THE IMPLEMENTATION OF PROBLEM BASED LEARNING TO IMPROVE WRITING SKILL IN DISCUSSION TEXT

(A Classroom Action Research at the Third Grade of MA NU 04 Al-Ma'arif Boja in the Academic Year of 2015/2016)

A FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement
For Degree of Education Bachelor
In English Language Education Department

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EDUCATION AND TEACHER TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF WALISONGO
SEMARANG
2015

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FINAL PROJECT STATEMENT

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THE IMPLEMENTATION OF PROBLEM BASEDLEARNING TO IMPROVE WRITING SKILL INDISCUSSION TEXT (A Classroom Action Research at the Third Grade of MA NU 04 Al-Ma'arif Boja Kendal)

is definitely my work. I am completely responsible for the content of this final project. Other writer's opinions or finding included in the final project are quoted or cited in accordance with ethical standards.

Semarang, November 30th 2015

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RATIFICATION

This final project with following identification:

Title : The Implementation of Problem Based Learning to Improve Writing Skill in Discussion Text (A Classroom Action Research at the Third Grade of MA NU 04 Al- Ma'arifBoja Kendal)
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has been tested in Munaqosyah session by the team of final project examiner of Tarbiyah and Teacher Training Faculty Islamic State University of Walisongo and has been accepted as a partial requirement for the degree of Bachelor of Education in English Education Department.

Semarang, November, 30th 2015

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MOTTO

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وَٱتَّقُواْ ٱللَّهَ ۖ وَيُعَلِّمُكُمُ ٱللَّهُ ۗ وَٱللَّهُ بِكُلِّ شَىْءٍ عَلِيمٌ ﴿٢٨٢﴾

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"…….So fear Allah; For it is Good that teaches youAnd Allah is well acquainted with all things." (Baqara: 282)[1]

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[1]Abdullah Yusuf Ali, *The Holy Qur'an (Koran)*, (Saudi Arabia: The King Fahd Holy Quran Printing, 1987). p. 21.

DEDICATION

In the name of Allah the Beneficent and The Merciful, this final project is dedicated to my beloved father and mother, who always support me emotionally and materially with prayer, love, and patience.

OFFICIAL NOTE

Semarang, 18 November 2015

Honorable the Dean of Tarbiyah and Teacher Training Faculty
Islamic State University of Walisongo
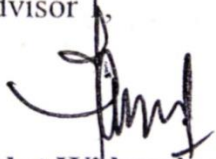Semarang

Assalamu'alaikum Wr. Wb.

By this note it is informed that I have done in giving guidance, direction, and correction to this final project:

Title   : **The Implementation of Problem Based Learning to Improve Writing Skill in Discussion Text (A classroom action research at third grade of MA NU 04 Al-Ma'arifBoja Kendal in the academic year of 2015/2016)**
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I saw that this final project has been able to be submitted to Tarbiyah and Teacher Training Faculty and to be tested in Munaqosyah session.

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Honorable the Dean of Tarbiyah and Teacher Training Faculty
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Assalamu'alaikum wr. Wb.

By this note it is informed that I have done in giving guidance, direction, and correction to this final project:

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ABSTRACT

Title : **The Implementation of Problem Based Learning to Improve Writing Skill in Discussion Text (A Classroom Action Research at the Third Grade of MA NU 04 Al-Ma'arif Boja in the Academic Year of 2015/2016)**
Writer : Munjizatul Milah
SN   : 113411086

Keyword: Problem Based Learning, Discussion Text

The background of this research was based on the observations that have been made by the researher with the teacher of Englsih of MA NU 04 Al-Ma'arif Boja. The unconducive condition happened in the classroom. Most of thestudents did not take attention in the learning activities. They changed their focus by talking with their friends, some of them were passive in the class, and they were careless with the material so thatthey had low ability in writing discussion text. Problem based learning is one of the strategy in teaching writing discussion text. Hopefully it can make the students more attractive in learning writing discussion text in order they can make easy to produce a good discussion text.

This research was supposed to answer some of research questions: (1) Howis the implementation of Problem Based Learning in teaching writing skill in discussion text in MA NU 04 Al-Ma'arif Boja? (2) To what extent the Problem Based Learning can improve writing skill in MA NU 04 Al-Ma'arif Boja?.

This research was using classroom action research which the cycle did in three times consist of pre cycle, cycle one, and cycle two. The subject of the research was XII-IPS students of MA NU 04 Al-Ma'arif Boja Kendal in the academic year of 2015/2016. The data was gotten from students' achievement that was obtained from students' score in the test, and data observation from students'and teacher's activities during teaching learning process took place. There was also documentation that was used to look for the data concerning matters or the variable that are taken in the form of the note or photo in teaching learning process.

This research showed that implementing problem based learning to improve writing skill in discussion text could help the students. Problem based learning could be a solution for the students to make discussion text easier because problem based learning pose situation as stimulation which the students could develop ideas. There was an improvement on students score too. The mean of the tests scorewas 56,4 in pre cycle, it was becoming 67,1 in the first cycle, and it was becoming 74,6 in the second cycle.

Finally the result of this research had the improvement of students' writing skill in discussion text and the improvement in the students' positive response

after being taught by problem based learning. Hopefully this research can be a reference for teacher of English to teach discussion text and for next researcher for conducting next research.

ACKNOWLEDGEMENT

First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in leading me to accomplish this final project entitled The Implementation of Problem Based Learning to Improve Writing Skill in Discussion Text (A Classroom Action Research at the Third Grade of MA NU 04 Boja Kendal in the Academic Year of 2015/2016).

Shalawat and salam for the Prophet Muhammad who bring us from the darkness to the brightness.

I realize that I cannot complete this final project without the help from others. Many people have helped me during writing this final project and it would be impossible to mention all of them. In this chance, the writer would like to express the deep appreciation to:

1. Dr. H. Raharjo, M.Ed.st the dean of Tarbiyah Faculty Walisongo state University for Islamic Studies Semarang.
2. Dr H. Muslih, M. A. As the Head of English Department.
3. Lulut Widyaningrum, M.Pd as the first advisor. Thank you for the guidance, correction, and suggestion.
4. Naifah, M.Ag as the second advisor. Thank you for the guidance, correction, and suggestion.
5. Drs. Shobirin, M. S.I as the headmaster of MA NU 04 Boja for allowing the writer to conduct the research.
6. Novita Isnani S.Pd as the teacher of English of MA NU 04 Boja, for helping the writer during the research.
7. All of the students of XII-IPS, for the times to be the subjects of this research.
8. My teachers and my lecturers "Thank you very much".
9. All of my beloved friends of English Education Department 2011 who have helped me to finish this final project.

10. All of people who have helped me to accomplish this final project that I can not mention one by one.

Semarang, November 30th 2015

The Writer,

<u>Munjizatul Milah</u>
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CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is the ability to express idea that are organized on paper. It is used to share the information about everything to the reader in written form. It is frequently useful as preparation for some other activity. It is a process of discovering and organizing ideas, putting them on papers, and revising them. By writing, we can express our ideas well. However, to get our meaning strong, interesting, and clear for the reader, this skill must be improved by practicing a lot. Because writing has many contributions for our life, we can make a habit of writing to develop this skill.

Realizing that writing is very important for human life, Allah said in the Holy Qur'an:

الَّذِي عَلَّمَ بِالْقَلَمِ ۞ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۞

"He Who taught [the use of] the pen, Taught man that which he knew not" (Al-'alaq 4-5).[1]

Based on the verse Surah Al 'alaq from four to five Allah said that He created human from *'alaq*, then teaching human using *qalam*. Truly, if there

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[1]Abdullah Yusuf Ali, *The Holy Quran Juz 30*, (Saudi Arabia: The King Fahd Holy Quran, 1987), p. 320.

is no *qalam*, you are not able to understand knowledge.[2] According to Surah *Al- 'Alaq* from verse four to five, it can be interpreted that writing has an important role. People do not know anything, but with their pen they can write and they can change world. That is why human being needs to learn how to write correctly. Writing as one of language skills has given an important contribution to human work. The important of writing can be seen in people's daily,office, and business activities (application letter). Because of writing, the activities make life easier, so people in big cities even small villages may get the latest information from media, such as newspaper, magazine, and tabloid and so on. Writing must be learned because it has many advantages for human.

Writing has also become more important for the purpose of communicative language teaching which teaching learning writing not only study about subject in the classroom such as support and reinforce patterns of oral language use, grammar, and vocabulary but also study about preparing students for the future time that is teaching language as a system of communication is a worthwhile enterprise in and of it self. For example, the students will have been in a great occupation in a great company, so they have to be able to write bussiness letter correctly.[3]

Writing skill is considered as the most difficult skill of language because it involves mastering grammar, vocabularies and spelling. In addition

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[2]Ahmad Mustafa Al- Maraghi, *Tafsir Al- MaraghiJuz XXX,* (Semarang: KaryaToha Putra, 1993), p. 348.

[3]Sara Cushing Weigle, *Assessing writing,* (UK: Cambridge Uiversity Press, 2002), p. 1.

to that, writing skill needs thinking ability and logical skills to compose words into meaningful sentences.[4] Moreover, making organized text coherently is not easy part. The writer should make composition as logic as possible. It is started from introductory paragrapah to conclusion. All of the composition should have logical idea. Writing activity can ready from simple and then continue with comprehensive writing according student's competencies and skill.

Then, looking the point of writing skill at MA NU 04 Al-Ma'arif Boja, a large number of the students in the classroom at MA NU 04 Al-Ma'arif Boja take higher attention to reach success in the learning. In a large number of the students occurs unconducive condition. The codittion occurs in the learning proccess such as the students do not take attention in the learning activities. They change their focus by talking with their friends, some of them are passive in the class, and they are careless with the material. This condition makes the teacher feeling hard to handle all of the students. From that condition a teacher should have a strategy to motivate the students to participate actively in the experience of learning. One of learning strategy is to developing skill of student's thought (reasoning, communicating, and connecting). A strategy of the learning is Problem-Based Learning. Problem Based Learning is one educational strategy that helps students build the reasoning and communication skills necessary for developing success creativity.

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[4]Kasihani K.E Suyanto, *English For Young Learners,* (Jakarta: PT Bumi Aksara, 2010), p. 68.

Problem Based Learning is related to using intelligence from their inner man in a community, or an environment to solve meaningful, relevant, and contextual problems. Boud and Feletti (1997) stated that learning through problem based is the most significant innovation in the education. Margetson (1994) stated that PBL curriculum helps to increase the developing of the study skills in a long life for opended mind-set, reflective, critics, and active study. PBL curriculum is better to facilitate students to solve problems, communication, well-cooperation, and interpersonal skill than other strategies.[5]

In this research problem based learning is implemented in discussion text. Discussion text is categorized as factual text. It is complicated text because it consists of two differents point of view which the writers have to have deep idea to make it. By using problem based learning strategy, hopefully can make the students more atrractive in teaching learning process in order to make them easier to understand and compose text in discussion text.

B. Reason For Choosing Topic

1. Writing is a difficult language skill for the Senior High School and it has little portion in teaching learning process. Thus need research based on practical conduct in the classroom.

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[5]Rusman, *Model-model Pembelajaran,* ed 2. (Jakarta: Rajagrafindo, 2010), p.230.

2. The researcher believes that using problem based learning will improve students ability in writing discussion text.

3. The students will get better result using prolem based learning strataegy in teaching learning process than using conventional teaching.

C. Research Questions

1. How is the implementation of Problem Based Learning in teaching writing skill in discussion text in MA NU 04 Al-Ma'arif Boja?

2. To what extent the Problem Based Learning can improve writing skill in MA NU 04 Al-Ma'arif Boja?

D. Objectives and Significances of the Research

This research has some objectives as following:

1. To describe the implementation of Problem Based Learning in teaching writing skill in discussion text.

2. To know the extent of Problem Based Learning strategy to improve writing skill in discussion text.

E. Scope of the Research

The scope of English study is so board. We may not be able to reach all aspects to be studied as a whole. Particularly in English learning context, there are so many component that may become the concern of the

study such as students, the text book used, the materials, the process of teaching learning, etc. Thus, the boundary of this study specifies on the teaching writing focusing on:

1. The research subject of this research are the students of grade three of MA NU 04 Al-Ma'arif Boja Kendal in academic year 2015/2016.

2. Problem based learning as the strategy in teaching writing discussion text.

3. The improvement of students' ability in writing discussion text.

F. Significances of the Research

In additional, this research has some significances as following:

1. For the students

By usingProblem based learning will help the students to improve their understanding in discussion text.

2. For the teachers

They have creative learning strategy for their students.

