

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1. Background

English has been recognized as an important language because of its wider use as lingua franca, as medium of instruction, knowledge, and social status in the world and also English is now used by millions of speakers for communicative functions in the world. English has become fundamental language in all aspects of human life especially in the globalization era. According to Hansson (2014), English is a very important language viewed as a way to globalize, modernize and internationalize its economy, health and educational system. Nowadays, with the developments in technology, knowledge, and information are difficult to be separated from English. Slack and Wise (2006) declare that technology and language are strongly connected in the society. Therefore, English is needed to be learned by Indonesian students because English not only as a media of interaction, but also as a tool for mastering technology and all aspects of knowledge.

In teaching English, there are four language skills learned by students, they are listening, speaking, reading, and writing. The four skills above are divided into two; verbal communication and written communication (Aydogan & Akbarov, 2014). Both of them are important, but they are different. In written communication, the writer should consider contents, vocabularies, rhetoric, grammatical structures and mechanics such as punctuation and capitalization. But

in speaking, grammatical structures is not necessary as long as the speaker and listener understand each other.

Furthermore, Oshima and Houge (2006) declare that writing communication skill is important to be mastered by the students. A good writing skill enables students to convey their thoughts and communicate their ideas so that those can be well perceived by others. Moreover, Harmer (2004) states that writing is one of the most important skills in language learning. Being able to write is vital skill for speakers of a foreign language as much as for every one using their own first language. Hence, writing is one of the most prominent skills which must be mastered by the English language learners. Therefore, writing skill is important because it determines students' success in learning English.

On the other hand, writing skill is one of the indicators which can be used to measure students' English ability. This idea is supported by Kingston et al (2002), who state that "the achievement of students while learning English is measured by the productive skills, particularly their writing performance" (p.1). Students of English as a foreign language are required to be able to write in English to internalize the English language that they learn. Students of ESL will not be able to succeed outside the ESL class until they are able to produce a good writing product and learn how to reduce their writing errors (Richards & Renandya, 2002). Therefore, students of English as a foreign language are required to be able to write in English to internalize the English language that they learn.

However, writing is considered as the most difficult skill to be mastered by the second language learners. Harmer (2012) states that writing is the most difficult subject in the school since the students have to produce a text by using English. It could be called so since there are many problems and matters arise during the teaching and learning process of writing in the EFL classroom. According to Oshima and Houge (2006), writing ability is only learnable with the help of formal and organized instruction. Moreover, Goldstein (2005) found that writing well is really a big challenge for both native and non-native students.

There are some problems that make writing is difficult to be achieved. Byrne (1979) classified the problem of student writing into three kinds. First is psychological problem in which there is little possibility to get feedback enquired from someone whom the writer interacts with. Second is linguistic problem, which deals with the choice of sentence structure and by the way the sentences are linked together and sequenced is very difficult. And the last is cognitive problems in which learning structure of the text and organize the idea to make the reader understand what the meaning of the writer is the most difficult skill that should be mastered.

In Indonesia, one of the crucial issues related to *KTSP* and *Kurikulum 2013* is the use of genre in English teaching. According to Gerrot and Wignel (1994) there are twelve genres all together, they are: recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion and reviews. Based on syllabus of the school based on *KTSP*, several genre of text are taught to the eleventh grade students,

they are report, narrative and analytical exposition. A report text is a type of text that announce the result of an investigation or announce something and the information given in a report text is very general information. In the process of writing a report text, there some difficulties are faced by the students. The problems that usually appear are the students confused about the general structure and the use of grammar or language feature in writing a report text.

