

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of the Study

Writing is one of language skills and it is an activity that has a relationship with the process of thinking and skills expression in written form. Although writing is one of the four language skills, but in the process of language learning is not possible separated with other language skills such as listening, speaking and reading. All four language skills are complementary. As in the 2013 curriculum (Curriculum 2013), subjects of English at High School mentioned that one of the objectives of English teaching is to develop English skills in oral and written form. Communication skills include listening, speaking, reading and writing. Communicating in spoken and written with a variety of language use appropriate seamlessly and accurately in interactional discourse and or monologue shaped the discourse involving descriptive, narrative, spoof, recount, procedure, report, news, item, anecdote, expositions, argumentation, explanation, Analytical Exposition Text, Hartatory Exposition Text and review.

Teaching of English writing skills for high school students is directed to achieve competence which can be involved in the student's ability by expressing various meaning through the written text on a topic related to the actual experiences in daily life (contextual). And it also emphasizes on various features of written language. Writing skill is one of the integrated skills, which is aimed at producing something called as writing.

Akhadiah, (1988:2) States that writing is systematically organizing and expressing ideas explicitly. In the process of learning skills, it can be realized in the form of written material with various indicators. It is similar with various indicators. It is similar with other materials; the program material should be presented in stages.

In learning literature, reading is closely related to writing as well as listening to speaking. A student is obliged to read books first before writing an academic piece of work related to a particular concept. Therefore, the more the students read books related to the concept, the better their understanding and the broader the horizon of thinking about the new concept will be. In order to help the students to write effectively after comprehending the information, it would be helpful to develop an approach by practicing an automatic, habitual and flexible

strategy in writing . This strategy will give greater accuracy in one's self understanding if the ideas are explored and shared, then self understanding will be better.

However, many students experience difficulties in mastering the writing process since their reading and writing failure have begun in kindergarten. When students fail at an early age reading and writing, they begin to dislike reading and writing. Data from the National Assessment of Educational progress as Lienemanu and Torri Ortiz (2008) shows three out of every four 4<sup>th</sup> ,8<sup>th</sup> , 12<sup>th</sup> and 16<sup>th</sup> grade students exhibited only partial mastery of necessary writing skills, knowledge at their respective grade levels, and only 1 in 100 students demonstrated advanced writing skills. Negotiating and coordinating basic skills, knowledge, strategies, and conventions of written language can be difficult even for skilled writers, because writing demands the students to plan, to generate content, to organize their composition, and to translate content into written language.

In the National Curriculum 2013 explicitly stated that writing is one of the language skill that must be taught in Vocational High School students. The students must be able to understand , apply , analyze factual , conceptual , procedural knowledge based on curiosity to science , technology, arts, culture and human by humanity, unity, nationality and civilization concern with phenomena and able to apply the procedural knowledge on the specific subject deals with talent to solve the problem. And as addition , in the curriculum 2013 also occurred changing the mind set such as “ from personal learning activity changed on team work.” It means that the students must work together with classmate to do the tasks, because the government believes that the superior students will help the low ones and there will be interaction among them to solve the problem ( Depdiknas , 2013)

However it is found that what is expected through the teaching writing activities could not be achieved. It is proven by the writer's experience in SMK Sri LangkatTg. Pura . She Found that the students could not comprehend the meaning of the text. It was proved by the result of the English try out that was held on February, 13<sup>th</sup> 2015. The data showed that students on 2014/ 2015 could not answer or they chose wrong answer of the National Examination in 2015 which consist of some kinds of the texts, such as narrative, expository , explanation , recount , report, discussion, exposition and spoof. The detailed data can be seen in the table 1.1.

Table 1.1 Students' Achievement on Writing ability ( Mid Semester Examination 2015)

Class	X1 TKR 1	X1 TKR2	XI TSM 1	XI TSM 2	XI AP1	XI AP 2	XI BB	XI TKJ	XI MM
Average	61,8	63,5	63,7	61,5	64,7	67,8	64,6	63,1	62,7

(Source of DaftarNilai Mid Semester Examination 2015 of English Teacher SMK Sri LangkatTanjungPura ; 2015)

The result shown by the table indicates that the students' achievement in writing ability is still under the minimum passing Grade (KKM) that is 70 in the academic year 2014/2015 . Considering the condition above, it is necessary to find out the factors may affect the students' failure in writing achievement. Based on observation in classroom, the student have difficulties in understanding the English text because ; firstly, the student are lack of vocabulary mastery and building idea , so the students do not building writing in one text. Secondly , They are bored when they faced with writing long text and uninteresting topic for them. Thirdly, they feel so sleepy when the teacher explains the lesson in front of the class by lecturing. Fourthly, most of the students of SMK Sri LangkatTg. Pura like Competence Subject matter rather than English because they want to looking for job after graduate from Vocational School.

