CHAPTER I

INTRODUCTION

A. Background

The early 21st century, the educational paradigm has changed from teacher-centered to student-centered learning putting the teachers as partner, facilitator, mediator, and supervisor (Kusmartini, 2014). Additionally, the teachers have an opportunity to use various methods for their teaching learning strategies in the classroom, for instance, Communicative Language Teaching, Community Language Learning, and Project Based Learning. Henceforth, Larmer, Mergendoller, and Boss (2015) pointed out Project Based Learning (PjBL) is a great teaching method that has acquired its fame because of the needs of the 21st century (Sultan & Javaid, 2018). PjBL provides realistic conditions so the students have a chance to exercise the language by using authentic materialby giving a project (Sultan & Zaki, 2015). The real life relevance of PjBL allows students to acquire a greater knowledge of the topics (Kean & Kwe, 2014). It also helps the students improve their language skill from doing their project (Sultana & Zaki, 2015). Therefore, in this era PjBL is one of the best choices for the teachers to be implemented in their teaching learning which give the benefit for the students.

One of higher educations in English Education Department in Indonesia especially in West Java applied PjBL for a project. It was writing novel project from creative writing course taken by the students of English Education Department in the fifth semester. They were pretend to be a novelist writing a

novel by their own idea. The lecturer gave a month to finish the project. During making the novel, the students had opportunities to ask the lecturer to give comments about their novel, and then submitted with the hard file.

Many countries in the world such as Indonesia, Pakistan, and Colombia have studied the benefits and challenges of PjBL with different project (Sultana & Zaki 2015; Mali, 2017; Torres & Rodruguez, 2017). Sultana & Zaki (2015) pointed the implementation of PjBL where the students were given a project to yield benefits and challenges. The benefits gained from their research were related to academic, the deeper understanding of the topic, the development of speaking and writing, and the availability of flexible situation and soft skill; the development of communication skill, social skill, creativity, responsibility, and technical skill. While the challenges faced by their students were mostly associated to deadline, leadership, and collaboration (Sultana & Zaki, 2015). In addition, research by Mali (2017) showed that the benefits and the challenges of the implementation of PjBL activities namely a 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. While, the challenges faced by the students were the low of internet connection, the organization of the time, and students' negative viewpoint (Mali, 2017). Further, Torres, and Rodriguez (2017) showed that the students' communicative skill was improved by integrating PjBL in English Foreign Language (EFL) learning with

a main focus on the speaking skill. However, among those three studies, which explored the benefits and challenges in using PjBL, less attention has been given to research focused on the benefits and challenges of PjBL through novel writing project. Therefore, this present study aims to investigate the benefits gained and drawbacks faced by the students of the implementation of PjBL through novel writing project in creative writing course.

B. Formulation of the Problem

A research question is addressed in this present study is formulated in a following question; "what are the benefits and the drawbacks faced by the students on novel writing project in creative writing course?"

C. Operational Definitions

To avoid misinterpretation of this research, here are the operational definition of each keywords:

1. Creative Writing : Creative Writing (CW) is one of the courses offered in the fifth semester at one of the universities in Tasikmalaya. This course, the students learn all about English language aspects through creative writing in the form of short story, poetry, haiku, diary, fanfiction, and novel.

2. Project Based Learning : Project Based Learning is one of teaching methods that promotes learner-centered,

		learner autonomy, individual or collaborative learning, and learning through task.
3.	Novel Writing Project	It is a project where the students were required take a role play to be a novelist who wrote a long narrative prose which has a sequential story by their own idea and it must be printed as a product then submitted.

D. Aim of the Research

The present study aims to explore the benefits and drawbacks about the use of PjBL through novel writing project in creative writing course.

E. The Uses of the Research

1. Theoretical Use

Theoretically, this research will develop Project Based Learning in giving students' assignment or students' activities in creative writing class for undergraduate students in EFL context.

2. Empirical Use

This research will provide the empirical insight on how Project Based Learning can develop students' creativity in Creative Writing classroom in EFL context.

3. Practical Use

With the existence of this research, the lecturers are expected to create interesting Project Based Learning focusing on creative writing classroom.