

CHAPTER I

INTRODUCTION

In this chapter, the researcher would like explain about background of study, problem statement, objective of the study, significance of the study, research hypotheses, and outline of the study.

1.1 Background of Study

English is an international language that is used to connect various countries through communication. It is defined as a foreign language that is taught at the junior high school level to senior high school with the aim to provide opportunities for learners to access science, technology and strengthen the international relationship of the Indonesian people. Indonesia have some curriculums to learn English, that is one of the compulsory subjects for students it is inevitably they must follow the learning process. As time is shifted and the information needs to shift, both students and the wider community make English language as a necessity that cannot be ignored.

In learning English, there are some skills that must be studied, and they are speaking, listening, writing and reading. Writing is a skill of composing an idea or what is thought using words and when it is read by others they can know what has been delivered. Writing is a very important communication tool. Writing makes students' are not able to write papers that can be useful for other people, writing papers do not only give information but also give entertain to the readers.

The most important reason in learning writing skill is to create a paper that is beneficial for the public. The importance of teaching students in writing is to expand and improve vocabulary growth, improve writing fluently, compose sentences, and improve intellectuality in making papers. In some study, writing skills in order to help learners to become more effective writers. To developing their skills in learning writing that leads them to understand how best to improve their writing skill.

In learning writing skills, there are some problems faced by students that make students less attractive in learning writing. Students' problems in writing are mostly in learning vocabulary and have low knowledge about English, difficult to memorize, had no ideas or difficult in developing a sentence, and fear of making mistakes. Making students interesting in writing can help them to easily make some product in learning writing. Misunderstand the procedure of writing correctly, making the child difficult to write a paper.

Teacher can use various methods to help students' to learn write a narrative text, one of the methods in teaching writing is Project-Based Learning. Project-Based Learning is a learning method that uses projects / activities as media in learning process. Learners have to exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes or project outcomes. Project-Based Learning is designed to be used on complex issues that learners need in investigating and understanding it. Project-Based Learning provides an opportunity for learners to explore material by using a variety of ways through collaborative activities.

Project-Based Learning is a method that has been included in which students are more active and teachers are only as facilitators. In this learning method, the topic of learning can be given by the teacher or students'. Groups of students will design activities to be undertaken on their respective projects. The greater involvement and ideas of students' in each group used in the project, the greater creativity to the make the project. Teacher and students will determine the time to constrain them to provide the completion of their project tasks.

According to Thitivesa (2014:3), project work be viewed as a the natural language learning context, in which language learning, writing in particular, is contextualized and presented in the way that learning becomes integrated with the task of communication about some themes. Focusing on communication learning, students focus on conveying their messages and at the same time, applying knowledge provisions to their writing. Terms of writing arrangements are used at various points and practiced in authentic contexts. It can be concluded the results of the project can be viewed in the work of students, writing has fulfilled the provisions in writing.

According to Aprilia (2015:89), the use of Project-Based Learning is able to improve students' writing skills, writing improved in the aspects of writing namely content, organization of the text, vocabulary, language use and mechanic. Based on the explanation above, Project-Based Learning can help writing skill in learning English. The method making group of students' is easier to understand the material given.

According to Chikita, Padmadewi, Ni Nyoman, Suarnajaya, and I Wayan (2013:10), Project-Based Learning affects better than the method often used to teach students, the Project-based Learning method has a way for high and low students' to be disciplined in learning. It can be concluded that the Project-Based Learning method is very influential in writing learning to improve the discipline in writing rather than learning using the usual method.

According to Karolina (2006:13), by using narrative text as a genre for teaching writing, students' will be more interested and easy to learn because narrative text tells of an interesting story that can make students' want to learn it. Narrative text containing various types of stories, makes students' interested in learning and writing narrative text. Writing narrative text can develop students' creativity. Especially in writing fantasy stories, students' will be very happy to develop ideas to convey in writing.

Based on the researcher wants to do the research entitled "The Effectiveness of using Project-Based Learning in Teaching Writing Narrative Text ", it can help children become more active in making a project that will eventually produce a paper that can be performed to public. In the modern era, writing skills are essential to support communication skills. Getting used to writing narrative can improve students' creativity. Using Project-Based Learning in writing learning can build students' creativity to convey ideas.

1.2 Research Question

Based on the background of the study the statement of the problem can be formulated: How significant is the use of Project-Based Learning in

effectiveness student' narrative writing for eleventh grades of SMKN 2 Jepara in the academic year of 2018/2019?

1.3 Objective of Research

Concerning to the statement of the problem above, the objective studying of this research is to find out the significance is the use of Project-Based Learning in effectiveness students' narrative writing for eleventh grades of SMKN 2 Jepara in the academic year of 2018/2019.

1.4 Significant of Study

The result of this studying are expected to provide purposed benefits, some of them are:

1. For students

This research can be practice by students of using Project-Based Learning, it can help students understand and improve their ability to write narrative text, produce narrative text easily, then develop and improve people's stories as well as by providing entertainment easily by using Project-Based Learning method.

2. For Teachers

From the result above, Project-Based Learning can be used as the reference to teach writing text to explain material easily at the eleventh grades of SMKN 2 Jepara. So that the teachers not only give a theory but also practices in teaching and be as the reference teach.

3. For researchers

The researcher hopes the result of the research can be used for the reference for those who want to conduct a research in teaching writing especially in teaching narrative text.

1.5 Hypothesis of Study

In line with the problem of the study, the researcher formulates hypothesis. Hypothesis is a temporary answer to the formulation of research problem (Mubarok, 2015:29). In this study, there are two hypotheses used, they are null hypothesis (Ho) and alternative (Ha) that are described as follows:

a. Null Hypothesis (Ho)

There is no significance difference between students who taught by using Project-Based Learning in teaching writing narrative text than who are not taught using Project-Based Learning.

b. Alternative Hypothesis (Ha)

There is a significance difference between students' who are taught by using Project-Based Learning in teaching writing narrative text and students' who are not taught using Project-Based Learning.

1.6 Outline of the Study

The outline is consisting of five chapters which can be elaborated as follows:

Chapter I talks about introduction that consist of background of the study, problem statement, objective of the study, significance of the study, and outline of the study.

Chapter II deals with review of related literature which contains of previous study, theoretical review, and research framework.

Chapter III deals with research methodology that consist of setting, of the research, population and sample, research design, research instrument, method of data collection, method of data analysis, hypothesis of statistic, and rubric assessment.

Chapter IV discusses data analysis and data interpretation.

Chapter V is the final chapter that contains conclusions and suggestions on the basis of the research finding.

