IMPROVING STUDENTS' WRITING MASTERY THROUGH PROBLEM BASED LEARNING METHOD TO THE ELEVENTH YEAR STUDENTS OF SMK N 1 KLATEN IN ACADEMIC YEAR OF 2016/2017

S-1 THESIS

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

By:

NAME : DIAN SETYOWATI

STUDENT NUMBER : 131202860

TEACHER TRAINING AND EDUCATION FACULTY

WIDYA DHARMA UNIVERSITY

KLATEN

2017

APPROVAL

TITLE : IMPROVING STUDENTS' WRITING MASTERY THROUGH PROBLEM BASED LEARNING METHOD TO THE ELEVENTH YEAR STUDENTS OF SMK N 1 KLATEN IN ACADEMIC YEAR OF 2016/2017

NAME : DIAN SETYOWATI

STUDENT NO. : 1311202860

Approved by the consultants to be examined before the Board of Examiners of Teacher Training and Education Faculty on:
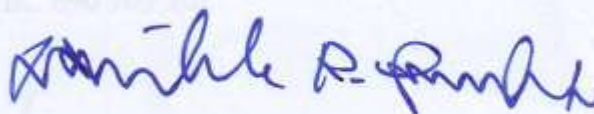
Day : Thursday

Date : May 4th, 2017

First Consultant

Drs. Purwo Haryono, M. Hum.
NIK. 690 890 115

Second Consultant

Dr. Didik Rinan Sumekto, M.Pd.
NIK. 690 909 302

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RATIFICATION

IMPROVING STUDENTS' WRITING MASTERY THROUGH PROBLEM BASED LEARNING METHOD TO THE ELEVENTH YEAR STUDENTS OF SMK N 1 KLATEN IN ACADEMIC YEAR OF 2016/2017

By:

NAME   : DIAN SETYOWATI

STUDENT NO.   : 1311202860

This thesis has been ratified by the Board of Examiners of the Faculty of Teacher Training and Education of Widya Dharma University. It was accepted as partial fulfillment of requirement for obtaining the undergraduate degree of education in English Educational Study Program on:

Day   : Tuesday

Date   : May 16th, 2017

Board of Examiners

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Drs. H. Suhud Eko Y., M. Hum.	Dra. Hj. Sri Haryanti, M. Hum.
NIK. 691 092 128	NIP. 19610619 198703 2 001
First Examiner	Second Examiner
Drs. Purwo Haryono, M. Hum.	Dr. Didik Rinan Sumekto, M. Pd.
NIK. 690 890 115	NIK. 690 909 302

Ratified by

The Dean of Teacher Training and

Education Faculty of Widya Dharma University

Drs. H. Udiyono, M. Pd.

NIP. 19541124 198212 1 001

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "Improving Students' Writing Mastery Through Problem Based Learning Method to the Eleventh Year Students of SMK N 1 Klaten in Academic Year of 2016/2017".

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

Klaten, 16th May 2017

Dian Setyowati
1311202860

MOTTO

➕ Change your mind to change the world, because your mind will influence the world. So always think positively!

(Researcher)

➕ Your future has not be written yet. No one's has. Your future is whatever you make it. So make it a good one!

(Back to the future part 3: 1990)

➕ Enjoy the little things in life, because one day you will look back, and realize they were the big things.

(The Vow)

PRESENTATION

This thesis is presented to:

1. My beloved parents who always care and love me, give me support in mental and finance. I will always be proud of being your daughter.

2. My beloved aunt *Danar Kristianawati "Mami"* and my uncle *Gigih Budiarto "Papi",* who support me to finish this thesis.

3. My older sisters *Eka Wijayanti* and her husband *Deny Pamungkas* who always give me motivation to finish my study.

4. My older sister *Putri Ratnawati* who always gives me suggestions and supports me to finish my study.

5. My beloved fiance *Bayu Harmanto* who always forces me to finish my thesis when I am getting lazy and giving me happiness everyday. Thank you for everything.

6. My beloved niece, my little princess *"Naura Jasmine Almeera" (Olla)* who wants me to be an English teacher in her school. Thank you for your motivation my little princess.

7. My younger brother and sister *Devandra Dicky Kurniawan* and C*hristiana Shelly Budi Suharto* as my partners to share my stories. Thanks for listening me.

8. My beloved *Kampret Ranger (Rima, Yassela, Ira, Dewi)*, the beautiful twins *(Rani* and *Ratri),* and my other classmates in English Department 2013 especially class A *(Seli, Elsa, Ema, Kristin, Kadri, Wahyu,* and *Khusnul).*

ACKNOWLEDGEMENTS

First of all, I would like to thank to Allah SWT who has blessed me, so I can finish this thesis as partial fulfillment of the requirements for undergraduate degree of English education study program.

