

**IMPROVING CHARACTER BASED WRITING SKILL BY APPLYING
PROBLEM- BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS
OF SMA MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2019/2020**

S-1 THESIS

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



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**TEACHER TRAINING AND EDUCATION FACULTY
WIDYA DHARMA UNIVERSITY KLATEN
KLATEN
2020**

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STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN IN ACADEMIC
YEAR OF 2019/2020**

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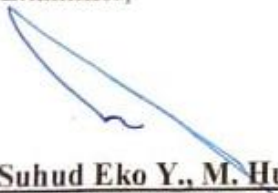
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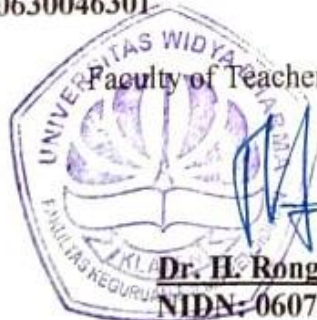


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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING CHARACTER BASED WRITING SKILL BY APPLYING PROBLEM- BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2019/2020”**.

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, July 1st 2020



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MOTTO

Kesusahan hati, kesempitan hati akan membawamu pada kelapangan hati yang sesungguhnya.

The writer

Jangan pernah menunggu takkan pernah ada waktu yang tepat

Napoleo Hill

PRESENTATION

I dedicate this thesis to:

1. My beloved little son that is always a good son .

2. My beloved husband Muh. Ridho Akbar

“ in every part of this whole thesis making process, you are the great person of my life that always beside me. Thanks for your prayer, support, motivation, love and material. Thank you for your efforts that never stop until I’m finished this thesis. Dear my husband, all praise to God, finally I have finished what I have started. Thank you so much. May God reward you all with many merriments in every second of your life. Love you”

3. My mother *Almh.* Murah and father Cipto.

“Yesterday, I just said *mbok* get well soon I would graduate”

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“Thanks all for the support, help, togetherness, and friendship. See you on graduation.”

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Klaten, July 2020

The Writer,

Warsiti

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ABSTRACT

WARSITI, Student's Number: 1611200029, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2020. Thesis. *Improving Character Based Writing by Applying Problem- Based Learning Method of the Tenth year Students of SMA Muhammadiyah 1 Klaten in Academic Year of 2019/2020.*

This research was carried out to reveal the students' competence and participation in character-based writing the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020. The respondents consist of 28 students of X 1IPS class. The method used was classroom Action Research (CAR). This research was conducted by following the Kemmis and Mc Taggart's model consisted of planning, acting, observing, and reflecting with two cycles. The data were collected in this research trough the observation, interview, test, and documentation.

The finding showed that students' competence and participation in character-based writing improved gradually. The mean score in the preliminary study was 63; the Cycle I 70, while the Cycle II was 80. 86. With *KKM*(the minimal mastery level criterion) was 70.00. On the other hand, the students' participation also improved. The improvements of the students' participation was show on the mean score of character assessment. The mean score in preliminary was 56. 07; th Cycle I 68. 21, while the Cycle II 72, 32. Based on the results achieved in both cycles, the classroom action research (CAR) was to be successful in improving the students' competence and participation in character-based writing through the Problem-Based Learning method.

Key Words: Problem-Based Learning, writing, improving.

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is a process of creativity expressing ideas in the written form that has certain goals such as giving information and share about something to the readers. In fact, writing in English is not easy. Writing in English is different from writing in Indonesian language written as a pattern and structure. But, in fact, students have less interest in writing because they were less in vocabulary, not understanding about structure, grammar, profile, etc. Iftanti (2016: 1) stated that in Indonesian context, writing is considered a painful activity indicating that oral culture was much better than writing one. It means that writing is a difficult skill of English. So, students must always keep the practice in writing.

According to Hyland (2003: 3), writing is a complicated structure that can only be learned by developing the ability to manipulate lexis and grammar. It means that to be good in writing skill, students must master in structure and grammar to arrange a good sentence or paragraph. According to Hashemi & Amerian (2011: 48), writing is a complex process which involves different factors and is an essential and necessary skill for ESL/EFL students. It means that writing is one of extraordinary skill in English that must be mastered by students. By writing, students can convey idea, interest, pleasant and unpleasant experience.

Students must know three aspects of writing skill of English; they are grammar, vocabulary, and spelling. Three elements of writing English are an essential thing, by knowing about three aspects of writing, students can improve the skill of

writing. Students must understand that to be right in writing cannot be separated from the aspects of writing. So, students should learn the aspects of writing. There are three aspects of writing: grammar, vocabulary and spelling.

