

## **CHAPTER I**

### **INTRODUCTION**

In this chapter there will be six points underpinning the topic of the study. They are background of the research, research problem, and purpose of research, definition of key terms, research significance, and the scope of the research.

#### **1.1 Background of the Research**

English as an international language has an important role in international community. In Indonesia, English as a foreign language, it is not only used in communication but also used in transferring much important information, such as science, technology, academic, and etc. Therefore, it is important for every body to master English skill to make standard. Studying English is not easy especially Indonesian students. Although English is a foreign language that is very important, it is one of requirements for indonesian students for graduating from elementary to the university.

Writing is one the four is skills, they are: listening, speaking, reading, and writing. Writing is a basic skill that is important in our life. Writing helps us to understand and materialize our ideas, our feeling which may be we can not say directly on a paper accurately. Because we enable to remove our statement that we do not wanted before it is read by other people. We can shape our opinion or suggestion on writing. So writing makes our thought more communicable to other

people as well as to us, (Kurniasih 2013). Writing can help students to learn and develop their English by expressing their knowledge, experience and so on.

Based on the informal interview done with the English teacher of SMP Negeri 1 Gumukmas, it was known that the class VII A students have difficulties in the aspects of arising ideas, formulating ideas in written text. The English teacher said students had the most problems in writing and the score of daily English writing test was still low. The areas of difficulties are related to, sequencing, and difficulties in choosing the appropriate diction or vocabularies. One of the difficulties that were faced by the students, for instance, appeared in grammatical mistakes in their paragraph such as inappropriate use of verb and the use of a noun as a verb.

The method which was used to the English teacher taught the students free writing method, where the students were only given the topic to write a paragraph and no other clues. In this research, it also measures the students ability in writing descriptive text during teaching and learning process. While descriptive text in this research was chosen because it was the text genre at the second semester of the seventh grades of junior high school and it had never been taught yet in the previous semester in this class. To overcome the problem, Spence (2001:3) Problem Based Learning gives opportunities to examine and try out what you already know, discover what you need to learn, develop your people skills for achieving higher performance in teams, improve your writing and speaking abilities, to state and defend with sound arguments and evidence your own ideas, and to become more flexible in your approach to problems that surprise and dismay others. In Problem Based Learning students work in teams to discuss thier

ideas, knowledge, and how they think and feel about what they are learning. While they are helping each other, they are also developing self direction and responsibility for their learning as well as develop essential skills. In this case student inspected can increase they writing ability.

According to Speck (2002:52) in Leong, the quality of group interaction and the quality of the document the group produces are inextricably bound together. Thus the evaluation of the document becomes in part an evaluation of the group's effectiveness. However, Speck observers problems in collaborative writing groups such as identifying the leader of the group, conflict between group members and ensuring that members put in their fair share of work.

Problem Baseed Learning enables the student to actively play a role in determining how and what they will learn as they make choices and decisions based on their own curiosity. The approach is based on student identification of goals and student or teacher evaluation of how well they attained these goals. As a result, students experiences greater ownership of what they are learning, and thus are more invested in the learning process.

By using this method, it may be applied in the teaching of writing since it can be used as a guide to help students write descriptive text. The students will be able to write based on the question given. As a result, students' descriptive text writing ability can be improved. Finally, it is conducted a classroom action research entitled "Improving the students' ability in writing descriptive texts by using Problem based Learning at VII A class of SMPN 1 GUMUKMAS in the 2015/2016 academic year".

## **1.2 Problem of the Research**

How can problem based learning improve the students' ability writing descriptive texts at VII A class of SMPN 1 GUMUKMAS in the 2015/2016 academic year?

## **1.3 Objective of the Research**

Based on the background of the research is: "To improve ability writing descriptive texts the VII A class student at SMPN 1 GUMUKMAS the 2015/2016 Academic year through Problem Based Learning".

## **1.4 Operational Definition**

In this research, it needs to formulate operational definition that is related directly to the term and variables of the research. The function of operational definition is to make the same perspective between the writer and the reader about the variables of the research.

### **1.4.1 Problem Based Learning**

Problem Based Learning (PBL) is an instructional method in which students learn through facilitated problem solving. In Problem Based Learning, student learning centers on a complex problem that does not have a single correct answer, students work in collaborative groups to identify what they need to learn in order to solve a problem. Problem Based Learning is apply in teaching writing, it is purpose to help the students able to collaborate and share their knowledge and experiences among friends or groups in order to improve the skill writing a descriptive paragraph.

### **1.4.2 Writing Ability**

Writing ability refers to students' ability to describe something dealing unit of place, person, and specific animal. It is indicated by the students' writing scores covering the aspects of vocabulary, grammar and mechanic.

## **1.5 Significance of the Research**

Every research must have its own significance to know why this research is made. This research expected result of the study both theoretical and practical are as follows:

### **1.5.1 Theoretical Significance**

The result of this research are expected to be useful for the English teacher as input and consideration to apply Problem Based Learning in teaching English in order to facilitate the students in learning how to write a short descriptive paragraph, so they will also be succeed in learning English.

### **1.5.2 Practical Significance**

The result of this research will be useful for the teachers and readers, in order to use it in teaching learning process, to make the students more interesred in studying English. In addition, they can have new learning experience by using Problem Based Learning in process of writing that can help them to finish the writing task easily.

## **1.6 Scope of the Research**

The research focuses on building students' ability in composing descriptive texts by improving the process of writing through Problem Based Learning. The subject of the research is VII A class students' of SMPN 1 GUMUKMAS the 2015/2016 Academic year.