

## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Project-Based Learning Model

##### 1. Definition of Project-Based Learning Model

Using the learning method, namely Project-Based Learning (PjBL), the author briefly explains the Project-Based Learning method. This Project-Based Learning model focuses on the word "project". While the understanding of the project itself is a task or work that involves students with problems and information by solving and solving a problem and providing opportunities in designing a product so that it makes an interesting experience.<sup>10</sup>

While the simple understanding of the Project Based Learning model according to Hosnan as quoted by Ali et al. is one of the learning models whose main focus in learning is to link projects as learning media.<sup>11</sup> This learning model establishes a problem in which students will find and explore the source of the problem for the first step so that students can integrate new knowledge and real life to achieve the learning objectives themselves.

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<sup>10</sup> Beau Fly Jones, Claudette M. Rasmussen, And Mary C. Moffitt, *"Real-life problem solving: A collaborative approach to interdisciplinary learning"*, (American Psychological Association, 1997), 181

<sup>11</sup> M.Hosnan, *"Pendekatan Saintifik dan Kontekstual Dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013"*, (Penerbit Ghalia Indonesia: Bogor), 2014, 319.

In addition, the process of using the Project-Based Learning model can affect student learning outcomes and skills which can be seen from the skills, attitudes, creativity and student activities that are accompanied by the student learning process. This method is very helpful for students and teachers in the teaching and learning process and also involves students in learning activities so that students are motivated and can form students' creative attitudes, therefore the Project-Based Learning method is one of the effective methods that helps solve problems in every problem. in order to develop the mindset and creativity of students because this method focuses on students and has a scientific approach.<sup>12</sup> 3This method is exact and conducive in helping and directing students to get involved directly in developing and producing something by using the skills and abilities that students have and also making them have the nature that is responsible for solving a theory or the problems they face.<sup>13</sup> In addition to helping students develop their way of thinking, this Project Based Learning method is beneficial for increasing the knowledge they want to know and having the confidence to

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<sup>12</sup> Asep Jihad dan Abdul Haris, “*Evaluasi Pembelajaran*”, (Yogyakarta: Multi Pressindo, 2013).

<sup>13</sup> Lillian G.Katz and Sylvia C.Chard, “*Engaging Children’s Minds: The Project Approach (2nd ed.)*”, (USA:Ablex Publishing Corporation, 2000).

determine something and make them think critically in solving a problem.<sup>14</sup>

With this Project-Based Learning model, students are more likely to be active and motivated in collaborative learning activities, so that learning outcomes and objectives are achieved maximally compared to using only traditional methods or lectures.<sup>15</sup>

Project-Based Learning is a method that encourages students to face problems and questions through a project or work. In this method, there are several things in implementing Project-Based Learning, namely:

- a. Get students involved in real problems and understand how to solve these problems.
- b. Make students involved in learning activities to deepen their existing knowledge and skills.
- c. Provide space and opportunity for students to learn and practice skills related to the real world.
- d. Students have the opportunity to learn and practice skills individually and in groups.

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<sup>14</sup>Myeong-Hee Shin, "Effects of Project-Based Learning on Students' Motivation and Self-Efficacy", *English Teaching*, Vol. 73, No. 1, (2018), 97.

<sup>15</sup> Harm-Jan Steenhuis and Lawrence Rowland, "*Project-Based Learning: How to Approach, Report, Present, and Learn from Course-Long Projects*", (New York: Business Experts Press, 2018), 31.

- e. Include evaluation activities to provide direction to students regarding their understanding and experiences.

With the application mentioned above, it is concluded that this method can help students in developing knowledge and make them become individuals who are brave in making decisions and can solve a problem from a certain context.<sup>16</sup>

## **2. Significances of Project-Based Learning**

In using the Project-Based Learning method, there are several benefits, including:

### **a. Increase motivation to learn and develop the ability to carry out useful activities**

By using Project-Based Learning, students gain broad knowledge and skills by working together over a set period of time to produce real products which they then present. In addition, Projects that are authentic assignments are more meaningful to students, boost interest, incentive to participate, and can promote learning from a motivational standpoint.<sup>17</sup>

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<sup>16</sup> Ridwan Abdullah Sani, *“Pembelajaran saintifik : untuk implementasi kurikulum 2013”*, (Jakarta: Bumi Aksara, 2014).

<sup>17</sup> Jere Brophy, *“Motivating Students to Learn”*, (New Jersey: Lawrence Erlbaum Associates, 2004).

