

**THE EFFECTIVENESS OF USING PROBLEM BASED LEARNING (PBL)  
IN IMPROVING THE STUDENTS' ABILITY IN WRITING  
DESCRIPTIVE ESSAYS (A Quasi Experimental Research)**



**SKRIPSI**

**By:**

**NUR AFNI OKTAVIANI**  
**10535612114**

**ENGLISH DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR  
2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**LEMBAR PENGESAHAN**


Skripsi atas nama NUR AFNI OKTAVIANI, NIM 10535 6121 14 diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 0018 Tahun 1440 H/2019 M, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019

Makassar, 26 Jumadil Awal 1440 H  
01 Februari 2019 M

**Panitia Ujian :**

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (.....)
2. Ketua : Erwin Akib, M.Pd., Ph.D. (.....)
3. Sekretaris : Dr. Baharullah, M.Pd. (.....)
4. Dosen Penguji : 1. Ummi Khaerati Syam, S.Pd., M.Pd. (.....)  
2. Andi Asri Jumiaty, S.Pd., M.Pd. (.....)  
3. Hj. Hmiyah, S.Pd., M.Pd. (.....)  
4. Ismail Sangkala, S.Pd., M.Pd. (.....)

Disahkan Oleh :  
Dekan FKIP Universitas Muhammadiyah Makassar

  
Erwin Akib, M.Pd., Ph.D.  
NBM : 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : The Effectiveness of Using Problem Based Learning in Improving the Students' Ability in Writing Descriptive Essays  
 Name : NUR AFNI OKTAVIANI  
 Reg. Number : 10535612114  
 Programmer : English Education Department Strata I (S1)  
 Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by

Consultant I

Consultant II

Ummi Khaerati Syam, S.Pd., M.Pd.

Herlina Daddi, S.Pd., M.Pd.

Dean of FKIP  
 Makassar Muhammadiyah University

Head of English  
 Education Department

  
Erwin Akib, M.Pd., Ph.D.  
 NBM: 860.934

  
Ummi Khaerati Syam, S.Pd., M.Pd.  
 NBM: 977.807







**UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**SURAT PERNYATAAN**

Saya yang bertanda tangan di bawah ini:

Nama : **Nur Afni Oktavianti**  
Nim : 10535612114  
Jurusan : Pendidikan Bahasa Inggris  
Judul proposal : The Effectiveness of Using Problem Based Learning In Improving The Students' Ability In Writing Descriptive Essays

Dengan ini saya menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Desember 2018  
Yang Membuat Pernyataan

**Nur Afni Oktavianti**



**UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**SURAT PERJANJIAN**

Saya yang bertanda tangan di bawah ini:

Nama : **Nur Afni Oktavianti**  
Nim : 10535612114  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Keguruan Dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi.
4. Apabila saya melanggar perjanjian pada butir 1, 2, 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Desember 2018  
Yang Membuat Perjanjian

**Nur Afni Oktavianti**

Mengetahui  
Ketua Jurusan  
Pendidikan Bahasa Inggris

**Ummi Khaerati Syam, S.Pd, M.Pd**  
**NBM. 977 807**

# **MOTTO**

**DO WHAT YOUR SAY AND  
SAY WHAT YOUR DO**

## ABSTRACT

**NUR AFNI OKTAVIANTI, 2018.** *The Effectiveness of Using Problem Based Learning In Improving The Students' Ability In Writing Descriptive Essays Of The Tenth Grade Students of SMAN 1 Bontomatene in Academic Year 2018/2019.* Thesis English Education Department, Education and Teacher Training, Muhammadiyah University of Makassar, Guided by **Ummi Khaerati Syam** and **Herlina Daddi**.

The aim in this research is to find out whether using Problem Based Learning to improve or not the students' ability in writing descriptive essays for the tenth grade students on SMAN 1 Bontomatene compare with traditional method to teach descriptive essay.

The researcher used experimental research. The design used in this research is Quasi-Experimental with Pre-test Post non-equivalent design. The population in this research is the tenth grade students of SMAN 1 Bontomatene in academic year 2018/2019. The sampling technique used was simple random sampling. The sample research divided in two classes; X IPA 1 as Experimental Class and X IPA 2 as Control Class. In collecting the data, the researcher used mean score and t-test to analyze the data by using formula of Gay (1998).

The finding of this research shows that teaching writing descriptive essays by using Problem Based Learning was improve the students' ability in writing descriptive essays. It is proved by t-test formula, it is known that the value of frequency  $df = 29 - 1 = 28$ , at the 50% significance level obtained  $t_{table} = 2.048$ . So,  $t_{test} > t_{table}$  or null hypothesis  $H_0$  is rejected and the alternative hypothesis  $H_1$  is accepted. It means that there is any significant effect between the students taught by using problems based learning as method in learning writing descriptive essays and the students taught by using traditional method. Therefore, it can be concluded that Problem Based Learning is Effective to apply by the teacher in improving students' ability in writing descriptive essays especially for the students of SMAN 1 Bontomatene.

**Keywords:** Transitional signals, type of transitional signals, the accuracy.



## ABSTRAK

NUR AFNI OKTAVIANTI, 2018. Efektivitas Penggunaan Pembelajaran Berbasis Masalah dalam Meningkatkan Kemampuan Siswa Dalam Menulis Esai Deskriptif Siswa Kelas X SMAN 1 Bontomatene Tahun Akademik 2018/2019. Skripsi Jurusan Pendidikan Bahasa Inggris, Pendidikan dan Pelatihan Guru, Universitas Muhammadiyah Makassar, Dipandu oleh Umami Khaerati Syam dan Herlina Daddi.

Tujuan dalam penelitian ini adalah untuk mengetahui apakah menggunakan Problem Based Learning untuk meningkatkan atau tidak kemampuan siswa dalam menulis esai deskriptif untuk siswa kelas sepuluh di SMAN 1 Bontomatene dibandingkan dengan metode tradisional untuk mengajar esai deskriptif.

Peneliti menggunakan penelitian eksperimental. Desain yang digunakan dalam penelitian ini adalah Quasi-Experimental dengan Pre-test Post non-equivalent design. Populasi dalam penelitian ini adalah siswa kelas X SMAN 1 Bontomatene pada tahun akademik 2018/2019. Teknik pengambilan sampel yang digunakan adalah simple random sampling. Sampel penelitian dibagi dalam dua kelas; X IPA 1 sebagai Kelas Eksperimental dan X IPA 2 sebagai Kelas Kontrol. Dalam mengumpulkan data, peneliti menggunakan skor rata-rata dan uji-t untuk menganalisis data dengan menggunakan rumus Gay (1998).

Temuan dari penelitian ini menunjukkan bahwa pengajaran menulis esai deskriptif dengan menggunakan Problem Based Learning meningkatkan kemampuan siswa dalam menulis esai deskriptif. Hal ini dibuktikan dengan rumus uji-t, diketahui bahwa nilai frekuensi  $df = 29 - 1 = 28$ , pada taraf signifikansi 50% diperoleh  $t\text{-tabel} = 2,048$ . Jadi, uji-t  $t\text{-tabel}$  atau hipotesis nol  $H_0$  ditolak dan hipotesis alternatif  $H_1$  diterima. Artinya ada pengaruh yang signifikan antara siswa yang diajar dengan menggunakan pembelajaran berbasis masalah sebagai metode dalam pembelajaran menulis esai deskriptif dan siswa yang diajar dengan menggunakan metode tradisional. Oleh karena itu, dapat disimpulkan bahwa Problem Based Learning efektif untuk diterapkan oleh guru dalam meningkatkan kemampuan siswa dalam menulis esai deskriptif terutama untuk siswa SMAN 1 Bontomatene.

*Kata kunci: Sinyal transisi, jenis sinyal transisi, keakuratan.*

## ACKNOWLEDGMENT



Alhamdulillah Robbil ‘Alamin. The researcher expresses her biggest gratitude to the almighty Allah SWT, who has given guidance, blessing, and mercy to her in completing this thesis.

Salam and Shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad SAW. The researcher realized that in writing and compile this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. The researcher would like to express her appreciation and sincere thanks to all of them particularly:

- a. Dr. H. Abd Rahman. SE, MM, the Rector of Muhammadiyah University of Makassar for his advices during his studied at the university.
- b. Erwin Akib S.Pd., Ph.D, the Dekan of FKIP UNISMUH Makassar for all advices and motivation.
- c. Umami Khaerati Syam S.Pd., M.Pd, the lead of English education department of FKIP UNISMUH Makassar, for all advices and motivation.
- d. Her high appreciation and great thankful are due to consultant Umami Khaerati Syam S.Pd., M.Pd as the first consultant and Herlina Daddi S.Pd., M.Pd as the second consultant who has given guidance, correction, patience, and support since the preliminary state of manuscript till the completion of this thesis.

- e. The researcher deep appreciation for Drs. Rusydi Syamsul, MM as a head master of SMAN 1 Bontomatene Kab. Kep. Selayar and English teacher Andi Ompo S.Pd and all the students, especially for the X IPA 1 and X IPA 2 in academic year 2018/2019 who have spared their time and activities for being subject of this research.
- f. Her special heartfelt to her beloved parents Syahrir and Dg. Tamaming, her sisters Salsa Ariyanti and Alda Alfaningsi, and her boyfriend Priyo Saputra, and all member of anak rajin squad who always sacrifice, love, care, support for financial and pray for her safety and every success of mine.
- g. Finally, for all everybody who gave valuable suggestion, guidance, assistance, and advice to completion this thesis may Allah SWT be with us now and forever.

**Makassar, December 2018**

**The Researcher**

## TABLE OF CONTENT

<b>TITLE PAGE</b> .....	i
<b>APPROVAL SHEET</b> .....	ii
<b>COUNSELLING SHEET</b> .....	iii
<b>SURAT PERNYATAAN</b> .....	vi
<b>SURAT PERJANJIAN</b> .....	vii
<b>ABSTRACT</b> .....	viii
<b>AKNOWLEDGMENT</b> .....	ix
<b>TABLE OF CONTENT</b> .....	xi
<b>LIST OF TABLE</b> .....	xiii
<b>LIST OF FIGURE</b> .....	xiv
<b>LIST OF APPENDIX</b> .....	xv

### CHAPTER I INTRODUCTION

A. Background.....	1
B. Problem Statements.....	3
C. Objective of the Research.....	4
D. Significance of the Research.....	4
E. Scope of The Research.....	4

### CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings .....	5
B. The Concept of Writing .....	6
C. Essay .....	10

D. Descriptive Essay .....	13
E. The Concept of Problem Based Learning .....	15
F. Conceptual Frame .....	20
G. Hypothesis.....	21

### **CHAPTER III RESEARCH METHOD**

A. Research Design.....	22
B. Variable .....	23
C. Population and Sample .....	23
D. Instrument .....	23
E. Procedure of Data Collection.....	24
F. Data Analysis .....	24

### **CHAPTER IV FINDINGS AND DISCUSSION**

A. Research Findings .....	33
B. Discussion .....	42

### **CHAPTER V CONCLUSION**

A. Conclusion .....	46
B. Suggestion.....	46

### **BIBLIOGRAPHY**

### **APPENDIX**

### **CURRICULUM VITAE**

## LIST OF TABLE

Table	Pages
3.1 The Research Design.....	22
3.2 Analysis Content.....	26
3.3 Analysis Organization.....	27
3.4 Analysis Vocabulary.....	28
3.5 Analysis Mechanic .....	29
3.6 Analysis Grammar .....	30
4.1 The Students Score of Experimental Class.....	34
4.2 The Score of Pre-test in Experimental Class.....	35
4.3 The Score of Post-test in Experimental Class.....	36
4.4 Minimum, Maximum, and Mean of Experimental Class.....	37
4.5 The Students Score of Control Class.....	38
4.6 The Score of Pre-test in Control Class.....	39
4.7 The Score of Post-test in Control Class.....	40
4.8 Minimum, Maximum, and Mean of Control Class.....	41

## LIST OF FIGURE

Figure	Page
2.1 Conceptual Framework.....	21

## **LIST OF APPENDICES**

- APPENDIX 1: INSTRUMENT
- APPENDIX 2: LESSON PLAN OF EXPERIMENTAL CLASS
- APPENDIX 3: LESSON PLAN OF CONTROL CLASS
- APPENDIX 4: LEARNING MATERIAL
- APPENDIX 5: PRE-TEST AND POST-TEST RESULT
- APPENDIX 6: THE STUDENTS SCORE OF EXPERIMENTAL CLASS
- APPENDIX 7: SCORE OF PRE-TEST IN EXPERIMENTAL CLASS
- APPENDIX 8: SCORE OF POST-TEST IN EXPERIMENTAL CLASS
- APPENDIX 9: THE STUDENTS SCORE OF CONTROL CLASS
- APPENDIX 10: SCORE OF PRE-TEST IN CONTROL CLASS
- APPENDIX 11: SCORE OF POST-TEST IN CONTROL CLASS
- APPENDIX 12: DOCUMENTATION



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Writing is one of the basic competencies to communicate in teaching English. As the basic competence, writing is about the way that ideas are ordered into sentences and paragraphs to communicate to the reader of each particular piece of writing (Cremer, 2013). In addition, writing includes what people think and transferring message from their thought to the written form using language (Irawati, 2015). Therefore, writing is an effective way to communicate and express our thoughts, feelings, and opinions to others in written form.