I realize that this thesis cannot be finished without others' help. In this chance, I would like to express the deep appreciation to:

1. Prof. Dr. H. Triyono, M.Pd., as the Rector of Widya Dharma University.

2. Drs. H. Udiyono, M.Pd., the Dean of Teacher Training and Education Faculty.

3. Drs. H. Suhud Eko Yuwono, M.Hum., the Vice Dean of Teacher Training and Education Faculty.

4. Dra. Hj. Sri Haryanti, M.Hum., as the Head of English Education Study Program.

5. Drs. H. Purwo Haryono, M.Hum., as the first consultant, thank you for giving suggestion and correction in writing this research.

6. Dr. Didik Rinan Sumekto, M.Pd., as the second consultant, thank you for giving suggestion and correction in writing this research.

7. Drs. Budi Sasangka, M.M., the headmaster of SMK N 1 Klaten, thank you for giving permission.

8. Puji Susila Utami, S.Pd., the English teacher of SMK N 1 Klaten, thank you for helping and giving information in writing this thesis.

9. The researcher's beloved family and friend, thank you for supporting me, I will always love you and make you proud of me.

I am really aware that this thesis is far for being perfect. Therefore, I will receive the criticism and suggestion from the reader in order to improve this thesis. Finally, I hope that the thesis is useful, especially for those who concern with writing subject.

Klaten,   April 2017

Dian Setyowati

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LIST OF ABBREVIATIONS

1. Code (App. 1/LP1/01) this is read:

   App.1 : Appendix 1

   LP1.S : Lesson Plan 1

   01   : The page of lesson plan

2. Code (App. 2/Doc/LP1/01) this is read:

   App.2 : Appendix 2

   Doc   : Document

   LP   : Lesson Plan 1

   01   : The number of data got from lesson plan

3. Code (App. 3/FN/Obs.1/01) this is read:

   App.3 : Appendix 3

   FN   : Field Note

   Obs.1 : Observation 1

   01   : The number of data got from observation

4. Code (App. 4/Transc/Int.1/01) this is read:

   App.4 : Appendix 4

   Transc : Transcript

   Int.1   : Interview 1

   01   : The number of data got from interview

5. Code (App. 5/Doc/TLM.1/01) this is read:

   App.5 : Appendix 5

   Doc   : Document

   TLM.1 : Teaching and Learning Material 1 (in the observation)

   01   : Page of the book

6. Code (App. 7/Doc/ST/01) this is read:

App.7 : Appendix 7

Doc   : Document

SM   : Students' Mark

01   : The number of data got from the Students' Mark

7. Code (App. 8/LP2/01) this is read:

App.8 : Appendix 8

LP2   : Lesson Plan 2

01   : The page of lesson plan

8. Code (App. 9/Doc/LP2/01) this is read:

App.9 : Appendix 9

Doc   : Document

LP2   : Lesson Plan 2

01   : The number of data got from lesson plan

9. Code (App. 10/FN/Obs.2/01) this is read:

App.10: Appendix 10

FN   : Field Note

Obs.2 : Observation 2

01   : The number of data got from observation

10. Code (App. 11/Transc/Int.2/01) this is read:

App.11: Appendix 11

Transc : Transcript

Int.2   : Interview 2

01   : The number of data got from interview

11. Code (App. 13/Doc/TLM.2/01) this is read:

App.13: Appendix 13

Doc   : Document

TLM.2 : Teaching and Learning Material 2

01   : Page of the book

12. Code (App. 15/Doc/ST.1/01) this is read:

App.15 : Appendix 15

Doc   : Document

ST.1   : Students' Task 1

01   : The number of data got from the Students' Task

13. Code (App. 16/FN/Obs.3/01) this is read:

App.16 : Appendix 16

FN   : Field Note

Obs.3 : Observation 3

01   : The number of data got from observation

14. Code (App. 17/Transc/Int.3/01) this is read:

App.17 : Appendix 17

Transc : Transcript

Int.3   : Interview 3

01   : The number of data got from interview

15. Code (App. 20/Doc/ST.2/01) this is read:

App.20 : Appendix 20

Doc   : Document

ST.2   : Students' Task 2

01   : The number of data got from the Students' Task

LIST OF APPENDICES

ABSTRACT

Dian Setyowati, 1311202860, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, 2017, Klaten. S-1 Thesis: *Improving Students' Writing Mastery Through Problem Based Learning Method to the Eleventh Year Students of SMK N 1 Klaten in Academic Year of 2016/2017.*

This research aims at verifying if problem-based learning can be used to improve students' writing mastery of the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017.

The research is classroom action research. The subjects of the research were 34 students of the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017. The techniques of collecting data were observation, documentation, interview, and test. The data were analyzed by descriptive qualitative method.

