

The Effect of Problem Based Learning (PBL) on Writing Recount Text at Grade Ten of SMK Negeri 2 Pematangsiantar

Amri Sidauruk¹, Dumaris E. Silalahi², Herman³

^{1,2,3}English Education Department, Universitas HKBP Nommensen Medan, Indonesia
gibrandaimend@gmail.com¹, dumaris@uhn.ac.id², herman@uhn.ac.id³

Abstract: *This research was conducted to examine the effect of problem based learning on writing recount text at grade ten of SMK Negeri 2 Pematangsiantar. Does problem based learning teaching method significantly effect to the ability at grade ten students of SMK Negeri 2 Pematangsiantar? To answer the problem of this study, the researchers used some theories from: Sapir (1921), Margetson (1991), Nunan (2003), Anderson and Anderson (1997), and Ross (1991). To conduct this research, the researchers used quantitative method. After analyzing the data, the researchers found that the students of experimental group have the higher score than the control group. And the highest pre-test score of experimental group was 58 and the lowest was 32, but in post-test the highest was 84 and the lowest was 68. The highest score of pre-test in control group was 51 and the lowest score was 0, but in post-test the highest score was 75 and the lowest score was 42. The findings were supported by the document analysis result score in experimental group, the percentage was much more improved than in control group. Therefore, it can be concluded that the students were taught byb using problem based learning teaching method significantly effect of students' ability in writing recount text.*

Keywords: *Effect, problem based learning, recount, writing*

I. INTRODUCTION

Human can communicate with each other and are able to exchange knowledge, beliefs, opinions, wishes, thanks, and feelings. We can laugh to express amusement, happiness, sadness and so on, but our system of communication before anything is language. Language is considered to be a system of communication with other people using sounds, symbols, and words in expressing a meaning, idea, and thought. According to Sapir (1921:7) language is a purely human and non instinctive method of communicating ideas, emotions, and desire by means of a system of voluntarily produced symbols.

Language is important to be used in many forms, primarily though oral and written communication as well as using expressions though body language. The importance of language is often overlooked. Despite our great prowess in communication, misunderstanding, and mistranslations are common place. Additionally, the ability to communicate in multiple languages is becoming more and more important in the increasingly knowledge and can communicate easily to others people in the world.

To communicate easily, there are so many languages tcan be used in the world. They are Mandarin, Spanish, English, Hindi, Portuguese, Russian, Indonesia, Japanese, etc. One of the international language being used world wide is English. English is the primary language of not only countries actively touched by British imperialism, but also many business and cultural

spheres dominated by those countries. It is the language of international banking and business. English language is essential to communicate in our current time, example; two people who come from different countries, an Indonesian and a Swede usually use English as a common language to communicate. To master English, we must learn English skills. They are listening, speaking, reading, and writing. On the occasion, the researchers focus to writing skill.

To write well, we must be able to discover and think of ideas. According to Nunan (2003) writing is physical and mental act. It is about discovering ideas, thinking about how to communicate develop them into statements and paragraphs that will be comprehension to a reader. It means that we must be able to elaborate ideas in order to write. But it is not as simple as we think. There are always problems when we want to write one of them is to express ideas into writing. This problem is the same with what the researchers faced when doing teaching process. Based on the researchers experience, the researchers found some problems in writing from the students. First, some of the students were confused to express and develop their ideas in writing recount text because they lacked of vocabulary. Second, some of the students still had difficulties to write recount text based on generic structure including of orientation, event, and re-orientation. Third, some of the students were confused to use the lexical grammar, especially in using simple past tense.

Based on the problems above, there are so many techniques can be used to to solve those problems, such as mind mapping, contextual teaching and learning (CTL), jigsaw, two stay-two stray, survey, question, read, recite, record, and review (SQ4R), problem based learning (PBL), cooperative learning, and etc. In this occasion, the researchers offer to use Problem Based Learning Method in teaching and learning process to solve the students' problems in writing. Problem Based Learning is a teaching method in which complex real world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. Problem based learning is a group of teaching learning process that is focused to the process of problem solving which is faced scientifically. Thus, it follows that, PBL does not negate the significance of content, but it does not hold with the idea that content is ideally gained in the abstract, in large chunks, and memorised by rote, therefore, leading to usage and application at some later date to specific problems (Margetson 1991: 44). Learning also facilitate student to solve the problems, communication, and group work. So, Problem Based Learning can help students in solving the problem that they often faced in writing.

