

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of (1) Background of Study, (2) Problems Identification, (3) Limitation of the Study, (4) Research Questions, (5) Research Objectives, and (6) Research Significance.

#### **1.1 Background of Study**

Nowadays, many teachers of Junior High School applied conventional method in the teaching learning process. The students just asked to write based on the topic given by the teacher or the topic from the book. The students only imitate and learn what has already been in the book. Those activities make the students feel bored and have no motivation to develop their ideas when they learn English (Kartikasari, 2018). The students do not have any chance to expand their creativity in learning process. In that case, the aspect of students' creativity also cannot be seen (Zainatuddar, 2015).

Science education views constructivism as playing an important role in creating effective teaching / learning methods. Students begin to understand about the world in which they live by showing their own personal experiences (Friday, et al. 2017; Kızıkan, Bektaş, 2017; Praba, Artini, & Ramendra, 2018).

According to Duffy and Johanssen (2013) based on constructivist point of view, learners are considered more than as active information processors. From their own active participation along the learning process, the students play an important role to develop and review their own knowledge. It is their

responsibility to review their own knowledge in the learning process. According to Surgenor (2010), to design a class that promotes a constructivist learning atmosphere, discussion, active learning, coaching, and scaffolding is the thing that teachers need to do. Those activities are expected to be able to engage students in learning process in the classroom.

The benefit of applying constructive learning in the classroom is not merely for giving students the real experiences on the knowledge learnt, but also for helping students to overcome their negative attitudes and provide them a reason to learn English in a real life-situated learning models and materials. According to Wang in Kaur and Singh (2014), learning a language is a very complex process and involves internal and external reasons in the process of mastering the language itself. It is important for teachers to help students build their positive attitude in learning a language.

There are several teaching models which are constructed based on constructivist theory. There are discovery learning, project-based learning, problem-based learning and inquiry learning. In line with previous statement, *Peraturan Pemerintah Pendidikan dan Kebudayaan tahun 2014 nomor 103* also proposes those four models to be used in the classroom as the implementation of scientific approach. Each of those models has its own strides and characteristics. These models have big potential to be used in classroom because of its excesses.

Indonesia has its own definition about curriculum or the education standard that is written in *Undang-Undang Pendidikan*. Based on *UU Sisdiknas No. 20 tahun 2003*, curriculum means a kind of plans and arrangement about

objectives, content, and learning materials as well as the ways of conducting learning activities for achieving particular educational objectives. It means that all learning activities conducted by the teacher in the classroom are based on curriculum.

Futhermore, Curriculum 2013 gives opportunity for teachers to develop instructional activities based on the syllabus. Teachers are demanded to design learning activities which enable students to achieve the four expected core competencies, namely religious competency, social attitudes, knowledge and skills (Kemendikbud, 2013). Moreover, the development of curriculum is intended to create an interactive, inspiring, fun, challengeing, and motivating learning process to make the students participate actively.

Moreover, since School Based Curriculum was applied, the main goal of learning process is not only the competency, but also how the students could enjoy the learning process. Thus, the recent beneficial teaching model is worth being implemented in the classroom. The four teaching models that are stated before, can be applied in Curriculum 2013. It can be seen from its basis which is constructivist, as known that it can give a number of significant advantages towards learners. The most important thing is that those methods are also relevant to be implemented in the classroom. In this particular study, the focus is on one of the methods stated before, that is Project-Based Learning.

Based on the preliminary observation, it was observed that the class interaction was still dominated by only some students. Others tended to passively listen to the teacher, which indicates that self-directed learning was not achieved

by the students. Besides, in the learning process, especially at SMP Negeri 1 Tembuku, the teacher taught English passively. The teacher rarely tried to apply alternative model. And also the teacher rarely emphasized on the 5 dimensions of writing, that is content, organization, structure, vocabulary, and mechanic, so the students became weak in their writing skill.

Regarding to the implementattion of the Project- Based Learning, students are expected to be more independent in the learning process, in which it occurs when students are not presented with a lesson in its final form, but students are expected to organize themselves. It is not easy for the teacher in creating an active situation, especially in constructing their own knowledge. Thus, it becomes the biggest challenge faced by the teacher. In fact, when the students learn trthrough project-based learning,it is expected that they are able to explore, interpret, assess, and synthezise information as an effort to produce a certain learning outcome. From the instructional activities done based on project-based learning, the result of students' English writing skill needs to be investigated. Certainly, grammatical structures, words, and certain extent of accuracy need to be respected (Golkova & Hubackova, 2014). The effect of project-based learning on the English writing skill is choosen based on the consideration that the instructional activities tend to be writing, creating products, and presentation, which are seen to influence students' writing skill.

PBL is the method that pushes the students too not only about absorbing the material but the students also have to produce something from the materials they have understood. According to the previous studies related to this research,

Project-Based Learning brought enhancements for the students, along with the advantages. Further, Rochmahwati (2015) conducted a mixed-method study on implementation of Project-Based Learning on students' English speaking ability in STAIN Ponorogo-Indonesia. The research found out that Project-Based Learning is more effective in the positive development of the students' speaking ability. It was also showed a significant positive responses towards learning by using Project- Based Learning in the classroom The students were able to actively participate in writing class.

