

**THE USE OF PROBLEM BASED LEARNING TO IMPROVE
STUDENT WRITING SKILL**

(An Experiment study at the second grade of SMP Negeri 4 Tamalatea)



A THESIS

By

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MOTTO

DO THE BEST AND PRAY. GOOD WILL TAKE CARE OF THE REST

THERE IS NO LIMIT OF STRULLING

BETTER TO FEEL HOW HARD EDUCATION IS AT THIS TIME RATHER THAN FELL THE BITTERNESS OF STUPIDITY LATER.

ABSTRACT

SRI SAMSIDAR.2012. THE USE OF PROBLEM BASED LEARNING TO IMPROVE STUDENT WRITING SKILL (An experiment study at the scond grade of SMP Negeri 4 Tamalatea)under the thesis of English Education Department the Faculty of Teacher Training and Education, Makassar Muhammadiyah University guided by UmmiKhaeratiSyam. And Hj. Ilmiah.

This research aimed at finding out the improvement of the students' writing skill in term s of accuracy the students of SMP Negeri 4 Tamalatea after the use problem based learning method.

This researcher applied pre-experimental as research design. The population was the second year students of SMP Negeri 4 Tamalatea. The sample was taken with purposive sampling method and the total number of sample was 30 students. It employed six meetings as follows, one meeting for pre test, six meeting for treatment, and one meeting for post test. It was conducted with instrument such as writing test.

The result of this research showed that there was a significant difference between pre-test and post-test. It was proved by the value of t-test in unity 18.5 and the value of t-test in coherence is 1.6. The researcher used the degree of significance of 0.05 in the table of ssignificance are 2.045. if t-test compared with each value of the degrees significance. The result in unity is $1.6 > 2.045$ and in coherence is $18.5 > 2.045$. It indicated, the alternative hyphotesis is accepted and the result hyphotesis is rejected. So the researcher concluded that used problem based learning to improve students' writing skill in term of accuracy.

Keyword : Pre-experimental, Problem Based Learning, Writing, Unity, Coherence, Recount text.



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CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problem, purpose of the study, scope and limitation, and significance of the study.

A. Background

In learning English, there are four skills that should be learnt, they are speaking, reading, writing and listening. The four skills above, divided into two; verbal communication and written communication. Both of them are important, but they are different. In written communication, the writer should consider contents, vocabularies, rhetoric, grammatical structures and mechanics such as punctuation and capitalization. But in speaking, grammatical structures is not necessary as long as the speaker and listener understand each other.

Harmer, (2004:3) stated that writing is one of the most important skills in language learning. Being able to write is vital skill for speakers of a foreign language as much as for every one using their own first language. Writing also part of language skills that important to be taught. Ur (2009: 163) states: In writing, the writers inform an idea and message in the written form.

Writing to produce a message into written language. In volves an activity process to organize and formulate the ideas on the paper. According to Ismail Sangkala (2012:2), people can communicate thoughts and feelings

to other when they write. It also tells something about themselves. It help to know who people are, what people believe, and what their purpose are.

Writing is one way to recognize our ideas and and help us to absorb and process information that can be transferred for the others. Ismail Sangkala (2012:16), point out that writing is an extremely comlex cognitive activity in which the writer is required to demonstrate control of number of variables simultaneously. At sentence level, this include control of content format, sentence structure, vocabulary, punctuation, spelling latter information. Beyond the sentence the writer must be able to structure band integrate information into cohesive and coherent paragraphs and texts.

In addition, Writing is most difficulties skill to master for language learners. The difficulty of writing lies not only in organizing ides but also in translating this idea into readable text (Richards and Renandya, 2002: 303).

Byrne (1984: 4-5) also states that some problems that make writing a difficult task are related to psychological, linguistics, and cognitive problem. Dealing with Psychological problems, writing is considered to be more difficult skill rather than speaking since in writing, there is little possibility to get feedback enquired from someone whom the writer interacts with. In relation to Linguistic problems, dealing with the choice of sentence structure and by the way the sentences are linked together and sequenced. Cognitive problems deal with the process of instruction, the written form of the language, the structures, and the organization of the ideas.

Meanwhile, the second of grade student of SMP negri 4 Tamalatea

also faced some problems in learning writing. When the writer conducted preliminary study, she found some problems that were faced. First problem was the students were difficult 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 spelling.

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 method, it is expected 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 a group of teaching learning process that is focused to the process of problem solving which is faced scientifically. As boud and Feletti in Rusman (2011: 230) stated that Problem based learning is significance innovation in education. Margeston in Rusman (2011: 230) also stated that Problem based curriculum can improve the development of long life education in form of open-ended thinking, reflective, and active learning.

Problem based curriculum also facilitate student to solve the problems, communication, and group work. 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.

This statements, the writer believes that Problem based learning can make students active. They can know how to solve the problems in writing, and how to work in group. Based on the statement, the writer wants to conduct a classroom action research entitled “Using Problem Based Learning to Improve Writing Skills of The Students of SMP negeri 4 Tamalatea”.

B. Problem Statement

Based on the statement on the background above the researcher formulates the problem statement as follows: Does the problem based learning method improve the student writing skill at SMP negeri 4 Tamalatea?

C. Purpose Of The Study

To find out the students’ improvement in using Problem Based Learning Method in the writing skills at students SMP negeri 4 Tamalatea.

D. Significance Of The Study

The researcher expects that this study is useful for teachers, students and also further researchers who concern in the same field of study.

1. The result of this study is expected to be useful in the English teaching especially in teaching English writing.
2. The researcher expects for the students is able to write a text.
3. This study is expected to be useful for readers or other researchers to do the same related research.

E. Scope Of The Study

The scope of the Study using Problem Based Learning method to improve student's writing skill. The researcher is using the recount text for teaching materials. The recount text is used to inform an experience and tragedy in past event.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Studies

Some research have conducting relation to the study of writing skill they are as follows:

1. Arman, University Islam Makassar (2014) in his research” improving the student writing skill by using critical thinking method at the second grade student of SMP Negeri 1 Makassar, found out by critical thinking method in recount text can improve the student writing skill at the second grade student of SMP Negeri 1 Makassar.
2. Yanti, critical thinking and active (ESA) (2012) in her research “ improving the student wrting skill by using problem based learning at the first year student of SMK Muhammadiyah Makassar ” found the improvement of the student writing skill that coped with content and organization.
3. Muflihah, university Negeri Makassar (2010) in his research “ improving the student skill to write recount text throught the use of group investigation method at the first year student of SMAN 1 Bulukumba” found out by use the group investigation method with achievment on writing recount text has successes to improve the student achievment in writng text at SMAN 1 Bulukumba.

The writer presents some studies that related to the use of problem

based learning to improve writing skill to prove the originality of this study. Those are improving student achievement in writing narrative text through problem based learning.

Based on those previous studies, the writer is inspired to conduct a study on the use of problem based learning in improving student writing skill. There are some differences between the writer's research and those two researchers. The first difference is the subject that the writer uses in this study, in which the writer takes eighth grade students of SMP Negeri 4 Tamalatea. While Sirreger (2007) used students of VII science SMP Negeri 4 Tamalatea.

While Sirreger (2007) conducted research to improve student achievement in writing narrative text through problem based learning. From this statement, the writer believes that problem based learning can make students active. They can know how to solve the problem in writing and how to work in a group. Based on the statement, the writer wants to conduct a classroom action research entitled "Using Problem Based Learning to Improve Writing Skill of the Students of SMP Negeri 4 Tamalatea".

B. The Concept of Writing

1. Definition of Writing

Writing is one of the most difficult English language skills that the second language learner needs to build and achieve (Chayono, 2011 : 23). The difficulty of writing lies not only in organizing ideas but also in translating this idea into readable text (Richard and Renandya, 2002 : 303).

In addition, writing can be one of most effective means of learning. Ur (2009: 163) states : In writing, the writers in form an idea and massage in the written form. The reader can understand experience, event, and histories idea easily. Those can be concluded that writing always make the language learners worry about what they have to write in writing activity. It is because they must master the language component well and have enough experience to be expressed in written form.

Harmer, 2007: 112). In this case of the former, writing is a practice to help the student practice and work with language they have been studying. Therefore, more the student's write; they get more experience and practice about language they learn. As a result their language ability improve well.

On the other hand, writing for writing is directed at developing the student's skill as writer. It means that the main purpose for activities of this type is that students should become better at writing, in writing for learning, the language itself is the main focus attention.

In this research, the reacher hope that the student have more practice English trough learning writing so that their English skill and components can improve well. Moreover it is expected that the students are also able to write the correct text by considering content. Organization and language use of whole text. Therefore, student to writing for learning and writing at the same time.

Another statement about writing skill comes from Widdowson in Hasriani (2014:12) states that writing is a communicative activity and is

carried out and accordance with certain general principal in which underline the use of in communication.

Oshima and Hogue (1997:2) define writing as progressive activity. This means that when we first write something down, we have already been thinking about what we are going to say it.

From oxford dictionary, writing is the activity or occupation of writing books, stories and articles.

From the satatement above, the researcher concludes that writing is a communication process by undirected speech.

2. Writing Process

Writing is an activity that produces something from mind becomes meaningful text or sentence. It has many purposes not only for media as expressing idea but also giving information. Therefore Indonesian students must have good writing ability so that they can express their ideas in written form to give information to the reader.

One the objective of English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing the ideas, putting them on the paper and reshaping and revising them. Its means a process of finding and constructing the ideas in written form is called learning to write. Therefore, writing becomes the most difficult lesson in the school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

In teaching writing, the problems always obstruct the successful of teaching writing. Therefore, the students have to know how to write well so that, teacher has to explain how to do writing process well. Thus, it is better to discuss more about writing problems and writing process more detail.

Writing involves a number of activities; setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and revising it, then revising and editing. Writing process as mention above is a complicated activity, not only needs language skill but also creativity to arrange a set of words, sentence becomes a readable and understandable text. In addition, writing basically of making a point and provide the evidence to support or develop that point to make clearer.

Dietsch (2007:11) states this section includes four stage of the writing process. These activities include prewriting, drafting, refising, and editing/ proofreading.

a. Pre Writing

Dietsch (2007:11) explain that pre-writing is the first stage of writing is simply setting forth ideas in whatever shape or from that is handy for your fragments, lists sentences or clusters. The purpose of prewriting is to capture and preserve ideas.

Oshima and Hogue (1997: 15) states that brainstorming is prewriting activity in which you come up with a list of ideas about a topic on your own in small groups with your classmates. You quickly

write down a list of ideas that come to your mind as you are thinking about a general subject or specific topic. Follow these brainstorming steps:

- 1) Write down your general subject or specific topic.
- 2) Make a list everything that comes to your mind about it.
- 3) Use words, phrase, and / or sentences. Don't worry about the order of ideas, mechanics, grammar, or spelling.
- 4) Just keep writing down whatever comes to your mind until you run out of ideas. Because you are only brainstorming, don't be concerned if you repeat several ideas.

b. Drafting

Drafting is an activity after students generated the ideas. We can refer to the first version of piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process into editing, a number of draft may be produced on the way to the final version. (Harmer, 2004: 5)

Dietch (2007 :11) while drafting, you transform ideas into sentence in a semiorganized manner. Here the purpose is to let your ideas developed, expand, and form connection. Drafting is primarily stage of discovery and exploration.

c. Revising

Although revising is classified as third stage of writing, it is on going recurring whenever needed. During revision your goal is to

rethink ideas, refine them, and develop them. You may drastically reorganize the draft. During this time, you reshape ideas – expanding, deleting, and clarifying.

d. Editing

This final stage requires examining ideas, details, words, grammar, and punctuation – attending to matter within each sentence. here emphasis is on accuracy, correctness and clarity.

3. Writing Problems

Writing is a difficult activity for people both in their mother tongue and their foreign language. It means that not only in Indonesian language, but also English language writing is difficult skill for people or student. Byrne (1984: 4-5) classified the problem of student writing into three kinds:

a. Psychological Problem

Writing is considered to be more difficult skill rather than speaking since in writing, there is little possibility to get feedback enquired from someone whom the writer interacts with.

b. Linguistic Problem

In relation to Linguistic problems, dealing with the choice of sentence structure and by the way the sentences are linked together and sequenced.

c. Cognitive Problems

Writing is learnt through a process of instruction: we have to

master the written form of language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who does not know to us.

The three problems above can be solved by practicing more writing, guiding the students, and motivating the students to keep writing.

4. Testing Writing

The best way to test students writing ability is to get them to write directly. Therefore, indirect testing of writing ability cannot be possibly constructed as accurately as possible even by professional testing institutions.

There three things that teacher should consider to developed a good test in writing.

- a. Setting writing test that are properly representative.

It is imposible to have students to various taks in a short test with few items. It is the test developer task to create a representative sample of task. And we can describe the relevant taks such as asking the students to describe, to explain, to compare and constrast, and argue for something.

- b. The task should elicit samples of writing which truly represent the

student's ability. There are two things we can do to obtain the sample of writing which properly represent each student's ability.

- c. Set as many tasks as is feasible, because student's performance on the same task is not consistent. And they sometimes are better at some tasks than others. Therefore, giving many different tasks will enable the test developer to see the student's performance as objectively as possible.
- d. Testing only writing ability. It means that the test developer shouldn't make very difficult and long instructions in writing tests. The test developer can use illustrations in the form of diagrams, a series of pictures and graphs to make students understand the instructions.
- e. The samples of writing can be scored reliably. To facilitate reliable scoring, a test developer should set many tasks as possible. The more tasks that are provided for each student, the more reliability should be in the total score. The test-taker should perform the same tasks to make the scoring easier. Finally, the samples of writing which are elicited should be long enough for judgment to be made reliably.

