

ENHANCING STUDENTS' COMPETENCE IN WRITING

DESCRIPTIVE TEXT AND MOTIVATION

USING PROBLEM BASED LEARNING METHOD

**(A Classroom Action Research at The Seventh Grade of Students SMPN 3
Sumber, Cirebon, in Academic Year 2015/2016)**

THESIS

Presented as Partial Fulfillment of the Requirement for the Magister Degree of
Language Education Programme



By

Titi Mujiati

NIM 14PSC01613

GRADUATE PROGRAMME

WIDYA DHARMA UNIVERSITY KLATEN

2016


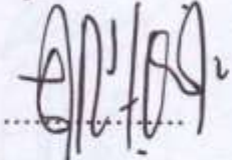
APPROVAL

**ENHANCING STUDENTS' COMPETENCE IN WRITING
DESCRIPTIVE TEXT AND MOTIVATION
USING PROBLEM BASED LEARNING METHOD
(A Classroom Action Research at The Seventh Grade of Students SMPN 3
Sumber, Cirebon, in Academic Year 2015/2016)**

By

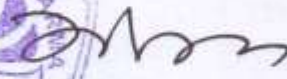
**Titi Mujiati
NIM 14PSC01613**

A thesis approved by:

Name	Signature	Date
Consultant I : Prof. Dr. Herman J. Waluyo, M.Pd. NIK. 690 115 345		26/ 2016 //
Consultant II : Dr. Hersulastuti, M. Hum. NIP. 19650421 1987 2 002		18/ 2016 //



Head of Language Education Study Programme


**Dr. Dwi Bambang Putut Setiyadi, M. Hum.
NIP. 19600412 198901 1 001**

ACCEPTANCE

ENHANCING STUDENTS' COMPETENCE IN WRITING
DESCRIPTIVE TEXT AND MOTIVATION
USING PROBLEM BASED LEARNING METHOD
(A Classroom Action Research at The Seventh Grade of Students SMPN 3
Sumber, Cirebon, in Academic Year 2015/2016)

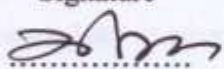

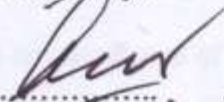
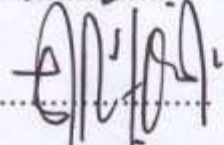
By

Titi Mujiati

NIM 14PSC01613

The Thesis was accepted by Board of Examination of the Graduate Programme of
the Language Education Programme Widya Dharma University Klaten

On, 29th October 2016

Name	Signature	Date
Chairman : Dr. D. B. Putut Setiyadi, M.Hum. NIP. 19600412 198901 1 001		20/11/16
Secretary : Dr. Endang Eko Djati S., M.Hum NIK. 690 886 103		25/11/2016
Member : Prof. Dr. Herman J. Waluyo, M.Pd NIK. 690 115 345		26/11/2016
Member : Dr. Hersulastuti, M. Hum. NIP. 19650421 1987 2 002		18/11/2016

Accepted by

Director of Graduate Programme
Widya Dharma University

Prof. Dr. Herman J. Waluyo, M.Pd.
NIK. 690 115 345

Head of Language Education
Study Programme

Dr. D. B. Putut Setiyadi, M.Hum.
NIP. 19600412 198901 1 001



PRONOUNCEMENT

The undersigned's:

Name : Titi Mujiati
Student Number : 14PSC01613
Study Programme : Language Education of Graduate Programme
Widya Dharma University of Klaten

Hereby I certify that as follows:

Title : ENHANCING STUDENTS' COMPETENCE IN WRITING
DESCRIPTIVE TEXT AND MOTIVATION USING PROBLEM
BASED LEARNING METHOD (A Classroom Action Research at the
Seventh Grade of Students SMPN 3 Sumber, Cirebon, in Academic Year
2015/2016)

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

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

Klaten, 29th October 2016

The Writer,
METERAI
LEMPEL
72785ADF65939242
6000
ERAMERUPAN
Titi Mujiati



DEDICATION

The writer dedicated this thesis to:

1. My beloved parents, Mr. H. Suta, and Mrs. Hj. Sarmi, who has been giving their support materially and spiritually for me.
2. My beloved husband, Mr. Warman.
3. My beloved sons, Fadli Alieff Mohamad Manda and Fahri Mohamad Goldy.
4. My beloved sister and brothers.
5. All of my beloved friends.

