**CHAPTER II**

# RIVIEW OF LITERATURE

# 2.1 Theoretical Framework

In conducting this research, theories according to experts are needed to explain the concepts applied in this research. This term must be clarified to avoid confusion between the author and the reader.

# 2.1.1 Definition of Problem Based Learning

Problem-based learning, abbreviated as PBL, is an innovative learning model that can provide active learning conditions for students. PBL is a learning model that involves students to solve problems through the stages of the scientific method so that students can learn knowledge related to these problems and at the same time have the skills to solve problems.

Problem Based Learning (PBL) is a models with a student center learning approach (student centered learning) as stated by Dutch in 1994 quoted by Taufik (2015:21). This method requires students to work together with groups in order to find a solution to a real problem (Fitriani et al., 2023)This problem is given to students to synchronize curiosity with students' analytical abilities and initiative towards subject matter. The use of this method is also to prepare students to be able to think critically and carefully in using appropriate learning resources.

Based on the statement, it shows that the Problem Based Learning method is a method that requires students to be active in learning, so that they are able to

find as much information as possible in answering the problems encountered in learning. Problems in learning are given in order to provide stimulus to students so they are able to solve learning problems independently.

 According to Tan (in Rusman, 214:229) "Problem Based Learning is an innovation in learning because it is deep problem-based learning really improves students' thinking abilities optimized through a systematic group or team work process, so that students can empower, hone, test and develop ability to think continuously." Learning using this problem based learning model students can learn things like real world problems, high level thinking to solve problems, dig up information, learn to work together and learn to communicate. Therefore, the process of learning to write anecdotal texts can be recommended using problem based learning model which has the advantage of solving, apply, understand real world problems experienced by students.

 Students are guided to follow the stages of the problem based learning model learning, namely: First, providing problem orientation, meaning the teacher Present real problems/experiences so that it is easy for students solve the problem. Second, organize students for investigation, This means that the teacher helps students in defining and organizing learning/investigation assignments to solve problems. Third, do it inquiry, meaning the teacher encourages students to obtain information appropriate actions, carry out investigations and seek explanations for solutions. Fourth, develop and present results. Fifth, analyze and evaluate investigation process.

In addition to the theory of the Problem Based Learning model according to Tan in the learning process and developing a way of thinking which is in line with the opinion of Sani (2014: 147) "Problem Based Learning model is learning that is delivered by presenting a problem, asking questions, facilitating investigations and opening dialog". Students can be challenged and motivated in solving the problems they do. Then according to Daryanto (2014: 29) "The problem based learning model is a learning model that challenges students to "learn how to learn". Work in groups to find solutions to real world problems. So, it can be concluded that the Problem Based Learning model is a model learning process of presenting, sharpening, testing thinking carried out in groups to find solutions to real world problems.

Problem Based Learning (PBL) model is rooted in Jhon Dewey’s beliefs in Abidin (2014: 158) that teachers must teach interestingly students' natural instinct to investigate and create. Dewey wrote that The main approach that should be used for each subject in school is an approach that is able to stimulate students' minds to acquire all non-scholastic learning skills. Based on This belief, learning should always be linked to life students' daily lives because this natural context provides something that can be students do, not something that must be learned, so this will be nature requires students to think and get natural learning outcomes also.

Based on this view, the PBL model then developed become a Problem-Based Learning model as something appears for the first time during the learning process. The problem is presented as natural as possible and then students work on demanding problems Students apply their knowledge and abilities according to their level psychological maturity and learning ability. This learning concept is then seen as a learning concept that is very appropriate to the demands of learning in the 21st century require students to always develop thinking skills, problem solving abilities, and the ability to carry out research as a required ability in the context of a rapidly changing world.

Delisle in Abidin (2014: 159) states that the PBL model is a learning model developed to help teachers develop thinking abilities and problem solving skills to students as they study learning material. This model Facilitate students to play an active role in the classroom through activities think about problems related to everyday life, discover the procedures necessary to find that information needed, think about contextual situations, solve problems, and presents a solution to the problem.