3. For the next researcher

In hope, the result of the research is expected to be a reference for the next researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoritical Framework

1. The Concept of Writing

   a. The Origin of Writing

   Writing is a way to produce language, which we do naturally when we want to express something in written form. It is the same with the other skills that we need to take much time to think of our subject. If we want to take writing in a second language, we also take much time to revise our work. We must consider about our choice of words, the form and grammatical structure, so that the reader can understand our writing easily.[1]

   "Writing is a process of creating, organizing, writing, and polishing".[2] From that definition it can be concluded that writing is a process of creating letters as a medium of communication that must consider the mechanics of writing such as spelling, punctuation, capitalization, paragraphing.

   Becoming a good writer is not easy, there are some steps that must be done in order to be a good writer.They are such practicing it

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[1] Alan Meyers, *Gateway to Academic Writing: Effective sentence, Paragraph and Essay,* (USA: Pearson Education, 2005), p. 1.

[2] Alice Oshima and Ann Hogue, *Writing Academic English*, fourth ed., (Newyork: Pearson Education, 2006), p. 265.

everyday, write with your way; write everything in your mind without being afraid to make it wrong, challenge your self; write with particular topic to make your writing is better.

We cannot deny that sometimes people write a note about something, shopping list for instance, but they do not realize that they are writing, that they are doing one skill of life. This process of writing seems to be the stages a writer goes through in order to produce something in its final written form. When writing something, the writers should think about the content of what they will write and thinking their writing is classified in to what type. The media of writing are diverse, people commonly used pen and paper or sometimes using computer. Things that differenciate the good writers and poor writers are on its process. We can ensure that good writers always think carefully every step that they will pass. So, their writing will look so different than the poor one.[3]

Writing is often taught in such a way that student failures, rather than success are focused on. The writing process is familiar learned by students in their school and environment. Creative use of language, intentive thinking, and critical reasoning will produce great artificial written. There are three general purposes of writing and they can all occur in a single essay, although usually one of the purposes is dominant,

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[3]Harmer, *How to Teach Writing*, (England: Longman, 2004), p. 3.

they are to explain (educate, inform), to entertain (amuse, give pleasure) , and to persuade (convince, change the reader's mind).[4]

b. The Process of Writing

In short, the writing process comprises the mechanics by which writers create publishable products. Itis themethod all writers use to generate ideas, choose andorganize these ideas, write and revise their pieces, and format them for publication.5

Writing process instruction is just that process oriented and encourages writers to discover for themselves the mechanics of composition. At least toward the beginning of the year, encourage students to use the following steps:

1) Prewriting

The first step in the writing process is to choose a topic and collect information. The writers put their ideas and their thougt in order.[6]

They may think about the subject and the purpose of what they will write. They use their mind to explore ideas and thought freely.

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[4]Joy M. Reid, *The process of composition*, third ed., (Prentice Hall Regent: New York, 2000), p. 8.

[5]Ebook: Garth Sundem, *Improving Student Writing Skill*, (USA: Shell Education, 2007), p.41.

[6]Ebook: Garth sundem, *Improving Student....*, p.43.

2) Drafting

In this part the writers make outline from the topic. While drafting, the writers revise as little as possible. It will not be a matter if the writers make many mistakes. They just need to write fast based on their ideas.

3) Revising

Revising is to make the students learning technique is better. Students will see "before" and "after" versions, and by comparing the two, they will demonstrate to themselves the specific elements that make for a better piece of writing. The revising process is to improve the result. It checks content and organization, including unity, coherence, and logic.[7]

4) Editing (Proofreading)

In this part of process writing, the writers should be aware of technical writing process such as grammar, sentence structure, spelling and punctuation.[8]

5) Publishing

In this part of writing the students communicate their writing through presentation. Like attention to conventions, the neatness and

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[7]Ebook: Garth Sundem, *Improving Students...*, p. 55.

[8]Ebook: Garth Sundem, *Improving Students...*, p. 61.

presentation of a piece of writing will help ensure that readers take it seriously.[9]

c. Genre of Writing

One of the main concerns of theory known as "genre theory" is to discover and describe the major characteristics of kinds of writing, important for particular in both formal schooling and the wider society.10

Genre pervades human lives. As people go about their business, interacting with others and trying to get along in the world, they use genres to ease their way, to meet expectations, to save time. For example, people say, "I heard the best joke today," "I have to give a lecture at nine thirty," "I've gotten into mysteries,". Genres have the power to help or hurt human interaction, to ease communication or to deceive, to enable someone to speak or to discourage someone from saying something different. People learn howto do small talk to ease the social discomfort of large group gatheringsand meeting new people.11

Thus, genre is a term of grouping text together, representing how written typically use language to respond and to recurring situation. The concept of genre is based on the idea that members of community usually have a little difficulty in recognizing similarities in the text they use frequently and are able to draw on their repeated experiences with such

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[9]Ebook: Garth Sundem, *Improving Student...*, p. 62.

[10]Entika Fani Prastika and Siti Musarokah, *Writing 3*, (Semarang: IKIP PGRI, 2010), p. 3.

[11]Ebook: Amy J. Devitt, *Writing Genres*, (USA: Southern Illinois University Press, 2004), p.1.

text to read, understand, and perhaps write in relative easily. Genres have attracted growing interest because the idea of genre can help us to understand the way individuals use language to engage in particular communicative situations and to employ this knowledge to help student create communicatively effective text.12

There are two kinds of Genre, they are:

1) Story Genre consists of Narrative, News Story, Exemplum, Anecdote, Recount, and Spoof.

2) Factual Genre consists of Procedure, Explanation, Report, Exposition, Discussion, Description, Review, News item, Commentary.

d. Genre of Writing for Senior High Shool

From all of the genres above they are not all of the text are thaught in the senior high shool. Based on the curriculum in the senior high school for semester one includes narrative, explanation, and discussion text in the teaching learning process.

1) Narative Text

Narrative text is a text to amuse, entertain, and to deal with actual of vicarious experience in different ways, narrative deal with problematic event which lead to a crisis or turning point of some kinds, which in turn finds a resolution.

12Entika Fani Prastika and Siti Musarokah, *Writing 3*, p. 9-10.

2) Explanation Text

Explanation text is a text to explain the process involved in the formation or workings of natural or sociocultural phenomena.

3) Discussion Text

Discussion text is a text which presents two different opinion on an issue.[13]

e. Assessing Writing

Assessment is an ongoing process that encompasses a much wider domain. When the students respond to a question, give comment or try out a new word or structure, the teacher will make assessment. It is on the students' performance.14

Assessment designates four related processes: deciding what to measure, selecting or constructing appropriate measurement instruments, administering the instruments, and collecting information.15

Writing assessment must consider students' writing ability. It is not simple task for the teachers. It requires teachers to consider a complex array of variables, the teacher need to be clear about the objective and the criteria of assessment. There are some aspects that must be considered in writing, they are content, organization, vocabulary,

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[13]TIM LP2IP, *English Student Worksheets for SMA/MA*, (LP2IP: Yogyakarta, 2008), p. iv.

[14]H. Douglas brown, *Language Assessment: Principle and Classroom Practices*, (New York: Pearson Education, 2004), p.4.

[15]E-book: James D. William, *Preparing to Teach Writing*, (New Jersey: Lawrence Erlbaum Associates, 2003), p. 297.

language use, and mechanics. To give score for the students, the teacher

can use analytical score as follow:

ESL COMPOSITION PROFILE			
STUDENT	DATE	TOPIC	COMMENT
SCORE	LEVEL	CRITERIA	
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledge, subtantive thorough development of thesis, relevant to assigned topic	
	26-22	GOOD TO AVERAGE: some knowledge of subjects, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail	
	21-17	FAIR TO POOR: limited knowledge of subject, little subtance, indequate development of topic	
	16-13	VERY POOR: doesnot show knowledge, non-subtantive, not pertinent, or niot enough to evaluate	
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/ supported, succint, well-organized, logical sequencing, cohesive	
	17-14	GOOD TO AVERAGE:somewhat choppy, loosely organized, but main ideas stand out, limited	

		support, logical but incomplete sequencing.
	13-13	FAIR TO POOR: non-fluent, ideas confused, or disconnected, lacks logical sequencing ad development
	9-7	VERY POOR: does not communicate, no organization, or not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropiate register
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idiom, word form, or not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few error agreement, tense, number, word order/function,

		articles, pronouns, prepositions	
	21-18	GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constrictions, several error of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	17-11	FAIR TO POOR: major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and or fragments, run-ons, deletions, meaning confused or obscured	
	10-5	VERY POOR: virtually o mastery of sentence construction rules, dominate by errors, does not communicate, or not enough to evaluate	
MECHANICS	5	EXCELLENT TO VERY GOOD: demostrate mastery of conventions, few errors spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization,	

		paragraphing but meaning not obscured	
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused, or obscured	
	2	VERY POOR: no mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate	
TOTAL SCORE	READER	COMMENT	

(jacob et al.s' (1981)Scoring profile)[16]

f. Strategy in Teaching Writing

1) Contextual Teaching and Learning

In this strategy of learning, the teaching learning process does not transfer the knowledge from the teacher to the students by memorizing a number of concepts but it facilitates the students to touch the real life of their daily life.[17]

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[16]Sara Cushing Weigle, *Assessing Writing...*, p. 116.

[17]Rusman, *Model-model Pembelajaran*, p. 190.

2) Cooperative Learning

According to Tom V. Savage in Rusman's book said that Cooperative Learning is an aproach that is concern with working together in a group.[18]

Cooperative Learning is a learning strategy where the students learn together in the group. One communicates the idea to the other in the group. They share their experience to their friend relates to the material.

3) Thematic Learning

Thematic Learning is an integrated model of learning that uses thematic approach involved several lessons to give meaningful experience for the students. The model of Thematic learning relates one lesson to the other lesson. The Thematic concept is that the teacher and the students are together to choose a theme in the learning process.[19]

4) Problem Based Learning

Problem based learning is a strategy in teaching writing where the students actively participated in learning. They analyzed problem situation of the topic to find the solution.

[18]Rusman, *Model-model Pembelajaran*, p. 27.

[19]Rusman, *Model-model Pembelajaran*, p. 254.

2. Discussion Text

    a. Definition and Social Function of Discussion Text

        Discussion text is categorized as factual text. It presents differing opinion view points or perspectives on an issue, enabling the readers to explore different idea before making conclusion.[20]

        The genre of arguing is an important and influential language process, essential for dealing with many aspects of school knowledge and effective social participation. It is a process that involves reasoning, evaluation and persuasion.[21]

        The purpose of discusssion text is to present different opinion, view opinion or perspective on an issue. As mark and Kathy Anderson stated in their book; the purpose of discussion text is to present to the audience different opinions on a topic and, at the end is your opinion.[22]

        It means discussion text enable writers to explore different ideas both negative and positive side of an issue. It wil be meaningful for writing to get important information needeed before making decision. It also can make a writer critically facing an issue. The conclusion sometimes sum up both side of the argument if they are fairly balanced, or can recommend one argument over the other if the evidence is overwhelhming.

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[20]Entika F. Prastikawati and Siti Musarokah, *Writing 3*, p. 48.

[21]Peter Knapp and Megan Watkins, *Genre Text, Grammar: Technologies for Teaching and Asessing Writing*, (Australia: University of South Wales, 2005), p. 187.

[22]Mark Anderson & Kathy Anderson, *Text Types in English 1*, (South Yarra: Macmillan, 2003), p. 117.

b. Generic Structure

A discussion text is organized through a schematic structure. It is a kind of rule to gain the writing goal. The structure is as following:

1) Issue

In this part of issue contains of statement. a statement supplys necessary background information. A discussion begins with a brief introduction describing situation. This introduction recognises that there are two points of view.

2) Argument

In this part the writers give their argument which it consists of giving argument for and argument against. Argument for is giving support idea for the issue while argument against is giving contrary idea for the issue. In other word argument for is called pros and argument against is called cons. 'Pros' means advantage and 'cons' means disadvantage of something.[23]

When making pros and cons the writer should make it balance. The writer can make pros and cons on a list. Use these guidelines to make better pro-con lists.

a) Use for the Right Decisions

Make opposite statements which state support to the topic and contra to the topic.

