

## The Use Of Problem Based Learning On Students' Writing Skill

<sup>1</sup>Bq. Zuhrotun Nafisah, <sup>2</sup>Tri Setianingsih, <sup>3</sup>Siti Syafi'atul Qomariyah

<sup>123</sup>English department, faculty of culture, management, and business, Universitas Pendidikan Mandalika), Jalan Pemuda 59A, 83126, Mataram, Indonesia

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### ABSTRAK

Penelitian ini bertujuan untuk mengukur pengaruh Problem Based Learning terhadap keterampilan menulis siswa. Penelitian ini merupakan penelitian eksperimen dan desain yang digunakan adalah one-group pretest-posttest design. Populasi penelitian ini adalah siswa kelas XII SMAN 1 Gunungsari. Kelas yang dipilih sebagai sampel adalah kelas IPS XIIA sebagai kelompok eksperimen terdiri dari 15 siswa dari nomor urut genap dan kelas IPS XIIB sebagai kelompok kontrol terdiri dari 15 siswa dengan nomor urut ganjil. Kelompok Eksperimen diberi perlakuan Problem Based Learning dan kelompok kontrol diberikan perlakuan tanpa metode Problem Based Learning. Instrumen yang digunakan dalam penelitian ini adalah tes menulis. Dalam menganalisis data, peneliti menggunakan analisis statistik dengan software SPSS, yang menunjukkan bahwa nilai sig = 0,000 lebih kecil dari 0,05. Oleh karena itu, berdasarkan hasil analisis dapat berdasarkan hasil analisis dapat disimpulkan bahwa terdapat perbedaan yang signifikan keterampilan menulis siswa yang menggunakan metode Problem Based Learning dan yang diajar tanpa metode Problem Based Learning di SMAN 1 Gunungsari.

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### Abstract

This research aim was to measure the effect of Problem Based Learning towards students' writing skill. The research was experimental research and the design used was one-group pretest-posttest design. The population of the study was twelve grade students of SMAN 1 Gunungsari. The class were selected as the samples was XIIA social class as experimental group consisted of 15 students from even serial number and XIIB Social class as control group consisted of 15 with odd serial numbers. The Experimental group was treated by Problem based Learning and control group was given treatment without Problem based Learning method. The instrument used in this research was writing test. In analyzing the data, the researchers used statistical analysis by SPSS software, in which it showed that the sig value of = 0.000 was lower than 0.05. Therefore, according to the results of the analysis, it could be concluded that there was a significant difference in students' of writing skill by using Problem based Learning method and those who taught without the Problem Based Learning method at SMAN 1 Gunungsari.

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#### Corresponding Author:

**Tri Setianingsih**

Universitas Pendidikan Mandalika

Email : [trisetianingsih@undikma.ac.id](mailto:trisetianingsih@undikma.ac.id)

## 1. INTRODUCTION

The aim of national education according to Law Number 20 of 2003 article 3 is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens. as well as being responsible. The learning process plays a significant role in achieving educational objectives. It is intended that the learning process followed by students would result

in changes in areas of knowledge, abilities, and attitudes in language learners (Agus & Smauri, 2018).

Language learners need to be able to write well. Writing, on the other hand, is the most challenging talent compared to the others. Teachers and students must acquire the talent of writing in order to learn a language. This is due to the fact that writing is founded on the strategic and suitable use of language, with structural precision and communication potential.

In Curriculum 2013, students are expected to be more engaged in their learning through writing, and they must be able to seek for suggestions or scribbles in their books, particularly for the teachers. If teachers have summarized and developed the subject matter to be taught, they will be able to give content to students more effectively and efficiently.

The skill to write is highly valued in many facets of life, particularly in the workplace. Those with strong writing talents appear to be more prominent than others. Writing has been scientifically demonstrated to boost children's intellect, particularly their language and communication skills.

Students, on the other hand, faced a variety of writing challenges, depending on their skills. Language, psychology, cognitive, and pedagogical categories can be used to classify general problems. Furthermore, researchers discovered that students confront a number of issues. First, there's the issue of text comprehension. Second, in a problem-based text, students' difficulty in solving issues.