Based on some previous research reviews above, the researcher decided to carry out Project-Based Learning as it brought enhancements and significant improvements in the students' score, especially in writing skill. The researcher believed in the significant effect on students' writing skill before and after being taught using Project-Based Learning.

The use of technology can facilitate and assist learning process in which both teacher and students have efficient way in sharing student's writing, observing student's progress and publishing student's work. In this study, google classroom and whats up group were used to facilitate teaching and learning process. Regarding the potentials of Project-based Learning and the complexity of English achievement, a research on this needs to be conducted. This problem leads to the needs for conducting the research entitled Project-Based Learning in Teaching EFL Writing in SMP Negeri 1 Tembuku: An analysis of the Effect on the 5 Dimensions of Writing.



## 1.2 Problems Identification

Project- Based Learning theoretically requires students to be actively involved in the classroom. It improves students' motivation to learn, encourages them to do important projects. Therefore, Project-Based Learning improves problem-solving skill that is very beneficial for students to master.

Unfortunately, based on the preliminary observation, when the English teacher taught the students about paragraph, it was observed that the class interaction was still dominated by only some students. Others tend to passively when the teacher asked the students to give their opinion, which indicates that self-directed learning was not achieved by the students. Besides, in the learning process, especially at SMP Negeri 1 Tembuku the teacher taught English passively. The teacher rarely tried alternative models such as Project-Based Learning. And also the teacher rarely emphasized on the 5 dimensions of writing, namely content organization, structure, vocabulary, and mechanic, so it became the weakness of the student's writing skill. The teacher just asked the students to write a paragraph based on the material on the book without clear explanation about the five dimensions of writing. This problem made the students weak in writing.

In the midst of social conflict due to the Covid-19 outbreak, students must remain enthusiastic in teaching and learning process. Almost no one thought, the face of education would change drastically due to the COVID-19 pandemic. In addition, the government required the students studied from home through online learning. Based on the preliminary observation at SMP N 1 Tembuku, the

English teacher stated that the students were lack in writing especially in five dimensions such as vocabulary, grammar, mechanic, content and organization. However, online learning without method of teaching and also didn't support by interactive platform or learning management system caused the student to get bored when teaching and learning process because less variation of teaching.

Furthermore, to build students' creativity, collaborative work, critical thinking, and problem solving in covid-19 pandemic the students needed interesting method which was supported by interesting platform. One of the famous one is Google Classroom. Google Classroom has many features that supported distance learning. Project-Based Learning could be offered as a solution on this problem since it is able to give opportunities for the students to apply their knowledge with more challenging activities. This study required students' effort to become independent learners as well as to work collaboratively in group.

With regard to those problems, implementing Project-Based Learning model for grade 9 students in SMP Negeri 1 Tembuku is a beneficial study to be done by researcher.

### **1.3 Limitation of the Study**

This study was conducted in SMP Negeri 1 Tembuku. It covered an analysis on finding out the impact of Project-Based Learning on students' writing skills. Moreover, this study was also conducted in analyzing the teaching and learning process during the implementation of Project- Based Learning in writing classes. This study was restricted to investigate whether project- based

learning affects students' writing skill in terms of content, organization, grammar, vocabulary, and mechanic at SMP Negeri 1 Tembuku. The investigation focused on the following points:

- a. The effect of Project-Based Learning on students' writing skill of grade 9 in SMP Negeri 1 Tembuku
- b. How Project-Based Learning affected the writing content, organization, grammar, vocabulary, and mechanic
- c. How the teaching and learning process during the implementation of Project-Based Learning in writing classes

#### **1.4 Research Questions**

The research problems can be formulated in the form of question as follows:

1. Is there any significant effect of project based learning on students' writing skill of Grade 9 in SMP Negeri 1 Tembuku?
2. How does project-based learning affect students' writing skill in terms of content, organization, grammar, vocabulary, and mechanic?
3. How is the teaching and learning process during the implementation of Project-Based Learning in writing classes?

#### **1.5 Research Objectives**

As what has been stated in the background of study, the main purpose of this research is to implement project based learning in grade 9 of SMP Negeri 1 Tembuku. More specifically, this research aims at:



1. Analyzing the effect of project based learning on students' writing skill of Grade 9 in SMP Negeri 1
2. Analyzing how project-based learning affect students' writing skill in term of content, organization, structure, vocabulary, and mechanic
3. Describing how the teaching and learning process during the implementation of Project Based Learning in writing classes

### **1.6 Research Significance**

The research findings the present of study are expected to be beneficial both theoretically and practically to those concerned with language teaching and learning.

#### **1. Theoretical significance**

Theoretically, the research findings are expected to confirm the previous theory. It was also enriched with theoretical foundation of English Language teaching particularly in conducting an instruction using project based learning which is implemented by English teacher.

#### **2. Practical significance**

Practically, this research is expected to give benefit for students, teachers, and other researchers.

##### **a. For students**

It is expected to give opportunity for students to develop their English writing skill. Moreover, the students are expected to have a motivation toward English because it affects students' success in learning language.

b. For teachers

It is expected to be beneficial for the teacher in providing a deeper understanding on effective strategy used on conducting as instruction. By involving the students' perception within this research, the teacher improves their awareness on the importance of considering attitudes in conducting instructional process.

c. For researcher

It is expected to be a first-hand reference for further research about project based learning in general or on EFL teaching and learning particularly.

