

CHAPTER I

INTRODUCTION

This chapter presents background of the research, research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation, and definition of key terms.

A. Background of the Research

Writing is one way to communicate each other. It means that we can express and share our ideas, opinion, and feeling in form of written communication. Writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences and paragraph (Raimes, 1983:76). In conclusion, writing has important role in communication because not all information can be delivered by oral but also in written form such as paper, text, and many others.

In English language learning, writing is one of language skill that must be mastered by students. Writing skill is one of another skill (listening, reading, and speaking) which also determine the success of learned English. In other hand, writing is known to be one of the most difficult skill 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 recount text. It is related to the basic competence of tenth graders in curriculum 2013 that says students should achieve the ability to develop and produce written simple functional text in the form of

recount text in the writing English subject. Recount is a text that tells event or something happen in the past. Recount text is not only can be found in the school, but also in the real activity. In this case, the researcher will use recount text to do a research.

Consequently, in teaching recount text the teacher should give the stimulus to stimulate the students' knowledge. It refers to suitable technique, method, model of teaching learning, or media. Then, the students can easier to tell events or experiences in the past. Saragih (2014) states that in writing recount text the students must give audience a description of what occurred and when it occurred. That's why the teacher has to use interesting method and media to stimulate the students' ideas in writing recount text. It is also make students easier to develop a good paragraph of recount text.

To develop writing skill in recount text, the students could bring their experiences or their knowledge to be practiced into writing. But, it is not easy to write because some students still face some problems. In general, the students have difficulty in telling their experiences and develop paragraph of recount. It is because they lack of vocabulary, grammar, spelling, etc. As Karani (2008:11) states that so many students are still encountered with the problems in content, organizing vocabulary and grammar when they do the task in writing recount text. It is also supported by Harris et al (2014) that the difficulties of students' writing recount text dealing with the language features of recount text such as the use action verb, past tense, chronological conjunction and so on. As a result, the students are not able to write their story in a good form.

Furthermore, based on interview with the teacher of MA Ma'arif Udanawa a revealed that the students face problems in generating any ideas and lack understanding about some aspects of writing such as vocabulary, grammar, organization and so on. 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 recount text to convey their story, experiences, and events in the past.

Based on the explanation above, the difficulties may happen because of the use traditional way or monotonous teaching technique which make students feel bored and less enthusiasm. 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 suggested in curriculum 2013 (Departemen Pendidikan Nasional, 2013). Project based learning can increase students' motivation and attract students' attention. It is supported by Blumenfeld at 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 Marista (2016) in her research proves that project based learning is effective to teach writing descriptive text by using wall magazine. 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. In conclusion, from all of previous studies above, PjBL has a positive effect to teach writing.

In this research, the researcher employs PjBL with different project. It was a scrapbook project which distinguish with previous studies. The researcher wants to investigate that project based learning using scrapbook is effective or not to be applied in teaching writing recount text. The reason why the researcher used scrapbook as the project because it challenges and motivate students to write their story in the scrapbook project. They can design and decorate the scrapbook as much as they want to make their product interesting. Dealing with the explanation above, the researcher conducted an experimental research to examine the effectiveness of project based learning in writing recount text. Therefore, the researcher takes the title “The Effectiveness of Project Based Learning toward Students’ Writing Recount Text Achievement of the Tenth Grade at MA Ma’arif Udanawu”.

B. Research Problem

According to the background of the research, this research is aimed at giving answers on the following problems:

“Is there any significant difference on the students writing recount text achievement before and after being taught by using project based learning at the tenth grade of MA Ma’arif Udanawu?”

C. Objective of the Research

Based on the problem of the research, the objective of the research is to find out whether the project based learning strategy is effective in teaching recount text in the senior high school level or not.

D. Research Hypothesis

The hypotheses of this research are:

1. Null hypothesis : There is no any significant difference score on students' writing recount text before and after taught by using project based learning.
2. Alternative hypothesis : There is any significant difference score on students' writing recount text before and after taught by using project based learning.

E. The Significance of the Research

The researcher viewed the benefits of this research that may be derived from the study:

1. For teacher

The researcher hopes it will give the alternative strategy in teaching writing, especially writing recount text. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.

2. For students

Motivate the students to learn writing well and foster students' interest in learning. In addition, the using of project based learning could improve their ability in writing, especially recount text.

3. For researcher

The researcher will get a lot of knowledge and experience in teaching English using project based learning.

4. For other researchers

The researcher hopefully this study can be one of references 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

This research is conducted to the effectiveness of project based learning towards students' writing recount text at the tenth grade of MA Ma'arif Udanawu.

The researcher limits the research to the improvement achieved by students in writing skill of recount text through project based learning. There are many projects in PjBL 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 only focuses on scrapbook as project.

G. Definition of Key Terms

There are three key terms that are frequently used in this study. They are defined as follow:

1. Project based learning (PjBL)

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

2. Scrapbook

Scrapbook is a media which provides sticking, cutting or even drawing in one book (Ludens, 2006).