CHAPTER I
INTRODUCTION

This chapter presents the research background, formulation of the problem in this research, the study's focus, the research's objective, the significance of the study, the scope of the research, and the definition of key terms

A. BACKGROUND OF STUDY

Language skills consist of four skills namely listening, speaking, reading and writing. They are integrated each other. Each skill has its learning objectives. Dealing with learning objective, These four aspects are integrated in the achievement of learning goals held in schools and universities. Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. writing skill refer to the process of expressing idea in the form of writen language.

Writing is important skill. It is supported by (Tarigan, 2008) states that writing skill serves as a means of communication indirectly, not face-to-face with others. In this writing activity, the author must skillfully utilize graphology, language structure and vocabulary. It can be said that writing skill will not come automatically, but must go through many and regular exercises and practices.

Writing is important because writing can be a means to find something, come up with new ideas, practice the ability to organize and clear up various concepts or ideas, train the objective attitude that exists in a person, help to absorb and process information, and train to think actively. Thus, it is clear that writing is very useful, although behind it the writing process seems still difficult. (Dewi, 2013)

Mastery of writing skills is very influential nowadays. People not only use verbal communication to communicate with each other, they also use nonverbal communication. Therefore many people today realize that

the most important discovery in human history is writing. Because writing can provide a relatively permanent record of providing information, expressing opinions, beliefs, feelings, arguments, explanations, theories, etc. (Carrol, 1996). Quoted from Dini muliani and friends.(2018)

In addition, the importance of writing skills also largely determines students' achievements in learning English which can be measured from productive ability, especially writing skills (Kingston et al., 2002). This makes writing skills as one of the indicators that can be used to measure English skills.

There are several reasons that are raised about the importance of writing, although this skill many see is still very difficult. According to Hairston as quoted by (suadnyani, 2009). Writing is important, because writing can be a means to finds something, come up a new ideas, practicing ablities organizing and clearing various concept or ideas, practicing attitudes the objectives that exist in a person,helps to absorb and process information, as well as training to think actively. So it is clear that writing very useful, even though it is behind it the writing process seems difficult

This difficulty is also seen in English subjects. Even students are still struggling when writing courses which are one of the courses that emphasize writing skills. This course is programmed for students of the Department of English Education, Faculty of Teacher Training and Education.

The low writing skills of learners in English are influenced by various factors, including: lack of knowledge of grammar english learners, still lack of vocabulary of learners, lack of english writing exercises learners in everyday life, low activity of understanding English learners, low quality of student exercises, and lack of precise learning models used by educators.

Factors that cause the lack of skills of learners to understand English is because the learning model is not right is the most dominant factor. Educators continually introduce English patterns and grammar without going through any real context or site, and are not followed by practice and application or practice of writing.

The activities of learners' writing skills are very lacking. Therefore, the improvement of writing skills in English has not been maximized, to overcome the problem, educators must still try to find ways so that the problem can be solved. Educators must be able to use several learning models, especially in teaching writing.

Project-based learning models are learning models that use projects or activities to achieve competencies of attitudes, knowledge and skills in the learning process(Amir, 2009). Project-based learning focuses students on real life to enrich their learning experience. Students will make observations to produce real products or works that will later be communicated and get responses. In project-based learning, learners are encouraged to develop creativity, independence, responsibility, confidence, and critical thinking. This project-based learning model also aims to help and make learners more active, and also in this method learners play an active role in learning activities.

Seeing this, both students and teachers must know how to take steps to be done in the project-based learning process. The project-based learning steps are: project determination, designing rare-step project completion, preparing project implementation schedules, project completion with facilities and teacher monitoring, preparation of reports and presentations / publications of project results, evaluation of processes and work results.

From the statements stated above. So it is necessary to apply project-based learning in the implementation of teaching and learning activities (KBM), especially in writing classes. So, the reviewer chose a title

about the analysis of the application of project-based learning in the students of the writing class.

B. RESEARCH PROBLEM

Based on the research background above. The reserach question can be formulated as the following :

1. How is the implemation of project based learning on writing skill ?

2. What are the obstcle and challenges in implementing PBL on Writing skill ?

C. OBJECTIVES OF THE STUDY

In line with research problems, the objectives of this research are:

1. To apply project-based learning methods to teaching book making classes in english education study programs

2. To find out student obstacles and challenges in implemanting project-based learning on writing skill

D. SIGNIFICANCES OF THE STUDY

The researcher expects the result of this study will give some advantages to be useful as follow:

1. Lecturer

   Researchers hope that the results of this study will improve the process of teaching and learning activities, and can be a reference for teachers in the process of teaching and learning activities, because this is the need for students to write English. And also to develop a strategy of learning writing skills. This study can also provide an alternative in teaching English.

2. Student

   Researchers are expected to help students learn English more easily, motivate them to be active in the teaching and learning

process and improve their writing skills .

E. SCOPE AND LIMITATIONS

The scope of this research is the need for students towards the development of writing materials based on project-based learning.The limitation of this research is the focus on the implementation of writing class materials based on project-based learning. The writing material will be applied based on project-based learning in the 6th semester teaching book making class of UNUGIRI English language education study program**.**

F. DEFINITION OF THE KEY TERMS

To avoid misunderstanding and ambiguity, the researcher writes several important key words which are used in this research and development, as follow:

1. Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. writing skill refer to the process of expressing idea in the form of writen language. In this research Writing skill needed by students of teaching making book of UNUGIRI

2. Project-based learning, learners are encouraged to develop creativity, independence, responsibility, confidence, and critical thinking. This project-based learning model also aims to help and make learners more active, and also in this method learners play an active role in learning activities.