CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to explain about background of the study, problem statement, objectives of the study, significances of the study, and hypothesis of study.

1.1 Background of the Study

Language learners already know that there are four English skills, namely listening, speaking, reading, and writing. When you are speaking or writing, you are producing language (productive skill), however when you are listening or reading, you are consuming language (receive skill). Writing is one of the productive skills which need to be learned by language learners, and it is a very important skill in Senior High School. However, among the four skills, writing is respected as the most difficult one due to some reasons.

Writing is an important skill that must be mastered well by students in high school. Through writing, students can convey their thoughts and convey their ideas. In addition, writing can foster creativity and critical thinking of students. Writing skills are important because they determine the ability and success of students in learning English. However most students usually have not been able to make paragraphs well. Therefore teacher should use mrthods in teaching writing so that students are able to make paragraphs well.

Writing is also one of the English skills that have an important role not only in formal situations but also in informal. Sometimes people cannot express their opinions, ideas, or feelings verbally, but they can express through writing.

Some elements or components must receive attention in writing. Based on the 2013 English Language curriculum syllabus, students in high schools must be able to understand and produce various types of texts, monologues, and certain essays in the form of descriptive, procedures, recalculations, reports, and narratives. Therefore, understanding writing is not enough. Students must produce certain types of texts. In addition, they need to master several aspects that are useful for learning English. Some of these aspects are grammar, vocabulary, punctuation, structure, and cohesive tools. Then the writer will use a method so that students can write well and correctly.

In addition, students usually have difficulty writing text in grammatical features and language features. So, they need a number of ways that they can use to write texts and the teacher needs to implement several strategies in teaching writing.

Problem-Based Learning (PBL) and Project-Based Learning (PjBL) are some methods that are believed to be able to help students in writing. Problem-Based Learning (PBL) is the learning that results from the process of working towards the understanding and resolution of a problem in a real context (Barrows

Tamblyn, 1980). In Curriculum 2013 Problem-Based Learning (PBL) is a teaching model required to be implemented in the teaching and learning process. As stated by the Ministry of Education and Culture of Indonesia in the material of teacher training in Curriculum 2013, Problem-Based Learning presented a contextual problem which stimulated the students to learn. Then, Project-Based Learning (PjBL) has been applied in the teaching and learning process in various

levels of education in various countries, such as Malaysia, Australia, Singapore, and America. The implementation of project-based learning is able to facilitate students in developing certain skills such as writing, providing learning processes that can be significantly beneficial for students, increasing creativity and motivation, and increasing discipline and collaboration of students (Syahmadi, 2014).

Therefore, the writer is interested to conduct a study entitled "The Effect of Problem-Based Learning and Project-based Learning on Student's Writing Skill at Tenth Grade of SMA Negeri 1 Tahunan Jepara in Academic Year 2020/2021.

1.2 Research Question

The question of study as follows:

1. "How significant is the effect of Problem-Based Learning (PBL) on students' writing skills at tenth grade of SMA Negeri 1 Tahunan Jepara in the academic year 2020/2021?"

2. "How significant is the effect of Project-Based Learning (PjBL) on students' writing skills at tenth grade of SMA Negeri 1 Tahunan Jepara in the academic year 2020/2021?"

3. "How sigsnificant is the difference between the students' writing skill by using Problem-Based Learning (PBL) and Project-Based Learning (PjBL) at tenth grade of SMA Negeri 1 Tahunan Jepara in the academic year 2020/2021?."

1.3 Objectives of the Study

Based on the research question, the objectives of this study are as follows :

1. To find out the effect of Problem-Based Learning (PBL) on Students' writing skills at the tenth grade of SMA Negeri 1 Tahunan Jepara in the academic year 2020/2021.

2. To find out the effect of Project-Based Learning (PjBL) on Students' writing skills at the tenth grade of SMA Negeri 1 Tahunan Jepara in the academic year 2020/2021.

3. To find out the significant difference between the students' writing skill taught using Problem-Based Learning (PBL) and Project-Based Learning (PjBL) at the tenth grade of SMA Negeri 1 Tahunan Jepara in the academic year 2020/2021.

1.4 Significances of the Study

1. Theoriticaly

This research is expected to give information about Problem-Based Learning (PBL) and Project-Based Learning (PjBL) in learning English, especially for developing writing skill. This study can help to develop writing skills and give an easy way to learn and practice.

2. Practicaly

This research may give benefits for teachers, students, readers, and the researcher in the future; here are the benefits of each of them:

For the English teachers of SMA Negeri 1 Tahunan Jepara, the result of the study can use for the English teachers of SMA Negeri 1 Tahunan

Jepara to get information about teaching writing using Problem-Based Learning (PBL) and Project-Based Learning (PjBL) and an aplication to teach the students about writing.

a. For the students of tenth grade class of SMA Negeri 1 Tahunan Jepara, the result of study give knowledge or information input to students effect their ability in writing, it makes easy to learn to write, and it supports them to learning

b. For the readers, they will get more information and knowledge about Problem-Based Learning (PBL) and Project-Based Learning (PjBL) in enhancing the students' writing skill.

c. For other researchers, the result of study can be used as the foundation for the next research.

d. For school, the result can motivate the school to improve the capability of managing learning process between students and teachers can get more skill, knowledge, and information to get science.

1.5 Hypothesis of Study

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

1. Null Hypothesis (Ho)

   a. There is no significant effect of Problem-Based Learnin (PBL) on Students' writing skills at tenth grade of SMA Negeri 1 Tahunan Jepara in academic year 2020/2021.

   b. There is no significant effect of Project-Based Learning (PjBL) on Students' writing skills at tenth grade of SMA Negeri 1 Tahunan Jepara in academic year 2020/2021.

   c. There is no significant difference between the students' writing skill taught using Problem-Based Learning (PBL) and Project-Based Learning (PjBL) at tenth grade of SMA Negeri 1 Tahunan Jepara in academic year 2020/2021.

   d. There is a significant effect of Problem-Based Learning (PBL) on Students' writing skills at the tenth grade of SMA Negeri 1 Tahunan Jepara in the academic year 2020/2021.

   e. There is a significant effect of Project-Based Learning (PjBL) on Students' writing skills at the tenth grade of SMA Negeri 1 Tahunan Jepara in academic year 2020/2021.

   f. There is a difference between the students' writing skill taught using Problem-Based Learning (PBL) and Project-Based Learning (PjBL) at the tenth grade of SMA Negeri 1 Tahunan Jepara in academic year 2020/2021.