

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents an introduction of this research. There are Background of the Research, Problem of the Research, Purpose of the Research, Operational Definition of the Research, Significant of the Research, and Scope of the Research.

#### **1.1 Background of the Research**

English is an international language which is widely used in many countries around the world. In Indonesia, students from elementary school, junior high school, to high school level are expected to be able to master English through lessons in school. It is very important for students to master English in all skills. The skills are Listening, Speaking, Reading, and Writing. Those skills are also interconnected by each other. In this case, the researcher will focus on the writing skill of students.

Writing is one of the productive activities because in this skill students are involved to produce language rather than just to receive it from the teacher. During this time, writing is often considered the most difficult skill. This statement is also supported by Langan who states “But writing is seldom an easy, one-step journey in which a finished paper comes out in a first draft. The truth is that writing is a process of discovery involving a series of steps, and those steps are very often a zigzag journey.” (2010, p.12). Based on that statement, we know that writing is not as easy as it seems, because sometimes it is hard to find or

determine what we want to write. Sometimes we find it difficult to find ideas, arrange sentences because of lack of vocabulary and ability in grammar. Writing can also be a tool to generate ideas that students have. Students must be able to arrange the idea as good as possible so that the meaning or purpose of the writing can be understood.

Based on preliminary study which conducted by the researcher on April 6<sup>th</sup>, 2019 at SMP Negeri 01 Tlogosari by interviewing one of the English teachers and pre-test which conducted by the researcher on August 1<sup>th</sup>, 2019, the researcher found several problems that commonly faced by the students in writing such as students found it was difficult to come up with ideas, had lack of vocabulary, difficult to master grammar and felt that English was something foreign so it was difficult to understand. Based on observation of the teaching and learning process, the situation of the teaching and learning process that was observed by the researcher was conducive because the teacher who taught was experienced and knew how to deal with students in the learning process, but for students' active participation in class, there were 65% of students who active in class, also the students who active in class were dominated by the female students and the students who sat in front seats. Based on the information and pre-test result which already conducted by the researcher, the minimum completeness criteria (KKM) in writing that determined by the school was 69.75. However, from score data of 8A class that has been obtained by the researcher, the average of students' score in writing recount text was 34. Out of the 28 students, all of them had scores below the minimum completeness criteria (KKM) that was between 20 until 65.

To overcome this problem, teaching method is important in teaching learning process because it can affect students' motivation in teaching learning process. In this research, the researcher will use a Project Method that is carried out in a group. "The origin of the method of projects dates back to the early 20th century in the United States. This method was introduced into school education by an American philosopher and his disciples J. Dewey H. Kilpatrick. E. Collings and proclaimed the principle of "learning by doing" (Aplaeva, 2017, p. 446). The essence of this method is that students, based on their interests, together with a teacher's help individually or in group to solving some practical problem in period of time. They will learn the subject through what they do, while the teacher will only help to solve problems that arise. This method is expected to help students be more creative and active in solving the problems. This statement is also supported by Knoll who states "It is a sub-form of action-centered and student-directed learning and an enterprise in which children engage in practical problem solving for a certain period of time." also "For the most part, projects are initiated by the teacher but as far as possible they are planned and executed by the students themselves, individually or in groups." (2014, p.655). So in this method students will play more important role in the project. And also because this method is done in groups, students will be asked to make a good teamwork with the other students and they are expected to help and completing each other to solve the problem.

## **1.2 Problem of Research**

Based on the background the problem of the research can be formulated as:

1. How can the Group-Project Method improve the students writing ability of recount text of the eighth grade students at SMP Negeri 01 Tlogosari in academic year 2019/2020?
2. How can the Group-Project Method improve the students' active participation in writing class of the eighth grade students at SMP Negeri 01 Tlogosari academic year 2019/2020?

### **1.3 Purpose of the Research**

Based on the research problem above, the purposes of this research are:

1. To know how Group-Project Method can improve students writing ability of recount text of the eighth grade students at SMP Negeri 01 Tlogosari in academic year 2019/2020.
2. To know how Group-Project Method can improve students' active participation in writing class of the eighth grade students at SMP Negeri 01 Tlogosari academic year 2019/2020.

### **1.4 Operational Definition of the Research:**

In order to clarify to the readers about what the researcher means, there are three terms that researcher defined operationally. They are, group-project method, the students' writing ability, and recount text:

1. Group-project method

Group-project method is one of the methods that used in teaching and learning activities by forming students into groups to carry out a project that will be determined by the teacher and using picture series as the media.

## 2. Writing ability

Writing ability in this research refers to the students' competence in producing or composing a recount text that fulfills the criteria such as vocabulary, content, mechanic, grammar, and the organization.

## 3. Recount text

Recount text is one type of text that tells an event that has occurred in the past. Usually, this text retells the events that someone has experienced in chronological order.

### 1.5 Significance of the Research

The result of the research is expected to be useful for all the following people who need many references for education side, especially for who related bellow:

#### 1. Teachers

The result of this research can be used as references for teachers and the information can be used as consideration in innovating their teaching learning process to improve students' writing ability

#### 2. Students

From this research students will realize that by using group-project method they can enrich their motivation to improve their writing skill and share their ideas with the other.

### 1.6 Scope of the Research

The scope of this research is the use of Group-Project Method in teaching learning process to improve students' writing ability of recount text and active participation at SMP Negeri 01 Tlogosari in academic year 2019/2020.

