CHAPTER II

THEORETICAL BACKGROUND

A. The Concept of Project Based Learning

Project Based Learning (PjBL) has a long history. As far back as the early 1900s, John Dewey supported "learning by doing." The sentiment is also reflected in constructivism. Constructivism (Perkins, 1991; Piaget, 1969; Vygotsky, 1978) explains that individuals construct knowledge through interactions have differences between their environment, and each individual's knowledge construction. So, through conducting investigations and activities, an individual is learning by constructing new knowledge by building on their knowledge. There are four principles of constructivism (Good & Brophy, 1994, as cited in Cooperstain & Weidinger, 2004), explicitly:

1. Students build their individual meaning. The students need to attempt and comprehend the information. The students also create their own knowledge.

2. New knowledge construct on previous knowledge. The students associate between new knowledge they obtained and knowledge they already knew.

3. Learning is improved by social communication. A chance to share and evaluate the idea among the student.

4. Significant learning improves through real assignment. The real assignment means that selected activities should replicate what will be met by the students in the real world.

It similarly, Good and Brophy (2008) claims three main principles of constructivism as follows:

1. Learners create their own understanding.

2. Learners produce meaning of new knowledge by associating it to their new understanding.

3. Occasionally, the rearrangement of new understanding can cause new knowledge.

PjBL is described as a method that focus on the student and learning process rather than the teaching process (Sultan & Javaid, 2018). Gai, Mali (2016) highlights that PjBL is a student-centered instruction and the teacher teaches the curriculum concepts through project by adopting principles learning autonomy, collaborative learning and learning through task. Torres and Rodriguez (2017) claimed that PjBL is a constructivist instructional technique which helps students' learning process through teamwork and social communication to solve the problems. Following the definition above, it can be concluded that PjBL is a learning method focuses on the students either individually or groups to solve the problem in the real context to create a product.

Project becomes the principle concepts in PjBL technique (Ergül & Kargin, 2014; Gerasimova et al., 2015). According to Li, Zhang, and He (2015), a project is usually defined as an individual or collaborative work that is well planned to achieve a certain goal. There are seven examples of project can be implemented in or out the classroom (Hábok & Nagy, 2016; Li, Zhang & He, 2015; Mali, 2017; Sultan & Javaid, 2018). For instance, ETiM (Exploring Translating in Macau) project, a school presentation, a short film, a diary entry, a technology workshop project, lesson plan, and a video lecturer.

Barge (2010) pointed out six principles of PjBL which is the Aalborg PjBL model: 1) problem orientation, 2) project organization, 3) integration of theory and practice, 4) participant direction, 5) a team-based approach, 6) collaboration and feedback.

Krauss and Boss (2013) pointed out five characteristics of PjBL. Those are:

1. PjBL focuses on students, it can be individual or group activities.

2. PjBL affect student to look the real-life condition in a different way.

3. Students are able to use technology to explore and create new knowledge.

4. Mostly, students assume the role of an expert.

5. Commonly, PjBL is intentional interdisciplinary and the length of a part of the study may range from several days to several weeks.

It similar with Schuetz (2018) PjBL consist of seven characteristics:

1. Student focuses on a question, challenge, or problem to solve.

2. Brings what students should academically know, understand, and be able to do into the equation.

3. It is inquiry based.

4. Uses 21st century skills such as critical thinking, communication, collaboration, and creativity.

5. Student implies their voice in the process.

6. Feedback and revision of the project.

7. Requires student to present their project.

These PjBL characteristics also associated with PjBL as a type of contextualized cooperative learning designed within five main phases highlighting the essence of students' participation (Sharan, 1998, as cited in Dooly & Masats, 2008). The stages start with: 1) selecting topic; the lecturer of creative writing course given the instruction about the project such as material, time, then the topic is free, 2) planning for the project; the students are free to chose their own topic and they planned the steps to complete the project, 3) finding information about a topic of the project; the students was searching some information from google and others, 4) developing and implementing plans to complete the project; they completed the project, and 5) presenting and evaluating an output of the project and students' effort to finish the project; the students submitted the novel which the hard file in the last examination of the course. Therefore, the role of the teacher and the students are important to get success in the teaching learning process.

PjBL has been conducted by the researcher. The research was conducted to investigate students' perception about the cognitive and socio-affective outcomes of project based learning (Koutroba & Karageorgou, 2013). The research showed that project based learning offered a second chance to develop various cognitive skill regarded as professional qualities facilitating their re-integration in society. It also showed that socio-affective skills are developed during project based learning. Further, PjBL also gives fabulous results in EFL context, it is gained the students' enthusiasm, creativity, and so forth. Besides, it was gained the student's productive skills and PjBL has positive effect for

students' learning motivation (Chiang & Lee, 2016). Moreover, it can be seen from this study (Putri, et al., 2017). Güven (2014) and Grant (2017) PjBL could be used for making the student becoming 'autonomous learning'. Thus, project based learning will become a potential technique to succeed in language learning.

