ENHANCING STUDENTS' WRITING SKILL THROUGH PROBLEM BASED LEARNING STRATEGY TO THE SECOND YEARSTUDENTS OF SMA NEGERI 2 BIREUEN
(A Collaborative Classroom Action Research)

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ABSTRACT

The title of this research is *Enhancing Students' Writing Skill through Problem Based Learning Strategy to the Second Year Students of SMA Negeri 2 Bireuen (A Collaborative Classroom Action Research)*. Writing is one of the important skills to be mastered by the students in learning English. In reality, many students faced difficulties in expressing their ideas in writing. The researcher found the problems of the research: The first, How does PBL Strategy enhance the writing skill of the second year students of SMA Negeri 2 Bireuen? The second, How do the students respond toward the implementation of the PBL Strategy in writing skill at the second year students of SMA Negeri 2 Bireuen? Based on the problems above, the researcher put two purposes of this research: The first, to find out the PBL Strategy enhance the writing skill of the second year students of SMA Negeri 2 Bireuen. The second, to know the students' responses toward the implementation of the PBL Strategy in writing skill at the second year students of SMA Negeri 2 Bireuen. To answer the questions above, the researcher used collaborative classroom action research (CAR) as the methodology of the research. The researcher conducted this research at SMA Negeri 2 Bireuen, and the subject of the research was class XI IIS 2 which consisted of 25 students. In collecting data, the researcher used some instruments such as test, observation checklist both for students and teacher, questionnaire and field notes. This research was done in two cycles. Each cycle consisted of four steps: planning the action, implementing the action, observing the action, and analyzing and reflecting. After the researcher did all steps of the research action (cycle I and cycle II), the students' means score increased from 62.6 in cycle I and became 83.4 in cycle II. It meant that Problem Based Learning Strategy could improve the students` writing argumentative text. The students also had a good performance in the teaching-learning process. It could be seen from the result of the observation sheet, in the cycle I the average score of students' activities was 43.6%, while in the cycle II was 77.6%. Based on these results, the researcher concluded that this research was success.

Key Words : Writing Skill, Problem Based Learning Strategy

1. INTRODUCTION

Writing skill is students' ability to express their ideas or feelings on a paper and build opinion in writing sentences to be a good argumentative paragraph. The students must write one paragraph about the topic that is given by the teacher and they must convince the reader about their arguments through PBL Strategy.

According to curriculum 2013, the students write a paragraph in expression to tell about opinion, agree-disagree, arguments, or ideas. The students must understand about how to convince their argument to the reader. It can improve students' critical thinking skill, especially their writing skill. The students are asked to be more active and creative. They are obligated to think the way of autonomous. The demands of this curriculum are the students be able in mastering all skills in one meeting and one material. The demands for the teachers are they need to be more creative in teaching technique than before during English teaching-learning process. Lots of effective techniques need to be displayed in order to achieve the goal of this curriculum. The students must achieve the Minimum Score Criteria (KKM) about 75% in learning writing skill.

Based on the observation that the researcher did at the second year students of SMA Negeri 2 Bireuen, the researcher found some problems faced by teacher and students. However, in the real situation in English class, writing activities do not work as it is expected because of many factors prevent teacher in teaching writing. First, the problem was faced by the teacher is the learning model that was used by the teacher was monotonous so that the students felt bored. The

second problem was the teacher does not have enough time to apply the learning model perfectly so that the learning process is not so effective.

The problem is not just come from the teacher but there are also many factors prevent students from learning writing. First, the problem was faced by the students is the students do not know many vocabularies. The second problem is the students are confused about how to write opinions on a paper. The third problem is the students confuse about how to solve the problem. And the last problem is the students are afraid of making mistakes.

