

JURNAL

THE EFFECT OF PROBLEM BASED LEARNING WITH 3C3R PROBLEM DESIGN TOWARD STUDENTS WRITING ABILITY OF EIGHTH GRADE AT SMP N 2 KANDAT IN ACADEMIC YEAR 2016 / 2017



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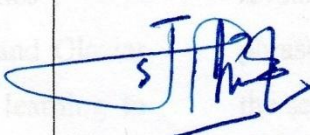
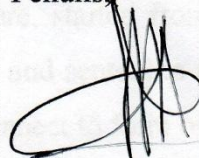
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The Effect of Problem Based Learning with 3C3R Problem Design toward Students Writing Ability of Eighth Grade at SMP N 2 Kandat in Academic Year 2016 / 2017

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ABSTRACT

Writing is one of the important skill especially for junior high students, whether writing essays, they must learn to develop their ideas and proofread their written work. So, teaching writing to junior high students is very needed. However, the students of junior high school face problems while writing if unsuccessful English teachers' method in teaching writing and the students still lack of abilities in writing English texts. This research is aimed to find out the effect of Problem Based Learning with 3C3R Problem Design in teaching writing to the Seventh grade students at SMP Negeri 2 Kandat Academic year 2016/2017. The approach of this research is quantitative and the design is experimental research. As the population of the research the researcher used students of eighth grade, with the total sample is 74 students of two classes. The data were obtained from the test. In collecting the data, the researcher used tests in the form of essay descriptive text. Then the writer used t- test which adopted by Arikunto (2013: 354). After the treatment and tests were successfully conducted. It was shown by the calculation result of the score of t-test was 3,034 at the degree of freedom 72, the t-table is 2,000 at the level of significance of 5% (0,05) and 2,660 at the level of significance of 1% (0,01). It means that t-score (3,034) greater t-table at the level of significance 5% (2,000) and 1% 2,660. From the explanation above, the researcher can conclude that use Problem Based Learning with 3C3R Problem Design to increase student's writing ability because the technique gives significant effect in teaching writing.

KEYWORDS: Writing, Problem Based Learning and 3C3R Problem Design

I. INTRODUCTION

Writing is one of the important skill other than listening, speaking and reading. Hammer (2004: 86) stated that "writing is process and that write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities".

In addition Wilson and Glazier (2003:213) explain that "learning to write well is very important, one of the important thing you will do in your

education". Therefore, writing skill is now being an interesting skill to be researched world wide in line with the development of education.

In writing, Wilson and Glazier (2003) point out 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. Moreover, the process of writing requires several rules and sub skills. It is supported by Jim (2010: 2) 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 a subject matter. It means that writing is a complex skill which requires some rules and sub-skills to be acquired.

According to Harmer (2004: 4-5), the process of writing has four elements. Those are planning, it is important to know the purpose of writing since it will influence many things related to a good writing result. After planning is drafting, in the writing process, drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and so on, until the last. After that, editing (reflecting and revising) it means that we read again what we have written as a draft. By doing this activity we can minimize the mistakes and make our writing effective. And the last is final revision, after we finish doing all process before the writer have to make a final revision. It is possible that final revision has many different plan and draft because there are many changes in editing process. Any unimportant information stated in the draft can be deleted.

In junior high school level, developing strong writing skills not only helps their high school grades but also prepares them for their academic and professional futures. Whether writing essays, taking notes or applying for scholarships, they must learn to develop their ideas and correcting their written work before sharing it.

In fact, most of junior high students in Indonesia still lack of abilities in writing English texts. It begins even when they start writing. A study by Alwasilah (2001) states that students face problem in finding what to write and what to do if they want to start writing. And also, many students do not enjoy writing because they feel that if they cannot do it correctly at the first time they will never get it (Jarvis in Megaiab, 2014). Another problem is most of students cannot manage their writing well. Nurgiantoro (298-299), in his study find that there are some problems which are faced by students in learning writing. They are different in organizing idea, lack of vocabulary and grammar accuracy. Those problems are likely going to be the constraint in developing students' writing ability as well as fulfilling the purposes of writing.

In other case, the researcher recorded that other writing problems can appear from the process of teaching and

learning writing in the classroom. Unsuccessful English teachers' method in teaching writing is one of the causes. 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. Clementson (2005: 2). For these reasons, we need a good teaching method to make the teaching and learning writing process successful.

In this research, the writer uses the method that can appropriately be implemented in teaching writing called Problem Based Learning (PBL). Problem based learning is a group of teaching learning process that is focused to the process of problem solving which is faced scientifically. PBL is a strategy that Neild (2004) defined as a set of problems provided to small groups of students to try to solve. Students discuss each problem; their prior knowledge related to the problem and search for new information that helps in solving the problem. In addition, Savin-Baden (2006) argues that teachers' aimed when using PBL to develop their students' self independent learning. So, Problem based learning can help students in solving the problem that they often faced in writing. They will solve the problem together in their group and discuss each

other so that their ideas and information can develop.

In case of designing the problem is being the main concept of PBL and constructing suitable problems, it made the researcher to design PBL problem with 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. He adds that the 3C3R PBL problem design model consists of two classes of components: core components and processing components. Core components are content, context, and connection; these three C's relate to the content/concepts learning focus in PBL. Processing components – the three R's – comprise researching, reasoning, and reflecting, which support the cognitive processes of problem solving skills and self-directed learning. They support mindful and meaningful engagement in scientific inquiry and problem solving processes during the course of PBL. The reflecting component guides the learners to assess the effectiveness and efficiency of their own learning as a whole. By reflecting on the knowledge they have constructed throughout the problem solving process,

the learners have the opportunity to systematically and conceptually organize and integrate their knowledge of the domain (Hung: 2006).