From these statements, the researchers believe that Problem Based Learning can make students active. They can know how to solve the problems in writing, and how to work in group. Based on the statement, the researchers want to conduct a classroom action research entitled "The Effect of Problem Based Learning on Writing Recount Text at Grade Ten of SMK Negeri 2 Pematangsiantar".

II. THEORETICAL REVIEW

A. Writing

1. The Definition of Writing

Writing is making letters or number on a surface, especially using a pen or pencil (Bull, 2010:1722). According to Nunan (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. It starts with understanding what is expected of you in a writing assignment. Next, it involves thinking about what you are going to write and planning how you are going to analyze it. The last involves writing, checking your work and re-writing. According to LaRoque (2003:13) Writing is the process that has some important criterion such as : accuracy aside, simplicity, clarity, and brevity. Interestingly, few writers talk for the demands of accuracy, but some offer curious resistance to the demand of simplicity, clarity and brevity.

Writing is a practice tool to help the student's practice and work with language they have been studying. Therefore, more the student's write; they get more experience and practice about language they learn. As a result their language ability improves well. On the other hand, writing for writing is directed at developing the student's skill as writers. It means that the main purpose for activities of this type is students should be better in writing, whatever kind of writing that might be. In writing for learning, the language itself is the main focus attention, and effectiveness of the whole text are focus of writing.

Based on the definitions above, it can be concluded that writing is a process, in which by the process of writing, the writer can compose the ideas, opinions, feeling, and thought into written words. In writing activities, there is an activity of arranging, composing, describing an event, writing in the form of a collection of letters, words, sentences, paragraph, and collection of paragraphs forming the discourse or essay intact and meaningful.

In this research, the writer hopes that the students have more practice English through learning writing so that their English skills and components can improve well. Moreover it is expected that the students are also able to write the correct text by considering content, organization and language use of whole text. So, the students need to master writing skill to express the students ideas and to communicate with others.

2. Teaching Writing

Writing is an activity that produces something from mind becomes meaningful text or sentence. It has many purposes not only for expressing idea but also giving information. Therefore, Indonesian students must have good writing ability so that they can express their ideas in written form to give information to the reader. The objective of English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing the ideas, putting them on the paper and reshaping and revising them. Its means a process of finding and constructing the ideas in written form is called learning to write. Therefore, writing becomes the most difficult lesson in the school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

In teaching writing, the problems always obstruct the successful of teaching writing. Therefore, the students have to know how to write well so that, teacher has to explain how to do writing process well. Thus, it is better to discuss more about writing problems and writing process more detail.

3. The Roles of Teacher in Teaching Writing

According to Harmer (2004:41) when helping students become better writers teacher have a number of crucial task to perform. Among the task which teachers have to perform before, during and after students writing are the following :

3.1 Demonstrating

Students need to be aware of writing conventions and genre constraints in specific types of writing. So, teachers have to be able to draw these features to their attention.

3.2 Motivating

Students writers often find themselves lost of word, this is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the test and persuading them what fun it can be.

3.3 Supporting

Students need a lot of help that they get both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available and prepared to help students overcome difficulties.

3.4 Responding and evaluating

The teacher's way to react student's written work can be divided into two main categories, that of responding and evaluating. When responding, teacher reacts to the content and construction of a piece supportively and often makes suggestions for its improvements. When teacher respond to a student's work at various draft stages, teacher will not be grading the work or judging it as a finished product. Teacher will, instead, be telling the student how well it is going so far.

When evaluating the student's writing for test purposes, teacher can indicate where they wrote well and where student make mistakes and teacher may aware the value. But, although test marking is different from responding, teacher can still use it, not just to rate student, but also as a learning opportunity. When teacher hand back marked script teacher can get our students to look at the errors, teacher has lighted and try to put them right, rather than simply stuffing the corrected piece of work into the back of their folders and never looking at them again.

