

## 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 29<sup>th</sup>, 2010 Thesis Advisor

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

## APPROVAL SHEET

This Thesis by Iftitahus Saidah has been examined on 25th January, 2011 and

approved by the board of examiners.

Dean,

R (Dr. H. Nur Hamim, M.Ag.) MP.196203121991031002

> The board of examiner Chair,

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

Secretary

(Rakhmawati, M.Pd.) NIP.197803172009122002

Examiner 1,

gr wind

(Khoirun Niam, Dr.Phil)

NIP.197007251996031004

Examiner 2,

(Siti Asmiyah M.TESOL) NIP.197704142006042003

#### **DECLARATION**

Yang bertanda tangan dibawah ini:

Nama : !ftitahus 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

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Surabaya, December 29th, 2010

Penulis

Iftitahus Saidah

#### **ABSTRACT**

Name : Iftitahus Saidah

NIM : D35206019

Title : Using Problem Based Instruction Method in English to Improve

Students' Writing Competence to the Ninth Year Students of MTs

Darul Hikmah Mojokerto

Advisor : Dra. Irma Soraya, M.Pd.

University : State Institute for Islamic Studies, Tarbiyah Faculty, English Department

English is one of the international languages, taught in elementary school as a local content subject and in junior high school until universities as a compulsory subject. English has four skills such as writing, reading, speaking, and listening. Writing is the most difficult subject in English. Sometimes, students get some difficulties to find the idea in writing paragraph. Here, the researcher used a method which can help the students in writing class. The researcher used Problem Based Instruction in her research. The objective of this study can be stated as an attempt to describe how Problem Based Instruction is implemented to the ninth year students in writing class, describe whether the use of Problem Based Instruction improve students' writing competence or not and to find out the students' responses toward the implementation of this method.

Based on the study above, the researcher used descriptive qualitative design to obtain some information concerning the students' writing competence. The subject of the study was the ninth year students of MTs Darul Hikmah Mojokerto. This study was a collaborative action research, which took two cycles to get the effectiveness to apply the method. Each cycle contains four steps. First step is planning the action. In this stage the researcher prepared the form of lesson plan, which contained formulated objectives, selected materials, and organized class. Then she implemented what she had planned in the implementing the action. The next step was observing the action. Observation is conducted at the same time when the action is being

implemented in the classroom. It is to identify the activities occurring during the teaching and learning process in the classroom. The last step was reflection. In this action, the researcher evaluated and explained what should be changed for further planning, implementing, and so on for the next cycle. This kind of activity was repeated 2 times until the expected result was obtained. The data from the observation checklist result, field notes, and assessment of the students' writing competence then were compared with each other to see which cycle gave the best score.

After conducting the research for almost a month, it can be seen that the Problem Based Instruction method could help students to express their idea easily in writing form. The assessment showed that the students' writing competence was improved in their content, organization, vocabulary, language use, and mechanics. In the first cycle, 86 % of students writing score were 70-85. It means that the students were able to write a simple paragraph. While in the last cycle, 91, 4 % students got scores 70 up to 95. It means that the students make some improvements in their writing than the first cycle.

Based on the explanation above, it can be concluded that Problem Based Instruction can be implemented as a means of teaching writing for the junior high school students especially in the ninth year students. The method can teach the students to study through the real experience. The topics given are accordance with the curriculum. Problem Based Instruction proved to be able to ease the students to get idea in writing a paragraph.

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#### CHAPTER I

#### INTRODUCTION

This chapter comprises the background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons, problem of the study, objective of the study, and significance of the study are formulated. Next. the scope and limitation of the study is presented. Finally, the last part is the definition of key terms which is presented to avoid misunderstanding of those terms.

## A. Background of the study

Language is primarily used for communication. The term of language is defined as a system of sound, words and etc used by humans to communicate thoughts and feelings. In the world, there are a lot of languages. The languages used in each country, called national language. While the language used all over the world called international language.

Nowadays, English become international language which is used in international communication, science, and technology. As far as we know, language is important for communication. Because different growth of languages, English to be the most popular among the other international languages. There is no part of the world affairs know nothing without English.

<sup>&</sup>lt;sup>1</sup> Iwan Jazadi, ELT In Indonesia In The Context Of English As Global Language (Malang: The State University Of Malang, 2004), p. 15

Through the language, people gain a better insight into human relations. They use the language to express their ideas and thoughts. Meanwhile language itself can survive and develop because people use it and teach to other people. Whoever, whenever and wherever they are, language always accompanies them. Even when one is silent, basically they still use language to form thought and feeling, will and activity.

In Indonesia, English is taught as a compulsory subject in elementary school until senior high school. It should be mastered by the students. They are expected to be able to master four skills of English included speaking, listening, writing, and reading. All of these components and skills are very important to learned, and each component has its own function.

From those four skills, writing is a difficult and complex subject, because it can't come automatically. It needs some experiences, talents, and a lot of regular activities. In writing, the writer should express their feelings, thoughts, and opinions using words clearly, so the messages can be understood by the readers.

To convey message, writers should use understandable language. They must decide what to be omitted and needed in their text. They also need to anticipate possible difficulties that the readers might have when reading their text. It means that as Nunan stated, the writers are unable to receive feedback from the other person to facilitate their communication.<sup>2</sup>

<sup>&</sup>lt;sup>2</sup> David Nunan. Language Teaching Methodology, (Sydney: Prentice Hall, 1991), p. 86

Byrne states that the writer has to create its own context to the readers. It means that the writers need to use mechanics and diction to express feelings, thoughts, and opinions to the readers. Besides, writing can be viewed as involving a number of thinking processes which are drawn upon in varied and complex ways as an individual composes, transcribe, evaluates, and revises. Ronald said that the writers have highly varied of writing, especially in composing processes, although they have many differences between composing first language and second language.<sup>3</sup>

Nonetheless, it is important for the writer to get readers' attention, interest, and involvement. Ronald states that achieving these desires will give some inspirations where the readers come from. Teacher should facilitate students in mastering English especially in writing skill. Teachers have to use a variety and techniques with some original and creative variations on familiar procedures. Teachers need to create an atmosphere where the students will free to express their ideas while teaching and learning process take place.<sup>4</sup>

Therefore, to make students free to express their ideas while teaching and learning process take place, teacher can use some teaching methods that are suitable with the condition of the class. According to Kardi and Nur there are five

<sup>4</sup> Ibid, p. VI

<sup>&</sup>lt;sup>3</sup> Ronald V. White. New Ways In Teaching Writing, Minois USA: TESOL Inc., 1995), p. V

teaching methods such as direct learning, cooperative learning, problem based instruction, discussion, and learning strategies.<sup>5</sup>

One of those methods that we can do in the class is Problem Based Instruction. It is a term that makes students takes an active task- oriented and self directed approach to their own learning. It can also provide students with insights into the research process.

In Problem Based Instruction method, students can arrange their knowledge, develop their skill, and increase their self- confidence. So, in this method; the teacher's role is presenting the problem or question, making dialog situation easier and giving research facilities.

By referring to the previous research which had been conducted by Fatimatuz Zuhro entitled "Pengaruh Model Pembelajaran Berdasarkan Masalah (Problem Based Instruction) Terhadap Kecakapan Berpikir Siswa Pada Mata Pelajaran Fiqih Di SMP Plus Al- Muslimun Jombang ", this research is a descriptive quantitative study, and the researcher wanted to observe the implementation of problem based instruction method and know the influence towards students' thinking ability in Fiqih subject.

Nur dan Kardi Pengantar Pada Pembelajaran Dan Pengelolaan Kelas, (Surabaya:Unipress, 2003),h.10

Richard L. Arends. Classroom Instruction And Management, (New York: Mc Graw Hill, 1997), p.288

Based on the background description above, the researcher intends to have an action research to implement problem based instruction method in teaching writing to the ninth year students of MTs Darul Hikmah Mojokerto.

Before conducting the research, the researcher did the preliminary study to observe the problem faced by students in writing class. The result of preliminary study observation of III A class showed that the students of this class have problem in writing paragraph immediately. This problem happened because they have no inspiration about what should be written. Therefore, the teacher used Problem Based Instruction method in this class to make students easier in getting idea to write paragraph. Considering this problem, the researcher determines that her research improving writing competence through Problem Based Instruction is appropriate to applied in this class.

#### B. The Problem of Study

- 1. How is PBI method implemented to the ninth year students of Mts Darul Hikmah Mojokerto?
- 2. Does PBI method improve students' writing competence?
- 3. How are students' responses toward the implementation of PBI method in writing class?

## C. Objective of the Study

- To describe the steps and kinds of activities in implementing and applying PBI method to the ninth year students of Mts Darul Hikmah Mojokerto in writing class.
- 2. To know how far PBI method improve students' writing competence.
- To find out and describe the students' responses toward the implementation of PBI method.