In order to solve this problem, Problem Based Learning can be used to enhance students' writing skill. Problem Based Learning is one of the strategies that can be applied in teaching writing because it is one of the potential activities that give students feeling of freedom to express their opinions or arguments. Students can enhance their critical thinking skills, it can also become as the learning facilities to solve the problem through investigation so the students get the knowledge based on the experiences that they have passed. The researcher then used Problem Based Learning as one of effective teaching strategy in teaching writing skill. In this way, the students are expected to be able to write their opinion and solve the problem through investigation so the students get the knowledge based on the experiences that they have passed. Problem Based Learning takes place within the contexts of authentic tasks, issues, and problems that are aligned with real-world concerns.

There are some previous researches that are conducted by some of the researchers as: The first was conducted by Siregar, under the title *"Improving Students' Achievement in Writing Narrative Text through Problem Based Learning (2013)"*. The result shown that the PBL Strategy is success in improving the students' achievement in writing narrative text. The students can address the assigned topics, writing text with the topic sentence, or develop and organize their idea and express it well. It can be proved from the mean score of the students. The mean score of the students in the test I was 39,61 then it was improved in the test II become 58,76. From the improvement, we can conclude that the PBL strategy can help students in writing narrative text.

The second was carried out by Amalia, under the title *"The Effect of Problem Based Learning Model to the Tenth Grade Students' Reading Comprehension at SMK PGRI 2 Kediri (2016)"*. The result shown that the PBL strategy is very effective in improving the students' reading comprehension, their interest and motivation in reading, their critical thinking skills, and also their comprehension to understand a text. it can be proved by the score of the test. After using the PBL strategy, 70% of 43 students passed the test. The highest score is 90, and the lower score is 60. While, the standard score of English is 76.

The last was conducted by Safitri, under the title *"The Effect of Using Problem Based Learning (PBL) Method toward Speaking Ability of the Second Year Students at Al-Huda Senior High School Pekanbaru (2013)"*. The result shown that the percentage was 90% had success. It can be proved by the mean score of the students' speaking ability of post-test at experimental class was 60.48, while students' speaking ability of post-test at control class was 44.72. Furthermore, the improvement of students' speaking ability at experimental class was 16.4 while in control class only 1.28. There is a significant effect of improvement of students' speaking ability between students who were taught by using PBL strategy and who were taught by conventional way. The PBL strategy can bring a good atmosphere for students and slowly change the statement "English is difficult" into "English is Fun".

Referring to the explanation above, the researcher is sure that Problem Based Learning Strategy can help students to solve their problem in learning writing skill. This strategy can make the students write their arguments or their opinions based on the issues or the problems that they have known before in real situation and try to solve it. The researcher has chosen the title of this study, that is *"Enhancing Students' Writing Skill through Problem Based Learning Strategy to the Second Year Students of SMA Negeri 2 Bireuen (A Collaborative Classroom Action Research)"*.

Based on the background above indicates that there are at least two problems to be addressed by this research:
1. How does PBL Strategy enhance the writing skill of the second year students of SMA Negeri 2 Bireuen?
2. How do the students respond toward the implementation of the PBL Strategy in writing skill at the second year students of SMA Negeri 2 Bireuen?

Based on the research problems, the purpose of this study can be formulated as follows:
1. To find out the PBL Strategy enhance the writing skill of the second year students of SMA Negeri 2 Bireuen.
2. To know the students' responses toward the implementation of the PBL Strategy in writing skill at the second year students of SMA Negeri 2 Bireuen.

Harmer (2001:79) states that writing is a form of communication to deliver thought or to express feeling through written form. Suparno (2006:29) argues that writing can be used as an indirect means of communication with others to convey information. Another definition of writing is proposed by Nation (2009:112) who states that writing is an activity that can usefully be prepared for work in other skills of listening, writing, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

Writing can be a great tool to help students to know more about the way what the students think. It can solidify ideas and thoughts for reflecting on them better than if the ideas remained envolving in their head (Rahmawati, 2014:2). Writing is both social and cognitive process. In a real community outside the classroom, the students write to communicate with the audience, drawing on their knowledge of contents and writing, the strategy of planning and revising basic writing skill.

