

CHAPTER I

INTRODUCTION

A. Background of The Study

Everyone knows that English is an important language because it has become a second language for students in Indonesia. In this case, English has been established as a compulsory subject for students at all levels of education, starting from elementary school, junior high school, senior high school, and even college. When students are learning English, there are four skills that are part of the course, such as listening, speaking, reading, and writing skills. Some students may have difficulties learning, so the teacher should have a good strategy to teach their students the English language.

The learning strategy chosen by the teacher is the success key to learning. The teacher also determines the best teaching strategy for the material. Egger, Kauchak, and Harder said that learning strategies are the types of teaching methods specially planned to achieve a specific goal. Meanwhile, according to Ali Sumarno (2011) that learning strategies can interpret as activities chosen by the instructor in the learning process that can provide students with facilities for achieving their goals. It means the importance of strategies in learning, especially English learning, must be considered by the teacher because it would affect the students' learning.

When the teacher chooses their teaching strategies, the teacher should believe that the strategy are correct to implement in their material. Borg (2001) suggests that teacher beliefs are concerned with what teachers know, believe, and think, and that teachers may have many competing beliefs in play at any one time.

Teachers' beliefs is important elements for understanding and improving their educational process. It is important to understand the teacher's beliefs and principles in carrying out their strategies in teaching and learning. Therefore, the teacher belief in teaching-learning activities must own by the teacher because it would affect the achievement of learning objectives and learning outcomes. Thus, every teacher must have faith in choosing learning strategies.

There are various learning strategies in English teaching, including discovery learning strategies, inquiry learning strategies, problem-based learning, and project-based learning. There are various of the strategies suggested by the 2013 curriculum. From these strategy types , the teacher must choose one method that fits the material. Teachers also need to know the advantages and disadvantages of each that chosen.

One of the learning strategies discussed in this study is project-based learning. In the theory of Jean Piaget, learning is a process of learning by doing. The strategies was describe the concept of being simply study. As well as Project-based learning is one of the learning strategies used by the student center, in which students have to make learning more active. This learning model used a project as the medium for learning. When teachers use this strategy, the students must be activating in exploring, assessing, interpreting, and providing information to produce various learning outcomes. The required skills for the project-based learning steps start from determining basic questions, planning, monitoring, testing results, and evaluating experience (Permendikbud, 2014). These strategies focus on activeness, independence, and students' creativity in solving problems, and they can refer to as the advantages of project-based learning strategies. It can be use by teachers to solve the teacher's problems in teaching using the old way or

conventional methods. This strategy pushed the students to learn by self-direction, so the teacher only functioned as the facilitator and monitor.

Project-based learning can be used by teachers when teaching writing because it can overcome problems related to writing activities, such as the ability of students to interact with the surrounding environment, the origin of sentences from what they see, and collaboration to collect data to be processed into writing.

The project-based learning also can be used for teacher to teaching writing skills in junior high school. SMP second semester writing assignments include short functional text, procedure, descriptive, transactional, and interpersonal writing. In SMP N 2 Mojogedang, the English teacher also used project-based in teaching learning writing skills, especially teaching writing descriptive text. Writing teks also has special purpose in each text therefore teachers should teach students about writing. Based on Sukarto (2010:3), the purpose of writing are to inform everything, to persuade, educate, and to entertain. And the purpose of writing descriptive text is to provide information to the reader. When students are writing descriptive text, they have to fulfill the purpose. They have to look for data and then process it into writing. Besides that, the students must look for ideas, data, and word processing to get good sentences. It makes students feel it is difficult to write.

Based on this belief, the teacher at SMP N 2 Mojogedang believes that using project-based learning in teaching writing descriptive text is a good strategy. As stated in previous research by Adelita, the result showed that implementation of project-based learning in writing narrative text is a good strategy, as can be seen from the results of the narrative text. Almost 95% of students experienced an improvement when the teacher implemented this learning

strategy. The teacher of SMP N 2 Mojogedang also believes that project-based learning can give maximum results in this teaching by writing descriptive text.

But in fact, teachers already apply the appropriate method. Teachers may have misconceptions about learning strategies because teachers may understand that they must use project-based learning, but their understanding may differ in practice in the classroom. The teacher of SMP N 2 Mojogedang believes that she uses project-based learning in her teaching and writing. Because of the possibility of misunderstanding about project-based learning strategy, the researcher wants to know if the teacher's belief about project-based learning is suitable for practice in the classroom when teaching writing composition using project-based learning as the strategy.

For that reason, the researcher was interested in doing research using the title "The Implementation of Project-Based Learning in Writing Descriptive Text at the 7th Grade of SMP N 2 Mojogedang".

B. Limitation of The Study

In this study, the researcher would like to limit the study scope. The researcher investigated the appropriateness of teacher beliefs about project-based learning and classroom practice in the seventh grade of SMP N 2 Mojogedang.

C. Problem Statements

According to the phenomena above, this research aims to give an answer to the following problems:

1. What is the implementation of project-based learning in teaching writing descriptive text in the 7th grade of SMP N 2 Mojogedang?

2. Is the teacher's project-based learning practice consistent with her beliefs about project-based learning in the 7th grade of SMP N 2 Mojogedang?

D. Objectives of The Study

The objectives of this study are :

1. To analyze the teacher's belief about the implementation project-based learning in teaching writing descriptive text in the 7th grade of SMP N 2 Mojogedang.
2. To analyze the teacher's practice of project-based learning suitable with her belief of project-based learning in teaching writing descriptive text in the 7th grade of SMP N 2 Mojogedang.

E. Benefits of The Study

1. Theoretical Benefits

The findings and discussion are expected to enrich the teacher's belief about project-based learning in teaching writing descriptive text and the teacher's practice of project-based learning suitable with her belief about project-based learning in teaching writing descriptive text. Then it is also expected to be beneficial for those who want to conduct research on the related topic.

2. Practical Benefits

a. For the Teacher

The result of this research can strengthen the knowledge of the teacher's beliefs for implementing this strategy in teaching English and know how to respond to the students.

b. For the students

The result of this research can engage students' interest in learning English with the best strategies and they won't feel any difficulties.

c. For the Researcher

It can be a medium to improve the researcher's skills in writing and teaching.