According to Harmer (2004:29) for writing to be truly accessible, it also needs to be cohesive and coherent.

1) Cohesion

A number of linguistic techniquea at our disposal to make sure that our prose stick together. For example, use lexical repetition and chain of words within the same lexical set through a text to have this effect.

2) Coherent

A text is coherent, when it has some internal logic so the readers should be able to perceive the writer's purpose and follow their lline of though.

4. Writing Process

Writing involves a number of activities; setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and revising it, then revising and editing. Writing process is a complicated activity, not only needs language skill but also creativity to arrange a set of words, sentence becomes a readable and understandable text. In addition, writing basically of making a point and provide the evidence to support or develop that point to make clearer.

Hogue (1996:6) states that students will become understand in writing process by always using these four steps: (1) prewriting (getting ideas and organizing them), (2) writing the draft (3) editing the draft (checking and correcting it) and (4) writing the draft.

4.1 Planning

In pre writing step, students gather ideas to write about. In addition, to gather ideas there are four prewriting techniques that can be applied to the students. Those are follows:

4.1.1 Free writing techniques

Free writing means choose a topic, and then write whatever sentences or phrases everything that comes to mind. Students write with ignore about grammar, spelling, or punctuation and putting ideas in order (Hogue, 1996:14). It means that free writing is just write topic without stopping with ignore about mistake of spelling, punctuation correctly or organize material.

4.1.2 Clustering technique

In Clustering technique, the student uses lines, boxes, arrows and circle to show relationship among the idea and details that occur. Begin by stating student's subject in a few words in the center of the blank paper. Then, as idea and detail come to the students, put them into the boxes or circles around the subject and draw lines to connect them to each other and to the subject. After that students put minor idea in the smaller boxes or circle, and use connecting lines to show they relate well.

4.1.3 Brainstorming

Brainstorming is a freely jotting down ideas about a topic. The purpose is to generate lots of ideas so teachers have something to work with and choose from. Students write everything that comes to themselves about a topic words and phrases, ideas, details, examples. After they have brainstormed, they should read over their list, underlining interesting or exciting ideas they might develop further. (Fawcett, 2007: 9)

4.1.4 Questioning techniques

Questioning means students generate who, why, when, what, where, and how questions about the topic. With questions, students will develop their writing because they generate idea by asking as many as questions as the students can think about their topic.

4.2 Drafting

Drafting is an activity after students generated the ideas. We can refer to the first version of piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version (Harmer, 2004:5).

4.3 Editing (reflecting and revising)

There are several steps in the editing process: First, students should check the meaning. Student should read paragraph silently. Does it communicate what they want it to? Is the meaning of all the sentences clear? If not, students should make changes. Next, check the

mechanics. Students should read the paragraph silently again, this time look for mistakes in punctuation, grammar and spelling. If they find any mistakes, they should fix them. Third, the other students should check the meaning. Finally, student should ask their friends to check the mechanics.

4.4 Writing the final draft

The last step of in the writing process is to write a clean revision of the paragraph with all the editing carried out. This draft is the one that the students will turn in, so they have to be sure to use good writing format.

B. Recount Text

1. Definition of Recount Text

Recount text is written out to make a report about an experience of a series of related event. According to Anderson and Anderson (1997:7) recount Text is a piece of text which retells past events orderly and has a purpose to describe what have already happened. The differentiation is recount text is written based on experience in the past, and narrative is written in the past time, like ‘cinderella’, the legend of ‘Danau Toba’, etc. Specifically, a recount text is written out to inform an event or to entertain the readers. Theoretically, the technique to write a recount text is similar to the way a narration is written.

2. Purpose of Recount Text

The purpose of Recount Text is to retell an event with a purpose to inform or entertain the readers, tell the circumstances of time and place. Anderson and Anderson (1997:48) said that that the purpose of recount text is giving information about what happened and when happened. Structurally, a recount text is a text contains three components, they are:

1) Orientation

This component is about provide the setting and introduce the participants.

