

**USING PROBLEM BASED LEARNING TO IMPROVE THE WRITING
ABILITY OF TENTH GRADE STUDENTS IN SMK 2
MUHAMMADIYAH KEDIRI ACADEMIC YEAR 2014/2015**

SKRIPSI

Presented to Nusantara PGRI Kediri University in Partial
Fulfillment of The Requirement for The Bachelor Degree of Education In English Department



Presented by:
Shofiatin Nuur
11.1.01.08.0185

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
NUSANTARA PGRI KEDIRI UNIVERSITY
ACADEMIC YEAR 2014/2015**

APPROVAL PAGE

SKRIPSI

By:
SHOFIATIN NUUR
NPM 11.1.01.08.0185

ENTITLED:

USING PROBLEM BASED LEARNING TO IMPROVE
THE WRITING ABILITY OF TENTH GRADE
STUDENTS IN SMK 2 MUHAMMADIYAH
KEDIRI IN ACADEMIC YEAR 2014/2015

Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, September 5th2015

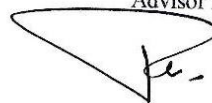
The Advisors,

Advisor I



Dr. Hj. Diani Nurhajati, M.Pd.
NIDN. 071917501

Advisor II



Drs. Halimi Mahfudz, M.Pd.

APPROVAL SHEET

SKRIPSI

By:
SHOFIATIN NUUR
NPM 11.1.01.08.0185

ENTITLED:

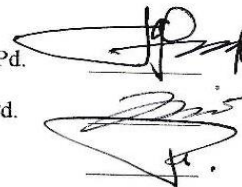
**USING PROBLEM BASED LEARNING TO IMPROVE
THE WRITING ABILITY OF TENTH GRADE
STUDENTS IN SMK 2 MUHAMMADIYAH
KEDIRI IN ACADEMIC YEAR 2014/2015**

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, September 5th 2015

Board of Examiners,

1. Chairman : Drs. SETYA ADI SANCAYA, M.Pd.
2. First Examiner : Dr. Hj. DIANI NURHAJATI, M.Pd.
3. Second Examiner : Drs. HALIMI MAHFUDZ, M.Pd.



The Dean of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri

Dr. Hj. Sri Panca Setiawati, M.Pd.
NIDN. 0716046202

USING PROBLEM BASED LEARNING TO IMPROVE THE WRITING ABILITY OF TENTH GRADE STUDENTS IN SMK 2 MUHAMMADIYAH KEDIRI ACADEMIC YEAR 2014/2015

SHOFIATIN NUUR

11.1.01.08.0185

FKIP BAHASA INGGRIS

shofiatinnuur@gmail.com

Dr. Diani Nurhajati, M.Pd. and Drs. Halimi Mahfudz, M.Pd.

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Shofiatin Nuur. "Using Problem Based Learning to Improve the Writing Ability of Tenth Grade Students in SMK 2 Muhammadiyah Kediri Academic Year 2014/2015". Skripsi, English Department, Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2015.

Writing is a part of language skills that is important to be taught. People who write is not only thinks of the way to say something and selecting words, but also considered how to develop idea, combine sentence and organize paragraph by paragraph using graphic symbols such as words, phrases, and sentences that convey a message to the readers. Problem Based Learning (PBL) is a group of teaching learning process that is focused on the process of problem solving which is faced scientifically. They solve the problem together in their group and discuss each other so that their ideas and information can be developed. PBL is interesting so that the students were motivated to study.

This study is aimed at implementing PBL to improve the students' writing ability. This study was conducted by using classroom action research has two cycles. Each cycle has 4 steps including planning, acting, observing, and reflecting. The instrument used in this research was qualitative and quantitative instrument. Qualitative

instrument that she used is observation check list and field notes. The quantitative data was gotten from the students' score of post test from cycle 1 and cycle 2. Questionnaire was used in this research as preliminary study. The subject of the research was the students of tenth grade SMK 2 Muhammadiyah Kediri which consist of 29 students.

Based on writing test scores, in the pre-liminary study, there were only 4 % of the students who passed the minimum standard score. After that, the score of the students who passed the test in cycle 1 was 13% and 78% of the students passed the test in cycle 2. Based on the observation sheet and field notes, it was found that the learning process of writing run well. The students could follow the step of PBL orderly begin from (1) clarifying and agreeing on terms and concepts that are unclear, (2) formulating the problem, (3) analyzing the problem, (4) formulating hypothesis, (5) collecting data, (6) evaluating the hypothesis, (7) formulating the recommendation of problem solving. The result of the research shows that PBL method can improve the students writing ability and it is supported by using pictures and outline.

Keywords: classroom action research (CAR), problem based learning (PBL), writing.

I. BACKGROUND OF THE RESEARCH

Writing is one of the most important skills in language learning. “Being able to write is vital skill for writers of a foreign language as much for every one using their own first language”, Harmer (2004:3). Writing is part of language skills that is important to be taught. In writing, a writer informs an idea and message in the written form. It means that writing is learning process to be good writers that used good structure. In writing activity, the writer not only to think of the way to say something and selecting words but also considered how to develop idea, to combine sentence and to organize paragraph by paragraph.

