

CHAPTER I

INTRODUCTION

A. The Background of the Study

Compared with other fundamental skills in language such as listening, speaking, and reading, writing is considered as the most difficult and complex one to master. Writing has a great deal with generic structure, linguistic features, language use and content. This skill does not merely focus on words, phrase, sentence pattern and grammar, but also on the idea of each paragraph in the text contextually.

Writing can be defined as a process of putting thoughts and ideas in words into a sequence of words, combining sentences in the form of a paragraph in which every sentence is related to another semantically. The process of writing is more than putting words on a piece of paper. It involves prewriting, drafting, revising, editing and proofreading, and presenting (Caroll : 2001).

Writing can be used for a wide variety of purposes so it is produced in many different types. In writing, there are some stages a writer goes through in order to produce final written form. Writing should be organized effectively and includes aspects such as diction, grammar, mechanics, and content or evidence. It means that writing should communicate something clearly, and avoid ambiguity in order the readers can comprehend what is being written.

Effective writers are able to communicate ideas using well-chosen words, phrases, and text structures (Andrzejczak, N., et all : 2005). Writing requires

composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing (Negari : 2011).

Based on Educational Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan 2006: KTSP 2006 or 2006 Curriculum*) the students must have written and spoken ability in communication. In KTSP 2006, English syllabus of senior high school demands students to master some genres of writing: recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, and spoof.

In fact, this demand cannot be fulfilled because many students do not have the ability to build a text based on genres especially procedure. It can be proven by the low score of the students. Based on writer's preliminary interviewing with one English teacher of SMA N 1 Pematangsiantar, the writer found that students get difficulties in writing text based on genre. The students still faced difficulty in writing text even after being taught. When the students were asked to write text especially procedure text, students got confused what to write and how to organize their ideas. The students had the similar answer about their difficulties that they don't know what to write for they lack of vocabulary.

Another observation was conducted by Dharma (2014). After giving the pre-test, the researcher found that the score was 76% of the students got score less than 70 and it was absolutely dissatisfied while the standard minimum score at that school was 70. The similar situation was also faced by Handini (2013). While conducting a pre-test it is found that the lowest score was 34 and the highest was

77. It shows that the average score of the students was relative low. This situation also happened in school where the writer was holding teaching training (PPL). She found that students couldn't find ideas especially in writing procedure text. It is proven by students' poor writing results.

This situation can be happened because of some reasons either from teacher or students. The use of inappropriate and unattractive teaching model that had been applied could significantly influence the teaching-learning process. In addition, teaching learning process could be affected by the lack of students' motivation to study. If the process of teaching and learning are boring and monotonous, the students will have no interest in studying and will cause a bad result.

This problem can be solved by implementing new model in teaching and learning process. A model which is more attractive and can motivates students to study. Problem Based Learning is suitable for this situation as it involves students to real problem and encourages them to engage in the learning process (Baden and Major : 2004).

The implementation of Problem Based Learning (PBL) is started by problem which is ill-structured which is fuzzy, unclear, and not yet identified. It directs the students to actively identify and understand the problems. This active participation makes students' critical and creative thinking develop well.

PBL enables the students to explore information which relates to the topic of their writing. The more information they explore, the more inspiration they have. It makes they have various ideas to be written. PBL is based on constructivist

theories of learning which stress learners' need to investigate their environment and construct personally meaningful knowledge (Arends: 2007). In this learning process, students are active to solve the problem by their selves. Teachers' roles are as the facilitator, motivator and director in this learning process.

There have been several researches that have ever been conducted through PBL and have showed effect to the students score. One research was conducted in SMA N 1 Mengwi by Dharma (2014). The aim of the research was to find out the effect of PBL and Performance Assessment on reading and writing competencies. The result was PBL significantly affects the students writing competencies. Other research was conducted in SMP Barumon Tengah Padang Lawas by Siregar (2013). The research goal was to see whether PBL is an effective model to teach narrative text. In her finding, she found that PBL influence the students' achievement in writing narrative text. They have found that PBL can influence the students' achievement in writing. Another research was conducted by Hutahaeon (2014) in SMA N 1 Air Putih. The aim of the research was to investigate the effectiveness of PBL in teaching writing anecdote text. The finding of the research shows that PBL was an effective model to teach anecdote because the score the students was increased.

By considering the explanation above, the writer hopes that the implementation of PBL will affect students' achievement in writing procedure text.

B. The Problem of the Study

In relation to the background of the study, the problem of the study was formulated in the form of the question as follow:

“Does the use of Problem Based Learning significantly affect the students’ writing procedure text?”