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[23] *Oxford learners' Pocket Dictionary*, (Oxford: Oxford University Press, 2008), p. 350.

b) Use Differences Only

    If the choice you're analyzing and your default choice both share the same pro or con, don't list it. A pro and con must be different than your default choice to be relevant to your decision. Likewise, pros and cons should be in relation to your default option.

c) Make It Personal

    Focus pros and cons on your specific situation. Avoid abstract pros and cons which aren't relevant in the topic.

d) Avoid Duplicates

    Be careful not to list the same pro or con multiple times using different wording. Evaluate each pro and con to ensure they are unique.

e) Avoid Compound Statements

    Don't combine multiple pros or cons into the same statement. Avoid pros like "Enables me to get another job and buy a new car". Split statements like these into two pros: "Enables me to get another job" and "Enables me to buy a new car".

f) Use Categories

    One of the hardest problems with doing pro-con lists is ensuring you've captured all your pros and cons. To assist with this, create a list of categories before starting your list that your pros and cons could fall under. Use each category as a way of checking whether you've exhausted all the pros and cons in that category. For instance, if

deciding whether to move in with your boyfriend or girlfriend, you might explore pros and cons related to Finances, Chores, Space Sharing and Relationship Expectations. Within Finances you might list "cheaper rent" as a pro and "potential to argue over bills" as a con. If you ask yourself whether any other finance-related pros or cons exist, you could discover "won't be building credit if all the bills are in their name".

g) Explore Fixed vs Fixable Cons

Decisions aren't static. Once made, you have to implement them. And aspects of your decision can change during this time. Consider which cons you might be able to work around and which ones will remain cons no matter what you do. Pay more attention to those cons which cannot be changed.[24]

3) Conclusion or recommendation

The discussion ends by presenting a personal point of view before making conclusion. The conclusion or recommendation may sum up both sides of arguments if they are fairly balanced, or it can be one argument if providing sufficient evidence.

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[24] Trevor Lohrbeer, *http://leandecisions.com/2012/09/10-tips-for-better-pro-con-lists.html*, accessed on December, 7th 2015.

c. Language Features

1) Focus on generic human and generic non-human participants. The topic of discussion text may tell about phenomenon or social issue in the environment.

2) Use of mainly material, mental and relational processes. Material proccess is process of material doing e.g: go, run, mental process is proccess used to express sense such as feeling, thinking, perceiving, e.g: like, believe, relational proccess is proceess to link between information in another word is linking verb, e.g: are, could have.

3) Use of temporal and causal conjunctives relations. Temporal conjunctive relation tells about time, e.g: when, since, while, now, then, at first, as, by the time, finally. Causal conjunctive relation tells the link point in the argument, e.g: because.

4) Use of modality such as can, could, may, might, will, would.

5) Use of logical conjunctives relation e.g: therefore, however.

d. Example of discussion text[25]

Junk-Food Facts	
(General Statement introduces the topic)	Are you a junk food junkie? Here's what you need to know. It's the 21st century and "junk food"(Generic non human participant) has gone global. For

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[25]M.J Ari Widayati and Rini Susanti Wulandari, *English Alive*, (Yudhistira: Bogor, 2010), p. 38.

	better or for worse (mostly worse), junk food is now available all over the world. <u>We (Generic human participant)</u> see it in most everywhere we go-in grocery and convenience stores, fast-food restaurants, on television usually looking very appealing. But just what are the facts about junk-food?
(argument for)	"Junk-food" generally refers to foods that contribute lots of calories but little nutritional value. Of course, what's "consider junk" food depens on whom who ask. Some <u>might (modality)</u> say pizza is junk- food, for example. <u>But I (conjuctive relation)</u> personally <u>don't think (mental verb)</u> so, since it contributes real food with nutrients, like cheese and tomato sauce. Add whole-wheat or part whole-wheat crust, plus veggies as a topping, I'd say pizza comletely exits the junk food category.
(argument against)	One problem with junk food is that they are low in satiation value-that is, people don't tend to <u>feel (mental verb)</u> as full when they eat them-which can lead to overeating. Another problem is that junk food tends to replace

	other, more nutritious food. When people drink lots of soda, for example, they are udually not getting plenty of low fat dairy or other healthful beverages like green tea or orange juice. When they're snacking on chips and cookies, they're usually not loading up on fruits and vegetables
(Conclusion/ Recommendation)	Most "junk-food" falls into the categories of either "snack food" or "fast food". And then there are things like breakfast cereals. They seem innocent enough, but some of them could definitely be considered "junk-food", as they mostly contain sugar or high- fructose corn syrup and white flour or milled corn.

3. Problem Based Learning

   a. Understanding Problem Based Learning

   The word 'problem' in the strategy of problem based learning means discrepancy. It is discrepancy between the real situation and what hoped.[26]

   In the learning proccess the problem can stimulate the curiosity of the learners. The learners can be interested to observe and involved of

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[26]Sumono, *Strategy Pembelajaran dengan Problem Based Learning itu perlu*, (Bogor: Ghalia Indonesia, 2012), p.78.

something. It means that the learners will have actively participated in the learning proccess to find out a solution.[27]

To find the problem the teacher might use the following consideration:

1) Inappropriate performance.

2) Situation that requires attention or improvement.

3) Looking for better way or something new.

4) Phenomena that have not find the solution.

5) There is a gap in information and source.

6) Problem about taking conclusion.[28]

According to Iwayan Dasna problem based learning is a learning which based on a case and then analysed to find the problem solution.[29]

Problem based learning is an instructional method that encourages the students to apply critical thinking, problem solving skill and content knowledge to real world problems and issues.Instruction in problem based learning strategy is student centered.[30]

Problem Based Learning is likely to include discussion, reflection, research, project, and presentation.Problem based learning starts with an

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[27]M. Taufiq Amir, *Inovasi Pendidikan Melalui Problem Based Learning*, (Kencana Prenada Media Group: Jakarta, 2009), p.18.

[28]M. Taufiq Amir, *Inovasi Pendidikan…*, p. 19.

[29]I Wayan Dasna dan Sutrisno, *Pembelajaran Berbasis Masalah (Problem Based Learning)*, taken from: http://lubisgrafura.wordpress.com. Accesed on September 10th, 2015.

[30]Barbara B. Levin, *Energizing Teacher Education and Professional Development with Problem Based Learning*, (USA: ASCD, 2001), p. 1.

issue, case, or ill structured problem that can be researched, studied, or even solved (give solution). A teacher's role in problem based learning is to pose problems, ask question, and facilitate investigation.31

Problem Based Learning has some advantages such asthe students are known to develop greater communicative, thinking and problem solving skills with PBL than with regular lecture based education, Problem Based Learning encourages students to gain a deeper sense of understanding, using problem based learning the students combat by always introducing the vocabulary in a real-world situation so that they have not to memorize vocabulary on list. It can ease the students write, Using problem based learning the students are not passive receivers of knowledge, but are instead required to actively acquire the knowledge.32

Characteristics of Problem Based Learning:

1. Using Stimulus material to help students discuss an important problem, question, or issue

2. Presenting the problem as a simulation of professional practice or a 'real life' situation.

3. Having students work cooperatively as a group.

4. Getting students to identify their own learning needs and appropriate use of available resources

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31Richard I Arends, *Learning to Teach*, ninth edition(New York: McGraw Hill, 2012), p. 396.

32Jon Larsson, *Problem-Based Learning: A possible approach to language education?,* (Polandia: Jagiellonian University, 2001), p.3.

5. Reapplying this new knowledge to the original problem and evaluating their learning process.[33]

b. Correlation between problem based learning and discussion text.

There are many strategies that can be used in teaching learning process. In this way the teacher shoud be able to find or create a strategy that will be a way to help students in the learning proces in order to get the goal of learning.

According to Dick and Carey in Suyadi's book said that learning strategy is a whole component material of learning and procedure or step of learning activity that used by the teacher to help the students reach the goal of learning.34

In this research, Problem Based Learning is used as the strategy in teaching writing discussion text. Using Problem Based Learning the students can explore the skill and create a product. In this case the product is a text. It can be a way to do communicating each other in the classroom because problem based learning asks the students to work in group. Learning through PBL strategy can make the students respect each other because they study in group.

Problem based learning fosters the ability to identify the information needed for a particular application, where and how to seek

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[33]David Boud and Grahame I Feletti, *The Challenge of Problem Based Learning*, Second ed., (London: Kogan Page, 1997), p .2.

[34]Suyadi, *Strategi Pembelajaran Pendidikan Karakter*, (Bandung: Remaja Rosdakarya, 2013), p. 90.

information in a meaningful conceptual framework, and how to communicate the information to others.35 It is required the students to analyze problem situation. They are faced to the latest topic in the real world situation.

Experiencing discussion text using problem based learning can help students to think critically because it makes students give different opinion to find conclusion in the end of discussion text. Moreover, it makes the students become aware to make conclusion that actually the facts can be intrerpreted in diffrent ways and that a variety toward an issue may be valid. In short by learning discussion text using problem based learning strategy is the student will be more wise to face an issue.

B. Previous Research

There are some relevant previous researches that is used to support the research, they are:

1. The research is entitled "Penenerapan Model Pembelajaran Problem Based Learning untuk Meningkatkan Aktifitas Belajar Siswa" by Robiatul Adawiyah 107015001143, Education and Social Science Faculty, Islamic State University of Jakarta.[36]

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[35]Barbara J. Duch et all, *The Power of Problem Based Learning*, (USA: Stylus Publishing, 2001), p.7.

[36] Robiah Adawiyah, "Penerapan Model Pembelajaran Problem Based-Learning untuk meningkatkan aktifitas belajar siswa", Thesis (Jakarta: Fakultas Ilmu pendidikan dan Ilmu Sosial UIN Syarif Hidyatullah, 2011), p. v.

In her research utilize action reasearch method brazes where does this research aim to increase student studying activity via implementedmodel learning Problem based learning.Based on the analysis and the result of that research is acquired that implementing problem based learning model can increase activity and students studying result. It can be seen from the result of the students' average score. Students' average score in the first cycle was 46,9 and the second cycle was 76,1.

The similarities between her research and the writer is the strategy of learning process. The diferences is the target of the research. She observed the activity of learning process in general in the the classroom, while the writer observes the specific activity in the writing skill of discussion text.

2. "Applying Student Teams Achievement Division (STAD) Technique to Improve Students' Reading Comprehension in Discussion Text" by Iin Afriyanti Umar 1110014000062, English education at Faculty of Tarbiyah and Teacher's Training of State Islamic University Syarif Hidayatullah Jakarta.[37]

In her research utilize action reasearch method brazes where does the objective of this research is to improve students' reading comprehension of discussion text by applying STAD technique in the third grade of Science Class of SMA Fatahillah Jakarta. The result of the study

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[37]IinAfriyanti Umar, "Applying Student Teams Achievement Division (STAD) Technique to Improve Students' Reading Comprehension in Discussion Text", Thesis (Jakarta: English Education at Faculty of Tarbiyah and Teacher's Training of State Islamic University SyarifHidayatullah, 2015), p. vii.

is teaching reading by STAD got success because the students' achievement upper KKM reach 85%.

The similarities between her research and the writer is the text that used in the research, it is discussion text. The differences between her research and the writer are the way in teaching. She used STAD technique while the writer using Problem Based Learning Strategy. Then the skill used in her research is reading skill while the writer uses writing skill.

3. "Improving Student's Ability in Writing Procedure Text Using Realia" by Nuria UlfiHidayati 063411030, English Language Teaching Department of Tarbiyah Faculty Walisongo State Institute for Islamic Studies Semarang.[38]

In her research used classroom action research where is the objective to improve student's ability in writing procedure text. The result of her research showed that students'ability was improved in eachcycle after they were taught using realia. They were better in their procedure writing text.It was signed by their improvements of each writing component, i.e.: content, organization, vocabulary, language use and mechanic. It can be seen from the students' average score in the first cycle was 60,1the second cycle was 65,3 the third cycle was 75,4.

The similarity between her research and the writer is the skill used in the research. The differences are the text used in the research and the

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[38]Nuria UlfiHidayati, "Improving Student's Ability in Writing Procedure Text Using Realia", Thesis (Semarang: English Language Teaching Department of Tarbiyah Faculty Walisongo State Institute for Islamic Studies, 2006), p. vii.

way she taught. She used Realia as media in teaching learning process while the researcher using Problem Based Learning as strategy in teaching learning process.

C. Action Hypothesis

Based on the title of " The Implementation of Problem Based Learning to Improve Writing Skill in Discussion Text", the researcher has hyphotesis that problem based learning can improve students ability in writing discussion text at the third grade students of SMA NU 04 Al-Ma'arif Boja-Kendal.

CHAPTER III

RESEARCH METHOD

A. Research Design

This researchis using classroom action research. Its main purpose is to find solutions the problem and to enable teachers to improve aspect of teaching and learning in writing discussion text.

Classroom action research is a process to solve a problem in the learning process in the classroom through reflection to get the solution from the planned acting in the real situation and to analyse every effect from the previous treatment.[1]

According to Kurt Lewin in Winas' book said that there are four components in conducting a classroom action research. It consists of planning, acting, observing, and reflecting. To conduct action research it needs a model that draws research process. The model is below:
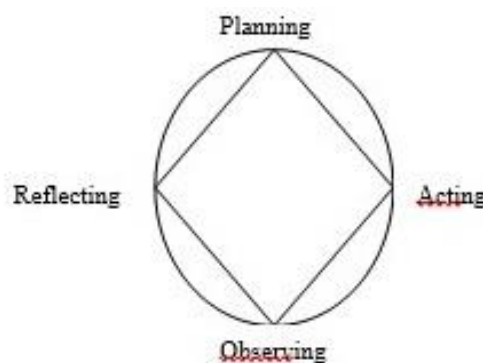
(Figure 3.1 Action Research Cycle)[2]

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[1] Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana, 2010), p. 26.

