IMPROVING STUDENTS' WRITING SKILL THROUGH
PROBLEM BASED LEARNING BY USING PICTURE ON DESCRIPTIVE TEXT

[1]Annisa Prima Kartikaningtyas

[1]Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia

[1]annisaprima86@gmail.com

[2]Sayid Ma'rifatulloh

[2]Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia

[2]sayid.unhasy@gmail.com

Abstract: This research aimed to improve the students' skill in writing. It used Classroom Action Research (CAR). The method used by the researcher was problem-based learning by using picture. The Research subject were students' of class VII A in SMPN 1 Sukorame consisting of 32 students. The Classroom Action Research was conducted 4 days on the date 12th, 15th, 16th and 17th August 2022. The researcher collected the data using test and observation sheet. After collecting the data, the researcher analyzed the data using the normality test and paired sample T-test. The results showed that there was a significant difference between the results of the pre-test and post-test. This can be seen from the average increase in pre-test and post-test scores, namely 56.28 for the pretest and 77.47 for the post-test. The use of problem-based learning by using picture in teaching writing can also improve the classroom situation in writing. In this case it can be seen the participation of students in the introductory part of the descriptive text, students listen and observe carefully and students do the exercises given with enthusiasm. Based on the paired samples test, it is known that sig. (2-tailed) 0.000, while alpha (α) 0.05 (0.000 < 0.05) means that Ho is rejected and Ha is accepted. In other words, the application of problem-based learning by using picture on descriptive text of students' writing skills increased.
Keywords: *Writing, Classroom Action Research, Problem Based Learning.*

INTRODUCTION

Language is an important tool for communicating with other people. People can communicate with each other and express their ideas and emotions. According to Ritonga (as cited in Deviyanti, 2017), says that in the study of linguistics language is defined as a system of sound symbols produced by speech organs and used to communicate by humans. Meanwhile, Sudaryanto (as cited in Suhendra, 2019), said that language is not only a means of communication but is also capable of expressing ideas, feelings, and thoughts. In

Indonesia, English is used as a foreign language learning and has been taught from kindergarten, elementary school, junior high school, senior high school up to college. In every school in Indonesia, English as a foreign language is considered difficult by many students. It takes creative efforts from English teachers to make the teaching and learning process a fun learning.

In learning English, students must master 4 language skills. The language skills are listening, speaking, reading, and writing. One of the skills that must be mastered by the students is the skills of writing. In writing there are several types of writing, including writing descriptive text. According to Dalman (2014), reveals the writing is an activity in the form of delivering messages in writing using the language as a tool or medium. Furthermore, Rass (as cited in Yoandita, 2019), states that the descriptive text is the clear description of people, places, objects, or events using appropriate details.

Based on an interview with English teacher at SMPN 1 Sukorame, the problem that occurs is that students are less interested in learning English because English is not their own language, so it is difficult for students to place themselves in foreign language learning and students are already familiar with linguistic-based learning so it is difficult to adapt to text-based learning. In addition, students still lack confidence and responsibility, as a result students are still hesitant in expressing their opinions and lack of enthusiasm in learning. Another most difficult obstacle is competence related to writing skills. This is because students have difficulty in determining the right choice of vocabulary, writing text coherently, and writing cohesive paragraphs.

From this problems above that students still have difficulties in learning foreign languages, especially text-based learning, where students have difficulty choosing vocabulary, writing text coherently, and writing coherent paragraphs. In addition, students are also still less confident and hesitant in expressing their opinions. Therefore, researchers want to do research and to improve student's writing skills, the researcher intends to conduct classroom action research collaborative with the title "Improving Student's Writing Skill through Problem Based Learning by Using Picture on Descriptive Text".

LITERATURE REVIEW

As for the research that is relevant to this research, the first is conducted by Maulidya (2014), the results of data analysis in this study indicate that the problem-based

learning method can improve students' writing skills. In addition, students can be more imaginative and freer to express ideas in writing. This can encourage student learning motivation. The average value obtained by students before using the problem-based learning method was 64.25. And after the application of the problem-based learning method it became 77.55.

The second is conducted by Nuur (2015), in this study has shown that in improving students' writing skills through problem based learning method is a very appropriate method. This can be seen from the increase in the value of preliminary learning and each cycle. In the pre-test, students who passed the standard score were at least 4%. In cycle 1 is 13% and 78% in cycle 2.

The third is conducted by Setiowati (2017), based on the result research shows that the writing skills of class XI students of SMK N 1 Klaten in the 2016/2017 academic year can be improved by using the problem-based learning method. Students can learn English more actively and do assignments well. The average score of students in pre-observation was 75.73, in cycle 1 was 79.76 and 88.11 in cycle 2.