C. The Scope of the Study

There are many kinds of writing, such as Narrative, Descriptive, Report, Recount, Exposition, Procedure, and Anecdote. This study was limited on Writing Procedure Text and focused on the application PBL Model.

D. The Objective of the Study

The objective of the study was to investigate the effect of Problem Based Learning on students’ achievement in writing Procedure text.

E. The Significances of the Study

The study was expected to have both theoretical and practical perspectives:

1. Theoretical perspectives

The result of this research can be used as reference for those who want to conduct a research about writing procedure text.

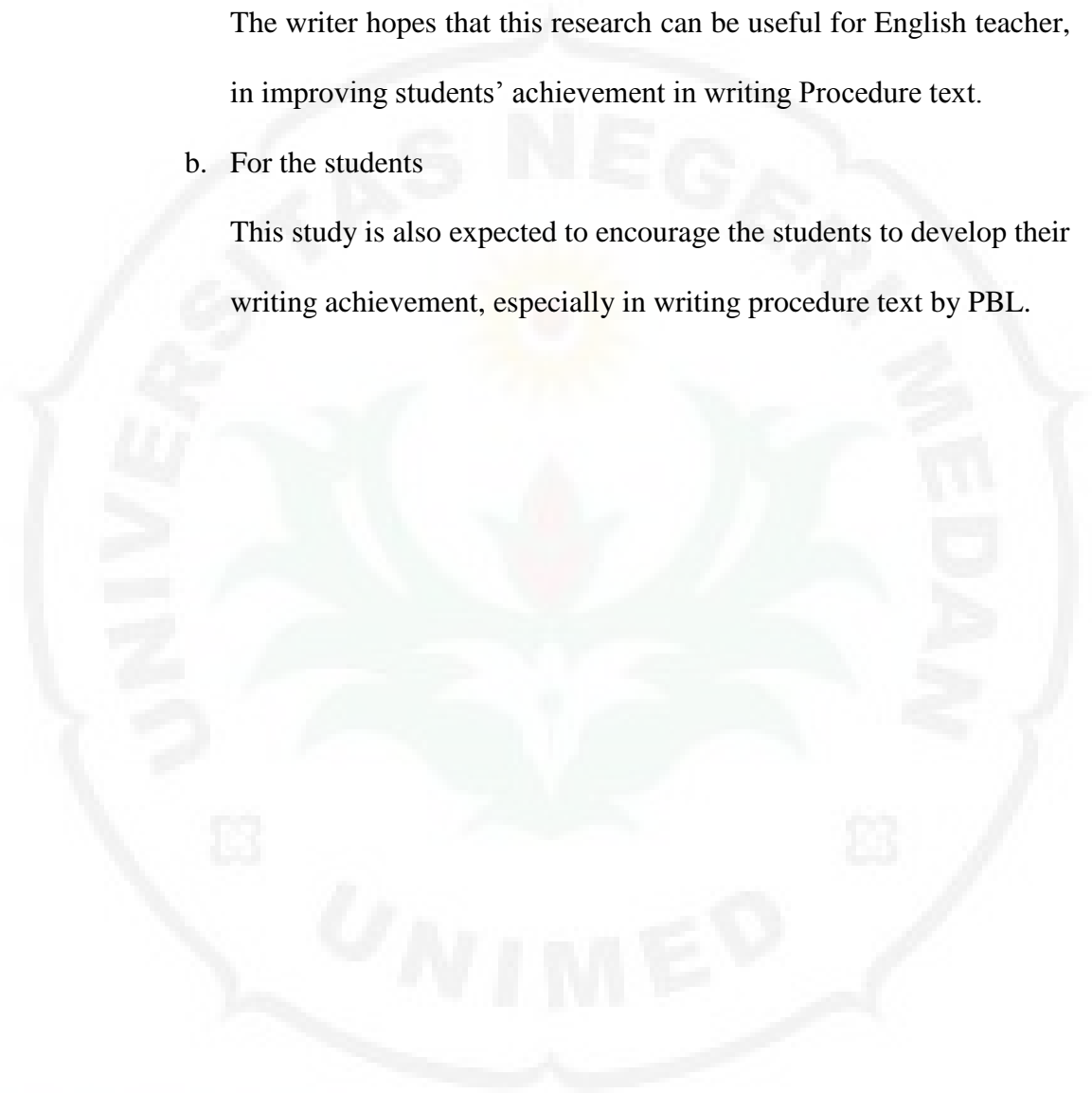
2. Practical perspectives

a. For the teachers

The writer hopes that this research can be useful for English teacher, in improving students' achievement in writing Procedure text.

b. For the students

This study is also expected to encourage the students to develop their writing achievement, especially in writing procedure text by PBL.



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