

CHAPTER I

INTRODUCTION

A. The Background of the Study

There are four skills in English. They are listening, speaking, reading and writing. Writing as a crucial skill in learning English. Writing is one of English skills that the students must learn because by writing, students can improve their thinking skills and help them to develop other language skill. Beside that writing has an essential role in fostering language acquisition. Writing also belongs to productive skills. It involves some aspects of language such as words, sentences, and large chunks of writing to communicate. Writing is an art of expressing our thought and views.

According to Nation (2009) writing is an activity that can usefully be preferred for by work in other skills of listening, speaking, and reading. Writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentence's level (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraph or text).

Communication through the written word needs real proficiency from the writers in order to be effective. In addition, writing is one of the language skills that should be mastered by students. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspects of life.

Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text. There are many text types taught in Junior High School. Each text has different social function, schematic structures, and language features.

Writing is more difficult than others skill since it needs more aspects. It involves many different elements such as grammar, vocabulary, organization of ideas, spelling, and punctuation marks. Writing becomes the most difficult skill when it is learned by the foreign language learners. Hugley et al (1983) explain that “writing is a communicative act. It depends upon the awareness of the social expectation”. It means as communicative act, social relationship and social expectation can be developed by writing. It is because writing is one of the tools in communication. Next writing is an essential aspect of interaction on language teaching beside reading and speaking. The students learn it, because it can be used to practice grammatical rules

Brown (2001) states that “writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization”. Writing is related to the ability to put the graphic system such as letter, words, and sentences of a language being used in written communication to help readers understand certain message or information. Writing is a process of communication that uses conventional graphic system to convey a message to readers.

Moreover, there are some principles of writing in order to write. They include what to say, how to sequence what to say and how to express what we say. Referring to the statement, it can be said that in writing, students must be able to express their idea and describe it in sequence and communicative way. In addition, Richard and Reynandya (2002) also state that writing is a complex, recursive, and creative process that is very similar in its general outlines for first and second language writers; learning to write requires the development of an efficient and effective composing process, writing is seen as involving a complex relation between writer, reader, and text.

Writing is related to the ability to put the graphic system such as letter, words, and sentences of a language being used in written communication to help readers understand certain message or information. Writing is a process of communication that uses conventional graphic system to convey a message to readers. Besides, writing is a means for learning because on a general basis, writing can teach critical thinking by helping students organize, summarize, integrate, and synthesize diverse elements into a coherent whole.

(Nik,2010) states that there are some difficulties in writing, not only in using appropriate vocabulary choice, sentence, and paragraph organization to generate and organize ideas, but also in turning such idea into readable text.

Therefore, the writing becomes a complicated activity since it requires many aspects such as content, organization, vocabulary, language use, and mechanics. The writing complexity appears when students start to write. They

do not know what they should write at first whereas the students are expected to be able to present their ideas well in the written form.

Harmer (2004) defines that writing is often useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. In preparation writing, this gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward. Writing is also used in questionnaire-type activities, groups of students may be asked to design a questionnaire. Writing is used to help students perform a different kind of activity (in this case speaking and listening). Thus, writing skills become crucial in teaching and learning. English. It is supported by (Carter, et al 2002), state that writing is important for career and personal life because others will judge our thinking ability according to what we do write and how we write it.

Based on observations by researchers during a visit to SMP Negeri 1 Lae Parira to collect Preliminary data by observing the learning process in class VII. The teacher explains the descriptive text material. Based on the process of writing and understanding descriptive text, the teacher uses a problem-based learning model where the teacher provides problem orientation to students, then the teacher organizes students to research or solve problems, then the teacher guides students both independently and in groups and finally the teacher asks students to present the results of the students' work. This is done with the aim of encouraging students to learn and work more cooperatively to obtain

solutions, think critically and analytically and be able to determine and use appropriate learning resources. In these observations it was found that students' writing skills were weak in writing activities. One of the internal factors is the lack of motivation to read and the increasing feeling of laziness among students. So the purpose of this research is to see how teachers implementing problem based learning in teaching writing skills.

Based on the results of observations on initial data carried out at SMP Negeri 1 Lae Parira, there was a discrepancy in student learning outcomes regarding writing ability based on Brown (2001) theory which states that “writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization”.

Based on the preliminary data above, the author asked the teacher about what model the teacher used to encourage students to write and the teacher said that he used a problem based learning model to build students' writing skills. Then the author interviewed the teacher with several questions related to the problem based learning model. the questions are as follows, 1) what the purpose of using the problem based learning (PBL) model?, 2) How long have you been using problem based learning (PBL) model in the classroom?, 3) What do you put into problem based learning (PBL) while teaching and learning process? Are there any pictures or video used?, 4) What is the advantages of using problem based learning (PBL) model?, 5) What is the disadvantages of using problem based learning (PBL) model?.

