

# CHAPTER 1

## INTRODUCTION

This chapter consists of the background of study, the formulation of research problem, research objective, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

### **A. Background of the study**

Writing is one of skills in English to express ideas or even feelings into the words and it is the process of moving some senses to get the ideas. Raimes (1983: 76) states that “writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand”. Writing is also basic language skill for every students but they must pay attention on how to make good writing. Jeremy Harmer (1998: 79) states that writing is a basic language skill, it means that the students need to know how to write certain writing type.

In addition, writing skill is important for students to improve their knowledge. According to Taselin (2010:104), “writing is an important part of language teaching as it also functions as an essential tool for learning in which students improve their knowledge of the language elements in real use. Moreover, writing is divided into many types based on its function and rules. Those are descriptive text, narrative text, procedure text, recount text and so on.

Although, writing is a basic and important skill, for English as Foreign Language (EFL) students still face some difficulties in how to write good writing.

In Indonesia context, writing becomes the most difficult skill to be learned by the students. Rozimela and friends (2013: 3) state that writing becomes the most difficult skill when it is learned by the foreign language learners. In writing, the students are difficult in case of content, vocabulary, organization and other aspects. In addition, writing is also considered as complicated skill which EFL students must learn complex cognitive activity. According to Utami (2014: 2) adds that writing is also considered as a very complicated skill to learn. It involves a complex cognitive activity in which the writer should be able to organize some specialized skills at the same time, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Therefore, there is no doubt that EFL students find writing as a difficult skill to master because the process demands them to use many cognitive and linguistic strategies. By those difficulties above, it can be said that writing is not an easy skill to be learned by especially Indonesian students as EFL students.

In line with Rozimela (2013) and Utami (2014), in global context writing also becomes difficult skill for native and non native speaker. Rass (2001: 30) states that writing is difficult skill for native and non-native speakers; because writers must be able to write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as capitalization, spelling and punctuation. Finally, Richard (2002: 303) states that the difficulty of writing is not only in generating and organizing the idea but also make them into readable text and meaningful consider that English is not our own language. In the case of

descriptive text usually the writers face difficulties on visualizing the object description looks like.

Descriptive text is a text that telling the reader about description of certain object. This text has own generic structure, identification and description. Writing descriptive text is intended with moving on the senses of students while describing an object. Keith S. Folse, April Muchmore Vokoun and Elena Vestri Solomon (2010: 136) state that good writers use words that appeal to some or all of the five senses-sight, taste, touch, hearing, and smell to help them describe the topic.

Consequently, in teaching decriptive text teacher should give the stimulus to stimulate students' senses. The stimulus refers to suitable strategy or media. As the result, the students can easier to describe the object. Inayatsholihah (2016: 2) states that the students must describe the detail of the object of writing a descriptive text. So that, the teacher must use many useful strategies and media to make students easier to write well in descriptive text. In general, when writing descriptive text class is going on, usually the students are difficult in getting the idea of the object, less in organizing the idea into the paragraph, less in vocabulary and diction whereas those aspects are important in writing descriptive text after mechanics. Therefore, the teacher should provide suitable teaching strategy to face those problems on students.

Nowdays, the newest curriculum used is K13. The objective of this curriculum is to emphasize students' center. It means that most of the work is

centered on students and teacher as facilitator. To gain the objective, the teachers may use media such as picture, flashcard, and so on to help the students imagine the description of object in the classroom. Although, students' center can be supported through media, however not many students can easily get experience in it even they still have less in motivation. It also happens because of the teacher performance that only focus on coursebook and worksheet only and neglected suitable strategy when teaching and learning going on in the classroom. It can be said that the teacher should develop his or her teaching strategy more.

When the previous stimulus in teaching writing descriptive text uses media or activity in the classroom. Meanwhile, in this research the researcher tries to use the strategy which the students can go to the real object or it can be visualized as outdoor lesson. The strategy is known as Place Based Education (PBE). By using this strategy, the students probably are easier to understand the topic through learning based on the place. Then, to get the idea, the students can activate their senses on the real object as much as they can.

Place Based Education (PBE) strategy focusses on students activeness to do observing and gathering the informations or idea from the real place. Talking about students activeness, this strategy is designed to support students center by having experience in learning. This teaching strategy put assumption that environment become a classroom. So, the students come out from the classroom to the object to do observation and controlled by their teacher. The big purpose is to create powerful and memorable experiences when the students go directly to the real object. According to Smith, (2002) and Theobald, (1997) as cited in

Katherine Ann Linnemanstons and Catherine M Jordan (2017: 2) Place Based Education (PBE) is one of the most effective approaches to promoting recognition in students of the interconnectedness of themselves, their environment, and the topics they learn in class.

