

ADVISOR APPROVAL SHEET

Thesis by

Name : IFTITAHUS SAIDAH

NIM : D35206019

Title : USING PROBLEM BASED INSTRUCTION METHOD TO
IMPROVE STUDENTS' ENGLISH WRITING COMPETENCE
TO THE NINTH YEAR STUDENTS OF MTS DARUL HIKMAH
MOJOKERTO

Has been accepted and approved to be examined.

Surabaya, December 29th, 2010

Thesis Advisor



Dra. Irma Soraya, M.Pd.
NIP.196709301993032004

DECLARATION

Yang bertanda tangan dibawah ini:

Nama : Ifitahus Saidah

NIM : D35206019

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah

Judul skripsi : USING PROBLEM BASED INSTRUCTION METHOD IN ENGLISH TO IMPROVE STUDENTS' WRITING COMPETENCE TO THE NINTH YEAR STUDENTS OF MTS DARUL HIKMAH MOJOKERTO

Menyatakan bahwa karya ilmiah ini adalah hasil karya penulis sendiri dan sepanjang pengetahuan penulis tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini maupun di perguruan tinggi lain, kecuali bagian tertentu yang penulis gunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Demikian pernyataan ini penulis dibuat dengan sebenar-benarnya. Apabila ternyata terbukti bahwa pernyataan penulis ini tidak benar, maka itu sepenuhnya menjadi tanggung jawab penulis.

Surabaya, December 29th, 2010

Penulis

Ifitahus Saidah

ninth grade. The researcher focused on IX A in implementing this study. This class consists of 35 students and most of them have sufficient knowledge to get the Problem Based Instruction as a method to improve their writing competence. Moreover, the researcher took this class as subject for her study because the ninth grades have more intelligent in writing skill than the seventh and eight grades. That is why the researcher chose this class in order to the research was workable.

C. Data of the Study

In relation to the research problems which were formulated in the previous chapter. The data of the study are as follow:

1. The result of the observations

The result of observation was to answer the research problems about how Problem Based Instruction was implemented as the method in teaching writing to the ninth grade students of MTs Darul Hikmah Mojokerto. Besides, based on the observation checklist the researcher knew the improvement of teacher for each cycle.

2. The result of the questionnaire

The result of questionnaire was to describe the student's responses about the implementing of Problem Based Instruction in teaching writing.

Organization

- 20- 18 EXCELLENT TO VERY GOOD: fluent expression- ideas clearly stated
- 17- 14 GOOD TO AVERAGE: somewhat choppy- loosely organized but main ideas stand out
- 13- 10 FAIR TO POOR: non-fluent – ideas confused or disconnected
- 9- 7 VERY POOR: does not communicate- no organization

Vocabulary

- 20- 18 EXCELLENT TO VERY GOOD: sophisticated range- effective word/ idiom choice and usage
- 17- 14 GOOD TO AVERAGE: adequate range- occasional errors of word/ idiom form, choice, usage but meaning not obscured
- 13- 10 FAIR TO POOR: limited range- frequent errors of word/ idiom form, choice, usage
- 9- 7 VERY POOR: essentially translation- little knowledge of English vocabulary

Language Use

- 25- 22 EXCELLENT TO VERY GOOD: effective complex construction
- 21- 19 GOOD TO AVERAGE: effective but simple constructions
- 17- 11 FAIR TO POOR: major problem in simple/ complex constructions
- 10- 5 VERY POOR: virtually no mastery of sentence construction rules

The second is the following reflection area as a total process conducted at the end of each cycle. It's made to judge to what degree students' competence in each cycle that has been improved. In addition, the strengths and weakness in implementing Problem Based Instruction method are also evaluated. It is conducted after analyzing the data obtained from observation, field notes, and set of tests.

E. Data Collection Technique

After preparing everything dealing with the study, included the instrument and permission to establish study, the writer will start to collect the data. There are several steps to collect the data:

1. Observation

Observation was the first step that the writer do to collect the data. This instruments conducted by researcher at 9th October 2010 for preliminary study. In the preliminary study the researcher fill the checklist and make field note. And beside that the researcher also had done this instrument from 16th October up to 6th November 2010 during the process of implementing. The researcher observed the IX A class. She observed directly the real situation and behavior as they occurred naturally from the start of the teaching learning by Problem Based Instruction method in learning writing until the end of class. She drew a thick on the observation checklist. Moreover, she wrote

Then she will analyze the result of the observation checklist. The observation checklist consists of the description about topics and method used, teaching learning process containing of teacher and students activities. It has 3 answer degrees such as yes, some, and no. "Yes" means that 75% of the students and teacher do, "some" means that only 50 % of the students and teacher do, and "no" means that none of the students and teacher do. The researcher will analyze what is the weakness when implementing Problem Based Instruction method. It is used as reflecting to make a better implementation in the next meeting. At the last cycle, the result of observation checklist should show that there are more "yes" answer than "no" answers (see appendix 1). It means that the activity done effectively. After that, the researcher will analyze the students' writing score. Students' score should improve in every cycle especially at the last cycle. More than or equal to 60 % of students' writing score is greater than or equal to 70 as has been mentioned in the criteria of success in the previous page. It means that the implementation of Problem Based Instruction can help the students to improve their writing competence. And the last the researcher will analyze the result of questionnaire. Each numbers of the questionnaire consists of four answers. Students should choose one answer based on their opinion. The questions especially containing of the students' opinion about the application of Problem Based Instruction should get more than 50 % good response answers in each number. If not, the application of Problem Based Instruction is fail because it means that most of students are not enthusiastic participate in Problem Based Instruction activities.

implemented. The researcher, who acted as the practitioner then explain to the students about procedure text and the generic structure of it, then gave them an example and questions related to the topic. She did it because the text had not been already taught yet by their English teacher in the classroom. After that she asked the students to make a group of seven which where each group consisted of five students. On 23rd October 2010, the researcher then asked them to work with their group to make a carton rocket from the materials they have been prepared before. In this activity, the students were given 40 minutes to finish their work. They had to discuss with their own group to know how the procedure to make a carton rocket is. Whose group was able to finish their work before others, it became the first group who had to perform their work in front of the class. While the group was performing their work in front the class individually, all of the students were to pay attention to the group as the correction of their work as well. In this activity, the researcher needed time about 10 minutes listen a group performance to give the explanation how to make a carton rocket in front of the class. Then the researcher collected their group works. Then she asked the students make a procedure text about how to make a carton rocket individually and she marked students group works while the students were making a paragraph. In this activity, the researcher gave time about 20 minutes.

the rules more clearly to them. Besides, she had to give more attention in introducing the Problem Based Instruction method to control the students' group interaction well. The second was about the time allocation. Most of the students were unconscious about the runtime when they work in group. When time was almost up, some of groups didn't finish their work yet. Seeing this, it was important for the researcher to control the allocated time and remind the students every 10 minutes so they can finish their group work on time. The next was about the class setting. The undetermined group made the students' seating arrangement messed up, so in the next meeting the group's members had to be written in order not to spend much time to look for their own group each other.

b. Second Cycle

➤ Planning

The second cycle was held on December 30th October and 6th November, 2010. The activity that was given to the students was "How to Make a Paper House". The main objective of this activity wrote a procedure text based on the activity will have been done. In this stage the real teacher who acted as the practitioner made some improvements based on the result of the first cycle. It was about the explanation. Here the real teacher planned to explain the rules of the method clearly than before and translate the procedure into

