IMPROVING CHARACTER BASED WRITING BY APPLYING PROBLEM BASED LEARNING (PBL) METHOD OF THE TENTH YEAR STUDENTS OF SMK N 4 KLATEN IN ACADEMIC YEAR 2018/2019

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirements Undergraduate Degree in English Education Study Program

By

Name   : HERLINDA PURNAMANINGSIH

Student No.   : 1511202933

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF WIDYA DHARMA KLATEN

KLATEN

2019

APPROVAL

IMPROVING CHARACTER BASED WRITING BY APPLYING PROBLEMBASED LEARNING (PBL) METHOD OF THE TENTH YEAR STUDENTS OF SMK N 4 KLATEN IN ACADEMIC YEAR 2018/2019

By

Name   : HERLINDA PURNAMANINGSIH

Student No.   : 1511202933

Approved by the Consultants to be Examined before the Board of Examiners of

Teacher Training and Education Faculty on:

Day   : Wednesday

Date   : 31st July 2019

Consultant I,

Consultant II,

Dra. Hj. Sri Haryanti, M. Hum.
NIDN/NIP. 0019066101/19610619 198703 2 001

Ike Anisa, S.Pd., M.Pd.
NIDN/NIK. 0622038301/690 112324

RATIFICATION

IMPROVING CHARACTER BASED WRITING BY APPLYING PROBLEM BASED LEARNING (PBL) METHOD OF THE TENTH YEAR STUDENTS OF SMK N 4 KLATEN IN ACADEMIC YEAR 2018/2019

By

Name   : Herlinda Purnamaningsih
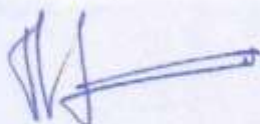
Student No.   : 1511202933

Accepted by the Board of Examiners of Teacher Training and Education Faculty, University of Widya Dharma Klaten on:

Day   : Saturday
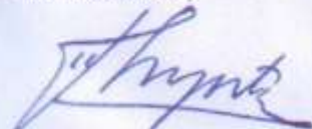
Date   : 17August 2019

The Board of Examiners

Chairman,

Dr. H. RonggoWarsito, M.Pd.
NIDN/NIK.0607106501/690 890 113

Secretary,

Ana Setyandari, S.Pd.,M.Pd.
NIDN/NIK.0617068003/690 112 325

First Examiner,

Dra. Hj. Sri Haryanti, M. Hum.
NIDN/NIP. 0019066101/19610619 198703 2 001

Second Examiner,

Ike Anisa, S.Pd., M.Pd.
NIDN/NIK. 0622038301/690 112 324

Faculty of Teacher Training
and Education
Dean,

Dr. H. RonggoWarsito, M.Pd.
NIDN/NIK: 0607106501/690 890 113

iii

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "**IMPROVING CHARACTER BASED WRITING BY APPLYING PROBLEM BASED LEARNING (PBL) METHOD OF THE TENTH YEAR STUDENTS OF SMK N 4 KLATEN IN ACADEMIC YEAR 2018/2019".**

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 31ᵗʰ July 2019

HERLINDA PURNAMANINGSIH
NO. 1511202933

MOTTO

❖ "Sesungguhnya sesudah kesulitan itu ada kemudahan" (QS. Al-Insyirah: 6)

❖ Memulailah dengan penuh keyakinan. Menjalankan dengan penuh keikhlasan. Menyelesaikan dengan penuh kebahagiaan. (R.A. Kartini)

❖ Do your best at any moment that you have. (The Researcher)

PRESENTATION

This thesis is decided to:

1. My beloved mother Mrs. Herin Sri Supadmi and father Mr. Agus Warsito.

   "Thank you for your support, prayers all this time. May God always take care of both of you and our families always be in happiness. Thank you for everything."

2. My beloved brother Fanky Rizal Tri Hastomo and sister Meylan Salsabila.

   "Thank you for being a good listener."

3. My beloved friend, Muhammad Nursigit.

   "Thank you for your supports, patience and understanding so far. Thank you for being a good listener."

4. My best friends who give me motivations, support and help me until now. Nurul Ni'matul Choir, Arbelia Vicky Wibawa, Eka Suprapti, Azura Nuraliza and also my whole friends of English class.

   "Thanks for your supports. I will always remember our togetherness and memories. I hope all of us will reach our dreams."