The findings showed that problem based learning method could improve the students' writing skill of the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017. The students learn English more actively. The students could follow the lesson and do the assignment well. The mean of students' mark in pre-observation was 75.73, the mean of the students' mark in cycle 1 was 79.76 and 88.11 in cycle 2.

Keywords: Classroom action research, Problem based learning, Writing

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another (Brown, 2001: 5). This statement explains that language is concerned with the system of producing sounds by the human speech organ, words in the textthat human write down or gesture of human's body to communicate message or intention. Language expresses the feeling, ideas, and thought. When the language is used in communication, the people will understand with other. It means that the language is very important in communication.

English becomes the most essential language in the world. Almost of all people from many different countries around the world use English to make communication. Then, the science and technology develop rapidly nowadays. In Indonesia, English is one of important foreign languages. It is reflected in Indonesian Educational syllabus. In Indonesia, English is taught as the subject in junior and senior high school and becomes one of subject which is tested in National Examination. It reflect that how is the important the English in Indonesia.

From the importance of English above, the general purpose of teaching a foreign language is to increase the four students' skill, like listening, speaking,

reading and writing. If the four skills can be mastered by the learner, the purpose of teaching English will be achieved. Language is devided into oral language which can be spoken directly, and can be form of written language which formed of writing activity.Nurmaini, Harsyaf and Zakhwan (2009: 3) states that writing is transforming thoughts into language. It means that we need to thinkabout the content of our writing first and then arrange the ideas usingappropriate language. By writing activity, people can dispense their ideas indirectly. So, the message can be delivered although the writer cannot meet the reader.

According to Fauziati (2008: 147), as one of four language skills, writing has always occupied a place in most English language course. One of the reason is that many people need to learn to write in English for occupotional or academic purpose. English department students especially need to learn to write and to prepare themselves for the final academic assignment. Thus, in term of students need, writing is important skill that must be had by students.

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 students have problem to write a text. They can write in Indonesia, but not in English because they have poor vocabulary. It is supported by the theory of Richard and Renandya (2002) in Fauziati (2010: 45), writing is the most difficult skill to master for foreign language learners.

The condition above is found in observation and interview to the teacher and some students. The observationis conducted on October 25th and interview is conducted on November 15th, 2016. Before conducting interview, the researcher did the observation. During the observation, the students were active in the learning process in their class. They paid attention to their teacher's explanation, but when the teacher gave them an exercise to write something they found difficulties especially in the vocabulary and sentence structure mastery.

Based on the observation, the researcher found a problem from the teacher and the students.The teacher had difficulties to manage the class, because the teacher had to teach 35 students in the class. Some students did not join in the class seriously, they were busy with their activity like chatting with their classmate, and operate their laptop. Moreover,the teacher used the classical learning inteaching and learning process, by giving some materials and exercises. The condition made the students felt bored. The teacher gave a writing assignment and never returned the result after corrected it, then they cannot do the improvement. When the teacher gave a writing exercise, the students were passive and they got a difficulty to determine a topic. Some of them wrote a text in Indonesian, and then were translated in English. The writing text was translated word by word, so they wrote ungrammatical sentences.

The result of interview with the teacher showed that to master English well, the eleventh year students of SMK N 1 Klaten still confrontedtwo

difficulties in teaching and learning writing, such as they had poor vocabulary and they did not know English sentence structure totally. The results of interview with some students were the students thought that writing is a boring activity, because the teacher applied classical method in teaching and learning process. The students also had difficultyin English sentence structure. They could notapply Englishsentence structure correctly. The students explained that they can write in Indonesia, but not in English. They said that it was caused by differences of system and forms between English and Indonesian sentence structure. For example, the students should apply simple past tense to write their past experience, they had to apply simple present tense to write their daily activities, and future tense for write their future plan. The students not only the problem about sentence structure, but also had limited vocabulary, so they could not express their idea because they did not know some vocabulary in English. To make English writing text, the students translated the text word by words, they usually use unsuitable word to make a text.

One of innovative and creative teaching and learning method that makes students to be active, to write, and give a feedback is problem-based learning method (PBL). The result of interview were explained by the English teacher, the techniques that can be used in teaching and learning writing are using picture, CTL, grouping, giving example and modeling, and giving more exercises.

Problem-based learning is a learning approach that uses a real problem as a context to the students to learn about critical thinking, problem solving, and to get a knowledge essence of the learning material(Depdiknas, 2002: 12) in

Rusman (2014: 241). Through PBL, the students not only learn about the learning material, but also they will learn how to solve their problem in the teaching and learning process and increase their critical thinking. Based on the reasons stated above, the researcher apply problem-based learning method to improve writing skill of the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017.

