

Chapter One

Introduction

This chapter discusses the background of the study. It presents some sections including the background, statement of problem, delimitation of problem, research question, purpose of the study, significance of the study and the organization of the chapters.

Background

Student Centered Learning is a teaching approach used by teachers. Student centered learning is known as learner centered education. SCL is the teaching method that shifts the focus of teaching from teacher to student. According to Nanney (2004), students centered learning (SCL) is a broad teaching approach that encompasses replacing lectures with active learning, integrating self-paced learning program and/or cooperative group situations, ultimately holding the students responsible for his (or her) own advances in education. According to Emiliana (2017), the teachers' roles are more than of facilitators than instructors. (p.61). Teacher became students' facilitators and instructors, giving support and guidance for students and also teacher learning together with students. The students are active participants in the learning process. There some teaching methods used in SCL: Small Group Discussion (SGD), Role-Play and Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Contextual Learning (CL), Problem Based Learning (PBL), Collaborative Learning (CbL), Project Based Learning (PjBL).

Project based learning is also known as a teaching method that focuses on students. According to Bell (2010) "Project based learning is a student driven, teacher

facilitated approach to learning” (p.39). Coufalová (as cited in Kalabzová, 2015), enforced the motto “learning by doing”. In PBL students learn by doing, in which they do something in learning. They are not just learning from teacher’s explanation, they also do some activities in learning. This is the students work on the project, instead of lecturing. “PBL presumed realization on project work” Kalabzová (2015, p.6).

According to Kalabzová (2015), PBL provides contacts with reality and can apply the knowledge they have learnt theoretically and the students can try to solve practical problems. Students are challenged to do something in learning.

In English Language Education Department in a Private University in Yogyakarta, some courses used Project based learning in teaching and learning. One of them is Material Design course. Material Design course is the course that the students learn about designing teaching material. In Material Design course, the students are expected to be creative and know how to make material for teaching. Teaching material is a key component in most language programs. Besides, the students also provide ideas on how to plan and teach lesson. Svobodová et al. as cited in Kalabzová, (2015) claimed that Project based learning supports the development of creative thinking. The students are in the control of the project development and with the help of teachers they decide how to achieve the set goals. In Material Design course, the students are expected to learn to make teaching material. The materials provide the basis content of lessons, balance of skill taught, and kind of language practice which the students take part in. As ELED students of a private university in Yogyakarta, they should learn how to create material for teaching before teaching practice. In order to make teaching material, the students should have enough pedagogy in the course. As mentioned in UU number 14 2005 of section 1 number 10, the competency is a set of knowledge, skill, and behavior

which must be possessed, lived, and mastered by the teachers or lectures in performing the duties.

Based on the background above, the researcher is curious to find out the benefits and the challenges students faced when the teacher use Project based learning in Material Design course based on the students' perception. This research can help the students and the teachers know about the benefits and the challenges the use of Project based learning in Material Design course.

Statement of Problem

Project based learning is a teaching method that teacher usually used in the classroom. The problem that students might face is the students might not familiar with group project or the students did not know how to work on the project. The researcher is curious to find out the students' perception on the implementation of PBL in Material design course. In this study, researcher wants to investigate students' perception on the implementation of PBL in Material Design course. It is necessary to conduct the research to know whether this teaching method can help students understand the lesson well. So this study needs to be held in order to know the students' understanding about the lesson.

Delimitation of Problem

In English Language Education Department at a Private University in Yogyakarta there are students that are from batch 2016, 2015, 2014 and 2013. This study only focused on students' perception batch 2015. This study only focused on the implementation of Project based learning held at English Language Education Department at a Private University in Yogyakarta. The study investigated students' perception batch 2015, because they already have got Material Design subject of

courses and they have experiences implementing PBL in Material Design course. Researcher need students perception to identify implementation of Project based learning. It is important to conduct study to unsure students' perception on the implementation of Project based learning in Material Design course. This study limited on the influence of project has been use in English Language Education Department (ELED).

Research Question

The research question is:

What are the students' perceptions about the implementation of Project based learning in a Material Design course at English Language Education Department in a Private University in Yogyakarta?

Purpose of Study

This research aims to:

1. Find out the benefits of the implementation of PBL in a Material Design course at English Language Education Department in a private university in Yogyakarta.
2. Find out the challenges students face in the implementation of PBL in a Material Design course at English Language Education Department in a private university in Yogyakarta.

Significance of The Study

This research would give some significance to the students, teachers, and the researchers.

For students. The research expected to get some information of PBL for the students. Students can get better understanding about project based learning in classroom. They can anticipate some of disadvantage and challenges of PBL during process of learning.

For teachers. The teachers expected know some information of project based learning. They can anticipate some of disadvantages and challenges during teaching process, also they can improve their teaching process in order to have successful in teaching process.

For researchers. This study expected to give some references for future researcher. In addition, this study can give some information which can be valuable for the next research.

The Organization of The Chapter

This outline of study is containing of five chapters. There are: the background of the study, literature review, methodology, finding and discussion, and the conclusion and recommendation. The first chapter discusses the background of the study. It presents some sections including the background, statement of problem, delimitation of problem, research question, purpose of study, and significance of the study.

The second chapter presents about literature review that describe about theory of Project based learning used in English classroom. In the literature review is following some journal discussing about Project based learning, also discuss about the benefits and the difficulties of implementing Project based learning for the students.

The third chapter presents about methodology that include about how to gather the data for the research. Some aspects are discussed in this chapter. The aspects include

the research design, research setting, research participants, data collection method, data collection procedure, data analysis and trustworthiness.

The fourth chapter presents about the finding of the study and the discussion.

The researcher explains the finding and relates to the theory.

The fifth chapter presents conclusion from the result of the study and the recommendation. In conclusion the researcher summarize the result of study that researcher found from the participants' data while recommendation provided some suggestions for other researcher related to this study.