THE EFFECT OF PROBLEM BASED LEARNING METHOD ON STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY

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ABSTRACT

The aim of this research is to know the students' writing descriptive text ability which is taught by Problem Based Learning Method. The population of this research consists of 4 classes. They are all of the tenth grade students with 165 students. The sample was taken from the population by the cluster random sampling technique; they are X-1 and X-2, the whole amount samples are 70 students. This study is conducted to find out the cause effect relationship and the treatments, the research method used is experimental method. Then the data is collected by using instrument. The instrument used is writing text. The data was analyzed by using t-test formula. It is found that the result shows the score of $t_{test} > t_{table}$ (3,1 > 2,00) or t_o is greater than t_t. So, the hypothesis is accepted. It means that There is a Significant Effect of The Students' Writing Descriptive Text Ability Which Is Taught By Problem Based Learning Method is Of The Tenth Students At SMP Negeri 3 Angkola Padangsidimpuan.

Keywords: Comparative Methods, Writing Ability

I.   INTRODUCTION

Language as human being way's to communicate has four skills to be mastered in order to achieve the success of communication process in society. As in English that has four skills such as Reading, Writing, Speaking and Listening. Writing as one of the English skills should be mastered by the students. Because, if the student cannot master writing, they will difficult in expressing their ideas in written form; As an international language English becomes a compulsory subject which is taught in institution of education in Indonesia. It means that the students have to master English well and to achieve the communicative competences. These skills are taught in school through genre-based approach or text based approach. It is the best way to develop the communicative competences of English.

The material in English mostly consists of genr which deals with texts. There are many kinds of text which are taught in school, they are descriptive, narrative, report, hortatory exposition, spoof, and so on. In this research, the writer is interested to descriptive text.

Descriptive text as one of materials to be learned in junior high school. It is taught in Junior High School, Senior High School or even in University. This kind of text is used to describe the characteristics of something in order the reader can imagine the things briefly in his head.

However, writer sees in the reality, the most students feel difficulty to understand the descriptive text. It can be found at SMP Negeri 3 Padangsidimpuan. It is informed that there are still some students who do not achieve the passing score for English subject,the score of students mostly 60 while their standard score should be 70. Based on this fact, the writer finds their

achievement on English subject including descriptive text is not suitable with expectation.

Actually, teacher has done some efforts to solve this problem. Such as, maximizing motivation for the students, giving English course in the afternoon, giving various simple text and giving more writing exercises.But, there is no significant progress in students' learning result.

So, teachers should be more creative in giving variety in learning process. There are many methods that can be used in teaching writing, such as Inquiry Method,The Problem Based Learning Method, The Direct Method, The Drill Method, The Audio Lingual Method, The Silent Way Method, The TPR Method, Community Language Learning, etc. These methods give guidance in writing process; of course give better result on students' writing ability in descriptive text.

Based on the observation, the researcher formulates the research problem, as follow:

1. Is there any significant effect of using Problem Based Learning method in writing descriptive text ability at the eighth grade students of SMP Negeri 3 Padangsidimpuan?

then, the significance of this research is:

2. to know the significant effect of using Problem Based Learning method in writing descriptive text ability at the eighth grade students of SMP Negeri 3 Padangsidimpuan.

II.   THE THEORITICAL FRAMEWORKS

Writing Descriptive Text

Writing is one of the important skills in English mastery. It is one of the four skills that have to be mastered. M.F Patel and Praveen M. Jain (2008:10) said that writing is the most efficiently acquired when practice in writing parallels practice in the   other skills.

Furthermore, AnggaArkani (2010:1) defined that writing a text is a tricky activity. Sometimes we can write long text about trifles things, yet at other times we find it very difficult to write about interesting things with so much data and materials.

Based on the explanation, the writer concludes that writing is an activity to express our ideas, experiences and imagination through written form then can be read and feel by the reader. in other word, the reader know the meaning of what the writer want to say through his or her writing.