[2]Wina Sanjaya, *Penelitian Tidakan Kelas*, p. 50.

a. Planning

Planning is a process of determining the improvement program that comes from researcher idea.

b. Acting

Acting is the treatment carried out by the researcher in accordance with the plan that has been arranged.

c. Observing

Observing is done to know the effectiveness ofaction or gathering information about the weakness of action that has been done.

d. Reflecting

Reflecting is analyzing the result of observation where leads to the new program or new plan.

A cyclical process involving stages of action research is followed by action. It can be illustrated below:
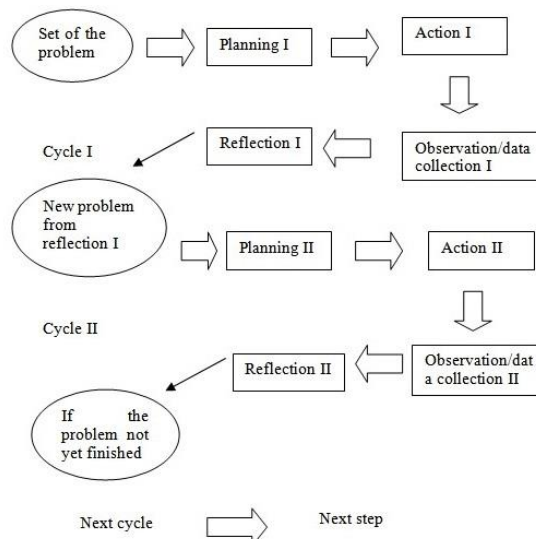
(Figure 3.2 Cyclical Process of Action Research)[3]

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[3]Suharsimi Arikuntoet. all., *Penelitian Tindakan Kelas*, p. 74.

B. Setting and Participants of the Research

This research will be conducted at the third year of MA NU 04 Al-Ma'arif Boja, Kendal. There are two programs, they are science program and social program. The participants in this research are grade three of social program in the academic year 2015/2016.

The researcher chooses this Senior High School because the students need a strategy to write well. One of the strategy is Problem Based-Learning.

C. Subject and Collaborator of the Research

The subject of this research was XII-IPS of MA NU Al-Ma'arif 04 Boja, where the total number is 39 students. The whole subjects in this research consist of 15 female students and 24 male students. This research was conducted at first semester in the academic year of 2015/2016.

Collaborator in classrom action research is a person who helps the researcher to collect the data. The collaborator in this research was teacher of English who teaches English in MA NU 04 Al-Ma'arif Boja at XII IPS. She is Mrs. Novita Isnani, S.Pd.

D. Procedures of the Research

There were two cycles in this study, each cycle consists of planning (planning to use problem based learning strategy), acting (implementing problem based learning strategy in teaching writing discussion text),

observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle).

In this study, the researcher used two cycles to conduct the research. It was hoped to get data more valid. This research was completed by qualitative and quantitative data. The reason of using qualitative was to describe in teaching- learning simple writing discussion text process. Data collection was completed by the researcher using observation checklist and evaluation in every cycle. There were two evaluations. The reason of using quantitative because this study would improve students' understanding in writing discussion text, so that tests in each cycle was needed in data collection because to know the students improvement in every cycle. Test was done in every last of class. There were two times of test (first test in first cycle, and second test in second cycle). The activities that were done in each cycle was as follows:

1. The Preliminary Research

In the preliminary research, the writer observed the teacher who taught by using conventional method, in other words, she did not use strategy in teaching.

In teaching learning process of this pre cycle was measured according to the research indicators by observing students' activeness during the teaching learning process of writing discussion text. This activity was done in order to compare the success of improving students'

understanding in writing discussion text by using problem based learning strategy in cycle I and cycle II.

She only explained discussion text from workbook (LKS) in front of the class. In this teaching process has passive communication. It means that the teacher speaks and the students just listen but many students are busy with their personal activities such as chatting with with their friend, playing handphone, and sleeping in the classroom.

2. The First Cycle

The first cycle was conducted on Monday, September 12th 2015 and Saturday, September 14th2015. In this cycle, the teacher used problem based learning strategy to improve students' understanding in writing discussion text. The material was formula of writing discussion text. The procedure as follows:

a. Planning

The researcher identified the teaching learning design, such as : arranging lesson plan which was using problem based learning strategy. The researcher prepared the teaching learning resources such as the media related to the material, check list observation, and the test material.

b. Acting

English teacher began the teaching learning process based on the lesson plan. The teacher introduced to the students about problem based learning strategy. The procedures of teaching and learning process were

the teacher explained the learning aim, divided students into five groups, teacher explained definition and generic structure of discussion text from the slide, asked to every group to read discussion text. Check the student understanding of discussion text. Then, every group finished the exercise from the teacher where in this section the teacher posed situation of problem. Every group analyzed the problem situation to make discussio text. they made discussion text consist of statement, argunment for, argument against, and recommendation. They used dictionary and interet to make discussion text and also they used their knowledge to develop idea in making discussion text.The teacher monitored the students' activities and helped their difficulties. Every group presented their result in front of the class. The teacher and the students corrected the students' result. To measure the ability of every student the teacher needed to give individual task. It was carried on September 14th, 2015. Here, every student composed discussion text which the teacher gave problem situation.

c. Observing

In this phase, the researcher observed the students' and the teacher's activities in teaching learning process by using observation checklist format such as: students' attention toward the teacher's explanation, students' enthusiasm in teaching learning process, students curiosity by asking the question, students answer question from the teacher and students understanding towards the material given. The

teacher also observed the teacher activities such as teacher's presentation and performance when conducting the strategy.

d. Reflecting

The researcher and the teacher reflected all of the activities that had been done; the results from observation were prepared to make a plan for the next cycle, the researcher and the teacher evaluated the steps in teaching learning process.

3. The Second Cycle

After conducting the first cycle, the researcher conducted the second cycle. Because the result of the first cycle was still low. Basically the activities of cycle II were similar in cycle I, but there have differences. The aims of cycle II were to overcome weakness in cycle I, to give more opportunities for students to understand how to compose discussion text correctly.

The second cycle was conducted on Monday, September 19th 2015 and Saturday, September 21st 2015. The form of the activities in the second cycle such as below:

a. Revise Plan

Identify the problem and solve the problem, the researcher identified the teaching learning design such as: arranging lesson plan which was according to teaching learning process which was using problem based learning strategy. The researcher prepared the teaching

learning resources such as the media related to the material, check list observation, and the test material.

b. Acting

In this cycle the learning split in to two meetings. English teacher began the teaching learning process based on lesson plan. The teacher divided students into five groups, the teacher showed discussion text on the white board, the teacher asked the students to review the previous material, then continued with the quiz session where the students answer the question about discussion text, then the teacher added explanation about language features of discussion text.after that, the students have exercises where they compose discussion text. In this section, the teacher posed situation of the problem. The students write discussion text in group based on the situation served by the teacher. They analyzed the problem situation in a group. Then collecting data from internet or based on the knowledge they have. The teacher monitored the students and she helped the students if they had difficulties. Then, to measure the ability of the students they finished writing test on September 21st 2015.

c. Observing

In this phase, the researcher observed students and the teacher's activities in teaching learning process by using observation checklist format such as: students' attention toward the teacher's explanation students' enthusiasm in teaching learning process, students show

curiosity by asking the question, students answer question from the teacher and students understanding towards the material given. The teacher also observed the teacher activities such as teacher's presentation and performance when conducting the strategy.

d. Reflecting

In second cycle reflection was made in order to make a conclusion of all the teaching learning process of the class by using problem based learning strategy which was hoped that it can improve students' understanding in discussion text so that the students were more active and enjoyed in the structures class.

E. Technique of Data Collection

A classroom action research always needs data to support the investigation. The source of data here are such as below:

1. Data from the teacher especially the teacher of English of XII IPS involved teaching learning process and students' name.

2. Data from the students involved: students' achievement that was obtained from students' score in the end of every cycle, data observation from students during teaching learning process took place.

In this research, the writer used some techniques to collect data, they are such as followings:

1. Observation

       Observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur. The term observation is being used here in the sense of taking regular and conscious *notice* of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated. It also refers to using procedures that ensure that the information collected provides a sound basis for answering research questions and supporting the interpretations that are reached.[4]

       The effective way in using observation is completing the observation format as an instrument. The format that was arranged contain items about the occurence or behaviour that will be happened.[5]

       Observation will be used to monitor the teacher and students activities during the teaching learning process in discussion text by using Problem Based Learning Strategy. The sequences of event are observed in the class during the lesson or the treatment to get the data. Observation checklist as the instrument is used to make the observation process easier. Observation is used in every cycle to make a conclusion of teaching and learning process.

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[4]Anne B., 2005, *Collaborative Action….*, p. 80.

[5]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta:Rineka Cipta, 2013), p. 272.

2. Test

Test is giving questions or drills that used to measure the knowledge, intelligence, and the ability from individual or group work.[6] It will be used for measuring the students' mastery of the whole language aspects that have been taught in teaching and learning process.

Test it self has validity and reliability as measuring instrument. According to scarvia B. Anderson in Arikunto's book said that a test is valid if it measures what it purpose to measure.[7] In this research, discussion text is used in the skill of writing so that the students have to compose discussion text.Then, the reliability of test relates with consistency from the result of test.[8] The students' result in every cycle will show how far they increase their ability in writing discussion text. The more getting better of the students' result in every cycle it will be more reliable of the test.

In this research, the form of test is essay test.Essay test is a kind of test to measure learning progress that needs explanation to answer.[9] In this case the students compose discussion text. The role of the teacher is presenting the problem situation with care or clear procedures for involving the students in problem identification. The students compose at

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[6]Suryo Guritno dkk, *Theory and Application of IT Research: Metodologi Penelitian Teknologi Informasi*, (CV. Andi Offset, 2011), p.136

[7]Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, (Jakarta: Bumi Aksara, 2013)*, p.80.

[8]Suharsimi Arikunto, *Dasar-dasar Evaluasi…*, p.100.

[9]Suharsimi Arikunto, *Dasar-dasar Evaluasi…*, p.177.

least three paragraphs consist of issue (statement), argument for and against, conclusion from the situation served by the teacher.

In this research is using Teacher Made Test. Teacher Made Test is a test which is made by the teacher for the purpose to know the progress of his or her students in their learning process. The characteristics of teacher made test are:

1) teacher made test is based on materials and specific objectives formulated by the teacher for the class itself

2) teacher made test can occur only includes the knowledge or skills

3) teacher made test is usually prepared by teachers with little or no assistance of experts or others

4) teacher made test rarely used items to tests that have been tested, analyzed, and revised

5) teacher made test has medium or low reliability[10]

F. Technique of Data Analysis

1. Observation

In collecting the data, observation is used. Observation is done in the class while monitoring the students' activity and giving score related to the checklist. The formula that used to process the data from observation as follow:

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[10]Suharsimi Arikunto, *Dasar-dasarEvaluasi…*, p. 160.

$$P = \frac{X}{Xi} \times 100\%$$

P= percentage of the score

X= total score

Xi= score maximum.[11]

2. Test

In this research, the researcher also uses quantitative data that was gained from the test in every cycle through mean formula in order to know the average of students' score and to check students' development in everycycle. The minimum score of English lesson is 70. The score of students' achievement will be calculated using analytical score.

Because there will be a pre-test and post-test, mean formula will be used to find out the average of the students' score and to check students' improvement in writing discussion text. The formula as follow:[12]

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

Explanation:

M   : mean

$\sum X$: total score

N   : total student

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[11]Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), p. 94.

[12] Lary B. Chrinstensen et. All. *Research Methods, design and analysis*, (Boston: Pearson Higher education inc, 2009), p.400.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Result of the Research

This chapter deals with the analysis of data that were found from the activities during the research. As mentioned in the previous chapter that in this research, the researcher wants to describe the implementation of problem based learning in improving writing skill in discussion text and to identify how much problem based learning improves writing skill in discussion text. In this research, the researcher uses classroom action research. Its purpose is to know the ability of students' writing in discussion text. In these findings, the researcher presents the result of research and analysis of the data collected which are conducted through three activities that consist of pre-cycle, cycle I, and cycle II. Pre-cycle considered as the preliminary research. Two times of treatment, which included the elements of writing skill, consist of content, organization, vocabulary, language use, and mechanics.

B. Data Description

According to Oxford Learners' Pocket Dictionary, the word "data" means information or facts to be analyzed.[1] Data here was students' name list. After conducting the research, the data were gotten. The data were taken from

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[1]*Oxford Learners' Pocket Dictionary...*, p.113.

students during the research, since the preliminary research, first cycle, and second cycle.