2. Creative Writing in EFL Classroom

Creative writing is an enabling and inspiring learning activity for learners of English as foreign language (EFL) (Rippey, 2014, p.1). Creative writing allows student to become more thinkers, producers, and consumers (Leahy, 2016). Hence, English Education Department in one of universities in Tasikmalaya offered one of courses which is elective courses in the fifth semester situated in English as Foreign Language (EFL) setting. It is regarded as a situation in which people learn English in a formal classroom with limited opportunities to use the language outside their classroom (Richards & Schmidt, 2010). In this course, the students learn all about English language aspects through creative writing in the form of poems, and biography besides short story, haiku, diary, fanfiction are also learned (Ragawati & Pattiwael, 2014). At the end of the course, the students are expected to possess some competencies, (a) such as making a novel as their last project, but in every meeting they have to make a short story which is fun fiction or it depends on the lecturer given the themes with fun learning, (b) writing a free poems, (c) writing a biography of famous person. It was a means for learners to develop self-expression and feeling

in imaginative and creative way especially in EFL classroom (Srisermbhok, 2017).

The students were asked to be creative as long they joined the class. The lecturer also needs to engage the learning process creatively. Creating the right atmosphere is central to foster students' creativity (Peachey & Maley, 2015). Henceforth, the lecturer need to be creative in giving the task and learning. Maley stated thinking 'out of the box' is often described in creativity, coming up with fresh, divergent responses, original ideas and object, new solution to problem, or ways of looking at problem (p.29). In addition, Disney (2014) stated being creative is positive skill for foreign language learners. Wood (2016) asserted in the case of creative writing in foreign classroom, the participant most being satisfied with writing fiction rather than sonnets and children's story. Thus, writing creatively in a foreign language promotes freedom of expression. Besides, it allows students to bring out their innermost thoughts without being restrained. As Rappey (2014) found that creativity may be something that can be taught, but some aspects of expressing creativity can and could be easily form of a course for student of English as foreign language. By giving a tools for expressing their creativity, student will have confidence to try writing creatively in English.

Brookhart (2013) claimed that the criteria of students' creativity should match with the originality and high quality of the students' work in their writing. He stated the creative students: 1) recognize the important of a deep knowledge and continually work to learn new things, 2) find new ideas and actively seek

them out, 3) find source material in a wide variety of media, people, and events, 4) organize and reorganize ideas into different categories or combinations, then evaluate the results are interesting, new, or helpful, 5) use trial and error when they are unsure how to proceed, viewing failure as an opportunity to learn (Brookhart, 2010). Thus, PjBL is recommended in EFL context, especially in attempt to improve students' ability to speak and write in English as a foreign language (Putri et,al. 2017).

Putri et, al. (2017) analysed that the result of implementing PjBL method in mix-method design gives fabulous results, it is gained the students' enthusiasm, creativity, and students' productive skills. The study also concerns with the implementation of PjBL in two designs which are Creative Writing and Second Language Acquisition classes. The research has been conducted by Mali (2016). The result showed that the use of PjBL shows a high level of students' participation in learning, and teachers' innovative teaching practices.

Sarifah and Emiliasari (2019) investigated the use of PjBL to develop students' abilities and creativity in writing narrative text in one of higher education in Majalengka. The student took this creative writing course in the second semester. The result of the study indicated that PjBL helps the students to develop their ability and creativity in writing narrative text in several points including their understanding of the topic, their knowledge about narrative genre namely social fuction, structure of text, and language feature. In addition, the students also showed their creativity through creating their story line and designing the illustration of PjBL.

Kirkgoz (2014) discussed using poetry in an EFL context to promote students' creativity in writing through composing a poem. It can be pointed out that what is missing in many classroom is lack of taks that contribute to the improvement of students' creativity in writing. The creative writing illustrated in this study are different from creative writing taks fund in many materials, where the students are required to use the sentence structure to write about familiar events. In such cases, the presence of a familiar topic could lead stduents to retrieve known meaning rather than generating imaginative responses, constructing new and surprising meaning as in the poem project composed by the students in the study. The researcher also claimed that poem project effective to poster the students' creative writing in undergraduate level (Kirkgoz, 2014).

Nurhayat (2016) implemented PjBL in creative writing course using Cartoon Story Maker (CSM) as the project. Mixed-method research design was applied in this study. The result of the reseach showed that the t-test is higher than t-table, it means score of the experimental group is higher than the control group. It showed that Cartoon Story Maker (CSM) is more effective that Comic Life through PjBL in teaching creative writing. Thus, the research indicated that creative writing class is using PjBL as one of the methods in EFL classroom can bring positive attitude from the student. Therefore creative writing class can use PjBL as the alternative method to support teaching learning process.