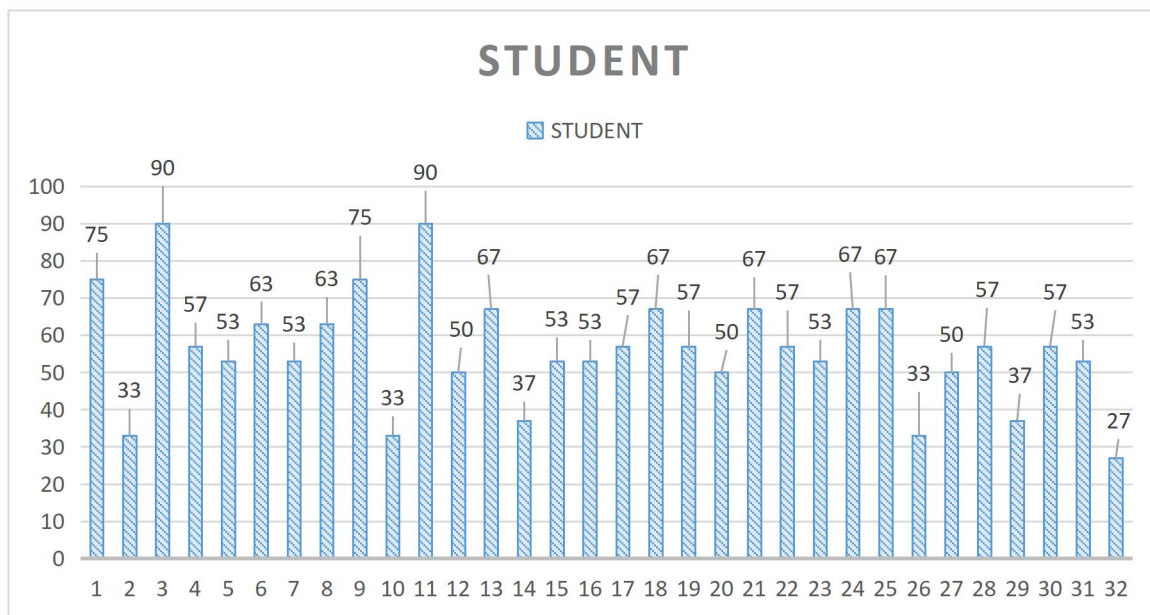# CHAPTER I

INTRODUCTION

1.1 Research Background

This study aims to improve students' writing skills by using project-based learning (PBjL) techniques as a technique for teaching writing. The participants were students of class VIII G SMP N 1 Bangli. This research is a classroom action research, consisting of 4 steps, namely planning, action, observation, and reflection. Data collection methods used were writing tests, teacher and student interviews, observations and information in the field. One of the important skills that must be mastered by students in this digital era is writing. In learning English writing skills are important to master because when writing, students can directly learn what is written, discover new things while writing, for example, such as vocabulary.Writing also develop communication skills and improves students' ability to convey ideas effectively (Bora, 2023). Indirectly the results of the writing will be remembered continuously. Because according to one teacher, while taking notes, read the writing and write in the book with your mouth still mentioning the words to be written. Just like someone who has difficulty expressing what they want to be like, then with writing they can convey that expression. Assess, describe, and give criticism in writing. This provides an advantage for those who wish to express their opinion in writing. According to Brown (2007:352), the dimensions and indicators of student success in writing are: (a) content, there are four indicators, namely presenting well-chosen detailed information throughout the details throughout the paragraph. Second, it can present information with details in the part of the paragraph listed on the category. Third, presenting information with some predetermined details. Fourth, does not provide clear information at all, therefore this is included in the poor

category. (b) Vocabulary, has four indicators of vocabulary explanation that have been listed in the best order. First, good in the choice of vocabulary which is almost perfect so that the meaning of each sentence can be understood very well. Second, a few mistakes in vocabulary choices and do not interfere with the meaning of the writing. Third, errors in vocabulary choice are something that sometimes interferes with understanding. Fourth, there are many mistakes in vocabulary selection that interfere with understanding so that it cannot be understood at all. (c) Structure, similar to the previous dimension, the following is an explanation of some of the things listed on each indicator. Good in grammar; errors in the choice of grammar are few and do not interfere with understanding; errors in the choice of grammar are and sometimes interfere with understanding; many errors in the choice of grammar that greatly interfere with understanding. (d) Mechanic, in the indicators mentioned above, the criteria for this section are as follows. Good in spelling, punctuation, and capitalization. Errors in spelling, punctuation and capitalization are few. Errors in spelling, punctuation and capitalization, and sometimes interfere with comprehension. Errors in spelling, punctuation and capitalization and greatly interfere with comprehension.