One of the important subjects in junior high school, especially at eight grade is descriptive text. Sanggam Siahaan and Kisno Shinoda (2008:89) said that descriptive is a written English text in which the writer describes an object, it can be a concrete or abstract object, such as person, animal, tree, house or camping. Furthermore, Tanti Setiawati(2010:1)stated that a descriptive texts is a text which lists the characteristics of something.

Based on the explanation above, the writer descriptive text is a written English text that gives a very detailed characteristic in the story until the readers can imagine in their mind the true object in it and it is used to support many text type.

To be able in writing descriptive text, it is necessary to know the indicators of descriptive text, they are: a) social function of descriptive text is to describe the characteristics of the things in the text. Tanti setiawati (2010:1) said that description is a style of writing which can be useful for other variety purposes as: 1) to describe things, 2) to engage a reader's attention, 3) to set a mood or create an atmosphere, and 4) to being writing to life, b) generic structure of descriptive text is the main components in writing descriptive text. Otong setiawan djuharie (2007:24) said that description text has the generic structure as follow: 1) identification: the introduction of the subject or thing that will be described, 2) description: the information characteristics of

the subject, *i.e.* behavior, physics display, quality, specific acts, etc, and c) lexicogrammatical of descriptive text refers to the languages feature that is used in writing descriptive text. Suparman and Sri Hartatik (2008:33) said that the linguistic features of descriptive text are focus on specific participant, use of attributive and identifying processes, frequent use of epithets and classifier in nominal groups and use simple present.

Based on the experts' opinion above, the writer concludes that the social function of descriptive text is to describe the topics in the text as detailed as possible. The generic structures of descriptive text are identification and description. Then, the language features that often uses in writing descriptive text are specific noun, adjectives, figurative language, and simple present.

Based on the explanation above, the writer concludes that writing descriptive text is active process to express the ideas of the characteristics of things in the story until the readers can imagine in their mind the true object in that story through its identification and description.

Teaching Methods

Teaching is an activity to lead students in getting knowledge and in developing students' potential by transferring the knowledge from teachers to students. It means that it can be done with process of teaching in order to support students in getting knowledge and developing their potential.

Deborah L. Norland and Terry Pruett (2006:10) said that a method is often viewed as a series of procedures or activities used to teach language in a certain way. Furthermore, Peter Westwood (2008:28) stated that themethod is particularly appropriate for achieving important objectives insocial studies, science, geography, history, health, environmental educationand mathematics.

From the explanation above, the writer concludes that teaching method is the procedure or the arrangement which is used in presenting

material in teaching process to support the students to comprehend or achieve the subject. Therefore, the teachers should find the suitable methods to teach writing descriptive text in order to improve the students' writing descriptive text ability.

Problem Based Learning

Problem based learning can be defined as a learning activity that emphasizes to problem solving process. Barrows and Kelson cited in Robert Delishe(2000:3) said that problem based learning is a learning model that forces the student to think critically, solve the problem, learn independently, and forces the creativity in participating the team.

In applying Problem based learning, there are some steps that must be followed. David Johnson & Johnson stated inWinaSanjaya (2006:301) that there are 5 steps of Problem based learning as follows: 1) defining problem, 2) diagnosing problem, 3) formulating alternative strategy, 4) determining and choosing alternative strategy, 5) evaluating.

Every method must have the advantages and disadvantages. Peter Westwood (2008:101) said that the advantages and disadvantages of problem based learning, the advantages are: a) encourages self-direction in learning, b) prepares students to think critically and analytically, c) empowers students to identify, locate and use appropriate resourcesissues studied are linked closely with the real world and are motivating for students, and d) active involvement in integrating information and skills from different disciplines, meanwhile disadvantages are: a) some students have difficulty sifting irrelevant information from what is relevant for addressing the problem or issue, b) some students lack flexibility in their thinking and therefore approach an issue from a very narrow perspective, c) younger students often decide on a solution too early in the process and then resist change later.