**b. Students' attitudes and qualities are being shaped**

Student creativity, internal interest, responsibility, interpersonal communication skills, social skills, teamwork and problem solving skills all benefit from project-based learning. Therefore, the benefits mentioned can develop students' potential in learning and can shape student attitudes and student personalities.<sup>18</sup>

**c. Project-Based Learning can provide contextual and meaningful learning.**

Project-Based Learning can develop several contextually that serve students in real-life situations by offering practical learning and according to student needs and in this Project-Based Learning method can produce products that will later be useful in real-life situations.<sup>19</sup> And most importantly, Project-Based Learning can encourage students to participate in creating projects and increase their enthusiasm for learning and understanding. Students build experiences, constructs,

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<sup>18</sup> Myeong-Hee Shin, "Effects of Project-Based Learning on Students' Motivation and Self-Efficacy", Vol. 73, 97.

<sup>19</sup> Iosif Fragoulis, "Project-Based Learning in the Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to Practice", English Language Teaching, Vol. 2, No.3, September 2009, 114.

and abstract concepts by witnessing and engaging in Project-Based Learning.<sup>20</sup>

**d. Students' ability to use technology should be improved**

With the era that has entered with increasing technology, students have mastered and fully understood the use of technology. Project-Based Learning can anticipate student learning activities and acquire more than just their language skills through skills in technology. In a sense, technology can assist language learning activities and cultural understanding that can be mastered by students as well as quality learning materials and learning atmosphere.<sup>21</sup>

**3. Project-Based Learning model teaching planning**

Before teaching, of course the teacher makes a plan in advance to teach students in class. Planning in learning itself is the initial plan made by the teacher to arrange the steps of learning activities that will be carried out at the upcoming meeting by obtaining the learning objectives that have been determined effectively and efficiently.<sup>22</sup> In planning teaching with the Project-Based Learning model, there are

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<sup>20</sup> David A.Kolb, "*Experiential learning: Experience as the source of learning and development*", (New Jersey: Experience Based Learning System, Inc, 1984).

<sup>21</sup> Myeong-Hee Shin, "Effects of Project-Based Learning on Students' Motivation and Self-Efficacy", Vol. 73,99.

<sup>22</sup> Farida Jaya, "Perencanaan Pembelajaran", (Bahan ajar, UIN SUMATERA UTARA, 2019), 9.

several things that the teacher must prepare before teaching in class, namely as follows:

a. **Making Lesson Plan**

Before carrying out learning activities, teachers are required to prepare and compile lesson plan. Lesson plan is a part of learning planning which can include syllabus, learning text books and also teacher guide books that can be developed by teachers.<sup>23</sup> The goal is to prepare lesson plans so that learning activities can be carried out properly and can achieve learning objectives so that the process of learning activities can take place in a fun and interactive way.<sup>24</sup> Lesson Plan components can include school identity, subject name, class and semester, time allocation, KI, KD, and GPA (Competency Achievement Indicators), learning materials, learning methods, media/tools, materials, relevant learning resources, and also assessment of learning outcomes.<sup>25</sup>

To be clear, there are several requirements in the preparation of the RPP based on Permendikbud No. 103 of

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<sup>23</sup> Permendikbud, Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah, 2014, No. 103.

<sup>24</sup> Farida Jaya, "Perencanaan Pembelajaran", 92.

<sup>25</sup> Permendikbud, Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah, 2014, No. 103.

2014 concerning Learning in Elementary and Secondary Schools as follows:<sup>26</sup>

- 1) Each RPP must cover all basic competencies, attitudes, social skills, knowledge and skills.
- 2) In one lesson plan, meetings can be held in one or several meetings.
- 3) Pay attention to the individual characteristics of each student.
- 4) Learning activities that can focus and involve students.
- 5) Having a context that makes the surrounding environment in the process of learning activities a source of learning for students.
- 6) Involving the development of science and technology that has the values of today's life.
- 7) Learning activities that can increase independence in learning.
- 8) Provide feedback and additional learning opportunities.

#### **b. Determination of learning materials**

Before teaching, the teacher must also determine what kind of learning materials will be taught to students. In

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<sup>26</sup> Permendikbud, Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah, 2014, No. 103.



determining the material, the teacher will determine the topic of learning where the topic can determine problems that involve real life and the environment around students based on Basic Competence (KD). Determination of material will also direct students to create projects that they will complete later. With the determination of learning topics, students will know and understand the learning topics to be studied and can achieve their learning objectives.<sup>27</sup>

### c. Media or learning tools used

In preparing for learning, teachers can prepare media or tools that will be used to teach in class. Media is a learning tool or physical vehicle that contains educational content in the student environment that can stimulate students to learn.<sup>28</sup> In the Project-Based Learning model, according to Hosnan, as quoted by Ali et al., this learning model uses projects and learning activities as media.<sup>29</sup> Therefore, the teacher can adjust what learning media will be used for students related to project completion. Learning media with this learning model

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<sup>27</sup> Hasanatul Hamidah, Talitha Ardelia S.Rabbani, Susi Fauziah, Rizma A.Puspita, et al., *HOTS-Oriented Module: Project-Based Learning*, (Jakarta Selatan: SEAMEO QITEP in Language, 2020), 21.