C. Components of Good Writing

Heaton (1988: 135) points out five kinds of components in writing.

They are content, organization, language use, vocabulary, and mechanics.

1. Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it.

In order to have a good content of writing, the content should be well

unified and completed. This term usually known as unity and completeness, which become characteristic of good writing.

a. Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentence. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentence.

b. Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with developed thoroughly by these of particular information. It is relative to know complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

2. Organization

In organization of the writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing this organization is mainly recognized as order. There are one parts of organization in this case, they are below:

3. Coherence

Coherence means that sticking together and in coherence essay. All the idea sticks together. A coherence paragraphs in each idea in supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This make the writers through essay to follow sentence paragraph.

4. Language Use

Language use in writing recount and other forms of writing involve correct usage and point of grammar. However, considering that there are may points of grammar, thewriter would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may other be a pharase. A single, well-chosen-modifier is often more effective than several used together. If it is difficult to describe with over used or warn-out modifier, find more intrestingsynonyms, in the dictionary.

5. Vocabulary

Vocabulary is one of language aspect dealing the process of writing. The writers always think about putting word into the sentences and putting the sentences in to the paragraph until they can a create a piece of writing.

It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

6. Mechanic

a. Capitalization

The use of capitalization in the writing can clarify the ideas. In the sentences are capitalized correctly, ambiguous meaning and misunderstanding would be appeared. Besides, correct capitalization also help the reader to differentiate one sentence to others.

b. Punctuation

The communicative valu of punctuation needs to be demonstrated. For example it is presicely because the reader expect sentence boundaries to be marked (with capital latter at the start and a full stop or some equivalent device at close). It cn be used as a unit of meaning and suggest how the unit of its relation to each other.

c. Spelling

Mastery of the writing system includes the ability to spell. However, because English the relationship between sound and symbol is a complex one. There are three important rules followed in using spelling appropriately. They are suffix addition, plural addition, and handling error within the words.

D. Purpose of Writing

Bryne (1988: 6) Writing is a skill which is both limited in valu and difficult to acquire, we should be very clear about our purpose in teaching it. Writing serves a variety of pedagogical purposes:

1. The introduction and practice of some form of writing enables us to

provide for different learning style and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in English.

2. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies a psychological need.
3. Exposure to the foreign language through more one medium, especially if skill are properly integrated, appears to be more effective than relying on a single medium alone. Even at an elementary level there are many opportunities for activities that effectively integrate skills.
4. Writing provides variety in classroom activities, serving as a break from oral work. At the same time, it increases the amount of language contact through work that can be set out of class.
5. Writing is often needed for formal and informal testing. Although is general oral ability should be measured through oral test, in practice we are often obliged by circumstances such as the amount of time we have at our disposal and the number as students there in class to use some form of writing test.

E. The Role of Teacher in Teaching Writing

According to Harmer (2004:41) when helping students become better writers teacher have a number of crucial task to perform. Among the task which teachers have to performe before, during and after students writing there are :

Demonstrating students need to be aware of writing conventions and genre constraints in specific types of writing. So, teachers have to be able to draw these features to their attention.

1. Motivating and Provoking

Student writer often find themselves 'lost' of word', this is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the test and persuading them what fun it csn be.

2. Supporting

Students need a lot of help and reassurance once they get going both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available (except durng exam writing of course) and prepared to help students overcome difficulties.

3. Responding and Evaluating

The teacher way to react students written work can be divided into two main categories, that of responding and evaluating. When responding, teacher eacts to the content and construction of a piece supportively and often make suggestion for its improvements. When teacher respond to a students work atvarious draft stages, teacher will not be grading the work or judging it as afinished product. Teacher will intead be telling the students how well it is going so far.

When evaluating the students writing for the test purposes, teacher can indicate where they wrote well and where student make mistake and teacher

anywhere grades. But, although test marking is different from responding, teacher can still use it not just to grade student, but also as a learning opportunity. When the teacher hand back marked script teacher can get our student to look at the errors, teacher has lighted and try to put them right, rather than simply stuffing the corrected piece of work into the back of their folder and never looking at them again.

F. Problem Based Learning Method

Problem based learning is an instruction method that is said to provide students with knowledge suitable for problem solving. In order to test this assertion the process of problem based learning is described and measured against three principles of learning. Activation of prior knowledge, elaboration and encoding specificity. Some empirical evidence regarding the approach is presented.

Problem based learning is designed in the late 1970s. It is kind of approach that challenges student to learn through engagement in a real problem. Problem based learning is student centered that refers to give relevant opportunities to the student. It will make a fundamental shift from a focus on teaching to to a focus on learning. The process in problem based learning is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation.

Problem based learning can be alternative approach to teach writing. This approach can help students to understand recount text. On other hand, using problem as stimulus makes the writer will be able to compose a good

writing. More important, the problem is real and it make the students easy to catch and problem based learning is easy to be applied in classroom activity.

The result of this study has shown that problem based learning did make the students interest and gave more attention to learn recount text. In other word, the relationship between problem based learning and writing is problem based learning can help the students in composing a good recount text.

Based on the result of the study, the researcher suggested that the implementation of problem based learning can be alternative way to teach writing, expecially to improve students writing recount text ability. This result hopefully would motivate students to be able to compose writing recount text.

According to Rusman (2010:232), the characteristics of problem based learning are as follows:

1. The issues are the starting point in the study
2. The issues raised are unstructured issues that exist in the real world
3. The problem requires multiple perspectives
4. The problem challenge the students knowledge, attitudes, and competences which then requires the identification of learning needs and new areas of learning
5. The teaching and learning proses involves the evaluation and review of the students' experiences and the learning process.

In problem based learning, the teacher present to student as a problem solver to work and decide their goal. This does not means that the teacher give

the authority for making judgment regarding what might be important for student to learn but it will practice student responsibility and motivate them in learning. The teacher acts as a facilitator and mentor rather than a source of solution.

To do the implementation of the problem based learning. The teacher needs to choose the topic or the material of the subject which they have a problem and it can be solve. The problem can be taken from the text book or from the other aspect, such as the incident around the enviroment, the incident in a family or in the social life.

The strategy of problem based learning can be done in the following situation:

1. If the teacher wants student not only memorize the lesson, but also master and understand it well
2. If the teacher intends in increase the skill of the student rational thinking, such as the ability in analyzing a situation to apply their knowladge in a new situation to know the difference between the fact and idea, and also increase the ability in making judgment asjectively.
3. If the teacher want the student to be able to solve a problem and make a challenge of the student inteligence.
4. If the teacher wants to motivate the student to understand the relationship between that they have studied and the reality in their life.

G. Type of Writing

1. Narration

Oshima (1981: 27) explains that narration is story writing. When you wrote a narrative paragraph or essay, you write about events in the order that they happened. In other words you use time order to organize your sentence. In the model essay, the writer use time order to divide the essay into paragraph. And outline of the essay narration would like this. *Orientation, Complication, and Resolution.*

2. Description

Oshima (1981: 50) explains that descriptive writing to the senses, so it tells how something looks, feels, tastes, and/or sounds. A good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: *introduction, body, and conclusion.*

3. Recount

Recount is a text which retells event or experience in the past. Its purpose is to retell events. The generic structure of recount are orientation-events-re-orientation. It has similarity with the generic structure of narrative. The differentiated of recount text with narrative text only is in events.

4. Explanatory

Little in Damayanti (1981 : 122-140) explain that there are three kinds of explanatory composition as follows:

a. Explaining a process

To write an explanatory composition that explain a process, really bon the same method you have use in everyday situations. Explain the steps in the process briefly and clearly. Start with the first step and proceed through all the step in the order in which they must be complete. It is essential that the steps be present in the correct squence and that they are accurate and complete. An effective way to organize an explanatory composition that explain a process is to follow this plan: *introduction, steps in the process, and coclusion.*

b. Stating an Opinion

An explanatory composition may express an opinion and explain why other should explain why other should accept that opinion. In an explanatory composition, you need to present storing, specific reason or facts. An effective way to organize an explanatory composition that stating an opinion is to follow this plan: introduction (expres your opinion, as directly as possible), body (supporting opinion), and conclusion (summarize your argument as forcefully as you can).

c. Stating a Defenition

To write a good defenition, you must do three things. First name the word to be defined. Second, name the general class to which the

subject belongs. Third name the particular characteristic of the subject. By defining a subject you will be able to present a complete and informative story of it. An effective way to organize an explanatory composition that stating a definition is to follow this plan: introduction (your definition serves as the topic sentence for the composition), body (the most informative way to develop a definition is with or without facts and figures), conclusion.

H. The Advantages of Problem Based Learning Method

Teaching and learning using problem based learning will be a meaningful learning.

Learners / students who study to solve a problem will apply their own knowledge or trying to figure out the necessary knowledge. Learning can be more meaningful and can be expanded when learners/students dealing with a situation in which the concept is applied.

In a situation of problem based learning, learners/students integrate knowledge and skills simultaneously and applying it in a relevant context. Problem based learning enhances critical thinking ability, cultivate orientation-events-re-orientation it has a similarity with the general learners initiative educates motivation to work, to learn, and to develop interpersonal relationships in working groups.

This method has a match with the concept of innovation, environmental field education, especially in terms of the following:

Learners acquire basic knowledge (basic sciences) that are useful for

solving problems, environmental field whom they met,

Learners learn actively and independently with an integrated material and relevant to the actual reality, which is often called a student-centered, learners are capable in critical thinking, and develop the initiative.

I. The importance of Writing

Ismail Sangkala (2012:2) states that there are some reasons why writing is important; those reasons are:

1. Writing is a tool for discovery. We stimulate our thought process by the act of writing and into information and image we have in our unconscious mind.
2. Writing generates new ideas by helping to make connecting and see the relationship with other aspects.
3. Writing help us to organize our ideas and clarify concept by writing down ideas into coherent form.
4. Writing help us to absorb and process information. When we write about the topic, we learn it better.
5. Write on a subject make us be active learners rather than passive learners of information.

Ismail Sangkala (2012:2) also states some reasons about the importance of writing. According to him, Writing is used to help students in learning process. The reasons for that are as follows:

1. Writing reinforces the grammatical structure idiom and vocabulary that have been taught to the students.

2. When students write, they also have a chance to adventure with the language, to go beyond what they have learned to say, to take risks.
3. When the students write, they necessarily become very involved with the new language to express ideas or thinking in paper.

J. Recount Text

Recount is the a text which retells events or experience in the past. Its purpose is to retells events. The generic structure of recount are structure of narrative text only is in events.

The characteristic of recount text:

1. Purpose

The purpose of recount text is retelling the past event. Anderson and Anderson (1997:48) said that that the purpose of recount text is giving information about what happened and when happened

2. Focus

The focus of recount text is a specific event that is written orderly.

- a. Kind of recount text
 - 1) Personal recount
 - 2) Factual recount
 - 3) Imaginative recount
 - 4) Procedural recount
- b. The generic structure of recount text
 - 1) Orientation ; providing background information needed to understand the text, it includes who was involved, where it

happened, when is happened

- 2) A record of events usually recounted in a chronological order.
- 3) Personal comment and/or evaluative remarks on the incident

c. Common grammatical patterns of a recount include:

- 1) Use of nouns and pronouns to identify people, animals or thing involved
- 2) Use of action verb to refer to events
- 3) Use of past tense to locate events in relation to writer's time
- 4) Use of conjunctions and time connectives to sequence the events
- 5) Use of adverbs and adverbial phrases to indicate place and time.

The example of recount text is a follows:

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well. We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face, it was embarrassing! (Priyana, 2008:85).

CHAPTER III
RESEARCH METHOD

A. Research Design

The research design in this study used an experimental design, an experiment involved the comparison of the effect of a particular treatment. This research intended to investigate the use of problem based learning method to improve the student writing skill at the second year student of SMP negeri 4 Tamalatea.

This research conducted the pre-experimental method with one group pretest – posttest design. The design is present as follows:

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Where:

O₁ : Pre-test

X : Treatment

O₂ : Post-test

(Gay, 1981:252)

1. Pre-Test

Before doing the treatment, the students was give a pretest to know their prior knowladge. The pre-test was conducted as the next step on the procedure of the study. The pre-test was administered as the basic important in formation about the student’s writing skill before the treatment is given.

2. The Treatment

The researcher applied problem based learning method to improve the student's writing skill. Means, it used some steps. Treatment was the next step of the study. In this stage, the researcher acted as the teacher of experimental group. Group, as the focus of the study, there was of problem based learning method in improving writing skill.

3. Pos-Test

The post-test was given after giving the treatment. The next stage of the study was conducted the post-test. It was the final test of the study which was conducted after treatment. The post-test was given in experimental class which has the same question and topic with the pretest in order to find out whether or not the use of problem based learning method improve student's writing skill.

B. Research Variable

This research consisted of two variables. They were dependent and independent variables:

1. Independent variable of the research were used of problem based learning method. It was the important process to which allows the student to share and develop idea/opinion to improve writing skill.
2. The dependent variables of the research consisted the student's writing skill especially to write recount text.

C. Population and Sample

1. Population

The population in this research consisted the second grade students of SMP Negeri 4 Tamalatea, Academic year 2017/2018. Total of population of this research were 244 students.