While the students got difficulty in comprehending text as a good teacher should find the better and suitable strategy in teaching writing text. There are many strategies in teaching writing, among of them are Problem Based Learning ( PBL) and project based learning (PjBL) strategy or method learning model. The writer beliefs that the both strategies are as the best alternative to help and improve students writing ability for some reason . Firstly, both teaching strategies are kinds of Cooperative learning that have successful applied in many subject matters. Secondly, these are also suitable strategies that deal with the requirement of curriculum such as work in group.

Problem based learning (PBL) made a great impact on the methodology of teaching. The major advantage of PBL method of teaching is integration of basic and ESP subject in an integrated curriculum. The benefits of PBL method of teaching is definitely more than that oftraditional method, the uneven distribution of office and its sub-disciplines had a major impact on the students during their vocational years.

From the day it was initiated after the world's education summit in Vocational School PBL has established itself as an effective learning tool in enhancing the integration of basic

and clinical sciences (McHarg & Kay, 2008; Fincham & Shuler, 2001). In the conventional / traditional curriculum, these disciplines are mostly taught in separate courses like Phase-I (pre- Vocational phase) and Phase-II (vocational phase). This made it possible for the students to understand the basics of each subject with more in depth knowledge. Some studies have also indicated that students who have been taught in problem-based learning methods have (identified) deficiencies in their knowledge of basic sciences, particularly in areas such as automotive and office class. Outcomes of the studies on PBL have shown divisive results, sometimes indicating that vocational students at PBL schools have less knowledge of basic sciences than their colleagues at traditional medical schools (Prince et al., 2003; Bergman et al., 2008).

We made an attempt of evaluating the office and automotive taught in PBL component of the curriculum at class automotive and office Sciences, SMK Sri LangkatTg. Pura at XI grade with reference to teaching and learning of ESP. This study focuses mainly on how much of automotive and office was essentially covered through the PBL sessions.

The researcher stated this problem from the data of the students writing score in the semester 1. While the school asks SKBM ( Minimum standard of mastery learners ) must be 7. Students prefer the easier solution in expressing themselves, specially to convey their ideas, as in writing exposition texts. Although the students express themselves through media like fraudster, face book, but the students find difficulties in reading, writing, listening, or even speaking ideas and thoughts in scientific language. This is to show that adolescence students no longer endorse s global self – view but instead understand the domain specify within the self concept.

Likewise, during the researcher's observe at all classes in learning English SMK Sri LangkatTg. Pura , teachers tend to identify methodologies as scapegoat. The old method is replaced with a new one and the introduction of a new method is intended to correct the previous one. However, in the transitional period, teachers are often blinded the newness of the method instead of critically reviewing whether the unsatisfactory learning outcomes do in fact relate to methodological.

Being concerned with Problem-based learning (PBL) student-centered have pedagogy in which students learn about a subject through the experience of problem solving. Students learn both thinking strategies and domain knowledge. The PBL format originated from the Vocational school of thought, and is now used in other schools of thought too. The goals of

PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Problem-based learning is a style of active learning.

Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor (known as the tutor in PBL) is to facilitate learning by supporting, guiding, and monitoring the learning process. The tutor must build students' confidence to take on the problem, and encourage the students, while also stretching their understanding. PBL represents a paradigm shift from traditional teaching and learning philosophy, which is more often lecture-based. The constructs for teaching PBL are very different from traditional classroom/lecture teaching.

PBL follows a constructivist perspective in learning as the role of the instructor is to guide and challenge the learning process rather than strictly providing knowledge. From this perspective, feedback and reflection on the learning process and group dynamics are essential components of PBL. Students are considered to be active agents who engage in social knowledge construction. PBL assists in processes of creating meaning and building personal interpretations of the world based on experiences and interactions. PBL assists to guide the student from theory to practice during their journey through solving the problem.

Most people probably would not think of a junk mail catalog as a source of treasure. For many of us, unsolicited mail order catalogs are a bane of daily life. However, these publications contain a huge variety of pictures and a wealth of cultural information. Teachers can easily use junk mail catalogs to create a picture file and then design lessons based on the pictures. This article briefly explains the benefits of using pictures, offers some suggestions for using pictures from junk mail catalogs, and describes three lesson plans. At the end of the article, information on how to contact several catalog companies is provided: those with fax numbers and addresses will mail their catalogs overseas.

