CHAPTER II

REVIEW OF LITERATURE

This chapter reviews the theoretical and empirical literature from the areas of project-based learning (PBL) strategy and students' attitude in English language learning: Project-based learning (PBL) strategy, PBL advantages in a second and foreign language; PBL implementation in English instructional context; Cognitive component as the formation of Attitude; Cognitive attitude role in language learning. The intention is to establish an analytical framework for this present study.

2.1 Theoretical Framework

2.1.2 Project-based learning (PBL) strategy

The idea of learning by practice was introduced by Dewey (Blumenfeld, Soloway, Marx, Krajcik, Guzdial, & Palincsar, 1991). Educators such as Dewey have notified on the advantages of experiential, hands-on, student-directed learning over the past decade (Baş & Beyhan, 2010). Thomas (2000) stated that the basis of project-based approaches is hardly new. Kilpatrick suggested project-based instruction in the early 1920s (Burlbaw, Ortwein, & Williams, 2013). They pointed out that instructions must include four components such as purposing, planning, executing, and judging (Foshay, 1999). It is an attempt to create a novel instructional practice that depicts the environment in which children live and learn exactly (Özdemir, 2006).

The word "project" in "project-based learning" points to the idea or the establishment of an idea, imagination, and planning (Erdem & Akkoyunlu, 2002). Hence, the project does not imply a completed version but the editor editing (Erdem & Akkoyunlu, 2002). The project is the prevision of a task to be done (Erdem & Akkoyunlu, 2002). Therefore, project-based learning (PBL) is a teaching strategy based on rectifying an idea, imagination, planning, and editing. Contemplation and editing entail man to not lean on the end product but should pay more attention to the process in its implementation since ideas and edits are structures of thinking in which are open to changes (Duman & Yavuz, 2018). Duman & Yavuz (2018) describe that the word "based", one of the significant words set up the approach, emphasizing the notion that the project is not a component of an aim but a component of infrastructure and show a process-oriented structure. The word "learning" is significant in the sense that it attracts the attention of the learner not to the instructor (Erdem & Akkoyunlu, 2002).

Project-based learning is a learning strategy that aims to cover problems through the individual or small groups with an attitude resembling life under natural circumstances (Duman & Yavuz, 2018). Wanchid and Wattanasin (2015) point out that the conceptual underpinning of this teaching method is based on Vygotsky's Social Constructivism Theory. They supposed that knowledge should base on learners' own experience, recent knowledge, and social interaction. Project-based learning is "a student-driven, teacher-facilitated approach to learning" (Bell, 2010: 39). Therefore, project-based learning (PBL) is an instructional method centered on the learner. Instead of utilizing a stiff lesson plan

which leads a learner down a specific path of learning outcomes or objectives, project-based learning enables a profound investigation of topic decent learning more about (Helm & Katz, 2001).

While English and Kitsantas (2013) mention project-based learning (PBL) is a systematic learning method that the objective is to improve students' knowledge and skills by a long-term learning process including the product and activities designed in a detailed way through authentic questions and issues. Yaman (2014) explained that PBL is laying underline on the experiential and applied dimension of learning. Generally, the process of project work consists of three substantial phases (Moss & Van Duzer, 1998) namely sorting topics of interest in early learning, create plans and carry out research and sharing results to other groups. Students need a number of soft skills in completing projects well since it is included as a complex task, therefore students require soft skill such investigating information, conferring with other members of their group, devising task given by the teacher, making decisions, overcome the problems might occur throughout the project, and evaluation of learner performance (Wanchid & Wattanasin, 2015).

Hedge (1993: 276) defines a project as "an extended task, which usually integrates language skills work through a number of activities". These activities combine in working towards an agreed goal and may include planning, the gathering of information through reading, listening, interviewing, etc., discussion of the information, problem-solving, and oral or written reporting, and display (Hedge, 1993). Hedge (1993) extends this definition by saying that projects are

authentic English language tasks, the point on students' group-centered experience rather than teacher-directed work that gives students responsibility for planning, carrying out and providing their project. in working on the project in PBL class, students may conduct an investigation, a negotiation, debate, experimentation, and plan by asking questions and trying to find the answers to overcomes problems based on their natural curiosity or interests (Nassir, 2014).

Stoller (2002) characterizes six of project work features such first is instead of project work is centered around specific language targets, project work is around the real-world subject matter and the interesting topics for students. The second is the teacher bids support and guidance, but project work is student-centered. Thirdly, students are able to work individually, in a small group or as a class in finishing a project, but this working together is cooperative rather than competitive, which means that students share resources and ideas in the length of completing the project. The Fourth is beginning from utilizing diverse resources and real-life tasks, students will obtain an authentic compound of skills and ways of processing information.

Fifth, the completion of project work finishes with an end-product, such as an oral presentation, a report, a poster session, a bulletin board display, and so forth, to be shared with others. The process of working on the end product is as important as the final product. Therefore, project work has a process also product orientation that allows the learner to focus on fluency and accuracy. Finally Sixth is motivation, challenge and stimulation are potential features of project work that contribute to increasing students' confidence, self-esteem, autonomy also the

improvement of language skills and content learning, as well as cognitive competence.

Projects can be categorized into various types. It can be distinguished based on the degree to which the teacher and learners determine the nature and sequencing of project work activities, as demonstrated by the three types suggested by Richards and Renandya (2002). Firstly, structured projects in which the teacher decided and arranged the project in terms of the topic, materials, methodology, and presentation. The characteristics of this project are the topic is determined by the teacher (The students still having several choices of options), the gathering and analyzing methods to the information data is specified, or students also can choose one from several topics that offer by the teacher. Secondly, semi-structured which determine as a project in which the teacher proposes the project area and methodology, however, the students are still required to take on more responsibility; both the teacher and the students have organized the project.