#### D. Significance of the Study

The results of the study are expected to be able to give a little contribution to the English teaching and learning process, especially for teaching English writing that can be implemented and applied on every school in Indonesia to grow and increase students' motivation in writing competence.

The result of the study also useful for English teacher of Mts Darul Hikmah Mojokerto as an additional inventory of English teaching and learning process, especially for teaching English writing and to tell them that teaching English writing using PBI method is one of interesting solutions that can grow and increase students' motivation in writing competence.

And for the students' of MTs Darul Hikmah Mojokerto, especially for ninth year students, this result of study is useful to increase their English writing achievement and give them motivation in order to ease them to explore their ideas in writing form. Besides, it can be useful to enrich their vocabularies as well.

The last is for the researcher; by applying this PBI method hopefully can provide a scientific reference and knowledge especially for a writing competence.

## E. Scope and Limitation

This study is focused on the teaching learning process using Problem Based Instruction method to teach writing. So that, the researcher will do the actions research with the limitation below:

- 1. The research will be implemented to the ninth year students of MTs Darul Hikmah Mojokerto.
- 2. The writer uses Problem Based Instruction method for teaching writing for them.
- The writer will introduce and use Problem Based Instruction method in teaching writing.
- 4. The topics of using problem based instruction method are limited into: how to make a carton rocket and how to make a paper house.

## F. Definition of Key Terms

#### 1. Teaching

The action to organize something which has contact with learning, so created the situation then can motivate the students to study effectively.

## 2. Writing

It is the act of forming letters or alphabets on the paper to express idea based on the experiments have been done. It is also used to know students' understanding toward the material has been taught.

#### 3. Problem Based Instruction

It is a term that makes students takes an active task- oriented and self directed approach to their own learning. It can also provide students with insights into the research process.

#### 4. Method

The way used by the teacher in teaching to less the bored situation in the class. The teacher should use different methods in every situation of the class.

## G. The Systematization of Discussion

## Chapter I

#### : Introduction

This chapter comprises the background of the study, problem of the study, objective of the study, significance of the study, the scope and limitation of the study, the definition of key terms, and the systematization of discussion.

## Chapter II

#### : Review and Related Literature

This chapter reviews the understanding theory used in the study concerning with the writing competence and action research. To be more specific, this review discussed about: Teaching English, The Teaching of Writing, The Objective of Teaching Writing at Junior High School, The Description of PBI Method, Problem Based Instruction Activities, and The Previous Research.

## Chapter III

## : Research Methodology

This chapter is focused on a description of the research design, research setting and subject, data of the study, research procedure, data collection technique, and data analysis.

## Chapter IV

## : Result and Discussion

This chapter is focused on data presentation and discussion of the research concerning with the glance description of the research object, the descriptions of research findings and the discussions of research findings.

## Chapter V

#### : Conclusion and Suggestion

The last chapter of this study will mainly presents the conclusion and the suggestion of this thesis.

#### **CHAPTER II**

## REVIEW OF RELATED LITERATURE

This chapter reviews the understanding theory used in the study concerning with the writing competence and action research. To be more specific, this review discussed about: (1) Teaching English, (2) The Teaching of Writing, (3)The Objective Of Teaching Writing At Junior High School, (4)The Description of PBI Method, (5) Problem Based Instruction Activities, and (6) The Previous Research.

## A. Teaching English

English has an important role in education since it is an international language used by most of people in the world. Nowadays, the fluency of English becomes the qualifying factors needed to apply a job. If people do not master English well they will be left behind. Those are why Indonesian government decides English as the compulsory subject taught since elementary school.

English is considered as the difficult subject since students do not use it to communicate in their daily life. The teachers have to find the solution in order to motivate the students and try to reach the effectiveness of teaching and learning activity. Blum as cited by Richards and Renandya states there are some characteristics of effective teaching as follows<sup>7</sup>:

<sup>&</sup>lt;sup>7</sup>Jack C Richards and Renandya, *Methodology in Language Teaching an Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p.21

- The instruction is guided by preplanned curriculum
- There are strong expectations for student learning
- Students are carefully oriented to the lessons
- The instruction is clear and focused
- The teachers have to monitor the learning progress closely
- The teachers will replay teaching when students do not understand
- Class time is considered for learning
- There are efficient classroom routines
- Instructional groups formed in the classroom behaviors are high
- There are positive interactions between teachers and students
- The teachers encourage and reward the students.

There are many types of English teaching, which of them are including the four skills of English, such as speaking, reading, listening and writing. After the researcher described some characteristics of effective teaching, in the next section, the researcher will discuss about writing and some aspects of it.

# B. The Teaching of Writing

Writing is one of the skills in English. So, it plays an important role in studying the subject, because as we know that English is an International language. According to Annete Lamb and Larry Johnson, writing is the

expression of language in the form of letters, symbol, or words. There are many kinds of writing such as descriptive, procedure, recount, narrative, and etc.

When we want to be an effective teacher of writing, we need to be aware of the different kind of writing made when a child attempts to create a meaningful written text. Besides, teacher should teach the students how are the steps in writing. According to Kate Grenville's book, there are four steps in writing<sup>9</sup>:

- 1. Getting Ideas
- 2. Choosing
- 3. Outlining

## 4. Drafting

Although a teacher has more skill than the students, sometimes the teachers get difficulties to expand the ideas in writing. The difficulties they face are more likely to be higher order of expressions and organization rather than the basic struggle to create the appropriate marks on the page in order to convey a relatively simple message.

For adults most of the essential skills involved in writing have been acquired in the distant past and are easily taken for granted, they have become parts of their habitual, unreflecting behavior. As a result we tend to be unaware of the importance of many aspects of the writing process and fail to understand the problems that many of our students are experiencing.

<sup>&</sup>lt;sup>8</sup> Annete Lamb and Larry Johnson, <a href="http://42explore.com/writing.htm.Retrieveded">http://42explore.com/writing.htm.Retrieveded</a> on 30 August 2010 at 9 am, p.1

<sup>&</sup>lt;sup>9</sup> Kate Grenville, Writing from Start to Finish, (Sydney: Griffin Press, 2001), p.10

According to Colin Peacock, writing is normally continuing and sustained act of communication. Writing is more solitary and demanding activity. The writer normally seeks to maintain an independent and if possible uninterrupted flow of language sometimes over an extended period of time before the final written product is achieved.

Colin Peacock said that writing is normally much more organized and coherent than speaking.<sup>11</sup> The writer is expected to edit out digressions and repetitions. In most written texts, there is no place for fillers and only very limited opportunities exist to communicate the subtleties of intonation, facial expressions of gesture. In fact, in creating written text of any length the writer is normally expected to choose language forms that are more concise than those used in spoken contexts, but at the same time expression is often more complex in its syntax and more varied in its vocabulary.

## C. The Objective of Teaching Writing at Junior High School

It is absolutely true that some people, from the time they are in first grade, know they want to be teachers. For others, the idea to become a teacher can be a sudden insight, or a feeling that ferments for years in some remote corner of their consciousness. Regardless of where the idea comes from, for many, the images associated with becoming a teacher are compelling. However, as often the case in

<sup>&</sup>lt;sup>10</sup> Colin Peacock, *Teaching Writing*, (New Hampshire: British Library In Publication Data, 1986), p.

<sup>11</sup> Ibid, p. 14

Professional toward the responsibilities and time. As a teacher, your day doesn't necessarily end when the school bell rings. If you're conscientious, you will be involved in after school meetings, committees, assisting students, grading homework, assignments, projects, and calling parents. All these demand some sacrifice of your personal time. If you're committed to excellence as a teacher, it's a sacrifice you can live with. If not, you will be uncomfortable at best.

Teacher training and teacher preparation programs exist in every state, as well as in various forms of on-line courses and degree programs, and the requirements vary. You will have many options from which to choose. Choose wisely.

Here are the characteristics of good teachers<sup>13</sup>:

44.47

25.47.41

- Good at explaining things. You should like to explain how something
  works or how something happened. Being comfortable with explaining
  content to students is an essential skill for teachers, regardless of the
  subject or grade level.
- Keep their cool. There will be times when you will be tempted to scream
  or yell at your students, other teachers, parents, administrators, and so on.
  Good teachers are able to successfully resist this urge.

<sup>&</sup>lt;sup>13</sup> Robert Kizlik, http://www.adprima.com/tipson.htm.retrieved on 14 April 2010 at 8 pm, p.2

life, the differences between images and reality can be stark, unsettling, and disappointing.