Essay is one of the written forms in writing that must be produced skill where the students should produce something such as writing essay. Then, when the students write an essay the students are making a case for the validity of a particular point of view, analysis, interpretation, or set of facts or procedures. Similarly, in the process of practicing essay writing, there are important aspects which need to be considered, such as content of the essay, organization of the essay, coherence, grammar, vocabulary and mechanics (Humaniora, 2013). Thus, to write an essay the students should be known to choosing a topic for the essay, defining the purpose, brainstorming subjects of interest, evaluating each potential topic, organizing ideas by a drawing

diagram or a writing outline, writing the body paragraphs, and checking instruction for the assignment.

Writing essays has several form, one of them is “descriptive text’ that focus on describing a character, an effect, or a place in great detail (Nawawi, 2011). Thus, descriptive text is the text which describes something, someone, situation, and etc. or write about the way persons, places, or things appear. In addition, in learning descriptive text, students have problem to write although they know the topic which has been given by the teacher. The students usually confused to write their idea about the topic and still do not understand clearly what the descriptive text is, and how to describe persons, places, and things in English writing (Nawawi, 2011). Thus, they will very need the inspiration to create ideas in write an essay such as, discuss with their friends in small group that be equal.

One of the ways to help the student’s problem is Problem Based Learning (PBL). Problem Based Learning (PBL) has been experimented as pedagogy in various disciplines and contexts around the world and recognized as effective teaching-learning method. In PBL the students are organized into small groups learning. Similarly, Dharma (2014) state that in PBL group members must be heterogeneous in term of level so that the collaboration occurs among the group members in investigate the posed problems by defining the problems, gathering known facts, paraphrasing the problems, and generate solution by sharing and having discussion with their friends. In the same way, discovers PBL group showed improvements in the post-writing

test, that is, their essays were richer in terms of support and arguments for each point, while the non-PBL did not show much difference in their post-writing test (Zuhri Muhammad Dj, 2015). Therefore, this indicates that PBL enables the students to explore information which relates to the topic of their writing an essay. The more information they explore and the more inspiration they have.

Therefore, the researcher is sure that students are more interested to write an essays especially in descriptive text through problem based learning (PBL) because it can improve the students' ability in writing essays. The students will be enthusiastic in learning because whoever if discuss the actual real problems, surely most of us will be spirit to give arguments, opinions, ideas, etc. Also it stimulates the students' interest to write or it expects to activate students' prior knowledge of what topic that they should write and present ideas in writing form. The researcher will be conducting a study at seven grade of junior high school 1 Bontomatene.

Based on the statement above, the researcher is interested to do a research under the title "The effectiveness of using Problem Based Learning (PBL) in improving the students' ability in writing essays (A Quasi Experimental Research)".

## **B. Problem Statement**

Based on the background above the researches formulate the follow research question Is PBL (Problem Based Learning) method effective to improve students' ability in writing descriptive essays?

### **C. Objective of The Research**

Based on the problem formulation above, the objective of the research is to find out if PBL method effective to improve students' ability in writing descriptive essays.

### **D. Significance of the Research**

Based on the research objective above, the researcher can show the research benefit such as:

#### 1. For English teacher

Teacher will know the students problem especially of using PBL in the writing essays and teacher can increase the students understanding about the PBL in the learning activity. This research gives inspiration for the teacher to find out the technique or media to teach this material.

#### 2. For other Researcher

Based on the explanation above the data will help other researcher to get the reference and solve the problem especially of using a PBL in making writing essays.

### **E. Scope of the Research**

This research is restricted to the use of problem-based learning (PBL) method in improving the students' ability in writing descriptive essays. The students' essays will be scored from two components focus on content and organization.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Related Research Findings**

Some of the previous research findings as follow:

1. Alawia (2011) He found that the use of clustering technique has successfully improved the eight year students' writing ability in writing descriptive text. The students' responses show that they were interest to learn writing subject, because they felt easier to write using the technique.
2. Nawawi (2011) He found that teaching writing descriptive text using guided questions is effective to improve students' writing skill, to collect students' perception and impression of guided questions process, and to collect progressive result of students' participation in learning writing descriptive text.
3. Nurfadillah (2018). He found that the problems based learning has given strong effect on students' writing ability of narrative text and there was a sigignificant effect on students' writing ability at tenth grade of SMA Negeri 1 Kota Tangerang.
4. Abubakar (2015). He did a research to improve students speaking ability through Problem Based Learning (PBL). The result of this research showed their students' participation increased 57% and their students' performance increased up to 2,59%.

The four previous result have input techniques in improve students' writing and another technique to improve the students' language skill is PBL. Meanwhile, this research will be focused on the effectiveness of using Problem Based Learning (PBL) in improving students' ability in writing essay.

## **B. The Concept of Writing**

### **1. Definition of writing**

Writing is one of the basic competencies to communicate in teaching English. As the basic competence, writing is about the way that ideas are ordered into sentences and paragraphs to communicate to the reader of each particular piece of writing (Creme, 2013).

Another statement about writing is the way of thinking or sending message from the writer to the reader which becomes the part of language or language skill and it's also means communications (Nawawi, 2011).

Similarly with before statement, writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time (Fauzi, 2011).

Based on the various definitions above, it is clear that writing is a means of communication, and a way of expressing ideas through written form. Therefore, Writing is the process of building larger units form

smaller ones. That form the combination letter form words and to be arranged to form sentences, sentences to be arranged to make paragraph and paragraph arranged to make a writing essay.

## **2. Writing Process**

Writing process is a private activity. Writing process can help them in composing their thought into paper. Writing process as a classroom activity incorporates the four basic writing stage-planning (Pre-writing), drafting, revising, editing, evaluating, and publishing. There are several writing process, they are:

### **a. planning [pre-writing]**

There are several pre-writing techniques that will help to think and develop a topic and get word.

#### **1. Group Brainstorming**

Group member spews out ideas about the topic. Spontaneity is important here. There are not rights or wrong answer. Group members may have up come up with a new ideas that seemed silly or impractical, but one idea led to another, and you eventually hit on and ideas that worked.

#### **2. Clustering**

Student's form word related to a stimulus supplied by teacher. The word are circle and then linked by lines to show discernible cluster.

Clustering is simple powerful strategy.

#### **3. Rapid Free writing**



Within a limited time students can make write quickly a single word or phrase about a topic. The time limit keeps the writer's minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

#### 4. WH-Question

WH-Question is who, why, what, where, when and how question about the topic. This can help to write a paragraph which has correlation to the topic.

#### **b. Drafting**

In the second stage is drafting, in the drafting stage the writer are focused fluency of writing with grammatical accuracy. In this way, you are attempting to draw out the essay's concept. Use your first draft to.

1. Formulate a working introduction
2. Organize your ideas

#### **c. Revising**

Revising means rewriting an essay, building on what has already been done to make it stronger. Then their revise their draft, their review their draft on the feedback in given in the responding stage. There are several stages to the revising process: revising content, revising sentence and editing. You can make decisions about revising your writing:

1. Revising your sentences; revising overall structure
2. Revising your paragraph; evaluating coherence
3. Revising your words choice

**d. Editing**

In this stage students have prepare the final draft for evaluation by the teacher. They edit their own in grammar, spelling, punctuation, diction, sentence accuracy of supportive textual material such as quotation.

**e. Evaluating**

After the students has finished, the next stage is evaluation students writing. In this stage students will get score may be scoring from analytical. The criteria for evaluation should be made known to students in advance. In this way they are made more responsible for their own.

**f. Publishing**

The final step of writing process is publishing. This means depending on the piece you are working on:

1. Blogger need to upload, format and post their piece of completed work.
2. Students need to produce a final copy of their work, in the correct format

3. Journalist need to submit their piece (usually called “copy”) to an editor
4. Fiction writers may be sending their story to a magazine or competition.

### **3. Writing Goal**

According to Hampton in (SofiFajaryani, 2015) says that some of writing goals are:

- a. Writers are independent when they are able to write without much assistance.
- b. Writers gain comprehensibility when they can write, so that it can be read and understood by themselves and others.
- c. Writers are fluent when they are able to write smoothly and easily as well as understand.
- d. Writers again creativity when they can write their own ideas. Not copying what has already been written; therefore they can be read and understood.

## **C. Essay Writing**

### **1. The Concept of Essay Writing**

An essay is a short academic composition. In composition, however, an essay is a piece of non-fiction writing that talks or discusses

a specific topic. Presently, essay is part of every degree program. Each subject has specific requirements for the essays, some subject need longer essays, while others need shorter ones, such as a five paragraph essay. In composition, the start is mad from a five-paragraph essay (David, 1979). Therefore, essay is certain person, place, or things, through the duration of the text and talk a specific topic in some paragraph.

There has been extensive research on essay as a means of assessment. While some of the findings from these studies may be relevant to the present investigation, it is important to bear in mind that the primary focus of assessment research is on essays as test or examination forms. In addition, assessment research has concentrated on essay markers rather than on essay writers, in order to determine whether the rating made by different marker on the same essays is consistent (Payne, 1974). Thus the kind of essay written by students participating in the present enquiry is longer and likely to be both more complex and more specific than the type of essay normally investigated by assessment researchers.

## **2. Format of an Essay**

Generally, a simple a five paragraph has five paragraphs including an introduction, three body paragraphs, and a conclusion (David 1979:22). Where in introduction tell about background information, in body paragraph tell about explanation and example, and conclusion tell about summary of point.

### **3. Types of essay**

According David (1979) there are some types of essay, such as:

#### **a. Narrative Essay**

A narrative essay is a narration like a short story. It is, however, different from a short story in that it is written in an essay format.

#### **b. Descriptive Essay**

A descriptive essay is describes something to make readers feel, smell, see, taste, or hear what is described.

#### **c. Expository Essay**

An expository essay exposes things in detail to make readers understand without any complications.

#### **d. Persuasive Essay**

A persuasive essay is meant to convince the target audience to do something or not do something.

#### **e. Argumentative Essay**

An argumentative essay is meant to present arguments in the favor of something. It has an additional fourth body paragraph that is meant to present opposite argument.

#### **f. Analytical Essay**

An analytical essay is analyze something, such as in literature an analytical essay analyzes a piece of literature from different angles.

**g. Comparison and Contrast Essay**

A comparison and contrast essay makes either a comparison, a contrast, or both between two different or similar things.

**h. Cause and Effect Essay**

A cause and effect essay makes readers understand the cause of things, and their effect on other things.

**i. Critical Essay**

A critical essay is written on literary pieces to evaluate them on the basis of their merits or demerits.

**j. Review Essay**

A review essay discusses the merits and demerits of a book and evaluates it through a review.

**k. Simple Essay**

A simple essay is just a five-paragraph essay that is written on any topic after it is specified.

**l. Research Essay**

A research essay revolves around a research question that is meant to answer some specific question through a research of the relevant literature.

**m. Synthesis Essay**

A synthesis essay is meant to synthesize different ideas to make a judgment about their merit and demerits.

## **D. Descriptive Text**

### **1. The definition of Descriptive Text**

Descriptive is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, and person in order to have visual appearance of the object described (Dirgeyasa, 2014). Therefore, Descriptive text is a text which says what a person or thing is like.

Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind of the text is the description of particular thing, animal, person, or others, for instance: our pets or person we know well. A good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive text may also paint picture of the feeling the person, place or thing invokes in the writer.

### **2. The Generic Structure of Descriptive Text**

Descriptive text has structure as below:

#### **a. Identification**

In this generic structure introduce to the subject of description

#### **b. Description**

In this part give details of the characteristic feature of the subject. Such as: qualities, characteristics, describing the phenomenon in parts, size, physical appearance, ability, habit, and daily live.

### **3. Types of Descriptive text**

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language (amstrong, 2001).

- a. Descriptions of a person, place or thing contain sensory details that bring to life actual people, place, and things.
- b. Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.
- c. Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- d. Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

## **E. The Concepts of Problem Based Learning Method**

### **1. Nature of problem based learning**

(Duch, 1995) says that PBL is an instructional method that challenges students to "learn to learn," working cooperatively in class to seek solutions to real world problems. These problems are used to engage students' curiosity and initiate learning the subject matter. Chin (2004) states that PBL is one of the active learning models that supports flexibility and creativity in learning changing knowledge and takes individual differences into consideration. It is



a learning method that places the students face-to-face with problems which they could come across in the real world, makes them aware of their importance it is based on fostering skills like solving the problem in advance, focuses on the student's activity and depends on mastery and adequacy. PBL is process of learning where small class of learners is given an unstructured real-world problem to be solved. One assumption of PBL is that the small class structure helps distribute the cognitive load among the members of the class, taking advantage of class members' distributed expertise by allowing the whole class to tackle problems that would normally be too difficult for each student alone (Pea, 1993).

Dicle (2009) argues that PBL is to gain a problem-solving ability as a result of determining, problems, looking for causes, formulating hypotheses and dealing with the knowledge and effort to prove or disprove these hypotheses, it is a multifaceted method providing possibilities for the knowledge to be used in other fields. PBL integrates all aspects of learning such as facilitation, questioning, creative and critical thinking, problem solving, cooperative learning, team building, active learning and discovery-based learning to provide for holistic learning experience (Wee, 2003).

