

CHAPTER I

INTRODUCTION

A. Research Background

In common, learning is frequently done to meet the requests of the educational programs. Target time and grades got to be a reference so that they do not pay consideration to the contrasts within the characteristics and capacities of students, one thing that can not be overlooked is that the pith of learning must free them. In teaching and learning sometimes lecturers apply a few strategies to form it easier for them to educate their students, instructors are the initiate within the mental life of the country. Professional teachers must be able to design learning that can generate motivation and enthusiasm for student learning (Tamim & Grant, 2013). The determination of fitting learning models and techniques is one arrangement. Procedures, models, and strategies as well as suitable learning approaches can increment students' learning inspiration, learning will be more compelling and productive and learning targets will be accomplished.

Currently, one of the suggested models within the 2013 educational programs learning is the Project-Based Learning model, which may be learning demonstrate that creates ventures, exercises, or issues the most medium of learning, students will investigate, assess, translate by collecting and joining unused information based on their involvement in everyday exercises. This lesson is outlined to be utilized in complex issues so students must explore to get them. Project-based learning (PjBL) is a student-centered form of instruction that is based on three constructivist principles: learning is context-specific, learners are involved actively in the learning process and they achieve their goals (Kokotsaki et al., 2016).

In addition to success, the implementation of project-based learning (PjBL) also encountered several obstacles in its implementation. Starting from the implementation of projects that are not on schedule because of some things,

the difficulty of students compiling standard words in making conclusions to the difficulty of students sending their reports in the form of videos because of the network constraints. From these various obstacles, improvements that must be made for the implementation of future learning are by always accompanying students, positioning themselves as tutors, and implementing the among system in learning and when it is done, all the difficulties that students experience during learning do not hesitate to complain and the teacher can provide guidance and solutions. In addition, the results of reflection with fellow teachers who collaborate in monitoring learning can also be used as references for improving learning in the future.

Project-based learning (PjBL) not only gives students the freedom to determine the projects they want to do but can also increase creativity and the spirit of cooperation among students in their groups. The project-based learning approach contributes to the learning process of the students at a significant level (Özyurt & Özyurt, 2017). On the other hand, project-based learning (PjBL) activities can improve the student learning experience in their courses (Gratchev & Jeng, 2018). According to (English & Kitsantas, 2013) to be successful in project-based learning (PjBL), students must pay attention to several things and take responsibility for the learning process by setting goals, monitoring, reflecting, and maintaining their motivation from the start of the project and until the end of the project.

Previous studies have been conducted related to this research. Some researchers who conducted research are (de la Puente Pacheco et al., 2019) this study analyzes students' perceptions of the effectiveness of the Project-Based Learning (PjBL) method at the Colombian University. (Saputro & Rahayu, 2020) conducted a study of the influence of the implementation of the Project Based Learning (PjBL) learning model towards students' critical thinking skills. (Wongdaeng & Hajihama, 2018) conducted a research, this research project was conducted to implement Project-Based Learning (PjBL) with a group of EFL students at the Prince Songkla University Demonstration School and only to examine the level of students' motivation in learning English

through PjBL. Another researcher conducted a study of the influence of the implementation of the Project Based Learning (PjBL) learning model viewed from students' interest (Sukenti & Syarif, 2021). (Sari & Prasetyo, 2021) conducted a study of the implementation of Project-Based-Learning (PjBL) on critical reading to enhance critical thinking skills.

However, some previous studies discussed students' perceptions towards the use and the implementation of project-based learning with various methods and research designs, while this research will be conducted in a private institution in Pontianak namely IKIP PGRI Pontianak for the undergraduate students with a descriptive qualitative method. The difference with previous research is in this study the researcher will analyze the perceptions of the English Foreign Language Students perceptions towards the use of PjBL in the research based-subject namely: Introduction to thesis writing and data collection as the implementation of MBKM (Freedom of Learning – Independent Campus) program. This kind of study did not happen before on the same site, especially in a private institution in West Kalimantan.