MOTTO

If you can't fly, then run
If you can't run, then walk
If you can't walk, then crawl,
but whatever you do,
you have to keep moving forward.

(Martin Luther King Jr.)

ACKNOWLEDGMENT

First of all, the researcher would like to praise to God, the Almighty for the Blessing and mercy given to him in finishing this thesis. The thesis entitled ENHANCING STUDENTS' COMPETENCE IN WRITING DESCRIPTIVE TEXT AND MOTIVATION USING PROBLEM BASED LEARNING METHOD (A Classroom Action Research at The Seventh Grade of Students SMPN 3 Sumber, Cirebon, in Academic Year 2015/2016). It is presented as partial fulfillment of the Magister Degree of Language Education Programme.

In doing this study, the researcher realized that it is impossible to finish it without contributions, helps, suggestions, comments and revisions from many people. So, in this chance the researcher would like to express her thanks and deep appreciation to:

1. Prof. Dr. Triyono, M.Pd. as Rector of Widya Dharma University Klaten who has given the facilities to conduct a research and to accomplish the study at Graduate Programme of the Language Education Programme.
2. Prof. Dr. Herman J. Waluyo, M.Pd. as a Director of Graduated Programme of Education Language Programme of Widya Dharma University Klaten, and also as the first advisor, who has given direction, guidance and help to finish this thesis.
3. Dr. Hersulastuti, M. Hum. As the second advisor, for her patience in giving me guidance, direction, support and help to finish this thesis.

4. Dadang Raiman, S.Pd, M.M. The headmaster of State Junior High School 3 Sumber, Cirebon who has given a chance to do this research.
5. Titing Nurhasanah, S,Pd. The English teacher at grade VIIE of State Junior High School 3 Sumber, Cirebon, who will allow the researcher to carry out the research in her class and give some contribution for this research.
6. Her family who have always supported, given spirit and prayed continuously for her success.
7. All her friends who always support her in accomplishing this thesis.
8. Everybody who has supported her in completing this thesis proposal.

In writing this thesis, the researcher realizes that the thesis is still far from being perfect, so, she needs advice, and positive critics from everybody.

Finally, the researcher would like to thank to everybody who wants to read this manuscripts which is hopefully useful for anyone concerned especially for the English teachers.

Klaten, 29th October 2016

The writer

TABLE OF CONTENTS

APPROVAL	i
ACCEPTANCE	ii
PRONOUNCEMENT	iii
DEDICATION	iv
MOTTO	v
AKCNOWLADGEMENT	vi
TABLE OF CONTENTS	vii
LIST OF TABLESxi
TABLE OF FIGURES	xii
TABLE OF DIAGRAMS	xiii
LIST OF APPANDICES	xiv
ABSTRACT	xv
ABSTRAK	xvi
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Identifications of the Problem	5
C. Limitation of the Problem.....	5
D. Problem Statements	5
E. Objective of the Study	6
F. Significant of the Study	6
CHAPTER II UNDERLYING THEORIES	
A. Theoretical Description	7

