

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is a prominent global language that has an important role in education, especially in Indonesia. English also significant for the education area, in overseas children are encouraged and taught to learn English as a second language, even in countries which is not an official language (Nishanthi, 2018). It proves how important English for education. Basically, Indonesia treats English as a foreign language, but the need to acknowledge technology pushes people to learn English in spoken and written.

In English, there are four skills in the learning and teaching process they are speaking, writing, reading, and listening. Those skills are related to each other, therefore learners are required to master all of those skills. According to Sadiku (2015) in order to make the success of English teaching the four skills must be applied effectively. The teachers need to construct the required circumstances for students to learn successfully and to get the desired achievement. Writing is one of skill that should be learned by language learners.

Writing is important to pass the academic process. According to Durga&Rao (2018), The meaning of writing is the activity from the writer which is express the ideas, thoughts, and facts in easy and clear language on a paper or other areas. The students need to learn writing to make the students able to convey their ideas, thoughts, and feelings in a written form so that it can be

understood by everyone who read it. On the other hand, the students need to master a good writing skill to finish their education.

Teaching writing is a sustainable process that has various ways in the learning process. In language teaching, writing has a particular position because it implicates a practice and the other skills in a language such as reading, speaking, and listening (Klimova, 2014:147). Before start to write, students must arrange some plans, and then write a revised draft to produce good writing. Students must also have a broad enough knowledge and a clear source that can be justified. Therefore, if students can write using a second language it can be used as an invaluable asset in foreign language communication. According to Wahyuni (2010) in teaching writing, the teachers need to find a way how to make the learning process more meaningful which is will make students more interested. Meaningful learning is a process of linking a new information to relevant concepts contained in a persons' cognitive structure. Learning takes place when students try to connect new phenomena into their knowledge structures. Therefore, the role of the teacher is very important in teaching writing to make the students more active in writing.

However, English department students in Muhammadiyah University of Ponorogo face some problems in writing. Based on the preliminary study the researcher found some problems faced by the fourth semester students in writing learning especially in the way expressing their ideas into a written form. When the lecturer asked them to write, they found the difficulties to bring up the ideas. Moreover, the students also difficult in composing word by word in English into

sentences. This condition happened since the lack of students' knowledge about the topic to be written. In addition, the lack of students' ability to think critically in developing an idea. It happened since the lack of lecturer in generating students' critical thinking, the lecturer not presenting or describing the problems before assignment. In the assignment, the lecturer only instructs to write essays on certain topics.

One of the ways to address the problem of students in writing is by using Problem-Based Learning method. This method is basically a teaching and learning approach that uses real life problems that is used to start, motivate, and focus knowledge. In general, Problem-Based Learning method is a learning approach that uses the real world problems as a context for students to learn about critical thinking and problem solving skills, and this method uses the problems as a first step in collecting and integrating new knowledge then determines the direction learning done in a group (Kurniawan et al., 2012:167). Problem-Based Learning method makes students think more critically, it happens when they are given a problem, they become motivated to be able in solving the problem together in their group and discussing each other so they can get the information to develop their ideas and knowledge to share their problems and find the solution with the partner in a group.

Problem-Based Learning method involves harnessing problems to make students do a seeking or digging information that is appropriate to be able to solve problems with their group in the discussion process. It is purposed to develop their intelligence by learning to solve problems and shape students'

interaction with the new environment. According to Tan (2003), Problem-Based Learning method is a learning approach implicates utilizing intelligence from the environment, groups of people and within personal in confronting real world challenges to solve problems which are meaningful, contextualized, and relevant. Therefore, it can be concluded that Problem-Based Learning method is a learning model that confronts students to the real world problems to begin learning, develop students' intelligence and requires students to look for as much information in personal or in a group discussion to make them become critical thinker so that students can get thoughts as their material. Therefore, by using Problem-Based Learning method the students get the ideas to write.

From this statement, the writer believes that Problem-Based Learning can make the students active and also make the students think more critically to get the ideas in writing. The students can explore ideas so that they can be motivated to write and how to work in a group. Based on the statement the writer wants to conduct a collaborative classroom action research entitled "Enhancing Students' Writing Ability by Implementing Problem-Based Learning Method at The English Department Students in Muhammadiyah University of Ponorogo in Academic Year 2019/2020".

1.2 Statement of Problems

Based on the background of the study, the researcher formulates that the following problems:

- 1) Does Problem-Based Learning method improves the students writing ability at the English Department Students at Muhammadiyah University of Ponorogo?
- 2) How can Problem-Based Learning method improves the students writing ability at the English Department Students at Muhammadiyah University of Ponorogo?

1.3 Purpose of the Study

The purpose of the study follows:

- 1) To find out whether Problem-Based Learning method improves the students writing ability at the English Department Students at Muhammadiyah University of Ponorogo or not.
- 2) To explain how the Problem-Based Learning method improves the students writing ability at the English Department Students at Muhammadiyah University of Ponorogo.

1.4 Significances of the Study

The writer hopes this research gives a contribution to the English teaching and learning of the study as follows:

- 1) Lecturer

The result of this study can be an alternative method for teaching writing.

2) The Students

This method can improve and develop their abilities in writing and will give them new experiences in order to be more interested and enjoyed learning writing.

3) For The Next Researcher

In hope, the result of the research is expected to be a reference for the next researcher.

1.5 Definition of Key Term

Writing : The meaning of writing is the activity from the writer which is express the ideas, the thoughts and facts in easy and clear language on a paper or other areas (Durga&Rao, 2018).

Problem-Based Learning method : Problem-Based Learning method is a learning approach that uses problems the real world problems as a context for students to learn about critical thinking and problem solving skills, and this method uses the problems as a first step in collecting and integrating new knowledge then determines the direction learning done in a group (Kurniawan et al., 2012:167).