Thirdly, unstructured projects are established by the students themselves. Projects can also differ on data collection and information sources as shown by five types proposed by Stoller (2002) such as research projects involving library research, text projects utilized encounters with texts such as literature, reports, video and audio material, news, media, or computer-based information, then correspondence projects require communication with individuals or businesses by using letters, faxes, phone calls or email, the next is survey projects which necessitate students to make the instrument of the survey then go out then

gathering the information for analysis; there is also a project called encounter projects to entail direct contact with outside the classroom people or native speakers.

Projects may also be distinguished by how the information is reported. Stoller (2002) analyses three categories all of which produce different end–product, those are production projects which include creating bulletin boards, videos, poster sessions, handbooks, travel itineraries, menus, letters, radio programs, written reports, and brochures. This requires that the result of this type of project is written production. Then, performance projects induce things such as debates, oral presentations, theatre, food fairs or fashion shows. Further organizational projects include planning and forming a club or conversation table or partner program.

In this study, the researcher examined the cognitive attitudes of students towards implementing PBL in their syntax class, especially when working on a syntax challenge project for one semester. Projects are undertaken by students in which related to the degree to which the teacher and learners determine on the nature and sequencing of project-related activities, their projects are structured projects which the teacher decided and organized the projects in terms of the topic, materials, methodology, and presentation then students carried out that project individually. In this activity called syntax challenge, there are three parts namely a weekly assignment called WhatsApp story and weekly journal were students at least three times a week must create writing in a free theme and publish it on their WhatsApp account and write a journal. The second part of the

Syntax challenge is a mid-task assignment where students as a group looking for signboards in public places and analyzing it and presenting them in the article form. The last part is a final task, which students need to create their own writing and publish it in their social media account, then the feedback and improvements of their writing are presented in the form of presentation which will be recorded.

2.1.2   PBL advantages in the second and foreign language

Project work utilizing as an educational tool to promote language learning began in the middle of the 1970s but became popular in the late 1980s and early 1990s (Eyring, 1997). Yaman (2014) stated that PBL is a pretty pledge path for education in general also for foreign language learning in a specific context. He claimed that as it is a multidimensional and multidisciplinary perspective to learning, the PBL benefits are not able to limited to a limited range of skills or specific content since its coverage area is far broader than generally supposed (Yaman, 2014).

PBL has some benefits in second and foreign language contexts (Lam, 2011). Fried-Booth (2002) states that the process leading to the end-product of project-work provides opportunities for students to develop their confidence and independence. Then this process can help to enhance students' autonomy especially when they are actively engaged in project planning (e.g. Choice of the topic) (Skehan, 1998). Students' language skills also can be improved by PBL implementation (Levine, 2004). Moreover, PBL provides opportunities for the natural integration of English skills such as reading, writing, listening and

speaking (Stoller, 2002). Lee and Blanchard (2018) point out that the students can increase their motivation, enjoyment, and engagement by PBL since project work progresses in concert with the specific context and interests of students. Furthermore, it also gives a positive effect relating to students' increased social, group cohesiveness and cooperative skills (Coleman, 1992).

Railsback (2002) also indicated several particular advantages of project-based instruction in general, such as it prepares children for the workplace, improvising motivation, it facilitates to connect the learning at school with reality, gives collaborative opportunities to build knowledge, enhancing social and communication skills also problem-solving skills and self-esteem, allowing students to make and notice connections between disciplines, giving opportunities to assist to their school or community, enabling children to utilize their individual learning strengths and various approaches to learning, give a practical, real-world way to study about how to use technology. Westwood (2008) describe that the project work can be implemented in almost all field of the curriculum as it is useful since projects have a 'real world' orientation and provide meaningful learning by linking new information to students' past experiences and previous knowledge, students study valuable processes and skills for collecting and analyzing data, students are liable for their own learning, therefore enhancing self-direction and motivation, the learning process encourages modes of divers communication and representation; the approach promotes utilize of higher-order thinking as well as gains of facts, the approach extends deeper knowledge of the

subject matter and the approach also enhances cooperative learning skills and team-working.

Stoller (2002) provides eight commonly reported advantages of PBL for second and foreign language learning context e.g. authenticity of experience and language, engagement, participation, the intensity of motivation, involvement enjoyment, creativity; Enhanced language skills; repeated; opportunities for output, modified input, and negotiated meaning; purposeful opportunities for an integrated focus on form and other aspects of language; Improved abilities to function in a group (including social, cooperative, and collaborative skills); Increased content knowledge; Improved confidence, sense of self, self-esteem, attitude toward learning, comfort using language, satisfaction with achievement; Increased autonomy, independence, self-initiation, and willingness to take responsibility for own learning; Improved abilities to make decisions, be analytical, think critically, solve problems.

Based on Gökçen's (2005) statement projects work have substantial advantages both as an instructional approach and as an alternative assessment means in education. Project work assists in language growth in some ways. The benefits of projects can be categorized under two broad theses such as projects in extending students' social skills and projects in extending students' linguistic competence.

