

## CHAPTER 1

### INTRODUCTION

This chapter presents research background, problem identification, research scope, research problems, research objectives, and research significances.

#### 1.1 Research Background

English is one of languages which is commonly used among people for international communication. This is supported by Ratminingsih and Budasi (2018) who assert that the competency in English is useful for preparing professional candidate of workers who are able to be competitive in some industrial tourism and the other fields that are related. In mastering English, there are four skills that have to be mastered, such as: listening, speaking, reading and writing. Among those skills, writing is one of the most essential skills in foreign language teaching and learning (Ratminingsih, Marhaeni and Vigayanti, 2018).

In general, writing is an activity to communicate or to express information by using written material. Syarifah and Emiliasari (2019) argue that writing is the important skill that have to be well mastered. Through writing, students are able to convey their thoughts and communicate their ideas. In addition, writing can foster students' creativity and critical thinking (Arta et al., 2019). Moreover, writing skill is important because it determines students' ability and success in learning English. According to Broughton et. al. (1980), there are a number of aspects which need to be considered in producing appropriate English writing,

they are: (1) mechanical problems with the script of English; (2) problems of accuracy of English grammar and lexis; (3) problems of relating the style of writing to the demands of a particular situation; and (4) problems of developing ease and comfort in expressing what needs to be said. In this case, the students' effort is required at every moment and must be maintained over a long period of time, in order to achieving competency in writing.

In relation to writing competency, it was found that helping the students to achieve writing competencies was not easy (Wirawati, Tantra, & Ratminingsih, 2013). It is because achieving the competency in writing is a difficult thing, and in another case that students have lack of motivation when they are asked to write. Jarvis (in Megaiab, 2014) emphasizes that most of the students are easily bored in writing because they feel that if they cannot write correctly when they start writing, they will not continue their writing activity. Although the high proficiency level in all four English skills is highly needed, it is argued that writing competency is an essential factor for academic matters (Vasconcelos, Sorenson, & Leta, 2008). In context to writing, it deals with how students develop their ideas through exploring their creativities.

Generally, creativity is the way of producing or creating something, in this aspect is producing words, from the childhood until the adulthood. So, it becomes essential for teachers as well as parents to realize that conducive environment which can support the creativity and ability improvement of the children. Chomsky (1966) states that the creative side of the language use is related with a set of phenomena that a science of language must explain. It means that the

improvement of language creativity also deals with the use of vocabulary by the speakers themselves. In relation to the students' creativity, the creativity of the students requires particular focus. According to Isabekov and Sadyrova (2018), the educational impact to create independent and creative thinking skills cannot be acquired just because of the learning process. Dewi & Sutisna (2019) also assert that educators have to consider about how to enhance students' creativity in teaching and learning process. According to Guilford (1950), students' creativity is positioned at the ordinary level, and its dominancy is in the aspect of fluency. Thus, the creativity also support the 21<sup>st</sup> century skills.

21st Century skills are 12 abilities that today's students need to succeed in their careers during the Information Age (Stauffer, 2020). The abilities are: critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity and social skills. Those skills are intended to help students keep up with the updates of modern demands and focuses on the quality development. This supported by Trilling and Fadel (2009) who stated that "creativity can be nurtured by learning environments that foster questioning, patience, openness to fresh ideas, high levels of trust, and learning from mistakes and failures. It can be developed, like many other skills, through practice over time". This indicates that the emergence of 21<sup>st</sup> century learning cannot be separated from the aspect of creativity. Therefore, it is important to design a learning that can develop students' creativity. In this case, one of the methods that can be applied is Project-Based Learning, which supported by Praba et al. (2018) who asserted that project-based

learning shall be integrated as the effective method to facilitate learning situation in better way, to improve students' skills and abilities, and also to stimulate motivation of the students.

