# **CHAPTER I**

# INTRODUCTION

This chapter presents background of the study, statement of the problem, objective ofthe study, significance of the study, scope and limitation, hypothesis definition of the keyterms.

## Background of the Study

“Writing is one of the basic skills of the English language. It is usually considered one of the most difficult that other skills of foreign language students. Even native speakers feel difficulty in showing good command of writing” (Javed, Juan, & Nazli, 2013). In writing, the students need to acquire those first to make sure what they want to write. They have to write about what they think in their mind and state it on paper by using the correct rules.

Writing courses must relate to the student’s necessary. It can be seen in their daily activity, such as when they want to write short text for example : letter, invitation, or article and others that it goes to genre of text like recount text, narative text, analytical exposition text, hortatory exposition text and the another (Amalia & Sisbiyanto, 2016). Sometimes, most of them get difficulties to put their thought about it in their writing. They have ideas about it but they less knowledge of correct structure and usage of good sentences.

There are many methods in writing skill; one of them is problem based learning.” Problem based learning (PBL) as an approach is diametrically different from the conventional didactic and teacher-centered method” (Leong, 2017). The approach is primarily student-centered where the student assumes the major responsibility for his or her learning. Rather than the tutor dispensing the syllabic content, the students decide and discover for them what they will learn. Problems are first given as the Starting point of their inquiry, leading to discovery of the relevant knowledge and Skills required solving or understanding the problem. Problem Based Learning takes the focus off instructor in the classroom and empowers students in the learning process who use course concepts to solve problem presented to them. (Kumar & Refai, 2017). In PBL researcher try developed a series of problem requiring students to address changing writing situation. These problems are designed to support students’ use of hortatory exposition text in their writing. Problem-based learning (PBL) also has been experimented as pedagogy in some disciplines and contexts around the world and recognized as effective teaching-learning method (Dastgeer & Afzal, 2015). Unlike many conventional methods, PBL involves students for effective learning through discussing and finding solutions of authentic problems among themselves.

1

Based on the previous study conducted by (Leong, 2017) in his journal. about problem based learning (PBL) could motivate engineering students in Technical Writing. Based on the result of journal “Improving English Skill: A case of Problem Based Learning” (Dastgeer & Afzal, 2015). It shows that teaching writing skill in the secondary level student more success effective use PBL than use conventional lecture method. ADK & Purwati (2015) in the journal “The implementation Problem Based Learning in Teaching Writing Descriptive Text to the Eighth Grade” said that the result of research was success. It can be said Problem Based Learning is effective to be applied in teaching learning process. In the other research Hung (2006) by the title “ The 3C3R Model: A Conceptual Framework for Designing problem in PBL “ state that the result of PBL application have shown that is an effective instructional pedagogy that inherently involves students in active, meaningful learning, resulting in profounder understanding and longer memory . Problem based learning help students to get an idea to solve their problem.

There were the differences between this research with previous study. Based on the previous study conducted by (Leong, 2017) in his journal the title “Promoting Problem Based Learning Through Colaborative Writing”. The sample in this journal were 200 second-year engineering students from the School of Materials Engineering in Nanyang Technological University in Singapore. The statement of the problem from this case was “To what extent does PBL motivate engineering students in Technical Writing*?”.* In order to answer the research question, “To what extent does PBL motivate engineering students in Technical Writing?” the collection data were obtained :

• Students’ responses to using the PBL approach in Technical Writing in an

online survey

• Minutes recorded by students during group meetings.

• Students’ comments on the PBL approach via a semi-structured interview

• Observations of students’ learning behaviours by the teacher.

From the data collected, there was no doubt that the engineering students generally had a positive experiences with PBL as they worked on the writing project in groups. it can be concluded that PBL broadens the knowledge base of the students while engaging in research for their writing projects.

Meanwhile, in this research , the researcher will conduct this research by the title “The Influence of Problem Based Learning on the Students’ Writing Skill in Hortatory Exposition Text at the Eleventh grade of SMA Saidiyah Arosbaya”. The sample of this study was the eleventh grade of IPS 1 and IPS 2 which consits of 18 students for each class. The statement of the problem from this research was “Do the students thought by problem based learning have batter writing skill in hortatory exposition text at eleventh grade of SMA Saidiyah Arosbaya?”. So, to to answer the statement of problem. the collection data were gotten :

* Pretest.
* Treatment.
* Posttest.

From the data collected , it can be concluded that the students taught by problem based learning method had better achievement on writing skill hortatory exposition text at the eleventh grade of SMA Saidiyah Arosbaya.

Therefore, the researcher would like to investigate the students given by problem based learning (PBL) have better writing skill than those taught without problem based learning (PBL) at the eleventh grade of SMA SaidiyahArosbaya. Based on the statements above, the researcher will conduct this research by the title “The Influence of Problem Based Learning on the Students’ Writing Skill in Hortatory Exposition Text at the Eleventh grade of SMA Saidiyah Arosbaya”.

* 1. **The Statement of The Problem**

Based on the background of the study, the researcher formulate the statement of the problem:

“Do the students thought by problem based learning have batter writing skill in hortatory exposition text at eleventh grade of SMA Saidiyah Arosbaya?”

**1.3 Objective of the Study**

In line with the statement of the problem, the objective of the study to investigate the influence of PBLon the students’ writing skill in hortatory exposition text at eleventh grade of SMA Saidiyah Arosbaya.

**1.4Significance of the Study**

Basically, the two kinds of research significance are as follows: theoretical significance, and practical significance. Theoretical Significance; This study can make a contribution to influence in teaching writing especially for improving the students’ achievement in writing skill.

Practical Significance; The research findings are expected to make a meaningful contribution both for teachers and students. For the teachers, the findings from the research are expected to provide a good alternative way or method for teaching students to be able to write with PBL. While, for the student this finding from the research are expected student can write hortatory exposition text well and easily.

**1.5 Scope and Limitation**

The scope of the study are about Problem Based Learning and writing skill of the student at eleventh grade of SMA Saidiyah Arosbaya through the implementation of the PBL method.

The limitation of the study is limited time are focus on eleventh years students’ of SMA Saidiyah Arosbaya.

## 1.6 Hypothesis

Alternative hypothesis (Ha) is the use of Problem Based Learning method is effective to influence the writing skill in hortatory exposition text at Eleventh Grade Student of SMASaidiyah Arosbaya.

Null hypothesis (Ho) is the use of Problem Based Learning method is not effective to influence the writing skill in hortatory exposition text at Eleventh Grade Student of SMA Saidiyah.

## 1.7 Definition of the Keyterms

To avoid misunderstanding, the definition of the keyterms as follows:

1. **Problem Based learning :**

One of technique of teaching learning with give student a fact problem as context for learners to critical thinking, and skill of problem solving and knowledge acquisition.

1. **Writing:**

An activity to write a note or information about our thinking, our felling, our opinion, and others.