
Chapter I: Introduction

This chapter will explain five subtopics, those are the background of study, research question, the aim of this study, the significant of this study, the scope of this study and definition of terms.

Background of Study

The process of learning English which is most commonly done in schools today generally has the following characteristics: teaching material is based on text book, the learning action is mostly in written text. This case is certainly will not develop the ability of students in English, because students are not familiar with the texts that they will actually meet in the real world. In other words, when leaving the school, students cannot speak English in the real sense. This causes students to be less interested, not motivated and so their learning outcomes and writing skills are low.

The fact shows that the learning outcomes of high school students in English have not been encouraging for at least the last three years. According to Puspendik (2018), data shows that the average national exam scores of English at the SMA level IPS program is under the level of standard that has been required, which is in academic year 2015/2016, the national score was 46.81, in 2016/2017 was 41.34, in 2017/2018 was to 41.57. While the score for Gorontalo province in academic year 2015/2016 was 35.84, in 2016/2017 was 34.57, in 2017/2018 was 31.24. The score for Kabupaten Gorontalo in academic year 2015/2016 was 30.00, in 2016/2017 was 31.22, in 2017/2018 was 32.28. While one of schools in Kabupaten Gorontalo which is SMA Negeri 1 Tilango, the score in academic year 2015/2016 was only 21.33, in 2016/2017 was only 26.40, and in 2017/2018 was only 28.08.

It is also seen for SMA Negeri 1 Tilango that the average national exam scores for English subjects in IPS program are the lowest that compared to the national, Gorontalo Province

and Kabupaten Gorontalo level. Quantitatively this data shows that the acquisition of the average score of English national examinations in SMA Negeri 1 Tilango from 2015 to 2018 is still below 30% of the ideal score, this data is certainly very concern.

From these data, it is necessary to look more closely at the learning process of English which took place in schools. The effectiveness of learning English has shown by the level of students interesting in learning that subject.

Writing ability is one aspect of language skills that taught in English subjects other than reading, listening, and speaking. Fox (1993) defines writing as an activity of expressing ideas, feelings, and opinions to communicate messages from the mind to written forms.

Pudjianto (2014) states that students often make mistakes in writing. They are still confused in arranging word selection in the structure that is presented. They have a limited word of vocabulary, difficulty composing ideas, and lack in writing skill. In addition, students have difficulty in understanding writing material, because the structure and grammar are difficult to understand. Students also sometimes have difficulty understanding the sentence context in the writing material.

The lack of their writing ability is because of many factors, which are come from students, teachers, learning processes and the quality of learning. One of the things that identified as the cause of this condition is due to a lack of students' interest in writing learning. Whereas from the teacher and learning process, one of the causes is the teacher is too dominant in learning, so students are passive waiting for the teacher's presentation rather than looking for and finding their own knowledge, skills or attitudes they need.

Therefore, there are some models that can be applied to solve students problem. For example is applying Inquiry Learning model. According to Mulyasa (2008 p. 108) the inquiry

learning model is a learning model that prepares students for situations to conduct experiments on their own broadly so that they can see what is happening, want to do something, ask questions, look for their own questions, and connect one finding with another, then comparing what they find with what other students find. Another model is Discovery Learning, Budiningsih (2005, p. 43) state that Discovery Learning is a way of learning to understand concepts, meanings, and relationships, through the integration process to reach conclusions.

The other model is Project Based Learning, Stoller (2006) defines that Project Based Learning is a learning model that uses projects as a media in the learning process to achieve competency in attitudes, knowledge and skills. This leads students to carry out activities to apply the skills of researching, analyzing, and presenting learning products based on real experience.

Another learning model is Problem Based Learning (PBL). Problem Based Learning (PBL) is a learning model that is designed so that students get important knowledge, which makes them proficient in solving problems, and has their own learning model and the ability to participate in teams. These four models are learning models based on a scientific approach. One of the features of this scientific approach is student-centered learning.