The emergence of PBL is derived from the emergence of the progressivism in the beginning of the 20<sup>th</sup> century. It comes from the reconstructive approach by John Dewey, the project method of Kilpatrick and the discovery learning approach by Bruner, which becomes the fundamental basis of PBL. The aim of this learning method is to enable students in learning the subjects in effective and integrated way (Bilgin et al., 2015). For the importance of PBL in education, PBL has a strategic role in developing creative thinking skills (Fatimah, 2016). This is because PBL is came from particular problems and makes students set their central role in the process of designing, problem solving, and decision making, and also to give students the opportunity to work by themselves. In accordance to Duman and Yavuz (2018), Project-based learning (PBL) is one of the most effective methods in order to make students realize the phenomenon and problems around them by taking up a more contextual and active role in the teaching and learning process, to make them find out any alternative solutions to those problems, and also to maintain the learning process in the classroom. This also supported by Ergül and Keskin (2014) who assert that PBL method is a student-centered teaching method which have been used as the revolutionary method nowadays. It is one of the effective methods which provide the opportunity for the students in taking their part in the learning activity, making them handle their responsibility, developing their capability, and having them

comprehend and structure information. In the use of PBL, students build up and direct their own learning activity, develop their creativity, solve the problems that they face and add the contextual activity to the classroom. In this case, PBL can be described as a student-centered situation in which students pick, plan, produce a product, and present or perform, in which based on a contextual problem in order to be solved in actual habit. Considering the importance of writing for language learners and the strategy used, it needs to be encouraged and nurtured during the language learner course of study. Thus, PBL is one of the most suitable methods for support the writing activity in teaching and learning situation.

Moreover, previous studies incorporating Project-Based Learning in creativity and language learning aspect had been examined by many experts. Firstly, Research conducted by Mali (2016) entitled Project-Based Learning in Indonesian EFL Classrooms: From Theory to Practice. The result of the research indicates that the use of PBL shows a high level of students' participation in learning, and teachers' innovative teaching practices. Secondly, the study from Farouk (2016) entitled A Project-Based Language Learning Model for Improving the Willingness to Communicate of EFL Students. The findings of this study showed that students were able to develop the language and evaluation skills for presentation and also indicated a reduction in anxiety. Thirdly, the research from Rochmawati (2015) entitled Project-Based Learning to Raise Students' Speaking Ability: Its' Effect and Implementation. The result of analysis showed that there was significant effect of Project-Based Learning toward students' speaking ability.



In the other aspect, previous studies that related with Project-Based Learning in relation to students' writing improvement and language learning also had been examined by many experts. Firstly, the research from Abbasian (2017) entitled *The Effect of Project-Based Learning on Iranian Intermediate EFL Learners' Paragraph Writing Skills*. The result of the research shows that the students who were taught by PBL outperformed the students who were taught by the instruction based on student textbooks. It indicated the positive effects of PBL in enhancing students' writing performance. Secondly, the study from Essien (2018) entitled *The Effects of Project-Based Learning on Students English Language Ability*. Based on his result, it was found that majority of the subjects resulted that PBL has improved their ability in critical thinking, ability in study skill, responsibility in personal and social aspect, and good communication skills. The outcome of the study is a great pointer for ESL educators to deploy Project-Based Learning as a teaching methodology to enhance students' English language ability. Thirdly, the study from Chikita, Padmadewi and Suarnajaya (2013) entitled *The Effect of Project-Based Learning and Students' Perceived Learning Discipline toward the Writing Competency of the Eleventh Grade Students of SMAN 5 Mataram in the Academic Year 2012/2013*. Their study discovers that: 1) there is a significant effect of PBL on students' writing competency, 2) there is no significant effect of the interaction between teaching methods and students' learning discipline level on students' writing competency, 3) PBL has significant effect for both high and low discipline students. Based on the analysis, PBL has positive effect on students' writing competency. So, it is recommended to apply

this teaching method in writing class as an alternative way to improve students' writing competency.

Based on the previous result above, the novelty of this research is on the combination between creativity aspect of the students and their writing competence with the use of Project-Based Learning. This combination is the new one in English language learning aspect, and suitable with the problems that found in the observation. It was found that the students learned English monotonously and made them cannot explore their creativity in learning English. The teacher taught his students mostly by explaining his teaching material and did not use any strategies that support students' writing skills.