It is supported by Yusuf (2010) with the title “Benefitting Problem-Based Learning to (Re)Vitalize Students’ Academic Writing”. In his study he finds that PBL approach supports the students understanding of the concepts of conducting a research and its elements, organization of their writing, and getting enlightenment to precede the research. Through individual research, group discussions, individual and group presentation, and guided elaboration, students came to their understanding of what they were expected to gain and to be skillful. So it can be seen that using PBL as a method in teaching and learning process can increase students’ ability in developing their writing skills.

With recognizing of previous study above about the meaning of Problem Based Learning with 3C3R Problem Design, it can be seen that using PBL as a method in teaching and learning process can encourage students’ ability in developing their writing skills. So, the writer use Problem Based Learning with 3C3R problem design toward students writing ability in eighth grade at SMP Negeri 2 Kandat in Academic year

2016/2017 and this research will focus on the writing descriptive text. And topic of the problem will be set around teenage world which students know well.

II. METHOD

The design of the research that is used in this study is quantitative research. According to Ary (2010:22) state that quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses.

According to Ary et.al (2010: 26) Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable. This research belongs to true experimental design. In this research, the researcher will do experiment in two classes. In this design, the researcher can compare between the results the class which given treatments with control class which without given treatments. So, the result of giving treatment can be gathered accurately. The sample of this research are the students of VIII-E class and VIII-F class in SMP Negeri 2 Kandat.

In this research, The instrument used to get the data is test. According to Brown (2004: 3) that test is a method of measuring a person's ability, knowledge, or performance in a given domain. The test is in the form of written test about simple descriptive text essay. Writing test consist one item question. Beside test, here, the writer also uses scoring rubric as the instrument in obtaining the data. There is a scoring rubric for each student. It is used to know the score got by the students in the aspect of writing ideas, generic structure, and organization of idea, grammar, and mechanics. In this research, the writer uses scoring rubric of writing that described by Brown (2007).

III. RESULT AND CONCLUSION

A. RESULT

The researcher will describe the result from the score that collect using T-test. This section will show about along process of pre-test, treatment and post-test as the last activity that had been done in SMP Negeri2 Kandat in academic year 2016/2017. To analyze the T-test, the writer has to analyze the data of students' writing ability before being taught using and without Problem Based Learning with 3C3R Problem design and the data analysis of students' writing ability after being

taught and without using Problem Based Learning with 3C3R Problem design.

The result of interpretation analysis data can be stated if the researcher was completed to calculate the t-test. There are the demonstrated, the calculation of the mean different of pre-test and post-test in experiment class is 8,21 with the total of standart deviation score is 1336,27 and the calculation of the mean different of pre-test and post-test in control class is 2,27. Besides, the calculation of the mean different of pre-test and post-test in control class is 8,21 through the total of deviation score is 873,29. It can be conclude that students' score of experiment class have better than control class. Moreover, the result of calculating the value of t-test and degree of freedom (db), t-table at the degree of significance 1% = 2,660 and the degree of significance 5% = 2,000. It can be stated that the t-score (4,640) > t-table degree of significance 5% (2,000) and 1% = 2,660. So the result is significance and H_0 rejected. It mean that Problem Based Learning with 3C3R Problem Design is effective to be used in teach writing.

In other hand, by using Problem Based Learning with 3C3R Problem design like the students can be easily guess how to write in descriptive teks. in addition, by using this strategy, the student in SMP N 2 Kandat can learn to exchange ideas,

complementarily with their friends, appreciate the other person to accept the opinion of during the process of discussion. Beside that the students can determine of the descriptive teks, writing the outline of descriptive teks, determining and developing the main idea and supporting details and write a descriptive teks. The other, this learning can student easily, quick and appropriate to write descriptive text. So, the students are good in writing when they write descriptive text. The PBL is a strategy that Neild (2004) defined as a set of problems provided to small groups of students to try to solve. Students discuss each problem; their prior knowledge related to the problem and search for new information that helps in solving the problem. So that way the researcher use that strategy in teaching and learning, especially in writing descriptive text.

Next, the result of this research According to the previous research with the title "The 3C3R Model: A Conceptual Framework for Designing Problems in PBL" by Hung(2006) that 3C3R PBL problem design model aims to enhance problem-based learning by optimizing its key components, the problems. This model considers the issues critical to the effectiveness of problem-based learning. In short, it can be stated that using Problem

Based Learning with 3C3R Problem design was effective and useful. This strategy make students had big progress in writing ability.

B. CONCLUSION

Based on the research finding, it is discovered that writing is one of language skills that has given an important contribution of student's score work and it should be mastered by the students especially in writing descriptive text. There are many ways to improve the student's writing ability, one of them by using Problem Based Learning with 3C3R, the student's can be easily guess how to write descriptive text. In addition, by using this strategy, the students can easily develop their idea to start writing. Sharing knowledge with the rest of the member seems also help them, motivate them to finish their work. Moreover, it is revealed that Problem Design in Problem Based Learning make the students actively involved in the writing class activity. They decide the topic, they find the information, they solve the issue are the activities that obviously motivate them to work more. This is what the researcher need in the development of education world that education should be student-centered. This is urgently required in order to increase the quality of Indonesian education.

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