5. Everyone whom cannot be mentioned one by one, thank you for your supports.

ABSTRACT

HERLINDA PURNAMANINGSIH, 1511202933, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten. Thesis: ***Improving Character Based Writing by Applying Problem Based Learning(PBL) Method of TheTenth Year Students of SMK N 4 Klaten in Academic Year 2018/2019.***

The thesis aims at verifying whether problem based learning method can be used to improve character based writing of the tenth year students of SMK N 4 Klaten in academic year of 2018/2019. In this research, the researcher uses classroom action research. The data are collected from test, observation, interview, and documentations. The sources of the data are event, informants, and document. In analying the data, the researcher writes the activities of teaching and learning character based writing in the forms of field notes first, and then analyzes the students' achievement which is divided into two parts, students' writing achievement and students' character assessment. In analyzing those data, the researcher does some steps as scoring, counting mean, figuring, and describing.

The finding shows that there is improvement of students' achievement in writing skill and students' character assesment of precycle, cycle 1 and cycle 2. The mean score of students' achievement in precycle is 53.47, in cycle 1 is 71.92, and in cycle 2 is 74.90. While the mean score of students' character assessment in precycle is 53.65, in cycle 1 is 66.84, and in cycle 2 is 72.22. So, it can be concluded that problem based learning method can improve the teaching and learning of character based writing for the tenth year students of SMK N 4 Klaten in Academic Year 2018/2019.

Key words: *improving, character, writing*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of the important language skills. According to Hyland (2002: 1) writing is central to our personal experience and social identities, and they are often evaluated by pure control of it. In writing activity the students can express about minds freely and they can deliver some information in a written form. The goal of writing instruction can be achieved if the students understands the concept of writing. According to Abdolmanafi Rokni & Seifi (2013:57) students can write about their personal interests as it can improve students writing skills. So, it is important for the teacher to know the nature of writing. According to Lyons & Elmedni (2015: 47) academic writing requires more than good sentence development and correct structure. Writing is used for a wide variety of purposes, and it is produced in many different forms. When the students want to write, it starts from the plan of the students.

According to Harmer (2004: 4) writing process means the stages a writer goes through in order to produce something in final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing, and the medium it is written in (pen and paper, computer word files, live chat, etc).

Writing activity of teaching and learning in the school focuses on students' writing ability to write text correctly. The students have to understand the generic structure, language feature, grammar, vocabularies and comprehension of the theme and the content to write a text correctly. Most of the students have problem in writing a text because they have less vocabulary.

Based on the observation done on the preliminary research on October 30th, 2018, the tenth year students of SMK N 4 Klaten have many problems when the students do the writing activity, such as, less of vocabulary. The students can write something in Indonesian, but not in English because they have less vocabulary in English, so they cannot put some words into a good sentence or paragraph. Besides, the students feel difficult when they study about grammar.

Based on the problem above, the teacher needs a solution to improve the students' writing skill. After understanding the students' problem in writing, the researcher tries to find an innovative and effective teaching and learning method. One of innovative and effective teaching and learning method that can be used in teaching and learning writing is problem-based learning method (PBL), because according to Dastgeer & Afzal (2015: 1319) PBL was more effective than conventional lecture method for teaching English writing skill to the secondary level students.

Problem based learning is an innovation in learning because it allows the students' optimal thinking skills through systematic process of group work, so that students can empower, hone, test, and develop their learning capacity

on an ongoing basis (Rusman, 2014:211). In PBL, students learn by solving problems and reflecting on their experiences (Barrows and Tamblyn in Hmelo and Silver (2004: 236). It assumes that PBL is potentially motivating, it usually results in improving students' vocabulary, improving students' language skills, and learning becomes useful and attractive for the students because they show their abilities in a group work to plan, manage, and to solve the problems through their content knowledge and language skills.

PBL is suitable to solve the problem of writing because PBL seems to provide an engaging context to practice using the writing concepts of audience, purpose, content, and support. Based on the results of their study, PBL indicates that it seems to improve students' writing, as they become more adept at critically analyzing their rhetorical context (Kumar & Refaei, 2017: 5012). So, based on the research's evidence from the expert above it can be predicted PBL is suitable for developing writing skill, because the students have to learn how to hone their critical thinking and how to solve the problem through their content knowledge and language skills.

From the statement above the researcher can assume that PBL is suitable for writing skill because PBL can help the students to develop their writing skill by being provided an interesting context by the teacher. Through PBL, the students will learn how to solve their problem in the teaching and leaning process and critical thinking. Therefore, the students learn not only about the learning material, but also the way to solve their problem.

