

CHAPTER I INTRODUCTION

A. Research Background

Learning English is essentially learning students' about good and correct Indonesian language skills according to its purpose and function. Language Subjects English aims for students' to have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally as well as writing, appreciate and be proud to use English as national language and international language.

Language is an important guide or grip that is used as an important tool in the system of communicating to other people. Humans express all their feelings, thoughts and desires through language. A foreign language or better known as English is a type of international language that most of the world has studied. Therefore, it is common when English is popular to be studied by the public.

Learning foreign languages has mostly been implemented since occupying the elementary school level. In learning English, there are several skills that must be learned and mastered, including writing, speaking, listening and also reading. However, of all these types of skills, one of the most important points in learning a foreign language or English is writing skills. Therefore, here writing is an important point in learning languages, especially English. It would be nice for students' to learn existing practices with the aim of being able to stimulate expertise in students' writing skills. If not learned or trained, students' cannot write well and effectively because writing is also used as a communication system, either directly or indirectly. In addition, writing also functions to develop a learning process that is able to explore one's own knowledge. This is because writing requires a hard form of thinking in order to produce the correct words, sentences, and paragraphs. According to Jack C. Richards and Willy A. Renandya Writing good language grow perfect sentences because they are in accordance with the proper writing rules. The point where the difficulty lies is not just creating ideas but having to think hard so that the written results becomes a paragraph or sentence that can be read by everyone.¹

In Indonesia's 2013 curriculum in education, the English subject is one of the most important subjects to be studied up to university. Then what must be achieved in the basic competencies of

¹Jack Richards & Willy Renandya, *Methodology in Language Teaching : An Anthology of Current Practice*, (New York Cambridge University Press,

English writing subjects is that students' are able to develop and produce written texts in a simple way. For example, eighth grade junior high school students' are taught several types of English texts. In addition one of the English competency requirements for junior high school students' is being able to compose descriptive texts well because descriptive text is a text that is believed to be appropriate learning to be used as a beginner level. When attending junior high school, there is a basic competency that needs to be achieved in English subjects, namely writing as evidence of students' ability to develop written functional texts, examples of descriptive texts, recount texts, and narrative texts. Descriptive or description texts is a text that explains or describes the characteristics of a person, thing, or certain places.²

Usually descriptive texts has an introduction and a description. Introduction is used to introduce characters, while description is used to describe characters. Descriptive writing can be written simply by writing that is simple and easy to understand. Many students' find it difficult to write descriptive text. Usually the location of the students' difficulties is how to organize their ideas and they find it difficult to build and develop their imagination.

According to the preliminary research conducted by the researcher, the English subject teacher at MTs Hasyim Asy'ari, Mrs. F.H, S.Pd, said that there were many students' had difficulty in learning descriptive texts. They did not fully understand the descriptions of descriptive texts, and most of them ran out of ideas or wording in compiling descriptive texts.³

Based on the statement above Mrs. F.H, S.Pd must organize teaching and learning activities and must be able to master the material, know the methods and carry out strategies that aim to make it easier for students' to understand and apply descriptive writing properly and correctly. In addition, in her opinion, PBL (Problem Based Learning) is the most suitable method for students' and teaching descriptive texts. Since it involves students' to produce a product. The PBL learning method has several advantages including providing challenges to students' in discovering new knowledge for students'. The students' can be helped through how to transfer

²Artono Wardiman, et.al, *English in Focus for Grade VII Junior High School*, (Jakarta : Pusat Pembukuan Departemen Pendidikan Nasional, 2002), 115,

³Mrs. F.H, S.Pd, the transcript from the researcher, November 15, 2022, interview 1, transcript.

students' knowledge in understanding problems in their daily lives and developing students' abilities to think critically. It can also be said that to solve a case that is in the reading of the texts, for example students' are told to read descriptive texts then look for them. cases that exist in the texts then look for a way out.⁴

By using this method students' become more effective and think innovatively because students' can practice learning descriptive texts creatively. Then the teacher also gives a picture of a character or other description which aims to understand in studying descriptive texts besides that it can also prevent students' from getting bored in learning descriptive texts. Since writing is very important for students' and plays an important role in skills, writing is an excellent support for a skill.⁵

Based on the background above, the researcher takes the title of this thesis "The Use of PBL to Improve students' Abilities in Writing Descriptive Texts of the Eighth Grade at MTs. Hasyim Asy'ari Bangsri Jepara".