While the project – based learning (PjBL) is a model that organizes learning around projects. Project – based learning turns your classroom into a real life work like environment. Learning core content becomes an interdisciplinary or cross discipline investigation in concert with academic content and , in some cases, 21<sup>st</sup> century learning and life skills. Ask students to grapple with a big idea like sustainability in action and this topic could become an example of an interdisciplinary approach to humanities or science or math

or other related curricula in a project – based classroom. This strategy is different from curriculum driven by traditional textbook based activities. It is a deliberate , well – planned instructional strategy focused on a broad topic or within subject matter that permit students to make connections between the traditional world of academic, content and authentic real life approaches to learning. In this kind of classroom, students are given more responsibility for managing their own time, organizing construction of an artifact or project that demonstrates what is learned. Finally, students communicate the results to others. By having those strategies are expected have affected on students’ achievement in writing text significantly.

Besides different strategies of teaching , there is other factor that influences the success or the failure of teaching program that is the perception of the students about themselves that is called self- Concept In Learning . According to Harris, Santangelo, and Graham (2008) say that self concept involves four aspects. Firstly is of how someone observes in a particular behavior, secondly is of how someone thinks about him/ herself/ , thirdly is of how someone values him / herself, and finally is of how someone survives and completes. Thus, the self concept influences the social identify, motivation and attitudes to higher education. In addition, some dynamics of self concept develops students to higher education. In addition, some dynamics of identify and self – esteem as an educational goal because a student for their future like self- advocacy ,self awareness, self – responsibility . Then they could have confidence to have a growth in learning and teaching process. Specifically, these would influence their self concept, social identity,’ motivation and attitudes to higher education. And, somehow, students can be taught to reflect revise their plans when they find that their direction has changed or that their plans are not working as intended.

Self- concept is important part in personality. Like Rogers said that “ The main of self- concept is the most of personality. Self- concept contain ideas, persepction and values that include awarness about ourselves. Self- concept is representation which include our selves . They are characteristics , personal, experience, role and social status. (Desmita, 2012).

Self- concept is knowledge and people’s ideas. About their selves and attitude about their selves and their behavior. Self- concept be divided with two , they are positive self- concept and negative self- concept. Self- concept has influence for students’ writing achievement too , because achievement in their writing skill comes from their selves . The writer interest to take the research based on the gap between reality and expectation , this

study is intended to discover the use of two teaching strategies and students' self – concept in learning writing have significantly affect on students' achievement in writing . It means that the effect of applying the two teaching strategies will be proven whether they are effective towards' students' writing ability that high and low self- concept .

### **1.2. The Problem of the Study**

Based on the background of the study, the problems of this study are formulated in question from as follows :

1. Is the student's achievement in writing taught by using students Team achievement in writing ability taught by using Project lem Based Learning (PjBL) strategy significantly higher then Problem based Learning (PBjL)?
2. Is the students' achievement in writing ability that have high self- concept significantly higher than that of low self – concept?
3. Is there any interaction between teaching strategy and student's self – concept on Student's achievement in writing ability?

### **1.3The Objectives of the Study**

In carrying out the study, It is necessary to state the objectives of this study clearly, So, the objectives of this study are :

1. to find out whether the student's achievement in writing taught by using Student Problem Based Learning (PBL) strategy significantly higher than Project Based Learning (PjBL).
2. to find out whether the students' achievement in Writing for student's high self- concept than students low self- concept .
3. to find out whether there is any interaction between PBL and PjBL , and self- concept significantly students' achievement in writing exposition text .

#### **1.4 The Scope of the Study**

Achievement in writing is influenced by two factors; they are external and internal factors. The external comes from outside of the students, such as : material, teaching strategies, teacher, environment, etc. Meanwhile, internal factor comes from the students , such as : self- esteem, motivation, personality , interest, etc.

Related to underlying factors in writing achievement, the writer underlies that the teaching strategies will be studied here are limited on the effect of PBL and PjBL on students' achievement in writing ability based on self – concept . It means that by knowing the level of students' self- concept weather high or low self- concept , it is expected that this research will give the clear description on the effect of both teaching strategies and self- concept on students' achievement in writing exposition text. As they are clearly different in the process of interpreting the idea through written or spoken information.

And the types of text that would like to be used as the sample of writing is exposition text. Since the text often appears in Mid Semester Examination and mostly the students give the wrong written on this type of the text. The students' achievement in writing ability will tested deals with taxonomy of writing text, they are : literal, inferential and critical writing.

#### **1.5 The Significance of the Study**

First of all, the findings are expected to be useful for development of theory writing text teaching strategies. Theoretically , the finding of the this study is expected will be useful and give positive input for teaching are in overcoming problems in area of writing text ability especially exposition text. Then, it is expected that the researchers can use the result of the study as reference for those who want to conduct a further research related to improve students' achievement in writing text ability.

Practically, the findings are expected that PBL and PjBL strategies can help the students to understand and comprehend the meaning of the exposition text. Besides that, it is also expected that PBL and PjBL strategies give the new experience that more interesting in learning process in the class because the work out in the group. It is also hoped both ofteaching strategies help the students to improve their low self- concept becomes the high self- concept.