Not every person who wants to be a teacher should be a teacher. There is a vast gulf between the ideal of teaching and the reality of the classroom. Teaching probably won't make you rich, and no one should make any career decision without gathering as much information as possible. According to Robert Kizlik, tips on becoming a teacher are 12:

Professional in taking attitude or decision. Teaching is like no other profession. As a teacher, you will wear many hats. You will be a communicator, a disciplinarian, a conveyor of information, an evaluator, a classroom manager, a counselor, a member of many teams and groups, a decision-maker, a role-model, and a surrogate parent. Each of these roles requires practice and skills that are often not taught in teacher preparation programs. Not all who want to be teachers should invest the time and resources in teacher training or teacher preparation programs if they do not have the appropriate temperament, skills, and personality. Teaching has a very high attrition rate. Depending on whose statistics you trust, around forty percent of new teachers leave teaching within the first five years. It is obviously not what they thought it would be. One thing for sure, it's about more than loving kids.

<sup>&</sup>lt;sup>12</sup> Robert Kizlik, http://www.adprima.com/tipson.htm.reurieved on 14 April 2010 at 8 pm, p.1

- Have a sense of humor. Research has consistently shown that good teachers have a sense of humor, and that they are able to use humor as part of their teaching methods. Humor, used properly, can be a powerful addition to any lesson.
- Like people, especially students in the age range in which they intend to teach. Most teachers choose an area of specialization such as elementary education, special education, secondary education, or higher education because they have a temperament for students in those age ranges. If you are not comfortable working with young children, don't major in elementary education.
- Inherently fair-minded. They are able to assess students on the basis of performance, not on the students' personal qualities.
- Have "common sense." It may sound a bit corny, but good teachers are practical. They can size up a situation quickly and make an appropriate decision. Whether managing a classroom, leading students on a field trip, seamlessly shifting from one instructional procedure to another, assigning detentions, supervising an intern, or dealing with policy and curriculum issues in the school, there is no substitute for common sense.
- Have a command of the content they teach. For elementary school teachers, that means having knowledge of a broad range of content in sufficient depth to convey the information in meaningful ways to the

students. For secondary school teachers, it usually means having an indepth command of one or two specific content areas such as mathematics or biology.

- Set high expectations for their students and hold the students to those
  expectations. If you are thinking about becoming a teacher, you should set
  high expectations for yourself, and demand excellence not only of yourself,
  but your students as well.
- Detail oriented. If you are a disorganized person in your private life, you will find that teaching will probably be uncomfortable for you. At the very least, teachers must be organized in their professional and teaching duties. If you're not organized and are not detail oriented, teaching may not be the best choice of a profession for you.
- Good managers of time. Time is one of the most precious resources a teacher has. Good teachers have learned to use this resource wisely.
- be members of committees, groups, councils, and task forces. Having the temperament to function in these capacities is extremely important. At other times, teachers assume leadership roles. Be sure you are comfortable being a leader or a follower, because sooner or later, you will be called on to function in those roles.

Don't take things for granted. This applies to everything, from selecting a college or school of education to filing papers for certification. Good follow-through habits should be cultivated throughout life, but they are never more important than during your teacher education program. Read the catalog, know the rules, be aware of prerequisites, and meet deadlines. In one sense, you don't learn to teach by getting a degree and becoming certified. You learn to teach in much the same way you learned to drive a car by driving. You learn to teach by teaching, by making mistakes, learning from them, and improving. The purpose of a teacher education program is to get you as ready as possible to learn how to teach by subjecting you to a variety of methods and experiences that have a basis in tradition and research.

## D. The Description of PBI Method

Problem based instruction has been known since John Dewey period. He believes that teachers should teach by appealing to the students' natural instincts to investigate and create. Dewey wrote that "the first approach to any subject in school, if thought is to be aroused and not words acquired, should be as unschoolastic as possible" For Dewey, students' experiences outside of school

<sup>&</sup>lt;sup>14</sup> Robert Delisle, *How to Use Problem Based Learning In The Classroom*, (Alexandria: Association For Supervision and Curriculum Development, 2007), p. 1

provide us with clues for how to adapt lesson based on what interests and engages them:

"Methods which are permanently successful in formal education...go back to the type of situation which causes reflection out of school in ordinary life. They give pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking, or the intentional noting of connections; learning naturally results." (Dewey 1944, p. 154)

More than 80 years after that was written, students still learn best by doing and by thinking through problems. Educators who use problem based instruction recognize that in the world outside of school, adults build their knowledge and skills as they solve a real problem or answer an important question not through abstract exercises. <sup>15</sup> In fact, problem based instruction originally was developed for adults, but now, it can be used for students between 12- 18 years old by simplify the problem will be discussed.

Based on the explanation above, we can conclude that Problem-based instruction is an instructional method in which students actively resolve complex problems in realistic situations. While according to Arrends, problem based instruction is a learning approach where the students do an authentic problem to arrange their knowledge, develop thinking skill, autonomy, and self-confidence.

<sup>&</sup>lt;sup>15</sup> Robert Delisle, How to Use Problem Based Learning In The Classroom, (Alexandria: Association For Supervision and Curriculum Development, 2007), p. 2

There are special characteristics of problem based instruction<sup>16</sup>:

- Submitting problem. Problem based instruction organizes learning around
  the problem which socially important and individually significant for
  students. They propose the situation about authentic real life, avoid the
  simple answers, and enable to present the solution for the situation.
- 2. Focus on the discipline relation. Although problem based instruction may be concentrate on the certain subject matters (science, mathematics, and social knowledge), problem will be researched have been chosen really in order to give the solution, students observe the problem from many subject matters.
- 3. Authentic research. Problem based instruction requires the students doing authentic research to find out the real solution towards the real problem. They must analyze and define the problem, develop hypothesis, make prediction, collect and analyze the information, do experiment if needed, and formulate the conclusion. Research method has done depend on the problem studied.
- 4. Produce a product. Problem based instruction demands the students to produce certain product in real form, artifact, and exhibition that explain the form of problem solving.

<sup>&</sup>lt;sup>16</sup> Trianto. Model- Model Pembelajaran Inovatif Berorientasi Konstruktivistik, (Jakarta: Prestasi Pustaka Publisher, 2007), h.68-70

1. Collaboration. Problem based instruction is characterized by cooperate between students in pairs or small group.

According to Evan, Problem-based instruction is an effort to challenge students to address real-world problems and resolve realistic dilemmas. Such problems create opportunities for meaningful activities that engage students in problem solving and higher-ordered thinking in authentic settings. He said that problem based instruction have common characteristics as following<sup>17</sup>:

1. Activity is grounded in a general question about a problem that has multiple possible answers and methods of addressing the question.

Each problem has a general question that guides the overall task followed by ill-structured problems or questions that are generated throughout the problem solving process. That is, in order to address the larger question, students must derive and investigate smaller problems or questions that relate to the findings and implications of the broader goal. The problems or questions thus created are most likely new to the students and lack known definitive methods or answers that have been predetermined by the teacher.

<sup>&</sup>lt;sup>17</sup> Evan Glazer, <a href="http://projects.coe.uga.edu/epltt/index.php?title=Problem">http://projects.coe.uga.edu/epltt/index.php?title=Problem</a> Based Instruction, retrieved on 23 October 2010 at 11 am. p.8

## 2. Learning is student-centered; the teacher acts as facilitator.

In essence, the teacher creates an environment where students take ownership in the direction and content of their learning. The students develop sub questions to investigate, suggest methods to collect data, and propose a format for presenting their findings.

## 3. Students work collaboratively towards addressing the general question.

Students work together to attain the goal of producing a solution to the problem. For example, students take on individual responsibilities such as finding information and resources, making calculations, and performing analyses in coordination and collaboration with the direction and ideas of the group. As a consequence, group progress depends on each individual's contribution. On a larger scale, groups take on similar responsibilities by addressing their research questions but not exclusive of the learning community, because groups rely on each other for consultation about their strategies and findings.

# 4. Learning is driven by the context of the problem and is not bounded by an established curriculum.

In this environment, students determine what and how much they need to learn in order to accomplish a specific task. Consequently, acquired

information and learned concepts and strategies are tied directly to the context of the learning situation.

#### E. Problem Based Instruction Activities

Problem based instruction consists of five main steps, as the following 18:

## 1. Orienting students towards the problem

In this stage, teacher explains learning purpose and needed logistic, presents a phenomenon to appear the problem, and motivates the students to involve in solving the problem.

## 2. Organize the students to study

Teacher helps the students to define and organize the task related to the problem.

## 3. Lead the individual research or group

Teacher motivates the students to collect he appropriate information and do experiments to obtain explanation and problem solving.

## 4 Develop and present the work

Teacher helps the students in planning and preparing work such as report, video, and model. And also helps them to share the task with their friends.

<sup>&</sup>lt;sup>18</sup> Trianto. Model- Model Pembelajaran Inovatif Berorientasi Konstruktivistik, (Jakarta: Prestasi Pustaka Publisher, 2007), h.71-72

## 5. Analyze and evaluate the process of problem solving

Teacher helps students to do reflection or evaluation towards their research and the process when they do the research.

