

**IMPROVING THE STUDENTS' WRITING DESCRIPTIVE TEXTS ABILITY
BY USING PROBLEM BASED LEARNING AT VIIA CLASS OF SMP NEGERI 1
GUMUKMAS IN THE 2015/2016 ACADEMIC YEAR**

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***Abstract:** The aim of this research was to find out if the Problem Based Learning could improve students' ability writing descriptive texts at VII A class of SMP Negeri 1 Gumukmas. The participants were 32 students. The data was collected by using observation checklist and field notes. The test was use subjective test. After accomplishing this research, the writer concludes that the use of Problem Based Learning in writing descriptive texts can improve the students' writing ability. The result of writing test in cycle one show the average score of students was 69,5.and the result of writing test in cycle two show the average score of students was 78. It means that in cycle two the students achieve the target and the research in cycle two is successful. It was proved that the use Problem Based Learning could improve the students' ability writing descriptive texts. The students are more active and have a great motivation during the process of teaching and learning since they are free explore their ideas and share to their friends. Applying Problem Based Learning could improve students' ability writing descriptive texts in terms of grammar, vocabulary, and mrchanics.*

Keyword: Problem Based Learning, Writing Descriptive Text.

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Abstrak: Tujuan dari penelitian ini untuk mengetahui apakah pembelajaran berbasis masalah dapat meningkatkan kemampuan siswa menulis teks deskriptif pada kelas VII A SMP Negeri 1 Gumukmas. Para peserta adalah 32 siswa. Pengumpulan data dengan menggunakan observasi daftar nama dan catatan lapangan. Tes menggunakan subjektif tes. Setelah menyelesaikan penelitian ini, penulis menyimpulkan bahwa pembelajaran berbasis masalah dalam menulis teks deskriptif dapat meningkatkan kemampuan menulis siswa. Hasil dari tes menulis dalam siklus satu menunjukkan rata-rata sekor siswa adalah 69,5 dan hasil dari tes menulis dalam siklus dua menunjukkan rata-rata sekor siswa adalah 78. Itu berarti dalam siklus dua siswa mencapai target dan penelitian dalam siklus dua adalah sukses. Hal ini membuktikan bahwa menggunakan pembelajaran berbasis masalah dapat meningkatkan kemampuan siswa menulis teks deskriptif. Siswa menjadi lebih aktif dan memiliki motivasi yang baik selama proses menghajar dan belajar karena mereka bebas untuk memberi ide dan berbagi dengan teman lain. Menerapkan pembelajaran berbasis masalah dapat meningkatkan kemampuan siswa menulis teks deskriptif dalam hal tata bahasa, kosakata, dan tanda baca.

Kata kunci: Pembelajaran Berbasis Masalah, Menulis Teks Deskriptif.

INTRODUCTION

Writing is one of the four skills, they are: listening, speaking, reading, and writing. Writing is a basic skill that is important in our life. Writing helps us to understand and materialize our ideas, our feeling which may be we can not say directly on a paper accurately. Because we enable to remove our statement that we do not wanted before it is read by other people. We can shape our opinion or suggestion on writing. So writing makes our thought more communicable to other people as well as to us. Writing can help students to learn and develop their English by expressing their knowledge, experience and so on.

Based on the informal interview done with the English teacher of SMP Negeri 1 Gumukmas, it was known that the class VII A students have difficulties in the aspects of arising ideas, formulating ideas in written text. The English teacher said students had the most problems in writing and the score of daily English writing test was still low. The areas of difficulties are related to, sequencing, and difficulties in choosing the appropriate diction or vocabularies. One of the difficulties that were faced by the students, for instance, appeared in grammatical mistakes in their paragraph such as inappropriate use of verb and the use of a noun as a verb.