B. The Reason for Choosing the Topic

The reasonswhy the researcher has chosen the topic are as follows:

1. The students get difficulties in writing. They produce some mistakes in vocabulary, so they cannot write with correct grammatical structure in English.

2. The students use unsuitable word to write English, for example the students wrote "stir the batter with slow" to say *"aduklah adonan secara perlahan"*. The students should choose the word "slowly" to express *"secara perlahan"* in English, not "with slow", which is ungrammatical.

3. The students' need a long time to write English, because they make an Indonesian text first, then they translate the text into English directly without understanding the grammar.

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

C. The Limitation of the Study

This study is focused on improving student's writing mastery through the problem-based learning method to the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017.

D. The Problem of the Study

Based on the background of the study the researcher formulates "Can problem-based learning improve the writing skill of the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017?"

E. The Aim of the Study

The aim of the research is to verifyif problem-based learning can be used to improve students writing mastery of eleventh year students of SMK N 1 Klaten in academic year of 2016/2017.

F. The Benefit of the Study

This study is expected to give the theoreticaland practical benefits, as follows:

1. Theoretical Benefit

   To innovate the model of English teaching and learning process which implement problem-based learning methodin teaching writing.

2. Practical Benefit

   To help overcome difficulties in improving the student's writing mastery.

G. The Clarification of the Key Terms

The key terms used in the title of the study can be explained as follows:

1. Improving

Improving in action research means improve in learning quality, so that it is continuous improvement of learningprocess and continuous quality improvement (Mulyasa, 2009: 8). It means that improving is an activity to change the quality of something or someone to be better than before.In this study, improving means to increase the student's writing skill by using problem-based learning method to the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017.

2. Writing

Writing is an activity to deliver the writer's idea indirectly. Writing is used when someone cannot meet their readers or cannot deliver their idea directly.

According to Tarigan (2008: 3) writing is a productive and expressive activity. It means that writing is one of the manners to communicate indirectly. Someone can express themselves by writing. They can make a communication without meeting or speaking. In this research, writing is the productive skills to express ideas through the written wordsin the form of text or paragraph which must be mastered by the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017.

3. Problem-Based Learning

According to Tan (2003) in Rusman (2010: 229) problem-based learning (PBL) is an innovation in the learning, because in the PBL will increase students' thinking skill through teamwork process, so the students can empower, exercise, examine, and grow up their thinking skill continuously.Based on the statement, PBL will increase students thinking skill and make the students join the learning actively. PBL requires students to find and solve their problem by themselves. The students are demanded to know their need, and develop a good communication in their team to get effective and efficient learning condition.

H. The Organization of The Study

The organization of the study is presented in order to give the direction of the thesis arrangement. It is also meant to give description to the readers. The organization of the thesis of each chapter is as follows:

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study,the problem of the study, the aim of the study, the benefit of the study, the clarification of the key term, and the organization of the study.

Chapter II is review of related literature.It is divided to theory of writing and theory of problem-based learning. Theory of writing consists of definition of writing, the purpose of writing, the process of writing, the importance of writing, and teaching writing. While, theory of problem-based learning consists of definition of problem based learning, the purpose of problem based learning,

characteristics of problem based learning, and the procedure of problem-based learning.

Chapter III is the research method. It consists of the meaning of research method, the data and the data source, the technique of collecting data, the technique of analyzing the data, and the procedure of analyzing the data.

Chapter IV is research findings and discussion. It consists of the data analysis, and the discussion of the research findings.

Chapter V is the conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Concusion**

   After presenting and analyzing the data which were obtained in the research discussed in the fourth chapter, the researcher could conclude the result of the research as the answer of problem "Can problem-based learning improve the writing skill of the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017?". The conclusion was problem-based learning method can improve the students writing skill of the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017. By applying the method, the students learned more actively. They can improve their abilty on grammatical structure and use appropriate vocabulary to write in English. Problem-based learning implementation could make every students find and solve their problem by themselves, and make the students learn more actively because in the implementation, the students were the center of the teaching and learning. Based on the means of students' mark in the pre-observation, cycle 1 and cycle 2 showed that there were improvement of the students' mark. The mark in pre-observation was 75.73, in cycle 1 was 79.76 and in cycle 2 was 88.11.

B. **Suggestion**

   It has been known from the result of the study that problem-based learning can improve students' writing skill of the eleventh year students of

SMK N 1 Klaten in academic year of 2016/2017. Therefore, the researcher would like to suggest the English teacher implement classroom action research through applying problem-based learning method in teaching and learning writing in the classroom.

English teacher is also expected to be creative in finding the new method to develop learning activity. For the students, the result of the research enables them to increase the students' writing skill especially in grammar and vocabulary mastery through problem-based learning method implementation.

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