

CHAPTER I

INTRODUCTION

A. Background of Study

Since online learning that has been carried out for two years in Indonesia, so students have to adapt to the previous atmosphere, the system of face-to-face classes, but still implement health protocols such as wearing masks is needed. Face-to-face teaching is definitely more effective than online learning because it allows teachers and students to interact directly in the classroom and allows teachers to interact more effectively with students.

English is one of the international languages. Just as it is a foreign language in this country, it is also a foreign language in Indonesia. There are four skills in English that school teachers must teach: listening, speaking, reading, and writing. Not only junior and senior high school students, but also college students. This leads to the fact that there are many problems in teaching and learning English as a foreign language in the classroom.

QS. Ali 'Imran Verse 18 declare demanding knowledge leads people to be wise:

شَهِدَ اللَّهُ أَنَّهُ لَا إِلَهَ إِلَّا هُوَ وَالْمَلَائِكَةُ وَأُولُوا الْعِلْمِ قَائِمًا بِالْقِسْطِ لَا إِلَهَ إِلَّا هُوَ الْعَزِيزُ الْحَكِيمُ

There were many learning methods that teachers could use in face-to-face classes. Project-based learning was one of them. Based on the idea that students acquire knowledge and skills by experiencing and solving real-world

problems, project-based learning (PjBL) has been recognized as effective and useful.

PjBL may be defined as an all-inclusive method of classroom instruction and learning that aims to involve students in the examination of real-world issues. Projects must have the following two elements. The first is they need a central query or issue that organizes the project's operations. The second is a result of these efforts, a final product that responds to the main question should emerge (Aksela, Maija, & Haatainen, 2019).

The driving question created by students or teachers shouldn't have so many restrictions that the results are predetermined and there is little possibility for pupils to come up with their own strategies for answering the question. The ability of students to create their own artifacts is essential since this is how they build their knowledge. Artifacts (such as a model, report, movie, or computer) are tangible and explicit (Aksela, Maija, & Haatainen, 2019).

Project-based learning that provides students with opportunities to acquire content knowledge and skills. Project-based learning varies by scope and specialization. Projects must be carefully planned, managed, and evaluated to accommodate a variety of students and reflect the challenging academic content involved skills. Such as collaboration, communication and critical thinking.

This means that using project-based learning methods requires good preparation by teachers and that there are no misunderstandings between students and teachers during the learning process. PjBL is defined as a teaching

approach that contextualizes learning by presenting students with problems to solve and products to develop.

Project-based learning is a model that organizes learning around projects, which are complex tasks based on difficult questions or problems, and gives students the opportunity to participate in problem-solving, decision-making, and planning of investigative activities. It is done relatively independently and over a long period of time in order to finally arrive at a realistic product or presentation (Sukerti & Yuliantini, 2018).

PjBL is defined as a teaching approach that contextualizes learning by presenting students with problems to solve and products to develop. Project-based learning is a model that organizes learning around projects, which are complex assignments based on difficult questions and problems, and involves and gives students the opportunity to engage in the design of problem-solving, decision-making, investigative activities, etc. It takes place over a long period of time and in relative independence, ultimately reaching a realistic product or presentation (Sukerti & Yuliantini, 2018).

The concept of critical thinking applies to all kinds of knowledge and means that truth engages the learner in a process of reflection, knowledge construction and deep thought. Curiosity and questioning are essential human qualities.

The ability to write an essay is very important as it gives teachers the opportunity to not only emphasize the student's ability to express their ideas, but

also to develop the skills necessary to complete the planned assignment through a series of stages (Saleh, 2019).

Essay writing using project-based learning methods emphasizes the need for good teamwork to achieve individual achievements. By introducing PjBL into English classes, it was hoped that students would achieve a wider range of language learning outcomes, including mastery of the four basic skills of English (Sukerti & Yuliantini, 2018).

B. Research Questions

This study was carried out to answer the following research questions:

1. How was the implementation of project-based learning model for students' critical thinking skills of descriptive text?
2. How was the influence of project-based learning model for students' critical thinking skills of descriptive text?

C. Objectives of Study

This study was conducted to achieve the following objectives:

1. To describe the implementation of project-based learning model for students' critical thinking skills of descriptive text.
2. To describe the influence of project-based learning model for students' critical thinking skills of descriptive text.

D. Significance of Study

1. Teacher

This research will be useful for teachers and students in developing project-based learning in teaching writing.

2. Researcher

Researchers believe that this research will benefit for teachers and students' learning skills, as well as other researchers interested in implementing project-based learning models for students' critical thinking skills related to teaching writing.

E. Definition of Key Terms

1. Project-Based Learning

Project-based learning is a learning model that can be applied to course development because it focuses on student activity during the learning process and leads to post-learning work (Ismuwardani, Nuryatin, & Doyin, 2019).

Applying this project-based learning model to learning can help student stay active, think critically and improving their learning skills. The application of PjBl in learning writing on descriptive text, the teacher acts as a student guide to be active in the learning process, plays an active role in conducting group discussions and working on descriptive text projects.

2. Critical Thinking Skill

Critical thinking is active participation in methodological discussions through application, analysis, synthesis, or evaluation of concepts as a basis for information obtained through the process of forming, observing, experiencing, reflecting, utilizing, inferring, or

communicating concepts. It is a process that is both skillfully and artfully formulated (Nafiah & Suyanto, 2014).

Action decisions have been collected. Teachers shape learning by presenting problems that enhance students' thinking skills and including analytical processes based on real problems (Nafiah & Suyanto, 2014).

The application of PjBL to improve students' critical thinking by working on projects in groups. Students discuss and decide the results of the discussion by mutual agreement that has been deliberated in groups. Students can gather opinions from several group members so that there were many opinions in completing the project. Therefore, it was important to teach critical thinking during learning so that students can actively practice their study skills.

3. Students

The students in this research are the students of SMAN 1 Long Ikis, Paser Regency, East Kalimantan in Science class at 5 semesters.