

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Understanding Project-Based Learning**

Project-Based Learning (PjBL) is a model that organizes learning around projects (Thomas, 2000, as cited in Goodman & Stivers, 2010) defined project-based learning as a teaching approach built on learning activities and real tasks that challenge the students to solve particular problems in groups. In addition, Afriana (2015) revealed that project-based learning is a student-centered learning model and provides a meaningful learning experience. Following the definition above, it can be concluded that project-based learning is a student-centered teaching strategy that focuses on real-world projects and activities to give students meaningful learning experiences by challenging them to work in groups to solve challenges.

There are several characteristics of project-based learning in English learning, such as when creating a mini-drama, students emphasize problem-solving related to the topic of the mini-drama. Students collaborate with teachers and utilize information and communication technology as a tool and another learning resource to get the final result in a good mini-drama. As mention by Gültekin (2007) that project-based learning is a method that has some characteristics to let students design and manage their learning process, enhance their creativity, and collaborate to solve problems they encounter in real life. It involves students working individually or in small groups to create real products.

From the characteristics above, the idea of using project-based learning environments that offer many advantages for students is becoming more popular, especially in subjects that are more connected to daily life, such as science, language, and technology (Ayvaci & Çoruhlu, 2010, as cited in Ergül & Kargin, 2014). There are several advantages of using project-based learning in learning, such as enhancing critical thinking, promoting and encouraging collaboration and teamwork, developing organization, time management, and planning skills, higher knowledge retention, and making students better informed about their profession and giving them a sense of belonging and identification with the faculty (Mihic &

Završki, 2017). The main of this method is that students have the freedom and flexibility to find solutions to the problems they face in any way they choose. This method also helps students develop practical skills and learn more by doing original activities (Chen, 2004).

According to Cameron and Craig (2014), the steps for project-based learning are as follows:

1. Introduction: The teacher informs the project that will be carried out, for example, making a video or designing activities such as discussions or a performance.
2. Essential question: The teacher asks the fundamental question to focus the students on the project.
3. Research and write: Students investigate and conduct research related to the previous essential questions, find answers, draw conclusions, and come up with solutions.
4. Product creation: Students create multimedia products to present their project information, such as websites, channels, or posters.
5. Presentation: Students present their project to the audience.
6. Evaluation and reflection: The teacher and the students assess learning and performance with a rubric, feedback from the teacher, and self-evaluation or self-assessment and reflection from students.

The idea of project-based learning is gradually gaining traction in educational systems worldwide (Krajcik & Blumenfeld, 2006). Therefore, many schools in Indonesia using project-based learning following the suggestion of the *Kurikulum Merdeka* has become a significant part of the learning process. So, using this method is the main thing to improve students' knowledge and assess students' understanding, collaboration, and creativity of the subject matter.

## **2.2 The Students' Experiences**

A person's experience is an event that occurs due to seeing or witnessing something new in the form of information or abilities. According to Manen (2007), experience is an individual's impressions of transmitted events, conditions, and

phenomena. In addition, experience is a category of thinking, a basic unit of analysis that takes into account a person's mental, emotional, and practical traits as well as their physical and social surroundings, relationships with one another, and effects on one another (Roth & Jornet, 2013). Based on that, the process by which students engage in activities to reach a goal, and when students participate in certain activities, they try to express thoughts, feelings, and emotions is referred to as students' experience.

Tsybulsky et al. (2020) identify three types of meaningful experiences that characterize the project-based learning process: (1) Introspective, which explains the student's experiences performing project-based learning, including self-awareness regarding feelings, self-experience, and worldview. (2) Social experiences explain students' social experiences of project-based learning, including various collaborative work that can improve their friendship relationships and acceptance of others among group members. (3) Cognitive experiences, explain acquiring new knowledge for students, discussing the results obtained by students related to their expertise, and acquiring new learning skills for students and discussing the results obtained by students related to skill improvement after using mini-drama. These experiences will show that, on the whole, the project-based learning process provides a very enriching experience regarding cognition and affect.

### **2.3 Study of the Relevant Research**

Before deciding to conduct this study, the researcher had studied previous research about using project-based learning. Astawa et al. (2017) found that implementing project-based learning on students' productive skills in English at public junior high schools in Bali can improve enthusiasm, confidence, creativity, self-directed learning, and collaborative learning skills in students. Also, Salehudin et al. (2020) found that project-based learning is the most suitable learning model to achieve conceptual application for students with high experience using Instagram. Sugiharyanti (2022) found that the application of project-based learning assisted by Moodle e-learning can improve English learning students' achievement

in Ponjong, Gunungkidul. Moreover, Kamaliyah and Alrianigrum (2022) found that the project-based learning model positively affects students' understanding of history learning in class X *IPS SMA Negeri 20 Surabaya*. In addition, Rodriguez (2020) found that using project-based learning based on communicative activities and the learner-centered method integrated into the general English materials, the materials' features to increase oral involvement are used to accomplish the goal.

Most previous studies only focused on the effectiveness of using project-based learning. Meanwhile, this research investigated the students' experiences conducting project-based learning. So, the researchers explored how the students' cognitive and affective experiences using project-based learning in English learning using mini-drama in a junior high school in Tasikmalaya.