

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In Indonesian education, teaching and learning activities are no longer expected and can be done in various places other than only in schools. The teaching and learning activities process is an action for teachers to pursue learning objectives and systematically carry out a process of learning activities so that the learning activities carried out are practical and conducive. The method of this learning activity also stipulates three main things, namely planning, Implementation, and evaluation, in which these three things can be used as the primary basis for teachers so that the teaching and learning process is more organized and goes according to what has been planned.<sup>1</sup>

By carrying out this teaching and learning process, of course, every teacher can use and choose a learning model adapted from the learning material and the student's abilities. By selecting an appropriate learning model, the teacher can determine what things must be prepared thoroughly and see the student's skills. To adapt the current curriculum, namely the 2013 curriculum, one of the learning models that researchers want to know is the Project-Based Learning model.

By carrying out writing learning activities for students, the learning model used can be in the form of projects where students will be directly involved in the real world and solve problems that students face. This learning model is called the Project-Based Learning model. Many teachers

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<sup>1</sup> Rahma Wahyu, "Implementasi Model Project Based Learning ( PJBL ) Ditinjau dari Penerapan Ditinjau dari Penerapan Kurikulum 2013", *Teknosienza*, Vol. 1, No. 1, (Oktober 2016), 50.

have used this method to teach and have been used and practiced for a long time in the world of education around the early 1980s.<sup>2</sup> The definition of Project-Based Learning method is one of the learning models whose main focus in learning is to link projects as learning media.<sup>3</sup> And this method also provides the opportunity for students to design, plan, and implement projects by the learning material. The project produces project outputs shown to others, such as designed products, publications, or presentations.

This method is also focused on developing existing skills in learning activities, namely communication/discussion, collaborative skills, critical thinking, and problem-solving skills. This method helps students improve their writing skills and allows them to express their opinions freely. Freedom will enable teachers to manage the learning process to be effective and that learning activities become attractive to students. With this Project-Based Learning method, students will be guided by the subject teacher by doing a project, namely making a written work or text, to check whether this method greatly influences their writing and teaching and learning activities.

In English lessons, learning to write for students is very important that must be learned because writing skills are known as complex skills to learn, where this writing ability requires broad enough skills and knowledge to make a written work. Humans possess writing ability to express what someone thinks and feels fortunately conveyed indirectly. Still, through writing.<sup>4</sup> By expressing thoughts that will be conveyed to others, an article

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<sup>2</sup> Xiaomei Du and Jie Han, "A Literature Review on the Definition and Process of Project-Based Learning and Other Relative Studies", *Creative Education*, Vol. 07, No. 07, (May 2016), 1080.

<sup>3</sup> M.Hosnan, "*Pendekatan Saintifik dan Kontekstual Dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013*", (Penerbit Ghalia Indonesia: Bogor, 2014), 319.

<sup>4</sup> Dwi Suci Amaniarsih, Nurmahyuni Asrul and Meida Rabia Sihite, "Improving Students' Writing Skill of Descriptive Paragraph Through Mind Mapping Method, *Jurnal JOEPALLT*, Vol. 8, No. 2, (September 2020) 40.

is conveyed in clear words and has the right meaning so that people who read it understand what has been conveyed. To put it differently, writing is an activity that can be used to solve an issue and lead to various processes and plans.<sup>5</sup> This interpretation suggests that writing might assist someone in maintaining communication and indirectly providing information in certain situations.

Students also have their perspective: their understanding of learning material through their environment and expressing their feelings or thought patterns. Students must also have confidence in learning to write to improve their writing skills in learning activities. Therefore, the teacher has an essential role in teaching writing. The role of the teacher here is not only to help and motivate students in learning, but the part of the teacher here must be creative in teaching writing to make it easier for students to develop their mindset when learning to write. The teacher also becomes a student facilitator to help students overcome difficulties in learning to write. Therefore, students must also have self-confidence and have a responsible nature in learning and behaving in writing.

From the statement described regarding writing skills, that of some English skills writing skills is still a difficult thing in learning English. In one of the previous studies entitled "Project-Based Learning To Develop Students' Ability and Creativity in Writing Narrative Story," in a problem statement related to writing, the author explained that writing ability is one of the skills whose talents are complicated to learn because students will feel challenged in learning to write. With this, students still have difficulty learning to write where they do not yet have the will to know the strategies and processes used to learn to write. Therefore, in the end, students become

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<sup>5</sup> Ken Hyland, "Teaching and researching writing", (Pearson Longman: London, UK, 2002).

confused about starting to learn to write and participate in their decreased interest and confidence in learning to write and especially in English lessons. And other problems related to writing experienced by students are those who feel that they are still confused and have difficulty writing, which is like there are several types of simple texts such as descriptive, narrative, procedural, recount texts, etc. From some students too, students are still not fully mastered in terms of developing their main ideas, the use of grammar and wording according to the topic, as well as the use of grammatical structures where students are still confused about how to place the correct grammatical constructions.<sup>6</sup>

Based on initial observations, on September 1, 2021, at MAN II Kab. Serang, especially in grade 10, shows that some teachers of English subjects use and apply the Project-Based Learning model in writing learning activities, and some teachers also do not use this Project-Based Learning model. And also, based on the point of view of the English subject teacher, in the learning process, students are only directly involved with the task without focusing students on learning activities so that students become less active in participating in learning activities and there is still a lack of motivation and student interest in learning to write.

So from this statement, researchers are interested in knowing the perspectives of teachers and students regarding the use of the Project-Based Learning model in learning to write at MAN II Kab. Serang. And the researcher also chose descriptive qualitative research as a research method to determine the perspectives of teachers and students.

