

**TEACHING WRITING USING PROBLEM BASED LEARNING (PBL) TO
THE STUDENTS AT SMPI ANNUR ALGHOZALI PRAMBON
SKRIPSI**

Submitted to Fulfill Part of the Requirements to Obtain a Bachelor of
Education Degree (S.Pd.) in English Language Education Study Program



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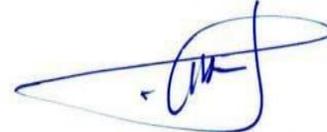
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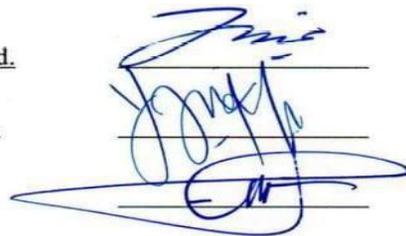
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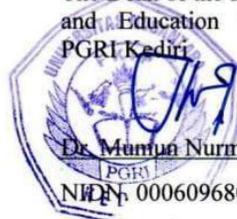
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MOTTO AND DEDICATION

MOTTO :

“Hatiku tenang karna mengetahui apa yang melewatkanmu tidak akan pernah menjadi takdirku, dan apa yang ditakdirkan untukmu tidak akan pernah melewatkanmu” – Ummar Bin Khattab

“create your own sunshine” – Wilujeng Hari Safitri

DEDICATION :

This Skripsi is dedicated to:

1. My beloved parents and sister who always support me through their endless love and prayers.
2. My best friends at English Language Education Department batch 2019.
3. For my KKN squad who always give me support and remembering me to do this skripsi.
4. For the Zein Kholisotul Maghfiroh and Siti Rohimatul Fauziyah who always support and are always there for me when it's difficult.
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Praise be to God for His blessings because only for His approval can the task of compiling this proposal be completed.

The preparation of this proposal is a review of the research plan for the preparation of a thesis as one of the requirements for obtaining a Bachelor of Education degree in the English Language Education Department.

On this occasion, sincere thanks and appreciation are expressed to:

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6. The researcher's parents my father Sutaji and my mother Tuminah who always support me to finished Skripsi.
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10. The researcher's friends Binti Anis, Reka Hani Hamidah and Melani

Wahyu Diana who helped me to finish this skripsi.

Finally, the researcher realizes this SKRIPSI. Therefore, the researcher expects any suggestion as well as critics are welcomed and hope this SKRIPSI is useful for the readers and the researcher.

Kediri, ,2023

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Abstrack

Wilujeng Hari Safitri: Teaching Writing using Problem Based Learning (PBL) to the student at SMPI ANNUR ALGHOZALI PRAMBON. Skripsi, English Education Department, Teacher Training and Educational Faculty, University of Nusantara PGRI Kediri, 2023.

Writing is a complex activity because it involves elements of language and elements outside of language which will become the content of the writing. The problem that occurs is that students feel bored and unfocused after 30 minutes of learning to write. The process of learning English does not fully involve actively both in the process of understanding students and their writing skills in obtaining meaning from the information conveyed. They also have a limited vocabulary; poor written form and they try to restate it from their vocabulary. One solution is to apply Problem Based Learning (PBL) techniques in the writing process. This study aims to answer the following questions: (1) how is the ability of students to solve problems before using problem-based learning techniques? (2) How are students' writing skills after applying the Problem Based Learning model at SMPI ANNUR ALGHOZALI? (3) Is PBL effective in teaching writing at SMPI ANNUR ALGHOZALI? This study used a quantitative method with a pre-experimental design or also known as one group pretest one group posttest design. The subjects of this study were 7th grade students of SMPI ANNUR ALGHOZALI and the sample used was 25 students. Based on the results of the t-test, it can be concluded that the use of PBL techniques on the writing skills of grade 7 SMPI ANNUR ALGHOZALI. The research findings prove that teaching writing using PBL is effective at SMPI ANNUR ALGHOZALI.

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

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CHAPTER I

INTRODUCTION

This chapter presents background of the research, problem identification, problem limitation, problem formulation, objective and benefit of the research.

A. Background of the Research

Writing is an activity of pouring ideas or thoughts into writing. Through writing, the students are able to work alone so that thoughts and messages can be conveyed properly. Learning to write can help students to improve their English skills. Writing is a complex activity because it involves linguistic elements and elements outside the language that will become the content of the writing. These elements will produce a coherent and coherent writing. In order for communication through written symbols to run smoothly as expected, the writer must be able to put his ideas into proper, orderly and complete language.

In the Big Indonesian Dictionary (2010: 1497), the notion of writing is to give birth to thoughts or feelings (such as composing, writing letters) with writing. Writing means pouring the author's ideas into written form, so that the author's intentions can be known to many people through written writing. A person's ability to put his ideas into writing is very different, influenced by the author's background. Thus, the quality

of each author's writing is different from one another. However, one important thing is that related to writing activities, a writer must pay attention to the abilities and needs of his readers.

