

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the study, statement of the problem, purpose of the study, scope and limitation, significance of the study, definition of the key terms.

#### **A. Background of the Study**

In learning English, there are four skills that should be learnt, they are speaking, reading, writing and listening. The four skills above, divided into two; verbal communication and written communication. 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.

Harmer, (2004:3) stated 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. Writing also part of language skills that important to be taught. Ur (2009: 163) states: In writing, the writers inform an idea and message in the written form. The reader can understand experience, event, and histories idea easily.

In addition, Writing is most difficulties skill to master for language learners. The difficulty of writing lies not only in organizing ideas but also in translating this idea into readable text (Richards and Renandya, 2002: 303).

Byrne (1984: 4-5) also states that some problems that make writing a difficult task are related to psychological, linguistics, and cognitive problem. Dealing with Psychological problems, writing is considered to be more difficult skill rather than speaking since in writing, there is little possibility to get feedback enquired from someone whom the writer interacts with. In relation to Linguistic problems, dealing with the choice of sentence structure and by the way the sentences are linked together and sequenced. Cognitive problems deal with the process of instruction, the written form of the language, the structures, and the organization of the ideas.

Meanwhile, the second of grade student of SMP Islam Sunan Gunung Jati also faced some problems in learning writing. When the writer conducted preliminary study, she found some problems that were faced. 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.

Therefore, the teacher should be able to present the lesson interesting and create a relevant topic based on the knowledge of the students. So it can motivate the students and increase their curiosity particularly in writing skill.

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 is expected that the students are able to learn easier and for teachers' it can ease to monitor and observe the process of writing.

Problem based learning is a group of teaching learning process that is focused to the process of problem solving which is faced scientifically. As Boud and Feletti in Rusman (2011: 230) stated that Problem based learning is significance innovation in education. Margeston in Rusman (2011: 230) also stated that Problem based curriculum can improve the development of long life education in form of open-ended thinking, reflective, and active learning. Problem based curriculum also facilitate student to solve the problems, communication, and group work. So, 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.

From this statements, the writer believes that Problem based learning can make students active. They can know how to solve the problems in writing, and how to work in group. Based on the statement, the writer wants to conduct a classroom action research entitled “Using Problem Based Learning to Improve Writing Skills of The Students of SMP Islam Sunan Gunung Jati Ngunut”.

### **B. Statement of the Problems**

Based on the background of the study, the problem of the study is: How the improved of Problem Based Learning Method in the writing skills of the students of SMP Islam Sunan Gunung Jati Ngunut?

### **C. Purpose of the study**

Based on the statement of the problem the purpose of the study is to find out how the improved of Problem Based Learning Method in the writing skills of the students of SMP Islam Sunan Gunung Jati Ngunut?

### **D. The Significance of the Study**

The results of the research are expected to be useful for the following people.

#### **a. For the English Teacher**

The results of this classroom action research are useful for the English teacher as the information and consideration to encourage her to use Problem based learning method in teaching writing to improve the students' writing skill.

#### **b. For the Students**

The actions given to the students provide practices on problem based learning method to improve their writing achievement, particularly in achieving writing words, sentences, and paragraph.

#### **c. For Future Researcher**

The research result would be useful for future researchers or English teacher who have the problem with writing as a reference to do a further research with a different research design or the same design at another school to develop the students' writing skill by using problem based learning method.

### **E. Scope and Limitation of the Study**

The scope of the Study is using Problem Based Learning method to improve student's writing skill. The Subjects of this research are limited to the Second Year Students of SMP Islam Sunan Gunung Jati Ngunut in the 2013/2014 Academic Year. They are chosen because the teacher does not apply Problem Based Learning method. In addition, students have problems in writing skill. The researcher uses the recount text for teaching materials. The recount text is used to inform an experience and tragedy in past event.

### **F. The Definition of Key Terms**

The definition of key terms is provided in order to avoid misunderstanding. It is important to define the term used in the topic in this study. They are as follows:

#### **a. Problem Based Learning**

According to Tan in Rusman (2011: 229) Problem based learning is a group of teaching learning process that is focused to the process of problem solving which is faced scientifically. It 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. Through problem based learning, it is expected that students are able to write especially recount text.

## b. Writing Skill

Writing skill is ability to write a written work, such as stories or poems, of one person or a group of people. According to Ur (2009: 163) writing is inform an idea and message in the written form.

## G. Organization of the Study

The organization of the research paper is given in order to make the readers understand the content of the paper.

CHAPTER 1: Introduction. In this chapter the writer presents background of the study, statement of the problem, purpose of the study, scope and limitation of the study, significance of the study, definition of the key term and organization of the study.

CHAPTER II: Review of The Related Literature. It covers: the nature of writing, teaching writing, kind of genre texts, recount text, writing test and problem based learning method.

CHAPTER III: The Research Method: the research design, subject and setting of the study, and research procedure.

CHAPTER IV: Research Finding and Discussion, Data from preliminary study, the classroom action research data, Discussion of the finding.

CHAPTER V: Conclusion, Empirical conclusion and Suggestion.