2) Events

This component is about some related events. Tell what happened and in what sequence the events is written.

3) Re-orientation

This component is a restatementnof the first component of this text.

3. Language Features of Recount Text

Barwick (1999:6), explained that language feaatures of recount text are:

- Proper nouns and pronouns identify people, animals or things.
e.g. Mr Lawrence, the postman, his racquet,she.
- Larger and more complex noun groups build up descriptions.
e.g. the long distance runner, Lionel Drill.
- Word families are used to build topic informations.
e.g. smoke signals, drums, telephone, television.
- Varied action verbs are used to build word chains. These may be synonyms, antonyms, or repetitions.
e.g. she jumped, she leapt, she crawled.
- Descriptive words add details about who, what, when, where, and how.

e.g. last night in the Blu Crib restaurant, the irritated man angrily threw the broken plate off the stained table.

- Adverbs and adverbial phrases sequence events in time and indicate place.
e.g. in 1927, on 6 June 1824
- Technical (the thorax, the abdomen) and abstract language (beauty) are used to add credence to the texts.
- Texts are written in past tense to retell past events.
e.g.; she smiled.
- Conjunctions (when, but) to combine clauses and connectives to sequence events (first, then, finally) are used.
- Significant events are included and irrelevant details are excluded.
- Quoted and reported speech are used.
e.g. we are off on an excursion tomorrow' said Mrs. Sheridan enthusiastically. Mrs. Sheridan enthusiastically added that they would be going on an excursion the next day.
- Evaluate language is used in factual and personal recounts.
e.g. Captain Arthur Philip was a fair and just man. The trip was a wonderful experience.
- Sentence should be structured with the focus on the important information at the beginning.
e.g. the last trip he ever made was.....
In 1909 they first entered.....
- The passive voice is used at times to allow the writer to leave out the person doing the action.

C. Problem Based Learning

1. Definition of Problem Based Learning

Problem Based Learning (PBL) is any learning environment in which the problem drives the learning. That is, before students learn some knowledge they are given a problem. The problem is posed so that the student discover that they need to learn some new knowledge before they can solve the problem. Problem Based Learning is a total approach of education and involves a constructivist approach to learning (Harper-Marinick, 2001). Students are required to determine for themselves how they will be solving the problem. Problem Based Learning is student-centered that refers to give relevant opportunities to the students. It will make a fundamental shift from a focus on teaching to a focus on learning. The process in Problem Based Learning is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation. In Problem Based Learning, the teacher presents to students as a problem solver to work and decide their goal. This does not mean that the teacher gives the authority for making judgments regarding what might be important for students to learn but it will practice students' responsibility and motivate them in learning. The teacher acts as a facilitator and mentor rather than a source of solution.

To do the implementation of the Problem Based Learning, the teacher needs to choose the topics or the materials of the subject which they have a problem and it can be solved. The problem can be taken from the text book or from the other aspect, such as the incident around the environment, the incident in a family or in the social life. According to Arends (2008:57), problem based is a learning approach where students work on authentic problems with a view to construct their own knowledge, develop inquiry and higher level thinking skills, and develop

independence and confidence. In essence, Problem Based Learning relies on students' ability to learn in a self directed mode and is considered to bridge the theory practice gap more effectively.

2. The Procedure of Problem Based Learning Method

According to Pierce and Jones (1996) in Fachrurazi (2011: 80) in the implementation of PBL there is a process that must be raised, such as: involvement (engagement), inquiry and investigation, performance, frequently asked questions and discussion (debriefing). Engagement aims to prepare students to act as problem solvers (self directed problem solver) which can cooperate with other parties, exposes students to a situation that could encourage to being able to find the problem, investigate and resolve it. Inquiry and investigation activities include exploring ways of explaining and implications, as well as the activities of collecting and distributing information. Performance aims to present the findings obtained. Question & answer and discussion, ie testing the accuracy of the solution and to reflect on the problem solving is done.

