JURNAL

PENGARUH PENERAPAN MODEL PROBLEM BASED LEARNING PADA KEMAMPUAN MENULIS SISWA DALAM TEKS DESKRIPTIF PADA MURID KELAS DELAPAN SMPN 1 NGRONGGOT TAHUN AJARAN 2016/2017

THE EFFECT OF USING PROBLEM BASED LEARNING MODEL TO THE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMPN 1 NGRONGGOT IN THE ACADEMIC YEAR OF 2016/2017

Oleh:

NAILA FITRIANI
13.1.01.08.0063

Dibimbing oleh :

1. **Yunik Susanti, M.Pd.**

2. **Sulistyani, M.Pd.**

ENGLISH EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF NUSANTARA PGRI KEDIRI

2017

SURAT PERNYATAAN

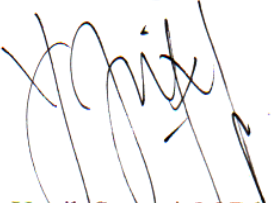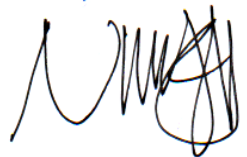## ARTIKEL SKRIPSI TAHUN 2017

Yang bertanda tangan di bawah ini:

Nama Lengkap : NAILA FITRIANI

NPM : 13.1.01.08.0063

Telepun/HP : 081556566077

Alamat Surel (Email) : nailafitri20@gmail.com

Judul Artikel : The Effect of Using Problem Based Learning Model to The Students' Writing Ability in Descriptive Text at the Eighth Grade of SMPN 1 Ngronggot in the Academic Year of 2016/2017

Fakultas – Program Studi : FKIP – Bahasa Inggris

Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri

Alamat Perguruan Tinggi : Jalan KH. Achmad Dahlan No. 76

Dengan ini menyatakan bahwa :

a. artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;

b. artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 1 Agustus 2017
Pembimbing I	Pembimbing II	Penulis,
Yunik Susanti, M.Pd. NIDN. 0718017801	Sulistyani, M.Pd. NIDN. 0701056803	Naila Fitriani NPM. 13.1.01.08.0063

THE EFFECT OF USING PROBLEM BASED LEARNING MODEL
TO THE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT
AT THE EIGHTH GRADE OF SMPN 1 NGRONGGOT
IN THE ACADEMIC YEAR OF 2016/2017

Naila Fitriani
NPM. 13.1.01.08.0063
Faculty of Teacher Training and Education - English Education Department
nailafitri20@gmail.com
Yunik Susanti, M.Pd. and Sulistyani, M.Pd.
UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Problem Based Learning is a model that makes students have critical thinking about the material because they have to solve the problem in a small group. The objectives of this research are to know how is the students' writing ability before and after being taught using Problem Based Learning model and to know whether there is any effect on Problem Based Learning model to the students' writing ability on descriptive text. This research used quantitative research. The participants of the study were eighth grade students of SMPN 1 Ngronggot. It consisted of 30 students. The SPSS data in the research showed the mean of pre-test is 52,4, while the mean of post-test is 72,0. From this result the researcher found that the t-test is higher than t-table (19,027>3,473) and P value t-test is lower than level of significance of 5% (0,000<0,05). It means that Ho was rejected and Ha was accepted. It can be conclude that teaching writing by using Problem Based Learning model gives significant effect on students' writing ability. Therefore, Problem Based Learning can be considered to be an alternative model in teaching writing.

Keywords: Writing Ability, Problem Based Learning, Descriptive Text.

I. INTRODUCTION

Writing is one of the important skills other than listening, reading, and speaking. It is supported by Harmer (2004:86) that writing is process and that write is often heavily influenced by constrains of genres, and then these elements have to be present learning activities.

Besides that in writing is complex skill because it should consider content, vocabulary, mechanics, etc. Some expert also adds that writing consist of levels of structure, start from words to phrases, clauses and sentences form. Then the sentences connect to form of paragraph and essay, support by Wilson and Glazier (2003:212). Moreover the process of writing requires several rules and sub skills. Jim (2010:2) Point out 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, choosing the appropriate

vocabularies and sentence structure to create a style which is appropriate to be a subject matter.