The fourth is conducted by Marlina (2017), based on this study shows that there is an increase in students' writing skills through Problem-Based Learning. There was an increase in the average pretest score of 68.46, an increase in the posttest score of 78.65.

The fifth is conducted by Harahap (2019), the result of this study showed that applying problem-based learning to improve writing in narrative text can improve students' scores. In pre-cycle, the average test score was 43.4 and in cycle 1 it was 56.2. On the second cycle there was an increase in the score to 83.9. Based on the results of test scores in cycle 1 and cycle 2, the results of this study have an increase in students' abilities writing in narrative texts and increasing students' positive responses.

METHOD

Research Design

This research was conducted using a collaborative classroom action research design which means this research is in the form of research that takes action with collaboration between practitioner and researcher in understanding, agreeing on the problems that occur, and taking the same action (Arikunto, 2015).

Research Setting and Subject

This research was conducted in the first semester at SMP Negeri 1 Sukorame which is located at Jl. Raya Sukorame - Kabuh and the research subject of this study is a students' class VII-A consisting of 32 students, among them namely 9 boys and 23 girls.

Research Procedure

This research procedure refers to theory of Arikunto (2015) starts with a problem then proceeds with planning, acting, observing, and reflecting. From the completion of the reflecting, if there is still no improvement and the problem has not been resolved, it will continue in the next cycle.

Technique of Data Collection

Data collection is an important step in a study. The data method is closely related to the research problem that will solve the problem. In solving research problems, researchers use instrument test and observation checklist.

Criteria of Success

Classroom Action Research (CAR) can be said to be successful if it can exceed the predetermined criteria, and fails if it cannot exceed withheld criteria. In this research, research will be successful if there are 70% of the number of students who can achieve some increase in grades of pre-test to post-test or they can pass the target score of the minimum level of completeness criteria (KKM) and active students based on the results of the observation checklist.

Technique of Data Analysis

The data analysis technique used was carried out quantitatively and qualitatively. Quantitative techniques to analyze student test data use the T-test, while qualitative techniques use observation sheets to analyze observation data.

FINDINGS AND DISCUSSION

Findings

1. **Pre-test Results Before Implementating Problem Based Learning by Using Picture on Descriptive Text.**

Descriptive Statistics Pretest

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	32	39	72	1801	56.28	9.491
Valid N (listwise)	32					

Based on descriptive statistic of the pre-test, it aims to determine students' writing ability before students were given treatment. From the table above N = 32, it means a total of the sample. The minimum score is 39 and the maximum score is 72, the sum is 1801, the mean score is 56, 28 and std. Deviation or the square root of the variance to measure the spread of a set observation is 9,491. From the explanation of the results of the pretest data above, it can be said that from a total of 32 students, 29 students are still below the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) seventy (70) and 3 student reaches the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) seventy (70).

2. **Results of Classroom Action Research in Learning to Write Descriptive Texts through the Application of Problem Based Learning**

a. The first meeting

Application of problem-based learning by using picture to write descriptive text. At this first meeting the teacher delivered learning material about descriptive text. After that the teacher divided the class into 8 groups, each consisting of 4 students. The teacher shows some pictures and gives examples of descriptive text to students. The teacher asks students to dig up information about the pictures that have been given. Then each group makes a descriptive text according to the theme that has been determined. The activity is continued by presenting the results of group work and the teacher provides an evaluation of the results of writing descriptive texts that have been carried out by each group.

b. The second meeting

At the beginning of learning the second meeting the teacher reviewed learning to write descriptive text at the previous meeting and motivated students to be enthusiastic and more focused on participating in learning. The teacher asks students to form groups of 2 people. The teacher explains the learning activities at the meeting of the final part of this cycle, namely the teacher shows several pictures to students and invites students to observe directly objects around the school based on the picture that have been shown by the teacher. Then the teacher asks students about the picture and students look for information obtained based on the picture that has been observed. Furthermore, the teacher gives assignments to students to make descriptive text through the pictures that have been observed. During the process of making

descriptive text activities, as usual the teacher monitors students and provides suggestions or input. After students finished writing descriptive texts, the activity continued with presenting the results of each group's writing. The activity of presenting the results of group work is carried out so that students are more confident and more active in expressing opinions with their group mates. Moreover, the teacher also does not forget to always provide an evaluation of the results of the group's work. Before the lesson was closed, the teacher gave positive feedback to students. The teacher then closed the lesson by praying together.

