

CHAPTER I

INTRODUCTION

1.1. Background

Project-Based Learning (PBL) is an educational approach that centers on students engaging in complex, real-world problems and challenges. Through PBL, students delve into multifaceted projects that require critical thinking, collaboration, and problem-solving skills. This pedagogical method empowers learners by fostering a sense of autonomy and ownership over their education. According to Thomas and Mergendoller (2006), PBL is characterized by sustained inquiry, authentic tasks, and student-driven exploration, providing a meaningful context for learning. Additionally, Blumenfeld et al. (1991) emphasize the role of collaboration in PBL, as students work together to solve problems, share ideas, and collectively construct knowledge. Hmello-Silver et al. (2007) highlight the importance of reflective practices within PBL, underlining the iterative nature of the learning process as students revisit and refine their work. The works of Boss and Krauss (2007) contribute insights into the integration of technology in PBL, showcasing its potential to enhance communication, research, and presentation skills. Overall, these sources collectively contribute to a comprehensive understanding of Project-Based Learning, affirming its role in cultivating critical competencies essential for success in the 21st-century workforce.

Project-Based Learning (PBL) is an educational approach that was taken from Dewey's practical method, which involved 'learning by doing' (Dewey & Dewey 1915). In PBL, students are provided with opportunities to work on projects that correlate to the real world, involving investigation, conversations, and collaboration among peers. Even though the method has long been known, in Universitas Jambi however, the application of PBL has just begun a few years back, prominently by the fact that the lecturers there have started to introduce this method intensely as their teaching method.

Projects involve two core concepts: production and complexity (Somani, 2018). Thus, equivalent to create something which ~~actually-related~~relate to the students' world and to impart skills in students which will be needed in real life while working on projects. PBL is an entirely different method compared to in-class group activities or other ~~task-based~~task-based activities, as it is certainly more than that. PBL can be used as a mean of vehicle for integrated language learning.

Project-Based Learning is believed to have great advantages such as encouraging students to engage in authentic works and tasks actively (Lampert et al., 2013) and finding novel solutions that utilize more resources broadly as well as knowledge sharing and collaboration (Gomez-Pablos et al., 2017; Lampert, 2010). It also appears that this method has disadvantages (Marx et al., 1997) as follows: It is time-consuming assessment; it requires more hours of preparations, and not all teaching staff can be good advisors (Ghani et al., 2021).

Based on the researcher's personal experience during the study in English Education Study Program of Universitas Jambi, most of the lecturers claim that they use the method to proceed with the classes they conduct according to their assigned subject of lecture. Despite that, the entire meetings of the class were committed for presentations only. Furthermore, the researcher also once heard their peers claiming that the classes were uninteresting due to the PBL implementation which seemed to be lacking in variation. Moreover, there seem to be a misconception regarding PBL implementation procedures, for instance, some lecturers perceive that it is sufficient to solely assign projects in the form of presentation. In the light of the stated problem, this study aims to identify the students' perception towards PBL implementation in English Education Department of Universitas Jambi.

1.2. Research Question

Referring to the study background, the research question can be formulated as "How do students perceive for the implementation of Project-Based Learning at English Study Program?"

1.3. Research Objective

The research aims to explore students' perception toward the implementation of Project-Based Learning at English Study Program FKIP Universitas Jambi.

1.4. Limitation of the Research

The focus of this research is to find out students' perception about the implementation of Project-Based Learning method for Introduction to Linguistics course at English Study Program. The research participants will be students from batch 2020 and 2021 which are currently in their sixth and eight semesters in academic year 2023/2024 at English Study

Program FKIP Universitas Jambi. Said students are chosen as they have taken courses that potentially applying PBL method. For example, the courses in Multidisciplinary Entrepreneurship grove such as Project in Multimedia Development, Project in Language Services, Project in Non-Formal Education, and Teaching English for Young Learners. Specifically, the research is limited to finding out their perception towards courses above and other courses applying PBL method.

1.5. Significance of the Research

This study may be useful for students as this might raise their awareness towards the benefits of PBL Implementation. For lecturers, the research might be useful to improve themselves in the utilization of PBL Implementation through reading and understanding the Students' Perspective about it. For English Study Program, this research might be useful to enhance a few things, as follows: Assessment of teaching methodology, curriculum enhancement, and student engagement and motivation. This research might as well serve the study program to make a continuous improvement in study and teaching practices. Furthermore, the researcher also expects to contribute to the theoretical development of teaching methods.