

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the introduction of the thesis. It covers five main sections. The first is background describing the rationales for conducting the research. The second is formulation of the problem covering the basic question to be answered consisting of two research questions. The third is operational definitions containing some definitions of terms related to the research. The fourth is aims of the research containing the objective to be achieved at the end of the research. The last is significances of the research describing the advantages of conducting the research.

#### **A. Background**

Project-Based Learning (PjBL) is a teaching method where the students are challenged with the problem and required to solve it collaboratively or individually either inside or outside classroom and integrated with real life using the project. PjBL is addressed to develop 21<sup>st</sup> Century skills which help students develop communication and collaboration, creativity and innovation, and critical thinking and problem solving (Bell, 2010; Harris, 2014; Meyer, 2016; Takeda, 2016). Grant argued that PjBL is giving the opportunity in depth construct the knowledge and students more autonomous (as cited in Devkota, Giri, & Bagale 2017). Through PjBL, students gain 21<sup>st</sup> century skills such as real world application experience and global competency. Also, PjBL helps learners become autonomous learner by focusing on the solving of real-life problem.

Many countries have implemented PjBL through some activities or project. Masrom & Syahrani (2013) implemented English Fun Games activity as one PjBL activity in Malaysia. In addition, Mali (2017) implemented PjBL through technology workshop project and lesson plan project as projects in Introduction Computer Assisted Language Learning (ICALL) course in EFL context. Pakpahan (2018) implemented PjBL through narrative text project was given in *SMK Usaha Perjalanan Wisata* in ESP course that focuses on speaking aspect. Meanwhile, Translating and Interpreting course in one of university in Tasikmalaya has implemented PjBL through tour guide practices. It was taken by the students of English Education Department in the fifth semester in academic year 2017/2018. They should practice as tour guide. They explained about history, culture, and elements of the destination to the foreigners in ten minutes. Also, they must record their performance and then submitted through CD-ROM.

Mali (2017) pointed out the benefits and challenges of the implementation of PjBL activities through technology workshop project and a lesson plan project in an Introduction to Computer Assisted Language Learning (ICALL) course. The research showed that the benefits of PjBL were learning from each other, fostering learning autonomy and exercising collaboration skill. Whereas, the challenges faced by the students were the low of internet connection, the organization of time and students' negative viewpoint. Meanwhile, this research investigated challenges and solutions in conducting PjBL related tour guide practices in Translating and Interpreting

course of one university in Tasikmalaya. The focus of this research about challenges and solutions related to content knowledge, communicative competence, psychological aspects, and collaborative work.

## **B. Formulation of the Problem**

Based on the issues, the current problems are formulated in one question, “What are the challenges faced by students in implemented PjBL through tour guide practices and how the students cope those challenges?”

## **C. Operational Definitions**

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

### **1. Project-Based Learning (PjBL)**

Translating and Interpreting Course implemented PjBL through tour guide practices where a student was required to be a tour guide who explains about history, culture, and elements of the destination to the foreigners in ten minutes, and it must be recorded then submitted.

### **2. Translating and Interpreting course**

It is a course taking by the students of English Education Department of one university in Tasikmalaya in the fifth semester.

## **D. Aims of the Research**

This research aims at investigating challenges in implemented PjBL through tour guide practices and the way of students to cope those challenges.

## **E. Uses of the Research**

### **1. Theoretical Use**

This research expands conceptualizes PjBL through tour guide practices.

### **2. Practical Use**

This research provides the teachers of the example for giving the assignment or project based on the real context to the students of their major.

### **3. Empirical Use**

This research provided empirical insights that implemented PjBL through tour guide practices as an assignment based on the real context for English Education Department students to communicate with the foreigners and to solve the problems.