

CHAPTER I

INTRODUCTION

This chapter explains the introduction of the research. It discusses the background of the research, explaining the reasons and context underlying the research. Furthermore, it explains the delimitation, limitations, and focus of the research to clarify the scope of the study. This chapter also presents the research questions, the aims of the research, and the significances of the study.

1.1 Background of The Research

In the face of 21st-century demands that emphasize digital, collaborative, and critical thinking skills, English language teaching (ELT) practices remain trapped in teacher-centered methods that rely on textbooks. In line with Efendi & Kristanto (2024), numerous English language teaching methods still employ a teacher-centered approach, which places greater emphasis on language components than on developing comprehensive knowledge, and rarely integrates technology. As a result, this limits students' creativity and reduces their opportunities to develop their skills, particularly writing, which requires generating ideas, organizing arguments, and expressing themselves meaningfully.

At the global level, recent studies reveal a serious educational contradiction, where schools are becoming increasingly digital, yet students are not becoming better writers. Although digital tools are more accessible than ever, students often use them only for basic and surface-level tasks such as typing, rather than engaging in essential writing processes like generating ideas, organizing arguments, and revising their work meaningfully (Kademi, 2021). This situation shows that technology alone does not automatically enhance writing ability; without structured and pedagogically sound

integration, technological tools tend to encourage superficial learning rather than meaningful improvement in writing proficiency.

To address this issue, an innovative learning model or approach is needed to support these 21st-century writing skills, one of which is technology-integrated project-based learning. In line with Hadinugrahaningsih et al. (2017), PjBL helps in the development of 21st century skills, including problem solving, cooperation, creativity, and communication. As followed by Batubara et al. (2023), the integration of technology into PjBL has been employed as a tool for teaching, writing, and reflection. Therefore, TI-PjBL serves as an effective framework for enhancing students' writing abilities while simultaneously fostering essential 21st-century skills through meaningful, technology-supported collaboration and project work.

Despite the advantages of implementing project-based learning integrated with technology, there are shortcomings in its implementation, such as limited access to technology in certain schools. Aligned with Gawrisch et al. (2020), Learning methods become ineffective due to limited access to technology, especially in educational environments facing budget constraints. As a results, the success of technology-integrated Project-Based Learning for writing is highly dependent on the readiness of infrastructure and resource support in each educational environment, even though it offers great potential for improving the quality of learning.

Research on technology integrated project-based learning for writing exhibit variation across different groups. First, research by Praba' et al. (2018), indicate that project-based learning can greatly enhance students' writing skills along with their ability to work together and think critically. Second, research on project-based learning with technology by Rahmawati et al. (2020), points out the need for teachers to be well-prepared and successfully use these tools, but many findings are still more about ideas and reviews rather than what happens in actual classrooms. Third, the research by Intan et al. (2022), shows that students generally have positive feelings about using

technology in project-based learning for writing, which suggests it can boost their interest and motivation. However, even with these good results, there is still not much solid proof that directly looks into how well technology-focused project-based learning helps improve writing skills for English language learners, especially among high school students.

The first research by Praba' et al. (2018), titled “Project-based learning and writing skill in EFL: are they related? reveals a significant limitation in the absence of technology integration. While the research successfully shows that PjBL improves students’ writing skills and fosters collaboration and critical thinking, it does not address how digital tools might enhance or transform these outcomes. Therefore, the research leaves open the question of whether combining PjBL with technology could produce even greater improvements in students’ writing.

The second research by (Rahmawati et al., 2020), titled “Technology-Integrated Project-Based Learning for Pre-Service Teacher Education: A Systematic Literature Review” shows a significant limitation in its lack of empirical classroom practice. Although the research highlights the importance of teacher readiness and provides insights into successful integration strategies, it remains largely conceptual without concrete evidence of impacts on students’ writing performance. Thus, it underscores the need for experimental research that test technology-integrated PjBL directly in writing classrooms.