Based on the various definitions above, it is clear that PBL is one of the teaching methods that challenges the students to learn based on the real life. Actual problems are brought into the class and discussed by the students in order to give opinions or solutions.

## **2. The Characteristics of Problem Based Learning**

Fogarty (1997) point out the characteristics of PBL, namely: 1). Learning is started by the problems that are being happened in the real life; 2). Learning is student-centered; 3). Teacher as a coach or facilitator of learning; and 4). Students work in small class to solve/ provide multiple solutions to problems.

### **3. The Steps of Problem Based Learning**

Santyasa (2005) writes eight steps of PBL. Those are described as follows:

#### **a. Finding the problem**

The students are given ill-defined problem which is taken to the real life problem. It is then expressed with simple sentences and gives its facts. It is also hoped to give the chance to the learners for doing research. The students use inters and intra personal intelligence for mutual understanding and mutual giving knowledge with member of class about problem that is being learning.

#### **b. Defining the problem**

In this step, the students define the problem by their own words. The problem is expressed by parameter clearly and then, the students make some definitions as prior knowledge that is so vital to be prepared. In this section, the students apply the infra-personal intelligence and their own prior knowledge to understand and define the problem.

#### **c. Collecting the facts**

The students remember again their experiences and their own prior knowledge for collecting the facts. In this step, the students use complex intelligence to look for information that is suitable with the problem discussed.

The students then organize the information by using expression "know", "need to know", and "need to do" for analyzing the problem and the facts that is based on the problem.

d. Constructing the hypotheses

Based on the discussion which has gone before, the students then construct hypotheses about the nature, of the problem, including possible mechanisms. The aim is to have the students focus on understanding the key concept which are illustrated by each problem, and this requires that they delve deeper into it.

e. Investigating the data and information

In this step, the students investigate the data and information that has been gotten and oriented to the problem. The students apply their complex intelligence to understand the information and facts which they have found. The teachers then make the structure of learning that because the students can use any ways to know and understand their condition,

f. Completing the problem that has been defined

In this section, the students complete again the problem statement by reflecting through real life that they know and understand. The students use verbal-linguistic intelligence in correcting the problem

statement by using correct words, focus to the investigation and show the facts and information clearly and also it gives the advantages in analyzing the data.

g. Concluding the solution of problem in class collaboratively

Each class discusses the data and information that are relevant to the problem. All of the member class should give their argument, opinion, and solution about the problem. In this step, the process of problem solving is to conclude the solutions which are found from the result of discussion collaboratively in each class. Collaboration is a good method in collecting some of solutions compare with working individually.

h. Testing the solution of problem

This is the last step, the students test the solutions based on actual problem by discussing with other class for getting result and the best solution. Each class is given the opportunity to present their solution and other class may give opinion and argument. Each team will be guided in the use of a reiterative problem-solving process and will apply this problem solving process to find, analyze, and solve the problem.

#### **4. Why Use Problem Based Learning**

There are two factors influence students' interest in learning, as Junaid (1992) points out, namely external and internal factor. The internal factors

include the students' attitude toward the subject and their aptitude or linguistic ability. The external factors include the school factor, which may involve the teachers, the students and the material, family factors such a mental support and social environment factor.

PBL is one of the teaching methods that can interest the students; as we know that, PBL method places the students in small-class and provides a means by which they can investigate real problems. It can motivate the students in learning because the students learn based on the real-world problem so that students can put their opinions, feeling and solution about the problem automatically they are interested in learning. In addition, it is similar as Engel (2004) says that:

- a. PBL better prepares students to apply their learning to real-world situations.
- b. PBL enables students to become producers, rather than consumers of knowledge.
- c. PBL can, help students develop communication, reasoning and critical thinking skills.

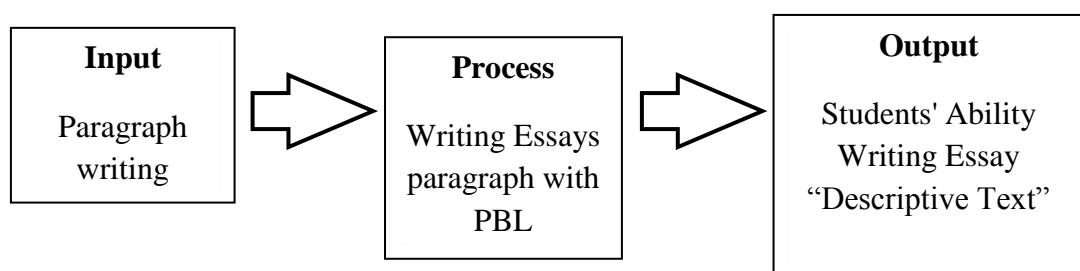
In writing activities, using PBL method can be helpful to stimulate the students to write an essay. And the problem can motivate the students to do or to write anything. By the problem the students are interested for giving arguments, opinion and so on.

## **F. Conceptual Framework**

Good writing is determined by the quality of an essay of which demand to produce a good paragraph in their writing. To produce a good paragraph, the students have to know the characteristic of a good paragraph consist of four components namely; unity, completeness, order and coherence. In order to master four components, the students have to know content and organization.

One of the ways to help the students to make an essay is through PBL method. It will be help the students to generate and formulate ideas, feeling, and opinion in writing their essays.

Based on the theory of the research, the theoretical framework can visualize as follows:



The figure above shows the activity process of activating students in writing essays through PBL. The component of this figure is described as follows:

- 1) Input refers to the writing essays materials.

- 2) Process refers to the activities that are done by the students when write essays “descriptive text” through PBL method.
- 3) Output refers to the result of the teaching and process to write essays “descriptive text” through PBL method.

### **G. Hypothesis**

1. Null Hypothesis (Ho): There is no significant difference of students' paragraph writing ability before and after using PBL method.
2. Alternative Hypothesis (Hi): There is a significant difference of students' paragraph writing ability before and after using PBL method.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study was used Quasi-Experimental design. The object of the study was used two classes; one class as an experimental class which get a treatment and the other class are as a control class. This study was focused on nonequivalent control class design. The formula of this design is shown in table 3.1 as follows:

Table 3.1s

The Experimental Design

Class	Pretest	Treatment	Posttest
Experimental	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
Control	O <sub>1</sub>	X <sub>0</sub>	O <sub>2</sub>

*Where:*

O<sub>1</sub> = Pretest

O<sub>2</sub> = Posttest

X<sub>1</sub> = PBLTreatment

X<sub>0</sub> = Control Treatment

#### B. Variable



There are two variable in this study were the independent variable and dependent variable that was involve in knowing the improvement of students' ability towards the give treatments where the used of PBL (Problem Based Learning) method as the independent variable and writing essays score as the dependent variable.

### **C. Population and Sample**

#### **1. Population**

The population of this research was being taken from first grade of SMA NEGERI 1 BONTOMATENE in the academic 2017/2018. There are three classes those are CLASS X IPA 1, X IPA 2, and X IPA 3. The number of the research population are 88 students.

#### **2. Sample**

This research was applied simple random sampling because this technique used a member of samples from the population done at random without pay attention to the strata in the population and considered homogen, where X.1 as experimental class and X.2 as the control class. The number of the research samples was take 29 students.

### **D. Instruments**

The instrument of this research was writing test. The reseracher was applying writing test in pre-test and post-test segment as follows:

1. The pre -test was being used to find out the students prior level of writing mastery. It was conducted at the first meeting.
2. The post-test was being designed to find out the effectiveness and the improvement of the treatment by using problem based learning method and it was conducted the last meeting in the class after the treatment.

#### **E. Procedure Of Data Collection**

The procedure in collecting is presented in as follows:

1. Pre-test, researcher was given it before doing the treatment at the first meeting in class. In this case, the researcher was began the activity by giving the list of topic about descriptive essays.
2. Treatment, after giving a pre-test the students are being treated by using Problem Based Learning Method. Where the first thing that the researcher was does is introduction to the students about what the Problem Based Learning is?
3. Post-test, researcher was given it after doing the treatment in the class. It is aimed at finding out the value of treatment whether the result of the post-test is better than pre-test.

#### **F. Data Analysis**

After collecting the data by using the instruments, the researcher was analyzing it. The process of the data analysis has conduct on the pre-test and post-test scores. To find out the students improvement in writing essays by using PBL after the treatment, the data from final test scores is used. The result will be shown on the students' writing essays in experimental class after treatment given.

### **1. Scoring Sheet for Writing Test Data Analysis**

Students' pieces writing will analyze by the scoring guide based on An Interactive Approach to Language Pedagogy by (Dastgeer G, 2015). The scoring guide will choose as the criteria of scoring represent the basic aspects of writing descriptive essays.

They are content, organization, grammar, vocabulary, and mechanic. In this study was focused on examining in five aspects, they are organization, grammar, vocabulary, mechanic, and content. The organization represents how effective the writer introduces the beginning, establishes the connections and relationships between events, actions, details, and brings closure to the writing descriptive essays. Grammar is the structure of written or spoken language it refers to the part of speech and how they combine together to form sentences. Mechanic refers to the rules of the written language, such as capitalization, punctuation, and spelling. Vocabulary is a set of familiar words within a person's language. Meanwhile, the content assesses the event that students' describe or make descriptive essays.

**a. Content**

**Table 3.2**  
**Analysis Content**

Classification	Score	Criteria
Excellent	90 – 100	the event is well describe, going readers very clear information to gain the aim.
Very good	80 – 89	The event are quite compherensible, adequate relevant, generally well development.
Good	70 – 79	The event is adequately describe, going reader sufficient information to gain the aim.
Fair	60 – 69	The event are not clearly stated, the idea are get limit to support, not quite relevant, the ideas are lack of developing.

Poor	<59	The event is a poorly described going the readers incomplete information to gain the aim.
------	-----	---

(Dastgeer G, 2015)

**b. Organization**

**Table 3.3**

**Analysis Organization**

Classification	Score	Criteria
Excellent	90-100	Fluent expression ideas clearly
very good	80-89	Somewhat copy/ loosely organize but mind ideas stand out
Good	70- 79	Not fluent but ideas stand out
Fair	60-69	Not fluent and ideas confuse or disconnect.
Poor	>59	Does not communicate, no organization

(Dastgeer G, 2015)

**c. Vocabulary**

**Table 3.4**

**Analysis Vocabulary**

Classification	Score	Criteria
Excellent to very good	80-100	Effective word/idiom choice and usage and word form mastery, appropriate register.
Good	70-79	Adequate range, frequent errors of word/idiom form, choice, usage, and meaning confused or obscured.
Fair	60-69	Limited range, frequent errors of word form, choice usage, meaning confused or obscured.
Poor	>59	Essentially translation, Little Knowledge of English vocabulary, word form of not enough to evaluate.

(Dastgeer G, 2015)

**d. Mechanic**

**Table 3.5**

**Analysis Mechanic**

Classification	Score	Criteria
Excellent to very good	80-100	Demonstrates mastery of conventions, few errors of spelling, capitalization, paragraphing.
Good	70-79	Occasional errors of spelling, capitalization, paragraphing but meaning not obscured.
Fair	60-69	Frequent errors of spelling, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
Poor	>59	No mastery of conventions, dominated by errors of spelling, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

(Dastgeer G, 2015)

e. Grammar

**Table 3.6**

**Analysis Mechanic**

Classification	Score	Criteria
Excellent to very good	80-100	Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, prepositions.
Good	70-79	Effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, prepositions but meaning seldom obscured.
Fair	60-69	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, prepositions and fragments, meaning confused or obscured.
Poor	>59	Virtually no mastery of sentence constructions rules, dominated by errors, does not communicate or not enough to evaluate.

(Dastgeer G, 2015)



From the basic standard above the researcher uses the standard score for the total value of the students' writing by calculating the standard score given, as follows:

- 1) Scores 90-100 is classified as excellent.
- 2) Scores 80-89 is classified as very good.
- 3) Scores 70- 79 is classified as good.
- 4) Scores 60-69 is classified as fair.
- 5) Scores >59 is classified as poor.

## 2. Data Analysis on Pre-test and Post-test

The data was collected through pre-test (score) would analyze quantitatively through the follow steps:

- a. Finding out the mean score by using formula:

$$X = \frac{\Sigma X}{N}$$

Where: X : Mean Score

$\Sigma X$  : The Number of all Score

N : The Number of Students

(Gay, 1998)

- b. Finding out the significant difference between control and experimental class by calculating the of t-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 1}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

where  $SS_1 = \Sigma x_1^2 - \frac{(\Sigma x_1)^2}{n_1}$  and  $SS_2 = \Sigma x_2^2 - \frac{(\Sigma x_2)^2}{n_2}$

Where:  $t$  : Test of significance  
 $X_1$  : Mean Score of Experimental Class  
 $X_2$  : Mean Score of Control Class  
 $SS_1$  : Sum of Square of Experimental Class  
 $SS_2$  : Sum of Square of Control Class  
 $n_1$  : Subject of Experimental Class  
 $n_2$  : Subject of Control Class

(Gay, 1998)

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Design**

The objective of the research is to find out whether or not PBL method effective to improve students' ability in writing descriptive essays. The researcher was chosen two classes as the sample of research. They are X IPA 1 consist 29 students as an experimental class and X IPA 2 consist 29 students as a control class.