2. Sample

The researcher applied the purposive sampling technique in choosing the sample of the research. The researcher decides to choose II.B class which consists of 30 students. Based on the teacher suggestion every class consisted of students who has the difference ability in comprehend English material. So, I choose class II.B

D. Research Instrument

In this research the researcher used writing test instrument. The researcher used writing test which consisted of some passage. Then, there were 10 multiple choices with 4 options about the passage. The research used instrument as follows:

1. Pretest

Pretest was given to all students as sample of this research. Pretest aim to knowing the student writing skill before get the treatment. In this pretest, the research showed a story, experience and the research asked to student to describe the experience.

2. Post-Test

Post-test was the last test, research was given to all students after they get

treatment (teaching by problem based learning method). It will to know the final score of the students and to know the students difference abilities after they get treatment. In this post-tes, the researcher showed a story and the research asked to students recount the experience.

E. Collecting Data

The data collected with the following procedure:

1. Pre-tes: the data source in this research were the student's achievement in writing before they get the writing text by using personal recount text.
2. Treatment

The treatment is conducted for six meetings. Each meeting conducted 2 x 40 minutes. The reached applied problem based learning method to improve student's writing skill. Means, it used some steps. Treatment was the next step of the study, in this stage, the reascher acted as the teacher of experimental group. Group as the focus of the study. there was of problem based learning method in improving writing skill.

- a. The researcher divided the students into some groups.
- b. The researcher asked the student to propose their intresting topic.
- c. The student developed their topic into write recount text
- d. The researcher give the story about the material write by the students.

The researcher asked the students to write and discuss the material on the newspaper by some techniques that they usually do.

There are four article as follow:

- a. Raline Shah writing For Perspective

- b. Into the Deep Waters of Kei Island
- c. Pokemon Go Turns City Into Monster-Hunting grounds
- d. Habibie Celebrated In New Series of Books (eight biographical books are being released to highlight different facets of the life of Indonesia's third President, BJ Habibie).

The researcher asked the students to find out the meaning of new vocabulary they get, main idea, etc.

3. Post-Test In this stage the students to find out the students achievement after given the treatment. The text is design based on the writing material in the student and recount text from internet.

The researcher employs a post-test to find out the value of treatment whether or not the result of the post-test is better than the result of pre-test. The post-test different with the pre-test. The data from the students is calculated in the mean score to find out the students writing skill using English newspaper materials.

Table 3.2 Rubric for the Generic Structure

- a. Orientation

No	Criteria	Score	Specification
1.	Complete to identify and set the scene and introduce the participant (it answer the question: who, when, and where)	90-100	Excellent
2.	Identify and set the scene and introduce the participant enough (it answer the question :who when and where incomplete)	80-89	Very good

3.	Cannot incomplete to identify and set the scene and introduce the participant.	70-79	Good
4.	Not relevant identify and set the scene and introduce the participant.	60-69	Fairly good

b. Complication

No	Criteria	Score	Specification
1.	Complete to identify the crisis, raising, and climax of problem. When the problem developed	90-100	Excellent
2.	Identify the crisis, raising, and climax of problem when the problem developed is enough	80-89	Very good
3.	Cannot incomplete to identify the crisis, raising, and climax of problem when the problem developed	70-79	Good
4.	Not relevant to identify the crisis, raising, and climax of problem. When the problem developed.	60-69	Fairly good
5.	No answer of problem	50-59	Fair

c. Resolution

No	Criteria	Score	Specification
1.	Complete to find a resolution are complete	90-100	Excently
2.	To find a resolution are enough	80-89	Very good
3.	Cannot incomplete a resolution	70-79	Good
4.	Not relevant to find a resolution	60-69	Fairly good
5.	No answer to solve the problem	50-59	Fairl

(Harmer: 1989:336)

F. Technique of Data Analysis

To analyze the data, the researcher employed the formula as follows:

1. Scoring the students correct answer of pre-test and post-test.

$$X = \frac{\text{students score answer}}{\text{total number of items}} \times 100$$

Where: X = the students' final score

2. Classified the score of the students' pre-test and post-test

Table 3.3 Classification of the Score

NO	Rate of Score	Categories
1	90-100	Excellent
2	80-89	Very Good
3	70-79	Good
4	60-69	Fairly good
5	50-59	Fair

(Jacobs in Soleha 2008:20)

3. Calculating the mean score of the students' test by using the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where: \bar{X} :Mean score.

$\sum x$:The sum of the score.

N : The number of subjects.

(Gay, 2006:320).

4. Finding out the significant improvement of the students' writing ability by using the following formula:

$$T = \frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}$$

Where:

T : Test of Significance.

\bar{D} : Mean difference between matched pair.

D : Difference between matched pair. N : Number of Sample.

(Gay, 2006:331)

After the get value of t-test, the researcher was found of t-table the value of t-test and t-table was compared. If the value of t-test bigger than t-table, it means that there any significant different between pretest and posttest. So the problem based learning method is good to apply in class. If the value of t-table bigger than t-test the improvement problem based learning method in class is not good, because there is not significant different between pretest and posttest.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The data were collected by administrating the test. The test was administrated twice namely pre-test and post-test. Pre-test was given before treatment and the post-test was given after treatment.

1. The Students' Improvement in Content (Unity) and Organization (Coherence) of Recount Text

The result of students' ability write recount text in pre-test and post-test could be presented in the following table:

Table 4.1 The Students' Improvement in Writing Recount text

Writing Recount text	Pre-test	Post test
Unity	1.13	1.86
Coherence	1.03	1.6
Final Score	2.16	3.46

From the table 4.1 above, the score of unity in pre test showed that the mean score was 1.13 in unity and 1.03 in coherence. The data in the table 4.3 above shows the students' improvement in unity score as the result of the calculating of students' pre-test and post-test as the student ability in writing recount text problem based learning method. Where the students' score in pre-test (1.13) is different from the post-test (1.86). it means that

there is improvement (64%) of the student ability in writing recount text problem based learning method by the unity of the content.

2. The Students' Writing Skill in Pre-test and post-test

To find out the answer of the research question in the previous chapter, the researcher used in writing test. A pre-test was administered before the treatment and post test was administrated after doing the treatment which aimed to know there was a significant differences of students writing skill before and after the treatments were given to students.

The improvement of the student writing skill of unity at the second grade of SMP Negeri 4 Tamalatea the use of problem based learning method.

3. The Improvement of the Students Writing in Coherence

a. Content (Unity)

The students' score of pre-test and post-test were observed based on content component of writing. The data can be seen in the following table:

Table 4.2: The Result of Students' Pre-test

No	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	9.6-10	0	0%	0	0%
2.	Very Good	8.6-9.5	0	0%	0	0%
3.	Good	7.6-8.5	0	0%	0	0%
4.	Fairly Good	6.6-7.5	0	0%	0	0%
5.	Fair	5.6-6.5	1	3.3%	1	3.3%
6.	Poor	3.6-5.5	5	16.6%	3	10%
7.	Very poor	0-3.5	24	80%	26	86.6%
Total			30	100%	30	100%

Best on the table above, it shows that there is 1 (3.3%) student that get fair, 5 (16.6%) student that get poor, and 24 (80%), student that get very poor in content and organization, there is 1 (3.3%), student that get fair, 3 (10%), student that get poor and 26 (86.6%) student that very poor score ability.

b. Organization (Coherence)

The students' score of pre-test score of post-test were observed based on organization component of writing. The data can be see in the following table:

Table 4.3: The Result of Students' Post-test

No	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	9.6-10	0	0%	0	0%
2.	Very Good	8.6-9.5	1	3.3%	1	3.3%
3.	Good	7.6-8.5	9	30%	4	13.3%
4.	Fairly Good	6.6-7.5	15	50%	11	36.6%
5.	Fair	5.6-6.5	3	10 %	3	10 %
6.	Poor	3.6-5.5	2	6.6 %	6	20%
7.	Very Poor	0-3.5	0	0 %	5	16.6 %
Total			30	100%	30	100%

The table above the students' score of post-test in content and organization. The student score in content, there is 1 (3.3%) students who get very good 9 (30%) student that get good, 15 (50%) student that get fairly good, 3 (10%) student that get fair, and 2 (6.6%) student that get poor while the students' score in organization, there is 1 (3.3%) student that get very good, 4 (11.8%) student that get good, 11

(36.6%) student that get fairy good 3 (10%) student that get fairly good 3 (10%) student that get fair, 6 (20%) student that get poor, and 5 (16.6%) students that get very poor.

It is clearly showed up the different between the students' score of post-test is higher than pre-test. It means that teaching writing recount text by problem based learning to improve student writing skill.

c. Final Score

The students' score of pre-test and post-test were observed based on content and organization of writing. The data can be seen in the following table:

Table 4.4 Frequency and Rate Percentage of the Students Writing Ability on Two Components

No	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	9.6-10	-	-	-	-
2.	Very Good	8.6-9.5	-	-	-	-
3.	Good	7.6-8.5	-	-	-	-
4.	Fairly Good	6.6-7.5	1	50%	1	50%
5.	Fair	5.6-6.5	9	10 %	3	10 %
6.	Poor	3.6-5.5	15	30%	11	36 %
7.	Very Poor	0-3.5	5	80%	26	86.6%
Total			30	100%	30	100%

The table above shows that in the pre-test there were 9 students or 10% classified into farly score. 3 students or 10% classified poor 10%. Clasiffied into good score and none of the class ified into very good and excellent score.

The table above also shows in the post-test. There were 26 students

or 86.6% classified into fair score. 11 students or 36% classied fair good score. 1 students or 50% classified into good score. And non of them classified into very good and excellent score.

4. The Significance of the Students' Ability in Writing Recount Text

The significance of students ability in writing recount text to know the level of significance of the pre-test and post-test. The researcher used t-test analysis in the level of significance 0.05 with the degree of freedom $df N-1$ where N number of subject 29 students than the value of t-table is 2.045.

In other to know whether or not the mean score was different form two test (pre-test and post-test) the writer used the t-table. The following table shows the result of t-test calculation:

Table 4.5: T-Test of the Students' Ability in Writing Recount text

Recount text	t-test	t-table	Comparison	Classification
	18.5	2.045	t-test >t-table	Significantly Different

The data on the table above shows that the value of t-test is bigger than the value of t-table. it indicates that there is a significant difference between the result of the students' ability in writing recount text after treatment.

5. Hypothesis Testing

The result of the statistical analysis for the level of significance $(p) = 0.05$ with degree of freedom $(df) = N - 1 = 30$ where $N = 29$ students' the value of t- test was higher than the t-table value $(18.5 > 2.045)$. It means

that there is significant difference between the students' ability in writing recount text before and after the use of problem based learning method. Therefore, the null hypothesis is rejected, while the alternative hypothesis is accepted.

B. Discussion

The description of previous section shows the students' ability in writing recount text has improved. It is support by the frequency and rate percentage of the result of the students' pre-test and post-test. Based on the finding above in applying problem based learning method in the class, the data was collected through test as explained in previous finding section shows that students' ability in writing recount text is significantly improvement the students' score after giving problem based learning method was better than before the treatment was given to the students. The student score after presenting in teaching writing problem based learning method is better than before the treatment is given to the students.

Before giving treatment, the students' ability in writing recount text was categorized as very poor. After giving the treatment, their ability was significantly improved.

1. The Students' Improvement in Writing Recount Text

After calculating the score, the researcher found the students' ability in writing recount text had improved 70% from the mean score 4.23 on pre-test to be 7.2 on post-test. It is supported by the mean score post-test of the students' ability in wrting recount text is higher than pre-test.

The score of the students' post-test higher than the mean score of the students' pre-test. Therefore problem based learning method can enrich the students' ability in writing recount text.

In also supported by the result of the data analysis on the table 4.4 showed that from the level significance ($p = 0.05$) and degree of the value t -test of the students' writing recount text is bigger than the t -table ($18.5 > 2.045$). Thus the students' ability in writing recount text can enrich through problem based learning method.

2. The improvement of students' frequency and rate percentage score of pre-test and post-test. In the pre-test of content, there is 1 (3.3%) students' that gets fair, 5 (16.6%) students' that get poor, and 24 (80%), students' that get very poor. And organization, there is 1 (3.3%) students that get fair 3 (10%) student that get poor, 26 (86.6%) student that get very poor. It shows there is no student that get more than fair classification, while post-test there is 1 (3.3%) student that very good, 9 (30%) student that get good 15 (50%) student that get fairly good 3 (3.3%) student that get fair, and 2 (6.6%) student that get poor in content. And organization, there is 1 (3.3%) student that get very good 4 (13.3%) student that get good, 11 (36.6%) student that get fairly good 3 (10%) student that get good fair 6 (20%) student that get poor, and 5 (16.6%) student that get very poor.

In shows that there is improvement of the students' classification in pre-test and post-test. Therefore Problem Based Learning Method can enrich students' ability in writing recount text.

3. The Improvement of the Student Writing in Content

After calculating the score, the researcher found the students' ability to write content had improved 69% from the mean score 1.13 on pre-test to be 1.91 on post-test. It is support by the mean score post-test of the students' ability to write content is higher than pre-test.

The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, problem based learning method can enrich the students' ability to write content in recount text.

It is also supported by the result of the data analysis on the table 4.4. showed that from the level significance (p) = 0.05 and degrees of freedom (df) = 29 which get from formula $df = n-1$ with t -table = 2.045, the value t -test of the students' writing in recount text is bigger than the t -table ($18.5 > 2.045$). Thus, writing content in recount text through a problem based learning method can enrich the students' ability to write content in recount text.

4. The Improvement of Students' Writing in Organization

After calculating the score, the researcher found that the students' ability to write organization had improved 64% from 1.0.15 on pre-test to 1.665 on post-test.

