

## CHAPTER I

### INTRODUCTION

This chapter presents several topics, namely background of study, statement of the problem, purpose of the study, significance of the study, scope and limitations, and definition of key term.

#### **A. Background of Study**

Writing is one of the language skills that everyone must master. As one of the four language competencies, writing ability is considered the most challenging and complicated ability because it must require more detailed mastery ranging from grammar, spelling, and vocabulary. According to Koilara et al., (2020) writing is a communication activity using paper that aims to express ideas and convey feelings. It allows students to express something about themselves, explore, and explain ideas. Students can convey the ideas that are in their minds by organizing them into good writing so that others can know it.

In Indonesia, especially at the senior high school level, students are expected to learn various types of texts. There are several types of texts that students must learn, one of them is narrative text. Narrative text is a text known to retell stories from the past in chronological order and sequence of events to entertain or inform readers. This text can be used as one of the written works used to express ideas and improve their writing skills.

In order to teach narrative text to students, teachers can use various suitable methods, one of them is project-based learning. Project-based is one of the learning methods of the independent curriculum implementation. Project-based learning (PJBL) focuses on students' activeness and participation in a real project. The use of project-based learning method in writing narrative text is intended so that students can improve their abilities and creativity in writing.

But in reality, based on the preliminary study at SMAN 1 Plemahan, although the project-based learning method has been applied, there are still many students who find it difficult when creating narrative texts. They have difficulty in combining ideas and composing sentences that make the written work interesting. In addition, students also lack vocabulary so that the use of vocabulary used is less varied.

Some previous studies have highlighted the various difficulties students face in writing. First, Falihah et al., (2022) found that the reason students have difficulty is due to limited vocabulary and inability to understand grammar well. Secondly, Alisha et al., (2019) in their study found that students proved to be difficult in spelling words and using punctuation. In addition, the lack of understanding of text structure and punctuation also affects students' writing skills (Muliani et al., 2019).

On the other hand, project-based learning is considered an effective method to improve students' writing skills. This is because during learning, students are encouraged to be actively involved in a project. According to Asrul et al., (2021) in their research entitled *The Effect of Project-Based Learning on Students' Achievement in Writing Narrative Text* found that there was an

increase in students' writing achievement due to the use of project-based methods.

However, despite the benefits of project-based learning, previous studies have not comprehensively examined the difficulties students face when writing narrative texts. The importance of researching the difficulties students face when writing narrative texts in the context of project-based learning is due to the diagnostic urgency of bridging the gap between theory and reality in the classroom. Project-based learning is often viewed as a solution to enhance student collaboration, but the success of a writing project will never be fully realized if students' basic obstacles have not been thoroughly mapped out. This study specifically uncovers the difficulties students face when writing and the factors causing these difficulties.

Through this mapping, the study contributes an evaluation guide for English teachers so that they do not only focus on fulfilling project-based teaching tasks, but are also more sensitive to students' readiness and understanding. Moreover, few previous studies have explored students' own perspectives on the difficulties they experience. This study aims to fill this gap by using qualitative methods to gain a deeper understanding of the difficulties students face in writing narrative texts, even after implementing project-based methods.

From the explanation above, the researcher focused on the difficulties faced by students in writing in narrative text even though they have used project-based learning method. Therefore, the researcher determined the title Exploring Students' Difficulties in Writing Narrative Text in Project-Based

Learning Class. This study was conducted at SMAN 1 Plemahan with 35 students and 1 teacher as participants.

### **B. Statement of The Problem**

1. What difficulties do students face in writing narrative texts when using project-based learning methods in class?
2. What factors contribute to students' difficulties in writing narrative texts when using project-based learning methods in class?

### **C. Purpose of The Study**

1. To find out the difficulties faced by students in writing narrative text when using project-based learning methods in class.
2. To investigate the factors that contribute to students' difficulties in writing narrative texts despite the implementation of project-based learning methods in the classroom.

### **D. Significance of The Study**

1. For Teacher

The findings from this study will enable teachers to gain a deep understanding of the difficulties students face in writing narrative text when using project-based learning method. In addition, the researcher hopes that teachers can use this information to enhance more effective learning.

2. For Students

The researcher hopes that with this study students can understand where their difficulties lie, and can find solution to the difficulties they experience.

### 3. For Further Researchers

The result of this study is expected to be used as a reference by other researchers who are interested in conducting similar research or further research.

## **E. Scope and Limitations**

In this study, the researcher focused on exploring what difficulties students faced in writing narrative texts when using project-based learning methods in class, not on the effectiveness of project-based learning implementation in general. This study was conducted on senior high school students, especially tenth grade students of SMAN 1 Plemahan in the academic year of 2025/2026.

## **F. Definition of Key Terms**

### 1. Writing

Writing is a creative activity, where in writing we are required to express ideas, feelings, and combine several words into a coherent and interesting sentence.

### 2. Students Difficulties in Writing

Student difficulties are conditions where students face problems in doing something during the writing process. Difficulties can be known from the mistakes made by students during the writing process.

### 3. Narrative Text

Narrative text is a type of text which tells the story of a past event and its function to entertain the reader. Narrative texts have structures such as orientation, complication, and resolution. In orientation, the story refers to

the participants and informs the time and place. Then, it continues with the problem experienced by the participant, which is called complication. In the end, the participant will find a way to solve the problem, which is a happy or sad resolution part.

#### 4. Project-Based Learning

Project-based learning is a student centered learning method, where students learn to be actively involved in working on a project. In this study, the stages of project-based learning, ranging from planning a story and drafting to producing a final product, are systematically integrated into the process of composing narrative texts that are consistent with text structures such as orientation, complication, and resolution, as well as linguistic features such as the past tense, action verbs, and time conjunctions.