

# CHAPTER I

## INTRODUCTION

This chapter introduces the details of the research at the outset of this study. The discussion of this first chapter includes the background of the study, the research questions, the objectives of the study, the contribution of the study, and the organisation of the study.

### 1.1 Background of the Study

With the increasing use of English in the globalisation era, English has become a major international language expected to be applied by all people in the world (Pardede, 2012), including in Indonesia. This is in line with Rao's (2019) explanation in his study, which states that English functions as a common and global language capable of maintaining international relations in the fields of science, technology, business, education, travel, tourism, etc. As a result, English is crucial in practically every discipline.

Due to this fact, the importance of English also has an impact on the field of education. According to Katemba (2013), the primary purpose of English learning is to build relationships with other communities worldwide and acquire English knowledge for education. This makes English more central in education, so Indonesian students are expected to master English in the current era. Thus, by mastering English, they are expected to be able to communicate and convey messages or information to other people around the world.

To make students master the English language, the students require teachers' involvement in the teaching and learning process. This is in line with Archana and Rani (2017), stating that a teacher is a person in the classroom who possesses the necessary skills, resources, and knowledge to educate the students. In this case, the primary goal of the English teaching and learning process is to enable students to utilise English in appropriate circumstances even when they are not in an English-speaking country.

Moreover, it can be stated that the ability to communicate is an important life skill for both teachers and students (Khan et al., 2017). Therefore, in English language teaching (ELT), the teachers should grasp and focus their teaching process on these life skills. Brown (2001) identified four skills of foremost importance in ELT, namely listening, speaking, reading, and writing. These four skills are interrelated, and the teacher's role is required to build creative and fun learning plans for students so that they can master these skills and apply them confidently in their daily lives (Soko, 2017).

Related to those four skills, students are expected to be able to communicate both in spoken and written languages. However, in the current era, most students prefer to apply written language to communicate with others, as the advancement of technology in all aspects of modern life, such as writing on social media, writing messages or emails, writing assignments or papers, etc., using a computer or smartphone because it is easier, more efficient, permanent, and durable (Almutrafi, 2018; Klimova, 2013; Omar et al., 2014; Vivian, 2012). Thus, writing skill becomes more essential, and the students

should master this skill so that they can write and communicate well, both in traditional and modern ways.

For the students, by mastering this skill, they will learn, comprehend, and even develop the learning materials. This statement is also in line with the work of Omar et al. (2014), which revealed that students should master writing skills in order to succeed in their education. In short, writing plays an important role in the teaching and learning process. However, in their book, Richards and Renandya (2002) exposed that writing is the most difficult skill to learn. Many schools are greatly concerned about their students' writing abilities. This issue arises because writing involves highly complex skills, processes, and strategies, from organising ideas to translating them into readable text (Omar, 2014; Richards & Renandya, 2002). As a result, many students have problems in the comprehension of writing ideas and concepts correctly, which causes their deficiency of skills in writing. As the final effect, their writing scores are also disappointing.

This problem is increasing, especially during the COVID-19 pandemic, because almost half of the learning activities in the first semester have been done online from home, and the rest is conducted in limited face-to-face classes. However, according to Kusuma and Suwartono (2021), the most significant issue during online learning was a decline in students' attentiveness and learning motivation. If the problem is not addressed immediately, it will impact students, especially those who learn English, in this case, in the writing aspect.

Having identified those basic issues, this study focuses on the writing aspect. There are also several additional motives why this research seeks the topic of writing. The next important reason is that the researcher wants the students to get used to writing, in which they can start by writing down what they learn and obtain in the classroom, either when studying face-to-face or online. Besides, they can express their feelings or experiences on paper and electronic or social media. Unfortunately, they can still make mistakes when writing, especially in the context of grammar. The second is that, according to Qamariah (2016), teaching writing is a complex and continuing process. This is in line with Richards and Renandya (2002) revealing that teaching writing can be a highly complex task due to the consideration of many theories and factors. In this case, students must pay attention to the skills of planning and organising ideas, spelling, punctuation, word choice, and so on.

The last reason is that a method that is in accordance with the curriculum during the pandemic is required to retain students challenged and engaged in the writing process, so they can be resilient in learning English and become autonomous learners. As Rahayu & Fauzi (2020) discovered in their research, students' resilience is influenced by self-concept, spirituality, communication, and teachers' creativity. Therefore, this is in line with the 2013 Curriculum and the 21<sup>st</sup>-century skills.

