

CHAPTER 1

INTRODUCTION

This chapter presents a comprehensive description of the research. It comprises the background of the study, formulation of the problem, operational definition, aim of the study, and significance of the study.

A. Background of the Study

In this growing era, educators' attention is focused on learning models as an effort to improve learning outcomes. The utilization of learning models with project-based learning is one of the efforts to improve the quality of learners. In developing various skills and competencies of learners, project-based learning has proven to be effective (Yanti & Novaliyosi, 2023). Project-based learning is a teaching method that is considered effective, practical, and powerful when compared to lecture-based learning that has long existed. In its delivery, the project-based learning method when learning makes students interact more with each other, while the teacher becomes a trainer or facilitator.

Moreover, in implementing project-based learning, teacher participation is very important. Seeing from the importance of the position of a teacher, they must also be familiar with existing, modern and productive learning methods in order to achieve the vision of education (Issa & Khataibeh, 2021). Teachers must be willing to help students make decisions about what they know and learn, and provide an understanding of important information and the purpose of learning (Sartika, 2022).

In real practice, project-based learning gives benefits when teaching for teachers themselves, one of them is the creation of effectiveness in managing time and planning. In addition to getting benefits, teachers also face challenges when teaching project-based learning such as taking a long time, so it is feared it will interrupt the next lesson (Sartika, 2022).

Based on the preliminary observation, project-based learning had been implemented by two English teachers in one of the junior high schools in Tasikmalaya. In the observed English classroom context, participants

implemented project-based learning through an invitation card project. The lesson was designed to engage students in collaborative learning and encourage them to explore relevant information related to the topic. This context provided opportunities for students to actively participate in the learning process, which later shaped the teacher's perceptions regarding the benefits and challenges of project-based learning.

In implementing project-based learning both teachers followed similar stages, such as group collaboration, planning, designing the product, presenting the results, and giving feedback. The use of project-based learning by both teachers indicates their intention to promote more active and student-centered learning. By engaging students in meaningful projects, such as designing invitation cards and creating posters, the teachers aimed to enhance students' language skills in a more contextualized and interactive way. During the implementation, students showed active participation, yet some challenges were also observed, particularly in time management and language use. This phenomenon attracted the researcher's interest in exploring teachers' perceptions of implementing project-based learning in teaching English.

Numerous studies have been conducted by several researchers. First, a study conducted by Sartika (2022), is aimed to explore English teachers' perceptions about the implementation of project-based learning and to analyze the challenges faced by English teachers in actualizing project-based learning in Secondary Schools of Bengkulu City. The second, Cintang et al. (2017), this study focuses on teacher perception in implementing project-based learning in primary school. This study includes several benefit teacher perceptions regarding the implementation of project-based learning. The third, conducted by Adams (2018) this study investigated perceptions of teachers and students in project-based learning. The result from the study was that the teacher had a positive experience and got benefits in implementing project-based learning.

Although previous studies have explored teachers' perceptions of project-based learning, most were conducted across different educational levels and

contexts and did not specifically examine its implementation at the junior high school level in Tasikmalaya. In addition, this study has discussed teachers' perceptions when project-based learning is implemented through different types of projects within the same school setting. Therefore, this study aims to explore teachers' perceptions regarding the benefits and challenges of implementing project-based learning in teaching English in a junior high school in Tasikmalaya city. Hopefully, the research results will be useful for educational institutions as progress information and evaluation of education in the future.

B. Formulation of Problem

The problem of the research is formulated as : “What are the teachers' perceptions of the benefits and challenges in implementing project-based learning during Teaching English in the classroom?”

C. Operational Definition

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| 1. Teacher Perception | Teachers' thoughts of the benefits and challenges in using project-based learning during teaching English in junior high school explored from cognitive, affective, and conative aspects based on Walgito's theory (2004) |
| 2. Project-Based Learning | A learning method used by teachers where students actively learn and engage in project work during teaching English in junior high school. |
| 3. Benefit | The advantages or positive results obtained from the use of project-based learning during teaching English in junior high school. |
| 4. Challenges | The difficulties in implementing project-based learning during teaching English in junior high school. |

D. Aim of the Research

This research aims to explore the teachers' perception of the benefits and challenges faced by teachers in project-based learning during teaching English in the classroom.

E. Significance of the Study**1. Theoretical**

Theoretically, this research can contribute to help on expanding insights and sharing experiences of benefits and challenges faced by the teachers who use project-based learning in their teaching.

2. Empirical

This research provides insight and knowledge for the researcher regarding the results of the benefits and challenges of implementing project-based learning.

3. Practical

The researchers contribute to providing references to readers, especially teachers and students, to consider or be more aware of the use of project-based learning in the classroom.