Arends (2008:410), stated that the steps of learning in Problem Based Learning (PBL) is as follows:

1. Orient students to the problem
At the beginning of learning by PBL models, teachers convey clear learning objectives, set a positive attitude towards learning, and explained to students how their implementation. Furthermore, teachers are doing orientation issues until problems arise or discovered by the students. Based on the problems students are actively involved in solving it, find the concept and principles.
2. Organize students for study
Learning with PBL models require skills development collaboration among students and help them investigate the problem together, it is helping to plan the investigation and reporting of their duties. Besides the need for study groups. There are a few things to note, that learning is formed varies with the capability, race, ethnicity, and gender in accordance with the objectives to be achieved. If the difference in the group is required, then the teacher can create a group with students deal.
3. Assist Independent and group investigation
Investigations carried out independently, in groups or in a small group that is the core of the model PBL. Although each situation requires a slightly different problem investigation techniques, most include data gathering process and experimentation, hypotheses, explanations and settlement administration. At this stage the teacher encourages students to collect data and carry out the actual activities until they truly understand the dimension of the problem situation.
4. Develop and present artifacts and exhibits
Artifacts are more than written reports. They include such things as videotapes that show the problem situation and proposed solutions, models that comprise a physical representation of the problem situation or its solutions, and computer programs and multimedia presentations. Exhibits can be traditional science fairs, where each student displays his or her work for the observation and judgment of others, or verbal and/or visual presentations that exchange ideas and provide feedback.
5. Analyze and evaluate the results of problem-solving process

The final step of problem based learning involves activities aimed at helping students analyze and evaluate their own thinking process as well as the investigative and intellectual skills they used. During this step, teachers ask students to reconstruct their thinking and activity during the various step of the lesson.

Based the steps on PBL learning mentioned above, it appears that learning engages students in the learning process that is active, collaborative, student centered, who develop the problem solving and self learning ability. It is indicated that PBL could encourage students to think critically in solving writing problems.

III. RESEARCH METHODOLOGY

A. Research Design

This research used quantitative research method. Quantitative research method is research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationship, it is used to answer questions on relationship within measurable variables with an intention to explain, predict and control a phenomena (Leedy, 1993:139). Quantitative research method was used analyzing the statistic data that is students' pre-test and post-test score. By that score, the researchers could analyze whether the problem based learning influence students' writing skill. This method used experimental research. Experimental is the best of quantitative designs which is used to decide probable cause and effect. Experimental research was the way to find a causal relationship in determining cause and effect.

Experiment was always done with the intent to see a treatment. In this research, there were two variable. So, the researchers used experimental design. The researchers used two classes, they were experiment and control class. Experiment class was a class that was given treatment by using problem based learning and control class was a class that was given treatment but without using problem based learning.

Table 3.1 Research Design

Group	Pre-Test	Treatment	Post-Test
Experiment	T1	✓	T2
Control	T1		T2

Where:

- T1 : Pre-test for experimental group and control group
- ✓ : Receiving particular treatment
- T2 : Post-test for experimental group and control group

B. Population and Sample

Population is a set or collection of all students processing one or more attribute of interested. The population of this study was at tenth grade of SMK Negeri 2 Pematangsiantar. That was divided into two classes and there also differentiation of level.

1) Population

According to Ary, Jacobs and Sorensen (2010:148), population is defined as all members of any well defined class of people, events, or object. In this research population was the students os SMK Negeri 2 Pematangsiantar at grade tenth.

Table 3.2 The Population of Research

Class	Capacity
X TITL 1	18
X TKR 2	24

2) Sample

According to Ary, Jacobs and Sorensen (2010:148), a sample is a portion of a population. The purpose to take the sample to get a good and valid data from the two classes so that the research can do well. The researchers took 44 students as sample from population. This research is an experimental research, so the researchers needed to take two classes that will be an experimental and control class.

C. Research Instrument

Creswell (2009:149) stated that instrument is designed to collect the data, the proposal developer also provides detailed information about the actual survey instrument to be used in the proposed study. In this research, the researchers gave the students two tests. They were pre-test and post-test. Pre-test was given before the researchers observed the class, and post-test was given after the researchers finished taking the observation in the class. So the researchers knew whether there are differences before and after observation or not.

