**CHAPTER I**

**INTRODUCTION**

1. **The Background of the Study**

English is a language used by many countries as a tool to communicate. English has been taught from elementary school to high school, even English become subjects tested in national exam. That is why it's important for students to learn English. In English there are four skills that should be known. The four Skills are: Speaking, listening, reading, and writing.

In this paper the writer would like to concentrate the research in writing skill, especially in writing descriptive text. Many students still have many difficulties on one of these skills in English, as stated by Cimcoz, that a majority of students dislike writing. When faced with a writing task, most students will react with comments like, "oh no not again" or "this is so boring". A teacher who does not try to see the real message behind these comments could easily become discouraged. Eventually, both the teacher and the students will 'hate writing'. To prevent this from happening the teacher should consider what students actually mean when they say "boring", and the possibility that students are actually expressing their insecurity and lack of confidence in completing the task.[[1]](#footnote-1) From the result of observations at SMAN 1 Carenang that many students who have difficulty in writing text English, one of them is text descriptive. Text descriptive is a text that serves to describe the characteristics of a person, an object or a place.

Based on the statement above the appropriate method or approach is needed. Method plays an important role in supporting the success of teaching and education. Teaching seems to be more related to giving cognitive insights to learners, which in turn can lead to a sense that supports appreciation and practice in a better manner. Thus teaching is a tool for achieving educational goals and for the achievement of teaching objectives is largely determined by the method applied.

“Edward Anthony (1963) gave us a definition that has quite admirably withstood the test of time. his concept of method was the second of three hierarchical elements, namely, *approach, method,* and *technique*. an approach, according to Anthony, was a set of assumption dealing with the nature of language, learning, and teaching. Method was defined as an overall plan for systematic presentation of language based on a selected approach. it followed that techniques were specific classroom activities consistent with a method, and therefore in harmony with an approach as well.”[[2]](#footnote-2)

The use of appropriate methods or approaches in learning especially writing can determine the success rate of students with a higher percentage. Although it is not easy to provide appropriate text and method in writing skill for the students, the writer here would like to purpose the approach that should be implemented in teaching descriptive writing is Project based learning.

The reason that the writer chose Project based Learning because of “Project-Based Learning (PBL) is an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop. Project-Based Learning aims to engage students in the investigation of real life phenomena and develop students’ creativity (Beckett & Miller, 2006).”[[3]](#footnote-3) The one example is the teacher gives a particular object to the students, after which the students are directed to do research on the object and make the project writing creative with descriptive writing.

According to the background of research above, the writer took the title **“The Effectiveness of Project Based Learning in Teaching Descriptive Writing”.**

1. **Identification of Problem**

Based on the problem that has stated above, there are some problems that will be investigated through this study of Students' writing skill. Writing is basically a person's process of writing and expressing ideas in written language. To provide understanding to students in describing something in writing language requires appropriate methods and approaches for students to easily express ideas in writing. Teachers can use methods and approaches to teach writing, one of the approaches that can be used is to use project-based learning approaches, with this approach students will be directed to create creative projects with teams, so writing lessons that usually seem boring will be enjoyable for students.

1. **Limitation of Problem**

Based on the identification above the writer will focus on implementing Project based learning in teaching descriptive writing and the object of research is students of the Tenth grade of SMAN 1 Carenang, the research methodology will be used in this research is experimental research.

1. **Statement of The Problem**

Based on the background of the study above, the research problems on this research can be formulated as follows;

1. How is the student’s ability in writing descriptive text at the tenth grade of SMAN 1 Carenang ?
2. How is the effectiveness of teaching writing descriptive text with Project based learning at the tenth grade of SMAN 1 Carenang ?.
3. **The Objective of Study**

The general objective of this study is to improve the student ability in writing descriptive text the specific objective of the study are follows;

1. To find out The student’s descriptive writing ability at the tenth grade of SMAN 1 Carenang.
2. To find out The effectiveness of teaching writing descriptive text with Project based learning at the tenth grade of SMAN 1 Carenang.
3. **The Important of the Study**

The Significant of the study is advantageous for :

1. Student

Student will be more enjoyable to learn writing. Beside student more interesting and does not feel bored when learn English, especially in learning writing.

1. Teacher

Teacher can take advantages of the implementing project based learning as an approach, because that approach is interesting to teach descriptive writing more creatively.

1. Writer

The writer hopes the result will give worth contribution in English teaching learning either teacher or student by finding the implementation of project based learning as an approach to teach descriptive writing.

1. **The Previous Study**

The writer also refers to the previous research that some of them more focus on teaching media than a method or an approach.

