

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is important thing that can be separated from human being. Writing used as one of communication tools. According to Nurhayati (2016) writing is a way of sharing personal meaning. We can share our ideas, opinions, and thoughts through writing in form of written communication. Nunan (2003:88) and Brown (2001:337) state that writing is process of thinking to find ideas, thinking how to write a good written, how to express feelings into writing, and how to arranging the ideas become sentence and paragraph clearly. Not all information can be conveyed in spoken form, it also might be in written such as paper, text, and many others. Moreover, in this era so many social medias that we use in daily life which we often need write some texts in there because we cannot meet with the interlocutors.

We communicate every day through writing as much as we speak directly. In order to our message can be understood by the readers, we must have written skill. As Raimes (1983:76) said that writing is a skill which we deliver our thought to be arranged in words or sentences. Writing skill is the major's thing that should be considered in learning English (Nurhayati, 2019:20). It means we should not only to be a good speaker but also to be a good writer because we interact with people in many ways. That's why writing plays an important role in communication.

In learning English, writing becomes one of language skill that must be mastered by students. Writing also determine the success of learned English. As

Harmer (2004: 31) stated that writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. On the other hand, writing is known to be one of the most difficult skills to be mastered. In line with Byrne (1988:4); Heaton (1990: 135) writing skill is complex and difficult activity especially for EFL students. Meanwhile, students in senior high school have to master some texts. One of them is descriptive text. The reason of students must learn descriptive text is they used to describe, explain, and give information about something in detail with others in real life, even they talked about their favorite food, idol, things, etc. Descriptive text is a kind of factual type that is designed to describe a particular person, place, or thing (Gerot & Wignell. 1994:208). In this case, the researcher uses descriptive text to do research.

The students could develop writing skill when they apply their knowledge and sense to be practiced into writing. But, it is not easy because some students still face some problems. In general, the students have difficulty in describing the subject or object. It is because they are still lack of vocabulary, grammar, spelling, etc. According to Karani (2008:11) many students are still deal with the problems in content, organizing vocabulary and grammar when they do the task. As a result, the students are not able to describe clearly.

Based on interview with one of English teacher, she also said that the students face problems in developing the ideas. It is in line with Nurhayati (2016) that stated the writing problems include lack and organizing of ideas, rhetoric or pattern of thought, coherence and cohesion. Sometimes, only two sentences in a paragraph. Not only that, they also lack of grammar and vocabulary. The students

are also made mistakes in choosing vocabulary and in presenting expression in English (Nurhayati, 2020:130). It makes them difficult to describe place, people, or things. When students were asked to write, it took quite a long time to think about what they were going to write. This factor aroused because students had low motivation and passion in writing. The low motivation in writing made students have a limited source of ideas and confusedness in delivered their thoughts in writing form. In addition, lack some aspects of writing also made students difficult to develop the idea because they did not know what words which appropriate for the context, what grammatical rules and structure had to use. As a result, it could be difficult for students to express their idea when they write a descriptive text and the paragraph is still far from the characteristics of descriptive text.

Based on the explanation above, the researcher also meets some problem when the researcher teaches them writing with traditional method, the difficulties may occur because of the use monotonous teaching technique which make students feel bored and less enthusiasm. Most students feel enthusiast and curious when they get something new that they never get commonly. That's why the teacher can use strategies or models to make students more interesting in writing and to help students write better also solve their problem. In this case, teacher can apply project based learning which also suitable with *Kurikulum Merdeka*. Project based learning can increase students' motivation and attract students' attention. It is supported by Blumenfeld, et.al. (1991: 369-398), Green (1998: 56), Hadim&Esche (2002: 69) project based learning (PjBL) improves students' motivation and gives students a sense of satisfaction.

Project based learning is a teaching method which is based on student centered learning. Project based learning is a student-driven and teacher facilitated approach to learning (Bell, 2010: 39). It means project based learning has mission to increase students' participation during teaching and learning process. Project based learning (PjBL) asks students to be more active and creative. Students are expected to create a real thing that is based on teaching material. They are given opportunity to express their idea and develop their knowledge by producing a product. Therefore, project based learning is a model that organizes around the projects (Thomas, 2000:1). In conclusion, project based learning is a students centered approach that presents learner to solve the problem or product to develop. With project based learning, students are encouraged to explore their own interest.

So far, there are many studies about project based learning have been conducted by some researchers. First study was conducted by Septina (2013) in her research proves that project based learning is successfully applied to teach writing news item text by making clipping. Second study was conducted by Larasati (2015) the result of her research is the use of project based learning was very successful to improve students' writing skill on the hortatory exposition text with make a poster as the project. Third study done by Natalia in her research (2015) proves that project based learning is also effective and suitable to the students' writing descriptive text ability using 3D magazine. From all of previous studies above, Project Based Learning has a positive effect to teach writing.

This research has novelty that distinguish with previous studies. It is the use online media variation as the project while the previous studies still use offline media. In this research, the researcher employs PjBL using mind mapping video

as students' project in teaching writing descriptive text. The reason why the researcher used mind mapping video because it motivates students to utilize the Technology English Language Learning (TELL), and also it is challenging to write a paragraph of descriptive. The uniqueness of this research is the project can be uploaded on youtube, so the students have their own creation and be useful for other learners especially in this pandemic era. This research was aimed to extent the findings of previous study to different project, population, and research design. The researcher used a mix method design. Therefore, the researcher carries out a research entitle "Teaching Writing Descriptive Text by Using Project Based Learning at the Tenth Grade Students of MA Ma'arif Udanawu".

B. Statement of the Research Problem

Utilizing mixed method research, the problems are formulated into the following questions:

"Did the use of project based learning affect students' writing descriptive text achievement at the tenth grade of MA Ma'arif Udanawu?"

C. Objectives of the Research

Based on the statements of research problem, the objectives of this research is to find out the effect of project based learning toward students' writing descriptive text achievement at the tenth grade sudents of MA Ma'arif Udanawu.

D. Research Hypotheses

The hypotheses of this research are:

1. Null hypothesis : There is no positive effect on students' writing descriptive text after taught by using project based learning.

2. Alternative hypothesis : There is positive effect on students' writing descriptive text after taught by using project based learning.

E. Significance of the Study

1. For teacher

The researcher hopes it can be alternative method in teaching writing, especially writing descriptive text. It is also expected to help the teacher in using creative method especially in this pandemic era where the students have to study by online learning. So, the class could be fun and interesting.

2. For students

Motivate the students to learn English and insterest in writing. In addition, the using of project based learning could improve their understanding in writing descriptive text.

3. For other researchers

The researcher hopefully this study can give information for who want to conduct related this research. This study is still many weaknesses, so for other researchers are expected to do better research.

F. Scope and Limitation of the Study

This research is conducted to the use of project based learning towards students' writing descriptive text at the tenth grade of MA Ma'arif Udanawu. The researcher limits the research to the analysis of the use of project based learning in writing which refers to descriptive text. There are many projects in Project Based Learning that can be used in teaching writing. For example, clipping, poster, pop-up book, 3D magazine, wall magazine, pen pal, cartoon story maker, scrapbook,

and so on. In this research, the writer focuses on mind mapping video as project. The result of the data is students' score.

G. Definition of the key terms

1. Writing

Writing is one way to communicate and express ideas on the paper.

2. Project based learning (PjBL)

Project based learning (PjBL) is students centered teaching method by presenting problems to solve or products to develop through their own idea or new understanding.

3. Perception

Perception is how individuals' point of view towards something around them based on their experience.