By using PBL method through systematic process of group work, the teacher can create many students' characters. The first character is hard

working, this character will make the students have a good behavior that shows a genuine effort to overcome the obstacles of learning and complete the tasks as well as possible. The second character is creative, this character will make the students try to think and do something to generate new ways or results to solve some problems. The third character is friendly or communicative, this character will make the students have new acts that show the pleasure of talking with their friend in a group and working with others. The fourth character is responsibility, this character will make the students have an attitude and behavior to carry out their duties and obligations and they should do that for themselves, society, environment, and God.

According to *Undang-Undang Republik Indonesia No. 20 Th. 2003 tentang Sistem Pendidikan Nasional pasal 3* that:

> *"Pendidikan nasional berfungsi mengembangkan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warganegara yang demokratis serta bertanggung jawab". Tujuan pendidikan nasional itu merupakan rumusan mengenai kualitas manusia Indonesia yang harus dikembangkan oleh setiap satuan pendidikan. Oleh karena itu, rumusan tujuan pendidikan nasional menjadi dasar dalam pengembangan pendidikan budaya dan karakter bangsa.*

According to the statement above improving writing skill is also expected to develop the students'character, such as creative-students can explore and do what they have thought to create a newest manner and make a new product by their creative thinking and they can be good problem solvers by applying problem-based learning method, and the students can accept an

appropriate education in a formal school and have a good relation with the people around them in the school. The students also learn to value themselves, respect others, be responsible, cooperate with other individuals, solve problems, and be honest and trustworthy. Kementerian Pendidikan Nasional (2010: 10) states that "*Pendidikan karakter mempunyai makna lebih tinggi dari pendidikan moral, karena bukan sekedar mengajarkan mana yang benar dan mana yang salah, lebih dari itu pendidikan karakter menanamkan kebiasaan (habit) tentang hal yang baik sehingga peserta didik menjadi paham (domain kognitif) tentang mana yang baik dan salah".* By applying character based in teaching and learning process, the students are expected to be students who have good character.

Based on the statement above, the researcher applies problem-based learning method to improve character based writing skill of the tenth year students of SMK N 4 Klaten in academic year 2018/2019.

B. The Reason for Choosing the Topic

1. By writing, the students will be able to express their ideas in written form.

2. The teacher uses classical method in the writing teaching and learning, therefore the students are not interested in writing activity.

C. The Limitation of the Study

The study is focused on improving character based writing by applying problem-based method of the tenth year students of SMK N 4 Klaten in academic year of 2018/2019.

D. The Statement of the Problem

The problem discussed in this study is "Can problem-based learning method be used to improve character based writing of the tenth year students of SMK N 4 Klaten in academic year of 2018/2019?"

E. The Aim of the Study

The researcher's aim of the study is to verify whether problem-based learning method can be used to improve character based writing of the tenth year students of SMK N 4 Klaten in academic year of 2018/2019.

F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

It can be used to enrich the repertoire of character based teaching and learning writing theory.

2. The Practical Use

It can be used as a teaching model for other schools.

G. The Clarification of the Key Term

To make the title clear, the researcher would like clarify the terms, in order not to make misunderstanding between the researcher and the reader. The clarification of the key terms is as follows:

1. Improving

   According to Hornby (2005:625) improving is cause something to become better. It means that in this study the student's writing character should be improved by applying problem-based learning method to the tenth year students of SMK N 4 Klaten in academic year of 2018/2019.

2. Character based writing

   According to Aqboola and Tsai (2012: 164), character based writing is a growing discipline with the deliberate attempt to optimize students' ethical behavior. In this study character based writing is the teaching method that support the improvement of students' attitude by teaching the tenth year students of SMK N 4 Klaten in academic year of 2018/2019 about the good values, the creative thinking, the responsibility, and the other good attitude which has a positive impact to the students' life.

3. Writing

   Writing is an activity to deliver the researcher's idea in a written form. According to Hornby (2005: 1481) writing means the activity of occupation of writing. It means that in this study writing is one way to communicate. People can express themselves by writing. They can make a communication without writing or meeting. In this research, writing is the productive skills to express idea through the written words in the form of text or paragraph which must be mastered by the tenth year students of SMK N 4 Klaten in academic year of 2018/2019.