There were several sections that would be explored. they were to know that the mean score in experimental and control class, and t-test results in pre-test result and post-test result. Each section is presented in detail is presented as follows:

#### **1. The Mean Score in Experimental and Control Class**

##### **a. Experimental Class**

Experimental Class is a class was taught by using problems based learning method to teach writing descriptive essays. Experimental class consists of 29 students. The score of pre-test and post-test in experimental class, as follow:

**Table 4.1**

**The Students' Score of Experimental Class  
(Using Problem Based Learning Method)**

<b>Students (X)</b>	<b>Pre- Test Score</b>	<b>Post- Test Score</b>	<b>Gained (d) Score  Post Test-Pre Test</b>	<b>Categorization in Post Test Score</b>
1	65	78	13	Good
2	60	79	19	Good
3	65	80	15	Excellent
4	70	85	10	Excellent
5	50	79	29	Good
6	65	78	28	Good
7	55	75	25	Good
8	65	78	13	Good
9	55	79	24	Good
10	60	79	29	Good
11	65	79	14	Good
12	55	78	23	Good
13	55	78	23	Good
14	50	79	29	Good
15	55	75	20	Good
16	65	78	13	Good
17	55	79	24	Good
18	55	85	30	Excellent

19	55	80	25	Excellent
20	70	85	15	Excellent
21	65	80	15	Excellent
22	55	76	21	Good
23	50	75	25	Good
24	60	80	20	Excellent
25	70	85	15	Excellent
26	55	75	25	Good
27	65	79	14	Good
28	65	78	13	Good
29	55	78	23	Good
<b>X (Mean)</b>	<b>59.31</b>	<b>79.03</b>	<b>22.31</b>	

**Table 4.2**

**The Score of Pre-test in Experimental Class**

No.	Name	Score					X	X1	X1 <sup>2</sup>
		Con	Org	Gra	Mec	Voc			
1	S001	14	13	11	12	15	65	13	169
2	S002	14	12	10	11	13	60	12	144
3	S003	15	13	11	12	14	65	13	169
4	S004	15	15	12	13	15	70	14	196
5	S005	12	10	8	10	10	50	10	100
6	S006	14	14	11	12	14	65	13	169

7	S007	13	11	10	10	11	55	11	121
8	S008	14	13	12	12	14	65	13	169
9	S009	12	12	10	10	11	55	11	121
10	S010	13	12	11	12	12	60	12	144
11	S011	13	13	12	13	14	65	13	169
12	S012	12	11	10	10	12	55	11	121
13	S013	12	11	10	11	11	55	11	121
14	S014	10	10	9	10	11	50	10	100
15	S015	13	11	10	10	11	55	11	121
16	S016	14	13	12	12	14	65	13	169
17	S017	13	11	10	10	11	55	11	121
18	S018	12	12	10	10	11	55	11	121
19	S019	12	10	10	11	12	55	11	121
20	S020	16	14	12	13	15	70	14	196
21	S021	14	13	12	12	14	65	13	169
22	S022	13	11	10	10	11	55	11	121
23	S023	11	10	9	10	10	50	10	100
24	S024	13	12	11	11	13	60	12	144
25	S025	15	13	12	14	15	70	14	196
26	S026	12	12	10	10	11	55	11	121
27	S027	10	10	9	10	11	50	10	100
28	S028	14	12	12	13	14	65	13	169
29	S029	14	13	11	13	14	65	13	169
<b>Mean</b>		<b>13.06</b>	<b>11.96</b>	<b>10.58</b>	<b>11.27</b>	<b>12.55</b>	<b>59.31</b>	<b>11.89</b>	<b>4.151</b>

**Table 4.3****The Score of Post-test in Experimental Class**

No.	Name	Score					X	X1	X1 <sup>2</sup>
		Con	Org	Gra	Mec	Voc			
1	S001	18	14	12	15	18	77	15.4	237.16
2	S002	18	15	14	15	17	79	15.8	249.64
3	S003	18	16	14	15	17	80	16	256
4	S004	18	18	14	17	18	85	17	289
5	S005	18	15	14	15	17	79	15.8	249.64
6	S006	18	15	14	15	16	78	15.6	243.36
7	S007	17	15	13	15	15	75	15	225
8	S008	18	14	13	16	17	78	15.6	243.36
9	S009	18	14	13	16	18	79	15.8	249.64
10	S010	18	14	13	17	17	79	15.8	249.64
11	S011	18	15	13	16	17	79	15.8	249.64
12	S012	17	15	13	16	17	78	15.6	243.36
13	S013	18	14	13	16	17	78	15.6	243.36
14	S014	18	14	13	17	17	79	15.8	249.64
15	S015	15	14	14	15	15	75	15	225
16	S016	18	15	13	15	17	78	15.6	243.36
17	S017	18	14	13	16	18	79	15.8	249.64
18	S018	18	18	13	18	18	85	17	289
19	S019	18	15	14	16	17	80	16	256
20	S020	18	17	14	18	18	85	17	289

21	S021	18	16	14	15	17	80	16	256
22	S022	17	14	13	15	17	76	15.2	231.04
23	S023	16	14	13	15	17	75	15	225
24	S024	17	17	13	16	17	80	16	256
25	S025	18	17	14	18	18	85	17	289
26	S026	17	16	14	15	17	79	15.8	249.64
27	S027	17	14	13	14	17	75	15	225
28	S028	17	16	13	16	17	79	15.8	249.64
29	S029	18	15	13	16	16	78	15.6	243.36
<b>Mean</b>		<b>17.58</b>	<b>15.17</b>	<b>13.34</b>	<b>15,82</b>	<b>17.03</b>	<b>79.03</b>	<b>15.80</b>	<b>7.255.12</b>

Based on the table, the students' test was obtained from writing component, that are content, organization, grammar, mechanic and vocabulary. The mean score content in pre-test in experimental is 13.06 and post-test is 17.58, organization the mean score is 11.96 and 15.17, mean score in grammar is 10.58 and 13.34, while the mean score in mechanic is 11.27 and 15.82, and last is vocabulary the mean score is 12.55 and 17.03. It can be conclude component writing was increase with score 59.31 in pre-test and 79.03 in post-test.

**Table 4.4 Minimum, Maximum and Mean of Experimental Class**

**Descriptive Statistics**

Type of test	N	Minimum	Maximum	Mean
--------------	---	---------	---------	------



Pre-test Experimental	29	50	70	59.31
Post-test Experimental	29	75	85	79.03
The improvement	29	13	29	22.31

Based on the table the researcher found that the total score of pre-test in experimental class. The mean score of the total pre-test is 59.31, the minimum is 50, the maximum is 70. In post-test, the mean score is 79.03, the minimum is 75, the maximum is 85. While the improvement, the mean score is 22.31, the minimum is 13 and the maximum is 29.

The data analysis of score provided in table showed that the score of the students' pre-test are started 50-70 and the score of students' post-test are started 75 until 85.

b. Control Class

Control Class is a class that was taught by using traditional method in learning descriptive essays. This control class is X IPA 2 which consists of 29 students the data obtained from pre-test and post-test given to the control class. The score of pre-test and post-test in control class, as follow:

**Table 4.5 Students' Score of Control Class**

**(Without Problem Based Learning Method)**

<b>Students (X)</b>	<b>Pre- Test Score</b>	<b>Post- Test Score</b>	<b>Gained (d) Score  Post Test-Pre Test</b>	<b>Categorization in Post Test Score</b>
-------------------------	--------------------------------	---------------------------------	---	--

1	65	77	12	Good
2	55	79	24	Good
3	55	79	24	Good
4	55	79	24	Good
5	55	74	24	Good
6	55	75	20	Good
7	50	75	25	Good
8	50	72	22	Good
9	70	80	10	Excellent
10	50	78	28	Good
11	65	80	15	Excellent
12	55	78	23	Good
13	50	78	28	Good
14	55	79	24	Good
15	55	76	21	Good
16	55	78	23	Good
17	60	79	19	Good
18	55	80	25	Excellent
19	65	80	15	Excellent
20	65	77	12	Good
21	65	78	13	Good
22	55	77	22	Good
23	60	75	15	Good
24	55	76	11	Good

25	50	72	22	Good
26	65	77	12	Good
27	50	73	23	Good
28	60	76	16	Good
29	55	72	17	Good
<b>X (Mean)</b>	<b>56.89</b>	<b>76.86</b>	<b>19.66</b>	

**Table 4.6**

**The Score of Pre-Test in control class**

No.	Name	Score					X	X <sup>2</sup>	X <sup>2</sup> <sup>2</sup>
		Con	Org	Gra	Mec	Voc			
1.	D001	14	12	12	13	14	65	13	169
2.	D002	13	11	10	10	11	55	11	121
3.	D003	12	12	10	10	11	55	11	121
4.	D004	12	11	10	10	12	55	11	121
5.	D005	12	12	10	10	11	55	11	121
6.	D006	12	11	10	10	12	55	11	121
7.	D007	11	10	9	10	10	50	10	100
8.	D008	11	11	8	10	10	50	10	100
9.	D009	14	14	12	14	16	70	14	196
10.	D010	11	10	9	10	10	50	10	100
11.	D011	13	13	12	13	14	65	13	169
12.	D012	12	11	10	10	12	55	11	121
13.	D013	10	10	9	10	11	50	10	100

14.	D014	12	12	10	10	11	55	11	121
15.	D015	13	11	10	10	11	55	11	121
16.	D016	12	11	10	10	12	55	11	121
17.	D017	13	11	10	12	14	60	12	144
18.	D018	12	12	10	10	11	55	11	121
19.	D019	15	14	11	12	13	65	13	169
20.	D020	16	13	11	12	13	65	13	169
21.	D021	14	14	11	12	14	65	13	169
22.	D022	13	11	10	10	11	55	11	121
23.	D023	12	11	11	12	14	60	12	144
24.	D024	12	11	10	11	11	55	11	121
25.	D025	11	10	9	10	10	50	10	100
26.	D026	14	12	12	13	14	65	13	169
27.	D027	10	10	9	10	11	50	10	100
28.	D028	13	11	10	12	14	60	12	144
29.	D029	12	11	10	10	12	55	11	121
<b>Mean</b>		<b>12.44</b>	<b>11.48</b>	<b>10.17</b>	<b>10.89</b>	<b>12.06</b>	<b>56.89</b>	<b>11.41</b>	<b>3.815</b>

**Table 4.9**

**The Score of Post-Test in control class**

No.	Name	Score	X	X <sup>2</sup>	X <sup>2</sup>
-----	------	-------	---	----------------	----------------

		<b>Con</b>	<b>Org</b>	<b>Gra</b>	<b>Mec</b>	<b>Voc</b>			
1.	D001	17	14	12	14	17	77	15.4	237.16
2.	D002	17	15	13	15	18	79	15.8	249.64
3.	D003	17	16	14	15	17	79	15.8	249.64
4.	D004	18	18	14	17	18	79	15.8	249.64
5.	D005	17	13	12	14	18	74	14.8	219.64
6.	D006	17	14	13	14	14	75	15	225
7.	D007	17	15	13	15	15	75	15	225
8.	D008	17	12	12	13	18	72	14.4	207.36
9.	D009	18	15	13	16	18	80	16	256
10.	D010	18	14	13	16	17	78	15.6	243.36
11.	D011	18	15	13	16	17	80	16	256
12.	D012	17	15	13	16	17	78	15.6	243.36
13.	D013	18	14	13	16	17	78	15.6	243.36
14.	D014	18	14	13	17	17	79	15.8	249.64
15.	D015	18	14	14	15	15	76	15.2	231.04
16.	D016	18	15	13	15	17	78	15.6	243.36
17.	D017	18	14	13	16	18	79	15.8	249.64
18.	D018	18	16	13	16	17	80	16	256
19.	D019	17	16	14	16	17	80	16	256
20.	D020	17	16	12	15	17	77	15.4	237.16
21.	D021	18	15	14	15	16	78	15.6	243.36
22.	D022	17	15	13	15	17	77	15.4	237.16
23.	D023	16	14	13	15	17	75	15	225

24.	D024	17	15	13	15	16	76	15.2	231.04
25.	D025	17	14	12	14	15	72	14.2	201.64
26.	D026	17	15	14	15	16	77	15.4	237.16
27.	D027	17	14	12	13	17	73	14.6	213.16
28.	D028	18	14	12	15	17	76	15.2	231.04
29.	D029	17	14	12	14	15	72	14.4	207.36
<b>Mean</b>		<b>17.37</b>	<b>14.65</b>	<b>12.93</b>	<b>15.10</b>	<b>16.72</b>	<b>76.86</b>	<b>15.36</b>	<b>6.853.90</b>

Based on table, the students' test was obtained from writing component, that are content, organization, grammar, mechanic, vocabulary. The mean score content in pre-test in experimental is 12.44 and post-test is 17.37, organization the mean score is 11.48 and 14.65, mean score in grammar is 10.17 and 12.93, while the mean score in mechanic is 10.89 and 15.10, and the last is vocabulary the mean score is 12.06 and 16.72. It can be conclude component writing was increase in content with score 56.89 in pre-test and 76.86 in post-test.