When the writer conducted a preliminary study in Grade 8 class of SMPN 1 Bangli, it was observed that the students' achievement in writing was unsatisfactory. This is evident from the results of writing assessment of Grade 8 students showing low scores in every aspect of writing. This condition is illustrated in Graph I, which displays the average student scores:

Graph of the Initial value of Observation of Junior High School students

STUDENT

Legend: STUDENT

Bar chart values by student (1–32):
1: 75, 2: 33, 3: 90, 4: 57, 5: 53, 6: 63, 7: 53, 8: 63, 9: 75, 10: 33, 11: 90, 12: 50, 13: 67, 14: 37, 15: 53, 16: 53, 17: 57, 18: 67, 19: 57, 20: 50, 21: 67, 22: 57, 23: 53, 24: 67, 25: 67, 26: 33, 27: 50, 28: 57, 29: 37, 30: 57, 31: 53, 32: 27

According to Brown (2007), the students are considered to be able to write if they gain a minimum score of 70. In fact, the class average score in writing was 57.9 from 32 students in class, 19 students gained poor result, 8 students gained average result and 4 students gained good results. Based on this finding, it can be concluded that the majority of the students experienced challenges in writing.

In every writing sessions conducted in class, it is observed that the teacher always started with a reading activity to show the students an example of a recount text. Afterwards, some vocabulary and grammar exercises are given to equip the students with languages they need for the writing activity. After the preparation stage was conducted, the teacher then gave a topic for the students to write. Most of the time, the students were unable to accomplish the task in class. Then, the teacher asked them to continue at home and submit the writing in the next lesson. The teacher then, assessed the students work and awarded a score. The students were not given any

specific individual feedback and opportunities how they can revise their work for better results. The students were not engaged with their task and accomplished their homework just for the sake of score. The above explanations indicates that there are weaknesses in the process, The average student is passive due to a lack of understanding of English lessons so they are less active and afraid. The teacher too often uses the same teaching method, the teacher repeats the same techniques in every meeting so it is monotonous. Many of them or most students scored below the minimum completion criteria or Kriteria Ketuntasan Minimun (KKM).

According to several studies in teaching writing skills, Project-based learning is one of the most effective strategies in improving the students' ability in writing. According to Harisma; (2019) has proven effective project based learning to improve students' writing ability. It is expected to practice more writing and enjoy in the process of improving their writing. Researchers have already had a result of the project-based learning (PBL) which is the first (a) to prepare students for activities such as planning the collaboration, decision making, and management time projects, (b) can enhance students motivation, provided substantial changes to students participation, (c) projects connected with reality (fact) when the learning process can stimulate a student's brain well, (d) provides collaborative opportunities to construct knowledge.

According to Shin, M.-H. (2018) states that, increased participation and motivation for students in project based learning are using technology. This indicates that the sub-factor of motivation influences attitudes and relevance. The results of student participation in the project show positive results, students learn more vocabulary and language use, but also increase motivational and attitude learners by learning English through project-based learning (b) some important things derived from project-based learning; (a) project based learning stimulates students' motivation for learning English and their use of words with actual language combined. The study

leads students to pay more attention to each activity in the classroom because it is relevant to everyday life, (b) based on research on self-mastery data on teachers, students with that level have a different level of motivation in performing project project-based learning, (c) project based learning has the superiority of students to learning collaborative learning.

According to Shanti & Koto (2018), it is said that pointing to the results of project project-based learning (PBL) could improve student writing skills. Researchers strongly believe the method improves writing, motivating, and challenging learning skills for students. In this way, students are more cooperative, disciplined and can merge English learning with real life. Learning to write by combining real-life concepts motivates learners more. From the study results that quote several sources, evidence that students are changing grammar and focus on meaning. Participation at large frequencies and provides some insight into collaborative learning.

So from the results of the study above, it can be said that PBL in improving students' writing scores and also helps students to write recount texts which contributes positively to students' desire to write quality texts. According to Goodman (2010) there is forty years of accumulated evidence that the instructional strategies and procedures that make up project-based learning are effective in building deep content understanding. Research also shows that PjBL raises academic achievement and encourages student motivation to learn. Research studies have demonstrated that PjBL can:

a. Be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests

b. Be more resultant than traditional instruction for teaching mathematics, economics, science, social science, clinical medical skills, and for careers in the health occupations and teaching

c. Be more practical than traditional instruction for long-term retention, skill development and satisfaction of students and teachers

d. Be more serviceable than traditional instruction for preparing students to integrate and explain concepts

e. Be especially effective with lower-achieving students

f. Improve students' mastery of 21st-century skills, such as critical thinking, communication.

g. collaboration, creativity and innovation

h. Provide a fruitful model for whole school reform

1.2 Research Question

The problem investigated in the present study can be formulated as follows:

- Could the use of project-based learning improve the ability of the student in class VIII G of SMP N 1 Bangli in writing recount text?

1.3 Purpose of Study

This study is aimed to obtain whether the project-based learning (PBL) could improve the ability of students writing in the eighth class of the SMP N 1 BANGLI.

1.4 Significant of the Study

The result of the study is expected to be beneficial for all sides mentioned below:

a. For English teachers, the study was prepared to be one of the techniques that could be used in English studies, to give students the ability to write well, especially the texts.

b. For students, studying in the project-based learning technique is helpful to improving literacy text ability and to make an impression of learning that is not monotonous.

c. For further researchers, this research is intended as one reference to relevant lessons.