

CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, learning in Indonesia on average always uses the same strategy or monotonous strategy in every learning process. Institutions of higher education have been trying to provide students with both hard skills, namely cognitive knowledge and professional skills (Volger, et al., 2018, p. 460), and soft skills, such as problem-solving and teamwork (Sukerti Ayu & Yulianti, 2018, p. 2). Which today largely depends on students' ability to work with information, self-study and acquire knowledge autonomously (Persukova, Nikolska, & Vasiukovych, 2020, p. 1). However, these skill related goals are not easy to be achieved as traditional learning has been playing a prevailing role where teachers are "the transmitter of the knowledge" while students act as "the receptor of the information" and do activities are like sitting in class, memorizing as much as possible and trying to pass the exam at the end. Unfortunately, schoolwork looks more like sitting than doing. This can be attributed to the fact that learning in Indonesia tends to be teacher-centered (Yuliani & Lengkanawwati, 2017, p. 285). Educational progress is not only centered on the teacher but also the independence of students in developing their knowledge. So, if it is only teacher-centered, the development of science is also limited to what the teacher says. Of course,

this makes Indonesian students have less broad insight. Schools today can be more effective and interesting by focusing students on the work that matters. So, teachers tend to be smarter in determining their learning strategies.

This research project is developed because of the attention to a particular problem, the improvement of autonomous learning of learning English context. In this era, there is an urgent need to encourage students to be autonomous students. In other words, students need to be able to develop strategies that would enable them to take charge of their own learning inside and outside the classroom (Rostom, 2019, p. 882). To master English language, students cannot only learn English from what is learned in the class given by the teacher. Language teaching is not only about which strategy to use but also about the students' individual effort to learn that language. They need to explore many things to support their understanding of language. Therefore, self-study skills are needed. Students have the right to determine how he or she learns because Students are people who know what they need to learn according to their priorities. However, sometimes students find it difficult to build independent learning because there is no encouragement from the teacher to promote it, and also the lack of student awareness regarding what they are learning. The development of learning English in Indonesia is very slow in students' mastery because they are always waiting for instructions from the teacher about what to do. In addition, they do not have the initiative to develop their own knowledge because autonomous

learning is still very rarely distracted by teachers in Indonesia and learning is still dominated by teacher (Yuliani & Lengkanawwati, 2017, p. 285).

Student autonomy is ‘the activity that a student has developed to take charge of his or her learning’. The researcher underlines that this activity includes determining the learning objectives, defining its contents, selecting methods and techniques and monitoring the procedure, as well as evaluating the results (Holec H. , 1981, p. 3). Therefore, Student autonomy will then be able to plan, manage and assess their own learning and make it effective. The development of independent learning in learning English is a necessity. However, it is unnatural and not an easy task, students have worked in a heteronomy environment, it means that all the goals, instructions, stages, materials, assignments and grades start from the teacher, the student is just someone who needs to follow the steps to achieve the goal. Therefore, teachers must think of suitable strategies that can be used in learning English that can enable students to become independent students.

Putri, Artini, & Nitiasih (2017, p. 5) pointed out that Project-Based Learning is a widely used method that can maximize the role of students in teaching activities. Project-Based Learning is a method that focuses on student activities. According to research by Yuliani & Lengkanawwati (2017, p. 288), Project-Based Learning is a learning method that enables students to be independent in their studies, because the method includes student autonomy

standards, such as self-direction at each stage, independent visit learning, and individual guide. Because in a processing project, the teacher's role is only a facilitator, so students must solve problems in their own way. In this way, students are trained to solve problems and their independence and autonomy.

Even though this kind of strategy has been said by Allah in holy Qur'an Surah Ar-Ra'd verse 11:

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِمَّنْ أَمَرَ اللَّهُ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِّنْ دُونِهِ مِنْ وَالٍ

From that verse the researcher can conclude that Allah will never change the condition of a people or makes people master something directly without their effort. Allah will change the condition of people until they change it by themselves. In this case Project-Based Learning strategy is needed in making students more active and do much projects by themselves and make them are not really tend to teacher or other people.