According to Nurgiyantoro (2001: 273), writing is an activity to express ideas through language media. Writing is a productive and expressive activity so writers must have the ability to use vocabulary, grammar, and language structures. Writing skills are defined as the ability to use language to express ideas, thoughts or feelings to others using written language. Writing is an activity of expressing ideas, ideas, thoughts or feelings into linguistic. According to Tarigan (2008:3), writing skills is one of the productive and expressive language skills that are used to communicate indirectly and not face to face. With the other party Meanwhile, Suparno (2009:13) said the notion of writing skills is an activity to convey messages (communication) using written language as a tool or medium. Based on this concept, it can be said that writing is an indirect communication in the form of transferring thoughts or feelings by utilizing graphology, language structure and vocabulary using symbols so that it can be read as what the symbols represent.

Meanwhile, Suparno and Yusuf (2008: 1.3) explained writing is an activity to convey messages (communication) using written language as a medium or tool. In written communication, there are at least four elements involved, namely (1) the writer as the messenger, (2) the content of the text or message, (3) the channel or medium in the form of writing, and (4) the reader as the recipient of the message.

Based on observations of students that researcher made at SMPI ANNUR ALGHOZALI. The researcher concluded that the problems faced by students when learning to write were that students were not enthusiastic about learning, had no ideas, did not master the topic, were confused about how to actually write. , and vocabulary mastery in English. And according to my observation the cause of this problem is from the teachers themselves. While the cause of the problem from the teacher teaching himself is that the teacher still uses traditional learning methods which are monotonous or only asking questions according to the teacher and student handbooks makes students feel bored. This has an impact on students' creativity in writing and makes students experience a crisis of ideas, and about how to write good and correct vocabulary. When students are given the task of writing something they tend to be in a condition where students cannot think about what to write or how to process writing properly.

Learning English at SMPI ANNUR ALGHOZALI is basically quite good at increasing competence. But during the learning process, based on what the researcher observed when made observations there. The students felt bored and unfocused after 30 minutes of learning. Thus, the process of learning English does not fully involve actively both in the process of understanding students and they writing skills in obtaining meaning from the information conveyed. There are factors that cause students to not be able to grasp the meaning of information from the story text that has been read, including: the students are not used to hearing new vocabulary or vocabulary that is still small. Apart from that, the students also have to improve their

competence in English, namely the competence of critical thinking, creativity, and collaboration.

In order to improve the students' writing skills, a solution is needed to be able to overcome these problems, namely reducing laziness. The student can be productive in writing. Adding insight, now they have access to digital internet media that can increase our knowledge. they can read many news articles so that they can think about what they will write later according to the topic given by the teacher. If you don't have time or don't master the topic, it doesn't mean the students can't write, they have a lot of time, but because the environment is not supportive.

One of the solutions given to students in teaching writing descriptive text is Problem Based Learning (PBL). The use of PBL model in learning to write will make it easier for students to write, because this model is designed to apply problems that exist in the real world as a context for students to learn critical thinking in problem solving. PBL skills are a learning model that involves students to solve a problem through the stages of the scientific method so that students can learn knowledge related to problems and have the skills to solve problems according to Stephen (2002). In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Standards for Primary and Secondary Education, it is stated that one way that can be used to instill character education in learning English is to apply problems PBL. Problem-Based Learning' by Saputra (2014), said approach to authentic problems. This method is carried out with

the aim of developing students' abilities in critical thinking, developing independent learning, and increasing students' self-confidence.

A research conducted according to Estiasih (2011) is research class action using the Problem Based Learning model learning (PBL) in class VIII students to improve abilities write expository essays. The relationship with this research is the method learning. This type of research is classroom action research. Problems occurred in this study because the students were not interested in learning Indonesian. Through Problem Based Learning to write exposition texts can be improved. According to Baidowi et.al (2016) The results showed that the average ability to write geography scientific papers in the experimental class was higher than the control class. The results of the independent sample t test analysis show that the project-based learning model has a significant effect on the ability to write geography scientific papers for high school students. According to Anggara (2017) The learning process has a close relationship with influential elements such as approaches, methods, and techniques. The purpose of this study was to objectively describe, (a) the application of learning to write using a project-based learning model in learning Arabic in class VII Madrasah Tsanawiyah Nurul Huda Malang, (b) the results of improving the ability to write Arabic language by applying a project-based learning model to class VII Madrasah Tsanawiyah Nurul Huda Malang. This study uses a class action plan. The results showed that the application of learning Arabic with a project-based learning model could improve the writing skills of class VII students of Madrasah Tsanawiyah Nurul Huda Malang. Nurrussyifa (2021) said In the pandemic

era, elementary school teachers experienced confusion in practicing online learning. This causes students to find it difficult to develop writing skills and levels low confidence. The purpose of this study is to describe the application problem-based learning online learning models to improve writing skills and student self-confidence. Researcher concluded that online problem-based learning is a good teaching method effective in learning to write to improve writing skills and student self-confidence.