Place Based Education in writing descriptive text helps students to fulfill what belong to be identification and description. By experiencing in the real object, the students can easily determine an adjective of object as a keyword to put into identification paragraph. For example, good, dirty, comfortable, interesting, beautiful, clean, and so on. After that, describe chosen keyword into description paragraph. By seeing, smelling, touching, hearing, feeling the things and condition of the object directly, the students can get more comprehend on the idea to describe the object accurately. Accurately means the description as same as real object described. As the result this strategy is able to creat readable and meaningful text. Moreover, conform to curriculum 13, PBE supports to reach curriculum objective as students' center. In teaching descriptive text by using PBE, gives the students more opportunity to work by their own senses as mentioned before. It means that the students' activeness is created.

Place Based Education is one of effective strategy to enhance students learning by providing experiential learning. According to McInerney, Smyth, & Down, (2011) as cited in Katherine Ann Linnemanstons and Catherine M Jordan (2017: 2). As an interdisciplinary and experiential learning pedagogical approach, PBE is effective in enhancing student engagement with learning.

Some researchs also have been conducted on PBE. A research by Erin Donovan (2014) who conducted a study of PBE in writing in poem. The result showed that place-based writing practices can effectively be used to supplement and enhance the students writing skills. Then, a research by Elliot Jacobs (2011) who investigated students writing assignment said that place-based writing helps students connect with their environments. After that, a research based on Ufuk Ozdag and Jennie Farber Lane (2011) who conducted PBE in case of writing of journal. The result showed that PBE is able to carry out effective nature journaling on their own places through guided outdoor activities.

Based on the explanations above, the researcher is interested to conduct a research concerning to Place Based Education strategy in writing descriptive text entitled *“The Effectiveness of Place Based Education (PBE) on Seventh Grade Students’ Achievement in Writing Descriptive Text at SMP Negeri 1 Kalidawir”*.

## **B. Formulation of Research Problem**

In line with the background of the study, the researcher formulates the research problem as follows: Is there any significant difference on students’ writing descriptive text achievement before and after being taught by using Place Based Education strategy to seventh grade students at SMP Negeri 1 Kalidawir?

## **C. Objective of the study**

Based on the formulation of research problem, the objective of this study is to find out the effect of using Place Based Education (PBE) strategy toward

students' writing descriptive text achievement before and after being taught by using PBE strategy to seventh grade student at SMP Negeri 1 Kalidawir.

#### **D. Research Hypothesis**

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement. To get the answer of the question, the reearcher should propose alternative hypothesis ( $H_1$ ) and null hypothesis ( $H_0$ ). Those are explained as below:

1.  $H_a$  (alternative hypothesis)

There is any significant difference in students' writing descriptive text achievement before and after being taught by using Place Based Education strategy.

2.  $H_0$  (null hypothesis)

There is no any significant difference in students' writing descriptive text achievement before and after being taught by using Place Based Education strategy.

#### **E. Significance of The Research**

First contribution is dedicated to the learners or students especially seventh grade students of SMP Negeri 1 Kalidawir to help them improve their writing quality and achievement by having real experience or it is called as Place Based Education (PBE) strategy.

Second, it is expected to inspire the English teachers to overview this strategy which can be applied when they will get similar problem in teaching English.

Third, this can be a new input for the readers which will improve their knowledge and new perspective in teaching and learning English.

The last, this research is dedicated to the next researcher. It is expected whether this research can be used as the source in their findings, or inspires them to improve the new finding by this strategy.

#### **F. Scope and Limitation of The Research**

This research is only conducted to the seventh graders at SMP Negeri 1 Kalidawir on academic year 2017/2018, especially VII-A class as sample.

The limitation of subject is English which focusses on writing on descriptive text. Beside, the researcher uses Place Based Education (PBE) strategy to improve students' writing achievement. PBE is one of the model of outdoor lesson or outside classroom. That is why, the resarcher limits the area or object is arround of the ground of school or SMP Negeri 1 Kalidawir. Such as the building of Library, Science Laboratory, Computer Laboratory and so on. In addition, this teaching strategy can increase students achievement by understanding the object directly because it demains the students more active moving their senses to describe the object.

## **G. Definition of Key Terms**

To avoid misunderstanding of the concept used in this study, it is necessary for the researcher to provide some definition of the terms used in this research. Those are:

1. Effectiveness

Effectiveness is an attainment from the target which be measured, and can gives an expected result. The effectiveness of this research means the significant improvement of students' score in writing descriptive text who taught by using Place Based Education strategy.

2. Writing

Writing is an activity in which the writers take their ideas or information that they get into acceptable written form.

3. Descriptive text

Descriptive text is a text which says what person or thing is like. The way to describe, it can be gotten by moving senses such as looks, feels, smells, taste or even sounds. In addition, the writer can use the feeling to transfer the images from experience. Furthermore, description should be so unique that description of one thing should be different from a description of another thing.

#### 4. Place Based Education

Place-based education (PBE) is one of the outdoors strategy in which learning object is observed directly. Simply, it makes environment as classroom to get the description of the object.