The score of the students' post-test in higher than that mean score of the students' pre-test. Therefore, problem based learning method can enrich the students' ability to write organization in recount text.

It is also supported by the result of the data analysis on the table 4.5.

showed that from the level significance (p) = 0.05 and degrees of freedom (df) = 29 which get from formula $df = N-1$ with t -table = 2.045 the t -table (18.5 > 2.045). Thus, writing organization in recount text through problem based learning method can enrich the students' ability to write organization in recount text.

As Margeston in Rusman (2011: 230) stated that Problem based curriculum can improve the development of long life education in form of open-ended thinking, reflective, and active learning. Problem based curriculum also facilitate student to solve the problems, communication, and group work.

Based on the result of interview and observation are showed that students' participation in this study increased from meeting to meeting. Based on the interview, the students are quiet interested in implementing problem based learning method. They also said that Problem based learning could help the students to write a recount text and could improve their writing skill. In conclusion, the result of interview described the students' attention, enthusiastic responses and the participation was good during the research process.

In conclusion, the problem based learning method could help students to elaborate the ideas to write about they want to write. By using problem based learning method, the students finally found that writing recount text is not so difficult as they taught and even it can be fun because the method help them to share and elaborate ideas.

Therefore, it can be concluded that problem based learning method can improve students' achievement in writing recount text.

CHAPTER V

CONCLUSION AND SUGGESSTION

A. Conclusion

This statements, the writer believes that the problem based learning can make students active. They can know how to solve the problems in writing and how to work in group. Based on the statement the writer wants to conduct a classroom research entitled “The Use Of Problem Based Learning To Improve Student Writing Skill The Student of SMP negeri 4 Tamalatea.

It was also found that the students no longer have difficulties in writing recount txt since problem based learning method can help them in recount writing. The method help them elaborate the ideas to write about the topic they want to write. By using problem based learning method, the students finally found that writing recount text is not so difficult as they taught and even it can be fun because the method help them to share and elaborate ideas. Therefore, it can be concluded that problem based learning method can improve students achievement in writing recount text.

B. Suggestions

The result of this study shows that the problem based learning method in writing skill can improve the students achievement in writing recount. These follows suggestion:

1. English Teacher

In teaching writing skill to the students it is better to use the problem

based learning method because it will be easier for the students to write a text, especially recount text. This method make the students share ideas in a group and elaborate the ideas into writing individually.

2. Students

Researcher suggested to practice writing more often by using problem based learning method since it can improve the students achievement in writing recount text.

3. Next or Future Researcher

This research will bring them to good understanding of write the recount text, they will always know what to write since the method allow them to share ideas.

The researcher present some suggestion as follows:

- a. It is suggested to the English teachers that they use problem based learning method to each writing because it can bring a positive improvement for students.
- b. It is suggested to English teachers apply problem based learning method as one of the alternative ways in writing skill.
- c. It is suggested to the English teachers maximize for the English writing skill in giving guidance to students in learning and teaching writing process, and for the next researchers, they are suggested to apply this method in other component of writing, such as language use vocabulary.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Studiess

Some research have conducting relation to the study of writing skill they are as follows:

1. Arman,universityislamkakassar(2014) in his research” improving the student writing skill by using critical thinking method at the second grade student of SMPNegeri 1 MAKASSAR, found out by critical thinking method in recount text can improve the student writing skill at the second grade student of SMPNegeri 1 MAKASSAR.
2. Yanti, critical thinking and active (ESA) (2012) in her research “ improving the student wrting skill by using problem based learning at the first year student of SMK Muhammadiyah Makassar ” found the improvement of the student writing skill that coped with content and organization.
3. Mufliah, university Negeri Makassar (2010) in his research “ improving the student skill to write recount text throught the use of group investigation method at the first year student of SMAN 1 Bulukumba” found out by use the group investigation method with achievment on writing recount text has successes to improve the student achievment in writng text at SMAN 1 Bulukumba.

The writer presents some studies that related to the use of problem based learning to improve writing skill to prove the originality of this study. Those are improving student achievement in writing narrative text through problem based learning.

Based on those previous studies, the writer is inspired to conduct a study on the use of problem based learning in improving student writing skill. There are some differences between the writer's research and those two researchers. The first difference is the subject that the writer uses in this study, in the writer takes eight grade students of SMP Negeri 4 Tamalatea. While Sirreger (2007) used students of VII science SMP Negeri 4 Tamalatea.

While Sirreger (2007) conducted research to improve student achievement in writing narrative text through problem based learning. From this statement, the writer believes that problem based learning can make students active. They can know how to solve the problem in writing and how to work in group. Based on the statement, the writer wants to conduct a classroom action research entitled "Using Problem Based Learning to Improve Writing skill the student of SMP Negeri 4 Tamalatea".

B. The Concept of Writing

1. Definition of Writing

Writing is one of the most difficult English language skill that the second language learner needs to build and achieve (Chayono, 2011 : 23) the difficulty of writing lies not only in organizing ideas but also in translating this idea into

readable text (Richard and Renandya, 2002 : 303). In addition, writing can be one of most effective means of learning. Ur (2009: 163) states : In writing, the writers in form an idea and message in the written form. The reader can understand experience, event, and histories idea easily. Those can be concluded that writing always make the language learners worry about what they have to write in writing activity. It is because they must master the language component well and have enough experience to be expressed in written form.

Harmer, 2007: 112). In this case of the former, writing is a practice to help the student practice and work with language they have been studying. Therefore, more the student's write; they get more experience and practice about language they learn. As a result their language ability improve well.

On the other hand, writing for writing is directed at developing the student's skill as writer. It means that the main purpose for activities of this type is that students should become better at writing, in writing for learning, the language itself is the main focus attention.

In this research, the teacher hope that the student have more practice English through learning writing so that their English skill and components can improve well. Moreover it is expected that the students are also able to write the correct text by considering content. Organization and language use of whole text. Therefore, student to writing for learning and writing at the same time.

Another statement about writing skill comes from Widdowson in Hasriani (2014:12) states that writing is a communicative activity and is carried

out and accordance with certain general principal in which underline the use of in communication.

Oshima and Hogue (1997:2) define writing as progressive activity. This means that when we first write something down, we have already been thinking about what we are going to say it.

From oxford dictionary, writing is the activity or occupation of writing books, stories and articles.

From the satatement above, the researcher concludes that writing is a communication process by undirected speech.

2. Writing Process

Writing is an activity that produces something from mind becomes meaningful text or sentence. It has many purposes not only for media as expressing idea but also giving information. Therefore Indonesian students must have good writing ability so that they can express their ideas in written form to give information to the reader.

One the objective of English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing the ideas, putting them on the paper and reshaping and revising them. Its means a process of finding and constructing the ideas in written form is called learning to write. Therefore, writing becomes the most difficult lesson in the school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

In teaching writing, the problems always obstruct the successful of teaching writing. Therefore, the students have to know how to write well so that, teacher has to explain how to do writing process well. Thus, it is better to discuss more about writing problems and writing process more detail.

Writing involves a number of activities; setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and revising it, then revising and editing. Writing process as mention above is a complicated activity, not only needs language skill but also creativity to arrange a set of words, sentence becomes a readable and understandable text. In addition, writing basically of making a point and provide the evidence to support or develop that point to make clearer.

Dietsch (2007:11) states this section includes four stage of the writing process. These activities include prewriting, drafting, refising, and editing/proofreading.

a. Pre writing

Dietsch (2007:11) explain that pre-writing is the first stage of writing is simply setting forth ideas in whatever shape or from that is handy for your fragments, lists sentences or clusters. The purpose of prewriting is to capture and preserve ideas.

Oshima and Hogue (1997: 15) states that brainstorming is prewriting activity in which you come up with a list of ideas about a topic on your own in small groups with your classmates. You quickly write down a list of ideas that come to your mind as you are thinking about a

general subject or specific topic. Follow these brainstorming steps:

1. Write down your general subject or specific topic.
2. Make a list everything that comes to your mind about it.
3. Use words, phrase, and / or sentences. Don't worry about the order of ideas, mechanics, grammar, or spelling.
4. Just keep writing down whatever comes to your mind until you run out of ideas. Because you are only brainstorming, don't be concerned if you repeat several ideas.

b. Drafting

drafting is an activity after students generated the ideas. We can refer to the first version of piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process into editing, a number of draft may be produced on the way to the final version. (Harmer, 2004: 5)

Dietcsh(2007 :11) while drafting, you transform ideas into sentence in a semiorganized manner. Here the purpose is to let your ideas developed, expand, and form connection. Drafting is primarily stage of discovery and exploration.

c. Revising

Although revising is classified as third stage of writing, it is on going recurring whenever needed. During revision your goal is to rethink ideas, refine them, and develop them. You may drastically reorganize the

draft. During this time, you reshape ideas – expanding, deleting, and clarifying.

d. Editing

this final stage requires examining ideas, details, words, grammar, and punctuation – attending to matter within each sentence. here emphasis is on accuracy, correctness and clarity.

3. Writing Problems

Writing is a difficult activity for people both in their mother tongue and their foreign language. It means that not only in Indonesian language, but also English language writing is difficult skill for people or student. Byrne (1984: 4-5) classified the problem of student writing into three kinds:

a. Psychological problem

Writing is considered to be more difficult skill rather than speaking since in writing, there is little possibility to get feedback enquired from someone whom the writer interacts with.

b. Linguistic problem

In relation to Linguistic problems, dealing with the choice of sentence structure and by the way the sentences are linked together and sequenced.

c. Cognitive problems

Writing is learnt through a process of instruction: we have to master the written form of language and to learn certain structures which

are less used in speech, or perhaps not used at all, but which are important for communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who does not know to us.

The three problems above can be solved by practicing more writing, guiding the students, and motivating the students to keep writing.

4. Testing Writing

The best way to test students writing ability is to get them to write directly. Therefore, indirect testing of writing ability cannot be possibly constructed as accurately as possible even by professional testing institutions.

There three things that teacher should consider to developed a good test in writing.

- a. Setting writing test that are properly representative.

It is imposible to have students to various taks in a short test with few items. It is the test developer task to create a representative sample of task. And we can describe the relevant taks such as asking the students to describe, to explain, to compare and constrast, and argue for something.

- b. The task should elicit samples of writing which truly represent the student's ability. There are two things we can do to obtain the sample of writing which properly represent each student's ability.
- c. Set as many taks as is feasible, because student's performance on the same taks is not consistant. And they sometimes are better at some taks

than other. Therefore, giving many different tasks will enable the test developer to see the student's performance as objectively as possible.

- d. Testing only writing ability. It means that the test developer shouldn't make very difficult and long instruction in writing test. The test developer can use illustrations in the form of diagram, a series a picture and graph to make students the instruction.
- e. The samples of writing can be scored reliably. To facilitate reliable scoring, a test developer should a set many tasks possible. The more score that score provide for each students, the more reliability should be total score. The test-taker should perform the same tasks to make the scoring easier. Finally, the samples of writing which are elicited should be long enough for judgment to be made reliability.

C. Components of Good Writing

Heaton (1988: 135) points out five kinds of components in writing. They are content, organization, language use, vocabulary, and mechanics.

a. content

The content of writing should be clear for the readers so that the readers can understand the message convey and gain information from it. In order to have a good content of writing, is content should be well unified and completed. This term usually known as unity and completeness, which become characteristic of good writing.

(1) Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentence and each or every supported sentence is related to that idea of the topic sentence. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentence.

(2) Completeness

Writing is said to have completeness if the main idea has been explained and developed fully. Completeness. The controlling idea with developed thoroughly by these of particular information. It is relative to know complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

b. Organization

In organization of the writing concern with the ways through which writer arranges and organizes the ideas in order to message in the words. There are many ways used by the writers to organize or arrange the writing. This organization is mainly recognized as order. There are one parts of organization in this case, they are below:

(1) Coherence

Coherence means that sticking together and in coherence essay. All the idea sticks together. A coherence paragraphs in each idea in supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This make the writers through essay to follow sentence paragraph.

c. Language Use

Language use in writing recount and other forms of writing involve correct usage and point of grammar. However, considering that there are may points of grammar, thewriter would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may other be a phrase. A single, well-chosen-modifier is often more effective than several used together. If it is difficult to describe with over used or warn-out modifier, find more intrestingsynonyms, in the dictionary.

d. Vocabulary

vocabulary is one of language aspect dealing the process of writing. The writers always think about putting word into the sentences and putting the sentences in to the paragraph until they can a create a piece of writing.

It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

e. Mechanic

1) Capitalization

The use of capitalization in the writing can clarify the ideas. In the sentences are capitalized correctly, ambiguous meaning and misunderstanding would be appeared. Besides, correct capitalization also help the reader to differentiate one sentence to others.

2) Punctuation

The communicative valu of punctuation needs to be demonstrated. For example it is presicely because the reader expect sentence boundaries to be marked (with capital latter at the start and a full stop or some equivalent device at close). It cn be used as a unit of meaning and suggest how the unit of its relation to each other.

3) Spelling

Mastery of the writing system includes the ability to spell. However, because English the relationship between sound and symbol is a complex one. There are three important rules followed in using spelling appropriately. They are suffix addition, plural addition, and handling error within the words.

D. Purpose of Writing

Bryne (1988: 6) Writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching it.

Writing serves a variety of pedagogical purposes:

- a. The introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in English.
- b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies a psychological need.
- c. Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone. Even at an elementary level there are many opportunities for activities that effectively integrate skills.
- d. Writing provides variety in classroom activities, serving as a break from oral work. At the same time, it increases the amount of language contact through work that can be set out of class.
- e. Writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances such as the amount of time we have

at our disposal and the number as students there in class to use some form of writing test.

