

**TEACHER PERSPECTIVE IN THE USE OF POBLEM BASED LEARNING IN
ELEVATING WRITING ABILITY
(An Analysis Study of the teacher at SMAN 8 Banda Aceh)**

THESIS

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CHAPTER I INTRODUCTION

This chapter describes introduction used in this study, in general it has six topics: Background of the Study, Research Problem, Research Objective, The Scope of the Study, The Significance of the Study, and Definition Operations.

1.1. Background of Study

Education is one of the main pathways in efforts to prepare young people to welcome and face the development of an increasingly competitive era. As one of the main efforts, it must be carried out as well as possible. Implementation of quality education is something that can not be negotiated, because the ultimate goal of national education in general is an increase in quality human resources (HR). Based on Mirunnisa (2019:10), that quality human resources is one of which can be produced through the mastery of English.

Education also aims to develop the potential of students to become human beings who believe and be devoted to God Almighty, have good morality, be healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country (in the Republic of Indonesia's legislative body on the education system National: 15)

English has long been taught as the main foreign language of Indonesia, at every level of education, ranging from kindergarten until the college. According to Sofendi (2008:2) says the purpose of learning English in tertiary institutions (non-English) generally is to support the academic activities of students who are often referred to as English for academic purposes. However, Sofendi (2008: 4)

further explained that such goals are no longer relevant to the needs of today's students. To be able to compete to face the era of globalization.

In the process of learning English language education is one of the subjects that is have to mastered by students apart from Mathematics and Indonesia to achieve standards in the curriculum. The teacher plays an important role in the learning process because student success in learning is largely determined by the teacher. A teacher must pay attention to methods, learning plans and textbooks so that goals A student must be able to use English as a communication tool properly and correctly. If these goals can be achieved, then the learning process is said to be successful.

There are two factors that influence the success of teaching English as a foreign or second language, namely personal factors and general factors (Surono 2011:11). One of the personal factors is motivation, which are effective attitudes and conditions that affect the level of effort that students do in learning English. English learners who have motivation, regardless of the type of motivation, tend to be faster at achieving learning success. On the other hand, English learners who do not have motivation will find it difficult to achieve success from learning (Surono 2011:12)

Based on above definition it can be concluded that in learning English is very much needed for students' motivation to encourage their enthusiasm in participating in the learning process, there are two influencing factors, namely general factors and personal factors.

The teacher supports students who are responsive to information and have adequate speaking skills, so a learning model is needed that can make this happen. PBL learning model or problem-based learning is one of the learning models that can train and provide student skills in communication and information responsiveness.

Problem-based learning model (PBL) is a learning that uses real world problems as a context for students to learn about critical thinking and problem solving skills (Sudarman 2007: 69). Through the problem-based learning model students are faced with real problems, so that the problem solving presented by students is required to think critically and actively and have extensive knowledge. To support this, students must explore information from various sources. The use of problem-based learning models creates an atmosphere of learning that is active, independent and very meaningful.

For the application of the problem based learning model (PBL), it has several advantages that are expected to optimize student writing learning. Some of these advantages include encouraging students to be able to think naturally and think critically based on existing problems around them, have the ability to solve problems in real situations, and students have the ability to build their own knowledge through learning activities. Thus, it is hoped that applying the problem-based learning model to students' ability to write can encourage students to be more active in solving problems and be able to foster initiatives in learning or working and foster relationships in group work.

Based on the Ministry of Education and Culture. 2013. Permendikbud No. 81A of 2013 concerning the implementation of the 2013 curriculum on the ability to write students through problem based learning (PBL) consists of five phases as follows: the first phase, orienting students to the problem. The second phase, organizing students to learn. The teacher helps students define and organize learning tasks related to problems that have been oriented in the previous stage. The third phase, guiding individual and group investigations. The teacher encourages students to gather information.

The fourth phase, develops and presents the work. The teacher helps students to plan and prepare work in the form of student writing and then the teacher asks students to present their work in front of the class. The fifth phase, analyzing and evaluating the problem solving process. The teacher and students analyze and evaluate the problem solving process that can be presented by each group and all learning activities undertaken.

