

# **CHAPTER I**

## **INTRODUCTION**

This chapter describes 1) background of the study, 2) identification of the study, 3) limitation of the study, 4) formulation of the problem, 5) objective of the study, and 6) significance of the study.

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

Writing is a fundamental skill in the English subject. Writing, as a fundamental skill, provides significant advantages to those who can do it well in a variety of settings, both personal and professional (Sidauruk et al., 2020). In both official and informal contexts, writing, as one of the English language abilities is crucial. When people are unable to express their thoughts, ideas, or feelings verbally, they can do so in writing.

Creating, organizing, recording, and editing ideas is the process of writing (Putu et al., 2021). Writing is a powerful tool for self-expression. But since writing has so many advantages in our life, we can improve this talent by making it a habit. In order to make our message obvious, compelling, and strong to the reader, we must practice a lot.

For success in all areas of our life or in all professions, the capacity to write or communicate oneself clearly is a necessary talent. As a means of communication, writing is significant. In contemporary culture, it means of both expressing our thoughts and feelings to others and communicating with them. Communication and self-expression are both possible through

writing. Of the four language skills, writing is without a doubt the most crucial. Writing regularly is a skill that is necessary in current culture. For several reasons, the majority of individuals place emphasis on writing abilities (Mairani, 2022).

Writing had also grown in significance for communicative language teaching, which recognizes that teaching language as a system of communication is a worthwhile endeavor in and of itself, in addition to supporting and reinforcing patterns of oral language use, grammar, and vocabulary, in the classroom. For instance, the students would have had a fantastic work at a fantastic firm, thus they must be able to properly compose a business letter (Wijaya, 2022).

Writing is considered the most difficult language skill to master because it required mastery of grammar, vocabulary, and spelling. Furthermore, writing required thinking and logical skills in order to compose words into meaningful sentences (Hidjrah et al., 2018). Furthermore, creating coherently organized text is a difficult task. The writer should make the composition as logical as possible. It began with an introduction and ends with a conclusion. Every composition should had a logical idea. Writing activities can begin with simple writing and progress to comprehensive writing based on the competencies and skills of the students and then continue with comprehensive writing based on the student's competencies and skills.

The researcher taught eleventh grade students of Automation and Office Administration/*Otomatisasi dan Tata Kelola Perkantoran 1* (XI OTKP1) classroom at *SMKN 1 Penukal*, a state-owned vocational high school. Many students in eleventh grade students of Automation and Office

Administration/*Otomatisasi dan Tata Kelola Perkantoran 1 (XI OTKP1)* of *SMK N 1 Penulak* had difficulties in writing test. According to the daily exam results from the first semester of 2022/2023 academic year, more than 50% of the students in the class received scores below Minimum Completeness Criteria/*Kriteria Ketuntasan Minimum (KKM)*. The English *KKM* was 75. Most of the 34 students in the class, 10 students received scores of 60, 17 students received scores of 50, and 7 students received scores of 40. Based on the findings, the researcher aimed to use a problem-based learning approach to help students' writing skills.

Consequently, there are many learners in the class to achieve success in learning. In order to assist low-performing students succeed in learning, the instructor needed to address the issue and gave them more attention. In a large group a number of students experienced unfavorable conditions. When students failed to focus on the learning activities, a condition called distraction developed throughout the learning process. By chatting with their classmates, some of whom were inattentive in class and negligent with the content, they diverted their focus. Another factors influence student were students did not have motivation to learn English. Because they learned English writing was so complex, and most of their parent were rubber farmer that were busy and less give attention to their children education.

Students appeared uninterested in the writing instruction they were receiving. It suggested that they lacked motivation to learn how to write. Because English writing differed from Indonesian writing, they believed it to be very complicated

and hard to learn. They encountered difficulties to complete the task of writing because of their lack of writing skills. The teacher did not employ interactive tools when instructing writing text. The students desired to study can be increase with the use of an effective teaching method so that they were happy and not bored. During the teaching and learning process, the teacher did not employ media to help the students understand the lesson.

These condition made it difficult for the teacher to deal with every learner. Based on this circumstance, a teacher should devise a plan to encourage students to actively engage in the learning process. One learning strategy was to help students improve their reasoning, communication, and connecting skills. A technique for learning was problem-based learning. One educational approach that helps students acquire the communication and thinking abilities necessary for success in creative undertakings is problem-based learning (Hidjrah et al., 2018).

Utilizing one's natural intellect in a group or setting to find solutions to significant, suitable, and contextual challenges was referred to as "problem-based learning" (Iskandar et al., 2021). The biggest advancement in education was problem-based learning. A long life for open minds, personal, critical, and active study were all enhanced by the PBL program. PBL instruction was superior to other strategies for assisting students in problem solving, communication, cooperation, and interpersonal skills (Aghayan & Hajmohammadi, 2019).

A teaching technique called problem-based learning (PBL) attempts to capture students' interest in their study of English, especially in the area of paragraph writing. By involving them in challenges from the real world, PBL challenged

students to learn. Small-group discussions were held to find a solution, and so on. The researcher was confident that students will be more motivated to write paragraphs as a result of Problem Based Learning. Students would be eager to learn since, no matter how the topic was presented, most people would be eager to share their thoughts, views, and other information.