Based on the explanation above, the writer concludes that problem based learning is a learning strategy that focuses in solving problem through

scientifically process in order to increase the creativity of the students. The steps in applying problem based learning are realizing problem, formulating problem, formulating hypothesis, collecting data, examining hypothesis, and determining problem solving. Problem solving is a good technique to understand the material, encourages students' ability to find new knowledge to their life and increases the students' learning ability. Meanwhile, it needs much time to make preparation and when the students' do not have the interest or confident so solve the problem, they will not try it.

Descriptive text

Descriptive text is concern with describing something such as people, animals, places and things. It functions is to give the reader information by reading the detail information that describe completely and specifically. According to Peter Knapp and Mega Watkins, "The genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control." Suparman and Sri Hartatik state that descriptive is also called a process of detailing. It means that this kind of the text is a written form that related to the effort of the writer to give the detailed from the object briefly and clearly.

III.   METHODOLOGY OF THE RESEARCH

The writer chooses SMP Negeri 3 Padangsidimpuan as the location of the research. It is on Jalan Tonga Padangsidimpuan. The writer conducts the research at SMP Negeri 3 Padangsidimpuan about three months from the March to May 2019 Academic Year.

The method of this research is experimental method. Suharsimi Arikunto (2009:220) said that experimental method is the way find out the cause-effect relationship between two factors and it is happened by eliminating, unless or avoiding other factors that can influence. In this case, the research treats method, it is problem based learning method.

Population is the big part of the research, because from the population the researcher can find the object that will be researched. HusainiUsman (2008:181) Population is all the good results of a calculation and measurement, both quantitative or qualitative rather than specific characteristics of a group of subject that a complete and clear. The population of this research is the tenth gradestudents of SMP Negeri 3 Padangsiidmpuan which divided into four classes and the total population is 140 students. Sample is the part of a population that actually represents the characteristic of a population itself. DonalAry (2006:167) sample is a portion of a population. It means that sample is a part of represent the population that will be researched. And the writer uses sampling technique. In this research the writer uses cluster random sampling because the sample have alone characteristic from homogeneous population that to be observed and the sample is two classes they are VIII-1and VIII-2 that consists of 70 students.

There are many kinds of technique for collecting data such as questionnaire, observation, interview and test. And in this research, the writer uses test as the instrument to measure the students' achievement in writing. They are writing text. The test will be applied in experiment group or class and to the control group. It will be given the same test to the both classes. Then the result of the test will be used as the data of this research.

For data analysis, the writer used statistic processes. The test is given to the sample simultaneously after they have learnt descriptive text by using problem Based Learning Methods. Then the data is analyzed into comparative analysis technique using t-test formula.

IV.   RESULT OF THE RESEARCH

After collecting the data of writing ability on descriptive textby using Problem Based Learning, it is found that the highest score is 80 and the lowest score is 50. From the calculation, it

is known that the mean is 64. The median is 70 and the mode is 67.

The distribution frequency of writing ability on descriptive the students got score 50 - 54 are 2 students or 6%, score 55 - 59 are 3 students or 8.5%, score 60 - 64 are 9 students or 26%, score 65 - 69 are 11 students or 31%, score 70 - 74 are 5 students or 14 %, score 75 – 79 are 3 students or 8.5% and score 80 - 84 are 2 students or 6%, the writer finds that most students score is 65, there are 31%.

The student's writing descriptive in each indicator can be seen as follows : the application of the identification of the social function as the first indicator, the students get score 560 and the mean 80. It is categorized "very good", the application of the identification of generic structure as the second indicator, students get the score 935 and the mean is 67. It is categorized "enough", the application of the identification of the language feature as the third indicator, the students get score 750 and the mean 54. it is categorized "low". It means that they do not understand how to write the lexicogrammatical of descriptive text.