In this research, it also measures the students ability in writing descriptive text during teaching and learning process. While descriptive text in this research was chosen because it was the text genre at the second semester of the seventh grades of junior high school and it had never been taught yet in the previous semester in this class. To overcome the problem, Spence (2001:3) Problem Based Learning gives opportunities to examine and try out what you already know, discover what you need to learn, develop your people skills for achieving higher performance in teams, improve your writing and speaking abilities, to state and defend with sound arguments and evidence your own ideas, and to become more flexible in your approach to problems that surprise and dismay others. In Problem Based Learning students work in teams to discuss their ideas, knowledge, and how they think and feel about what they are learning. While they are helping each other, they are also developing self direction and responsibility for their learning as well as develop essential skills. In this case student inspected can increase their writing ability.

According to Speck (2002:52) in Leong, the quality of group interaction and the quality of the document the group produces are inextricably bound together. Thus the evaluation of the document becomes in part an evaluation of the group's effectiveness.

However, Speck observers problems in collaborative writing groups such as identifying the leader of the group, conflict between group members and ensuring that members put in their fair share of work.

Problem Based Learning enables the student to actively play a role in determining how and what they will learn as they make choices and decisions based on their own curiosity. The approach is based on student identification of goals and student or teacher evaluation of how well they attained these goals. As a result, students experiences greater ownership of what they are learning, and thus are more invested in the learning process.

After knowing this case, the writer tried to apply Problem Based Learning to improve students' in writing descriptive texts at VII A class of SMP Negeri 1 Gumukmas in the 2015/2016 academic year.

The Nature of Writing

Writing is the activity of expressing idea in written form. According to Kellog (2008:2) writing an extended text at an advanced level involves not just the language system. Writing is the communication of content for a purpose to an audience, Peha S (1993-2005:58). Writing represents the means by which a message can be communicated to someone else. It means that writing is an important skill as it plays an important role in sending information and expressing ideas. Harmer (2004:31), the most important reason for teaching writing, of course, is that writing (as one of the four skill of listening, speaking, reading, and writing) has always formed part os the syllabus in the teaching English. According to (Sokolik, 2003:98) in Caroline T, writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is pilished and comprehensible to readers. Therefore, the teaching of writing, particularly in the classroom is important to helps the students to learn about writing.

Based on the explanation above, it is clear that writing in English is important for the students who learn it as a second or foreign language. This skill is very crucial for their study purposes as well as enable them to communicate their ideas to other people in daily live context. In this case, the students should be able to present and organize their ideas in the written form appropriately. This research, the researcher administered writing ability covering grammar, vocabulary, and mechanics in writing descriptive paragraph.

A writer should consider some aspect of writing in order to make a good writing. In this research, the scores indicate the students' ability in writing descriptive text convering the

aspect of grammar, vocabulary, and mechanics after they are thought by using Problem Based Learning.

Problem Based Learning

In learning by Problem Based Learning, students are encourage to learn mostly through their own active involvement with the concepts and prinsip themselves. According Akinoglu & Tandagon (2007:72), Problem Based Learning turns the student from passive information recipient to active, free self learner and problem solver, and it slides the emphasis of educational programs from teaching to learning. Problem Based Learning or PBL is based on research in the cognitive sciences on how we learn and impeoves learning, Spence (2001:1).

In addition Prince (2004:1), Problem Based Learning or PBL is an instructional method where relevant problems are introduced at the beginning of the instruction cycle and used to provide the context and motivation for the learning that follows. It is always active and usually using collaborative or cooperative learning. And Problem Based Learning typically involves significant amounts of self-directed learning on the part of the students.

Based on the definition above, it can be concluded that Problem Based Learning is the learning activity that is spur the desire to motivate students to learn, they are to continue their work until they find the answer. Students also learn to solve problems independently and choose the critical thinking skills because they must always analyze and manage information. In addition, cooperative learning allows the students in learning English. Problem Based Learning will the make students more comfortable, because they may share with others opinion. Moreover, Problem Based Learning is appropriate to teach learning. The students will enjoy and not bored. It is because Problem Based Learning encaurage students to work in small groups, so they feel more comfortable in learning activity. They know that everything will be easier because they can ask for help from others.

