CHAPTER I

INTRODUCTION

1.1 The Background of Study

Writing is a prolific, expressive activity of conveying messages such as ideas, feelings, and information that will be clear to others (Nunan, 2003). It can also be used as a student's learning activity in learning to convey ideas, knowledge, or others. Graham and Perrin (2007) stated that writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter. Through writing, students should be able to write well as it is the key to making students successful in learning. However, writing activities could be difficult for students to master because there are many things that they have to deal with, such as organization, content, and vocabulary. Therefore, teachers must take a suitable model in teaching writing (Argawati and Suryani, 2020). It is essential to pay due attention to the effective teaching of writing skills to students.

The demand for the effective implementation of the teaching process including writing skills that are regulated in the latest Indonesian curriculum. The teaching process must be carried out by the learning objectives to achieve the learning outcome standards in the education unit (Regulation of Ministry of Education, 2013, para. 32). Therefore, the teaching of writing skills must be appropriate to instruction, interactive, and creative. According to Raimes (1983), teaching writing could be one way to enhance learning by providing opportunities for students to express their ideas through explanation by the teacher. It is a step to

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transfer writing knowledge so that students can understand and express their ideas to write correctly. Teaching how to write in the right way and effectively is one of the most important strategies teachers have to be able to implement the teaching of writing in a different context of communication (Astrini, 2020). When teaching writing, teachers should select resources and supporting materials that will not only assist them, but that will also be most effective in helping their students' learning to write.

Therefore, for teachers to teach writing well and obtain maximum results, they need an efficient and effective learning model that can be applied to learning. When the teacher provides an enjoyable and engaging learning model, students will readily accept the material (Rezkiani et al., 2022). In addition, students will participate more actively in the learning process, ensuring that the lessons are engaging. Given the importance of writing skills for acquiring knowledge, it is necessary to strive for an alternative model of learning writing skills. This is in line with the issuance of the Merdeka Curriculum, which is considered capable of encouraging learning through providing wider space for students to build their own abilities during the teaching and learning process. The presence of this curriculum offers the freedom to create a pleasant learning atmosphere so that in the learning process students tend to be more active when learning because they are in a comfortable learning environment. Therefore, the relationship between the curriculum and Project Based Learning activities is a way to provide opportunities for students to learn through experiences where students are free to express themselves in learning according to their interests. Through this curriculum and

Project Based Learning, students are expected to have the ability to face real challenges with the experience of daily learning activities. Therefore, Merdeka Curriculum emphasizes Project Based Learning because it is student-centered, making students creative and innovative and become directly involved in their learning process (Septina et al., 2023).

Rizaldi and Fatimah (2022) describe that the use of Project Based Learning in the curriculum aims to give students the chance to learn through direct experiences, integrate a variety of essential competencies with different disciplines, and provide a more flexible learning structure based on the demands of the schools. This learning model is designed to provide a quality learning experience by providing the opportunity to apply the material to a real context. This means that the material taught is associated with real world situations or the daily life of students. Halim, et al. (2023) stated that learning through a project emphasizes the learning process by making students use their skills in real-world situations and making them the subject or center of the learning process. In that way, the learning experiences and concepts built on the products generated in the Project Based Learning process become interesting and meaningful because students are directly involved in learning by designing, creating, and displaying a product or work.

According to Stoller (2006), some procedures need to be implemented such as choosing project topic, pre-communicative activities, asking essential questions, designing project plan, creating project timeline, finishing the project, assessing the project results, and evaluating the project. Teachers need to apply the procedure of the Project Based Learning model effectively when instructing students in writing

according to genre. They will have recommendations through this stage for figuring out how to execute Project Based Learning following the learning activities' order. Students will find it easier to acquire writing skills if Project Based Learning is implemented in accordance with the guidelines. The Project Based Learning model can be used to teach any kind of text, including narrative writing.