<sup>28</sup> Sutirman, *Media dan Model-Model Pembelajaran Inovatif*, (Yogyakarta: GRAHA ILMU, 2013), 15.

<sup>29</sup> M.Hosnan, "*Pendekatan Saintifik dan Kontekstual Dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013*", 82.

has several criteria, namely those related to learning topics, cheap, easy to obtain, practical and simple and can solve problems.<sup>30</sup>

#### **d. Relevant learning resources**

Students use learning resources in the form of data, information, people, and objects to gain competence. The criteria for learning resources used in this learning model are:<sup>31</sup>

- 1) Can help learning activities
- 2) Save
- 3) Practical and simple
- 4) Easy to get
- 5) Compatible
- 6) Can solve problems

#### **4. The steps in learning the Project-Based Learning Model**

In the Project-Based Learning model, it is certain that there are steps for learning activities that must be carried out by teachers and

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<sup>30</sup> Sri Purwanti, et al., “Model Project Based Learning (PjBL) dalam Pembelajaran Mandiri Pada Program Paket C”, (Naskah yang disajikan Kementerian Pendidikan dan Kebudayaan, Jawa Barat, 2016), 21.

<sup>31</sup> Sri Purwanti, et al., “Model Project Based Learning (PjBL) dalam Pembelajaran Mandiri Pada Program Paket C”, 20.

students so that activities can be carried out properly. The following are the steps in using the Project-Based Learning model, namely:<sup>32</sup>

**a. Giving Essential Question**

Questions Essential are the initial questions given by the teacher to students which must be answered to determine what project the students will make. Teachers are endeavored to be able to take topics that are relevant to the projects that students will produce.<sup>33</sup> It aims to provide students with an understanding of the focus of the project, decide on the type of project and guide the investigation process.

The procedures carried out by the teacher to provide essential questions are as follows:

- 1) At the beginning of the lesson, the teacher directs the students by showing an interesting video or giving an example of a problem that surrounds them related to the topic.
- 2) Students will pay attention or watch videos or problems that are around them.

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<sup>32</sup> Sabar Nurohman, "Pendekatan Project Based Learning Sebagai Upaya Internalisasi Scientific Method Bagi Mahapeserta didik Calon Guru Fisika", Jurnal FMIPA, 2007, 10.

<sup>33</sup> Sabar Nurohman, "Pendekatan Project Based Learning Sebagai Upaya Internalisasi Scientific Method Bagi Mahapeserta didik Calon Guru Fisika", 10.

- 3) After students have paid attention or watched, the teacher will ask questions related to the video that has been shown.

Example: What should be done to keep the school clean?

#### **b. Making an activity plan for the project**

The selection of the type of project can be seen from the essential questions involved in preparing project design activities and determining activities in the investigation process. This planning activity is carried out collaboratively by teachers and students. This planning stage also has its own rules, namely activities that can lead to answering essential questions by integrating various possible themes, and determining accessible tools and materials to help complete the project.<sup>34</sup> With this stage, the teacher becomes a facilitator who will help students and keep the project logical for students.

The procedures carried out in designing activity plans for projects are as follows:

- 1) Students can determine the type of project by discussing with their respective groups.

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<sup>34</sup> Sabar Nurohman, "Pendekatan Project Based Learning Sebagai Upaya Internalisasi Scientific Method Bagi Mahapeserta didik Calon Guru Fisika", 10.

- 2) Students work in groups to plan and develop activities related to the inquiry process.
- 3) The results of the discussion and agreement will be written or described in the project outline.

#### **c. Creating a project implementation schedule**

In this stage, students organize all the tasks they have planned, as well as the time needed to complete the project step by step.<sup>35</sup> The purpose of creating this schedule is to teach students skills in managing the time needed to create projects, self-management and teamwork.

The processes involved in compiling a project implementation schedule are as follows:

- 1) Students work in groups to create a timeline from project planning to reporting.
- 2) Activities, deadlines, and the person in control should all be listed on the schedule.
- 3) The teacher collects the project timeline sheet from each group after they have finished setting the schedule.
- 4) Teachers can use the project timesheet to monitor how the project is progressing.

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<sup>35</sup> M.Hosnan, *“Pendekatan Saintifik dan Kontekstual Dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013”*, 325.

