CHAPTER I

INTRODUCTION

This chapter discusses background of the research scope of the research, statement of the problem, objective of the research, significance of the research and Hypothesis of the research

A. Background of the Research

Writing is one of the four abilities that need specific attention,Because writing is a tool used to express ideas that will be given to others in order to be understood, All scientists are the same up until one of them publishes a book, according to the Preamble (Wishnubroto, 2016). This suggests that the best way to advance science is to create something, and writing is a basic production from which many people can profit without having to spend a lot of time. It means that the simplest method for learning the viewpoints of specialists is to know their goods, in this case, writing.

One of the fundamental skills in the study of English is writing. Writing is a fundamental skill, and individuals who are good at it will benefit greatly in both personal and professional contexts (Derewianka, 2004 244). In both academic and informal settings, writing plays a vital role in English language ability. Thoughts, feelings, and ideas might often be difficult for people to express vocally, but they can do so through writing. Unquestionably, English writing is just as important as the other three language abilities. In today's world, writing ability is crucial. Writing skills are valued by most people for a variety of reasons. We use writing

to engage with people in society, to communicate our thoughts and feelings, and as a vital tool for cross-cultural communication. Writing is a tool for both communication and self-expression.

Writing can be used to communicate with others, share information, express emotions and reactions, entertain readers, and persuade them. However, it demonstrates that writing cannot be done successfully since some people find it very challenging because it takes thought. One instructional strategy that is anticipated to boost students' motivation in learning English, particularly in writing, is problem-based learning (PBL). PBL presents students with a learning challenge by having them work on issues from the real world. Discuss the issue in small groups to find a solution, etc.

The author is confident that students who engage in problem-based learning are more motivated to write paragraphs. The pupils will be motivated to study since everyone will be eager to contribute their arguments, opinions, and ideas if the real problem is discussed. "Problem-Based Learning is a way of building and teaching courses using problem as a stimulus and focus on student activity," claims Saptono (2003). A problem is used as the first step in the process of gathering and integrating new knowledge in problem-based learning (Suradijono, 2004).Additionally, problem-based learning (PBL) information tends to guide the students in working constructively in a group, demonstrating the students' strong communication abilities. Working in groups, the students can hone their writing abilities.

In problem-based learning, real-world issues are used, which makes students accountable for their learning and makes it appropriate to help students become active beginning. To a certain extent, problem-based learning can help students build their writing skills through partner discussions that lead to student interaction. As a result, students can improve their English-writing abilities by utilizing problem-based learning. Researcher spoke with a teacher at SMA Negeri 3 Kota Ternate during an interview or casual talk, and she mentioned that the pupils there, particularly in class X, lacked writing skills. Researcher conducted my investigation at SMA Negeri 3 Kota Ternate as a result.

One of the main features of the low quality phenomena is that students struggle to compose and comprehend the writing in texts because they lack writing experience. Thus, in education, the instructor is crucial in directing, fostering, and enhancing pupils' writing abilities. Therefore, the instructor must be proficient in and aware of the models and strategies that are appropriate for use in the teaching and learning process of comprehending writing texts in English. It is possible for teachers to utilize learning models to present information in a way that is more readily accepted by students. Using the right learning models can also help students improve their writing in class. teaching strategy for best writing abilities in pupils. The Problem Based Learning (PBL) model is one that is regarded as being acceptable

The purpose of this research was to investigate the impact of PBL model on students' writing At SMA Negeri 3 Kota Ternate. According to the research from Andi Jummati (2020) title of this research is "Improving descriptive writing

skill through problem-based learning method of the students in class X MIA 3 at SMA Negeri 1 Nunukan" The reseacher used Problem Based Learning as a method to improve writing the students descriptive text ability the researcher using Liveworksheet as a media Finally, the result of in this case was 93% or the average sore was 82.73 It meant that problem based learning method improved descriptive text writing skill was sucessful in X MIA 3 students at SMA Negeri 1 Nunukan during Covid-19 Pandemic

This study's goal was to examine how the PBL approach affected students' writing. at Kota Ternate SMA Negeri 3. A study by Jummati (2020) with the title "Improving descriptive writing skill through problem-based learning method of the students in class X MIA 3 at SMA Negeri 1 Nunukan" was conducted. The researcher employed Liveworksheet as a media to increase the students' abilities to write descriptive texts using Problem Based Learning. Last but not least, the outcome in this instance was 93%, or the average sore was 82.73. It indicated that during the Covid-19 Pandemic, X MIA 3 students at SMA Negeri 1 Nunukan had success using a problem-based learning approach to develop their descriptive text writing skills

Using problem-based learning in writing classes involves the following steps: pre-teaching, introducing the problem and the language needed to work on it, grouping the students and providing resources, observing and supporting, and monitoring and evaluating progress. The teacher emphasizes the value of using English as a writing tool during the teaching and learning process while also activating the students' prior knowledge, outlining the objectives and advantages

of the problem-based learning approach. The PBL writing approach attempts to help students write clearly by integrating their existing knowledge to create comprehension. The idea is that through learning background information, establishing clear writing objectives, conversing, and expanding understanding after writing, understanding can be increased.

Because of the significance of writing abilities, teaching and studying effective writing will enhance students' capacity to gather information for writing. The Problem Based Learning (PBL) model is an excellent choice to apply in the learning process since it places more of an emphasis on students being more engaged. English teachers need a model that can make students more involved in learning. Using the class at SMA Negeri 3 Kota Ternate called Enhancing Students' Writing Performance Through Problem Based Learning (PBL), the researcher appreciates the value of writing skills.

B. Scope of the Research

The scope of this research is Enhancing students' writing performance through problem based learning (PBL) at SMA Negeri 3 Kota Ternate.

C. Statement of the Research

Based on the background above, the researcher formulate the research problem as followsTo what extent does the use of Enhancing students' writing performance through Problem Based Learning (PBL) model significantly improve students' writing at SMA Negeri 3 Kota Ternate?

D. Objectives of the Research

The objectives of the research is To know what the extent of students descriptive writing skill by using Problem-Based Learning (PBL) Model at SMA Negeri 3 Kota Ternate

E. Significance of the Research

The result of the research is expected to be useful to improve the teaching and learning process, especially using problem based learning in writing class

1. Theoretically

    Based on the formulation of the problem and research objectives, the theoretical benefits of research are expected to increase the knowledge and can become one of the foundations for improving writing by using the PBL model

2. Practically

    In this section, the practically benefits are divided into four, namely for school, for teachers, for Students and for other research

    a. For the Researchers

        For the next researchers, the result of this research can be used as reference and comparison of Problem Based Learning (PBL) for their own research

    b. For the Teacher

        This research can support the teacher to develop students writing skills The teacher was easy to teach writing by using Problem-based Learning They was get a simple way to teach it. The teacher can used

this method to teach the students so that the students will be more interested and motivated in the teaching and learning process

c. For the Students

The result can motivate the students to participate in teaching-learning process They can improve and build their writing skill by using Problem-based Learning