This study will adopt one alternative learning model for teaching writing, that is Project Based Learning model, with language learning guided by meaningful projects to meet learning objectives. Project Based Learning can be understood as a learning model that directs students to solve real-world problems using the activity approach of designing and creating a product. According to Patton (2012, p. 13), Project Based Learning is having students plan, design, and organize a lengthy project that culminates in an output that is displayed in public, such as a presentation, publication, or product. This is done so that the students acquire basic knowledge and concepts from the learning material. The statement makes it clear that they are expected to learn independently and to use greater creativity in their problem-solving when utilizing the Project Based Learning model. The Project Based Learning model can assist in teaching writing by being implemented step-by-step. Asrul et al. (2021) argued that using the Project Based Learning model in teaching writing narrative text has had a strong impact on student achievement in writing narrative texts thus affecting student achievement in writing. Thus, it can be deduced from the description given above that students experience an improvement in narrative writing because, through the Project Based Learning model, students are taught to be more creative in writing. To conclude, Project

Based Learning can benefit teaching writing as it leads to the creation of products in the form of narrative text writing.

It is worth knowing that Project Based Learning is often implemented in teaching, but in fact, many teachers still do not have a good understanding of how to apply the learning model according to stages. This statement is supported based on research by Sartika et al. (2022) who discovered that when teaching using a learning model teachers often did not fully meet the entire stages of implementation of the learning model. Further research found that when implementing Project Based Learning, a lot of teachers did not guide students in completing projects or in the learning process during group presentations (Alpiani et al., 2023). In fact, the teacher's role in the teaching model was not only to teach but also to guide students to improve understanding, both through tutoring outside the classroom and in-person tutoring. As a result, the expectations of the theorists are not in accordance with the reality that existed in the initial observations. This shows that the model was implemented in teaching, but still many teachers did not understand well how to apply the learning model according to procedures. It also shows that teachers did not fully understand the implementation of Project Based Learning in teaching guided by procedures.

A similar phenomenon also occurred in SMAN 1 Kualuh Hulu, a school in North Labuhanbatu that has begun actively implementing the Project Based Learning model since the implementation of the Merdeka Curriculum in 2022. The researcher conducted an initial interview with one of the English teachers at SMAN 1 Kualuh Hulu on 29 September 2023. The aim was to obtain information regarding

how to implement the Project Based Learning model that already took place in schools. Not only that, the researcher also asked several students taught by the English teacher about the learning model that had been applied in the classroom. This helped the researcher collect the initial data.

Based on a brief interview conducted at the beginning, there is facts related that the teacher did not really understand the concept of implementing Project Based Learning. The teacher was unable to explain the procedure in the Project Based Learning model which caused the implementation of this model in the teaching process not completely successful. Not only that, the information the researcher obtained from several students was that after carrying out project presentations, students often did not respond to feedback on the results of other students' projects. In fact, it was a stage that must also be implemented in the Project Based Learning procedure. The teacher did not pay much attention to the stages of the Project Based Learning procedure and the ways how to apply it in English learning. When using the Project Based Learning model to teach narrative text writing, it was often for the teacher itself to underutilize the support resources available to them. This depicts the actual state of affairs as they actually exist.

The preliminary research above has made is considered interesting in conducting research regarding the implementation of the Project Based Learning model to year 11 in learning to write a narrative text, to discover the extent of the teacher's understanding of the implementation of the Project Based Learning model and whether it is taking place according to the concept or not.

1.2 The Problems of Study

Based on the background above, the problems of this study are formulated as the following:

1. How is the procedure of Project Based Learning implemented in teaching writing a narrative text to year 10 students?
2. What are the challenges faced by the teacher when implementing Project Based Learning in teaching writing to year 10 students?

1.3 The Objectives of Study

The primary objectives of the study are to answer the questions mentioned in the problem of study, listed as follows:

1. To describe the procedure of Project Based Learning implementation in teaching writing a narrative text to year 10 students.
2. To analyze the challenges faced by the teacher in implementing Project Based Learning in teaching writing to year 10 students.

1.4 The Scope of Study

Based on the research problems that have previously been identified, this research focuses on the implementation of the Project Based Learning model by the teacher in teaching writing in the classroom and also the challenges faced by the teacher when it is implemented. This research is limited to narrative text. It is for eleven year students of odd semester at SMAN 1 Kualuh Hulu for the 2024/2025 academic year.

1.5 The Significance of Study

  The findings of this research hopefully can be offered theoretical and practical significance.

1. Theoretically, this study will give the benefit to teachers, students, and researchers in their attempts to enrich knowledge about the Project Based Learning model in teaching writing a narrative text.

2. Practically, the findings of this study will contribute to teachers improving their students' writing skills by utilizing Project Based Learning in writing a narrative text.