These issues were discovered by the researcher among eleventh grade science students who were unable to grasp the contents of the book, based on observation at SMAN 1 Gunungsari. Students made mistakes in composing sentences, were sluggish in reading content that was uninteresting from the title, and the study discovered that students found it difficult to order words or concepts that would be written.

One alternative way that allows the skill of writing of the students is Problem-Based Learning or known as Problem Based Learning. Problem Based Learning model is learning by confronting students with problems. Yuli et al (2021), stated that Problem Based Learning is the most significant innovation in education. It helps students to enhance the development of lifelong learning skills in an open, reflective, critical and active learning mindset. Problem solving may test students' abilities and provide satisfaction in determining new information; yet, one of the flaws of Problem Based Learning is when students lack motivation and confidence in their ability to solve the problem.

### **Statement of the Problem**

Based on the elaboration above, the problem that is going to be discussed in this research is that "Does Problem Based Learning have an effect to the students' writing skill at SMAN 1 Gunungsari?"

### **Purpose of the Research**

The purpose of this study is to find out whether snowballing is effective or not for learning there is an effect of the use problem based learning on students' writing at the third grade students SMAN 1 Gunungsari in Academic Year 2021/2022.

### **Scope of the Research**

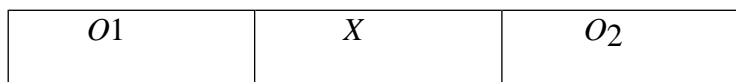
The scope of this research to be discussed in this problem is limited to the following:

1. The study is focused on the XII grade students of SMAN 1 Gunungsari.
2. The study is limited to the effect of using Problem Based Learning on Students's writing skill
3. Encourage the English teacher to apply problem based learning especially to overcome the students problems in writing skill.
4. This is also expected to give the students interesting technique of presenting the material in order to the skill on writing.
5. Make sure the excellence of the problem based learning on writing skill.

**2. RESEARCH METHOD**

**Research Design**

This research used a pre-experimental research. Pre-experimental is research schemes in which a subject or a group is observed after a treatment has been applied, in order to test whether the treatment has the potential to cause change. The researcher used one-group Pretest-posttest design. The one-group pretest-posttest design involves a single groups that is pretested (O), exposed to a treatment (X), and post tested (O) (Gay L.R, et al. 2006). The design of pre-experimental research is as follow:



**Population and Sampling**

**Population**

The researcher has taken class XII social one from 3 classes at SMAN 1 Gunungsari. Lombok Barat.

**Sampling Tehnique**

The sample of the study used sample random technique (probability sampling technique). In sampling the researcher has done a lottery and put the sample into a glass. which contains odd and even serial number. The researcher shakes the glass until 1 sheet of paper rolls out of the glass. In this technique, the researcher has provided a class consisting of 31 students, and as a sample the researcher has taken an even serial number consisting of 15 students.

**Research Instrument**

The instrument used in this research was a writing test. The writing test was in the form of writing a persuasive paragraph. The stages of conducting the test; 1. the researcher provided a problem-text, 2. The students were be divided into several groups to discuss and find out the right solution of the problem from the text, 3. Then each student into the group was asked to write a persuasive paragraph completed with the topic sentences, supporting sentences and conclusion containing the solution in the text.

Before the instrument was used to collect data, it was firstly tried out to see readability of the instrument. Readability test was used to know the easiness led of the instruction item of the writing instrument. To analyse the readability of the instrument, Flesch-kind aid Readability tests formula was used as follow:

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

Where:

Score = position on a scale of 0 (difficult) to 100 (easy), with 30 = very difficult and 70 = suitable for adult audiences.

ASL = average sentence length (the number of words divided by the number of sentences).

ASW = average number of syllables per word (the number of syllables divided by the number of words).