#### **d. Project Creation and Completion**

Main objective of project implementation is to complete the project phase. Students build projects from start to finish, starting with the inquiry process. Students use the project design they created to create a product or complete a project in this step.<sup>36</sup> The purpose of this stage is to help students improve their ability to process data and information, solve problems, and improve independence, teamwork, and communication skills between groups and communities participating in the project.

The procedures carried out at this stage are as follows:

- 1) According to the timeline, students conduct inquiry activities.
- 2) Students deal with the information collected during the investigation process.
- 3) Project content created by students.
- 4) Each group is given the opportunity to discuss their progress with the teacher.
- 5) Students edit or complete projects (if necessary).

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<sup>36</sup> M.Hosnan, "Pendekatan Saintifik dan Kontekstual Dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013", 325.

### **e. Assessment of Project Results**

Purpose of the assessment is to determine the level of student performance. It is very important to provide feedback and evaluation to students. As a result, the teacher will be able to provide strategies at the next meeting, students will be able to observe how they perform in class, and students will be able to assess whether they understand the subject matter or not.<sup>37</sup> The goal in the project outcome appraisal stage is to ensure that all group members are accountable for their project outcomes. As a formative assessment, teachers can assess student performance and project outcomes.

The procedures carried out in this stage are as follows:

- 1) Students give a presentation about the results of the project and explain how the project was made.
- 2) The target language can be used to deliver the presentation.
- 3) Other members of the group have the opportunity to ask questions about project results.

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<sup>37</sup> Gadies Malina Assyahbana, "The Implementation of Project-Based Learning through Poster in Teaching Writing Narrative Text for Senior High School", *RETAIN*, Vol. 7, No. 3, (2019), 86.

- 4) If the result of the project is drama, students will present the drama they have prepared at this stage.
- 5) Meanwhile, the teacher conducts a formative evaluation to analyze the progress and results of the project according to the criteria.

**f. Evaluation of Project Results**

Teachers reflect on activities by offering feedback on project outputs, while students reflect on learning activities. This step tries to get students to talk about their challenges while working on a project and assess their ability to complete them.

The procedures carried out in this stage are as follows:

- 1) Teacher comments on the project and provides feedback on the project that has been presented by the students.
- 2) The act of learning is reflected by the teacher.
- 3) Students are given the opportunity to share what they learn while working on the project.
- 4) Students can also revise project results.



## 5. Assessment of the Project-Based Learning Model.

In the assessment of the Project-Based Learning model, it can cover the overall attitude, knowledge and skills acquired by students. In the project assessment, it can be seen from the planning stage, the project work process to the final project result. With the assessment of the project, the teacher can assess the students' ability to understand the learning topic, the ability to apply it, the ability to investigate and the ability to teach students effectively in various subjects being taught. The aspects of learning assessment using the Project-Based Learning model are as follows:

### a. Attitude aspect assessment

In the assessment with the attitude aspect is a series of activities that can test student attitudes as a result of learning that students have obtained. In the aspect of attitude assessment, there are 2 attitude competencies that can be assessed, namely spiritual attitudes (K1-1) and social attitudes (K1-2).<sup>38</sup> The assessment of student learning outcomes in the aspect of attitude assessment are in the form of:<sup>39</sup>

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<sup>38</sup> Sri Purwanti, et al., "Model Project Based Learning (PjBL) dalam Pembelajaran Mandiri Pada Program Paket C", 34.

<sup>39</sup> Ari Hasan Ansori, "PROJECT-BASED LEARNING; Penerapan Inovasi Pembelajaran yang Berorientasi Soft skills Mahasiswa", (Makalah yang disajikan dalam Workshop Revisi Kurikulum, Sekolah Tinggi Agama Islam Syekh Manshur Pandeglang, 2018), 7.

- 1) Active in participating when discussing with groups.
- 2) The ability of students to collaborate or work together in teams.
- 3) Attendance in class, etc.

In attitude assessment, the assessment technique used to assess the spiritual attitude assessment can be in the form of observation at the observation, monitoring and reporting stages, while the social attitude assessment technique can be in the form of self-assessment and peer assessment.<sup>40</sup>

#### **b. Knowledge aspect assessment**

In the assessment of the knowledge aspect, it can be done to achieve mastery of concepts in students. In this aspect, teachers can assess aspects of students' knowledge through written or oral tests.<sup>41</sup> Instruments that can be used for written tests can be in the form of multiple choice questions, entries, short answers, true-false, matching and also descriptions.

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<sup>40</sup> Sri Purwanti, et al., "Model Project Based Learning (PjBL) dalam Pembelajaran Mandiri Pada Program Paket C", 34-35.