1. “Teaching writing procedure text by using sequence picture” (an experimental research at the third grade of SMPN 2 Cikeusal Serang-Banten), by Isnaeni (SRN:102300975) published in IAIN Sultan Maulana Hasanudin Banten in 2015. Her analysis is aimed to know the effectiveness of teaching writing procedure text using sequence picture. The students’ highest score in experimental class was 82 (mean: 71,4), the result of the student’s highest score in control class was 70 (mean: 55,73). Based on the result of the test the researcher conclude that is experimental class is bigger than control class, it means the media that she used has shown true influence for student’ writing understanding.[[4]](#footnote-4)

The different between her research and the writer that she focus on teaching writing of procedure text and the use of media while the writer focus on teaching writing descriptive text by using an approach that is Project based learning.

1. “Using Flash Card in Teaching Reading of Descriptive text ”(an experimental research at the Eight grade of students SMPN 15 Kota Serang), by Febriyeni Khoirunnisa (SRN: 102300969), Published in IAIN Sultan Maulana Hasanudin Banten in 2014. Her analysis is aimed to know the effectiveness of flash card in teaching reading of descriptive text. The students’ highest score in experimental class was 95 (mean: 81.00) and the students’ highest score in control class was 60 (mean: 77.25). Based on the result of the test the researcher conclude that is experimental class is bigger than control class, it means the media that she used has shown true influence for student’ reading descriptive text understanding.[[5]](#footnote-5)

The different between her research and the writer that she focus on the use of media and the descriptive text is in teaching reading while the writer focus on teaching writing descriptive text by using an approach that is Project based learning.

1. The last previous research the writer got from the journal the title is “The Implementation of Project-Based Learning Approach in Teaching Writing News Item Text” by Septina Ardianti and Eti Kurniasih. Their analysis is aimed to the students’ response toward the implementation of Project-Based Learning approach in teaching writing news item text and she used qualitative method. The result of her study, she conclude that the use of Project-Based Learning approach can help tenth graders students of SMA 1 Karangan to have better understanding in writing news item text. Students who are still confuse in the first writing, were develop well after they work with the project and share the knowledge with their group.[[6]](#footnote-6)

Their research nearly as same as the writer, but still have differences, one of them is when viewed from the type of text used, the text used in the application of project based learning approach is news item text, while the author uses descriptive text, other than that the type of method used by researchers is a type of qualitative methods, while the author uses quantitative methods.

1. **Organization of the Writing**

The main part of this paper consist of five chapters, which deal between chapter one with other chapters.

Chapter I : Introduction consist of Background of Study, Identification of Problem, Limitation of Problem, Statement of The Problem, The Objective of Study, The Important of the Study, The Previous Study and Organization of Writing.

Chapter II : Theoretical Review consist of **Theoretical Definition**; Concept of Writing; *the definition of writing, kinds of writing, the stages of writing process,* and *Assessing Writing,* Concept of Project-based Learning; *the definition of project-based learning, the components of project-based learning, and the advantages of project-based learning* and Concept of Descriptive text; *the definition of Descriptive text, generic structure of descriptive text, and Grammatical features of descriptive text*, **Theoretical Framework** and **The Hypothesis**.

Chapter III: Methodology of Research consist of the method of the research, place and time of research, population and sample, the technique of data collecting, and the technique of data analyzing.

Chapter IV: Research Finding and Discussion

Chapter V: Closing, consist of conclusions and suggestions that relevance to the exciting problem.

1. Yesim Cimcoz, “Teaching ESL/EFL Students to Write Better”, in The Internet TESL Journal, Vol. 5, No. 10, (October, 1999). Retrieved on January 16, 2018 from

   http://iteslj.org/Techniques/Cimcoz-Writing.html [↑](#footnote-ref-1)
2. Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge University Press) page. 9 [↑](#footnote-ref-2)
3. Septina Ardianti and Esti Kurniasih, “*The Implementation of Project-Based Learning Approach in Teaching Writing News Item Text to the Tenth Grades of SMA 1 Karangan Trenggalek”* Vol. 1 No. (December 2013). Retrieved on January 16, 2018 from

   http://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/10425 [↑](#footnote-ref-3)
4. Isnaeni, *A paper Teaching Writing Procedure Text By Using Sequence Pictures,* Published at IAIN SMH Banten. [↑](#footnote-ref-4)
5. Febriyeni Khoirunnisa, *A paper Using Flash Cards In Teaching Reading of Descriptive Text,* Published at IAIN SMH Banten. [↑](#footnote-ref-5)
6. Septina Ardianti and Esti Kurniasih, “*The Implementation of Project-Based Learning Approach in Teaching Writing News Item Text to the Tenth Grades of SMA 1 Karangan Trenggalek”* Vol. 1 No. (December 2013). Retrieved on January 16, 2018 from

   http://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/10425 [↑](#footnote-ref-6)