Writing is a productive and expressive language skill that is used to communicate indirectly and not face to face with other parties so that the writer must have the ability to use vocabulary, writing, and language structure (Tarigan 2008:3). Therefore, in order to be skilled at writing, one must have experience, time and constant practice.

Writing skills can be obtained only through the process of teaching and learning, because in writing a person is required to be skilled in using vocabulary, diction in the context of the purpose of writing. Therefore it must be learned and trained seriously because writing skills are not scientific skills possessed by

someone. Someone's writing skills become better if trained since elementary school and continuous. In writing, it is also a learning process to express ideas or ideas about a matter honestly, in accordance with the facts that occur and not excessive in writing.

Writing is one of the four language skills consisting of listening, reading, speaking and writing (Nisa, 2018:25). Writing is taught in formal education because it is not obtained without learning. Writing activities are expected to be someone to know themselves, express ideas and feelings verbally and in writing, participate in society, discover and use analytical and imaginative abilities that exist in him/her.

Besides, perception are also needed to find out solution of the problem that appear in the learning process. According to Rozie (2018:3) perception is a response to what anyone see from an object and will influence the person's mindset. The teacher's perception of the use of Problem Based Learning in elevating writing abilities is a response to the way the teacher uses the PBL method in teaching. Adding by Rozie (2018:3), the perceptions shown can be in the form of good perceptions or poor perceptions. If the teacher's perception of using PBL is good, it will facilitate the achievement of learning objectives so that it will spur students to try and study hard so that they get maximum and good learning achievement.

The use of learning methods is a method in the learning process that is used to generate motivation and stimulation of learning activities. From the description above, it can be said that the selection, development, and use of

methods are very important, thus a teacher is required to really be able to choose and use learning methods appropriately.

In addition the focus of this research is in SMAN 8 Banda Aceh, it is located in the central area of Banda Aceh city which is a public school and very friendly to the teachers. The school also has English teachers who guide them in learning English. When researcher do preliminary observastion, it is found that the teaching and learning process carried out by the teacher often uses methods or techniques in teaching students, especially the Problem Based Learning method, researcher also see that teacher often give assignments to students when the face-to-face process takes place.

Researcher also found that students like to get assignments or in other words students are accustomed to a learning process by getting some task in every meeting. It can be concluded that 65% of the teaching and learning process in each face-to-face, the teacher gives assignments to students compared to teaching with the lecture method or with other methods.

This is because based on the teacher's perspective who feels such a learning system can be suitable for students. Teacher feel that implementing the method affects students' interest in learning more, such as not feeling bored quickly. For example, when students study in groups they tend to be eager to do assignments or have discussions. This can be proven from the individual and group practice questions, most of them the grub process is more efficient than answering the questions individually. By using the group in learning process they can also share ideas in determining a problem.

Based on Thomas and Mergendoller (2000:9) perspective teacher in Problem Based Learning is the teacher understand their own role as facilitator or supervisors who provide students with guidance and scaffolding in the form of teacher students interactions, guiding questions, peer-counseling and practice worksheets. It can be say the teacher will always try to implement some methods to make students easier understand the material.

There are several research that has been done by other researchers relate to the same strategy. In this case, the relevant study to support this research is the research that has been conducted by Fahma (2016) entitled "*The Implementation of problem Based Learning Model in Improving Learning Achievement on Accounting Subject Students*". Her result result indicated that the implementation of Problem Based Learning improved the accounting learning achievement. It show from the data gathering that before the reflection there were 18 from 34 students who did not accomplish KKM (Scores below 75), but after the PBL was implemenent in the class the students learning achievement imprpved and all students accomplished KKM.

Another research that can support this study is the research that has been conducted by Ahmad (2017) entitled "*Impelementation of Problem Based Learning in Geometry Lessons*". He found that by using Wilcoxon test in PBL show a significant increase in students mean scores during the retention test. From the interviews, the students noted some challanges during learning process that in usual they feel difficult in decision making and in generating ideas at the start of problem solving.

