Chapter Two

Literature Review

In this chapter, the researcher mentioned some essential studies from the previous research, books, and also journal articles related to this research. The topic composes Project based learning, Project based learning (PBL) in English language teaching, benefits of using Project based learning in English classroom, and the difficulties using Project based learning in English classroom. At the end of chapter two, the researcher also puts review of previous study.

Project Based Learning

Project based learning (PBL) is one of teaching method used by teachers involving in project rather than isolated activities targeting specific skills. The project based learning is called as learning by doing or project. This is the students work on the project, instead of lecturing. PBL presume realization on project work (Kalabzová, 2015). According to Thomas (2000) (as cited in Kalabzová, 2015), project based learning is a teaching model that organizes learning around project, and it specifies projects as complex tasks which are based on challenging questions or problems, involving the students in design, problem solving, decision making, or investigating the activities, giving the students the opportunity to work relatively autonomously over extended periods of time, and culminating in realistic product or presentation" (p.3). According to Kalabzová (2015) the students contacts with reality and can apply the knowledge they have learn theoretically and the students also can try to solve practical problems.

According to Pakhomova (2004) as cited in Bondara et al., (2016) said that the main objective of PBL could be considered as providing self-service learning,

developing the students creativity, developing the skill to debate, defending own point of view, being respectful, forming of attitudes towards such values as responsible decision-making, tolerance, compromising, commitment to self-education and willingness to improve social life. Besides, the project method can be considered as self-service learning which students can solve practical task or problem with their creativity potential of students. In project based learning, the teacher role as coordinators or an additional source of information and a mentor. Hence, the teacher acts as a coordinator who gives the students the additional source of information and mentoring them.

In addition, Bell (2010) stated that PBL is not a supplementary activity to support learning, but it is the basis of the curriculum. Mostly, the projects include reading, writing and mathematics by nature. Many inquiries are science-based or originate from current social problems. Thomas (2000) emphasized that project based learning rely on the curriculum. Additionally, it is a teaching and learning model which includes the curriculum development and instructional approach emphasizing the students-centered instruction by assigning the projects (p.3).

There are three stages in applying PBL in the classroom as suggested by Katz and Chard (1989). The first stage is getting started. The second is field work or doing the project itself. The third stage is culminating and debriefing events. In the final stage, it is presenting the project product.

In the first stage, the teacher and students make a list of familiar topic. For example, the teacher gives question about how to teach the vocabulary to the elementary students in Material Design course. Also, the teacher asks the students to think about the materials and the media which are suitable for students in the elementary students. In

the second stage learners investigate about events, objects, places, or topics. For example, after selecting material and media for the elementary students, the learners try to develop material and create media for students in the elementary level. They work in group, and they have to decide what topic they liked or whatever media they liked they wanted to developed.

In the third stage, the students present their project by demonstrating their project in front of their friends. In the previous example, the teacher asks the students how to teach vocabulary for elementary school students, but here, the learners have to demonstrate their project in front of their friends. Then, their friends have to pretend as elementary school. Another phase is the evaluation phase. Evaluation refers to the assessment of the activities from the students. The evaluation can be done by peers of by teacher. Teacher can ask other groups to evaluate final project. In the end of the session, the teacher should also give the feedback to every result of project.

PBL in English Language Teaching

In the language instruction, PBL is a teaching method that allows many skills to be developed in an integrated, meaningful, and ongoing activity. Beckett as cited in Lam (2011) stated that the project is thought as a long-term activity which is a part of instructional method promoting the simultaneous acquisition of language, content, and skill. A purpose of Project based instruction is comprehensible output which generally occurs during the project and the project as the final product of the project.

Realizing great potential of PBL method in ELT for EFL, the learners can improve not only through their motivation in learning but also the proficiency in mastering the language. According to Kodriyah (2017), it is suggested for Indonesian the teacher to apply this method during classroom instruction. Many researchers showed

that PBL is an effective method to improve students' motivation in English. Ruby (2014) as cited in Kavlu (2015) had investigated the implementation of PBL in English language tourism classroom in a Thai university. From his investigation, PBL could enhance students towards English language proficiency and their learning skill and self-confidence. The result showed that PBL statistically had given significant effect on the development of low and medium achievement.