<sup>41</sup> Sri Purwanti, et al., "Model Project Based Learning (PjBL) dalam Pembelajaran Mandiri Pada Program Paket C", 38.

While the instrument for the oral test can be in the form of several lists of questions related to the learning topic.<sup>42</sup>

### **c. Skill aspect assessment**

Educators evaluate students' skill abilities which can be seen from student performance assessments which require students to achieve these competencies in the form of practical tests, projects, and portfolio assessments. Instruments for assessing aspects of student skills can be in the form of a rubric accompanied by a checklist or rating scale.<sup>43</sup>

For project assessment, the teacher can identify things or steps that must be assessed such as design preparation, data collection, data analysis, and writing a report. Posters can be used to display assignment reports or research results.<sup>44</sup>

## **6. Strengths and Weaknesses of the Project-Based Learning Model.**

### **1. Strengths of the Project-Based Learning**

As a learning model, it is certain that the Project-Based Learning model has its advantages and disadvantages. The

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<sup>42</sup> Kemendikbud, *Materi Pelatihan Implementasi Kurikulum 2013*, (Jakarta: Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan, 2014), 121.

<sup>43</sup> Kemendikbud, *Materi Pelatihan Implementasi Kurikulum 2013*, 127.

<sup>44</sup> HM.Musfiqon and Nurdyansyah, *PENDEKATAN PEMBELAJARAN SAINTIFIK*, 140.

advantages of the Project-Based Learning model mentioned by Majid and Chairul as quoted by Fitria et al, are as follows:<sup>45</sup>

- a. Can provide higher motivation and enthusiasm for student learning and encourage students to do important tasks.
- b. Can develop the ability to investigate problems.
- c. Make students more active in investigating problems.
- d. Can develop collaboration between people.
- e. Make students apply and perform communication skills.
- f. Making students creative individuals in processing resources.
- g. Can make a learning experience for students in producing projects and project preparation plans.
- h. Create learning experiences that connect students with the real world.
- i. Can provide opportunities for students to learn more in gathering information and can provide knowledge gained to be applied to the real world.
- j. Can provide an interactive learning atmosphere so that students become comfortable in the activities of the learning process.

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<sup>45</sup> Abdul Majid and Chaerul Rochman, "*Pendekatan ilmiah dalam implementasi kurikulum 2013*", (Bandung: PT Remaja Rosdakarya: 2014), 164.

## **2. Weaknesses of the Project-Based Learning Model**

The weaknesses in the implementation of the Project-Based Learning model are as follows:

- a. The learning time used is wasted to complete the project.
- b. It can cost quite a bit.
- c. Many teachers are more comfortable in applying traditional learning methods where only the teacher plays a role in classroom learning.
- d. Students still have difficulty in trying and gathering information.
- e. It is feared that students still have difficulty in understanding the topic because the topics given may be different for each group.
- f. The possibility of students not playing an active role when carrying out their duties in group work.

## **7. Teacher and Student's Role in Project-Based Learning**

In the Project-Based Learning method, teachers and students have their respective roles but the teacher's role is not too prominent in participating in learning activities where this method only focuses on students. In this Project-Based Learning, in terms of models and approaches there are differences in several aspects with traditional

learning. In traditional learning, teachers are more active in concurrently all activities of the teaching and learning process and also act as problem solvers in dealing with problems that occur to students. However, with Project-Based Learning, the teacher does not have time to explain the material because the teacher's job here is only to observe and direct students. Therefore, the importance of the teacher's role in the overall learning process cannot be overstated. Throughout the process, the teacher often acts as a guide, companion, providing the necessary feedback and support.<sup>46</sup>

In addition, students also have an important role in the Project-Based Learning method because this method is student-centered, including:

**a. Students as project planners**

In this Project-Based Learning method, students carry out the process of learning activities independently from starting to collect existing information and then planning, assembling, and presenting the results of the project.

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<sup>46</sup> Verónica Basilotta Gómez-Pablos, Marta Martín del Pozo, and Ana García-Valcárcel Muñoz-Repiso, 'Project-Based Learning (PBL) through the Incorporation of Digital Technologies: An Evaluation Based on the Experience of Serving Teachers', *Computers in Human Behavior*, 68 (2017), 502. <<https://doi.org/10.1016/j.chb.2016.11.056>>.

**b. Students as collaborators and members of group work**

Based on their strengths and interests, each student in the group is assigned different responsibilities. To complete a project, students must collaborate and help each other.