Those steps above are the main activities in Problem Based Instruction.

However, we need to prepare some procedures before applying Problem Based Instruction activities<sup>19</sup>:

- a. Teacher should explain the purpose of the activity will be done. They must understand the problem will be proven by their activity.
- b. Teacher must explain to the students about:
  - The instruments and materials will be used in the activity.
  - To avoid the failed of their activity, the students must know the variables must be controlled.
  - The order of the activity.
  - The important thing and process must be written.
  - Decide the shape of note or report such as in form of analysis, accounting, graph, etc.
- c. During the activity, teacher should monitor the students and give advice to help the process of the activity.
- d. After the activity finished, the teacher collects the students' work, discuss it in the class, and evaluates using test or just interview them.

<sup>19</sup> Roestiyah, Strategi Belajar Mengajar, (Jakarta:Rineka Cipta, 2008), h.81-82

These following elements are commonly associated with PBI activities<sup>20</sup>:

#### 1. Problem Generation.

The problems must address concepts and principles relevant to the content domain. Problems are not investigated by students solely for problem solving experiences but as a means of understanding the subject area. Some PBI activities incorporate multidisciplinary approaches, assuming the teacher can provide and coordinate needed resources such as additional content, instructional support, and other teachers.

#### 2. Problem Presentation.

Students must "own" the problem, either by creating or selecting it. Ownership also implies that their contributions affect the outcome of solving the problem.

Thus, more than one solution and more than one method of achieving a solution to the problem are often possible. Furthermore, ownership means that students take responsibility for representing and communicating their work in a unique way. Predetermined formats of problem structure and analysis towards resolution are not recommended. However, the problem should be presented such that the information in the problem does not call attention to critical factors in the case that will lead to immediate resolution. Ownership also suggests that students will

<sup>&</sup>lt;sup>20</sup> Evan Glazer, <a href="http://projects.coe.uga.edu/epltt/index.php?title=Problem">http://projects.coe.uga.edu/epltt/index.php?title=Problem</a> Based Instruction, retrieved on 23 October 2010 at 11 am, p.9-10

ask further questions, reveal further information, and synthesize critical factors throughout the problem-solving process.

#### 3. Teacher Role.

Teachers act primarily as cognitive coaches by facilitating learning and modeling higher order thinking and metacognitive skills. As facilitators, teachers give students control over how they learn and provide support and structure in the direction of their learning. They help the class create a common framework of expectations using tools such as general guidelines and timelines. As cognitive modelers, teachers think aloud about strategies and questions that influence how students manage the progress of their learning and accomplish group tasks. In addition, teachers continually question students about the concepts they are learning in the context of the problem in order to probe their understanding, challenge their thinking, and help them deepen or extend their ideas.

#### 4. Student Role.

Students first define or select an ill-structured problem that has no obvious solution. They develop alternative hypotheses to resolve the problem and discuss and negotiate their conjectures in a group. Next, they access, evaluate, and utilize data from a variety of available sources to support or refute their hypotheses. They may alter, develop, or synthesize hypotheses in light of new information.

Finally, they develop clearly stated solutions that fit the problem and its inherent conditions, based upon information and reasoning to support their arguments. Solutions can be in the form of essays, presentations, or projects.

#### F. The Previous Research

This is a previous research related to the Problem Based Instruction method entitled "Pengaruh Model Problem Based Instruction (Pembelajaran Berdasarkan Masalah) Terhadap Kecakapan Berpikir Siswa Pada Mata Pelajaran Fiqih di SMP Plus Al- Muslimun Jombang". This thesis is written by Fatimatuz Zuhro, the Graduate from State Institute for Islamic Studies Sunan Ampel Surabaya.

The background of this research because dissatisfaction towards teacher' methods that emphasize in mastering and memorize the concept, but not emphasize how is the method understood by the students. Teacher demands the students to solve the problem, but they rarely teach how to solve the problem.

There are 3 problem discussed in this thesis, as the following: (1) How is Problem Based Instruction implemented in Fiqih subject at SMP Plus Al-Muslimun Jombang, (2) How is students' thinking ability in Fiqih subject at SMP Plus Al-Muslimun Jombang?, (3)Does Problem Based Instruction influence students' thinking skill?

This research is pre-experiment. The research design used in this study is pre-test and post-test one group design that is experimental study which uses differences between pre- test and post test to know the effect of experiment

without control class. The methods used in this research are observation, checklist, test and non test, documentation, and interview. And the data analysis used is descriptive, t test, and simple linier regression.

The research result showed that: (1) Teacher ability in applying teaching learning process is good, proven by the score average 4, 17. (2) Students' thinking competence using Problem Based Instruction is good, proven by the score average 72, 47. And this score is better than before Problem Based Instruction implemented that is 63, 3. (3) There is linier correlation between Problem Based Instruction and students' thinking competence towards PAI subject. The evidence known by regression linearity test is  $(F^*) = 513$ , 3. After interpreted using table F, the Ft cost of significance standard 5 % is 3, 37. Apparently, the result  $F^*$  < of Ft, it means that linear regression. Then by correlation testing of r = 0, 41 obtained t = 2, 41. After that interpreted by table t, the score of table t in significance standard 5 % is 2, 05. It means, there is the influence of Problem Based Instruction towards students' thinking competence in PAI subject at SMP Plus AI- Muslimun as big as 16, 81 %.

#### CHAPTER III

## RESEARCH METHODOLOGY

This chapter is focused on a description of the research design, research setting and subject, data of the study, research procedures, data collection technique and data analysis. All of those components are discussed as follows:

#### A. Research Design

This research is classified as Collaborative Classroom Action Research. A collaborative action research is an approach whereby a facilitator engages with a group of participants in the context of their working environment to help define and explore certain problems and needs.<sup>21</sup>

Moreover, according to Arikunto stated that in collaboration research, the practitioner who implementing the action is teacher, while the practitioner who acted as observer is researcher not the teacher who is implementing the action. Collaboration also able to be conducted by two practitioners and observe by turns. When she or he is implementing the study she acted as teacher, but when she is observing, she is researcher.<sup>22</sup> Hence in this study, in the first up to last cycle the researcher and real teacher make cooperation or collaboration in implementing Problem Based Instruction as a method to improve writing competence.

<sup>22</sup> Suharsimi Arikunto, prof, et al, *Penelitian T indakan Kelas*, (Jakarta: PT. Bumi Aksara, 2009), p.17

<sup>&</sup>lt;sup>21</sup> Bill Atweh, Stephen K. And Patricia W., Action Research In Practice: Partnership For Social Justice In Education, (London: Routledge, 1998), p.212

This study was conducted at IX A of MTs Darul Hikmah Mojokerto from 9<sup>th</sup> October until 6<sup>th</sup> November 2010. At 9<sup>th</sup> October the researcher did the preliminary of her study. Here, the researcher only came and observed the class when the English teacher was teaching students. In this observation, the researcher found the problem that the students have. The problem is the students have no inspiration when their teacher asked them to write a paragraph immediately. It means that they got difficulties to find the idea in making a paragraph. Based on this problem, the researcher thought that her study in teaching writing through Problem Based Instruction method appropriate to applied in this class.

Then, the researcher did the implementation after getting the permission from the Headmaster and English teacher. The researcher could reach as the criteria of student's improvement in two cycles from 16<sup>th</sup> October up to 6<sup>th</sup> November 2010. The researcher was able to finish her study one cycle in two meetings. For the first cycle at 16<sup>th</sup> and 23<sup>rd</sup> October the researcher acted as practitioner or teacher, while the real English teacher acted as an observer during the teaching and learning process. On the other hand, when the second cycle are conducted at 30<sup>th</sup> October and 6<sup>th</sup> November, the real English teacher acted as a practitioner who carried out the lesson plan but the researcher acted as an observer who observed the process of teaching learning in the classroom.

Since it deals with the classroom setting, this study is director to develop the teacher strategy in order to find out the solution to the classroom problem in the

teaching of writing. To cope with classroom problem in the teaching of writing, the real teacher applies to use of Problem Based Instruction method during the teaching learning process.

The design of classroom action research used in this study is cyclical process which consists of four steps adapted from Kurt Lewin as mentioned below.<sup>23</sup> Planning the action

- 1) Implementing the action
- 2) Observing the action
- 3) Reflection

Considering the purpose of the study, this research design employer in this study will belong to descriptive qualitative methodology. The use of Problem Based Instruction method in the classroom will be described in the form of words rather than in numbers. Below is the model of classroom action research.<sup>24</sup>

1 <sup>st</sup> Cycle	1. Planning the action:	Preparing lesson plan, instructional
	problem identification	material and media, some instruments, and
	and solving the problem	the criteria of success.
	2. Implementing the	Applying the first implementation based
	action	on the lesson plan.
	3. Observing the action	Conducting the observation and assessing
		to the result of the implementation.