1. Writing Skill/Competence	7
a. Definition of Writing	7
b. Writing Purposes	10
c. The General Concept of Writing	11
d. Development of Writing Skills	12
e. The tasks of Teacher in Writing	13
f. Type of Writing Performance	13
g. Micro and Macro Skills of Writing	15
h. Writing Assessment	16
2. Descriptive Text	24
a. The Genre of Describing	24
b. Grammatical Features of Describing	26
c. Assessing texts using the genre describing (a factual description)	27
3. Problem Based Learning	29
a. Definition of Problem Based Learning	29
b. Features of Problem Based Learning	30
c. Phases of Problem Based Learning	32
4. Motivation	35
a. Definitions of Motivation	35
b. General Concepts of Motivation	36
c. Kinds of Motivation	36
d. Achievement Motivation	37
e. Theory of The Hierarchy of Need	39
B. Relevant Studies	43
C. Conceptual Framework	47
D. Action Hypothesis.....	48
 CHAPTER III RESEARCH METHOD	
A. Research Design	49

B. Setting of Research	50
1. Place research	50
2. Time research	50
C. Subject and Object of the Study	50
D. Procedure of the Study	51
1. Procedure Pre-research	51
2. Each Cycle of Activities	52
E. Performance Indicator	57
F. Technique of Collecting data	58
G. Technique of Analyze Data	58
H. Schedule of the Research	59
 CHAPTER IV RESEARCH FINDING AND DISCUSSION	
A. Description of the Research Finding Cycle I	61
B. Description of the Research Finding Cycle II	81
C. Discussion	96
 CHAPTER V CONCLUSION, IMPLICATION, RECOMMENDATION	
A. Conclusion	101
B. Implication	102
C. Recommndation	104
BIBLIOGRAPHY	106
APPENDICES	108

LIST OF TABLES

Table 1	Rating Scale of Writing Ability by Holistic System	22
Table 2	Rating Scale of Writing Ability by Analytic System	23
Table 3	Phase of Problem Based Learning	33
Table 4	indicators of Motivation	42
Table 5	Students' Activeness in group	76
Table 6	Students' Activity in Group	77
Table 7	Students' Motivation	77
Table 8	Students' Competence in Writing Descriptive Text.....	78
Table 9	Students' Activeness in Group	91
Table 10	Students' Activity in Group	91
Table 11	Students' Motivation	92
Table 12	Students' Competence in Writing Descriptive Text.....	93

TABLE OF FIGURES

Figure 1	Moslow's Hierarchy of Needs	40
Figure 2	Conceptual Framework Scheme	44
Figure 3	The procedure of Classroom Action Research	57

TABLE OF DIAGRAMS

Diagram 1	The result of study Pre-cycle, Cycle I, Cycle II	95
Diagram 2	Students and Teacher's Activity	95

LIST OF APPENDICES

I	The Result of Students' Competence in Writing Descriptive Text using Problem Based Learning in Group	108
II	The Test Result of Students' Competence in Writing Descriptive Text	112
III	The Activeness of Group	118
IV	The Result of Teaching and Learning Process	122
V	The Result of Students' Questioner	124
VI	Syllabus of Learning	126
VII	Lesson Plan	129
VIII	Questioner.... ..	143
IX	Interview to Student	146
X	Field Note of Students' Activity	152
X	Field Note of Teacher's Activity	155
XI	Document Photo	157
XII	Students' Products	169

ABSTRACT

Titi Mujiati, NIM. 14PSC01613. *Enhancing Students' Competence in Writing Descriptive Text and Motivation Using Problem Based Learning (A Classroom Action Research at The Seventh Grade of Students SMPN 3 Sumber, Cirebon, in Academic Year 2015/2016)*. Thesis. Language Education Programme, Graduate Programme, Widya Dharma Klaten, 2016.

The problem of this study is: Can Problem Based Learning method enhance the students' competence and motivation in writing descriptive text at the seventh grade of students SMPN 3 Sumber, Cirebon, in academic year 2015/2016? The goal of this study is to enhance the students' competence in writing descriptive text and increase the students' motivation using problem based learning method at the seventh grade of students SMPN 3 Sumber, Cirebon, in academic year 2015/2016 by conducting classroom action research.