In The Art of Readable Writing, Flesch (1949, p. 149), described his Reading Ease scale in this way:

**Table 2.**

Reading Ease Score	Style Description	Estimated Reading Grade	Percent of U.S. Adults (1949)
0 to 30:	Very Difficult	College	4.5
30 to 40:	Difficult	Graduate	33
50 to 60:	Fairly Difficult	13 <sup>th</sup> to 16 <sup>th</sup> grade	54

60 to 70:	Standard	10 <sup>th</sup> to 12 <sup>th</sup> grade	83
70 to 80:	Fairly Easy	8 <sup>th</sup> to 9 <sup>th</sup> grade	88
80 to 90:	Easy	7 <sup>th</sup> grade	91
90 to 100:	Very Easy	6 <sup>th</sup> grade 5 <sup>th</sup> grade	93

Flesch's Reading Ease Scores

**Readability Test Result**

From the result of the study, it can be concluded that the instructions of the instrument of the researchers was very easy to understand by students in which the evident from a total of 31 students there were 96,29% had reached its readability which means that the writing instrument was very easy for students.

**Techniques of Data Collection**

In this study, the data obtain from experimental group in gathering the data aimed to test the students current writing

**Pre-test**

The researchers conducted pre-test for with the aim of measuring the skill of 15 students in writing. The pre-test was given to the experimental group. In the pre-test, the students were asked to write a persuasive paragraph with the topic "The importance of Avoiding crowds during pandemic Covid 19" and the time given by researcher to write was 45 minutes.

**Post-test**

In the last meeting, the researcher conducted a post-test. The researcher conducted pre-test for with the aim of measuring the skill of 15 students in writing. The post-test gave to the experimental group. The student were asked to write a persuasive paragraph with the topic "The dangers of drugs" and the time given by researcher to write was 45 minutes, and this is to measure the extent of the students" ability in writing these persuasive paragraph, The post-test was done to find out the effect of using PBL toward students writing skill at SMAN 1 Gunungsari Lombok Barat.

**Technique of Data Analysis**

In the analysis the data, the data was collected through pre-test and post- test. The researcher used the formula as follows: In the analysis the data, the data was collected through pre-test and post- test. The researcher used the formula as follows:

1. Scoring the students" correct answer pre-test and post-test

$$\text{Students' Score} = \frac{\text{The number of students' correct answer}}{\text{Total number of items}} \times 100$$

(Gay, 2012)

2. Classifying the score of the students by using the following scale :

**Table 3**

Score 91-100	Very Good
Score 76-90	Good
Score 61-75	Fairly
Score 51-60	Poor
Score less than 50	Very Poor

(Depdikbud, 2006)

3. Computing the frequency and the rule percentage of the students' score:

$$P = \frac{F}{N} \times 100$$

Where :

$p$  = Percentage  
 $F$  = Frequency  
 $N$  = The total number of students (Gay, 2012)

4. Calculating the collection data from the students in answering the test, the researcher use formula to get the mean score of the students as follows:

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

Where:

$X$  = Mean score  
 $\sum X$  = The sum of all scores  
 $N$  = The total number of samples (Gay, 2012)

### 3. RESEARCH FINDINGS AND DISCUSSION

The research was conducted around 8<sup>th</sup> May 2022 to 8<sup>th</sup> July 2021 at SMAN 1 Gunungsari, Lpmbok Barat. In this case, it discusses the way to investigate the effect of Problem Based Learning towards students’ writing skill of SMAN 1 Gunungsari, Lombok Barat in academic year 2021/2022. It covers the data description, the testing hypotheses, and the discussion of research findings.

#### 3.1. Findings

Research data obtained from writing test (pre-test and posttest). Then the students are in the writing test which aims to measure the students’ writing ability before given treatment, then the last step is the post-test to inform us of the students’ abilities after being given different treatments for both samples, experimental and control groups.

After the researcher had done the research collected the data and then calculated the data, the effect of Problem based Learning method was more significantly seen than the effect of without using problem based learning method in writing persuasive paragraph. Problem based Learning method develops higher level thinking skill and skill building and practice, involved and exploratory learning. According to the document analysis result score in experimental group, the percentage was much more improved than in control group. In experimental group the result were 84 while the control class had lower result 66,33.