The process of writing starts from getting ideas up to the last editing, the writer needs good preparation, prior knowledge and experiences accurate before writing. Based on the test result given by the researcher, writing was a serious problem for students. They had difficulty in developing idea and write in good composition that can be seen from their poor writing.

From all the evidence that researcher found, it is known that the problems arise because the teacher used an old method in teaching writing. The teacher only gives explanation about a certain structure that they are going to learn about and never asks the students to write them in paragraph. Teacher never gives a clear explanation that the students had to build up their idea when they are doing writing task. The problems of the research are formulated as follows:

1. How can using PBL improve the writing achievement of the tenth year students of SMK 2 Muhammadiyah Kediri in the academic year 2014/2015?
2. How is the improvement of students writing performance after being tough by using PBL method in the tenth year students of SMK 2 Muhammadiyah Kediri in the academic year 2014/2015?

In order to solve this problem, the teacher needs to use a new method in teaching writing. The researcher is interested in using PBL to improve writing ability of the students.

According Barrows & Gijsselaers cited in White (2001:1), “PBL begins with the assumption that learning is an active, integrated, and constructive process influenced by social and contextual factors”, It is known that PBL is an active, integrated, and constructive by social and context factors which is helpful for the students in learning writing. PBL is a group of teaching learning process that is focused on the process of problem solving which is faced scientifically. They will solve the problem together in their group and discuss each other so that their ideas and information can develop.

II. THEORITICAL

According to Nunan (2003: 88), “Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader”. The ideas and thoughts are informed into paragraphs and have a meaning, so the readers can understand the meaning of the content.

In addition, writing is one of the four language skills in vocational high school which the students are expected to create a text in present time as written in the syllabus of the tenth grade students of vocational high school in the Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan).

In this research, the meaning of the writing is the process of inventing ideas, thoughts, or opinions to create a simple report text and organize them into paragraphs that will be clear to the reader. The report text that vocational high school students can learn are about how to classify the animal. The purpose of writing a report text are to enable the reader classify animal based on their family animal.

The four types of written performance that capture the range of written production are Imitative, Intensive, Responsive, and Extensive.

- a. *Imitative*: It is a level at which learners are trying to master the mechanics of writing
- b. *Intensive* (controlled): Producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.
- c. *Responsive*: Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.
- d. *Extensive*: Focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety.

Aspects in writing that need to be fully considered proposed by Broughton et al (1980:116) are:

- a. Mechanical problems with the script of English
- b. Problem of accuracy of English grammar and lexis
- c. Problem of relating the style of writing to the demands of a particular situation
- d. Problems of developing ease and comfort in expressing what needs to be said.

According to Nation (2009:114), the parts of the writing skill process are:

- a. Considering the goals of the writer.
- b. Having a model of the reader.
- c. Gathering ideas.
- d. Organizing ideas.

- e. Turning ideas into written text.
- f. Reviewing what has been written.
- g. Editing.

There are many methods that can be used to improve the writing performance. One of the methods that can be used is PBL. PBL is students-centered that refers to give relevant opportunities to the students. According to Savery (2006:12), “PBL is an instructional (and curricular) learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem”. In PBL, the teacher presents the students as a problem solver to work and decide their goal.

There are some primary characteristics of PBL proposed by Barrows in Savery (2006: 12) are:

- a. Students must have the responsibility for their own learning.
- b. The problem simulations used in problem-based learning must be ill-structured and allow for free inquiry.
- c. Learning should be integrated from a wide range of disciplines or subjects.
- d. Collaboration is essential.
- e. What students learn during their self-directed learning must be applied back to the problem with reanalyze.
- f. Self and peer assessment should be carried out at the completion of each problem and at the end of every curricular unit.
- g. The activities carried out in problem-based learning must be those valued in the real world.
- h. Student examinations must measure student progress towards the goals of problem-based learning.
- i. Problem-based learning must be the pedagogical base in the curriculum and not part of a didactic curriculum.

The procedure of PBL according to Amir (2009: 24), there are seventh steps in PBL:

- a. *Clarifying and agreeing on terms and concepts that are unclear*: Make sure all of the students understood some concept on the problem.
- b. *Formulating the problem*: The students determine the problem will be solved.
- c. *Analyzing the problem*: The students look at the problem critically. In this step, the students can use their knowledge to analyze or learn the problem specifically.

- d. *Formulating hypothesis*: The students formulate same solutions on their knowledge.
- e. *Collecting data*: It is step which the students look for and draw information that they need to solve the problem. The students have to collect and choose the relevant data about the topic. Those processes are not just imagination but based on experience.
- f. *Evaluating the hypothesis*: The students take or formulate a conclusion based on the sentences or the fail of the hypothesis.
- g. *Formulating the recommendation of problem solving*: The students draw the recommendation which can be done based on the formulation of the evaluating of the hypothesis result.