**Table 4.8**

**Minimum, Maximum, and Mean, of Control Class**

**Descriptive Statistics**

<b>Type of test</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>
---------------------	----------	----------------	----------------	-------------

Pre-test Experimental	29	50	70	56.89
Post-test Experimental	29	72	80	76.86
Valid N (listwise)	29	11	28	19.66

Based on the table the researcher found that the total score of pre-test in control class. The mean score of the total pre-test is 56.89, the minimum is 50, the maximum is 70. In post-test, the mean score is 76.86, the minimum is 72, the maximum is 80. While the improvement, the mean score is 19.66, the minimum is 11 and the maximum is 28.

The data analysis of score provided in table showed that the score of the students' pre-test are started 50-70 and the score of students' post-test are started 72 until 80.

## **2. The significance difference between control and experiment class by calculating the of t-test**

This research, the researcher used t-test to know that there significance difference between control and experimental class. T-test used to differentiate if the students' result of writing on descriptive essay taught by using problem based learning method id significance or not. The researcher used the Gay formula to analyze t-test. This research the Null hypothesis ( $H_0$ ) states that there is no significant effect of students' ability in writing descriptive essays of tenth grade students of SMAN 1 Bonomatene in the academic year 2018/2019. While the alternative Hypothesis ( $H_1$ ) states there is a significant

effect of students' ability in writing descriptive essays of tenth grade students of SMAN 1 Bontomatene in the academic years 2018/2019.

The basic read value of significant t-test: if value of significant higher than 0.05,  $H_0$  accepted and  $H_1$  rejected. While if value is significant or lower than 0.05,  $H_0$  rejected and  $H_1$  accepted.

## **B. Discussion**

The aim in this research was using problem based learning to improve the students' ability in writing descriptive essays and it was expected that used real world problems with problem based learning method improve the students' ability in writing descriptive essays. Referring to the comparison between pre-test and post-test of the experimental class, there was an increase on students' score where pre-test and the post-test score. It can be concluded the students score pre-test and post-test had significance different. In the other word, the students' score in experimental class was significantly different with the students score in control class after treatment on the use problem based learning method between lecturing methods.

The result showed the students writing skill increased especially in content and vocabulary after applied problems based learning method in experimental class. It is different mean score in control class applied lecturing method. Both class increased content and vocabulary but experimental class is highest. This increase was due problem based learning method in class.

Applying problems based learning method the students must get directly the real life problems especially in teaching writing descriptive essays.



The students could know the real life problems and make the students more enjoyable, make the students idea increase in content and vocabulary different between the students just know the explanation by the teacher without do not make the students know the real life problems of the object.

Besides, the result of pre-test in experimental class showed the students organization, mechanic, and grammar was increased in pre-test and post-test after treatment. Therefore, it could be concluded that the use of problems based learning method in experimental class improve the students ability in writing descriptive essays.

Actually, the procedure of this research was rather with the previous research conducted by Nurfadillah (2018) because in both research, problems based learning was method to improving writing skill. However, the techniques of analysis data were rather different. The technique of analysis data in Nufadillah's study was using SPSS 2.1 whether this research was using formula of Gay (1998). In addition, there were 4 criteria showed to analyze the students' writing ability in Nurfadillah's research such as development of ideas, organization, clarity of language, knowledge of language and conventions that the data showed the mean score of both classes was increased same with this research that the mean score of both classes was increased but the scoring guide in this research was choose as the 5 criteria in analyze the students' writing ability, they are content, grammar, mechanic, vocabulary and organization.

The other researches, the implementation problems based learning method in writing subject to the students' creative thinking ability Utary (2017) same as this research because in both research used problem based learning was method to improving writing skill. However, the previous studies in Utari's were used quantitative and qualitative data analysis technique to get final conclusion. In contrast, this research was used quasi-experimental design and was used two classes: one class as an experimental class which get a treatment and the other class are as a control class. Both researches were quantitative design of how the problems based learning was implemented in this study were also similar. The first steps is finding the problem, then defining the problem, collecting the facts, constructing the hypothesis, investigating the data and information, completing the problem, concluding the solution and the last testing the solution.

Then, the result of pre-test in experimental class showed the students' content mean score and mean score of vocabulary was increase with due problems based learning in classroom. Similarly with Chin (2004) states that PBL is one of the active learning models that supports flexibility and creativity in learning changing knowledge and takes individual differences into consideration.

Furthermore, teachings writing descriptive essay using problems based learning method improve the students' motivation and increase their critical thinking in writing descriptive essays. It similar as Engel (2004) says that PBL can help students develop communication, reasoning and critical

thinking skills. Based on the result of research problems based learning is effective to apply in classroom.

Therefore, in conclusion the use of problems based learning at the grade students' of senior high school at SMAN 1 Bontomatene can improved students' ability in writing descriptive essays especially in component like conten, grammar, vocabulary, mechanic and organization. Then, problems based learning can apply to teach writing descriptive essays.

## **CHAPTER V**

### **CONCLUSION AND SUGGESSTION**

#### **A. Conclusion**

Based on the analysis of this research, showed that the result of t-test formula to test the hypothesis of this research. The result that in significance in experimental class was 0.55 and 0.28 in control class and another result of the data analysis is the mean score different of experimental class was 79.03 while the mean score of control class is 76.86. The data shows that the mean scores of class taught by using problems based learning method as experimental class is higher than the mean score of class taught using traditional method as a control class. Therefore, it means that the answer of research problems was proven that using problems based learning method is effective to improve the students' ability in writing descriptive essays.

#### **B. Sugesstion**

Based on the conclusion above, the researcher suggest as follow:

1. For English Teacher
  - a. The teacher should improve their teaching ability especially in writing

- b. The teacher should prepare a good technique, method and strategies in teaching writing descriptive essays.
- c. The teacher should give motivation for the students when learning in classroom.

## 2. For other Researcher

- a. This research is hoped to be the new experience in teaching learning process, especially in teaching writing and also hoped this paper can be little contribution to teach English.
- b. The other researchers can implement PBL method in other researches with other skills, because the students are enjoying with this learning method and it can be helpful in other researches.

## BIBLIOGRAPHY

- Amstrong, C. j. (2001). Writing and grammar communication and action. *America : Prentice Hall, P 101.*
- Chin. (2004). Problem-Based Learning: Using students' Questions to Drive Knowledge Construction. *Wiley Nescience: 707-727.*
- Creme, P. &. (2013). Writing at University: A guide for Students. *New York: Open University Press.*
- David, P. J. (1979). The essay writing skills of ndergraduate students. *A thesis in the University of canterbury.*
- Duch. (1995). Problem Based Learning And Other Curriculum Models for the Multiple Intelligences Classroom. *Arlington Height, Illinois: Skylight Training and Publishing, Inc.*
- Dicle, O. (2009). Problem-Based Learning in Medical Education: Issues For Health Sciences Libraries And Librarians. *Sharp. Retrieved from <http://www.Iis.uiuc.edu/review/5/block.pdf>.*
- Dirgeyasa, W. (2014). Collage Acadaemic Writing: A Genre-Based prespective. *Medan : Unimed Press, p3.*
- Dastgeer G, A. T. (2015). Improving English Writing Skill: A Case of Problem Based Learning. *American Journal of EducationalResearch, vol.3.*
- Fauzi, A. F. (2011). Improving students' ability in writing descriptive text using clustering technique. "*Skripsi*" *An action research at Eight Grade Students of MTs. Darul Ma'arif Cipete-Jakarta.*
- Gay, L. (1998). Educational Research.Competencies for Analysis and Application. *Ohio : Charles E. Merril Publishing Co.*
- Humaniora. (2013). the effectiveness of peer editing to improve the students essay writing skill. *English Education Program, Teacher Training and Education Faculty Muhammadiyah University of Purwerejo, vo-4.*
- Irawati, L. (2015). Applying Cultural Problem Based Learning to Devel Students' Academic Writing. . *DINAMIKA ILMU, 15 (1).*
- Nawawi, M. B. (2011). Improving Students writing skill of descriptive textthrough guided questions. "*Skripsi*" *Present to the Fculy of Tarbiyah*

*and Teachers Training In a Particular fulfillment of the Requirements for the Degree of S.Pd in English Language Education.*

Nurfadillah, R. (2018). the effect of problems based learning on students' writing ability of narrative text. *skripsi, presented to the faculty of educational sciences in partial fulfillment of the requerments for the degree of S.Pd. (Strata-1) in English Education.*

Payne, D. (1974). the assessment of learning: cognitive nd affective. *massachusetts: D.C Heat.*

Pea, R. D. (1993). Practice of Distributed Intelligence and Designs for Education. *Educational Consideration. Cambridge University Press. New york.*

SofiFajaryani. (2015). The use of learning cell to improve students writing skill on hortatory exposition text in the Eleventh Grade Students of MAN 1 Magelang. *Skripsi.FTIK.Pendidikan bahasa inggris.IAIN Salatiga.*

Utari, D. (2017). implementation of problems based learning to improve creative thinking ability of students. *Skripsi, the undergraduate thesis submitted in partial fullfillment of the requirments to degree of bachelor of education in yogyakarta state university.*

Wee, K. N. (2003). A Problem-Based Learning Module on Managing People at work; A learning Resource for Students. *Singapore: Prentice Hall.*

Zuhri Muhammad Dj, S. (2015). Using Hypnoteaching strategy to improve students' writing ability. *Dinamika Ilmu*, vol. 15.

## **INSTRUMENT**

### **A. Pre-test**

The teacher begin the learning process with tell about natural phenomenon to the students' and connect to the subject of learning process such as descriptive text. Then, the teacher gives some topic to the students to describe the topic such as:

- a. Flood
- b. School
- c. Education

**B. Post-test**

The teacher divides the students to be some group. Then, give them some different topic to each group and the students' describe the topic with their group. The topic such as:

- a. Global Warming
- b. School
- c. Fire
- d. Tsunami

**APPENDIX 2**  
**LESSON PLAN**



**MATA PELAJARAN : BAHASA INGGRIS**

**KELAS : VII**

**NAMA SEKOLAH : SMP 1 BONTOMATENE**

**WAKTU : 5 X Pertemuan 4x45 menit)**

**A. Kompetensi Inti**

KI. 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya

KI. 2 : Menghargai perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi

secara efektif dengan lingkungan social dan alam dalam jangkauan

pergaulan dan keberadaannya

KI. 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

KI. 4 : Mencoba mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, membuat) rana abstrak (menulis) sesuai dengan yang dipelajari disekolah dan

sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa

pengantar komunikasi international yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.10 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks

deskriptif dengan menyatakan dan menanyakan tentang deskripsi tempat

dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.13 Menyusun teks deskriptif dalam bentuk tulisan, sangat pendek dan sederhana, tentang alam dan tempat, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### **C. Indikator Pembelajaran**

3.1. Dengan diberikan teks deskriptif sederhana siswa dapat mengidentifikasi

fungsi social dengan benar.

3.2. Dengan diberikan teks deskriptif sederhana siswa dapat mengidentifikasi

ciri kebahasaan dengan benar

4.1. Siswa dapat menulis teks deskriptif sederhana dengan unsur kebahasaan

dan struktur teks dengan benar.

### **D. Model/Metode Pembelajaran**

- Metode : Problem Based Learning
- Teknik : Diskusi
- Media : Picture
- Materi Pembelajaran :

1. Definition of descriptive text :

Descriptive is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in

order to have visual appearance of the object described and

Descriptive text is a text which says what a person or thing is like.

Social function is describe, tell, identification and etc.

## 2. Structure text

Generic structure	Sentence
Identification	<b>Tsunami</b> is Natural disaster
Description	Tsunami <b>usually happens</b> if the size of the earthquake exceed until 7 on the Richter scale. <b>This</b> tsunami is <b>quite dangerous</b> , mainly for those who live around the beach. <b>With great force</b> , it will <b>sweep out</b> whatever around it.

## 3. Unsur kebahasaan

- (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s)
- (2) Kata ganti *it*, *they*, *she*, *we*, and etc.; *our*, *my*, *your*, *their*, and ect.
- (3) Kata sifat yang sangat lazim *old*, *fat*, *tall*, *short*, *beautiful*, *patient*, *nice*, *wise*, *smart*, and etc.
- (4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be*, *have*, *has*, *like*, *love*, and ect.
- (5) Penggunaan nominal singular plural secara tepat atau tanpa *a*, *the*, *this*, *those*, *my* *their*, secara tepat dalam frasa nominal.

