

CHAPTER 2

LITERATURE REVIEW

A. Theoretical Framework

This chapter presents a brief explanation of some theories that support the study. The theories are related to perceptions, project-based learning, benefits of project-based learning and challenges of project-based learning.

1. Perceptions

Perception is a psychological process through experience gained through the five senses. Individuals can convert reactions into positive or negative perceptions. As in cognitive science, philosophy and psychology, perception is a process to achieve awareness or an understanding of sensory information (Qiong, 2017).

According to Qiong (2017), perception can be said to be perception if it follows this three-stage process, namely:

a. Selection

In this first stage, selection is made when meaningful experiences are created from environmental stimuli. As in daily life where we always get anything related to information from the environment around us. It is a stimulus from the environment that will be processed in the future.

b. Organization

The second process is organization where after we get information from the environment, we organize it so that meaningful patterns are formed. From this process a person will explain the information obtained according to different points of view.

c. Interpretation

The third stage is the process of interpreting where we will describe the event so that it will become a stable and structured pattern and the meaning contained.

Teachers' perceptions can be affected by several factors. According to Robbins (2013), the factors of perceptions are personal, target characteristics, and context of situation. Personal elements include

experience, learning processes, needs, motivation, and knowledge of psychological items. Target characteristics like relationship between the target. The environment of social conditions, location, heat, applicable laws, and values in society are situation factors.

Nonetheless, people interpret the same object differently, impacted by a variety of factors. Personal aspects include attitudes, reasons or wholeness, interests or experiences, and individuals' expectations. Second, factors present in the object or target, such as new things, movement, sound, background size, and closeness. Third, consider the context of the setting in which the perception is made, such as time, work situation/location, and social situation. As a result, experiences, needs, attitudes, motivation, interests, objects, location conditions, and social situations all have an impact on perception (Veithzal & Mulyadi as cited in Robbins, 2013).

Moreover, Walgito (2004) said that perception is divided into three aspects as follows:

a. Cognitive

Cognitive is related to a person's thinking caused by the stimulus received by organ. On the other hand, cognition can be understood as the basis of knowledge or information.

b. Affective

The affective aspect is related to a person's feelings towards what he/she feels. In this aspect, a person is able to determine good or bad towards the object.

c. Conative

The conative, which is a person's motive or willingness, can be referred to as motivation or behavior.

Based on the theories above, teachers' perceptions are formed through several interconnected processes. Teachers first select meaningful experiences from their teaching environment, particularly experiences related to the implementation of project-based learning in the classroom. These experiences are then organized and interpreted to create an

understanding of the learning process and students' development. In forming perceptions, teachers are also influenced by personal factors, classroom situations, and prior experiences. As a result, teachers' perceptions may appear in cognitive, affective, and conative aspects, which are reflected in teachers' thoughts, feelings, and responses toward the implementation of project-based learning.

In this study, the meaning of teachers' perceptions refer to teachers' understanding and interpretation of their experiences in implementing project-based learning in English language teaching. Teachers form their perceptions based on what they observe during classroom activities, including how students respond to project-based learning, how the learning process runs, and the outcomes of the project. These experiences influence how teachers view the benefits and challenges of implementing project-based learning. Therefore, teachers' perceptions in this study focus on how teachers interpret their experiences in applying project-based learning, particularly related to students' learning development and classroom implementation.

2. Project-Based Learning

Project-based learning is the social practice of students with various group activities in which language is learnt as well as skills. Project-based learning is also one of the methods with a student-centered approach where students can learn both individually and in groups when solving the problems that relate to the real world, so that they will gain higher-level thinking skills, this method is commonly referred to as an active teaching method (Ferrero et al., 2021).

Nurhidayati et al. (2022), said that project-based learning aims to make a contribution made by children in solving problems scientifically that have an impact on the surrounding environment. The increase in conceptual understanding while being able to answer around the issue is the skill stimulation effect of using a project-based learning model (Sari et al., 2023).

That way students will get the benefits for their lives with critical abilities in dealing with various life problems. Moreover, it is accompanied by the teacher's role in project-based learning as a supervisor or trainer who can provide additional information to support students in completing the project based on the topic (Krajcik & Shin, 2014).

