A RESEARCH OF UTILIZING 3C3R PROBLEM DESIGN IN PROBLEM BASED LEARNING TOWARDS STUDENTS' WRITING ABILITY OF SMP NEGERI 3 KEDIRI ACADEMIC YEAR 2014/2015

THESIS

Presented as a Partial Fulfillment of the Requirement to Obtain the Sarjana Degree of Education (S.pd) of English Department faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

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ENGLISH DEPARTMENT

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ACADEMIC YEAR 2014/2015

APPROVAL PAGE

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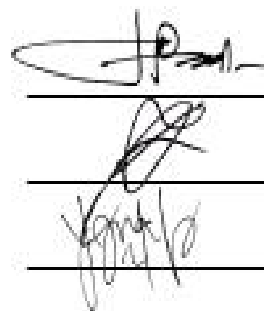by the Examination Committee of
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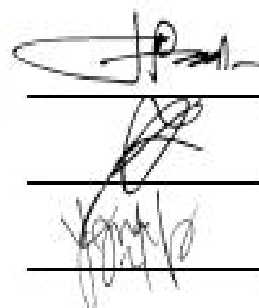by the Examination Committee of
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ABSTRACT
Erry Frisky Bagas Syahriar. 11.1.01.08.0071. A Research of Utilizing 3C3R Problem Design in Problem Based Learning towards Students' Writing Ability of SMP Negeri 3 Kediri Academic Year 2014/2015

Particular show that students have faced problems in writing, even from the very start they do. Getting the ideas and organizing them into a good series of writing work still seems to be a complicated thing to do. This study is aimed to know the effect of Problem Based Learning with 3C3R problem design model towards students writing ability. 34 subjects were involved. The data were collected from the essay of descriptive text and being analyzed by t-test. The result shows that students of PBL show greater development in writing ability in some areas.

Keywords: Writing, Problem Based Leaning and 3C3R Problem Design

1. Background

Writing skill is now being an interesting skill to be researched world wide in line with the development of education needs and its revolution from day to day. Wilson and Glazier point out that writing consists of levels of structure, started from words to phrases, clauses and sentences form. Then the sentences connect to form of paragraph and essay (2003: 212). Jim (2010: 2) explains that writing is not only mastering grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information, also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to be subject matter.

In junior high school level, developing strong writing skills are not only helps their high school grades but also prepares them for their academic and professional futures. Whether

writing essays or taking notes, they must learn to develop their ideas and proofread their written work before sharing it. Specifically, for seventh grade students of junior high school, they are targeted to be able to have ability in writing a descriptive text, as well as stated in Syllabus of 2013 Curriculum:

Menyusun teks deskriptive lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan sesuai konteks.

It means students are supposed to be able to compose a descriptive text spoken or written, very short and very simple about human, animals, and things concern to social function, structure of the text and language features contextually.

In fact, most of junior high students in Indonesia still have lack abilities in writing English texts. It is even begun when they just start writing. They feel doubt, afraid, and desperate often times. Many students do not enjoy writing because they feel that if they cannot do it correctly at the first time then they will never get it (Jarvis in Megaiab, 2014). Another problem is most of students can not manage their writing well. Nurgiantoro (2001), in his study find that there are some problems

which are faced by students in learning writing. They are organizing idea, lack of vocabulary and grammar accuracy (298-299).

Except coming from themselves, other writing problems appear from the process of teaching and learning writing in the classroom. Alwasilah (2010) revealed that writing practices in EFL (English as a Foreign Language) classrooms in Indonesia were only on spelling, word formation, vocabulary, grammar, and theories about writing which disregarded the context, students' needs, and goals. It was also informed that writing session in the classroom consisted of very few acts of writing, saying that practice of writing does take place in the class, yet it contributes almost nothing to the build-up of writing skills. But actually the case is, writing tasks are designed to be done in the class time to give the students opportunity to reformulate their ideas with input from the teacher and their peers. (Natural English Pre-Intermediate: p.2). Moreover, the challenge for students at this level is to progress from writing at sentence level to writing coherent longer texts. This involves using a wide range of skills, many of which will be new in the context of writing English. Again, students need to be encouraged to transfer these skills from their own

language where possible, e.g. ways of generating and organizing ideas, and planning a longer text (Natural English Pre-Intermediate: p.2).

There is a method that can appropriately be implemented in teaching writing called Problem Based Learning (PBL). Schmidt explains that Problem Based Learning is a collection of carefully constructed and engaging problems presented to small groups of students. These problems usually consist of a description of a set of observable phenomena, situations, or events. The task of the group is to discuss these problems and elaborate on tentative explanations for the phenomena in terms of some underlying process, principle, or mechanisms (1995).

As being stated in the findings above, students have problem in gathering the idea, the finding of Antepohl and Herzig seems can prove and strengthen that PBL can help the students to overcome that problem by exchanging findings and ideas together. In more specific, in the writing teaching and learning process, Othman and Shah (2012) finds that students in the PBL group showed greater development in their content knowledge and writing skills and were able to present more arguments in their essays to support their points. So PBL is likely to be an

appropriate teaching learning model implemented in the writing classroom.