Harris (1997:38) explains that the students can use writing to express their ideas, opinions, realities, and point of view. People can communicate a variety of messages known unknown readers by writing. Writing is the productive skill in the written mode. It is more complicated than it seems at first and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Based on those definitions, it can be concluded that writing is an important part of communication that allows the students to express their feelings or ideas on the paper, which contains some arguments or opinions. Because writing is a great tool to help the students to improve their way of thinking. Purpose of writing is to tell the reader what issue is being raised and what justifies the writer in rising it. In other words, writing is a part of the media to give information that happened to the reader.

In addition, Jonah (2006:29) argues that writing can be used as an indirect means of communication to others to convey information. It means that when you first write something down, you have already been thinking about what you are going to write and how you are going to write it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step-action. It is a process that has several steps.

The writing process is how to translate ideas into written text. It starts with an idea and develops it, communicates it to an audience, and preserves it. Every writer at every age and at every stage of development and proficiency goes through this process. These are guidelines for a process writing activity according to Freeman (1995:5):

1. Pre-writing

Just think of prewriting as a practice for the "real thing". Prewriting is the getting ready to write stage in t he writing process. This step is crucial to the writing process as a rehearsal is to a performer. Prewriting sets the stage for what the writer wants to write about, talking with a colleague and sharing ideas key elements in the prewriting stage.

2. Drafting

Drafting is a series of stages during which the students concentrate on getting ideas on paper. Emphasis is on content rather than mechanics, especially during the first draft. Not all drafts will be published. The majority are rehearsals for final, polished pieces.

3. Revising

Revising is making changes based on feedback from the teacher or another student during conferences. Students also make revisions by rereading each draft. During the revision stages, students add details, add and substitute words and phrases, and delete or rearrange material in the piece. An easy and very effective activity for students is to reread the pieces aloud to themselves, a partner, or even a stuffed animal.

4. Editing

Editing is the stage of the writing process that gives a piece of writing its polish and correctness. Students correct spelling, punctuation, and grammar in preparation for publication. Editing can be conducted by the individual writer or with the help of peers or teacher to achieve correctness.

5. Publishing
6.

Students who take a piece of writing through the writing process to the publishing stage think of themselves as authors. Students should always receive a positive comment whenever a pieced is shared publicly. Publishing can take on many forms; reading a piece aloud, making a book, typing a paper, and using digital tools.

The research of data is analyzed according to qualitative data procedure. Meanwhile, to know the students' response to the test and their enhancement on writing activities, the researcher uses the procedure of qualitative data with the

scoring rubric of writing. In assessing the students' writing test, the researcher will use the rubric thatn was adapted by Brown (2004:357-358).

1.1 The Implementation of Problem Based Learning Strategy in Teaching Writing Skill

According to Abidin (2014:163-165), the implementation of Problem Based Learning Strategy are as follows :

1. Pre-learning

This stage is an activity that teachers do before the learning activity begins. At this stage, the teacher design and prepare the media and learning resources, organize the students and explain the procedure of learning.

2. Finding the Problem

At this stage, students read the topics presented by the teacher. Then the students write down keywords based on the topic, find the thing considered a problem, and determine the importance of the problem is for them. The teacher's job at this stage is to motivate students to be able to generate the ideas based on the topic.

3. Students' work

At this stage, students should build group work to solve the problem and the students begin the activities what they know about the topics, what they want to know from the topics, and what ideas which can be used to solve the problems. The last thing what students should do at this stage is to formulate the action plan that will be done in the finish problem. The teacher's job at this stage is to give awareness of the importance of an action plan to solve the problem.

4. Determine the Problems

At this stage, students determine the most important problems or the problems they faced in real life. Then, the problems are packed in form of paragraph becomes a problem formulation. The teacher's job at this stage is encouraging students to discover the problem and invite students to formulate the problem formulation. In this last stage, students should collect their work to the teacher and the teacher evaluated and made a conclusion about the teaching-learning process.