4. Problem-based learning (PBL)

Saleh (2013:190) states that problem-based learning (PBL) is a method of learning which guides the learners to solve the problem and makes some reflection by using their experiences so that their cognitive skills can be developed (inquiry, communication and connection) especially in solving the problem which is meaningful, relevant and contextual. PBL is a method in contextual teaching learning based on the theory of constructivism. Based on the statement, problem based learning is an appropriate problem solving for students to clarify the nature of problem and identify their learning needs and also can direct their learning skills by working in a group and discussing the problem and try to solve the problem in order to improve the prior knowledge.

In this study, problem based learning method is the most innovative method in writing that facilitates the students a problem-solving as a stimulus to encourage their self-directed learning skill to take responsibility of their own learning.

H. The Organization of the Study

To give a clear understanding about the content, the researcher would like to clarify the terms. The study consists of five chapters as follows:

Chapter I is introduction. It consists of the background of the study, the limitation of the study, the statement of the problem, the aim of the study,

the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists of the theory of writing which includes, the meaning of writing, the importance of writing, and how to teach writing, character education, and problem based learning.

Chapter III is the method of the study. It deals with the meaning of research method, the strategy of the study,the data and the source of the data, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the result of the study. It consists of the analysis of the data and the discussion of the findings.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion of the research from implementing Problem Based Learning method to the tenth year students of SMK Negeri 4 Klaten in the academic year of 2018/2019.

A. Conclusion

Based on the result of the study, it can be concluded that Problem Based Learning method can improve the teaching and learning of character based writing skill to the tenth year students of SMK Negeri 4 Klaten in academic year of 2018/2019. It makes the students easier to express their ideas in paragraph. There is improvement on the students ability of writing skill. It is proved with the students mean score which improves from 53.47 in pre observation, 71.92 in cycle I, and 72.22 in cycle II. In addition, Problem Based Learning method can also improve the character of the students. It is proved with an improvement in the characters that exist in every aspect, namely hardworking, creative, friendly and communicative, and responsibility.

B. Suggestion

Based on the conclusion, some suggestions are directed towards the school students and the English teacher, and students:

1. The School

The school must give more attention to students' writing skill by providing some interesting writing materials and special training for the

teacher in understanding Problem Based Learning and also facilitate various media and materials supporting the teaching and learning process.

2. To English teacher

   To English teachers, they are recommended to be able to use Problem Based Learning as alternative technique in teaching writing skill. The teacher should monitor students' activity during writing class and support the interaction among students in the classroom. Besides that, the teacher should give various materials for different meetings and try the integrated method to be applied in the classroom when teaching and learning process is conducted, in order to make the learning process dynamic, fun, and alive.

3. The Students

   The students must be active in teaching learning process, when they are taught by using any method. So, the students can improve their writing skill and they will be good writers.

BIBLIOGRAPHY

Afcariono, Muhammad. (2008). Penerapan Pembelajaran Berbasis Masalah untuk Meningkatkan Kemampuan Berpikir Siswa pada Mata Pelajaran Biologi. [Electronic version]. *Jurnal Pendidikan Inovatif.* Vol 3, No 3. 65-68.

Agboola, A. and Tsai Chen Kaun. (2012). Bring Character Education into Classroom. [Electronic version].*European Journal of Educational Research*. 1(2): 163-170.

Arikunto, Suharsimi. (2013). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.

Barrows, H. S & Robyn M. Tamblyn. (1980). *Problem-Based Learning: An Approach to Medical Education.* New York: Springer Pub. Co.

Bhounsule, Sushama., Lois James Samuel, Yogeeta S. Walke, and Laveena V Bandodkar. (2015). Problem-Based Learning (PBL) As A Teaching-Learning Startegy To Supplement The Knowledge of Pharmacology in Medical School Undergraduates. [Electronic version]. *Journal of Research & Method in Education*. 5(4). 91-94.

Burns, Anne. (2010), *"Doing Action Research in English Language Teaching, A Guide for Practitioners"*. New York: Routledge.

Cresswell, J. W. (2010). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed.* Yogyakarta: PT Pustaka Pelajar.

Dastgeer & Afzal. (2015). Improving English Writing Skill: A Case of Problem Based Learning. [Electronic version]. *American Journal of Educational Research*. Vol 3, No 10. 1315-1319.

Hadi, Sutrisno. (2001). *Methodology Research I*. Yogyakarta: Gajah Mada University Press.

Harmer, Jeremy. (2004), *"The Practice of English Language Teaching"* Essex: Pearson Education.

Hmelo-Silver, Cindy E. (2004). Problem Based Learning: What And How Do Student Learn? [Electronic version].*Educational Psychology Review.*16(3).235-266.