**c. Students are expected to act as leaders.**

Students are asked to process topics that are in accordance with the learning material itself through the Project-Based Learning method. Students are tasked with collecting data, analyzing and presenting it as a result of their studies.<sup>47</sup>

**B. Concept of Writing****1. Definition of Writing**

Writing is made up of words that are joined in specific ways to generate sentences. The sentences are then organized into paragraphs.<sup>48</sup> Of the several primary language skills, writing that we usually encounter and use in everyday life is not easy because writing is not done carelessly. There is a process that requires exciting skills so that excellent and exciting writing is created.<sup>49</sup>

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<sup>47</sup>Daithí Ó Murchú, "New Teacher and Student Roles in the Technology-Supported, Language Classroom", *International Journal of Instructional Technology and Distance Learning*, Vol. 2, No. 2, (February 2005), 4-5.

<sup>48</sup>Phyllis Crème and Mary R Lea, *Writing at University, A guide for students*, (New York: Mc Graw Hill Companies, 2008), 5.

Another definition of writing is to express one's thoughts or key ideas through writing, which includes letters, words, phrases, and clauses that are assemble into a sentence using proper grammar.<sup>50</sup> In this case, the ability to write is very important in everyday life because it does not only communicate directly but can be done through writing and has become an important part of everyday life. Students also learn many things in writing that are writing text and sharing some information indirectly, making poetry, and doing several other works based on their mindset or imagination. There are several components or characteristics to do an excellent written work, namely content (in the form of ideas expressed), paper (content organization), grammar (presence of grammar and syntactic patterns), and style (presence of structural and lexical items).<sup>51</sup>

## 2. Purpose of Writing

As previously stated, writing can be used to discuss major ideas, opinions, and thoughts that are expressed in writing. As a result, students must produce good and helpful writing. As a result, there are numerous objectives in writing, including:<sup>52</sup>

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<sup>50</sup> Alan Meyers, *"Gateways to academicwriting. effective sentences, paragraphs and essays"*, (New York & London: Longman, 2005), 2.

<sup>51</sup> Jeremy Harris Lipschultz, *"Communication through Writing"*, (New Jersey: Prentice Hall, 1990), 9.

<sup>52</sup> Satya Sri V Durga and C S Rao, 'Developing Students' Writing Skills in English - A Process Approach', *Journal for Research Scholars and Professionals of English Language Teaching*, 2.6 (2018), 1-4.



- a. To provide relevant information regarding current and past events.
- b. To make it easier to find a job.
- c. Can increase social interaction even if only in writing.
- d. Can provide new perspectives and vast knowledge, as well as help to shape a mindset.

### 3. Aspects of Writing

There are several aspects of writing skills that need to be known.

There are 5 aspects of writing skills described by Harries are as follows:<sup>53</sup>

#### a. Grammar

This element is a part of writing that deals with a set of principles for constructing grammatically correct and acceptable sentences in English.

#### b. Content

It has to do with how the main idea/unity is expressed.

#### c. Mechanics

This is more about writing layouts that include things like punctuation, spelling, and capitalization. This is an implementation of the language's graphical conventions.<sup>54</sup>

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<sup>53</sup> Jeremy Harries, *Introduction Writing*, (London: Penguin English, 1993), 69.

**d. Form or Organization**

This element is a logical division of main ideas to be written into writing in order to make a major contribution in the preparation of each paragraph. And this can also provide fluency in composing paragraphs.

**e. Style**

It is concerned with the structure and lexical items that should be used.

**4. Challenges in Learning Writing Skills for Students**

Writing is one of the most difficult skills to do. Many students still find it difficult and confused in starting to learn to write even when students learn to write, they still lack in understanding the basics of writing. For that, by learning to write students will feel challenged by what they think and feel to be poured into the writing. Therefore, with these challenges, students will get the will and motivation to study deeper so that they can produce good writing. Therefore, the following will explain what challenges will be faced by students.

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<sup>54</sup> Jeremy Harris, *“Introduction Writing”*, (London: Penguin English, 1993), 69.

**a. Students are required to increase their vocabulary.**

Students are faced with challenges because there are many English vocabularies that they have not fully mastered to improve their writing skills. In everyday life, students directly say words orally and indirectly through writing in conveying what they feel and think, but there are still many students who are still very minimal in memorizing vocabulary. Therefore, by strengthening students' vocabulary in improving students' writing skills, students will be directed to memorize vocabulary and read a lot in order to strengthen the vocabulary used by students in writing.<sup>55</sup>

**b. Students are required to be able to spell well.**

In this case, Nya'ung Benard said about the spelling as quoted by Moses and Muhammad that one of the factors that caused students to have difficulty and anxiety in learning to write was the spelling that was still not good. With good spelling skills, this can have a good influence also in developing students' writing skills. If students' spelling skills do not improve, then when learning to write students will