The data which is taken will answer the hypothesis that the writer has explained previously. The data is analyzed by using "t-test". The result of data analysis by using "t-test" shows the score of t_o is 3.1when it compared with the t_t (t- table) at the level of 5% significant level is 2.00 and the level of 1 % significant level is 2.65 with degrees of freedom (df) = N1+N2-2 = 35+35-2= 68because there is no df= 68 in the "t-test" table, the writer takes the nearer df, it is df= 60, so, the score of "t-test" table in the 5% level of significant is 2.00, and in 1% level of significant is 2.65.

From the result data anysis by using t $_{test}$ formula shows the score of t_{test} is 3.1 and t_{table} is known 2.00 and 2.65 it means, the score of t observed or t_o is greater than the score in the "t-test" table, where 2, 00<3,1>2, 65. It means that the hypothesis is accepted.

DISCUSSION

Based on the research findings, the writer found that the treatments of Problem Based Learning method is has a significant effect. It can be seen from the score of students' achievement. And also by applying this method, students are easier to write descriptive text. As thewriter has explained that Inquiry method is one of the good methods that is used to teach writing.

In writing descriptive text, the writer treats Inquiry and Problem Based Learnings to the experimental method. Problem Based Learning method give a significant effect. Because Problem Based Learning method is more suitable to be applied in writing descriptive text. Problem Based Learning helps students to learn critically and try hard to find the problem by their selves and write descriptive text. It can appear their creativity in expressing their ideas.

By doing the research, it is found that the using of suitable method is very important in teaching and learning process. It gives big impact to increase the students understanding and skill of mastering the material especially in language skills as in writing. Teaching method has important role in determining the success of learning process. It can be said that teaching method helps teacher to deliver the knowledge to the students well. So, the students can catch and understand the subject and to develop their skill well. In other word, the good teaching method will give the good result of learning process.

V.   CONCLUSIONS

Conclusions

From the data analysis it can be conclude that, as follows:

1. The students' writing descriptive text ability at eight grade students of SMP Negeri 3 Padangsidimpuan which taught by using Problem Based Learning Method is categorized "good".

2.   There is a significant effect of using Problem Based Learning Method on student'swriting descriptive text ability at the eight grade students of SMP Negeri 3 Padangsidimpuan. It can be proved by the result of the research. It shows that the score of $t_{test} > t_{table}(3,1 > 2,00)$

Implications

Based on the conclusions above, as the implication of the research, the writer hopes the result of the research can be implicated in teaching learning process, the teacher must enrich their knowledge in structure the material, master the rules, the use, giving feedback to the students, and know the form about some methods in writing descriptive text. They should be more creative in teaching the students how to be good in writing so that they have to be able in applying the methods which are suitable for the process of learning, and for the students should be motivated to use their spare time for practice their writing skill in the home.

Moreover, the teacher should be more up to date about all the issues in education phenomena especially in increasing the quantity of student's skill in learning process. The use of good method is one of important thing that should be pay attention. On the other hand, the creativity of the English teacher will give big effect in order to increase the student's knowledge of learning and practice language skills.

Suggestions

The last, the writer would like to give some suggestions as follows:

1.   For the English teacher can use Problem Based Learning in teaching writing descriptive text. The teachers and students should study about the lesson before the teaching and learning process begins. For other researchers who want to research the same problems to increase the ability in writing descriptive text because it is one of the genres in English lesson.

2.   The Headmaster of SMP Negeri 3 Padangsidimpuan must give the support and direction to the teachers that there are many methods can be used to improve their teaching and learning process. Then, gives the facility to the teachers and students. So that they can feel happy and enthusiasm while learning English and hope they fell easy to practice it.

3.   For the reader and other researcher which feel confort in the same issue of teaching methods. This finding of the research can be used as their reasources and develop it based on the case. so that, this finding can be more complete and usefull in increasing the education problem solving especially in teaching and learning process of English.

4.   This research can help the English teacher of SMP Negeri 3 Padangsidimpuan to improve the quality of teaching and learning process, especially be able to choose the suitable teaching methods to increase the teaching and learning process based on material and students condition.

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