

CHAPTER I

INTRODUCTION

This chapter provides a brief explanation of the whole study. It consists of the background of the study, the questions and purposes of this research, its significances, research framework, and the previous studies related to this research.

A. Background of the Study

Project-based learning (PBL) helps students learn through authentic questions and problems in real-life situations (Al-Balushi & Al-Aamri, 2014, as cited in Kokotsaki et al., 2016). It is a pedagogical approach that enhances learning motivation, engagement, and students' high-order thinking skills (Barak & Yuan, 2021). To finish a project, various tasks are assigned to students. It includes designing plans, making decisions, investigating activities, solving problems, and so forth (Sirisrimangkorn, 2018). The best part of learning with the PBL strategy is that students will obtain real-time experience and face practical problems (Sharma et al., 2020). Within the PBL strategy, students will have to solve problems. It is needed as problem-solving is one of the core competencies that the youth need to develop (Lee & Lee, 2020; OECD, 2018) and is considered as one of the most important competencies to be successful in their studies (Jaleniauskienė, 2016). By studying PBL, we can find out what students need to do in terms of exploring problem-solving skills.

A limited observation in a state university in Bandung about a short movie project as a project-based learning activity shows that the project has many problems that appear during its completion, especially in decision-making and language learning. This study is conducted to find out what contributions the project gives to the students that affect their problem-solving skills. It is expected to help both teachers and students to recognize PBL as a learning approach to improve problem-solving skills.

Recent studies discuss the advantages of PBL (Poonpon, 2017; Tsiplakides & Fragoulis, 2009; Guo et al., 2020) in learning language. The studies reveal how students improve their language ability by learning through PBL. There are also several studies on making short movies (Bahloul, 2020; Wijaya, 2016) as an approach to learning English. In these studies, producing short movie becomes the medium for students to learn English. Other studies from Kabadayi (2012) and Perry (2018) discussed the role of short movie in education and use it as a formative assessment. Different from the previous studies, this study aims to discover problems the students faced in a short movie project as the final assignment of Prose and Drama course as project-based learning, specifically in learning English, and how they solved them. This study is expected to find out the influence of short movie on students' problem-solving skills. A short movie project is selected because it stimulates active engagement with language (Donaghy, 2018).

B. Research Questions

Four questions are yet to be answered in this research. Those are:

1. What problems do Indonesian EFL students face in making a short movie project?
2. How do the students solve the problems they face during the making of a short movie project?
3. What is the influence the students get on their problem-solving ability from completing a short movie project?
4. How does a short movie project promote problem-solving in English language use?

C. Research Purposes

The purposes of the study are:

1. To find out the problems the students face in making a short movie project

2. To investigate the way students solve the problems during the making of a short movie project
3. To discover the contributions of a short movie project on students' problem-solving ability
4. To figure out how a short movie project promotes problem-solving in English language use

D. Research Significances

This study is expected to give theoretical and practical significances. Theoretically, the study reveals the explanation of short movie as a project-based learning activity that may be referred to by future studies. Practically, the result of the study is expected to inspire teachers to apply the PBL approach to explore and elaborate students' thinking skills, which includes critical thinking and problem-solving skills.

E. Research Framework

Project-based learning is a teaching approach that emphasizes three parts of learning: the content of the lesson, the way it is taught, and how students should be evaluated. Its design principles feature the importance of two: the project as the central point of instruction and the students as active participants in the construction of knowledge (Condliffe et al., 2017). Through PBL, students learn by working on a project with in-depth inquiry and in the construction of knowledge (Quint & Condliffe, 2018).

Recent studies show that the PBL strategy has been a tool for teachers to teach students with a real-life application of knowledge (Ciftci, 2015; Revelle et al., 2020). It also benefits students with the experience of working on a project that requires various forms of communication, critical thinking, and problem-solving skills (Buck Institute for Education, 2018). Being one of the related skills in PBL, problem-solving is regarded as critical for college students (Zhong & Xu, 2019).

This is because the skills can help students to solve future problems in their studies, career, and life. In line with this connection, recent studies confirm that problem-solving is supported by language (Baldo et al., 2005), which is involved as one of the elements of this study.

In the short movie project, the students try to memorize a script written in English. The students are expected to learn the foreign language through real-life use of the language. It is believed that authentic learning situations will cause real-world language use (Nikitina, 2011). In the scriptwriting process, students need to decide which words and phrases are “acceptable” and “eligible” to be put in the script. To include the acceptable words and phrases, the writers propose drafts to be reviewed by the lecturer and other students. The discussion between students brings forth the final draft which later is implemented into scenes. This is one of the cases that demand students’ thinking skills, which include decision-making and problem-solving to complete the project.

F. Previous Studies

Several related studies have been conducted in recent years. A study by Poonpon (2017) discussed project-based learning that enhanced Thai students’ English skills. The study involved forty-seven students taking an English course and they were assigned to work on an interdisciplinary-based project with a semi-structured interview to obtain students’ opinions about the implementation of the project and how the project may elevate their English skills. The interview then is analyzed qualitatively. After presenting the interdisciplinary project, the result concluded that project-based learning enhanced students’ English skills as it encouraged students to link their language skills to their content knowledge.

Another study about project-based learning was conducted by Tsiplakides & Fragoulis (2009) involving Greek primary school students and teachers. The purpose of the study was to practice the theory of TEFL. One of the cognitive aims was to improve students’ reading, writing, listening, speaking, vocabulary skills, and communicative competence. This research used a case study as the research

design with a project to study the history of the area in which they live and it lasted for six months. It showed that students acquired knowledge from building the process of project-based learning.

Guo and other researchers (2020) conducted a study about project-based learning and students' learning outcomes in higher education. It was a review of empirical studies, started by searching relevant topics, then selecting the suitable article, and reviewing the chosen articles. It concludes that the study has found four categories of students learning outcomes: cognitive, affective, behavioral outcomes, and artifacts performance.

In terms of short movie, Wijaya (2016) researched the use of making a short movie in language learning. The study applied experimental research to find out the effectiveness of short movie on students' speaking ability. The participant of the study were 8th-grade students in a middle school in Surabaya, which split into two groups: experimental and control groups. This research used a post-test to gather the data. The post-test is given to the two groups after the students finished their movie-making process. It concludes that making a short movie to develop students' speaking ability is considered to be effective.

Another study on short movie was conducted by Bahloul, (2020), which was about short movie making in ELT. It promotes Filmmaking-Based Approach (FBA) as a learning approach that contrasts the traditional learning that uses Textbooks-Based Approach (TBA). This research used a comparative study design to distinguish between the two. Bahloul stated that textbooks only develop passive language skills, which are reading and listening while making movies determines all language skills which come together within a single film process. The study concludes that most elements of effective pedagogy are found in the Film-Based Approach, including innovation, immersion, enthusiasm, encouragement, and turning the learners into active knowledge producers.

The previous studies on project-based learning have revealed the discussion of enhancing EFL students' English skills and students' learning outcomes. It

shows that PBL contributes to students' English learning process. Moreover, several studies concerning short movies have also revealed the influence of creating a short movie in learning language. The studies show that making short movie improves students' language skills.

To differ from the previous studies which discuss Project-based Learning in general, this study aims to discuss how short movie project fosters Indonesian EFL students' problem-solving skills. The short movie project demands students to plan and execute the project with limited sources and time and it causes students to have intensive discussions with various conflicts and problems. The process of finding the resolution is what this research expects to find out.