But the fact is the model that is often used by teachers in general learning is a Direct Learning model. According to Rosdiani (2014, p. 22) the direct learning model is a learning model that is more centered on the teacher and prioritizes effective learning strategies to expand teaching material information, where the direct learning model is developed to streamline teaching materials to fit the time given in the period certain. Based on interviews with English teachers in these schools teachers more often use this model in learning English. This is one that contributes to the achievement of learning outcomes in English at the school which is still unsatisfactory.

From the four models based on the scientific approach above, one of the models to be implemented in narrative text writing material is the Problem Based Learning model. Problem Based Learning (PBL) is a learning model that is designed so that students get important knowledge, which makes them proficient in solving problems, and has their own learning model and the ability to participate in teams.

This model was chosen because in PBL the learning process uses a systemic approach to solve problems or face challenges that will later be needed in daily life. With PBL meaningful learning will occur. Students who learn to solve a problem they will apply the knowledge they have or try to find out the knowledge needed. Learning can be more meaningful and can be expanded when students are dealing with situations where the concept is applied. In PBL situations, students integrate knowledge and skills simultaneously and apply them in relevant contexts. PBL can improve critical thinking skills, foster student initiative in work, internal motivation to learn, and can develop interpersonal relationships in group work. These strengths encourage students to be active, independent, creative and think critically and develop their initiatives in solving problems. The learning process with this learning model motivates students to be able to apply the knowledge they have.

On the other hand the skill of writing narrative texts is someone's proficiency in understanding and applying the process of expressing ideas, ideas and feelings in a writing by considering factors including conformity to the general structure of a narrative text form, spelling, grammar, wholeness and cohesiveness.

In relation to narrative text writing skills, each PBL stage can facilitate the growth of narrative text writing skills. Through the Problem Based Learning model, students are expected to be able to increase their ability to appreciate the mastery of narrative texts and mastery of

effective sentences as well as expressing ideas in writing. Common difficulties faced by students who will write include confusion to start writing the first word or sentence and confusion in arranging each paragraph to become a complete writing. This confusion will cause creativity in writing will not develop properly. This difficulty arises partly because of lack of interest in the material to be written. At the Student orientation to problems stage as the first stage of PBL, the teacher facilitates students by presenting contextual problems that are of interest to students, such as interesting problems, for example by presenting fable and legend stories. Through these interesting and familiar stories students will be happy and excited and challenged to understand the stories given by the teacher.

Furthermore, at the stage of Organizing students to learn, the teacher guides students to organize the learning tasks of each student in a group to identify the story presented according to the narrative text structure. At the stage of individual Guiding and group investigations, the teacher with a scaffolding strategy guides students to conduct brainstorming activities carried out by means of all group members expressing opinions, ideas, and responses to the stories presented referring to the structure of the narrative text, looking for other references so that various possible appear alternative kinds of opinion. Then they make alternative selections to choose opinions that are more focused, determine the main points of the story according to the structure of the narrative text, which in the end is expected to have a clear and complete picture of the story presented.

At the Develop and present the work stage, the teacher facilitates each group to write and compile reports on the results of group analysis and development that have been discussed previously. The report is adapted to the structure of the narrative text. Each student shares the role of completing the report and presenting it in the discussion forum. At the stage of Analyzing

and evaluating the problem solving process, the teacher facilitates students to evaluate and reflect on the tasks that have been presented and ask other students to respond to other group presentations so that a report will be obtained in the form of relevant, complete and comprehensive writing in accordance with the narrative text structure.

From the description explicitly it appears the link between Problem Based Learning with efforts to improve writing skills. PBL facilitates students in an effort to improve their skills and interpret writing because students can exchange ideas with other friends about the difficulties they face. Efforts to improve writing skills through PBL make it easier for students to learn because it is more effective and very fun because students can work together with their friends to talk about something important and help the brain work to be more active. In addition, with this PBL students develop their potentials with predetermined material and students are more active and can improve their writing skills.

In this context the teacher is required to skillfully ask questions / problems that cover three dimensions of the text (social function, text structure, linguistic elements). In addition, this also stimulates students to think, move, and contribute. The learning process in class must be well designed, so students feel confident to express their thoughts without feeling embarrassed or afraid of being laughed at.