Based on explanation and phenomena above, the researcher is interested in conducting a study entitled *“Teacher Perspective In The Use Of Problem based learning In Elevating Writing Ability”*.

1.2. Research Problem

Based on the earlier information above, there is a formulated research problem proposed; How does the teacher perspective in the use of Problem Based Learning in elevating writing ability?

1.3. Research Objective

From the formulation of the problem above, it can be concluded that the purpose of this study is to find out how is teacher perspectives in applying Problem Based Learning method.

1.4. The Scope of the Study

The scope of this research is about teacher perspective in the use of Problem Based Learning in elevating writing ability. It shows how teacher perceptions in the use of Problem Based Learning in elevating writing ability of SMAN 8 Banda Aceh.

1.5. The Significance of the Study

Research conducted at SMAN 8 Banda Aceh is expected to be of benefit to all parties involved directly or indirectly, especially for English subjects. Thus the benefits expected by this researcher are practical benefits, namely:

1. For School

With the research that apply the PBL method to students, it is hoped that it can foster students' writing skills based on learning objectives in English subjects at SMAN 8 Banda Aceh in order to achieve curriculum competency standards in accordance with the English curriculum so as to improve the quality of English language learning in schools. Then, by applying this PBL method students will be better trained in dealing with problem solving so that they will easily participate in school activities, both in school and in competitions and competition with other schools, so that the school will be easier to follow the competition at the high school level.

2. For Teachers

With the research on the application of the PBL method the teacher is expected to be able to improve the learning problems faced and add insight and learning skills. Teachers can obtain new methods for developing learning and assessment of different students, not only by taking paper and pencil tests but also by evaluating students' performance and products in using the PBL method. The teacher will also be more helped when the learning process because students will feel more relaxed when learning because they do not feel alone when solving problems, both in the form of questions or material that is difficult for them to understand they will be more daring to ask teachers in class without

feeling I was afraid because they did not feel alone, so the teacher was very helped by this method of PBL.

3. For Students

By using PBL method students are expected to foster student writing skills and foster student confidence especially in English subjects and students are also more enthusiastic about learning and turning their minds that English subjects are difficult. , which in turn will create satisfying learning outcomes for both teachers and students. Students can also feel that learning English is fun and makes it more effective in every bag and assignment given by the teacher. With this PBL Method students will certainly feel free in giving their opinions or ideas in solving a problem without feeling awkward and feeling alienated. That way, the learning process will feel effective without the presence of passive students. students will realize that working in groups is very easy for them to solve problems and improve their communication with each other.

4. For Researchers

With the research on the application of PBL methods researchers gain valuable direct experience from a variety of instructional media that are applied in the classroom as well as other assignment methods applied and student assessment so that they can add insight and experience so that researchers can also become equipped in carrying out tasks as English teachers. Then, for researchers of course they will be greatly helped by making this PBL method research because they will train to become a

very good and creative educator who does not just enter the classroom, give material and ask students who look smart in class. However, researchers will see the closeness between students and students and the closeness of students with their teachers.

1.6. Definition Operations

To avoid misunderstanding and misinterpretation in this paper, it is important to define the disclose of operation as follow:

1. Problem Based Learning (PBL)

According to Rusman (2012: 229) "problem based learning" model is an innovation in learning because in problem based learning students' thinking abilities are really optimized through a systematic group or team work process, so students can empower, hone, test and develop the ability to think continuously. In this study, the PBL method means the process of group work at SMAN 8 Banda Aceh. Which is the students will learn in team work of writing class.

2. Writing

Richards and Renandya (2002: 303) state that writing is the most difficult skill for second or foreign language learning to master. The difficulties are not only generating and organizing ideas, but also in translating these ideas into a readable text. The difficulty becomes more noticeable if their language proficiency is weak. From some of the opinions above. Teaching writing for students at SMAN 8 Banda Aceh is one of

important things that has to be done well because it will influence the the ability in developing their writing ability.