B. Research Focus and Scope

Based on the background stated above, the researcher plan to analyze the use of the Problem Based Learning method which is appropriate in the method taught in the process of learning English, especially for writing descriptive texts for eighth grade students' at MTs. Hasyim Asy'ari. This research focuses on the topic to be analyzed, namely the use of PBL to improve students' abilities in writing descriptive texts of the eighth grade at MTs. Hasyim Asy'ari Bangsri Jepara.

C. Research Questions

Based on the background that has been stated, the formulation of the research questions is:

- 1) What are the obstacles to improve writing descriptive texts for the eighth grade students' of MTs. Hasyim Asy'ari Bangsri Jepara?

⁴ Mrs. F.H, S.Pd, the transcript from the researcher, November 15, 2022, interview 1, transcript.

⁵ Hastuti P. D, "Influence of Reading Ability and Vocabulary Mastery on Writing Skills Descriptive Text," *Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, no. 1 (2020):48-57, <https://www.journal.unrika.ac.id/index.php/jurnalanglo-saxon/article/download/2424/pdf>.

- 2) How is the use of PBL method to improve abilities in writing descriptive texts for the eighth grade students' of MTs. Hasyim Asy'ari Bangsri Jepara?

D. Research Objective

The objectives to be achieved from this research are as follows:

- 1) This study aims to find out what are the obstacles in improve writing descriptive texts during the learning process for class VIII students' of MTs. Hasyim Asy'ari Bangsri Jepara.
- 2) This study aims to find out how to use the PBL learning method to improve abilities in the writing process based on descriptive texts for the eighth grade students' of MTs. Hasyim Asy'ari Bangsri Jepara.

E. Research Significances

As for the research benefits that can be drawn from this research are theoretical benefits and practical benefits. The description of the benefits of this research is as follows:

1. Theoretical

The benefits of this research namely can improve students' abilities, especially in writing descriptive texts skills and motivate students' to be more fond of writing by using learning technique based on PBL method as taught by English teacher.

2. Practical

a. For the students'

It is hoped that it will increase knowledge related to learning English in understanding the use of PBL learning method techniques that have been taught by English teachers according to the 2013 curriculum, students' are expected to be able to write English properly and correctly, can help in adjusting questions that according to them are complicated to become easier. Can help students' in developing ideas in writing descriptive texts and also as an illustration to students'.

b. For the readers

Hopefully can be useful for readers who need references and an overview of this research.

F. Definition of Key terms

The definitions mentioned below are provided to ensure the readers have the same concept or perspective on various terminology used in this study. They are also meant to prevent ambiguity or misinterpretation. They are as follows :

1. PBL method

The PBL learning method is one of the 2013 curriculum education learning techniques that has been taught in writing descriptive texts. The learning model aims to stimulate students' ideas so that students' can think critically, creatively and innovatively.

2. Writing

Writing is a very important skill for students'. Mastery of ideas in writing requires a teaching that must be studied properly. Mastery of ideas in writing and students' imagination is a process to help students' abilities in the field of writing.

3. Descriptive texts

Descriptive texts is one type of English subject that students' must learn. Descriptive texts is used by writers or speakers with the aim of describing certain objects, people, animals, places and or events for readers or listeners.

G. The Organization Of Writing

The preparation of this research is divided into several chapters so that readers can easily understand, the results of the research in depth such as:

CHAPTER I: BACKGROUND OF THE STUDY

This chapter discusses the background of the problems to be discussed, the focus of the research, the formulation of the problem, the research objectives, the benefits of the research, explain the theory or understanding of the term keywords and the systematics of writing.

CHAPTER II: REVIEW OF RELATED LITERATURE

This chapter discusses the sub-chapters, which consist of three sub-chapters, namely the first chapter contains the theoretical description of the theory, the second contains chapter theoretical framework, and the third sub-chapter contains review of previous studies.

CHAPTER III : RESEARCH METHODOLOGY

This chapter discusses sub-chapters which include data for analyzing texts, while the data consists of 6 sub-chapters, namely research methods, research settings and research subject, source of data, instruments and data collection techniques, research data validity, and data analysis technique.

CHAPTER IV : FINDINGS AND DISCUSSION

This chapter discusses the published results of the research which includes a description of the research findings and discussion of research results.

CHAPTER V: CONCLUSIONS AND SUGGESTION

This chapter contains conclusions from research results, suggestions, then ends with a closing.