Burke (1994) cited on Gökçen (2005) defines nine benefits of project work in L2 classes. The first is project work enables students to state their own questions then try to obtain answers to them. Secondly, students find opportunities

to utilize their multiple intelligences to create a product through projects. Thirdly, projects can be tasked to students at diverse levels of proficiency and can be adapted to learners' own individual learning styles and levels of their ability. Fourth, projects may enhance students' motivation. The next is students are given an opportunity for positive interaction and collaboration between peers through project work. Then, projects give an alternative for students who deal with problems in terms of reading and writing. Further, students can enhance their self-esteem trough the project also it provides an environment in which students can share their learning and achievements with other classes, students, parents, or community members. Lastly, project work can achieve significant learning outcomes via application and transfer.

### 2.1.3   PBL implementation in English instructional context

Wilhelm (1999) stated that several basic principles must be implemented in project-based classes, such as the utilization of a task based on the syllabus, cooperative learning encouragement in the atmosphere of the classroom, feedback, and personalized educational organization. Moreover, another basic principle that should be applied is students' involvement while grading, the teacher has a role as a facilitator and critic, authentic contexts for collaborative projects, also for progressive change, learners and teachers need the reflection (Wilhelm, 1999).

A project, as Fried-Booth (2002) stated, moves through three stages these are firstly is classroom planning which learners collaborating with their teacher,

learners discuss the content and the scope of a project (Duman & Yavuz, 2018). Yaman (2014) stated that the discussions session aims to set a clear plan for the project's implementation. He explained that the discussion topics may include students' language needs, useful resources, and key vocabulary related to the project at hand (Yaman, 2014). The second is carrying out the project which is at this stage students doing on the practical and implementation phase of the projects (Yaman, 2014). By integrating four main skills students get embroiled in a busy process leading them to the end product specified in the planning stage (Yaman, 2014). Nassir (2014) mentions the example is when learners move out of their classroom to work on the tasks they planned such conducting interviews and gathered data.

The third is reviewing and monitoring the work. Nassir (2014) stated that it includes discussion and feedback sessions to assess the project. This last stage includes the evaluation of the applied project by classroom discussions and feedback sessions with the collaboration of both teachers and students (Yaman, 2014). As an addition to the three stages includes in the implementation of full-scale projects, Fried-Booth (2002) proposes a layered approach to project work which lays strong emphasis on the integration of four skills along with a wide range of sub-skills throughout the project implementation process. The below figure depicts how different skills and sub-skills get interdependent as the project proceeds:

Figure 1.1 Layered Approach to Project Work

Teacher input $\longrightarrow$

Student input $\cdots\cdots\rightarrow$
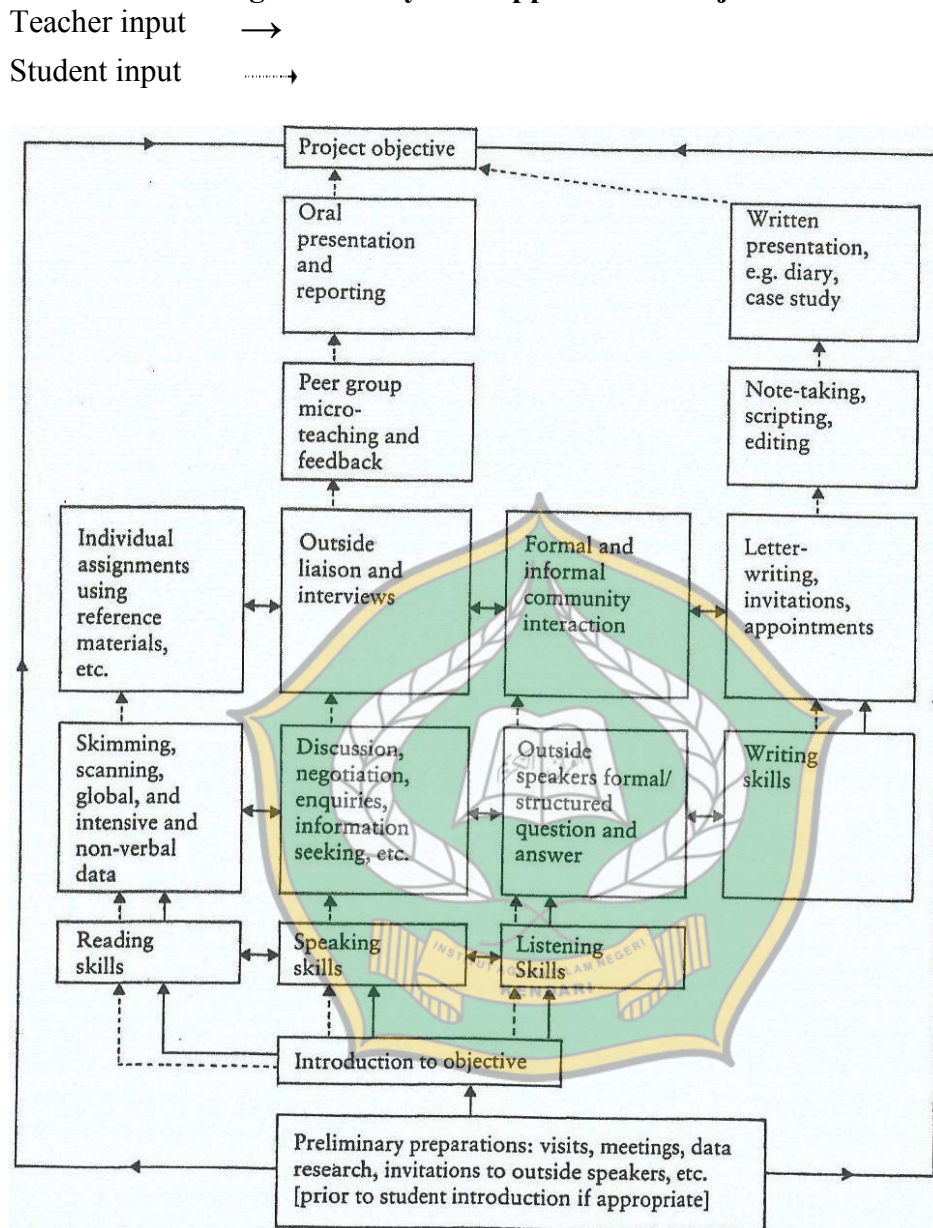
Fried-Booth (2002)