According to Yulianto et al. (2017), syntax in implementing project-based learning namely: determining basic questions, creating project designs, arranging schedules, monitoring project progress, assessing results, and evaluating experiences. During the stage of determining basic questions, the teacher asked questions to stimulate discussion regarding the project topic. After that, the teacher asked the students to make groups. Next, when creating a project, the students list the tools and materials they would use. Then schedule the project timeline and set a deadline for submission of the project. During the monitoring project progress stage, students discuss their project development, report their progress, and receive guidance from the teacher. Next, during the assessment stage, students present the results of their projects. In the final stage, namely evaluating experiences, students exchange feedback on each other's strengths and weaknesses, followed by the teacher's evaluation. Through these steps, teachers guide students in completing projects, manage classroom activities, and evaluate students' learning outcomes. Therefore, teachers' perceptions in this study are explored based on their experiences in implementing each stage of project-based learning, including the benefits and challenges they encounter during the planning, implementation, and evaluation of the project.

Researchers agree that project-based learning encourages students to play an active role while learning and also be able to respect the opinions of others both in school and in the real world (Amalina et al., 2023). Meanwhile, studies done by Amalina et al. (2023) showed that students become communicative, collaborative, critical thinkers, and self-regulated when applying project-based learning in the teaching and learning process.

Krajcik and Shin (2014) identified six elements for effective project-based learning, which include:

a. Driving Questions

Driving question that directs instruction. Driving questions should be grounded in a real-world context. The driving question should be realistic, which means that learners can answer it. Second, it is useful in meeting learning objectives. Third, contextualized in the real world and significant. Fourth, it implies creating a fascinating and thrilling effect for learners. Finally, ethical considerations include not causing harm to humans, species, or the environment (Krajcik & Czerniak, 2013).

b. Focus on Learning Goals

To ensure that materials met essential learning objectives, we employed a learning goal-driven process. The technique involves three steps: selecting basic ideas, unpacking them and creating learning performances that describe desirable cognitive tasks (Krajcik et al as cited in Krajcik & Shin, 2014).

c. Engaging in Scientific Practices

According to the National Research Council (2012, as cited in Krajcik and Shin 2014), scientific practices include the following:

- a. Asking questions (for science) and defining problems (for engineering)
- b. Developing and using models
- c. Planning and carrying out investigations
- d. Analyzing and interpreting data
- e. Using mathematical and computational thinking
- f. Constructing explanations (for science) and designing solutions (for engineering)
- g. Engaging in arguments from evidence
- h. Obtaining, evaluating, and communicating information

d. Collaborations

Collaborations allow students to develop shared understandings of scientific ideas and the nature of the subject when they engage in discussion

with their peers and adults outside of the classroom. Teachers must assist children in developing collaborative skills such as taking turns, listening, and respecting the perspectives of others. Because learners have limited collaboration abilities and experience.

e. Using Technology Tools to Support Learning

Edelson (2001), as cited in Krajcik and Shin (2014), provides several reasons for using technology tools in schools. These tools align with scientific practices, present knowledge in engaging formats, and offer opportunities to shift teaching toward a more student-centered model of learning.

f. Creation of Artifacts

Teachers can use artifacts to track how students' understandings change over time and across projects. Artifact development enables teachers to evaluate higher-level cognitive outcomes like questioning, conducting investigations, obtaining and evaluating evidence, and developing scientific explanations.

In addition to the effective ways of project-based learning, there are also steps taken in teaching English through project-based learning. According to Stoller (2002), teaching project-based learning involves several steps:

a. Students and Teachers Agree on a Theme

The teacher provides opportunities for students to shape the project and develop a shared perspective and commitment. A teacher should encourage students to refine their projects once the teacher has decided on a theme.

b. Decide on the Outcome

The instructor and students discuss the project's goals, objectives, and the best way to complete it. Students can submit written reports, letters, posters, debates, oral presentations, information packets, handbooks, scrapbooks, brochures, newspapers, or videos.

c. Organize the Project

The students must structure the "body" of the project. The Students should consider the following questions: What information is required to finish the project? How can that information be obtained? How will the collected data be collated and analyzed? What role does each student play as the project evolves? What timeline will students use to get from the beginning to the end?

d. Prepares Students for Language Demands during Information Gathering

At this time, the instructor decides, possibly in collaboration with the students, on language instruction exercises to prepare students for information gathering duties.

e. The Students Acquire Information

Students are now able to collect and organize information so that every member of their team can understand it.

f. Prepares Students for the Language Demands of Data Compilation and Analysis

After acquiring information, students must organize and synthesize data from many sources and persons. To prepare students for the compilation and analysis stage, instructors can arrange sessions where students organize and evaluate materials to determine which are most appropriate for supporters and opponents of a proposition.

g. Compile and Analyze Information

Students collect and evaluate data to identify information that is especially relevant to the assignment. Student teams assess the value of the acquired data, dismissing some as improper for the assignment and keeping the remainder for future reference.

h. Prepares Students for the Language and Presentation Demands of their Final Product.