## E. Kegiatan Pembelajaran

### ❖ Pertemuan pertama

Rincian Waktu	Waktu
<p><b>Pendahuluan/Kegiatan Awal</b></p> <ol style="list-style-type: none"><li>1. Memulai pembelajaran dengan salam dan berdoa bersama, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti proses pembelajaran di kelas.</li><li>2. Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa sesuai dengan materi yang akan dibahas.</li></ol>	15 Menit
<p><b>Kegiatan Inti</b></p> <ol style="list-style-type: none"><li>1. Guru menjelaskan logistic yang diperlukan, mengajukan fenomena atau demonstrasi atau cerita untuk memunculkan masalah, dan memotivasi siswa untuk terlibat dalam aktivitas pemecahan masalah.</li><li>2. Guru memberikan beberapa teks deskriptif dan meminta siswa untuk mengamati teks tersebut.</li><li>3. Siswa menanyakan hal-hal atau masalah-masalah yang ada dalam teks deskriptif tersebut.</li><li>4. Guru meminta siswa untuk mengumpulkan informasi mengenai teks deskriptif tersebut melalui buku atau pun internet.</li><li>5. Guru menjelaskan apa itu teks deskriptif, bagaimana unsur kebahasaan dan generic structure dari teks deskriptif.</li><li>6. Guru meminta siswa untuk mengasosiasikan atau menemukan struktur dari teks deskriptif</li><li>7. Siswa mengajukan hasil kerja mereka kepada guru.</li></ol>	60 Menit

<p><b>Kegiatan Akhir</b></p> <ol style="list-style-type: none"> <li>1. Guru menanyakan pemahaman peserta didik mengenai pembelajaran sebelumnya.</li> <li>2. Guru kembali mengevaluasi peserta didik dengan menanyakan kembali defenisi dan pembahasan tentang deskriptif teks dengan menunjuk salah satu siswa.</li> <li>3. Guru memberikan tugas rumah atau latihan kepada siswa</li> <li>4. Kesimpulan dari pertemuan atau pembelajaran.</li> <li>5. Doa sebelum pulang.</li> <li>6. Salam.</li> </ol>	15 Menit

❖ **Pertemuan kedua**

<b>Rincian Waktu</b>	<b>Waktu</b>
<p><b>Pendahuluan/Kegiatan Awal</b></p> <ol style="list-style-type: none"> <li>1. Memulai pembelajaran dengan salam dan berdoa bersama, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti proses pembelajaran di kelas.</li> <li>2. Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa sesuai dengan materi yang akan dibahas.</li> </ol>	15 Menit

**Kegiatan Inti**

3. Guru mereview materi pada pertemuan pertama
4. Guru memberikan gambar (1) mengenai bencana alam dan meminta siswa mengamati gambar tersebut.
5. Siswa menanyakan hal-hal atau masalah-masalah yang ada pada gambar tersebut.
6. Siswa mengumpulkan informasi mengenai hal-hal atau masalah-masalah pada gambar tersebut melalui artikel, buku atau pun internet.
7. Guru kemudian membagi siswa menjadi beberapa kelompok
8. Guru memberikan 1 topik masalah (flood) untuk setiap kelompok
9. Siswa menginvestigasi atau menemukan hal-hal atau masalah-masalah mengenai topic yang diberikan oleh guru
10. Siswa mendiskusikan masalah-masalah yang telah diinvestigasi dan memberikan solusi terhadap masalah-masalah yang telah diinvestigasi.
11. Siswa mengumpulkan informasi-informasi mengenai pemcahan masalah dari topic masalah yang telah diberikan oleh guru.
12. Siswa menyusun hal-hal- atau masalah-masalah mengenai topic yang telah diberikan oleh guru kedalam bentuk deskriptif essay.
13. Siswa mengajukan hasil kerja kepada guru
14. Setiap kelompok mempresentasikan hasil kerja mereka didepan kelas.
15. Guru meminta siswa dari kelompok lain bertanya mengenai pernyataan atau hasil kerja yang telah

60 Menit

<p>dipresentasikan oleh teman dari kelompok lain.</p> <p>16. Guru memberikan penguatan terhadap hasil kerja siswa</p>	
<p><b>Kegiatan Akhir</b></p> <p>17. Guru menanyakan pemahaman peserta didik mengenai pembelajaran sebelumnya.</p> <p>18. Guru kembali mengevaluasi peserta didik dengan menanyakan kembali pembahasan tentang gambar yang telah didiskusikan dengan menunjuk salah satu siswa.</p> <p>19. Guru memberikan tugas rumah atau latihan kepada siswa</p> <p>20. Kesimpulan dari pertemuan atau pembelajaran.</p> <p>21. Doa sebelum pulang.</p> <p>22. Salam.</p>	15 Menit

❖ **Pertemuan ketiga**

<b>Rincian Waktu</b>	<b>Waktu</b>
<p><b>Pendahuluan/Kegiatan Awal</b></p> <p>1. Memulai pembelajaran dengan salam dan berdoa bersama, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti proses pembelajaran di kelas.</p> <p>2. Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa sesuai dengan materi yang akan dibahas.</p>	15 Menit

**Kegiatan Inti**

3. Guru mereview materi pada pertemuan sebelumnya
4. Guru membagikan gambar (2) mengenai bencana alam dan meminta siswa mengamati gambar tersebut.
5. Siswa menanyakan hal-hal atau masalah-masalah yang ada pada gambar tersebut.
6. Siswa mengumpulkan informasi mengenai hal-hal atau masalah-masalah dalam gambar tersebut melalui artikel, buku atau pun internet.
7. Guru kemudian membagi siswa menjadi beberapa kelompok
8. Guru memberikan 1 topik masalah (natural disaster) untuk setiap kelompok
9. Siswa menginvestigasi atau menemukan hal-hal atau masalah-masalah mengenai topic yang diberikan oleh guru
10. Siswa mendiskusikan masalah-masalah yang telah diinvestigasi dan memberikan solusi terhadap masalah-masalah yang telah diinvestigasi.
11. Siswa mengumpulkan informasi-informasi mengenai pemcahan masalah dari topic masalah yang telah diberikan oleh guru.
12. Siswa menyusun hal-hal- atau masalah-masalah mengenai topic yang telah diberikan oleh guru kedalam bentuk deskriptif essay.
13. Siswa mengajukan hasil kerja kepada guru
14. Setiap kelompok mempresentasikan hasil kerja mereka didepan kelas.
15. Guru meminta siswa dari kelompok lain bertanya mengenai pernyataan atau hasil kerja yang telah

60 Menit



<p>dipresentasikan oleh teman dari kelompok lain.</p> <p>16. Guru memberikan penguatan terhadap hasil kerja siswa</p>	
<p><b>Kegiatan Akhir</b></p> <p>17. Guru menanyakan pemahaman peserta didik mengenai pembelajaran sebelumnya.</p> <p>18. Guru kembali mengevaluasi peserta didik dengan menanyakan kembali pembahasan tentang gambar yang telah didiskusikan dengan menunjuk salah satu siswa.</p> <p>19. Guru memberikan tugas rumah atau latihan kepada siswa</p> <p>20. Kesimpulan dari pertemuan atau pembelajaran.</p> <p>21. Doa sebelum pulang.</p> <p>22. Salam.</p>	15 Menit

❖ **Pertemuan keempat**

<b>Rincian Waktu</b>	<b>Waktu</b>
<p><b>Pendahuluan/Kegiatan Awal</b></p> <p>1. Memulai pembelajaran dengan salam dan berdoa bersama, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti proses pembelajaran di kelas.</p> <p>2. Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa sesuai dengan materi yang akan dibahas.</p>	15 Menit

**Kegiatan Inti**

3. Guru mereview materi pada pertemuan sebelumnya
4. Guru membagikan gambar (3) mengenai bencana alam dan meminta siswa mengamati gambar tersebut.
5. Siswa menanyakan hal-hal atau masalah-masalah yang ada pada gambar tersebut.
6. Siswa mengumpulkan informasi mengenai hal-hal atau masalah-masalah dalam gambar tersebut melalui artikel, buku atau pun internet.
7. Guru kemudian membagi siswa menjadi beberapa kelompok
8. Guru memberikan 1 topik masalah (traffic jam) untuk setiap kelompok
9. Siswa menginvestigasi atau menemukan hal-hal atau masalah-masalah mengenai topic yang diberikan oleh guru
10. Siswa mendiskusikan masalah-masalah yang telah diinvestigasi dan memberikan solusi terhadap masalah-masalah yang telah diinvestigasi.
11. Siswa mengumpulkan informasi-informasi mengenai pemcahan masalah dari topic masalah yang telah diberikan oleh guru.
12. Siswa menyusun hal-hal- atau masalah-masalah mengenai topic yang telah diberikan oleh guru kedalam bentuk deskriptif essay.
13. Siswa mengajukan hasil kerja kepada guru
14. Setiap kelompok mempresentasikan hasil kerja mereka didepan kelas.
15. Guru meminta siswa dari kelompok lain bertanya mengenai pernyataan atau hasil kerja yang telah

60 Menit

<p>dipresentasikan oleh teman dari kelompok lain.</p> <p>16. Guru memberikan penguatan terhadap hasil kerja siswa</p>	
<p><b>Kegiatan Akhir</b></p> <p>17. Guru menanyakan pemahaman peserta didik mengenai pembelajaran sebelumnya.</p> <p>18. Guru kembali mengevaluasi peserta didik dengan menanyakan kembali pembahasan tentang gambar yang telah didiskusikan dengan menunjuk salah satu siswa.</p> <p>19. Guru memberikan tugas rumah atau latihan kepada siswa</p> <p>20. Kesimpulan dari pertemuan atau pembelajaran.</p> <p>21. Doa sebelum pulang.</p> <p>22. Salam.</p>	15 Menit

❖ **Pertemuan kelima**

<b>Rincian Waktu</b>	<b>Waktu</b>
<p><b>Pendahuluan/Kegiatan Awal</b></p> <p>1. Memulai pembelajaran dengan salam dan berdoa bersama, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti proses pembelajaran di kelas.</p> <p>2. Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa sesuai dengan materi yang akan dibahas.</p>	15 Menit

**Kegiatan Inti**

3. Guru mereview materi pada pertemuan sebelumnya
4. Guru membagikan gambar (4) mengenai bencana alam dan meminta siswa mengamati gambar tersebut.
5. Siswa menanyakan hal-hal atau masalah-masalah yang ada pada gambar tersebut.
6. Siswa mengumpulkan informasi mengenai hal-hal atau masalah-masalah dalam gambar tersebut melalui artikel, buku atau pun internet.
7. Guru kemudian membagi siswa menjadi beberapa kelompok
8. Guru memberikan 1 topik masalah (global warming) untuk setiap kelompok
9. Siswa menginvestigasi atau menemukan hal-hal atau masalah-masalah mengenai topic yang diberikan oleh guru
10. Siswa mendiskusikan masalah-masalah yang telah diinvestigasi dan memberikan solusi terhadap masalah-masalah yang telah diinvestigasi.
11. Siswa mengumpulkan informasi-informasi mengenai pemcahan masalah dari topic masalah yang telah diberikan oleh guru.
12. Siswa menyusun hal-hal- atau masalah-masalah mengenai topic yang telah diberikan oleh guru kedalam bentuk deskriptif essay.
13. Siswa mengajukan hasil kerja kepada guru
14. Setiap kelompok mempresentasikan hasil kerja mereka didepan kelas.
15. Guru meminta siswa dari kelompok lain bertanya mengenai pernyataan atau hasil kerja yang telah

60 Menit

<p>dipresentasikan oleh teman dari kelompok lain.</p> <p>16. Guru memberikan penguatan terhadap hasil kerja siswa</p>	
<p><b>Kegiatan Akhir</b></p> <p>17. Guru menanyakan pemahaman peserta didik mengenai pembelajaran sebelumnya.</p> <p>18. Guru kembali mengevaluasi peserta didik dengan menanyakan kembali pembahasan tentang gambar yang telah didiskusikan dengan menunjuk salah satu siswa.</p> <p>19. Guru memberikan tugas rumah atau latihan kepada siswa</p> <p>20. Kesimpulan dari pertemuan atau pembelajaran.</p> <p>21. Doa sebelum pulang.</p> <p>22. Salam.</p>	<p>15 Menit</p>

## **APPENDIX 3**

### **LESSON PLAN**

**MATA PELAJARAN : BAHASA INGGRIS**

**KELAS : VII**

**NAMA SEKOLAH : SMP 1 BONTOMATENE**

**WAKTU : 5 X Pertemuan 4x45 menit)**

#### **C. Kompetensi Inti**

KI. 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya

KI. 2 : Menghargai perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi

secara efektif dengan lingkungan social dan alam dalam jangkauan

pergaulan dan keberadaannya

KI. 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

KI. 4 : Mencoba mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, membuat) rana abstrak (menulis) sesuai dengan yang dipelajari disekolah dan

sumber lain yang sama dalam sudut pandang/teori.

#### **D. Kompetensi Dasar**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa

pengantar komunikasi international yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.10 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks

deskriptif dengan menyatakan dan menanyakan tentang deskripsi tempat

dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.13 Menyusun teks deskriptif dalam bentuk tulisan, sangat pendek dan sederhana, tentang alam dan tempat, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### **C. Indikator Pembelajaran**

3.1. Dengan diberikan teks deskriptif sederhana siswa dapat mengidentifikasi

fungsi social dengan benar.

3.2. Dengan diberikan teks deskriptif sederhana siswa dapat mengidentifikasi

ciri kebahasaan dengan benar

4.1. Siswa dapat menulis teks deskriptif sederhana dengan unsur kebahasaan

dan struktur teks dengan benar.

### **D. Model/Metode Pembelajaran**

- Pendekatan : Pengamatan dan Ceramah
- Teknik : Ceramah dan kelompok
- Media : Gambar

- Materi Pembelajaran :

4. Definition of descriptive text :

Descriptive is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described and Descriptive text is a text which says what a person or thing is like. Social function is describe, tell, identification and etc.