Torp and Sage in Abidin (2014: 160) look at the PBL model is a learning model that is focused on bridging students so that gain learning experience in organizing, researching, and solving complex life problems.

Based on the definitions above, the PBL model is a model learning that provides authentic experiences that encourage students for active learning, constructing knowledge, and integrating context study at school and learn in real life naturally. This model puts problematic situations at the center of learning, engaging and maintain student interest, both of which are used to make students capableexpress his opinion about something from multiple perspectives. In practice, students are directly involved in solving problems, identify the root of the problem and the conditions necessary to produce results good solutions, teaches meaning and understanding, and becomes learning independent

# 2.1.2 The Syntax of Problem Based Learning

According to Ibrahim & Nur (in Trianto, 2014:72) there are 5 steps to the Problem Based Learning model as follows :

|  |  |  |
| --- | --- | --- |
| **Phase** | **Indicator** | **Teacher Activities**  |
| 1 | Orientation of students to problems | The teacher explains the learning objectives,explain the logistics required,problem posing,motivating students engage in problem solving activities he chose |
| 2 | Organizing students to study | The teacher helps students define andorganize learning assignmentsrelated to the problem. |
| 3 | Guiding individual as well as group investigations | Teachers encourage students to collect the appropriate information,carry out experiments, to getproblem solving explanation |
| 4 | Develop and present the work | The teacher helps students in planningand prepare works accordingly likereports, videos, models and helpthem for various tasks withthe group. |
| 5 | Analyze and evaluate the problem solving process | The teacher helps students reflector evaluation of their investigationsin the processes they use. |

Barrett (in Lidinillah 2007:2) explains the syntax sequence or steps for implementing PBL as follows:

1. Students are given problems by the teacher (or problems from student experience)
2. Students carry out discussions in small groups
3. Students carry out independent studies related to problems that must be resolved. They can do this by looking for resources in the library, internet, social media and discussing.
4. Students return to their original PBL group to exchange information, peer learning, and work together to solve problems.
5. Students present the right solution they found.

# 2.1.3 Characteristics of Problem Based Learning

According toM.Taufiq (2015:22) the problem based learning (PBL) learning method has several characteristics namely:

1. Problems used as the beginning of learning.
2. The problems used are problems that arise in the real world which are presented in an ill-structured manner.
3. Problems usually demand multiple perspectives. The solution requires students to use and get concepts from some learning or other knowledge learned from several other subjects.
4. The existence of problems faced provides challenges for students to get learning in new learning areas.
5. Very prioritizing independent learning (self-directed learning).
6. Utilization of varied learning resources, not from just one source. Search, evaluation and use of this knowledge is the key to this method.
7. Collaborative, communicative and cooperative learning. Students work in groups, interact, teach each other (peer teaching), and make presentations.

Based on the explanation, it can be concluded that the Problem Based Learning models is based on the existence of problems as a cause of learning and students play an active role in learning (learning centered).

In addition, the characteristics of Problem Based Learning according to M. Amien in E. Kosasih's book (2014: 90), is as follows:

a. Ask, don't just memorize.

b. Act, not just look and listen.

c. Finding problems, not just learning the facts.

d. Provide solutions, not just learn to get.

e. Analyze, not just observe.

f. Making a synthesis, not merely proving it.

g. Think, don't just dream.

h. Produce, not just use.

i. Compile, not just collect.

j. Creating, not merely reproducing.

k. Applying, not just remembering.

l. Experimenting, not just justifying.

m. Criticize, not just accept

n. Designing, not just acting.

o. Evaluate and relate, not simply repeat

Based on the characteristics above, it can be concluded that the model PBL has characteristics that aim to enable students to solve something problems by asking, analyzing, evaluating, compiling,create, and so on.

# 2.1.4 Benefits of Problem Based Learning

According to Warsono&Haryanto (2013:152) expressed the opinion that the benefits of applying the problem based learning (PBL) learning model are as follows:

1. Students will be challenged to solve problems that will make students accustomed to dealing with problems.
2. Teachers and students are becoming more and more familiar
3. Students' sense of solidarity will be fostered by discussions with their friends.
4. Students will be familiar with applying the experimental method, possibly a problem that students must solve through experimentation.