2. METHODOLOGY

The research design that was used by the researcher in conducting this research is a Collaborative Classroom Action Research. Collaborative Classroom Action Research is a kind of Classroom Action Research (CAR). Classroom Action Research is an activity conducted to know the events in the classroom to enhance the teaching process and to make it better quality so that it could get the best result.

The research was done in two cycles with the topic about argumentative text through PBL Strategy to the students in the class as the effort in improving the students` writing skill. In this research, the researcher collaborated with the collaborative teacher. In this case, the researcher used the modified collaborative teacher strategy, the researcher as the teacher and the teacher as the observer. It means that the strategy of the study which selected run well and as according to expectation.

According to Bahri (2012:8), Collaborative Classroom Action Research is a research where the researcher collaborates with the teacher in the school to solve the problems faced by the students and the teacher in the teaching and learning process in the classroom. The researcher used Collaborative Classroom Action Research in conducting this research because of some considerations. First, the researcher would like to find out the problems faced by students and the teacher in the classroom. Second, the researcher would like to solve the problems found to enhance the students' ability and to increase the teacher quality in the teaching and learning process. Third, the researcher needed to collaborate with the teacher in the school to conduct this research. So, that was why the researcher used Collaborative Classroom Action Research as the research design in conducting this research

3. RESEARCH FINDING AND DISCUSSION

In the opening at the first cycle, the researcher greeted the students and checked the students' attendance list. Then, the researcher asked some questions to make conducive circumstance before starting the learning process of the research. After that, the researcher gave some questions, such as; "Still you remember about the argumentative text?", "What is the generic structure of argumentative text?" All these questions were answered by the students. After that, the researcher explained the instructional objectives clearly. In addition, the researcher distributed example or topic about the argumentative text, the title was "Smoking".

Smoking

There are many reasons why I don't smoke. First, smoking is unhealthy. It can cause lung cancer, and it can lead to an early death. Furthermore, smoking is expensive. A pack of cigarettes costs five dollars. If I bought one pack of cigarettes every day, I would spend over $1500 each year. Lastly, cigarettes smell bad. When people smoke, you can smell the cigarettes on their

clothes all day. For example, the other night, I went to a restaurant that allowed smoking. After I left, all of my clothes smelled terrible, as did my hair. If I were a smoker, I would smell that way all the time. To sum up, I don't smoke because it is unhealthy, expensive, and unattractive.

Students read the topics presented by the researcher. Then the students wrote down the keywords based on the topic was given, find the thing considered a problem, and determined the importance of the problem was for them. The researcher guiding and motivating the students to be able to generate the ideas based on the topic.

After that, the researcher asked them to solve the problem about this topic and discuss with their friends in the groups. The students began the activities what they knew about the topics, what they would like to know from the topics, and what ideas which could be used to solving the problems. Then, the researcher asked the students to write they ideas into the argumentative paragraph from their discussion and went around to guide while the students' working in the class. Therefore, the problems were packed in form of paragraph became a problem formulation. The researcher's job at this stage was encouraged the students to discover the problem and invited the students to formulate the problem formulation.

Finally, after they finished their work, the researcher collected their work and stopped the activity because the time was over. The researcher made a reflection by giving the question and the students answered orally in a short time. It was done as the researcher would like to measure how deep the students knew the material and then the researcher and students concluded the material.

