

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language cannot be separated from human being. Language is communication of thought a system of arbitrary signals, such as voice, sounds, gestures or written symbols. So, by using language human beings can narrate and share their experience or information to others. The most important language to study that mostly used around the world is English. English is like a window in our house. It means that English is a way for us to face the world, especially in education. Language learning is a skill. There are four basic language skills which every learner must master. These skills are Listening, Speaking, Reading and Writing. Listening and Reading are passive skills whereas Speaking and Writing are active skills. Nowadays the active skills, the ability to speak and to write are needed in English for education and business also.

According to Educational unit Level Curriculum ( Kurikulum Tingkat Satuan Pendidikan), especially for Junior High School about standard competence in writing, students are expected to be able to write descriptive, procedure, recount, narrative and report text.

Procedure is a set of commands that show how to prepare or make something. It is usually found in our daily life. Such as how to operate things properly (operate a computer, washing machine, etc), how to make something (commonly in making

foods, drinks, beverage, etc) and how to achieve something (rule to play any games to get the winner, instructions to some place, etc). They were served step by step to reach the goal.

Based on the writer's experience in Teaching Practice Program (PPL) in First Grade Junior High School, the writer found the problem in students' writing. This case could be caused by minority learning of writing skills in Junior High School. Many students failed the achievement of writing skill. The writer did the interview the students in the class room. The writer concluded some reasons why students cannot write English well. Many students cannot organize their ideas. They just think without organizing, some students just waiting from the teacher's suggestion. Then, the problem was teaching technique applied by teacher. Most of the teacher taught the writing theory and focused on grammar. That made students hard to organize their ideas well.

Project-Based Learning (PjBL) is a teaching and learning model (curriculum development and instructional approach) that emphasizes the students centered instruction by assigning project. It allows students to work autonomously to construct their own learning, and culminates in realistic, student-generated products.

PjBL is a method used to teach writing in Junior High School. Review the fact, the writer was interested to conduct a research in order to know that Project-Based Learning (PjBL) can be significantly improve students' achievement in writing procedure on VII grade students.

Based on the reserachers' observation in SMP Negeri 2 Pangkalan Brandan, the researcher observed that the process of writing a text was still a serious problem for the students to write well in writing. Many students got difficulties to develop their writing because of some actors such as lacking of vocabularies; motivation; and limited of grammar make students uninterested in writing. In addition, based on the observation in that school, the score of minimum standard competence (KKM) of English subject is 78. The teacher uses Discussion method to teach writing. Here are the recapitulations of students' score in writing by using discussion method;

**Table 1.1**  
**The Percentage of the Seven Grade Score in Writing**

| 1 <sup>st</sup> Semester | >75                    | ≥75                   | <75                    |
|--------------------------|------------------------|-----------------------|------------------------|
| VII-2                    | 15 students<br>(41,6%) | 3 student (8,4%)      | 18<br>students(50,0%)  |
| VII-3                    | 14 students (39%)      | 6 students<br>(16,6%) | 16 students<br>(44,4%) |

*Source: Students' accumulated score of grade VII-2 and VII-3 students at SMP Negeri 2 Pangkalan Brandan academic year 2014-2015*

Based on the description above, we found that many students did not have the passing grade and they have difficulty to write a text well based on the genre. Especially in procedure text, students face difficulties because of reluctance to question or less motivation, difficult to build and develop their ideas, the using of grammar and confused in determining the generic structure of the text. The discussion method that teacher applied in teaching writing skill is not effective. This

situation made the students' motivation in writing decrease. Sharon (2003:39) said that the learning of language depends not so much on the number of years it is studied but on the motivation of the students, the type of teachers, method of teaching adopted, and instructional material designed.

From the problems mentioned above, the researcher chooses to conduct this study by using Project Based Learning. By using project based learning the researcher believe that all of the students in the class will be more active in teaching and learning process. It can also increase their motivation and achievement in writing. From the explanation above the writer is interested in conducting a study under the title “ The Effect Project Based Learning on students' achievement in writing procedure text”.

### **B. The Problem of the Study**

Based on the background of the study above, the problem of the study can be formulated as follows: “ Is students' achievement in writing procedure text taught by using project based learning higher than that taught by using discussion method?”

### **C. The Objective of the Study**

Based on the problem above, the objective of study is to investigate the significant effect of using Project-Based Learning (PBL) the students' achievement of VII grade students of SMP Negeri 2 Babalan Pangkalan Berandan in writing procedure text.

#### **D. The Scope of the Study**

There are many kinds of genres in writing namely narrative, argumentative, descriptive, exposition, recount, report, procedure etc. The scope of this research is limited only on the procedure text in Project Based Learning.

#### **E. The Significance of the Study**

The results of the study are expected either the theories or practice to be useful for:

a. Theoretical

The expected of this research is to enrich the learning of science writing especially in writing procedure text by using project based learning.

b. Practical

1. The students who want to improve their ability in writing procedure text trough the project based learning.
2. English teacher who reach writing particularly those who want to improve their students' achievement in writing procedure text through the Project-Based Learning (PBL) in order to decrease the problem of the study in the class.
3. The readers who are interested in conducting further study related to the improvement of students' achievement in writing procedure text through the Project-Based Learning (PBL)