Iskandar, Penelitian Tindakan Kelas, (Ciputat: Gaung Persada, 2009), h.28
 Ibid, h.70

	4. Reflecting the action	Evaluating the first implementation and
		the learning result and revising the first
		implementation of plan based on the
		evaluation result.
2 <sup>nd</sup> Cycle	1. Planning the action	Identifying the problem, determining
		problem solving, and developing the
		second implementation.
	2. Implementing the	Applying the second implementation.
	action	
	3. Observing the action	Data collection of second implementation.
	4. Reflecting the action	Evaluating the second implementation.
The next cyc	les	
Conclusion, s	suggestion, and recommenda	tion.

Table 2: model of classroom action research

# B. Research Setting and Subject

The setting of this study conducted at Mts Darul Hikmah Mojokerto. This school is strategic and easy to reach by everyone. Because the location is near with main road and Islamic boarding schools. The subject of this study is the ninth grade students of Mts Darul Hikmah Mojokerto. There are four classes of

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.

#### 3. The result of tests

The result of test was to answer the research problem about the improvement of student's writing mastery after getting the Problem Based Instruction method.

#### D. Research Procedure

The study conducted under the following procedures: preliminary study, planning, implementing the action, observing, and reflection.

## 1. Preliminary Study

A preliminary study was carried out to get information about the model of teaching and learning English at Mts Darul Hikmah Mojokerto, especially in teaching and learning writing. In addition the researcher attempts to get information about the students' problem in teaching and learning process and especially in teaching and learning writing.

In this preliminary study, the researcher meets the headmaster of Mts Darul Hikmah Mojokerto at 9<sup>th</sup> October 2010 to talk about the plan of research and English teacher of ninth grade students for an informal interview and doing direct observation in teaching and learning process conducting an informal interview with the English teacher, the analysis are carrying out. From the analysis, the researcher finds out the students' writing competence. The data obtained from those is used to set up an action plan.

#### 2. Planning

In relation with the application of action research, the researcher makes a prior preparation to the implementation of the action based on the preliminary study. In this case, the researcher prepares suitable model of using Problem Based Instruction method to improve students' writing competence, design a plan, prepare instructional material, media, topics, criteria of success, and test.

### • Lesson plan

The lesson plan is designed by considering the following items: (a) course identity, (b) time allocation, (c) learning objectives, (d) procedure of teaching and learning activities,(e) instructional material, (f) assessment, and evaluation.

## • Instructional material and media

In conducting the research, the researcher prepares the instructional material and media, which are relevant with the topic for writing. The researcher takes the material from the textbooks or other available sources and selected by the researcher, while the researcher uses the media that suitable with the experiments will be done in implementing Problem Based Instruction method.

#### • The criteria of success

The criteria of success are set up in order to judge whether the implementation of the action is effective or not. Therefore, the criteria of success were used to see whether the application of the use of Problem Based Instruction method in improving students' writing competence is success or fail. There are three criteria used in the research in the research to measure the success of the action, they are as follows:

- The teacher has good performance in implementing PBI method.
- More than 50 % of the students are enthusiastic and approximately 75
   percent of them participate during the teaching learning process.
- More than or equal to 60 percent of the students' total score of writing competence is greater than or equal to 70.

According to Heaton's book, below is scoring criteria in writing test conducted in United States and can be used on a national or an international basis.<sup>25</sup>

#### Content

30-27 EXCELLENT TO VERY GOOD: knowledgeable- substantive

26-22 GOOD TO AVERAGE: some knowledge of subject- adequate range

21-17 FAIR TO POOR: limited knowledge of subject-little substance

16-13 VERY POOR: does not show knowledge of subject- non-substantive

<sup>&</sup>lt;sup>25</sup> J.B. Heaton, Writing English Language Test, (New York: Longman Inc., 1988), p.145-146

## 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 GOOG 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

#### Mechanics

- 5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions
- 4 GOOD TO AVERAGE: occasional errors of spelling, punctuation
- FAIR TO POOR: frequent errors of spelling, punctuation, capitalization
- 2 VERY POOR: no mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing

## 3. Implementing the Action

After the planning was finished, the researcher implemented Problem Based Instruction method to the ninth grade students of Mts Darul Hikmah Mojokerto. This action is carried in two cycles. In the first cycle at 16<sup>th</sup> and 23<sup>rd</sup> October, the researcher acted as practitioner or teacher, while the real teacher acted as an observer during the teaching and learning process. However, in the second cycle at 30<sup>th</sup> October and 6<sup>th</sup> November, the real teacher acted as a practitioner of the action or teacher and the researcher acted as an observer. The implementation of the plan was delivered in four meetings in which each meeting takes about 2x 40 minutes.

### 4. Observing the Action

Observation was conducted at the same time when the action is being implemented in the classroom. It is to identify the activities occurring during the teaching and learning process in the classroom. Here, the researcher used an

observation checklist and field notes in carrying out her observation. These observation checklist and field notes were used to monitor the teacher' step of action and the students' response toward the action given by the teacher during the teaching and learning process. The result of observation ad the field notes will become input for improvement of teacher performance in the following meeting.

#### 5. Reflection

Reflection is concerned with analysis, feedback, and adaptation as a recursive cycle in the classroom. The result of reflection will become input in improvement of teaching and learning activity.

There are two kinds of reflection was employed in this study. The first reflection is concerning to what teacher done in implementing the action and students' behavior in applying Problem Based Instruction method in writing class. It is conducted after the teaching and learning process finished on each cycle. It is gained based on the result of observation checklist and field notes. The researcher and the real teacher crosscheck the results of the observation checklist and field notes. The crosscheck is to share perception about the strength and the weakness of the teacher in implementing Problem Based Instruction method. Furthermore, it is also used to check the students' behavior in doing the task. In conclusion, the objective of this reflection is to improve the teacher's step in implementation in the next meeting.

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 9<sup>th</sup> 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 16<sup>th</sup> October up to 6<sup>th</sup> 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

down little note in checklist whether three is item which needs addition, comment or explanation.

The observer observed how the teacher leads the class using Problem Based Instruction method. Beside that she also observed how the teacher implemented Problem Based Instruction to the students as a method in teaching writing. Moreover, the observer observed how well the students master the material especially about procedure text. All of the results of observation will be written in descriptive form.

#### 2. Questionnaire

The researcher copied the questionnaire sheet as number as IX A students 35 sheets. This instrument was given to the students at the last cycle or meeting at 6<sup>th</sup> November 2010. The students must choose one of the multiple choices according to their argument or response. After students submitted the questionnaire sheet to researcher, then she analyzed all the answer to make conclusion from the result. The writer analyzed the data by using percentage technique. The sum of the student's response of one item (question) were divided into the number of the student who participate in the class and multiplied 100%. The questionnaire here consists of 15 questions and will be detailed as following (see appendix 5):

- Question number 1 will explain students' opinion about English subject
- Question number 2 will explain students' opinion about writing skill

- Question number 3- 6 will explain students' opinion about the
   Problem Based Instruction method
- Question number 7- 9 will explain students' opinion about the topics used in the Problem Based Instruction method
- Question number 10- 12 will explain students' opinion about teacher's role in the application of the method
- Question number 13- 15 will explain students opinion about the advantages and disadvantages of using Problem Based Instruction method

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.

#### 3. Test

The test score of the student were described on the table form, in order to know the improvement score of students from first cycle up to the last cycle. The researcher asked the students to do the exercise in the end of each cycle. The study consisted of 2 cycles in 4 meetings, so the researcher gave the students test for 2 times at 23<sup>rd</sup> October and 6<sup>th</sup> November 2010. The total

score for each meeting were divided the total of students, so that the writer got the average score for each meeting. This way was very important to determine whether the study is effective or not for students. Besides, the researcher shared to the real teacher when she scored the students' work. This way was to minimize the incorrect scoring. Firstly, the researcher corrected students' work. After that, the real teacher corrected the students' work again.

### F. Data Analysis

The researcher analyzed the data obtained from fours meetings by using descriptive qualitative manner. She described the data to give information on how PBI method is implemented to improve writing competence of ninth year students of Mts Darul Hikmah Mojokerto, teacher and students' activities in the classroom, teaching and learning process, does Problem Based Instruction method improve students' writing competence and to found out the students' responses toward the implementation of this Problem Based Instruction method. The data are analyzed based on the notes, observation checklist, the students' scores, and involvement during the teaching and learning process in the classroom. And the last is questionnaire to find out the students' responses toward the implementation of Problem Based Instruction method.

Based on the field notes made by the observer, the researcher will analyze what are her ability and weakness in implementing Problem Based Instruction method. It is used as reflecting to make a better implementation in the next meeting.