Related to previous research, the researcher found that several studies have been published in Project-Based Learning and student autonomy context. The first is a research by Yuliani & Lengkanawwati (2017) entitled *Project-Based Learning in Promoting Student Autonomy in an EFL Classroom*. They state that Project-Based Learning can increase student autonomy. The study was applied to six junior high school students with a role play project. The results showed that the four characteristics of student autonomy were found at

the planning, manufacturing and monitoring stages. However, the participants in his research were not random sampling so the results were not very natural and this research focused only on achievement. The second is a research by Hidayatulloh (2020) entitled *The Implimentation of Project-Based Learning to Emcourage Student Autonomy*. Project-Based Learning can motivate student autonomy. The results of this study indicates that Project-Based Learning is carried out in six procedures. Namely asking important questions, planning, researching, creating, improving and presenting projects. This research focuses on the implementation of Project-Based Learning but they only make observations three times in class in my opinion it is not effective because every meeting they don't observe can show students' independent learning and unfortunately the class always does it online with zoom meetings because of the pandemic. Praba, Artini, & Ramendra (2018) did research at junior high school. Hasani, Hendrayana, & Senjaya, (2017) did the research at university. Both of the research are just focus on how to improve writing skill through Project-Based Learning. Research if Project-Based Learning can enhance and effect students' writing ability.

To fill the research gap above, this study tries to conduct a similar study from Hidayatulloh (2020) but in a different context. This study will focus on the implementation of Project-Based Learning in the English for Academic Purposes class to see whether Project-Based Learning can increase students' autonomy in learning English or not. In addition, how does students'

autonomy while the Implementation of Project-Based Learning in Learning English will also be discussed. The researcher is interested in conducting research on the **Implementation of Project-Based Learning in Fostering Students' Autonomy in Learning English.**

B. Research Questions

This research will be conducted to answer the following research questions:

1. How is the implementation of Project-Based Learning in fostering students' autonomy in learning English?
2. How are students' autonomy during the implementation of Project-Based Learning in learning English?

C. Objectives of Study

Based on the research questions above, the objectives of this research are:

1. To identify the implementation of Project-Based Learning in Fostering Students' autonomy in learning English
2. To identify students' autonomy during the implementation of Project-Based Learning in Learning English

D. Significance of Study

The results of this research are expected to have benefits as follows:

1. Theoretical

By knowing the description of the Implementation of Project-Based Learning in students of English Education Department 2019 Antasari

State Islamic University. It is expected that its positive components can be followed by other major and applied in their online and distance learning or offline and conventional learning.

2. Practical

The result of this research is expected that the lecturer can determine the next step of the Implementation of Project-Based Learning appropriately by knowing how students' autonomy during the Implementation of Project-Based Learning in learning English. Whether to develop the positive one or to evaluate the negative one.

E. Definition of Key Terms

1. Project-Based Learning

Project-Based Learning is a learning model that focuses on the main (central) concepts and principles of a scientific discipline, allows students to participate in problem-solving activities and other meaningful tasks, and provides students with independent work to build their own opportunity to learn, and finally produce a product. Valuable and realistic work. The Project-Based Learning model can cultivate more disciplined students' learning attitude, and make students more active and creative in learning (Ngalimun, 2013, p. 185). Project-Based Learning models also have enormous potential to make learning experiences more interesting and meaningful. In addition, Project-Based Learning also facilitates

students to investigate and solve problems. The project in this study is students have to write an article collaboratively.

2. Fostering

The term “fostering” in this research means that Project-Based Learning approach can help or support student to increase or improve their autonomy in learning English.

3. Autonomous learning

Autonomous learning refers to the principle that students should take more and more responsibility for what they are learning. This is also to make learning more personalized, focused and consistent (Richard, 2016). Autonomous students are able to plan, manage and assess their own learning and make it effective. Autonomous student here is the ability that will emerge from the implementation of Project-Based Learning.

4. Learning English

Learning English here is referring to writing an article in English for Academic Purposes course. So, Project-Based Learning will be applied to learning English for Academic Purposes class. The researcher does not focus on writing skills or this research is not tied to the EAP course but to the autonomous learning that is produced in that class when using Project-Based Learning.