Teachers might use language enhancement activities to help students succeed while presenting their final product. To improve oral presentation

skills, consider practicing and obtaining feedback on voice projection, pronunciation, idea organization, and eye contact.

i. Students Present the Finished Product

Students have been getting ready to deliver the final results of their product.

j. Students Review the Project

As a final stage, request students to reflect on their experiences. Students can reflect on the language they learnt to create the project, and the knowledge they learned about the selected theme.

Overall, these stages show that project-based learning is a structured and meaningful approach in teaching English. Through preparation, presentation, and reflection, students are actively involved in the learning process and are encouraged to develop both their language skills and critical thinking. Therefore, project-based learning can create a more engaging and student-centered classroom environment.

3. Benefits of Project-Based Learning

In implementing project-based learning, there are benefits obtained by teachers and students. Based on the benefits felt by students, Amalina et al., (2023), stated the major benefit felt is the students' motivation than before. Then the benefit of project-based learning is that the students become self-regulated. Self-regulated learning refers to students' ability to actively manage and control their own learning process. According to Zimmerman (2000), self-regulated learners are actively involved in their learning through several phases, namely forethought, performance, and self-reflection. These phases can be explained as follows:

a. Forethought phase

This phase refers to students' ability to plan and set learning goals before starting learning activities

b. Performance phase

This phase involves students' ability to monitor and control their learning process while completing task or projects.

c. Self-reflection phase

This phase refers to students' ability to evaluate their learning outcomes and reflect on their strengths and weaknesses after completing the learning activities.

Project-based learning supports the development of self-regulated learning because students are encouraged to plan, monitor, and evaluate their learning through project activities. Ferrero et al., (2021), also mentioned that project-based learning promotes self-regulation, such as students' ability to plan their tasks, monitor their progress, manage their time, and evaluate their own learning outcomes. This has a lot to do with the independence gained from individual and group projects. Activating students' cognitive and motor skills, a teacher stimulates students to guess a topic or clues given in other words not told directly so that students will tend to be critical and connect one knowledge with other knowledge (Amalina et al., 2023). Also, real conditions in life are one of the important things in life. Humans will not be separated from this condition. One of the benefits for students is learning to solve problems that are likely to be felt in real life.

The benefits of project-based learning, especially for English, can improve four skills, namely listening skill, writing skill, reading skill and speaking skill. Sutomo et al. (2020), said that project-based learning helps students improve their listening skills by requiring them to view videos, listen to teachers, and answer questions about the content. This covers all markers of listening skill. When students read the explanation and examples about the project it develops students' reading skills. Then, when students produce project findings, consider all writing skills indications to develop their writing skill. When students present their project results to the class, followed by questions and comments it develops their speaking.

The benefits of implementing project-based learning are not only experienced by students but also by teachers. According to Trisdiono (2014), project-based learning can change teachers' mindsets, as teachers begin to realize that students need to be actively involved in the learning process. Through this approach, teachers shift their role from being the main source of information to becoming facilitators who guide and support students during project activities.

From the explanation above, it can be concluded that the implementation of project-based learning provides meaningful benefits for both teachers and students. It supports the development of language skills, encourages active participation, and creates a more engaging learning environment in the classroom.

4. Challenges of Project-Based Learning

In addition to the benefits, there are challenges that teachers and students face. Nicola and Allison (2014) reported that one of the main challenges faced by students in project-based learning is group work. Participating teachers said their students had difficulty collaborating and working in groups (Harris, 2022). Baysura et al. (2016) and Harris (2022) said that there was a lack of equal contribution to the project work from some passive students. In another study, Sagita et al. (2023), said that students experienced difficulties in management issues when carrying out project tasks and also extended tasks that resulted in delays in their project tasks.

