

## CHAPTER I

### INTRODUCTION

This chapter presents background of the study, problem of the study, objective of the study, hypothesis of the study, scope and limitation, significance of the study, and definition of key term.

#### **A. Background of the Study**

Language serves as our primary means of communication, facilitating human interaction (Maulani, 2021). Through language, we can exchange ideas, request actions, share our experiences, and converse with one another. English, in particular, is a widely used language for communication globally. Its significance is evident in the prevalence of English signs and advertisements we encounter while traveling. Proficiency in English simplifies interactions, information exchange, and communication with people worldwide. In Indonesia, English is the foremost foreign language and is a mandatory subject in schools.

Indonesian students encounter numerous challenges in learning English as a foreign language, with writing being a particularly difficult skill to master. Writing is often regarded as the most challenging aspect to teach and learn (Haryanti & Sari, 2019). Students may struggle with crafting certain types of texts, resulting in poorly written essays, confusing sentence structures, and improper vocabulary usage.

Based on the researcher's experience during Internship (Magang) II from January 16<sup>th</sup> to 28<sup>th</sup>, 2023, in the academic year 2022/2023 at SMAN 1 Nganjuk (Bogo), many students struggle with learning English, particularly in writing. When students are assigned to write a text in their own words, their scores often fall short. To address these challenges, various teaching approaches have been implemented. An effective teaching approach for writing allows students more time to prepare

topics and develop their ideas, thus easing the writing process (Mastura et al., 2020). One such method is the Genre-Based Approach (GBA), which emphasizes understanding and producing specific text genres. A distinctive feature of the Genre-Based Approach is that it provides students with explicit knowledge of the communicative purpose, rhetorical structure, and grammatical patterns necessary for writing (Haryanti & Sari, 2019).

The government continually strives to enhance the quality of Indonesian education to address and adapt to the challenges of changing times. According to the decision by the Minister of Education and Culture, Nadiem Makarim (No.56/M/2022), concerning the implementation of the curriculum for learning recovery, the Kurikulum Merdeka was introduced for the 2022/2023 academic year. This curriculum represents a new approach, focusing on developing soft skills and the character of Profil Pelajar Pancasila, emphasizing essential material, and providing teachers with the flexibility to tailor learning to students' abilities. To achieve these goals, teachers must understand key pedagogical principles, including the Genre-Based Approach (GBA) to English learning, and utilize learning models such as Problem-Based Learning (PBL), Case-Based Learning (CBL), and Project-Based Learning (PjBL) (Eka, 2023).

In the Indonesian context, numerous researchers have explored the Genre-Based Approach in teaching and learning (Haryanti & Sari, 2019; Maulani, 2021; Soraya, 2022). However, these studies primarily focus on implementing the Genre-Based Approach and the enhancement of students' writing skills following its use. Similarly, other studies have investigated Problem-Based Learning (Amri Sidauruk, Dumaris E, Silalahi, 2020; Nafisah et al., 2022), concentrating on its implementation and its impact on students' writing skills. In contrast, this study aims to combine

Problem-Based Learning with the four stages of the Genre-Based Approach, focusing specifically on students' writing skills in terms of content, vocabulary, and language use. Therefore, the researcher has chosen to integrate Problem-Based Learning with the Genre-Based Approach in classroom activities, incorporating the four stages of GBA: Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT).

Based on the explanation above, the researcher is interested in investigating **“The Effectiveness of Problem-Based Learning on Students’ Writing Skill for Tenth Graders of SMAN 1 Nganjuk”**.

**B. Problem of the Study**

Based on the background of the study explained above, the problem of the study could be formulated as follows: Do the students who are taught by Problem-Based Learning have better writing skill in terms of content, vocabulary, and language use than those students who are not taught by using Problem-Based Learning?

**C. Objective of the Study**

Based on the problem of the study mentioned above, the objective of the study is to find out whether the students who are taught by Problem-Based Learning have better writing skill in terms of content, vocabulary, and language use than those students who are not taught by using Problem-Based Learning.

**D. Hypothesis of the Study**

To find the answer of the problem, the hypothesis can be formulated as follows:

1.  $H_0$  : There is no significant difference in writing skill between the students who are taught by Problem-Based Learning and those who are not taught by using Problem-Based Learning.

2. Ha : There is significant difference in writing skill between the students who are taught by Problem-Based Learning and those who are not taught by using Problem-Based Learning.

**E. Scope and Limitation**

The scope of this study is to determine whether students taught using Problem-Based Learning exhibit better writing skills in terms of content, vocabulary, and language use compared to those who are not taught using this method.

This study is limited to tenth-grade students at SMAN 1 Nganjuk and focuses solely on students' writing skills.

**F. The Significance of the Study**

The findings of this study will be valuable both theoretically and practically. Theoretically, the results are expected to benefit teachers by enhancing the quality of English teaching, improving teaching skills, and encouraging students to be more active, creative, and innovative in their writing.

Practically, the study findings are intended to be useful in education as follows: For teachers, the researcher hopes this study will be highly informative and demonstrate that combining Problem-Based Learning with the Genre-Based Approach can improve students' writing skills. For students, this study aims to provide insights that can help them enhance their writing skills through the use of Problem-Based Learning. For future researchers, it is hoped that this study will serve as a significant reference for those investigating the effectiveness of Problem-Based Learning on students' writing skills.

**G. Definition of Key Term**

To prevent misunderstandings of the concepts in the title of this study, the researcher will clarify their meanings:

1. Effectiveness refers to the ability to achieve a desired result or intended result.  
When something is considered effective, it means it has successfully produced the expected outcome.
2. Problem-Based Learning is an educational method that involves solving real-world problems.
3. Writing is the process of conveying ideas, thoughts, and feelings through words on paper.