As explained above, there are diverse skills involved in project work. The sub-skills figure above may change in different projects since each project possesses different language requirements. Hence, it must be noted that the layered approach does not determine a specific set of skills and sub-skills; even it attracts attention to the interwoven structure of skills included in the whole

process which is shaped with the steps carried out by the students. No matter what the type, scope, aim, place, and duration of the project are, skills-integration is a necessary part of the process, which makes PBL hold "enormous potential to language learning" (Fried-Booth, 2002: 46).

Following the three-stage model and layered approach by Fried-Booth (2000), Legutke and Thomas (1991) suggested a similar model of six stages namely opening, topic orientation, research, and data collection, data processing, presentation, and assessment. Opening and topic orientation stages overlap with the classroom planning stage presented by Fried-Booth (2002) and established the introduction part of the project implementation process. The stages of the research and data collection, data processing, and presentation are components included in the carrying-out process. Finally, the sixth stage namely evaluation includes the process of reviewing and monitoring the work. Below is the general structure for project work suggested by Legutke and Thomas (1991).
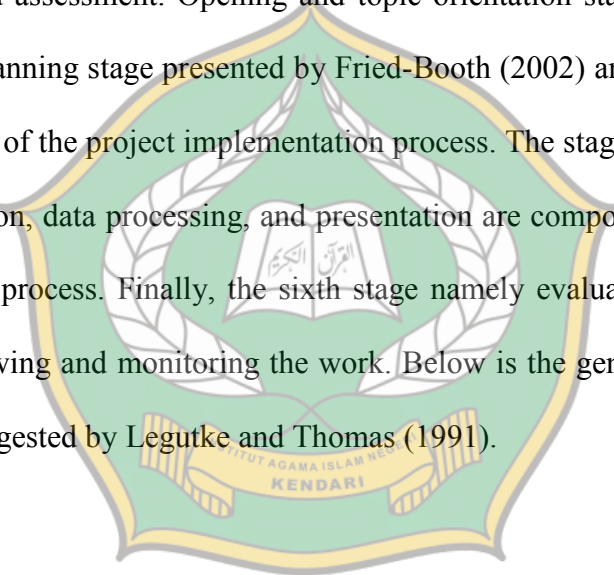
Table 1.1 General Structure for Project Work

| Inputs (teacher/ learner)	Process Phases (examples)	Stimulus Questions (examples)	Activities (examples)	Learner Texts
OPENING				
Process materials Information materials	Introducing learners to a communicative approach Developing group dynamics Introducing the use of media for text retrieved and production Introducing text as data for research	What did I/we feel doing the task? What was the purpose for me/us of the task? How did I communicate with others? How did we organize ourselves? What communication difficulties did we have?	- Awareness and trust-building -information Sharing - problem Solving - process Evaluation -imagination Gap	- Posters - Profiles - Stories - Drawings /photographs and captions - Diary entries - Collages
TOPIC ORIENTATION				
Open-ended stimuli (pictures, words, sentences, titles) Short texts Slogans Preceding learners text & information materials	- Sensitizing towards the theme - Mobilizing existing knowledge - Arousing curiosity - Exchanging personal experiences - Creating awareness of the research area - Appreciation of difficulties - Formulation of hypotheses after evaluating prior knowledge and experience	- What do we know about the problems, the theme as shown in pictures or texts? - How do I react to the picture? - What do we associate it with? - What makes us stop and think? - What does not seem interesting at first glance? -Which of the items attract me most or least?	- Imagination gap projection -Awareness activities - Communicative tasks -Values clarification -Plus/minus interesting evaluation -Brain/heart storming	- Word-roses (word clusters) -Associograms - Slogans - Collages - Posters OHP-Hypotheses poster-hypotheses
Inputs (teacher/ learner)	Process Phases (examples)	Stimulus Questions (examples)	Activities (examples)	Learner Texts
RESEARCH AND DATA COLLECTION				
- Teacher lecture - Language input - Information materials - Process materials -Preceding learner	- Focusing on the theme - Articulating interest - Defining project tasks - Weighing uptime factors - Determining areas	- which of the items, topics would I like to work on? - who would I cooperate with? - how much time is	- communicative tasks (interpersonally and interaction: values clarification) - language exercises	- list of themes - project plan - work contracts

