

CHAPTER I INTRODUCTION

A. The Background of the Study

Realizing the importance of English nowadays, Indonesia has developed the newest curriculum namely the 2013. This curriculum based on the competency that covers three aspects, namely: attitude aspect, knowledge aspect, and skill aspect. Mulyasa (2013:7) asserts that the implementation of the 2013 Curriculum is independently expected the learner able to increase and use their knowledge, to assess the values of character and have noble morals, so they will exhibit positive attitudes in daily behavior. It is related to *Permedikbud No. 58 tahun 2014* the aim of the 2013 that curriculum is to prepare the Indonesian in order to have ability to live as individual and citizen that is faithful, productive, innovative, affective, and able to contribute in the social life, nation, country, and the world civilization.

Meanwhile, the *Permedikbud No. 58 tahun 2014*, the aim of the English Subject at Senior High School is to develop the learner potency in order to have a communicative competence in the interpersonal discourse, transactional discourse, and functional discourse using the kind of texts in oral and written English language, systematically using the element of language that is accurate and acceptable, about the kind of factual and procedural knowledge, and instilling values of the noble character of the nation in the context of life within the home, school, and community. That is why teaching English influences the process of teaching-learning in classroom, especially writing skill.

Writing is one of the language skills that must be taught at Senior High Schools. Zimmerman et. al (2002:12) state that writing is one of the four skills that most schools

and institutions teaching second languages aim to develop and towards which students may not be not intrinsically motivated because it involves “focused attention, serious effort, long term commitment, and self discipline. It means that teaching writing is aimed to develop by the students through focused attention, serious effort, long term commitment, and self discipline.

Writing is initially perceived as the transformation of predetermined ideas onto paper in accordance with the rules that different patterns of organization require, it is now considered a communicative skill which requires problem solving and the construction and evaluation of ideas (Galbraith and Rijlaarsdam, 2010). Then, Ayda (2013:23) states that writing skill is the most important and needs to be separated and special attention because writing is considered as the most difficult and the biggest challenge for many students. And Weight (2002) writes that writing skill also is considered as the skill that has close relationship with high education.

Basically, teaching and learning writing through genre. Thoreau in Dirgeyasa (2006) simply states that genre in writing or genre writing is a kind or type of writing in which it has a typical style, particular target of readers, and a specific purpose. It means that genre covers three main aspects namely writing style, readers, and goal (goal oriented). In line with genre as a product of writing, Dirgeyasa (2014b) proposes that every genre has its own distinctive generic structure or schematic structure. By its physical structure, for example, each of the genre-based writing has different elements of text either by names or numbers. One particular genre may be simple and the other one may be complex in term structure. For example, argumentative genre physically is designed as follows a) thesis, b) arguments, and c) recommendation (Dirgeyasa, 2016:118-119). Each part of the structure of argumentative has its own function and characteristics. That is why writing is seen as a complex process, which it must be achievement by the students.

Furthermore, the reason of writing as the most important skill that should be learned by the students are : firstly because writing has been considered as the most difficult and the biggest challenge for the students. It happen because obviously writing need long process or much time, need deep thought, expression, understanding to create any interesting ideas. Furthermore, for foreign language learner, the biggest challenge in writing well is the students have to master the aspect of writing e.g spelling, capitalization, punctuation, vocabulary and grammar or sentence structure (Ayda, 2013: 25). It means that writing need to become more complex activities from one grade to the next. For instance, in the Senior High School's students, it is reasonable to expect that students' argument text will contain a statement of belief or premise, several supporting reasons, and a concluding statement. It needs further refute counterarguments and provide more sophisticated explanations, and facts.

Nesi and Gardner (2006:108) found in their survey of assessed writing in disciplines that a commonly recognised value of the essay is its ability to display critical thinking and development of an argument within the context of the curriculum. It means that many students struggle with argumentation because they are not capable of sharing ideas, feelings, persuading, and convincing others with their argumentative writing. On the other hand, Wingate (2012) explained in his journal that there are some components of the students' difficulties in writing argumentation as follows.

Table 1.1
The Component of Students' Difficulties in Writing Argumentation

| No | Subject | Percentage |
|----|------------------------------------|------------|
| 1 | Lack of information (not convince) | 45 |
| 2 | Lack of criticality/analysis | 25 |
| 3 | Lack of structure | 12 |
| 4 | Lack of evidence | 10 |
| 5 | Unrelated conclusion | 8 |

Source : Wingate (2012)

Furthermore, the information of students' difficulties in writing argumentative is taken from the writer's experience in Teaching Practice Programme (PPL) at SMA Negeri 1 Limapuluh, most the students were difficult to write argumentative text because they did not have enough vocabulary, ideas and opinion to be written, so the students also cannot organize their ideas in order to strengthen their argument to change their readers' belief. For example,

Good nutrition can help prevent disease and promote health. The important of consumption of fruits and vegetables is good for human's healthy. Nutrition is deem functional on condition. Weight issues always influenced people, involving health, psychological and socio-emotional considerations.

(Source : the result of students' writing test)

From the writing argumentation previously, it can be known that the students' writing is not good enough because there are some errors of writing, such as spealling, grammar, and less of ideas or opinions to convince the readers to execute the action or to accept the idea based on a controversy because it is a writing argumentative, this writing could be better write as :

Good nutrition can help prevent disease and promote health. Consumption of important fruits and vegetables ensures lower level of mortality and reduces various degenerative diseases,during lifetime an individual consumes 30 tons of food on average in seemingly endless dietary varieties. Nutrition is deemed functional on condition that it beneficially influences various body functions. Weight issues have always influenced people, involving health, psychological and socio-emotional considerations.