The data were gotten from students' preliminary test and tests in each cycle. Tests were conducted in preliminary research and each cycle. The standard minimum score was 70. There were 40 students participated in the research. Each student was labeled by a code as below:

Table 4.1

Students' Name List

No	Name	Students' Code (SC)
1	Abdul Kholiq Burhanudin	S-1
2	Ahmad Fandi	S-2
3	Ahmad Irfan Kurniawan	S-3
4	Ahmad Mu'alimin	S-4
5	Ainun Nazib	S-5
6	Ali Maskur	S-6
7	Andika Febriansyah	S-7
8	Anton Saefudin	S-8
9	Astrit Mapitasari	S-9
10	Ayuk Nur Rohmah	S-10
11	Budianto	S-11
12	Cahya Alfian Ghozali	S-12
13	Choirur Rozaq	S-13
14	Dewi Santi Yagi	S-14
15	Dias Rifki Aji	S-15
16	Dika Andriawan	S-16
17	Eva Khosa Nurul Izzah	S-17
18	Fata Zuhria	S-18

19	Heri Wicaksono	S-19
20	Herlin Bogi Nur Cahyaning	S-20
21	Heru Sulistiyanto	S-21
22	Irawan Ghazali	S-22
23	Kharisma Putri Fiandari	S-23
24	Krisna Bayu Putra	S-24
25	Kusmayanti	S-25
26	Laili Indah Ulifatul Khasana	S-26
27	M. Benny Abdullah	S-27
28	Mirta Tri Mundolifah	S-28
29	Muchlisin	S-29
30	Muhammad Lutfian	S-30
31	Mukharif Sholahudin	S-31
32	Nava Novitasari	S-32
33	Nuril Anwar	S-33
34	Oviana Safitri	S-34
35	Puput Purwoningsih	S-35
36	Rika Dwi Astutik	S-36
37	Risma Dwi Cahyaningrum	S-37
38	Saiful Anwar	S-38
39	Septiana Galuh Rahma Ningrum	S-39
40	Slamet Romadhon	S-40

C. Data Analysis Per Cycle

The data that was gotten would be analyzed percycle. It was done to make easy in describing the implementation of problem based learning in teaching learning process and students' improvement in writing discussion text after being taught using problem based learning strategy.

1. Preliminary Research

A preliminary research was conducted on Monday, September 7th 2015. There were 35 students as the participants. In this activity, students were taught discussion text by conventional method. In this case, the researcher conducted at the beginning of the research. It was done by Mrs. Novita Aris Isnani as the teacher of English. The researcher just observed the classroom activity during the English lesson.

Firstly, she explained definition of discussion text but most of the studentsdid not pay attention to the teacher's explanation. Most of them had been busy with their personal activities. There weresome students who also chatted and joked with their friend while the teacher explained. After that, the teacher asked some questions to the students about the material that the students did not pay attention, but they were confused to answer the question because they had changed their attention with their activities. It means that the students' understanding were low.

Then, The researcher observed the students' activities during teaching learning process. The researcher used observation checklist.From the result of observation, the students' condition in preliminary research was average, it was 44%. It can be defined by who paid attention on the teacher's explanation were 12 students of 36 students, students enthusiasm in teaching learning process were only 12 students, the students showed curiosity by asking questions were 7 students, the students answered the questions were 2 students, and the students who understood with the

material were 12 students. In this preliminary research, the teacher did not use a kind of strategy to teach.

The teacher used the time to explain for a half hour. Then, the teacher gave a task to the students to compose discussion text without the strategy of problem based learning. The teacher provided sixty minutes to finish the task. The purpose of the test was to measure the understanding of writing discussion text. The score from preliminary test could be seen in the table below:

Table 4.2

Score Test in Preliminary Test

No.	SC	Item Analysis					Total Score
		C	O	V	LU	M	
1	S-1	13	9	13	11	3	49
2	S-2	10	8	9	8	2	37
3	S-3	21	10	13	11	2	57
4	S-4	21	13	13	13	3	63
5	S-5	13	15	9	11	2	50
6	S-6	18	15	10	11	3	57
7	S-7	20	15	10	11	3	59
8	S-8	23	15	16	11	3	68
9	S-9	21	15	15	15	3	69
10	S-10	20	14	10	12	2	58
11	S-11	2	2	2	2	2	10
12	S-12	-	-	-	-	-	-
13	S-13	20	15	13	11	3	62
14	S-14	-	-	-	-	-	-
15	S-15	12	13	11	11	3	50

16	S-16	15	14	10	11	3	53
17	S-17	-	-	-	-	-	-
18	S-18	12	15	11	11	3	52
19	S-19	17	14	10	11	3	55
20	S-20	25	15	15	15	4	74
21	S-21	26	19	14	11	3	73
22	S-22	17	14	10	11	3	55
23	S-23	15	14	10	11	3	53
24	S-24	22	10	14	12	3	61
25	S-25	21	15	10	9	2	57
26	S-26	13	7	13	11	4	48
27	S-27	12	13	11	11	3	50
28	S-28	22	15	10	11	3	61
29	S-29	-	-	-	-	-	-
30	S-30	22	15	10	11	3	61
31	S-31	21	18	13	11	3	66
32	S-32	-	-	-	-	-	-
33	S-33	25	14	13	11	3	66
34	S-34	21	15	15	15	3	69
35	S-35	12	14	10	10	3	49
36	S-36	17	9	10	10	3	49
37	S-37	25	17	13	15	3	73
38	S-38	20	12	10	12	2	56
39	S-39	12	15	11	11	3	52
40	S-40	13	14	10	11	3	51
Total							1974

Note:

C   : Content

O   : Organization

V   : Vocabulary

LU : Language Use

M   : Mechanics

The researcher analyzed the score by using the formula is as follow:

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

M   : Mean

X   : total of score

N   : total of students

$M = \frac{1974}{35} = 56{,}41$

It can be seen from the table above that the average score of the students test for precycle is 56,41. It means that the result was low, the result of preliminary test was not satisfying yet. The researcher was aware of the most of the students in class XII-IPS still have difficulties in composing discussion text in five aspects of writing skill. Here, the researcher intended to help them to improve their understanding on discussion text by using problem based learning. She considered that by giving continuous improvement to the students they would get better result, and she was also aware that teacher's ability to carry out the material in teaching learning process was important part. To know the

sucess treatment in the cycle, the researcher considered some indicators of sucess are as follow:

1) The students' average achievement get upper minimum score (the minimum score is 70).

2) Students' understanding in discussion text is increasing after they taught by Problem Based Learning strategy approved by 80% get good mark (the score of post test is higher than the score of pre-test).

3) The students show positive respond in the learning process, such as: paying attention, showing enthusiasm, having curiosity, and showing activeness.

2. Cycle One

   a. Planning

   Cycle one was done on September 12ndand 14th2015. The students' score in the preliminary test was not satisfied. So that the teacher and researcher implemented problem based learning strategy. The treatment was focused on improvement of students' ability in writing discussion text. Before applying problem based learning strategy, the researcher prepared the instructional tools that were needed in teaching learning such as lesson plan, observation checklist,slides, video, and students' test.

   b. Acting

   The next action done by the teacher was to do the procedure that had been planned. There were 39 students as the participants. The

teacher began the class by greeting the students, asking the students to pray together, checking the students' attendance, motivating the students by questioning and answering about discussion text, delivering the aim of the learning. The teacher divided the students in to some groups, showed video of people who give argumentation about a phenomenon in the environment, asked the students to explain the video that had been watched, showed discussion text in the slide, explained definition and generic structure of discussion text. Then, the teacher explained about problem based learning strategy where the teacher posed situation in the exercise as stimulation to trigger the students developing their idea in making discussion text. The teacher gave some title of situations such as building company everywhere, watching TV for children, and smoking. Every group chose one situation to make discussion text. Every group analysed the problem situation, collecting ideas from their knowledge or using internet.The students also used dictionary to help them easy to search vocabulary that they did not know. The teacher monitored the students' activities whereas she helped the difficulties of the students.After finishing the task, everygroup presented their result in front of the class. The teacher with the students corrected the students' result if the students made mistakes. To measure the ability of every student, the teacher gave individual task. It was carried on September 14th, 2015. Here, every

student composed discussion text which the teacher posed problem situation. The participants here were 37 students.

c. Observing

During the teaching learning process, the researcher observed the students' condition when teacher did teaching process and the students did activities using problem based learning strategy. From the result of observation, there was the improvement of students' condition during activities in teaching learning process from preliminary research 44% to 64%in the first cycle, it was good improvement. In this phase, the teacher used problem based learning strategy where the students studied in their group so the teacher felt easier to handle the class during teaching learning process. They could more pay attention to the teacher. It can be described who paying attention increased from preliminary research 12 students to 22 students. Thestudents' enthusiasm from 12 Students to 22 students. Students showed curiosity from 7 Students to 11 Students. In this case the teacher answered some questions from the students. The activeness from the students made the class more interesting. For students who answered the question and understood toward the material also increased because the teacher gave clearer explanation.

Whereas the result of teacher's observation in cycle I was good, it was 64%. The teacher's presentation and performance were good. It got improvement from 50 % to 64 %. The teacher also could use the

strategy and media effectively. In this cycle the teacher used slide, video, and dictionary as media to teach writing discussion text and posed problem situation in paper test as stimulation to develop the idea in making discussion text. Actually, the teacher was good but in some aspects the teacher was weak. She explained very fast so that many students did not understand what the teacher meant. She also less in giving chance to the students to ask question. Moreover, the teacher could not manage the class well. In this case, there were many students who still did not pay attention to the material.

According to the result of the observation, it can be concluded that there were more students joined the class enthusiastically. However, there were somestudents still made noisy when they were doing the task. There were some still passive. There were some confused and not understood with the material but they did not know what to be asked from the material.

d. Reflecting

Finally, to check the students' understanding on writing discussion text through problem based learning, the writer evaluated them by giving the evaluation (cycle I test). The result is as follow:

Table 4.3

Score Test in Cycle One

No.	SC	Item Analysis					Total Score
		C	O	V	LU	M	
1	S-1	-	-	-	-	-	-
2	S-2	17	15	10	10	2	54
3	S-3	24	18	10	14	2	68
4	S-4	24	15	11	17	2	69
5	S-5	17	14	10	11	3	55
6	S-6	24	18	10	14	2	68
7	S-7	24	15	11	17	3	70
8	S-8	21	16	10	18	3	68
9	S-9	21	15	15	15	3	69
10	S-10	-	-	-	-	-	-
11	S-11	21	16	10	18	3	69
12	S-12	24	15	7	10	2	58
13	S-13	24	15	11	17	3	70
14	S-14	17	15	15	18	3	68
15	S-15	24	15	11	17	3	70
16	S-16	17	15	15	18	3	68
17	S-17	-	-	-	-	-	-
18	S-18	15	17	13	17	3	65
19	S-19	17	15	10	12	2	56
20	S-20	25	15	10	12	2	56
21	S-21	21	16	16	18	4	75
22	S-22	24	15	11	20	3	73
23	S-23	24	15	10	14	2	68
24	S-24	24	18	10	14	2	68
25	S-25	24	14	14	12	3	67

26	S-26	24	14	14	12	3	67
27	S-27	24	18	15	14	4	75
28	S-28	24	15	11	17	3	70
29	S-29	15	17	13	17	3	65
30	S-30	24	18	15	14	4	75
31	S-31	21	16	13	18	3	71
32	S-32	25	15	17	15	4	76
33	S-33	24	18	15	14	4	75
34	S-34	25	16	15	15	3	74
35	S-35	13	10	13	12	2	50
36	S-36	13	10	13	12	3	50
37	S37	25	17	15	15	3	75
38	S-38	17	15	13	12	3	60
39	S-39	15	17	13	17	3	65
40	S-40	24	15	15	18	3	68
Total							2486

The researcher analyzed the score by using the formula is as follow:

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

M: Mean

X: total of score

n: total of students

$M = \frac{2486}{37} = 67,1$

It can be seen from the result of the first cycle test that the average score was 67,1. Most of the students got higher score than in preliminary test. However, there were only thirteen students who got the criteria of minimum score. The students who had not got minimum score still made many mistakes in aspects of writing. They made little substance in the content. The idea was still limited which made the organization was still poor. They made many mistakes to use grammar correctly in using plural and singular form, determiner, etc. Most of them are not using the right tense; in this case simple present tense but there some used past tense. They had many mistakes to use right punctuation and spelling. Also, they often missed words. These also gave effects to the criteria of vocabulary, language use, and mechanics got fair or even poor.

The low of students' result was not the only students failed in the learning but the researcher observed the lack of teacher in the teaching such as the teacher did not use clear voice. She explained very fast so that many students did not understand what the teacher meant. She also less in giving chance to the students to ask question. Moreover, the teacher could not manage the class well. In this case, there were many students who still did not pay attention to the material.

Knowing the short of aspects writing and the low result of cycle one, the researcher continued the research to the next cycle.