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 "ves" 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.

#### CHAPTER IV

#### **RESULTS AND DISCUSSIONS**

In this chapter the researcher tried to introduce the data, which were obtained during the research. The results and discussions including the answers to the research problems which were as follows (1) How is Problem Based Instruction Method implemented to the ninth year students in a writing class? (2) Does Problem Based Instruction improve students' writing competence? (3) How are the students' responses toward the implementation of Problem Based Instruction Method?

To answer the first question, the researcher needed to describe the data from the result of the observation that contains the descriptions the application of the Problem Based Instruction method in teaching writing based on the action research with action-reflection model.

Related to the second question, the researcher used the data from the students' writing competence scores that were obtained in every cycle. This data could inform whether there was any improvement on the students' writing ability or not.

To answer the third question, the researcher used the data of questionnaires, which contains many questions was given to the students in the last meeting of the teaching and learning process during the application of Problem Based Instruction. The researcher then describes and analyzes the data to know the students' responses toward the implementation of Problem Based Instruction method.

# A. The Glance Description of Research Object

MTs Darul Hikmah Mojokerto is located on KH. Ismail Street Number 190 Kedungmaling, Mojokerto. It is very easy reached from many other sides. Since the location is near the main road, so the location of the school is also strategic. There are many kinds of public transportation such as car, pedicab, jitney and some others that can be used to reach the location of the school. Not only that, but this school is also easy to be accessed by all citizens around the town of Mojokerto.

The school has many facilities, such as yard, hall, laboratories, sickbed, canteen, parking lot, mosque, library, computer and etc. Each classroom is also completed with blackboard and whiteboard. Therefore, the students of Mts Darul Hikmah Mojokerto can study and accept the lesson and material comfortably in their classroom. During the breaking period, students are very happy enjoying the school facilities. Some of them are gathering in the canteen, and some others play around the yard because there are some trees that make the yard comfortable as a playground.

All the teachers and the school workers of Mts Darul Hikmah Mojokerto are very kind and friendly. They are very competent in their fields. Each teacher gives top priority to discipline and responsibility in performing his or her duties. Not only the teachers, but all the school workers also consider discipline and responsibility as most important matter. The teachers and school workers work each other to keep the school's good reputation and the students' quality.

All the students of Mts Darul Hikmah Mojokerto are considered as selected students who have good attitudes. They have a good interaction with their teacher, either in the classroom or the outside of the class. One of the strategic classrooms is IX A. There are 35 students consisting of 13 boys and 22 girls. The classroom is well equipped with the pictures of Indonesian hero and the board of students' creativity. There are a large whiteboard and blackboard in front of the class as the facility to explain the lesson and material during teaching and learning process. Two air ventilations which are set up two sided make the classroom fresh to make the students enjoyable in following the classroom activities. The students of class IX A also have sufficient knowledge in English skill.

# B. The Descriptions of Research Findings

# 1. The Description of the Teacher's Activities in Implementing Problem Based Instruction Method

As what researcher stated in chapter III before, there were four meetings in this research. The chosen topics were different in each cycle. The teacher had prepared the topic that would be used in implementing Problem Based Instruction Method. The description of the teacher's activities in implementing Problem Based Instruction Method is explained as follows:

## a. First Cycle

## > Planning

This first cycle was held on October 16th and 23rd, 2010. The activity that was given to the students was "How to Make a Carton Rocket" and the topic was relationship. Here the researcher prepared lesson plan, some materials used for the method such as, some pieces of picture, and many sheets of observation checklist and field notes. The main objective of this learning was arranged a procedure text based on the real experience. Before start the activity, the researcher planned to start the class by greeting her students and ask them some simple questions about English subject then continue by asking them some questions that would introduce them to the topic. The introduction would cover the explanation about what the Problem Based Instruction was like and how the method should be After that, the researcher also planned to use implemented. observation checklist and scoring criteria in writing test as the assessment of students' writing competence and make notes as a reflection for the next cycle.

## Implementing

The researcher started to introduce the method on 16<sup>th</sup> October 2010. The introduction covered explanation of what the method was like, the objective of the method and how the method should be

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 vet 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 23<sup>rd</sup> 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.

Then she collected students' individual works and give an example of a procedure text about how to make a carton rocket.

#### **▶** Observing

The observation process included the topics, the implementation of the method, and the teaching learning process of writing class. Here, the researcher used the observation checklist, field notes and the scoring criteria in writing test to measure and assess students' writing. The observer or real teacher observed the activity directly. In this cycle, the method was not done perfectly. The class condition was rather crowded because some groups didn't bring the materials will have been used to make a carton rocket so they borrowed some materials to the other group. But finally, all of groups can finish their work. After that, the researcher or practitioner collected the groups' work and the observer or real teacher marked the groups' work. Then the researcher asked the students to write a procedure text individually about how to make a carton rocket. Almost of students done this individual work with pleasure.

#### Reflection

In this cycle the researcher found that there were some important points that should be given more attention. The first was about the method. It was found that there were some students who were still confused about the rules. Here the researcher should explain

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 30<sup>th</sup> October and 6<sup>th</sup> 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

Indonesian. He also planned to try answering any questions related to the Problem Based Instruction method and give them an example in order the students got clear explanation and understood what they would do. Like in the first cycle, the researcher also planned to use observation checklist and scoring criteria in writing test as the assessment of students' writing competence.

# > Implementing

The practitioner began to introduce the rules clearly than before by writing and giving more detailed about the process of the Problem Based Instruction activity on the whiteboard. He also gave opportunities for the students to ask any questions about the rules. It was done because he wanted to make sure the students got clear explanation. The practitioner then explained the interrelated topic that would be taught and reminded the students about procedure text and also the generic structure of the text, then gave the statements and the questions related to the topic, discussed the difficult words in the text. Then the practitioner asked the students to work with their group. The group member was state as in the first cycle. But here, the group was organized well than in the first cycle. The practitioner then asked them to make a paper house. Here the researcher prepared the materials before to anticipate if there would be possibilities of some groups didn't bring the material needed. The practitioner gave about 60

minutes the work. After that, the practitioner asked all group to tell how to make a paper house one by one. When the groups performed in front of class were hoped explain in English. It can add the group score. But if can't, they can't speak in Indonesian because this was not the speaking class. Then the practitioner asked the students to write a procedure text about how to make a paper house. The practitioner marked the group work when the students in writing activity. The last is the practitioner commented student' work and asked them to answer the questionnaire made by the researcher. In this meeting, the researcher had not got any difficulties anymore to handle the group because the students had already sit with their own group before the researcher and the real teacher came to the class.

# Observing

In this second cycle, the students did the activity better than before. The topic eased the students to do the activities. They also understood what they had to do and they showed cooperative behavior during the method was implemented in the classroom. Sometimes there were some students who seemed too dominate their group, but the practitioner always reminded them to give their friends a chance to work. In this meeting, their activities were more organized and controlled than before.

#### > Reflection

In this cycle the students showed some improvements. They were easier to be controlled than before. Their writing score were improving. All activities and suggestions that had been applied during the research were applicable. And the result of the method could assist the students to improve their writing competence.

After having done the previous method and used different activity as well as considering the reflection of each cycle, the researcher tried to give some suggestions in order to make the Problem Based Instruction improve the students' writing competence as follows: first, the topic must be interesting. The second controlling allocated time in order the students could work effectively. Third, explain the method and describe the scoring of the students' writing competence as well controlled the students' interaction and observed the students' motion in order they would be serious to work. Fourth, the students should be given more chance to ask when they found some difficulties in the activity. Fifth, non-treating situation should be made around the students especially when they were writing. Sixth, motivating them to write and explaining their mistakes, if it is necessary correction should be done directly if only the message is not understandable. Seventh, giving rewards or punishment to what the students did though they made mistake or not. It can stimulate them to be better.