The researcher has to do the research because the researcher that the right learning method will also have a positive impact on students. The application of appropriate learning methods will have an impact on the acquisition of good and maximum student learning outcomes. Although good and maximum learning outcomes are not fully determined by the use of learning methods, teachers must understand learning methods both conceptually and practically. This study shows that the selection of the application of appropriate learning methods will be more effective and maximal in improving learning outcomes. Therefore, the researcher provides a solution by using the PBL method for learning Descriptive Text writing skills at SMPI ANNUR ALGHOZALI. According to the previous researchers described above, PBL has many benefits. starting from increasing student creativity, increasing student achievement, moreover they are not bored in learning to write.

B. Identification of the Problem

In relation to background of the problem above, the following problems can be identified:

1. In this research, it was carried out using descriptive text material for SMPI ANNUR ALGHOZALI students in order to find out students' writing skills. In learning to write, there are aspects that must be applied, according to Brown and Barley (2004: teaching English as an international language), namely Content (idea development), Vocabulary, Grammar, Generic structure, Writing mechanism, use of punctuation marks, capital letters, spelling of words. An important aspect in learning to write in English is grammar. In writing students must understand the structure of the text and the arrangement of good and correct grammar. However, students in writing only write what is in their mind that is not in accordance with the correct wording and structure of the text.

2. How to overcome writing problems for students is to let students imagine according to what they think, read a lot of articles to add insight, do not need to use too many new vocabulary, and also use the latest learning methods, one of which is the method of learning to write by using Problem Based Learning (PBL). By applying this method students are given problems so that they can be solved or discussed in groups. This will make students active in learning. With the PBL method, students can easily solve problems together.

C. Limitation of the Research

The research was conducted at SMPI ANNUR ALGHOZALI at class VII. In this study, there are several aspects of writing according to Brown and Barley (2004:

teaching English as an international language), namely content (development). ideas), Vocabulary, Grammar, Generic Structure, Mechanism of writing (use of punctuation, capitalization, spelling of words). In this study focused on the type of descriptive text using How to teach the PBL method. The student be formed in groups and then students are given problems to solve together with their respective groups. Students are given the task of understanding the structure of descriptive text, when students explain the results and provide examples of descriptive text. then after that the teacher assesses student presentations. starting from the structure of the example text presented earlier, the correct sentence structure (grammar) is good or not. but researchers focus on grammar because students always write according to what is in their minds without adjusting to generic structures and grammatical arrangements that are good and correct. This study focuses on understanding the learning of writing skills using PBL by using descriptive text types. By studying in groups, students are not easily bored because children can have serious but relaxed discussions with their friends.

D. Research Questions

Based on the background described above, a research problem each be namely :

1. How is the ability of students to solve problems before using problem based learning techniques ?

2. How are students' writing abilities after the Problem Based Learning model is applied at SMPI ANNUR ALGHOZALI?
3. Is PBL effective in learning teaching writing at SMPI ANNUR ALGHOZALI ?

E. Research Objectives

Based on the formulation of the problem above, the research objectives are as follows:

1. To describe how is the ability of students to solve problems before using problem based learning techniques
2. To find How are students' writing abilities after the Problem Based Learning model is applied at SMPI ANNUR ALGHOZALI
3. To compare whether there is a difference.

F. Significance of the Research

The results of this study are expected to be beneficial both theoretically and practically elaborated in the following section

1. Theoretical Significance

based on previous research conducted by Hanifa (2017) entitled Model Influence Learning Problem Based Learning (PBL) on Results

Student Learning on Stoichiometry Material at MAN 1 Pidie. As for

The conclusion from this study is that there is an increasing influence on learning to use learning model Problem Based Learning (PBL) on results student learning on stoichiometry material at MAN 1 Pidie. so this research provides a solution to find the right method in increasing the influence of teaching writing.

2. Practical Significance

a. For Students

The results of this study can be used as a reference to improve students' ability to understand more about teaching writing using beverage packages.

b. For Teachers

The results of this study can help teachers to more easily present material related to writing.

c. For other Researchers

To provide additional information for other researchers who wish to conduct further research in the field related to writing.

G. Definition of Key terms

1. Teaching writing

Teaching writing is train students to be able to write according to the structure of the text directing students to express themselves in the form of written language that requires elements of language skills such as using the right choice of words, writing the right spelling. ,

2. Problem Based Learning (PBL):

Problem Based Learning (PBL) is a teaching model characterized by real problems as a context for students to learn critical thinking and problem-solving skills and gain knowledge Sohimin (2014:130).

3. Descriptive text

Text that explains or describes people, animals or an object in terms of its shape, characteristics, quantity and so on. The purpose of descriptive text is to explain, describe, or express someone or something.