Instrument was used in this research for collecting data is essay test that consist os 10 items. The students had to answer well to get a good score and good comprehension from what they have wrote. The text used was recount text.

For the treatment class, the researchers divided students into 5 teams. After that teacher gave 5 topics for all of the teams. The team members took it and discussed together and accomplished the task based on the researchers's intructions. Then the teacher called the students one by one based on their head number to explain their group discussion. As instruments to collect data were obtained the score from:

1) Interview

The interview that would be used by the researchers is questionnaire which is answered by the students. The function is to complete the data which could not be found in questionnaire. The researchers would interview three students. The first student is student who got better score after treatment. Second student is student who did not have progress score after treatment. The third student is student who got worse score after treatment.;

2) Worksheet

Worksheet was an instrument to collect the data through test that would be hold in students. In applying worksheet, the researchers needed to analyze the validity of this instrument.

3) Questionnaire

The researchers used a questionnaire as a tool to study, the response of students to the problem based learning. Through this instrument, the researchers would ask the students about their difficulties in learning english which covered their difficulty in learning recount text. The researchers used this instrument as a tool to know whether this method influenced students' writing skill.

D. The Technique for Collecting Data

Technique of collecting data using the division of the group into experimental and controlling group. Both of group would be given two kinds of test as a pre-test and post-test. The different was the experimental group served with the treatment by using numbered heads together technique. The test prepared by the researchers by making question in multiple choice test item to measure their ability before and after research.

1. Procedures of Collecting Data for Experimental Group

a. Pre-test

Pre-test was made to determine the ability of the students selected as the simple. Items used for pre-test consist of 20 items. The test was about writing comprehension.

b. Treatment

Treatment was conducted for experimental class only. The treatment was using number head together strategy in teaching english part writing skill.

c. Post-test

After two or three meetings, the post-test was done. The result of the post-test for experimental group was analyzed and used as the final data for this research.

2. Procedures of Collecting Data for Control Group

a. Pre-test

The goals, items, and procedures of the test for control group were the same as those conducted for experimental groups, the difference was only on the time.

b. Post-test

Post-test for both experimental group and control groups were administrated after giving the treatment for experimental group. The result of the post-test for both experimental group and control group were analyzed and used as the final data for this research.

E. Technique of Analyzing the Data

Data analysis was the last step on the procedure of this experiment that used to know the result of the research. To get the result of this research, the researchers used t-test technique as the technique in analyzing the data. According to Cohen, Lawrence and Keith (2007:543), t-test was used to discover whether there are statically significant differences between the means of two groups, using parametric data drawn from random samples with the normal distribution.

To test the data hypothesis, the following step will be administrated.

1. As the first step on analyzing the numerical data, the researchers tried to get the average of students' writing score for each group both in pre-test and post-test. In this way the researchers used the formula:

$$X = \frac{\sum x}{N}$$

Note:

X : mean score

$\sum x$: total score

N : Number of students

2. After get the mean score for each group, the next step that should be done by the researchers was calculating standard deviation of that two group. The researchers used formula:

$$S^2 = \sqrt{\frac{\sum_{i=1}^n (X_i - X)^2}{n - 1}}$$

3. When all of the values have been found, the next that should be done was finding the result of the research by using t-test formula as follow:

$$t - \text{test} = \frac{x_1^- - x_2^-}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where:

x_1^- = the mean of post-test – pre-test in experimental group

x_2^- = the mean of pos-test – pre-test in control group

S_1^2 = variant of pre-test – post-test in experiment group

S_2^2 = variant of pre-test – post-test in control group

n_1 = sample in experiment group

n_2 = sample in control group.

IV. FINDINGS AND DISCUSSION

4.1 Findings

After the researchers had done a research and had collected the data then calculating the data, the effect of problem based learning method was more significant than the effect of without using problem based learning method in writing recount text. Problem based learning develops

higher level thinking skills and skill building and practice, involved and exploratory learning. According to the document analysis result score in experimental group, the percentage much more improved than in control group. In experimental group there were 91,6% or 22 students who passed the KKM in post test with the percentage development was 53,8% , but there were only 16,6% or 3 students who got the score above KKM in control group in post test with the percentage development was 17,7%.