The test was still relevant with the topic which has been discussed of in the quantitative. The writing test was given to the students. Then, in order to know about how far the student’s achievements in writing skill, the researcher gave pre- test for the students. Pre-test was given to the students in the first meeting, the students assigned to write paragraph persuasive. The result of Pre-test as could be seen follows:

**Table 4.** The Score of Students in Pre-Test

No.	Students’ Name	Score
1	QW	62
2	ET	40
3	TY	64
4	YFD	63
5	UT	57
6	RW	68
7	ASD	73
8	FTR	66
9	RQT	68
10	BN	68
11	MA	44
12	FR	63
13	GHT	59

14	BG	54
15	NM	69
16	VQ	54
17	MK	66
18	MY	54
19	BFA	70
20	XC	54
21	SD	70
22	HJL	55
23	NMB	64
24	DGF	54
25	PT	51
26	SH	54
27	JL	68
28	MSW	68
29	TRN	72
30	DRN	63
31	WIS	40
	<b>TOTAL</b>	1.875
	<b>MEAN</b>	60,48

Scoring the students' correct answer pre-test and post-test

$$\frac{= 1.875 \times 100}{31}$$

$$= 60,48$$

From the result of the pre-test above can be classified Fairly.

Computing the frequency and the rule percentage of the students' score:

$$P = \frac{F}{N} \times 100$$

$$= 60,48 \%$$

Mean score of Pre-tes 60,48.

To get the result of pre-test, firstly, the researcher calculated the mean score by using formula:

The percentage of Pre-tes 19,50 %

Based on the analysis of the pre-test results, it was concluded that the students had difficulty in expressing their ideas about the topic. The researcher still used conventional method, so students felt bored in the teaching and learning process and cannot understand the material well. Therefore, the researcher decided to apply it as a treatment for them in improving their writing skill using Problem Based Learning (PBL).

**Table 4.2**  
**The students Score Post-Test**

NO.	Student's Name	Score
1	QW	90
2	ET	92
3	TY	94
4	YFD	82
5	UT	95
6	RW	92
7	ASD	92
8	FTR	83

9	RQT	87
10	BN	77
11	MA	65
12	FR	79
13	GHT	84
14	BG	82
15	NM	95
16	VQ	87
17	MK	90
18	MY	72
19	BFA	84
20	XC	76
21	SD	93
22	HJL	82
23	NMB	76
24	DGF	92
25	PT	88
26	SH	92
27	JL	75
28	MSW	81
29	TRN	94
30	DRN	91
31	WIS	95
	<b>TOTAL</b>	<b>2.567</b>
	<b>MEAN</b>	<b>82,80</b>

Scoring the students' correct answer pre-test and post-test

$$= \frac{2.567 \times 100}{31} = 82,80$$

From the result of the post-test above can be classified Very Good. Computing the frequency and the rule percentage of the students' score:

$$= \frac{\sum f}{N} \times 100 = 82,80$$

Mean score of Post-Test 82,80

To get the result of post-test, firstly, the researcher calculated the mean score by using formula:

The percentage of Post-Test 26,70 %

In this cycle, student got better grades, the average also increased from 60.48 to 82.80. This cycle shows the highest increased related to students' interest in improving writing skill in the teaching and learning process by using Problem Based Learning (PBL). In this post-test, the highest score was obtained by students, 95. Therefore, in the cycle the researcher considered stopping teaching because the results were high.

**Table 5.** The Students Score in Writing Test

No	Name Students	S	
		Pre-test	Post-test
1	QW	62	90
2	ET	40	92

3	TY	64	94
4	YFD	63	82
5	UT	57	95
6	RW	68	92
7	ASD	73	92
8	FTR	66	83
9	RQT	68	87
10	BN	68	77
11	MA	44	65
12	FR	63	79
13	GHT	59	84
14	BG	54	82
15	NM	69	95
16	NM	54	87
17	VQ	66	90
18	MK	54	72
19	MY	66	84
20	XC	54	76
21	SD	70	93
22	HJL	55	82
23	NMB	64	76
24	DGF	54	92
25	PT	51	88
26	SH	54	92
27	JL	68	75
28	MSW	68	81
29	TRN	72	94
30	DRN	63	91
31	WIS	40	95
	<b>TOTAL</b>	<b>1875</b>	<b>2567</b>
	<b>MEAN</b>	<b>60,48</b>	<b>82,80</b>

