

CHAPTER 1

INTRODUCTION

This chapter presents a comprehensive overview of the research. It contains the research background, problem formulation, operational definitions of the context of terms used in the research, research objectives, and research significance.

1.1 Background of the Study

Research on Project-Based Learning (PjBL) is still an interesting issue. Previous studies show that this model is effective for EFL classes. According to research results (Artini et al., 2018; Emery, 2021; Halim et al., 2023). Students in PjBL classes work on a project that requires them to apply their language skills in a real-world environment (De Lima, 2021). One of the main advantages of PjBL in EFL is that it allows students to utilize the language in real-world situations, which can improve their language skills and self-confidence (Halim et al., 2023). PjBL can encourage teamwork, critical thinking, and other abilities that are important for success in today's global society (Gao, X., & Zhao, 2013). Overall, PjBL may be a useful method for teaching EFL because it can motivate and empower students while helping them acquire the language skills necessary for success in both academic and professional environments. However, project-based learning cannot be separated from the challenges and problems faced by Indonesian students. This is the opinion of Gao, X., & Zhao (2013), who stated that due to a lack of experience in project management, PjBL students often face problems due to failure to identify and manage various risks associated with PjBL.

In English Education Department, there was a phenomenon in one of University in Tasikmalaya, especially at the Lesson Planning in ELT course in English Education Department. The course uses project-based learning. This is characterized by the project being central because students learn the core concepts of the material through projects by making lesson plans. Then, in the lesson plan-making project, students are involved in the design process, decision-making, problem-finding, and problem-solving. In addition, students also have choices, flexible processing times, and responsibilities. In addition, the projects in this course are realistic, as are the topics and products they produce. The project

assignments in this course are also formed into several groups. Thus, the researcher saw that there were several students who showed a lack of seriousness when working on the PjBL assignment. Such as complaining while working, not contributing enough, not communicating enough, and so on. Therefore, researchers further studied this unique phenomenon to find out the challenges that students face during project work and find solutions to overcome challenges during project work.

Several studies have examined the application of project-based learning methods in various educational contexts. One of them is research conducted by Ngadiso et al. (2021), who investigated student and teacher perceptions regarding implementing PjBL in English classes. A total of six students and three high school teachers in Indonesia were interviewed using a qualitative approach. The findings of this research reveal that a positive response to PjBL can develop problem-solving, creativity, and communicative skills. Another research was conducted by Alyani and Ratmanida (2021), who investigated students' perceptions of project-based learning in microteaching courses in the English Department using a quantitative approach. The findings of this study reveal that the majority of students have a positive perception of the implementation of project-based learning. The students agree that the use of project-based learning motivates students to learn and be more active in class, improves student collaboration and communication. However, students still encounter several obstacles, such as some students being less active in group work and time allocation. In addition, research by Fadhilah et al. (2023) also investigated students' positive perceptions of the use of project-based learning in writing classes, which uses a quantitative approach with high school students. The research results reveal that most students have a positive perception of using project-based learning. The students agree that the materials used in project-based learning are clear, interesting, and easy to understand. In addition, the use of project-based learning in learning activities can increase motivation and improve their writing skills.

However, previous research mainly researched students or teachers in senior high schools. In college, it is only for students in Microteaching courses. The methods he uses also include quantitative ones. Apart from that, previous research

also did not specifically discuss the challenges faced by students while implementing project-based learning. Therefore, to fill this gap, this research investigates the challenges faced by students while implementing project-based learning and looks for solutions to overcome the challenges that arise in the Lesson Planning in ELT course at one of the universities in Tasikmalaya.

1.2 Formulation of the Problem(s)

This study focuses on answering the following questions:

1. What are the challenges the students face while conducting project-based learning?
2. How do the students overcome their challenges while conducting project-based learning?

1.3 Operational Definitions

1.3.1 Project-Based Learning

Project-based learning is a learning model that uses projects or activities as a learning tool to achieve competency in attitudes, knowledge, and skills for students. Project-based learning is a learning activity implemented in Lesson Planning in ELT course. The activity consists of preparing lesson plans in groups with the final results to be presented.

1.3.2 Challenges

The challenges refer to the obstacles, difficulties, or problems faced by several students at one of the universities in Tasikmalaya during the process of implementing project-based learning. The challenges can include problems related to time management, collaboration, communication, motivation, or other factors that hinder the successful implementation of project-based learning.

1.3.3 Solutions

Solutions refer to strategies, interventions, or approaches that can be applied to overcome the challenges faced by several students at one of the university in Tasikmalaya during project-based learning. This solution involves self-regulation and time organization that can overcome the identified challenges. The goal of this solution is to enhance the student learning experience, improve project outcomes, and drive successful implementation of project-based learning.

1.4 Aim(s) of the Research

This research aims to examine in depth the challenges faced by students in one of the university Tasikmalaya, in implementing project-based learning and find solutions to overcome these students challenges in implementing project-based learning.

1.5 Significance(s) of the Research

1.5.1 Theoretical Use

The findings of this research enrich the previous literature about PjBL implementation, its challenges and solutions to be overcome in the learning process.

1.5.2 Practical Use

It is hoped that the results of this research will provide useful information for many students who experience various challenges in PjBL to implement appropriate solutions to overcome challenges that arise in project-based learning.

1.5.3 Empirical Use

This research provides empirical insights into the overcoming of the students challenges in PjBL. Apart from that, this research can be a reference for other researchers who are interested in researching the same problem.