In fact, most of junior high students in Indonesia still have lack of abilities in writing English texts performance. It looks even when they start writing. A study by Muhtamazi (2014:2-3) 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 get it (Jarvis in Magaiad,2014) Another problem is most of students cannot manage their writing well. Those problems are likely going to be the constraint in developing students' writing ability as well as fulfilling the purposes of writing.

Based on my observation, the eighth grade student of SMPN 1 Ngronggot faced some problems in learning writing. When the writer conducted preliminary study, she found some problems that were faced. First problem was the students find difficulties and were confused to write to express their ideas in written form. It happened because the students had less practice in writing English. The second problem was they still got many errors in vocabulary, grammar and mechanics. The big problem was they feel lazy and not interested when the

teacher asks them to write something that related with material.

Based on the facts stated above, teacher needs unique variations in teaching writing. The teacher has to find the model to make students' interested to build their critical thinking. According to Paul (2012:5) teaching models are specific approaches to help students develop critical-thinking abilities and acquire deep understanding of specific forms of content.

Therefore, the teacher should be able to present the lesson interesting and create a relevant topic based on the knowledge of the students. So it can motivate the students and increase their curiosity particularly in writing skill. It means that the teacher must emphasize the uses of Problem Based Learning to keep students' interest in writing skill. By using this model, it will expect that the students are able to learn easier and for teachers' it can ease to monitor and observe the process of writing.

Problem Based Learning is one educational strategy that helps students build the reasoning and communication skills necessary for developing success creativity. Problem Based Learning is related to using intelligence from their inner man in a community, or an environment to solve meaningful, relevant, and contextual problems. Hmelo-Silver (2004:236-266) stated that Problem Based

Learning is a set of teaching models that uses problems as the focus for developing problem-solving skills, content, and self-regulation. Problem Based Learning model is the best model strategy to facilitate students to solve problems, communication, and improve their interpersonal skill. Neild (2004) also states that PBL is a strategy 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' aim of using Problem Based Learning to develop their students' self independent learning. From the statement above, researcher concludes that Problem Based Learning is the model that can make students have critical thinking about the material because they have to solve the problem in a small group. So each student has to share their ideas with their group.

II. RESEARCH METHOD

This research used experimental research with one-group pre-test and post-test design since the researcher intended to examine the cause and effect between two variables, using Problem Based Learning as the independent variable and students' writing ability as the dependent variable.

This research was carried out at the eighth grade of SMPN 1 Ngronggot in academic year 2016/2017 and it was conducted in second semester.The activities were started from giving pre-test, doing treatment, and giving post-test to the students.

The population in this research was all students of eighth grade of SMPN 1 Ngronggot in academic year 2016/2017 consisting of ten classes. While the sample of this research was only one class that was class VIII C consisting of 30 students. The instrument used in this research to collect the data was written test. In this research there were two kinds of test, pre-test and post-test. Pre-test was conducted to know the students' writing ability before being given the treatment and the second one was post-test which was given after the treatment. The test of pre-test and post-test was has same directions but has different topic. The students were asked to write a short descriptive text. In pre-test the topic is favorite actress but in post-test the topic is favorite teacher. In the test the researcher used some criteria; they are content, organization, vocabulary, grammar, and mechanics.

For analyzing the data, the researcher used SPSS 17 to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test

III. FINDING AND DISCUSSION

Pre-test was held at the first meeting of the research. It was done on 22th May 2017. The total pre-test scores of VIII-C are 1572. The total sample was 30. Mean could be counted from the total score divided by the number of sample. The following table shows the result of pre-test:

Table 1

Table score Frequency of before Treatment

Level	Score	Total
A (Very good)	91-100	0
B (Good)	75-90	0
C (Enough)	60-74	3
D (Poor)	40-59	26
D – E (Very poor)	<40	1

Then, post-test was held after two times of treatments given to the students. The total score of post-test was 2160. The total sample was 30. Mean could be counted from the total score divided by the number of sample.. The following table shows the result of post-test :

Table 2

Table score Frequency of after Treatment

Level	Score	Total
A (Very good)	91-100	0
B (Good)	75-90	11
C (Enough)	60-74	18
D (Poor)	41-59	1
D – E (Very poor)	<40	0

It can be seen from the table above,that total score of pre-test is different with post-test. In pre-test, is obtained 1572 and the score improve in post-test, it is 2160. Automatically, mean of pre-test and posttest is different too. Mean 52,4 is obtained in pre-test and mean 72,0 is obtained in post-test. Thus, mean of posttest is also better than mean of pre-test.