From the result of the student is writing test by using Problem Based Learning (PBL) method, there is an effect from the Problem Based Learning (PBL) and the results obtained are the total of Pre-test 1,875 and the Mean of the Pre-test is 60,48 and from the post-test the total is 2,567 and the mean is 82,80.

=58% (Pre-test)

Where:

P= Percentage

F= Frequency

N= Sample

=80% (Post-test) (Aras Sudijono,2008 : 43)

**Table 5.** Students Score of Pre-test, post-test Experimental and Control Group

No.	Experimental Group	Pre- test	Post- test	Control group	Pre- test	Post- test
1	ET	40	92	QW	40	60
2	YFD	63	82	ET	44	65
3	RW	68	92	TY	36	70
4	FTR	66	83	YFD	54	60
5	BN	68	77	UT	30	69
6	FR	63	79	RW	35	70



7	BG	54	82	ASD	44	71
8	NM	54	87	FTR	44	65
9	MK	54	72	RQT	45	70
10	XC	54	76	BN	54	60
11	HJL	55	82	MA	50	71
12	DGF	54	92	FR	45	65
13	SH	54	92	GHT	52	69
14	MSW	68	81	BG	40	65
15	DRN	63	91	NM	40	65
	<b>TOTAL</b>	<b>824</b>	<b>1,260</b>		<b>653</b>	<b>995</b>
	<b>MEAN</b>	<b>54,93</b>	<b>84</b>		<b>43,53</b>	<b>66,33</b>

From the table above we knew that Pre-test of experimental group = 54,93, Post-test of experimental group = 84, Pre-test of control group = 43,53 and Post-test of control group = 66,33

So, as a sample here is an even serial number of 15 students and it can be seen the comparison between the experimental group and control group where the experimental group is the class that I studied using Problem Based Learning (PBL) method and the control group using other methods at the school and using the PBL method pre-test results. The test is far superior, namely 54,93 and the post-test is 84, while in the control group using another method the results of the pre-test 43,53 and the post-test is 66,33

**1. Experimental group**

a. Pre-test

The experimental group is taught using the Problem Based Learning (PBL) pre-test was conducted to determine the results of the writing test. Subjects in the experimental groups pretest are 31 students. But in this study a researcher only took the even ones and number was 15 students. From the results of the pretest, data showed the highest score achieved by students 40 and lowest score is 68.

b. Post-test

From the post-test results in the experimental group there is the highest value of 92 and lowest score is 72.

**2. Control group**

a. Pretest

The control group is taught without using Problem Based Learning (PBL). Pre-test was conducted to determine the results of the writing test. Subjects in the control groups pretest are 31 students. But in this study a researcher only took the even ones and number was 15 students. From the results of the pretest, data showed the highest score achieved by students 54 and lowest score is 30.

b. Post-test

From the post-test results in the control group there is the highest value of 71 and lowest score is 60

**Table 6.** The Comparison of the Students Score in the Writing Tests

<b>Name of test</b>	<b>Pre-test</b>	<b>Post-test</b>
Lowest Test	40	65
Highest Test	73	95
X	60.48	82.80
N	31	31

From the results of the writing test research, it can be concluded that in the Pre-test there is a lowest score of 40 while in the post-test there is value of 60, for the pre-

test student's scores the lowest score is 73 and the highest score is 95, So, the overall score in the pretest 60,48 is much lower than the post-test 82,80 of total 31 students.