# 2. The Result of the Students' Writing Competence

The researcher attempted to examine the students' writing competence in every cycle starting from before cycle up to the second cycle. The scores are presented completely in scoring criteria in writing test table<sup>26</sup>:

# ASSESSMENT FORM FOR THE RESULT OF STUDENTS' WRITING COMPETENCE BASED ON HEATON'S BOOK

#### Content

- 30-27 EXCELLENT TO VERY GOOD: knowledgeable- substantive
- 26-22 GOOD TO AVERAGE: some knowledge of subject- adequate range
- 21-17 FAIR TO POOR: limited knowledge of subject-little substance
- 16-13 VERY POOR: does not show knowledge of subject- non-substantive

### 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

<sup>&</sup>lt;sup>26</sup> J.B. Heaton, Writing English Language Test, (New York: Longman Inc., 1988), p.145-146

- 20- 18 EXCELLENT TO VERY GOOD: sophisticated range- effective word/ idiom choice and usage
- 17- 14 GOOG 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

#### Mechanics

- 5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions
- 4 GOOD TO AVERAGE: occasional errors of spelling, punctuation
- FAIR TO POOR: frequent errors of spelling, punctuation, capitalization
- 2 VERY POOR: no mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing

# STUDENTS' WRITING SCORE

NO	NAME	BEFORE CYCLE	1" CYCLE	2 <sup>nd</sup> CYCLE
		Total Score	Total Score	Total Score
1	Achmad Affandy	73	85	95
2	Ahmad Alfiyan	-	64	67
3	A. Fajar H. Baihaqi	51	73	75
4	Ahmad Jainuri	52	83	85
5	Aida Rifatul U.	56	73	80
6	Akhmad Rofi	65	73	75
7	Alfi Laili Nuril W.	66	77	81
8	Aniq Indana Zulfa	87	81	83
9	Anis Lailatul M.	66	73	78
10	Anis Mutarochah	72	77	80
11	Devi Lidya Agustin	85	85	95
12	Dwi Ariani	67	82	88
13	Eka Rachma Agustin	78	72	79
14	Emi Lutfiana	70	85	91
15	Eva Maghfiroh M.	81	81	84
16	Ifa Rosyida W.	75	77	83
17	Lailatul Ma' rufah	80	81	86
18	M. Hamdan Prasetyan	74	73	75

19	M. Jawahir	-	69	71
20	14.60			
20	M. Sirojudin	82	72	75
21	Mauidatul Jannah	88	75	85
22	Mellis Indahwati	58	70	74
23	Miftakhul Kusairi	64	81	87
24	Milaatun Nadhiroh	72	77	80
25	Misbakhul Munir	57	65	70
26	Muchlison	-	65	68
27	Muhammad Aslam	-	63	66
28	M. Yasir Khafid	74	73	77
29	Puput Lisdyawati	77	85	92
30	Selfania Fatmawati	75	72	81
31	Siti Aminah	80	85	89
32	Umi Rizqiyah	62	77	82
33	Winarni	68	73	75
34	Singgih Prawike Santi	55	77	80
35	Aula Nur M.	68	81	86

# NOTE:

100 - 90 : EXCELLENT

89 - 70 : GOOD

69-50:POOR

Based on the data of the table above, it can be identified that there was an improvement on the students' writing competence since the method is implemented. In the first cycle, 30 students got the scores of 70 up to 85 means that 86 % of the students' writing score were greater than or equal to 70.

In the second cycle, 32 students got scores 70 up to 95 means that 91,4 % of students' writing score were greater than or equal to 70. They are Affandy, Fajar, Jainuri, Aida, Rofi, Alfi, Aniq, Laila, Anis, Devi, Dwi, Eka, Emi, Eva, Ifa, Ma'rufah, Hamdan, Jawahir, Sirojudin, Jannah, Mellis, Kusairi, Mila, Munir, Yasir, Puput, Selfania, Aminah, Umi, Winarni, Santi, and Aula. It means that students' writing competence was increased. So we can conclude that the implementation of Problem Based Instruction can improve students' writing competence in writing class.

### 3. The Results of the Questionnaire

In conducting her research, the researcher also used questionnaire to collect the data. She used this technique to know the students' responses to the use of Problem Based Instruction method. The analysis of the students' responses then indicates the effectiveness of using Problem Based Instruction while the method was implemented in the writing class. Concerning the result of the questionnaire, the researcher comes with a conclusion that Problem Based Instruction, in fact, could help the students to practice their writing competence because the method could create a relaxed atmosphere so that the

students could express their idea easily. Moreover, the topic used in the implementation of the Problem Based Instruction could motivate them to participate in the writing class activity because they had already been familiar with some words related to the topics. In shorts, from the students' responses in the questionnaire toward the use of Problem Based Instruction, the researcher then concludes that Problem Based Instruction could give a great deal of contribution to the students' writing competence if the method are applied in an expected atmosphere. The followings are the indicators being measured and elaborated in the questionnaires:

- 1. The students' opinion about English (1)
- 2. The students' opinion about writing (2)
- 3. The students' opinion about the Problem Based Instruction method (3-6)
- 4. The students' opinion about the topics used in the Problem Based

  Instruction method (7-9)
- 5. The teacher's role in the application of the method (10 12)
- 6. The students' opinion of the advantages and disadvantages of using Problem Based Instruction method (13 15).

# The result is presented in the following table:

NUMBER OF	N	UMBERS	ÓF ANŚW	/ERS	NUMBER
QUESTIONS	A	В	C	D	OF STUDENTS
1	8	13	!1	3	35
2	4	19	5	7	35
3	7	13	5	10	35
4	13	12	3	7	35
5	15	14	5	1	35
6	10	11	10	4	35
7	14	12	9	-	35
8	14	16	3	2	35
9	15	12	5	3	35
10	21	11	3	-	35
11	1	6	14	14	35
12	13	13	8	1	35
13	22	10	3	-	35
14	8	17	8	2	35
15	19	13	3	-	35

After classifying them, the frequency of occurrence of each opinion type is counted to know the proportion of each opinion type. It is calculated using this formula:

## Number of comments of each type

Total number of students

X 100%

# 1. The students' opinion about English subject

No	Α	В	С	D
No.	1.very like	1. like	1. rather like	1. dislike
1.	23 %	37 %	31 %	9 %

## 2. The students' opinion about writing

No.	Α	В	С	D
NO.	2. very like	2. like	2. rather like	2. dislike
2.	11 %	54 %	14 %	20 %

## 3. The students' opinion about the Problem Based Instruction method

	Α	В	С	D
	3.very interesting	3.interesting	3.rather interesting	3.not interesting
No.	4.very needed	4.needed	4.rather needed	4.not needed
	5.very like	5.like	5.rather like	5.dislike
	6.very often	6.often	6.not often	6.never
3.	20 %	37 %	14 %	29 %
4.	37 %	34 %	9 %	20 %
5.	43 %	40 %	14 %	3 %
6.	29 %	31 %	29 %	11 %

# 4. The students' opinion about the topics used in the Problem Based Instruction method

	Α	В	С	D
No	7.very interesting	7.interesting	7.rather interesting	7.not interesting
140	8.very support	8.support	8.rather support	8.not support
	9.very	9.enthusiasti	9.rather enthusiastic	9.not
	enthusiastic	С		enthusiastic
7.	40 %	34 %	26 %	-
8.	40 %	46 %	9 %	6 %
9.	43 %	34 %	14 %	9 %

# 5. The teacher's role in the application of the method

No.	Α	В	С	D
	10.very motivate	10.motivate	10.rather motivate	10.not motivate
140.	11.very dominate	11.dominate	11.rather dominate	11.not dominate
	12.very clear	12.clear	12.rather clear	12.not clear
10.	60 %	31 %	9 %	-
11.	3 %	17%	40 %	40 %
12.	37 %	37 %	23 %	3 %

# 6. The students' opinion of the advantages and disadvantages of using Problem Based Instruction method

	Α	В	С	D
No.	13.very needed 14.so many	13.needed 14.many	13.rather needed 14.rather many	13.not needed 14.not many
	15.very agree	15.agree	15.rather agree	15.not agree
13.	62 %	29 %	9 %	-
14.	23 %	49 %	23 %	6 %
15.	54 %	37 %	9 %	-

# C. The Discussions of Research Findings

## 1. The Discussion of the Activity of Each Cycle

The researcher found several things that can be noted down from the result of the observation during the method was played. The result showed the development of the students' writing competence using Problem Based Instruction. In this case, the researcher observed what was happening in some activities.

### a. First Cycle

The first cycle, there were so many things happened. The method with the topic "How to Make a Carton Rocket" could not be done perfectly. There were some groups who didn't bring the materials needed to make a carton rocket. It makes their activity could not finish on time.

Now we looked at students' writing. After working in group, the students asked to write a procedure text based on the experiment has been done "How to Make a Carton Rocket". According to the real teacher, the researcher as the practitioner in this first cycle did not explain how to write a good paragraph clearly, so here the students make some mistakes in their writing. Here are the examples of the writing errors made by the students.

Student 1 : Wrap construksion paper on the tube. Tape or glue the construksion paper in place.

Instead of : Wrap construction paper around the tube. Tape or glue the construction paper in place.

• Student 2 : if one paper not big, using other paper to cover the tube.

Instead of : If a single piece of construction paper isn't big enough,
use another piece of construction paper to finish
covering the tube.

• Student 3 : Cut 4 slit on one end of the tube. Each slit should be about 2 1/2 inches long, and each pair should be location opposite another.

Instead of : Cut 4 slits on one end of the tube. Each slit should be about 2 1/2 inches long, and each pair should be located opposite another.

