains in an attitudes. (Baş, 2011) found that at the

end of the research, it was revealed that the students who were educated by PBL was more successful and had higher attitude levels towards the lesson than the students who were educated by the instruction based on student textbooks.

Seven is PBL increases students' creativity PBL develops the habit of lifelong learning. PBL meets the students' needs with different levels of skills and learning styles. According to Zhou, Holgaard, Kolmos and Nielsen, (2010) PBL is one example of a curricula that prepares students by helping them to acquire the skills necessary to exercise their creativity. The conclusions of this study include 1) the development of Group creativity is a socio-cultural activity because it is influenced by many factors introduced in the learning given by the environment, as well as the broader socio-cultural context. 2) In the PBL environment, the project task is a center to build a learning community. 3) Stimulation with project tasks will motivate the emergence of individual creativity and group creativity. 4) In the PBL community, long-term collaborative relationships between students is established and expanded

Ten is PBL creates fun learning PBL makes learning fun atmosphere, so that students and teachers enjoy the learning process. Yalçin et al., (2009) stated that during the project work, PBL created different teaching environment by getting students out of the boring routine in the classroom. This teaching environment is more interesting, fun, and useful for students and allow them to build knowledge in an authentic context (Papanikolaou & Boubouka, 2010; Eskrootchi & Oskrochi, 2010; Gültekin, 2005) found that project based learning made students happy

during the learning process by providing them with rich learning experiences increased.

#### **2.1.8. Students' difficulties on PBL**

In the teaching and learning through PBL is particularly claimed as an effective method, but some researchers suggest that there are some combination different challenge may impact the students in PBL (Harmer and stroke, 2014; Goldstein, 2016; Harris, 2014; Harrigan, 2014, Baysura et al, 2016; Aldabus, 2018) their suggestions include the following;

The first students' difficulty in project is lack of time (Goldstein, 2016; Maija & Haatainen, 2019; Harris, 2014; Aldabus, 2018). In doing the project based learning the students were lack of time to finishing the project (Harris, 2014; Harrigan, 2014, Baysura et al, 2016). In addition, the students have to management time to meet their group mates, discuss and work on their project together (Gies,2017; Haris 2014). In addition According to a study of project-based learning by Gülbahar and Tinmaz (2006), students stated that it was difficult for them to manage the deadlines for submission of their work as they were overloaded during the semester and spent extensive time and effort on their own projects. They also claimed that they could not maintain their motivation level throughout the project. Definitely, it takes time to develop a successful project

The next is collaboration in group working, some scholars agreed that Group working is considered the most significant difficulty for the students who are involved in PBL implementation (Harmer & strokes, 2014; Maija & Haatainen, 2019; (Baysura Altun, & Toy, 2016; Haris, 2014, Van Siden Barg, 2016;Aldabus,

2018). In Baysura et al., (2016), teacher candidates complain that their students have problems with working in groups and they may not have the abilities to equally contribute to the project. Then, Haris (2014) add that in group working the teacher participants report only the leaders in groups took the responsibility. Difficulties in group working, also, Johnson and Johnson (1898) believe that group work is challenging to the students because they don't have enough skills and experiences in collaboration and communication within the groups.

Furthermore, new facilitator role. The students are difficulties in adapting from a teacher centered to students centered approach in which students are given a great responsibility to study and work (Frank & Barzilia, 2004; Donnelly & Fitzmaurice, 2005; Kalmos & de Graaf, 2007;(Bakkelund et al., 2018) Danford, 2006). Then, the last is student's difficulties in understanding material unfamiliar to the students (Goldstein, 2016; Maija & Haatainen, 2019). As an effect, the students may be reluctant to engage with the project activity seriously. So, it will affect the success of the project task.

## **2.2 Previous Studies**

There are some researchers who have conducted the similar research that concern on difficulties on PBL (Maija & Haatainen, 2019; Intykbekov, 2017; Harris, 2014) (Aldabbus, 2018)

The first study by Maija and Haatainen (2019), The results of this study found that The teacher has Advantages and challenge in implementing PBL in the classroom. There are five advantages that have found such as PBL very useful to

use in their instruction such that it promotes (i) students' or teachers' learning and motivation, (ii) collaboration and a sense of community at school level, (iii) student-centered learning, and (iv) brings versatility for their instruction. However, the most challenging aspects of PBL use in practice were: (i) project organization (e.g. time management), (ii) technical issues, (iii) resources, (iv) student-related challenges and (v) collaboration. Teachers' pedagogical content knowledge

The second previous as done by Intykbekov (2017), found benefits and challenge PBL for teacher and students. The benefits for teacher such as Improved discipline, Better teacher-student relations. Then, the benefits for students include; skill improvement, real-world practice, better relationship between students. meanwhile the challenge for teacher include Lack of time, lack of knowledge and challenge for students include lack of time, lack of resources, and free-riding

The last study by Aldabus (2018), this study was investigate the possibility of applying PBL in some Bahraini Primarry schools. The result of the study found that  $\frac{3}{4}$  of the participant from 24 pre-service teachers was unable to implementation PBL with their students. In his study there are various categories challenge in Implementation PBL, such as challenge for teacher include; teacher could not easily decide which topic or unit in the text book to be taught by PBL, left to teachers to decide, implementing PBL within the school schedule, not confident enough to apply PBL and lack experience. Furthermore, the challenge for the students includes; group working and lack facilities. Next, Challenge related curriculum include difficult to adjust it to be taught in meaningful projects. Moreover, challenges related to schools the lack of financial resources devoted for

such projects. The last challenges related to parents such as parents were not aware of the importance of project based learning.

Based on previous study above the researcher differentiates the research from the previous study above is difference for place, time and the participant. In the current research, the researcher only focused on the students difficulties face on project based learning at fifth semester students of English Education Department IAIN kendari 2019/2020 academic years.