E. The Role of Teacher in Teaching Writing

According to Harmer (2004:41) when helping students become better writers teacher have a number of crucial task to perform. Among the task which teachers have to performe before, during and after students writing there are :

Demonstrating students need to be aware of writing conventions and genre constraints in specific types of writing. So, teachers have to be able to draw these features to their attention.

1. Motivating and provoking

Student writer often find themselves 'lost' of word', this is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the test and persuading them what fun it csn be.

3. supporting

Students need a lot of help and reassurance once they get going both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available (except durng exam writing of course) and prepared to help students overcome difficulties.

4. Responding and Evaluating

The teacher way to react students written work can be divided into two main categories, that of responding and evaluating. When responding, teacher reacts to the content and construction of a piece supportively and often make suggestion for its improvements. When teacher respond to a students work atvarious draft stages, teacher will not be grading the work or judging it as afinished product. Teacher will intead be telling the students how well it is going so far.

When evaluating the students writing for the test purposes, teacher can indicate where they wrote well and where student make mistake and teacher anywere grades. But, although test marking is different from responding, teacher canstill use it not just to grade student, but also as alearning opportunity. When the teacher hand back marked script teacher can get our student to look at the errors, teacher has lighted and try to put them right, rather than simply stuffing the corrected piece of work into the back of their folder and never looking at them again.

F. Problem Based Learning Method

Problem based learning is an instruction method that is said to provide students with knowledge suitable for problem solving. In order to test this assertion the process of problem based learning is described and measured against three principles of learning. Activation of prior knowledge, elaboration

and encoding specificity. Some empirical evidence regarding the approach is presented.

Problem based learning is designed in the late 1970s. It is kind of approach that challenges student to learn through engagement in a real problem. Problem based learning is student centered that refers to give relevant opportunities to the student. It will make a fundamental shift from a focus on teaching to to a focus on learning. The process in problem based learning is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation.

Problem based learning can be alternative approach to teach writing. This approach can help students to understand recount text. On other hand, using problem as stimulus makes the writer will be able to compose a good writing. More important, the problem is real and it make the students easy to catch and problem based learning is easy to be applied in classroom activity.

The result of this study has shown that problem based learning did make the students interest and gave more attention to learn recount text. In other word, the relationship between problem based learning and writing is problem based learning can help the students in composing a good recount text.

Based on the result of the study, the researcher suggested that the implementation of problem based learning can be alternative way to teach writing, especially to improve students writing recount text ability. This result hopefully would motivate students to be able to compose writing recount text.

According to Rusman (2010:232), the characteristics of problem based learning are as follows:

- a. The issues are the starting point in the study
- b. The issues raised are unstructured issues that exist in the real world
- c. The problem requires multiple perspectives
- d. The problem challenge the students knowledge, attitudes, and competences which then requires the identification of learning needs and new areas of learning
- e. The teaching and learning proses involves the evaluation and review of the students' experiences and the learning process.

In problem based learning, the teacher present to student as a problem solver to work and decide their goal. This does not means that the teacher give the authority for making judgment regarding what might be important for student to learn but it will practice student responsibility and motivate them in learning. The teacher acts as a facilitator and mentor rather than a source of solution.

To do the implementation of the problem based learning. The teacher needs to choose the topic or the material of the subject which they have a problem and it can be solve. The problem can be taken from the text book or from the other aspect, such as the incident around the enviroment, the incident in a family or in the social life.

The strategy of problem based learning can be done in the following situation:

1. 1.If the teacher wants student not only memorize the lesson, but also master and understand it well
2. If the teacher intends in increase the skill of the student rational thinking, such as the ability in analyzing a situation to apply their knowladge in a new situation to know the difference between the fact and idea, and also increase the ability in making judgment asjectively.
3. .If the teacher want the student to be able to solve a problem and make a challenge of the student inteligenca.
4. If the teacher wants to motivate the student to understand the relationship between that they have studied and the reality in their life.

G. Type of Writing

1. Narration

Oshima (1981: 27) explains that narration is story writing. When you wrote a narrative paragraph or essa, you write about events in the orther that they happened. In other words you use time order to organize your sentence. In the model essay, the writer use time order to devide the essay into pragraph. And outline of the essay narration would like this.
Orientation, Complication, and Resolution.

2. Description

Oshima (1981: 50) explains that descriptive writing to the senses, so it tells how something looks, feels, tastes, and/or sounds. A good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: *introduction, body, and conclusion.*

3. Recount

Recount is a text which retells event or experience in the past. Its purpose is to retell events. The generic structure of recount are orientation-events-re-orientation. It has similarity with the generic structure of narrative. The differentiated of recount text with narrative text only is in events.

4. Explanatory

Little in Damayanti (1981 : 122-140) explain that there are three kinds of explanatory composition as follows:

a. Explaining a process

To write an explanatory composition that explain a process, really use the same method you have use in everyday situations. Explain the steps in the process briefly and clearly. Start with the first step and

proceed through all the step in the order in which they must be complete. It is essential that the steps be present in the correct squence and that they are accurate and complete. An effective way to organize an explanatory composition that explain a process is to follow this plan: *introduction, steps in the process, and coclusion.*

b. Stating an Opinion

An explanatory composition may express an opinion and explain why other should explain why other should accept that opinion. In an explanatory composition, you need to present storing, specific reason or facts. An effective way to organize an explanatory composition that stating an opinion is to follow this plan: introduction (expres your opinion, as directly as possible), body (supporting opinion), and conclusion (summarize your argument as forcefully as you can).

c. Stating a Defenition

to write a good defenition, you must do three things. First name the word to be defined. Second, name the general class to which the subject belongs. Third name the particular characteristic of the subject. By defeninga subject you will be able to present a complete and informative story of it. An effective way to organize an explanatory composition that stating a defenition is to follow this plan: introduction (your defenition serves at the topic sentence for the composition), body (the most invormative way to develop a defenition is with or with facts and figure), conclusion.

H. The Advantages of Problem Based Learning Method

Teaching and learning using problem based learning will be a meaningful learning.

Learners/students who study to solve a problem will apply its own knowledge or trying to figure out the necessary knowledge. Learning can be more meaningful and can be expanded when learners/students dealing with a situation in which the concept is applied.

In a situation of problem based learning, learners/students integrate knowledge and skills simultaneously and applying it in a relevant context. Problem based learning enhances critical thinking ability, cultivate orientation-events-re-orientationit has a similarity with the generiticlearnersinitiative educates motivation to work, to learn, and to develop interpersonalrelationships in working groups.

This method has a match with the concept of innovation, environmentalfield education, especially in terms of the following:

Learners acquire basic knowledge (basic sciences) that are useful for solvingproblems, environmental field whom they met,

Learners learn actively and independently with an integrated material andrelevant to the actual reality, which is often called a student-centered,learners are capable in critical thinking, and develop the initiative.

I. The importance of Writing

Ismail Sangkala (2012:2) states that there are some reasons why writing is important; those reasons are:

- a. Writing is a tool for discovery. We stimulate our thought process by the act of writing and into information and image we have in our unconscious mind.
- b. Writing generates new ideas by helping to make connecting and see the relationship with other aspects.
- c. Writing help us to organize our ideas and clrify concept by writing down ideas into coherent form.
- d. Writing help us to absorb and process information. When we write about the topic, we learn it better.
- e. Write on a subject make us be active learners rather than passive learners of information.

Ismail Sangkala (2012:2) also states some reasons about the importance of writing. According to him, Writing is used to help students in learning process. The reasons for that are as follows:

- a. Writing reinforces the grammatical structure idion and vocabulary that have been taught to the students.
- b. When students write, they also have a chance to adventure with the language, to go beyond what they have learnd to say, to take risks.
- c. When the students write, they necessarily become very involved with the new language to express ideas or thinking in paper.

J. Recount text

Recount is the a text which retells events or experience in the past. It is

purpose is to retells events. The generic structure of recount are structure of narrative text only is in events.

The characteristic of recount text:

1. Purpose

The purpose of recount text is retelling the past event. Anderson and Anderson (1997:48) said that that the purpose of recount text is giving information about what happened and when happened

2. Focus

The focus of recount text is a specific event that is written orderly.

1) Kind of recount text

- a. Personal recount
- b. Factual recount
- c. Imaginative recount
- d. Procedural recount

2) The generic structure of recount text

- a. Orientation ; providing background information needed to understand the text, it includes who was involved, where it happened, when is happened
- b. A record of events usually recounted in a chronological order.
- c. Personal comment and/or evaluative remarks on the incident

3) Common grammatical patterns of a recount include:

- a. Use of nouns and pronouns to identify people, animals or thing

involved

- b. Use of action verb to refer to events
- c. Use of past tense to locate events in relation to writer's time
- d. Use of conjunctions and time connectives to sequence the events
- e. Use of adverbs and adverbial phrases to indicate place and time.

The example of recount text is as follows:

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well. We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face, it was embarrassing! (Priyana, 2008:85).

CHAPTER III
RESEARCH METHOD

A. Research Design

The research design in this study used an experimental design, an experiment involved the comparison of the effect of a particular treatment. This research intended to investigate the use of problem based learning method to improve the student writing skill at the second year student of SMP negeri 4 Tamalatea.

This research conducted the pre-experimental method with one group pretest – posttest design. The design is present as follows:

Pre-test	treatment	Post-test
O ₁	X	O ₂

Where:

O₁ : Pre-test

X : Treatment

O₂ : Post-test

(Gay, 1981:252)

1. Pre-test

Before doing the treatment, the students was giving a pretest to know their prior knowladge. The pre-test was conducted as the next step on the procedure of the study. The pre-test was administered as the basic

important in formation about the student's writing skill before the treatment is given.

2. The treatment

The researcher applied problem based learning method to improve the student's writing skill. Means, it used some steps. Treatment was the next step of the study. In this stage, the researcher acted as the teacher of experimental group. Group, as the focus of the study, there was of problem based learning method in improving writing skill.

3. Pos-test

The post-test was given after giving the treatment. The next stage of the study was conducted the post-test. It was the final test of the study which was conducted after treatment. The post-test was given in experimental class which has the same question and topic with the pretest in order to find out whether or not the use of problem based learning method improve student's writing skill.

B. Research Variable

This research consisted of two variables. They were dependent and independent variables:

- a. Independent variable of the research were used of problem based learning method. It was the important process to which allows the student to share and develop idea/opinion to improve writing skill.
- b. The dependent variables of the research consisted the student's writing skill especially to write recount text.

C. Population and Sample

1. Population

The population in this research consisted the second grade students of SMP Negeri 4 Tamalatea, Academic year 2017/2018. Total of population of this researcher were 244 students.

2. Sample

The researcher applied the purposive sampling technique in choosing the sample of the researcher. The researcher decides to choose II.B class which consists of 30 students. Based on the teacher suggestion every class consisted of students who has the difference ability in comprehend English material. So, I choose class II.B

D. Research Instrument

In this research the researcher used writing test instrument. The researcher used writing test which consisted of some passage. Then, there werel 10 multiple choices with 4 options about the passage. The research used instrument as follows:

1. Pretest

Pretest was given to all students as sample of this researcher. Pretest aim to knowing the student writing skill before get the treatment. In this pretest, the researcher showed a story, experience and the researcher asked to student to describe the experience.

2. post-test

post-test was the last test, researcher was given to all students after they get treatment (teaching by problem based learning method). It was to

know the final score of the students and to know the students difference abilities after they get treatment. In this post-tes, the researcher showed a story and the research asked to students recount the experience.

E. Collecting Data

The data collected with the following procedure:

1. Pre-tes: the data source in this research were the student's achievement in writing before they get the writing text by using personal recount text.

2. Treatment

The treatment is conducted for six meetings. Each meeting conducted 2 x 40 minutes. The reascher applied problem based learning metod to improve student's writing skill. Means, it used some steps. Treatment was the next step of the study, in this stage, the reascher acted as the teacher of expwrimental group. Group as the focus of the study. there was of problem based learning method in improving writing skill.

- a. The researcher divided the students into some groups.
- b. The researcher asked the student to propose their intresting topic.
- c. The student developed their topic into write recount text
- d. The researcher give the story about the material write by the students.
- e. The researcher asked the students to write and discuss the material on the newspaper by some techniques that they usually do.

There are four article as follow:

1. Raline Shah writing For Perspective
2. Into the Deep Waters of Kei Island

3. Pokemon Go Turns City Into Monster-Hunting grounds
4. Habibie Celebrated In New Series of Books (eight biographical books are being released to highlight different facets of the life of Indonesia's third President, BJ Habibie).

The researcher asked the students to find out the meaning of new vocabulary they get, main idea, etc.

3. Post-Test In this stage the students to find out the students achievement after given the treatment. The text is design based on the writing material in the student and recount text from internet.

The researcher employs a post-test to found out the value of treatment whether or not the result of the post-test is better than the result of pre-test. The post-test different with the pre-test. The data from the students is calculated in the mean score to find out the students writing skill using English newspaper materials.