• Student 4 : using construction paper cut out two segitiga who about 5 cm and 4 cm high.

Instead of : Using construction paper cut out two triangles that are about 5 inches long and 4 inches tall.

• Student 5 : cut a slit in each two triangles. Each slit must go half the triangle; one go to the top of triangle, the other goes on the bottom of the triangle

Instead of : Cut a slit in each of the two triangles. Each slit should go halfway through the triangle; one goes through the top of a triangle, the other goes through the bottom of the triangle.

• Student 6 : use the triangle with the slit in the bottom, slip the tiangle in the roket in the slits.

Instead of : Use the triangle with the slit in the bottom, slip the triangle onto the rocket's body in two of the slits.

• Student 7 : to going onto the rocket, this triangle should also slipping into the other triangle. you may has jiggle the paper a bit to line the slits up.

Instead of : In addition to going onto the rocket, this triangle should also slip into the other triangle. You may have to jiggle the paper a bit to line the slits up.

Student 8 : this from steady based to your rocket
 Instead of : This forms a steady base for your rocket.

• Student 9 : Use construction paper cut a circles 4 inches in diameter. Cut a slit from the outer edge to the center

Instead of : Use construction paper and cut a circle about 4 inches in diameter. Cut a slit from the outer edge to the center.

• Student 10 : Turn the circle into krucut, and securing it with glu.

Instead of : Turn the circle into a cone, and secure it with glue or tape.

Student 11 : tape the coune to top the rocket
 Instead of : Tape the cone to the top of the rocket.

• Student 12 : Dekorate the rocket with much stickers, markers or crayons. You have a big rocket to playing

Instead of : Decorate the rocket with stickers, markers or crayons.

You now have a great rocket ship to play with.

The errors occurred due to the students' limited experiences of practicing their writing competence in the classroom. So, it was actually natural if they made mistake since the method encouraged spontaneous use of language in writing. Other reasons why this method could not be played perfectly were the students did not understand about the rules and the setting of the class also made the researcher difficult to handle them.

## b. Second Cycle

In the second cycle of the method with the topic "How to Make a Paper House", the students also made some improvements. The students could express their idea easily without made some mistakes such as in the first cycle. The following examples were students' writing in the second cycle:

- Make a home sketch on the carton.
- Cut the home sketch based on the lines.
- Make a door and window sketch on your house' wall.
- Color the house and roof.

# 2. The Discussions of the Results of Writing Competence

Concerning to the assessment of the writing competence, Problem Based Instruction could improve the students' writing competence. The improvement of them can be seen from the progress of the students' writing competence scores. The improvement can be seen in the content, organization, vocabulary, language use, and mechanics as mentioned in the scoring criteria in writing test.

In the first cycle, the students' content score was 20 up to 26. It means that the many students' having limited knowledge. But in the second cycle, their content reached scores of 21 up to 28. It means that they have more knowledge used in writing.

In organization, the students' score was 11 up to 17. It means that the students' could not organize their writing perfectly. They had problem in expressing idea. While in the last meeting, the students' organization score reached 12 up to 19. It means that they can organize their writing better than before.

In vocabulary acquisition, the students' score was 10 up to 17. It means that the students made many errors of word. It was different with the result of the second cycle. The students could reach score 12 up to 20. It means that they made few errors. It happened because the researcher corrected directly and explained the students' errors while they were writing. It makes them pay attention to their vocabulary.

In language use, the students' score was 17 up to 21. It means that the students made many problems in simple/ complex construction. It was different with the result of the second cycle. The students could reach score 18 up to 23.

The last improvement was about the mechanics. In the first cycle the students' score were 3 up to 4, which mean they make errors in spelling, punctuation and capitalization. In the last cycle they were able to reach score 3 up to 5, which means they used few errors in writing.

All of the explanation of the improvement that made by the students could improve their writing competence.

Instruction method, fourth is about the students' responses of the Problem Based in Problem Based Instruction method, the fifth is about the students' responses of the topics used responses of the teacher's role in the application of the method, and the last is about the students' responses of the advantages of the method.

The first is about the students' responses of English lesson. Based on the result of the questionnaire, it could be concluded that most of the students liked English lesson. Although 31 % of the students stated that they rather liked English lesson. It means that there are strong expectations for students learning as a characteristic of effective teaching based on Richard's statement (see chapter 1).

The second is about the students' responses of writing skill, it is pictured that 54 % of them admitted that they liked writing skill, although 14 % of them rather liked learning writing skill.

The third is about the students' responses of the Problem Based Instruction method. Based on the questionnaire, it could be concluded that the method applied by the researcher as the teacher and the real teacher as the practitioner by turns was interesting. About 57 % of the students admitted that the implementation of the method was easy to be followed. While 71 % of the students said that it is very important to know the rules how to do this method. Only 20 % said that it is not. About 43 % of the students admitted that Problem Based Instruction is very interesting topic to be learned, and 40 %

said that they like doing this method. In addition, most of the students considered that the method was appropriate and able to help them cooperate in group. This could be seen from the result of the questionnaire that 60 % of the students often cooperate with their group in doing the activity. It means that more than 50 % students were enthusiastic in Problem Based Instruction activity.

The fourth is about the students' responses of the topics used in Problem Based Instruction method. Based on the topic's level in the result of questionnaire, the data showed 74 % of the students admitted that the topic was interesting and 86 % of the students said that the topics could help the students to participate actively in implementing the method. 77 % of them also admitted that by using this method, their friends were very enthusiast in doing Problem Based Instruction method as well.

The fifth is about the students responses of the teacher's role in the application of the method. Based on the result of the questionnaire, the data pictured that there were 60% of the students stated that the teacher could encourage them to be actively participate in the Problem Based Instruction activity. 20 % of students stated that the teacher let the students by themselves. Teacher just answered when the students needed help. In addition, there were 74 % stated that the teacher explained the topic would be done clearly. It could be concluded that the teacher's role was really good in the

class that the students could comprehend the materials well. Here, the teacher can place her role in the right condition.

The last is about the students' responses toward the advantages of Problem Based Instruction method. After the implementation of the method, there were 91 % of the students who stated that this method was very necessary to be implemented in MTs Darul Hikmah Mojokerto. In addition, there were 72 % of the students who admitted that they had a very good progress in their writing competence after they applied this method, and 91 % of the students agreed that this method was beneficial to improve students' writing competence. Based on the result of the questionnaire, it could be concluded that this method has many advantages for the students in enhancing their writing competence.

In conclusion, the above discussion showed students' responses toward the implementation of Problem Based Instruction method was gradually good because the students admitted by themselves that this method was useful for them.

#### **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion based on the result of the previous chapter. The conclusion is taken from the data analysis and some suggestions are given to the English teacher and other researcher who are going to conduct the similar research.

### A. CONCLUSION

This study focuses on the implementation of Problem Based Instruction method, does Problem Based Instruction method improve students' writing competence, and how are students' responses toward the implementation of Problem Based Instruction method. Based on the result of this study, it can be concluded that:

1. Problem Based Instruction method is implemented through two topics on two meetings. The topics used are: How to Make a Carton Rocket and How to Make a Paper House. These are implemented by using collaborative action research which has four steps such as planning, implementing, observing and reflection. Based on the description and the discussion in the previous chapter, it can be seen that the implementation of the Problem Based Instruction method could motivate the junior high school students of the ninth year to write easily. It means that the students can express their

idea in writing form easily without having any difficulties in getting ideas. Because sometimes, the students are lazy to write when they didn't get idea to be expressed. The method could lead the students to interact and socialize with others. The method also reduced the students' fear of making mistake that was considered as one of the main factors inhibiting them for writing. So, by using this method the students could write freely and easily based on the real experience has been done without being afraid of making mistakes.

- 2. Problem Based Instruction can improve students writing competence, especially to the ninth year students of MTs Darul Hikmah Mojokerto. It was proven that 89 % of students' writing competence scores showed was equal or greater than 70. Therefore, the Problem Based Instruction method could minimize the students' problem they faced in writing class (see chapter IV:the result of students' score).
- 3. The students' responses toward the implementation of Problem Based Instruction method were very good. The questionnaire showed that 62 % of the students stated that this method was very necessary to be implemented in MTs Darul Hikmah Mojokerto. In addition, 72 % of the students agreed that this method was beneficial to improve students' writing competence. It could be concluded that this method has many advantages for the students in enhancing their writing competence (see chapter IV: the result of questionnaire).

### **B. SUGGESTION**

In order to improve the students' writing competence the researcher has formulated some suggestions that should be considered by English teachers. The suggestions presented as follows:

- Controlling allocated time in order the students could play the next activity effectively.
- 2. Non-treating situation should be made around the students especially when they are writing.
- 3. Giving rewards or punishments to what the students did though they made mistakes or not. It could stimulate them to be better.