Inputs	Process	Stimulus	Activities	Learner
texts	of deficit in terms of skills and competence - Carrying out the target tasks of the project	needed to accomplish the task? - does the group have sufficient knowledge to go about working on the tasks? - how can I collect more information on the topic?	- skills training - determined by the group themselves - interim plenary process evaluation	
PREPARING DATA PRESENTATION				
- information materials - process materials - preceding learner texts	- selecting results for presentation - deciding on the form of the presentation - practicing the presentation - allocating areas of responsibility - creating the presentation texts	- which parts of our results would be interesting for the whole class? - how can we put our results across to the class? - what should we tell to the others in spoken text, in writing, pictures? - what could be difficult to communicate? - what kind of help do our classmates need to understand our presentation? - do we have to produce extra worksheets? - do we want to use media for our presentation (OHP, blackboard, tape, film)?	-determined by the group - information handout	many types of texts : - poster/collage - minutes/essays - commentary - summary - listening text - film text - drama script - song texts - mime instructions - program of events
PRESENTATION AND SHARING				
- preceding learner texts	- giving a lead-in to a video film - giving a short lecture - acting in a drama/ sketch/mime - giving a show-and-tell session -presenting a tape/slide show -singing a "song"		-determined by groups: many forms of communicative task possible (learners as leaders and participants)	
Inputs	**Process**	**Stimulus**	**Activities**	**Learner**

(teacher/ learner)	Phases(examples)	Questions (examples)	(examples)	Texts
EVALUATION				
- teacher lecture - teacher feedback - group feedback (evaluation sheets)	- evaluating process and product - extending the ability to make judgments - raising cognitive sensitivity - evaluating input materials - evaluating the roles of the experts - evaluating the group dynamic processes, etc.	- how did the project tasks, the demonstration work out? - which activities/ presentations were particularly effective, ineffective? - what could or should be improved? - were there any language problems? - what could or should be done about them? - how did the group cooperate with the teacher? Could the group make use of his/her competence? - was the textbook/ workbook/ resource package a satisfactory help? - etc.	-process evaluation activities	-theme list follow-up
FOLLOW-UP				
- preceding learner texts	- further work on areas of language weakness - work on gaps in knowledge of content - agreeing on followup projects - changing to related/non-related themes as the basis for new project idea			

(Legutke and Thomas, 1991: 182-186)

Besides Fried-Booth (2000) also Legutke and Thomas (1991), (Stoller, 2002) propose a more comprehensive one:

Figure 1.2 Steps of Project Development in a Language Classroom
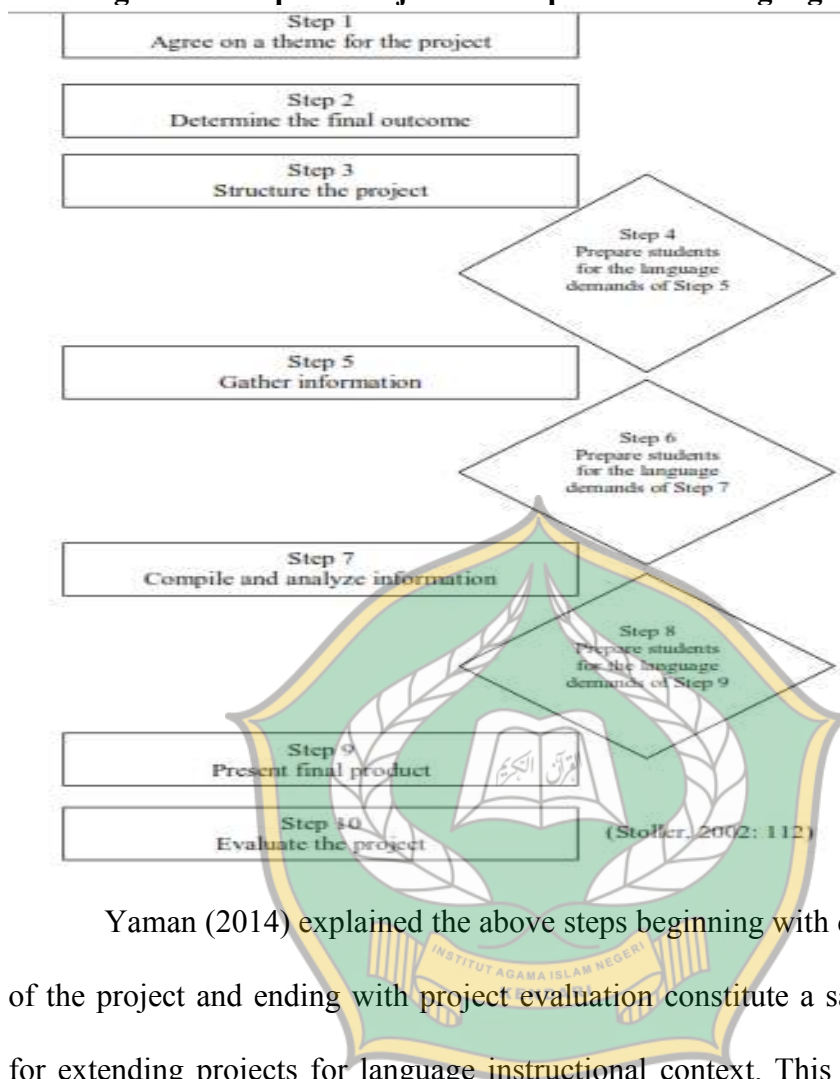
Yaman (2014) explained the above steps beginning with deciding the topic of the project and ending with project evaluation constitute a sample framework for extending projects for language instructional context. This steps-list may be formed in a different way by other researchers although the general framework will most possibly be the same. The type and scope of the project affect the duration of each step. No matter what the project title and its duration is, the ending aim of projects generally and each step specifically is to allow learners to direct their own learning by constructing knowledge in a constructive and autonomous manner.