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<sup>55</sup> Nor Hani Misbah et al, "Identifying the Factors Contributing to Student's Difficulties in the English Language Learning", *Creative Education*, Vol. 8, No. 13, (October 2017), 2003, 2004.

experience continuous difficulties and hinder progress in learning to write. Therefore, Nya'ung Benard said about spelling as quoted by Moses and Muhammad that if students are active in practicing spelling and memorizing it, it will be easy for students to spell well and correctly.<sup>56</sup>

**c. Readiness of students in learning to write**

Another obstacle faced by students is the readiness of students in learning writing. Slameto argues that the important thing that can guide the completion of a task well is the readiness of students in learning both from the physical and mental readiness of students so that it can also influence their learning activities. If there is no readiness to learn from students both physically and mentally, students will feel pressured and there will be no enthusiasm for learning in class. Therefore, it is very important to prepare yourself in learning to write before the class starts in order to avoid a boring and unpleasant learning atmosphere.<sup>57</sup>

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<sup>56</sup> Nyang'au Benard Nyasimi, "Challenges Students Face in Learning Essay Writing Skills in English Language in Secondary Schools in Manga District", ( Thesis Magister, The Degree of Master of Education in the School of Education Kenyatta University, October 2014), 31.

<sup>57</sup> Slameto, "*Belajar dan Faktor-faktor yang Mempengaruhi*", (Jakarta: Rineka Cipta, 2003).

**d. Students are required to dig deeper sources of information.**

The next problem according to Foster, as quoted by Moses and Mohamad, is that the obstacles faced by students are the lack of references or literature to deepen students' knowledge when they will learn to write. Fareed, et al said about the source of information as quoted by Moses and Muhammad that there are still many students who still have difficulty in getting relevant enough information and the lack of finding out and reading extensively will affect students in learning to write so that the writing results are not optimal and perfect.<sup>58</sup>

**e. The effect of student motivation**

Another difficulty experienced by students is the lack of motivation. Students may lose interest in learning if they are not motivated. Gbollie and Keamu claim regarding student motivation that motivation has a significant role in improving student learning outcomes. Teachers can motivate students by saying things like "Good job!" "Good luck!" "Keep going!"

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<sup>58</sup> Muhammad Fareed, "ESL Learners' Writing Skills: Problems, Factors and Suggestions", *Journal of Education and Socials*, Vol. 4, No. 2, (2016), 85.

and other motivational statements. Students will be motivated to learn more if they are given positive rewards.<sup>59</sup>

## **5. Challenges in Teaching Writing Skills for Teachers**

For teachers, teaching has always been the most difficult aspect of their jobs. Teaching English is not easy because teachers will be faced with different levels of teaching and levels of education. With this challenge, teachers will be less than optimal in teaching. The following are some of the difficulties that teachers confront.

### **a. Teachers do not provide motivation**

Teachers are having a hard time inspiring their students right now. Asep stated about student motivation as quoted by Moses and Mohamad that the difficulty in motivating students was not due to the unpleasant attitude of students in class but because of the lack of students' willingness to learn to write. Because of the influence of parents who are more liberating for their children, they feel they can freely do anything and this is why they feel less enthusiastic and motivated and are reluctant to start learning.<sup>60</sup>

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<sup>59</sup> Charles Gbolle and Harriett Pearl Keamu, "Student Academic Performance: The Role of Motivation, Strategies, and Perceived Factors Hindering Liberian Junior and Senior High School Students Learning", *Education Research International*, Vol 2017, 2.

<sup>60</sup> Mukhlash Abrar, "Teaching English Problems: An Analysis of EFL Primary School Teachers in Kuala Tungkal", Birmingham, UK: The 16th Indonesian Scholars International Convention, 2016, 95.

**b. Lack of support from parents**

The role of parents here is very important in guiding and supporting their children, but there are still some parents who still don't care and pay attention to their children. This will be another hurdle for teachers in teaching. Teachers will also find it difficult to guide and teach if there is no full support and encouragement from parents. Students who have personal problems or lack of love from parents can affect their attitudes and abilities in learning and this can happen due to lack of parental supervision, incentives, and support.<sup>61</sup>

**c. Lack of teacher teaching experience**

One of the most important things in teaching is a teacher who has a professional attitude and experience in teaching. This is a challenge for teachers. If the teacher does not have a professional attitude or has previous teaching experience, it will be difficult for the teacher and possibly cause stress. Because the teacher's role is not just teaching but being a parent for students at school, the teacher must know and know the nature and characteristics of children inside and out so that teachers can easily adapt to