**2.1.5 The Advantages and Disadvantages of Problem Based Learning Model**

**2.1.5.1The Advantages of Problem Based Learning Model**

In line with the characteristics and the benefits above, the PBL model is seen as a learning model that has many advantages. These advantagesexpressed by the Kemendikbud (2013) in Abidin (2014: 161), namely asfollowing:

1. With the PBL model, meaningful learning will occur. Students whoLearning to solve a problem will apply that knowledgehave or try to find out the necessary knowledge.Learning can become more meaningful and can be expanded when participantsstudents are faced with a situation where the concept is applied.
2. In a PBL model situation, students integrate knowledge and skills simultaneously and apply them in context which is relevant.
3. The PBL model can improve critical thinking skills, foster student initiative in work, internal motivation in learning, and can develop deep interpersonal relationships group work.

Several advantages of the PBL model were also stated by Delisle inAbidin (2014:162) is as follows:

1. The PBL model relates to real life situations so learning becomes meaningful.
2. The PBL model encourages students to learn actively.
3. The PBL model encourages others as a learning approach interdisciplinary.
4. The PBL model gives students the opportunity to choose what what will be studied and how to study it.
5. The PBL model encourages the creation of collaborative learning.
6. The PBL model is believed to be able to improve the quality of education.

Apart from the advantages above, there are also advantages to the PBL modelAbidin (2014: 162) added several things, namely as follows:

1. The PBL model is able to develop student learning motivation.
2. The PBL model encourages students to be able to think at a higher level.
3. The PBL model encourages students to optimize their abilities metacognition.
4. The PBL model makes learning meaningful and therefore encouraging students have high self-confidence and are able to learn effectivelyindependent.

From the several advantages stated by several experts above, it can be concluded that this PBL model is very good for developing tastestudents have high self-confidence and are able to learn independently so researchers use this model in the teaching and learning process.

**2.1.5.2The Disadvantages of Problem Based Learning Model**

The disadvantages of the Problem Based Learning model according to Abidin(2014:163) are as follows:

1. Students who are familiar with the information obtained from the teacher asthe main resource person, will feel less comfortable with the way of learningyourself in problem solving.
2. If students do not have a sense of confidence that the problem islearned is difficult to solve so they will feel reluctantto try the problem.
3. Without students understanding why they are trying tosolve the problem being studied then they will notlearn what they want to learn.

The PBL model also has disadvantages in its application.

These weaknesses include:

1. When students have no interest or no confidencethat the problem being studied is difficult to solve, then they will feel reluctant to try
2. The success of learning strategies through Problem Based Learning requires enough time for preparation
3. Without understanding why they are trying to solve problem being studied, then they will not learn what they want to learn.

Based on the description above, the PBL learning model has weaknessesin its application, namely if students do not understand the material then students willit is difficult to solve problems, if students do not have that beliefIf the problem given is difficult, students will feel reluctant to do itsolving these problems, and this PBL model requires sufficient timeit took a long time to prepare.

# 2.1.6 Definition of Writing

Writing activity is a form of manifestation of ability and the final language skills mastered by students after students must be able to listen, speak and read combines vocabulary well with coherent language easy to understand the meaning of the writing. In writing everything elements of language skills must be fully concentrated in order got really good results.

Writing ability is an embodiment of a form of communication indirectly, not directly face to face with other people, so the ability to write is a very skill complex, students not only express ideas, but students are also required to express ideas, concepts, feelings and desires.

According to Johnson (in Sigit 2013:1),"writing is having ideas, organizing ideas, and communicating ideas.Writing is also defined as an activity of finding ideas, organizing and communicating these ideas so that others can enjoy them. The communication of ideas is of course not verbally, but with a series of words to form a piece of writing (Achmad, 2018).

Writing is communicating content for a purpose to audiences. Writing is also a psychological activity of language users to enter information into written texts. Written productive language skills are called writing. This is the skill of a writer to convey information to readers, (Fitriani et al., 2023). Writing is a skill that needs to be mastered by students in the process of learning English in class (Yana et al., 2022). Mastery of English is not only about grammar and also reading, although both are aspects that are often emphasized to students in the learning process in class, but the skills that need to be mastered by students are is listening, speaking, reading, and also writing, (Puteri&Putri, 2020).