The classroom action research is conducted by an English teacher of the seventh grade and the observer is a researcher herself. The research is done in 2 cycles of planning, acting, observing, and reflecting. There are 33 students as subject and divided into 7 groups. The method of collecting data of this research used: test, questionnaire, interview, and field note of activities. The collecting data is conducted in each cycle.

Based on the result of analyzing the data, the conclusion of the research could be described as follows: (1) The teaching and learning by using problem based learning can enhance the students' competence in writing descriptive text. The percentage of the result in preliminary condition is 50%, the teacher uses a conventional method. After conducting action of research, teacher used problem based learning method the result of students' competence in writing descriptive text enhance 69,6% in cycle I, and 90% in cycle II. (2) The teaching and learning by using problem based learning can also increase the students' motivation in learning English. The percentage of the result is 3,1% in cycle I, increase 3,3% in cycle II. (3) The teaching and learning by using problem based learning also can enhance the students' activeness. The percentage of the result is 42,8%, increase 91,4%. (4) The students' difficulties in writing descriptive text can be handled by using problem based learning as a learning method.

Key Words: Students' Competence, Writing Descriptive Text, Motivation, Problem Based Learning Method.

ABSTRAK

Titi Mujiati. NIM. 14PSC01613. *Enhancing Students' Competence in Writing Descriptive Text and Motivation Using Problem Based Learning (A Class Action Research at The Seventh Grade of Students SMPN 3 Sumber, Cirebon, in Academic Year 2015/2016)*. Tesis. Program Magister Pendidikan Bahasa, Program Pascasarjana Universitas Widya Dharma, Klaten, 2016.

Masalah penelitian ini adalah: Apakah Metode Problem Based Learning dapat meningkatkan kemampuan dan motivasi siswa dalam menulis teks deskriptif pada siswa kelas VII di SMPN 3 Sumber, Cirebon, tahun akademik 2015/2016? Tujuan penelitian ini untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif dan meningkatkan motivasi siswa dengan menggunakan metode Problem Based Learning pada siswa kelas VII di SMPN 3 Sumber, Cirebon, tahun akademik 2015/2016 dengan melakukan penelitian tindakan kelas.

Penelitian tindakan kelas dilakukan oleh guru Bahasa Inggris kelas VII dan pengamat adalah peneliti sendiri. Penelitian dilaksanakan sebanyak 2 siklus, masing-masing terdiri dari: perencanaan, tindakan, pengamatan dan refleksi. Ada 33 siswa yang dijadikan subjek penelitian dan dibagi dalam 7 kelompok. Metode pengumpulan data pada penelitian ini menggunakan: tes, kuesioner, wawancara, dan catatan lapangan kegiatan. Pengumpulan data dilakukan pada setiap siklus.

Berdasarkan hasil analisis data, kesimpulan penelitian ini sebagai berikut: (1) Pembelajaran dengan menggunakan problem based learning dapat meningkatkan kemampuan siswa dalam menulis teks deskripsi. Hasil prosentase kondisi awal adalah 50%, dimana guru menggunakan metode konvensional dalam pembelajaran. Setelah melakukan tindakan kelas, guru menggunakan metode problem based learning hasil kemampuan siswa dalam menulis teks deskripsi meningkat menjadi 69,6% pada siklus I dan 90% pada siklus II. (2) Pembelajaran dengan menggunakan problem based learning juga dapat meningkatkan motivasi siswa dalam belajar Bahasa Inggris. Hasil prosentase pada siklus I 3,1% meningkat menjadi 3,3% pada siklus II. (3) Pembelajaran dengan menggunakan problem based learning juga dapat meningkatkan keaktifan siswa. Hasil prosentasenya 42,8% meningkat menjadi 91,4%. (4) Kesulitan siswa dapat diatasi dengan menggunakan problem based learning sebagai metode pembelajaran.

