CHAPTER I

INTRODUCTION

1.1 Research Background

English is one of the foreign languages taught at the education level in Indonesia. The Indonesian government chooses English to be taught in elementary schools to universities as a foreign language. In learning English speaking, listening, writing, and reading must be able to four skills. English is a foreign language that is used in Indonesia. In English, skills such as listening, speaking, reading, and writing are needed in carrying out communication. Listening and reading are input competencies, and speaking and writing are output achievement Ali, 2012, p.1 as cited in Mahmuda, 2017. However, English is a language learning that students are expected to gain learning achievement. Achievement generally refers to good results from learning carried out with skills and efforts that are achieved through a long process, Sumardi & Juhridin, 2013, p. 62, as cited in Mahmuda, 2017.

Writing is one of the four basic skills in English which is very important because it should be extensively integrated into every English language learning in schools and universities. It provides an immutable record of information, opinions, arguments, explanations, theories, etc. In writing will bring many benefits, especially for students learning English as their second or foreign language. Writing seems to be one of the obstacles faced by most students, especially students who

learn English as their foreign language. Writing in a foreign language is a frustrating and hard activity for students (Homstad & Thorson, 1996). The students' second language English seems to be the most difficult problem due to their limited vocabulary or limited language skills. According to Olsen (1999), EFL students cannot create and write effective writings because they do not have sufficient syntactic and lexical achievement. Most Students make mistakes in many ways caused by several factors. The use of the mother tongue is one example of student errors this is because the mother tongue of students makes mistakes when transfer the source language into the target language (Brown, 2004). Other mistakes made by students in student writing come from tenses, prepositions, and subject-verb agreement.

Project-Based Learning is one of the learning processes which intended to practicing high-order thinking used to improve the quality of learning process and the outcomes of learning Fitri et al., 2020 as cited in Simbolon & Koeswanti, 2021. Project Based-Learning, learners engage in a communication aimed at completing authentic activities (project-work), so that they have the opportunity to use language in a relatively natural context (Haines, 1989; Fragoulis, 2009 as cited in Putri, SW 2018). Participate in meaningful activities that require authentic language to be used. The Ministry of Education and Culture (2013: 182, quoted in Mahmuda, 2017) defines Project-based learning as more emphasis on individual or group projects that will be implemented within a certain period of time, so project-based learning can be defined as individual or group student learning activities carried out that involve students in designing and displaying products to solve real-world problems, for example, the teacher gives directions to equip students with certain

phenomena that occur around them and then students create works that can solve these problems.

Project-based learning is considered effective as a method of learning to write as evidenced by the above researchers. Despite Project based learning has been considered successful to be implemented at several schools as previously mentioned its implementation for teaching English grade X at SMA Negeri 1 Ubud has never been conducted yet. SMA Negeri 1 Ubud is one of the schools located in the tourism area in Gianyar and is considered one of the favorite schools in Gianyar. Therefore, this study aimed at analyzing the effect of implementing project based learning in the context and subjects of English. The subjects of this study were students of X grade though they use online learning, because students of X grade needed to adapt to a new environment at the high school level, students started closer relationships and began to make playgroups through the given project, then this formed their adaptation phase faster and much easier. The novelty of this study is the application of project-based learning as a learning method to students' writing achievement at the X high school level. Therefore, is there a significant difference in the application of project-based learning and the use of conventional strategies to learning achievement at the high school level, especially in writing achievement, channeling ideas, and students' creativity in writing even though they use online learning. The title of this research is "The Effect Of Project-Based Learning On The Tenth Grade Students Writing Achievement At SMA Negeri 1 Ubud".

1.2 Problem Identification

Several researchers the project based learning method. The results of early observations at SMA 1 Ubud (PPL-Real), found that there were writing errors in students' English and students' lack of interest in writing, based on these considerations, this researcher defines the research identification as follows: there is still a lack of student interest in learning to write and they tend to make mistakes in writing work. The use of project based learning methods in learning to write can overcome students' difficulties in writing though they use online learning.

1.3 Research Scope

This study examines the effect of project-based learning as a learning method on students' English learning achievement in the field of writing was in the Class X Descriptive Text Writing at SMA Negeri 1 Ubud. In addition, this study investigates whether there is a significant difference in the achievement of learning English taught by project-based learning and students who are taught using conventional strategies in class X English at SMA Negeri 1 Ubud.

1.4 Research Problem

The research problem is proposed as follows:

Is there any a significant difference in English learning achievement between the writing achievement of students who were taught using project-based learning and students who were taught using conventional strategies in class X English at SMA Negeri 1 Ubud?

1.5 Research Objective

Based on the research problem, the research objectives can be formulated as follows.

a. To determine the effect of project-based learning on students' English writing achievement and students who are taught using conventional strategies.

1.6 Research Significance

The significance of the study can be classified into two major types, theoretical and practical.

1. Theoretical Significance

The result of the study is expected to contribute to the development of knowledge, especially in the field of education. More specifically, these results will provide an overview of the theoretical aspects of teaching on Writing Achievement.

2. Practical Significance

The practical significance is for three parties, namely: students, English teachers, and other researchers.

a. The Students

Through this research, students can understand and grow their active participation in giving ideas in a work they make, besides that it can make them improve their English achievement. So that there is a change in their

perspective on English language skills, which previously was difficult to write into easy English writing.

b. The English Teachers

The result of this study is expected to be a consideration for teacher to Provide project based-learning as method while teaching English, so that student can improve their writing English.

c. Other Researchers

This research can be a guide for other researchers who intend to conduct research in the same field.