Munirah (2015: 1) Writing is a thought process starting with thinking about the idea that will be conveyed, writing is a different form of communication than conversation; in writing no there are intonations, facial expressions, physical movements, as well as those that do not accompany it conversation: writing is a form of communication that needs to be supplemented with explanation signs, rules, spelling, as well as punctuation, and writing are a form of communication to convey the author's ideas to the audience readers who are limited by distance, place and time.

 Writing is an activity of generating thoughts and feelings through writing. It can also be interpreted that writing is a language of communicationexpress thoughts, feelings and desires to others by writing. as Tarigan said (in Munira 2015: 1) that writing is one of the language skills used for communicate indirectly, not face to face with people other.

 Poerwadaminta (in Munira, 2015: 1) also stated thatwriting always deals with language. Only language is the only formula to write, that is why the ability to use language is a provision the main. Nurgiantoro (in Munira, 2015: 1) also explains that writing is a form of manifestation of ability or skill the last language mastered by students after listening skills, speaking and reading.

Writing ability requires mastery of various elements linguistics and elements outside the language itself that will become the content of the essay both language elements and content elements must be neatly intertwined to produce results a complete and coherent essay. From the descriptions above it can be concluded that writing is a form of communication that expresses ideas ideas and feelings indirectly by paying attention to rules writing.

It can be concluded that writing is a very important subject because it trains us to share ideas from our brains. Students will imagine, organize, compile, edit, read, and reread. Based on the explanation above, writing is how to explore and explore ideas, imagination, experiences and then pour them into a written work. From the description above it can be concluded that writing is a thinking activity that expresses ideas, feelings, feelings, opinions in written form.

# 2.1.7 Function of Writing

The function of writing is as a means of communication. Writing is also very important for education because it makes it easier for students to think. Writing can also help us think critically, can make it easier for us to feel and enjoy relationships, deepen our responsiveness or perception, solve the problems we face, arrange sequences for experiences. Writing can help us explain our ideas by writing, writing can also inform readers something that can be compiled from experience and action.

# 2.1.8The Purpose of Writing

When a student writes, he will have a goal. They also have to consider the results of their writing because each writing will affect not only the type of text they produce, but also the language they use, and the information they choose.

According to Tarigan (in Munira, 2015: 6) summarizes the objectives writing as follows:

1. Objective of the assignment. It is for this purpose that the author actually wrotesomething because it is assigned, for example students are assigned to summarize,make reports and so on.
2. Altruistic goals. The author aims to please,avoid sorrow, want to help readersunderstand, appreciate feelings, want to make life alivereaders easier and more enjoyable.
3. Persuasive goals. The author aims to convince peopleread the truth expressed.
4. Purpose of lighting. The author aims to provide informationor information/information to readers.Self-statement goals. The author aims to introduce orexpress themselves to readers through their writing, readerscan understand the author.Creative goals. The author aims for readers to be able tohas artistic value or artistic value. not only writersprovides information, but the reader is moved about the thinghe read.
5. Problem solving goals. In this article, the authortrying to solve a problem faced. Writer try to provide clarity to readers abouthow to solve a problem.

# 2.1.9Indicator of Writing

**2.1.9.1 Content**

Narrative is one of the texts thought in junior and also senior high school level. Narrative texts are usually told by a story teller. Another definition, defined the narrative text is a kind of story either fictional or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction. In this case, the researcher must find a suitable topic in writing the text. In addition, topic details are also important in writing narrative text. Students must write a narrative text with full details and according to the topic. According to Brown (2001), the content in writing narrative English text is 30%. Therefore, the writer needs to pay attention to the content in writing narrative text.

**2.1.9.2 Organization**

Organization refers to good rules in narrative text. This section consists of the generic structure of narrative text, namely orientation, complication, resolution. The three generic structures are very important in writing narrative text. It is used to determine the plot of a story. This means that students must understand the three generic structures. In this case the learner can find out the subject to be explained in the text. In a text students are able to understand or identify a story. Which is where students have to write and present a story or story based on the generic structure of narrative text as a reference in making texts. With this, it can make students imagine and think creatively and innovatively in making a narrative text.

