

CHAPTER I

INTRODUCTION

This chapter provides general insight into the direction of the research being conducted. With this introduction, the reader can find out the context or background of the research, the research problem, the objective of the research, the operational definition, the significance of the research, and the scope of the research.

1.1 Background of the Research

Writing holds significant value for students, playing a crucial role in both their academic achievements and personal growth. It aids in enhancing student grasp of class material, fostering critical thinking abilities, and enabling proficient communication of ideas. Klimova (2014) states that writing is crucial as it is widely employed in both academic and professional environments. Moreover, writing serves as a valuable instrument for learning and solidifying memories. It empowers students to clarify and organize their thoughts, establishing connections between diverse concepts. Therefore, developing proficient writing skills is critical for students, not only influencing their academic strategies but also increasing overall engagement in learning and future opportunities.

According to Richards and Renandya (2002) mastering the skill of writing is often regarded as the most challenging task for students. The challenge is not only rest in generating and structuring ideas but also extends to articulating these ideas into understandable written context. People who have good writing skills do not experience

difficulty in expressing their ideas. On the other hand, those who face difficulty in writing often have to struggle in expressing their ideas. To enhance students' writing proficiency, teachers must offer guidance and feedback, provide positive feedback, assess their writing without criticism for mistakes, and give opportunities for them to comprehend and address their writing challenges. Awareness of the challenges faced by fellow English teachers and ESL students is crucial for effective writing instruction.

In the process of teaching and learning English, an English teacher needs effective techniques to capture students' interest and facilitate language acquisition. For this study, the researcher focused on the solutions to help the students' difficulty in writing English text. To help address these issues by providing engaging and interactive lessons, and creating a supportive learning environment, the researcher used the Project-Based Learning model. This PjBL model is used as research material whether it can be an effective way to enhance students' writing skills. As stated by the study of Praba' (2018) Project-based Learning creates an environment that enhances writing skills.

Project-Based Learning is an instructional approach centered on students, grounded in three constructivist principles: The context-specific nature of learning, active learner involvement in the learning process, and the attainment of goals through social interactions and the exchange of knowledge and understanding (Cocco, 2006). Unlike traditional methods, PjBL empowers students to tackle authentic problems, leading to deeper understanding, and improved retention. It involves an extended period for collaborative project work, showcasing knowledge through various media forms. According to Ratminingsih (2015) Project-Based Learning enabled learners in

the experimental group to collaboratively solve their writing problems through discussion and using the Project-Based Learning method helps learners become more aware of their learning capabilities (Mccarthy, 2010).

The study of Hakimah (2023) explained that Project-Based Learning (PjBL) not only enhances writing abilities but also improves critical thinking, collaboration, and proficient communication. In this study, the researcher employed an experimental research design. The main goal was to investigate the impact of Project-Based Learning (PjBL) on students' writing skills of 9 grades at SMPN 48 Surabaya, particularly within the context of procedure texts. The other study from Susianti (2022) states that Project-Based Learning proved effective in enhancing students' writing abilities, particularly in developing ideas. This research employed a classroom action research methodology to enhance students' ability of X-1 at SMA Kesatrian 2 Semarang to develop ideas in writing analytical exposition text through PjBL and mind mapping. However, the differences between the present study and other studies were the subjects. The present study chose 7-A grade students of SMPN 2 Ledokombo as the subjects. This present study conducted a classroom action research design. Additionally, this study focused on the implementation of Project-Based Learning with Gallery Walk activity to help students improve their writing skills in writing descriptive text.

1.2 Problem of the Research

Based on the background of the research, the problem of the research as in the following question: How can the implementation of Project-Based Learning with Gallery Walk activity improve the students' writing skills in writing descriptive text of 7-A grade students at SMPN 2 Ledokombo?

1.3 Objective of the Research

The objective of the research is to answer the research problem as follows: To investigate how the implementation of Project-Based Learning with Gallery Walk activity can improve students' writing skills of 7-A grade at SMPN 2 Ledokombo to write descriptive text.

1.4 Operational Definition of the Research

Operational definitions are crucial in research as they provide clarity and specificity. In this research, the operational definitions of the research are as follows:

1. Idea development

Idea development was a process of expressing an idea in written form. In writing, this process includes brainstorming, organizing, and elaborating some words into good sentences.

2. Project-Based Learning

Project-Based Learning was a learning model used to help students who faced difficulties in the process of writing. In this activity, students generated into

collaborative work with other students to exchange their ideas and solve their problems together. The learning started with essential questions by the teacher, designed a plan for the project, created the schedule, monitored students and project progress, assessed the project result, and evaluated.

3. Gallery Walk

In the learning process, the Gallery Walk activity was a learning strategy that involved students moving around the classroom to observe, discuss, and provide feedback on the project work displayed by their peers. It used to support their understanding in receiving the learning concept.

1.5 Significances of the Research

The significance of the research lies in its potential to contribute new knowledge, address gaps in existing literature, and offer practical implications for various stakeholders. The significance of the research are as follows:

1. For student :

The results of this research is expected that implementation of PjBL can overcome students' difficulties in writing English text, especially in writing descriptive text.

2. For teacher :

The results of this research are expected that this model of learning can be used for the teachers to create a supportive learning environment and as a reference in applying innovative learning media to facilitate the learning process, especially in writing a descriptive text.

3. For researcher :

To gain the knowledge of the researcher about supportive learning environment that can be used to improve students' writing skill and developing ideas on writing process, especially when writing descriptive text.

1.6 Scope of the Research

The researcher aimed to study about the process of the implementation of Project-Based Learning with Gallery Walk activity in improving students' writing skills to write Descriptive text. This study took place on SMPN 02 Ledokombo, Krajan, Slateng, Ledokombo Sub-district, Jember Regency, East Java, in the even semester of the 2023/2024 academic year. The subject was the students of 7-A grade consisting of 17 students, 8 females and 9 males.