The competencies of writing skills can be achieved by using appropriate learning methods. One of the right methods used in learning writing is the problem-based learning (PBL) model. Problem-based learning (PBL) model is used to provide experience and problems faced by learners to encourage students to participate in learning. In order for students to observe and process information discoveries to solve problems or find solution to the difficulties that have been presented, the Problem Based Learning (PBL) method makes use of problems that are really experienced as a way of learning.

In the problems faced by students in writing, teachers apply the problem-based learning model where problem-based learning (PBL) is suitable for all students, so the strategy is ideal for heterogeneous classes where students with mixed abilities can combine their talents collaboratively to find solutions. These techniques are also suited to an interdisciplinary orientation because answering a problem often requires information from several academic fields. By letting children direct their own activities and giving them greater responsibility, teachers show them how to challenge themselves and learn on their own. Teachers who use active learning say they have seen their students learn more material, understand more ideas, and enjoy school more.

Problem-Based Learning (PBL) is a teaching model in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical

thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning (Duch et al, 2001). PBL can be incorporated into any learning situation. In the strictest definition of PBL, the approach is used over the entire semester as the primary model of teaching. However, broader definitions and uses range from including PBL in lab and design classes, to using it simply to start a single discussion. PBL can also be used to create assessment items.

Problem-based learning (PBL) is learning that focuses on students as learners and on authentic or relevant problems that will be solved using all the knowledge they have or from other sources Lidinillah (2013). Characteristic features Problem Based Learning (PBL) learning, namely applying contextual learning, the problems presented can motivate students to learn, integrity learning, namely motivated learning with problems that are not limited, students are actively involved in learning, work collaboration, students have various skills, experiences and various concepts. Problem Based Learning makes authentic problems the focus of learning which aims to enable students to solve these problems, so that students are trained to think critically and think at a higher level.

The main learning that should be carried out in every subject in school according to John Dewey (2014) is learning stimulate students' minds to acquire all non-scholastic learning abilities. An effective effort that is in accordance with the statement above is to apply a constructivist learning model that is not

teacher centered but student centered. Problem-based learning is a learning method that challenges students to "learn how to learn", working in groups to find solutions to real-world problems. This is the problem given used to bind students to curiosity about the learning in question. Problems are given to students, before students learn the concepts or material related to the problem they have just solved.

This is supported by previous studied related to the implementation of Problem Based Learning in Teaching Writing according to Nisa (2017) who Analyze the use problem based learning in teaching writing the implementation of Problem-Based Learning showed that PBL helped the students in generating their idea to start their writing. Besides, there is a correlation between students' perception toward PBL in writing process and writing achievement. Then, the researcher found that PBL was easier for the students to write since they have got ideas from their friends. This related to the next point of PBL, which is knowledge construction. The students made a discussion about the problems that might be arise from the topic given by the teacher.

B. The Problems of the Study

Based on the background of the study above, the problems of the study were formulated in forms of questions is:

1. "How is the Problem Based Learning model implemented in teaching writing descriptive text?"
2. "Why is the Problem Based Learning model implemented in teaching writing descriptive text according to the teacher?"

C. The Objectives of the Study

In carrying out the research, it is necessary to state clearly the objectives of the study in relation of the problems. The objective of this research are:

1. To analyze the phases to implemented of Problem Based Learning model in teaching writing descriptive text?
2. To investigate the reasons implemented of Problem Based Learning in teaching writing descriptive text?

D. The Scope of the Study

The scope of this study focus on how the implementation of problem based learning in teaching writing descriptive text in English classroom. This study use the theory of Zieber (2006) state that problem based learning is as a pedagogical approach which uses cases and problems as departure points in order to accomplish the intended learning objectives. These study will be researched and collected from grade VII at SMP Negeri 1 Lae Parira.

E. The Significances of the Study

The findings of this research are expected to have significantly relevant theoretical and practical aspects:

1. Theoretically

The findings of this research are expected to expand and strengthen the theory of problem based learning and writing skills in the classroom. Especially to enrich the theoretical theory about how students' improve writing skills through Problem Based Learning (PBL).

2. Practical Significances

The study expected that it could improve the quality of students, teachers and other researchers in English learning.

a. English Teacher

The research can assist teacher in managing the class during the English teaching and learning process, for example. If the teacher uses the incorrect problem based learning (PBL) model stages in the classroom, They can improve it in the future by connecting the implementation with the correct of problem based learning (PBL) model stages. Then teacher can potentially use this study to improve the efficiency and interaction of the teaching and learning.

b. English Learners

English language learners may find this research useful. They can take part in activities while being taught and studying, and they can see how effective learning English is. Hopefully, it can make the learners independent to use English communication in class and public. Then, they can improve their knowledge and practice English independently.

c. Another Researcher

The research can help another researcher conduct and arrange a study about problem based learning model, such as making this research a reference in their study.