Kata Kunci: Students' Competence, Writing Descriptive Text, Motivation, Problem Based Learning.

CHAPTER I

INTRODUCTION

A. Background of the Study

According to Curriculum 2006, English Language Teaching in junior high school is aimed at enabling students to reach functional level in a sense that they can communicate in spoken and written way to solve daily problems.

The purposes of English language teaching in junior high school: 1) developing communicative competence in spoken and written language to reach functional literacy; 2) generating awareness about the nature and importance of English to improve nation's competitiveness in global society; and 3) developing students' understanding about the relationship between language and culture.

The scopes of English language teaching in junior high school are: 1) discourse competence or ability to understand and/or produce spoken text and/or written text which is integrated comprehensively in four skills, such as listening, speaking, reading, and writing to reach functional literacy level; 2) the ability to understand and create various short functional texts, monologues as well as essay in a form of procedure, descriptive, recount, narrative, and report. Variations in teaching materials are found in the use of certain vocabulary, grammar, and rhetoric devices; 3) supporting competencies included are: linguistic competence (ability to use grammar, vocabulary, pronunciation, and writing arrangement), socio-cultural competence (ability to use speech and language act appropriately in various context of communication), strategic competence (ability to overcome

problems in communication to ensure the process of communication), and discourse competence (ability to use discourse instruments).

Based on the explanation of curriculum above, the students have to mastery four skills in learning to develop their creativities in spoken and written.

In English teaching and learning process every student has different thinking of competence for understanding and accepting the material. The students have various intelligences; quick, average, and slow, that influence of their understanding of the materials. To cover the students various intelligences, the teacher needs various time for reaching the material achievement. So, the teacher has to be smart to understand of each student's ability and intelligence. And also the teacher has to be able choose the suitable strategy based on the material in learning process.

In teaching and learning process, Roestiyah (1989:1) said that a teacher has to have a strategy so the students can learn effectively, suitable to the objective. One of the step to have the strategy is have to mastery some techniques of learning, it is called teaching method. Thereby, teaching method is a tool to achieve the learning purposes. Not only the learning strategy is the factor of the lack of learning achievement but also the other factors, such as; lack of the student's motivation in learning English, lazy for learning, do not care of the English subject, no understanding of the advantages of learning English for future.

Learning English is very important for all the people because English is international language, especially for the students have to be owned competences in listening, speaking, reading and writing. At SMPN 3 Sumber Cirebon, the

students are still low in writing English. It is fact, when the teacher gives the material in writing skill, and last purpose of learning is the students can be able to write monolog text (descriptive, narrative, report, recount and procedure), dialog or functional text, they feel difficulty to write in English and it needs so long time to make or write it. There are some reasons why they feel difficulty in writing, such as; 1) the student's vocabularies are less, 2) the students don't understand the materials well, 3) the learning facilities are lack (no media is given), 4) teaching and learning activities are not interesting so it makes the students bored or unhappy, 5) the method is not appropriate for learning English in writing skill, 6) the lack of student's motivation in learning writing. So the students dislike writing English and it caused the students' competence in writing descriptive text still low.

The students' achievement in writing has not reached, most of them have reached the other competition, such as, speech contest, sports, extracurricular activities in 'paskibra'. There is a wall magazine club at the school, it is the space for students to develop their imagination or describing something by writing skill. For example; they write a poem, story, letter, notice, warning, description of person, thing or place. They write to fulfill the English corner on the wall magazine. But in fact, the students have not done it. The researcher feels sad when there is not student to write English corner.

It is necessary for the students to learn writing. Langan (2005:4) says that writing is nature gift when people say that writing is unbearably difficult it caused the people try to avoid writing. When that people do write, they do not try

the best. Unless their attitudes change, the people probably will not learn how to write effectively.