**2.1.9.3 Grammar**

Narrative text has grammatical features that are focused on the use of past tense, adverbs of time, noun phrases, direct dialogue, action verbs and time conjunctions. Furthermore, knowing the grammatical features in grammar can make it easier for students to know what the functions of these features are. The sentences used in narrative text are past tense, simple past tense, past continuous tense, and past perfect tense. Writing good narrative texts is also easier for them to express their ideas into good writing.

**2.1.9.4 Vocabulary**

Vocabulary is an important part of writing descriptive text. In this case, the writer can make the reader understand and get the main points of the text from the vocabulary used in writing narrative text. Learners can tell readers about their ideas and feelings by conveying them an idea into sentences and understanding the reader. In this section, Johnson et al. (2013) mentioned the vocabulary criteria used in writing English narrative texts. He stated that the vocabulary used must have effective choices to represent the subject and use words and words correctly. This means that the learner must pay attention to choose the right words that are suitable for the context. Incorrect use in writing narrative text will lead to meaning errors and be difficult to understand.

**2.1.9.5 Mechanics**

Heaton (1988) argues that mechanics refers to a writer's ability to write text correctly using punctuation and spelling. According to Afifuddin (2016), mechanics in writing means using capitalization, punctuation and spelling correctly. Punctuation is a term that refers to marks used to organize and clarify text, especially by separating or connecting words, clauses, and phrases. According to Oshima and Hogue (2006), proper punctuation is critical because it conveys meaning. Spelling shows how the word appeared. If the author uses incorrect spelling, the result is incomprehensible words.

**2.1.10 Narrative Text**

# 2.1.10.1 Definition of Narrative Text

Narrative is one of the texts thought in junior and also senior high school level. Narrative texts are usually told by a story teller. Another definition, defined the narrative text is a kind of story either fictional or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction (Jannah et al., 2021) . Narrative text is a text or story about a series of related events, which are presented sequentially from the beginning to the end of the story either orally or in writing, and/or with pictures (moving) which are also presented sequentially. (Levi et al., 2022).

In addition, narrative text can be a story with complications or problems of events, and try to find a resolution to problems. Narrative mode, or the set of ways in which narrative is communicated through the narrative method, the narrative method is an important component of narrative text. (Schwabe et al., 2022)

# 2.1.10.2 Kinds of Narrative

Narrative writings are divided into two kinds by Joyce and Feez (2017:11) :

1. Nonfiction is a type of narrative writing that tells a true story. It is often used to tell someone's life story, an important historical event, or a new story. Really a mix of narrative and informational writing.
2. Fiction is a kind of narrative that tells a story that is not true. Stories created by writers such as short stories, comics, novels, etc.The main purpose of this fiction is to entertain, or sometimes to teach moral lessons.

# 2.1.10.3 Generic Structure of Narrative Text

According to Hidayah (2017:11) there are three elements of **S**tructure of Narrative Text, they are :

1. Orientation

Orientation is also known as an introduction to what is in the text. In sectionThis contains the introduction of the characters in the story and the time and place where it happened.

1. Complications

Complications are pictures that arise seriously or problems experienced bythe characters in the story.

1. Resolution

In this section that can be resolved for better or worse, anywayIndeed it is so rarely left completely unresolved although this is certainly possible the kind of narrative that leaves us wondering “How did it end?.

**Example of Narrative Text**

The following shows an example of narrative text and its generic structure analysis

**Snow White**

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.One day she heard her uncle and aunt talking about leaving her in the castle because they both wanted to go to America and they didn't have enough money to take her.She didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt were having breakfast. She ran away into the woods.She was very tired and hungry.Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then she woke up she saw dwarfs. The dwarf said, "What is your name?" Snow White said, "My name is Snow White".