According to Arends (2008, p. 43), Problem Based Learning helps students to develop thinking skills and problem solving skills, learn adult roles and become independent learners. Changes to the learning aspects of course also require changes in the use of media and learning resources as well as the implementation of assessment of student learning processes and outcomes.

There are some previous studies related to this study. One of them was a research with title “Effect of Environmental Problem-based Learning on the Indonesian EFL Students’ Environment related Vocabulary Mastery and Writing Ability”. The writer is explained this study aims at examining the effect of environmental problem-based learning (PBL) on the environment-related vocabulary mastery and writing ability of Indonesian EFL students. This study was designed using a quasi experimental research design was used to investigate whether or not the students who are engaged in environmental PBL obtain better environment-related vocabulary mastery and writing ability than those involved in conventional class. The research location is Senior High School at Papar, Kediri, which is located in the Province of East Java, Indonesia. The conclusion of the research is based on the result of the post-test, it was revealed that problem-based learning affected the students’ environment-related vocabulary achievement. The students who were taught by using problem-based learning achieved better than the students who were taught by using conventional learning.

Another study was a research in title “The Use of Problem Based (PBL) Learning in Teaching Reading”. The writer is explained this study was aimed at finding out whether or not problem based learning (PBL) was effective in teaching reading and the extent effectiveness of problem based learning (PBL) in teaching reading. This study belongs to a pre experimental research. The research location is in SMPN 1 Selong which is located in the West Lombok Indonesia. The conclusion of this study PBL is more effective in reading learning.

Compared to previous research, this study has similarities and differences. The similarity with the previous study is to observed the effectiveness of problem based learning in teaching and learning process. However, the differences between this study and previous study are purpose and the subject. The first previous study is purpose to examining the effect of environmental

problem-based learning (PBL) on the environment-related vocabulary mastery and writing ability of Indonesian EFL students and the purpose of the second previous study is to examine the effectiveness of Problem-Based Learning (PBL) in teaching reading, with the subject of junior high school students. In contrast, this study purpose to see the influence of problem based learning in English towards their skill in writing, with the subject of high school students.

To obtain empirical facts in the field related to the influence of implementing the Problem Based Learning (PBL) model, the researcher is tried to solve students problem by conducting the research in title *"The influence of Problem Based Learning model towards students writing skills in learning English (A study conducted at the 2nd Grade of SMA Negeri 1 Tilango)*.

Research Question

Based on the background of study, formulate of research question on this study will be “can the implementation of Problem Based Learning model in instruction English towards students influence their writing skills?”

Aim of Study

The purpose of this study is to find out the implementation of Problem Based Learning model in instruction English towards students can influence their writing skills.

Significances of Study

Expected benefits in this study include:

1. Teacher: as one of the consideration for to improve the quality of teaching by using a learning model that more effective for students.
2. Students: this study can improve students understanding, so the students can manage their critical thinking solutions, active and creative in finding problem solving.
3. School: Problem Based Learning model can be considered as an alternative model in learning English and other lessons in school.
4. Researchers: this study will increase researcher’s knowledge and experience in implementing English learning.

Scope of Study

In accordance with the consideration of the existing problems, this study only discusses the problem of the influence of problem-based learning models on the writing skills of students in learning English in narrative text.

In this research, the students' ability in writing focuses on the students' ability in writing narrative text because the main focus of this research is improving the students ability in writing narrative text.

Definition of Terms

Writing

Writing is an activity to express one's thoughts, ideas, and feelings expressed in written language. In another sense, writing is an activity to express thoughts and feelings in the form of writing that are expected to be understood by the reader and function as an indirect means of communication.

Narrative text

Narrative text is an imaginary story that aims to entertain the reader. The narrative text is not necessarily because it might be just a fictional imagination or story created by someone or a story made by a group of people that the truth is not proven.

Problem based learning model

Problem based learning model is a learning approach that seeks to apply problems that occur in the real life. With this model, students will be trained to think critically and find the solutions.