Although the importance of mastering writing skill is clear, in fact, students' writing skill can be said far from being satisfactory. A preliminary study was conducted by the researcher on 4th - 6th December 2017 by interviewing the teacher and the eleventh grade students of MA Darussalam OKU Timur. It was found that the students were lack of motivation to learn English, especially writing. The students faced difficulties in expressing their ideas in written form, the students directly translated their thoughts from their native language into English. The other problem was about mastering the aspects of writing. In term of report text writing, there were several aspects to be fulfilled by students, such as vocabulary, grammar, and organization. However, in fact, the students were still not able to fulfill those requirements. Lastly, the factor which causes difficulty in writing was related to the teaching media. There was LED projector provided at the school. But, it is used by turn with other classes. Therefore, the teacher mostly asked students to do the activities found in the students' worksheet (*LKS*).

Due to the problems aroused in the teaching and learning process of writing in the eleventh grades' students at MA Darussalam OKU Timur, it is clear that there was an urgent need of an instructional technique which could overcome

the problems of writing. One of the methods suggested overcome the problems in the teaching and learning of report text writing is Problem-based Learning. According to Goodwin and Wimer (2010) “Problem-based Learning is an educational method that identifies a problem as a context for student learning. It emphasizes critical thinking skills, deductive reasoning, and knowledge skills and behaviors” (p.23). As Boud and Feletti (as cited in Maulidya, 2014) state that Problem based learning is a significant innovation in education. Furthermore, Savery and Duffy (1995) state that “Problem-based learning (PBL) is different from traditional instruction because it emphasizes learning through student-centered, interdisciplinary, and integrated activities in real world situations” (p.36). Margeston (as cited in Maulidya, 2014) also declares that Problem-based curriculum can improve the development of long life education in form of open-ended thinking, reflective, and active learning. From statement above, it can be concluded that Problem-based Learning Method is facilitating student to solve the problems, communication, and group work. In addition, Kosel et al (2005) state that report writing as a product of Problem-based learning process, gives the students an experience to conduct collaborative writing as a social process and develop strategies for dealing with it. In teaching writing by using Problem-based Learning method, the whilst-activity in writing process is using collaborative writing strategy. Therefore, Problem-based Learning can help students in solving the problem that they often faced in writing. They will solve the problem together in their group and discuss each other so that their ideas and information can develop. However, students with more discipline-related knowledge and/or at

higher levels of foreign language proficiency may find more complex methods for breaking down their problem more suitable and rewarding. Therefore, Problem-based method is more effective for the eleventh grade students who have more information and knowledge than tenth grade or junior high school.

Based on the explanation above and the factors which contributed to writing difficulty at the eleventh grade students of MA Darussalam OKU Timur, there is a possibility to improve the writing skills of students by employing Problem-based Learning. Therefore, this research is aimed at by using Problem-based Learning Method as one of the effective treatments to improve students' report text writing.

1.2. Problems of the Study

Based on the description of the background of the study above, the problems of the study are formulated in these following questions:

1. Was there any significant difference on the eleventh grade students' report writing between those who are taught by using Problem-based Learning Method and those who are not at MA Darussalam OKU Timur?
2. Were there any significant differences on the eleventh grade students' report writing in poor, fair, good and excellent categories between those who are taught by using Problem-based Learning Method and those who are not at MA Darussalam OKU Timur?

1.3. Objectives of the Study

Based on the problems mentioned above, the objectives of the study are as followed:

1. Whether or not there was significant difference on the eleventh grade students' report writing between those who were taught by using Problem-based Learning Method and those who were not at MA Darussalam OKU Timur.
2. Whether or not there were significant differences on the eleventh grade students' report writing between in poor, fair, good and excellent categories between those who were taught by using Problem-based Learning Method and those who were not at MA Darussalam OKU Timur.

1.4. Significance of the Study

It is expected that this study is useful for everyone especially for the students, teachers, the researcher, and the further studies. First, for the students, especially in MA Darussalam OKU Timur, this study is expected to be useful for improving the students' writing skill. Then, it can be an alternative strategy for the teacher of English especially in teaching report text writing. For the writer himself, this study can be a new knowledge and experience in educational research especially the experimental research. In addition, for other researchers, this study is expected to be a reference for the further studies.