The research by Intan et al. (2022), titled “Students’ Perception: The Technology Integration into Project-Based Learning in Writing Class” demonstrate important limitation in its focus on perception rather than actual performance. The findings emphasize students’ positive attitudes, showing that technology-supported PjBL can increase motivation and engagement, but they stop short of measuring real writing outcomes. Taken together with the previous research, these gaps highlight that while PjBL improves writing and technology integration shows potential, there is still a lack

of empirical evidence that directly examines the effectiveness of technology-integrated PjBL on students' writing skills in real senior high school.

The gaps mentioned above highlight several important points. First, the limitation is in the absence of technology integration, despite the fact that technology has become widely used and plays an important role in supporting writing development in the 21st century. Second and third, limitations exist in the lack of implementation in the classroom, where one research focuses on the conceptual framework of technology-integrated Project-Based Learning, while another research emphasizes student perceptions. Therefore, the limitations of second and third articles require concrete evidence through experimental research that tests the actual impact of technology-integrated Project-Based Learning on student writing performance.

This research involves two main variables. The independent variable is Technology-Integrated Project-Based Learning (TI-PjBL), which refers to a learning model that combines project-based activities with the use of digital tools or online platforms to support learning. Technology-integrated project-based learning (TI-PjBL) is considered of one of essential approaches in modern education, as it integrates project-based activities with digital tools to enhance the quality and effectiveness of the learning process (Hujjatusnaini et al., 2022; Lawrence & Tar, 2018). The dependent variable is students' writing ability, which refers to competence in expressing ideas in written form, including aspects such as content, organization, vocabulary, language use, and mechanics. This fact is aligned with Purnamasari et al. (2021), that writing is an expressive activity meaning that the learners can express their ideas, thoughts, and knowledge by putting them into good sentences in a written form. In conclusion, this research examines the influence of Technology-Integrated Project-Based Learning toward students' writing ability.

In line with this topic, this research aims to investigate how the technology integrated project-based learning approach influences students' writing ability. Teaching writing

through a technology-integrated Project-Based Learning approach has shown significant pedagogical benefits. Integrating technology into Project-Based Learning effectively enhances students' writing skills by fostering creativity, collaboration, and digital literacy (Alakrash & Razak, 2021; Albiladi, 2022; Daweli, 2018; Hazaymeh, 2021). Previous studies have found that this approach helps students become more aware of different writing structures, enabling them to use language more creatively and purposefully to achieve their personal goals in writing. By implementing this approach, the present research seeks to observe effect in students' writing competence, particularly in organizing and expressing ideas effectively.

The researcher selects tenth-grade students as the subjects of this research due to their status as entry level students in senior high school. At this stage, they are beginning to build their knowledge and experience in writing skills. Therefore, utilizing technology integrated project-based learning approach provides them with an effective method for mastering writing at an early stage in their high school education. Furthermore, this approach serves as foundational preparation for their subsequent years in high school and eventual transition to higher education, where they will encounter more complex written texts and where advanced writing proficiency is essential.

The points of criticism identified in previous studies are important for shaping the direction of this current research. The lack of technology use in earlier PjBL studies shows that writing instruction still needs innovative approaches that reflect current learning demands in the digital era. Moreover, the absence of classroom-based evidence on the effectiveness of technology-integrated PjBL highlights the need to connect both variables; technology and project-based learning on students' writing ability in a more practical and measurable way. Therefore, this research believes that integrating technology into PjBL will provide a more engaging, authentic, and effective learning experience that can better enhance students' writing performance, particularly for senior high school students in Cirebon.

1.2 Identification of Problem

To determine the research problems, the researcher examined several previous studies related to technology-integrated Project-Based Learning (TI-PjBL) in the context of teaching writing. The main findings were derived from school observations (preliminary research) and reviewed literature

1. The Difficulties in writing

Students often struggle to organize their ideas, construct coherent paragraphs, and use correct grammar in their writing tasks. In writing, students find difficulty in developing ideas and constructing English sentences because English is a foreign language in Indonesia, therefore they are unfamiliar with the language (S. I. Lubis & Prihartini, 2024). Therefore, these challenges indicate that students need more effective learning strategies to improve their writing skills.

2. Monotonous learning methods

Writing activities tend to be less engaging since teachers mostly rely on conventional teaching methods without integrating technology. Students' writing performance remains low, and their motivation to write is limited. Therefore, it is necessary to implement innovative, technology-integrated approaches to increase students' engagement and improve their writing achievement.