Yaman (2014) defines that in the first step, students and teacher agree on a theme for the project. The project can be formed as structured, semi-structured or

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unstructured forms as Stoller (2002) puts it. However, since at the beginning of the classroom, the theme of the project is clarified and elaborated, no matter what the type of the project is. Whereas choosing themes factors like students' interests, expectations, needs, levels, availability of resources, etc. must be taken into consideration to make sure that the project is formed on a sound basis.

In the second step, students and teachers decide the final outcome of the project. The potential end products of project implementation in foreign language learning are oral presentations, videos, classroom debates, brochures, websites, interviews, advertisements, TV, newspapers, radio programs, etc. A significant point here is specifying the target audience for the end product (teachers, classmates, students from other classes, and so on). After the final result and appropriate audience are decided, the students and the teacher construct the project structure in the third step through agreeing on such details as project deadline, a timetable for the tasks to be carried out to attain the outcome and the responsibility of group members.

Following the structuring process, the instructor set up students for the demands of information gathering. At this stage, the teacher plans and sets activities with the purpose to equip students with skills and strategies (asking for clarification, note-taking, etc.) necessary for the process of information gathering. Next is the fifth step in which students collect the information through diversity data collection tools such as internet research and library, questionnaires, interviews, and so on. Then, in the sixth step, the teacher prepares students to arrange and analyze data through teaching them the way of categorizing,

synthesizing, and interpreting the data gathered; and after that students arrange and analyze information, which allows them to approach the completion of the project one step closer.

In step eight, the teacher prepares students for the language indictment of the final activity. This stage is structured related to the nature of the end product specified in Step 2. If the final product is decided as an oral presentation, for example, students are explained about the principles of how to deliver potent presentations. Following this last but one step purposing to increase the language skills of students, students demonstrate the final product. After the presentation of the end product, the last step is the evaluation phase. In this step, students think of what they have learned and carried out under the framework of the project. During this phase the teacher and student identified the weak and strong points of the process of the project implementation also novel ideas and approaches can be developed for future projects. Diversity approaches as to the stages of the implementation of the project are mentioned above.

PBL is based on a multi-dimensional basis with both product and process orientations (Yaman, 2014). As it is a learner and learning-centered theory different from traditional perspectives, its assessment is to reflect some distinguishing characteristics (Railsback, 2002). The teacher assessing a project-based learning lesson needs to think about the purpose of the assessment (Nassir, 2014). Moursund (1999) states there are three common phases of the evaluation of project-based learning from teachers' point of view which the first model is a formative evaluation that is designed to provide feedback while the student is still

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working on the project (Hancock, 1994). Nassir (2014) stated that this allows both the student and teacher to make mid-project corrections. The teacher may utilize some formative evaluation information in a final assessment, however, may choose not to do so.

The next evaluation is a summative evaluation which is done at the end of the project (Brown, 2001). A teacher might determine to base the project assessment purely on information collected in the summative evaluation phase. However, a final assessment might also provide considerable weight to the process carried out in the project, such as completing a project's milestones on time and the quality of intermediate products (Nassir, 2014). Then there is a portfolio evaluation which is a sample work collection was typical, the student and the teacher collaborate to determine which work samples will go into the student's portfolio (Blerkom, 2009). During the school year, a large number of items may be gathered for use in the school year portfolio. Afterward, some of them will be added to the student's long-term portfolio.

One of the components of project-based learning is authentic assessment (Clark, 2017). An authentic assessment enables the teacher to capture the students' understanding of concepts and subject matter (Darling-Hammond & Snyder, 2000). Moreover, it also can document and encourage the development of real-world skills that students out of the classroom and beyond the school environment (Mueller, 2005). Assessments reflect student learning over time and not just student performance on a piece of work or a final exam (Nassir, 2014). Assessment activities also oblige students to articulate and define the subject

matter, their decisions, their initiative, etc. to those doing the assessment (Nusche, 2013).

2.1.4 Cognitive components as the formation of attitude

Eagly and Chaiken (1998) underline attitude by connecting two factors i.e. psychological factor and the concept evaluation. They define attitude as a psychological tendency that can be seen by evaluating a specific entity with several degrees of favor or disfavor (Eagly & Chaiken, 1998). "Psychological tendency refers to a state which is internal to the person, and evaluating refers to all classes of valuative responding, whether overt or covert, cognitive, affective or behavioral" (Eagly & Chaiken, 1998: 1-2). This psychological tendency can be assumed as a type of bias that predisposes the individual towards evaluative responses that are positive or negative (Eagly & Chaiken, 2007).

One factor that influences student learning outcomes is their attitude in the study (Baş & Beyhan, 2010). Nassir (2014) defines an attitude has different ways of definitions, in the "World English Dictionary" which refers to the way a person views something or tends to behave towards it, often in an evaluative way. "New World Encyclopedia" refers to attitude as an evaluation of a particular person, belief, event, place, or thing. There are positive and negative views of an attitude object (Nassir, 2014). Moreover, Reid (2003) explains that attitude indicates a person's evaluation of something or someone that may be based on our knowledge, our feelings and our behavior which may influence future behavior.

Then, Gardner (1980) defines attitudes as the total of a people's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic. So it can conclude that attitude pervades humans' cognition aspect and the affective values towards a particular object. Hence, attitude affects significantly what is going to be done as a part of behavior when people encounter a certain situation.

