

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English is one of the most used languages in the world. In global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere (Ilyosovna, 2020). The purpose of English language teaching and learning has evolved over the years and serves various essential functions in our globalized world. English can be said to be the first world language or the first language of global association and is the most widely used language in the world in international trade, diplomacy, mass entertainment, international telecommunications and scientific publications as well as the publication of newspapers and other books (Rao, 2019). As asserted by Crystal (2013), English has become a global lingua franca, and its teaching and learning are instrumental in enhancing opportunities for education, employment, and social integration on a global scale. Therefore, the primary goal of English language education is to prepare learners to achieve communication as well as the use of a learned language to engage directly in an increasingly interconnected and interdependent world (Maduwu, 2016).

In curriculum in Indonesia, English is one of the subjects that is taught at Senior High School in Indonesia. The purpose of English language teaching and learning at school is to develop students' communicative competence. To achieve this competence, students must be able to understand and produce language. They need

to learn and master the four language skills, namely listening, reading speaking, and writing are important means to communicate. Writing, specifically is a very important skill. It provides a powerful means of self-expression as well as support for further learning and study. In addition, most students are not very interested in writing lessons because writing is boring activity, and is not interesting (Sudilah, 2015). In the process of learning to write, students must have high writing motivation because it is an iterative process, so that each student needs to practice writing from time to time to achieve the goal of learning to write, namely mastering writing skills. Learning success is an important factor that can maintain their motivation. Therefore, teachers must increase their motivation to write through appropriate teaching techniques to achieve learning success.

Writing is a mean of expressing ideas or communicating with others (Rosmaya, 2018). It is a productive skill like speaking, but the difference is writing can be drafted and re- drafted and changed many times before it is acceptable to the writer. As Ramadhani (2020) said that writing is a language skill used to communicate. Through writing, students can share their ideas and their knowledge about facts and opinions of what they have received. Thus, the students also can express their feeling and their experiences to others in written form. Writing also contributes in fostering students' critical thinking. Mastery of writing is very important because writing is an important means of communication in today's life. People can convey different thoughts and information through different written texts for different purposes. Moreover, good writing skills can lead to better jobs and careers.

Even though writing is important, many students still struggle with writing (Fadhilah, 2018). Most students have difficulty choosing the right words and sentences. They have problems to develop their idea well based on the topics that given by the teacher. It happens because they don't have enough vocabulary power and the rules of writing like grammar. Hence, the teacher focused more on teaching grammar. The teacher also tended to apply teacher-centered activities which do not encourage students learning maximally because it is more focus on the teacher.

According to Darren (2021), the teacher-centered learning model becomes a tool of dominative teacher power that limits every space for students to move. The activities that students do are just receiving raw knowledge, recording, and memorizing what is given by the teacher. This learning model ultimately reduces or even eliminates students' creativity, and fosters an attitude of trust. It can also make almost all students have difficulty in developing their writing.

The next problem is related to writing class techniques and activities which are sometimes not in accordance with students' learning needs. The method used tends to be monotonous and the lack of fun activities during the teaching and learning process reduces students' motivation to engage in learning. The teacher pays little attention to the writing process and does not provide opportunities for students to edit and revise first after receiving feedback from teachers or peers. Under these conditions, they cannot experience learning effectively. In addition, most students are unable to participate in class activities, so their class participation is very

limited. It makes it look so boring to attend class. It can be said that the methods or techniques used by teachers cannot motivate them to learn (Fadhilah, 2018).

This also happens to most English learners in Indonesia, they have difficulty writing in English. It is because they need to use correct English grammar and vocabulary and writing is very different from other skills such as listening, speaking and reading. Speaking and listening are learned naturally by first and second language learners because they must be able to communicate in the target language. Thus, speech can clearly show the level of students' language knowledge (Abas, 2016). Unlike speaking and listening, which consist mostly of non-frustrating activities, writing is less desirable and difficult because it is complex and requires higher thinking skills (Ocak & Uluyol, 2017). And it makes students less motivated to write. To overcome this problem, it is important to pay attention to the teacher's technique when teaching writing. Therefore, it is important for teacher to make various efforts in teaching and learning English and identify which activities enhance learning to write in the classroom.

Similar problems of writing were also experienced by students at SMK N 2 Terbanggi Besar. The researcher found that many students have difficulty in writing English texts. Most students still have difficulties to express their ideas, grammatical rules, and also students feel less interested. Their teachers use teacher-centered learning as a conventional method that makes students less interested so that makes students have shortcomings and problems in learning to write especially writing narrative texts. There are many methods that can be used

to improve students' writing skill, one of which is Project-Based Learning. A Project-Based Learning approach was adopted to transform teacher-centred learning activities into student-centered learning activities to help students understand how to write narrative texts in a fun learning atmosphere because, as Ocak & Uluyol (2017) said Project-Based Learning positively increases student motivation. In addition, PBL encourages students to think critically when solving complex problems in group work.

Project-Based Learning offers student-centred, collaborative, interdisciplinary and integrated learning that contextualizes their lives. Project-Based courses provide them with the opportunity to learn to plan, implement and evaluate projects that require an ongoing commitment over a long period of time in an authentic, challenging and interdisciplinary environment. Project-Based Learning is a model that organizes learning around projects, completing complex tasks that usually result in a realistic product, event, or presentation to an audience (Thomas, 2017).

Finally, this research was conducted to find out how the effect of Project-Based Learning in improving the students' writing skills on narrative text at the eleventh grade of SMK Yadika Bandar Lampung.

1.2 Research Question

Based on the problems that have been stated above, the research question is formulated as follows:

1. Does Project-Based Learning give a significant effect in improving students' writing skill on narrative text at the eleventh grade of SMK Yadika Bandar Lampung?

1.3 Research Objective

According to the research question, the objective of this research is:

1. To find out whether Project-Based Learning has a significant effect in improving students' writing skill on narrative text at grade eleventh of SMK Yadika Bandar Lampung.

1.4 Uses of the Research

The results of this study are expected to be used theoretically and practically:

1. Theoretically

The findings of this research hopefully can be beneficial in English teaching and learning especially in teaching writing. Besides, the findings hopefully can contribute to the validation of the existence of theory related to teaching and learning writing' by using Project-Based Learning method.

2. Practically

- a) For the students

For students, Project-Based Learning is a technique that very useful to improve their writing skill especially in writing narrative text. Moreover, it also improves their creativity.

b) For the teachers

For English teachers, this study is supposed to be one of the techniques that can be implemented in the classroom activities in order to gain the students' writing skill of narrative text.

c) For the other researchers

For further researchers, this study is intended to be one of the references for relevant study.

1.5 Scope of Study

The scope of the research focuses on writing, especially in narrative text by applying Project-Based Learning. The research was conducted to the students of class XI Teknik Jaringan Komputer dan Telekomunikasi (TJKT) SMK Yadika Bandar Lampung which consists of 19 students. In collecting data, researcher use quantitative methods with pre-experimental design using pre-test and post-test design. This research was conducted in the first semester of the 2023/2024 school year.