5. Structure text

Generic structure	Sentence
Identification	Tsunami is Natural disaster
Description	Tsunami <b>usually happens</b> if the size of the earthquake exceed until 7 on the Richter scale. <b>This</b> tsunami is <b>quite dangerous</b> , mainly for those who live around the beach. <b>With great force</b> , it will <b>sweep out</b> whatever around it.

6. Unsur kebahasaan

- (6) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s)
- (7) Kata ganti *it, they, she, we*, and etc.; *our, my, your, their*, and ect.
- (8) Kata sifat yang sangat lazim *old, fat, tall, short, beautiful, patient, nice, wise, smart*, and etc.
- (9) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, has, like, love*, and ect.



- (10) Penggunaan nominal singular plural secara tepat atau tanpa *a, the, this, those, my their*, secara tepat dalam frasa nominal.

## E. Kegiatan Pembelajaran

### ❖ Pertemuan pertama

Rincian Waktu	Waktu
<p><b>Pendahuluan/Kegiatan Awal</b></p> <p>3. Memulai pembelajaran dengan salam dan berdoa bersama, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti proses pembelajaran di kelas.</p> <p>4. Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa sesuai dengan materi yang akan dibahas.</p>	15 Menit
<p><b>Kegiatan Inti</b></p> <p>8. Guru memberikan beberapa gambar tempat kepada siswa</p> <p>9. Guru mengajak siswa mengamati gambar tersebut.</p> <p>10. Siswa menanyakan hal-hal mengenai gambar tersebut</p> <p>11. Guru meminta siswa untuk mengumpulkan informasi mengenai gambar tersebut melalui buku atau pun internet.</p> <p>12. Guru menjelaskan apa itu teks deskriptif, bagaimana unsur kebahasaan dan greneric structure dari teks deskriptif.</p> <p>13. Guru meminta siswa untuk mengasosiasikan atau menemukan struktur dari teks deskriptif</p>	

14. Siswa mengajukan hasil kerja mereka kepada guru.	60 Menit
<p><b>Kegiatan Akhir</b></p> <p>7. Guru menanyakan pemahaman peserta didik mengenai pembelajaran sebelumnya.</p> <p>8. Guru kembali mengevaluasi peserta didik dengan menanyakan kembali defenisi dan pembahasan tentang deskriptif teks dengan menunjuk salah satu siswa.</p> <p>9. Guru memberikan tugas rumah atau latihan kepada siswa</p> <p>10. Kesimpulan dari pertemuan atau pembelajaran.</p> <p>11. Doa sebelum pulang.</p> <p>12. Salam.</p>	15 Menit

❖ **Pertemuan kedua**

<b>Rincian Waktu</b>	<b>Waktu</b>
----------------------	--------------

<p><b>Pendahuluan/Kegiatan Awal</b></p> <p>23. Memulai pembelajaran dengan salam dan berdoa bersama, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti proses pembelajaran di kelas.</p> <p>24. Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa sesuai dengan materi yang akan dibahas.</p>	<p>15 Menit</p>
<p><b>Kegiatan Inti</b></p> <p>25. Guru mereview materi pada pertemuan pertama</p> <p>26. Guru membagi siswa menjadi beberapa kelompok</p> <p>27. Guru memberikan 1 topik untuk setiap kelompok</p> <p>28. Siswa mendiskusikan topik tersebut dengan teman kelompoknya</p> <p>29. Siswa mengumpulkan informasi-informasi mengenai topik yang telah diberikan oleh guru.</p> <p>30. Siswa menyusun informasi mengenai topik yang telah diberikan oleh guru kedalam bentuk deskriptif essay.</p> <p>31. Siswa mengajukan hasil kerja kepada guru</p> <p>32. Setiap kelompok mempresentasikan hasil kerja mereka didepan kelas.</p>	<p>60 Menit</p>

<p><b>Kegiatan Akhir</b></p> <ol style="list-style-type: none"> <li>33. Guru menanyakan pemahaman peserta didik mengenai pembelajaran sebelumnya.</li> <li>34. Guru kembali mengevaluasi peserta didik dengan menanyakan kembali pembahasan yang telah didiskusikan dengan menunjuk salah satu siswa.</li> <li>35. Guru memberikan tugas rumah atau latihan kepada siswa</li> <li>36. Kesimpulan dari pertemuan atau pembelajaran.</li> <li>37. Doa sebelum pulang.</li> <li>38. Salam.</li> </ol>	15 Menit
--	----------

❖ **Pertemuan ketiga**

Rincian Waktu	Waktu
<p><b>Pendahuluan/Kegiatan Awal</b></p> <ol style="list-style-type: none"> <li>1. Memulai pembelajaran dengan salam dan berdoa bersama, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti proses pembelajaran di kelas.</li> <li>2. Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa sesuai dengan materi yang akan dibahas.</li> </ol>	15 Menit
<p><b>Kegiatan Inti</b></p> <ol style="list-style-type: none"> <li>3. Guru mereview materi pada pertemuan sebelumnya</li> <li>4. Guru memberikan 1 topik untuk setiap kelompok</li> <li>5. Siswa mendiskusikan topic tersebut dengan teman kelompoknya</li> <li>6. Siswa mengumpulkan informasi-informasi mengenai topic yang telah diberikan oleh guru.</li> <li>7. Siswa menyusun informasi mengenai topic yang telah diberikan oleh guru kedalam bentuk deskriptif essay.</li> </ol>	

<ol style="list-style-type: none"> <li>8. Siswa mengajukan hasil kerja kepada guru</li> <li>9. Setiap kelompok mempresentasikan hasil kerja mereka didepan kelas.</li> </ol>	60 Menit
<p><b>Kegiatan Akhir</b></p> <ol style="list-style-type: none"> <li>10. Guru menanyakan pemahaman peserta didik mengenai pembelajaran sebelumnya.</li> <li>11. Guru kembali mengevaluasi peserta didik dengan menanyakan kembali pembahasan yang telah didiskusikan dengan menunjuk salah satu siswa.</li> <li>12. Guru memberikan tugas rumah atau latihan kepada siswa</li> <li>13. Kesimpulan dari pertemuan atau pembelajaran.</li> <li>14. Doa sebelum pulang.</li> <li>15. Salam.</li> </ol>	15 Menit

❖ **Pertemuan keempat**

Rincian Waktu	Waktu
---------------	-------

<p><b>Pendahuluan/Kegiatan Awal</b></p> <p>16. Memulai pembelajaran dengan salam dan berdoa bersama, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti proses pembelajaran di kelas.</p> <p>17. Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa sesuai dengan materi yang akan dibahas.</p>	<p>15 Menit</p>
<p><b>Kegiatan Inti</b></p> <p>18. Guru mereview materi pada pertemuan sebelumnya</p> <p>19. Guru memberikan 1 topik untuk setiap kelompok</p> <p>20. Siswa mendiskusikan topic tersebut dengan teman kelompoknya</p> <p>21. Siswa mengumpulkan informasi-informasi mengenai topic yang telah diberikan oleh guru.</p> <p>22. Siswa menyusun informasi mengenai topic yang telah diberikan oleh guru kedalam bentuk deskriptif essay.</p> <p>23. Siswa mengajukan hasil kerja kepada guru</p> <p>24. Setiap kelompok mempresentasikan hasil kerja mereka didepan kelas.</p>	<p>60 Menit</p>

**Kegiatan Akhir**

25. Guru menanyakan pemahaman peserta didik mengenai pembelajaran sebelumnya.
26. Guru kembali mengevaluasi peserta didik dengan menanyakan kembali pembahasan yang telah didiskusikan dengan menunjuk salah satu siswa.
27. Guru memberikan tugas rumah atau latihan kepada siswa
28. Kesimpulan dari pertemuan atau pembelajaran.
29. Doa sebelum pulang.
30. Salam.

15 Menit

❖ **Pertemuan kelima**

<b>Rincian Waktu</b>	<b>Waktu</b>
<p><b>Pendahuluan/Kegiatan Awal</b></p> <ol style="list-style-type: none"><li>1. Memulai pembelajaran dengan salam dan berdoa bersama, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti proses pembelajaran di kelas.</li><li>2. Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa sesuai dengan materi yang akan dibahas.</li></ol>	15 Menit
<p><b>Kegiatan Inti</b></p> <ol style="list-style-type: none"><li>3. Guru mereview materi pada pertemuan sebelumnya</li><li>4. Guru memberikan 1 topik untuk setiap kelompok</li><li>5. Siswa mendiskusikan topic tersebut dengan teman kelompoknya</li><li>6. Siswa mengumpulkan informasi-informasi mengenai topic yang telah diberikan oleh guru.</li><li>7. Siswa menyusun informasi mengenai topic yang telah diberikan oleh guru kedalam bentuk deskriptif essay.</li><li>8. Siswa mengajukan hasil kerja kepada guru</li><li>9. Setiap kelompok mempresentasikan hasil kerja mereka didepan kelas.</li></ol>	60 Menit



<p><b>Kegiatan Akhir</b></p> <ol style="list-style-type: none"> <li>10. Guru menanyakan pemahaman peserta didik mengenai pembelajaran sebelumnya.</li> <li>11. Guru kembali mengevaluasi peserta didik dengan menanyakan kembali pembahasan yang telah didiskusikan dengan menunjuk salah satu siswa.</li> <li>12. Guru memberikan tugas rumah atau latihan kepada siswa</li> <li>13. Kesimpulan dari pertemuan atau pembelajaran.</li> <li>14. Doa sebelum pulang.</li> <li>15. Salam.</li> </ol>	<p>15 Menit</p>

## APPENDIX 4

### LEARNING MATERIAL

#### 1. Definition of descriptive text

Descriptive is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described and Descriptive text is a text which says what a person or thing is like. Social function is describe, tell, identification and etc.

#### 2. Structure text

##### *TSUNAMI*

Tsunami is natural disaster caused by the increasing waves of the sea to land with a high swiftness as the consequence of the quake which is centered under the ocean. The quake can be caused by land erosion, sifted plate, an erupted volcano as well as a meteoroid that falls in the ocean. Tsunami usually happens if the size of the earthquake exceed until 7 on the Richter scale. This tsunami is quite dangerous, mainly for those who live around the beach. With great force, it will sweep out whatever around it. From all causes of tsunami, earthquake is the major cause.

An earthquake on the bottom of sea gives rise to an affliction of the sea water that caused by the change of the profile of the ocean floor that generally occurs because of tectonic earthquake and perpendicular (vertical) ground motion with the surface of the se water or earth surface.

If the movements of the ground are horizontal on the surface of the sea, there will not happen tsunami.

Even though the movement of the ground is horizontal, but the energy of the earthquake is big, and it can cause the collapse of cliffs/hill on the sea automatically in which the movement is perpendicular to the surface of the sea. Although there is no earthquake that hits the land directly which results in vertical movement, the condition of cliff and hill in the sea has been unstable and because of the force of gravity and ocean currents that led to landslides, it causes tsunami.

The victim of tsunami is not a little. The casualties are hit by sluggish water flow and material that is carried away by the tsunami. Besides the victim, tsunami also has a negative impact on the building, crops, and pollution to agricultural land and water.

Generic structure	Sentence
Identification	Tsunami is Natural disaster
Description	Tsunami usually happens if the size of the earthquake exceeds 7 on the Richter scale. This tsunami is quite dangerous, mainly for those who live around the beach. With great force, it will sweep out whatever around it.

### 3. The element of language

- (11) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s)
- (12) Kata ganti *it, they, she, we, and etc.*; *our, my, your, their, and ect.*
- (13) Kata sifat yang sangat lazim *old, fat, tall, short, beautiful, patient, nice, wise, smart, and etc.*
- (14) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, has, like, love, and ect.*
- (15) Penggunaan nominal singular plural secara tepat atau tanpa *a, the, this, those, my their,* secara tepat dalam frasa nominal.