3. The lack of students' active participation in the learning process.

In many classrooms, teachers still dominate the learning activities, giving long explanations while students only listen and take notes. This situation is in line with Praba' et al., (2018), who state that such a condition makes students become passive learners who depend heavily on the teacher's instruction. When writing tasks are given, teachers often focus on correcting mistakes rather than guiding students to develop their own ideas. To encourage critical thinking and independence, students

should be given more chances to participate actively and construct their knowledge through meaningful activities, such as project.

Among the problems identified above, this research focuses on students' difficulties in writing. Many students are unable to organize their ideas, construct coherent paragraphs, and use correct grammar effectively, which leads to poor writing performance. As reported by Kepakisan (2024), writing is considered more challenging than other language skills because it requires careful thought, logical reasoning, and the ability to organize ideas, topics, context, and language appropriately. However, most students still struggle to produce well-structured pieces of writing. Therefore, this research aims to investigate whether Technology-Integrated Project-Based Learning (TI-PjBL) can help students overcome these difficulties and improve their writing skills.

1.3 Limitation of The Problem

In this research, the scope is delimited to the variables stated in the title: the effect of the technology integrated project-based learning as the independent variable, and the students' writing skills as the dependent variable. This research only focuses on how the implementation of technology integrated project-based learning, specifically influencing students' ability to organize their ideas, construct coherent paragraphs, and use correct grammar effectively. Other aspects of writing, such as creativity or stylistic preferences, will not be examined in this research. This delimitation ensures a clear focus on the instructional approach and its direct impact on students' writing proficiency.

In this research, the focus is on how the technology integrated project-based learning affects students' writing skills. Other related factors, like students' creativity, motivation, or writing style, are not included. The reason for leaving out these factors is to keep the research simple and focused on the connection between teaching methods

and writing ability. Including too many factors could make the results less clear and harder to understand. As Richards, (2006) explains, focusing on one specific teaching method helps to better see its impact on learning outcomes. By narrowing the focus, this research aims to provide clear insights into how well technology integrated project-based learning can effect writing skills, while recognizing that other factors could also play a role in writing development.

In this research, the focus is limited to examining the effectiveness of Technology-Integrated Project-Based Learning (TI-PjBL) on students' writing ability and how they cope with various challenges in constructing written texts through this method. This research is delimited to Grade 10 students of Islamic senior high school in Cirebon. It aims to measure the effectiveness of TI-PjBL in improving students' writing skills, particularly in terms of idea organization, grammatical accuracy, and paragraph coherence. The research is limited by the availability of technological facilities, the duration of the treatment, and students' varying familiarity with digital tools, which may influence the learning outcomes.

1.4 Research Questions

Research questions for this research are:

1. Is there a significant effect of TI-PJBL on students' writing skills?
2. What are the students' perceptions of implementing technology-integrated PBL on students' writing skills?

1.5 Aims of The Problem

1. To determine whether the use of technology integrated project-based learning in writing exercises improves students' writing skills compared to those who do not use technology integrated project-based learning.

2. To investigate students' perception of implementing technology-integrated Project-Based Learning on students' writing skills.

1.6 Significances of The Research

This research holds significant theoretical value by contributing to the understanding of technology integrated project-based learning and its effectiveness in teaching writing skills. By applying Technology-integrated project-based learning (TIPBL) helps students focus on learning the form and function of language (project-based language learning, or PBLL) in writing lessons to inform writing instruction. Thus, the findings of this research are expected to strengthen the theoretical foundation of English Language Teaching (ELT), particularly in promoting the use of technology-integrated project-based learning as an effective approach to enhance students' writing competence and overall language development.

Practically, this research provides valuable insights for English teachers and students in implementing Technology-Integrated Project-Based Learning (TI-PjBL) to improve writing skills. The integration of technology in PjBL can effectively develop students' writing abilities through authentic and meaningful tasks. Students can use various media and technologies to present their project outcomes, including creating blogs, video presentations, or websites, all of which require diverse writing skills. This practical approach encourages students to be more active, creative, and independent in expressing their ideas, making the learning process more engaging and effective in English Language Teaching (ELT).