Based on the pre observation done on the preliminary research, the tenth year students of SMA Muhammadiyah 1 Klaten had many problems as the students could not be active to share their doubtness in their learning process. Then, when the students did the writing activity, such as they could not know what they wanted to write because they had less idea. They were written in English but used the structure of Indonesian language because they were less of vocabulary, less understanding about grammar, structure, less focus and the students not enthusiastic with the material. So, students could not write in a good sentence or paragraph. Sometimes the teacher must actively try to translate words to students in order to help the students understand with the material. The students had less interest and they had less focus when they talked about grammar. The students did not pay attention to the teacher. The students could not be independent to take responsibility for their own learning process.

To solve the problem above, the writer tries to provide an alternative methods to make the process of teaching and learning interesting to students and stimulate students to be active, responsible, and confident. The activity creates the classroom alive and the students feel enjoy, interest, pay attention to the lesson. In this research, the writer provides Problem Based Learning (PBL). Problem Based Learning is better than applying conventional learning (Sahyar, Ridwan A & Mallau: 2017: 282).

Problem Based Learning (PBL) is a teaching method that uses problem-solving as the basis for student learning (Beringer, 2017: 445). So, based on the explanation above, it can be predicted that Problem-Based Learning is suitable for developing writing skill. By using Problem-solving in learning, it can improve the creative writing skills of students. The Students can create their imigation by writing.

According to Pawliczak (2015: 352), creative writing is the best way to improve students' writing skills. It means that in writing, students need to open their mind to make creative writing. Students can improve their creative writing skill by enhancing their critical thinking and improve their problem solving by applying Problem-Based Learning method. So, students understand how to think critically and solve the problem through their content knowledge and language skills such as in writing skills.

Based on the statement above, the writer thinks that Problem- Based Learning is a method that suitable to teach writing skill because students are enthusiastic in the situation of the process of teaching and learning. By using Problem-Based Learning method, students can improve their critical thinking and how to solve the problem in the process of teaching and learning. Therefore, in the process of teaching and learning students not only learn about the learning material, but also how to solve the problem.

Undang-Undang Republik Indonesia No. 20 Th 2003 tentang Sistem Pendidikan Nasional Pasal 3 states that *Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermatabat 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 warga negara yang demokratis serta bertanggung jawab.*

The government intends to apply a character education program in the teaching and learning process at school. Character education hopefully can support the improvement of student's good attitude. Character Education is a national movement creating a school that fosters moral, responsible and caring young people by modeling and teaching good character through an emphasis on universal values that we all share (Pala, 2011: 23). It means that the government intends to create the nature of the students at school by teaching and learning through the teacher. In this research, the character is character based writing.

Based on the statement above, the writer conducts writing research in tenth-year students of SMA Muhammadiyah 1 Klaten in the academic year of 2019/2020 entitled:

Improving Character-Based Writing by Applying Problem Based Learning Method of the Tenth Year Students of SMA Muhammadiyah 1 Klaten in Academic Year of 2019/2020.

B. The Limitation of The Study

The writer wants to limit the study. So, the writer will focus on the way to solve the problem. The limitation of the study are as follow:

1. Problem- Based Learning Method can improve the students' competence of character- based writing of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.
2. Problem-Based Learning method improves the participation in teaching and learning process of the students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

C. The Reason for Choosing the Topic

The reasons why the researcher has chosen the topic are as follow:

1. Teaching and learning English is important to the students especially in writing because by writing the students improve their capability of studying English to enrich the students' vocabulary to be mastery in structure and grammar to arrange a good sentence or paragraph. So, students have the ability to write well.
2. Problem-Based Learning method is effective to teach the students, because Problem-Based Learning method related to the real-world to find the problem solving.

D. The Statement of the Problem

In this study, the problem statements are as follow:

1. “Can Problem Based Learning method improve the competence of character based writing of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020?”.
2. “Can Problem Based Learning method improve the participation in the process of teaching and learning of the students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

E. The Aim of the Study

The writer’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 SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

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 Terms

To make the title clear, the researcher would like to 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

Mulyasa (2009:8) says that improving in action research means improve in learning quality, so that it is a continuous improvement of learning process. It means that improving is an activity to change the quality of something or someone to be better than before. Therefore, improving here making the students writing skill become better than before by applying Problem-Based Learning method in the process of teaching and learning.