Based on the calculation, the result of the research shows the improvement percentage of students in experimental group was 53,5%, is higher than the students' improvement percentage of control group namely 17,7%. It can be concluded that the students were taught by using problem based learning teaching method and gained significantly effect of students' ability in writing recount text.

4.2 Discussion

Based on findings, this research can conclude that using Problem Based Learning (PBL) method has increased the students' achievement in writing recount text at SMK Negeri 2 Pematangsiantar. The form of the test item is writing text. According to the research finding, the researcher found that teaching writing recount text by using PBL method was better than without using PBL teaching method. While the researcher was doing the research, the researcher discovered some of the problems students encountered while writing recount text. The problem they had at first was they were confused about what to write. Furthermore, they were still much lacking in vocabulary, phrasing, and tenses. They were also having hard time applying their ideas. By using PBL, students' knowledge of writing grew. Out of total experimental group class (24 students), 22 students of them or total of 91,6% capable to writing recount text well. Some of them couldn't pass the KKM, and after being interviewed, they were lacking in vocabulary and tenses. But from the development of the capability of students from pre-test to post-test, their capability increased by 53,55% by an average of 72,54. Whereas, students without using PBL teaching method only 3 of 18 students or as many as 16,6% are able to write recount text according to the criteria and achieve an average 53,55.

The research is supported by the similar results found by Dastgeer (2015) in research entitled 'Improving English Writing Skill: A Case Problem Based Learning', leading to the conclusion that PBL was more effective as pedagogy for teaching English to undergraduates. Maulidya (2014) with title 'Using problem Based Learning to Improve Writing Skills of Students of SMP Islam Sunan Gunung Jati Ngunut', found PBL effective for learning writing recount text. Similar with this research, the students can get writing score more than minimum standard (KKM). There were 25 (80,64%) of 31 students who could achieve minimum standard. There was improvement of writing skill after post test, from pre-test there were only 7 (12,91%) of 31 students who can passed the minimum standardscore (KKM). The difference was the previous research did three times test, while the researcher did twice test.

The result showed that PBL had the most positive effects when the focal constructs being assessed were at the level of understanding the principles that link concepts, the second level of knowledge structure. The similarity is PBL was quite effective in improving students' writing skill, and students with PBL were more superior than students who did not implement PBL, either at the high school or at the college. The findings were supported by the document analysis result score in experimental group, the percentage much more improved than in control group. In experimental group there were 91,6% or 22 students who passed the KKM in post test with the

percentage development was 53,8% , but there were only 16,6% or 3 students who got the score above KKM in control group in post test with the percentage development was 17,7%.

The student's ability in writing skills especially in recount text was improved. The students made improvements in their individual works to write their past experience. They could improve when they were expressing their ideas in writing in using past tense correctly. It can be concluded that the implementation of using problem based learning technique was a good technique to improve the students' writing. It was found that the students' writing skill in recount text was improved when they were taught by using problem based learning. It was supported by Margetson that facilitate student to solve problem in writing can improve the students' writing skill.

Finally the researchers concluded some advantages in using problem based learning (PBL) teaching method below:

- 1) Increasing and motivating students to learn by focusing the learning on real life scenarios.
- 2) Students become actively in meaningful learning.
- 3) Students are forced to take responsibilities in their own learning which often increase motivation.
- 4) Encourages critical thinking.
- 5) Learning is driven by challenging, open-ended problems.

V. CONCLUSION

Based on the result of the data analysis, the using of Problem Based Learning (PBL) is effective enough to increase the students' learning ability in writing. We can see from the data analysis that with using problem based learning in experimental group, there is a significant effect in the learning process. Students have become more knowledgeable in the phrasing and using tenses. The ability of students in writing recount text was increasing than before using problem based learning. Student development understanding has increased by 53,55% after using problem based learning. Unlike other students without using problem based learning method, which has only increased 17,7% in understanding in writing. In conclusion, using problem based learning teaching method can improve the ability of students in writing recount text well. It is recommended that PBL may be applied for teaching English writing skill to improve students' ability, and include PBL as part of teachers' training programs.

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