RESEARCH METHODOLOGY

The research was conducted at SMP Negeri 1 Gumukmas. The research was conducted in April 2016. The participants of this research were VII A class of SMP Negeri 1 Gumukmas. There were 32 students at all.

The study was conducted by the writer is a classroom action research. Classroom Action Research or CAR is a research that conducted by teacher in the class and improve teaching learning process, Arikunto (2010:130). According Lewin in Arikunto (2010:131),

explains that there are four cycles to do action research such as Planning, Acting, Observing, and Reflecting. The teacher can apply a certain treatment in order to improve the students' in writing descriptive texts ability by using Problem Based Learning.

The instrument of this research was "writing test". The test was writing test in the form of descriptive texts. The material was tested related to School Based Curriculum or KTSP which is suitable for their level. The teacher taught the students how to use Problem Based Learning. Finally, the teacher give writing test in the last meeting.

THE RESULT OF THE RESEARCH

There were three meeting in the first cycle. In the first meeting, the students would give example of descriptive paragraph and explanation how to make a good descriptive paragraph. Then, the students give the task by the group to made paragraph descriptive about animal their liked. In the second meeting, the students would give example of descriptive paragraph and explanation how to make a good descriptive paragraph. Then, the students give the task by the group to made paragraph descriptive about place their liked. And the last meeting the students give writing test, and the result of writing test not achieve the target. It was found that the students' writing skill was 47%. In this research, the students' writing skill in the first cycle still could not achieve the standard average score that was 70% get score 75. In other words, it could be pointed out that the use of Problem Based Learning in the first cycle still could not improve the students' writing skill. Its mean that the research in cycle one unsuccessful.

There were three meeting in the second cycle. In the first meeting, the students give the task by the group to made paragraph descriptive about animal by using picture as a media. In the second meeting, the students give the task by the group to made paragraph descriptive about place by using picture. The steps and activities in the second cycle has different step with the first cycle. The different of both cycles are in the purpose of the activities, in second cycle the purpose was revise the action in the first cycle. And the last meeting the students give writing test, and the result of writing test achieve the target. it was found that the students' writing skill had significantly improved. The percentage of the students' writing skill had increased 47% in the first cycle up to 78% in the second cycle. This mean that the students' writing skill had achieved the standard average score that was 78% get score 75. Its mean that the research in cycle two is successful.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of research and discussion, Problem Based Learning can improve the students' ability writing descriptive text at VII A class of SMP Negeri 1 Gumukmas. The improvement can be seen from the percentage from 47% in the first cycle to 78% in the second cycle. Besides, the percentage of the students writing test also improve from first cycle up to second cycle. Because it was needed the students to achive the target, it was expected that by revising the lesson plan.

Problem Based Learning helps students develop critical thinking, written communication techniques, learn to work as a member of a team. The improvement of students' writing skill is caused in teaching and learning process in cycle two, the teacher give more examples of descriptive text to the students, the students were given picture in order to make the students more easy in writing a descriptive paragraph, the teacher giving the instruction more comprehensively before the students given the task.

So, it can be concluded that the use of Problem Based Learning were useful and can improve the students' writing skill.

Suggestions

Realizing that there were better improvement of the use of Problem Based Learning in students' writing skill, it seems that this technique brings a chance to the progress of the teaching and learning process in the classroom. Therefore, the researcher propose some suggestions are given to the English teacher, students, and for the other researcher.

1. For the English Teacher

It is encouraget to the English teacher to apply Problem Based Learning by with picture as the learning media to help the students able to share and discuss their knowledge and experiences with peer group and to facilitate the students learn how to write a descriptive paragraph well, so they will succeed in writing a good paragraph.

2. For the Students

The students are suggested to apply Problem Based Learning in order that they are able to share ideas and experiences with their peer group to solve their writing problems more easily

3. For the Future Researcher

The future researcher or the English teacher who have the similar problem in teaching writing are encouraged to use this research result as an input to conduct further research

dealing with Problem Based Learning with different research design such as experimental research or qualitative research in order to cope with the students' problem in writing a descriptive paragraph.

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