Other challenges of project-based learning are also felt by teachers. Sartika (2022), said the teachers struggled to discover a core question or brainstorming topic that both caught students' interest and was relevant to the lesson. Then Haddad (2022), said a lot of planning time, teachers should plan more before beginning the study and the situation is even more difficult if teachers do not receive support from the government like facilities in the schools for the implementation of project-based learning. Besides, as Amalina et al. (2023) said if the students are more than 20, it will certainly be a burden

for the teacher in teaching. Teachers said the implementation of project-based learning would be time-consuming. Then the teacher cannot be maximized in monitoring students in each group and requires more time to provide media and tools for learning (Winarno, 2023).

From the explanation above, the process of implementing project-based learning is not as easy as imagined. In reality, there are still many obstacles faced by both teachers and students. However, to relieve these challenges, the education minister must take a part, be aware and be able to respond and provide solutions to the difficulties faced by educators.

B. Study of Relevant Research

There have been many studies related to project-based learning in English language learning. Amalina et al. (2023) conducted a study which investigated three teachers who used project-based learning in teaching English to young learners. The results showed that its implementation brought a positive impact on young learners' language acquisition. This study is focused on young learners with use qualitative method. The study also highlighted several benefits and challenges experienced by both students and teachers during the implementation. Through real-world activities, students became more motivated and actively involved in the learning process. In addition, project-based learning was found to promote essential 21st-century skills, such as self-regulated learning, collaboration, critical thinking, and communication.

Sartika et al. (2022) examined English teachers' perceptions and obstacles in implementing project-based learning in secondary schools in Bengkulu City. The research involved 14 senior high school English teachers and 16 junior high school English teachers. The findings indicated that teachers had a positive perception of project-based learning implementation. However, teachers also reported several obstacles, including lack of understanding, insufficient time, and ineffective implementation during the pandemic. This study focused on multiple school levels and broader contexts with use qualitative method.

Another research done by Haddad (2022) examined teachers' perceptions of project-based learning in terms of benefits and challenges, particularly related to school administration support and teacher training. The study involved ten English teachers with more than ten years of experience. The study used a qualitative method. The findings revealed that teachers considered project-based learning favorable for today's students. However, some teachers reported difficulties in implementing project-based learning due to the extensive planning time required. The challenges became more significant when teachers did not receive sufficient support from the government and school administration. The findings of Haddad (2022) highlight that time management and institutional support are important factors influencing teachers' perceptions, which are also examined in this research.

Cintang et al. (2017) investigated teachers' perceptions of implementing project-based learning in primary schools. The participants consisted of seven English teachers who were highly experienced and competent in implementing project-based learning. The method use quantitative. The results indicated that teachers had positive perceptions of project-based learning implementation and considered it beneficial for students' learning engagement. The results found that Project-Based Learning promotes student engagement, collaboration, and conceptual understanding, while teachers generally have positive perceptions of its use. However, challenges such as time management and classroom management remain significant in its implementation. However, the study by Cintang et al. (2017) mainly focused on primary school settings and emphasized positive perceptions without exploring challenges in depth.

Adams (2018) investigated teachers' and students' perceptions of project-based learning implemented over four weeks in one classroom. The participants included one English teacher and 18 students aged 15 to 16. The method used is quantitative. The results showed that the teacher had a positive experience implementing project-based learning. The results concluded that Project-Based Learning can enhance students' engagement, autonomy, and

higher-order thinking skills, although its implementation requires careful planning due to challenges such as time management and classroom control. The previous study highlighted positive experiences during short-term implementation. However, Adams (2018) focused on both teacher and student perceptions within a limited duration.

Previous studies have demonstrated relevance to the present research as they similarly investigate project-based learning. Studies by Amalina et al. (2023), Sartika et al. (2022), and Haddad (2022) employed qualitative approaches to explore teachers' views on the implementation of project-based learning, while Cintang et al. (2017) and Adams (2018) utilized quantitative methods to examine perceptions through survey data. Based on previous research, although many studies have examined teachers' perceptions of project-based learning, most researchers using qualitative methods have focused on general findings, while some researchers using quantitative methods have failed to explore the depth of teachers' experiences. Hence, there is still a limited number of studies that specifically examine the benefits and challenges of project-based learning in the context of English language teaching at the junior high school level in Tasikmalaya using a qualitative approach and thematic analysis.

Therefore, in this study, the researcher conducted a study on the implementation of project-based learning at a junior high school in Tasikmalaya, specifically regarding the benefits and challenges faced from the teachers' perceptions, using qualitative methods, thematic analysis, and data collection techniques involving semi-structured interviews which offer flexibility and allow for a deeper exploration of teachers' experiences.