

CHAPTER I

INTRODUCTION

A. Background of Study

Project based learning is regarded as an investigative-based learning style in which real-world issues and problems serve as the basis for the learning setting. Although there is little research on the implementation process, project-based learning (PjBL) has been shown to have several good effects on student learning in the areas of topic knowledge, skills such as cooperation, critical thinking, and problem-solving, and engagement. Even though PjBL has many benefits for students, teachers still find it difficult to use, for example, discovered the following obstacles to the effective use of PBL: (a) time-consuming projects; (b) disorganized classrooms; (c) teachers unable to manage the flow of information; (d) difficult to find a balance between giving students self-reliance while giving them supports; (e) challenging to integrate technology as a cognitive tool; and (f) challenging to create authentic assessments.(Bradley-Levine, J., Berghoff, B., Seybold, J., Blackwell, S., & Smiley, A., 2010).

Through the completion of interesting projects that are based on challenges and dilemmas encountered in the real world, project-based learning allows students to learn new information and skills. Its objective is to help

students acquire the necessary skills (Almulla, 2020) . PjBL encourages better topic knowledge retention and comprehension as a result. Students are able to use what they have learnt in different contexts. Students can learn a variety of skills. Students gain the skills necessary for today's workplace and daily life, including taking the initiative, working responsibly, resolving problems, working in teams, and expressing ideas. Project-based learning blends material knowledge, meaningful action, and interpersonal connection to produce potent learning experiences that are beneficial to both students' academic success and personal growth.

Because it focuses on student activities that result in a product following lesson development, project-based learning is a learning model that may be used to the learning process in an effective way. The project-based learning model is a learning model that may be employed in the learning process since it concentrates students' actions while allowing them to reach their full potential, according to the presentation. Teachers' responsibilities include serving as a facilitator and providing guidance and assistance to students who need it. The use of the project-based learning methodology has resulted in the emergence of four pillars: learning to know, learning to do, learning to live together, and learning to be (Model et al., 2015) . The project in PjBL is to be able to engage students on doing things done based on their own plan, idea and creativity (Suryani, 2023). The students are able to freely choose the theme of

their writing assignment, to brainstorm the idea based on the theme and to creatively write the project.

There are several studies which show positive results of PjBL implementation. According to Salsabila (2018), PBL can help students write better procedural texts that combine social function, schematic organization, and linguistic elements. According to (Suryani, 2023), PjBL has been shown to improve students' writing. In addition, the project required students to address and resolve a real problem. In other words, this activity might help the students strengthen their critical thinking skills and might be a worthwhile undertaking for them.

There are four skills in English language learning need to be learned by students, they are listening, speaking, reading and writing. Writing is the process of using symbols, letters, punctuation and spaces to communicate thought and ideas. One of the methods for communicating with others is through writing. Writing in other hand, is the mental of process of creating ideas, considering how to express them, and arranging them into sentences and paragraphs that are understandable to reader.

Writing is a system of markings with a traditional reference that conveys information. For the majority of people, compared to the other skills, writing is the most difficult. It encompasses various factors, such as paragraph creation,

mechanic and content organization, and it demands standards from grammar, syntax, and vocabulary. It involves more than just writing letters, symbols, and numbers. According to Nunan (2007), it is essential for students to develop their writing skills in English. The ability to communicate ideas that are arranged on paper is known as writing, it is used to provide the reader with written information about everything. It is also helpful to obtain prepared for anything else. It involves gathering, arranging, and rewriting idea before them on paper. We can effectively communicate our ideas through writing. However, this ability needs to be developed by regular practice if we want the reader to understand our idea concisely, clearly, and effectively. We may write regularly to improve this skill because writing has so many positive effects on our lives (Milah, 2015). Allah stated in verse Qur'an Al-,Alaq: 4-5.

“He who taught [the use of] the pen, taught man that which He knew not” (Q.S Al- Alaq: 4-5)

In Junior High School, the students learn writing with several kinds of text. Based on Kurikulum 2013 syllabus, there are several texts that are taught such as Recount text, Narrative text, Procedure text, and Descriptive text. The capability of the students in producing a text is important as stated in the curriculum. On the other hand, the students often find troubles when they learn to write a text. The first issue is that some students are unable to create a text if the teacher chooses the materials. It is related to the students' limited knowledge

and the fact that not every student is familiar with the chosen materials. If the materials are decided by the students itself, the students can make a text based on their thinking and their experience. The second issue is that some students do not fully understand how relevant the text is for daily life. The majority of students merely understand how the text works. It occurs as a result of the teachers' failure to provide adequate materials.

Based on their comprehension, it is expected that the students will be able to comprehend every social function in the writing text lesson. From initial observations, it was known that certain English subject teachers at SMPN 1 Simpang Empat used and applied the project-based learning model in writing learning activities, while other teachers did not. Additionally, from the perspective of the English teacher, students are only directly involved with the task during the learning process rather than being focused on learning activities, which results in students becoming less active in participating in learning activities and continuing to lack motivation and student interest in learning to write.

Based on the foregoing, there is a need to further investigate the process of teaching writing by using Project-based learning method at junior high school. There is a necessity to understand that the use of a method has an important role to the effective teaching process.

B. Definition of Key Terms

In this research, the researcher needs to describe the key terms concerning the title as follows:

1. Project Based Learning

The emphasis of the Project Based Learning method is on task assignment, especially for projects that allow students to engage in an inquiry process. Therefore, it is anticipated that students will be able to learn the knowledge, abilities, and attitudes that teachers would use as the foundation for evaluation. In this research the PjBL in teaching writing conducted in two class.

2. Teaching writing

Writing involves two steps. Identifying meaning comes before putting it into language. Writing allows you to think things through that you could not have thought through it before. To help students practice and work with the language they have been learning. In this research teaching writing with PjBL the teacher facilitated the students in every process.

C. Research Question

1. How is the process of teaching writing by using Project Based Learning at SMPN 1 Simpang Empat Tanah Bumbu?
2. What are the difficulties faced by the teacher at SMPN 1 Simpang Empat in applying Project Based Learning?
3. How do the students respond the implementation of Project Based Learning at SMPN 1 Simpang Empat Tanah Bumbu?

D. Objectives of Study

Based on the problems above, the objectives of this research are:

1. To describe the process of teaching writing by using Project Based Learning at SMPN 1 Simpang Empat Tanah Bumbu?
2. To find out the difficulties faced by the teacher at SMPN 1 Simpang Empat in applying Project Based Learning?
3. To explore the students' responds the implementation of Project Based Learning at SMPN 1 Simpang Empat Tanah Bumbu?

E. Significance of Study

The result is expected to have advance, such as:

1. Enrich knowledge and experience of the researcher in this particular study.

2. By knowing the application of project based learning, it is expected to develop teacher PBL method, selecting and providing proper materials and to identify some difficulties that may encounter.
3. This study is hoped giving beneficial description to any other researcher who wants to study same case, so this study become helpful information and useful reference for the next studies.