In this case, the 2013 Curriculum promotes the learning process by applying scientific principles (Nugraha & Suherdi, 2017). Besides, in this 21<sup>st</sup> century, the students should be equipped with 21<sup>st</sup>-century skills, namely

critical thinking, creativity, collaboration, and communication (Erdoğan, 2019). To integrate these skills, one applicable teaching and learning model is project-based learning (PBL). According to Hawanti (2021), PBL is centred on a central topic or theme that can last a week, a semester, or the entire school year. Bell (2010) explained that PBL encourages students to develop their learning through inquiry while working collaboratively to research and create projects reflecting their knowledge.

Thus, in this study, the researcher applies project-based learning (PBL) in writing. This refers to the previous works of Alotaibi (2020), Chikita et al. (2013), Rahayu and Fauzi (2020), as well as Sukerti et al. (2018), which revealed that the use of PBL has a positive effect on students' writing competency, produces a positive effect on their general writing skills (organisation, coherence, and writing mechanisms), brings a beneficial impact on students' content learning and soft skills, enhances their learning discipline, and increases their resilience in learning.

Further, this research focuses on writing report text because it is a type of text taught to the ninth-grade junior high school level and is based on the English syllabus for semester two. However, there is still a considerable question of whether the PBL is effective in increasing the ninth-grade students' ability and their resilience in writing report text, as well as how they perceive the use of PBL in the writing class. In conclusion, this research is intended to examine the effectiveness of using PBL to increase the ninth-grade students' writing ability in report text and their resilience at SMPN 1 Kawunganten.

## **1.2 Research Questions**

The following questions outline the problems investigated in this research. Hereinafter, this research is based on the following questions.

- 1) How is the students' perception towards the use of project-based learning in writing report text?
- 2) Does project-based learning have a significant effect on students' ability in writing report text?
- 3) Does project-based learning have a significant effect on students' resilience in writing report text?

## **1.3 The Objectives of the Study**

Recognising the objectives of the study is one of the phases in developing research. The following are the objectives of the research, namely:

- 1) to discover the students' perceptions towards the use of project-based learning in writing report text.
- 2) to investigate whether project-based learning has a significant effect on students' ability in writing report text, and
- 3) to examine whether project-based learning has a significant effect on students' resilience in writing report text.

## **1.4 Contribution of the Study**

This research is expected to contribute significantly to some elements in English Language Teaching (ELT). The explanation is as follows.

## 1) Theoretical Significance

This research can be used as a reference for future research in the writing aspect, especially related to project-based learning and student resilience. In addition, it is expected that this study can provide a solution to discover the appropriate method in teaching writing, particularly project-based learning, and a better comprehension of student resilience.

## 2) Practical Significance

### a) School

For the school, the result of this study is expected to be useful for improving the competence of English teachers, students' academic achievement and resilience in learning. Therefore, it can improve the quality of the school in the future.

### b) English Teachers

With this research, English teachers can get more tangible evidence about the advantages of project-based learning, especially in writing report text. Besides, the teachers can better understand resilience and its importance for the students. Thus, their experience in researching a new learning method can be increased, and it is expected that the problems faced by teachers and students can be minimised.

c) Students

This research is expected to foster students' enthusiasm for writing by using a creative and fun method so that they can build and apply the concept of writing report text, and their writing achievement can also increase. In addition, they are expected to develop their resilience in learning English, so they will not give up easily and can be more engaged in the teaching and learning process.

d) Future Researchers

The results of this study can be considered a reference by other researchers to conduct similar research in the future, but with a different focus and subject. Therefore, further research is expected to produce better, qualified results.

## 1.5 Organisation of the Study

The organisation of the study is also required in this thesis to present the study systematically. As a result, the researcher divides the paper into five chapters.

The first section is Chapter I, namely *Introduction*. It covers the background of the study, the research questions, the objectives of the study, the contribution of the study, and the organisation of the study.

The second section is Chapter II, namely *Literature Review*. This second chapter introduces some theories that can be applied as a foundation for the

research. The project-based learning, theories of writing, writing ability, teaching writing to English as Foreign Language (EFL) learners, students' resilience, report text, students' perception, and the previous studies are all included in this chapter.

The third section is Chapter III, namely *Methodology*. This chapter covers the methodology of the research. It consists of research method, research variables, setting of the research, subjects of the research including population and sample, data collection techniques, and data analysis techniques.

The fourth section is Chapter IV, namely *Results and Discussion*. This chapter presents the research analysis. Moreover, the researcher discusses the findings to become the final result of the research.

The last section is Chapter V, namely *Conclusion and Recommendations*. This last chapter includes the conclusion and the recommendations of the research. The conclusion provides a comprehensive description of the research results. Meanwhile, the recommendations offer several suggestions to the readers, English teachers, and other researchers related to teaching English in general and teaching writing in particular.