**CHAPTER I**

# INTRODUCTION

# 1.1 Background of the Research

Education in the era of society 5.0 requires every teacher as a stakeholder has high order thinking and creativity to advance education in accordance with the goals of National Education. Education according to Law no. 20 of 2003, education is a conscious and planned effort in creating a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual skills and abilities, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation and state.

The teacher's efforts in the learning process in the globalization era 5.0 every educational institutions use required to be able to producebrilian generations so they can compete inglobalizationera, (Mayang et al., 2020). Educational institutions must also have the responsibility to be able to prepare graduates who are ready to jump in and compete with foreign workers who have entered this globalization era. The learning process is realized in the number of students' learning outcomes through conversational abilities which result in a decrease and high and low ranking of students' skills.

The based learning model implemented by the majority of teachers with conventional methods, namely the lecture, question and answer, and discussion methods. The majorityof teachers has been implemented the learning with conventional method which is learning by prioritizing taking problems on one

theme or ongoing learning material so that, finding a solution that is obtained by the student with the guidance and direction of the teacher, (Nugraha et al., 2017). Speaking English with the sub-theme of narrative text has not shown the students' activeness and ability in writing with peers. In this regard, the teacher as a supervisor or stakeholder makes learning activities a sub-theme of narrative writing text activities through the PBL model to overcome student learning difficulties.

Writing, as a basic skill, must be possessed by every individual. Writing occupies an important role. Writing skills will not come automatically but must be learned through practicing in writing, reading the process of learning to writeand to read words and phrase.

Even though writing is important, many students still have problems with writing. Based on previous observations, there are some problems in writing. Most of the students had difficulties in choosing the right words and connectors to be used. They have problems developing their ideas well based on the topic given by the teacher. It happens because they do not have enough vocabulary power and writing rules like grammar. Therefore, the teacher is more focused on teaching grammar.

So, it is important for the researcher to make several efforts in the process of teaching and learning English as well as identify what actions are being taken to improve the process of learning to write in class. Researcher wants to know the effect of problem-based learning to improve writing skills in Tsanawiyah al HidayahLubukPakam whether students' writing skills have increased or not.

In addition, PBL challenges students to think critically to solve complex problems. Problem-based learning proposes a student-centered, cooperative, interdisciplinary and integrated teaching-learning process that contextualizes their lives. Problem-based learning gives them the opportunity to learn in an authentic, challenging, multidisciplinary environment, to learn how to design, implement, and evaluate problems that require sustained effort over a significant period of time. Problem-Based Learning is a learning model that engages students to complete complex tasks that usually produce realistic products, events or presentations to the audience.

This learning model aims to introduce infographics as a medium in providing projects to students to improve their writing skills according to Gultekin's findings and is expected to reform teaching writing to a teacher-centre approach, to provide students with more opportunities to share their ideas; develop their leadership skills and help each other in dealing with problems in writing comprehension.

Cosgun & Atay, (2021)addedthat the problem-based learning method is known as problem-based learning, which is by presenting students with meaningful problem situations that can make it easier for students to conduct investigations and solve problems. The problem-based learning method is expected to be able to improve students' narrative text writing skills, thus, the works produced are more qualified and creative. Because Afriani et al., (2019)has a suggestion that the problem-based learning method can be applied in English learning activities to improve the language skills of students. In addition to the PBL method being innovative, active and can stimulate students' abilities, PBL also gives students experience to learn from problems that exist in society, and from students' personal experiences and are expected to be able to pour it in the form of narrative text. In line with the findings, suggestions and statements above, this study was conducted with the aim of examining whether or not the PBL method can improve students' narrative text writing skills.

Finally, based on the reasons above, the researcher would like to conduct a research about **“The Effect of Problem BasedLearningModel on The Students’ Achievement in Writing NarrativeTextat Tsanawiyah Al HidayahLubukPakam”**.

# 1.2 Identification of the Problem

Based on the background above, the identification of problemwere as follows:

1. Most of the students had difficulties in choosing the right words and connectors to be used.
2. They had problems developing their ideas well based on the topic given by the teacher.
3. They did not have enough vocabulary power and writing rules like grammar, the teacher is more focused on teaching grammar.

# 1.3 Limitationof the Problem

The researcher focuses on discussing writing narrative texts usingproblem based learning (PBL) models.. This is done only for class VIII TsanawiyahYpi Al HidayahLubukPakam.

# 1.4 Formulation of the Problem

Based on the research background, the research problem is formulated as follows "Is there any significant effect of the problem based learning (PBL) models on student’s achievement in writing narrative text?".

# 1.5 Objectives of the Research

Based on the background above, the objectives of this research was to investigate the significant effect of problem based learning (PBL).

# 1.6 Significances of the Resecher

The results of thisresearchwere expected to be useful for:

1. Students

The results of this research would provide input to students to improve their ability to write.

1. Teachers

The results of this research would inform teachers that grouping techniques can improve students' writing skills

1. Other Researchers

Other researchers who are interested in this research. This will be information to improve their writing skills.