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<sup>61</sup> Hatice Değirmenci Gündoğmuş, "The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties", *Universal Journal of Educational Research*, Vol. 6, No. 2, (2018), 337.

students. Therefore, it is very important for new teachers to conduct teaching training so that when teaching directly they are not stiff later. And also the preparation of teachers in teaching must be ready and mature because teachers can only plan student learning activities that match their competencies and interests if students know what interests they have. And it takes time for teachers to prepare teaching materials such as lesson plans, appropriate activities, and evaluation and reflection.<sup>62</sup>

## **6. Writing process**

In starting writing, there are several processes that are carried out and need to be known in order to produce good writing, namely:<sup>63</sup>

### **a. Planning**

This planning is done to see what content will be poured into the writing, such as the purpose of the text being written and the elements in the writing so that everyone can be involved with the information or references that have been collected and can also evaluate the structure of the writing

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<sup>62</sup> Hatice Değirmenci Gündoğmuş, “The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties”, Vol. 6, No. 2, (2018), 337.

<sup>63</sup> Jeremy Harmer, “*The Practice Of English Language Teaching*”, (Longman: Essex England.2001), 13.



which is considered in compose facts, ideas and arguments that will be poured into writing.

### **b. Drafting**

Drafting is a writing process that is carried out to incorporate a series of ideas into writing.<sup>64</sup> And in this drafting stage, there is no need to be afraid and worried about the spelling, grammar used and punctuation that have been described in outline.<sup>65</sup> And at this stage, the writer will begin to write a series of words without fear of being wrong in using the grammar of the picture that has been made. After the draft has been completed, the writing will be edited and corrected to find out errors from the writing that has been made so that it becomes a good writing result.

### **c. Editing**

Editing is the process of checking a final manuscript for problems such as syntax, spelling, mechanics, and other errors including deleting wordy phrases and reworking unclear or weak sentences until the writing output is satisfactory.<sup>66</sup> In

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<sup>64</sup> Johnson, A.P, *“Teaching Reading And Writing: a guide book for tutoring and remediating students”*, (Pymouth: Rowman and Littlefield Education. 2008), 179.

<sup>65</sup> Shin, Joan Kang, and Jo Ann Crandall, *“Teaching young learners English: From theory to practice”*, (National Geographic Learning/Heinle, Cengage Learning, 2014).

<sup>66</sup> Alice Oshima and Ann Hogue, *“Introduction to Academic Writing”*, (New York: Pearson Longman, 2007).

this stage, when the author has completed the draft that has been written, the writer will re-read and re-examine to see deficiencies or additions in writing, therefore the author focuses on improving by adding what is lacking and removing or reducing words or sentences that do not need to be included. in writing. Therefore, this editing stage is very important to revise the text and verify its meaning, content, and cohesion.<sup>67</sup>

#### **d. Final Version**

If the writing has been corrected, then the author proceeds to the final stage. After the writing has been edited and corrected, the writer will complete the writing thoroughly and re-examine it in terms of grammar, spelling, punctuation and the right choice of words.<sup>68</sup> If it has been thoroughly checked and feels that it is sufficient, then the writing can be distributed or published to the person concerned with the writing.

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<sup>67</sup> Jeremy Harmer, “How to Teach Writing”, (Longman: Pearson Education Limited, 2004), 5.

<sup>68</sup>Jeremy Harmer, “How to Teach Writing”, 5.

## 7. Types of English Writing Skill

According to Finnochiaro, as quoted by Prasetya and Komarudin, explained that the type in English writing skills is from the original language used, which can have a significant influence in determining how easily children learn to write. Therefore, there are 2 types of writing skills, namely:<sup>69</sup>

### a. Factual or Practical Writing

Subject of this type of writing is expressing facts or truths in writing. This can usually be seen from the writing of a letter or a summary written by the author.

### b. Imaginary Creative

This type of writing is common and can be found in literary writings, examples such as novels, romances, fantasy, science fiction and adventure are all forms of imaginary literature. With additions that can strengthen writing such as examples, facts, and quotes, students can determine the characters and events that have occurred. At the end of the paragraph, the closing sentence can also be seen.<sup>70</sup>

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<sup>69</sup> Mary Finnochiaro, *“English as a second language: from theory to Practice”*, (New York: Regent’s Publishing, 1974), 85.

<sup>70</sup> Mary Finnochiaro, *“English as a second language: from theory to Practice”*, 1974, 86.

Based on the age, interest and level of students, this type of writing is given according to students' writing abilities. With this type of writing, students can improve their writing skills and teachers can also see students' skills and interests in learning to write.