Thus, the normality test and the homogeneity test must be done first before the Two Ways ANOVA test was conducted. Normality test was applied to the representative research sample. This test was done as hypotheses test which was required that the sample should be normal. The next one was homogeneity test, which was assumed that the score of dependent variable (O) was categorized based on the equation of independent variable scores (X and O<sub>2</sub>). The result of the test is presented below:

#### a. Normality Test

Normality test is used to find out whether the spreading data is distributed normally or not. In this study, the normality test used Kolmogorov-Smirnov strategy in which the significance level  $\alpha = 0,05$  as the rule to accept or reject the normal test. The normality test is done to both experimental and control groups by using statistical hypotheses formula stated as follows:

Ho = Sample data was in normal distribution

Ha = Sample data was not in normal distribution

Based on the criteria of this program, the data was normal if p value (Sig)  $> 0.05$  which means Ho was accepted and on the contrary is rejected (data was in normal distribution). The score of p value (Sig) is the number on the column of Sig from the table of normality test outcome by using SPSS program. In this case, the strategy used was Kolmogorov-Smirnov. The detail computation of normality test can see Appendix 5.

it was found that the scores on Sig column by using Kolmogorov-Smirnov strategy for each group were mentioned consecutively: 0.111, 0.111, 0.063, which means all the p value score for each group were bigger than 0.05. Hence, Ha was accepted and Ho was automatically rejected. In other words, it may be concluded that the sample data were in normal distribution.

Referring to the table above, it could be seen that the Sig (p value) for writing skill was 0.434. It means that p value was bigger than 0.05. In other words Ha was accepted and Ho was automatically rejected, which implied that all data had homogeneity of variances.

Based on the normality test and homogeneity test revealed, it can be concluded that the pre-requisite test which are needed before processing the data by using ANOVA test are already fulfilled.

#### b. Homogeneity Test

Beside normality test, one pre-requisite test mostly needed to analyze the data using ANOVA is homogeneity test. The purpose of this test is to find out whether the designed groups are homogenous or not. In other words, we have to find out the homogeneity of the groups we designed. The homogeneity test for the data of writing achievement is performed by using Levene's test in the significant level of 5%. The result of homogeneity computation for the detail can see Appendix 6 .

The hypotheses for homogeneity test were set as follows: Ho : Data were having homogeneity variances

Ha : Data were not having homogeneity variances

The criteria were set as follows:

If the Sig value (Levene's test)  $> 0.05$  means that Ha was accepted and Ho was automatically rejected. On the contrary, the Sig value (Levene's test)  $< 0.05$  means that Ha was accepted and Ho was automatically rejected. Referring to the table 4.7 above, it could be seen that the Sig (p value) for writing skill was 0.434. It means that p value was bigger than 0.05. In other words Ha was accepted and Ho was automatically rejected, which implied that all data had homogeneity of variances.

Based on the normality test and homogeneity test revealed above, it can be concluded that the pre-requisite test which are needed before processing the data by using ANOVA test are already fulfilled.

### 3.2. Discussion

This study found that the use of the Problem Based Learning (PBL) method gave significantly the the effect on the student's achievements in writing persuasive paragraphs at SMAN 1 Gunungsari, Lombok Barat. Based on the results of the study, the researcher found that teaching persuasive paragraph writing using the Problem Based Learning (PBL) method was better than without using the Problem Based Learning (PBL) method. When the researcher conducted the research, the researcher found several problems faced by students when writing persuasive paragraphs.

The problem they experienced at first was that they were confused about what to write. In addition, they still lacked in vocabulary use and tenses understanding. They also had difficulty in developing their ideas. By using Problem Based Learning (PBL), students' writing knowledge changed to better. From the total class of the experimental group (15 students), 15 of them or as any 84% were able to write persuasive paragraphs well. Because the researcher only took even serial numbers as comparisons and after the test they were able to make persuasive paragraph well.

