**CHAPTER 1**

**INTRODUCTION**

In the first chapter, the researcher discusses about background of the study, statement of problems, purpose of study, significance of study, scope and limitation of study and definition of key terms.

* 1. **Background of the Study**

During the last decades in the area of writing skill, it has made progress and there is evidence between models of learning and other components of writing such as grammar and sentence structure, content organization increase writing and format. Writing skill could be interested major in the curriculum of senior high school. If it thought all good models of learning for instance, problem based learning.

In addition, in the curriculum of senior high school Indonesia in this case of writing skill could be good written so, words, phrases and sentence must to use on their writing. Writing is not an easy task for students nevertheless it makes them easy to understand by practice, because it can enhance the opportunities of our students to be critical thinkers and help students gather ideas into good. The important things to remember that writing is process and not an automatic process. When teaching must be started at the top from the first page and continue straight through until the end at the bottom of the last. The awareness for text structure in writing complex skill is words, phrase and sentences (Chaisiri, T;, 2010). The first step in writing process is brainstorming as prewriting because in

prewriting can help students gather ideas and our students have needed method to help them feel interest in this lesson.

Recently, true learning process of writing was implemented on writing narrative by teacher for their student. The aim of this writing makes student to understand on this task. It is in line with, Sari (2015) said that good writing can give great ideas to organization be logical, effective, interest and important. It means that writing is well when in their writing have that criteria and also make reader understand about the writer mean.

Some models of text genre on writing, namely: narrative, descriptive and argumentative. Narrative text is text to retell the story at the past tense and it has line with (Oshima & Hogue, 2007), so in this writing students can explore their imagine and idea in this story. The researcher has assumption that writing narrative gain better to be implemented.

Problem based learning (PBL) can be implemented in teaching writing, because it is in line with Savery, JR (2006), Allen, Deborah E , Richard S Bernhardt, Stephen A (2011), Coombs G, Elden M (2004) said that Problem Based Learning (PBL) is a student- centered learning approach using cooperative learning groups that integrate theory and practice, and apply knowledge and skill to give solution to defined problem and also fostering positive student attitudes about learning so this method is consistent with the constructivist theory by challenging the student to take a responsibility for learning. Based on the previous study and theory by (Savery, 2006; Allen, Richard & Bernhardt, 2011; Elden, 2004) that problem based learning (PBL) has positive impacts on students’ writing ability. This study is investigated that used problem based learning (PBL) to impact on students learning and development writing skill in particular. This study investigates the use of problem based learning that can help students to share their knowledge by writing and it has effectiveness to grow up their writing motivation.

Based on the theory and previous study the researcher predict that the student taught by PBL models have gain better writing skill than those without PBL model. The students for the positive motivation to attend class, student engagement active, collaborative and student centered have been increased by PBL (Tinto , 1994). Based on the theory that PBL has effectiveness to grow up their motivation and also improving learning outcome by sharing their knowledge, actually it is better to be implementing in students writing.

Based on the statement above, the researcher would like to conduct this research by the title “The Effectiveness of Problem Based Learning (PBL) on The Students’ Writing Ability at The Tenth Year of SMAN 02 Bangkalan.”

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

Based on the background of the study, the researcher formulates the statement of the problem is do the students taught by problem based learning (PBL) gain better in writing ability than those not taught using problem based learning (PBL)?

* 1. **Objective of the Study**

In line with the statement of the problem, the objective of the study is to investigate the effectiveness of problem based learning (PBL) on students’ writing ability at the tenth grade of SMAN 02 Bangkalan.

* 1. **Significance of the Study**

This study has two significances in theoretical and practical as follow:

* + 1. Significance theoretically

 This study contributes from references to the readers as references by article journal, and books that have correlation in Problem Based Learning (PBL) method, sources, knowledge, information, and so on.

1.4.2 Significance practically

In the practically it can be applied to teach students on writing skill in narrative text by using Problem Based Learning (PBL). In other case by another researcher, it can be re-experiment.

* 1. **Scope and Limitation**

The scopes of this study are about to investigate Problem Based Learning (PBL) as method, writing skill in narrative text and tenth grade students of Senior High School as sample and then the location in SMAN 02 Bangkalan that the researcher to collecting data.

The limitations of the study, it cannot be optimal in process because limited the sample like they do not sharing their knowledge, they do not care about this learning and the collecting data is not effective without wisdom of headmaster and the limited times make researcher difficult to collecting data to be accurate so, it can be a problem for the researcher.

* 1. **Definition of the Key Terms**

To avoid misunderstanding, the definition of the key terms as follows:

a.) Problem Based Learning (PBL) is teaching and learning to make students be active, have critical thinking to get solution on the problem that already to give them by a teacher.

b.) Narrative text is text to amuse the reader by imagination story. In the narrative text have three generic structures there are orientation, complication, and resolution.

c.) Writing skill is knowledge to share the idea on writing form by individual or group.