(Source : English Book for X Grade, Pubished Erlangga)

In writing argumentation, the students problems do not only an grammar and inappropriate transitional words, but also fact, reason to claims and give a reason to persuade the readers. Mitchell et al (2008:11) state that argumentation is a writing activity to compose an argument by looking for actual evidence to back up the claim or a thesis statement. Then, Ancker (2004:34) stat that argumentative writing is a complex

activity in which the writer take position on a controversial issue and give reasons and supporting evidence to convince the readers to accept his or her position. That is why some students still find difficult to show the idea, to find the focus of argument and the other is less of ability in writing forms especially the rules of writing it self . So it can be said that the students' ability in writing argumentative paragraph is still low.

Furthermore, Gonye et al, (2007) states that to make good writing argumentation, it requires systematic and well-ordered thinking that must be mastered by students and which finally will be the way of their behavior. It means that the behavior of thinking orderly will lead students to deliver messages, ideas and feelings systematically, and foreseeable in writing activity then. Rather than to teach writing theory, writing instruction should be focused on writing activity. Teaching only focused on writing theory will cause passivity and unproductivity, even though students have retained knowledge of various techniques of writing. Many scholars in linguistics and literature programs are not productive in writing (Alwasilah and Alwasilah, 2005:12). It means that mastery of writing theory is not sufficient condition for someone to be active and productive in writing. It means that teachers should discover creative strategies to enhance students' interests to practice writing especially writing argumentation.

In order to get successful in teaching learning, it should be conducted by teaching learning purpose, teacher, students, teaching learning activities, teaching material, instrument or evaluation, and strategies of teaching. Djamarah (2010:105) states that there are some factors which influence the result of the study such as teacher, students, teaching learning activities, teaching material, instrument or evaluation, and teaching strategies. Then, (Herrell and Jordan 2004:5) write that strategies of teaching is defined as, “ a way of teaching that can be used across curricular areas to support the learning of students”. It means that the strategies described in this section of the

resource represent well-recognised and effective teaching practices for early adolescence education. They promote critical and reflective thinking, research, evaluation and collaborative learning and also focus on literacy skills. These strategies have been designed to accommodate differences in learning styles and reflect contemporary learning theory such as Problem Based Learning (PBL).

Teaching writing argumentation through PBL can help the students to find the main problem and how to solve the problem. If the students can found the base problem they can understand the material taught by the teacher. Whals (2005: 24) writes that in PBL, students learning is driven by the tutorial problem from which students identify learning needs. It means that using PBL, it can make the student find what is the problem given and how to find the solving.

PBL has potential to arise curiosity in the learners. Sonmez and Lee (2005: 1) states that PBL is an instructional strategy that challenges learners to seek solutions to real world (open-ended) problems by themselves or in groups, it engages learners in developing skills as self-directed learners. It means that through PBL, the students are challenged with some simple and unstructured problem, the simplicity and the novelty of the problems help to engage them actively. They are required to find the solution of that problem by working in small groups of 4-5 each.

Duch, Groh, and Allen (2001) describe that PBL can be the students' ability to think critically, analyze and solve complex, real-world problems, to find, evaluate, and use appropriate learning resources; to work cooperatively, to demonstrate effective communication skills, and to use intellectual skills to become continual learners. It means that PBL has been tried out in various contexts, disciplines, and levels around the world and found successful and effective. Gijbels et al (2008:23) have mentioned a fairly long list of disciplines and contexts where PBL was applied and found effective. PBL has also been applied in the context of secondary education and experimented in

the context of English writing skill too and the results and findings were quite encouraging.

In line with the background previously, it is needed to study the effect of PBL on students' achievement in writing argumentative text. It will describe the students' achievement in writing argumentative text after and before they are taught by using PBL.

B. The Problem of the Study

Based on the background of the study, the problem of the study is formulated as follows : *“Is there any significant effect of using PBL on students' achievement in writing argumentative text?”*

C. The Objective of the Study

In line with the research problem formulated on the previous section, this study intends to find out the effect of using PBL on students' achievement in writing argumentative text.

D. The Scope of the Study

This scope of study is limited to the significant effect of using PBL on students' achievement in writing argumentative text. In this case, writing argumentative text, the students must focus on structural units such as situation, problem, solution and evaluation. While in teaching PBL, the students must follow some steps, such as: exploring the issues, listing what do the students know, developing, and writing out, the problem statement in own words, listing out possible solutions, listing actions to be taken with a timeline, listing what do the students need to know, writing up the

student's solution with its supporting documentation, and submit it, and presenting and defending the students' conclusions.

E. The Significance of the Study

The results of this study are expected to provide some information about the significant effect of PBL on students' achievement on writing argumentative text. Therefore, the research finding will be expected to have both theoretical and practical significance:

1. Theoretically, the research findings will be useful for developing the knowledge toward PBL strategy on writing argumentative text.
2. Practically, the research finding will be useful for:
 - a. the English teacher in the school who want to overcome their students' problem in writing argumentative text through PBL strategy. It means that by PBL, the students can promote critical thinking about what they write, give some information which can convince the reader toward issue, expressing their ideas, or opinion directly, and make the students are more active in teaching writing.
 - b. the students who are able to apply 8 steps of PBL, such as exploring the issues, listing "What do the students know", developing, and writing out, the problem statement in own words, listing out possible solutions, listing actions to be taken with a timeline, listing "What do the students need to know", writing up the student's solution with its supporting documentation, and submit it, and presenting and defending the students' conclusions.
 - c. Other researchers who do research related to this study can give contribution in further researcher.