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<sup>6</sup> Eva Fitriani Syarifah and Raynesa Noor Emiliasari, 'Project-Based Learning To Develop Students' Ability and Creativity in Writing Narrative Story', *Indonesian EFL Journal*, Vol. 5, No. 1, (January, 2019), 85.

## **B. Identification of Problem**

To find out the problem to be known, the researcher conducted a pre-survey by conducting interviews with teachers regarding the implementation of the Project-Based Learning model in learning writing skills. Based on the results of interviews, researchers found several problems, namely as follows:

1. The teacher implements the Project-Based Learning model by only adjusting the learning material that will be delivered to students.
2. Students' writing ability is still lacking due to lack of practice and students' knowledge in learning to write.
3. Students are only involved with assignments without participating in planned learning activities so that students become less active and also less interested in participating in the process of learning activities.

## **C. Limitation of Problem**

Based on some of the identification of the problems that have been mentioned, it is impossible for the researcher to solve the problems that have been mentioned and it will be a very difficult and long job for the researcher himself. With the limitations that researchers have, this research only focuses on the perspectives of teachers and students regarding the implementation of the Project-Based Learning model in learning writing skills.

## **D. Problem of Statement**

Based on the previous background, the researchers formulated the following questions:

1. What is the teacher's perspective on the implementation of the Project-Based Learning model in learning writing skills at MAN II Kab.Serang?

2. What is the teacher's perspective on the strengths and weaknesses of the Project-Based Learning model in learning writing skills at MAN II Kab.Serang?
3. What is the student's perspective regarding the implementation of the Project-Based Learning model in learning writing skill at MAN II Kab.Serang?

#### **E. The Objective of the Study**

The objective of this research based on the formulation of the problem, namely:

1. To find out the teacher's perspective on the implementation of the Project Based Learning model in learning writing skills at MAN II Kab.Serang.
2. To find out the teacher's perspective on the strengths and weaknesses of the Project-Based Learning model in learning writing skills at MAN II Kab.Serang.
3. To find out students' perspectives regarding the implementation of the Project-Based Learning model in learning writing skills at MAN II Kab. Serang.

#### **F. Significance of the study**

This study is likely to benefit and contribute to:

##### **a. For English teachers at MAN II Kab Serang**

To aid teachers in the implementation of learning activities and to serve as a reference for students to develop their writing abilities.

##### **b. For students of MAN II Kab Serang.**

As a learning tool, it can help to make learning exercises more fascinating and enjoyable, as well as promote a sense of interest and confidence in English.

**c. For schools MAN II Kab Serang**

To improve the quality and efficacy of learning in order to meet the school's curriculum goals, as well as to devote more time and resources to improving school buildings and infrastructure.

**G. Previous of Study**

In previous studies that have been carried out to determine the perspectives of teachers and students regarding the use of the Project-Based Learning model with different descriptive studies, it is hoped that it can help researchers as literature in writing this research. These studies are presented as follows:

Trisdiono in his research entitled "Project Based-Learning in Teacher's Perspectives" said that the teacher's perspective regarding the use of the Project Based-Learning model was based on the teacher's experience during learning and the obstacles in making lesson plans and determining teaching materials that were adapted to the needs of the teacher curriculum. The results of this study indicate that the problems faced from preparing lesson plans, implementing learning models, and evaluating learning using the Project-Based Learning model from the teacher's perspective are the same, namely the difficulties they face when using this Project Based-Learning model.<sup>7</sup>

Syarifah and Emiliasari in their research where one of the objectives of their research is to reveal students' perceptions of the implementation of learning with the Project Based-Learning model in writing courses. Based on the results of interviews that have been conducted after the implementation of the Project Based-Learning model, it has been shown that almost all students gave a positive response to the implementation of

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<sup>7</sup> Harli Trisdiono, "Project Based- Learning in Teachers ' Perspectives", Vol. 2, No. 5, (2014), 1.

this Project Based-Learning model. They responded that project activities were more effective and enjoyable because they could discover the interests and abilities they got from the final project results. And this project task can also be completed easily if done together in order to alleviate their difficulties, build cooperation in groups, and be able to take responsibility for the problems they face.<sup>8</sup>

Myeong-hee in his research where one of the research objectives is to reveal students' perceptions of Project Based-Learning to increase students' motivation in learning English. Based on the results of his research, namely in the form of a questionnaire to fulfill the research objectives, namely students' perceptions of the use of Project Based-Learning, shows that students' responses to Project-Based Learning are very positive. And these results also show that learning activities are much more improved and more helpful for students to improve their ability to learn English.<sup>9</sup>

Related to several previous studies, the researcher found several similarities related to the focus of this research. This research provides students' perceptions regarding the implementation of the Project-Based Learning model in learning to write and also to increase motivation in learning English. This reveals that there are similarities related to the focus of this research, namely knowing students' perspectives in implementing the Project-Based Learning model for learning writing skills and one of the categories used is student interest in learning by implementing the Project-Based Learning model. And the difference from previous research regarding the teacher's perspective in

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<sup>8</sup> Eva F. Syarifah and Raynesa N. Emiliasari, "Project-Based Learning To Develop Students' Ability and Creativity in Writing Narrative Story", Indonesian EFL Journal (IEFLJ), Vol. 5, No. 1, (January 2019), 91-92.

<sup>9</sup> Myeong-Hee Shin, "Effects of Project-Based Learning on Students' Motivation and Self-Efficacy", Vol. 73, 106.



implementing the Project-Based Learning model with this research is the difficulty in preparing lesson plans, implementing learning models and also evaluating learning activities. Therefore, the researcher focused this research on the teacher's perspective regarding the implementation and the strengths and weaknesses of the Project-Based Learning model as well as the student's perspective on the student's response to the implementation of the Project-Based Learning model in learning writing skills.