CHAPTER I

INTRODUCTION

A. Background of Research

Learning process is a communication process. In a communication process always involves three main components, namely the component of the message sender (teacher), the component of the message recipient (student), and the component of the message itself which is usually a subject matter. Of the three components, teachers are expected to be able to plan teaching and learning activities effectively.

Sardiman said teaching is basically an attempt to create a condition or a supportive and enabling environment for the learning process. Teaching is also interpreted as an activity to organize or manage the environment as well as possible and connect with the child, resulting in the learning process. The learning process is said to be good, if the process can generate an effective learning activities. So the teacher holds a key position in the teaching and learning process in the classroom.

Slameto explained the process of teaching and learning, teachers have a duty to encourage, guide, and provide learning facilities for students to achieve object. Teachers have a responsibility to see everything that happens in the classroom to help the student development process. Submission of course material is only one of the various activities in learning as a

dynamic process in all phases and processes of student development.

The result of research in grade XI of SMA Al-Khairiyah Kelapian, it is known that student learning outcomes still exist under KKM 70standard, only 17 from 47 students who get above KKM. The lack of classical completeness is due to the lack of seriousness of students in following the learning process in the classroom. It is characterized by students who are daydreaming in class, students who do not pay attention to explanations from teachers, self-busy students and students yawning when teachers are explaining, Non-seriousness students in following the learning process caused by the method of learning used by teachers who are always the same in every meeting so that students feel quickly bored.

One of the efforts that can be done to overcome the above problems is to apply the *problem-based learning* model of learning model based on the problem in the process of writing in the classroom.

This problem-based learning model can help students develop thinking skills, solve problems and intellectual skills, learn various roles of adults through their involvement in real experience or simulation, and become autonomous and independent learners.

Problem-based learning is defined as collaborative, student centered exploration of real world problems, for which

the teacher acts as facilitator (or tutor or mentor) who offers decreasing guidance over time. Problem-based learning is a model of learning based on the many problems that require authentic investigation of the investigation that requires a real settlement of the real problem.

Problem-based learning model can improve critical thinking skills, cultivate student's initiative in work and internal motivation to learn. In the problem-based learning model, small groups of students work together to solve a problem agreed upon by teachers and students. Learning begins by presenting a real problem whose solution requires cooperation between students.

There are four skills that to be mastered in learning English. They are listening, speaking, reading and writing. Writing is one of skill which must be mastered by student at school, because student can recall their study by read the book which they have written the material of study before.

According to Graham, he said "Writing is an integral part of the curriculum in secondary school; indeed, written expression in the primary media students use to demonstrate conceptual knowledge and communicate their thoughts, feelings and beliefs".[1]

Writing is a productive skill that the writer expresses their ideas, concept and their aspiration into a piece of paper. In the

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[1] Jill C. Chalk, Shanna Hagan-Burke, and Mack D. Burke, *The Effects Of Slf Regulated Strategy Development On The Writing Process* (Volume 28, winter 2005)p75

principle of writing skills, writing has relationship between two types of skills that are writing skills and reading skills. When someone writes something, others will read and give an input to the author, the fact is that the competency to be developed, in fact many students think that writing is unbearably difficult.

The writer found some problems that faced when the writer conducted preliminary study. First problem was the students were difficult to express their ideas in written form. It happened because the students had less practice in writing English. The second problem was they still got many errors in vocabulary, grammar and spelling. It means that the teacher must emphasize the uses of *Problem-Based Learning* to keep students' interest in writing skill. By using this method, it expected that the students are able to learn easier and for teachers' it can easy to monitor and observe the process of writing.

Previous studies have been written by Diah, Ery and Ludi (2016) with the title "*Implementation of Problem-Based Learning Model to Improve Students ' Problem Solving Skills and Self-Efficacy (a study on IX class students at SMP Muhammadiyah)*" in this research they write that the students can assess their own ability as better problem solvers because in the model PBL, the students have to find solution and they also will be trained in dealing with problems, because the problems presented in the learning process reflect their real problems faced in everyday life.

By continuous practices, the students' problem-solving skills will be more honed.

Based on the previous study above the writer conduct the research with the title "*The Effectiveness Of Problem-Based Learning (PBL) Approach On Writing Ability*" The writer choose this title as a research study because it is deemed necessary for a teacher to provide innovative learning approaches that are more interesting for students who able to develop their skills in various skills, including their ability to write hortatory exposition text. In addition the writer wants to know the effectiveness of PBL approach at this school.

B. Limitation of Problem

In this research, the writer focuses on the implementing of Problem-Based Learning approach to improve the student skill in their writing ability, caused many kind of writing the writer choose hortatory exposition text as a research.

Based on statement above, the writer formulated the problem: Problem-Based Learning can be used in hortatory exposition text. Based on the syllabus in the second grade student of SMA Al-Khairiyah Kelapian, there are many kinds of text that can learn by the student. Each kinds of these texts has their own purpose, based on the purpose, text are classified into some group, they are descriptive text, report text, narrative text, argumentation text, review text, procedure text, spoof text,

anecdote text, explanation text, news item text, and exposition text. The exposition text classified into hortatory exposition text and analytical exposition text.

This research focused in hortatory exposition text. The researcher chose this kind of the text because hortatory exposition text is suitable applied with this approach. The students can express their opinions freely, on topics provided by the teacher. Than the teachers can knew students' critical thinking skills in response to current events. This ability can benefit students in the future by encouraging themselves in expressing public opinion.

The limitation of this research is writing hortatory exposition text in SMA Al-Khairiyah Kelapian by using Problem-Based Learning approach that examined by pre-test and post-test. The writer interested to conduct research "*The Effectiveness of Problem-Based Learning on Writing Ability*" in SMA Al-Khairiyah Kelapian.

C. Statement of Problem

Based on the background of the research, the main purpose of this research is to find the effectiveness of problem-Based Learning in order to help the student to improve their writing ability in hortatory exposition text. The research problem are formulate as follows:

1. How is the student writing skill of SMA Al-Khairiyah Kelapian?
2. How is the effectiveness of problem-based learning on writing ability?

D. Objectiveof the Research

Based on statement of the problem above, the objectives of the research are follows:

1. To know student writing skill at this school
2. To know the effectiveness of problem-based learning on writing ability

E. Significance of the Research

The significance of the research expected to be useful for the perspective of the writing, and for giving the English teacher a different method in teaching writing, Especially in writing hortatory exposition text.

F. Writing Organization

This paper divided into five chapters, each chapter explains different matters in line with the topic that discussed:

Chapter I explain about introduction. This chapter the writer describes background of the research, limitation of the problem, statement of the problem, objective of the research, significance of the research, and writing organization.

Chapter II explains about theoretical review, previous study, framework of study, and hypothesis.

Chapter III explains about place and time of research, research methodology, population and sample, research variable, instrument and data collecting, data analysis, and statistical hypothesis.

Chapter IV explains about the result of the research and discussion.

Chapter V is closing which contain of conclusion based on the result of the research and suggestion further research.