For the next time, the researcher gave the test to the students individually. Unlike the previous meetings that the students worked in groups, in this meeting the researcher gave a topic and the students must work individually. The topic was "Cell phone should be banned in school". The students must write down the keywords based on the topic, find the thing considered a problem, and searching for information that was relating to the topic individually. The students must write an argumentative paragraph as a final result. It was done to measure the students` writing in the argumentative text after they learnt through PBL Strategy. The time which was used for testing activity was 90 minutes. When the time was up, the students collected their paper. At the end of the meeting, the researcher told some advices to the students. Furthermore, the researcher closed the activity and left the classroom by saying *Assalamualaikum.*

3.1 The Analysis of the Teaching and Larning Process of the Cycle I.

The Analysis of the teaching and learning process consisted of the evaluation of the researcher's performance in teaching writing through PBL Strategy and the students' performance in learning writing argumentative text through PBL Strategy. Based on the result of the observation checklist for the teacher, it showed that the process of teaching writing through PBL Strategy was very proper to the second year students of SMA Negeri 2 Bireuen. The researcher found that almost all of the students were active in teaching learning process. However the students were still confused and difficult in expressing their ideas, they tried to create a good paragraph and be active in their group. It meant the students had shown a good participating during discussion process and had tried to give the best in their writing, but it was not good enough to continue to the second cycle to get the expected result.

The analysis of the researcher's performance in teaching writing through PBL Strategy was done by referring to the information obtained from the observation sheet (the teacher's performance sheet). The observation checklist of the teacher was about how the researcher improved students writing skill through PBL Strategy. The observation was about the researcher teaching and learning process during implementing the action. The researcher had been designed the observation checklist for the teacher to the first cycle for every meeting.

Based on the observation checklist for the teacher, the teacher's performance average score found by the researcher at the first meeting was 2.2, the second meeting was 2.6 and the third meeting was 2.8. The teacher's performance percentage for the meetings of cycle I was 43.6%. It was categorized as "enough", it meant the researcher's performance was good enough and still needed some improvement to make the teaching and learning process to become more successful.

It could be seen in the result of the observation checklist for the teacher was in level 3 (enough). Furthermore, the result of the observation checklist for the students in learning writing through PBL Strategy was also in level 3 (enough). It means that most of the students were very actively involved in learning writing through PBL Strategy. Meanwhile, the researcher also collected the data for the students' activities in the learning process in cycle I. The observation was used to finding out the information about students` attitude during the action which could be analyzed from their activities in each meeting. The students

were still confused in doing the action because PBL Strategy was new for them. They also felt difficult in expanding the ideas from the topic. They were bad in writing but they tried to write well and sometimes they still made mistakes. The students tried to write the argumentative text about the topic, but the structure of the paragraph was still wrong and many grammatical errors.

Based on the observation checklist for the students, the students' activities average score found by the researcher at the first meeting was 2.2, the second meeting was 2.5 and the third meeting was 2.8. The students' activity percentage was found by the researcher at the first cycle was 43.6%. It was categorized as "enough" and still needed some improvement.

Based on the analysis of the students answer in cycle I the result showed that the students' improvement in writing argumentative text was "fail". After the researcher described the data above and tabulated by using formula, based on the result of the test in the first cycle, as shown above, it was seen 1 of 25 students got 28, 1 student got 40, 2 students got 45, 1 student got 50, 1 student got 51, 2 students got 55, 2 students got 60, 1 student got 63, 2 students got 65, 2 students got 68, 2 students got 70, and 3 students got 73. Based on the post-test of the cycle I and reflecting the criteria of success, the result of the post-test of the cycle I was still under the score of the criteria of success. The mean score of the students' achievement in writing argumentative text was 62.6, where the criterion of success was must achieve 75. So, it was categorized "fail". However, the researcher had to consider continue for the next cycle of teaching and learning process. The meeting in cycle I was not enough to improve the students' ability in writing, therefore, the researcher had revised the plan and improving the teaching process to be more active. The teacher had to focus on motivating the students to learn writing through PBL Strategy.