3. Cycle two

Cycle two was conducted on September 19th and 21st 2015. Before doing this cycle, the teacher and the researcher set the wheels in motion as follow:

a. Revise Plan

The researcher did this cycle based on the reflection of the first cycle with the teacher of English. In this revise plan activity, the teacher prepared the instructional tool for teaching and learning process such as; arranging lesson plan. Here the lesson plan was modified with different material and activities from the previous one but still used problem based learning strategy. Its supposed to make the students would get better improvement on their result. Then, the teacher prepared media, observation checklist which needed in teaching learning process. The teacher also prepared test for the students which the test was different topic in this cycle than the test in the previous cycle.

b. Acting

As the reflection from the first cycle, the teacher role in this cycle was handed out by Mrs. Novita Isnani as the teacher of English in the class as usual. There were 37 students as the participants. In this action the teacher began her teaching by opening and greeting. The teacher asked the students to pray together, checked the students attendance. The teacher divided the students in to five groups. The teacher showed

discussion text on white board, asked the students to mention the definition, generic sturucture of discusssion text based on the previous meeting. the teacher gave correction to the students explanation. The teacher gave quiz about discussion text. The teacher more explained about discussion text with explaining the language features of discussion text. Then, the students got problem situation about using facebook. They composed discussion text about the advantage and disadvantage of facebook. They work in group. The members of the group were still same from the previous meeting. After finishing the exercise, every group presented their result in front of the class. The teacher with the students corrected the students' result if they still made mistakes.The time was finished to the material on September 19th 2015. Then jump to the test on Monday September 21st 2015. In this section the teacher posed situation of the topic, gave instruction to the students to make discussion text. the teacher monitored the students activities. There were 37 students as participants.

c. Observing

In this phase, during the teaching learning process, the researcher observed the students' condition when teacher did teaching process and the students did activities using problem based learning strategy.In the second cycle, the result reached 80%. The students showed their improvement in their positive response of teaching learning process. They showed enthusiasm and activeness. The students attention,

enthusiasm and understood toward the material got around 25 students. The students curiosity were around 30 students. Most of them asked question to the teacher about the difficulties in the grammatical item, vocabulary, and language use.

Whereas the result of teacher's observation could be concluded that the teacher's condition in cycle II was good, it was 80%. There were some improvements of the teacher's presentation and performance. The teacher also could apply the strategy effectively.

d. Reflecting

Finally, to measure the students understanding on discussion text using problem based learning strategy the researcher gave the test. The result is as follow:

Table 4.4

The students' English score test of cycle II

No	SC	Item Analysis					Total Score
		C	O	V	LU	M	
1	S-1	17	13	13	15	3	61
2	S-2	26	18	17	18	4	83
3	S-3	21	14	17	17	4	73
4	S-4	22	17	15	15	3	72
5	S-5	17	15	10	17	2	61
6	S-6	26	18	17	18	4	83
7	S-7	22	18	17	18	4	79
8	S-8	22	17	15	15	3	72
9	S-9	21	15	17	15	3	71
10	S-10	20	14	10	12	2	58
11	S-11	21	15	17	15	3	71
12	S-12	22	15	17	15	3	72
13	S-13	26	18	17	18	4	83

14	S-14	27	16	18	18	5	84
15	S-15	22	15	17	17	3	74
16	S-16	25	18	17	17	3	80
17	S-17	-	-	-	-	-	-
18	S-18	20	17	15	17	3	72
19	S-19	21	15	17	20	4	77
20	S-20	25	17	17	17	3	79
21	S-21	-	-	-	-	-	-
22	S-22	22	17	17	17	3	76
23	S-23	21	17	14	15	3	70
24	S-24	-	-	-	-	-	-
25	S-25	17	15	15	17	3	67
26	S-26	24	14	14	12	3	67
27	S-27	26	18	17	18	5	84
28	S-28	22	15	17	17	3	74
29	S-29	21	14	17	17	3	72
30	S-30	26	18	17	18	4	83
31	S-31	26	18	13	17	3	77
32	S-32	26	18	17	17	4	82
33	S-33	26	18	17	18	4	83
34	S-34	26	18	13	17	3	77
35	S-35	20	15	17	18	3	73
36	S-36	20	17	15	15	3	70
37	S-37	25	17	16	17	4	79
38	S-38	20	15	17	17	2	71
39	S-39	25	17	15	17	3	77
40	S-40	21	15	17	18	3	74
Total							2761

The researcher analyzed the score by using the formula is as follow:

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

M: Mean

X: total of score

n: total of students

$M = \frac{2761}{37} = 74,6$

The result of students average result was better than before, it was 74,6. Although there were some students that failed getting minimum criterion of passing score, but there were many students could improve their score in the second cycle. The minimum score was 58 and the maximal score was 84. There were 5 students who got under the minimum criterion of passing score. Those who got score below the minimum criterion of passing score because theyhad limited idea to develop their text so that they had fair or poor in the organization, vocabulary and language use. However, this research had reached the indicator of achievement where 80% of students had gotten the minimum score. So, the research was enough for this cycle.

D. Final Data Analysis

1. The Result of Observation Checklist

After the researcher implemented problem based learning as the strategy of teaching writing discussion text, she got data.It was analyzed from each cycle and then the researcher got the result of the classroom action research as followed:

Table 4.5

Students' Observation Checklist

No	Criteria	Grade		
		Pre Cycle	Cycle I	Cycle II
1	The students show attention toward the teacher's explanation	2	3	4
2	The students show ethusiasm in teaching learning process	2	3	4
3	The students show curiosity by asking the question	3	5	5
4	The students answer the questions from the teacher	2	2	3
5	The students understand toward the material that has been given by the teacher.	2	3	4
	Total	11	16	20
	Percentage	44%	64%	80%

Note:

5: Most of students (71-100%) 28-39 students

4: Half of students (51-70%) 20-28 students

3: Many students (31-50%) 12-20 students

2: Few students (<20%) 4- 12 students

1: None (0%) None of the students

Explanation:

1. Poor: 0-20%

2. Fair: 21-40%

3. Average 41-60%

4. Good: 61-80%

5. Excellent: 81-100%

It can be seen from the observation above that there were improvements from the students' activities on writing discussion text. It was 44% in the preliminary research. It was being 64 % in the cycle one and it was being 80% in the cycle two. Students showed attention to the teacher, they were being enthusiastic in teaching and learning process by using problem based learning. They showed curiosity, approved by most of the students were active in responding to the teacher questions. In every cycle they also showed their improvement in understanding to the material.

The researcher also observed the teacher activities during the teaching process. The results as followed:

Table 4.6

Teacher Observation Checklist

No	Criteria	Observation Result		
		Pre Cycle	Cycle I	Cycle II
1.	Presentation			
	a. Teacher's explanation is easy to be understood, explicit, and logic.	3	4	4
	b. Teacher gives students chance to ask some questions about the material.	2	3	5
	c. Teacher can answer the students' question about the material.	4	4	4
	d. Teacher can involve students to make a conclusion	4	4	4
2.	Implementing of strategy			
	a. Teacher can apply the strategy appropriate with lesson planning.	2	3	4
	b. Teacher can give explicit and easy to be understood instructions.	2	4	4
	c. Teacher can use media effectively	2	3	4
3	Performance			
	a. Teacher has clear voice during teaching and	2	3	4

learning process.			
b. Teacher can manage students in class.	2	3	4
c. Teacher gives fair and respect treatment for students.	2	3	3
Total	25	34	40
Percentage	50%	64%	80%

It can be seen from the observation above that there were improvements from the teacher's activities in teaching writing discussion text. It was 50% in the preliminary research. It means that the score is still average. It was being 64 % in the cycle one and it was being 80% in the cycle two. It means that the scores were good. The teacher felt easier to handle the class when she taught using problem based learning strategy.

2. The Result of Test

The result of the test, which was conducted three times consist of preliminary test, test in each cycle, used as comparative data was basically improving. The result of preliminary test was 56,1 cycle I was 67,1, and cycle II was 74,6. Based on the result, it could be concluded that the success of students' learning could be reached. The average of students' score and average from preliminary until second cycle could be seen in the table below:

Table 4.7

The Result of Test from Preliminary, the First Cycle, and the Second Cycle

No.	SC	Score		
		Pre Cycle	Cycle I	Cycle II
1	S-1	49		61
2	S-2	37	54	83
3	S-3	57	68	73
4	S-4	63	69	72
5	S-5	50	55	61
6	S-6	57	68	83
7	S-7	59	70	79
8	S-8	68	68	72
9	S-9	69	69	71
10	S-10	58	-	58
11	S-11	10	69	72
12	S-12	-	58	71
13	S-13	62	70	83
14	S-14		68	84
15	S-15	50	70	74
16	S-16	53	68	80
17	S-17	-	-	-
18	S-18	52	65	72
19	S-19	55	56	77
20	S-20	74	74	79
21	S-21	73	75	-
22	S-22	55	73	76
23	S-23	53	68	70
24	S-24	61	68	-
25	S-25	57	67	67

26	S-26	49	67	67
27	S-27	50	75	84
28	S-28	61	70	74
29	S-29	-	65	72
30	S-30	61	75	83
31	S-31	66	71	77
32	S-32	-	76	82
33	S-33	66	75	83
34	S-34	69	74	77
35	S-35	49	50	73
36	S-36	49	50	70
37	S-37	73	75	79
38	S-38	56	60	71
39	S-39	52	65	77
40	S-40	51	68	74
Total Score		1974	2486	2761
Mean		56.4	67.1	74.6

It was the result of students' average score from preliminary cycle to cycle II. In the preliminary research there were 3 students who got good score. In the first cycle there were 14 students who got good score. In this cycle the students showed the improvement by using problem based learning strategy. In the second cycle theere were23 students who got good score. Even, there were 9 students who got excellent score.

Although problem based learning had improvement in the learning process but there were some cases that there were some students had not improved their score. When the researcher reflected with the teacher of

English she explained that it was because their ability to catch the lesson is low. It is happened not only in English class but also in the other classes. Another cases that there were some students who got improvement in one of two cycles. It was because they had limited idea to develop their text, so they did not have improvement in their score. Though, they actively participated in the learning process. Another case that there were some students got significant improvement in one of two cycles, it was because they did not joined the test in the other cycle. It was because they had been sick or they had been presence of family business.

Based on the table above we can see that there was improvement of students understanding in writing discussion text after being taught by problem based learning strategy.Most of the students had been success to build reasoning in composing discussion text, communicating and connecting with their friends. Using problem based learning, the indicator of achievement was reached. It was 80% from students got the minimum criterion of passing score.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A.   Conclusions

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about the implementation of problem based learning to improve writing skill in discussion text (a classroom action research at the third grade students of MA NU 04 Al-Ma'arif Boja), it can be concluded that:

1. The implementation of problem based learning to improve writing skill in discussion text could be applied in teaching writing discussion text, the activity seemed to be more amusing and challenging. The implementation of problem based learning in teaching writing discussion text was done by dividing students in to five groups, each group consist of seven or eight students. Each group got the exercise which contained problem situation. After that, each group made discussion text based on the problem given by teacher. In the first cycle the students who had not got minimum score still made many mistakes in aspects of writing. They made little substance in the content. The idea was still limited which made the organization was still poor. They made many mistakes to use grammar correctly in using plural and singular form, determiner, etc. Most of them are not using the right tense; in this case simple present tense but there some

used past tense. They had many mistakes to use right punctuation and spelling. Also, they often missed words.Then, the researcher continued to the second cycle which there was improvement in the students' result.

2. According to the data from the result of tests and observation which had been done and analyzed in the previous chapter it showed indicators that implementing the problem based learning to improve writing skill in discussion text could help the students. Problem based learning could be a solution for the students to make discussion text easier because problem based learning pose situation as stimulation which the students could develop ideas. There was an improvement on students score too. The mean of the tests scores increased from 56,4 in pre cycle, it was becoming 67,1 in the first cycle, and then it was becoming 74,6in the second cycle.

B.   Suggestions

This research is useful for English teachers to improve students' understanding in writing discussion text. However, there are many strategies to be used in teaching learning process, but problem based learning is one of the alternative strategies in teaching discussion text. Having finished conducting this research, the writer considers some suggestions in order to improve students' understanding in writing

discussion text, especially for the researcher, teacher, the students, next researcher, and the readers. The writer's suggestions are as follow:

1. For the teacher

    Problem based learning can be one of creative strategies in teaching writing discussion text. It was helpful to improve students writing skill. Therefore, the teacher needs to maintain using problem based learning in the next new academic year of teaching discussion text.

2. For Students

    By this research, the researcher suggests the students to practice more of writing skill to increase their ability in producing written text. Moreover, learning participation is the important factor to gain the learning achievement. The researcher suggests to the students to improve their learning participation in class. The students should be active in learning activity in order to the students can get the knowledge and skill which are needed in their daily life.