According to the issue that has been mentioned earlier this study would like to find out about Tertiary EFL Students' Perceptions Towards The Use Of Project-Based Learning after the lecturer applied the PjBL method in the classroom. The researcher hopes that in the future lecturers can apply this kind of method in teaching continuously in the class to get quality and creativity in learning. The researcher intends to conduct a descriptive qualitative study.

B. Research Problem

How are The Tertiary EFL Students' Perceptions Towards The Use Of Project-Based Learning?

C. Research Purpose

This Study Aims To Find Out Tertiary EFL Students' Perceptions Towards The Use Of Project-Based Learning.

D. Significance of the Research

In this research, it is expected to provide many benefits, especially for the researcher and readers or lecturers, the benefits of this research are:

1. Theoretically

This research is expected to be useful in providing an overview of the pattern of project based-learning methods, especially for lecturers using this method in campus. Moreover, the results of this study can be used as a reference for researchers in future research.

2. Practically

a. For Researchers

By doing this research, it can provide useful information and can be a reference for those who will conduct this kind of similar research to develop knowledge about the use of project-based learning in the teaching and learning process.

b. For Students

This research is of course very useful for students who are studying on campus, with the hope that the students can understand this kind of method in learning and also improve their teamwork and motivation learning.

c. For Lecturers

By doing this research, the researcher hopes that the results of this study can be a guide for lecturers in carrying out their teaching and obtain more information about the attitude use of project-based learning in teaching their students.

E. Scopes of the Research

1. Research Variable

Research variables are all things that will be the object of research observation. In research, the formulation of variables is one of the important elements because a process of gathering facts or measurements can be done well (Nasution, 2017). In this study, the researcher only investigates the Tertiary EFL Students' Perceptions Towards The Use Of Project-Based Learning in the sixth-semester students of IKIP PGRI Pontianak as a single variable. The single variable aims to facilitate researchers in formulating the object or core of research which only consists of one research object (Pratiwi, 2018).

2. Research Terminology

a. Tertiary EFL Students

Higher education, also called tertiary, third-stage, or postsecondary education, is the level of non-compulsory education that follows the completion of a school such as high school or high school. Tertiary education is usually taken to include undergraduate and postgraduate education, as well as vocational education and training. In this study, the researcher wants to involve the tertiary English as a foreign language students (EFL Students) at the tertiary level.

b. Perceptions

Perception means a process by which individuals organize and interpret their sensory meaning to their environment. It is also the act of compiling, recognizing, and interpreting sensory information to provide an overview and understanding of the environment. Perception is whatever we perceive or gain knowledge of. It is an idea of something presented to the senses (Goldstein & Brockmole, 2016).

According to (Deta et al., 2021) perception is all processes of selection, organizing, and interpreting information input, sensations received through sight, feeling, hearing, smell and touch to produce meaning. In the process of perception, the formation of perception begins from objects that cause stimuli and stimuli about the senses or receptors. This process is called the natural (physical) process. Then the stimulation received by the sensory device is continued by sensory nerves to the brain. This process is called a physiological process. Then there is a process in the brain so that the individual can realize what he is receiving with the receptor, as a stimulus he receives. The process that occurs in the brain/center of consciousness is called a psychological process. The last is in this study, the EFL students' perceptions are the interpretation, assessment, or opinion of students about an object that occurs in the vicinity.

c. Project Based-Learning

According to (Vahlepi et al., 2021) project-based learning or PjBL may be learning show that employments issues as the primary step in collecting and joining modern information based on involvement and genuine exercises. Project-Based Learning is a learning method which uses the issue as a first step in collecting and integrating new knowledge based on students' experiences in real activities.

d. Research Based-Subject

Research Based-Subject is some courses related to research in IKIP PGRI Pontianak especially in English Education Study Program including 3 subjects namely: Introduction To Thesis Writing and Data Collection And Analysis and Educational Research Statistics (Statistik penelitian pendidikan). In this study, the researcher will focus to dig the use of project-based learning in the research-based subject.