Table 3.2 Rubric for the Generic Structure

a. Orientation

No	Criteria	Score	Specification
1.	Complete to identify and set the scene and introduce the participant (it answer the question: who, when, and where)	90-100	Excellent
2.	Identify and set the scene and introduce the participant enough (it answer the question :who when and where incomplete)	80-89	Very good
3.	Cannot incomplete to identify and set the scene and introduce the participant.	70-79	Good

4.	Not relevant identify and set the scene and introduce the participant.	60-69	Fairly good
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b. Complication

No	Criteria	Score	Specification
1.	Complete to identify the crisis, raising, and climax of problem. When the problem developed	90-100	Excellent
2.	Identify the crisis, raising, and climax of problem when the problem developed is enough	80-89	Very good
3.	Cannot incomplete to identify the crisis, raising, and climax of problem when the problem developed	70-79	Good
4.	Not relevant to identify the crisis, raising, and climax of problem. When the problem developed.	60-69	Fairly good
5.	No answer of problem	50-59	Fair

c. Resolution

No	Criteria	Score	specification
1.	Complete to find a resolution are complete	90-100	Excently
2.	To find a resolution are enough	80-89	Very good
3.	Cannot incomplete a resolution	70-79	Good
4.	Not relevant to find a resolution	60-69	Fairly good
5.	No answer to solve the problem	50-59	Fairl

(Harmer: 1989:336)

D. Technique of Data Analysis

To analyze the data, the researcher employed the formula as follows:

1. Scoring the students correct answer of pre-test and post-test.

$$X = \frac{\text{students score answer}}{\text{total number of items}} \times 100$$

Where: X = the students' final score

2. Classified the score of the students' pre-test and post-test

Table 3.3 Classification of the Score

NO	Rate of Score	Categories
1	90-100	Excellent
2	80-89	Very Good
3	70-79	Good
4	60-69	Fairly good
5	50-59	Fair

(Jacobs in Soleha 2008:20)

3. Calculating the mean score of the students' test by using the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where: \bar{X} :Mean score.

$\sum x$:The sum of the score.

N : The number of subjects.

(Gay, 2006:320).

4. Finding out the significant improvement of the students' writing ability by using the following formula:

T =

$$t = \frac{\overline{\sum D^2 - \frac{\sum D^2}{N}}}{N(N - 1)}$$

Where:

T :Test of Significance.

\bar{D} :Mean difference between matched pair.

D : Difference between matched pair. N :Number of Sample.

(Gay, 2006:331)

After the get value of t-test, the researcher was found of t-table the value of t-test and t-table was compared. If the value of t-test bigger than t-table, it means that there any significant different between pretest and posttest. So the problem based learning method is good to apply in class. If the value of t-table bigger than t-test the improvement problem based learning method in class is not good, because there is not significant different between pretest and posttest.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The data were collected by administrating the test. The test was administrated twice namely pre-test and post-test. Pre-test was given before treatment and the post-test was given after treatment.

1. The Students' Improvement in content (unity) and organization (coherence) of recount text

The result of students' ability write recount text in pre-test and post-test could be presented in the following table:

Table 4.1 The Students' Improvement in Writing Recount text

Writing Recount text	Pre-test	Post test
Unity	1.13	1.86
Coherence	1.03	1.6
Final Score	2.16	3.46

From the table 4.1 above, the score of unity in pre test showed that the mean score was 1.13 in unity and 1.03 in coherence. The data in the table 4.3 above shows the students' improvement in unity score as the result of the calculating of students' pre-test and post-test as the student ability in writing recount text problem based learning method. Where the students' score in pre-test (1.13) is different from the post-test (1.86). it means that there is improvement (64%) of

the student ability in writing recount text problem based learning method by the unity of the content.

2. The Students' Writing Skill in Pre-test and post-test

To find out the answer of the research question in the previous chapter, the researcher used in writing test. A pre-test was administered before the treatment and post test was administered after doing the treatment which aimed to know there was a significant differences of students writing skill before and after the treatments were given to students.

The improvement of the student writing skill of unity at the second grade of SMP Negeri 4 tamalatea the use of problem based learning method.

3. The Improvement of the Students Writing in Coherence

a. Content (Unity)

The students' score of pre-test and post-test were observed based on content component of writing. The data can be seen in the following table:

Table 4.2: The Result of Students' Pre-test

NO	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	9.6-10	0	0%	0	0%
2.	Very Good	8.6-9.5	0	0%	0	0%
3.	Good	7.6-8.5	0	0%	0	0%

4.	Fairly Good	6.6-7.5	0	0%	0	0%
5.	Fair	5.6-6.5	1	3.3%	1	3.3%
6.	Poor	3.6-5.5	5	16.6%	3	10%
7.	Very poor	0-3.5	24	80%	26	86.6%
Total			30	100%	30	100%

Best on the table above, it shows that there is 1 (3.3%) student that get fair, 5 (16.6%) student that get poor, and 24 (80%), student that get very poor in content and organization, there is 1 (3.3%), student that get fair, 3 (10%), student that get poor and 26 (86.6%) student that very poor score ability.

b. Organization (Coherence)

The students' score of pre-test score of post-test were observed based on organization component of writing. The data can be see in the following table:

Table 4.3: The Result of Students' Post-test

NO	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	9.6-10	0	0%	0	0%
2.	Very Good	8.6-9.5	1	3.3%	1	3.3%
3.	Good	7.6-8.5	9	30%	4	13.3%
4.	Fairly Good	6.6-7.5	15	50%	11	36.6%

5.	Fair	5.6-6.5	3	10 %	3	10 %
6.	Poor	3.6-5.5	2	6.6 %	6	20%
7.	Very Poor	0-3.5	0	0 %	5	16.6 %
Total			30	100%	30	100%

The table above the students' score of post-test in content and organization. The student score in content, there is 1 (3.3%) students who get very good 9 (30%) student that get good, 15 (50%) student that get fairly good, 3 (10%) student that get fair, and 2 (6.6%) student that get poor while the students' score in organization, there is 1 (3.3%) student that get very good, 4 (11.8%) student that get good, 11 (36.6%) student that get fairly good 3 (10%) student that get fairly good 3 (10%) student that get fair, 6 (20%) student that get poor, and 5 (16.6%) students that get very poor.

It is clearly showed up the different between the students' score of post-test is higher than pre-test. It means that teaching writing recount text by problem based learning to improve student writing skill.

c. Final Score

The students' score of pre-test and post-test were observed based on content and organization of writing. The data can be seen in the following table:

**Table 4.4 Frequency and Rate Percentage of the Students Writing Ability on
two component**

NO	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	9.6-10	-	-	-	-
2.	Very Good	8.6-9.5	-	-	-	-
3.	Good	7.6-8.5	-	-	-	-
4.	Fairly Good	6.6-7.5	1	50%	1	50%
5.	Fair	5.6-6.5	9	10 %	3	10 %
6.	Poor	3.6-5.5	15	30%	11	36 %
7.	Very Poor	0-3.5	5	80%	26	86.6%
Total			30	100%	30	100%

The table above shows that in the pre-test there were 9 students or 10% classified into fairly score. 3 students or 10% classified poor 10%. Classified into good score and none of the class ified into very good and excellent score.

The table above also shows in the post-test. There were 26 students or 86.6% classified into fair score. 11 students or 36% classied fair good score. 1 students or 50% classified into good score. And non of them classified into very good and excellent score.

4. The Significance of the Students' Ability in Writing Recount Text

The significance of students ability in writing recount text to know the level of significance of the pre-test and post-test. The researcher used t-test analysis in the level of significance 0.05 with the degree of freedom df N-1 where N number of subject 29 students than the value of t-table is 2.045.

In other to know whether or not the mean score was different form two test (pre-test and post-test) the writer used the t-table. The following table shows the result of t-test calculation:

Table 4.5: T-test of the Students' ability in Writing Recount text

Recount text	t-test	t-table	Comparison	Classification
	18.5	2.045	t-test >t-table	Significantly Different

The data on the table above shows that the value of t-test is bigger than the value of t-table. it indicates that there is a significant difference between the result of the students' ability in writing recount text after treatment.

7. Hypothesis Testing

The result of the statistical analysis for the level of significance $(p) = 0.05$ with degree of freedom $(df) = N - 1 = 30$ where $N = 29$ students' the value of t- test was higher than the t-table value $(18.5 > 2.045)$. It means that there is significant difference between the sudents' ability in writing recount text before and after the use of problem based learning metod. Therefore, the null hyphotesis is rejected, while the

alternative hypothesis is accepted.

B. Discussion

The description of previous section shows the students' ability in writing recount text has improved. It is supported by the frequency and rate percentage of the result of the students' pre-test and post-test. Based on the finding above in applying problem based learning method in the class, the data was collected through test as explained in previous finding section shows that students' ability in writing recount text is significantly improved. The students' score after giving problem based learning method was better than before the treatment was given to the students. The student score after presenting in teaching writing problem based learning method is better than before the treatment is given to the students.

The students' mean score after treatment by using problem based learning method in writing recount text better than before the treatment is given to the students. Before giving treatment, the students' writing recount text in terms of main idea and vocabulary are poor. After giving the treatment, their writing was significantly improved and categorized as very good especially in writing recount text.

1. The students' improvement in content (unity) and organization (coherence) of recount text
2. The students' writing recount text was supported by the improvement of pre-test and post-test in content unity before applying by the using of problem based learning. The students could not clearly identify the unity by

using problem based learning detail relating to the coherence. But after, used problem based learning methode in writing the students easily for decided in unity on coherence.

After calculating the students' score of the indicator of unity in pre-test and post-test also explained the classification of the students' improvement of writing recount text. in pre-test there were a lot of good, students' good poor and fairly good. After doing treatment, the students' score classification are changet and got excelllent and faily good.

Based on the finding above in applying using problem based learning method in writing expecially recount text, the data was collected throught the text as explained in the previous finding section shows the students writing achievement in coherence is significantly improved. The data on the table 4.1 shows that the score of students in unity. The score of the students pre-test was higher than the mean score of the students' pre-test. Therefore, it can be concluded that using problem based learning in writing could improve the students' writing recount text

3. The improvement of the students writing coherence in content unity.

Students recount text was supported by the improvement of student on pre-test and post-test in unity. Before applying the use of problem based learning method the students could not decided clearly identified the unity by problem based learning, word and meaning. But after used problem based lerning in writing recount text the students' easily tp found word and meaning.

After calculating the student's score of the organization of unity in pre-test and

post-test also explained the classification of students' improvement of writing recount text. In pre-test there were a lot of good, students good poor and fairly good. After doing treatment, the students' score classification are changed and got excellent and fairly good. Based on the finding above in applying using problem based learning as a media in teaching writing especially recount text, the data was collected through the test as explained in the previous finding section shows that the students writing achievement in content unity is significantly improved.

The data on the table 4.2 shows that the score of students coherence improved. The score of the students' post-test higher than the mean score of the students pre-test. Therefore, it can be concluded that using problem based learning method in writing could improve the students' writing recount text.

4. Significance difference of T-test and T-table

The result of the statistical analysis for the level of significance (p) = 0.05 with degree of freedom (df) = $N - 1 = 30$ Where $N = 29$ students the value of t-test was higher than the t-table value ($18.5 > 2.045$). It means that there is significance difference between the students ability in writing recount text before and after the use of problem based learning method. Therefore, the hypothesis is accepted.

By seeing the used problem based learning of the students content unity and organization in coherence achievement in writing recount text. It is concluded that the used problem based learning to improve writing to develop students writing recount text in terms of unity and coherence. It could be shown from the students writing pre-test and post-test. In pre-test some students were difficult to answer the question

and found out the main idea of the content and identified the meaning of the words. But the students in post-test were easy to answer the question. Then found the main idea and understood the meaning of the words. Not only based on the pre-test and post-test. But there were some previous finding that used problem based learning in teaching writing skill. Which found that using problem based learning to improve students writing skill (Yanti, critical thinking and active (ESA 2012) “ Improving the students writing skill by using problem based learning and found the improvement of the students writing skill that coped with content organization. (Arman:2014) improving the students writing skill by using critical thinking method in recount text can improve the students writing skill. And than based on Mufliah found out by used the group investigation method with achievement on writing recount text has succeses to improve the students achievement in writing text.

5. The significance of the Students Ability in Writing Recount Text.

The significance of students ability in writing recount text to know the level of significance of the pre-test and post-test. The researcher used t-test analysis in the level of significance 0.05 with the degree of freedom df N-I were N number of subject 29 students than the value of t-table is 2.045. In other to know whether or not the mean score was different form two test (pre-test and post-test) the writer used the t-table.

From the discussion above, it could be conducted that the second grade students of SMP negeri 4 Tamalatea have good skill in writing by the used problem based learning expecially on recount text.

CHAPTER V

CONCLUSION AND SUGGESSTION

A. Conclusion

This statements, the writer believes that the problem based learning can make students active. They can know how to solve the problems in writing and how to work in group. Based on the statement the writer wants to conduct a classroom research entitled “The Use Of Problem Based Learning To Improve Student Writing Skill The Student of SMP negeri 4 Tamalatea.

It was also found that the students no longer have difficulties in writing recount txt since problem based learning method can help them in recount writing. The method help them elaborate the ideas to write about the topic they want to write. By using problem based learning method, the students finally found that writing recount text is not so difficult as they taught and even it can be fun because the method help them to share and elaborate ideas. Therefore, it can be concluded that problem based learning method can improve students achievement in writing recount text.

B. Suggestions

The result of this study shows that the problem based learning method in writing skill can improve the students achievement in writing recount. These follows suggestion:

- a. English teacher

In teaching writing skill to the students it is better to use the problem

based learning method because it will be easier for the students to write a text, especially recount text. This method makes the students share ideas in a group and elaborate the ideas into writing individually.

b. Students

Researcher suggested to practice writing more often by using problem based learning method since it can improve the students' achievement in writing recount text.

c. Next or Future Researcher

This research will bring them to good understanding of writing the recount text, they will always know what to write since the method allows them to share ideas.