3. For the next researcher

    The implementation of problem based learning has given good result of the improvement in writing discussion text for the third grade of MA NU 04 Al-Ma'arif Boja. Hopefully problem based learning can be a reference for conducting research for next researcher.For example, the next researcher can use problem based learningto conduct classroom action research in speaking skill.

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Teacher Observation Checklist

No	Criteria	Observation Result				
		1	2	3	4	5
1.	Presentation a. Teacher's explanation is easy to be understood, explicit, and logic. b. Teacher gives students chance to ask some questions about the material. c. Teacher can answer the students' question about the material. d. Teacher can involve students to make a conclusion					
2	Implementing of strategy a. Teacher can apply the strategy appropriate with lesson planning. b. Teacher can give explicit and easy to be understood instructions. c. Teacher can use media effectively					
3	Performance a. Teacher has clear voice during teaching and learning process. b. Teacher can manage students in class. c. Teacher gives fair and respect treatment for students.					
	Total					

Explanation:

a. Poor
   The aspect of activity that was observed above, reaches about 20% from overall percentage 100%
b. Fair
   The aspect of activity that was observed above, reaches about 21-40% from overall percentage 100%
c. Average
   The aspect of activity that was observed above, reaches about 41-60% from overall percentage 100%
d. Good
   The aspect of activity that was observed above, reaches about 61-80% from overall percentage 100%
e. Excellent
   The aspect of activity that was observed above, reaches about 81-100%

Appendix 2

Form Observation Checklist

Students' Observation

No.	Criteria	Checklist					Grade
		1	2	3	4	5	
1	The students show attention toward the teacher's explanation						
2	The students show ethusiasm in teaching learning process						
3	The students show curiosity by asking the question						
4	The students answer the questions from the teacher						
5	The students understand toward the material that has been given by the teacher.						

Note:

    5: Most of students(71%-100%) 28-39 students
    4: Half of the class (51%-70%) 20-28 students
    3: Many students (31%-50%) 12- 20 students
    2: Few Students (<20%) 4-12 students
    1:None (0%) None of the students

    Explanation:

a. Poor
    The aspect of activity that was observed above, reaches about 20% from overall percentage 100%
b. Fair
    The aspect of activity that was observed above, reaches about 21-40% from overall percentage 100%
c. Average
    The aspect of activity that was observed above, reaches about 41-60% from overall percentage 100%
d. Good
    The aspect of activity that was observed above, reaches about 61-80% from overall percentage 100%
e. Excellent
    The aspect of activity that was observed above, reaches about 81-100%

Lesson Plan

Cycle I

School : MA NU 04 BOJA

Subject : English

Class / Smstr : XII (Dua Belas) / I

Skill : Writing

Topic : *Discussion texts*

Time Allotment : 2x 45 minutes = 90 minutes

I. Standard of Competence

6. Expressing the meaning in written monolog text in the Narrative, Explanation, and Discussion Text accurately, fluently, and comprehensively in the context of daily life.

II. Basic Competence

6.2 Expressing the meaning and rethoric step in the monolog text using various written language accurately, fluently, and comprehensively in the context of daily life in the form of Narrative, Explanation, and Discussion text.

III. Aim of the Learning

In the end of learning, the students have been able to understand and express essay text in the form of discussion text accurately in the context of daily life.

IV. Indicators

6.2.1 The students are able to identify the important information in the discussion text accurately.

6.2.2 The students are able to identify generic structures of discussion text correctly.

6.2.3 The students are able to compose discussion text correctly.

V. Material

1. The Definition of Discussion:

A Discussion is a piece of writing that explores the pros and cons or the advantages and disadvantages of an issue to allow the readers to reach a logical conclusion.

2. Communicative purpose:

To present arguments, opinions, information from different viewpoints

3. Examples of Discussion texts:

   Newspaper editorials, thesis, journals, debates, article

4. Text Organization:

   a. Issue (introduces the topic and previews the arguments that follow)

   b. Arguments-for (are positive arguments in support of the issue)

   c. Arguments-against (are negative arguments in disagreement with the issue)

   d. Conclusion or recommendation (is a brief summary of the issue discussed)

5. Example of text

Junk-Food Facts	
General Statement introduces the topic	Are you a junk food junkie? Here's what you need to know. It's the 21st century and **"junk food"**(Generic non human participant) has gone global. For better or for worse (mostly worse), junk food is now available all over the world. **We**(Generic human participant) see it in most everywhere we go-in grocery and convenience stores, fast-food restaurants, on television usually looking very appealing. But just what are the facts about junk-food?
Argument for	"Junk-food" generally refers to foods that contribute lots of calories but little nutritional value. Of course, what's "consider junk" food depens on whom who ask. Some **might** (modality) say pizza is junk- food, for example. **But I** (conjuctive relation) personally **don't think** (mental verb) so, since it contributes real food with nutrients, like cheese and tomato sauce. Add whole-wheat or part whole-wheat crust, plus veggies as a topping, I'd say pizza comletely exits the junk food category.
argument against	One problem with junk food is that they are low in satiation value-that is, people don't tend to **feel** (mental verb) as full when they eat them-which can lead to overeating. Another problem is that junk food tends to replace other, more nutritious food. When people drink lots of soda, for example, they are udually not getting plenty of low fat dairy or other healthful beverages like green tea or orange juice. When they're snacking on chips and cookies, they're usually not loading up on fruits and vegetables.
Conclusion/ Recommendation	Most "junk-food" falls into the categories of either "snack food" or "fast food". And then there are things like breakfast cereals. They seem innocent enough, but some of them could definitely be considered "junk-food", as they mostly contain sugar or high- fructose corn syrup and white flour or milled corn.

VI.   Learning Method : PPP (Presentation, Practice, Produce)

VII.   Teaching and Learning Activities

Description of the TeacherActivities	Description of the Students Activities
Preactivities 1. The teacher greets the students 2. The teacher asks the students to pray together 3. The teacher checks the students attendance 4. The teacher motivating the students by questioning and answering about discussion text 5. The teacher delivers the aim of learning	Preactivities 1. The students respond to the greeting 2. The students pray together 3. The students respond the teacher 4. The students respond to the teacher 5. The students pay attention to the teacher when the teacher delivers the learning aim
Main Activities Exploration 1. The teacher divides the students in to some groups 2. The teacher shows video of people who give argumentation about a phenomena in the environment 3. The teacher asks to the students wether they know or do not about the video 4. The teacher explain the meaning of the video 5. The teacher shows discussion text in the form of slide 6. The teacher explains the definition, and generic structure of discussion text 7. The teacher explains about problem based learning strategy in teaching discussion text Elaboration 1. The teacher pose situation of the topic 2. The teacher gives some titles of the situation in order the students can choose freely the title 3. The teacher gives instruction to the students to make discussion text 4. The teacher monitors the students' activities 5. The teacher helps difficulties of	Main Activities Exploration 1. The students make group 2. The students pay attention to the video 3. The students explain about the video 4. The students pay attention to the teacher 5. The students pay attention to the teacher 6. The students pay attention to the teacher 7. The students pay attention to the teacher Elaboration 1. The students get the situation 2. Every group chooses one title 3. The students pay attention to the instruction 4. The students compose discussion text in their group 5. The students pose question to the

the students	teacher from their difficulties
Confirmation 1. The teacher gives positive feedback, award and reinforcement to the students 2. The teacher gives correction to the result of the students if they still make mistake 3. The teacher gives motivation to the students in order they always keep spirit to study	Confirmation 1. Every group of the students presents the result of his/her group 2. The students correct their result from the mistakes 3. The students pay attention to the teacher
Post Activities 1. The teacher reviews the material 2. The teacher tells the material will be learned in the next meeting 3. The teacher closes the learning process by praying together	Post Activities 1. The students review the material with the teacher 2. The students pay attention to the teacher 3. The students pray together

VIII. Instruments of Learning

1. Materials

    a. Power point

    b. Paper Test

    c. Dictionary

    d. Video

2. Tools

    a. LCD

    b. White Board

    c. Boardmarker

3. Resource

 M.J Ari Widayati and Rini Susanti Wulandari, *English Alive*, (Yudhistira: Yogyakarya, 2010

IX. Assessment

1. Form   : Written test

2. Technique   : Students compose discussion text at least three paragraphs contain

                    issue, argument for and against, and conclusion

3. Assessment Aspects   :

   Content   : the lowest score is 13 and the highest score is 30

   Organization   : the lowest score is 7 and the highest score is 20

Vocabulary   : the lowest score is 7 and the highest score is 20

Language Use : the lowest score is 5 and the highest score is 25

Mechanics   : the lowest score is 2 and the highest score is 5

Student's score = content score+ organization score+vocabulary

Score+ language score+ mechanics score= 100

Lesson Plan

Cycle II

School   : MA NU 04 Al- Ma'arif BOJA

Subject   : English

Class / Smstr   : XII (Dua Belas) / I

Skill   : Writing

Topic   : *Discussion texts*

Time Allotment : 2x 45 minutes = 90 minutes

X. Standard of Competence

   6. Expressing the meaning in written monolog text in the Narrative, Explanation, and Discussion Text accurately, fluently, and comprehensively in the context of daily life.

XI. Basic Competence

   6.2 Expressing the meaning and rethoric step in the monolog text using various written language accurately, fluently, and comprehensively in the context of daily life in the form of Narrative, Explanation, and Discussion text.

XII.   Aim of the Learning

   In the end of learning, the students have been able to understand and express essay text in the form of discussion text accurately in the context of daily life.

XIII.   Indicators

   6.2.1 The students are able to identify the important information in the discussion text accurately.

   6.2.2 The students are able to identify generic structures and language features of discussion text correctly

   6.2.3 The students are able to compose discussion text correctly.

XIV.   Material

   1. The Definition of Discussion:

       A Discussion is a piece of writing that explores the pros and cons or the advantages and disadvantages of an issue to allow the readers to reach a logical conclusion.

   2. Communicative purpose:

       To present arguments, opinions, information from different viewpoints

3. Examples of Discussion texts:

    Newspaper editorials, thesis, journals, debates, article

4. Text Organization:

    e. Issue (introduces the topic and previews the arguments that follow)

    f. Arguments-for (are positive arguments in support of the issue)

    g. Arguments-against (are negative arguments in disagreement with the issue)

    h. Conclusion or recommendation (is a brief summary of the issue discussed)

5. Language Features

    a. Focus on generic human and generic non-human participants

    b. Use of mainly material ,mental and relational processes

    c. Use of temporal and causal conjunctives relations

    d. Use of logical conjunctive relations

    e. Use of modality

    f. Reasoning expresses as verbs and noun

6. Example of text

Junk-Food Facts	
General Statement introduces the topic	Are you a junk food junkie? Here's what you need to know. It's the 21st century and **"junk food"**(Generic non human participant) has gone global. For better or for worse (mostly worse), junk food is now available all over the world. **We**(Generic human participant) see it in most everywhere we go-in grocery and convenience stores, fast-food restaurants, on television usually looking very appealing. But just what are the facts about junk-food?
Argument for	"Junk-food" generally refers to foods that contribute lots of calories but little nutritional value. Of course, what's "consider junk" food depens on whom who ask. Some **might** (modality) say pizza is junk- food, for example. **But I** (conjuctive relation) personally **don't think** (mental verb) so, since it contributes real food with nutrients, like cheese and tomato sauce. Add whole-wheat or part whole-wheat crust, plus veggies as a topping, I'd say pizza comletely exits the junk food category.
argument against	One problem with junk food is that they are low in satiation value-that is, people don't tend to **feel** (mental verb) as full when they eat them-which can lead to overeating. Another problem is that junk food tends to replace other, more nutritious food. When people drink lots of soda, for example, they are udually not getting

	plenty of low fat dairy or other healthful beverages like green tea or orange juice. When they're snacking on chips and cookies, they're usually not loading up on fruits and vegetables.
Conclusion/ Recommendation	Most "junk-food" falls into the categories of either "snack food" or "fast food". And then there are things like breakfast cereals. They seem innocent enough, but some of them could definitely be considered "junk-food", as they mostly contain sugar or high- fructose corn syrup and white flour or milled corn.