Besides that, this basis of this research is come up from the preliminary observation where the students in SMPN 2 Sawan are taught through conventional teaching method and lack of variation. In relation to this problem, Sahtoni, Suyatna, and Manurung (2017) also found that most education in schools still does not support the growth and development of student's creativity. Student tends to be required to provide the correct answer and given less opportunity to provide alternative answers that foster creativity. Thus, it is needed to use innovative teaching strategy, in order to solve this problem.

Setiawati, Ratminingsih, and Adnyani (2018) state that an innovative teaching strategy is a way to be able to create an effective and interesting teaching and learning process especially in learning process. This is supported by Sari and Angreni (2018) also Dinantika, Suyanto, and Nyeneng (2019) who argue that

through the use of different strategies, it can help the students to be able to build their interest on writing by seeing the needs of the students, purposes, and interest in along with allowing the students to build their own knowledge, ideas and perspective through experiencing it by themselves which might help the students in expressing their ideas easily by using the language which they are learning.

Since it was found that Project-Based Learning can help students to be active in teaching learning process and to support the student-centered learning, so the researcher proposed a research entitled The Effect of Project-Based Learning on Creativity and Writing Competence in SMP Negeri 2 Sawan, Buleleng Regency in academic year 2019/2020.

## **1.2 Problem Identification**

There are a number of problems that have been identified. Those problem are presented as follows.

1.2.1 The teaching learning process was lack of variation. The phenomena that were found nowadays based on the background of the study indicated that the students learned English monotonously, which made them cannot explore their creativity in learning English. This is not relevant with the demand of 21<sup>st</sup> century skills. Moreover, it supported by the fact in the preliminary observation, that the teacher taught his students mostly by explaining his teaching material and answering questions in the teaching material used by the school. Therefore, it does not motivate young learners to learn more.



1.2.2 The teaching writing activity was in very control. Based on the result of the researcher preliminary observation, the teacher used the conventional teaching strategy (giving pictures to the students) as the brainstorming activity and took the role as the controller of the classroom, in which managing the writing activity in the classroom. The students write the text based on the example given in the whiteboard, which is no elaboration of the content given. In fact, various strategies are needed to teach the students' English writing effectively.

### **1.3 Research Scope**

The scope of this study was limited to the students in the 8<sup>th</sup> grade students in SMP Negeri 2 Sawan. The researcher intended to find out the significant effect of using Project-Based Learning on the students' creativity and writing competence.

### **1.4 Research Problems**

Based on the background above, the research questions are formulated as follows:

- 1) Is there any significant effect of Project-Based Learning toward students' creativity of 8<sup>th</sup> grade students of SMP Negeri 2 Sawan in academic year 2019/2020?

- 2) Is there any significant effect of Project-Based Learning toward students' writing competence of 8<sup>th</sup> grade students of SMP Negeri 2 Sawan in academic year 2019/2020?
- 3) Is there any simultaneous significant effect of Project-Based Learning toward students' creativity and students' writing competence of 8<sup>th</sup> grade students of SMP Negeri 2 Sawan in academic year 2019/2020?

### **1.5 Research Objectives**

The objectives of this research are formulated as follows:

- 1) To investigate whether there is a significant effect of Project-Based Learning toward students' creativity of 8<sup>th</sup> grade students of SMP Negeri 2 Sawan in academic year 2019/2020.
- 2) To investigate whether there is a significant effect of Project-Based Learning toward students' writing competence of 8<sup>th</sup> grade students of SMP Negeri 2 Sawan in academic year 2019/2020.
- 3) To investigate whether there is a simultaneous significant effect of Project-Based Learning toward students' creativity and students' writing competence of 8<sup>th</sup> grade students of SMP Negeri 2 Sawan in academic year 2019/2020.

## **1.6 Research Significances**

### **1.6.1 Theoretical Significance**

It is expected that the result of this research is able to give contribution to the development of the education, especially in implementing Project-Based Learning model for increasing students' creativity and writing competence in EFL Context.

### **1.6.2 Practical Significance**

- For Teacher

This study is expected to help teacher in teaching by using appropriate strategy in the classroom.

- For Students

This study is expected to improve their creativity in learning English and to improve students' writing competence.

- For Researcher

The other researcher had alternative sources when conducting related studies.