

CHAPTER I

INTRODUCTION

This chapter consists of a brief description and overview of this study. Moreover, this chapter provides the background of the study, research questions of the study, aims of the study, scope of the study, the significance of the study, and clarification of the main terms being used in this study.

1.1 Background

Writing skill is one of the crucial skills that should be mastered by students, especially in the English as a Foreign Languages (EFL) context. The reason why it is crucial and should be mastered is because it allows the students to share and deliver their ideas through writing and use them as communication tools (Fahmi & Rachmijati, 2021). Moreover, Purnamasari, Hidayat, and Kurniawati (2021) argue that the activity of writing can improve students' writing skills and facilitate them to develop other language skills. These benefits of writing show the urge to help EFL learners learn writing skills.

Despite the importance of learning writing skills, several researchers (Koilara et al., 2020; Suhartini, 2019; Toba et al., 2019; Zhafirah & Hamzah, 2022) reported problems or difficulties in writing in English as a Foreign Language context. For instance, writing aspects, such as content, organization, vocabulary, and mechanics (Toba et al., 2019), grammatical errors and organizing the ideas into the generic structure (Suhartini, 2019), and the generic structures of narrative text (Koilara et al., 2020). In addition, since writing skills in EFL require the students to produce a text and understand various aspects and components of the thirteen genres of text in English (Zhafirah & Hamzah, 2022), many students also experience difficulties in writing particular texts. Thus, these findings indicate the need to find a possible solution to help students learn writing skills.

The findings of students' difficulties in writing narrative text among high school students indicate the importance of facilitating students' learning. As Serdyukov (2017) suggested, innovative methods are needed to develop needed skills. Besides that, Rashtchi (2019) argues that employing techniques and strategies in teaching writing to EFL learners can increase student-writers thinking skills. Because of that, in this research, one method will be investigated, namely project-based learning, as several previous studies have found its potential use for improving students' writing skills in writing narrative text (Alwasilah, 2019; Argawati & Inayah, 2020; Asrul et al., 2021; Syarifah & Emiliasari, 2019). These previous studies indicate the effectiveness of project-based learning in helping students learn writing skills.

Despite the fact that the research on using project-based learning to help high school students improve their writing skills has been investigated in previous studies (Alwasilah, 2019; Argawati & Inayah, 2020; Argawati & Suryani, 2020; Asrul et al., 2021; Hidayati & Widiati, 2019; Syarifah & Emiliasari, 2019), only a few studies examine the implementation of using project-based learning in teaching writing narrative text to high school students. It may be caused by some studies that focus more on the effect of using project-based learning rather than how it was implemented in the classroom. Then, the study that was focused on the implementation of project-based learning was not conducted in the writing classroom but in Course Book Evaluation (Apsari et al., 2019). Thus, the previous studies indicate the lack of studies investigating the process of implementing project-based learning in teaching writing narrative text to high school students. Because of that, to fill the gap from the previous study in project-based learning, this study is interested in discovering the implementation of project-based learning in teaching writing narrative text to high school students.

1.2 Research Questions

The presented background above leads this study to attempt to answer the following question:

1. How is project-based learning implemented to teach writing narrative text in one senior high school in Bandung?

1.3 Aims of the Study

To discover the answers to the research questions, this study is aimed to:

1. To investigate the implementation of project-based learning to teach writing narrative text in one senior high school in Bandung.

1.4 Scope of the Study

This study focuses on students' writing skills improvement in writing narrative text by implementing Project-based Learning. Besides that, narrative text is chosen since this topic is taught in the context of Indonesian EFL in senior high school. Thus, this study is conducted on tenth-grade Indonesian senior high school students.

1.5 Significance of the Study

This study is expected to provide two valuable aspects in the world of English language teaching, particularly in the English as a Foreign Language context. First, the theoretical advantage of contributing to the study of Project-based Learning in teaching writing skills of narrative text by being empirical evidence for further research in the same area and filling the gaps of previous studies. This study also provides a deeper understanding and reference for further research in the same area. Second, the practical advantage for teachers is that they can be encouraged to use project-based learning to teach writing narrative text in senior high school.

1.6 Clarification of the Main Terms

Several main terms are used in this study, so it is necessary to clarify and describe them. It is crucial to prevent the vagueness and misinterpretation of the used main terms. The followings are the definition of the main terms that will be used in the study:

1. Project-based learning is a teaching method that provides an extensive experience that will engage students in interesting activities that are important to what they are studying (Flemming, 2000). In this study, project-based learning refers to a project related to a real-life problem or task that will engage students to solve them and require them to write narrative text.
2. Narrative text is described by Gerot and Wignell (1994) as a text that is intended to amuse, entertain, and deal with actual or vicarious experiences differently. In this study, narrative text refers to the text written by students that focuses on one of the narrative text types.