In case of designing the "problem" is being the central concept of PBL and constructing suitable problems often poses the greatest challenge, it leads the researcher to design PBL problem by utilizing 3C3R problem design model. Hung (2006) explains that 3C3R PBL problem design model as a conceptual framework for guiding the design of reliable and effective PBL problems for all levels of learners by addressing the specific characteristics of PBL and its implementation. In this design, students are invited to discuss the problem building process. Teachers are supposed to accompany them discussed some issues under their supervision. The discussed issue should in the range of students' prior knowledge and recent issues or phenomenon (that everybody in the class knows). After the knowledge over the dealt issue has been constructed, the learners have the opportunity to systematically and conceptually organize and integrate their knowledge of the problem solving domain (2006). Logically, if students have prior knowledge over what they are going to face, they will feel easy to do it, as well as start writing, they will not feel

more doubt, desperate or afraid to start writing.

During the process of PBL teaching and learning writing, Othman and Shah (2013) find that student were able to present their arguments in a more critical manner in their essay and provided sufficient supporting material to illustrate their arguments. These arguments would help them to create a good writing project. By all of those logical reasons, it is worth to know the effect of PBL with 3C3R problem design in the process of teaching and learning writing.

2. Method

The participant of this study is the students of VII-A class in SMP Negeri 3 Kediri academic year 2014-2015. Total number of this class is 34 students, consist of 14 males and 20 females students. The writer uses test as a means to collect the data. The students are asked to create a descriptive text. The students' were given time for about 30 minutes to do the test. Pre test was given at the first meeting of the research. Students were asked to write a descriptive text. At recent level of students' writing ability, the students should write a descriptive text as best they could do, without opening any dictionaries, asking to anyone, and browsing any related references. The

second step is giving treatment. Students are supposed to sit in a small group consist of 6 students and do PBL steps as well as researcher's instruction. Researcher acts as facilitator/ moderator in this activity. The treatment is separated in two days. In the first day, the intervention of 3C3R problem design is done, the steps are: Step 1: Researcher and students set goals and objectives about what is going to be discussed. Step 2: Researcher give stimulus to make students catch the points about to come. Step 3: Researcher asks the students whether they are already faced, experienced or not about the topic. Step 4: Researcher and the student select/generated PBL problem. Step 5: Researcher gave simple clues to the students about possible mechanism of problem solving. Step 6: Researcher clarify and try to have a talk with the students whether they have some confusion or not about the problem served. Step 7: Students are supposed to have simple draw around the possible mechanism they would do towards the context surround. Step 8: Researcher reflects his students' logical order of sequence steps of mechanism. Step 9: Researcher does analyzing all of the aspects used in designing the topic, whether it is appropriate to his students or not (Hung: 2016). Then the researcher

asks the students to use their prior knowledge to face the problem. Next, after all students agree with the problem, researcher facilitates the students to generate hypotheses and possible mechanisms by managing them to deal with the problem given before and ensuring his researcher to make the outline of mechanism would be used. Then the researcher asked students to identify the learning issue. In the second meeting, the researcher asks the students to browse any related information needed to conduct mechanism to stand with the issue/problem. Then, students sit in the same group as last meeting, and do discussion. When a student conveys his/her arguments, the rest were listening and noting. Researcher ensures that all of students have communicated their arguments based on the information got before. After that, every group come to a single conclusion, and one representative is coming forward and read the result. When a representative read his/her group result, the rest of the group do noting the points that could enrich their information to build up the mechanisms. While all of the representatives are finished, researcher concludes the result of the discussion by pointing every important point.

The third step is giving post test. The students are asked to write a descriptive text

after intervened by PBL done by the researcher with. After that, the writer would collect the data. The fourth step is giving the scores. Writer collects total data that has been corrected then put the scores. Walker (2001) stated that the indicator of writing are involved; students had to write in correct grammar, arrange in good organization/ in sequence process (orientation, series of events, and re-orientation), write in a good mechanic (punctuation, capitalization, and spelling), aware the way to choose specific words than general words (word choice/vocabulary), and the content had to be coherent and united. The writing task is measured by using analytic scoring rubric of writing by Sara Weigle. The final data is analyzed using t-test.

3. Result and Conclusion

The result is taken from the activities of pre-test, treatment and post test. It shows Problem Based Learning with 3C3R Problem Design lift up students writing ability. It can be seen from the changing of the pre-test and post-test result that most of the students undergo increasing result of their writing ability. Students who get the score between 40,5 up to 60, before the treatment given there are 31 students in this level, but after treated with Problem Based Learning with 3C3R Problem Design decreased to 3 students. It also happens with score 60,5-80 where it was only 3 students reach this score in the pre-test, but after

being treated the 31 students could get this level of score. So, it seems that students writing ability is increasing. This statement is proven by the data of research findings' calculation result of t-score which is in amount of 8,898 at the degree of freedom 33 which is higher than the value of t-table 2,042 at the level of significance 5% and value of t-table is 2,750 at the level of significance 1%. So, Problem Based Learning with 3C3R Problem Design significantly influenced to develop seventh grade students of SMP Negeri 3 Kediri's writing abilities. This research supports the related prior research as Othman and Shah (2012) who find that students were able to present more arguments in their essays to support their points to minimize the problem in writing that is discovered by Jarvis (2014) students feel doubt, afraid, and desperate often times when they just start writing, and they don't know what to write and how to manage it too (Othman and Shah: 2012)

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