So, students have to develop their nature talent by learning writing, in specially writing a descriptive text. They describe or explain something in writing. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Learning process in the class needs the active students not passive, so the class became alive. The students need to move from their chair, ask to the teacher or friends, answer the questions of the teacher or friend, and think aloud. To understand and comprehend something the students have to listen, look, ask the question of the material and discuss the problem with the others. The students not only do something but they describe or explain by their way own, show the example, try to practice the competence and do the task that they have got in the class.

Based on the background above, the researcher is interested in “Enhancing Students’ Competence in Writing Descriptive Text and Motivation Using Problem Based Learning,” by doing Classroom Action Research to the seventh Grade student of SMPN 3 Sumber, Cirebon in Academic Year 2015/2016. This action is conducted by the seventh English teacher, Mrs. Titing Nurhasanah, S.Pd. as a collaborator.

Teaching and learning by problem based learning strategy, the students can learn English happily and enjoy the activities. According to Wena (2009:91) that problem based learning strategy is a learning strategy that the students face the practice problems in their daily life and they learn to solve the problems. Bound

(1997) and Fogarty (1997) say that problem based learning strategy is a learning approach by making confrontation to the students in practice problems, in formed ill-structured or open-ended through stimulus in learning.

B. Identifications of the Problem

Based on the background above, writing skill is one of the competences that the students have to be owned to develop their imagination, ideas, and opinion.

The researcher has some identification of problem, they are:

1. The students' competence in writing Descriptive Text is still low.
2. Students' motivation in learning writing Descriptive Text is low.
3. Learning media is not interesting for students.
4. Method of leaning is not suitable of the material.

C. Limitation of the Problem

The researcher limited two problems in the research at the seventh grade students of SMPN 3 Sumber, Cirebon, in academic year 2015/2016, they are:

1. Students' motivation in learning writing Descriptive Text is low.
2. Method of learning writing is not suitable for the material of Descriptive Text.

D. Problem Statements

Based on the problem above, the researcher made problem statements:

1. Can Problem Based Learning method enhance the students' competence in writing descriptive text?

2. Can Problem Based Learning method increase the students' motivation in learning writing descriptive text?

E. Objective of the study

Objectives of study in Classroom Action Research are including below:

1. To know whether Problem Based Learning method is able to enhance the students' competence in writing descriptive text.
2. To prove that Problem Based Learning method is able to enhance the students' motivation in learning writing descriptive text.

F. Significant of the Study

Significant of the study is: for teacher, school and researcher herself.

1. For teachers, the result of the research can be consideration in learning English process of descriptive text in writing competence.
2. For school, the result of the research can be consideration to stand the policy in English learning process.
3. For researcher, the result of the research is as reference item for researching in learning English.

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

A. Conclusions

The research is conducted by doing Classroom Action Research at the seventh grade of students SMPN 3 Sumber, Cirebon, in academic year 2015/2016. The goals of the research are to enhance the students' competence in writing descriptive text and students' motivation in writing descriptive text by using problem based learning method. There are two cycles to conduct the action of the research including; planning, observing, acting, and reflecting. The techniques of collecting data of the research are test, observation, and interview.

The conclusion result of Classroom Action Research is to enhance the students' competence in writing descriptive text and motivation using problem based learning at the seventh grade of students SMPN 3 Sumber, Cirebon, in academic year 2015/2016 is as follows:

1. Problem based learning method can enhance the students' competence in writing descriptive text, it can be proven by the result of the data analysis got after conducting action research. Before researching, the students' competence in writing descriptive text is only 50%. After conducting action research cycle I, it enhances 69,6% and on cycle II enhances 90%.
2. Problem based learning method can increase the students' motivation in writing descriptive text learning English. The students' motivation in writing descriptive text increases only 0,2%, 3,1% on cycle I and 3,3% on cycle II.