Triandis (1971) statement in line with Wenden (1991) and Ostrom (1969) which divide attitudes into three components namely cognitive, affective and behavioral attitude. Ostrom (1969) explained that cognitive component is based on our belief, thought and knowledge while the affective component consists of the person feeling and emotion also for behavior component is related to intention to act. Last research contended that all three components have to present for an attitude to exist; a fact that has now been described as dubious (Norton, Cooper, Monin, & Hogg, 2003) Among other components of attitudes, cognitive attitude is believed to be more fundamental and constant over time and more closely connected to basic values (Pendleton et al., 2003). It is difficult to influence but may change when new knowledge is presented; provided the knowledge is convincing and the presenter is credible (Wood, 2000). Cognitive attitude is seen as objective as the evaluation of something or someone because based on the person's knowledge as their experience towards the object. As the explanation by Eshghinejad, (2016) that is the cognitive attitude could be classified into four steps of connecting the previous knowledge and the new one, creating new

knowledge, checking new knowledge and applying the new knowledge in many situations.

The cognitive process has been at the heart of study about attitudes virtually since that research began (Albarracín, Johnson, & Zanna, 2005). In their book, They describe that some researchers treat the terms "evaluation" and "attitude" as synonyms which are attitudes that include evaluations of objects, that can be physical objects, people, policies, behaviors, etc. (Albarracín et al., 2005). It can be concluded that it makes sense for an adaptive cognitive system to reflect those evaluations in memory because on the whole evaluations inform people whether to approach or avoid an object (Fazio & Olson, 2003). However, this representation has been a matter of some debate (Albarracín et al., 2005).

Ostrom (1969) pointed out this component includes statements representing desirable to undesirable qualities. These statements refer to the values and attributes assigned to the attitude object which include beliefs about the object, characteristics of the object, and relationships of the object with other objects (including self) (Ostrom, 1969). Then Triandis (1971) argue that cognitive attitude is the idea which is generally some category used by humans in thinking, whereby categories are inferred from consistencies in responses to discriminable different stimuli. The cognitive component of attitude consists of the beliefs and thoughts about an object, people, behavior, event, and knowledge which is this component seems to affect the learning very much since it relates to one's mind, in this case, perception (Wenden, 1991).

Thoughts are ideas and mental processes (Pettinelli, 2007). Thinking enables one to represent the world as a model and treats it effectively according to goals, plans, and desires. Thinking involves brain manipulation of information, such as when we form concepts, engage in problem-solving, make reasoning, and make decisions (Pettinelli, 2007). Everything related to thinking is included in the cognitive area (Albarracín et al., 2005).

Horwitz (1988) defined beliefs that mean student opinions on several issues and controversies related to language learning (Horwitz, 1988). Therefore, these definitions allow for beliefs of the learning situation, the target community, language, and culture as well (Wesely, 2012). Learner beliefs can be defined as students' perception of the learning situation that they are in that effect on the actual performance of the people in the area that the learning takes place (Atmaca, 2016). The learners' beliefs of learning a language have a strong impact to determine the success of language learning (Horwitz, 1988). According to Horwitz (1988), students' language learning beliefs can affect how they go about doing it.

In this study, the researcher tried to examine students' cognitive attitudes, these are how students evaluated project-based learning implementation in the classroom based on their thoughts and beliefs when this method was applied in the English instructional context.

2.1.5 Cognitive attitude role in language learning

Attitude is important as they can affect behavior significantly because fulfillment in our attitudes has a role in leading a satisfying and successful life (Nassir, 2014). However, there is another reason as Skehan (1998) state that attitudes thus serving: as a personal strategy or an informal and empirical theory, based on direct experiences and communications from others, to help reduce the anxiety in acquiring a working knowledge of the world (Skehan, 1998). Without such evaluations, the world around is a matrix of information and experience (Nassir, 2014). The evaluative dimension allows the person to make some sense of it all. Therefore attitude can say as necessary.

Baker (1992) has justified the importance of attitude in three major reasons. The first reason is that it is a part of every individual's system. Second, an attitude survey reflects people's thoughts and beliefs. Third, an attitude has been studied and investigated for over sixty years and different topics ranging from religion to languages have used attitudes as an important explanatory variable (Baker, 1992).

Moreover, Attitude is an essential factor in language learning. Al-musnad (2018) state attitude in language learning refers to people who like the language or like the ones who speak the language. Thus, such people will have a positive attitude in L2 learning. The path of their attitude will be grounded by ego permeability which refers to different readiness of learners to expose their imperfect command of a language and disgrace themselves with inappropriate or awkward utterance (Yang, 2012). Chambers (1999) state that attitude is taken to

mean the set of values which a pupil brings to the foreign language learning experience. It is shaped by the pay-offs that she expects; the advantages that she sees in language learning. The values which a pupil has may be determined by different variables, such as the experience of learning the target language, of the target language community, experience of travel, the influence of parents and friends and the attitudes which they may demonstrate and articulate (Chambers, 1999).

The role of attitude also important in language learning because as Reid (2003) explanation that attitudes are important to us because they cannot be neatly separated from the study. He states that It is a relatively quick series of steps for a student with difficulty in a topic to move from that to a belief that they cannot succeed in that topic, that it is beyond them totally and they, therefore, will no longer attempt to learn in that area. The attitude will affect students' learning process if students hold very strong opinions about learning it. Attitudes, therefore, hold a very important role including in the language learning process of students as Karahan (2019: 84) points out that "positive language attitudes let learners have a positive orientation towards learning English". Thus, attitudes may play an important role in language learning as they would appear to influence students' success or failure in the learning process (Nassir, 2014).

