# CHAPTER I

# INTRODUCTION

This chapter described the reason for conducting the study. It starts with an elaboration of the background of the study, followed by terminology of key terms, research questions and objectives, and the study's significance.

## Background of the Study

Project-based learning is generally considered an alternative to traditional, teacher-led education.Project-Based Learning is one approach to education that emphasizes the learner and his/her role in the learning process. Even, Lam (2011) states that Project-Based Learning (PBL) has been recognized to be effective and fruitful in the 21st century education. It is proven by the increasing number of students who have self-confidence and are able to think critically in solving any problems they face. Studies reveal that instructional methods such as group projects, projects and lessons involving technology and presentations are among the instructional methods most favored by students, while uninteresting and irrelevant learning materials and the absence of interaction with teachers are demotivating factors (Yazzie-Mintz, 2010).

However, Project Based Learning requires much time that must be provided to solve complex problems. It will lead to a lack of time available for the material/content and the organization and administration of project based learning can be time-consuming (Helle et al. 2006; Kemdikbud, 2013a). Even, many teachers feel comfortable with traditional classrooms, where they play a central role in the classroom (Kemdikbud, 2013a). This is a difficult transition, especially for instructors/teachers who have little or no control of the technology. Moreover, teachers' content knowledge, students' lack of experience in project based learning and their preferences for traditional-structured approaches that emphasize passive learning (Helle et al. 2006).

A number of studies have been conducted about students or teachers understanding of Project Based Learning. First, Grant (2009) did a research related to an understanding projects in project-based learning. Second, Bas (2011) investigating the effects of project-based learning on student’s English lesson. Third, Patton (2012). Work that matter: The teacher’s guide to project-based learning. Furthermore, several studies also discussed the impact of PBL implementation to students which is the results of these studies to determine the advantages and disadvantages of PBL. (Assoc. Prof. Dr. Sabahattin Ciftci, 2015), (Jolanta Lasauskiene, Asta Rauduvaite, 2015), (Thuan, P. D, 2018), (Hursen, C, 2018), (George Weichhart and Christian Stary, 2017), (Bakar , NIA, Noordin, N., & Razali, AB, 2019). There are studies that discuss the topic of online PBL that uses technology or applications in the online PBL implementation. (Chien-Liang., Lin, 2017), Moreover, Habók & Nagy (2016) also conduct a research-related; however it is in the teachers’ understanding. They take a look into the teachers’ preference for using Project-Based Learning and how teachers’ perceive their role in the classroom. Adams (2018) conducted a study in a private Guatemalan school focusing on teachers' and students' understanding of PBL in English as a Foreign Language context.

Despite the similarities this study shares with the previous study, there are still differences. This study discusses teachers of EFL online classes' understanding of project-based learning. Meanwhile, the previous study discussed teachers’ understanding and the implementation of project-based learning in the classroom. Teachers’ understanding of PBL in EFL online classes is important as they are going to teach in real class. His understanding can serve as a guide for when they have to face the real world. Therefore, based on the reasons mentioned, the writer is curious to conduct research about teachers' understanding of project-based learning in EFL online classes in Senior High School.

## 1.2 Research Question

Based on the background above, the research question of this study is “What is the teacher’s understanding on the use of Project-Based Learning (PBL) in Senior High School?”

## 1.3 Research Objectives

##  Based on the research question above, the objectives of the study is investigate the teacher’s understanding on the use of Project-Based Learning (PBL) in Senior High School.

## 1.4 Scope And Limitation

 The researcher would like to limit the scope of the study to avoid misinterpretation of the problem. The scope is presented in the following :

1. This study especially focused on the teacher’s understanding of Project-Based Learning in EFL Classroom
2. This study is conducted to the English teacher in Senior High School in Garut

## 1.5 Significance of the Study

The result of the research expectedly give contribution to :

1. Theoretically

This research is expected to contribute to additional knowledge and information about the EFL teachers’ understanding of project-based learning (PBL) in senior high school.

1. Practically

The result of this research is hoped be useful not only for the researcher to fulfill bachelor’s degree but also for these stakeholders as below :

* 1. For teachers

This research aims to develop teachers' PBL method by selecting and providing proper materials and identifying some

 difficulties that may be encountered. This study also aims to provide additional knowledge for other English teachers interested in implementing PBL in the senior high school English classroom.

* 1. For school

The results of this study are sure to be useful for schools in having empirical data on EFL classrooms and for identifying the benefits and challenges of using PBL.

* 1. For other researchers

This research gives a beneficial description to any other researcher who wants to study the same case, so this research becomes helpful information and a useful reference for the next studies.

## 1.6 Methodology

 The qualitative research approach was employed as a research design. A case study was applied as a guiding principle of qualitative research approach in this study. The study was conducted in One of Senior High Schools in Garut. The participant of this study is one English teacher.

## 1.6 Definition of Terms

The subsection in this study explains the clarification of some of the related terms that used in this research; they are, project-based learning, application, difficulty.

1. Project-based learning in this study refers to how project-based learning is applied in EFL online classes (Chien-Liang., Lin, 2017).
2. The term of application in this study refers to the teachers’ application to develop PBL in EFL online class in order to build moral character; hence, students can act in pursuit of various goals (Kilpatrick, 1918 in Pecore, J. L. (2015)).
3. Adopting the (Kilpatrick, 1918 in Pecore, J. L. (2015)) theory, In this research, the difficulty deal with the teachers’ difficulty as democratic teachers in the process of teaching English in EFL classes.