B. Implication

The successful of the effort enhancing the students' competence in writing descriptive text and motivation using problem based learning gives the good implication. It can be a model for the other English teacher in managing the English teaching learning process as follows:

1. It is necessary to the English teacher to make their students motivated in learning and problem based learning can be a solution to enhance the students' competence in writing descriptive text. It helps the students to involve the target language more effectively, because the students can share their understanding the target language easily with their group.
2. It is necessary to the English teacher to make grouping work in order to solve the problem that appears. By problem based learning the students can be actively involve in the class.
3. It is necessary to the English teacher to observe and follow the students' development in class intensively.
4. It is important to the English teacher to make a group dynamic and not only dominated with the active students but it can be lift the passive students to be active.

Classroom Action Research is conducted to find out the problem solving in teaching and learning activity in the class. A smallest problem happened in the class, a teacher has to be solved herself or make a team of research. Not letting the problem higher and higher in the class, the problems faced the teacher including: subjects or objects of teaching and learning. The subjects are students themselves, and the object can be various such as; techniques of learning, methods of learning, models of

learning, teaching media, environment, the subjects' achievement is influenced by objects.

The classroom action research needs long times, it is conducted in each semester as be able as possible, or it also can be conducted once year. It depends on the teacher or team. By doing classroom action research the teachers develop their ability in writing and understand the students' advantages and disadvantages of receiving the teaching and learning process.

After conducting classroom action research of enhancing students' competence in writing descriptive text using problem based learning at the seventh grade of students SMPN 3 Sumber, Cirebon, in academic year in 2015/2016, the researcher realized that all of problems teaching and learning which are faced by teacher or students could be solved with many ways. It depends on the problem happened in the class. For example: learning writing descriptive text is a problem of students' SMPN 3 Sumber, because after giving a test the result is low, only 15 persons who reached score standard minimum, 75, from 33 students. So the teacher and team conducted a classroom action research, and the result is very satisfaction. There are enhancing both the students' competence in writing descriptive text and students' motivation in learning writing descriptive text.

This study could be description of other teacher who faced problem learning in writing descriptive text. Problem based learning method trained students to solve their problem in real life. The problem can be solved in a group, they tried to give opinion of problem faced. It made them easily to solve the problem.

The researcher tries to conduct the classroom action research continually and periodically. The advantages of a research are improving the knowledge and science.

More information are got from the science experts about their statements and arguments. We can compare their statements and arguments and concluded in our opinion. However the advantages of conducting classroom action research are consuming more time, energy, thinking to get some data to analyze the result of action. Because the action is conducting at least two cycle and mostly three cycle for getting the accurate data.

The researcher desires doing classroom action research of four skills learning English including: listening, speaking, reading and writing. Conducting classroom action research could be pointed in her career of teacher.

C. Recommendation

The researcher gives recommendation in this classroom action research as follows:

1. It will be better if the problem based learning can be applied in English learning process because it proves the enhancement of students' competence in writing descriptive text and motivation. So, hopefully there will be any further research of it.
2. The students' motivation in this research was not significant increased, it may be caused the questioner did not appropriate of the teaching and learning process. It means that the questions are not specific on the method of learning using in this research. So, we have to find out and create the better questioner to get maximum result of students' motivation.
3. For the English teachers, hopefully they can improve their professionalism, confidence, knowledge, and skills to create the good strategies for teaching. So,

they can reach a good quality of teaching learning process and the student English competence too.

4. For the institution which related to this research. Hopefully it can be a reference for the innovation of education program. The writer also expect that the government can evaluate the curriculum that was not improve the quality of teaching learning process and the students English competence, provide the facilities which support the teaching learning goal.
5. For the students, it is better to use a group as a solution for us in solving the problem in our learning, by problem based learning we can share our idea and our understanding about the material we have and it helps us to increase our understanding about the material.
6. For the researcher, this research is able to improve the ability in class management and grouping work. Hopefully this research can improve her ability in using problem based learning in writing descriptive text in the class and invite the other researcher make a research about it.