To analyze the data result, There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

Table 3

The score mean of before and after Treatment

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Before	52.4000	30	6.40905	1.17013
After	72.0000	30	6.35718	1.16066

From the Paired Samples Statistics table above, it showed the mean score of pre-test is 52,4 with standard deviation 6,409 and the mean score of post-test is 72,0 with standard deviation is 6,357.

Table 4

The Correlation of Before Treatment

and after Treatment

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before& After	30	.609	.000

From Paired Samples Correlations table above, the output showed the data before and after being taught using Problem Based Learning is 0,609 with significance value (sig.) 0,000. It means there is any correlation between students' writing ability before and after being taught using problem based learning model.

Table 5

Paired Samples Test

	Mean	Std. Deviation	Std, Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pre-Test Post-Test	19.6000	5.6421	1.03012	21.70683	17.49317	19.027	29	.000

From Paired Samples Test table above, it showed that t-test is 19,027 and the t-table with degree of freedom 29 is 3,473 at the level of significance of 5%. It means t-test is higher than t-table (19,027>3,473) and P value from the table is 0,000 with the level of significance of 5%. So it can be concluded that the result of this research is very significant or there is very significant effect of students' writing ability to the students' writing ability at the eighth grade students of SMPN 1 Ngronggot.

Problem based learning model is effective to be used in teaching writing. It is proved by the difference score of pre-test and post-test. The total score of pre-test is 1572 and the mean 52,4. While the total score of post-test is 2160 and the mean is 72,0. Moreover, the result of t-test (19,027) is higher than t-table in level of significance 5% (3,473).

The difference means that there is very significant effect of using problem based learning model throwing to the students' writing ability. Based on the result of the research above, this model should be applied especially in teaching writing. Thus, the students will be more interested in writing. Furthermore the students will be able to develop their ideas and organized it into two clarification easily when they make descriptive text.

IV. CONCLUSSION

After doing the whole process in this research, the researcher made some conclusion. Writing is one of the four English skills. It involves communicating with others or conveying messages through symbols or sign. In addition, in the process of learning a language, writing is one of the skills that should be mastered by the students. From the writing process, the student will learn how to express their ideas and develop it into a good writing product. Problem Based Learning model is one of model that can make the students easier to learn English and to solve the problem in writing ability. Beside, Problem Based Learning model can help the students develop the idea and organized it in good step. And also, Problem Based Learning is a model that can make the students more active in teaching learning process.

In summary, Problem Based Learning as model give contribution to the students' writing ability because they learn from the solving the problem. It affects the students' writing ability. It can be said that there is very significant effect of teaching writing using Problem Based Learning model to the eighth grade students of SMPN 1 Ngronggot in academic year 2016/2017.

REFERENCES

Eggen, Paul D. 2002. *Strategies and Models for Teachers : Teaching content and thinking skills.* Baston: Pearson Education.

Harmer, J. 2004. *How to Teaching Writing*. UK: Peason Education Limited.

Hmelo-Silver, C. E. 2004. Problem Based Learning: What and how do students learn?. *Educational Psychology Review*, Vol. 16. No 3. 235-266

Jim. A.P. 2010. *Writing Skill in Second Language.* Baston: Pearson Education.

Megaiab, Mchalla M.A. 2014. The English Writing Competence of the Students of Indonesian Senior High School. *The 2014 WEI International Academic Conference Proceedings.* Bali: Indonesia.

Mumtazati, Rifqa. 2014. Improving Students' Skill in Writing Descriptive Text Through Clustering Technique. *University of Syarif Hidayatullah Jakarta.* Tangerang Selatan. Indonesia.

Neild. 2004. *Defining, measuring and maintaining the quality of Problem Based Learning.* Australian Universities Quality Forum 2004.

Savin-Baden, M. and Wilkie, K. 2006. *Problem Based Learning Online*. Maidenhead: McGraw Hill.

Wilson, Paige and Glazier, Teresa. 2003. *Writing Essential, Exercise to improve spelling, sentence structure, punctuation and writing.* Boston and USA: Heinle Cencage Learning.