III. METHOD OF THE RESEARCH

The design of this research is Classroom Action Research (CAR). CAR is one of research design that used in classroom or school-based to solve any various problems which used in order to improve the quality of education, and solve the problem in learning process. Ary (2010:512) notifies that action research can be used to enhance everyday work practices, to resolve specific problems, and to develop special projects and programs. To strengthen, Tomal (2003:5) states that action research is a systematic process of solving educational problems and making improvements.

The research was carried out in SMK 2 Muhammadiyah Kediri which is located at Jl. Penanggungan 5Kediri. The participants of this research is X TKJ 1 which consist of 29 students. From 29 students' there are consist of 14 male and 5 female. This CAR applied 2 cycles each of which consists of four stages such as planning, acting, observing and reflecting.

IV. FINDINGS AND DISCUSSION

After carefully analyzed the data recorded along and after the learning process, there were some items that can be drawn by the researcher helped by the collaborator. The good point from the researcher noted by the collaborator was she could divide the group equally. She knows that the actives should be the leader of the passives. In other hand, she was poor at mastering the material. She was nervous and shaking when explaining the material and gave the instruction to the students in class. Consequently, the students were confused about what they had to do and their writing result was bad. Then they prefer to write descriptive then report text. It can be seen from the student writing result.

From the students post writing test that had been checked and scored by the researcher and her collaborator it was found that 3 students had got scores ≥ 75 or in another word 14%

of the students had passed the minimum passing score. On the contrary, 19 students got score < 75 or in another word 86% of the students did not passed the minimum passing standard score. There were 7 students whose absent without any confirmation.

Then she analyzed the students' work, and it was found that most students who failed in the test cycle 1 were wrote descriptive text than report text. They descript in detail about the topic given by the researcher. It was differ from the researcher expectation.

After deeply analyze and planed the teaching and learning writing for the next cycle, the researcher got the data from the observation in cycle 2 done by the collaborator which can be concluded that the teaching learning process was good learning. Students had excellent behavior to teacher's explanation. The group works are better since she gave them outlining to help them in building the idea. It can be seen from students post writing test that had been checked and scored by the researcher and her collaborator. The result is 18 students had got scores ≥ 75 or in another word 78% of the students had passed the minimum passing score. On the contrary, 5 students had got score < 75 or in another word 21% of the students did not passed the minimum passing standard score.

V. CONCLUSION

In this research students could follow the step of writing process which can make their writing products are better and got the minimum passing score that had been standardized. The students follow the steps of PBL start from: (1) Clarifying and agreeing on terms and concepts that are unclear where the students got the example of report text, (2) formulating the problem which the researcher gave them an explanation about the generic structures of report text and also its language features, (3) analyzing the problem where the students had to analyze the pictures they got in detail, (4) formulating hypothesis which the students had to deliver their hypothesis toward the pictures they got and arrange the correct sentence, (5) collecting data which the students had to find the related information toward their hypothesis they just made from any sources and write them down into paper, (6) evaluating the hypothesis which the students had to evaluate their information and revised it which information should be in and not (revising & editing), and last (7) formulating the recommendation of problem solving where the students had to proposed recommendation toward the pictures they just discuss about

This research was conducted in two cycles. The first cycle had not fulfilled the criteria or the requirement of success, so the researcher continued to setting the second cycle. in cycle 1, 22 students had followed the post test I and only 3 students who passed the minimum

standard score or in other word only 13 % of the students passed the test. It was caused by the students who did not understand about the generic structure of report text and how to develop their idea. In cycle 2 the researcher gave an outlined about report text and the example of report text. At this stage the test was followed by 23 students and 18 students passed the test or in other word 78% of the students has passes the minimum standard score.

VI. REFERENCES

- Amir, M.T. (2009). *Inovasi Pendidikan Melalui Problem Based Learning*. Jakarta: Prenadamedia Group
- Ary, D. (2010). *Introduction to Research in Education*. USA: Wadsworth
- Brown, D, H. (2004). *Language Assessment Principles and Classroom Practices*. London: Longman.
- Broughton, Brumfit, Flavel, Hill & Pincas. (2003). *Teaching English as A Foreign Language*. New York: Taylor & Francis e-Library
- Harmer, J. (2004). *How to Teach Writing*. England: New York
- Nation, I.S.P. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Taylor & Francis e-Library
- Savery, J.R. (2006). *Overview of Problem Based Learning: Interdisciplinary Journal of Problem Based Learning*. Retrived from Available: <http://dx.doi.org/10.7771/1541-5015.1002>, on 1st October 2014.
- Tomal, D.R. (2003). *Action Research for Educators*. USA: Scarecrow Press, Inc.
- Winter. (2001). *Speaking of Teaching, 11.1*. (Online). Available: <http://www-ctl.stanford.edu>, downloaded 1st October 2014.