The researcher presents some suggestions as follows:

1. It is suggested to the English teachers that they use problem based learning method to each writing because it can bring a positive improvement for students.
2. It is suggested to English teachers apply problem based learning method as one of the alternative ways in writing skill.
3. It is suggested to the English teachers maximize for the English writing skill in giving guidance to students in learning and teaching writing process, and for the next researchers, they are suggested to apply this method in other components of writing, such as: language use vocabulary.

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THE STUDENTS' ROW OF PRE-TEST

Respondents	Pre-test	
	Coherence	Unity
	Main Idea	sequence
S-1	25	50
S-2	50	50
S-3	50	50
S-4	25	25
S-5	25	50
S-6	50	50
S-7	50	75
S-8	50	50
S-9	75	25
S-10	25	50
S-11	50	50
S-12	50	75
S-13	25	50
S-14	50	75
S-15	50	50
S-16	25	50
S-17	50	25
S-18	50	50
S-19	75	75
S-20	50	25
S-21	50	25
S-22	25	25
S-23	50	50
S-24	25	50
S-25	25	25
S-26	25	25
S-27	50	50
S-28	50	25
S-29	50	75
S-30	25	50
Total	$\sum X = 1275$	$\sum X = 1400$
Mean Score (X)	X= 42,5	X= 46,6

THE STUDENTS' ROW OF POST-TEST

Respondents	Post-test	
	Coherence	Unity
	Main Idea	sequence
S-1	75	75
S-2	100	75
S-3	75	75
S-4	75	50
S-5	50	75
S-6	75	75
S-7	75	100
S-8	100	75
S-9	75	75
S-10	100	100
S-11	50	100
S-12	75	100
S-13	75	75
S-14	50	75
S-15	75	75
S-16	100	75
S-17	75	50
S-18	75	75
S-19	100	75
S-20	75	50
S-21	100	100
S-22	75	75
S-23	100	75
S-24	75	75
S-25	50	50
S-26	75	75
S-27	100	75
S-28	75	50
S-29	75	100
S-30	75	75
Total	$\sum X = 2350$	$\sum X = 2275$
Mean Score (X)	X = 78,3	X = 75,83

**THE STUDENTS' SCORES OF PRETEST (X_1) AND POST-TEST (X_2),
GAIN/DIFFERENCE BETWEEN THE MATCHED PAIRS (D), AND SQUARE
OF THE GAIN (D^2)**

1. Coherence Writing Ability in Term of Main Idea

Respondents	Main Idea			
	Pre-test	Post-test	D (X_2-X_1)	D^2
S-1	25	75	50	2500
S-2	50	100	50	2500
S-3	50	75	25	625
S-4	25	75	50	2500
S-5	25	50	25	625
S-6	50	75	25	625
S-7	50	75	25	625
S-8	50	100	50	2500
S-9	75	75	0	0
S-10	25	100	75	5625
S-11	50	50	0	0
S-12	50	75	25	625
S-13	25	75	50	2500
S-14	50	50	0	0
S-15	50	75	25	625
S-16	25	100	75	5625
S-17	50	75	25	625
S-18	50	75	25	625
S-19	75	100	25	625

S-20	50	75	25	625
S-21	50	100	50	2500
S-22	25	75	50	2500
S-23	50	100	50	2500
S-24	25	75	50	2500
S-25	25	50	25	625
S-26	25	75	50	2500
S-27	50	100	50	2500
S-28	50	75	25	625
S-29	50	75	50	2500
S-30	25	75	50	2500
Total	1275	2350	$\sum D=1100$	$\sum D^2=51250$

2. Unity Writing Ability Term of Sequence

Respondents	Sequence			
	Pre-test	Post-test	D (X2-X1)	D ²
S-1	50	75	25	625
S-2	50	75	25	625
S-3	50	75	25	625
S-4	25	50	25	625
S-5	50	75	25	625
S-6	50	75	25	625
S-7	75	100	25	625
S-8	50	75	25	625
S-9	25	75	50	2500
S-10	50	100	50	2500
S-11	50	100	50	2500
S-12	75	100	25	625

S-13	50	75	25	625
S-14	75	75	0	0
S-15	50	75	25	625
S-16	50	75	25	625
S-17	25	50	25	625
S-18	50	75	25	625
S-19	75	75	0	0
S-20	25	50	25	625
S-21	25	100	75	5625
S-22	25	75	50	2500
S-23	50	75	25	625
S-24	50	75	25	625
S-25	25	50	25	625
S-26	25	75	50	2500
S-27	50	75	25	625
S-28	25	50	25	625
S-29	75	100	25	625
S-30	50	75	25	625
Total	$\sum_{\mathbf{X}} = 1400$	$\sum_{\mathbf{X}} = 2275$	$\sum_{\mathbf{D}} = 875$	$\sum_{\mathbf{D}^2} = 31875$

**SCORING CLASSIFICATION OF THE STUDENTS PRETEST AND
POSTTEST**

1. Scoring Classification of the students Pretest and Posttest Main Idea

Respondents	Main Idea			
	Pre-test	Classification	Post-test	Classification
S-1	25	Very poor	75	Fairly good
S-2	50	Poor	100	Excellent
S-3	50	Poor	75	Fairly good
S-4	25	Very poor	75	Fairly good
S-5	25	Very poor	50	Poor
S-6	50	Poor	75	Fairly good
S-7	50	Poor	75	Fairly good
S-8	50	Poor	100	Excellent
S-9	75	Fairly good	75	Fairly good
S-10	25	Very poor	100	Excellent
S-11	50	Poor	50	Poor
S-12	50	Poor	75	Fairly good
S-13	25	Very poor	75	Fairly good
S-14	50	Poor	50	Poor
S-15	50	Poor	75	Fairly good
S-16	25	Very poor	100	Excellent
S-17	50	Poor	75	Fairly good
S-18	50	Poor	75	Fairly good
S-19	75	Fairly good	100	Excellent
S-20	50	Poor	75	Fairly good
S-21	50	Poor	100	Excellent
S-22	25	Very poor	75	Fairly good

S-23	50	Poor	100	Excellent
S-24	25	Very poor	75	Fairly good
S-25	25	Very poor	50	Poor
S-26	25	Very poor	75	Fairly good
S-27	50	Poor	100	Excellent
S-28	50	Poor	75	Fairly good
S-29	50	Poor	75	Fairly good
S-30	25	Very poor	75	Fairly good

2. Scoring Classification of The Students Pretest and Posttest Sequence

Respondents	Sequence			
	Pre-test	Classification	Post-test	Classification
S-1	50	Poor	75	Fairly good
S-2	50	Poor	75	Fairly good
S-3	50	Poor	75	Fairly good
S-4	25	Very poor	50	Poor
S-5	50	Poor	75	Fairly good
S-6	50	Poor	75	Fairly good
S-7	75	Fairly good	100	Excellent
S-8	50	Poor	75	Fairly good
S-9	25	Very poor	75	Fairly good
S-10	50	Poor	100	Excellent
S-11	50	Poor	100	Excellent
S-12	75	Fairly good	100	Excellent
S-13	50	Poor	75	Fairly good
S-14	75	Fairly good	75	Fairly good
S-15	50	Poor	75	Fairly good

S-16	50	Poor	75	Fairly good
S-17	25	Very poor	50	Poor
S-18	50	Poor	75	Fairly good
S-19	75	Fairly good	75	Fairly good
S-20	25	Very poor	50	Poor
S-21	25	Very poor	100	Excellent
S-22	25	Very poor	75	Fairly good
S-23	50	Poor	75	Fairly good
S-24	50	Poor	75	Fairly good
S-25	25	Very poor	50	Poor
S-26	25	Very poor	75	Fairly good
S-27	50	Poor	75	Fairly good
S-28	25	Very poor	50	Poor
S-29	75	Fairly good	100	Excellent
S-30	50	Poor	75	Fairly good

CALCULATING

Mean score of the Pre-test and Post-test and Gain(D)

- a. The students' mean score of pre-test and post-test in reading for literal comprehension in term of main idea

$$\text{Pre-test: } \bar{X}_1 = \frac{\sum x}{N}$$

Where:

\bar{X} = Mean score

$\sum x$ = The sum of all score

N = Total number of students

The mean score of pretest

$$\begin{aligned}\bar{X} &= \frac{1275}{30} \\ &= 42,5(\text{Poor})\end{aligned}$$

The mean score of Post-test:

$$\bar{X}_2 = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2350}{30}$$

$$= 78,3(\text{Good})$$

- b. The students' mean score of pre-test and post-test in reading for interpretative comprehension in term of sequence

The mean score of Pre-test:

$$\bar{X}_1 = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1400}{30}$$

$$= 46,6(\text{Poor})$$

The mean score of Post-test:

$$\bar{X}_2 = \frac{X}{N}$$

$$\bar{X} = \frac{2275}{30}$$

$$= 75,83(\text{Fairly Good})$$

c. The students' Mean score of gain (D) main idea

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{1100}{30}$$

$$\bar{D} = \mathbf{36,66}$$

d. The students' Mean score of gain (D) conclusion

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{875}{30}$$

$$\bar{D} = \mathbf{29,16}$$

The percentage of the students' development in reading comprehension

1. Main idea

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{78,3 - 42,5}{42,5} \times 100$$

$$P = \frac{35,8}{42,5} \times 100$$

$$P = 84,23\%$$

2. Sequence

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{75,83 - 46,66}{46,66} \times 100$$

$$P = \frac{29,17}{46,66} \times 100$$

$$P = 62,51\%$$

Test of significance

a. Test of significance of main idea

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = Test of Significant

\bar{D} = The means score

D = The sum of total score of difference

D^2 = The square of the sum score of difference

N = The total number of students

$$t = \frac{36,66}{\sqrt{\frac{51250 - \frac{(1100)^2}{30}}{30(30-1)}}$$

$$t = \frac{36,66}{\sqrt{\frac{51250 - \frac{1210000}{30}}{30(29)}}$$

$$t = \frac{36,66}{\sqrt{\frac{51250 - 40333,33}{870}}$$

$$t = \frac{36,66}{\frac{10916,6}{870}}$$

$$t = \frac{36,66}{\sqrt{12,54}}$$

$$t = \frac{36,66}{3,54}$$

$$t=10,35$$

b. Test of significance of sequence

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{29,16}{\sqrt{\frac{31875 - \frac{(875)^2}{30}}{30(30-1)}}$$

$$t = \frac{29,16}{\sqrt{\frac{31875 - \frac{765625}{30}}{30(29)}}$$

$$t = \frac{29,16}{\sqrt{\frac{31875 - 25520,83}{870}}$$

$$t = \frac{29,16}{\frac{6354,17}{870}}$$

$$t = \frac{29,16}{\sqrt{7,30}}$$

$$t = \frac{29,16}{2,70}$$

$$t=10,8$$

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (DF) = $N - 1 = 30 - 1 = 29$

T- table= 2.04523

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479

35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

RPP Recount Text

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SEKOLAH	: SMP NEGERI 4 TAMALATEA
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2 (Tujuh/dua)
Jenis teks	: Teks Monolog Pendek
Aspek/Skill	: Recount (Witing)
Alokasi waktu	: 12 x 40 menit (6 x pertemuan)
MATERI POKOK	: RECOUNT TEXT (TEKS RECOUNT)

STANDAR KOMPETENSI :

Menulis: Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek sederhana yang berbentuk deskriptif dan recount yang berkaitan dengan lingkungan sekitar.

KOMPETENSI DASAR :

Menulis : Mengungkapkan makna yang terdapat dalam teks tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk Deskriptif dan Recount.

INDIKATOR :

1. Melengkapi teks monolog Recount yang rumpang dengan tepat.
2. Menyusun kata-kata acak menjadi kalimat yang benar
3. Menyusun kalimat-kalimat acak teks monolog Recount menjadi paragraf yang padu.
4. Menuliskan sebuah contoh teks monolog Recount sederhana berdasarkan langkah-langkah retorika.

A. TUJUAN PEMBELAJARAN

Pada akhir pelajaran siswa dapat :

1. Menyusun kata-kata acak menjadi kalimat yang benar
2. Menyusun kalimat-kalimat acak teks monolog Recount menjadi paragraph yang padu.
3. Menuliskan sebuah contoh teks monolog Recount sederhana berdasarkan langkah-langkah retorika.
4. Menyampaikan teks monolog Recount yang telah dibuat.

B. MATERI PEMBELAJARAN

1. The meaning of Recount text
2. The purpose of Recount text
3. The Generic structure of Recount text
4. Language feature of Descriptive text
5. The Example/Model of Recount text
6. Vocabulary
7. Classify of words

C. SUMBER BELAJAR

- a. Passport to the world 2 platinum, Penerbit Tiga Serangkai, Page 84-85
- b. Contextual English VIII jilid II, Penerbit, Grafindo, Page 110-113
- c. English on Sky for junior high school students year VIII, Page 173-180
- d. Joyful English Book 2 for SMP class VIII, Penerbit Aneka Ilmu, Page 60-31
- e. Let's talk for junior school VIII, Penerbit Pakar Raya, Page 175-178
- f. The Bridge English Competence for SMP grade VIII, Penerbit Yudistira, Page 27-33
- g. English in focus for grade VIII, Depdiknas, Page 60-66
- h. Mission Bahasa Inggris VIII semester ganjil, Page 25-31

- i. Gambar-gambar yang relevan

D. METODE PEMBELAJARAN

Three-Phase Technique (Presentation, Practice, Production)

E. KEGIATAN PEMBELAJARAN

PERTEMUAN I

A. Kegiatan Pendahuluan/awal

1. Greeting (salam)
2. Pengelolaan kelas
3. Apersepsi (Tanya jawab tentang berbagai hal terkait materi yang diberikan)

B. Kegiatan Inti

1. Membahas tujuan komunikatif, ciri-ciri kebahasaan, langkah-langkah retorika dan language focus teks monolog Recount
2. Guru menyebutkan kata-kata sulit, dan siswa menuliskan kata-kata sulit tersebut pada buku tugas dan menentukan arti kosa kata tersebut.
3. Siswa menyebutkan arti kata tersebut dan mengelompokkan sesuai bentuknya
4. Bersama siswa mengecek jawaban yang benar
5. Guru menuliskan contoh teks monolog Recount di papan tulis
6. Guru membacakan contoh teks monolog Recount
7. Siswa meniru ucapan guru dengan intonasi dan lafal yang benar teks monolog Recount
8. Menjawab pertanyaan dari teks monolog Recount tentang berbagai informasi : gambaran umum, informasi rinci tersurat/tersirat, main idea (ide utama / pokok pikiran), rujukan kata.
9. Bersama siswa mengecek jawaban yang benar.