XV. Learning Method : PPP (Presentation, Practice, Produce)

XVI. Teaching and Learning Activities

Description of the TeacherAct Ivities	Description of the Students Activities
Preactivities 1. The teacher greets the students 2. The teacher asks the students to pray together 3. The teacher checks the students attendance	Preactivities 1. The students respond to the greeting 2. The students pray together 3. The students respond the teacher
Main Activities Exploration 4. The teacher divides the students in to some groups 5. The teacher shows discussion text on the white board 6. The teacher asks the students about the definition and generic structure based on the explanation from the last meeting 7. The teacher gives correction to the students' explanation 8. The teacher gives question to the students about discussion text 9. The teacher adds more explanation about language feature of discussion text Elaboration 10. The teacher pose situation of the topic 11. The teacher gives instruction to the students to make discussion text 12. The teacher monitors the students' activities 13. The teacher helps difficulties of	Main Activities Exploration 4. The students make group 5. The students pay attention to the teacher 6. The students respond to the teacher 7. The students pay attention to the teacher 8. The students answer the question 9. The students pay attention to the teacher Elaboration 10. The students get the situation 11. The students pay attention to the instruction 12. Every group finish the task 13. students pose question to the

the students Confirmation 14. The teacher gives positive feedback, award and reinforcement to the students 15. The teacher gives correction to the result of the students if they still make mistake 16. The teacher gives motivation to the students in order they always keep spirit to study	teacher from their difficulties Confirmation 14. Every group of the students presents the result of his/her group 15. The students correct their result from the mistakes 16. The students pay attention to the teacher
Post Activities 17. The teacher reviews the material 18. The teacher tells the material will be learned in the next meeting 19. The teacher closes the learning process	Post Activities 17. The students review the material with the teacher 18. The students pay attention to the teacher 19. The students pray together

XVII. Instruments of Learning

    1. Materials

        e. Power point

        f. Paper Test

        g. Dictionary

        h. Video

    2. Tools

        d. LCD

        e. White Board

        f. Boardmarker

    3. Resource

    M.J Ari Widayati and Rini Susanti Wulandari, *English Alive*, (Yudhistira: Yogyakarya, 2010

XVIII.   Assessment

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    Organization : the lowest score is 7 and the highest score is 20

    Vocabulary   : the lowest score is 7 and the highest score is 20

Language Use: the lowest score is 5 and the highest score is 25

Mechanics   : the lowest score is 2 and the highest score is 5

Student's score =content score+ organization score+

vocabulary score+ language score+

mechanics score= 100

Pre-Test

1. Compose text using the title below.

    a. The good and bad effect of Valentine day

2. Write down at leastthree paragraphs.

3. Give your argument for and argument against.

4. Write a conclusion in the end of your paragraph.

GOOD LUCK

Post Test

Cycle I

1. Write a text based on the situation below!

2. Write down at least three paragraphs!

3. Give your argument for and argument against.

4. Write a conclusion in the end of your paragraph

Situation

Motor Vehicle

Often we see motor vehicle everywhere. They are such motorcycle, car, truck, bus, etc. How many motorcyle does your family have? Do you know the effect of them? They can be the fast vehicle for people need. However, they can be pollution for life in our environment.

GOOD LUCK

Post Test

Cycle II

1. Write a text based on the situation below!

2. Write down at leastthree paragraphs!

3. Give your argument for and argument against.

4. Write a conclusion in the end of your paragraph.

Situation

The Good and Bad Effect of Smart Phone

In this global era smartphone is massively created by company. There are many labels such as Samsung, Apple, Blackberry and so on. Can you avoid them from your life? How many does your family have? Do you know the effect of them? They can be smart gadget for people need. However, they can destroy people's life.

GOOD LUCK

Appendix 8

The teacher was opening the class	It was teaching learning process
The students were finishing the task	The teacher was monitoring the students
The students were presenting their result	The students were presenting their result

Dewi Santi Tagi
B. Inggris

The Good and Bad Effect of Smart Phone.

In this global era smartphone is massively created by company. There are many labels such as Samsung, Apple, Blackbarry and so on. In modern times, humans being can not be separated from the smartphone. Many of them have more then one smartphone to its requirements in their daily.

With smartphone we can communicate, can in create knowledge, can do business in the online and others. But on the other side of the phone can also be a negative impact of which can interfere with physical and mental health, can interfers in the activities such as in use while driving and others.

It's arrious that smartphone has many and vantages for people need, as the user we have to select one to use it.

Co: 27
Or: 16
Vu: 18
Lu: 18
M: 5
___
84

The Good and Bad Effect of smart phone

godget for people need. However, they can destroy people's life. because so many people use it even on ony person.

In this global era smartphos is alon has more than one phone It significs that they desperately need mobile.

=> Because so many people use it even on ene. I even them Selvers had also had two mobile phones.

Arqument against ?
Conclusion ?

Co: 20
Or: 14
Vo: 10
Lu: 12
M: 2
___
58

Hama: Ayuk Nur Dohmah.
XIIIPS.
B. Inggris.

Name: Risma Dwi Cahyaningrum
class : XII ~~sosial hi~~ social hight class
no.abs : last. (39)

1.) Motor Vehicle

2.)   often we see motor vehicle everywhere. many from people going to (they) work place , go to school, go to their village , and (going to) every place by motorcycle, In a street of city they are such motorcycle, car , truck, bus , etc. but ~~torith~~ by the motor cycle ~~too~~ they can (passes) of (jummed) in street of city , In my family we (has) three of motorcycle.
     'EFFECT from motor vehicle is (can) (make) a pollution For life in our environment. and so can damage our healthty.

3.) argument For : motorcycle can help us, because they can be the fast vehicle For people need.

argument against : motorcycle can make a pollution, and it is so damage and dangerous For our health , and so for the child, and woman.

4.) conclusion : motor vehicle is can help us to be the fast vehicle For people need. but motor cycle can make us accident if we can't be carefull in make it. motorcycle can be pollution to for life in our environment. and damage our ~~healthy~~ healthty

CO : 25
Or : 17
Vo : 15
Lu : 15
M : 3
―――
75

-This project coordinates the NIOSH Center for Motor Venicle Safety, a a "virtual center", designated by the NIOSH Director to address motor venicle Crashes the leading cause of traumatic occupational fatauties in the U.S curren emphasis areas are, global road safety initiatives, Including a 3-year collaborative study in India that will deuver road safety management workhshops to employer and driver training to truck drivers, as well as activities that support a 2010 resulution of the UN General Assembly proclaiming a "Decade of Action for Road safety 2011- 2020

- argument for → the Vehicle greatly helped communities in both near and far bertransportasi.

- argument again → motor vehicle can cause air pollution and urban congestion

- Conclusion → Many benefits that can be taken from motor vehicles but also in the community and there are disadvantages

Co : 13
Or : 10
Vo : 13
Lu : 12
M : $\frac{2}{50}$

Nama : Puput P.

Puput Pt

The Good and Bad Effect Of Smart Phone

In this global era Smart phone is massively created by company. There are many labels such as Samsung, Apple, Blackberry, Asus, and so on.

Smartphone has ~~may~~ many good effects such as for doing internet, getting fast information, doing bussiness, and increasing knowledge.

On the other hand. Smart phone has bad effects such as it wastes time to study, it can disturb people while driving, and it spends a lot of money.

Conclusion

It is Obvious that Smart phone has may advantages for People need. As the user we have to selective to use it.

Nama : M. Benny. A
Kelas : XII IPS

my name :   The good and bad effect on
Aluvn.   of valentive day

Valentine is an amazing day
beacuse many people celebrate It.
Valentine day has pasitive
fets It can remind.
During one to celebrate It
the hand Valentine
has negative effet It srendy
a lad of money I2 is
In the Islam forbiddy
day should ho exist though us Valentine
It Is Forbidden In Islam
but we can malu peopia
happy to celebrat It.
valentine's DAY Is a very
happy day when we get a
Chocolate

Co:13
Or :15
Vo:9
Lu:11
M: 2
50

The good and bad effect of Valentine day.

Nama : HERLIN BOEI NUE.C.
Kelas : XII IpS

- Valentine day is western festival. If our youth really want to celebrate than they can choose any other day.

- Valentine day is propaganda of western (capitalist) society which want to celebrate all those days where people can come out to shopping malls and (spend) money.

It is a day of love, when people give gifts, red roses, flowers, red stuffed toy, and greeting cards to each other.

Valentine's day is like other festivals where one can show his/ her love to dear ones.

- Valentine day spends a lot of money else that it is (for hidden) in islam.

- The conclusion is valentine should be there because if (gives) money advantages for people

Co = 25
or = 15
Vo = 15
Lu = 15
M = 4
—
74

1 The good and bad effect of Valentine day ~~statement ?~~

2. The conclusion is valends should be west clobated. conclusion ?

3. Valentine day has positive my heppy day argument for ?

y. Valentine other hend valenday south narative ⑩ argument again ?

Budianto
XII IPS

Nama : Nava Novitasari
kelas : XII IPS.
Mapel : Bhs Inggris.

Motor Vehicle.

Often we see motor vehicle everywhere. theyy are such motorcycle, car, truck bus, etc. My family also has motor Vehicle ~ It is motorcycle × and every day I am bring to school.

Argumen for : motor Vehicle ~~(the)~~ (tobe) useful for humam. such as can use for going to school, going to friends home, going to market, or going to office, ~~and~~ etc. ~~because~~ ~~very~~ ~~reason~~ motor Vehicle very important ~~human~~ for people need. because is there ~~are~~ not motor vehicle People can't (going) to.

Argumen against : Motor Vehicle can give negative effect for air, because they can be pollution for life In our environment. ~~&~~ more many motor Vehicle in World so then more broken this (is) World.

Co : 25
Or : 15
Vo : 17
Lu : 15
M : 4
76

Conclusion : Motor Vehicle (tobe) useful for humam but, motor Vehicle also negative effect for air, because they can be pollution for life in our environment ~~so then~~

SURAT KETERANGAN
No. E.IV/K/MA.04/B.0512/32/IX/2015

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah NU 04 Al Ma'arif Boja,

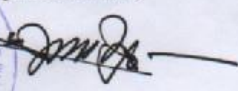Kabupaten / Kota Kendal, Propinsi Jawa Tengah dengan ini menerangkan bahwa :

Nama	:	Munjizatul Milah
Tempat / Tanggal Lahir	:	Banyumas, 1 Desember 1993
Status	:	Mahasiswa UIN Walisongo Semarang
Alamat	:	Jl. Prof.Dr.Hamka Kampus II Ngaliyan Semarang. 50185

Telah melakukan penelitian dikelas XII MA NU 04 Al Ma'arif Boja dengan judul :

The Implementasi of Problem Based learning to Improve Writing Skill in discussion

text.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana

mestinya.

Boja, 27 September 2015
Kepala Madrasah,

Drs. SHOBIRIN, M.S.I.
NIP. 19640611 199303 1 003

SURAT KETERANGAN
No. E.IV/K/MA.04/B.0512/32/IX/2015

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah NU 04 Al Ma'arif Boja,

Kabupaten / Kota Kendal, Propinsi Jawa Tengah dengan ini menerangkan bahwa :
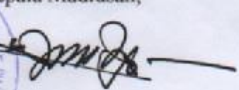
Nama	: Munjizatul Milah
Tempat / Tanggal Lahir	: Banyumas, 1 Desember 1993
Status	: Mahasiswa UIN Walisongo Semarang
Alamat	: Jl. Prof.Dr.Hamka Kampus II Ngaliyan Semarang.
	50185

Telah melakukan penelitian dikelas XII MA NU 04 Al Ma'arif Boja dengan judul :

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mestinya.

Boja, 27 September 2015
Kepala Madrasah,

Drs. SHOBIRIN, M.S.I.
NIP. 19640611 199303 1 003

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : pbb.walisongo@gmail.com

Certificate

Nomor : In.06.0/P6/PP.00.9/0188/2015

Certificate Number : 12015074

This is to certify that

MUNJIZATUL MILAH
Student Register Number: 20150142074

the TOEFL Preparation Test

conducted by

*the Language Development Center State University for Islamic Studies (UIN) "Walisongo"
Semarang*

On March 17th, 2015

and achieved the following result:

Listening Comprehension	Structure and Written Expression	Vocabulary and Reading	Score
52	54	41	490

*Give in Semarang,
March 24th, 2015
Director,*

H. Muhammad Saifullah, M.Ag.
NIP. 19700321 199603 1 003

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PIAGAM

Nomor : In.06.0/L.1/PP.06/480/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama   : **MUNJIZATUL MILAH**

NIM   : **113411086**

Fakultas : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai :

.....................................**85**.................................... (.....................**4,0 /A**.....................)

Semarang, 12 Juni 2015
Ketua,

Dr. H. Sholihan, M. Ag.
NIP. 19600604 199403 1 004

CURRICULUM VITAE

A. Personal Identity

1. Full Name : Munjizatul Milah

2. Place & Date Born : Banyumas, December 1st 1993

3. Address : Ketanda Rt 04 Rw 03, Sumpiuh Banyumas

   Phone : 087737552688

   E-mail : milla01sph@gmail.com

B. Background of Education

1. Formal Education

   a. MI Nurul Ulum Lebeng in the academic year of 1999-2005

   b. MTs Nahdlatut Talamidz Gumelar Lor in the academic year of 2005-2008

   c. MA Nahdlatut Talamidz Gumelar Lor in the academic year of 2008-2011

   d. UIN Walisongo Semarang in the academic year of 2011-2015

2. Non Formal Education:-