A technique for creating and teaching courses that exploited a problem as a stimulus and focuses on student activity was called "Problem Based Learning." (Nasution, 2022). A technique of learning called problem-based learning is founded on the idea that a problem may be utilized as a scaffold for learning or integrating scientific information (Hidjrah et al., 2018). An innovative teaching strategy was problem-based learning that started with a challenge to gather and incorporate fresh knowledge (Wijaya, 2022).

Based on the facts and explanations provided above, the researcher had decided to use the Problem Based Learning Method to teach writing. As a result, the researcher would conduct research entitled "Improving Eleventh Grade Students' Writing Ability through Problem Based Learning At *SMKN 1 Penukal*: Classroom Action Research".

## **B. Identification of the Study**

Considering the first finding at *SMKN 1 Penukal*, most students got a score underscore of *KKM*. It occurred because some problems with the research as follow :

### **1. Students**

There were 34 students in class XI OTKP1. They differ in terms of characteristics, points of interest, and perspectives on English writing. While some students tended to be passive, some were energetic. These students studied together in a classroom despite their differences.

Students appeared uninterested in the writing instruction they were receiving. It suggested that they lacked motivation to learn how to write. Because English writing differed from Indonesian writing, they believed it to be very complicated and hard to learn.

They found it difficult to start writing when the teacher gave them the task of creating a procedure text since they lacked language competence, therefore they needed a lot of time to explore their thoughts. They struggled to properly structure the sentence. Without taking the primary idea and supporting components into thought, they just combined the sentences. They were unable to construct a coherent text. In order to ensure that the paragraphs are coherent, they were unsure of how to begin writing the following one. In a paragraph, the majority of their sentences did not link to one another. Additionally, many students had trouble constructing proper sentences. Their writing contained numerous grammar mistakes.

They encountered difficulties to complete the task of writing because of their lack of writing skills. Perhaps since they only used English during English lessons, they had very little opportunity to practice writing in context. They still felt embarrassed to utilize English in class. If they produced a mistaken text, they

were embarrassed. Students therefore needed to get involved in activities that would inspire them to write in English.

## **2. Teacher**

The teacher had to prepare the students to take part in various writing-related learning activities. The troubles with the teacher at *SMKN 1 Penukal* did not use a suitable and effective method for educating students. The teacher did not employ interactive tools when instructing procedural text writing. The students desired to produce another text immediately after the teacher provided an example of a procedure text. Due to their repetition of the same activities when studying English writing, the students were bored as a result of the boring exercises.

## **3. Method**

One of the most important elements affecting students writing abilities was the teaching methods. The students desired to study can be increase with the use of an effective teaching method so that they were unlikely to find the procedure for instructing and learning boring. Unfortunately, the approach took in *SMKN 1 Penukal's XI OTKP 1* class did not inspire the learners in order to write better. Students were requested to complete the same writing assignments at their desks in the classroom. Additionally, it was stressed that they should only use the book and no other learning resources to solve the questions. The students become bored when such boring exercises are repeated for an extended period without changing. The students ought to be taken outside to give another perspective during the instructional procedure.

## **4. Media**

During the teaching and learning process, the teacher did not employ media to help the students understand the lesson. It also occurred when teachers were writing. There was no use of any media linked to writing instruction. Only the look-ahead book was used by the teacher as a source for writing instruction. It indicated that writing instruction did not come from a variety of sources. If the teacher assigned engaging writing assignments to keep the students from getting bored, the difficulties between the teacher and the students can be resolved. If the teacher, the person who facilitated teaching and learning, looks for these with the students, the issue relating to the writing-related material sources can then be resolved.

It was clear from the problem statement above that there were numerous issues with writing instruction and learning. The researcher hypothesized that one of the components that contributed to difficulties in writing process was the utilization of activity in the eleventh grade students of Automation and Office Administration (XI OTKP1) of SMKN 1 Penukal.

### **C. Limitation of the Study**

There were some limitations to this research in order to improve the writing abilities of eleventh grade students through problem-based learning at SMKN 1 Penukal: classroom action research.

### **D. Formulation of the Problem**



The problem of this study can be formulated as: How could problem based learning method improve the writing abilities of eleventh grade students at SMKN 1 Penukal?

#### **E. Objective of the Study**

According to the research question, the goal of the study was to evaluate how problem-based learning could improve the writing skills of students in the eleventh grade at SMKN 1 Penukal.

#### **F. Significant of the Study**

The importance of this research anticipated to provide some benefits for English instruction and learning procedures. The significance of this study are as follows:

##### **1. For the Learners**

It is predicted that this research make the student's writing skills easier and more enjoyable. Make students want to learn how to write.

##### **2. For the Teachers**

Teachers would become more aware as a result of the creation and implementation of activities as a technique in teaching English in terms of writing allowing problem-based learning to be easily understood and applied.

##### **3. For the School**

It is hoped that by conducting this research, the school would gain a better understanding of how to teach writing skills to their students.