In this study, improving means to show the students' ability in the writing skill by applying Problem-Based Learning method to the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

2. Character Based Writing

a. Character Based

According to Aqboola and Tsai (2012: 163), character education is a growing discipline with the deliberate attempt to optimize students' ethical behavior. In this research, character education is the teaching method that support the improvement of students' attitude by teaching the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

b. Writing

In the curriculum of 2013 revision for language teaching, there are perspective for teacher to interpret competences derived from psychomotor domains, language system, micro-skill, and macro-skills (Ahmad, 2014:8). The macro-skills taught in learning English cover four skills; writing, speaking, listening, and reading. Writing is central to our personal experience and social identities, and we are often evaluated by our control of it. It means that writing is through to convey idea by writing into good sentences or paragraph (Hyland, 2009: 2). According to Sokolik (2003: 88), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

In this research teaching writing to the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020 with character-based teaching fosters the development of ethical and responsible individuals about the good values.

People should be curious, independent, pro-active, and fond of writing, also other important traits that make for an upstanding citizen.

3. Problem-Based Learning (PBL)

According to Sanjaya (2008: 214), Problem-Based Learning (PBL) can be interpreted as a series of activities that emphasize the process of problem solving faced scientifically. Tan (2003) in Rusman (2012:229), problem-based learning is an innovation in learning because it allows the optimization of students' thinking skills through systematic process of group work, so that

students can empower, explore, test, and develop their learning capacity on an ongoing basis. 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 can also direct their learning skills by working in a group and discuss 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 facilitate students as a stimulus to encourage their self-directed in writing skill to be active, creative, and responsible of their own learning of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

H. The Organization of the Study

To give a clear understanding about the content, the writer would like to explain the organization. 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 previous studies, 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 includes the present of the position of the study, theory of the study, the meaning of writing, the technique of collecting the data, and the technique of analysis data.

Chapter IV is the result of the study. It includes the present of the data, the analysis of the data, research implementation and the discussion of the finding.

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 SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

A. Conclusion

There were two questions to be answered in this research based on the problem statment, “can Problem-Based Learning method improve competence of character based writing of the tenth year students SMA Muhammadiyah 1 Klaten in academic year of 2019/2020” and “ can Problem-Based Learning method improve the participation in the process of teaching and learning of the students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020?”.

According to the analysis, it could be recapitulated that:

1. The improvement of students’ mastery writing skill could be seen from the increasing of the students mean in writing test. The mean of students’ marks from preliminary was 63, cyle I 70, and cyle II 80. 86. There were 21 students dit not pass KKM in Preliminary study; The students did not pass KKM in Cycle 1 were 11; Finnaly, 5 students did not pass KKM in Cycle II.
2. The other improvemets are the students’ participation in process teaching and learning of character based writing. The improvement of the students’ participation could be seen from the increasing the

tudents mean. The mean of students' score of character in Preliminary was 56.0 , Cycle I 68.21, and Cycle II 72.32. It is show on an improvement in five aspects, they are pro- active, responsible, hardworking, creative and the last confidence.

In conclusion, the implementation of Problem-Based Learning method to the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020 can be concluded that Problem-Based Learning method can improve students' competence and students' participation in process teaching and learning of character based writing skill. Problem- Based Learning would be alternative method especially for teaching and learning character based writing skill.

B. Suggestion

After conducting the research, there are several recommendations that the researcher can generate. The recommendations are regarding in the process teaching and learning , the students, the english teacher. They are presented below:

1. The process of teaching and learning

The appropriate method to teaching is need in the class to build the students interest in teaching and learning process. Whatever the method or approach is need to make class active. Especially Problem-Based Learning can alternative to teach the students

2. To The Teacher

The english teacher, they are recommended to able to use Problem- Based Learning method as alternative method to teach in writing skill. The teacher monitors the students' activity during writing class and supports the interaction among the students in the classroom. Then, the teacher should give various materials for different meetings to interest the student in teaching 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 to make the students enthusiastic, be active and responsibility in their own learning.

3. To The Students

The students must realize with their role as students. The students must responsibility with their learning. The student be active, creative, hardworking, commicative and confidence to show up their idea or asked what they doubt. So, give the teacher opportunity to make clear. Especially in writing, by using Problem-Based Learning method, students must be active, creative and responsibility in their own learning. Because, the process of teaching and learning can come to success if the students have a cooperation towards the teaching and learning process.

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