3.2 The Analysis of the Teaching and Learning Process of the Cycle II.

Based on the result of the observation checklist for the teacher, it showed that the process of teaching writing through PBL Strategy had been increased than the first cycle. The students were more interested in the learning process because the students had been familiar and understood about the action. The researcher found that the students had the better ability in writing argumentative text, more active, more creative and fewer mistakes of grammar and vocabulary made by them when writing argumentative text and their paying attention on teacher explanation was good. It could be seen in the result of the observation checklist for

the teacher was at level 5 (very good). Furthermore, the result of the observation checklist for the students in learning writing through PBL Strategy was also in level 4 (good). It means the students were very actively involved in learning writing through PBL Strategy.

In every meeting, the researcher implemented the action very well, and the researcher guided the students patiently. Almost all of the students understand about argumentative text and they felt enjoy when the researcher taught them with PBL Strategy. The researcher succeeded to change the statement "English is difficult" into "English is fun" with this strategy. Based on the observation checklist for the teacher, the teacher's performance average score found by the researcher at the first meeting was 4.8, the second meeting was 4.8 and the third meeting was 4.9. The teacher's performance percentage for the meeting of cycle II is 83.3%, it meant the teacher performance almost belonged to level 5 (very good). PBL Strategy had been success in improving students in writing, the students' achievement increased. All of the students could achieve the minimum score criteria (75). They were interesting with argumentative text material. They enjoyed the procedure of PBL Strategy. The students could master the writing skill easily.

The observation was about the students' activities during implementing the action could be analyzed based on the student's activities in the second cycle. students' activities average score found by the students at the first meeting was 4.0, the second meeting was 4.8 and the third meeting was 4,8. The students' activities percentage was found by the researcher at the second meeting of cycle II was 77.6%, the level was categorized as "good". In the analysis of the learning process result, the researcher tried to analyze the data from the field note after the student did their test. After mentioning the result of the students' test in cycle II, the researcher required to tabulate the data with the formula as follows:

$$\bar{x} = \frac{\sum fx}{N}$$
$$\bar{x} = \frac{2086}{25}$$
$$\bar{x} = 83.4$$

Based on the analysis of the students' answer in cycle II the result shown that the students' improvement in writing argumentative text was good. It was seen that 2 of 25 students got 75, 3 students got 78, 1 student got 79, 7 students got 80, 1 student got 83, 2 students got 85, 2 students got 86, 1 student got 87, 2 students got 89, 2 students got 90, 1 student got 85, and 1 student

got 98. The average score of the students was 83.4. It meant that the criteria of success had been achieved. Thus, the researcher did not need to continue to the next cycle. Besides, it was found that the mean score of the students' result on the post-test for cycle II was higher than the cycle I. It means that there was an improvement of the students in writing ability. Based on the result of analysis above, it could be stated that all the predetermined criteria of success had been achieved. Therefore, the researcher concluded that the second cycle was successfully done and it was not necessary to do another cycle.

2.   Conclusion

Based on the research, the researcher drawn the following conclusions:

1. The research was conducted in two cycles. In the first cycle, the action had not been successful and did not meet the criteria of success specified, so that the researcher continued to the second cycle by improving students' writing skill by using PBL Strategy. The first cycle consisted of three meetings, and the second cycle consisted of three meetings. After the researcher did all steps of research action (cycle I and cycle II), the students' means score increased from 62.6 in cycle I and became 83.4 in cycle II.

2. Based on the result of teacher observation checklist in improving students' writing skill by using PBL Strategy in the first cycle, it could be concluded the teacher's performance average score was 43.6% and it was categorized as "enough" and in the second cycle of the teacher observation performance in teaching and learning process was 83.3% and it was categorized as "very good".

3. Based on the result of students' observation checklist in improving their writing skill by using PBL Strategy in the first cycle, it could be concluded that the students' activities average score was 43.6% and it was categorized as "enough" and in the second cycle, the students' activities average score was 77.6% and it was categorized as "good".

4. Based on the result of the questionnaire's percentage of the students' enhancement and responses toward the implementation of PBL Strategy in learning writing skill was 3.3 and it belonged to "agree" criteria.

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