According to Beckett (2002) as cited in Kalabzová (2015), in the second language (L2) context of the education, PBL has several of terms such as project work, project method, project approach, project-oriented approach or project based instruction. He claimed "this method was firstly applied in L2 setting more than 20 years ago in order to provide learners with chance to interact and communicate one another and with native speakers of target language in authentic context" (2002. P.54). Beckett also argued that compare with general education, most of the researchers seldom conducted the research on PBL in L2 education. He alerted that in opposite to teacher from general education, L2 teacher evaluate PBL process with mixed feelings.

In addition, implementation of PBL in L2 education, it shows that it get increased tension of the students. Beckett pointed out that although the teacher evaluates this method positively because of the effective integration of content of subject matter in the language skills as social and cognitive skills, some students expressed the dilemmas and frustrations. Based on his views of stated from cultural, philosophical, and linguistic perspectives with recommendation to L2 teachers, he acknowledged that even though PBL has a deep potential for teaching and learning functional language, the teachers should shows the strength benefits for the students through an accepted the systematic framework. Besides, it allows the students to see the possibilities of learning

the language through this method. Otherwise, the students may get more desire with traditional learning from the teacher-centered learning approach.

Benefits of Using Project Based Learning in English Classroom

Research indicates some of advantages of using Project based learning (PBL) in the classroom. Those advantages includes improving students' language skill, developing students' problem solving and critical thinking, increasing students' motivation and interest, and developing students' social network. Therefore, each advantage of using Project based learning in English classroom is explained in the following paragraphs in detail.

Improving students' language skill. Benefit often mentioned is improving language skill because the students take a part in purposeful communication to complete authentic activities. According to Simpson (2011) as cited in Kavlu (2015), PBL can enhance the students' English language skill, and he indicated while applying PBL approach the students can develop their listening and speaking skill. The effect of collaborative learning really influences the students' reading and writing development. Levin (2004) as cited in Lam (2011) asserted that the students' language skills can be improved. Besides, the students take a part in meaningful communications to complete the authentic activities, and the students have the opportunity to use language in a relatively natural context. The students also can participate in significant activities that require authentic language use (Haines, 1989).

Developing students' problem solving and critical thinking. PBL also develop the students' problem solving and critical thinking skills. According to Allen (2004) as cited in Kodriyah (2017), PBL develop the students' problem solving and higher order critical thinking skill. PBL also provides the contact with reality, and the

students can apply the knowledge that they learn theoretically and the students can try to solve practical problems (Kalabzová, 2015, p.6). These skills are important to the student since the students are long life learner, transferable skill to setting outside classroom.

Increasing students' motivation and interest. PBL can also increase the students' motivation and interest. A study conducted by Heines (1989) as cited in Kalabzová (2015), "in fact, the project work increases the students' motivation and interest into the subject owning"(p.6). Besides, the students' involvement to the choice of working project can increases their inner motivation because the students work with their idea, view, and individual approach. Lee (2002) as cite in Lam (2011) maintained that the students have enhanced the motivation, engagement, and enjoyment because the project work progress was related to the specific context and students' interests.

Developing students' social network. PBL can develop students' social network. According to Colleman (1992) as cited in Lam (2011), PBL can give the benefit related to students' social improvement, cooperative skill, and group cohesiveness. PBL enhances collaboration among learners and other community. Likewise, PBL give students opportunities to learn collaborative skills such as relying on peers work and providing thoughtful feedback to peers (Lam, 2011, p.142). PBL can build the students' team skills (Kavlu, 2015, p.216). Besides, the students are able to observe how their idea, plan suggestions, and thought can be successfully carried out to fulfill the projects. The students are more independent to build decision-making abilities. They are also able to interact each other freely and get to know their peer better.