3. **Post-test Results After Implementating Problem Based Learning by Using Picture on Descriptive Text.**

Descriptive Statistics Posttest

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttest	32	70	90	2479	77.47	4.905
Valid N (listwise)	32					

The table above shows the post-test descriptive statistics. The post-test aims to determine students' writing abilities after students are given treatment on descriptive text. From the table above, N or total frequency is 32. Minimum score is 70, maximum score is 90, total is 2479, and std. deviation is 4,905. From the explanation of the results of the post-test data above, it can be said that the score of a total of 32 students has passed the Minimum Completeness Criteria (KKM) of seventy (70). After comparing the results of the pretest and posttest, it can be concluded that the scores of a total of 32 students have increased.

Discussion

In this study the researcher conducted research at SMPN 1 Sukorame, the research subjects used were class VII-A, totaling 32 people. The research was conducted based on interviews conducted by researcher with English teacher at the school. The researcher concludes that students at the school experience difficulties in writing lessons because they have difficulty finding ideas for writing, and often feel bored so they cannot fully concentrate on learning and lack of self-confidence in students so that learning activities do not go well. So the researcher tried to do research in class VII schools through the application of problem-based learning by using picture on descriptive text material.

The researcher conducted research for four days. The first step in this research procedure is pre-test, students are asked to write a descriptive text based on the generic structure of the descriptive text. In the second step is treatment where the teacher provides teaching through the application of problem-based learning by using picture on descriptive text. The final step of this research is that students are given a post-test by providing written questions in accordance with the writing steps that have been taught in the previous treatment.

Teaching through the application of problem-based learning by using picture on descriptive text can improve students' writing skills. During the activity students are more motivated to learn, self-confidence begins to grow in students which makes students more active in participating in learning. This shows that the application of problem-based learning using pictures in learning to improve students' writing descriptive text skills in class VII-A SMPN 1 Sukorame has proven to have increased.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the study it can be concluded that there is an increase in learning outcomes. Researcher found some changes. Through observation during the implementation of the action can be known that student behavior has changed. Students become actively involved teaching and learning process. They are actively involved in class discussion and voluntarily answer questions raised by researchers. Although some of them still do not focus on the teaching and learning process. However, they all participated in learning activities related to picture and they actually did the exercises.

From the results of the pre-test and post-test it appears there is significant improvement in students' writing skills. On the pre-test, students the writing score is only 56,28. Then, on the students' post-test scores reached 77,47. This proves that applying problem-based learning by using picture on descriptive text in the teaching and learning process improves students' writing skills.

Suggestion

Based on the conclusions that have been explained above, some suggestions can be directed toward the English teacher, the students, and other researchers. Those suggestions are as follows:

1. For English teachers are advised to use this media to improve students' writing skills because picture are useful and interesting media that are liked and enjoyed by students.

2. For students must continue to learn and practice to achieve better improvements in their writing skills.

3. For other researchers this study can be used as reference reading for other researchers who conducted similar research related to improving students' writing skills.

REFERENCES

Arikunto, S. (2015). *Penelitian Tindakan Kelas* (Revisi). Bumi Aksara.

Dalman. (2014). *Keterampilan Menulis*. Jakarta: Rajagrafindo Persada.

Deviyanti, R. (2017). Bahasa Sebagai Cermin Kebudayaan. *Jurnal Tarbiyah*, *2*.

Harahap, S. U. L. (2019). *Improving The Students Writing Narative Text Through problem Base Learning At Ten Grade SMK 2 Satrya Budi Perdagangan*. State Islamic University of North Sumatera.

Marlina, I. (2017). *Improving Students Writing Skills of Narrative Text Through Problem Based Learning*. Institut Pendidikan Indonesia Garut.

Maulidya, A. (2014). *Using Problem Based Learning to Improve Writing Skills of The Students of SMP Islam Sunan Gunung Jati*. Universitas Islam Negeri Satu Tulungagung.

Nuur, S. (2015). *Using Problem Based Learning to Improve The Writing Ability of Tenth Grade Students in SMK 2 Muhammadiyah Kediri Academic Year 2014/2015*. Nusantara PGRI Kediri University.

Setiowati, D. (2017). *Improving Students' Writing Mastery Through Problem Based Learning Method to The Eleventh Year Students of SMKN 1 Klaten in Academic Year 2016/2017*. Universitas Widya Dharma.

Suhendra, I. R. (2019). Hubungan Bahasa, Sastra, dan Ideologi. *Cordova Jurnal*, *9*(2).

Yoandita, P. E. (2019). An Analysis of Students' Ability And Difficulties in Writing Descriptive Text. *Jurnal Joepallt*, *7*.