## TRAFFIC JAM



## THE MOUNTAIN ERUPTED



## TSUNAMI





## FLOOD



## APPENDIX 5

### a. Pre-test result

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 1}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\begin{aligned} \rightarrow SS_1 &= \frac{\sum X_1^2}{n_1} - \frac{(\sum X_1)^2}{29} \rightarrow \frac{4.151}{29} - \frac{(11,89)^2}{29} \\ &\rightarrow \frac{4.151}{29} - \frac{141,37}{29} \\ &\rightarrow \frac{4.151}{29} - 4,87 = 4.146,13 \end{aligned}$$

$$\begin{aligned} \rightarrow SS_2 &= \frac{\sum X_2^2}{n_2} - \frac{(\sum X_2)^2}{29} \rightarrow \frac{3815}{29} - \frac{(11,41)^2}{29} \\ &\rightarrow \frac{3.815}{29} - \frac{130,18}{29} \\ &\rightarrow \frac{3.815}{29} - 4,48 = 3.810,52 \end{aligned}$$

$$\rightarrow \text{t-test} = \frac{59,31 - 56,89}{\frac{(\sqrt{4.146,13 + 3.810,52}) \left(\frac{1}{29} + \frac{1}{29}\right)}{29 + 29 - 1}}$$

$$t = \frac{2,42}{\frac{(\sqrt{7956,65}) (0,03 + 0,03)}{56}}$$

$$t = \frac{2,42}{(\sqrt{142,08}) (0,06)}$$

$$t = \frac{2,42}{\sqrt{8,52}}$$

$$t = \frac{2,42}{2,91} \rightarrow t = 0,83$$

**b. Post-test result**

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 1}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\begin{aligned} \rightarrow SS_1 &= \frac{\sum X_1^2}{n_1} - \frac{(\sum X_1)^2}{n_1} \rightarrow \frac{7.255,12}{29} - \frac{(15,80)^2}{29} \\ &\rightarrow \frac{7.255,12}{29} - \frac{249,64}{29} \\ &\rightarrow 7.255,12 - 8,60 = 7.246,52 \end{aligned}$$

$$\begin{aligned} \rightarrow SS_2 &= \frac{\sum X_2^2}{n_2} - \frac{(\sum X_2)^2}{n_2} \rightarrow \frac{6.853,90}{29} - \frac{(15,36)^2}{29} \\ &\rightarrow \frac{6.853,90}{29} - \frac{235,92}{29} \\ &\rightarrow 6.853,90 - 8,13 = 6.845,77 \end{aligned}$$

$$\rightarrow \text{t-test} = \frac{79,03 - 76,86}{\frac{(\sqrt{7.246,52 + 6.845,77}) \left(\frac{1}{29} + \frac{1}{29}\right)}{29 + 29 - 1}}$$

$$t = \frac{2,17}{\frac{(\sqrt{14092,29}) (0,03 + 0,03)}{56}}$$

$$t = \frac{2,17}{(\sqrt{251,64}) (0,06)}$$

$$t = \frac{2,17}{\sqrt{15,09}}$$

$$t = \frac{2,17}{3,88} \rightarrow t = 0,55$$

Based on the data analyze, the result of t-test is normal. The samples are in normal distribution if value significance correlation is



higher than 0,05. In the post-test experimental class 0,55, it is higher than 0,55. While, the post-test control class is 0,83 it is higher than 0,05. It can be concluded that the sample in post-test control class are normal. From the result of conclusion above, it can be seen that the all data are normal.

## APPENDIX 6

Table 4.1

The Students' Score of Experimental Class  
(Using Problem Based Learning Method)

<b>Students (X)</b>	<b>Pre- Test Score</b>	<b>Post- Test Score</b>	<b>Gained (d) Score Post Test-Pre Test</b>	<b>Categorization in Post Test Score</b>
1	65	78	13	Good
2	60	79	19	Good
3	65	80	15	Excellent
4	70	85	10	Excellent
5	50	79	29	Good
6	65	78	28	Good
7	55	75	25	Good
8	65	78	13	Good
9	55	79	24	Good
10	60	79	29	Good
11	65	79	14	Good
12	55	78	23	Good
13	55	78	23	Good
14	50	79	29	Good
15	55	75	20	Good
16	65	78	13	Good
17	55	79	24	Good

18	55	85	30	Excellent
19	55	80	25	Excellent
20	70	85	15	Excellent
21	65	80	15	Excellent
22	55	76	21	Good
23	50	75	25	Good
24	60	80	20	Excellent
25	70	85	15	Excellent
26	55	75	25	Good
27	65	79	14	Good
28	65	78	13	Good
29	55	78	23	Good
<b>X (Mean)</b>	<b>59.31</b>	<b>79.03</b>	<b>22.31</b>	

## APPENDIX 7

Table 4.2

### The Score of Pre-test in Experimental Class

No.	Name	Score					X	X1	X1 <sup>2</sup>
		Con	Org	Gra	Mec	Voc			
1	S001	14	13	11	12	15	65	13	169
2	S002	14	12	10	11	13	60	12	144
3	S003	15	13	11	12	14	65	13	169
4	S004	15	15	12	13	15	70	14	196
5	S005	12	10	8	10	10	50	10	100
6	S006	14	14	11	12	14	65	13	169
7	S007	13	11	10	10	11	55	11	121
8	S008	14	13	12	12	14	65	13	169
9	S009	12	12	10	10	11	55	11	121
10	S010	13	12	11	12	12	60	12	144
11	S011	13	13	12	13	14	65	13	169
12	S012	12	11	10	10	12	55	11	121
13	S013	12	11	10	11	11	55	11	121
14	S014	10	10	9	10	11	50	10	100
15	S015	13	11	10	10	11	55	11	121
16	S016	14	13	12	12	14	65	13	169
17	S017	13	11	10	10	11	55	11	121
18	S018	12	12	10	10	11	55	11	121
19	S019	12	10	10	11	12	55	11	121

20	S020	16	14	12	13	15	70	14	196
21	S021	14	13	12	12	14	65	13	169
22	S022	13	11	10	10	11	55	11	121
23	S023	11	10	9	10	10	50	10	100
24	S024	13	12	11	11	13	60	12	144
25	S025	15	13	12	14	15	70	14	196
26	S026	12	12	10	10	11	55	11	121
27	S027	10	10	9	10	11	50	10	100
28	S028	14	12	12	13	14	65	13	169
29	S029	14	13	11	13	14	65	13	169
<b>Mean</b>		<b>13.06</b>	<b>11.96</b>	<b>10.58</b>	<b>11.27</b>	<b>12.55</b>	<b>59.31</b>	<b>11.89</b>	<b>4.151</b>

## APPENDIX 8

Table 4.3

### The Score of Post-test in Experimental Class

No.	Name	Score					X	X1	X1 <sup>2</sup>
		Con	Org	Gra	Mec	Voc			
1	S001	18	14	12	15	18	77	15.4	237.16
2	S002	18	15	14	15	17	79	15.8	249.64
3	S003	18	16	14	15	17	80	16	256
4	S004	18	18	14	17	18	85	17	289
5	S005	18	15	14	15	17	79	15.8	249.64
6	S006	18	15	14	15	16	78	15.6	243.36
7	S007	17	15	13	15	15	75	15	225
8	S008	18	14	13	16	17	78	15.6	243.36
9	S009	18	14	13	16	18	79	15.8	249.64
10	S010	18	14	13	17	17	79	15.8	249.64
11	S011	18	15	13	16	17	79	15.8	249.64
12	S012	17	15	13	16	17	78	15.6	243.36
13	S013	18	14	13	16	17	78	15.6	243.36
14	S014	18	14	13	17	17	79	15.8	249.64
15	S015	15	14	14	15	15	75	15	225
16	S016	18	15	13	15	17	78	15.6	243.36
17	S017	18	14	13	16	18	79	15.8	249.64
18	S018	18	18	13	18	18	85	17	289
19	S019	18	15	14	16	17	80	16	256

20	S020	18	17	14	18	18	85	17	289
21	S021	18	16	14	15	17	80	16	256
22	S022	17	14	13	15	17	76	15.2	231.04
23	S023	16	14	13	15	17	75	15	225
24	S024	17	17	13	16	17	80	16	256
25	S025	18	17	14	18	18	85	17	289
26	S026	17	16	14	15	17	79	15.8	249.64
27	S027	17	14	13	14	17	75	15	225
28	S028	17	16	13	16	17	79	15.8	249.64
29	S029	18	15	13	16	16	78	15.6	243.36
<b>Mean</b>		<b>17.58</b>	<b>15.17</b>	<b>13.34</b>	<b>15,82</b>	<b>17.03</b>	<b>79.03</b>	<b>15.80</b>	<b>7.255.12</b>

## APPENDIX 9

**Table 4.5 Students' Score of Control Class**

**(Without Problem Based Learning Method)**

<b>Students (X)</b>	<b>Pre- Test Score</b>	<b>Post- Test Score</b>	<b>Gained (d) Score Post Test-Pre Test</b>	<b>Categorization in Post Test Score</b>
1	65	77	12	Good
2	55	79	24	Good
3	55	79	24	Good
4	55	79	24	Good
5	55	74	24	Good
6	55	75	20	Good
7	50	75	25	Good
8	50	72	22	Good
9	70	80	10	Excellent
10	50	78	28	Good
11	65	80	15	Excellent
12	55	78	23	Good
13	50	78	28	Good
14	55	79	24	Good
15	55	76	21	Good
16	55	78	23	Good
17	60	79	19	Good
18	55	80	25	Excellent



19	65	80	15	Excellent
20	65	77	12	Good
21	65	78	13	Good
22	55	77	22	Good
23	60	75	15	Good
24	55	76	11	Good
25	50	72	22	Good
26	65	77	12	Good
27	50	73	23	Good
28	60	76	16	Good
29	55	72	17	Good
<b>X (Mean)</b>	<b>56.89</b>	<b>76.86</b>	<b>19.66</b>	

**APPENDIX 10****Table 4.6****The Score of Pre-Test in control class**

No.	Name	Score					X	X2	X2 <sup>2</sup>
		Con	Org	Gra	Mec	Voc			
1.	D001	14	12	12	13	14	65	13	169
2.	D002	13	11	10	10	11	55	11	121
3.	D003	12	12	10	10	11	55	11	121
4.	D004	12	11	10	10	12	55	11	121
5.	D005	12	12	10	10	11	55	11	121
6.	D006	12	11	10	10	12	55	11	121
7.	D007	11	10	9	10	10	50	10	100
8.	D008	11	11	8	10	10	50	10	100
9.	D009	14	14	12	14	16	70	14	196
10.	D010	11	10	9	10	10	50	10	100
11.	D011	13	13	12	13	14	65	13	169
12.	D012	12	11	10	10	12	55	11	121
13.	D013	10	10	9	10	11	50	10	100
14.	D014	12	12	10	10	11	55	11	121
15.	D015	13	11	10	10	11	55	11	121
16.	D016	12	11	10	10	12	55	11	121
17.	D017	13	11	10	12	14	60	12	144
18.	D018	12	12	10	10	11	55	11	121
19.	D019	15	14	11	12	13	65	13	169

20.	D020	16	13	11	12	13	65	13	169
21.	D021	14	14	11	12	14	65	13	169
22.	D022	13	11	10	10	11	55	11	121
23.	D023	12	11	11	12	14	60	12	144
24.	D024	12	11	10	11	11	55	11	121
25.	D025	11	10	9	10	10	50	10	100
26.	D026	14	12	12	13	14	65	13	169
27.	D027	10	10	9	10	11	50	10	100
28.	D028	13	11	10	12	14	60	12	144
29.	D029	12	11	10	10	12	55	11	121
<b>Mean</b>		<b>12.44</b>	<b>11.48</b>	<b>10.17</b>	<b>10.89</b>	<b>12.06</b>	<b>56.89</b>	<b>11.41</b>	<b>3.815</b>

## APPENDIX 11

Table 4.9

The Score of Post-Test in control class

No.	Name	Score					X	X2	X <sup>2</sup>
		Con	Org	Gra	Mec	Voc			
1.	D001	17	14	12	14	17	77	15.4	237.16
2.	D002	17	15	13	15	18	79	15.8	249.64
3.	D003	17	16	14	15	17	79	15.8	249.64
4.	D004	18	18	14	17	18	79	15.8	249.64
5.	D005	17	13	12	14	18	74	14.8	219.64
6.	D006	17	14	13	14	14	75	15	225
7.	D007	17	15	13	15	15	75	15	225
8.	D008	17	12	12	13	18	72	14.4	207.36
9.	D009	18	15	13	16	18	80	16	256
10.	D010	18	14	13	16	17	78	15.6	243.36
11.	D011	18	15	13	16	17	80	16	256
12.	D012	17	15	13	16	17	78	15.6	243.36
13.	D013	18	14	13	16	17	78	15.6	243.36
14.	D014	18	14	13	17	17	79	15.8	249.64
15.	D015	18	14	14	15	15	76	15.2	231.04
16.	D016	18	15	13	15	17	78	15.6	243.36
17.	D017	18	14	13	16	18	79	15.8	249.64
18.	D018	18	16	13	16	17	80	16	256
19.	D019	17	16	14	16	17	80	16	256

20.	D020	17	16	12	15	17	77	15.4	237.16
21.	D021	18	15	14	15	16	78	15.6	243.36
22.	D022	17	15	13	15	17	77	15.4	237.16
23.	D023	16	14	13	15	17	75	15	225
24.	D024	17	15	13	15	16	76	15.2	231.04
25.	D025	17	14	12	14	15	72	14.2	201.64
26.	D026	17	15	14	15	16	77	15.4	237.16
27.	D027	17	14	12	13	17	73	14.6	213.16
28.	D028	18	14	12	15	17	76	15.2	231.04
29.	D029	17	14	12	14	15	72	14.4	207.36
<b>Mean</b>		<b>17.37</b>	<b>14.65</b>	<b>12.93</b>	<b>15.10</b>	<b>16.72</b>	<b>76.86</b>	<b>15.36</b>	<b>6.853.90</b>

**APPENDIX 12**  
**DOCUMENTATION**





## **CURRICULUM VITAE**



The writer Nur Afni Oktavianti, She was born on October, 15, 1996 in Ujung Pandang. She is the youngest of the couple Syahrir and Dg.Tamaming. The writer finished her elementary school in 2008 SDI Bonto-bonto, then continued her study at SMPN 1 Bontomatene for 3 years and successfully finished in 2011.

At the same year, she entered in SMAN 1 Bontomatene and graduate in 2014. She entered at Muhammadiyah university of Makassar by Majoring in English Department of faculty of Teacher Training and Education. She also teaches actively in English.