The Difficulties Using Project Based Learning in English Classroom

There are some of difficulties concerned in implement PBL in classroom. Those difficulties are lack of students' responsibility, students' unfamiliarity in group project, students did not use target language and accepting the role of teachers as facilitators. Thus, for more detailed information, each difficulty of using project based learning in classroom is explained in the following paragraphs.

Lack of students's responsibility. The first difficulty which might concern in implementing PBL in classroom is lack responsibility. According to Kirschner et al (2006) as cited in Tally (2015), the students are currently being taught in traditional and teacher-directed classrooms demanding the little inquiry on behalf the students. As the result, when students put in self-directed learning situations, they struggle with the responsibility of performing inquiry activities on their own.

Students unfamiliarity with group project. Students also might not familiar with group project. Tsiplakides (2009) asserted that the students might unfamiliar with group work. Although clear role for group member are assigned, several students might dominate to work while the others do little work.

Accepting the role of teachers as facilitators. Another difficulty which might concern in implement PBL is accepting teacher as facilitator. According to Tsiplakides (2009), some students may experience difficulties in accepting the role of teachers as facilitators not as a source of knowledge and provider of solutions.

Review of Previous Studies

        The researcher relates some studies to this current research. There are two previous studies which present the similar topic about the implementation of project based earning in EFL course. Hence, the researcher provides the summary of the previous researches which each research is explained in the following paragraphs in detail.

        The first research is about the implementation of Project Based-learning (PBL) in EFL classrooms in Fezalar Educational Institutions (Iraq) conducted by Kavlu (2015). In this research, the researcher investigated about the implementation of PBL in EFL classrooms in Fezalar Educational Institutions (Iraq). According to Kavlu (2015), a teacher centered learning approach was dominant in Iraq. Fezalar Educational Institutions tried to improve the education system by using piloting PBL in primary school and TTC (Teacher Training Courses). The research data were taken through interview with the initiator of PBL approach in Fezalar Educational Institutions. The researcher used qualitative instrument- semi-structured interview.

        In addition, the research showed that the implementation of PBL was successful in Fezalar Educational Institutions Primary and Secondary Schools. The teachers reported that the students not only could enhance their language skill but also their social communicative skill. Fezalar Institution cultivated the learners not only improve English Language skills but also improve important abilities such as the planning ability, start, systematically do, fulfill the task, and be able to demonstrate in a proper way.

        The second research was conducted by Poonpon (2001) entitled enhancing English skills through project based learning written. The research of study aimed to investigate opinions of Thai learners of English toward the implementation of PBL in

the form of an interdisciplinary-based project in a language class and their opinions about how PBL can increase their English skills. The participant of this research was undergraduate students majoring in Information Science and enrolled in an English course at a Thai university during the second semester of the 2009 academic year. Accordingly, this research adopted the semi-structured interview as the method to collect the data, and the type of interview used was series of open-ended questions.

The results showed the students found balanced use of their language skills, knowledge of about Information Science and information technology skill in their project. However, this study had been unable to demonstrate a good implementation plan. The findings showed that the students needed better preparation for English presentations. Even though the students practice their English skill in classroom, they were still unfamiliar doing an English presentation in the class.

Regarding the similarity of two previous studies and this current study, all researches purposed to find out the implementation of Project based learning in EFL classroom. The participants of the second previous study and this study had the similarity in which the researchers used the undergraduate students as the participants. In regards to the differences of the first study and this current study, the researcher of the first research used the primary and secondary school students as their participants, but this research took undergraduate students as the research participants.

Both first and second researches had the different results. The first research showed the implementation of PBL was successful in Fezalar Educational institutions primary and secondary schools. However, in the second research, it showed that PBL had the balanced use of their English skill, but it was unable to demonstrate through a good implementation plan. Also, the students needed better preparation for English

presentations. Therefore, those two previous researches mentioned do not form the basis of my research, but those are useful supplementary information for my research on paying structure.