Hornby, AS. (2005). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.

Hung, Woei, Jonassen, H. David, and Liu Rude.(2008). Problem-Based Learning.[Electronic version].*Interdisciplinary Journal of Problem-Based Learning.*2(2).485-506.

Hussein, Sumardi. (2014). The Influence of The Application of Problem Based Learning Towards The Students' Speaking Ability of Grade Eleven of SMA Negeri 5 Bandar

Lampung. [Electronic Version]. *The Second International Conference on Education and Language(2ⁿᵈ ICEL).* 430-435

Huy, Nguyen Thanh. (2015). Problem Affecting Learning Writing Skill Of Grade 11 at Thong Linh High School. [Electronic Version]. *Asian Journal of Education Research.* 2 (3). 53-69.

Hyland,Ken. (2002). *Teaching and Researching Writing*. London: Pearson Educational Limited.

Kementrian Pendidikan dan Kebudayaan. (2013). *Buku Guru Bahasa Inggris: When English Rings the Bell.* Jakarta: kementrian Pendidikan dan Kebudayaan.

Kementrian Pendidikan Nasional Badan Penelitian Dan Pengembangan Pusat Kurikulum Tahun (2010). *Tentang Bahan Pelatihan Penguatan Metodologi Pembelajaran berdasarkan Nilai-nilai Budaya untuk Membentuk Daya Saing dan Karakter Bangsa: Pengembangan Pendidikan Budaya dan Karakter*

Kumar & Refaei. (2017). Problem-Based Learning Pedagogy Fosters Students' Critical Thinking About Writing. [Electronic version].*The Interdisciplinary Journal of Problem-based Learning.*Vol 11, Issue 2. 5012.

Lyons & Elmedni. (2015). Writing Skills Development for Graduate Students: Workshop Intervention Using a Student-Centered Learning Approach. [Electronic version]. *Journal of Education & Social Policy*. Vol 2, No 1. 46-47.

Mulya, et al. (2013). The Effect of Problem Based Learning Strategy Toward Students' Speaking Ability at The First Grade of SMA N 1 Enam Lingkung. [Electronic version]. *Journal of English Language Teaching*. Vol 2, No 1. 314-323.

Pagander, L., Read, J. (2014). *Is Problem-Based Learning (PBL) an Effective Teaching Method?.* Linkopings University, Swedish.

Pala.(2011). The Need for Character Education. [Electronic version].*International Journal of Social Sciences and Humanity Studies.*Vol 3, No 2. 23.

Peraturan Menteri Pendidikan Nasional Republik Indonesia nomer 104 tahun 2014 tentang Penilaian Hasil Belajar oleh Pendidikan Dasar dan Pendidikan Menengah.

Poikela, E. & Poikela, S. (2005). *PBL in Context. Bridging Work and Education.* Tampere: Tampere University Press.

Rokni & Seifi. (2013). The Effect of Dialog Journal Writing on EFL Learners' Grammar Knowledge.[Electronic version].*Journal Of Language and Linguistic Studies*. 9(2), 57-67.

Rusman. (2014). *Model-model pembelajaran: Mengembangkan Profesionalisme Guru.* Jakarta: PT. Raja Grafindo Persada.

Rusman. (2014). Penerapan Pembelajaran Berbasis Masalah. [Electronic version]. *Edutech.* Vol 1, No 2. 211.

Saher, Al-Sabbah. (2015). The Application of Qualitative and Quantitative Research among Academic Staff in Psychology and Education: A review of Practice. [Electronic version]. *International Journal of Education and Research*. Vol 3, No 3. 715-726.

Saleh. (2013). Strategi Pembelajaran Fiqh dengan Problem-Based Learning, [Electronic version]. *Jurnal Ilmiah DIDAKTIKA*. Vol XIV, No I. 190.

Sokolik, Maggie. (2003). "Writing". In David Nunan (ed). *Practical English Language Teaching.* (pp.88). New York: McGraw;Hill Education.

Sugiyono, (2012). *Metode Penelitian Kuantitatif, Kualitatif dan R&D.* Bandung: Alfabeta.

Tarigan, Henry Guntur. (2008). *Menulis: Sebagai Suatu Keterampilan Berbahasa*. Bandung:Angkasa.

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003.Tentang Sistem Pendidikan Nasional

Wachidah, Siti. (2013). *Buku Bahasa Inggris: When English Rings Bell.* Jakarta: Kementrian Pendidikan dan Kebudayaan.