The dwarf said, "If you wish, you may live here with us". Snow White told the dwarfs the whole story and she and the 7 dwarfs lived happily ever after.The model essay above can be analyzed according to its generic structure as follows:

# Table 2.1

# Generic Structures on Narrative Text

|  |  |
| --- | --- |
| **Snow White** | **Title** |
| Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. | Orientation |
| One day she heard her uncle and aunt talking about leaving her in the castle because they both wanted to go to America and they didn't have enough money to take her. | Major Complication |
| She didn't want her uncle and aunt to do this so he decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt where having breakfast. She ran away into the woods. | Resolution |
| She was very tired and hungry. | Complication |
| Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. | Resolution |
| Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then she woke up she saw dwarfs. The dwarf said, "What is your name?" Snow White said, "My name is Snow White". | Complication |
| The dwarf said, "If you wish, you may live here with us". Snow White told the dwarfs the whole story and she and the 7 dwarfs lived happily ever after. | Major Complication |

#

# 2.2 Conceptual Framework

Based on the research background, it can be denied that teaching writing, especially in junior high schools, needs more effort to make students understand how to make good writing, it is a type of language skill that emphasizes students to have a good understanding of grammar rules and vocabulary.

By using the problem based learning (PBL) model, it can be concluded that learning to write narrative texts can make it easier for students to write narrative texts. Learning to write narrative texts using the PBL model is very effective for Grade VIII students. There is interaction from students in learning to write narrative texts using the Problem Based Learning model. Learning to write narrative texts that are treated with problem-based learning models is better and more effective in class VIII students.

In this research, problem based learning (PBL) makestudentseasy to think critically. Problem-based learning models can improve students learning outcomes in narrative writing text material as an effort to improve student’s learning outcomes.

Students have to organize their ideas into written form. However, students still face several obstacles in learning to write English such as difficulties in finding writing ideas, limited time in writing, limitations in understanding English grammar, and limited vocabulary mastery.

# 2.3 Relevant Research

1. Septa Aprilia Palupy (2022) in her research *The Effect of Using Wattpad Media on Students’ Writing Skill of Narrative Text* concluded that to know the students’ problem in writing narrative, she used the different media namely Wattpad but many students had the application on their smartphone. Wattpad contains novels and other stories related to narrative text that made students interested in writing narrative text.
2. Asrul and Sintia (2021) on their journal*The Effect of Project-Based Learning on Students’ Achievement in Writing Narrative Text*concluded that using PjBL as a media to proof the effect of the students in writing narrative text. This media was creating product namely the narrative text and it succeed from before the students had the difficulty in writing narrative text until they could. This media asked students to think critically so that they were indirectly able to write narrative text.

From the relevant research above, the researcher thaught that there are so many ways to see the significant effect on students’ achievement in writing narrative text. And the researcher decided to choose Problem Based Learning as a media in her research.

1. Wuri (2015) in her research *The Improvement of Writing Skills News Text Using the Problem Based Learning Model with Photo Media Radiant on Class VII Students of SMP N 5 Satap Sukoharjo*with the Resultscarried out by Wuri there was an increase, namely the average for cycle I was 78.61 had an increase in cycle II on average of 83. Student behaviorexperience changes after actions include responsibility, hard work,tolerance and self-confidence in cycle I, while cycle II has been reflected instudent behavior.
2. Ida (2014) in her research *The Improvement of Argumentation Paragraph Writing Skills Through Based Learning Problem.* The results of research by Ida show that PBM can be implementedimprove argumentative paragraph writing skills in class XI studentsLanguage Department of SMA Negeri 4 Singaraja. The application of learning with modelsPBM can also increase student learning activities. Skill improvementThe students' writing and learning activities were supported by positive student responsestowards the implementation of the PBM model.

# 2.4 Hypothesis

A hypothesis is a guess or a temporary answer intended to answer an existing problem. According to Sugiyono (2017: 63) states that: "The hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a statement sentence. It is said temporarily, because based on the objectives and framework, the hypothesis can be formulated as follows:

Ha: There is a significant effect on the use of problem-based learning models (PBL) on the students’ achievement in writing narrative text.

Ho: That there is no significanteffect on the use of problem-based learning models (PBL)on the students’ achievement in writing narrative text.