C. Kegiatan penutup

1. Menanyakan kesulitan siswa selama PBM
2. Menyimpulkan materi pembelajaran
3. Menugaskan siswa untuk melengkapi sebuah contoh teks monolog Recount yang rumpang dengan tepat dan dikumpulkan pada pertemuan berikut.
4. Guru memberikan penilaian terhadap hasil karya siswa

PERTEMUAN II

A. Kegiatan Pendahuluan/awal

1. Greeting
2. Pengelolaan kelas
3. Apersepsi (Tanya jawab tentang berbagai hal terkait materi yang diberikan)

B. Kegiatan Inti

1. Review tujuan komunikatif, ciri-ciri kebahasaan, langkah-langkah retorika dan language focus teks monolog Recount.
2. Mengumpulkan tugas yang telah dibuat siswa
3. Menyampaikan teks monolog Recount yang telah dibuat di depan kelas
4. Guru menyebutkan kata-kata sulit, dan siswa menuliskan kata-kata sulit tersebut pada buku tugas dan menentukan arti kosa kata tersebut.
5. Siswa menyebutkan arti kata tersebut dan mengelompokkan sesuai bentuknya
6. Bersama siswa mengecek jawaban yang benar
7. Guru menuliskan contoh teks monolog Recount di papan tulis
8. Guru membacakan contoh teks monolog Recount
9. Siswa meniru ucapan guru dengan intonasi dan lafal yang benar teks monolog Recount

10. Menjawab pertanyaan dari teks monolog Recount tentang berbagai informasi : gambaran umum, informasi rinci tersurat/tersirat, main idea (ide utama / pokok pikiran), rujukan kata.
11. Bersama siswa mengecek jawaban yang benar.
12. Melengkapi teks monolog Recount yang rumpang dengan tepat
13. Bersama siswa mengecek jawaban yang benar
14. C. Kegiatan penutup
15. Menanyakan kesulitan siswa selama PBM
16. Menyimpulkan materi pembelajaran
17. Menugaskan siswa melengkapi sebuah contoh teks monolog Recount yang rumpang dengan tepat dan dikumpulkan pada pertemuan berikut.
18. Guru memberikan penilaian terhadap hasil karya siswa

PERTEMUAN III

A. Kegiatan Pendahuluan/awal

1. Greeting
2. Pengelolaan kelas
3. Apersepsi (Tanya jawab tentang berbagai hal terkait materi yang diberikan)

B. Kegiatan Inti

1. Review tujuan komunikatif, ciri-ciri kebahasaan, langkah-langkah retorika dan language focus teks monolog Recount.
2. Mengumpulksn tugas yang telah dibuat siswa
3. Menyampaikan teks monolog Recount yang telah dibuat di depan kelas

4. Guru menyebutkan kata-kata sulit, dan siswa menuliskan kata-kata sulit tersebut pada buku tugas dan menentukan arti kosa kata tersebut.
5. Siswa menyebutkan arti kata tersebut dan mengelompokkan sesuai bentuknya
6. Bersama siswa mengecek jawaban yang benar
7. Guru menuliskan contoh teks monolog Recount di papan tulis
8. Guru membacakan contoh teks monolog Recount
9. Siswa meniru ucapan guru dengan intonasi dan lafal yang benar teks monolog Recount
10. Menjawab pertanyaan dari teks monolog Recount tentang berbagai informasi : gambaran umum, informasi rinci tersurat/tersirat, main idea (ide utama / pokok pikiran), rujukan kata.
11. Bersama siswa mengecek jawaban yang benar.
12. Melengkapi teks monolog Recount yang rumpang dengan tepat
13. Bersama siswa mengecek jawaban yang benar
14. Menyusun kata-kata acak menjadi kalimat yang benar
15. Bersama siswa mengecek jawaban yang benar

C. Kegiatan penutup

1. Menanyakan kesulitan siswa selama PBM
2. Menyimpulkan materi pembelajaran
3. menugaskan siswa menyusun kalimat-kalimat acak menjadi yang benar dari sebuah teks monolog Recount dan dikumpulkan pada pertemuan berikut
4. Guru memberikan penilaian terhadap hasil karya siswa

PERTEMUAN IV

A. Kegiatan Pendahuluan/awal

1. Greeting
2. Pengelolaan kelas
3. Apersepsi (Tanya jawab tentang berbagai hal terkait materi yang diberikan)

B. Kegiatan Inti

1. Review tujuan komunikatif, ciri-ciri kebahasaan, langkah-langkah retorika dan language focus teks monolog Recount.
2. Mengumpulkan tugas yang telah dibuat siswa
3. Menyampaikan teks monolog Recount yang telah dibuat di depan kelas
4. Guru menyebutkan kata-kata sulit, dan siswa menuliskan kata-kata sulit tersebut pada buku tugas dan menentukan arti kosa kata tersebut
5. Siswa menyebutkan arti kata-kata tersebut dan mengelompokkan sesuai bentuknya
6. Bersama siswa mengecek jawaban yang benar
7. Guru menuliskan contoh teks monolog Recount di papan tulis
8. Guru membacakan contoh teks monolog Recount
9. Siswa meniru ucapan guru dengan intonasi dan lafal yang benar teks monolog Recount
10. Menjawab pertanyaan dari teks monolog Recount tentang berbagai informasi : gambaran umum, informasi rinci tersurat/tersirat, main idea (ide utama / pokok pikiran), rujukan kata.
11. Bersama siswa mengecek jawaban yang benar.
12. Melengkapi teks monolog Recount yang rumpang dengan tepat
13. Bersama siswa mengecek jawaban yang benar

14. Menyusun kata-kata acak menjadi kalimat yang benar
15. Bersama siswa mengecek jawaban yang benar
16. Menyusun kalimat- kalimat acak teks monolog Recount menjadi paragraph yang padu
17. Bersama siswa mengecek jawaban yang benar

C. Kegiatan penutup

1. Menanyakan kesulitan siswa selama PBM
2. Menyimpulkan materi pembelajaran
3. Menugaskan siswa Menyusun kalimat- kalimat acak teks monolog Recount menjadi paragraph yang padu dan dikumpulkan pada pertemuan berikut
4. Guru memberikan penilaian terhadap hasil hasil karya siswa

PERTEMUAN V

A. Kegiatan Pendahuluan/awal

1. Greeting
2. Pengelolaan kelas
3. Apersepsi (Tanya jawab tentang berbagai hal terkait materi yang diberikan)

B. Kegiatan Inti

1. Review tujuan komunikatif, ciri-ciri kebahasaan, langkah-langkah retorika dan language focus teks monolog Recount.
2. Mengumpulksn tugas yang telah dibuat siswa
3. Menyampaikan teks monolog Recount yang telah dibuat di depan kelas
4. Guru menyebutkan kata-kata sulit, dan siswa menuliskan kata-kata sulit tersebut pada buku tugas dan menentukan arti kosa kata tersebut
5. Siswa menyebutkan arti kata tersebut dan mengelompokkan sesuai bentuknya

6. Bersama siswa mengecek jawaban yang benar
7. Guru menuliskan contoh teks monolog Recount di papan tulis
8. Guru membacakan contoh teks monolog Recount
9. Siswa meniru ucapan guru dengan intonasi dan lafal yang benar teks monolog Recount
10. Menjawab pertanyaan dari teks monolog Recount tentang berbagai informasi : gambaran umum, informasi rinci tersurat/tersirat, main idea (ide utama / pokok pikiran), rujukan kata.
11. Bersama siswa mengecek jawaban yang benar.
12. Melengkapi teks monolog Recount yang rumpang dengan tepat
13. Bersama siswa mengecek jawaban yang benar
14. Menyusun kata-kata acak menjadi kalimat yang benar
15. Bersama siswa mengecek jawaban yang benar
16. Menyusun kalimat- kalimat acak teks monolog Recount menjadi paragraph yang padu
17. Bersama siswa mengecek jawaban yang benar
18. C. Kegiatan penutup
19. Menanyakan kesulitan siswa selama PBM
20. Menyimpulkan materi pembelajaran
21. Menugaskan siswa membuat sebuah contoh teks monolog Recount sederhana berdasarkan langkah-langkah retorika dan dikumpulkan pada pertemuan berikut
22. Guru memberikan penilaian terhadap hasil karya siswa

PERTEMUAN VI

- A. Kegiatan Pendahuluan/awal
 1. Greeting

2. Pengelolaan kelas
3. Apersepsi (Tanya jawab tentang berbagai hal terkait materi yang diberikan)

B. Kegiatan Inti

1. Review tujuan komunikatif, ciri-ciri kebahasaan, langkah-langkah retorika dan language focus teks monolog Recount.
2. Mengumpulksn tugas yang telah dibuat siswa
3. Menyampaikan teks monolog Recount yang telah dibuat di depan kelas
4. Guru menyebutkan kata-kata sulit, dan siswa menuliskan kata-kata sulit tersebut pada buku tugas dan menentukan arti kosa kata tersebut
5. Siswa menyebutkan arti kata tersebut dan mengelompokkan sesuai bentuknya
6. Bersama siswa mengecek jawaban yang benar
7. Guru menuliskan contoh teks monolog Recount di papan tulis
8. Guru membacakan contoh teks monolog Recount
9. Siswa meniru ucapan guru dengan intonasi dan lafal yang benar teks monolog Recount
10. Menjawab pertanyaan dari teks monolog Recount tentang berbagai informasi : gambaran umum, informasi rinci tersurat/tersirat, main idea (ide utama / pokok pikiran), rujukan kata.
11. Bersama siswa mengecek jawaban yang benar.

C. Kegiatan penutup

1. Menanyakan kesulitan siswa selama PBM

2. Menyimpulkan materi pembelajaran
3. Post test
4. Guru memberikan penilaian terhadap hasil post test siswa

ALOKASI WAKTU KEGIATAN PEMBELAJARAN

No	Kegiatan	Waktu
Pertemuan I, II, III, IV, V		
1	Kegiatan pendahuluan	10 Menit
2	Kegiatan Inti	60 Menit
3	Kegiatan Penutup	10 Menit
Pertemuan VI		
1	Kegiatan pendahuluan	10 Menit
2	Kegiatan Inti	30 Menit
3	Kegiatan Penutup	10 Menit
4	Post test	30 Menit

F. PENILAIAN

- a. Teknik : Tes lisan dan tulisan
- b. Bentuk : a. Performance (unjuk kerja)
 Pertanyaan : Essay, Multiple choise and Find the Meaning of words
- c. Instrumen :

My Adolescence

I had my adolescence when I was thirteen. It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face. That was my bad experience with adolescence, though there were still lots of good experience too.

Analisa :

Orientation : Paragraf pertama, (I had my adolescence when I was thirteen)

Events : Paragraf kedua dan ketiga.

Reorientation : Paragraf keempat

A Page from A Girl's Diary

ditulis oleh Pratama Lysa Hapsari

Tuesday, September 30th, 2008

It was *takbiran* night. It was also my birthday, and nothing happened. Or I had thought nothing would happen, but I was wrong.

That night, I was *watching television* with my family when I heard someone lit fireworks in my front yard. I *peeped* through my window glass but could see nothing. It was very dark outside.

Then I *thought* it had to be my cousins who lit the fireworks. Then I *plopped down* on my sofa again and tried to concentrate on the television since my mind raced with disappointment that no one gave something special on my birthday.

I *shrugged*, it was almost the end of the day and I became pessimist. Five minutes later my mobile *beeped*. It was a text from my friend *asking* me to come out. Wondering what was going on, I *grabbed* my jacket and *hurried* to the front door. I was *surprised* to see her bring a bag full of firework and fire drills. Next I was surprised to see my other friend come out from the darkness. She *brought* a beautiful birthday cake on her hands. Oh my God! I *shrieked*. Then they *gave* the cake to me who was too stunned to say anything. I *realized* I was blushing furiously because my whole family was watching. Not to mention my neighbors too!

A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. I didn't even know how to describe what I felt. Happy was the simplest word.

CURRICULUM VITAE

SRI SAMSIDAR, Was born on mei 21th, in bulukumba. She is the first child there is no siblings of the couple Marsuki and Rara Nurul Aidah. In 2000 she studied as student in elementary school at SD impres mamuju and graduated in 2006. Then she continued her study at SMP Negeri 1 bulukumpa and graduated in 2009. After finishing her study in junior high school, she continued her study at SMA Negeri 1 bulukumpa and graduated in 2012.

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