BIBLIOGRAPHY

- Agustina, Prihatinngsih. (2012). *Devloping Materials for Teaching Descriptive Text through Facebook for year Seven Students of Junior High School.*”
- Ani, Yuliastutik. (2010). *Penerapan Model Pembelajaran Problem Based Learning dengan Media VCD dalam Upaya Meningkatkan Motivasi Belajar dan Kemampuan Berfikir Kritis Mahasiswa (Studi Kasus di Akper Rustida Banyuwangi)*. Thesis magister, no published, University of Sebelas Maret Surakarta.
- Arends, I. Richard. (2001). *Learning to Teach (5th Ed.)*. New York. The Mc. Grow Hill Companies.
- Brown, James Dean. (2005). *Testing in Language Programs*. New York. The Mc. Grow Hill Companies.
- Daryanto. (2014). *Pendekatan Pembelajaran Sainifik Kurikulum 2013*. Yogyakarta. Gava Media.
- Eggen, Paul. & Don Kauchak. (2012). *Strategi dan Model Pembelajaran*: Boston. Pearson.
- Harmer, Jeremy . (2007). *How to Teach Writing*. Cambridge. Longman
- Hermenita, Yuli Reazy. & Yuli Triana. (2013). Teaching Writing A Descriptive Text By Using Environmental Observation Strategy. *Journal of English Language Teaching Teaching*, Vol. 1 No. 2, September 2013, Serie A. Universitas Negeri Padang.
- James, R. Lindner. (1998). *Journal of Extension*. Understanding Employee Motivation.
- Jerome Dr. Nyameh (2013) Application of the Maslow’s hierarchy of need theory; impacts and implications on organizational culture, human resource and employee’s performance. *International Journal of Business and Management Invention Volume 2 Issue 3 || March. 2013|| PP.39-4*. Department of Economics Taraba State University Jaling. Nigeria.
- Kellogg, T. Ronald. and Bascom A. Raulerson III. *Psychonomic Bulletin & Review* (Production Number RCE709). Improving the Writing Skills of College Students. Saint Louis University.
- Kellogg, T. Ronald. (2008). Training skills: A cognitive development perspective. *Journal of Writing Research*, 1 (1).1-26. USA. Saint Louis University.

- Knapp, Peter. & Megan Watkins. (2005). *Genre, text, Grammar Technologies for Teaching and Assessing Writing*. Australia. Everbest Printing.
- Langan, John. (2005). *College Writing skill with Reading* (6th Ed.). New York. The Mc. Grow Hill Companies.
- Mark, R. Young, Eve Rapp, & James W. Murphy, Action research classroom: enhancing classroom practice and fulfilling education responsibilities, *Journal of Instructional Pedagogies*, Winona State University)
- Moore, Lori L. (2010). Using Achievement Motivation Theory to Explain Student Participation in a Residential Leadership Learning Community. *Journal of Leadership Education Volume 9, Issue 2 – Summer*, p.22-34. Texas A&M University.
- Nunan, David. (2003). *Practice English Language Teaching (International Ed.)* New York. The Mc. Grow Hill Companies.
- Pandiya. (2013). Rubrics on Scoring English Tests for Four Language Skills, *Jurnal Pengembangan Humaniora* Vol. 13 No. 1, April 2013 p. 43-49. Accounting Department, Polines.
- Sukamto. (2010). *Penerapan Pendekatan Kontekstual dengan Menggunakan Media Gambar untuk Meningkatkan Keterampilan Menulis Deskripsi (Penelitian Tindakan Kelas Pada Siswa Kelas II SD Kelet Keling Kabupaten Jepara Tahun Pelajaran 2008/2009)*. Thesis Magister, no published, University of Widya Dharma Klaten.
- Wena, Made. (2009). *Strategi Pembelajaran Inovatif dan Kontemporer: Suatu Tinjauan Konseptual Operasional*. Jakarta. PT Bumi Aksara.