Brown (1980), as cited in (Kanjira, 2008) also says that the process of learning a second language is one that involves a total commitment from the learner. A total physical, intellectual, and emotional response are necessary to successfully send and receive linguistic messages. Without this (the willingness or

interest or what is 'commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action,' in Brown's words (as cited in Kanjira, 2008) on the part of a learner learning a second language, it will be a futile exercise to teach a second language.

According to Ellis (1994), the learner's attitude towards the target language informs the determination with which the learner can tackle challenges in the target language. Normally, learners manifest different attitudes towards the target language, target language speakers, the target language culture, and the social value of learning the second language, particular uses of the target language, and themselves as members of their own culture. These attitudes are likely to reflect the particular social settings in which learners find themselves. He continues to argue that learner attitudes have an impact on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success. Therefore, there is a connection between attitude and learning a language, so the students need to develop and build positive attitudes towards English language to can master in English as a second or foreign language. Attitudes towards English, in general, refer to the state of emotion and thought relating to the English language and the culture of English–speaking people.

The attitude towards the English language implies the students' feelings, prejudices, or fears about the learning of English as a second language (Spolsky, 2001). Alshwiah (2004) emphasizes this by stating that a positive attitude in English language leads to an enthusism to study and learn English. Attitudes can affect learners' achievement and the desire to continue studying in the target

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language. Moreover, Zenuk-nishide, Yashima, & Shimizu, (2004) investigated Japanese adolescent learners' willingness to communicate in English as an L2, Their results showed that those who had higher scores in willingness to communicate tended to communicate more in the classroom and to ask questions or talk to teachers more frequently outside class.

Oraif (2007) assures that high self-esteem students (those with more positive attitudes towards themselves) are able to limit the effect of any failure because they do not generalize the negative evaluation to all their abilities and life situations. Low self-esteem students cannot compensate for the failure in this way. Thus, it is likely that confidence might not affect future achievement directly, but it affects the way a person handles success and failure. Ahmet (2009) states that attitudes towards learning, besides opinions and beliefs, have an obvious influence on students' behaviors and consequently on their performance. There is a strong correlation between the psychological factor "attitude" and academic achievement as the higher positive attitude students have, the higher the academic achievement they will achieve (Ahmet, 2009).

Furthermore, a positive attitude also can increase the students' motivation in the teaching-learning process (Nassir, 2014). A student who has a high positive attitude towards target language will have high motivation in learning the language (Bot, Lowie, & Verspoor, 2005). Adding to it, Eshghinejad (2016) states that if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Adding to it,

Gardner (1980) stated that students who maintain favorable attitudes would be more attentive, serious, rewarded, and the like, than those negative attitudes.

In this study, the researcher tried to examine how the application of PBL in English classes can affect students' attitudes towards learning English, especially their cognitive attitudes during learning through the implementation of certain projects namely syntax challenge projects.

2.2 Review of the Studies

One effective method that can apply in English classrooms to develop good students' attitudes is project-based learning (Chu, et al., 2011; Çiftçi & Baykan, 2013). Several studies were done have been discussing the implementation of project-based learning in English classrooms and that relation with students' attitudes (Nassir, 2014; Duman & Yavuz, 2018; Baş & Beyhan, 2010; Baş, 2011; Yaman, 2014; Wanchid & Wattanasin, 2015).

The study that showed the influence of project-based learning (PBL) teaching methods on students' attitude toward English language learning was a study conducted by Nassir (2014). Nassir's research, in which he analyzed the effect of project-based learning on students' attitude toward English language learning, indicated that PBL creates a positive attitude of students on English language learning in terms of affective, behavior and cognitive attitude. That result it is related to study of Duman and Yavuz (2018) which is aiming at defining the effect of the project-based learning approach on students' attitude towards English classes was carried out by applying the control group pre-test −

post-test experimental design. The result of the study implied that in comparison with the current instruction, PBL generally improves the attitude of the students towards English classes. PBL especially creates an impact on the attitudes towards the attention to class and teaching. The current curriculum, on the other hand, does not have a positive effect on students' attitudes towards improving them.

Baş, (2011) research, in which he analyzed the effect of project-based learning on students' academic success and attitude in grade 9 English classes, indicated that PBL creates a positive and significant difference in both academic success and attitude. In Baş and Beyhan (2010) research, it aims to investigate the effects of multiple intelligences supported project-based learning and traditional foreign language-teaching environment on students' achievement and their attitude towards English lesson. The result of the study is revealed that the students who are educated by multiple intelligences supported project-based learning methods are more successful and have a higher motivation level than the students who are educated by the traditional instructional methods.

Moreover, Yaman (2014) in his study that investigated EFL students' attitudes towards the development of speaking skills via project-based learning indicated that Project-based learning is a potentially effective way of developing speaking skills in the EFL context. On the other hand, it also showed that EFL students' have positive attitudes toward the implementation of PBL in learning to speak. This result of a study related to the study conducted by Wanchid and Wattanasin (2015) that their study showed that project-based learning can develop students' positive attitudes in the English classroom.

With regard to Indonesian context, Putri Astawa et al., (2018) presented the results of a study which showed PBL effects on students' attitude also it enhances students' learning quality in term of enthusiasm, confidence, and creativity learning ability while it also promotes teacher's teaching satisfaction.

The similarities my research with the other researches is these researches investigated the effect of project-based learning used in English instructional context towards students' attitudes. While the difference this research with the other research is some researchers aimed to investigate the PBL effect on students attitude generally while this research focused on investigating students' cognitive attitude toward PBL used in English class especially Indonesian university students' attitude since this research did not exist in Indonesia at all.