Students' abilities from Pre-test to Post-test, their abilities increased by 29,7% with an average of 84. Meanwhile, students without using the Problem Based Learning (PBL) method were only 66,33% able to write persuasive paragraphs. This study is supported by similar results found by Dastgeer (2015) in a study entitle „improving English writing skills : A case of Problem Based Learning; which leads to the conclusion that Problem Based Learning PBL is more effective as a pedagogy for teaching English to students. Maulidya (2014) found that improve writing skill for students of Islamic junior High school sunan gunung jati Ngunut; found Problem- Based Learning (PBL) To be effective for learning to write persuasive paragraphs. Similar to this study, there was an increase in writing skills after the post-test. Khairunisa (2017), it was found that Problem Based Learning (PBL) helped the students in generating their idea to star their writing. Easier for the students to write since they have got ideas from their friends. Can help students to develop writing skill in solvig problems. Then the result of problem solving can seen from the action in finding problems and problem solving is a process of manipulating prior knowledge. The students got ideas to construct their writing in a group or individually.

The results showed that Problem- Based Learning (PBL) had the most positive effect when the focus construct assessed was at the level of material understanding. This finding is supported by the score of the results of document analysis in the experimental group, the percentage is much higher than in the control group, The experimental class using Problem- Based Learning (PBL) method has a total of 1,260 (84%) while in the control class without using Problem- Based Learning (PBL) the total value is 995 (66,33%). so we can see that by using the Problem- based Learning (PBL) method, the ability of students in writing skills, especially writing persuasive paragraphs, increases.

By the application of the teaching step of Problem- based Learning (PBL) method , the students become more active to participate the teaching learning process, They can improve their writing skill when they express their ideas in writing in using past tense correctly. It can be concluded that the application of Problem-based Learning method was a good method to improve students' writing skills. It was found that students' writing skills in persuasive paragraphs improved when they were taught using Problem-based Learning. This is supported by Margetson, D (1991) facilitating students to solve problems in writing can improve students' writing skills.

Moreover, the students could learn writing not only from the explanation of the researcher, but they also got some methods to express their ideas in writing from their friend, it caused by the method step of Problem- based Learning (PBL), in which researcher divided

the students into several group, this step gave students opportunity to exchange idea with their friend in group.

Finally, based on the results of the computation of the data, the null hypothesis in this study can be stated as rejected and alternative hypothesis can be stated as accepted and the researcher concludes some of the advantages of using the problem based learning (PBL) learning method According to Margetson, D. (1991) 1). Improve and motivate students to learn by focusing learning on real-life scenarios. 2). Students become active in meaningful learning. 3). Students are forced to take responsibility in their own learning which often increases motivation. 4). Encourage critical thinking. 5). Learning is driven by challenges, open-ended problems.

#### 4. CONCLUSION

Based on the description of the data finding that has been analyzed in previous chapter, the researcher finally comes to the conclusion that Problem based Learning (PBL) method has a significant effect towards students' writing skill at SMAN 1 Gunungsari, Lombok Barat. This conclusion is based on the writing score of the students who are taught by using Problem based Learning (PBL) which is higher than the writing score of the students who are taught by using the method used by the English teacher at SMAN 1 Gunungsari, Lombok Barat. Moreover, the value of Sig > 0.05 (higher), which means that the null hypothesis which stated "there is no effect of Problem based Learning (PBL) towards students' writing skill" is rejected and  $H_a$  which stated "there is any effect of Problem based Learning (PBL) towards students' writing skill" is accepted.

#### 5. SUGGESTION

After drawing the conclusion, some suggestion for English teacher, the students and the next researcher on this subject can be proposed. These suggestions are as follows:

##### 1. For English Teachers

It is suggested for the English teachers to use Problem Based Learning (PBL) as a method in teaching writing, especially in teaching paragraph persuasive because research result show that Problem Based Learning (PBL) is useful for student in generating or developing ideas and improving students' skills in writing persuasive paragraphs well.

##### 2. For the Students

The students should manage themselves to always have positive attitude toward English learning. It is important to them always practice writing so that they could improve their writing skills. In addition, they should always actively participate in the process of teaching and learning and do the tasks given by the teacher. They should also manage themselves to work in pairs in group or individually

##### 3. For the Researchers

This research is only a small study in improving students' writing skill. This study was done by using Problem Based Learning (PBL) as method in teaching learning process. It is expected for the other researchers that this study can be used as additional reference in the future in order to create better teaching learning process, especially for writing skill.

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